Advanced CPS for Educators

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Lives in the Balance Certified Provider and Trainer

2024 Annual Summit on Collaborative and Proactive Solutions

Tentative agenda

1. What were you hoping to get out of this session?
2. What questions do you have about the Assessment of Skills and Unsolved Problems (ASUP) and Plan B?
3. How can we use the 4 guidelines for writing unsolved problems from the ASUP Guide to critique sample unsolved problems?
4. Demonstration of brief Plan B for sample unsolved problem
5. How can we integrate CPS into work we are already doing in schools?
6. How can we help others integrate CPS into work they are already doing within schools?
7. How can you get further training in CPS?
8. What additional questions or muddy points do you have?

What were you hoping to get out of this session?

What questions do you have about the ASUP or Plan B?

How can we use the 4 guidelines for writing unsolved problems from the ASUP Guide to critique sample unsolved problems?

INSTRUCTIONS FOR IDENTIFYING **UNSOLVED PROBLEMS:**

Again, an unsolved problem is an expectation a child is having difficulty reliably meeting. Even if the child can meet the expectation sometimes and not others, it's still an unsolved problem. The prompts in the unsolved problems section will help you think of the different expectations the child is having difficulty meeting. You'll want to consider the prompts in order, and record as many unsolved problems as possible for that prompt before moving on to the next one. You don't need to write the same unsolved problem more than once, even if a later prompts brings to mind the same unsolved problem.

The wording of the unsolved problem is going to translate directly into the words that you're going to use to introduce the unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often make it difficult for a child to respond. As such, there are four guidelines for writing unsolved problems:

There should be no mention of the child's *concerning* behaviors.
Since you won't be talking with children about their concerning behavior, there's no need to include the concerning behavior in the wording of the unsolved problem. Instead, almost all unsolved problems begin with the word *Difficulty*, followed by a verb (a variety of verbs are shown in the examples below). So you wouldn't write *Screams and swears when trying to complete the word problems on the math homework*... instead you'd write *Difficulty completing the word problems on the math homework*.

There should be no mention of adult theories.
You wouldn't write *Difficulty writing the definitions to the spelling words in English because his parents were recently divorced*... just *Difficulty writing the definitions to the spelling words in English*.

They should be split, not clumped.
You wouldn't write *Difficulty getting along with others*, but rather *Difficulty getting along with Trevor on the school bus in the morning*.

They should be specific.
To make an unsolved problem as specific as possible, there are two strategies:

- Include details related to *who, what, where,* and *when*.

- Ask *What expectation is the child/student having difficulty meeting?*

Sample ALSUP #1

1. Difficulty completing math workbook assignments.
2. Difficulty lining up math cubes the correct way.
3. Difficulty putting math cubes away when asked before starting assignment.
4. Difficulty getting started on math workbook assignments.
5. Difficulty completing reading worksheet on double "o" sounds.
6. Difficulty choosing journal entry topic.
7. Difficulty drawing with chalk with Janessa on the playground.
8. Difficulty writing a 2-digit number in tens and ones in math.
9. Difficulty working on reading worksheet on double "o" sounds with both Mr. Rye and Alana right before milk break.
10. Difficulty working with both Mrs. McDonald and another peer.

Sample ALSUP #2

1. Difficulty with leaving CF alone during passing time
2. Difficulty staying in seat and classroom during Topper Time
3. Difficulty using a calm voice when he is frustrated when he thinks CF is talking about him
4. Difficulty appropriately communicating his emotions to teachers in person and on email
5. Difficulty not running in the hallway when he is upset and thinks that CF is watching him
6. Difficulty going back to class after playing with fidgets in the counseling office
7. Difficulty being on time to ELA class
8. Difficulty with throwing his Chromebook at the floor during Topper Time

Demonstration of brief Plan B for sample unsolved problem

PLAN B The Empathy Step

I Don't Know/Silence

A FEW TIPS:
- Don't freak ("I don't know" and silence are typical)
- Keep drilling

FIGURE OUT WHY:

Adult Factors
- You used Plan A
- You used Emergency Plan B instead of Proactive Plan B
- The unsolved problem wasn't worded according to the guidelines

Child Factors

Strategy: Ask the kid: "Do you know what you want to say but you're not sure how to say it? Or are you not sure what you want to say?")

- The kid doesn't trust you and/or the process yet (they have a lot of experience with Plan A)
- The kid really doesn't know
- The kid has lost faith and doesn't see the point in talking anymore
  - Strategy: "Was it always so?"
- The kid needs time to think (adults better get comfortable with silence)
- The kid is having difficulty putting their thoughts into words
  - Strategy: Educated guessing/hypothesis testing

PLAN B The Invitation Step

- Solving problems tends to be incremental…the first solution sometimes doesn't solve the problem durably…many problems require more than one discussion

- Solutions that don't stand the test of time:

  - weren't as realistic as first thought
  - weren't as mutually satisfactory as thought
  - didn't address all the concerns (those that hadn't yet been identified or prioritized)

How can we integrate CPS into work we are already doing in schools?

Problem solving team meetings

- Use ASUP to facilitate discussion during problem solving team meetings

- Ask problem solving team member to conduct Plan B with student and referring teacher regarding prioritized UP from ASUP after meeting

Functional Behavior Assessments (FBAs)

- Use ASUP as alternate interview as part of FBA

- Use Plan B as part of Behavior Intervention Plan (BIP)

Link to sample CPS-influenced FBA on LITB website

https://livesinthebalance.org/cps-materials-paperwork/

How can we help others integrate CPS into work they are already doing within schools?

IMPLEMENTATION IN SCHOOLS AND FACILITIES

Go big or take it slow?

- In the Beginning
  - Leaders Gotta Lead (start thinking about structures at the beginning)
- Phase 1: Core Group (Start Small/Build Capacity)
- Phase 2: Spread It (Modeling)
- Phase 3: Spread It (Coaching)
- Phase X: Embed It (New Structures)
  - mission/priorities
  - time, schedule
  - paperwork/referral mechanisms/meetings
  - communication/follow-up/follow through
  - teacher evaluations

Examples from my experience helping others integrate CPS into work they are already doing within schools

- Facilitating book studies
- Providing coaching and feedback for core team in using ASUP and Plan B

How can you get further training in CPS?

- 5-week Skill Enhancement Training

- 15-week Proficiency Training

- Training in becoming Certified Provider

- Training in becoming Certified Trainer

https://livesinthebalance.org/workshops-and-trainings/

What additional questions or muddy points do you have?

Contact information

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