



2019 WAHCE Conference

**HOW to Think, Not What to Think:  
An Approach to Prevent Behavior Problems in Young Children**

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**HCE LEADER'S PLANNING GUIDE**

Overview: This leader's guide is to help HCE members understand the importance of teaching young children how to think not what to think now, so that later they will have the skills needed to become successful caring adults. It is designed to be delivered by HCE members in a group setting in approximately 30 minutes. It focuses on the basic skills needed for child to identify problems, care more about their own and others' feelings, realize that what they do has an impact on other people and most important, that there is more than one way to solve a problem.

Choosing an Audience: Who might be interested?

- General public
- HCE club or special interest group
- Parents/grandparents of young children
- Head Start and Day Care staff
- School personnel

**A. Potential Partners**

**Human Development & Relationship (HDR) Educator** -Your HDR Educator will be an invaluable support as you decide how your county HCE program will use these resources. Talk over your plans with your HCE committee and your county's HDR Educator.

**B. Presentation Type**

- One session
- Learning sessions at Education Days sponsored by HCE

<b>Core Activities</b>	<b>Knowledge Objectives</b>
SEL Skills Brainstorming	What children need from us to grow and thrive.
Word Pair Activity	How word pairs can be used in a problem-solving way.
Think, Pair, Share Activity,	How alternative solutions helps children solve problems.
<b>Supplies Needed</b>	<b>Behavioral Objectives</b>
Name Tags	Will be able to identify the 3 skills of ICPS thinking.
Bath Towels	List the rungs on the ICPS Dialogue Ladder.
Pens and Pencils	
Power Point and computer	
Lesson Plan	
<b>Participants Handouts</b>	<b>Advance Preparation</b>
3 PowerPoint slides/page with place to take notes	Copy 1 per each participant
ICPS Dialogue Ladder	Copy 1 per each participant
Word Pair Activity Handout	Copy 1 per each participant
Raising a Thinking Child ICPS Dialogue Cheat Sheet	Copy 1 per each participant
Think, Pair, Share Activity	Copy 1 per each participant
Raising a Thinking Child Impact Report	Copy 1 per each participant (two-sided copy)
Participant survey (at end)	Copy 1 per each participant

**Directions:**

Teaching outline follows along with the “**HOW to Think, Not What to Think: An Approach to Prevent Behavior Problems in Young Children**” master PowerPoint. This session should be taught with the PowerPoint slides provided either by showing the PowerPoint or providing a copy of the slides to the HCE members.

**Power Point presentation with directions**



**“HOW TO THINK, NOT WHAT TO THINK”:**  
AN APPROACH TO PREVENT BEHAVIOR PROBLEMS IN YOUNG CHILDREN

Nancy Schultz  
National Trainer for  
Raising a Thinking Child



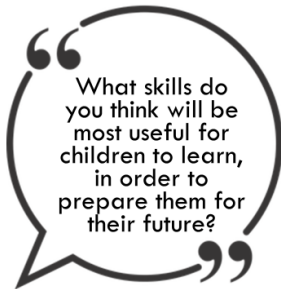
Welcome to the session on “How to Think Not What to Think – An approach to prevent behavior problems in young children.”

Briefly introduce yourself



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**Brainstorm for about 3 minutes**

**What skills do you think will be most useful for children to learn, in order to prepare them for their future?**

**Examples**

- Caring and empathic
- Creative and innovative
- Works well with others
- Dependable
- Understanding
- Good listener
- Able to solve problems
- Good at brainstorming for ideas

**All of these are critical thinking skills.**

**WHAT DO YOU DO WHEN THEY ...**

- won't listen to you
- do what you ask
- hits other children
- takes away toys from another child



https://www.gettyimages.com/detail/photo/boy-covering-ears-when-hearing-noise-royalty-free-image/1111111111



**How many of you have grandchildren, great grandchildren, great nieces or nephews? *Pause* What do you do when they...?**

- won't listen to you
- do what you ask
- hit another child
- takes away a toy from another child

**Do you sometimes find yourself getting frustrated, and telling them what to do or not to do?**

(Source: Shure, M. (1995). *Raising a Thinking Child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign)

### WHAT HAPPENS WHEN WE TELL CHILDREN WHAT TO DO?



“We all want to be free to think for ourselves and so do very young children if they have the skills and freedom to do it.”

<https://www.extension.org/for-you/Child-Parent-Thinking-Unsure-388654>

NOTE: ALL IMAGES, TEXT, AND GRAPHICS ARE THE PROPERTY OF RESEARCH PRESS, CHAMPAIGN, IL.



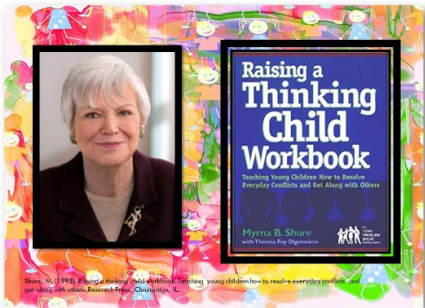
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**“Although telling children what to do, and even explaining why, may result in their doing what you want, often this compliance does not last. Perhaps that’s because they’ve heard the explanations many times before and are now tuning you out. Perhaps it’s because we are doing the thinking for them.**

**We all want to be free to think for ourselves and so do very young children if they have the skills and freedom to do it.”**

(Source: Shure, M. (1995). *Raising a Thinking Child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign, IL.)



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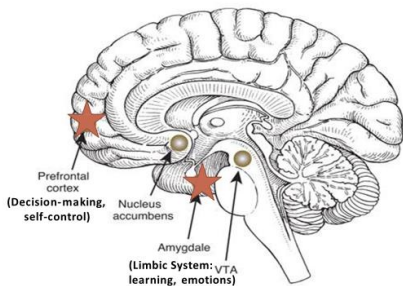


Myrna Shure, author of *Raising a Thinking Child* says, **“My approach does not teach children what and what not to do and why, but rather, it teaches them how to think so they can decide for themselves what and what not to do and why.”**

This program is designed for parents, grandparents or caregivers who are raising children ages 4-7. It gives them the tools to help their child learn to solve problems by involving them in interactive games and assisting them with how to talk to their child in a different way.

### So, why this age range?

(Source: Shure, M. (1995). *Raising a Thinking Child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign, IL.)



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Of course, where this all begins is in the brain... Most times children react to situations using the limbic system (feelings) of their brains.

**“I want what I want—right now!”**

Questioning children helps them disengage the limbic system and moves them to the prefrontal cortex (the thinking part) of their brain.

*(Point to color diagram of the brain to show various parts.)*

The more children experience this, the more hard wired their brain becomes for thinking.

The less likely they will lose this skill as their brain goes through the pruning process.

At the age of 4 children’s prefrontal cortex begins to be developed.  
 This is an ideal time for this program.  
 However, be patient, the prefrontal cortex continues its development until the mid-twenties.



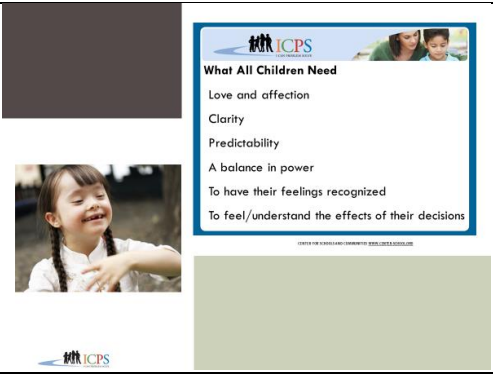
**I need 3 to 4 volunteers to help me with folding a towel.**  
**Give 3 to 4 people a towel. Have them fold it.**  
**Why did you fold your towel that way?**  
**Common answers:**

- *My mother taught me to do it this way.*
- *I fold it this way because my mom didn’t fold it this way*
- *It fits in my closet this way.*
- *I like the way it looks.*

There are reasons why do what we do. *Thank the volunteers for participating.*  
 Why are folding towels and grandparenting similar?  
 Folding towels and parenting are similar.

- We parent the way we were taught.
- We purposely don’t parent as our parents did.
- Certain parenting skills fit in certain situations.
- We feel comfortable parenting a certain way.

We need to consider why we do what we do and ask ourselves – Is this the best way or strategy?  
 Are there some best practices that might work better?  
 So, I hope that each time you are folding towels, you will remind yourself that this is a reason why I (grand)parent the way I do.  
 There are different strategies for different needs.  
 We will be talking about our (grand)parenting styles throughout our lesson.



**So, what do children need from us?**  
 They need:  
 Love and affection,  
 clarity,  
 predictability,  
 a balance in power,  
 to have their feelings validated and recognized, and  
 To feel and understand the effects of their decisions.

## SKILLS OF ICPS THINKING

# 3

1. Perspective Taking
2. Alternative Solutions
3. Consequences

Shure, M. 1992. I can problem solve. An interpersonal cognitive problem-solving program. Research Press. Champaign, IL.



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Raising a Thinking Child uses an approach called I Can Problem Solve or ICPS thinking

The “I Can Problem Solve” process helps children, as early as age 4, learn these three skills:

**Perspective Taking** - The ability to appreciate that other people can feel differently than we do about something, which includes an awareness and sensitivity to other’s feelings.

**Alternative Solutions** - This skill involves the ability to think of multiple ways to solve a problem, such as one child can get another child to let him play with a toy, or how to keep mom from being angry after having broken a valued object.

**Consequences or Consequential thinking** is the ability to think about and anticipate what might happen next if a child carries out an act, such as grabbing or hitting the child.

As a result, research finds that this way of interacting with children, enhances children’s social adjustment, promotes pro-social behaviors and prevents negative, impulsive and withdrawn behaviors.

The ICPS process teaches children how to think, not what to think.

**Question:**

**So, what are specific benefits of using the ICPS process with children? (next slide)**

*(Source: Shure, M. (1995). Raising a Thinking Child workbook. Teaching young children how to resolve everyday conflicts and get along with others. Research Press. Champaign, IL.)*

## BEHAVIORS REDUCED:



- Physically aggressive
- Inability to wait
- Inability to cope with frustration
- Relational aggression
- Socially withdrawn

Shure, M. 1992. I can problem solve. An interpersonal cognitive problem-solving program. Research Press. Champaign, IL.



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Research has shown that these behaviors improve after learning the ICPS approach.

**High-Risk Behaviors Reduced with I Can Problem Solve:**

The behaviors which have been shown to improve with instruction in the ICPS program are,

**Physical aggression** which may be an indicator for later violence if it hasn’t decreased by grade 4,

Aggression tends to be more common in boys but in recent years we are seeing aggression behavior in girls as well. Aggression is reported to be upsetting and

disruptive by teachers and other children.

Aggressiveness in children is an indicator for negative behavior later in life.

**Inability to wait** (patience) is normal for children.

When it is frequent and intense it can be an indicator of future problems. Delaying gratification is a valuable strategy and the skills for learning to wait are taught in the ICPS and Raising a Thinking Child programs.

*Video Clip:*

*There are videos available on YouTube of simulations of the Marshmallow experiment that may be entertaining for parents to watch: Power of Delayed Gratification, The Marshmallow Experiments*

*[https://www.youtube.com/watch?v=QX\\_oy9614HQ](https://www.youtube.com/watch?v=QX_oy9614HQ)*

**Inability to cope with frustration** is a common quality in children, they want what they want when they want it and they aren't at all happy when they don't get it.

When this behavior is frequent and intense, when the child's mood is frequently affected and they seem to "fall apart" over things this can lead to problems later. Social emotional learning programs can provide children with valuable skills to help them bounce back and cope with frustration.

**Relational aggression**, is aggression between relationships, often between "friends" on same sex peers. This behavior is often more hurtful than physical forms of peer abuse (bullying) such as getting kicked in the shins. Relational aggression; ignoring, not being someone's friend anymore, spreading rumors, leaving a child out of a friend group, etc. hurts on the inside and tends to last a long time,

More evidence of inability to function socially or academically. The RaTC program teaches children to talk about their feelings and gives children practice asking how other people might feel, etc.

**Social Withdrawal** includes shy behavior. This may include fearfulness to join in play with others, inability to stand up for one's rights, and holding emotions inside, not expressing them to others. Often the socially withdrawn child doesn't cause problems for parents or other children. They tend to be the "good" child.



Research shows that social withdrawal is a risk for later depression, even suicide if serious enough. Depression is often accompanied by a feeling of helplessness, and hopelessness. Sometimes shy/withdrawn children believe that anything good that happens to them is because of what someone else did, and anything bad is because of something they did. This belief is also true in children who can also be depressed. If they got a good grade on a test, depressed children believe the teacher graded easy, or the test was easy, not because they studied hard and learned the material. They just don't feel that they have a sense of control over their lives. The RaTC program helps children to talk about how they feel, it empowers them to think for themselves, to come up with many ideas.

Source: Shure, M. (1995). *Raising a thinking child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign, IL.

## POSITIVE BEHAVIORS PROMOTED

- Sharing
- Caring
- Helping



Shure, M. 1992. *I can problem solve: An interpersonal cognitive problem-solving program.* Research Press, Champaign, IL.



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## Pro-Social and Positive Peer Behaviors Promoted by ICPS/RaTC

Additionally, pro-social (behaviors which help children engage with other children and adults) and positive behaviors are promoted with the Raising a Thinking Child program including the ability to share, care for other's needs, and help others.

**That is why having the ability to THINK about problems and HOW TO SOLVE THEM is critical.**

Source: Shure, M. (1995). *Raising a thinking child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign, IL.

## EVIDENCE OF EFFECTIVENESS:

- Enhances executive functioning, literacy skills, school bonding, and academic achievement;
- Enhances family relationships, social competence, perspective-taking and interpersonal cognitive problem solving (ICPS);
- Prevents and reduces concerning behaviors such as relational and overt aggression;
- Promotes pro-social behaviors, positive peer relations, and self-regulation; and
- Increases child's ability to provide multiple solutions to problems and name consequences to an action



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**ICPS is an evidenced based teacher curriculum that we are currently offering to schools. This program includes curriculum for PreK through 5<sup>th</sup> grade. The Raising a Thinking Child is parent workbook and program that is based off ICPS. Here is the evidence of its effectiveness for the ICPS curriculum.**

**Enhances executive functioning, literacy skills, school bonding, and academic achievement;  
Enhances family relationships, social competence, perspective-taking and interpersonal cognitive problem solving (ICPS);**

**Prevents and reduces concerning behaviors such as relational and overt aggression;  
Promotes pro-social behaviors, positive peer relations, and self-regulation; and  
Increases child’s ability to provide multiple solutions to problems and name consequences to an action**

*https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf*  
**Shure, M. 1992. I can problem solve. An interpersonal cognitive problem-solving program. Research Press. Champaign, IL**

**EVIDENCE OF EFFECTIVENESS:**

**ICPS has received “CASEL SElect” status from the Collaborative for Academic Social and Emotional Learning (CASEL)**

- SEL Programs are “CASEL SElect” if they:
- are well-designed classroom-based programs that systematically promote students’ social and emotional competence, provide opportunities for practice, and offer multi-year programming.
  - deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation.
  - are evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance.



**ICPS has received “CASEL SElect” status from the Collaborative for Academic Social and Emotional Learning (CASEL)**

*Other notes (For your information):*

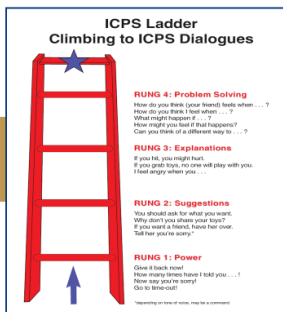
*https://casel.org/guide/criteria/*

*The Collaborative for Academic Social and Emotional Learning: “CASEL SElect” (it’s highest ranking) if they:*

*are well-designed classroom-based programs that systematically promote students’ social and emotional competence, provide opportunities for practice, and offer multi-year programming.*

*deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation.*

*are evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance.*



**Share handout: ICPS Dialogue Ladder**

The ICPS Dialogue Ladder is central to the program and a considerable amount of time is spent discussing it with parents during RTC.

**Rung 1:** the bottom rung, is called the Power approach which tells children what to do in a negative, powerful way.

**Rung 2:** Suggestions without Explanations is a less negative style of talk that tells children what to do rather than what not to do but doesn’t tell them why they should do it.

**Rung 3:** Suggestions with Explanations, Including feelings. This style does explain why a child should or should not do something and might include how you or someone else feels, it is still doing the thinking for the child.

**Rung 4:** Is the ICPS problem-solving process where an adult “dialogues” with a child. You are asking children to think of what they should do and why. You are not telling them.

Rung 4 helps children understand the effect that their behavior has on others, and they respect the needs of others.

They make decisions balancing their needs with the needs of others.

Remember when we were folding the towels earlier in the session, and we looked at the parenting styles.

Our parenting style often affects how we dialogue with

our (grand)child.

Source: Shure, M. (2009). *I can problem solve. ICPS facilitator training guide. Teaching children how to think, not what to think. Prevention First. Philadelphia, PA.*

**Word Pairs Activity**

**Set One**  
Is/Is Not  
And/Or  
Same/Different  
Some/All  
Before/After  
Now/Later

**Set Two**  
Some of the Time/  
All of the Time  
At the Same Time/  
Not the Same Time

**Set Three**  
Might/Maybe  
Why/Because  
Good Time/Not a Good Time  
Good Place/Not a Good Place  
Good Idea/Not a Good Idea

You walk into your child's bedroom to see her coloring the wall with finger paints.

Your child refuses to put away the game he was playing even after you reminded him once already.

You hear two children arguing in the play area about a toy.

Shure, M. 1992. *I can problem solve. An interpersonal cognitive problem-solving program.* Research Press, Champaign, IL.

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### **Share Word Pair Handout and Cheat Sheet.**

#### **Word Pairs Activity (1-2 minutes)**

Another component of the program is working with word pairs. We are going to take the next minute or so for you to pair up and practice using the word pairs. Using one of the situations, each pair should prepare an example of a sentence using the word pair in a problem-solving way. (Rung 4 on the ladder)

Source: Shure, M. (1995). *Raising a thinking child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign, IL.

**Problem**

**Feelings**

**Consequences of Feelings**

**Possible Solutions**

**Evaluate the Solutions**  
or **Consequences of Solutions**

Shure, M. 1992. *I can problem solve. An interpersonal cognitive problem-solving program.* Research Press, Champaign, IL.

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ICPS

**Explore the problem** (What happened?)

**Explore the feelings** (How did that make you feel?

How did that make me feel? How did that make your sister feel?)

As you can imagine, the ability to recognize and name feelings in oneself and others is central to empathy, connecting with others and, as it turns out, problem-solving!

**Explore possible consequences** of the feelings

Children who are problem solvers think about the consequences of their actions respond to daily conflicts in reasonable and responsible ways.

They learn to evaluate the impact of their solutions on themselves and others before they act.

**Explore possible solutions** (What MIGHT you do so your sister would not feel that way? That's one idea! can you think of a DIFFERENT idea? What could you do NOW that might make you feel better LATER?)

**Evaluate the solutions** – see consequences above --- explore possible consequences of each solution (How MIGHT that make your sister feel? Would that be a good time or NOT a good time?)

The steps are not always in the same order (give a few examples, such as starting with feelings, then exploring the problem, then generating possible solutions, then evaluating which solution could work best.....)

Source: Shure, M. (2009). *I can problem solve. ICPS facilitator training guide. Teaching children how to think, not what to think. Prevention First. Philadelphia, PA.*



**Praise the Child's Thinking!**

Shure, M. 1992. *I can problem solve. An interpersonal cognitive problem-solving program.* Research Press, Champaign, IL



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But we always want to remember to praise the child's thinking . . .

We say to children "good thinking" vs. good idea. If we reward the process of thinking, you will get more!!

Source: Shure, M. (1995). *Raising a thinking child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press. Champaign, IL.

**Find solutions to these scenarios:**

- Fifteen minutes before your child's dental appointment, you try to start your car only to realize that it will not start.
- You have a lot to do tonight. You have groceries to buy, dinner to make, bills to pay, a grandchild with a project that they need you to assist them with for school that's due tomorrow, and an appointment from 6:00-7:00 pm.



Shure, M. 1992. *I can problem solve. An interpersonal cognitive problem-solving program.* Research Press, Champaign, IL



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**Think. Pair. Share.**

**(THINK) Distribute one scenario per person of the Icebreaker Activity. Ask participants to read their scenario to themselves (or read aloud) and write down as many solutions to the problem that they can come up with.**

**Remind them that we are not judging any of the solutions. Our goal is to come up with as many solutions as possible. If people are stuck consider using "That's one way. The idea of this activity is to think of lots of DIFFERENT ways. Can you think of any others?" Give caregivers 1 minute to write down ideas.**

**(PAIR) Next, I would like you to pair up with someone who shares the same scenario. Share your lists with one another. (Allow 1 minute)**

**Let's look and see if we have enumeration. An enumeration is a variation on the same theme. An example might be "I would call grandpa" and "I would call grandma." Cross through any solutions that are enumerations.**

Now, let's look for irrelevant responses. An apparently irrelevant response is a statement that does not appear to solve the problem, such as "I would make breakfast." Cross off any irrelevant responses.

(SHARE) "You've thought of lots of ways to solve this problem. You're a good problem solver." Process the activity by sharing out 1-2 examples.

As an adult, you probably were able to come up with multiple solutions without such a formal process. For children, the more practice that we provide, the better problem solver they will be.

"The ability to think of more than one solution is a key skill in problem solving, one that plays a pivotal role in guiding behavior. Having several options to choose from increases children's chances of successes and helps them cope with frustration when they cannot have what they want.

Source: Shure, M. (2009). *I can problem solve. ICPS facilitator training guide. Teaching children how to think, not what to think. Prevention First. Philadelphia, PA.*

### OUTCOMES OF THE RAISING A THINKING CHILD PROGRAM



- Children learn how to think not what to think
- Children work through problems, and decide on solutions
- Children are empowered with skills to negotiate and cope with frustration.
- Parents and caregivers are empowered with skills to help their children.

<https://www.extension.org/extension/2022/03/13/raising-a-thinking-child-program>  
 Shure, M. (1995). *Raising a thinking child workbook. Teaching young children how to resolve everyday conflicts and get along with others.* Research Press, Champaign, IL.



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### Outcomes:

- Children learn how to think not what to think
- Children work through problems, and decide on solutions
- Children are empowered with skills to negotiate and cope with frustration.
- Parents are empowered with skills to help their children.

Source: Shure, M. (2009). *I can problem solve. ICPS facilitator training guide. Teaching children how to think, not what to think. Prevention First. Philadelphia, PA.*

### Take Away Messages from Myrna B. Shure, Ph.D.



How to think, not what to think

\*

Ask, don't tell

\*

We not only must give kids the skills to make good decisions, but the freedom to use them

\*

Tell me, I forget  
 Teach me, I remember  
 Involve me, I understand



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### How do you or someone you know get signed up to take this program?

If you or someone in your family would like to take this program, contact your local Extension office about taking this parenting class. We are also currently offering it as a face to face or online program for parents and caregivers. It is probably one of the best investments you can give that young child in your life.



The Thinker by Umberto Boccioni, 1910. Source: <https://www.gettyimages.com/detail/illustration/3000000000>



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What questions do you have?

## RESOURCES

I Can Problem Solve website <http://www.icanproblemsolve.info/>

Thinking Child website <http://www.thinkingchild.com/>

Research Press <https://www.researchpress.com/>

Collaborative for Academic Social and Emotional Learning (CASEL)  
[www.casel.org](http://www.casel.org)

UW-Madison Division of Extension Raising a Thinking Child Site:  
<https://fyi.extension.wisc.edu/rtcprogram/>



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I Can Problem Solve website provides comprehensive information on the ICPS program including overview, outcomes, training, etc.

Thinking Child website is Dr. Shure's website with information pertaining to her books and articles

Research Press is the publisher for ICPS, RaTC,

Thinking Parent, Thinking Child

CASEL is a clearing house for SEL information and link to evidenced-based SEL programs