

Individualized Program Planning (IPP) Workshops

Workshop #6: Encouraging Student and Parent Involvement

Time	Approximately two hours
Purpose	To explore attitudes and strategies for encouraging student and parent involvement in the IPP process.
Reference	<ul style="list-style-type: none">• Chapter 1: Working Through the IPP Process and Chapter 2: Encouraging Parent Involvement in <i>Individualized Program Planning</i> (2006)• <i>The Learning Team: A handbook for parents of children with special needs</i> (2003)
Grouping	Partners, small groups and whole group
Resources	Blackline masters for Activities 1 through 10 (attached)
Process	<ol style="list-style-type: none">1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Like Me.”2. Organize participants into partners or small groups and complete the following activities:<ul style="list-style-type: none">• The Importance of Parent Involvement• Enhancing Parent Involvement• Handling Conflict and Resolving Differences• Revisit <i>The Learning Team</i>3. After a brief break, complete the following activities:<ul style="list-style-type: none">• What Does Student Participation Look Like?• Identifying Strengths• Identifying Challenges and Needs4. After a brief break, complete the following activities:<ul style="list-style-type: none">• Identifying Accommodations• The Importance of Self-advocacy• Teamwork
Wrap-up	Complete a culminating activity such as “Metaphor and Analogy” in which participants provide their own analogies or metaphors to describe the importance of teamwork during the IPP process.

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Activity 1: The Importance of Parent Involvement

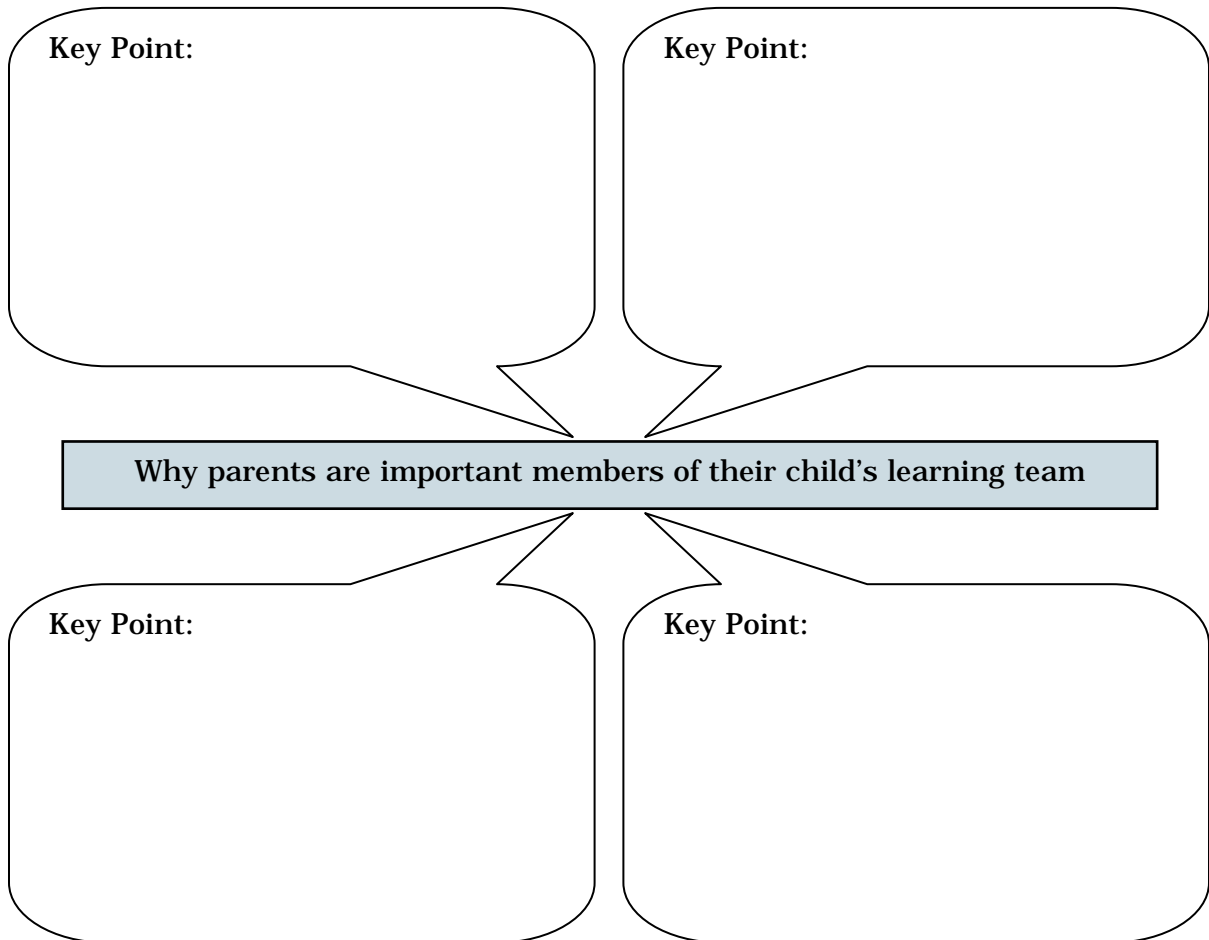
1. Working individually, complete the following statement:

Parents are important members of their child's learning team because:

2. Share your completed statement with a partner and discuss.

3. Now, share your statement with your small group and use chart paper to develop a statement of why parents are important members of their child's learning team. Present your group statement to the larger group and post.

4. Summarize the key points brought up by your group and others on the organizer below.



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Activity 2: Enhancing Parent Involvement

Working with a partner or small group, brainstorm specific types of actions a classroom teacher could take to initiate and support parent involvement in the IPP process or to (intentionally and unintentionally) create barriers to parent involvement in the IPP process.

Specific actions that you can take to ...

support parent involvement in the IPP process	create barriers to parent involvement in the IPP process (intentionally and unintentionally)

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Activity 3: Handling Conflict and Resolving Differences

1. Working with a partner or small group, choose a card listing one of the strategies from the list below. Prepare a two- to three-minute role-play to illustrate the strategy. Partners or groups will have five minutes to discuss and rehearse the role-play, and then share it with the whole group.

Sample strategies for handling conflict and resolving differences with parents

- Establish that the child's interests must come first at all times.
 - Express motivation to resolve the difference for future mutual benefit (e.g., "I appreciate your willingness to ..." or "I'm committed to finding a plan that will work for everyone").
 - Deal specifically with solutions to the identified issues and be prepared to offer alternatives.
 - Focus on the issues, and not the emotions and the personalities involved.
 - Give parents opportunities to state their understanding of the situation and then paraphrase what you have learned.
 - Ensure your understanding of their concerns and perspectives is accurate.
 - Sometimes a disagreement occurs as a direct result of misunderstanding. Always clarify exactly what the issue is before jumping ahead to solutions.
 - Decide what you can compromise on. Effective resolution usually requires some form of compromise on both parties' behalf.
 - Be sure that your expectations are realistic and reasonable.
 - Explicitly state you are committed to the agreed-upon solutions and encourage parents to also do this.
2. When each role-play is complete, ask the observers to identify what specific strategy was illustrated. Discuss learnings from the role-play, from both the observers' and participants' perspectives.

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Activity 4: Revisit *The Learning Team*

Use [The Learning Team PowerPoint presentation](#) to provide a quick overview of the Alberta Education resource *The Learning Team: A handbook for parents of children with special needs*.

3-2-1 summary activity for *The Learning Team* slide show

3 interesting ideas about parent involvement:

1. _____

2. _____

3. _____

2 questions that I would like to know more about:

1. _____

2. _____

1 new action I would like to take to enhance parent involvement in my classroom or school:

1. _____

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Activity 5: What Does Student Participation Look Like?

Working with a partner or small group, use the T-chart below to describe what student participation in the IPP process looks like, sounds like and feels like.

Student participation in the IPP process ...

looks like ...	sounds like ...	feels like ...

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Activity 6: Identifying Strengths

1. Work with a partner or in a small group to design an activity to help students begin to identify, record and understand their own learning strengths. Take three minutes each to share these sample activities with the whole group.

Activity Planner

This activity will ...	help students begin to identify, record and understand their own learning strengths.
To prepare for the activity, the teacher will ...	
During the activity, the student will ...	
To build on the activity, the teacher can ...	

2. As a larger group, discuss guidelines for helping students identify and understand their own learning strengths. Summarize your findings below.

Guidelines for helping students understand their own learning strengths:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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Activity 7: Identifying Challenges and Needs

1. Working with a partner or small group, review the following 20 statements about learning challenges in the “Uncover Your Learning Challenges Inventory.”

	Always	Usually	Sometimes	Not yet
1. I come to school every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I come to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I come to class with the materials I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I come to class prepared, e.g., textbook read, assignments complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I leave my worries outside the classroom door.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can follow written directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can follow spoken directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understand the new ideas the teacher presents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can focus my attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I contribute to class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I take accurate and detailed notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My notebooks are organized and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am clear and concise when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My written work is accurate, legible and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I finish assignments within time limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know when and who to ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can sit still for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I do not distract or chat with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I remain calm and focused during tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I do well on tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 82–83.

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Activity 8: Identifying Accommodations

1. Invite half of the group to role-play the following demonstration used to help students understand the purpose of accommodations.

Student Demonstration

Post a sign with two lines of medium-sized print on one wall of the classroom. Ask 10 students, including several students who wear glasses, to line up against the opposite wall. Explain that on the signal, each student should walk toward the sign until he or she can read it and then stop.

Before you give the signal, ask students who are wearing the glasses to take them off. Then, give the signal and wait until students reach a place where they can read the sign. Discuss how different people need to stand in different places. Then, ask students to put their glasses back on and move backward to a place where they can read the sign with their glasses. Discuss how being able to choose where to stand and being able to wear glasses are both types of accommodations in this situation.



2. Ask each group to develop one to three discussion questions based on this demonstration that could be used to enhance students' understanding of accommodations. Share the questions with the larger group and record them on chart paper.

Discussion Questions

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Activity 9: The Importance of Self-advocacy

1. Working individually, complete the following statement.

Self-advocacy is an essential skill for students with special education needs because:

2. Share your completed statement with a partner and discuss.
3. Now, share your statement with your small group and use chart paper to develop a statement of why self-advocacy is so important for students with special education needs. Present your group statement to the larger group and post. Summarize the key points brought up by your group and others on the organizer below.

Key Point:

Key Point:

Why self-advocacy is important for students with special education needs

Key Point:

Key Point:

4. Work with a partner or in small groups to develop a sample scenario of a student using self-advocacy skills in a learning setting. Take one to two minutes to share your example with the larger group.

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Activity 10: Teamwork

Work in small groups with markers and chart paper to create a key message or graphic representation about teamwork in the IPP process. Use key words, phrases and graphics. Plan your graphic in the space below. Each group has two minutes to introduce their teamwork concept to the larger group.