



## Quality Indicators for Family Involvement

August 2005

1. Parents and professionals *demonstrate family centered practices.*
  - Honor and respect family values, beliefs and priorities.
  - Recognize that families often have life long responsibility and are the primary decision makers for their children.
  - Problem solve options together.
  - Acknowledge that all families have strengths and their own way of coping.
  - Offer programs and services that are flexible, accessible, user-friendly and meet family's needs.
  - Assist families in connecting with other families.
  - Share information openly and without judgment.
  
2. Parents and professionals *work as partners.*
  - Build relationships.
  - Actively support each other.
  - Participate as equals – share power.
  - Establish clear roles and boundaries.
  - Develop common goals and objectives.
  - Acquire the knowledge and skills to be effective as partners.
  
3. Parents *participate in a range of opportunities.*
  - A. Parenting**
    - Define the family's identity and history.
    - Model appropriate behaviors.
    - Set limits and boundaries.
    - Establish and follow daily routines.
    - Communicate and problem solve in an ongoing way.
  
  - B. Participating**
    - Seek opportunities for self-growth.
    - Participate meaningfully in child's education.
    - Offer a voice to educational and community initiatives.
  
  - C. Planning/Developing**
    - Plan and organize activities for other parents for information sharing and making connections.
  
  - D. Policymaking**
    - Work toward needed change.
    - Find opportunities to influence policy.
    - Seek leadership training and positions.

(continued)





### Indicators of Effective Partnerships

Partnerships between parents and professionals are created on purpose and sustained by conscious effort. The most improvement in educational outcomes for students with disabilities occurs when they are actively in place. Use this personal checklist to identify how effective your relationships are between parents and professionals.

1. We actively support each other.
  - I respect and appreciate the expertise my partner brings.
  - I stay in touch regularly (calling, emailing or visiting in person).
  - I listen and respond to concerns without becoming defensive.
  - I work to make sure we problem-solve issues together.
  
2. We share power and participate equally.
  - I trust my partner with information.
  - I trust my partner to follow up with responsibilities.
  - I trust that my partner is doing his/her very best.
  - All decisions are made together.
  - No one is the 'boss' or has more power.
  - I value differences in opinion, and all options are open for discussion and consideration.
  - I take responsibility and am accountable for what I agree to do.
  
3. We work from common objectives.
  - I know and can articulate my own priorities for the work we do together.
  - I understand and value the priorities of my partner (parents and professionals).
  - I look for common ground to move forward.
  - Ongoing feedback is in place regarding progress.
  - I work to ensure that everyone benefits from our mutual work.
  
4. We respect each other's boundaries.
  - I am sensitive to the limits and circumstances of my partner.
  - I work to clarify the roles/responsibilities of the partners.
  - I share openly, yet do not become nosey or controlling.

