

# 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

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