

# Consider the policy on family-professional partnerships

## Objective(s)

Learners consider policies on family-professional partnerships for teachers of young children with disabilities.

## Description

In this activity, learners read a policy advisory on the law relating to family-professional partnerships and then answer questions about these policies.

## Required Materials/Resources

- [Handout 4.5: Policy Advisory - The Law Governing Family-Professional Partnerships](#)

## Detailed Facilitator Instructions

1. Provide learners with Handout 4.5: Policy Advisory – The Law Governing Family-Professional Partnerships.
2. Ask learners to respond to the questions on the activity form.
3. Provide feedback.

## Suggested Assessment

1. Head Start and Early Head Start programs must:
  - Have a process of collaborative partnership-building with families to collaboratively identify goals, services, and supports.
  - Provide parents the opportunity to create an individualized parent partnership agreement regarding their involvement.
  - Have opportunities for parents to participate and interact throughout the year.
  - Work with families to identify and access resources.
  - Provide parent involvement and educational activities to address parent needs.
  - Allow parents to participate as employees or volunteers.
  - Provide opportunities for parents to work with each other and with other professionals on activities of interest.
2. Differences between Part B and Part C regarding family-professional partnerships:
  - Part C has the purpose of increasing the capacity of families to meet their child's special needs; and Part B does not have an explicitly stated purpose in terms of family outcomes.
  - Part C uses the term family; and Part B uses the term parents.
  - Part C includes a family-directed assessment of resources, priorities, and concerns; and Part B does not have a similar requirement.
  - Part C requires service coordination to assist families; and Part B does not have this requirement.

This activity is part of Module 4: Family-Professional Partnerships. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
Discovery

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation  
20-35 minutes for learner activity

**Learner Form**  
[Activity 4.9a](#)

- Part C has the service of special instruction for families related to providing them with information, skills, and supports; and Part B does not have this requirement.

3. Aaron will have the right to:

- Participate in the development of his son's Individualized Education Program (IEP).
- Examine his son's records.
- Have any personally identifiable information on his son be confidential.
- Receive a written notice anytime the program changes or decides to not change the services of his son.
- Use mediation to resolve conflicts.
- Parent counseling and training to enable him to understand his son's special needs, learn about child development, and acquire skills to effectively participate in the IEP meeting.

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### **Facilitation Tips**

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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### **Credits**

The CONNECT Content Team