

# Case Manager: Reaching Out to Parents/Caregivers

## Considerations

- School teams determine who will be contacting the family/student (e.g., the case manager or designate) and how.
- Help parents navigate education from home (e.g., provide them with information on whom they can talk to and how they can receive additional supports and materials).
- The case manager's role is to coordinate the team's collaborative work to meet individual student needs through the student-specific planning process.
- School divisions create expectations for the case manager (or designate, such as classroom teacher, clinician, etc.) to communicate with each family on a regular basis to coordinate services, materials, and support.
- Support the family to create a flexible routine that meets the needs of the learner and other family members' roles.
- Determine the best way to provide parents/caregivers with information about protocols and procedures and specific information about whom to call at the student's school. Student services information for parents/caregivers can be found at <https://www.edu.gov.mb.ca/k12/specedu/parent/index.html>. Of particular interest is the parent brochure *Working Together: A Handbook for Parents of Children with Special Needs in School*, which can be found at [https://www.edu.gov.mb.ca/k12/specedu/parent/pdf/brochure\\_parent\\_eng.pdf](https://www.edu.gov.mb.ca/k12/specedu/parent/pdf/brochure_parent_eng.pdf).

## Suggestions for Case Manager/Designate

- Introduce yourself and let the parent/student know you are calling on behalf of the student's team and will share information with the team.
- Identify strengths (share a celebration) and concerns (answer questions or explain anything that requires clarification).
- Collect information about the student-specific plan (e.g., IEP goals, strategies, etc.) as they pertain to learning at home.
- Establish priority learning. Reword goals in parent-friendly language and identify how to make the goals realistic in the home environment. Be mindful of the number of goals that the family is to focus on for the day/week.

- Develop an action plan. (Is there anyone the parent would like to speak with? What additional materials does the student need? Create a schedule and embed learning opportunities in home activities when possible.)
- Build on strengths and supports already available to the family and direct everyone to the priority goal(s).
- Assign tasks, get commitments, and establish timelines (state the plan in positive terms).
- Determine the timeline for follow-up with the parent. (When would be a good time to follow up on today's actions and recommendations?)
- Document meetings. Consider using software that will allow other team members to read documentation. Document the following:
  - Date and time
  - Names of participants in conversation
  - Challenges
  - Action plan
  - Whom you will contact on behalf of the family (if necessary)
  - The next contact

For tips on creating a routine, check out the *Daily Schedules for Remote Learning* section on page 7 of the Department of Education resource "[Well-Being and Mental Health Resources](#)." The following page also includes a sample fillable timetable that students and families can use to track and structure their remote learning.

# Learning from Home Week of: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

	Mathematics	Language Arts	Science	Social Studies
Monday	Lesson: Counting by 10s from 1-100  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson: Tracing alphabet with large crayons and paper  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson: Learning about positive and negative charges with magnets  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson: Knowing my community: creating a community map  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity
Tuesday	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity
Wednesday	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity
Thursday	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity
Friday	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity	Lesson:  <input type="checkbox"/> Online Learning <input type="checkbox"/> Worksheet <input type="checkbox"/> Activity
Notes:				