The CADRE Continuum


Reaction Questions:

1. Why is it important to have a continuum of dispute resolution options available to parents and professionals?

2. What message is conveyed by the CADRE continuum?

3. Based on the continuum, are there implications that might be appropriate considerations for our school/district/early intervention program/state? What are they?

4. From your viewpoint, in what ways are the stages of conflict and levels of intervention from the CADRE continuum consistent with the unique circumstances of your school/district/early intervention program/state?

5. Do you feel that parents, professionals, and students are informed of and understand the full range of interventions available to address conflict in your school/district/state? From your perspective, what processes have either helped or impeded the sharing of this information with all stakeholders?

6. In your opinion, how do these processes differ and how might the differences impact your school/district/early intervention system/state?

7. From your experience, do you believe there are reasons to have a continuum of conflict resolution processes in your school/district/state? What are these reasons?

8. Does your state have guidelines and supports that address each of the five stages on the continuum?
   a. If so what are they?
   b. If not, what process might we use to find out that information?

9. What are the potential costs involved with the various conflict resolution options identified on the CADRE continuum?
**Application Questions:**

1. What other features beyond those that are on the CADRE continuum do you believe make sense for your school/district/early intervention program/state and why?

2. How might your district/early intervention system/state ensure that families, educators, related service providers, and administrators have access to resources that provide information on the full range of dispute prevention and resolution mechanisms?

3. How can you and others work together to develop and implement supports for the prevention, disagreement and conflict stages of the CADRE continuum?

4. Who should be included in the Stakeholder Councils organized to help implement more effective prevention and dispute resolution approaches?

5. What processes or procedures might be helpful at the classroom, building, district, early intervention program, and/or state levels to ensure effective implementation of the CADRE continuum, especially the first three stages?

6. What data currently is collected regarding each stage of the CADRE continuum? What data would be helpful in considering policy decisions around conflict resolution?

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The following stakeholders worked together within the IDEA Partnership to create this dialogue guide:

- Regional Parent Technical Assistance Provider  
  New Jersey

- National Technical Assistance Provider  
  Oregon

- Special Education Teacher  
  Oregon

- State Dispute Resolution Agency Provider  
  Pennsylvania

- National Technical Assistance Provider
Washington, DC

The IDEA Partnership located at the National Association of State Directors of Special Education is sponsored by the U.S. Department of Education Office of Special Education Programs. 2010