

Collaborative Special Education  
Advocacy

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**How to Create  
Solutions  
With  
Possibility  
Thinking**



"We don't do it that way."


"It won't work."

**"It's not possible."**

***"That is against policy.  
We can't do that."***



**What if?**



Yeah, but







# Workshop Outcomes

1. Identify how team members' roles can determine their perceptions.
2. Learn how Possibility Thinking tools can increase communication and collaboration.
3. Discover how the results from Possibility Thinking sessions can be included in IEPs.
4. Understand benefits of Thinking Outside The IEP Boxes.



**HELLO**  
my name is

Special  
Educator

**HELLO**  
my name is

Parent of son with  
Down syndrome



Advocate  
&  
Public  
Speaker

**HELLO**  
my name is

General Education  
Teacher

**HELLO**  
my name is

University Adjunct  
Instructor

# Response Guide

**Key Ideas**



**Questions**



**Discuss with Others**



**New Ideas**



# Seeing the world as it isn't

Clip from

[https://www.youtube.com/watch?v=9Il\\_D3Xt9Wo](https://www.youtube.com/watch?v=9Il_D3Xt9Wo)



# What Box Are You In?



# Advocate



# Parent





# Special Educator



# General Educator



# Administrator







# Problem Solving

1. Identify concern (2 minutes)
1. Analyze the concern (3-5 minutes)  
Why is it a concern? Give brief history.  
What has already been tried? Is this a problem at school and at home?
3. Clarify specific goals (2 minutes)

Chalfandt & Pysh, 1989

# Problem Solving

4. Brainstorm solutions (**8 minutes**)
5. Teacher and parent select solution and make a plan (**10 minutes**)
6. Follow-up and ongoing support (**3 minutes**) Specify times for follow-up and collaboration.

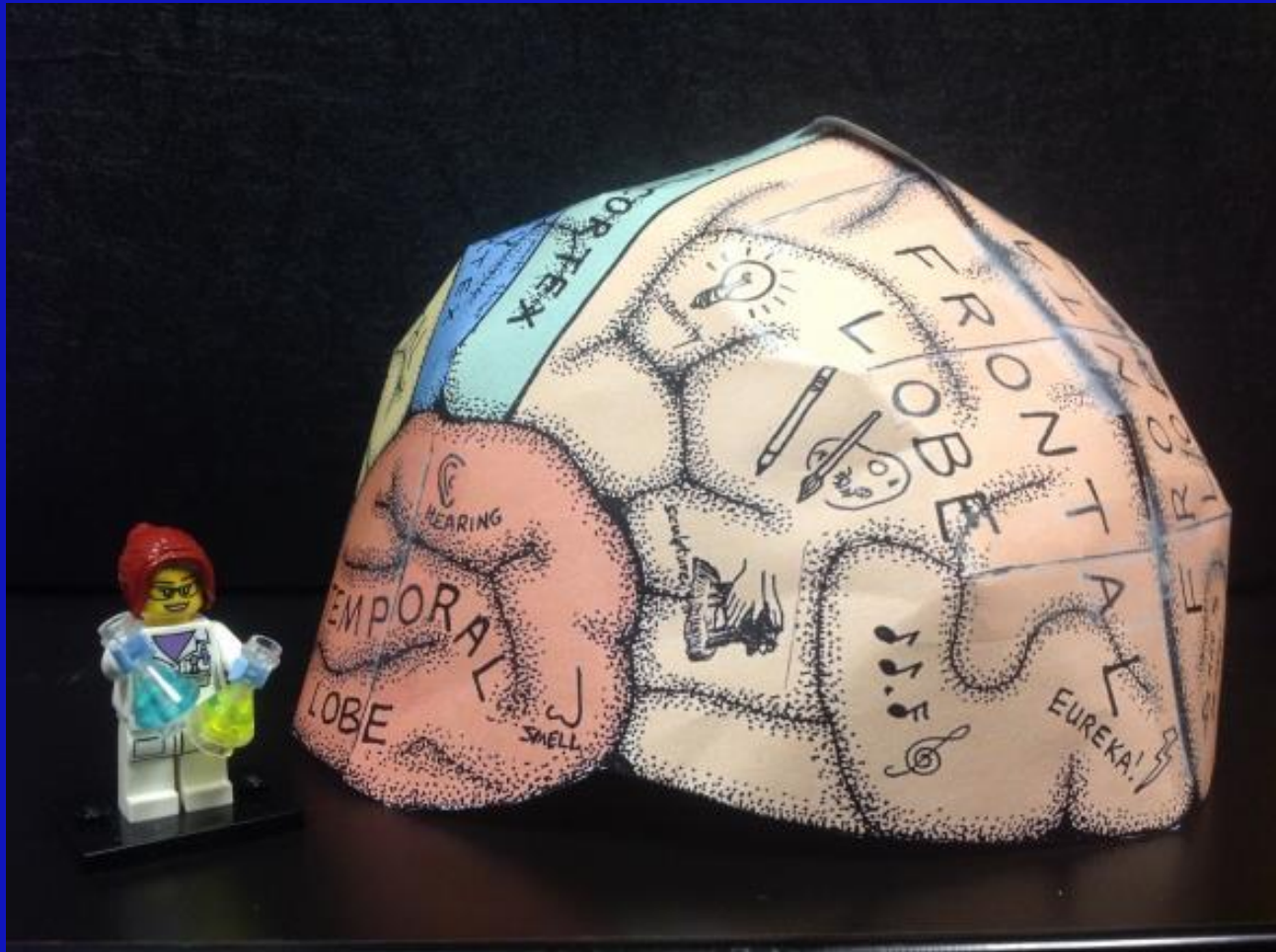
Chalfandt & Pysh, 1989

When could this Problem Solving Strategy be used?



# Amend the IEP With Results of Problem Solving Meeting

# Put Your Thinking Cap On



# De Bono's Six Thinking Hats



Look at important decisions from different perspectives.

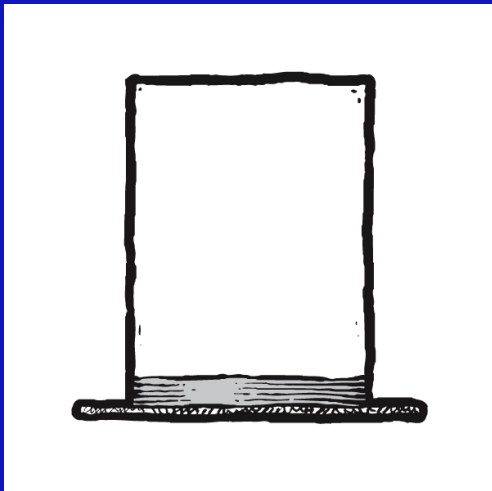
# Six Thinking Hats

<https://www.youtube.com/watch?v=gFqAAI7FYus>

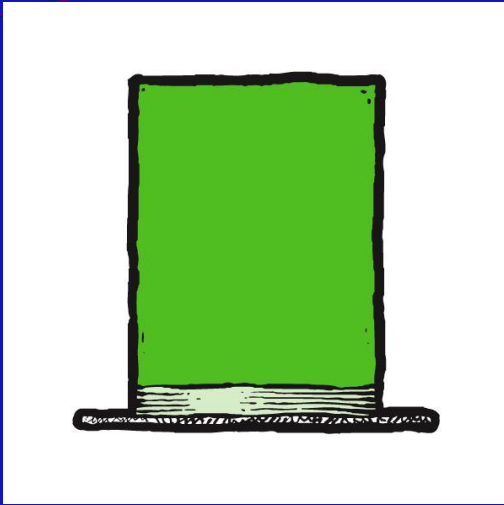




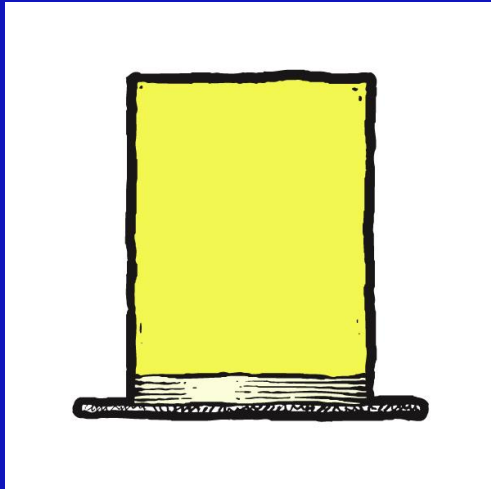
Overview: Where are we now? What have we done so far? What are we trying to do?



Information: What are the facts? What information do we need to get? What is most important? How valid is this?



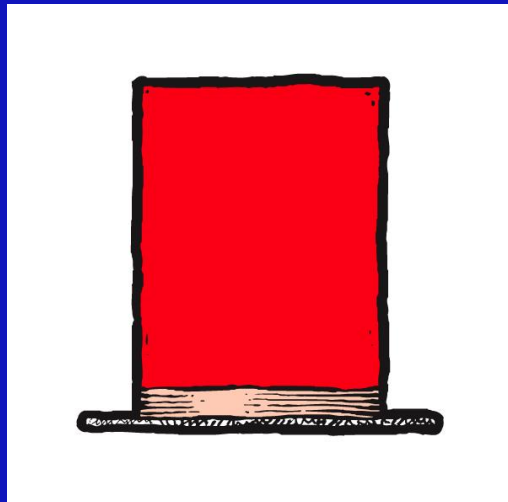
New ideas/creativity:  
What new ideas are possible? What can we create? What are some possible ways to work this out?



Benefits/Assessing Value: What are the good points? What are the benefits?



Judgment/Weak points:  
Will it work? Who does  
it affect? What is the  
evidence to support this?



Gut feelings: How do I feel  
about this right now?



Summarize: What will we do next? What decisions have we reached?



# Benefits of Using Six Thinking Hats

- \***look** at problems, decisions, and opportunities systematically
- \***generate** more ideas and solutions
- \***shorter & more productive** meetings
- \***reduce** conflict among team members

# Benefits of using Six Thinking Hats

- \* **create** dynamic, results oriented meetings that encourage participation
- \* **go** beyond the obvious to discover effective alternate solutions
- \* **spot** opportunities where others see only problems
- \* **think** clearly and objectively

# Benefits of using Six Thinking Hats

- \***view** problems from new and unusual angles
- \***make** thorough evaluations
- see** all sides of a situation
- \***achieve** significant and meaningful results

# Amend the IEP With Results of Six Thinking Hats Discussion





Teachers and families learn from each other and work toward improving student performance.



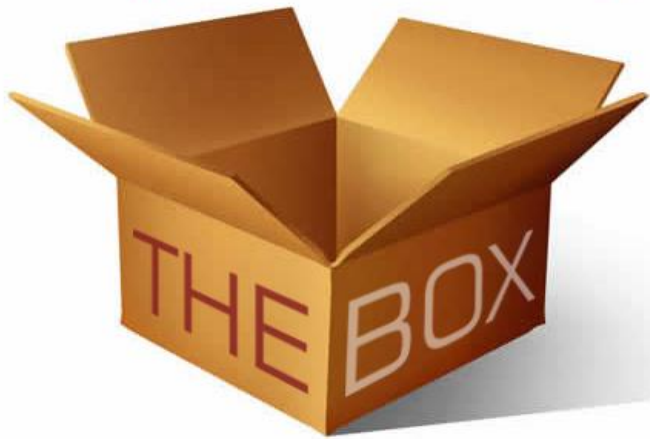
Collaboration is done with mutual respect and trust.

t h i n k i <sup>n</sup> g



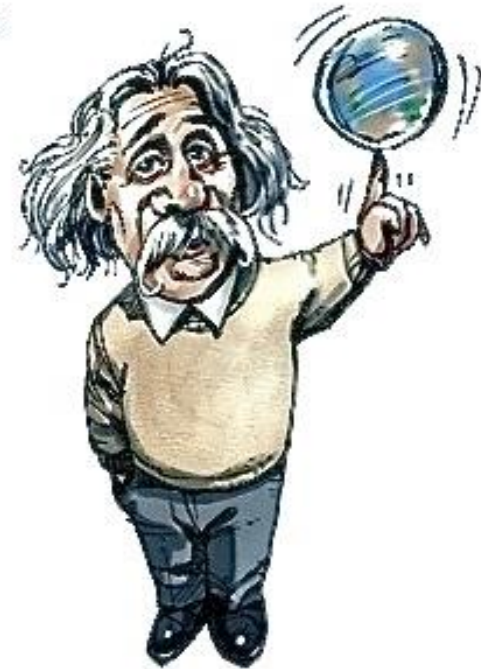
Important to listen  
without offering  
solutions too soon.

thinking



There will be challenges and we can use our skills to create solutions.

*We can't solve problems by using  
the same kind of thinking we  
used when we created them...*





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