

STUDENT SCENARIO CARDS

SCENARIO 1

Jordan is a high school junior who has failed several classes and is behind in credits. Seeing classmates prepare for graduation, Jordan feels discouraged and believes that graduation is impossible. "I've failed too many classes," Jordan says during one conversation, "There's no way I can catch up." As a result, Jordan's motivation for school decreases, assignments go unfinished, and participation in class is minimum. This makes it even harder for Jordan to get back on track.



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SCENARIO 2

Taylor is a high school senior who has been chronically absent throughout the school year, missing many days of school and frequently arriving late when attending. Each time Taylor returns to school, the growing amount of make-up work feels overwhelming, making it harder to attend consistently. Taylor begins to avoid school because catching up seems impossible. During one meeting, Taylor says, “I’ve missed so much school. I just don’t think I can get back on track.” The frequent absences have also caused Taylor to feel disconnected from teachers, classmates, and school activities, further reducing motivation to attend regularly.



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SCENARIO 3

Alex is a high-achieving student who consistently earns top grades and is involved in multiple school activities. Despite a strong academic record of success, Alex is terrified of making mistakes and becomes extremely anxious before tests and major assignments. After receiving a lower than expected score on an exam, Alex begins to spend excessive hours studying, avoiding challenges, and even starts falling asleep in class. When asked about the behavior changes, Alex says, "If I'm not perfect, I'm a failure."



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SCENARIO 4

Riley is a high school junior who does well enough in classes but has no clear plans for life after graduation. While friends talk about college, or other goals, Riley feels uncertain and avoids thinking about the future. When teachers ask about postsecondary plans, Riley shrugs and says, “I don’t know what I want to do, so there’s no point in making a plan.” As a result, Riley’s participation in class decreases and begins to withdraw from peer groups.

