**Problem Solving Questions**

*The following questions can be used to guide the problem solving process with students.*

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| **To Help Develop Student Sensitivity to Social and Moral Problems** |
| * What is the problem in this situation? How do you know that there is a problem?
* What might be the emotions or feelings of everyone in the situation?
* Is there a rule that is being broken?
* Is someone likely to get hurt or have his or her feelings hurt?
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| **To Help Determine What One *Ought* to Do** |
| * What should you do? What is the *right* thing to do?
* How do you determine the right thing to do – or what one *ought* to do?
* Will everyone involved think it is right and fair?
* What actions might show respect of the rights and welfare of others?
* What might be the consequences if you did what you ought to do? If you didn’t?
* What choice would be consistent with the Golden Rule of treating others as you would like them to treat you?
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| **Questions to Help Students Decide among Alternatives and Choose What They Ought to Do** |
| * What did you do the last time there was a problem like this one? Did it solve the problem or make the matter worse? Should you do the same thing, or do you need to think more about this situation?
* What are all of the alternative solutions to the problem?
* Which solutions are most likely to “work”?
* Which solutions are consistent with what you ought to do? Which ones are not?
* What do you do when what you *want* to do is not the same as what you *ought* to do?
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| **Questions to Help Students Do What They Actually Decided to Do** |
| * Do you need a plan to do what you decided to do? If so, what might it look like?
* What might help motivate you to do what you ought to do – what thoughts and feelings might help?
* Who might help you, and in what ways?
* What obstacles might get in the way of your doing what you ought to do and intend to do?
* What might you do to avoid or overcome these obstacles? What will you do if you face them?
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Adapted from *School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior* (p. 74-75) by George Bear

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