



# Let's Work Together! Building Local Capacity with CADRE's Online Learning Resources

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May 14, 2019

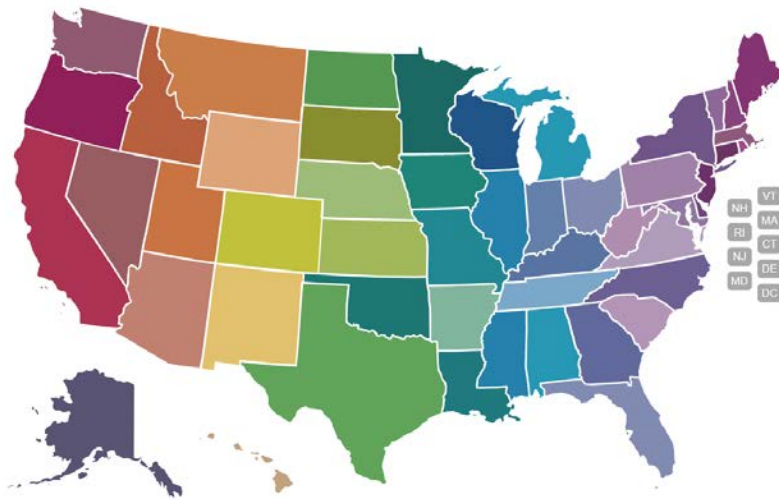
11:30 AM - 12:45 PM PT (2:30 PM - 3:45 PM ET)

[The presentation will be available on the CADRE website:  
https://www.cadeworks.org/events/let's-work-together-  
building-local-capacity-cadre's-online-learning-resources](https://www.cadeworks.org/events/let's-work-together-building-local-capacity-cadre's-online-learning-resources)

### Technical Stuff:

- Please enter any questions or technical difficulties into the questions box.
- Thank you, in advance, for taking the time to respond to the brief survey at the end of the webinar!

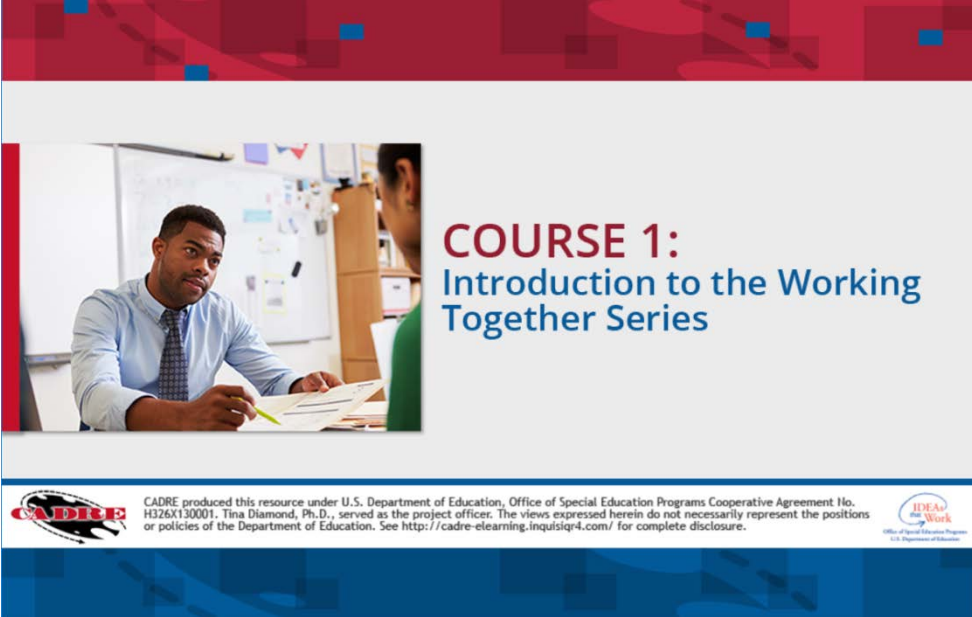
# ***Need for Local Capacity Building Resources***



SEAs, Parent Centers and LEAs across the country have expressed a need for additional resources.

# ***Working Together Series***

Free, accessible, self-directed online series



The image shows a promotional graphic for 'COURSE 1: Introduction to the Working Together Series'. It features a photograph of a man in a light blue shirt and tie sitting at a desk, looking at papers. To the right of the photo, the text reads 'COURSE 1: Introduction to the Working Together Series'. At the bottom of the graphic, there is a disclaimer: 'CADRE produced this resource under U.S. Department of Education, Office of Special Education Programs Cooperative Agreement No. H326X130001. Tina Diamond, Ph.D., served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. See <http://cadre-elearning.inquisiq4.com/> for complete disclosure.' The CADRE logo is on the left and the IDEA logo is on the right.

- For educators and family members
- Culturally inclusive
- Foundational knowledge and skills
- Supplemental resources



# ***Working Together Series***

5 interactive courses

Course 1: Introduction to the *Working Together Series*

Course 2: IEP Meetings and Beyond

Course 3: Listening and Responding Skills

Course 4: Managing and Responding to Emotions

Course 5: Focusing on Interests to Reach Agreement

**Transcripts are available for each course.**

***Now available in Spanish!***



# *Accessing the Online Learning Modules and Supplemental Materials!*

## Trust



### PERSONAL REGARD

People know that others care about them and what they are experiencing



### RESPECT

People feel heard and valued



### INTEGRITY

People believe they can depend on each other to meet the needs of children



### TRANSPARENCY

Everyone has the information needed to make good decisions

<https://www.cadeworks.org/working-together>



# ***Factors to Consider When Determining How To Use the Series***

- Culture of your system
- Needs of the group
- Goals of using the *Series*
- Additional resources available



# ***Setting the Stage***

Using the Series effectively:

## Determine Group Structure

- ✓ Homogenous vs. Heterogeneous group
- ✓ Virtual, Face-to-Face, or Combination
- ✓ Viewing Online Modules as a Group vs. Independently

## Spacing of Content

- ✓ One or Two Day Training with Ongoing Reinforcement, Practice and Support
- ✓ Learning Community
- ✓ Other



# ***Benefits of Heterogeneous Grouping***



- Shared perspectives and challenges
- Same content accessed by everyone
- Relationship building
- Can be catalyst for collaborative system change work



# *Considerations for Heterogeneous Grouping*

- Intended outcomes
- Context
- Skill level of facilitator
- Varying knowledge and skill levels of participants



# ***Benefits of Homogeneous Grouping***

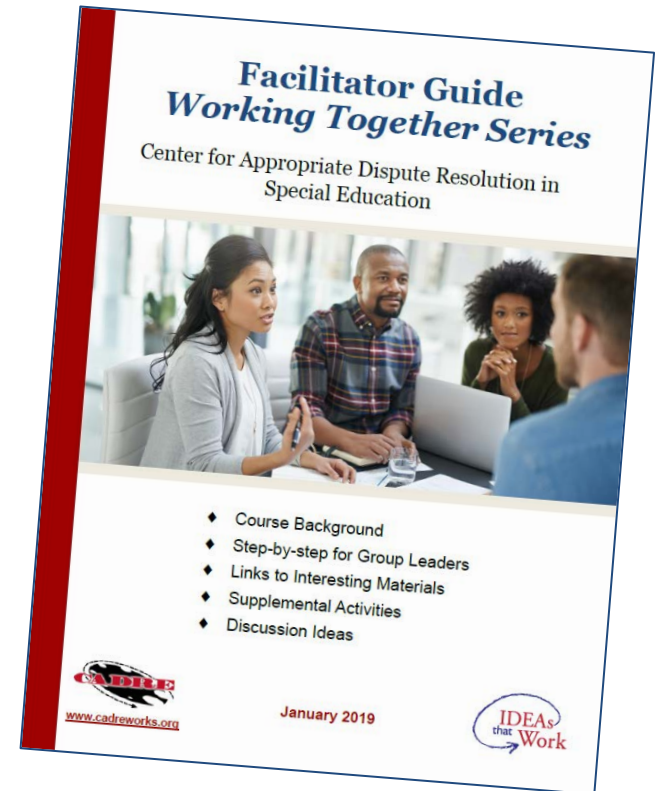


- Job specific application
- Participants feel free to ask questions
- Content expertise
- Deep dive into areas specific to group

# ***Working Together Series***

## Facilitator Guide

- Course information
- How to leverage courses to encourage discourse and extend learning
- Facilitation tips
- Supplemental resources and activities



***Spanish version coming soon!***



# ***Introductory Activity***

## **Content Related Icebreaker**

- Introduce your partner *(pg. 18)*
- Divide the group in pairs
- Share a positive educator/parent experience
- Have each partner take notes on the other
- Have each partner introduce the other to the group

***Build community and relationships from the start!***



# *Diving Into the Content*

## **Course 2, Lesson 1: IEP Meetings and Beyond**

### Behaviors That Create Better Family and School Relationships *(pg. 36)*

- Trust is at the heart of positive working relationships.
- There are a number of ways in which family members and educators can show personal regard, respect, transparency, and integrity.
- There are strategies that can be used to develop trusting relationships with people from different cultures.
- Blaming or bringing up the past repeatedly, minimizing a person's opinion, or allowing too little time for discussions, can get in the way of positive relationships.
- A neutral third party may be needed to resolve issues and rebuild relationships.



# Diving Into the Content

## Activity 1

### **Activity 1: Discussion about Pollack article on trust**

*Suggested time: 15 minutes*

**Purpose:** Introduces participants to the role appearance bias plays in developing trust. Offers an opportunity for participants to discuss biases and the role they play in developing trust, and strategies that can be used to counter biases. *This activity supplements Lesson 1.*

#### **Set-up:**

- ❖ Complete the set-up recommended for every session ([p. 22](#))
- ❖ Provide a copy of the Pollack article ([see Appendix B](#)) to each participant. Article retrieved from: <https://www.mediate.com/articles/pollackpbl20180222.cfm>.
- ❖ If your group is large, you can break participants into smaller groups to discuss and then popcorn or share a few thoughts from each group when you come back together



# ***Diving Into the Content***

## **Activity 1 Instructions**

**Instructions:** Hand out article to each participant. Using the guiding questions below, facilitate a discussion about strategies for building trust outlined in the course and the role that bias plays in trust.

- ❖ What is your initial reaction to the appearance bias science experiment?
- ❖ If we all make judgements based upon appearance, how can our bias interfere with building trust?
- ❖ In Course 1, we discussed the many barriers that parents and educators have in fully participating in the IEP process. In addition to appearance, our role of parent or educator can also create biases. What assumptions do you think are commonly made about parents or educators that might be barriers to building trust?
- ❖ Out of the four strategies outlined in the course to build trust (personal regards, respect, transparency, integrity), what strategies are best used to counteract appearance or role bias and why?
- ❖ Brainstorm as many actions as possible that IEP Team members could take to build trust and counteract appearance bias.



# ***Diving Into the Content***

## **Course 2, Lesson 2: Listening and Responding Skills**

*Focus on Responding (pg. 48)*

### **Lesson Content Includes:**

- Reflective listening is a powerful strategy.
- Asking open-ended questions shows the speaker you are interested and can help clarify the message.
- Using silence strategically allows the speaker to be heard and valued. It also gives the listener time to form responses.
- Behaviors to avoid include: interrupting, challenging someone's message, and trying to fix the situation.





# Diving Into the Content

## Activity 2

### **Activity 2: Bad Behavior Role Play**

*Suggested time: 20 minutes*

**Purpose:** Demonstrates behaviors that should be avoided when responding to someone who is talking to you. Offers an opportunity for participants to reflect and discuss their observations. *This activity supplements Lesson 2.*

#### **Set-up:**

- ❖ Complete the set-up recommended for every session ([p. 22](#))
- ❖ Place three chairs in front of room or in the center of a large circle (make a space for wheelchair or other equipment used by those with mobility challenges)
- ❖ Make scenario available to participants through handout, projection, sharing on devices, etc.
- ❖ Ask for a volunteer storyteller and note-taker who will post list of behaviors to avoid

# ***Diving Into the Content***

## Activity 2 Instructions

### **Instructions for “Bad Behavior Role Play”:**

Ask for a volunteer to tell a story of some event that was important and had meaning for the speaker.

- The speaker will sit in one of three chairs in front.
- Instruct audience to think of examples of poor listening behaviors, and ask two volunteers (“bad listeners”) to start by sitting in the listening chairs.
- The bad listeners each will demonstrate one poor listening behavior.
- The audience tries to name the bad behaviors as they notice them while the note taker records behaviors.
- Bad listeners rotate out once their behaviors are guessed and is replaced by new audience member who will act out a bad behavior to be guessed.
- The listeners keep rotating in until 10-20 behaviors are identified.



# ***Diving Into the Content***

## Activity 2 Instructions, cont.

### **Instructions for “Bad Behavior Role Play”:**

At the end, the note-taker reads the list of behaviors to avoid. Process the activity with the group with follow-up questions.



- Which behaviors bothered you the most when speaking?
- Which behaviors bothered you the most when you were trying to listen to someone in a group setting?
- How have these kinds of behaviors negatively impacted home-school relationships?

# Diving Into the Content

## Activity 3

### **Activity 3: Listen to My Story**

*Suggested time: 30 minutes*  
(pg. 51)

#### **Set-up:**

- ❖ Complete the set-up recommended for every session ([p. 22](#))
- ❖ Display the first three steps of the listening process (hearing, listening for understanding, and listening without judgment) and two strategies suggested for responding (asking open-ended questions and reflective listening to check for understanding) by projecting, on poster paper, etc.
- ❖ Ask participants to break into pairs and have them designate one person as a storyteller and one person as a listener. Have them switch roles after the first round
- ❖ Variation: you can plan for as many rounds as you have time for, including having the participants switch partners



# ***Diving Into the Content***

## Activity 3 Instructions

### Instructions for “Listen to My Story”:

- Identify a storyteller to share a difficult conversation they had.
- Listeners will practice the first three steps of listening:
  1. Hearing the storyteller
  2. Listening for understanding
  3. Using reflective listening to check for understanding



# ***Diving Into the Content***

## Activity 3 Instructions, cont.

### Instructions for “Listen to My Story”:

After the practice is completed, have the storytellers give the listeners feedback using the following guiding questions:

- ❖ Did you think the listener heard your story and understood it? How did you know?
- ❖ What strategies did you notice the listener used?
- ❖ Is there anything more that the listener might try next time in responding?



# *Closing a Session*

## Activity 3: End of Session Challenge

*Suggested time: 15-20 minutes*

**Purpose:** To encourage and help structure opportunities for participants to practice new skills learned in all of the courses and reflect on their experiences. This promotes change of behavior and practices, and in some cases, can change policy as well. *Strongly encouraged to be used at the end of every session.*

**Instructions:** At the end of each session, ask participants to select a new action/skill/strategy they want to practice or try before the next session.

Have participants discuss how they think they will practice their skill(s) and what they might need to do to prepare/ensure that they practice. Encourage participants to jot down their plans to practice.

Let participants know that you will be asking volunteers at the beginning of the next session to reflect on their experiences. You can use the bulleted questions provided every time or modify them.

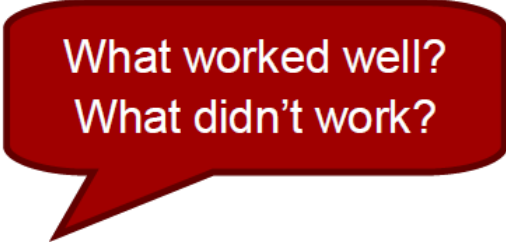


# Closing a Session

## Activity 4

Begin your next session with volunteers sharing what action or new skill they tried and reporting how it went:

- ❖ Did it feel good/awkward?
- ❖ What worked well?
- ❖ What didn't work? What barriers made implementation challenging?
- ❖ What would you do differently?



What worked well?  
What didn't work?

### Activity 4: Closing

*Suggested time: 2-5 minutes*

Every session should end with a closing. Typical closings are quick and involve announcements for next time and, perhaps, a summary of expectations. Share any resources you think would be helpful. You can also choose to leave participants with an inspirational or encouraging thought, quote, cartoon or story that relates to the content of the material for the day. Sessions should always end on a positive note!



# *Promoting the Series*

- Talk to others about the *Series*
- Post a link to the *Series* on your website
- Share a link to the *Series* via social media
- Post flyers about the *Series*
- Include information about the *Series* in electronic newsletters



# Questions?



# Need More Information?

Questions about the *Series*?

Contact Kelly Rauscher:

[krauscher@directionservice.org](mailto:krauscher@directionservice.org)

Sign up for the CADRE Caucus Newsletter!

Visit CADRE online: [www.cadeworks.org](http://www.cadeworks.org)





# Thank you for joining us!

Please take a few minutes to respond to this  
brief survey about your experience:

Webinar Survey:

<https://www.surveymonkey.com/r/cadreworktogether>





# Upcoming Webinar

## Practitioner Skill Development (Name TBD)

**August 27, 2019**

**11:30 AM – 12:45 PM PT (2:30 PM – 3:45 PM ET)**

*More Details Coming Soon – Check the [CADRE Website!](#)*

