


SUPPORTING FAMILIES IN THE SPECIAL EDUCATION PROCESS


 UNC Charlotte
Cato College of Education

 Central Piedmont Community College

 Mitchell Community College

 Gaston College

 Stanly Community College

 University of South Carolina

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ACCEPT PROJECT

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Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project is a federally-funded cooperative agreement between the U. S. Department of Education and The Cato College of Education at the University of North Carolina at Charlotte (UNC Charlotte). Our collaborators include Central Piedmont Community College, Mitchell Community College, Gaston College, Stanly Community College, and the University of South Carolina.



OBJECTIVES

- **TEACH HOW TO NAVIGATE THE ACCEPT PROJECT WEBSITE**
- **INTRODUCE RESOURCES THAT RAISE AWARENESS OF THE IMPORTANCE OF EMPOWERING FAMILIES TO GUIDE THEIR ROLE IN THE SPECIAL EDUCATION PROCESS AND BECOME ADVOCATES FOR THEIR CHILDREN**
- **REVIEW RESOURCES THAT PROVIDE CURRENT AND ACCURATE INFORMATION ON THE LAWS, POLICIES, PROCEDURES AND ETHICAL PRINCIPLES THAT SUPPORT AND PROTECT CHILDREN 0 TO 5 WITH DISABILITIES**

BACKGROUND

PARENT PARTICIPATION IS SUPPOSED TO BE AN IMPORTANT COMPONENT OF THE EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION PROCESS. IN 2003, PROFESSIONALS DEFINED THE ROLES OF ADMINISTRATORS, GENERAL AND SPECIAL EDUCATION TEACHERS, AND SUPPORT SERVICES PERSONNEL AS WORKING COLLABORATIVELY WITH FAMILIES TO:

- **STRENGTHEN THEM BY HELPING SECURE NEEDED SUPPORTS AND RESOURCES,**
- **PROVIDE INDIVIDUALIZED AND FLEXIBLE HELP, AND**
- **CAPITALIZE ON FAMILIES' EXISTING COMPETENCIES AND STRENGTHS.**

BACKGROUND

ACCORDING TO NAEYC'S STANDARDS FOR EARLY PROFESSIONAL PREPARATION PROGRAMS, STUDENTS ENROLLED IN EARLY CHILDHOOD DEGREE PROGRAMS "UNDERSTAND THAT SUCCESSFUL EARLY CHILDHOOD EDUCATION DEPENDS ON PARTNERSHIPS WITH CHILDREN'S FAMILIES AND COMMUNITIES." IT IS ALSO STATES THAT EDUCATORS "USE THIS UNDERSTANDING TO CREATE RESPECTFUL RECIPROCAL RELATIONSHIPS THAT SUPPORT AND EMPOWER FAMILIES AND TO INVOLVE ALL FAMILIES IN THEIR CHILDREN'S DEVELOPMENT AND LEARNING."

BACKGROUND

THE CENTER FOR PARENT INFORMATION AND RESOURCES STATES THAT

“THE EVIDENCE IS CLEAR AND CONSISTENT: WHEN SCHOOLS AND FAMILIES WORK TOGETHER, STUDENT LEARNING AND OUTCOMES IMPROVE. SO DO:

- **CHILDREN’S ATTITUDES TOWARD SCHOOL,**
- **THEIR SOCIAL SKILLS AND BEHAVIOR, AND**
- **THE LIKELIHOOD THAT THEY WILL TAKE MORE CHALLENGING CLASSES AND PASS THEM.”**

BACKGROUND

“THIS HOLDS TRUE ACROSS FAMILIES OF ALL ECONOMIC, ETHNIC/RACIAL, AND EDUCATIONAL BACKGROUNDS—AND FOR STUDENTS OF ALL AGES.

GIVEN THE POWER THAT FAMILY INVOLVEMENT HAS TO INFLUENCE HOW OUR CHILDREN ACHIEVE IN SCHOOL AND IN LIFE, IT’S NOT SURPRISING THAT THE NATION’S SPECIAL EDUCATION LAW, THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), STRONGLY SUPPORTS PARENTS’ RIGHT TO BE INVOLVED IN THE SPECIAL EDUCATION THEIR CHILD RECEIVES.”

BACKGROUND

AS IDEA STATES:

“ALMOST 30 YEARS OF RESEARCH AND EXPERIENCE HAS DEMONSTRATED THAT THE EDUCATION OF CHILDREN WITH DISABILITIES CAN BE MADE MORE EFFECTIVE BY... STRENGTHENING THE ROLE AND RESPONSIBILITY OF PARENTS AND ENSURING THAT FAMILIES ... HAVE MEANINGFUL OPPORTUNITIES TO PARTICIPATE IN THE EDUCATION OF THEIR CHILDREN AT SCHOOL AND AT HOME.”

“CONGRESS FINDS THAT THERE IS AN URGENT AND SUBSTANTIAL NEED TO ENHANCE THE CAPACITY OF FAMILIES TO MEET THE SPECIAL NEEDS OF THEIR INFANTS AND TODDLERS WITH DISABILITIES.”

HOWEVER....

BACKGROUND

DURING THE IMPLEMENTATION OF THE ACCEPT PROJECT, WE HELD PARENT FOCUS GROUPS SO THAT PARENTS COULD HELP US MAKE DECISIONS ABOUT THE CONTENT AND SKILLS THAT NEEDED TO BE ADDED TO EARLY CHILDHOOD PROGRAM COURSEWORK. WHEN DISCUSSING THEIR ROLE IN THE SPECIAL EDUCATION PROCESS, PARENTS SHARED THAT THEY FELT AT A DISADVANTAGE WHEN DEALING WITH PROFESSIONALS AND DID NOT FEEL AN INTEGRAL PART OF THE SPECIAL EDUCATION PROCESS. HERE ARE SOME OF THEIR COMMENTS.

PARENTS VOICE NEED FOR INFORMATION

STATEMENTS FROM PARENT FOCUS GROUPS:

- **“HELP US UNDERSTAND OUR ROLE IN THE SPECIAL EDUCATION PROCESS.”**
- **“WE ARE NOT EXPERIENCING EFFECTIVE PARENT-PROFESSIONAL PARTNERSHIPS.”**
- **“I THOUGHT IFSP MEETINGS WERE A WAY TO SUPPORT FAMILIES AND GIVE THEM THE INFORMATION THEY NEEDED BUT THE CENTER DIDN'T WANT ME TO BE PART OF THE PROCESS.”**

PARENTS VOICE NEED FOR INFORMATION

STATEMENT FROM PARENT FOCUS GROUPS:

- **“I FEEL VERY UNCOMFORTABLE AT IEP MEETINGS. I HAVE NO IDEA WHAT ANYONE IS TALKING ABOUT. THEY TALK A LOT AND I NOD A LOT BECAUSE I REALLY DON’T UNDERSTAND. EVEN THE SPEECH THERAPIST WHEN SHE WOULD REVIEW WITH ME WHAT SHE DID WITH HIM USED WORDS THAT WERE WAY ABOVE MY HEAD. SO IT WAS INTIMIDATING. ONE TIME WE MET FOR TWO HOURS AND I WALKED OUT OF THERE THINKING, “I DON’T KNOW WHAT WE ARE DOING, REALLY.”**

RESEARCH ON FAMILY-PROFESSIONAL COLLABORATION

THE ROLE OF A PARENT WITH A CHILD WITH A DISABILITY IS BOTH COMPLEX AND INTENSE (DUNST AND DEMPSEY, 2007); AND THE ROLE OF EDUCATORS SHOULD BE TO EMPOWER THEM BY INCREASING THEIR KNOWLEDGE AND SKILLS (BLUE-BANNING, SUMMERS, FRANKLAND, NELSON, & BEEGLE, 2004; GREEN, WALKER, HOOVER-DEMPSEY, & SANDLER, 2007; ICE & HOOVER-DEMPSEY, 2011; PINKUS, 2005; VAN HAREN & FIEDLER, 2008).

RESEARCH ON FAMILY-PROFESSIONAL COLLABORATION

ALTHOUGH SOME TEACHER PREPARATION PROGRAMS PROVIDE STUDENTS WITH INSTRUCTION IN FAMILY INVOLVEMENT, MOST FALL SHORT OF TRULY PREPARING TEACHERS TO SUCCESSFULLY ENGAGE WITH FAMILIES (CASPE, LOPEZ, CHU, & WEISS, 2011).

RESEARCH ON FAMILY-PROFESSIONAL COLLABORATION

RESEARCH CONFIRMS WHAT PARENTS IN OUR FOCUS GROUPS TOLD US. DESPITE LEGISLATION THAT SUPPORTS COLLABORATIVE EFFORTS BETWEEN FAMILIES AND PROFESSIONALS, EFFECTIVE PARENT-PROFESSIONAL PARTNERSHIPS REMAIN OUT OF REACH (FORLIN & HOPEWELL, 2006; HODGE & RUNSWICK-COLE, 2008; O'CONNOR, 2008; PINKUS, 2005).

NEED FOR INFORMATION AND COLLABORATION

PARENTS - WE DON'T FEEL PART OF THE SPECIAL EDUCATION PROCESS.

+

RESEARCH - FAMILY-PROFESSIONAL PARTNERSHIPS REMAIN OUT OF REACH.

=

WE HAVE A PROBLEM.

NEED FOR INFORMATION AND COLLABORATION

HOW CAN WE SOLVE THIS PROBLEM?

ONE WAY IS TO PROVIDE RESOURCES FOR ALL THOSE WHO PLAN TO WORK IN EARLY INTERVENTION AND EARLY CHILDHOOD INCLUSIVE SETTINGS, ESPECIALLY EARLY CHILDHOOD GENERAL EDUCATION ADMINISTRATORS AND TEACHERS.

NEED FOR INFORMATION AND COLLABORATION

THESE RESOURCES SHOULD RAISE AWARENESS OF THE IMPORTANCE OF EMPOWERING FAMILIES TO GUIDE THEIR ROLE IN THE SPECIAL EDUCATION PROCESS AND BECOME ADVOCATES FOR THEIR CHILDREN.

NEED FOR INFORMATION AND COLLABORATION

THEY SHOULD ALSO PROVIDE CURRENT AND ACCURATE INFORMATION ON THE LAWS, POLICIES, PROCEDURES AND ETHICAL PRINCIPLES THAT SUPPORT AND PROTECT CHILDREN 0 TO 5 WITH DISABILITIES.

NEED FOR INFORMATION AND COLLABORATION

STUDENTS IN GENERAL EDUCATION EARLY CHILDHOOD PROGRAMS SHOULD KNOW SPECIAL EDUCATION LAW, POLICIES, PROCEDURES, AND BEST PRACTICES AND SHOULD BE ABLE TO COMMUNICATE THEM IN A POSITIVE WAY TO EMPOWER PARENTS.

NEED FOR INFORMATION AND COLLABORATION

THEY SHOULD HAVE THE KNOWLEDGE AND SKILLS TO BUILD STRONG AND POSITIVE RELATIONSHIPS WITH ALL PARENTS, INCLUDING PARENTS OF CHILDREN RECEIVING OR NEEDING TO RECEIVE SPECIAL EDUCATION SERVICES.

NEED FOR INFORMATION AND COLLABORATION

GONE ARE THE DAYS WHEN A CHILD RECEIVED EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES OUTSIDE OF THE NATURAL ENVIRONMENT. FAMILY-BASED COACHING, PUSH-IN SUPPORT SERVICES, AND INCLUSION UNDERLINE THE FACT THAT CHILDREN WITH DISABILITIES BELONG TO ALL OF US AND ALL OF US NEED TO COLLABORATE AND ADVOCATE FOR THEM SO THAT THEY CAN REACH THEIR FULL POTENTIAL.

ACCEPT PROJECT WEBSITE

WWW.ACCEPTPROJECT.ORG

ACCEPT PROJECT WEBSITE

WWW.ACCEPTPROJECT.ORG

***TO ACCESS OTHER PAGES OF THE WEBSITE, CLICK ON THE TITLES FOUND
ON THE TOP MENU BAR.***

ACCEPT PROJECT WEBSITE

KEY COMPONENTS OF THE WEBSITE ARE FOUND UNDER RESOURCES AND INCLUDE:

- **A SEARCHABLE DATABASE THAT HAS DESCRIPTIONS OF AND LINKS TO USER-FRIENDLY TRAINING MATERIALS, WEBSITES, MODULES, VIDEOS, AUDIOS, PODCASTS, PRINT RESOURCES, AND OTHER SOURCES OF INFORMATION RELATED TO EDUCATING YOUNG CHILDREN;**
- **RESEARCH-TO-PRACTICE BRIEFS FACULTY MEMBERS USED IN THEIR CLASSES THAT PROVIDE SUMMARIES OF JOURNAL ARTICLES FOCUSED ON BEST PRACTICES IN EARLY INTERVENTION AND EARLY CHILDHOOD INCLUSIVE SETTINGS; AND**
- **INFUSED COURSE CALENDARS SHOWING INFORMATION EARLY CHILDHOOD COMMUNITY COLLEGE FACULTY MEMBERS FOUND MOST USEFUL.**

ACCEPT PROJECT WEBSITE

LET'S GO TO OUR SEARCHABLE DATABASE FIRST.

- **SCROLL DOWN UNDER RESOURCES TO SEARCHABLE DATABASE AND CLICK.**
- **EACH RESOURCE HAS THE LETTER R AND A NUMBER ASSIGNED TO IT.**
- **WE MODIFY THE DATABASE DAILY, FIXING DEAD LINKS, ADDING RESOURCES, AND REPLACING OUTDATED INFORMATION WITH MORE CURRENT INFORMATION. AS YOU USE THE DATABASE WE WELCOME FEEDBACK THAT WILL HELP US CONTINUE TO MODIFY IT SO THAT IT IS USER-FRIENDLY AND UP-TO-DATE.**

ACCEPT PROJECT WEBSITE

EACH RESOURCE IS ORGANIZED UNDER AN ACCEPT STANDARD TOPIC AREA. THESE TOPIC AREAS ALIGN WITH THE DEC RECOMMENDED PRACTICES. TO READ THE FULL STANDARD TOPIC AREAS AND RELATED FOCUS ITEMS JUST GO TO RESOURCES AND SCROLL DOWN TO STANDARDS AND FOCUS ITEMS. BUT EVEN EASIER IS TO CHECK ON THE RIGHT AS YOU ARE USING THE DATABASE FOR THE SHORTENED VERSIONS.

SO, FOR TODAY, FOR EMPOWERING FAMILY RESOURCES, WE ARE GOING TO BE LOOKING AT RESOURCES ORGANIZED UNDER S1: KNOW AND SHARE THE LAWS, POLICIES, PROCEDURES, AND ETHICAL PRINCIPLES THAT SUPPORT AND PROTECT CHILDREN BIRTH TO 5 WITH DISABILITIES; S7: BUILD CHILD, FAMILY AND COMMUNITY RELATIONSHIPS THAT PROMOTE CHILD DEVELOPMENT AND LEARNING AND PERHAPS SOME RESOURCES UNDER S8: ENGAGE IN PROFESSIONAL AND ETHICAL PRACTICE AT ALL TIMES.

ACCEPT PROJECT WEBSITE

EACH RESOURCE HAS AN APA CITATION FROM WHICH WE LEARN

- **THE AUTHOR OR DEVELOPER OF THE RESOURCE**
- **ITS PUBLICATION DATE**
- **TITLE**
- **RESOURCE TYPE**
- **SOURCE INFORMATION**

ACCEPT PROJECT WEBSITE

subscribe-natural_resources2@listserv.unc.edu

ACCEPT PROJECT WEBSITE

BEFORE WE READ THE SUMMARY, LET'S GO BACK TO THE SEARCH WINDOW AND TALK ABOUT THE VARIETY OF WAYS THAT WE CAN SEARCH THE DATA BASE.

- **WE CAN TYPE IN A STANDARD AND FIND EVERY RESOURCE ORGANIZED UNDER THAT STANDARD. (TYPE IN S1). BUT IF YOU SCROLL DOWN TO THE BOTTOM OF THE PAGE, AND SEE HOW MANY RESOURCES ARE ORGANIZED UNDER S1.**
- **WE CREATE COMBINATIONS LIKE A STANDARD AND A RESOURCE TYPE. (TYPE IN S1 AND VIDEO) LET'S SCROLL DOWN TO THE BOTTOM AND WE SEE THIS HAS NARROWED DOWN THE NUMBER OF RESOURCES.**

ACCEPT PROJECT WEBSITE

- **WE CAN TYPE IN A TERM AND FIND EVERY RESOURCE WITH THAT TERM IN ITS SUMMARY. (TYPE IN PARENT RIGHTS). ONCE AGAIN IF WE SCROLL TO THE BOTTOM WE SEE HOW MANY RESOURCES HAVE THAT TERM IN THE DESCRIPTION. SOMETIMES I LIKE TO DO THIS TO FIND OUT IF THERE ARE MULTIPLE RESOURCES FROM THE SAME DEVELOPERS OR AUTHORS. SO LETS SCROLL THROUGH THE FIRST THREE PAGES AND SEE WHAT'S THERE.**
- **THE EARLY CHILDHOOD ASSISTANCE (ECTA) CENTER, THE CENTER FOR PARENT INFORMATION AND RESOURCES, AND WRIGHTSLAW.**

ACCEPT PROJECT WEBSITE

THREE HIGHLY RECOMMENDED SOURCES OF INFORMATION ON SPECIAL EDUCATION LAW, POLICIES, PROCEDURES AND ETHICAL PRINCIPLES AND BEST PRACTICES.

CENTER FOR PARENT INFORMATION AND RESOURCES



ACCEPT PROJECT WEBSITE

- **IF WE TYPE IN A TERM LIKE PARENT RIGHTS WE CAN ALSO USE THAT OPPORTUNITY TO SCROLL THROUGH THE RESOURCES TO CHECK ON THE MOST CURRENT RESOURCES. TO DO THAT YOU HAVE TO LOOK AT THE DATA IN THE CITATION, NOT THE RESOURCE NUMBER. WE ARE REPLACING RESOURCES ALL THE TIME SO THE RESOURCE NUMBER DOES NOT REFLECT WHEN THE RESOURCE WAS ADDED TO THE DATABASE.**

ACCEPT PROJECT WEBSITE

- **IF WE KNOW OF A SPECIFIC RESOURCE [DAN HABIB TEDX], TYPE THAT IN AND FIND THAT;**
- **WE CAN TYPE IN AN AUTHOR OR DEVELOPER [CENTER FOR PARENT INFORMATION AND RESOURCES] AND WE WILL FIND EVERYTHING IN THE DATABASE PRODUCED BY THEM;**
- **OR YOU CAN CLICK ON A RESOURCE TYPE UNDER CATEGORIES [CLICK ON CATEGORIES AT RIGHT: MODULES] AND USE THE STANDARDS TO SEE WHAT TOPIC AREA THE CONTENT COVERS.**

ACCEPT PROJECT WEBSITE

WHEN WE BEGAN THE ACCEPT PROJECT, THE FACULTY MEMBERS WITH WHOM WE WERE WORKING WERE NOT DECONSTRUCTING THEIR CONTENT; THEY WERE SATISFIED WITH THE CONTENT AND SKILLS THEY WERE TEACHING; SOME, IN FACT, HAD JUST ORDERED NEW TEXTBOOKS. SO THEY WANTED SHORT VIDEOS, AUDIOS, AND RESEARCH BRIEFS THAT WOULD SUPPLEMENT CONTENT.

NOW, WE KNOW THAT TIMES ARE CHANGING AND THAT FACULTY MEMBERS ARE LOOKING FOR COMPREHENSIVE RESOURCES LIKE INSTRUCTIONAL MODULES AND WEBINARS BECAUSE THEY ARE NO LONGER USING TEXTBOOKS AND/OR MAY BE DECONSTRUCTING THEIR CURRICULA IN SOME OR ALL COURSES ACROSS EARLY CHILDHOOD PROGRAMS. SO WE ARE BUSY ADDING MODULES TO OUR SEARCHABLE DATABASE AND ARE GRATEFUL FOR ANY SUGGESTIONS YOU MAY HAVE FOR US.

ACCEPT PROJECT WEBSITE

LET'S SAY WE ARE LOOKING FOR INFORMATION THAT IS SHORT AND SIMPLE AND JUST RAISES AWARENESS OF THE EFFORTS TO PROVIDE QUALITY EXPERIENCES AND A QUALITY EDUCATION FOR CHILDREN WITH DISABILITIES. WE KNOW THAT IF WE CLICK ON VIDEOS, THERE WILL BE TOO MANY RESOURCES SO WE'RE GOING TO NARROW OUR SEARCH BY TYPING IN S1 VIDEO.

ACCEPT PROJECT WEBSITE

BEFORE WE SHOWCASE ONE OF THESE VIDEOS WE NEED TO TALK ABOUT AN ISSUE THAT CAME UP AS WE BEGAN TO BUILD THE WEBSITE. THAT ISSUE WAS: SHOULD WE INCLUDE RESOURCES FROM INDIVIDUALS OR SHOULD WE ONLY INCLUDE RESOURCES FROM ORGANIZATIONS LIKE THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON INCLUSION, THE FRANK PORTER GRAHAM CENTER, THE EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER, AMONG MANY OTHERS?

TO EXPLAIN OUR THINKING I WANT TO TALK A LITTLE BIT ABOUT EMPATHY WALLS AND EMPATHY BRIDGES.

ACCEPT PROJECT WEBSITE

IN A RECENT BOOK *STRANGERS IN THEIR OWN LAND* BY ARLIE RUSSELL HOCHSCHILD SHE TALKS ABOUT EMPATHY WALLS AND EMPATHY BRIDGES. EMPATHY WALLS ARE WHAT WE BUILD WHEN WE DON'T KNOW EACH OTHER; OUR LACK OF UNDERSTANDING POLARIZES US AND CAUSES US TO DISLIKE AND IN SOME CASES SHOW CONTEMPT FOR OTHER INDIVIDUALS. EMPATHY BRIDGES ARE WHAT WE BUILD WHEN WE REACH OUT TO SOMEONE FROM ANOTHER WORLD WE HAVEN'T EXPERIENCED AND HAVING THAT REACHING OUT WELCOMED BY THEM AND FROM THAT REACHING OUT CREATING A NEW EXPERIENCE.

ACCEPT PROJECT WEBSITE

AT THE TIME WE WERE BUILDING THE DATABASE, WE WERE ALSO MEETING WITH FOCUS GROUPS OF PARENTS WITH CHILDREN RECEIVING SERVICES THROUGH IFSPS AND IEPs AND SOME PARENTS WHOSE CHILDREN WERE RECEIVING SPEECH, OCCUPATIONAL, PHYSICAL AND COUNSELING SERVICES WHO WERE NOT RECEIVING THEM THROUGH AN IEP OR IFSP.

ACCEPT PROJECT WEBSITE

AND IT WAS THEIR STORIES THAT GAVE US NEW UNDERSTANDING, CREATED NEW EXPERIENCES FOR US. AND WE THOUGHT, ALL EARLY CHILDHOOD EDUCATION STUDENTS, NEED TO HEAR FROM PARENTS WITH CHILDREN RECEIVING THESE SERVICES. AND IF HAVING THEM WATCH VIDEOS IS THE BEST WE CAN DO THAN AT LEAST LET'S DO THAT. SO WE DECIDED TO INCLUDE SOME POWERFUL, INFORMATIVE, MOTIVATING VIDEOS ON THE DATABASE CREATED BY PARENTS AND FAMILIES OF CHILDREN RECEIVING SPECIAL EDUCATION SERVICES THAT HELP BREAK DOWN EMPATHY WALLS.

ACCEPT PROJECT WEBSITE

SO NOW LET'S TAKE A CLOSER LOOK AT ONE OF THESE RESOURCES.

SCROLL TO THE LAST VIDEO.

WE CAN SEE THAT ONE WAS DEVELOPED BY AN INDIVIDUAL WHOSE NAME IS UNFAMILIAR.
LET'S CLICK ON THIS RESOURCE AND LEARN MORE ABOUT IT.

[R-0001] S1. LAWS, POLICIES, PROCEDURES, AND ETHICAL PRINCIPLES

CITATION: KREDICH, M. (FEBRUARY, 2014). EDUCATE-ABLE: A HISTORY OF EDUCATING CHILDREN WITH DISABILITIES IN AMERICA. VIDEO. RETRIEVED FROM:
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=ZMPAY6MDLYW](https://www.youtube.com/watch?v=ZMPAY6MDLYW) [OR ENTER "HISTORY OF EDUCATING CHILDREN WITH DISABILITIES IN AMERICA" IN YOUR SEARCH WINDOW].

ACCEPT PROJECT WEBSITE

EACH RESOURCE SUMMARY INCLUDES THE FOLLOWING:

- **THE CITATION IN APA STYLE;**
- **AN ABSTRACT THAT PROVIDES INFORMATION ON CONTENT AND RESOURCE TYPE. (IN THIS CASE, IT TELLS US HOW LONG THE VIDEO LASTS, CONCEPTS ADDRESSED AND THE DEVELOPER) NOTE THAT THIS VIDEO WAS NOT PRODUCED BY A REPUTABLE SOURCE LIKE THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON INCLUSION OR THE FRANK PORTER GRAHAM CENTER BUT IT IS AN IMPRESSIVE, POWERFUL AND ACCURATE VIDEO CREATED BY A YOUNG MAN WHOSE BROTHER IS RECEIVING SPECIAL EDUCATION SERVICES.**

ACCEPT PROJECT WEBSITE

- **INTEGRATION WHICH INDICATES THE TITLES OF COURSES IN WHICH WE THINK THIS RESOURCE COULD BE EMBEDDED OR INFUSED;**
- **CONTENT FOCUS THAT PROVIDES ALL THE TERMS WE COULD HAVE USED TO FIND THIS RESOURCE IN THE SEARCHABLE DATABASE; AND,**
- **NOTES THAT INCLUDE A SUGGESTED ACTIVITY FOR INSTRUCTORS TO HELP LINK THE INFORMATION FROM THIS RESOURCE TO TEACHER PRACTICES IN EARLY CHILDHOOD SETTINGS.**

ACCEPT PROJECT WEBSITE

NOW, LET'S SAY THAT WE ARE LOOKING FOR MORE COMPREHENSIVE RESOURCES ON UNDERSTANDING SPECIAL EDUCATION LAW, POLICIES, AND BEST PRACTICES AND THE RIGHTS OF PARENTS AND CHILDREN.

ONCE AGAIN, WE CAN CLICK ON CATEGORIES ON THE RIGHT. PROBABLY THE BEST THREE WOULD BE MODULES, WEBINARS, AND/OR WEBSITES.

LET'S CLICK ON MODULES.

ACCEPT PROJECT WEBSITE

THIS IS PROMISING. WE CAN SEE THAT WE HAVE ONLY THREE PAGES OF RESOURCES. AS WE SCROLL DOWN, WE SEE THAT ONE IS ORGANIZED UNDER S7 WHICH IS FAMILY AND COMMUNITY. AND IT IS PRODUCED BY THE IRIS CENTER WHICH IS DOING AN AMAZING JOB OF BUILDING MODULES THAT ARE PACKED WITH INCREDIBLE INFORMATION AND VERY USER-FRIENDLY.

THIS RESOURCE PROVIDES INFORMATION ON ANOTHER AREA VERY IMPORTANT FOR SUPPORTING FAMILIES AND THAT IS THE IMPORTANCE OF BUILDING PARENT-PROFESSIONAL RELATIONSHIPS.

R-0459 S7: FAMILY AND COMMUNITY

**CITATION: THE IRIS CENTER. COLLABORATING WITH FAMILIES. RETRIEVED FROM:
HTTP://IRIS.PEABODY.VANDERBILT.EDU/MODULE/FAM/ [OR ENTER “THE IRIS CENTER.
COLLABORATING WITH FAMILIES” IN YOUR SEARCH WINDOW]**

ACCEPT PROJECT WEBSITE

AS WE READ WE SEE THAT UNDER INTEGRATION, THERE ARE NO EARLY CHILDHOOD COURSES LISTED AND THAT'S BECAUSE ALTHOUGH SOME OF THE CONCEPTS APPLY TO ALL PARENTS OF CHILDREN RECEIVING SPECIAL EDUCATION SUPPORT THE FOCUS IS ON MIDDLE SCHOOL. SO LET'S KEEP LOOKING....

AND ON PAGE THREE WE SEE TWO RESOURCES UNDER S7: FAMILY AND COMMUNITY: 2 MODULES FROM THE CONNECT CENTER-VERY REPUTABLE -VERY COMPREHENSIVE-SO WE CAN READ MORE ABOUT THEM AND EXPLORE THEM TO SEE IF THEY ARE A GOOD MATCH TO WHAT WE WANT.

ACCEPT PROJECT WEBSITE

THESE ARE JUST A FEW OF THE MANY EXAMPLES OF RESOURCES ON THE SEARCHABLE DATABASE THAT PROVIDE CONTENT AND SKILLS RELATED TO PARENT'S RIGHTS, SPECIAL EDUCATION LAW, POLICIES, PROCEDURES, ETHICAL PRINCIPLES AND BEST PRACTICE, INCLUSION, AND BUILDING STRONG AND EFFECTIVE PARENT-PROFESSIONAL PARTNERSHIPS.

LET'S LOOK AT ANOTHER KEY COMPONENT OF THE WEBSITE: OUR RESEARCH BRIEFS.

ACCEPT PROJECT WEBSITE

WE ARE NOW IN THE PROCESS OF REPLACING ALL RESOURCE SUMMARIES ON THE SEARCHABLE DATABASE THAT REFER TO JOURNAL ARTICLES ONLY AVAILABLE ON THE INTERNET AT A COST. HOWEVER, WE DO OFFER RESEARCH BRIEFS THAT CAN BE FOUND BY SCROLLING DOWN UNDER RESOURCES AND CLICKING ON RESEARCH BRIEFS.

ACCEPT PROJECT RESEARCH-TO-PRACTICE BRIEFS ARE SUMMARIES OF ARTICLES AND OTHER REPORTS FOCUSED ON INFORMATION RELATED TO EARLY INTERVENTION AND EARLY CHILDHOOD INCLUSIVE SETTINGS.

ACCEPT PROJECT WEBSITE

A NEW FEATURE RECENTLY ADDED TO THE BRIEFS WAS INSPIRED BY AN ACCEPT PROJECT PARTNER WHO WROTE TO US TO LET US KNOW HOW SHE HAD USED A BRIEF IN HER CLASS. WE THOUGHT, GREAT IDEA TO INCLUDE THIS AS A TESTIMONIAL AT THE BEGINNING OF THE BRIEFS.

WE WELCOME MORE TESTIMONIALS LETTING US KNOW HOW YOU'VE USED THESE BRIEFS. TESTIMONIALS WILL BE ADDED TO THIS ONE TO PROVIDE GUIDANCE TO OTHER INSTRUCTORS.

AFTER THE TESTIMONIAL, THE FIRST THING YOU SEE ON THE PAGE IS THAT EACH PAGE CONTAINS TEN CITATIONS AND LINKS TO RESEARCH TO PRACTICE BRIEFS. IF YOU SCROLL DOWN THE PAGE AND CLICK ON NEXT AND THEN NEXT AGAIN, YOU SEE THAT WE HAVE 30 RESEARCH BRIEFS.

LET'S LOOK AT THE LIST. THE FIRST THING YOU WILL SEE IS THE CITATION FOR THE ARTICLE, THE TOPIC AREA ADDRESSED BY THE ARTICLE, AND THE LINK. THE SEARCH WINDOW IS HARD TO FIND, IT'S RIGHT ABOVE THE WORD LINK. WE CAN TYPE A TERM INTO THAT WINDOW OR WE CAN SCROLL DOWN AND QUICKLY LOOK AT TITLES UNDER SPECIFIC TOPIC AREAS. LET'S DO THAT.

ACCEPT PROJECT WEBSITE

SO, WE'RE LOOKING FOR ARTICLES IN THREE TOPIC AREAS-S1- KNOW AND SHARE THE LAWS, POLICIES, PROCEDURES, AND ETHICAL PRINCIPLES THAT SUPPORT AND PROTECT CHILDREN BIRTH TO FIVE WITH DISABILITIES AND S7-BUILD CHILD, FAMILY AND COMMUNITY RELATIONSHIPS THAT PROMOTE CHILD DEVELOPMENT AND LEARNING. S8-ENGAGE IN PROFESSIONAL AND ETHICAL PRACTICE AT ALL TIMES.

UNLIKE THE SEARCHABLE DATABASE, THE MOST RECENTLY ADDED ARE AT THE END SO YOU MIGHT WANT TO START BACKWARD. SO THE TITLE OF THE FIRST ONE WE SEE UNDER THE TOPIC BUILD CHILD, FAMILY AND COMMUNITY RELATIONSHIPS THAT PROMOTE CHILD DEVELOPMENT AND LEARNING IS PRACTICES FOR PARENT PARTICIPATION IN EARLY INTERVENTION/EARLY CHILDHOOD SPECIAL EDUCATION AND IT IS FAIRLY RECENT-2014-SO LET'S LOOK AT THAT WHICH WE DO BY CLICKING ON ARPB-2017-04. THAT'S WHEN THIS BRIEF WAS ENTERED INTO THE WEBSITE-APRIL OF 2017.

ACCEPT PROJECT WEBSITE

EACH BRIEF PUTS THE CONTENT INTO CONTEXT AND INCLUDES A STATEMENT OF THE PURPOSE OF THE ARTICLE. BY READING THE SHORT STATEMENT OF PURPOSE, YOU CAN FIND OUT IF THIS BRIEF IS ONE THAT YOU CAN USE. SO, IF WE LOOK AT THE PURPOSE OF THIS ARTICLE, WE FIND THAT IT DOES NOT DESCRIBE A RESEARCH STUDY, IT DESCRIBES A SET OF PRACTICES TO STRENGTHEN PARENT PARTICIPATION IN EI/ECSE PROGRAMS. THESE PRACTICES WERE TAKEN FROM RESEARCH STUDIES DEMONSTRATING THAT PARENT PARTICIPATION HAS A POSITIVE IMPACT ON CHILD OUTCOMES, PRACTITIONER SKILLS, AND COMPETENCIES, AND THAT FAMILIES CAN EFFECTIVELY USE INTERVENTION STRATEGIES THAT ARE PART OF THEIR CHILDREN'S SUPPORT PLAN. SO FOR THIS BRIEF WE WILL NOT HAVE A METHODS OR RESULTS SECTION, RATHER WE WILL HAVE A SHORT DESCRIPTION OF THE PRACTICES THEY FOUND IN OTHER STUDIES THAT WERE SUCCESSFUL.

ACCEPT PROJECT WEBSITE

THEN EACH BRIEF WILL HAVE A DISCUSSION SECTION, HOW TO USE THIS ARTICLE WHICH INCLUDES TIPS FOR HOW FACULTY MEMBERS CAN USE THE ARTICLE IN THEIR EARLY CHILDHOOD COURSEWORK AND HOW TEACHERS CAN APPLY THE CONTENT AND SKILLS MENTIONED IN THE ARTICLE TO BEST PRACTICES IN EARLY INTERVENTION AND EARLY CHILDHOOD INCLUSIVE SETTINGS. AND THEN BRIEFS USUALLY INCLUDE SOME REFERENCES.

ACCEPT PROJECT WEBSITE

LET'S LOOK AT ANOTHER AREA OF THE WEBSITE OUR INFUSED COURSE CALENDARS. WE'RE GOING TO GO TO RESOURCES AND SCROLL DOWN AND CLICK ON THAT. DURING OUR YEARS OF COLLABORATING, UNC CHARLOTTE ACCEPT TEAM MEMBERS USED WORKSHOPS AND THE WEBSITE TO REVIEW GREAT SOURCES OF INFORMATION WITH OUR COMMUNITY COLLEGE PARTNERS.

IN RETURN, OUR COMMUNITY COLLEGE PARTNERS PROVIDED FEEDBACK ON WHICH SOURCES THEY USED THAT SUCCESSFULLY BROUGHT ABOUT A CHANGE IN THEIR EARLY CHILDHOOD STUDENTS, PERHAPS THEY BECAME MORE AWARE, OR LEARNED NEW SKILLS, OR WERE INSPIRED TO INVESTIGATE A TOPIC INDEPENDENTLY.

ACCEPT PROJECT WEBSITE

HERE IS THE LIST OF THE CORE COURSES IN EARLY CHILDHOOD PROGRAMS FOR WHICH WE HAVE INFUSED COURSE CALENDARS. LET'S CLICK ON CHILD, FAMILY AND COMMUNITY- BECAUSE THAT'S WHERE WE DO HAVE SOME TRAINING MATERIALS WITH INFORMATION RELATED TO SUPPORTING FAMILIES IN THE SPECIAL EDUCATION PROCESS.

HERE IS OUR CALENDAR. THE FIRST COLUMN GIVES THE GENERAL TOPIC THE RESOURCE ADDRESSES, SECOND COLUMN PROVIDES THE HYPERLINKED TITLE OF THE RESOURCE AND ITS URL, THIRD COLUMN PROVIDES A RESOURCE DESCRIPTION WHICH MAY CONTAIN LINKS TO RESOURCES WITHIN THE SITE (IF IT IS A COMPREHENSIVE SITE), AND THE FOURTH COLUMN CONTAINS A SUGGESTED ACTIVITY TO HELP LEARNERS MASTER RESOURCE CONTENT WHICH MAY ALSO CONTAIN LINKS TO RESOURCES WITHIN THE SITE (ESPECIALLY IF THE SITE OFFERS PRE-TESTS AND POST-TESTS FOR PRESENTED CONTENT).

ACCEPT PROJECT WEBSITE

SO AS WE SCROLL THROUGH THIS CALENDAR, LOOK AT ALL THE WONDERFUL RESOURCES ON BUILDING STRONG POSITIVE PARENT-PROFESSIONAL RELATIONSHIPS.

THE DOWNSIDE OF THE CALENDARS IS THAT THEY ARE NOT SEARCHABLE BUT YOU CAN GUESS WHAT THEY COVER BY THE COURSE TITLE. THE UPSIDE IS THAT THESE ARE RESOURCES WE KNOW FACULTY MEMBERS TEACHING COURSES USED AND THAT PRODUCED POSITIVE OUTCOMES.

ACCEPT PROJECT WEBSITE

AT THE END OF THE COURSE CALENDARS ARE LINKS TO OTHER RESOURCES. I WILL SAY THAT WE HAVE NOT BEEN AS VIGILANT IN CHECKING THESE LINKS AS WE HAVE ON THE SEARCHABLE DATABASE SO THEY MAY NOT BE CURRENT. WE WILL BE REVAMPING THESE CALENDARS THIS SUMMER. ALSO AT THE END YOU WILL FIND THE DEC RECOMMENDED PRACTICES AND THE ACCEPT STANDARDS.

ACCEPT PROJECT WEBSITE

THE COURSE CALENDAR FOR EARLY CHILDHOOD EDUCATION IS WHERE YOU WILL FIND ADDITIONAL RESOURCES ON SPECIAL EDUCATION LAWS, POLICIES, PROCEDURES, AND BEST PRACTICES AND THE COURSE CALENDAR FOR CHILDREN WITH EXCEPTIONALITIES IS WHERE YOU WILL FIND LOTS OF RESOURCES ON BEST PRACTICES FOR INCLUSION.

ACCEPT PROJECT WEBSITE

IF TIME, SHOWCASE THE FOLLOWING:

[R-0506] THE EARLY CHILDHOOD TECHNICAL ASSISTANCE (ECTA) CENTER. (MARCH, 2017). GETTING TO THE BOTTOM LINE OF FAMILY ENGAGEMENT. WEBINAR. RETRIEVED FROM [HTTP://ECTACENTER.ORG/~CALLS/2017/FAMILYENGAGEMENT.ASP#SESSION1](http://ectacenter.org/~calls/2017/familyengagement.asp#session1) [OR ENTER “GETTING TO THE BOTTOM LINE OF FAMILY ENGAGEMENT” IN YOUR SEARCH WINDOW].

[R-0244] U.S. OFFICE OF SPECIAL EDUCATION PROGRAMS. (ANN TURNBULL). (2013). ENVIABLE LIVES: A LIFESPAN PERSPECTIVE ON FAMILY AND COMMUNITY PARTNERSHIP, ANN TURNBULL, UNIVERSITY OF KANSAS [VIDEO]. RETRIEVED FROM [HTTPS://WWW.YOUTUBE.COM/WATCH?V=YTIAHW1IYTO](https://www.youtube.com/watch?v=YTIAHW1IYTO) [OR ENTER “ENVIABLE LIVES: A LIFESPAN PERSPECTIVE ON FAMILY AND COMMUNITY PARTNERSHIP, ANN TURNBULL” IN YOUR SEARCH WINDOW].

ACCEPT PROJECT WEBSITE

[R-0210] THE EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER (ECTA). (2012-2017). WEBSITE. RETRIEVED FROM: [HTTP://ECTACENTER.ORG/](http://ectacenter.org/) [OR ENTER “ECTA CENTER” IN YOUR SEARCH WINDOW].

[R-0507] CENTER FOR PARENT INFORMATION AND RESOURCES (CPIR). (2017). WEBSITE. RETRIEVED FROM [HTTP://WWW.PARENTCENTERHUB.ORG/](http://www.parentcenterhub.org/) [OR ENTER “CENTER FOR PARENT INFORMATION AND RESOURCES” IN YOUR SEARCH WINDOW]. ABSTRACT: THE CENTER.

ACCEPT PROJECT WEBSITE

[R-0153] WRIGHTSLAW. (1998-2017). WEBSITE. RETRIEVED FROM

[HTTP://WWW.WRIGHTSLAW.COM/](http://www.wrightslaw.com/) [OR ENTER “WRIGHTSLAW” IN YOUR SEARCH WINDOW].

[HTTPS://WWW.CDE.STATE.CO.US/RESULTSMATTER/AURELIUSREADINGATNAPTIME](https://www.cde.state.co.us/resultsmatter/aureliusreadingatnaptime)

ACCEPT PROJECT WEBSITE

WE KNEW WE WOULDN'T HAVE TIME TO INTRODUCE YOU TO ALL THE RESOURCES ON THE ACCEPT WEBSITE THAT RAISE AWARENESS OF THE IMPORTANCE OF EMPOWERING FAMILIES TO GUIDE THEIR ROLE IN THE SPECIAL EDUCATION PROCESS AND BECOME ADVOCATES FOR THEIR CHILDREN AND THAT PROVIDE GREAT INFORMATION ON THE LAWS, POLICIES, PROCEDURES AND ETHICAL PRINCIPLES THAT SUPPORT AND PROTECT CHILDREN 0 TO 5 WITH DISABILITIES SO WE CREATED A HANDOUT OF RESOURCES FOR YOU TO REVIEW ON YOUR OWN.

ACCEPT PROJECT WEBSITE

WE'VE ORGANIZED RESOURCES UNDER UNDERSTANDING SPECIAL EDUCATION LAW, POLICIES, BEST PRACTICES AND THE RIGHTS OF PARENTS AND CHILDREN; LEARNING THE HISTORY OF DISABILITIES IN AMERICA; LISTENING TO THE EXPERIENCES OF PARENTS OF CHILDREN WITH DISABILITIES; AND KNOWING AND SHARING INFORMATION TO BUILD EFFECTIVE PARENT-PROFESSIONAL RELATIONSHIPS.

ACCEPT PROJECT WEBSITE

WE HAVE USED BOLD PRINT TO INDICATE THOSE RESOURCES THAT WE DID MENTION DURING THE PRESENTATION. YOU CAN TELL HOW COMPREHENSIVE A RESOURCE IS BY CHECKING THE RESOURCE TYPE IN THE CITATION.

ACCEPT PROJECT WEBSITE

TO CONTACT ME WITH TESTIMONIALS OR ANY INFORMATION REGARDING THE ACCEPT PROJECT WEBSITE INCLUDING EDITS, SUGGESTED RESOURCES, AND QUESTIONS USE THE EMAIL ADDRESS FOUND WHEN YOU CLICK ON CONTACT US ON THE TOP MENU BAR.

ACCEPT PROJECT WEBSITE

WE HOPE YOUR FUTURE SEARCHES WILL BE SUCCESSFUL AND THAT THE INFORMATION PROVIDED IN RESOURCES WILL HELP YOU IN YOUR EFFORTS TO SUPPORT FAMILIES IN THE SPECIAL EDUCATION PROCESS AND PROMOTE THE DEVELOPMENT AND LEARNING OF ALL CHILDREN. WE'D BE HAPPY TO ADDRESS COMMENTS, QUESTIONS OR SUGGESTIONS. WE LOOK FORWARD TO HEARING FROM YOU.


SUPPORTING FAMILIES IN THE SPECIAL EDUCATION PROCESS ACCEPT PROJECT

APRIL 22, 2017

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www.acceptproject.org




 UNC Charlotte
Cato College of Education

 Central Piedmont Community College

 Mitchell Community College

 Gaston College

 Stanly Community College

 University of South Carolina

