

# Adapted from — **Family Engagement and the Leadership Team**

**Meghan von der Embse and Lise Fox**

## Inside this issue

- Family Engagement ..... 1
- The Parent Professional Relationship..... 2
- Library Resources ..... 2-3
- Importance of Parent/ Professional Partnership.. 4
- Technical Assistance ..... 5
- Upcoming Trainings..... 6
- A Mission to Serve..... 6
- More Family Engagement Parent Resources..... 6



*“In program-wide implementation of the **Pyramid Model**, programs are guided to include a family member as a full participant on the leadership team.”*

*“Family members on the leadership team add the unique perspectives of the family and community to discussions about implementation steps and help guide decisions related to family engagement and family support strategies.”*



*“This document (\*see below) provides the leadership team with information on how family membership will strengthen the leadership team, guidance for recruiting a family member, and considerations for supporting the family member as a participating team member.”*

**Copy & Read the entire article/handout here:**

\*NCPMI's [Family Engagement and the Leadership Team \(usf.edu\)](https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_FamilyEngagement.pdf)  
[https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam\\_FamilyEngagement.pdf](https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_FamilyEngagement.pdf)



Take the time to click on this link and listen to this Video (16 min.):

**[The Parent Professional Relationship | Perkins eLearning](#)**

According to Turnbull, (2011), a partnership refers to **"a relationship in which families and professionals agree to build on each other's expertise and resources, as appropriate, for the purpose of making and implementing decisions that will directly benefit [children] and indirectly benefit other family members and professionals"**. (p. 137)



**"F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate."** – Division for Early Childhood's **DEC Recommended Practices** in Early Intervention/Early Childhood Special Education – 2014.

Family Outcomes: **"As noted in the legislation, families are vital to the results of infants and toddlers in early intervention. When families do not know their rights, they are not able to effectively advocate for their children's needs. And if families leave Part C without being able to effectively communicate their children's needs and help their children develop and learn, then Part C of the Individuals with Disabilities Education Act (IDEA) has not met the intent of the law for supporting families and their infants and toddlers. We see the inclusion of family outcomes in the determinations process as a way to elevate family voice."** – **OSEP Determinations - feedback opportunity, 2019**



**Early Childhood Special Education Library**

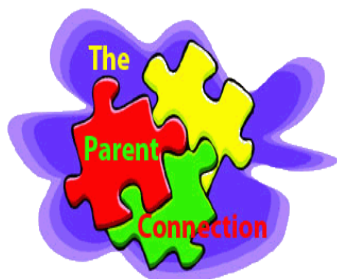


One of the resources available to parents, professionals, educators, and staff working with young children with disabilities and their families is the *Early Childhood Special Education Library* located in the IDEA Part C Office. This library contains hundreds of books, videos regarding children, families, disabilities, parenting, grandparenting, sibling relationships, working as a team, and early intervention practices. This library is available for use statewide to families, service providers and educators.

If you know of a book appropriate for early intervention that is not in our library, please let us know at [projectassist@dhhs.nv.gov](mailto:projectassist@dhhs.nv.gov)

Library Catalog located at <http://dhhs.nv.gov/Programs/IDEA/ProjectASSIST/Special-Ed-Library/>





“Support families’ connections and capabilities. Provide opportunities for families to build upon their knowledge and skills to foster children’s development, learning and wellness; advocate for their child and family; share experiences and expertise with other families; and take on leadership and advocacy roles in early childhood systems and programs. . .” – U.S. Department Of Health And Human Services and U.S. Department Of Education **POLICY STATEMENT ON FAMILY ENGAGEMENT** FROM THE EARLY YEARS TO THE EARLY GRADES – May 5, 2016

## **Partnership and Why is it Important to Families and Professionals?**

If you need some books for inspiration here are a few of the many titles in your library:

- *Engaged: Building Intentional Partnerships with Families*
- *Words of Advice: A Guidebook for Families Serving as Advisors*
- *Parents and Professionals Partnering for Children with Disabilities*
- *Working with Parents*
- *Relationship-Centered Practices in Early Childhood*
- *Working with Families of Children with Special Needs: Family and Professional Partnerships and roles*
- *Do You Hear What I Hear? Parents and Professionals Working Together for Children with Special Needs*
- *Family/Professional Collaboration for Children with Special Health Needs and Their Families*
- *From Parents to Partners*
- *Family Engagement in Early Childhood Settings*
- *Professional Collaboration with Parents of Children with Disabilities*
- *Working with Parents: A Practical Guide for Teachers and Therapists*
- *Working Together: The Parent Professional/Partnership*
- *Teaming and Collaboration: Building and Sustaining Partnerships*
- *Seven Essentials for Family-Professional Partnerships in Early Intervention*
- *Strengthening the Family-Professional Partnership in Services for Young Children*
- *Families, Professionals, and Exceptionality: Collaborating for Empowerment*
- *Coaching Families and Colleagues in Early Childhood*





Much has been written about the importance of parent involvement and the need for professionals to work closely with families. Yet, sometimes little information is shared with parents on "how to" develop their leadership skills and foster effective relationships with professionals.



Taken from **THE PLAY PROJECT'S** "[The Importance of Parent/Professional Partnerships](#)", 16Nov2012. . .

This wonderful book offers insight into the process of collaboration between families and professionals: *Parents and Professionals Partnering for Children with Disabilities: A Dance That Matters*, by Janice Fialka, Arlene Feldman, and Karen Mikus.

The book uses the metaphor of learning to dance to describe the sometimes clumsy, often rewarding work of building a strong partnership in the service of supporting the growth of a child with disabilities. The first chapter opens with these lines: *"Forming partnerships between parents of children with disabilities and the professionals who work with them is like learning a new dance. At first the parent dancer and the professional dancer do not glide together gracefully across the floor. Their moves are likely to feel stiff, uncertain, and awkward. The partners may have different expectations, needs, and constraints. Each seems to be listening to his or her own music . . ."*

The book goes on to give thoughtful, practical advice for both parents and professionals on how to "listen to their own song and each other's song." Here are some examples of the "hidden songs" the authors explore:

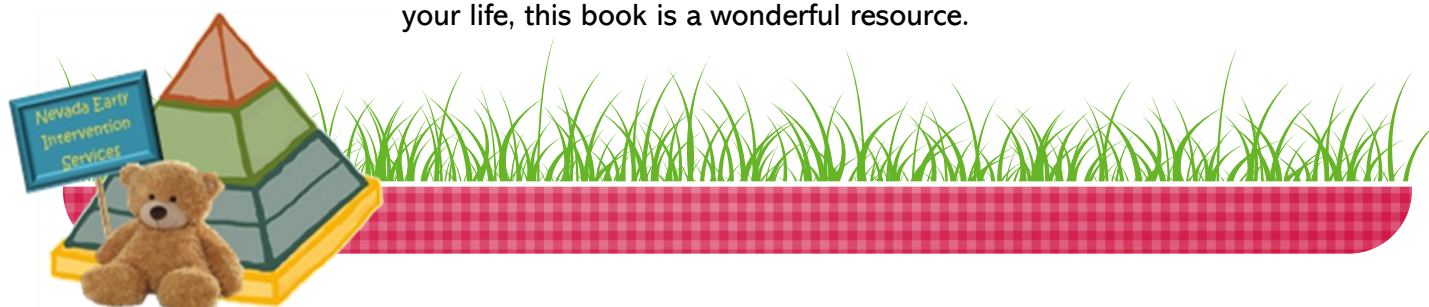
— From the Parent Perspective (p. 42):

- ***I want your help, really I do. But I'd rather not need your help. I didn't choose my child's problems. Most days I wish the problems, the meetings, the tests, the worries would just go away. I just want to be Mom.***
- ***I'm not mad at you. I'm tired and I'm scared. And I've seen so many professionals.***
- ***Help me know what other parents feel and think when they go through this.***
- ***Please show me that you know this is tough.***

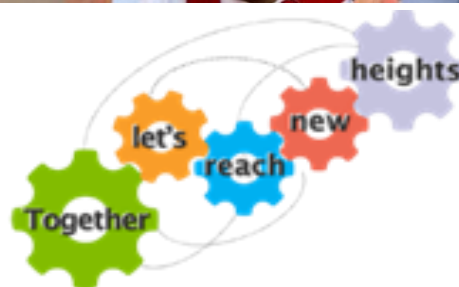
— From the Professional Perspective (p. 46):

- ***Tell me what you hope I'll see about your child.***
- ***Feel free to ask questions now and later. I know this experience must be new for you . . . I hope you'll be comfortable enough to share your uncertainties with me—at any point in time.***
- ***I try to be careful and sensitive about the words I use. Forgive me if I use some that might offend you or that might not feel quite right. Let me know that too. I am learning what is comfortable and acceptable for you and your family.***
- ***Please know that I do this work because I want the best for your child.***

Opportunity! If you are a parent or professional who has a child (or many children!) with disabilities in your life, this book is a wonderful resource.



***“Parents who have lived the experience of parenting a child with... health needs and have learned the hard way how to access services are a largely untapped high value/ low cost resource... the overhead on their incredible experience and the trust they can engender among other families is likely to be modest compared to the high costs of traditional services”.*** — Adapted from Peer Parents: A Solution to Extend Child Mental Health Services, Posted March 17, 2011, by Kimberly E. Hoagwood, Ph.D, Professor of Clinical Psychology in Psychiatry, Columbia University and Kelly J. Kelleher, MD, MPH, Director, Center for Innovation in Pediatric Practice, Research Institute, Nationwide Children’s Hospital.



## Technical Assistance Nevada IDEA Part C Office

The Nevada Department of Health and Human Services (DHHS) is the Lead Agency for Early Intervention Services (EIS). **DHHS’s Part C Office** provides the oversight for **Early Intervention Services** of the **Individuals with Disabilities Education Act (IDEA)**. Activities of the Part C Office include providing technical assistance to programs, identifying and coordinating resources, and other areas required by federal regulations.

## Pyramid Model Objective:

The Pyramid Model provides the framework for the supports and interventions needed by all families for healthy social emotional development in infants and toddlers. The Pyramid Model provides a tiered intervention framework of evidenced-based intervention for promoting the social, emotional, and behavioral development of all infants and toddler.

## State of Nevada Early Intervention Services Vision Statement:

***To create a sustainable statewide foundation using evidence-based practices with fidelity to coach and mentor all Early Intervention practitioners to be confident and capable regarding social, emotional, and behavioral development. These efforts will promote reciprocal relationships with families in their natural environments and support every family to help their child successfully achieve family-identified outcomes.***



For more information contact:

**Edie King** at [eking@dhhs.nv.gov](mailto:eking@dhhs.nv.gov)

or

**Shari Fyfe** at [skfyfe@dhhs.nv.gov](mailto:skfyfe@dhhs.nv.gov)

or [projectassist@dhhs.nv.gov](mailto:projectassist@dhhs.nv.gov)



## Upcoming Trainings

### **New Employee Orientation-**

- ⇒ TBA? Reno, NV
- ⇒ TBA? Las Vegas, NV
- ⇒ TBA? Elko, NV

**For more information contact your supervisor**

### **NEVADA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NevAEYC) Annual Conference**

TBD 2022 Reno, NV

<https://nevaeyc.org/events/state-conference/>

#### **Conference Schedule Overview:**

- ⇒ **Thursday – DIVISION FOR EARLY CHILDHOOD (DEC): 8:00am – 4:30pm**
- ⇒ **Thursday Night Fireside Chat: 5:30pm – 7:00pm**
- ⇒ **Friday Sessions: 8:00am – 5:30pm**
- ⇒ **Friday Night Networking: 5:30pm-6:30pm**
- ⇒ **Saturday Sessions: 8:00am – 5:30pm**

#### **CONTINUING EDUCATION UNITS :**

**Nevada Registry Credits:** We are planning for up to 24 credits to be available for attendance all three days!

**Department of Education Credits:** We are planning for up to 1.5 credits to be available for attendance all three days (.5 Thursday, .5 Friday, and .5 Saturday).

### **National Training Institute on Effective Practices: Addressing Challenging Behavior**

April 19-22, 2022 Tampa, FL

<https://challengingbehavior.cbcs.usf.edu/Training/Conference/index.html>

- ◇ *Nevada Part C Office will attend to present at the poster session.*
- ◇ *In 2019, representatives from 30 states and 3 countries attended.*

Editorial Staff:

Abbie Chalupnik  
[AChalupnik@adsd.nv.gov](mailto:AChalupnik@adsd.nv.gov)  
 Phone: 702-486-9816

Dan Dinnell  
[ddinnell@dhhs.nv.gov](mailto:ddinnell@dhhs.nv.gov)  
 Phone: 775-687-0588



## [Family Engagement Parent Resources \(usf.edu\)](https://www.usf.edu/family-engagement/)

### Family Engagement

*"At every tier of the Pyramid Model, practitioners and programs should consider what strategies might be used to welcome and support diverse families; how to create opportunities to learn from families; strategies for partnering with families to promote child outcomes; and providing the supports and services that families might need to promote their child's skill development."*

(Fox & Swett, 2017, p. 86).

## A Mission To Serve

*"Families and professionals: a team working together to promote happy and healthy relationships in young children".* The Continuum Mission Statement

*"We are committed to building relationships with our staff and families that grow confidence and capabilities to support social emotional competence".* NEIS-NE Mission Statement

*"We are committed to building collaborative partnerships that support caregiver's nurturing relationships with their child".* NEIS-Reno Mission Statement