

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned within a white, trapezoidal area that is part of this layered design.

Steps to Adopting a Problem Solving Approach

Objectives For Participants

- ▶ 1. Participants will understand the purpose and benefits of a problem-solving meetings
- ▶ 2. Participants will understand when to problem solve
- ▶ 3. Participants will understand elements that need to be reviewed and discussed during a problem solving meeting
- ▶ 4. Participants will understand the importance of follow-up

What is a Problem-Solving Meeting

- ▶ A meeting that consist of team members, family, and friends who have the common goal of resolving an issue by refining current strategies or developing new strategies . The meeting needs to result in new strategies that address an unmet need while preventing the problem from worsening or becoming chronic.

When is a Problem-Solving Meeting Necessary

When a person experiences the following:

- ▶ When there is difficulties with transitions
- ▶ Lack of motivation to complete meaningful activities
- ▶ Cannot communicate wants and needs
- ▶ Struggles to understand boundaries
- ▶ Psychiatric hospital admission
- ▶ After an incident of physical aggression, property destruction, elopement or pica
- ▶ After family members, staff, neighbors, or the person call the police for help
- ▶ After a suspension from school, work, or day program
- ▶ After a parent, teacher, direct care professional, or housemate report fear of interacting with a person
- ▶ After parents and ISL providers state that they can no longer support the person
- ▶ After a person refuses medication, meals, medical treatment

Who Needs to Attend the Problem Solving Meeting

- ▶ All vested parties
 - ▶ The person experiencing the problem
 - ▶ Guardian
 - ▶ Direct Care Professional
 - ▶ Representatives from school, work, day program
 - ▶ Mental Health Provider
 - ▶ Behavioral Provider
 - ▶ Speech Language Pathologist
 - ▶ Occupational Therapist
 - ▶ Physical Therapist
 - ▶ Community Integrated Specialist

Steps to Follow to Resolve the Problem

- ▶ Develop An Action Plan Related To The Following Elements of the Problem
- ▶ Identify the problem(s)
- ▶ Identify who the problem belongs to
- ▶ Discuss if the problem new, acute, or chronic
- ▶ Review strategies previous used to address the problem unsuccessfully
- ▶ Discuss the barriers that prevented those strategies from being successful
- ▶ Determine if modifications need to be made to previous strategies to address the problem or if new solutions are needed
- ▶ Develop new strategies
- ▶ Develop a system that will collect data to determine if strategies are effective, implemented correctly, and communicates when modifications are needed
- ▶ Schedule periodic meetings based on addressing the elements of the action plan for implementation and review of strategies

Preparing For the Problem Solving Meeting

- ▶ Determine the meeting platform
 - ▶ in person
 - ▶ conference call
 - ▶ combination of both
- ▶ Identify current data to be shared at the meeting
- ▶ Have team members identify what he or she believes the problem is by writing it down prior to the meeting

Identify the Problem(s)

Rule out medical issues for the focus person by asking the following questions:

- ▶ Are you currently working with a physician to address the symptoms?
- ▶ Has the person been assessed by Primary Care Physician since behavioral or psychiatric problems started?
- ▶ Are all treating physicians being consulted about the symptoms?
- ▶ Have all medical issues been ruled out for symptoms presented?
- ▶ Are there additional medical assessments that need to be done to clarify a diagnosis?
- ▶ Does the patient accurately communicate symptoms to caregivers?
- ▶ Has the patient been given a psychiatric diagnosis

Identify the Problem(s)

Rule of medical issues for the focus person by asking the following questions (continued):

- ▶ Do you know why the person is taking psychotropic medication?
- ▶ Do you know how the psychotropic medication interacts with other prescribed medication?
- ▶ Are you tracking target behaviors associated with psychotropic medication?
- ▶ Do you know the side effects?
- ▶ Are you monitoring the side effects?
- ▶ Does the person have a psychotropic medication reduction plan?
- ▶ Has the psychiatrist defined and described a psychiatric crisis?
- ▶ Has the psychiatrist described what to do in a psychiatric crisis?
- ▶ Are PRN and STAT being used more than once month?

Identify the problem(s)

Determine if there is a skill deficit or if the environment does not support the use of the skill

Discuss if the person can do the following

- ▶ Communicate wants and needs independent of prompts and prior to displaying unsafe behaviors
- ▶ Report pain or illness
- ▶ Build healthy relationships
- ▶ Read social cues
- ▶ Negotiate
- ▶ Wait for request to be met without displaying unsafe behaviors
- ▶ Accept denial of request
- ▶ Budget money
- ▶ Can the person report the onset on mental illness symptoms

Identify the problem(s)

- ▶ Determine if the person has a meaningful life
 - ▶ Review the person's monthly schedule
 - ▶ Discuss if the person's routine is connected to their preferred activities, people, and places at least 60 percent of the time
 - ▶ Discuss if the person has the ability to modify their schedule and barriers that prevent them from modifying their schedule
 - ▶ Discuss if the schedule aligns with who the person is (i.e. early riser, active, calm environment, social)

Identify the problem

- ▶ Determine if the person has an enriched environment
 - ▶ Does the person feel safe
 - ▶ Do caregivers respect the person
 - ▶ Does the person eat more nutritious foods and limit the junk.
 - ▶ Does the person move their body for at least 20 minutes most days doing an enjoyable activity
 - ▶ Are there opportunities for exposure to new exciting activities, places, or people
 - ▶ Does the person laugh or smile
 - ▶ Does the person maintain intimate close-knit relationships with people outside of their home

Identify the problem(s)

- ▶ Determine if the caregivers need additional training in any of the following areas
 - ▶ Mental Health
 - ▶ Positive Behavior Supports (I.E. Tools, Gentle Teaching....)
 - ▶ Basic Applied Behavior Analysis
 - ▶ Trauma Informed Care

Identify The Problem

- ▶ Determine if Caregivers Need Additional Support
 - ▶ Respite
 - ▶ Support Group
 - ▶ Advocates
 - ▶ Shorter periods of caregiving
 - ▶ Direct support with linking of services

Identify the Problem

- ▶ Determine if All Vested Parties are Collaboratively Working Together
 - ▶ Does the treatment teams have communication system
 - ▶ Are there regularly scheduled meetings
 - ▶ Is the following being discussed
 - sharing treatment plans
 - course of treatment
 - progress notes
 - concerns

Identify the Problem

Identify Who the Problem Belongs to

- ▶ **Motivation**
 - ▶ Is the focus person motivated to comply with treatment recommendations
 - ▶ Is the caregiver motivated to implement recommendations
- ▶ **Skill**
 - ▶ Assess what need to be taught
 - ▶ Consider who has historically taught skill
- ▶ **Resource/Capacity**
 - ▶ Evaluate
 - ▶ Sufficient
 - ▶ Available

Identify the Problem

- ▶ Discuss if the Problem New
- ▶ When did you notice the change in the person
 - ▶ Have there been any life changing events
 - ▶ How often is the problem occurring
 - ▶ Does the problem occur across environments and with everyone
 - ▶ When is the person not having the problem

Identify the Problem

- ▶ Acute Problem
 - ▶ Allow Primary Care, Licensed Behavior Analyst and other specialist to quickly and thoroughly exam the problem
 - ▶ Review information from the specialist that are in form of evaluations and assessments
 - ▶ Discuss if additional supports/ services need to be sought out

Identify The Problem

- ▶ Chronic Problem
 - ▶ What do records indicate successfully addressed the problem in the past
 - ▶ Are those strategies still being used
 - ▶ Do strategies need simple modifications
 - ▶ Is there oversight for implementation of strategies
 - ▶ Is there team communication surrounding the problem

Review Strategies Previous Used to Address the Problem Unsuccessfully

- ▶ Discuss what has been tried
- ▶ Discuss if the person has a Safety Crisis Plan
 - ▶ Did caregivers receive training
 - ▶ Review what the data indicates about the Crisis Safety Plan
 - ▶ How many times did the SCP get modified to add additional proactive procedures

Discuss Historical or Current Therapies

- ▶ Did the person meet their goals
- ▶ Can the person use the skills learned in any environment without supports
- ▶ Are there additional skill deficits that need to be addressed

Discuss If Team Has Sought Outside Supports

- ▶ Review recommendation
- ▶ Discuss if recommendations were followed
- ▶ Discuss if there were barriers
- ▶ Discuss if research was reviewed

Determine if Modifications Need to be made to Previous Strategies or if New Strategies are Needed

- ▶ Have open honest dialogue about training and oversight of training
- ▶ Discuss if data showed slow progress or no progress
- ▶ Discuss if modification were made to previous strategies in a timely manner

Develop New Strategies

- ▶ Develop new strategies based on identified needs
 - ▶ Medical
 - ▶ Skill
 - ▶ Environment
 - ▶ Internal
 - ▶ External

Develop a System

- ▶ Develop a system that:
 - ▶ Is sustainable
 - ▶ Allows data to be collected and analyzed
 - ▶ Data driven system
 - ▶ Maintains open lines of communication with all vested parties

Schedule Periodic Meetings Based on Addressing the Elements of the Action Plan for Implement and Review of Strategies

- ▶ Most problem solving meeting will result in task assignments.
- ▶ Document what was discussed during the meeting, task that need to be completed, and who is responsible for completing task.
- ▶ Review progress notes from service providers

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Questions

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