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TIC NEWS



Collaborative & Proactive Solutions

CPS is a more compassionate, productive, effective approach to understanding and helping behaviorally challenged kids.

Change Your Lenses

The journey starts with a close look at your beliefs about why a child is exhibiting challenging behavior. If some of the common clichés - *attention-seeking, manipulative, coercive, unmotivated, limit-testing* - have been coloring your view, you're going to need some different lenses. And if you've been thinking that passive, permissive, inconsistent, non-contingent parenting is to blame, you'll need to do some rethinking there too. Challenging behavior in kids is best understood as the result of lagging cognitive skills (in the general domains of flexibility/adaptability, frustration tolerance and problem solving).

So Why are challenging kids challenging?

Because they are lacking the skills not be challenging. If they had the skills, they wouldn't be challenging. That's because - and this is perhaps the key theme of the model -

KIDS DO WELL IF THEY CAN VS. KIDS DO WELL IF THEY WANT TO.

In other words, if a student *could* do well, he *would* do well...if the student had the skills to exhibit adaptive behavior, he wouldn't be exhibiting challenging behavior. That's because doing well is always preferable to not doing well.

Identify Lagging Skills and Unsolved Problems

Your journey continues with the hard work of identifying the skills that a behaviorally challenging student is lacking and the specific expectations a child is having difficulty meeting (*unsolved problems*). We will be using the *Assessment of Lagging Skills and Unsolved Problems (ALSUP)* to help you. Once you've identified a student's lagging skills and unsolved problems, challenging episodes become predictable, and that set the stage for the intervention to be proactive. Identifying the lagging skills is the easy part - and that the wording of unsolved problems is the hard part.

When are challenging kids challenging?

When the demands or expectations being placed on them exceed the skills that they have to respond adaptively. An important goal is to identify the specific expectations a kid is having difficulty meeting, referred to as *unsolved problems*, and to help kids solve those problems.

KIDS DO WELL IF THEY CAN
~ROSS GREENE, PH.D.



Solve Problems

There are three ways to handle a problem with a behaviorally challenging student:

Plan A: This is where you're solving the problem unilaterally

Plan B: This is where you're solving the problem collaboratively and proactively

Plan C: This is where you're setting an unsolved problem aside for now (not because you're giving in, but because you're not going to be able to work on all the unsolved problems at once.) You will learn that when it comes to solving problems - Plan B is definitely preferable.



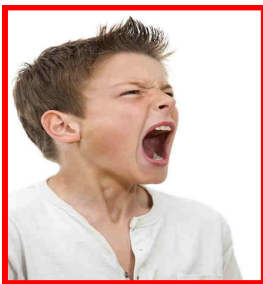
Challenging kids communicate that they're struggling to meet demands and expectations in some fairly common ways: *whining, pouting, sulking, withdrawing, crying, screaming, swearing, hitting, spitting, kicking, throwing, lying, stealing and so forth.* But what a kid **does** when he's having trouble meeting demands and expectations isn't the most important part. **Why** and **when** he's doing these things are much more important.

Plan B is comprised of three basic ingredients:

1. Empathy - involves gathering information from the child so as to achieve the clearest understanding of his or her concern or perspective on a given unsolved problem.
2. Define Adult Concerns - involves entering into consideration the adult concern or perspective on the same unsolved problem.
3. Invitation - involves having the adult and kid brainstorm solutions to get a plan of action that is both realistic and mutually satisfactory (a solution that addresses the concerns of both parties and that both parties can perform).



Reward and punishment strategies don't help because they won't teach the child the skills he/she is lacking to solve the problems contributing to the challenging behavior.



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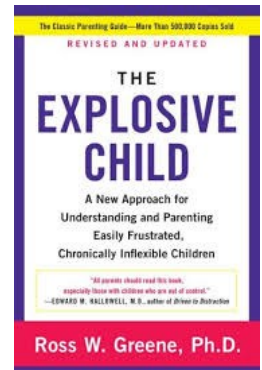
People do well **if they can.**

Behind every **challenging behavior** is an **unsolved problem** or **lagging skills** (or both).

Plan B offers a way to **reduce challenging behaviors** and **pursue unmet expectations** by **teaching lagging skills** and **solving problems** in a **durable** manner.

Plan B is a **relationship-building process** that helps the adult and the student **understand each other's concerns** and **work together to develop realistic and mutually satisfying solutions.**

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There are many copies of this book on ranch. It would be very helpful in assisting you to understand the concept of CPS.