

Partnership-Oriented Practices: Examples and Applications

Beginning ground: Developing an initial friendly relationship

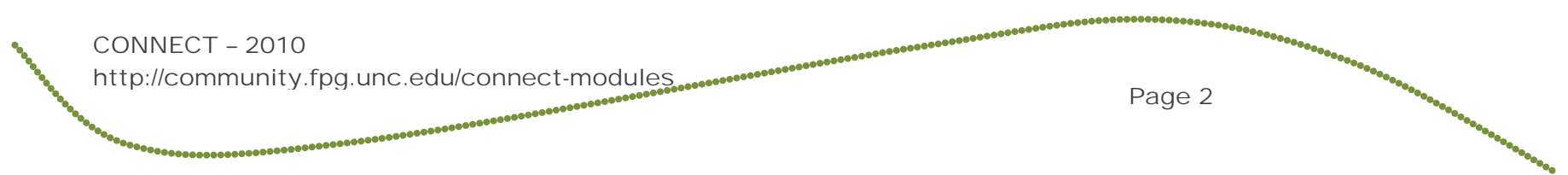
Middle ground: Making shared decisions

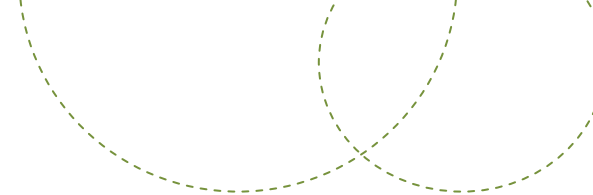
Firm ground: Addressing challenging issues

Enhanced Communication			
A. Enhanced communication: Building on basic communication skills to dignify each child and family by honoring their uniqueness in terms of their family history, present circumstances, and future possibilities.			
Examples	Applications		
	Beginning ground	Middle ground	Firm ground
1. Encouraging families to tell their stories and listening to identify unique hopes, dreams, strengths, needs, and preferences.	Asking families open-ended questions about the people, places, and activities that are important to them.	Incorporating into conversations with families references to stories that they have shared in the past to let them know that you have listened to them, and taking into consideration what they have shared with you.	When discussing challenging issues with families, encouraging them to share additional family stories that relate to the challenging issue.
2. <u>Reframing</u> differences of opinions, values, or perspectives without judgment, and defining rationales of families' different opinions, values, and perspectives.	When you have opinions that differ from those of families, listening to their perspectives first without sharing your own opinions.	Sharing your opinions with families and seeking to find common ground.	When dealing with challenging issues, seeking families' input on topics when there are substantial differences that need to be openly addressed.

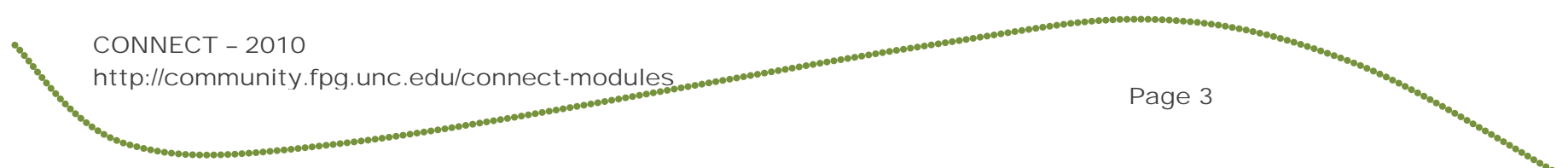


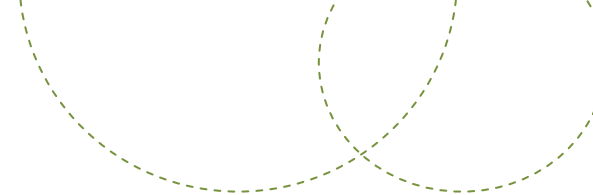
High Expectations			
B. High expectations: Having confidence in the child’s and family’s future possibilities, as well as confidence in one’s own competence in actualizing positive outcomes.			
Examples	Applications		
	Beginning ground	Middle ground	Firm ground
1. Building on a child’s strengths (what the child does well and enjoys doing) throughout all instruction and interactions and incorporating a strengths-based orientation into practices.	Asking families what they see as their child’s strengths and sharing your observations.	Sharing with families that often people place too much emphasis on the child’s needs and that you would like to also focus on the child’s strengths.	When sharing difficult news, reminding families of the family’s and child’s strengths that will help the child through difficult times.
2. Conveying to families one’s own beliefs about the significant goals that the child will be able to accomplish in the future.	Celebrating with families as the child meets milestones.	Giving families information about research-based interventions that have been used to help children in similar circumstances succeed.	Letting families know that that the timeline for reaching some of the anticipated goals will likely take longer than expected, but that you remain firm in your belief that their child will be able to be successful in the long-run.



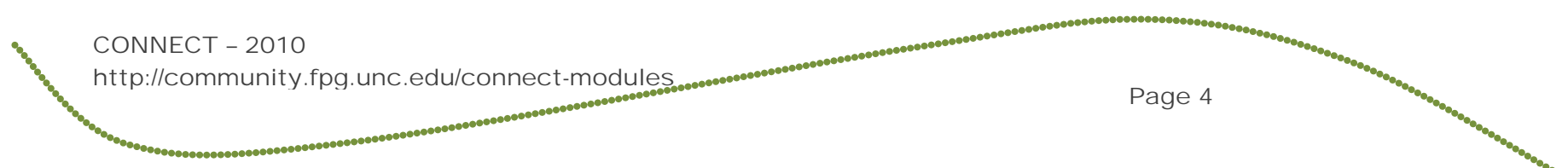


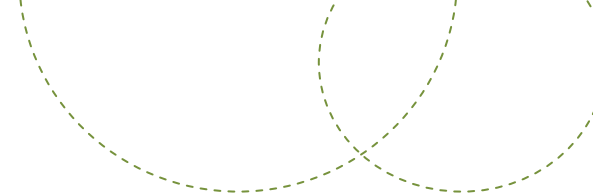
Respect			
C. Respect: Regarding families with esteem and demonstrating that esteem through actions and words.			
Examples	Applications		
	Beginning ground	Middle ground	Firm ground
1. Identifying and incorporating cultural values into decision-making.	Listening to families with particular attention to the fact that what families share with you may reflect cultural values.	Asking families what is important to know about their culture, celebrations, and customs, and showing genuine interest.	Examining how cultural differences may be contributing to differences of opinion about the child's program, and discussing ways to find options that are responsive to families' cultural values.
2. Identifying the family's preferences for interaction with practitioners, and then interacting with the family and child accordingly.	Asking how you should address members of the family.	Making a joint decision about how often to communicate about how an intervention program at the preschool is generalizing to the home setting.	Letting the parent know that you have not heard back from the last several emails you have sent, and inquiring if a different form of communication would be preferable.



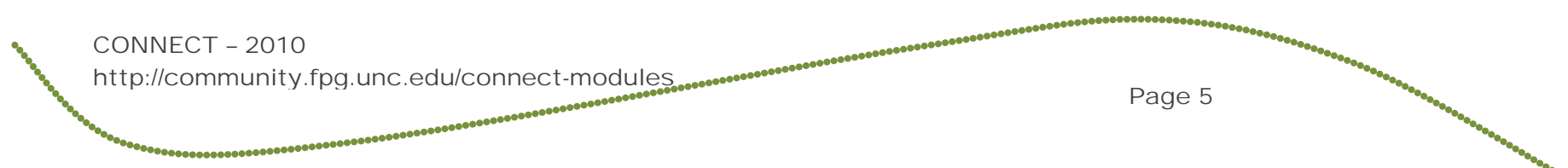


Commitment			
D. Commitment: Providing a sense of assurance that the relationship with the family and child is “more than an obligation;” rather, it represents devotion and loyalty to the child and family and a shared belief in the importance of goals being pursued.			
Examples	Applications		
	Beginning ground	Middle ground	Firm ground
1. Being flexible to accommodate the changing needs of the family and child.	Holding meetings at times and places suited to families’ needs and availability whenever possible.	When addressing behavior problems, exploring with the family mutual changes, both at home and in the program, to resolve the problem.	Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child.
Equality			
E. Equality: Ensuring that families have roughly equal power as practitioners in making decisions.			
Examples	Applications		
	Beginning ground	Middle ground	Firm ground
1. Sharing power by supporting families as equal partners in helping their child to be successful now and in the future.	Asking families’ opinions about goals for the child.	Brainstorming a wide range of strategies for achieving goals with the family, and making decisions that will meet the unique needs of their child.	Involving families in all decisions about the child (for example, the decision for referral for a comprehensive evaluation).





Advocacy			
Advocacy: Speaking out and taking action in pursuit of finding just solutions to problems.			
Examples	Applications		
	Beginning ground	Middle ground	Firm ground
1. Informing families of their rights and supporting them to be effective advocates.	Asking families how they have been involved in educational decision-making in the past.	Sharing tips with families for how they can be more effective advocates.	Sharing with families local resources for developing advocacy skills, and pointing out the positive benefits of involvement.



Partnership-Oriented Practices: Observation Checklist

Part 1: Developing an Initial Friendly Relationship (Beginning Ground)

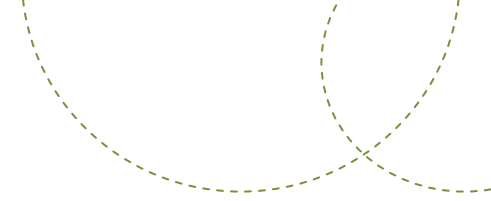
	Make a check mark in the box if you observe an example
Enhanced Communication	
1. Asking families open-ended questions about the people, places, and activities that are important to them.	
2. Listening to families' perspectives without sharing your own opinions first.	
Make notes about examples of enhanced communication you observed:	
High Expectations	
3. Asking families what they see as their child's strengths and sharing your observations.	
4. Celebrating with families as the child meets milestones.	
Make notes about examples of high expectations you observed:	
Respect	
5. Listening to families with particular attention to how what families share may reflect cultural values.	
6. Asking how you should address members of the family.	
Make notes about examples of respect you observed:	

Make a check mark in the box if you observe an example

Commitment	
7. Holding meetings at times and places suited to families' needs and availability whenever possible.	
Make notes about examples of commitment you observed:	
Equality	
8. Asking families' opinions about goals for the child.	
Make notes about examples of equality you observed:	
Advocacy	
9. Asking families how they have been involved in educational decision-making in the past.	
Make notes about examples of advocacy you observed:	

Part 2: Making Shared Decisions (Middle Ground)

	Make a check mark in the box if you observe an example
Enhanced Communication	
10. Incorporating into conversations with families references to stories and information that they have shared in the past to let them know that you have listened to them, and taking into consideration what they have shared with you.	
11. Sharing your opinions with families and seeking to find common ground.	
Make notes about examples of enhanced communication you observed:	
High Expectations	
12. Focusing on the child's strengths and not just the child's needs.	
13. Giving families information about research-based interventions that have been used to help children in similar circumstances succeed.	
Make notes about examples of high expectations you observed:	
Respect	
14. Asking families what is important to know about their culture, celebrations, and customs, and showing genuine interest.	
15. Communicating about how an intervention program at the preschool is generalizing to the home setting and vice versa.	
Make notes about examples of respect you observed:	

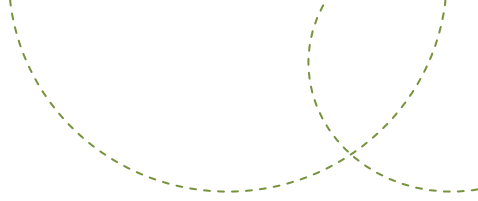


	Make a check mark in the box if you observe an example
Commitment	
16. When addressing behavior problems, exploring with the family mutual changes, both at home and at the program, to resolve the problem.	
Make notes about examples of commitment you observed:	
Equality	
17. Ensuring that families have adequate time to share strategies they are using before making any decisions.	
Make notes about examples of equality you observed:	
Advocacy	
18. Sharing tips with families for how they can be more effective advocates.	
Make notes about examples of advocacy you observed:	



Part 3: Addressing Challenging Issues (Firm Ground)

	Make a check mark in the box if you observe an example
Enhanced Communication	
19. When discussing challenging issues with families, encouraging them to share additional family stories that relate to the challenging issue.	
20. When dealing with challenging issues, seeking families' input on topics when there are substantial differences that need to be openly addressed.	
Make notes about examples of enhanced communication you observed:	
High Expectations	
21. When sharing difficult news, reminding families of the family's and child's strengths that will help the child through difficult times.	
22. Letting families know that that the timeline for reaching some of the anticipated goals will likely take longer than expected, but that you remain firm in your belief that their child will be able to be successful in the long-run.	
Make notes about examples of high expectations you observed:	
Respect	
23. Examining how cultural differences may be contributing to differences of opinion about the child's program, and discussing ways to find options that are responsive to families' cultural values.	
24. Being persistent about communicating with the family, even when they have not been responsive thus far.	
Make notes about examples of respect you observed:	



	Make a check mark in the box if you observe an example
Commitment	
25. Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child.	
Make notes about examples of commitment you observed:	
Equality	
26. Involving families in all decisions about their child (for example, the decision for referral for a comprehensive evaluation).	
Make notes about examples of equality you observed:	
Advocacy	
27. Sharing with families local resources for developing advocacy skills, and pointing out the positive benefits of involvement.	
Make notes about examples of advocacy you observed:	



Partnership-Oriented Practices: Observation Checklist- Answer Key

Part 1: Developing an Initial Friendly Relationship (Beginning Ground)

	Make a check mark in the box if you observe an example
Enhanced Communication	
1. Asking families open-ended questions about the people, places, and activities that are important to them.	✓
2. Listening to families' perspectives without sharing your own opinions first.	✓
Make notes about examples of enhanced communication you observed:	
High Expectations	
3. Asking families what they see as their child's strengths and sharing your observations.	
4. Celebrating with families as the child meets milestones.	
Make notes about examples of high expectations you observed:	
Respect	
5. Listening to families with particular attention to how what families share may reflect cultural values.	✓
6. Asking how you should address members of the family.	✓
Make notes about examples of respect you observed:	

Handout 4.3

	Make a check mark in the box if you observe an example
Commitment	
7. Holding meetings at times and places suited to families' needs and availability whenever possible.	✓
Make notes about examples of commitment you observed:	
Equality	
8. Asking families' opinions about goals for the child.	
Make notes about examples of equality you observed:	
Advocacy	
9. Asking families how they have been involved in educational decision-making in the past.	
Make notes about examples of advocacy you observed:	

Part 2: Making Shared Decisions (Middle Ground)

		Make a check mark in the box if you observe an example
Enhanced Communication		
10. Incorporating into conversations with families references to stories and information that they have shared in the past to let them know that you have listened to them and taking into consideration what they have shared with you.		✓
11. Sharing your opinions with families and seeking to find common ground.		✓
Make notes about examples of enhanced communication you observed:		
High Expectations		
12. Focusing on the child's strengths and not just the child's needs.		✓
13. Giving families information about research-based interventions that have been used to help children in similar circumstances succeed.		
Make notes about examples of high expectations you observed:		
Respect		
14. Asking families what it is important to know about their culture, celebrations, and customs and showing genuine interest.		
15. Communicating about how an intervention program at the preschool is generalizing to the home setting and vice versa.		
Make notes about examples of respect you observed:		

Handout 4.3

	Make a check mark in the box if you observe an example
Commitment	
16. When addressing behavior problems, exploring with the family mutual changes, both at home and at the program, to resolve the problem.	✓
Make notes about examples of commitment you observed:	
Equality	
17. Ensuring that families have adequate time to share strategies they are using before making any decisions.	✓
Make notes about examples of equality you observed:	
Advocacy	
18. Sharing tips with families of how they can be more effective advocates.	
Make notes about examples of advocacy you observed:	

Handout 4.3

Part 3: Addressing Challenging Issues (Firm Ground)

	Make a check mark in the box if you observe an example
Enhanced Communication	
19. When discussing challenging issues with families, encouraging them to share additional family stories that relate to the challenging issue.	✓
20. When dealing with challenging issues, seeking families' input on topics when there are substantial differences that need to be openly addressed.	
Make notes about examples of enhanced communication you observed:	
High Expectations	
21. When sharing difficult news, reminding families of the family's and child's strengths that will help the child through difficult times.	✓
22. Letting families know that that the timeline for reaching some of the anticipated goals will likely take longer than expected, but that you remain firm in your belief that their child will be able to be successful in the long-run.	
Make notes about examples of high expectations you observed:	
Respect	
23. Examining how cultural differences may be contributing to differences of opinion about the child's program and discuss ways to find options that are responsive to families' cultural values.	
24. Being persistent about communicating with the family even when they have not been responsive thus far.	
Make notes about examples of respect you observed:	
Commitment	

Handout 4.3

	Make a check mark in the box if you observe an example
25. Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child.	
Make notes about examples of commitment you observed:	
Equality	
26. Involving families in all decisions about their child (for example, the decision for referral for a comprehensive evaluation).	✓
Make notes about examples of equality you observed:	
Advocacy	
27. Sharing with families local resources for developing advocacy skills and pointing out the positive benefits of involvement.	✓
Make notes about examples of advocacy you observed:	



Research Summary on Family-Centered Helpgiving Practices

Researchers at the Orelena Hawks Puckett Institute analyzed 47 research studies on [family-centered helpgiving practices](#).¹ Here is what the researchers learned from their review of the research.

How were family-centered helpgiving practices defined and implemented?

Family-centered helpgiving was defined and implemented differently across studies. A single, agreed-upon definition of family-centered helpgiving does not exist in the research literature. However, some of the most widely mentioned dimensions of family-centered helpgiving in the studies included: treating families with dignity and respect; sharing relevant information so that families can make informed decisions; offering families choices regarding their involvement in and the provision of services; and forming partnerships with families and working collaboratively with them.

Who implemented the family-centered helpgiving practices and in what types of settings?

The professionals who implemented the helpgiving practices included early childhood practitioners, educators, nurses, physicians, therapists, and service coordinators. The settings included early intervention programs, preschool special education programs, elementary schools, family support programs, hospitals, and clinics.

What were the characteristics of the children and families who participated?

The studies included over 11,000 parents of young children from 7 months to 13 years of age. Two-thirds of the children were boys, and the vast majority had developmental disabilities. Almost 90% of the research participants were mothers and were white. Mothers from other racial and ethnic groups represented less than 15% of participants (7% African American, 2% Latino, 1% Asian, 1% Native American, and 3% other ethnicities). No information was given on the socioeconomic status of the families. (This is noteworthy because research has consistently documented that families from lower socioeconomic circumstances typically experience less satisfaction with services and higher levels of caregiving stress.)

Was family-centered helpgiving beneficial for families and children?

Findings from the research synthesis showed that family-centered practices were related to positive parent, family, and child outcomes. These outcomes included effective parenting, a sense of well-being, adequate social support, satisfaction with program services, feelings of competence, and positive judgments of child behavior. However, the authors concluded that family-centered helpgiving practices represent only one of a number of factors that

contribute to positive outcomes for children and their families as part of early intervention and family support services.

Bottomline on the effectiveness of family-centered helpgiving

Research has shown that family-centered helpgiving practices in the context of early intervention and family support services were related to positive parent, family, and child outcomes. Additional research is needed to determine if these same findings would be obtained across different practitioners, settings, families, and children. In the meantime, the use of family-centered helpgiving in programs serving children with disabilities and their families should be considered a recommended practice.

¹These studies relied primarily on correlational research designs. This means that the existing research can provide information about outcomes that are related to family-centered helpgiving practices, but it provides little evidence about which practices work best, for whom, and under what conditions.



Policy Advisory

The Law Governing Family-Professional Partnerships

Both the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA) have significant emphasis on families being equal partners with professionals in making educational decisions about their children. The Head Start Program Performance Standards have been designed to provide Head Start programs with expectations, guidance and support related to the quality of services they provide. IDEA is the federal law that governs the education of children with disabilities, including developmental delays. Part C of IDEA authorizes the federal government and state governments to act on behalf of infants and toddlers (birth to three) (20 U.S.C. Part C). Part B authorizes them to act on behalf of young children (three to six) with disabilities (20 U.S.C. Part B).

Considerations for compliance with family-professional partnership policies

Family-professional partnerships are central components of the Head Start Program Performance Standards and IDEA. The policies make it clear that professionals must engage in joint decision-making with families in the delivery of services. To ensure the partnership is strong and effective, it is important to do the following:

- (1) Individualize interactions and approaches to address each family's unique needs, priorities, and concerns.
- (2) Actively engage families in planning and decision-making regarding priorities, services, and concerns.

What policies on family-professional partnerships exist for those within Early Head Start and Head Start?

The Head Start Program Performance Standards emphasize the need for programs receiving Head Start and Early Head Start funds to collaborate with families. These standards include requirements for collaborative partnerships when addressing goals, services, health and developmental concerns, and children's educational experiences.

Head Start program procedure requirements

Family Partnerships

Section 1304.40 of the Head Start Program Performance Standards is most explicit in outlining the importance of family-professional collaboration.

Head Start and Early Head Start programs must:

- have a process of collaborative partnership-building to establish trust with families and to collaboratively identify goals, services, and supports for their children.
- provide parents the opportunity to construct individualized parent partnership agreements that address family goals and responsibilities regarding their involvement with the Head Start program.
- have opportunities for parents to participate and interact with professionals and children throughout the year.
- collaborate with families to identify and access resources.
- provide parent involvement and educational activities to address their needs individually and as a group.
- allow parents to be a part of the program as employees or volunteers.
- provide opportunities for parents to work together and with other professionals on activities of interest.

Health and Developmental Services

Programs receiving Head Start and Early Head Start funds are responsible for collaborating with parents when addressing health and developmental concerns, specifically with screening and assessment of children enrolled. Programs must encourage parents to be active participants in their children's health care. Not only is it necessary to include the family's perspective in identifying needs, but programs also need to have a system in place for a follow-up plan with families that is "shared with and understood by parents" (45 C.F.R 1304.20).

Education

Programs must collaborate with families and involve them in curriculum development and related activities for their children's education and development. For example, programs can provide parents opportunities to increase their observation and assessment skills and use these skills to share information with staff for planning learning experiences for children (45 C.F.R. 1304.21 (a)(2)(i) and (ii)).

For children with identified disabilities, what does IDEA require with respect to family-professional partnerships?

In many ways, Parts B and C have strong similarities when it comes to family-professional partnerships, but there are also some differences. The chart below highlights similarities and differences related to the role of families in educational decision-making.

	Early Intervention Program – Part C (ages birth-3)	Special Education Program – Part B (ages 3-21)
Purposes	Statute includes families in terms of stating that one purpose of early intervention is to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities	Statute does not specifically address families in purpose statements
Unit of Focus	The term <i>family</i> is used throughout the statute and regulations, indicating that all family members are part of the unit of attention	The term <i>parent</i> is used throughout the statute and regulations, indicating the focus on parents as distinguished from other family members
Individualized Plans	Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)

	Early Intervention Program – Part C (ages birth-3)	Special Education Program – Part B (ages 3-21)
	<ul style="list-style-type: none"> Parents are members of multidisciplinary team 	<ul style="list-style-type: none"> Same
	<ul style="list-style-type: none"> Family-directed assessment of resources, priorities, and concerns and identification of supports and services necessary to enhance the family's capacity to meet the developmental needs of the infant or toddler 	<ul style="list-style-type: none"> <u>No</u> requirement for a family-directed assessment, or for the identification of supports and services for the family
	<ul style="list-style-type: none"> A statement of the family's resources, priorities, and concerns relating to enhancing the development of their child 	<ul style="list-style-type: none"> <u>No</u> requirement of a statement of the family's resources, priorities, and concerns relating to enhancing the development of their child
	<ul style="list-style-type: none"> IFSP content must be explained to parents, and informed written consent must be obtained from parents 	<ul style="list-style-type: none"> Same
	<ul style="list-style-type: none"> IFSP meetings should be conducted in the mode of communication (language) that the family uses 	<ul style="list-style-type: none"> Same
Costs for Services	States <u>may</u> charge for some services (e.g., on a sliding scale), but must ensure no one is denied services because of inability to pay. May also bill public insurance or family's private insurance under a state system of payment.	All services must be provided for free
Procedural Safeguards	<ul style="list-style-type: none"> Timely administrative resolution of parental complaints 	<ul style="list-style-type: none"> Same
	<ul style="list-style-type: none"> Right to confidentiality of personally identifiable information 	<ul style="list-style-type: none"> Same
	<ul style="list-style-type: none"> The right to determine whether the family and their child will accept or decline any services 	<ul style="list-style-type: none"> Same
	<ul style="list-style-type: none"> Opportunity to examine records related to assessment, screening, eligibility determinations, and the IFSP 	<ul style="list-style-type: none"> Same

	Early Intervention Program – Part C (ages birth-3)	Special Education Program – Part B (ages 3-21)
	<ul style="list-style-type: none"> • Protections for the rights of children whose parents cannot be located or who are wards of the state by having a person with no conflict of interest with state employment to act as a surrogate for the parents 	<ul style="list-style-type: none"> • Same
	<ul style="list-style-type: none"> • Prior written notice to the parents whenever the agency proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or placement of the infant or toddler or the provision of appropriate early intervention services 	<ul style="list-style-type: none"> • Same
	<ul style="list-style-type: none"> • Assurance that the notice will be written in the parents’ native language (defined as “language normally used”), unless it clearly is not feasible to do so 	<ul style="list-style-type: none"> • Same
	<ul style="list-style-type: none"> • The right of parents to use mediation to resolve conflicts 	<ul style="list-style-type: none"> • Same
Family Violence	Children who experience substantiated trauma due to exposure to family violence will be referred for evaluation for early intervention services	<ul style="list-style-type: none"> • Not required
Services (There are 17 total services. These 4 are related to families.)	<ul style="list-style-type: none"> • Family training, counseling, and home visits by qualified personnel (including family therapists) to assist the child’s family to understand the child’s special needs and to enhance the child’s development 	<ul style="list-style-type: none"> • Counseling services provided by qualified personnel • Parent counseling and training to assist parents in understanding their child’s special needs, to provide child development information, and to help parents acquire skills to support the implementation of their child’s IEP
	<ul style="list-style-type: none"> • Service coordination which includes assistance and services to the child and family 	<ul style="list-style-type: none"> • Service coordination <u>not</u> required
	<ul style="list-style-type: none"> • Social work services including home visits to evaluate living conditions and patterns of parent-child interaction, administration of social or emotional developmental 	<ul style="list-style-type: none"> • Social work services including preparing a social or developmental history on a child, group and individual counseling with child and family, and working with problems

	Early Intervention Program – Part C (ages birth-3)	Special Education Program – Part B (ages 3-21)
	<p>assessments of the child within the family context, providing individual and family-group counseling and skill-building with parents and other family members and appropriate social skill-building activities with child and parents, working with problems in the child's and family's living situation that impact early intervention service utilization, and navigating community resources and services to enable the child and family to receive maximum benefit from early intervention services</p> <ul style="list-style-type: none"> • Special instruction includes providing families with information, skills, and support related to enhancing the child's skill development 	<p>in the child's home, school, and community that impact the child's school adjustment</p> <ul style="list-style-type: none"> • The service of special instruction is <u>not</u> required
Service Coordination Services	Provides for a single point of contact for families in gaining access to, coordinating, and monitoring services across agencies	<u>No</u> requirement for families to receive service coordination
Transition Planning Conferences	Families are required members of transition planning conferences for transitions from Part C to Part B programs	Families are required members of transition planning conferences for transitions from school to adulthood

In reviewing the Parts C and B requirements, it is obvious that IDEA focused on *what* practitioners must do in order to engage in joint decision-making with families. Partnership-oriented practices focus on *how* practitioners might develop a trusting partnership with families as they share information and provide the services and supports that are legally required.

References

Individuals with Disabilities Education Act of 2004 (IDEA), Pub. L. No. 108-446. For complete source of information, go to <http://idea.ed.gov/>

Early Intervention Program for Infants and Toddlers with Disabilities. 76 Fed. Reg. 60140 (2011). For complete source of information, go to <http://www.gpo.gov/fdsys/pkg/FR-2011-09-28/pdf/2011-22783.pdf>

Head Start Program Performance Standards and Other Regulations. 2006. English. 45 CFR 1301-1311 For complete source of information, go to <http://eclkc.ohs.acf.hhs.gov/hslc>

Suggested Citation

CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). *Policy advisory: The law governing family-professional partnerships* (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

Acknowledgment: This document was developed with Rud Turnbull, J.D., Beach Center on Disability, University of Kansas. Updates based on changed to Part C Regulations made by Anna Stagg, M.Ed., with input from Lynda Pletcher, M.Ed. (February 2012).



Conversation Guide for Partnership Assessment

Family Name

Date

Enhanced Communication	
A. Enhanced communication: Building on basic communication skills to dignify each child and family by honoring their uniqueness in terms of their family history, present circumstances, and future possibilities.	
Examples	
1. Encouraging families to tell their stories and listening to identify unique hopes, dreams, strengths, needs, and preferences.	
2. Reframing differences of opinions, values, or perspectives without judgment and defining rationales of families' different opinions, values, and perspectives.	
What have I done to help enhance communication practices?	What have I done that has hindered enhanced communication practices?
What steps can I take to improve these practices?	

Handout 4.6

High Expectations	
B. High Expectations: Having confidence in the child’s and family’s future possibilities, as well as confidence in one’s own competence as well as confidence in one’s own competence in actualizing positive outcomes.	
Examples	
1. Building on child’s strengths (what the child does well and enjoys doing) throughout all instruction and interactions and incorporating a strengths orientation into practices. 2. Conveying to families one’s own beliefs about the significant goals that the child will be able to accomplish in the future.	
What have I done that has helped to have high expectations?	What have I done that has hindered having high expectations?
What steps can I take to improve these practices?	

Handout 4.6

Respect	
C. Respect: Regarding families with esteem and demonstrating that esteem through actions and words.	
Examples	
1. Identifying and incorporating cultural values into decision-making. 2. Identifying the family's preferences for interaction with practitioners and then interacting with the family and child accordingly.	
What have I done that has helped show respect?	What have I done that has hindered showing respect?
What steps can I take to improve these practices?	

Handout 4.6

Commitment	
D. Commitment: Providing a sense of assurance that the relationship with the family and child is “more than an obligation”; rather, it represents devotion and loyalty to the child and family and a shared belief in the importance of goals being pursued.	
Examples	
1. Being flexible to accommodate the changing needs of the family and child.	
What have I done that has helped show commitment?	What have I done that has hindered showing respect?
What steps can I take to improve these practices?	

Handout 4.6

Equality	
E. Equality: Ensuring that families have roughly equal power as practitioners in making decisions.	
Examples	
1. Sharing power by supporting families as equal partners in helping their child to be successful now and in the future.	
What have I done that has helped show equality?	What have I done that has hindered showing equality?
What steps can I take to improve these practices?	

Handout 4.6

Advocacy	
Advocacy: Speaking out and taking action in pursuit of finding just solutions to problems.	
Examples	
1. Informing families of their rights and supporting them to be effective advocates.	
What have I done that has helped them to advocate?	What have I done that has hindered them from advocating?
What steps can I take to improve these practices?	



Family-Professional Partnership Scale (Family Version)

*Developed by the Beach Center on Disability
The University of Kansas
in partnership with families, service providers and researchers.*

For information, contact:
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Beach Center on Disability

Making a Sustainable Difference in Quality of Life

FAMILY-PROFESSIONAL PARTNERSHIP

Please use a check mark to indicate your level of satisfaction with each of the items below. We will use this information to improve our practices in developing a trusting partnership with you.

How <u>satisfied</u> are you that your child's teacher....	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neither</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
1. Helps you gain skills or information to get what your child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has the skills to help your child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides services that meet the individual needs of your child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speaks up for your child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lets you know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is available when you need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Treats your child with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Builds on your child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Values your opinion about your child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is honest, even when there is bad news to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Keeps your child safe when your child is in his/her care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Uses words that you understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FAMILY-PROFESSIONAL PARTNERSHIP

How <u>satisfied</u> are you that your child's teacher....	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neither</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
13. Protects your family's privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Shows respect for your family's values and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Listens without judging your child or family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is a person you can depend on and trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Pays attention to what you have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summers, J.A., Hoffman, L., Marquis, J., Turnbull, A., Poston, D., & Nelson, L.L. (2005).
 Measuring the quality of family-professional partnerships in special education services.
Exceptional Children, 72(1), 65-83.

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Family-Professional Partnership Scale (Professional Version)

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Making a Sustainable Difference in Quality of Life

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE (PROFESSIONAL VERSION)

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

How satisfied are you with the way that you...	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neither</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
1. Help _____ gain skills or information to get what his/her child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the skills to help _____'s child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide services that meet the individual needs of _____'s child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak up for _____'s child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Let _____ know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are available when _____ needs you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Treat _____'s child with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Build on _____'s child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Value _____'s opinion about his/her child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are honest, even when there is bad news to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Keep _____'s child safe when child is in your care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE (PROFESSIONAL VERSION)

How <u>satisfied</u> are you with the way that you...	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neither</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
12. Use words that _____ understands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Protect _____'s privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Show respect for _____'s values and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Listen without judging _____, his/her child, and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are a person on whom _____ can depend and trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Pay attention to what _____ has to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are friendly to _____.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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