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Introduction

Having well-developed reasoning and problem solving abilities are essential skills that in large part will determine our success or failure in many areas of life including: academic pursuits, social relationships, judgment decisions, and the mundane decisions we make on a daily basis. As speech-language pathologists, we too often see students who struggle with having and using logical thinking skills. Having impaired or less-developed reasoning skills affects all aspects of life, including having an overall good quality of life.

DOT Reasoning and Problem Solving was designed to provide comprehensive and motivating activities for speech-language pathologists to use as they assist their students in acquiring well-developed reasoning and problem solving skills. This reproducible workbook contains worksheets targeting nine crucial areas for developing the language-based skills needed to develop better thinkers. The targeted areas are: identifying problems, determining causes, determining missing information, sequencing, detecting absurdities, predicting, making inferences, problem solving, and identifying/stating facts and opinions. Each section begins at a simple level and progressively becomes more difficult. There are numerous pages per section to assist your students in getting plenty of practice with each reasoning area and in gaining the confidence and mastery level necessary to become more skilled at making reasoning and problem solving decisions.

For your convenience, a tracking chart and certificates are also included to assist in keeping track of page completion and student progress.

As always, the ink daubers (bingo-type markers) included with this workbook serve as the motivation component. Each student should be given an ink dauber and a game sheet prior to reading the easy-to-follow directions that appear at the top of each worksheet. The students are able to dot up the open circles on their game sheets as they correctly answer the questions. Many students find the use of the ink daubers motivating time after time. However, other items can be used as incentives as you progress through this book. Ink daubers can be replaced with motivating stickers, small snacks, magnetic chips, or other items that students can place in the circles as they correctly progress through each game sheet. The students can also color the circles upon completion of the exercises. Use your expertise and knowledge of your students as your guide to help keep them motivated. *DOT Reasoning and Problem Solving* provides a unique and motivating format for assisting students with their reasoning and problems solving abilities.

I hope you will find the activities on these game sheets useful, effective, and encouraging for the students you serve!

Determining Multiple Causes

Name _____

Task 1C

An effect can often have more than one cause. Use your ink dauber to dot the circle next to the two things that could have caused each situation. Then explain why you didn't choose the other cause.

1. Leroy was listening to his MP3 player. What two reasons could have caused this to happen?



- Leroy just got the MP3 player as a gift.
- Leroy just got grounded for being late to school.
- Leroy just downloaded a new song and wanted to listen to it.

2. Sara was ironing a shirt. What two reasons could have caused this to happen?



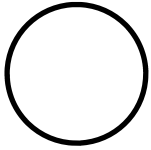
- Sara was going to mow the lawn.
- Sara had a job interview.
- Sara was going to church.

Determining Missing Information

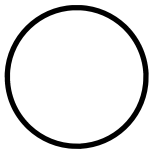
Name _____

Task 2A

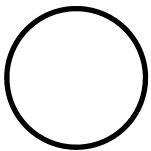
Read the events below. Determine the missing event. Use your ink dauber to dot the circle next to the situation after you correctly tell what happened.



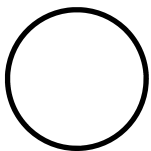
The neighbor's cat was being chased by a dog through the neighborhood. Now the cat is in the tree in your yard. What happened in between?



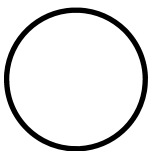
Your mom drove to the grocery store. Now you are unpacking food into your cabinets. What happened in between?



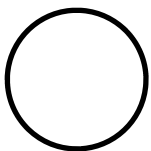
A man was holding a paintbrush and a ladder. Now your house color is brown instead of grey. What happened in between?



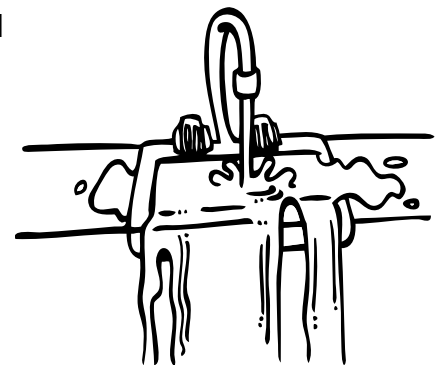
Nancy bought a candy bar at the store. Now she is throwing away the wrapper in the trash. What happened in between?



Cassandra was studying for a test. Now the teacher handed back the graded test. What happened in between?



Brian's hands were dirty. Now the sink is overflowing with water. What happened in between?



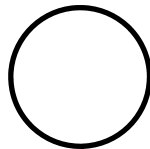
Making Inferences with Pictures

Name _____

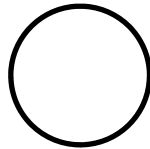
Task 1A

Read the short stories, look at the pictures, and answer the corresponding questions. Use your ink dauber to dot the circle next to each question after you answer it.

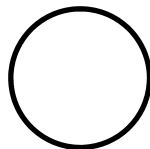
1. Doug has prepared all week for today. He feels prepared and ready to go. He holds his pencil tightly and reads the directions carefully.



Where is Doug?

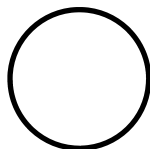


What is Doug getting ready to do?

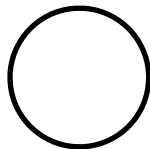


Who is the man standing near Doug?

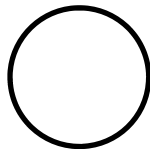
2. Natalie tip toes to make sure she doesn't step on any of the shards of glass. All she wanted was a glass of water. Now she is going to get the broom and dustpan.



Where is Natalie?



What did Natalie do?



What is Natalie going to do?