

Tale of Two Conversation – Video #2 Script

[Knock on door]

Mrs. Smith>> Come in. Mrs. Jones.

Mrs. Jones>> Yes, hi.

Mrs. Smith>> I am Mrs. Smith. It's very nice to meet you.

Mrs. Jones>> Well, thank you. I really appreciate you having the time take this meeting.

Mrs. Smith>> Of course. Can I get you something to drink? A cup of coffee, a glass of water?

Mrs. Jones>> I'm good. Thank you.

Mrs. Smith>> Please, have a seat.

Oh, that's cute. [Reads coffee mug] "You *totally* got this." That's cute.

Mrs. Smith>> It's kind of our philosophy around here.

Mrs. Jones>> It's really cute.

Mrs. Smith>> I do appreciate you coming in Mrs. Jones. Did you get the progress report that I sent to you?

Mrs. Jones>> Yes I did, thank you. I actually had plenty of time to read it. I also have Coby's most recent IEP with me.

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

Mrs. Jones>> Okay. I also took down some notes; just some general concerns, things like that, to help me get through everything.

Mrs. Smith>> That's great, and if you don't mind, would like to take some notes as well so that I don't forget what we've talked about.

Mrs. Jones>> For sure. Oh, also if it's alright, I'm just going to turn my cellphone off really quick. Alright, there we go, sorry about that. OK so, I'm here because-- because I'm not exactly satisfied with Coby's progress. I feel like he should've made more progress by now and, well, I feel like now is the time to try to fix what needs to be fixed. Specifically, I think that Coby needs more speech therapy to fix the whole situation. But, really want to talk to you more about that first.

Mrs. Smith>> I see. So, currently, Coby's receiving 30 minutes of therapy, twice a week. So, an hour a week. And you'd like to talk about increasing that?

Mrs. Jones>> Yeah, I would really. Honestly, I think that an hour a day is necessary at this point—four days a week. I know that seems like a lot, but, you know, I have my reasons.

Mrs. Smith>> Well, let's talk about those. What does Coby's day look like in the classroom?

Mrs. Jones>> Well, Coby is-- you know, he's missing some communication skills. And speech therapist is working on that with him on that. But, I guess my main goal is for him to be able to communicate with his peers. I always get really sad when I go to pick him up, and Coby's just-- (voice breaks) he's alone in the corner and none of the other kids are playing with him. [Mrs. Smith gives Mrs. Jones a tissue] Thank you, I appreciate that. To be more specific, this is what I saw: On September 3rd, I went to pick Coby up and he was alone playing with his toys. All the other kids were sort of around, playing in groups, but Coby... he doesn't have the skills to be able to communicate with them.

Mrs. Smith>> I'm sorry. I know that can be hard to see.

Mrs. Jones>> And a few days later I talked with a friend of mine, her son's in Coby's class, and she said she basically saw the same thing.

Mrs. Smith>> That he was off by himself?

Mrs. Jones>> Yeah, off all alone. I can see that the other kids just don't have the ability to talk with him--they're not comfortable. And that makes it really hard to practice what he's learned from the speech therapist. So, anyway, maybe he-- I don't know, maybe he needs more skills. But I think the only way to get there is more therapy.

Mrs. Smith>> It sounds like you are looking for us to work together to come up with some ways to increase his communication skills, specifically with his peers. Is that correct?

Mrs. Jones>> Yes, I would like to find a way-- for us to find a way to facilitate a more meaningful exchanges between Coby and his peers. Maybe that means more speech therapy, or I don't know, getting the other kids to, I mean, you know. Let me tell you something, Coby does one friend at home, our next door neighbor. And there's probably some other things about home I should share with you, too. First off, he dresses himself, does chores, takes care of the dog-- he's a sweet kid.

Mrs. Smith>> That's great.

Mrs. Jones>> I mean he can be a bit stubborn sometimes, but--

Mrs. Smith>> (laughs) Oh, I see.

Mrs. Jones>> He's quite a little character.

Mrs. Smith>> I believe that. When I spoke with his teacher she said he's a darling little guy.

Mrs. Jones>> That's nice. He is; he's adorable. And he's no problem in class. Sometimes think if he acted out he might get more attention, but, I don't-- we would never--

Mrs. Smith>> Well-- no, we don't want to go there. We'll certainly find better ways to get him what he needs.

Mrs. Jones>> Right. I know, I know. Anyway, Coby's friend, the next door neighbor, it actually works out really nice. They go over the lessons together when they play.

Mrs. Smith>> Oh, wow. So, how does that-- what does that look like, when they play together.

Mrs. Jones>> It's good. Frankly it's more meaningful than Coby's time at school. I don't see that type of thing happening here at all. Maybe that's something we could talk to the speech therapist about, working with the other kids.

Mrs. Smith>> The other kids. That's what I'm thinking, too. Instead of finding ways to increase the one-on-one instruction, maybe we incorporate some games that involve the whole class and teach them all some skills.

Mrs. Jones>> Yes, yes! I love that idea. I think that could really help him make some progress. I don't want to fully move past the option of more speech therapy for Coby, but I am open to other things as well. Whatever him with that social growth he's been missing. I just, I want to see something in place soon.

Mrs. Smith>> Sure, I understand. Here's what I'd like to do: I'd like to schedule a meeting with Coby's teacher, the speech therapist, and you, of course, and let's all sit down together and brainstorm some ideas and options. How does that sound?

Mrs. Jones>> Yeah, okay. That works.

Mrs. Smith>> Before we leave here today, I'd like to get some dates that would work for you and we can get this thing set up.

Mrs. Jones>> Yeah, absolutely. Thank you so much. I really appreciate this.

Mrs. Smith>> Is there anything else you'd like to share with me about Coby right now? Any other concerns?

Mrs. Jones>> No, not really. My main concern right now that he has the skills—the ability to communicate with his peers, and that his peers be able to communicate with him. There are some other small things, but right now that is my priority.

Mrs. Smith>> Okay. So you're looking for ways that will prevent Coby from isolating from his peers, and ways that we can help him connect with his peers, socially, right?

Mrs. Jones >> Yes. Yes, that's exactly what I'm looking for.

Mrs. Smith>> Well, I thank you very much for coming in and getting this started. You've given me a lot of information. I feel like I know Coby a little bit better now and I appreciate that.

Mrs. Jones>> That's good to hear.

Mrs. Smith>> So we'll find some dates, make some meetings, and get to work on this.

Mrs. Jones>> Great. Do you think if you have some time you could stop by his class and just observe?

Mrs. Smith>> Absolutely, it's already on my schedule.

Mrs. Jones>> Oh, great.

Mrs. Smith >> Let's go look at calendars.