

TIPS FOR THE SKILL OF INITIATING SOLUTIONS TO PROBLEMS

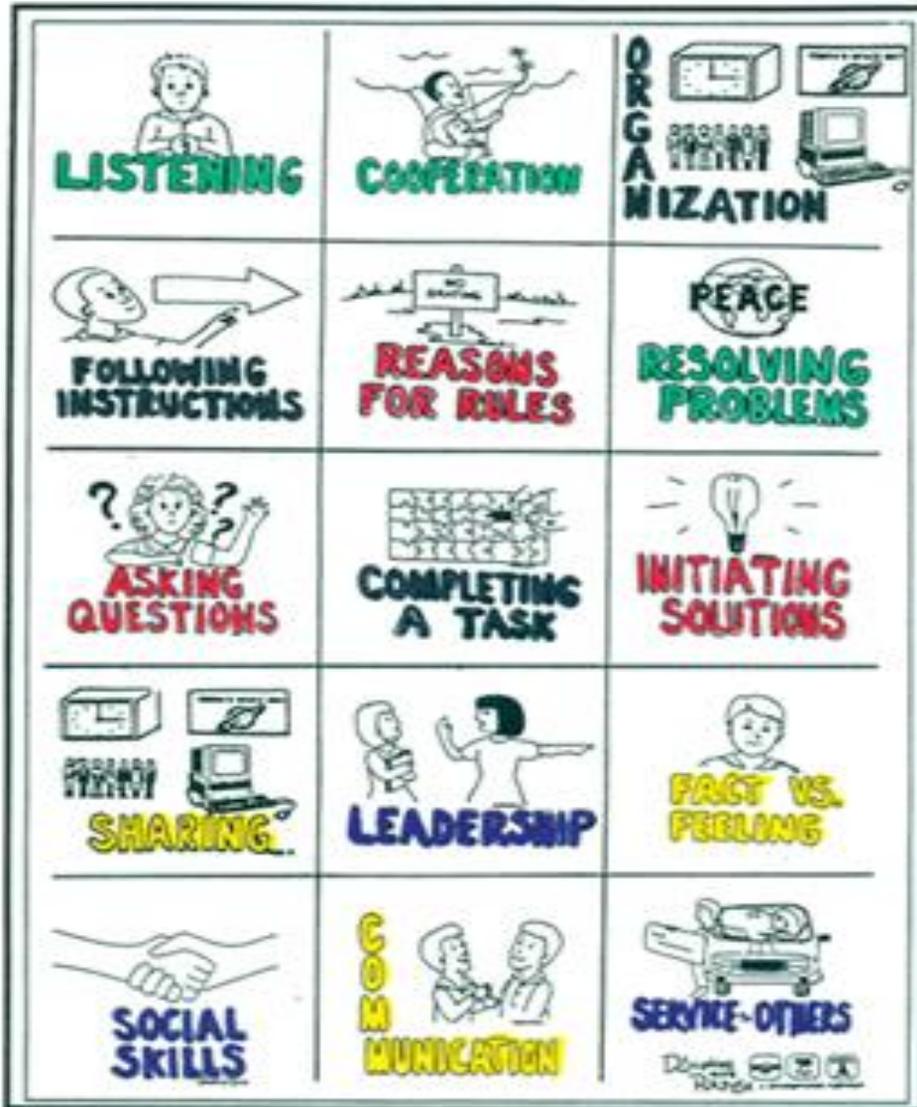
13.

- Go to the source of the problem.
- Talk it through with a neutral person.
- Make an appointment to talk to the person with whom you have a problem.
- Be clear about the results you hope to achieve.
- Don't fix a problem by making a problem for someone else.



INITIATING SOLUTIONS

Teaching Self-discipline: 15 Essential Skills



The skill of Initiating Solutions is related to Asking Questions and Understanding Rules.

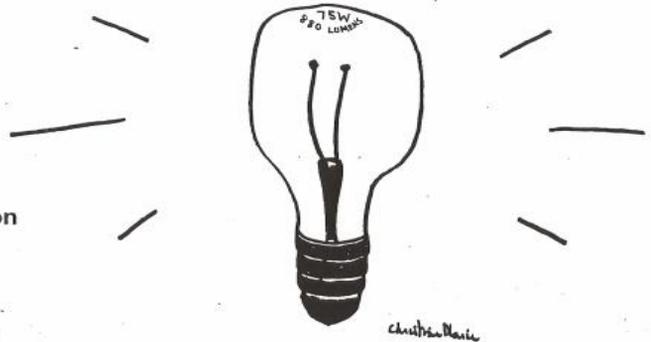
INITIATING SOLUTIONS

- **Third of the Generative skills.**
- **Principles that guide this skill include:**
- **A) Always go to the source of a problem.**
- **B) Talk it through with a neutral person if necessary.**
- **C) When you need to speak with someone, make an appointment.**
- **D) Put what you want to say in writing.**
- **E) Be clear about the results you hope to achieve.**
- **F) Be willing to change your point of view if new evidence comes to light.**

Skill Illustration

13.

Go to the source of the problem.
Talk it through with a neutral person.
Make an appointment to talk to the person
with whom you have a problem.
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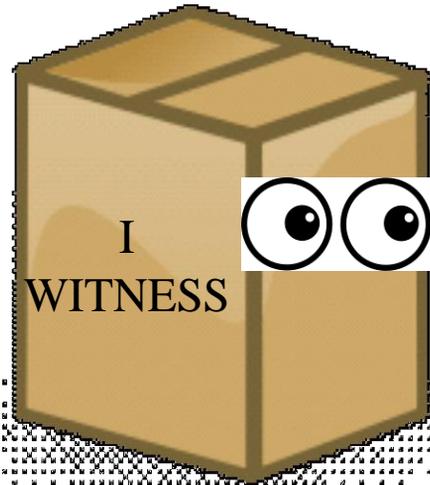
INITIATING SOLUTIONS

***Gesture for the skill:
Raise right finger in the air
to show you have a good
Idea.***



THE 'I WITNESS' BOX

WITNESS = a person who knows something because he/she saw it with his/her own eyes.



Teaches students to:

- a) Recognize a problem.**
 - b) Name the problem.**
 - c) Take action.**
- Place slips of paper next to the box.**
 - Tell students when they may use the box.**
 - Promise to read all papers at the end of each week.**
 - If there is a problem, have a private conference with the person.**
 - If it is a group problem hold a class meeting or discussion.**
 - Never reveal names. Discuss items only in general terms.**

MY DAILY CHECKLIST

My DAILY CHECKLIST

	YES	SOMETIMES	NO
1. I followed directions today.	___	___	___
2. I finished all my homework.	___	___	___
3. I used my greeting skills.	___	___	___
4. I was kind to others today.	___	___	___
5. I used my listening skill when the teacher asked us to.	___	___	___
6. I shared space in the hallway.	___	___	___

Student signature _____

Teacher signature _____

Parent signature _____

Student is responsible for placing checklist on the teacher's desk each morning and picking it up at the end of the day.

TEACH STUDENTS HOW TO USE A PEACE FORMULA

PEACE FORMULA

1. I feel _____ when you

2. Next time, I would like it if you could

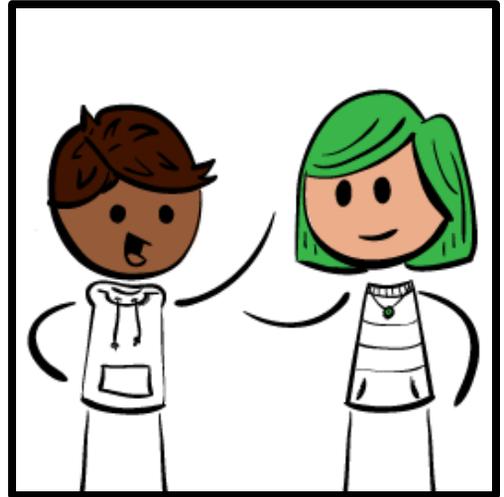
3. In the future, please

4. Do you think we can be friends?

- a) Bring to the student's attention a current problem. Role play using the peace formula and discuss these questions.
- b) How did the people in this situation feel?
- c) What was not liked? What is liked?
- d) How do you know they will still be friends?
- e) Did the solution cause a problem or hardship for someone else as they worked through their situation?

Teach students to make non-judgmental statements

A) State an observable behavior. “Right now you are rolling your eyes and you have folded your arms.”



B) Use an “I feel” statement: “I feel put off.”

C) Give a reason: “It takes two people to work things out. Is this a good time to talk about this issue?”

TRY IT

Don't solve problems children can solve themselves

When children come to you with a problem:

- a) Honor** the fact that they have a problem:
“That’s a problem.”
- b) Inquire:** “Have you thought about how you will fix it?”
- c) Offer Alternatives:** “Would you like me to tell you what others in your situation did?”
- d) Honor their response:** If they say, “No,” let them think about it on their own. If they say, “Yes,” give them at least 3 things they could do. (Passive, Aggressive, Assertive response)
- e) Use one rule** when a solution is suggested:
“You cannot fix a problem by making a problem for anyone else.”

(Jim Fay)

Explanation of Terms

RESTITUTION –

Action done to make amends, pay back

ASSERTIVE RESPONSE

take action in calm, deliberate manner.



AGGRESSIVE RESPONSE

Take action in violent, hostile manner.

PASSIVE RESPONSE

Take no action, walk away, do something indirectly related to the problem.

Use skill vocabulary

- “Let’s explore the alternatives.”
- “Put yourself in my place.”
- “Can we live with the things we cannot change?”
- “Can you help me understand your reasons?”
- “Is there a solution we haven’t thought about yet?”
“Should we ask other people for some ideas?”
- “How can we resolve this so we both can come out winners?”
- “Thank you for making the first move to resolve this issue.”

IDEA can help solve problems

I – Identify the problem

- a) What happened/Is happening?
- b) What did you do/Can you do?
- c) Is it helping you?
- d) Is it helping others?

D – Develop a Plan to Fix the Problem

- a) What change can you make in your behavior?
- b) Can another person help you?
- c) What do you need to get out of this problem?
- d) What will happen if you do not make the first move?

E – Execute the Plan

- a) After designing a plan, put it into effect immediately.
- b) Stick to your new plan for at least 2 weeks before making changes.

A – Analyze the Results

- a) After two weeks look at what is happening.
- b) Ask if it is helping or making things worse.
- c) Solicit additional help if you are unable to initiate a solution to your problem.

Discuss with a partner

1. Which of these six problems do you consider the most serious for a student? Circle one.
 - a) Disrupting class so others cannot learn.
 - b) Unable to remember to bring home books needed to do homework.
 - c) Not studying for tests and getting below average grades.
 - d) Being offered drugs when you don't use them.
 - e) Cyberbullying.
 - f) Being harassed by a member of the class.
2. Why? _____

3. If you had a friend who had the problem what three ideas would you give them to help fix the problem?
4. Would your friend need other students or persons to do anything to help them with this problem. What could they do to help?
5. If a plan was put into action and there were no results what could they do next.
6. Do you think if one person changes the way he/she does something it will cause a change in another person?
7. How easy or difficult do you think it is to initiate a solution to the problem you selected?

Homework Assignments

Initiating Solutions to Problems

1. Play this table game with your family and summarize what you learned for homework. Write each of these phrases on a slip of paper.

- * I'll never forget the time.....
- * I probably should have told you this before.....
- * I need to tell you the truth about.....
- * The most difficult problem I have had to face is..
- * When I face problems I usually....
- * If I have trouble with someone, I usually....
- * I get angry when.....
- * When I am angry I usually.....

Put all the slips into a container. Start the game by pulling one slip from the container. Tell the group how you would finish the sentence. Pass the phrase to the next person and listen to their point of view. Continue the process until everyone has had a chance to finish the sentence.

- Record on a slip of paper:
 - 1) The phrase we selected and
 - 2) One thing I learned:
- Pass the container to the next person and repeat the process. Again, record what was discussed. Continue in this way until everyone in the group has had the chance to select a phrase. Bring to class your record of the phrases discussed and what was learned.

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 Initiating Solutions to Problems.
2. Identify one or two action steps you can take to teach this skill.
3. Select one of the homework assignments suggested or one of your own choosing. Let students discover different ways people handle problems.
4. Let older students use the IDEA process described on slide twelve.
5. Teach one or more lessons about Initiating Solutions to Problems from the DWP curriculum.