

Action Plan Meetings

Professional Development Video



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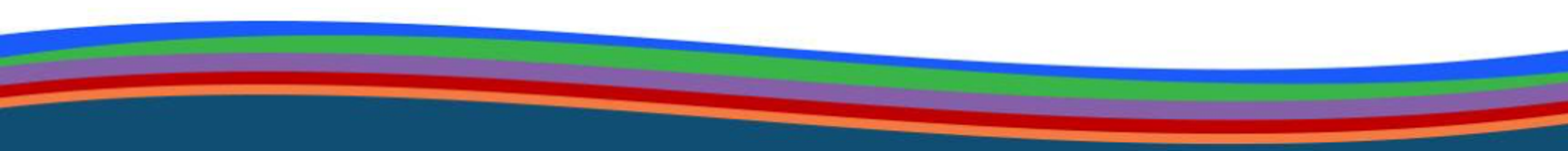
Agenda

- Functions of Action Plan Meetings
- Details on setting up Action Plan Meetings

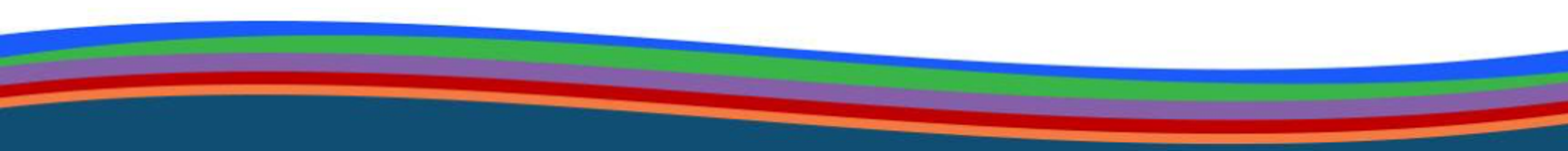


Functions of Action Plan Meetings

- Proactive communication with IEP team and IEP service monitoring (Amato, 1996)
- Stakeholders, including families, have more control of the IEP process (Sailor, Kleinhammer-Tramill, Skrtic, & Oas, 1996)
- Coordinate integrated services for inclusive education (Sailor, 1996)
- Celebrate successes and catch smoke signals early



Details on Setting Up Action Plan Meetings

- Information letter to parents
 - Justification of placement in inclusive education setting
 - Provides choice on when the parents want to meet
 - Infuses a strength-based approach into the IEP process
 - Every 6-8 weeks depending on support needs
 - 30-45 minutes
 - Pre-IEPs and Parent-Teacher Conferences
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Sample Parent Letter- Elder et al. (2018)- Appendix A, pg. 154

Sample Action Plan Parent Letter

Dear Families,

In order to better support the needs of our students, as they are included in general education classes, I would like to set up team meetings for your child. These meetings will include the IEP team as scheduling permits.

The purpose of these meetings will be to create an action plan that is aimed at successfully including your child into their age-appropriate general education classroom. We will discuss what supports are working for your child, what supports need to be modified for your child, and how we can modify curriculum to meet the ever-changing needs of your child.

These meetings will *not* be parent-teacher conferences, but rather team meetings that outline supports needed for your child. These meetings will inform each teacher and instructional aide what steps need to be taken to successfully support your child in the general education classroom. These meetings will last anywhere from 30-45 minutes **maximum** and can be done every 6-8 weeks. I know that everybody has a busy schedule (including teachers) so please send this letter back to me and let me know the following so I can plan appropriately:

- Student's name: _____
- I want to meet every 6 weeks _____ 8 weeks _____
- This time is best for me: _____

Remember (name of school) has a minimum day every (specific day) and students are released at (specific time), so this day is typically the best for the IEP team. It is extremely difficult to get the team together on another day, so please try to keep (specific day) open. Please let me know what works best for you. I feel these meetings will keep everyone on our team on the same page and help maximize every student's potential.

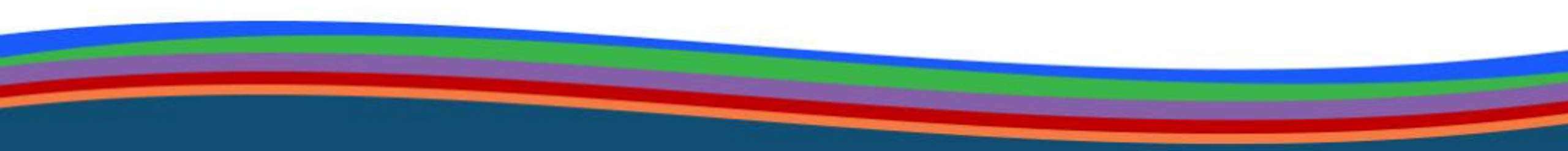
Thank you for your feedback. I look forward to collaborating with all of you this year.

Sincerely,

Teacher's name

Communicating to the IEP Team

- First few weeks of school
- Include all members of the IEP team
- Have it translated/use Google Translate and have it checked
- Have dates for the entire year
 - Action Plan Meetings
 - Pre-IEP
 - IEP
 - Parent-Teacher Conferences



Sample IEP Team Letter- Elder et al. (2018)- Appendix B, pg. 155

Sample IEP Team Action Plan Letter

DATE

Dear Team Members,

Team Meetings are scheduled throughout the school year to provide us an opportunity to discuss and monitor **STUDENT'S NAME** inclusive educational program. Please put the following dates on your calendar. You are a valuable member of the team, and I hope that you can attend the meetings. If you have any questions, please call me at **PHONE NUMBER** or email me at **EMAIL ADDRESS**.

All team meetings will be in Room . The team members include: **THE STUDENT, PARENTS, GENERAL EDUCATION TEACHER, INSTRUCTIONAL ASSISTANT(S), SPEECH AND LANGUAGE PATHOLOGIST, OCCUPATIONAL THERAPIST, ADAPTIVE PHYSICAL EDUCATION TEACHER, SCHOOL PSYCHOLOGIST, PRINCIPAL, and SPECIAL EDUCATION TEACHER.**

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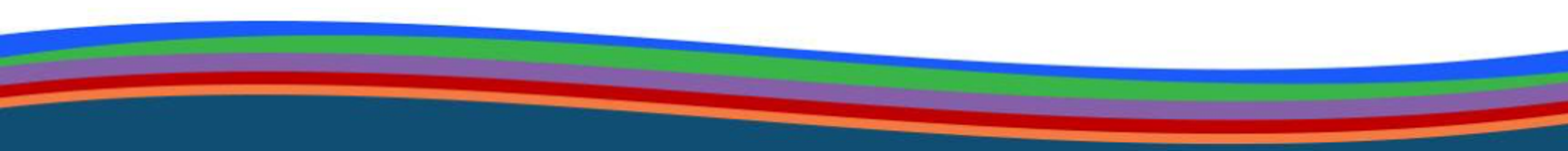
Thank you,

NAME, Special Education Teacher/Inclusion Specialist

Cc: all team members

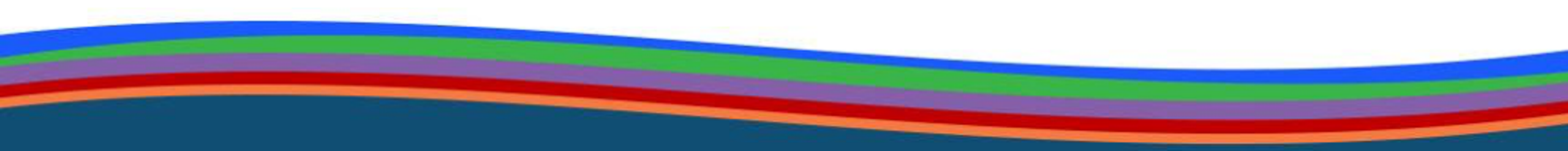
Scheduling and other Considerations

- Start small
- One family who is eager to collaborate
- One student with complex support needs
- Collaborate with administrator on scheduling
- COVID-19 considerations



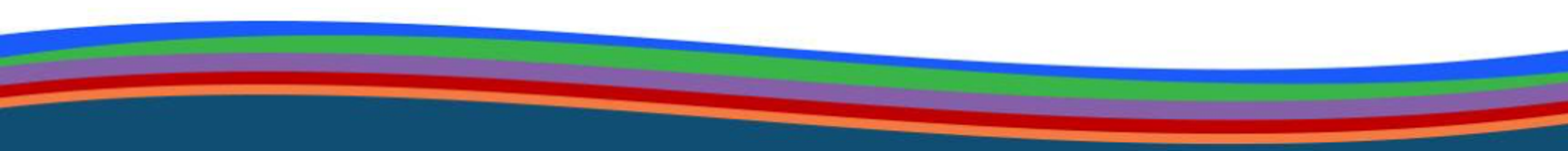
A Deeper Dive

- For a more in-depth explanation of how to develop Action Plan Meeting structures, see pgs. 138-140 and pgs. 154-55 in Elder, Rood, & Damiani (2018)



References

- Amato, C. (1996). Freedom Elementary School and its community and approach to schoollinked service integration. *Remedial and Special Education*, 17(5), 303-309. doi:10.1177/074193259601700506
- Elder, B. C., Rood, C. E., & Damiani, M. L. (2018). Writing strength-based IEPs for students with disabilities in inclusive classrooms. *International Journal of Whole Schooling*, 14(1), 116-153.
- Sailor, W. (1996). New structures and systems change for comprehensive positive behavioral support. In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 163-206). Baltimore, MD: Paul H. Brookes.
- Sailor, W., Kleinhammer-Tramill, J., Skrtic, T., & Oas, B. K. (1996). Family participation in New Community Schools. In G. H. S. Singer, L. E. Powers, & A. L. Olson (Eds.), *Redefining family support: Innovations in public-private partnerships* (pp. 313-332). Baltimore, MD: Paul H. Brookes.





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