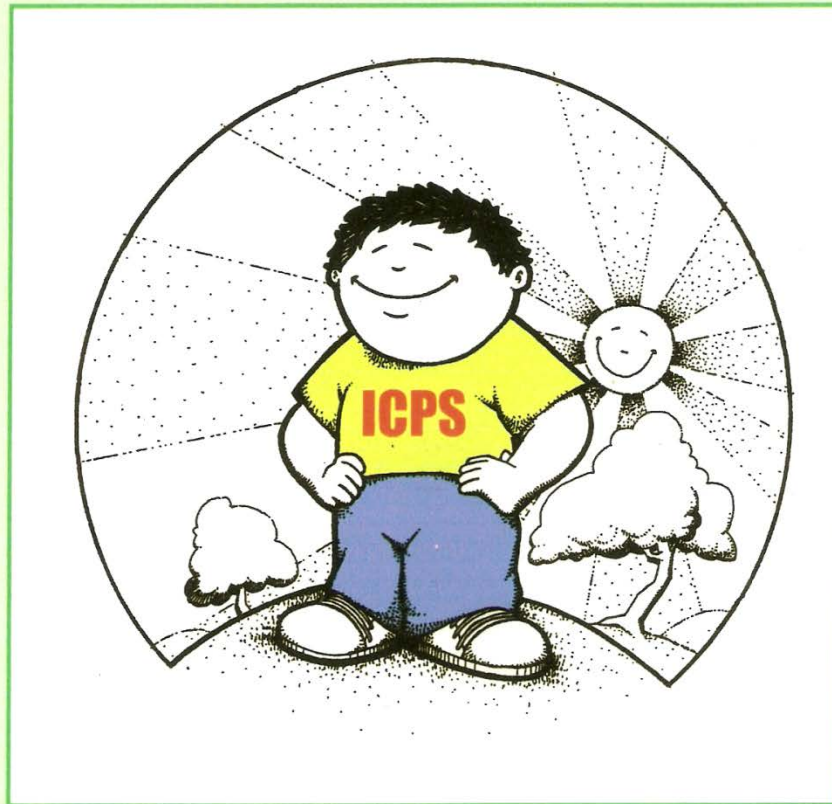


I Can Problem Solve



A Social Emotional Learning Program
for 4 – 12 –year-olds

Myrna B. Shure, Ph.D.
Drexel University
Philadelphia, PA

Aggression: Physical



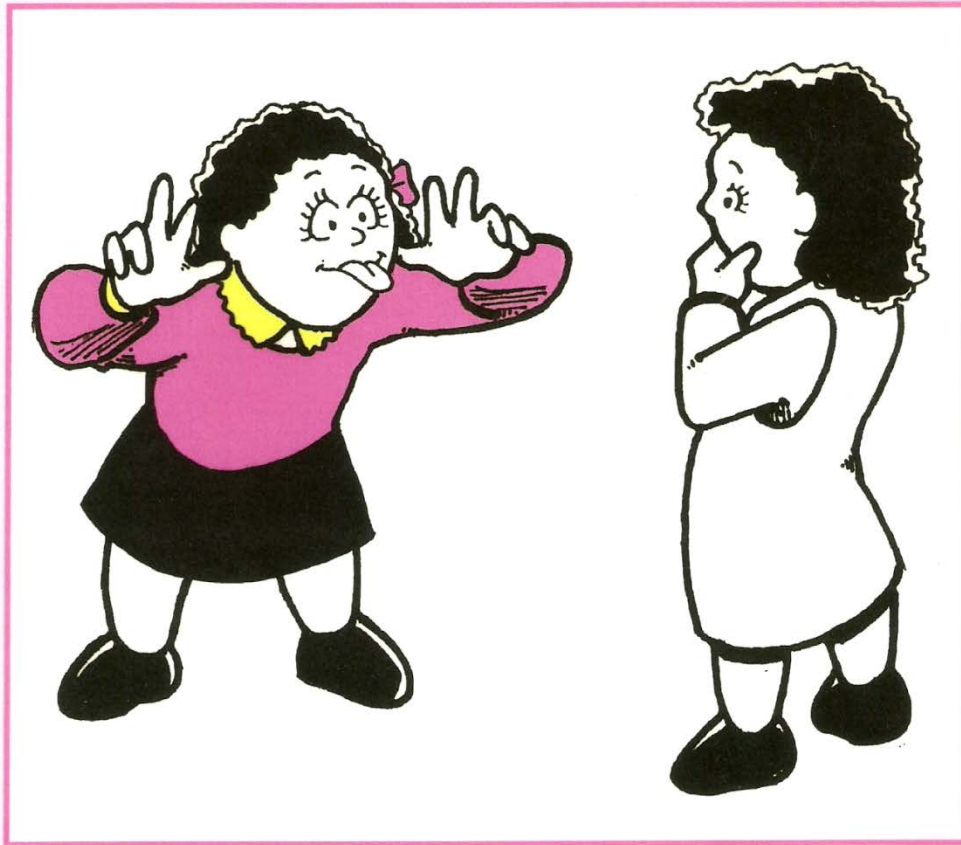
Unable to Wait



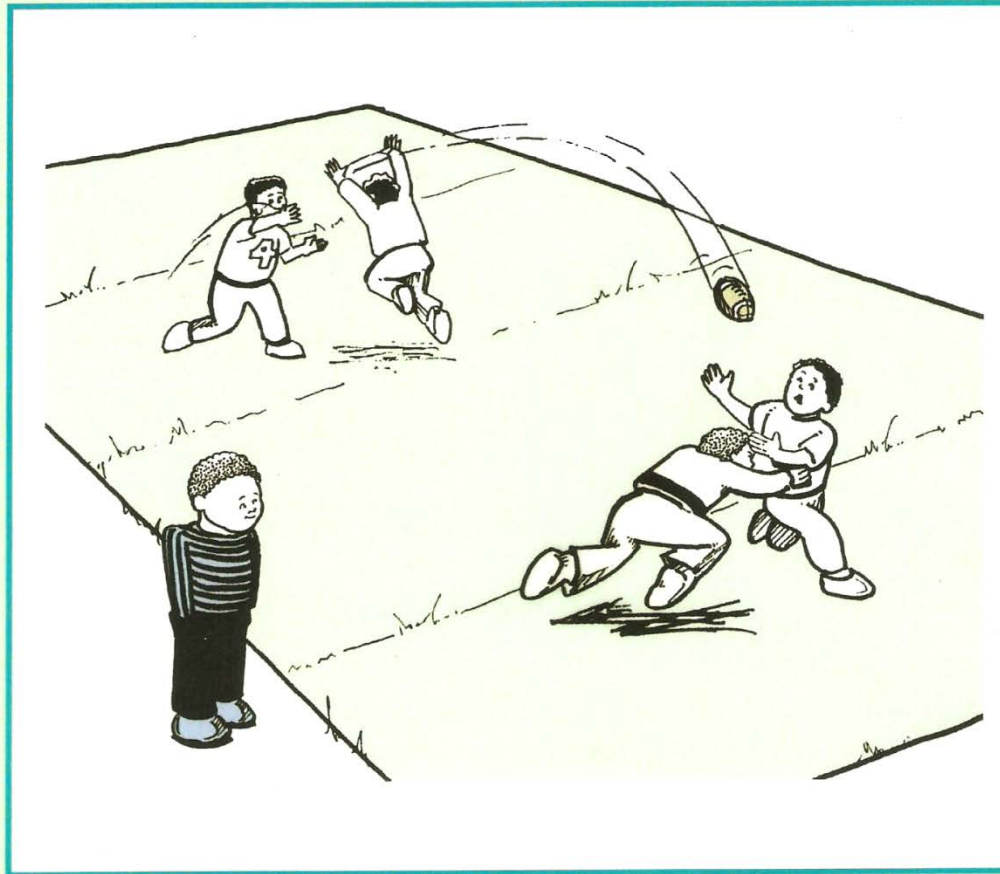
Unable to Cope with Frustration



Aggression: Emotional



Social Withdrawal



Non-Prosocial: Unwilling to Help



Unable to Make Friends





Age 4 +

- Perspective – Taking
- Alternative Solutions
- Consequential Thinking

Age 8 +

- Mixed Emotions
- Understanding Motives
- Means-ends (sequential) Planning



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...!
- Go to time-out!

ICPS Word Pairs

- Is/Not
- Same/Different
- Or/And
- Before/After
- Now/Later
- Some/All
- Might/Maybe

Phrase

- If-Then



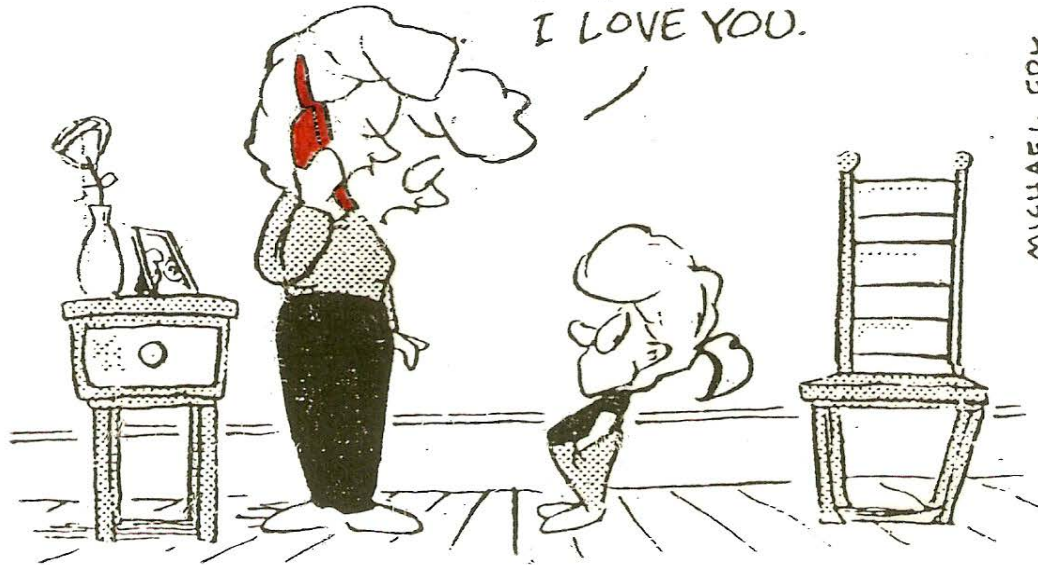


Committed

How to discipline your kids while maintaining high self-esteem*

CAN'T YOU SEE I'M ON THE PHONE?... I LOVE YOU... YOU'RE BEING RUDE... I LOVE YOU... AND INCONSIDERATE... I LOVE YOU... JUST THINK NEXT TIME!

I LOVE YOU.



MICHAEL FRY

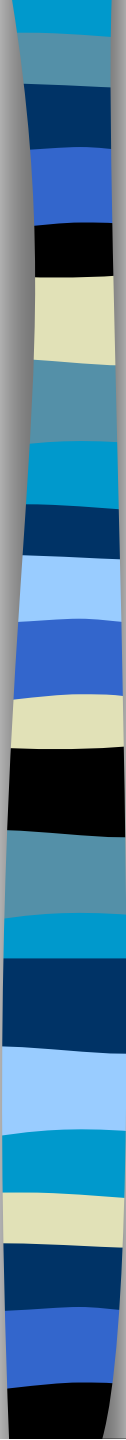
5/12

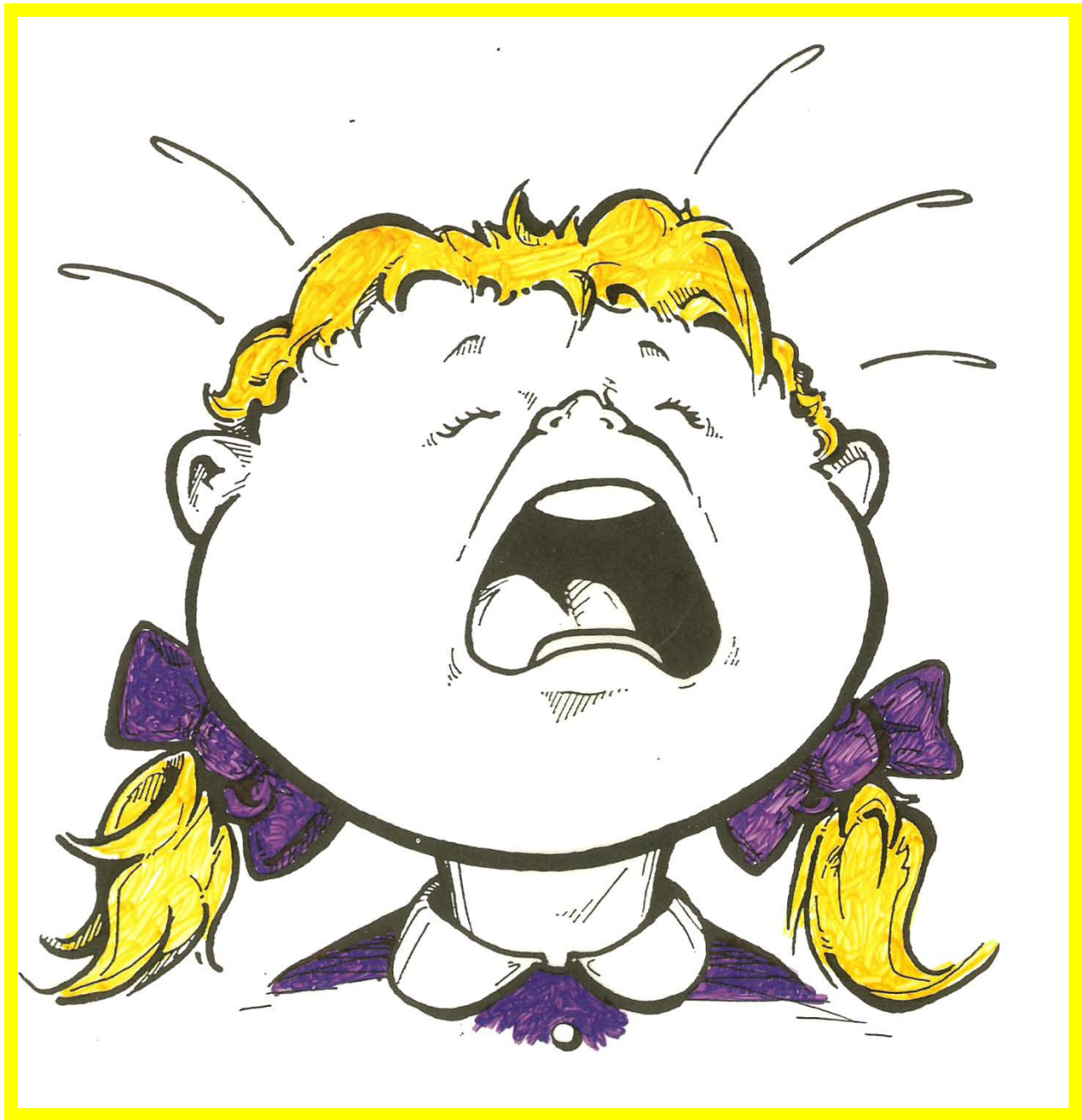
*may cause some confusion



ILLUSTRATION 13 Lesson 35

X



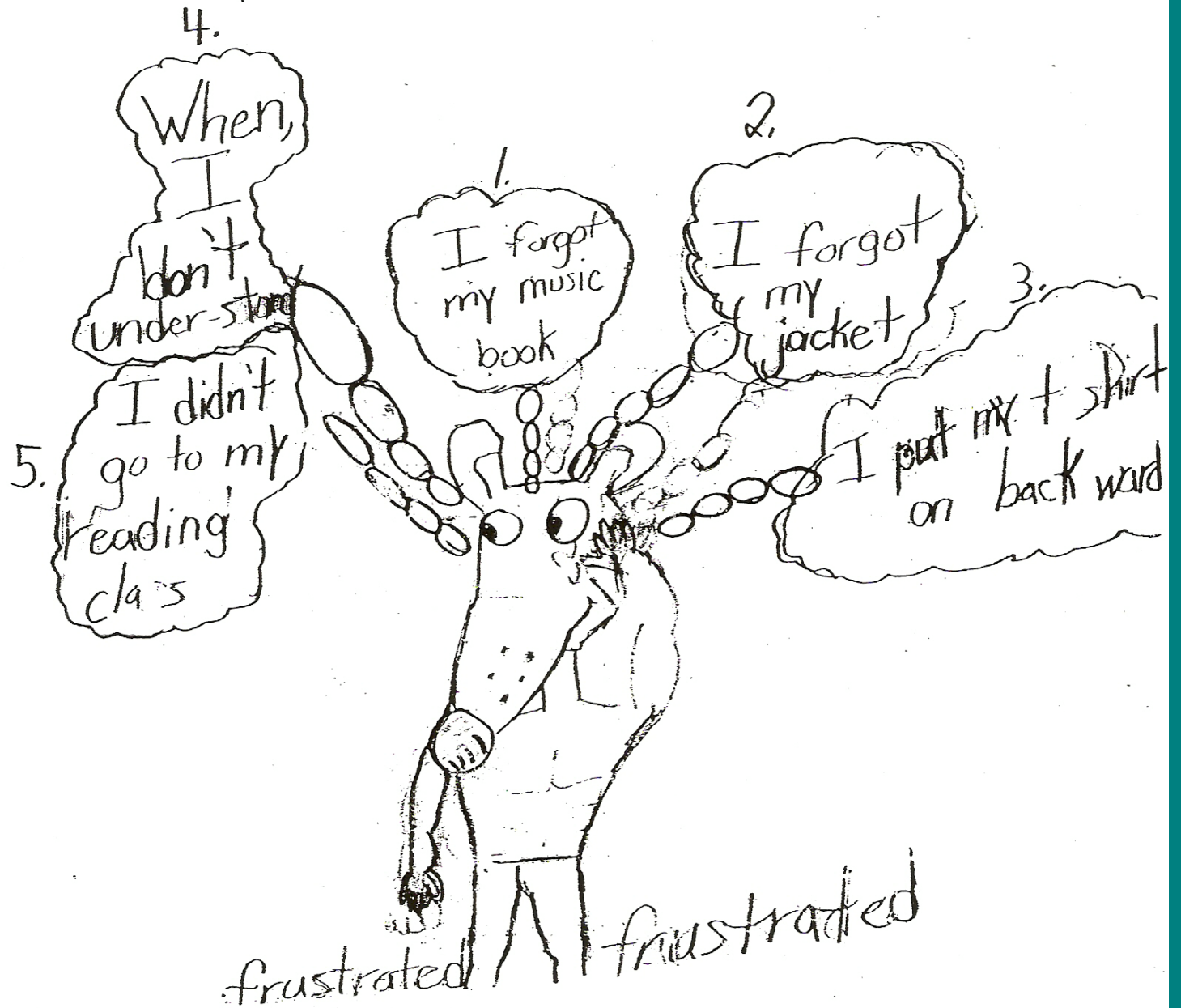


The SAME child can feel DIFFERENT ways

PROUD ...

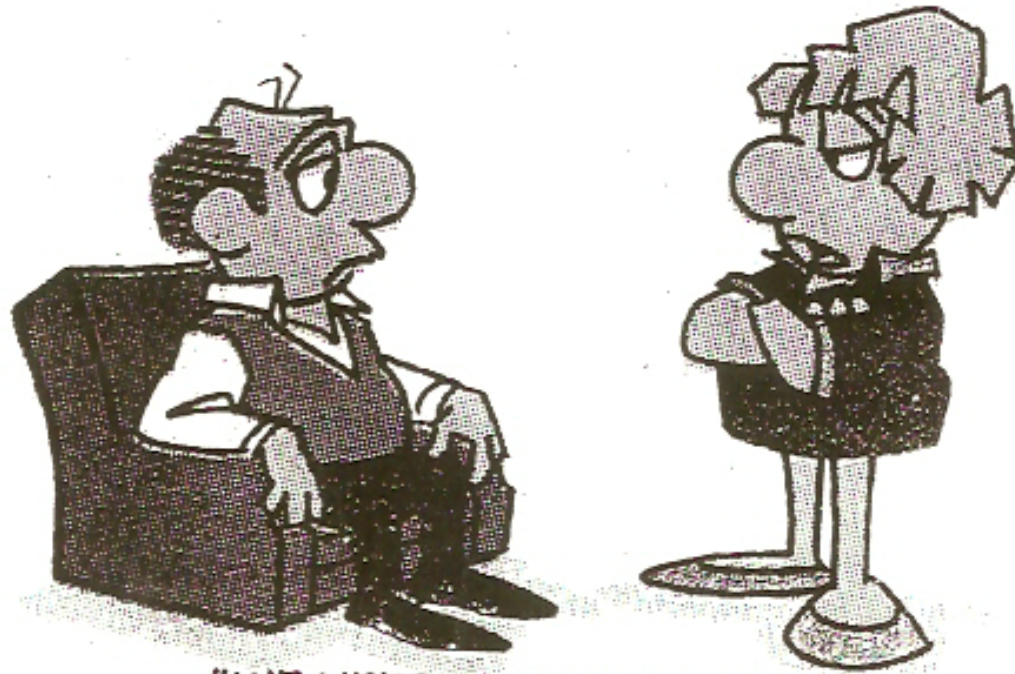
FRUSTRATED ...

ACTIVITY SHEET 3 Lesson 18

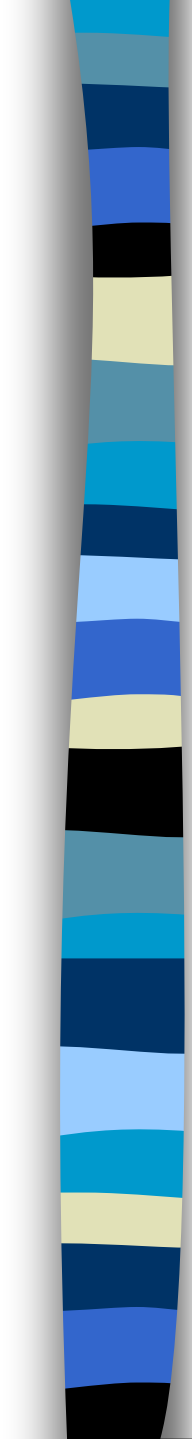


THE LOCKHORN'S

BY BUNNY HOEST AND JOHN REINER



"WE NEED TO TALK, LEROY,
SO DON'T INTERRUPT ME."

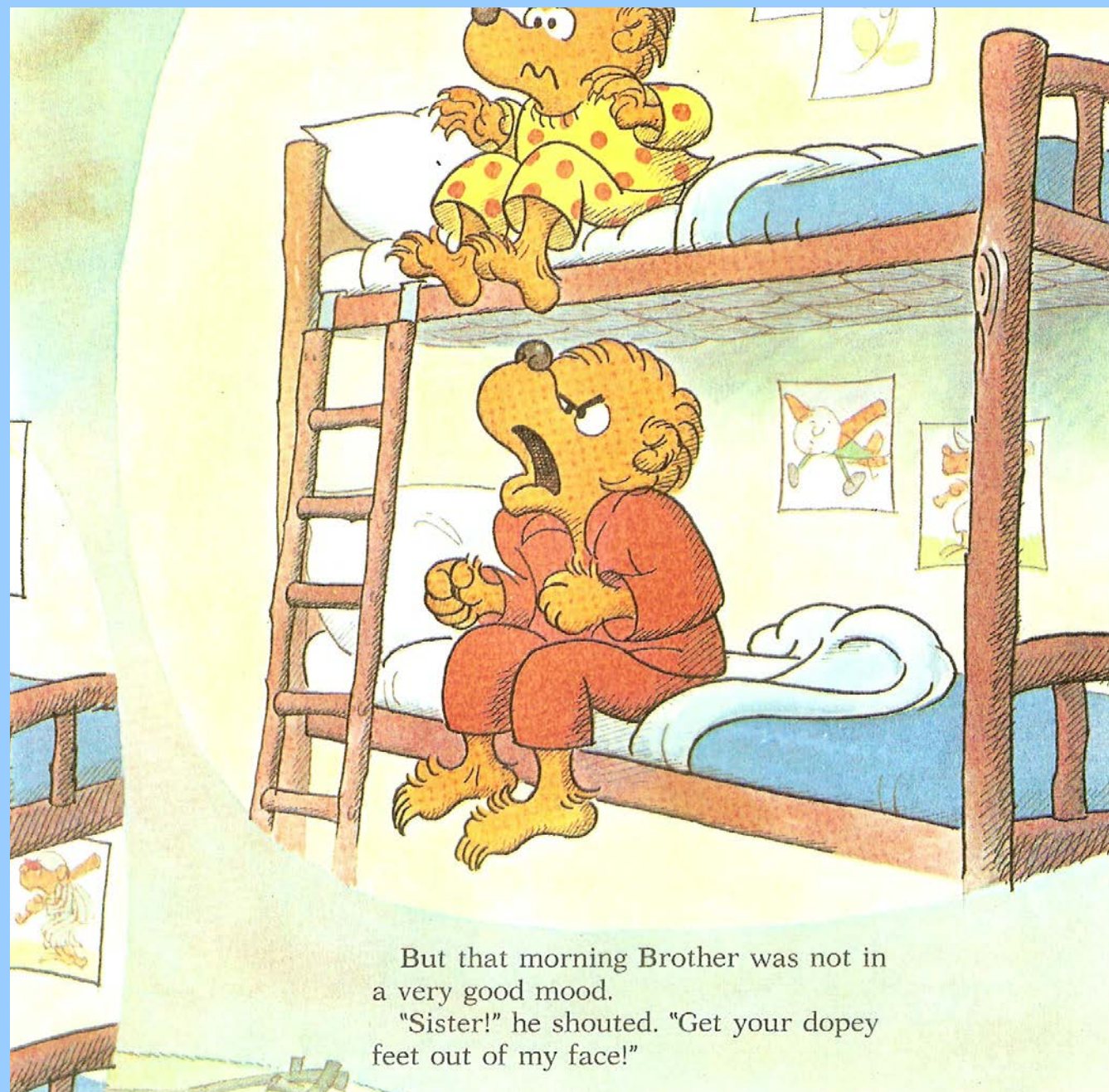


When you *talk*,
you only say something that
you already know.

When you *listen*,
you learn what
someone else knows.

--Anonymous





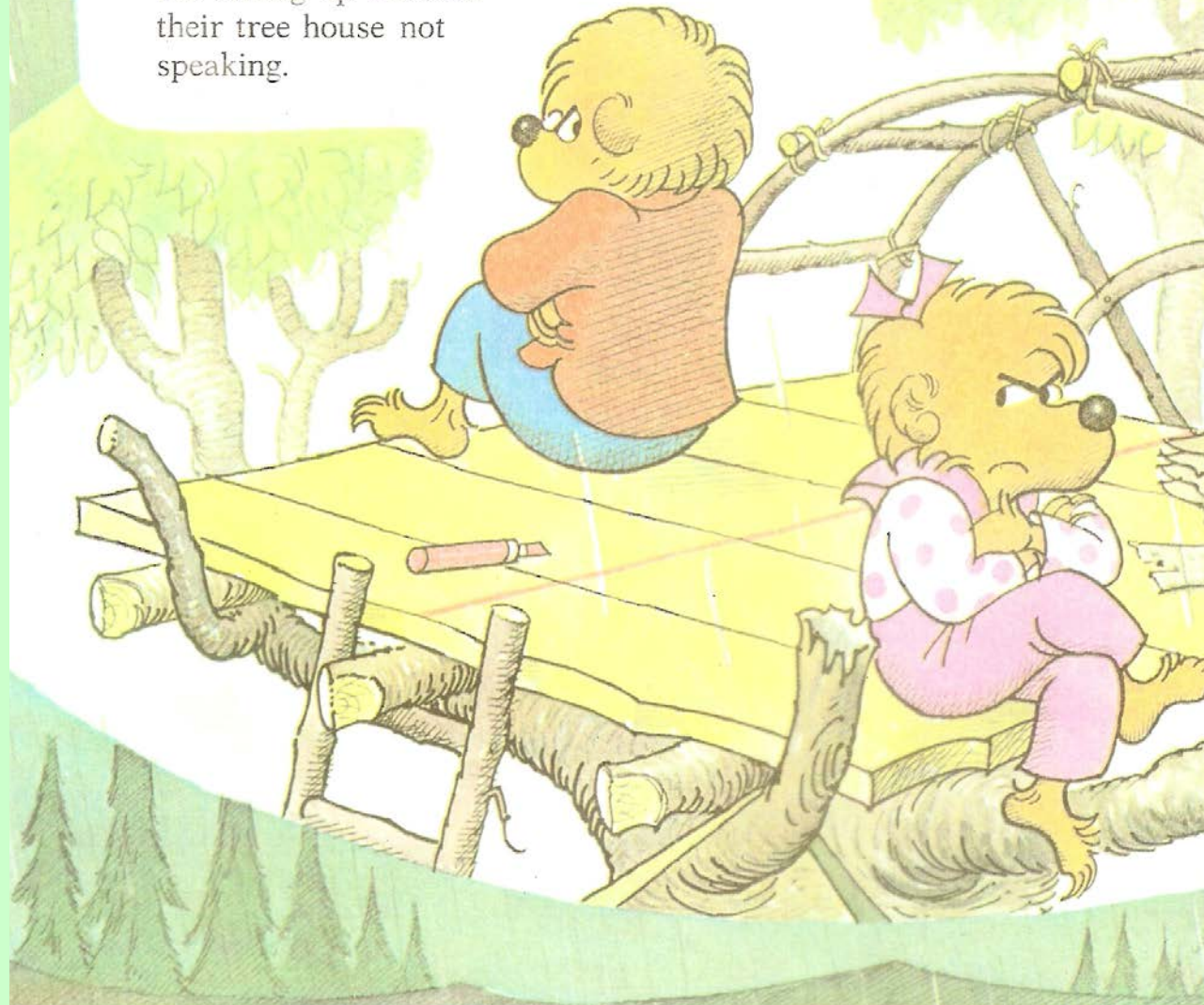
But that morning Brother was not in a very good mood.

"Sister!" he shouted. "Get your dopey feet out of my face!"

Get Into a Fight, by
Stan and Jan
Berenstain
Random House, NY;
1985 © 1995 Stan
and Jan Berenstain

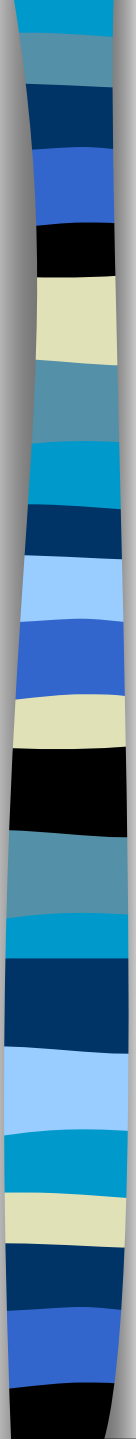
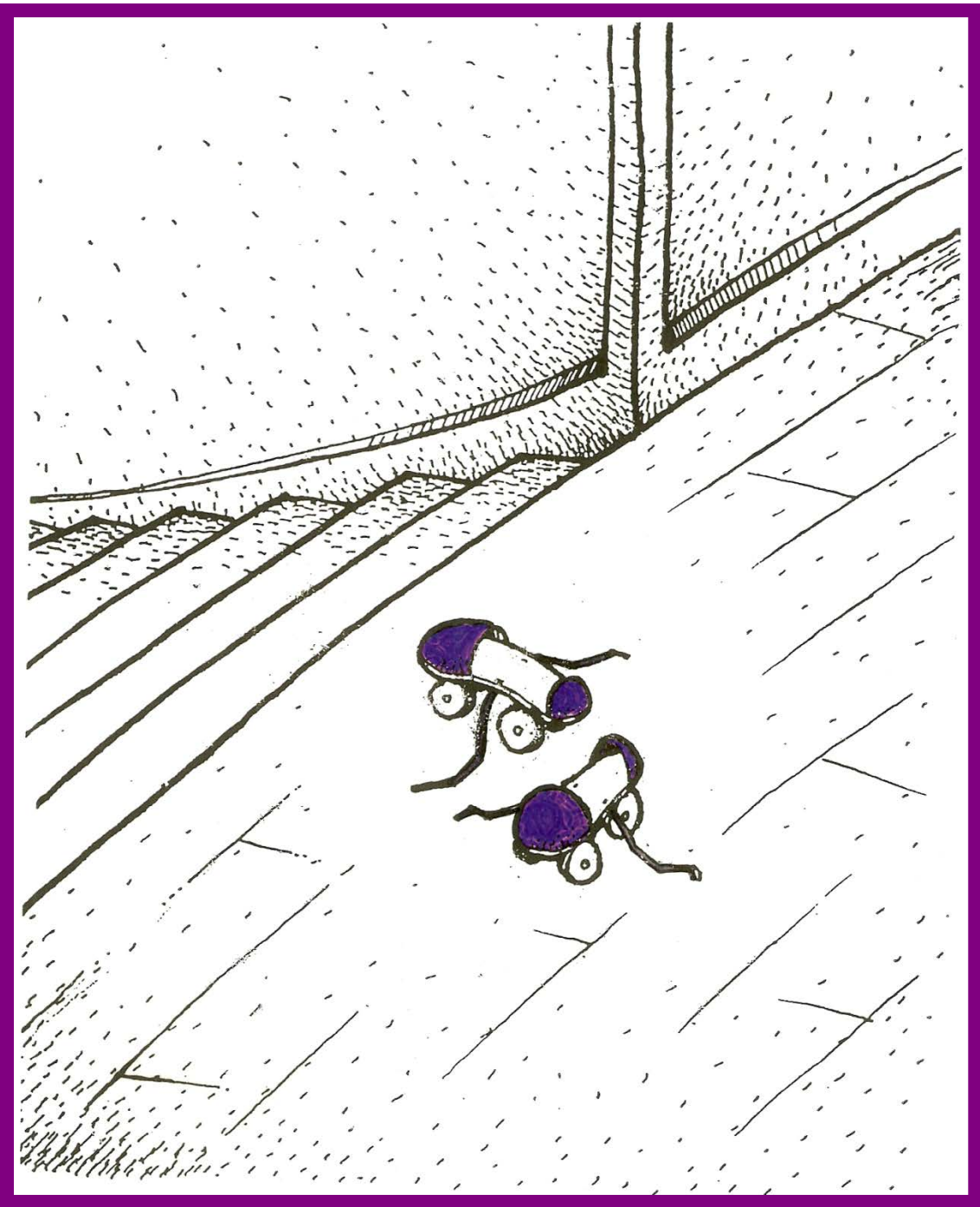
Permission granted
by Sterling Lord
Literistic, Inc.

That afternoon they made a line down the middle of their backyard tree house to show which half was whose. It wasn't much fun sitting up there in their tree house not speaking.



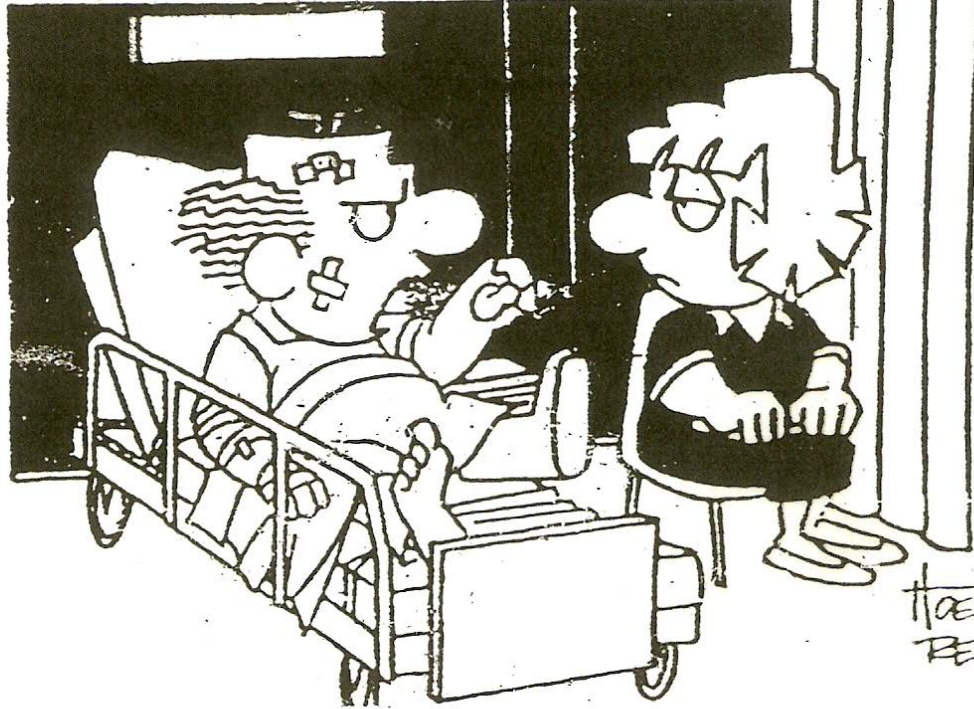
Get Into a Fight, by
Stan and Jan
Berenstain
Random House, NY;
1985 © 1995 Stan
and Jan Berenstain

Permission granted
by Sterling Lord
Literistic, Inc.



THE LOCKHORNS

©1999 WM HOESI ENTERPRISES, INC. Distributed by King Features Syndicate



intlocat@cs.ui.com

3-23

HOESI &
FEINER

"If you're looking for your laundry basket,
Loretta, it was on the basement stairs."



Concentration Games

Make index card sets with content like the following to help children further improve memory. Adapt the content to reflect what your own class is learning—let children make up their own examples. Tell children that this exercise is like the Picture Concentration Game except this time the match on the second card is an answer equal or related to that on the first card.

MATH

Set 1

5 x 5

18/3

XXIV

6/100

3^3

24 months

4 quarts

3 feet

9

3 hours

Set 2

5^2

6

24

.06

27

2 years

1 gallon

1 yard

$\frac{3}{4}$ of 12

180 minutes

SCIENCE

Set 1

Camel

Paper clip

Battery

Set 2

Lives in desert

Can be
magnetized

Energy
source

GEOGRAPHY

Set 1

Pennsylvania

Illinois

California

Set 2

Harrisburg

Springfield

Sacramento

SOCIAL STUDIES

Set 1

Thomas Jefferson

Martin Luther King

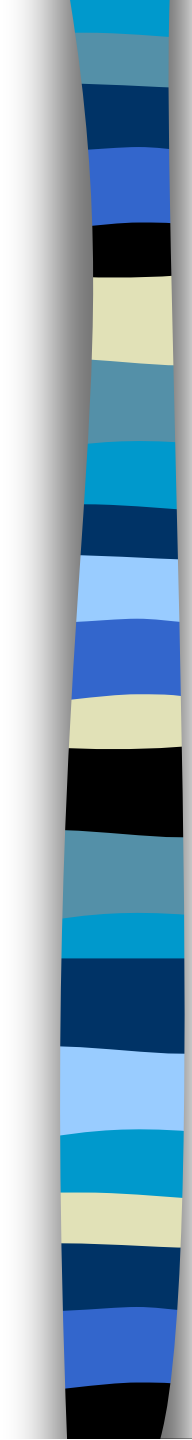
Set 2

Third president of the U.S.

Civil rights leader

Did I ICPS today?

1. The problem was _____.
2. Who was involved? _____ and _____ and _____.
2. Before the problem was solved, I felt _____ and _____.
3. The other person (or people) felt _____ and _____.
4. I did or said (my solution) _____
_____.
5. What happened next (the consequence) was _____
_____.
6. Was the problem solved? _____.
7. If the problem was not solved, I could have tried a different way.
Five things I could have done or said are:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
8. Which one might be the best solution of all? _____.
9. Why might that solution be the best one? _____
_____.
10. Some things I might think about the next time a problem comes up
are _____.



Examples of ICPS Incorporated into Standard Curriculum

Feeling Words

Preschool/Kindergarten

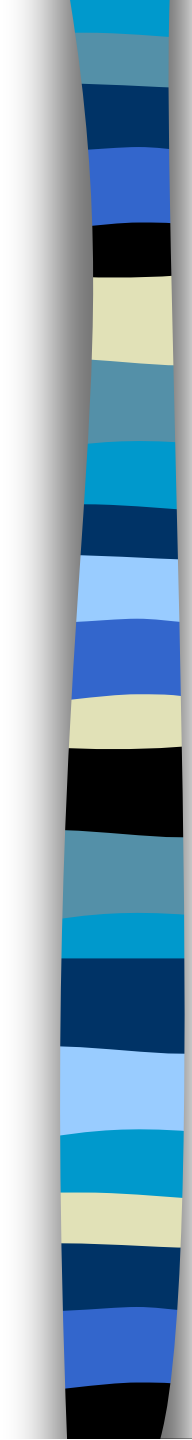
Would you be happier with a half or a whole piece of pizza?

How do the people in your neighborhood feel when:

A house is on fire?

People are fighting?

It's clean-the-street day?

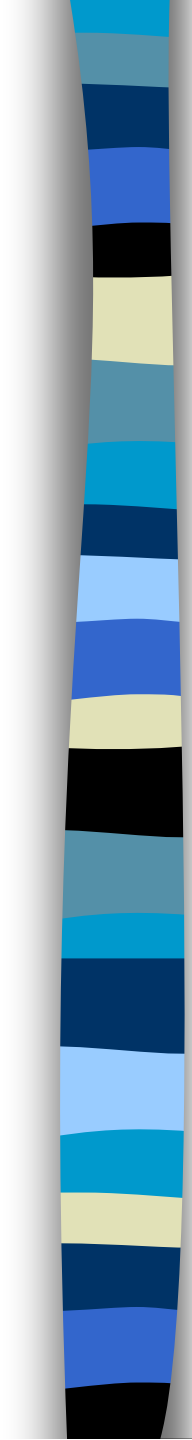


Examples of ICPS Incorporated into Standard Curriculum

Intermediate Elementary Grades

Would you feel HAPPIER with $12/2 - 5$ pieces of pizza or $(2 \times 4) - 6$ pieces of pizza?

You are a runner and you missed winning by $2/5$ of a minute or $1/4$ of an hour - 13 minutes? Which would make you feel more FRUSTRATED?



Examples of ICPS Incorporated into Standard Curriculum

Alternative Solution Thinking Intermediate Grades

How many combinations of
numbers can you think of to equal
30?

$1/2$ of 60

$180/6$

5×6



Examples of ICPS Incorporated into Standard Curriculum

Consequential Thinking

What might happen if . . .

**No one watered the plants for
three weeks?**

**Someone ate potato chips and
candy all day?**



Summary of Research

Compared to comparable controls:

- **ICPS Skills of Solution, Consequential (ages 4+), and Means-Ends Thinking (ages 8+) significantly improve**
- **Early High-risk behaviors decrease:**
 - physical and verbal aggression
 - inability to wait and cope with frustration
 - social withdrawal



Summary of Research

Pro-social behaviors increase:

- **positive peer relations**
- **concern for others in distress**
- **sharing, caring, cooperation**



Summary of Research

Trained Ss performed better on academic achievement tests, suggesting that once behaviors mediated by ICPS improve, youngsters can better focus on the task-oriented demands of the classroom.



Within ICPS Trained Groups

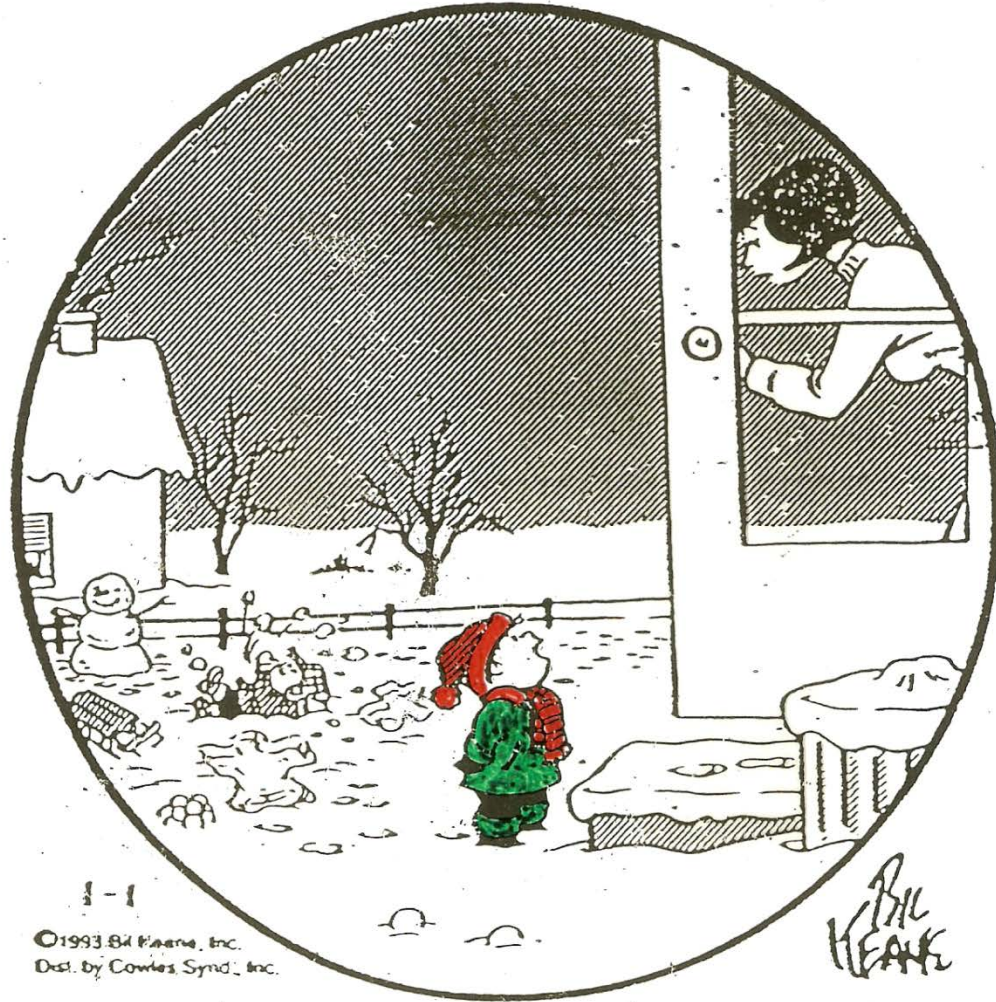
- **A direct link between trained ICPS skills and behaviors supports ICPS as significant behavioral mediators**
- **Gains lasted as long as followed: 1 to 4 years**



Within Trained ICPS Groups

Trained Ss not initially showing behavior problems were less likely to begin showing them later – supporting ICPS activities as prevention as well as treatment for those already displaying high-risk behaviors

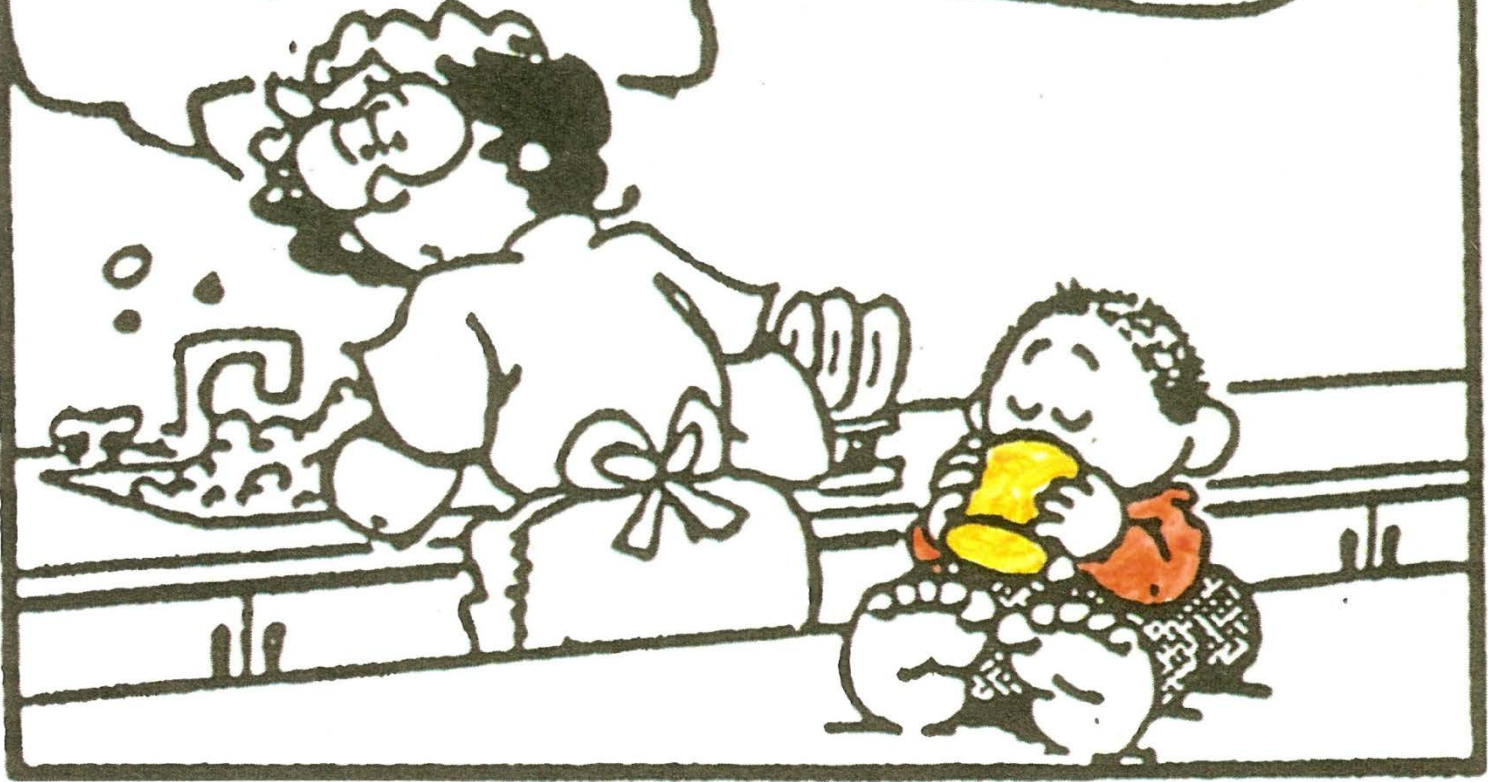
Family Circus

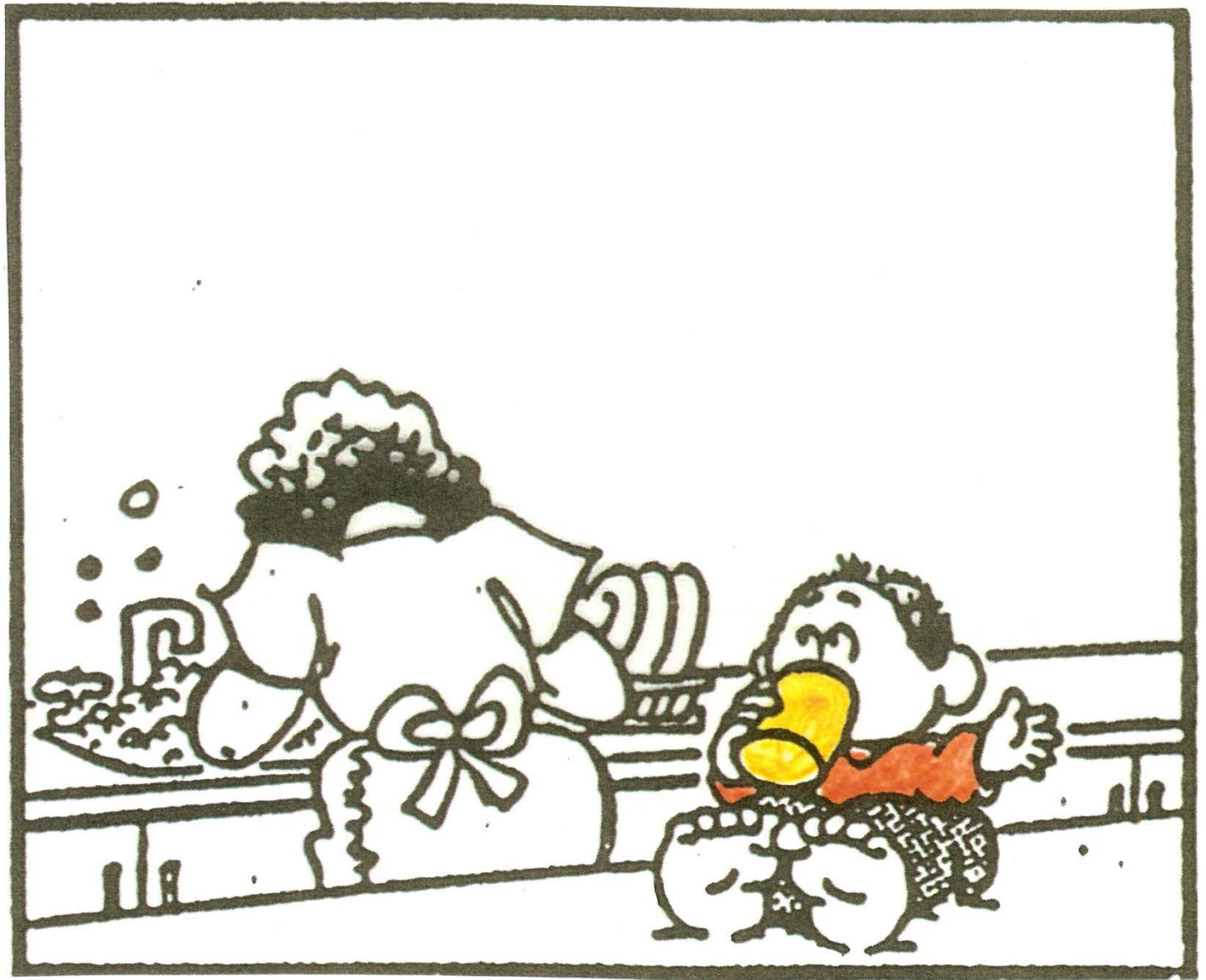


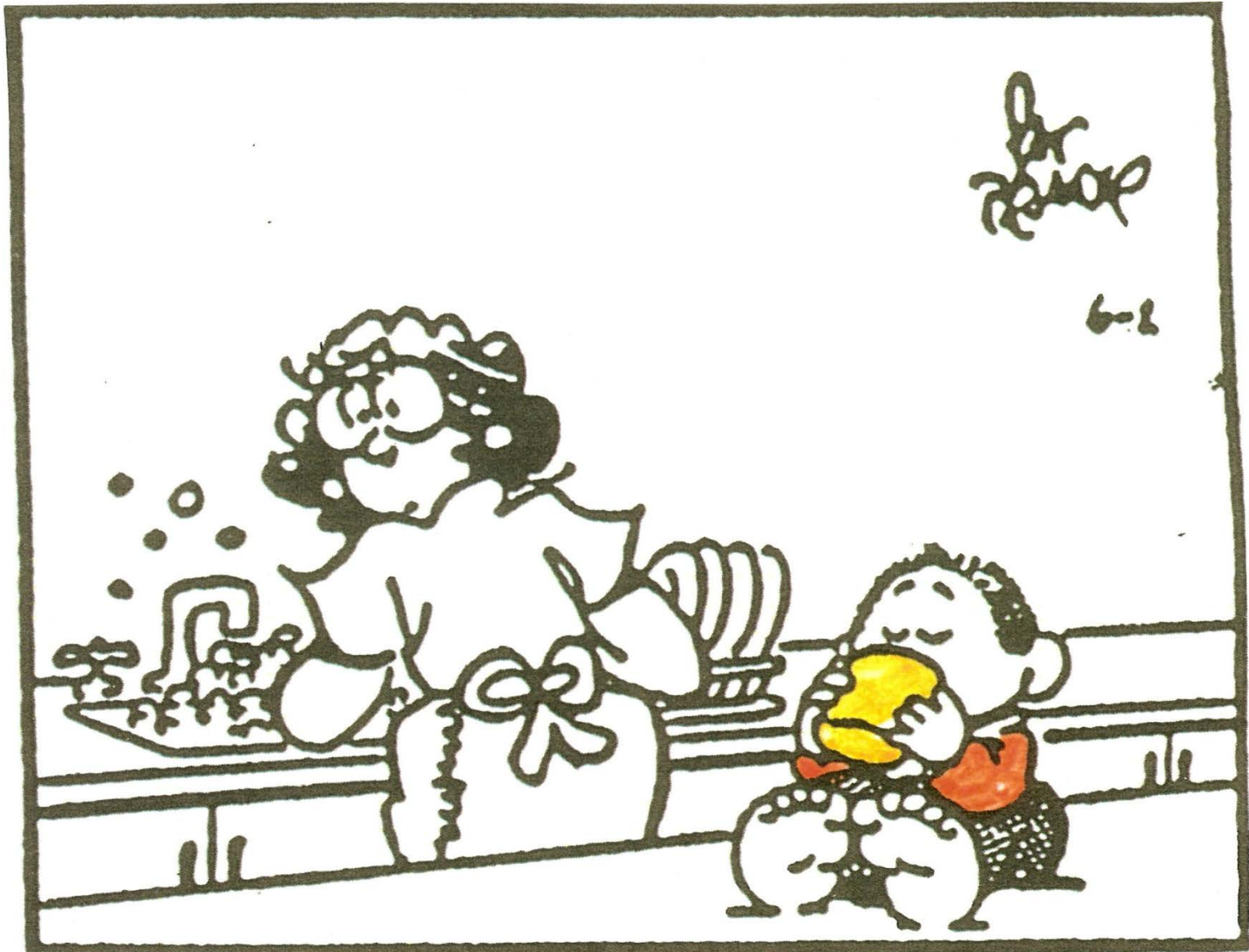
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“Billy’s using up all the snow.”

MAKE SURE YOU HOLD YOUR
JUICE WITH TWO HANDS,
PASQUALE!









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

Contact Information

**I Can Problem Solve (ICPS) for Schools
Raising a Thinking Child (RTC) for Families**

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<http://www.thinkingpreteen.com/conferencehandouts.htm>