

# COLLABORATIVE PROBLEM SOLVING

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## A STORY

## Goals

- Share the *skill, not will*, philosophy of CPS
- Understand the pivotal role skills play in leading to adaptive or maladaptive behaviors
- Learn the 3 plans and the goals pursued by each
- See how Plan B honors the principles of trauma informed care
- Understand how Plan B allows for youth voice and choice, and family engagement



WHO WANTS TO  
PLAY?

## Why Skills Matter

- Frustration tolerance
- Flexible thinking
- Problem solving

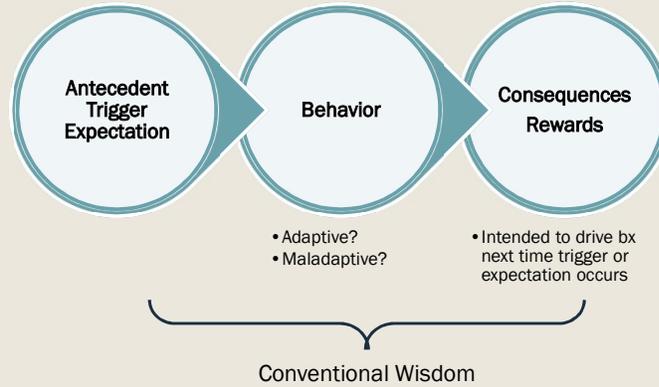
“A boy who was academically gifted, but oblivious to social cues.”

“While very intelligent, {he} was bad at handling situations where there were not clear rules, and where he did not have all the data... Eisenhower could not deal well with anxiety and fear.”

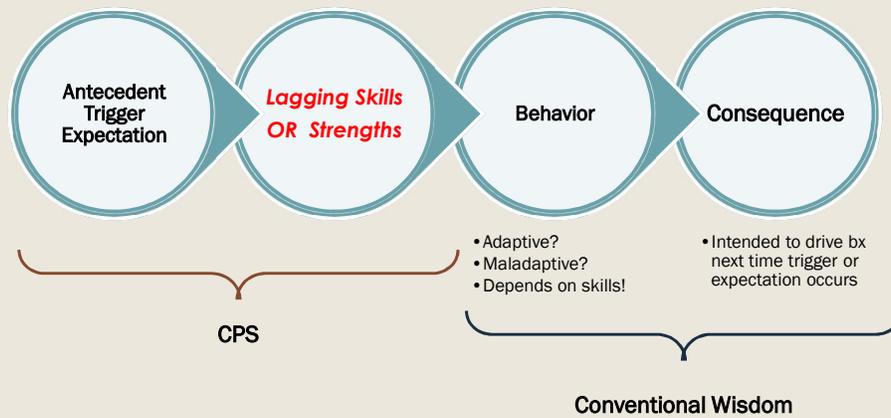
*M. Gangloff, Roanoke Times, 6.26.18*

IT'S SKILL, NOT WILL

## Functional Analysis of Behavior



## Functional Analysis of Cognition



**GREAT  
EXPECTATIONS**

What are the top 1 or 2 expectations that are NOT MET by this child?

What are the top 1 or 2 expectations that are NOT MET in your setting?

**A**      **B**      **C**

## Plan A: Assert Adult Will

*Try to gain compliance by use of rewards, consequences*

### Intended to...

- Teach basic lessons for the first time
- Teach basic right from wrong
- Increase extrinsic motivation

### Not intended to...

- Build complex thinking skills
- Create or help a relationship
- Calm people down
- Increase intrinsic motivation (*character, not just compliance*)

## Plan C

*Letting go of your expectation for the time being.*

- This is prioritizing!
- Set the expectation. If they don't meet it, you just don't do anything about it-- you let it go.
- Plan C is your decision! Not the same as a failed plan A!



## Plan B: 3 Ingredient Conversation

- *Provides another option other than dropping it or asserting your will.*
- **Empathy:** get youth's concern or perspective on the table
- **Share:** share adult concern
- **Invite to Brainstorm:** collaborate to find a win-win solution that addresses both concerns; use litmus test to check solutions
- Anyone can do them!
  - *And we can teach you how.*

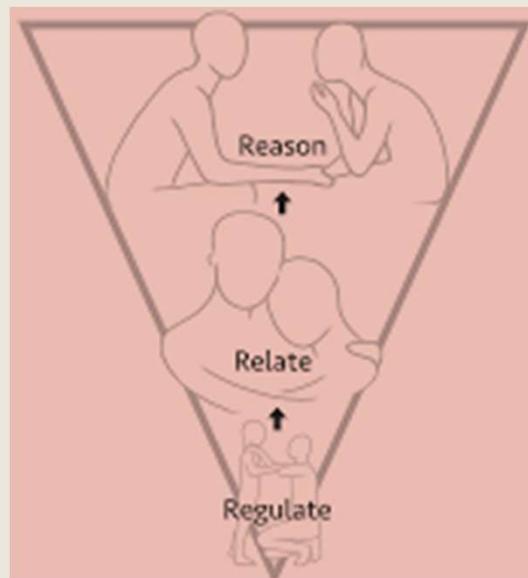


WHAT ARE THE GOALS  
OF AN INTERVENTION?

	A	B	C
Meet adult's expectation	★	★	
Reduce challenging behavior		★	★
Build skills and confidence		★	
Create or restore a helping relationship		★	?
Solve the problem durably		★	

## Plan B is Trauma-Informed

- Honors the three R's: regulate, relate, reason
- Activates the neural networks that must change
- Appropriate dosing



## Plan B Builds Resiliency

### Youth Voice and Choice

- Concerns on equal footing with adult concerns; solution will address both
- Practices skills related to self-advocacy; expressing self in words;
- Involvement in solution: choice/input towards solutions- not imposed.

### Family Engagement

- Parents do well when they can!
- Parents get dysregulated too.
- Practices empathy, flexible thinking, problem solving



## Character over Compliance.

“Ford vs. Chevy argument  
proceeds Bedford Shooting.”

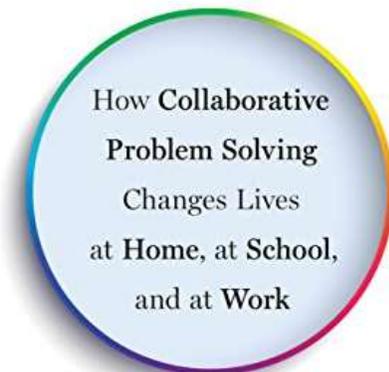
Richmond Times Dispatch, yesterday.

# QUESTIONS?

## Next Steps & Raffle

- Learn:
  - *Trainings offered in Richmond and around the state*
  - *Join our UMFS FB group: B the Change*
  - *Read: Changeable (Ablon, S., 2018) and/or The School Discipline Fix (Ablon & Pollastri, 2018).*
- Check your chairs!

*change·able*



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