

**Stage 4:** Once the problem has been clearly defined and analyzed, a range of possible interventions must be generated. A round-table brainstorming session is held to generate suggestions from team members as to how the problem may be solved. Brief, practical statements are encouraged, and are directed to the facilitator. The referring teacher does not interact with others at this stage.

The central rule of this phase of the process is to avoid evaluating ideas until the brainstorming segment is completed. There is often more than one way to resolve a problem, and by generating a number of possible solutions the team is more likely to come up with an intervention that is both effective and acceptable to the referring teacher.

Team members usually suggest some change in classroom management or instructional strategies in areas like curriculum content, rewards or instructional techniques. They may also suggest changes to teacher behaviour, peer and sibling behaviour, and the physical arrangement of the classroom (Gutkin and Hickman, 1990).

**Stage 5:** The facilitator and the referring teacher go over the suggestions and strategies together. The referring teacher evaluates them to determine how beneficial they will be for the child and how feasible it is to implement them. The ultimate selection of strategies rests with the referring teacher who is asked to rate each suggestion by assigning a number to it: number 1 is an idea or strategy that the teacher wants to try immediately; number 2 is an idea or strategy that has merit, but is not a priority; and number 3 is an idea or strategy that has already been tried or is not seen as immediately practical by the referring teacher. When rating strategies, teachers should keep in mind:

1. Interventions should focus on the positive rather than on control and suppression of challenging behaviour;