

PROJECT 10 TOPICAL BRIEFS are published on a monthly basis. Each issue focuses on a specific topic or theme and also highlights current and upcoming information and events related to secondary transition. This month the *Topical Brief* is focused on Family Involvement.

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FAMILY INVOLVEMENT IS AN ENORMOUS BENEFIT IN THE ACADEMIC LIVES OF STUDENTS

When parents/families are involved in the education of their children with disabilities, there are a plethora of positive outcomes. Research indicates that family involvement can have a stronger impact on students than parent education or family socioeconomic levels. Additionally, research shows that family involvement is correlated with increased academic achievement (Staples & Diliberto, 2010). Parent expectations and parental involvement have also been identified as evidence-based predictors of post-school education and employment (Test, Fowler & Kohler, 2013).

Models for promoting parent involvement are focused on encouraging parents to be active participants in transition planning by arming them with essential knowledge and skills. These essential components include knowledge of transition, community

resources and supports for youth and family and information on disability-related legislation (Hirano & Rowe, 2016).

The Florida Department of Education, Bureau of Exceptional Education Student Services (BEES) is equipping educators to help families connect with the services and resources they need to become an empowering force in the lives of their children. Family resources related to secondary transition are the primary focus of this Topical Brief.



References

Hirano, K. A., & Rowe, D. A. (2016). A conceptual model for parent involvement in secondary special education. *Journal of Disability Policy Studies*, 27(1), 43-53.

Staples, E. K., & Diliberto, A. J. (2010). Guidelines for successful parent involvement: Working with parents of students with disabilities. *Teaching Exceptional Children*, 42(6), 58-63.

Test, D. W., Fowler, C., & Kohler, P. (2013). *Evidence-based practices and predictors in secondary transition: What we know and what we still need to know*. Retrieved from http://transitionta.org/sites/default/files/effectivepractices/Execsummary_PPs_2013.pdf

PARENT INFORMATION AT FLORIDA DEPARTMENT OF EDUCATION (FDOE), BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES (BEES)

There are many resources for parents and families at the exceptional student education section on the [FDOE Parent Information webpage](#). A crucial area of involvement for families is the Individual



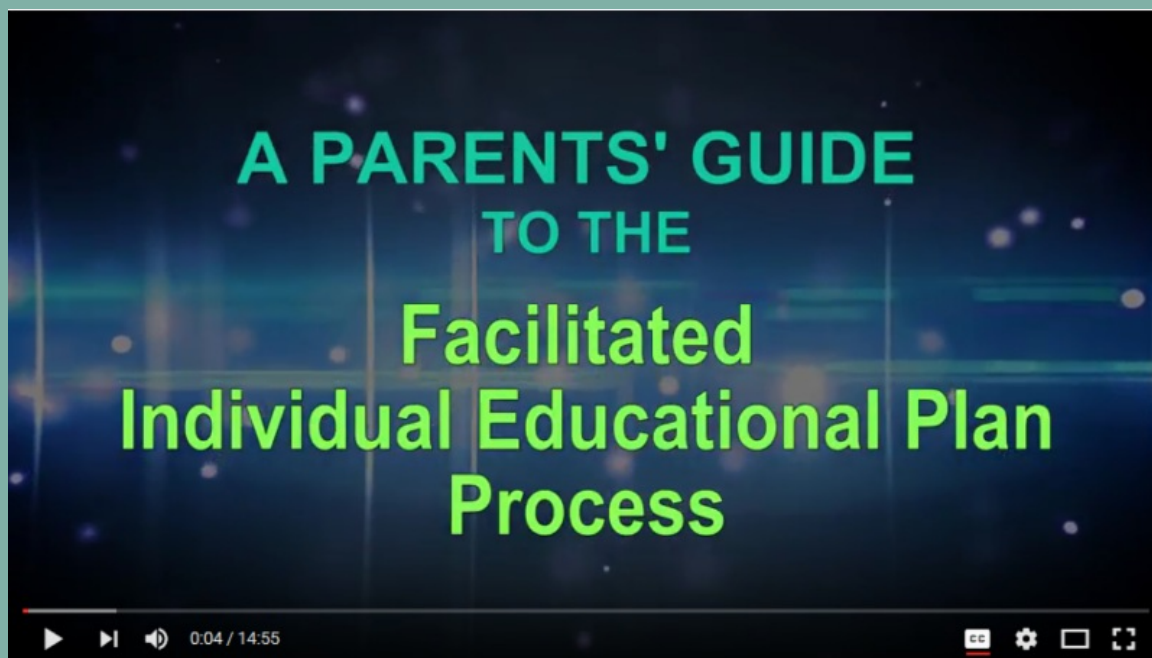
Educational Plan (IEP). The IEP is the primary vehicle for communicating the school district's commitment to addressing the unique educational needs of a student with a disability. IEP development is a collaborative effort involving the parents, school district representatives, other service providers, as appropriate, and the student. These team members will have a combined understanding of the individual student's needs, expectations of the general education environment, specialized strategies and services and resources available to students with disabilities. Every member has important knowledge to contribute and an equal say in the development of the student's IEP. The Florida DOE specifically requires that parents/guardians/surrogate parents must be partners in developing, reviewing and revising the IEP for their child.

The *Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families* is a comprehensive resource that will acquaint families with their roles and responsibilities within the IEP team. This resource is available at <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>

BEES also has a new online course, *Developing Quality IEPs*, developed by the Accommodations and Modifications Project in conjunction with the Florida Center for Interactive Media (FCIM). The course takes about five hours to complete and includes

topics such as IEP team member responsibilities, present level statements, measurable annual goals, and requirements for transition planning. It accompanies the previously described manual, *Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families*, and includes a printable completion certificate. To access the course, go to the CPALMS website (<http://www.cpalms.org/login.aspx?ReturnUrl=%2fportal%2fdefault.aspx>) and log in or create an account. Then go to "My Programs", click on "Display," and select the "Professional Development Directory." In the search box type "Quality Individual Educational Plans."

A new video resource, *A Parents' Guide to the Facilitated Individual Educational Plan Process*, demonstrates how the Facilitated IEP (FIEP) process assists IEP teams to reach agreements when conflicts arise. An FIEP meeting is one in which an external facilitator guides the meeting. The facilitator will use communication skills that create an environment in which the IEP team members can listen to each member's point of view and work together to develop a high quality IEP. This video is available at <http://www.fldoe.org/academics/exceptional-student-edu/dispute-resolution> or click on the image.



FLORIDA DIAGNOSTIC AND LEARNING RESOURCE SYSTEM (FDLRS)

The purpose of the 19 FDLRS Associate Centers is to provide programs and services for individuals working with students involved in exceptional student education (ESE), their families and support agencies.

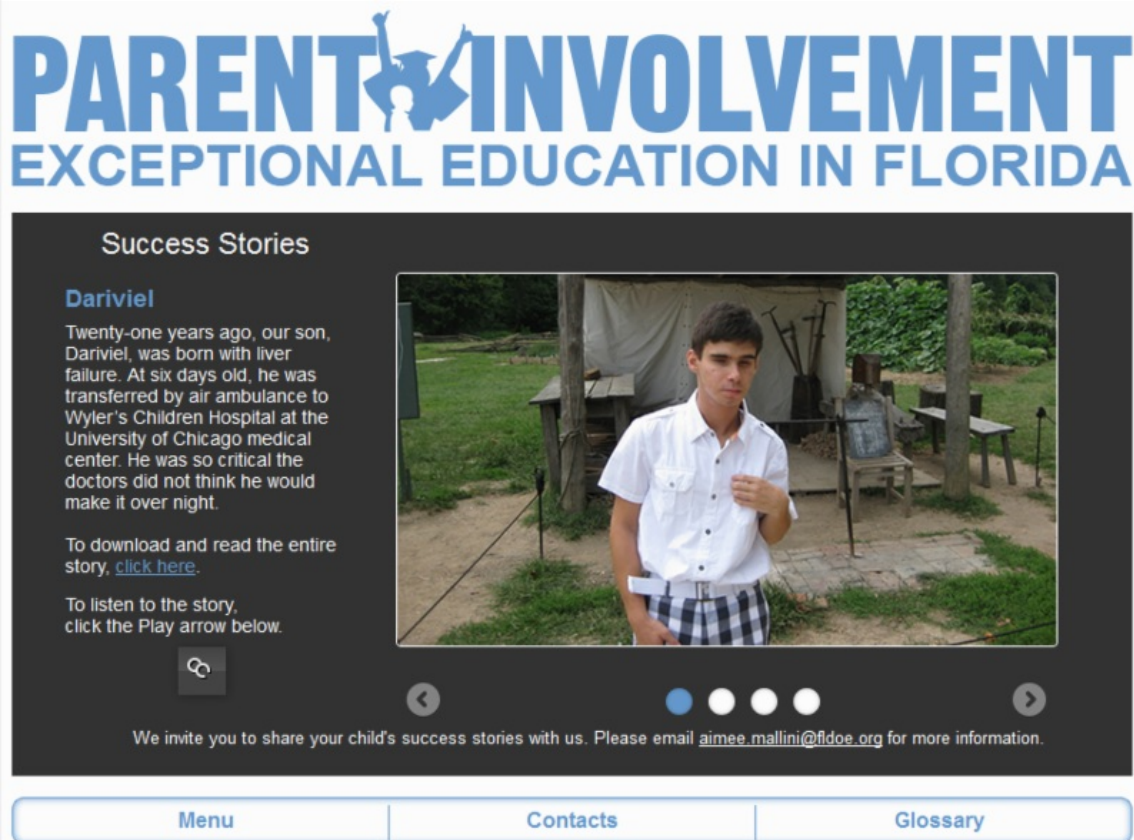
FDLRS assists in the location, identification, evaluation and initiation of appropriate education or other needed services for children and youth, birth through 21 years of age who have, or who are at risk of developing, special or unique needs and are not enrolled in public school. FDLRS works collaboratively with school districts and families; helps to develop effective partnerships; supports school districts and families to use



appropriate assistive technology services; and promotes the implementation of inclusive educational practices. Find a local center to arrange the services you need at the following link <http://www.fdlrs.org/>.

FDLRS is Launching a **NEW** Parent Involvement Website

The site, developed in cooperation with FDOE, BEESS, is designed specifically to assist parents as they navigate the exceptional student education (ESE) process, from Pre-K through transition to college and/or career. This helpful site provides valuable information and resources related to ESE services and students with disabilities. On the site you'll find success stories; information geared to various grade levels; contact lists for school districts, parent centers and related agencies; a glossary of terms; and more! This new website can be located at forparents.florida-ese.org.



PARENT INVOLVEMENT
EXCEPTIONAL EDUCATION IN FLORIDA

Success Stories

Dariviel

Twenty-one years ago, our son, Dariviel, was born with liver failure. At six days old, he was transferred by air ambulance to Wyler's Children Hospital at the University of Chicago medical center. He was so critical the doctors did not think he would make it over night.

To download and read the entire story, [click here](#).

To listen to the story, click the Play arrow below.

We invite you to share your child's success stories with us. Please email aimee.mallini@fldoe.org for more information.

[Menu](#) [Contacts](#) [Glossary](#)

PROJECT 10 PROVIDES NEW FAMILY RESOURCE

Project 10 has just released a fresh, new resource that will assist families to become familiar with graduation and post-school options available to students with disabilities. This eight-page booklet, *Secondary Transition Roadmap for Families*, shares easy-to-follow directions that guide families and students toward transition destinations - to graduation and beyond. The guide is available at the following link or click on the photo.

http://project10.info/files/TransitionRoadmapFinalFormat4Printing_6.6.16.pdf.

Additional information and resources for families are available on the Project 10 website on the [Family Involvement](#) page.

Secondary Transition Roadmap for Families



FAMILY NETWORK ON DISABILITIES (FND): FAMILY-CENTERED AND FAMILY-DRIVEN

Family Network on Disabilities is a national network of individuals of all ages who may be at-risk, have disabilities, or have special needs and their families, professionals, and concerned citizens. The mission of FND is to strive for the complete integration and equality of persons with disabilities in a society without barriers and to serve families of children with disabilities. <http://fndusa.org/>



FND strives to empower parents to become their students' best advocate. All of the programs are designed to ensure that parents of children with disabilities have the training and information they need to prepare their children for school, and prepare them to lead productive, independent lives to the fullest extent possible. These programs offer free help and information to families of students with disabilities and the professionals that serve them. These programs are located regionally and serve specific Florida counties. They are as follows

- Parents Educating Parents in the Community (PEP) provides services to families in isolated, rural areas of Florida.
- Parents of the Panhandle Information Network (POPIN) provides services to families living in the Panhandle of Florida from Escambia to Volusia County.
- Parent Support Network (PSN) serves the central and northeast regions.
- Parent Education Network (PEN) provides services to the ten most southern counties in the state.

Find more specific information about the services provided by FND at the following:
<http://fndusa.org/contact-us/programs/>

New FND App

Recently FND has developed a mobile app for people with disabilities and their

families.

The "FND App" is a free and convenient application to download and install on your cell phone. This app will enable family members to connect to resources and information that will promote on-going learning in order to cultivate competent, current advocacy skills. Download the free app at <http://fndusa.org/mobile-app-people-disabilities-families-fnd/> or click on the photo below.



MULTIAGENCY NETWORK FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES (SEDNET)

SEDNET creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral challenges.

Florida's statewide network of SEDNET projects serve as a collaborative resource for school districts, agencies, and families working to promote positive educational and community-based outcomes for children with emotional/behavior disorders (E/BD). SEDNET serves families by:



- Improving coordination of services for children with or at-risk of emotional/behavioral disabilities and their families by assisting multi-agency collaborative initiatives to identify critical issues and barriers of mutual concern.
- Developing local response systems that increase home and school connections and family engagement.
- Increasing parent and youth involvement and development with local systems of care.
- Facilitating student and family access to effective services and programs for students with and at-risk of emotional/behavioral disabilities.

Contact one of the 19 local SEDNET regions for more information on services available by area. Find an interactive map with contact information at <http://www.sednetfl.info/Regions.aspx>.

CHECK & CONNECT SUPPORTS STUDENTS AND FAMILIES

Check & Connect is a model of support that promotes student engagement and family involvement with learning. Each student participating in Check & Connect is assigned a mentor who seeks to build long-term, sustained relationships with participating students that will connect them with their school and help them make academic progress.

Key Features of Check & Connect

- **Preventive:** Check & Connect focuses on watching for signs of withdrawal and providing timely interventions to keep students engaged.
- **Builds Capacity:** Check & Connect works with students to build new skills such as problem solving and goal setting.
- **Efficient and Adaptable:** Check & Connect builds on existing programs, services, and resources within the home, school, and community.
- **Provides Outreach:** Check & Connect creates long-term trusting connections between schools, youth, and families.
- **Individualized:** Check & Connect uses a systematic and organized approach, focusing on the needs of each individual student.



For more information, visit the [Florida Check & Connect webpage](#) on the Project 10 website or the national website at [Check & Connect, University of Minnesota](#).

PACER'S NATIONAL PARENT CENTER ON TRANSITION AND EMPLOYMENT WEBSITE SERVES STUDENTS AND FAMILIES

PACER's National Parent Center on Transition and Employment builds on PACER's decades of experience providing high quality assistance and support to parents, youth, and professionals on transition topics. This new project will keep the needs of families at the forefront and help youth with disabilities find success in postsecondary education, employment and life in the community.

PACER's National Parent Center on Transition and Employment provides relevant information and resources to parents, youth, and professionals through a variety of services:



- A new website that educates and engages families around transition.
- Technical assistance and training to professionals on best practices for engaging families, including those who are underserved.
- In-person and online workshops for parents on youth on topics such as assistive technology, postsecondary supports, and finding work in the community.

Access more information at <http://www.pacer.org/transition/> or click on the logo.

FAMILY RESOURCES

Beach Center on Disability

<http://www.beachcenter.org>

Located at the University of Kansas, the Beach Center's goal is to improve the quality of life for families and individuals affected by disability through research, teaching, technical assistance, service and a resource library.

Center for Parent Information and Resources (CPIR)

<http://www.parentcenterhub.org/>

Visit the CPIR's Repository of Resources and access a multitude of products related to children with disabilities. This site also houses the legacy of the National Dissemination Center for Children with Disabilities (NICHCY) resources.

The Family Cafe

<http://www.familycafe.net/>

The Family Cafe connects people with disabilities and their families with information, resources and networking opportunities through The Annual Family Cafe, an annual conference, that assists families to get the information they need to best advocate for their children.

Family Involvement Research Digests

<http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-in-the-education-of-secondary-school-age-students-with-disabilities>

This research digest from the Harvard Family Research Project examines the following questions for students with disabilities receiving special education in secondary schools:

- To what extent do families of secondary-school-age students with disabilities engage in activities at home and at school that support their children's educational development?
- What are the relationships between student and family characteristics and levels of family involvement?

The Florida Youth Council (FYC)

<http://www.floridayouthcouncil.org/about-us/>

This group of youth and emerging leaders (age 15-30) with disabilities or special health care needs that live in Florida is associated with the Family Cafe.

The FYC is all about getting youth and emerging leaders involved in self-advocacy, peer mentoring and other activities that will improve the quality of life for youth and emerging leaders with disabilities in Florida. The program provides a means for youth and emerging leaders to decide what issues are important to their generation, to express those issues in their state and local communities, and to develop strategies to solve them.

Harvard Family Research Project (HFR)

<http://www.hfrp.org/family-involvement>

HFR helps stakeholders develop and evaluate strategies to promote the well being of children, youth, families, and their communities in three areas which support children's learning and development-early childhood education, out-of-school time

programming, and family and community support in education-with a commitment to evaluation for strategic decision making, learning, and accountability. HFR focuses on complementary learning, the idea that a systemic approach integrating school and nonschool supports can better ensure that all children have the skills they need to succeed.

My Health Care Program

http://www.cpalms.org/project/my_health_care.aspx

My Health Care is a training program designed to educate individuals with developmental disabilities on how to communicate with health care professionals and to identify and advocate for their own health care needs. The curriculum employs multiple teaching methods to accommodate diverse learner needs, incorporating modeling, games and role play activities throughout the course. It includes PowerPoint slides, videos for learners, web-based resources and print materials. The Instructor's Guide provides a detailed course outline and resources needed for implementation. A limited supply of printed instructor and learner materials are available to interested persons or organizations. The PowerPoint programs are also available on DVDs and include all of the embedded video clips. Materials may be requested online through CPALMS, or through the Florida Developmental Disabilities Council website at

http://www.fddc.org/sites/default/files/New%20Web-Health%20Care.4_1.pdf.

Request materials by telephone at (800) 580-7801.

National Longitudinal Transition Study (NLTS2)

<http://www.nlts2.org>

The National Center for Education Research has conducted a study funded by the U.S. Department of Education to document the experiences of a national sample of students receiving special education services as they moved from secondary school into adult roles. Data focuses on a wide range of important topics, such as high school coursework, extracurricular activities, academic performance, postsecondary education and training, employment, independent living, and community participation. Data were collected in part through interviews with youth, parents, and educators.

Parent and Family Involvement Annotated Bibliography

http://transitionta.org/sites/default/files/AB_Parent_10_15.pdf

This bibliography, originally prepared for the National Secondary Transition Technical Assistance Center (NSSTAC), provides information about evidence-based practices on a number of topics including family involvement.

PACER Center

<http://www.pacer.org/parent/index.asp>

The PACER Center, a national parent training and information center for families of children and youth with all disabilities from birth through 21 years old, provides publications, best practices, workshops, and other resources to help parents make decisions about education, vocational training, employment, and other services for their children.

Parent to Parent of Miami

<http://www.ptopmiami.org/>

Parent to Parent of Miami is a community parent resource center for families of children and adults with all disabilities. Located in Miami, Florida, the program serves families in Miami-Dade and Monroe counties. With the help of Parent to Parent of Miami's specialized team, parents and professionals can find information,

workshops, and other resources to help make decisions about early intervention, early childhood, education, vocational training, employment and college opportunities.

The Technical Assistance ALLIANCE for Parent Centers

<http://www.taalliance.org/resources/Research.asp>

Evidence-based articles and resources on special education topics and other issues important to parents are provided by an alliance of national and regional centers that support over 100 Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) under the Individuals with Disabilities Education Act. The centers work to strengthen the connections to the Office of Special Education Programs (OSEP) Technical Assistance and Dissemination Network and fortify partnerships between Parent Centers and education systems at local, state and national levels.

What Parents and Caregivers Can Ask and Do to Help Children Thrive at School: A Parent Checklist

<http://www2.ed.gov/documents/family-community/parent-checklist.pdf>

The U.S. Department of Education, America Achieves, National Council of La Raza (NCLR), National Parent Teacher Association (PTA) and the United Negro College Fund (UNCF) collaborated to develop a parent checklist with questions and resources that parents and caregivers can use to help ensure their children are getting the education they deserve. The checklist suggests key questions, tips for educational success and resources for more information.

UPCOMING EVENTS

Project SEARCH Annual Conference

August 1-5, 2016

Click on the photo to access registration

Mark your calendars for the Project SEARCH Annual Conference, August 1-5, 2016, in Orlando, Florida at Rosen Shingle Creek Resort:



Convene with our international network of partners and enjoy many opportunities for shared learning and fun! This year we'll be celebrating 10 years of Project SEARCH conferences with an event that is packed with information to help both new and seasoned practitioners execute the model to its fullest potential. Together, we'll reach for the ultimate goal: employment for every Project SEARCH graduate! Come casual and enjoy the beauty of Rosen Shingle Creek and Orlando!

Educational Strategies & Student Engagement Institute (ESSEI)
September 19 - 21, 2016
Click on the photo to access registration

Save the Date!

2016

EDUCATIONAL STRATEGIES
&
STUDENT ENGAGEMENT INSTITUTE



Destination Graduation:

Together Ensuring Every Student Succeeds

September 19 – 21, 2016

**The Florida Hotel and Conference Center
Orlando, Florida**

HOT TOPICS

- *Alternative Education
- *Building Family, School and Community Partnerships
- *Data-Based Decision Making and Management
- *Dropout Recovery
- *Exceptional Student Education (ESE)
- *Engaging Instructional Practices
- *Improving Graduation Rates
- *Legislative Updates
- *Matching Interventions to Student Needs
- *Positive Behavior Practices/Supports
- *Restorative Justice Initiatives
- *School Disengagement and Dropout Interventions
- *Social-Emotional Learning/Positive Mental Health
- *Services for At-Risk Student Populations and more....



FLORIDA DEPARTMENT OF
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FLORIDA
AFTERSCHOOL
ALLIANCE

The 6th Annual Hartwick Symposium:
September 29 - October 1, 2016
<http://fltpsid.info/EventsTraining.php>



UPCOMING WEBINARS

A Closer Look at the New ABLE Programs

Thursday, August 4, 2016 @ 2:00 - 3:00 pm

The ABLE National Resource Center (ANRC) invites potential ABLE participants and other ABLE stakeholders to attend a free webinar focused on explaining the differences between the various ABLE programs. The webinar will include representatives on behalf of the ABLE Programs in Florida, Ohio, Tennessee and Nebraska. [Register for the webinar here.](#)

[Join Our Mailing List](#)



About Project 10 Topical Briefs:

Project 10 Topical Briefs provide short informational summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?

Send us an email at
project10@stpete.usf.edu

For back issues of Project 10 Topical Briefs, visit the newsletter page on the Project 10 website at <http://www.project10.info/Newsletter.php>.

Project 10: Transition Education Network

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network
University of South Florida St. Petersburg**

Questions or comments?

Email us at
project10@stpete.usf.edu
www.Project10.info
