

# Problem Solving Aftercare



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## Summary and Rationale

This lesson provides group members the opportunity for intense practice of all 6 problem solving skills.

**Objectives** – As a result of this lesson the group members will:

Be able to apply all 6 problem solving skills in real life situations.

## Major Activities

**Activity 1:** Thinking Check-in and  
Homework Review

**Activity 2:** Individual Focus #1

**Activity 3:** Try Out Plan

**Activity 4:** Individual Focus #2

**Activity 5:** Wrap-up and Homework

# Supplements

**Charts** – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



**Handouts** - Make copies before lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



H-16-1-Problem Solving Skills and Steps

**Presentation Slides** - Make transparencies if projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-24-1-Title slide  
P-24-2-Stop and Think  
P-24-3-Problem Solving Skills

Equipment	Supplies
<ul style="list-style-type: none"> <li>▪ Easel (chart stand)</li> <li>▪ Projector to show presentation slides</li> <li>▪ Projection screen or suitable surface</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper</li> <li>▪ Markers</li> <li>▪ Masking tape</li> <li>▪ Copies of handouts</li> </ul>

## Activity 1: Thinking Check In and Homework Review

For your homework I asked you to identify a situation since our last meeting that caused you stress and posed some risk to you of breaking a rule or hurting another person.

Then you were to try using the six problem solving skills as well as the skill of cognitive self-change and any needed social skills.

I am going to ask each of you to briefly describe how you did skill 1: **stop and think**.

For now, tell us about step 1.

What were your warning signs? Remember to tell us about your

- physical reactions
- risk thoughts
- risk feelings

Who would like to begin?

Great. Now let's hear how you did step 2.

Remember that step 2 is: Think – reduce your risk. Be sure to tell us about what you did to:

- Be quiet
- Get space

This homework review is for either the homework group members did after lesson 24, or from the last problem solving skill aftercare lesson.

If appropriate, alter this review to a thinking check-in (if following a cognitive self-change lesson), or a social skill homework review.

Have each person briefly describe his or her situation and how they did skill 1: **stop and think**.

- Calm down

## Activity 2: Individual Focus 1

Now, I want you to “check in” with us on how it went or on how you think it could go if you use the problem solving skills. Walk us through how you used or will use the problem solving skills.

### Skill 2: State the Problem

Remind us of the steps for skill 2: **State the problem**. Then tell us how you did each step.

*(Answer: Step 1: Identify a Warning Sign; Step*



-H-16-1-Problem

Solving Skills and Steps

Based on the problem situation reported, the group facilitator invites the group member to go through the problem solving skills using the problem solving skills handout.

Alternatively, if the group didn't have problem solving homework, give them a few minutes to think about a recent or current problem situation.

It can be either an “in your face” or “time to think” problem.

Provide feedback as necessary to make sure that he/she “gets” how to

*2: Describe the situation objectively; Step 3: Identify a risk reaction)*

**Skill 3: Set a Goal and Gather Information**

Step 1: Identify a positive and realistic goal.

What do you want that is realistic?

Is that positive?

Step 2: What information do you have?

What information do you want to find out?

This should include facts and the other person's thoughts and feelings.

**Skill 4: Think of Choices and Consequences**

Step 1: Brainstorm Choices

Step 2: Think about Consequences

follow the steps.

The facilitator then leads a discussion with the reporting group member and the large group on skill 3: **set a goal and gather information.**

If the problem solver needs time to gather more information and the problem is not pressing, stop here and ask the person to gather more information and the group will continue to work with them on their problem for next week.

If the person has enough information to proceed then go on to skill 4.

Use brainstorming for the problem solver and the group to identify at least 8 choices that fit the

Step 3: Pick a choice to get to your goal

### Brainstorm Choices

As a group, brainstorm actions the problem solver can take.

Come up with at least 8 different actions (all do not need to be realistic or pro-social).

situation.

Then, have the group work with the problem solver to identify possible consequences and finally pick a choice.

The problem solver should have the final say on the selected choice.



- Chart choices for reporting group member. Leave space for +/- consequences for self and others on the right side.

Be alert to the group getting “stuck” in a narrow track of options. (For instance, they might only consider destructive options or options that express anger.) When this kind of narrowing happens, remind the group that the point of the

### Think of Consequences

Now that you have thought of lots of choices, we can consider the possible consequences of these choices. Remember consequences can be positive or negative. Consider two kinds of consequences: consequences for self and consequences for other people.

Step 3 is to pick a choice to get to our goal.

Let's look at the information on the chart that tells the problem solver's goal.

We will go through a process of elimination. This means we will start by identifying any choice that will not lead to the goal.

We now have actions that we think can lead the problem solver to the goal. Think about what we know about the problem solver and the other person in the situation. Let's look at the choices that are left.

Let's get some recommendations from group

step is to consider as wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track.

Using the information on the chart, lead the group in identifying actions that will not lead to the goal and cross them off. If there is disagreement, do not cross off the choice.

Encourage group

members. Who wants to suggest a choice from our remaining list that you think the problem solver should take?

### **Pick a Choice to Get to Your Goal**

It is now time for the group to decide on what the best choice might be to help Shewan/Sherry to her goal.

First, I am going to read through our list so you have one more chance to consider these options.

Now I will read them a second time and ask you to vote by raising your hand for one (and only one) of these choices.

Okay, most group members think (insert the choice with the most votes) will get Shewan/Sherry closer to her goal. We will work with this choice in our next session.

### **Skill 5: Make a Plan**

Let's walk through the steps of how you will make a plan.

members to share ideas and give reasons for the choice they have identified.

Read through the list as a final review of the options.

Read through the list a second time and ask group members to raise their hands for the choice they think is best. Write down the number of votes next to each choice.

Write the choice with the most votes in the appropriate place at the bottom of the chart.

Take the problem solver through the steps of this



Here are the steps:

Step 1: Identify who, where and when.

Step 2: Choose key social skills that can help you.

Step 3: Identify what you will do or say.

Step 4: Identify how you will do or say it.

Step 5: Decide on a thought that will help you get started.

### Activity 3: Try out Plan

#### Problem Solving Skill 6: Do and Evaluate

Remember, when we use problem solving skill 6: **do and evaluate**, we put our plan into action and then think about how well we liked what happened based on the action we took.

In this skill we also decide what to do next.

The steps are

Step 1: Do it

Step 2: Ask questions

Step 3: Decide what to do next

So you are going to try out step 1: Do it by using your plan in a role play situation. Who would you like to help you out by being your

skill.



- Write responses on chart.

#### Plan a role play

Once all the information has been identified, help the problem solver set up a role play and try out using the plan.

co-actor?

### **Discussion of Role Play**

Step 2 of Do and Evaluate is: Ask questions. This is a way to see how things went and to help answer step 3: Decide what to do next.

#### **For the group members**

How do you think the different parts of the plan worked?

#### **For the main actor**

How did you feel about the steps in the role play?

What are some changes you might make?

To complete step 3: Decide what to do next, you need to write down your plan for dealing with this or similar situations in your everyday life.

### **Activity 4: Individual Focus 2**

Who would like to go next?

### **Solicit Feedback**

Once the role play is completed solicit feedback from the group and problem solver about how they think the different parts of the plan worked.

Make sure the problem solver finishes this step with a written plan he/she can refer to.

If there is enough time, invite another group member to go through the problem solving steps as in activity 2.

The facilitator asks him/her to remind the group of what he/she did

### Activity 5: Wrap Up and Homework

Congratulations, you have worked together to show how the six problem solving skills can apply to different situations.

- Between now and next session identify a situation that caused you some type of problem.
- It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.

Identify what you did in that situation that helped you not make the problem worse.

for skill 1: **Stop and think.**

Now, repeat the process as outlined in activities 2 and 3.

Congratulate the group on their work together.

Inform the individual focus group members of what they are to report on for next session (if the person stopped at skill 3: **Set a goal and gather**

information they should report on that skill and if they stopped after role playing their plan they should report on skill 6: **Do and evaluate**).

All group members should identify a problem situation for the next session. Either the progress they are making on the problem they reported in this session or a new problem faced.

The group facilitator should keep a record of the problems group members report so the facilitator can refer to the specific problem in the next session.



H-D-1-Homework