



Lives in the Balance

FOSTERING COLLABORATION • TRANSFORMING LIVES • INSPIRING CHANGE

Walking Tour for Educators

Using Dr. Greene's *Collaborative & Proactive Solutions* model to help behaviorally challenging students consists of three basic steps. And -- you'll have to take our word for this -- you really do want to progress through the steps in order. In each Step, there's streaming video and audio programming to help you understand and implement various facets of the model.

Your journey begins here.

1. Change Your Lenses



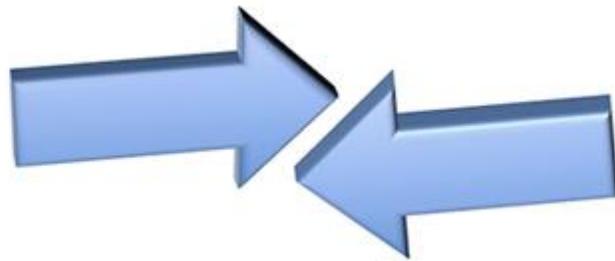
The journey starts with a close look at your beliefs about why a child is exhibiting challenging behavior. If some of the common cliches -- *attention-seeking, manipulative, coercive, unmotivated, limit-testing* -- have been coloring your view, you're going to need some different lenses. And if you've been thinking that passive, permissive, inconsistent, non-contingent parenting is to blame, you'll need to do some rethinking there too. Thanks to an enormous amount of research that's been conducted over the past 50 years, we've learned a lot about behaviorally challenging kids. We've learned that what we've been saying about them (and doing to them) has often been counterproductive and ineffective. So, in this section, you'll be asked to try on some new lenses -- progressive lenses -- so that you have a more accurate, compassionate understanding of challenging behavior and have a solid foundation for what comes next.



2. Identify Lagging Skills and Unsolved Problems

Your journey continues with the hard work of identifying the skills that a behaviorally challenging student is lacking and the specific expectations a child is having difficulty meeting (these are called unsolved problems) in association with those lagging skills. Fortunately, there's the *Assessment of Lagging Skills and Unsolved Problems (ALSUP)* to help you do it. Once you've identified a student's lagging skills and unsolved problems, challenging episodes become predictable, and that sets the stage for intervention to be proactive. You're going to learn that identifying lagging skills is the easy part...and that the wording of unsolved problems is the hard part. You'll also need to do some prioritizing, because there are going to be a lot of unsolved problems and you can't solve them all at once.

3. Solve Problems



If you don't know this already, there are three ways to handle a problem with a behaviorally challenging student: Plan A, which is where you're solving the problem unilaterally; Plan B, which is where you're solving the problem collaboratively and proactively; and Plan C, which is where you're setting an unsolved problem aside for now (not because you're giving in, but because you're not going to be able to work on all the unsolved problems at once). You'll also learn that, when it comes to solving problems, Plan B is definitely preferable. Plan B consists of three steps.

Citation:

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