

IEP Managers' Training: Managing Relationships and Meetings*

This training is a trainer-of-trainers format. It is designed to equip skilled professionals with the information, format and materials necessary to train all District Individualized Education Program (IEP) managers.

This is a research-based training developing the competencies it takes to be a good IEP manager:

- An understanding of due process
- Good communication skills for sharing information and building successful relationships
- General facilitation skills
- Specific ability to facilitate the essential elements of the IEP meeting

Due Process:

We are going to talk about what the words 'due process' mean. We believe an understanding of 'due process' creates the fence, or boundary, in which we work. We will not – because time would not permit – discuss all the due process requirements of special education law.

"The most helpful part of this section was reminding me that students with a disability have a civil right for an equal education."

Communication Skills:

Then we're going to discuss and review familiar areas of communication (such as listening skills) as well as give you some new and easy tools to use in various situations. We believe review of this information makes its use easier and more spontaneous.

"The most helpful part of this section was the parts of communication: listen; tell intent; be clear; translate; ask questions; practice."

IEP Meeting Essentials:

We are going to give you a list of logistical things that can make any IEP meeting run more smoothly. We have confidence in your ability to apply these suggestions to your individual work.

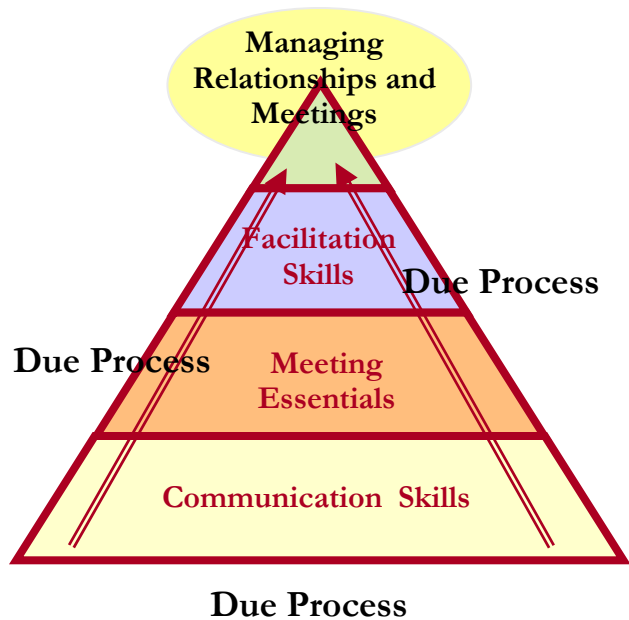
*"The most helpful part of this section was the 5 P's: (be **p**urposeful and **p**lanful, care for **p**articipants, follow the IEP **p**rocess and use the **p**arking lot)."*

General Facilitation Skills:

We're going to discuss general facilitation skills, the facilitator's responsibilities and how good facilitation can help meetings be more productive and efficient.

"The most helpful part of this section was knowing the facilitator's role. As a case manager, I'm the facilitator."

For further information, please contact Adele Ciriacy at adele.ciriacy@state.mn.us or 651.582.8249 or Patricia McGinnis at patricia.mcginis@state.mn.us or 651.582.8222.



*IEP/IFSP/IIIP

IEP Managers' Training: Managing Relationships and Meetings

EXECUTIVE SUMMARY

The Minnesota Department of Education (MDE), Division of Compliance and Assistance, is committed to assisting districts build their capacity to hold interactive IEP meetings, thereby decreasing the need for state intervention. To that end it has developed a workshop entitled *IEP Managers' Training: Managing Relationships and Meetings*. The workshop will be given to district staff, by district staff, after they have attended a two-day trainer-of-trainers seminar. In order to attend the seminar, a staff member should have the support of his or her special education director and direct supervisor and agree to train others. The first day the participants will experience the one-day training; during the second day they will begin preparing to give the workshop.

The *IEP Managers' Training: Managing Relationships and Meetings* incorporates four sections: Due Process, Communication Skills, IEP Meeting Essentials and Facilitation Skills.

The **Due Process** section explains what the phrase 'due process' means and why it is relevant to educating students who have a disability. This section also includes a comparison of Section 504 and IDEA. It is not a detailed look at the law, but a review of the boundaries the law provides.

The **Communication Skills** section teaches the foundational skills for developing positive working relationships between staff and parents, leading to collaborative IEP team interaction. Participants will compare debate and dialogue, and learn how to handle the 'seven challenges' to good communication. In addition to giving trainees techniques they can immediately apply, this section will equip staff to assist IEP teams to unite, defeat problems and deflect conflict.

IEP Meeting Essentials identifies and discusses the logistics of holding an interactive team meeting while addressing the requirements of IDEA. Information is organized by the *purpose* of the meeting, the *plan* for the meeting, care of meeting *participants*, the legally required IEP *process*; and the use of a *parking lot*, for items that may be off task but must not be forgotten.

Whoever runs the IEP meeting is the facilitator and in most districts that is the IEP manager. In **Facilitation Skills**, participants examine what it takes to be a good facilitator. They learn to juggle process tasks with product tasks, maintain energy, customize the process, meet needs, ask open questions, and memorialize decisions – all while staying on task!

The culminating activity is a mock IEP team meeting that allows all participants to practice and reinforce the skills taught through the workshop.

To schedule this training, please contact Patricia McGinnis at patricia.mcginis@state.mn.us or 651.582.8222.

Read This First:

IEP Managers' Training: Managing Relationships and Meetings

This website contains the information you will need to present this training to the IEP managers in your District. Before you begin exploring its contents we suggest you read this document to gain an understanding of what you will find on this website and how you might choose to use it.

There is a great deal of information in the four training sections. We don't intend that you use all the information, but that you gain a good understanding of the concepts and then base your presentation on what your audience needs. For instance: the note pages do not need to be fully explained to the audience; much of the information is for your background understanding and to help you answer questions. The information is for you; as the presenter you decide what details your audience needs to hear.

We would also encourage you to work with a partner in doing this presentation. Perhaps you can team teach the sections? Or your partner might be in charge of all the activities, leaving you free to concentrate on the information and the PowerPoint presentations. Or you might want to divide up the sections and alternate them between you and your partner.

This website will give you the five sections of the training. They are:

Introduction

Due Process (DP) – .5 hours

Communication Skills (C) – 1.25 hours

IEP Meeting Essentials (ME) – 1.25 hour

Facilitation Skills (FS) – 1.75 hours

When you open each section you will find all the materials you need to do the training. Each section has some combination of the following:

PowerPoint slides:

To be used in your presentation and

To be used as note pages for each slide, for your preparation

Handouts:

PowerPoint slides to replicate, three to a page, for each participant

Handouts other than the ones based on PowerPoint slides

Activities:

The directions you will need for each activity

The activities are labeled with the initials of the section, followed by an 'A' followed by the number. For instance the third activity for Communications is labeled C A 3. The fourth activity is labeled C A 4. (there is no C A 1, or C A 2, because the directions for those activities are imbedded in the slide notes.) Handouts are labeled in a similar fashion, using the letter 'H.' Some handouts are grouped with the activities, are labeled with an 'A,' and are handed out by the trainer. These handouts do not belong in the trainee packets. The most obvious examples are the case studies. Since we don't want anyone to see

the parts ahead of time, the roles are all labeled 'A.' Please keep them with your materials, making sure you have enough copies for the number of groups you will have. This is all thoroughly explained in FS A 2: Activity Explanation for Trainer.

This is what you can expect to find for each section:

Introduction has a PowerPoint presentation, an activity and a handout. The handout is not based on the PowerPoint.

Due Process has a PowerPoint presentation and a handout based on the slides.

Communication Skills, IEP Meeting Essentials and **Facilitation Skills** all have the PowerPoint presentation, a handout based on the slides, activities and other handouts.

This training is designed to be done in one day, but it is also possible to do it in two half days or in each of the four teaching sections (Due Process, Communication Skills, IEP Meeting Essentials and Facilitation Skills). The approximate time allowed for each section is listed above.

At the end of this document is an **overview chart**, which lists all the materials for all the sections.

There is a **Table of Contents** document, which may also help you understand the materials and their organization.

There is also an **Additional Resources** document so you can do any additional research you need to be prepared for the training.

Is there anything else you will need? Probably the following:

Thick magic markers

Easel paper

Nametags

Extra pens/pencils

A sign-in sheet

Our best advice? Be overly prepared, use lots of examples, and debrief thoroughly and interactively.

Questions should be addressed to:

Patricia McGinnis at patricia.mcginis@state.mn.us or 651.582.8222 or

Adele Ciriacy at adele.ciriacy@state.mn.us or 651.582.8249.

Directions and Overview

IEP Managers' Training: Managing Relationships and Meetings

Goal: Each IEP manager in the state of Minnesota will master, and be able to use, all competencies taught in this module.
 Time: One day

CONTENT – Total Time	MIN.	ACTIVITIES	HANDOUTS
Introduction (I) Register & organize for the day's work .5 hours	30 min. Introductions Review Agenda Discuss Evaluation Slides 1-7	Packet for the entire day Slide 2: I Activity 1.1: Directions I Activity 1.2: Terms (PowerPoint slides)	
Due Process (DP) .5 hours	30 min.	No activities	Slides 1-18 (note pages)
Communication (C) 1.25 hours	45 min. – slides and two activities: trust construct and I statements 30 min. - activity	Slide 5: C Activity 1: incorporated into Handout 2 Slide 24: C Activity 2: incorporated into Handout 5 Slide 33: C Activity 3: Debate vs. Dialogue Scenarios - 1 Slide 39: C Activity 4: 'When the Parent Says...'	Slides 1-33 (note pages) Slide 3: C Handout 1: Comparison of Debate & Dialogue Slide 5: C Handout 2: Trust Construct worksheet Slide 12: C Handout 3: False Assumptions Slide 23: C Handout 4: 'I' Statements Slide 24: C Handout 5: Five Dimensions of Communication worksheet Slide 25: C Handout 6: Five Dimensions of Communication examples Slide 32: C Handout 7: Variations on 'Why' Slide 33: C Handout 1: Comparison of Debate & Dialogue
IEP Meeting Essentials (ME) 1.25 hours	30 min. - introductory activity 45 min. –slides	Slide 1: ME Activity 1.1: Sequencing IEP Elements directions ME Activity 1.2: Cards of IEP Elements (PowerPoint slides) ME Activity 1.3: Debriefing Sequencing of IEP Elements	Slides 1-30 (note pages) Slide 5: ME Handout 1: IEP Purpose and Agenda Slide 8: ME Handout 2: Troublesome Statements Slide 11: ME Handout 3: Holding the IEP Meeting Slide 14: ME Handout 4: Tips for Parent/Professional Partnerships (2p) Slide 17: ME Handout 5: Sample Letter to Parent ME Handout 6: Student Letter ME Handout 7: Teacher Letter ME Handout 8: Brainstorming Ground Rules Slide 25: ME Handout 9: Goal Writing Tutorial – K-12 ME Handout 10: Goal Writing Tutorial, Early Childhood
Facilitation Skills	60 min. - slides	Slide 14: FS Activity 1: Facilitation Scenarios	Slides 1-21 (note pages)

(FS) 1.75 hours	45 min. – activity	Slide 22: FS Activity 2: Activity Explanation FS Activity 2.1 (below) FS Activity 2.2 (below) FS Activity 2.3: Effective Facilitators <i>Before break, form groups for IEP case studies and pass out role descriptions.</i>	Slide 14: <i>Refer to C Handout 1: Comparison of Debate & Dialogue</i> Slide 17: FS Handout 1: Ten Questions to Ask Yourself
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Culminating Activity – the IEP meeting

FS Activity 2: Activity explanation for trainer

FS Activity 2.1: Trainer’s summary of participant descriptions for Elementary Case Study

FS Activity 2.1.1: Role description for administrative designee

FS Activity 2.1.2: Role description for parent

FS Activity 2.1.3: Role description for special education teacher/IEP manager/facilitator

FS Activity 2.1.4: Role description for advocate

FS Activity 2.1.5: Role description for regular education teacher

FS Activity 2.1.6: Role description for speech and language teacher

FS Activity 2.1.7: Role description for observer/coach

FS Activity 2.2: Trainer’s summary of participant descriptions for Secondary Case Study

FS Activity 2.2.1: Role description for administrative designee

FS Activity 2.2.2: Role description for parent

FS Activity 2.2.3: Role description for special education teacher/IEP manager/facilitator

FS Activity 2.2.4: Role description for advocate

FS Activity 2.2.5: Role description for regular education teacher

FS Activity 2.2.6: Role description for student

FS Activity 2.2.7: Role description for observer/coach

Additional information for observers/coaches

FS Activity 2.3: Techniques and Characteristics of an Effective Facilitator

Refer to: C Handout 1: Comparison of Debate and Dialogue
ME Handout 3: Holding the IEP Meeting

Additional information for IEP managers/facilitators

Refer to: C Handout 1: Comparison of Debate and Dialogue
ME Handout 3: Holding the IEP Meeting *and*
ME Handout 9: Brainstorming Ground Rules