

## Practice Meeting: Taylor

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### **Background**

Taylor is a 10<sup>th</sup> grade student who has just returned from a five-day suspension for fighting. It is September, and this is his first suspension of the school year, but he had several last school year. Taylor has a learning disability in the area of reading comprehension. The school district would like to place Taylor in its alternative high school to deal with his fighting. Taylor's parents have hired an advocate because they believe that Taylor should be privately placed at a "good" school that can educate him and deal with his behavior.

### **Parents**

You requested this IEP meeting, because you are tired of this school district! All they do is call you to report the bad things that are happening with Taylor. In your mind, the school staff can do nothing right. You know that you do not want to work with the district anymore, and your preference is to have Taylor go to a private school. You were not sure what to do, so you have hired a special education advocate to fight for you.

### **Advocate**

You blame the school for all of Taylor's troubles. You think that they cannot support him in any program in the district, and you know of a private school that specializes in children with learning disabilities along with behavior issues. You have promised the parents to be the spokesperson for them at all meetings, and you will get them that private placement no matter what. You have been in several other meetings with this district, and you are proud of your reputation of being difficult.

### **Special Education Director**

You are the PEA representative for this meeting. Although you are worried about Taylor returning to school and the safety of the other students, you do not believe that Taylor needs to go to a private placement. You believe that your alternative high school can meet his needs. You know that this program has a consistent routine and structure where Taylor would be successful. You know that this program applies its rules related to conduct with fidelity and reliability so that students are very aware of behavior expectations. This program also has a low student-to-teacher/adult ratio and that there are counselors available for additional support. You have some concerns for the budget, but that is secondary to your belief that this is the best placement for the Taylor.

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### **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 provide service to Taylor every day. You are the teacher for small group instruction for reading comprehension. Taylor does very well in your class but needs to be close by for motivation and questions.

Hint: always be curious and ask questions.

### **Chemistry Teacher:**

You like Taylor, but you worry about him. You notice that he does not understand many of the lessons, but you also have 35 other students in the classroom.