

Every Student  
**SOMEONE**

Deserves  
**SPECIAL**

## **Building Relationships with IEP Team Members**

Tips for building strong and effective relationships across the various members involved on an IEP team.

*Disclaimer: This resource is provided to support students, educators, and/or families. Linked materials have not been vetted through a formal state-level curriculum review committee process. Please use linked resources at your own discretion; skip any choices that will not work for your needs. Some sites may not be currently available. Attendees are under no obligation to sign up for online services or share personal data.*

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**Rise Up Conference**

# Scope & Sequence



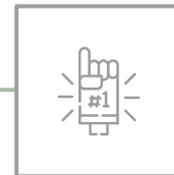
## Purpose of the IEP Team

- Rationale
- Potential Members
- Roles and Responsibilities



## Communication Tips and Tricks

- Tips and Tricks from Sped teachers
- Elementary and High school perspective
- Suggestions from other team members



## Questions and Comments

- Contact Information
- Info for next SPEDucator Series

TEAMWORK  
MAKES  
*the*  
DREAM  
WORK

# Part 1

## Purpose of the IEP Team

Rationale, Examples of Members,  
and Roles and Responsibilities

# Rationale

YOU CAN NOT DO THIS ALONE!

Team members all bring unique perspectives, expertise, and knowledge to the IEP Team.

No matter your role in the IEP team all members need the other members in order to effectively implement the IEP.

# Examples of Team Members

## School Based

- Student
- Special Education Teacher
- General Education Teacher
- Administrator
- EA, AEA, or RBT
- Related Services Providers
  - Speech
  - Occupational Therapist
  - Physical Therapist
  - Counselor, BHS, or LBA
  - Vision
  - Hearing
  - Autism Consultant

## Home or Agency

- Student
- Student's peers/friends
- Parent
- Advocate
- Family Friend
- Translator
- DOH representative
- Home based ABA or BCBA

# Roles and Responsibilities

**Student:** Share information about themselves: likes, dislikes, favorite subjects, what is challenging for them.

**Parent:** Share information about student background, history, relevant medical information, and what has and has not worked in the past.

**Special Education Teacher:** responsible for knowledge of the student and expert on specific learning strategies. In many cases, the care coordinator's responsible for ensuring modifications and accommodations are in place for student in all settings.

# Roles and Responsibilities

**General Education Teacher:** Expert on grade level standards and expectations. Works with special education teacher to develop grade level aligned goals and develop classroom appropriate modifications.

**Related Service Providers:** Experts in their field and a resource for all members of the IEP team on skills that can be worked on in multiple environments. Also beneficial, because in some cases, they have worked with student for many years.

**Administrator:** provide and explain procedural safeguards, answer questions when appropriate, act as mediator when needed.

# Roles and Responsibilities

**Extra BUT equally as important!**

**Advocates, Family friends, etc:** connotation is only for family but can be helpful in explaining what is and is not the school responsibility as well as things unfamiliar to families.

**EAs, 1:1, and RBTs:** These people are vital to everyday success of the student and should be valued with the same expertise as any other member.

**Translator:** Available for FREE to any parent who needs or requests this. It is vital parents are able to actively participate in the meetings language should not be a barrier.

**Questions about any other roles?**

Coming together  
is a **BEGINNING**  
Keeping together  
is **PROGRESS**  
Working together  
is **SUCCESS**

-Henry Ford

## Part 2

# Communication Strategies

Tips for multiple educational  
settings and environments

Just like there is no one way  
to write an IEP objective  
...there is not one way to  
communicate effectively  
as a team!

The goal is then to develop EFFECTIVE and consistent  
communication with the entirety of the team!

You can  
start out  
simple...

# Strategies for Any Setting

- Get everyone's contact information
- Ask for preferred communication style
- Start/Request a communication document
- Set up a scheduled time to meet as a team besides the IEP meeting
- Set up extra times or ways to communicate regularly with non school based team members including related service providers who may only be on campus once a week
- Change things when they do not work for the team!

# Application Examples

How is this used in different settings? Elementary, High school, Resource, Inclusion, Fully self contained...no matter the setting communication as a team is needed!

# Elementary School

## Different Setting Suggestions and Opportunities

- Regular communication with parents about expectations in general education or special education settings.
  - Accommodations may be needed for younger students who need to write down important information from general education classroom
- Clear and consistent schedule for students so they can be as independent as possible
- Attempt to generalize all skills in every educational environment
- Include students whenever possible with general education peers.
- If you are able to match specific homeroom teachers to specific students based on best compatibility.

# Different Setting Suggestions and Opportunities

## High School

- Emphasize communication from your end so that service providers also want to openly collaborate and communicate with you to better student performance.
- Set up a google phone number for people to reach you more quickly than email if you don't want to give out your personal number.
- Be flexible with your time.
- Be open to everyone's suggestions, even if it is something you have already tried with your student.
- Share projects and other lessons with providers so that they can share input.
- Invite service providers to observe specific activities.

Information provided by Evelyn Gomez from Maui High School.

# Different Setting Suggestions and Opportunities

**Different placements means different needs for team communication.**

## **Inclusion**

- General teacher or instructional support may be better in knowing students needs
- Special education teacher still responsible for team communication system

## **Resource**

- Consistency is key for student success! Consistent schedules, behavior routines and expectations, and accommodations across all educational settings!

## **Fully Self Contained**

- Family communication is vital if student is nonverbal.
- Many students in a FSC setting have multiple related services make sure whatever specialized goals are worked on in all environments to ensure generalization of skills.
- Communication with general education counterpart should include meaningful opportunities for students to engage in.

# Parent Suggestions

“It is extremely difficult to put my nonverbal child on a bus and not know what happens between 6am and 4pm. If you don't tell me I don't know. I don't need every detail but I NEED to know some information everyday.”

”Bring your old IEP and the Draft IEP to the meeting. You may not remember exact minutes and it helps to see their progress.“

“Be clear with what you want. Teachers don't know your preferred communication style if you don't tell them what works for you or what you need.”

“Remember we are on the SAME team!”

# General Education Teacher and Related Service Provider Suggestions

“It is important to understand that even though I (general education teacher) have been teaching longer, I don’t know the student as well as you and I am not the expert in specific disabilities. I need guidance and communication.”

To gened teachers- “Don’t be afraid to ask questions. How can you support the student and what consistent strategies should be implemented across classrooms?”

“Know that you are all one team to support the students. So you are not alone. Reach out regardless of how “big” or “small” issues may seem.”

“Share Resources both ways!”

“Agendas are really helpful for meetings. All IEP members know their role and expectations in the meeting.”

“Ask for specific timelines and examples of IEPs or communication systems when available.”

“Show parents you care about their child and that you have the best intentions for them. This helps makes the process less scary and overwhelming.”

“Meetings aren’t as scary as they seem if you already have a relationship with parents. Let them know you’re here for them and them.”

“Ask for help!”

# New Special Education Teacher Suggestions

# Extra Resources to help implement strategies!

- People at your own school; use what you have available already :)
- District Resource Teachers
- Communication Quizzes or checklists when struggling with communication styles
- IEP Checklist Kathleen G. Winterman, Ed.D., Clarissa E. Rosas, Ph D..
- Honestly...google! Don't reinvent the wheel if the resources are already out there!



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# Part 3

# Questions or Comments

Feel free to ask us now or contact us later!

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<https://bit.ly/speducationconnection-dec>

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