

Key2Ed - Big Takeaways

THE FACILITATED IEP MEETING EXPERIENCES

2025 G-Case Conference

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3-minute Icebreaker

The Learning Experience...

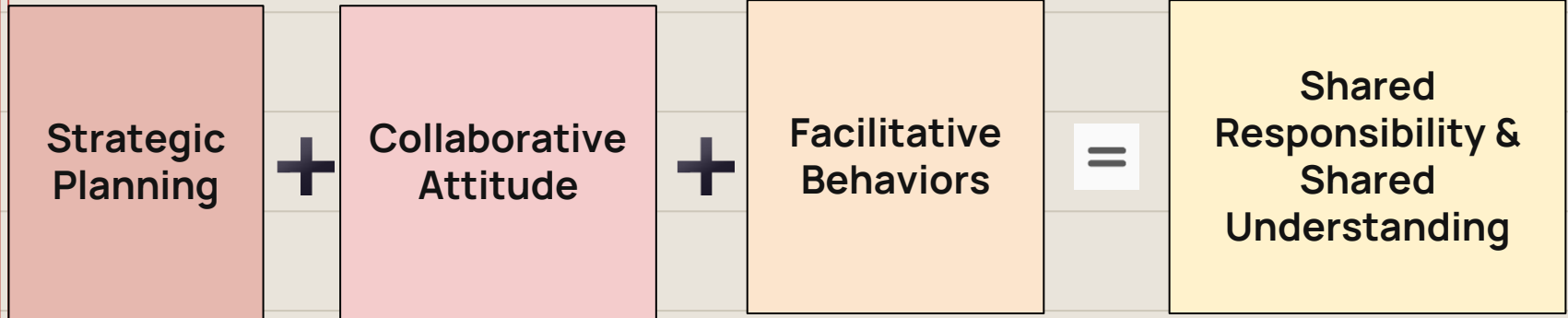
- *Engage* with the mindsets and beliefs that shape how we plan for and facilitate IEP meetings
- *Explore* facilitation skills, procedures, and practices that support teamwork and meaningful participation for all
- *Apply* elements of KEY2ED techniques to a real student IEP Meeting scenario
- *Reflect* on current facilitative practices to identify opportunities for strengthening the IEP Meeting process in your district/school

REFLECTION

- “WELCOME TO OUR SCHOOL COMMUNITY, WHERE YOUR VOICE MATTERS AS MUCH AS YOUR CHILD’S PROGRESS.”

Professional Learning with **KEY2ED**...

What is a Facilitated IEP Meeting?



HELPFUL TECHNIQUES



Facilitated Behaviors

Prevention:

- Get agreement on desired outcomes, agenda, group norms, the decision making process (consensus - propose, clarify, and agree)
- Describe and define roles
- Get a process agreement (parking lot)

Interventions:

- Boomerang -
- Enforce process agreements
- Ask/Say what's going on
- Accept/legitimize/deal with or defer

Strategic Moments - The group is stuck and can't decide how to move forward

- Where are we?
- Where do we want to go?
- How do we get there?

The Agenda

- A great *prevention tool*
 - Game plan for the meeting, with specific steps (and even time allocations)
 - Contain as few topics as possible
 - Use IDEA's overall requirements
 - Remember the 3 needs: results, process, & relationship
 - Understood by the group

HELPFUL TECHNIQUES



Communication

- Listen as an ally
 - Bracket - Put away your judgements or feelings
 - Reflect - state in their own words what you understood the speaker to say.
 - Body language - inviting and comforting
 - Open ended questions to dig deeper

Resolving conflicts

- Restate each party's position and empathize with their perspective
- Ask for or propose options without asking for commitment
- Build small agreements
 - One idea at a time
 - Focus on agreement
- Discover each party's underlying interest (the goal) - Ask probing questions

Follow Through/Action Plan

Consensus

- Seek agreement along the way

Meeting Role Play: Ethan

- **Meeting Purpose:** This is an MDR meeting
- **Fact:** Ethan is a 6th grader, who was suspended for 10 days for a fight on the third day of school. Ethan has a medical diagnosis of Autism and AD/HD. His eligibility was established under OHI. Ethan has some history with issues with social peer interactions
- This is a high-stakes meeting. Opinions vary. Emotions are strong.

Roles:

- **Parent** - Ms. Sosu is very upset about the suspension on the third day of school.
- **Principal** - Mr. Kling suspended Ethan for 10 days with a tribunal hearing. He wants Ethan removed from the general education setting and placed in an alternative school setting. He is also upset that one of his teachers got hurt while trying to stop the fight and that Ethan showed no remorse for what happened.
- **General Education** - Emotions are high and wants the student removed from her class
- **Special Education teacher** - Is a strong advocate for the student; is against administration request for removal
- **School Psychologist** - Presents information on recent psychological evaluation reports.

We welcome
your
feedback!



References

- Considering IEP Facilitation: A School Administrator's Perspective | CADRE (This publication describes, from an administrator's perspective, the benefits of IEP facilitation as a means to solve special education disputes between parents and educators. It provides helpful tips to those considering facilitation as a dispute resolution option.)
- KEY2ED Conflict Prevention & Resolution Through IEP Meeting Facilitation, Participant Manual, 3rd Ed. (This resource was used during our participation in a two-day training on the FIEP Meeting offered by CSRA RESA, Dearing GA)

Resources

- Presentation Materials