

## Changing School Structures to Support CPS

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# PARADIGM SHIFT/KEY THEME

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1. Emphasis is on **problems** (and solving them) rather than on behaviors (and modifying them)...
  - This will require different assessment practices

# PARADIGM SHIFT/KEY THEME

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2. The problem solving is **collaborative**, not unilateral

# PARADIGM SHIFT/KEY THEME

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3. The problem solving is **proactive**, not reactive

# THE (non-exhaustive) LIST OF LATE

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- Take a break
- Calming corner
- Coping strategies
  - especially the ones teaching kids how to cope once they're already frustrated
- De-escalating
- Restraint and seclusion
- Discipline referral
- Detention, suspension, expulsion, paddling

# PARADIGM SHIFTS/KEY THEMES

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4. Kids do well if they can

- If the kid could do well, they would do well

5. Doing well is preferable

# KEY HELPER ROLES IN CPS

- Identify lagging skills and unsolved problems
  - Helps make intervention proactive rather than reactive...otherwise, you're in "perpetual survival mode" or "walking on eggshells"
  - Lagging Skills: Help adults view kids through more compassionate, accurate, productive lenses
  - Unsolved Problems: Help us focus on the problems that are causing concerning behaviors rather than on the behaviors (behavior data can be informative, but only tells us that a child is having difficulty, not what they're having difficulty with)
- Solve problems collaboratively and proactively
  - Promotes a problem-solving partnership
  - Engages kids in solving the problems that affect their lives
  - Produces more effective, durable solutions
  - Simultaneously enhances skills

# ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (ALSUP)

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

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.

## LAGGING SKILLS

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

<input type="checkbox"/> Difficulty maintaining focus	<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me")
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	<input type="checkbox"/> Difficulty appreciating how their behavior is affecting others
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view
<input type="checkbox"/> Sensory/motor difficulties	<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty

## UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce an unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ALSUP Guide for guidance on the four guidelines for writing unsolved problems.

### SCHOOL/FACILITY PROMPTS:

Are there specific tasks/expectations the student is having difficulty completing or getting started on?  
Are there classmates this student is having difficulty getting along with in specific conditions?  
Are there tasks and activities this student is having difficulty moving from or to?  
Are there classes/activities the student is having difficulty attending/being on time to?  
As you think about the start of the day to the end, are there any other expectations the student has difficulty reliably meeting or that you find yourself frequently reminding the student about?

### HOME/CLINIC PROMPTS:

Are there chores/tasks/activities the child is having difficulty completing or getting started on?  
Are there siblings/other children the child is having difficulty getting along with in specific conditions?  
Are there aspects of hygiene the child is having difficulty completing?  
Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to?  
As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?

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# THE PROBLEM SOLVING PLAN

**PROBLEM SOLVING PLAN**

Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

**UNSOLVED PROBLEM #1**

Adult taking the lead on Plan B:

Kid concerns identified: (Empathy step)  
DATE \_\_\_\_\_

Adult concerns identified: (Define the Problem step)  
DATE \_\_\_\_\_

Solution agreed upon: (Invitation step)  
DATE \_\_\_\_\_

Problem Solved?  
YES? ☐ DATE \_\_\_\_\_  
NO? ☐ COMMENT: \_\_\_\_\_

**UNSOLVED PROBLEM #2**

Adult taking the lead on Plan B:

Kid concerns identified: (Empathy step)  
DATE \_\_\_\_\_

Adult concerns identified: (Define the Problem step)  
DATE \_\_\_\_\_

Solution agreed upon: (Invitation step)  
DATE \_\_\_\_\_

Problem Solved?  
YES? ☐ DATE \_\_\_\_\_  
NO? ☐ COMMENT: \_\_\_\_\_

**UNSOLVED PROBLEM #3**

Adult taking the lead on Plan B:

Kid concerns identified: (Empathy step)  
DATE \_\_\_\_\_

Adult concerns identified: (Define the Problem step)  
DATE \_\_\_\_\_

Solution agreed upon: (Invitation step)  
DATE \_\_\_\_\_

Problem Solved?  
YES? ☐ DATE \_\_\_\_\_  
NO? ☐ COMMENT: \_\_\_\_\_

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# OPTIONS FOR HANDLING UNSOLVED PROBLEMS

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## PLAN A:

Solve the problem unilaterally

## PLAN B:

Solve the problem collaboratively

## PLAN C:

Put the expectation on hold for now

# PLAN C

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## Put the expectation on hold for now

Not about giving in or giving up...it's about prioritizing (and stabilizing) – **expectation management** rather than behavior management

- **PROACTIVE C:**
  - don't bring it up
  - an agreed-upon interim plan for putting the expectation on hold for now
- **EMERGENCY C:** “OK”

*Good parenting and good teaching mean  
being responsive to the hand you've been dealt*

# PLAN B

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## Solve the problem collaboratively

### 1. Empathy Step

Gather information from the **child** about what's hard about meeting the expectation

### 2. Define Adult Concerns Step

Identify **adult** concerns

### 3. Invitation Step

Collaborate on a **solution** that is realistic and mutually satisfactory

# CHANGING STRUCTURES

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- Leaders Gotta Lead

# CHANGING STRUCTURES

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- Start Small/Build Capacity

# ROLLOUT

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- Phase 1: Core Group
- Phase 2: Spread It (Modeling)
- Phase 3: Spread It (Coaching)

# CHANGING STRUCTURES

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- mission/priorities



# SAMPLE SCHOOL MISSION/VALUES STATEMENT

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We strive to provide whatever it takes to ensure that students are successful academically, socially, and emotionally and reach their highest potential. Our school is student-centered, safe, and nurturing, and we employ strategies that are non-punitive, non-exclusionary, and relationship-and skill-enhancing. We meet students where they're at, value individual differences, and strive to collaboratively solve the problems that are interfering with their success.

# CHANGING STRUCTURES

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- Time
  - Finding it, creating it, and formalizing it

# CHANGING STRUCTURES

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- paperwork/referral mechanisms/meetings
  - The ALSUP becomes the standard pre-referral, triage instrument
  - The ALSUP is infused into FBAs, IEPs, and BIPs

# CHANGING STRUCTURES

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- communication/follow-up/follow through
  - Someone who oversees the process
  - Problem solving referrals, not discipline referrals
  - De-briefing deviations