



# IEP Development

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This session will provide families and professionals with an overview of the IEP development process. Topics include common challenges that parents of children who are deaf-blind face in working with IEP teams, strategies that families and other IEP team members can utilize in IEP meetings to build family-professional partnerships, and strategies for managing conflict as it arises.

## KEY POINTS

- Collaboration benefits both professionals and families.
  - Collaboration between professionals
  - Collaboration with families
- 7 principles of Effective Partnership (Blue-Banning et al., 2004)
  - Communication
  - Professional Competence
  - Commitment
  - Advocacy
  - Equality
  - Respect
  - Trust
- Parent past IEP experiences impact current experiences
- Parents develop advocacy strategies as a result of their past IEP experiences and by valuing collaboration (McKittrick, 2019).
  - Direct strategies (Pre-planning, IEP meeting management, goal setting, ensuring individual needs are met, conflict prevention)
  - Gaining and sharing knowledge
  - Student involvement

- Leadership skills (team mindset, firm but positive, consensus building, flexibility/creativity, thinking ahead, problem solving)
- Common sources of conflict as reported by parents of children who are deaf-blind (Correa-Torres, Bowen, Gershwin, McKittrick, 2018):
  - IEP team lack of knowledge of deafblindness
  - Lack of understanding of unique needs
  - Lack of follow through
  - Poor communication
- Strategies to help prevent conflict
  - Networking with other families
  - Education: deafblindness and IEP law
  - Parents taking on case manager role
  - Being prepared for IEP meetings
  - Collaboration!
- Conflict is normal, natural, and to be expected.
- Separate the person from the problem - don't make it personal.
- Recognize the positions to uncover the interests
  - Positions are the solutions offered ("I expect...", "I want...")
  - Interests are the motivations ("I need", "I fear", "I hope", "I value")
- To uncover the interests:
  - How has this affected you?
  - What do you think will happen if we do \_\_\_?
  - Can you explain how this is important to you?
  - How does this solve the issue?
  - What is blocking you from \_\_\_?
  - What do you need to move forward?
- Interest-based problem solving - where the interest becomes the joint concern. "How can we meet (interest) and (interest) as we move forward?"

## ADDITIONAL RESOURCES

- [The Center for Appropriate Dispute Resolution in Special Education](#)
- [Lane of Inquiry, Deafblind Education Research and Family Support](#)
- [Ava's Voice](#) (about me template and accommodations list for students who have Usher syndrome)