

Directions: Regular Play

- Place nine cards face down on the table in front of the student(s). (Make sure there is one card representing each of the nine different shapes: square, heart, diamond, circle, triangle, rectangle, octagon, star, and oval.)



- Let a student roll the double dice.
- The student determines the shape on the outer die, turns over the corresponding card, and reads (or listens as you read) the problematic situation.
- The student determines the number on the inner die and reads (or listens as you read) the corresponding question.
- The student answers the question.
- A token can be given for reinforcement for a correct answer (optional).
- The card is returned face down to its original place on the table.
- The next student rolls the double dice.
- This continues until all tokens are given out or

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Introduction

Problem Solving Double Dice Deck provides a motivating way for speech-language pathologists to assist their students in learning how to think logically about problems that arise in their daily lives and to determine reasonable solutions to these problems. It also helps students think about and determine resources (people and things) that could help them solve problems, as well as the feelings associated with problematic situations.

This *Double Dice Deck* contains 54 total playing cards. Each card contains a photograph, a few lines of text explaining a situation, and four questions that relate to determining and solving problems. This means that your students get up to 216 opportunities to practice solving problems in a logical and thoughtful manner in a variety of different situations.

The unique double dice serves as the motivational component, as the student rolls it prior to finding and answering a question. Specific directions for play are found on the reverse side of this card. There is also a double-sided *Game Variations* card that details six alternative ways to use this *Double Dice Deck* in therapy. This allows you to add variety as you use this activity in multiple therapy sessions.

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As Mr. Bryant is on his way home from work, he notices that the steering in his vehicle isn't working as it normally does. When he gets home, he checks all the fluids in his car, including the steering fluid.

- 1 What is the problem?
- 2 How does Mr. Bryant probably feel?
- 3 Who could help Mr. Bryant with this problem?
- 4 What is a good solution to this problem?

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Tony found a pair of scissors. He decided to trim his hair. Tony didn't ask his mom before using the scissors.

- 1 What is the problem?
- 2 How does Tony's mom probably feel?
- 3 Who could help Tony with this problem?
- 4 What is a good solution to this problem?

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Taylor needed to put her bike away so she rode it from the front of her house to the shed. She didn't put on a helmet, since she wasn't going very far. Taylor lost her balance a few feet from the shed.

- 1 What is the problem?
- 2 How does Taylor probably feel?
- 3 What could help Taylor with this problem?
- 4 What is a good solution to this problem?

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