



# Building Pathways to Improved Collaboration in the PPT Process

Aspiring Leaders in Special Education Cohort 3 UCONN Center  
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# Spotlight Problem

- Caregivers do not always feel like they are part of the PPT team
  - They do not have the underlying understanding of why their child receives services
  - Their values/views are not asked
  - They are afraid to ask questions
- Students do not understand what a PPT is or what their role is
  - Many students do not know the specific disability they have or why they receive services
  - Students are scared to advocate for themselves
  - Students do not understand their strengths and weaknesses
- Teachers
  - At times, do not feel connected to the student or team
  - Do not know the information to bring - sometimes anecdotal information is ok



# Steps To Complete My Project

1

Identify the Problem

2

Build my Vision and  
Mission

3

Data Dig and Candid  
Conversations with  
Parents

4

Develop an Initial  
Plan

5

Create Documents,  
Surveys, and  
Templates

6

Educate







# Mission and Vision

**Vision :** To empower parents and school-based teams to work collaboratively to ensure that student program is cohesive and looks at the whole child (in the home and school setting) when planning and programming for academic, social, cognitive, and daily life functioning.

**Mission :** To develop a more cohesive Planning and Placement Team process where caregivers and school-based teams collaborate as one unit to meet the needs of the child.



# Strengths and Weaknesses

Goal: Identify the strengths and weaknesses of the process as it is now (PPT meetings and caregiver engagement)

Caregiver Survey and candid conversations

- What is working from the caregiver, PPS, and Gen Ed teacher's perspectives
- What is not working from the caregiver, PPS, and Gen Ed teachers perspectives

WHY?

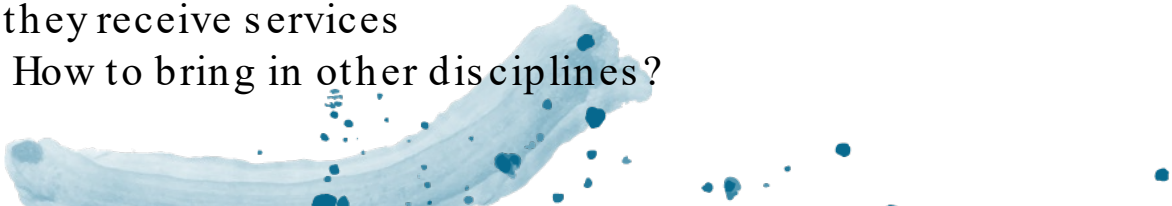
- Create a Before/During/After Checklist

# PPS and Gen Ed

- Create a document for teachers and support staff to use to document conversations or email points after speaking with a caregiver
  - This will ensure that caregiver concerns/thoughts are represented in paperwork and future actions
- Send Caregiver Engagement Questions home prior to a PPT so that talking points can be discussed at PPT meetings to ensure that caregiver thoughts/wishes/concerns are represented



# The Role of the Student

- In June of 2023, a regulation was passed that outlined the requirement for school teams to distribute handouts that are age/grade appropriate and in the appropriate languages, sharing what it means to be a student with an IEP/504 plan.
  - PPT teams should be inviting students to IEPs and 504s as early as third grade (earlier if caregivers would like). A caregiver can decline their child's attendance. A key portion of the meeting for the student to be there is the conversation surrounding accommodations.
  - Create a strengths and weaknesses document for students to reflect on their thoughts of what areas of school and home they are successful in and what they feel they still need to work on.
  - Discuss disability categories specific to students to start discussions on why they receive services
    - How to bring in other disciplines?
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# Conclusion

- 2 years to roll out for my existing caseload
  - Additional year to have social groups begin possible lessons on disability awareness

## OUTCOME:

- Greater caregiver participation
  - The whole team more aligned
  - Increased student engagement and success!