

PIES

The background features a blue gradient with a series of stylized, light blue human figures holding hands. A banner is stretched across the figures, containing the acronym 'PIES' in large, bold, blue letters. The banner is divided into four segments, each containing one of the letters: 'P', 'I', 'E', and 'S'. The 'P' segment is labeled 'Planning', the 'I' segment is labeled 'Implementation', the 'E' segment is labeled 'Evaluation', and the 'S' segment is labeled 'Support'. The text on the banner is in a blue, sans-serif font, matching the color of the acronym.

Planning Implementation Evaluation Support

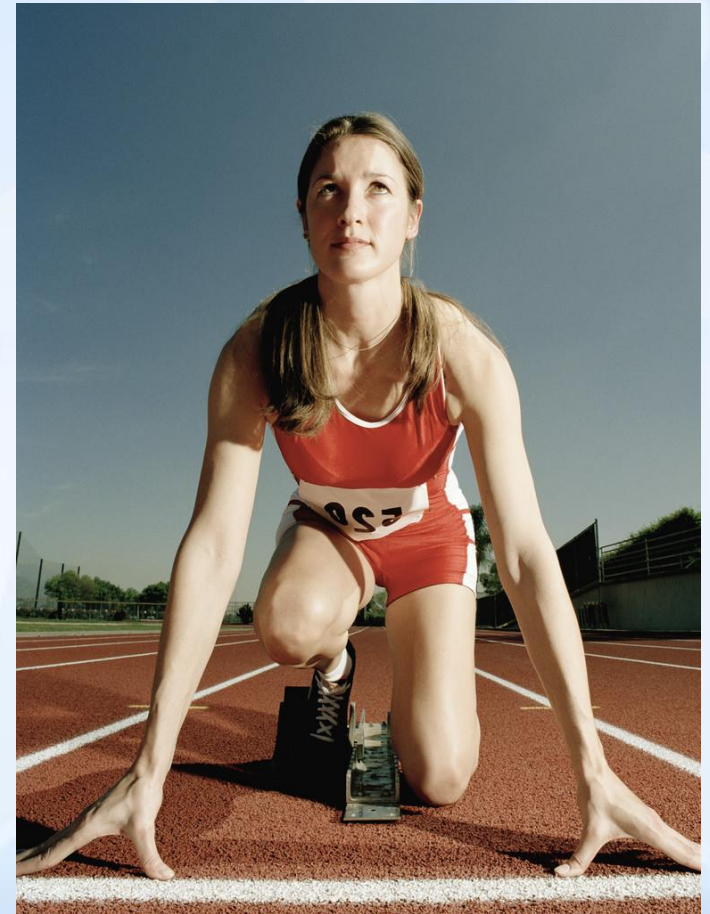
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**The Role of Meaningful Family
Involvement in Planning, Implementation
and Evaluation**

PLANNING:



Invite families from the very beginning of a project/stakeholder group.



IMPLEMENTATION



Where can we go to recruit families?

Can be internal *or* external to an organization/agency

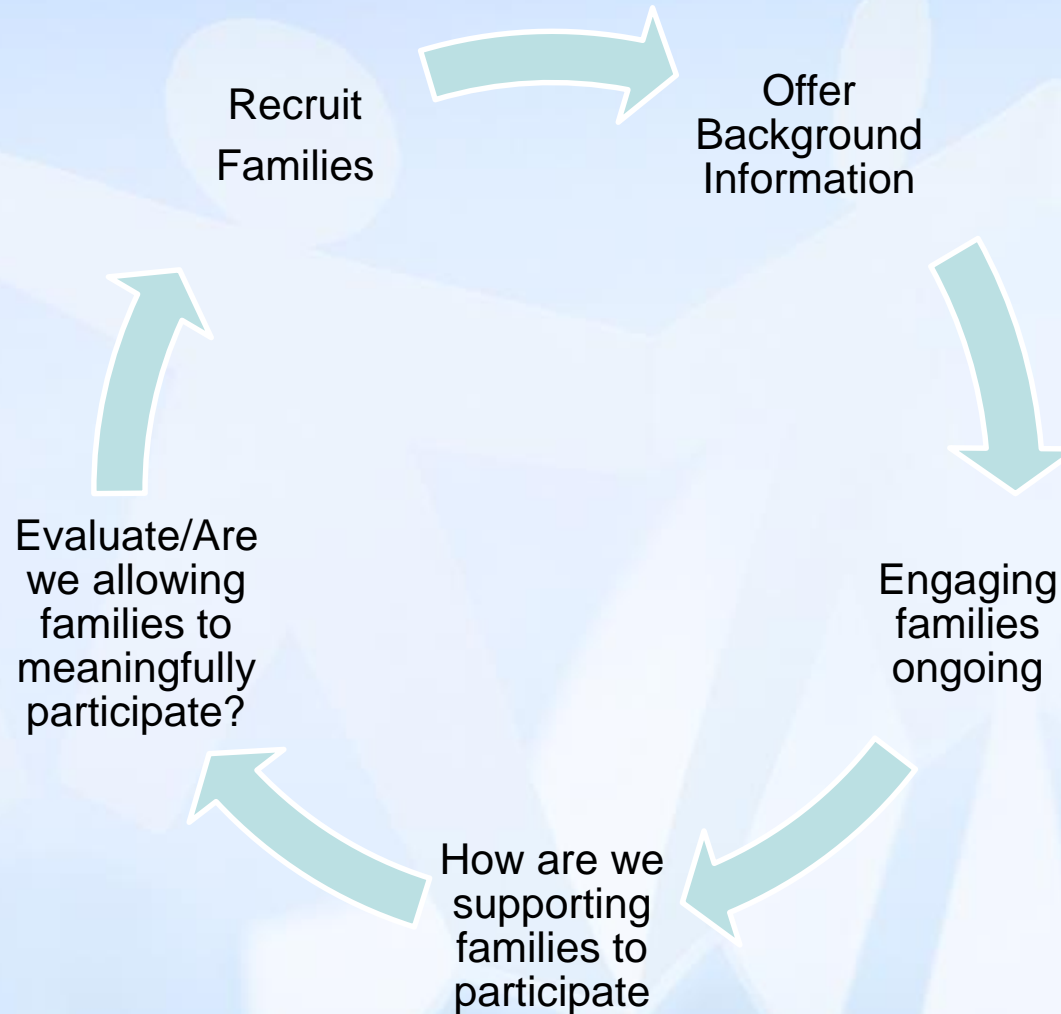
- A parent/professional on staff
- ICC Parent Representatives/State Advisory Council Representative
- Parent Co-Trainer of the Parent Training Center
- Parent Training and Information Center

Provide guidance on the progression of a defined scope of work

Engaging Families



An ongoing cyclical process



Questions to Ask...



- ☑ Is this the right time for the parent within their personal situation to join this stakeholder group?
 - ☑ Do they have what they need to make an informed decision about participating on this stakeholder group?
 - ☑ Time commitment, support to attend the meetings, etc.
 - ☑ Is there a reimbursement structure? Is this clearly explained to the parent? What is the process?
 - ☑ Is there more than one parent involved?
 - ☑ Don't want to be a token parent representative
 - ☑ Is there a mentor assigned to each parent?



Families need to be informed?

- What is their role?
 - Do they represent families or their own family experience only?
 - How can they connect with other families to truly be representative?
- How to meaningfully participate
- Changes in expectations as the project evolves

Things to consider



- ❓ Do we truly want to engage and allow families to participate?
 - ❓ Watch the body language and non verbal cues of the group
 - ❓ Watch the use of acronyms at the beginning
- ❓ Are written materials clear, visually appealing, informative, easy to read and understandable?
- ❓ Are there resources available to support families?
 - ❓ Is there funding support for family involvement?
 - ❓ If so, what is the mechanism and the process.
- ❓ How long is the commitment?
 - ❓ Short term, long term or ongoing?

Suggested Strategies



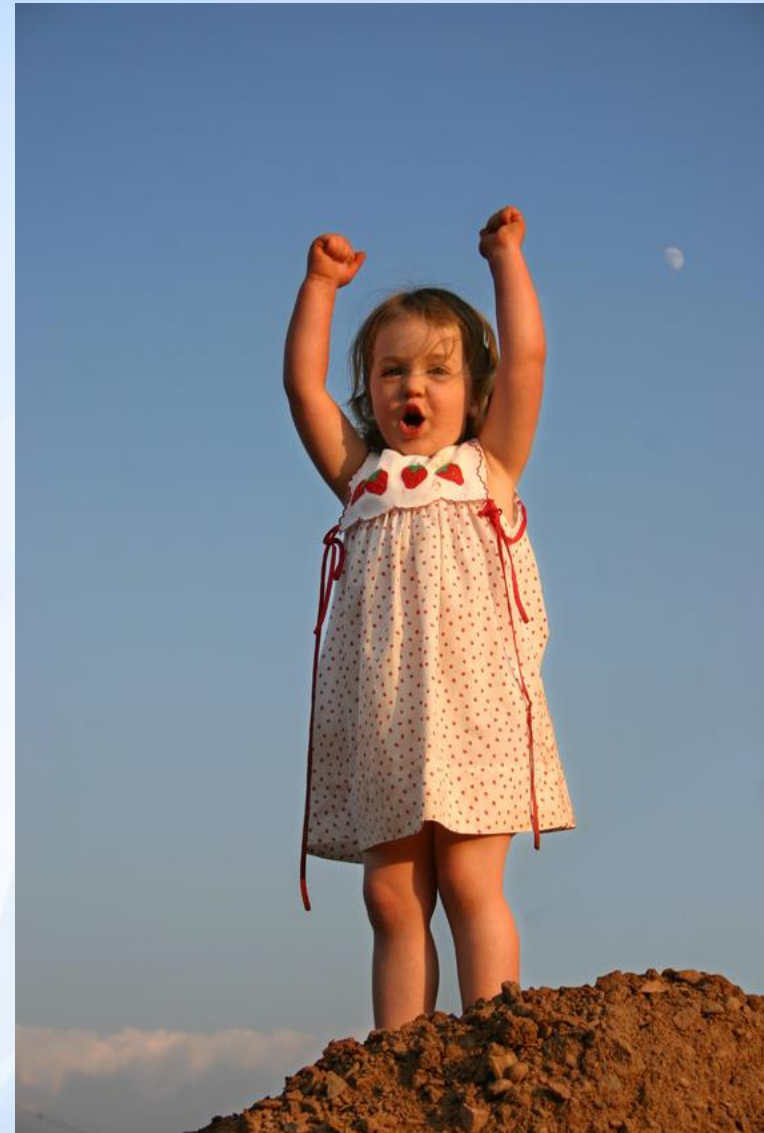
- ☑ Develop procedures to prepare families for active participation
- ☑ Develop guidelines or checklists for families to complete before each critical event
- ☑ Prepare a list of commonly used terms, acronyms and abbreviations
- ☑ Call on experienced parents to assist other families through the process

EVALUATE



- ☑ Are there ongoing training opportunities for families to grow their skills?
- ☑ Did we assign a mentor/support person for families to go to for any questions/clarification
- ☑ Ask the family member:
 - ☑ Are you offered the opportunity to meaningfully be involved?
 - ☑ Are there other opportunities that you are interested in?
 - ☑ Is there anything that we can do better to support families?
 - ☑ Is this still the right opportunity for you?
 - ☑ Do you feel effective in your involvement?

SUCCESS!



Take Home Messages!



- Invite more than one parent to participate
- Ask parents if this is the right time for them to participate (*don't assume*)
 - Provide expectations and time commitment
- Provide background information to prepare parents to meaningfully participate
- Funding mechanism to engage more than one parent
- Support/mentoring available for families