



# **Self-Assessments:**

Building Coherence Surrounding Best Practices in  
Dispute Resolution for Special Education





# What is the Purpose of Self Assessment?

- Targeted Technical Assistance (TTA)
- Gives an accurate picture of district, school and teacher practices.
- Lays the groundwork for reflective practice focused on improving outcomes.



# What Does it Look Like?

- **Facilitators Key** (Lengthy)
  - Background
  - Instructions and Overview
  - Identifying the Self- Assessment Team
  - Key Components of LEA Dispute Resolution and Conflict Prevention (5 parts)
  - Stages of Practice
  - Scoring



# What Does it Look Like?

- **Self-Assessment Scoring Sheet**

- Criteria for Assessment
- Gages where the district current Stage of Practice falls in each Component Part.
  - Minimal or no Implementation
  - Partial Implementation'
  - Full Implementation
  - Exemplary/Best Practice



# What Does it Look Like?

- **Survey/Questionnaire**

- Stakeholder Input. Informs the District of what others perceive as the District practice.

- **Professional Development**

- Ever expanding and growing.
- Offers Professional Development Resources for each Component Part.

# CADRE Continuum

Stages of Conflict	Stage I			Stage II			Stage III			Stage IV			Stage V					
Levels of Intervention	Prevention			Disagreement			Conflict			Procedural Safeguards			Legal Review					
Assistance/ Intervention Options	Participant & Stakeholder Training	Stakeholder Council	Collaborative Rule Making	Parent-to-Parent Assistance	Case Manager	Telephone Intermediary	Facilitation	Mediation Hybrid Models	Ombudsperson	Third-Party Opinion/Consultation	Resolution Session	Mediation Under IDEA	Complaints	Due Process Hearing	Hearing Review (Tier II)	Litigation	Legislation	
Dimensions that help clarify placement of the options along the Continuum	Third-Party Assistance									Third-Party Intervention								
	Decision Making by Parties									Decision Making by Third Party								
	Interest-Based									Rights-Based								
	Informal & Flexible									Formal & Fixed								



Developed by CADRE  
[www.directionservice.org/cadre/continuum.cfm](http://www.directionservice.org/cadre/continuum.cfm)



U.S. Office of Special Education Programs



# See the Facilitators Key

- Review
- Questions/Comments?



# See the Stages of Practice (scoring sheet)

- Review
- Questions/Comments?





# See Survey and Questionnaire

- Review
- Questions/Comments?



# See Professional Development

- Review
- Questions/Comments?



# Lessons Learned

- Process needs to be introduced and discussed.
  - Open a dialogue about the process.
  - Districts need time understand and absorb the change.
  - Encouraging Districts to use the Self-Assessment as their own decision, not when it is required.
- *Parents* loved it...reassuring a future of growth



# Lessons Learned

- Districts had different reactions:
  - Overwhelmed
  - Sighing - at another project
  - Excited for some direction and goals
  - Reactions correlated with size and understanding of the district.
- Districts have rated themselves realistically.
- It's a process!



# Stakeholder Support

- Development of Self-Assessment
  - Invited Stakeholder input
- Professional Development
  - Sharing of Resources
  - Translating Resources
  - Invited to do trainings within their group
  - Invited Stakeholder input



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