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

Tracy Gershwin Mueller, Jennifer Wagner, Robin O'Shea

Cassie Velasquez

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Session Objectives

GOALS

1. Define meaningful home-school collaboration.
2. Discuss IDEA implications for parent-professional partnerships.
3. Describe the 10 effective organizational practices of IEP meetings.
4. Apply the strategies to case study examples
5. Access ongoing resources for continued IEP growth

Team Work: *noun*

The combined action of a group of people, especially when effective and efficient.

TEAMWORK

Today the cookie jar. Tomorrow the bank on
the corner of 3rd and Main. Think about it.

Teamwork: The Gateway Activity.

Collaboration: *noun*
The action of working with someone to produce or create something.

Collaboration defined by educators. . .

Cook and Friend (2010) define collaboration as a process requiring, "mutual goals; parity; shared responsibility for key decisions; shared accountability for outcomes; shared resources; and the development of trust, respect, and a sense of community"

(Cook & Friend, 2010, p.3).

When 'i' is
replaced By 'we'

Even
'illness'
Becomes
'Wellness'

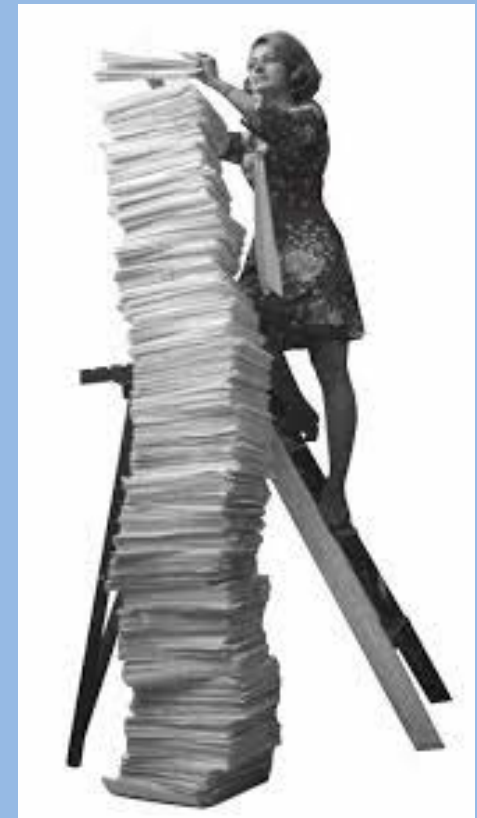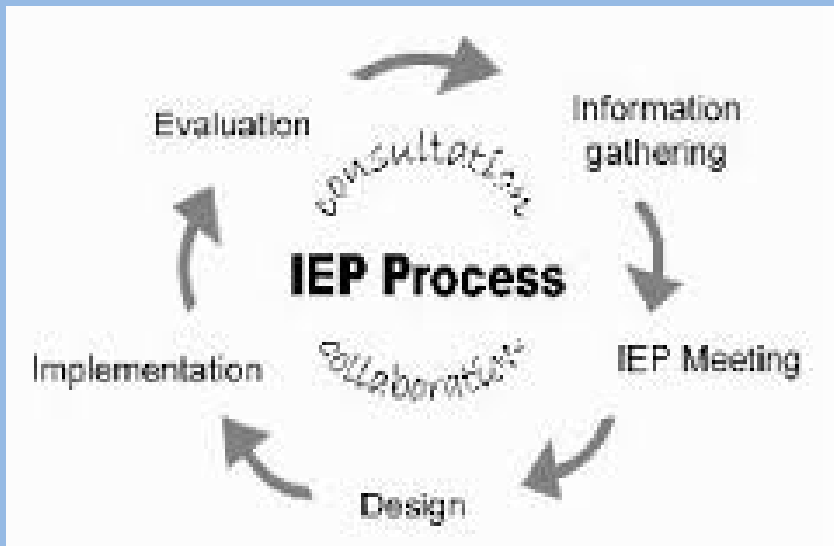Alone we can do so little; together we can do so much.

— Helen Keller —

The Individualized Education Program (IEP)Process

Two Mandatory Components

IEP Team Process:
Development and
Review

IEP Document:
The Student's Program

The Letter of IDEA
Active Parent Interactions with Local Education Agency- Part B

Requirement	Regulation	Overview definition from federal regulations
Parent as a member of the IEP team	34 CFR § 300.321	The parents of a child with a disability are members of IEP teams who interact to determine the educational needs of a child including the development, review, and revision of the IEP for their child.

The Letter of IDEA
IEP Team Members-Part B

Requirement	Regulation	Overview definition from federal regulations
IEP team must include key stakeholders **and** *at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate*	34 CFR § 300.321	The public agency must ensure that the IEP Team - for each child includes:(1)the parents of a child with a disability; (2)not less than 1 regular education teacher of such child (3) not less than 1 special education teacher, or where appropriate, (4) not less than 1 special education provider of such child; (5) representative of the local educational agency; (6) an individual who can interpret the instructional implications of evaluation results; *(7) whenever appropriate the child with a disability.*

The Letter of IDEA
Development of the IEP-Part B

Requirement	Regulation	Overview definition from federal regulations
Development of IEP	34 CFR § 300.320-324	The IEP document requires: (a) statement of the child's present levels of academic achievement and functional performance; (b) statement of measurable annual goals, including academic and functional goals designed to meet the child's needs; (c) description of how the child's progress toward meeting the annual goals will be measured; (d) statement of the special education and related services and supplementary aids and services; (e) statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments, and (f) statement of transition services needed (if applicable)

Spirit of IDEA Translation
IEP Team Membership-Part B

Role	Expertise
Parents	Student
Regular Education Teacher	General educa... ...standards
Special Education Teacher	Spe...
Representative of the loc... educational agen...	...olicies, procedures,
Individual wh... the instruct... of evaluatio...	...n procedures and implications
Student	Self
*Other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate	Specialized expertise area (e.g., occupational therapist, speech language pathologist, etc.)

It Takes a Village

What We Know About Educators and the IEP Process

- Most educators are trained in conducting assessments→writing goals that lead to the overall program.

- **However, the majority of educators are not trained in actual IEP meeting procedures**

when your principal asks you to do JUST one more thing and you have to say yes and act like it's totally cool

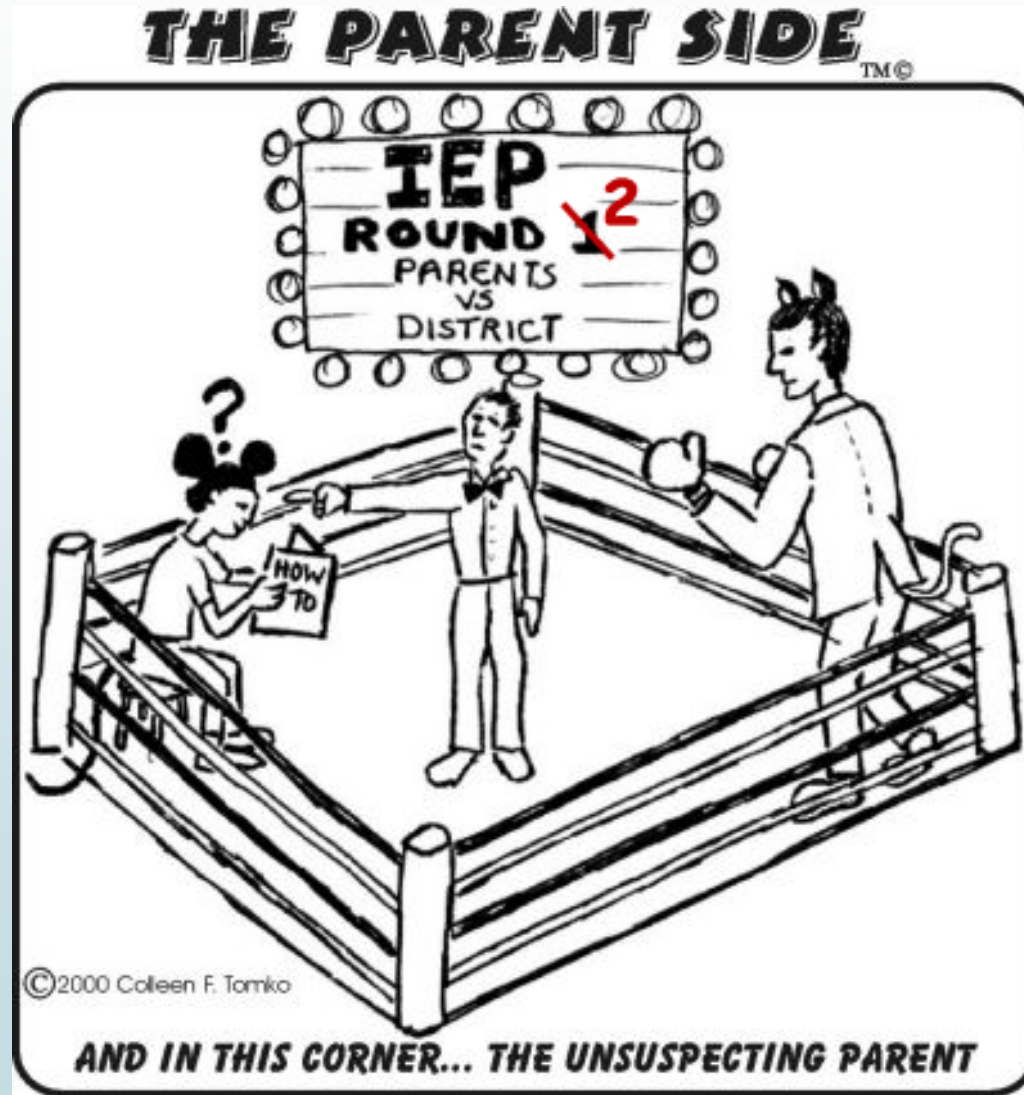# What We Know About Parents and the IEP Process

Parents feel . . .

- Excluded
- Powerless
- Confused
- Overwhelmed by paperwork
- Outnumbered

Over 30 years of research with families says….

(Childre & Chambers, 2005; Mueller, 2017; Mueller & Buckley, 2014; Spann et al., 2003; Zeitlin & Curcic, 2014).

What tends to happen at poorly run IEP meetings…..

Why Does Conflict Happen?
Two Parties with Two Different Perspectives

The Parent

I worry about my child's academic, behavioral, and social success

The School

I worry about my district, school, staff, and all students' success

One Common Interest

The Student

Philosophy of Key2Ed

Facilitation is used in **all** meetings as a means of **Prevention**

- Collaboration

- Shared Understanding

- Shared Responsibility

- Focus on needs of the child

- Conversation

Research About Key2Ed Trainings

Quantitative	Qualitative
Online Survey	Individual Phone Interviews
287 participants	34 participants
- All respondents received training from 2012 –2016 79% receiving Key2Ed training in-person 21% completed the Key2Ed training online.	29 school administrators 4 parent advocates (2 parents of children with dfisabilities) 1 parent

Survey Results:
As a result of the Key2Ed training…

Figure 1. I feel confident and adequately prepared to facilitate an IEP meeting
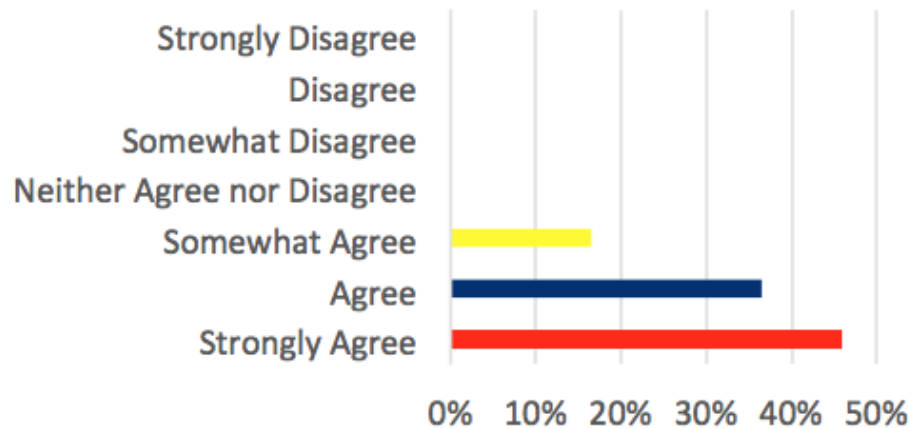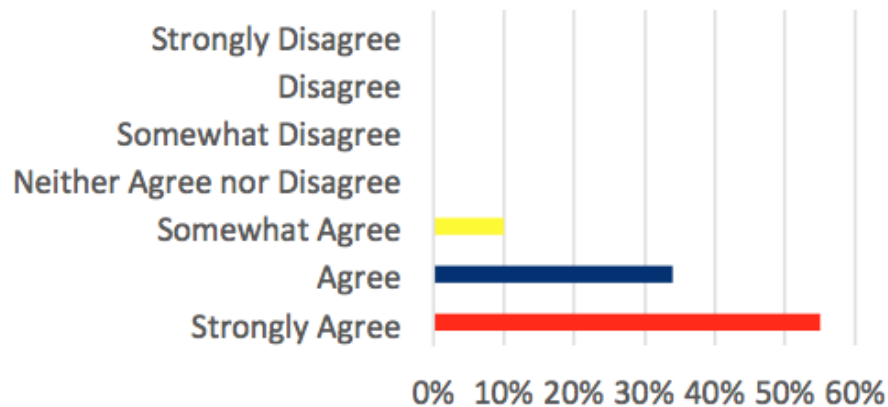
On average, 46% strongly agreed, 36.5% agreed,

Over 99% of respondents felt positive about their level of confidence and preparedness to facilitate IEP meetings after they attended the Key2Ed training.

Survey Results:
As a result of the Key2Ed training…

Figure 2. I am confident and adequately prepared to work with educators and parents during a conflict
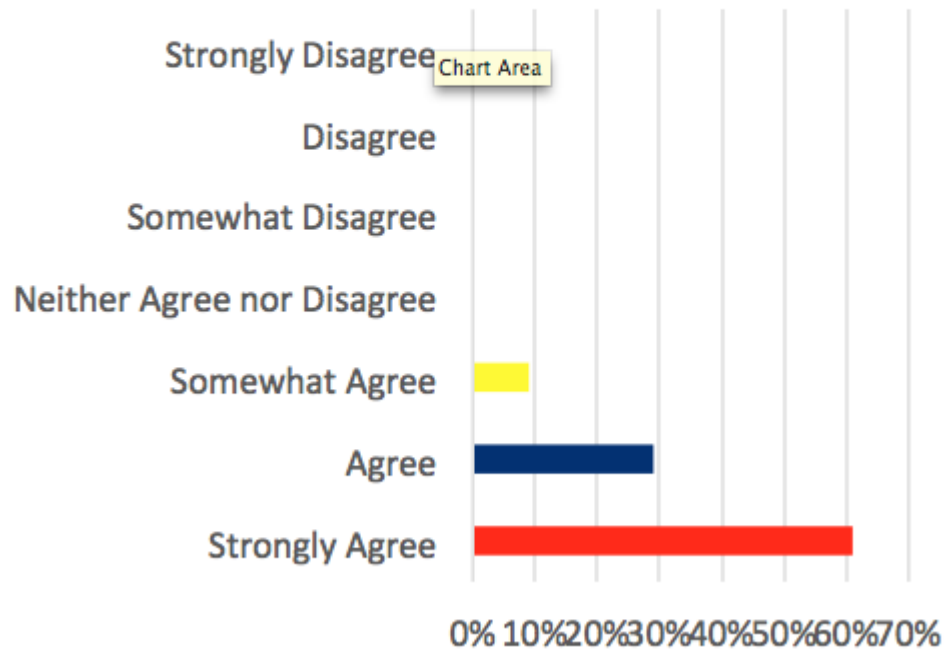

Over 99% of respondents felt positive about their level of confidence and preparedness to facilitate IEP meetings after they attended the Key2Ed training.

Specifically, an average of 55.5% strongly agreed, 34% agreed, and 10% somewhat agreed.

Survey Results:
As a result of the Key2Ed training…

### Figure 3. I see value in the FIEP practice for conflict resolution

Over 99% of respondents see value in the FIEP practice for conflict resolution, indicating that the processes learned are effective for dealing with conflict in an IEP setting

Even though not all respondents have participated as active facilitators, they still see value with the conflict resolution training they received when conducting any type of IEP meeting.

Survey Results:
As a result of the Key2Ed training...

Figure 4. As a result of the Key2Ed training, I learned more about preventing conflict
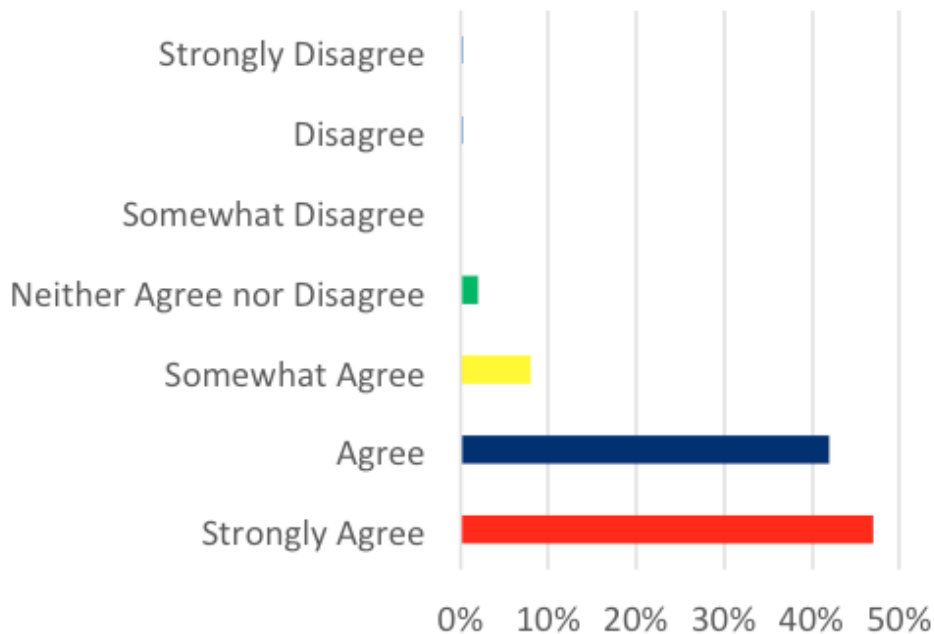

Over 95% of respondents either somewhat agreed, agreed, or strongly agreed that they learned skills to help them restate and ask thought-provoking questions, along with conflict resolution skills in order to keep a meeting on track or end a meeting, when necessary.

Further clarification on how this training benefited responders was articulated, "We work very hard to have few state complaints, or due process processes. The FIEP training will help continue that and will benefit a diverse group of stakeholders across the district."
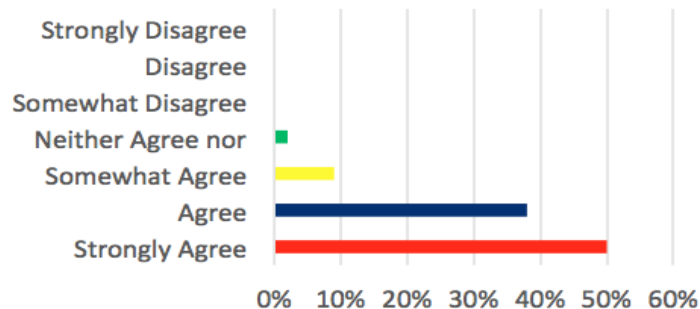
Survey Results:
As a result of the Key2Ed training…

Figure 5. As a result of the Key2Ed training, I learned more about checking for agreement

Figure 5.1. As a result of the Key2Ed training, I learned more about using meeting norms
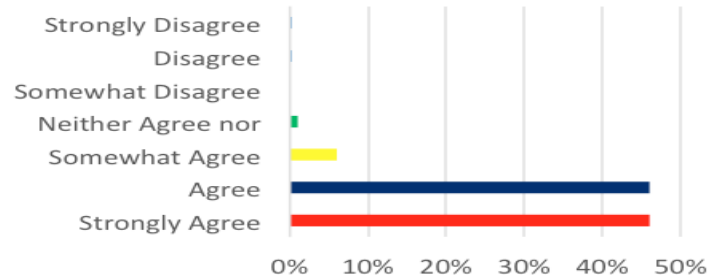
I learned more about introducing my role, developing a meeting agenda, using meeting norms, making visuals, checking for agreement from team members, asking for team feedback, utilizing a parking lot for off-topic issues, and creating an action plan at an IEP meeting.
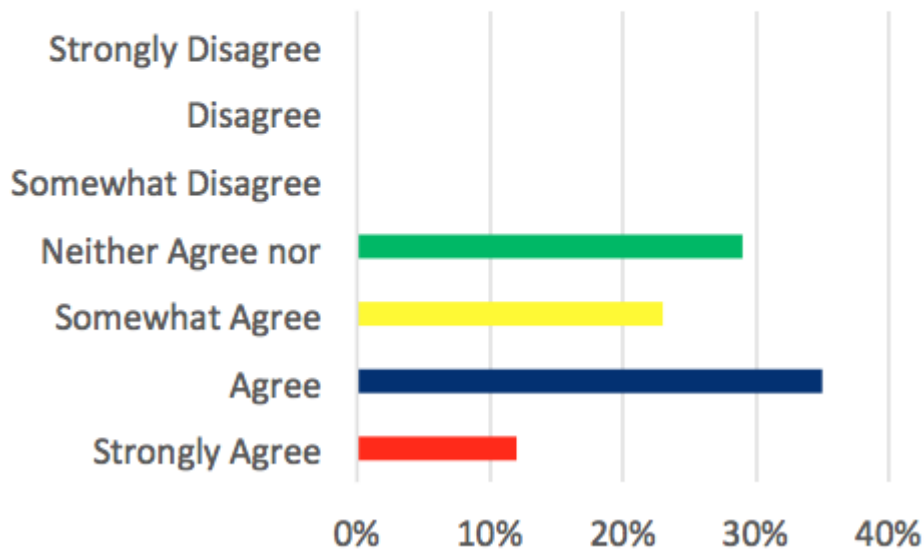
Results in this section indicated that a majority of respondents (over 90%) somewhat agreed, agreed, or strongly agreed that they learned more about all eight of the tools and techniques listed above

Survey Results:
As a result of the Key2Ed training…

Figure 6. As a result of the Key2Ed training, relationships have improved


Relationships between members of an IEP team can be difficult to cultivate at times, especially when members meet under high stress situations.

However, 70% of respondents agreed that after taking the Key2Ed training, relationships have improved between IEP team members

"Participants love the transparency of the process and meetings have become more positive and productive"

Survey Results:
As a result of the Key2Ed training…

Figure 7. Have the use of FIEP meetings improved parent satisfaction with IEP meeting outcomes
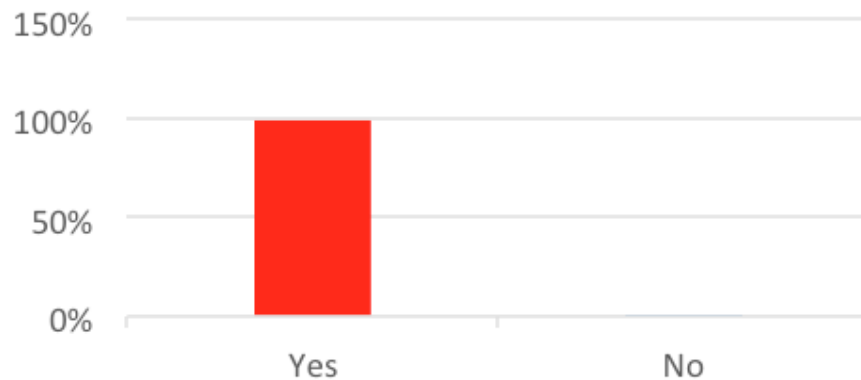
Over 99% of participants agreed that the use of FIEP meetings did improve parent satisfaction with IEP meeting outcomes

"Meetings have been noted by parents to be much more functional and enjoyable compared to the past"

"Most parents appreciate the streamlining of the meeting process, and I know our staff do. We use agendas, as well, and that helps parents to see that the important things they want to discuss will be covered"

Survey Results:
As a result of the Key2Ed training…

Figure 8. The Key2Ed training and implementation was beneficial to my district/state
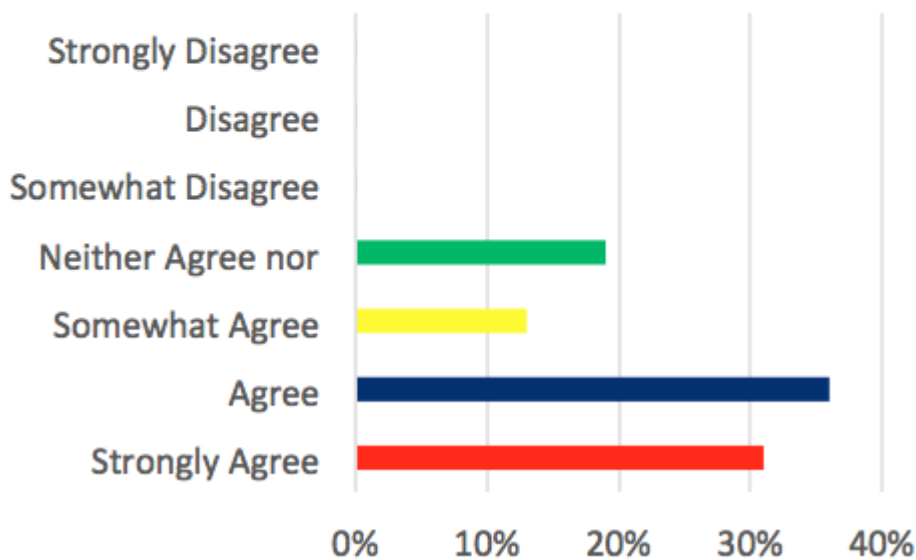
A majority of respondents (80%) somewhat agreed, agreed, or strongly agreed that there was benefit to the training and/or implementation of the Key2Ed training

"FIEP has been used across my state. Parents and schools are asking for it. Feedback suggests that it is making a difference."

Survey Results:
As a result of the Key2Ed training…

Figure 9. I would recommend Key2Ed training to other districts/ states
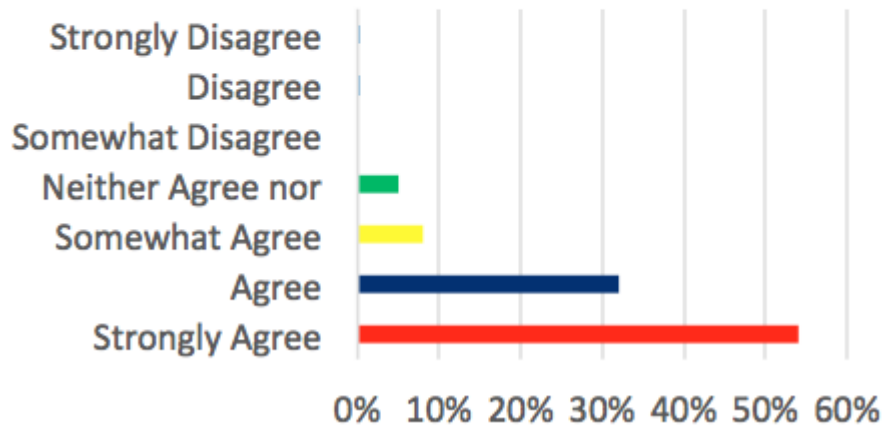
An overwhelming 95% of participants responded favorably to this question.

"I've been sitting in IEP meetings since 1982 and deeply appreciate the change that the FIEP has brought to Special Education!"

Research about the FIEP Meeting Process

Facilitated IEP (**F**IEP) Process Research

- Qualitative interviews with **32 participants** (parents, parent advocates, educators, administrators, and facilitators)
- Investigated experiences with non-facilitated versus FIEP meetings.

Two Major Findings…

FIEP is effective for Conflict Prevention <u>and</u> Resolution

- Facilitator skills needed

  (1) neutral and unbiased*

  (2) conflict resolution
- Focus on the student
- Consensus building

  *In conflict cases

Essential FIEP Model Components

- Preparatory Meeting
- Purpose
- Outcomes
- Agenda
- Norms
- Parking Lot
- Group Memory
- Consensus
  - Action Plan
  - Debrief

5 Key IEP Meeting Procedures-
Based on Facilitated IEP (FIEP) Meeting Practice

IEP Procedure	Purpose
Preparatory Meeting	Describe process, plan for meeting include all stakeholders in process
Purpose	Tells participants what they will be doing at the meeting
Outcomes	Visual tool that shows the walk-aways
Agenda	Visual tool that shows the game plan
Norms	Visual tool that provides the team a framework for a respective and collaborative environment

5 Key IEP Meeting Procedures-
Based on Facilitated IEP (FIEP) Meeting Practice

IEP Practice Component	Purpose
Parking Lot	Visual Tool that ensures the team stays on topic and allows space for off-topic issues to be addressed
Group-Memory	Visual/running dialogue of the discussion
Consensus	Enures shared-decision making and active team agreements
Action Plan	Visual tool for next steps
De-Brief	Evaluates the effectiveness of the meeting process

FIEP Model: Application from Least to Most Intensive Intervention Level

LEVEL 3: INTENSIVE FIEP CONFLICT RESOLUTION PRACTICE

A third party facilitator is selected 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 3: INTENSIVE FIEP PRACTICE

LEVEL 2: TARGETED FIEP PRACTICE

LEVEL 1: UNIVERSAL IEP PRACTICE

LEVEL 1: UNIVERSAL IEP PRACTICE (CONFLICT PREVENTION)

Case managers and other educational professionals within schools are trained to implement the FIEP model for all 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).

Looking Forward

- Need for advocate training & availability for families
- Continuum of supports for conflict prevention/resolution
- Teacher education/training
- Exploration of family-professional practices

Thank You for Your Time!

Tracy Gershwin Mueller, PhD, BCBA-D
tracy.mueller@unco.edu

Jennifer Wagner, PhD.

jwagner@swu.edu

Robin O'Shea

robino@key2ed.com

Cassie Velasquez

cassiev@key2ed.com