A Focus on Team Meetings
Think about the individual.

Remember that each student has individual needs, based upon the impact of his/her disability. Consequently, each IEP should reflect the individual nature of the student.

Think education.

An IEP should discuss how an individual student’s disability(ies) impact education and concentrate on offsetting or reducing the resulting problems that interfere with the student’s learning and educational performance.

Think results.

Think Access to the General Curriculum.
Effective Team Practices

Think Roles and Role Clarity

• Parent/Family Participation
  • Student Participation
• General Education Teachers’ Participation
• Special Education Teachers’ Participation
• Related Service Providers’ Participation
Remember: Parents are equal partners in the Team process.

• They have a right to be involved in meetings that discuss the identification, evaluation, IEP development, and educational placement of their children.

• Parents have a unique and critically important perspective on their child’s learning style, strengths and needs.

• Every effort should be made to build trust, respect and understanding in an effort to meet the unique needs of the student.
Remember: Student participation is important and, at times, required in the Team Process.

Students are important members of the Team. As students get older, they should become more and more active within the Team meetings, their strengths, needs, interests, and preferences determining the direction for the identified goals in the IEP.

Students are invited to attend Team meetings beginning at the age of 14, or younger if appropriate. If the student does not attend the meeting, his/her preferences and interests must still be considered.
Four Underlying Processes Leading to Effective IEP Team Meetings

1. Collaboration
2. Communication
3. Meeting Facilitation
4. Personnel Development
1. Collaboration

Working cooperatively together toward a common goal, including both “results” and relationships, requires mutual respect, a goal of mutual benefit, and trustworthiness.
2. Communication

Listening carefully for the purpose of understanding both the content and the emotion.
3. Meeting Facilitation

Structuring the process so that goals of the meeting are met in a realistic timeframe.

Think time and flexible options.
Ensuring that all participants have the understanding and skills to allow the process to work.

**Handouts**

- Parent Survey
- Evaluation Tool
Role of the Facilitator

• Keep the group on task
• Ensure that all IEP Team members participate
• Keep track of the time and agenda
• Suggest alternate methods and process when the Team bogs down
• Protect people and their ideas from attack
• Remain neutral during conflicts
• Manage the behaviors of people

-- Charge and Kehoe
IDEA 2004

Remember the emphasis of IDEA 2004 is on a collaborative approach to the IEP process and development.

The IEP requirements under IDEA emphasize the importance of working cooperatively as a team.