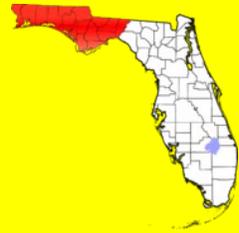




Finding Ways to Communicate with



Families

Facilitators:
Tosha Littles & Kristine Webb

Agenda

Wednesday,
June 27, 2019

**Communicating with students and their families:
Experiences, issues, and concerns from IHE
perspectives**

Regency Ballroom (2:00-3:00)

Break 3:00 p.m.-3:15 p.m.

**Family perspectives on experiences with
postsecondary education: What helps and what
doesn't**

Regency Ballroom (3:15-4:00)

**Communicating with students and their families:
Strategies and solutions**

Regency Ballroom (4:00-4:45)

Communicating with Students and their Families: Experiences, Issues, and Concerns from IHE Perspectives

FCSUA participants with their programs

Tosha Littles, Kris Webb



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Family Session
#1

Communicating with Students and their Families: Experiences, Issues, Concerns, Solutions & Ideas

| Questions | Your Program's Challenges Family Session #1 | Your Program's Solutions/Ideas Family Session #3 |
|--|--|---|
| #1: What do you believe are the biggest challenges families face when their family members attend a postsecondary education program? | | |
| #2: What do you believe are the biggest challenges postsecondary education programs face when they interact with family members? | | |
| #3: What challenges does your postsecondary education program have in reaching out to family members during recruitment? during enrollment? | | |
| #4: Families with students who have intellectual disabilities may have guardianship over the student's medical, financial, or other areas of the student's life. What issues has your program encountered in the area of guardianship? | | |
| #5: What issues has your postsecondary education program encountered about FERPA and/or HIPPA? | | |

Question #1

What do you believe are the biggest challenges families face when their family members attend a postsecondary education program?



- TL

Question #2

What do you believe are the biggest challenges postsecondary education programs face when they interact with family members?



- KW

Question #3

What challenges does your postsecondary education program have in reaching out to family members during recruitment? during enrollment?

- TL



Question #4

Families with students who have intellectual disabilities may have guardianship over the student's medical, financial, or other areas of the student's life. What issues has your program encountered in the area of guardianship?

- KW



Question #5

What issues has your postsecondary education program encountered about FERPA and/or HIPPA?



- TL

Share Back!

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Program
Participants



Family Perspectives on Experiences with Postsecondary Education:

What Helps and What Doesn't

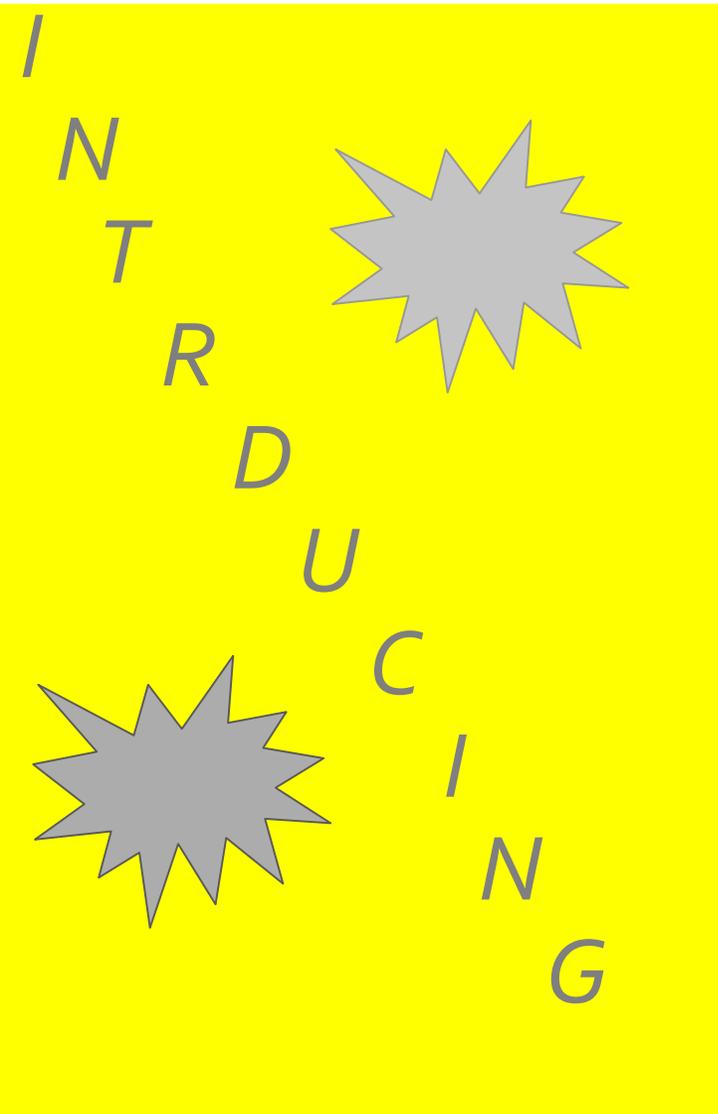
Panel of
Family members



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Family Session
#2





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Family Shares: #1

What dreams or goals do you have for your student?

How did the postsecondary education program your student attended align with these goals and dreams?

Family Shares: #2

What components or information did you seek when you were looking for a program for your family member?



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Family
Shares:
#3

What surprises or unanticipated issues did you have when your family member began attending a postsecondary program?

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Family Shares: #4

Describe how your relationship with your student changed during his/her postsecondary education experience?

Family Shares: #5

What have we not discussed that you believe are important topics or issues for family members and program personnel to understand?



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Family Shares: #6

(If time permits)

What
expectations did
your
postsecondary
program have for
family members?

*Questions
for our
Panel?*



Communicating with Students and Their Families: Strategies and Solutions

FCSUA participants with their programs

Tosha Littles, Kris Webb



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Family Session
#3

Communicating with Students and their Families: Experiences, Issues, Concerns, Solutions & Ideas

| Questions | Your Program's Challenges Family Session #1 | Your Program's Solutions/Ideas Family Session #3 |
|--|--|---|
| #1: What do you believe are the biggest challenges families face when their family members attend a postsecondary education program? | | |
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Lack of evidenced-based information

We think that parent-professional partnerships could enhance long-term outcomes such as competitive employment and independent living; however, we don't have much information about these partnerships in postsecondary settings.

Francis, G. L., Fuchs, E., Johnson, A. D., Gordon, S., & Grant, A. (2016). Developing parent-professional partnerships in a postsecondary education program for students with disabilities. *Psychology In The Schools*, doi:10.1002/pits.21974

We know
that...



Parents of **all** college students are actively engaged in students' educational processes. In a recent survey, 51% of parents, indicated they have information to log on to their students' college accounts.

Texting or calling in real time--what a change from the once per week call during cheap times! Our challenge is to divert some of that communication to professionals on campus.

Lazo, R.(2018) You don't say! Parent involvement expectations, communication and FERPA requirements in postsecondary education programs for students with intellectual disabilities. Retrieved from Think College.net

Just a Few of the Many Differences Between College and High School That Students & Parents May Not Know

| | |
|--|--|
| The applicable law is the Individuals with Disabilities Education Act or IDEA | The applicable law is the Americans with Disabilities Act or the ADA and Section 504 and 508 of the Rehabilitation Act |
| IDEA is about success | The ADA is about access |
| Fundamental modifications of programs and curricula are required | No fundamental modifications are required – only accommodations |
| Education is a right and must be provided in an appropriate environment to all individuals | Education is not a right – students must meet certain admission criteria |
| The school district is responsible for identifying a student's disability | Students must self-identify |

APPLY NOW

And...

Mis-matches of expectations may be a contributing factor to a poor relationship among program & university personnel and students/families.

Instead of waiting until the student is enrolled in the program, students find out how communication, self-determination, interdependence, and privacy work in the program; it's part of the student's application process.

Lazo, R.(2018) You don't say! Parent involvement expectations, communication and FERPA requirements in postsecondary education programs for students with intellectual disabilities. Retrieved from Think College.net

According to Lazo,

“It has to do with the complexity of service systems, families usually are the case manager, the only case manager across medical care, health care, financial elements of this, if there's Social Security income, medical assistance involved, the employment supports, and of course, goes without saying, transportation....

...We don't want to leave parents out of the picture for a few years, and then, have them come back into the picture, rather, I think we need to support families in developing ways to assist their young person in increasingly taking on these responsibilities.

...Positive parent involvement is the issue here. Parents are going to be involved. It's whether or not it's a type of involvement that approach really supports the student growing in their ability to make decisions.”

Lazo, R.(2018) You don't say! Parent involvement expectations, communication and FERPA requirements in postsecondary education programs for students with intellectual disabilities. Retrieved from Think College.net

*FERPA
Opportunities*

- Necessitates a shift in the parent and family perspective
- Presents an opportunity for a family conversation that may have been put off until now
- Provides an opportunity for student to engage in problem-solving, informed decision-making and personal choice

Engaging Parents in Conversations about College-based Transition Services

STAGE 1: INTRODUCE COLLEGE-BASED TRANSITION SERVICES In this first stage, professionals introduce college as an option, sharing examples of these student experiences and providing many opportunities to explore and ask questions. Start conversations early and often with parents about FERPA

STAGE 2: SUPPORT PARENTS AS STUDENTS PREPARE FOR COLLEGE In the second stage of engagement parents and professionals work together to prepare the student for college.

STAGE 3: MAINTAIN PARENT ENGAGEMENT THROUGHOUT STUDENTS' COLLEGE-BASED TRANSITION EXPERIENCES. Communication and collaboration continue to ensure parent-professional partnerships are strong and support students while enrolled. Review requirements of FERPA.

STAGE 4: ENGAGE/INFORM PARENTS ABOUT ADULT SERVICES AS STUDENTS AGE OUT OF TRANSITION SERVICES. Plan for students' transition from college-based transition services to support desired next steps such as pursuing full-time employment or continuing on to a new higher education experience.

Paiewonsky, M., Hughes, L., & Landau, J. (2018). Engaging parents in conversations about college-based transition services. Think College Insight Brief, Issue No. 37. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Family Policy Compliance Office's publications and information
<https://www2.ed.gov/policy/gen/guid/fpco/index.html>

PACER publication
<https://www.pacer.org/>

Self-Advocate's Guide to Choosing a Post-Secondary Program: Charting Your Course Through A New Landscape
The Boggs Center on Developmental Disabilities at Rutgers University

How We Made It Happen: Interviews with Parent Leaders about their Kids Going to College By Deborah Leuchovius and Sean Roy,
https://thinkcollege.net/sites/default/files/files/resources/Insight_30_web_F_o.pdf



Rossetti, Z., Lehr, D., Pelerin, D., Shuoxi, H., Lederer, L., & Huang, S. (2016). Parent Involvement in meaningful post-school experiences for young adults With IDD and pervasive support needs. *Intellectual & Developmental Disabilities*, 54(4), 260-272.

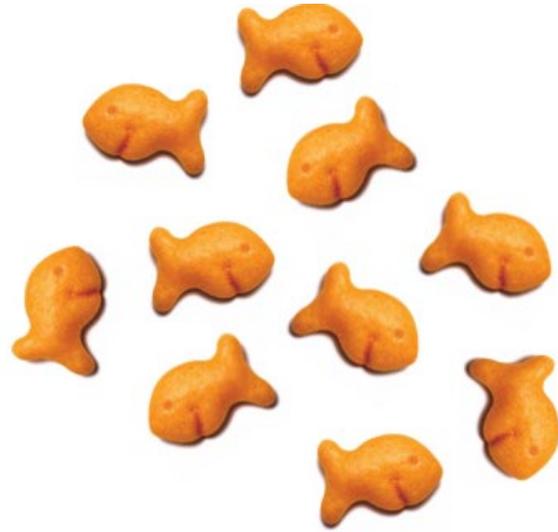
The active involvement of parents included: a) attitudinal facilitators, b) advocacy efforts and perceptions, and c) strategic actions. Implications for future research and practice are described. <http://www.aaidjournals.org/doi/abs/10.1352/1934-9556-54.4.260?code=aam...>

Martinez, D., Conroy, J., and Cerreto, M. (2012) Parent involvement in the transition process of children with intellectual disabilities: The influence of inclusion on parent desires and expectations for postsecondary education, *Journal of Policy and Practice in Intellectual Disabilities*, 9,(4), pp. 279-288.

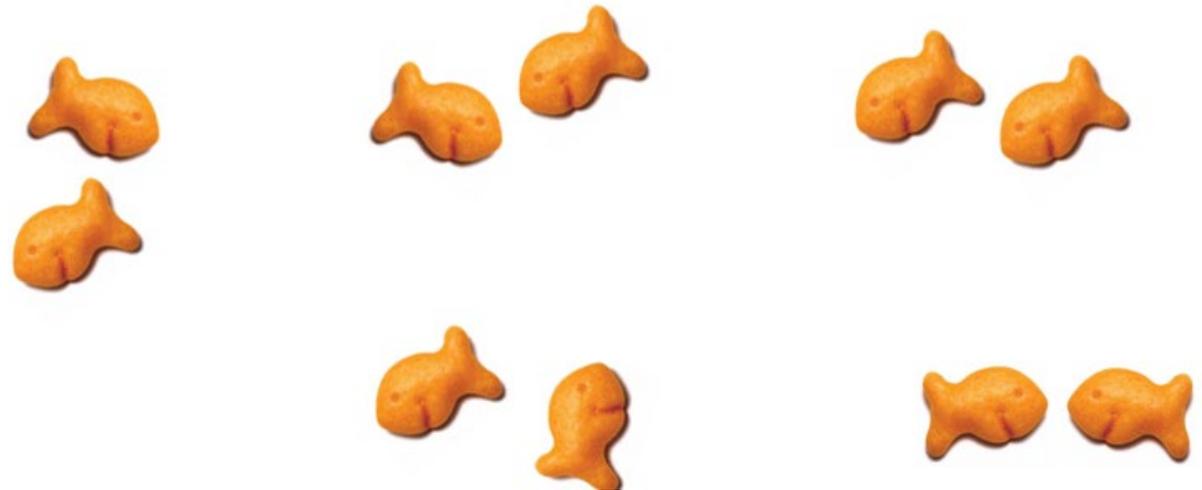
- Parents did not fully understand the transition process
- Parents had a low degree of knowledge and access to information about PSE
- Levels of student inclusion related to parental desire and expectation for PSE
- Levels of student inclusion related to parental involvement in transition planning activities.
- Teacher education programs would be strengthened by the inclusion of information about PSE

NOW

Back to our
groups to
generate
solutions they
have for
Questions 1-5



DIVIDE 10 GOLDFISH INTO GROUPS OF 2



Program Solutions #1

What do you believe are the biggest challenges families face when their family members attend a postsecondary education program?

Your solutions and ideas?

- TL

Program Solutions #2

What do you believe are the biggest challenges postsecondary education programs face when they interact with family members?

Your solutions and ideas?

- KW

Program Solutions #3

What challenges does your postsecondary education program have in reaching out to family members during recruitment? during enrollment?

Your solutions and ideas?

- TL

Program Solutions #4

Families with students who have intellectual disabilities may have guardianship over the student's medical, financial, or other areas of the student's life. What issues has your program encountered in the area of guardianship?

Your solutions and ideas?

- KW

Program Solutions #5

What issues has your postsecondary education program encountered about FERPA and/or HIPPA?

Your solutions and ideas?

- TL

Thank you!