EVIDENCE-BASED PRACTICE SYMPOSIUM
The Prepare Curriculum: Problem-Solving Training

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From a broad perspective the purpose of all scientific thinking can be considered as a problem-solving process (O`Donohue & Noell, 1995).
The development of high levels of competence in problem-solving is a central goal of the Prepare Curriculum.
Problem-solving refers to the process of *finding* solutions to specific problems. Whereas, solution implementation refers to the process of *carrying out* those solutions in actual problematic situations (D`Zurilla & Nezu & Maydeu-Olivares, 2004).
General Guidelines

1. The content of the program should center on interpersonal themes, not impersonal problems.

2. Emphasis should be put on conceptual learning and understanding, e.g. on the concept and process of “negotiation” and not on learning the word and its definition.
3. The main purpose is to teach the children the skill of making alternative solutions and evaluating them on the basis of consequences.

4. The child should come up with his/her own solutions and be encouraged to offer them in the context of the problem situation.
Models of Problem-Solving

1. Problem-Solving with CBT – D’Zurilla & Goldfried (1971)
2. I Can Problem Solve (ICPS) – Shure (2001)
Teach them *HOW* to think not what to think

I. Alternative Solution Thinking......

One of the basic ideas of problem-solving training is to expand the capacity for alternative solutions.
The second skill is defined as the ability to consider how one’s actions may affect other people and oneself.

To enhance this ability a trainer can follow the suggestion from the trainees with questions like: “What might happen next?” “How will this make Mary feel?” “What will happen in the short run?” “What will happen in the long run?”

II. Consequential thinking
III. Causal thinking

Causal thinking or cause-and-effect thinking is the ability to relate one event to another.
IV. Interpersonal sensitivity

This skill reflects the ability to be aware that an interpersonal problem, in fact, exists.
V. Means-end Thinking

Means-end thinking is a careful, step-by-step planning process in order to reach a given goal. This training involves forestalling potential obstacles that may occur when planning, including choosing the right time and means to reach the goal.
VI. Perspective taking

Perspective taking skills reflect the extent to which an individual recognizes and integrates the fact that different people have different motives and viewpoints and thus may respond differently in any given situation. The term is closely linked to the concept of empathy.
1. Program Introduction

• Rationale
• Rules & Procedures
• Overview of Problem-Solving Steps
• Introduction of the Problem LOG
2. Thinking Errors
(Barriers to Problem Solving)

• Rationale
• Review Session #1
• Introduce Thinking Errors
• Problem-Solving Worksheet: Identifying thinking errors
• Review Session #2
3. Stop and Think
(Problem Signs)

- Rationale
- Review Session #2
- Problem Signs
- Stop & Think
- Role-Play: Thinking Errors + Problem Signs + Stop and Think
Role-Play: Stop and Think

Thinking Errors

Problem Signs

Stop & Think
4. Problem Identification

• Rationale
• Review Session 3
• Begin to define: What is the problem?
• Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification
• Review Session 4
Role Play: Problem Identification

- Thinking Errors
- Problem Signs
- Stop & Think
- Problem Identification
5. Gathering Information
(from your perspective and from others)

• Rationale
• Review Session 4
• Determine- Fact or Fiction? What do I see? What are the facts? What do I need to know?
• Others’ point of view- What do others see? What do others think? What do others feel?
• Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective)
• Review Session 5
Role-Play: Gathering Information

Thinking Errors
Problem Signs
Stop & Think
Problem Identification
Gathering Information
6. Brainstorming Alternatives

• Rationale
• Review Session 5
• Options-What can I say or do?
• Brainstorming – What are my choices?
• Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective) + Brainstorming Alternatives
Role-Play: Brainstorming Alternatives

- Thinking Errors
- Problem Signs
- Stop & Think
- Problem Identification
- Gathering Information
- Brainstorming Alternatives
7. Evaluating Consequences and Outcomes

• Rationale
• Review Session 6
• Consequences: What will happen if I do or say?
• Choices: How do I decide what to do?
• Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective) + Brainstorming Alternatives + Evaluating Consequences and Outcomes
• Review Session 7
Role Play: Evaluation
Consequences & Outcomes

Thinking Errors
Problem Signs
Stop & Think
Problem Identification
Gathering Information
Brainstorming Alternatives
Evaluating Consequences & Outcomes
8. Practice

• Review Session 7

• Overview of sequence

• Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective) + Brainstorming Alternatives + Evaluating Consequences and Outcomes
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