

**ACTON STUDENT SCRIPT
NAVIGATING THE LANDSCAPE OF EDUCATIONAL
PLACEMENTS**

By

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FINAL DRAFT REVISION

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SCENARIO 1

1/1 EXT. PARK - UNIVERSITY GROUNDS - MIDDAY

1/1

SAM (20s, white, visible disability in a wheelchair) and MAX (20s, white, no disability) two university students, sit alongside a park bench on a late summer day. AALEYAH (20s, racialized student, invisible disability), looking distraught, approaches the pair. They greet her cheerfully and then note her anxious expression.

SAM
(concerned)
Aaleyah, what's up?

AALEYAH
(sits down)
My first placement starts next Monday. I'm super anxious it won't be inclusive of my disability...
(looks at the ground) It's a Catch 22. If I'm not accommodated, I possibly won't complete the placement; if I don't finish the placement, I can't graduate!

MAX
Why not talk to the person here at the university who's in charge of organizing the placements? Ask them about your concerns.

AALEYAH
Ugh, you sound exactly like my accessibility counsellor! They advised me to talk to all my profs about my accommodations. Believe me, it's useless.

MAX
Really? What do you mean?

AALEYAH
Ok, well, Dr. Blane was cool about it. When I asked for extra time on one assignment he extended the

deadline for the whole class. That was cool.

But I have profs who never heard of accommodations! What's worse is that some see accommodations as extra work for them.

One kept asking me, "How will you manage when you look for a job?" Can you believe it?

SAM

Yeah, for me, it's not a matter of 'asking'. I can't 'hide' my disability (motioning toward his wheelchair). I talked to my program's placement organizer a year before my last placement started. Good thing 'cause we had time to find an accessible placement that was really great .

AALEYAH

A whole year ahead! My placement starts next week! Am I too late?

SAM

Well, the university sets the process for inclusion. But Aaleyah, we need to advocate for ourselves.

AALEYAH

But accommodations in placements are a real thing, right?

MAX

Of course placement accommodations are real!

(sassy now)

Ok, let's get this straight, having your accommodations met in placement (banging fist on park bench) *Is. Your. Human. Right!*

If an instructor or your placement supervisor doesn't accommodate you, they are in the wrong. You can go above their heads! Talk to their

supervisor, the dean of your faculty, or your accessibility counsellor, even a lawyer! All of them!

AALEYAH

(doubtful)

Really? I thought placement is supposed to mirror real life and, you know, in real life we don't get accommodations, (looks at Sam) at least, not folks like me with an invisible disability.

MAX

Hate to break it to you, but *this is* real life, Aaleyah. Actually, your right to accommodation is protected by the Ontario Human Rights Code

It makes no difference if it's in school, class, placement or later, when you get a job.

Technically, your right to accommodation is there whether you request it or not!

SAM

Hey Max, (shaking head) sorry, but you sound more like a privileged able-bodied savior. (Max looks confused.)

You're really not seeing the whole picture. Sure, accommodation is our human right, but let me tell you how it plays out in real life:

First, to even get accommodations, you have to make an appointment with your doctor, then get a note stating that you have a diagnosed disability...

AALEYAH

(nodding in agreement)

...and after that, you need to use that note to register with the university's accessibility services.

SAM

...Right. Then, you get an appointment with your accessibility counsellor and work with them to write up a letter of accommodation...

AALEYAH

Yea, to "prove" (gestures "italics" with her fingers) that you're not *cheating* the system and looking to get an "unfair advantage."

SAM

And you're not even done yet! So, do you tell your placement instructor that you use accommodations? And what about your placement supervisor?

AALEYAH

Yea, how will they react to my revealing this information? Will it impact my future job prospects?

If there are other students in my placement, do I tell them -- just in case they think that I'm getting (sarcastically) '*preferential treatment*'?

On top of all that, I need to know in advance, what accommodations to ask for in my placement...

SAM

Good point! (turns to Max) We make all this effort, and *still* an instructor or a placement supervisor might decide not to accommodate you – then what do you do? It's all a pain...

MAX

(humbled)

Wow, had no idea the system's so complicated... But if you don't ask, you definitely won't get.

SAM

True. But if you do ask, it doesn't mean that your rights will be met either!

AALEYAH

Ah, stop! My placement starts next week! What should I do?

END OF SCENARIO 1

Decision Point #1

Should you self-identify early in the placement as having a disability and let your instructor know that you have a right to accommodations?

Outcome for Decision Point #1, Option #1: Yes. Set up a one-on-one meeting with your placement instructor to discuss your right to accommodation in placement. (Proceed to scenario 2)

Outcome to Decision Point #1, Option #2: No, keep your accommodation needs to yourself and start placement without talking with your instructor about your right to accommodation. (Proceed to scenario 7)

SCENARIO 2

Outcome for Decision Point #1, Option #1:

Yes. Set up a one-on-one meeting with your placement instructor to discuss your right to accommodation in placement

1/2 INT. STUDY – MORNING

1/2

Aaleyah, carrying a knapsack, KNOCKS on an open door to an office, where PAT, her instructor, (50s, male, white, friendly) looks up from his desk. A somewhat cluttered bookshelf aligns the walls.

AALEYAH

(shyly)

Hi

PAT

(looks up smiling)

Come in, have a seat. Good to see you Aaleyah.

Pat points to a small meeting table piled with some papers and files. They each take a seat at the table.

AALEYAH

Thanks for finding the time to meet with me.

PAT

Sure, no problem. So what's on your mind?

AALEYAH

(trying to smile)

Um, I'm really looking forward to my first placement experience. I just, well, I just wanted to talk about my accommodation.

PAT

Yes, I received your letter of accommodation in the email, (looking at Aaleyah quizzically), but I was a little concerned when I didn't see any specific reference

to accommodations for your placement.

AALEYAH

Yeah, I know. Placement didn't come up when I met with my accessibility counselor about my accommodation letter. Didn't think about it then.

Actually, this is my first placement, so I'm not really sure what to expect or what I might need.

PAT

(nodding in understanding)

Got it. Hopefully you'll link in your accessibility counsellor in the future... But now, let's see what we can figure out. Ok?

AALEYAH

Sure. How do we do that? (she pulls out a pen and notebook from her bag)

PAT

(grabs one of the papers on the table)

So first, let's review the course requirements and expectations. Then, we can think about your classroom accommodations and how they might transfer to your placement.

Aaleyah nods in agreement while starting to write some notes.

PAT (CONT'D)

With or without accommodations, you're still required to meet the learning outcomes for the placement course.

Pat points out the learning outcomes on the sheet with the course outline.

AALEYAH

Ok, so what are they?

PAT

You'll also see them in the course syllabus, which you'll get the first day of placement.

See here (circling specific outcomes with his pen) ... show your problem solving skills by providing a variety of client supports (Aaleyah nods). Demonstrate your written and verbal communication skills...

AALEYAH

So then, how will I actually meet those requirements?

PAT

Well, let's see... (opens a file with Aaleyah's name). You've been placed at the Sunrise Community Health Centre with the support staff where you'll learn how to provide services to families that use the centre.

(looks up at Aaleyah) Hmm, looks like a lot of seniors access their services and programs – you'll be dealing with them too.

AALEYAH

Oo, great, I'll finally get to work with actual people!

PAT

Yep, that's the idea. You'll start by shadowing your placement supervisor, and gradually, you'll take on more responsibilities and independent work.

AALEYAH

But when will you actually know that I'm ready to work with clients, on my own?

PAT

So, I'll visit and observe you in placement three times and we'll check in during our scheduled class meetings, once a month.

AALEYAH

Cool!

PAT

(looking at her intently)
But really, Aaleyah, your placement supervisor is your go-to person at the Health Centre. They'll determine your day-to-day responsibilities and make sure that you're fully integrated in the workplace, including attending team meetings

But be aware, (being instructive) you will routinely be expected to write and document case notes, or client files in a very specific manner, within strict deadlines, set by the Ministry.

AALEYAH

taking in a deep breath)
Wow ... that's a lot to take in.
Where do I even start to identify my needs?

PAT

(trying to reassure her)
One step at a time now...So tell me, what accommodations have you used in the past?

AALEYAH

Well, I used my cellphone as a memory aid to record lectures, but I haven't needed to do that for a couple of years now.

These days, in my regular course work, I can just get extra time to complete assignments and tests. But I'm not sure if that makes sense in placement.

PAT

Hmm, you're right, there are no tests in placement. I suggest that you also talk to your placement supervisor. Let them know about your accommodations. Maybe they'll have some ideas.

AALEYAH

(hesitant)

I don't know. I don't want them to pre-judge me or think I can't do the job before I even start --

PAT

But Aaleyah, it would still be a good idea for them to know -- especially when it comes to writing and deadlines.

(beat)

AALEYAH

... I'd like to feel it out first, and see how it goes. If I can avoid using accommodations altogether, I think that would be best.

PAT

Up to you. You're in the placement to learn. Really, there's no shame in accommodations.

AALEYAH

Maybe...(looks away with uncertainty)

END OF SCENARIO 2

CONTINUE TO SCENARIO 3

SCENARIO 3

TEXT ON BLACK:

MID-WAY THROUGH PLACEMENT

1/3 EXT. PARK — MIDDAY

1/3

Aaleyah and Sam, in fall clothing, are sitting alongside their regular park bench with coffees. It's mid autumn.

SAM

I haven't seen you in, forever!
How's it going? What's happening
with the placement? You must be,
like, halfway through by now -

AALEYAH

Yep, halfway, last week. (nodding
self-consciously) Goin' pretty
good...I guess.

SAM

You guess?

AALEYAH

Well, I love my work with the
clients. It's so interesting. I
feel like I can really connect with
them. Like, I'm good at it. I know
I am. At least, I could be.

But...

SAM

But?

AALEYAH

But, on top of placement five days
a week, I'm in another evening
course once a week, with
assignments, tons of readings, and
stuff. Then, I work weekends. I
never see anyone! (Exasperated)

It's just work all the time! I'm
exhausted! (looks around the park)

.

(beat)

And Sam, it's really hard to remember details from my client meetings. Sometimes I'm good, but when it comes to paperwork, documenting specific details to meet super strict deadlines, (sighing) I just don't know...

I can't tell if it's the stress of everything going on, or maybe my disability...(shakes her head).

SAM

Wow, that's a lot...Do you have any accommodations to help you keep track— like a memory aid?

AALEYAH

You know what? I totally do! I used to have my cellphone in class, to record lectures...Haven't used it in ages. Maybe it would work here?

SAM

Totally. Talk to someone about using your cellphone to record client meetings. Then you can review the recordings for your documentation...

AALEYAH

Yeah that could work. But, can I even start using an accommodation when I'm halfway through my placement?

SAM

Check it out. You gotta advocate for yourself!
Go to your supervisor and ask!

AALEYAH

(pensively)

My supervisor or my instructor?

SAM

Maybe both?

AALEYAH

I don't know. Maybe I should just
suck it up, and not tell anyone?

END SCENARIO 3

DECISION POINT #2

Placement is mid-way through and you are struggling. ~~What resources are available to you~~ who do you want to meet with to discuss the possibility of using a new accommodation in placement?

Outcome for Decision Point #2, Option 1: You set up a meeting with your **Instructor** to revisit your accommodation needs. (Proceed to scenario 4)

Outcome for Decision Point #2, Option 2: You set up a meeting with **your supervisor and instructor** to discuss the possibility of using a new accommodation. (Proceed to scenario 5)

Decision Point #2, Option 3: You tell **no one** that you want an additional accommodation. (Proceed to scenario 6)

SCENARIO 4

**Outcome for Decision Point #2, Option 1:
Mid-way through placement, you set up a meeting with your
Instructor to revisit your accommodation needs.**

1/4 INT. CONFERENCE ROOM – MID MORNING

1/4

Aaleyah enters a small conference room looking flustered, tired, and nervous. Pat, seated at the table, looks up and smiles.

PAT

Have a seat Aaleyah, nice to see you..

AALEYAH

Hi. Wow, it's kind'a funny seeing you here in my placement.

PAT

Best part of my job! It's always great to see how people have settled in. But let's hear from you. How is it going?

AALEYAH

Well, actually, I want to talk to you about my accommodations (shyly). The client work is great, but the paperwork and firm deadlines are really hard.

Taking notes by hand isn't really working for me;
(eagerly) I'm wondering if I can use some assisted technology – like the voice recorder on my phone, actually – when meeting with clients.

(Pat looks

uncertain.)

I'll then be able to refer back to the audio, when doing the paperwork.

(notes Pat's

response)

I... might not need this forever...
(quietly) just for now--

PAT

I want to support your
accommodation Aaleyah, but using a
voice recorder with clients is
tricky.

As you know, the placement has to
take the privacy and
confidentiality of their clients
very seriously.

So, your right to accommodation is
coming up against the clients'
right to confidential services.

AALEYAH

(annoyed)

I'd never break client
confidentiality! This is *my* own
accommodation for *my* course work...
It's only a matter of transferring
it for use in a placement setting.

PAT

I know you wouldn't intentionally
put a client's information at risk,
Aaleyah, but accidents happen.

(looking at Aaleyah directly)

Look, you only have a few more
weeks left here. You still need to
demonstrate that you meet the
course objectives, including, being
able to document client-centred
work, and showing written
communication skills.

Do you have an alternative,
reasonable accommodation that you
can use to help yourself --
something that won't involve
recording clients?

AALEYAH

(exasperated)

I don't know.

PAT

(frustrated)

So you're suggesting you have no alternatives?

AALEYAH

The recorder is so effective! Can you think of something?

PAT

I don't know Aaleyah. Really, I'm at a loss.

AALEYAH

(angry)

I just don't get it. Why is it on me to figure this out? You're the instructor; how come you don't have any ideas?

At the beginning of term you were all supportive. But now, when I actually need accommodation, you're no help at all!

(beat)

PAT

(attempting to de-escalate, embarrassed)

I get your frustration, Aaleyah. Unfortunately, there isn't anything in the placement process that let's us solve this, quickly

Umm...We could try and find you another placement. Maybe you can complete your placement in a later semester.

AALEYAH

But I've invested so much already in this placement! It's not fair to throw that all away!

Can't something be done to save this placement for me??

END OF SCENARIO 4: END OF THIS STORYLINE

SCENARIO 5

Outcome for Decision Point #2, Option 2:

Mid-placement, you set up a meeting with your supervisor and instructor, to discuss the possibility of using a new accommodation.

1/5 INT. SMALL CONFERENCE ROOM – MORNING

1/5

JOAN, the placement supervisor (40s, white) looks up and welcomes Aaleyah and Pat into a small conference room with a table and chairs. A laptop is in front of her.

JOAN

Hi Pat, great to see you again...
Aaleyah, good to see you too.
(gesturing to chairs) Welcome, have
a seat.

Aaleyah sits between Pat and Joan.

JOAN (CONT'D)

So, let's get to it, shall we?
Aaleyah, first off, thanks for
bringing Pat and me together to
talk about your accommodation
needs.

(looking at Aaleyah intently)

I understand you use a cellphone to
record in the classroom, but I'm
afraid it's just not possible here.

Our policy prohibits recording
clients to protect their right to
privacy and confidentiality.

AALEYAH

I actually really do get the value
of the clients' rights. But using a
recorder is an accommodation -
something I'm entitled to, because
of *my* disability.

JOAN

I'm sorry, Aaleyah, my hands are
tied. The confidentiality of our
clients is paramount.

PAT

(looking from Aaleyah to supervisor)

Joan, Aaleyah has a lot of strengths. She's a great communicator, and has a great rapport with clients.

JOAN

I truly hope I don't sound unsupportive, Pat, but again, my concern is first and foremost to my clients' right to confidential services. (turns to Aaleyah) Aaleyah, what if we found a place for you that really takes advantage of your strengths? How about manning the reception desk for a while?

AALEYAH

(deflated/disappointed)

The reception desk?

JOAN

Yes, this would work with your people skills.

PAT

Well, Joan, this could affect Aaleyah's ability to meet the placement's required learning outcomes.

Aaleyah, in the middle, is excluded as they discuss her case.

PAT (CONT'D)

Before we consider taking tasks away from Aaleyah, can we explore, a little more, how we might accommodate her better?

Is there a policy on accommodating employees that we can look at?

JOAN

This means talking to someone in HR.

PAT

OK, so let's link them in. We can also look into an accommodation that Aaleyah could use while working with clients, that doesn't involve documenting personal information.

JOAN

Well, if Aaleyah wasn't here, I or another staff member would be doing these interviews anyway. What if Aaleyah works alongside me when working with clients?

(looks now at Aaleyah)

Essentially, I'll act as a memory aid during the meetings and support you in completing the documentation. We can reassess your level of independent work in a week or so.

(Joan turns to Pat)

Would this have an impact?

END OF SCENARIO 5: END OF STORYLINE

SCENARIO 6

Decision Point #2, Option 3:

It is mid-way through placement and you decided not to tell anyone that you want an additional accommodation.

1/6 INT. COMMUNAL OFFICE SPACE - MORNING

1/6

Aaleyah is at her desk working on her computer. Other people are at their desks on computers. Joan arrives at Alleyah's desk.

JOAN

Hi Aaleyah, just checking on the status of that report. Need it by 11, remember?

(starts walking away, then turns around)

And oh, almost forgot, we have that team meeting in half-an-hour. Can you do take the minutes and also grab some coffee for all of us?

AALEYAH

(quietly)

Sure.

JOAN

I'll give you the money, of course.

(beat)

AALEYAH

(nervously)

Umm, Joan, can I talk to you for a sec about something? I'm feeling a little bit, um, overwhelmed.

I'm not sure if it's a big deal, but, it's about (clears her throat) getting the client notes done in such a short timeframe ---

VOICE (O.S.)

(interrupting Aaleyah)

Joan! Do you have a minute?

Joan mouths silently, "ONE MINUTE", to the person off-screen, and then turns back to face Aaleyah...

JOAN

Is something specific tripping you up?

AALEYAH

Specific? *Nno*, nothing specific. It's just a lot to do, in a short amount of time.

JOAN

(shrugs unsympathetically)

Well, getting the documentation done is part of the job. If you're struggling to keep up, maybe we should think about reducing your client load.

(looks around office at who might be available)

I could pass the work on to another student.

AALEYAH

(worried)

No! No. Forget I said anything. It's fine. I'm fine. I'll get those coffees.

Joan shrugs and walks away. Aaleyah sighs, grabs a jacket and briskly walks towards the office exit.

2/7 EXT. STREET - DAY

2/7

Aaleyah walks down the street, upset. Her cellphone RINGS. Her screen shows Sam's name. She answers.

AALEYAH

(gloomy)

Hey?

SAM (ON PHONE O/S)
Hey! What's up with you? Everything
OK?

AALEYAH
I think I've just decided to leave
my placement. (pauses) I think
I'll leave the program altogether!

SAM (ON PHONE O/S)
WHAT? What do you mean?

Aaleyah continues walking.

AALEYAH
University is NOT for me. I don't
fit the mould-

SAM (ON PHONE O/S)
What mould? What's going on?

AALEYAH
This placement's too much for me
Sam. What made me think I could
handle this on top of everything
else in my life -- on top of my
disability?

END OF SCENE 6: END OF STORYLINE

SCENARIO 7

Outcome to Decision Point #1, Option #2:

No. Keep your accommodation needs to yourself and start placement without talking with your instructor about your right to accommodation.

TEXT ON BLACK:

PLACEMENT IS MORE THAN HALF WAY THROUGH. YOU HAVE BEEN SHADOWING YOUR PLACEMENT SUPERVISOR WHEN WORKING WITH CLIENTS AND STARTING TO PROVIDE MORE INDEPENDENT DOCUMENTATION FOR THE CLIENTS' FILES.

YOU HAVE 24 HOURS AFTER THE CLIENT MEETING TO COMPLETE THE WRITING. YOU FIND THE WORK INTERESTING, BUT MEETING THIS TIGHT DEADLINE IS VERY CHALLENGING. YOU ARE STRESSED AND ARE HAVING DIFFICULTY WITH WORDS AND GRAMMATICAL STRUCTURE. YOU ARE PUTTING IN LONG HOURS WORKING ON THE WRITING TASKS AND FEEL LIKE YOU ARE JUST BARELY KEEPING YOUR HEAD ABOVE WATER.

1/8 INT. OFFICE — EARLY AFTERNOON 1/8

Joan sits at her desk and looks up from her computer as Aaleyah enters her office. She motions for Aaleyah to take a seat across from her. The atmosphere is tense.

JOAN

Hi, Aaleyah. Please, have a seat.

Aaleyah sits and shifts nervously.

JOAN CONT'D

(looking at her laptop)

**So, I got the draft of your report.
You knew the
deadline was 11am. (looks back up
at Aaleyah)
and it came in my inbox at 11:45.**

AALEYAH

(looking down)

**Yea, sorry for the slight delay. I
had a problem.. it took me a little
longer than I hoped.**

The supervisor opens and turns a FOLDER around containing a DOCUMENT to face Aaleyah.

The page is marked up with RED INK, showing errors in writing and grammar.

JOAN

Ok, well I reviewed it and noted several gaps in the information presented, plus grammatical errors... It was really difficult to get through.

(sighing)

Honestly, I had to read it over again from scratch. I would expect a student at this phase in your program, to work to a higher standard.

Aaleyah appears sad and disappointed.

JOAN (CONT'D)

I don't mean to be hard on you. You're still learning. But this is not your first report. I just don't see the improvements I expected to see at this stage in your placement.

Is there something specific t you might need?

(beat)

I was wondering, (tentatively) perhaps maybe English isn't your first language?

AALEYAH

My English?

JOAN

Yes, well, if the issue is your comfort level with language, or whatever, maybe some additional writing support would be helpful? Maybe your university can help?

I mean, unless there's something I'm missing?

SCENE PAUSE.

Decision Point #3

You are mid-way through your placement and you are struggling in the placement, in part, as a result of some placement tasks seeming inaccessible. What are the resources /options available to you?

Outcome to Decision Point #3, Option #1: Tell the **supervisor** mid way through placement that you have accommodation needs and you would like to explore how to integrate this into the placement setting. (Proceed to scenario 7, ending #1)

Decision Point #3, Option #2: It's too late to ask for accommodations now. You tell **no one** about your accommodation needs and figure out a way through placement on your own. (Proceed to Scenario 7, ending #2)

SCENARIO 7 CON'T: ENDING #1

Outcome to Decision Point #3, Option #1:

Tell the supervisor mid way through the term that you have accommodation needs and you would like to explore how to integrate this into the placement setting.

2/9 INT. SUPERVISOR'S OFFICE – CONTINUOUS

2/9

Aaleyah and Joan continue to speak in the office.

AALEYAH

No, it's not English. (takes a deep breath) Actually, I have a disability. It makes writing difficult for me. I mean, it's difficult if I don't have accommodations.

JOAN

(wanting to be PC)

You have a, um, disability?

AALEYAH

Yes. I have...

JOAN

(cutting student off)

No! Don't tell me!...I mean, you don't have to tell me what your actual diagnosis is.

AALEYAH

(exasperated)

Yeah, I know I don't have to tell you. I was just hoping to avoid this conversation... Honestly, I heard some not-so-great stories about people who asked for accommodations in placements.

Some people think accommodations are just about taking shortcuts or getting an unfair advantage.

JOAN

I wouldn't think that. (beat) Now that I know you have a disability,

I think you've been doing a really good job in your placement so far.

AALEYAH

(annoyed)

Thanks. But I also don't want to perform to a lower standard than other students. I still have to meet the same learning outcomes as everyone else to finish the program.

JOAN

Yes, right. Sorry, didn't mean to suggest that... So, Accommodations. (stumbling) Ok, I'm trying to remember my AODA training. An accommodation is finding a way for you to perform the job in a way that works for you, right?

AALEYAH

Yeah, pretty much. I think if I'm accommodated, I'll be able to complete the reports to the standard you expect from all your placement students.

JOAN

Ok, so what might these accommodations be?

AALEYAH

Well, is there a template I can follow for the report?

JOAN

A template?

AALEYAH

Yeah, a template would cue me for language and sentence structure. I could then slot the information in and it would conform to the required style.

JOAN

Oh, that's such a great idea!
Actually, this might help a lot of
people here. Why didn't I think of
this before? (laughing) We could
distribute it to all the staff!

AALEYAH

Ok, sure. But I'm trying to keep my
accommodation private.

JOAN

Oh, for sure. We don't have to say
how the practice came about. But, I
think this will improve everybody's
workflow!

END OF STORY LINE & ENDING #1

SCENARIO 7 CON'T: ENDING #2**Decision Point #3, Option #2:**

It's too late to ask for accommodations now. Keep your accommodation needs to yourself and figure out a way through placement on your own.

3/10 INT. SUPERVISOR'S OFFICE – CONTINUOUS

3/10

Aaleyah and her supervisor are continuing to speak in the office.

AALEYAH

(confused)

My English?

JOAN

Yes, unless there's something I'm missing?

AALEYAH

(puzzled)

... I mean, maybe it's my English.

JOAN

Well, I encourage you to lean on your peers here. They can be a great resource.

END OF SCENARIO 7 & ENDING #2

SCENARIO 8

TEXT ON BLACK:

LATER THAT DAY...

1/11 INT. AALEYAH'S BEDROOM OFFICE – EVENING

1/11

Aaleyah sits at her desk in front of the computer screen. She CLICKS on a text '**Students with Disability Social Media Support Group**', on her screen. She starts typing.

AALYAH (VO/TEXT)

I am a student with a disability in a placement program. I don't want to ask for accommodations because I don't want my placement supervisor to stigmatize me. I feel really overwhelmed with the demands of the job and my life. I'm already half way through my placement now. What can I do?

RESPONSE 1 (POP-UP TEXT/VO)

Sorry to hear you're having such a tough time with your placement. I hope you know you're not alone! I also found placements really inaccessible! [emojis]

RESPONSE 2 (POP-UP TEXT/VO)

We need more universal design in placements!!! (GIF)

RESPONSE 3 (POP-UP TEXT/VO)

It's never too late to ask for accommodations in placement. Is there someone at your University you could reach out to for support in getting your accommodation needs identified?

FADE OUT

END OF SCENARIO 8 & END OF STORY LINE