

Practice Meeting: Jeremy

Background

Jeremy is in the fifth grade and is eligible for special education and related services under the category of autism. He receives services in daily living skills for feeding and hygiene in a self-contained setting. He uses a picture schedule and is working on counting to 10, name recognition, and safety signs. He uses short simple sentences to communicate and has a one-to-one aide for behavior and safety.

Mother

You requested this meeting because you want the school to reevaluate Jeremy to get data related to his present levels and to revise your son's educational programming to include more academic skills such as sight word recognition, writing his name, and simple math problems like one digit addition. You would like to get information about his present levels of functioning because you believe that his skills have grown and his instruction should reflect this progress.

You think that the activities that he participates in now are too simple and do not challenge him. If the IEP team does not develop a plan that is more academic rather than life-skills based, you will revoke consent for services and have him placed in a regular classroom so that he could get the academics there. To let them know that you are serious, you threaten to revoke consent at any time during the meeting when the IEP team suggests an option that you do not agree with.

Special Education Teacher-Service Provider

Jeremy spends most of the day in your self-contained classroom with 11 other students. You have two paraprofessionals in addition to the one-to-one aide who supervises Jeremy. You work with Jeremy when the class does whole-group morning activities: attendance, calendar, and story time. You observe that Jeremy is able to sing the Months of the Year and Days of the Week songs. Sometimes he will even repeat parts of the story. During transition time, you can see Jeremy walking around the desks stating the name on the name tags on each of the desks in the classroom.

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Assistant Principal-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 agenda 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 are the PEA Representative for this meeting. Prior to becoming an administrator, you were the lead special education teacher for your campus, so you have a strong foundation in special education. You are familiar with your site programs and district resources.

Hint: always be curious and ask questions.

PE Teacher-General Education Teacher

Jeremy goes to PE with one of the other fifth grade classes. He is always accompanied by his one-to-one paraprofessional. Jeremy has challenges when it comes to activities that require coordination or more than just running around. He seldom understands the rules of the sport (kickball, volleyball, basketball, etc.) and is reluctant to join in team activities so he is often standing on the sidelines or running around with his paraprofessional.

School Psychologist- Person to Interpret Results

You were invited to this meeting because the parent is making a request for an evaluation. You did the previous evaluation almost two years ago, so you are familiar with his skills and with his family. You believe that Jeremy is right where he needs to be, according to your last evaluation, and you are not sure if new testing is needed, so you will suggest a review of existing data only. Based on previous interactions, you know that the Mother makes impulsive decisions based on emotions, and you find yourself reminding her to take a deep breath.