



New York State Education Department
Office of Special Education
Educational Partnership





Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Training

Module 9: Effective CPSE/CSE Meetings

Produced by the Technical Assistance Partnership for Transition at Cornell University in conjunction with the Technical Assistance Partnerships for Academics and Behavior at University at Albany and Technical Assistance Partnership for Equity at Bank Street College of Education.

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Today's Facilitators

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each others’ needs.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.




Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Agenda and Materials

- Introduction to Module 9
- Family engagement
- Regulatory review
- Effective meeting practices
- Committee on Preschool Special Education (CPSE)/Committee on Special Education (CSE) regulatory odds and ends
- Wrap up

Overview of Series

- Module 1: The Foundations
- Module 2: Referral
- Module 3: Evaluation Process and Procedures
- Module 4: Eligibility
- Module 5: Recommendations/Individualized Education Program (IEP) Development
- Module 6: Implementing and Amending the IEP
- Module 7: Annual Review
- Module 8: Reevaluation
-  **Module 9: Effective CPSE/CSE Meetings**
- Module 10: CPSE

Module 9 Learning Objectives

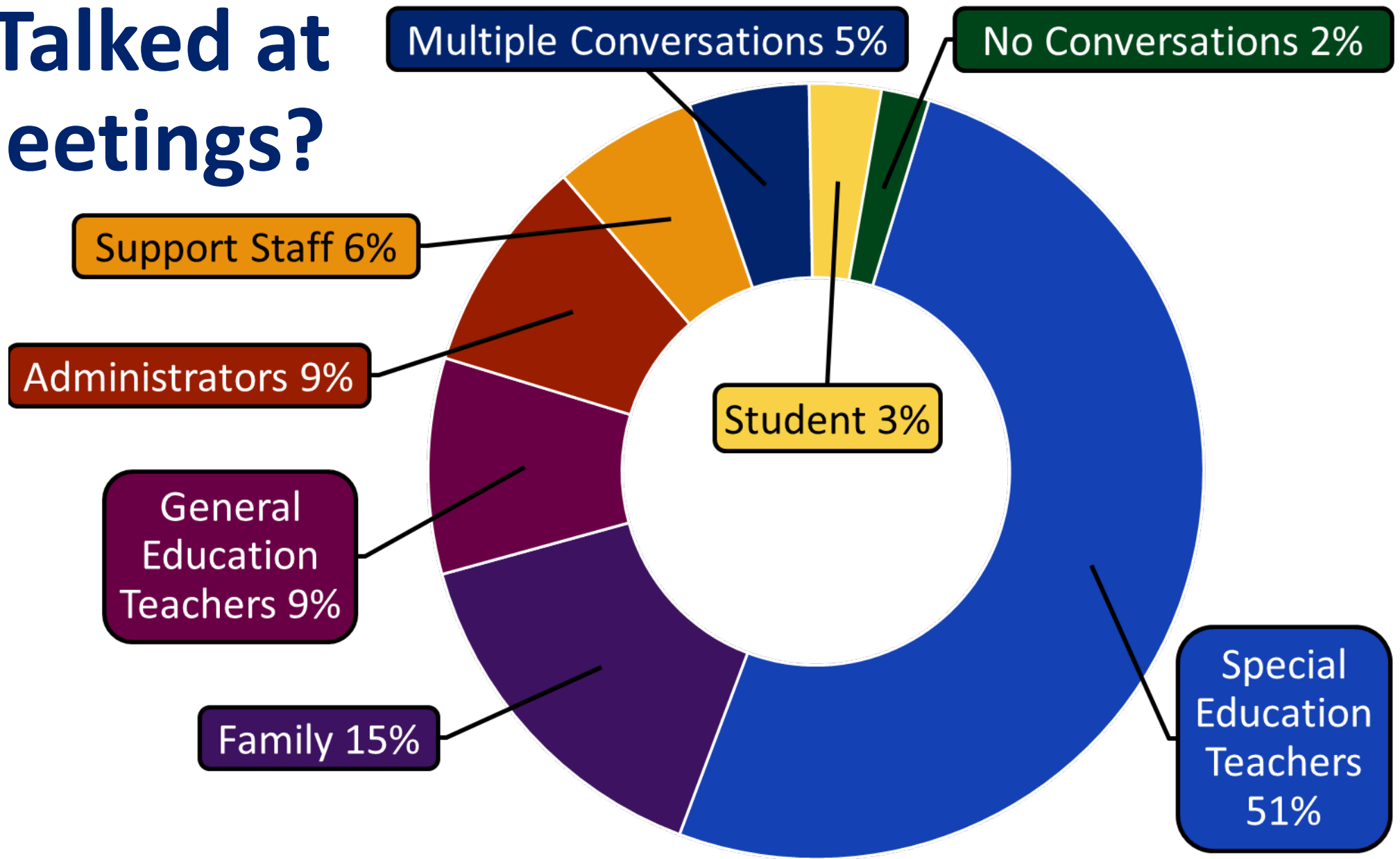
Participants will:

- Review essential regulatory information necessary for meeting facilitation, including meeting attendance
- Develop skills needed to facilitate the meeting in a manner that promotes the meaningful participation of all members, including the student's parents
- Identify conversation points that will focus the discussion of the CPSE/CSE and will help build consensus
- Introduce the concepts of Behavioral Intervention Plans (BIPs), Student Exit Summary (SES), and interagency collaboration

Importance of Family Engagement



Who Talked at IEP Meetings?



Outcomes for Students Who Experience High Levels of Family Engagement

- Better social skills and adaptation to school
- Positive attitudes and behavior
- Better attendance
- Increased participation in more challenging academic programs
- More classes passed and credits earned
- Higher graduation rate

Family Engagement

To be culturally responsive, professionals need to:

- Consider how families and students feel
- Educate ourselves and apply strategies to make environments welcoming and inclusive
- Meet parents and families where they are to build trusting and collaborative relationships
- Be supportive of diverse family backgrounds
- Recognize, respect, and address each family's assets and needs
- Embrace a philosophy of partnership
- Be mindful of common barriers to family engagement and how to overcome them

Responding to Different Perspectives



Some examples:

- Some families have had a history of negative experiences with the educational system, so teachers may not receive much support from home.
- Expectations are influenced by the student's culture, community, and family.
- Often the teacher is considered the expert, and family involvement denotes disrespect for the teacher as an authority figure.

Family Engagement and Cultural Perspectives— Applying Strengths-Based Attitudes



Map out questions to ask students, families, and communities in order to enrich your understanding of those students, families, and communities.

Review of Membership and Attendance



Committee Member Attendance and Excusal

§200.3(f)

Remember:

- All members of the CPSE/CSE shall attend the meeting, except when the parent and school district may agree that the attendance of a member of the CPSE/CSE is not necessary or that a member may be excused.
- If one or more of the members of the committee cannot attend the meeting, **the meeting should be rescheduled except** when:
 - Alternative means of participation can be arranged; or
 - The school district and **parent**, in accordance with the procedures established in State law and regulation, **reach a written agreement** that the attendance of an individual(s) is not necessary or that the individual could be excused for all or a portion of the meeting.



People Needed at the Table



- Why these people?
- What knowledge and skills do they bring to the understanding of the student's needs?
- How does each person know the student?

Parent Participation in Meeting

§200.5(d)

Remember:

- Take steps to ensure that one or both parents are present at each CPSE/CSE meeting or are afforded the opportunity to participate.
 - Mutually agreed upon time and place;
 - In a location that is physically accessible to the parents; and
 - Use other methods of participation, including individual or conference calls.



Student Participation

- If the purpose of a CSE meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district invites the student.
- If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.





Pause, Reflect, and Discuss

- Are families and students encouraged to have an active voice throughout the IEP development process?
- What are some ways you might facilitate meetings to create a welcoming environment for families and students?
- What are your school's current strengths and areas for growth in authentic family and student participation?
- How can committee members incorporate parent and student engagement throughout the entire special education process?

Before, During, and After the Meeting



Basic Don'ts of IEP Meetings



Each Part of the Meeting Needs the Chairperson's Attention

- Before the meeting
 - Scheduling, notices, etc.
- Beginning the meeting
 - Introductions mean everything
- During the meeting
 - Facilitating the discussion, focus on the student needs, guiding questions
- Concluding the meeting
 - Consensus, minutes



Before the Meeting

- Scheduling:
 - Communicate early and clearly
 - Create a realistic schedule, allowing time for discussion
- Meeting Preparation:
 - Ensure that reports are completed and distributed
 - Consider comfort items (beverages, snacks, tissues)

Preparing for a Virtual Meeting



- Review student privacy guidelines
- Contact parents to learn about their needs to attend virtually
- Consider how information will be shared
- Include a backup plan in the event of technology issues
- Select a meeting approach to ensure all members can participate
- Arrange for interpreters or other supports, if needed

Getting Ready: Meeting Minutes

- Meeting minutes are not part of the IEP, but they act as documentation of the CPSE/CSE meeting.
- The purpose of the meeting minutes is to document the considerations and recommendations made at the meeting.
 - Giving “consideration” to information at the meeting means that the information was discussed by the members during the meeting.
 - Minutes should document the explanation of why the committee accepted or refused recommendations.
 - CPSE/CSE meeting minutes then become part of the student’s educational record and are protected by the Family Educational Rights and Privacy Act (FERPA).
- Consider: Who will take minutes? Is it reasonable or effective for you to conduct the meeting and take the minutes?



Starting the Meeting Off Right



- Start on time
- Use a meeting agenda
- Introduce members by name, title, and relationship to student
- State meeting purpose as noted on the meeting notice
- Explain meeting process
- Prepare visual aids (draft IEP, agenda, name tags, etc.)



During the Meeting



- Facilitating the discussion to reach a decision about how to support the learning/behavioral needs of the student is the heart of the meeting.
- When the student is present, speak to the student instead of about the student.
- How do you help the group reach decisions that truly match the needs of the student and conform to regulations?

Guiding Questions for Discussion



What Is a Consensus Decision

- Consensus is a cooperative process that leads to a decision that considers all participants' voices
- The process leading to a consensus decision is called consensus building
- It requires:
 - Listening
 - Honoring the wisdom of all committee members
 - Mutual understanding
 - Commitment from the group to follow through
- It does ***not*** require complete agreement on every detail



Equitable Consensus Building



- **Ensure understanding of consensus decision-making:**
 - General agreement that everyone can “accept” or “live with”
- **Create the conditions for consensus to occur:**
 - Warm and welcoming environment
 - Validate member's opinions
- **Recognize the difference between agreeing and fully understanding:**
 - Parents may feel pressure to agree without a full understanding
 - Ensure you have fully explained all options and the reasoning behind the decision

Concluding the Meeting

- Reach consensus
 - The meeting must conclude with a recommendation
- Review the recommendation
- Ask if there are any clarifications needed
- Thank the participants



Basic Dos of IEP Meetings



You, the Facilitator



Guide to Respectful Conversations



Skills Needed by the Chairperson

- Organizational skills to oversee the preparation and post-meeting work of the CPSE/CSE
- Communication skills required to:
 - facilitate discussions, even when challenging
 - ensure that all members are equally valued
 - maintain focus on the student
 - guide the committee to reach a consensus

Basics of Communication

Body Language



Verbal



Tone



Communication and Culture: Listening

“Two people from different cultures can look at the same event and have very different reactions because of the meaning they attach to the event...”

(Hammond 2015, p. 23)



Communication Reflection



Connect

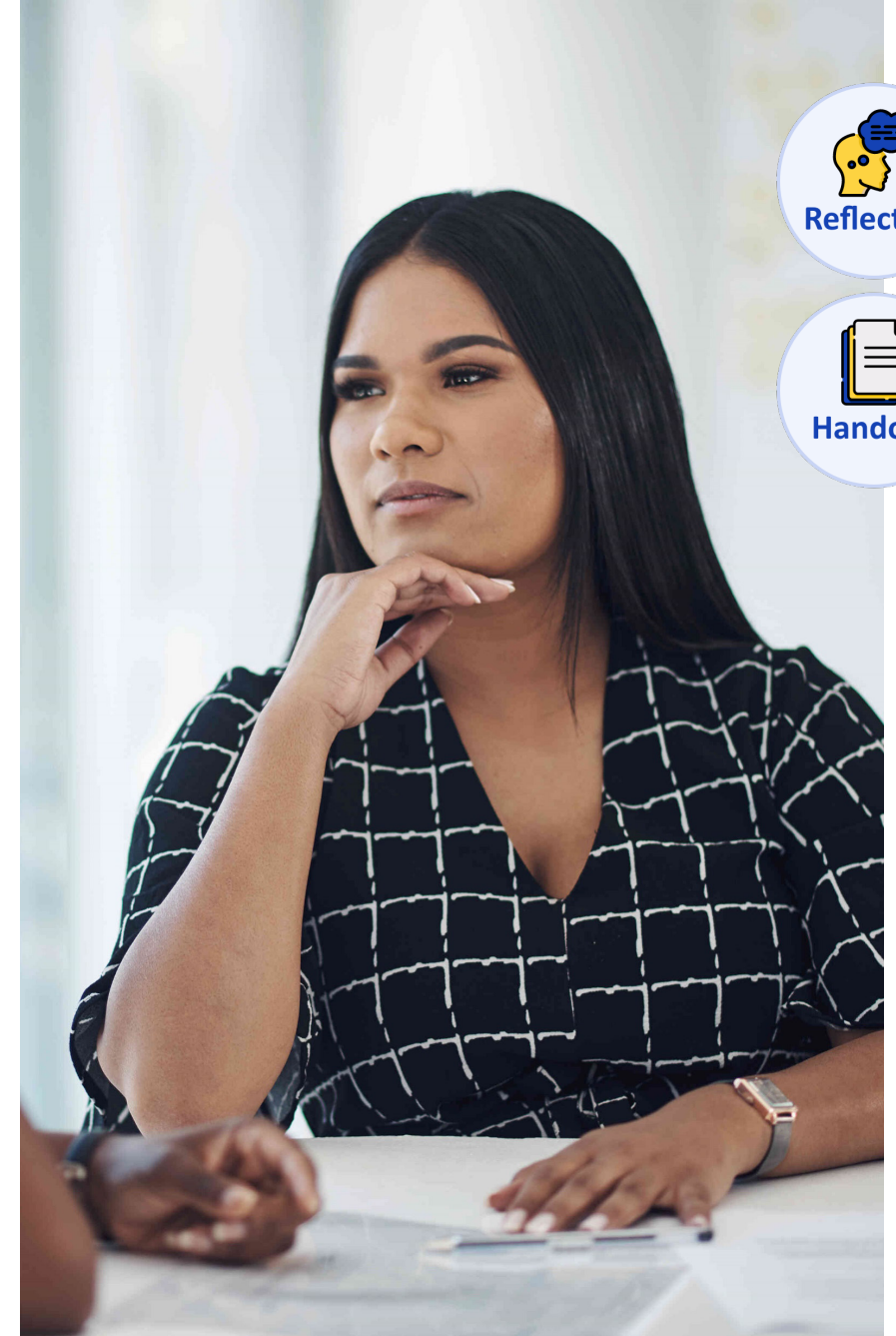
Compare

Recall



Listening Skills

- Attend to the person speaking:
 - Eye contact
 - Facial expression
 - Body language (nod, open posture)
- Reflective statements
 - “It sounds like what you’re saying is is that accurate?”
- Avoid looking at the clock



Tips for Ensuring Parent Understanding



Try this:

- Ensure written and oral reports by practitioners are written in parent-friendly language
- Summarize and paraphrase regularly
 - Use phrases such as, “What you're saying is...;”
“It sounds like we are in agreement on...”

Does this ensure parent understanding?

The Goldman-Fristoe Test of Articulation—Second Edition (GFTA-2) is a systematic means of assessing an individual’s articulation of the consonant and consonant cluster sounds of Standard American English. It provides information about an individual’s speech sound ability by sampling both spontaneous and imitative sound production in single words and connected speech. The GFTA-2 provides age-based normative scores separately for females and males for the Sounds-in-Words and Sounds-in-Sentences tests.

Trauma-Informed Meetings



Parents and students report stress and anxiety specific to attending a CPSE/CSE meeting. For those who have experienced trauma, the stress can become overwhelming.

Tips for facilitating a trauma-informed committee meeting:

- Preview the agenda and documents in a short pre-meeting.
- Set the meeting intention before beginning the meeting and follow the agenda.
- Anticipate and address possible triggers.
- Be mindful of tone and body language.
- Honor parent and student voice.

Review: You, the Facilitator

- Create a welcoming and affirming space so everyone can express their ideas without being criticized
- Keep the student as the focus of the meeting
- Adapt listening and communication styles to meet the parents' cultural norms and values
- Include everyone in the discussion; ensuring **all** members' opinions are valued and provide meaningful opportunity for parental participation
- Clarify and summarize ideas of the group in parent-friendly language to ensure understanding

Meeting scenarios



Potential Scenario and Possible Solutions #1



At an initial eligibility meeting, committee members are arriving, a sign-in sheet is passed around, and the Chairperson begins introductions. As individuals on the committee introduce themselves you notice that the parent appears uncomfortable, does not appear to know the committee members, and is shuffling reports and papers rather than paying attention to each person as they introduce themselves.

What can you do?

Potential Scenario and Possible Solutions #2



In a CSE meeting to determine initial eligibility, the parent provides a report from a private evaluator that indicates a diagnosis of a language processing disorder. Results from the district testing and evaluations indicate grade-level progress and average cognitive ability. The parent is adamant the child is entitled to an IEP and needs to be protected.

What can you do?

Potential Scenario and Possible Solutions #3



Prior to the meeting, the special education teacher mentions that the parent is quite upset about some specific issues regarding their child. After the other committee members report on the current functioning of the student, the Chairperson asks if there is any other information the parent would like to offer. The parent says “no” even though the concerns mentioned to the special education teacher were not discussed.

What can you do?



Potential Scenarios and Possible Solutions #4

The parent expresses during the meeting that they feel it is important for their child to learn to ride the city bus. You, as the Chairperson, indicate the child is still entitled to special transportation, and it will continue. The Youth Advocate says the parent's reason of bringing it up had to do with encouraging the child's independence rather than eligibility for special transportation. However, the parent does not respond.

What can you do?

Potential Scenario and Possible Solutions #5

A parent provides a copy of a private report from a neuropsychologist. A recommendation in the report is that the child be placed in a small class within a private school specializing in the education of students with learning disabilities. The committee has suggested special education services in the student's home school. The parent requests placement in a small private school in the region and indicates that their doctor is 'the expert.'

What can you do?





The parent seems to be disengaging from the proceedings happening in the meeting due to disagreement over the cause of the student's lack of progress in certain subject areas. The teachers are discussing whether it is due to a lack of motivation or the impact of ADHD. There is a lot of conversation, and you sense the parent is becoming defensive and frustrated.

What would you do?

Potential Scenario and Possible Solutions #6



In an initial eligibility meeting, the teacher hands the parent a graph and goes through the student's academic progress monitoring data. The psychologist indicates the student has made progress and points to an upward trend on the graph. The committee reviews the evaluation reports and discusses the results and overall performance. The committee determines the student is not eligible for special education services. You know the parent is upset because the parent believes the district often denies services because of 'budget issues' and limited availability of service providers and programs.

How could you have handled this situation differently?

Potential Scenario and Possible Solutions #7



A student is currently participating in the work-based learning (WBL) program and is working in an office setting. The transition assessments that the student has participated in have supported their interests and their goal is to work with cars in a car wash or detailing setting.

At their CSE meeting, the student's program is being discussed and their family brings up their interest in working with cars. The school does not currently have any courses related to automotives or any work relationships in this field and therefore state that they cannot offer this type of experience to the student in their program.

What would you do?

Potential Scenario and Possible Solutions #8

Quality Indicators for Effective CPSE/CSE Meetings

- All required participants are present in person or by teleconference
- Meetings are scheduled at a mutually agreeable time, date, and location
- All participants have current information that will be considered at the meeting
- Arrangements are made for any special needs of parents or other participants (physical access, interpreter)
- Meaningful attempts are made to encourage student and parent participation in the meeting

Quality Indicators for Effective CPSE/CSE Meetings (continued)

- Parents have the same information that will be reviewed at CPSE/CSE and are invited
- During the meeting, all members of the committee share information as well as their views on the needs and strengths of the student
- Decisions for services are centered on the needs of the student with a focus on using data to determine the least restrictive environment (LRE)
- Differences of opinion on recommendations are discussed in order to reach consensus
- Decisions about classification, services, and supports are made through reviewing data and reaching consensus

CSE Odds and Ends

Functional Behavioral Assessments (FBAs)/BIPs

SES

Interagency collaboration



FBA Regulatory Review



§200.1(r)

- FBA means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment
- The FBA shall include, but is not limited to:
 - The identification of the problem behavior,
 - The definition of the behavior in concrete terms,
 - The identification of the contextual factors that contribute to the behavior (including cognitive and affective factors), and
 - The formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it

From FBA to BIP

§200.22(a)(3)



The FBA shall provide a baseline of the student's problem behaviors with regard to frequency, duration, intensity, and/or latency across activities, settings, people, and times of the day and include the information in sufficient detail to form the basis for a BIP for the student that addresses antecedent behaviors, reinforcing consequences of the behavior, recommendations for teaching alternative skills or behaviors, and an assessment of student preferences for reinforcement.

BIP



§200.1(mmm), §200.22 (b), §201.2

A plan that is based on the results of an FBA and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior. When:

- The student exhibits persistent behaviors that impede their learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- The student's behavior places the student or others at risk of harm or injury;
- The CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior

SES

§200.4(c)(4)



Upon graduation or aging out (including receipt of Skills Credential and Career Development and Occupational Studies [CDOS] Credential), the school district must provide the student with a summary of their academic achievement and functional performance, which must include recommendations on how to assist the student in meeting their postsecondary goals

Entitlement vs. Eligibility

Entitled

- School-age students with a disability receiving special education services are **entitled** to receive services to access Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA)
- Services are documented within the student's IEP as determined by the CSE/IEP team and funded by the school district

Eligible

Once a student exits school, **eligibility** for services and supports is determined through the requirements of agency(s) outside of the school system

- Individuals may qualify for services, but services are not guaranteed
- Responsibility to obtain services is on the individual/parent/guardian
- Services may be provided **if** there is enough staff, capacity at the facility, and/or funds to provide services

IDEA vs. Americans with Disabilities Act (ADA)

High School (IDEA)	Postsecondary (ADA)
Parents/guardians and students advocate	Young adults self-identify and self-advocate
Parents/guardians have access to student records	Young adults have sole access to their records unless consent is given
School district is responsible for student's evaluation at no cost to the family	Young adults are responsible for their own evaluation
Parents/guardians and teachers set goals and management needs for students, including time management and organization	Young adults must organize and structure their own time
Grading and curriculum standards may be modified according to student's needs if the student is alternately assessed	Young adults attending an education/training program have grades based on merit
Provide related services	Provide access to any activity sponsored by the institution and/or agency
Transportation is provided if necessary	Transportation is the young adults' responsibility

Questions and Answers



Exit Ticket



What is one take-away from Module 9?

Resources

- [ADA](#)
- [Leading Groups Online](#)
- [Meeting Notice Relating to Special Education](#)
- [NYS Regulations of the Commissioner of Education, Part 200: Students with Disabilities](#)
- [SES](#)
- [Behavioral Interventions and Supports and Discipline Procedures for Students with Disabilities](#)

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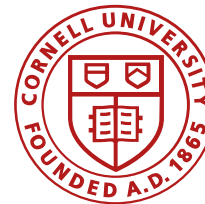
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