

Checklist for Families

- Do I believe that I am an equal partner with responsibility for solving problems and making plans for my child?
- Am I able to see the professional as a person who is working with me on behalf of my child?
- Do I see my goal as the mutual understanding of problems so that we can work together to solve them?
- Do I maintain a file of important documents and correspondence so that I have a complete history of services provided to my child and family?
- Do I clearly express my own needs and the needs of my family to professionals in an assertive manner?
- Do I clearly state my desire to be an active participant in the decision-making process? Do I seek mutual agreement on ways to assure my involvement?
- Do I take an assertive role in planning and implementing my child's plan?
- Do I come to appointments having thought through the information I want to give and the questions I want answered?
- Do I accept the fact that a professional often has a large load of families and students to deal with and not just mine?
- Do I treat each professional as an individual and avoid letting past negative experiences or attitudes get in the way of establishing a good working relationship?
- Do I communicate quickly with professionals who are serving the needs of my child when there are family changes or other notable events in my child's life?
- Do I take the opportunity to communicate with other parents? Do we share stories and successes, and help each other to reduce isolation? Do I generously share the expertise I have gained?
- Do I encourage professionals to communicate with one another and to keep me informed as well?