

Pathway to Problem Solving

1

SAFETY



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- Address any safety concerns first
- No other skills can be taught until everyone is safe
- Safety is non-negotiable in every setting
- It is important that the learner understands that they are in control of their body/actions, and they do not control other people
- This includes being able to tolerate being told “no” without exhibiting any unsafe behaviors

2

REGULATION



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- Self-regulation is a life skill that is important throughout the entire lifespan
- Self-regulation and coping skills can be learned, but it takes a lot of adult scaffolding in the early stages
- Learners need to be taught how to access and practice these self-regulation strategies in the moment

3

COMMUNICATION /BEHAVIOR



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- Behavior is communication so it is important that we do not put emphasis on extinguishing behaviors because then we lose important insight into what the learner is trying to tell us.
- The goal is to shape the maladaptive behavior into functional communication skills so that the learner can appropriately communicate their needs with those around them.
- This communication must be meaningful to the learner and provide them with the tools to get their needs met.

4

PROBLEM SOLVING EVERYTHING ELSE



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- Once the learner has mastered safety, regulation, and has a way to functionally communicate with those around them, we can begin teaching all other skills.
- This can include academics, social skills, problem solving strategies, independent living skills, etc.
- Mastering these skills provides the learner with the tools to acquire new skills safely while accessing coping strategies and communicating with those around them.



CORE COPING CENTERS

Discover your CORE, Find your way