EFFECTIVE IEP MEETING CHECKLIST
Self-monitoring Checklist (continued)

Level of Competence	Acceptable	Needs Improvement	Level of Competence	Acceptable	Needs Improvement
DURING THE MEETING (continued)					
☐ Take notes using a "Meeting Summary" form.	☐	☐	☐ Review draft IEP form, insuring coverage of the following components:	☐	☐
☐ Emphasize the important role of parents as a key player of the team (student's strengths, weaknesses and needs). Encourage and value parental input.	☐	☐	1. Service summary indicating anticipated amount/ frequency, location, starting and ending dates, provider for services.	☐	☐
			☐ 2. Consideration of special factors.	☐	☐
			☐ 3. Consideration of extended school year services.	☐	☐
☐ Take time to build rapport remembering that many parents of children with disabilities had troublesome experiences themselves as students. Ask questions such as:	☐	☐	☐ 4. Information for transition age students.	☐	☐
			☐ 5. Transfer of rights.	☐	☐
			☐ 6. Description of present level of performance.	☐	☐
☐ 1. What are your child's strengths and interests?	☐	☐	☐ 7. Measurable Annual Goals, including measurable short-term objectives.	☐	
☐ 2. What does your child enjoy doing at home and school?	☐	☐	☐ 8. Progress monitoring and reporting to parents.	☐	☐
☐ 3. What areas does your child need to improve?	☐	☐	☐ 9. Transition services for students age 16 or older.	☐	☐
☐ 4. What would you like to see your child doing this school year?	☐	☐	☐ 10. Participation in State and district assessments.	☐	☐
			☐ 11. Non-participation justification.	☐	☐
			☐ 12. Determine placement. Initial placements require written prior notice and consent.	☐	☐
☐ Attend to parent's nonverbal cues (facial tension, hand wringing).	☐	☐			
☐ Do a perception check of parent's feelings ("It seems like you are feeling…").	☐	☐	☐ 13. Give parent/guardian Written Prior Notice including a statement of parent rights before initial placement or three-year review, or before changing or refusing to change the provision of a free appropriate public education to the student.	☐	☐
☐ Use clarifying statements to help participants improve their focus and stay on track.	☐	☐			