

The Problem-Solving Process

Problem solving is defined as a process that includes a systematic analysis of a student's behavior or academic progress that uses this analysis, and any assessment activities, to provide the foundation for a planned, systematic set of interventions or enrichment strategies. These interventions or enrichment strategies are then monitored and evaluated to determine effectiveness, also as a part of the problem-solving process.

Problem solving occurs within the school setting at various levels, and is more complex as the resources needed to resolve a problem increase, due to the significance of the problem. The intent of the problem-solving process is to meet individual student needs using the necessary resources.

To understand how best to help a student, information is collected from teachers, parents, and others who best know the child. This information is used to determine what the child needs and how best to assist the child. Student progress is measured frequently to determine what is most effective for each student and decisions are based on the results.

The problem-solving approach emphasizes assisting children. It is an integrated conceptual model of assessment and services. Concerns may be expressed by parents, teachers, counselors, school nurses, principals, building assistance teams, community providers, or others in direct contact with students.

For more information about Responsiveness to Instruction and the NCDPI Problem-Solving Model, please visit:
<http://dpi.state.nc.us/curriculum/responsiveness/>.
