



## **TASKS AND FACILITATIVE LANGUAGE**

### **Agreement on the Process**

<b>Tasks</b>	<b>Sample Facilitative Language</b>
<b>1. Introductions</b>	<ul style="list-style-type: none"><li>• “Welcome and thank you all for being here.”</li><li>• “I’m _____, the Administrator/Head Teacher/Designee. And I will be facilitating this meeting.”</li><li>• “Can we go around the room and have everyone introduce themselves?”</li></ul>
<b>2. Explanation of Role of Facilitator and Role of the IEP Team Members.</b>	<ul style="list-style-type: none"><li>• “My role in this meeting is to help guide the discussion in order for the team to develop an IEP that we all agree will meet the student’s needs. I will keep the discussion focused and productive.”</li><li>• “It is important for everyone to be able to express their concerns and contribute collaboratively to the development of a sound IEP that is driven by the student’s needs.”</li></ul> <p><i>**The recorder will complete the IEP forms, but only after there is agreement on each component.</i></p>
<b>3. Decision-making Process</b>	<ul style="list-style-type: none"><li>• “This is a collaborative process. We will discuss options for this student’s placement and the services that will be provided. Our goal here today is to develop an IEP that we can all agree upon.”</li></ul>
<b>4. Agreement on Ground Rules for the IEP.</b> <ul style="list-style-type: none"><li>• Behavioral agreements</li><li>• Video/Audio Taping</li></ul>	<ul style="list-style-type: none"><li>• “A ground rule that I would like to propose is that everyone will be given a chance to participate fully and that we will speak and listen to one another with respect.”</li><li>• “Does anyone have additional ground rules?”</li></ul>



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Continued...

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<b>Tasks</b>	<b>Sample Facilitative Language</b>
<b>5. Agreement on Length of Meeting</b>	<ul style="list-style-type: none"> <li>• “When we arranged this meeting, we all agreed that we could potentially be here from ___ until ___ o’clock. Does this still work for everyone?”</li> <li>• “We may not finish today because we have many things to cover. Does everyone agree to return at another time this week, if necessary?”</li> </ul>
<b>6. Agreement on Agenda Items and Sequence.</b>	<ul style="list-style-type: none"> <li>• “During the IEP, which may require two meetings, we need to follow the following points:               <ol style="list-style-type: none"> <li>1) Discuss issues and concerns that have been raised concerning this student.</li> <li>2) Develop Present Levels of Performance.</li> <li>3) Agree on goals/objectives/benchmarks.</li> <li>4) Generate and discuss alternatives and options for placement and services.</li> <li>5) Make final decisions about placement and services.</li> <li>6) Set up a system for monitoring student progress as well as for regular communication between school and home.”</li> </ol> </li> <li>• “Have I left anything out of this agenda?”</li> </ul>