

Problem Solving Flowsheet  
Moving from Emerging to Exemplary!!!

Instructions:

Choose an “EMERGING” Basic Element(BE) or Best Practice(BP) from your Baseline Assessment. (\*Remember, Basic Elements are *not* observable, Best Practices *are!*)

**The window or wheel that has the highest number of emerging Basic Elements or Best Practices:**

**Goal:**

Write the Emerging BE or BP into a challenge, for example “*Program uses visual behavior matrix from school day, or one aligned with school day expectations.*” *will be written as “Program is NOT using visual behavior matrix from school day, or one aligned with school day expectations”*

**Challenge:**

Problem Solving Flowsheet Questions	Presenter’s Thoughts	Thought Partner’s Insights
Q1:What are predictable challenges in implementing this Best Practice/Basic Element?		Clarifying questions for presenter

<p>Q2:What can be done to prevent these challenges?  <i>(These can become the strategic actions in your QAP goal setting section)</i></p>		
<p>Q3:How will we maintain consistency in implementing this Best Practice??  <i>(These can also become part of your in your QAP goal setting section.)</i></p>		
<p>Q4:How will we know if implementation of the Best Practice is working?  (PWT Mile Markers &amp; Progress dashboard.)</p>		

Summarize the actionable steps in Q2 and Q3 to transfer to your QAP Goal Setting Section

## Thought Partner Protocol Facilitation Guide

**Directions:** Let each participant know the details of their role before moving through each step. Share how much time will be allotted for each step before starting the timer. The shaded box highlights who will be the primary speaker(s) will be for each step. Program Managers will participate as Thought Partners during each presentation.

	Presenter Role (Site Coordinator)	Thought Partner Role (Site Coordinator and Program Manager)	Time
<b>Step 1</b>	Write your challenge on the Problem Solving Flowsheet	Write your challenge on the Problem Solving Flowsheet	<b>Already Completed</b>
<b>Step 2</b>	Presents challenge from Problem Solving Flowsheet they completed	<ul style="list-style-type: none"> <li>● Listen and take notes; not allowed to speak!</li> <li>● Listen for new ideas, perspectives, and approaches</li> <li>● Listen for assumptions implicit in the discussion</li> <li>● Listens for challenges that are student &amp; family centered</li> </ul>	<b>3 min</b>
<b>Step 3</b>	Answers clarifying & probing questions	Asks clarifying questions and probing questions  Clarifying questions: <ul style="list-style-type: none"> <li>● Are for <u>person asking</u> the question.</li> <li>● They ask the presenter “who, what, where, when, and how.”</li> <li>● They are not ‘why’ questions.</li> <li>● They have brief, factual answers.</li> </ul>	<b>3 min</b>
<b>Step 4</b>	<ul style="list-style-type: none"> <li>● Listen and take notes; not allowed to speak!</li> <li>● Listen for new ideas, perspectives, and approaches</li> <li>● Reflects on Thought Partners Analysis</li> </ul>	Thought Partners converse with each other and offer an analysis of challenges presented. Can use words like: <ul style="list-style-type: none"> <li>● What I heard was....</li> <li>● What I didn’t hear that might be relevant....</li> <li>● What assumptions I think may be operating....</li> <li>● What I think about the challenges being presented.... are they focused on the best outcomes for students &amp; families?</li> </ul>	<b>5 min</b>
<b>Step 5</b>	<ul style="list-style-type: none"> <li>● Talks about most significant comments, ideas, and questions.</li> <li>● Shares any new thoughts or questions that surfaced while listening.</li> <li>● Writes summary of actionable steps to address challenge on the Problem Solving Flowsheet</li> </ul>	Listens and next presenter prepares to share their challenge	<b>4 min</b>