

A Checklist for Effective Parent-Professional Collaboration

Note:

This checklist was adapted for the March 26, 2014 PNSAS Student Assistance Liaison Professional Development WebEx entitled "Is It Resistance or Something Else?" from appendices in a CASSP discussion paper entitled "Parent/Professional Collaboration: The Current Reality and Challenges for the Future" by Joyce Robin Borden and Glenda Z. Fine, published in November of 1996". Used by permission. See original citation at the bottom of this document.

For Parents:

- Do I believe that I am an equal partner with professionals, accepting my share of the responsibility for solving problems and making plans on behalf of my child?
- Am I able to see the professional as a person who is working with me for the well-being of my child?
- Do I see my goal for interactions with professionals the mutual understanding of a problem so that we can take action as a team to alleviate the problem?
- Do I clearly express my own needs and the needs of my family to professionals in an assertive, (*not aggressive*) manner?
- Do I state my desire to be an active participant in the decision-making process concerning services for my child and do I seek mutual agreement on the means to insure my involvement?
- *Do I take an active, assertive role in my child's education?*
- Do I come to (meetings) having thought through the information I want to give and the questions I want answered?
- Do I accept the fact that a professional often has responsibility for service coordination and communication with many families including my own?
- Do I treat each professional as an individual and avoid letting past negative experiences or negative attitudes get in the way of establishing a good working relationship?
- Do I communicate quickly with professionals who are serving the needs of my child when there are significant changes or when notable situations occur?
- Do I encourage the professional involved with my child to communicate with each other and to keep me informed as well?
- When I make a commitment to a professional for a plan of action, do I follow through and complete that commitment?
- Do I maintain realistic expectations of professionals, myself and my child, knowing that complete and definitive answers are unlikely when complex emotional and physical conditions of children are concerned?

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