Instructor’s Guide for Problem Solving

Topic Area: Collaboration

Module: Problem Solving

Case Study: A Puzzling Dilemma: Let’s SIT and Think About It!

Summary: Ray Chang was enjoying his first year as a second grade teacher. After completing his mid-year report cards, he reflected on Benjamin and the fact that he was not progressing as well as his peers. Benjamin had difficulty following directions and completing assignments, and he frequently daydreamed and made comments during class discussions that were off the topic. Ray shared his concerns with the Problem Solving Team and together they identified Benjamin’s problem and implemented a plan that altered his behavior and did not require any special education services.

Characters and Roles:
- Mr. Ray Chang, second grade teacher
- Emma, Sam, Angelina, Benjamin, second grade students
- Ms. Monroe, teacher
- School Nurse
- Kathy Karr, second grade teacher
- Mr. I.Q. Weschler, school psychologist
- Deb Frizzle, resource teacher
- Norm Chomsky, speech language pathologist

Tools:
- Problem Identification
- Effective Instructional Practices

Artifacts:
- Momentary Time Sample Data Chart
- Problem Solving Worksheet
- Completed Problem Solving Worksheet

Glossary Terms:
- Problem Solving Team
- Individual Education Plan (IEP)
- Learning Disability
- Special Services
- Momentary Time Sample
- Speech Pathologist
- Interventions
- Hypothesis
Discussion Points:
- What are the advantages to having a Problem Solving Team at a school in addition to a Special Service Team?
- What process should educators go through before recommending a student for special services?
- What should be considered when assigning data collection responsibilities to members of a Problem Solving Team or Special Education Team?
- What is the value of data collection when trying to solve students’ problems?

Activities:
- Brainstorm a list of questions that could be used when interviewing a student about a specific behavior or learning problem.
- Complete a problem solving worksheet for a student you have.
- Collect data on a student who is demonstrating some specific problem. Analyze the data. Develop an action plan to address the problem.

Reflective Question: Scene 3, Question 1 – Do you think a student interview is a valuable tool? In my opinion, a student interview is a valuable tool, as long as the student is developmentally able to communicate. The students themselves have the most at stake and should definitely have the opportunity to share their feelings and opinions. If students understand their best interest is important, they will hopefully be more invested in the interventions and positive results will be more likely.

Connections:
- Topic Area: Collaboration; Module: Teams
- Topic Area: Behavior; Module: Functional Behavior Assessment
- Topic Area: Behavior; Module: Positive Behavior Support Planning
- Topic Area: Behavior; Module: Classroom and Group Support
- Topic Area: Assessment; Module: Data-Based Decision Making