

# "BUILDING BRIDGES: PARENTS AND TEACHERS PARTNERING FOR THE TRANSITION SKILLS TRAINING OF STUDENTS WITH SPECIAL NEEDS"

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**ABSTRACT:** *Parents-teachers partnership is a collaborative initiative that brings together parents and teachers to support and enhance the educational experience of students with special needs. It recognizes the importance of a strong partnership between parents and teachers in creating an inclusive and supportive learning environment for these students. The study aimed to determine the level of partnership between parents and teachers for the development of students' transition skills. Results showed a very satisfactory partnership between parents and teachers in the transition skills training for students with special needs. Parents' participation in the transition skills training of their children has a positive impact on students' learning and success in school. For partnership sustainability, it is therefore recommended that the school should create a parent support group that promotes regular and open dialogue between parents and teachers, encouraging them to share information, exchange ideas, and collaborate on problem-solving strategies. The school should also provide resources and training opportunities for parents and teachers. This includes workshops, seminars, and access to relevant materials in the transition skills training and enhance their knowledge and understanding of special needs education. For parents who may not fully grasp the importance of being actively involved in their child's transition skills training or may not understand how they can contribute to the partnership with the teacher, an activity continuity plan package should be developed for the parent's involvement in the training.*

**Keywords:** Partnership of Parents and Teachers, Students with Special Needs, Transition Skills

## 1. INTRODUCTION

The partnership between parents and teachers is vital in promoting the success and well-being of students with special needs. By working collaboratively, they can create a positive and inclusive learning environment that maximizes the potential of these students and helps them achieve their educational goals [1]. This partnership brings together parents and teachers to support and enhance the educational experience in transition skills training of students with special needs. This will also recognize the importance of a strong partnership between parents and teachers in creating an inclusive and supportive learning environment for these students [2]. The initiative acknowledges that parents are integral members of a student's educational journey, possessing valuable insights into their child's strengths, weaknesses, and individual needs. Likewise, teachers bring their expertise and knowledge of effective teaching strategies to help students with special needs thrive academically, socially, and emotionally [3].

Moreover, parents' partnership is pivotal, especially in the transition skills training for their children. Their participation is needed to help in motivating their children to be involved in the training. Teachers' concerted efforts would not be enough without parents' participation [4]. Parental participation is essential for children's development across multiple domains. It positively influences emotional well-being, communication skills, character development, decision-making abilities, and self-esteem. By being actively involved, parents create a nurturing and supportive environment that enables their children to thrive and reach their full potential [5].

In the transition skills training, students are trained in livelihood skills to prepare them to have jobs later in life. Their skills are honed to be functional not only at home but in the community. As explained [6] the livelihood curriculum especially the transition program for students with special needs entails specialized instruction to support and provide subsistence and identify sources of income and assistance to

students to find appropriate means of living. This focuses on the development of skills and competencies geared towards self-fulfillment and possible entrepreneurial endeavors.

However, due to the pandemic, activities assigned and maximizing the utilization of their skills are not properly observed and monitored. Teachers find difficulty in the delivery of instruction and its practical tasks that need intensive training for mastery of skills. Parents' cooperation is needed as partners for the teachers in the achievement of the goals set for these students. Teachers believe they cannot do it alone and for effective educational processes and skills development for the students, parental partnership with educators is needed [7].

While some parents fail to partner effectively with teachers for varied reasons [8]. Many parents have busy schedules and may find it challenging to dedicate time to engage with their child's teachers. Work commitments, multiple children, or other personal responsibilities can limit their availability for meetings or school-related activities. This may include financial, logistical, or other constraints that make it challenging for them to actively participate in their child's education. Lack of resources or support can also hinder their ability to engage effectively with teachers. Parents and teachers may not have effective lines of communication, such as regular meetings or open channels of dialogue. This can result in misunderstandings, missed opportunities for collaboration, and a general lack of involvement. This could be the problem in which parents may not fully grasp the importance of being actively involved in their child's education or may not understand how they can contribute to the partnership with teachers. They might not be aware of the benefits that can arise from collaborative efforts [9].

Thus, the study determines the level of partnership between parents and teachers and how they can contribute to effective participation in transition skills training for their children.

## METHODOLOGY

### Research Design

The study used a mixed method approach, [10] with quantitative and qualitative analysis. Quantitative analysis will provide numerical summaries of the partnership level of parents and teachers. The qualitative analysis includes interview transcripts and observational notes to identify common themes, patterns, and qualitative insights related to the partnership. This analysis will provide a deeper understanding of the experiences and perceptions of parents and teachers.

### Participants

There were six (6) parents with children with special needs and four (4) Special Education teachers the two are TESDA accreditors trained in transition skills and work assessment for students with special needs.

## RESULTS AND FINDING

Results showed a very satisfactory partnership between parents and teachers in the transition skills training for students with special needs. Parents' participation in the transition skills training of their children has a positive impact on students' learning and success in school. It has been pointed out [11] that parent partnership signifies the multidimensional nature of parents' activities that impacts students learning and development and is a key factor to amplify their full potential. It is also appended [12] that the participation of parents in a wide range of school and home-based activities improved students' capabilities. Similarly, parents' participation is becoming an area that is considered vital not only for students' schooling but also as an essential support for their psychological and social development [13]. Thus, parental involvement is recognized as a major strategy for the successful education of students and is an important ingredient for effective transition skills development [14].

Moreover, parental involvement supports the students to grow their self-esteem and motivates them to achieve their fullest potential [11]. Parents' support certainly improved the behavior and skills of the students [15]. More specifically, active parental involvement progresses students' school attendance, social skill, and transition skills [13]. Parents are the most vital teachers who deliver a multitude of experiences that boost learning [15].

These are the side comments of parents in their participation of the transition skills training of their children. *"Lisod ang pagtudlo sa ila sa livelihood skills kay sige ug balik-balikon"*; *"nanginahanglan ug dakong pasensiya ug pailob sa pagtudlo nila"*; *"dili lalim and pagtudlo sa ila kay grabe kakapoy"*; *"mao nga kinahanglan jud motabang ta sa mga teachers"*.

## 2. CONCLUSIONS & RECOMMENDATIONS

The collaboration between parents and teachers in transition skills training for students with special needs is essential for their overall development and successful transition to adulthood. By combining their expertise, resources, and experiences, parents and teachers create a cohesive and supportive environment that promotes the growth, independence, and well-being of these students.

**Table 1. The Level of partnership between Parent/Guardian and Teacher of Students with Disability**

Description	Mean	Standard Deviation	Verbal Description
I have shared a common goal with the special education teacher	5.00	0.00	Very Satisfactory
I have shared a significant purpose for my child with a special education teacher	4.83	0.41	Very Satisfactory
I understand the rationale for the parent-teacher partnership	4.67	0.82	Very Satisfactory
I have performed my responsibility as partner of the special education teacher	4.83	0.41	Very Satisfactory
I have worthwhile partnership experience with the special education teacher	5.00	0.00	Very Satisfactory
I have followed protocols of continued education during a pandemic	5.00	0.00	Very Satisfactory
I have sufficient resources for the activities as partner of the special education teacher	4.83	0.41	Very Satisfactory
I have clear lines of communication with the special education teacher	4.83	0.41	Very Satisfactory
I gave feedback on the performance of my child to the special education teacher	4.67	0.82	Very Satisfactory
I have High levels of trust in the special education teacher as partners in the education of my child	5.00	0.00	Very Satisfactory
Grand mean	4.87	0.33	Very Satisfactory

The invaluable role that the parents play marked a significant event in the lives of their children. Their tremendous effort in creating a supportive and engaging learning environment, both in the classroom and beyond, is truly remarkable.

Although there are challenges along the way patience, understanding, and empathy are an endless source of comfort for the students, teachers, and parents. In believing the potential of the students, gives them the confidence to reach for the stars and become independent and productive in the future. The most important is the open lines of communication and keeping the parents informed about their children's progress, achievements, and areas for growth. The willingness to collaborate and become partners of the teachers in the development of their children's transition skills truly made a difference.

## RECOMMENDATIONS:

Parents-teacher partnership is to foster effective communication, understanding, and collaboration between parents and teachers. By working together, they can develop personalized learning plans, set appropriate goals, and provide the necessary support to address the unique needs of each student. The school should create a parent support group that promotes regular and open dialogue between parents and teachers, encouraging them to share information, exchange ideas, and collaborate on problem-solving strategies. The school should also provide resources and training opportunities for parents and teachers. This includes workshops, seminars, and access to relevant materials in the transition skills training program and enhance their

knowledge and understanding in dealing with their children. For parents who may not fully grasp the importance of being actively involved in their child's transition skills training or may not understand how they can contribute to the partnership with the teacher, an activity continuity plan package should be developed for the parent's involvement in the training.

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