

# Beginning to Problem Solve

## Lesson 11 of 14 on Verbal Reasoning

Emma Jones



# Thinking with Language

The Blank Language Scheme was developed by Blank, Rose and Berlin in 1978. It is a structured approach to encouraging a child in developing their verbal reasoning skills.

**At Level 1** - This child is required to match simple language they hear to an immediate object or material.

**At Level 2** - The child has to listen to language and match it to what they are looking at, but then also focus more selectively on parts of it.

**At Level 3** - The child learns to use language to talk about stories and events, to retell information and develop his understanding of experiences based on 'common links'.



# Thinking with Language

**At Level 4** - The child learns to be able to talk about why or how something has happened and what could be done to solve problems with logical solutions.

Questions	Examples
Predicting changes	What will happen...
Justifying	Why can't you use a spoon to row a boat?
Identifying causes	What made .... happen
Forming a solution	What could you do about ...
Problem solving	What could you do..
Explanations	How can you tell he is ...? (because he is ....)



# Solving more problems

Start by solving everyday problems related to the child.

Then start thinking about problems that familiar adults and friends might face.

Adults, you could generate some ideas about everyday problems you have and the child could help you form solutions.

Drawing pictures of problems can also be really helpful!



# More Problem Solving

Introduce more and more problems that happen to other people and in different places.

You could also use the same ideas to talk about:

- TV shows
- Movies
- Books

To think about wider problem solving.

Try role play to help bring situations and events to life!



What?	Who?	Where?
What happened? (problems)	How feeling?	What might happen next? (problem solved)

