**Resource E:**

**Communication and Collaboration Prework Chart**

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| --- | --- |
| Article/Resource About Families | Reflection Prompt |
| Edwards & DaFonte (2012) | Identify **one** of the five points in this article that you already do or that comes naturally to you.  Identify a second point that you want to further integrate into your practice. |
| Sawyer (2015) | How does the BRIDGES approach connect to the five points presented in the Edwards & DaFonte (2012) article? What are the key similarities and distinctions? |
| Currie-Rubin & Smith (2014) | After reading the article, focus specifically on *Figure 3: Introductory Parent Letter*.   * What is effective about this letter? * What content is presented in this letter that might be useful to include in your meeting with Mr. Reed?   Pick one of the question prompts listed in *Box 1. Sample Teacher Questions for Online Parent/Family Introductions*. Write this question in the space below. You will include this in your meeting agenda. |
| Articles/Resources  About Cultural and Linguistic Diversity |  |
| Rossetti et al. (2018) | Reflect on the importance of a culturally responsive teacher in collaborative relationships with family members. Why is this important?  Which aspects of developing collaborative partnerships with CLD families resonate with you and why? |
| Francis et al. (2017) | How do the recommendations in this article support the notion of culturally responsive collaboration presented in the Rossetti et al. (2018) article?  While Harrison is not an immigrant, many helpful take-aways are in this article for all students. Pick one question from *Table 3: Questions to Ask Families/Family Culture and Experiences.* Write this question in the space below. You will include this in your meeting agenda. |
| NCII Intensive Intervention: A Practitioner’s Guide for Communicating With Parents and Families & Tips for Families | After reviewing Harrison’s information, skim the National Center for Intensive Intervention (NCII): A Practitioner’s Guide for Communicating With Parents and Families and The NCII Tips for Families infographic. Consider how you will communicate Harrison’s progress in accessible and easy-to-understand terms for Mr. Reed.  Based on the information given, script out a brief explanation of Harrison’s progress, including positive trends and indicators of concern. You will include this in your meeting agenda. |
| Connor (2012)  [National Technical Assistance Center on Transition website, specifically the page entitled *Quality Transition Planning is a Process*](https://transitionta.org/transitionplanning)*.* | Even though Harrison is not yet 16, the IEP team is already looking ahead to his transition to postsecondary college and/or career. Skim the 21 tips and look at *Table 3. Success Skills for College*. Identify two to three skills that you can help support Harrison develop from this list during your own instruction. Write these skills in the space below and consider how you can include this in your meeting agenda.  Also use the Connor (2012) article and technical assistance website to ask Harrison’s father to learn more about Harrison’s future plans, hopes, and dreams. Write these questions in the space below and consider how you can include them in your meeting agenda. |
| Parent Resource Websites (listed below) | Explore several parent advocacy resource websites. Pick one resource that might be helpful to share and copy/paste the resource in this section of the chart. |
| Communication Rubric | After reviewing the communication rubric:   * Identify one to two communication skills that you believe to be a **strength** *before* engaging in the simulation. * Identify one to two communication skills that you believe to be an **area for growth** *before* engaging in the simulation. |

**Parent Resource Websites**

[**Center for Parent Information & Resources**](https://www.parentcenterhub.org/parentgroups/)

[**PACER Center: Champions for Children With Disabilities**](https://www.pacer.org/)

[**Autism Speaks**](https://www.autismspeaks.org/resource-guide?state%5B211%5D=211) provides information and resources from birth to death.

[**ADDA**](http://www.add.org/) provides information, resources, and networking opportunities to help adults with Attention Deficit/Hyperactivity Disorder (AD/HD).

[**Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)**](http://www.chadd.org/) provides education, advocacy, and support for individuals with AD/HD.

## [GiGi's Playhouse](https://gigisplayhouse.org/?gclid=Cj0KCQjwpNr4BRDYARIsAADIx9xoyW54IJjgwZbx8x90STlZeBmLQeGLzIdq7R0fpFBhtUGzjBcurl8aAuBHEALw_wcB) Our Mission and Purpose: To change the way the world views Down syndrome and to send a global message of acceptance for all. Our Vision: To see a world where individuals with Down syndrome are accepted and embraced in their families, schools, and communities. Our Niche: We change lives through consistent delivery of free educational, therapeutic-based, and career development programs for individuals with Down syndrome, their families, and the community, through a replicable playhouse model. Our Promise: A lifetime commitment to families.

[**International Dyslexia Association (IDA)**](http://www.interdys.org/) is a non-profit organization dedicated to helping individuals with dyslexia, their families, and the communities that support them.

[**Learning Ally**](http://www.learningally.org/) (formerly Recording for the Blind & Dyslexic) provides information on more than 80,000 recorded textbooks and other classroom materials, from fourth grade through postgraduate levels, available for loan. Individuals with learning disabilities are eligible to participate but must complete the certification requirements.

[**LD online**](http://www.ldonline.org/) offers information for parents, teachers, and other interested professionals in the areas of learning disabilities, legal issues, current research, instructional strategies, and personal stories.

[**National Association for the Education of African American Children With Learning Disabilities**](http://www.aacld.org/) includes information and resources provided by an established network of individuals and organizations experienced in minority research and special education. It also provides a parent resource network and publications for teachers, parents, and others.

[**National Down Syndrome Congress**](https://www.ndsccenter.org/) The National Down Syndrome Congress (NDSC) is a not-for-profit organization dedicated to an improved world for individuals with Down syndrome. Founded in 1973, it is the leading national resource of support and information for anyone touched by or seeking to learn about Down syndrome, from the moment of prenatal diagnosis through adulthood. The purpose of the NDSC is to promote the interests of people with Down syndrome and their families through advocacy, public awareness, and information. When we empower individuals and families from all demographic backgrounds, we reshape the way people understand and experience Down syndrome.

[**National Center for Learning Disabilities (NCLD)**](http://www.ncld.org/) seeks to raise public awareness and understanding, furnish national information and referrals, and arrange educational programs and legislative advocacy.

[**National Coalition on Auditory Processing Disorders, Inc (NCAPD)**](http://www.audiologyonline.com/Articles/article_detail.asp?article_id=327) includes a state-by-state referral network.

[**National Joint Committee on Learning Disabilities (NJCLD)**](http://www.ldonline.org/about/partners/njcld) Founded in 1975, the National Joint Committee on Learning Disabilities (NJCLD) is a national committee of representatives of organizations committed to the education and welfare of individuals with learning disabilities.

[**National Technical Assistance Center on Transition**](https://transitionta.org/home) was funded by the U.S. Department of Education, Office of Special Education Programs in 2014. The website produced by this center contains information and resources for effective practice in the transition of students with disabilities into postsecondary environments and life.

[**ReadingRockets.org**](http://www.readingrockets.org/) provides detailed information about learning to read and strategies for supporting struggling readers at home, at school, and in the community. It offers news, practical information, expert advice, and resources for parents, teachers, tutors, childcare providers, and policy makers.

[**SmartKidswithLD.org**](http://www.smartkidswithld.org/) is the website of Smart Kids with Learning Disabilities, Inc., a non-profit organization dedicated to providing support to parents of children with learning disabilities and/or attention deficit disorders.

[**Special Education Guide**](http://www.specialeducationguide.com/) is a resource for mastering the terminology, procedures, and best practices in special education.