

Beyond Participation: Building Strong Partnerships

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Objectives

Participants will be able to:

- Understand the importance of building partnerships
- Identify barriers to parent participation
- Use strategies to help foster home/school partnerships



Agenda

- Welcome
- The importance of family participation
- Barriers to participation
- Communication
- Positions and interests
- Conflict
- Strategies to improve partnerships
- Available resources



Introductions



- Name
- Where you're from
- Your job title
- A unique fact about you



**Alone we can do so little;
together we can do so much.**

-Helen Keller

Meaningful Participation

Define meaningful participation.

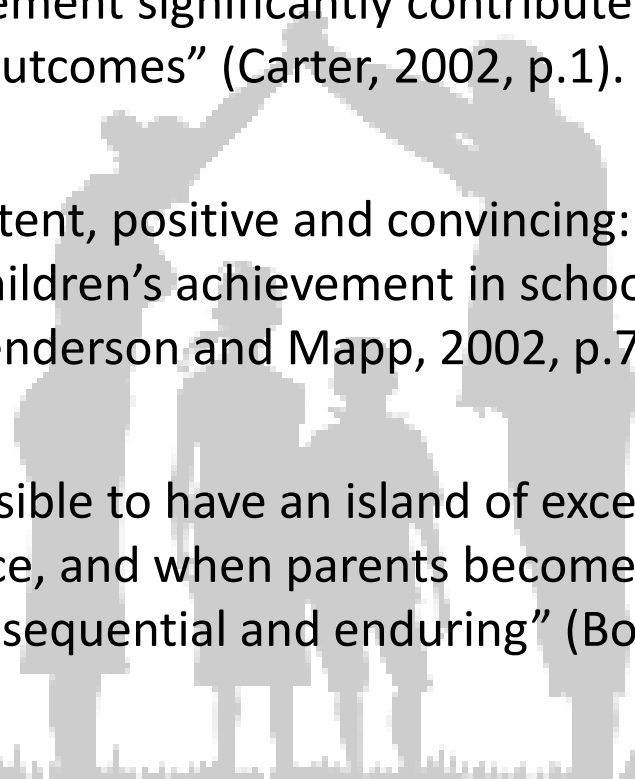


The Importance of Participation

“...parent/family involvement significantly contributes to improved student outcomes” (Carter, 2002, p.1).

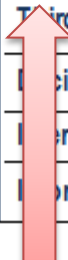
“The evidence is consistent, positive and convincing: families have a major influence on their children’s achievement in school and through life” (Henderson and Mapp, 2002, p.7).

“It is simply impossible to have an island of excellence in a sea of community indifference, and when parents become school partners, the results can be consequential and enduring” (Boyer, 1995, p.61).



An Ounce of Prevention...

CADRE Continuum of Dispute Resolution Processes & Practices																		
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	Parent Engagement	Participant & Stakeholder Training	Stakeholder Council	Collaborative Rule Making	Parent to Parent Assistance	Case Manager	Telephone Intermediary	Facilitation	Mediation Models	Ombudsperson	Third-Party Opinion/Consultation	Resolution Meeting	Mediation under IDEA	Written State Complaints	Due Process Hearing	Hearing Appeal (Two-Tier Systems)	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											



So What's the Problem?

Recent longitudinal research suggests that parent and student participation in IEP planning is less prevalent than expected (Wagner et al., 2012)



What's Getting in the Way?



Walk the Room



Get into a small group and discuss the potential barriers to meaningful parental participation.

Select one person to chart your group's responses. If one of your responses is already listed, place a check next to it.

CONFLICT

What comes to mind when you hear the word “conflict?”



How does conflict affect you? Your job? Your life?

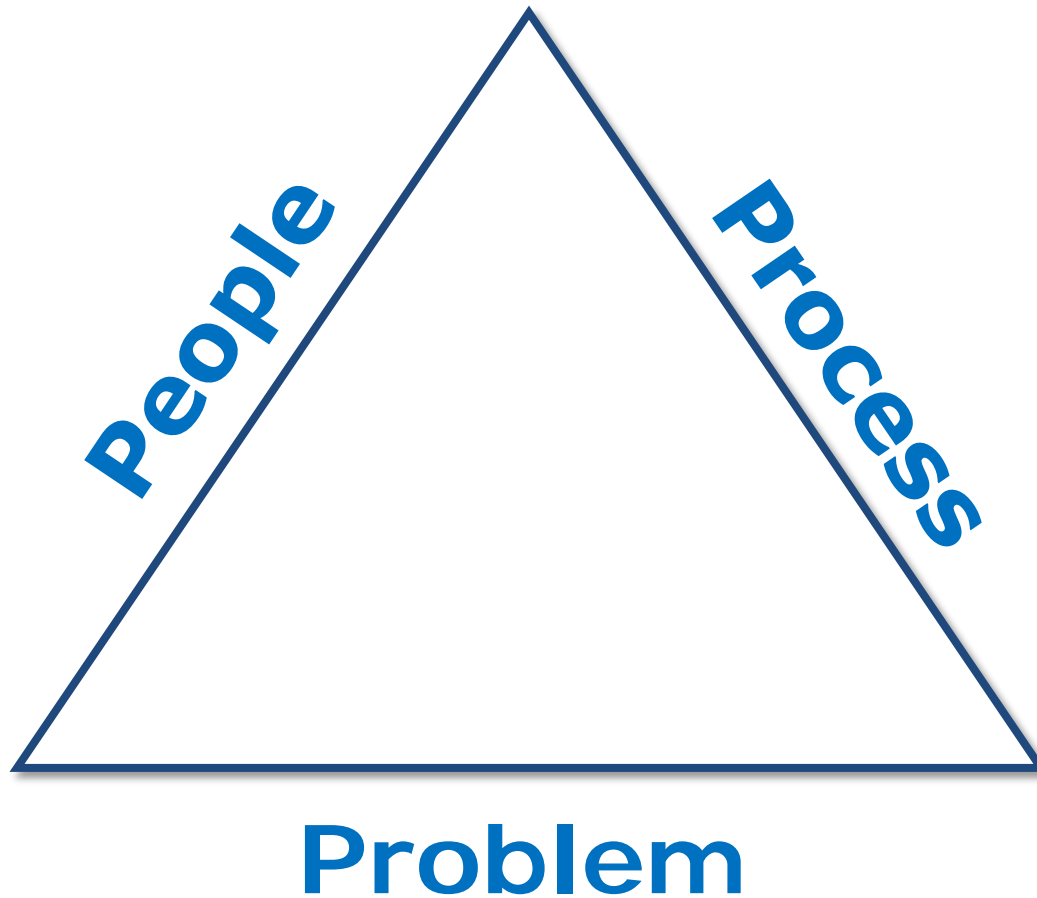
Conflict Reframed

“If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters.”

-Frederick Douglas

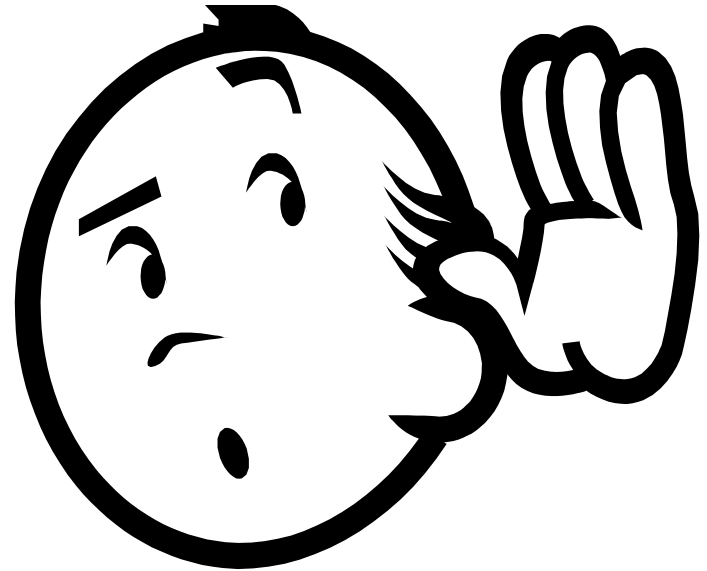


Dimensions of Conflict



Listening to Understand

- Pair up with a partner.
- Decide who will be the speaker and listener.
- What did he/she do that made you feel he/she was listening?
- What was his/her attitude toward you?



Effective Listening

Basic skill clusters for effective listening:

Attending Skills

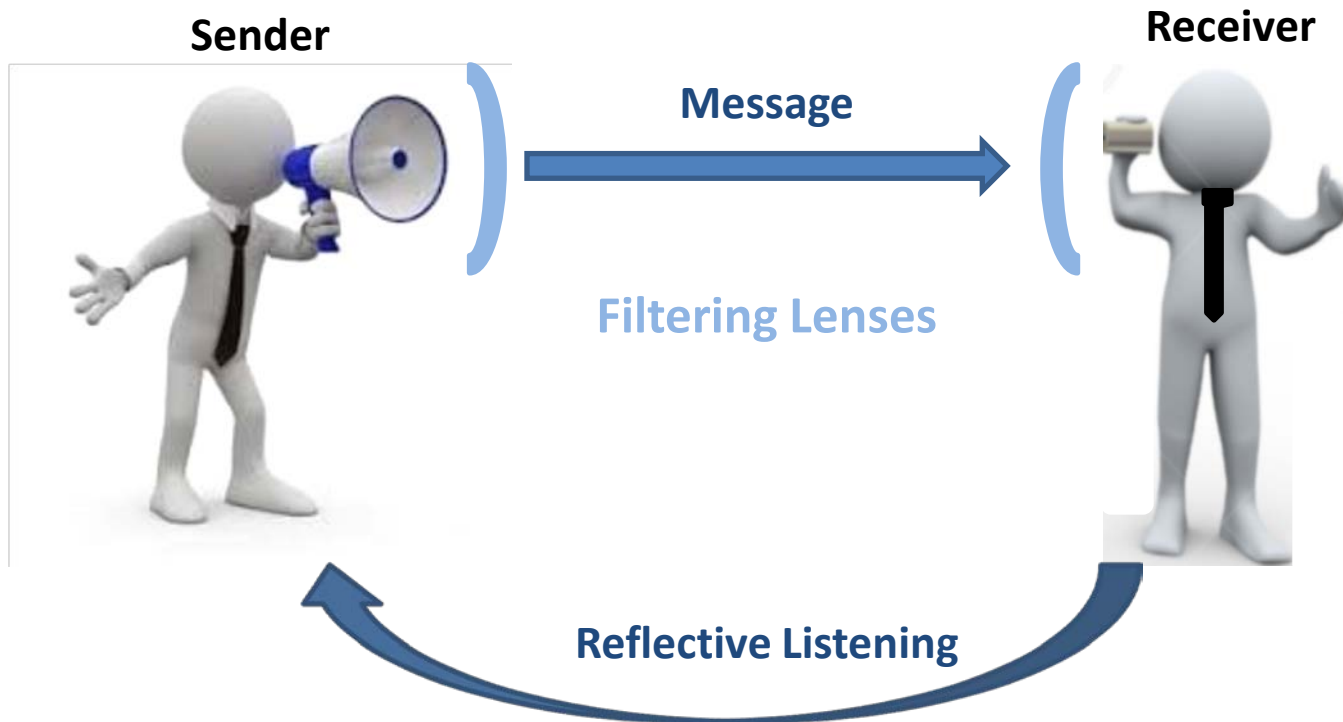
- Contact (distance, eyes, touch)
- Gestures
- Body language
- Interested silence

Responding Skills

- Reflect content, emotions, meaning
- Ask open-ended questions
- Summarize and clarify



Communication Loop



High Risk Responses

1. Ordering
2. Threatening
3. Moralizing
4. Advice
5. Logical Argument
6. Questions
7. Judging
8. Praising
9. Name-Calling
10. Diagnosing
11. Reassuring
12. Diverting

Tips for Communicating Effectively

- Be mindful of your emotional pressure
- Focus positively on your goals - suppress negative expectations
- Prioritize issues
- Listen to understand the other perspectives
- Ask questions for clarification
- Rephrase and restate
- Be open to multiple solutions
- Keep the focus on the student
- Remember you are human



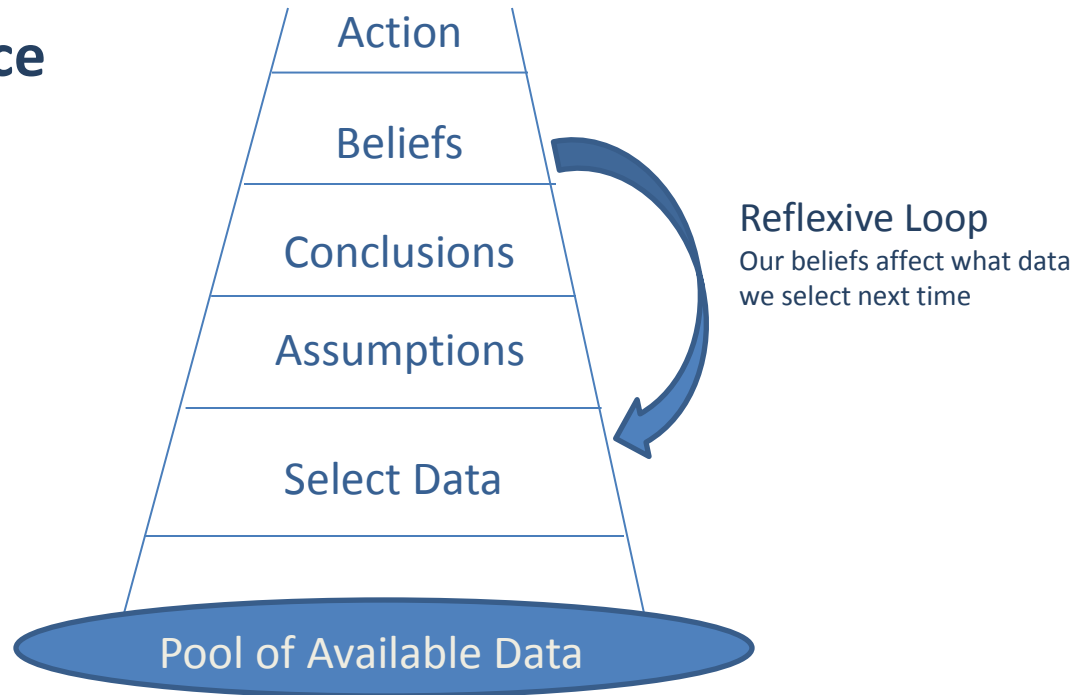
Bias

Noun:

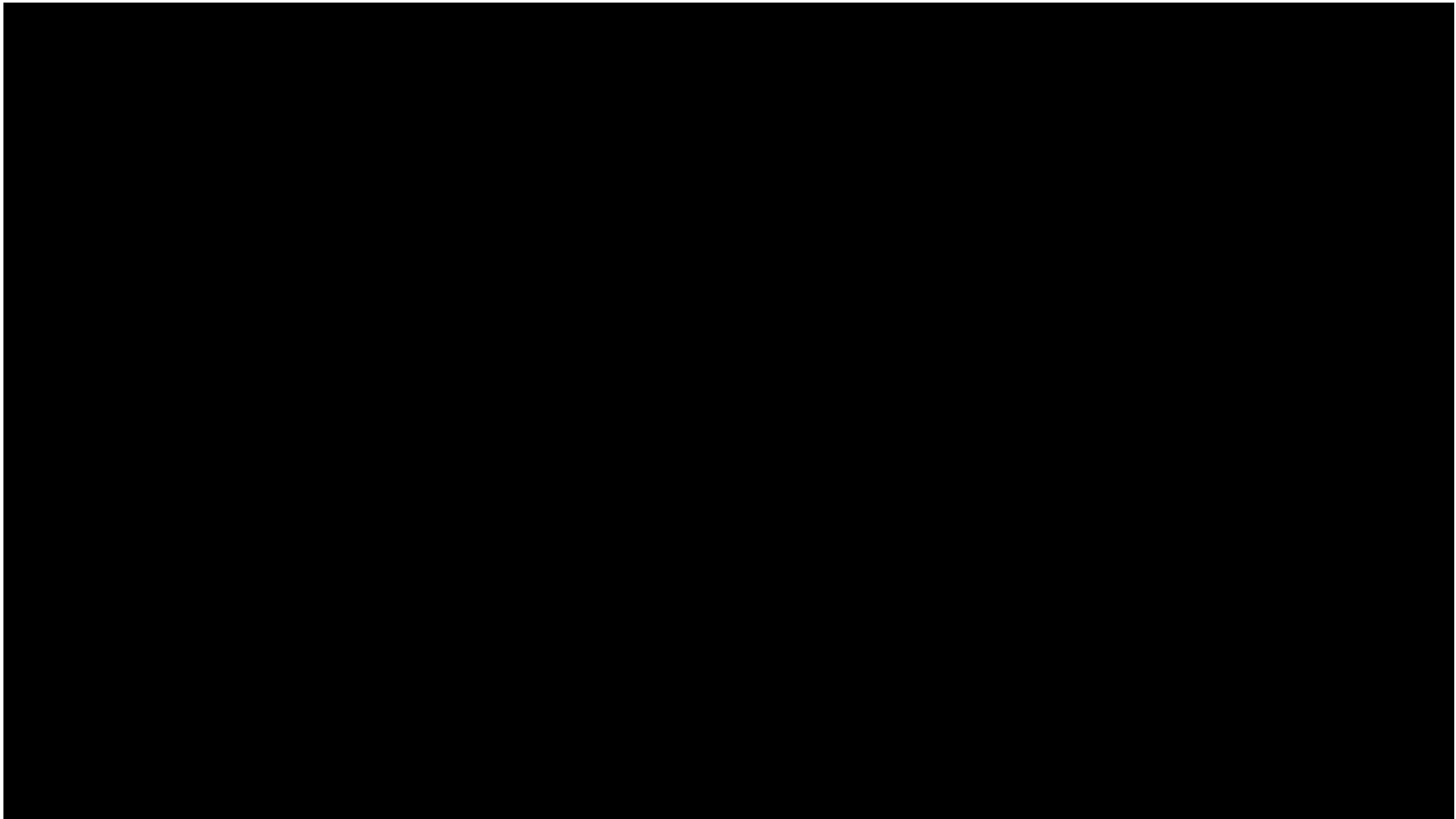
a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned

Getting Caught in a Loop

The Ladder of Inference



Rethinking Thinking



Breaking the Cycle

- How has bias impacted you in your life?
Career?
- How has bias impacted families you support?
- How can we break the loop?



Positions and Interests

Positions are:

Declarative

Fixed

One solution



Interests are:

Hidden

Underlying need

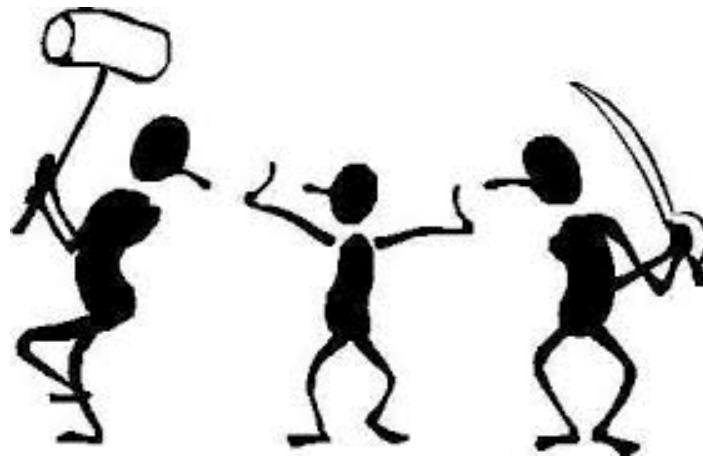
Open to many solutions

Questions For Uncovering Interests

- What will you gain if you get what you're asking for?
- What are you afraid will happen if we do ____?
- Why is that important to you?
- How does this solve the issue?
- Why isn't this option acceptable to you?

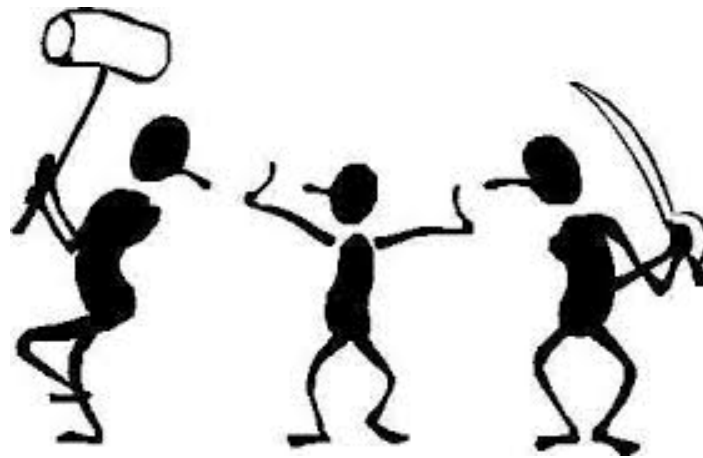
Position vs. Interest

- Family Position: “We want Philip to have 45 minutes of speech therapy every day.”
- School Position: “Philip will get 20 minutes of speech therapy twice a week.”



Position vs. Interest

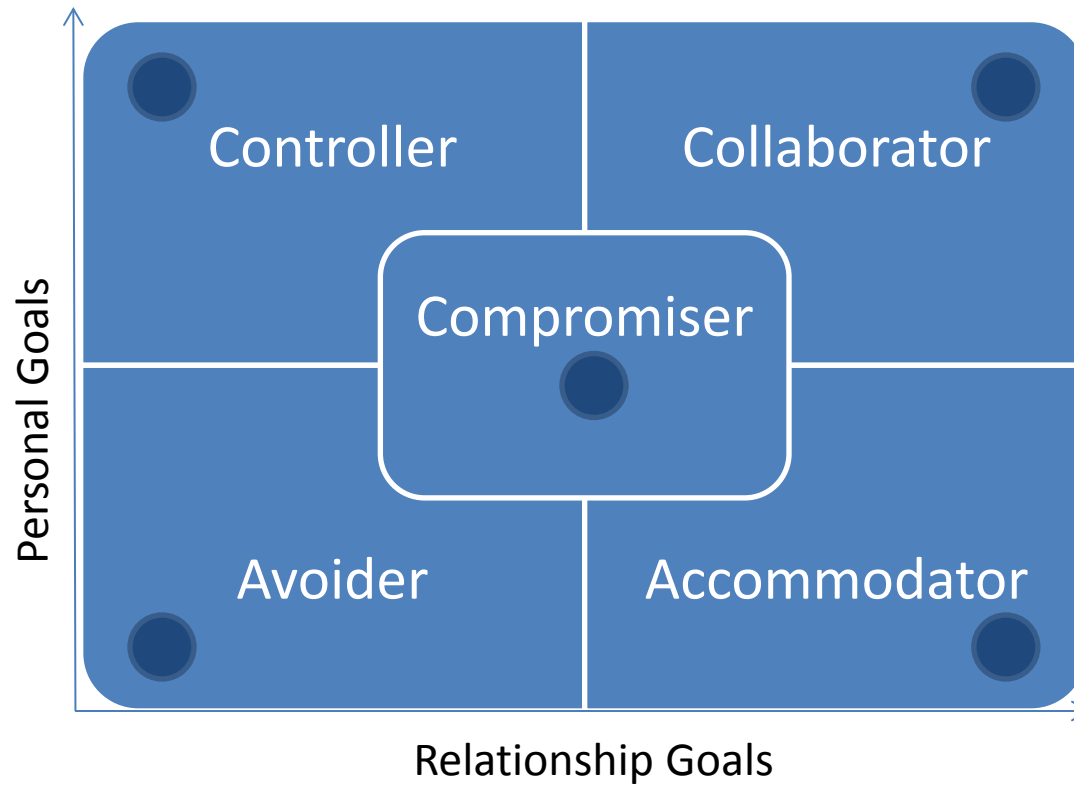
- Family Position: “Anita has to be in Ms. Smith’s class next year.”
- School Position: “Anita will be in Ms. Jones class.”



How Do You Respond to Conflict?



How Do You Respond to Conflict?



Conflict Activity

- Listen to the scenario.
- Think about how you would respond.
- Walk to the portion of the room that represents your response.
- Chat with the people in your area.
- Someone from each area report out the group's perspective.



Always Ask Yourself

“Is this approach (style) the best one to use right now in order to reach a successful outcome to the problem at hand?”



Strategies for Building Partnerships

- Prepare families for conflict.
- Help families identify their interests rather than focusing on positions.
- Be aware of bias, both yours and your client's.
- Model positive communication techniques.
- Teach reflective listening.
- Remember - building partnerships is an ongoing process.





Next Steps


- Take 5 minutes and jot down how you plan on applying the information covered today in your practice. What you will do following this training to encourage meaningful partnerships between schools and families?




Resources



Steps to Success: Communicating with Your Child's School



If you have a child who is receiving special education services, you're more than likely to be very involved with your child's school and teachers — including planning, reviewing, and assessing your child's educational program. Over time, you will learn a lot about the special education process and how to communicate and negotiate on your child's behalf. While your knowledge, skill, and confidence will naturally increase, there are some specific communication skills that can help you be most successful in developing and maintaining a strong partnership with your child's school. We hope these "Steps to Success" will be particularly helpful to parents who are new to the special education process.



CADRE is funded by



Encouraging Meaningful Parent/ Educator Collaboration: A Review of Recent Literature

*Timothy Hedeem, Philip Moses
and Marshall Peter*

*Center for Appropriate Dispute Resolution
in Special Education (CADRE)
Eugene, Oregon*

July 2011



CADRE is funded by



Working Together:
Building Improved
Communication

Click on any Lego
building block to begin
exploring these resources.



Video resource available on the CADRE website

Questions



Debrief



What
Worked?

What
Can We
Improve?



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