



### Re-connecting with the Roots of the IEP/IFSP Process

Greg Abell  
Principal, Sound Options Group, LLC

**September 19, 2012**  
**11:30AM – 12:45PM Pacific Time**

**Note:** The PowerPoint is currently available on the CADRE website:  
[www.directionservice.org/cadre/abellwebinar.cfm](http://www.directionservice.org/cadre/abellwebinar.cfm)

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## Re-connecting with the Roots of the IEP/IFSP Process

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## Objectives

- Reflect on current efforts for improving the IEP/IFSP processes.
- Identify root objectives for these processes.
- Invite reflection on how to bring these processes into integrity with our commitment as educators.

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# The IEP/IFSP Process



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## IEP's by "Dr. Sues"



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, not 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 4 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 student's ad-vo-cat(e).

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

If you will let me be,  
I will try  
To understand the reasons why.  
Say!

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

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## Activity: Assumption Paper



*"When I visualize the implementation of  
an excellent and successful IEP process,  
I assume . . ."*

- Respond Individually (3-5 minutes)
- In small groups share your responses with each other and develop a composite list.
- Large Group Debrief

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## Summary of My Themes



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## Innovation:



The Primary Goal of the IEP Process



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## 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



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# Adaptive Work

An Essential Component of Innovation



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# Technical and Adaptive Work



## • Technical Work

*“Technical problems are those that, in some sense, we already know how to respond to them.”*

## • Adaptive Work

*“The problem definition is not clear-cut, and technical fixes are not available. Learning is required to both define problems and implement solutions.”*

Leadership Without Easy Answers  
Ronald A. Heifetz

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# Situational Styles



Situation	Problem Definition	Solution/ Implementation	Responsibility For Work	Kind Of Work
Type I	Clear	Clear	Authority	Technical
Type II	Clear	Requires Learning	Authority & Team	Technical & Adaptive
Type III	Requires Learning	Requires Learning	Team & Leader	Adaptive

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## Engaging In Learning Conversations

Conversational Structures that Support Adaptive Work



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## What Defines a Conversation As

**“Difficult” or “Crucial”**

- Perception of difference or threat
- Involve issues of significance
- Strong emotions
- Pivotal to the relationship
- Characterized by “Approach/Avoidance”



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## Difficult Conversations

- There is almost always more than meets the ear.
- What people say rarely reveals what they really think and feel.
- What is said is usually not what is most important.



*Difficult Conversations: How to Discuss What Matters Most*  
Stone, Patton & Heen

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## Conversational Structures

- Every conversation has a structure that invites certain kinds of responses and inhibits other kinds of responses.
- We approach most difficult situations prepared to **tell the other person something that is important to us.**
- Our preparation involves how we can tell the other person **in a way that will be effective.**

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## Two Types of Stances

### TELLING



### LEARNING

- |            |               |
|------------|---------------|
| • Judgment | • Curiosity   |
| • Hubris   | • Humble      |
| • Pretense | • Presence    |
| • Dismiss  | • Acknowledge |

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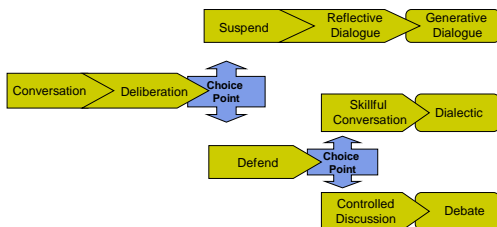
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## Conversation Structure & Choices



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

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## Engage in Shared Learning



- Individually intelligent people can collectively make stupid decisions from shallow pools of understanding



- The measure of a group's intelligence is the depth of its shared pool of understanding.

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## The IEP Life Cycle

A Series of Connected Learning Conversations and Learning Events



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## Events Within the Life Cycle



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

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Relationships Within the School House  
Roland S. Barth



“One incontrovertible finding emerges from my career spent working in and around schools: The nature of relationships among the adults within a school has a greater influence on the character and quality of that school **and on student accomplishments** than anything else.”

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Are we “In” or “Out of”  
Integrity?



Integrity is when our:

- Intentions,
- Actions, and
- Speaking

Are all in alignment.

*How are we in or out of integrity when it comes to the IEP/IFSP Process?  
What are the ramifications?*

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Upcoming CADRE Webinar:

***The Impact of the Apology on  
Communication and Negotiation***

with Nina Meierding

November 14, 2012

11:30AM – 12:45PM **Pacific Time**

[www.directionservice.org/meierdingwebinar.cfm](http://www.directionservice.org/meierdingwebinar.cfm)



Please join us!

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