

BEING THE THIRD SIDE:

Supporting Through Conflict

Introductions

The SLO SELPA Team

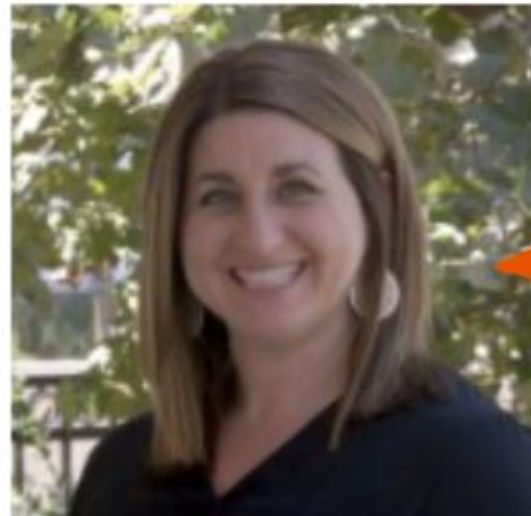
Amber Gallagher, Ed.D
SELPA Executive Director



Lindsay Flatos
SELPA Program Specialist



Tricia Lomino
SELPA Program Specialist





Introductions

Who is in the room?

- Educators
- Mediators
- Hearing Officers
- State Agencies
- Others

San Luis Obispo County



- 4,000 sq miles within the County
- 32,000 students
- Over 75 schools
- 13 LEAs
 - 10 school districts
 - 3 Charters
 - 1 COE
- 5,500 students with disabilities ages 0-22



What is a SELPA?

Special Education Local Plan Area

- In 1977, all school districts/county school offices in California were required to form geographical regions of sufficient size and scope to provide for all special education service needs of students residing within the region's boundaries.
- Each region became known as a Special Education Local Plan Area, or SELPA.
- Today, there are 132 SELPAs in California with varying governance structures.
- Our collective mission is to **champion educational access and opportunities** for students with disabilities.



Our Mission

The mission of the San Luis Obispo County SELPA is to be **capacity builders, facilitators, and connectors** for students, families, and member districts within one statewide coherent system of support in which all students are provided inclusive opportunities for continuous improvement, especially those students who are furthest from success.



SAN LUIS OBISPO COUNTY
SPECIAL EDUCATION
LOCAL PLAN AREA

Learning Objectives

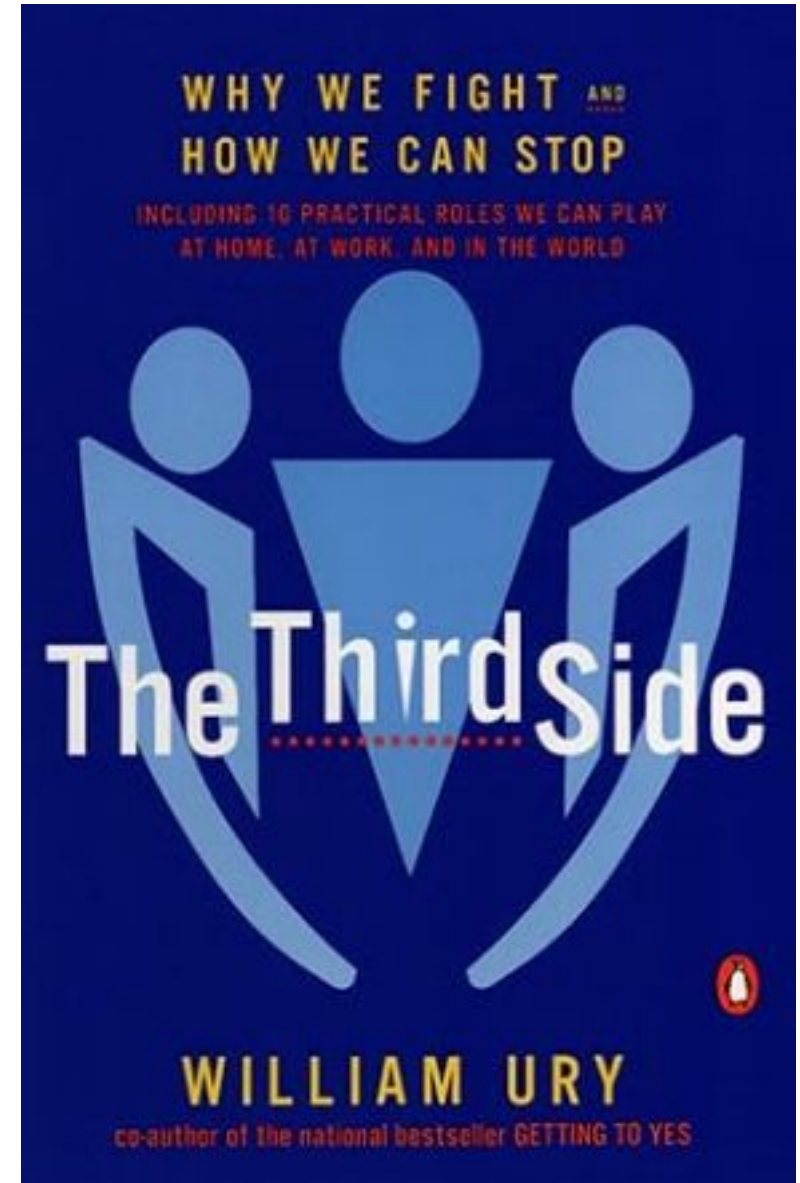
- Participants will learn about the third side of a conflict relationship
- Participants will understand how to engage teams in adaptive work through listening, surfacing underlying issues, and seeking perspectives
- Participants will build the capacity to work side by side instead of across the table when conflict begins to arise.
- Participants will learn about the steps SLO SELPA took to transform their ADR continuum and the key components to their success.

The Third Side

Introduction

While conflicts in special education often seem to be a two-sided battle between parents and school staff, Ury argues that there is always a **"third side"—the community**—that can prevent, resolve, and contain conflict.

This third side, which can include mediators, advocates, and even the students themselves, has a vested interest in the well-being of the child and the overall educational system.



The Third Side

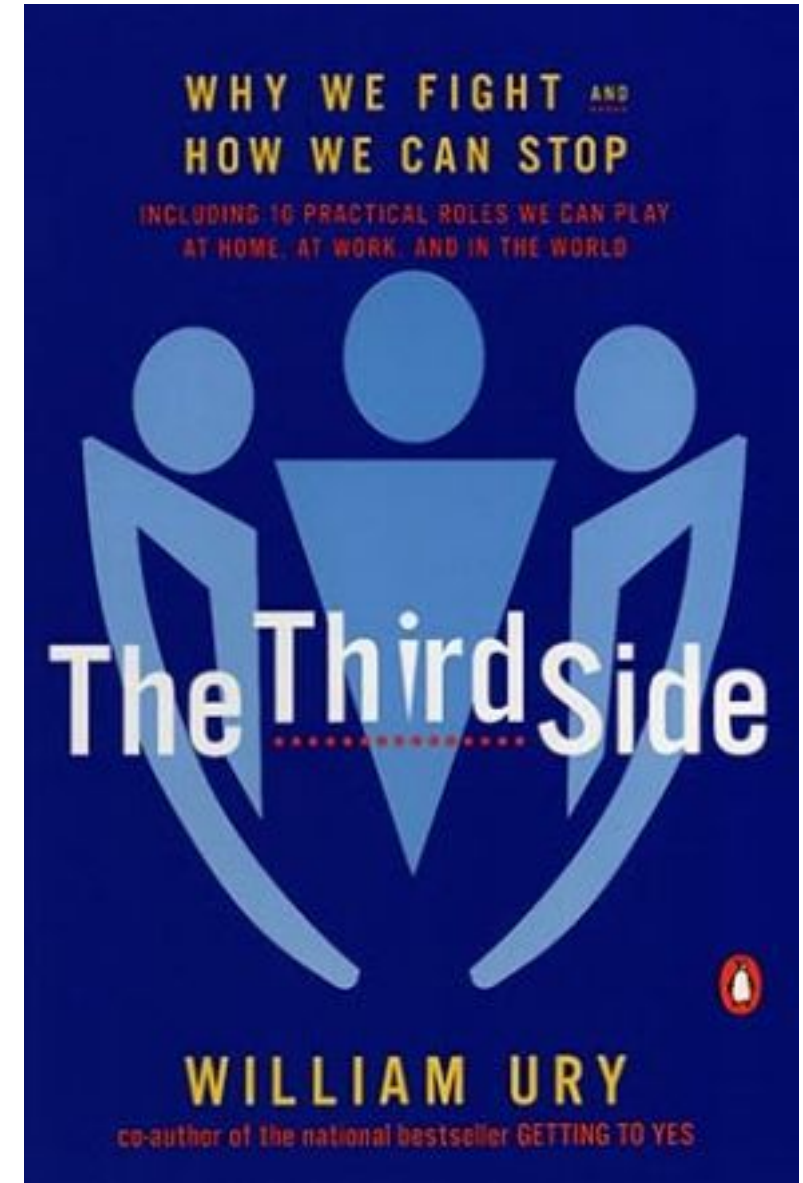
Paradigm Shift

Shifting the Paradigm

- From “us vs. them”
- From “right vs. wrong”



- To “shared interests” in student success



The Third Side

Causes of Conflict

Why Conflict Escalates

- Frustrated needs
- Poor skills
- Weak relationships
- Conflicting interests
- Disputed rights
- Unequal power
- Injured relationships
- No attention
- No limitation
- No protection

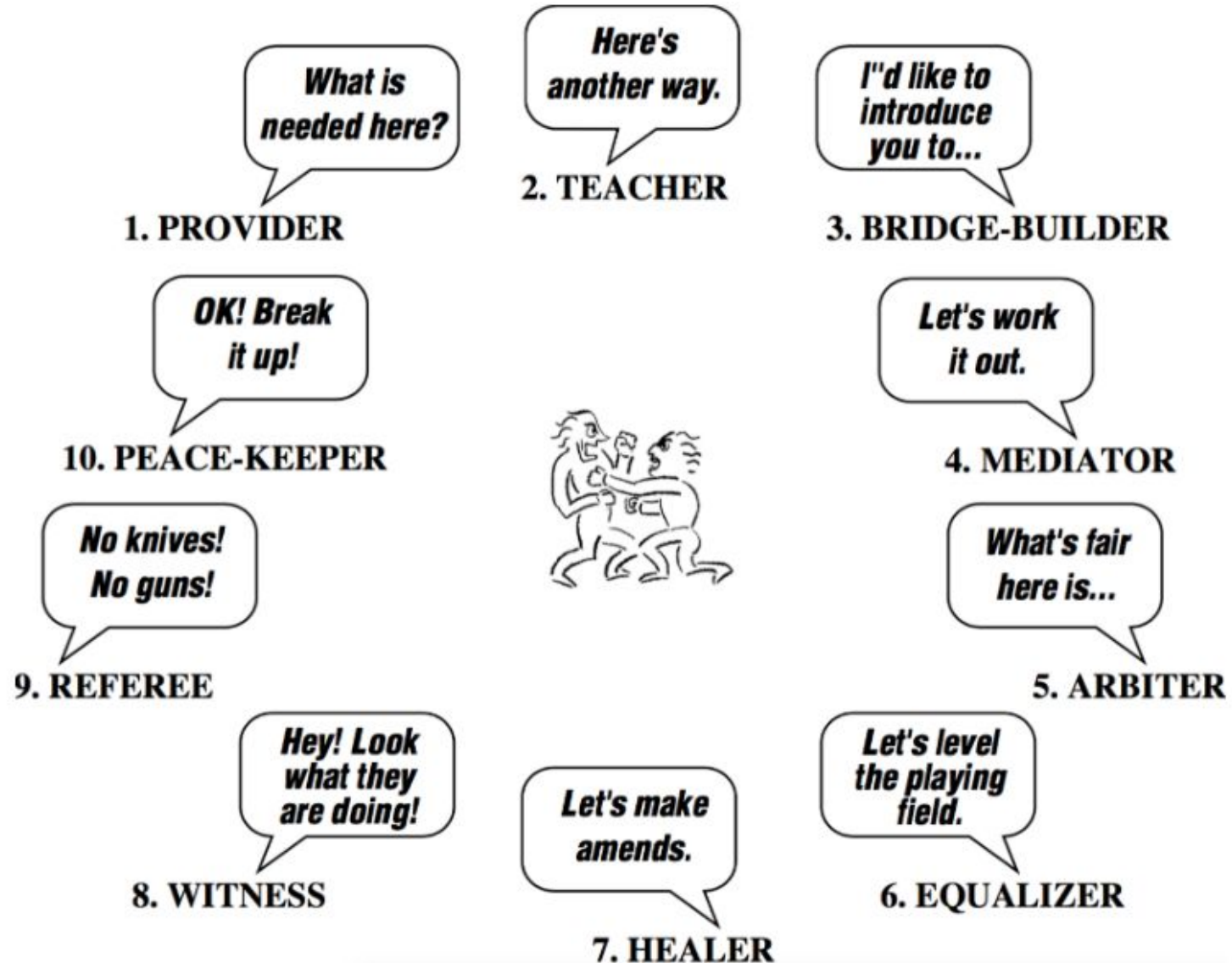


In Special Education, this could be because of:

- Disagreements over Design of Services
- Problems with Service Delivery
- Relationship and Communication Issues
- Systemic and Legal Factors

The Third Side

A Visual of “Third-Sider” Roles





The Third Side

Strategies and Roles of the Third Side

Preventing

- Using providers, teachers, and bridge-builders to address the root causes of conflict.

Resolving

- Using mediators, arbiters, equalizers, and healers to help the parties find common ground and repair relationships.

Containing

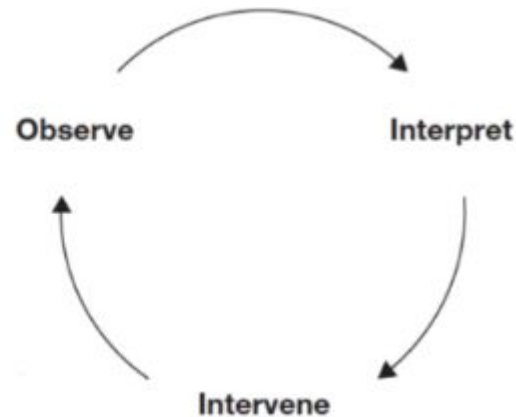
- Using witnesses, referees, and peacekeepers to stop violence.

Adaptive Leadership

What is it?

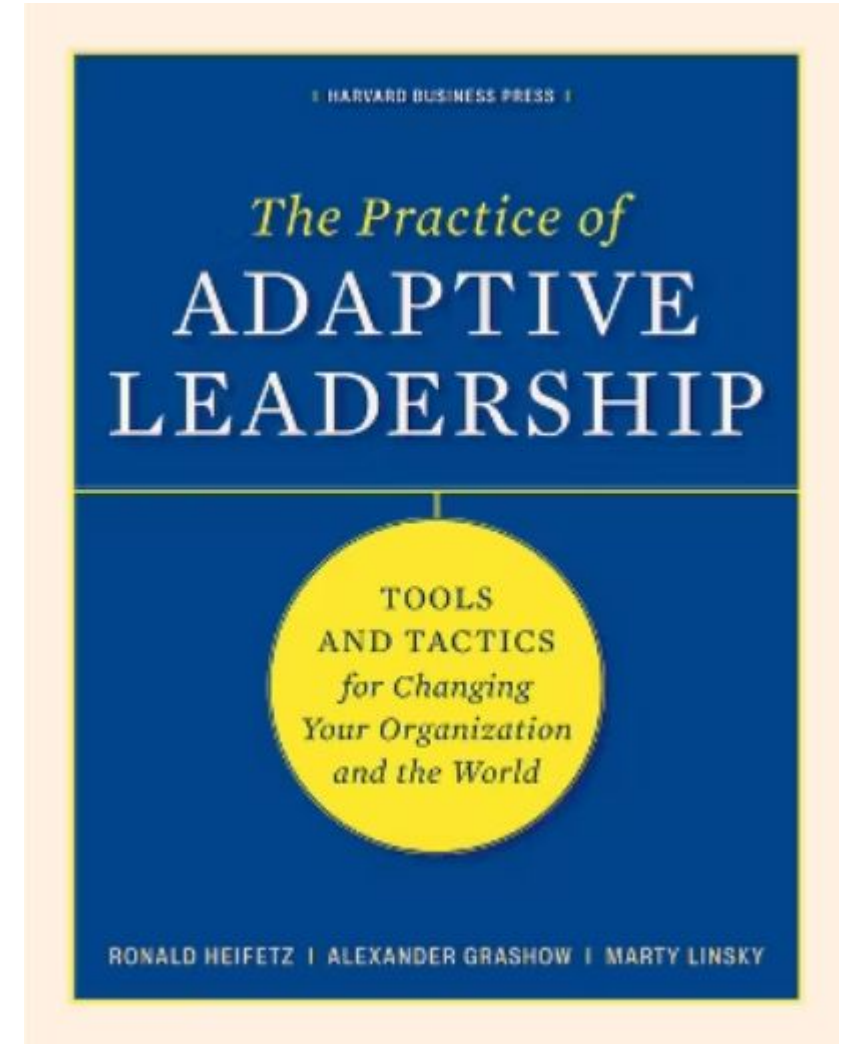
“You need perspective on **yourself** and the **system context** in which you operate” (pg. 6)

- Data collection
- Problem identification
- Interpretation
- Identification of approaches to action



The practice of leadership has 2 core processes for the self and system:

- Diagnosis
- Action



Adaptive Leadership

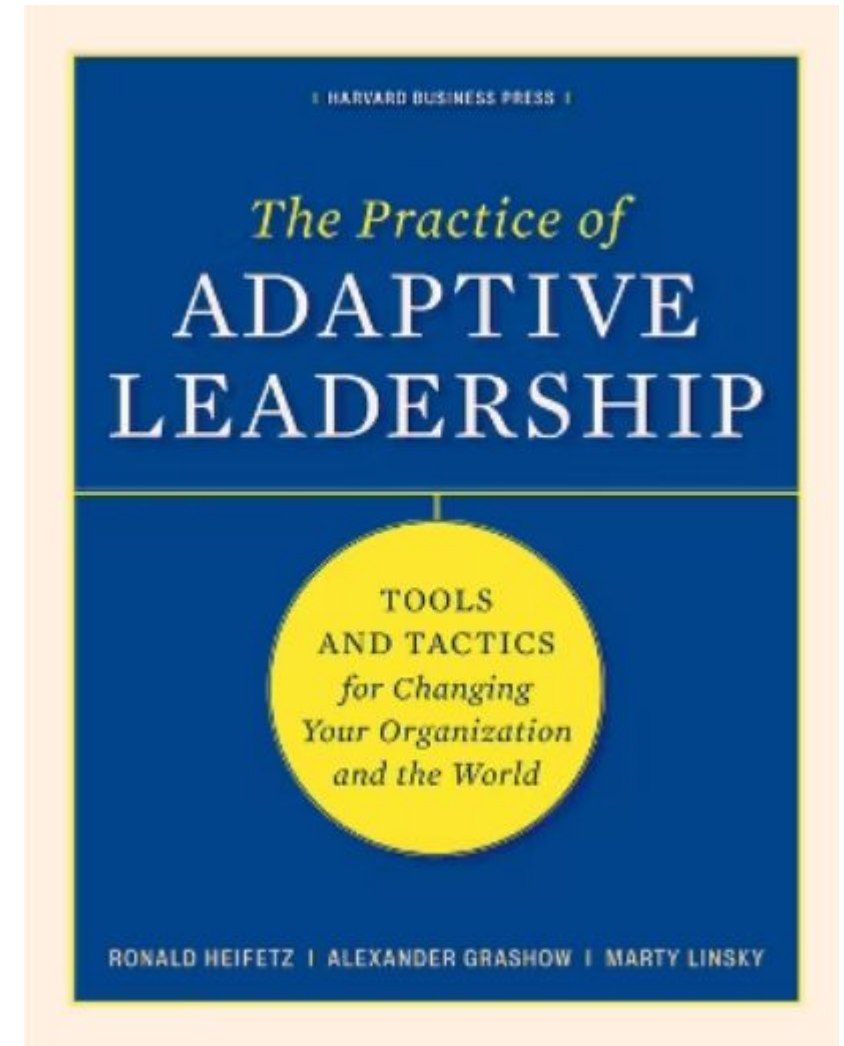
Core Components

Adaptive Leadership is the practice of mobilizing people to tackle tough challenges and thrive (p.14).

Adaptive Leadership Behaviors

- Get on the balcony
- Identify the adaptive challenges
- Regulate distress
- Maintain disciplined attention
- Protect leadership voice from below

With a focus on the **holding environment**, **leaders/followers**, and **interactions**



Adaptive Leadership & The Third Side

Framework Alignment and Connection

Empowerment

- Advocate for empowering the people directly affected by the challenge or conflict to find the solution.

Systemic View

- Encourage a shift in perspective with emphasis that problems are interconnected and deeply rooted in the system's values and beliefs.

The "Work"

- Addressing the issue is difficult, involves discomfort, and requires a change in habits and beliefs.

Process over Outcome

- Focus is on creating a space for dialogue and learning, rather than simply imposing a final decision.

The Third Side

The Work- Our Work

Our BIG 2 Questions

- What is this situation calling me to be?
- What can I do for this team that they have not been able to do for themselves?





The Case Study

Case Scenario

- Student is in 5th grade
- Initial eligibility in 1st grade
- Determined eligible under SLD and OHI
- Current IEP Direct Services
 - SAI 300 Minutes Weekly: Separate Setting
 - SAI 450 Minutes Weekly: Regular Classroom Setting
 - OT 30 Minutes Monthly: unknown setting
- Student is not making progress on goals
- Family has retained an advocate

ADR Process

Where it Begins

Parent calls the SELPA Office mainline

- Use of ADR general call log
- Use of process map for how calls are addressed

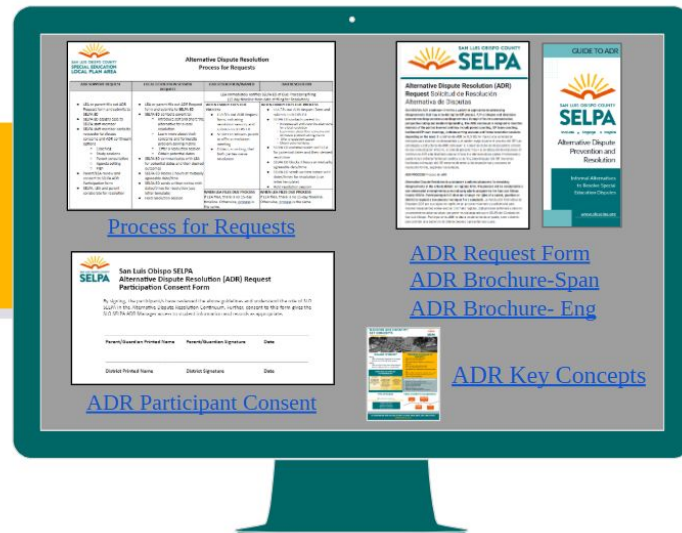
Program Specialist calls parent back when time allows, within 24 hours

- Spend time listening
- Offer suggestions to try with the district
- Call district to ensure they know the concerns
- Request parent to call back as needed
 - “CONFERENCING”



ADR Process Resources

ADR Resources Quick Links and Presentation



SAN LUIS OREGON COUNTY

SELPA

INCLUDE • ENGAGE • INSPIRE

[About SELPA](#)
[Parent Resources](#)
[Governance](#)
[Community Advisory Committee](#)

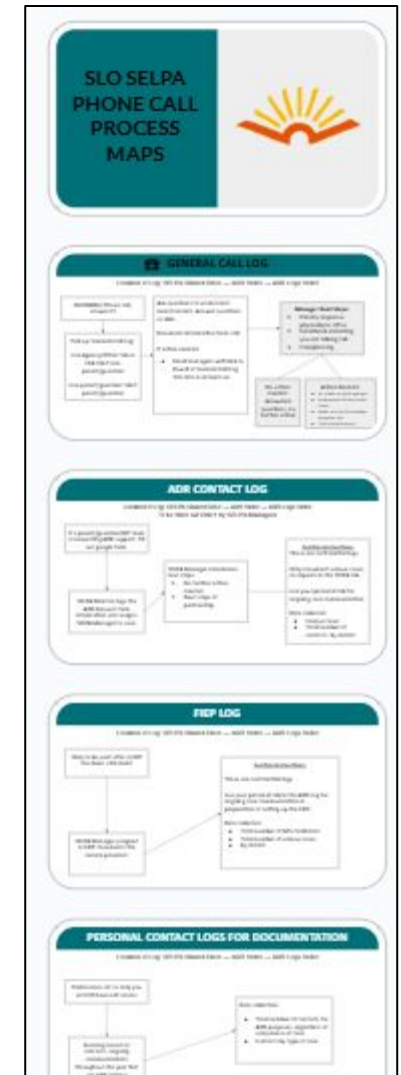
Alternative Dispute Prevention and Resolution

ADR is an informal method of settling disagreements that may arise during the IEP process. ADR uses specific options in this process to open communication, promote understanding, and reach agreements that support and strengthen relationships. ADR is designed to meet the interests of the parties involved to result in a mutually agreeable outcome, rather than a decision solely made by a third party, hearing officer, or judge.

[REQUEST ADR SUPPORT](#)
[ADR MONTHLY TIPS](#)

Alternative Dispute Prevention

At SLO County SELPA, we believe that strong partnerships between families and educators are built through proactive, collaborative communication. Our Alternative Dispute Prevention efforts emphasize early resolution strategies, open dialogue, and shared problem-solving to address concerns before they escalate. By focusing on prevention, we aim to support positive outcomes for students and strengthen relationships across our school communities.



Date	Intake Initials	Caller Name	Caller Number	Student Name	Grade	LEA	School Site	Can you briefly tell me what your concern is?	What type of support are you looking for?	Is follow up action needed?	Date of Response	Person responding	Indicate: No action, referred to ADR, referred to other
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Questions to Ask During a Call

- What is your name?
- What school district are you from?
- What grade is your child?
- What is your child's current status?
- What is your child's current status?

If needed, provide a brief overview of the ADR process.

- Are you able to use the SELPA website to learn more about the process?
- What is your preferred method of communication?

ADR Process

Receiving the Request

- 2 weeks later, the parent filled out the ADR Request form via the SELPA website
- SELPA Executive Director received the request and assigned the case to a Program Specialist
 - based on capacity
 - presumed needs of the case
 - area of expertise

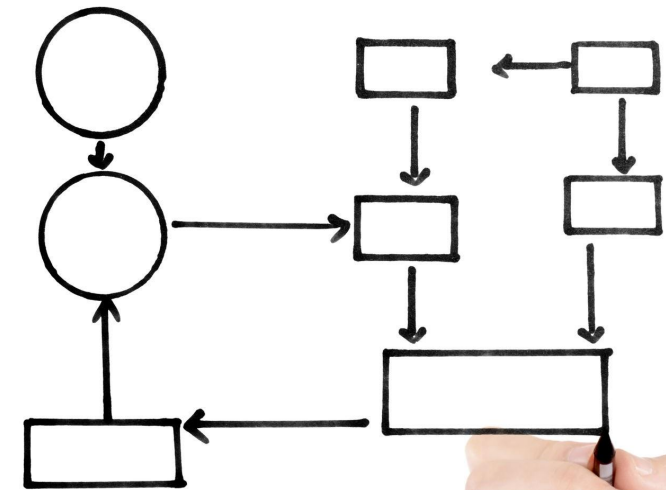


Connect and Inquire

Connect and Inquire

The Process

1. Call the parent
2. Engage in active listening
3. Seek clarity
4. Ask questions to identify gaps
5. Determine what the case needs



Connect and Inquire

Seeking Clarity & Question Asking

Make the call to the parent

Focus:

- Clarify what they see as the conflict
- Acknowledge thoughts and feelings
- Summarize ideas to ensure mutual understanding
- Identify the underlying issue
- Gently surface next steps

Concerns:	Requests:
Agenda Items/Norms:	Questions/Other:



Connect and Inquire

Exploration with All Parties

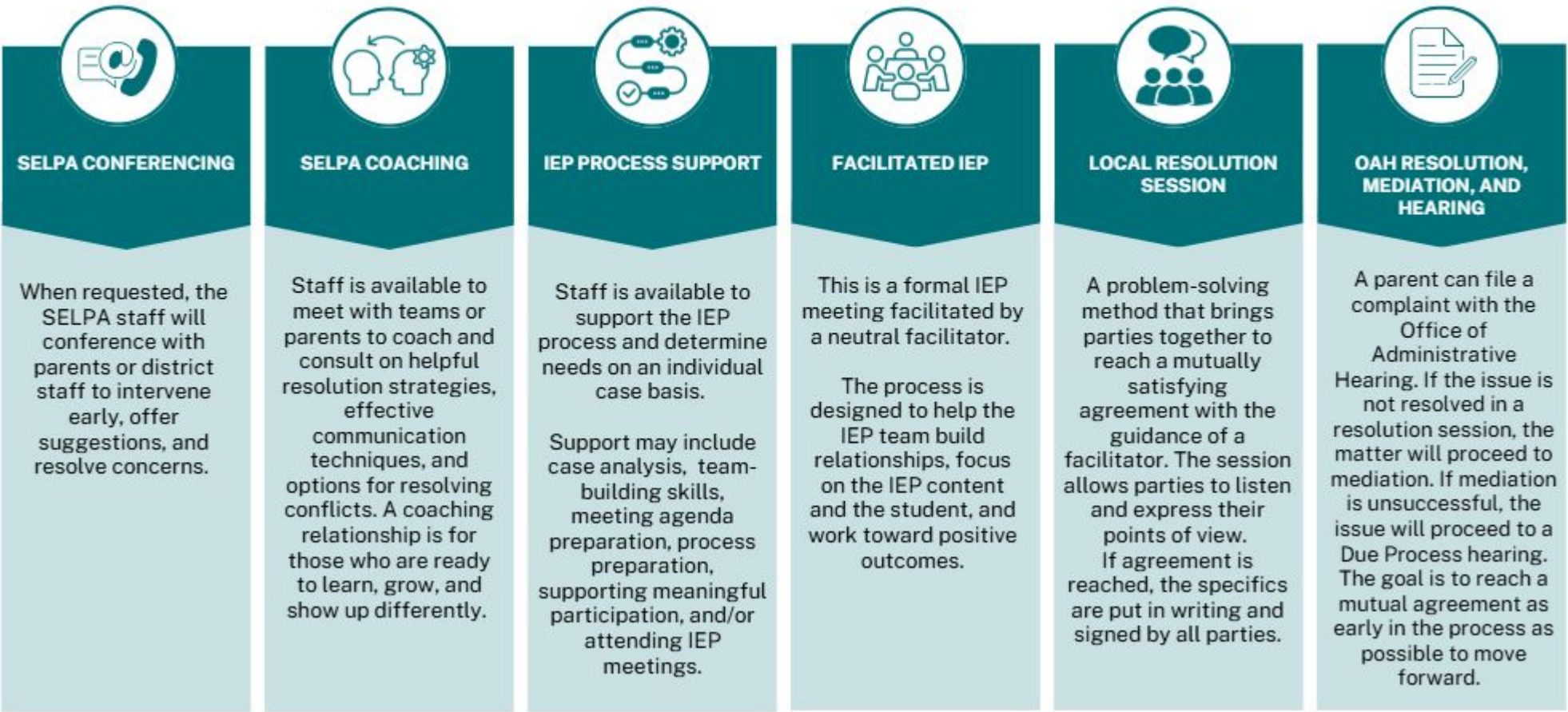
SELPA Next Steps

- Talk to the school team members
- Try to see the whole picture
- Then determine
 - What can I do for the team that the current team has not been able to do for themselves?
 - What type of third-side support does this case need?
 - What does this case need based on the SELPA ADR Continuum?

SLO SELPA ADR Continuum

ADR CONTINUUM

SELPA STAFF WILL LISTEN TO YOUR CONCERNS AND IDENTIFY A PROCESS TO HELP



Connect and Inquire

Determine Case Needs

Case Scenario:

- The team lacks thorough preparation for meetings
- Parents feel they are not being heard
- Parents feel there is no follow up to agreed upon actions
- School team feels the advocate is verbally aggressive
- Two IEP meetings have been held with no resolution

SELPA has determined that Facilitation support is needed.



Preparing For The Meeting

Preparing For the Meeting

Communication and Connection

- Who are you having conversations with?
- What questions are you asking?
- Have you gained insight on various perspectives?
- Are there timelines or follow through needed?

Sample Investigation Questions

Initial

- Tell me a bit about what's going on.

Clarification

- I heard you say (_____). Can you tell me more about that?
- I heard you say your child needs (_____). Could you elaborate a bit more on that? What might that look like throughout the day?
- Let me share back to you what I have heard so far and make sure I have this right. (summarize)
- If you had to prioritize your concerns, what comes up for you the most?
- What feels most urgent for you at this time?

Future-Oriented

- If this upcoming IEP meeting went really well, what would you hope to walk away with?

Preparing For the Meeting

The Core Components





Preparing For the Meeting

Identifying Norms

- What have we learned from the prep work?
- In conversations, do we need to identify specific norms for this particular case?
- Ex: in this case the norms need to create safety in the space- folks need to be able to disagree, calmly and politely, as well as create clarity around agreements

Sample Norms

Specific to the Case Scenario

- One person speaks at a time, avoiding interruptions
- Stay on agreed upon agenda
- Treat everyone with respect
- Avoid Side Bars, including written notes
- Use a polite tone
- Honor Time Frame
- Treat all members as valued participants
- Work together to find solutions
- Allow time to review actions/agreements prior to close of meeting
- Clearly identify who will do what and by when

Sample ADR Planning Grid

ADR Request - Planning Grid

Sample Investigation Questions

Parent (Sample Notes)

Concerns:

- Child not making progress on IEP reading goals
- Parent not being heard at IEP meetings
- Verbal agreements in IEP meetings, and there is no follow-through or proper documentation
- Staff are untrained on the dyslexia curriculum
- The child is making progress with Linda-mood bell, but not at school
- Doesn't understand her daughter's schedule and who is doing what and when?
- Independence- parent wants her to be as independent as possible and doesn't know what accommodations she actually needs that are on her IEP- wants a balance

Requests:

- District to pay for Linda Mood Bell
- District to train staff on the curriculum being used
- Clear communication
- Monthly progress report updates/data checks

Agenda Items

- Reading
 - Curriculum, training, goals, services
- Accommodations
- Progress Reporting
- Home/School Communication

Norms:

Add the following to stock norms

- One person speaks at a time, avoiding interruptions
- Stay on the agreed-upon agenda
- Allow time to review actions/agreements before the close of the meeting
- Clearly identify who will do what and by when

Questions/Other:

- Discuss the request for Linda-Mood Bell payment with the sped director and program coordinator, addressing parent concerns.
- Who will be in attendance at the IEP meeting?
- Who will be my LEA lead to connect with?

Preparing for the Meeting

Building the Agenda

- Ask parents and district what they need discussed to leave the IEP meeting feeling settled?
- Are there non-negotiables?
- Use identified gaps and put into agenda
- [Agenda template](#)

Insert logo/letterhead here	
<u>TITLE</u> Date	
The meeting is being recorded.	
Time	Welcome/Settle In
(10min)	Facilitator Opening Remarks • IEP Meeting Purpose Meeting Norms • One person speaks at a time, avoiding interruptions • Stay on the agreed-upon agenda • Treat everyone with respect • Avoid Side Bars, including written notes • Use a polite tone • Treat all members as valued participants • Work together to find solutions • Honor Time Frame Introductions • Meeting Attendees ◦ Share Name, Title, and role Identify Roles/Responsibilities- • Agenda, Meeting Norms, Facilitator of collaborative conversations, Parking Lot • Time Keeper • Note Taker (s) Time Frame • _____ IEP Meeting Documentation • Parent rights/Medi-Cal • IEP meeting notice • Participation signatures

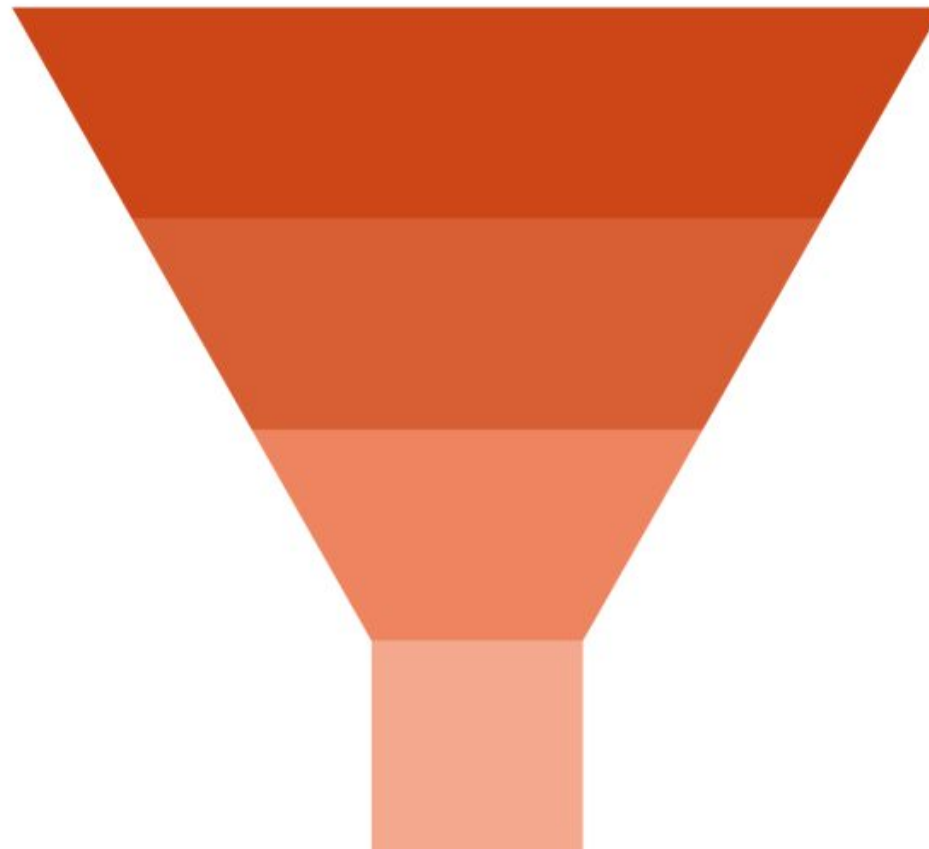


Prepping for the Meeting

Prepping for the Meeting

Narrowing the Focus

Preparing For The Meeting



Prepping For The Meeting

Prepping For the Meeting

Facilitated IEP Meeting Checklist

- Final pre-meeting communication
- Agendas finalized and sent to all members
- Meeting logistics confirmed
- Space

Facilitated IEP Meeting Checklist

Meeting Preparation (1 to 2 weeks prior)

- ☐ Complete SELPA ADR consent form
- ☐ Update SELPA ADR log
- ☐ Communicate and connect with family/advocate
- ☐ Communicate with staff
- ☐ Consider coaching/prep call with family/advocate
- ☐ Consider coaching/prep call with staff
- ☐ Utilize stock norms and tweak as you identify barriers while in communication with family and staff
- ☐ Build the agenda using information gathered in the pre-work/communication:
 - ☐ Meeting Purpose
 - ☐ Parent Concerns & questions
 - ☐ Requests
 - ☐ Staff concerns
- ☐ Share the draft agenda with family/advocate (watermark draft) ahead of time
- ☐ Share the draft agenda with staff ahead of time
- ☐ Encourage staff to share IEP, document, other, etc prior to meeting to allow for meaningful participation
- ☐ Clarify that staff are clear on their role, the agenda, and are prepared to show up in the space

Meeting Preparation (day before)

- ☐ Clarify location, date, and time
- ☐ Notify staff/location of your early arrival time
- ☐ Confirm the room will be available early for setup



Facilitating the Meeting

Facilitating the IEP

Showing Up

- Setting the tone, lead by example
- Arrive early
- Greetings, smiles, introductions, hand shakes
- Consider where to greet the parent
- Consider room setup
- Provide printed agendas
- Allow people to get settled





Facilitating the IEP

Clarify Role

- Set the tone/establish safety
- Monitor norms
- Agenda keeper
- Be confident- relaxes others
- Clear visuals- posters, agenda, drafts
- Make things transparent
- Start on time

Facilitating the IEP

Use of Visuals

Create transparency and build trust with the use of visuals

ACTION ITEMS

- Edit goal #1 to include conditions
- Add accommodation of short breaks
- Follow up on parking lot

NORMS

- One person speaks at a time, avoiding interruptions
- Stay on agreed upon agenda
- Treat everyone with respect
- Avoid Side Bars, including written notes
- Use a polite tone
- Honor Time Frame

AGREEMENTS

- Goal #2, 3
- State testing supports
- OT services
- SAI push in services

PARKING LOT

- Help parents log into Aeries
- Show parents how to use Google Classroom

Facilitating the Meeting

During the Meeting- The Opener

Opening Remarks

Adjust on a case by case basis

- Name
- Your position and brief background
- Provide clarity around your role at the IEP meeting and what that will look like (expectations, visual supports)
- Example: “There may be hard conversations or emotions in today’s meeting, and that’s okay. It’s how we move through these conversations that matters and I’m here to support you all with that.”
- Model your opening remarks with confidence and warmth.

Facilitating the Meeting

During the Meeting

- Listen and observe
 - Constantly observe body language, facial expressions, and tones to make adjustments as necessary
- Monitor meeting norms
- Keep up with agenda, managing time
- Nudge people along when necessary
- Reference visuals
- Pause the group to seek clarity
- Summarize or restate
- Document agreements and parking lot items

Facilitating the Meeting

During the Meeting-Application

Case Application

- Scenario: Staff member being intensely peppered with questions by advocate
 - How to pause and redirect the questioning?
- Scenario: Advocate and site leader talking over each other in disagreement
 - How to pause the room and take the energy/steam out of the conflict?
 - What do we do if the team can't agree to move forward?

Facilitating the Meeting

Closing the Meeting

The 10 Minute Closing

Do not skip this step

- Review actions and agreements
- Identify how any parking lot items will be addressed
- Clarify who will do what and by when
- Confirm that the note taker documented all agreements
- Offer team members opportunity to take a photo of posters to support follow up
- Consider having team initial the actions/agreements poster
- Share with the team that that you will support everyone by following up on agreements
- “Thank you for leaning into difficult conversations with the shared goal of supporting _____.”

Facilitating the IEP

After the Meeting

- Ensure team members know the action plan
- Follow up: are actions, agreements, parking lot items being addressed
- Focus on what will keep the trust that was built



IEP Action Plan			
Action Plan for:			
Date:			
Task: <i>(what needs to be done)</i>			
Who: <i>(will work on it/complete it)</i>		Date needed	
What supports are necessary to complete the task(s)?			
Additional notes:			
Date completed:			
Task: <i>(what needs to be done)</i>			
Who: <i>(will work on it/complete it)</i>		Date needed	
What supports are necessary to complete the task(s)?			
Additional notes:			
Date completed:			



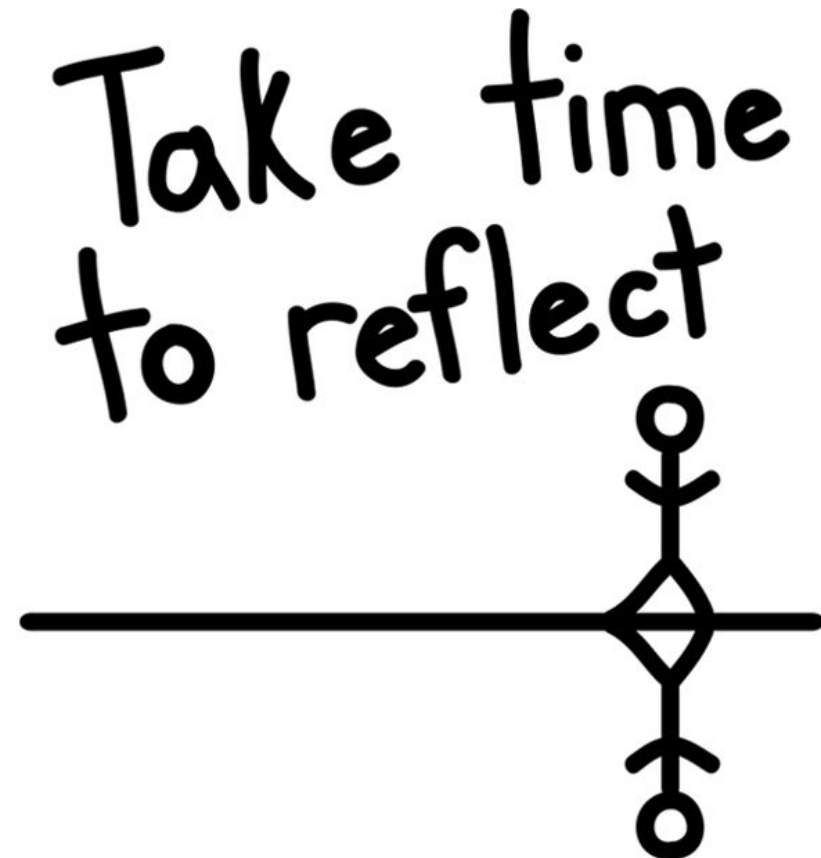
Facilitating the IEP

After the Meeting- Application

- Email team members- Follow up support
- Send photos of Actions/Agreements posters
- Email personal notes of gratitude
- Set a reminder to follow up on action item completion

Facilitating IEP *Reflection*

- Schedule margins
- Reflect with team members
- Gather feedback
 - surveys
 - phone calls
 - emails
- Plan for case transition
- Reflection on 2 BIG questions

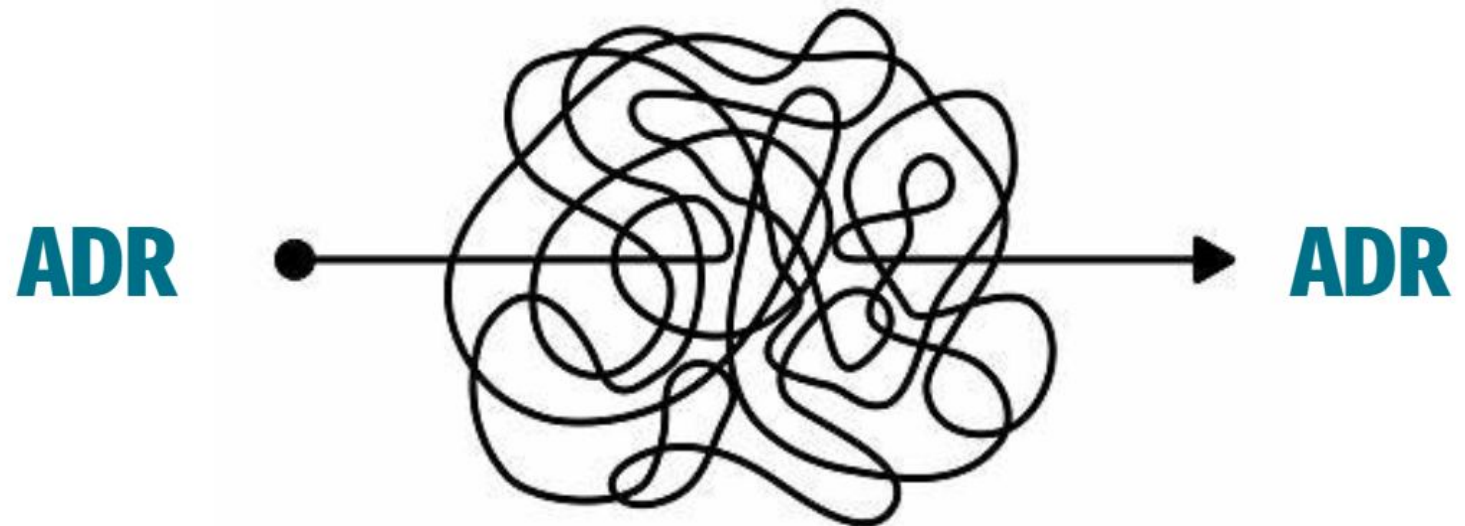




SLO SELPA's ADR Journey

SLO SELPA's ADR Journey

1. Capacity Building
2. Prevention Focus
3. Reflection
4. Next Steps and Opportunities





SLO SELPA's ADR Journey:

Internal Capacity Building

Before 2020

2020-2022

2022-2024

Current

- Original recipient of CA state ADR-01
- Historical use of Independent Advocate funded by SELPA
 - Transitioned to Ombudsperson
 - Transitioned to SELPA Staff
- Continuous improvement and iterative process of revision
- Expansive continuum with focus on proactive/preventative strategies
- Support by ADR Consultants (Greg Abell/Carlo Rossi)
- Collective commitment from SEOC, CBOs, and Superintendents to prioritize resources for ADR



SLO SELPA's ADR Journey

Prevention Focus- Learning

Parent Participation Learning Series

- virtual lunchtime learning
- based on end of year survey results
- partnership with our Family Empowerment Center, PHP, and CAC

On-Demand Learning Resources

- high quality professional learning
- high interest topics or based on requests
- can be used at anytime by anyone
- digestible concept and skill building aligned to best practices



SLO SELPA's ADR Journey

Prevention Focus- Learning

ADR Monthly Tips and Mid-Monthly *BOOST*

- sent widely to all educators each month
- best practices, strategies, and resources
- 5 minutes of engagement

ADR Community of Practice

- facilitated by Greg Abell and Carlo Rossi for 3 years
- transitioned to the SELPA
- shared learning, reflection, hot topics
- focus for 25/26- site administrators/ LEA Designees

Our goal is to offer a range of high quality learning opportunities to proactively address best practices in special education



SLO SELPA's ADR Journey

Prevention Focus- Branding

- Logo
- Consistent Colors and Style
- Social Media
- Website renovation
- Advertising plan
- Consistent messaging across and within
 - built listservs using google groups
 - ADR standing agenda item in all meetings
 - celebrate at every opportunity

Our goal is to build an identity that conveys openness, trust, partnership, and expertise

GENERAL EDUCATION PARTNERS IN THE IEP PROCESS

Shining a Light on Special Education

- 01. All students are general education students**
SELPA Link: [SELPA Link](#)
Mindset
Inclusion Principles
Strategies
- 02. Pre-referral Process within MTSS**
SELPA Link: [SELPA Link](#)
Pre-referral process as part of MTSS
Stages of the pre-referral process
Data and progress monitoring
- 03. Collaborative IEP Teams**
SELPA Link: [SELPA Link](#)
Pre-planning collaboration
Communication
Roles and Responsibilities
Alternative dispute resolution
- 04. IEP basics and the supporting documents**
SELPA Link: [SELPA Link](#)
IEP forms
Information included
- 05. Beginning of the year tips and tricks**
SELPA Link: [SELPA Link](#)
Classroom culture
Reading the IEP (behavior, goals, accommodations)
Environment
Instruction
Parent communication
- 06. Toolkit for general education teachers**
SELPA Link: [SELPA Link](#)
Co-planning and Universal Design for Learning
Assistive Technology
Supplemental Resources
- 07. Supporting behavior and understanding what it communicates**
SELPA Link: [SELPA Link](#)
Behavior as a form of communication
Discipline of students with IEPs
Motivation and perseverance
Build success, prevention and de-escalation
- 08. Disability Awareness and Resources**
SELPA Link: [SELPA Link](#)
Awareness and understanding
Abilities and strengths
Tools and Resources

WELCOME BACK TO THE 25/26 School Year

SAN LUIS OBISPO COUNTY SELPA

We look forward to a great partnership serving and supporting our students, families, and educators. The SLO SELPA wishes you a great school year!

The Admin Designee

Facilitating IEPs That Work

Monthly Topics

- Setting the stage for IEP Leadership
- Before the Meeting: Preparation as a Trust-Building Tool
- Starting Strong - Creating Psychological Safety in the Room
- Running a Focused & Student-Centered Meeting
- Family Engagement Without Jargon or Judgment
- Navigating Disagreement or Tension in the Room
- Empowering Gen Ed Voices
- Closing with Clarity

Event Details:

- 9/28, 10/6, 11/20, 1/22, 2/26, 3/15, 4/23, 5/21
- 9:00-9:45
- Virtual

Paraeducator On-Demand Module Series

Module	Title	Recording	Slide Deck
1	Accommodations and Modifications	Link	Link
2	Behavior Intervention Plan Basics	Link	Link
3	Data Collection	Link	Link
4	Disability Awareness	Link	Link

EDUCATION SPECIALIST SUPPORT GUIDE

SAN LUIS OBISPO COUNTY SELPA

Site Administrator Special Education Training Series

Session	Month	Title	Recording	Slide Deck
1	August	Overview of Special Education and the Law	Link	Link
2	September	Goal Development and Notetaking	Link	Link
3	October	Understanding the IEP Documents	Link	Link
4	November	Behavior, Discipline, and Special Education Referral Process	Link	Link
5	December	ADR - Roles, Responsibilities, and Collaboration	Link	Link
6	January	Importance of the Pre-Referral Process	Link	Link
7	February	Accommodations, Modifications, and Other Supports	Link	Link
8	March	Inclusion Principles and Strategies	Link	Link
9	April	Transition and Transitioning IEPs & Why they are Vital	Link	Link
10	May	Section 504 Accommodation Plan	Link	Link
11	June	What to know about Placement and LRE	Link	Link
12	July	How Administrators Can Support Special Educators at the Start of the Year (Under Construction)	Link	Link
Extra	Onboarding	General Education Teacher Training	Link	Link

SPECIAL EDUCATION Parent Participation Lunch Series, 2025-2026

Month	Topic
August 27	IEP 101: Making Sense of the IEP
September 17	Supporting Learning at Home: Homework, Organization, and Executive Functioning
October 15	Effective Communication and Collaboration with the School Team
November 19	Navigating Conflict in the IEP Process: The Pre, During, and Post of IEP Meetings
December 3	50th Anniversary of IDEA: 1975 to Now
January 21	Transitioning from IFSP to IEP: What to Expect When Early Start Ends
February 18	Transition Planning: Preparing for Life After High School
March 25	Making Sense of FBAs and Behavior Plans: A Parent's Guide
April 22	Reinforcement in the Home: Increasing Independence
May 13	Mental Health Awareness Month

Click to Register
Scan the QR or visit tinyurl.com/ParentSeries25-26

info@sloسلپا.org 805-782-7301

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[REQUEST ADR SUPPORT](#) [ADR MONTHLY TIPS](#)

2025-2026

JENNIFER ROWE GONZALEZ

Attorney, JLD Consulting

Building ADR Capacity Through Legal Understanding

FREE VIRTUAL LEARNING SESSIONS 8:30-11:30AM REGISTER TODAY!

- SEPTEMBER 23**
REGISTER
IEP Essentials for Middle and High School IEP Teams, including Transition Assessments and Individual Transition Plans
- OCTOBER 7**
REGISTER
IEP Note-Taking
- NOVEMBER 18**
REGISTER
Everything You Need to Know About Grading and Progress Reports for Students with IEPs
- JANUARY 27**
REGISTER
Thinking Outside of the Box: Alternatives to Student Discipline
- MARCH 10**
REGISTER
How to Address Dyslexia - General Education, Section 504, and IEPs

ADR Monthly Tips

IEP Meeting Support Structures

Resources: [Link](#)

THE IEP MEETING

Resources: [Link](#)

ADR Monthly Series for Educators

October 2024 FACILITATING THE IEP

Effective Listening Skills and Strategies

Resources: [Link](#)

THE POWER OF A QUESTION

Resources: [Link](#)

CONVERSATIONAL CAPACITY

Resources: [Link](#)

STRATEGIES FOR IMPROVING TEAM DYNAMICS

Resources: [Link](#)

LEARNING INTO CONFLICT

Resources: [Link](#)

THE IEP is a Process, Not Just a Meeting

Resources: [Link](#)

GROWING YOUR CAPACITY

Resources: [Link](#)



SLO SELPA's ADR Journey

Prevention Focus- Connection

Local Agency Partnership

- monthly networking with local agencies
- share what SELPA is doing
- learn what they are doing
- discuss how to best partner together

Our goal is to develop strong partnerships with our local agencies to increase the effectiveness of connections in service of our families

Local Agency Partnerships





SLO SELPA's ADR Journey

Iterative Improvement and Growth

- Is our ADR continuum the right model of support?
- How do we create appropriate boundaries to build capacity and independence?
- How do we effectively transition off cases by identifying other third parties?
- How do we continue to grow, learn, and adjust to the changing needs?
- How can we effectively measure the impact of our efforts?
- What is meaningful data collection in ADR?
- How can we learn more about OAH filings that did not use the SELPA?

SLO SELPA's ADR Journey

Reflective Opportunities

How are we reflecting on practices to improve skills?

With Teams ● after every SELPA-involved ADR case	With ADR Professionals ● Region leads ● ADR consulting contracts
With Parents/Guardians ● after every SELPA-involved ADR case	With SELPA ● bi-monthly SELPA ADR Huddles



SLO SELPA's ADR Journey

Next Steps

Parent Ambassadors

- we need to build a supportive network for parents with parents

Capacity building of others

- develop site leaders as ADR leaders
- systematize onboarding into ADR- revolving staff transitions

Build working partnerships with Advocates and Attorneys

- trusting relationships, transparent processes, effective communication

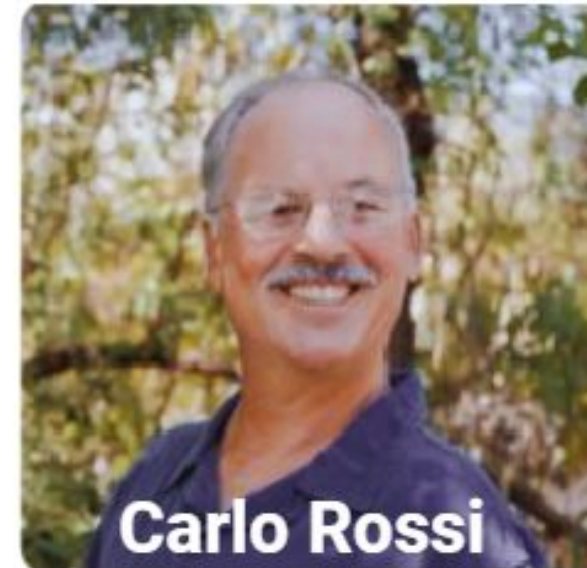
**Special gratitude and
many thanks to our ADR
Consultants who have
been deeply impactful to
our journey.**



Include.Engage.Inspire



Greg Abell



Carlo Rossi



THANK YOU!



USE THE QR CODE
FOR RESOURCES

