



## Step Three: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

### Demonstration Tiered Videos Annotated List

It is helpful to see and understand how family, school, and community partnering can be applied on a daily basis – and learn from those who are currently implementing partnering actions. These video examples are included to expand upon articles, data sources, and tools. Please reflect about each of these items and think about how the ideas and/or videos themselves might or might not be useful in your site or situation. All were chosen so that they could be easily incorporated into professional development opportunities, meetings, or reviewed independently and then possibly discussed with others.

#### Universal Tier

- Acknowledgement Movie (MakeADifference.com, n.d)  
<http://www.acknowledgmentmovie.com/>

Shares a story of a father, son and the importance of acknowledging caring and reaching out to all those involved in our students' lives.

- Flamboyant Foundation Video Clips (Flamboyant Foundation, n.d.)  
<https://www.youtube.com/user/FlamboyantFoundation/videos>

Demonstrates teachers, family members, and administrators sharing their experiences and actions supporting specific partnering practices that affect student performance and address various needs.

Note: There are many various clips from the Flamboyant Foundation at this site, which may be of interest to stakeholders.

*Why Parents Need Information About Student Performance*

*Making the Most of Parent-Teacher Conferences*

*Goal-Setting with Families*

*The Importance of Two-Way Communication*

*Making Positive Phone Calls Home*

*Scott's Reflection – "D's" Story*

*Catherine's Reflection- "J's" Story*



- Listening (The National Center for Dispute Resolution in Special Education, CADRE, n.d.)  
<http://www.directionservice.org/cadre/listeningmodule.cfm#>

Shares key components of *listening* for all stakeholders, as an important component of effective communication

## Targeted and Intensive Tiers

- RtI Problem Solving/Consultation Process Video – Behavior Example (Colorado Department of Education, 2009)  
<http://www2.cde.state.co.us/media/rti/training01/rtivideo02.html>

Applies the MTSS (or RtI) data-based problem-solving process to an individual student's behavior challenges, sharing data between home and school with the family as team members; demonstrates data use within the upper tier/layered supports level which could be a process chosen to be part of a partnering action plan.

- RtI Problem Solving/Consultation Process View – Academic Example (Colorado Department of Education, 2009)  
<http://www2.cde.state.co.us/media/rti/training01/rtivideo01.html>

Applies the MTSS (or RtI) data-based problem-solving process to an individual student's reading challenges, sharing data between home and school with the father as a team member; demonstrates data use within the upper tier/layered supports level which could be a process chosen to be part of a partnering action plan.

## Specific Special Education Supports

- An Overview of the Special Education Process; Un Repaso al Proceso de Education Especial (Colorado Department of Education, n.d.) (Spanish)  
<http://www.cde.state.co.us/cdesped/iepvideoenglish>  
<http://www.cde.state.co.us/cdesped/iepvideospansh>

Depicts the entire special education process from various viewpoints, including educators, families, students; shares the importance of mutual knowledge, joint understanding, and collaboration

- Collaborating with Families (The IRIS Center, Vanderbilt University, Peabody College of Education, n.d.)  
<http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>

Identifies key pieces of information educators need in understanding



families of students with disabilities and their journey; highlights a school leader and her staff.

- Tale of Two Conversations ((The National Center for Dispute Resolution in Special Education, CADRE, n.d.)  
<http://www.directionservice.org/cadre/PAvideo.cfm>

Shows an educator and family member discussing a child with special needs during two conversations, one with poor communication/results and the other with effective interaction and positive outcomes.