

**Wisconsin Special Education Mediation System
IEP Facilitation Trends Report 2004 - 2013**

Total surveys = 1,182

Participation survey results (n = 959)

Facilitator survey results (n= 206)

Attorney/Advocate survey results (n= 17)

Based on the surveys, it appears that facilitated IEP meetings continue to be an effective and efficient avenue to develop or revise Individualized Education Programs (IEP). On average, most cases required 1.4 (n=250) facilitated IEP meetings for an average length of 3.0 (n=206) hours.

Based on the feedback of participants who developed or revised the IEP, 91% (n=697) believed that the outcome of the IEP facilitation process developed or revised a satisfactory IEP. In addition, 72% (n=694) of the participants believed the outcome was better than they expected prior to the IEP facilitation process.

Based on the feedback of all participants, 74% (n=955) believed that the IEP facilitation gave them an opportunity to be a part of the process and that they were satisfied with the overall IEP facilitation process (88%; n=958). Participants, even those who did not reach an agreement reported that they would use the facilitated IEP process again (87%; n=957) and believed that the facilitation process will improve future IEP meetings (75%; n= 959).

There was an overall satisfaction with the trained facilitators. Most participants believed that the facilitators were impartial (81%; n=958) throughout the process. The facilitators were believed to be focused (76%; n= 940), to provide a comfortable environment (92%; n=959), and to use time adequately (83%; n=958). 85% of the participants would use the same facilitator again in the future (n=936).

The facilitators also viewed themselves as impartial (79%; n=206), created a comfortable environment (81%; n=206), and kept the meeting focused (81%; n=201). 81% (n=206) of the facilitators believed that the IEP facilitation process would improve future IEP meetings, and 90% (n=206) also believed that facilitation process was satisfactory.

Review of the feedback from participants when an IEP was not developed suggests that the participants believed that the facilitator's job performance was not a roadblock to consensus. These participants viewed the facilitators as effective (75%; n=168) and 53% felt the other party was unwilling to negotiate (n=166).

The most likely attendees at the facilitated IEP meetings were the mother (98%; n=202/206), special education teacher (95%; n=195/206), the regular education teacher (90%; n=185/206), and the pupil services/special education director (75%; n=154/206).

Autism was the most common disability identified by the facilitators when one disability was identified (30%; n=29/96). Emotional behavior disturbance was identified in 27% (n=26/96) of these cases.

When two disabilities (n=105) were identified the pairings of autism and speech & language disabilities were the most common (19%; n=20/105). The next common pairings were emotional behavioral disability and significant learning disability (10%; n=10/105).

The facilitator surveys reported that the two most common subject matter issues that led to the need for the facilitated IEP were accommodation and placement issues (each 43%; n=206). The facilitators further identified the most common process issues (n=32) that led to IEP facilitation as help maintaining forward movement (84%), help overcoming a communication breakdown (75%), and help providing an opportunity for everyone to speak and help managing time effectively (each 66%).

Since the system started collecting data on IEP facilitation in 2004, 211 cases actually met, of these cases 179 developed or revised an IEP, 17 did not develop or revise an IEP, in 13 the IEP was continuing without a facilitator, and in 2 cases a 504 plan was developed.

Ninety six percent (n=206) of the facilitators believed that the facilitation provided an opportunity for the participants to be a part of the IEP process.

During 2004-2013, the participants who most often completed the surveys (n=910) were the participants for the school district 47% and participant for the family 43% with "other" participants rounding out the total at 10%.

A total of 17 attorney/parent advocate surveys were returned during the period of 2004-2013. 59% (n=10) were attorneys for the school district and 24% (n=4) were attorneys for the parent. Most attorneys (71%) played an active role. The majority of the attorneys in cases that revised or developed an IEP (n=11) believed that facilitation helped their clients move to a satisfactory outcome (100%). On the surveys that all attorneys who participated returned, 100% (n=17) of the attorneys were satisfied with the facilitation process and 95% (n=17) believe that the facilitation will improve future IEP meetings, and 100% (n=15) would use the facilitator again.