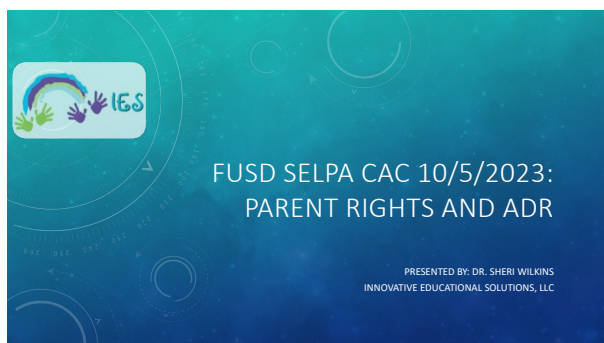
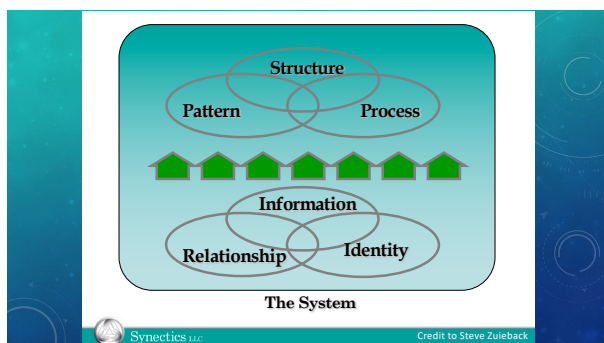




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PARENT RIGHTS / PROCEDURAL SAFEGUARDS

- Participation rights – the right to active participation as part of the team.
- Notice rights – the right to receive information in a timely manner.
- Consent rights – the right to consent (or not consent) to your child’s educational program (includes stay-put).
- Access to records rights – the right to receive copies of educational records.



4

PARENT RIGHTS / PROCEDURAL SAFEGUARDS

- Evaluation/Assessment rights – the right to a nondiscriminatory evaluation for your child and an IEE if you do not agree with the district evaluation.
- Dispute resolution rights – the right to request mediation, a hearing, or to file a complaint (includes Alternative Dispute Resolution/ADR).
- Information rights – the right to be informed of school discipline and alternative placement options.

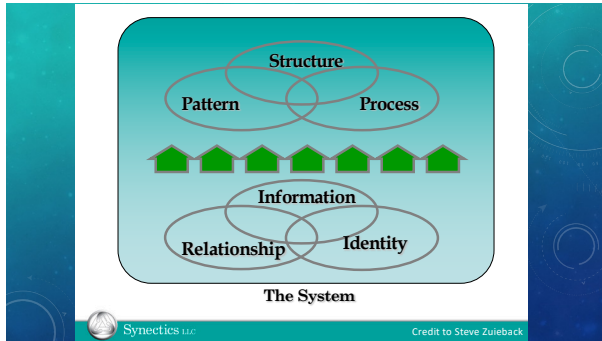


CEC Parent Rights Website

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RELATIONSHIP

- It's more than simply 'liking' someone else.
- Relationship has to do with connections.
- Building relationship/connection takes time because it requires trust, which is built on honesty that leads to respect.

8

Stephen M.R. Covey

9

WHAT IS TRUST?

- Think of a trusting relationship in which you are currently involved.
- What behaviors have built that trust?
- What behaviors tend to undermine trust?

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BUILDING TRUST STARTS WITH RAPPORT

- Trust takes time.
- Individuals build up a 'trust account' that can increase or decrease with interactions.
- One way to begin building trust is through rapport.
- Rapport is a connection or relationship with a person or group.
- Building rapport is the development of that connection with someone else.

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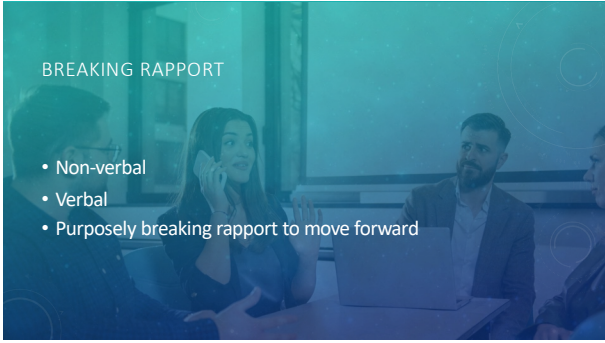
WAYS TO BUILD RAPPORT WITH OTHERS

- Non-verbal patterns (physiology)
- Verbal patterns (language and speech)
- Mental-emotional states

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BREAKING RAPPORT

- Non-verbal
- Verbal
- Purposely breaking rapport to move forward

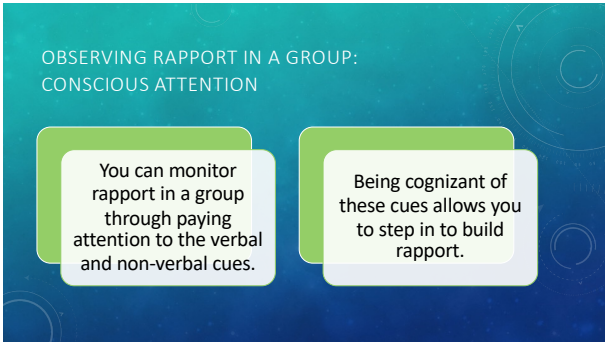


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OBSERVING RAPPORT IN A GROUP: CONSCIOUS ATTENTION

You can monitor rapport in a group through paying attention to the verbal and non-verbal cues.

Being cognizant of these cues allows you to step in to build rapport.



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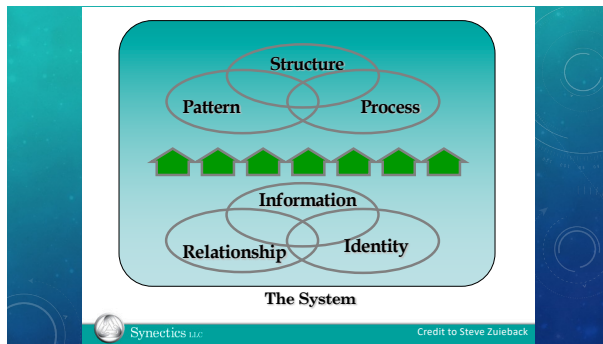
USE PERCEPTUAL POSITIONS TO BUILD RAPPORT



- 1st Position: Self focused
- 2nd Position: Other focused
- 3rd Position: System focused



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WHAT IS IDENTITY?

- Current state – where we are right now
- Based on our values and beliefs
- Gives a sense of purpose and meaning

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CURRENT STATE: MEETINGS

- We often approach meetings with:
 - Unclear outcomes
 - Insufficient pre-work
 - Under-developed technique
- We fail to see how we can influence meetings in a positive way, so we don't try



18

INTENTIONS

- Also known as goals or outcomes
- What we want to create
- Our vision of the future (long-range and short-range)
- Can also be described as 'interest'

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INTENTIONS: MEETINGS

- What should our outcomes be?
 - Strong sense of collaboration
 - Focus on clearly stated and understood outcomes
 - Mutual respect and trust-building
- Collaborative problem-solving to develop an effective educational program that meets the long-term goals for your child

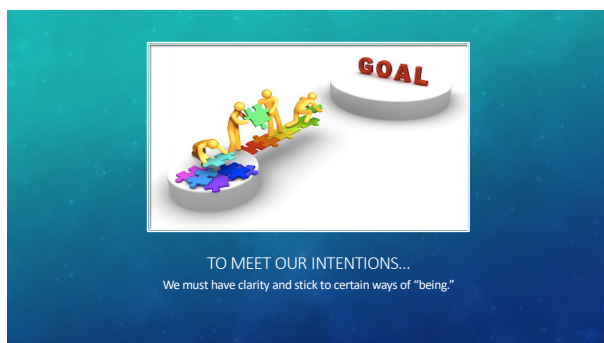
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THINK AND/OR WRITE

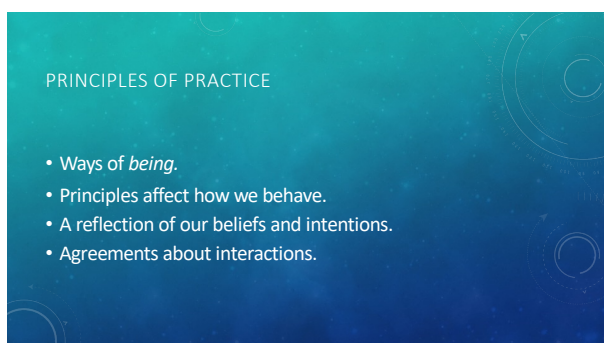
- Think about your aspirations for your child.
- What are two or three long-term aspirations?
- Now think about the current situation.
- What are your short-term intentions right now?



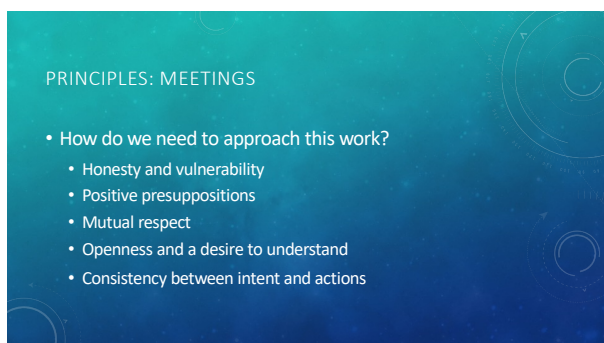
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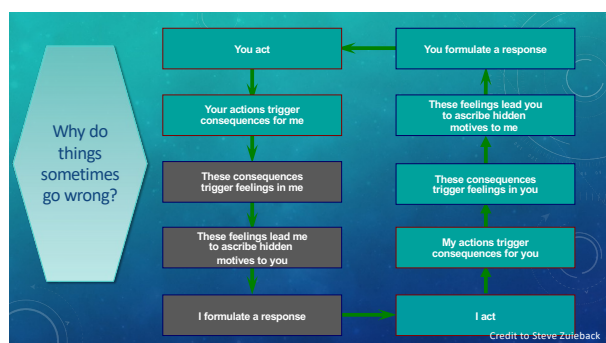
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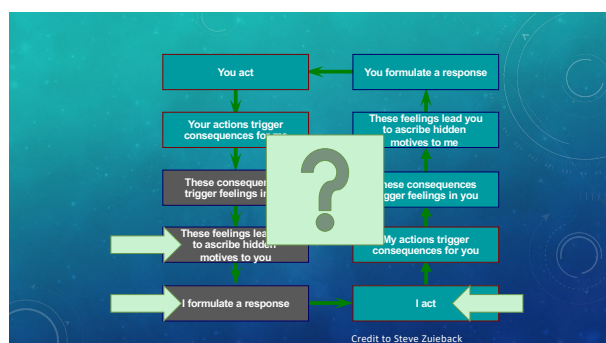
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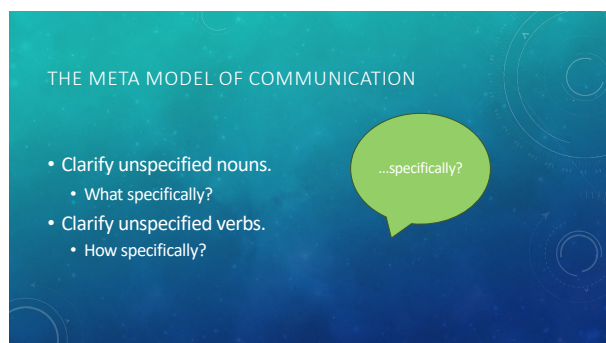
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THINK AND/OR WRITE

- Formulate questions using the Meta Model of communication to clarify the following statements:
 - "There's never any follow-through on requests from the school."
 - "No one cares about the effects of bullying."
 - "Additional assessments will be completed by the end of the summer."

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ASKING HIGH QUALITY QUESTIONS

High Quality Questions invite the person to think through their thoughts and feelings. They are not answers disguised as questions and they require more than a yes/no answer.

Examples:

- What is the most important thing to consider about this situation?
- What would you like to see happen?
- How will we know when our goals have been achieved?

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GETTING TO YES: NEGOTIATING AGREEMENT WITHOUT GIVING IN

- Best-selling book by Roger Fisher and William Ury of the Harvard Negotiation Project (first edition in 1981)
- Step 1 – understand that all of us are negotiators
- Step 2 – understand that we can use techniques and build our skills to make our negotiations more effective
- Step 3 – negotiate so that your intentions are being met and the relationship is being maintained

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GETTING TO YES:

1. DON'T BARGAIN OVER POSITIONS

- Positions are the proposed solution to any problem
- Positional bargaining is when two or more parties negotiate based on positions
- Positional bargaining is not an effective way to negotiate
- Arguing over positions becomes a contest of will and endangers relationship
- An alternative to positional bargaining is principled negotiation

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GETTING TO YES:

2. SEPARATE THE PEOPLE FROM THE PROBLEM

- We need to understand that negotiators are people first
- We must pay attention to the interests (intentions of goals) *and* the relationship
- Understanding the thinking of the other party is imperative to understanding how they view the situation
- Understand and deal with emotions
- Communicate clearly and clarify what others say

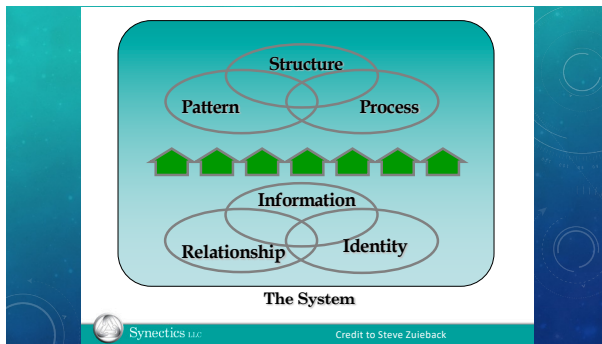
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GETTING TO YES:

3. FOCUS ON INTERESTS, NOT POSITIONS

- Identifying and communicating interests leads to better problem-solving and better solutions
- There are usually several possible positions that exist and satisfy each interest
- Behind opposing positions there are typically more interests that are similar than those that are different
- Compatible as well as differing yet complementary interests may be a foundation for agreement
- Know your interests and communicate them clearly

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WHAT IS INFORMATION?

- Not simply *more* information.
- What is important is access to information.
- Information is similar to oxygen in the human body.

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WHAT INFORMATION IS NEEDED?

- What information do we need from others?
- What information do we have that we need to make available?
- What information do we need to get?
- Where can we get that information?

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THINK AND/OR WRITE

- For your next IEP meeting – what information do you need to receive from the school?
- What information do you have that you need to share?
- How best can you share that information?



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 GETTING TO YES:
 4. INVENT OPTIONS FOR MUTUAL GAIN


- In negotiations it is valuable to have many options, although many people work to narrow the options
- There are four impediments to developing options:
 - Premature judgment
 - Looking for one answer
 - Believing in a fixed pie
 - Belief that "solving their problem is their problem"
- Brainstorm to add options, then choose the best ones
- Work to make the best options even better for everyone

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 GETTING TO YES:
 5. USE OBJECTIVE CRITERIA


- Decisions should be based on objective criteria
- Need to have agreement on what criteria to use
- Prepare by thinking about what standard might be used
- Research what standards have been used in the past
- Discuss what criteria to use and why – based on principles
- Use high quality questions to clarify why a certain criteria is being suggested

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GETTING TO YES:
6. KNOW YOUR BATNA



- Best Alternative to a Negotiated Agreement
- Think about what your recourse will be if you do not reach agreement
- What would be the worst agreement you would accept that would be better than your BATNA?
- A strong BATNA will help you be a stronger negotiator
- Decide whether to share your BATNA in the meeting

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THINK AND/OR WRITE: AAR

- What happened in this workshop?
- What did you learn?
- What is something you are going to try immediately?



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Q&A

Q&A AND
INFORMATION

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