



<https://pixabay.com/photos/adorable-boy-children-cute-fun-2178827/>

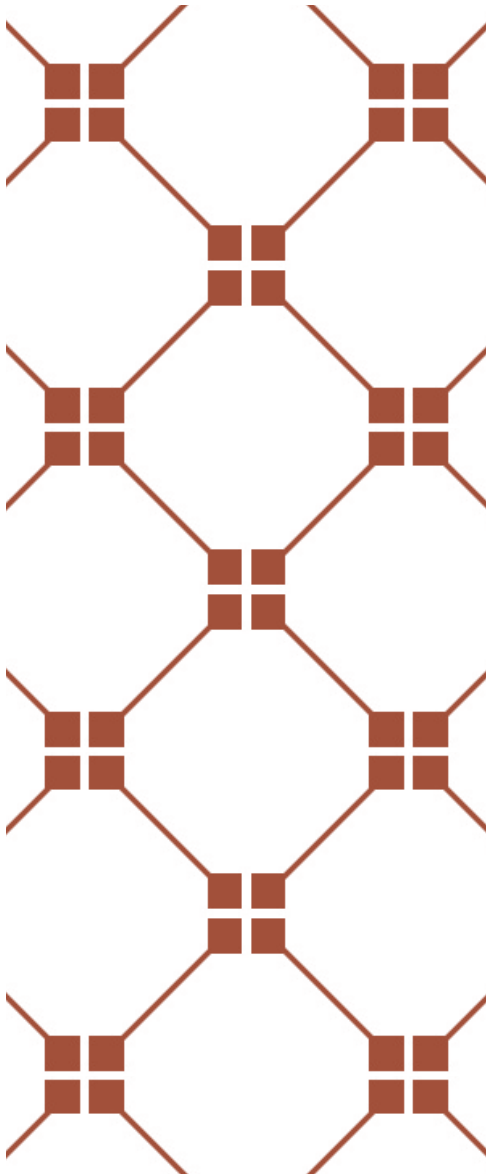
“HOW TO THINK, NOT WHAT TO THINK”:

AN APPROACH TO PREVENT BEHAVIOR PROBLEMS
IN YOUNG CHILDREN

Nancy Schultz
National Trainer for
Raising a Thinking Child



EXTENSION
UNIVERSITY OF WISCONSIN-MADISON



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

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://UPLOAD.WIKIMEDIA.ORG/WIKIPEDIA/COMMONS/THUMB/5/59/RU%C3%ADDO_NOISE_041113GFDL.JPG/1024PX-RU%C3%ADDO_NOISE_041113GFDL.JPG](https://upload.wikimedia.org/wikipedia/commons/thumb/5/59/RU%C3%ADDO_NOISE_041113GFDL.JPG/1024px-RU%C3%ADDO_NOISE_041113GFDL.JPG)

WHAT HAPPENS WHEN WE TELL CHILDREN WHAT TO DO?



<https://www.maxpixel.net/Joy-Girl-Child-Portrait-Thinking-Unsure-388654>

“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.”

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.



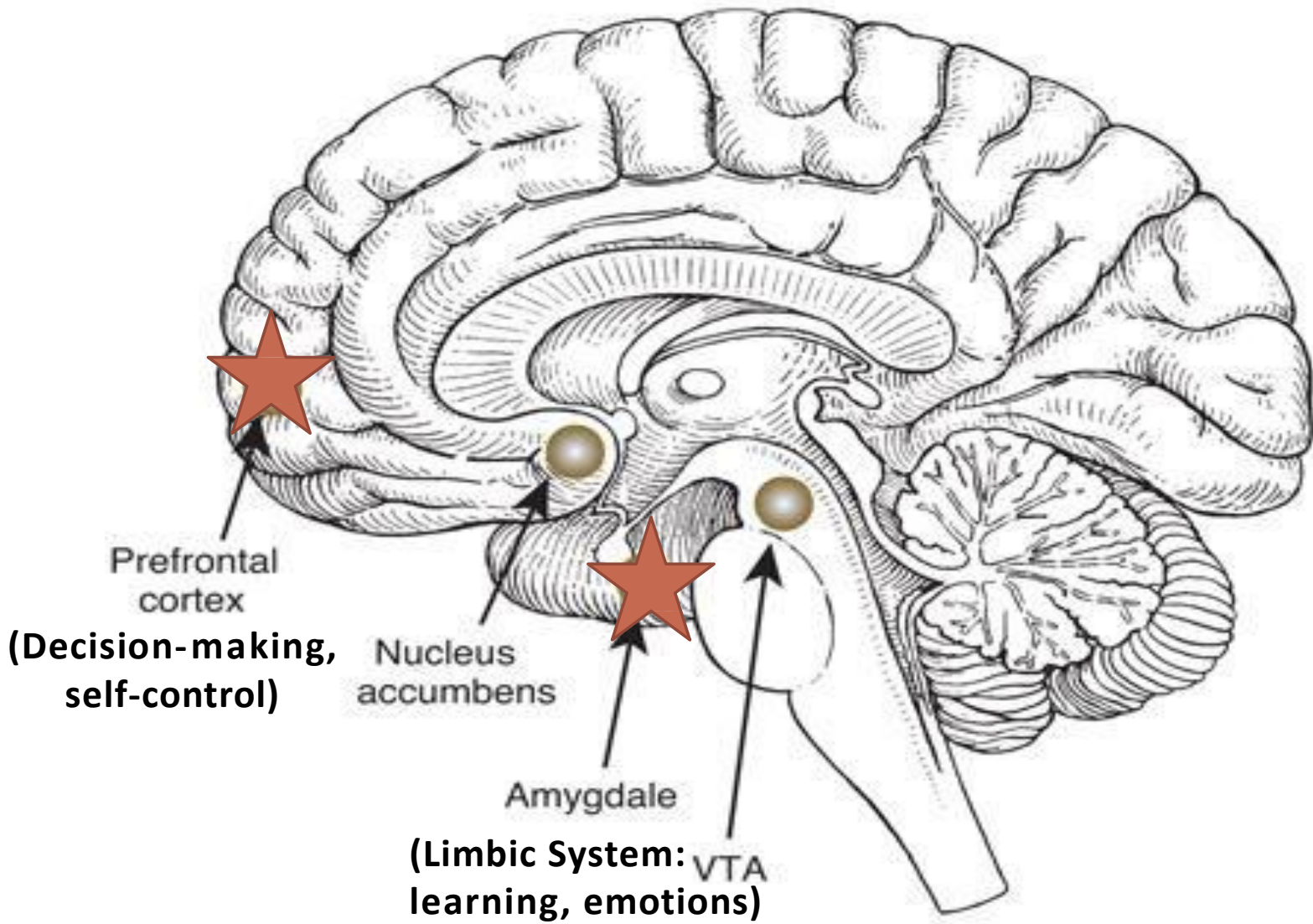
Raising a Thinking Child Workbook

Teaching Young Children How to Resolve Everyday Conflicts and Get Along with Others

Myrna B. Shure
with Theresa Foy Digeronimo



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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Towel Activity

Directions:

“Fold the towel.”





What All Children Need

Love and affection

Clarity

Predictability

A balance in power

To have their feelings recognized

To feel/understand the effects of their decisions

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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

BEHAVIORS REDUCED:



<https://pxhere.com/en/photo/914226>

- 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

POSITIVE BEHAVIORS PROMOTED

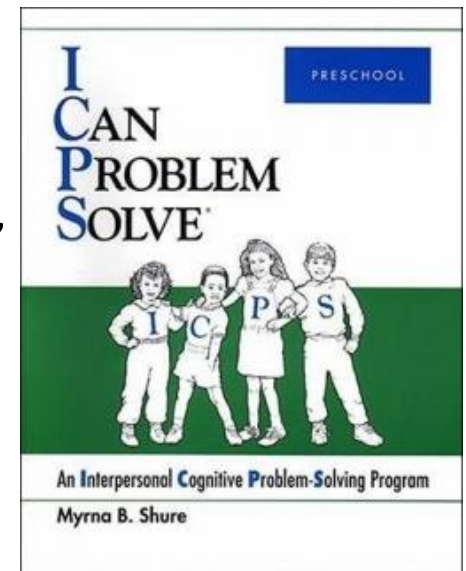
- Sharing
- Caring
- Helping



Shure, M. 1992. I can problem solve. An interpersonal cognitive problem-solving program. 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



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:

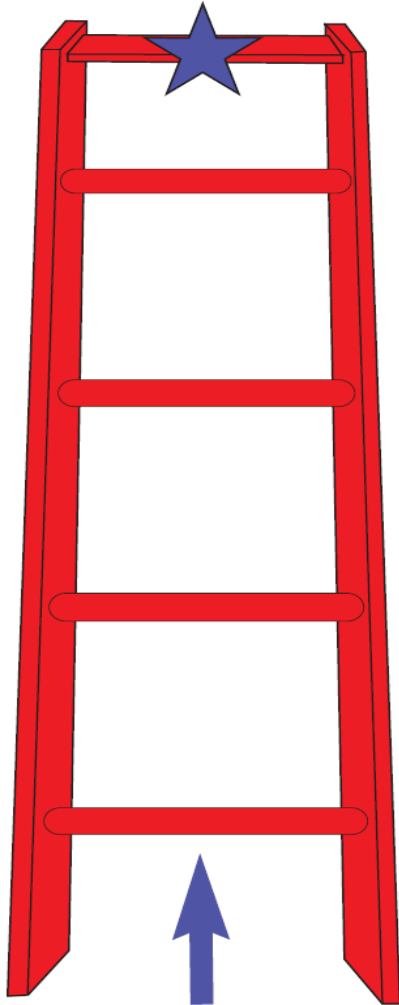
- are well-designed classroom-based programs that systematically promote students’ social and emotional competence, provide opportunities for practice, and offer multi-year programming.
- deliver high-quality training and other implementation supports, including initial training and ongoing support to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

<https://casel.org/guide/criteria/>



ICPS Ladder

Climbing to ICPS Dialogues



RUNG 4: Problem Solving

How do you think (your friend) feels when . . . ?
How do you think I feel when . . . ?
What might happen if . . . ?
How might you feel if that happens?
Can you think of a different way to . . . ?

RUNG 3: Explanations

If you hit, you might hurt.
If you grab toys, no one will play with you.
I feel angry when you . . .

RUNG 2: Suggestions

You should ask for what you want.
Why don't you share your toys?
If you want a friend, have her over.
Tell her you're sorry.*

RUNG 1: Power

Give it back now!
How many times have I told you . . . !
Now say you're sorry!
Go to time-out!

*depending on tone of voice, may be a command

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

Word Pairs Activity

Set One

Is/Is Not

And/Or

Same/Different

Some/All

Before/After

Now/Later



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

Set Two

Some of the Time/
All of the Time

At the Same Time/
Not the Same Time



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

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

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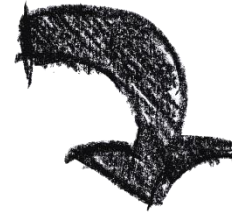


Problem



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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



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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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

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.needpix.com/photo/297296/girl-kid-cute-thinking-small-child-sweet-portrait-little-girl-toddler>

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.

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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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

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

