

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with National Staff Development Council Standards, and resources that are included in print and electronic form.

Strand: Meeting All Learner Needs

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the contents of an IEP.
- Explain the importance of each IEP team member in the IEP process.
- Apply different ways of working effectively within IEP teams.

National Staff Development Council Standards:

- (Context) Requires skillful school and district leaders who guide continuous instructional improvement.
- (Process) Prepares educators to apply research to decision making.
- (Process) Applies knowledge about human learning and change.
- (Process) Provides educators with the knowledge and skills to collaborate.
- (Content) Prepares educators to understand and appreciate all students; to create safe, orderly, and supportive learning environments; and to hold high expectations for their academic achievement.
- (Content) Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Resources in This Module:

- Handouts
 - Handout 1: Roles for IEP Team Members
 - Handout 2: Changes in the IEP Development Process
 - Handout 3: Steps to Take During IEP Meetings
- Workshop Agenda
- Attendee Notes
- 3-2-1 Evaluation Form
- Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline



Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics:

1. IEP Overview
2. The IEP Team
3. The IEP Meeting
4. Negotiation and Conflict Resolution

Subtopics:

1. IEP Overview

- a. Legal Mandate
- b. IEP Contents

2. The IEP Team

- a. IEP Team Members
- b. Related Service Providers
- c. The IEP Case Manager

3. The IEP Meeting

- a. IEP Team Participation
- b. Steps to Take Before an IEP Meeting
- c. Steps to Take During an IEP Meeting
- d. Steps to Take After an IEP Meeting
- e. Ways to Enhance the Meeting

4. Negotiation and Conflict Resolution

- a. Definitions
- b. The Collaborative Problem-Solving Model
- c. Rules of Brainstorming
- d. Strategies for Team Success
- e. Unusual Circumstances

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – IEP Overview	3-6	30
Discussion Point – Pre-Reading Assignment	3	(10)
Topic 2 – The IEP Team	7-11	35
Discussion Point – Related Service Providers	10	(5)
Break		
Topic 3 – The IEP Meeting	12-20	45
Activity – Brainstorming	14	(15)
Topic 4 – Negotiation and Conflict Resolution	21-29	50
Activity – Role-Play	22	(25)
Closing Thoughts	30	5
Total of 2 hours and 55 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

PDXPERT THE IEP MEETING

Steps to Take **BEFORE** an IEP Meeting

1. Schedule.
2. Review the current IEP.
3. Prepare a meeting agenda and a draft IEP (if appropriate).
4. Provide a copy of the IEP draft (if appropriate).
5. Encourage student-led meetings.

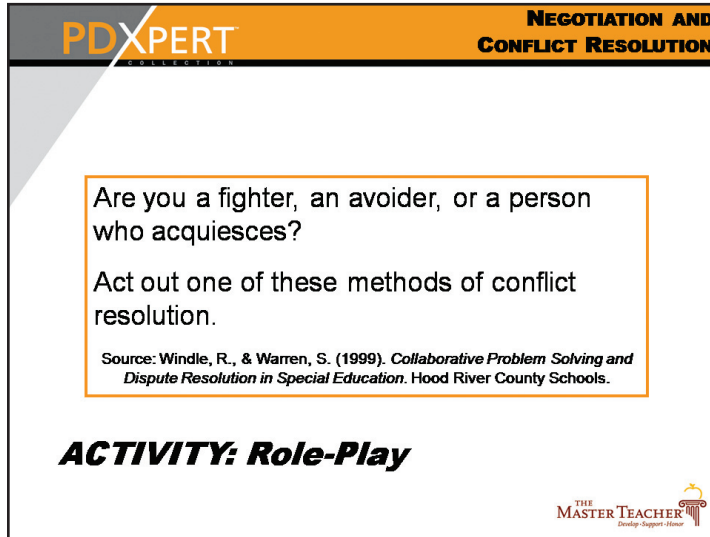
THE MASTER TEACHER
Special Support Voice

Share that in order to hold a successful IEP meeting, the team should follow a few important preparatory steps.

- 1. Schedule** a meeting time, date, and location that is convenient for parents and team members. Be sure to include all legally-required participants as well as any other professionals who can provide valuable input. Provide the appropriate Notice of Meeting in writing 10-days in advance of the meeting to parents. Notify the various team members as well so they also have time to prepare.
- 2. Review the current IEP**, supporting data, progress reports, and other relevant information. It is critical that the case manager gathers information from a variety of sources to gain an accurate representation of the student's progress and needs.
- 3. Prepare a meeting agenda and a draft IEP** by gathering information from all sources, including input from related service providers. While draft IEPs are certainly allowable, various school districts have their own practices and procedures related to the provision of draft IEPs .
- 4. Provide the parents with a copy of the IEP draft if appropriate** in your district so that they can review it prior to the meeting. Encourage parents to suggest revisions and additions to the IEP.
- 5. When appropriate, encourage student-led meetings.**

Refer the participants to **Handout 3: Steps to Take During IEP Meetings** for a sample IEP agenda. Allow participants to review this for several minutes.

Slide 23



PDXPERT NEGOTIATION AND CONFLICT RESOLUTION

Are you a fighter, an avoider, or a person who acquiesces?

Act out one of these methods of conflict resolution.

Source: Windle, R., & Warren, S. (1999). *Collaborative Problem Solving and Dispute Resolution in Special Education*. Hood River County Schools.

ACTIVITY: Role-Play

THE MASTER TEACHER
Bridge Support Hub

Activity: Role-Play

Allow 25 minutes for this activity.

Objective: This activity is meant to make participants aware of different styles of conflict resolution.

Instructions: Read the information below prior to participants' discussion:
There are three basic response styles that most people use when faced with a conflict:

Fighters are quick to take sides, can become caught up in the emotions of the disagreement, believe that their side of the dispute is right, and usually cannot see the other person's perspective. Windle and Warren emphasize that "a fighting response may be the most appropriate when there is a legal point which must be decided, when a crucial moral issue is at stake, or when having a clear winner and loser will not cause long-term damage to an ongoing relationship."

Avoiders protect themselves from conflict by putting up a mental wall. Even though avoiders may want to win, they are reluctant to jump into conflict the way fighters would. Windle and Warren state that "avoiding may be useful when it's important to give some time and space to a conflict."

People who acquiesce simply give in. When faced with a conflict, they typically let the other party have their way. It is easier than compromising or finding a mutually agreeable solution. This strategy can be successful if used for the right reasons (e.g., choosing to "lose the battle, yet win the war").

After you have read the above information, divide participants into three groups. One group will be called "Fighting," one will be called "Avoiding," and one will be called "Acquiescing." Have each group write and act out a brief skit about their assigned method of conflict resolution. The skit should demonstrate a conflict situation that might occur during a meeting. Suggest that each group act out two situations: one in which their conflict resolution style is effective, and one in which it isn't.

Give groups 10 minutes to write their skit and 5 minutes to present.

Debrief Question: *Did you discover anything about each conflict resolution style that surprised you?*



“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. A parent requests an IEP meeting because she is concerned about her child’s lack of progress and plans to request additional services. As a team member, you are uncomfortable meeting with the parent without first reviewing information and gathering support for additional resources. Based on the “Seven Ways to Enhance Your IEP Meetings” that you learned from the presentation, how will you respond to this situation in order for the team to reach a consensus?

2. Are there any aspects of working in IEP teams that the presentation did not cover? What are they, and how do you propose addressing these aspects?

3. Which step in the Collaborative Problem-Solving Model do you find most important when tackling special education concerns or issues? Why do you think this is so?
