The Problem Solving Process

Define the Problem: What is the problem?
- Goal: For the team to have a good picture of what the concern looks like
- Define the problem:
  - Mine for strengths. Share relevant information from referral, screening, and previous information.
  - Listen for clues. Narrow the focus of the problem.
  - Address one concern at a time.
  - What has been learned?
- Outcome: Problem is defined

Evaluate Did our plan work?
Analyze the Problem: Why is the problem occurring?
- Goal: For the team to generate ideas as to what might be contributing to the concern
- "We think [defined problem] is occurring because..." (contributing factors)
- Use data to brainstorm ideas of why the problem is occurring.
- Generate possibilities around:
  - Instruction
  - Curriculum
  - Environment
  - Learner
- Remember, it's not personal...
- Allow the referring teacher, the student, and/or the family input.
- Outcome: Team selects one contributing factor to complete problem analysis.

Implement Plan Carry out the intervention.
Develop a Plan: What are we going to do?
- Goal: For the team to generate possible interventions, select a specific intervention, set a goal and establish a progress monitoring plan.
- Generate research-based intervention ideas linked to problem analysis statement.
- Build off of student strengths.
- Ask the person who would be the primary implementer the following questions:
  1. Which of the interventions do you think will work?
  2. Is it manageable to implement?
  3. What supports do you need to carry it out?
- Write out the plan:
  - What? Who will be the implementer and coach?
  - What: what specific procedures and materials do we need?
  - Where: what setting?

Plan Evaluation: Did our plan work?
(Follow up SST Meeting)
- Goal: For the team to evaluate the effectiveness of the plan and decide what to do next.
- Review graphed progress monitoring data AND the teacher/student/family judgment of progress.
- Outcomes:
  - If the intervention was successful, SST assists the teacher to plan for maintenance of the intervention and ensures follow up.
  - If the intervention shows a promising trend, continue intervention or make modifications to the intervention.
  - If the intervention was not successful, revisit hypothesis to create a new intervention or, if multiple interventions have not been successful or require unreasonable resources the team may refer the student for eligibility testing.