

## Practice Meeting: Cory

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### **Background**

Cory is a 7<sup>th</sup> grade student with ADHD. He qualifies for special education under the category of other health impairment. Cory is very athletic but does not seem to enjoy school. He struggles in all of his academic classes. This IEP meeting was requested by his mother. Cory's parents are divorced, and he lives half of the week with his mother, and half of the week with his father.

### **Mother**

You do not get along with Cory's father and cannot understand why he has to be at this meeting. You are starting to worry about Cory's behavior, both at school and at home. He does not want to do his homework and is becoming very angry at home.

You blame the father for Cory's bad grades and lack of interest in school. You think that his father does not make Cory do his homework when he is at his house, so Cory carries that attitude with him when he is at your house. You think that the father is bad-mouthing you to Cory and that is the reason Cory is so angry now.

You want to know what you can do to help Cory that does not require the father to be involved.

### **Father**

You do not get along with Cory's mother, and you believe that she "babies" him. You think that his aversion to school is due to the permissive environment at her house because she lets him get away with everything and never holds him responsible for anything.

You think that Cory just needs to work harder at school and his grades will improve. You do not believe that he needs special education, and you want him to be exited from services. You are concerned with Cory's grades because they are making him ineligible for football. You are beginning to question the qualification of the football coach, and you do not think that he can handle a star player like Cory. You are also concerned about the increased behavior referrals that Cory has received.

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### **Assistant Principal**

You are the PEA Representative for this meeting and the Athletic Director for the middle school. You have seen Cory in your office more frequently for behavior issues ranging from “talking back” to teachers to mild bullying to fighting.

Your knowledge about special education is limited and you do not know much about Cory. You are a strong supporter of your staff and trust that they know what they are doing.

### **Special Education Teacher-Meeting Facilitator**

As the meeting facilitator, your first job is to go over the agenda, including assigning the roles of timekeeper and IEP writer (you may need to explain what these people have to do to fulfill these jobs) You also allow the team members to introduce themselves.

Because your meetings are standardized, you follow the agenda and discuss each agenda item. Remember to use the post-it notes to “park” items on the parking lot if the topic is not being discussed at the time.

Your primary responsibilities will be to identify the area of conflict and to facilitate the resolution.

You see Cory two times per week for 45 minutes each session. You work with Cory on study skills. You have seen a change in Cory this year. Previously, he seemed happy to be at school and now he seems “detached.”

### **Seventh Grade Math Teacher**

You are so frustrated with Cory. You have sent him to the office many times for behavior issues. He does not do the homework or the classwork for your class. You really would like to see him assigned to a different Math teacher.