Case Study Activity #3

The Rodríguez family are recent immigrants to the United States and live within a medium-sized partly exurban and partly rural school district. Mr. and Ms. Rodríguez only speak Spanish. Their youngest child, Rubén, is in the 3rd grade and was recently evaluated and found eligible for special education services under the category of Specific Learning Disability. Rubén primarily speaks Spanish and has been receiving services since enrolling in the school district from the Transitional Bilingual Instruction Program.

Rubén is the general education setting 54% of the time and has been receiving special education and related services in accordance with his IEP for almost two months now. He receives specially designed instruction in the areas of reading, writing, and math.

You are the special education professional assigned to manage/supervise Rubén’s IEP.

Ms. Rodríguez and her advocate arranged to meet with you because there are concerns about Rubén being bullied at school. Ms. Rodríguez is also upset upon hearing that Rubén has been repeatedly removed from his general education classroom and claims that accommodations are not being provided. The principal recently suspended Rubén for two days last week following an incident on the playground involving fighting with two other students.

The advocate is requesting on behalf of the family that the school hold an IEP meeting and provide 1:1 support for Rubén. The advocate is also upset that she had to be the interpreter for the family at the last IEP meeting. She believes the district should have to provide an interpreter for the meeting and to review parent rights, and that the district should provide the family with a copy of the IEP in their native language.

Questions for Discussion:

- As you read this scenario, describe your initial response?
- Our tendency in many situations such as this is to quickly begin to identity solutions. Recognizing this tendency and putting it on hold, identify the multiple challenges embedded within this scenario.
- What else do you want/need to know about this situation? This family? The student? The system?
- How do you see aspects of intersectionality of identity and power operating in this scenario?
- Who needs to be involved in the engagement of this situation? Why should they be involved? How might they be involved
- How would you engage the family in order to begin finding solutions?