


CADRE: Information You Can Use

Center for Appropriate Dispute
Resolution in Special Education


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Presentation to Region 4 RPTAC
Meeting
June 13, 2013

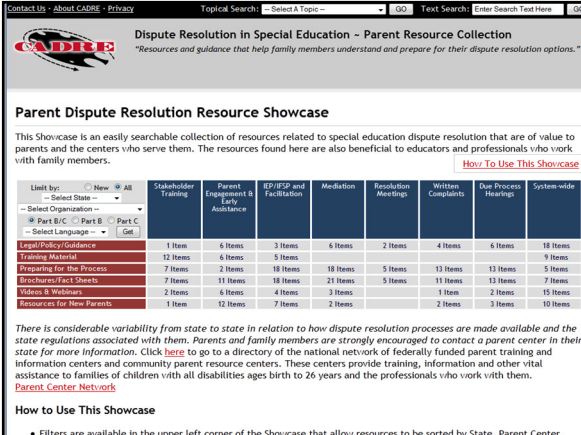


Presentation Agenda

- Parent Resource Showcase
- Supporting Parents Who Are In a Challenging Relationship
- Working Effectively with Service Delivery Systems
- Resources on CADRE Website
- CADRE's Future and You



Preparing for Dispute Resolution: CADRE's Parent Dispute Resolution Resource Showcase



Dispute Resolution in Special Education - Parent Resource Collection
"Resources and guidance that help family members understand and prepare for their dispute resolution options."

Parent Dispute Resolution Resource Showcase

This Showcase is an easily searchable collection of resources related to special education dispute resolution that are of value to parents and the centers who serve them. The resources found here are also beneficial to educators and professionals who work with family members.

Limit By:	Stakeholder Training	Parent Engagement & Early Assistance	IEP/IFSP and Facilitation	Mediation	Resolution Meetings	Written Complaints	Due Process Hearings	System-wide
Legal/Policy/Guidance	1 Item	6 Items	3 Items	6 Items	2 Items	4 Items	6 Items	18 Items
Training Material	12 Items	6 Items	9 Items					9 Items
Procedures for the Process	7 Items	2 Items	18 Items	18 Items	5 Items	13 Items	13 Items	5 Items
Brochures/Fact Sheets	7 Items	11 Items	18 Items	21 Items	5 Items	11 Items	13 Items	7 Items
Videos & Webinars	2 Items	6 Items	4 Items	3 Items		1 Item	2 Items	15 Items
Resources for New Parents	1 Item	12 Items	7 Items	2 Items		2 Items	3 Items	10 Items

There is considerable variability from state to state in relation to how dispute resolution processes are made available and the state regulations associated with them. Parents and family members are strongly encouraged to contact a parent center in their state for more information. Click [here](#) to go to a directory of the national network of federally funded parent training and information centers and community parent resource centers. These centers provide training, information and other vital assistance to families of children with all disabilities ages birth to 26 years and the professionals who work with them.

[Parent Center Network](#)

How to Use This Showcase


- Filters are available in the upper left corner of the Showcase that allow resources to be sorted by State, Parent Center,



"In The Best Interests of the Child: IEP Meetings When Parents Are In Conflict"




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Defining the Problem


During times of family transition such as separation or divorce, parents may find it especially challenging to separate disputes about other parental rights and responsibilities (e.g., custody, residency, visitation, parenting time schedules, and child support issues) from those relevant to the creation of an educational plan for a child with special needs. When these disagreements and differences of opinion erupt at IEP meetings, the disruptive dynamics between the parents affect the entire IEP team and compromise its ability to work collaboratively on the child's behalf.

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 **New CADRE Resource
(Feinberg, Moses, Engles & Peter)
~Methodology~**


- 1) Conducted Literature Review
- 2) Conducted online survey (n= 154)
 - Broad range of stakeholders, geographic diversity
- 3) Conducted 35 interviews
 - Broad range of stakeholders including parent center leaders, mediators/facilitators, DR program managers, advocates & attorneys, Part C experts, LEA service providers, teachers & administrators

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 **Prevention Strategies**

Planning and Preparing for IEP Meetings

- LEA Self-Assessment of Its Approach to High Stress Meetings
- Professional Development for LEA Staff
- Skill Building for Other IEP Team Members
- Team Planning Meeting
- Pre-meeting Phone Calls to Parents
- Use of Electronic Communications
- Separate Meeting Spaces, Separate Meetings
- Student Participation
- Parent Mentoring



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 **Prevention Strategies**

At the IEP Meeting

- Meeting Time
- Arrival/Waiting Area
- Personal Needs
- Arrangement of Meeting Space/Seating
- Introductions and Name Cards
- Review Meeting Schedule/Timeline and Agenda
- Rules and Etiquette
- Parking Lot
- Reports and Discussion
- Closure and Planning/Preparations for Next Meeting




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 **Staying Child-Focused Strategies**

- Bring a photo of the child
- Meeting with trusted third party (family counselor, spiritual advisor, facilitator) to work through areas of disagreement relating to their child's education
- When the child is not present, invite participants to pause for a moment and imagine the student is present at the meeting

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 **Follow-up/After the Meeting Strategies**

- Make contact with the parents after the meeting.
- Gather input on their experience with the meeting/process.
- This "debrief" can provide an opportunity to...
 - learn about the team's meeting process and how it worked
 - what resources the parents might need



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 **Third Party Process Strategies**

IEP Meeting Facilitation - a facilitator can make the team's work smoother by supporting clear communication and a structured/focused process.

Mediation - a mediator outside the IDEA requirements may be useful for resolving differences between family members and act as a stepping stone to a more productive and less contentious IEP meeting.

Consensus Development Conference - similar to mediation but with a strong focus on resolving differences related to the development of an IEP, i.e., present levels of performance, strengths, challenges, goals, supports, etc.

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 **List of "Things to do when you have a concern"**



- 10) Remember that it's normal to have concerns.
- 9) Build a strong relationship from the beginning, making deposits in the "Bank of Good Will".
- 8) Be proactive, not reactive. Don't let stuff deepen or escalate.
- 7) Have a conversation with those closest to your child's education, i.e., teachers, service providers, administrators at the building level.
- 6) Share concerns from your heart when you are most emotionally capable.

 **List of "Things to do when you have a concern"**

- 5) Don't send an email until the next day and after you've carefully read it, imagining that you are the recipient.
- 4) Pause and take a deep breath. Listen carefully to their ideas and concerns.
- 3) Make an apology, one of the most powerful forms of communication!
- 2) Treat them as partners, not adversaries. Stay positive, be someone they want to work with. Build a bridge they can walk across.
- 1) Call in help, including expert advice, advocates, facilitators, mediators when needed.

 **Working Effectively with Schools and Other Service Providers**


- Use the power of silence
- Don't shoot the letter carrier
- The power of "I don't know what you are talking about"
- "If this were your child..."
- Prepare questions
- Get involved
- Acknowledge good work

 **A CADRE Webinar with Karen Mapp ~ Moving Forward: Building Effective Family-School Partnerships**

August 14, 2013
11:30 AM - 12:45 PM PST (2:30 - 3:45 EST)



Register from the CADRE website:
<http://www.directionservice.org/cadre/mappwebinar.cfm>

 **Subscribe to The CADRE Caucus!**

The CADRE Caucus, our free brief electronic newsletter, periodically updates subscribers on new features and resources found at the CADRE web site and in the world of special education conflict resolution.

Sign up on the sheets that are circulating right now!

