

Parental Participation in
Special Education

by

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ABSTRACT

As an intermediate district, Northeast Metro provides services in three main areas, which include special education, career and technical education, and educational services (Northeast Metro District #916, 2004a).

There is a need at each special education school site to increase the parental participation in the areas of self-sufficiency and the interaction between parents and teachers. The funds from this proposal would enable the design of a school-based program that meets the needs of families with children who have disabilities by involving parents as partners in their child's achievements and education. This proposal will enable parents, teachers and specialists at the John Glenn Middle School #916 program to work together to help their students with disabilities be successful academically and socially.

The major focus of this proposed program is to provide a forum where both parents and teachers can interact with guest speakers who will present information on a variety of

topics related to middle school aged children with disabilities. It is the aim of this series of meetings to solicit questions and concerns from parents regarding the issues they face as parents of disabled children. The expected outcomes of this proposed grant are: 1) to gain knowledge and insights about parental concerns in raising children with disabilities through identification of the key issues that they face, 2) to develop an organized parent support group so that they can share their personal stories with mutual respect and encouragement 3) to improve parents' knowledge about a number of topics related to their children's disabilities such as sexuality, financial matters, and behavioral issues, and 4) to improve the communication level between parents and teachers at John Glenn Middle School. The forum for the seven meetings, which will be held at the John Glenn Middle School, will provide a comfortable, safe environment for parents to interact with one another, and also with school personnel. The success of the forums will also be evaluated through surveys and questionnaires. This information will be presented to the #916 School Board and the #916 Foundation members.

The Graduate School
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Acknowledgments

I would like to thank the University of Wisconsin-Stout for giving me the opportunity to continue on my path to life long learning. I would also like to thank my family and friends who have had to endure my constant anxiety, along with my late “study” nights. Last, but not least, I would very much like to thank Dr. Sheri Klein for advising me, and teaching me so much about writing.

Parental Participation in Special Education

Grant Abstract

As an intermediate district, Northeast Metro provides services in three main areas, which include special education, career and technical education and educational services (Northeast Metro District #916, 2004a).

There is a need at each special education school site to increase the parental participation in the areas of self-sufficiency and the interaction between parents and teachers. The funds from this proposal would enable the design of a school-based program that meets the needs of families with children who have disabilities by involving parents as partners in their child's achievements and education. This proposal will enable parents, teachers and specialists at the John Glenn Middle School #916 program to work together to help their students with disabilities be successful academically and socially.

The major focus of this proposed program is to provide a forum where both parents and teachers can interact with guest speakers who will present information on a variety of topics related to middle school aged children with disabilities. It is the aim of this series of meetings to solicit questions and concerns from parents regarding the issues they face as parents of disabled children. The expected outcomes of this proposed grant are: 1) to gain knowledge and insights about parental concerns in raising children with disabilities, 2) to develop an organized parent support group, 3) to improve parents' knowledge about a number of topics related to their children's disabilities, and 4) to improve the communication level between parents and teachers at John Glenn Middle School. The forum for the seven meetings, which will be held at the John Glenn Middle School, will provide a comfortable, safe environment for parents to interact with one another, and also

with school personnel. With respect to outcome (1), the parent/administrator forum will provide the opportunity for the grant project director to research key questions from parents of children with disabilities. It is this investigator's hope that by identifying the key issues that these parents face, instruction and resources can be provided to parents and students to advance the educational opportunities for children with disabilities. Research will be conducted through survey method and focus groups. The results of these surveys will be compiled, analyzed and be used to develop continuing education and participation for parents in order for them to more fully participate in their disabled child's education.

This information will be presented to the #916 School Board and the #916 Foundation members. With respect to outcomes (2) and (4), it is expected that parents will develop a network to share stories and mutual respect in a safe, non-threatening environment. With respect to outcome (3), it is expected that the parents will leave with strategies for addressing a number of topics such as, sexuality, financial matters and behavioral issues that they face when dealing with children/students with disabilities. The success of the forums will also be evaluated through surveys and questionnaires.

Introduction/Background

The Northeast Metropolitan Intermediate School District #916 is located in White Bear Lake, Minnesota. This is approximately 20 minutes from the capital city of St. Paul. Northeast Metro #916 is one of three intermediate school districts in the metropolitan area of St. Paul and Minneapolis, Minnesota.

The mission of the Northeast Metro District #916 is to be a student-centered service that provides its customers with good value and flexibility. The district's success in

effectively serving students adds significant value to these students, and the broader educational community.

Northeast Metro #916 provides contracted services for 11 member school districts including Centennial District #12, Columbia Heights District #13, Mahtomedi District #832, Mounds View District #621, North Branch District #138, North St. Paul-Maplewood-Oakdale District #622, Roseville District #623, South Washington County District #833, Spring Lake Park District #16, Stillwater District #834, and White Bear Lake District #624.

As an intermediate district, Northeast Metro provides programs and services in three core areas: special education, career and technical education, and educational services. The district employs close to 570 special education staff which includes 236 teachers, 230 educational assistants and approximately 104 support staff (clerical, maintenance, sign language interpreters, school health specialists and administrators). In order to fully appreciate the quality education provided through Northeast Metro, it is important to note all the special education services that are available through #916. Special education services include the following:

Assistive technology library (ATL). The ATL offers teachers, member districts and family members the technology needed to maximize learning so that all students will have the support that they require. The mission of the ATL is to improve the potential of students with varying abilities by providing tools to achieve their goals through technology (Northeast Metro District #916, 2004b). The ATL provides many resources including augmentative communication devices, environmental controls, computer

peripherals, adapted rehabilitation equipment, services and training to support the use of the equipment, adapted toys, curriculum, videos, switches and mounts.

Emotional and behavioral disorders (EBD) programs. Many students often lack the ability to establish and maintain relationships that are healthy. They may have poor social skills and/or lack the ability to make appropriate decisions. The district offers two alternate learning programs. The elementary program (K-6th grade) is located at Valley Crossing Community School in Woodbury, MN and the middle and high school programs (grades 6-12) are offered at Capital View Center in Little Canada, MN.

Developmental cognitive disability (DCD) programs. Many students have below average intellectual functioning. Their cognitive deficits in adaptive behavior require specialized education and often require related services. The district offers three programs for students who are cognitively disabled. The John Glenn Middle School Program serves students who are ages 11 to 15 years old who have cognitive delays and limited physical abilities. The program focuses on developing academic skills, job training, leisure and recreational skills, community participation and daily living skills. The South Campus High School serves students who are of high school age and have moderate-to-severe cognitive disabilities. The focus of this program is to prepare students for life after school so that they can become as independent as possible. The Work Experience Life Skills (WELS) Post High School Program assists older students who will be attending day training and habilitation facilities after graduation. The goal is to help them develop the skills necessary for success in a work environment.

Neurobiological disorders (NBD) programs. These students have neurobiological disorders including Autism, Tourette's Syndrome, Obsessive Compulsive Disorder,

Attention Deficit Hyperactive Disorder, Panic Disorders and Anxiety Disorders. These students have specific needs, which require that their programs are self-contained and guided by multidisciplinary teams. The district offers six programs for students with NBD. Elementary students ages 4-13 attend the Otter Lake Communication Interaction Disorders (CID) program in White Bear Lake, MN. The staff ratio is 2-to-1 with the primary focus of proactive behavior management for these students. The district offers one other elementary program for students with neurobiological disorders. This program is located at the Valley Crossing Community School in Woodbury, Minnesota and serves students in kindergarten through sixth grade. Middle School students attend one of two programs; students ages 12-15 may attend Roseville Middle School where the environment is modified to meet the unique educational, behavioral and environmental needs of these students with staff to student ratio at 2-to-1. Other students with neurobiological disorders may attend the Creative Alternative Program (CAP) at Capital View Center. This is a self-contained program. High school students may attend the Transition Program at Bellaire School or the South Campus Program in White Bear Lake, MN. Students ages 12-21 attend either of these programs. The focus of both programs is to prepare students for a successful transition into work and to live as independently as possible.

Deaf and hard of hearing (D/HH) programs. These students have hearing impairments that can adversely affect their performance in school. The goal of this program is to provide special education instruction and related services to help the educational and communicative functioning of these students.

Project return. This is a short-term, school-based program that is offered as an alternative to out-of-school suspension for students ages 10-18. “Project Return staff also try to facilitate community/family interventions with family, county social workers, probation, private counselors and others who are involved with the student and the family” (Northeast Metro District #916, 2004b, para. 3).

Problem Statement

The Northeast Metro School District developed a Continuous Improvement Committee in 2000 to carry out its mission. One of the goals of the committee is to establish increased parental participation through the development of individual school site parent advisory boards. Research supports the idea that parent involvement can truly improve a child’s education. The #916 Northeast Metro teachers will tell you that their most successful students come from a home where the parents provide structure, support and guidance. Parent involvement has an even more powerful effect when they attend and actively support school activities and when they help out in classrooms and on field trips (Alabama School Communicators Association, 2005).

The 2004 Individuals with Disabilities Education Improvement Act stresses the role of parents’ right to participate in their child’s education both at home and at school (“Individuals with Disabilities Education Act,” 2002). Like many districts, Northeast Metro experiences a lack of parental involvement; it faces even a greater challenge because of the large geographical area it serves. Research indicates that increased parental involvement in schools enables students to achieve higher grades and test scores, improve attendance, along with improving their conduct and attitudes (Cerni, 1999).

Schools have the responsibility to families to set a tone that encourages interaction by looking for ways to involve parents (National Middle School Association, 2001).

Needs Assessment

Research has shown that parent involvement in a child's special education has a number of positive effects which include improved rapport between teacher and parents, improved rapport between student and teachers, improved parental attitudes, improved student attitudes, improved behavior on the part of the student, improved student achievement, increased parental knowledge about the educational system, and an opportunity for parents to network with other parents (Catsambis, 1998).

Parents, specifically parents of special education students, often feel unprepared to meet the individual needs of their children ("Partnership with Parents," 2004). Since one of the most important roles/responsibilities of a special education teacher is to maintain a strong and productive relationship with each student's parents, it is clear that developing an effective partnership with parents is essential. Through this proposed grant, we could offer an opportunity for parents and their families to come together with teachers and specialists to network and gain knowledge about services and information that pertains to their specific needs. The middle school years are filled with changes and preparation as students become more mature and want to be more independent. Students in the middle level years are undergoing many challenges and parent involvement is critical at this time (Mulhall, Mertens, & Flowers, 2001).

There is a much higher incidence of parental involvement at the preschool and elementary school level than at the secondary level; however, research shows that parent involvement remains very beneficial in promoting positive achievement and effective

outcomes with older students. This proposed program would attempt to address issues relevant to middle school students (grades 6-9) with special needs. Some examples of ways to encourage parental interaction are to create a newsletter and information packets for parents, to make phone calls to parents, and to provide workshops for them (Parent Leadership Associates, 2002).

There is a need to secure funds in order to promote increased parental participation within the special education area of this intermediate district, specifically the John Glenn Middle School Program (Education Development Center, 2005) and to engage in research. There is also a need to engage students, parents, teachers and specialists at the John Glenn Middle School #916 program to work together as partners to help their special education students be successful (“Individuals with Disabilities Education Act,” 2002).

Families with disabled members require contacts in order to help obtain services and to assist in advocacy. In studies done where this support is in place, there are consistently higher rates of positive effects that suggest family needs are met and that there is well-being within the family (“Support for Families of Disabled Children,” 2005). In addition, it has been shown that short breaks for parents can reduce marital stress and breakdown in families.

A particular and important concern for families with children who have disabilities is the challenge of how to provide sexuality education to their middle school-aged children. Children with disabilities often have fewer opportunities to acquire information from their peers. They also tend to have fewer opportunities to observe and practice appropriate social and sexual behaviors. It becomes increasingly important for parents to

be able to talk to their disabled child about sexual issues and handle questions and problems that may occur (Calderone, & Johnson, 1990).

Behavioral concerns are one of the biggest issues parents of children with disabilities face. As their children grow into young adulthood, these concerns magnify and social acceptance can be decreased if inappropriate behaviors are present. Behavioral concerns such as anger, violence, swearing, non-compliance and self-injurious behaviors can be a reality in the lives of many families. Given tools and resources to help deal with behaviors effectively, parents can learn to help shape more appropriate behaviors in their children. There is a need to have workshops with parents on social, sexual, and behavioral issues facing students with disabilities.

Research Methodology

The methodology that the researcher will use, surveys and focus groups, is based on a valid form of qualitative educational research (Guba & Lincoln, 1981; Hoepfl, 1997). The researcher will collect data via the monthly surveys. This data will be compiled and will correlate with topics covered during the previous meetings. The researcher will tally all the questions that parents have asked in their monthly surveys. The questions will be analyzed and put into categories (i.e. advocacy, sexuality, etc.). Focus groups will be used to encourage group interaction and generate data (Guba & Lincoln, 1981). Discussion questions will be provided by the researcher to each group to aid in helping parents and teachers look at the specific needs of their children. At the end of the meetings, parents will be asked to complete a survey about the effectiveness of the meetings. The survey results will be analyzed and used to develop continued instruction for parents. The following topics have been chosen as they pertain closely to issues that

parents and teachers face: 1) families with disabled members, 2) planning and financial matters, 3) behavioral issues, 4) sexuality, 5) advocacy, and 6) nutrition.

A list of questions will be distributed to parents at the May meeting. During the May focus groups, parents will prioritize the questions as to their importance and relevancy. The researcher will anticipate that many of these questions will be similar to the topics addressed at the monthly meetings. Through analysis of the data collected, further parental education can be addressed in order to meet the needs of parents of disabled children. Through continued parental instruction, the researcher expects that the participation of parents in their child's special education will increase.

Literature Review

A review of the literature emphasizes the importance of parental participation in the education of students with disabilities. However, this issue did not come to the forefront until the mid 1960s. Parents have not always been significantly involved in their children's education (Berger, 1991). The Head Start program was first established in 1965. When parents became a part of this program they were able to voice an opinion about educational policies that affected their special needs children. Public Law 94-142 was enacted in 1975. This ensured that all parents of special needs students had an equal partnership in their child's education.

Since the revision of the Individuals with Disabilities Education Act in 1997, there is new emphasis on parental involvement. Parents are essential in the role as advocates for their special needs children. When parents and teachers partner in the education of students, a more effective parent-friendly educational system can exist (Davis, 2000).

In looking at a National Educational Longitudinal Study that was conducted in 2001, an investigator examined the involvement that parents have in the education of their secondary school aged children grades 8-12 (Catsambis, 1998). Catsambis reports that there is a great deal of research done on student achievement (as it relates to parental involvement) in the elementary years, but that not enough research has been done with secondary students to produce clear and consistent results in this area. The middle school years are when parents are mostly involved with the day to day supervision of their children's lives. During this time there appears to be limited assistance from the schools. In addition, parents report a serious lack of communication from schools, and the families also admit that they do not stay in contact with the schools on a frequent basis. It seems that few middle schools have comprehensive programs for parental involvement and few parents volunteer at school. The study done by Catsambis surveyed parents of eighth-grade students. The survey questions focused on parental ratings of their involvement in their child's education during the eighth grade. The goal was to compare the achievement level of these students with their achievement when they reached grade 12. It appears that the parents' educational expectations in eighth grade show the strongest long-term effects on their child's future achievements in school. These findings suggest the importance of early educational involvement and commitment between school and home.

The conclusion of the study emphasizes the positive relationship between parental involvement and educational success. While it is true that the educational success that the students with disabilities acquire will be quite different than their typical peers the message is clear. If a student is going to experience success in his/her education, a partnership of open communication needs to exist between the home and the middle

school. Students with disabilities are often not able to take an active role in advocating for themselves, it becomes imperative that parents and teachers share the responsibility by communicating and partnering to assure a successful educational experience for students.

Goals and Objectives

The proposed John Glenn Middle School Program Parental Participation Program will improve parent–teacher relationships along with offering parents the opportunity to network with other parents and gain knowledge about issues that they face in raising a special needs child.

Solid research shows that children from homes where parents are engaged with their children, other parents, and their children's schools:

- Earn better grades
- Get better test scores
- Enjoy school more, and
- Are more likely to graduate from high school and attend college (Academic Development Institute, 2005, para. 2).

The grant goals include the following:

Goal 1) To gain knowledge and insights about parental issues and concerns in raising disabled children.

Objective 1a: Parents and teachers will complete pre and post surveys to determine their level of understanding and knowledge on a variety of topics that are related to dealing with children with disabilities.

Objective 1b: The grant project director/researcher will meet with parent focus groups to discuss issues.

Goal 2) To increase interactions between parents of students with disabilities and their teachers and administrators at John Glenn Middle School.

Objective 2a: To develop a parent support group.

Objective 2b: To provide a forum for parent/teacher discussions during the monthly meetings.

Objective 2c: To provide focus groups following the lecture. These groups will each include one or two teachers and four or five parents. Each focus group will be encouraged and asked to discuss the effectiveness of the speaker, share personal views and experiences about the topic, serve as resources for one another, and ask further questions that will allow the researcher to explore more in depth questions that can yield data on key issues parents with disabled children face.

Goal 3) To increase parent knowledge about issues facing middle school age children with disabilities.

Objective 3a: To provide forums on topics related to the needs of middle school aged children with disabilities.

Objective 3b: To provide question and answer sessions so that parents can interact with the speaker.

Timeline

The Parental Participation Program will take place during the 2006-2007 school year. There will be seven meeting nights designated throughout the school year. These

meetings will take place once a month in September, October, November, January, March, April, and May. Other meeting times will be set if the need arises. Tentative meeting agendas follow.

September, 2006: "Back to school night." Families will meet the school staff, network with other parents, enjoy refreshments, and participate in an informal meeting. At this time, the Parental Participation Program will be introduced and explained. Parent volunteers will be solicited to help organize and plan the upcoming meetings.

Expected outcomes. Parents will gain knowledge of the parental participation program. Parents will be able to network with other parents and teachers. Parents will commit to being a member(s) of the parent participation program. Parents and teachers will be asked to complete pre-surveys for researchers.

October, 2006: "Families with disabled members." A speaker (to be announced; TBA) will discuss issues that develop when a family member is disabled. Parents are faced with choices when a family member is disabled. In parenting a child with a disability, you face a major choice. Parents can believe that their child's condition is a deathblow to everything they have dreamed of, or they can decide that they will continue to lead the life they have planned, and incorporate their child into it. Small discussion groups will meet after the lecture to discuss the topic and ask questions. These groups will each include one or two staff members and four or five parents. Child care and supper will be provided at each of the monthly meetings. In addition, at each monthly meeting, the children who attend will have the opportunity to participate in arts and crafts and a variety of activities while parents listen to the featured speaker, and participate in post discussions and complete surveys.

Expected outcomes. Parents will gain insights and strategies in how to deal with their disabled child and how to make them an active part of the family. Parents will be encouraged to network with other parents and teachers through breakout sessions in small working groups. Surveys will be completed by participants.

November, 2006: "Planning and financial matters." A speaker (TBA) will discuss parental long term planning for the future of their children's lives after the parents are no longer living or able to care for their child with disabilities. Residential, educational, employment, medical and recreational issues will be explored. Small discussion groups of parents and teachers will meet to discuss this topic.

Expected outcomes. Parents will be given information about planning for their disabled child's financial future. Parents will be encouraged to network with other parents and surveys will be completed by participants.

January, 2007: "Behavioral issues." A speaker (TBA) will discuss a variety of behavioral concerns that may arise in the home and in the classroom. Identification of problems and solutions will be examined along with helpful tips and references in dealing with students' challenging behaviors. Small parent/teacher discussion groups will meet after the speech to discuss this topic.

Expected outcomes. Parents will gain insights to their child's behavior issues and how to deal with them effectively. Parents will network with other parents through small focus group sessions. Surveys will be completed by parent and teacher participants.

March, 2007: "Sexuality and disabilities." A speaker (TBA) will discuss teaching strategies to use when dealing with sexuality issues and students with disabilities. Attitudes of parents and their children will be examined. Discussion of topics such as

HIV/AIDS, sexual abuse, masturbation, social life and marriage will be targeted. Small parent/teacher discussion groups will meet to discuss this topic following the speaker.

Expected outcomes. Parents will be given strategies in dealing with their disabled child's sexuality issues. Parents will network with other parents and teachers in small focus groups. Surveys will be completed by parents and teachers.

April, 2007: "Advocacy." A speaker (TBA) will discuss self-advocacy, also forming and running advocacy groups, working with an advisor, and answering questions regarding advocacy issues. Small parent/teacher discussion groups will meet to discuss this topic.

Expected outcomes. Parents will gain knowledge about self advocacy issues for their students. Parents will network with other parents and teachers. Surveys will be completed by parents and teachers.

May, 2007: "Cooking and nutrition." A speaker will discuss the importance of teaching children proper nutrition. Different materials and resources will be provided along with nutritional information, safety rules and guidelines to cooking. Small parent/teacher discussion groups will meet to discuss this topic.

Expected outcomes. Information on proper nutrition and cooking will be provided. Parents will network with other parents and teachers. Surveys will be completed by parents and teachers.

May meeting: (the last meeting). Parent focus groups will receive a list of questions generated by the monthly surveys. These questions will be compiled by the researcher. The focus groups will be asked to prioritize the questions in regards to their importance and relevancy. The focus groups will also be asked to discuss options as to how these

questions can be answered. The researcher will ask the groups to report on their findings. The researcher will give a statistical analysis on results of the monthly surveys, and a qualitative analysis of the parent comments (Guba & Lincoln, 1981). Based on the results of the research, parents and teachers will discuss options for further parental education.

Evaluation Plan

The evaluation component of this grant proposal is to be completed through a series of surveys. The first survey will be given at the initial parent meeting in September, 2006. Surveys will also be given to teachers and parents after each of the monthly meetings. This survey will ask for evaluation of the evening's speaker, childcare provided, and overall satisfaction. The survey will also ask for further questions that parents have related to the specific evening's topic. Based on the questions asked, the researcher will analyze the data; this data will be presented to parents on the final evening of the program (Guba & Lincoln, 1981).

Summative evaluation forms will be distributed and completed by all participants at the end of the school year. These evaluations will ask for feedback on the overall satisfaction level in knowledge and confidence gained as a result of the meetings. Data/information will be gathered and analyzed as part of the final report. The final research data will be analyzed to make recommendations for further parental/student instruction, curriculum development and revisions, parent focus groups, and future grant projects.

Table 1

Goals

Goal	Tools	Timeline	Who
#1 To Gain knowledge and insights about parental issues and concerns in raising children with disabilities	Monthly Surveys Focus Groups	Sept. '06, Oct. '06, Nov. '06, Jan. '07, March '07, April '07, May '07	Project Director
#2 To increase interactions between parents of disabled students and their teachers and administrators at John Glenn Middle School	Monthly Meetings Focus Groups	Sept. '06, Oct. '06, Nov. '06, Jan. '07, March '07, April '07, May '07	Project Director
#3 To increase parent knowledge about issues facing middle school age children with disabilities	Monthly Meetings Focus Groups	Sept. '06, Oct. '06, Nov. '06, Jan. '07, March '07, April '07, May '07	Project Director

Dissemination Plan

The dissemination plans will include a written report that summarizes the results obtained through the surveys. This report will be presented to the #916 School Board and Foundation Members in June, 2007 by the project director. Results will be summarized and recommendations for further parental participation will be discussed. The reported results of the program will be submitted as an article for the school district staff newsletter.

Budget Narrative

The budget for this grant proposal will include stipends to all personnel involved. The total amount to be paid out in stipends is \$2100. The standard rate that the district pays outside of the normal work day is \$25 per hour. One site supervisor and six teachers will be paid this rate for 12 hours each @ \$25/hr. for a total of \$2100. It will be important for all six teachers to be present at each of the monthly meetings in order to encourage teacher/parent relations and to understand the information presented by all the speakers. The proposal will include six instructional speakers. These speakers will each present on their specialty topic. The speakers will be paid \$150 each as a per diem (this includes all related costs). Total cost for all the speakers is \$900. In order to make the parental participation program accessible to parents, child care will be provided during each of the monthly meetings. The child care providers will be paid at a rate of \$10 per hour. Each of the three providers will work a total of 12 hours, totaling \$360. Seven meals with refreshments will be served. The cost per meal will be \$150. This total is an approximation of \$5 per 30 people. Seven meals will be served for a total of \$1050.

Finally, instructional supplies such as mailings, surveys and copying will be needed during the course of the program. The total cost for these supplies comes to a total of \$590. In summary, the direct costs are \$5,298, and the indirect costs are \$1,960. Total project cost is \$7,258.

Table 2

Budget

1. PERSONNEL

(1) Site Supervisor: 12 hrs @ \$25 an hour	\$300
(6) Teachers: 12 hrs each @ \$25 an hour	\$1800
(6) Instructional Speakers: 6 @ \$150 each	\$900
(3) Child Care Providers: 12 hrs each @ \$10 an hour	\$360

2. FRINGE BENEFITS

\$2360 @ 30%	\$708
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TOTAL PERSONNEL AND FRINGE BENEFITS	\$3068
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3. SERVICE AND SUPPLIES

Project supplies (printing, mailing, copies)	\$590
(7) Meals for (30) people @ \$5 each	\$1050

4. INDIRECT COSTS

\$5298 @ 37%	\$1960
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TOTAL PROJECT COSTS	\$7258
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Appendix A: Timeline Chart

Key Personnel Responsible	Activity	Time Frame	Expected Outcomes
Deb Peterson	Back to school night	September 2006	Intro. to year long program, plan upcoming meetings.
Deb Peterson & Guest Speaker	Presentation on “Families with a Disabled Member”	October 2006	Participants will gain insights & strategies on how to make their disabled member a part of the family Through surveys completed by participants, research data will be collected.
Deb Peterson & Guest Speaker	Planning and Financial Matters	November 2006	Planning for the disabled child’s financial future Through surveys completed by participants, research data will be collected.
Deb Peterson & Guest Speaker	Behavioral Issues	January 2007	Participants will gain insights on how to deal with child’s behavioral issues. Through surveys completed by participants, research data will be collected.

<p>Deb Peterson & Guest Speaker</p>	<p>Sexuality and Disabilities</p>	<p>March 2007</p>	<p>Participants will be given strategies on how to deal with their child's sexuality.</p> <p>Through surveys completed by participants, research data will be collected.</p>
<p>Deb Peterson & Guest Speaker</p>	<p>Advocacy</p>	<p>April 2007</p>	<p>Participants will gain knowledge about self advocacy issues for their students/children.</p> <p>Through surveys completed by participants, research data will be collected.</p>
<p>Deb Peterson & Guest Speaker</p>	<p>Cooking and Nutrition</p>	<p>May 2007</p>	<p>Information on proper nutrition and cooking will be provided.</p> <p>A list of compiled questions will be presented and focus groups will prioritize. Plans for further educational opportunities (for both students and staff) will be explored based on the data received.</p>

Appendix B: Personnel

Site Supervisor

School District Staff, John Glenn Middle School Lead

Staff

School District Staff, Special Education Teacher

School District Staff, Special Education Teacher

School District Staff, Special Education Teacher

School District Staff, Special Education Teacher

School District Staff, Speech Therapist

School District Staff, Adapted PE Teacher

School District Staff, Site Manager

Specialists/Speakers

Six different topics (speakers to be determined)

Parent Volunteers

Two-Three yet to be determined

Personnel Chart

Personnel Title	Name
Site Supervisor	School District Staff
Site Manager	School District Staff
Teacher	School District Staff
Teacher	School District Staff
Teacher	School District Staff
Teacher	School District Staff
Speech Therapist	School District Staff
Adapted PE Teacher	School District Staff
6 Specialist/Speakers	To Be Announced
2-3 Parent Volunteers	To Be Announced

Appendix C: Surveys

September Survey (Parent)

Pre-Survey

1) How would you rate your understanding/knowledge in each of the following areas; (circle one)

- | | (0-1) | (2) | (3) |
|--|--------|---------|-----------|
| A) Financial Planning For Disabled Child | Little | Average | Extensive |
| B) Behavioral Issues | Little | Average | Extensive |
| C) Sexuality | Little | Average | Extensive |
| D) Advocacy Issues | Little | Average | Extensive |
| E) Nutrition | Little | Average | Extensive |

2) Which resources do you consult when searching for information about your child: (circle all that apply)

Television Internet Family Friends Teachers Periodicals
Books Other

3) List 3 things that you expect to gain from these monthly meetings?

- a)
- b)
- c)

4) List 3 ways that you expect your child to benefit from your part in these monthly meetings?

- a)
- b)
- c)

5) Rate your level of communication with your child's teacher

(0-1)	(2)	(3)
Very Little	Moderate	High

6) What questions/concerns do you have about parental participation at this time?

September 2006 Survey to all staff
Pre-Survey

1) How would you rate your understanding/knowledge in each of the following areas? (circle one)

- | | (0-1) | (2) | (3) |
|--|--------|---------|-----------|
| A) Financial Planning
For
Disabled Child | Little | Average | Extensive |
| B) Behavioral Issues | Little | Average | Extensive |
| C) Sexuality | Little | Average | Extensive |
| D) Advocacy Issues | Little | Average | Extensive |
| E) Nutrition | Little | Average | Extensive |

2) Which resources do you consult when searching for information about your students: (circle all that apply)

Television Internet Family Friends Teachers Periodicals
 Books Other

3) List 3 things you expect to gain from these monthly meetings?

- a)
- b)
- c)

4) List 3 ways you expect your students to benefit from your part in these monthly meetings?

- a)
- b)
- c)

5) Rate your level of communication with the parents of your students

(0-1)	(2)	(3)
Very Little	Moderate	Extensive

6) What questions/concerns do you have about parental participation at this time?

October 2006, Survey (Parent and Teacher) (circle one)

- 1) Rate the relevancy of this night's topic Families with Disabled Members
Extremely relevant (1) Relevant (2) Not relevant (3)
- 2) Did the speaker address your individual questions?
YES NO
If No, What questions went unanswered?
- 3) Rate tonight's speaker level of providing sufficient information on the topic of Families with Disabled Members?
Extremely sufficient (1) Sufficient (2) Insufficient (3)
- 4) How comfortable were you in discussing this topic (Families with Disabled Members) in your small group?
Extremely comfortable (1) Comfortable (2) Uncomfortable(3)
- 5) Was tonight's discussion group useful?
Extremely useful (1) Somewhat useful (2) Not useful (3)
- 6) After tonight's discussion meeting do you feel better equipped to take an active role in dealing with disabled family members as it relates home and school issues?
Extremely equipped (1) Somewhat equipped (2) Not equipped (3)
- 7) Do you feel that tonight's meeting helped open up conversation between yourself and your child's teacher? (parents only)
YES NO
If No ,Why?
- 8) Do you feel that tonight's meeting helped open up conversation between yourself and the parents of your students? (teachers only)
YES NO
If No, Why?
- 9) What questions do you have at this time as they relate to the topic?

November, 2006 Survey (Parent and Teacher) (circle one)

- 1) Rate the relevancy of tonight's topic: Planning and Financial Matters
Extremely relevant (1) Relevant (2) Not relevant (3)

- 2) Did the speaker address your individual questions?
YES NO
IF No, What questions went unanswered?

- 3) Rate tonight's speaker's level of providing sufficient information on the topic of Planning and financial Matters
Extremely sufficient (1) Sufficient (2) Not sufficient (3)

- 4) How comfortable were you in discussing this topic (planning and Financial Matters)
Extremely comfortable (1) Comfortable (2) Not comfortable (3)

- 5) Was tonight's discussion group useful?
Extremely useful (1) Somewhat useful (2) Not useful (3)

- 6) After tonight's discussion meeting do you feel better equipped to take an active role in dealing with planning and financial matters as it relates to home and school issues?
Extremely equipped (1) Somewhat equipped (2) Not equipped (3)

- 7) Do you feel that tonight's meeting helped open up conversation between yourself and your child's teacher? (parents only)
YES NO
If No, Why?

- 8) Do you feel tonight's meeting helped open up conversation between yourself and the parents of your students? (teachers only)
YES NO
IF No, Why?

- 9) What questions do you have at this time as they relate to the topic?

January, 2007 Survey (Parent and Teacher) (circle one)

- 1) Rate the topic relevancy of tonight's topic: Behavioral Issues
Extremely relevant (1) Relevant (2) Not relevant (3)
- 2) Did the speaker address your individual questions?
YES NO
IF No, What questions went unanswered?
- 3) Rate tonight's speaker's level of providing sufficient information on the topic of Behavioral Issues
Extremely sufficient (1) Sufficient (2) Not sufficient (3)
- 4) How comfortable were you in discussing this topic (Behavioral Issues) in your small groups?
Extremely comfortable (1) Comfortable (2) Not comfortable (3)
- 5) Was tonight's discussion group useful?
Extremely useful (1) Somewhat useful (2) Not useful (3)
- 6) After tonight's discussion meeting do you feel better equipped to take an active role in dealing with Behavioral Issues as they relate to home and school?
Extremely equipped (1) Somewhat equipped (2) Not equipped (3)
- 7) Do you feel that tonight's meeting helped open up conversation between yourself and your child's teacher? (parents only)
YES NO
IF No, Why?
- 8) Do you feel tonight's meeting helped open up conversation between yourself and the parents of your students? (teachers only)
YES NO
IF No, Why?
- 9) What questions do you have at this time as they relate to the topic?

March, 2007 Survey (Parent and Teacher) (circle one)

- 1) Rate the relevancy of tonight's topic: Sexuality and Disabilities
Extremely relevant (1) Relevant (2) Not relevant (3)

- 2) Did the speaker address your individual questions?
YES NO
IF No, what questions went unanswered?

- 3) Rate tonight's speaker's level of providing sufficient information on
the topic of Sexuality and Disabilities
Extremely sufficient (1) Sufficient (2) Not sufficient (3)

- 4) How comfortable were you in discussing this topic (Sexuality and
Disabilities) in your small groups?
Extremely comfortable (1) Comfortable (2) Not comfortable (3)

- 5) Was tonight's discussion group useful?
Extremely useful (1) Somewhat useful (2) Not useful (3)

- 6) After tonight's discussion meeting do you feel better equipped to take an
Active role in dealing with Sexuality and Disabilities as it relates to
home and school?
Extremely equipped (1) Somewhat equipped (2) Not equipped (3)

- 7) Do you feel that tonight's meeting helped open up conversation between
yourself and your child's teacher? (parents only)
YES NO
IF No, Why?

- 8) Do you feel tonight's meeting helped open up conversation between
yourself and the parents of your students? (teachers only)
YES NO
IF No, Why?

- 9) What questions do you have at this time as they relate to the topic?

April, 2007 Survey (Parent and Teacher) (circle one)

- 1) Rate the relevancy of tonight's topic: Advocacy
Extremely relevant (1) Relevant (2) Not relevant (3)
- 2) Did the speaker address your individual questions?
YES NO
IF No, What questions went unanswered?
- 3) Rate tonight's speaker's level of providing sufficient information on the topic of Advocacy
Extremely sufficient (1) Sufficient (2) Not sufficient (3)
- 4) How comfortable were you in discussing this topic (Advocacy) in your small groups?
Extremely comfortable (1) Comfortable (2) Not comfortable (3)
- 5) Was tonight's discussion group useful?
Extremely useful (1) Somewhat useful (2) Not useful (3)
- 6) After tonight's discussion meeting do you feel better equipped to take an active role in dealing with Advocacy as it relates to home and school?
Extremely equipped (1) Somewhat equipped (2) Not equipped (3)
- 7) Do you feel that tonight's meeting helped open up conversation between yourself and your child's teacher? (parents only)
YES NO
IF No, Why?
- 8) Do you feel tonight's meeting helped open up conversation between yourself and the parents of your students? (teachers only)
YES NO
IF No, Why?
- 9) What questions do you have at this time as they relate to the topic?

May, 2007 Survey (Staff)
Exit-Survey

1) Having completed the parental participation series, how would you rate your understanding/knowledge in each of the following areas; (circle one)

- | | (0-1) | (2) | (3) |
|--|--------|---------|-----------|
| A) Financial Planning For Disabled Child | Little | Average | Extensive |
| B) Behavioral Issues | Little | Average | Extensive |
| C) Sexuality | Little | Average | Extensive |
| D) Advocacy Issues | Little | Average | Extensive |
| E) Nutrition | Little | Average | Extensive |

2) Which resources do you consult when searching for information about your students: (circle all that apply)

- Television Internet Family Friends Teachers Periodicals
 Books Other

3) List 3 things that you gained from these monthly meetings?

- a)
- b)
- c)

4) List 3 ways that your students benefited from your participation in these monthly meetings?

- a)
- b)
- c)

5) Rate your level of communication with your students' parents (after participation in this series)

(0-1)	(2)	(3)
No increase	Some increase	Greatly increased

6) What questions do you have at this time as they relate to the topic?

May, 2007 Survey (Parent)

Exit-Survey

1) Having completed the Parental Participation series, how would you rate your understanding/knowledge in each of the following areas; (circle one)

- | | (0-1) | (2) | (3) |
|--|--------|---------|-----------|
| A) Financial Planning For Disabled Child | Little | Average | Extensive |
| B) Behavioral Issues | Little | Average | Extensive |
| C) Sexuality | Little | Average | Extensive |
| D) Advocacy Issues | Little | Average | Extensive |
| E) Nutrition | Little | Average | Extensive |

2) Which resources do you consult when searching for information about your child: (circle all that apply)

Television Internet Family Friends Teachers Periodicals
Books Other

3) List 3 things that you gained from these monthly meetings?

- a)
- b)
- c)

4) List 3 ways that your child benefited from your participation in these monthly meetings?

- a)
- b)
- c)

5) Rate your level of communication with your child's teacher (after participation in this series)

(0-1)	(2)	(3)
No increase	Some increase	Greatly increased

6) What question do you have at this time as they relate to the topic?