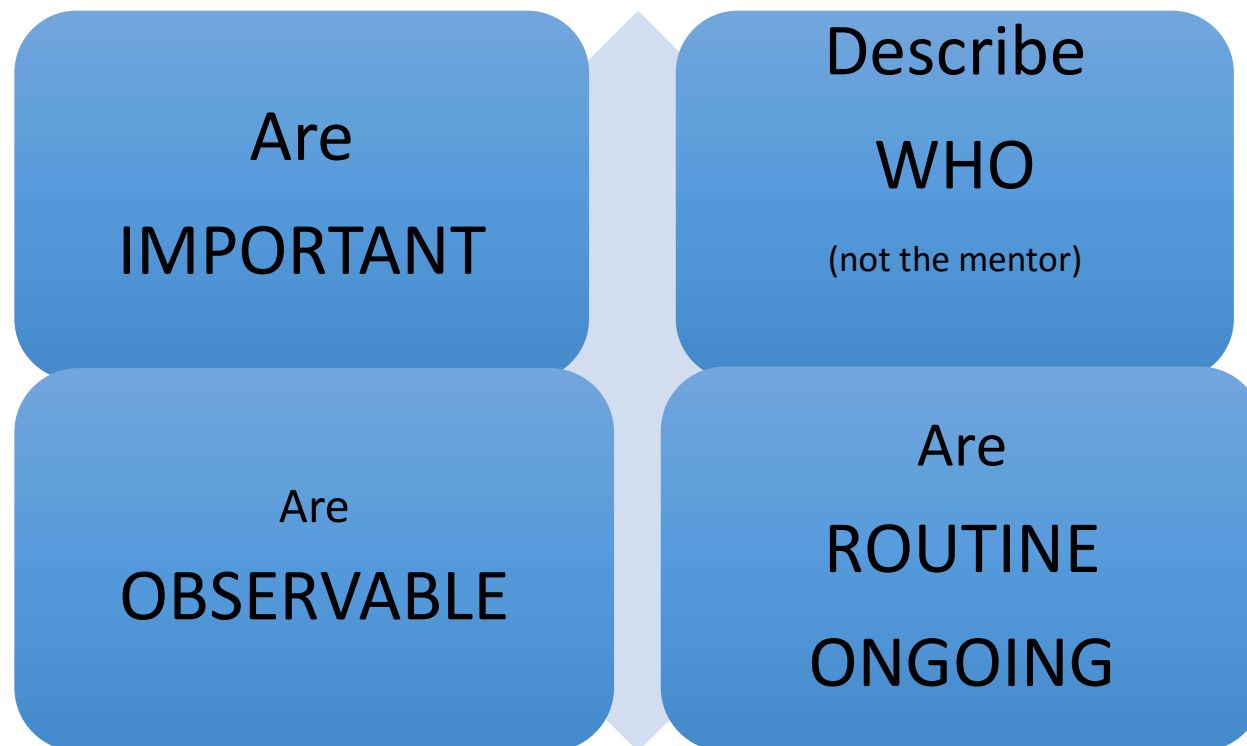


GaPMP Family Engagement Framework

April Lee

Family Engagement Coach

Vital Behaviors



Key Components of Vital Behaviors



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- **Is IMPORTANT to Achieving the Goal**
 - Directly relates to achieving the Goal
 - **EXAMPLE:** Parents will read with their child 15 minutes at least three times a week. (For a reading readiness Goal)
 - **NON-EXAMPLEs:**
 - Parents will receive a list of books for their child's reading level.
 - Parents will read the weekly newsletter.
- **Describes Specifically WHO**
 - Describe specifically who will do the behavior.
 - Doesn't describe Parent Mentor's activities
 - **EXAMPLE:** Parents of 8th grade students with disabilities from all middle schools who have attended the training will use math manipulatives with their child at least three times a week for fifteen **minutes**.
 - **NONEXAMPLE:** Parent Mentor will implement communication strategies between students, parents and staff....

Key Components of Vital Behaviors



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- **Describes an OBSERVABLE BEHAVIOR**
 - The behavior can be counted
 - There is a way to determine if the parent/student/teacher/administrator did or did not do the behavior
 - What the parent, student, teacher, or administrator **WILL DO ROUTINELY** and how often is clear
 - **EXAMPLE:** Parents at all high schools in the district will work with their student(s) for fifteen minutes at least twice a week to complete the Graduation Test Study Guide.
 - **NONEXAMPLE:** Parents will empower students to ask for accommodations.
- **Is DONE ROUTINELY, is ONGOING, not done once or twice.**
 - Is done often as part of a daily, weekly, or monthly routine for at least a specified amount of time.
 - **EXAMPLE:** Parents and students will visit Georgia 411 at least once a month and complete one activity on the web site.
 - **NONEXAMPLE:** Parents will complete a graduation requirement checklist.

Key Components of Vital Behaviors



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- **Is NOT ABOUT ATTENDING TRAINING OR DATA COLLECTION (implementation process)**
 - Attending training and collecting data are part of implementing the Initiatives, but only indirectly related to achieving the goal. Parents could attend and you could collect data and both could be at 100% without meeting the goal.
 - **NONEXAMPLES:**
 - Parents will attend training sessions/transition fairs/parent meetings/chat & chew session etc.
 - Parents will turn in their data sheets.
 - Parents will drop off and pick up their children for after school activities.

Vital Behavior Activity



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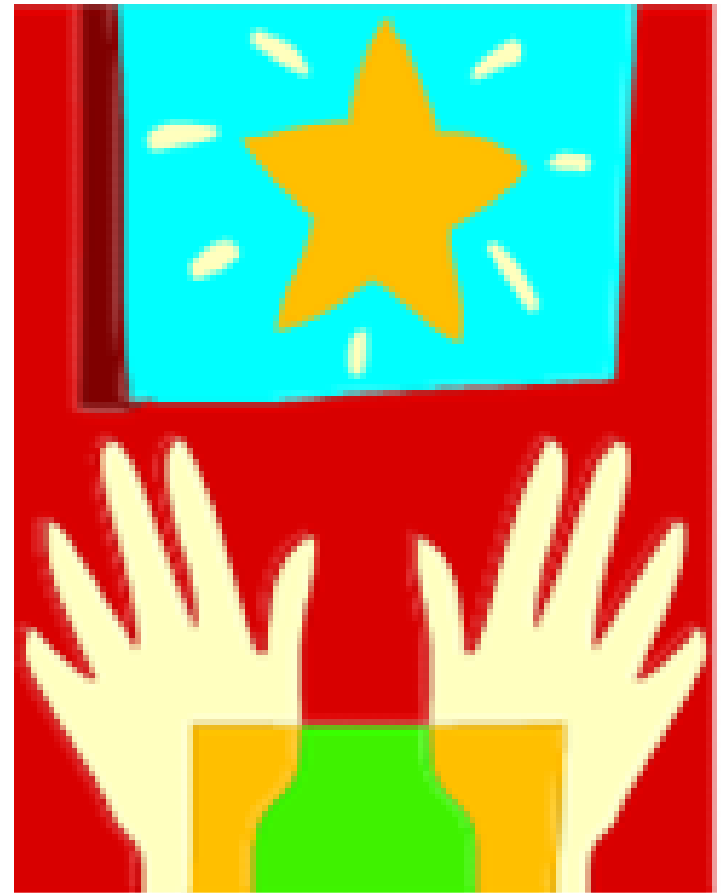
- YOUR GOAL:
- YOUR VITAL BEHAVIOR:
- IS IMPORTANT:
- WHO:
- OBSERVABLE BEHAVIOR:
- DONE ROUTINELY:
- NOT ABOUT ATTENDING TRAINING/MEETING/TRANSITION FAIR OR DATA COLLECTION:

Parent Mentor work related
to ASPIRE

ASPIRE (Active Student Participation Inspires Real Engagement)



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Evidence to Practice



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Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

Evidence Statements: *Parent involvement has a positive impact on post-secondary outcomes for individuals with disabilities. Source: CEC's DCDT Fast Facts* *When families stay engaged in a young person's education, social and community activities, the young person is more likely to complete high school, participate in post-secondary education and is more likely to be employed. Source: NCWD – Youth* *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems. Source: PTA Standards*

Related Indicators: 1, 2, 7, 8, or 14

Objective/Area of Concentration:

Increase the self-determination and self-advocacy skills of students while giving students opportunities to plan and meet their goals to improve outcomes

Goal 1

By May 15th ___% of or ___ out of ___ target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting.

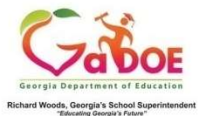
Goal 2

By May 15th ___% of or ___ out of ___ target families will participate in high school completion, post-secondary education and/or employment activities with 60% completion as measured by weekly/monthly reporting .

Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Family and student will participate in person centered planning and complete tasks regularly that are related to their plan and goals.	Family and student will use provided exercises to practice at home , regularly reporting efforts using preferred method of communication.	Family and student will use an IEP checklist or planning tool to review and plan for conversations related to setting and meeting their goals.	Family and student will identify ___ actions from a transition activity list to complete, regularly reporting progress.	Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress.	Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, and academic needs of student.

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Person centered plan; Action plan	Homework guide; Reading log; Communication log	IEP checklist or planning tool	Transition assessment, activity list or skills list	Self-determination checklist ASPIRE'ing FE Checklist	Communication log; Conversation guide
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ASPIRE Project Information Meeting



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

A Collaborative Initiative of
The Georgia Department of Education,
Division for Special Education and
Student Services.

Parent Meeting
October 6th
8:15-9:15 AM
Martha Puckett
Middle School
Media Center



ASPIRE (Active Student Participation
Inspires Real Engagement)

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Light
Refreshments
will be served

Your student is part of the
ASPIRE PROJECT.
This parent meeting is meant to inform and prepare you for
upcoming conversations you and your students will be
having as they learn the self-determination and self-
advocacy skills necessary to participate in important
school meetings and in life after school.

For more information or if you are unable to attend this scheduled meeting call
April Lee, Parent Mentor, 427-6156 ext 227 or alee@wayne.k12.ga.us
or MPMS School Contact: _____

If you would like to be introduced to ASPIRE before your scheduled parent meeting you can
watch four short videos on the
Special Education Parent Mentor webpage at www.wayne.k12.ga.us

At the Training...



- Family Pre-Survey
- Presentation
- Handouts/Tools
- Teachers Share
- Q&A
- Vital Behavior Coaching and Assignment

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IEP CHECKLIST FOR PARENTS

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Self-Determination Checklist
Student Self-Assessment



Student Name:
Date:

Self-Determination skills help you to know

- yourself
your goals
supports you need to reach your goals

Use the following scale to rate the statements below:

- 3 = almost always/most of the time
2 = sometimes
1 = rarely or never

Table with 3 columns: Rating, I set goals to get what I want or need, I make plans for reaching my goals, I check my progress on how I am doing toward my goals, I attend my IEP Meetings, I participate in my IEP Meetings, I know the goals listed in my IEP, At school, educators listen to me when I talk about what I want or need, At home, my parents listen to me when I talk about what I want or need, I have others in my life who help me to accomplish my goals, I ask for help when I need it, I know what I need, what I like and what I enjoy doing, I tell others what I need, what I like and what I enjoy doing, I help to make choices about the supports (educational services) and accommodations that I need in school, I can describe my learning difficulties to others, I believe I have control to direct my life, I take care of my personal needs (clothes, chores, meals, grooming), I make friends with others my age, I make good choices, I believe that working hard in school will help me to get a good job.

2008 Commonwealth of Virginia Department of Education
Training and Technical Assistance Centers - I'm Determined Project
Self-Determination Checklist ~ Student Self-Assessment

Learning Target Pre-Quiz

Table with 3 columns: YES/NO, Question, Comments. Questions include: Is the information in your child's present level of performance (PLOP) clearly stated and supported with objective information and assessment or evaluation data... Does the present level of performance (PLOP) section of the IEP contain information about the academic, developmental and functional needs of your child? Are your concerns and expectations for your child included in the present level of performance (PLOP) section of the IEP? Are your child's strengths clearly stated and clearly documented? Know the effects of your child's disability, do the annual goals directly relate to your child's needs as stated in the present level of performance (PLOP)? Is the specific way(s) to master the annual goals clearly stated? Is the method(s) to monitor and evaluate your child's progress toward the annual goals clearly stated? Does the IEP state how many of the goals your child will successfully produce?

Table with 3 columns: YES/NO, Question, Comments. Questions include: Do you know how the services and accommodations proposed for your child have been used to be successful for children with similar learning difficulties and of similar age? Does the state or local agency will be responsible for implementing the services needed? Do you know how the IEP content will be communicated and shared with the staff responsible for their implementation? Are all of the appropriate accommodations listed? Does the IEP indicate how your child will participate in state and district testing? Have any potential consequences of your child's assessment participation been explained to you? Have you discussed whether your child may or may not be allowed to move on to the next grade or graduate with a regular diploma?

Learning Targets I Decided on...



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1. I can identify **3** activities my child can work on at home to improve his/her self-determination skills
2. I can list **3** sections on an IEP that my child and I should discuss before his/her next IEP meeting

Pre/Post-Quiz Questions



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1. My child needs to learn self-determination skills by practicing choice making and goal setting at home.

- a) True
- b) False

2. These are 3 self-determination activities my child can be working on at home:

- I. _____
- II. _____
- III. _____

3. My child and I will discuss the following parts of his/her IEP and be ready to share our thoughts at his/her next meeting:

- I. _____
- II. _____
- III. _____



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Review Post Quiz and find:

Everyone gained
the knowledge
and they are
ready for VB
action and
support

OR

I can conclude that one or
more families will need
additional support to gain the
knowledge needed to
complete the VBs

Presentation Includes:

- Importance of self-determination (SD)
- Ideas to improve SD skills
- Review parts of IEP
- Activities using the SD and IEP Checklists

Post Quiz to
"See if I
presented the
information in a
way that
everyone
understood".

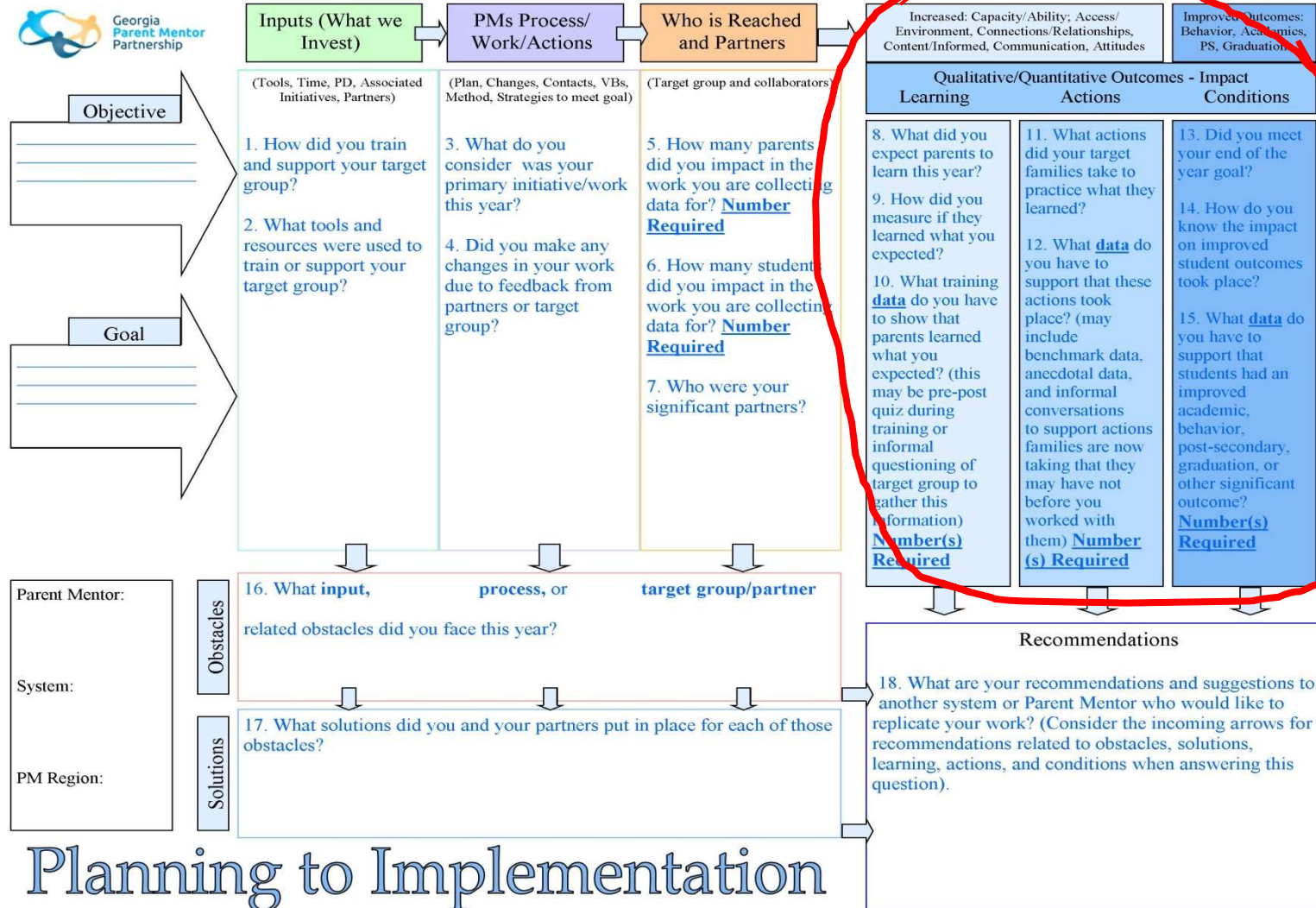
My Work Continues



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- I follow my target group through the year that seemed ready to put their new knowledge into practice
- I give extra support to the families that may not have showed new knowledge was gained by offering
 - One on one support
 - Additional examples
 - Different tool choice
- Follow all families for benchmark checks and assess obstacles they face in completing task (may be unrelated to my LEARNING TARGETS)

End of the Year Reporting



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Planning to Implementation



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My Success Criteria

1. I want all my families to gain the knowledge needed to complete the Vital Behaviors
 - 10/10 or 100% will be reported as my **Learning Outcome** determined by learning target quiz and follow-up conversations with families
2. To find the **Action Outcome** I review my VB data to report:
 - 7/10 families completed actions determined by reviewing provided tools completed and/or through conversation with families:
 - i. VB 1 (SD Checklist): 3 months of practice to complete 3 activities
 - ii. VB 2 (IEP Checklist) 3 months of discussions to complete IEP checklist with written comments for IEP meeting
3. As a result of the completed actions parents report that the **Student Outcome** was:
 - 5/10 students have improved self-advocacy skills determined by pre-selected questions I decided to ask all families related to improved self-determination benefits.

Thank you...

April Lee

GaPMP Family Engagement Coach

leecrew555@gmail.com

All Reporting Material, Tools, and Links can be found at

www.parentmentors.org

Contact your Region Representative or one of us with
any follow-up questions



Georgia
Parent Mentor
Partnership

Bringing It All Together Individual Reflection Rubric

	Depth of Interaction			
Leading by Convening	Informing ¹ Level (Sharing/Sending)	Networking ² Level (Exchanging)	Collaborating ³ Level (Engaging)	Transforming ⁴ Level (Committing to Consensus)
I am a learner and a leader.	<ul style="list-style-type: none"> I state clearly that I am here to learn from others. I state clearly that I am willing to share leadership. 	<ul style="list-style-type: none"> I acknowledge that leading comes through skill development. I ask others to come to the table as learners and to lead as they feel comfortable. 	<ul style="list-style-type: none"> I rely on leadership from those with influence and expertise as needed. I know now that in the role of leader I am still a learner. 	<ul style="list-style-type: none"> I move with ease in and out of the learner and leader roles.
When meeting a new challenge or issue, I cross environments.	<ul style="list-style-type: none"> I consciously seek out others with interest in the challenge/issue and share my information and questions with them. I consciously ensure that others I seek out are coming from differing roles, experiences and perspectives. 	<ul style="list-style-type: none"> I exchange questions, ideas and resources with others. I clarify role-specific vocabulary. I consciously ask who or what perspective is still needed to make the best decisions and invite them into the conversation. 	<ul style="list-style-type: none"> I engage in dialogue about the challenge/issue with as many differing perspectives in the room as possible. I use communication systems that support working across environments (conference calls, electronic media, etc.). 	<ul style="list-style-type: none"> I no longer need to bring the process of crossing environments to the conscious level. I invite and engage with others automatically.
I rely on a blended leadership style to address new challenges and issues.	<ul style="list-style-type: none"> I analyze data around the issue. I share my perspective with others. I ask others to share data and perspectives. 	<ul style="list-style-type: none"> I listen carefully to what others have to share. I ask clarifying questions. I offer possible solutions. 	<ul style="list-style-type: none"> I call on others in the group to lead or facilitate discussions. I ensure that each person has an opportunity to share. I encourage consensus decision making. I consciously build relations that attend to the human as well as the technical side of working together. 	<ul style="list-style-type: none"> I use with automaticity activities and strategies that support relationship building. I acknowledge that all stakeholders have a role and their interactions produce value.

Informing— Sharing or disseminating information with others who care about the issue.

²Networking— Asking others what they think about this issue and listening to what they say.

³Collaborating— Engaging people in trying to do something of value and working together around the issue.

⁴Transforming— Doing things The Partnership Way (leading by convening, working cross-stakeholder, sharing leadership, building consensus).