

Tale of Two Conversations – Video #1 Script

Mrs. Jones>> Marge. Oh, hey. You won't believe where I am, yep. I'm in that 'misses, 'what's her name', Mrs. Smith's office, again, talking about Coby's therapy. [Sighs] I can't wait 'til this is over. Yeah. Oh, yeah, I've got to go. I'll see you. Bye.

Mrs. Smith>> Mrs. Jones.

Mrs. Jones>> Yes, hi.

Mrs. Smith>> My name is Mrs. Smith. Nice to meet you.

Mrs. Jones >> Nice to meet you, too.

Mrs. Smith >> So, I understand that you've come here to talk about your child's speech therapy?

Mrs. Jones >> Yeah. My son Coby, he's in Mrs. James' class, and honestly it's not going very well. Coby... I-I'm here because I want more speech therapy for Coby.

Mrs. Smith>> Yes, I know. I know that right now he's getting about an hour a week, 30 minutes twice a week, and that's pretty typical--

Mrs. Jones>> Yeah, not, not, not enough. Not enough for Coby. He's is going to need-- I would like to see an hour a day, four days a week--

Mrs. Smith>> [interjects] Four days a week? Whoo, that's a lot of speech therapy for a child--

Mrs. Jones>> But you see, right there--

Mrs. Smith>> [interrupts to take a phone call] I'm sorry, excuse me. Yes, hello? No, not right now. Would you let them know I can call them back in about, I don't know, ten minutes? Yeah, thanks. Bye. Okay, sorry. So, four hours a week of speech therapy is probably a little unreasonable to expect.

Mrs. Jones>> Yeah, well, okay, let me tell you why I want four hours a week. Every time I go to pick up Coby [voice breaks], he's in the corner, and he's not playing with anybody. And I went to talk to one of my friends, she's another parent, and she said that every time she goes that's basically where he is too. So, I'm hearing it from everybody, that Coby's not even being--

Mrs. Smith>> In the corner? In the classroom?

Mrs. Jones>> Yeah, he's in the corner, like, alone, you know. And Coby's a good little guy. He can do well by himself, but I don't--

Mrs. Smith>> I have a report right here that I got from the teacher this morning, and she certainly indicates that he's a great little student--

Mrs. Jones>> This would have been great to have before-- I mean, I don't really have the time to read this right now. It would've been really great to have before.

Mrs. Smith>> Yeah, I only got it this morning. I asked the teacher to email it to me this morning.

Mrs. Jones>> Yeah, well, okay. I'm sure the teacher isn't finding any problems with him. I mean, he's not-- he doesn't do anything wrong. He's not a problem in class. He's not some sort of behavior issue. But Mrs. Smith, he's not making the progress that I expected at this point. You know? Maybe I should teach Coby to act out; maybe then he would get some attention.

Mrs. Smith>> Well certainly, our teachers are very attentive to the students--

Mrs. Jones>> [interrupts] Yeah, the teachers--

Mrs. Smith>> The teachers have a lot of students in the class. You know the teacher has a lot of students and they can't just--

Mrs. Jones>> [interrupts] Yeah, I get that. But I'm not here to talk about the other students. I'm here to talk about Coby. He's not making any progress. I think more speech therapy would help him, teach him how to communicate with the other kids better, and teach them how to interact with him. Because, you know, I don't know. He just, he's not making any social gain out of this whole situation. You could do everything for Coby, and it's not going to make him into someone that can have sustainable relationships. I mean, that's out priority isn't it-- to make sure that's able to have a meaningful relationship?

Mrs. Smith>> Well sure. That's always part of all the students' IEPs. The social interaction stuff is always part of it, especially for a child of his age and I'm sure that it's a big part of Cody's IEP.

Mrs. Jones>> Yeah. It's Coby, not Cody.

Mrs. Smith>> Oh, oh, I'm sorry. I'm sorry.

Mrs. Jones>> Have you ever seen him? Do you ever take the time to go and look at him?

Mrs. Smith>> [overlapping] No, I--

Mrs. Jones>> You don't see him in the corner, like everyone else does?

Mrs. Smith>> No actually, I haven't visited his classroom this year.

Mrs. Jones>> Well, maybe you should take the time and stop by. You think that would be worth your time?

Mrs. Smith>> [overlapping] Well, sure, definitely--

Mrs. Jones>> Anyhow, I don't know. I just feel like- like you're completely shutting me down with the speech therapy request when you people have all of the money that you want to

spend, and you're telling me you don't have enough money for more speech therapy for Coby. That's unfair, you know that. He's entitled to all of the therapy that he needs.

Mrs. Smith>> Well, certainly, that's what the IEP-- The program is put into place to allow him to make meaningful progress. So, Mrs. Jones, are you working with him at home?

Mrs. Jones>> [balking] Excuse me? Are you asking if I am doing my part?

Mrs. Smith>> No, I was just asking a question, I didn't mean--

Mrs. Jones>> Mrs. Smith. I'm not here to talk about my parenting. We do everything we can with Coby. He's our pride and joy.

Mrs. Smith>> Well, certainly. Of course.

Mrs. Jones>> We love that little boy. We do everything we can at home, and really, home is none of your business. So, look, I don't think that we are going to get very far here today. Are you telling me 'no more speech therapy?'

Mrs. Smith>> Well, there may be some other options that we can look at, but I'm just not sure that we can commit to any more speech therapy.

Mrs. Smith>> Well, then, look-- I'm sure I'll probably see you in due process, then. Okay? Bye-bye.