

Family Involvement DEFINITION



♥ Parents and family/caregivers' involvement as active team members alongside various service providers

♥ Entails family taking a coordinator or facilitator role in their child's health and development

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.



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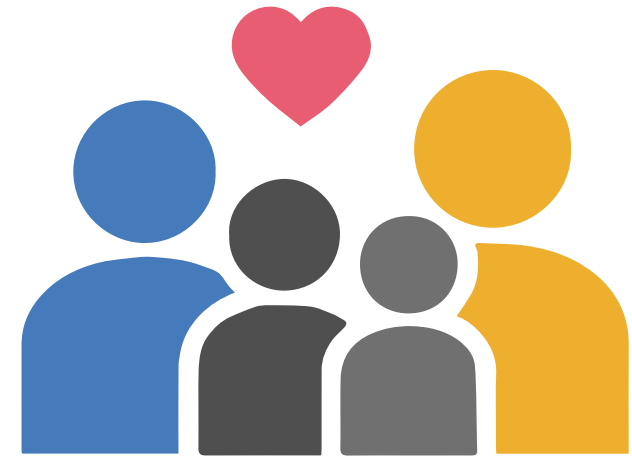


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Group for Optimizing
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GOLDs



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- 2 Gioia, G. A. (2014). Medical-School Partnership in Guiding Return to School Following Mild Traumatic Brain Injury in Youth. *Journal Of Child Neurology*, 31(1), 93-108.
- 3 Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A Model for Creating a Supportive Trauma-Informed Culture for Children in Preschool Settings. *Journal Of Child And Family Studies*, 24(6), 1650-1659.
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Principle 4: Family Involvement

Dana Anaby, Chantal Camden
and the GOLDs/OR Group

dana.anaby@mcgill.ca
chantal.camden@usherbrooke.ca

EXAMPLES

HealthyCHILD model: Working with parents as integral members of the team and as central collaborators to provide at-home services for the children with developmental delays, chronic conditions or challenging behaviours (Bagnato et al., 2004)

Head Smart Trauma Start: Mentoring parents of children who experience trauma in disadvantaged areas to create a trauma-informed culture in the pre-school setting and to promote family involvement in child's development (Holmes et al., 2015)

LEAP preschool model: Extensive skills training for family members of preschool children with autism to facilitate parents' management and involvement in child's behaviours (Strain et al., 2011)

Transdisciplinary approach: Allowing the needs of the child and family to dictate the team's goals and having parents take case-manager roles to facilitate educational programs of students with complex disabilities (Koskie & Freeze, 2000)



Evidence & OUTCOME

In collaboration with other principles, involving families:

- Improved students' attention and behaviour as rated by teachers and parents; as well as promoted positive classroom relationships as perceived by parents (Holmes et al., 2015)
- Was associated with a significant improvement on measures of cognitive, language, social, and problem behavior, and autism symptoms among pre-schoolers (Strain et al., 2011)
- Through ongoing communication between parents and the health and school systems facilitated return to school for students following a traumatic brain injury (Gioia, 2014)
- Through intensive family support to parents of pre-school to third grade students is recommended to support successful transition for students in disadvantaged areas (Reynolds et al., 2009)

Application IDEAS

- Empowering parents through skills training and information sessions
- Encouraging parents to take an active role in decision-making
- Family overseeing service provision and providing feedback to teachers or other professionals working with student
- Parents/caregivers taking part in team meetings and consulting and discussing intervention plans with teachers and professionals