

4. A follow-up meeting will take place in four weeks to review progress.

**Stage 7:** The facilitator thanked the participants and assured each one that their help was greatly appreciated.

The follow-up meeting was held to assess progress to date. The referring teacher was extremely pleased with the results of the suggestions which he had tried after the problem-solving meeting. He and the methods and resource teacher had met with Amanda's mother and found her to be cooperative. The suggestions for improving her reading and writing skills had been equally successful. He had seen a remarkable improvement in Amanda's writing and said that she was reading with much more confidence now. His over-all assessment was positive; he found the problem-solving process to be a valuable strategy.

### ***Case Study Two: Nathan***

Basically there is a behaviour problem. Nathan, a Grade 11 student, disrupts the class, causes serious difficulties for other learners, and refuses to take responsibility for his own behaviour.

**Stage 1:** The facilitator explained that the purpose of the meeting was to help the referring teacher develop some strategies to deal with Nathan, a student in her Grade 11 English class. The facilitator specified that the referring teacher was looking for ideas to confront Nathan with the reality of the effects of his behaviour and also some strategies to help change his behaviour.

**Stage 2:** The referring teacher elaborated on the problem by stating that Nathan's disruptive behaviours included pushing desks, striking out at other students, staying turned around in his seat, and continually talking. When she talked to him privately about this, Nathan refused to accept that there was a problem; instead, he blamed the other students. His seat had been changed