

PARENTAL PERCEPTIONS OF BARRIERS TO CONFLICT RESOLUTION
AT THE SCHOOL LEVEL RESULTING IN
SPECIAL EDUCATION LITIGATION

A Dissertation

by

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ABSTRACT

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Parent-school relationships are vital to the success of student achievement. Effective parent-school relationships are especially beneficial to students with disabilities. The Individuals with Disabilities Education Act (IDEA) requires parental participation in partnership with the school staff when developing the individual educational programs (IEP) for students with disabilities. Parents and school staff may not have the same views and interests when developing and implementing these programs. As parents and school staff work to provide the programs for the students, conflict may develop and become unresolved. Administrators and staff may be unaware of the affect their behaviors have on the parent-school relationships. Parents perceive some behaviors as positive and some as negative. There is a need to know what parents perceive as negative behaviors that become barriers to effective working parent-school relationships and lead to litigation. This study used the collective case study approach to examine parents' perceptions of behaviors to determine which behaviors had a negative affect on parent-school relationships that impeded the conflict resolution at the campus level. The findings revealed several characteristics parents perceived as negative.