

Additional Resources for Module Three

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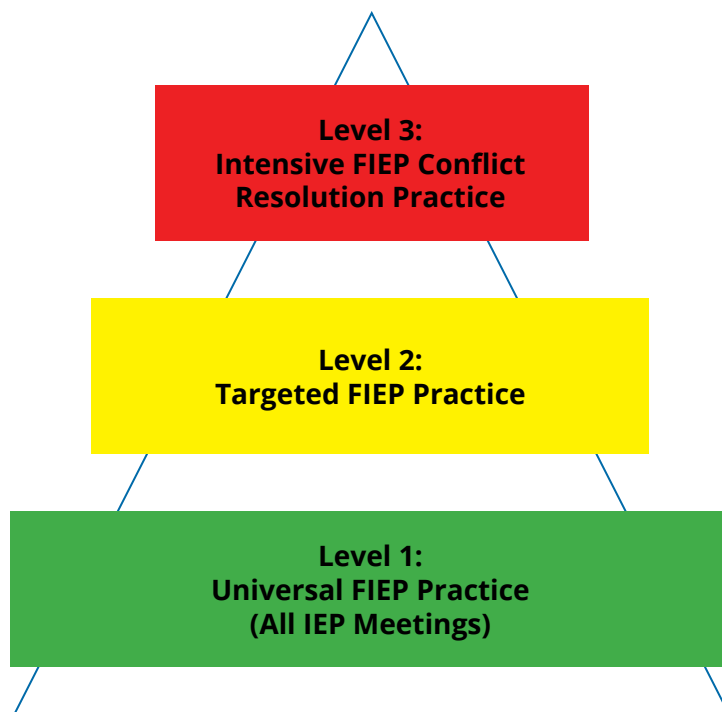
Other Assets

Table 1: Conflict in Special Education

Common Sources of Conflict in Special Education	Examples of Conflict in Special Education
Design of Services	Eligibility, IEP goals in relation to student needs
Delivery of Services	IEP goals follow-through, placement, educational practices
Relationship Issues	Communication, trust, power imbalance, lack of administrator availability, lack of parent valuation, discrepant views of a child
Constraints	Resource restrictions
Knowledge	Lack of knowledge about special education law and educational and behavioral practices, lack of conflict resolution practices

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Facilitated Individualized Education Program (FIEP) Model: Application from Least to Most Intensive Intervention Level



Level 3: Intensive FIEP Conflict Resolution Practice

An external facilitator is selected from a directory to facilitate an IEP meeting with the intention of building group consensus through conflict resolution strategies.

Level 2: Targeted FIEP Practice

Facilitators are obtained from other schools within a district or are shared across districts, to address conflicts or resolve targeted issues with an outside influence.

Level 1: Universal IEP Practice (Conflict Prevention)

Case managers and other educational professionals within schools implement the FIEP model for IEP meetings as a collaborative process with families:

1. Collaborative components for conflict prevention and dispute resolution (i.e., facilitator skills, focus on the student, consensus building).
2. Procedural tools (i.e., pre-meeting, agenda, norms/ground rules, visually charting, and a parking lot).

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