



Constructive Individual and Systemic Approaches to Helping Frequent Filers

Suzanne McDougall & Marshall Peter

July 20, 2016

2:30 pm – 3:45 pm ET (11:30-12:45 PT)

Note: The PowerPoint is currently available on the CADRE website
<http://www.directionservice.org/cadre/frequentfilerwebinar.cfm>

Technical Stuff:

- Please enter any questions or technical difficulties into the chat box.
- Thank you for taking the time to answer the webinar poll questions!
(Note: The poll questions will appear on your screen until we remove them)

Constructive Individual and Systemic Approaches to Helping Frequent Filers

Presenters:

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Program Manager, Pennsylvania Office for Dispute Resolution

Marshall Peter

Consultant and Former Director, CADRE

“Complaints” (the legal stuff)

A *written state complaint* is used to communicate that a public agency (such as your child’s school) has not followed the requirements of the Individuals with Disabilities Education Act (IDEA), and to request an investigation of the problem.

A *due process complaint* is a written document used to request a due process hearing related to the identification, evaluation, or educational placement of a child with a disability, or the provision of a free, appropriate public education (FAPE) to the child.

Purpose

Briefly consider how a multi-tiered support system (MTSS) approach might be applied to improving our understanding and approach to conflict resolution, especially problem complaining

Application of MTSS to Reduce Problem Complaints

Most complaints are legitimate and appropriate. The purpose here is to consider *problem* complaining which can be defined by tone/language, frequency or both.

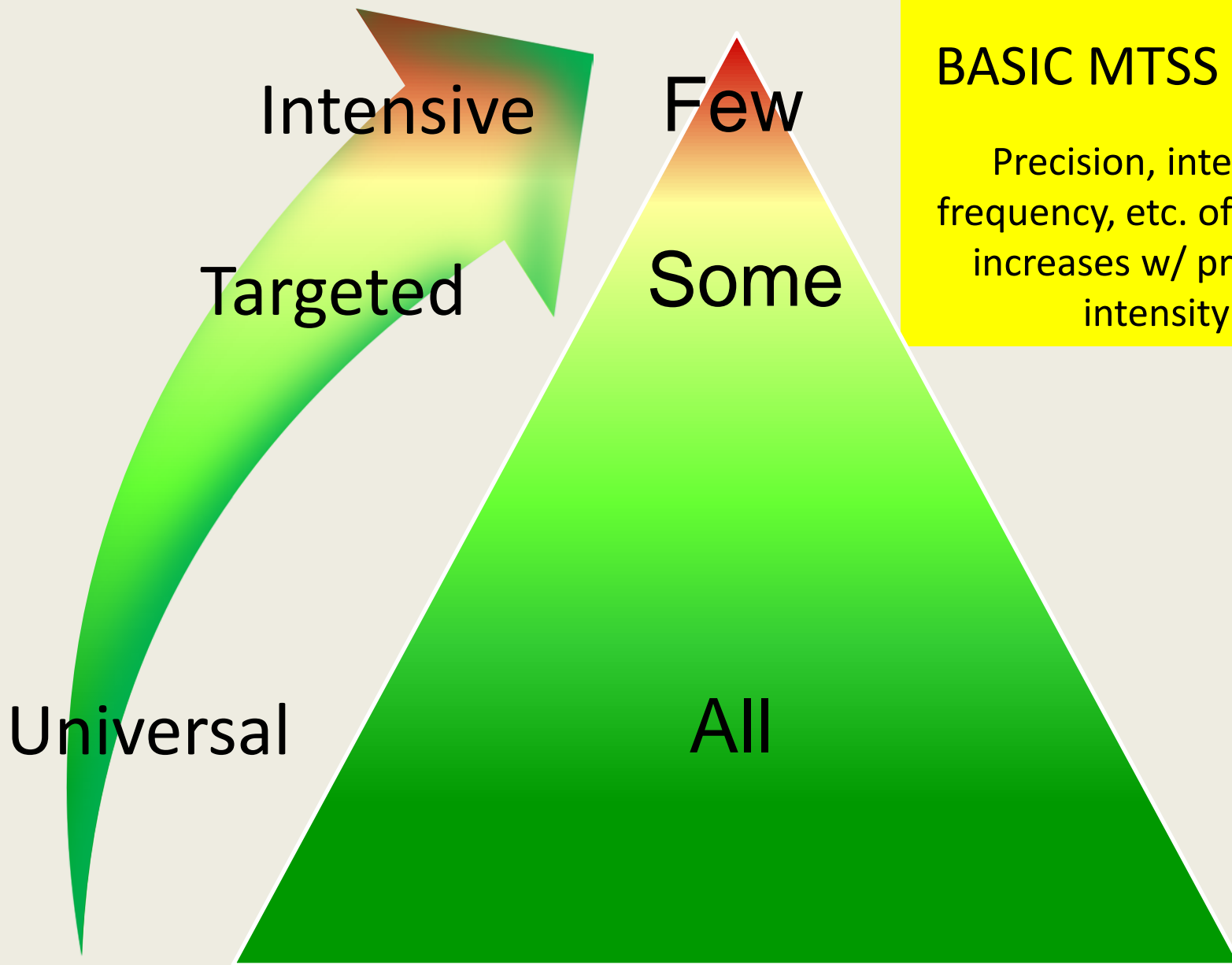
Obvious solution to complaining is to provide what is being requested. Risk is that you reinforce problem behavior. Important to try to unpack underlying interests.

Important Goals

Improved teaching
and learning

Increased parent
satisfaction

Reduced “burden”
(parent prep time +
parent engaged time +
psychic distress)



BASIC MTSS LOGIC

Precision, intensity,
frequency, etc. of support
increases w/ problem
intensity

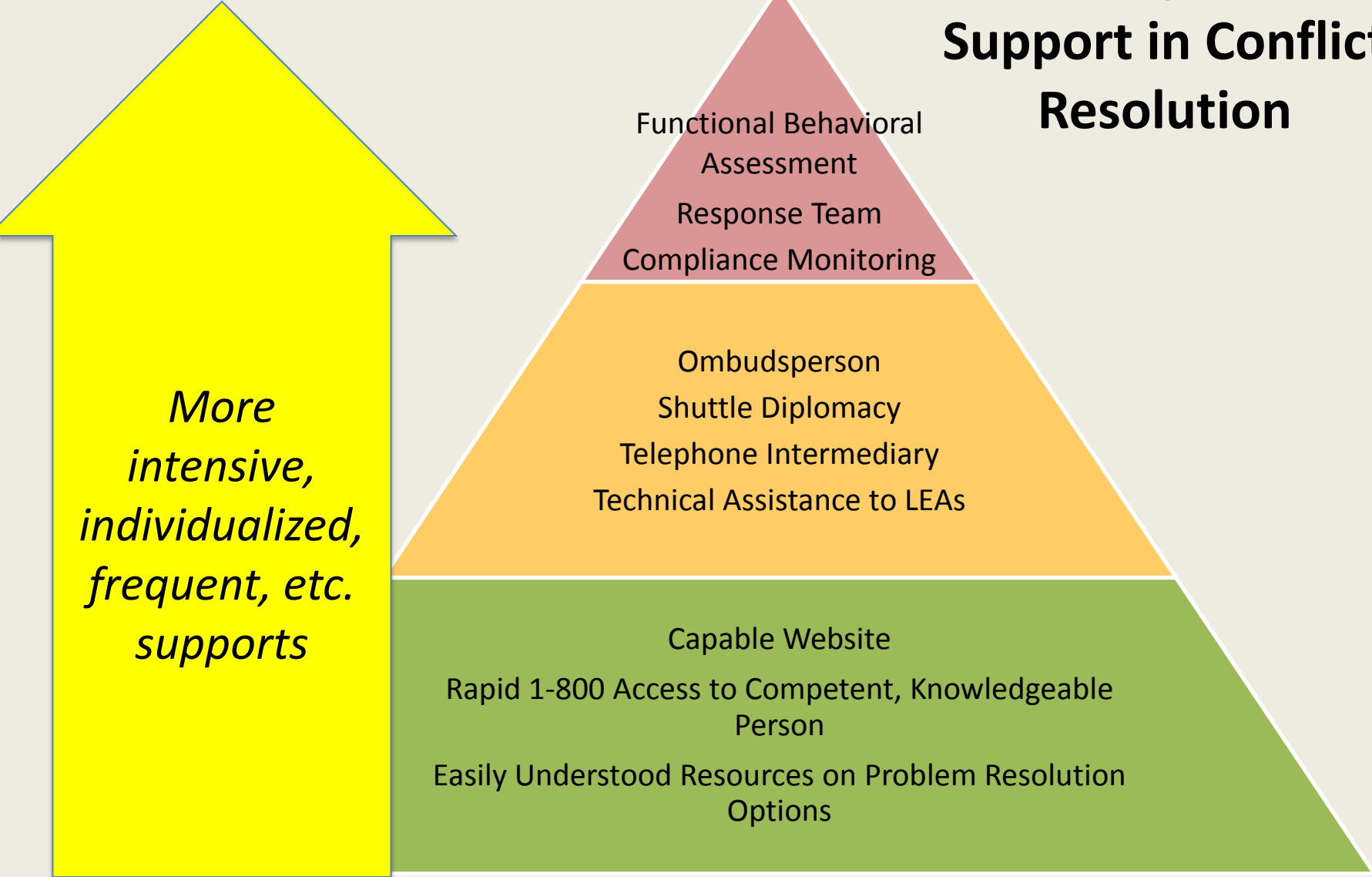
Tiered System of Support in Conflict Resolution

More intensive, individualized, frequent, etc. supports




LOCAL

Tiered System of Support in Conflict Resolution




Challenge Statement


Most disputes are generally legitimate and all need to be considered...that's why we do what we do.



When disputes are influenced or MOTIVATED by HISTORY of prior failures, non-satisfying solutions, unacceptable outcomes, other unrelated difficulties, etc., conflict resolution efforts can become CONTENTIOUS & unproductive.

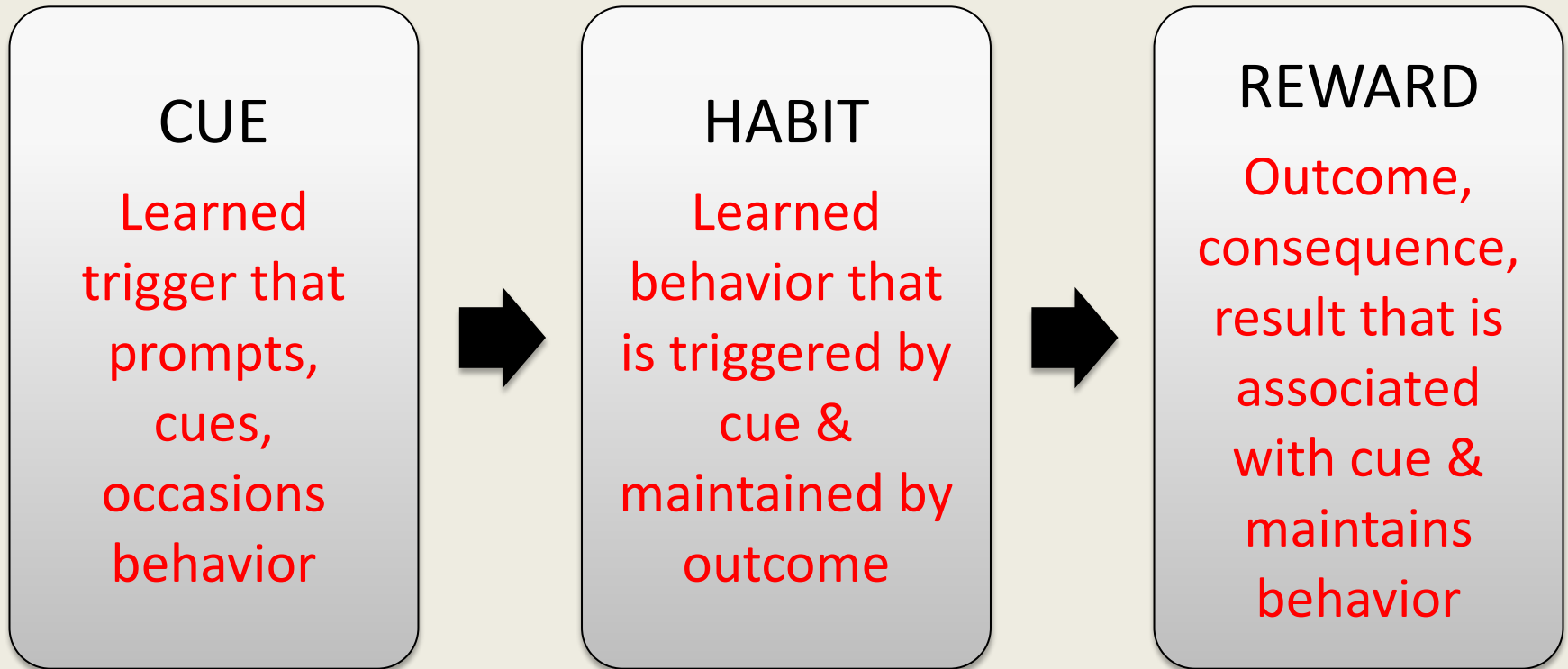


Each complaint has a HISTORY, CONTEXT, & MOTIVATION.



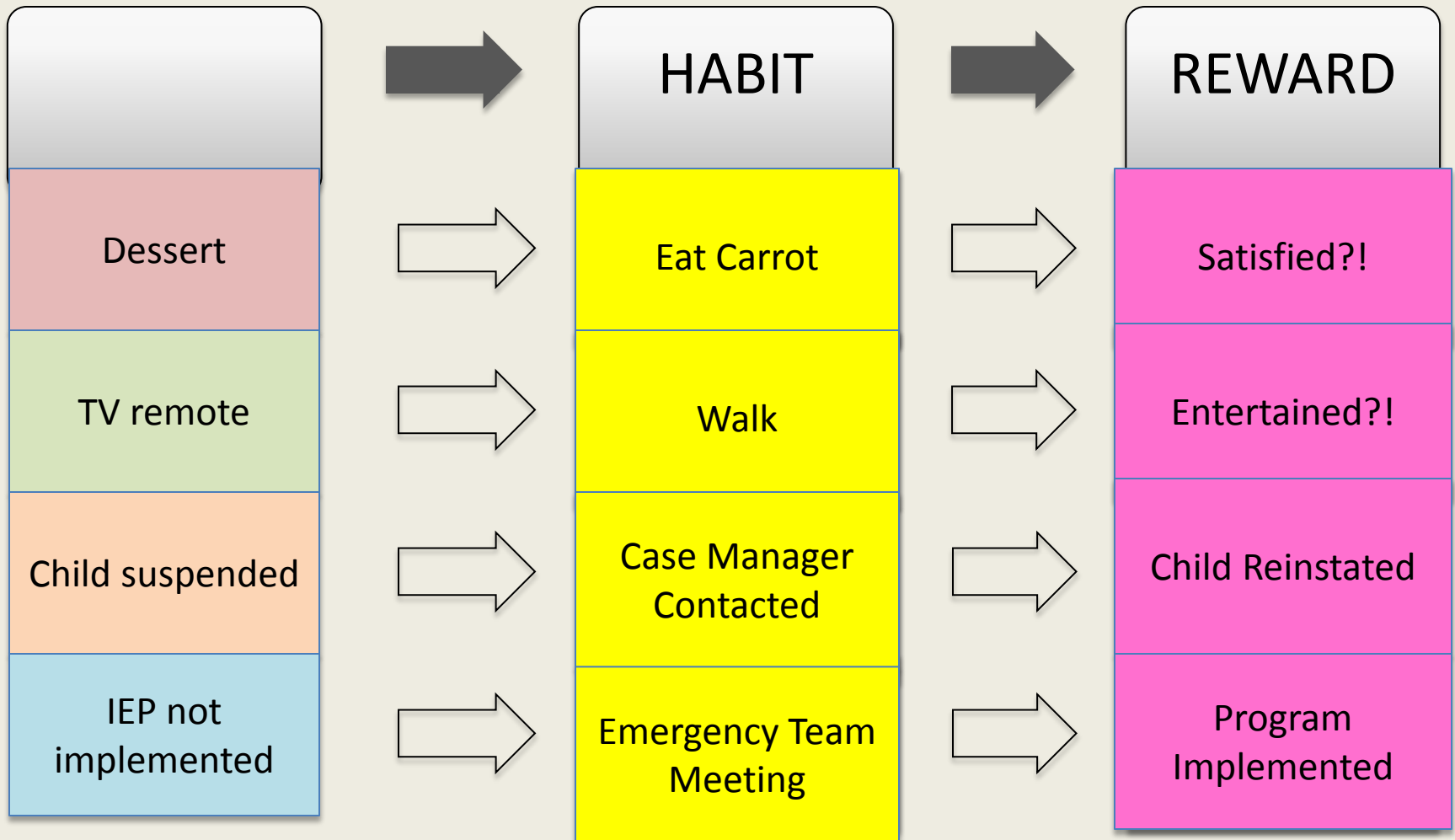
To enhance resolution process & outcomes, we must improve our UNDERSTANDING of HISTORY, CONTEXT, & MOTIVATION, especially when “problematic”.

More chronic/intensive behavior requires more careful understanding of behavior history (i.e., FBA)



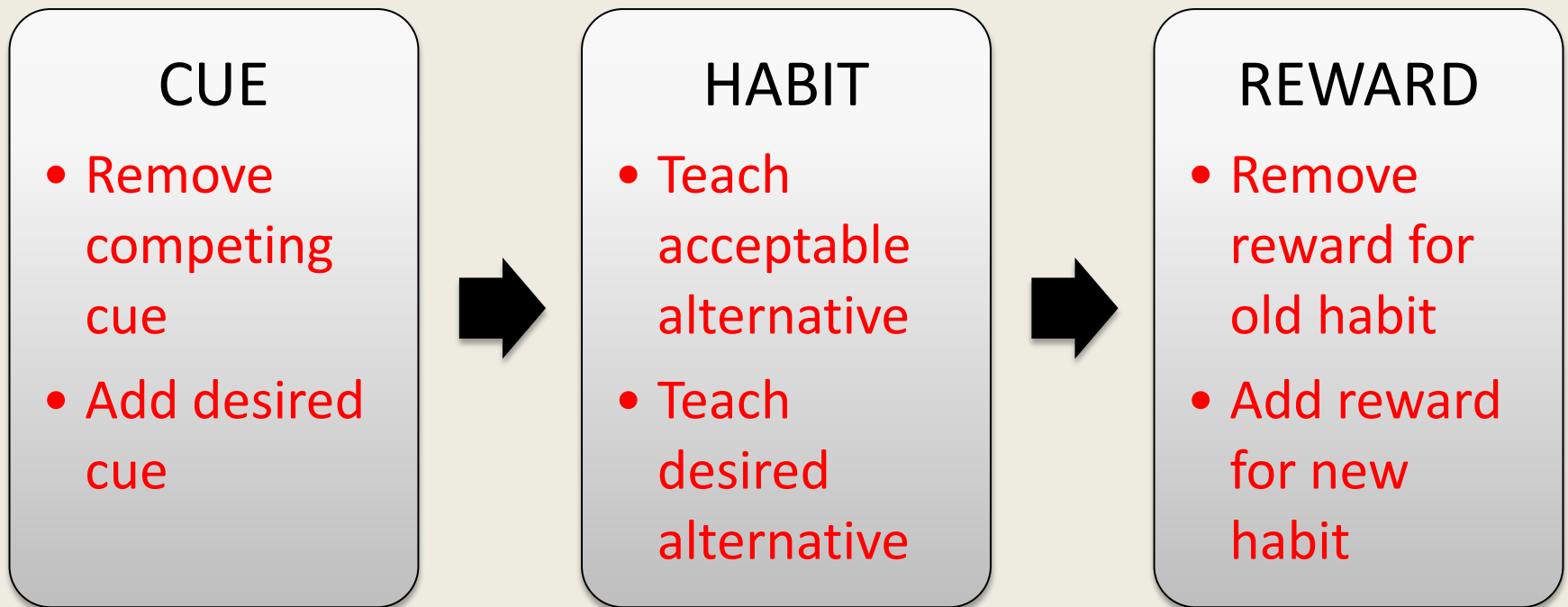
Adapted from *Power of Habit: Why We Do What We Do in Life & Business* by Charles Duhigg (2014)

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit).



Adapted from *Power of Habit: Why We Do What We Do in Life & Business* by Charles Duhigg (2014)

Developing effective, efficient, & relevant strategy for problem behavior requires consideration of 3 elements & 6 practices



Application of MTSS Analysis to Reduce Problem Complaints

The following analysis/intervention charts (not enough time to truly explore) are very generic and are meant only as lists of possibilities. Good plans are individualized and fit well into the context in which they are administered.

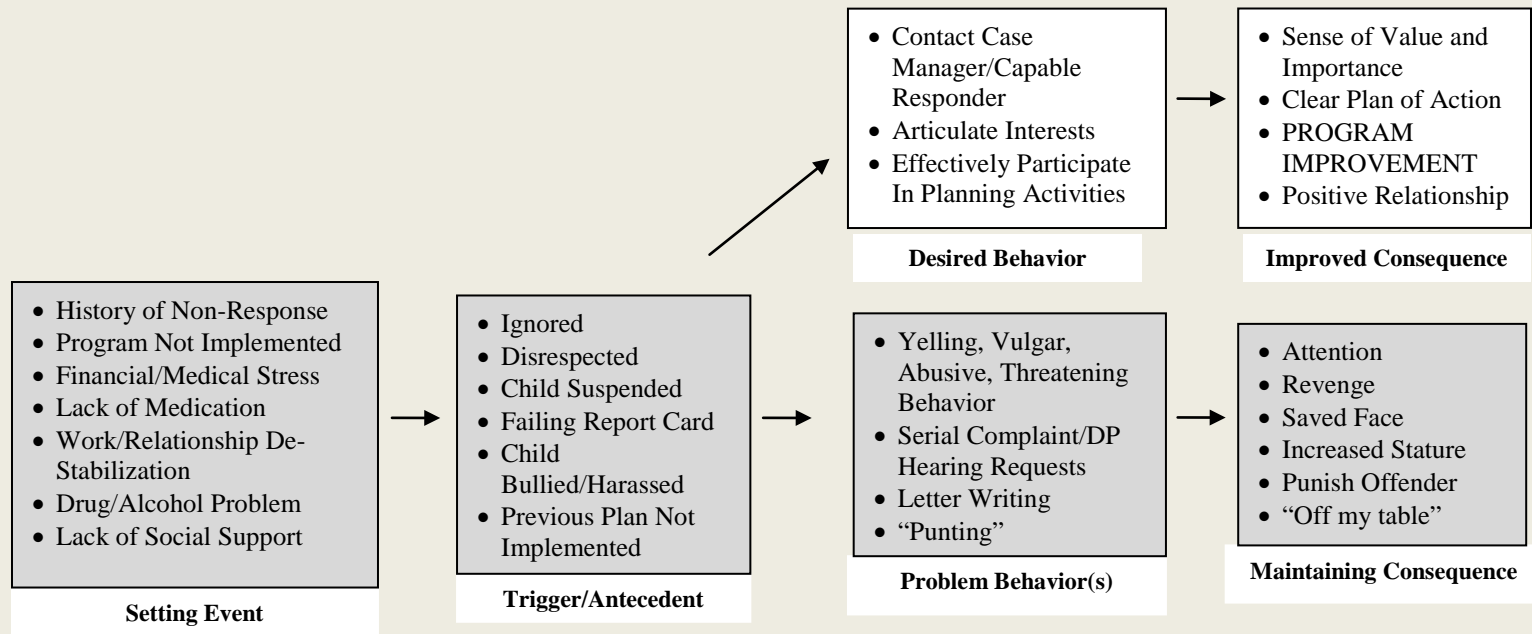
Staff behavior can significantly contribute to parental complaints and trigger increased negative emotions and responses. You may be the problem.

Some of the possible consequence strategies, especially those related to Extinction, may increase the problem behavior. They may also cause you to be viewed as a personnel problem.

The task is to develop a working hypothesis and conduct experiments by manipulating variables to see if you can establish an acceptable alternate behavior. Look for smallest intervention with biggest effect.

LEA BEHAVIOR ANALYSIS/SUPPORT PLAN

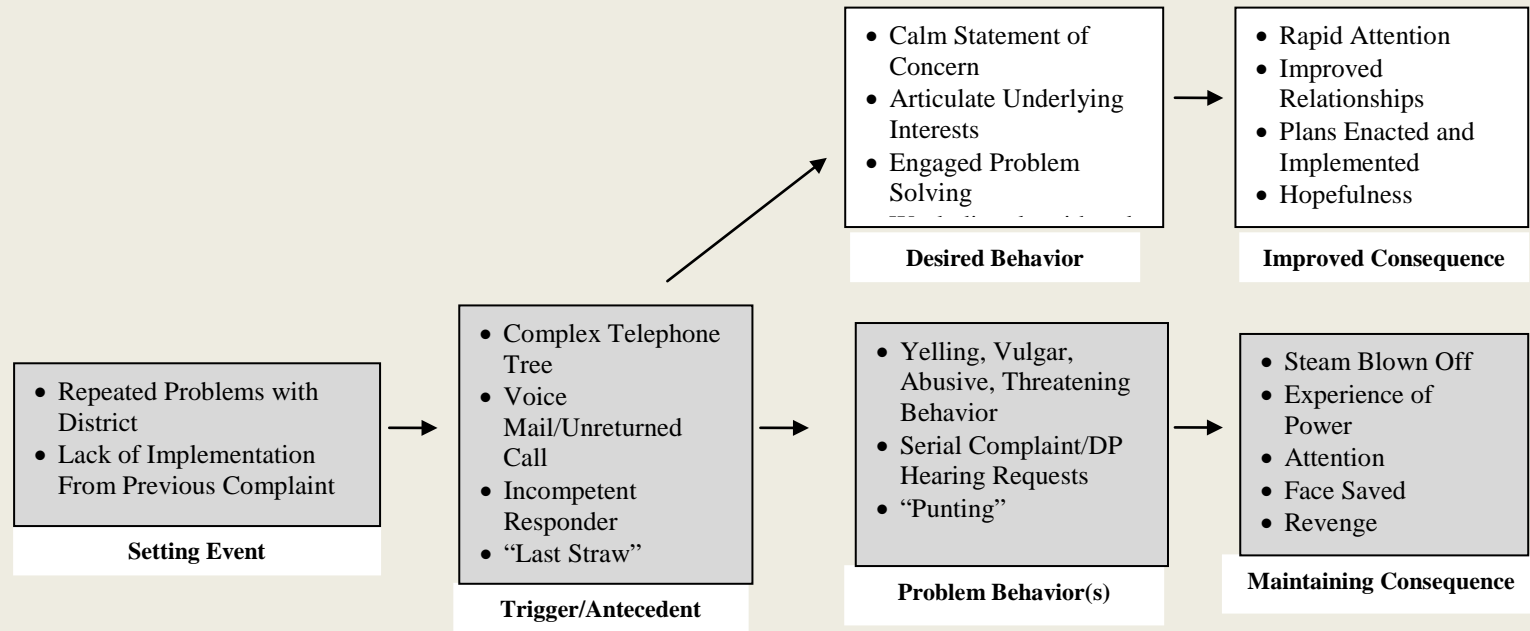
POSSIBLE EXPLANATIONS & USEFUL APPROACHES



Setting Event Strategies	Antecedent Strategies Behavior	Teaching Strategies	Consequence Strategies
<ul style="list-style-type: none"> • Case manager/wrap facilitator available to assist with non-school problems • Engagement with facilitative advocate • Import valued person into meeting setting 	<ul style="list-style-type: none"> • Red phone access to capable responder with power to implement change • Alternatives to exclusion • Restorative Justice/Peer Training • Train problem person • Remove problem person 	<ul style="list-style-type: none"> • Workshops on Effective IEP Meeting Participation • Staff Training On IEP Facilitation • Referral to Parent Center 	<p><u>Reward</u></p> <ul style="list-style-type: none"> • Rapid access • Problem clearly articulated • Mobilization around problem resolution • Positive commitment • Increased influence • Appreciation Note home <p><u>Extinction</u></p> <ul style="list-style-type: none"> • Hang up • Unreturned calls • Time limited communication • Communication without rapport

SEA BEHAVIOR ANALYSIS/SUPPORT PLAN

POSSIBLE EXPLANATIONS & USEFUL APPROACHES



Setting Event Strategies	Antecedent Strategies Behavior	Teaching Strategies	Consequence Strategies
<ul style="list-style-type: none"> • Quick follow through • Commitments kept • Compliance monitoring 	<ul style="list-style-type: none"> • Easy direct line access • Rapid returned call • Competent responder-excellent active listener • Plenty of time for call • Remove problem person • Train problem person 	<ul style="list-style-type: none"> • Identification of local Red-Phone Responder • Referral to Parent Center • Engage in continuing learning opportunities around culture, gender, language, and class • Train district staff - collaborative problem solving 	<p><u>Reward</u></p> <ul style="list-style-type: none"> • Red phone access • State removed from mediating role <p><u>Extinction</u></p> <ul style="list-style-type: none"> • Hang up when abusive • Engage public safety (if needed)

Four Critical Pillars

Be legally
compliant

Don't do
anything that
doesn't feel
"right" to you

Reinforce
desired
behavior

Be kind!

Soft Skills for Hard Conversations

Strategies for competent responders

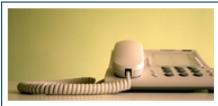
Suzanne McDougall

Point of Reference: ConsultLine

The Special Education ConsultLine is a toll-free service established in 1995 by the Pennsylvania Department of Education/Bureau of Special Education for parents and advocates of children with disabilities.

ConsultLine

[Home](#) » [ConsultLine](#)



ConsultLine is a toll-free information help line for parents and advocates of children with disabilities who have questions or concerns about the education of a school-aged child. ConsultLine specialists answer questions and provide information about special education, gifted education, and Section 504 of the Rehabilitation Act of 1973. ConsultLine specialists provide service to non-English speaking callers through the assistance of a confidential, third party interpreter.

You can reach the ConsultLine at the following telephone numbers:

In Pennsylvania: 1-800-879-2301 (Toll-Free)


Outside Pennsylvania: 717-901-2146

You can also contact ConsultLine by filling out the [online contact form](#).

The ConsultLine specialists can:


- Describe the processes involved in having a child evaluated and provided special education, classroom [accommodations](#) and [related services](#);
- Explain the procedural safeguards (parents' rights) available to parents of students with disabilities;

ConsultLine Video



Learn how ConsultLine can help parents and advocates of children with disabilities.

ConsultLine Brochure



This booklet provides information about the ConsultLine, a toll-free statewide information help line for parents and advocates of children with disabilities.

Point of Reference: ConsultLine

Like McDonald's – billions served – ConsultLine serves approx. 3,000+ callers/yr.

- CL Specialists may assist more than 10,000 families and advocates during their tenure; this is true for me.
- Specialists are “competent and capable responders” who listen to concerns, describe options, provide information and low-level interventions for compliance-based issues.

*Types of complaints:
instrumental and expressive*

Is the complainant seeking a mechanism for distributive justice per the state complaint or due process system?

and/or

Is the complainant seeking a pathway to be heard, attended to, balance the power?
(acknowledgement/ security)

Before I Respond

What impressions have I already formed and how will that impact my ability to respond?

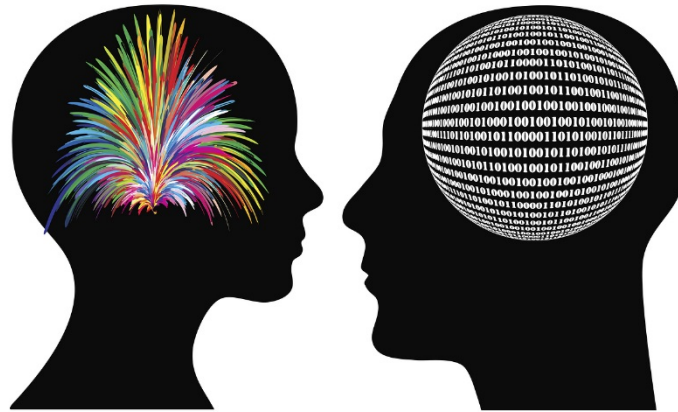
What is my commitment to satisfying the concerns and what are the limitations?

Is there personal history (past conversations and complaints)? What worked and what didn't?

What influences me as a responder?

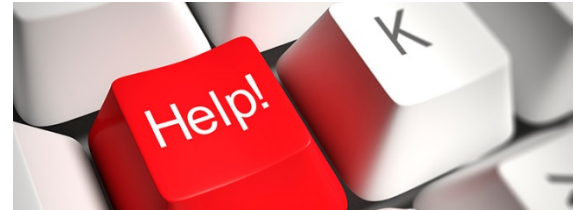
“We don’t see things as they are,
we see things as we are.”

Anais Nin



What is the motivation?

- Address perceived inequities
- Voice
- Justice
- Recognition
- Apology
- Compensation for perceived harm/loss
- Precedence
- Documentation
- Correction (systemic and/or individual)
- Change behavior
- Reaction to the lack/loss of trust
- Last resort; unsure of rights...etc.



During the Conversation

Explain the scope and limits of your role/position.

Convey commitment to go as far as you can to help address the concern.

Periodically allow time for the speaker to collect thoughts, reflect, regain composure, save face, or recall a more positive situation.

During the Conversation

Consider and acknowledge the journey they've been on before reaching your extension or email address.

Learn and establish the purpose of the conversation.

Describe what you think or hope you can do for them.

During the Conversation

Curiosity: have a “learning conversation” (facts and feelings).

Make room for emotions without letting them dominate a productive process.

Reframe: help caller move from a blame stance to an action/solution-oriented approach; capture the positive intention/underlying need. Envision a successful outcome.

During the Conversation

Use silence effectively. Appreciate their journey.

Use envisioning language to explore the speaker's ideas about a positive outcome. "What would success look/feel like in this situation?"

Explore assumptions; check understanding; confirm correct information.

During the Conversation

Provide information and resources when applicable.

Regulatory content can be a great neutralizer when spoken in a way that makes sense to the listener.

Ask what they think the regulation or mandate means to their situation and the complaint.

Recognize the Impact

What influences your feelings/impressions and reactions during the conversation:

- Tone of voice
- Blaming statements
- Crude or overly dramatic language
- Assumed or perceived value differences
- Other's expressed assumptions
- Lack of accurate information
- Embedded requests
- Language of entitlement

Hit the Pause Button to Refresh if Needed

“There’s a lot going on in this conversation and I want to make sure I’ve got the right mindset for hearing you out. So I’d like to suggest that I call you back in ____ minutes...or, would you prefer to call me?”

During the Conversation

Craft an “I” statement to postpone or redirect the conversation when the emotions dominate.



“I’ve got to focus on what you’re telling me, but I’m feeling a little overwhelmed by how I’m hearing it.”

Completing the Conversation

Recognize success

Summarize actions that will be taken

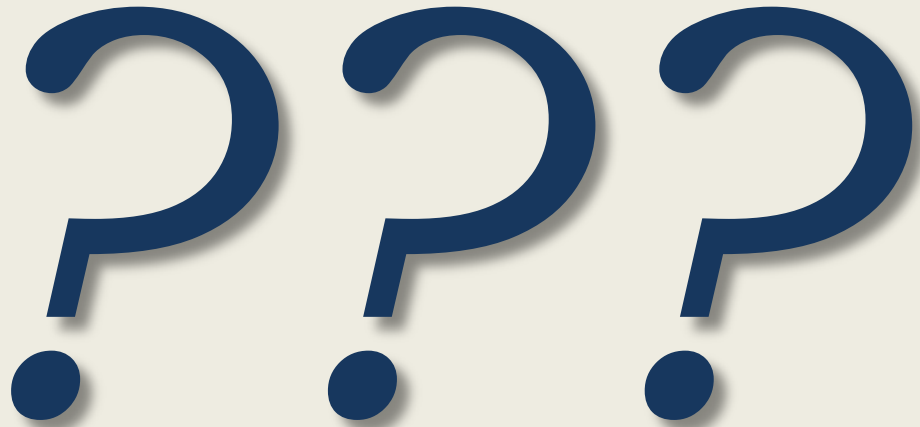
Follow through on every commitment

Post Conversation Decompression

How do you restore your mindset and energy after a difficult conversation?

- Reflect/Process
- Document
- Desk yoga stretch, fresh air and/or vending machine
- Acknowledge your competent response or your frustration
- Channel your inner Plato – “Be kind: Everyone you meet is fighting a hard battle.”

Questions



Contact Information

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Marshall Peter: marshallpeter@comcast.net



Thank you for joining us!

Please take a few minutes to respond to this brief survey about your experience:

[Webinar Survey](#)

www.surveymonkey.com/r/frequentfilerswebinar





Upcoming Webinar

Nature vs. Nurture: Our Brain's Response to Conflict

Presenters:

Clare Fowler and Lesley Cook

September 14, 2016

2:30 pm – 3:45 pm ET (11:30-12:45 PT)

Registration Open Soon – Check the CADRE Website!