Collaborative and Proactive Solutions in Real School Life

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Learning Targets
- Explore a variety of implementation methods
- Discuss possible challenges
- Create a plan for the next step of implementation

Resources for the CPS Approach
- ALSUP - Assessment of Lagging Skills and Unsolved Problems
- ALSUP Guide
- Problem Solving Plan
- Plan B Cheat Sheet
- Lives in the Balance website
Our “New” Role in the Lives of Behaviorally Challenging Kids

- Identify lagging skills and unsolved problems
- Solve problems collaboratively and proactively
- Doesn’t this sound like what we do already?

Valley View Elementary School District of Menomonee Falls

- Southeastern Wisconsin, suburb of Milwaukee
- Approximately 4000 students
- 4 Elementary Schools, 1 Middle School, 1 High School
- Valley View: 370 students

Implementation Story – Year 1

**District Level**
- Staff Inservice: Book Study on Behavior
- Leadership team

**Building Level**
- PBIS & Student Support Team Meetings
- Developed a Core Team
- Behavior Series
Behavior Series

- **Purpose:** For all staff to understand that behaviors are a form of communication and start to shift our mindset about how we think about behavior.

- **End Goal:** By the end of the 2017-2018 school year, staff will have a process for collaborating around student specific, challenging behavior, as evidenced by a documented process used by staff.
  - Measure - Staff conversations around students will sound differently, asking “Why is that happening?”

Behavior Series Continued

- **3 Part Series**

- **Outcomes:**
  - Staff will understand a cause behind behaviors
  - Staff will leave with a process for thinking about the ‘why’ (empathy-based root cause)
  - Staff will leave ready to use the process with their grade level teams
  - Staff will leave knowing the go-to people for support

Behavior Series - Part 1

- **Focus: Shifting Perspectives**
  - The Famous ‘Social Experiment’: *Five Monkeys and a Ladder Video*
  - Kids Do Well If They Can Video
  - Current Behavioral System
Behavior Series - Part 2

- Focus: Behavior is Always Communication
  - Iceberg Video
  - Collaborative & Proactive Solutions Discussion Card
  - Scenario Practice

Collaborative & Proactive Solutions (CPS)

Setting - What was the setting of the challenging behavior (be specific)?

Behavior - Observed Behavior (what does it look like, what does it sound like)? What did the expectation look like for all students at that time (be specific)?

Why - What do you think is getting in the way of the student meeting the expectations?

Adult questions: Use open-ended language to dig deeper and guide you to potential root causes for the challenging behavior.

Adult open-ended question stems:

- What else...
- Tell me more...
- Do they...
- What happens when...
- What else do they...
- What would happen if...
- When do they...
- _____________________

Behavior Series - Part 3

- Focus: Shifting Perspectives
  - Article - Breaking the Behavior Code
Implementation Story - Year 2

- Expanded core team by adding three classroom teachers, a special education teacher, and two educational assistants.
- "I've noticed you’re having difficulty ________ What’s up?"
- PBIS & Student Support Team Meetings
  - ALSUP & Plan B

Challenges

- Buy In - ALSUP & Plan B
- Person Dependent vs System Dependent
- Mental Health Grant
Washburn’s Background

- Small, rural school district on the south shore of Lake Superior
- 570 students 4K-12
- 4K-6 Building and 7-12 Building
- 90 Total Staff

Washburn’s Story of Discovery

- Connecting with Greene’s work: Aha moments!
- Aligning the CPS Approach with the school-wide SEL Program
- Expanding interest from elementary building to middle/high school
- Indicating interest on district-wide professional development survey

Washburn’s Story of Implementation

- Early implementation by a small group of teachers
- After hours PD sessions on supporting students with challenging behavior
- “Lost at School” Book Study: 3 months, 3 weeks, face-to-face, online
- Currently
  - Encouraging administration and staff to use the process when challenging behavior continues for students.
  - Handout
CPS Books Washburn Used

"Lost at School" as a district wide book study. Copy is given to new hires.

"Raising Human Beings" in a district Family Mental Health Night.

Washburn’s Challenges

- Time
- Buy In
- Meaningful connection to other district initiatives

Implementation Plan: Resources

- CPS Model Information
- Techniques and Challenges (Valley View, Washburn)
- Your Own Background and Implementation Story
- Information and Ideas from Others Around You
Q&A or Work Time?

Implementation Plan: Next Step(s)
- What will this look like?
- What additional resources will you need?
- Who will be key leaders, stakeholders, and participants?
- How will you collect data?
- When will this take place?
- Why will this be your next step?

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