

| Main focus | Protocol name and link | Overview/adapted use | Amount of time | Relevant IEP content | How it might be helpful | Preparation |
|------------|---|---|---|--|--|---|
| Norming | <u>Community Agreements</u> | These four agreements focus on community. They could be shared with all team members when the drafts are sent home and then reviewed briefly at the start of the meeting. You could ask for confirmation that all team members have read and agreed to the agreements. | minimal, have a volunteer read the 4 agreements (not the description) | -A part of introductions, agenda, and time keeping | -Serves as grounding principles to keep the focus of the work on the child | <ul style="list-style-type: none"> -share agreements with all team members when sending draft documents -have printed copies of the agreements available on the table or hanging in large print in the meeting room |
| | <u>Liberatory Design Card Set</u> | These are a set of mindsets or agreements that focus on shared work, recognizing inequalities, and encouraging creative actions that may be used to establish norms or expectations for a meeting. There are 13 mindsets each with a visual and accompanying description. These could be shared beforehand, and at the beginning of the meeting team members could review them and choose one to focus on for themselves. This could be shared or kept private. | 5-10 minutes depending on if team members are asked to share their focus mindset. | -A part of introductions and agenda setting | -Serves as grounding principles to keep the focus of the work on the student and collaboration | <ul style="list-style-type: none"> -share agreements with all team members when sending draft documents and ask that each team member choose one to focus on during the meeting -have the visuals of the mindsets hanging around the room |

Participation

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| <u>A Picture is Worth 1000 Words</u> | Each participant brings a picture of the student or work sample that they believe is representative of the “essence” of the student. Each person shares their image and why they chose it. | <1 minute per participant | <ul style="list-style-type: none"> -as a part of introductions -PLAAFP -parent/family input -have student participate | <ul style="list-style-type: none"> -centers the uniqueness/ personhood of student and family -multiple perspectives -common/ concrete understanding of student’s work | <ul style="list-style-type: none"> -share protocol description with family when sending draft documents and ask them to bring/email picture or work sample -remind the family 1 day in advance of the meeting -remind team members to be ready (or have them email you theirs to print) |
| <u>Two stars and a wish</u> | Each participant shares two aspects about the student that they feel like are going well/there has been significant growth | <1 minute per participant | <ul style="list-style-type: none"> -PLAAFP -goal setting -accommodations | <ul style="list-style-type: none"> -how the family and other team members are prioritizing next steps - additional perspectives about strengths -student’s self reflection about their own progress and priorities | Prepare families ahead of time by telling them you will be talking about both growth/ strengths of the student as well as next steps |
| <u>Artifact Box Protocol</u> | Participants look at a variety of artifacts in silence and take notes on what they observe, then pick one to objectively describe how it relates to the student and questions they may have about the artifact. Participants should choose different artifacts. | <3 minute per participant | <ul style="list-style-type: none"> -as a part of introductions -PLAAFP -parent/family input -have student | <ul style="list-style-type: none"> -centers the uniqueness/ personhood of student and family -multiple perspectives common/ | -case manager could collect all artifacts OR each member of the team could bring one including the family, if this happens the family would need time to collect and a reminder to bring or email the artifact before the meeting |

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| | | | | participate | concrete understanding of student's work -raises questions that might be helpful for determining a need for further evaluation | |
| | <u>What? So What? Now What?</u> | Each participant (including student) shares one success or challenge related to the student's current progress/work. As each participant shares their "what," they are asked "so what" (why is this important to or for the student). Participants should reflect back what they have heard. After everyone has shared, there is quiet reflection regarding the "now what." Each participant should write down "now what" or next steps for the student on sticky notes or large paper. Everyone reads the next steps silently. | <3 minute per participant plus reflection time after everyone has shared | -PLAAFP -goals (potential-complete the first steps at the beginning of the meeting and revisit during goal setting) | -ensures everyone's voice is in the room -ensures that goals are related to successes and challenges | -share the questions that will be asked when drafts are sent to the family, reshare the questions 1 day in advance when a meeting reminder is sent |

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| Goal Setting and Decision Making | <u>Magic Wand</u> | Each person describes some areas they would like to focus on in the next year (if you had a magic wand, what would be one change you would like the student to be doing by next year?), then one at a time, people name their top priority to focus on | 5-10 minutes | -PLAAFP -goal setting | -Helps support team's understanding of priorities, supports appropriate goals/objectives within a year | -do not prewrite goals in draft. -ask family, team, and student to consider priorities for next year |
| | <u>Back to the Future</u> | Each person describes in present tense how they would like to see the student progress in the next year- i.e., each person describes what they see/hear/feel (example: She is now bringing her materials to each class OR she has no missing assignments OR she identifies several people she considers friends), ask student to start or prepare something ahead of time | 1-2 minutes per participant | -Transition between current functioning and goal setting/accommodations | -Helps to create common vision and centers future thinking | -ask family, team, and student to consider priorities and hopes for next year |
| | <u>Three-talk model</u> <u>(part of Shared Decision Making)</u> | Includes three stages: team talk (time to build rapport/center reasons why a decision needs to be made), option talk (present different options and pros/cons of each), and decision talk (facilitator supports team in considering evidence and options) | Significant, could structure entire meeting around this protocol | -Change of placement meetings -Service options -Focus of goals | -Supports family to be informed decision makers, empowers multiple perspectives and considerations | -ensure all team is aware of decision being discussed |

Problem Solving

Peeling an Onion

This protocol is intended to help a team deeply understand a problem, which has been named by the team. A facilitator is needed to ask a series of questions and keep the responses focused on information not advice. The facilitator asks a series of questions and each team member takes a turn to respond to each question before the final round each person has an opportunity to respond by using this sentence stem "Having heard these comments and questions, now I think ..." Then the team members discuss the possibilities and options that have been offered.

Significant, this could be an entire meeting, especially useful if the team had reached an impasse during a previous meeting

-Small scale this protocol could be used to develop goals, the team would focus on a challenge for the student and share ideas before settling on a shared idea for a goal

-Change of placement

-Other conflicts

-Allows for all voices to be heard in a respectful organized manner, no one voice is valued over others, offers an opportunity to deeply understand a problem before trying to solve it

-share protocol when sending meeting invites, name the problem in writing in the meeting agenda

Collaborative Problem Solving

Solve instructional or logistical problems while also promoting teamwork. First the problem is stated and the statement is agreed upon. This could happen before the meeting or during the meeting with the facilitator offering prompts to help develop consensus for the problem. Then each team member uses sticky notes to identify what's working well (pluses) and what the challenges (deltas) are. They are not yet writing down solutions. Then the pluses and deltas are discussed in small groups, again, not focusing on solutions yet. The final part of the protocol is to independently write down solutions on sticky notes. Then review the listed solutions with a partner, then reflection and open discussion as a whole team.

25-40 minutes

-Most useful when the team has reached an impasse or challenge

-Allows for multiple voices and points of views to be heard, creates documentation about the problem and what is going well in addition to what is hard or needs to be changed

-share protocol when scheduling meeting and setting meeting agendas