



GUIDELINES FOR ANALYZING MEETINGS AND SITUATIONS

(Adapted from *Getting to Yes*, (Fisher, Ury, Patton, 1991))

These guidelines offer some questions and suggestions to plan for a meeting and develop the common vision or outcomes we want for the student with visual impairments or deafblindness.

1. Separate the people from the problem. The participants should come to see themselves as working side by side, attacking the problem, not each other. Develop a working relationship based on trust, understanding and respect.

What are some of the perceived people issues? (perceptions; emotions)

What is the common problem or outcome which needs addressing?

2. Focus on interests, not positions. Good agreements satisfy underlying interests, yet most often participants focus on stated positions.

Interests define problems: What are each team member's needs, desires, concerns and fears?

How can you make your interests come alive to help put the problem in perspective?



3. Invent multiple options looking for mutual gains before deciding what to do.

What obstacles exist to shared understanding? (preconceived notions; searching for a single answer; assumption of a fixed pie; etc.)

What options can we create/develop through brainstorming that will allow us to connect our interests and create opportunities for our student, e.g. the common goals of access, participation and supports in education?

4. What objective standards can we use to aid in our decision making and reaching agreement and a fair solution? (eg. expert opinion, law, IEP process and guidelines).