

# CADRE

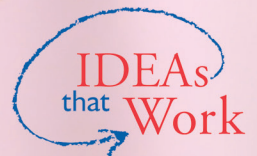
Restoring Focus on the Child



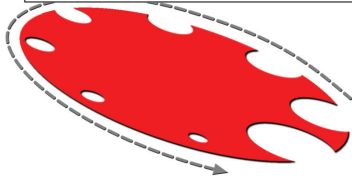
**CADRE**

Seventh National Symposium  
on Dispute Resolution  
in Special Education

October 18-20, 2017 • Eugene, Oregon



Office of Special Education Programs  
U.S. Department of Education



[www.cadeworks.org](http://www.cadeworks.org)

## OBJECTIVES FOR THIS SYMPOSIUM

Symposium participants will have the opportunity to:

- ◆ Examine collaborative conflict management strategies and the expanding continuum of dispute resolution practices in special education and early intervention.
- ◆ Learn about innovations and initiatives in the field of dispute resolution.
- ◆ Receive information, resources, and guidance related to the design, implementation, and improvement of dispute resolution processes and systems.
- ◆ Enhance communities of practice and connect dispute resolution coordinators, practitioners, educators, and parent leaders with each other and nationally renowned experts in the field.
- ◆ Acquire advanced conflict management skills and knowledge critical to the effective resolution of disputes.

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### Symposium Staff

**Diana Cruz**, *Symposium Chair*

**Noëlla Bernal**, *Symposium Coordinator*

**Olga Singer**, *SimplyTwo Design*

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### CADRE STAFF

**Melanie Reese**

*Director*

**Noëlla Bernal**

*Associate Director*

**Diana Cruz**

*Dispute Resolution Specialist*

**Anita Engiles**

*Dispute Resolution Specialist*

**Kelly Rauscher**

*Dispute Resolution Specialist*

**Aimee Walsh**

*CEO, Direction Service, Inc.*

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### CADRE ADVISORY BOARD

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*The Early Childhood Technical  
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**Kerry Voss Smith**

*PA Office for Dispute Resolution*

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### PROJECT OFFICER

**Tina Diamond**

*Office of Special Education  
U.S. Department of Education*



## Howard Zehr

Professor  
Eastern Mennonite  
University, Center for  
Justice & Peacebuilding

Widely known as “the grandfather of restorative justice,” Zehr began as a practitioner and theorist in restorative justice in the late 1970s at the foundational stage of the field. He has led hundreds of events in more than 25 countries and 35 states, including trainings and consultations on restorative justice, victim-offender conferencing, judicial reform, and other criminal justice matters. His impact has been especially significant in the United States, Brazil, Japan, Jamaica, Northern Ireland, Britain, the Ukraine, and New Zealand, a country that has restructured its juvenile justice system into a family-focused, restorative approach.

A prolific writer and editor, speaker, educator, and photojournalist, Zehr actively mentors other leaders in the field. More than 1,000 people have taken Zehr-taught courses and intensive workshops in restorative justice, many of whom lead their own restorative justice-focused organizations.



## Debra Gerardi

Chief Creative Officer EHCCO  
Conflict Specialist  
& Professional Coach

Debra Gerardi is a healthcare conflict engagement specialist and consultant providing executive coaching, mediation and facilitation services,

conflict assessment and professional development programs to healthcare organizations internationally. She is the Chief Creative Officer for EHCCO, which focuses on working to improve collaboration and conflict engagement among health professionals as a means of positively shifting the overall culture of healthcare. Debra has provided professional services to over 100 leading healthcare organizations including: the Agency for Healthcare Research and Quality; The Joint Commission; the World Health Organization World Alliance for Patient Safety; the American Nurse Executives Organization, the American Medical Association, and over 40 academic and community medical centers including Mass General, UCLA, UCSF and Stanford Hospital.

As a conflict engagement specialist, Debra combines her professional coaching skills with a solid understanding of how to effectively help individuals and groups engage in ways that protect valuable work relationships while finding innovative solutions to difficult situations that may interrupt the work environment or undermine the quality of patient care. She actively integrates coaching techniques with her mediation and facilitation practice as a means of improving conflict competence and collaboration.

As a certified professional coach, Debra partners with individuals, groups and teams to foster professional development and personal growth through the use of assessments, coaching plans, guided reflection and relational learning. She makes use of applied improvisation and simulation when clients prefer an experiential learning model to help them achieve their goals.



# AGENDA

RESTORING FOCUS ON THE CHILD: CADRE'S 7TH NATIONAL SYMPOSIUM ON DISPUTE RESOLUTION IN SPECIAL EDUCATION

WEDNESDAY, OCTOBER 18, 2017

7:30 AM - 5:00 PM

7:30 AM

Registration

8:00 - 9:30 AM

Sponsored Continental Breakfast & Opening Plenary

**Welcome from OSEP:** Tina Diamond, Project Officer,  
Office of Special Education Programs, U.S. Department of Education

**Welcome from CADRE:** Melanie Reese, Director, CADRE

**Keynote Address:** *The Call of Service - A Restorative Vision to Sustain Us*, presented by  
Howard Zehr, Professor, Center for Justice & Peacebuilding, Eastern Mennonite University

9:30 AM - 9:45 AM

Break

9:45 AM - 12:30 PM

Professional Development Institute – Session #1

- 1.1 Advanced Mediation Skills - Working with High Emotion and Conflicting Perspectives of Reality**  
with Nina Meierding, Negotiation and Mediation Training Services
- 1.2 Helping Parents Keep the Big Picture in Mind** with Maria Blaeuer, Rochanda Hiligh-Thomas and Patrice Wedderburn,  
Advocates for Justice and Education
- 1.3 It Took Me Years to Write, Will You Take a Look: How to Write a Special Education Investigation**  
with Jim Gerl, Special Education Law Blog
- 1.4 Visual Problem Solving: Adding to Your Dispute Resolution Toolbox** with Fran Fletcher, University of Delaware
- 1.5 Restorative Practices and Special Needs when Repairing Harm (Part 1)**  
with Patricia McGinnis, Turning Point Training and Nancy Riestenberg, Minnesota Department of Education
- 1.6 Preparing for an OSEP Site Visit** with Lisa Pagano and Jennifer Wolfsheimer, Office of Special Education Programs

12:30 - 1:45 PM

Luncheon Plenary

**Keynote Address:** *Focus on the Child (Within)*  
presented by Debra Gerardi,  
Chief Creative Officer, EHCCO

1:45 PM - 2:00 PM

Break



# AGENDA

RESTORING FOCUS ON THE CHILD: CADRE'S 7TH NATIONAL SYMPOSIUM ON DISPUTE RESOLUTION IN SPECIAL EDUCATION

WEDNESDAY, OCTOBER 18, 2017

2:00 - 5:00 PM

## Professional Development Institute – Session #2

- 2.1 The Life Cycle of Empathy** with Lenore Knudtson and Stephanie Weaver, Pingora Consulting, LLC
- 2.2 Using the Restorative Justice Peer Court Program to Address Conflict with Students in Sped** with John English, University of Oregon and Chris Jackson, Center for Dialogue and Resolution
- 2.3 Conflict Coaching: A Resource for All Special Education Stakeholders** with Timothy Hedeem, Kennesaw State University and Tricia Jones, Temple University
- 2.4 Building a Yes Culture** with Debra Gerardi, EHCCO; Gail Nugent and Marc Purchin, Purchin Consulting
- 2.5 Restorative Practices and Special Needs When Repairing Harm: (Part 2)** with Patricia McGinnis, Turning Point Training and Nancy Riestenberg, Minnesota Department of Education
- 2.6 Returns on Investment: A Look at Idaho's Facilitation Program** with Melanie Reese, CADRE; Ed Litteneker and Jessica Spoja, Idaho Department of Education

6:30 - 8:30 PM

**Sponsored Reception** - reception paid for with private funds

## CONCURRENT SESSION 1 9:45 AM - 12:30 PM

### Session 1.1

#### **Advanced Mediation Skills - Working with High Emotion and Conflicting Perspectives of Reality**

**Presenter:** Nina Meierding,

Negotiation and Mediation Training Services

This three hour interactive workshop will focus on practical techniques in dealing with high emotion - specifically frustration, anger and fear. We will also explore how people can have such different perspectives of reality and what to do if they hold on to their positions in the face of overwhelming evidence to the contrary. We will discuss four possible reactions people may have to conflicting realities (self-justification, rationalization, the power of irrevocability, and inconsequential decision-making) and learn specific, practical techniques in dealing with each one. This workshop assumes participants will have experience in mediation - as a mediator, advocate, attorney, or party.

### Session 1.2

#### **Helping Parents Keep the Big Picture in Mind**

**Presenters:** Maria Blaeuer, Rochanda Hiligh-Thomas, and Patrice Wedderburn, Advocates for Justice and Education

This workshop is intended to help participants understand WHY parents sometimes appear to be "fixated" or "hung-up" on events in the past that appear to others to be irrelevant to the ongoing decision making process of the child's education, and HOW to get them to focus on the current educational decision making process that all parties need and want to participate in for the benefit of the child.

### Session 1.3

#### **It Took Me Years to Write, Will You Take a Look: How to Write a Special Education Investigation**

**Presenter:** Jim Gerl, Special Education Law Blog

This skill-building session will focus on writing; a written final product is critical for all types of special education dispute resolution. We are among many other things professional writers. Hearing officers must write a decision, and state complaint investigators must write up the report of the investigation. In this interesting and interactive session, those in attendance will participate in the session and will learn about the common factors and the differences involved in writing up the various documents. Best practices will be explored. Implications for training will be considered. Participants will have a chance to practice some of these skills during the session under the guidance of Jim Gerl, the presenter.

### Session 1.4

#### **Visual Problem Solving:**

#### **Adding to Your Dispute Resolution Toolbox**

**Presenter:** Fran Fletcher, University of Delaware

Any time you find yourself in a meeting where communication is strained, barriers to ideas and suggestions keep getting in the way of moving forward, people are repeating themselves, discussions become unfocused and frustration abounds, grabbing a marker can be the beginning of helping participants work through their differences and problem-solve to a mutually agreeable outcome. No talent necessary!

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## CONCURRENT SESSION 1 9:45 AM - 12:30 PM *continued*

This hands-on and interactive session explores why and how the role of visual problem-solving can offer another tool to aid in creating a successful collaboration.

### Session 1.5

#### Restorative Practices and Special Needs when Repairing Harm: Part 1

**Presenters:** Patricia McGinnis, Turning Point Training and Nancy Riestenberg, Minnesota Department of Education

A restorative process, be that a chat or conversation with the restorative questions, or a circle, or conference to repair harm, is voluntary - participants are invited and they have choice to attend or not. If the person who has done harm decides not to attend, the regular discipline policy is used to hold them accountable. Too often, students with special needs are not offered the support of a restorative process. The co-presenters, Nancy Riestenberg, author of *Circle in the Square: Building Community and Repairing Harm in School*, and current Restorative Practices Specialist at the Minnesota Department of Education, and Patricia McGinnis, author of *Change Pain to Gain: The Secrets of Turning Conflict into Opportunity*, and former Coordinator of Minnesota's Special Education ADR Services, propose a more inclusive model that provides the accommodations necessary, so all students can be invited into the process. This interactive session, held in circle, with small group discussions, will explore the harms, needs and obligations that arise as the result of an incident. The focus is on problem-solving and repairing harm, not punishment; no JABS: judging, accusing, blaming or shaming. The objectives of this session are to:

- 1) Introduce/review the basics of restorative practices and principles;
- 2) Understand restorative questions for repairing harm;
- 3) Explore accommodations necessary so students with special needs can participate.

### Session 1.6

#### Preparing for an OSEP Site Visit

**Presenters:** Lisa Pagano and Jennifer Wolfsheimer, Office of Special Education Programs

Participants in this workshop will have the opportunity to work directly with OSEP staff in an interactive session - to ask questions, review policies and procedures for consistency with IDEA requirements, and to learn about what is involved in, and how to prepare for, an OSEP on-site visit regarding dispute resolution. This is an opportunity to have face-to-face input and receive feedback from OSEP representatives as well as exchange ideas with colleagues from other States about implementing IDEA's dispute resolution procedures.

## CONCURRENT SESSION 2 2:00 - 5:00 PM

### Session 2.1

#### The Life Cycle of Empathy

**Presenters:** Lenore Knudtson and Stephanie Weaver, Pingora Consulting, LLC

The IDEA provides a continuum of dispute resolution options to empower children with disabilities and their parents with tools to help them resolve disagreements related to the child's education. In order for states to move past focusing solely on compliance and instead move toward more effective and self-reflective dispute resolution practices, it is necessary for states to ensure that their policies and procedures are fully aligned with the requirements in the IDEA. This workshop will facilitate a self and/or peer review of state's policies and procedures, while providing an opportunity for participants to learn from colleagues about effective practices and successful approaches.

### Session 2.2

#### Using the Restorative Justice Peer Court Program to Address Conflict with Students in Sped

**Presenters:** John English, University of Oregon and Chris Jackson, Center for Dialogue and Resolution

The high prevalence of juveniles with disabilities ending up in the justice system shows that it is impossible to address the School-to-Prison Pipeline without considering the needs of students in special education programs. The Center for Dialogue and Resolution (CDR) runs a Restorative Peer Court Program, where youth who have received citations are diverted from the traditional justice system to voluntarily participate in a restorative justice process. CDR has adapted its program to meet the needs of students with disabilities by offering flexible and reasonable accommodations. By way of example, CDR recently coordinated bringing in an interpreter to facilitate communication with a deaf juvenile.

The Restorative Peer Court Program offers students the opportunity to take accountability for the harms that resulted from their actions. The increased engagement promoted by the CDR program helps create opportunities for transformative learning, facilitating the kind of deep changes that can help juveniles avoid the School-to-Prison Pipeline. The presentation will be delivered in the form of a three-hour skill building workshop, including:

- An orientation to the Restorative Peer Court model currently employed by CDR.
- A discussion on ways such a model could be brought further "upstream" in schools as a precursor to juvenile justice system involvement.
- Tools and exercises for installing a restorative justice program that meets the needs of students with disabilities using implementation science principles.

## CONCURRENT SESSION 2 2:00 - 5:00 PM *continued*

### Session 2.3

#### Conflict Coaching: A Resource for All Special Education Stakeholders

**Presenters:** Timothy Hedeem, Kennesaw State University and Tricia Jones, Temple University

This highly interactive session will integrate conceptual and practical insights about conflict coaching, an invaluable process to support decision-making and improve relationships among students, their parents, teachers, counselors, principals and others. Conflict coaching is training-for-one; a way to better understand conflict and to manage it effectively in special education and beyond. We will emphasize both classic and emerging coaching approaches, including peer coaching and reciprocal coaching, as well as programmatic considerations to integrate coaching with existing supports.

### Session 2.4

#### Building a Yes Culture

**Presenter:** Debra Gerardi, EHCCO; Gail Nugent and Marc Purchin, Purchin Consulting

Having a “Yes And” culture is an essential element for restoring focus on the child. This fast paced interactive workshop is for anyone who participates or facilitates challenging meetings (e.g. IEPs, Resolution Sessions, Mediations, etc.). This workshop will provide conflict resolution, negotiation and team building strategies using applied improvisation as a tool for positive communications and outcomes. While learning new valuable skills and techniques, participants will receive specific exercises that can be used in meetings as well as in trainings.

The four key principles of this session are:

- “Yes, And!” Acknowledge a situation, and then with a win-win attitude, handle it.
- Listening- We explore the concept of dropping our agenda, giving our complete attention to the speaker (i.e. parent, teacher).
- Add information- Hear and acknowledge, then add our own information to propel the negotiation forward.
- Eye Contact- Body language speaks volumes; we learn to commit, be present, and engaged.

### Session 2.5

#### Restorative Practices and Special Needs When Repairing Harm: Part 2

**Presenters:** Patricia McGinnis, Turning Point Training and Nancy Riestenberg, Minnesota Department of Education

*See Concurrent Session 1.5*

### Session 2.6

#### Returns on Investment: A Look at Idaho's Facilitation Program

**Presenters:** Melanie Reese, CADRE, Ed Litteneker and Jessica Spoja, Idaho Department of Education

Since 2005, Idaho has offered IEP facilitation. The program has expanded into facilitation of all IDEA-related meetings (e.g., eligibility, manifestation determination meetings, resolution sessions), and represents 83% of all dispute resolution activity, with a trending decline in adversarial DR options. Participants will learn: philosophical guidelines for Idaho's program; marketing and networking strategies used to build the program; care and feeding of contracted facilitators; data tracking; cost comparative analysis; and Idaho's program and contractor evaluation processes. Plenty of time will be set aside for discussion with members of Idaho's DR facilitation team.



## FEATURED **speaker**



### *Ruth Ryder*

Acting Director  
OSEP/OSERS

Ruth Ryder is the acting director of the Office of Special Education Programs (OSEP) in the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education. OSERS provides leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunity and access to, and excellence in, education, employment, and community living. OSEP assumes a national leadership role by supporting its customers and partners through technical assistance, personnel preparation, parent training, technology, data collection, reporting and use, and monitoring and support.

Ms. Ryder has been in a variety of positions in OSEP since 1988, currently as the OSEP acting director. In this position, she provides national leadership for moving special education accountability to a more results-oriented focus. In addition, Ms. Ryder focuses attention on ensuring that the needs of children with disabilities are addressed in the major initiatives of the Department, such as the Every Student Succeeds Act, family engagement, school climate transformation, and early learning.

Prior to joining OSEP, Ms. Ryder was a program administrator in a Washington State school district. There she had responsibility for an OSERS-funded special education demonstration project, examining integrated service delivery models for including children with disabilities in general education. She also administered the Elementary and Secondary Education Act Title 1 and Title 2 programs, state-remediation, gifted education, outcome-based education, and state- and district-wide testing programs. Additionally, Ms. Ryder has been a special education consulting teacher and a general education classroom teacher. Ms. Ryder has a bachelor's degree in psychology and elementary education and a master's degree in special education.

## KEYNOTE **speaker**



### *Ann Turnbull*

Ross and Marianna Beach  
Distinguished Professor Emerita  
University of Kansas

Dr. Ann Turnbull has been a professor, researcher, and advocate for individuals with disabilities, their families, and service providers for

four decades. She is a Distinguished Professor Emerita in the Department of Special Education at the University of Kansas. She has authored 32 books and over 275 articles and chapters. In 1999, Ann and her husband, Rud, were selected by the National Historic Preservation Trust on Developmental Disabilities as two of 36 individuals who have "changed the course of history for individuals with intellectual and developmental disabilities in the 20th century." Her greatest learning has come from her son, Jay Turnbull (1967-2009), who she has always called her "best professor" about the needs of individuals with significant disabilities over their lifespan.





# AGENDA

RESTORING FOCUS ON THE CHILD: CADRE'S 7TH NATIONAL SYMPOSIUM ON DISPUTE RESOLUTION IN SPECIAL EDUCATION

THURSDAY, OCTOBER 19, 2017  
7:30 AM - 5:00 PM

7:30 AM

Registration

8:15 - 10:00 AM

Sponsored Continental Breakfast & Plenary

**Featured Speaker:** Ruth Ryder, Acting Director, Office of Special Education Programs, U.S. Department of Education

10:00 - 10:15 AM

Break

10:15 - 11:45 AM

CONCURRENT SESSION #1

- 3.1 Revising the IDEA Due Process System to Resolve Conflict & Focus on the Child: Share Your Voice (Hot Topic)**  
with Patty Metheny, East Valley Special Education Local Plan Area
- 3.2 Advocacy Partnerships that Empower Parents and Promote Early Dispute Resolution**  
with Naté Dearden, Utah State Board of Education and Esperanza Reyes, Utah Parent Center
- 3.3 Whose IEP is it Anyway? Including the Student in Facilitations and Mediations**  
with Chrissy Cline, Ohio Department of Education and Randy Fisher, Randy Fisher Mediation & Facilitation
- 3.4 A Large District's Implementation of the FIEP Process: Differing Perspectives & Lessons Learned**  
with Mary Claire Mucenic, Barbara Myrick and Felicia Starke, School Board of Broward County
- 3.5 Using Web Apps to Promote IEP Self-Direction by Transition Students with Cognitive Disabilities**  
with Josh Barbour and Toby Rickard, Eugene 4J School District; Tom Keating, Cognitopia
- 3.6 ADR at San Francisco Unified School District**  
with Mildred Browne and Ricki Jo Scott, San Francisco Unified School District; Carole Conn, The Bar Association of San Francisco
- 3.7 Requests for Impartial Due Process Hearing: A Study of Special Education Directors' Experience**  
with Angela Balsley, Earlywood Educational Services

11:45 - 1:15PM

**Luncheon Plenary:** *Keys to Access Award* presented by Anita Engiles, Dispute Resolution Specialist, CADRE

**Keynote Address:** *Creating Win-Win-Wins through Trusting Family-Professional Partnerships*

Presented by Ann Turnbull, Ross and Marianna Beach Distinguished Professor Emerita, University of Kansas

1:15 - 1:30 PM

Break

# AGENDA

RESTORING FOCUS ON THE CHILD: CADRE'S 7TH NATIONAL SYMPOSIUM ON DISPUTE RESOLUTION IN SPECIAL EDUCATION

THURSDAY, OCTOBER 19, 2017

1:30 – 3:00 PM

## CONCURRENT SESSION #2

- 4.1 **Student Centered Outcomes to Dispute Resolution: Raising the Bar on Corrective Action (Hot Topic)** with Victoria Glick and Kirstin Hansen, Office of the State Superintendent of Education
- 4.2 **Implementation of the IEP Process to Produce Desired Results** with David Carrales and Kathy Clayton, Ed21 Consulting Services
- 4.3 **Providing Keys in the Keystone State: Innovations in Engagement & Resolution in Pennsylvania** with Kati Clendenin and Michael Jake McElligott, Pennsylvania Office for Dispute Resolution
- 4.4 **Eliminating Conflict Through Exemplary Customer Service** with Joyce Little, Key2Ed, Inc.
- 4.5 **Restorative Applications in Special Education** with Leila Peterson and Melina Mora, SchoolTalk
- 4.6 **Engaged Parents + Shared Vision = Greater Student Outcomes** with Roberta Dunn, FACT Oregon
- 4.7 **People, Processes and Partnerships: Student-Centered Decision Making** with Jessica Little, Santa Cruz County Office of Education

3:00 - 3:30 PM

Break

3:30 - 5:00 PM

## CONCURRENT SESSION #3

- 5.1 **The Inner and Outer Work of Culturally Responsive Services (Hot Topic)** with Kendra Hughes, Equity and Social Justice Consultant
- 5.2 **LEA Representative Leadership Training: IEP Meeting Facilitation and Legal Compliance** with Sally Earnest, Earnest Facilitations and Julie Weatherly, Resolutions in Special Education, Inc.
- 5.3 **Do High Mediation Settlement Rates Correlate with Party Satisfaction?** with Jane Burns, Wisconsin Special Education Mediation System and Nina Meierding, Negotiation and Mediation Training Services
- 5.4 **Positive Parent Participation in IEP Meetings** with Emily Bernstein and Natalie Holdren, University of California Santa Barbara
- 5.5 **The Other One is a Fish - Part II Update on Special Ed Law** with Jim Gerl, Special Education Law Blog
- 5.6 **Do the Right Thing! But What Is It?** with Fran Fletcher, University of Delaware; Patricia McGinnis, Turning Point-Training; Madge Thorsen, Thorsen Dispute Resolution
- 5.7 **Creating a Culturally Competent Special Education Dispute Resolution Process** - *Cancelled*

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## CONCURRENT SESSION 1 10:15 - 11:45 AM

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### Session 3.1

**Revising the IDEA Due Process System to Resolve Conflict & Focus on the Child: Share Your Voice (Hot Topic)**

**Presenter:** Patty Metheny, East Valley Special Education Local Plan Area

The Individuals with Disabilities Education Act (IDEA) prescribes specific means for resolving conflict within special education. For the most part, those means are based in legal practices. They have minimal emphasis on the human relations practices we know better resolve conflict. IDEA will be reauthorized in the future. This presents a great opportunity for including in IDEA requirements known to effectively solve conflict and avoid the final stage of special education conflict resolution, the due process hearing. More importantly, revising IDEA conflict resolution

CONCURRENT SESSION 1 10:15 - 11:45 AM *continued*

practices creates the opportunity for all stakeholders to add their voices to solving the problem and focusing on the child. Participants in this interactive workshop will be able to explain how and why the IDEA contains current statutes specific to conflict resolution, identify the consequences of due process hearings with a focus on the child and culturally competent outcomes from current research, identify what the experts recommend for revising due process within IDEA as identified in the 2016 research of Dr. Metheny, and participate in an interactive and collaborative group activity and discussion to identify and recommend inclusions in the revision of IDEA for the future of due process in special education.

**Session 3.2**

**Advocacy Partnerships that Empower Parents and Promote Early Dispute Resolution**

**Presenters:** Naté Dearden, Utah State Board of Education and Esperanza Reyes, Utah Parent Center

Participants in this session will learn about the valuable role that parent advocacy plays in supporting early special education dispute resolution in Utah and the mechanisms in place to support this. A collaborative approach to providing assistance to parents in the IEP process has resulted in several resources available statewide. The Utah State Board of Education (USBE) funds several independent parent advocates who provide support and services to families, including a contract with the Utah Parent Center (UPC), the state federally funded Parent Training and Information Center for over 33 years. Presenters will give concrete replicable examples of how these parent advocacy efforts promote early conflict resolution and support families, including those from diverse backgrounds, through navigating the special education process, advocating for meeting the needs of their student, and promoting positive outcomes. Presenters will share how their organizations laid the groundwork for gaining LEA support for parent advocacy, how funding was secured to support early efforts, and how successful outcomes in LEA early adopters helped to promote the growth of the parent consultant model. Presenters will discuss how parent advocates work to empower parents to develop the knowledge, confidence, and skills they need to independently and effectively self-advocate for their students moving forward. An important outcome is that the quality of parent involvement in the IEP process is enhanced, resulting in improved IEP team working relationships and student-focused IEP team decisions without the need for a parent advocate.

**Session 3.3**

**Whose IEP is it Anyway? Including the Student in Facilitations and Mediations**

**Presenters:** Chrissy Cline, Ohio Department of Education and Randy Fisher, Randy Fisher Mediation & Facilitation

This interactive presentation will address the unique challenges and

logistical needs of students attending his/her facilitated IEP/ETR team meetings or mediation, and how to empower the students to engage in a positive way to help develop the most effective Individualized Education Program or Evaluation Team Report.

At the end of the presentation, the participants will be able to:

- State reasons it is helpful for student involvement in the development of an IEP or ETR;
- State strategies to engage the student during the development of an IEP or ETR;
- State steps to adequately prepare the parent, district and the student prior to engaging in a facilitated IEP or evaluation team meeting or a mediation;
- State the times it is NOT appropriate for a student to be involved in a facilitated IEP or evaluation team meeting or mediation;
- State why transition planning is critical and how to better engage the student in the process; and
- Identify the impact culture has on the student's participation in a facilitated meeting or mediation.

**Session 3.4**

**A Large District's Implementation of the FIEP Process: Differing Perspectives & Lessons Learned**

**Presenters:** Mary Claire Mucenic, Barbara Myrick and Felicia Starke, School Board of Broward County

Broward is the 6th largest school district in the nation. In 2013, the Florida Department of Education began training groups of key staff members in Key2Ed's Facilitated IEP Process. Broward had Program Specialists and a District level administrator trained in Facilitated IEPs. It was at that professional development opportunity provided by the FL DOE that Broward began to develop a plan to train all site-based LEAs in the process. This was a two school - year process to get all schools in Broward (335 schools) trained. In addition to the initial roll-out of FIEP, the District has developed a plan to ensure that school-based staff are continuing to develop their facilitation skills, that all stakeholders are sharing the responsibility of developing IEPs for students and all are feeling valued and heard. As would be expected, there have been challenges, lessons learned, and adaptations made to the initial roll-out plan to improve our large District's use of Facilitated IEP Process and the impact it has had and will have in improving relationships of all the stakeholders.

**Session 3.5**

**Using Web Apps to Promote IEP Self-Direction by Transition Students with Cognitive Disabilities**

**Presenters:** Josh Barbour and Toby Rickard, Eugene 4J School District; Tom Keating, Cognitopia

This session will showcase a grant-funded collaborative project between the Eugene 4J School District Community Transition

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## CONCURRENT SESSION 1 10:15 - 11:45 AM *continued*

and Connections Program and the Eugene-based research and development company Cognitopia, in which secondary transition students with mild to moderate cognitive disabilities are using prototype web based self-management applications to manage their IEP goals, do their own ongoing progress assessments, and use that information to direct their own IEP meetings. Empowering students to be actively involved in the development of their IEPs and transition goals goes hand in hand with the concept of self-determination, an essential premise of the IDEA (2004). When a student actively participates in the development of their transition programming, they are more likely to develop self-determination skills. This student-directed approach also reflects the IDEA mandate that appropriate measurable postsecondary goals be based on transition assessments – an “ongoing process” of student-generated data on strengths, needs, preferences, interests, accommodations, and goal progress. Students can use this information to make decisions, share with adult services, and pursue customized employment experiences. This session will include an overview of the project approach and demonstration of the software applications students are using. Twelve students over the past year have successfully taken a leadership role in directing their own IEP and transition planning meetings. We will present findings from the involved teachers, parents, and students that illustrate how the value and tenor of the IEP process has been improved from the perspective of all three of these stakeholder groups.

### Session 3.6

#### ADR at San Francisco Unified School District

**Presenters:** Mildred Browne and Ricki Jo Scott, San Francisco Unified School District; Carole Conn, The Bar Association of San Francisco

Learn about the two components of San Francisco Unified School District's ADR program, the Collaborative Conference and the Communication Strategies Program. Our Special Education Services Department partnered with The Bar Association of San Francisco to offer a new way to resolve complaints and assist district personnel with difficult conversations. Professional Facilitators offer skilled mediation for the prevention and resolution of complaints between parents and school district personnel in a cooperative forum called the Collaborative Conference. All district staff has access to our Communication Strategies Program. This program consists of Facilitators who consult with any district personnel who would like to enhance their effectiveness when communicating with families receiving special education services. Training of Facilitators, Special Education staff and the entire district will also be shared, in addition to our data and next steps.

### Session 3.7

#### Requests for Impartial Due Process Hearing:

#### A Study of Special Education Directors' Experience

**Presenter:** Angela Balsley, Earlywood Educational Services

Preliminary findings and analysis will be shared from a qualitative case study researching special education directors' experiences when

responding to impartial due process hearing requests that are settled before proceeding to a hearing. This study is significant because it examines a point in the conflict resolution process that has largely not been studied by other researchers and it examines the process from the perspective of the school administrator responsible for responding to the request.

## CONCURRENT SESSION 2 1:30 - 3:00 PM

### Session 4.1

#### Student Centered Outcomes to Dispute Resolution: Raising the Bar on Corrective Action (Hot Topic)

**Presenters:** Victoria Glick and Kirstin Hansen, Office of the State Superintendent of Education

Student advocates and public agencies alike have spent vast resources on ensuring families have access to IDEA dispute resolution options. As the U.S. Department of Education turns from compliance to results measurement, we shift our focus to ensure that dispute resolution results in meaningful outcomes for our students. Moderators will present examples of student centered corrective actions used in the District of Columbia and discuss the mutual benefits to the student and school system. Moderators will lead the group in a discussion to develop corrective actions that may result from State complaint investigations or due process hearings that are culturally competent and meet the individual needs of students. The group will conclude with a moderator led discussion around how all parties in the dispute resolution process can contribute to the development of corrective actions tailored to the student.

### Session 4.2

#### Implementation of the FIEP Process to Produce Desired Results

**Presenters:** David Carrales and Kathy Clayton, Ed21 Consulting Services

Organizations seek FIEP training for a variety of reasons. Sometimes it is a short-term fix and other times it is to address large-scale concerns. In either case, we all know that attending training, even world-class training, does not always lead to implementation and results.

Session participants will engage in discussions directed to sculpt their implementation of the FIEP process to address:

- Current and emerging IEP meeting challenges
- Team member focus on the student
- Cultural and linguistic diversity
- Use of preventative and contentious dispute resolution strategies.
- Identification of Desired Results

Outcomes for participants in the session include knowledge of the following areas:

- Implementation of the FIEP process by design rather than chance to produce desired results

## CONCURRENT SESSION 2 1:30 - 3:00 PM *continued*

- Effective Implementation Planning that leads to: Consistency and Fidelity of Implementation
- Considerations of Data Collection to measure Effort and Effect that leads to: Achieving Desired Results

### Session 4.3

#### Providing Keys in the Keystone State: Innovations in Engagement & Resolution in Pennsylvania

**Presenters:** Kati Clendenin and Michael Jake McElligott, Pennsylvania Office for Dispute Resolution

This session will include overviews of powerful, forward-looking dispute-resolution initiatives and partnerships unfolding in Pennsylvania, including a new Parent Engagement Project, collaboration with the community-based HUNE (Hispanos Unidos para Niños Excepcionales), hearing officer settlement conferences, and “virtual hearings,” the use of videoconference technology in conducting due process hearings. As a state with a high volume of complaints, Pennsylvania continually seeks ways to promote engagement and efficiency in dispute resolution. Each initiative/partnership has presented unique challenges and highly encouraging results, throughout the design, planning, and implementation processes.

### Session 4.4

#### Eliminating Conflict Through Exemplary Customer Service

**Presenter:** Joyce Little, Key2Ed, Inc.

How do we put “noise in the system” that creates an atmosphere of antipathy and distrust, and results in conflict? What steps can we take to create a culture that promotes cooperation and collaboration? How do we return to our roots of quality education for students and service to families to avoid disputes and conflict? This presentation will present ideas on special education’s customers, our students and families, and how we can provide exemplary service to them. We will explore best practices in customer service and discuss how we can utilize and adapt these practices to special education, to serve our diverse customer population. Communication tools and ideas will be presented to assist special educators in developing lasting positive relationships and a welcoming school culture.

### Session 4.5

#### Restorative Applications in Special Education

**Presenter:** Leila Peterson and Melina Mora, SchoolTalk

This presentation will explore the intersection of special education and restorative practices based on the experiences of SchoolTalk’s Restorative DC Program in Washington, DC. Since 2016, SchoolTalk has provided technical assistance to help DC schools implement a whole-school restorative model. The data, both in DC and nationally, show that students with disabilities are more likely to be suspended, expelled, or involved with the juvenile justice system than their

non-disabled peers. How can restorative practices help address this gap? What do restorative practitioners need to know about special education and disabilities? SchoolTalk has worked with restorative practitioners and special education stakeholders to identify restorative applications to address the needs of students with disabilities and their families. This interactive presentation will include a review of several promising practices, tips for how to make restorative practices more accessible for students with disabilities, and lessons learned from our experiences with DC schools.

### Session 4.6

#### Engaged Parents + Shared Vision = Greater Student Outcomes

**Presenter:** Roberta Dunn, FACT Oregon

The formula is tried and true! This presentation will provide tips and tools on how to support parents’ meaningful participation in their child’s education and team meetings and how increased parent engagement deescalates conflict, harnesses the energy of shared vision, resulting in greater student outcomes.

### Session 4.7

#### People, Processes and Partnerships: Student-Centered Decision Making

**Presenter:** Jessica Little, Santa Cruz County Office of Education

Respectful relationships and clarity of communication are the foundational building blocks to functioning and forward thinking as a team. Teams often come to an impasse when there is a breakdown in communication or they get stuck in a stance. Everyone has an opinion and emotion behind a proposal. The best decisions are made when they are child-centered, evidence-based, and data-driven. Mistakes will be made, and the key to resolution and failing forward is the ability to have a discussion where people are heard and valued. This presentation will: teach techniques to re-frame conflict as problem solving; help you understand your own biases, values and beliefs; identify styles of conflict; build your skills to move toward effective problem solving in order to keep the child at the center of good decision making.

## CONCURRENT SESSION 3 3:30 - 5:00 PM

### Session 5.1

#### The Inner and Outer Work of Culturally Responsive Services (Hot Topic)

**Presenter:** Kendra Hughes, Equity and Social Justice Consultant

The culture in which a person lives impacts their attitudes, thoughts, feelings, and actions. Offering culturally responsive services to a broad range of individuals takes mindfulness and intentionality. No matter the cultural context, all individuals

THURSDAY, OCTOBER 19, 2017

## CONCURRENT SESSION 3 3:30 - 5:00 PM *continued*

must be valued and honored for who they are. The presentation will focus on the use of asset vs deficit based language, and building meaningful relationships. The speaker will share promising practices for working in rural, suburban, and urban settings using a culturally responsive trauma-informed lens and share strategies for self-care and issues related to compassion fatigue and sustainability.

### Session 5.2

#### LEA Representative Leadership Training: IEP Meeting Facilitation and Legal Compliance

**Presenters:** **Sally Earnest**, Earnest Facilitations and **Julie Weatherly**, Resolutions in Special Education, Inc.

Students with disabilities obviously benefit when their school IEP teams collaboratively work together to maintain trust and effective relationships that lead to consensus-based, legally compliant decisions that are focused totally on student needs and successful outcomes. To foster effective IEP teams, it is important that school districts focus on proactive training for the key school IEP team member responsible for ensuring proper process: The LEA Representative (LEA). Across the U.S., an increasing number of states and school districts are looking to their local school administrators to serve as the LEA. However, many administrators are given this important process leader responsibility without sufficient training in which to assume the LEA role and its accompanying responsibilities. This presentation will present data that demonstrates that training LEAs with a combined facilitation and legal guidance framework significantly increases their knowledge of current Supreme Court guidance on the FAPE standard, as well as IDEA regulations and additional agency and court decisions emphasizing the importance of LEAs as meeting process leaders. In addition, the inclusion of practical meeting management tools and strategies in the training for LEAs improves their leadership as an active stakeholder of the IEP team enabling collaborative and meaningful participation of all IEP team members while promoting prevention and/or early resolution of concerns. This presentation will help participants gain strategies for: encouraging school administrators to be more involved in building positive relationships between parents and school personnel at IEP Team meetings; ensuring that those who serve as LEA Representatives are sufficiently prepared to successfully fulfill their roles and responsibilities; providing LEA Representatives with sufficient knowledge and skills for leading efficient and compliant IEP Team meetings.

### Session 5.3

#### Do High Mediation Settlement Rates Correlate with Party Satisfaction?

**Presenters:** **Jane Burns**, Wisconsin Special Education Mediation System and **Nina Meierding**, Negotiation and Mediation Training Services

In 2016, CADRE published the nine-year national average special education mediation agreement rate of 69%. Wisconsin (one of

the four exemplar programs identified by CADRE) has a nine-year average mediation agreement of 88% - 19% higher than the national average - with some years over 90%. We will discuss various reasons we see for this higher rate - including the screening and convening process; pre-mediation work by both the system administrator and the mediators; party participation, autonomy and freedom of choice in the selection of the mediator; involvement of the student in mediation sessions, and overall process design focusing on satisfaction in both process and outcome. We will examine the seven factors we look for in our mediator selection process and share data from our post-mediation surveys from the last 17 years completed by participants in the process, including families, districts, attorneys, family advocates, and mediators. These contexts will focus the group discussion on whether high agreement rates equal high satisfaction rates and better outcomes for parties in mediation.

### Session 5.4

#### Positive Parent Participation in IEP Meetings

**Presenters:** **Emily Bernstein** and **Natalie Holdren**, University of California Santa Barbara

The presentation will be a synopsis of the presenters' research and a discussion of how to effectively apply the results to IEP training programs for teachers. Parent participation in IEP meetings is a requirement of the IDEA. While the goal of this stipulation is that parents are meaningfully involved in their children's educational planning, the reality has often been quite different. The current study aims to discover if teachers can speak to parents in a way that encourages them to participate more actively. Furthermore, in what ways can a teacher's speech encourage parents in their role as a participant in an IEP meeting? And can an intervention to improve parent involvement change the way a teacher's speech encourages parents in their role as a participant in an IEP meeting? The study was conducted to test the effect of a one-time, 4-hour IEP training for teacher candidates on parent participation in IEP meetings. Four pre-service teachers were asked to lead mock IEP meetings with parents played by actors, and then given the training, which consisted of instruction in active listening techniques, annotation of an IEP agenda, and role-play of IEP situations. The results of this study support the idea that the teacher-parent dyad can be an integral part of making sure a parent feels included and participates in an IEP meeting. Given the data, future projects would include drawing on positive aspects of the training and results to create comprehensive IEP meeting training for pre-service as well as practicing teachers.

### Session 5.5

#### The Other One is a Fish - Part II Update on Special Ed Law

**Presenter:** **Jim Gerl**, Special Education Law Blog

In this highly interactive session, special education law expert Jim Gerl will present an update on major developments in the law including

**CONCURRENT SESSION 3 3:30 - 5:00 PM** *continued*

the two recent Supreme Court decisions as well as certain select hot button issues in special education law including the following: bullying; seclusion/restraint; bad economy; autism; mediation; etc. Rather than present hundreds of cases about special education, this session will focus on a much smaller number of leading decisions on the more interesting hot topics. Participants will participate in the session and will learn about the Supreme Court decisions and other important court decisions, hearing officer rulings and OSEP guidance on key topics that are at the forefront of special education law. Best practices for keeping up to date on legal developments will be discussed.

**Session 5.6**

**Do the Right Thing! But What Is It?**

**Presenters:** **Fran Fletcher**, University of Delaware; **Patricia McGinnis**, Turning Point-Training; **Madge Thorsen**, Thorsen Dispute Resolution

One sure way to restore focus on the child is to ensure that Special Education mediators and facilitators exhibit high ethical standards and always “do the right thing.” But what is it? Ethics questions can be complex, nuanced and situational. Professionals often have to sort out what to do under tough circumstances, guided sometimes by Codes of Conduct, sometimes only by personal or organizational values. All participants in an ADR process need to understand ethical duties and decisions. This interactive session will explore ethical dilemmas in Special Education mediation and facilitation, including restorative practices, examining issues such as impartiality, privacy, competence, self-determination, voluntariness, conflicts of interest, etc. Participants will divide into small groups to work through practical scenarios that address complex questions of “what is the right thing to do?” The groups will then combine as a whole to share their ideas and solutions.

The objectives of the session are to; 1) educate participants on ethical issues present in Special Education ADR processes; 2) make participants aware of some available guidelines on ethics; and 3) to encourage participants to grapple with the sometimes ambiguous problems of ethics in ADR, and gain skills in analyzing the values underlying their decisions.

**Session 5.7**

**Creating a Culturally Competent Special Education Dispute Resolution Process**

*Cancelled*

**CADRE Talks** FRIDAY, OCTOBER 20TH

CADRE is once again hosting CADRE Talks. Modeled after the well-known TED Talks, CADRE Talks are a series of profound, inspiring, and provocative short talks from some leading thinkers from the Eugene area.



**Alicia Hays**

Lane County Health & Human Services, *retired*

Alicia Hays recently retired as Director of Lane County Health & Human Services. She previously served as the Director of Department of Children and Families for Lane County. Alicia currently serves on the Eugene 4J school board in Eugene and has worked many years locally, nationally, and internationally on disability rights and inclusion. She has over 30 years in public service and a commitment to inclusion. Alicia lives in Eugene with her wife and their son.

**Arwen Maas-DeSpain**

Occupy Medical, Carry It Forward



Although Arwen Maas-DeSpain has done many things in life including 30 years of activism in numerous social justice movements, lived in four different countries including a war zone, worked jobs from blue collar to professional, gathered two masters' degrees, birthed two boys and currently raising five, the most relevant and impactful experiences she wants to share relate to her relationships with un-housed folks in the Eugene community. She coordinates the support services team for Occupy Medical, a 100% volunteer-run multi-disciplinary clinic that provides free, holistic, walk-in health-care to anyone who needs it. She is also the founder of Carry It Forward, a small non-profit that collects donations from the community and delivers directly to un-housed individuals on the street and to partner organizations that serve this population.

## CADRE Talks *continued*



**Douglas Carnine**  
University of Oregon

Douglas Carnine is a Professor Emeritus at the University of Oregon. He was a National Science Foundation Fellow in Psychology as an undergraduate at the University of Illinois. He completed his Ph.D. in Educational Psychology at the

University of Utah in 1974. In 1981 he received the Ersted Award for outstanding teaching at the University of Oregon. Dr. Carnine has directed or co-directed over 20 federally funded grants. As Director of the National Center to Improve the Tools of Educators he worked with publishers on incorporating research-based practices in educational tools and with legislative, state board, business, community, and union groups to understand the policy implications of research-based educational tools for diverse learners. He received a presidential appointment to the National Institute For Literacy, was confirmed by the U.S. Senate, and served as a program committee chair for several years.

Since retirement, he has been developing a mindful kindness project that includes two books, *Saint Badass: Transcendence in Tucker Max Hell* and *How Love Wins: The Power of Mindful Kindness* (feedkindness.com). Dr. Carnine has over 100 scholarly publications, is a co-author of textbooks for all grades, and has presented at over a 100 conferences in the United States, and internationally. He has served as consulting editor or editorial board member for eight journals.



## Kendra Hughes

Equity and Social Justice Consultant



Kendra Hughes has nearly 30 years of experience as a training and technical assistance provider and facilitator. Ms. Hughes is a motivating speaker with expertise working across the United States and Pacific Islands. With an energetic and engaging attitude, she helps people and agencies create client focused systems with intention. Emphasizing core values, vision, and mindfulness, Kendra guides individuals through a process of examination and reflection to inspire change. With expertise in equity and social justice, Kendra has helped schools and social service agencies create an inclusive culture where educators, students, families and community members can connect and be involved in the process of change in a meaningful way. Ms. Hughes has a deep understanding of how people can make fundamental, positive changes in their outlooks and lives. As a change agent, she strives to cause a shift in how one thinks and initiates transformation within one's self and across systems. She builds relationships and utilizes meaning and relevance and is energized by seeing people achieve success and find meaning in the workplace and life. Hughes holds a Bachelor of Arts in Human Services from the University of Oregon and a Master of Education with an emphasis in Administrative Leadership from Concordia University, Portland, OR.



## Martin Rafferty

Youth ERA  
(formerly Youth M.O.V.E. Oregon)

Martin experienced homelessness throughout his childhood and into his teen years. Before being adopted he describes being saved by a youth empowerment program. By the age of 17, he was hired as the assistant director of that program. Now Martin is running a national youth empowerment program (Youth ERA) based on using advanced youth engagement tactics to reach system weary youth as well as reaching youth in crisis.



# AGENDA

RESTORING FOCUS ON THE CHILD: CADRE'S 7TH NATIONAL SYMPOSIUM ON DISPUTE RESOLUTION IN SPECIAL EDUCATION

FRIDAY, OCTOBER 20, 2017

8:00 AM - 1:30 PM

8:00 - 10:00 AM

Sponsored Continental Breakfast & Student Panel Presentation

10:00 - 10:15 AM

Break

10:15 - 11:45 AM

CONCURRENT SESSION #4

- 6.1 **Exploring the Impact of Endrew on Dispute Resolution Systems (Hot Topic)** with Jo Anne Pool Blades, Oklahoma State Special Education Resolution Center and Julie Weatherly, Resolutions in Special Education, Inc.
- 6.2 **Unlock the Door to Success: The Key to Evidence-based IEP Meeting Practice** with Tracy Mueller, University of Northern Colorado; Robin O'Shea and Cassie Velasquez, Key2Ed, Inc.; Jennifer Wagner Woods, Southern Wesleyan University
- 6.3 **Sharpening Focus: Moving from Developing Processes to Implementing Best Early Dispute Resolution** with Corey Linehan, Harvard Negotiation and Mediation Clinical Program; Clarence Parks and Joyanna Smith, DC Office of the Ombudsman for Public Education
- 6.4 **Session Cancelled**
- 6.5 **The Independent Child Advocate Program: A Creative Approach to Dispute Resolution** with Carlo Rossi, Sonoma County SELPA
- 6.6 **The Growing Practice of Facilitated IEP Meetings: How Four States Implemented the Practice** with Cynthia Hoenes-Saindon, New Jersey Department of Education; Sheila Paitzel, West Virginia Department of Education; Jamila Pollard, Georgia Department of Education; Melanie Reese, CADRE; Cheryl Thompson, Missouri Department of Elementary and Secondary Education
- 6.7 **Cloud-Based Caseload Management for Special Education Dispute Resolution Programs** with Clare Fowler, Caseload Manager

11:45 AM - 1:30 PM

Luncheon Plenary

**CADRE Talks Presented by:**

**Douglas Carnine**, University of Oregon; **Alicia Hays**, Lane County Health & Human Services (retired); **Kendra Hughes**, Equity and Social Justice Consultant; **Arwen Maas-DeSpain**, Occupy Medical, Carry It Forward; **Martin Rafferty**, Youth ERA

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CONCURRENT SESSION 4 10:15 - 11:45 AM

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## Session 6.1

**Exploring the Impact of Endrew on Dispute Resolution Systems (Hot Topic)**

**Presenters:** Jo Anne Pool Blades, Oklahoma State Special Education Resolution Center and Julie Weatherly, Resolutions in Special Education, Inc.

Participants in this Hot Topic discussion will have an opportunity to discuss and hypothesize about the impact the Endrew decision may have on IEP meetings, local and state level procedures, and overall dispute resolution activity. Both facilitators will bring their longstanding knowledge of dispute resolution and legal perspectives to encourage participants to think about what possibilities exist to resolve conflict in alternative and appropriate ways.

CONCURRENT SESSION 4 10:15 - 11:45 AM *continued*

**Session 6.2**

**Unlock the Door to Success: The Key to Evidence-based IEP Meeting Practice**

**Presenters:** Tracy Mueller, University of Northern Colorado; Robin O'Shea and Cassie Velasquez, Key2Ed, Inc.; Jennifer Wagner Woods, Southern Wesleyan University

Recently, the Supreme Court increased accountability for educators to collaboratively design an IEP that provides meaningful educational benefit to students with disabilities. This session presents an evidence-based process for facilitating IEP meeting practices designed to prevent parent-school conflict, increase IEP team collaboration, and generate a meaningful IEP for the student.

**Session 6.3**

**Sharpening Focus: Moving from Developing Processes to Implementing Best Early Dispute Resolution**

**Presenters:** Corey Linehan, Harvard Negotiation and Mediation Clinical Program; Clarence Parks and Joyanna Smith, DC Office of the Ombudsman for Public Education

In 2015, government agency panel members from multiple organizations within DC defined and discussed the new era of investment in programs that focus on early dispute resolution and relationship building instead of special education litigation. Since then, the focus in the District has been on developing the individual dispute resolution processes for the various agencies and organizations involved in the field. The increased number of processes has provided multiple opportunities to resolve conflict. However, it has also caused some duplication of efforts and lack of clarity amongst providers and the public. As a result, the positive impact for children and families has been slightly diminished. Currently, the District Special Education Dispute Resolution landscape consists of a number of dispute resolution mechanisms offered through the following organizations: Office of the State Superintendent of Education-Office of Dispute Resolution, The Advocates for Justice and Education (AJE), and the Office of the Ombudsman for Public Education.

**Session 6.4**

*Cancelled*

**Session 6.5**

**The Independent Child Advocate Program: A Creative Approach to Dispute Resolution**

**Presenter:** Carlo Rossi, Sonoma County SELPA

This presentation will provide attendees with specific information on the highly successful Independent Child Advocate Program. We will include detailed information on all aspects of the program's design and implementation including referral, intake, case management, data gathering, intervention strategies, historical resolution data and case tracking forms. This information will allow attendees to replicate this model that embraces the values of collaboration, cooperation and

effective communication while focusing on maintaining respectful and effective working relationships between parents of students with learning challenges and school staff. Now in its 17th year, the program has been highly successful in resolving over 90% of all cases referred. Staff act as "ombudspersons" who are available to parents and district staff to assist in the resolution of difficult, contentious and/or challenging special education matters. It is a highly cost effective, local alternative to costly state level intervention. Parents, site staff, district administration and the California Dept. of Special Education have praised the program and endorsed it as a highly effective tool that builds and helps maintain effective and collaborative working relationships between parents and staff while focusing on meeting the student's needs.

**Session 6.6**

**The Growing Practice of Facilitated IEP Meetings: How Four States Implemented the Practice**

**Presenters:** Cynthia Hoenes-Saindon, New Jersey Department of Education; Sheila Paitzel, West Virginia Department of Education; Jamila Pollard, Georgia Department of Education; Melanie Reese, CADRE; Cheryl Thompson, Missouri Department of Elementary and Secondary Education

CADRE's second Facilitated IEP Workgroup has proven successful in spurring growth and results for states involved in the project. This panel presentation will explore the initiation, implementation, future directions and lessons learned of four states: Georgia, New Jersey, West Virginia and Missouri. Time will include a chance for audience questions.

**Session 6.7**

**Cloud-Based Caseload Management for Special Education Dispute Resolution Programs**

**Presenter:** Clare Fowler, Caseload Manager

This session will consider best practices for managing your special education dispute resolution program "in the cloud." This session will include consideration of such issues as access, intake, assigning matters, scheduling, confidentiality, and reporting. Importantly, cloud-based case management allows for the easy development of "meta data" supporting ongoing program improvement.





Supporting Families Since 1976  
www.directionservice.org

## About Direction Service

Forty years ago, Direction Service, CADRE's umbrella organization, was founded as a model demonstration project at the University of Oregon with a desire and a dream: To provide a place where people with disabilities and special needs would be treated with respect, dignity, and compassionate care, regardless of situation.

Under the leadership of Aimee Walsh, CEO, Direction Service provides support through three major programs:

- Youth and Family Services
- The DS Counseling Center and
- The Center for Appropriate Dispute Resolution in Special Education (CADRE).

## Direction Service Board of Directors

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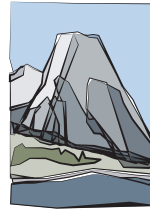
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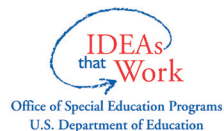
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