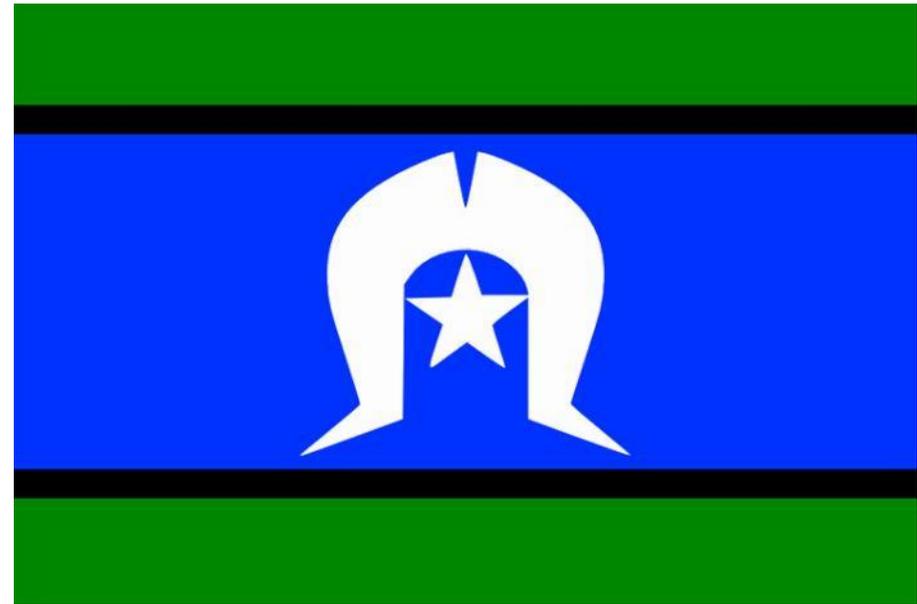




Schools and Families Together Program

Acknowledgement of Country

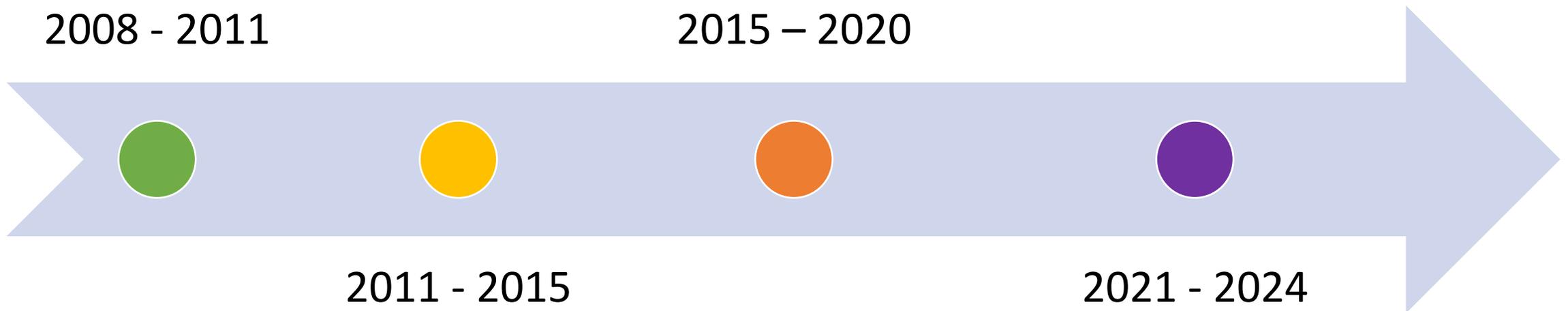




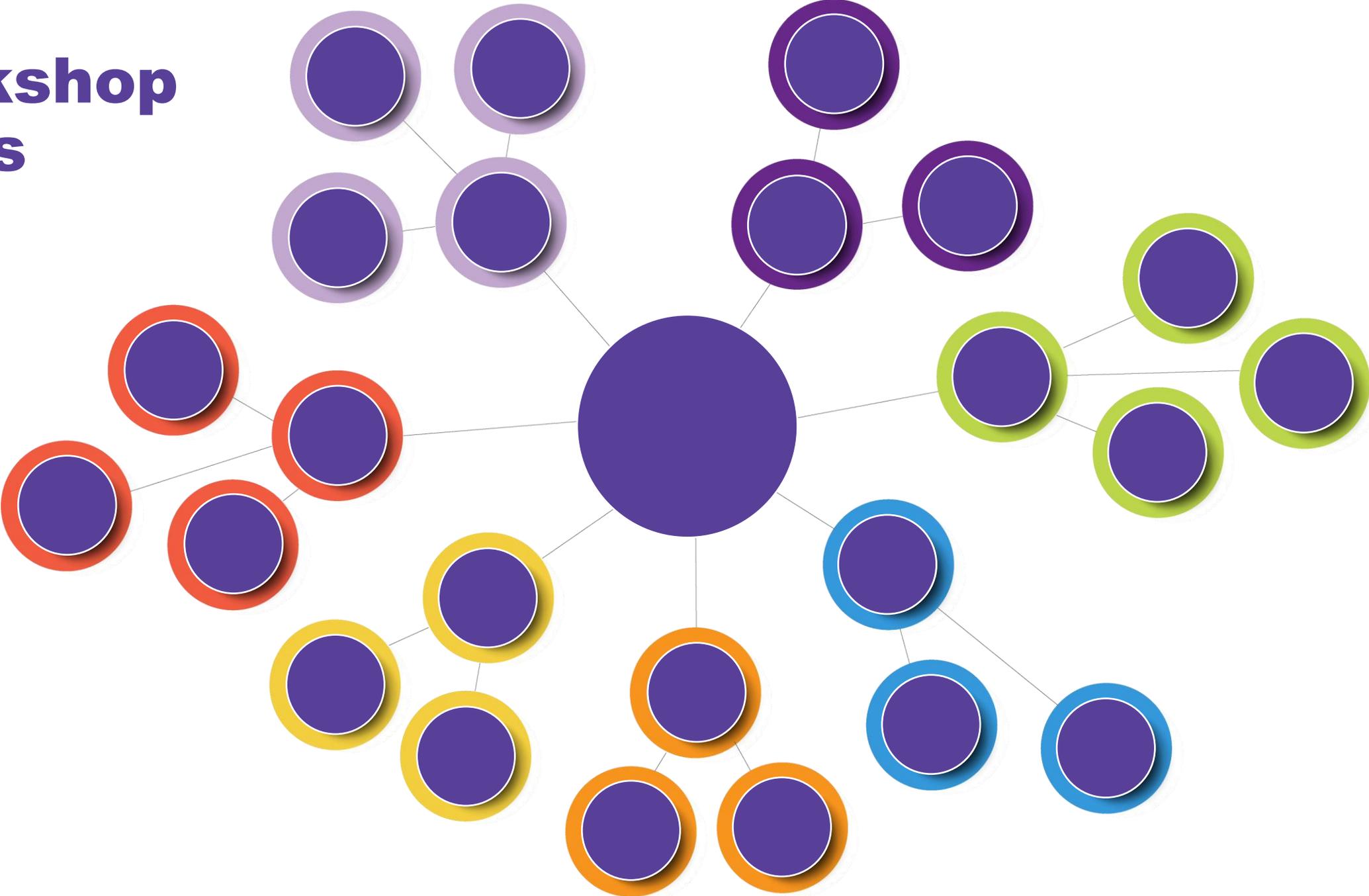
Who we are

Positive Partnerships is a national project funded by the [Australian Government Department of Education](#) through the Helping Children with Autism program. We're delivered by [Autism Spectrum Australia \(Aspect\)](#).

The **four phases** of Positive Partnerships



Workshop types



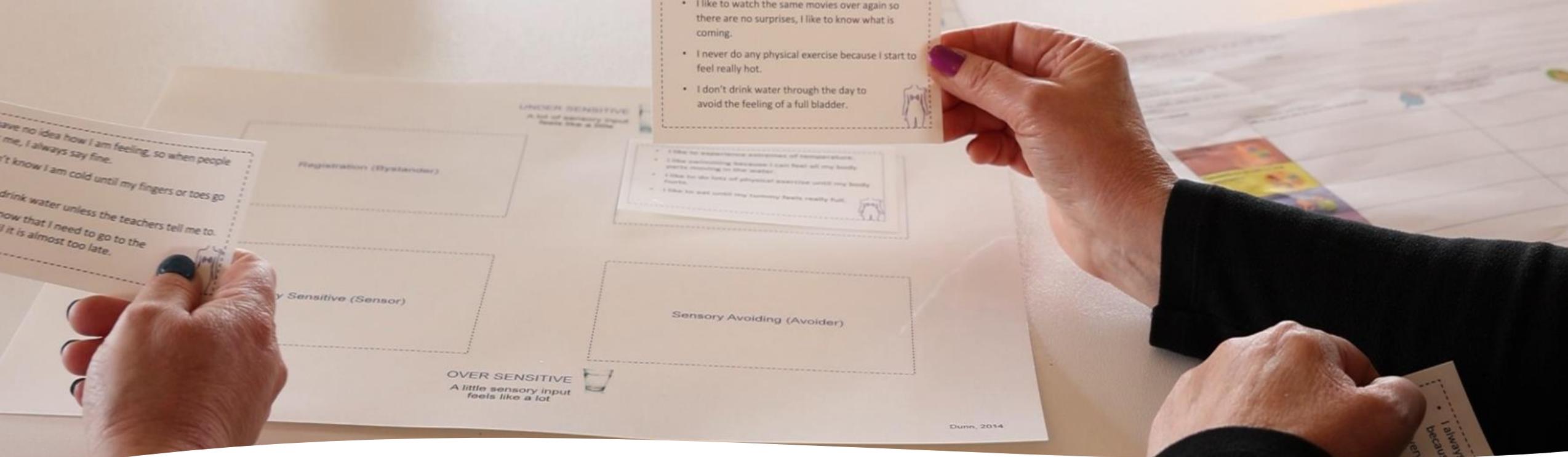
What do you believe are the most important factors in enabling a positive relationship between home and school?



“ When we look inward and challenge our assumptions and beliefs about families and communities, what we give is what we get returned. When we give our heartfelt care and commitment, time to listen and learn, and space for parent knowledge to be shared alongside our own knowledge, what we get is stronger schools, families, and communities. ”

(Pushor, 2011)





Workshop background

- Derived from our work with diverse communities
- Principal, teacher and parent consultations reflected that educators needed support to be better prepared and informed around parent engagement - hence 2-day workshop was established
- We invite school staff to day 1 (up to 4 staff, 2 teachers, leadership and SSO)
- Several weeks later, 2 teachers return with families for day 2

Workshop overview

DAY 1	
Session 1 8:30 – 9:00am	Introduction
9:00 – 10:40am	Beliefs and perspectives
10:40 – 11:00 am	MORNING TEA
Session 2 11:00 – 1:00pm	Diversity of autism
1:00 – 1:30 pm	LUNCH
Session 3 1:30 –2:55pm	Working together, Planning for Day 2
2:55 – 3:00 pm	Questions, feedback

DAY 2	
Session 1 9:30 – 9:50 am	Welcome back and reflections
9:50 – 11:00 am	Exploring team strengths The diversity of autism
11:00 – 11:20 am	MORNING TEA
Session 2 11:20 – 12:45 pm	<ul style="list-style-type: none"> • Communication and social skills • Sensory processing • Executive functioning
12:45 - 1.15 pm	LUNCH
Session 3 1:15 – 1:55 pm	<ul style="list-style-type: none"> • Self care and independence • Strategies
1:55 – 2:15 pm	Working together
2:15 – 2:30 pm	Feedback



Beliefs and Perspectives

- Diversity Walk- Intersectionality
- Personal perceptions- attitudes and beliefs
- Reactions to diagnosis
- Barriers and supports – teachers and families



Diversity of autism

- History of autism
- Neurodiversity and neurodiversity affirming approach
- Myths and facts
- Medical and social models
- Student voice and self-advocacy

Working Together and Planning

- Knowledge - Parent and teacher
- Family/School partnerships
- Power imbalance
- Family participation at your site



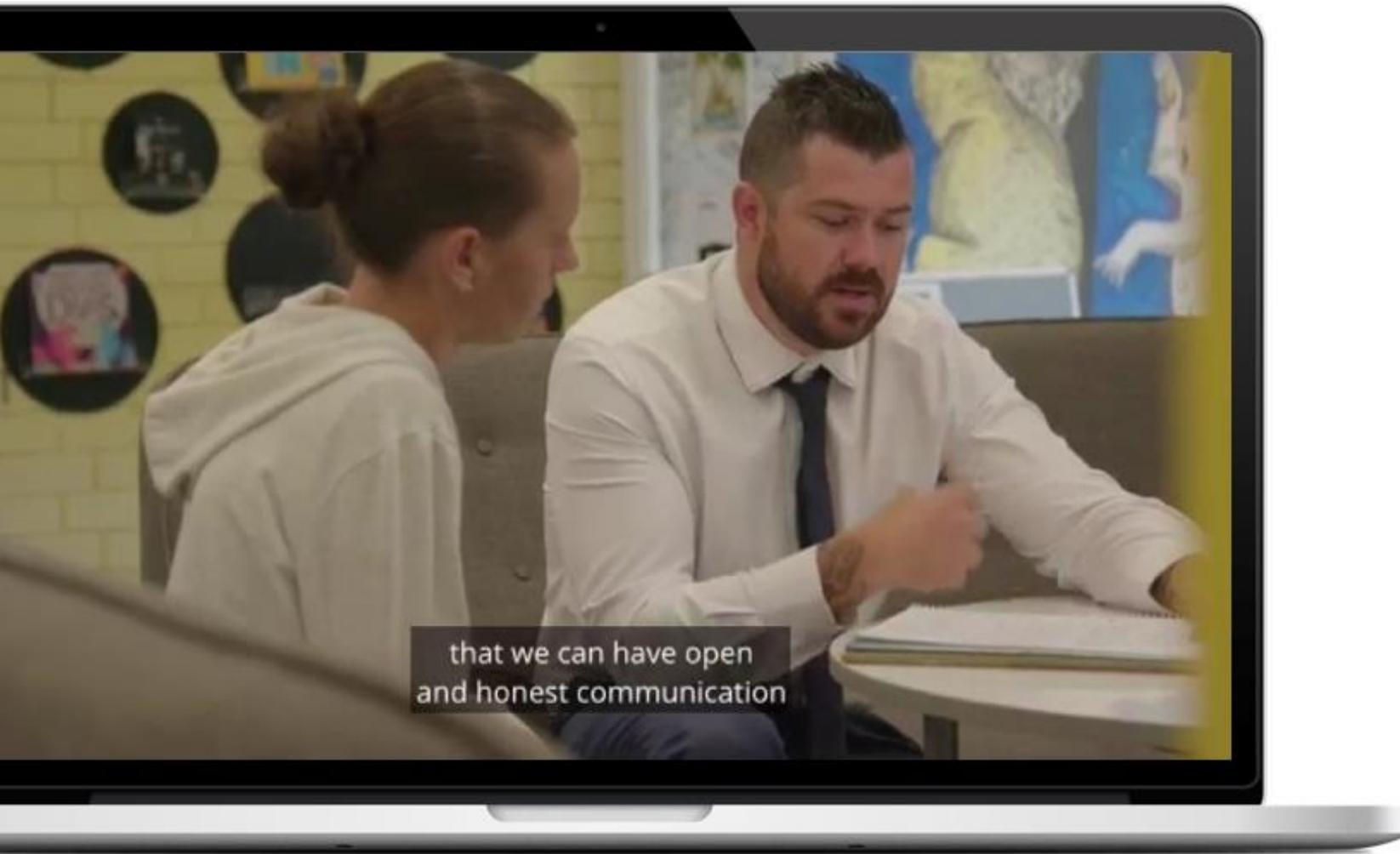
The core principles of effective family-school partnerships are:

- ✓ parents and families are the first and continuing educators of their children
- ✓ learning is lifelong and occurs in multiple settings
- ✓ partnerships, schools and school communities flourish when the diversity and strengths of families are valued and leveraged
- ✓ community engagement expands responsibility and resources
- ✓ partnerships grow from mutual trust, respect and responsibility
- ✓ partnerships need committed, collaborative and creative leadership

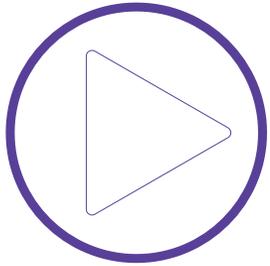


In your school groups discuss the core principles of effective family-school partnerships.

- 1. Pick one of the principles that resonate with you.**
- 2. Write down what this looks like, or could look like, in your school.**



Video content



Understanding the spectrum: Archie



<https://the-art-of-autism.com/understanding-the-spectrum-a-comic-strip-explanation/>

Planning for Day 2

Schools and Families Together – Planning for Day 2

Who will be attending?

School staff: _____

Family members: _____

How are you going to invite them?	What will support families to attend and participate in Day 2?	What can Positive Partnerships do to support you?
<p>Will you:</p> <ul style="list-style-type: none">- call them / organise a meeting to talk about the workshop?- put a flyer together?- direct families to our website?- send them a link or a video?	<p>Will your families need:</p> <ul style="list-style-type: none">- an interpreter?- transport?- literacy support?- a support person?	<p>We can provide:</p> <ul style="list-style-type: none">- resources in other languages- resources for First Nations families- free interpreters

Timetable

Session 1 9:30 – 9:50 am	Welcome and introductions
9:50 – 11:00 am	Exploring team strengths The diversity of autism <ul style="list-style-type: none">• Strengths and interests• Connections to culture and community
11:00 – 11:20 am	MORNING TEA
Session 2 11:20 – 12:45 pm	<ul style="list-style-type: none">• Communication and social skills• Sensory processing• Executive functioning
12:45 - 1.15 pm	LUNCH
Session 3 1:15 – 1:55 pm	<ul style="list-style-type: none">• Self care and independence• Strategies
1:55 – 2:15 pm	Working together
2:15 – 2:30 pm	Feedback

Workshop overview



Exploring team strengths

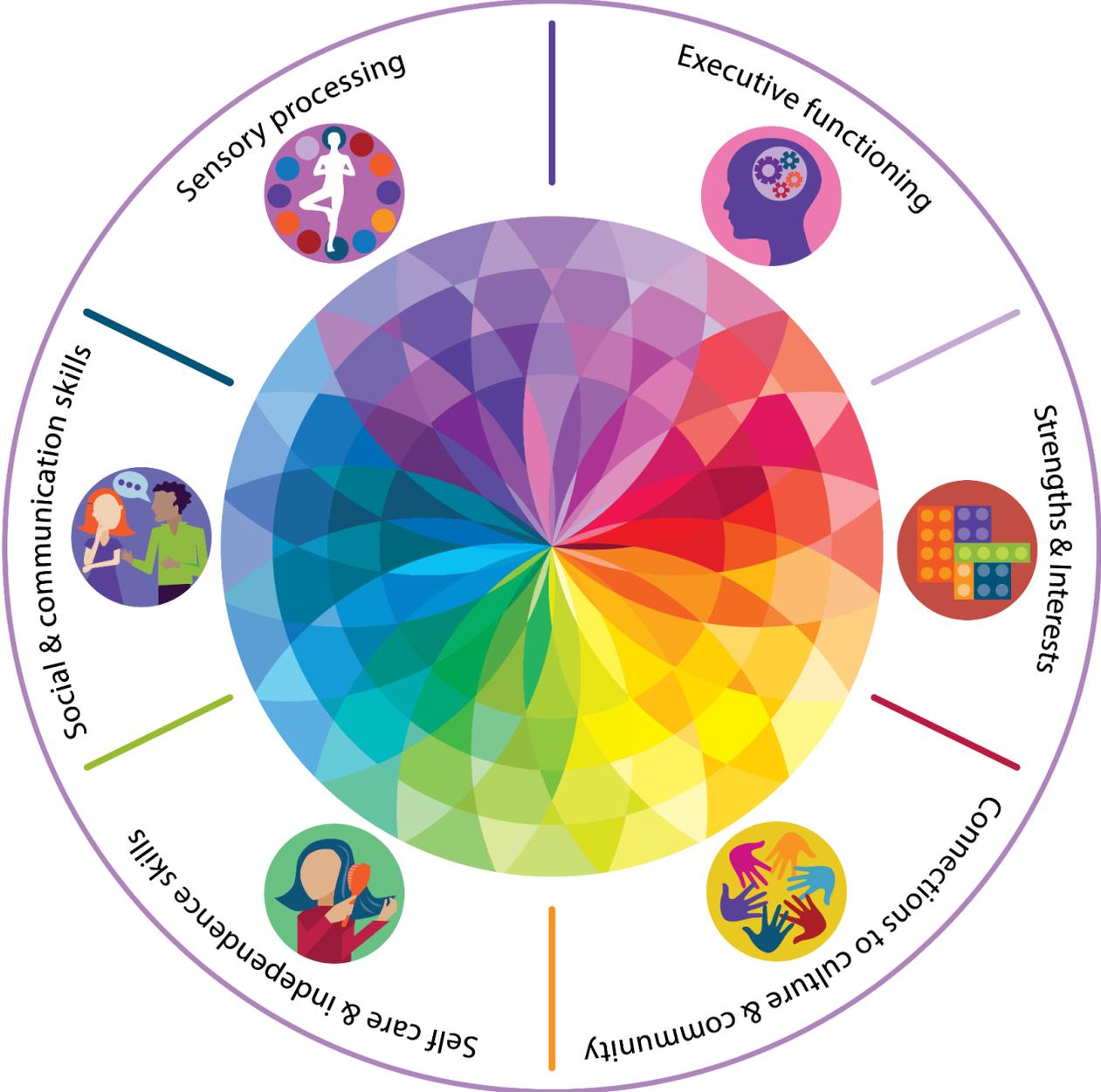
- Recapping Day 1 for parents
- Focusing on the young person's strengths
- Dimensions to successful collaboration
- What do we bring to the team?



Diversity of autism

- Planning Tool
- Diversity Wheel domains:
 - Strengths and interests
 - Connections to community and culture
 - Communication
 - Sensory Processing
 - Executive Functioning
 - Self-Care and Independence

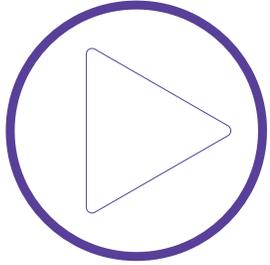
The Diversity Wheel



Diversity wheel is adapted from Rebecca Burgess' <https://the-art-of-autism.com/understanding-the-spectrum-a-comic-strip-explanation/>

Planning Tool

	Observations and examples. What can you see or hear the child doing? 	What are the helpful and unhelpful impacts on the child and others?  	What strategies and adjustments might help the child? 
Strengths and Interests 			
Connections to culture and community 			
Social Skills and Communication 			
Sensory Processing 			
Self Care and Independence 			
Executive Functioning Skills 			



Dean's Executive Functioning



I couldn't process or think about what was going on in class



Working Together

- Next steps
- When will the team next meet?
- What will you meet about?
- Partnership tools

Partnership tools

Partnership Communication Tool

How are we going to communicate as a home-school partnership? <small>(Circle or highlight the ones that are most useful to you)</small>	How often are we going to communicate this way and what are we going to communicate about?	Next steps and dates <small>(write in any meetings or planned communication and when they will happen)</small>
 Text		
 Email		
 App		
 Phone		
 Communication book		
 Face to face		
 Other		



Partnership Planning Template

 Working together to support action aged students on the autism spectrum

- This template may help parents/carers and school staff to work together. You can tick a box or write down extra ideas.
- The first column lists what has worked well.
- The second column lists what has been challenging.
- The third column lists what could help.

What has worked for you?	What has been challenging?	What could help?
<input type="checkbox"/> Regular face-to-face catch-ups	<input type="checkbox"/> Ongoing written communication between home and school	<input type="checkbox"/> Having a regular time to meet
<input type="checkbox"/> Regular written feedback, i.e. communication book, reports.	<input type="checkbox"/> Sharing of goals and concerns	<input type="checkbox"/> Ongoing written communication between home and school
<input type="checkbox"/> Regular text messages	<input type="checkbox"/> Finding a time for parents and schools to speak	<input type="checkbox"/> Having an advocate or support person at the meetings
<input type="checkbox"/> Regular emails	<input type="checkbox"/> Understanding what is important to talk about	<input type="checkbox"/> Sharing how things are going at home or at school
<input type="checkbox"/> Regular video conferencing	<input type="checkbox"/> Feeling heard	<input type="checkbox"/> Sharing key things that may impact on home or school
<input type="checkbox"/> Recorded meetings, i.e. audio, video.	<input type="checkbox"/> Communication, i.e. expressing myself	<input type="checkbox"/> Voice of the young person being included
<input type="checkbox"/> Meetings with an advocate	<input type="checkbox"/> Listening for extended periods of time	<input type="checkbox"/> List of goals
<input type="checkbox"/> Group meetings with an advocate	<input type="checkbox"/> Environment, i.e. fluorescent lighting, noise levels	<input type="checkbox"/> Different meeting environment
<input type="checkbox"/> _____	<input type="checkbox"/> Negative experiences in the past	<input type="checkbox"/> Visual support for ideas shared in meetings
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Teacher feedback

“This workshop is extremely informative and offers so many realistic strategies to be implemented by both teachers and parents.”

“I really enjoyed the collaboration between parents and teachers. It has created a great foundation of knowledge and communication that will benefit my child.”

Parent feedback

Parent feedback

“This is a fabulous kick in the butt for parents and schools to work together to help our children. It strips away ego’s and focuses on child centred support between home and school. It doesn’t focus on telling you how to educate an autistic person, it focuses on how you can adapt to teach the autistic person with their voice and needs at the forefront.”



positive partnerships

Working together to support school-aged
students on the autism spectrum



LinkedIn Positive Partnerships



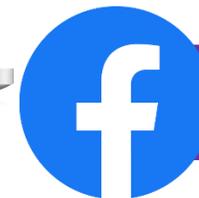
Instagram @positivepartnerships



Threads @PositivePartnerships



pinterest.com.au/
PositivePartnershipsAustralia/



facebook.com/PositivePartnershipsAU

positivepartnerships.com.au



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Working together to support school-aged
students on the autism spectrum