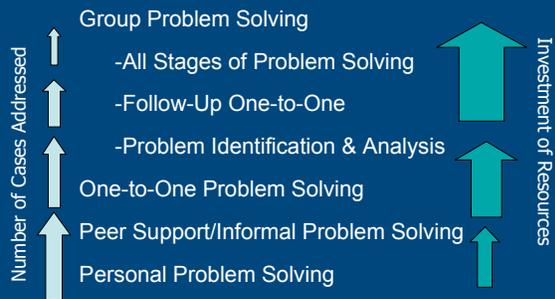


Small Group Planning and Problem Solving

National Association of School Psychologists
February 6, 2008
New Orleans

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Levels of Problem Solving



Goals of Collaborative Problem Solving/Planning

- Resolution or Improvement of Problem Situation/Attainment of Goal
- Improved Problem-Solving/Planning Skills for Person(s) Seeking Assistance and for all Involved in the Process

Direction

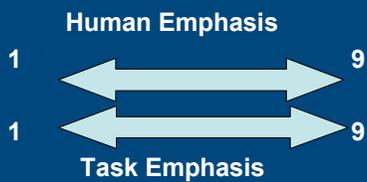
- Purpose
- Values
- Goals
- Objectives
- Planning and Problem Solving
- Activities

Two Sides of Problem Solving

1. **Interpersonal/Group Process**
Feelings Matter
2. **Content/Problem Solving**
An Analysis of Failed Consultation

Both are Necessary, but Neither is Sufficient

Effective Problem Solving/ Planning Groups



Interpersonal Process

- Collaborative Relationship
- Active Involvement
- Trust/Confidentiality
- Voluntary
- Non-Judgmental
- Decision-Making

Influence of Verbal Cues

- Expert Labels/Jargon vs Behaviorally Descriptive Cues
- ---Attributions
- ---Confidence
- ---Tendency to "Refer Out"
- ---Willingness to Try Interventions

Specification versus Inference

Communication Skills

- Listening
- Summarizing
- Questioning
- Paraphrasing
- Delivering
- Integrating
- Empathizing

Effective Problem Solving/ Planning Groups

- Participation
- Involvement
- Openness to New & Different Ideas
- Rules for Decision Making

Facilitating Team Effectiveness

- External Facilitator
 - Team Training
 - Modeling Facilitation
 - IOU

Facilitating Team Effectiveness

- Internal Facilitator
 - Written and agreed upon definition of role and responsibilities

Characteristics of an Effective Facilitator

- Good listener
- Well organized
- Goal oriented
- Skills in interpersonal problem solving
- Skills in reflective feedback
- Assertive but tactful
- Well respected
- Trusted

Role of the Facilitator

- Ensures pre-meeting preparation
- Reviews steps in process and desired outcomes
- Facilitates movement through steps
- Facilitates consensus building
- Sets follow-up schedule/communication
- Creates evaluation criteria/protocol
- Ensures parent involvement

Effective Interpersonal Strategies

- Use “I” messages
- Seek consensus-not disagreement
- Redirect (e.g., “I think that is important and perhaps we can wait....”)
- Ask others for suggested strategies
- Reinforce desired contributions
- Data feedback to demonstrate effectiveness

Facilitating the Meeting

- Introductions
- Confirm Purpose of Meeting
- Review Steps in the Process
 - Answer questions and/or clarify
 - Posted or copy of process and/or worksheets for each member
- Record information in manner that is visible to all members

Two Sides of Problem Solving

Interpersonal/Group Process

***Content/Problem Solving**

Both are Necessary, but Neither is Sufficient

Stages to Problem Solving

- **Problem Identification & Analysis – Primary determinant of successful problem solving**
- **Goal Identification**
- **Intervention Development & Implementation**
- **Evaluation**

Small Group Planning & Problem Solving

 Identify the problem or goal in concrete, descriptive, behavioral terms

Goal: Building Effective Home/School Partnerships

Step 1- Improve parent-school collaboration to:

-   Promote positive home-school approaches to discipline
-   Improve academic performance in each classroom
-   Improve discipline in each classroom

Small Group Planning & Problem Solving

 Record all resources/ideas for resolving the problem or achieving the goal, and all obstacles that must be overcome or reduced

- Brainstorm – free flow of ideas
 - Structured Brainstorming
- Include intangibles (e.g., extent of concerns)

Resources (+)	Obstacles (-)
<ul style="list-style-type: none"> • Examples • Articles about behavior • Video's:collaboration • Video's:discipline • Parents/teachers interested • Personnel to help 	<ul style="list-style-type: none"> • Resistance to collaboration by some personnel • Lack of experience • Lack of training • Hard to find time • Specific Info about discipline

Planning & Problem Solving (cont'd)

☐ Select one obstacle from the list

- Select an important obstacle, but avoid identifying the most important one
- In early stages of skill development, choose something likely to be workable
- Other obstacles will be selected later

Resources (+)	Obstacles (-)
<ul style="list-style-type: none"> • Examples • Articles about behavior • Video's:collaboration • Video's:discipline • Parents/teachers interested • Personnel to help 	<ul style="list-style-type: none"> • Resistance to collaboration by some personnel • Lack of experience • Lack of training • Hard to find time • Specific Info about discipline

Planning & Problem Solving (cont'd)

 Brainstorm strategies to reduce or eliminate only the obstacle selected

- These are only ideas!
- Not limited to ideas on Resource list – they are only a stimulus

Step 4: Brainstorming Ideas

- Review professional journals
- Books in library
- Guest speaker/consultant
- Videotapes
- Personnel from other districts/schools
- Professional organizations
- Parent organizations

Planning & Problem Solving (cont'd)

 Design a concrete plan of action, specifying who, will do what, and by when

- Contract for action
- Name or title
- Detailed description
- Specific date

Step 5: Action Plans

- 📁 Bob - look at list of references from course he took on problem solving and identify list of resources by 9/20
- 📁 Nancy – call Dr. Roberts at the University for recommended resources (tapes/readings/speakers) by 9/20
- 📁 John – review resources available from National PTA by 9/20

Planning & Problem Solving (cont'd)

- 🕒 Establish detailed procedures for follow-up & evaluation of progress
 - Prompts for action
 - Periodic updates
 - Additional support
 - Modification or New action plan

Step 6: Follow-up & Evaluation

- Martha will call Bob, Nancy, and John on September 16th to see what kind of progress they have made. If they need assistance, she will contact Bill and Marie for help.

Example Using PS/RtI
Implementation
at Building Level

Step 1: Full implementation of a three-tiered Problem Solving/RTI model for addressing the academic needs of all students at Progressive Elementary school within 3 years.

Step 1 (Cont'd)

The model is to be implemented for grades K-1 by the end of year 2. Among the desired outcomes are (a) the collection, visual presentation (e.g., graphing), analysis, and use of data to implement interventions that lead to improved reading performance; (b) data-based demonstration of improved reading performance based on achievement of state curricular benchmarks; and (c) use of scientifically based individual and/or group problem-solving methods by personnel as appropriate within the model.

Step 2: Resources & Obstacles

- **Resources**
- Leadership understands the model and is committed
- Some student services staff are committed and have needed skills (e.g., school psychologist, reading specialist)
- Some of the classroom teachers agree with the principles, but do not understand the specifics of the model

Step 2: Resources & Barriers

- **Barriers**
- Leadership is unsure how to address the many issues relating to implementation of the model
- Some student services staff do not understand role within the model and lack problem-solving skills (e.g., counselor, social worker)
- Some teachers believe the model is intended to keep students out of special education and will leave the students with greater needs but less support

Step 3: Select one barrier to achievement of the desired goal

“Leadership is unsure how to address the many issues relating to implementation of the model”

Step 4: Brainstorm ideas to reduce or eliminate the barrier identified

- Confer with personnel in districts where the model has been implemented.
- Create a building-level implementation team.
- Identify and read relevant articles from the literature.
- Secure the services of an outside consultant familiar with the model.

Step 5. Design multiple action plans

1. Veruca (principal) will invite individuals to be members of the building implementation team, ensuring representation of key stakeholder groups, including parents and grade-level representation of classroom teachers by 5/26; Charlie (assistant principal) will contact on 5/19

Step 5 (cont'd)

2. Willy (school psychologist) will contact the director of psychology services with Out in Front School District concerning the operation and training for the implementation team by 5/26; Charlie will contact on 5/19

Step 6: Establish procedures for follow up and support

- See Step 5 in prior slide

Step 7A: Develop plan for evaluating completion of action plans

- Action Plan 1: At the planning group meeting on 5/27, confirm membership of the implementation team and ensure appropriate representation of all key stakeholder groups.

Step 7A: Develop plan for evaluating completion of action plans

- Action Plan 2: At the planning group meeting on 5/27, confirm the availability of operational information and the person to conduct training for the team. Also confirm the date and time for the training session.

Step 7B: Develop plan for evaluating progress with reduction of barrier (#3)

- After implementation team trained and operational for one month
 - Has plan for identification of implementation issues been developed?
 - Has list of specific implementation issues been developed?
 - Have action plans been developed to address any issues identified?

Step 8: Evaluation of Progress toward Goal (#1 – Implementation of PS/RtI Model)

- Consensus:
 - Beliefs
 - Satisfaction
- Infrastructure:
 - Skills (teachers, student services...)
 - Policies and Procedures
- Implementation
- Outcomes
