

# LILAH PETERSON

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Kevin Peterson is an fifth grade student at Auburndale Elementary with Braiden's Syndrome. Up to this point he has been part of the mainstream class system. However, recently the symptoms of his condition appear to be worsening, making him more disruptive and more difficult for his teacher Ms. Waters to handle. School Principal Harwood has called in Kevin's mother and father Lilah and Mark Peterson for a parent-teacher conference to discuss what must be done about the situation. The Petersons were expecting to meet with Principal Harwood and Ms. Waters, but not the unknown official-looking person in the suit who is also in attendance.

It isn't always easy raising a child with Braiden's Syndrome, but you've always loved your son exactly the way he is. Some people look at Braiden's children like they're wild animals, but Kevin is your baby, and you have done everything in your power to see that he lives life as normally as he possibly can.

When Principal Harwood called you and your husband Mark in for this conference, you were devastated. Yes, Kevin's behavior may have gotten a little more difficult to manage recently, but he shouldn't suffer for things he can't help. You know he just needs patience and a firm hand, but you are terrified of what the school will want to do with Kevin now. You are certain that if he is forced into special education classes, especially the overcrowded and understaffed ones at this school, he will be branded as a "problem child," or even worse, "subnormal." You would do anything keep your baby from being treated like a freak...there has to be some other way to get him the attention he needs. Will you *cautiously* protect Kevin from anything that could possibly risk his wellbeing, or will you *impulsively* seize any chance that his situation could improve?

**LILAH PETERSON**

**PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER THE SCENE IS OVER:**

1. In this scene, your character had to make a choice between two attributes: **Caution vs. Impulsiveness**. Please circle the one you chose.
2. You have now played three scenes. There are three professions in this game: **Security, Politics, and Science**. Please circle the one you would like your character to have.

# MARK PETERSON

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Kevin Peterson is a fifth grade student at Auburndale Elementary with Braiden's Syndrome. Up to this point he has been part of the mainstream class system. However, recently the symptoms of his condition appear to be worsening, making him more disruptive and more difficult for his teacher Ms. Waters to handle. School Principal Harwood has called in Kevin's mother and father Lilah and Mark Peterson for a parent-teacher conference to discuss what must be done about the situation. The Petersons were expecting to meet with Principal Harwood and Ms. Waters, but not the unknown official-looking person in the suit who is also in attendance.

You love your son, but you wish you liked him. He is the most precious thing in the world to you, but it is difficult to really connect with a child that doesn't relate to others normally. You would do just about anything if there were a way to end your family's struggle with Braiden's Syndrome.

When Principal Harwood called you in to talk about Kevin's current situation in school, you were saddened but not surprised. At home his condition was growing more difficult to deal with; it only follows that it would be in the classroom as well. Now you are concerned of what the next step will be. It meant so much to Lilah that Kevin be treated as normally as possible, but now it's looking like that will no longer be an option. And if his condition is regressing now, how much worse will he be a year from now? You can't take it anymore; you've tried to be patient with Kevin's difficulties, but now something has to be done. You understand no one can pretend Kevin is normal anymore, but you don't want him treated like a freak either. Special education was something Lilah had been hoping to avoid, but as serious as things are now, what alternative could there be? Will you *compassionately* endure anything so that your son is treated properly, or will you *callously* seize upon any opportunity to ease the burden of parenting a Braiden's child?

**MARK PETERSON**

**PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER THE SCENE IS OVER:**

1. In this scene, your character had to make a choice between two attributes: **Compassion vs. Callous**. Please circle the one you chose.
2. You have now played three scenes. There are three professions in this game: **Security, Politics, and Science**. Please circle the one you would like your character to have.

# PRINCIPAL HARWOOD

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Kevin Peterson is an fifth grade student at Auburndale Elementary with Braiden's Syndrome. Up to this point he has been part of the mainstream class system. However, recently the symptoms of his condition appear to be worsening, making him more disruptive and more difficult for his teacher Ms. Waters to handle. School Principal Harwood has called in Kevin's mother and father Lilah and Mark Peterson for a parent-teacher conference to discuss what must be done about the situation. The Petersons were expecting to meet with Principal Harwood and Ms. Waters, but not the unknown official-looking person in the suit who is also in attendance.

When Ms. Waters, one of your fifth grade teachers, came to you with problems regarding Kevin Peterson, you didn't know what to do. Kevin's symptoms were worsening beyond her ability to control, and she was demanding that he be removed from her class and placed in special education. Unfortunately the special education at your school is sorely lacking; you have only one qualified teacher on staff and her class is already fuller than she can easily handle. And you know how much it meant to the Petersons that Kevin be mainstreamed as much as possible. But you could not ignore Ms. Waters's point, that the boy was becoming uncontrollable, and becoming a liability to the other students. What was there to be done?

That was when you were approached by Manager Edwards representing a government-funded venture that was on the lookout for schools in just your very predicament. According to Edwards, this initiative was developing a cure for Braiden's, and was now seeking volunteers for its human trials. Kevin could be an excellent candidate. The only problem is you don't know how the Petersons will feel about it. You can't ignore the needs of your teachers, who work hard and shoulder a lot of burdens, but how hard will you try to force this on parents afraid of their son being treated like a freak? Will you *vigilantly* stand up for the needs of your teachers, or will you be *compassionate* to the plight of parents struggling to raise a child with Braiden's Syndrome?

## PRINCIPAL HARWOOD

PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER THE SCENE IS OVER:

1. In this scene, your character had to make a choice between two attributes: **Vigilant vs. Compassionate**. Please circle the one you chose.
2. You have now played three scenes. There are three professions in this game: **Security, Politics, and Science**. Please circle the one you would like your character to have.

# MS. WATERS

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Kevin Peterson is an fifth grade student at Auburndale Elementary with Braiden's Syndrome. Up to this point he has been part of the mainstream class system. However, recently the symptoms of his condition appear to be worsening, making him more disruptive and more difficult for his teacher Ms. Waters to handle. School Principal Harwood has called in Kevin's mother and father Lilah and Mark Peterson for a parent-teacher conference to discuss what must be done about the situation. The Petersons were expecting to meet with Principal Harwood and Ms. Waters, but not the unknown official-looking person in the suit who is also in attendance.

Kevin Peterson has been in your fifth grade class for about a semester now, and you are at the end of your rope with him. He isn't the only learning-disabled child currently in your charge, but he is far and away the most serious case. The worse the symptoms of his Braiden's Syndrome become, the more and more he acts out in class in ways you can't control. You have no training or experience with Braiden's children; you are completely ill-equipped to teach a boy with such severe learning challenges. And besides, the bigger he gets, the more difficult and dangerous handling him will become. You feel for the Petersons' desire for their son's life to be as normal as possible, but he is simply not getting the instruction he needs in your class, as well as endangering you and his fellow students. You felt you had no choice but to go to Principal Harwood and say that you believe the only viable option for Kevin at this point is to be removed from your oversight and placed into a special education class.

It's high time the establishment start respecting the needs of the teachers as well as the students. There are more kids than just Kevin who require more of their teachers than they are able to reasonably give. Perhaps if you succeed in dealing with Kevin, you can find alternatives for some of the other students you suspect have special needs. You might be able to relieve yourself and a lot of your colleagues of other responsibilities that they should not be asked to take on. Will you *cautiously* plead just your own case, or will you *vigilantly* stand up for the needs of all the teachers in your same situation?

## MS. WATERS

PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER THE SCENE IS OVER:

1. In this scene, your character had to make a choice between two attributes: **Cautious vs. Vigilant**. Please circle the one you chose.
2. You have now played three scenes. There are three professions in this game: **Security, Politics, and Science**. Please circle the one you would like your character to have.

# MANAGER EDWARDS

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Kevin Peterson is a fifth grade student at Auburndale Elementary with Braiden's Syndrome. Up to this point he has been part of the mainstream class system. However, recently the symptoms of his condition appear to be worsening, making him more disruptive and more difficult for his teacher Ms. Waters to handle. School Principal Harwood has called in Kevin's mother and father Lilah and Mark Peterson for a parent-teacher conference to discuss what must be done about the situation. The Petersons were expecting to meet with Principal Harwood and Ms. Waters, but not the unknown official-looking person in the suit who is also in attendance.

You are exceedingly pleased that Project Resonance has reached the point of human testing; that bodes very well for future patenting prospects. The only challenge now is to secure test subjects. And since public relations have fallen under your purview as well as business direction, talking to those parents falls to you. It's not really part of your job as managing director, but it's not like anyone else could do it better.

The ideal desired test subjects are severe Braiden's Syndrome cases for which so many options have failed that their parents are becoming desperate. You identified Auburndale Elementary, with its overcrowded and ineffectual special ed program, as a likely source for test subjects. Sure enough, when you spoke to Principal Harwood, he told you about Kevin Peterson, a fifth grader whose behavior had become so uncontrollable that his teacher demanded he be removed from her class. That was when you asked him if you could speak to the boy's parents about his possible participation in Project Resonance, a government-sponsored research endeavor that was very close to a cure for Braiden's Syndrome.

Your plan is to present them with the alternative to send their boy to a special school so that he can take part in the trials for Project Resonance. The only question is the angle you should take with the parents. Do you convey benevolent intentions to save their poor afflicted child? Or do you go for the hard sell, impressing upon them how hopeless their son's situation is and how this project is his only chance? You must emphasize the safety and benefits above all else; you are thoroughly tired of fretting parents and their ignorant concerns, so you have zero desire to tell them anything that might set their heads to foolish worrying. You can't have anything throwing a wrench in work this valuable and this important. Will you *callously* gloss over all the possible risks of the boy's involvement in the project, or will you *impulsively* press upon them that Resonance is their last chance for a son who otherwise has no hope of a normal life?

## MANAGER EDWARDS

PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER THE SCENE IS OVER:

1. In this scene, your character had to make a choice between two attributes: **Callous vs. Impulsive**. Please circle the one you chose.
2. You have now played three scenes. There are three professions in this game: **Security, Politics, and Science**. Please circle the one you would like your character to have.