

Role Play Modeling: Daniel

Background

This is an annual IEP meeting being held in October, right after the first grading period. Daniel is a third-grade student and has been at this school since kindergarten. He is eligible to receive special education and related services under the eligibility category of specific learning disability in reading comprehension, written expression, and math. He is currently in the general education classroom all day where the special education teacher comes into the classroom to provide 40 minutes of service in each of his eligibility areas.

Mother

You are concerned at the grades Daniel received on his report card (mostly Cs and Ds in the content areas) and you think that he needs more help. At this IEP meeting, the only thing you want to talk about is changing his placement to the resource room to get more focused attention. You are concerned that he is not making much progress in the general education classroom because there are too many students.

Assistant Principal

You are the PEA Representative for this meeting. Your knowledge about special education is limited, and you do not know much about Daniel. You are a strong supporter of your staff and trust that they know what they are doing.

Special Education Teacher-Meeting Facilitator

You provide 40 minutes of small group instruction for reading, math, and written expression every day in the general education classroom. This is your first year working with Daniel, and you have not seen much improvement. You believe that Daniel would be more successful in a self-contained environment.

Third Grade Teacher

You like Daniel, but sometimes working with him is overwhelming. You have tried things like using short directions, assigning one task at a time, giving him extra time to complete work, and pairing him up with a strong reader. You feel that you cannot give Daniel the attention he needs when the special education teacher is not in the classroom.

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School Psychologist

You were the evaluator for Daniel when he was found to be eligible for special education services. You discussed his strengths as having age-appropriate social skills and the ability to follow directions. His weaknesses include reading and written expression. Your input included providing service minutes for reading and writing in the resource room and you believe that Daniel could be successful in the general education classroom for the other subjects with some accommodations and grading modifications.