

**Oregon r.i.s.e. Center
OrPTI's
Partner Programs**

Oregon r.i.s.e. Center
*respect, inspire, support and
educate*

- We are a statewide organization that encourages, educates and empowers children and young adults with disabilities, their parents, family members and professionals to collaboratively achieve unlimited success.

- OrPTI Services**
- Statewide Trainings
 - Special Education Help-line 888-891-6784
 - Statewide Conferences
 - Partners Programs
 - Newsletter
 - E-mail List
 - Website

- Trainings**
- Basic Rights
 - Behavior
 - IDEA
 - Transition
 - EI/ECSE
 - Age of Majority
 - Diploma Options
 - Advocacy
 - Parental Rights
 - Dispute Resolution
 - Disability Specific
 - Response to Intervention
 - Section 504
 - Communication

- Help Line: 888-891-6784**
- Get answers to special education questions
 - Opportunity to help parents/avoid conflict
 - All IEP Partner Requests
 - State-wide, toll free:
 - Monday--Friday 9 AM-3 PM

- Oregon PTI Conferences**
- Annual r.i.s.e. Conference
 - Building Futures - HS Transition Conference
 - Special Education Bootcamps
- Oregon Ability**
Oregon Ability--An online database to help you find resources. www.oregonability.org

Partners Program

- IEP Partners
- Mediation Partners
- Transition Partners

IEP Partners Program

- Volunteers providing parents support at IEP meetings
 - Partners attend a two-day training before they are approved volunteers
 - Work with parents before the meeting
 - Confidential

Who are IEP Partners?

● IEP Partners are:

- Parents/Foster Parents
- Retired special education teachers,
- CASA volunteers
- Case Managers
- College Students
- Others

Partner Training Agenda

- 9 - 10:15: Intro, Overview, Agreement
- 10:15 - 10:30 : Break
- 10:30 - 12:15: Basic Rights
- 12:15 - 1:00: Lunch
- 1:00- 2:30: Basic Rights: IEP Process, Product , Rights and Responsibilities
- 2:30 - 2:45 Break
- 2:45 - 4:00: Communication: Role Play (Positions vs. Interests)
- Day Two
 - 9:00 - 10:45: Behavior/ Discipline
 - 10:45 - 11:00 : Break
 - 11:00 - 12:00: Transition
 - 12:00-12:45: Lunch
 - 12:45- 1:45 - ADR.
 - 1:45- 2:00 : Break
 - 2:00- 2:30 : IFSP
 - 2:30-3:15 504
 - 3:15 - 4:00: Role Play

Role of an IEP Partner

| Role of | IEP Partner | vs. | Advocate |
|------------------------------|--|------------|---|
| 1. Definition | a support person | | one who pleads another's case |
| <i>Websters</i> | | | |
| 2. Role prior to IEP meeting | Goes through questions with parent. Has parents write out agenda for their IEP meeting. | | Gives advice on what services the child may receive from the school and more. |
| 3. During IEP meeting | Takes notes. Makes sure the parents understand the process. May call a break if meeting becomes to emotional. Talk with parents before meeting to discuss the timeout issue. | Advocates. | Speaks out on behalf of the parent(s)/child. |
| 4. After the IEP meeting | Debrief, helps to draft letter if another IEP meeting is needed. | | Debriefs |
| Cost of service | Free to parents | | Parents pay fee set by the advocate |

Prior to the IEP meeting

- Phone or in person consultation with parent(s)
 - Have parents read current IEP
 - Help parents prepare for the IEP meeting
 - Develop an agenda
 - Review Procedural Safeguards before the meeting

IEP Meeting Prep Sheet

- ◉ Partners contact the family prior to the IEP meeting and prepare the parent for the upcoming IEP meeting.
- ◉ IEP Prep Sheet is their guide
 - See handout

During the IEP meeting

- ◉ General support to the parent
- ◉ Take notes for the parent
- ◉ Can ask clarifying questions
- ◉ Make sure the parent understands the process
- ◉ Make sure parents understand what was discussed before moving on to the next item of discussion.
- ◉ Take breaks as needed

After the IEP meeting

- ◉ Debrief
- ◉ If parents are happy, say goodbye!
- ◉ If parents are not in agreement with IEP, help them identify the issues and coach them to write a letter and call another IEP meeting.
- ◉ Refer back to sped. helpline

Parameters

- ◉ No cost to parents
- ◉ Allow two partners per student per SY
- ◉ Do not assign to: pre-eligibility, P/T conf., if parents have legal representation of any kind
- ◉ Ask for two week notice, require 48 hrs.
- ◉ Stipends -

2010/2011 2011/2012

- ◉ Hot Topics 2010/2011
- ◉ Regional Supports
- ◉ Benefit to parents
 - Testimonials
- ◉ Limitations of the program
- ◉ Facilitated IEP's

Mediation Partners

- ◉ Support Parents at a Mediation
- ◉ 2 day IEP Partners Training, plus an additional 1 day Mediation Training
- ◉ Mediation Partners are experienced IEP Partners

Who are Mediation Partners?

- Mediation Partners are:
 - IEP Partners selected for the program
 - Must have had positive experiences as an IEP Partner

Mediation Training

| | |
|---------------|---|
| 09:00 - 9:30 | Introductions |
| 09:30 - 10:00 | Mediation Power Point Section 1 (What is Mediation?) |
| 10:00 - 10:30 | Mediation Power Point Section 2 (Conflict Resolution) |
| 10:30 - 10:40 | Break |
| 10:40 - 11:10 | Mediation Section 3 (Role fo the Mediation Partner) Mediation Section 4 (Preparing the Parent) |
| 11:10 - 11:40 | 11:40 - 12:00 Role Play |
| 12:00 - 1:30 | Lunch (on your own) |
| 1:30 - 2:50 | IDEA 2004 |
| 2:50 - 3:00 | Break |
| 3:00 - 4:00 | IDEA 2004 |

Role of an Mediation Partner

- Support the parent In Mediation
- Debrief Parent after Mediation
- Refer back to Helpline

Prior to the Mediation

- Phone or in person consultation with parent(s)
 - Have parents consider the issues
 - Help parents prepare for the mediation
 - Look at interests rather than positions

Mediation Prep Sheet

- Partners contact the family prior to the IEP meeting and prepare the parent for the upcoming mediation.
- Mediation Prep Sheet is their guide
 - See handout

PREPARATION FOR MEDIATION

1. What are the problems or issues to be addressed?
From my point of view?
From their point of view?
2. What are my goals and needs?
What are their goals and needs?
3. Which goals and needs are most important to me?
To them?
4. Positions Vs. Interests?

During the Mediation

- General support to the parent
- Take notes for the parent
- Make sure the parent understands the process
- Make sure parents understand what was discussed before moving on to the next item of discussion.

Transition Partners

- Support Parents at a Transition Meeting
- Training includes 2 day IEP Partner Training, plus an additional 1 day Transition Training

Transition Partners Training

- Transition process (IDEA)
 - Diploma Options
- Employment
- Post-Secondary Education
- Self Advocacy
- Age of Majority
- Person Centered Planning
- Resources for transition

Transition Partner Role

- Consult with parents and student prior to the meeting.
- Share resource ideas
- Help prepare an agenda for the meeting
- Brainstorm other agencies to invite

Partner role at the meeting

- Take notes for the family
- The notes become the families property when the meeting is concluded.
- Debrief with parent.
- Refer back to helpline
- Sliding Scale Stipends

○ *Avoiding Conflict*

Five guiding principles for involving parents in schools

| | | |
|---|---|---|
| Offer opportunities in the context of a well-organized and long-lasting program | Allow parents to choose from a range of participation options | Engage parents in decision making at all available levels |
| Intentionally design a parent friendly environment | Communicate regularly and acknowledge parent involvement | |

Attributes of Successful Partnerships

- ◉ Mutual respect
- ◉ Trust
- ◉ Shared problem solving
- ◉ Common vision and goals
- ◉ Conflicts, when present, are openly acknowledged and addressed
- ◉ Focus
- ◉ Communicate, Communicate, Communicate

Elements of Collaboration

- ◉ Inclusive decision making
- ◉ Caring attitudes
- ◉ Sharing information
- ◉ Consideration of cultural factors
- ◉ Trust
- ◉ Considering the whole child
- ◉ Responsive services
- ◉ Families as a resource

The Future of Parent Involvement

- ◉ *How will generational changes influence parent's expectation of participation?*
- ◉ *How will participation change as a result of the economic climate for schools?*
- ◉ *How can the schools need "to do more with less" and the potential of parent participation create a win-win solution?*
- ◉ *How will you use this discussion to increase parent participation at your school or workplace?*

Suggestions for IEP meetings

- ◉ Refer to special ed. helpline
- ◉ Meeting notice
- ◉ Slow it down
- ◉ Don't patronize
- ◉ Communication protocol for every IEP

Contact Information

- ◉ Call us at 503-581-8156 or 888-505-2673 (toll-free in state only)
- ◉ Help-line 888-891-6784
- ◉ Fax us at: 503-391-0429
- ◉ E-mail us at: info@oregonrisecenter.org
- ◉ Website - <http://www.oregonrisecenter.org>