### The Explosive Child, by Ross W. Greene
#### The Collaborative Problem Solving Approach

<table>
<thead>
<tr>
<th>Target Population</th>
<th>No specific age has been determined. Children and Youth who have explosive behavior are the target population</th>
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| Assumptions about students/adults | “Children do well if they can”  
As applied to children with social, emotional, and behavioral challenges, the model sets forth two major tenets: first, that these challenges are best understood as the byproduct of lagging cognitive skills (rather than, for example, as attention-seeking, manipulative, limit-testing, or a sign of poor motivation); and second, that these challenges are best addressed by teaching children the skills they lack (rather than through reward and punishment programs and intensive imposition of adult will). |
| Core Principles |  
• Challenging behavior should be understood and handled in the same manner as other recognized learning disabilities.  
• Difficult children and adolescents lack important cognitive skills essential to handling frustration and mastering situations requiring flexibility and adaptability.  
• The CPS model helps adults teach these skills and teaches caregivers and children to work toward mutually satisfactory solutions to the problems causing conflict. |
| Strategies |  
• The first step is to identify and understand the child’s concern about a given issue (such as completion of homework or chores, sibling or peer interactions, and so forth) and reassure him or her that imposition of adult will is not how the problem will be resolved (this first step is called Empathy/Reassurance).  
• The second step is to identify the adults’ concerns on the same issue (this is called the Define the Problem step because, in the CPS model, a problem is defined simply as two concerns that have yet to be reconciled).  
• The third step is the Invitation; this is where the child is invited to brainstorm solutions together with the adult, with the ultimate goal of agreeing on a plan of action that is both realistic and mutually satisfactory. |
| Research Base | Moderate |
The Coloboraqtive Problem Solving (CPS) approach is being used in private practice, in schools, residential treatment facilities and in correctional facilities. Dr. Greene's research focuses on the classification, longitudinal study, and treatment of inflexible, easily frustrated, explosive children; long-term outcomes in socially impaired children with ADHD; and student-teacher compatibility. He has authored numerous articles, chapters, and scientific papers on school- and home-based interventions for children with disruptive behavior disorders. This practice has not been heavily researched by other sources.

### Outcomes
Teaches children how to problem solve and helps to create relationships in the classroom and at home. It gives explosive children tools to use in their lives that reduce explosive behavior.
- Reduce Meltdowns
- Pursue adult expectations
- Teach Lacking skills

### Training Requirements
There are one day trainings available to everyone that gives general information about what the CPS approach is and the different strategies that are included.

There are also advanced workshops available. They are conducted at UMass by Dr. Greene and his partner for mental health practitioners.

### Limitations
High in Language
No specific curricula
Moderate Research Base