

The Problem Solving Process

Define the Problem
What is the problem?

Analyze the Problem
Why is the problem occurring?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.

Evaluate
Did our plan work?

Define the Problem: What is the Problem?

Goal: *For the team to have a good picture of what the concern looks like*

- Mine for strengths. Share relevant information from referral, screening, and previous information.
- Listen for clues to narrow the focus of the problem.
- Address one concern at a time.
- What has been learned?

Outcome: Problem is _____
problem defined

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 factor)"

- 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.

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:
 - Who: who will be the implementer and coach?
 - What: what specific procedures and materials do we need?
 - When: how often?
 - Where: what setting?

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.*

- Determine objective progress monitoring indicator.
- When setting goal, be ambitious and realistic for the time frame of the intervention.
- Establish a plan to collect data frequently.
- Determine a date to review progress.
- Involve the student in the graphing process as often as possible.

Outcome: Completed Action Plan

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 ensure follow up.
- If the intervention shows a promising trend, continue intervention or make modification 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.