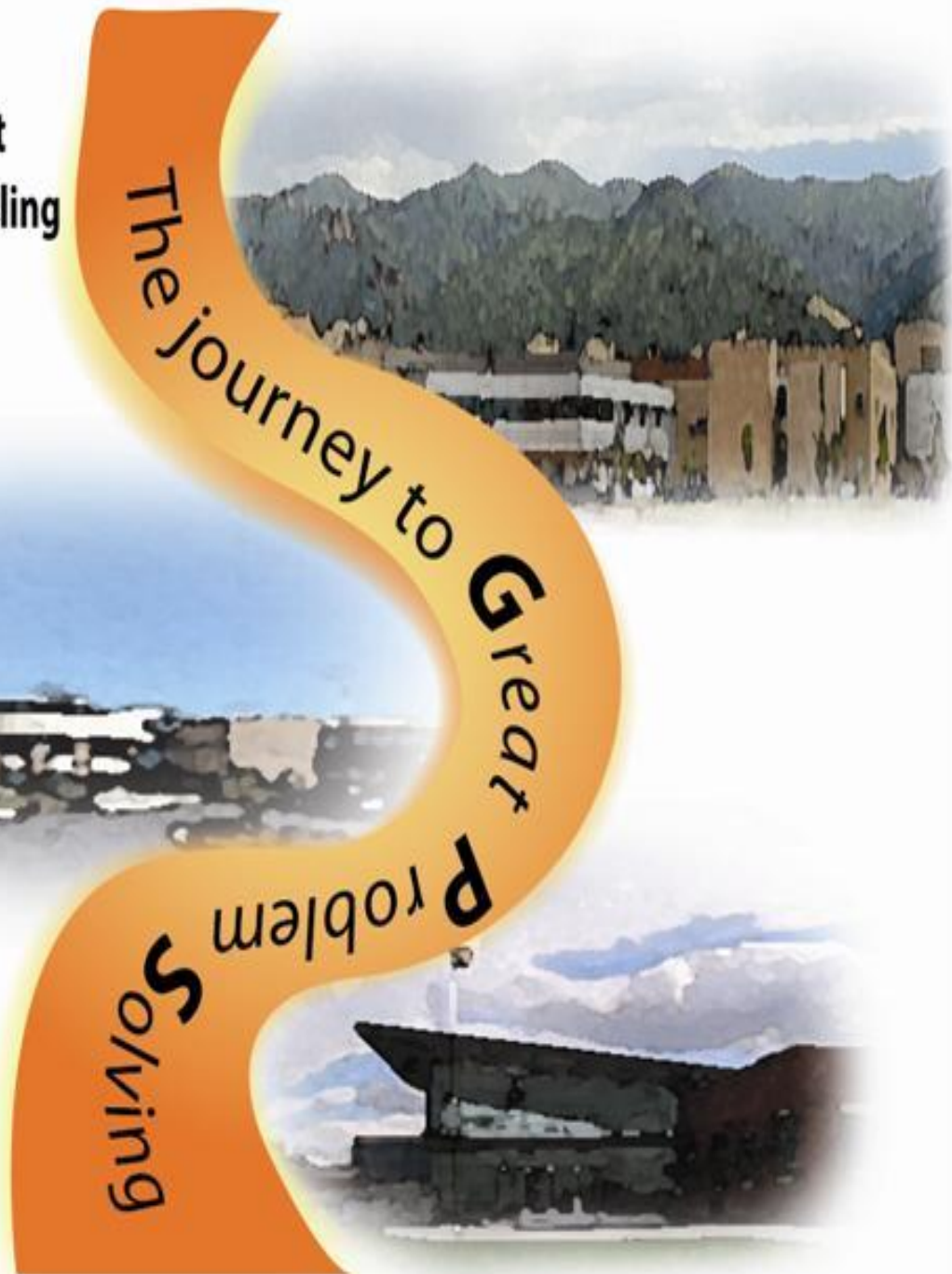


Davis School District
Comprehensive Counseling
and Guidance



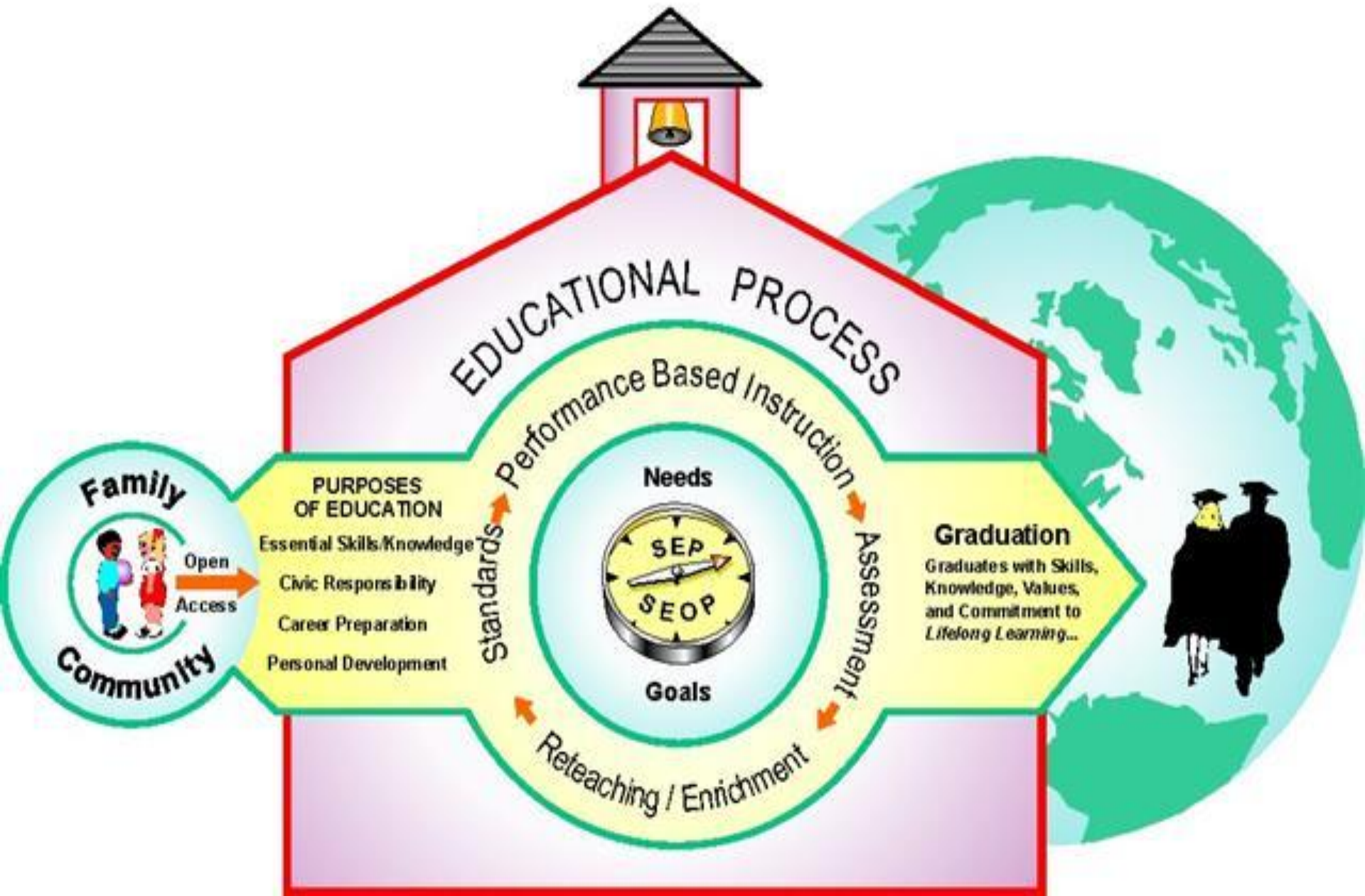
The Journey to Great Problem Solving

Presented at the ASCA National Conference

Dallas , Texas

June 29, 2009

Davis School District Model For Public Education



COMPASS

C CENTER YOURSELF
Calm down

O OBJECTIVE
Goal

M MY SUPPORT
SYSTEM
People Skills

P PLAN
Options
Consequences

A ACT
Follow plan

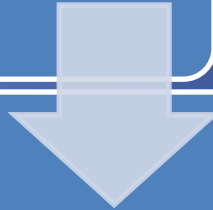
S SUMMARIZE
What worked
What didn't

S SUCCESSFUL FUTURE
PLAN
Changes? Options?




Davis District Elementary Counselors Had a Problem to Solve

Get Calm then Focus

- Should we use a different problem-solving model? Very emotional issue.
 - Some liked and used COMPASS and some did not.
- 

Plan with Self and Others

- Counselors explored alternative problem-solving models
 - None of the models we looked at had all of the elements we believed should be used for problem-solving by elementary students.
 - GPS - the NEW and updated version of a compass and our NEW and updated problem solving model.
- 

Solve or Start Again

- Counselors developed the steps to match the GPS letters and used the essential elements of problem-solving.
- The plan worked and students love the easier, more updated analogy of the GPS for finding their way through a problem.

A Four-Step Problem-Solving Process

Understanding the Problem



Devising a Plan



Carrying out the Plan



Looking Back

A Six Step Problem Solving Process






GPS = Great Problem Solving

And you thought it stood for Global Positioning System!

From COMPASS to GPS


Calm Yourself 

Objective 

My Support System 

Plan 

Act 

Summarize 

Successful Future Plan 



 **G**et calm
then focus

 **P**lan with self
and others

 **S**olve or
start again

The GPS Song

Counselor Mike Bailey and Students



"GPS" song

C G C F G C

G P S easy as 1 2 3 when

I have a problem I've got to solve I just G P S

stem G

get calm get foc - used

stem C

plan with self and oth ers

stem F

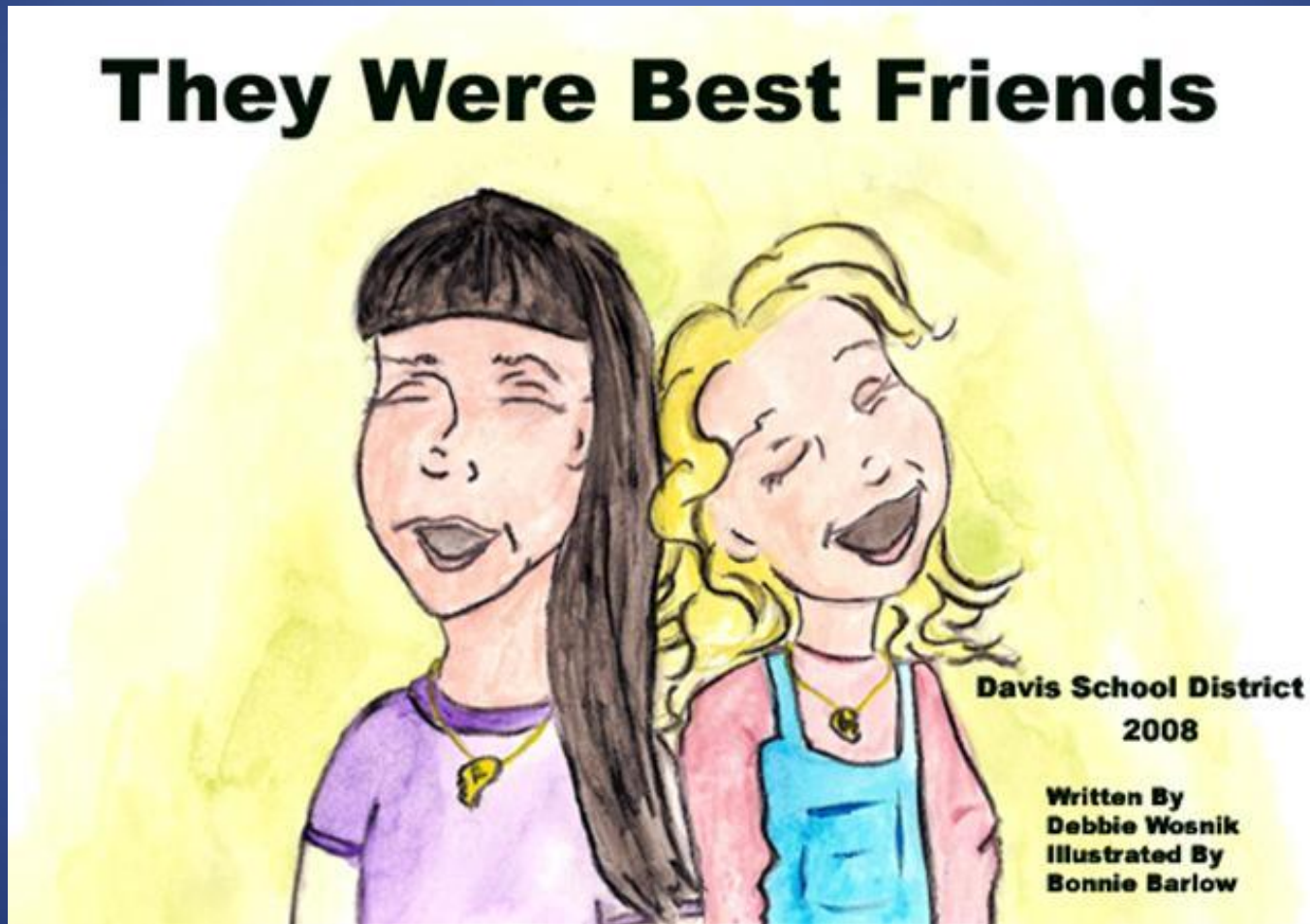
solve the prob lem my Friend or start a - gain

and a - gain try Plan B or plan C see it worke

go back to verse / repeat as needed

“They Were Best Friends”

Debbie Wosnik and Bonnie Barlow



Debbie and Cindy were best friends.



Cindy had all brothers in her family.



Debbie had all sisters in her family.

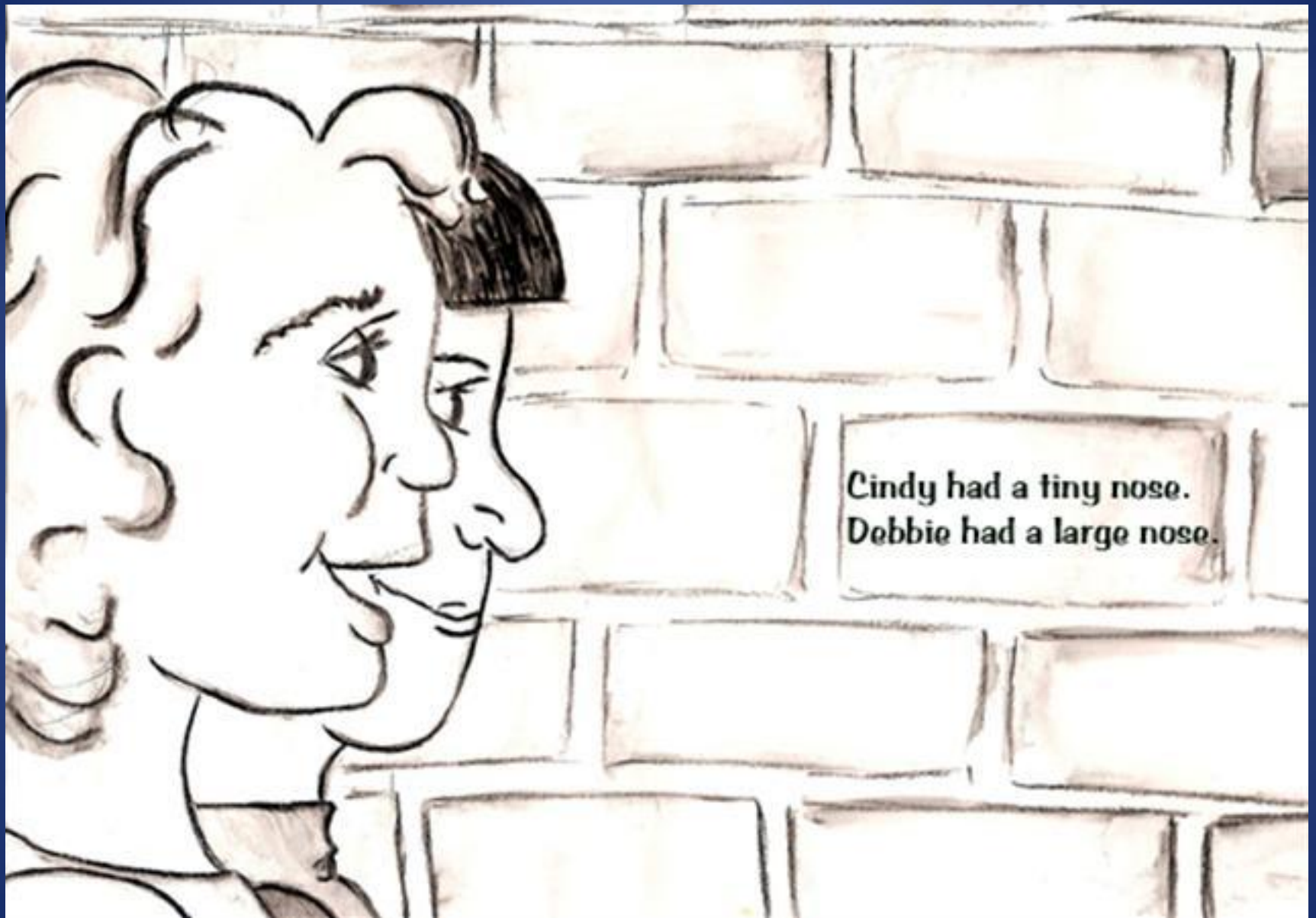


Cindy had curly hair.
Debbie had straight hair.



Cindy had green eyes and her
mouth turned up at the edges.
Debbie had hazel eyes and her
mouth turned down on the edges.





Cindy had a tiny nose.
Debbie had a large nose.



Cindy went to dance
class on Thursdays.
Debbie went to piano
lessons.

They were best friends.



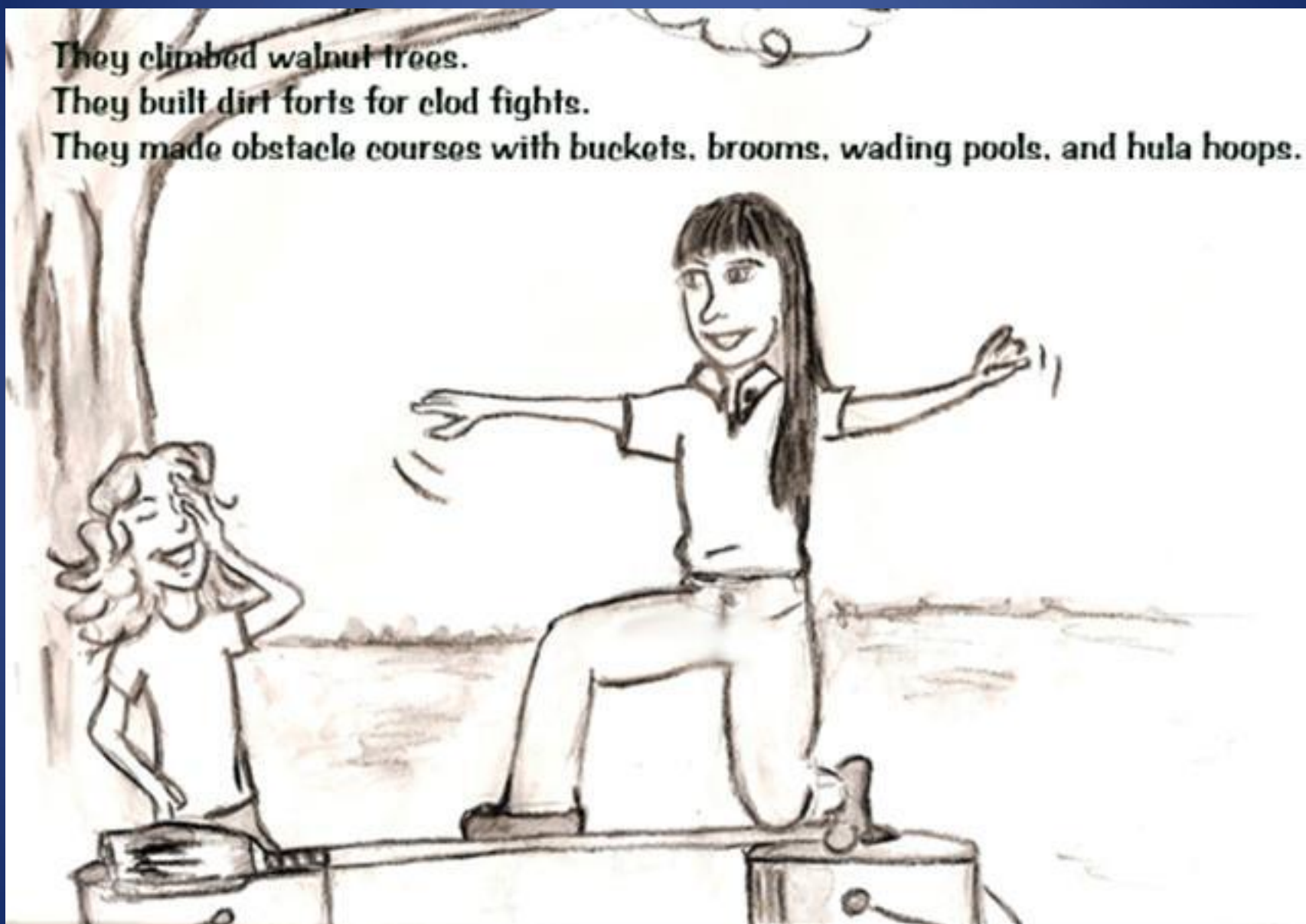
They walked home together
everyday after school.
Cindy's dad called Debbie
"partner down the street."
Debbie's dad called Cindy
"Sydney."



They climbed walnut trees.

They built dirt forts for clod fights.

They made obstacle courses with buckets, brooms, wading pools, and hula hoops.



They played with the dog.

They ate pomegranates off of the neighbors bush.

They made an atom for the science fair with no help from a grown-up.



They rode bikes.

They played football with the boys.

They rolled down the hill at the park with all the other kids in the neighborhood.

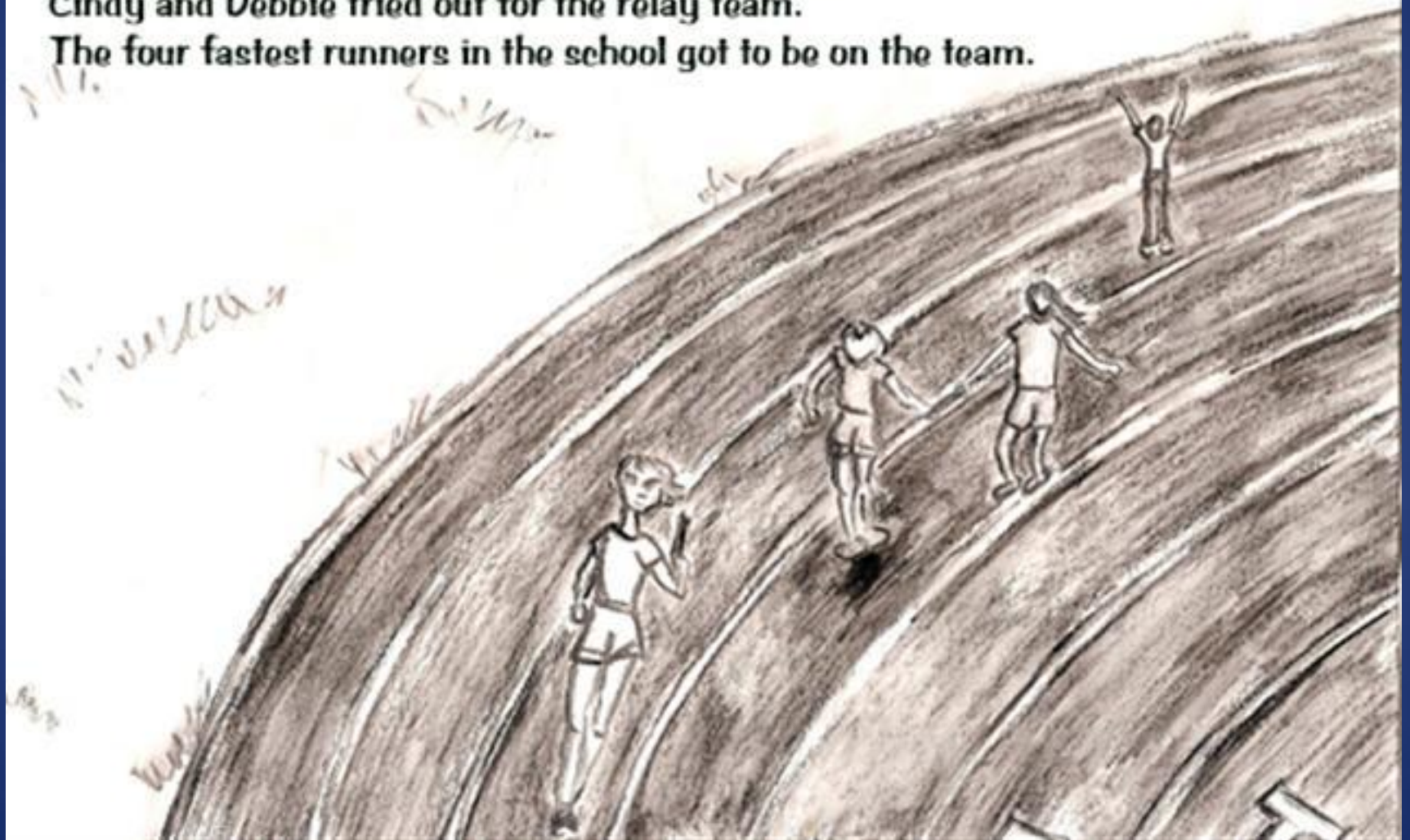


They never argued.

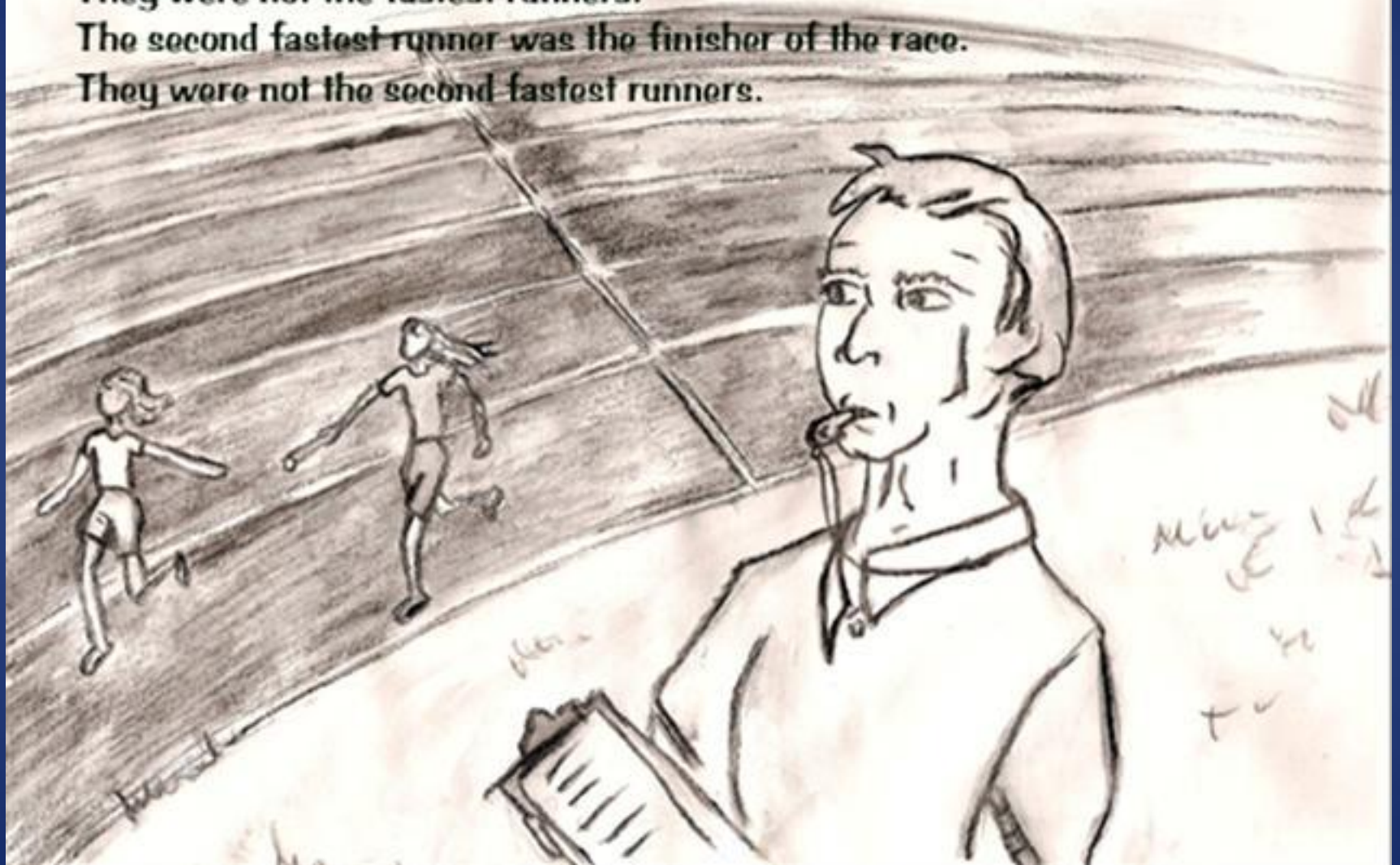
They were best friends.



One spring an exciting thing happened at school.
The upper grades were getting ready for the track meet.
Cindy and Debbie tried out for the relay team.
The four fastest runners in the school got to be on the team.




The fastest runner was the starter for the team.
They were not the fastest runners.
The second fastest runner was the finisher of the race.
They were not the second fastest runners.



Guess who were the third and forth fastest runners in the school?
They were best friends!
The team practiced
for weeks. They practiced
running and
passing
off the
baton.





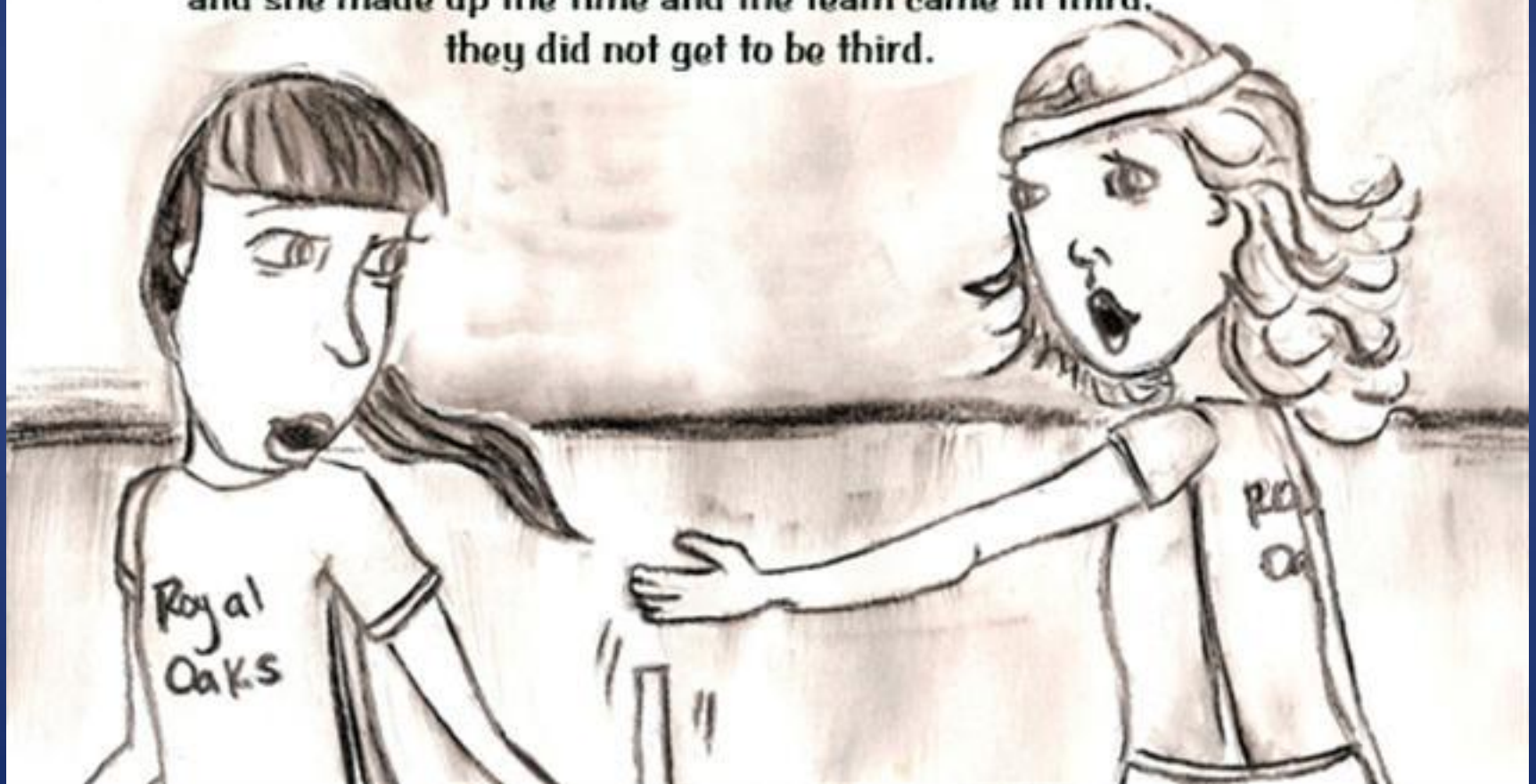
On the day of the track meet a big bus came to take all the children to Mineral King Bowl. The stands were full of cheering children.

The starter gun made a loud bang.

The first runner handed
Cindy the baton and
off she ran.

Their team was ahead.

As Cindy handed the baton to Debbie something happened that had never happened before. The baton fell to the ground. Cindy and Debbie learned a new word that day. **DISQUALIFIED**. That means even though Debbie picked up the baton and ran fast to the next runner and she made up the time and the team came in third, they did not get to be third.



After the race, Debbie's dad took her to Foster's Freeze for a soda.
The soda tasted salty because of the tears.
Cindy went home with her dad.
Her turned up mouth turned down.
The two friends did not play the next day.



“Was she mad?” They each thought.

“Was it my fault?

What can we do about this problem?

Were they still best friends?”

?

They were still best friends.



Teaching With GPS

- Activity – Story Board
- Students will create a storyboard from a situation in their life.
- This activity will help students to see the setting, characters and plot in something that happened to them. They will practice being aware of what actions or dialogue they used to compound the problem. Then they will use the problem solving technique of G.P.S to end the story and solve the problem.
- Each student will fold an 8 1/2 by 11 sheet of paper 3 times to make 8 squares.
- The class will do the activity together as the teacher reminds the students of the tool that goes in each square. Example: square #1 the setting, #2 the characters etc. Each story will be different but set up the same way.
- Use the book; *They Were Best Friends* by Debbie Wosnik and Bonnie Barlow to demonstrate how the finished product could look.



Telling Your True Story

1. Who?

Draw or list the characters...

2. What, when, where, and how?

Describe what happened...

- **Take as many boxes as you need to give the details of your story.**
- **Be sure to include dialog between characters. What did you say? What did they say?**

3.

4.

5.

6.

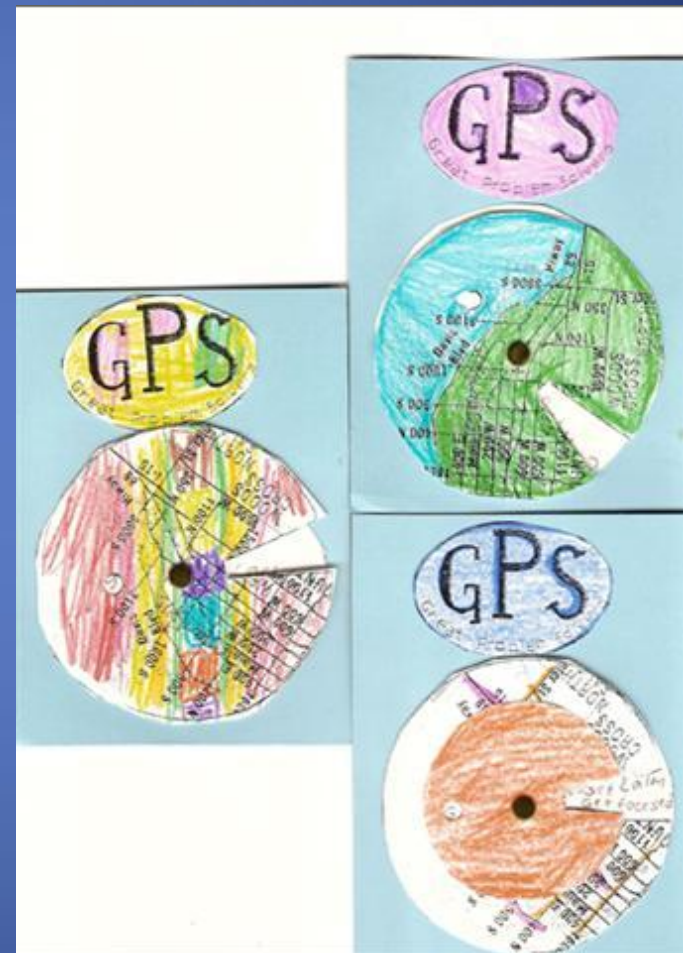
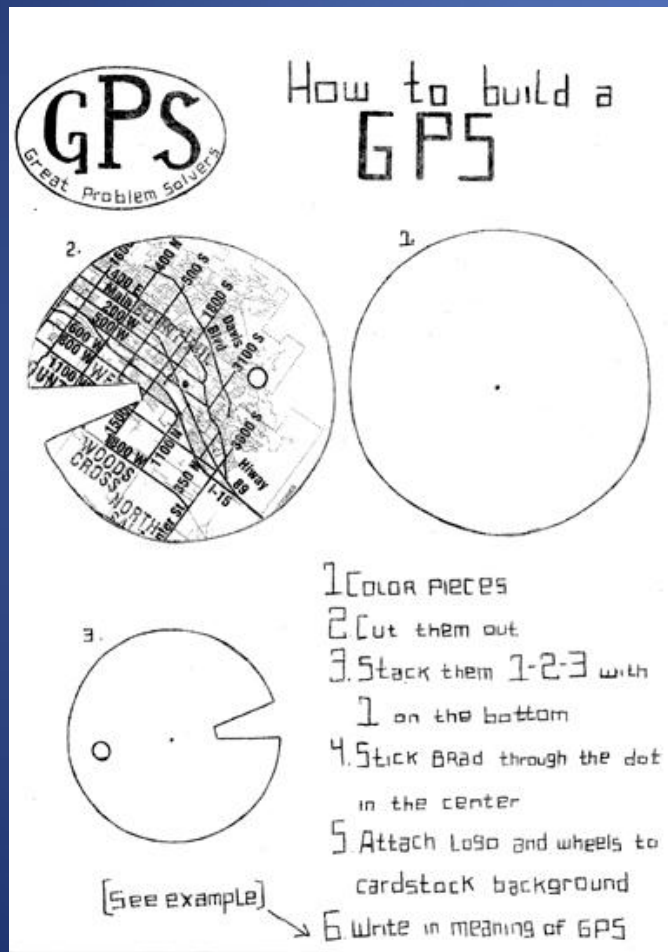
7.

8. How can we solve this problem?

Davis School District ROCKS!



How to Make a GPS Bookmark






 **G**et calm
then focus

 **P**lan with self
and others

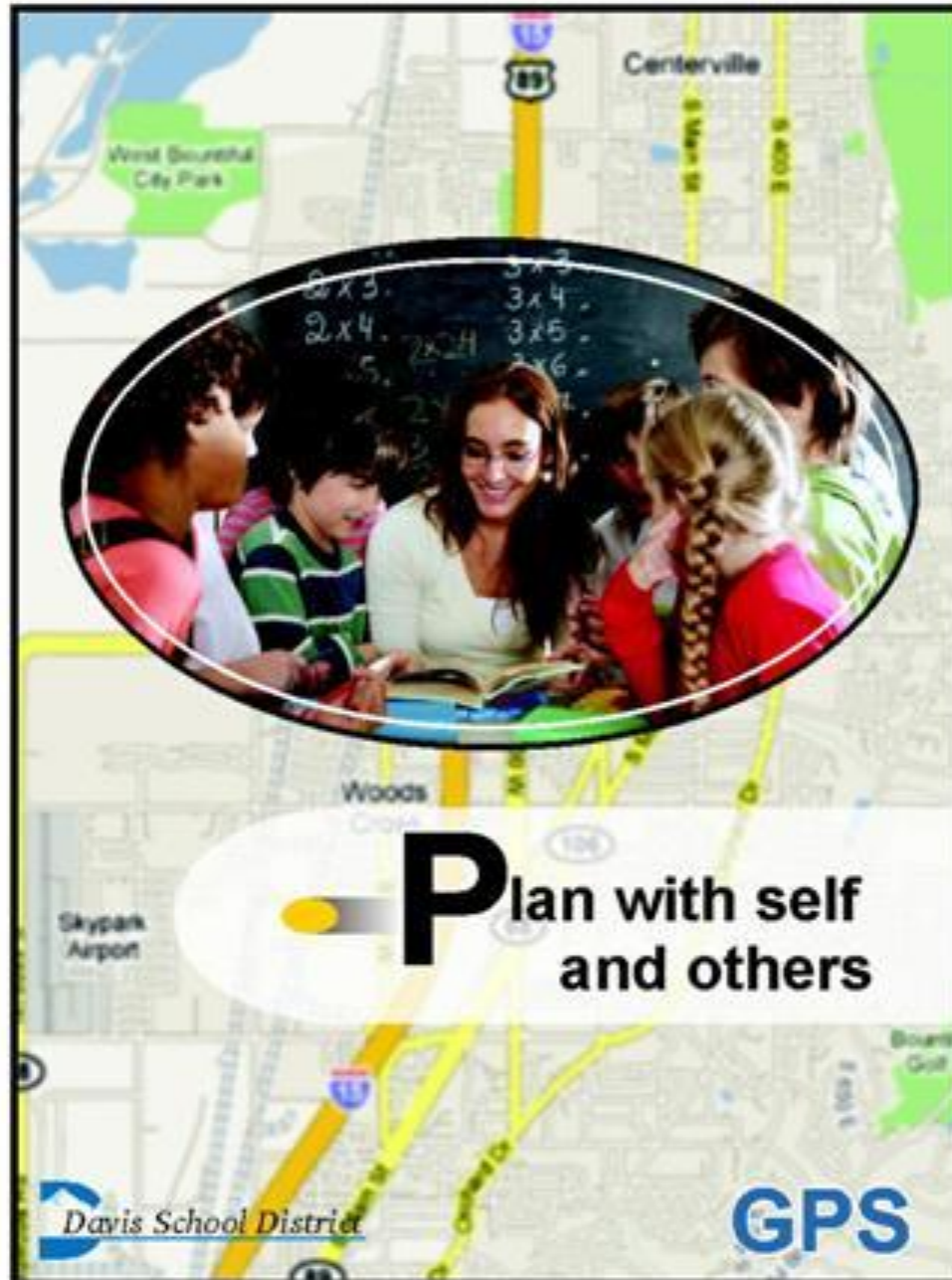
 **S**olve or
start again



**Get calm
then focus**

Davis School District

GPS



West Bountiful City Park

Centerville

Woods Creek

Skypark Airport

Bountiful Golf Course

Plan with self
and others

Davis School District

GPS

GPS Resources

BOOKS WE HAVE USED TO TEACH GPS

Pancakes for Breakfast

Author: Tommie dePaola

The character in this story wants to have pancakes for breakfast and is faced with a problem each step of the process. This book is an excellent choice for giving students opportunities to interact while internalizing the GPS steps.

Brave Irene

Author: William Steig

Irene and her mother both have situations needing to be solved. This story gives the counselor a good opportunity to talk about planning with self and others and if the first plan doesn't work, be willing to come up with a new plan.

Fancy Nancy

Author: Jane O'Connor

Nancy has a big problem - she thinks everything should be fancy. She likes the frills and everything that goes with it. The problem is her family doesn't understand her.

A Fine, Fine School

Author: Sharon Creech

Tillie's big problem is her principal, Mr. Keene loves the school so much he keeps adding days to the school year. The problem gets so big Tillie doesn't get to have a day off from school, and there are so many things she wants to do.

BOOKS WE HAVE USED TO INTEGRATE OUR GUIDANCE CURRICULUM

The elementary counselors teach literature-based guidance curriculum. Many lesson topics allow for a quick review of GPS. The following are examples:

Tooth Fairies First Night Out

Author: Anne Bowen

In teaching responsibility and goal completion with this book, the story also lends itself to reviewing the GPS steps when this fourth generation tooth fairy goes out on her first job and faces some challenges.

Sylvester And The Magic Pebble

Author: William Steig

This book can be used to teach students calming down strategies and the importance of becoming calm before taking action or making a decision. Sylvester is a great example of what happens when you don't calm down before taking action. Instead of taking a deep breath or counting to ten, Sylvester made a decision in panic mode and turned himself into a rock. In a calmer mode he would have wished himself home or the lion would disappear.

Bored! Bored! Bored!

Author: Jill Newton

The main character in this story doesn't get invited to a celebration party because he did not participate in the work. Talk with the children about how we often cause our own problems and evaluate how the problem can be solved.



Happiness Is...

Being a School Counselor



Thank You!

Davis School District

www.davis.k12.ut.us

Departments -> Comprehensive Counseling
and Guidance -> Elementary Curriculum

Pam Jacobsen

Debbie Wosnik

Kris Randle

Bonnie Barlow