

CADRE Working Together Series: Course 1 Transcripts

Slide 1

Narrator

Welcome to the first lesson in the *Working Together Series*.

Slide 2

Narrator

Families help their children learn in many ways at home and at school. One way families support their children's education is by advocating for placement and services. When families are involved in their children's education and when schools and families work together to solve problems and support learning, children achieve more.

Family participation, however, doesn't always occur. When families don't participate, sometimes teachers think they don't care. Sometimes family members may not be aware of how important it is to participate, and others may feel overwhelmed with jobs and life and don't think they have time. Still others might not see the school personnel as friendly and don't feel welcome to participate. Some family members aren't sure how to participate and have no experience being in meetings, where other families speak different languages, or may hold different values and might not have been expected to participate with schools in their previous home country. Sometimes family members feel intimidated meeting with their child's IEP team. Some may worry that they won't understand the specialized language. Others may be concerned that their opinions won't be valued as much as the professionals in the room. And others may be uncomfortable advocating for their children's needs. There are many reasons why families don't participate. Take a moment to reflect on your own situation.

Slide 3

Narrator

Select an individual to learn more.



Slide 4 (Educator Pathway)

Narrator

Think about the families in your school community. Do these families visibly support their children's education and attend IEP meetings? If not, why not? Or think of a specific family that hasn't been participating. Why isn't that family participating?

Slide 5 (Educator Pathway)

Narrator

Asking and gathering information about why a family doesn't participate might lead to some positive school changes or creative solutions that can increase family engagement.

Slide 6 (Educator Pathway)

Narrator

One way to increase participation of families is to establish a welcoming environment and create trusting relationships between members of the IEP team. Trust is critical for any team to function well and it takes effort to build and maintain trust.

Slide 7 (Family Member Pathway)

Narrator

What makes you feel motivated and comfortable participating in meetings about your child's education?

Slide 8 (Family Member Pathway)

Narrator

If you do not participate in meetings, it is important to be honest with the school about why you're not participating. Even though these conversations might be difficult for you, they could lead to changes that make your participation more possible.

Slide 9 (Remaining slides have content for all.)

Narrator

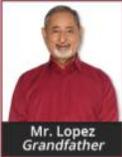
Trusting each other takes respect. Select each person to hear how he or she feels respected.

Trusting Each Other

Respect

People believe that others are listening to them and that even when there is disagreement their opinions have value.

Select each person to hear how he or she feels respected.



Continue

Mr. Lopez, Grandfather

I feel respected when the school lets me know what is going on with my grandson's education and includes me in important conversations. I'm his guardian and need to be included in decisions.

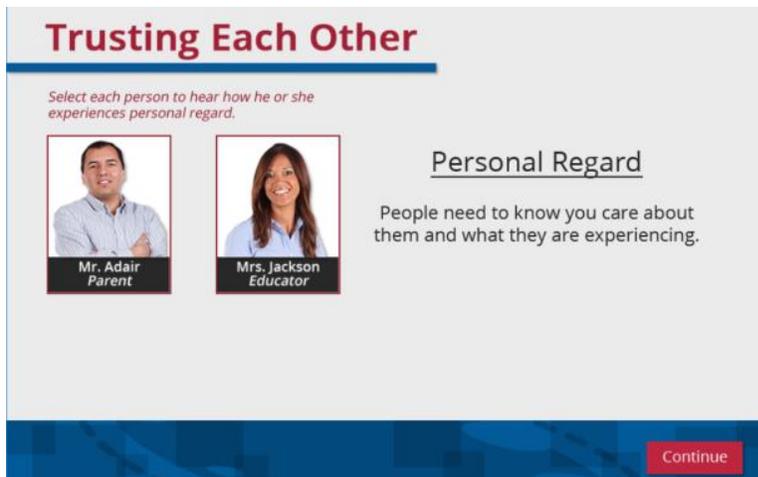
Ms. Lee, Educator

I feel respected when people ask me what I think would work for a student in my class.

Slide 10

Narrator

Trusting each other takes personal regard. Select each person to hear how he or she experiences personal regard.



Trusting Each Other

Select each person to hear how he or she experiences personal regard.

Mr. Adair
Parent

Mrs. Jackson
Educator

Personal Regard

People need to know you care about them and what they are experiencing.

Continue

Mr. Adair, Teacher

When my wife was deployed last year, I was having a hard time managing my son Kenny's needs. Some people from Kenny's school really helped me get connected to the right services in the community. They went above and beyond any job expectations. I know how much they care about Kenny and our family.

Mrs. Jackson, Parent

When my coworkers spend extra time helping me solve a problem when they are busy, I know they care about me.

Slide 11

Narrator

Trusting each other takes integrity. Select each person to hear how he or she experiences integrity.

Trusting Each Other

Select each person to hear how he or she experiences integrity.

Integrity

People believe others are dependable and they can trust that working together will meet children's needs.



Continue

Mrs. Sandoval, Parent

It's really important to me that the services and supports outlined in my son's IEP get implemented. My son's case worker does a great job making sure that everyone responsible for implementing his IEP is aware of what is expected. For the most part, everyone has implemented the services and supports outlined in my son's IEP. When there was an issue, my son's case worker said she would take care of it and she did.

Mr. Martin, Teacher

Since I began building a relationship with a new family in our school, they've been great about participating in all of our agreed upon calls and meetings. I know that I can count on them to let me know if they have any concerns about their daughter's supports and services right away so that we can try to address them as soon as possible.

Slide 12

Narrator

Trusting each other takes transparency. Select each person to hear how she experiences transparency.

Trusting Each Other

Select each person to hear how she experiences transparency.



Transparency

Everyone, including families, have the same information in time for them to form their own opinions.

Continue

Mrs. Milligan, Parent

It takes me a while to understand new information, especially assessment data, it's hard to take it all in at once. I like it when my daughter's teacher shares information with me ahead of an IEP team meeting so that I can ask her questions before the meeting. This helps me understand it better.

Ms. Najimi, Teacher

I try to be as transparent as possible with my families and IEP team members when I explain how I am supporting individual students and encourage families to do the same. For example, I let them know what I'm working on with their child, what's going well, and what's been a bit of a challenge. I make sure to ask them about their experiences, too.

Slide 13

Narrator

Families and schools rely on each other to meet the needs of children. This reliance is often what helps families and educators work together to solve conflicts early. Families and educators often need to work with each other for a number of years, sometimes more than 18 years. A positive relationship built on trust and shared learning makes working together much easier.

Slide 14

Narrator

We know positive relationships work best for everyone, most importantly for children. But sometimes improving relationships is easier said than done. Take a moment to think about your own family-school relationships. Can you think of a time when the relationship wasn't going so well and then got better? How did that happen?



Slide 15

Narrator

The work involved in meeting the needs of children with disabilities is complicated. The work changes as our children change and grow and who comes to the meetings changes, as well. It can be stressful for both families and educators. Disagreements are a natural part of the important work families and educators must do together. When IEP Team leaders let members know at the beginning of a meeting that conflict is normal

and it is okay to have different ideas, this encourages everyone to speak more freely and increases the chances that any disagreements will be resolved in the meeting.

Slide 16

Narrator

Working together and through conflict is like being in the ocean. It involves ever-changing tides and can be smooth sailing, stormy, or somewhere in between. Sometimes it can help to think about conflict as something that can be helpful, like a wave helping us get to shore, and not just something to avoid. Conflict usually happens when our needs or wishes are different from the needs or wishes of others. When conflict occurs, the situation can become tense and emotional. We may not be able to see how our different demands could possibly get worked out. We might see conflict as a roadblock but sometimes the struggle can help us find out really important information about each other. Working together can lead to better services and supports for children.

Slide 17

Narrator

So, how do people, who want to support a child and have good intentions, end up in conflict? People have different backgrounds and experiences that affect their views, attitudes, and how they interact with others. Let's take a look at the following situation and see how each person's background, experiences, emotions, and ways of coping influence how they communicate with each other.

Slide 18

Narrator

Mateo is a third grade student with Down syndrome. He has been receiving his education in the general education setting with support since kindergarten. Recently, his teachers noticed he is not making much progress. He is a happy, well-behaved boy who loves interacting with his friends. At the last parent teacher conference, Ms. Howard, Mateo's teacher, shared her concern with Mateo's parents. She said that it might be time to increase his individualized instruction in a separate classroom where he can get more individualized help with fewer distractions. Mateo's parents insisted that Mateo's placement doesn't change. His parents are worried that Mateo will rarely get to socialize and learn with his peers.

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Narrator

The upcoming IEP meeting will include: Mrs. García, Mateo's mom; Ms. Howard, Mateo's general education teacher; Mr. Barnes, Mateo's special education teacher; Mrs. Carter, the school psychologist; and Mrs. Fernandez, the principal. Let's meet everyone and see how each person's experiences impact their behavior and decision making.

Slide 20

Narrator

Select each person to learn more about his or her point of view.

Mateo's IEP Meeting - Participants

Select each person to learn more about his or her point of view.

Mrs. García
Mateo's Mom

Ms. Howard
General Education
Teacher

Mr. Barnes
Special Education
Teacher

Mrs. Carter
Psychologist

Mrs. Fernandez
Principal

Continue

Mrs. García, Mateo's Mom

I am so hurt that Mateo's teachers don't want him to stay in his classroom. I feel like they don't care about his happiness at all. He is socializing with his peers, and he now has friends and is learning so much from being in class with them. I can't let them take him away from everyone he knows and loves. They are like his family and my son always learns best with his family. He is my son and I know what is best for him. I have a friend whose daughter moved into that special class and now she never spends time in the regular classroom. I can't let that happen to Mateo. I am nervous about going to this meeting without my husband but he cannot get out of work.

Ms. Howard, General Education Teacher

I am so worried about Mateo. He is such a sweet boy, but I'm not able to give him what he needs. I believe the special education teacher has more specialized training and can meet his needs. There he could have more individualized attention, more repetition, and more opportunities to succeed. Mateo keeps falling further and further behind. I know his parents aren't going to agree, but I don't know what else I can do to meet his needs.

I am so nervous about this meeting because I hate conflict, and I know they are going to be upset.

Mr. Barnes, Special Education Teacher

I've been working with Mateo for 3 years now, and I know he will make great progress in reading if I could spend more time with him in my classroom. I know his parents want him to socialize, but his current placement isn't meeting all of his needs. I am frustrated because I know I can help him. I've been specially trained in an evidence-based reading program where I know Mateo will thrive. I wish his parents would just let me do my job.

Mrs. Carter, Psychologist

The district has been on my case for the last two years for not improving the achievement gap for students with disabilities. Not only do I have to re-evaluate Mateo, but I have several other students that I have to assess, along with a number of other job duties. Mateo is falling further behind his peers. If we don't provide more intensive services, he won't have the basic skills he needs to be successful in later grades.

Mrs. Fernandez, Principal

As the principal in this school, my priority is educating students and helping involve parents in the process. I have 300 students that I am responsible for, and a reputation to maintain. I've always had a great relationship with Mateo's parents. I'm hoping we can find a way to help Mateo socialize and still educate him appropriately. I really do not want any parent to feel unhappy with my school or my teachers. I know what it's like when parents get upset and start calling around the district. I want to avoid that.

Slides 21-33

Narrator

Now that we've gotten to know each of these people a little better and have some insight into their perspectives, let's see how this IEP meeting turns out.

Mrs. Fernandez

Now that we've discussed how Mateo is doing and have established goals for him, we can look at how best to address his educational needs.

Mrs. García

Yeah, I know what your idea of addressing his needs is. You want to send him out of his classroom (*voice breaks*) and put him in a separate classroom away from his friends.

Mr. Barnes

(Interrupting) We are just trying to do our job and teach your son.

Mrs. García

Do your job? Really? Well he may be your job, but he's my son and his ability to socialize with and learn from his peers and his happiness are very important to me. Mateo will learn more with his friends. They care about him. Mateo gets a lot of chances to learn from his peers in your classroom, right Ms. Howard?

Ms. Howard

(Very quietly) Umm, I guess.

Mrs. García

He's really learned so much from the other children in Ms. Howard's class. He learns how to act from being with the other students and his social skills have really improved. He's making friends and getting invited to parties. He comes home excited about school and tells me about his day or something he learned about in class. I'm seeing improvements all the time. Having friends and being part of a community are going to help him survive in the world.

Mr. Barnes

I'm glad you think he's happy and making some progress socially, but we have to teach him to read. He needs intensive intervention—the kind I can provide in my classroom! Mrs. Carter, can you explain to Mrs. García again where he is compared to his peers?

Mrs. Carter

I spent a lot of time with Mateo and he scored in the 20th percentile on the DAR.

Mrs. García

I don't know what that score means but... *(phone rings)*

Mrs. Carter

I'm sorry, that's another parent of a child I'm testing. I have to take this.

Mrs. García

(Upset) This meeting isn't going anywhere and I'm leaving to discuss this with my husband.

Mrs. Fernandez

Wait Mrs. García, we haven't tried to work this out.

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Narrator

From this example it is easy to see how an IEP meeting can go off track. Most IEP team members, like on Mateo's team, want to do what is best for the student. The different views of each of the team members, however, can lead to competing ideas about what might be the best services and supports for a student. Without communication and conflict resolution skills, disagreements can escalate and derail a meeting quickly.

Throughout this series, you will learn key strategies needed to help turn a difficult meeting around. When that isn't possible, other dispute resolution options can help. CADRE's dispute resolution continuum outlines the many stages of conflict and the options that fall under each stage.

Conflict Along the Continuum

CADRE Continuum of Dispute Resolution Processes & Practices					
Stages of Conflict	Stage I	Stage II	Stage III	Stage IV	Stage V
Levels of Intervention	Prevention	Disagreement	Conflict	Procedural Safeguards	Legal Review
Assistance/ Intervention Options	Family Engagement Participant & Stakeholder Training Stakeholder Council	Collaborative Rule Making Parent to Parent Assistance Case Manager	Telephone Intermediary Facilitation Mediation Models Ombudsperson	Third Party Opinion/Consultation Resolution Meeting Mediation Under IDEA Written State Complaints Due Process Hearing	Hearing Appeal (Two-Tier Systems) Litigation Legislation
Dimensions that help clarify placement of the options along the continuum	Third Party Assistance			Third Party Intervention	
	Decision Making by Parties			Decision Making by Third-Party	
	Interest-Based			Rights-Based	
	Informal & Flexible			Formal & Fixed	

The earliest stage is prevention. Conflicts may be avoided in this stage through parent engagement, communication skills and other prevention activities. In the middle of the continuum, you'll find options where a neutral person is brought in to help a team find agreement or resolve conflicts. And at the other end of the continuum, the more formal dispute resolution options available under the Individuals with Disabilities in Education Act (I.D.E.A), are shown.

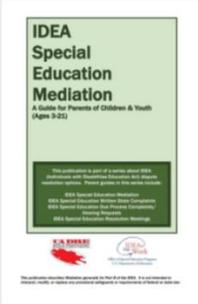
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Narrator

CADRE encourages educators and families to resolve conflicts as soon as possible and use the dispute resolution option that best fits the situation. Several resources on CADRE's website, www.cadeworks.org, explain the different dispute resolution options. These include five parent guides in multiple languages and a dispute resolution comparison chart in English and Spanish.

Use Appropriate Dispute Resolution Options

Parent Guides



Comparison Chart



Visit www.cadeworks.org

Slide 36

Narrator

The costs of unresolved conflicts are huge. The costs are not just about money; there can also be educational, emotional, relational, and societal costs. Although formal dispute resolution can lead to a neutral person making a final decision, the relationships between families and educators often suffer.

Costs of Unresolved Conflict

- FINANCIAL COST**
attorney fees, time
- EDUCATIONAL COST**
time and energy away from instruction
- EMOTIONAL COST**
stress, burn out
- RELATIONAL COST**
damaged relationships, broken trust
- SOCIETAL COST**
families and schools divided, missed opportunities

Slide 37

Narrator

Think about a time where a conflict between a school and a family was unresolved. How did this affect their relationship? Were the family and school able to move forward and work together on other matters? How did the conflict affect the child?

Slide 38

Narrator

Many educators and families know the benefits of working together and resolving conflicts to meet the needs of children. However, it takes hard work and skill to work together well through conflict. No matter what our experience has been, we can all improve our skills to do a better job of communicating with each other. When we do come to agreement, we want those agreements to focus on meeting the child's needs. There are many communication and conflict resolution skill development resources available to you, including the courses and materials found in the Working Together Series. In addition to these resources, there's also CADRE's website, www.cadreworks.org, as well as other external resources.

Slide 39

Narrator

Select each blue section to learn more.



Narrator for Working Together Series Pop-up Box

There are 5 self-directed interactive courses available online. These lessons total three and a half hours of material and you can view the lessons when they best fit into your schedule.

The courses include: Introduction, IEP Meetings and Beyond, Listening and Responding Skills, Managing and Responding to Emotion, and Focusing on Interests to Reach Agreement

Narrator for Working Together Series Material Pop-up Box

Course materials may include worksheets, articles, and a list of supplemental resources, such as books, webinars, and website links that may be helpful to you as you continue your learning. Course material links are found on your dashboard to the right of the lessons.

Narrator for Other Resources Pop-up Box

In addition to the supplemental resources that are included within the series, there are many external resources available to you as well, including those found on CADRE's website: www.cadeworks.org. Spend time identifying the resources and strengths within yourself, your inner network of support, and your community. Find ways to support each other in skill development as you work to support students. One way you can do this is by reflecting on how you are doing and providing feedback to each other.

Slide 40

Narrator

You've completed the introductory course for the Working Together series. Be sure to check out all the other courses in this series.