



Checklists for Multidisciplinary Team Meetings

These checklists can help general education classroom teachers keep track of their responsibilities before, during, and after the multidisciplinary team meeting that determines whether a student should be considered to be eligible for special education services. Not every point will apply to every meeting, but all are potentially important and worth keeping in mind when discussing the eligibility of a student for special education.

Before the Meeting

As the general education classroom teacher, you should gather and review (to the best extent possible) the following documents to bring to the meeting:

- Examples of class work from the student and examples of the same assignment completed by other students for comparison
- Notes from observations of the student
- Results from screening instruments or normative tests
- Comments from previous teachers
- Copies of the student's report cards
- Comments from colleagues who work with the student (for example, the art teacher, music teacher, librarian, or physical education teacher)
- Any notes on behaviors (positive and negative) that you have kept on the student
- Summary of any interventions tried with the student
- The student's current grades
- Any accommodations or modifications currently needed for the student

During the Meeting

As the general education classroom teacher, you are likely to be one of the only education professionals in the room who has worked with the student. Others will lead the meeting, but it is very important for you to play an active role by commenting about what you know about the student's performance and interactions with others. You can contribute to the meeting in various ways.

- Be able to present information about the student, including the student's name, age, grade, and why you made the referral. Be able to describe in two or three sentences the difficulties the student has in the classroom, how this student compares to others, and a few of the interventions you have tried.
- Be prepared to describe the broader academic and social behavior of the student.
- Be prepared to respond to questions about the student's performance and that of others in the class.
- Be prepared to make a recommendation based on the information you present and the information you hear at the meeting about what type of support the student might need in order to make progress.
- Be willing to discuss the recommendation, working to help the team come to consensus.
- Weigh in on the recommendations suggested.
- As the others are talking and presenting their reports, take notes about how their suggestions would change instruction in the classroom for this student and for others. This is important to do regardless of whether or not the student is found eligible for special education.

After the Meeting

- Be available to answer any questions the parents have about the process and the report.
- Obtain a copy of the report and make sure it accurately reflects your assessment of the student.
- Read the report to gather any additional information that will help with the student in your class, or with later development of the IEP.

- Continue working to improve the education of the student through intervention and by talking with others. This is especially important if the student is found not to be eligible for services.
- If the student is found eligible, set up a meeting with the special education teacher who has the responsibility of writing the IEP. Talk with him or her about specifics, such as areas that need to be addressed in the special education program, possible goals, amount of services, times of services, and problems you have noticed.
- Continue gathering data on the student's progress.