The Whole Picture

Objectives
To discover what it is like to problem solve for the whole child when you do not have all the information.

Who
Twelve-year-old Megan was referred in early February for an individual comprehensive assessment by the sixth-grade campus Student Assistance Team (SAT) because of her escalating problematic behaviors, including poor attendance and frequent tardies, withdrawal from peers, and failing grades in all core content subjects.

Materials
"Megan" puzzle pieces
Puzzle outline

Activity

Part 1: As a table group, give a name to each puzzle piece based on the descriptors noted on them. Using the puzzle pieces assemble Megan. Once the puzzle is put together, discuss the questions under Part 1 Discussion Prompts

Part 1 Discussion Prompts

1. Do you have the whole picture of Meghan?
2. What piece of information you are missing?
3. If this were your student, how might you go about getting that information?
4. How might that missing information help in the decision making process?
5. Can you relate to trying to problem solve for a child that has missing pieces?

Part 2: After the discussion time, have a team member raise his/ her hand to ask for the missing piece. Be prepared to name what piece of information you think is missing. When the puzzle is complete, move on to the questions under Part 2 Discussion Prompts.

Part 2 Discussion Prompts

1. How did the missing pieces help you to see Megan as a whole child?
2. How might you alter a plan for Megan now that you have all the pieces?
3. How has this experience helped you to understand the need to shift from an RTI to an MTSS model?