The Making of an IEP Meeting Facilitator

Fran Fletcher, University of Delaware

December 7, 2006
Objectives

• Examine the hoopla about a “facilitator”
• Gain understanding of the numerous aspects to consider for choosing a facilitator
• Learn a few strategies and techniques used by facilitators
Resolving at the Lowest Level

Keeping the Team Intact

Due Process

Issue
IEP Facilitation
Resolution Meeting
Mediation
Who Are the Most Effective Facilitators?

- Inside School District
- Outside School District
- Third Party Neutral
- Special Education Mediators
- Advocates
Advantages and Challenges

- Employee
- Inside School District
- Process
- Special Education Mediators
- Outside School District
- Advocates
- System
- Expertise
- Third Party Neutral
- Right vs. Wrong
- Right vs. Wrong
Knowledge

How Much to be Effective?

Educational System
Federal & State Law
Special Education
General Education
Related Services
Evaluations
Assessments
Behavior
Discipline
Disabilities...

NCLB
IDEA
FAPE
PLOP
IEP
IEE
LRE
PBS
MD
LD,OHI,MR…
Skills

To Name A Few

- Effective Speaking
- Brainstorming
- Summarizing
- Balancing
- Position Vs Interests
- Active Listening
- Questions
- Emotions
Training

perspective emphasis
Experience
As important as
Skills
Knowledge
Training
How Do You Define…

Success
Evaluation

The team

participation

communication

materials

decisions

outcome

facilitator
Concept
A fair and consistent process
Cooperative participation occurs
Communication improves
Trust is built
Effective IEP created
Buy-in achieved
Sustained IEP

Collaboration Building

A fair and consistent process
Cooperative participation occurs
Communication improves
Trust is built
Effective IEP created
Buy-in achieved
Sustained IEP

Collaboration Building
Critical Strategies

- Superior meeting strategies
- Comfortable with high emotion
- Work with difficult dynamics
- Stay calm under pressure
- Wear only one hat
- Neutral
- Process vs. Content
- Relationship building
Invaluable Techniques

Clarifying
Focus strategies
Balancing power
Dealing with paranoia /defensiveness
Getting beyond “all or nothing”
Managing “bad” behavior
Playing dumb & confused
Agenda
Groundrules
Silence
Visuals
Intake
Active Listening
Effective Speaking
Position vs. Interests
Managing the “illegal” comments
Meeting conclusion

To Name a Few
Intake

Parent
- Educate
- What are the issues/concerns
- Any new issues/hot topics
- Time allotted for meeting
- Bring: others

School
- Educate
- What are the issues/concerns
- Any new issues/hot topics
- Time allotted for meeting
- Bring: forms, etc

Details

Agenda
The Agenda

√ Meeting date, location, room, attendees beginning (& ending time)
√ Introductions, groundrules
√ “Other stuff”
√ Issues that need to be discussed
√ Wrap up
VISUALS

Visual 60%
Auditory 30%
Kinesthetic 10%
Visual Techniques

Issue

Option 1
Option 2
Option 3
Clarifying Information

Grades

Tests (class work, homework)

Math
Spelling
Reading
Understanding Their P of V
Difficult Dynamics
High Emotions
Stuck
Highly Verbal Member
What others might say…

- Best meeting ever!
- The parent/school never acted this good!
- Never meet again without a facilitator!
- We’ll use them for all our meetings!
- Meeting took too long!
- I thought he/she would fix the problem!
- I thought I’d get what I wanted!
- I could have done that!
Views from the “outside”

- Control
- “Intake”/planning
- Warning signs of things going wrong
- Recording devices
- Niceties
- How long is too long
- Documentation
Q & A -- Idea Sharing

Thank You

Fran Fletcher
franf@udel.edu
www.ipa.udel.edu/crp
302-831-6812

Copyright 2006. All information contained in this presentation cannot be duplicated without permission.