

Practice Meeting: Sienna

Background

It is February, and this meeting was requested by Sienna's parent. Sienna is a kindergarten student. She has cerebral palsy and received services through the District preschool program. She is verbal, but it is hard to understand her. She is not able to stand in her walker for very long, nor can she walk for long distance. Sienna is able to write her first name and some letters, but they are hard to read.

Parent

You requested this meeting and asked that all of Sienna's related service providers be present at the meeting. You have not given consent or agreement to excuse any of the IEP team members, so you will be very agitated if the SLP, PT, and OT are not at the meeting.

You want additional services in speech, occupational, and physical therapies. You have not seen enough progress in Sienna in these areas this year. You expected her to be much further along in all areas. You notice that Sienna's therapists at home seem to be getting Sienna to do a lot more than what she seems to be able to do at school, and you want to know the reason. You are also frustrated that you never know what Sienna is working on at school until you send an email to her teacher asking for information. You have had it by now, and you want answers.

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.

As you introduce yourself you mention that the occupational therapist will not be able to attend the meeting because she had to leave early due to a sick toddler at home. 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 are the PEA representative for this meeting. You provide support for the general education teacher, and you are happy with Sienna's progress.

Hint: always be curious and ask questions.

Kindergarten Teacher

You are often overwhelmed with Sienna. You need to keep track of her therapy schedules to make sure she gets to the right therapy room at the right time. You modify all of her work so that she can participate with the class. You are thankful that the special education teacher consults with you to help with assignment modifications and teaching strategies. You are also concerned that Sienna's walker takes up a lot of space in the classroom, but you are careful that she has equal access.

Speech Therapist

You see Sienna twice per week for 30 minutes each session. You have seen adequate progress this year. You are working on her articulation of specific sounds in all positions at the word level. Her pragmatics are fine, but her articulation challenges make it hard to understand her when she is talking.

Physical Therapist

You see Sienna once per week for 55 minutes. You are satisfied with her progress and her level of service. You note that Sienna is worn out after each of your sessions, so you know that she is trying her best. You have over 50 other students on your caseload and cannot possibly schedule more time with Sienna.