

Human Graph: More Scenarios for Human Graph Exercise (designed by Judy Lehr Guarino)

Written by Joan Fretz

Situations to respond to:

Set up: Make four large signs and hang them in the room, far apart and at least 6 feet from floor, in the following order: **Intentionally Disinviting, Unintentionally Disinviting, Unintentionally Inviting, Intentionally Inviting.**

Activity:

Participants listen as the Facilitator reads one of the scenarios below. They then move to stand in front of the sign that best describes how they would label the level of function for the person/school's action: **Intentionally Disinviting, Unintentionally Disinviting, Unintentionally Inviting, Intentionally Inviting.**

The facilitator then asks participants why they are standing in front of that level of inviting. Participants are permitted to move to a different level group if something that someone says causes them to rethink their answer.

Before moving on to another scenario, the facilitator asks the participants how they would have handled the situation.

Scenario 1:

Mr. Brown teaches 7th grade Math. He gives the students a worksheet to complete at their desks. He notices that Sheila has her head down and appears to be asleep. He approaches her desk, taps her on the shoulder and says, "I'd really like to see you practice this skill." She ignores his request and turns her head away from him, where upon he says, "Sheila, get busy." She doesn't respond. He then writes a behavior referral and sends her to the office. At what level was Mr. Brown functioning?

Why did you select that level of functioning?

How would you have handled the situation?

Scenario 2:

Ms. West, a popular high school Social Studies teacher sees Ashley, one of her students in the cafeteria. Ashley has been absent from Ms. West's first period class that morning. She had also missed four days of first period within the last two weeks. Yet, Ms. West had seen her on campus. Ms. West approaches Ashley at the table where she is seated with other students and says jokingly, "So you got to sleep late this morning, huh?" Ashley responds, "You didn't really see me today, OK?" She winks at Ms. West and starts to walk out of the room. At what level was Ms. West functioning.

Why did you select that level of functioning?

How would you have handled that situation?

How could the teacher have helped the student to take responsibility for her classwork and behavior?

Scenario 3:

Mr. Smith is an AP English teacher with strict guidelines and high standards for his students' writing projects. He replaced Mrs. Jones mid-year when she left on maternity leave. (Mrs. Jones had maintained a very relaxed and friendly atmosphere in her classroom, and somewhat lower standards for student work.)

Mark was one of Mrs. Jones' "star" students. After receiving a low grade on a short story assignment, Mark's parents called Mr. Smith to express their concern about the grade and informed him that "Mark used to love this class and wanted to be a journalist. Now he hates going to your class."

Mr. Smith responded. He is a talented writer. He just didn't follow the project requirements. He did not hand in the re-write, which was part of my rubric and so he didn't earn a higher grade. I know he's smart, but he needs to follow instructions." At what level is Mr. Smith operating?

Why did you select that level?

Why do you think Mark didn't do the rewrite?

If you were Mr. Smith, what might you have said to Mark when he failed to hand in the rewrite assignment?

Scenario 4:

Susan is the principal of a middle school in a high needs district. The district has a policy that permits parents to select the middle school they wish their child to attend. Susan's school has a reputation for being terrific with special needs students. Next year, she will have twice as many special needs classes as the other middle school and classroom space is limited. Her school is also on the State's list for failing to meet the minimum standards for test scores. Susan asks the Superintendent to set a limit on the number of special needs classes for her school. At what level is Susan operating?

Scenario 5:

At a small group middle school orchestra lesson, Mrs. Frank asked each cellist to play a passage from one of the concert pieces. Most of the students performed with confidence and Mrs. Frank thanked them when they were done. Mary struggled to get through the passage and was visibly flustered. Mrs. Frank said, "Thanks Mary. That's a challenging part. I know you can "nail it" with a little more practice. How about coming back today during lunch to work on it with me?"

At what level was Mrs. Frank functioning?

Would you have handled the situation any differently?

Scenario 6:

Mrs. Mahoney, the school counselor is conducting a support group for children whose parents were going through a divorce. This group meets once a week, during Mr. Greco's Social Studies class. He was disturbed because two of his students were missing a whole class every week. One day, he approached Mrs. Mahoney and asked if his students can just go every other week.

Mrs. Mahoney told him that at this point in the students' lives, it was more important to be in the support group. Mr. Greco expressed concern about the students and asked if there was anything he needed to know in order to help his students. Mrs. Mahoney responded, "You know I cannot violate confidentiality."

At what level was Mrs. Mahoney functioning?

At what level was Mr. Greco functioning?

Scenario 7:

Ms. Franklin is a fourth grade classroom teacher. She has worked in the school for 24 years. Scott is in her class this year, and Scott's brother, Eddie was in her class two years prior. Eddie was always very forgetful and unprepared for class. Ms. Franklin often calls Scott "Eddie" by mistake. One day after referring to Scott as "Eddie," she apologizes by saying, "Sorry Scott, you just remind me so much of your brother." At what level was Ms. Franklin functioning?

Why did you choose that level?

If you were Ms. Franklin, what would you have said?

Scenario 8:

Jenny Ward is in her third year of college, studying to be a Math teacher. She has had the same math professor for several teaching pedagogy classes. One day, after Jenny struggled in presenting a mini-lesson to her peers, the professor spoke to her privately after class and started the conversation by saying, "I know Math comes really easily to you, Jenny, but I don't think you are cut out to be a teacher of math. Perhaps you might want to consider changing your major. There are lots of careers in which your math skills will serve you well." At what level was the professor operating?

How would you have started the conversation?

Scenario 9:

A secondary school is trying to suspend fewer students. The school climate team decides to try using a "Time Out" room that teachers or administrators can send or assign students to instead of suspending them for inappropriate behavior. As a student, how would you feel about this new procedure? What level would you give it?