

Special Education Delivery from the Parents' Perspectives - Interview three parents with children receiving special education services. Choose parents of students with different disabilities. What are the hopes of each for his/her child upon graduation or as the child moves to the next level of education? What are the policies, procedures, staffing, and attitudes that the parent has found helpful in working with the school to meet the child's needs? What has the parent found that has made it difficult for the child to have a successful school experience? Based on these responses, write a set of goals and a plan of action for each goal that reinforces or changes current practices in working with special education students and parents. Include a discussion of any ramifications your goals and plans would have for staffing, staff development, parent education, the budget, space allocation, transportation, scheduling, and public relations. (Remember to honor student and family privacy in your written discussion.)

Parent A, child age 13 ADHD and ADD (LD class)

Hopes: I hope he stays out of jail and finds a job, due to his disabilities and race

Helpful actions: Nothing has been helpful, he has tried PBIS, general ed I, rewards....but mother refuses not medication

Parent B, child age 12

Hopes: That he goes to college or trade school so that he can be gainfully employed.

Helpful actions:

- When he began being pulled for resource, it was a great experience for him as far as not being embarrassed and making him feel isolated. Parents just wanted him to have as normal a school day as any other student, and to have whatever needs he has provided educationally.
- School provide documentation of every meeting to both parents, very accommodating and communicative.

Difficulties: We once dealt with a teacher who felt different from our opinions about his needs at an annual review. We felt that she was not having his best interest at heart.

Parent C Male, Age Severe Autism Disorder/Intellectual Disabilities (in a self-contained setting)

Hopes: That he will be able to (with assistance) at least be able to possibly one day have a job or skill of some sort, fulfill a purpose in life. That his violent behaviors at times are understood by people who may not know him.

Helpful actions: School reached out to the local DSN to see if they had any programs that they can provide for him; they also reached out to a few other agencies in the community.

Difficulties: His constant body movement can make it hard for him to stay on task; we do not feel like his school has the resources to support this. Also, we feel he needs a one-on-one teacher, if not two-to-one setting because

Parent D: ADD and ADHD students, both mainstream

Hopes: That he would be treated with respect, and that his accommodations (preferential seating, prompting, non-embarrassment) were to fit his individual needs. I just wanted him to be successful and graduate college and make good decisions.

Helpful actions: Teachers implemented the IEP plans, and a Special Services Coordinator from the district. Also, when teachers let them know they are doing their part to help, comforting parents

Difficulties:

GOALS

---Inform the parents of meetings actually work and how teamwork is needed.

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PLAN OF ACTION