

Communication and Facilitated IEP Meetings

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SOUND
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Douglas H. Gill, Ed.D.,
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Activity: Assumption Paper

“When I visualize the implementation of an excellent and successful IEP process, I assume . . .”

- Respond individually.
- In small groups share your responses with each other and develop a composite list.
- Large group debrief.



IEPs by Dr. Seuss

Do you like these IEPs?

I do not like these IEPs
I do not like them, Jeeze
Louise

We test, we check
We plan, we meet
But nothing ever seems
complete.

Would you, could you
Like the form?

I do not like the form I see
Not page 1, not 2, or 3
Another change
A brand new box
I think we all
Have lost our rocks.

Could you all meet here or
there?

We could not all meet here

or there.

We cannot all fit anywhere.
Not in a room
Not in the hall
There seems to be no space
at all.

Would you, could you meet
again?

I cannot meet again next
week

No lunch, no prep
Please hear me speak.
No, not at dusk. No, not at
dawn
at 5 pm I should be gone.

Could you hear while all
speak out?
Would you write the words
they spout?

I could not hear, I would not
write

This does not need to be a

fight.

Sign here, date there,
Mark this, check that
Beware the students ad-vo-
cat(e).

You do not like them
So you say
Try again! Try again!
And you may.

If you will let me be,
I will try again
You will see.

Say!

I almost like these IEPs
I think I'll write 6003.
And I will practice day and
night
Until they say
"You've got it right!"

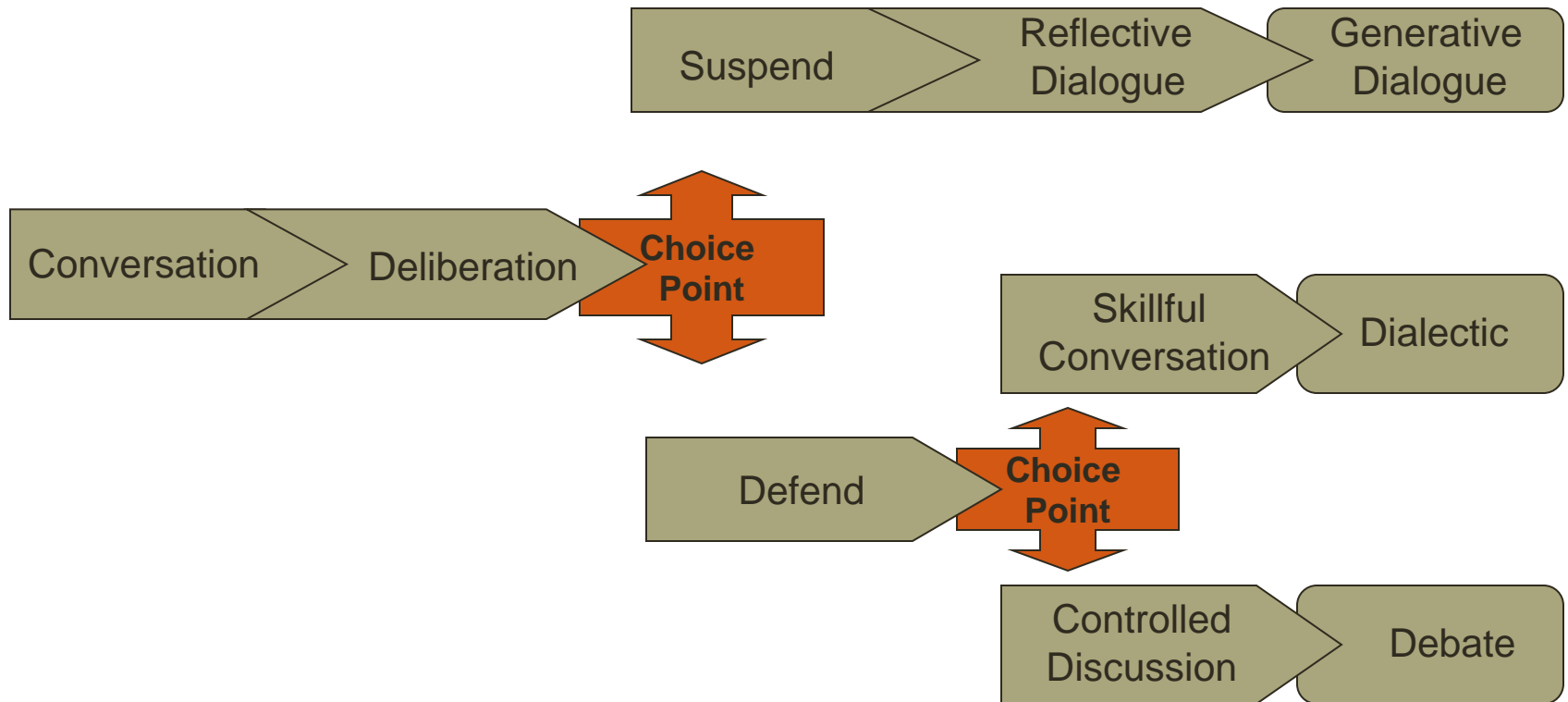


Key Elements of an Effective IEP Process

- Innovation: “To begin or introduce something new; be creative.”
 - Innovation in education is not a complicated issue. It is a complex issue.
 - Differentiating between:
 - Simple Problems
 - Complicated Problems
 - Complex Problems
- Adaptive Work
 - Differentiating Technical and Adaptive Work
- Engaging In Learning Conversations



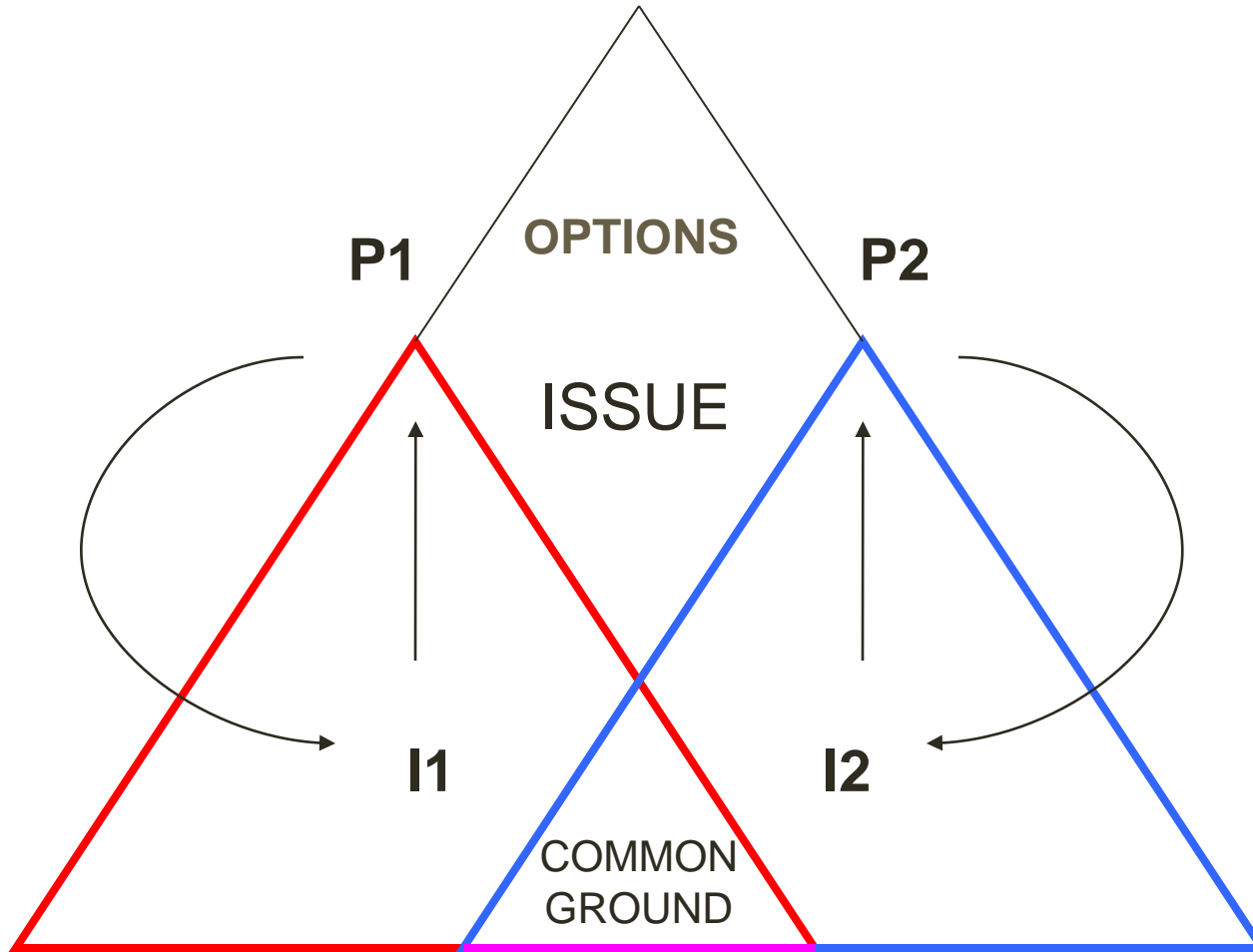
Conversation Structure & Choices



Source: William Isaacs,
Dialogue and the Art of Thinking Together



SOLUTION



Recognizing the Life Cycle of the IEP

Events Within the Life Cycle

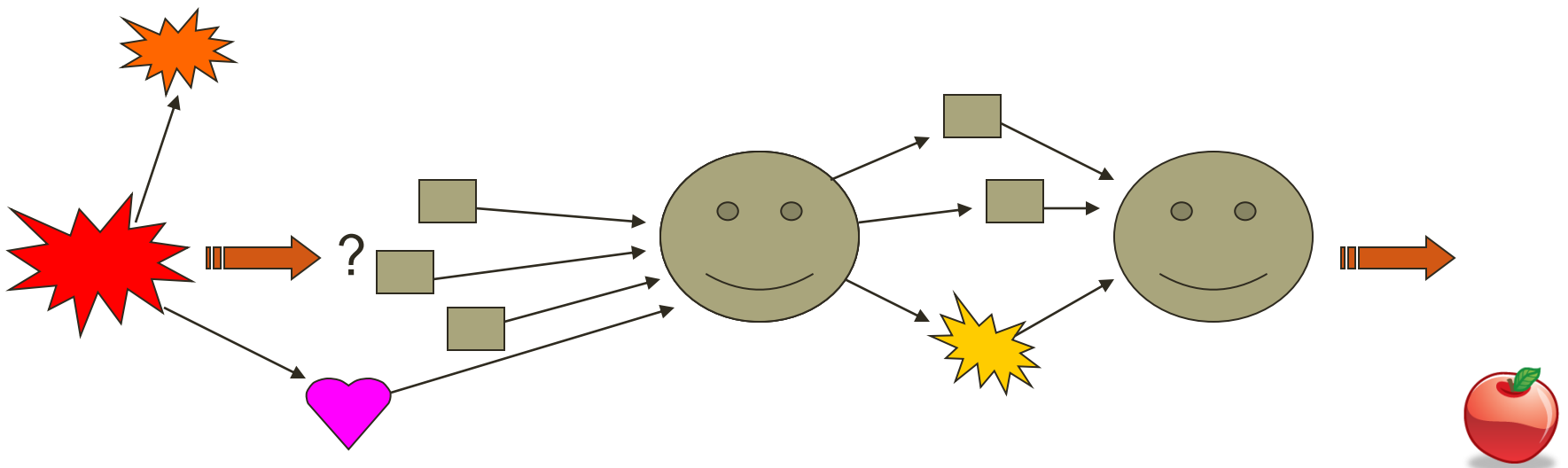
- Pre-referral work (RTI)
- Referral
- Eligibility Determination and initial IEP Development
- IEP Meeting
- Finished! Right?
- Implementation
- . . . Ongoing learning events
- Sustaining the cycle of Adaptive Work necessary in complex situations.



Meetings occur in a larger context

See IEP meetings as interconnected learning events rather than isolated, autonomous events:

- How does this meeting link to other meetings related to this child?
- What meetings need to happen before and after the meeting to ensure success of the meeting?



*Positive and productive IEP meetings set the stage
for better student outcomes.*

Avoid letting a meeting fall apart such that
the student is the one that loses out the
most.



Avoid adopting a combative right/wrong mentality

Be longsighted.

- Don't define your goal (or success) as "winning."
- A parent who asks questions, or has a different point of view, is not by definition a "difficult parent."
- Accept that you will not always reach agreement.
- Don't define apologizing or compromising as losing face.



Model Respectful Communication

- Accept that sometimes we have to work with people we do not understand, agree with, or get along with.
- Avoid choosing between lashing out and shutting down.
- Focus on interests rather than positions.
- Stay focused. Avoid getting sidetracked.



Encourage brainstorming

- Ask: “Are there times when this has been less of a problem?” or “What did you (or others) do that was helpful?”
- Expressed disagreement is not necessarily an attack.
- Be curious. Listen.
- Build on shared interests.



Plan, but be present. Expect surprises, but stay focused.

- Keep assumptions in check. Listen. Ask questions.
- Accept that some issues are harder to address than others.
- Don't let the desire to calm someone down overshadow the value of trying to understand what they are saying.



Be transparent

- Clearly define and articulate issue to be resolved.
- Match what you say with your body language.
- Inform parents about the procedural safeguards.
- Utilize Prior Written Notice.

***** Do what you say you are going to do ! *****

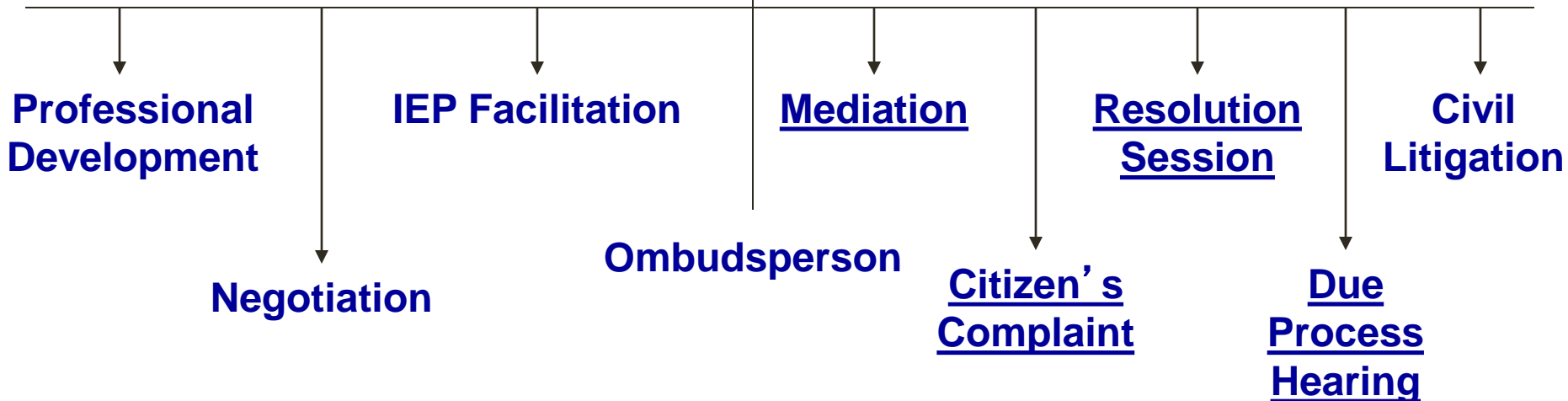


What is Available to Support Effective Collaboration in Special Education ?

Resolution Continuum

Agreement Reaching

Dispute Resolution



For more information...

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