



Collaboration with Families and Other Partners: Essential Features of High Quality Inclusion

Series on High Quality Inclusion
Webinar #3




Partnership for Inclusion

- This is the third webinar in a series focusing on building the three essential features of high quality inclusion

**ACCESS
PARTICIPATION
SUPPORTS**



Introductions



Presenter: Sangeeta Parikhshak
Office of Head Start



Presenter: Christy Kavulic
Office of Special Education Programs



Moderator: Pam Winton
National Center on Early Childhood Development, Teaching & Learning & FPG Child Development Institute



Presenter: Kiersten Beigel
Office of Head Start



Presenter: Julia Martin Eile
Office of Special Education Programs

DEC/NAEYC Position Statement on Early Childhood Inclusion



Supports: Essential Feature of Inclusion

Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion (Joint Position Statement on Inclusion, 2009).



Learning Outcomes

- Know about the vision, the federal laws and policies related to **infrastructure support** for high quality inclusion in two areas: **family-professional collaboration**; and **communication and collaboration with other adults**.
- Learn about practices that promote communication and collaboration with families and other adults
- Know about free resources associated with these topics.
- Ask your questions so you can build strengthen your skills and increase your understanding about collaboration with families, and community and state partners

FAMILY-PROFESSIONAL PARTNERSHIPS

- Vision, Laws and Policies
- Outcome Frameworks
- Practice Guidelines
- Resources



Family Engagement

- Family engagement refers to the **systematic inclusion of families** in activities and programs that promote children’s development, learning, and wellness, including in the **planning, development, and evaluation of such activities, programs, and systems.**

Family Engagement

For family engagement to be integrated throughout early childhood systems and programs, providers and schools must engage families as **essential partners** when providing services that promote children’s learning and development, nurture **positive relationships between families and staff**, and support families.

IDEA Requirements Related to Family Engagement/Participation

- Purposes
- Unit of focus
- Individualized plans
- Costs of services
- Procedural safeguards
- Services
- Service coordination services
- Transition planning conferences
- Data collection and use

Head Start Program Performance Standards Family and Community Engagement (Subpart E)

§1302.50 Family engagement.

§1302.51 Parent activities to promote child learning and development.

§1302.52 Family partnership services.

§1302.53 Community partnerships and coordination with other early childhood and education programs.



Head Start Program Performance Standards Additional Services for Children with Disabilities (Subpart F)

- Collaborate and support parents as advocates for services that meet their children's needs
- Support parents understanding of their child's disability and how to best support the child's development
- Assist parents to access services and resources for their family (adaptive equipment, health insurance, etc)
- Help parents understand IDEA referral, evaluation, and service timelines
- Support parents to actively participate in the eligibility process and IFSP or IEP process with LEA, including by informing parents of their right to invite the program to participate in meetings;
- Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.

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Head Start Family Outcomes

PFCE Family Engagement Framework



- Family Well-Being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

OSEP Family Outcomes for Part C

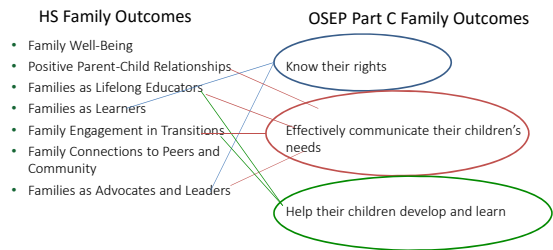
Families report that early intervention services have helped them:

- Know their rights
- Effectively communicate their children's needs
- Help their children develop and learn

OSEP Family Indicator for Part B

- Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Finding Common Ground: Crosswalk of Family Outcomes




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2014 DEC Recommended Practices

<http://www.dec-spced.org/recommendedpractices>



The logo features four stylized human figures in blue, green, red, and orange, holding hands in a circle. To the right, the text reads "Division for Early Childhood" in a large, blue, sans-serif font, with "of the Council for Exceptional Children" in a smaller font below it.

Goal of the DEC Recommended Practices

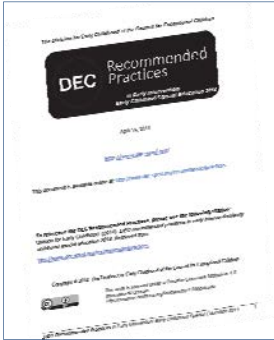
- The goal of the Recommended Practices is to inform and improve the quality of services provided to young children with or at risk of disabilities or delays and their families.
- The Recommended Practices bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

DEC Recommended Practice Parameters



- Supported by research, values and experience
- Represent breadth of topic
- Observable
- Not disability specific
- Delivered in all settings (natural/inclusive environments)
- Build on and are not duplicative of other standards (such as NAEYC DAP)

NC ECDTL



2014 DEC Recommended Practices

8 Topic Areas:

- Environment
- Teaming
- Instruction
- Family
- Interaction
- Leadership
- Assessment
- Transition

DEC Recommended Practices: Family

The Family Recommended Practices guide practitioners interactions with family members so that practitioners can support the family’s confidence and competence in helping their child learn and grow.

Principle 1:

Parents are the constant in the lives of young children with disabilities or developmental delays and so practitioners should provide families with the information they need and recognize the information they already have.

Principle 2:

In every interaction with a family, it is the role of the practitioner to promote confidence and affirm the competency of the parents to support their child's development and learning so they will continue to provide their children with what they need.

Principle 3:

Practitioners need to respect the unique characteristics of each family including ethnicity, culture, family structure and family goals and work in collaboration with the family to achieve these goals.

F5 Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

- Examples
- A developmental specialist focuses on sharing information and providing support so that the family feels confident they can assist their child in-between visits.
 - A family educator helps the family identify ways to share their parenting accomplishments and successes with other parents experiencing similar challenges.
 - A physical therapist asks the family what types of activities they currently use to support their child's efforts to walk and then provides the family with strategies they can use to increase the child's participation in those activities.
 - An early interventionist acknowledges a family's strengths and expertise in addressing the child's challenging behaviors and supports the family in using these skills to address the child's sleeping difficulties.

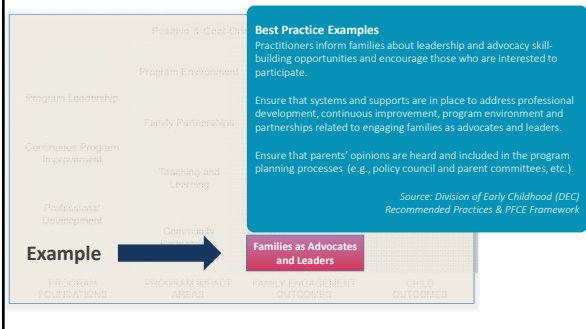
INTEGRATION OF DEC & NAEYC PRACTICES

Note the middle of the house:

Parent/family engagement



Aligning DEC Recommended Practices with HEAD START Family Outcomes



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Resources to Support Family Engagement

Early Childhood Learning and Knowledge Center

Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series

What are the key messages? Explore and practice essential strategies to develop positive school-community relationships with families. These relationships are key to our work with children and families, including the diverse needs of all children. Simulation 1 offers you to practice building bonds with families, beginning with an intake visit. Simulation 2 explores the process of identifying and implementing goals with families. Simulation 3 explores using strengths-based attitudes to partner with families during challenging times.

1. Engaging Families from the Start
[Begin the Simulation](#)
2. Goal Setting with Families
[Begin the Simulation](#)
3. Starting with Strengths in Challenging Times
[Begin the Simulation](#)
4. Relationship-based Practices: Talking with Families about Developmental Concerns
[Begin the Simulation](#)

[Read the Instructions](#)

Building Partnerships: Guide to Developing Relationships with Families

Support the use of Positive Child-Centered Relationships and to enhance parent, family, and community engagement. This guide offers strategies, tools, and guides to enhance practice and support.

This resource is intended for the public Head Start and Early Head Start community and practitioners in the early childhood field. Feedback, general or specific, and questions can be sent to our parent training and information center via email. This resource is aligned with the Office of Head Start Parent, Family, and Community Engagement (PFCE) Framework and Head Start Program Performance Standards (HSPS).

Resources to Support Family Engagement

- Center for Parent Information and Resources
<http://www.parentcenterhub.org/about-us/>
- Parent Training and Information Centers



Resources to Support Family Engagement

- Webinar Series on **Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes**
<http://ectacenter.org/~calls/2017/familyengagement.asp>
- CONNECT Learning Module on **Family-Professional Partnership**
<http://community.fpg.unc.edu/connect-modules/learners/module-4>
- Department of Education
<https://www2.ed.gov/about/inits/ed/earlylearning/families.html>
<https://www.ed.gov/parent-and-family-engagement>

Q & A

Related to Family-Professional Partnerships



COMMUNICATION AND COLLABORATION WITH COLLEAGUES (OTHER ADULTS)

- Vision, Laws and Policies
- Practice Guidelines
- Resources



Vision for Prioritizing Collaboration & Coordination

- What does it mean for:
 - States?
 - Local Early Childhood Programs?
 - Children?
 - Families?
 - Higher Education?

IDEA Requirements Related to Teaming/Collaboration

- System
 - State Interagency Coordinating Councils
 - Child find activities
 - Funding
- Practice
 - Evaluation
 - Service Coordination
 - IFSP and IEP development
 - Service delivery
 - Outcome measurement
 - Transition

Collaboration in Head Start Head Start Program Performance Standards

- Head Start Program Performance Standards – emphasis on a Coordinated Approach
 - Individualization and full inclusion in Education and Child Development Program Services (1302 Subpart C)
 - Providing supports for children with significant delays who are not eligible for IDEA [1302.33 (a)(5)(i)(ii)]
 - Additional Services for Children with Disabilities (1302 Subpart F)
 - Transition services (1302 Subpart G)
 - Coordinated approaches in Program Management and Quality Improvement (1302 Subpart J)
 - Transportation (1303 Subpart F [1303.75 – Children with disabilities])

Collaboration in Head Start Head Start Early Learning Outcomes Framework

- The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* describes the skills, behaviors, and knowledge programs must foster in all children.
- The Framework guides programs in decision-making related to curriculum, assessment, quality improvement, and implementing evidence-based teaching practices that promote strong positive child outcomes.
- Programs use the Framework to plan instruction and design opportunities for children to learn, play, explore, discover, and form relationships in a positive and stimulating environment.



Collaboration in Head Start


Head Start Early Learning Outcomes Framework

- Head Start Early Learning Outcomes Framework, Ages Birth to Five
 - *Guiding principles include:* Families are children’s first and most important caregivers, teachers and advocates.
 - Use the Framework in collaboration with specialists identified on the child’s IFSP, IEP, or 504 plan.

Collaboration in Head Start

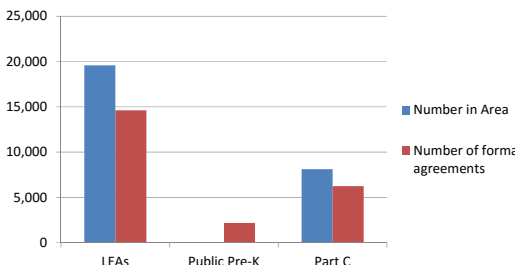
Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development




Head Start Data on Children with Disabilities

Collaboration agreements and community engagement



Category	Number in Area	Number of formal agreements
LEAs	~19,500	~14,500
Public Pre-K	~2,000	~2,000
Part C	~8,000	~6,000



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DEC Recommended Practices: Teaming & Collaboration

“Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships, relationships, and ongoing interactions.”

Practice Themes

- team composition (e.g., cross-section membership, skilled convener)
- communication and group facilitation (e.g., mutual respect, flexibility)
- team purpose (e.g., shared vision, concrete goals)


TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.

Examples

- A physical therapist and special instructor meet to talk with the family about the child's current abilities and progress and modify current strategies to align with the child's current level of performance.
- An early childhood teacher discusses her ideas and concerns about a child's progress with the consulting speech language pathologist and they develop additional teaching strategies.

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Resources to Support Collaboration

- CONNECT Learning Module on **Communication for Collaboration**
<http://community.fpg.unc.edu/connect-modules/learners/module-3>
- Resources on IDEA and Interagency Collaboration
<http://ectacenter.org/topics/intercoord/iaidea.asp>

Resources to Support Collaboration
Early Childhood Learning and Knowledge Center



Understanding Family Engagement Outcomes: Research to Practice Series

TRANSITION TO KINDERGARTEN


Family Engagement in Transitions: Transition to Kindergarten

TRANSITIONS From the Home to the Classroom

TRANSITIONS A Community Initiative on Transitioning to Kindergarten

Q & A



Related to Communication and Collaboration with colleagues (other adults)



Thank You!

Please stay tuned for the following webinars in this series on **High Quality Inclusion**:

- **Supports (Professional Development) – 2017**





We want to partner to build a culture of inclusion

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www.ectacenter.org