

# EFFECTIVE COMMUNICATION



Connecting families and the Child Study Team

# Tips for Parents Communicating with Professionals

- **Routine Communication**

- Ongoing communication is essential for parents and professionals to work as PARTNERS in education. Discuss the best method and frequency for communication with your child's team and do whatever works best for all involved.

- **Some methods of routine communication include:**

- Daily notebook or log
- Checklist or worksheet
- Weekly or bi-monthly email communication or phone call
- Communication if grade falls below a certain threshold
- Informal meetings or conferences

# Tips for Parents Communicating with Professionals

- **Routine Communication (cont'd)**
  - Be SPECIFIC on what information you need to monitor your child's academic and social functioning.
  - Make sure you get feedback from teachers and specialists working with your child, as appropriate.
  - Be sure to share important information from home that may affect your child's functioning at school.
  - Share positive information as well as concerns. Everyone likes to hear when they are doing a good job.

# When there is a problem

- Don't wait. Share your concerns first with the people directly involved.
- Be specific about your concerns and the effect on your child's academic or social performance.
- Put your concerns in writing, and keep copies of all correspondences.
- Give the person(s) involved reasonable time to make changes before going up the chain of command.
- If necessary, voice your concerns to the next person on the communication continuum one at a time - unless its an emergency.

# COMMUNICATION CONTINUUM



Teacher  
or  
Therapist

Building  
Administrator

Case Manager

Director  
of special  
services

Superintendent  
Or (asst Supt)

Note: it's in every parties best interest to inform the person you have been in communications with that you will be contacting the next person in the communication continuum

# Informal Interactions and Conversations

\*\*Document informal communications to ensure concerns are not overlooked. A lot of communication is lost because it falls outside the formal IEP process.

\*\*For example, a teacher, instructional aide, school counselor, or even another parent may share insight in a passing conversation. Perhaps a parent is receiving calls to pick their child up early from school. Or, during a conversation with a teacher, a parent may learn surprising information about a student's progress.

\*\*These types of information may be important and useful to the Child Study Team. However, the source may not be available or able to recall the information during an IEP or like meetings. Following up with an email after a conversation can help ensure the accuracy and understanding of the information and provide something to refer back to if there is a difference of opinion later. Parents often miss the day to day follow up that can make a difference in communicating concerns and resolving disagreements if they arise.

**!!! MARK YOUR CALENDAR !!!**

## **Upcoming ARSD Meetings**

•••

Wednesday, January 10th

Tuesday, February 6th