

S I N G L E C O N C E R N S

Discuss the following scenario as a group. Determine which parts were done appropriately and which parts were not. For the whole group, you will role play the scenario as written and then redo it correctly. Feel free to ask the presenter any clarifying or procedural questions.

Scenario #1

During Concerns a student's name is called...

Student A: "John, it interfered with my safety when you had your backpack in the aisle."

John: "You didn't ask me to move it."

Teacher: "His response is 'You didn't ask me to move it.' Do you accept his response?"

Student A: "No. John I feel that you have earned 40."

Correctly rewrite scenario here.

SINGLE CONCERNS

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Scenario #2

A student's name is called during Concerns...

Student A: "Mary, it interfered with my well-being when you called me a pig at lunch and I asked you to stop."

Student B: "You called me a pig first."

Student A: "No, I didn't."

Others in the class: "Yes, she did, we witnessed it!"

Teacher begins to question witnesses as to what happened in order to determine if it is a valid Concern.

Correctly rewrite scenario here.

SINGLE CONCERNS

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Scenario #3

During Concerns...

Student A: (Sitting in front of student B turns to address the student) Jim, it interfered with my learning when you kept kicking my chair and I asked you to stop.

Student B: I did, but I didn't have enough leg room. (During the exchange Student A gets a "huffy" look on her face and turns away from Student B before he has a chance to explain himself.)

Teacher asks Student A if he accepts Student B's response.

Correctly rewrite scenario here.

SINGLE CONCERNS

Discuss the following scenario as a group. Determine which parts were done appropriately and which parts were not. For the whole group, you will role play the scenario as written and then redo it correctly. Feel free to ask the presenter any clarifying or procedural questions.

Scenario #4

During Points...

Student A: "45. I finished my work and followed the directions."

Teacher: "Are you sure you want 45? You chose Step during this period."

Student A: "Okay, 44."

Correctly rewrite scenario here.

SINGLE CONCERNS

Discuss the following scenario as a group. Determine which parts were done appropriately and which parts were not. For the whole group, you will role play the scenario as written and then redo it correctly. Feel free to ask the presenter any clarifying or procedural questions.

Scenario #5

Student A (with concern)
Student B (receives concern)

After lunch/recess, it is time for points. Students state their points. During concerns student B's name is read and ...

Student A: (Jumps out of her chair and almost runs to the front of the room where student B is seated) "You kissed me at recess!"

Teacher: "Response?"

Student B: (Looking very shocked) "Yes, I did."

Student A: "Nine."

Teacher: (To student B) "Do you accept?"

Student B: "Yes."

Correctly rewrite scenario here. (Note: Student A is a student with special needs who rarely speaks. Did the teacher handle it appropriately for that student? What if Student A was a typical student? How should the teacher handle this situation?)

SINGLE CONCERNS

Discuss the following scenario as a group. Determine which parts were done appropriately and which parts were not. For the whole group, you will role play the scenario as written and then redo it correctly. Feel free to ask the presenter any clarifying or procedural questions.

Scenario #6

Teacher has a Concern for a student. Student had been given Recourse. The teacher did not agree because she had seen what had happened. During Concerns...

Teacher: "John, you chose step one during math for talking."

John: "No I didn't."

Teacher: "I saw that you were talking and I heard what you were saying. I don't agree with 45 points. I feel that you have earned 41. Do you agree?"

John: "No, I don't."

Teacher: "We'll average."

Correctly rewrite scenario here.

M U L T I P L E C O N C E R N S

Scenario #1 (There are no errors.)

Points have been completed and now Concerns.

Calling names one by one, watching for hands...

Akira (44 points – daydreaming). Three hands go up.

First person: Akira, it interfered with my learning when you were playing with the papers on my desk and I asked you to stop.

Akira: I'm sorry.

First person: I don't accept your response, 43.

Second person: Akira, it interfered with my safety when you pulled out my chair when I tried to sit down.

Akira: I just wanted to help you.

Second person: I don't accept your response, 40.

Third person: Akira, it interfered with my well-being when you were poking me in the back when we lined up at lunch and I asked you to stop.

Akira: I'm sorry.

Third person: I don't accept your response, 43.

Teacher to Akira: Which of these point values do you accept, the original 44, 43, 40 or 43?

Akira: I accept 43.

Teacher: OK, that will be 41. Moving on...

M U L T I P L E C O N C E R N S

Scenario #2 (There are no errors.)

Points are completed and moving right into Concerns...

Calling names one by one, looking for hands.

Dwight (43, didn't get my work out). Four hands.

First person: Dwight, it interfered with my well-being when you made fun of my shirt and I asked you to stop.

Dwight: I was just joking.

First person: I don't accept your response, 41.

Second person: Dwight, it interfered with my learning when you kept whispering and I asked you to stop.

Dwight: I was just trying to help you.

Second person: I don't accept your response, 39.

Third person: Dwight, it interfered with my well-being when you were teasing me and I asked you to stop.

Teacher: Third person, that is a valid Concern, but the First person already brought up a Concern about that behavior. Let's move on to the next person.

Fourth person: Dwight, it interfered with my learning when you took my pencil and I asked you to give it back.

Dwight: I was just borrowing it.

Fourth person: I don't accept your response, 40.

Teacher: Which of the point values do you accept? Your original 43, 40, 39 or 41.

Dwight: 43.

Teacher: OK. Your adjusted point value is 41. Moving on.