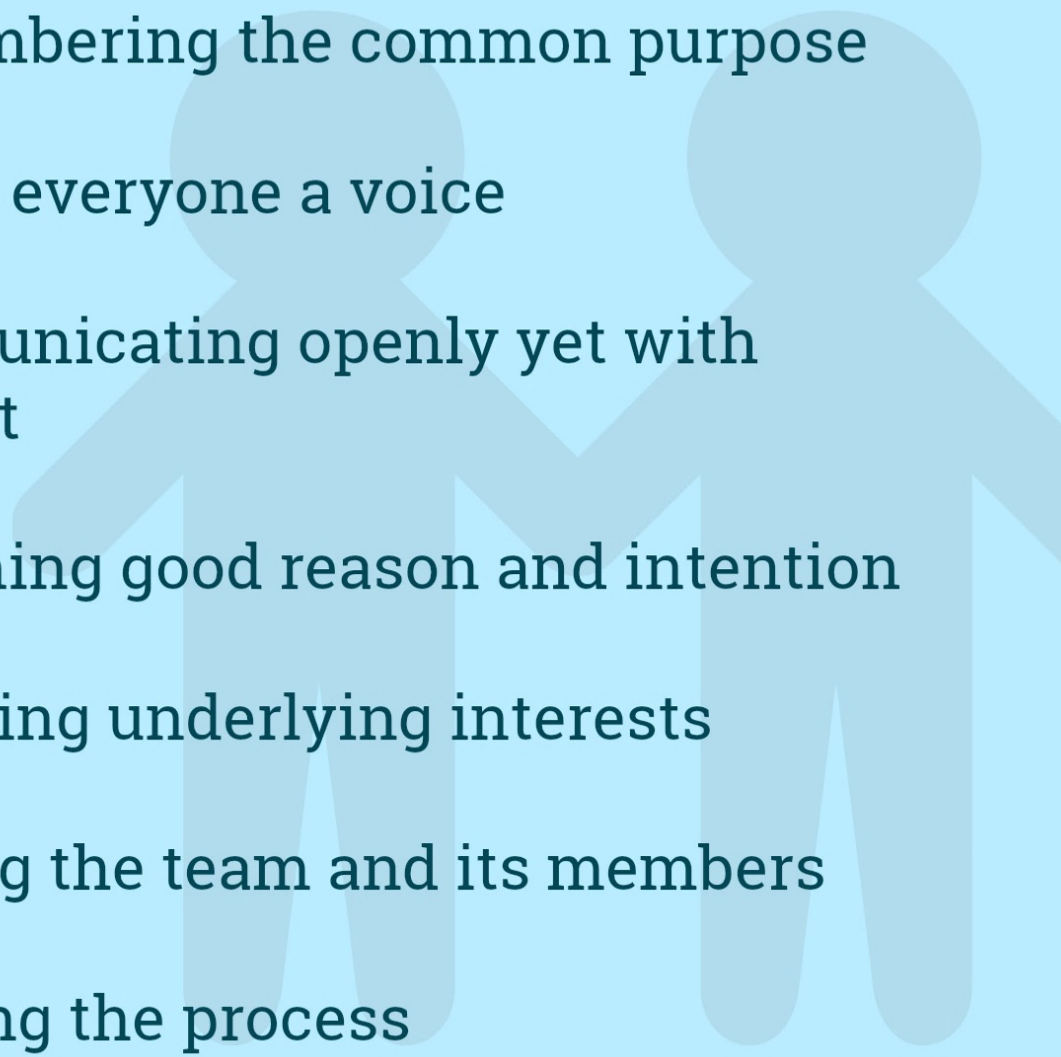


7 clarifying questions for IEP meetings

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?

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.

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

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.

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

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

How to Prepare for an **IEP** Meeting

4 weeks before

Arrange date and time with parents and other team members.

3 weeks before

Send invitation and permission-to-assess forms to parents to sign (with copies for them to keep).

Arrange for translator as needed.

1-2 weeks before

Work on assessments and draft goals.

Arrange to meet or talk with parents about results and discuss possible goals.

1 week before

Check on specific location of meeting with administrator.

Remind all team members of date and time.

Verify who will translate and remind that person (if needed) of the meeting.

See that reports & goals are submitted 2 days before meeting; give parents copies.

Check that the meeting room is unlocked and there are enough chairs for all participants to be seated comfortably around the table.

If parents are bringing children, arrange for age-appropriate toys to be available.

Day before/day of

4 steps to measurable IEP goals



To remember the steps, think of the acronym GOAL:

Given. Use this word at the beginning of the goal to set the condition. *Given a journal prompt, Sarah will...*

Observable. Next, use an action word to clearly identify the behavior you're measuring. *Given a journal prompt, Sarah will orally read...*

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. *Given a journal prompt, Sarah will orally read 90 words per minute with 3 or fewer errors...*

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

7 barriers to collaboration in IEP MEETINGS

- Losing sight of the common purpose
- Some members having no voice
- Communicating poorly and without respect
- Engaging in demonizing and accusation
- Focusing on competing positions
- Discounting the team and its members
- Losing faith in the process

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