

CADRE and JAMS Foundation Present:
Voices from the Field
Interview Clip #5 Transcript – Fran Fletcher

Fran: I guess, I guess there's two things that I have learned and I'm not sure that this would be everyone's practice, but it just seems to me that my role as a facilitator, and I'm very clear with the parent when I talk with them on the phone, is that my presence may not be able to get them a signed IEP, but what I guarantee that they will walk away from that meeting with is a complete and clear understanding about what they understand and whether they agree or they disagree they will walk out of that meeting knowing why they disagree or agree, and so that they can make an informed decision about what their next steps are. So I think that's my major responsibility. Of course, you would like to have a signed document and everyone would consider that a success but having that level of understanding, whether its agreement or disagreement is really important. And I guess the other thing is, so many times I get into an IEP meeting and I don't do very much because they're working really well together and so I stay completely out of it because it's not about my skill as a facilitator and whether I'm asking the right questions, it's about how well those people are working together and if having this neutral person in the room that kind of changes the dynamics a little bit, helps them work better and I don't have to say anything, I consider that a success. So that would be an advice I would have for someone who is new as a facilitator, is that if you find yourself not having anything to contribute that's not necessarily a bad thing. That's not that you're not doing your job, it's that the team is doing the better job of communicating.