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# HLP Highlight Tool

# HLP 2: Organize and Facilitate Effective Meetings with Professionals

#  and Families

Embedded under Collaboration Pillars (HLP 1 & HLP 3)

## Here’s What It Is:

Meetings provide a formal way to communicate information. They can be in-person or virtual. Organizing and facilitating effective meetings requires educators to schedule meetings during convenient times of mutual availability, use an agenda, practice active listening, ensure communication is culturally sensitive and responsive, build consensus and solicit feedback, and ensure equity of voice. The ability to organize and facilitate effective meetings with professionals and families is embedded within Pillars HLP 1 and HLP 3.

Tools: [HLP 2 Rubric](https://ttaconline.org/Resource/JWHaEa5BS75Ve180J3lZfQ/Resource-rubric--hlp-2-lead-effective-meetings-with-professionals--families-vdoe-ttac-at-gmu)

[HLP 2 IEP Meetings Checklist](https://ttaconline.org/Resource/JWHaEa5BS757ec5_RYxY0A/Resource-facilitating-collaborative-iep-meetings-vdoe-ttac-at-gmu) \*\*Check with your special education department chair.

## Here’s When to Use It:

* When meeting to discuss student data with other educators and MTSS teams.
* When meeting with grade-level and CLT Teams.
* When co-planning and meeting with paraeducators.
* When meeting with families.
* Throughout the IEP process.
* During the transition in special education process.

## Here’s What It Looks Like:

* [HLP 2](https://video.vt.edu/media/Collaboration%2BHLPs%2B2/1_hm3vy6oe) (12:59)

## 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
* [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.

##  Resources to Extend Learning:

* [VDOE: Meaningful IEP Meetings](https://virtualvirginia.instructure.com/courses/14354/pages/meaningful-iep-meetings?module_item_id=4227848)

(Note: Opens best in Chrome or Microsoft Edge)

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org/)
* [CADRE- The Center for Appropriate Dispute Resolution](https://www.cadreworks.org/) [in Special Education](https://www.cadreworks.org/)
* [Leadership Guide for HLP 2](https://exceptionalchildren.org/sites/default/files/2020-12/HLP%202%20Admin%20Guide.pdf?_gl=1*xqo2uc*_ga*MTg0OTkzNTU0OC4xNzExNTU0Njc1*_ga_L4ZFTNESGT*MTcxMzk3NjEwOS41LjEuMTcxMzk3NjUxNy40MC4wLjA.) (pdf)

# 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?

## 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).

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities.* 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

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