

An illustration of five diverse people sitting around a long, light-colored table in a meeting room. The room has a red wall and a dark floor. The people are: a man in a teal shirt on the top left, a woman in a red top in the top center, a man in a white shirt and red tie on the top right, a man in a green shirt on the bottom left, a woman in a pink top on the bottom center, and a woman in a teal top on the bottom right. The man in the green shirt is holding a globe. The woman in the teal top is holding a blue document. The title 'A Seat at the Table' is written in large white letters across the center of the table. To the left of the table, the text 'Diverse Perspectives on Parent-School-Professional Cooperation' is written in white. Below that, 'EHDI * Chicago, IL' and '* March 2019' are also written in white.

Diverse
Perspectives on
Parent-School-
Professional
Cooperation

A Seat at the Table

EHDI * Chicago, IL
* March 2019

Disclosure Slide

- The presenters receive a salary from their respective employers.
- None of the presenters is receiving funding to participate in this workshop.
- None of the presenters will be endorsing any products or attempting to sell anything during this presentation.
- None of the presenters has any conflicts of interest to report.



THE MAINE EDUCATIONAL CENTER
FOR THE DEAF AND HARD OF HEARING



HARVARD
MEDICAL SCHOOL



We all wear many hats

- **Djenne-amal Morris**
 - Parent of child who is Deaf with complex needs
 - Hands & Voices, BEGINNINGS
 - Advocate
 - Consultant
- **Karen Hopkins**
 - School administrator
 - Teacher
 - Deaf adult
 - Parent
- **Amy Szarkowski**
 - Professional (Psychologist)
 - Independent evaluator
 - Faculty
 - Parent



Overview of the Workshop



What it means to 'have a seat at the table'?



Parent-school-professional cooperation and why it matters



A role play of a planning meeting, modeling the implementation of parent-school-professional cooperation



Practical strategies for ensuring that diverse perspectives are included in establishing goals and determining programming for young deaf and hard of hearing children



Who are You?

- What seat do you have at the table?
- Why is this important to you?



A Less Desirable Model of Parent-School-Professional Interaction

Why Parent-School-Professional Collaboration Matters



Who is at the
table?

The Family

The Child

School representatives

Outside professionals



What does it *mean* to have a seat at the table?

How we see our roles in parent-school-professional collaboration

Djenne

Karen

Amy

Parent-School-Professional Collaboration

Interactions and experiences within home and school systems, uniquely and together, form the foundation for developmental trajectories throughout students' educational careers.

(Kim, et al, 2012, p 3).

Parent Involvement Influences Child Outcomes

- Even taking into account students' abilities & SES, parent involvement in children's learning is associated with
 - increased achievement performance
 - improved self-regulation
 - fewer discipline problems
 - stronger study habits
 - improved work orientation
 - more positive attitudes toward school
 - higher educational aspirations





Parent involvement shaped by race, class, gender, culture, and language

Influenced by schools' response to diverse families and power differentials.

Marginalized parents → engage if schools welcome them sincerely, honor their participation, and offer activities attuned to their interests in a culturally responsive climate (Henderson et al., 2007; Tillman, 2004).

Authentic participation



Strengthens “...habits of direct democratic participation and the achievement of greater learning outcomes and social justice for all participants”

Leaders “facilitate the opening up of democratic spaces”

(Theoharis, 2009)

Ecology of Schooling



Organizational system of interactions & transactions among persons (parents, teachers, students), settings (home, school) and institutions (community, governments) that are oriented to support the developmental and educational progress of students.

(Downer & Meyers, 2010)

Reductionist perspectives → developmental/ecological perspectives



FOCUS ON KEY CHANGES IN RELATIONSHIPS
AMONG STUDENTS, SCHOOL, FAMILY AND
COMMUNITY



CONSIDERS THE CONTEXTUAL INFLUENCES ON
A CHILD'S SKILLS

Collaboration in Context




Panel Perspectives – Not-So-Good Experiences



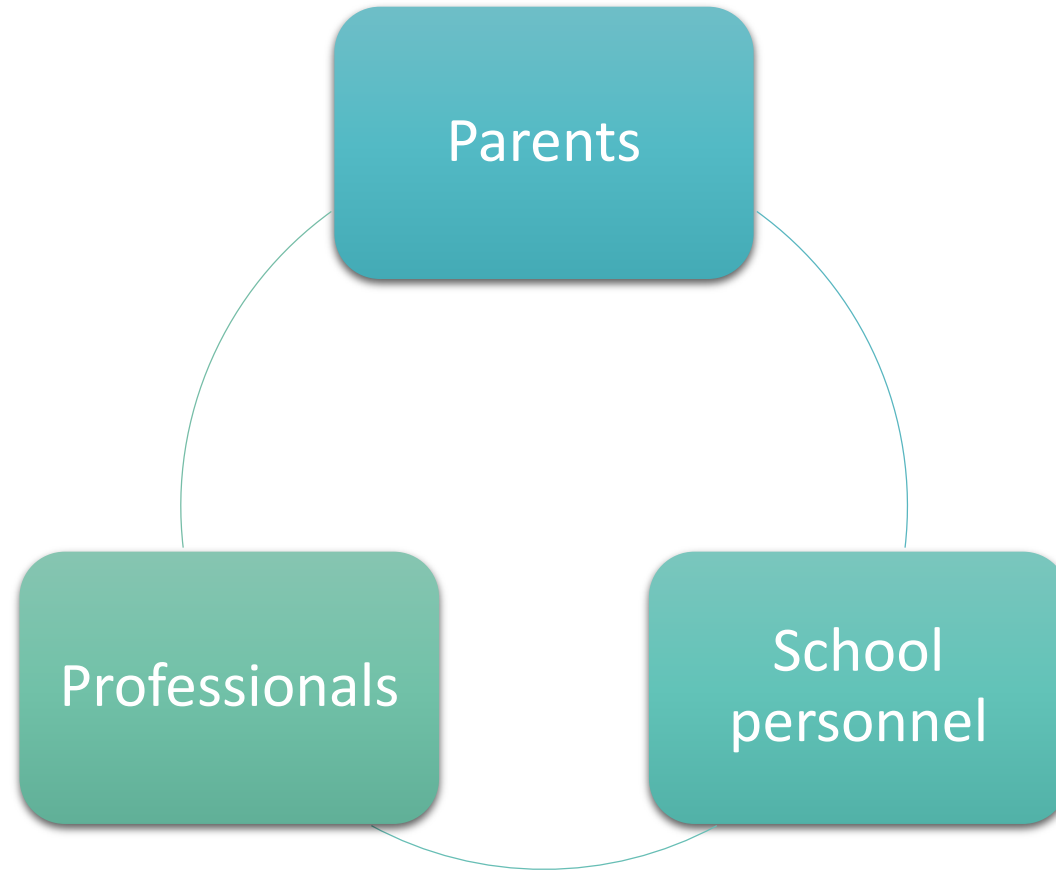


Panel Perspectives – Much Nicer Experiences

A photograph of a sunset viewed through a car's side mirror. The sun is low on the horizon, casting a warm orange glow across the sky. The clouds are illuminated with shades of orange and yellow. The side mirror is visible in the foreground, reflecting the sunset. A white circular text box is overlaid on the left side of the image.

Reflecting &
Looking Back
– What
worked,
what didn't

Preparing for an IEP meeting



Role Play: An IEP meeting for Avery

Avery is 2
years 9 months

Severe-
Profound
bilateral
hearing loss

Developmental
delays;
etiology not
yet known

Limited
repertoire of
signs and
spoken words

Strategies for Promoting Parent-School-Professional Collaboration

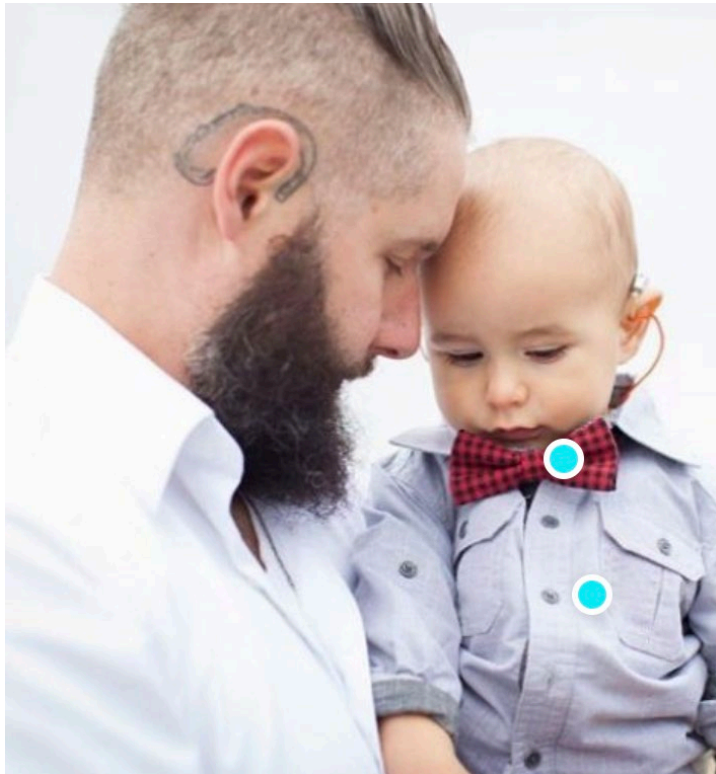
Thoughts, take-aways & suggestions to try



Opening a Meeting -
Start with
the Family

Photos to Anchor the Conversation

Picture from Home



Picture from School

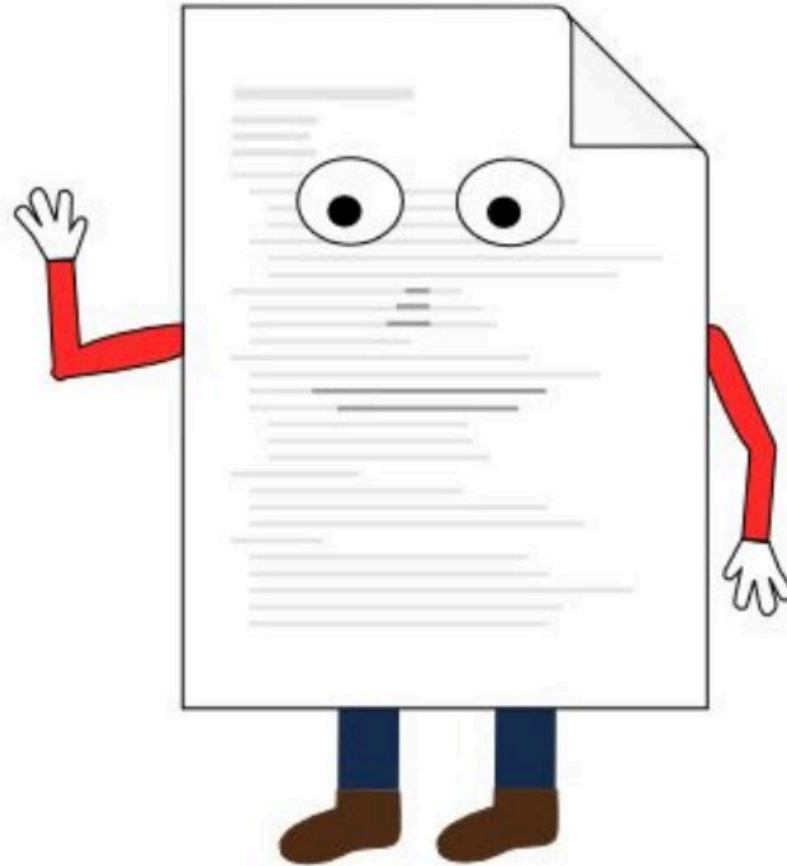


Shift the Conversation about the Vision Statement



Reports & Program Plans as Living Documents

- Developing them needs to be a joint process
- The “coming together” should be meaningful





IEPs & Team Meetings are Not Won or Lost

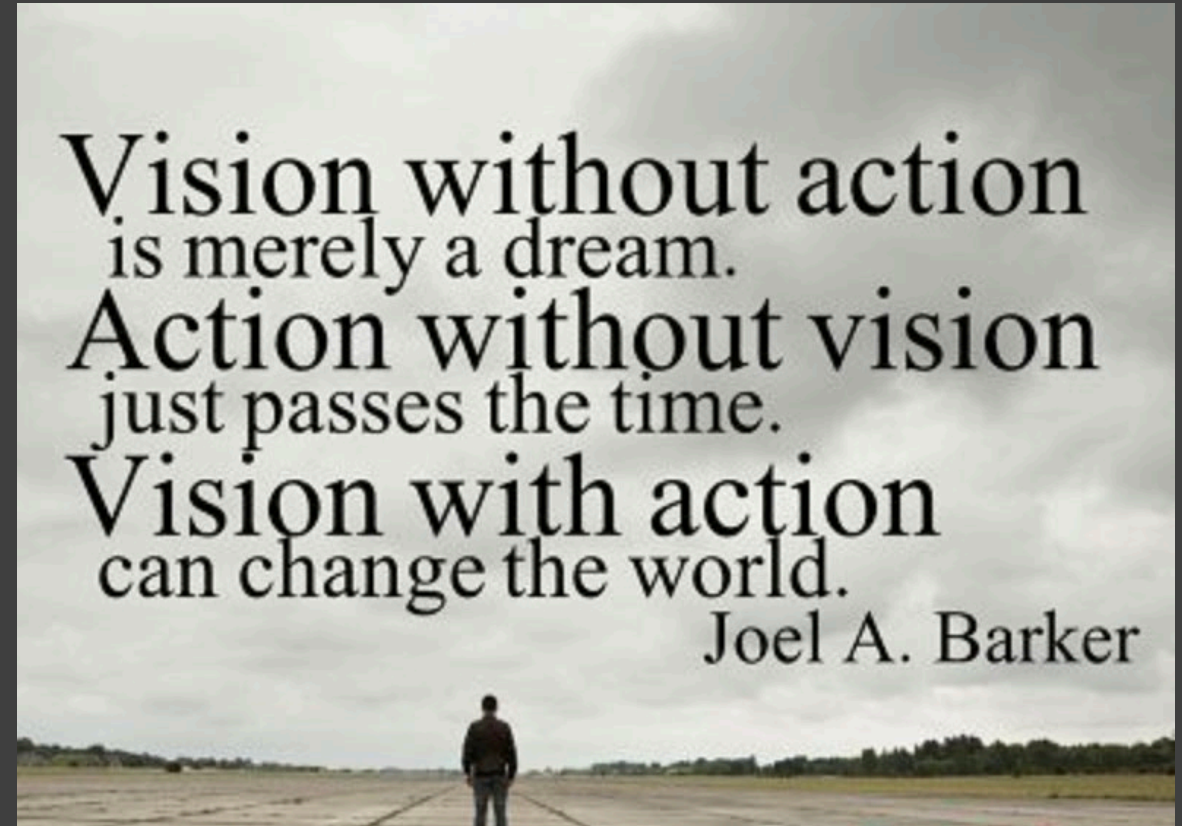
- Avoid having a predetermined “set agenda”
- Don’t go in “ready for a fight”
- Focus on child’s needs rather than specific ideas about placement, programs & services

Revisiting Your Vision Board

Share with the group

What surprised you about your board?

Thoughts on how to put your vision into action?



Plan of Action for
Fostering Parent-
School-
Professional
Collaboration



References

- Moorman Kim, E., Coutts, M. J., Holmes, S. R., Sheridan, S. M., Ransom, K. A., Sjuts, T. M., & Rispoli, K. M. (2012). Parent involvement and family-school partnerships: Examining the content, processes, and outcomes of structural versus relationship-based approaches (CYFS Working Paper No. 2012-6). Retrieved from the Nebraska Center for Research on Children, Youth, Families and Schools website: cyfs.unl.edu
- Downer, J. T., & Myers, S. S. (2010). Application of a developmental/ecological model to family-school partnerships. *Handbook of school-family partnerships*, 3-29.