

### **Scenario A:**

Frank is in Senior Infants in a small rural school. In the past few months, Frank has mentioned Liam, a boy in Junior Infants. Prior to this, Frank has always loved attending school and generally skipped in each day. He says that Liam is 'bossy' during their playground games and consistently insists on what and how they play.

Junior Infants, Senior Infants and 1st Class are all in the same classroom. Frank feels that the same thing frequently happens during collaborative class activities. Noticing that Frank is anxious and downcast about school, his parents try to equip him with the skills to be assertive around play. He often says that Liam is 'mean' to him but is unable to offer concrete examples of same.

Worried about the situation, his parents contacted his teacher, Mr. Lyons. Mr. Lyons reported a personality clash between the two boys and has put measures in place to encourage Frank to play with other classmates. Invariably, Frank wants to play the core class game which often means playing with Liam. Frank has become increasingly worried about not only school but also other contexts in which he may encounter Liam – as it is a small community it is difficult to avoid meeting him.

### **Scenario B:**

Sam is a 10-year-old boy in 5th class who attends a rural school in a tight knit community. Sam is the youngest of four children and his oldest brother is gay. In the past he has received some negative comments relating to his brother's sexual orientation from Alex, his classmate. The class teacher has addressed these comments informally as they arose.

During a soccer game on the yard, Sam misses a crucial penalty resulting in his team losing the match. Alex begins shouting at Sam calling him a loser and shouting he must be 'gay' like his brother. Sam is visibly upset and embarrassed and tries to walk away. Alex follows him to the sideline and pushes him in the back, blaming him for ruining the game. Despite some other classmates asking Alex to stop he continues berating Sam who is now in tears. The supervising teacher intervenes and the bell rings to line up. The next day as the children are picking teams Alex states loudly 'Well don't pick Sam, he's as useless as the girls, just like his brother'. Sam walks away from the pitch, deflated. Another classmate informs their class teacher of the incident.

### **Scenario C:**

Claire is a 9-year-old girl and attends the autism class in her primary school. Claire frequently stims to regulate herself, this takes the form of hand-flapping. She integrates with her mainstream class each week for their visual arts lesson. The class is completing a junk art project in pairs. When the class teacher calls out the names of the groups, Sandra, who is paired with Claire, rolls her eyes and mimics Claire's stimming to her best friend.

When Claire joins Sandra at her table, Sandra moves her chair as far away from Claire as possible and turns her back to her. The class teacher, who observed this, calls Sandra up to speak to her at her desk. Sandra returns to her table and once again, rolls her eyes and sits as far away from Claire as possible.

The next week as the class begin to work on their projects once more, Claire and Sandra are working together again. Claire reaches out for some of the art materials and Sandra snatches them from her hand saying, 'I was going to use that cardboard, get your own'. Sandra turns to her friend once more, gesturing, mimicking Claire's stimming and sniggering behind her hand. Claire notices this, becomes agitated and pulls Sandra's hair. Her SNA intervenes and informs the class teacher.