

How Can I Be a Champion for My Child?

How Can I Work with Others as My Child's Champion?

Educating children with disabilities in general education classes with children their own age is not just the law, it works! Research has shown repeatedly during the past 40 years that being educated in the least restrictive environment (LRE) benefits children with disabilities. There is much evidence that providing services in the regular educational environment can - and does - work for children with all types of disabilities. Educating students with disabilities in general education classrooms also benefits children without disabilities as well as the whole school environment.

Additionally, decades of research have shown that family involvement significantly contributes to improved student outcomes related to learning and school success. Your participation and leadership are needed to ensure a successful outcome. You will need to work in partnership with teachers, administrators, support staff, and others to make education in the least restrictive environment successful for your child.

The word "champion" means someone who never gives up. It is the job of family members to speak up on behalf of their children. But if your child has special needs, the responsibility is even more important. Every child needs a champion - one who will never give up on them, who understands the power of connections, and insists that they become the best that they can possibly be.

How Can I Be Prepared to Partner with My Child's School?

Find ways to share what you know about your child.

Believe in what your child can achieve, and share these goals.

Communicate effectively and work positively with all school staff.

Actively work on building skills in your child and in yourself as a parent.



Keep your child at the center of the decisions being made.

Understand the [Notice of Procedural Safeguards](#) pertaining to your child.

Know school staff and their responsibilities for your child.

Know your child's schedule, their talents, their strengths and challenges, and their favorite things.

Believe that your voice and your child's voice are important!

What Does Being a Champion Sound Like?

Sharing what you know about your child:

"Jaronte has a kind spirit, and wants to do well in school. He is good at math, and works hard in reading. He has a hard time with decoding new words as an effect of his disability."

Believe in what your child can achieve, and share these goals:

"Jake just spent his first overnight with his grandparents last week and he helped my dad paint a boat. He has so many artistic skills and we all believe he'll eventually be able to be an independent and happy adult. That's our goal for him."

Communicate effectively and work positively with your school staff:

"I think you're right that Kenyan needs to improve his reading. He enjoys reading about motorcycles, so that might motivate him to read more. I'd really like to keep in touch regularly on how things are going. What way works best for you?"

Actively work on building skills in your child and in yourself as a parent.

"At home, Avery and I are working on following a daily schedule. He needs to know what is coming next in his day, and when he is able to follow a routine, I have some time for self-care."

Understand your child's rights and what the law requires:

"We want to see Christina in the least restrictive environment. LRE is supported by the Individuals with Disabilities Education Act (IDEA) and The Every Student Succeeds Act (ESSA). It really can benefit the whole school--not just students with disabilities. Many of the same strategies that work for Christina help others, too!"

Know the school staff and their responsibility for your child:

"Mrs. Garner, the speech and language therapist, has tried some new ways to help Benny learn new vocabulary. Let's see if she will share the ones that work best for him with the general education teacher so Benny can use them in his science class."

Know your child's schedule, their talents, their strengths and challenges, and their favorite things:

"I'm happy that Isabella has science early in her schedule. Even though it can be difficult for her to stay focused, she enjoys science and remembers everything she learns about nature. She loves to grow plants at home!"

Believe that your voice and your child's voice are important:

"Aaliyah is able to talk about school for the first time. She is having a great year and I think we should invite her to be part of the IEP meeting. I believe she is able to answer some of the questions herself."

Your child's needs should always be at the center of school-related conversations and decisions.

Partnerships for Peter

* Notice the steps Peter's parents took to advocate for him in **bold**.

Peter is an eight-year-old boy with autism and limited communication. From kindergarten through second grade Peter was in a classroom that served only children with disabilities. Toward the end of his second grade year his parents - Daria and Arturo - began to feel that Peter's language and social skills would develop more if he spent the day learning with children who did NOT have disabilities.



Daria and Arturo were concerned that the general education teacher could be overwhelmed by Peter's special needs. What could they, as parents, do to help the school support their son?

In April, **Daria and Arturo met with the school's principal, the special education teacher, and a third grade teacher** selected by the principal. The parents **shared their goals** for Peter's future and **what they had learned about the benefits of students with and without disabilities being taught alongside each other**. They wanted the school to consider Peter's abilities. They felt it would just take time for teachers and peers to understand his unique qualities and ways of learning.

While Peter was still part of the varied second-grade special education classroom, **the teachers and parents began to discuss how the same supports could be provided for Peter in the third-grade general education class**. Daria and Arturo were ready to help with establishing new routines for Peter and **offered to help problem-solve** throughout the year.

Before the end of second grade, **Daria and Arturo met with Peter's IEP team**: the exceptional and general education teachers, the speech-language therapist, and the occupational therapist. During this meeting, Daria and Arturo agreed that Peter's daily needs could be met by the teachers, therapists, and peers in the general education classroom. **They would all work to help Peter get adjusted** to his new class schedule and routines. **The team discussed ideas** for helping Peter learn what his peers would be learning. **They agreed to meet again two weeks after school started** to see how things were working.

Although some adjustments were needed along the way, Peter made significant learning gains and acquired many new friends during his year in the general third-grade classroom.



When meeting with others to discuss your child's education, consider using the following strategy, to help keep the focus on your child.

The Empty Chair

- Place an empty chair within full view of all meeting participants.
- Envision your child sitting in the chair. Using your child's first name, describe his or her characteristics to the group.
- All the discussions and decisions made during the meeting must focus on your child and should be made in his or her best interest.
- People may agree or disagree about what is in his or her best interest, but they are reminded, by the chair, to keep your child as the focus of all decisions.

Although your child remains at the heart of the group's discussion, participants may find that many of their decisions may well reflect what's good for all children.



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