COLLABORATIVE and PROACTIVE SOLUTIONS

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

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

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

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

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
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.
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!
CPS has a philosophy or lens 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
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 student's 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 preferrable** - 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!

"Manipulative!"

"Lacking Skills!"
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).

ALSUP
Talk at your table
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.
★ 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
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
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 behavior when I see it as a result of 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
→ 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:

**PLMN 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

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RESPONSIVE. INNOVATIVE. SOLUTIONS.
Thank You!!

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