



FAMILIES TO THE MAX Tip Sheet

Presuming Competence

FAMILIES TO THE MAX (F2MAX) offers a foundational course entitled, *Presuming Competence: Fostering High Expectations*. This course embodies the Network's beliefs that every child can achieve their maximum potential in their homes, schools, and communities. Since the inception of this course and follow-up trainings, such as *Presuming Competence: Moving from Theory to Practice in the IEP*, families and educators have shared stories and ideas that have assisted school teams in thinking about how presuming competence can be reflected in a student's Individualized Education Program (IEP). Looking at the list below, can you think of other ways to presume competence for your children?

Ways to Reflect Presuming Competence in the IEP

At IEP Team Meetings

- Have your child attend IEP meetings
- Create and bring your child's Vision Statement to IEP meetings
- Think of ways the IEP can support that vision

Supports for School Personnel

- Engage general education teachers in modifying general education materials
- Create time for general and special education teacher to collaborate
- Schedule meeting times between parents, teachers, therapists, and instructional assistants

Augmentative and Alternate Communication (AAC)

- Create opportunities for peers to explore your child's AAC device and independently use the device to engage with your child
- Create time for the IEP team to have training on use of your child's AAC device

Presumption and Practice

- Assume your child has something to communicate
- Create and/or facilitate opportunities for your child to develop peer relationships
- Presume competence in your child's abilities, even if challenging behaviors exist

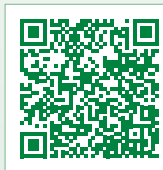


"My child is smart. He just learns differently."

— Kim, parent

"Presume competence, even when it's scary."

— Anita, parent



Visit the F2MAX webpage.



The contents of this document were developed under a grant from the U.S. Department of Education, #H323A170023. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Project Officer, Tara Courchaine



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