# 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 behalves 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

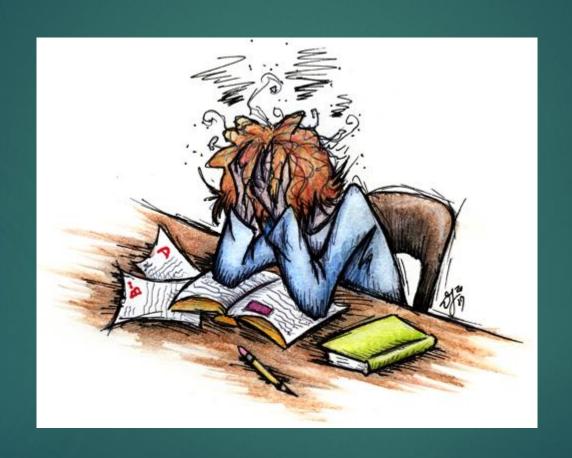
- ▶ Students with disabilities enroll in post-secondary schools at about half the rate of their non-disabled peers.
- ▶ 11% of college students report having a disability.
- ▶ Students with disabilities have an increased risk of attrition.

▶ 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 needs to be closed or expectations need to be reinforced
- ► Respond when engage
- ▶ Always reinforce the office's boundaries and expectations

# Questions