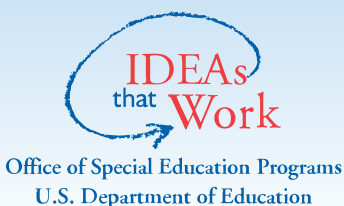


# 20 22



## October 26–28

Presented By



# **Symposium Objectives**

- Examine collaborative dispute prevention and conflict management strategies within the expanding continuum of dispute resolution practices in special education and early intervention.
- Learn about innovations, initiatives, and current research in the field of dispute resolution.
- Receive information, resources, and guidance related to the design, implementation, and improvement of dispute resolution processes and systems.
- Enhance communities of practice, and connect dispute resolution coordinators, practitioners, educators, and parent leaders with each other and nationally renowned experts in the field.
- Acquire advanced conflict management skills and knowledge critical to the effective resolution of disputes.

## **CADRE Staff**

Dr. Melanie Reese, Project Director  
 Noëlla Bernal, Associate Director and Internal Evaluator  
 Diana Nadeau, Dispute Resolution Training & Equity Specialist  
 Kelly Rauscher, Learning and Development Specialist  
 Aimee Walsh, CEO, Direction Service

## **CADRE Advisory Board**

Courtney Salzer, Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS)  
 Esperanza Reyes, Utah Parent Center  
 Jamila Pollard, Georgia Department of Education  
 John English, University of Oregon School of Law  
 Kathy Clayton, Ed21 Consulting Services  
 Kerry Smith, Pennsylvania Office for Dispute Resolution  
 Luann Purcell, Council of Administrators of Special Education, Inc (CASE)  
 Myriam Alizo, Statewide Parent Advocacy Network (SPAN)  
 Patricia Bourexis, The Study Group Inc.  
 Sharon Walsh, Early Childhood Technical Assistance Center (ECTA)  
 Tawara Goode, Georgetown University  
 Terry Amsler, Indiana University  
 Young Seh Bae, Community Inclusion & Development Alliance (CIDA)

## **Project Officer**

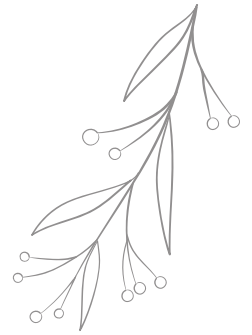
Carmen M. Sánchez, Office of Special Education Programs, U.S. Department of Education

## **Symposium Partners**

Family Network on Disabilities  
 PEAK Parent Center

## **Special Thanks**

Jesse Hart, Direction Service



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# Pre-Symposium

 **Tuesday, October 25, 2022**

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**4:30 p.m. – 7:00 p.m.** Registration

 Lobby

**4:30 p.m. – 6:30 p.m.** Light Reception Sponsored by Pingora Consulting

 Lounge & Library

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## Day 1 Agenda

 **Wednesday, October 26, 2022**

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**7:30 a.m.** Registration

 Lobby

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**7:00 a.m. – 5:00 p.m.** Exhibit Space/Coffee Connections

 Prefunction

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**8:00 a.m. – 9:20 a.m.** Breakfast & Opening Plenary

 Ballroom CD

Welcome from CADRE: Melanie Reese, Director, CADRE

Welcome from OSEP: Carmen M. Sánchez

Welcome from OSERS Rep: Valerie Williams, Director

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**9:30 a.m. – 12:30 p.m.** Morning Breakout Sessions

**Advanced Mediation Skills**

with Dr. Timothy Hedeon

**Collaborative Decision-Making with Parents and Building Responsive Part C Early Intervention Dispute Resolution Systems**

with Larry Ringer

**Conflict Coaching For Special Education: Setting Up for Success**

with Dr. Tricia Jones

**Culturally Competent State Complaint Investigations**

with Lenore Knudtson & Stephanie Weaver

**Getting to Yes in Special Education Disputes: The Power of Interest-Based Conflict Resolution**

with Josh Kershenbaum, Esq.

**Utilizing CADRE's CLC Self-assessment for DR Systems to Maximize Opportunities for Stakeholder Engagement**

with Tawara Goode, Diana Cruz & Diana Nadeau

# Day 1 Agenda (cont.)

 **Wednesday, October 26, 2022**

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**12:30 p.m. - 1:50 p.m.** Lunch & Plenary

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 Ballroom CD

**Keynote Address: Raising Expectations: Advocating for Yourself and Others**

Presented By: **Jennifer Wolfsheimer, Esq.**

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**2:00 p.m. - 5:00 p.m.** Afternoon Breakout Sessions

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**Behavioral Barriers in Cross-Cultural Dispute Resolution**  
with Jason A Harper

**From Conflict to Collaboration: Essential Conflict Management Skills**  
with Kathy Murphy & Joy Jordan

**Preparing for OSEP's Differentiated Monitoring Activities of Your State's Dispute Resolution System with CADRE's Resources**  
with Dr. Melanie Reese & Kelly Rauscher

**Storytelling: A Tool to Develop Trust, Build Stronger Relationships, and Foster Cohesive Communities**  
with Kiran Singh Sirah

**Working within the Cross-section of Mindfulness and Dispute Resolution**  
with Diana Nadeau

**"It Took Me Years to Write...": IDEA Decision/Agreement/Report Writing**  
with Jim Gerl

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**5:30 p.m. - 7:30 p.m.** Reception Sponsored by Key2Ed

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## Morning Breakout Sessions: 9:30 a.m. – 12:30 p.m.

### Advanced Mediation Skills

Dr. Timothy Hedeon

Mediating a special education case is much like hosting a dinner party: the invite list is curated carefully while the table is set intentionally, the conversation is spurred thoughtfully and moderated only lightly. Occasionally a guest might feel uncomfortable speaking up, so the host might gently create an opening; sometimes a group will get stuck on an unpleasant topic, so the host might artfully shift the focus... in this interactive session we'll engage advanced mediator skills related to preparing disputants, crafting questions, inviting and delivering process guidance, and considering the appropriate roles of pressure and influence.

### Conflict Coaching For Special Education: Setting Up for Success

Dr. Tricia Jones

In special education conflicts, a bad start lays the groundwork for negative, escalating and counterproductive relationships. As powerful as our current dispute resolution processes are, they are missing a basic fact -- people need to come to those processes better prepared to be the best conflict manager and participant possible. They need help getting ready to insure a successful and productive session. And conflict coaching is the tool for that. Conflict coaching is a one-on-one dispute resolution process that can be used by peers, conflict professionals, and for parents, educators, and administrators. The fasted growing dispute resolution process in the US, conflict coaching is used widely in a variety of educational and community contexts. This interactive workshop will help you understand how conflict coaching works, when and how you can use it most effectively, and how to adapt it to your systems and needs.

### Culturally Competent State Complaint Investigations

Lenore Knudtson & Stephanie Weaver

The State Educational Agency (SEA) is responsible for conducting independent, thorough complaint investigations, and crafting well-reasoned decisions. It is an exercise in artistry and begins with an investigatory plan that seeks out information to answer all investigative questions. Cultural and language competency is key to conducting competent investigations. Develop ways to have these rich decisions serve as technical assistance to ensure that noncompliance does not persist.

### Collaborative Decision-Making with Parents and Building Responsive Part C Early Intervention Dispute Resolution Systems

Larry Ringer

This session will focus on effective communication and compliant DR:

- Families as core of early intervention
- Effective collaboration with families in identifying needs and implementing services
- Effective strategies for informal dispute resolution
- Part C requirements for formal dispute resolution processes (mediation, state complaint, due process hearings)
- States with few, if any, requests for formal dispute resolution -Working with stakeholders to explore what this means; Strategies for building compliant and effective dispute resolution systems; Identification and preparation of mediators and hearing officers
- Strategies for using formal and informal dispute input to support system improvement



## Getting to Yes in Special Education Disputes: The Power of Interest-Based Conflict Resolution

Josh Kershenbaum, Esq.

Participants will learn the fundamentals of interest-based dispute resolution and practice applying these powerful techniques in the context of real-life special education disputes. Our focus will be on the core concepts of interest-based dispute resolution, including interests vs. positions, BATNA, active listening, and creating win-win solutions. This will be an opportunity for hands-on, active practice in a safe, respectful, group setting with diverse participants from all “sides” of the conflict, including parents, educators, administrators, practitioners, lawyers, etc. This will NOT be a “sit and listen” experience. Participants should be eager to share, practice and learn with and from one another.

## Utilizing CADRE’s CLC Self-assessment for DR Systems to Maximize Opportunities for Stakeholder Engagement

Tawara Goode, Diana Cruz & Diana Nadeau

In this session, presenters will introduce CADRE’s Cultural and Linguistic Competence (CLC) Assessment Tool for DR Systems. As a group, we will explore why CLC matters and engage in dialogue about the importance of meaningful engagement of the diversity of stakeholders in each of your states. Through group dialogue, we will: 1) identify barriers to stakeholder engagement, 2) share strategies that have proven beneficial to address such barriers, and 3) identify next steps and associated resources as a DR network.



## Keynote Address: 12:30 p.m. – 1:50 p.m. Raising Expectations: Advocating for Yourself and Others

📍 Ballroom CD



### Jennifer Wolfsheimer, Esq.

WestEd/National Center for Systemic Improvement

Jennifer Wolfsheimer, Esq., specializes in building the capacity of State education agencies to implement general supervision and accountability systems and dispute resolution systems under the Individuals with Disabilities Education Act (IDEA) through WestEd’s National Center for Systemic Improvement and contract work. Wolfsheimer joined WestEd after working at the U.S. Department of Education in the Office of Special Education Programs (OSEP) for over a decade, where she facilitated the team which carries out activities related to State Performance Plans/Annual Performance Reports and Determinations. Previously, Wolfsheimer was OSEP’s Dispute Resolution Lead. She has led monitoring activities focused on states’ dispute resolution policies and procedures and general supervision responsibilities under the IDEA. An expert in policy analysis and its impact on people with disabilities, Wolfsheimer has advocated on behalf of people with disabilities across the legal and regulatory spectrum. Wolfsheimer has advised on disability issues related to mental health and healthcare, technology, employment discrimination, and domestic violence while serving as Commissioner, Montgomery County, MD Commission on People with Disabilities; Policy Advisor, U.S. Department of Labor, Office of Disability Employment Policy; independent healthcare policy consultant; and Legal Intern/Extern/Clerk at The Judge David L. Bazelon Center for Mental Health Law, and Protection and Advocacy organizations in New York and California.

## Afternoon Breakout Sessions: 2:00 p.m. – 5:00 p.m.

### Behavioral Barriers in Cross-Cultural Dispute Resolution

Jason A Harper

In education, we encounter a wide range of people with different cultures and norms. Even the most skilled and experienced professional will face new challenges in cross-cultural communication. Based on the different dimensions of culture, you will encounter behaviors that can present a barrier to effective communication and dispute resolution. This interactive workshop will explore behavior barriers through the lens of different cultural dimensions, offer tips to mitigate those barriers, and provide guided practice in cross-cultural communication skills to promote the joint search of the best solution for the student.

### Preparing for OSEP's Differentiated Monitoring Activities of Your State's Dispute Resolution System with CADRE's Resources

Dr. Melanie Reese & Kelly Rauscher

Being able to tell the story of your dispute resolution system, backed with evidence of compliance and effectiveness, are critical components to successfully navigating OSEP's DMS 2.0 activities around your State's dispute resolution system. Using CADRE's tools and resources we'll identify the Federal requirements for overseeing compliant mediation, written State complaint, and due process complaints and hearings, and, more importantly, explore how to demonstrate your system's alignment with IDEA. Together we'll cover the three evidence streams of documentation, implementation and articulation. We'll brainstorm together strategies for preparation and sharing the uniqueness of your program. Included, we'll explore the critical function of data, considerations for stakeholder feedback, as well as identify examples for demonstrating the integration of dispute resolution into the larger general supervisory responsibility of the SEA/LA.

### Storytelling: A Tool to Develop Trust, Build Stronger Relationships, and Foster Cohesive Communities

Kiran Singh Sirah

In this 3-hour deep-dive workshop, Kiran Singh Sirah explores how you can use storytelling to develop trust, build stronger relationships, and foster more cohesive communities. We will explore the ways story can help you empower and inspire others.

### From Conflict to Collaboration: Essential Conflict Management Skills

Kathy Murphy & Joy Jordan

"Knowing yourself is the beginning of all wisdom" Aristotle. Before we can help IEP team members resolve differences, we need to build our own conflict competence. This workshop will explain the five conflict management styles we all use to navigate interpersonal conflict. Participants will learn the pros and cons of each style; how to use each style; and how to select the appropriate style for any and all conflicts. They will also learn how to use the collaboration style to help IEP teams (and any team) achieve consensus through a four-step collaborative problem-solving process.

### "It Took Me Years to Write...": IDEA Decision/Agreement/Report Writing

Jim Gerl

This skill-building session will focus on writing; a written final product is critical for all types of special education dispute resolution. We are among many other things professional writer. Hearing officers must write a decision; mediators and resolution session participants will likely need to draft a settlement agreement if the dispute is resolved; and state complaint investigators must write up the report of the investigation.

### Working within the Cross-section of Mindfulness and Dispute Resolution

Diana Nadeau

Mindfulness, it's become a buzzword. But on a very practical level, mindfulness can lead to some of the cornerstones of dispute resolution. In this interactive 3-hour workshop, participants will identify their concepts of mindfulness, practice applying their particular skills to dispute resolution scenarios, cultivate new skills, such as perspective-taking and mutual view, and create their own action plan for incorporating the practical aspects of mindfulness in their work. The session will include mindfulness practice sessions, group discussion, and role playing. This workshop will be suitable to Mediators, Facilitators, and anyone whose role puts them in the position of managing conflict.



# Day 2 Agenda

 **Thursday, October 27, 2022**

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**7:00 a.m. - 5:00 p.m.** Exhibit Space/Coffee Connections

📍 Prefunction

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**8:30 a.m. - 9:45 a.m.** Breakfast & Plenary

📍 Ballroom CD

## Keynote Address: Storytelling: A Gift of Hope

Presented By: **Kiran Singh Sirah**

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**10:00 a.m. - 11:30 a.m.** Morning Breakout Sessions

**ADR in California: The Use of Federal Grants to Expand and Enhance the Parent-School Relationship**  
with Rick Homutoff, Ed.D. & Jennifer Brooksby, M.S.

**Building Educational Systems that Anchor Trust: It's More Than a Vision Statement!**  
with Dr. Darlene Sampson

**Creating and Leveraging a Community "Partnership Continuum"**  
with Kathy Clayton & David Carrales

**IDEA Hearing Officers- Stages and Phases in a Hearing Officer's Career Path**  
with Claudette Rushing & Terri Hagen

**PROGRESS Center: Supporting Educators in Responding to the Endrew Supreme Court Decision**  
with Tessie Rose Bailey

**Restoring Family-Professional Partnerships: Lessons Learned From a Qualitative Inquiry of Families of Children with Sensory Loss**  
with Silvia M Correa-Torres, Sandy Bowen, Tracy Gershwin, PhD & Lanya McKittrick

**Using Trauma Informed Systems Thinking to Ensure Quality Outcomes from Alternative Dispute Resolution**  
with Veronica Coates, Elizabeth Engelken, Aubrie Fulk & Anjanette Pelletier



## Day 2 Agenda (cont.)



**Thursday, October 27, 2022**

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**11:45 a.m. - 1:00 p.m.** Lunch & Plenary

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📍 Ballroom CD

**Presentation of the Anita Engiles Keys to Access Award to Diana MTK Autin, JD**

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**1:15 p.m. - 2:45 p.m.** Early Afternoon Breakout Sessions

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**Accessing Justice Equally: Building Opportunities for Culturally Sensitive Mediation to Diverse Participants in Special Education Dispute Resolution**

with Lenore Knudtson & Stephanie Weaver

**Addressing Special Education Disputes at the Lowest Level Appropriate: Avoiding Due Process**

with Dr. Angela Balsley & Dr. Janet R Decker

**Behavioral Barriers in Cross-Cultural Dispute Resolution**

with Jason A Harper

**Building Inclusivity and Trusted Community Through Alternative Dispute Resolution**

with Adriana Aro & Mildred Browne

**Ombuds Programs: A Flexible and Responsive Resource for Families and Schools**

with Dr. Timothy Hedeem

**Partner's in Practice: The Development of a "Complaint Toolkit"**

with Heather Olivier

**Reviewing Recent Guidance from OSEP**

with TBD

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**3:00 p.m. - 4:30 p.m.** Late Afternoon Breakout Sessions

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**Addressing Equity in the Deaf-Blind Technical Assistance Network**

with Julie Durando & Megan Cote

**Effective Partnership with Diverse Families**

with Joy Sebe & Jennifer Stanton

**How to Navigate and Conduct Meaningful Equity-Based Conversations**

with Robin OShea & Cassie Velasquez

**Introducing the IEP Team Relationship Reset**

with Dr. Rob Keiter

**Leveraging Conflict Management Tools to Sustain an Inclusive Parent-School Partnership**

with Odilla Sidime

**Massachusetts Innovation: How Notification, Content-Specific Mediators, and Emphasis on Accessibility Promotes Dynamic and Effective Mediation**

with Myrto Flessas & Rebecca Stone

**SEVA (Special Education Volunteer Advocates): Building Family Capacity and Creating Agreement through Value-Add Collaboration**

with Diana Autin, Jeannette Mejias & Michele Tyler



## Keynote Address: 8:30 a.m. – 9:45 a.m. Storytelling: A Gift of Hope

📍 Ballroom CD



**Kiran Singh Sirah**

President

International Storytelling Center (ISC)

Kiran Singh Sirah is President of the International Storytelling Center (ISC), an educational and cultural institution dedicated to enriching lives around the world through storytelling. ISC organizes the world's premiere storytelling event, the National Storytelling Festival, and supports applied storytelling initiatives across a variety of industries. Prior to his ISC appointment, Kiran developed a number of award-winning peace-building programs in cultural centers across the UK. As an artist, folklorist, educator, and social justice advocate, he uses the power of human creativity to establish dialogue. An advisory member to UNESCO and a Rotary Peace Fellow, he has developed programs, publications, talks and conference papers on interdisciplinary approaches to relationship building around the globe. In 2017, Kiran was awarded the "Champion of Peace" recognition at the Rotary International ceremony at the United Nations in Geneva. Kiran firmly believes storytelling not only enriches lives, but also holds the key to building a better world.

## Morning Breakout Sessions: 10:00 a.m. – 11:30 a.m.

### ADR in California: The Use of Federal Grants to Expand and Enhance the Parent-School Relationship

Rick Homutoff, Ed.D. & Jennifer Brooksby, M.S.

California makes available federal grant money to promote the use of alternative dispute resolution activities within special education. Dr. Rick Homutoff and Jennifer Brooksby will share the use of the grants from a statewide and regional perspective as well as at the LEA level, highlighting research conducted in 2018 on the use of the grants.

### Building Educational Systems that Anchor Trust: It's More Than a Vision Statement!

Dr. Darlene Sampson

Participants will engage in authentic dialogue to dissect the healing capabilities of educational systems that are anchored in social justice. We will explore the behaviors inherent in maintaining high academically sound and engaging spaces of learning. Dissecting the pandemic and its consequences on educational systems will also be examined. Workshop participants will leave with renewed commitments and actionable next steps along the social justice continuum.

### Creating and Leveraging a Community "Partnership Continuum"

Kathy Clayton & David Carrales

Parent and educator partnerships are key to successful results for students. Building trust, sharing information, and valuing the participation of all partners leads to increased engagement and results for students. Defining proactive activities that encourage meaningful interactions coupled with alternative dispute resolution processes is the basis for establishing a Partnership Continuum that supports a sense of community. The Continuum should be developed, implemented with fidelity, measured, and maintained by design not chance. This presentation will feature strategies and tools for creating a "Partnership Continuum" and developing data collection systems to measure effort and effect that leads to achieving desired results.



## Morning Breakout Sessions (cont.): 10:00 a.m. – 11:30 a.m.

### IDEA Hearing Officers- Stages and Phases in a Hearing Officer's Career Path

Claudette Rushing & Terri Hagen

Join two IDEA hearing officers from various states and stages in their careers, as they discuss their tips, tricks, challenges, and solutions at this phase of their career: beginning hearing officer and mid-career hearing officer.

Claudette Rushing will discuss what she has learned as a new hearing officer and share insights into areas such as obtaining your first state hearing officer contracts, hosting your first hearing, scheduling various hearing matters and responding to motions, and ideas for using technology to serve state agencies during the Covid pandemic and beyond.

Terri Hagen will discuss what she has learned in her decades of experience as a hearing officer, state review officer, and hearing officer trainer. She will share her thoughts on the best ways to write orders, work with parties, and tips and tricks she has learned along the way along with her current greatest challenges as a midcareer Hearing Officer. She will share her insight and advice to new hearing officers and insight into best practices for drafting orders for IDEA hearings.

The presenters hope to engage participants in dialogue and discussion about their own career paths and experiences, in order to both reflect and to grow best hearing officer practices nationally.

### PROGRESS Center: Supporting Educators in Responding to the Endrew Supreme Court Decision

Tessie Rose Bailey

The U.S. Supreme Court's decision in Endrew F. v. Douglas County School District (2017) has implications for how educators design high-quality educational programming for students with disabilities and prevent and resolve special education disputes. To support educators in responding to findings of the decision, the Office of Special Education Programs funded the PROGRESS Center. This session will clarify the implications of Endrew for educators and share PROGRESS Center information, resources, tools, and technical assistance services available to support local educators in developing and implementing high-quality educational programs that enable students with disabilities to make progress and meet challenging goals.

### Restoring Family-Professional Partnerships: Lessons Learned From a Qualitative Inquiry of Families of Children w/Sensory Loss

Silvia M Correa-Torres, Sandy Bowen, Tracy Gershwin, PhD & Lanya McKittrick

Special education conflict between families and educators is a national problem with consequences including excessive costs, time, emotional strain, and partnership dissolution. Researchers have begun to investigate this phenomenon; however, current studies do not consider the unique circumstances related to a child's disability and the issues of dispute. In response, we conducted a qualitative study about the experiences of families of children with sensory loss, including collaboration, involvement barriers, conflict, and unique challenges during the IEP process. Findings from this study are presented and discussed in relation to the larger population of families of children representing a range of disabilities.

### Using Trauma Informed Systems Thinking to Ensure Quality Outcomes from Alternative Dispute Resolution

Veronica Coates, Elizabeth Engelken, Aubrie Fulk & Anjanette Pelletier

Presentation will provide an overview of Trauma Informed Systems (TIS) thinking, highlighting the Principles of TIS in Action and connections to mindfulness, conflict prevention and resolution. TIS Principles have applicability and connection to ADR processes and result in positive desired outcomes for participants and facilitators. When people learn about stress and trauma it allow us to understand the impact trauma has on behavior, emotions, relationships and conflict resolution. The presenters will also discuss statewide policy efforts in California and how one time funding has helped support new and innovative practices to create an ADR continuum in California.





## Keys to Access Award Presentation: 11:45 a.m. – 1:00 p.m.

📍 Ballroom CD



**Diana MTK Autin, JD**

Executive Director

SPAN Parent Advocacy Network (SPAN)

CADRE is honored to recognize Diana MTK Autin, JD, as the 2022 Anita Engiles Key to Access recipient. Diana will step down as Executive Director of the SPAN Parent Advocacy Network in Newark, NJ on December 30, 2022. A longtime collaborator with CADRE, she champions collaborative approaches to resolving conflict, and shares her extensive knowledge of inclusion, cultural humility, and stakeholder engagement with all she meets. Diana's lifelong contributions to creating a better and more just world for families and children with disabilities embodies the values of the Key to Access award. She uses her legal knowledge to help train and support parents and parent leaders as advocates for their children and families as they navigate the education, health, mental health, and child welfare systems. She brings the voices of parents, families, and communities to the table on a number of state and national advisory committees on health and education. Diana is a graduate of University of Michigan Law School, and was a Columbia University Revson Fellow and a Wasserstein Public Interest Fellow at Harvard Law School. Diana is a fierce advocate and proponent of bringing justice, equity and respect to policy. She's participated in several national leadership programs, including serving as an Advocacy Institute Senior Leadership Fellow. She is the adoptive mother of four children from diverse cultures and a proud grandmother. A Cajun and Native American, Diana is deeply committed to cultural reciprocity and language access. Her tireless advocacy empowers CADRE and many others to continually strive to make a more just world for our children, and makes her a worthy recipient of this award.

## Early Afternoon Breakout Sessions: 1:15 p.m. – 2:45 p.m.

### Accessing Justice Equally: Building Opportunities for Culturally Sensitive Mediation to Diverse Participants in Special Education Dispute Resolution

Lenore Knudtson & Stephanie Weaver

The focus of the presentation will include skills that mediators can build to welcome culturally diverse participants, bridge gaps for non-English speaking participants, and break down barriers for non-traditional families participating in mediation or other early dispute resolution activities under the IDEA.

### Addressing Special Education Disputes at the Lowest Level Appropriate: Avoiding Due Process

Dr. Angela Balsley & Dr. Janet R Decker

Is resolution hindered by attorney involvement? Even when a dispute is successfully settled, are there negative consequences? This presentation invites participants to analyze attorney involvement and contemplate strategies to prevent disputes. We will begin by sharing findings from a qualitative research study of 10 special education directors who were

unconvinced that ADR was productive if it occurred after a due process complaint was filed. We will then ask participants to analyze the study's recommendations that included: (1) reduce attorney involvement; (2) require parties to engage in a tiered system of dispute resolution; and (3) build the capacity of special education

### Behavioral Barriers in Cross-Cultural Dispute Resolution

Jason A Harper

In education, we encounter a wide range of people with different cultures and norms. Even the most skilled and experienced professional will face new challenges in cross-cultural communication. Based on the different dimensions of culture, you will encounter behaviors that can present a barrier to effective communication and dispute resolution. This interactive workshop will discuss those behavioral barriers through the lens of different cultural dimensions, and give you tips to mitigate those barriers in the joint search of the best solution for the student.

## Early Afternoon Breakout Sessions (cont.): 1:15 p.m. – 2:45 p.m.

### Building Inclusivity and Trusted Community Through Alternative Dispute Resolution

Adriana Aro & Mildred Browne

As an inclusive practice by definition, the ADR SFUSD program has looked to solve for inclusion in all aspects of its program design, including working with all family support groups at SFUSD and continued annual trainings on implicit bias, cultural competency and inclusion. Specific outreach to parent groups and underserved families, especially those serving people of color, is continuous throughout the school year; significant coordination is also available between the Office of Family Voice and the Ombuds program at SFUSD to best engage parents with understanding and mutual respect to de-escalate tensions and conflict with the school district.

### Ombuds Programs: A Flexible and Responsive Resource for Families and Schools

Dr. Timothy Hedeon

Ombuds offices serve many valuable purposes in education, whether assisting parents to navigate complex policies or systems, helping schools to recognize novel or emergent challenges, supporting districts and families to address concerns fairly and cooperatively whenever possible. Ombuds practitioners integrate the skills of constructive conflict engagement and collaborative problem solving with their extensive knowledge of relevant policies and professionals across a district. In case you're interested to learn more about creating, sustaining, or expanding an ombuds office, this session is for you!

### Partners in Practice: The Development of a "Complaint Toolkit"

Heather Olivier

Join us to learn how creating a "toolkit" that supports families and community partners in filing a state special education complaint in Oregon was a demonstration of strong collaborations with the Oregon Department of Education, stakeholders and the Parent Training Information Center, FACT Oregon, that ultimately produced an accessible, balanced and supported guide that helps focus on positive outcomes for students while seeking productive solutions.

### Reviewing Recent Guidance from OSEP

TBD

Join OSEP staff for an update and review of recent and relevant OSEP guidance and Dear Colleague letters. Presenters will reserve 30 minutes for questions and answers at the end of this session.



## Late Afternoon Breakout Sessions: 3:00 p.m. – 4:30 p.m.

### Addressing Equity in the Deaf-Blind Technical Assistance Network

Julie Durando & Megan Cote

Due to a broad range of challenges in identifying and referring children with deaf-blindness and the cultural and linguistic diversity of the population, the National Deaf-Blind TA Network has created a framework and process for implementing a cultural ambassador program within state deaf-blind projects. Demographic data from states points at under identification and under referral of children from traditionally underrepresented groups. This presentation will discuss high quality practices chosen for use and the systemic challenges in implementing

practices within low incidence service delivery. Discussion will include processes for assessing internal project capacity, building state level partnerships, and sustaining practice.

### Effective Partnership with Diverse Families

Joy Sebe & Jennifer Stanton

The key focus during mediation and dispute resolution is to examine what the mediators and facilitators can do to enhance their services for people from culturally and linguistically diverse backgrounds and to identify core components of effective culturally sensitive family dispute resolution practice.

This presentation is for professionals who serve youth/young adults with disabilities and are interested in improving postsecondary outcomes for people with significant disabilities from low-income and CLD communities. We will discuss how to engage CLD families in transition planning, provide culturally and linguistically appropriate resources, and identify strategies to align service delivery.

## How to Navigate and Conduct Meaningful Equity-Based Conversations

Robin OShea & Cassie Velasquez

Have you ever been in a conversation where you are sure others are listening to respond rather than to understand? How about when you are talking but you feel that no one is really listening? Do you walk away from certain conversations thinking, “They just don’t get it!” Now more than ever, it is critical that groups have awareness as well as specific strategies and techniques to conduct conversations where everyone feels valued and has an opportunity to voice their unique perspectives. Meaningful, equity-based team conversations spur collaboration, promote growth, and increase productivity. This is a 90-minute interactive workshop.

## Introducing the IEP Team Relationship Reset

Dr. Rob Keiter

This training introduces a strategic intervention that includes practical techniques leading to improved relationships and better results on the IEP team. The training is designed for parents, school personnel, and individuals that work with organizations serving children with disabilities. It answers the following questions: What is an IEP Team Relationship Reset? How do I know it’s needed? What does it look like? and Where to begin?

## Leveraging Conflict Management Tools to Sustain an Inclusive Parent-School Partnership

Odilla Sidime

Conflict is a naturally occurring phenomenon that impacts engagements between individuals and groups, including parent-school teams. Without appropriate measures, conflict can derail the communication and interactions between parents and school professionals and lead those stakeholders to lose focus on the student. In this interactive session, participants will learn conflict management techniques and resources that can be utilized to de-escalate rising conflict, inspire collaborative problem-solving, foster inclusivity and strengthen the parent-school partnership.

## Massachusetts Innovation: How Notification, Content-Specific Mediators, and Emphasis on Accessibility Promotes Dynamic and Effective Mediation

Myrto Flessas & Rebecca Stone

Each year in Massachusetts, the Bureau of Special Education Appeals (“BSEA”) convenes nearly 800 mediations with an 85% agreement rate and facilitates roughly 130 Team Meetings. The BSEA builds an inclusive and informed system that promotes universal access to due process and invites diverse and active stakeholder participation. This presentation discusses Massachusetts’ unique model, specifically: regulations that require notification of due process rights; the model of permanent staff mediator; ease of access to mediation and Facilitated Team Meetings; and the BSEA’s investment in conducting stakeholder trainings. The presentation encourages discussion and offers practical applications for other states.

## SEVA (Special Education Volunteer Advocates): Building Family Capacity and Creating Agreement through Value-Add Collaboration

Diana Autin, Jeannette Mejias & Michele Tyler

The SPAN Parent Advocacy Network (PTI) partners with NJ’s Disability Rights and Council on Developmental Disabilities in SEVA (Special Education Volunteer Advocates). Diverse trained family leaders help underserved families prepare for, engage in, and debrief from, IEP meetings focused on inclusion and transition. The SEVA builds underserved parents’ capacity (knowledge, skills, and confidence), and helps IEP team professionals partner more effectively with families. Partners will discuss our collaboration, its impact to date, and how it can be replicated in other states.



## Day 3 Agenda

 **Friday, October 28, 2022**

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**7:00 a.m. - 2:00 p.m.** Exhibit Space/Coffee Connections

📍 Prefunction

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**8:30 a.m. - 10:00 a.m.** Breakfast & Plenary

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📍 Ballroom CD

**Keynote Address: We are the RIGHT People at the RIGHT time to CHANGE the World!**

Presented By: **Dr. Darlene Sampson**

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**10:15 a.m. - 11:45 a.m.** Morning Breakout Sessions

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Exploring the Cultural Expectations in Special Education and their Impact on CLD Families  
with Diana Cruz

Goals Together for Partnership: A Multiple-Case Study Implementation Project of a School-Wide Family-School Partnership Model

with Tracy Gershwin, PhD & Kathleen Kyzar

IDEA ADR OS Upgrade: 1.5 to 2.1

with Greg Abell & Carlo Rossi

Prevention of Disputes through IEP Facilitation: A Collaborative Project between an SEA and LEA

with Mary Anne Fleury & GERALYNN Olvey, Ed.D.

Pulling Back the Curtain on Motives: Discovering the Whys Behind Conflict Behaviors

with Randall Reese, M.S., C.P.M.

Training IEP Meeting Participants for Family-Friendly and Culturally Competent IEPs Using Simulations

with Natalie Holdren, Emily Evanstein & Desirae Maier

What Does the Child Really Need? Moving Beyond "Medically Necessary" Versus "Educationally Appropriate" Service Conflicts

with Edward Feinberg, Ph.D., Deborah Badawi, M.D., Jonathan Beyer & Rene Averitt-Sanzone

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**12:00 p.m. - 1:05 p.m.** Lunch & Plenary

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📍 Ballroom CD

**Parent Panel: Family Experiences in Special Education Dispute Resolution**

Panelists: **Jeanette Cordova, Danielle Short, Bobbie Sheppard, Amanda Maston**

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# Day 3 Agenda (cont.)

 Friday, October 28, 2022

## 1:15 p.m. - 2:45 p.m. Afternoon Breakout Sessions

**Due Process in a Quarantined World: The Nuts & Bolts of Effective Virtual Hearings**  
with Jake McElligott & Cathy Skidmore

**Expanding Special Education Advocacy: Replication of the Volunteer Advocacy Project by Community-Based Family Support Organizations**  
with Samantha Goldman & Amy A Holbert

**Let's Deal with Conflict! Bridging the Research to Practice Gap for Collaborative IEP Team Outcomes**  
with Tracy Gershwin, PhD & Amy Kilpatrick

**Preparing the Soil for Conflict Engagement: Mediator Tools, Techniques, and Tenets to Grow By**  
with Randall Reese, M.S., C.P.M.

**Routes to Resolution within the Scottish Education System**  
with Sandra Mitchell & Elaine MacLennan

**Using Applied Improvisation to Building Successful Partnerships**  
with Marc Purchin & Fran Goldfarb

## Keynote Address: 8:30 a.m. - 10:00 a.m. We are the RIGHT People at the RIGHT time to CHANGE the World!

📍 Ballroom CD



### Dr. Darlene Sampson

Principal Analyst  
Western Educational Equity Assistance Center

Dr. Darlene Sampson lives by her late parent's mantra: "Giving back to others is in your DNA-you must respect and honor the shoulders you have stood on." With that thinking in mind, Dr. Sampson has maintained a space of social justice and cultural humility as she works across the education and social work fields as an administrator, leader, equity specialist, and counselor. Dr. Sampson joined the Equity Assistance Centers after working as a Clinical Field Faculty in the Department of Social Work at Metropolitan State University of Denver. Her previous work in schools as a Director of Culturally Responsive Education, coupled with teaching and social work in schools rounds out her professional experiences. Her lived experiences as a Black woman assist her in infusing empathy for others particularly around the intersectional spaces of gender and race. Dr. Sampson's professional goals are to infuse culturally responsive consciousness, promote inclusive pedagogy, integrate equity infusions, and promote systemic change for all. She has been a social worker, program manager, consultant, and educator for 30+ years. Her call to teaching, consulting, and community-based practice occurred as a result of the many mentors in her life who demonstrated excellence in regard to communities of color. In addition to many professional mentors, Dr. Sampson was influenced by her nine siblings, and the spiritual foundation instilled by her parents as a young child. Dr. Sampson has a Bachelor's Degree in Rehabilitation and Psychology from the University of Northern Colorado, a Master's Degree in Social Work from the University of Denver, and a Ph.D. from the University of Colorado Denver. Her research and published work is focused in the areas of academic performance specifically relating to Children of Color. Specialties include parent engagement, program review, trauma-informed care, racial bullying, culturally responsive social work and mental wellness, authentic engagement in schools, disproportionality and equity reviews, equity trajectories, consultation, and culturally responsive curricular augmentation.

## Morning Breakout Sessions: 10:15 a.m. – 11:45 a.m.

### Exploring the Cultural Expectations in Special Education and their Impact on CLD Families

Diana Cruz

Participating in special education processes requires an understanding of the cultural expectations embedded in the process. For many families, these expectations stand in direct contrast to their own cultural norms. This session will explore the cultural expectations built into the special education systems and discuss the impact these expectations have on culturally and linguistically diverse (CLD) families. Through whole group and small group discussion, participants will be able to 1) Define the cultural expectations embedded in special education participation, including in dispute resolution and prevention processes; 2) List the barriers these expectations may have on CLD families, and; 3) Identify strategies to support CLD families' participation in special education processes within their communities.

adding customized applications to the OS so as to build individual, collective, and organizational capacity for the effective engagement of conflict.

### Prevention of Disputes through IEP Facilitation: A Collaborative Project between an SEA and LEA

Mary Anne Fleury & Geralynn Olvey, Ed.D.

Learn about Colorado's collaborative project regarding IEP Facilitation! Hear a step by step approach to creating success within IEP meetings from the Colorado Department of Education and a Colorado Springs local Special Education Director. You will hear about the state's Alternative Dispute Resolution Advisory Board, the scaling up of facilitation through training and the use of tools, and Colorado's statewide facilitator support to districts throughout the state. Check out our data and bring your questions!

### Goals Together for Partnership: A Multiple-Case Study Implementation Project of a School-Wide Family-School Partnership Model

Tracy Gershwin, PhD & Kathleen Kyzar

In this session, we present the story of three schools that implemented Goals Together for Partnership (GTP), a school-wide family-school partnership model grounded in five research-based Tenets. The goal of GTP was to infuse these Tenets within major aspects of the entire school culture (across general and special education) in which families and educators interact to improve student engagement. We present the GTP model, application examples across all schools, training components, and qualitative individual and focus group research findings regarding the perceptions and experiences of the GTP leadership team. Implications for practice and future research are also discussed.

### Pulling Back the Curtain on Motives: Discovering the Whys Behind Conflict Behaviors

Randall Reese, M.S., C.P.M.

When assisting others in conflict, we tend to rely on familiar ways of interpreting the behavior of others. Conflict professionals can benefit from expanding their skills by adopting a variety of perspectives. Adopting new interpretive lenses encourages us to ask better questions and aids in creating greater empathy between parties. In this session, attendees will learn a multi-disciplinary approach for engaging conflict interactions in new ways, drawing from the fields of social psychology, communication and human performance technology. By expanding our awareness of root causes, we open more avenues for helping others engage productively. In this session, attendees will learn new strategies to build upon existing knowledge and enhance their current skillsets in understanding and responding to conflict. Participants will practice new strategies with role plays and group exercises.

### IDEA ADR OS Upgrade: 1.5 to 2.1

Greg Abell & Carlo Rossi

In this session, the presenters, sharing from our combined sixty plus years in the fields of Education and ADR, will explore a framework for upgrading our current "ADR OS" to a more robust, flexible, and innovative version 2.1, Conflict Engagement OS. Building on the topic of this conference, version 2.1 is designed with a commitment to nurturing an individual's awareness of their relationship with conflict. We will then introduce a framework for



## Training IEP Meeting Participants for Family-Friendly and Culturally Competent IEPs Using Simulations

Natalie Holdren, Emily Evanstein & Desirae Maier

This presentation will begin with a brief review of recent research on the barriers facing culturally and linguistically diverse families as they navigate the IEP process. Attendees will have an opportunity to share how the research reflects or differs from their own experiences working with families in the field. Next, they will learn about frameworks for conceptualizing culture and identity as means for reflecting and acting on these important aspects of partnership with all families. Finally, participants will learn about and discuss how simulated meetings can serve as a context to practice facilitating family-friendly, culturally responsive IEPs.

## What Does the Child Really Need? Moving Beyond “Medically Necessary” Versus “Educationally Appropriate” Service Conflicts

Edward Feinberg, Ph.D., Deborah Badawi, M.D., Jonathan Beyer & Rene Averitt-Sanzone

Families of young children with suspected or confirmed developmental delays and disorders may seek the opinions of physicians and other clinicians in both hospital-based and community and school-base settings. Differences in recommendations for frequency and intensity of services can be a source of confusion for parents, creating conflict between parents and schools in the development of service plans. The first part of the presentation focuses on factors contributing to differences in perspectives between these settings. The second part proposes a service model that integrates these perspectives and reduces conflict among health and education sectors.

# Afternoon Breakout Sessions: 1:15 p.m. – 2:45 p.m.

## Due Process in a Quarantined World: The Nuts & Bolts of Effective Virtual Hearings

Jake McElligott & Cathy Skidmore

Even prior to the COVID-19 pandemic, Pennsylvania had developed effective virtual hearings as part of its special education due process system. Using common videoconference platforms, such as Zoom and GoToMeeting, hearing officers experienced in convening and presiding over virtual hearing sessions will provide an overview of the entire virtual hearing process, including technology needs, exhibits, witnesses, examinations, the court reporter, and managing the hearing.

communities. We will share findings from quantitative and qualitative data to highlight implications for community-based organizations that support individuals with disabilities and their families.

## Let’s Deal with Conflict! Bridging the Research to Practice Gap for Collaborative IEP Team Outcomes

Tracy Gershwin, PhD & Amy Kilpatrick

This presentation is NOT just another IEP meeting workshop! This presentation will bridge the research to practice gap for conflict prevention, resolution and collaborative team outcomes. Participants will learn specific techniques used to create a collaborative IEP meeting environment in which all voices are heard. In this session, we introduce five high impact strategies to develop and nurture family-professional partnerships and effectively prevent or resolve conflict. Techniques will be discussed through the lens of state and local agency facilitators and mediators. In addition, we will provide guidance for how district level administrators can share the strategies with their staff.

## Expanding Special Education Advocacy: Replication of the Volunteer Advocacy Project by Community-Based Family Support Organizations

Samantha Goldman & Amy A Holbert

In this presentation, we will explain how the Volunteer Advocacy Project (VAP), a special education advocacy training, was replicated by community-based organizations in three states. Each agreed to: provide the VAP for 10 participants, collect data, and support participants in advocating for families of individuals with disabilities. We will provide background about special education advocacy and efficacy research for the VAP. We will explain how organizations modified the VAP to meet the needs of their diverse





## Afternoon Breakout Sessions (cont.): 1:15 p.m. – 2:45 p.m.

### Preparing the Soil for Conflict Engagement: Mediator Tools, Techniques, and Tenets to Grow By

Randall Reese, M.S., C.P.M.

The ground upon which disagreements occur impacts how the conflict will be experienced. Fostering trust in the process of third-party support begins at first contact and is supported throughout by what is said and how one communicates with the parties. Buy-in is critical in creating lasting agreements, a process that starts before parties sit down to mediate. This session focuses on steps and strategies in both presenting oneself as a trusted conflict professional, as well as fostering confidence in the process. Participants will learn mediator behaviors and techniques to encourage calmness, and encourage forthright and sincere responses from others. While the content is designed for conflict professionals, this session is relevant to parents, educators, and others.

### Using Applied Improvisation to Building Successful Partnerships

Marc Purchin & Fran Goldfarb

As we know, building collaborative and productive relationships that provide genuine support to students is easier said than done. But it doesn't have to be so hard. This interactive and fast paced session focuses on the importance of building and maintaining strong parent-school partnerships. All stakeholders need to fully commit to work together in collaboration to help build those positive, trusting and productive relationships which lead to positive and productive outcomes. Using applied improvisation, participants will participate in hands-on exercises that teach team building, conflict resolution, and negotiation strategies. Additionally, they will learn valuable new skills, activities and techniques that can be used in future meetings and trainings.

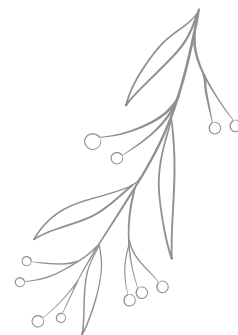
### Routes to Resolution within the Scottish Education System

Sandra Mitchell & Elaine MacLennan

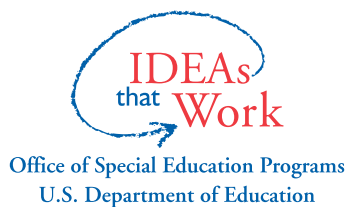
This interactive workshop aims to share how we meet our obligations under the Education (Additional Support for Learning) (Scotland) Act 2004/09(ASL Act), relating to the resolving disagreements framework in our schools and education departments across Scotland. During this time we will share our practice and procedures and explain the Scottish term - Additional Support Needs - which can relate to many, if not all, of our children and young people at sometime during their journey through their education experience. This is an exciting opportunity to network with colleagues who are working with people who are experiencing conflict and the impacts this has on them.



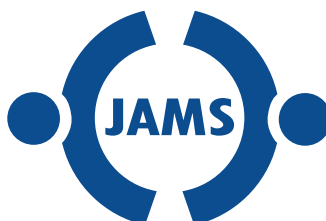




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