Streamlined Partnership Development:
Transitioning to Inclusive Pre-Kindergarten

Sandra C. Nichols
University of Southern Mississippi, USA

Sunyoung Kim
iD https://orcid.org/0000-0002-7376-164X
University of Illinois at Chicago, USA

EXECUTIVE SUMMARY

Family engagement in the education of young children with disabilities is complex and can be overwhelming, especially for those from marginalized backgrounds. Subsequently, voices of families of color from low socioeconomic status are frequently silenced. Two issues that often affect this silencing are cultural differences and conflicting educational views. While we know the importance of establishing multi-disciplinary teams that support and encourage engagement of families from marginalized backgrounds, this seldom occurs. The present case study demonstrates how utilizing a partnership development process supported successful engagement in the multi-disciplinary team approach for the Blakemores, a family of color from a low socioeconomic background.

Partnership development is an area of implementation that wanes, specifically involving families from marginalized groups. While we know that teaming is effective practice, schools continue to struggle with the establishment of true partnerships with families of color from low socioeconomic environments.

FAMILY ENGAGEMENT

Adept family engagement, an essential element in the multi-disciplinary team process, positively effects educational outcomes of young children with disabilities, such as transition, inclusion, and IEP planning and implementation (Halgunseth, 2009). Family roles are, thus, crucial in young children's education, specifically because they must function as advocates, decision makers, and information exchangers. However, their roles in important educational activities (such as IEP design) are often devalued, compared to those of other professionals. Although several national policies (e.g., IDEIA) address the importance of equality in the relationship between family and professionals, families still express concern regarding the impact of their voices (Hammond, Ingalls, & Trussell, 2008).

Marginalized Family

The voices of families of children with disabilities from marginalized backgrounds due to their race/ethnicity or socioeconomic status (SES) have practically been silenced. Szumski and Karwowski (2012) reported that cultural factors such as SES highly relate to children's successful experiences in inclusive environments and parental engagement in children's education. While multifaceted issues affect the silencing of these families' voices, cultural differences and conflicting educational views are two pronounced concerns. First, many families of color from marginalized backgrounds experience conflicting values between mainstream and home, poverty, language issues, and/or legal status (Dotson-Blake, Foster & Gressard, 2009). Second, in educational settings, the marginalized family also often experiences challenges due to different definitions or concepts of disabilities, an English language deficiency, and/or unparalleled expectations related to collaboration with professionals (Harry, 2008).

Integration of the Family as an Important
Part of the Multi-Disciplinary Team

Furthermore, a conundrum, when working with families from marginalized backgrounds, is the cultural disconnect associated with autonomy that is often

8 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/streamlined-partnership-development/255884

Related Content

Quantization of Continuous Data for Pattern Based Rule Extraction
Andrew Hamilton-Wrightand Daniel W. Stashuk (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 1646-1652).*
www.irma-international.org/chapter/quantization-continuous-data-pattern-based/11039

Feature Reduction for Support Vector Machines
Shouxian Chengand Frank Y. Shih (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 870-877).*
www.irma-international.org/chapter/feature-reduction-support-vector-machines/10922

On Clustering Techniques
Sheng Maand Tao Li (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 264-268).*
www.irma-international.org/chapter/clustering-techniques/10831

The Effectiveness of Breakout Rooms in Blended Learning: A Case Study in the Faculty of Engineering, Design, and Information Technology (EDICT) Degree at Bahrain Polytechnic
Fatema Ahmed Waliand Zahra Tammam (2024). *Embracing Cutting-Edge Technology in Modern Educational Settings (pp. 69-92).*
www.irma-international.org/chapter/the-effectiveness-of-breakout-rooms-in-blended-learning/336191

Context-Driven Decision Mining
Alexander mirnov (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition (pp. 320-327).*
www.irma-international.org/chapter/context-driven-decision-mining/10839