

CSSP 2011 Fall Conference

Think:Kids ~ Rethinking Kids with Challenging Behaviors Using Collaborative Problem Solving

INTRODUCTION

Children Do Well If They Can..... If They Can't, We Need to Figure Out
How to Help Them:

CONVENTIONAL WISDOM:

NEW WISDOM:

Your understanding guides your intervention:

Meltdowns are predictable:

RESEARCH

Outpatient Research:

Inpatient:

Juvenile Justice:

Schools:

LAGGING SKILLS

There is a rich literature linking challenging behavior with deficits in the following cognitive skill domains:

- Executive skills
- Language processing skills
- Emotion regulation skills
- Cognitive flexibility skills
- Social skills

Deficits in these skill areas compromise the child's ability to respond to adult directives in an adaptive manner. In the Think:Kids Approach, we are also interested in the compatibility between the lagging skills of the child and the characteristics of the adult who is making a demand or having an expectation in terms of whether and the degree to which a maladaptive response occurs.

EXECUTIVE FUNCTIONING:

* **Shifting Cognitive Set:**

* **Perseverance:**

* **Focused Attention:**

* **Organization:**

* **Planning:**

* **Working Memory:**

* **Impulse Control:**

* **Self-Monitoring:**

* **Considering a Range of Solutions:**

LANGUAGE PROCESSING:

* **Expressing concerns, needs or thoughts in words:**

* **Identifying or articulating what is bothering you:**

* **Understanding what is being said:**

EMOTION REGULATION:

* **Separation of affect:**

- * Emotional Control:

COGNITIVE FLEXIBILITY:

- * Seeing the “grays”:
- * Hypothetical thinking:
- * Handling Deviations from Original Ideas:
- * Handling Ambiguity, Novelty and Unpredictability:
- * Adaptability:
- * Taking into Account Situational Factors:
- * Interpreting Information Accurately

SOCIAL SKILLS:

- * Interpreting Social Cues:

*** Starting a Conversation:**

*** Seeking Attention Appropriately:**

*** Appreciating How One's Behavior Affects Others:**

*** Empathy/Perspective-Taking :**

*** Awareness of How Perceived by Others:**

Triggers and Unsolved Problems

We can learn a great deal about a child's social, emotional and behavioral challenges (and gain important information about possible avenues for intervention) by noting the situations in which these behaviors are most likely to occur.

Unsolved problems:

Examples of unsolved problems at home:

Examples of unsolved problems at school:

Lagging Skills:

Unsolved problems:

The importance of predicting behavior:

Tools for Assessment:

The Thinking Skills Inventory (TSI):

Situational Analysis:

Drilling down:

Prioritizing:

Using the TSI as your guide:

Getting Ready for Collaborative Problem Solving

Identifying skills deficits is primarily for the purpose of helping adults *understand* why the child is exhibiting challenging behavior

The goal is not to obsess about nailing down specific lagging skills - which may not even be possible early on - but rather to use skills deficits to promote a more accurate and compassionate understanding of the child's difficulties. Focus more on developing your list of problems to be solved because they are the entry point for intervention.

Treatment Ingredients:

Goal of Intervention:

Expectations:

Common approaches to responding to unsolved problems:

Plan A:

Plan C:

Plan B:

Safety Issues:

Prioritizing:

Common misconceptions:

PLAN B

Ingredients of Plan B:

Pro-Active vs. Reactive Plan B:

Empathy:

Define the Problem:

Invitation to Solve the Problem: