South Dakota State University

ECE 470: Early Childhood Education Inclusion Strategies

Concepts addressed in this course: Legislation and institutional responsibilities relating to exceptional students: family Involvement

Students should refer to:

Specifically, students should review:
I. Family Involvement in Developing Inclusive Programs
   a. Parents or guardians must be a member of any group that makes decision about whether or not a child has a disability as defined by law and the educational placement of the child.
   b. Families must be involved in deciding the least restrictive environment placement for the child’s educations.
   c. Parents or guardians must be involved with the development of the child’s IFSP or IEP.
   d. Parents or guardians have the right to a nondiscriminatory evaluation by a team of multidisciplinary team and in a way that is not biased by the child’s language, cultural background, or disability.
   e. Parents or guardians have the right to due process.
   f. Parents or guardians have the right to confidential results of all assessments, the right to see all records, and can give permission to be released.
   g. Parents or guardians have the right for the personnel working with their child to have personnel preparation to meet their needs of their child.
   h. Parents or guardians have the right for their child to be placed with peers who do not have disabilities.

II. Family Involvement in Intervention Practices
   a. Family-centered philosophy
   b. Family-centered communication
   c. Family-partnered problem solving
   d. Working with diverse families – developing cultural competence

Helpful websites include:
Family Village:  http://www.familyvillage.wisc.edu/index.html
Father’s Resource Center:  http://fathersresourcecenter.org
National Parent Information Network:  http://npin.org

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