

PROCESS TOOLKIT

This toolkit provides facilitators with a variety of tools and strategies to ensure team members feel heard and meetings remain collaborative. It includes techniques like inclusive questioning, active listening, and conflict resolution to encourage participation and build trust.



OPEN ENDED QUESTIONS

- Questions that start with “how,” “what,” “Tell me more about...”
- Questions created with genuine curiosity
- Questions centered on interests
- Questions that create openings (e.g. clarifying questions)
- Questions that encourages reflection
- Questions that explore benefits & costs of request/position/demand



FOCUSED BRAINSTORMING

When to use it?

- To enhance participation
- To create energy

How to practice:

- Select focused topic
- Allow quiet time for participants to think
- Write down ideas (indicate repeated ideas) with no judgement
- Group common or connected ideas
- Review advantages/ disadvantages for more than one proposal



FOLLOW UP LIST

When to use it?

When items may not fall within the purpose and outcomes of the meeting, but still need to be addressed.

How it is used:

- List is posted for all to see
- Items placed on the follow up list will clarify person responsible to follow up and when follow up will occur.
- Not to be confused with action items



VISUAL GROUP MEMORY

Tools used to make the discussions accessible to all, record agreements, and help team members to feel heard

- Typically, visual charts and tables
- Agenda, components of IEP that are discussed, advantages/disadvantages, Action Plan/debrief



PROCESS SUGGESTIONS & AGREEMENTS

Suggest a process that can help maintain momentum towards consensus and check with the group to ensure agreement on its usefulness and implementation.

Process Suggestion:

i.e. “I’m hearing that the team has a couple of proposals for how to support the student’s needs. I’d like to propose that the team take a closer look at the advantages and disadvantages of each proposal.”

Process Agreement:

i.e. “Is everyone in agreement to take a brief recess for 10 minutes?”



STRENGTH, OPPORTUNITY, ASPIRATION, & RESULTS

When to use it?

When evaluating specific components of a plan/ IEP (e.g. services/supports/BIPs).

How it is used: Using a posted visual, the team identifies the following ...

- **Strengths:** What works well with the plan?
- **Opportunity:** Where can we improve or adjust?
- **Aspiration:** How will this plan best serve the student?
- **Results:** How will progress be measured/evaluated?

