



C.A.D.E.T. Academy
for Special Education



PARENTS HANDBOOK

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Introduction

Parents* play a vital role in the education of their children. At C.A.D.E.T. Academy, we promote the active participation of parents in the planning and development of our programs and services. We encourage a close working relationship between staff and the parents of the children enrolled on our programs. We strive to create an environment that encourages parents to be actively involved. We recognize that it is in the best interest of the child that parents and childcare service providers work together in partnership to support children particularly in early years care and education.

The Following is our Policy for Parents and Families whose Children or Wards are Enrolled on the C.A.D.E.T. Academy Program

1. Our partnership with parents is guided by open and effective communication, mutual respect, clear boundaries, and understanding of clearly defined roles.
2. Parents are expected to adjust to the presence of our staff in their homes during homeschooling/therapy sessions.
3. We will serve families with exceptional learners with our best effort, but parents must also understand that they will ultimately take over the active management of their child and must be empowered to do so effectively.
4. We therefore encourage parents to be active members of our special education team by taking the following responsibilities:

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- a. Sharing useful information about their child (no one knows the child better than the parents).
 - b. Actively participating in our parent training sessions (which is mandatory).
 - c. Develop interest by observing, and/or actively participating in homeschooling/therapy sessions.
 - d. Following through with agreed-upon behavior plans, embedding target skills within daily routines, and completing parent follow-up assignments.
 - e. Effectively communicating and advocating for their child's needs.
5. Through education, we hope to build parents' confidence and behavior management skills, thus, we will engage parents in a wide range of educational activities including:
- a. Working with the family to schedule parent education sessions on mutually agreed-upon dates and times.
 - b. Instructing parents using methods from professional literature, and acting as guides to them.
 - c. Utilizing direct instruction, modeling, and roleplay; practicing with the child; and providing supportive feedback.
 - d. Incorporating parent participation into all program planning and progress monitoring (Individualized Education Programs -IEPs).

6. The C.A.D.E.T. Academy parent education program is designed to evolve as the child progresses and will be customized to meet the unique needs and demands of the family. It recognizes the entire family and the totality of the treatment experience for all family members; it is the cornerstone of our success.

7. We therefore offer 4 service models that may be employed dependent upon the unique needs of the family:

a. **Parent consultation:** We provide in-home and community behavior management designed to teach parents and caregivers the foundation principles of behavior change and the practical application of these principles in their everyday life.

b. **Group parent education workshop:** We conduct a 10-week series of behavior management workshops designed to teach parents and caregivers behavior management, the foundation principles of behavior change, and the practical application of these interventions in the home and community life. This workshop encompasses the advantages of peer learning, peer support, and role-play of the interventions to facilitate application in the natural setting.

c. **Parent education as a component of ABA programs:** This is an important component of all our current Applied Behavioural Analysis (ABA) programs. Parent participation is KEY to a child's progress in the program. The parent begins this process by participating in therapy sessions, learning the behavior management plan and

understanding the foundational principles of behavior change, and applying the behavior plan to their everyday life (outside of therapy).

d. **Remote parent education:** We provide parent education via the internet through emails and video conferencing (Skype). Parents can receive the benefits of this service across the globe where internet connection is available. In a live video conference, we teach parents and caregivers behavior management, the foundational principles of behavior change, and practical application of these interventions in the home and community life.

8. Inputs of parents may be sought in a timely and supportive way, and such inputs would be respected and acknowledged, and kept strictly confidential.

9. Our staff members need to be aware of any special factors which may place a child with special needs or other children at risk. For this reason, our registration procedures are structured to ensure that parents are given an opportunity to inform staff of any such special factors on a need-to-know basis, without violating the privacy of the individual or the family.

10. We encourage parents to create for their exceptional child learning opportunities that are safe and welcoming within their homes.

11. Our students will have their special needs identified in a timely way, have these needs assessed in a comprehensive manner, and receive an appropriate response to those strengths and needs in the delivery of special educational programs for them.

12. Payment of tuition must be by first week of each month.

13. Parents may be advised from to time to purchase special resources, toys and other materials relevant to their child's special education needs.

14. Parents are to inform us by email, text or phone call, at least 2 hours before scheduled sessions or before school if the child would be absent due to illness or any other reason.

16. Family members of exceptional learners must be actively involved by adopting the recommendations of the C.A.D.E.T. Academy consultant at home and other off school settings. This will enhance the generalization of the special education programming received and produce more successful outcomes.

17. It is important to note that not all exceptional learners eventually reach the desirable outcome, in which case such learners might require some form of assistive/augmentative technology.

18. Families would be required to give a minimum period of 6 months before expected results begin to manifest in their child/children (although in some cases these results may manifest much earlier).

**Note: The term parents also refers to guardians or whoever has legal custody of a child.*

Lola Aneke

Director
C.A.D.E.T. Academy

Acknowledgment Sheet

I hereby acknowledge that I have received and read through the C.A.D.E.T. Academy Parents Handbook.

Please Tick as appropriate

- a. I agree and I have no comments.....
- b. I require further clarification
- c. I will submit points of disagreement in a letter form to the
C.A.D.E.T. Academy Program Director.....

Name:..... Signature..... Date.....

(Please print and fill this acknowledgment sheet, and submit to the C.A.D.E.T. Academy. Thank you).