

## Problem-Solving Conference Planning Guide

<p><b>1. Reaffirm teacher-student rapport: notice the positive.</b></p>	<p>What will you say? What positive behaviors can you reinforce? For example: "I notice you make helpful comments when other students share their writing."</p>
<p><b>2. Talk about the problem area—what you and the student notice.</b></p>	<p>How will you describe the problem nonjudgmentally? For example: "I noticed that during writing time you often spend time in the bathroom. What have you noticed?"</p>
<p><b>3. Name the behavior as a problem and state why it's a problem.</b></p>	<p>How will you name the problem area? For example: "When you disappear during writing time, you don't get a chance to finish a story. It's important that you stay in the classroom and write so you can finish your stories and have writing you can feel good about."</p>
<p><b>4. Invite the student to work with you to solve the problem.</b></p>	<p>What will you say to invite the student's cooperation? What will you do and say if the student refuses to work on the problem? For example: "Would you like to work on this together?"</p>

<p><b>5. Suggest possible causes of the problem.</b></p>	<p>What “could it be” questions will you ask? For example: “Sometimes students leave the room during writing because they think it’s too hard. Could that be what’s happening for you?”</p>
<p><b>6. Articulate a clear, specific goal to work on.</b></p>	<p>How will you name this goal in child-friendly language? For example: “You will be able to write complete stories if you stay in the classroom during writing. Let’s find a way to make writing feel easier for you.”</p>
<p><b>7. Generate solutions and choose one to try.</b></p>	<p>What solutions might you suggest? How will you elicit the student’s ideas? For example: “Do you have any strategies you’d like to try?”</p>
<p><b>8. Set a time for a check-in.</b></p>	<p>When do you want to check in with the student? How will you know the solution is working?</p>