

As They Grow

Early Learning News for Families of Young Children

UW Extension
Learning for life

Volume 1, Issue 5
September/October 2008

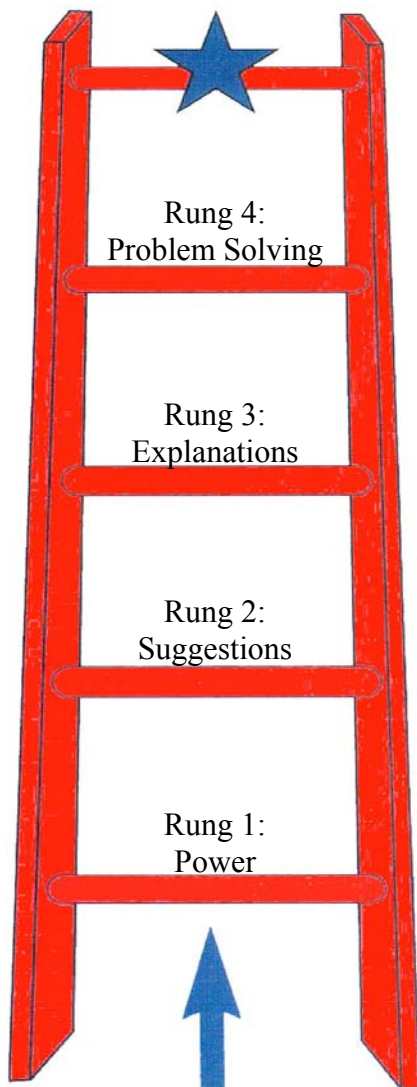
— Positive Discipline —

The “**I Can Problem Solve**” (ICPS) positive, discipline approach, developed by Myrna Shure, Ph.D., looks at how parents and other caregivers talk with children when conflicts or other problems arise. To distinguish the “problem-solving” approach from other positive forms of discipline, the styles are put onto rungs of a ladder.

Rung 1: Power: The Power approach on rung 1 of the ladder includes discipline techniques such as physical punishment, verbal commands, and belittling. Spanking is on this rung. Yelling statements such as: “*How many times do I have to tell you?*” “*Don’t ever hit your brother again!*” “*If you two can’t share your toy, I’ll put it away!*”

The ‘I Can Problem-Solve’ Discipline Ladder

Dr. Myrna B. Shure, Drexel University



Rung 2: Suggestions

Instead of negative punishment, the child is given positive suggestions of what to do, rather than what not to do. Instead of saying, “*Don’t grab toys,*” a parent may say, “*Ask for what you want,*” or “*Share your toys.*”

Rung 3: Explanations

Explaining why a child should or should not do something is designed to elicit guilt or an understanding of the impact of a behavior on others. Parents or caregivers explain how they are feeling: “*I feel angry when you hit your brother.*” A limitation of this approach is that it does not guide the child to think about the impact of his/her behavior on others.

Suggestions (rung 2) and Explanations (rung 3) are important discipline methods to use with children two and three years of age. By the time most children are four years old, they have heard these suggestions and explanations many, many times. So, children often tune out the messages. Then, parents feeling frustrated, may revert back to the Power approach (rung 1).

Rung 4: Problem Solving

Instead of telling children what and what not to do, and why, children as early as age four, can learn to tell us what and what not to do and why—if they have the skills to do that. The problem solving approach turns statements into questions. Instead of telling the child to, “*Ask nicely for the toy,*” ask, “*What can you do or say so your brother will let you play with his truck?*” And, instead of telling the child, “*I feel angry when...*,” the child is asked, “*How do you think I feel when...?*” Following is a parent’s side of a full scale dialog using the problem-solving approach to the problem of a child snatching a toy.

“*What happened, what’s the problem?*”

“*How does your brother feel when you grab toys?*”

“*What happened after you grabbed the toy?*”

“*How did that make you feel?*”

“*How do you think I feel when that happens?*”

“*Can you think of something different to do so that won’t happen?*”

Suggestions (rung 2) and Explanations (rung 3) approaches, while more positive than the Power (rung 1) are one-way monologues. The parent is doing the thinking for the child. The Problem Solving (rung 4) makes the child an active participant. The conversation is a two-way dialog between parent and child. Both parent and child listen to each other.

When parents use the Problem Solving approach, children feel better about themselves, try harder to reach their goals, get frustrated less easily, have more friends, and do better in school. It’s an approach where you teach children how to think, not what to think.

Summer Fruit Salsa with Cinnamon Chips

Makes 8 servings (8 chips and 1/3 cup salsa per serving).

Ingredients:

- √ 1 apple, cored and chopped into small pieces
- √ 1 1/2 cups fresh strawberries (chopped) - or - 1 pkg. frozen strawberries (10 ounces)
- √ 1/2 crushed pineapple, drained; save the pineapple juice
- √ 1 tsp. cinnamon mixed with 1/3 cup sugar (add more cinnamon, as desired)
- √ 2 kiwi, peeled and chopped
- √ 8 (8-inch) whole-wheat flour tortillas

Directions:

1. Preheat the oven to 350° F.
2. Rinse fruit with clean, running water; drain the fruit.
3. Chop the apples, strawberries & kiwi. Combine the chopped fruit with the drained, crushed pineapple in a large bowl. For a juicier salsa, add pineapple juice to the fruit mixture. However, keep 2 tsps. of the juice for the next step. Chill.
4. Lay tortillas separately on a clean cutting board. Sprinkle or brush the tortillas with approx. 2 tsps. pineapple juice. Sprinkle each tortilla with the cinnamon and sugar mixture.
5. Cut each tortilla into eight wedges and place on a baking sheet
6. Bake at 350° F for 6 minutes; and cool on a rack. Then store in an airtight container.

From the 2007 Nutrition Calendar distributed by Iowa State University.

UW-Extension, Racine/Kenosha Nutrition Education Program, 1220 Mound Ave, Racine, WI 53404, (262) 635-6824.

UW-Extension Workshops for Parents/Caregivers

- ◇ **Help Young Children Be Readers — Marybeth Zuhlke**, College Instructor and Educational Consultant
Tuesday, Sept. 30, 6-8 PM — Ives Grove Office Complex, 14200 Washington Ave., Sturtevant
Learn fun, entertaining, and interactive methods to enhance early reading in children, ages 9 mos. to 6 years. Parents, grandparents, and those interested in issues related to young children may register by calling **262 886-8460 by Sept 23**. To receive **Registry Barcodes or verification of attendance, a \$5 check or money order** to Racine County UW-Extension, 14200 Washington Ave., Sturtevant, WI 53177 must be received by mail or in person on or before the registration deadline of **Sept. 23**. See flyer for detailed information or contact, Barbara Stoffel-Emde, 262-833-8732.
- ◇ **Become a ‘Safety Sleuth’ — Erin Donaldson**, Racine-Kenosha Safe Kids Coordinator
Tuesday, Oct. 28, 6-8 PM — Ives Grove Office Complex, 14200 Washington Ave., Sturtevant.
Unintentional injury is the leading cause of death among children ages 14 and under! Investigate easy changes you can make every day to keep your family or childcare center safe. Parents, grandparents, and those interested in issues related to young children may register by calling **262 886-8460 by Oct. 21**. To receive **Registry Barcodes or verification of attendance, a \$5 check or money order** to Racine County UW-Ext., 14200 Washington Ave., Sturtevant, WI 53177 must be received by mail or in person on or before the registration deadline of **Oct. 21**. See flyer for detailed information or contact, Barbara Stoffel-Emde, 262-833-8732.

Racine County UW-Extension - Family Living Programs, 14200 Washington Ave., Sturtevant, WI 53177

Website: <http://racine.uwex.edu> Phone: **262-886-8460**

Bev Baker

Department Head/
Family Living Educator
262-886-8462
Beverlee.Baker@goRacine.org

Tina Ginner

UW-Extension Early Care &
Education Training Coordinator
262-886-8492
Tina.Ginner@goRacine.org

Barbara Stoffel-Emde

Racine County UW-Extension
Family and Community Educator
262-833-8732
Barbara.Stoffel-Emde@goRacine.org

References: LeFebvre, Joan. (2008). Parenting the Preschooler. Shure, Myrna. (2005). *Thinking Parent, Thinking Child*. McGraw-Hill.



United Way
of Racine County
Partner Provider

This newsletter is a publication of the University of Wisconsin-Extension Cooperative Extension, a Touchpoints Project site.
Barbara Stoffel-Emde, Family & Community Educator, Racine County UW-Extension.

An Equal Opportunity/Affirmative Action employer, the University of Wisconsin-Extension provides equal opportunities in employment and programming including ADA and Title IX Requirements.
University of Wisconsin-Extension, United States Department of Agriculture, and Wisconsin Counties Cooperating.

