

STAGES OF PROBLEM-SOLVING MEETINGS

Stage 1: The facilitator states the reason for the meeting and explains the process to be followed and the problem to be dealt with. He or she can also outline the problem-solving process if needed. Additional responsibilities of the team facilitator include:

1. helping the referring teacher state clearly and concisely what the problem is by finding out specifically what the teacher wants to happen that is not happening now. The more precise the problem is stated, the better;
2. briefing the other team members on the problem. This is not always necessary, but often helps the process;
3. asking one team member to act as recorder. This member can still be an active participant in the group;
4. helping each team member stay on topic, and give clear, appropriate, practical suggestions;
5. ensuring that the meeting lasts no longer than thirty minutes.

Teachers who have participated in problem-solving meetings state that facilitators should be positive, business-like, task-oriented, and able to clarify issues and summarize well.

Stage 2: The referring teacher makes a brief oral statement about the problematic situation.

Stage 3: Team members ask questions of the referring teacher to clear up any uncertainties they may have as to exactly what the problem is or what the circumstances are.

Stages 2 and 3 permit team members to focus on defining