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IF YOU HAVE A CLARIFYING QUESTION, PLEASE USE CHAT AND WE WILL TRY TO MONITOR THROUGHOUT.



- School Psychologist at K-5 Elementary School in North Fond du Lac, WI (Friendship Learning Center)
- 19 years in education as a school psychologist
- Have been implementing CPS in my buildings since 2015
- Personal Mission & My Why: Bring CPS to as many districts that we can. Have CPS show up in a BIG way in our nation's schools. We need empathic discipline in our schools now, more than ever.



WHAT TO EXPECT:

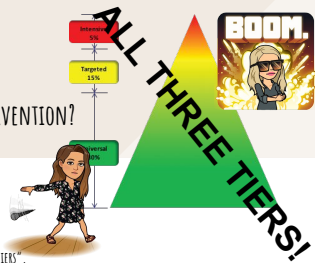
YOU WILL LEAVE FEELING INSPIRED AND DETERMINED TO BRING CPS INTO PBIS (OR SO I HOPE!)

THE TRIANGLE...

WHAT TIER DOES CPS FIT INTO?

WHERE IS CPS 'USED' AS AN INTERVENTION?

CPS HAS BECOME OUR SCHOOL CULTURE.
OUR LENSES AS "HELPER" HAS SHIFTED.
WE HAVE SOLID AND CLEAR BOUNDARIES.
CPS IS WHAT HELP LOOKS LIKE.
CPS IS HOW WE ADDRESS ALL CHALLENGING BEHAVIOR AT ALL "TIERS".



"YOU DO NOT RISE TO THE LEVEL OF YOUR GOALS.

YOU FALL TO THE LEVEL OF YOUR SYSTEMS.

YOUR GOAL IS YOUR DESIRED OUTCOME. YOUR SYSTEM IS THE COLLECTION OF DAILY HABITS THAT WILL GET YOU THERE THIS YEAR.
SPEND LESS TIME FOCUSING ON OUTCOMES AND MORE TIME FOCUSING ON THE HABITS THAT PRECEDE THE RESULTS."

-JAMES CLEAR - ATOMIC HABITS

OUR WHY - WHY WE NEEDED CPS IN OUR *SYSTEM*, NOT JUST IN OUR *HEARTS*

TIER 1: UNIVERSAL - SUPPORT SCHOOL WIDE

ALL STUDENTS ACCESS TIER 1 SUPPORT



CPS/PBIS Blended Schools


- School wide positive expectations and behaviors are defined and taught
 - Respectful, Responsible, Safe
- We still have classroom expectations & routines that are consistent with school wide expectations
- We still encourage expected behavior -- *we view as met expectations*
- We still encouraging school & family partnerships -- *in fact CPS has fostered more positive relationships with families!*
- If student had difficulty meeting expectations, we do Plan B instead of numerous reteaching lessons about expectations

Tier 1 SYSTEM CHANGE

REVISION OF BEHAVIOR REFERRAL FORMS

Do the best you can until you know better. Then when you know better, do better.

-Maya Angelou



Once we viewed challenging behavior as unsolved problems, we knew we had to collect better data

Our forms now pinpoint unsolved problems

Subject Area	Activity
<input type="checkbox"/> Art	<input type="checkbox"/> Difficulty on the carpet
<input type="checkbox"/> Handwriting	<input type="checkbox"/> Difficulty working independently
<input type="checkbox"/> Literacy	<input type="checkbox"/> Difficulty during small group work
<input type="checkbox"/> Math	<input type="checkbox"/> Difficulty during reader's workshop
<input type="checkbox"/> Music	<input type="checkbox"/> Difficulty during math
<input type="checkbox"/> SEL Curriculum	<input type="checkbox"/> Difficulty during writer's workshop
<input type="checkbox"/> Physical Education	<input type="checkbox"/> Difficulty asking for help
<input type="checkbox"/> Science	<input type="checkbox"/> Difficulty raising hand to speak
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Difficulty getting along with peers
<input type="checkbox"/> Technology	<input type="checkbox"/> Difficulty transitioning off electronics
<input type="checkbox"/> N/A	<input type="checkbox"/> Difficulty with noise level
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Difficulty coming into class
	<input type="checkbox"/> Difficulty during Music
	<input type="checkbox"/> Difficulty during Gym
	<input type="checkbox"/> Difficulty during Art
	<input type="checkbox"/> Difficulty returning to class after break
	<input type="checkbox"/> Difficulty during recess
	<input type="checkbox"/> Difficulty in the lunchroom
	<input type="checkbox"/> Difficulty with transitions

ent:
are the observed behavior?
dent, Environment)

Tier 1 SYSTEM CHANGE

REVISION OF BEHAVIOR REFERRAL FORMS

- Eliminated Motivation**
 - "Kids Do Well If They Can"
 - Behavior is the signal of an unsolved problem; nothing more, nothing less
- Eliminated Defiance, Disrespect, Disruption**
- Positive Outcomes**
 - Our data aligns with our philosophy about kids
 - Our data has become useful as each form indicates an specific unsolved problem
 - Our data can help identify trends of unsolved problems for students & classrooms
 - Keeps educators focused on problem solving vs. admiring the problem and hypothesizing

Tier 2 SYSTEM CHANGE

REMOVAL OF 'DATA RULES'

We removed data rules dictating *when* and *what* kind of support is provided

CICO (Check In Check Out)
5 Minors in 30 days or 2 Majors in 30 days
Students will be on CICO for 6 weeks
After 6 weeks, data is reassessed and supports will be layered or faded

Any teacher, any student, any time

No longer "waiting"

Unsolved problems arise, they are addressed

We do look at flags, but the difference is now that intervention isn't predetermined

TIER 2 SYSTEM CHANGE

STUDENT SUPPORT MEETING IS THE ALSUP MEETING!

"THIS IS WHAT SUPPORT LOOKS LIKE"

- An **ALSUP** meeting replaces a traditional student assistance team meeting
- You are already spending the time meeting, *but now the meeting time is spent going through an ALSUP*
- Pros:
 - Eliminated the "where should we start"
 - Very Structured
 - Better Information
 - Less People - faster help!
 - Scheduled swiftly
 - No Hypothesizing
 - Productive!
 - We leave with a clear plan; top 3 unsolved problems



TIER 2 SYSTEM CHANGE

HOW OUR "TIER 2 TEAM" OPERATES WITHIN CPS & PBIS STRUCTURES

Team Transformations:

1. Our team name changed to represent our work and values (SEL team)
2. Teammates: Psychologist, special ed. Program support teacher, assistant principal, counselor, aide
3. Collectively changed our lenses, philosophy and mission
4. Our mission and role as a team has been clearly share with staff, *colleagues* but to staff so that they are clear in what our roles are
5. Operate under a "Clear is Kind" mindset



Weekly Meetings:

1. Check in and provide updates regarding students we are "overseeing"
2. Review data collected from plan B's and other supports in place
3. Review tier 2 request for assistance forms, to determine "case management"

OUR SEL TEAM'S MISSION STATEMENT



At FLC, we believe that we as educators are responsible for teaching to the whole child, including both academics and social emotional learning. We believe in helping any student in need at any time when needed. We believe that adult self care is critical in helping our students. We believe that every staff member is collectively responsible for the social emotional education of our students. We believe that when it comes to behavior interventions, there is no "one size fits all." We believe that student voice is just as important as adult voice in solving problems, and that modeling reflection with our students is key to helping them solve problems. We believe that safe, predictable classroom environments are important for learning to occur and that connections between our students and staff are a major factor in the academic success of all of our students.

Tier 2 STRUCTURE CHANGE

REQUEST FOR "Tier 2" ASSISTANCE FORM

This is how teachers indicate that student support is needed - Remember: help is an ALSUP

- Manageable & streamlines the "help" process
- Reviewed by school counselor or school psychologist
- Helps teachers to think of unsolved problems rather than the challenging behavior
- Starts a lens shift without knowledge of CPS

Any questions?

What strategies/interventions have been implemented so far to help address these unsolved problems? Check any and all that apply.

- ☐ preferential seating
- ☐ breaks within the classroom
- ☐ safe spot
- ☐ visual schedule
- ☐ first/then
- ☐ staff mentor

What are the top 3 unsolved problems? Please only check top 3 - you will get opportunities when completing a 228 with the team member to discuss all others.

- ☐ difficulty with transitions
- ☐ difficulty on the carpet
- ☐ difficulty completing work independently
- ☐ difficulty during small group work
- ☐ difficulty during morning workshop
- ☐ difficulty during math
- ☐ difficulty asking for help
- ☐ difficulty listening/need to speak during instruction

CPS PAPERWORK PROGRESS MONITORING

PROBLEM SOLVING PLAN:

THE PROBLEM SOLVING PLAN IS USED TO DOCUMENT PLAN B DETAILS.

WE FOUND IT WAS HELPFUL TO USE AS AN ORGANIZATION TOOL BUT NEEDED MORE.

AS WE BEGAN TO REALLY USE CPS SCHOOLWIDE, WE FELT IT WAS MISSING SPACE TO FULLY INDICATE SPECIFIC STUDENT CONCERNS, ADULT CONCERNS AND AGREED UPON SOLUTIONS.

WE CREATED OUR OWN TOOL FOR NOTE TAKING AND DOCUMENTING PLAN B DISCUSSION WITH STUDENTS AND TEACHERS

NEW: PLAN B PROGRESS SHEET

WHAT WE HAVE FOUND:

- DOCUMENTS SPECIFIC PLAN B DISCUSSIONS WITH STUDENTS AND TEACHERS - TAKING NOTES MEANS TAKING SERIOUS
- ACCOUNTABILITY: HONORS THE SOLUTIONS
- CAPTURES STUDENT/TEACHER CONCERNS AND SOLUTIONS
- USED FOR FOLLOW UP: IDEAS AREN'T "LOST"
- TRACKS WHETHER A PROBLEM HAS BEEN SOLVED
- "PROBLEM SOLVING BUSINESS"
- EASY TO REVIEW BEFORE THE EXPECTATION ARISES
- ALSO USED WHEN WE DO "GROUP PLAN B" WITH A CLASSROOM

Still True:

- The ideal person to do Plan B with the student is the teacher whose student is having difficulty meeting

How "Pre-Drilling" Helps Educators!

- Strained Relationship
- Time
- Neutral Ally
- Helps in beginning stages of implementation
- CPS knowledge has grown in staff members that have not yet learned about the model.



NEW CONCEPT: "PRE DRILLING" WITH A THIRD PARTY FACILITATOR!

Here's an example of what the beginning of a pre-drilling conversation might sound like:

Counselor: I have spent some time with Mrs. Johnston and we talked about the many great things that you are accomplishing in your classroom! She knows you so well and cares about you so much. She also mentioned that there are some parts of your day that are a little harder than others. This isn't to blame anyone or make anyone feel bad. I'm wondering if you'd like to talk about some of the hard parts of your day? Then once we talk and I can learn a little bit more about some of the hard parts, we will meet with Mrs. Johnston together to problem solve, so that we can learn more about what is getting in your way. My favorite part about this is that she will understand your concerns, you will get to understand hers and from there we will actually figure out ways together to make each of these unsolved problems turn into solved problems! It is important to be honest about your thoughts and concerns. We really are curious about what is getting in your way and are all here to help. It might take courage to share and be honest, but know what we are here to help and support you. First, I am going to share three unsolved problems with you, and you can pick the first one that you'd like to talk about. Unsolved problems are simply meant to be solved and we will do this all together. I'll take some notes here on my plan B progress sheet, so we can share your thoughts and ideas together with Mrs. Johnston. Do you think you'd like to give this a try?

TAKE A LISTEN TO A PRE-DRILLING SESSION WITH A THIRD PARTY FACILITATOR.

1. Participation in these interventions is part of Plan B
2. We monitor the mutually agreed upon solutions - not unmet expectations
3. We know & understand student and adult concerns regarding *specific* unsolved problems
4. We are more proactive with our interventions and are farther upstream
5. Students are meeting their goals!
6. No more rewards are needed or asked for

Example:

PBIS Only - Raise my hand before talking

CPS/PBIS - Bring on Plan B!

Difficulty raising his hand to share an answer during social studies discussions -- this comes from the ALSUP & Plan B is held. Agreed upon solutions are what is monitored



HOW HAS CPS CHANGED PBIS INTERVENTIONS?

Reviewing and Management of the <i>Request for Assistance Forms</i>	Third Party Facilitator when using Plan B Progress Sheet	Facilitating and Scheduling the ALSUP Meeting	Leading Staff Professional Development
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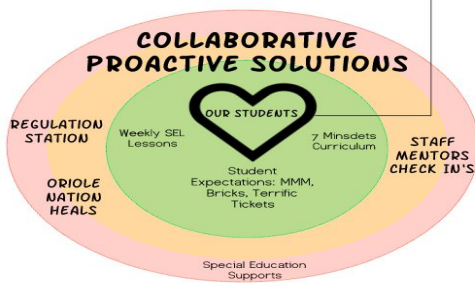
THE ROLE OF SEL/TIER 2 TEAM MEMBERS

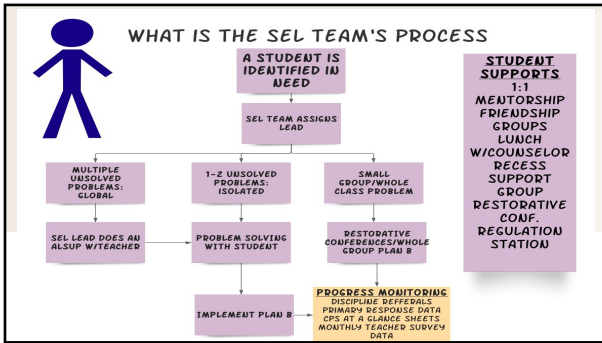


Better relationships with students and parents	Students regulate faster; they know they be able to share concerns	We are now more <i>curious</i> instead of <i>frustrated</i>	School wide adults sense of "we got this"
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HOW CPS HAS COMPLETELY CHANGED OUR SCHOOL CULTURE







COMING RIGHT UP!

Combining Collaborative & Proactive Solutions (CPS) and Positive Behavior Interventions & Supports (PBIS): Recommendations for Schools Engaged in Transforming Disciplinary Practices (paper is submitted for publication- available to read on LIB website)

1. Consulting through LIB is available on this topic of fitting CPS into existing PBIS school systems
2. Please feel free to reach out to us with any lingering questions ----

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Any questions?



PLEASE TURN ON YOUR VIDEO.

DROP A QUESTION IN CHAT IF YOU'D LIKE TO SHARE A QUESTION.
