

Part 2: Peer Review Analysis and Reflection

Nicki Raimondi

Feedback from my four peer reviewers—Marissa, Ari, Stephanie, and Dr. Hillard—reinforced the importance of intentional family-school collaboration when supporting students with autism spectrum disorder (ASD). Ari emphasized that parent attendance at meetings is only a starting point and that educators should identify additional ways to involve families that are responsive to their cultural backgrounds. Marissa similarly explained that the project encouraged her to be more intentional about family engagement by considering each family's communication preferences, experiences, and individual needs. Stephanie focused on the importance of the working relationship between parents and schools and noted that barriers to involvement can be addressed when appropriate resources and supports are available. Dr. Hillard's feedback further emphasized culturally responsive engagement strategies, including translated or clarified information, interpreter access, flexible scheduling, personalized communication, and virtual participation. Together, the reviewers' comments demonstrate that collaborative practice should be ongoing, accessible, individualized, and focused on meaningful family participation rather than meeting attendance alone.

Completing this action research project and associated paper strengthened my ability to connect professional literature with classroom practice. Reviewing research alongside data from the 15 families in my project helped me examine family engagement more systematically and consider how communication, collaboration, and access may relate to academic, behavioral, social-emotional, and regulation-related outcomes for students with ASD. The peer-review process also showed me the importance of clearly defining how engagement and student

outcomes are measured so that professional decisions are based on observable evidence rather than assumptions.

As a result of this project, I will make two specific changes to my professional practice. First, I will establish each family's preferred communication and participation methods early in the school year and provide multiple culturally responsive options for involvement. This change is justified by the project findings and reviewer feedback emphasizing that families may face linguistic, cultural, scheduling, or communication barriers that schools can help reduce. Second, I will use a more systematic process for documenting family collaboration and related student outcomes. I will track family communication, participation in IEP goal and intervention decisions, follow-up contacts, and student progress using clearly defined criteria. This change is supported by the reviewers' recommendations for clearer measurement of family involvement and student outcomes and will allow me to use data more effectively when collaborating with families, teachers, related service providers, and other stakeholders.