

Strategies to Reduce Stress and Increase the Retention of Assessment Professionals

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Assessment Staff
Retention - Reducing
Stress Through the
ARD Process

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1

* The information shared throughout this presentation is not legal advice. The implementation of the strategies shared today would be contingent upon the approval of your district leadership and legal counsel.

Don't forget
I am not an attorney!

2

Table of contents

01 Introduction	02 Research
03 Strategies & Implementation	04 Conclusions

3

01

Introduction

- * Define the problem and purpose: Assessment Staff Retention
- * What influences staff turn-over
- * Why the research is relevant

<https://well.all.doe.event/t/tech/6/1/CS2rB-9QmIu2dM?section=5392d490-8625-4463-bf5e-9247b73562e>

4

Research

Qualitative Design with purposefully selected participants (Edu Diags, LSSPs, and SLPs)

Focus on assessment professionals perspectives of special education parent paid advocates and educator relationships and collaboration

Investigating the influence on parent and educator relationships, and educator and student relationships

The strategies in this presentation are provided based on the recommendations

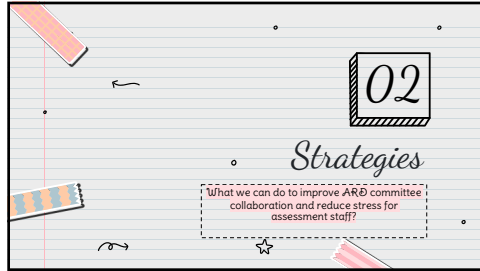
Don't Forget Share with ARD Facilitators and Admin

5

Most Common Challenges

- * Communication (Preparation)
- * Knowledge and Experience of Parent Advocates/ARD Participants
- * Duration and Frequency of ARDs
- * Overall Stress
- * Consumption of Time

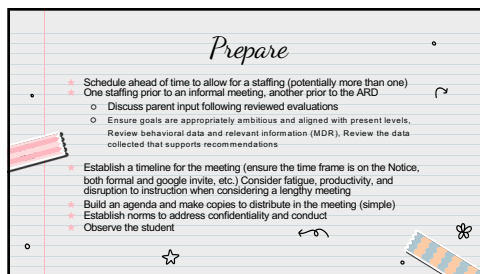
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7



8



9

Prepare

- **Designate roles and responsibilities for members**
 - Two members for writing deliberations (one write in detail, the other proof and reduce) Write in a working document (google)
 - One member to manage a virtual meeting - share documents virtually if necessary, admit members, etc.
 - One person to manage audio recording
 - Pace person - Keep the meeting on topic and moving through the agenda
 - Your accountability partner - emotional intelligence
- **Consider the best setting for the meeting. You might consider an administrative building if you feel the meeting may disrupt the campus or if the campus has scheduled events that may disrupt the meeting.**
- **Request a face to face meeting**

10

Communication

- **Always ensure a consent for release of confidential information is on file for an advocate or any guest of the parent.**
- **When communicating via email, ensure the parent is copied on all email correspondence.**
- **Designate a point person for responding to emails and phone calls. Do not limit who the parent can communicate with. This practice will reduce stress and confusion caused by multiple emails and phone calls.**
- **Offer informal meetings prior to an ARD - Review evaluation data and address concerns. Gather information as to the areas the ARDC will need to focus on and parent concerns.**
- **Seek additional parent concerns at the end of the meeting rather than the start**
- **Provide draft documents to allow for feedback prior to the ARD. Ensure all draft documents are clearly marked as "Draft." This is not a legal requirement, but will encourage positive collaboration.**
- **Provide LEA Rep with language to support appropriate discussion**

11

Pace and Produce - The ARD

- **Following introductions, review norms with the committee and pass out an agenda**
- **Review the timeframe for the meeting and set an alert for 15 minutes prior. Ensure the committee understands an additional meeting will be scheduled if necessary.**
- **Ensure you are recording if the parent chooses to audio record the meeting (this is a maintained student record that the parent should have access to)**
- **Make sure to address the parent or adult student when discussing the IEP. Do not ignore a parent advocate, include them in the discussion, but the decisions are made by the parent or adult student.**

12

Pace and Produce - The ARD

- Refer back to the agenda to keep the meeting moving forward and on track.
- Do not hesitate to request a break in the meeting. If the meeting becomes contentious or a member becomes upset, take a 5 minute break.
- Take breaks outside of the room where the meeting is held - leave the room
- If the meeting is stalled and consensus cannot be reached, take the discussion back to the student. Ask members of the committee to reflect on how this area of the IEP affects the student.
- If consensus cannot be reached on one item on the agenda, ask that the committee move to the next item and revisit the area of difficulty later in the meeting.

13

Document

- Ensure the committee agrees on a method of data collection/progress monitoring for the effectiveness of the IEP. How will progress be documented outside of progress reports?
- If a reconvene meeting is necessary, ask the committee to agree on a date and time prior to the conclusion of the meeting.
- Review the deliberations/minutes prior to the conclusion of the meeting (do not change the content of the minutes after the meeting is concluded)
- Ensure the prior written notice is complete and robust
- Clarify any questions in regard to the 5-day waiting period prior to implementation of the IEP
- Provide a paper copy of procedural safeguards
- Collect authentic signatures

14

A Few Reminders

15

Remember...

- No one person is responsible for ARD committee collaboration or the outcome.
- No one person has all the answers.
- The purpose of the committee is to bring together educators and families to share their expertise with a common goal of supporting the student.
- Leaders can support staff by being present and active during the ARD process.

16

04 Questions and Conclusion

17

Thanks!

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18
