

Develop problem solving skills and asking for help

A suggestion for implementing the strategy
'Enable access and participation in learning'
from the Guide: [Behaviour and learning](#)

Includes:

- Foster a problem solving culture
- Getting past getting stuck
- Establish help signals
- Offer tools to support problem solving
- Reflective questions
- Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Develop problem solving skills and asking for help](#)

Date

25 April 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/develop-problem-solving-skills-and-asking-for-help

Foster a problem solving culture

Support and enable students to lead and problem solve.



Video hosted on Youtube <http://youtu.be/B7qYJY62X2s>

Closed Captions

Source:

[Understood \(US\)](#)

<https://www.youtube.com/channel/UCbXMoF3-74hj2lhLCIp3C-A>

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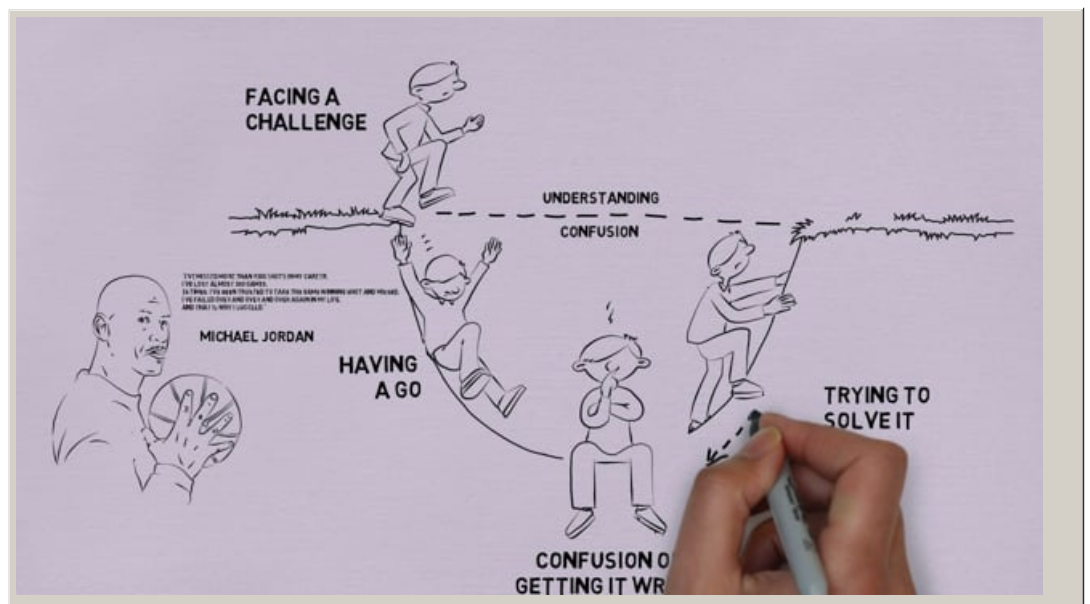
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Getting past getting stuck

Getting stuck is a common trigger for challenging behaviour.

“The Learning Pit is about learning what to do when you don’t know what to do.”

Introduce it to students and support them to use it.



Video hosted on Vimeo <http://vimeo.com/117364809>

No captions or transcript

Source:

[Kenilworth Learning \(UK\)](#)

<https://vimeo.com/user36603816>

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Establish help signals

A help signal system can reduce off task behaviours and frustration at feeling stuck.

A help signal enables a student to give an unobtrusive signal when they need help. Whilst a student waits for assistance they can select either a calming strategy or alternative work.

It is important to develop the system with your students and establish agreed signals, waiting behaviours, and teacher responses.

Possible signal options:

- colour-coded cup
- an agreed object that usually lies on the desk that can be stood up
- green/red sided card
- traffic light slider
- student writes name on “I need assistance” board

This system can also be used to support individual students rather than taking a whole class approach.

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Offer tools to support problem solving

Where a student is having difficulty completing a task, provide a range of options.

- ✓ Additional instruction
- ✓ Guided or individual practice
- ✓ Peer tutoring
- ✓ Timely feedback
- ✓ Problem solving buddy
- ✓ Video instructions or graphic breakdown of the task
- ✓ Writing or speaking frames
- ✓ Story or sentence starters
- ✓ Digital supports (for example, spelling and grammar checkers, text-to-speech software)

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Reflective questions

Adapt for your own context.

What problem solving approaches are students familiar with?

How do I model solution-focussed behaviour?

How do I demonstrate and model that I value risk taking?

How do I create a safe space for problem solving in my classroom?

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Useful resources



James Nottingham's: The learning challenge

A useful website to explain the stages of The Learning Challenge model. Examples and stories from schools are shared, along with downloadable PDF resources.

Publisher: James Nottingham

[Visit website](#)



Maximize learning: Keeping students in the zone of proximal development

Dr Erica Warren talks about the importance of keeping students in the zone of proximal development. She offers an overview and practical tips to help in the classroom.

Publisher: Learning Specialist and Teacher Materials

[Visit website](#)

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