Redefining Resources

Leveraging Helicopter Parents to Support Students with Learning Disabilities
Objectives

- Helicopter Parents – Perspectives
- The New Landscape
- Data
- Leveraging and Scaffolding
Helicopter Parents – Our Perspective

- A recent study showed that 38 percent of freshmen and 29 percent of seniors said their parents intervened on their behalfs to solve problems either “very often” or “sometimes.”

- Descriptors include – hovering, overprotective, enabling, annoying, tenacious, impatient, demanding, obnoxious

- Insistent – Obtrusive when it comes to the Disability Office doing their job.
Helicopter Parents – Their Perspective

- A child’s primary advocate
- Responsible IEP
- The progression from shock to warrior & manager
- The anxious parent without a manual on fledging
The New Landscape

- IDEA vs ADA
- New social and academic challenges
- Student maturity and skill-set ?!?!
- “You’re Fired” or Fear Induced
Research Shows

- Students with disabilities enroll in post-secondary schools at about half the rate of their non-disabled peers.

- 11% of college students report having a disability.

- Students with disabilities have an increased risk of attrition.

- Approximately 1/3 graduate in four-year colleges and 41% from two-year schools within 8 years.
Research Shows

- Successful students are initiators, advocates, and active participants who have mastered the soft skills.

- Self-determination is an indicator of college success, specifically self-advocacy skills.

- Family involvement was the key indicator of successful transition to college.

- Students indicate the “importance of relationships with families who supported and instructed them to become advocates for their own educational needs” as a major contributor to college success.
What can we do?
What can we do?

- Why battle?

- Why not leverage “helicopter parents” to lighten our workload and increase success by using them as
  - Translators
  - Gap Closers
  - Reinforcer
How to Engage

- Define what you want to accomplish
  - Set boundaries to eliminate?
  - Establish an understanding of new responsibilities?
  - Allow parents to be involved with the transition?

- Create literature to support your expectations

- Meet with parents to see where they are.
  - Recognizance helicopter mission
  - Low Altitude Helicopter Parents
  - Guerilla Warfare Helicopter Parents
How to Engage

Types of Literature (FAQ’s or Handouts)
- ADA vs IDEA
- FERPA
- Skills for College Success
- How to Advocate
- Resource Quick Reference Guide
- Your New Role as a College Parent
- What to Expect for Disability Services
When to Engage

- **Orientation** - Share info about the office and expectations

- **Initial Intake** – This can allow you to gauge their level of hovering
  - If in guerilla mode, follow-up with student

- When communication gaps need to be closed or expectations need to be reinforced

- Respond when engage

- Always reinforce the office’s boundaries and expectations
Questions

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