

Additional Resources for Module Four:

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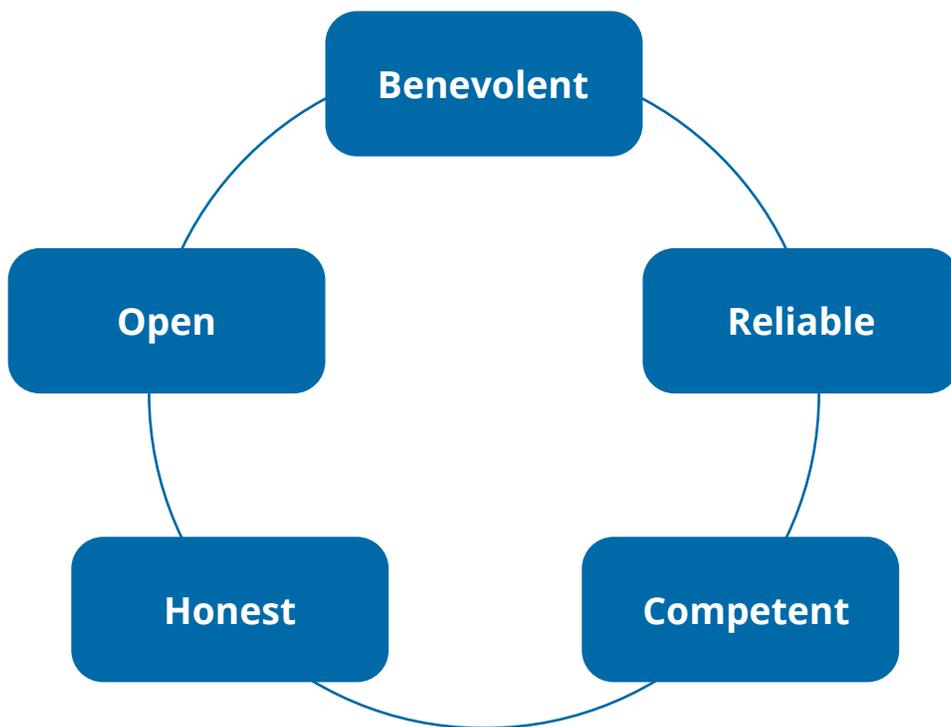
Other Assets

Strategies to Address the Barriers to Trusting Family-Professional Partnerships: Moving Research to Practice

- Develop, nurture, and foster mutual trust
- Make the partnership equitable through actions
- Identify mutual goals
- Encourage shared decision-making
- Practice mindful awareness of each other's perspective
- Maintain an ongoing two-way communication plan, including scheduling problem-solving opportunities (when needed)
- Always use a student-centered approach

The 5 Facets of Trust

A willingness to be *vulnerable* to another party based on the confidence that the latter party is:



IEP Meeting Strategies for Building Trusting Family-Professional Partnerships

Before the IEP Meeting - Strategies for IEP Preparation

Procedural Steps Before the Meeting

- Schedule an agreeable time for the meeting that fits with the family and student.
- Confirm the date, time frame, and location with the family.
- Send the procedural safeguards to family (and ask if there are any questions related) in advance.
- Share and collect any information from family needed for discussion ahead of time.
- Arrange for an interpreter (if needed), and meet with the interpreter in advance to provide and review a glossary of relevant terms
- Ask the IEP team and arrange for any accommodations (if needed)

Trust-Building Steps Before the Meeting

Connect with the family before the actual IEP meeting to:

- Share accurate present levels and baseline information about the student.
- Gain family input (before drafting goals) about the student's academic, behavioral, social, and emotional growth and needs in the home and community.
- Collaboratively discuss the focus for the upcoming IEP meeting, including asking families about their expectations and ideas for areas to address in the upcoming IEP.
- Only after having a detailed discussion following the guidelines above, professionals are encouraged to share a draft of the IEP goals with the family prior to meeting (if appropriate). This may allow for a more meaningful discussion during the meeting about how to implement the goals in the home, school, and community.

During the IEP Meeting - Strategies for Active Family Participation and Meaningful Discussion

Environmental Supports

- Arrange tables/chairs so that everyone is comfortable throughout the IEP meeting.
- Provide any accommodations needed for IEP accessibility.



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- Avoid physical power imbalances through seating choices.
- Be sure to address any emails/phone calls earlier and ask all IEP team members to as well.
- Establish time allotted for the meeting and schedule any needed breaks. Provide water, tissues, pens, and paper to all IEP team members.
- Announce any potential distractions ahead of time (e.g., “The school bell will ring at 4:10 today.”)

Meeting Strategies

- Create and follow an agenda throughout the meeting.
- Establish and agree to meeting norms prior to the start of the meeting.
- Use a system to address off-agenda topic issues, or concerns that need to be addressed without dismissing the participant contribution (e.g., parking lot).
- Allow amply time for team discussion, including identifying strategies for working toward the student’s goals in the school, home, and community.
- Before moving on to another topic, establish agreement from all IEP team members.

After the IEP Meeting - Strategies Used to Maintain Trusting Family-Professional Partnerships

- Identify ongoing bi-directional (two-way) communication plan
- Schedule any follow-up meetings (if needed)
- Share upcoming expectations for the IEP implementation in the school, home, and community
- Generate and review action plan with IEP team
- Plan for the future and work toward student-led IEP meetings (if you are not already)

Research about Barriers to Developing and Nurturing Trusting Family-Professional Partnerships

- Negative family history
- Inequity
- Cultural and linguistic barriers
- Inaccurate or false knowledge/information
- Significant difference in values or attitudes between families and professionals
- Incompatible goals or expectations
- Systemic/procedural obstacles
- Environmental and economic barriers



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