Problem Solving Skills Training Checklist

Adherence:

Getting Started

Familiarize yourself with the 5-step problem solving process

Step 1: Define the problem
Step 2: Define the goal for the situation
Step 3: Brainstorm Solutions
Step 4: Select Solutions
Step 5: Determine how to know if the solution is working

Implementation

- ☐ Decide whether you are going to conduct the training in an individual or group setting.
- ☐ Introduce the intervention to the student.
- ☐ Teach the above 5-step problem-solving process to the student(s).
- ☐ Talk through how to apply these steps with a variety of examples. You may want to use examples of various types of problems in a variety of settings.
- ☐ Have your student(s) practice applying the steps in the session. You may want to provide scenarios for them, or they can come up with ones they encounter. (See problem scenario cards in resources)
- ☐ Have students practice using the problem-solving steps in their daily life.
  - Collaborate on specific take-home assignments
  - Encourage students to set a goal about a specific problem
  - Identify the steps they plan to take to achieve this goal during the week. (See problem solving skills worksheet)
- ☐ Have students report back about a situation in which they used these steps, how they followed them (e.g., what went well, what was challenging, what could have gone better), and what the outcome was.
- ☐ Evaluate and discuss how well the steps were implemented, if the problem was solved (or working to be solved), and if the student needs to go back and try again.
- ☐ Repeat this practice process. Have your students take their feedback and try to implement it between your next sessions. When you meet again, review and repeat as needed.

Quality:

- ☐ Praise the student in a genuine and enthusiastic tone when you see them using the problem-solving steps in their daily life.

Tips for Success:

- Younger students may benefit from a reward system for using these problem-solving steps.

- It may be helpful to involve and inform teachers and parents about this process. These adults may be a part of the solution to these problems and may be useful evaluators of the student's success in using this procedure.