

Practice Meeting: Steven

Background

Steven is a 15-year-old Freshman who will be turning 16 next month. Steven was qualified as a student with an Emotional Disability in 5th grade. He has a difficult time following directions and is often oppositional and defiant toward staff. He spends a significant amount of time in the resource room where he is sent any time he is being disruptive in class. He has also been referred to the principal's office for acts of verbal aggression and physical posturing toward his peers. This is an annual IEP review/revision meeting where secondary transition will be discussed for the first time.

Mother

You believe that Steven's problem with others is only because he is being picked on by his peers and that he is just a kid. You were the "same way" when you were his age. You think that Steven's IEP placement is fine and should continue the way it is. You also believe that Steven can be anything he wants to be. You think that Steven enjoys ROTC because it will help find a job in law enforcement, and if he wants to be a cop he will be a cop. You are adamant that he continues to stay in ROTC.

Assistant Principal

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

You have seen Steven several times for disciplinary reasons and only know of his negative behaviors. The ROTC teacher has sent him to the office at least once a week. You want to let the parent know that Steven will be dropped from ROTC and put in another class.

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 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 provide “resource support” for times when he is sent to you for disciplinary reasons. When there he “sometimes” does his classwork, but is mainly there to “cool down”. There are always other students coming in and out to receive their services. As the special education teacher, you believe something else needs to be done.

ROTC Teacher

You report that Steven is also failing ROTC and, in his opinion, has an issue with authority. Steven does not follow direction and is a distraction to the other students. You do not believe that he can be successful in ROTC because it requires discipline and structure. You are adamant that Steven be removed from your class since it appears that he is not “cut out” to be in ROTC.

Steven

Your general opinion about school is that it is “stupid” and that a lot of your peers are “stupid” and that is why you do not get along with them. You want to be in law enforcement like your uncle.