

Parent Perspective On Involvement And Training At Planning And Placement Team Meetings

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May 2, 2019

BACKGROUND

- 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

BACKGROUND (CONT.)

- 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)

PURPOSE

- 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)

RESEARCH QUESTION

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?

RESULTS (CONT.)

- 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

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QUESTIONS

