Smile! It puts everyone at ease in a potentially tense situation. If you force yourself to feel the emotion and not just put on a show, this will relieve the stress and emotional burden of faking your emotions.

TIME- Always start the meeting by asking if anyone has a conflict with the time. This puts the pressure off people who might have to leave early and also allows for written permission to leave by parents and district of IEP team members.

AGENDA- An agenda can also help manage time conflicts. Post it up on the wall if you need to. This can be also useful for parents to know what to expect in the meeting. Ask the IEP team members, especially parents, if there is anything else they would like to add to the agenda before getting started.

RIGHTS- Make an effort to highlight a few key pieces of the procedural safeguards for parents. Just because you hand parents their rights, doesn’t mean they always know them or may read them after the meeting. This also shows you’re willing to be a partner with them.

TAKING NOTES- Ask another team member in advance to help take notes. The case manager should lead the meeting whenever possible. In the case of a triennial, ask the school psychologist to lead the meeting and offer to take the notes if you are the case manager. If you can, project the IEP as you type so that the process is transparent.

Source: Karen Taylor, Instruction & Professional Development