

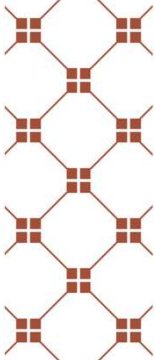


“HOW TO THINK, NOT WHAT TO THINK”:
AN APPROACH TO PREVENT BEHAVIOR PROBLEMS IN YOUNG CHILDREN

Nancy Schultz
National Trainer for
Raising a Thinking Child



 

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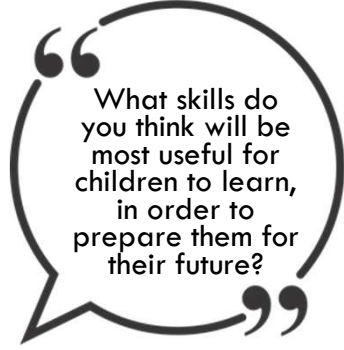


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What skills do you think will be most useful for children to learn, in order to prepare them for their future?

3

WHAT DO YOU DO WHEN THEY ...

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



HTTP://WWW.MOZAIQUEARTS.COM/FILES/2014/04/CHILDREN_THAT_WON'T_LISTEN_TO_YOU.jpg



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WHAT HAPPENS WHEN WE TELL CHILDREN WHAT TO DO?



<https://www.mozaiquearts.net/Joy-Girl-Child-Portrait-Thinking-Umure-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.

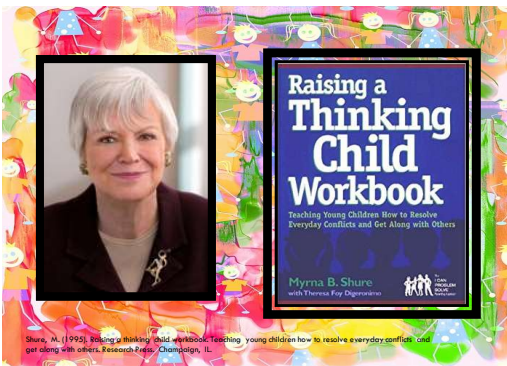


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5



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.

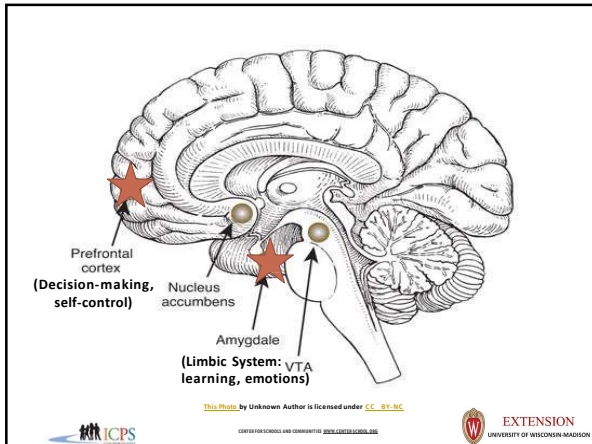


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SKILLS OF ICPS THINKING

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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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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POSITIVE BEHAVIORS PROMOTED

- Sharing
- Caring
- Helping

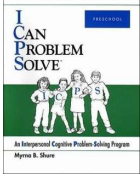
Shure, M. 1992. I can problem solve. An interpersonal cognitive problem-solving program. Research Press. Champaign, IL

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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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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:

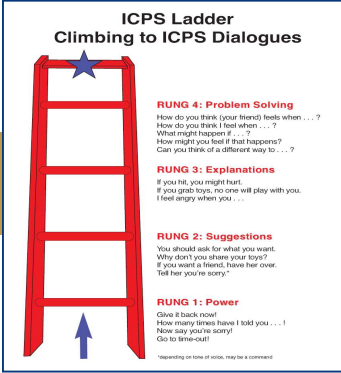
- are well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming.
- deliver high-quality training and other implementation supports, including initial training and ongoing support to 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/schools/

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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 already 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
Come to think about!
How many times have I told you ... ?
How many times have you ... ?
Go to the cut!

*depending on tone of voice, may be a comment

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

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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

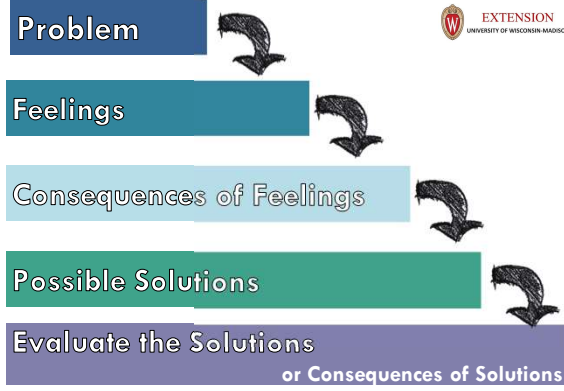


You hear two children arguing in the play area about a toy.

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

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

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Praise the Child's Thinking!

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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.




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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.






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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.case1.org
UW-Madison Division of Extension Raising a Thinking Child Site: <https://fyi.extension.wisc.edu/rtcpprogram/>

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