

Module 4: Family-Professional Partnerships

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The Table of Contents provides an outline of the learner's version of Module 4 along with the module resources (e.g., video and audio clips, activities, and handouts) in the order that they appear in the module.

I. [Introduction](#)

- I. [Learning Objectives](#)
- II. [Learning Cycle](#)

II. [Step 1: Dilemma](#)

In Step 1 learners will hear and read two viewpoints on a practice dilemma. The dilemma is about family-professional partnerships.

1. [The teacher's viewpoint \(Video 4.1\)](#)
2. [The family's viewpoint \(Video 4.2\)](#)
3. [Describe the dilemma \(Activity 4.1a\)](#)

III. [Step 2: Question](#)

Learners use a tool called PICO to turn the dilemma in Step 1 into an answerable question. The activity helps learners create a focused question that is answerable through research.

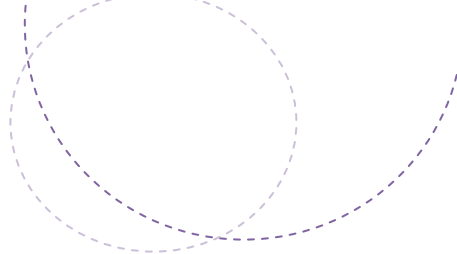
1. [Turn the dilemma into an answerable question \(Activity 4.2a\)](#)

IV. [Step 3: Evidence](#)

Learners are presented with relevant sources of general evidence to consider in answering the question they posed in Step 2. Partnership-oriented practices are defined and further explained with examples and activities. Handouts of evidence are provided on research and policies related to partnership-oriented practices. Family leaders and a practitioner share their knowledge about the importance of effective family-professional partnerships. Activities for learners to check their knowledge are provided throughout this Step.

A. Definition

1. Partnership-Oriented Practices
 - a. [Description of family-professional partnership framework \(Video 4.3\)](#)
2. Examples and Applications of Partnership-Oriented Practices
 - a. [Partnership-Oriented Practices: Examples and Applications \(Handout 4.1\)](#)

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- b. [Reflect on your Partnerships with Professionals \(Activity 4.3a\)](#)
 - 3. Developing an Initial Friendly Relationship – Beginning Ground
 - a. [Starting a relationship \(Video 4.4\)](#)
 - b. [Beginning ground conversation \(Video 4.5\)](#)
 - c. [Partnership-Oriented Practices: Observation Checklist \(Handout 4.2\)](#)
 - d. [Partnership-Oriented Practices: Observation Checklist – Answer Key \(Handout 4.3\)](#)
 - e. [Identify video examples of developing an initial friendly relationship \(beginning ground\) \(Activity 4.4a\)](#)
 - 4. Making Shared Decisions – Middle Ground
 - a. [Middle ground conversation \(Video 4.6\)](#)
 - b. [Identify video examples of making shared decisions \(middle ground\) \(Activity 4.5a\)](#)
 - 5. Addressing Challenging Issues – Firm Ground
 - a. [Firm ground conversation \(Video 4.7\)](#)
 - b. [Identify video examples of addressing challenging issues \(firm ground\) \(Activity 4.6a\)](#)
 - 6. Putting it all Together
 - a. [Incorporate additional partnership-oriented practices \(Activity 4.7a\)](#)
 - B. Research/Resources
 - 1. [Research Summary on Family-Centered Helpgiving Practices \(Handout 4.4\)](#)
 - 2. [Perspectives of Dr. Beth Harry \(Audio 4.1\)](#)
 - 3. [Apply the research to practice \(Activity 4.8a\)](#)
 - C. Policies/Resources
 - 1. [Policy Advisory – The Law Governing Family-Professional Partnerships \(Handout 4.5\)](#)
 - 2. [Consider the policy on family-professional partnerships \(Activity 4.9a\)](#)
 - D. Experience-Based Knowledge/Resources
 - 1. [Janice Fialka \(Audio 4.2\)](#)
 - 2. [Samtra Devard \(Audio 4.3\)](#)
 - 3. [Subarna Dharra \(Audio 4.4\)](#)
 - 4. [Rosalia Fajardo \(Audio 4.5\)](#)
 - 5. [Salvador Moran \(Audio 4.6\)](#)
 - 6. [Consider experience-based knowledge \(Activity 4.10a\)](#)

V. [Step 4: Decision](#)

Learners listen to audio perspectives of those involved in the dilemma to gain an understanding of their contexts. In an activity, they integrate the general evidence from Step 3 with perspectives and contexts unique to the dilemma in Step 1 to make an informed decision.

- A. Consider Perspectives and Contexts/Resources
 1. [China's perspective \(little Aaron's teacher\) \(Audio 4.7\)](#)
 2. [Aaron's perspective \(little Aaron's father\) \(Audio 4.8\)](#)
 3. [Consider the unique contexts \(Activity 4.11a\)](#)
- B. Integrate Evidence and Contexts to Make a Decision/Resources
 1. [Use evidence-based practice decision-making \(Activity 4.12a\)](#)
- C. Plan for Implementation/Resources
 1. [Create an implementation plan to develop a trusting partnership with Aaron \(Activity 4.13a\)](#)

VI. [Step 5: Evaluation](#)

Learners consider ways to evaluate the decision to use the practice. Learners determine if the intervention was implemented, and if the intervention was effective. Handouts are provided showing sample assessment methods.

1. [Conversation Guide for Partnership Assessment \(Handout 4.6\)](#)
2. [Family-Professional Partnership Scale \(Family Version\) \(Handout 4.7\)](#)
3. [Family-Professional Partnership Scale \(Professional Version\) \(Handout 4.8\)](#)

VII. [Summary and Wrap Up](#)

VIII. [References and Credits](#)

PLEASE NOTE: An Instructor's Guide for each module contains the following related materials:

- [DEC & NAEYC Personnel Preparation Standards](#)
- [US Department of Education Office of Special Education Program's \(OSEP\) Indicators and Outcomes](#)
- [Activity Guides \(Facilitation Tips\)](#)
- [Activity Guides for Alternate Learner Activities](#)
- [Glossary](#)
- [Additional Supplemental Materials](#)