



END OF SECOND SESSION

- REHEARSE CALM-DOWN TOOLS DURING CALM TIMES FIRST
- IDENTIFY SIGNS OF UPSET, TRIGGERS, STRESSORS, BELIEFS/DISTORTIONS, LAGGING SKILLS AND PLAN AHEAD
- NOTICE SUCCESSES (OR APPROXIMATIONS)
- MODEL THE SKILLS YOU WANT TO BUILD
- PRACTICE PRIDE SKILLS

SKILLS THAT MAY BE LAGGING

- REGULATING EMOTION
- EXPRESSING CONCERNS AND NEEDS
- HANDLING TRANSITIONS
- THINKING FLEXIBLY WITHOUT GETTING “STUCK”
- TAKING INTO ACCOUNT THE POINT OF VIEW OF ANOTHER PERSON
- GENERATING MULTIPLE SOLUTIONS
- HAVING A SENSE OF TIME; BEING ABLE TO WAIT

WHEN KIDS DON'T MEET EXPECTATIONS, WE CAN...

PLAN A: IMPOSE ADULT WILL

PLAN B: USE *COLLABORATIVE PROBLEM SOLVING*

PLAN C: DROP IT FOR NOW

PLAN A: IMPOSE ADULT WILL

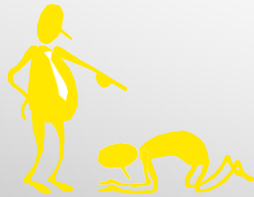
- “NO”
- “YOU MUST”
- “YOU CAN’T”
- “1-2-3”
- “I’M THE DECIDER”
- “YOU’RE GROUNDED”
- NO MORE COMPUTER TIME!
- “YOU BETTER STOP OR ELSE”
- IF YOU WANT YOUR ALLOWANCE, YOU’LL DO IT



Plan A is one way to pursue adult expectations.

PLAN A: IMPOSING WILL

- PURSUES ADULT EXPECTATIONS
- DOES NOT TEACH MISSING SKILLS
- DOES NOT RESULT IN A DURABLE SOLUTION
- DOES NOT CREATE AFFINITY IN THE RELATIONSHIP



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PLAN C: DROP IT (FOR NOW, AT LEAST)

- Reduces meltdowns or challenging behaviors
- Builds relationship - child feels you understand
- Does not pursue adult expectations
- Does not teach skills
- Does not result in a durable solution



(Plan C may be used as part of overall strategy for a highly explosive child)

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PLAN B COLLABORATIVE PROBLEM-SOLVING










1. EMPATHY & REASSURANCE

2. DEFINE THE PROBLEM

3. INVITATION TO SOLVE

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ABC CHART

PLAN	Pursue Expectations	Reduce Meltdowns	Teach Lagging Skills
A Adult imposes will on child			
B Both collaborate on finding a solution			
C Child's perspective: Expectations are reduced or removed			

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DEMONSTRATION VIDEO

- PLAN A, B AND C DEMONSTRATIONS FOR BRUSHING TEETH_

[HTTP://WWW.THINKKIDS.ORG/HELPVIDEOS](http://www.thinkkids.org/helpvideos)

LANGUAGE AND LIMITS

- SIMPLE AND CLEAR
- REASONABLE (SOMETHING THEY CAN DO)
- STATE WHAT YOU WANT TO SEE
- ENFORCEABLE (BY YOU)
- GOAL IS TO TEACH AND NOT TO PUNISH
- POSITIVE CHOICES
- USE *WHAT/WHERE* AND NOT *WHY...* *WHAT CHOICE ARE YOU GOING TO MAKE? WHERE DO YOU NEED TO BE TO CALMDOWN? NOT WHY ARE YOU UPSET? WHY ARE YOU ACTING LIKE THAT?*
- YES-WHEN...., FIRST-THEN.... (VS. **NO**)

TIMING OF LIMITS

- UPSTAIRS TANTRUM: CALM, FIRM, CONSISTENT BOUNDARIES; IGNORE; WARN; FOLLOW THROUGH. BE RATIONAL, STICK TO TOPIC, REDIRECT OR REPEAT. IGNORE THE CHALLENGE BUT NOT THE PERSON.
 - *EXAMPLE: CHILD: I DON'T WANT TO TAKE A BATH. WHY DO I HAVE TO TAKE A BATH? PARENT: YOU CAN HAVE BUBBLES OR NO BUBBLES.*
- DOWNSTAIRS TANTRUM: CALM THE CHILD'S AMYGDALA; NURTURING COMPASSION; CONNECT (RIGHT BRAIN TO RIGHT BRAIN) FIRST. CORRECTION, COACHING, DISCIPLINING COMES LATER. ALLOW TO LET OFF STEAM; REMOVE AUDIENCE; STATE DIRECTIVES WHEN CALMING; AVOID A HANDS-ON APPROACH B/C THEY MAY SEE THIS AS AN INVITATION
 - *EXAMPLE: YOU'RE OKAY. YOU'RE SAFE. PUT DOWN THE CHAIR. LET'S GET OUT OF HERE AND TAKE A BREAK.*

ACTION-BASED CONSEQUENCES THAT TEACH

- RESET – CALM TO 5 OR LOWER BEFORE BEGINNING
- REFLECT (OTHER, SELF) – WHAT WAS THIS LIKE FOR THE OTHER PERSON (EMPATHY)? WHAT'D I DO WRONG? WHAT COULD I HAVE DONE INSTEAD?
- REPAIR – KIND ACTS, APOLOGIES, RESTITUTION
- REHEARSE/RE-DO – PRACTICE IT THE RIGHT WAY
- REINSTATE (THE PRIVILEGE)

TAKE HOME MESSAGES

- IT STARTS WITH YOU! STAY CALM. DON'T PERSONALIZE IT. MODEL THE SKILLS YOU WANT YOUR CHILDREN TO DEVELOP.
- RESTORE THE JOY. CHILDREN ARE MUCH MORE MOTIVATED TO PLEASE WHEN THEY FEEL CONNECTED AND ANTICIPATE JOY IN THE RELATIONSHIP.
- KNOW YOUR CHILD'S SIGNALS, TRIGGERS, LAGGING SKILLS, AND PLAN ACCORDINGLY.
- CREATE OPPORTUNITIES TO BUILD LAGGING SKILLS AND **NOTICE** SUCCESSES.
- STOP TALKING SO MUCH! OUT SHOCKING YOUR CHILD WITH YOUR OWN TANTRUM WILL NEVER WORK.

CONTACT INFORMATION

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ADDITIONAL RESOURCES

- **PARENTING FROM THE INSIDE OUT** BY D. SIEGEL AND M. HARTZELL
- **HELP FOR BILLY: A BEYOND CONSEQUENCES APPROACH TO HELPING CHALLENGING CHILDREN IN THE CLASSROOM** BY HEATHER FORBES
- **THE ZONES OF REGULATION: A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL** BY L. KUYPERS.
- **THE EXPLOSIVE CHILD** BY ROSS GREENE
- [WWW.CCPS.INFO](http://www.ccps.info) FOR MORE INFORMATION ABOUT COLLABORATIVE PROBLEM SOLVING
- **THINK DIFFERENTLY: THE COLLABORATIVE PROBLEM-SOLVING APPROACH,** PRESENTATION BY STUART ABLON [HTTPS://WWW.YOUTUBE.COM/WATCH?V=YGMWV9VESIQ#ACTION=SHARE](https://www.youtube.com/watch?v=YGMWV9VESIQ#action=share)
- **THE WHOLE-BRAIN CHILD** BY D. SIEGEL AND T. BRYSON
- POCKETPCIT.COM
- CPS WORKSHEET:
 - [HTTP://WWW.THINKKIDS.ORG/WP-CONTENT/UPLOADS/2013/01/TSI_CLINICAL-9-12.PDF](http://www.thinkkids.org/wp-content/uploads/2013/01/TSI_CLINICAL-9-12.PDF)