

Presenters:

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Kelsey -

Scenario #1: A very intense IEP meeting where parents had a lawyer present but were very unclear as to what they wanted. They asked very few questions of the team; with and without the lawyer. Being the first time I had experienced an intense situation like this one I was very stressed and nervous. I did not know if the “finger” was being pointed at me or someone else on the team. I felt I had done what I was supposed to do and did not understand what they might be unhappy about. Parents had shared that certain situations had taken place when they did not and without fully gathering all the details of the situation. My thought is maybe incorrect placement felt on their part led to questions about other aspects of the classroom situation.

Before: In preparation for this meeting, many dates were proposed by the team to the family’s attorney. Parents would not respond in a timely manner and I would speculate that they may have been told what to say and not say. The following situations had taken place throughout the school year leading to the concern for an IEP meeting along with an attorney.

- 3 different visits to the nurse for bumping his head. Each minor but as the teacher I was following proper protocol
- A classroom of 10 students with very different behaviors all grouped together made for more attention placed on behavior and putting out fires and less on the teaching and learning.
- The request for more OT time for the students to utilize sensory tools to help with attention and participation in class
- The possibility of ID presented to the team

After: Following the meeting parents would not sign the IEP documents, did not specify what they wanted and it left the whole team quite confused. As of this month parents have not signed the documents but have given consent for providers to start working on academic and service goals. Parents have sought outside schools to provide testing to see what results are found.

Ury Strategies - Go to the balcony, Pause and say nothing (I often react before thinking and agree to something before really thinking it through) Step to their side

Notes:

- I agree before deciding through and can get you in trouble.
- Not prepared.
- Fingers to oneself- or on the team
- First experience.
- Parents jumped to conclusions without understanding the situation.
- See it from their POV.
- Never done an IEP before (they went to an attorney)
- CRM- Collaborative resolution agreement- sped director/voice concerns and went straight to a lawyer.
- Ongoing situation.
- Parents did not agree to the IEP (needs were not met)/ we as a team were good to go.
- Beginning Problem:
 - What did not agree on the IEP?
 - Different setting- incorrect (agreed with the parents)
 - Lots of behaviors
- *Find a strategy concerning with appropriate grouping

Scenario #2: Go to the balcony, Pause and say nothing (I often react before thinking and agree to something before really thinking it through) Step to their side

Before: This student was given a 1:1 aide, the BCBA created a BIP and behavior goals to implement into the academic setting for the student. Strategies such a fading were put in place with support from the aide and teacher. Weekly check ins and updates

After: The student continues to utilize these strategies and within all academic settings. The student continues to have aide support provided even through distance learning.

Ury Strategies - Step to their side, acknowledge their feelings, acknowledge the person