

Collaboration for High Quality School Mental Health Services: Effective Partnering with Families and Advocates

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Presenter Introductions



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Orienting Questions

- In the chat:
 - What is your role?
 - Where are you?
 - What does an engaged family look like?



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Common School Perspective

Engaged Families...

Attend
school
events

Agree with
school
decisions

Participate
in
conferences
and
meetings



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Effective Communication with Families

- Communicate early and often
- Communicate strengths
- Nonverbal communication
- Written communication
- Listen to understand
- Meet the family's needs
- Partner with the family



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Factors that Discourage Family Engagement

feeling unwelcome

perceptions of discrimination

childcare

prior negative experiences

financial difficulties

transportation

time and scheduling



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Factors that Encourage Family Engagement: Procedural

school provides valuable resources

activities and clubs

advocate or liaison who is on their side

knowledge about the process

transportation

ways to partner outside of school hours

personal invitations



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Factors that Encourage Family Engagement: Relational

caring, supportive, communicative staff

culturally respectful environment

school team is perceived as genuine

willingness to take extra steps

family feels known and understood (e.g.,
greeted by name)



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Procedural Safeguards: IDEA Meetings

- [300.322](#) Parent participation.
- [\(a\)](#) Public agency responsibility—general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—
 - [\(1\)](#) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - [\(2\)](#) Scheduling the meeting at a mutually agreed on time and place.



Procedural Safeguards: IDEA Informing

- (b) Information provided to parents.
- (1) The notice required under paragraph (a)(1) of this section must—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (ii) Inform the parents of the provisions in §300.321(a)(6) and (c) (relating to the participation of other individuals on the IEP Team who have knowledge or special expertise about the child), and §300.321(f) (relating to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the Act).



Procedural Safeguards: IDEA Ensure Participation

- (c) Other methods to ensure parent participation. If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls, consistent with §300.328 (related to alternative means of meeting participation).
- (d) Conducting an IEP Team meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place

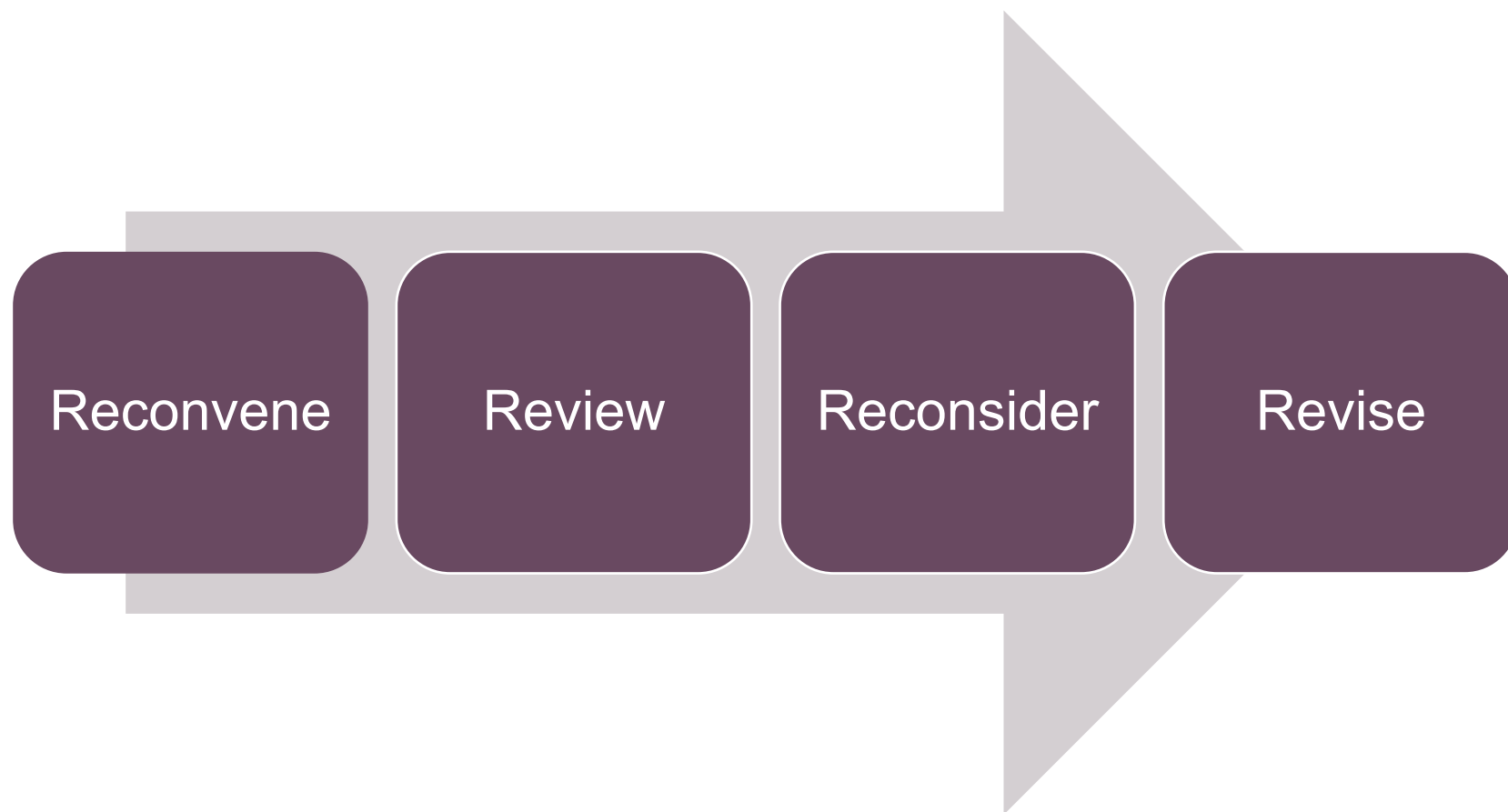


Procedural Safeguards: IDEA Final Pieces

- (e) Use of interpreters or other action, as appropriate. The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) Parent copy of child's IEP. The public agency must give the parent a copy of the child's IEP at no cost to the parent.



IDEA – Using the 4 Rs



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Procedural Safeguards: Consent

- Passive consent for Tiers 1 & 2 Services still must be ***informed*** consent
- Active ***informed*** consent for any individualized supports
- Informed consent should include co-planning and meaningful family input
- Engage early; give time for decision-making
- Empower parents as invested decision-makers



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Common Barriers to Family Partnership

- Staffing and funding shortages
- A desire to avoid burdening families
- Lack of time
- Lack of clarity around what should be communicated and when
- Families may be struggling with more than just school



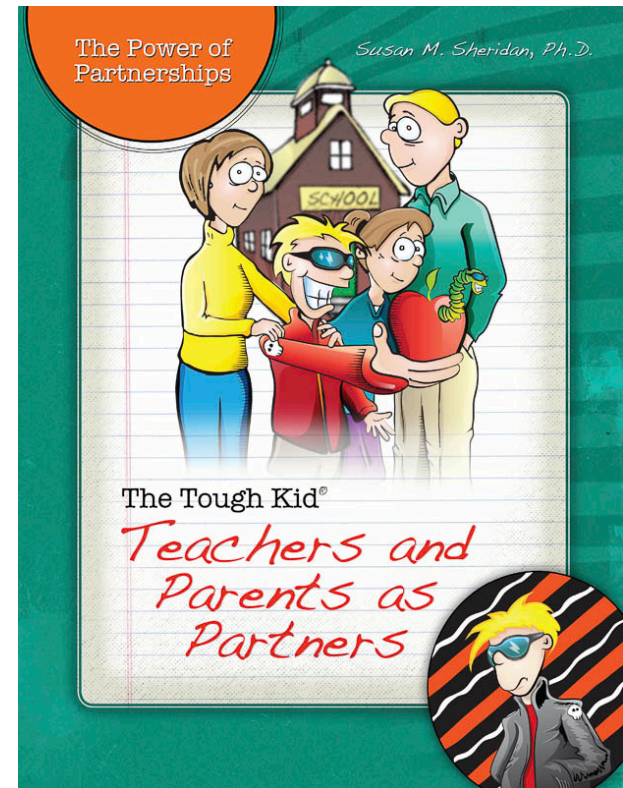
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Evidence-Based Engagement: Teachers and Parents as Partners

- Problem-solving approach
- Includes parent, teacher, and student, and consultant
- Emphasizes positive interactions
- Uses behavioral consultation framework
 - Problem Identification
 - Problem Analysis
 - Plan Implementation
 - Plan Evaluation



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[Garbacz et al., 2020](#); [Sheridan et al., 2001](#)

Evidence-Based Engagement: Family Check Up

- Brief, strength-based intervention
- Multifaceted
 - Initial interview related to family strengths and challenges
 - Ecological family assessment
 - Tailored feedback and supports
- Supports families to support youth behavior



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[Dishion et al., 2014](#); [Shaw et al., 2019](#)

Resources: CADRE

Center for Appropriate Dispute Resolution in Special Education (CADRE) Technical Assistance Center

Funded by the Office of Special Education Programs (OSEP)

- “increase the nation's capacity to prevent and resolve special education and early intervention disputes to improve outcomes for children and youth with disabilities.”
- Offers webinars, family guides, data reports, system assessment and enhancement resources, national map of state agencies and parent centers

<https://www.cadeworks.org/>



Resources: NFSTAC

National Family Support Technical Assistance Center

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA)

- “The purpose of the NFSTAC is to advance positive partnerships between families and providers to promote stronger and more sustainable outcomes for families and their children across the lifespan”
- Offers mental health and substance use information, training for families and providers, connections to family support services and family peer specialists.



<https://www.nfstac.org/>

Resources: Statewide Family Engagement Centers

Funded by the Office of Elementary and Secondary Education

- Operate in: AK, AZ, CO, CT, HI, KY, MA, MD/PA, ME, MN, NE, NH, OH, SC, SD, WA, WV
- “organizations that provide technical assistance and training to State educational agencies (SEAs) and local educational agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities.”

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/statewide-family-engagement-centers-program/>



Resources: PTIs

State Parent Training and Information Centers (PTIs)

Funded by OSEP

- “These Centers perform a variety of direct services for children and youth with disabilities, families, professionals, and other organizations that support them.
- Some of the activities include:
 - working with families of infants, toddlers, children, and youth with disabilities, birth to 26
 - helping parents participate effectively in their children’s education and development
 - partnering with professionals and policy makers to improve outcomes for all children with disabilities”

<https://www.parentcenterhub.org/find-your-center/>



Resources: F2Fs

Family to Family Health Information Centers (F2Fs)

Funded by the Maternal and Child Health Bureau

- “Family-to-Family Health Information Centers (F2Fs) are family-led organizations that support families of children and youth with special health care needs (CYSHCN).
- Each F2F is staffed by highly skilled, knowledgeable families with first-hand experience of the challenges faced by CYSHCN and their families. These uniquely qualified staff provide critical support to families caring for CYSHCN, particularly families of children with complex needs and those from underserved communities.
- F2Fs also helps healthcare providers, state and federal agencies, and legislators understand and respond to the needs of CYSHCN and their families.”

<https://familyvoices.org/felsc/whataref2fs/>



Thank you!

Q&A

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