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Meet The Host



Kristi Moscato

Community Relations Manager
West

Person Centered Services



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Person Centered Services provides Health Home Care Coordination for over 18,000 people with intellectual and developmental disabilities in 18 counties, reaching throughout the Western New York, Finger Lakes and Southern Tier regions.

Mission

Connect people to the care, support and opportunities that maximize their quality of life.

Vision

A community where all people lead fulfilling lives.

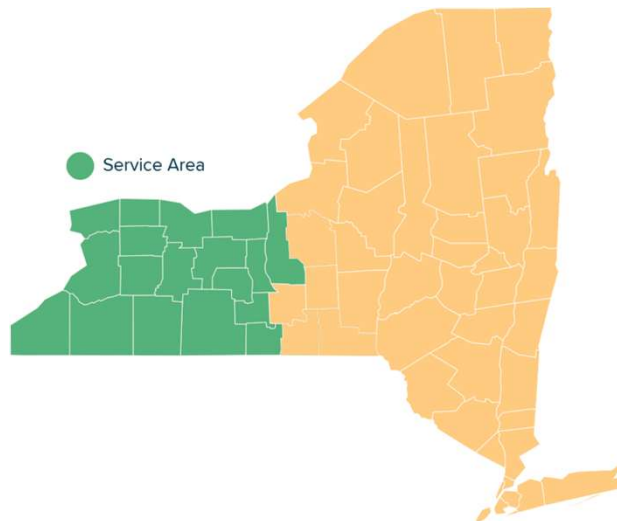
Core Values

People, Integrity, and Trust



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Person Centered Services provides Health Home Care Coordination for over 18,000 people with intellectual and developmental disabilities in 18 counties, reaching throughout the Western New York, Finger Lakes and Southern Tier regions.



Counties Served

- ✓ Allegany
- ✓ Cattaraugus
- ✓ Cayuga
- ✓ Chautauqua
- ✓ Chemung
- ✓ Erie
- ✓ Genesee
- ✓ Livingston
- ✓ Monroe
- ✓ Niagara
- ✓ Ontario
- ✓ Orleans
- ✓ Schuyler
- ✓ Seneca
- ✓ Steuben
- ✓ Wayne
- ✓ Wyoming
- ✓ Yates



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Agenda



What Advocacy Means



How YOU can make a difference



How to advocate in a positive and collaborative way



Teaching your child to advocate for themselves



How to be prepared for your meetings



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Tips & Tricks



IEP MEETING TIPS & TRICKS



WWW.CORBEHAVIORAL.COM

THE COR
BEHAVIORAL GROUP
Behavioral Therapy and Assessment



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Which style are you?



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Types of Meeting

- One on one (parent-teacher)
- Phone Conference
- Team meetings
- Initial eligibility
- Reevaluation
- Annual review
- Program review
- Amendment
- Declassification



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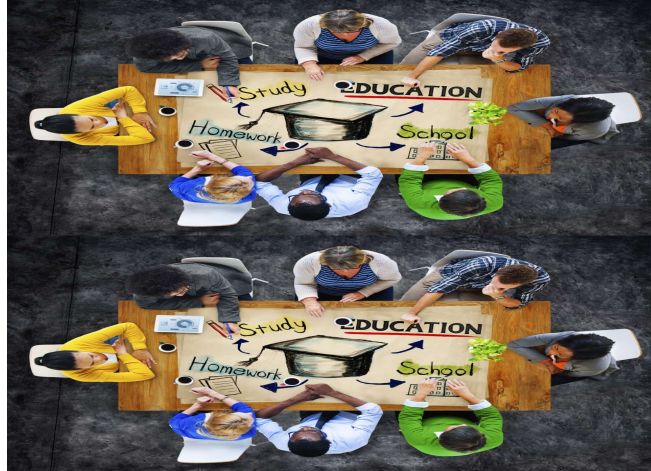
PERSON CENTERED SERVICES	ABOUT MY CHILD
Child's Name: _____ Date: _____ ACADEMIC - Consider: Levels of knowledge and development in subject and skill areas including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and leaning style. Strengths, Preferences, Interests: _____ _____ Needs: _____ _____ SOCIAL - Consider: The degree (extent) and quality of the student's relationships with peers and adults, feelings about self; social adjustment to school and in community environments. Strengths, Preferences, Interests: _____ _____ Needs: _____ _____	PERSON CENTERED SERVICES ABOUT MY CHILD PAGE 2 PHYSICAL - Consider: The degree (extent) and quality of the student's motor and sensory development, health, vitality, physical skills or limitations which pertain to the learning process. Strengths, Preferences, Interests: _____ _____ Needs: _____ _____ MANAGEMENT NEEDS - The nature (type) and degree (extent) to which environmental and human or material resources are needed to address needs identified above (what supports, places and stuff has worked in the past): _____ _____ _____ _____ _____ _____

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PERSON CENTERED SERVICES	ABOUT MY CHILD
PERSON CENTERED SERVICES ABOUT MY CHILD PAGE 3 MEDICAL - Consider: Physical information - how a diagnosis impacts on education and participation as a member of a class or school. Strengths: _____ _____ Weaknesses / Needs: _____ _____ EFFECTIVE STRATEGIES - What worked and/or what didn't work in the last year? _____ _____ GOAL(S) - What the family sees as being the most important for the next year? _____ _____ ACTIVITIES of daily living - What skills need to be addressed? _____ _____ _____ _____	PERSON CENTERED SERVICES ABOUT MY CHILD PAGE 4 CURRENT INTERESTS - What does the child like right now? _____ _____ _____ EFFECTIVE REWARDS - What motivates the child? _____ _____ _____ HOMEWORK ASSIGNMENTS - Where? When? How much help? Who helps? Any frustrations? _____ _____ OTHER INFORMATION - Anything that may be helpful for others to know about my child. _____ _____ _____ _____

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Know the Players: *Members of the CSE/CPSE*



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Know the Players: *What are their roles?*

Members of The Committee on Special Education (CSE):

1. Parents of child
2. Regular education teacher
3. Special education teacher
4. School psychologist
5. Chairperson-Representative of the school district both qualified to provide or supervise special education and knowledgeable about general education curriculum and resources
6. Person who can interpret instructional implications of evaluations
7. School physician- if requested
8. Parent Member- if requested
9. Other individuals with knowledge about the child
10. Student (if appropriate)



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Know the Players: *What are their roles?*

Members of Subcommittee CSE

1. Parents of the child
2. Regular education teacher
3. Special education teacher
4. Chairperson-Representative of the school district qualified to provide or supervise special education and knowledgeable about general education curriculum and resources
5. Person who can interpret instructional implications of evaluations
6. Other individuals with knowledge about the child
7. Student (if appropriate)



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Know the Players: *What are their roles?*

Members of Committee on Preschool Special Education (CPSE)

1. Parents of child- Parents are Equal Members of the Team
2. Regular education teacher- if the child is or may be in general ed
3. Special education teacher- to provide information on appropriate instruction for your child
4. Chairperson- to facilitate the meeting and to be sure that IDEA requirements are met.
Representative of the school district qualified to provide or supervise special education and knowledgeable about general education curriculum and resources
5. Person(s) who can interpret instructional implications of evaluations- PT, OT Speech (could be a dual role)
6. Parent Member- Parent Member is no longer a required member of the CPSE/ CSE.
If a parent wants a Parent Member at the meeting they must request it within 72 hours of the meeting.
7. Other individuals with knowledge about the child- lunch monitors, aides, bus driver, nurse, principal, and anyone who comes into contact with your child.
8. Agency representative (if invited by parent)
9. Representative of the municipality of the child's residence -invited for CPSE
10. Initial evaluator (prior to initial recommendation)
11. School Psych- (not needed for CPSE)
12. Physician- CSE with 72 hours notice
13. Student- (if appropriate; e.g. preparing for transition)
14. Rep for Early Intervention- for transition from EI



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Know Your Role!



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Role & Expectations

You are the **Quarterback** of the team and the head Coach of your child, and in the meeting, you are an equal member of the team.

The Team is expecting that you:

- Provide information about your child
- Provide information about what is going on at home
- Understand what happens at school effects what happens at home and vice-versa
- Listen when given feed back about what happens at school.
- Sharing strategies for success at home that might work at school.
- Share light bulb moments

You are the expert on your child!



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PREPARING FOR THE MEETING



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BE PREPARED



- Have IEP printed out with your notes written in and pass out copies to those attending a meeting.
- Have a list of questions/comments/concerns ready.
- Use annotated IEP for ideas
- Make sure that it clearly states that these services are necessary for your child to receive an adequate level of educational progress.
- Never try to argue that the services you are requesting are the “best.”



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BUILD A RELATIONSHIP WITH THE PLAYERS



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Participating in the Meeting

- Ask Questions
- Listen
- Be Open
- SMILE 😊



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WHAT IS AN ADVOCATE?



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What is an Advocate?

Advocates speak up for themselves or others to make things better.



Have you ever?

- Met with your child's teacher about any issue?
- Spoke at a local gathering about a project you care about?
- Told a cashier that an item was not ringing up correctly?



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Why be an Advocate?

Your experiences are valuable and can be used to improve things

You know when something is or isn't working

You have ideas how to make things better

You have the only long-term connection to this child



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Let's talk 6 skills

1. Understand your child's disability
2. Know the key players
3. Know your rights and responsibilities
4. Become well organized
5. Use clear and effective communication
6. Know how to resolve disagreements



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In other words...

-  Who is the star?
-  Who are the players?
-  What are the rules?
-  What is my plan of action?
-  What do I say when it's my turn?
-  What do we do when we disagree?



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Skill #1: Understand Your Child's Disability



Understanding helps you:

- Know which services are appropriate for your child
- Have high expectations
- Find the right assistive technology, accommodations and modifications

Use resources to learn more!



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Skill #2: Know the Key Players

- Who is the director or decision maker?
- Who is the chairperson?
- What is the chain of command?
- How can you find a person's name/role?



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Skill #3: Know your Rights & Responsibilities

Learn about them by:

- Reading websites (NYSED.GOV)
- Asking how a service is funded
- Asking to see laws & policies
- Asking questions
- Joining a family/caregiver group



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Parents as Partners

Parents and professionals can be partners and:

- Work together
- Share goals
- Have individual roles
- Share authority
- Have different skills
- Solve problems **together**



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Skill #4: Become Well Organized



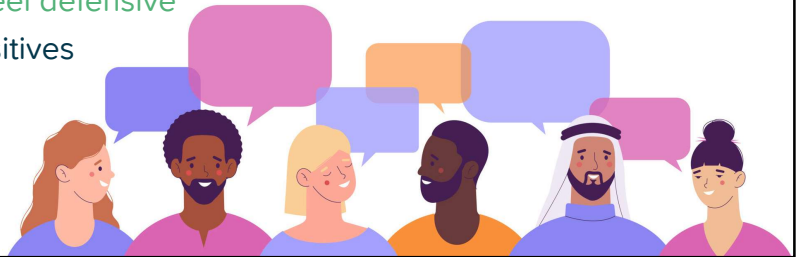
- Keep records; (Binder Training)
- Put it in writing
- Keep a phone log
- Have a meeting notebook
- Other ideas?



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Skill #5: Use Clear & Effective Communication

- Keep your eyes on the “prize” – the right service for your child!
- Listen and ask questions
- Focus on needs of the child
- Problem solve together to find solutions
- Speak clearly
- Avoid making people feel defensive
- Turn negatives into positives
- Summarize

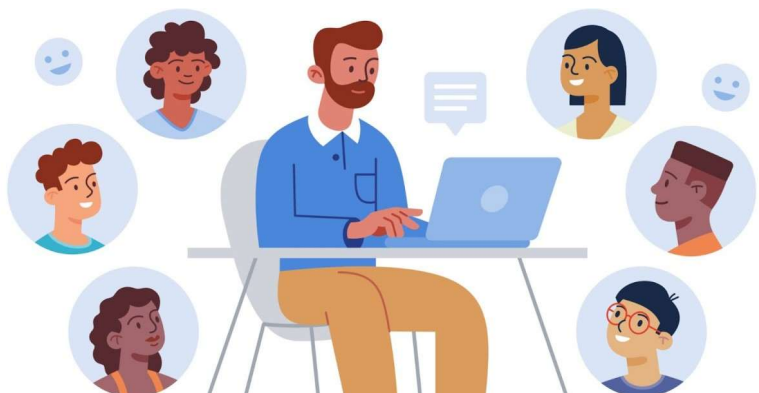


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Good Communication Tips

remember previous slide

- Focus on your goal
- Show respect and expect it from others
- Manage your emotions
- Ask questions
- Rephrase for clarification
- Say thank you



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Written Communication Tips

Letters should:

- Be sent to person who can make a change
- Be dated and signed
- Focus on one or two issues
- Be no longer than one page
- Set a deadline if a reply is requested
- Give your contact information



Remember to keep a copy for yourself



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When You Disagree

- Disagree without being disagreeable
- Apologize if appropriate
- Separate the person from the problem
- Realize NO ONE has all the answers
- Make sure your facts are correct
- Choose your battles



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Skill #6: Know How to Resolve Disagreements

Informal Processes

- Talk to people first (Care Coordinator, Service Provider etc.)



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Skill #6: Know How to Resolve Disagreements

Formal Processes

- Mediation
- Filing Complaints
- Filing Appeals



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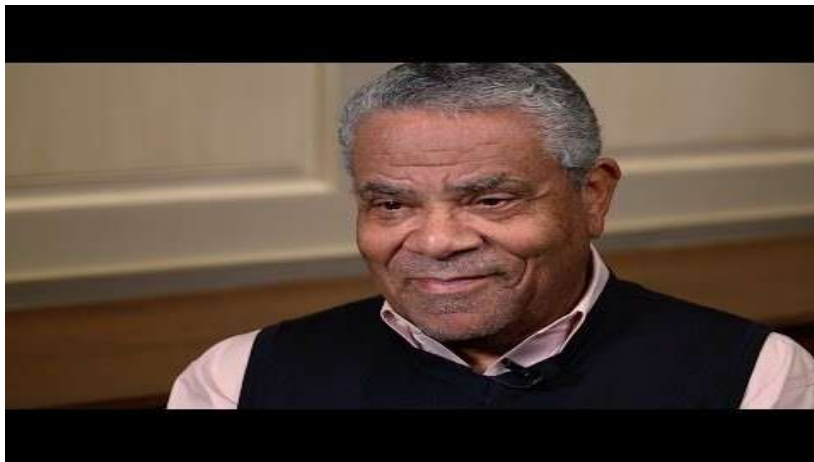
How Can You Find Out More?

- Read Web sites
- Check the funding
- Ask
- Join a group



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Advocating for Children: Tips from a School Superintendent



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Zoey is a Terrific Kid



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YOU ARE THE EXPERT ON YOUR CHILD

*"The most common way people give up their power is by
thinking they don't have any."*

- Alice Walker



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Upcoming Engagement Series Topics



SUPPORTED DECISION MAKING:

An Alternative to Guardianship

August 19, 2025

6:00-7:00 PM



BULLYING & YOUTH WITH SPECIAL NEEDS

November 18, 2025

6:00-7:00 PM

Scan the code to save the date on your calendar!



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Contact Me



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QUESTIONS?

We appreciate your feedback.
Please scan the QR code to share your thoughts.



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THANK YOU!



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