Dr. Ross Greene and Lives in the Balance

All content © Dr. Ross Greene

https://livesinthebalance.org/
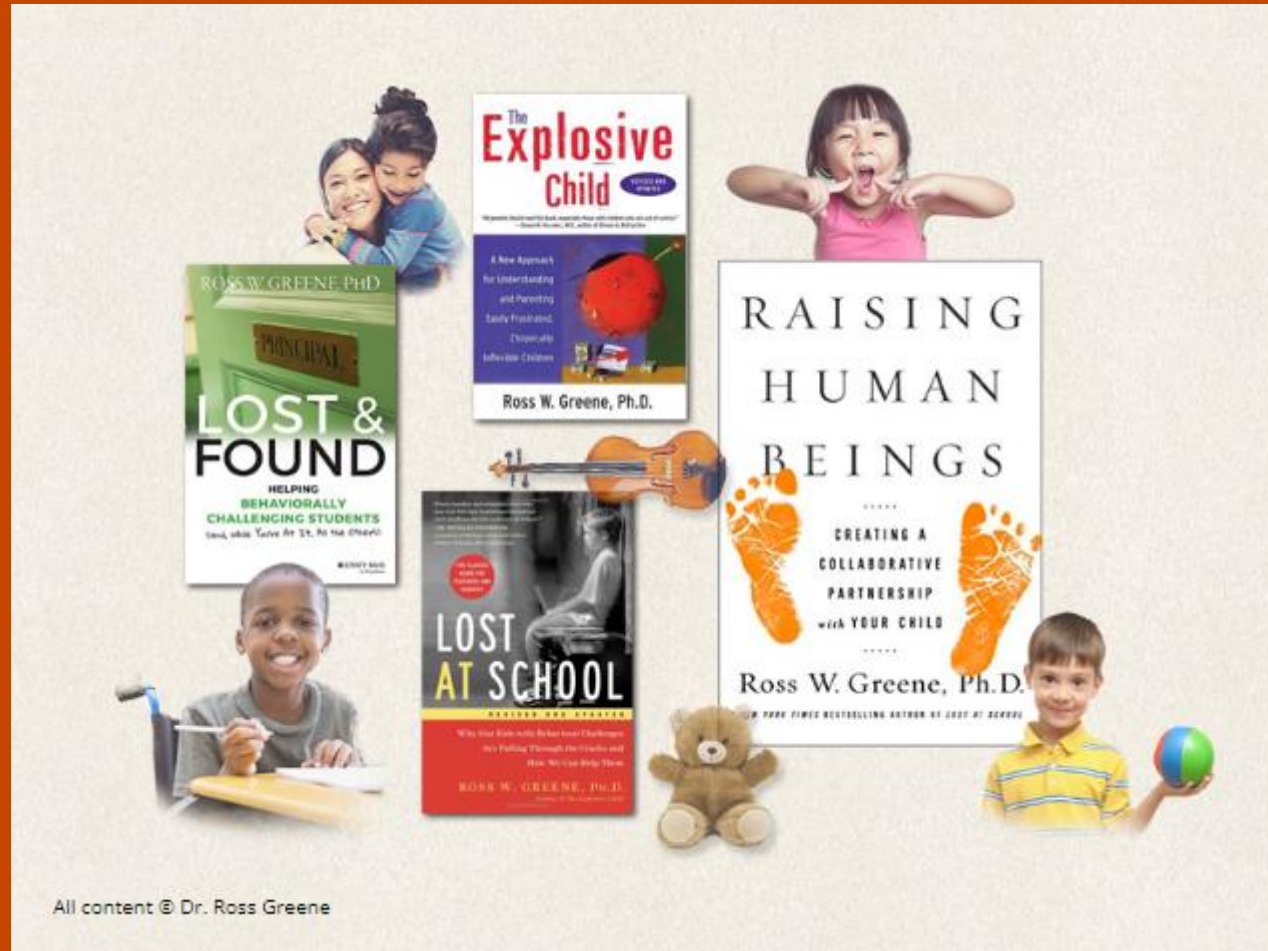
What is Collaborative & Proactive Solutions?

CPS Model

Quick Draw Explanation of CPS

Five Key Themes

1. Emphasis is on problems (and solving them) rather than on behaviors (and modifying them)

2. Problem solving is collaborative, not unilateral

3. Problem solving is proactive, not reactive

4. Kids do well if they <u>can</u>

5. Doing well is preferable

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

The CPS Model

1. Identify skills and unsolved problems

2. Collaboratively generate solutions to problems

ASUP

Assessment of Skills and Unsolved Problems

ASUP 2024
ASSESSMENT OF SKILLS AND UNSOLVED PROBLEMS

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

VIRGINIA TECH.

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
- 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)

LIVES IN THE BALANCE
LIVESINTHEBALANCE.ORG

- Use ASUP as a discussion guide

- Skills = why is this child responding poorly to certain expectations + experiencing frustration

- Unsolved problems = expectation that the child is responding poorly to

Guidelines for Wording Unsolved Problems

1. Free of concerning behaviors
2. Free of adult theories
3. Split, not clumped
4. As specific as possible

Sample ALSUP Meeting at School

LIVES IN THE BALANCE

Prioritize – not more than 3 unsolved problems at a time

Try writing your own unsolved problem for your child/a child you work with!

Plan B

Plan A: Solve the problem unilaterally
Not a partnership

Plan C: Put the expectation on hold for now
Let it go

Plan B: Solve the problem collaboratively

Plan B

- **Empathy Step**

- **Define Adult Concerns**

- **Invitation Step**

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

① **EMPATHY STEP** | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of what's making it hard for a kid to meet a given expectation.

WORDS | Initial Inquiry (neutral observation)
"I've noticed that...(insert unsolved problem)... what's up?"

DRILLING FOR INFORMATION
Involves using a variety of drilling strategies -- as shown on the drilling cheat sheet -- to gather information from the child about what's making it hard for them to meet a given expectation.

MORE HELP
If the kid doesn't talk or says "I don't know," try to figure out why:

- Maybe the unsolved problem wasn't free of **concerning** behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A

- Maybe **they really don't** know
- Maybe **they need the** problem broken down into its component parts
- Maybe **they need time** to think

WHAT YOU'RE THINKING
"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step

- Leave the Empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet
- Forget to ask the child to prioritize their concerns

Identify adult concerns

② **DEFINE ADULT CONCERNS STEP** | INGREDIENT/GOAL
Enter the concern of the second party (often the adult) into consideration.

WORDS | Initial Inquiry (neutral observation)
"The thing is (insert adult concern)...." or "My concern is (insert adult concern)..."

MORE HELP
Most adult concerns fall into one of two categories (typically health, safety, and learning):
- How the problem is affecting the kid
- How the problem is affecting others

WHAT YOU'RE THINKING
"Have I been clear about my concern? Does the child have any questions?"

DON'T
- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm
- Forget to prioritize your main concerns

Collaborate on a solution that is realistic and mutually satisfactory

③ **INVITATION STEP** | INGREDIENT/GOAL

Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

WORDS | Initial Inquiry (neutral observation)

Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

MORE HELP

- Have the child and caregiver prioritize concerns before starting the invitation
- Stick as closely to the concerns that were identified in the first two steps
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

WHAT YOU'RE THINKING

"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties?

DON'T

- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties

livesinthebalance.org

REV 102020

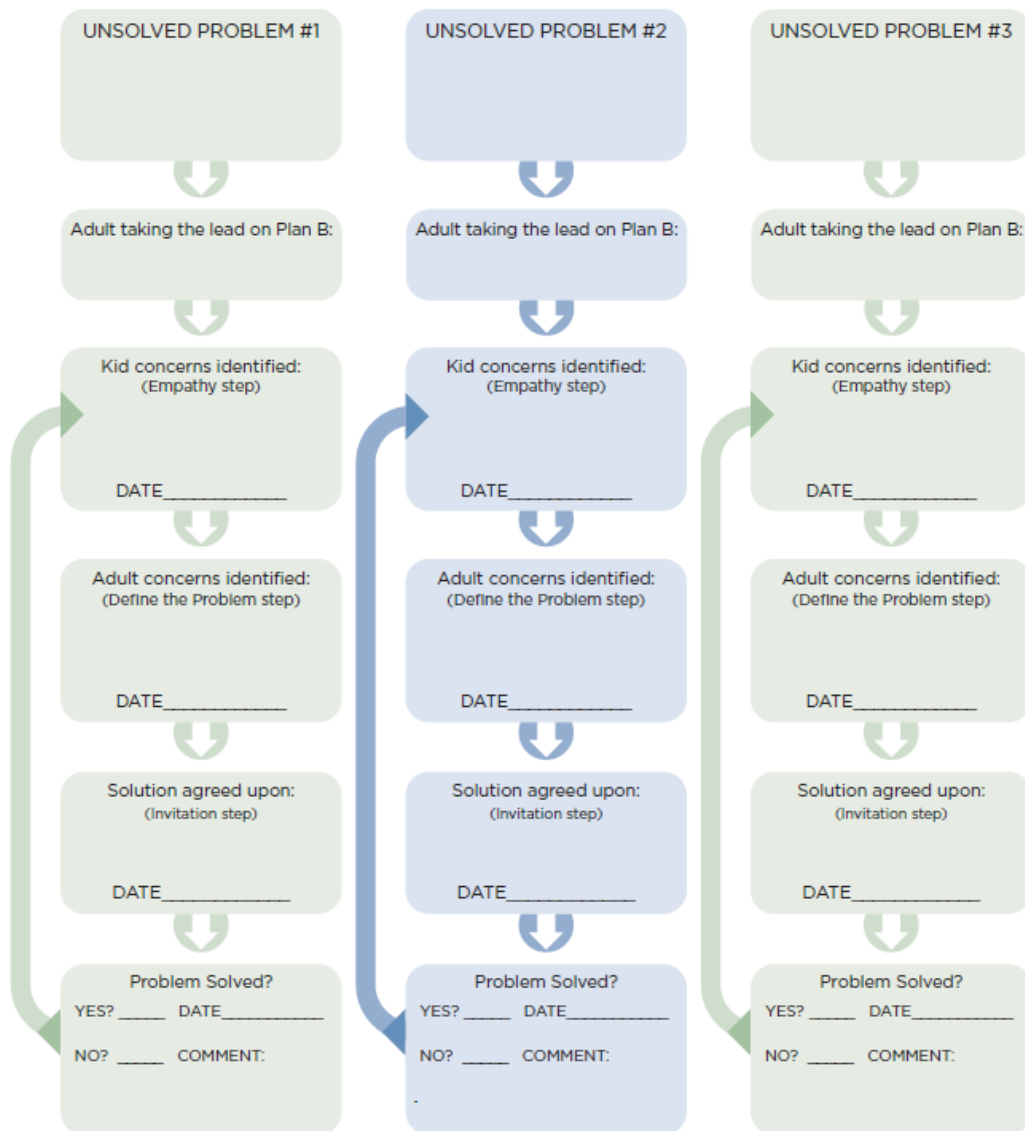# Drilling Strategies

1. Reflective listening and clarifying statements
2. Asking about the who, what, when of the unsolved problem
3. Asking about the situational variability of the unsolved problem
4. Asking kids what they are thinking in the midst of the unsolved problem
5. Breaking the problem down into its component parts
6. Discussing observations
7. Tabling
8. Summarizing

Drilling Cheat Sheet:

CHILD'S NAME _____ DATE _____

UNSOLVED PROBLEM #1	UNSOLVED PROBLEM #2	UNSOLVED PROBLEM #3
Adult taking the lead on Plan B:	Adult taking the lead on Plan B:	Adult taking the lead on Plan B:
Kid concerns identified: (Empathy step) — DATE_____	Kid concerns identified: (Empathy step) — DATE_____	Kid concerns identified: (Empathy step) — DATE_____
Adult concerns identified: (Define the Problem step) — DATE_____	Adult concerns identified: (Define the Problem step) — DATE_____	Adult concerns identified: (Define the Problem step) — DATE_____
Solution agreed upon: (Invitation step) — DATE_____	Solution agreed upon: (Invitation step) — DATE_____	Solution agreed upon: (Invitation step) — DATE_____
Problem Solved? YES? _____ DATE_____ NO? _____ COMMENT:	Problem Solved? YES? _____ DATE_____ NO? _____ COMMENT:	Problem Solved? YES? _____ DATE_____ NO? _____ COMMENT:

CPS Materials and Paperwork

All the resources you need to implement the CPS model:

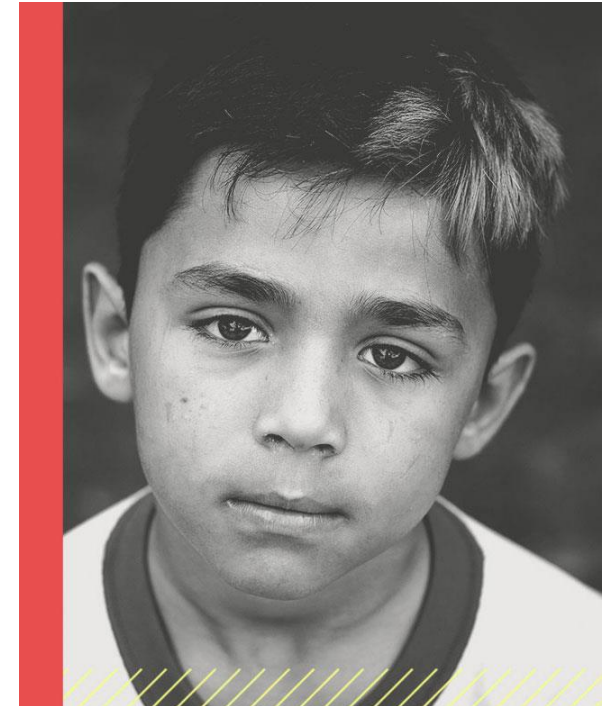**https://livesinthebalance.org/cps-materials-paperwork/**

Want more in depth training?

Dr. Greene offers 2-day introductory and advanced training on CPS.

Connect with the CPS Community

Annual Summit on Collaborative & Proactive Solutions (April) and Children's Mental Health Advocacy Conference (October)

Research Studies

Support BRANCH

Telehealth parenting program for families of children ages 2-12 years to support behavior regulation and navigating challenging behaviors at home

CPS for APIDA Preschoolers

Telehealth program utilizing the CPS approach for APIDA families of preschoolers to target child behavior problems

Learn More About Us:

https://childstudycenter.wixsite.com/childstudycenter

Twitter: @CSC_VT
Facebook: @CSCatVT