

Participant Handout

My Rights and Responsibilities as a Parent Advocacy through Partnerships

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TRAINING SERIES

Supporting Transition and School Readiness

My Rights and Responsibilities as a Parent: Advocacy through Partnerships

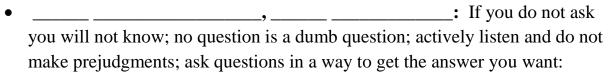
Parents are natural advocates for their children - You know your child better than anyone else does

Our emotions and experiences shape the way we approach advocacy

•	Gather facts and information; speak with other
	families who have been there; contact agencies/organizations; learn everything you can
•	: What are rules and guidelines; learn who the
	"go to" person is; follow the appropriate steps; know what the process is if

•	: Planning prevents problems; write down ideas and suggestions;
	ask for help if you need it; have samples and recommendations from others
	decide exactly what it is you want accomplished

•	: Create a binder; keep a phone log; create a paper trail; put all
	request in writing; have any policies, procedures, guidelines provided to you
	in writing; if it's not in writing it may not be provided to your child



- * Open ended questions: requires explanation
- * Close ended questions: yes or no

Steps to Advocate for your child:

you do not agree

• _____: Make a list and prioritize based on your child's needs; Who, What, Why, Where, When, and How this effects your child; define and describe issue from all angles; be proactive versus reactive; develop strategies; don't spend your time looking to blame someone

	: Build partnerships; you are an
impo	rtant part of the team; communicate your needs and desires for your
child	you will not always agree with one another; if you feel overwhelmed
	set step away from the situation/meeting
	: Offer ways to address issues; be an active part
of the	e solutions; provide documentation and proven methods; offer
	estions and ways to address the issue (such as we do this at home and it
work	·
	: Work as equals in collaborating on behalf of
your	child; it takes work to develop partnership. Ask yourself "What can I
do to	make a difference in my child's life"; the key to any successful
	ership is communication; In any partnership it is important to follow
	gh with what you promise to do; Allow yourself to dream for yourself
	our child.
Jan J	: Access parent support groups in your
area ((e.g., PTA); contact organizations/agencies who can help you (e.g.,
	SC); meet/talk with families similar to yours at school, doctors' offices,
etc. (Organizations that maintain support group lists include:
0	KY Autism Training Center (KATC) support groups list:
	https://louisville.edu/education/kyautismtraining/resources/family-
	guide,
0	Opportunities for Family Leadership (OFL) has a list of parent
	support groups http://mhmr.ky.gov/mhsas/OFL.asp
0	KY-SPIN has a list of Family Support Groups at

Remember....

- Building a strong partnership will help you effectively advocate for your child!
- Your child is depending on you to be his/her advocate in education and in life. Take time to become a lifelong learner and discover with other families ways to support one another.

Check out these resources for information about advocacy and more...

- Working Together: A Parent's Guide to Parent and Professional Partnership and Communication Within Special Education (PACER) http://www.taalliance.org/publications/pdfs/ALL51.pdf
- Introducing Your Child to the School Community Using a "Student Snapshot" Format
 (PACER)
 http://www.pacer.org/webinars/planninginclusion/IntroducingYourChildtotheSchoolCommunity.pdf
- Communicating with Your Child's School Through Letter Writing (NICHCY) http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/pa9.pdf
- Steps to Success: Communicating with Your Child's School (NICHCY & CADRE) http://www.directionservice.org/cadre/pdf/Steps%20to%20Success.pdf



NOTES...

This is Module 7a in *The ENGAGEMENT Training Series for Kentucky Families & Professionals: Supporting Transition and School Readiness.* The modules in this training series were developed by content experts across the Commonwealth. The series is a collaborative effort among the developers, reviewers, Kentucky Department of Education (KDE), Kentucky Regional Training Centers (RTC), and the Kentucky Early Childhood Transition Project (KECTP). Replication of materials was paid for with State Personnel Development Grant (SPDG) funds.