Problem-Solving Conference Planning Guide

1. Reaffirm teacher–student rapport: notice the positive.	What will you say? What positive behaviors can you reinforce? For example: "I notice you make helpful comments when other students share their writing."
2. Talk about the problem area—what you and the student notice.	How will you describe the problem nonjudgmentally? For example: "I noticed that during writing time you often spend time in the bathroom. What have you noticed?"
3. Name the behavior as a problem and state why it's a problem.	How will you name the problem area? For example: "When you disappear during writing time, you don't get a chance to finish a story. It's important that you stay in the classroom and write so you can finish your stories and have writing you can feel good about."
4. Invite the student to work with you to solve the problem.	What will you say to invite the student's cooperation? What will you do and say if the student refuses to work on the problem? For example: "Would you like to work on this together?"

5. Suggest possible causes of the problem.	What "could it be" questions will you ask? For example: "Sometimes students leave the room during writing because they think it's too hard. Could that be what's happening for you?"
6. Articulate a clear, specific goal to work on.	How will you name this goal in child-friendly language? For example: "You will be able to write complete stories if you stay in the classroom during writing. Let's find a way to make writing feel easier for you."
7. Generate solutions and choose one to try.	What solutions might you suggest? How will you elicit the student's ideas? For example: "Do you have any strategies you'd like to try?"
8. Set a time for a check-in.	When do you want to check in with the student? How will you know the solution is working?