

## 8.2. Problem solving

### Knowledge

- An ability to draw on knowledge that problem-solving strategies assume that the child/young person has the resources, capacity and authority to make relevant changes
- An ability to draw on knowledge that where problems may not be solvable, are extremely challenging or are beyond the child/young person's control, there is a risk that problem-solving strategies become invalidating and unhelpful

### Delivering problem-solving strategies

- An ability to explain the rationale for problem solving (i.e. as a strategy that can help manage specific areas of difficulty more effectively)
- An ability to identify:
  - specific problem areas that the child/young person sees as relevant and meaningful
  - links between specific difficulties and problems facing the child/young person, and hence to identify problems that may be appropriate for a problem-solving approach
- An ability to help the child/young person test beliefs/assumptions that impede problem solving (e.g. believing they have no control over their problems)
- An ability to help the child/young person to select problems, usually on the basis that problems are relevant and meaningful for them and are ones for which achievable goals can be set
- An ability to help the child/young person specify the problem(s) and to break down larger problems into smaller (more manageable) parts
- An ability to identify achievable goals with the child/young person, bearing in mind their resources and likely obstacles
- An ability to help the child/young person:
  - agree which problems to prioritise
  - brainstorm and generate possible solutions
  - choose their preferred solution
  - assess the pros and cons of possible solutions
  - plan and implement preferred solutions
  - evaluate the outcome, whether positive or negative
  - re-visit solutions, to see if they can be improved
- An ability to provide direction but also to ensure that solutions to problems are developed jointly with the child/young person



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- An ability to help the child/young person develop alternative (backup) plans that can put in place if their first plan does not work
- Where relevant, and where the child/young person consents, an ability to include family/carers in the delivery (rather than the development) of problem-solving interventions