

Dispute Resolution Calls

Listen to understand.
Explore dispute resolution options.



Understand the concern.

- ❖ **Ask questions to clarify and explore concern.***
Determine scope of concern by exploring history, who's involved, and the nature of the concern.
- ❖ **Listen to understand.***
 - Pay attention.
 - Reflect back the content, emotions and meaning of the speaker's message.
 - Encourage the speaker to clarify as needed.
 - Help the speaker identify [interests](#) and desired outcomes.

** These practices should continue throughout the entire call.*



Explore early resolution.

- ❖ **Identify timeframe of the concern and previous steps to resolve it.**
- ❖ **Introduce early resolution options and local resources, such as the OSEP-funded parent center in your state, as appropriate.**



Share information on options.

- ❖ **When appropriate, use resources, such as the [CADRE Dispute Resolution Comparison Chart and Parent Guides](#), to walk through the various dispute resolution options in your state.**
- ❖ **Determine willingness to work together to resolve the concern.**

Caller makes informed decision.

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Examples of Questions and Responses



Understand the concern.

❖ Ask questions.

"What brought you to contact us today?"

"How long has this been a concern or unresolved conflict?"

"How has this situation affected your child?"

"What do you think will happen if this isn't resolved?"

❖ Listen to understand.

"You seem concerned with your child's lack of progress in math. Is that correct?"

The caller's response may uncover interests: "No, it's not just in math. It's really the overall lack of progress that is concerning me. I'm worried they'll be so far behind and won't be able to graduate with the class."

Explore resolution options.

❖ Identify previous steps to resolve the concern.

"How have you tried to address the concern?"

"It sounds like you've tried to resolve this issue with your child's teacher and at the IEP team meeting, but feel like your concern hasn't been heard. Is this correct?"

"Have you talked to your Special Education Director?" The caller may then say, "Yes. I think it's time to talk with someone else or get the state involved." Or the caller may say, "No, I don't want to cause any problems."

❖ Explore available resolution options, as appropriate.

"Are you familiar with the dispute resolution options available in our state?"

"Would it be helpful to have a neutral facilitator at the next IEP meeting?"

"Would you like more information about written state complaints?"

❖ Determine willingness to problem solve with others.

"Would you consider meeting with the district to work together to resolve your concerns?"