



Grant Wood Area Education Agency
Cedar Rapids, Iowa

Resolution Facilitators



Training

- Introductory Mediation
- Advanced Mediation (x2)
- Refreshers (yearly)



Who are we?

- School social workers
- Educational consultants
- Speech pathologists
- School psychologists
- Parents
- Administrators
- Teachers



Our process

- A call or written communication comes to coordinator.
- Coordinator explains the process and confirms that all parties are willing to enter into the resolution session.
- Voicemail distribution to RFs with brief explanation of the issue.
- Coordinator assigns co-facilitators to the case – geographically distant from their work assignment.



Our process (cont.)

- Date, time and location are set for the resolution session.
- Agreement to the Resolution Process is signed by all parties.
- Session is held and agreement is drafted by Resolution Facilitators and mailed to all parties for confirmation or editing.
- Final agreement is signed by all parties and a person is assigned to “shepherd” the action of the agreement.



Finally....

- All participants are asked to evaluate the process and send written feedback to coordinator.



Common areas for conflict

- Specific methodology
- Staff assignments for individual children
- IEP not being followed as written
(accommodations not being provided)
- Placement issues
- Lack of communication



Before the conflict.....

- The importance of building relationships
- The parent “wave”
- “Going to the Balcony” – taking the third side
- IEP Meeting preliminaries

IEP Meeting Preliminaries



IEP Meeting Preliminaries:

How do we do it?

- Determine a purpose for the meeting
- Collect necessary information
- Invite appropriate participants?
- Prepare the student
- Arrange meeting space
- Identify meeting structure and participant roles
- Welcome participants





Determine the Purpose of the IEP Meeting (Why do it?)

- Identification of need for services
- Annual review of progress and services
- Reevaluation of need / eligibility
- Change in IEP because of change in student need (e.g., behavior, determination of alternate strategies)
- Transition services (IFSP to IEP, post-school etc.)



Invite appropriate participants

- Student
- Parents/family
- Special and general education teachers
- School rep who can commit resources
- Grant Wood AEA / Support staff
- Resident district, if appropriate
- Outside Agencies
- Invitees



Prepare the Student

- Describe the meeting
- Have student collect information prior to the meeting
- Have the student invite participants



Prepare the Student *(cont'd)*

- Identify and practice how the student will participate in the meeting (for example, introductions, sharing information, asking questions, leading the meeting)
- Incorporate self-determination skills

Arrange the Setting

(How do we do it?)

- Consider best time and place for meeting
- Arrange seating that promotes eye contact and participation (circular, u-shaped)
- Adjust room aesthetics (lighting, temperature, sound)





Identify meeting structure and participant roles

- Set a reasonable amount of time to accomplish the purpose
- Identify ground rules (e.g., plain talk, family speaks first, no blocking statements)
- Identify decision making process - consensus building, win-win

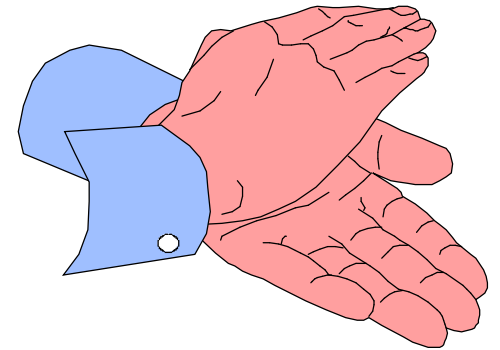


Identify meeting structure and participant roles

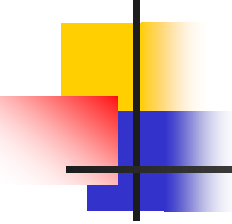
- Identify facilitator, recorder, etc.
- Establish an agenda format -explore solutions not program model

Welcome Participants

- Meet parent(s) at the door
- Review purpose of the meeting
- Make introductions (role and purpose at the meeting)
- Provide name tags/table tents
- Adjust ground rules as needed
- Review consensus responsibilities



Six Rs that Can Make or Break a Meeting



Relationships promote trust

Recognize that everyone has the best interest of the student at heart

Respect opinions that may differ

Remember: some compromise may be necessary

Realize that emotions may surface

Resources