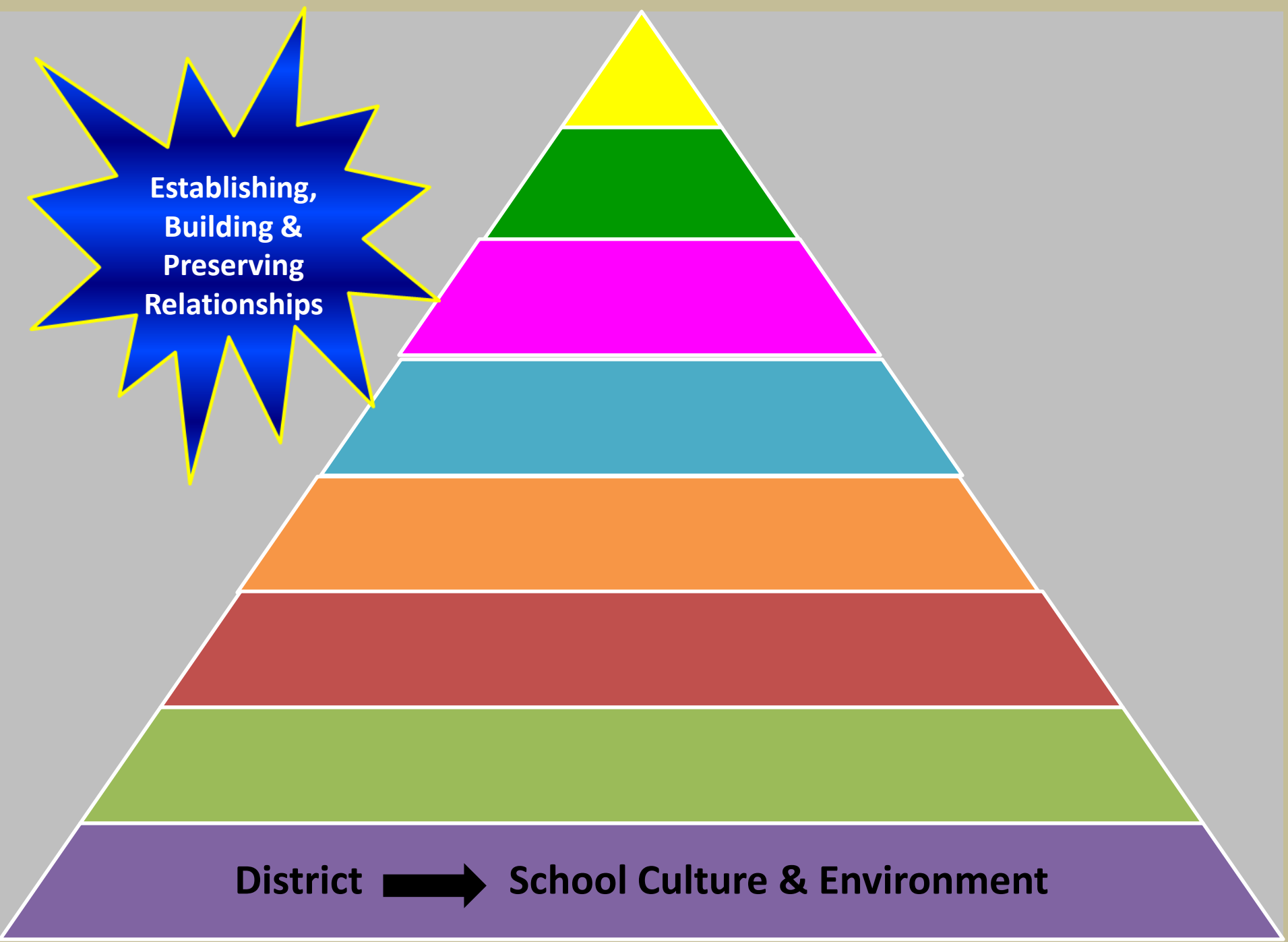


**Establishing,
Building &
Preserving
Relationships**





Mission

- Meets the needs of diverse student population

Guiding Principles

- Respect & value
- Collaboratively engage
- All welcome
- Meaningful collaboration
- Ongoing discourse
- Establish partnerships

Vision

- Demonstrate belief & expectation
- Realigning structures, supports & resources

Goals

- Challenge & engage
- Highly effective
- Meet unique needs
- Well prepared
- Building lasting relationships

**Establishing,
Building &
Preserving
Relationships**

Understanding Conflict

District  **School Culture & Environment**

Conflict

IS:

- ☯ A normal part of life
- ☯ What happens when people disagree
- ☯ Perceived divergence of interests
- ☯ An opportunity for change



Causes:

- ⚡ Expectations
- ⚡ Assumptions
- ⚡ Values
- ⚡ Unmet needs
- ⚡ Miscommunication or no communication



The Conflict Core

Annoyance

Competition

Differences

Inequities

Disagreement

Conflict

**emerges when disagreements,
differences, annoyances, competition,
or inequities threaten something
important.**

Conflict Resolution Styles

High Importance

R
E
L
A
T
I
O
N
S
H
I
P



Accommodation



Collaboration



Compromise



Avoidance



Competition

Low Importance

GOAL

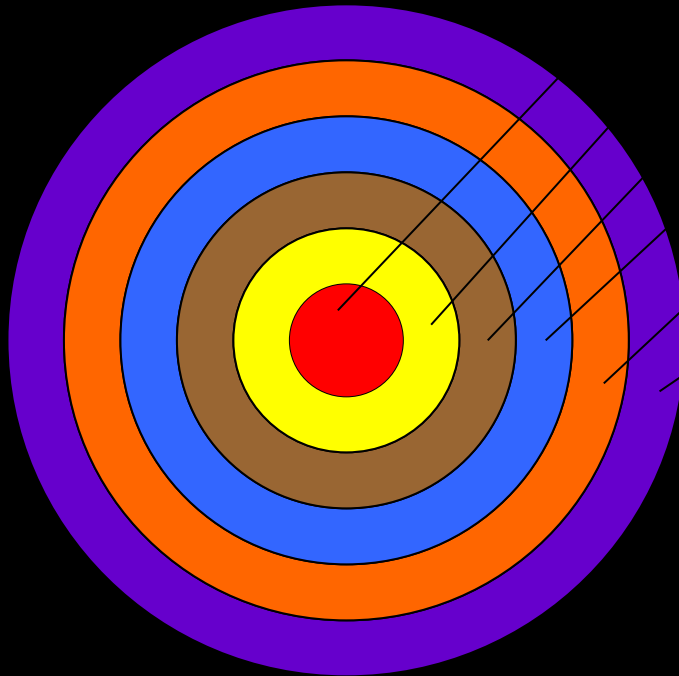
High Importance



Challenges

- *Perceived power imbalance - #s**
- *Lingo**
- *Timing**
- *Knowledge & expertise vs limited**
- *Decision-making / scripts**

Anatomy of Special Education Conflict



Issue

IEP Meeting

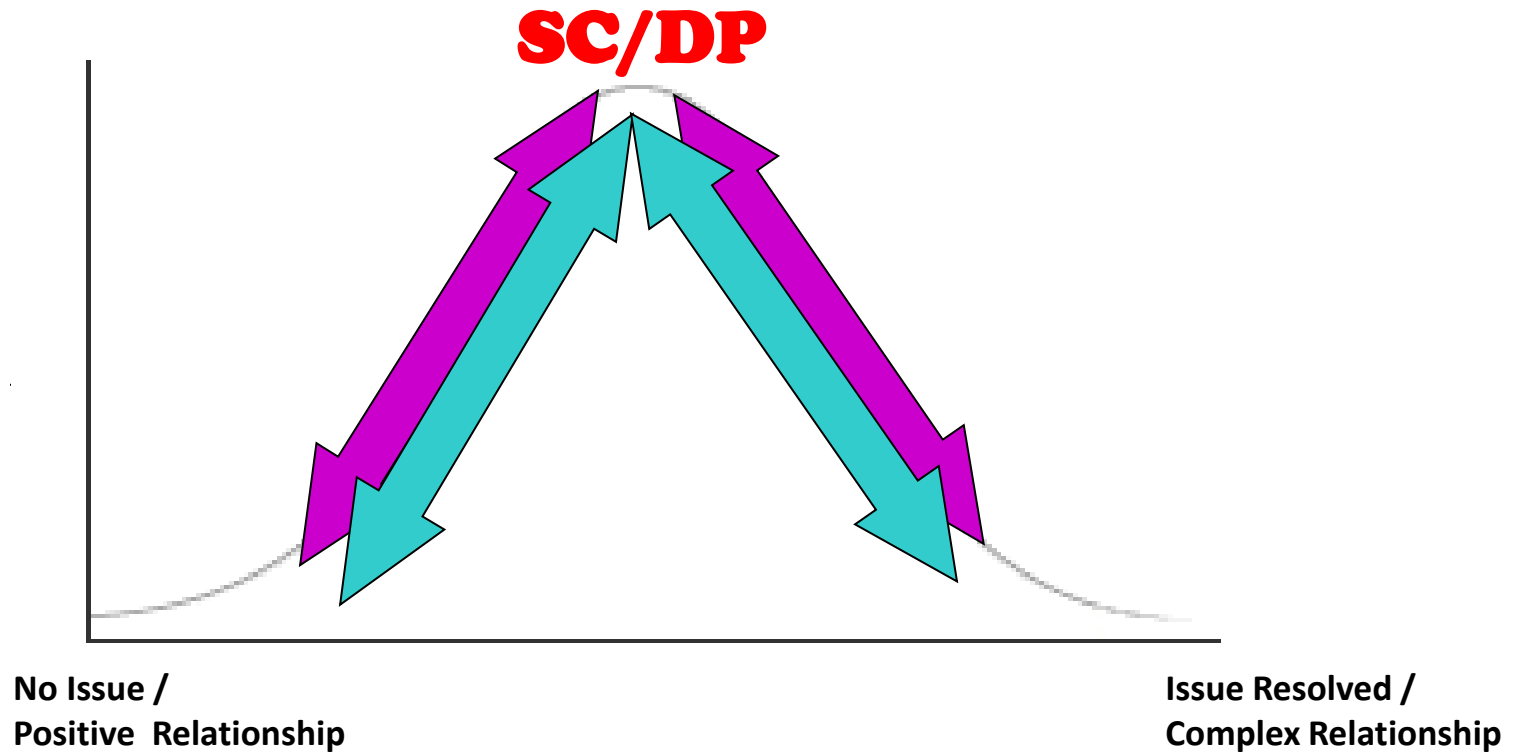
State Complaint

Resolution Session

Mediation

Due Process

Addressing the **Issue** & **Relationship**



Content

&

Process



- Evaluations
- Assessments
- Eligibility
- Procedural safeguards
- Records
- Data
- Related services
- Accommodations
- Present levels
- Benchmarks

- Communication
- Speaking
- Listening
- Understanding
- Problem-solving
- Participation
- Negotiating
- Building consensus
- Gaining agreement
- Joint decision-making



**Establishing,
Building &
Preserving
Relationships**



Setting Expectations

Understanding Conflict

District  **School Culture & Environment**

Expecting the Ideal IEP Meeting Process



- **Greeting**
- **Introductions**
- **Agenda Review**
- **Ground Rules**
- **Follow the Agenda**
- **Complete Forms**
- **Closure**
- **IEP Meeting Evaluation**

Job Description of an IEP Participant

- Comes to the meeting prepared
- Listens attentively & stays focused
- Does the actual work during the meeting
- Contributes *something positive*
- Follows the ground rules
- Fulfills commitments



Additional IEP Meeting Participant Roles

- **Timekeeper**
- **Minutes Taker/Recorder**
- **IEP Writer**
- **Facilitator**





**Establishing,
Building &
Preserving
Relationships**



Preparation

Setting Expectations

Understanding Conflict

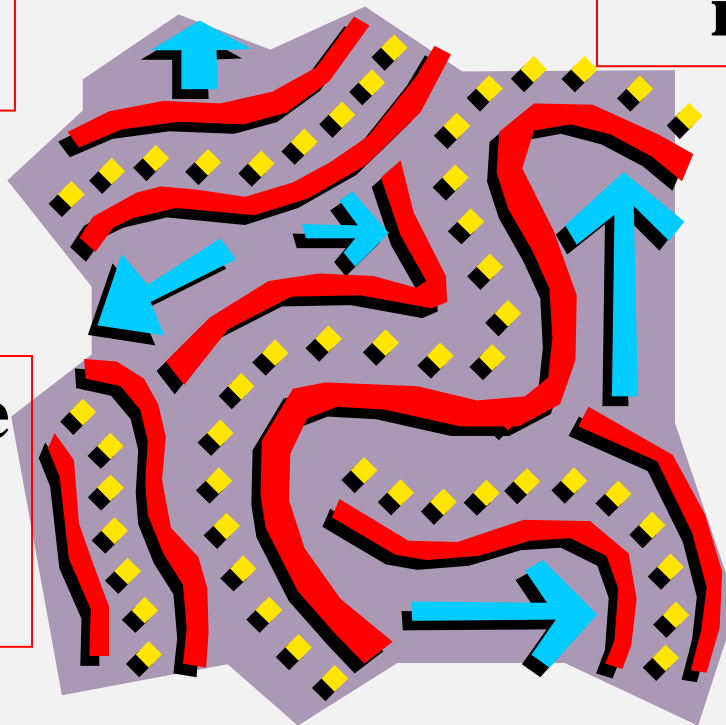
District  **School Culture & Environment**

Four Most Common Preparation Errors

**Not knowing
all (parent)
concerns prior
to meeting**

**Forms not
available
during
meeting**

**Failure to allocate
enough time
for meeting**



**Failure to
hold a pre-
meeting with
staff (when
needed)**

Parent Preparation



Educate them...

- ☒ The purpose of the meeting e.g., annual, requested, etc.

Ask them...

- ☒ If they have any issues/concerns? (from their point of view)
- ☒ Any information (evaluations, etc.) to share with team members prior the meeting?
- ☒ Time allotted for the meeting?
- ☒ Plan to bring anyone?
- ☒ Will the student participate? (as appropriate)
- ☒ Any special needs/requests?
- ☒ Anything else?

School Staff Preparation

Educate them...

- ☒ About the parent issues/concerns
- ☒ Ask them to be prepared to discuss



Ask them...

- ☒ Are there any issues/concerns/incidents? (from their point of view)
- ☒ Any “new information”, hot topics or concerns regarding the meeting?
- ☒ How much time they have for the meeting?
- ☒ Who will bring the appropriate forms?
- ☒ Anything else?

Other Meeting Details?

- 🔥 Will technical devices be used? (i.e., tape recorder, laptop, camcorder, etc.)
- 🔥 Do you need water, snacks, hard candy, tissues, etc.?
- 🔥 Copies?
- 🔥 Smart board/flip chart & markers available?



Typical IEP Meeting “Agenda”

Notice of meeting indicates:

- *Date*
- *Start Time*
- *“Type” of meeting or “reason for meeting”*



Meeting Agenda

- *Many meeting agendas are based on the order in which the IEP forms need to be completed*

All Agendas Should Include:

- ✎ Meeting date, location, room, beginning, and attendees
- ✎ Issues that need to be discussed at the meeting
- ✎ Introductions, ground rules, wrap up and other steps that often get overlooked



IEP Meeting for Jane Doe

(School Name, Address, Phone #)

January 19, 2015 – School Library

3:00 – 5:00 P.M.

Agenda

- Welcome and Introductions
- Agenda Review
- Procedural Safeguards
- Homework
- Cafeteria Supervision
- Behavior
- Annual IEP Review
- Communication Between Home & School
- Wrap-up and Next Steps



Pre-Meeting Preparation ↑ Efficiency Productivity of a Meeting

☎ **Who initiatives**

🕒 **Timeliness**

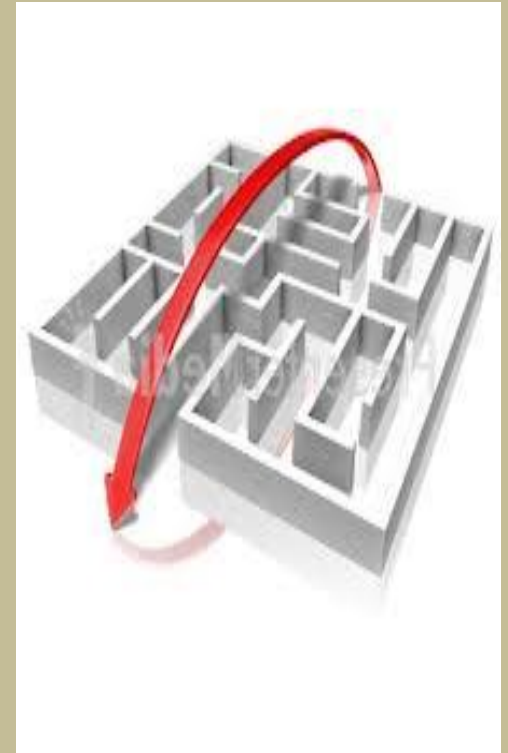
📄 **Acknowledgement & desire**

🖋 **Ask specifics**

👤 **Share information**

📋 **Mutual agenda**

✳ **Keeps the door open**



Results of a “Good” Preparation

- Sets the tone for the meeting
- Everyone has an idea what to expect and is on the same page
- Agenda that is inclusive of all viewpoints



**Establishing,
Building &
Preserving
Relationships**

Open Communication

Preparation

Setting Expectations

Understanding Conflict

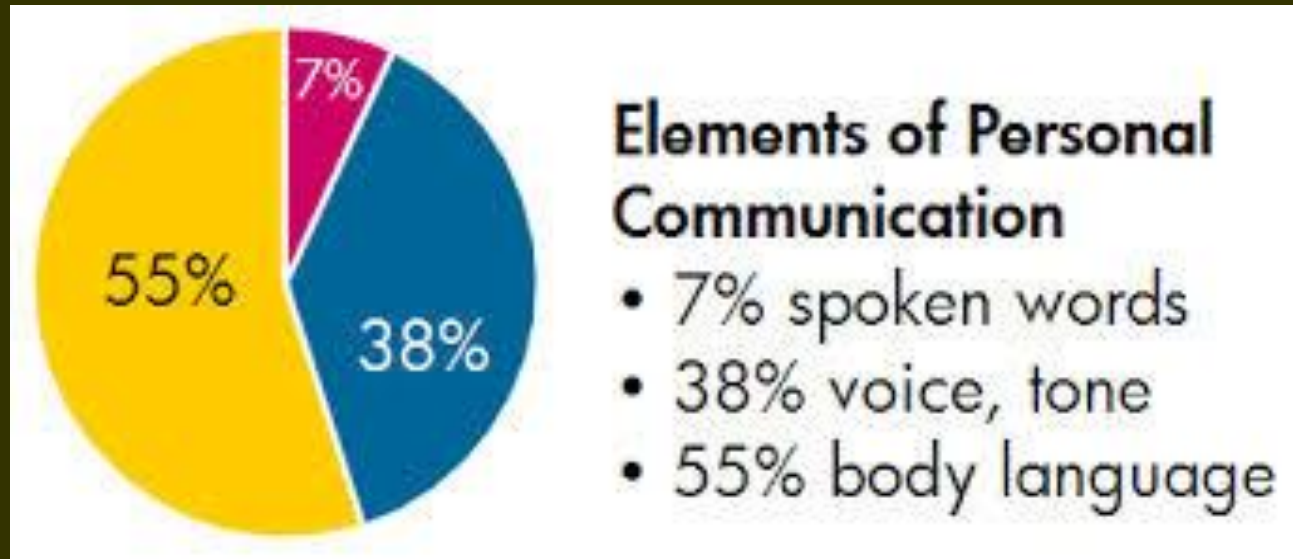
District  **School Culture & Environment**

WHAT you do & HOW you do it matters

How to ask questions



How to communicate



POSITION / WANT

20%

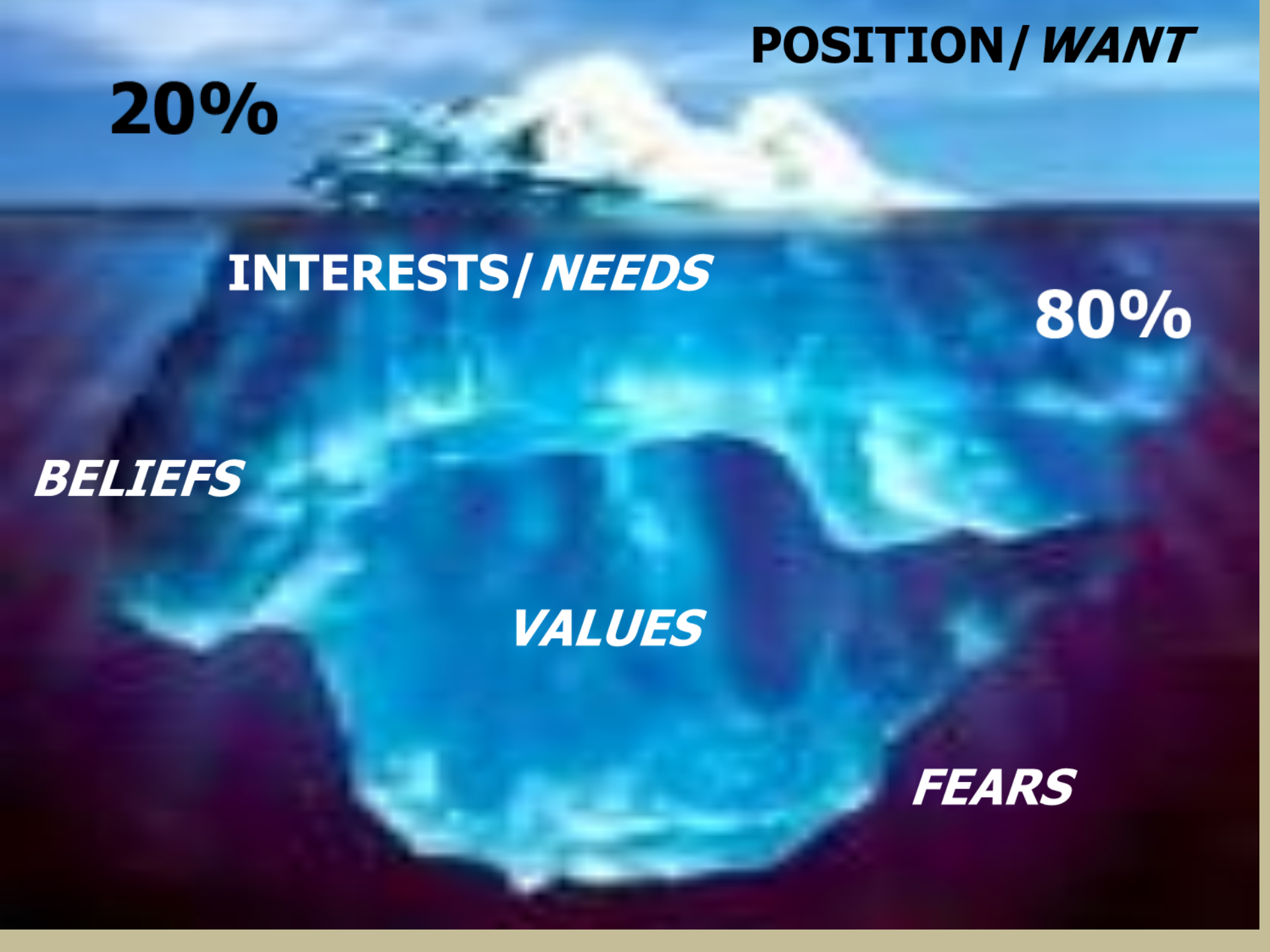
INTERESTS / NEEDS

80%

BELIEFS

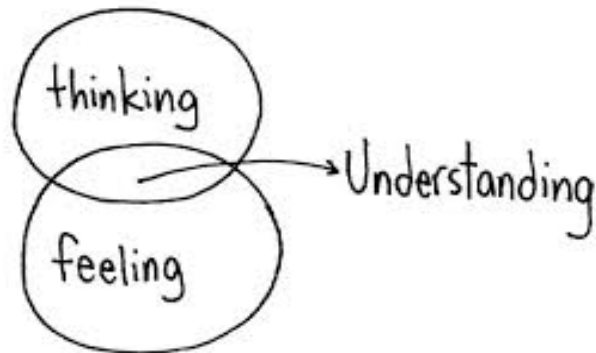
VALUES

FEARS



Demonstrate Understanding

Phrases to Use...



☺☺ From your point of view...

☺☺ From where you stand...

☺☺ You believe...

☺☺ I'm really hearing you say that...

☺☺ I'm not sure I'm with you, but...

☺☺ It appears you...

☺☺ Perhaps you are feeling...

☺☺ As I hear it...

☺☺ I get the impression that...

☺☺ Let me see if I understand you...

**Establishing,
Building &
Preserving
Relationships**

**Collaborative
Problem-Solving**

Open Communication

Preparation

Setting Expectations

Understanding Conflict

District  **School Culture & Environment**

Develop Joint Problems Statements



- How can we ensure Jayne's safety in the hallways and bathroom?
- How can we help Jayne to achieve academic success in all classes?
- How can we provide Jayne with individual attention and physical assistance when necessary?
- How will we help Jayne to become independent?

Dealing with Emotions

- 💡 Expect people to be emotional
- 💡 Recognize and understand emotions
- 💡 Accept emotions for what they are: *a reaction to a feeling*
- 💡 Know your boundaries & stay calm
- 💡 Accept that venting can be productive
- 💡 Learn from experience



**Establishing,
Building &
Preserving
Relationships**

Execute

**Collaborative
Problem-Solving**

Communication

Preparation

Setting Expectations

Understanding Conflict

District



School Culture & Environment

THE Meeting

Stage has already been set

Expectations are clear for all

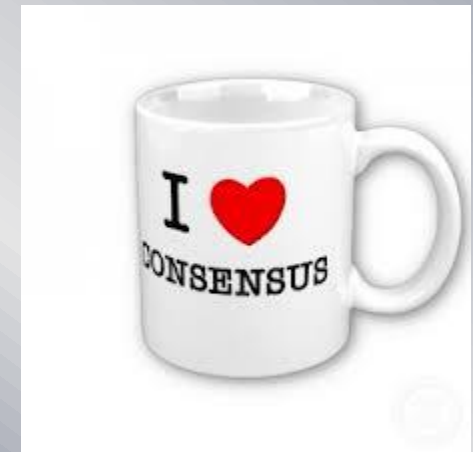
Arrive on time

Plan and proceed strategically



Getting to Consensus

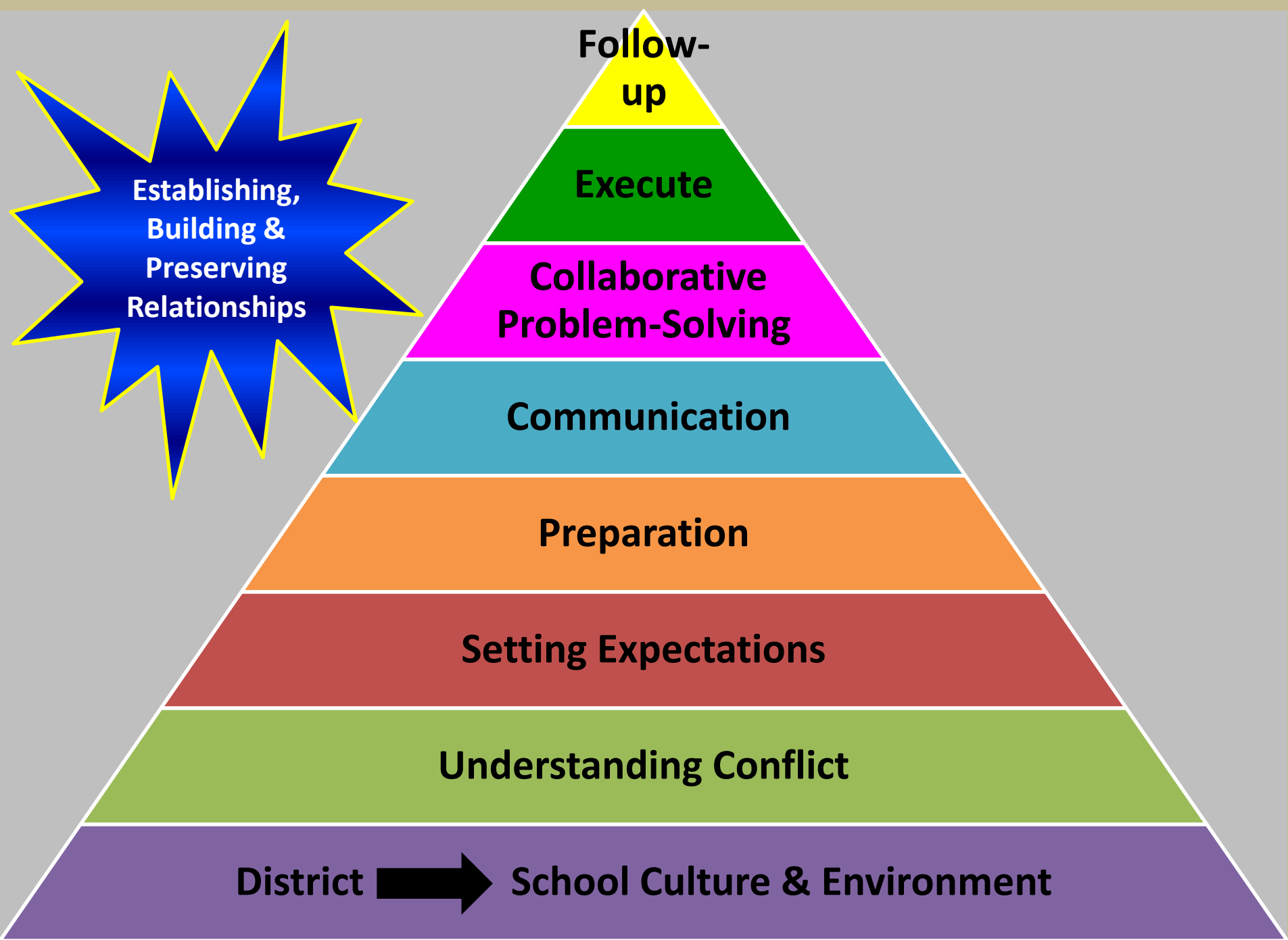
- 🏆 Don't struggle over positions but work to address interests
- 🏆 Deal with one issue at a time (save the most challenging for later)
- 🏆 Separate the people from the problem
- 🏆 Take your time and listen to all concerns
- 🏆 Ask the team for suggestions re: solutions or how to proceed



Additional Tips...

- ✓ Proactively & blatantly describe the system
- ✓ DO pre-meeting strategies
- ✓ Define the issues (content vs. process)
- ✓ Slow down
- ✓ Be sincere and attentive
- ✓ Encourage participation by others
- ✓ And always say...





FOLLOW
THROUGH



Follow up!

**A (properly facilitated meeting)
helps build positive
relationships**



THANK YOU

Fran Fletcher
franf@udel.edu

University of Delaware

www.udel.edu/crp

302-831-6812