

## WORKSHOP DIRECTORY PAGE

**TITLE:** Helping Parents through the Special Education Process

**COMP.#:** 306

**NO. HRS.:** 6

**DATE:** June 2003; Revised August 2005

### **COMPETENCIES:**

- 306-1: The Child Welfare Professional understands the roles and responsibilities of the Child Welfare agency and other community child and family service agencies in the identification, assessment, and planning of treatment for child abuse/neglect.
- 306-2: The Child Welfare Professional is able to work collaboratively and cooperatively with community agencies in a team approach to service delivery.
- 306-3: The Child Welfare Professional knows and can implement the basic components of an effective team to assure coordinated and timely services to families and children including a clear mission, common goals and identify, shared accountability for outcomes, interdependence, collaborative decision making.

### **LEARNING OBJECTIVES:**

Participants will be able to:

- ✓ Explain the process to be followed when communicating with school personnel
- ✓ Explain the various means in which Child Welfare Professionals may advocate for parents in school settings
- ✓ Plan and develop a case plan for student assistance with school personnel for a shared child
- ✓ Explain the various levels of support services in schools available to students and their families as well as how to access them
- ✓ Explain the legal rights of parents in ensuring that their children receive an appropriate education

### **CALENDAR SUMMARY:**

In this workshop, participants will learn appropriate strategies for helping parents to work with school district personnel in order to ensure that those responsible for the educational needs of their children meet those needs. The session addresses topic areas such as communicating with school personnel, the Multidisciplinary Process (MDE) of assessment, special education rights and responsibilities, as well as school law as it applies to attendance and confidentiality.

**TITLE OF HANDOUTS:**

- 1: Pennsylvania Standards for Child Welfare Practice (1 page)
- 2: Competencies (1 page)
- 3: Learning Objectives (1 page)
- 4: Agenda (1 page)
- 5: School Law – Attendance (1 page)
- 6: Levels of Student Assistance (1 page)
- 7: Multidisciplinary Process of Evaluation (2 pages)
- 8: Types of Assessments and Evaluations (1 page)
- 9: Case Study – Eddie (2 pages)
- 10: ER for Eddie (6 pages)
- 11: Procedural Safeguards Notice (13 pages)
- 12: Guaranteed Rights of Parents (2 pages)
- 13: Definitions of Disability Terms (3 pages)
- 14: Tips for Parents (1 page)
- 15: Individualized Education Plan (IEP) (3 pages)
- 16: IEP for Eddie (13 pages)
- 17: Pennsylvania Special Education Process Chart (1 page)
- 18: Special Education Process Chart for Initial Evaluation (1 page)
- 19: Educational Jargon (2 pages)
- 20: Job Responsibilities of School Personnel (1 page)
- 21: Vignette for Stephanie (1 page)
- 22: Action Plan (1 page)
- 23: Bibliography (2 pages)

**TITLE OF APPENDICES:**

- A: Educational Jargon (Answers) (2 pages)
- B: Responsibilities of Key Players (4 pages)