



GROUP PROBLEM SOLVING: FACILITATOR GUIDE

This guide provides some examples of possible solutions to the problems illustrated in the five scenarios.

Directions: Read the following scenarios. Write out possible solutions for the problems using the italicized prompts.

Scenario One: You say it's time for circle. One boy roams away from circle. When you try to guide him to circle, he drops to the ground and will not budge. *How can you use your visual schedule to teach?*

Use a schedule to prevent possible problem behaviors. Prior to the transition, a teacher can show a "mini-schedule" to the child. This serves as an individualized signal or communication to help prepare the child for what he needs to do next.

Scenario Two: You announce that it's time for centers and a girl runs toward the door yelling, "No! Play outside!" *How can you use your visual schedule to teach? What else might you be able to use to teach?*

Have more than one schedule posted around the room, in this case, by the door. When the child runs to the door, redirect her to that schedule and point out the next activity listed on the schedule. A teacher could also use an object schedule—show an item depicting the next activity to the child.

Scenario Three: A child goes to play with her favorite train. When you go over to her and tell her it's time for snack, she starts screaming and throwing train pieces. *How can you use your visual schedule to teach? What else might you be able to do/use to teach?*

Make an individualized schedule for this child with pictures that can be fastened with Velcro for each activity of the day. The teacher takes off the picture of the train and replaces it with a picture of the next activity.

A teacher may also use a favorite peer as a model—"I see that Jamal is at circle."

Scenario Four: A new boy arrives in your classroom and he is very scared. When his mother says, "Bye," he screams, cries, pulls on her leg, and tries to climb up Mommy's body. *How can you use your visual schedule to teach?*

The daily schedule of the classroom may be a part of the packet that families receive prior to enrollment. A teacher could ask families to review the schedule with their child before coming to school and to bring the schedule along on the first day of school. A family member could review the schedule with the child and help the child see how the familiar schedule is the same as the schedule posted in the classroom.

Scenario Five: Today you have scheduled water play outside. All of the children are excited and have been anticipating the outside fun all week. Unfortunately, there is a thunderstorm watch and it's raining, so there will be no outside fun today. *How will you teach using your visual schedule to prevent challenging behavior?*

One way to use the visual schedule to prevent challenging behavior is to mention the change in the schedule during group time. Involve children in group problem solving.

A teacher could say, "We have a problem today. Our schedule said we were going to go outside to have some special water play time. It is raining pretty hard outside and in fact, the weather is so bad today that we CAN'T go outside. What do you think we can do about our plans to have water play outside?"



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