

DISES Professional Learning Gallery: **Family and Caregiver Engagement**

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Welcome to Family Engagement

<https://youtu.be/V3y2MUXmx6A>

Please enjoy this introductory video



Objectives

By the end of this module, you will be able to:

- Define what family engagement means across contexts
- Understand why family engagement is essential for student success
- Explore culturally responsive strategies to apply family engagement in your setting
- Recognize and access both existing and untapped resources



How do we Define about Disability?

Please watch the video below.

This is a lengthy video. You are welcome to watch it in its entirety or segments.

https://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity

Take time to individually or within your group to reflect



Introductory Statements

- **Family involvement can play a critical role in the postsecondary outcomes of youth with disabilities**
(Francis et al., 2019; Jez, 2022; Kohler et al., 2019; Morningstar et al., 2010).
- The Preamble to the Convention on the Rights of the Child (CRC) from the United Nations **refers to the family as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children.**



Definitions

- **Family engagement**

is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development

- National Association for Family School and Community Engagement

- **Family, school, and community engagement (FSCE)**

as the different ways that families, schools, and community leaders or groups work together to promote equitable and inclusive student learning and development and support schools to thrive. Engagement can take different forms depending on the context, but the intention is to support greater collaborations and partnerships to ensure quality teaching and learning and to transform the education system to better serve students, families, and communities- Center for Universal Education.



Guiding Statements

Review Resources about specific disabilities within your context to provide you a basic understanding.

- Understand resources within your community.
- Understand regional, State or In country laws and legislation that supports inclusion of persons with disabilities in education.
- Support the family in ways that reduce stress and support the child in the home and community setting



UNTAPPED RELATIONSHIPS

Please enjoy this Ted Talk Video and Jot down any subjects that apply to your setting

[Heejae Lim: The most powerful yet overlooked resource in schools | TED Talk](#)



Barriers and Challenges

Unfortunately, some educators and families report being uninformed and unable to be fully involved during transition planning (Francis et al., 2019).

- Access to Meetings
- Language Barriers
- Educational Jargon
 - Childcare
- No continuum to support family life



Actively Engaging with Families

Getting to know the dynamic of families

Intersectionality: language, class, culture,

Positionality: power, how families are impacted/oppress and/or give all the power to educators/schools

Families/Parents are not just blood/biologic

Social media parent groups, Global connection to get support

Buy-in from already established parent/family groups



Rationale for Families

Family engagement is essential to improving the lives of childrens with disabilities.

Research shows that Families who feel valued and respected by educators are more likely to:

- Feel more confident in assisting and supporting classroom and at-home learning
- Encourage positive attitudes and behaviors in their students
- Help their students meet classroom expectations
- Turn to school staff as a resource for solving problems

Educators who establish and maintain positive relationships with families are more likely to:

- Observe higher student achievement and improved classroom behavior
- Be viewed more positively by families
- Develop a positive presence and influence in the community
- Gain support or resources from families and their communities



Rationale for Educators

- **Family involvement goes beyond being informed about and attending the meeting** (Francis et al., 2019; Jez et al., Kohler et al., 2019; 2022; Newman, 2005).
- **To support children/youth with disabilities &/or gifts & talents**
- **Special educators must continuously engage with families from across diverse communities**
- **These partnerships are meant to inform the ability of educators to focus their work and practice**
- **Appropriately recognize students' assets, culture, & lived experiences.**



Rationale for Global Impact

- **Engagement allows families to advocate for their child's basic needs and authentic partnership with education professionals towards successful outcomes for their children**
- **Collaboration and communication can contribute to the the inclusion of children with disabilities in educational and community settings.**
- **Address Stigma: Education to take away the stigma of youth with disabilities**
- **In many parts of the world, there are no formal policies in place that support family engagement**



Educational Outcomes

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Avoiding burnout

Supporting Families with life long learning

Paraprofessional preparation & supervision for working w/ families

Families w/ twice exceptional children or multiple children

Cultural humility & partnering w/families

Partnering w/ families to develop academic & developmental goals

Preparing families during daily and academic transitions

Partnering with related service providers in class settings and community



Culturally Responsive/Sustaining Practices

**Family engagement and family-school partnerships will be different for each family.
The success of these partnerships often depends on the educator's ability to understand the social, cultural,
and economic issues that affect each family's engagement
(PACER CENTER, 2022)**

- What is a family?
- What are typical ways to engage?
- Ways to engage outside the box?
- How do you maintain continued success from year to year /teacher to teacher?



TYPICAL / NONTYPICAL TYPES OF ENGAGEMENT

Parent conferences

Open house/meet your teacher

Special events

Parent only or Parent/child only group gatherings

Social media parent groups, Global connection to get support

Buy-in from already established parent/family group

Providing information to and from schools

Providing information about rights (human rights from a global perspective)

Getting them to the school site (offer food, childcare)

Ongoing meetings with families





Resources for Continuous Education

[IRIS | Family Engagement: Collaborating with Families of Students with Disabilities \(vanderbilt.edu\)](https://www.vanderbilt.edu/IRIS/family-engagement)

NICHY - National Dissemination Center for Children with Disabilities

National Center for Learning Disabilities

<https://www.nclld.org/>

National Down Syndrome Society

<https://ndss.org/>

Attention Deficit

<https://chadd.org/>

Autism

<https://www.autismspeaks.org/>

<https://nationalautismassociation.org/>

<https://autismsociety.org/>

<https://researchautism.org/>



Resources for Continuous Education Continued

Other Disability Specific Information and Advocay:

United Cerebral Palsy <https://ucp.org/>

National Center for LD <https://ncld.org/>

[Understood.org](https://understood.org)

ASHA <https://www.asha.org/>

AOTA <https://www.aota.org/>

<https://www.epmagazine.com/>

Unesco <https://www.unesco.org/en>

The Council of Exceptional Children

<https://exceptionalchildren.org/>

Wrights Law <https://www.wrightslaw.com/>

<https://files.eric.ed.gov/fulltext/ED592770.pdf>

UNICEF <https://www.unicef.org/>

<https://www.easterseals.com/>



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Every Child Needs A Champion

“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pearson

[Rita Pierson: Every kid needs a champion | TED Talk](#)

