VDOE Region 4 
Training and Technical Assistance Center
George Mason University
Banner and TTAC Logo

**HLP Highlight Tool**

**HLP 2: Organize and Facilitate Effective Meetings with Professionals and Families**

**Here’s What It Is:**

* Establishing an agenda & allocating adequate time on a mutually agreed schedule
* Active listening so all views are heard
* Ensuring communication is culturally sensitive and responsive
* Building consensus and soliciting feedback
* Ensuring equity of voice

**When Do I Use It?**

* Individual Education Program (IEP) goal planning
* Instructional planning
* Planning meetings with families so they have the knowledge and skills to support learning
* On-going school improvement planning
* Eligibility and screening meetings

**Here’s What It Looks Like:**

* [HLP #2 Collaboration with Families](https://video.vt.edu/media/Collaboration%2BHLPs%2B2/1_hm3vy6oe)

**Resources to Extend Learning**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org/)
* [VDOE K-12 Inclusive Practices Guide](https://ttaconline.org/Resource/JWHaEa5BS75C1bTWZe8KQA/Resource-k-12-inclusive-practices-guide-virginia-department-of-education-vdoe)
* [The Center for Positive Behavioral Intervention and Supports](https://www.pbis.org/) [(PBIS)](https://www.pbis.org/)
* [CADRE- The Center for Appropriate Dispute Resolution](https://www.cadreworks.org/) [in Special Education](https://www.cadreworks.org/)

**Here Are My Work Plans:**

* Prepare to lead an effective meeting *Collaboration video 4:22-6:03*
* Prepare to facilitate an effective meeting *Collaboration video: 6:04-9:45*
* Tips for Mentors, Supervisors and Other School Leaders *Collaboration video: 9:46-12:16*
* Watch [the full HLP #2 Collaboration with](https://video.vt.edu/media/Collaboration%2BHLPs%2B2/1_hm3vy6oe) [Families video](https://video.vt.edu/media/Collaboration%2BHLPs%2B2/1_hm3vy6oe).

**Suggested Activities:**

* Post the meeting agenda at least 24 hours before the scheduled meeting
* Make sure members bring the identified data/materials for the meeting
* [Practice active listening skills](https://www.verywellmind.com/what-is-active-listening-3024343)
* [Watch “A Tale of Two Meetings”](https://www.cadreworks.org/resources/cadre-materials-state-resource/tale-two-conversations), which demonstrates the impact of effective communication and family partnerships on meeting outcomes.
* [Participate in CADRES’ “Working Together”](https://www.cadreworks.org/resources/cadre-materials/working-together-series) [webinar series](https://www.cadreworks.org/resources/cadre-materials/working-together-series) to develop your collaborative problem solving and conflict resolution skills.

**HLP 2 In Action!**

**Directions**

1. Watch the 2 [“A Tale of 2 Meetings” videos](https://www.cadreworks.org/resources/cadre-materials-state-resource/tale-two-conversations) on CADRE’s website.
2. After viewing the second video, reflect on the participants’ actions, words and non-verbal communication skills and summarize your thoughts of the second meeting example.

**Reflection Prompt**

How did each participant approach the meeting with positive regard for one another?

**Notes:**

**Reflection Prompt**

How did each participant express their perspective in a positive manner?

**Notes:**

**Reflection Prompt**

How did each participant listen effectively?

**Notes:**

**Reflection Prompt**

Identify 2 underlying interests of the administrator and the parent.

**Notes:**

**Reflection Prompt**

What enabled the administrator and parent to find common ground and develop solutions that responded to mutual interests?

**Notes:**

**Reflection Prompt**

**Link to Your Own Life:**

Think about a conversation you recently had that didn’t go as planned (inside or outside of education). How could recognizing underlying interests have facilitated a better outcome?

**Notes:**

**References**

A Tale of Two Conversations Study Guide. (n.d.). Retrieved November 17, 2020,

from <https://www.cadreworks.org/resources/tale-two-conversations-study-guide>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in*

*Special Education, Guide 1.* Council for Exceptional Children.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York:

Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).