Instructor’s Guide for Problem Solving

Topic Area: Collaboration

Module: Problem Solving

Case Study: Two Heads Are Better Than One

Summary: Shelly, a fourth grade teacher, is concerned about having Penelope as a student. Penelope has an IEP that targets reading, math, and written language. In addition, she takes medication for AD/HD. With support from the Student Assistance Team, Shelly is instrumental in making the school year the best Penelope has ever had.

Characters and Roles:
- Shelly, fourth grade teacher
- Penelope, fourth grade student
- Leesa, fourth grade teacher
- Brian, former student
- Kate Accommodate, resource teacher
- Monica Wisk, school psychologist
- Vera Artick, speech pathologist
- Pat. B. Nimble, occupational therapist
- Pam Brightspot, principal
- Barbi Friendly, counselor
- Tricia Triage, school nurse

Tools:
- Problem Identification
- Graphic Organizers
- Classwide Peer Tutoring
- Cognitive Strategies
- Effective Instructional Strategies

Artifacts:
- Problem Solving Worksheet

Glossary Terms:
- Individualized Education Plan (IEP)
- Attention-Deficit/Hyperactivity Disorder (AD/HD)
- Student Assistance Team
- Speech Pathologist
- Special Education Teacher
- Occupational Therapist
- Paraeducator
• Resource Teacher
• Leveled Texts
• Classwide Peer Tutoring
• Graphic Organizers
• Metacognitive Strategies
• Modifications

Web Sites:
• http://www.add.org
• http://www.chadd.org
• http://seriweb.com
• www.nationalreadingpanel.org
• www.ed.gov/offices/OESE/readingfirst

Discussion Points:
• What are the advantages and disadvantages of students receiving instruction in two setting for the same instructional area?
• How does a teacher determine when to request support from a Student Assistance Team?
• Whose responsibility should it be to administer medication to a student before school? Explain your reasoning.
• Discuss strategies to help students with AD/HD be successful in the regular education classroom.
• What personnel should be members of a Student Assistance Team?

Activities:
• Roleplay a meeting with a Student Assistance Team that is discussing a student with a particular disability.
• Invite a specialist on AD/HD to present to the school staff.
• Brainstorm ways to give students with AD/HD an opportunity to move more frequently without disrupting other students.
• Research information on brain/body-based learning and the importance of movement.

Reflective Question: Scene 4, Question 1 – What are the benefits and challenges of Penelope receiving instruction in two different settings? There are both advantages and challenges when students receive instruction in two different settings. First of all, it should benefit a student to receive additional support in a weak area. The teachers involved in the instruction should collaborate regularly to ensure they are complementing one another and meeting the needs of the student. Formative assessments should be considered and instructional goals modified accordingly. One of the primary challenges involves scheduling the two instructional periods so the student does not miss other important content when she/he is not in the regular education classroom. In addition, it is important for
both teachers to be aware of the student’s self-esteem and to provide encouragement and support as they strive to improve student learning.

Connections:
- Topic Area: Instruction; Module: Reading Acquisition
- Topic Area: Instruction; Module: Reading Comprehension
- Topic Area: Instruction; Module: Writing
- Topic Area: Instruction; Module: Mathematics
- Topic Area: Instruction; Module: Classwide Peer Tutoring
- Topic Area: Collaboration; Module: Teams