**IEP Meeting Practice Template: What Do You Notice?**

**Directions:** Watch the video clips of an IEP meeting. Using the following table, note if the IEP meeting best practice was observed during the video. Then, provide feedback if the example was positive or needed improvements and why.

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| **IEP Meeting Best Practice** | **Was this aspect observed in the meeting?**  **Yes, or No?** | **Describe if the video clip provides a positive example. Why?**  **What suggestions do you have to improve the practice highlighted in the video? Why?** |
| **Prepare** | | |
| Set a clear goal. |  |  |
| Right participants. |  |  |
| **Facilitate** | | |
| Establish a welcome and positive tone. |  |  |
| Promote discussion, equal voice, and contributions. |  |  |
| Maintain efficiency by consensus building and staying on task. |  |  |
| Ensure members understand any data. |  |  |
| Summarize what is accomplished. |  |  |
| Discuss follow-up activities. |  |  |
| Other |  |  |

**Video Guide**

Link to video: [Facilitated IEP Meeting](https://esc13.net/resources/a-facilitated-iep-meeting)

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| **IEP Meeting Best Practice** | **Was this aspect observed in the meeting?**  **Yes, or No?** | **Describe if the video clip provides a positive example. Why?**  **What suggestions do you have to improve the practice highlighted in the video? Why?** |
| **Prepare** | | |
| Set a clear goal. (4:39–6:55) | Yes | * At the beginning of the meeting, the principal clearly communicates the purpose of the meeting to—to discuss Amy’s behavior—and the goal of the meeting—to identify strategies to help Amy. This was written and posted in the room. * The principal also provides an agenda to each participant and reviews the agenda. * While this was communicated, I would suggest being more specific in the purpose and goal. |
| Right participants. (4:39–6:55) | Yes | * All participants involved in the purpose of this meeting (Amy’s behavior) are present. This includes the behavior specialist, special education teacher, general education teacher, principal, and parent. |
| **Facilitate** | | |
| Establish a welcome and positive tone. (4:39–6:55) | Yes | * Greeted everyone with a handshake and full attention—not hiding behind computers or shuffling through paperwork. * Posted a list of commonly used special education acronyms. * Began with introductions, purpose, and goal of the meeting, and set meeting norms on how to work “collaboratively and productively.” |
| Promote discussion, equal voice, and contributions. (7:46–8:26) | Yes | * Posted guidelines on how team members will interact with each other. These clear expectations set the process for trust. * Principal asked team members for a commitment to follow the guidelines. |
| Maintain efficiency by consensus building and staying on task. (27:58–30:43) | Yes | * Utilized questioning to gain clarity and seek consensus. * Did not force an “all or nothing” vote but sought their range of consensus. * Asked each team member, “Are you within the consensus range?” as opposed to, “Are we all in agreement?” |
| Ensure members understand any data. (14:17–17:04) | Yes | * Asked Amy’s mom to describe the data from therapists and doctors outside the school. * Utilized questioning to ensure all team members understood the data. * Used a neutral summary to reframe the statement to help team members see it in a different way. |
| Summarize what is accomplished. (14:17–17:04; 31:42–33:15) | Yes | * The principal repeated the exact words spoken by Amy’s mom. * Discussed follow-up activities. * Principal asked for written suggestions on how to improve future meetings. |
| Discuss follow-up activities. (31:42–33:15) | Yes | * Team used a commitment form to document specific activities and note which team member is responsible. |
| Other |  |  |