



Using Training Modules to Promote Parent Involvement in the Transition Process

What is the evidence base?

- This is a research-based practice for **parents of students with disabilities** based on one methodologically sound group experimental study with random assignment across 30 parents of students with disabilities, one methodologically sound group experimental study with non-random assignment across 29 parents of students with disabilities, and one methodologically sound single-subject study across 12 parents of students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to promote family involvement is through the following website:

The National Alliance Center at PACER which is one of the OSEP funded parent training and information centers.

<http://www.taalliance.org/>

With whom was it implemented?

- Parents of students with:
 - Learning disabilities (LD) and/or mild to moderate intellectual disability (ID; n=30, 1 study)
 - Emotional and behavioral disorder (n=10, 1 study)
 - Emotional and behavior disorder and a learning disability (n=2, 1 study)
 - High incidence disabilities (i.e., LD, Mild ID, Autism; n=21, 1 study)
 - Low incidence disabilities (i.e., moderate to severe ID, multiple disabilities, autism; n=8, 1 study)
- Teachers (n=5)
- Parents ages ranged from 39-50
- Students ages ranged from 11-21
- Males (n=12), Females (n=29), Not reported (n=30)
- Ethnicity
 - Asian/Pacific Islander (n=30)
 - Caucasian (n=27)
 - Hispanic (n=2)

- Not reported (n=12)

What is the practice?

A training module is a unit of education or instruction with a relatively low student-to- teacher ratio, in which a single topic or a small section of a broad topic is studied for a given period of time. <http://thefreedictionary.com/module>.

The study used to establish the evidence base for using training modules to promote parent involvement in the transition process included:

- Dramatization using local Creole, audiovisuals, and question and answer methods to teach parents the basic concept of transition planning, various components of the transition planning process, and how to contribute as major decision makers in the transition planning conference for their child (Boone, 1992)
- Explanation of the procedures for the homework program, research on homework, self-management, parent participation and parent training. Then, modeling through role-play and practice using materials through role-play by the parents (Cancio, West, & Young, 2004).
- Description of school district and community agency transition services described in a district brochure on transition services; as well as question answer methods to assist parents in gaining an understanding of the brochure and to clarify parent questions concerning their individual child's eligibility for services (Young, Morgan, Callow-Heusser, & Lindstrom, 2016).

Where has it been implemented?

- Urban High School in Hawaii (1 study)
- Suburban School District (1 study)
- Home (1 study)

References used to establish this evidence base:

Boone, R. (1992). Involving culturally diverse parents in transition planning. *Career Development for Exceptional Individuals, 15*, 205-221.

Cancio, E. J., West, R. P., & Young, K. R. (2004). Improving mathematics homework completion and accuracy of students with EBD through self-management and parent participation. *Journal of Emotional and Behavioral Disorders, 12*, 9-22.

Young, J. Y., Morgan, R. L., Callow-Heusser, C. A., & Lindstrom, L. (2016). The effects of parent training on knowledge of transition services for students with disabilities. *Career Development and Transition for Exceptional Individuals, 39*, 79-87.

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