20 Years and Counting: The Impact of IEP Facilitation

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Speakers

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“Historically, humans have found meaning in work, family, community and shared faith. They have drawn upon collective resources to do what they could not do alone. United efforts --- raising a barn, shoring a levee, rescuing earthquakes victims, or singing a hymn --- have brought people together, created enduring bonds, and exemplified the possibilities of collective spirit.”

Bolman and Deal, Leading with Soul: An Uncommon Journey of Sprit (p.6)
What is IEP Facilitation?

Definition:
- Collaborative Team
- Decision making managed through facilitation skills

Purpose
- Build Relationships
- Reach Consensus
- Focused on needs of the child
- Effective Communication and Reflective Listening

Advantages
- Professional Interaction
Background of IEP Facilitation

• First facilitated IEP meeting: March 1998
• First training: January 1999 in Yolo County SELPA
• Study of FIEP implementation (Summer of 2016) shows:
  – 99% parent satisfaction
  – 90% of participants stated they feel confident in implementing facilitation techniques right away
  – 70% of participants stated that relationships improved with families when facilitation was implemented
Consensus through IEP Facilitation

Definition:
- General Agreement by the group, through collaboration and discussion
- Middle ground

Purpose
- Ensure the team can live with, support and implement the proposals made

Advantages
- Promotes shared understanding and shared responsibility
- Opens up options for the team to consider
Consensus through Facilitation

- Outcomes, agenda, and group norms are the first agreements developed by the IEP team through facilitation.
- The team then goes on to make decisions on the content with the guidance of the facilitator.
Content vs. Process

Present levels
Goals and Objectives
Assessment Information

Make Proposals
Check for Understanding
Check for Agreement
FIEP Demonstration Video
Go Slow to go fast.

SETTING UP FOR SUCCESS
Functions and Roles

- **Function of the IEP:**
  - The work that we get done
- **What work must the team members accomplish?**
- **Who needs to be there to do that?**
- **Using introductions that include definition of roles**
Visuals

Outcomes        Agenda        Norms
PARTICIPATING IN THE MEETING
Outcomes for

By the end of the meeting we will have:

- Understanding & Agreement of student’s present levels of performance
- Understanding & Agreement on Eligibility (If appropriate)
- Understanding & Agreement on Goals and Objectives
- Understanding & Agreement on Special Education Services.
Agenda for

Welcome and purpose; Introductions and roles; Outcomes and Agenda overview; Group Norms

Present Levels of Performance
What is it knows, understands, and is able to do?
• Strengths Classroom performance & Interventions
• Challenges Assessment information
• Eligibility (If appropriate)

Annual Goals and Objectives
What is it we want to know, understand, and be able to do in a year?

Special Education Services
• Services and Placement

Ending
• Confirm agreements, Complete paperwork, Get signatures
• Acknowledgements
• Debrief the meeting
Group Norms for IEP Meetings

- Communicate clearly and listen carefully
- Respect the views of others
- Share your views willingly
- Ask and welcome questions for clarification
- Be open to the ideas and views presented
- Honor time limits and stay on task
Facilitator’s Tools

- Process suggestions
- Ask clarifying questions
- Assisting and encouraging the team to share their expertise
Stages of a Discussion

Open
- Proposal
- List
- Brainstorm

Narrow
- Combine
- Duplicates
- Advantages and Disadvantages
- Advocate

Close
- Straw Poll
- Negative Poll
- Build up/Eliminate
- Both/And
Building Agreement

1. Make a Proposal
2. Check for Understanding
3. Check for Agreement
Listen as an Ally

Are you listening or waiting to speak?

CuriositiesByDickens.com
<table>
<thead>
<tr>
<th></th>
<th>As an Adversary</th>
<th>As an Ally</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To defend, resist</td>
<td>To understand, support</td>
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<tr>
<td><strong>Key Attitude</strong></td>
<td>It’s me versus you.</td>
<td>It’s me and you.</td>
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<tr>
<td><strong>Strategy</strong></td>
<td>• Dominate the debate</td>
<td>• Be curious</td>
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<td></td>
<td>• Arguing</td>
<td>• Show empathy</td>
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<td></td>
<td>• Interrupting</td>
<td>• Paraphrasing</td>
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<td></td>
<td>• Debating</td>
<td>• Asking questions</td>
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<td><strong>Behaviors</strong></td>
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<td><strong>Impact</strong></td>
<td>• Distrust</td>
<td>• Trust</td>
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<td></td>
<td>• Resentment</td>
<td>• Appreciation</td>
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Listen as An Ally

- Bracket
- Reflect
- Paraphrase
- Perception Check
- Open-Ended Questions
- Body Language
Interventions

◆ Boomerang

◆ Ask/Say What’s Going On

◆ Anger Mountain ➔ Neutralize Language
FOLLOW-THROUGH
Tools

- Parking lot
- Action plan
- Debrief
### Sample Action Plan

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>• Set up behavioral assessment</td>
<td>• School psych</td>
<td>3/23/18</td>
</tr>
<tr>
<td>• Share results of assessment</td>
<td>• School psych</td>
<td>3/31/18</td>
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<tr>
<td>• Reconvene IEP team meeting</td>
<td>• Team chair</td>
<td>4/7/18</td>
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Sample Debrief

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Any Questions?
Key2Ed is the authority on IEP Facilitation

THANK YOU
Please visit our website at
http://www.key2ed.com

Join our LinkedIn Facilitated IEP Discussion and Support Group