

Suggested Follow-Up Professional Learning Opportunities

Students will form professional learning communities (PLCs) and will collaboratively read and discuss one of the following:

Articles, Books, & Book Chapters:

Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2013). *Children with disabilities*.

Baltimore, MD: Brookes.

Bryan, J., & Henry, L. (2012). A model for building school-family-community

partnerships: Principals and process. *Journal of Counseling & Development*,

90(4), 408-420.

Burke, M. M. (2013). Improving parental involvement: Training special education

advocates. *Journal of Disability Policy Studies*, 23(4), 225-234.

Byrd, E. S. (2011). Educating and involving parents in the Response to Intervention

process: The school's important role. *Teaching Exceptional Children*, 43(3), 32-

39.

Goodall, J. (2013). Parental engagement to support children's learning: A six point

model. *School Leadership & Management*, 33(2), 133-150.

Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to*

diversity, disability, and risk. Baltimore, MD: Brookes.

Kalyanpur, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building*

family-professional relationships. Baltimore, MD: Brookes.

- Lamb, M. (2010). My voice: The Four-R approach. In A. Turnbull, R. Turnbull, & M. L. Wehmeyer (Eds.), *Exceptional lives: Special education in today's schools* (6th ed., pp. 78-79). Upper Saddle River, NJ: Pearson.
- Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2105). *Families, professional, and exceptionality: Positive outcomes through partnerships and trust*. Upper Saddle River, NJ: Pearson.
- Salazar, M. J. (2012). Home-school collaboration for embedding individualized goals in daily routines. *Young Exceptional Children*, 15(3), 20-30.
- Zhang, D., Hsu, H. Y., Kwok, O. H., Benz, M., & Bowman-Perrott, L. (2011). The impact of basic level parent engagements on student achievement: Patterns associated with race/ethnicity and socio-economic status (SES). *Journal of Disability Policy Studies*, 22(1), 28-39.

References

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- Bryan, J. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling and Development*, 90(4), 408-420.
- Diliberto, J., & Brewer, D. (2012). Six tips for successful IEP meetings. *Teaching Exceptional Children*, 47(2), 128-135. doi:10.1177/0040059914553205

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S. , Salinas, K. C, Jansorn, N. R., . . .

Williams, K. J. (2009). *School, family, and community partnership: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Ferrel, J. (2012). Family engagement and children with disabilities. A resource guide for educators and parents. Cambridge, MA: Harvard Research Project.

Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2009). Trust as mediator of the relationships between poverty, racial composition, and academic achievement: Evidence from Michigan's public elementary schools. *Education Administration Quarterly*, 45(2), 292-311.

Goodall, J. S. (2013). Parental belief and parental engagement: How do they interact? *Journal of Beliefs and Values*, 34(1), 87-99.

Harris, A., & Goodall, J. (2007). Engaging parents in raising achievement—Do parents know they matter? Retrieved from http://library.bsl.org.au/jspui/bitstream/1/3469/1/Engaging%20parents%20and%20raising%20achievement_Alma%20Harris_2007%20.pdf

Hutchins, D. J., Greenfeld, M. D., Epstein, J. L., Sanders, M. G., & Galindo, C. (2012). *Multicultural partnerships: Involve all families*. New York, NY: Routledge.

McLaughlin, M. (2012). Six principles for principals to consider in implementing CCSS for students with disabilities. *Principal*. Retrieved from http://www.naesp.org/sites/default/files/McLaughlin_2012.pdf

Núñez, J., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: Differences among elementary, junior high, and high school students. *Metacognition and Learning, 10*(3), 375-406.

Schoolwide Integrated Framework for Transformation (2015). Transforming education.

Retrieved from <http://www.swiftschools.org>

Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*. Upper Saddle River, NJ: Pearson.

U.S. Department of Education (2007). Twenty-five years of progress in educating children with disabilities through IDEA. Retrieved from

<http://www2.ed.gov/policy/speced/leg/idea/history.html>

Zaretsky, L. (2004). Advocacy and administration: from conflict to collaboration, *Journal of Educational Administration, 42*(2), 270-286.