

IHE FACULTY CHECKLIST: PARTNERING WITH FAMILIES

	YES	NO	N/A
Do we have a process in place to assure that families understand what is required to be a member of the training team?			
An orientation or overview to the role of family partner including expectations? <ul style="list-style-type: none"> • Provide as much detail as possible about the family partner role. • What is expected by the family partner? <ul style="list-style-type: none"> - Share family story. - Embed experiences throughout multiple classes, beyond original story. - Recruit other families to share their experiences and story. - Facilitate breakout groups on a specific topic. - Be clear with what is being asked, communicate to avoid pitfalls. - Family involvement in design of courses, if applicable. 			
Timelines and frequency of courses and planning meetings. <ul style="list-style-type: none"> • Is this a one time presentation? • Ongoing opportunity throughout the entire semester. 			
Mentoring and ongoing support available, or where to go with questions. <ul style="list-style-type: none"> • Develop a structure for communication and ongoing support. • Provide family with someone to ask specific questions, could be another family who has been involved in the past, or faculty. • Consider partnering with the parent center in the state to assist with ongoing mentoring. 			
Details on the reimbursement process <ul style="list-style-type: none"> • Paperwork required. <ul style="list-style-type: none"> - Form of reimbursement, what information is required? - Frequency (when to submit for processing: by event, by month or semester) - Who processes the reimbursement? - Provide details on reimbursable activities. (what is covered? prep time, supplies, presentation time, travel, etc.) • Provide the family with the process that is clear and provides all the details including turnaround time for payment. 			
Specific questions to ask the Family Partner <ul style="list-style-type: none"> • Use the “Questions to Consider” checklist when recruiting family partners (page 2) 			
Developing the story <ul style="list-style-type: none"> • Provide as much detail for the family to include from their experiences in their story. (e.g., intake, assessment, evaluation, etc.) • Share the “Using Your Story to Teach” Toolkit. 			
Other:			

**QUESTIONS TO CONSIDER ASKING WHEN RECRUITING FAMILIES
TO PARTNER WITH HIGHER EDUCATION PROGRAMS:**

Name	
Age of child/ren	
Diagnosis (can be more than one)	
NICU experience Length of stay	
How did the family get connected with EI?	
Length of time in EI or ECSE	
Other interventions, e.g., private therapy, different types of therapy (not provided by EI) provide as much detail as possible	
Transitioned to public preschool or other community program	
Details family finds most relevant to share	

**BASED ON THE TOPIC OF THE CLASS: WHAT ASPECTS OF THE FAMILY EXPERIENCE IS THE
PROFESSOR LOOKING FOR, CHECK ALL THAT APPLY AND ADD SPECIFIC DETAILS?**

	CHECK	SPECIFIC DETAILS REQUESTED
Specific experience?		
Intake		
Family Involvement in Assessment		
Family Centered services		
Family Involvement in Intervention and Teaming		
Service Coordination		
IFSP/IEP process		
Family Involvement in Evaluation		
Family Involvement in Transition		
DEC Recommended Practice/s		
EI/ECSE Standard/s (which standard/s)		
Other:		

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