

IEP Team Effectiveness Checklist

	Before the Meeting
Systems and Procedures	
1.	Members assume good intentions by all parties involved.
2.	Roles, responsibilities, & procedures for the IEP process are clearly defined.
3.	Members are held accountable for following the established IEP procedures.
4.	Members are clear on issues pertaining to the IEP and those outside scope of IEP.
5.	Staff members are expected to collect and offer data to support comments in meetings.
6.	Training on the IEP process is provided for staff and parents.
7.	Methods for decision-making/consensus are clear. Training is provided if needed.
8.	Change is managed in ways that unify the team, e.g., orient new members.
9.	Staff members are held accountable for implementation and progress monitoring.
10.	Staff members are held accountable for commitments made.
11.	Team regularly evaluates the effectiveness of the IEP process.
12.	
Team Development	
1.	Team intelligence has been developed. Strengths, weaknesses, and preferred styles of the team members are known to team.
2.	Actions, both in and outside of IEP meeting, promote trust with team members.
3.	Open-minded is encouraged while "groupthink" is discouraged.
4.	Team members know the value of "constructive conformity" and when to use it to facilitate the team's activities.
5.	
Role and Responsibilities	
1.	Each team member knows responsibilities and executes them well.
2.	An individual is identified to chair/facilitate the meeting.
3.	An impartial individual is identified to facilitate the process/meeting when needed.
4.	Data/reports/drafts are developed and shared with team members prior to meeting.
5.	Staff members are provided coaching and/or support as needed.
6.	Members try to anticipate concerns/issues to reduce surprises.
7.	Responsible staff member prepares meeting agenda. Agenda is personalized.
8.	
Logistics	
1.	Meeting length is clear and sufficient for purpose of the meeting.
2.	Room location and logistics (refreshments, technology, phone conferencing) are arranged.
3.	Appropriate equipment and supplies are available, e.g., charts tablets, markers, recorder
4.	Technology is used to make forms and writing visible to all
5.	Seating arrangements are conducive to participation
6.	Room is in a private place and sufficient size to promote active meeting.
7.	

Notice	
	1. Meetings are scheduled at a mutually agreeable time to the parent and required members. Meetings are scheduled early enough to allow for unanticipated needs. Meetings are re-scheduled if needed to ensure parent participation.
	2. Team members are notified in a timely manner so attendance is ensured or so other arrangements can be made.
	3. Team members notify designated person if they will not be present the entire meeting.
	4. IEP Notice is prepared and received by parents according to timeline.
	5. Proposed agenda is prepared by designated individual.
	6.
Pre-IEP Meeting Information Sharing	
	1. Drafts are prepared and shared with team including parent(s) prior to meeting.
	2. New or complex information is shared in writing with team including parent(s) prior to meeting.
	3. Parents' perspective, including underlying interests, are considered by team members prior to meeting.
	4. Parent input/requests/concern(s) are shared with team prior to meeting.
	5. Staff members invite parents to share information ahead of time and bring to the meeting.
	6. Team uses Pre-IEP meetings (with and without parent) as needed to prepare.
	7. When a required member's area of responsibility is being modified or discussed at the meeting, the required member submits input to parent and team prior to the meeting when not planning to attend all or part of the meeting.
	8. Obtain input from staff members not attending the meeting.
	9.

During the Meeting	
Process / Structure	
	1. Members are on time and informed of purpose.
	2. Agenda is adjusted to address the specific purpose of the meeting. Agenda is personalized to the extent needed. Agenda is posted and visible to all.
	3. Agenda is used to identify where parent(s) concerns(s) will be addressed.
	4. Agenda is followed unless team agrees to make changes.
	5. Opening Remarks clarify purpose of meeting and roles and responsibilities.
	6. Method is used to honor non-agenda items, e.g., parking lot/future conversations chart.
	7. Team members notify chair/team of any time constraints or inability to participate for the entire meeting.
	8. Ground rules, behavior/discussion guidelines are used
	9. Seating is arranged in a way that promotes active participation of all members.
	10. Strategy is used to clearly identify team participants and their role (e.g., name tents/role).
	11. Visuals are available to assist with understanding the discussion.
	12. Members are able to visually follow documentation (drafts, sample forms, projection screen)
	13.

Interactions, Participation, & Communication	
	14. Deliberate effort are made to ensure parents are welcomed and feel included “at the table”
	15. Welcoming and explanatory opening statement sets a positive tone for the meeting.
	16. Team members listen and invite diverse opinions.
	17. Input from parent is sought and utilized in development of IEP.
	18. Diversity and differences are invited and honored (cultural, gender, styles, etc.)
	19. Biases and assumptions are checked for accuracy before acting upon them as true.
	20. Members assume positive intentions & motives first before jumping to negative assumptions.
	21. Members seek to understand before defending or debating.
	22. Members ask questions to gain info and to better understand the perspective of others.
	23. Members identify underlying interests behind the demands/positions/solutions of others.
	24. Members use neutral, non-judgmental language to help others hear the real message.
	25. Members summarize what others have to say.
	26. Members frame problems based on interests rather than positions.
	27. Members express ideas fully and frankly so that everyone has relevant info and hidden agendas are minimized.
	28. Members are alert and engaged in the team’s work throughout meeting.
	29. Members apologize for mistakes, oversight; own responsibility for broken promises.
	30. Members manage/resolve conflict in ways that unify people within the team
	31. Members are able to review documents prior to being asked to sign.
	32. Each team member gives input and plays an active role in the discussion.
	33.
Method for Decision-Making	
	1. Decision points are clearly identified throughout the meeting.
	2. A fair method is used to reach consensus.
	3. Consensus language (level of agreement) is used even when consensus tool is not used.
	4. A decision-making tool promoting commitment to decisions is used as appropriate.
	5. Consensus (level of agreement) is obtained throughout and prior to the close of the ARD.
	6.
	7.
Content	
	1. Members including parent modify draft documents based on full discussions.
	2. Written meeting summary captures major points of discussion and decisions.
	3. Commitment List/Promise List is used to capture obligations and timelines.
	4.

After the Meeting	
Outcomes	
	1. Parents receive IEP documents in a timely manner per district guidelines.
	2. Implementers receive IEPs, etc. in a timely manner after IEP meetings.
	3. Staff members outside the team implement and follow through with team decisions.
	4. Team members collect data which supports progress monitoring and reporting on goals.
	5. Implementers notify case manager with questions and indicate when review needed.
	6. Case manager monitors implementation on a regular basis.
	7. Team members manage and seek resources.
	8. Commitments/promises are monitored.
	9. Members communicate regularly with parents about student progress and follow through.
	10. Members solicit updated info from parent, appropriate.
	11. Be proactive in meeting commitments.
	12. Members apologize for mistakes, oversight; own responsibility for broken promises.
	13. Team members maintain confidentiality.
	14. Evaluation of IEP process is conducted by parents and team members periodically.
	15.