



# 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.





# 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
- (A) Purpose of Meeting
- Participant Introductions
- (A) Outcomes for Meeting
- Agenda Overview
- (A) Decision-Making Process
- (A) Group Norms

IEP PROCESS:

- Present Levels of Performance (Strengths/Challenges)
- ~~Determination of Disability~~ & ~~Special Ed. Eligibility~~ (Yes)

*If eligible:*

- (A) Annual Goals and Objectives
- (A) Determination of Special Ed. Services
- (A) Determination of Placement

*If not eligible:*

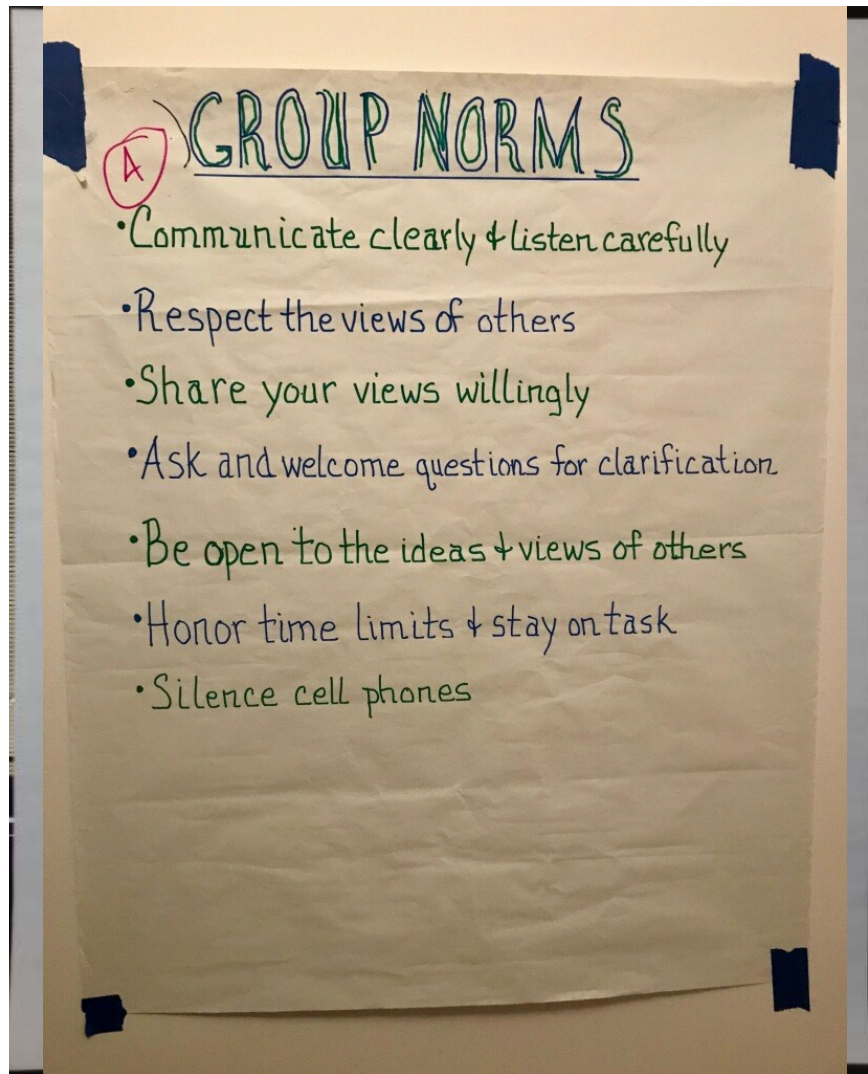
- Plan and Strategies to Address Identified Needs

ENDING:

- Confirm Agreements and Complete Paperwork
- Next Steps/Action Plan
- Acknowledgements
- Meeting Debrief (Plus/Delta)

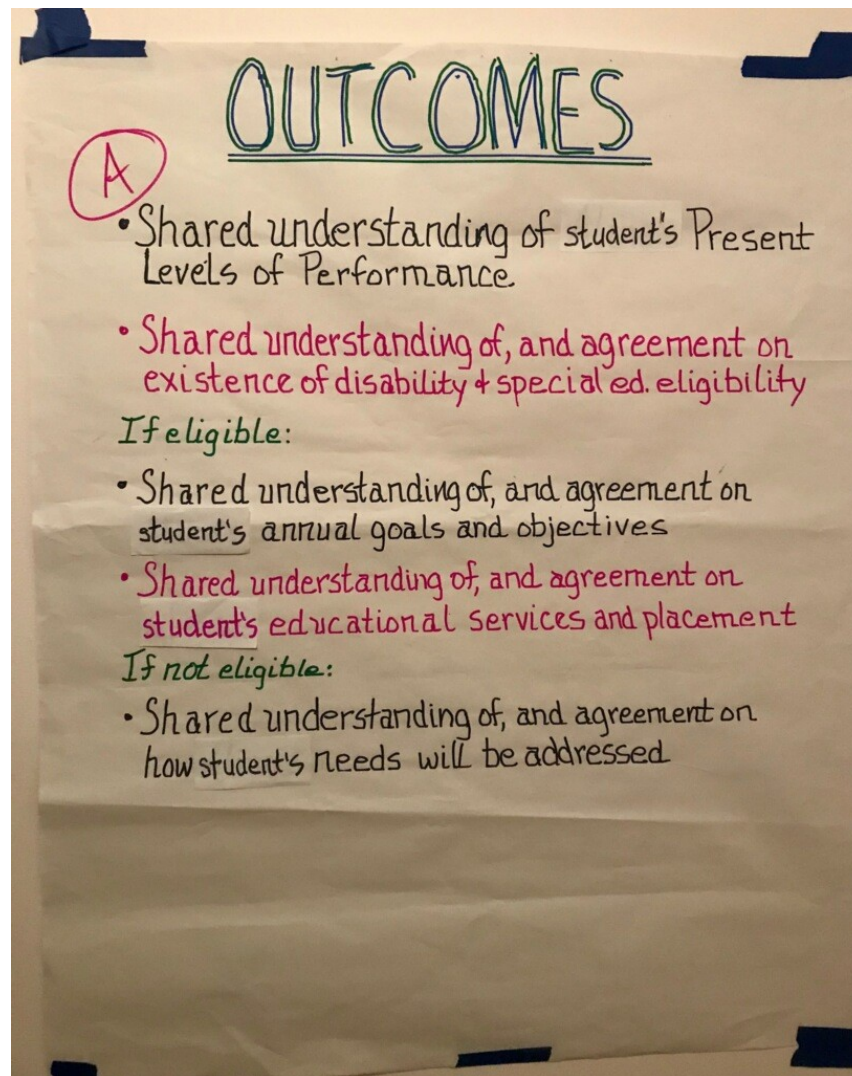


# Group Norms for the Meeting





# Guiding the Process





# Strengths and Challenges

PRESENT LEVELS of PERF.

A Strengths: - Likes to read; level N in Fall → <sup>Exit</sup> Level R (on F+P)  
- Vocabulary, Progress in language usage  
- likes graphic novels; Rdg. stronger than math  
Math: shows projected growth (but still below expected grade level)  
- geometry is a strength  
Homework - is responsible & completes when she understands  
Soc/Emot. + Functional - positive & curious, lots of friends, respectful, \*complies w/ expectations, always ready to learn!  
Wants to succeed & please adults

A Challenges: Rdg. 1yr below grade level; difficulty understanding word meaning  
Math - 8<sup>th</sup> percentile on MAP; missing foundational skills; application, fluency & calculation; Needs reteaching often  
Functional - Loses interest & tries 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 and attention span  
Also, interventions for math + reading; making progress but not at expected rate



# Goals and Objectives

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
  - ↳ <sup>consider</sup> Use DPR for student feedback if needed

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Accomm. - 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 atten.

→ Assessment accommodations

- Read to her
- Extended time
- Envicon - small group
- Breaks



# 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*



# Participant Feedback



“We had some items put in the parking lot for others to complete later which I thought was a great idea.” – *Parent feedback*



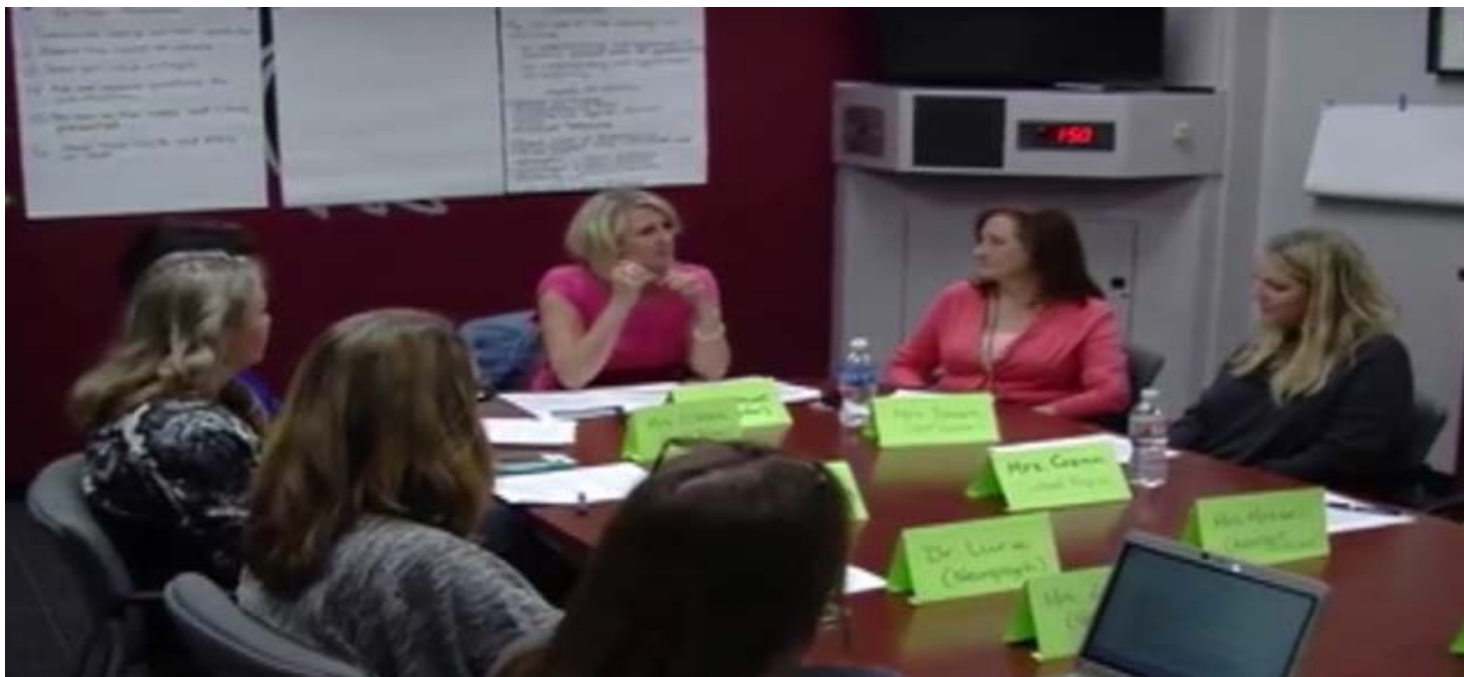
# Participant Feedback

“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>

Request form: <https://www.isbe.net/Documents/34-16-iep-facilitation-request.pdf>

## **IEP facilitators:**

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