



# A Problem Solving Process for School Teams

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# Objectives

▶ After completing this session, you will be able to:

- u **Describe a six-stage team problem-solving process to select intervention strategies in school settings**
- u **Apply principles of evidence-based practice in the team process**
- u **Locate resources for continued learning**

# Problem Solving Process

- ▶ Shortened Adaptation of Positive Behavior Support Model
- ▶ Used in school teaming process
- ▶ Builds on data that is taken in classroom
- ▶ Vehicle to apply EBP in problem solving
- ▶ Time needed shortens with practice

# Problem Solving Process: Step 1

- ▶ Each team member takes 2 minutes to write down primary challenges that the child is facing
- ▶ These are discussed in a round robin fashion by team members
- ▶ The target(s) of problem solving are chosen

## Problem Solving Process: Step 2

- ▶ Data related to targeted problems are shared
  - ▶ Frequency
  - ▶ Influencing variables
  - ▶ Things that may be maintaining behavior

# Problem Solving Process: Step 3

- ▶ What has been done to address the problem in the past
  - ▶ Interventions tried
  - ▶ Continuity of intervention(s) used
  - ▶ Results

# Problem Solving Process: Step 4

- ▶ **Prevention or Environmental Adaptations**
  - ▶ **People involved**
  - ▶ **Affect used**
  - ▶ **Language level**
  - ▶ **Visuals needed**
  - ▶ **Structure of environment**

# Problem Solving Process: Step 5

- ▶ **Skills to teach (First choice established strategies)**
  - ▶ **Communication systems**
  - ▶ **Social strategies**
  - ▶ **Transition strategies**
  - ▶ **Calming strategies**
  - ▶ **Self monitoring**
  - ▶ **Educational supports**



# Problem Solving Process: Step 6

- ▶ Making action plan
  - ▶ Who's responsible for teaching
  - ▶ Making materials
  - ▶ Taking data
  - ▶ Talking to other team members

# Applying the Process: Adolescent

- ▶ **Patrick**
  - ▶ **9<sup>th</sup> grader new to high school**
- ▶ **Challenges**
  - ▶ **Interrupting the teacher**
  - ▶ **Transitions both in and out of class**
  - ▶ **Walking in the halls**
  - ▶ **Working on writing assignments**

# Applying the Process

Challenge	Current Level	Tried	Results
Interrupting the teacher	Average greater than 4 times a class period	-Verbal reprimands -Defining interrupting -Giving rules	-No change -No change -Mildly effective if rules were written
Transitions	Always very slow; refusal appx. 4 times a week	-Verbal prompting	-No change
Walking in hall	Tantrum appx 3 times a week	Let go 10 minutes early	-Helpful
Writing	Rarely writes more than a few words w/o prompting	-Pencil grip -Computer	-Helped with quality -Writes 2/3 sentences

# Applying the Process

Challenge	Prevention	Strategies
Interrupting the teacher	Visual Cue	Social Story (Established strategy) See page 4 combined with comic strip conversation – Semantic organizer page 5
Transitions	Visual Schedule/ had one in middle school but high school said he knew schedule	Safety signal with visual schedule (Established strategy) Page 6
Walking in hall	Early dismissal	Video modeling (Established strategy)
Writing	Specifically delineating length of expectation	Graphic organizer (Visual support but not specifically established on this population) page 7 Computer (Emerging) Peer supports (Established)

# Action Plan

Challenge	Materials (See handout)	Teaching	Data
Interrupting the teacher	SLP write social story	SLP –Initially Teacher-In class	Teacher
Transitions	Special Ed teacher make schedules	Special Ed Teacher/Teacher	Teacher
Walking in hall	Special Ed teacher takes video	Special Ed Teacher	Paraprofessional
Writing	Teacher makes up organizer	SLP/Teacher/Special Ed Teacher	Peer