Parent Perspective On Involvement And Training At Planning And Placement Team Meetings
Legally mandated that parents of children with disabilities are involved and participatory in their children’s education (IDEA, 2004)

Parent involvement can range from:
- Providing consent for educational assessment and services
- Active participation in the Planning and Placement Team (PPT) meeting
- Developing the child’s IEP
- Receiving parent training for specific social-emotional or academic concerns

The specific role of parent involvement through the IEP meeting is not clear by the legal mandate alone.
Goldman & Burke (2017) meta-analysis on the effectiveness of strategies to increase parent involvement for students with disabilities

- Limited number of studies (n=4)
- Demonstrates a gap in the research on the implementation of parent training through special education
- Need more studies on parent involvement in PPTs

Existing literature is limited in areas of:
- Pre-K and K parents
- Parent training
- PPT participation
- Parent perspective (Turnbull & Turnbull, 1982)
Focus on parents of students in pre-school and kindergarten (introduction to special education)

- Survey parents in a school district whose PPT team has received instruction on providing parent training
- Gather data on parents’ perspective

Aim to provide data to the growing literature on:
- The effectiveness of parent-training
- Parent PPT preparedness
- Current practices that increase collaboration between families and schools through the IEP development

Promote success for students with disabilities (Spann, & Soenksen, 2003)
What level of involvement and support do parents have in their child’s PPT meetings?
METHODS

- All Linden Street School parents of pre-school and kindergarten students with disabilities
  - n=52 participants
  - ≥18 years old
- Online survey emailed out by Director of Special Education
- Provided information about the research study, confidentiality, and an option to accept or decline participation.
- Estimated time to complete survey: 5 minutes
SURVEY

(Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree)

- Prior to my child’s PPT meeting, I am given an agenda for the meeting.
- Prior to my child’s PPT meeting, I am given an overview of what to expect from the meeting.
- I am asked to talk first in my child’s PPT meeting.
- I am able to talk often and freely in my child’s PPT meeting.
- My child’s PPT meeting addresses areas that I feel are important.
- During my child’s PPT meeting, I am offered training in areas I am concerned about regarding my child.
RESULTS

- No results
  - Survey not sent out yet
- Expected Results (school based observations & literature review)
  - Parents do not receive agenda or overview prior to meeting
  - Parents are not asked to speak first
  - Talk freely?
  - Areas of importance are addressed?
  - Receive parent training in meeting?
Anecdotal Observations

- Leadership building culture to promote social-emotional training with parents
- Role-play how to respond to child in specific scenario
- OT demonstration of activities that parents can do at home
- 2 families asking for support (implicit/explicit)
- Majority of PPTs I observed did not include parent training
REFERENCES
