

<p style="text-align: center;">Outreach Parent Liaison Individual Family Support Levels</p>		
Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>• Listen with empathy to gain understanding</li> <li>• Support family in de-escalation</li> <li>• Help family distinguish emotion from fact</li> <li>• Provide informational resources</li> <li>• Connect to resource/services (e.g. community/state resources)</li> <li>• Help families understand options (e.g. open enrollment, dispute resolution, 504 v. IEP, manifestation determination)</li> <li>• Help families understand principles of IDEA: <ul style="list-style-type: none"> <li>◦ FAPE</li> <li>◦ LRE (e.g. understand special education continuum and placement options)</li> <li>◦ Evaluation (e.g. Disability Suspect, Re-eval, Performance Domains, IEE, Educational v. Medical Models)</li> <li>◦ Parental Participation (e.g. decision making, advocacy)</li> <li>◦ IEP (e.g. components of an IEP, team members, accommodations/modifications, progress monitoring, specialized transportation)</li> <li>◦ Procedural Safeguards (e.g. PWN, dispute resolution options under IDEA/OCR/WDE)</li> </ul> </li> <li>• Help families understand: <ul style="list-style-type: none"> <li>◦ Section 504</li> <li>◦ Health services and accommodations in the IEP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Support/empower family by helping them develop essential questions to use with their child's team</li> <li>• Provide deeper knowledge of IDEA rules related to the family issue/concern</li> <li>• Support family in exploring options at a deeper level (e.g. options for dispute resolution, options for placement)</li> <li>• Help families understand case law and other educational laws (ESSA, FERPA, Compulsory attendance) and how it could apply to their situation</li> <li>• Coach/support/empower family to help them prepare for a meeting by prioritizing and articulating their concerns/requests/expectations</li> <li>• Support family by debriefing after the meeting</li> <li>• Gather more information from the education system about the issue/concern as needed</li> <li>• Coach/partner/collaborate with the educators regarding the family situation/issue</li> <li>• Attendance at IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Coach/support/empower family by helping them prepare for a meeting by prioritizing and articulating their concerns/requests/expectations</li> <li>• Support family by debriefing after the meeting</li> <li>• Gathering more information from education system about the issue/concern as needed</li> <li>• Coach/partner/collaborate with the educators regarding the family situation/issue</li> <li>• Attendance at IEP meetings</li> <li>• Support family in a facilitated IEP meeting (WDE)</li> <li>• Support State Complaint process by helping family understand how &amp; results (e.g. impact to FAPE, timeline, options for mediation, review of State Complaint Decision)</li> <li>• Attend Mediation offered by WDE after a State Complaint has been filed</li> <li>• Attend State Mediation</li> <li>• Attend a Resolution Meeting/Mediation (after Due Process Complaint has been filed)</li> </ul>

<ul style="list-style-type: none"><li>○ Challenging behavior (e.g. FBAs, BIPs, Manifestation Determination, Chapter 7)</li><li>○ Transition planning from IFSP to Early Childhood Special Education (IEP)</li><li>○ Post-secondary transition planning (e.g. transition assessments, goals related to living/learning/working)</li></ul>		
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