COLLABORATIVE PROBLEM SOLVING

Tiffany Tobkin
Breakout Block C | 12:50 - 2:20pm
WHAT WE WILL COVER

WHO
WHAT
HOW
WHEN

of Collaborative Problem Solving
<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>HOW</th>
<th>WHEN</th>
<th>WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ross W. Greene, Ph. D.</td>
<td>The Explosive Child</td>
<td>A New Approach for Understanding and Parenting Easily Frustrated,</td>
<td>15 years since the first</td>
<td>Research based intervention</td>
</tr>
<tr>
<td>Adjunct Associate Professor</td>
<td>at Virginia Tech</td>
<td>Chronically Inflexible Children</td>
<td>edition</td>
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<tr>
<td>Associate Clinical Professor</td>
<td>at Harvard Medical School</td>
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What: Strategies

This thinking and these strategies may be:

- hard to adjust to
- different than what we are used to
- not how we were raised
What: The Explosive Child Word Art
Behaviorally challenging kids are challenging because they’re lacking the skills to not be challenging.
## LACKING / LAGGING SKILLS

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
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<th>WHEN</th>
<th>WHY</th>
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</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Adaptability</td>
<td>Frustration Tolerance</td>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td>WHO</td>
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<tr>
<td>Handling transitions</td>
<td>Considering a range of solutions</td>
<td>Deviating from rules / routines</td>
<td>Basic social skills (starting conversations, entering a group)</td>
<td></td>
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<tr>
<td>Following logical sequence</td>
<td>Expressing concerns, needs and thoughts</td>
<td>Handling unpredictability and novelty</td>
<td>Seeking attention in appropriate ways</td>
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</tr>
<tr>
<td>Persisting on challenging tasks</td>
<td>Understanding what is being said</td>
<td>Shifting from original idea, plan or solution</td>
<td>Understanding how their behavior affects others</td>
<td></td>
</tr>
<tr>
<td>Sense of time</td>
<td>Managing emotional response to think clearly</td>
<td>Thinking of situational factors that cause change</td>
<td>Empathizing with others : Understanding others’ points of view</td>
<td></td>
</tr>
<tr>
<td>Maintaining focus</td>
<td>Chronic irritability / anxiety</td>
<td>With cognitive distortions (nobody likes me, everyone’s out to get me)</td>
<td>Understanding how he/she is perceived</td>
<td></td>
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<tr>
<td>Considering consequences of actions</td>
<td>Seeing grey : Black and white thinkers</td>
<td>Attending to and understanding social cues</td>
<td>Sensory and motor skills</td>
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What: Bell Curve of Performers

"...strategies that are usually effective for shaping the behavior of other children - such as explaining, reasoning, redirecting, insisting, reassuring, nurturing, ignoring, rewarding and punishing - don’t achieve the same success..."
<table>
<thead>
<tr>
<th>THREE OPTIONS FOR DEALING WITH UNSOLVED PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN A</strong></td>
</tr>
<tr>
<td>Solving a Problem Unilaterally (imposing our will)</td>
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</table>

- “I’ve decided that….”
- Increases chance of behaviors
- Demand outweighs the skill
- Inflexible + Inflexible = meltdown
- Mutually satisfactory
- Get the problem solved ahead of time
- It is a process that changes
- Is NOT giving in
- Prioritizing need
- Can’t solve every problem at once
- Can’t read unless you know the letters
Plan B - Collaborative & Proactive Solutions

1. Empathy Step
   - Gather info and validate
   - “I’ve noticed that it’s been difficult to… What’s up?” wait and listen
   - Drill NOT grill - clarify, don’t assume, reflective listening
   - You’re not the boss of me - I’m not
Plan B - Collaborative & Proactive Solutions Continued

2. Define the Problem
   - Working together to address both of your concerns
   - Stating the problem without blame (always, never, made me, because of him/her)

3. Invitation
   - “Let’s think about how we can solve this problem. Do you have any ideas?”
   - Is not a step to be tricky
   - The first solution isn’t always the last
How: Example of Steps

MY HUSBAND

1. Empathy Step
   • Gather info and validate
   • “I’ve noticed that it’s been difficult to… What’s up?” wait and listen

2. Define the Problem
   • Working together to address both of your concerns
   • “I put reminders in my phone. Do that”

3. Invitation
   • “Let’s think about how we can solve this problem. Do you have any ideas?”
   • Is not a step to be tricky
   • The first solution wasn’t the last. Neither was the second, third or fourth.
How: Problem Solving Steps Poster

Poster is part of the Second Step curriculum created by Committee for Children. The presenter and organization are not paid for or affiliated with Second Step.
**Understanding Escalations**

### Escalation Curve

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
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<tbody>
<tr>
<td>1</td>
<td>Calm</td>
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<tr>
<td>2</td>
<td>Refocus Soothe</td>
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<tr>
<td>3</td>
<td>Redirect</td>
</tr>
<tr>
<td>4</td>
<td>Silence</td>
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<tr>
<td>5</td>
<td>Too Late!</td>
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**Way later, potentially on a different day:**

- Rebuild Repair
- Problem Solved
- Encourage Skills for Calming
- Give Space
- Silence

**Collaboratively Problem Solve**

*The Escalation Curve or the Anxiety Curve Model” by Buron and Curtis*
When to Use Escalation Curve

Given a directive and he/she flips his/her lids

Avoid escalating threats and forcing compliance - our rewards and consequences aren’t working

Regulating ourselves is the first step

(\textit{low breathing + credible voice = sending info})

90\% of teaching and parenting is tolerance

Can we tolerate our own discomfort long enough to think clearly and see what skills are missing?
When to Use Escalation Curve Continued

What lagging skill is missing? (Assessment of Lagging Skills and Unsolved Problems - [www.livesinthebalance.org](http://www.livesinthebalance.org))

How can I teach that skill? (Social story, role plays, video self-modeling, curriculum lessons)

When can I talk with the student about the trigger and situation?

Preferably before the trigger - focus on prevention.
When: Collaboratively Problem Solve

Once the lagging skills are known and (if possible) before the trigger occurs again… **Collaboratively Problem Solve**

1. Empathy Step
   - Gather info and validate
   - “I’ve noticed that it’s been difficult to… What’s up?” wait and listen

2. Define the Problem
   - Working together to address both of your concerns
   - What do we both want or need?

3. Invitation
   - “Let’s think about how we can solve this problem. Do you have any ideas?”
When: Talk/Think/Reflect Escalation Curve

Understanding Escalations

The trigger happens again - low breathing credible voice reminder...

Ride the wave - review, revisit, new plan
OR
It works!

*The Escalation Curve or the Anxiety Curve Model by Buron and Curtis
Why: 21st Century Skills

21st CENTURY SKILLS

- critical thinking
- communication
- collaboration
- creativity
Why: Students Want to be Heard/Validated

We want to be heard, validated, and our inputs used.

So do our students
Why: Building Positive Relationships

BUILDING POSITIVE RELATIONSHIPS

- Coercion is the enemy of quality
- Coercion exists in schools regardless of what we do, this is one way to giving the student a voice
- “Teachers who show enthusiasm for their subject matter but demonstrate little interest in their students as individuals will inspire only those students who happen to have an affinity for the subject”. (p.72)
- “Whereas routines and procedures address the need for safety and survival, positive relationships help us meet the need to belong and connect”. (p.75)
- “Building a relationship of mutual trust not only supports our need to belong; it also supports our need to be safe and secure, fostering an environment that is predictable.” (p.78)
Why: Building Positive Relationships Continued

BUILDING POSITIVE RELATIONSHIPS

Using the Collaborative & Proactive Solutions Process creates a routine and expectations. Students will know when they have a problem, they are going to work with us to solve them. That decreases anxiety, frustration, anger and resistance.
Why: Dr. Ross Greene’s Research

DR. ROSS GREENE’S RESEARCH

- Research centered around individuals that have emotional behaviors disorders (ODD and ADHD)
- Reduction of Restraint and Seclusion in a 5 year study in an Inpatient Study
- Improved outcomes across settings (home & school)
- Studies dating back to 1999 and continual studies through today
- livesinthebalance.org/research
PAULA KLUTH

Just Give Him the Whale!
Why: Lives in the Balance Video - Aliscia Krecisz

https://youtu.be/vlzMClv1FuI
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<td>from I</td>
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<td>to Mrs. Tobkin</td>
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<td></td>
<td>Teacher</td>
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<td></td>
<td>you make me happy</td>
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<td></td>
<td>I will be kind</td>
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<td></td>
<td>even when you are</td>
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<td>my favorite</td>
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TO REVIEW

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Adjusting to New Lenses
THANK YOU

Stop by the booth to say hi, share your stories, or ask questions.


