

2. Teachers should choose the least complex and intrusive intervention. Where possible, the focus should be on helping the referring teacher modify instruction or general behaviour management strategies. Making changes to techniques the teacher already uses is less intrusive or aversive to the teacher than learning a new procedure (Axelrod, 1990);
3. When a new skill must be developed by the teacher, it should be designed to fit into the present classroom structure and routine as much as possible (Conoley and Conoley, 1988).

**Stage 6:** The facilitator establishes a plan to follow up on the ideas or strategies that have been selected by the teacher. This might include arranging for more detail on a specific idea, providing assistance in further developing a plan of action, or setting a date for a future meeting to evaluate the plan.

The roles and responsibilities of all participants must be assigned and agreed upon. All aspects of the plan should be put in writing, at least in outline form, so each person involved has a clear idea of his or her responsibilities. The specific techniques to be used should be set out step-by-step in the outline. The time of day and the settings or subject area in which the intervention will be implemented must be decided. This written plan also serves as a record for people's accountability.

**Stage 7:** The facilitator thanks team members and ensures that all participants leave feeling that something constructive will come from the meeting.

Teachers always have favourable comments regarding problem-solving meetings. They appreciate the variety of practical suggestions that result from the meeting. They are pleased that it only takes thirty minutes from beginning to end. They report a ripple effect from the process where the