



KEY2ED: The Authority in IEP Facilitation

ABBREVIATED FACILITATION IMPLEMENTATION CHECKLIST

Date:

Rate your team on the following components using the scale:

1—never used; 2—sometimes used; some teams, not all; 3—using consistently

Setting Up (Before the Meeting)

- € Determine and communicate roles/responsibilities for all team members.
- € Provide family and all stakeholders on the school team information prior to meeting (FIEP information/letter of explanation, family role, agenda, outcomes, norms, reports, drafts, procedural safeguards, technology instructions)
- € Determine who would reach out to families prior to meeting either in person or via phone (roles).
- € Determine how visuals would be used
- € Determine how technology would be used
- € Have time to plan together as a team either in person or via electronic communication
- € Create a planned agenda, outcomes, norms

During the meeting

- € Use an agenda as a guide (prevention) and an intervention and gain agreement.
- € Use norms as a prevention and intervention and gain agreement.
- € Use outcomes and gain agreement and link them to the agenda.
- € Chart group memory
- € Obtain frequent small agreements
- € Report highlights of information instead of reading entire reports
- € Use the strengths/challenges of the present levels to drive all other decisions (e.g., eligibility, behavior plan, transition plan, etc.)

Ending the meeting and follow-up

- € Acknowledged participants' contributions to the meeting
- € Created an action plan and distributed it to all team members when appropriate.
- € Conducted a meeting debrief, (determine a method to keep track of recommendations)