Problem Solving Worksheet  Two Heads are better than one

- **General Information**
  - Date  September 2, 2005
  - Problem-solving Team Members:
    - Shelly – fourth grade teacher
    - Tricia Triage - school nurse
    - Vera Artick - speech pathologist
    - Kate Accommodate - special education teacher
    - Pat B. Nible - occupational therapist
    - Monica Wisk - psychologist
    - Pam Brightspot – principal
    - Barbi Friendly - counselor

- **Identify the Problem**
  - State Problem
    - How to best meet the needs of Penelope in the classroom without singling her out
  - Accurate and specific description of the problem
    - Penelope takes meds twice a day for ADD
    - She has goals in reading, math, and written language
    - Parents often forget to administer the morning doses of meds
  - Examine relevant documentation
    - Reviewed IEP goals
    - Examined current work products
    - Reviewed Teacher documentation of frequency meds were not given
      (Shelly had kept a running record of the days Penelope was unable to pay attention and distracted during morning work time)
  - Define the problem and state an objective (an explicit positive statement including desired behavior)
    - Enable Penelope to receive the appropriate and necessary instruction without unnecessary “negative” attention regardless of the instructional setting.

- **Generate Solutions**
  - Alternative Solutions
    - Have all the students do what Penelope needs to do
    - Point out differences in all the children
    - Provide a set of leveled text for classroom use
    - Have all the students stand during lectures
    - Incorporate classwide peer tutoring in content instruction
    - Use graphic organizers to frame reading and content instruction
    - Incorporate times to move into morning seat work
    - Have someone pick up Penelope every morning to see that Mom gives her the meds before school
    - Align instruction between Resource Room and Shelly’s class