

Moving From Power and Control to Collaboration and Problem Solving

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PARADIGM SHIFT

1. Emphasis is on **problems** (and solving them) rather than on behaviors (and modifying them)...
 - Concerning behavior is simply the **signal** by which a child **communicates** that they are having difficulty meeting certain **expectations** (not unmet needs)
 - Concerning behaviors can be “lucky” or “unlucky”
 - Behaviors are not the only observable, objective, quantifiable data...unsolved problems are too
 - This will require different assessment practices

PARADIGM SHIFT

2. The problem solving is **collaborative**, not unilateral

- Something you're doing *with* the kid rather than *to* them
- Even if the kid can talk but won't or won't talk because they can't
- Kid is still "accountable" (a lot more so than if they are passive recipients of our imposed solutions and consequences)
- Caregivers are off the hook for ingenious solutions

PARADIGM SHIFT

3. The problem solving is **proactive**, not reactive
- These kids are highly predictable, if we answer two questions:
 - **Why** do some kids respond so poorly to problems and frustrations?
 - Answer: **Because they're lacking the skills to respond more adaptively**
 - **When** do kids exhibit concerning behaviors?
 - Answer: **When they're having difficulty meeting certain expectations**
 - This is the information that's been missing
 - Once unsolved problems are identified, intervention can be largely proactive

PARADIGM SHIFT

4. Kids do well if they can

- If the kid could do well, they would do well
 - **Not True:**
 - Attention-seeking
 - Manipulative
 - Coercive
 - Unmotivated
 - Limit-testing

5. Doing well is preferable

LIMITATIONS OF MODIFYING BEHAVIOR

- Rewards and punishments solve no problems
- Rewards and punishments are distracting...they cause us to focus on signals rather than the problems that are causing those signals
- There is significant disproportionality in the ways in which rewards and punishments are administered
- There wouldn't be disproportionality if we weren't using punitive, exclusionary disciplinary procedures
- Better to be disproportional in solving problems than in administering detentions, suspensions, expulsions, paddling, restraint, seclusion, and arrests

WHAT SKILLS?

Flexibility/adaptability
Frustration tolerance
Problem solving
Emotion regulation

These are the global skills that help us respond to problems and frustrations adaptively

Not the same as “behavioral” skills

It's not clear the the above skills can be through direct instruction

But the skills are being improved by engaging kids in the process and experience of solving problems collaboratively

KEY HELPER ROLES IN CPS

- Identify lagging skills and unsolved problems
 - Helps make intervention proactive rather than reactive...otherwise, you're in "perpetual survival mode" or "walking on eggshells"
 - Helps adults view kids through more compassionate, accurate, productive lenses
 - Helps us focus on the problems that are causing concerning behaviors rather than on the behaviors
- Solve problems collaboratively and proactively
 - Promotes a problem-solving partnership
 - Engages kids in solving the problems that affect their lives
 - Produces more effective, durable solutions
 - Simultaneously enhances skills

CHILD'S NAME _____ DATE _____

The ALSUP is intended for use as a **discussion guide** rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

LAGGING SKILLS

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

<input type="checkbox"/> Difficulty maintaining focus	<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me")
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	<input type="checkbox"/> Difficulty appreciating how their behavior is affecting others
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view
<input type="checkbox"/> Sensory/motor difficulties	<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty

UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce an unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ALSUP Guide for guidance on the four guidelines for writing unsolved problems.

SCHOOL/FACILITY PROMPTS:
 Are there specific tasks/expectations the student is having difficulty completing or getting started on?
 Are there classmates this student is having difficulty getting along with in specific conditions?
 Are there tasks and activities this student is having difficulty moving from or to?
 Are there classes/activities the student is having difficulty attending/being on time to?
 As you think about the start of the day to the end, are there any other expectations the student has difficulty reliably meeting or that you find yourself frequently reminding the student about?

HOME/CLINIC PROMPTS:
 Are there chores/tasks/activities the child is having difficulty completing or getting started on?
 Are there siblings/other children the child is having difficulty getting along with in specific conditions?
 Are there aspects of hygiene the child is having difficulty completing?
 Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to?
 As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?

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ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (ALSUP)

THE ALSUP CHANGES LENSES

Expect lightbulbs to go on when...

- Caregivers come to recognize that a kid is, in fact, lacking many skills and having difficulty meeting many expectations
- Caregivers come to recognize why prior interventions have been ineffective
- Caregivers begin to regret the way they've been treating the child based on incorrect assumptions
- Caregivers become aware that unsolved problems occur under highly specific conditions
- Caregivers recognize that unsolved problems are predictable and can therefore be solved proactively

NEXT GOAL

Prioritizing

- You can't work on everything at once
- Focus on the “big fish” first
 - **SAFETY:** Unsolved problems contributing to unsafe behaviors
 - **FREQUENCY:** Unsolved problems contributing to concerning behaviors most often
 - **GRAVITY:** Unsolved problems having the greatest negative impact on the kid or others

OPTIONS FOR HANDLING UNSOLVED PROBLEMS

PLAN A:

Solve the problem unilaterally

PLAN B:

Solve the problem collaboratively

PLAN C:

Set the problem aside for now

PLAN B

Solve the problem collaboratively

1. Empathy Step

Gather information from the **child** about what's hard about meeting the expectation

2. Define Adult Concerns Step

Identify **adult** concerns

3. Invitation Step

Collaborate on a **solution** that is realistic and mutually satisfactory

THE INITIAL VISIT

- Caregivers often want to talk about behavior (OK to hear about that, briefly, but...)
- Get them talking about the **problems** that are causing those behaviors (*"What expectations is Oliver having difficulty meeting when those behaviors occur?"*)
- Help them recognize that those problems are **predictable** (*"Is this the first time that Oliver has had difficulty meeting that expectation?"*)
- Help them understand that the child's concerning behaviors are due to **lagging skills** rather than lagging motivation, which is why traditional discipline hasn't been effective (*"Rewards and punishments don't solve any problems or teach any skills."*)
- Move the discussion to specific lagging skills and unsolved problems (introduce the *Assessment of Lagging Skills and Unsolved Problems*)
- Can they do it on their own? If so, prescribe resources (videos, handouts, website)
- Are they going to need help? If so, refer to counsellor/therapist/school consultant who can start Collaborative and Proactive Solutions approach or book back in for parent/teacher/child conference for ALSUP

ADDITIONAL INFORMATION/RESOURCES



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