
Collaborative & Proactive Solutions: What's New?

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WHAT'S NOT NEW

1. Emphasis on skills as a primary factor contributing to concerning behavior
2. Emphasis on problems, not the concerning behaviors being caused by those problems
3. Emphasis on solving problems collaboratively, rather than unilaterally
4. Kids do well if they can/Doing well is preferable
5. Emphasis on meeting kids where they're at

TWO MANTRAS

1. Ask the kid
2. Don't be late

RENEWED EMPHASIS ON PLAN C

Three reasons to use Plan C:

1. Prioritizing
2. Stabilizing
3. Expectation Management

NEW RESOURCES

1. CPS with Young Kids
2. CPS with Non-Speaking Kids (summer, 2024?)
3. CPS in Higher Ed
4. Legislative Heat Map
5. Legislative Bills to Watch
<https://livesinthebalance.org/bills-to-watch/>

CHILD'S NAME:

DATE:

NAMES OF CAREGIVERS COMPLETING THIS INSTRUMENT:

STEP 1: SKILLS

Whether neurotypical or neurodivergent, children communicate that they're having difficulty meeting expectations in diverse ways, including through their concerning behavior. This behavior is best conceived as a frustration or stress response, the nature of which is determined by a variety of factors, most especially certain skills related to flexibility/adaptability, frustration tolerance, problem solving, and emotion regulation. Some kids can demonstrate these skills under some conditions but not under other conditions.

This section is aimed at helping caregivers discuss those skills and the degree to which they may be impacting a particular child. Being aware of and considering the skills that may impact a child's capacity to handle life's problems and frustrations and meet various expectations helps caregivers move away from motivational explanations for concerning behavior (e.g. attention-seeking, manipulative, coercive, unmotivated) and toward a more compassionate, accurate understanding of such behavior. Note that these skills are not the primary focal point of intervention in the CPS model; the unsolved problems you'll be identifying in Step 2 will be the "targets" of intervention.

Please check off a skill if it's difficult for the child to access at times and appears to be making it difficult for the child to handle problems and frustrations and/or meet certain expectations:

- Maintain focus
- Regulate activity level
- Handle transitions, shift from one mindset to another
- Consider the likely outcomes or consequences of actions (impulse control)
- Persist on challenging or tedious tasks
- Sense of time (time that has passed, time needed)
- Consider a range of solutions to problems
- Flexibly handle ambiguity, uncertainty
- Shift from original idea, plan, or solution to another
- Express concerns, needs, or thoughts in words or other means of communication
- Understand what is being communicated by others
- Appreciate how their actions affect others
- Regulate emotional response to problems and frustrations
- Empathize with others, appreciate another person's perspective or point of view
- Interoception (ability to understand and feel what's going on inside their body)
- Tolerate and manage the sensory environment

STEP 2: 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 the 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 ASUP Guide for guidance on 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 child 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?

List unsolved problems here: (or on a separate sheet)

ASSESSMENT OF SKILLS AND UNSOLVED PROBLEMS (ASUP 2024)

ADDITIONAL INFORMATION/RESOURCES



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