

Collaborative & Proactive Solutions - Implementation in PSSD





Outline

- 1) Brief overview of CPS
- 2) Our division model of CPS
- 3) Examples of School Plans focusing on CPS
- 4) Case Studies involving CPS



CPS - by Dr. Ross Greene

- Key Themes of the model:
- **Kids Do Well If They Can** - if the child had the skill to begin with, then they wouldn't be considered challenging
- **Doing Well is Preferably to Not Doing Well** - When the demands/expectations being placed on a child are above their skill level, we see more challenging behaviour
- Children should be seen through a developmental lens - they are lagging skills that impact their ability to meet a given expectation
- Adults need to work on “**changing their lenses**” - e.g. moving away from “defiant”, “manipulative”, “lazy”, “controlling” to a mindset of discovering what expectation are they having difficulty with?



CPS Overview

- Behaviour is viewed as a **communication signal** - Challenging kids can communicate that they're struggling to meet expectations by hitting, screaming, swearing, lying, whining, etc. What a child does isn't the most important part, *why* and *when* he is doing these things are much more important.
- Instead of focusing on the behaviour (considered "downstream"), we need to "swim upstream" to discover what lagging skill or unmet expectation is causing the child to exhibit challenging behaviour
- Done through completing the **Assessment of Lagging Skills and Unsolved Problems**



CPS Overview

- The ALSUP - Unsolved problems are often highly predictable, and solving problems with the child can be done proactively
- Intro to ALSUP and the criteria
- The Plans
 - Plan A - adult imposed, no consideration of child's concerns; often can result in challenging behaviour and often will not solve unsolved problems in the long run
 - Plan C - letting an expectation go for now, so as to prioritize with where you can start with Plan B's
 - Plan B - solving problems collaboratively *with* the child, not *for* the child. If a child has input and they are feeling that their concerns are being heard, more likely that the solution will stick. AND the child will learn skills that they were struggling with all along



CPS Overview

- Plan B - The Steps Paperwork
 - Proactive vs. Emergency
 - Empathy Step
 - Define the Problem Step (e.g. Adult Concern)
 - Invitation Step - collaborating on a solution
- Drilling Cheat Sheet Paperwork
- Problem Solving Plan Paperwork



CPS Overview

- The website
 - Walkthrough for Educators
 - Walkthrough for Parents
 - Radio programs
 - Free paperwork available on website
 - SO MANY resources - videos, research, advocacy info, new IEP information!!
- The books
 - The Explosive Child
 - Lost at School
 - Lost & Found
 - Raising Human Beings



Divisional Plan

- CPS is viewed under our engagement priority in our divisional plan.
- We stress that social/emotional learning is as much as a priority as literacy and numeracy
- Two providers who have gone through intensive training with Dr. Greene
- We have three areas that have developed a core team and are working towards implementing CPS in the building (very important to have principal on board!)
- Focus on intense coaching model of teachers until they have demonstrated mastery
- For those who have been practicing and appear invested - have sent core teams to Portland for 3 Day Advanced Training (very inspiring!)
- Through Dr. Greene's explanations, implementation looks like: Year 1 - develop core team, Year 2 - expand on core team, Years 3-5 - continue to expand and work on developing school-wide
- Developed a divisional core team PLC of those who have been coached and are practicing the model
- Marie & I visited all of the schools with core teams to discuss their plans for the year

if the goal of education is success for all, we...

Differentiate Instruction and Assessment

Differentiate Discipline

- students bring different knowledge to school
- students learn at different rates
- students learn in different ways
- not all students demonstrate their learning the same way
- not all students respond the same way to test pressure
- some need more scaffolding than others etc.

- all students don't behave the same way
- students have different behavioral challenges
- not all students respond the same way to traditional school discipline measures
- some students lack the skills to respond adaptively to regular expectations or demands etc.





Long Term
intensive
Proactive Plan B
conversations
with a few kids

1-5% may be
lacking the skills

Shorter term
intensive

Proactive Plan B
conversations with
some kids

5-10% may be lacking the
skills to respond adaptively
to everyday expectations)

Plan B
conversations are for
ALL kids

(80-90% of kids have the skills to adapt
responsively to everyday expectaions)



CPS-Flavoured IEP Discussion

- Just recently met as a student services team to discuss how we can implement
- Information gathered from “The ALSUP Writes Your IEP For You Now” podcast and his uploaded IEP sample
- Current thoughts
 - Current level of performance - what the child can do well, what lagging skills we see difficulties with (gleaned from patterns on ALSUP)
 - Student specific outcome - what expectation would we like them to meet by the end of the school year? (e.g. the unsolved problem in reverse)
 - Performance objective - specific unsolved problem working on at the time
 - Solutions can be incorporated in the methods, materials or review portions of IEP
 - Initial thoughts!! We want to try this out with identified students to see how it works



School Plan Examples

- Two schools have given me permission to share their school plans incorporating CPS
- Interestingly, these are the two principals that are heavily invested and have been to the 3 Day Advanced Training in Portland
- They are in different stages of implementation
 - Elementary school (K-4) had a student with behavioural challenges 3 years ago
 - High school in the same area



School Plan Examples - Elementary

Expected Outcome: Teachers will be exposed to and begin practicing the vision and philosophy of Collaborative Proactive Solutions (CPS)

Strategies:

- School will: Inform parents/guardians about CPS at the beginning of the school year
- Teachers will:
 - Take the educators walking tour on “Lives in the Balance” website
 - Participate in at least one Assessment of Lagging Skills (ALSUP) meeting
 - Observe a CPS core team member conduct an individual/whole group plan B meeting from start to finish(all three steps)
 - Conduct at least 1 whole group or individual plan B meeting (all three steps)
 - Continuously monitor and update the CPS folder on the google drive
 - Ensure EA’s involved with target students are aware of the agreed upon solutions and importance student concerns
- Students will: Actively participate in either whole group or individual plan B meetings to solve problems collaboratively (or whole school ie. bus plan B)



School Plan Examples - Elementary

- Indicators :
- Teachers will:
 - Begin using language associated with CPS
 - Begin using strategies outlined in the model for solving problems collaboratively
 - Avoid making assumptions about students challenging behaviours
- Students will:
 - Target students will remain in classroom more
 - Target students will respond adaptively to the expectations in their school environment
 - All students will begin to solve problems collaboratively both in the classroom and out at recess
 - Students will begin to display learning of indirect skill building (5 skills needed to foster the better side of human behaviour)
 - Empathy
 - Appreciating how one's behaviour is affecting others
 - Resolving disagreements without conflict
 - Taking another's perspective
 - Honesty



School Plan Examples - High School

Expected Outcome: By June 2018, staff and students will be more familiar with (and using) CPS as discipline strategies

Strategies: Expand the training of staff. Expand the # of students involved

Indicators: Students are removed from classroom less frequently

Data Collection: RA team evidence, Meetings, classroom visits



Case Study #1

- Teacher had already received training from Marie the previous year and was developing mastery
- Student had been on my caseload in grade 2, I knew she was going into that classroom and was very excited about the possibilities with CPS
- Student experienced *significant* difficulty in the fall of 2016.
- Discussion on how we organized the effort



Case Study #2

- Student on my caseload in kindergarten
- CT in school supporting K teacher with modelling. Noticed how receptive he was to sharing his concerns
- I began working with parent on CPS at home - with the explanation of how amazing it would be to have both home and school using the same language. Parent was absolutely on board and we were noticing how open he was to sharing his concerns and helping to come up with solutions (and even sharing the adult concern before the parent did!!)
- Difficulties in grade 1 - different philosophies with staff in school
 - Student had been said to have great start to year - routine, structure
 - CT had been modelling with new teacher (co-teaching), I observed some sessions and student was openly sharing his concerns, working together on solutions. eventually phased out
 - Significant behavioural challenges began
 - Worked on trying to support staff with strategies etc, but was very difficult considering the completely different philosophies



Conclusion

- We are forging ahead with building capacity with our core schools who are invested in using CPS.
- Ultimate goal would be to collect data and tracking that information - e.g. number of suspensions/detentions, number of problems solved collaboratively and expectations being met (contrasting with the ALSUP and where we started)....
- Importance of showing the data to the board and to other schools. Speaking for myself, I often share the successes at other schools and encourage those practicing CPS to keep sharing with their colleagues. Also important is that although not everyone is practicing CPS within a school, give them the exposure so they're at least aware of what's happening - what can they do? Observe ALSUP, Plan B's, read books, walkthroughs - easier to implement when the principal is on board
- As a division, there have been mistakes made with going too far too fast, so we are working on ensuring our core teachers/core schools have mastered the model before expanding further



Questions???



Thank
You!