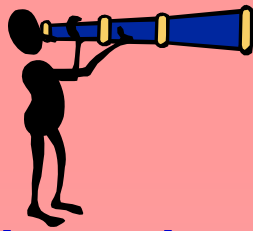


The Fourth National Symposium on Dispute Resolution in Special Education

The Making of an IEP Meeting Facilitator

Fran Fletcher, University of Delaware

December 7, 2006

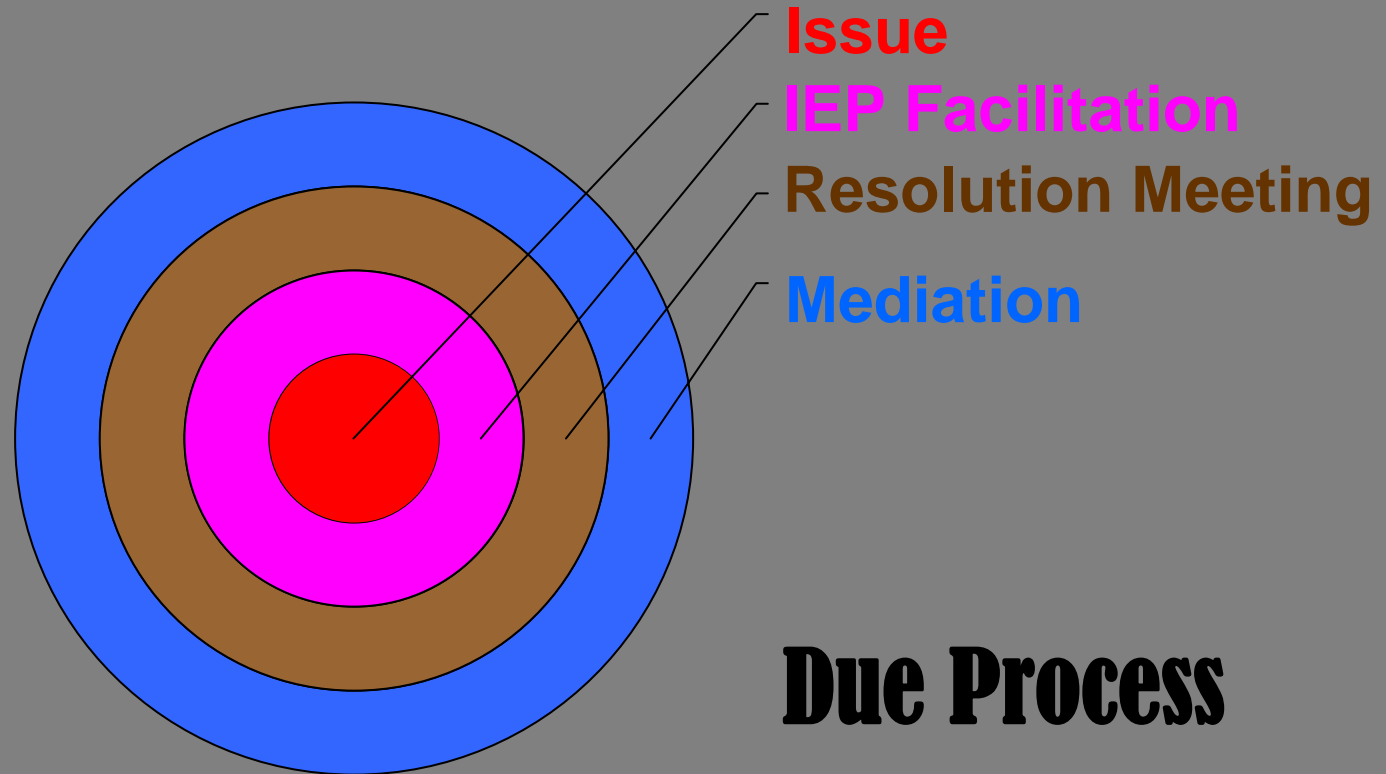


Objectives

- Examine the hoopla about a “facilitator”
- Gain understanding of the numerous aspects to consider for choosing a facilitator
- Learn a few strategies and techniques used by facilitators




Resolving at the Lowest Level



Keeping the Team Intact

Who Are the Most Effective Facilitators?



**Inside
School
District**



**Outside
School
District**



**Third
Party
Neutral**



**Special
Education
Mediators**



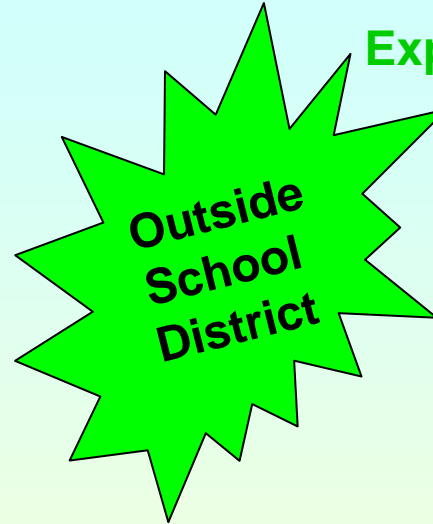
Advocates

Advantages and Challenges

Employee



Expertise



System



Process

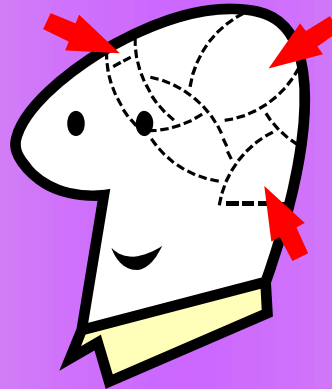


Right vs. Wrong

Knowledge

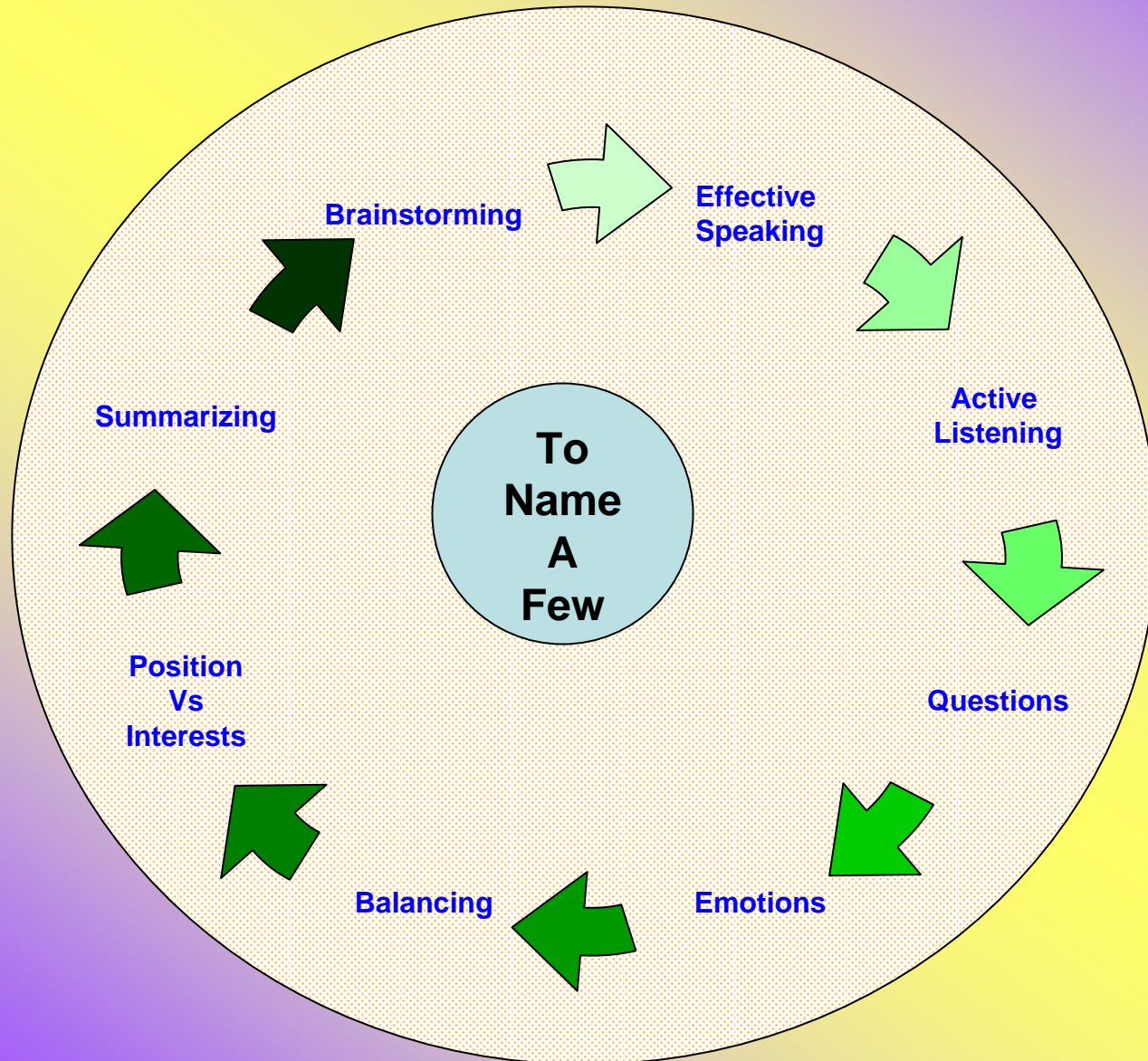
How Much to be Effective?

Educational System
Federal & State Law
Special Education
General Education
Related Services
Evaluations
Assessments
Behavior
Discipline
Disabilities...

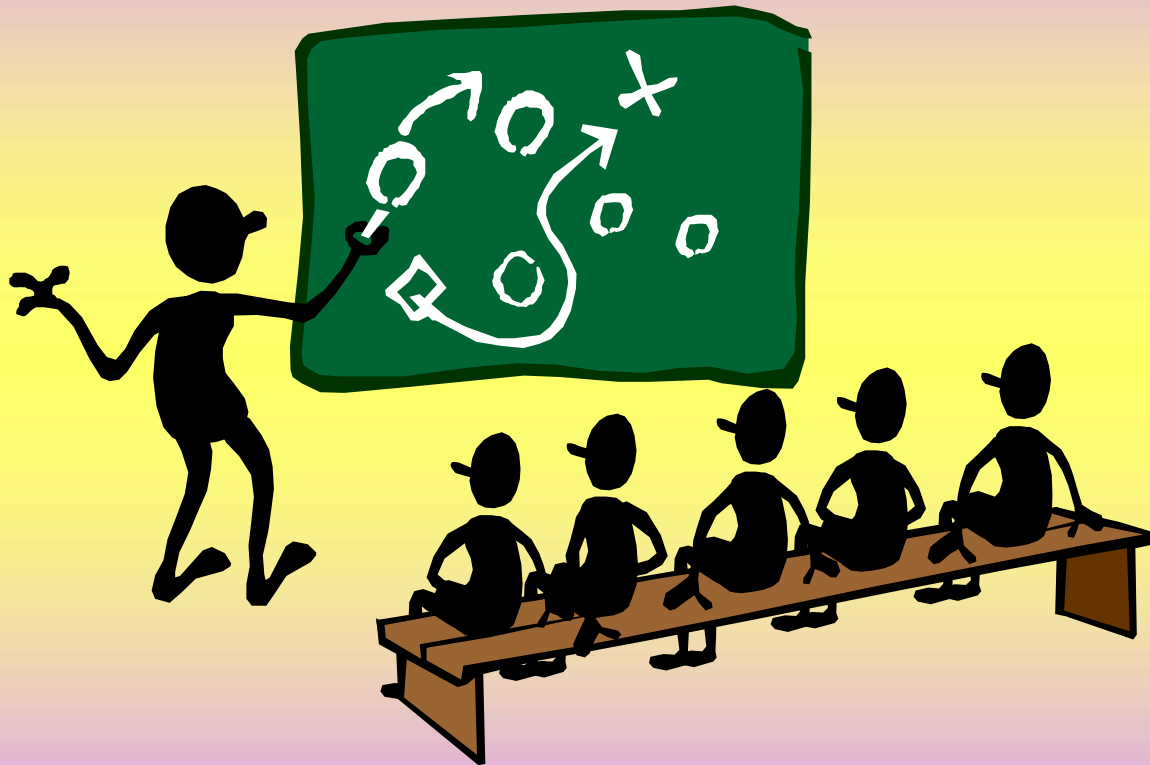


NCLB
IDEA
FAPE
PLOP
IEP
IEE
LRE
PBS
MD
LD,OHI,MR...

Skills



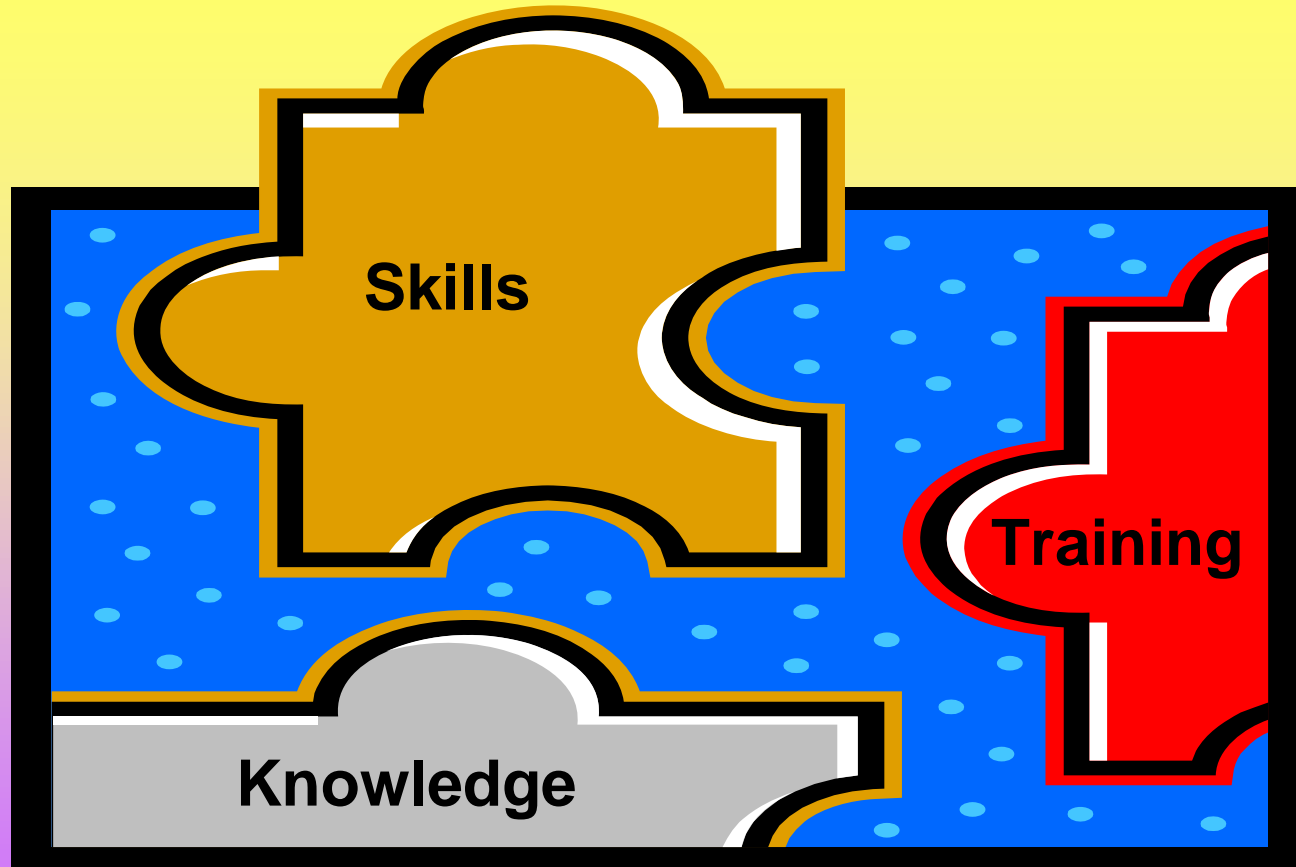
Training



perspective emphasis

Experience

As Important As

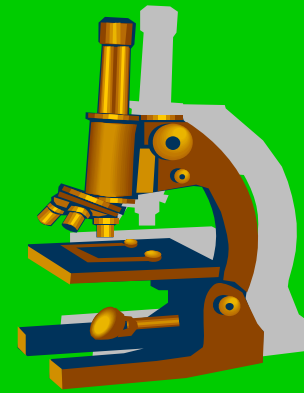


How Do You Define...

Success



Evaluation



The **team**

participation

communication

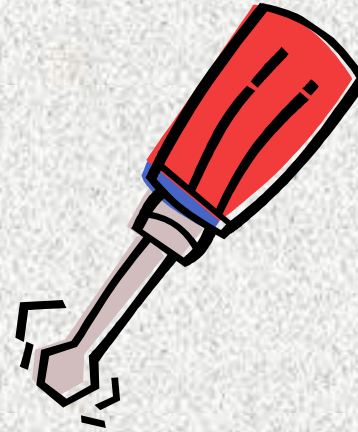
materials

decisions

outcome

facilitator

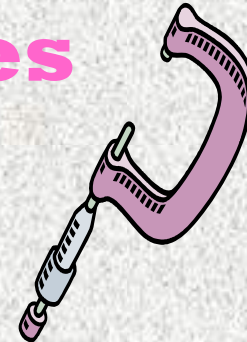
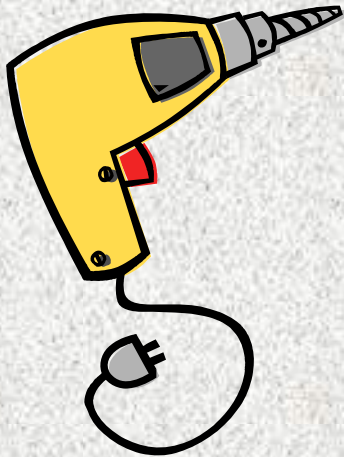
Skills



Concepts

Strategies

Techniques



Concept



Collaboration Building



**Sustained
IEP**

Buy-in achieved

**Effective IEP
created**

Trust is built

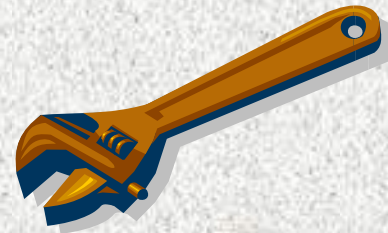
Communication improves

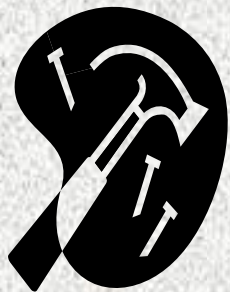
Cooperative participation occurs

A fair and consistent process

Critical Strategies

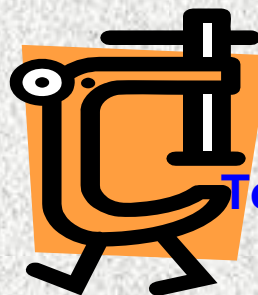
- ! Superior meeting strategies
- ! Comfortable with high emotion
- ! Work with difficult dynamics
- ! Stay calm under pressure
- ! Wear only one hat
- ! Neutral
- ! Process vs. Content
- ! Relationship building





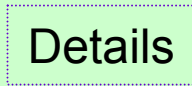
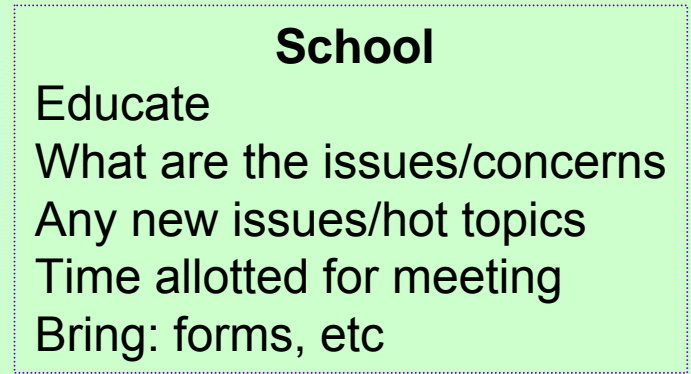
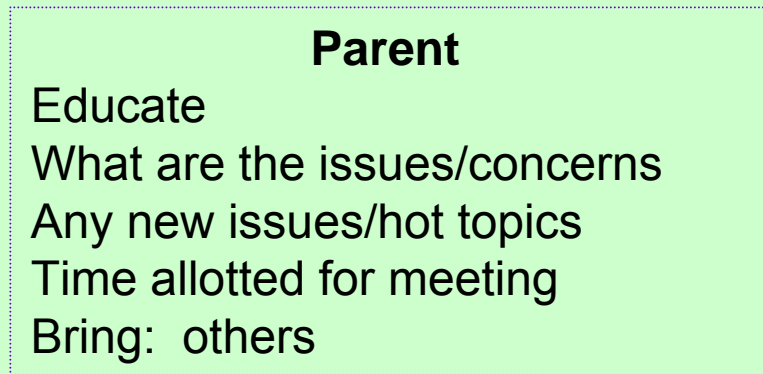
Invaluable Techniques

Clarifying
Focus strategies
Balancing power
Dealing with paranoia /defensiveness
Getting beyond “all or nothing”
Managing “bad” behavior
Playing dumb & confused
Agenda
Groundrules
Silence
Visuals
Intake
Active Listening
Effective Speaking
Position vs. Interests
Managing the “illegal” comments
Meeting conclusion



To Name a Few

Intake



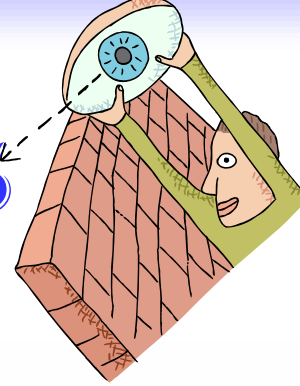
The Agenda



- ✓ Meeting date, location, room, attendees
beginning (& ending time)
- ✓ Introductions, groundrules
- ✓ “Other stuff”
- ✓ Issues that need to be discussed
- ✓ Wrap up



VISUALS



Visual

60%

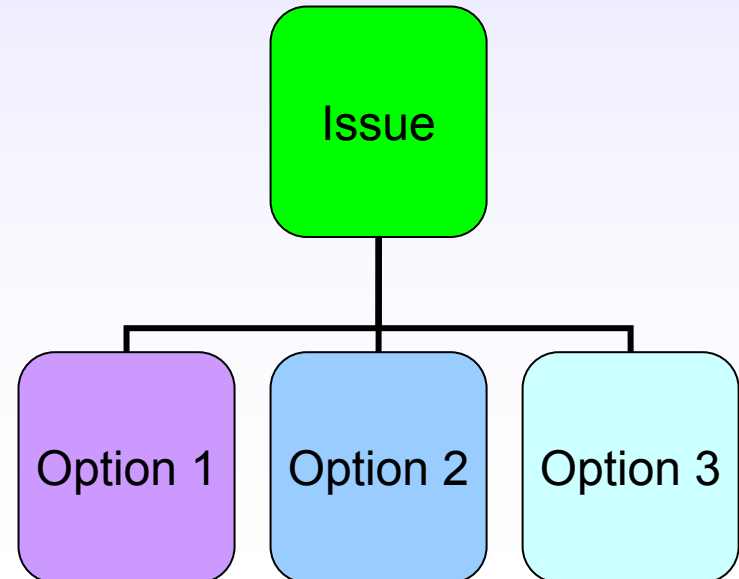
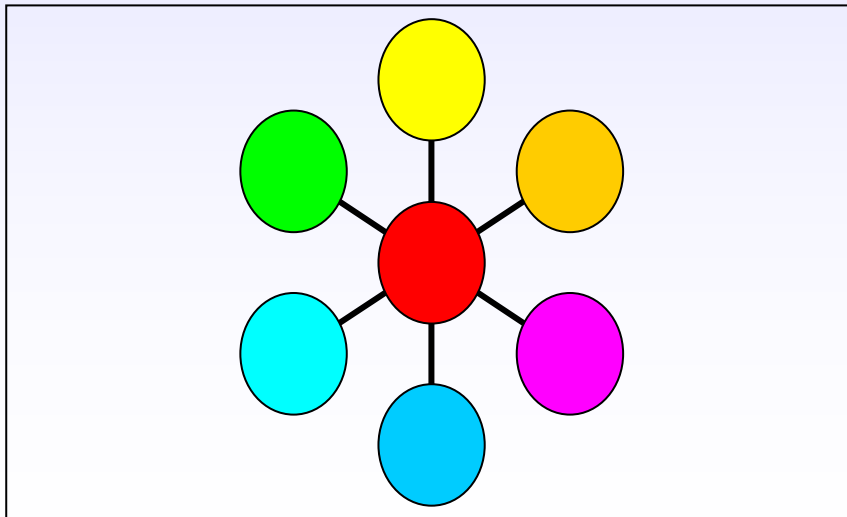
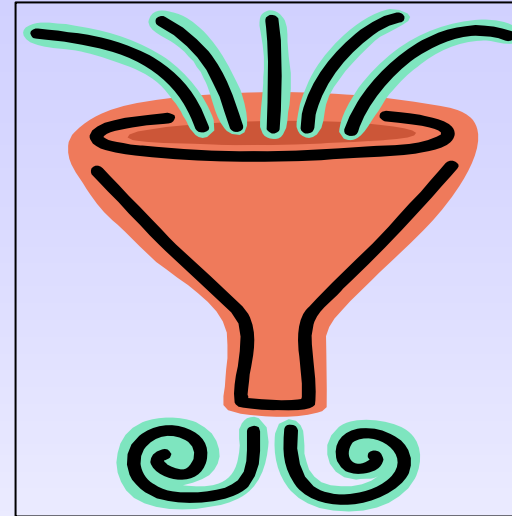
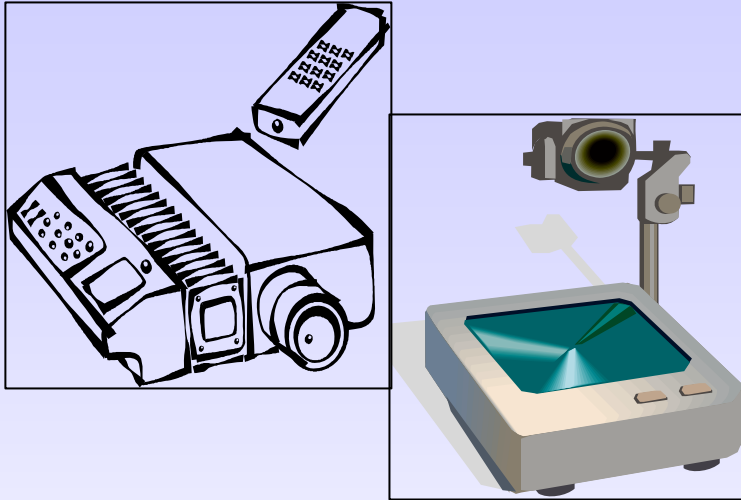
Auditory

30%

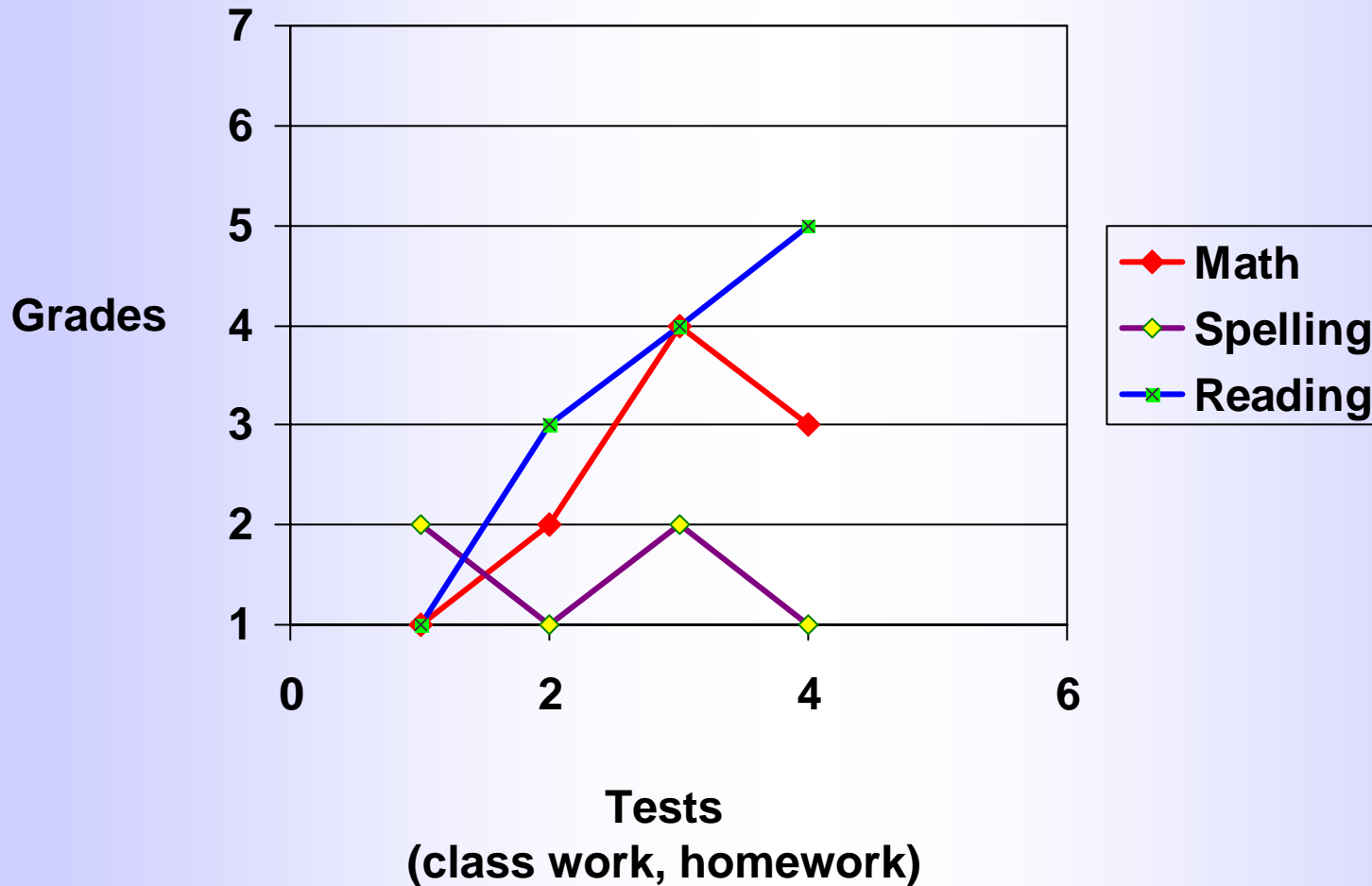
Kinesthetic

10%

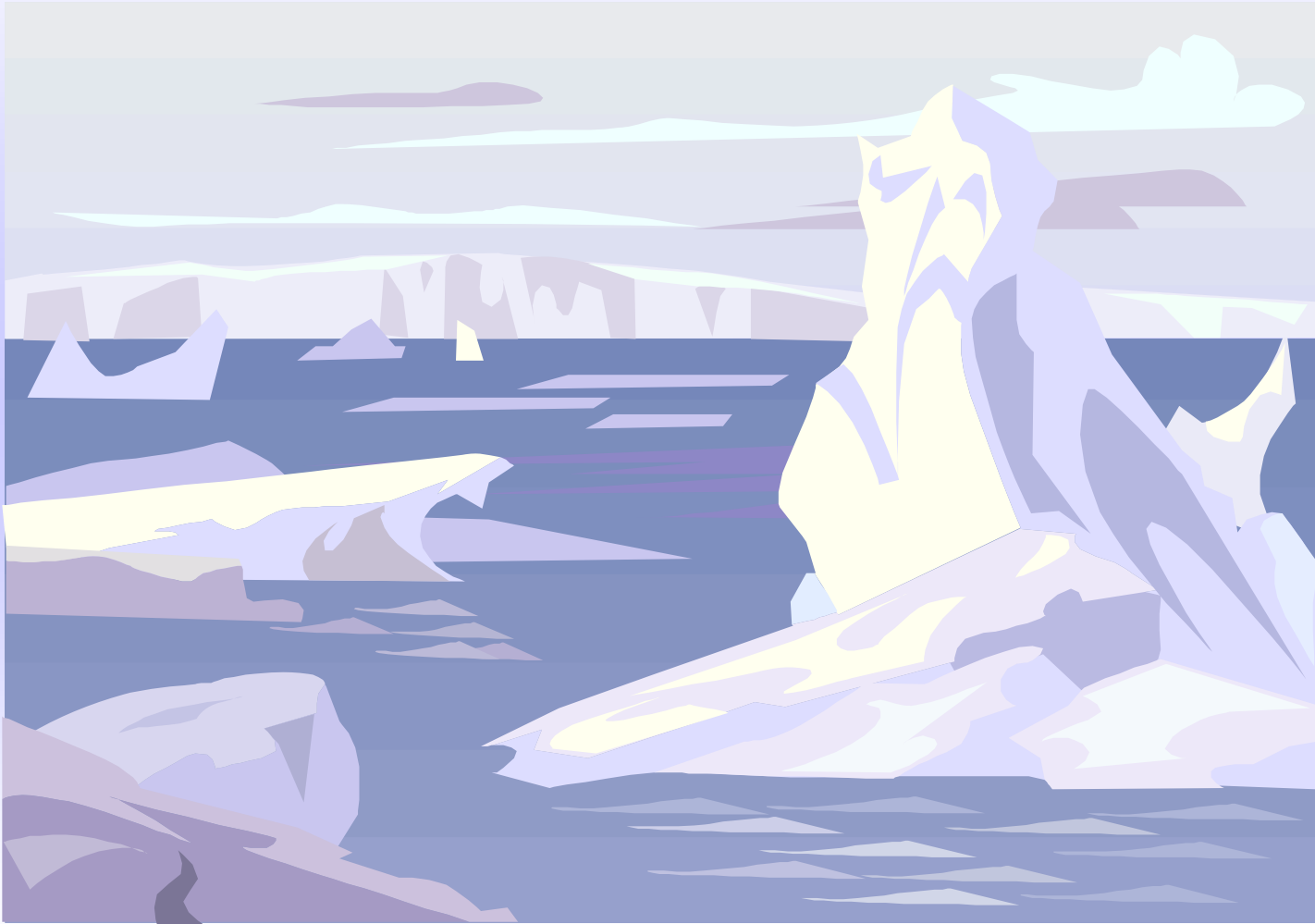
Visual Techniques



Clarifying Information



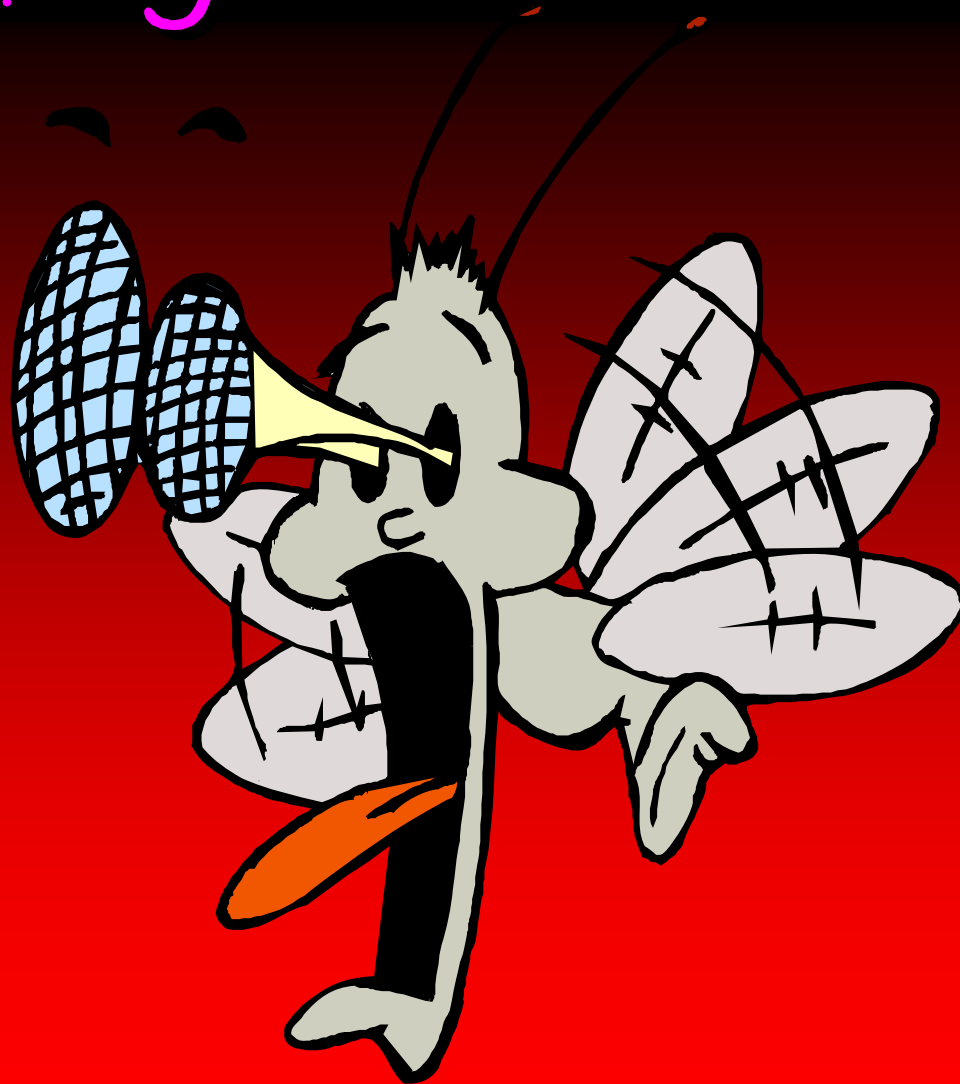
Understanding Their P of V



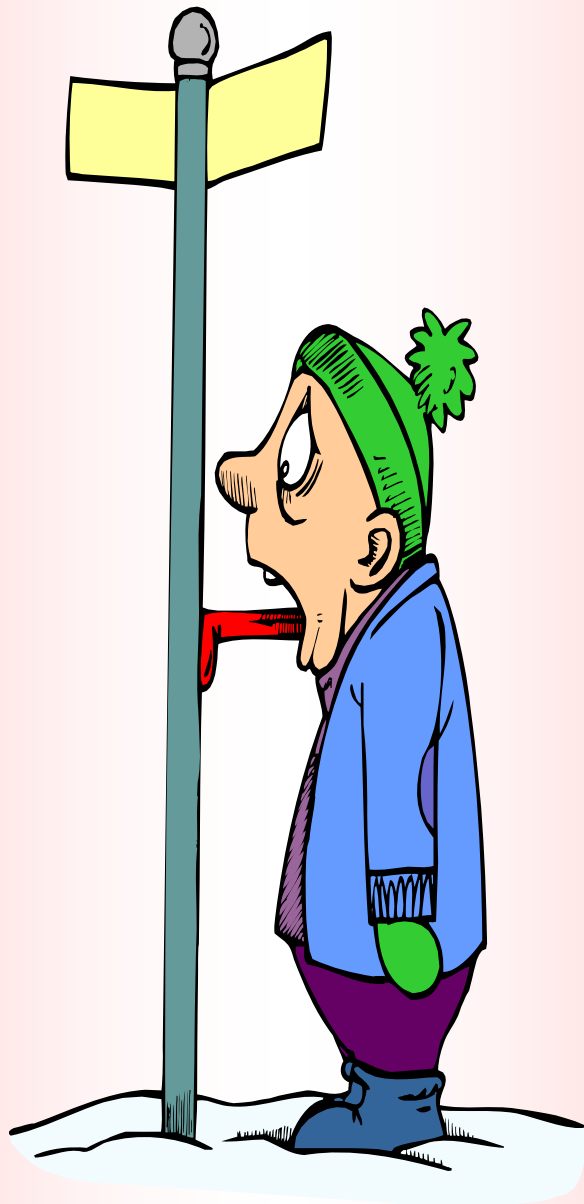
Difficult Dynamics



High Emotions



Stuck



Highly Verbal Member



What others might say...

- Best meeting ever!
- The parent/school never acted this good!
- Never meet again without a facilitator!
- We'll use them for *all* our meetings!
- Meeting took too long!
- I thought he/she would fix the problem!
- I thought I'd get what I wanted!
- I could have done that!



Views from the “outside”

- ➡ Control
- ➡ “Intake”/planning
- ➡ Warning signs of things going wrong
- ➡ Recording devices
- ➡ Niceties
- ➡ How long is too long
- ➡ Documentation



Q & A -- Idea Sharing

Thank You

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