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Educational Challenge	Parents Need
Parents of children w/ED need to be engaged in child's educ	cation. Knowledge and skill development in order to:
Parents often feel: Barne/ shame - Isolation - Stigma Ineffective - Overwhelming strain Actions to support child may not be approved by others (family, friends, social support network)	Help reduce strain by: Reducing blame, isolation and sligma Developing strategies to manage strain Developing strategies to manage feelings of ineffectiveness and lack of control
T Parents often have low expectations of: E Self, child, and family: R School & service system / lack efficacy & control a Benefits associated with action	Examine and adjust: • Expectations, attitudes, and beliefs • Set effacy • Perceived control • Perceived benefits of action
Parents may lack knowledge of: Parent role in education and effective strategies supporting their child's learning Etiology of ED Nature of service systems and how to engage effectively with school and program personnel	for Increase understanding of: • Mental health system • Education system • Role in child's academic achievement • Role in services delivered
Parents sometimes experience: E Economic risk factors Environmental risk factors Stressful events and settings	Better cope with external stressors through: Link to community resources, supports, & faith baser services Development of skills and strategies to manage external stressors and to engage in problem solving

Needs Addressed Through						
Trained peers (Parent Connectors) will provide:						
Emotional support Someone to share experiences with to reduce isolation and sligma						
Expectations about causes of emotional disorders to lessen perception of blame						
Approaches to address stress and strategies for taking care of yourself						
A discussion of how social norms may provide barriers or facilitators to appropriate action						
Promotion of benefits of action & positive expectations INSTRUCTIONAL / SKILLS SUPPORT BY PC SHARING EXPERIENCE						
Discuss importance of prioritizing & problem solving skills						
Discuss importance of positive attitude toward engagement behavior						
Discuss perceived control – You can do it!						
ADVOCACY SUPPORT Discuss how the development of the skills, attitudes, & perceived control lead to desired services & outcomes						
Informational support						
Information about related services available at school						
Strategies to increase access to related services (primarily mental health)						
Information about how parents can affect their child's academic performance						
Strategies to be an effective partner with their child's teacher						
Informational and instrumental support Links to Community Resources for basic needs and support (e.g. churches) by giving accurate information and eligibility. Examples: housing, job, basic assistance, transportation, link to case manager						
Skills in accessing services: (a) how to identify issues; (b) how to prioritize issues; (c) how to generate possible solutions; (d) how to communicate and negotiate; and (e) how to be persistent, follow-up problem solving						

Needs Addressed Through	Outcomes							
Trained peers (Parent Connectors) will provide:	Mitigate unhelpful social norms	Increased parent empowerment & self efficacy	Increased expected benefits	Decreased parent strain	Increased parent engagement in school	Increased use of MH services by child	Improved educationa outcomes of child	
Emotional support Someone to share experiences with to reduce isolation and stigma		•		•				
Expectations about causes of emotional disorders to lessen perception of blame	•	•		•				
Approaches to address stress and strategies for taking care of yourself				•				
A discussion of how social norms may provide barriers or facilitators to appropriate action	•			•		•		
Promotion of benefits of action & positive expectations INSTRUCTIONAL/SKILLS SUPPORT BY PC SHARING EXPERIENCE Discuss importance of identification actions actions		•						
Discuss importance of prioritizing & problem solving skills Discuss importance of positive attitude toward engagement behavior		:						
Discuss perceived control - You can do it		•						
ADVOCACY SUPPORT Discuss how the development of the skills, attitudes, & perceived control lead to desired services & outcomes	•	•	•		•	•	•	
Informational support Information about related services available at school					•	•	•	
Strategies to increase access to related services (primarily mental health) Information about how parents can affect their child's academic					•	•	•	
performance					•		•	
Strategies to be an effective partner with their child's teacher		•			•		•	
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Skills in accessing services: (a) how to identify issues; (b) how to prioritize issues; (c) how to generate possible solutions; (d) how to communicate and negotiate; and (e) how to be persistent, follow-up problem solving		•				•	5 •	

