

Parent-Leader Communication

Scenario 3: (Sara Campos, impulsive Scout)

Document for the person playing the adult leader (Linda):

Sara Campos is a 12 y.o. Scout who is driven by all aspects of Scouting. She's quick on her feet, innovative, and is eager to help the troop.

On outings, Sara leaves her tent at night, even though her troop has been clear about 'light's out' and she's been reminded by Scout & adult leaders not to do that.

During a week-long troop outing at Wente, she did this again. Troop adult leaders decided the best way to approach her was to meet with her. They used supportive language, while spelling out the safety concerns and the rules of the troop. She understood, felt bad, and promised not to do it again.

However, two nights later, she did it again. Once she was found, her parents were called and she was sent home that night.

Since she was scheduled to go on another troop outing soon after, there would need to be discussion w/ parents to determine whether she could go and be safe.

Parent-Leader Communication

Scenario 3: (Sara Campos, impulsive Scout)

Document for the person playing the moderator(Ed):

Sara Campos is a 12 y.o. Scout who is driven by all aspects of Scouting. She's quick on her feet, innovative, and is eager to help the troop.

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Instructions to moderator (Ed):

"Even if the unit does joining conferences, previously unknown special needs will subsequently arise." Mention "tips for talking to parents from Inclusion Toolbox." Then refer the trainees to the paragraph background for Campos, above.

Wrap up the interview timely. 5 minutes is a LOT of time. Then ask for observations.

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Scenario 3: (Sara Campos, impulsive Scout)

Document for the person playing the father (Tony):

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However, two nights later, she did it again. Once she was found, her parents were called and she was sent home that night.

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Document for Person playing father, (Tony):

You had not disclosed Sara's ADHD because you did not think it was relevant to a non-school environment.

You are willing to share the strategies she uses at home and school (written lists, etc.) to keep Sara on task.