

We Can Be Problem Solvers *at Home!*



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ChallengingBehavior.org

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Have you ever had a problem?



Everyone does. Problems can sometimes make us feel sad, mad, frustrated, or confused.



Sad



Mad



Frustrated



Confused

If I have a problem, I can do something. I can try out some solutions to help me with my problem.



If I have a problem, first I have to think about it...

What is my problem?



Step 1

And I have to think of a way to make it better...

Think, think, think of some solutions.



Step 2

Look at some of the solutions I can try!

Wait and take turns



Get a timer



Share



Say, "Will you play with me?"



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



What would happen if I tried my solution...

Would it be safe?

How would everyone feel?



Step 3

Then...
give it a try!

If my solution didn't work, I might have to
think, think, think of another solution.



Step 4

Let's try being
a problem solver...

They took it from me.



I am lonely and want
you to play with me.



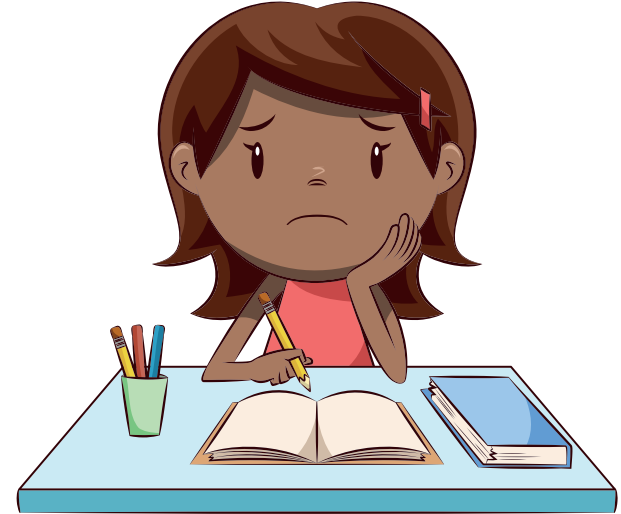
I am frustrated.



They are bothering me.



This is too hard for me.



I want to play with it by myself.



They hurt my feelings.



Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think of some solutions.



Step 3. What would happen if...?
Would it be safe? How would everyone feel?



Step 4. Give it a try!

We are learning every day to be Problem Solvers!



Parent Tips: Problem Scenarios

A great way to practice problem solving is to use pictures and stories to talk about problems and the different solutions children can use. Use the scenario cards to tell a story.



- Look at the picture with your child.
- Talk about the picture with your child. You might say:
 - “Look, she is frustrated! She has a problem.”
 - “He really wants the toy. I wonder what that boy could do to solve the problem?”
 - “You were feeling sad just like this girl. Remember how you asked for a hug when you were sad?”
 - “What do you see in this picture? It looks like those children are using mean words. I wonder what those children might do to solve their problem?”
 - “See this picture. I think this child is frustrated. The picture says ‘this is too hard for me’. Remember when you did ____ and it was really hard? I wonder what this child can do to solve the problem?”

When you talk with your child about the pictures, match what you say with your child’s level of understanding. For example, use a simple story for a child with less language or understanding.

Solution Kit Instructions



1. Print and cut the Solution Kit pictures or save to your phone/ device photos. You can make the cards sturdy by laminating, gluing the cards to cardboard, or covering them with clear contact paper.
2. Read the *We Can Be Problem Solvers at Home!* story with your child to teach the Problem Solving Steps.
3. Introduce the Solution Kit with a few solutions at a time.
4. Place the solutions in a place where your child will see and use them (e.g., hanging on the wall, saved to a tablet).
5. Remind children to use the Solution Kit when solving problems at home.
6. Offer lots of encouragement when your child tries to use the Solution Kit.
7. Comment positively when your child uses the Solution Kit (e.g., “Look at you. You are using the Solution Kit to solve your problem”).



Solution Kit

Wait and take turns



Get a timer



Share



**Say, "Will you
play with me?"**



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



¡Nosotros podemos resolver problemas! *en casa*



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Publicado: 21/05/20



¿Alguna vez has tenido un problema?



Todos los tenemos. Los problemas a veces pueden hacernos sentir tristes, enojados, frustrados o confundidos.



Triste



Enojado(a)



Frustrado(a)



Confundido(a)

Si tengo un problema, puedo hacer algo. Puedo probar algunas soluciones para ayudarme con mi problema.



Si tengo un problema, primero tengo que pensar...

¿Cual es mi problema?



Paso 1

Y tengo que pensar en una forma de mejorarlo...

Piensa, piensa, piensa en algunas soluciones.



Paso 2

¡Mira algunas de las soluciones que puedo probar!

Espera y toma turnos



Consigue un reloj



Comparte



Pregunta:
“¿Jugarías conmigo?”



Di: “Por favor, para.”



Pide ayuda



Pide un abrazo



Usa palabras amables



Toma un descanso



¿Qué pasaría si intento una solución?...

¿Estaría seguro?

¿Cómo se sentirían los demás?



Paso 3

Entonces...
¡inténtalo!

Si la solución no funciona, entonces tendré que pensar, pensar, pensar en otra solución.



Paso 4

Intentemos
resolver problemas...

Me lo quitó.



Me siento solo(a) y quiero
que juegues conmigo.



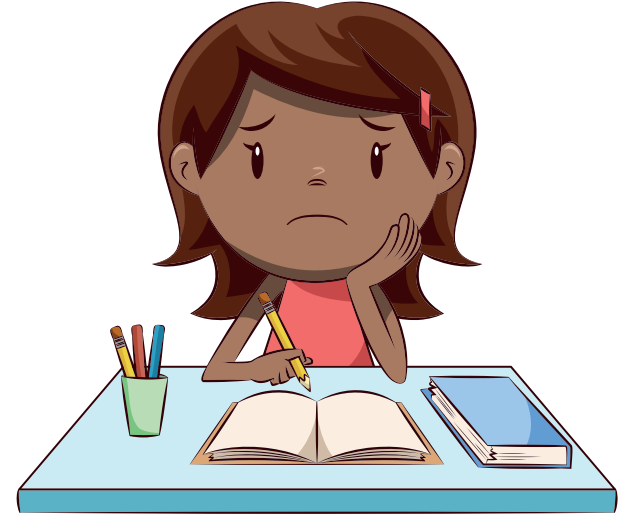
Estoy frustrado(a).



Me esta molestando.



Esto es demasiado difícil.



Quiero jugar solo(a).



Me maltrata mis sentimientos.



Pasos para resolver problemas



Paso 1. ¿Cuál es mi problema?



Paso 2. Piensa, piensa, piensa
en algunas soluciones.



Paso 3. ¿Qué pasaría?
¿Estaría seguro? ¿Cómo se sentirían los demás?



Paso 4. ¡Inténtalo!

¡Todos los días estamos aprendiendo
maneras de resolver problemas!



Consejos para padres: Escenarios de problemas



Una excelente manera de practicar la resolución de problemas es usando imágenes e historias para hablar sobre los problemas y las diferentes soluciones que los niños pueden usar. Usa las cartas de escenario para contar una historia.

- Mire la foto con su hijo.
- Hable sobre la imagen con su hijo. Podría decir:
 - “¡Mira, ella está frustrada! Ella tiene un problema.”
 - “Él realmente quiere el juguete. ¿Me pregunto qué podría hacer ese niño para resolver su problema?”
 - “Te sentías triste como esta niña. ¿Recuerdas cómo pediste un abrazo cuando estabas triste?”
 - “¿Qué ves en esta imagen? Parece que esos niños están usando palabras malas. Me pregunto qué podrían hacer esos niños para resolver su problema.”
 - “Mira esta imagen. Creo que esta niña está frustrada. La imagen dice ‘esto es demasiado difícil’. ¿Recuerdas cuando hiciste ____ y fue realmente difícil? Me pregunto qué puede hacer esta niña para resolver su problema.”

Cuando hable con su hijo sobre las imágenes, ajuste lo que dice al nivel de comprensión de su hijo. Por ejemplo, use una historia simple para un niño con menos habilidades de lenguaje o comprensión.

Kit de soluciones: Instrucciones



1. Imprima y corte las imágenes del Kit de soluciones o guárdelas en su teléfono o dispositivo electrónico. Puede hacer que las tarjetas sean más duraderas laminándolas, pegándolas en cartón o cubriéndolas con papel de contacto transparente.
2. Lea la historia de *¡Nosotros podemos resolver problemas!* con su hijo para enseñarle los pasos para resolver problemas.
3. Presente el kit de soluciones con unas pocas soluciones a la vez.
4. Coloque las soluciones en un lugar donde su hijo las vea y las use (por ejemplo, colgadas en la pared, guardadas en una tableta).
5. Recuerde a los niños que usen el kit de soluciones para resolver problemas en casa.
6. Ofrezca mucho ánimo cuando su hijo intente usar el Kit de soluciones.
7. Haga comentarios positivos cuando su hijo use el Kit de soluciones (por ejemplo, “¡Mira! Estás usando el kit de soluciones para resolver tu problema”).



Kit de soluciones

Espera y toma turnos



Consigue un reloj



Comparte



**Pregunta:
"¿Jugarías conmigo?"**



Di: "Por favor, para."



Pide ayuda



Pide un abrazo



Usa palabras amables



Toma un descanso



We Can Be Problem Solvers!



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Step 1

And I have to think of a way to make it better...

Think, think, think of some solutions.



Step 2

Look at some of the solutions I can try!

Wait and take turns



Get a timer



Share



Play together



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Get a Teacher



Ask nicely



Ignore



Trade



What would happen if I tried my solution...

Would it be safe?

How would everyone feel?



Step 3

Then...
give it a try!

If my solution didn't work, I might have to
think, think, think of another solution.



Step 4

Let's try being a problem solver...

PLACE "PROBLEM VISUAL"
VELCROED TO THIS PAGE

...What are the steps to problem solving?

Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think of some solutions.



Step 3. What would happen if...?
Would it be safe? How would everyone feel?



Step 4. Give it a try!

What solution might work?

Wait and take turns



Get a timer



Share



Play together



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Get a Teacher



Ask nicely



Ignore



Trade



We are learning every day to be Problem Solvers!



PROBLEM VISUALS

Cut out and attach with velcro to story.

I am hurt.



I am lonely.



The toy broke.



They took it from me.



I want to play too.



They knocked it down.



They ruined my picture.



They are bothering me.



We all want the same toy.



I don't have a spot.



They hurt my feelings.



¡Nosotros podemos resolver problemas!



Por Rochelle Lentini, Rachel Anderson, & Anne Wimmer

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Triste



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Frustrado(a)



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Si tengo un problema, puedo hacer algo. Puedo probar algunas soluciones para ayudarme con mi problema.



Si tengo un problema, primero tengo que pensar...

¿Cual es mi problema?



Paso 1

Y tengo que pensar en una forma de mejorarlo...

Piensa, piensa, piensa en algunas soluciones.



Paso 2

¡Mira algunas de las soluciones que puedo probar!

Espera y toma turnos



Consigue un reloj



Comparte



Juegan juntos



Di: "Por favor, para."



Pide ayuda



Pide un abrazo



Usa palabras amables



Toma un descanso



Consigue un(a) maestro(a)



Pregunta amablemente



Ignoralo(a)



Has un intercambio



¿Qué pasaría si intento una solución?...

¿Estaría seguro?

¿Cómo se sentirían los demás?



Paso 3

Entonces...
¡inténtalo!

Si la solución no funciona, entonces tendré que pensar, pensar, pensar en otra solución.



Paso 4

Intentemos resolver problemas...

ADHIERE EL PROBLEMA VISUAL A ESTA
PÁGINA CON CINTA VELCRO

...¿Cuáles son los pasos para resolver problemas?

Pasos para resolver problemas



Paso 1. ¿Cuál es mi problema?



Paso 2. Piensa, piensa, piensa
en algunas soluciones.



Paso 3. ¿Qué pasaría?
¿Estaría seguro? ¿Cómo se sentirían los demás?



Paso 4. ¡Inténtalo!

¿Qué solución podría funcionar?

Espera y toma turnos



Consigue un reloj



Comparte



Juegan juntos



Di: "Por favor, para."



Pide ayuda



Pide un abrazo



Usa palabras amables



Toma un descanso



Consigue un(a) maestro(a)



Pregunta amablemente



Ignoralo(a)



Has un intercambio



¡Todos los días estamos aprendiendo
maneras de resolver problemas!



PROBLEMAS VISUALES

Recorta y pega con velcro a la historia.

Estoy herido(a).



Estoy solo(a).



El juguete se rompió.



Me lo quitó.



Yo también quiero jugar.



Lo tumbó.



Daño mi dibujo.



Me esta molestando.



Todos queremos el mismo juguete.



No tengo un espacio.



Ellos maltratan mis sentimientos.



Step	Teacher's Role	Example Language
Setting the tone	Support emotion regulation or validate emotions	<ul style="list-style-type: none"> • “I see you tucking in your shell.” • “You’re taking big deep breaths to calm down.” • “You look disappointed.” • “You look sad. I see you are crying.”
1. What’s the problem?	Validate child(ren)’s expressions in neutral language	<ul style="list-style-type: none"> • “It sounds like you both want the scoop.” • “You want to play with Jake, and he’s playing with Emma.” • “You are having some trouble zipping your coat.”
2. Think, think, think of some solutions.	Encourage child(ren) to brainstorm solutions or find solutions from the solution kit	<ul style="list-style-type: none"> • “Hmm...what could we do to solve this problem?” • “Where can we find more ideas for solutions?” • “What if we got a timer?” • “We could ask nicely or find a new place to play. Which would you like to try?”
3. What would happen if we tried each solution? Would it be safe? Would it be fair? How would everyone feel?	Support child(ren) to evaluate solutions. In the beginning, the teacher may provide this evaluation for the child. Not all evaluative questions must be addressed in every situation.	<ul style="list-style-type: none"> • “You said we could ‘play together.’ What would that look like?” • “How long should we set the timer for? What would be fair?” • “Asking for help is a great idea.” • “Taking turns going down the slide is a safe solution.”
4. Give the solution a try!	Encourage child(ren) to put that solution into action; ensure successful outcome for child who is still learning the process	<ul style="list-style-type: none"> • “You chose to play in a new center. Let’s find somewhere fun to play.” • “Let’s go share. You can keep one and give one to him.” • “You chose ‘ask nicely.’ You can say, ‘can I put on a block?’” • “You did all the problem-solving steps. Now you can take a turn.”
Follow-up support	Follow-up with child(ren)	<ul style="list-style-type: none"> • “You solved the problem. You are taking turns with the scoop.” • “You are good problem solvers. You figured out we can get another chair, and now we’re ready for small groups.” • “It looks like we still have a problem. Angelique still doesn’t have a buddy. What should we do?”

Challenges and Solutions for Teaching Problem-Solving Skills



“My children can’t seem to make it through the problem-solving process without creating more problems!”



Consider whether children have some skills that support problem solving!

1. Can children locate and “read” familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

Social and Emotional Skills

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Get an adult’s attention • Get a peer’s attention • Ask for help • Give an object to a peer • Request an object from a peer • Label own emotions | <ul style="list-style-type: none"> • Calm down when experiencing strong emotions • Give a play idea • Engage in a peer’s play idea • Disagree with a peer • Respond appropriately to others’ emotions • Give a compliment |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



“We don’t have enough ‘problems’ for the children to get enough practice.”



“Problematize” everything!

1. Frequently label classroom situations as “problems” in a positive tone
2. Descriptively model the problem-solving steps in context
3. Support children to use the steps to solve those problems (with a few initial solutions from the solution kit or without solution cards)
4. Give descriptive feedback to children engaging in the problem-solving steps

Problems Between Two or More Children

Problems for an Individual Child

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Two children want a toy • Peer in a child’s spot a circle time • One pair of scissors for three children at small group • Not enough chairs at small group • Peer knocks over a child’s tower • Group of children cannot agree on a play idea • Peer paints on a child’s picture | <ul style="list-style-type: none"> • Child wants to go to a full center • Difficulty putting shoes on after nap • Child wants a peer to play with • Child wants a red marker, but none are out • Child says she misses her family member and wants to go home • Peer is making noise that bothers a child |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



“We seem to have the same problems that keep happening, and none of the solutions really fit.”



Add more solutions to the kit!

1. Can children locate and “read” familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

- Give a play idea
- Ask for a hug
- Ask for help
- Find another friend to play with
- Make a new choice
- Take a break
- Say, “maybe next time...”
- _____



“My children give up on problem solving.” or “I keep getting interrupted while trying to help children solve a problem!”



Make problem-solving process *efficient* for children!

1. Efficient = effective and quick
2. Eliminate distractions by prompting other teacher(s) to be the point person for other children
3. Have a peer get the problem-solving steps or solutions visuals for child(ren) if in another part of the room
4. Give more supportive prompts if children get stuck on a step

Supportive Prompts

- “It looks like you are having a hard time with your shoes. Should we try to solve this problem?”
- “What if we tried _____?”
- “We could try ‘say, please’ or ‘wait and take turns.’”
- “You picked ‘ask nicely.’ You could say, ‘can I have a turn?’”



“My children know where the solution kit is but they don’t use the solutions!” or “My children always say ‘share’ for the solution to their problem.”



Teach the solution kit with the steps!

1. The solution kit is a tool to help children with Step 2 of the problem-solving process; it cannot stand on its own without the steps
2. Teach children to locate and “read” the solutions in the environment
3. Pick solutions that make sense for the classroom context
 - a. What solutions do children already use?
 - b. What language do you find yourself using frequently?
4. Once some initial solutions have been taught, introduce new solutions one at a time by explaining, demonstrating, and having children practice the solutions that make sense for that solution

Suggested Initial Solutions

- Get a teacher
- Trade
- Wait and take turns
- Give a toy (share)

Suggested Solutions to be Taught Later

- Say, “please”
- Ignore (look away and say nothing)
- Ask nicely
- Say, “please stop”
- Play together
- Get a timer



“There aren’t enough teachers to go around to help children solve problems all day!”



Use group activities to highlight problem solving!

1. Note problem situations that occur in the classroom and solve them together
2. Engage children in reflection about their use of problem solving
3. Read books and pause to have children engage in problem-solving steps for characters