7 clarifying questions for IEP meetings

1. What would it look like if the team were to do that?
2. You must have good reasons for thinking this; can you tell us some of them?
3. Can you say some more about that; how might that address the issue?
4. Where do you think that would lead?
5. What do you see happening if you all go that route?
6. How might that idea be helpful?
7. What benefits could be expected if you did that?

From Supporting the IEP Process by Nicholas R.M. Martin
7 keys to IEP collaboration

1. Remembering the common purpose
2. Giving everyone a voice
3. Communicating openly yet with respect
4. Assuming good reason and intention
5. Exploring underlying interests
6. Valuing the team and its members
7. Trusting the process
7 ways parents can get ready for the IEP meeting

1. Organize your records and your thoughts.

2. Get copies of items not in your files, such as missing evaluations or more information on the law.

3. Make your list of concerns, questions, and recommendations that you want considered in the development of the IEP. Put them in order of importance.

4. Talk to your personal advocate about what the meeting will be like and plan what his or her role will be.

5. Write statements you want to make to the IEP team.

6. Write self-statements you will make to yourself for personal support.

7. Rehearse your role in the IEP process, including management of any difficulties that you think could arise, and rehearse again.

From You, Your Child, and “Special” Education, Revised Edition, by Barbara Coyne Cutler with Sue Pratt
9 first steps to student-directed IEPs

1. Explain advocacy and self-advocacy to students not familiar with the concepts
2. Deepen the student’s understanding of his or her disability with age-appropriate books
3. Informally assess the student’s awareness of the IEP process
4. Creatively introduce key IEP concepts through picture cards, crossword puzzles, and games
5. Find a long-term benefit of IEP involvement that speaks directly to your student
6. Discuss goals, dreams, and options for the student’s life beyond the classroom
7. Give students a key role in meeting planning and preparation
8. Set students up for success by helping them role-play and practice before the meeting
9. Foster parent involvement by encouraging students to share IEP information with them

Read the full blog post: bit.ly/9StepsIEPs

Adapted from Getting the Most Out of IEPs, Thoma & Wehman
10 TIPS FOR MORE welcoming IEP MEETINGS

1. Be on time.

2. Explain the process and the purpose of the meeting.

3. Make sure participants briefly describe their role in the process when they introduce themselves.

4. Offer refreshments.

5. Refrain from using jargon.

6. Provide objective information, not subjective opinions.

7. Provide positive information and factual information concerning the weaknesses of the student.

8. Ask parents for their input throughout the process.

9. Engage in active listening.

10. Avoid sidebar conversations, which may distract parents who are trying to process a lot of information.

From Your Classroom Guide to Special Education Law by Beverley H. Johns
10 roles of an IEP Facilitator

- Helping all parties feel welcome
- Helping with ground rules and agenda
- Setting a good example
- Safeguarding a collaborative process
- Promoting positive communication
- Helping explore interests
- Helping ensure that all are “on the same page”
- Clarifying areas of agreement
- Addressing unproductive communication styles
- Helping to bring meaningful closure

From Supporting the IEP Process by Nicholas R.M. Martin
12 CHARACTERISTICS OF HIGH-QUALITY IEPs

- Goals reflect high expectations for learning
- Family input is considered
- Activities and environments in which skills will be taught are inclusive
- Age-appropriate goals, skills, and learning activities are taught
- Communication, movement, and behavior skills are embedded within typical instructional activities
- Activities represent opportunities for interactions with classmates without disabilities
- Objectives are measurable
- Students have the opportunity to make choices and learn self-determination skills
- Objectives represent real-life skills
- Targeted skills can be addressed in multiple settings
- Natural supports are used before specialized supports
- Assistive technology and other supports are provided to help students access instruction and demonstrate learning

Adapted from The Inclusion Facilitator’s Guide by Jorgensen, Schuh, & Nisbet
<table>
<thead>
<tr>
<th>4 weeks before</th>
<th>3 weeks before</th>
<th>2 weeks before</th>
<th>1 week before</th>
<th>Day before/day of</th>
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</thead>
<tbody>
<tr>
<td>Arrange date and time with parents and other team members.</td>
<td>Send Invitation and Permission-to-Assess forms to parents (with copies for them to keep).</td>
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<td>Check that the meeting room is unlocked and there are enough chairs for all participants to be seated comfortably around the table.</td>
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<td>See that reports &amp; goals are submitted 2 days before meeting; give parents copies.</td>
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<td>Verify who will translate and remind that person (if needed) of the meeting.</td>
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<td>Remind all team members of date and time.</td>
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<td>Check on special location of meeting with administrator.</td>
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<td>Arrange to meet or talk with parents about results and discuss possible goals.</td>
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<td>Work on assessments and draft goals.</td>
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<td>Arrange for translator as needed.</td>
</tr>
</tbody>
</table>
Given a journal prompt, Sarah will orally read 90 words per minute with 3 or fewer errors by the end of the 2017-2018 school year.

Limit time. By when should the student master the goal? Given

A target is set. Set the criterion for exactly what the student should do to meet the goal: how much, how often, at what level.

Observable. Next, use an action word to clearly identify the observable behavior you’re measuring. Given a journal prompt, Sarah will orally read 90 words per minute with 3 or fewer errors.

Given. Use this word at the beginning of the goal to set the condition. Given a journal prompt, Sarah will orally read 90 words per minute with 3 or fewer errors by the end of the 2017-2018 school year.

To remember the steps, think of the acronym GOAL:

G - given
O - observable
A - action
L - limit
Losing faith in the process
Discounting the team and its members
Focusing on competing positions
Engaging in demonizing and accusation
Communicating poorly and without respect
Some members having no voice
Losing sight of the common purpose

IEP MEETINGS
barriers to collaboration in