

# CONVERSATIONS WITH PARENTS TO HELP THEM 'GET IT'

THE EFFECTS OF DELAYS ON THEIR CHILD'S IMMEDIATE AND FUTURE LIFE.

1

---

---

---

---

---

---

---

---

## OBJECTIVES

- Participants will recognize how to prepare for a challenging discussion with a parent.
- Participants will recognize the parent's perspective.
- Participants will practice what they might say with a parent.

2

---

---

---

---

---

---

---

---

SO YOU'RE WORRIED ABOUT A STUDENT.



3

---

---

---

---

---

---

---

---

**BEFORE REPORTING THE CONCERN**

- Look** Look into what is truly considered a delay or concern..
- Think** Consider what it's like at home.
- Think** Consider any trauma the child has experienced (which might include an intruder drill).

4

---

---

---

---

---

---

---

---

**COMPARE NOTES WITH YOUR CO-TEACHER**



5

---

---

---

---




---

---

---

---

**GET INFORMATION TO HELP OTHERS UNDERSTAND YOUR CONCERNS**

-  TAKE COPIOUS NOTES ABOUT WHAT IS HAPPENING.
-  COLLECT SAMPLES OF SCHOOLWORK.
-  TAKE PHOTOS AND VIDEOS IF YOU ARE ALLOWED.

6

---

---

---

---

---

---

---

---

## BEHAVIOR OBSERVATIONS

- Pay close attention to what is happening immediately before and after the behavior.
- Write down what you observed, including the time of day or activity, such as transitions, bathroom or free play time.
- It's ideal if you can have an outside observer who can focus on the one child of concern.

7

---

---

---

---

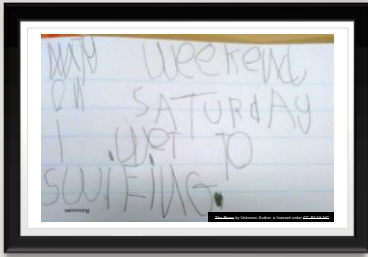
---

---

---

---

## SCHOOL WORK



8

---

---

---

---

---

---

---

---

## PHOTOS OR VIDEOS



9

---

---

---

---

---

---

---

---

TALK TO  
YOUR  
SUPERVISOR  
NEXT



10

---

---

---

---

---

---

---

---

THE  
APPROACH  
THE PARENT



11

---

---

---

---

---

---

---

---

THINGS TO KEEP IN MIND AS  
YOU TALK TO THE PARENT

12

---

---

---

---

---

---

---

---

WHAT IS YOUR SUGGESTED PLAN?



13

---

---

---

---

---

---

---

---

HOW DOES THE PARENT FEEL ABOUT YOUR PLAN?



OVERWHELMED?



HESITANT?



ANGRY?



RELIEVED THAT YOU SEE THE ISSUE, TOO?

14

---

---

---

---

---

---

---

---

WHAT DOES EACH PARTY NEED TO DO TO PROCEED?



15

---

---

---

---

---

---

---

---

SET A DATE  
TO  
REEVALUATE  
AND  
DISCUSS  
NEXT STEPS



16

---

---

---

---

---

---

---

---

REMEMBER TO TALK  
ABOUT ALL OF THE  
THINGS THE PARENT  
HAS DONE TO HELP  
HIS/HER CHILD TO  
SUCCEED  
EVERY CHILD IS  
DIFFERENT, WHICH  
MEANS THE JOB OF  
EVERY PARENT IS  
DIFFERENT.



17

---

---

---

---

---

---

---

---

**ACTIVITY:**

- PAIR UP TO TALK ABOUT A CONCERN YOU HAVE WITH A STUDENT
- PRACTICE TALKING ABOUT IT WITH "THE PARENT"
- LISTENERS, BE UPSET AND THROW UP CHALLENGES

18

---

---

---

---

---

---

---

---

HOW DID IT FEEL?

DO YOU FEEL  
BETTER PREPARED?



19

---

---

---

---

---

---

---

---

GO FORTH AND MAKE  
THE WORLD A BETTER  
PLACE!

20

---

---

---

---

---

---

---

---

CHRIS SCHMIDT  
SPECIAL INSTRUCTOR,  
MO FIRST STEPS  
314-452-1931  
[MCDEAM@GMAIL.COM](mailto:MCDEAM@GMAIL.COM)

21

---

---

---

---

---

---

---

---