IEP Facilitation

Effective Collaboration and Shared Problem Solving through Facilitation

Presented by Arizona Department of Education Dispute Resolution

fa· cil· i· tate

verb \fə-ˈsi-lə-ˌtāt\
: to make (something) easier

: to help (something) run more smoothly and effectively

fa·cil·i·ta·tor

noun \fə-ˈsi-lə-ˌtā-tər\
: one that facilitates; *especially*: one that helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision

IEP facilitation is a student-focused process in which a trained individual (facilitator) assists the individualized education program (IEP) team in developing an IEP that provides a free appropriate public education (FAPE) to the student.

The Arizona Department of Education/Dispute Resolution Unit believes there are three components needed to facilitate a successful IEP meeting: standardized meeting practices, knowledge of the IEP process, and the use of meeting management skills that aid in minimizing conflict and maximizing collaboration. This training is designed to teach these three components.

AGENDA

DAY 1- THE NUTS AND BOLTS

Welcome and Introductions

Worst Case IEP Meetings

Dispute Resolution

National Trends

Creating a Facilitated IEP Culture in Arizona

Break

The FAPE Mandate

The IEP Team

Lunch

Prior to the IEP Meeting Preparation

The IEP Meeting

Break

The IEP Meeting

Wrap up

AGENDA

Welcome Back

Parent Participation

Communication Skills

Conflict

Role-Play and Reflection

Break

Interest vs Position

Role-Play and Reflection

Lunch

Meeting Tools

Role-Play and Reflection

Break

Facilitation Techniques

Handling Difficult People

Role-Play and Reflection

Dealing with Impasse

How do you bring this back to your district or charter?

Wrap-up

YOUR ROLE AS A PARTICIPANT

- Listen actively -- respect others when they are talking

- Participate by sharing your own opinions and experiences

- Engage each other's thoughts, ideas, and opinions

- Be willing to experiment with ideas and techniques presented

- Honor time limits

- Advise the trainer if you must leave to handle an emergency

- Keep all scenarios "hypothetical"

IEP TEAM MEMBERS ROLES AND RESPONSIBILITIES

Parent
- Provides perspective on the student's performance on school work outside of the school environment
- Shares information related to student's physical and emotional health
- Shares strategies/interventions that are successful in the home environment
- Provides parent perspective on instruction successes and/or needs
- Provides the link to outside therapies, etc., that can be shared with the team
- Assists in the development of all areas of the IEP

General education teacher
- Provides information regarding grade level curriculum and typical student development
- Provides information regarding student's academic strengths and needs based on classroom performance
- Provides information regarding student's functional behavior (e.g. attention to tasks, interactions with peers, etc.) based on classroom observation
- Recommends accommodations and modifications that may benefit the student
- Provides insight regarding what has been successful and what has not
- Assists in the development of all areas of the IEP

Special education teacher
- Provides information on possible strategies/interventions based on student's needs
- Provides recommendations regarding specially designed instruction to help student access and progress in the general curriculum
- Explains student's response to previous special education strategies and techniques
- Recommends accommodations and modifications that may benefit the student
- Assesses possible supports for school personnel and makes recommendations
- Provides ongoing support in the effective implementation of the IEP to all other team members
- Assists in the development of all areas of the IEP

Individual to explain evaluation results*
- Provides information on the instructional implications of the most recent evaluation results
- Provides information on the instructional implications of academic and functional information provided by other team members at the meeting
- Provides recommendations regarding specially designed instruction to help student access and progress in the general curriculum
- Recommends accommodations and modifications that may benefit the student
- Assists in the development of all areas of the IEP

Representative of the public school*

- Identified by the public education agency as an individual that can provide, or supervise the provision of, special education
- Provides insight and information about the general curriculum
- Provides information regarding the availability of the school's resources
- Assists in the development of all areas of the IEP
- Authorized to commit the resources of the school
- These criteria are specifically described in the IDEA regulations.

The Student

- Provides own perspective on his/her education experience
- Shares his/her interests in education and employment
- Shares information about his/her strengths and how they support his/her goals
- Shares what supports he/she feels is needed to help make him/her successful both in school and in postsecondary life

*IDEA regulations specify that these two roles may be fulfilled by another team member.

SAMPLE PRE-MEETING PARENT CHECKLIST

- ✓ **Introduce yourself**

- ✓ **Describe a Facilitated IEP meeting** - A Facilitated Individualized Education Program (IEP) meeting is one in which:
  - ▪ An IEP is developed by a collaborative team whose members share responsibility for the meeting process and results.
  - ▪ An agenda and ground rules will be established prior to the meeting.
  - ▪ Decision-making and any conflicts that arise are managed through the use of facilitation skills.

- ✓ **Describe Your Role as a Facilitator** -
  - ▪ Helps keep members of the IEP team focused on the student and on developing an IEP that provides a FAPE to the student.
  - ▪ Assists the team to resolve conflicts and disagreements that may arise during the meeting.
  - ▪ Helps to maintain open communication among all members.

- ✓ **Clarify the parent role at the IEP meeting.**
- ✓ **Clarify how they would like to be addressed.**
- ✓ **Ask to first describe their child, describe their issues and <u>then have them start thinking about possible solutions</u>. Encourage them to bring these solution ideas to the IEP meeting.**
- ✓ **Elicit information about accommodations or special needs** (How can the facilitator help this situation for you? Will you need additional breaks for any reason? Translator?)
- ✓ **Obtain commitment from the family to allot adequate time for the meeting**.
- ✓ **Encourage parent to bring all relevant documentation to the meeting.**
- ✓ **If parents are divorced:**
  - ▪ Discuss current legal decision making status
  - ▪ Discuss who will be attending the meeting
- ✓ **Affirm commitment to participate in the FIEP process.**
- ✓ **Explain that you will email/mail agenda before the meeting for their review.**
- ✓ **If the student will be attending the meeting, ask to speak with the student and review the above Checklist with the student if appropriate.**

SAMPLE PRE-MEETING SCHOOL CHECKLIST
(To be done by team leader with all team members)

- ✓ **Introduce yourself**

- ✓ **Describe a Facilitated IEP meeting**- A Facilitated Individualized Education Program (IEP) meeting is one in which:
  - An IEP is developed by a collaborative team whose members share responsibility for the meeting process and results.
  - An agenda and ground rules will be established prior to the meeting.
  - Decision-making and any conflicts that arise are managed through the use of facilitation skills.

- ✓ **Describe Your Role as a Facilitator**-
  - Helps keep members of the IEP team focused on the student and on developing an IEP that provides a FAPE to the student.
  - Assists the team to resolve conflicts and disagreements that may arise during the meeting.
  - Helps to maintain open communication among all members.

- ✓ **Ask to explain their issues and then have them <u>start thinking about possible solutions to these issues.</u>**
- ✓ **Remind team members to adequately prepare the student for the meeting if they will be attending.**
- ✓ **Obtain commitment from the school to allot adequate time and space for the meeting.**
- ✓ **Confirm that all required team members will be present or excused appropriately, and that all team members understand their roles.**
- ✓ **Confirm that parent will receive meeting notice and draft IEP (if one will be provided) in a timely manner.**
- ✓ **Assign an IEP team member as timekeeper and IEP writer.**
- ✓ **Remind all team members to bring any needed forms and relevant documentation.**
- ✓ **Affirm commitment to participate in the FIEP process.**
- ✓ **Explain that you will email/mail agenda before the meeting for their review.**

SAMPLE IEP MEETING AGENDA

- Welcome, Introduction and Roles
- Review ground rules, Parking lot, Action plan
- The IEP:
    - PLAAFP

    - Measurable annual goals

    - Services/supports

    - Educational placement

- Conclusion
- Procedural Safeguards
- Parking Lot, Action plan

Time Keeper:

IEP Writer:

SAMPLE IEP GROUND RULES

Communicate clearly and listen carefully
Respect the views of others
Share your views willingly
Ask and welcome questions
Be open to ideas and views presented
Honor time limits and stay on task

1. Everyone will have an opportunity to speak without interruption.
2. The IEP team will focus on the student and his/her unique needs.
3. The IEP team members will treat each other with mutual respect and dignity.
4. The IEP team will work together to develop an effective educational plan which is in the student's best interest.
5. The IEP team will minimize "side conversations."

- Acknowledge team members as valuable participants.
- Demonstrate reciprocal respect toward team members and their opinions.
- Speak in turn so that valuable information can be considered.
- Follow the Agenda.
- Work together to reach consensus.

   ➢ The reason for the meeting is the student's educational needs.

   ➢ Discussion will focus on the student's educational needs.

   ➢ Everyone will be treated with respect.
   ➢ Everyone will have the opportunity to participate/speak.

   ➢ The person speaking will not be interrupted.

   ➢ Plain language will be used as much as possible. Jargon/acronyms will be explained/defined by a speaker who uses them, to ensure that all team members understand what is being said.

   ➢ Electronic devices (e.g. phones, tablets) that are not needed to participate in the meeting will be silenced and put away during the meeting.

ROOM ARRANGEMENT OPTIONS
Consider the arrangement of seating before the IEP meeting.
Each furniture arrangement has advantages and disadvantages

Closed Circle with table

Advantages	Disadvantages
Encourages eye contact	No single focus point so difficult to problem solve
Convenient for people to write	Table may create barriers to interaction
No one person with more authority	Allows people to focus on several different people with results in distraction

Semicircle with tables

Advantages	Disadvantages
Allows group to focus on agenda	Table can be a barrier to building trust
Reduces status differential	
May help to reduce personal conflict	
Works well with a single team leader	

Semicircle without table

Advantages	Disadvantages
Allows group to focus on agenda	No writing surface for participants
Reduces status differential	
Allows space for larger groups	

FACILITATOR OPENING STATEMENT CHECKLIST

✓ **Introductions**- Welcome the team members to the IEP meeting.

- Introduce yourself.
- Ask team members to introduce themselves, indicate how they would like to be addressed at the meeting, and explain their role at the meeting today.

✓ **Describe a Facilitated IEP meeting**- A Facilitated Individualized Education Program (IEP) meeting is one in which:

- An IEP is developed by a collaborative team whose members share responsibility for the meeting process and results.
- An agenda and ground rules are established prior to the meeting.
- Decision-making and any conflicts that arise are managed through the use of facilitation skills.

✓ **Describe Your Role as a Facilitator**-

- Helps keep members of the IEP team focused on the student and on developing an IEP that provides a FAPE to the student.
- Assists the team to resolve conflicts and disagreements that may arise during the meeting.
- Helps to maintain open communication among all members.

✓ **Decision-making Information**- Discuss consensus

✓ **Logistical Information**- Location of restrooms, breaks, etc.

✓ **Time Expectations**- Clarify time set aside for the meeting and confirm that all team members are available for that length of time.

✓ **Ground Rules Establishment**- Review ground rules and obtain agreement from all team members to follow these rules.

✓ **Describe how information will be recorded for this meeting and the use of the "Parking Lot"**

✓ **Questions/Obtain Team Members' Commitment to Continue**

SAMPLE INTRODUCTORY STATEMENT

Hello, my name is _____ and I will be your IEP facilitator today. To begin the meeting today, please tell us your full name and let us know how you would like to be referred to during this discussion. Also, please explain to us the role you play at this IEP meeting. Let me model what describing your role sounds like…

First let me explain what a facilitated IEP meeting is. A Facilitated Individualized Education Program (IEP) meeting is one in which an IEP is developed by a collaborative team whose members share responsibility for the meeting process and results; and decision-making and any conflicts that arise are managed through the use of facilitation skills. I am here to facilitate this meeting to help keep members of the IEP team focused on the student and on developing an IEP that provides the student a FAPE (free appropriate public education). I will also assist the team in resolving conflicts and disagreements that may arise during the meeting.

I would like to remind you that this meeting will use a collaborative process to make decisions. We will discuss options and strive for consensus about the student's program and services; working together to develop an IEP that we can agree is in the best interest of the student.

Let me check with you about time. The IEP meeting is scheduled to last for two hours today. I have made myself available for this time and want to make sure that you are all available for this whole session. We will take breaks if needed during this time. The rest rooms are [indicate where].

The following ground rules are important to the facilitated IEP process:

1. Communicate clearly and listen carefully.
2. Respect the views of others.
3. Share your views willingly.
4. Ask and welcome questions.
5. Be open to ideas and views presented.
6. Honor time limits and stay on task. Can we all agree to follow these ground rules?

Does anyone have any questions about the process, my role, or anything else at this time?

Ok, let's begin the meeting with a review of the agenda that was forwarded to you last week…

SAMPLE ACTION PLAN

What	Who	By When
Distribute IEP copies to parent and school	Janet	March 6
Mr. Smith to schedule meeting with Sara to discuss lunchroom concerns	Mr. Smith	March 9

Action Plan for _____

Task/What Needs Doing	Who Will Do/Work On It	Date Needed/Promised	Support Necessary to Complete Task	Other/Misc.

Identify the Conflict

Below are some scenarios that an IEP facilitator may encounter. As a team, read the scenario and then identify the root cause(s). From there, brainstorm possible solutions to these conflicts.

Scenario 1 Lupita is a 5th grade student that requires assistive technology in order to communicate. Her parents have researched all options, and believe she needs the newest voice-generating AT device in order to maximize her IEP progress. This device costs approximately $10,000. The school district feels that Lauren's IEP goals can be met using a different AT device at a lower cost.	**Root Cause(s):** **Possible Solutions:**

Scenario 2 A father is upset because he believes that his son's special education teacher does not care. He states that they made an agreement that weekly progress would be sent home, and this has not been done. He also feels that the special education teacher is negligent in that she does not always return his phone calls the same day.	**Root Cause(s):** **Possible Solutions:**

Scenario 3 Joshua is a student with numerous medical and emotional issues that sometimes requires his mother to come into school. School is not going well and frustration is mounting because his mother must work and cannot always come to school when she is needed and/or when she would like to.	**Root Cause(s):** **Possible Solutions:**

Scenario 4	Root Cause(s):
Tim, the father of Donny, has a great deal of difficulty communicating with the school, particularly when his child is in trouble. He comes into school and attends meeting with an attitude, arms folded and says little. Privately he believes the school is picking on Donny. Tim had the same difficulties as a child and believes his school was to blame.	
	Possible Solutions:

Scenario 5	Root Cause(s):
Helen's teacher feels that Helen, a third grade student, gains valuable social skills when she participates in class meetings. Helen's mother feels that school time should be spent learning math/reading/writing skills as she is behind. She wants Helen pulled out for individualized instruction during this class meeting time.	
	Possible Solutions:

Scenario 6	Root Cause(s):
A father is convinced that his son can learn to read at grade level, and that the school has failed. Two separate ability tests given several years ago place his son's IQ between the 2nd -5th percentile, leading the school to believe that grade level reading is most likely unrealistic. Father believes the test results are incorrect.	
	Possible Solutions:

DISCOVERING YOUR STYLE

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom. These proverbs reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Use the scale below to indicate how typical each proverb is of your actions in a conflict.

5 = Very typical of the way I act in a conflict
4 = Frequently typical of the way I act in a conflict
3 = Sometimes typical of the way I act in a conflict
2 = Seldom typical of the way I act in a conflict
1 = Never typical of the way I act in a conflict

_____ 1. It is easier to refrain than to retreat from a quarrel.
_____ 2. If you cannot make a person think as you do, make him or her do as you think.
_____ 3. Soft words win hard hearts.
_____ 4. You scratch my back I'll scratch yours.
_____ 5. Come now and let us reason together.
_____ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
_____ 7. Might overcome right.
_____ 8. Smooth words make smooth ways.
_____ 9. Better half a loaf than no bread at all.
_____ 10. Truth lies in knowledge, not in majority opinion.
_____ 11. He who fights and runs away lives to fight another day.
_____ 12. He hath conquered well that hath made his enemies flee.
_____ 13. Kill your enemies with kindness.
_____ 14. A fair exchange brings no quarrel.
_____ 15. A person has the final answer but every person has a piece to contribute.
_____ 16. Stay away from people who disagree with you.
_____ 17. Fields are won by those who believe in winning.
_____ 18. Kind words are worth much and cost little.
_____ 19. Tit for tat is fair play.
_____ 20. Only the person who is willing to give up his monopoly on truth can ever profit from the truth that others hold.
_____ 21. Avoid quarrelsome people as they will only make your life miserable.
_____ 22. A person who will not flee will make others flee.
_____ 23. Soft words insure harmony.
_____ 24. One gift for another makes good friends.
_____ 25. Bring your conflict into the open and face them directly; only then will the best solution be discovered.
_____ 26. The best way of handling conflicts is to avoid them.

_____ 27. Put your foot down where you mean to stand.
_____ 28. Gentleness will triumph over anger.
_____ 29. Getting part of what you want is better than not getting anything at all.
_____ 30. Frankness, honesty, and trust will move mountains.
_____ 31. There is nothing so important you have to fight for it.
_____ 32. There are two kinds of people in the world, the winners and the losers.
_____ 33. When one hits you with a stone, hit him or her with a piece of cotton.
_____ 34. When both people give halfway, a fair settlement is achieved.
_____ 35. By digging and digging, the truth is discovered.

CONFLICT STYLES SCORING KEY

Turtle	Shark	Teddy Bear	Fox	Owl
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.
Total:	Total:	Total:	Total:	Total:

The higher the total score for each conflict style, the more you tend to use that style. The lower the total score for each conflict style, the less you tend to use that style.

High   Low

Teddy Bear   **Owl**

R
E
L
A
T
I   Fox
O
N
S
H
I
P
S

Turtle   Shark

Low   High
                            GOALS
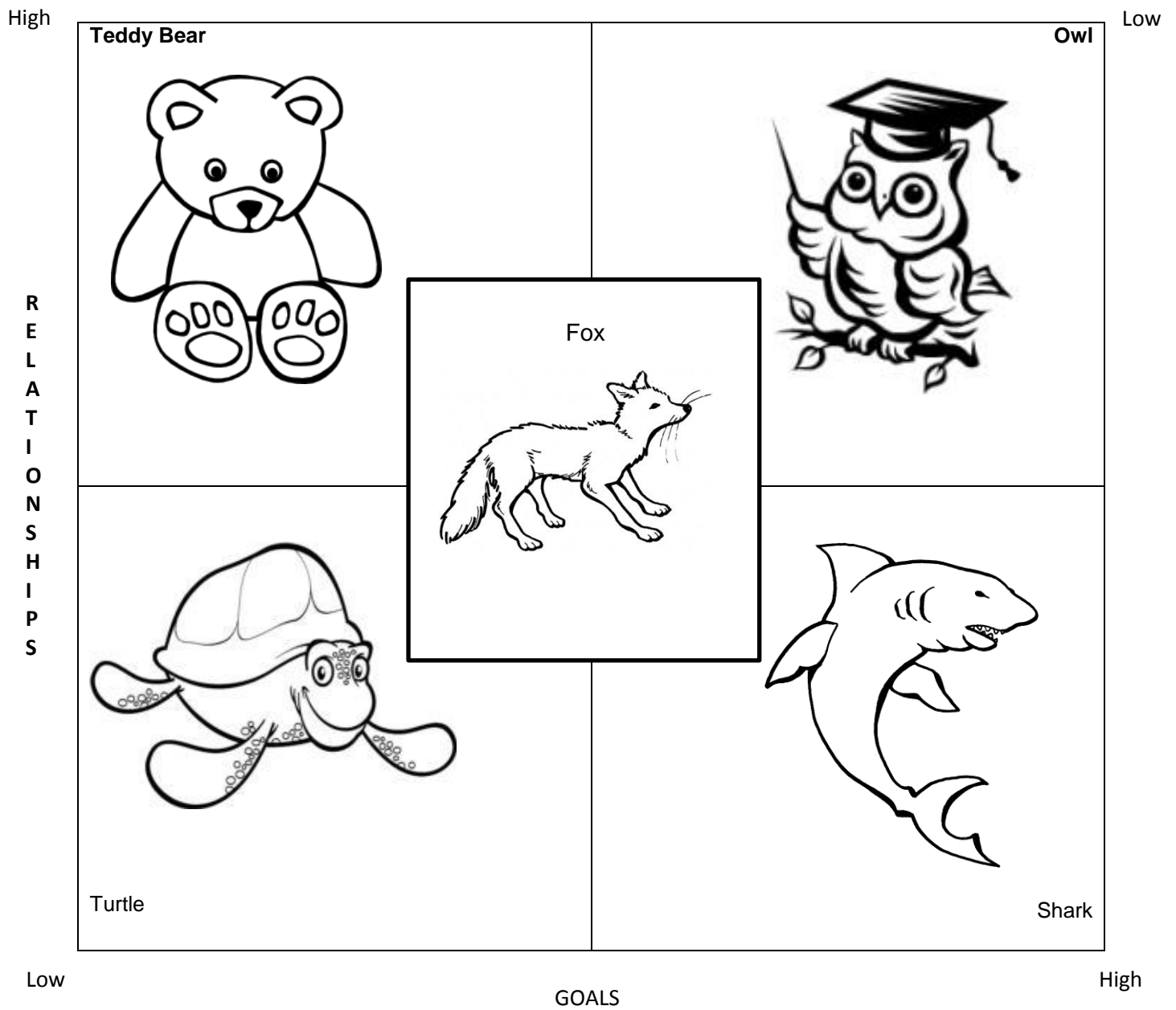
From Reaching Out by David Johnson

CONFLICT STYLES

The Avoiding Turtle

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try and resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

Turtles adopt an avoiding or withdrawing conflict management style. They would rather hide and ignore conflict than resolve it; this leads them to become uncooperative and unassertive. Turtles tend to give up personal goals and display passive behavior creating lose-lose situations.

The Controlling/Competing Shark

Sharks try to overpower opponents by forcing them to accept their solutions to the conflict. Their goals are highly important to them and relationships of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are either won or lost and they want to be the winner. This gives them a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy and failure. They try and win by attacking, overpowering, overwhelming and intimidating others.

Sharks are highly goal-oriented. Relationships take on a lower priority. Sharks do not hesitate to use aggressive behavior to resolve conflicts. Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating. Sharks have a need to win; therefore others must lose, creating win-lose situations.

The Accommodating Teddy Bear

To teddy bears, the relationship is of great importance while their own goals are of less importance. Teddy bears want to be accepted and liked by other people. They think that conflict should be avoided in favour of harmony. They feel that people cannot discuss conflict without damaging relationships. They are afraid that if a conflict continues, someone will get hurt and that could ruin the relationship. They give up their goals in order to preserve the relationship. They like to smooth things over.

Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships. Teddy bears ignore their own goals and resolve conflict by giving into others; becoming unassertive and cooperative creating a win-lose (bear is loser) situation.

The Compromising Fox

Foxes are moderately concerned with their own goals and their relationships with others. They give up part of their own goals and are able to persuade others in a conflict to give up part of "theirs". They seek a conflict solution in which both sides gain something - the middle ground between two extreme positions. They compromise; they will give up a part of their goal and relationship in order to find agreement for the common good.

Foxes use a compromising conflict management style; concern is for goals and relationships. Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs. Compromise is assertive and the cooperative result is either win-lose or lose-lose.

The Collaborating Owl

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own and the other person's goals. Owls see conflicts as a means of improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem to be solved. By seeking solutions that satisfy everyone, owls maintain the relationship. They are not happy until a solution is found that both satisfies everyone's goals and resolves the tensions and negative feelings that may have been present. Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships. Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win).

Reflection

- In general, I would say I have chosen a conflict style that could be described as…

- I am best at handling conflicts that concern…

- I am least effective at handling conflicts that concern…

- The most helpful skills I bring to conflict resolution are…

- My responses to conflict would be more effective if I…

ACCOMMODATION

When to Practice:
- When one is wrong/other is right
- When there is a desire for harmony in the relationship
- When relationship is more important than the dispute
- When losses can be minimized
- When a party needs to "save face"
- When one wants leverage for future conflict

Disadvantages:
- Requires party to give something up
- Issues likely to remain unresolved
- Does not generate creative solutions
- Can cause frustration and/or resentment
- Creates a loss of influence in situation/relationship
- Can damage relationships
- Can foster competition over "niceness"

COMPETITION

When to Practice:
- When immediate and decisive action is necessary
- When the style will be rewarded
- When there is no relationship of value
- When the issue is more important than the relationship
- Where a party needs to prove commitment/strength
- When total victory is desired
- When competing can bring parties together/make both better

Disadvantages:
- Strains/damages relationships
- Requires that one/both/all are "losers" in conflict
- Conflict may escalate
- Less likely to use constructive approaches later
- May encourage covert actions
- Can lead to stalemates
- Creates resentment and/or desire for revenge

COMPROMISE

When to Practice:
- When a temporary solution is needed
- When parties are of equal power
- When parties wish to save time and energy
- When doing so "seems fair" to all parties

Disadvantages:
- Often leaves underlying issues unresolved
- Issue may become a recurring problem
- Parties required to give something up
- One/both/all parties may not be completely satisfied
- Becomes an easy way out of creative conflict resolution
- Leads to "position padding"

COLLABORATION

When to Practice:
- When the relationship is important
- When a mutually satisfying outcome is sought
- When both views/sides are too important to compromise
- When underlying issues need to be addressed
- When one wants to avoid destructive means for handling conflict
- When new and creative solutions are desired

Disadvantages:
- Takes more time and energy
- Requires both parties to be committed to the process
- Makes a party appear unreasonable if he/she later decides against collaboration
- A collaborative party may appear weak to an aggressive party

From Reaching Out by David Johnson

SPECIAL EDUCATION ACRONYMS

A	Autism
AAC	Arizona Administrative Code (State Regulations)
AAS	Arizona Academic Standards
ACTT	Arizona Community Transition Team
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADE	Arizona Department of Education
ADHD	Attention Deficit Hyperactivity Disorder
ADJC	Arizona Department of Juvenile Corrections
ADOC	Arizona Department of Corrections
AHCCCS	Arizona Health Care Cost Containment System
AIMS	Arizona Instrument to Measure Standards
AIMS-A	Arizona Instrument to Measure Standards Alternate
APR	Annual Performance Report
ARS	Arizona Revised Statutes
ASBA	Arizona School Boards Association
ASDB	Arizona State Schools for the Deaf and Blind
ASVAB	Armed Services Vocational Aptitude Battery
AT	Assistive Technology
AYP	Adequate Yearly Progress
AzEIP	Arizona Early Intervention Program
AZELLA	Arizona English Language Learner Assessment
AZ LEARNS	Arizona Leading Education through the Accountability and Results Notification System
AZ READS	Arizona Readiness, Early Diagnosis and Intervention, Accountability, Development of Teacher Expertise, Support
BHS	Behavioral Health Services
BIP	Behavior Intervention Plan
CAI	Computer Assisted Instruction
CASA	Court Appointed Special Advocate
CBI	Community Based Instruction
CEC	Council for Exceptional Children
CFR	Code of Federal Regulations

CFT	Child Family Team
CP	Cerebral Palsy
CPS	Child Protective Services
CRS	Children's Rehabilitative Services
CSPD	Comprehensive System of Personnel Development
CST	Child Study Team
CTE	Career and Technical Education
DD	Developmental Delay
DDD	Division of Developmental Disabilities
DES	Department of Economic Security
DHS	Department of Health Services
DOC	Department of Corrections
DOR	District of Residence
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders-IV
ED	Emotional Disability
EDP	Emotional Disability, Private School
ELL	English Language Learner
ESS	Exceptional Student Services
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FEOG	Full Educational Opportunity Goal
FERPA	Family Educational Rights and Privacy Act
GATE	Gifted and Talented Education
HI	Hearing Impairment
IAES	Interim Alternative Educational Setting
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IQ	Intelligence Quotient
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MDSSI	Multiple Disabilities with Severe Sensory Impairment
MET	Multidisciplinary Evaluation Team
MID	Mild Intellectual Disability
MIPS	Medicaid in the Public Schools

MOID	Moderate Intellectual Disability	RBHA	Regional Behavioral Health Authority
MPG	Measureable Postsecondary Goal	RED	Review of Existing Data
MS	Multiple Sclerosis	RSA	Rehabilitation Services Administration
MSW	Master of Social Work	RSK	Raising Special Kids
NASN	National Association of School Nurses	RTC	Residential Treatment Center
NASP	National Association of School Psychologists	RTI	Response to Intervention
NCLB	No Child Left Behind	SAIS	Student Accountability Information System
NIMAC	National Instructional Materials Access Center	SEA	State Education Agency
		SEI	Sheltered English Immersion
NIMAS	National Instructional Materials Accessibility Standard	SELECT	Special Education Learning Experiences for Competency in Teaching
NRT	Norm Referenced Test	SI	Sensory Integration
OCR	Office of Civil Rights	SID	Severe Intellectual Disability
OJT	On-the-Job Training	SLD	Specific Learning Disability
OI	Orthopedic Impairment	SLI	Speech Language Impairment
OHI	Other Health Impairment	SLP	Speech Language Pathologist
O & M	Orientation and Mobility	SLT	Speech Language Technician
OSEP	Office of Special Education Programs	SPP	State Performance Plan
OSERS	Office of Special Education and Rehabilitative Services	SSDI	Social Security Disability Insurance
		SSI	Supplemental Security Income
OT	Occupational Therapy	SST	Student Study Team
OTR	Occupational Therapist, Registered	TA	Technical Assistance
PBIS	Positive Behavioral Interventions and Supports	TBI	Traumatic Brain Injury
		USC	United States Code
PEA	Public Education Agency (including Charter schools)	USDOE	United States Department of Education
		VI	Visual Impairment
PHLOTE	Primary Home Language Other than English	VMI	Visual Motor Integration
		VR	Vocational Rehabilitation
PLAAFP	Present Level of Academic Achievement and Functional Performance		
PMD	Progress Monitoring Data		
PSD	Preschool Severe Delay		
PSN	Procedural Safeguard's Notice (parent's rights)		
PT	Physical Therapy		
PTI	Parent Training and Information Center (Raising Special Kids)		
PWN	Prior Written Notice		

CHECK YOUR ATTITUDE WHEN WORKING WITH DIFFICULT BEHAVIORS

1. It is "difficult behaviors" not "difficult people." People may be willing to change their behavior, but not who they are.

2. All behavior is purposeful and designed to meet a legitimate need. The needs are not always evident from the behavior.

3. The more we resist difficult behavior, the more likely they are to continue. That which we resist, persists.

4. The more we acknowledge the legitimacy of needs, the more the difficult behaviors are likely to diminish.

5. Not coming to an agreement is not a "difficult behavior."

6. Most difficult behaviors are based on the emotion of fear.

*(Adapted from the State of Arizona Office of the Attorney General
Basic Mediation Training manual)*

HANDLING DIFFICULT SITUATIONS

Breaking guidelines for respectful communication:
- Acknowledge the person's feelings to let them know they have been heard, and then remind them of the ground rules.
- Get a recommitment to the ground rules and explain the importance of the rules to this process.
- Take a break and caucus with the violator to let them vent their feelings and find out more about their inability to follow the ground rules.
- If the behavior continues, remind more firmly or warn that the IEP meeting will need to be stopped if the ground rules are not followed.
- End the IEP meeting if necessary.

Intense emotions:
- Acknowledge the emotion ("I can see that you are very angry about this..")
- Ask for a short break.
- Let them know that feelings are ok and encouraged but certain behaviors are not acceptable in the IEP meeting.
- Ask them a factual question.
- Remain calm and steady, pause, use silence, lower your voice, proximity

Non-stop talkers:
- Gently interrupt them and summarize their key points or bring them back to the issue.
- Instead of asking questions, summarize what has been said.
- Validate their strengths as a talker, but ask them to keep their comments short.
- Set time limits for all IEP team members to talk.

Quiet people:
- With a calm voice, ask them lots of neutral questions.
- Give them room to think and then talk.
- Help to empower them. Don't let the non-stop talker overpower them.

Blamers:
- Reframe their complaints into wants.
- Continue to refocus the discussion on the present rather than the past.
- Remind them that they now have the opportunity to work on the problem together.

Cultural and value differences:
- Watch that your own expectations and values don't get in the way.
- Restate the problems in neutral terms and clarify what person really means.
- Acknowledge that there are differences and see if they are willing to find a solution.
- Try to have a facilitator or team member who is from the same culture or value system as the parent.
- Ask why things are important to them; look for higher, common interests.
- Don't assume you understand what someone means- always ask for clarification.

(Adapted from the State of Arizona Office of the Attorney General
Basic Mediation Training manual)