

I Can Problem Solve (ICPS) - School Version

 Early Childhood	 Middle Childhood	 School-based	 Behavioral Problems	 Communication
 Emotional Competency	 Relationships	 Social Competency		

TARGET AUDIENCE

This program was designed for children in preschool and kindergarten and has been extended to children in 1st to 6th grade.

SUMMARY

I Can Problem Solve (ICPS), previously known as Interpersonal Cognitive Problem Solving, is a school-based program designed to teach children ways to develop solutions to interpersonal problems, consider the consequences of their solutions, and identify feelings and intentions that lead to problem situations. Please note there is also a family version of ICPS, described on the program website.

EVIDENCE

In a randomized trial comparing ICPS to a control condition, children who participated in ICPS in preschool and/or kindergarten demonstrated significantly more gains in cognitive problem-solving skills with gains for preschoolers maintained 1 year later. In a quasiexperimental evaluation, children who participated in ICPS in kindergarten and 1st grade showed significant decreases in aggressive behavior and increases in prosocial behavior compared to the control group.

COMPONENTS

This program is intended to strengthen social adjustment and prosocial behavior and reduce impulsivity and inhibition among children. ICPS instructors use a variety of techniques, including pictures, role-playing, puppets, and group interaction activities, to assist children in developing thinking skills. Examples from children's life experiences and interpersonal problems are used to demonstrate problem-solving techniques.

For preschool and kindergarten youth, classes are divided into smaller groups for ICPS implementation; for 1st graders and beyond, lessons are conducted with the entire class. Lessons consist of the following:

Basic Skills and Problem-Solving Language (preschool and kindergarten)

- Learn about concepts such as "if...then" (e.g., If you hit your friend, then what might happen next?) and same versus different (e.g., What is a different way to solve the problem?).

Identifying Feelings and Becoming Sensitive to Others' Emotions (all age groups)

- Learn to identify own feelings;
- Recognize others' feelings in problem situations; and
- Understand personal reactions can have an impact on others' responses.

Promote Problem-Solving Skills (all age groups)

- Participate in role-playing games and conversations;
- Develop solutions to hypothetical problem-solving situations; and
- Consider the possible consequences of choices.

PREVIOUS USE

Interpersonal Cognitive Problem Solving was developed in 1971; the name changed to I Can Problem Solve in 1992. The program has been implemented in about 24 states with 400,000 children at over 15,000 locations. The program has also been evaluated in other countries.

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TRAINING

A 1-day training is required; however, a 2-day on-site training is recommended at a cost of \$1,500 per day plus travel expenses. Optional train-the-trainer workshops, which include a facilitator training guide, are \$740 per person plus travel. On-site technical assistance is available for \$1,000 per day plus travel. Technical assistance by telephone, email, and webinar is free.

CONSIDERATIONS

Considerations for implementing ICPS include obtaining buy-in from teachers and school administration, acquiring funds for training costs, and allocating time to implement the program lessons.

The Clearinghouse can help address these considerations. Please call 1-877-382-9185, or email Clearinghouse@psu.edu

IMPLEMENTATION

If you are interested in implementing ICPS, the Clearinghouse is interested in helping you! Please call 1-877-382-9185, or email Clearinghouse@psu.edu

TIME		Time required for lessons varies, and lessons are implemented two to five times a week for 3 to 4 months. There are 59 lessons for preschool, 83 for kindergarten/ primary grades, and 77 for intermediate elementary grades.	COST		ICPS manuals for preschool, kindergarten/primary grades, and intermediate elementary grades cost \$44.95 each or \$120 for a set. For more information, visit www.researchpress.com/books/590/icps-i-can-problem-solve
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EVALUATION PLAN

To move the ICPS program to the Effective category on the Clearinghouse Continuum of Evidence, two studies must be conducted by independent research teams and meet all Clearinghouse criteria, including modest or non-differential attrition.

The Clearinghouse can help you to develop an evaluation plan to ensure the program components are meeting your goals. Please call: 1-877-382-9185, or email: Clearinghouse@psu.edu

CONTACT

Contact the Clearinghouse with any questions regarding this program.

Phone: 1-877-382-9185 Email: Clearinghouse@psu.edu

You may also contact Myrna B. Shure, Ph. D., by mail Drexel University, 245 N. 15th St. MS 626, Philadelphia, PA 19102, phone 1-215-762-7205, email mshure@drexel.edu, or visit www.thinkingchild.com/

SOURCE

www.thinkingchild.com/, <http://legacy.nreppadmin.net/ViewIntervention.aspx?id=211>, Shure and Spivack (1982), and Boyle and Hassett-Walker (2008).