

Solution-focused meetings can be an effective way to resolve particularly difficult situations or to promote communication among all learning team members. Ensuring input from all members of the learning team in an open, honest and respectful manner will contribute to increased commitment to an action plan by school staff, parents and the student.

A solution-focused meeting uses a process such as the following.

1. One member of the learning team agrees to act as the facilitator for the meeting. This individual needs to be positive, attentive, task-oriented, and be able to clarify issues and summarize. It is also important that the facilitator help each team member stay on topic and work toward appropriate, practical solutions.
2. The facilitator begins the meeting by inviting the learning team member who initiated the meeting to state clearly and concisely what the concern is. It is important to find out specifically what the team member wants to happen as a result of this meeting.
3. The team members ask questions to clear up any uncertainties they may have as to exactly what the issue is or what the related circumstances are. The facilitator may need to encourage team members to look for factors that appear to trigger or contribute to the problem, and to identify and analyze conditions that seem to alleviate the problem. As part of this analysis, team members may also identify available resources and the strengths of the student.
4. The team then discusses “What would the situation look like if this problem were solved?” This focuses the discussion on positive outcomes such as “John would come to school every day,” or “Mary would have friends.”
5. Once the problem or issue is clearly defined and positive outcomes identified, the team brainstorms ideas for *how* the problem may be solved. All ideas are recorded on chart paper. It is important at this stage of the process to let ideas flow freely and not to comment directly on any one idea.
6. The facilitator and the referring teacher review the strategies together and then rate each suggestion by assigning a number value to it.
For example:
1 = an idea or strategy that the teacher and/or parent wants to try
2 = an idea or strategy that has merit, but is not a priority
3 = an idea or strategy that has already been tried and didn’t seem to resolve the issue
4 = an idea or strategy not immediately practical at this time.
7. The learning team develops an action plan for each strategy selected, including materials and resources required, persons responsible, and dates for follow-up and review.
8. The facilitator closes the meeting by thanking everyone and asking for feedback on the process. The team generally agrees to meet for a progress review in four to six weeks.

These tips adapted with permission from Gordon L. Porter et al., “Problem Solving Teams: A Thirty-Minute Peer-Helping Model,” in Gordon L. Porter and Diane Richler (eds.), *Changing Canadian Schools: Perspectives on Disability and Inclusion* (North York, ON: The Roeher Institute, 1991), pp. 224–228.

Student Name _____ Date _____

Referring learning team member _____

Learning team members participating in meeting

A. Key concern

B. What we would like to see happen/change

C. Description of student’s strengths and priority areas of need

Strengths	Areas of need	Resources to meet these needs

D. Potential strategies

What can make this happen?

- _____
- _____
- _____

E. Follow-up meeting _____

Alberta Education. *Supporting Positive Behaviour in Alberta Schools*. Edmonton, AB: Alberta Education, 2008. PDF copies are available for downloading at <http://education.alberta.ca/admin/special/resources/behaviour.aspx>.

Alberta Education. *Focusing on Success: Teaching Students with Attention Deficit Hyperactivity Disorder*. Edmonton, AB: Alberta Education, 2006. PDF copies are available for downloading at <http://education.alberta.ca/admin/special/resources/adhd.aspx>.

Alberta Education. *Building on Success: Helping Students Make Transitions from Year to Year*. Edmonton, AB: Alberta Education, 2006. PDF copies are available for downloading at <http://education.alberta.ca/media/352661/build.pdf>.

Alberta Education. *Individualized Program Planning*. Edmonton, AB: Alberta Education, 2006. PDF copies are available for downloading at <http://education.alberta.ca/admin/special/resources/ipp.aspx>.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope*. Edmonton, AB: Alberta Learning, 2004. PDF copies are available for downloading at <http://education.alberta.ca/admin/special/resources/fasd.aspx>.

Alberta Learning. *The Learning Team: A Handbook for Parents of Children with Special Needs*. Edmonton, AB: Alberta Learning, 2003. PDF copies are available for downloading at <http://education.alberta.ca/admin/special/resources/learningteam.aspx>.

British Columbia Ministry of Education. *Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers*. Victoria, BC: Special Programs Branch, British Columbia Ministry of Education, undated. An HTML version is available at <http://www.bced.gov.bc.ca/specialed/landbdif/>.

Edmonton and Area Fetal Alcohol Network. *FASD: Strategies Not Solutions*. Edmonton, AB: Edmonton and Area Fetal Alcohol Network, 2007. PDF copies are available for downloading at www.region6fasd.ca.

Lasser, Peggy. *Challenges and Opportunities: A Handbook for Teachers of Students with Special Needs with a Focus on Fetal Alcohol Syndrome (FAS) and Partial Fetal Alcohol Syndrome (pFAS)*. Vancouver, BC: Vancouver School Board, 1999. Print copies are available from the FAS Bookshelf, Inc., 19422 Cusick Crescent, Pitt Meadows, B.C., V3Y 2M9; telephone (604) 460–1050, fax (604) 459–2405.

Manitoba Education, Training and Youth. *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-affected*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001. PDF copies are available for downloading at <http://www.edu.gov.mb.ca/k12/specedu/fas/index.html>.

Substance Abuse and Mental Health Services Administration. *Reach to Teach: Educating Elementary and Middle School Children with Fetal Alcohol Spectrum Disorders*. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, 2007. PDF copies are available for downloading at http://www.fasdcenter.samhsa.gov/documents/Reach_To_Teach_Final_011107.pdf.

Yukon Education. *Making a Difference: Working with Students Who Have Fetal Alcohol Spectrum Disorders*. Whitehorse, YT: Yukon Education, 2006. PDF copies are available for downloading at http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf.

Alberta Learning Information System (ALIS) website at <http://alis.alberta.ca/ec/ep/pps/planning/disability.html>

This website lists several useful resources about transitions to post-secondary education (videos, planning guides and electronic slide show presentations) for students with learning or physical disabilities, their parents and interested educators and professionals.

Name: _____

Objective of plan

Staff working with _____ will be aware of and committed to using behaviour support procedures to maintain a safe learning environment for _____, other students and staff.

Key understandings about _____ **(Functions of problem behaviour)**

Plan

1. Staff working with _____ will read and sign this plan.

2. Be aware of antecedent events. Problem behaviour is most likely to occur when:

3. Be aware of warning signs that problem behaviour may escalate:

4. Immediate plans to defuse the situation:

- _____
- _____
- _____
- _____

5. Positive behaviour supports throughout the school year:

- _____
- _____
- _____
- _____

6. Help peers learn to:

- _____
- _____
- _____

7. Staff will provide additional support by:

- _____
- _____
- _____

Crisis Management Plan. If aggressive or unsafe behaviour occurs in spite of proactive strategies, the school has a plan, with steps to take and staff responses for each level of escalation.

- _____
- _____
- _____

I have read this plan and commit to using these supports when working with _____.

Team members' signatures

Date

Review date

Behaviour support planning is the process by which families, teachers and other school staff work as a team to meet the individual needs of students with behaviour disabilities. As a parent, you are an important member of your child's learning team.

You can participate in the behaviour support planning process by:

- ~ Share your goals, interests and areas of need
- ~ Share your child's strengths and interests
- ~ Share your child's current behaviour support plan
- ~ Share your child's current behaviour support plan
- ~ Share your child's current behaviour support plan
- ~ Share your child's current behaviour support plan

Before behaviour support planning meetings

- ~ Discuss your child's current behaviour support plan
- ~ Decide if your child will benefit from participating in the meeting, or at least part of the meeting.
- ~ Review progress and objectives from the last behaviour support plan. What progress have you seen? Note areas of concern.
- ~ Discuss how your child may be able to give input directly. For example:
 - What do you like best about school? What do you feel are your successes?
 - What problems do we need to find solutions for? What changes would help you learn better at school?
 - What would you like to happen this year?
- ~ Discuss who should be involved in the meeting. For example:
 - Whom should I call if I have concerns about my child's school program?
 - Will the team review the behaviour support plan every term?
 - What kinds of changes in our home does the school need to know about?
- ~ Discuss how you can support your child's learning at home

At behaviour support planning meetings

- ~ 0bZ PQ^dc]Tf PbbTbb\T]cb aT_^acb ^a ^QbTaePcX^]b
- ~ 0bZ PQ^dc h^da RWX[S{b bcaT]VcWb X]cTaTbcb PaTPb ^U V
- ~ 0bZ P]h ^cWTa `dTbcX^]b h^d WPeT PQ^dc h^da RWX[S{b _a^
- ~ CP[Z PQ^dc h^da _aTbT]c P]S UdcdaT V^P[b U^a h^da RWX[S
- ~ 3XbRdbb h^da b_TRX R R^]RTa]b PQ^dc h^da RWX[S
- ~ CP[Z PQ^dc W^\T R^]SXcX^]b cWPc \Ph PUUTRc h^da RWX[S{
and provide recent documents or medical updates.
- ~ 2XaRd[PcT bP_ [Tb ^U f^aZ h^da RWX[S WPb R^_[TcTS Pc W
other team members understand your child better. Ask to see samples of work your child
has done at school.

At the close of behaviour support planning meetings

- ~ 4bcPQ[XbW \dcdP[[h PVaTTS d_^] V^P[b P]S bcaPcTVXTb U^a
- ~ 5X]S ^dc W^f h^d RP] bd__^ac h^da RWX[S Pc W^\T
- ~ CPZT]^cTb ^] cX\T[X]Tb aTR^\T]SPcX^]b* U^a TgP_ [T bdV
or assessments.
- ~ ETaQP[[h bd\\PaXiT h^da d]STabcP]SX]V P]S X]cTa_aTcPcX^]
team members will take, timelines, and roles and responsibilities of each participant.
- ~ 6XeT UTTSQPRZ c^ cWT _T^_[T f^aZX]V fXcW h^da RWX[S PQ
positive effort, growth or change.
- ~ BXV] cWT QTWPeX^da bd__^ac _[P] c^ X]SXRpCt h^da PVaTT
behaviour support plan and do not wish to sign, the school has an obligation to document
the reasons for your decision and the actions taken to resolve the issue.
- ~ 0bZ U^a P R^_h ^U cWT QTWPeX^da bd__^ac _[P] c^ aTUTa c
- ~ 3TRXST ^] cWT]Tgc \TTcX]V SPcT

After behaviour support planning meetings

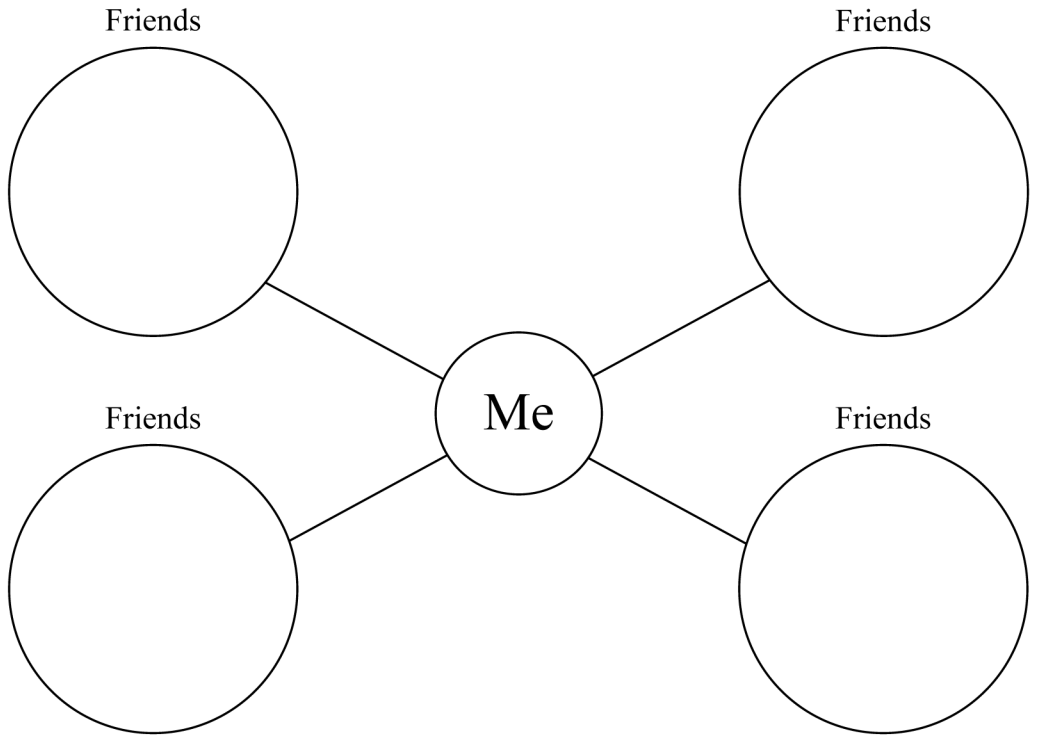
- ~ BWPaT _^bXcXeT UTTSQPRZ Ua^\ cWT \TTcX]V fXcW h^da RW
- ~ 3XbRdbb fWPc]TTSb c^ WP__T] X] ^aSTa c^ aTPRW cWT V^P
Discuss your child's role and how school staff and your family will support the plan.

To review the effectiveness of your child's behaviour support plan, ask yourself these questions

- ~ 7^f S^Tb cWT QTWP eX^da bd__^ac _[P] QdX[S ^] \h RWX[S{b
- ~ 7^f S^Tb cWT QTWP eX^da bd__^ac _[P] PSSaTbb \h RWX[S{b
- ~ 3^Tb cWT QTWP eX^da bd__^ac _[P] U^Rdb ^] ZTh V^P[b U^a \
- ~ 7^f PaT bd__^acb cPX[^aTS c^ \h RWX[S{b bcaT]VcWb PaTPb preferences?
- ~ 3^Tb cWT QTWP eX^da bd__^ac _[P] dbT \^aT cWP] ^]T b^daR determine strengths and areas of need?
- ~ 8U bTeTaP[cTPRWTab PaT aTb_^]bXQ[T U^a \h RWX[S{b TSd of them have access to the behaviour support plan so they can use it to plan instruction, monitor progress and help measure success?
- ~ 8b cWT bRW^^[UaT`dT]c[h \^]Xc^aX]V _a^VaTbb c^fPaS cWT support plan? If my child is not demonstrating progress, does the team review the program and make changes?

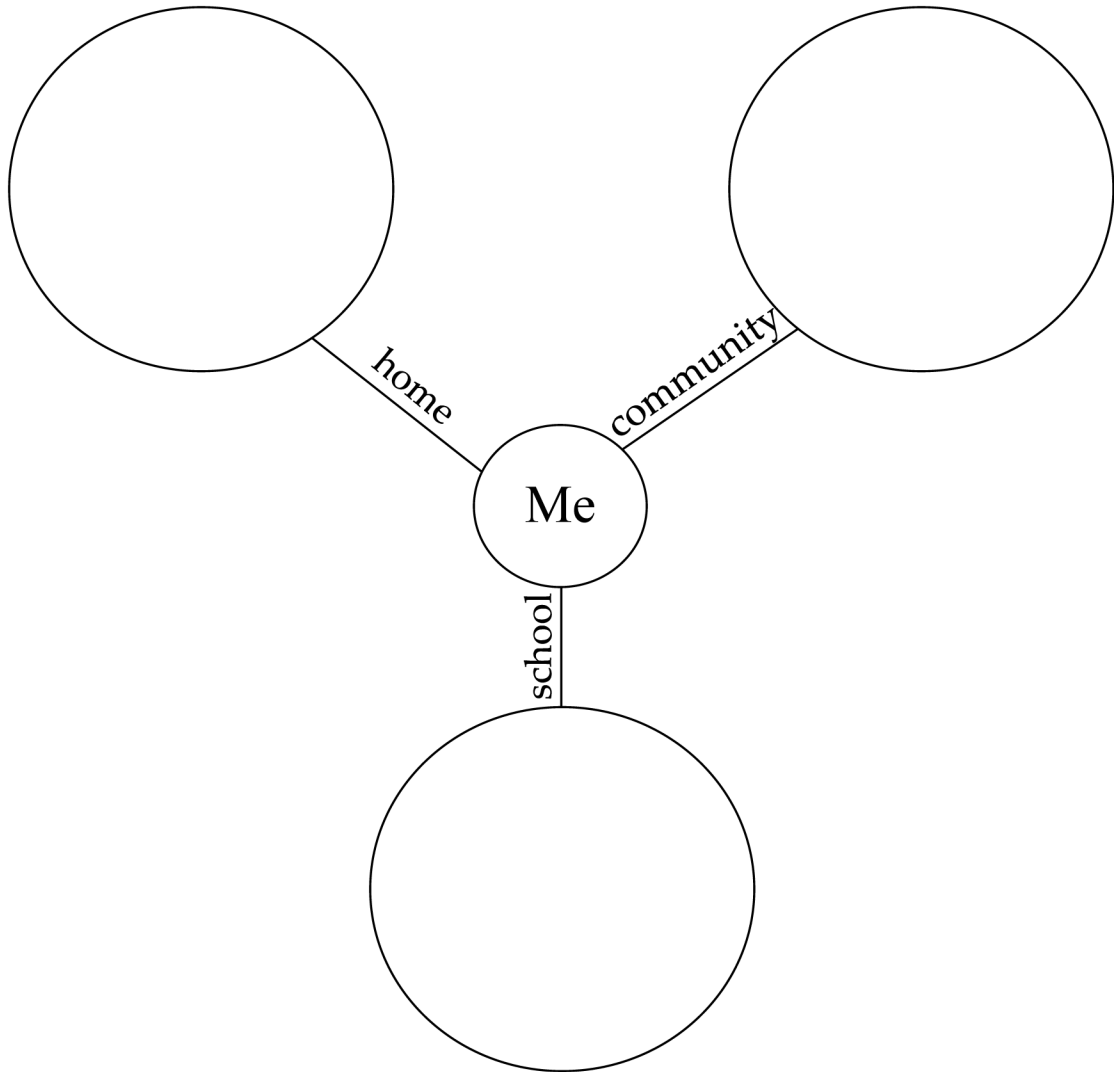
Student Name _____ Date _____

Friends are:



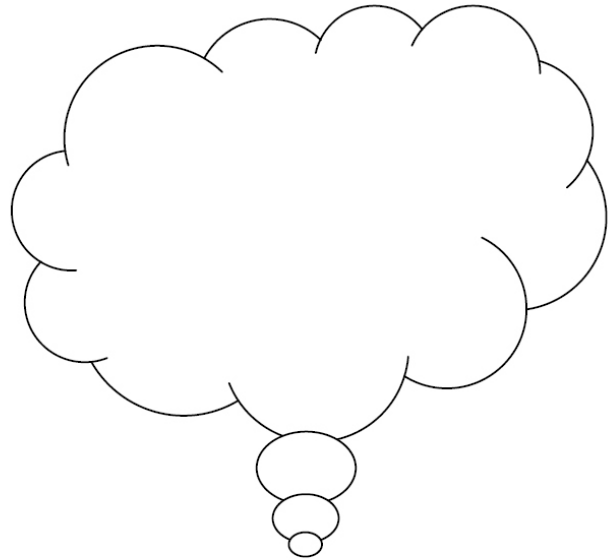
1. My friends at school are _____
_____.
2. My friends outside of school are _____
_____.
3. My friends and I like to _____
_____.
4. My friends like me because _____
_____.
5. I like having friends because _____
_____.

Student Name _____ Date _____

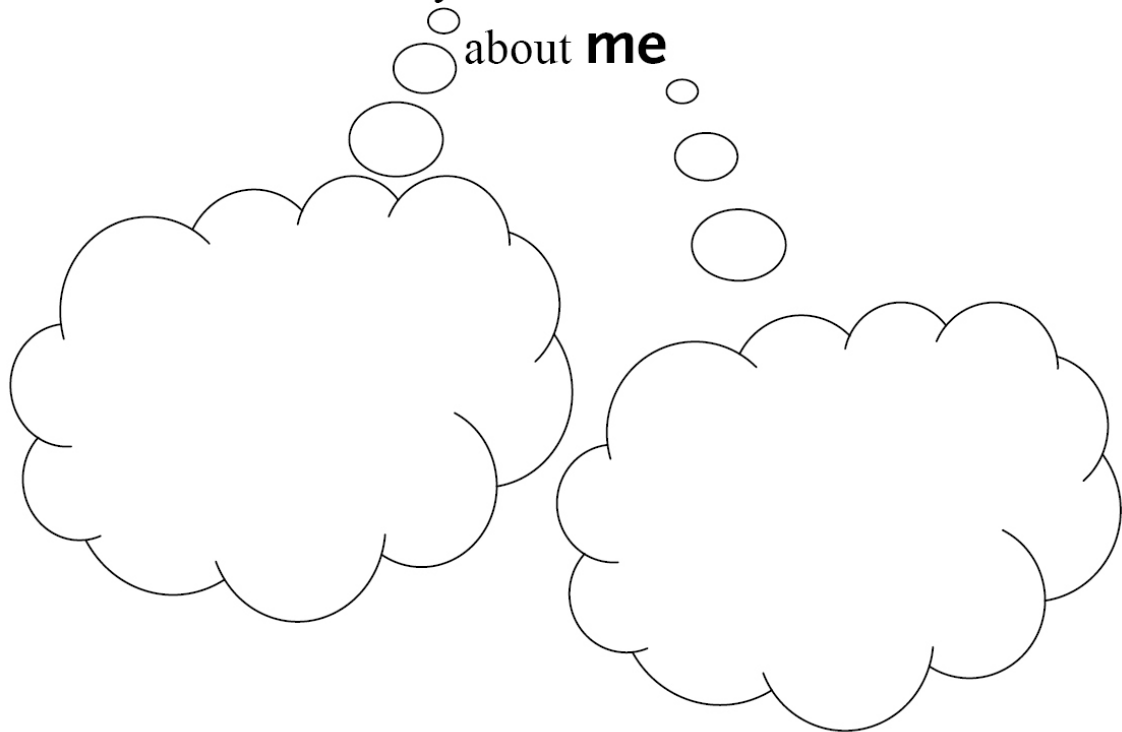


1. The people who help me at school are _____
_____.
2. The people who help me in my family are _____
_____.
3. The people who help me in my community are _____
_____.

Student Name _____ Date _____

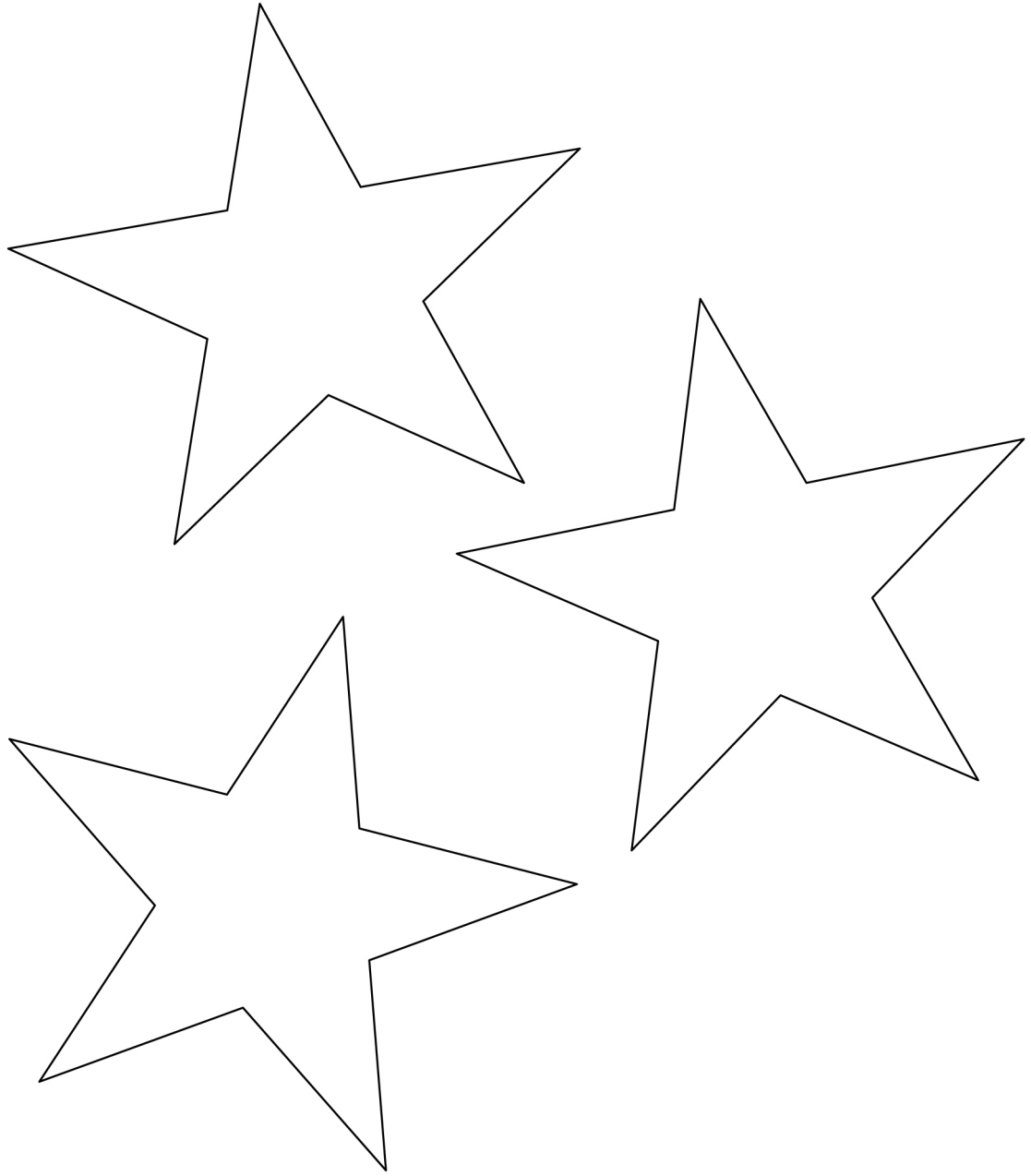


3 things
I want my new teacher to know
about **me**



Student Name _____ Date _____

These are my wishes for my child next school year.



Student Name _____ Date _____

The list below contains ways you and your child's teacher might want to communicate. Please check off the methods that work best for you.

1. Ideally, how much contact do you wish to have with your child's teacher?
 - daily
 - once a week
 - once a month
 - once a term
 - other (please specify) _____
2. Would you prefer
 - to contact your child's teacher?
 - the teacher to contact you?
 - both?
3. Which methods do you find most valuable?
 - written notes
 - telephone calls
 - school newsletters
 - parent/teacher/student meetings
 - Individualized Program Planning (IPP) conferences (September, November, April, June)
 - student-led conferences (November, April)
 - classroom visits
 - e-mail
 - other (please specify) _____
4. Contact information
 - Name _____
 - Telephone _____
 - Cell phone _____
 - E-mail _____

The best times to contact me are _____ at _____.

Name: _____ Date: _____

Circle the numbers that best describe how the student demonstrates this behaviour today.

	Wonderful!	Satisfactory	Needs improvement
Brings all needed supplies and books to class	3	2	1
Follows directions with minimal prompting	3	2	1
Starts to work with minimal prompting	3	2	1
Interacts positively with peers	3	2	1
Responds positively to teacher requests	3	2	1
Student signature: _____			
Teacher signature: _____			
Parent signature: _____			
Comments:			
<p style="text-align: right;">Today's in-class performance:</p> <p style="text-align: right;"> <input type="checkbox"/> was wonderful! <input type="checkbox"/> was satisfactory <input type="checkbox"/> needs improvement </p>			

Date: _____

	Polite voice		Hands and feet to myself		Following teacher's requests	
	Me	My teacher	Me	My teacher	Me	My teacher
9:00 to 10:30						
10:45 to 12:00						
1:00 to 2:15						
2:30 to 3:00						

4—great! 3—okay 2—needs work 1—not acceptable

What went well today

What we need to work on

Encouraging words from parents
