

## Practice Problem Scenario Examples-Facilitator Guide

**Directions:** The table below shows examples of how to walk through the 5-step problem solving process. The facilitator can use this as a guide to help the discussion.

<b>Problem</b>	<b>Define the problem</b> <i>How would you describe/define the problem? How would you describe the primary factor that leads to this?</i>	<b>Define the goal for the problem</b> <i>If this is what is occurring now, how would you like it to be different? How do you want this to end up?</i>	<b>Brainstorm solutions</b> <i>What might prevent this from happening again? What are some other ideas? Can you think of anything that helps other students facing this challenge?</i>	<b>Select a Solution</b> <i>Which one do you think would be the most effective? Discuss specifics about date, time it will be applied, what the student might do or say, specific action steps, possible barriers and how to overcome them</i>	<b>How to know if solution is working?</b> <i>How will we know that the plan is working?</i>
Alexis is having a problem working on a group project	Alexis is frustrated because she feels like she is doing most of the work and the others aren't helping	Alexis wants everyone in the group to help out so it's fair and she doesn't have to do everything	<ul style="list-style-type: none"> <li>• Alexis could talk to her group and ask if they can split the work differently</li> <li>• Alexis could ask the teacher for help with maybe assigning group members tasks</li> </ul>	Alexis decides that she will start by talking to the group about splitting up the work. She is going to talk to them tomorrow. If that doesn't work, then she will talk to the teacher.	Alexis will know if it is working if everyone starts doing their part.
Leo is upset with his teacher	Leo is frustrated with his teacher because she never calls on him in class. He feels like he raises his hand all the time and she doesn't notice him.	Leo wants Ms. Hill to notice when he raises his hand so he can participate more in class.	<ul style="list-style-type: none"> <li>• Leo could talk to Ms. Hill and let her know how he feels</li> <li>• He could try sitting closer to the front so it's easier for her to see him</li> <li>• He could raise his hand higher or more often</li> </ul>	Leo is going to start by talking to Ms. Hill and explain that he feels like he is being missed when he raises his hand and then he will ask if there is anything he could do to help her notice him more. He plans to do this tomorrow.	Leo will know if it is working if Ms. Hill starts to call on him more when he raises his hand and he feels like he gets to share his ideas in class

Jordan is having a conflict with a peer	Jordan's friend has been ignoring her lately. She is not sure why but it has been making her sad.	Jordan would like to find out why her friend has been ignoring her and hopefully fix things so they can be friends again.	<ul style="list-style-type: none"> <li>• Jordan could try asking her friend if she did something to upset her.</li> <li>• Jordan could try hanging out with other people to feel better</li> <li>• Jordan could ask another friend if they know what is going on</li> </ul>	Jordan decides to ask her friend directly after school today. That way she can hear from her what is going on. If her friend won't talk to her afterschool, she will write her note.	I'll know it's working if my friend tells me why she been ignoring me and we can talk it out. If she doesn't want to talk, I'll try spending time with other friends so I don't feel as sad."
Josh keeps getting in trouble in class	Josh is getting in trouble because he talks to his friends during class, even though he knows he shouldn't. He just gets bored, and it's hard to stay quiet.	Josh wants to stop getting in trouble for talking to his friends, but he also wants to feel less bored.	<ul style="list-style-type: none"> <li>• Josh could try sitting away from friends, so he is not tempted to talk.</li> <li>• Josh could find something else to distract himself when he is bored instead of talking to his friends (e.g., drawing, reading)</li> <li>• He could ask his teacher for things he can work once he finishes his work early</li> </ul>	He thinks he will start by asking his teacher if he can sit somewhere else and if he can get extra work or something to do when he finishes early.	Josh will know if it is working if he stops getting reminders to be quiet and feels less bored