



COLLABORATIVE and PROACTIVE SOLUTIONS

Prairie Spirit School Division March 12 2020

*Understanding and Helping Behaviorally Challenging Kids
A model by Dr. Ross Greene*

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PSSD DIVISION PLAN

ENGAGEMENT PRIORITY

- ★ Over the last 3 years our division plan has added an Engagement Priority with a focus on Social Emotional Learning - Why?
- ★ Our data indicates that we can no longer ignore the fact that students lagging in the development of the social emotional behavioral skills is greatly affecting their access to the academic curriculum and there success academically
- ★ What skills are we referring to?

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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PSSD DIVISION PLAN

ENGAGEMENT PRIORITY and CPS

- ★ Student challenging behaviors are not going anywhere, in fact they are rising - these are the calls I get weekly, that can consume teacher time
- ★ Traditional approaches (suspensions, detentions, timeouts, taking away privileges) often do not work for behaviorally challenging students and can actually increase it.
- ★ We need multiple evidence based models to support students with behavioral challenges - there is no quick fix

PSSD DIVISION PLAN

ENGAGEMENT PRIORITY and CPS

- ★ **Collaborative and Proactive Solutions Intervention Model** is one of our initiatives that falls under our Social Emotional Learning Engagement Priority as a way to support behaviorally challenging students.
- ★ Dr. Ross Greene, founder of the model, has been presenting his evidence based model all over the world for numerous years, and most recently this fall where one of our school trustees attended and why I am here today!

PSSD DIVISION PLAN

ENGAGEMENT PRIORITY and CPS

- ★ CPS has a philosophy or lense that views behaviour as developmental (just like reading)
- ★ It's about teachers learning the "how to" and being committed to building a social emotional learning intervention strategy into their teaching practice
- ★ It's a coaching model much like our literacy or numeracy coaching leads
- ★ Certified CPS Provider.....due to the growth and the fact I needed help coaching teachers to practice the model, we also have one of our School Psychologist as a Certified Provider



for behaviorally challenging students...one size does not fit all..
differentiated instruction...differentiated interventions,
discipline

SO WHAT IS CPS?

A Brief Overview

SIX KEY THEMES OF CPS

1. Emphasis in on **problems** (and solving them) rather than on behaviors (and modifying them)
 - a. Challenging behavior is simply the *signal* by which a child communicates to us that he or she is having difficulty meeting certain expectations during the school day
 - b. This will require some new assessment practices - rewinding the tapes
1. The problem solving is **collaborative** not unilateral - something you are doing with the kid rather than to or for them...a problem solving partnership

SIX KEY THEMES OF CPS

3. The problem solving is **proactive** not reactive
 - a. Unsolved problems/unmet expectations are highly predictable once we answer two questions;
 - Why** are challenging kids challenging?
 - Answer:** Because they're lacking the skills to not be challenging
 - When** are challenging kids challenging?
 - Answer:** When expectations outstrip their skills to meet the expectation
 - a. We want to decrease time spent in crisis management mode...and caution on how focused we are on de-escalating students
 - b. Challenging episodes are highly **predictable** once we identify a students lagging skills and unsolved problems proactively

SIX KEY THEMES OF CPS

4. Understanding comes before helping

- a. Things change - including our language - when we come to view kids through the prism of lagging skills and unsolved problems
- b. Behavior is made up of developmental skills we learn just like reading

4. “Kids do well if they can”

- a. If the kid could do well, they would do well
Rethinking: attention-seeking, manipulative, limit testing

4. Doing well is **preferable** - isn't it the same for us too?

- a. We still get hooked / focused on motivation when we need to be focused on skills

THESE ARE
Different LENSES!



WHAT IS AN ALSUP?

(Assessment of Lagging Skills and Unsolved Problems)

- ★ Helps adults understand behavior as developmental
- ★ An intervention tool used when students are exhibiting frequent challenging behavior - to support prioritizing what to work on first
- ★ A proactive tool that allows teachers to discuss in full what expectations or situations a student is having difficulty with during the school day that tend to give rise to frequent challenging behaviors
- ★ They are worded into an 'unsolved problem' (the expectation the student is having difficulty meeting)

Talk at your table

ALSUP ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

DATE _____

CHILD'S NAME _____

INSTRUCTIONS: The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid.")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

UNSOLVED PROBLEMS GUIDE:
Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and explanations; "split" (not "clumped"); and specific.

HOME EXAMPLES:

- Difficulty getting out of bed in the morning in time to get to school
- Difficulty getting started on or completing homework (capacity assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming indoors for dinner when playing outside
- Difficulty agreeing with brother about what TV show to watch after school
- Difficulty agreeing with friends about what to do
- Difficulty with the feelings of seams in socks
- Difficulty brushing teeth before bedtime

SCHOOL EXAMPLES:

- Difficulty moving from choice time to math
- Difficulty sitting next to Kyle during circle time
- Difficulty raising hand during social studies discussions
- Difficulty getting started on project on tectonic plates in geography
- Difficulty standing in line for lunch

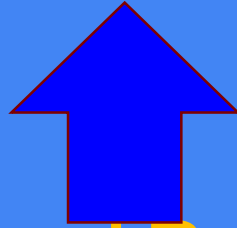
livesinthebalance.org

NEW ORLEANS

Lives in the Balance
PROVIDING POSITIVE SUPPORTS • ESTABLISHING CLEAR EXPECTATIONS



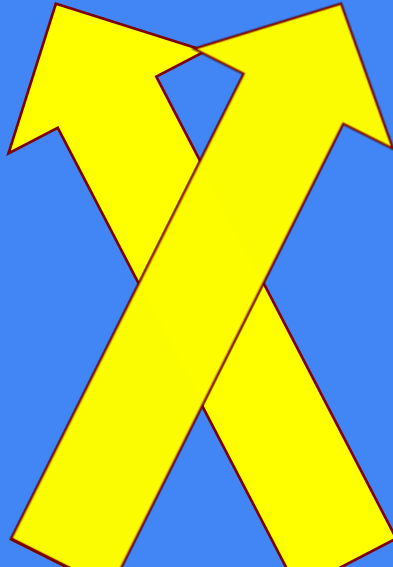
Challenging Behaviours



Unsolved Problem

(the specific expectations the child is having difficulty meeting)

Lagging skills



Demands/ Expectations
of the Environment for
these skills

OPTIONS for HANDLING UNSOLVED PROBLEMS

- ★ Once teachers have the full picture of a student's difficulties using the ALSUP they can begin to prioritize and organize interventions
 - Safety - unsolved problems contributing to unsafe behaviors
 - Frequency - unsolved problems contributing to incompatibility episodes the most
 - Gravity - unsolved problems having the greatest negative impact the kid and others

- ★ **There are 3 Plans in CPS :**
 - **Plan A:** solve the problem unilaterally - adult imposed solution
 - **Plan B:** solve the problem collaboratively with the kid
 - **Plan C:** set the problem aside for now - don't bring up expectation

PLAN B

1. **Empathy Step** - gather information so as to identify the child's concerns about what is making it difficult to meet an expectation
1. **Define Adult Concerns Step** - adults share how unsolved problem is impacting them or others
1. **Invitation Step** - collaborate on a solution that is realistic and mutually satisfactory

BEHAVIORALLY CHALLENGING KIDS

★ **Identify lagging skills and unsolved problems - ALSUP**

- Changes lenses of behavior
- Makes incompatibility episodes highly predictable and interventions proactive rather than reactive

★ **Solve the problems collaboratively and proactively - PLAN B**

- Promotes a problem solving partnership - teammate
- Engages kids in solving problems that affect their lives vs us guessing what works
- Produces more effective, durable solutions
- Simultaneously teaches skills

CPS COACHING ROLE

TEACHER INTERVIEW ON CPS

Putting it all together

ROLE OF THE PRINCIPAL IN SCHOOL CPS IMPLEMENTATION

- ★ Vested interest for principal is building teacher capacity to solve student difficulties so that less comes to the office, enhanced relationships with students.
- ★ How do Principals work towards sustaining CPS practices in their schools?
 - Leaders lead by example
 - Support formation of a being a part of a core group that becomes proficient in ALSUP and Plan B

ROLE OF THE PRINCIPAL IN SCHOOL CPS IMPLEMENTATION

★ Ensure systems and structures are in place to support sustainability of CPS:

- School Plan priority
- Time, schedule
- Referral mechanisms/paperwork-frequent flyers to the office-cue for an ALSUP
- Communication / ongoing monitoring of students

ROLE OF THE PRINCIPAL IN SCHOOL CPS IMPLEMENTATION

★ Ensure systems and structures are in place to support sustainability of CPS:

- Parent education / involvement - books, problem solving plans
- New teacher orientation - read the book - gradual exposure to model
- Referenced in job postings
- Training commitment
- Staff meeting agenda
- Collect data

THE PRINCIPAL ON CPS

1. How has the ALSUP and the model helped you understand student behaviour that may be frequently challenging in your building?
1. What results have you seen for students that have engaged in the model with you and their teachers?
1. What have you noticed in regards to changes in the school culture or climate that you associate with the implementation of CPS in your building so far?
1. The biggest impact CPS has had on you as a Principal?

DATA

**IS CPS IMPROVING STUDENT
LEARNING?**

Challenging Behaviors that Decreased

- ❖ Less shouting, crying,
- ❖ Less hiding under my desk
- ❖ Less leaving the classroom
- ❖ Less refusing to enter school at 8:45
- ❖ Less refusal to take part in math games or literacy centres
- ❖ Less wandering around the room during writing time, disturbing others
- ❖ Less incomplete assignments
- ❖ Less explosive behavior
- ❖ Less absenteeism
- ❖ Fewer peer conflicts during recess
- ❖ Needing less redirection during lunch

Student Skill Improvement

- ❖ Positive increase in relationships with adults and peers
- ❖ More willing to communicate and problem solve with adults
- ❖ Able to listen to my concerns
- ❖ Expressing concerns appropriately
- ❖ Help seeking
- ❖ Increase in flexibility
- ❖ Self reflection / awareness skills
- ❖ Able to see another person's perspective
- ❖ They are so much more open and willing to discuss their concerns
- ❖ Increased awareness on how behaviour is affecting others
- ❖ Self regulation and coping skills

Improved Student Learning

- ❖ Increased in achievement on divisional literacy and math assessments
- ❖ Handing in work on time
- ❖ Able to be more involved in partner and group work
- ❖ Able to take part in activities that were too difficult previously
- ❖ More time on task
- ❖ More assignments handed in
- ❖ More positive interactions with students
- ❖ More participation in lessons
 - ❖ Able to do the spelling assignments
 - ❖ Able to write a story
 - ❖ Able to accept feedback from tutor

CPS Impact on Teachers

- Better relationships with my students
- I understand challenging behavior so much more
- I realize that sometimes expectations have to be set aside and that's okay
- I am seeking out more information from students in a more caring manner.
- I am a better listener.
- I am less bothered by off task student behaviour when I see it as a result of a lagging skills and an unsolved problems.
- I feel more empathy for students.
- I find that I am less stressed, as I have the ability to work with students
- We come up with strategies/ solutions to suit us both=less stress.

PSSD CPS IMPLEMENTATION / GROWTH

- Start small and build capacity school by school - Principal participation
- Small Core Group in a school become proficient in the ALSUP and Plan B
- Certified Providers - Coaching - gradual release of dependency
- School Psychologists - ALSUP part of assessment or request for ALSUP
- **Infusing the language and understanding of behavior** into adaptation plans, IEP's clinician recommendations, suspension forms, student difficulty logs, school profiles
- Communicating and collaborating with parents (books, website, parent group)
- Continued teacher training, advanced CPS PD
- Current Data collection
- More videos - teacher, student, parent, live plan bs - for teaching purposes

FINAL WORDS...

- CPS is a skill building / problem solving model to support **ALL KIDS** but especially those with behavioral challenges
- As Dr. Greene says...Cps helps to teach the skills that foster the better side of human nature:
 - ◆ **Empathy**
 - ◆ **Appreciating how one's behavior is affecting others**
 - ◆ **Resolving disagreements without conflict**
 - ◆ **Taking another's perspective and**
 - ◆ **Honesty**

CPS RESOURCES

The Website - www.livesinthebalance.org

- Walkthrough for Educators
- Walkthrough for Parents
- Radio programs
- Free CPS resources available on website

The Books

- The Explosive Child
- Lost at School
- Lost & Found
- Raising Human Beings



PLAN B BUILDS SKILLS

Solving problems collaboratively and proactively with a student not only helps solve the problems that are causing challenging behavior but also helps them build the skills they are lacking. This graphic lists some of those skills:

PLAN B STEPS

EMPATHY

- Considering and identifying concerns
- Articulating those concerns in a manner that others can understand
- Inhibiting of strong emotions during discussion

DEFINE ADULT CONCERNS

- Listening
- Empathizing
- Considering and understanding another person's perspective
- Appreciating how one's behavior is affecting others
- Tolerating frustration when hearing another person's point of view

INVITATION

- Generating alternative solutions
- Thinking of solutions that not only work for oneself but also for others
- Considering the likely outcomes of potential solutions
- Resolving disagreements without conflict

Thank You!!

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