IEP Facilitation: How Facilitated IEP Meetings Can Guide The Process

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Agenda

• Welcome and Presenter Introductions
• What is a Facilitated IEP Meeting?
• IEP Facilitator Role/Responsibilities
• Facilitation Tools
• Benefits of IEP Facilitation
• Questions and Comments
Presentation Outcomes

• As a result of today’s webinar, participants will have an increased understanding of:
  – The purpose, components, and benefits of IEP facilitation; and
  – How the process supports teams in reaching and maintaining agreements during an IEP meeting.
fa·cil·i·ta·tion, “fəˌsiləˈtāSH(ə)n/”
What is a Facilitated IEP Meeting?

• A conflict prevention process that involves:
  – Shared responsibility
  – Collaborative attitude
  – Strategic planning
  – Facilitative behaviors

• Enables IEP teams to:
  – Build and improve strong relationships
  – Reach true consensus
  – Focus on student needs
  – Exercise effective communication
How is IEP Facilitation Administered?
• A free service offered by ISBE in partnership with Boone-Winnebago Regional Office of Education
• Conducted by state-approved and trained facilitators
• Available upon parent or district request (submitted to ISBE)
• Requires agreement to participate by both parties
IEP Facilitator Role/Responsibilities

- Be well-prepared
- Maintain neutrality
- Be respectful
- Utilize problem solving strategies
Pre-Meeting Preparation

• Contact parent and district representative individually to gather and share information

• Request a copy of current or draft IEP, if needed

• Develop and share meeting agenda, outcomes and group norms

• Assemble facilitation materials for the IEP meeting
Conducting the On-site Meeting

• Arrive on-site early and set up materials
• Welcome participants and provide overview
• Implement the facilitation process
• Maintain neutrality
• Conduct “Plus/Delta” process
Visual Tools
Start-Up

AGENDA

START-UP:
• Welcome
• Purpose of Meeting
• Participant Introductions
• Outcomes for Meeting
• Agenda Overview
• Decision-Making Process
• Group Norms

IEP PROCESS:
• Present Levels of Performance (Strengths/Challenges)
• Determination of Disability & Special Ed. Eligibility
  If eligible:
  • Annual Goals and Objectives
  • Determination of Special Ed. Services
  • Determination of Placement
  If not eligible:
  • Plan and Strategies to Address Identified Needs

ENDING:
• Confirm Agreements and Complete Paperwork
• Next Steps/Action Plan
• Acknowledgements
• Meeting Debrief (Plus/Delta)
Group Norms for the Meeting

- Communicate clearly and listen carefully
- Respect the views of others
- Share your views willingly
- Ask and welcome questions for clarification
- Be open to the ideas and views of others
- Honor time limits and stay on task
- Silence cell phones
Guiding the Process

OUTCOMES

- Shared understanding of student's Present Levels of Performance.
- Shared understanding of, and agreement on existence of disability & special ed. eligibility
  If eligible:
  • Shared understanding of, and agreement on student's annual goals and objectives
  • Shared understanding of, and agreement on student's educational services and placement
  If not eligible:
  • Shared understanding of, and agreement on how student's needs will be addressed.
Strengths and Challenges

**PRESENT LEVELS of PERF.**

**Strengths:**
- Likes to read, level N in Fall (on F+P)
- Vocabulary, progress in language usage
- Likes graphic novels; very strong in math
- Math: shows projected growth (but still below expected grade level)
- Geometry is a strength
- Homework: responsible & completes when she understands
- Positive & curious, lots of friends, respectful & complies w/ expectations, always ready to learn!
- Functional: wants to succeed & please adults

**Challenges:**
- Red flag below grade level; difficulty understanding word meaning
- Math: 8th percentile on MAP, missing foundational skills; application, fluency & calculation; needs reteaching often
- Functional: loses interest & tends avoiding difficult tasks
  - Doesn’t always ask for help when needed
  - Needs extra support to benefit from instruction

**504 Plan in Fall:** ADHD diagnosis; accommodations for testing & attention span
- Also: interventions for math & reading; making progress but not at expected rate
Goals and Objectives

Eligibility: OHI / LD - Math

- Math Calculation, Application & Fluency - Increase to 25% in 1 yr.
- Attention - Sustained attention & work completion
  - Seek help / clarifying Q's
  - Use of visual supports
- Work more independently
  - Consider use of DPR for student feedback if needed

Accommodation - fewer prob's for homework
- Preferential seating
- Check for understanding
- Math books sent home / science & social studies also
- Allow use of calculator
- Schedule movement breaks to help focus often
- Assessment accommodations
  - Read to her
  - Breaks
  - Extended time
  - Envision - small group
Keep the Meeting Flowing and Positive
Recording Decisions
The Benefits of IEP Facilitation

• Student-focused and neutrally-guided process
• More prepared IEP team members
• Opportunities for all team members to have a voice
• Emphasis on positive communication and collaboration
• Shared decision-making using consensus
• Reduced contention, resulting in positive outcomes
Participant Feedback

“I received a call from the facilitator to introduce myself and provide information regarding my concerns with the district and my daughter’s needs. I appreciated the preparation for the meeting.” – Parent feedback

“I wish I would have done it sooner. It relieves some of the stress and I could focus more with the visual guidance from the facilitator.” – Parent feedback
“We had some items put in the parking lot for others to complete later which I thought was a great idea.” – Parent feedback
Participant Feedback

“Before we started the IEP meeting, I expected the meeting to take at least three hours. We were done in an hour! Between the facilitator guiding the process and charting the team’s decisions, the parent felt her input was valuable and she was heard. She was so positive when we did the meeting process plus/deltas!” – Staff feedback
Participant Feedback

“Setting the goals for the meeting, keeping us focused, plus reflective listening are the best part of having the facilitator!” – Staff feedback

“Her presence gave the parent a sense of support and calm.” – Staff feedback

“I was extremely thankful for the facilitator helping give this parent a voice.” – Staff feedback
Questions? Comments?

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IEP Facilitation System: [https://www.isbe.net/Pages/IEP-Facilitation-System.aspx](https://www.isbe.net/Pages/IEP-Facilitation-System.aspx)

Request form: [https://www.isbe.net/Documents/34-16-ieg-facilitation-request.pdf](https://www.isbe.net/Documents/34-16-ieg-facilitation-request.pdf)

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