

The Eight-Step Problem-Solving Process

Have students use this cue card as they move through the problem-solving process. Teachers need to teach each step, so students can understand what each step *looks like* and *sounds like*.



The Eight Step Problem-Solving Process

1. Know that you are calm.
2. Say what your problem is.
(*What does it look like? What does it sound like?*)
3. Say how you are feeling and why you feel this way.
(*I feel _____ because _____.*)
4. Say how you want things to end up.
5. Write down as many solutions as you can.
(*Use The Solution Sheet.*)
6. Choose one solution.
7. Write a plan to go with your solution.
(*Use My Plan.*)
8. Carry out your plan. If it does not work:
 - select another solution, or
 - go back to Step #1, and restate your problem.

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My Plan

What will happen first? Then what?

1.	
2.	
3.	
4.	
5.	
6.	

<i>When?</i>	<i>Where?</i>	<i>With whom?</i>

Did my plan work?

Successful Solutions

Name: _____ Gr. ____ Date: _____

My problem is:

Three possible solutions are:

1.

2.

3.

I will try # __ because _____

I will talk with _____ about my solution.

I have discussed this solution with _____ on _____
(date)

Comments:

What Do I Do When I am Angry? (Short-Term)

Some students need quick ways for them to *buy time immediately* to reduce their anger or frustration. Cut out these positive alternatives, and role-play them with students. Have students add to the list, and then select the ones that work for them.




Breath 5 times deeply and envision a stop sign.	Walk to the office.	Use peaceful imagery.	Ask for help from a teacher or a friend.	Say reminders to lower my anxiety level: <ul style="list-style-type: none"> • <i>Relax,</i> • <i>Calm down, or</i> • <i>Chill off.</i>
Count to 10 (or 20, 50 ...).	Use relaxation techniques.	Use self-talk to increase my self-control: <i>It's O.K. to get mad, but not O.K. to hit somebody.</i>	Walk away or leave the scene completely until I am calmer.	Use my inside voice, to say what I want with words (not fists).
Give the feeling a name: <i>It's hostility.</i> <i>It's nervousness.</i>	Make an I-statement: <i>I'm unhappy.</i> <i>I'm sad.</i>	Tell an adult how I feel.	Get a drink of water.	Draw on some paper.

What Do I Do When I am Angry? (Long-Term)

Some students need more time, movement, or an activity to help them feel calm enough to problem-solve later. Cut out these positive alternatives, and role-play them with students. Have students add to the list, and then select the ones that work for them. Students could paste some of these ideas, or their own, on a cue card as a reminder of what they will do when they are angry, upset, or frustrated. *Talking* about what they are going to do when they get angry often precedes the ability to do it.



Sit apart from the class and write/draw an account of what happened.	Ask to have some wait time to settle down.	Sit quietly for a period of time to cool down.	Go to a quiet place and read my enjoyable book in order to calm down.	Give my teacher a green card so she/he knows I am going out to the _____ to cool down.
Go to the resource room and work in my <i>Can Do!</i> folder. 	Draw a picture of what I would like to see happen.	Go to a study carrel within the classroom.	Follow <i>My Picture Plan</i> .	Go to the problem-solving area in the classroom and read over the steps for problem-solving.

My Picture Plan

My Picture Plan

1. Take 5 deep breaths.



2. Move away from the problem.



3. Draw a picture of what I need.



4. Talk to someone about my picture.



My Picture Plan

1. Move away from the problem.



2. Use peaceful imagery.



3. Use a problem-solving process.



My Picture Plan

