

Pennsylvania Office of Dispute Resolution
A Tale of Two Conversations: Take Two
Script

Knock on door

Mrs. Smith: Come in. Mrs. Jones.

Mrs. Jones: Yes, Hi.

Mrs. Smith: Hi. I am Mrs. Smith, so very nice to meet you.

Mrs. Jones: Well thank you very much.

Mrs. Smith: Please, have a seat.

Mrs. Jones: I appreciate having the time to meet with you.

Mrs. Smith: Thank you for coming in, can I get you something to drink? Some coffee, some, some water?

Mrs. Jones: Oh, no, no thanks, I am good. Oh, that's cute. "Success is brewing".

Mrs. Smith: That's our philosophy. I appreciate you coming in. Did you, did you get the report that I sent to you last week?

Mrs. Jones: Yes, thank you very much. I had time to read the report. I have a copy of, of Coby's most recent IEP.

Mrs. Smith: Great. I had a chance to review that as well.

Mrs. Jones: Okay and Well, I just took some time and I, I, I sort of jotted down my concerns to sort of help me get through this.

Mrs. Smith: If I could, if I could just ask, is it okay if I just take some notes whenever.

Mrs. Jones: Please do.

Mrs. Smith: Whenever I am talking to you. So that I- I want to make sure that I don't forget anything.

Mrs. Smith: That's fine. And you know what, let me, let me just turn off my cell phone, I am sorry. There we go. Okay. Well, I am here because, I am here because, I am not satisfied with Coby's progress. I don't think he is making enough progress and I, I feel like now is a time to fix what needs to be fixed.

Specifically, I feel that Coby needs more speech therapy, to fix this situation, but, you know, I'd like to talk with you a little more about that.

Mrs. Jones: So currently he is receiving thirty minutes two times a week. So he is receiving an hour a week of speech therapy. And, You're, you'd like to discuss increasing that amount?

Mrs. Smith: Yeah, I would really the thing I think is maybe necessary is maybe an hour a day four days a week. And I know that seems like a lot, but, you know, I, I have my reasons.

Mrs. Jones: Well, let's talk about those. Let's, What does Coby's day look like now, in his classroom?

Mrs. Smith: Well, Coby is, well, you know, he's missing some communication skills. The speech therapist is working on that with him, but, my, I guess my, my main concern is his ability to communicate with his peers. It, It's, It really makes me so sad when I go to pick Coby up and he's in the corner with (voice cracks) nobody else really playing with him. (Mrs. Jones gives tissue) Thank you, appreciate that.

Mrs. Jones: So and, and actually just to be more specific, on September 3rd, I went to pick him up and this is how it was: the scene is I walk in Coby is off in the corner, he is playing with his favorite little toys. All the other kids are, sort of, over here playing as they typically would in groups and, and, and I guess that really worries me that Coby doesn't have the skills to be able to interact with them appropriately. On September 6th I talked with a friend of mine who has a so- her son's in his class and she pretty much told me that she saw the same thing with Coby. So I feel-

Mrs. Smith: That he was off by himself.

Mrs. Jones: Yeah he was off by himself and, you know, I just know the kids don't seem to have the comfort level of, of talking with Coby and so therefore, if they are not trained, they don't know what they are doing. It kinda makes him hard to practice some of the skills the speech therapist has been working on with him. So anyhow, maybe he, maybe Coby needs more skills, the only way I can see to get there is more speech therapy. But, so

Mrs. Smith: It sounds like you are looking for us to work together to come up with some ways that will maybe increase the communication skills from his peers so that there is better interaction?

Mrs. Jones: I, I would like to find a way, I would like for us to find a way to, yes, facilitate a more meaningful exchange between Coby and his peers. Whether that means Coby having more skills through more speech therapy or if the kids, I mean, you know. You know let me just tell you something, he does have a friend at home, a next door neighbor. And there are a couple things about Coby, from home that maybe I should share with you. First of all, you know, he dresses himself just fine. Coby sets the table with us. You know, he has a d-we have an animal, we have a dog. Coby is very attentive to him. He has chores that really help with the dog. He can be stubborn sometimes

Mrs. Smith: (Laughs) Okay.

Mrs. Jones: Yeah, yeah. So he is quite a little character.

Mrs. Smith: The teacher, when I spoke with her, she said he is a darling little guy.

Mrs. Jones: Aw, that is nice. Yeah he is, he is adorable and he is no problem in class, I actually sometimes think that if he did create a little bit of trouble, you know, maybe, he would have a little more attention, but you know, I know, , we don't-

Mrs. Smith: No we don't want to go there. We'll certainly find better ways to, to get [him] what he needs.

Mrs. Jones: Right, I know, I know, but anyhow, so and and then his friend, our neighbors next door. Sometimes the little boy will come over when we are having our speech therapy session with, at home, the therapist comes and we'll go over some signs with the family. I mean, he'll come in and it works out really nice. He actually learns some of the skills that, that we are learning and then, you know, he practices them when, when they play.

Mrs. Smith: So what does that look like whenever they are together?

Mrs. Jones: It, it, it's good. It certainly more meaningful play than what I see happening with Coby, frankly, at the head start program. You don't see that happening at all. I don't know if, maybe that is even something we can talk about the speech therapist working the kids

Mrs. Smith: The other kids. That is what I was thinking too. That might be, that might be, instead of only looking at the possibility of increasing Coby's one on one instruction, maybe there is some, some incorporation of games with the whole class to teach them some skills

Mrs. Jones: Yes! Yes, I love that idea. I, I like that idea, okay yes. I think that is the kind of thing we can make some progress on. You know, I don't want to rule out the option of more direct services, speech therapy for Cody, Coby, but I just do want to. I, I am open to other ideas as well. Whatever helps that social growth that Coby is really missing right now. I am all ears, I mean, I would like to hear. But I do need to see that we get something in place very soon.

Mrs. Smith: Okay. Sure, I understand. What I would like to do is schedule a meeting with the classroom teacher and the speech therapist and you, of course, and myself and anybody else we think it would be appropriate to really sit down and try to brainstorm some, some options and ideas.

Mrs. Jones: Okay

Mrs. Smith: If that would be okay with you.

Mrs. Jones: Yeah

Mrs. Smith: Before you leave today, if you could give me some days or dates. I mean, I don't know what your schedule is like so maybe you could give me some dates and we could talk about some of those things. Getting that set up.

Mrs. Jones: Alright, I appreciate that that would be good. Alright well.

Mrs. Smith: Is there anything else you would like to share with me, right now about Coby? Are there any other concerns that you might have?

Mrs. Jones: Well really, no. Right now, that, my main concern is about him having enough skill to be able to communicate with his peers and to have his peers to be able to communicate with him. Okay, that is, that was my main priority in coming in to speak with you today. I mean, there might be other things, but, you know, for now that is what I wanted to talk about.

Mrs. Smith: So you are looking for ways to prevent Coby from being isolated from his peers and ways for Coby and, his, the other students to be able to connect socially and interact together.

Mrs. Jones: Yes. Yes that is exactly what I am looking for. So, yeah.

Mrs. Smith: Alright well I thank you very much for coming in and getting this started. And you, You have given me a lot of information. I feel like I know Coby a little bit better now and I appreciate that.

Mrs. Jones: Yeah good.

Mrs. Smith: We'll get those dates and we'll get a meeting started and we will work on this.

Mrs. Jones: Oh okay. Maybe, maybe if you get a chance maybe someday you could swing by and observe him.

Mrs. Smith: Absolutely, I have actually got that scheduled.

Mrs. Jones: Oh, okay. Good, well thank you very much.

Mrs. Smith: Good have a good day

Mrs. Jones: Okay bye-bye.

Mrs. Smith: Bye.