
Balancing Diverse Teams Through The IEP Process

Presented by
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Outcomes

Today you will develop a clear understanding of:

- IEP Meeting Facilitation
 - Conflict Resolution
 - How to Prevent Conflict
 - Conflict Management Skills
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Workshop Overview

“Historically, humans have found meaning in work, family, community and shared faith. They have drawn upon collective resources to do what they could not do alone. United efforts - - raising a barn, shoring a levee, rescuing earthquakes victims, or singing a hymn - - have brought people together, created enduring bonds, and exemplified the possibilities of collective spirit.” Bolman & Deal

Definition of Conflict

Conflict: A disagreement or clash between ideas, principles, or people

Negative Conflict

Positive Conflict

The many faces of conflict

Your negative IEP meeting conflicts, let's list some.

What do you hope results from and during your conversations in meetings?

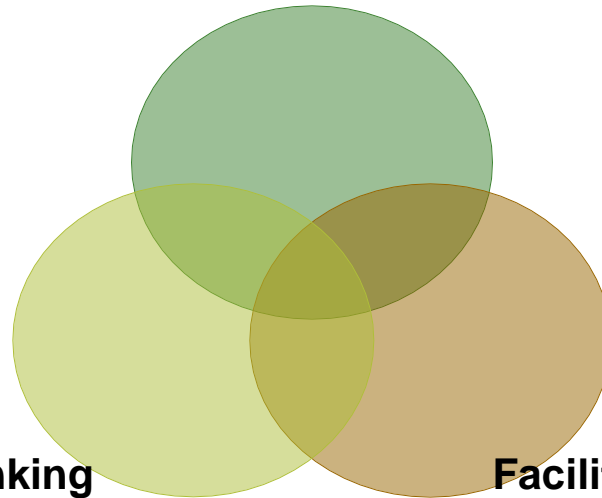
Content and Process

- Distinguishing between meeting process and content
- Where meetings and conversations go wrong and why



Shared Responsibility for Success

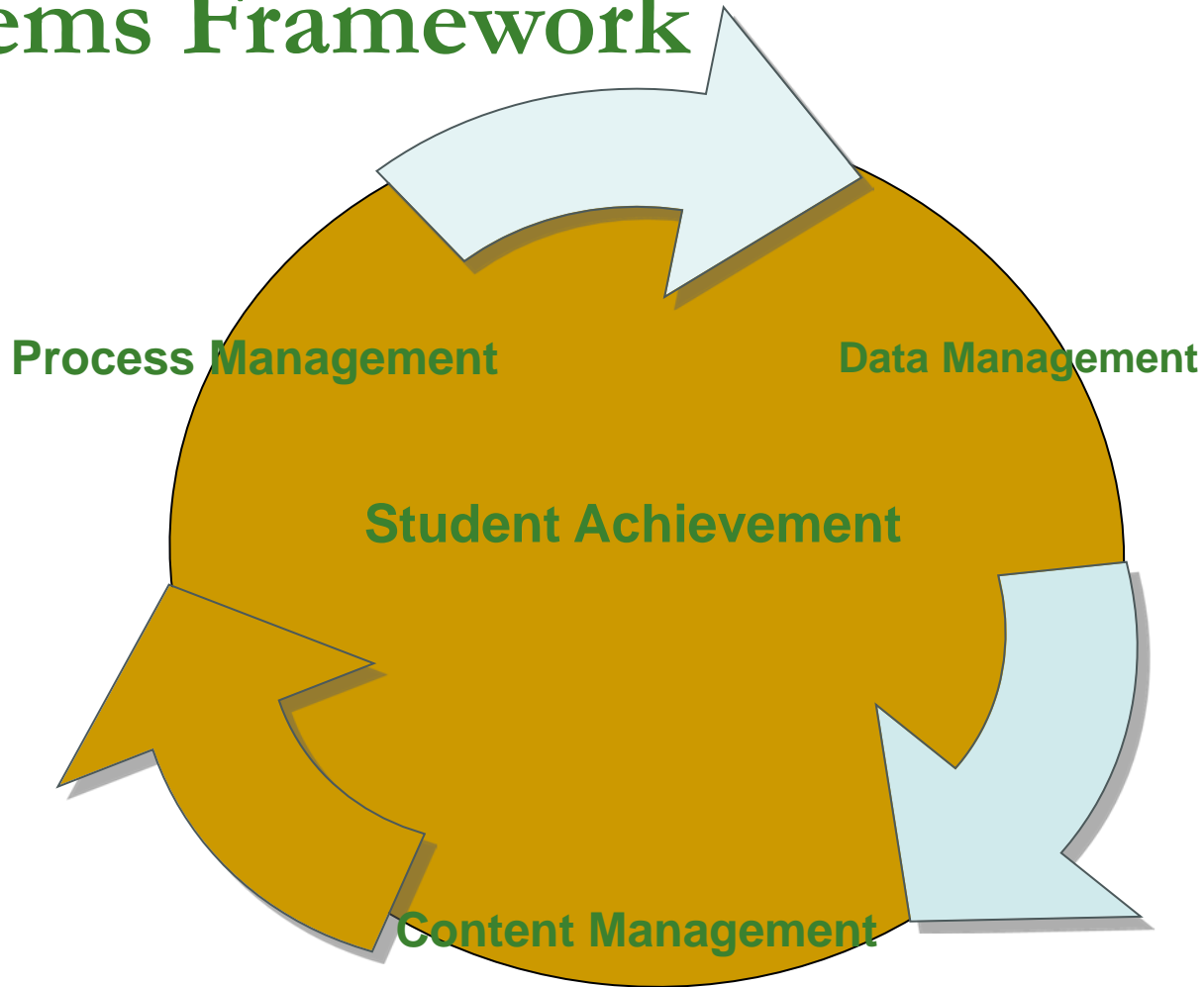
Collaborative Attitude



Strategic Thinking

Facilitative Behaviors

Essential Facilitation as a Systems Framework



Balancing Needs And Wants of the Team

- Now more than ever clarity and consistency in every meeting is vital
 - Taking the time to ask why
 - Getting agreements up front on the agenda, ground rules and outcomes
 - Being prepared for conflict
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Knowing Your Roles and Functions in an IEP Meeting

- Who needs to attend?
- What role will they play in today's meeting?
- What information needs to be prepared and shared?

Setting Up for Success

- Purpose
 - Assessment of the climate of the family
 - Assessment of the school climate
 - Outcomes & meeting topics
 - Logistics (attendees, roles, room arrangements, communications & notices).
 - Decision-making method (concept of consensus).
 - Agenda
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Managing IEP Meetings

- Agenda
 - Ground Rules
 - Outcomes
 - Parking Lot
 - Action Plan
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Proposed Ground Rules for IEP Meetings

- Communicate clearly and listen carefully
 - Respect the views of others
 - Share your views willingly
 - Ask and welcome questions for clarification
 - Be open to the ideas and views presented
 - Honor time limits and stay on task
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Outcomes

- What are the outcomes for the District?
 - What are the outcomes for the Parents?
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IEP Meeting Agenda

Agenda for John's IEP Meeting

- Welcome & explanation of purpose & roles
 - Participant Introductions
 - Outcomes & agenda overview
 - Explanation of parent & child rights
 - Decision-making process
 - Ground Rules
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Present Levels of Performance

What is it that John knows, understands, & is able to do now?

- Review of progress on current goals & objectives
 - Information on domains/skills' areas (academic & cognitive, communication, sensory-motor [gross & fine motor], social/emotional, self-help)
 - Strengths & areas of need
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Goals & Objectives

What is it that we want the child to know, understand, and be able to do a year from now?

Placement and Services

In what placement in the least restrictive environment can these goals & objectives be implemented appropriately? What supplemental aids & services are needed to support the placement (including assistive technology)

- Placement in the LRE
 - Necessary services to support the placement
 - Percent of time NOT in general education
 - Participation in assessments (without modifications, with modifications, or alternate assessment)
 - Transition plans/services
-

Ending

- Confirm agreements, including signatures
 - Action plan for follow-up activities
 - Schedule for progress reviews
 - De-brief
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Parking Lot

Any item that is brought up for discussion that needs to be discussed later.

Items that will be covered at a later time even if they are on the agenda.

Action Plan

What

Who

When

De-Brief

- + what worked for you in this meeting
- Delta, what would you change about our meeting to make it work better for you next time.

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To Prevent Getting Stuck

At the beginning of a meeting:

- Make process agreements up front (outcomes, agenda, roles, decision-making method, ground rules)

During the meeting:

- Process suggestions
- Process agreements
- Process commercials (educate the group)
- Reserve judgment
- Open-ended questions – increase participation

Strategic Moments

Points in a discussion or meeting where a group must make a decision about where to go, what to do next, and how to do it

Questions:

- Where are we?
 - Where do we want to go?
 - How do we get there?
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Making the Conversation Work

- Open
 - Narrow
 - Close
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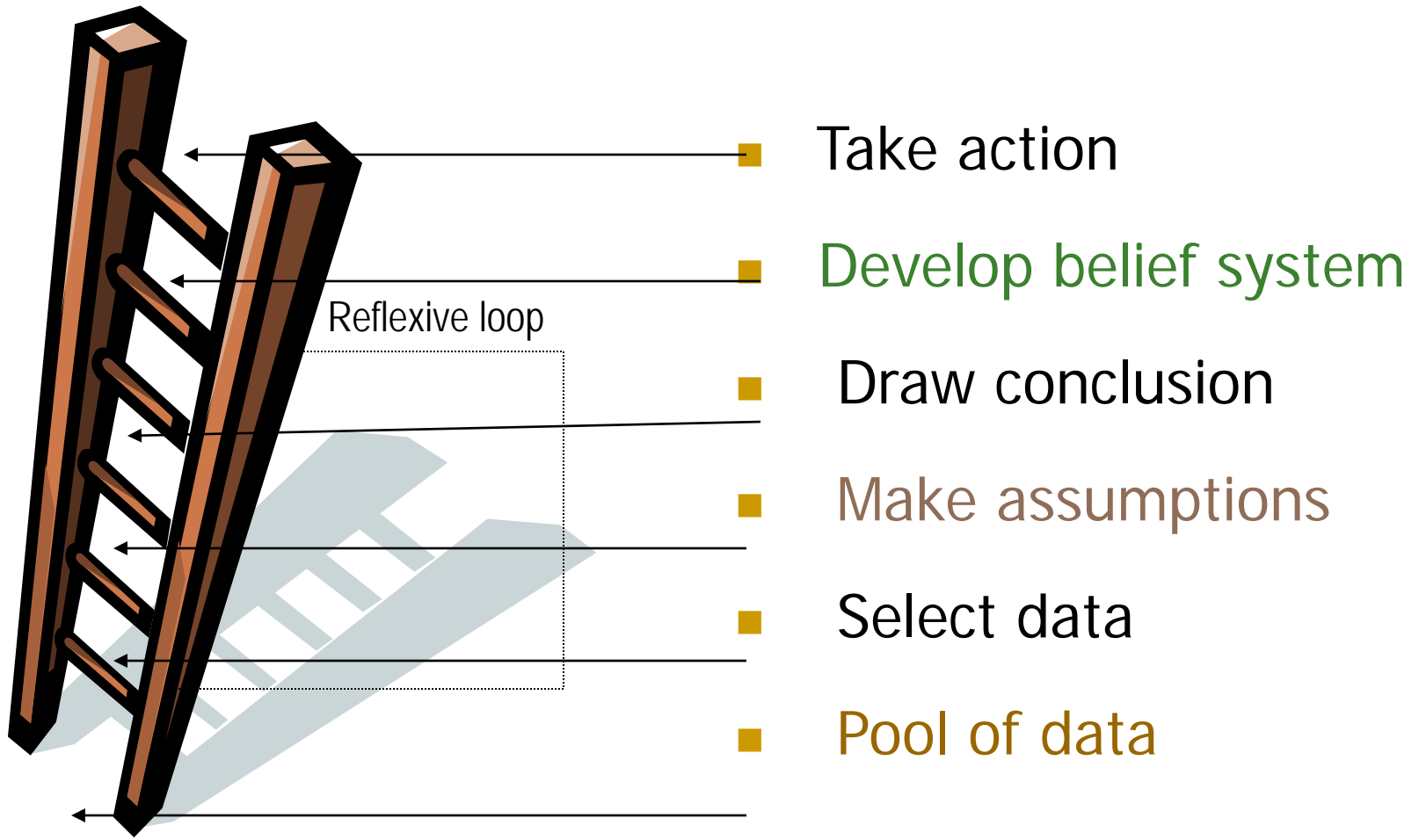
Components of the Essential IEP Facilitation Process

- o Interactive & respectful communication strategies;
 - o Visual tools;
 - o Meeting leadership techniques;
 - o Team & trust building;
 - o Building small agreements throughout the meeting;
 - o Emphasis on dialogue within a legally compliant process;
 - o Strategic planning & organization tools for meetings;
 - o Consensus building techniques;
 - o Role of neutral facilitators or facilitative chairperson;
 - o Address cultural differences and interpreters.
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Listening Techniques

- Bracket
 - Reflect
 - Paraphrase
 - Perception Check
 - Open-Ended Questions
 - Body Language
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Ladder of Inference



Essential Facilitation IEP

Meeting Value

Issue	Solution	Value
1-2 people do all the work	Shared decision making	Ease burden on select staff – allows for more direct student involvement
Parent not involved in team	Positive communication strategies	Parent involved in development and can reinforce plan for child
Prevalent litigation	Consensus building	Dollars can be re-directed toward staff support and overall student achievement
Conflicts among staff	Conflict resolution	Positive working environment = increased staff retention
Emotional issues	Discussion based upon student strengths & challenges	Increased success rate due to decisions rooted in best practices and data
Pre-determined decisions	Compliant process	Student benefits from input of all knowledgeable and caring team members
Hidden agendas	Agreement on ground rules and team agenda	Efficiency increased as agenda “detours” are averted = shorter meetings
Lack of leadership skills	Emphasis on process skills reinforced with defined roles and functions	Skills practiced transfer to all leadership situations

Summary of IEP

Facilitation Process

- P = participation & prevention
 - R = resolution of conflicts
 - O = organization
 - C = collaboration & consensus
 - E = efficiency
 - S = shared decision-making
 - S = student focus & success!
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Thank you

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