



Working Well with Parents to Support Student Learning

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Marshall Peter, Director,
Center for Appropriate Dispute
Resolution in Special Education
(CADRE)



Portions of this Content were Jointly Developed by:

The Center For
Appropriate Dispute
Resolution In Special
Education (CADRE)



The Creating Agreement
Workgroup of The IDEA
Partnership Project



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of Special Education Programs (OSEP)





Development Team

The following individuals & organizations participated
in the development of this training



American Association of School Administrators

Carol Auer

American Occupational Therapy Association (AOTA)

Carol Gryde



Nat'l Center for Appropriate Dispute Resolution in Education
(CADRE)

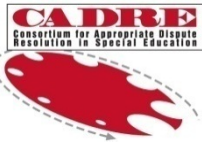
Anita Engiles

Philip Moses

Marshall Peter

Aimee Walsh

Richard Zeller



IDEA Partnership

Joanne Cashman

Terry Jackson



Fiesta Educativa

Lorena Morales





National Council on Independent Living

Maureen Hollowell



National Education Association (NEA)

Judy Richards



New York Long Island Families Together (LIFT)

Helene Fallon



Pennsylvania Office of Dispute Resolution

Suzanne McDougall

OFFICE FOR DISPUTE
RESOLUTION

Dixie Trinen

Kerry Smith



School Social Work Association of America (SSWAA)

Steve Button

Statewide Parent Advocacy Network (SPAN)

Diana MTK Autin



Wisconsin Family Assistance Center for Education, Training & Supports (FACETS)

Nelsinia Ramos



Wisconsin Special Education Mediation System

Nissan Bar-Lev



Jan Serak



Key Workshop Objectives

Participants will gain an awareness of...

- briefly, the role of CADRE as national center and our resources
- the range of dispute resolution approaches in special education
- approaches to collaborative problem solving
- 'listening to understand' as an essential relationship and communication skill
- the difference between 'positions' and 'interests'
- strategies that can help support effective IEP meetings





The National Center on Dispute Resolution in Special Education

"Encouraging the use of mediation and other collaborative strategies to resolve disagreements about special education and early intervention programs."

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U.S. Office of Special Education Programs

PARENT DISPUTE RESOLUTION RESOURCE SHOWCASE				
PROCESS CATEGORY	Parent Engagement	Facilitation	Mediation	System-wide
Legal/Policy/Guidance	5 Items	3 Items	6 Items	12 Items
Training Material	5 Items	3 Items		8 Items
Preparing for the Process	2 Items	14 Items	18 Items	4 Items
Brochures/Fact Sheets	9 Items	15 Items	21 Items	7 Items
Videos	5 Items	2 Items	2 Items	10 Items
Resources for New Parents	10 Items	2 Items	2 Items	9 Items

[CLICK FOR MORE INFO](#)



Upcoming CADRE Webinar! [The Mediator's Mind: Insights from Psychology and Neuroscience](#) Presented by Prof. Richard Birke. Register Now!



New! [IEP/IFSP Facilitation: Practical Insights and Programmatic Considerations](#) This document briefly summarizes practical insights and promising practices for IEP/IFSP facilitation, collected from a broad review of facilitation and special education literature.



CADRE Webinar! [Exploring the Cultural Dimensions of Conflict](#) with Prof. Sukh Singh. Presentation materials and recording now available!

CADRE Webinar Recording [Preparing for Dispute Resolution: CADRE's Parent Dispute Resolution Resource Showcase](#) with CADRE Assistant Director, Philip Moses.



CADRE Webinar Recording [Conflict Coaching: Its Value in](#)

RESOURCE SHOWCASE			
Process / Function/Element	Facilitation	Mediation	Complaints
Oversight	22 Items	113 Items	6 Items
Professional Standards	15 Items	13 Items	3 Items
Outreach	22 Items	14 Items	18 Items
Evaluation	19 Items	15 Items	21 Items

Visit the [Dispute Resolution System Resource Showcase!](#)

CADRE Symposium Videos Keynote and Concurrent Sessions



Supported By



[Video Resources from CADRE's Fifth National Symposium on Dispute Resolution in Special Education](#)





CADRE Priorities

- Promote problem solving and agreement reaching skills
- Implement effective dispute resolution processes
- Enhance state agency and parent center collaboration
- Assist states to implement dispute resolution provisions of IDEA
- Support improved state system performance
- Compile information and data on state systems
- Disseminate knowledge about dispute resolution



CADRE Activities Result in...

- Earlier dispute resolution/reduced use of adversarial dispute resolution processes
- State dispute resolution system improvement
- Information on national dispute resolution use and outcomes
- **Improved collaboration and dispute resolution skills**



Hon. Robert Yazzie

Former Navajo Chief Justice



Law-way

Life-way

Authority

Relations

Rules

Talk

Decisions

Agreement

Penalties

Healing

CADRE Continuum of Processes & Practices

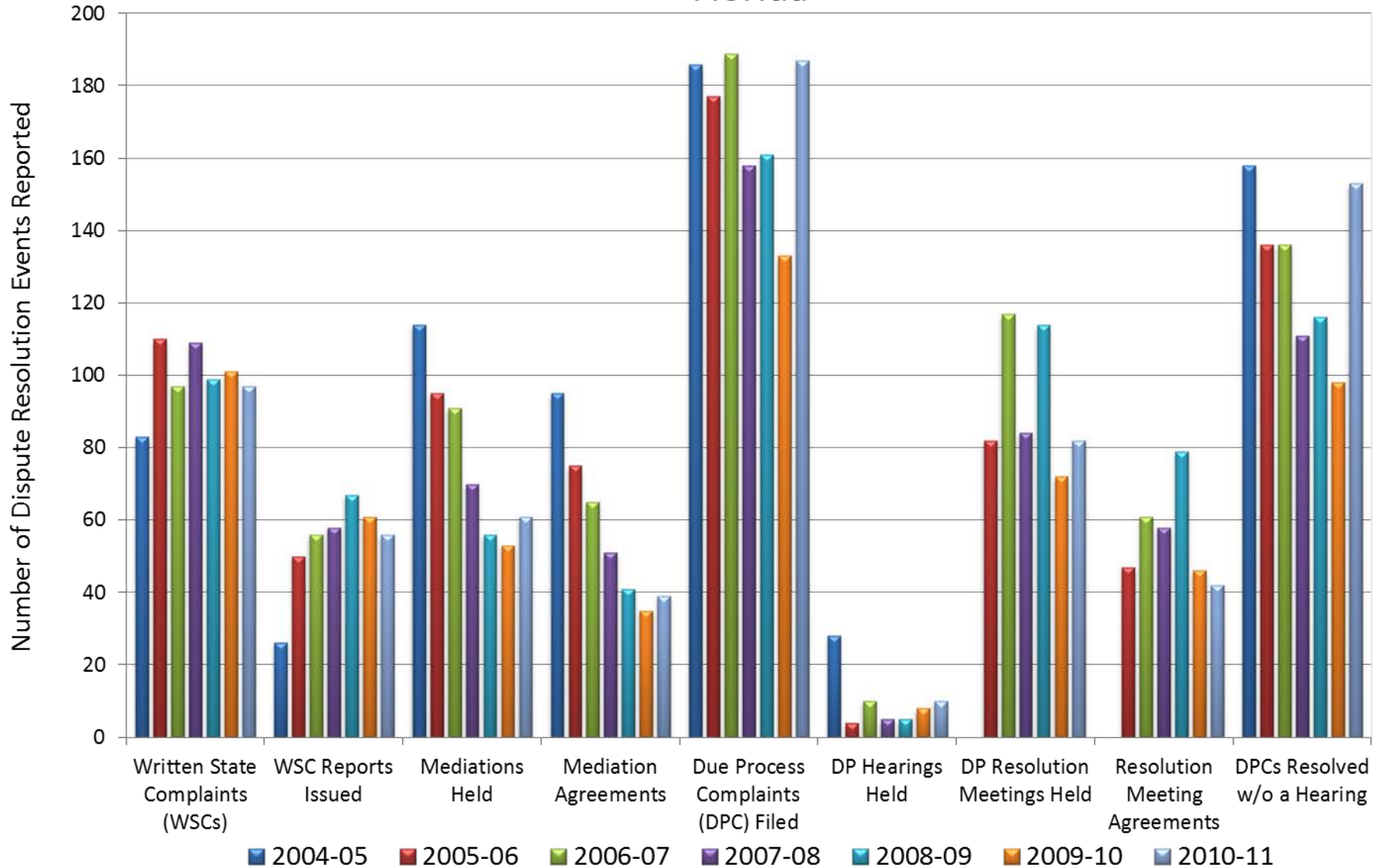
Stages of Conflict	Stage I				Stage II		Stage III			Stage IV			Stage V	
Levels of Intervention	Prevention				Disagreement		Conflict			Procedural Safeguards			Legal Review	

Assistance/ Intervention Options	Parent Engagement	Participant & Stakeholder Training	Stakeholder Council	Collaborative Rule Making	Parent to Parent Assistance	Case Manager	Telephone Intermediary	Facilitation	Mediation Models	Ombudsman	Third-Party Opinion/Consultation	Resolution Meeting	Mediation under IDEA	Written State Complaints	Due Process Hearing	Hearing Appeal (Two-Tier Systems)	Litigation	Legislation
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Dimensions that help clarify placement of the options along the Continuum	Third-Party Assistance											Third-Party Intervention
	Decision Making by Parties							Decision Making by Third-Party				
	Interest-Based											Rights-Based
	Informal & Flexible											Formal & Fixed



IDEA Dispute Resolution Activity: Florida





Cultural Awareness

Cultural groups *may*...

...view gender roles differently.

...view generational roles differently.

...defer to authority differently.

...experience 'disability' differently.

...experience and address conflict differently.

...communicate and process information differently.

...assimilate into the dominant culture differently.

...find the IEP process to be inaccessible or unattractive.



Just because a cultural group tends to subscribe to a particular set of beliefs and behaviors does not mean that all individual members of that cultural group share those beliefs and behaviors.



**The Platinum Rule: Do unto others
as they would have you do unto
them.**



“Who knows but one culture knows no culture. Who knows only one way of dealing with disputes, knows little about conflict.”

David Augsburg

Conflict Mediation Across Cultures



Normalizing Conflict

“Conflict is inevitable,
but combat is optional.”

-- Max Lucade



3 Key Foundational Skills

- Conflict Management Approaches
- Listening
- Understanding Interests

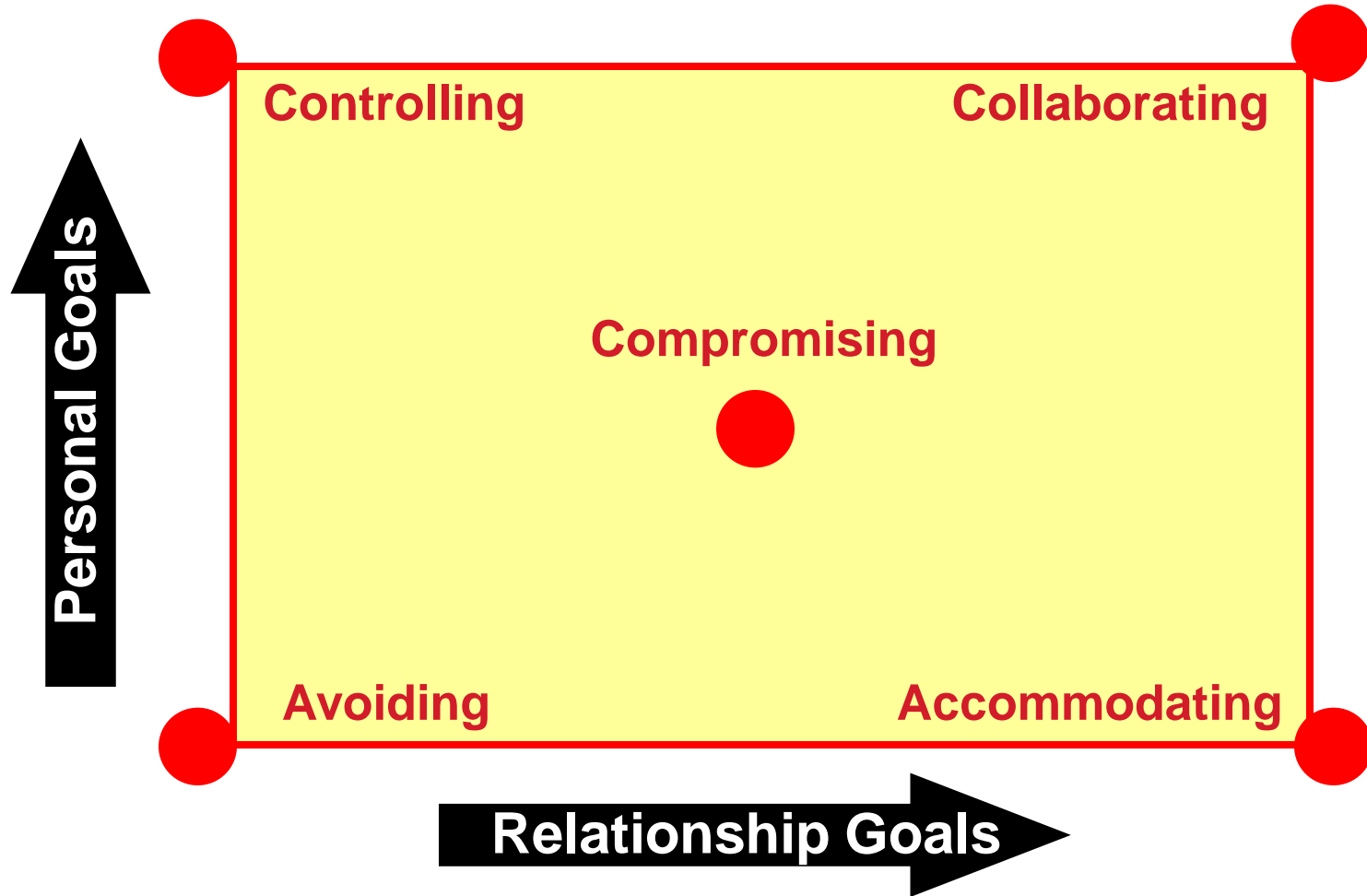


**PAUSE...to avoid knee
jerk reactions that can
distance you from
desired outcomes.**



**Choose the approach that
best fits the circumstance.**

The Five Conflict Handling Modes



Avoiding



Personal Goals

- What is it?
 - Sidestep, postpone, or withdraw from the issue for the present
- When to use it?
 - When potential harm outweighs benefits to resolve
 - When time is needed to collect information or cool down



Relationship Goals

Accommodating

Personal Goals

A black arrow pointing upwards, with the text 'Personal Goals' written vertically inside it in white.

- What is it?
 - Sacrifice your own personal goals to satisfy the concerns of the other(s)
 - Yield to another point of view
- When to use it?
 - When relationships are most important
 - Reach a quick, temporary solution

Relationship Goals

A black arrow pointing to the right, with the text 'Relationship Goals' written horizontally inside it in white.

Controlling

Personal Goals

A black arrow pointing upwards, containing the text 'Personal Goals' in white, bold, sans-serif font.

- What is it?
 - Pursue own ends without agreement of others
 - Achieving one's goals is paramount
- When to use it?
 - When unpopular actions must be implemented
 - When dire consequences will be the result of inaction

Relationship Goals

A black arrow pointing to the right, containing the text 'Relationship Goals' in white, bold, sans-serif font.

Compromising

- What is it?
 - Quick, mutually acceptable alternatives
 - Both parties give up something
- When to use it? ●
 - When two parties of equal power are strongly committed to mutually exclusive goals
 - To achieve temporary solutions to complex issues



Personal Goals



Relationship Goals

Collaborating

- What is it?
 - Identifying concerns of each person and finding alternatives that meet both sets of needs
 - Finding a solution that fully satisfies needs and concerns of both people
- When to use it?
 - When relationships & issues are both important
 - To gain commitment and acceptance for a high-quality decision

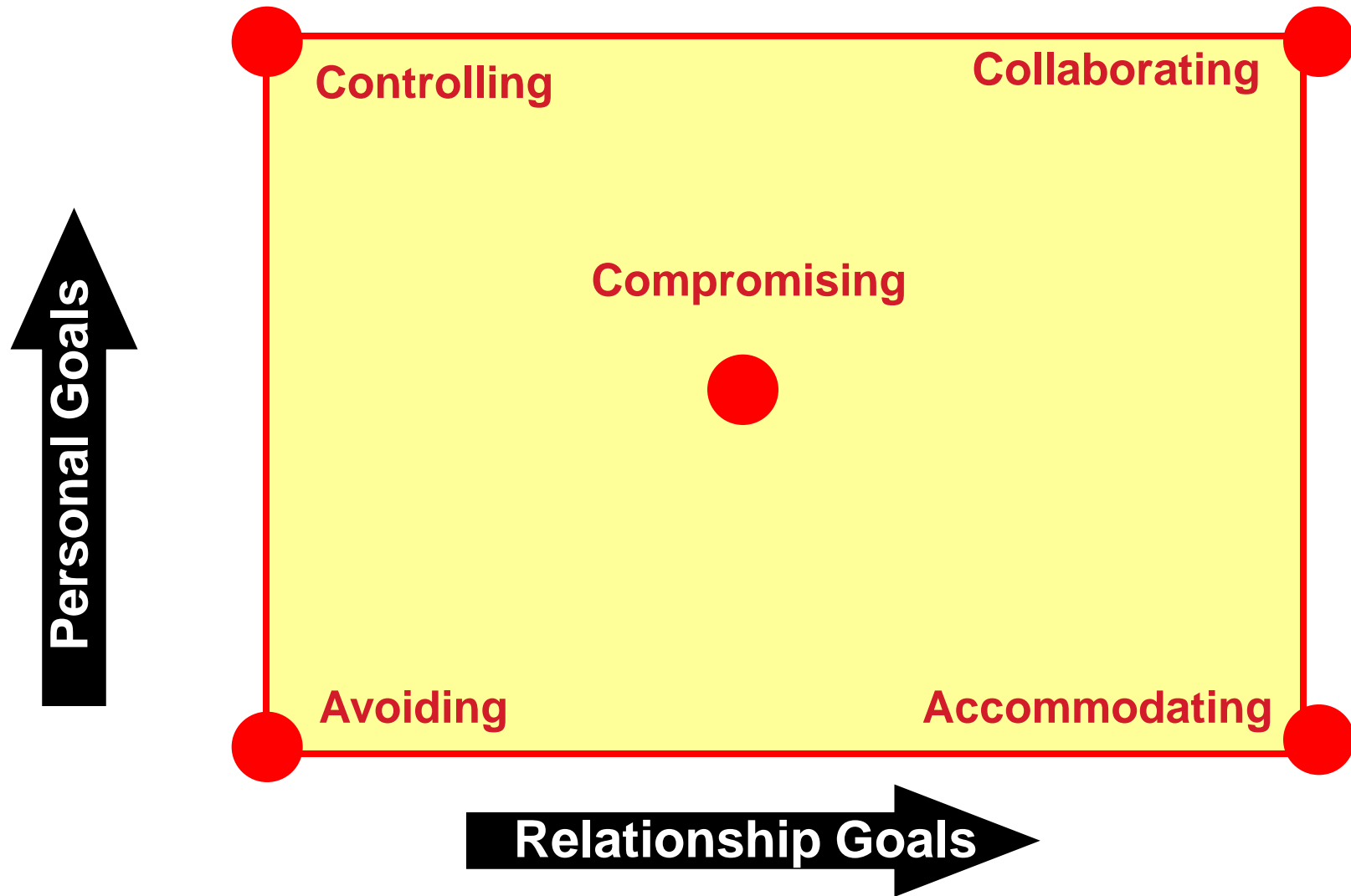


Personal Goals



Relationship Goals

The Five Conflict Handling Modes





Your son,
who is in the sixth grade,
wants to grow his hair long
and pierce his face.





Your partner wants you to go visit an ailing parent and you want to take a planned vacation at the beach.





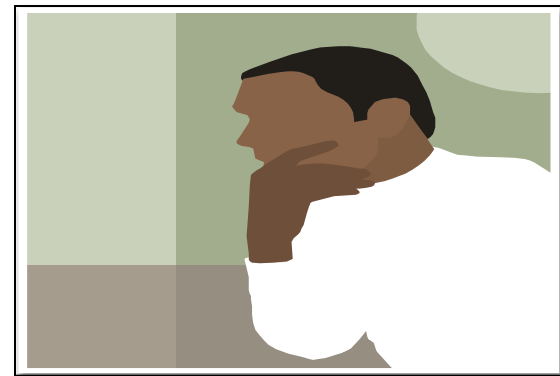
A parent demands a full time instructional assistant and you don't believe that one is needed.





Constantly Ask Yourself:

“Is this approach (style) the best one to use right now in order to reach a successful outcome to the problem at hand?”

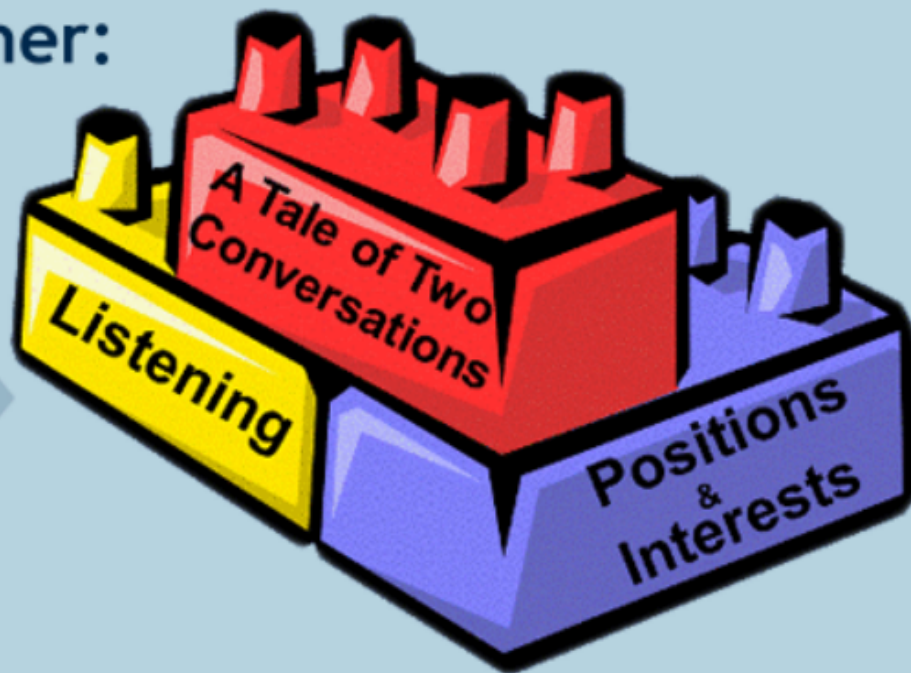


PAUSE!

Working Together:

Building Improved
Communication

Click on any Lego
building block to begin
exploring these resources.



THESE VIDEOS CAN BE USED BEFORE OR DURING: Informal Resolution Processes; IEP/IFSP Meetings; Resolution Meetings; Mediation Sessions; Staff Trainings; Pre-Service Training for Administrators and Teachers; Co-Populated Trainings with Parents and Educators; and, Training for Secondary Students with Disabilities.





Listening Video



<http://www.directionservice.org/cadre/Listening.cfm>



**Listen to understand and
create the opportunity to
be understood**





Listening to Understand

Reflect Back:

➤ Feeling

➤ Content

➤ Meaning-Values



*To listen a soul into disclosure and
discovery is the greatest service
one human can do for another.*

Quaker saying



Listening is a Disciplined Skill

- You can't do two things at once if one of them is listening well.
- You can't listen if you are trying to figure out what to say.
- You can't listen if you are assuming.



EARS



EYES

UNDIVIDED
ATTENTION

HEART

The Chinese characters that make up the verb “to listen” tell us something about this skill.



Certain Responses ...

- Derail the conversation
- Take the focus off the other person
- Block the other person from finding a solution
- Distance you from the other person
- Diminish the other person's motivation and sense of being valued



High Risk Responses

1. Ordering
2. Threatening
3. Moralizing
4. Advice
5. Logical Argument
6. Questions
7. Judging
8. Praising
9. Name-Calling
10. Diagnosing
11. Reassuring
12. Diverting

PAUSE!

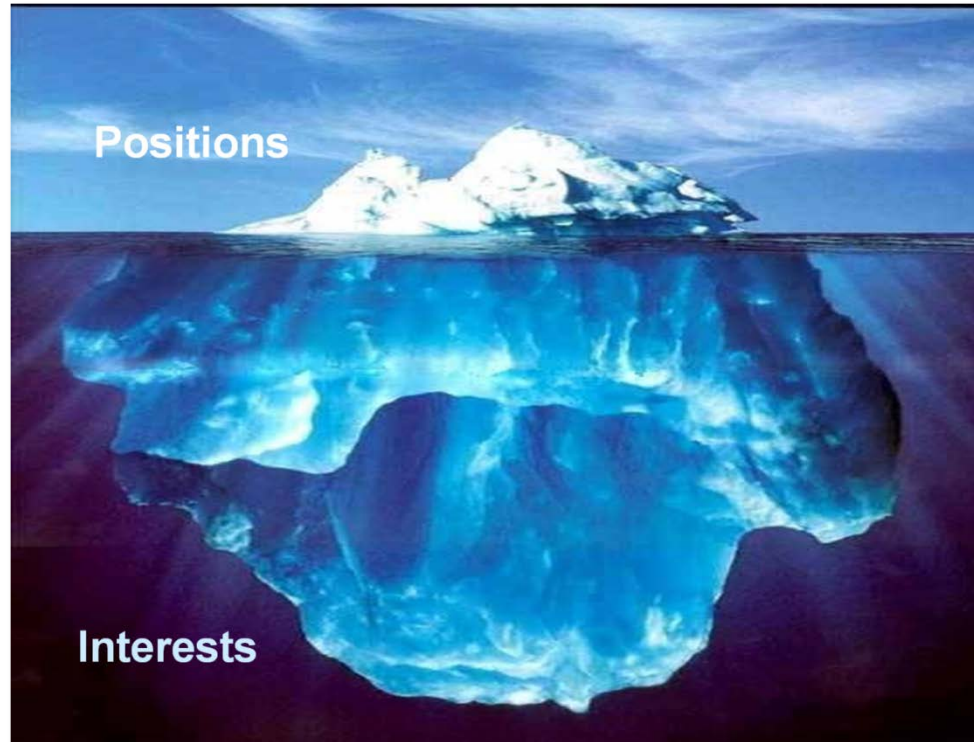


Positions & Interests

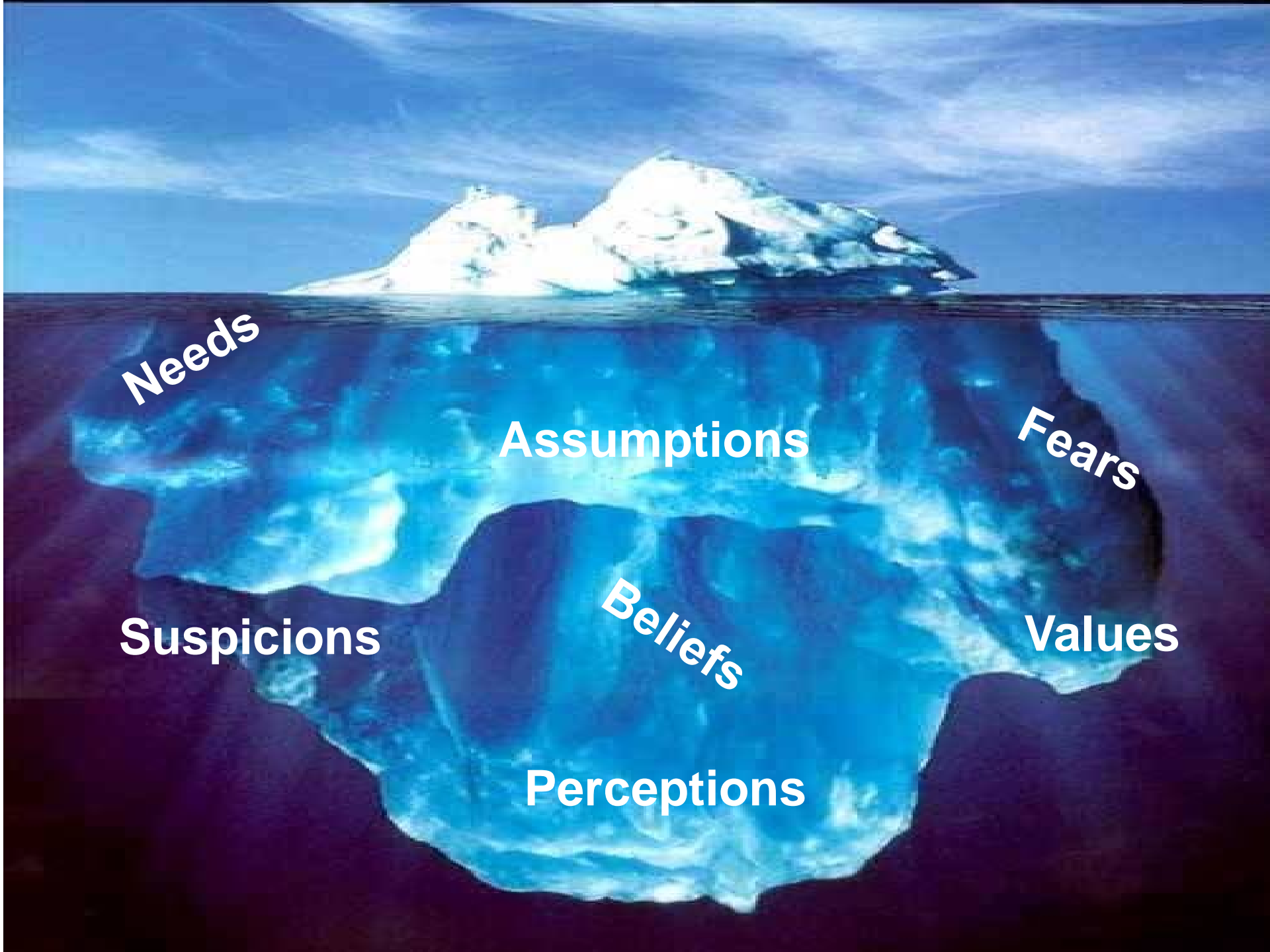


Positions and Interests

Video



<http://www.directionservice.org/cadre/flashtours/entendiendolasposturas.htm>



Needs

Assumptions

Fears

Suspensions

Beliefs

Values

Perceptions



Positions & Interests

Position

- Specific solution proposed to resolve problem
- the “WHAT”

Interest

- Underlying real need or desire that gives a position its life (i.e., beliefs, expectations, values, fears, priorities, hopes, concerns)
- the “WHY”



Finding the Interests

- What need is the person taking this position attempting to satisfy?
- What is motivating the person?
- What is the person trying to accomplish?
- What is the person afraid will happen if a demand is not fulfilled?



Questions to Elicit Interests

- “What would having that do for you?”
- “What would that mean to you?”
- “What would be different if you had that?”
- “Why is that solution so important for you?”
- “What if that did/didn't happen?”
- “How will you be affected by...?”





What are Possible Underlying Interests?

- *“Anita has to be in Ms. Smith’s classroom this year.”*
- *“Philip needs to have 45 minutes of speech therapy every day.”*
- *“I demand an apology now!”*
- *“We need corporal punishment to be a part of Casey’s behavior management plan.”*
- **WHAT ARE SOME POSITIONS YOU’VE ENCOUNTERED?**



Interest-based Negotiation

- Aims not to change the other person, but to change how you work together
- Shifts from “your position versus mine” to “you and I versus the problem”
- Involves a mutual exploration of interests to yield more creative options



Effective IEP Meetings



Tested Tips for Effective IEP Meetings

(Aligns with FL's FIEP Initiative!)

What IEP Conveners Can Do (Pre-Meeting)

- Explain importance of parent's involvement and what to expect at the meeting (process and structure)
- Explain who will be there from the school and why. Ask the parent(s) if anyone has been left out
- Invite parents to bring anyone they wish
- Schedule convenient time, location and ample time for meeting
- Invite parents to review relevant documents prior to meeting; encourage classroom visits
- Keep parents advised of progress on an ongoing basis
- Encourage *all* participants to come with open minds and blank forms



Tips, continued

What IEP Conveners Can Do (During Meeting)

- Make parents feel welcome
- Everyone introduce themselves, explain why they're there
- Address everyone with the same degree of formality
- Open the meeting by reviewing ground rules (if needed), goals, agenda and time frames
- Speak in clear, plain language
- Have specific materials available that are referred to
- Focus on the child's individualized needs
- Listen carefully
- Maintain confidentiality – don't discuss other students



Tips, continued

What IEP Conveners Can Do (During Meeting), continued

- Be honest and trust that the parent is also
- Involve student for at least a portion of the meeting if they can contribute and always if 18 or over
- Be sure that important considerations and legal standards are addressed
- Review next steps at meeting conclusion to ensure shared understanding

What IEP Conveners Can Do (Post-Meeting)

- Review and evaluate
- Send home thank you note
- Write down suggestions of things parents can do at home to help

Portions of this content came from:

Tested Tips for IEP Meetings: <http://www.directionservice.org/cadre/testedtips.cfm>

and the work of Key2Ed: <http://www.key2ed.com/>



Student Involvement and Self-Advocacy

“Nothing about me without me.”

- Fundamentally important
- Capacity for participation varies
- Advantages of participation
- Challenges with participation



Announcing...



New Publication:

**In The Best Interests of the Child: IEP Meetings When
Parents Are In Conflict**



Where to Learn More...

www.directionservice.org/cadre

[http://www.directionservice.org/
cadre/index_espanol.cfm](http://www.directionservice.org/cadre/index_espanol.cfm)

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