

REVIEW AND TIPS FOR THE SKILL OF RESOLVING PROBLEMS

12.



Recognize when a problem exists and attempt to identify the cause.

Explore all the facts.

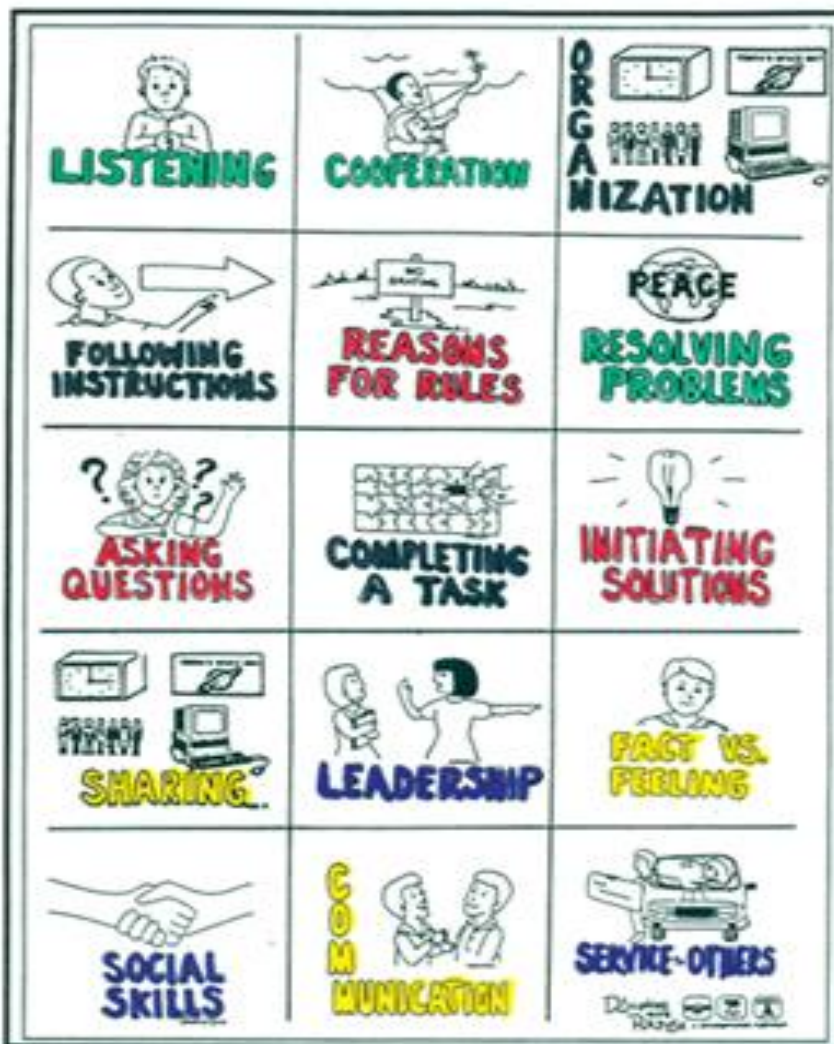
Brainstorm possible ways to solve the conflict, and use "what if" thinking to explore the consequences.

Choose a solution, follow through, and evaluate the results.

RESOLVING PROBLEMS

DISCIPLINE WITH PURPOSE  A Positive Approach

Teaching Self-discipline: 15 Essential Skills



The skill of Resolving Problems is related to Listening and Cooperating.

The Skill of Resolving Problems is Taught to:

- Help students take responsibility for their actions.
- **Avoid confusion about what will happen when rules are not followed.**
- Help students learn principles of problem solving (Negotiation, seeing two points of view, look for positive outcomes.)
- **Avoid debates/arguing when corrected.**
- Avoid power struggles.

Skill Illustration

12.



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RESOLVING PROBLEMS

DISCIPLINE WITH PURPOSE  A Purpose Approach

*Gesture for the skill:
The peace sign.*



Resolving Problems



- **Second of the Generative skills.**
- **Students in grades 6-9 can master this skill. (Mastery = Practice without a prompt or cue from an adult.)**
- **These vocabulary terms can help students understand the skill:**
 - **Confrontation**
 - **Consequence, natural and logical, self-imposed and adult-imposed**
 - **Discipline Plan**
 - **Time-out**
 - **Appropriate/Inappropriate**

CONFRONTATION

- **Confrontation** means ‘to come face-to-face. It is a **neutral word**.
- When adults are comfortable with confrontation, **problems and obstacles** become **challenges and opportunities**.
- **Disruptive behaviors** provide adults with **an opportunity to teach a skill**.
- **Skills are observable** so it is easy to see change.
- With some practice, you can view inappropriate behavior as an opportunity to teach a new skill.

The Confrontation Process

1. Start with a greeting/introduction.
2. Give a simple directive to see if the student is willing to work with you and follow directions.
3. Assure student: “This will only take a minute.” “ I think you and I can work this out.”
4. Describe what you saw or heard in a neutral tone.
5. Tell why this type of behavior is not acceptable.
6. Ask for understanding/clarification.
7. Ask for demonstration/change.
8. Thank/compliment the student for working to resolve a problem.

CONSEQUENCES

Consequences - Natural and logical, self-imposed and adult imposed.

Adult imposed consequences are given when:

1. A serious violation of another's rights has occurred.
 - a) Someone is in physical or psychological danger - **Danger**
 - b) Someone is abusive in tone or gesture. - **Disrespect**
 - c) Someone is out of control and cannot be reasoned with. - **Disruption**
2. A cue or verbal correction does not help a person self-correct.
3. A student reaches a certain step in a classroom discipline cycle.

The Classroom Discipline Plan lets students know how you will Resolve Problems

Five Step Plan moving from self-correction to adult-correction

Step 1: A chance to self correct: Coach, cue.

Step 2: Face to face confrontation: Remind or prompt students about the rule/procedure and the consequence.

Step 3: Begin documentation. The student writes or draws about the difficulty. May include parent contact. (See ways to document on slide 10)

Step 4: Contact with parent/counselor/SAT team.

Step 5: Removal from room: Begin the all school cycle, in-school suspension, visit with principal.

Many Effective Ways to Document – Step 3

STEP 3: Write/draw, document the difficulty

Optional ways to complete step three include:

- * Fill out an action plan.
- * Draw right way/wrong way to be a member of the class on a blank "T-chart."
- * Write your name in a class appointment book. This will indicate you and the teacher will need to visit.
- * Write an essay prepared by the teacher or one of your own design. (Tips booklet p. 53)
- * Write a letter to the Principal or a parent telling them about your day in school. Keep the letter on the corner of your desk to be delivered if you are unable to be a productive member of the class.
- * Write the answers to the questions on the back of an STP Card. (Tips booklet p. 53)
- * Call a parent and tell them about your day. Come back and write down the advise they gave to help you.

I Can Make a Plan

1. What I did: (I did not follow a classroom procedure and a reminder from the teacher did not help me.)
This is what I did.

2. How did my behavior affect:

a) The teacher? _____

b) The students? _____

c) Me? _____

3. Three things I can do to help myself are:

4. What I will do the next time is:

Signatures _____ Date _____

All documentation is signed, dated and kept in a student's behavior folder. Recognition for good behavior, certificates of accomplishments and other teacher documentation would also go in this folder.

Simple documentation form for younger students

Inappropriate Action Form

Date: _____

Name: _____

Teacher: _____

**Please discuss with Mom or Dad or another adult.
Fill out the form and bring It back tomorrow.**

1. It is inappropriate to: (Teacher completes)

2. Because _____

3. What I should do is _____

**After 3 forms have been completed we will meet for a special ATTENTION
SESSION. We will work together to help you help yourself.**

PARENT SIGNATURE _____

A Consequence Card

Consequence Card

Name: _____

If I disrupt the learning in class I will:

1. Write and apology
2. Miss a privilege.
3. Miss ___5 ___10 ___15 minutes of free time.
4. Do some act to show I am sorry.

A Consequence Card can help students correct inappropriate behavior

- 1. Select a consequence from the card.**
- 2. Draw a picture or write a letter to a parent or the principal describing what you did and how you plan to fix it.**
- 3. Leave the letter on the corner of your desk while you practice the new behavior.**
- 4. If you are unable to correct the behavior yourself you will be asked to deliver the letter and discuss it with an adult. The adult will sign the letter before you return it.**

TIME-OUTS



Sending students to a TIME-OUT can be a productive activity. It gives them a chance to separate **FACT FROM FEELING** and calm down. They can **WAIT** and **THINK** about what happened and write or draw their side of the story. They can set a goal for what they plan to do the next time. The child and adult can discuss these questions.

1. Why do you think you were sent to a TIME-OUT?
2. What is your side of the story?
3. What do you think should happen next?
4. Do you need an adult-imposed consequence or can you decide how you will make things right?
5. What will you do to show you are sorry? – How will you make restitution?

#12

RESOLVING PROBLEMS

1. Problems cannot be solved by violence but by talking.

2. Take a time-out and get ready to talk about issues.
3. Work to fix a problem so it won't happen again.
4. Don't fix a problem by making a problem for someone else.

Discipline
With Purpose



Homework Assignments

Resolving Problems

- Interview a member of your family to discover how they solved a problem. Ask them to complete each of these questions:
 1. What problem have you recently resolved?
 2. Why was it a problem?
 3. How many people were involved?
 4. Who came up with the solution?
 5. How easy or difficult was it for you to live with the solution?
 6. Do you think this problem will ever come up again? Why or why not?
 7. What tip or advice could you give to our class to help us learn how to resolve problems?
- Watch a TV show together as a family. Discuss any conflicts that happened and how they were resolved. Does your family agree on the outcome of their decisions?

Assessing Progress

- Use a rubric to assess progress.
- Show students the rubric after the skill is introduced.
 - Lacks knowledge or willingness
 - Needs assistance
 - Basic mastery
 - Proficiency
- Let them self-evaluate at the end of the three weeks practice.
- Share this information with parents.

(See sample rubrics from
Assessment Made Easy – Tara Kassi)

Reflection

1. Name something you learned or re-learned about the skill of Resolving Problems.
2. Identify one or two action steps you can take to teach this skill.
3. Review your classroom discipline cycle. Is it working? Do you need to make any adjustments? Have you been consistent in using it?
4. Discover if your students know the difference between an adult-imposed and a self-imposed consequence. Generate examples of self-imposed consequences that have helped students resolve a problem.
5. Teach one or more lessons about Resolving Problems from the DWP curriculum.