

Transcript:

Lawrence – How do you help all of your colleagues to kind of be receptive? Because again, the kids are taking a risk when they approach a teacher, the power position is the teacher's, not theirs.

Jenessa – Mmhmm.

Lawrence – So, how do you help your colleagues to maybe soften that social side of the way they're dealing with these kids? Because they can read the signals quick and run for the hills, right?

Jenessa – Absolutely. Well, I have to say, I've been really lucky with the teachers I've worked with, and most of them are very receptive. The only times I've had real issues is when the student is lacking the communication skills, which can be even part of the LD, to be able to articulate clearly what it is that's happened, what they've tried, and what they need. And so because the teacher is not as patient or as aware of the situation misreads the student's non-verbal communication or even choices of words as being lazy, disrespectful, not caring, you know, there's a whole list. And so that's when I come in as the advocate on the student's behalf and try to work with them. But, you're right, the teacher has the power, and there has been a couple situations where I've had to then go back to the student and say, you know you're having a really tough time with this teacher, but it's actually a very good experience for you because you're going to meet this same person again in your life. This isn't the first or the last time you've met someone who is rigid and who is unwilling to bend, so you're going to have to work within the parameters that that teacher has given you. And if they say that it's late and they're going to not accept it then let's work on a list of how to work on your end because the teacher's not going to budge. So let's talk about what you can do – what do you have control over and what can we work together on to try to find some support.