

A photograph of two women walking down a brightly lit hallway. The woman on the left is wearing a blue cardigan over a white shirt and white pants, holding a tablet. The woman on the right is wearing a peach-colored top and pants, carrying a blue folder. They are engaged in conversation. The hallway has wooden floors, white walls, and a bulletin board on the right.

ALABAMA HLP FACILITATOR'S GUIDE

Session 3: Facilitating IEP Meetings
and Collaborating with the IEP Team

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Introduction

Objectives

- Teachers will develop an understanding of the various types and purposes of IEP meetings and best practices to facilitate IEP meetings.
- Teachers will gain skills of how to collaborate with members of the IEP team, including families, through the following HLPs:
 - HLP 1: Collaborate with professionals to increase student success.
 - HLP 2: Organize and facilitate effective meetings with professionals and families.
 - HLP 3: Collaborate with families to support student learning and secure needed services.
 - HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Intended Audiences

- Participants. The participants include district and school faculty and staff involved with delivering instruction to students. These people may be, but are not limited to, classroom teachers, resource teachers, paraprofessionals, school-based administrators, and other personnel.

- Facilitators. The facilitators for Facilitating IEP Meetings and Collaborating with the IEP Team include staff from the Alabama State Department of Education (ALSDE) or local districts who will deliver training to the participants noted above.

Using This Facilitator’s Guide

This Facilitator’s Guide should be used for training facilitators and for facilitators to use as a resource when preparing to train teachers. Before training teachers, facilitators should read and become familiar with this Facilitator’s Guide and the handouts. In the Facilitator’s Guide, the facilitation notes are in italics and are meant to help you guide discussion and give directions on what actions to take. The notes that follow the “Explanation of Slide” guide what the facilitator says during the training session. This wording is not meant to be read word for word; rather, it provides the information that should be conveyed from the slide. The Facilitator’s Guide offers practice-based opportunities to enhance teachers’ learning and suggestions for supplemental resources.

This section lists the prework, materials, videos, additional resources, websites, and follow-up activities for these specific HLPs. Before presenting the training, facilitators should be familiar with all resources and materials. Facilitators should have the materials, videos, and websites ready and easily accessible before beginning each section.

The sections’ duration, scope, and sequence may be customized to accommodate local needs. Select content and learning activities are noted as “optional.” While the optional content and activities may help to reinforce learning of the HLPs, they may be excluded from training sessions depending on local needs or time concerns. The content and learning activities instrumental to understanding and implementing the HLPs are not marked as “optional.” Those activities, which include prework, session content, and post-session work, should be included during training.

You will find categories of information, materials, and resources for each section. The following is an explanation of each category:

- Purpose: An explanation of the objectives of the section.
- Time: An estimated amount of time for presenting the section.
- Prework: Resources that teachers should read or watch before the training sessions.
- Materials: Items and resources that will be used during the session.
- Videos: Videos that will be accessed or referred to during the section.

Session Materials

- Facilitator’s Guide
- Slide presentation
- Computer
- Projector and screen
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions.
- Optional name table tents or name tags
- Printed handouts
- Chart paper
- Sticky notes
- Pens/pencils
- Highlighters
- Markers

Preparation for Professional Learning Session

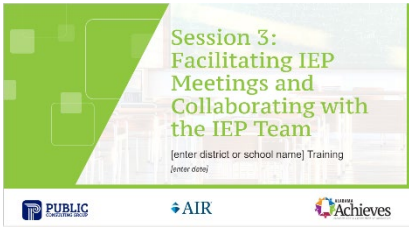
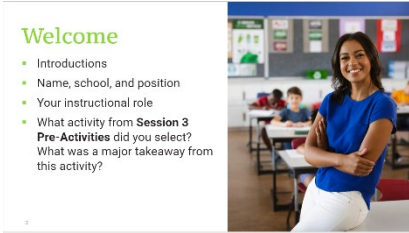
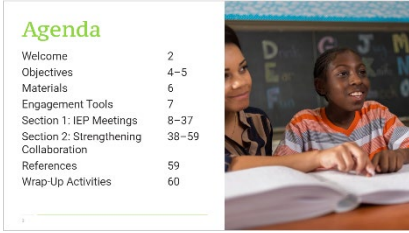
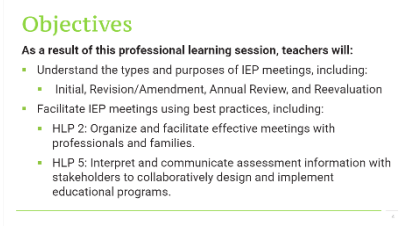
- Review slide deck and facilitation guide.
- In preparation for activities, familiarize yourself with all necessary handouts, needed groupings (if applicable), and additional materials needed for each activity.





Facilitating IEP Meetings and Collaborating with the IEP Team

- Purpose: Provide an overview of facilitating IEP meetings and collaborating with the IEP Team, give the participants resources and tools for HLPs 1–3 and 5, and give them time to review and practice with the HLPs.
- Time: ~3 hours
- Prework: Complete the [Facilitating IEP Meetings and Collaborating with the IEP Team Pre-Activities](#).
- Materials
 - [Assessment Summary Sheet](#) (provided)
 - [Handout: What Do You Notice?](#) (provided)
 - [Collaboration Plan: Five-Step Process](#) (provided)
 - [My Collaboration](#) (provided)

- [IEP Meeting and Document Review](#) (provided)
- [Agenda template](#) (provided)
- [HLP #1 Self-Reflection Rubric](#) (provided)
- [IEP Facilitation and Reflection Sheet](#)
- [IEP Meeting Follow Up Activities Sheet](#)
- Videos
 - [Facilitated IEP](#) (slide 39)

Explanation of Slides

<p>Slide 1</p> <p>Explanation of Slide</p> <p>Today we will be discussing the procedural and substantive requirements that must be satisfied in students' Individualized Education Programs. These are requirements outlined in law by the Individuals with Disabilities Education Act (IDEA).</p>	
<p>Slide 2</p> <p>Explanation of Slide</p> <p>Before we begin, let's go around the room and introduce ourselves. Please tell us your name, school, position, and instructional role. Then share what activity from the Session 3 Pre-Activities you selected. What was a major take-away from this activity?</p>	
<p>Slide 3</p> <p>Explanation of Slide</p> <p>Here is the agenda for today.</p> <p>Facilitation Notes</p> <p>Read the slide aloud.</p>	
<p>Slide 4</p> <p>Explanation of Slide</p> <p>The following are the objectives for today. At the end of this session, you should have a deeper understanding of the essential IDEA procedural and substantive requirements of the IEP process.</p>	

<p>Slide 5</p> <p>Explanation of Slide</p> <p>We will also incorporate HLPs that support the understanding and implementation of the IEP components. We will discuss these HLPs throughout these sessions as they align with each component.</p>	<p>Objectives (cont'd)</p> <ul style="list-style-type: none"> Gain skills of how to collaborate with members of the IEP team—including families — through the following HLPs: <ul style="list-style-type: none"> HLP 1: Collaborate with professionals to increase student success. HLP 2: Organize and facilitate effective meetings with professionals and families. HLP 3: Collaborate with families to support student learning and secure needed services. HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
<p>Slide 6</p> <p>Explanation of Slide</p> <p>Let us take a minute to familiarize ourselves with the materials. Do you have any questions about any of the materials before we start?</p> <p>Facilitation Notes</p> <p>Let the participants take a minute to explore the materials independently. Then pause so participants can ask questions before you begin the training. If asked, mention that you will address Learning Extensions in the next slide.</p>	<p>Materials</p> <ul style="list-style-type: none"> Handout: What Do You Notice? (provided) Collaboration Plan: Five-Step Process (provided) IEP Meeting and Document Review (provided) Agenda Template (provided) Assessment Summary Sheet (provided) IEP Facilitation and Reflection Sheet IEP Meeting and Document Review
<p>Slide 7</p> <p>Explanation of Slide</p> <p>We will be using various engagement tools throughout today's session, and we do so for two reasons: (1) We are modeling engagement strategies that you can use with your students, and (2) these strategies are recognized as being effective in adult learning as well. For example, pairing visual cues with activities as we have done on this slide can help students know what to expect. When you see any of these icons on upcoming slides, you will know what kind of activity we'll engage in.</p> <p>This session also includes Learning Extensions. After each activity, you can extend your learning by completing the Learning Extension with the IEP you brought.</p> <p>You also should have received the slide handouts, which will provide a place to take notes and reflect.</p>	<p>Engagement Tools</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Discussion</p> </div> <div style="text-align: center;">  <p>Activity</p> </div> <div style="text-align: center;">  <p>Learning Extension</p> </div> <div style="text-align: center;">  <p>Resource</p> </div> </div>
<p>Slide 8</p> <p>Explanation of Slide</p> <p>In the first section, we will discuss IEP meetings. We are also going to talk about how HLPs 2 and 5 support this requirement.</p>	<div style="background-color: #76b82a; color: white; padding: 10px; text-align: center;"> <p>Section 1: IEP Meetings</p> </div>

Slide 9

Explanation of Slide

HLP 2 sits in the middle of the collaboration stack of the CEC high-leverage practices. [Read slide.] Because today we are specifically talking about IEP team meetings, we will focus on HLP 2, which is specific toward meetings.

HLP 2 full text: Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, and instructional planning) to identify clear, measurable student outcomes and develop instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.

Throughout this presentation, we'll be sharing strategies to help support the implementation of this practice.

HLP 2: Collaboration High-Leverage Practices

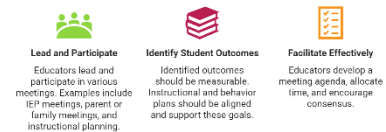


Slide 10

Explanation of Slide

[Read slide.]

HLP 2: Key Elements of Facilitation



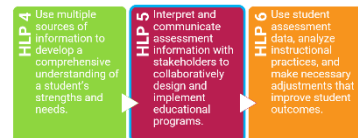
Slide 11

Explanation of Slide

HLP 5 sits in the middle of the Assessment stack of the CEC high-leverage practices. These practices build upon each other. For example, HLP 4 is about utilizing multiple data sources to gain a comprehensive understanding of student learning needs. This practice informs HLP 5, which is about translating this information for stakeholders to support collaboration and then making instructional changes using HLP 6. So, while today we're focusing on HLPs 2 and 5, it's important to understand the bigger picture of how these practices are connected and support our mission of improving student outcomes.

Full text of HLP 5: Teachers interpret assessment information for stakeholders (i.e., other professionals, families, and students) and involve them in the assessment, goal development, and implementation process. Special educators

HLP 5: Assessment High-Leverage Practices



must understand each assessment’s purpose, help key stakeholders understand how culture and language influence the interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include standards-based goals, appropriate accommodations and modifications, fair grading practices, and transition goals that are aligned with student needs.

Slide 12
 Explanation of Slide
 [Read slide.]

HLP 5: Key Elements of Communication

Understand and Interpret
 Educators need to understand the purpose of various assessments and how to interpret the data and convey this information for stakeholders.

Implement
 Data is used to inform goal setting and the design of an education plan prior to implementation (lesson plan, IEP behavior plan, etc.).

Involve Stakeholders
 Stakeholder feedback is critical for developing and implementing student goals and education plans.

Slide 13
 Explanation of Slide
 [Read slide.]

This information and further details can be found in the book High Leverage Practices for Inclusive Classrooms, made available by the Council for Exceptional Children.

Tips for Engaging Stakeholders

Request and provide relevant assessment data to each team member based on their role.

Provide a data assessment summary sheet and comprehensive learner profile that will inform the educational plan.

Share appropriate background information and contextual considerations that emphasize students' identified strengths and needs.

Develop a plan for future data collection and use.

Source: High Leverage Practices for Inclusive Classrooms, 2019

Slide 14
 Explanation of Slide
 In this section, we will discuss the following. [Read slide.]

IEP Meetings

- Overview of the types of IEP meetings case managers facilitate
- The components of effective meetings
 - Preparation and facilitation
 - HLP 2 and 5
- Additional resources for support
 - Tips for facilitating IEP meetings
 - IEP checklist
 - Virtual IEP meetings

Slide 15
 Explanation of Slide

There are several types of IEP meetings. The Alabama Notice and Invitation to a Meeting form lists 12 possible IEP meeting purposes, and we are highlighting a few common meeting purposes here.

At the initial meeting, the IEP Team establishes eligibility, develops the IEP, and makes special education service and program recommendations.

A revision/amendment meeting can be called at any time by any party to make minor changes to an existing IEP. The

Purposes of IEP Meetings

Initial

- Establish eligibility, develop the IEP, and make special education service and program recommendations.

Revision/Amendment

- Used when making minor changes to an existing IEP. **
- Revised copy will reflect the changes and modifications and will be labeled in the list of student documents as a revision.


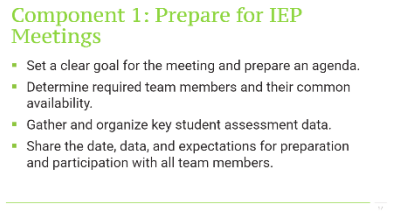
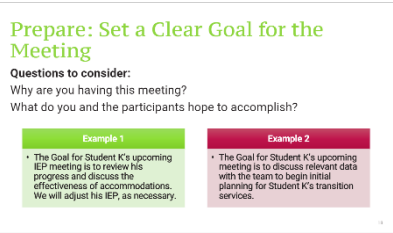
Annual Review

- Review progress monitoring data, revise goals and objectives as needed, determine the student's program.

Reevaluation

- Mandated 3-year to discuss reevaluation and continued eligibility

** An IEP meeting can be called at any time by any party.

<p>revised copy will reflect the changes and modifications and be labeled in the list of student documents as a revision.</p> <p>At the annual review, the IEP Team reviews the student's progress, revises goals and objectives, and determines the student's program. An updated IEP is developed during this meeting.</p> <p>A mandatory reevaluation must occur every three years. This meeting is used to discuss the need for reevaluation to determine continued eligibility for special education services. At this meeting, the team may decide that reevaluation or further testing is not necessary.</p> <p>Note that an IEP meeting can be called at any time by any party.</p>	
<p>Slide 16</p> <p>Explanation of Slide</p> <p>There are two components of effective IEP meetings: Prepare and facilitate.</p>	
<p>Slide 17</p> <p>Explanation of Slide</p> <p>Listed are the key tasks for preparing for an IEP meeting. We will be discussing each of these more in depth. [Read slide.]</p>	
<p>Slide 18</p> <p>Explanation of Slide</p> <p>When setting a goal for the IEP meeting, consider the following:</p> <ul style="list-style-type: none"> ▪ Why are you having this meeting? ▪ What do you and the participants hope to accomplish? <p>[Read slide.]</p>	

Slide 19

Explanation of Slide

The LEA shall ensure that each IEP Team meeting includes the following participants: (a) The parents of the child; (b) not less than one general education teacher of the child; (c) not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child; (d) a representative of the LEA (examples include, but are not limited to, a principal, supervisor, or counselor); (e) an individual who can interpret the instructional implications of evaluation results [34 C.F.R. § 300.321(a)(5)]; (f) at the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate [34 C.F.R. § 300.321(a)(6)]; and (g) whenever appropriate, the child with a disability. The student is required to be invited if aged 16 or older or if transition is being discussed.

Note that the individual who can interpret the instructional implications of evaluation results does not need to be a separate person (that is, if the special education teacher can interpret evaluation results, they also count in this category).

It is important to coordinate the date and time of the meeting with the family ahead of time to schedule during their availability. This is important for family participation.

Facilitation Notes

For more information about the roles and responsibilities of the IEP team, have teachers complete the optional, self-paced module from the PROGRESS Center: [The IEP Team: Who's Who and Other Considerations](https://promotingprogress.org/training/iep-team-whos-who-and-other-considerations). <https://promotingprogress.org/training/iep-team-whos-who-and-other-considerations>

Prepare: Determine Required Team Members and Common Availability

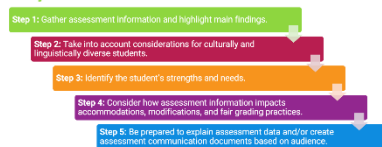
Required	Others as Appropriate
<ul style="list-style-type: none">• Parent(s)• General education teacher(s)• Special education teacher(s)• Local education agency representative• Individual who can interpret implications of evaluation results (does not need to be separate participant)	<ul style="list-style-type: none">• Student (required if 16+ or if transition is discussed)• Interpreter• Related service personnel• People with other specialized knowledge or expertise regarding the student• Representatives of key agencies providing transition services

Slide 20

Explanation of Slide

Step 1: Assessment data may come from various sources, including state standardized assessments, interim district and school assessments, families, general educators, and other professionals (e.g., speech and language pathologists, behavior specialists). Often assessment data already comes

Prepare: Gather and Organize Key Student Assessment Data



in reports, although the writing may be technical. Special education teachers should read all assessment information carefully and highlight/note the main findings. If an assessment is unfamiliar or the data needs clarification, special education teachers should seek additional counsel to determine the main findings.

Step 2: Because culturally and linguistically diverse students are overrepresented in special education, having multiple measures is even more critical for this group of students. Several different types of assessments indicating similar results assist in the confidence that the results are accurate.

Step 3: The third step in interpreting data is to generate an initial list of student strengths and need areas across assessment findings. Using multiple assessments and viewpoints is beneficial in making determinations about student strengths and needs. Varying types of assessments provide different levels of data to use to create a student profile of strengths and needs.

Step 4: The special education teacher should review assessment findings, consider the identified strengths and needs, and generate potential implications. For example, a student who is having difficulty decoding may need accommodation that allows math questions to be read aloud. A student who is having difficulty answering multiple-choice questions may need an accommodation to provide oral answers to in-class assessments.

Step 5: In addition to original reports, it may be helpful for special educators to make a guide or table that includes the different assessments, data results, interpretations, and considerations to assist in communicating assessment data. Because multiple assessments are necessary to provide a comprehensive and accurate view of student strengths and needs, it is difficult to communicate data with key stakeholders with endless pages of data and technical terms. Having a document will make communication more organized and less overwhelming for both the person relaying the information and the people receiving the information. A communication document is not required but may be helpful. Regardless of whether the special educator has an assessment communication document, they should always be prepared to explain assessment data.

Slide 21

Explanation of Slide

The assessment summary sheet can be used as a guide to communicate assessment findings with stakeholders prior to a scheduled IEP meeting. Remember to make the data understandable to families who may not be familiar with assessments and the use of data and remember to include implications from the data.

Utilize the narrative section to better articulate data with each stakeholder. For example, if the student is progressing on Goal A, how will that affect their educational programming? How will you address it if they are not progressing on Goal B?

Resource: Assessment Summary Sheet



- The **Assessment Summary Sheet** can be used to communicate assessment findings.
- Beyond reporting assessment results, ensure you are including the following notes:
 - How will progress affect educational programming?
 - How will you address when a student is not progressing toward a goal?

Slide 22

Explanation of Slide

Special education teachers should give time for receivers of information to read and digest results before meeting in person. If an IEP team is meeting, providing assessment results a week in advance allows all key stakeholders time to review and think about the interpretation and implications of the data.

When the team meets, the special education teacher can use the communication documents to review relevant results, considerations, and implications. This provides a starting point for conversations and input from the team about educational plans.

In Alabama, this document is known as the Notice and Invitation to a Meeting.

Prepare: Share the Date, Data, and Expectations

- Share the date, location and participants.
- Share the relevant data tailored to specific audiences.
- Share the purpose of the meeting and expected participation with participants.

NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

To: _____ Date: _____

Name of Parent or Guardian _____

This notice is to invite you to a meeting for a child: _____, ICS# _____ to be held

Meeting Date: _____ Time: _____ Location: _____

Slide 23

Explanation of Slide

Here is an excerpt from the IDEA regulations, which clearly states these practices as requirements to fulfill the law.

Prepare: Share the Date, Data, and Expectations

Notice of Meeting

Each LEA shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed upon time and place.

[34 C.F.R. § 300.322(a)(1)-(2)]

Slide 24

Explanation of Slide

Thinking back to our earlier discussion on HLP 2 and HLP 5, both practices support the preparation of effective IEP meetings. In the following content, we will be talking about portions of each of these HLPs to ensure you are able to effectively organize and facilitate IEP meetings.

HLP 2 describes how teachers lead and participate in a range of meetings (e.g., meetings with families, IEP teams, IFSP teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.

HLP 5 highlights how teachers interpret assessment information for stakeholders (e.g., other professionals, families, students) and involve them in the assessment, goal development, and implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include goals that are standards-based, appropriate accommodations and modifications, fair grading practices, and transition goals that are aligned with student needs.



IEP Meetings

HLP 2:
Organize and facilitate effective meetings with professionals and families.

HLP 5:
Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

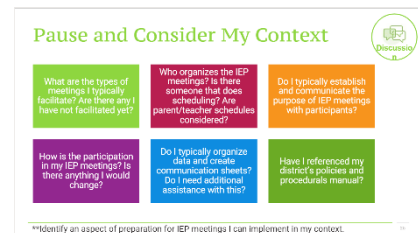
Slide 25

Explanation of Slide

Break into groups to discuss individual contexts. Identify one aspect of preparation for the IEP meeting that you can implement in your context.

Facilitation Notes

Estimated time: 8 minutes.



Pause and Consider My Context

What are the types of meetings I typically facilitate? Are there any I have not facilitated yet?

Who organizes the IEP meetings? Is there someone that does scheduling? Are parent/teacher schedules considered?

Do I typically establish and communicate the purpose of IEP meetings with participants?


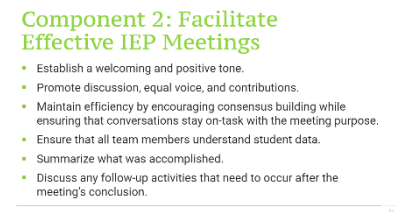
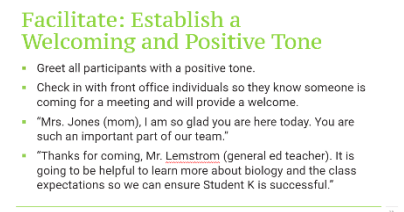
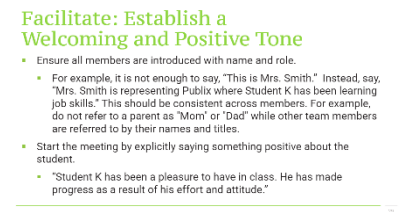
How is the participation in my IEP meetings? Is there anything I would change?


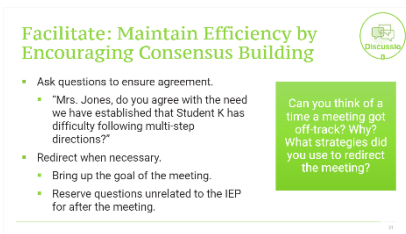
Do I typically organize date and create communication sheets? Do I need additional assistance with this?

Have I referenced my district's policies and procedural manual?

Discussion

**Identify an aspect of preparation for IEP meetings I can implement in my context.

<p>Slide 26</p> <p>Explanation of Slide</p> <p>It is essential to be prepared for all meetings, especially IEP meetings. Creating an agenda helps you prepare for an upcoming session and enables the meeting’s efficiency. To complete the activity: Think of a forthcoming IEP meeting you have for a student (can be real or hypothetical). Review the example checklist “IEP Meeting and Document Review” to ensure you plan for all the key components of an IEP meeting. After reviewing the checklist, determine if your district has a similar checklist for IEP meetings and paperwork. Then, access the Agenda Template or create your own agenda template to develop an agenda for your next IEP meeting.</p> <p>Facilitation Notes</p> <p>Estimated time for completion: 15 minutes.</p>	 <p>Activity: Create a Meeting Agenda</p> <ul style="list-style-type: none"> Think of a forthcoming IEP meeting. Determine if your district has a similar checklist for IEP meetings and paperwork. Access the Agenda Template (or create your own). Develop an agenda for your next IEP meeting. <p>Review the example checklist “IEP Meeting and Document Review.”</p>
<p>Slide 27</p> <p>Explanation of Slide</p> <p>We will be talking in detail about each of the following elements of facilitating effective IEP meetings. [Read elements.]</p>	 <p>Component 2: Facilitate Effective IEP Meetings</p> <ul style="list-style-type: none"> Establish a welcoming and positive tone. Promote discussion, equal voice, and contributions. Maintain efficiency by encouraging consensus building while ensuring that conversations stay on-task with the meeting purpose. Ensure that all team members understand student data. Summarize what was accomplished. Discuss any follow-up activities that need to occur after the meeting’s conclusion.
<p>Slide 28</p> <p>Explanation of Slide</p> <p>To establish a welcoming and positive tone, first, start by greeting all participants. [Read examples.]</p> <p>It may be helpful to have older students do the introductions as it improves self-advocacy and involvement in the process.</p> <p>Facilitation Notes</p> <p>If time allows, have participants role play in pairs or small groups. Have them produce their own examples to practice greeting and introducing participants.</p>	 <p>Facilitate: Establish a Welcoming and Positive Tone</p> <ul style="list-style-type: none"> Greet all participants with a positive tone. Check in with front office individuals so they know someone is coming for a meeting and will provide a welcome. “Mrs. Jones (mom), I am so glad you are here today. You are such an important part of our team.” “Thanks for coming, Mr. Lemstrom (general ed teacher). It is going to be helpful to learn more about biology and the class expectations so we can ensure Student K is successful.”
<p>Slide 29</p> <p>Explanation of Slide</p> <p>We also want to ensure all members are introduced with their names and roles. [Read examples.]</p> <p>It may be helpful to have older students do the introductions as it improves self-advocacy and involvement in the process.</p>	 <p>Facilitate: Establish a Welcoming and Positive Tone</p> <ul style="list-style-type: none"> Ensure all members are introduced with name and role. For example, it is not enough to say, “This is Mrs. Smith.” Instead, say, “Mrs. Smith is representing Publix where Student K has been learning job skills.” This should be consistent across members. For example, do not refer to a parent as “Mom” or “Dad” while other team members are referred to by their names and titles. Start the meeting by explicitly saying something positive about the student. “Student K has been a pleasure to have in class. He has made progress as a result of his effort and attitude.”

<p>Facilitation Notes</p> <p>If time allows, have participants role play in pairs or small groups. Have them produce their own examples to practice greeting and introducing participants.</p>	
<p>Slide 30</p> <p>Explanation of Slide</p> <p>We also want to ensure all members are introduced with their names and roles. [Read examples.]</p> <p>It may be helpful to have older students do the introductions as it improves self-advocacy and involvement in the process.</p> <p>Facilitation Notes. If time allows, have participants role play in pairs or small groups. Have them produce their own examples to practice greeting and introducing participants.</p>	
<p>Slide 31</p> <p>Explanation of Slide</p> <p>It is a good strategy when making decisions to get verbal agreement from different team members to build consensus and ensure participation from all members.</p> <p>Sometimes meetings go in different directions. For example, the general education teacher may start telling a story about a situation with another student. “Did you know that I have another student who is also having a hard time in biology, and he ...”</p> <p>In these circumstances, you must bring the meeting back to the goal as quickly as possible. For example, you could say, “Mr. Lemstrom, you certainly have a record of assisting students, bringing us back to our goal today about Student K ...”</p> <p>Another strategy is to reserve questions unrelated to the IEP for after the meeting. This acknowledges a person’s contributions but keeps the item for later.</p> <p>For example, Mrs. Jones might start telling a story about Student K and his disagreement with the PE teacher, but the meeting is focused on biology and his use of accommodations to access the general education curriculum. You could say, “Mrs. Jones, can we come back to this</p>	

information to discuss after our meeting? It is an important need for Student K, so I do not want to lose this information, but I also want to make sure we reach our meeting goal today talking about biology and accommodations.”

We have all been in a meeting like this. Take a minute to talk to a partner about a meeting that was derailed. What happened? Did the meeting get back on track? If so, how?

Facilitation Notes

Give 5 minutes for pairs to discuss. Call on two or three people to give their positive example of how a meeting was brought back on track.

Slide 32

Explanation of Slide

To ensure that all team members understand student data, reinforce, and double-check understanding of data. [Read example.]

Facilitate: Ensure All Team Members Understand Student Data

Reinforce and double check understanding of data.

Example:

“Student K received a 215 on the state reading assessment. This indicates he is below grade level. Students in his grade level must score a 255 to be considered on level. In reviewing sections, Student K’s strengths were in locating main ideas, but he struggled with integrating key details. Does anyone have questions about this assessment or need more information?”

Slide 33

Explanation of Slide

[Read slide.]

Facilitate: Summarize What Was Accomplished

- Reference the purpose related to accomplishments.
- Mention key determinations, recommendations, or services.

“For today’s meeting our purpose was...”

“After reviewing the data, we all agree that...”

Slide 34

Explanation of Slide

Here is a resource you can use to help facilitate your IEP meetings.

Facilitation Notes

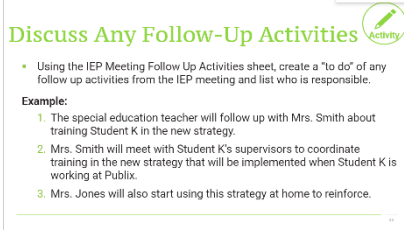

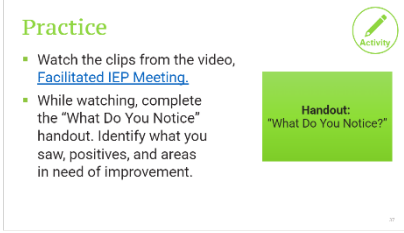
This resource was developed in response to requests from state and local educational agencies and families about how to hold and participate in virtual IEP meetings.

Source: Center for Parent Information and Resources (2020, April).

Virtual IEP Meeting Tip Sheets

Audience: Educators hosting virtual IEP meetings



<p>Slide 35</p> <p>Explanation of Slide</p> <p>Before you end the meeting, discuss any follow-up activities that need to occur after the meeting’s conclusion. Create a “to do” of any follow-up activities and who is responsible. [Read examples.]</p>	 <p>Discuss Any Follow-Up Activities</p> <ul style="list-style-type: none"> Using the IEP Meeting Follow Up Activities sheet, create a “to do” of any follow up activities from the IEP meeting and list who is responsible. <p>Example:</p> <ol style="list-style-type: none"> The special education teacher will follow up with Mrs. Smith about training Student K in the new strategy. Mrs. Smith will meet with Student K’s supervisors to coordinate training in the new strategy that will be implemented when Student K is working at Publix. Mrs. Jones will also start using this strategy at home to reinforce.
<p>Slide 36</p> <p>Explanation of Slide</p> <p>Let’s take some time to reflect on your current practices. Please take a minute to answer each question independently and complete the IEP Facilitation Reflection handout.</p>	 <p>IEP Facilitation Reflection</p> <ul style="list-style-type: none"> How do I welcome people when they arrive? Do the participants in my meetings equally participate? How am I doing at keeping meetings on task and efficient? Do I help all members understand data? How do I typically summarize the meeting? How do I document follow-up activities? <p><small>**Identify an aspect of facilitation for IEP meetings I can implement in my context.</small></p>
<p>Slide 37</p> <p>Explanation of Slide</p> <p>Take out the “What Do You Notice” handout. We are going to watch some clips together. While you watch, record your observations. After each clip, we will discuss what you saw.</p> <p>Facilitation Notes</p> <p>After you watch each section, pause the video, and give participants a few minutes to write down their notes. Then, ask participants to share what they recorded. Finally, watch the “debrief” for that portion of the video. Continue this process with each section.</p> <p>The handout contains a Video Guide with suggested responses.</p> <p>Watch these clips: https://esc13.net/resources/a-facilitated-iep-meeting</p> <ul style="list-style-type: none"> 0:00–6:55 <ul style="list-style-type: none"> Debrief: 6:56–7:45 7:46–8:26 <ul style="list-style-type: none"> Debrief: 8:27–8:59 9:00–12:48 <ul style="list-style-type: none"> Debrief: 12:49–14:16 14:17–17:04 <ul style="list-style-type: none"> Debrief: 17:05–18:25 18:26–23:00 <ul style="list-style-type: none"> Debrief: 23:01–24:03 	 <p>Practice</p> <ul style="list-style-type: none"> Watch the clips from the video, Facilitated IEP Meeting. While watching, complete the “What Do You Notice” handout. Identify what you saw, positives, and areas in need of improvement. <p>Handout: “What Do You Notice?”</p>

<ul style="list-style-type: none"> ▪ 24:04–26:45 <ul style="list-style-type: none"> • Debrief: 26:47–27:57 ▪ 27:58–30:43 <ul style="list-style-type: none"> • Debrief: 30:44–31:40 ▪ 31:42–33:15 <ul style="list-style-type: none"> • Debrief: 33:16–34:42 	
<p>Slide 38</p> <p>Explanation of Slide</p> <p>We will now begin Section 2: Strengthening Collaboration.</p>	
<p>Slide 39</p> <p>Explanation of Slide</p> <p>In this section, we will talk about strengthening collaboration, and we will also talk about how HLPs 1 and 3 support this requirement. [Read slide.]</p>	
<p>Slide 40</p> <p>Explanation of Slide</p> <p>Now that we’re talking more broadly about strengthening collaboration, we’re going to focus on HLP 1 and 3. As a reminder, here are the three practices within the Collaboration stack of the CEC high-leverage practices. [Read slide.]</p> <p>HLP 1 full text: Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students’ learning toward measurable outcomes and to facilitate students’ social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.</p> <p>HLP 3 full text: Teachers collaborate with families about individual children’s needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Teachers should respectfully and effectively</p>	

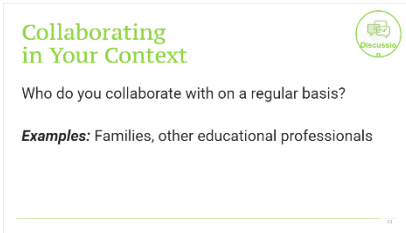
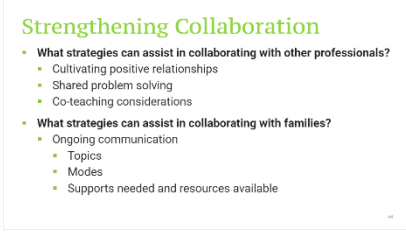
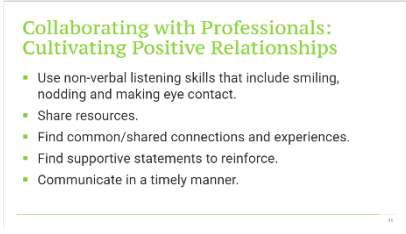
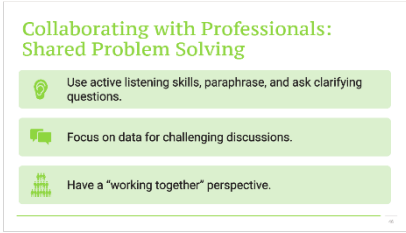
communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children’s learning.

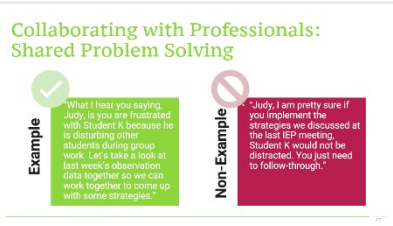
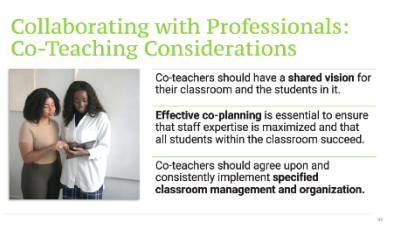
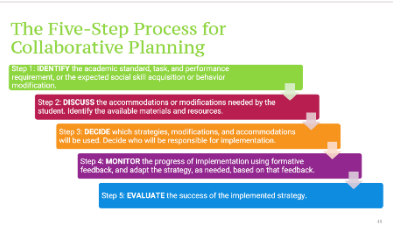
Slide 41
 Explanation of Slide
 [Read slide.]

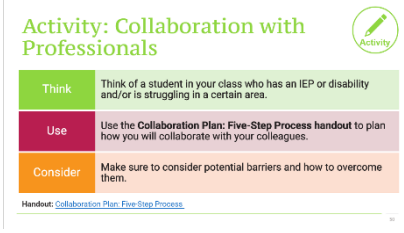
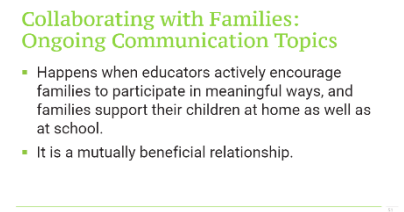


HLP 1 full text: Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students’ learning toward measurable outcomes and to facilitate students’ social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

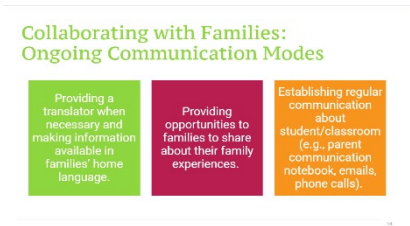


Slide 42
 Explanation of Slide
 [Read slide.]



HLP 3 full text: Teachers collaborate with families about individual children’s needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Teachers should respectfully and effectively communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children’s learning.

<p>Slide 43</p> <p>Explanation of Slide</p> <p>Who do you collaborate with successfully? What is one thing that makes it successful?</p> <p>Example: I work with the 4th-grade teacher, and we have dedicated time to talk about students.</p> <p>Facilitation Notes</p> <p>Ask for volunteers, 4–5 participants, to give their example.</p>	
<p>Slide 44</p> <p>Explanation of Slide</p> <p>We will talk today about strategies for strengthening collaboration with two groups of people – other professionals and families.</p>	
<p>Slide 45</p> <p>Explanation of Slide</p> <p>Building positive relationships takes some direct action on your part. Some simple strategies can help to build a positive relationship with other colleagues. The first is paying attention to your non-verbal language. Smile and make eye contact with your colleagues. Sometimes you may be stressed about a classroom situation but take a moment to reset and smile at your colleagues. If you have resources that might be helpful to a colleague, share them. Look for something positive to reinforce in your colleagues. Everyone likes positive feedback. Finally, look for any shared connections or experiences. It is easier to build relationships when you can help others see what you have in common. Reinforce the common! And finally, communicating promptly is crucial. It is best practice to respond to emails within one business day.</p>	
<p>Slide 46</p> <p>Explanation of Slide</p> <p>When dealing with challenges, professionals often feel frustration. You can help to create a collaborative problem-solving environment by using active listening skills, paraphrasing, and asking clarifying questions. When things get heated, look at the data – this will take the focus away from people and onto the data to help make solutions. It is</p>	

<p>good to reinforce that we are in this together to solve problems. This creates a culture of collaboration.</p>	
<p>Slide 47 Explanation of Slide [Read example and non-example.]</p>	
<p>Slide 48 Explanation of Slide These are some considerations and helpful tips for co-teaching. [Read slide.]</p>	
<p>Slide 49 Explanation of Slide The Five-Step Process is a model to use during collaborative planning. It allows the group to identify, implement, and evaluate the success of a strategy.</p> <p>The first step is to IDENTIFY the academic standard, task, and performance requirement. For social skills or strategies and behavior, identify the area of concern and the expected social skill acquisition or behavior modification.</p> <p>The second step is to DISCUSS the modifications or accommodations needed by the student. Identify the available materials and resources.</p> <p>The third step is to DECIDE which strategies, modifications, and accommodations will be used. Discuss who will be responsible for the implementation of the strategies, modifications, and accommodations.</p> <p>The fourth step is to MONITOR the progress of implementation using formative feedback, and adapt the strategy, as needed, based on that feedback.</p> <p>The fifth step is to EVALUATE the success of the implemented strategy.</p>	

<p>Slide 50</p> <p>Explanation of Slide [Read slide.]</p> <p>Facilitation Notes Allow 10 minutes to complete the activity.</p>	 <p>Activity: Collaboration with Professionals</p> <table border="1"> <tr> <td>Think</td> <td>Think of a student in your class who has an IEP or disability and/or is struggling in a certain area.</td> </tr> <tr> <td>Use</td> <td>Use the Collaboration Plan: Five-Step Process handout to plan how you will collaborate with your colleagues.</td> </tr> <tr> <td>Consider</td> <td>Make sure to consider potential barriers and how to overcome them.</td> </tr> </table> <p>Handout: Collaboration Plan: Five-Step Process</p>	Think	Think of a student in your class who has an IEP or disability and/or is struggling in a certain area.	Use	Use the Collaboration Plan: Five-Step Process handout to plan how you will collaborate with your colleagues.	Consider	Make sure to consider potential barriers and how to overcome them.
Think	Think of a student in your class who has an IEP or disability and/or is struggling in a certain area.						
Use	Use the Collaboration Plan: Five-Step Process handout to plan how you will collaborate with your colleagues.						
Consider	Make sure to consider potential barriers and how to overcome them.						
<p>Slide 51</p> <p>Explanation of Slide</p> <p>Family engagement is a practice in which families and school personnel collaborate to support and improve the learning and development of children. Sometimes, this practice is referred to as parent engagement, parent involvement, or family–school partnership.</p> <p>But family engagement means more than simply informing families about their child’s progress or challenges, where communication is primarily one-way—that is, from the teacher to the parent. Rather, family engagement happens when educators actively encourage families to participate meaningfully, and families support their children at home as well as at school. This establishes a mutually beneficial relationship in which educators are committed to listening and collaborating with families, and families are committed to prioritizing their children’s education.</p>	 <p>Collaborating with Families: Ongoing Communication Topics</p> <ul style="list-style-type: none"> ▪ Happens when educators actively encourage families to participate in meaningful ways, and families support their children at home as well as at school. ▪ It is a mutually beneficial relationship. 						
<p>Slide 52</p> <p>Explanation of Slide</p> <p>This relationship between schools and families can be focused on the following topics:</p> <ul style="list-style-type: none"> ▪ Centered around student development and learning. ▪ Challenges ▪ Successes ▪ High expectations ▪ Family experiences 	 <p>Collaborating with Families: Ongoing Communication Topics</p> <ul style="list-style-type: none"> Student development and learning Challenges Successes High expectations Family experiences 						
<p>Slide 53</p> <p>Explanation of Slide</p> <p>Creating an accepting and supportive environment is the first step in welcoming families. When families enter a school building, they should feel valued and included. This is especially true for families of children with disabilities, who</p>	 <p>Collaborating with Families: Ongoing Communication Modes</p> <ul style="list-style-type: none"> Scheduling events at times convenient for parents. Informing families of special events that foster connections (e.g., Meet the Teacher Night, Coffee and Conversations with the principal, school tours, Family Fun Night). Hosting parent nights that address parent concerns (e.g., internet access for students, free adult English classes, Your Rights as a Parent of a Child with a Disability). Offering volunteer opportunities for parents (e.g., read to a class, guest speaker, car ride, line volunteer). 						

<p>may already be grappling with a number of stressors. But a welcoming school environment is more than just friendly front office staff. The interactions of everyone in the school—administrators, teachers, support staff, students, and visitors—should be caring and supportive. Educators can welcome families by creating opportunities for them to make positive connections within the school.</p>	
<p>Slide 54</p> <p>Explanation of Slide</p> <p>Here are additional strategies to supporting ongoing communication with families. [Read slide.]</p>	
<p>Slide 55</p> <p>Explanation of Slide</p> <p>Educators should explicitly communicate with families about the support needed at home. Families want to help their children and often appreciate knowing how they can provide support at home. However, educators should involve families in a manner that is meaningful to them. The way in which a family gets involved in the education system is likely to be as unique as the family itself. A single parent working two jobs and struggling to make ends meet might find it difficult to allow their children to participate in after-school activities. On the other hand, they might ensure that their children read every day and complete their homework. The parent may appreciate other supports or resources to help their situation or child.</p>	
<p>Slide 56</p> <p>Explanation of Slide</p> <p>As a reminder, here are HLPs 1 and 3. [Read slide.] The strategies and practices we have discussed, such as using active listening skills, focusing on data, using clear communication skills with parents and families, etc., all help to support the implementation of these HLPs.</p>	
<p>Slide 57</p> <p>Explanation of Slide</p> <p>Let's take a minute and reflect on our own practices when collaborating with families.</p> <p>Facilitation Notes</p>	

<p>Give individuals 10 minutes to fill out the collaboration handout. Ask them to refer to the slide for details on each area, what they are implementing and not implementing, and examples.</p> <p>Ask for volunteers to provide examples of things they are doing well and areas in need of improvement—something they hope to implement. Spend 5 minutes sharing.</p>	<div data-bbox="1008 205 1409 443"> <h3>Pause and Reflect on Practice</h3>  <ul style="list-style-type: none"> Use the handout titled "My Collaboration." Identify some successes and areas of improvement for collaborating with families and professionals. <div data-bbox="1279 283 1390 373"> <p>Handout: My Collaboration</p> </div> </div>				
<p>Slide 58</p> <p>Explanation of Slide</p> <p>Let's take a moment and reflect upon what, from your perspective, are the most challenging aspects of conducting IEP meetings and developing IEPs. In small groups, indicate two or three things you find most challenging. Then, identify what you believe is the most-needed professional learning.</p> <p>Facilitation Notes</p> <p>Allow 15 minutes to conduct this activity.</p>	<div data-bbox="1008 594 1409 831"> <h3>Challenges and Priority Needs</h3>  <table border="1"> <tr> <td data-bbox="1024 653 1187 699"> <p>When considering facilitating IEP meetings and collaborating with the IEP team, what are your most common challenges?</p> </td> <td data-bbox="1187 653 1349 699"> <p>When considering facilitating IEP meetings and collaborating with the IEP team, what is most pressing for your professional development needs?</p> </td> </tr> <tr> <td data-bbox="1024 699 1187 793"> </td> <td data-bbox="1187 699 1349 793"> </td> </tr> </table> </div>	<p>When considering facilitating IEP meetings and collaborating with the IEP team, what are your most common challenges?</p>	<p>When considering facilitating IEP meetings and collaborating with the IEP team, what is most pressing for your professional development needs?</p>		
<p>When considering facilitating IEP meetings and collaborating with the IEP team, what are your most common challenges?</p>	<p>When considering facilitating IEP meetings and collaborating with the IEP team, what is most pressing for your professional development needs?</p>				
<p>Slide 59</p> <p>Explanation of Slide</p> <p>Resource and reference slide.</p>	<div data-bbox="1008 947 1409 1157"> <h3>Resources</h3> <p>Center for Parent Information & Resources (2020, April). <i>Virtual IEP Meeting Tip Sheets</i>. Center for Parent Information & Resources. https://www.parentcenterhub.org/wp-content/uploads/2020/04/virtual-iep-meeting-tip-sheets.pdf</p> <p>PROGRESS Center (2020, May). <i>Virtual IEP Meeting Sample Agenda</i>. PROGRESS Center. https://promotingprogress.org/resources/virtual-iep-meeting-sample-agenda</p> </div>				