

# HOW TO TALK WITH TEACHERS

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# IEP MEETINGS BY THE TIME I GET THERE



# COURSES SPECIAL EDUCATION TEACHERS TAKE

- Literacy Instruction for Young Children with Disabilities
- Understanding and Using Special Education Research
- Assistive Technology and Universal Design
- Classroom Management and Positive Behavior Support
- Graduate Assessment Practicum in Early Childhood Special Education
- Effective Instructional Strategies for Young Children with Disabilities
- Building Communication in Students with Autism Spectrum Disorder and Severe Disabilities
- Students with Autism Spectrum Disorders: Effective Teaching Strategies

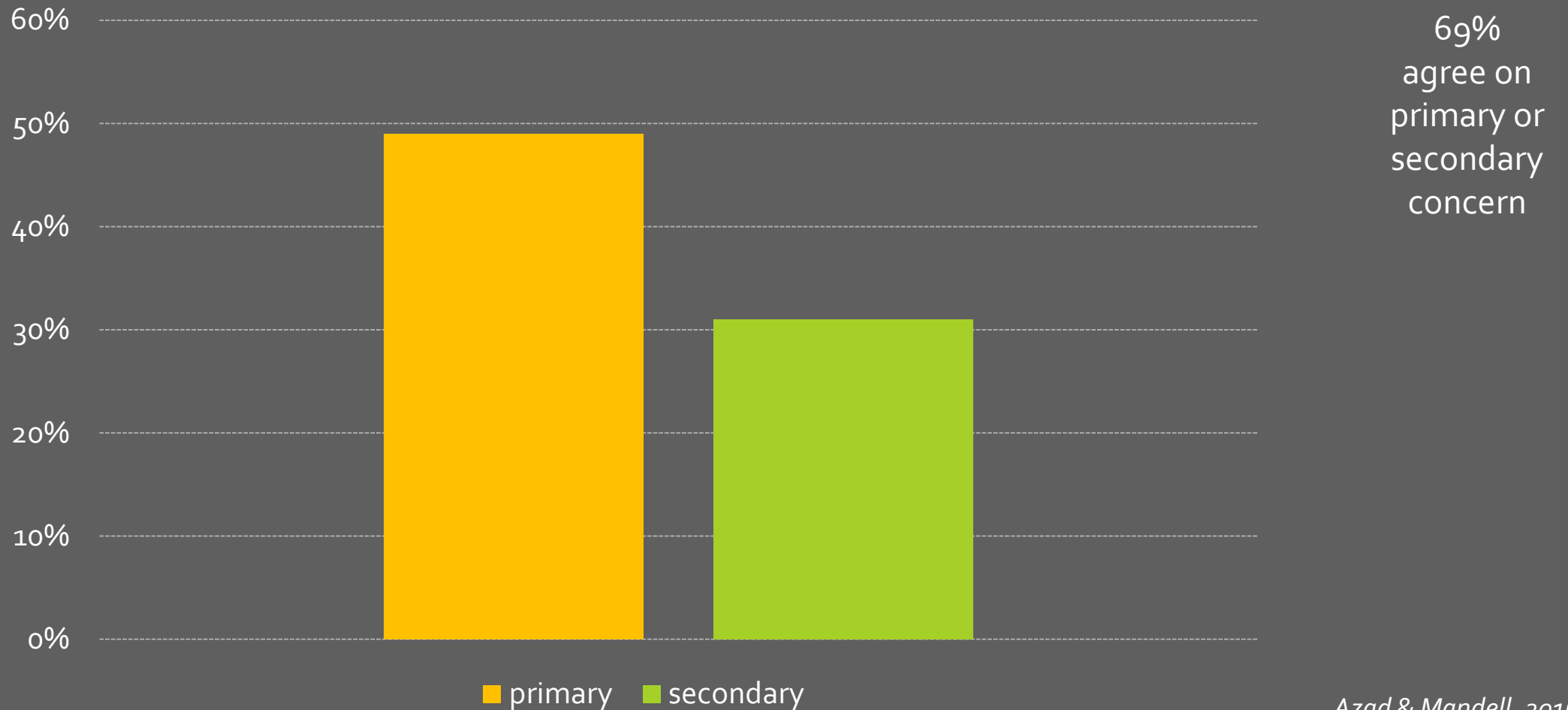
# COURSES SPECIAL ED TEACHERS TAKE

- Literacy Instruction for Students with Disabilities
- Understanding and Research
- Assistive Technology
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- Graduate Assistantship in Special Education
- Effective Instruction for Students with Disabilities
- Building Communities for Students with Spectrum Disorder and Severe Disabilities
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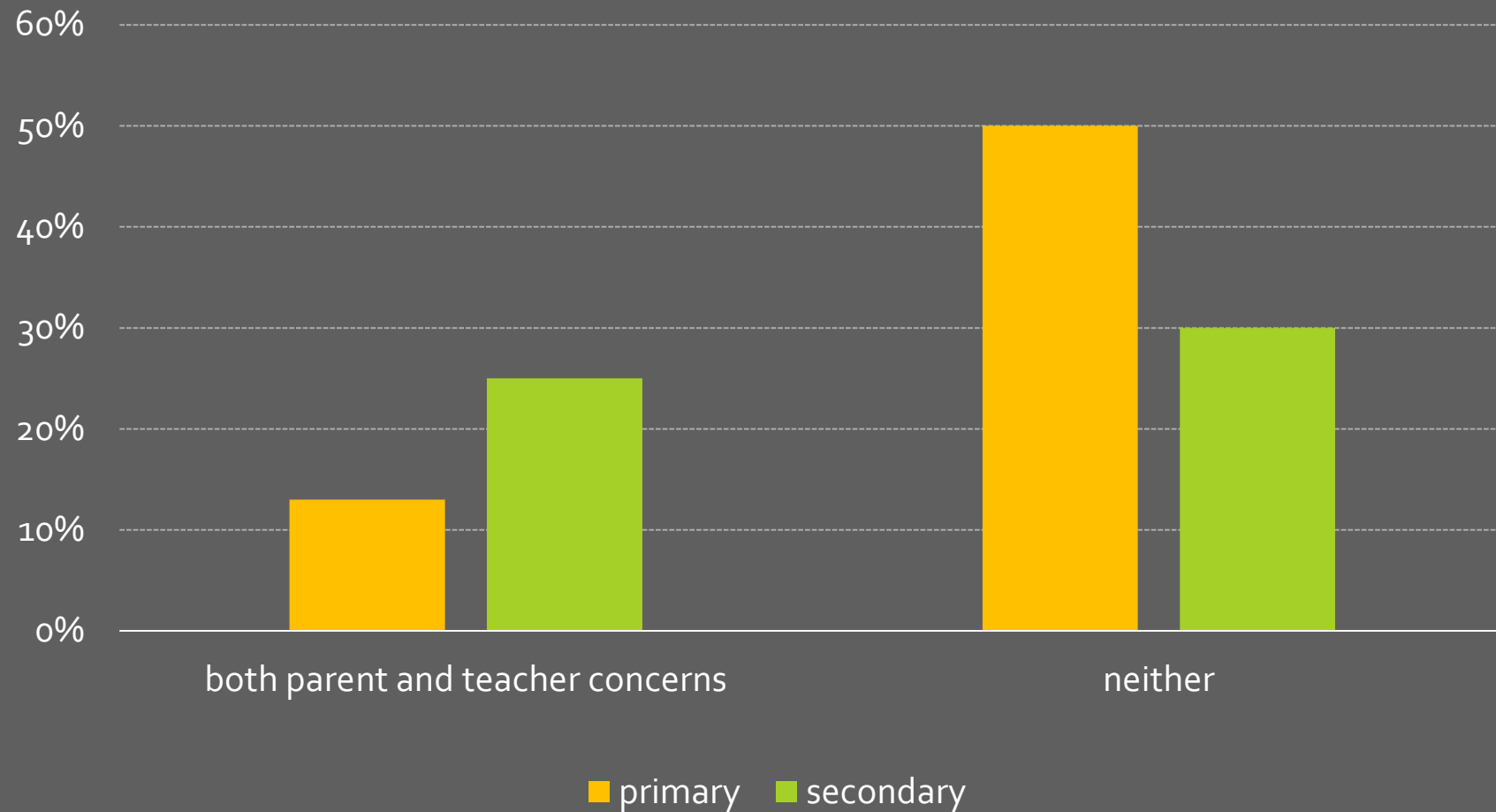
**How to  
talk with  
parents\***

**\*Or any adult for that matter**

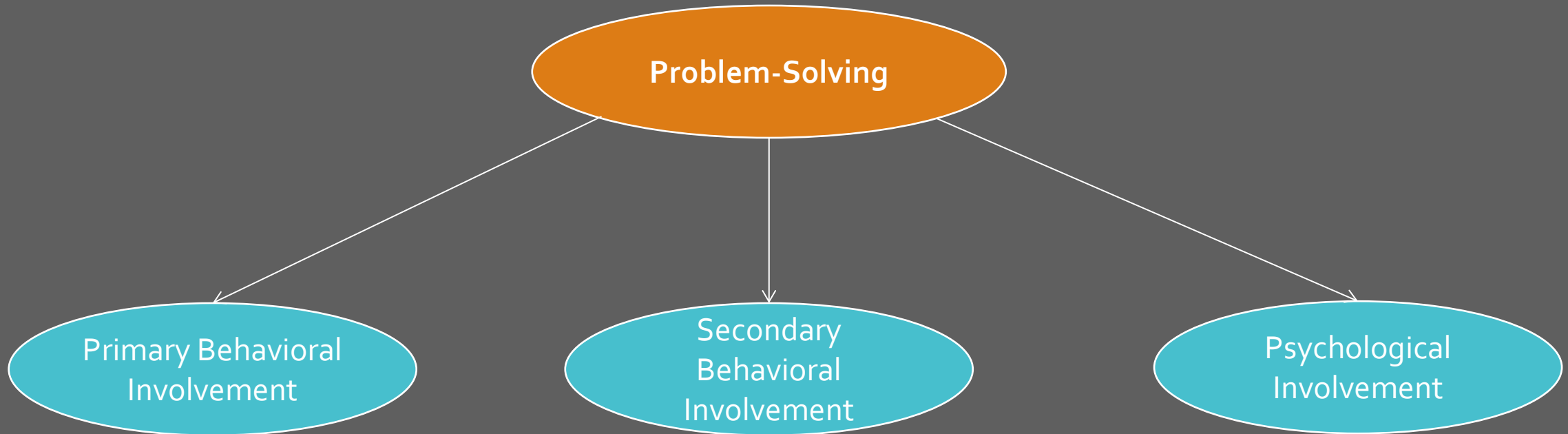
# DO THEY AGREE ON THE PROBLEM?



# IS IT WHAT THEY TALK ABOUT?



# HOW WE TALK ABOUT PROBLEMS

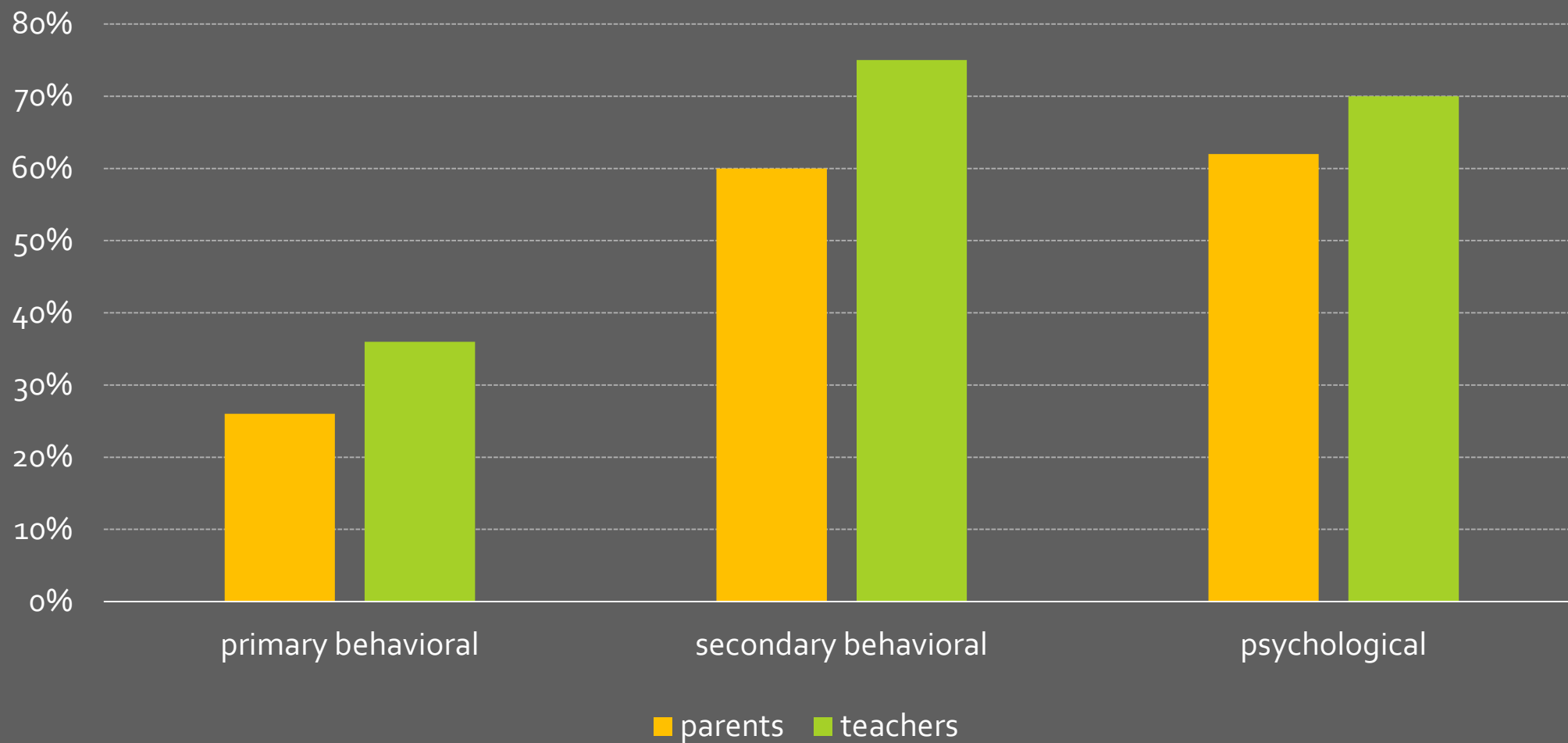


- What is the problem?
- Why is it happening?
- What should we do about it?
- Did it work?

- What are the student's strengths?
- What are school & home like?
- What are reasonable expectations?

- Be clear and direct
- Convey understanding
- Maintain engagement
- Take turns

# IS IT HOW THEY TALK WITH EACH OTHER?





# *PARTNERS IN SCHOOLS: A MODEL TO TALK ABOUT CHILDREN'S NEEDS*

## BEFORE

Ask about parent/  
teacher strengths

Discuss child's  
preferences

Select and rank order  
concerns

Frequency & severity  
of concerns

## DURING

Give notes

Discover mutual  
concern

Share strengths

Define & analyze  
concern, set a goal

Develop an evidence-  
based plan

Provide materials

Discuss home-school  
note

## AFTER

Frequency & severity  
of concerns

Determine next steps

# WHAT YOU CAN DO AS A PARENT OR TEACHER

- Start with a **POSITIVE** tone (team mates, not enemies – find something you agree on)
- **PLAN before you go into the meeting** (10 minutes! Write it down!)
- **CHOOSE** one shared challenge to start. Be specific!
- **PLAN** an intervention with clearly delineated responsibilities
- Agree on **OUTCOMES** and their measurement (how you will know it is working)
- **SHARE** results in writing (brief home-school note)
- **CELEBRATE** success or **TWEAK** the plan

# KEY TAKE-AWAYS



You can advocate for your child be being and active part of the school / treatment team

Your participation matters at every point in the process

As a parent, you have knowledge and understanding of your child that is valuable to the team.

# THANK YOU

- ❖ Parents, Teachers, & Administrators who participate in our work
- ❖ Research teams at all our sites
- ❖ Fund Sources
  - ❖ Autism Intervention Research Network for Behavioral Health (AIR-B; HRSA)
  - ❖ NIMH National Research Service Award (NRSA F32)
  - ❖ Autism Science Foundation (ASF) Research Enhancement Grant
  - ❖ McMorris Autism Early Intervention Initiative Fund Pilot Study Award
  - ❖ Institute for Education Sciences Award

