

## Welcome!

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Visit the event page to download a copy of "Collaboration Reflection Activity" which will be used during today's presentation..

[OneOp.org/learn/134976](https://OneOp.org/learn/134976)



Select **'Everyone'** from the drop-down menu when commenting in the chat pod.



Email us if you need tech support or have questions.

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# Improving Military Student Outcomes Through Effective Professional Collaboration

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## Improving Military Student Outcomes Through Effective Professional Collaboration



### Event Materials

Visit the **event page** to download a copy of the presentation slides and any additional resources.



### Continuing Education

This webinar has been approved to offer continuing education credit. Please stay tuned for more information!

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This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Military Family Readiness Policy, U.S. Department of Defense under Award Number 2019-48770-30366.

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## Today's Presenters

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**Dr. Kary Zarate**  
Assistant Professor  
University of Illinois at Urbana-Champaign

Served As:

Paraprofessional  
Special Educator

Research:

Collaborative Partnership in Special  
Education  
Teacher Preparation & Leadership

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## Today's Objectives

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1. Deepen our understanding of the central role, rights, and responsibilities of families within family-professional partnerships
2. Learn the primary tenets of strong family-school partnerships
3. Gain strategies for improving family-to-professional and professional-to-professional partnerships

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## Perception Poll



What colors do you see in the dress?

- a. White & Gold
- b. Blue & Black
- c. Other



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## What happens when collaboration occurs?

- **Academic** and **behavioral** outcomes improve
- School **climate** and **culture** improves
- Teachers use **stronger instructional** strategies
- Students demonstrate more **cooperation**

(Ronfeldt et al., 2015; Sanders et al., 2019; Huberman et al., 2012; Salend et al., 1997)

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## Family Rights

Parent and Family Engagement Policy:

“ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand”

“...shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports...”

(Every Student Succeeds Act, 20 U.S.C. § 6301, 2015)

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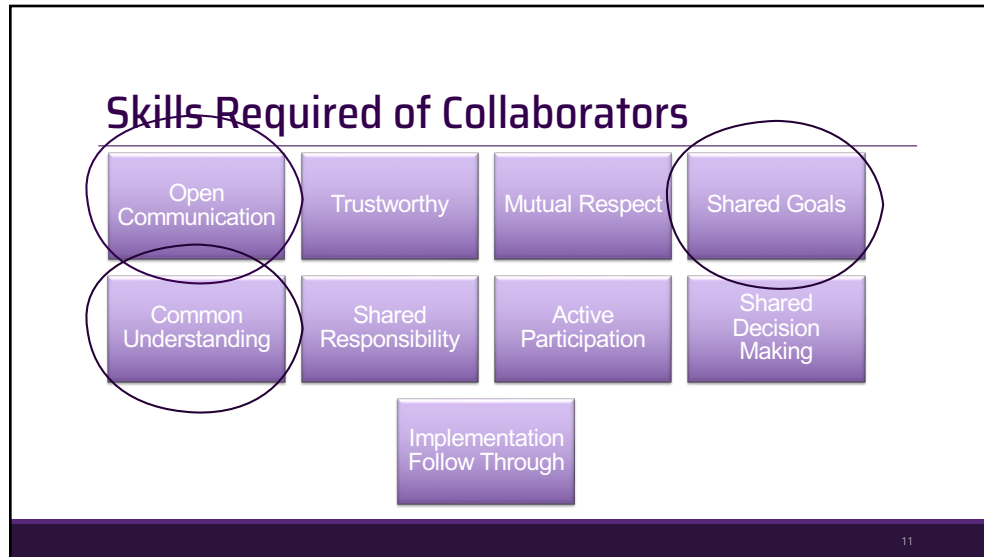
## Key Elements to Effective Partnerships



- Voluntary
- Each person's opinion is valued
- Mutual Goals
- Sharing of responsibility
- Sharing of resources
- Shared Accountability for outcomes
- Each person VALUES this style
- Each person TRUSTS one another

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## Consider Your Own Collaboration

We all have collaboration partnerships currently.


Think of one partnership that feels a bit stressed

In order to recognize how to improve that partnership, we need to do a bit of self-reflecting.

[Oneop.org/wp-content/uploads/2022/09/CollaborationReflection.pdf](https://oneop.org/wp-content/uploads/2022/09/CollaborationReflection.pdf)







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# Let's Digest!

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Anyone willing to share anything they found surprising in their inventory?

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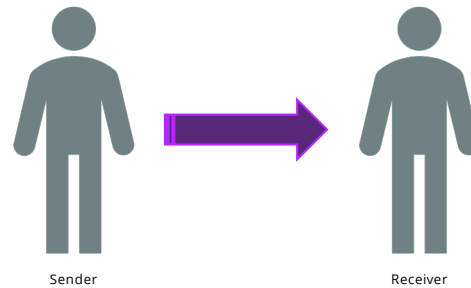
## Communication

Process & Style

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## The Communication Process: Linear

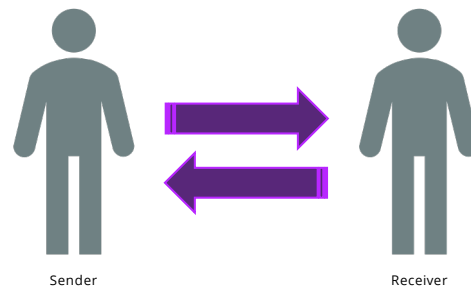


- One-Way
- Sender constructs
- Passive receiver
- Usually tech-based or not face-to-face
- Top-Down

(Friend, 2021)

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## The Communication Process: Interactional

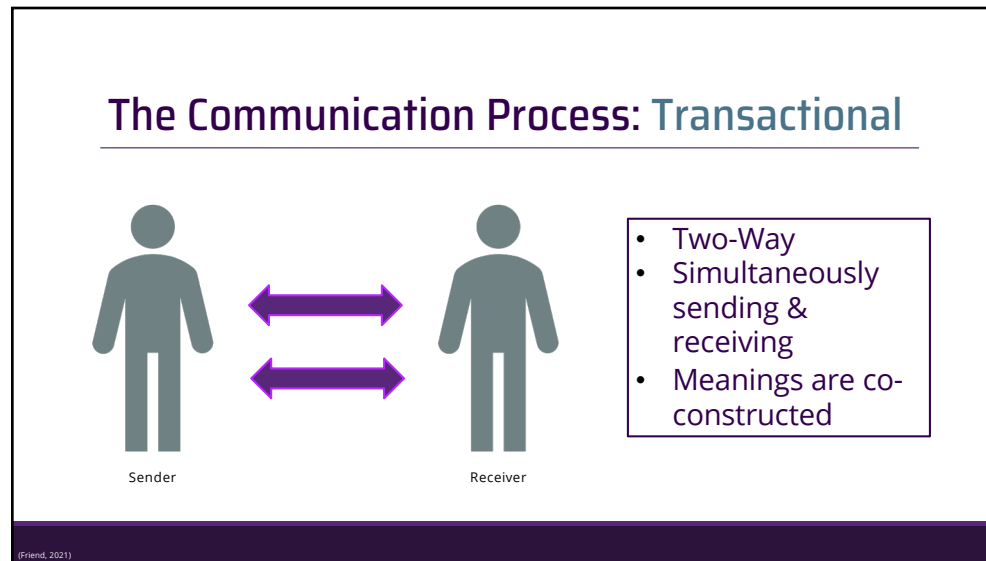


- Two-Way
- One at a time
- Send & wait
- Feedback
- Lecture or classroom style

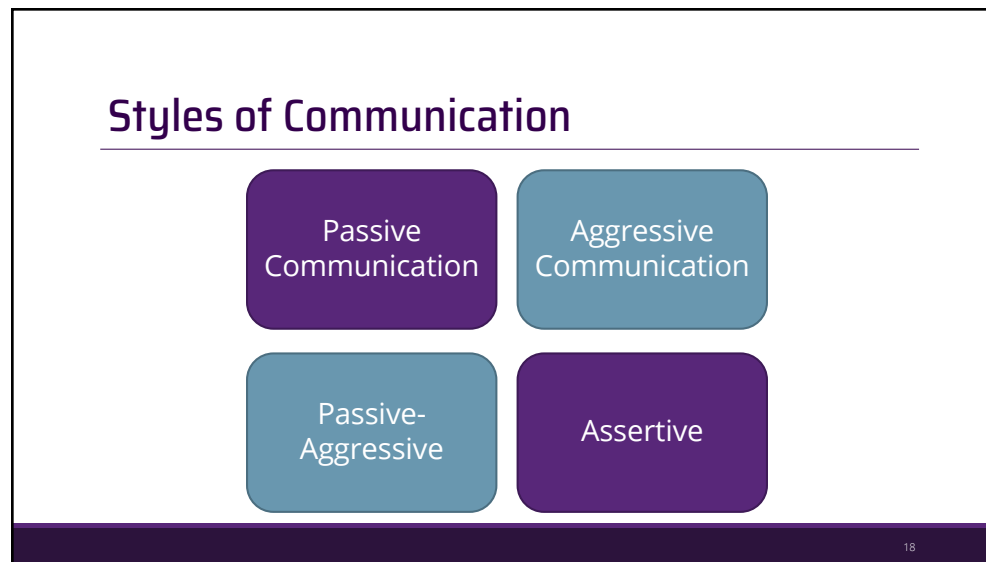
(Friend, 2021)

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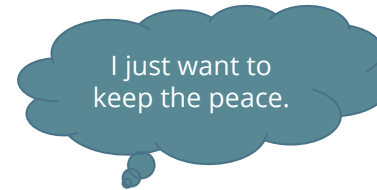


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## Passive Communication

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- Avoid expressing their opinions, feelings, and needs
- Typically, don't respond overtly to hurtful or anger-inducing situations
- Can be soft-spoken or apologize for more than necessary
- Can seem indifferent or struggle with eye contact (TIP: Consider cultural differences!)
- Can struggle to say "no"
- Can be very "go with the flow"
- When engaging in a conversation with a passive communicator, it can feel safe to talk to them



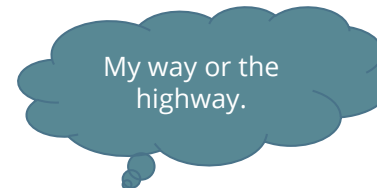
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## Aggressive Communication

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- Expressing needs/feelings/ideas sometimes at the expense of others
  - Although they may see it as standing up for their rights
- Can be hostile or defensive when confronted
- Tend to be loud, strong tones
- Can interrupt frequently
- Uses "you" statements
- Can be critical or blameful
- Can be seen as leaders and commanding of respect



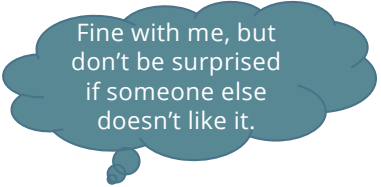
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## Passive-Aggressive Communication

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- Appear passive, subtly acts out in anger
- Exerts control using sarcasm and indirect communication
- Avoids confrontation
- Can use the "silent treatment"
- May have feelings of powerlessness
- Struggle to acknowledge their own feelings, even if they are aware of them
- May mutter to themselves



Fine with me, but  
don't be surprised  
if someone else  
doesn't like it.

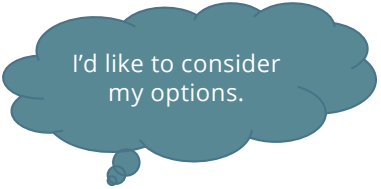
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## Assertive Communication

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- Stand up for your rights AND respect others' rights
- Firm voice, "I" statements
- Relaxed posture, smooth movements
- Direct and honest communication of thoughts and feelings
- Can be misinterpreted as aggressive (often happens to women)
- Might be a difficult style when personal safety is being threatened



I'd like to consider  
my options.

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## Comparing Styles

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Passive	<ul style="list-style-type: none"> <li>• Quiet affirming nods, "sure, that's fine".</li> </ul>
Aggressive	<ul style="list-style-type: none"> <li>• "Actually, that is NOT what I said. You HEARD it wrong".</li> </ul>
Passive-Aggressive	<ul style="list-style-type: none"> <li>• "Oh, sure, I'd LOVE to take resend that permission slip."</li> </ul>
Assertive	<ul style="list-style-type: none"> <li>• "I'd like to take some time to consider all the options before agreeing to this plan"</li> </ul>

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		High Regard for Self	
	Assertive	Aggressive Communication	
High regard for others	Passive Communication	Passive-Aggressive	Low regard for others
		Low Regard for Self	

- We go in and out of styles but tend to gravitate towards one more often.
- Which style do you most identify with?
- Which two styles do you think are the most conflicting?

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## Where Our Styles Come From




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Emotional needs – affect how you perceive your environment

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Past and current role models/mentors affect how you think, as well as your beliefs and attitudes

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Economic needs- time and quality of communication through development

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Values – affect how you make decisions

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Heredity – shaped your personality and who you are

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Experiences- success and failures

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Training and education – influence your attitudes and the strategies you use

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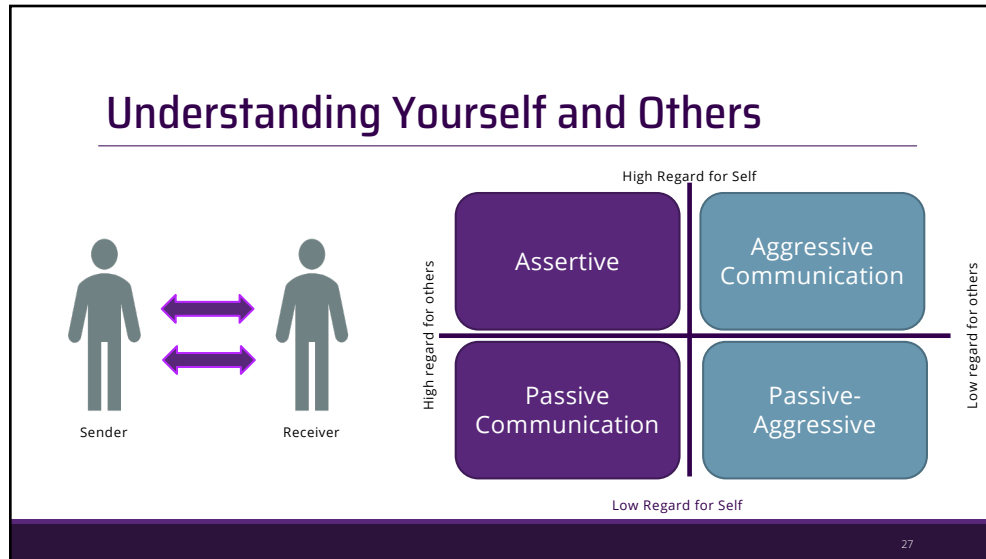
## Conversation Killers

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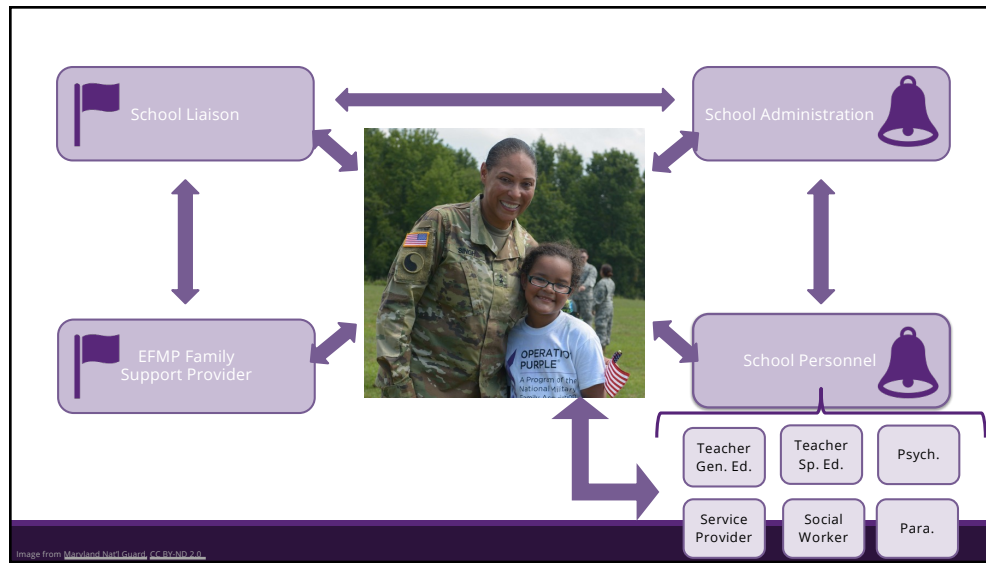
What phrases in conversational interactions will immediately cause you to react or check out?

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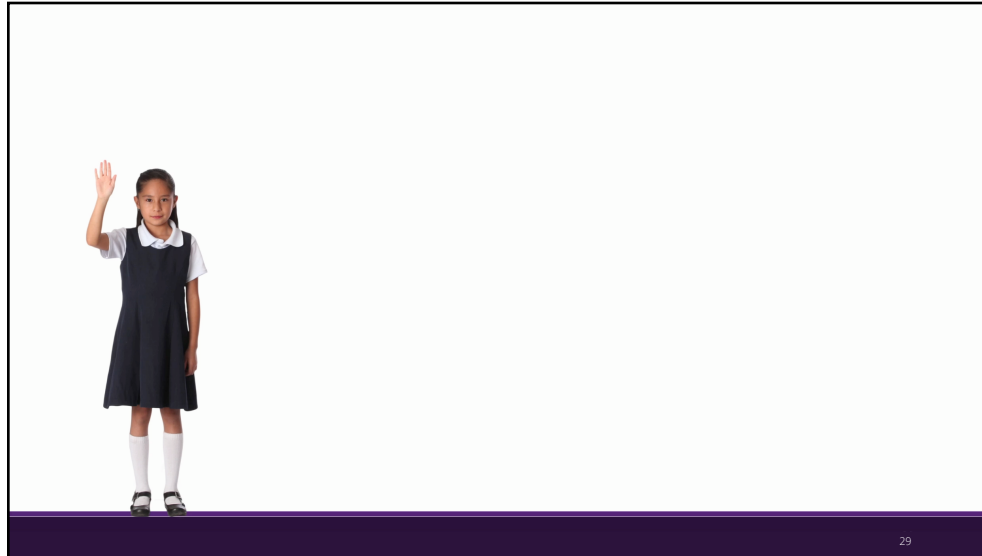
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## Strategy 1: Approach with Curiosity

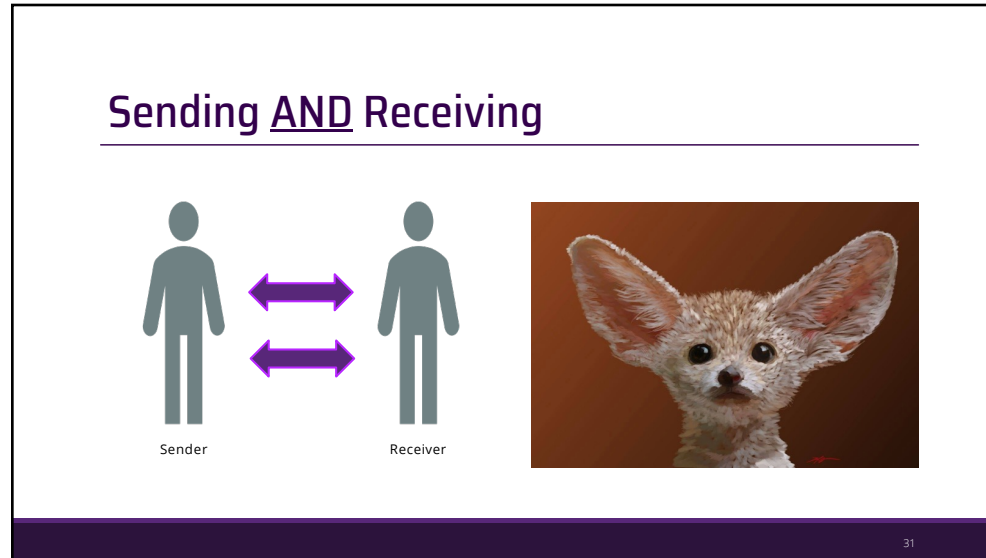
I wonder...

- What was my perception of that communication?
- Did my perception align with the sender's intent?
- Did I misinterpret the intent?
- Could something else be going on with the communicator that impacted their communication style in that moment?

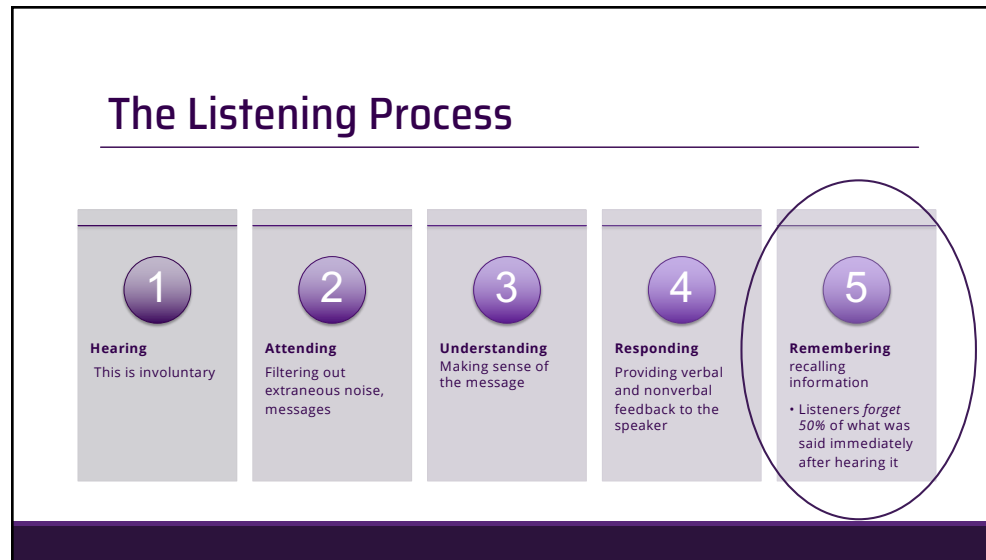
Rephrasing questions from closed to curious:

- Do you think this is a good idea? → What do you think of this idea?
- Does she even care about the kids? → What barriers are in the way of her returning communication?

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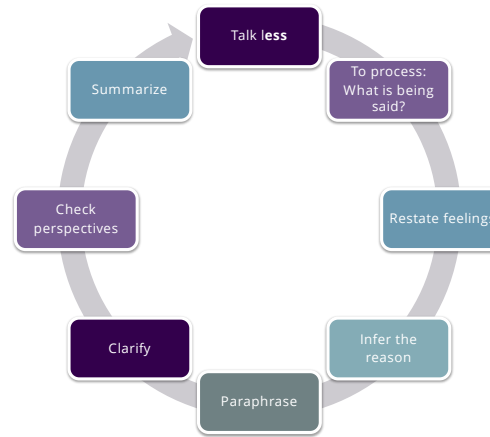
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Listening  
requires you  
to...



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## What Interferes with Listening

- Faulty Assumptions
- Insufficient time
- Rehearsed response
- Daydreaming
- "Hot/Ick" words
- Frame of reference
- Extraneous details

How will I get the kids to soccer practice and get dinner ready and check those emails?

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## Types of Non-Verbal Communication

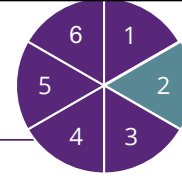
- Body Language
  - Facial Expression
  - Posture & Orientation
  - Gestures
- Vocal cues
  - Tone, pitch, volume, pacing, rhythm, use of silence
- Spatial Relations
  - Intimate Space, Personal Space, Social Space, Public Space

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## Strategy 2: Listen with Intention



### 1. Set your listening intention:

- To understand them
- To enjoy company
- To learn something
- To offer help or solace

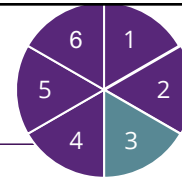
### 2. Respond with the intention in mind

- To understand them → Paraphrase
- To enjoy company → Acknowledge with non-verbals,
- To learn something → Ask clarifying questions
- To offer help or solace → Are you open to a suggestion, or do you want me to just listen?

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## Strategy 3: Grounding 3-3-3



Name:

- 3 things you can see
- 3 things you can hear
- Move 3 body parts

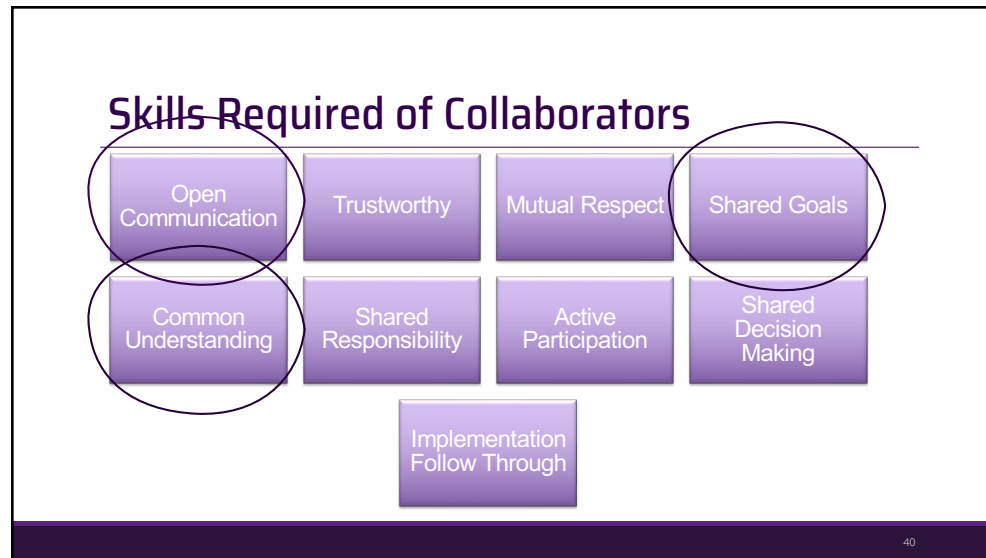


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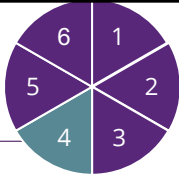



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### Strategy 4: Levels of Understanding



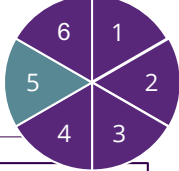
 “As you’re a new family here, it’s important for me to get an understanding of how much about school systems is review information and new information. Since today we are going to be talking about MTSS, IEPs, and special education, are these new acronyms to you?”

 “At any point, when we are discussing a school system, please let us know if you have been previously aware of the idea or if we need to go into more depth. I tend to default into a lot of detail but know that for some that can be too much information.”

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## Strategy 5: Ready-to-Go Questionnaire



- A pre-made get-to-know-your-**FAMILY** document
- Printed, Digital, and translated version
- Include an example that is personal to you
- Follow up on important family
  - At open-houses, conferences, or letter home
- Families may be weary of sharing for a variety of reasons.
  - “Share only as much information that is comfortable to you!”


**Sample Items**


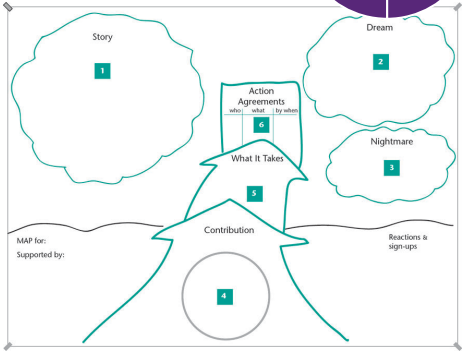
- Child's name, pronunciation, and preferred name
- A who's-who of the family. Space for names of siblings, grandparents etc.
- Family's interests or activities done together
  - Child's interests and dislikes.
- Space to share school excitements and fears
- Space for different types of goals:
  - Academic, social and/or behaviors
- Unique to us and important to know

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## Strategy 6: Person-Centered Plans or Maps

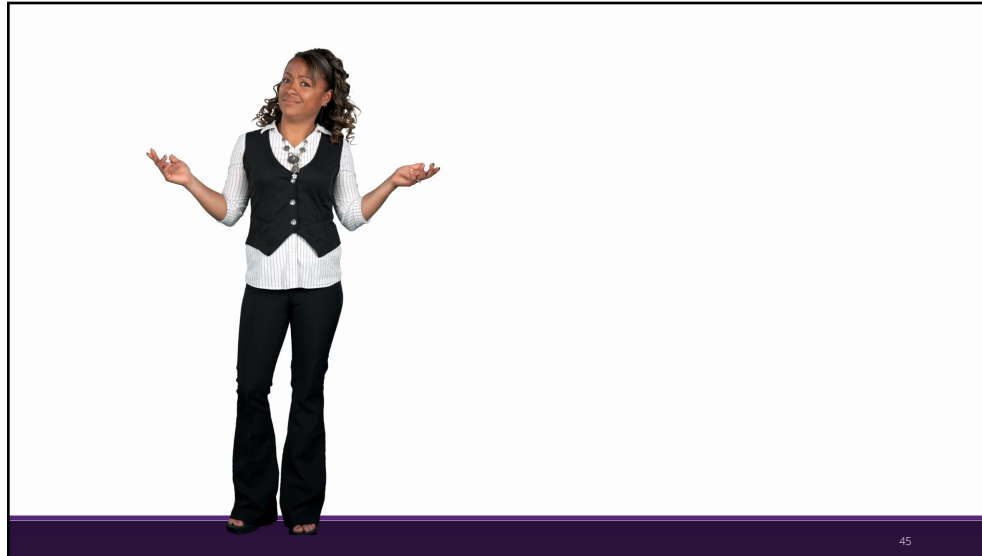


Images from [SensoryFriends.com](https://www.SensoryFriends.com) & [Inclusion.com](https://www.Inclusion.com)

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## Strategies in Action

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What Happened:

- Ms. Little recognized the meeting didn't go well and that Mrs. Cortez was distracted.
- Ms. Little decides to email the family to be sure everyone is on the same page.
- Mr. Cortez wants to talk via phone.

Despite her nervousness, Ms. Little calls him. Mr. Cortez and Mrs. Cortez's calm tone puts Ms. Little at ease.

Ms. Little asks how they perceived the meeting and what their next steps for Stephanie would be.

Ms. Little asks the Cortez's if everything is okay and noted a difference in the meeting's flow.

Non-verbal communication

➔

Shared goal setting

➔

Approaching with curiosity

➔

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## Review

- Perceptions will differ!
- Collaboration is built on communication.
  - Communication is a process for both senders and receivers
- We can communicate with intention but must be aware of ourselves.
- Creating common understandings and shared goals is essential to understand each other's perspectives.



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## Contact Us

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Kary Zarate

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## Upcoming Event

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### **Conflict Happens: Anticipating and Overcoming Challenges**

Wednesday, Sept. 13, 2023

This session discusses how to anticipate conflict, manage, and repair relationships when conflict occurs.

**Continuing education credit will be available for this session!**

[OneOp.org/learn/141447](https://OneOp.org/learn/141447)

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## Continuing Education

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This webinar has been approved for the following continuing education (CE) credits:



Thank you for participating in this evaluation.

**Board Certified Parent Assessment & Case Management** If you would like to receive 1.5 contact hours from the Patient Advocate Certification Board and/or the Commission for Case Management Certification, please click on this link to access your certificate: [https://www.oneop.org/ce/134976/134976](#)

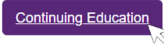
**Certified Family Life Educator** If you would like to receive 1.5 contact hours (0.15 CEU) from the National Council on Family Relations to Certified Family Life Educators (CFLE) for this webinar, please click on this link to access your certificate: [https://www.nccfr.org/ce/134976/134976](#)

**Educator professional** If you would like to receive a Certificate of Completion for general use and/or 1.5 State Continuing Education Clock Hours (SDCECH) for providers in Michigan, please click on this link to take the post-test: [https://www.oneop.org/ce/134976/134976](#)

**Social Workers, Licensed Professional Counselors, and Licensed Marriage and Family Therapists** If you would like to receive 1.5 CE credits for Social Work, LPC, and LMFTs from the University of Texas at Austin, Steve Hicks School of Social Work, please click on this link to take the post-test: [https://www.oneop.org/ce/134976/134976](#)

**Evaluation Link**

Go to the event page for the evaluation and post-test link.



**Questions?**

Email Robyn DiPietro-Wells:  
OneOpEarlyIntervention@gmail.com

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