

Pre-Intervention Speech/Body Language	Post-Intervention Speech/Body Language	Interpretation
<p>Teacher is opening an IEP meeting as she speaks she is gesturing and looking at members of the IEP team but not the parent.</p> <p><b>Teacher:</b> We wanted to discuss today, uh, having Lucas included in the general ed class more. Right now he's in my class for all of his time at school but we feel that Lucas could learn a lot more language and a lot more expressive skills if he were around typically developing peers, peers who are in the gen ed class (glance over right shoulder to parent) Uh does anyone want to start off our discussion or does anyone have any comments to make? (looks around table starting at farthest point from parent and ending with parent.)</p> <p><b>Parent:</b> Well I just want to say (places hand on table) that that's something that (place hand on table again) I very, very strongly advocate as much as I possibly can (gestures to group)</p>	<p><b>Teacher:</b> We are here today to discuss Indra (looks directly at parent until getting a nod in answer to her following question) and her being included in Gen Ed more, correct? (parent nods, teacher then looks to the rest of the group) In the regular classroom, um, and (Looks back to parent and places a hand on the table between them) you personally have requested this IEP so I'd like you to just tell us a little bit about why you think it's really important, cause I agree it's important, and then we can get started um and (after glancing to group, glances back to parent) we can talk about how we can get that done.</p> <p><b>Parent:</b> I was, I was told um, by my in home therapist that it would be really beneficial for my child to um spend more time with the um General Education class...(Teacher gazing at parent exclusively throughout her speech and nodding)</p>	<p>In pre-intervention, although the teacher used the word 'we', which can be indicative of a team mentality, she did not make clear who was included in that pronoun. Her speech was not necessarily inclusive of the parent specifically, and her body language – while open to the group – was almost forgetful of the parent. When addressing the group as a whole, the teacher only glances over her shoulder to the parent, almost as an afterthought. This suggests that, while parents are present, their input is not necessarily needed or wanted within the process. The parent participant had to decide on his own to participate when queries were addressed to the group as a whole.</p> <p>In post-intervention, parents were given explicit verbal prompts, not only for oral participation but also for agreement on certain points. By giving them the floor, or an opportunity for assent or dissent, this signaled that their input was desired. When parents were speaking, the teacher used receptive eye contact and head nodding to signal interest. This led to parents sharing more and asking questions when appropriate, without apparent shame.</p>

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<p><b>Team Member:</b> She would definitely need some supports I mean there, there is a lot of talk about um working on priming for students with Autism (Parent glances at teacher, teacher is still focused on speaker) and I think that that would be something that'd be very useful for her [and</p> <p><b>Parent:</b> And what is priming, (Parent places hand on table, teacher looks at parent, opens her mouth slightly but does not speak) I'm sorry.</p>	<p><b>Teacher:</b> ...and I think that adapting (looking and gesturing toward parent) things like using a bigger ball could make the other students (gesturing toward parent) in the adaptive PE class easier (look at parent) to incorporate too and then it would make your job easier</p> <p><b>P.E. Coach:</b> Yeah. (teacher looks at parent)</p> <p><b>Teacher:</b> Which is always go[od (still looking at parent, smiles)</p> <p><b>Parent:</b> Definitely. (smiles)</p> <p><b>Teacher:</b> Which is always good.</p>	<p>In pre-intervention, the teacher would miss parental check-ins. The parent looked to the teacher for help when a word used, 'priming', was unknown to him. The teacher, however, did not pick up on this cue, as she was fully focused on the speaker. This led to the parent having to interrupt the speaker and ask his question followed by an apology, signally that he felt bad about having to interrupt the speaker, even though he is right to do so. The teacher's inattention to the parent's cue could signal disinterest as well as give the message that the parent should understand what is going on without help.</p> <p>In post-intervention, teachers used extensive and inclusive body language. In this example, the teacher effectively shared her gaze with the parent and other team members. When not looking directly at the parent, the teacher continued to gesture toward her and would check in with gazes and smiles periodically. This led to the parent becoming actively involved and feeling comfortable enough to interrupt and add to the brainstorming session without apologizing. This suggests that the parent feels like a member of the team and is comfortable having an equal dialogue with the teacher and other members of the team.</p>