



# **Facilitated IEP Journey**

## **DESTINATION: FIEP OPENING TASKS**

<i>Facilitator's Opening Tasks</i>	<i>Sample Language</i>
<p>1. Introductions</p> <ul style="list-style-type: none"> <li>• Role of each IEP team member</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome and thank you all for being here.</li> <li>• I'm _____, the Facilitator.</li> <li>• Can we go around the room and have you introduce yourselves and tell us your role as a member of the IEP Team?</li> </ul>
<p>2. Explain:</p> <ul style="list-style-type: none"> <li>• Role of facilitator</li> <li>• IEP common goal</li> <li>• IEP Chair</li> <li>• IEP&amp; PWN scribes</li> </ul>	<ul style="list-style-type: none"> <li>• I have engaged the parties in some prep work prior to the IEP in order to assist with resolution today.</li> <li>• My role in this meeting is to support the IEP process so the team can develop an agreed upon educational program that meets the student's needs which is our common goal today. I will assist the district IEP chairperson, _____, in keeping the meeting focused on the student's needs with attention to the future program as it relates to IEP issues.</li> <li>• It is important for everyone to be able to express his/her concerns and contribute collaboratively to developing the student's IEP. My role is to assure that this happens.</li> <li>• _____ is the IEP forms scribe and _____ is the PWN scribe.</li> </ul>
<p>3. Decision-making</p> <ul style="list-style-type: none"> <li>• 2 parties</li> <li>• No voting, consensus</li> <li>• PWN-district decision</li> </ul>	<ul style="list-style-type: none"> <li>• An IEP is a collaborative process. We will discuss options and strive for consensus about the student's program and services, working together to develop an IEP that we can all agree is in the best interest of the student. We will gain consensus as we go by reviewing each PWN item after it is discussed and agreed upon. If we cannot reach consensus, the PWN will reflect the district's decision.</li> </ul>

<p>4. Effective Interactions</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Electronic recording</li> </ul>	<ul style="list-style-type: none"> <li>• One factor that is important for all of us to effectively interact with each other today is to show “respect” to one another during the IEP, both in listening and speaking. Is that something everyone can agree to demonstrate?</li> <li>• Does anyone have additional items they need for effective interactions?</li> <li>• Address any requests to audio or video tape the meeting and gain agreement.</li> </ul>
<p>5. Time commitments</p> <ul style="list-style-type: none"> <li>• End time</li> <li>• Breaks</li> <li>• Lunch</li> <li>• Additional Meeting</li> <li>• Order of presentations due to schedule conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• When we arranged this meeting we all agreed we could be here from ___ o’clock until ___ o’clock. Is everyone still committed to that time frame? Lunch will be from ___ o’clock to ___ o’clock. We’ll take breaks as needed. Does that work for everyone? If not, try to make accommodations.</li> <li>• I will try to keep us focused and on task today so we can finish the IEP at the agreed upon time. If we happen to need another meeting to complete the IEP, we’ll schedule that before we depart today.</li> </ul>
<p>6. Agenda</p> <ul style="list-style-type: none"> <li>• Follow IEP Process</li> <li>• Future Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• During the IEP, we need to address concerns brought up during the pre-IEP discussions as well as all the IEP components. We can accomplish this by simply following the IEP process. Do we all agree on that?</li> <li>• By the end of the meeting, if any item(s) has not been addressed, we will discuss it/them before closing.</li> <li>• By the end of the meeting, if we need a follow-up meeting, we’ll schedule and document that meeting.</li> <li>• Does anyone have any questions before we begin and I turn the meeting over to _____, the IEP Chairperson?</li> </ul>



## **Facilitated IEP Journey** **REVIEW THE ROUTE**

### ***Facilitator's Pre/Post IEP Checklist***



<b><i>Pre-Planning for the IEP Meeting</i></b>	Yes	No
Contact the family and district to explain the FIEP process and your role.		
Gain agreement that the FIEP process is needed, you are the agreed upon facilitator, and resolution is the desired outcome. External facilitators secure contract and release form.		
Gather issues/concerns and proposals/requests from the family & district.		
Exchange identified issues/concerns and proposals/requests between the family and the school district.		
Gather from and exchange between the parties any responses/feedback to the issues/concerns and proposals/requests.		
Gather feedback from both parties to determine which are IEP issues and which are non-IEP issues, assist the parties to brainstorm how to handle the non-IEP issues outside of the IEP.		
Assist parties to understand the Prior Written Notice process.		
Assist parties to identify and obtain pertinent information and/or drafts needed for a productive and time efficient IEP.		
Assist parties to create the list of IEP participants and gain agreement on those participants, with the exception of required persons.		
Discuss with the school district contact/IEP chairperson whether an IEP pre-planning meeting with the school team would be helpful.		
Gain agreement on the date, location, and time commitment for the IEP.		
Gather and share any request to use any type of electronic recording devices during the IEP. Gain agreement.		
Gain the identity of the IEP Chairperson and the two scribes—one for the IEP forms and one for the PWN form.		
Confirm distribution of the IEP meeting notice/invitation.		
<b><i>Opening the IEP Meeting</i></b>	Yes	No
Participants sign-in		
Introduction by all IEP participant's and their roles.		
Introduce yourself and explain your role as the Facilitator.		
Share that the decision making process will be consensus, not voting.		
Gain agreement to any guidelines and commitment to abide by them.		
Gain agreement on the use of any electronic devices.		
Review commitment to the agreed upon time frames.		
Ask if there any questions before the IEP begins.		

<b>Strategies at the IEP Meeting</b>	<b>Yes</b>	<b>No</b>
Follow the IEP document as the agenda.		
Utilize your mediation skills for communicating and listening.		
Keep the student's needs as the center of attention.		
Ensure that everyone contributes.		
Remain impartial.		
Protect people's contributions.		
Focus on the future.		
Enforce the agreed upon guidelines.		
Strive for consensus as you go; record on the PWN.		
Check in with the scribes from time to time to ensure that recorded information is documented and agreed upon.		
<b>IEP Elements</b>	<b>Yes</b>	<b>No</b>
Listen for embedded proposals. Make sure each one gets noted on the PWN form, accepted or rejected with rationale.		
Ensure that IEP sections are not skipped or incomplete.		
Ensure that the team starts the placement decision at the regular classroom setting with supports and aids.		
<b>PWN</b>	<b>Yes</b>	<b>No</b>
The items describe the agency's proposal(s).		
The items describe any parent proposal(s).		
The items describe any team proposal (s).		
The PWN items recorded correspond with the decisions recorded in the IEP document.		
The items describe the rationale: reason <b>why</b> items were accepted or rejected, which are <b>linked</b> to specific and relevant data or test results.		
Any rejected items are followed by a proposal that will be accepted.		
A meeting that is incomplete is noted and a plan for rescheduling with approximate date is documented.		
<b>The Closing and Follow up</b>	<b>Yes</b>	<b>No</b>
Review and confirm who is responsible for sharing the IEP with those who will implement the components.		
Review any commitments from those who will be doing any follow-up along with an estimated date of completion.		
Establish any follow-up and/or method of future communications.		
Assist the participants to evaluate the process and their communication.		
Thank the participants for their participation and cooperation in the FIEP.		