

**WELCOME**

**Please pick up a packet**

**Find a seat**

**Greet your neighbors**

# *All Kids Can Problem Solve*

Presented By

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# ALL KIDS CAN PROBLEM SOLVE

A Peaceful Schools  
Presentation with  
Lura Lunkenheimer

**RAISE YOUR HAND IF...**





PEACE IS NOT THE ABSENCE OF CONFLICT BUT  
IT IS THE ABILITY TO **RESPOND** TO CONFLICT  
IN A WAY THAT PROMOTES WELL BEING FOR  
SELF OTHERS AND THE COMMUNITY WE SHARE

Presentation Goal:

Support your  
journey, as you  
teach students to  
problem solve - on  
their own!



# EVERYONE HAS CONFLICT



# CONFLICT IS NORMAL



**THE PROBLEM IS NOT WHAT MAKES US  
FEEL GOOD OR BAD...**



# IT IS HOW WE ACT IN THE CONFLICT, HOW WE EACH RESPOND

What we say....

What we do...



HOW WE ACT CAN MAKE THE  
PROBLEM...

BIGGER OR BETTER





TODAY WE ARE GOING TO LEARN A FEW  
TOOLS TO HELP OUR STUDENTS BE  
PREPARED TO **RESPOND** TO PROBLEMS  
IN A WAY THAT HELPS THEM FEEL MORE  
IN CONTROL...

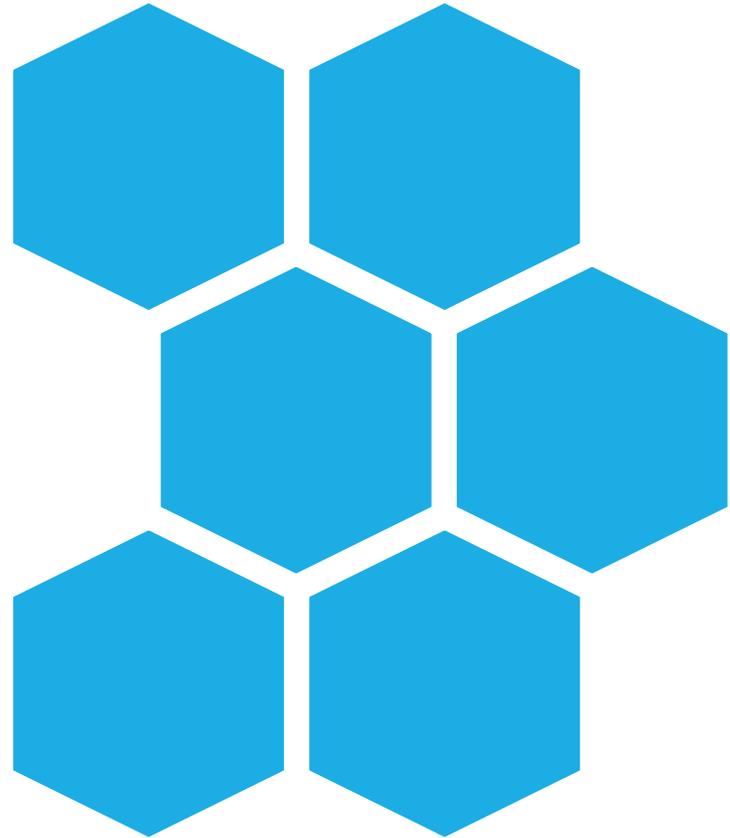


AT PEACEFUL SCHOOLS WE  
USE STAR POWER



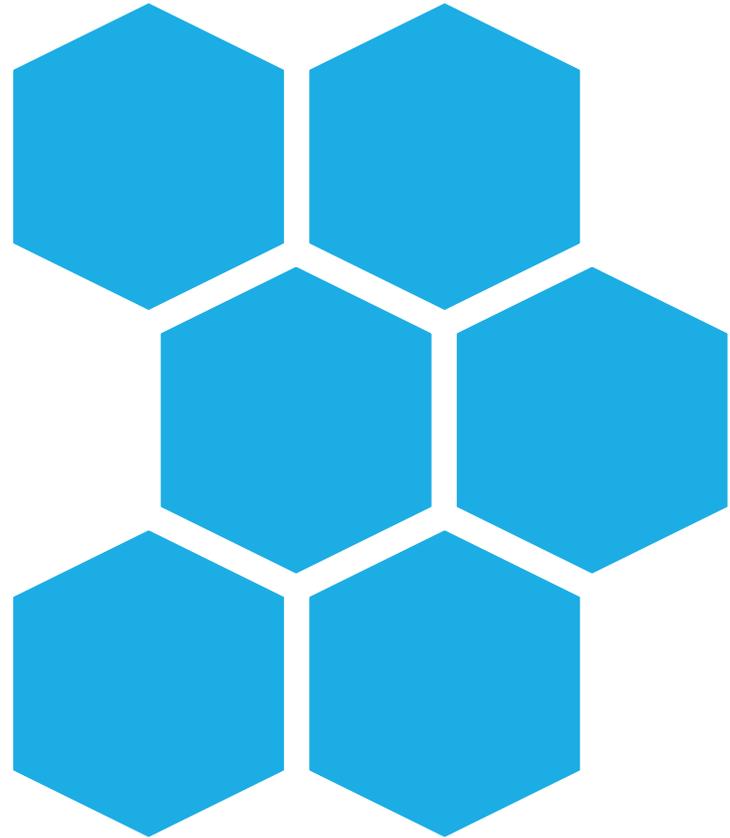
AS EDUCATORS IF WE  
WANT STUDENTS TO  
LEARN TO PROBLEM  
SOLVE...

- Be kind to yourself... no one else has this all figured out either...



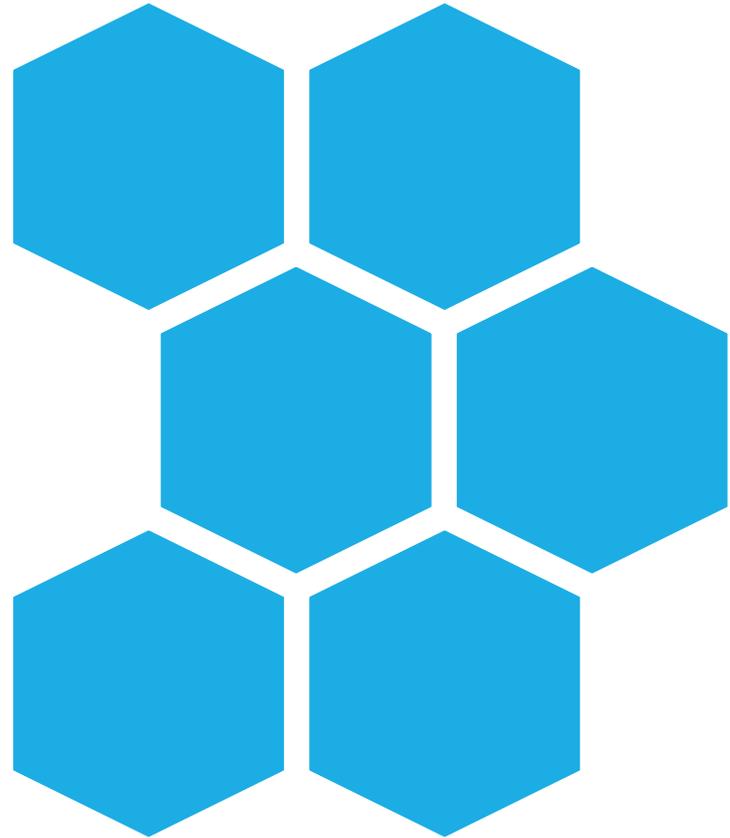
AS EDUCATORS IF WE  
WANT STUDENTS TO  
LEARN TO PROBLEM  
SOLVE...

- Be aware of  
our own  
conflict style



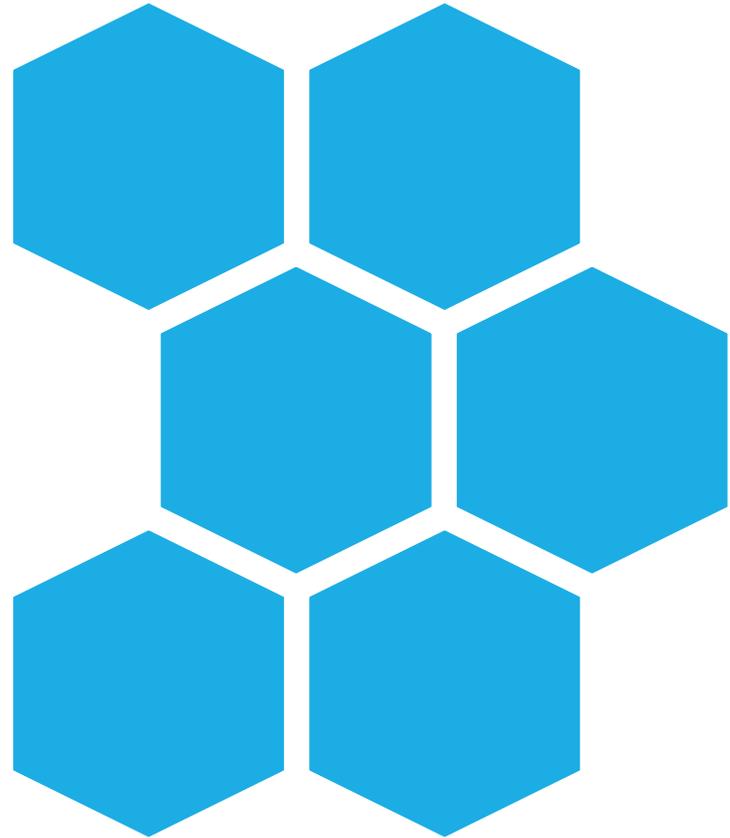
AS EDUCATORS IF WE  
WANT STUDENTS TO  
LEARN TO PROBLEM  
SOLVE...

- Remember  
that it is never  
too late to  
repair the  
harm ...



AS EDUCATORS IF WE  
WANT STUDENTS TO  
LEARN TO PROBLEM  
SOLVE...

- First we  
TEACH
- Then we  
PRACTICE



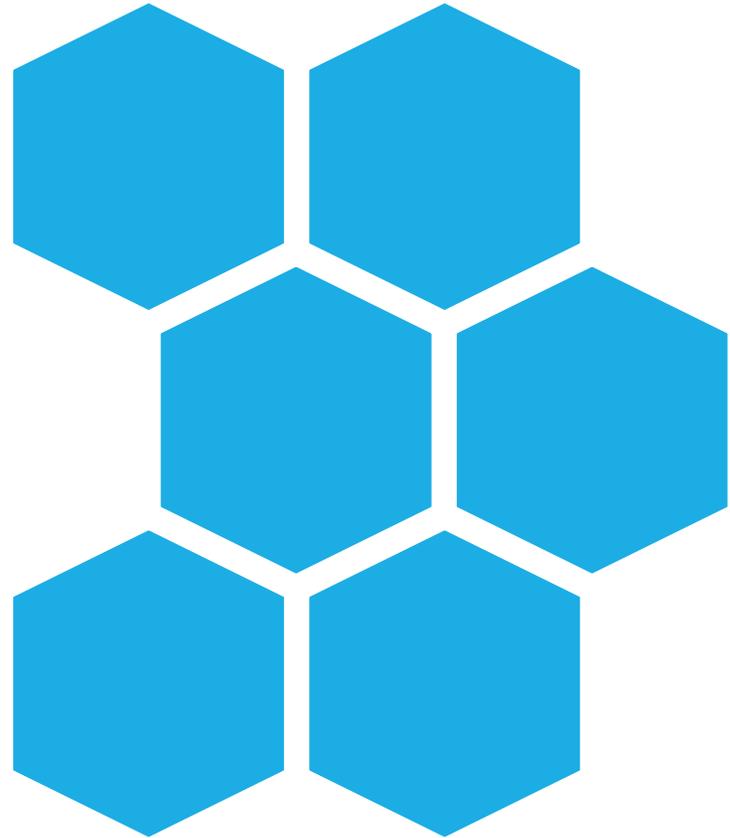
# AS EDUCATORS IF WE WANT STUDENTS TO LEARN TO PROBLEM SOLVE...

- Then we **APPLY, EVALUATE, and ADJUST (Grow)**
- We must remember that problem solving is a complex task and takes lots and lots of practice...



AS EDUCATORS IF WE  
WANT STUDENTS TO  
LEARN TO PROBLEM  
SOLVE...

- Resist the urge  
to FIX “it” for  
them....



# AS EDUCATORS IF WE WANT STUDENTS TO LEARN TO PROBLEM SOLVE...

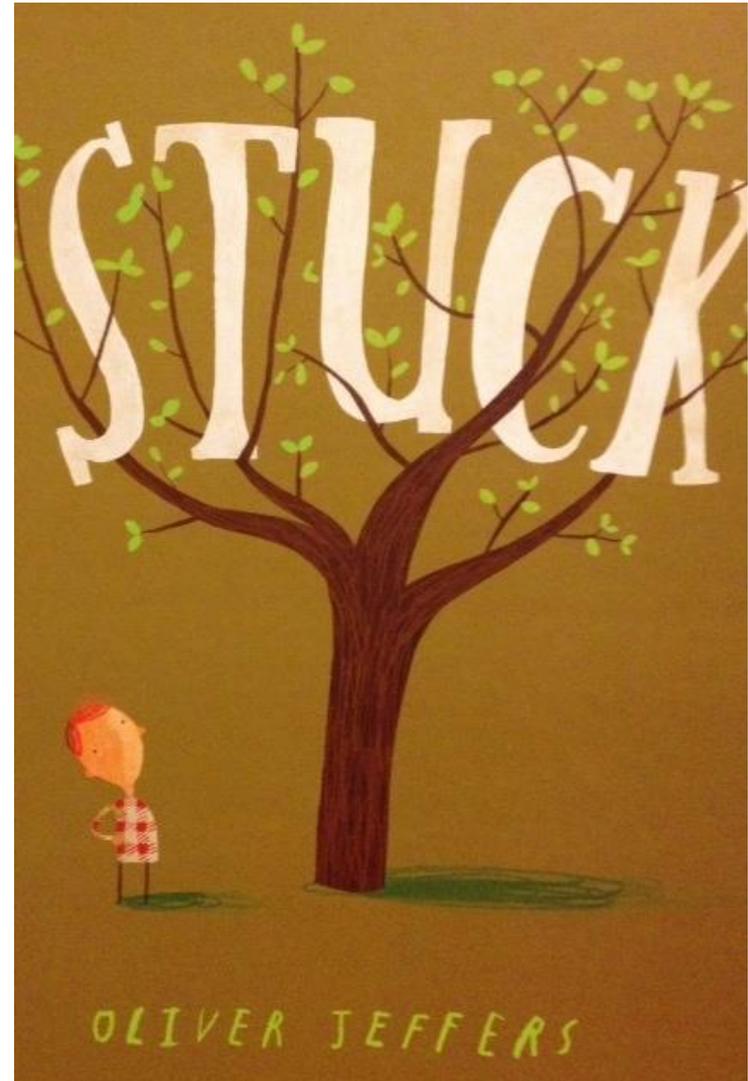
- Resist the urge to assume they know how to fix it on their own.



BOOKS ARE A GREAT  
WAY TO TEACH OUR  
KIDS ABOUT CONFLI

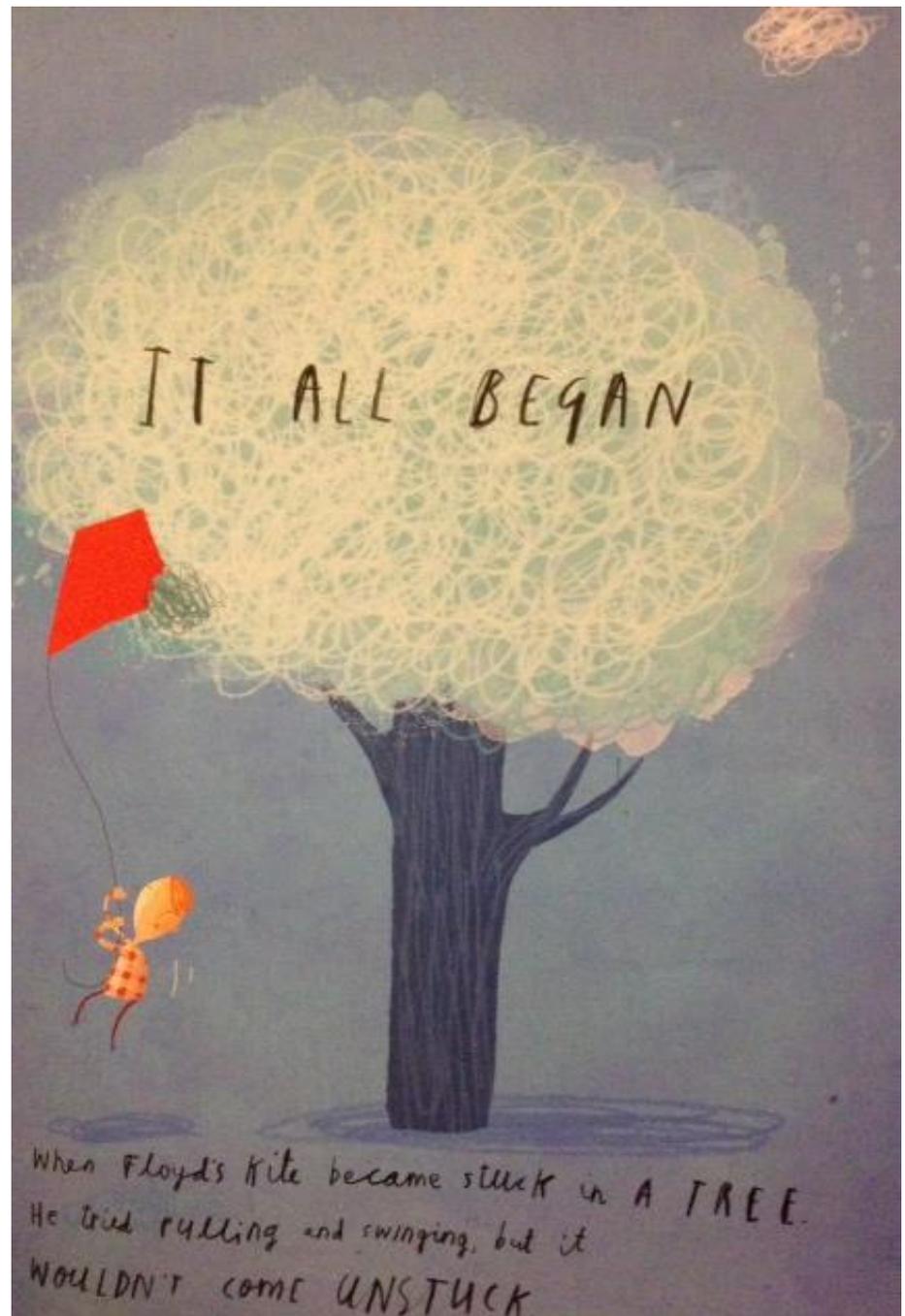
STUCK

OLIVER JEFFERS



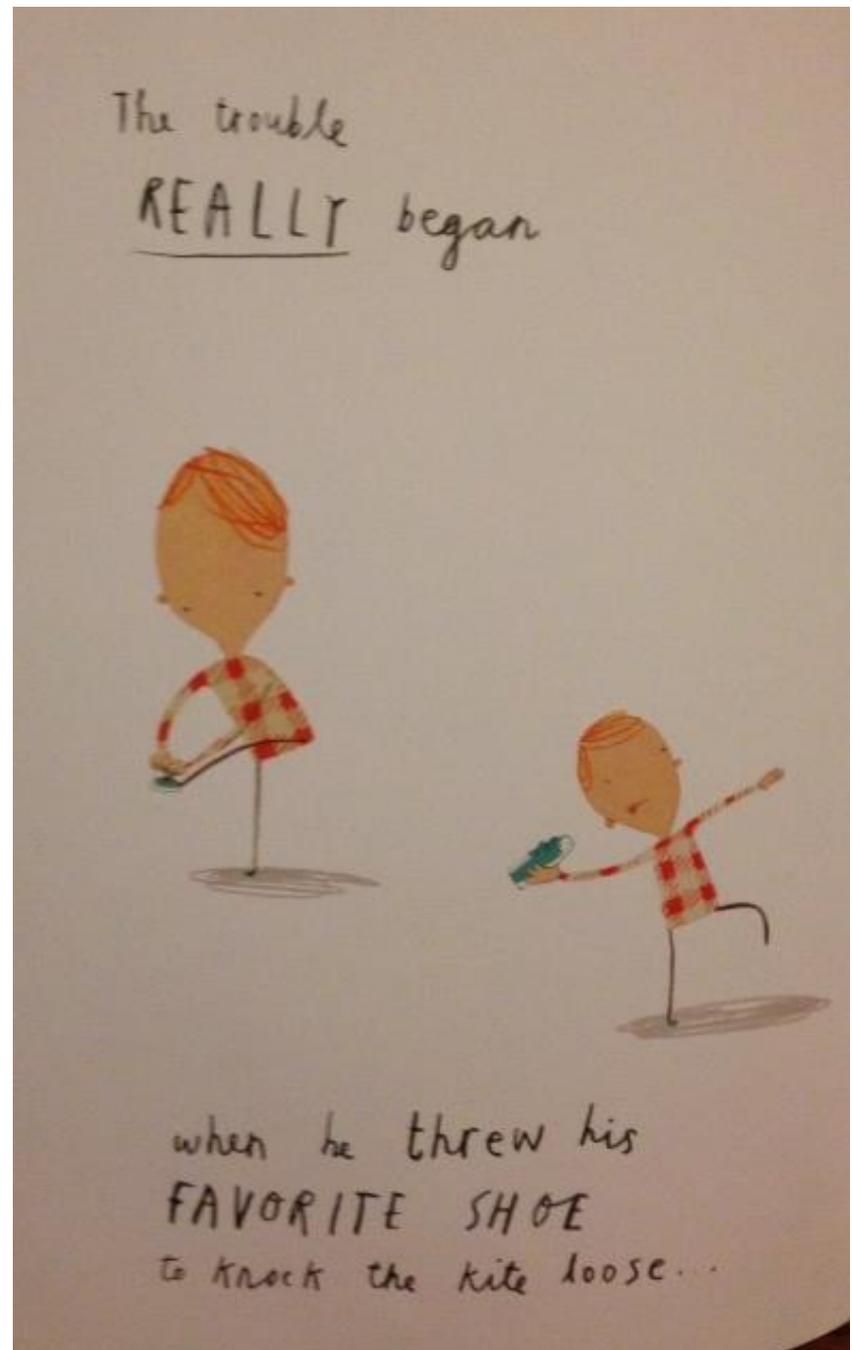
# IT ALL BEGAN

When Floyd's kite became stuck in a tree. He tried pulling and swinging, but it wouldn't come UNSTUCK



# THE TROUBLE REALLY BEGAN...

When he threw his  
FAVORITE SHOE to  
knock the kite  
loose....



AND

THAT got  
Stuck too!

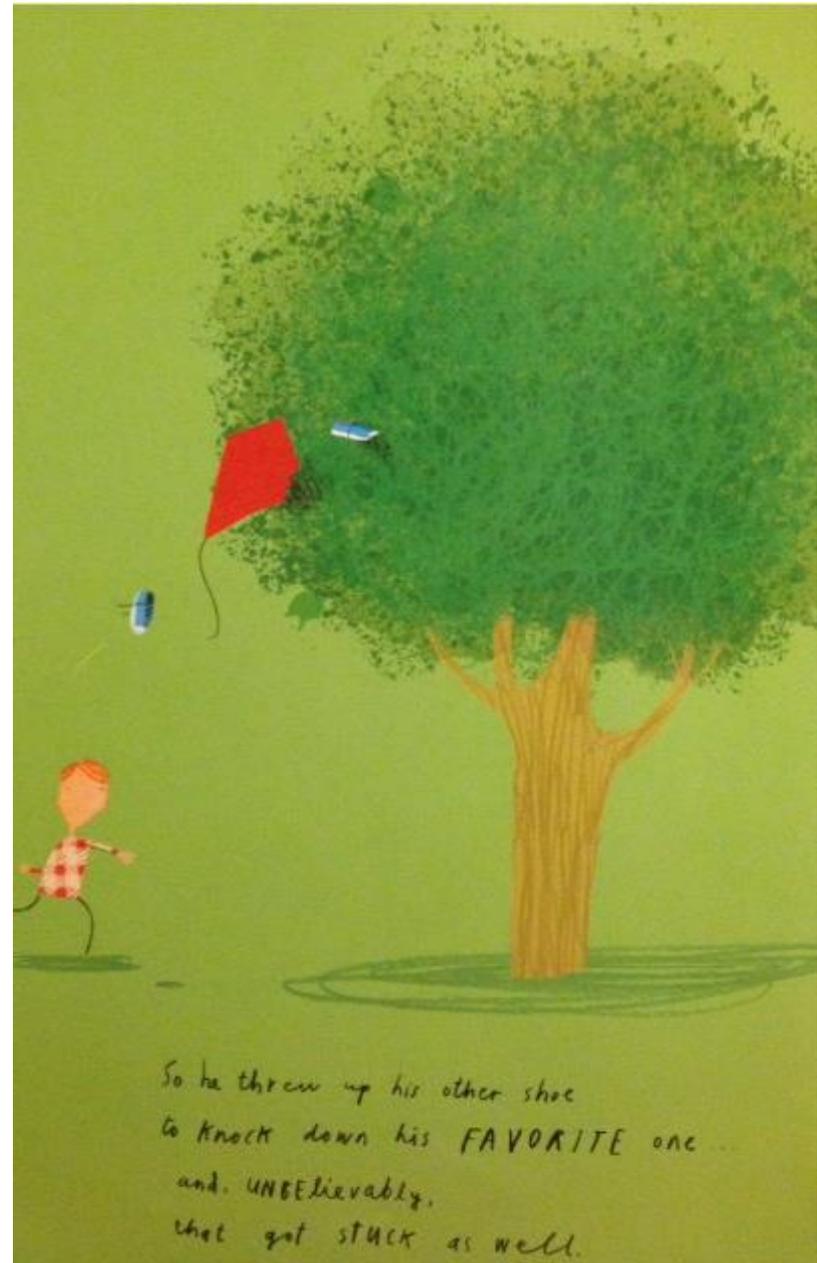


SO HE THREW UP HIS  
OTHER SHO

to knock down his  
FAVORITE one...

And, UNBELIVABLY,

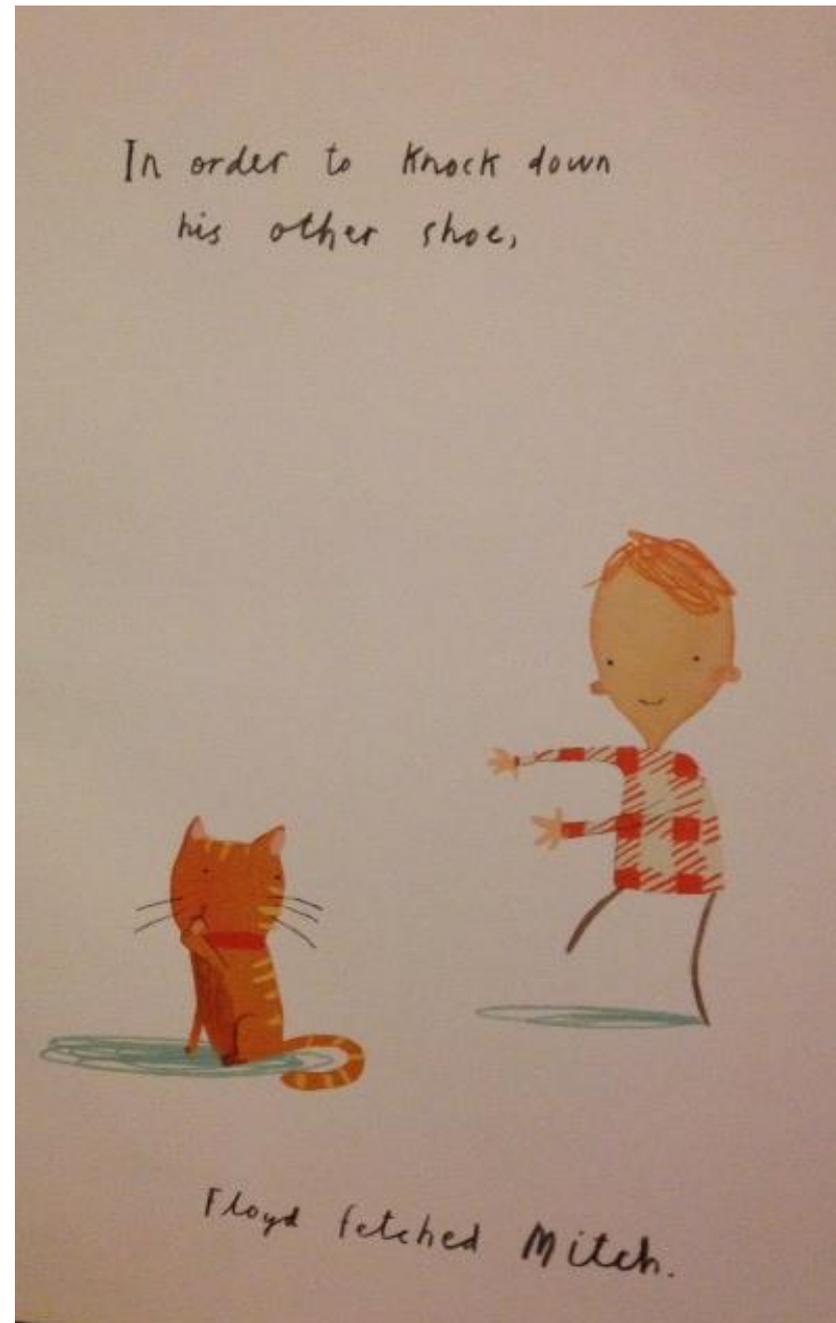
That got stuck as  
well.



So he threw up his other shoe  
to knock down his FAVORITE one...  
and, UNBELIEVABLY,  
that got STUCK as well.

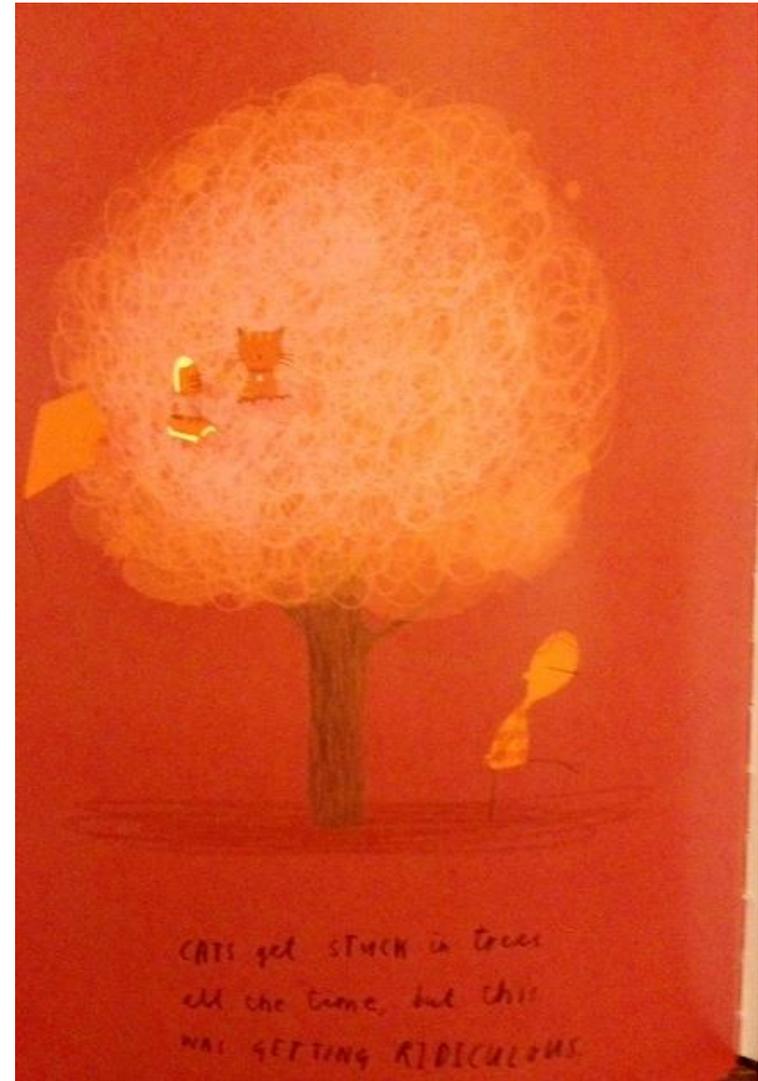
IN ORDER TO KNOCK  
DOWN HIS OTHER  
SHOE

Floyd fetched Mitch.



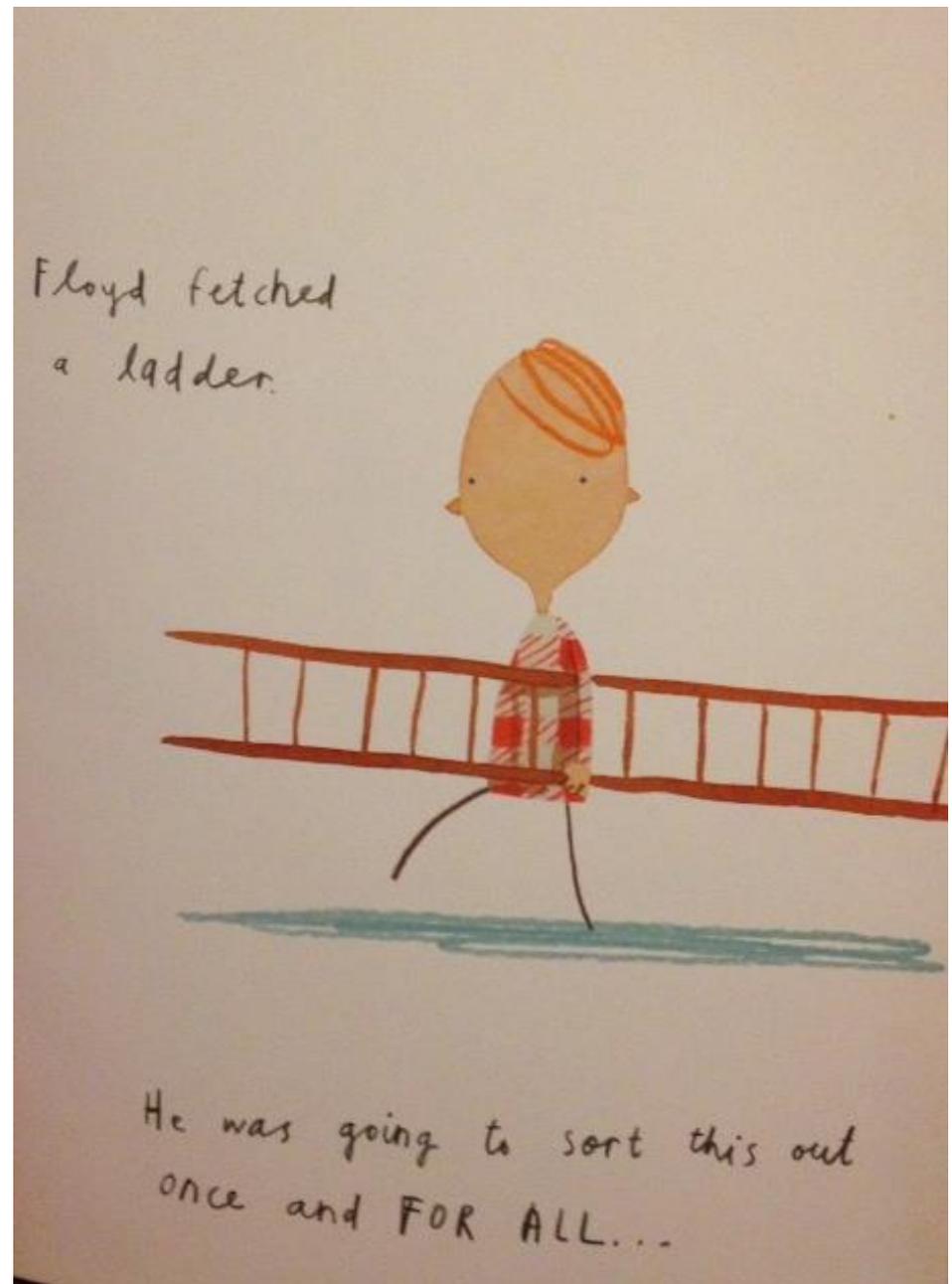
CATS GET STUCK IN  
TREES ALL THE TIME

But this was  
getting  
RIDICULOUS



# FLOYD FETCHED A LADDER

He was going  
to sort this out  
once and for  
all ...

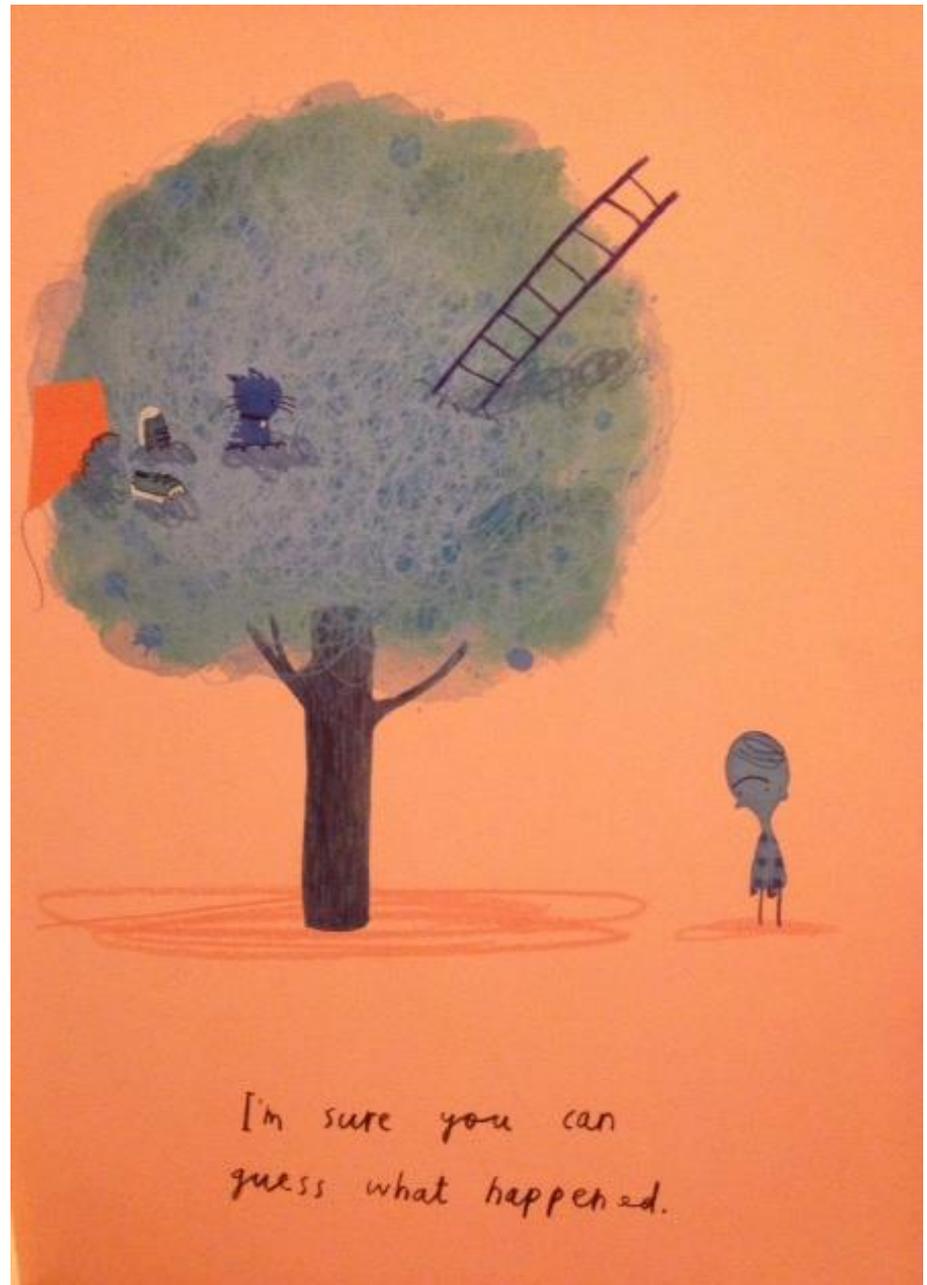


.... AND

Up he threw it.



I'M SURE YOU CAN  
GUESS WHAT  
HAPPENED.



## THE LADDER

Was borrowed from a neighbor and would DEFINITELY need to be put back before anyone noticed, and in order to do so. Floyd flung a bucket of paint at it.

The ladder was borrowed  
from a neighbor and  
would DEFINITELY  
need to be put back before  
anyone noticed...

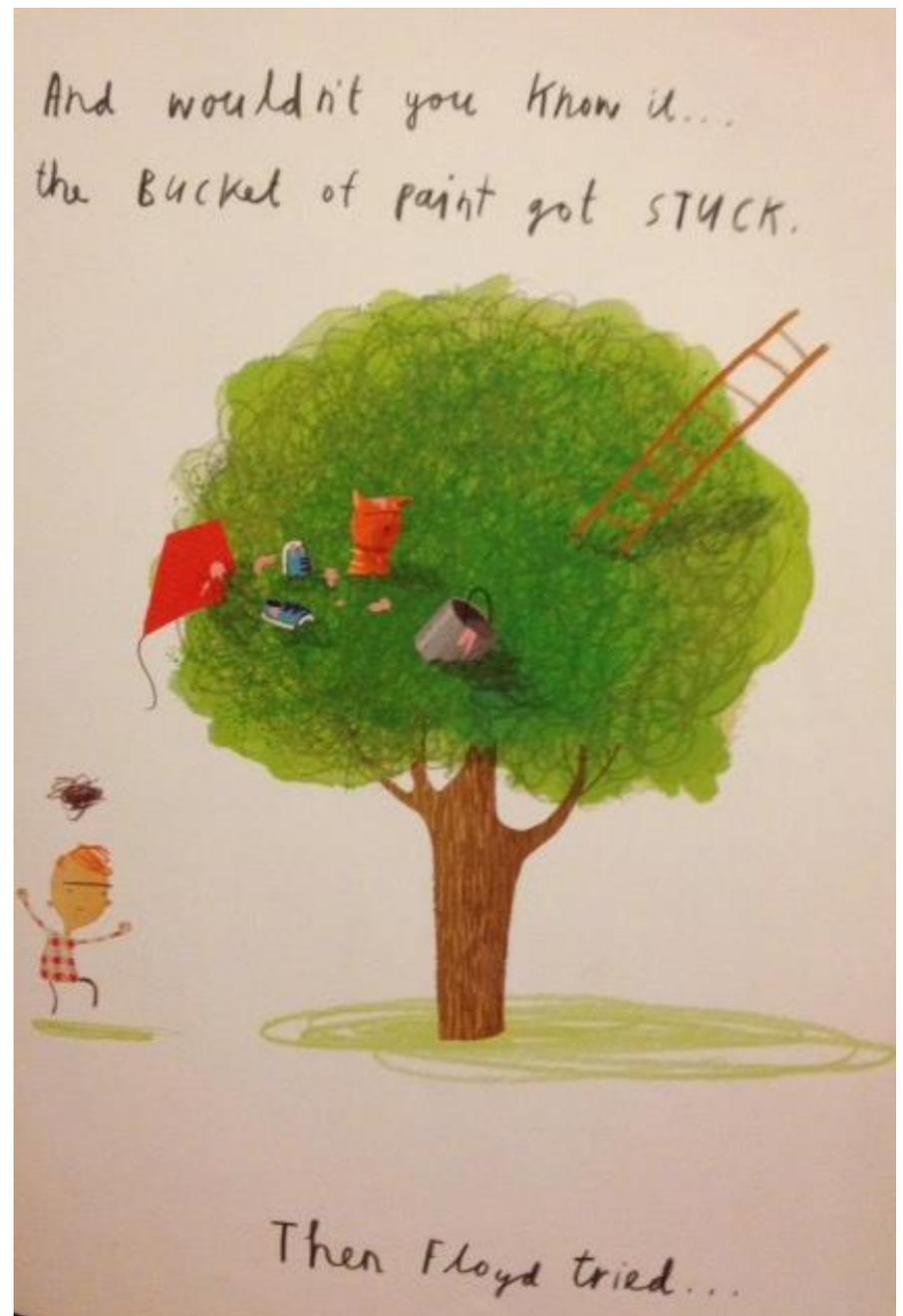


and in order to do so.  
Floyd FLUNG a BUCKET of  
PAINT at it.

AND WOULDN'T YOU  
KNOW IT...

The bucket of  
paint got STUCK

Then Floyd tried...



A duck to knock  
down the bucket of  
paint...

A chair to knock  
down the duck...

His friend's bicycle  
to knock down the  
chair...



The kitchen sink  
to knock down  
his friend's  
bicycle...

Floyd's front  
door to knock  
down the kitchen  
sink.

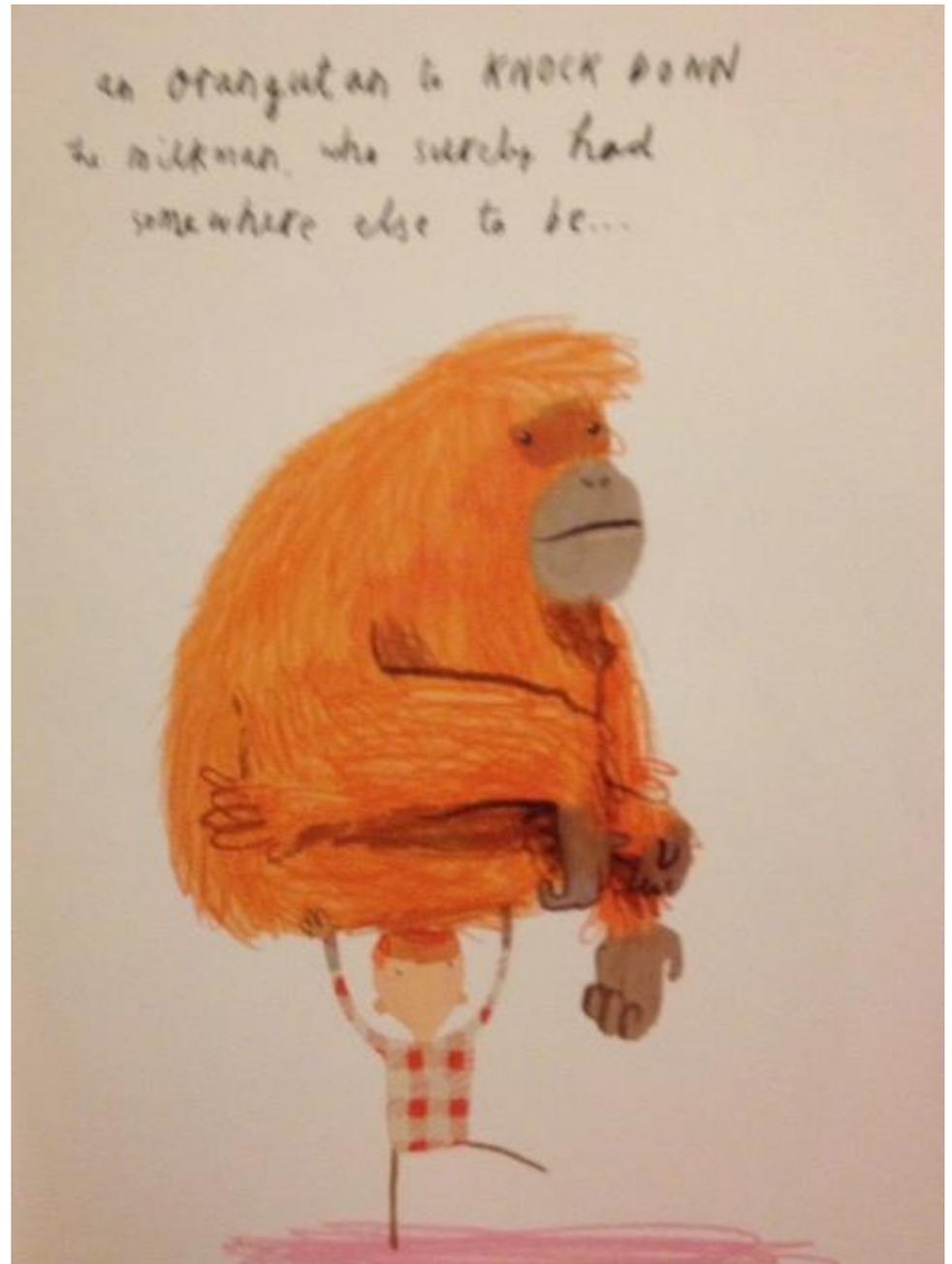


The family cat to knock down their front door...

The milkman to knock down the family cat...

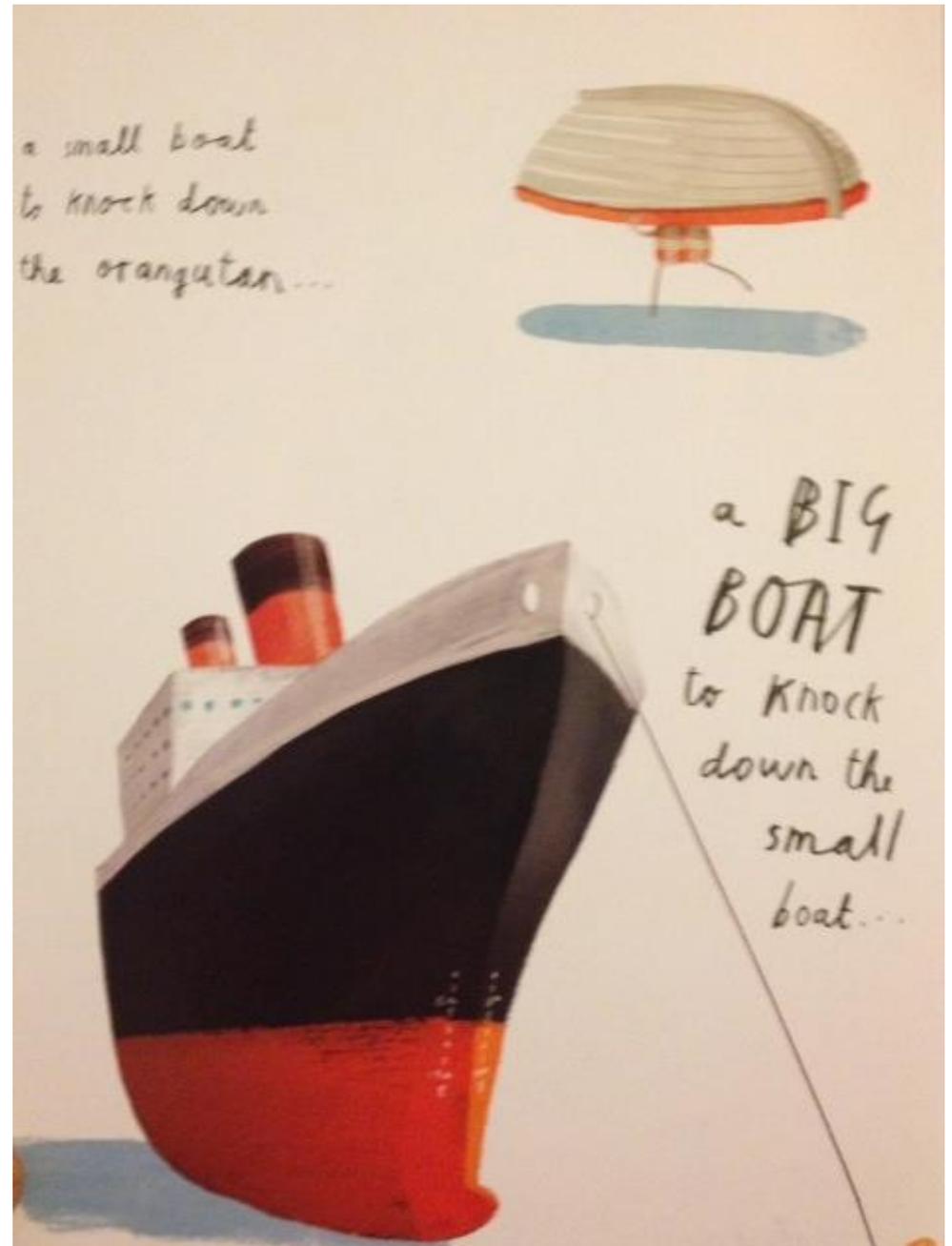


An orangutan to knock down the milkman, who surely had somewhere else to be ...



A small boat to knock down the orangutan...

A BIG BOAT to knock down the small boat...



A rhinoceros to knock down the BIG boat...

A long-distance truck to knock down the rhinoceros....

The house across the street to knock down the long-distance truck...



A LIGHTHOUSE to KNOCK DOWN  
the house no longer across  
the street...



HI!  
What are  
you doing?



a curious whale in THE  
WRONG PLACE at THE WRONG TIME,  
to knock down the lighthouse...

And they  
ALL GOT  
STUCK

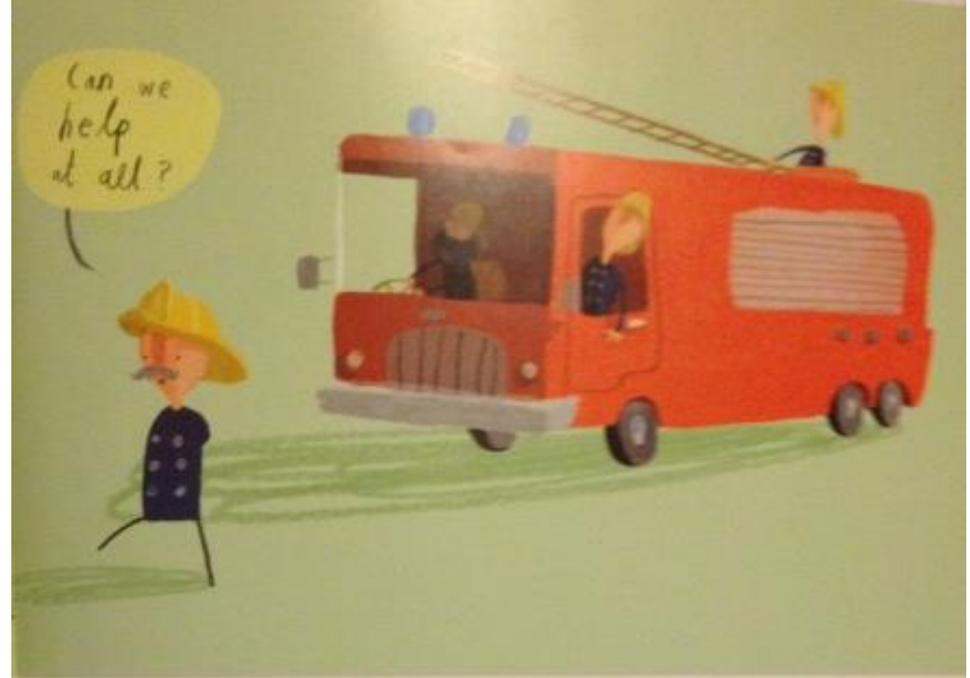


A FIRE ENGINE  
was passing by  
and heard all the  
commotion. The  
fireman stopped to  
see if they could  
help at all.

And up they  
went...



First the  
engine,  
Followed by  
the firemen,  
one by one.

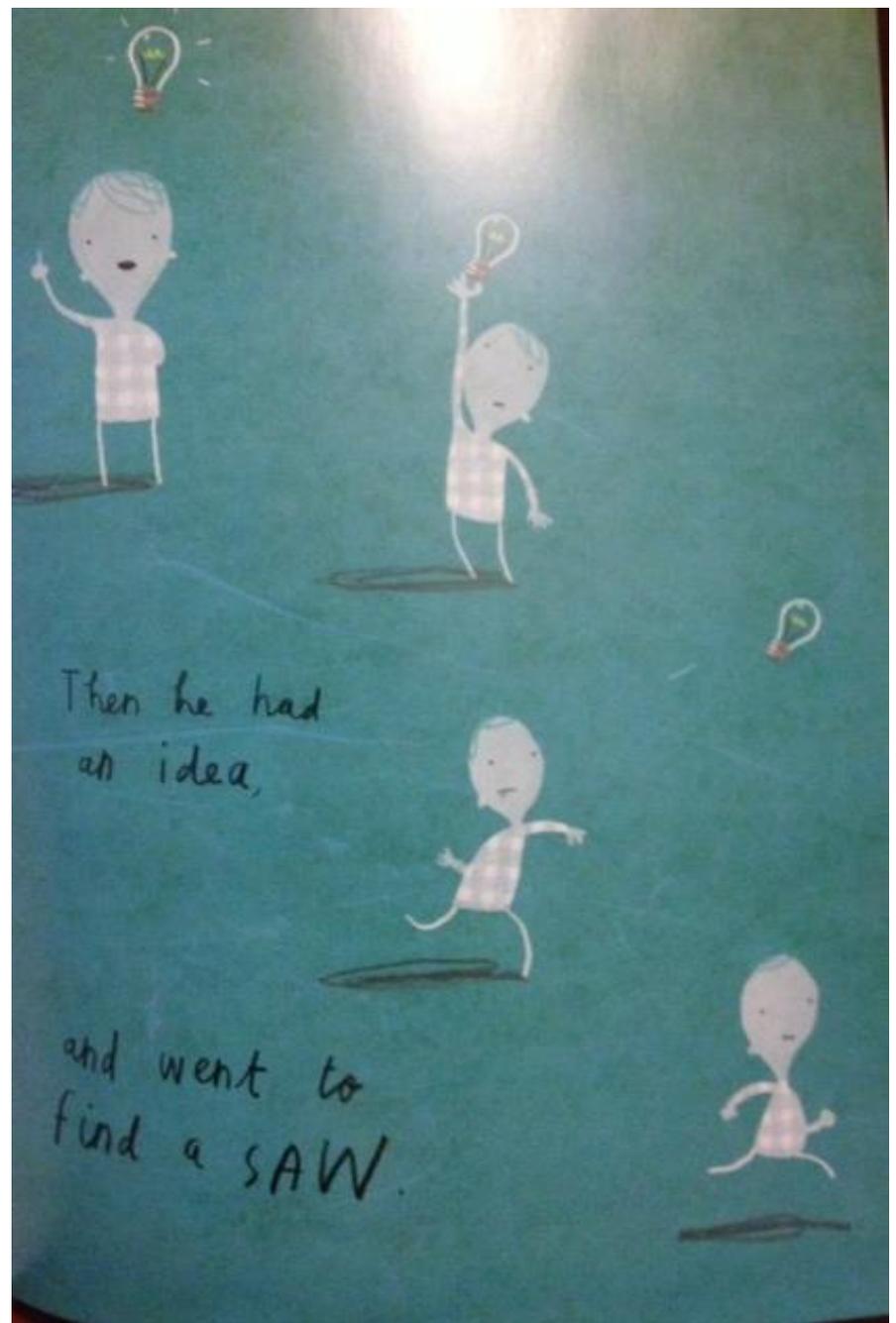


And there they stayed, stuck between the orangutan and one of the boats.

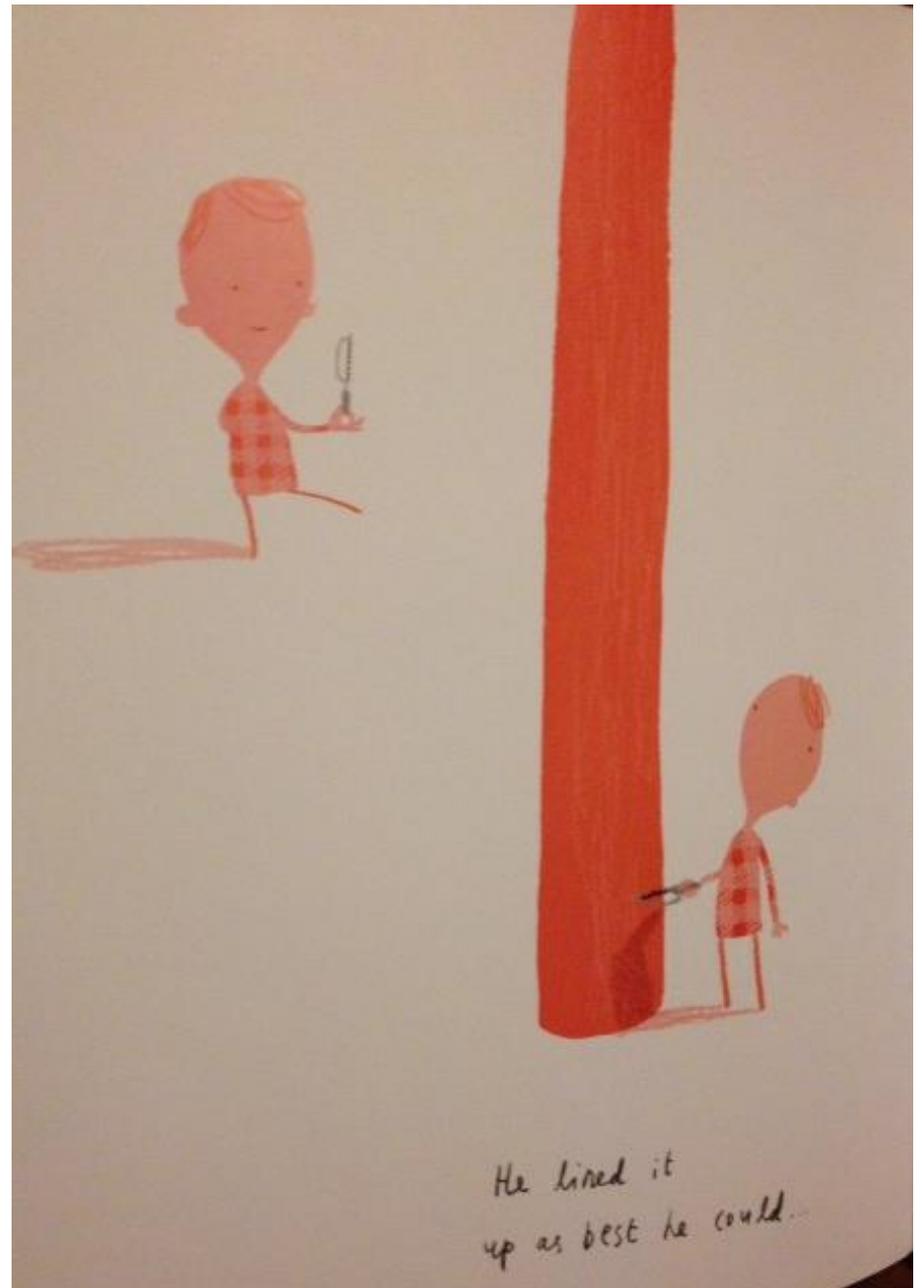
Firemen would DEFINITELY be noticed missing, and Floyd knew he'd be in BIG TROUBLE!



Then he had an  
**IDEA,**  
And went to find  
a saw.



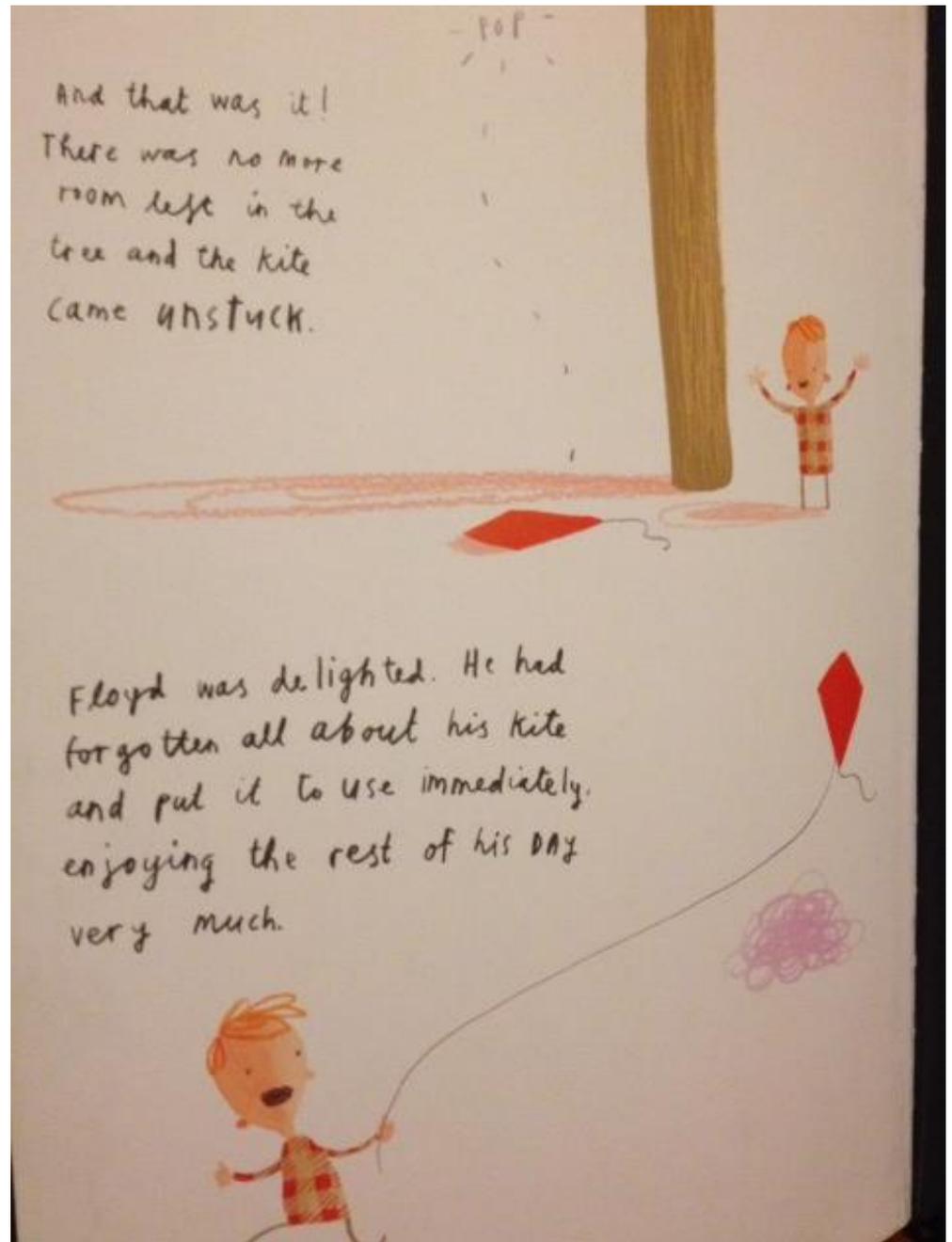
He lined it  
up as best  
he could...



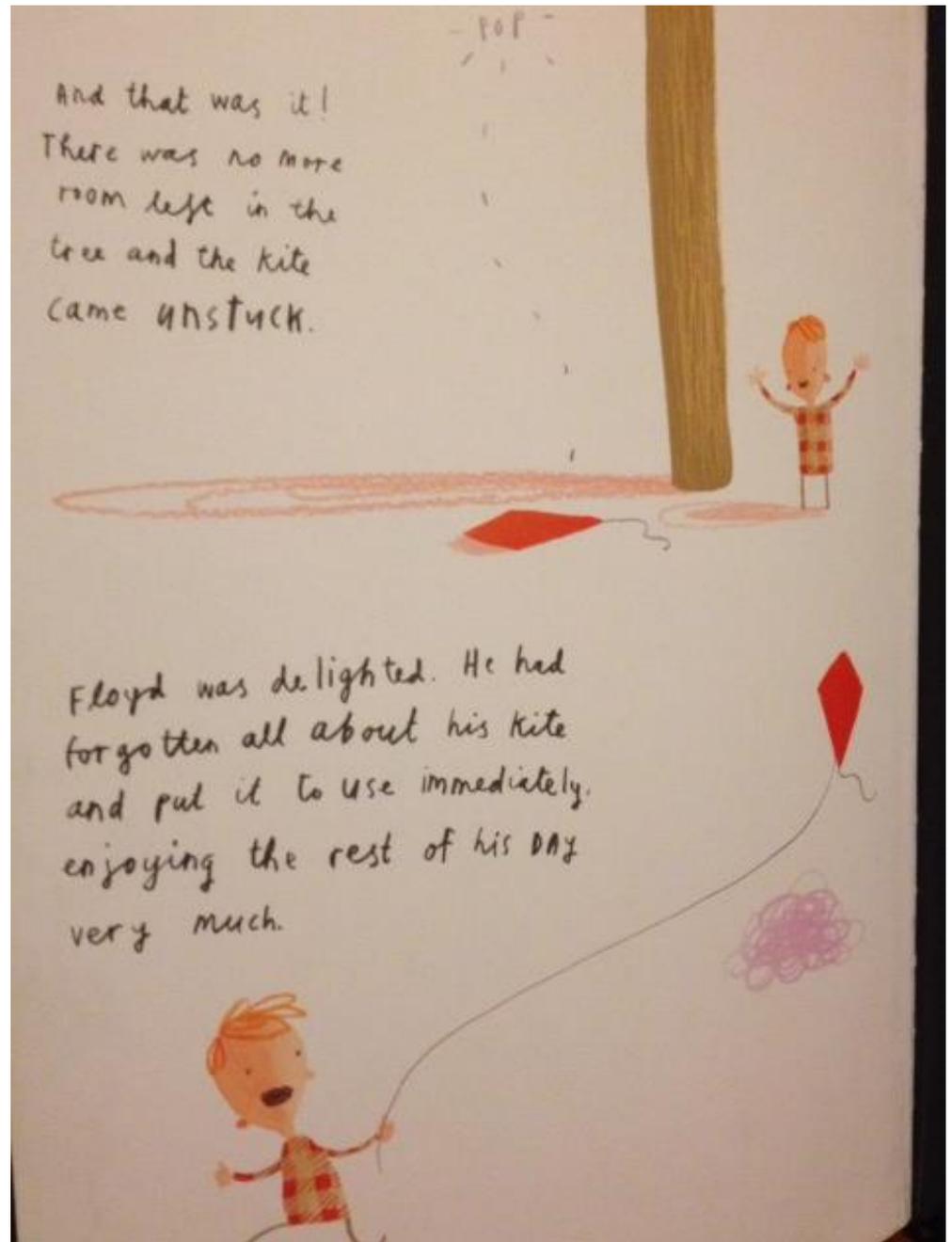
.... And  
HURLED IT  
UP THE TREE



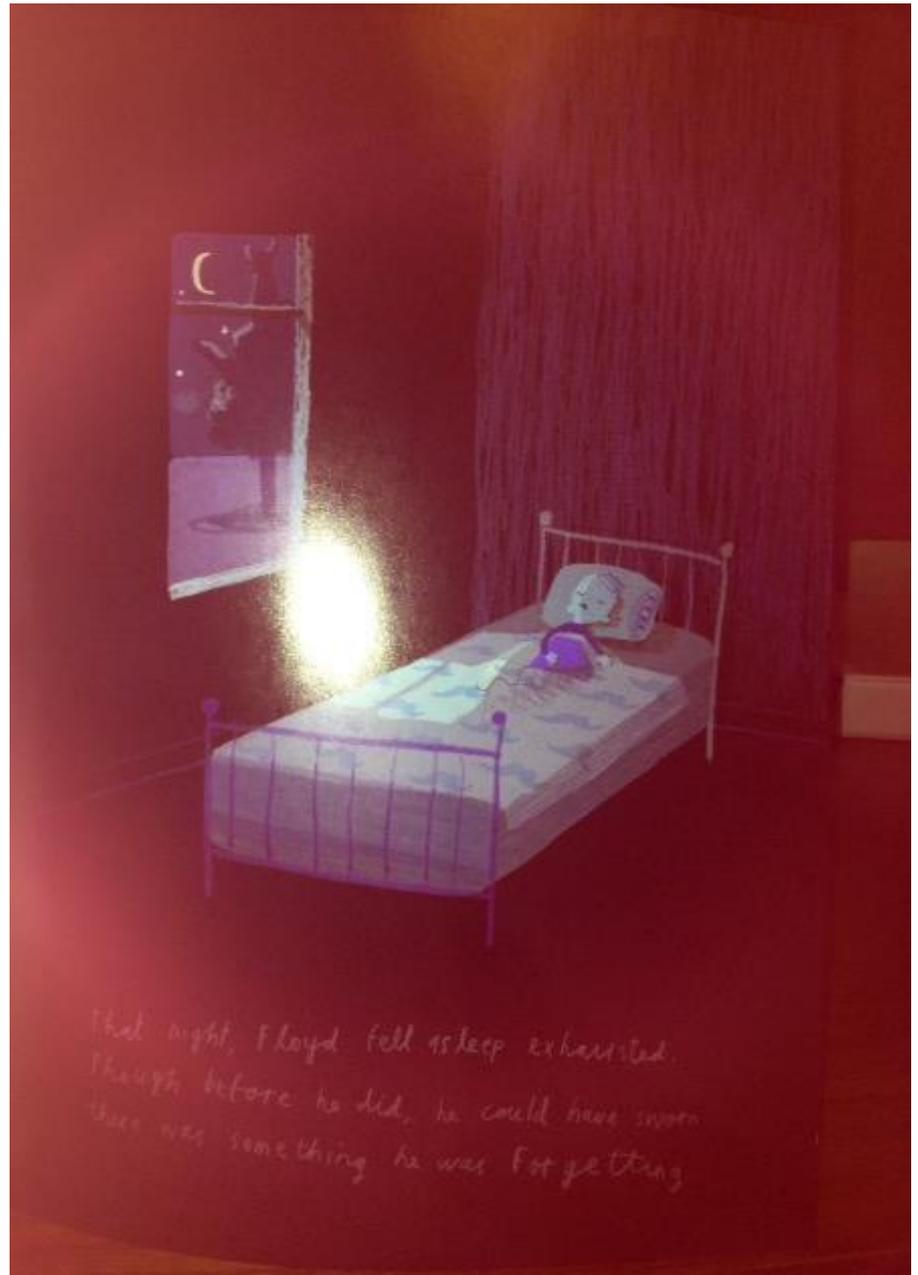
AND that was it!  
There was no  
more room left in  
the tree and the  
kite came  
unstuck.



Floyd was delighted. He had forgotten all about his kite and put it to use immediately, enjoying the rest of his day very much.



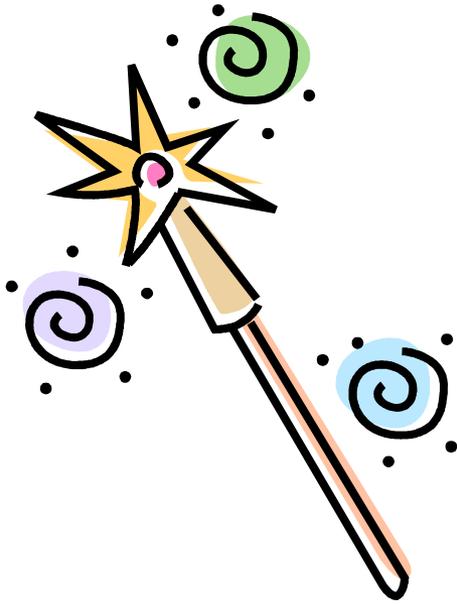
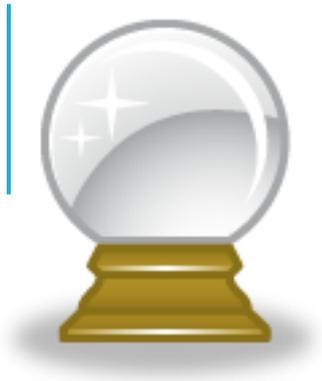
That night, Floyd  
fell asleep  
exhausted.  
Though before he  
did, he could have  
sworn there was  
something he was  
forgetting.





# HOW CAN WE HELP FLOYD?

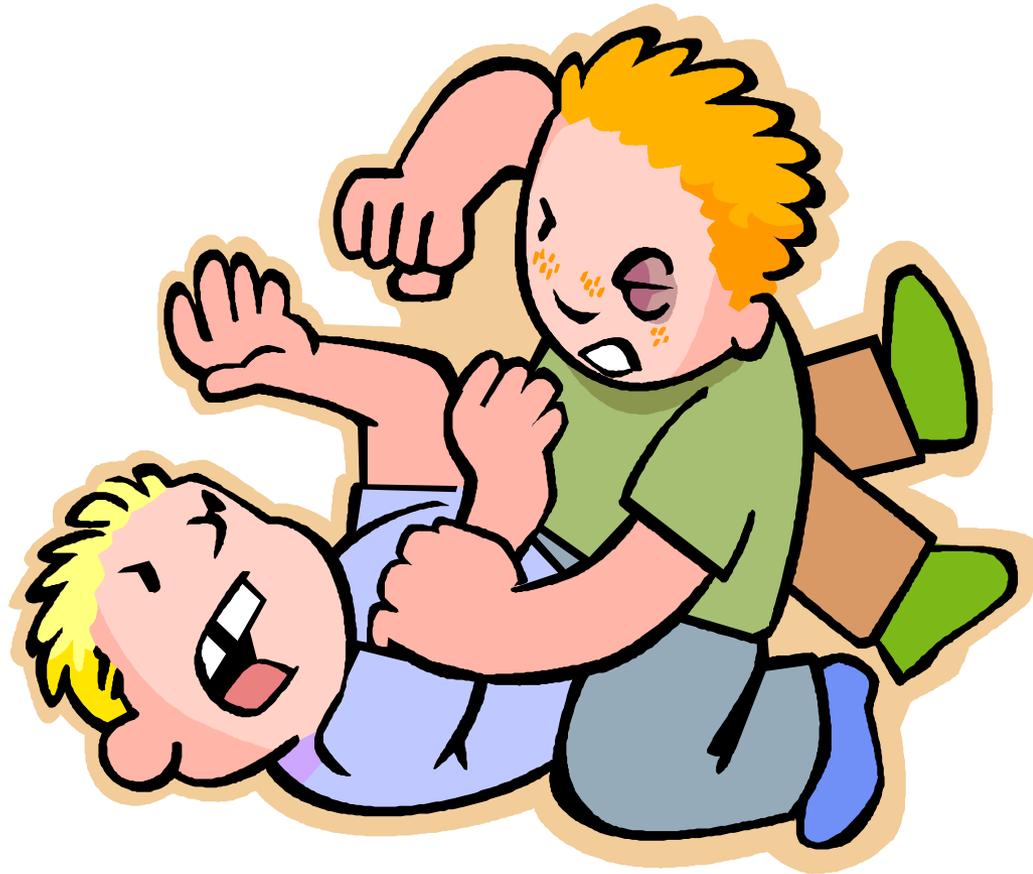




# KNOW WHEN TO INTERVENE...

When should adults get involved?

How do we get students to be accountable & fix their own problems?



## STEP 1: HAVE A FRAMEWORK...

It is easier to intervene when there is a foundation of common understanding in place BEFORE the problem starts – TWO PARTS

- What you believe as a family
- What are the FAMILY RULES

## TAKE COACH BOEHEIM FOR EXAMPLE

What are all of the things that he has done prior to the game, to be able to respond when things are going wrong?

You can't teach all of that "in the moment" when things go wrong.

# THE PEACEFUL SCHOOLS FRAMEWORK

We CARE about

.... Ourselves

.... Others

... Community

We CARE enough to talk  
problems out.

# THE PEACEFUL SCHOOLS FRAMEWORK

We use our S.T.A.R. Power  
To Stop and Think about the  
problem.

To choose to ACT with  
Respect when we respond.

# WHO HAS THE POWER?

You are the only one who gets to  
decide how you

ACT

SPEAK

# SOMETIMES YOU...

Walk Away

Talk it Out

Seek Guidance

Use strong words and actions



**WE ALWAYS ...**

**Use our Choices and Decision Making  
Questions**

**The little 3 or**

**The Big 5**

# THE PEACEFUL SCHOOLS FRAMEWORK

We work to solve problems in a way that is good for everyone involved:

**The Win-Win-Win Solution**



# A MINI PEACEFUL SCHOOLS TOOLKIT

STAR Power Poster

Choices – Take 5 Materials

Who's problem is it worksheets

Make it worse/Make it better activity

Talk or Tell Chart

S.T.A.R. Communicator

Booklist

## ADULTS INTERVENE . . . .

To offer assistance in problem solving at any step of the way.

When the problem is getting bigger (involving others).

When rules are being broken.

When the child asks for assistance.

## STEP 1 – WHO NEEDS TO BE INVOLVED?

Who needs to problem solve?

Who needs to be part of the solution?

## Step 2: Is it time to talk it out?

- Allow for cool down
- Give Structure “For now we are going to...”
- Plan Repair “Next we will talk it out and you work together so you can figure out how to solve the problem...”

# Your Role in Their Conflict

Avoid being the  
“Judge” and  
deciding who  
was right and  
who was wrong.



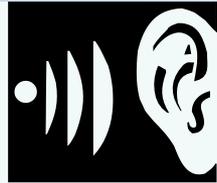
# Your Role in Their Conflict



- Don't take sides
- Don't give opinions
- Don't give solutions

# Your Role in Their Conflict

- Listen



- Ask good questions
- Coach
- Support
- Guide



- Re-phrase/re-state
- Summarize
- Acknowledge feelings
- Re-direct them to the future... what can we do now.

# Your Role in Their Conflict

- Let the child describe problem
- Identify & define the problem (Issue)
- Neutralize & Re-state the problem
- Engage both in creative problem solving
- For Example: You both want to play with the Wii right now, let's think of some ways to work this out.

## Just the facts ...

- What Happened?
- How did the problem start?
- What happened next?
- What did you do?
- What did [the other person/kid] do?



# Do not ask WHY questions





## Understand the “Insanity” of Triggers for Kids

- What is “important” can change without warning...
- A skill that was in place – can “disappear” without warning...
- A return to “normal” can occur without warning...

## “Insanity” of triggers for kids – Sample

- Everything is good
- I see something I want, I want it now, I try to get it..
- If I’m not successful – irrational response...
- Crying, tattling – pleading case
- Get what you wanted – toss aside in 10 seconds
- Do not get what you want – tantrum, pout
- Exhaustion, crash ....
- Everything is good again – or is it???

## Step 3: What Type of Problem Is It?



**Is it a  
ME  
Problem?**

# What Type of Problem Is It?



**Is it an  
US  
Problem?**

# What Type of Problem Is It?



**Is it a  
WE  
Problem?**

# Me Problem

- A problem I am having, that only I can fix
- Examples
  - Being responsible for chores/homework
  - Taking care of self (sleep, bath, move)
  - My behavior causing problem with multiple people.

# Me Problem

- **Physical Control Examples**
  - Poor sense of personal space (Inability to control body in relation to others or in relation to objects)
  - Low impulse control
  - Sensory seeking behaviors

# Me Problem

- **Social Control Examples**
  - Poor social cue reception/recognition, may not read emotional cues of others
  - Poor social cue expression, may not have a range of strategies for expressing emotions
  - Unclear on how to: make a friend, introduce an idea, initiate (join) play with others...

# Us Problem

- A problem I am having with another person
- Examples
  - Sharing (Friends/Attention/Belongings)
  - Taking Turns (Activities, materials)
  - Planning Play (How to spend time, choose games)
  - Jokes/Comments that have gone too far or

# We Problem

- A problem that involves a group or that many in the group are having
- Examples
  - When many students are having problems over the same toy/activity
  - Excluding others, mean comments
  - Taking turns

We Problem Prevention: Address the most common problems with extra structure

The goal is not to avoid conflict, but to create rules, routines and procedures in response to common problems, so that you can reduce the frequency of conflict and create a peaceful, positive HOME.

# Example the expectations for “Wait your turn”

- Concrete structure around favorite activities/toys/games/equipment ...
- Use timers ...

## Wii Game example:

- 20 min. uninterrupted play rule
- Once someone requests to play, you have 5 min. to wrap up

## Step 4: Define THE ISSUE

TALK ABOUT WHAT THE PERSON SAID  
OR DID THAT WAS A PROBLEM...

TAKE OUT THE  
BLAME AND SHAME

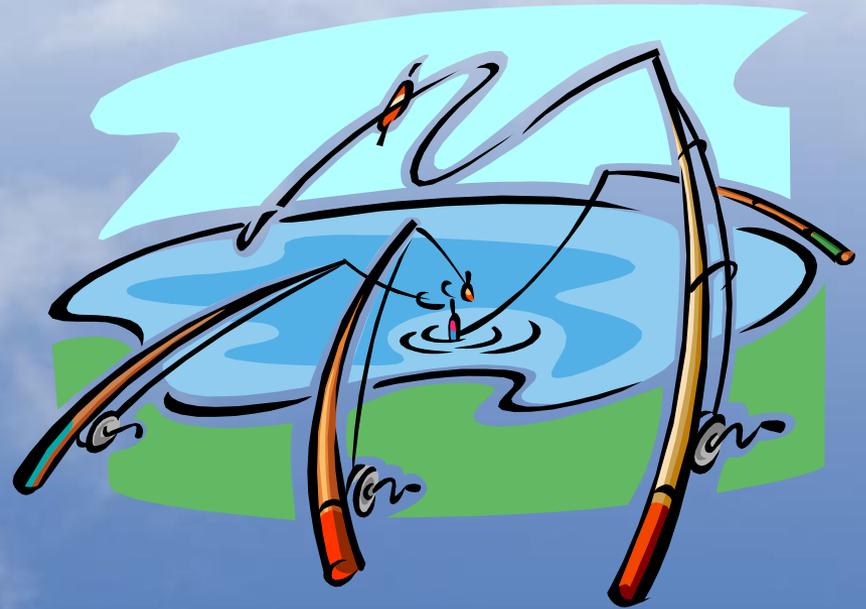
## Step 4: Define THE ISSUE

- DESCRIBE THE PROBLEM IN TERMS OF BEHAVIORS
- SEPARATE THE PROBLEM FROM THE PERSON
- Common Issues: Taking, hitting, pushing, saying comments, budging, not sharing, touching, name-calling....

# Step 5: Finding a solution

## Go Fishing

- State the problem
- Example: You have both been calling each other names, what can we do to fix this?



# Steps to finding a solution

## Guide & Direct

- Ask each side “What can you do to fix this?”



# Steps to finding a solution

## Guide & Direct Again

- Ask each side “What would you like {the other person} to do?”



# Steps to finding a solution

## Decide & Agree

- Summarize ideas
- Check in with both sides
- Finalize the plan
- Make it a deal: high 5, handshake, hug...



# Extra Tools for finding solutions

- Provide an alternate outcome
- If you can not come up with a way to fix this, then I will have to settle this by putting the iPad away for the rest of the day.



# Reassure yourself

- Children need many, many exposures to guided problem solving before they can do it on their own... but they eventually can and will do it on their own.

# FINAL THOUGHTS

“Where you start is not as important as where you finish.”

*Zig Ziglar*

# Contact Information

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