ADULT ROLES IN THE LIVES OF BEHAVIORALLY CHALLENGING KIDS

- Identify lagging skills and unsolved problems
- Solve problems collaboratively and proactively
  - Promotes a problem solving partnership
  - Engages kids in solving the problems that affect their lives
  - Produces more effective, durable solutions
  - Simultaneously teaches skills
## ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (ALSUP)

**Lagging Skills**

<table>
<thead>
<tr>
<th>Difficulty undertaking tasks, shifting from one interest to another</th>
<th>Difficulty doing things in a logical sequence or associated order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty switching from challenging to replicate tasks</td>
<td>Start test of time</td>
</tr>
<tr>
<td>Difficulty maintaining focus</td>
<td>Difficulty considering the likely outcomes or consequences of various actions</td>
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<tr>
<td>Difficulty organizing a series of solutions to a problem</td>
<td>Difficulty remembering incident keywords to reinforce as to think clearly</td>
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<tr>
<td>Difficulty expressing concerns, needs or theories in words</td>
<td>Difficulty accepting “gray” responses or thoughts in words</td>
</tr>
<tr>
<td>Difficulty writing, speaking, composing, or expressing ideas clearly</td>
<td>Difficulty stating or expressing ideas clearly</td>
</tr>
<tr>
<td>Difficulty completing homework, projects, or tasks</td>
<td>Difficulty completing homework, projects, or tasks</td>
</tr>
<tr>
<td>Difficulty following instructions or rules</td>
<td>Difficulty following instructions or rules</td>
</tr>
</tbody>
</table>

**Unsolved Problems**

<table>
<thead>
<tr>
<th>Difficulty slapping or emotional outbursts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Difficulty using alternative emotional or behavioral expressions</td>
<td>Difficulty using alternative emotional or behavioral expressions</td>
</tr>
<tr>
<td>Difficulty expressing anger or frustration</td>
<td>Difficulty expressing anger or frustration</td>
</tr>
<tr>
<td>Difficulty expressing fear or anxiety</td>
<td>Difficulty expressing fear or anxiety</td>
</tr>
<tr>
<td>Difficulty expressing feelings of sadness, fear, or anxiety</td>
<td>Difficulty expressing feelings of sadness, fear, or anxiety</td>
</tr>
<tr>
<td>Difficulty expressing emotions in a healthy way</td>
<td>Difficulty expressing emotions in a healthy way</td>
</tr>
<tr>
<td>Difficulty expressing emotions when feeling overwhelmed</td>
<td>Difficulty expressing emotions when feeling overwhelmed</td>
</tr>
<tr>
<td>Difficulty expressing emotions when feeling angry</td>
<td>Difficulty expressing emotions when feeling angry</td>
</tr>
<tr>
<td>Difficulty expressing emotions when feeling sad</td>
<td>Difficulty expressing emotions when feeling sad</td>
</tr>
<tr>
<td>Difficulty expressing emotions when feeling anxious</td>
<td>Difficulty expressing emotions when feeling anxious</td>
</tr>
<tr>
<td>Difficulty expressing emotions when feeling fearful</td>
<td>Difficulty expressing emotions when feeling fearful</td>
</tr>
</tbody>
</table>

**Unsolved Problem Guide**

Unsolved problems are those that are expectations a child having difficulty meeting. Unsolved problem should be free of medication as well.

**Home Examples**

- Difficulty getting out of bed in the morning, then going to school or getting ready to go outside
- Difficulty attending practice or completing homeworkภายใต้สถานการณ์วิชาเรียน
- Difficulty eating a meal even if it is a simple, nutritious meal
- Difficulty getting ready for school or getting ready for school
- Difficulty completing homework or tasks when feeling overwhelmed
- Difficulty completing assignments even when feeling overwhelmed
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**School Examples**

- Difficulty writing, spelling, or pronunciation letters in test or attendance
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ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (ALSUP)

- On the left side is a representative list of the skills frequently found lagging in challenging kids
- Unsolved problems are identified on the right side
- The ALSUP is meant to be used as a discussion guide…not simply a checklist or mechanism for quantifying
- The ALSUP helps caregivers focus on things they can actually do something about (if we only focus on things we can’t do anything about, we are likely to come to the conclusion that we can’t do anything to help)
- We want to avoid the “correlation equals causation error”
USING THE ALSUP

- Participants receive a blank copy of the ALSUP
  - The kid is not present in the meeting
- Start at the top…don’t “cherry-pick” lagging skills
- After checking off a given lagging skill, identify the unsolved problems that spring to mind when thinking of that lagging skill
  - “Can you give me some examples of expectations Theresa is having difficulty meeting when you think of her having (repeat lagging skill)…”
- Come up with as many unsolved problems as possible for each endorsed lagging skill

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USING THE ALSUP
Guidelines for Identifying Unsolved Problems

“A problem well stated is a problem half solved.”
-Charles Kettering

The wording of the unsolved problem on the ALSUP is going to translate into the words that are used when the unsolved problem is introduced to the child when it comes time to solve it together. The wording should be kid-friendly and...
USING THE ALSUP
Guidelines for Identifying Unsolved Problems

- Free of challenging behaviors (*Difficulty*)
- Free of adult theories (*no need to explain anything*)
- Split, not clumped
  - “*Split early, maybe you can clump later…but if you clump early, you’ll never find out*”
- As specific as possible
  - STRATEGY #1: Who, What, Where/When…NOT why)
  - STRATEGY #2: What expectation is the child having difficulty meeting?
USING THE ALSUP

A Few More Guidelines

- Don’t go down the entire list of lagging skills and then go back to identify unsolved problems.
- Don’t identify unsolved problems first and then go back to decide which lagging skills apply to that unsolved problem.
- No need to write the same unsolved problem more than once.
- No need to establish which lagging skill best explains a particular unsolved problem…just assume multiple lagging skills can contribute to the same unsolved problem.
- Don’t include the wording of the lagging skill in an unsolved problem.
- You’re not looking for “hundred percenters”.
- A verb usually comes after the word “Difficulty”.

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USING THE ALSUP

Expect lightbulbs to go on when...

- Caregivers come to recognize that a kid is, indeed, lacking many skills
- Caregivers come to recognize why prior interventions have been ineffective
- Caregivers begin to regret the manner in which they’ve been interacting with a kid based on incorrect assumptions
- Caregivers become aware that unsolved problems occur under highly specific conditions
- Caregivers recognize that unsolved problems are predictable and therefore be solved proactively
- Caregivers begin pondering how they’re going to create mechanisms for changing practices given what they now know about a kid’s difficulties

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MORE UNSOLVED PROBLEMS

Ask the Kid

- “What are people getting on your case about?”
- “What are you getting in trouble for?”
NEXT GOAL

Prioritizing

- You can’t work on everything at once
- Focus on the “big fish” first
  - SAFETY: Those unsolved problems contributing to unsafe behavior
  - FREQUENCY: Those unsolved problems contributing to incompatibility episodes most often
  - GRAVITY: Those unsolved problems having the greatest negative impact on the kid or others
KEEPING TRACK

The Problem Solving Plan (Plan B Flowchart)

- Specify high-priority unsolved problems
- Designate person primarily responsible for solving the problem with the child
- Follow the remaining sequence to solve the problem
- Add new unsolved problems as old ones are solved
ADDITIONAL INFORMATION/RESOURCES

livesinthebalance.org
cpsconnection.com