

# Collaborative & Proactive Solutions

Understanding and Helping Kids with  
Social, Emotional, and Behavioral Challenges

## What a CPS Informed Classroom Looks Like

# What a CPS Informed Classroom Looks Like

## Presenter:

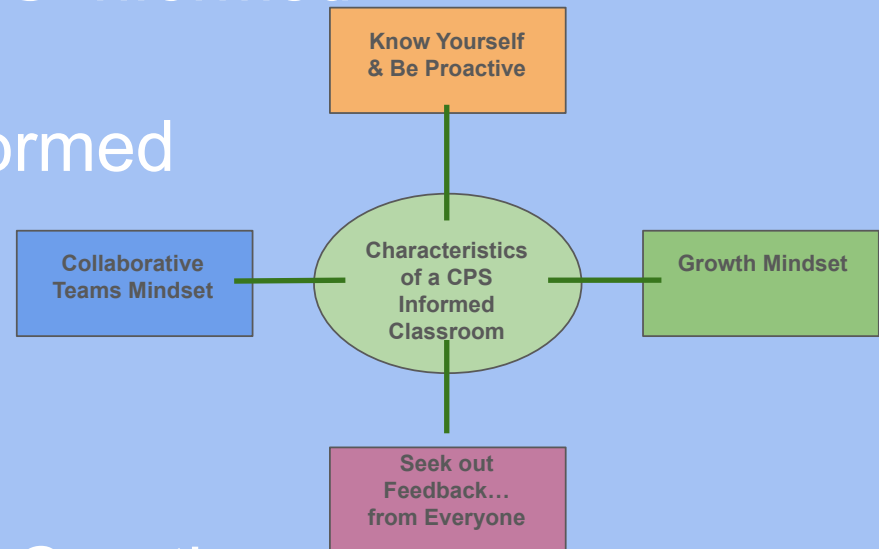
*Allen R. Tilsley*

B.Ed.: Primary; Special Ed. Minor  
LITB Trainer & CPS Certified Provider



# Today's Content

- Characteristics of a CPS Informed Classroom
- Practices of a CPS Informed Classroom



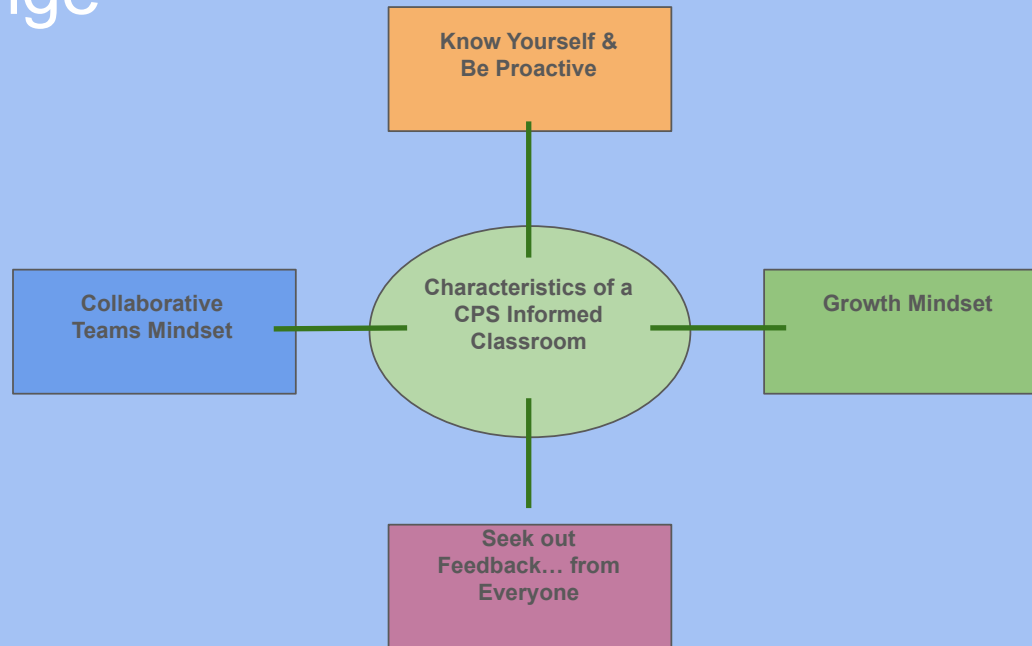
Infused with:

- Real-World Examples
- Practical Strategies for Creating a CPS-friendly Learning Environment
- Case Studies

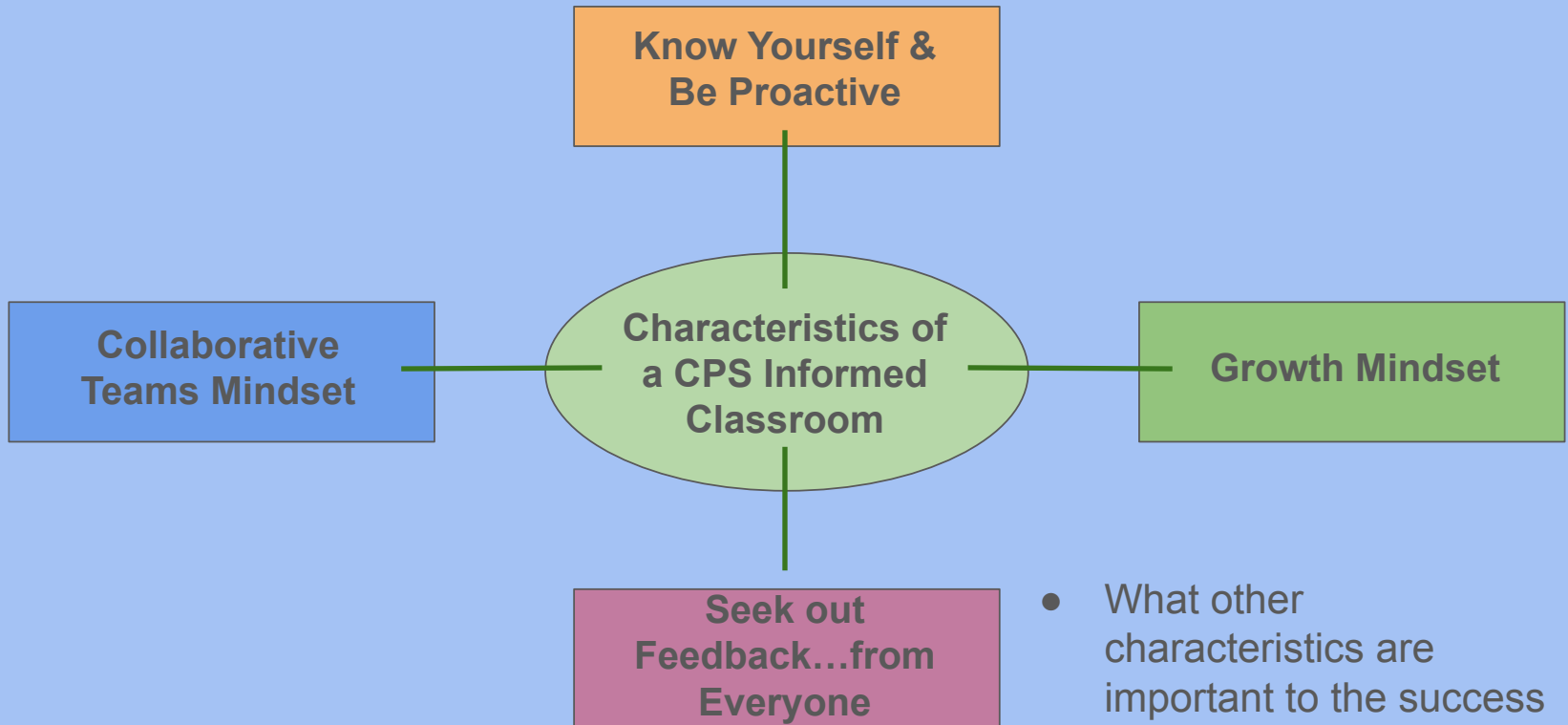


# Choose Change

Start by  
Making the Choice  
to Change



# Characteristics of a CPS Informed Classroom



- What other characteristics are important to the success of a CPS Informed Classroom?

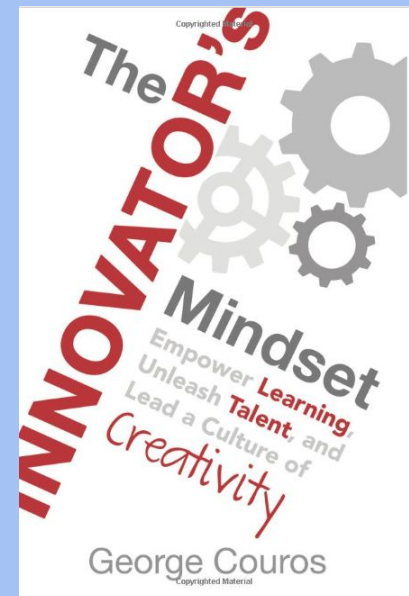
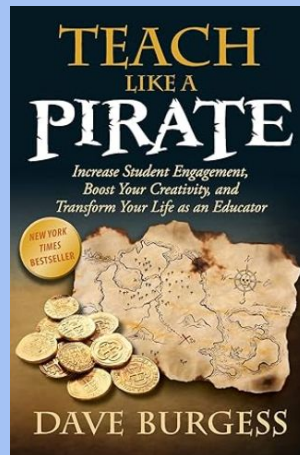
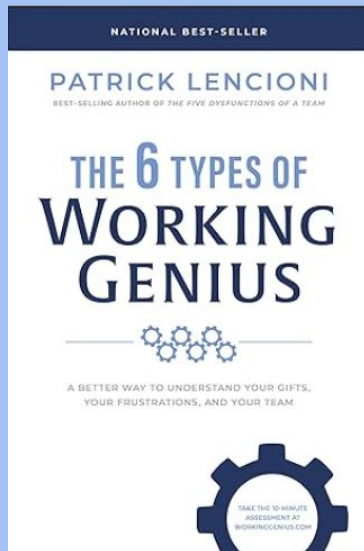
# Know Yourself & Be Proactive

- Who am I?
- What is important to me?
- What are my expectations?
  - Why do I have these expectations?



# Growth Mindset

- Growth Mindset
  - Don't Pretend to be the Expert - Learn Alongside Students
  - Life-long Learner



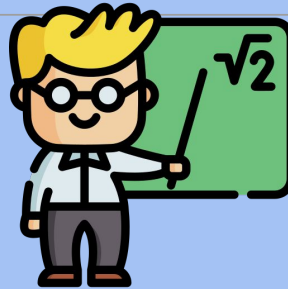
# Collaborative Teams Mindset



## Roles & Responsibilities ([Building Collaborative Teams](#) Document)

### Teachers

- Lessons
  - Planning
  - Teaching
  - Assessments/Marking
- Targeted Interventions



### EAs & Volunteers

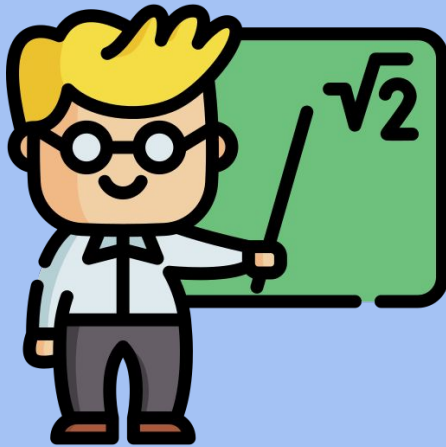
- General Support
- Practice
- Targeted Interventions (After trained, and approved by the classroom teacher.)



# Collaborative Teams Mindset

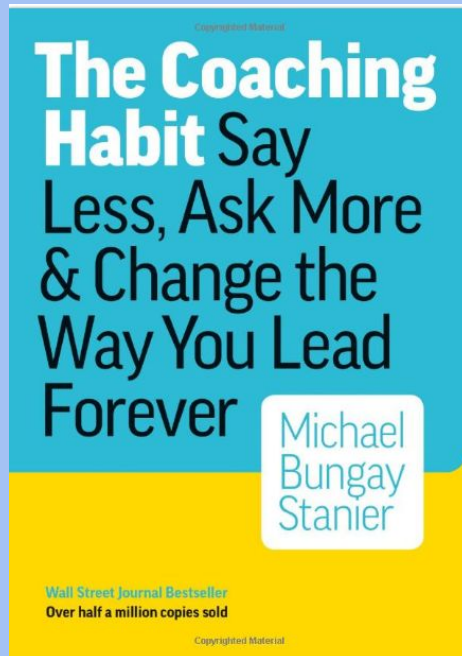
## Respectful Working Environments

(Log in with your usual Division username and password.)



# Collaborative Teams Mindset

- Build Structures for Success
- Communication Documents



- What other ways can we ensure open lines of communication?

# Seek out Feedback...from Everyone

- Students
- Parents
- Substitutes:
  - Teachers
  - Educational Assistants
- Professionals
- Paraprofessionals
- Custodians

- Why is it important to regularly seek out feedback from others?



- Who else should we add to this list?

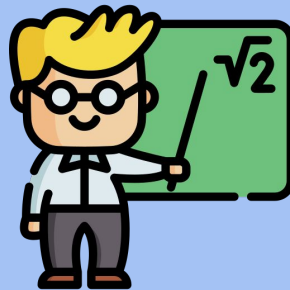
# Practices of a CPS Informed Classroom

- Proactively Collaborate About Communication
  - Intake Meetings & Universal Design for Learning (UDL)
  - Building Rapport
  - Front-loading Expectations
  - Talk About Trust
  - CPS Informed Classroom Structure
  - Autonomy
  - Curricular Content
  - Social Thinking Resources
  - Environmental Factors
  - Administrative Components
- What additional practices should be added to this list?



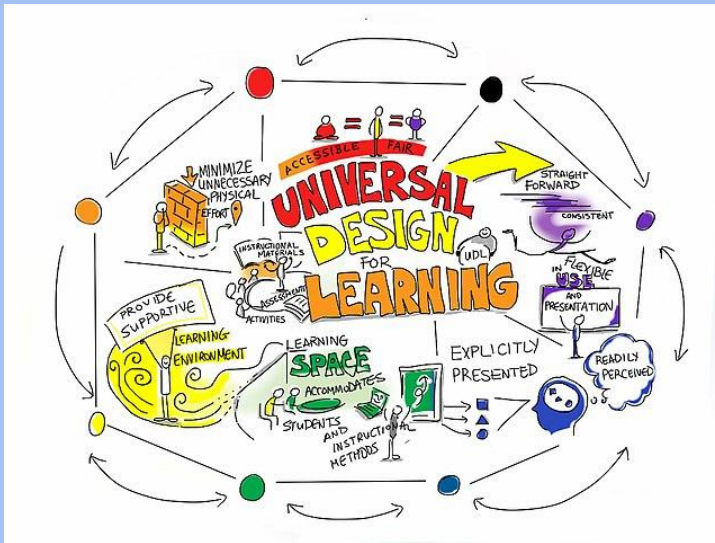
# Proactively Collaborate About Communication

- Radio Communication:
  - Code Yellow/Red & Location
- If/When Student Leave School Property...
  - What does your school define as its boundaries?



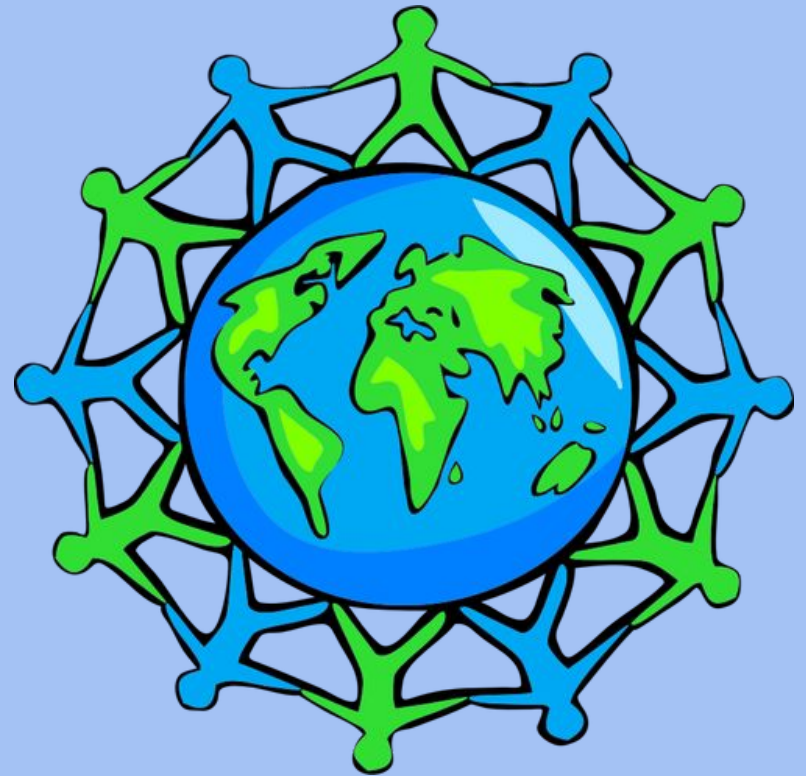
# Intake Meetings & UDL

- Universal Design for Learning
- Before School Starts
- **Parents as Partners:**
  - [CPS Intake Package](#)
  - [CPS PLANs At-a-Glance](#)
  - [Statement of Release](#)
- What other ways might we facilitate intake meetings?



# Building Rapport

- Unity Circle
- Team-Building Activities
- Innovator's Mindset
  - Learn Alongside Students
- Discuss the **3 PLANs**



# Front-loading Expectations

- What are some of the ways we can go about front-loading expectations?
  - True Visual Schedules
  - Differentiated Instruction





# Talk About Trust

## Trust is a 2-way Street

- What are thoughts on mutual trust?



# CPS Informed Classroom Structure (1 of 2)

- Expectations:
  - Know What and Why
- Proactive Measures:
  - [ASUPs](#) & [PSPs](#)
  - The CPS Team
    - ALSUP Meeting(s)
    - Google Drive Folder
  - Office Hours:
    - CPS Resource Binder
    - **Plan B**
    - **Plan B Meetings**
      - [PLAN B Conversation Template](#)
- Communication
  - IPPs/IBSPs

The image shows a form titled "ALSUP 2020 ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS" with the subtitle "Collaborative & Proactive Solutions THIS IS HOW PROBLEMS GET SOLVED". The form includes fields for "CHILD'S NAME" and "DATE". It contains two main sections: "LAGGING SKILLS" and "UNSOLVED PROBLEMS". The "LAGGING SKILLS" section lists various skills with checkboxes, such as "Difficulty maintaining focus", "Difficulty handling transitions", and "Difficulty shifting from one idea, plan, or solution". The "UNSOLVED PROBLEMS" section includes "SCHOOL/FACILITY PROMPTS" and "HOME/CLINIC PROMPTS" with questions about specific situations. The form is from "LIVES IN THE BALANCE" and "livesinthebalance.org".

# CPS Informed Classroom Structure (2 of 2)

- Plan C:

PLAN C  
Until We  
PLAN B

PLAN C is roughly synonymous with Differentiated Instruction.



- Plan A

- District Regulation on Seclusion Rooms and Physical Restraints

- Derailment:

- Defensiveness
- Emotional Responses
- Dismissing / Trumping
- Prolonged Mistakes



# Student Autonomy

- Washrooms
- Water Fountain
- Stretch Breaks
- Laps
- Workout Equipment
- Recess Integration



# Curricular Content ZPD

Zone of Proximal Development (ZPD)  
OR  
Incompatibility



# Curricular Content Cognitive Connections

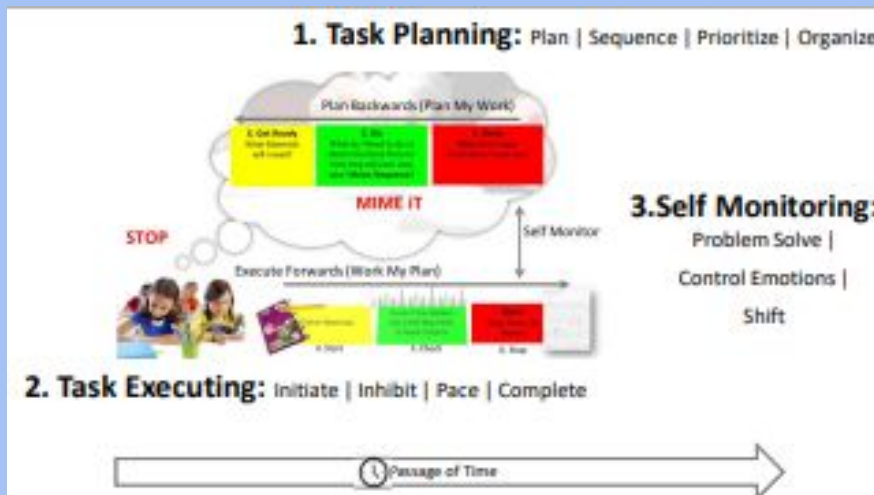
Sarah Ward  
(360 Thinking)



Sarah Ward, M.S., CCC/SLP  
Speech and Language Pathologist  
sward@efpractice.com



- Cognitive Connections



### What Is My ADHD Child's Executive Age?

Executive age is the child's age based on how he or she is working. ADHD children and adults are an average of 7-10 years in their executive age. This includes their ability to regulate their emotions, body impulses, social awareness and general maturity. It can be even greater than not depending on the person. This delay will both in adulthood and efficient relationships and careers. Many people reach their highest point of maturity in the early 30s and for ADHD people that is where the maturity stops even if they are delayed.

True Age	Executive Age	True Age	Executive Age	True Age	Executive Age
3	3	18	16-17	33	25-31
4	3-7	19	16-19	34	26
5	3-9	20	17	35	26-27
6	4	21	17-19	36	27-33
7	4-11	22	18	37	27-33
8	4-12	23	18-20	38	28-34
9	5	24	19-21	39	29-35
10	5-13	25	19-22	40	30
11	5-14	26	20-22	41	30-36
12	6	27	20-23	42	31-37
13	6-15	28	21-24	43	32-38
14	6-16	29	21-25	44	33-39
15	7	30	22-26	45	34-40
16	7-17	31	22-27	46	35-41
17	7-18	32	23-28	47	36-42
18	8	33	23-29	48	37-43
19	8-19	34	24-30	49	38-44
20	8-20	35	24-31	50	39-45

When your children frustrate you with actions that are not age appropriate, refer to this chart to remind you to give them grace because their brains are developing behind schedule.

www.growandblossom.com copyright Sarah Forbes 2017

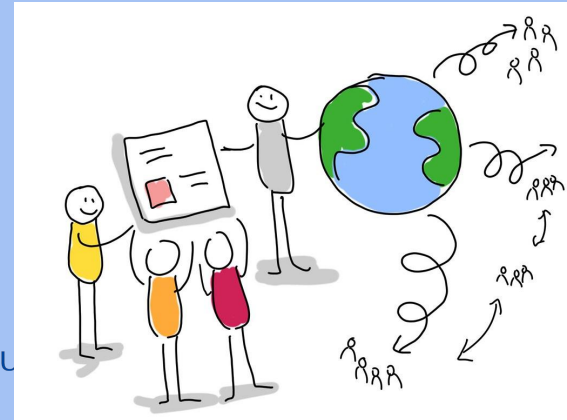
EDMONTON P



# Curricular Content Self-Paced Assignments

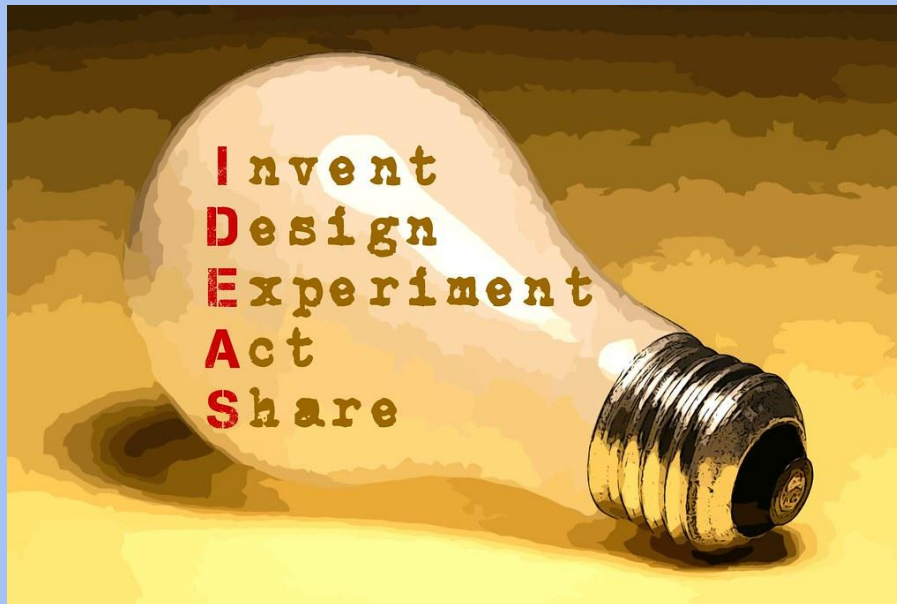
Assignments Based Upon Sarah Ward's Executive Functioning Research:

- [Learn-to-Draw Work-Station](#)
- [Origami Art Work-Station](#)
- [Spelling Rules Lesson #7:  
Short ö \(Self-Paced\)](#)



# Curricular Content Intrinsic Motivation

- Genius Hour
- Personal Passions

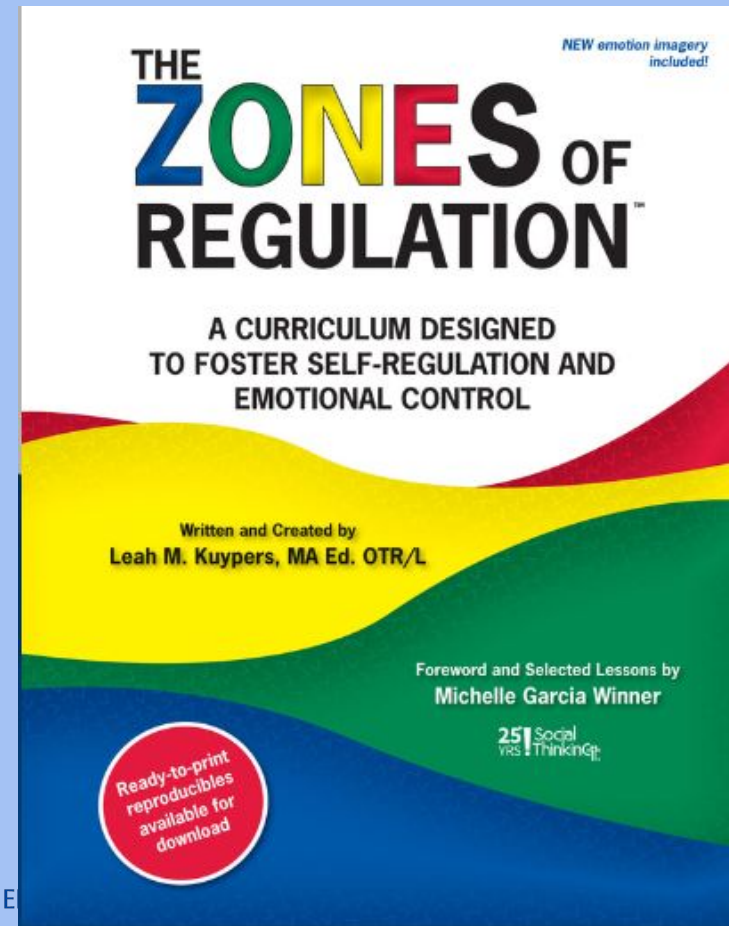




# Social Thinking Resources

## Zones of Regulation

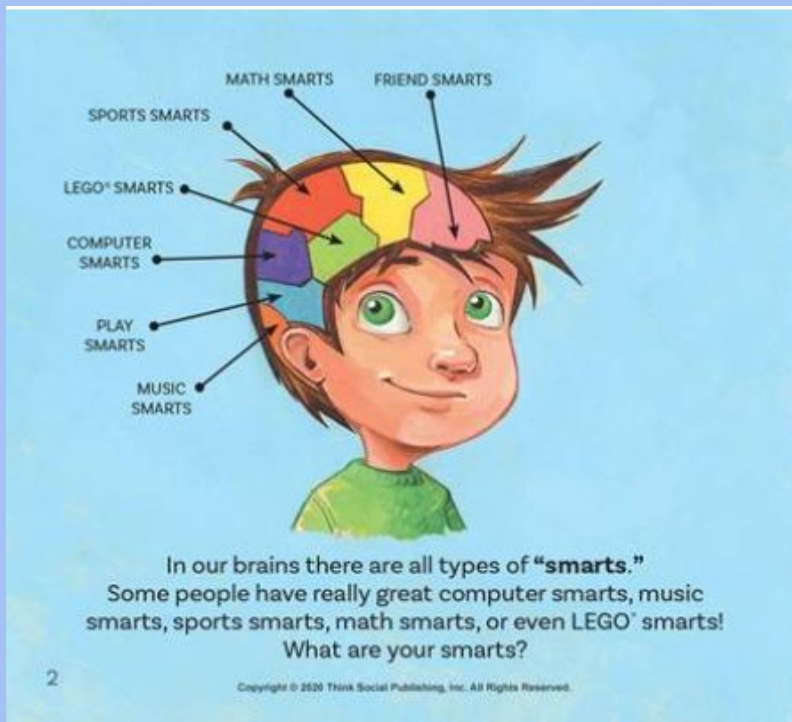
- Zones of Regulation



# Social Thinking Resources

## Superflex

- Superflex



# Environmental Factors

## Routines = Expectations

- Know What & Why
- True Visual Schedules

**After AM Recess Routine (QUIETLY)**

1st, Remove your Outdoor Shoes, place them neatly near your hook

2nd, Go to your Table Spot

3rd, Take your outdoor gear off

4th, Put your Indoor Shoes On

5th, Put your outdoor gear away:

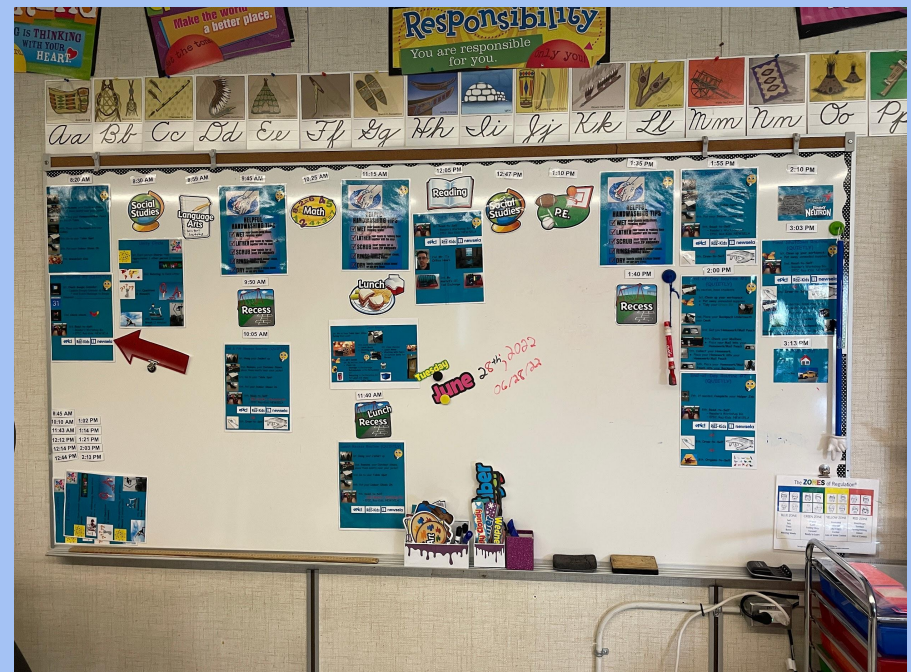
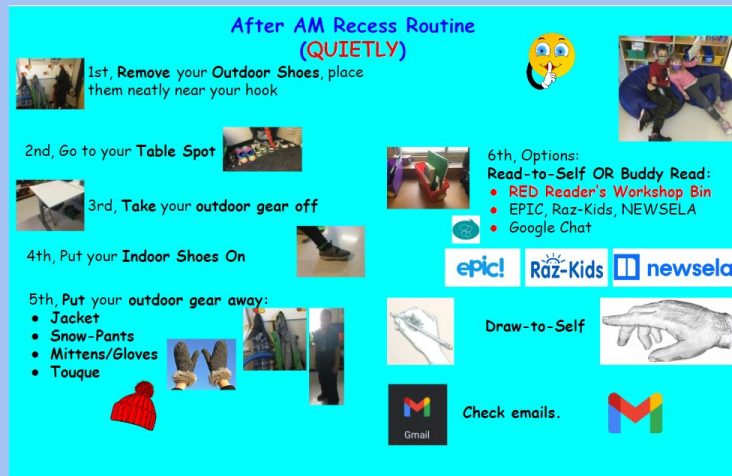
- Jacket
- Snow-Pants
- Mittens/Gloves
- Touque

6th, Options:  
Read-to-Self OR Buddy Read:

- RED Reader's Workshop Bin
- EPIC, Raz-Kids, NEWSLA
- Google Chat

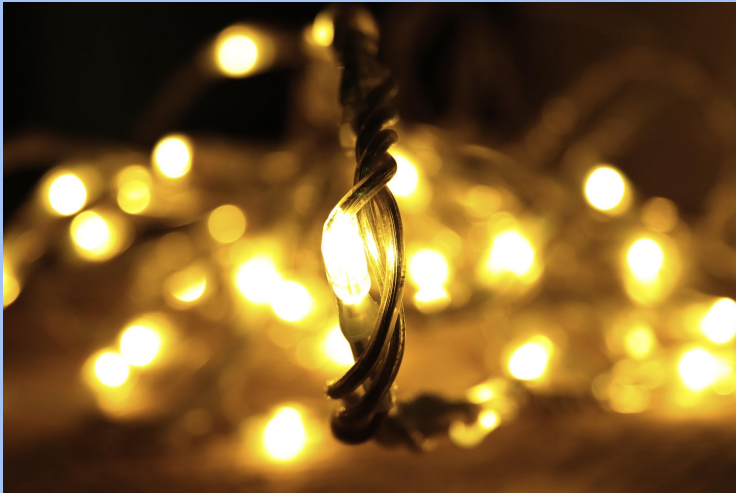
Draw-to-Self

Check emails.



# Environmental Factors Lighting

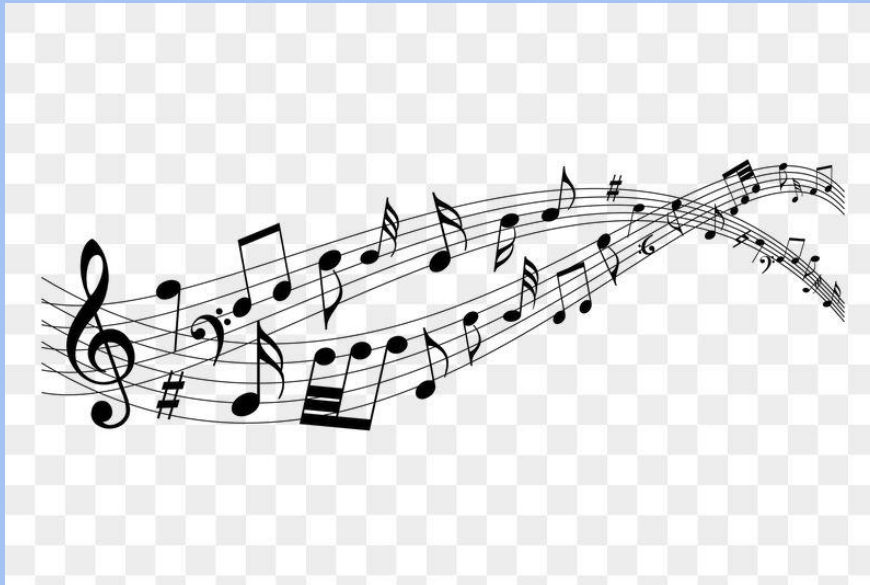
## Soft, Natural Lighting



# Environmental Factors

## Music

- Whole-Class Relaxation
- Individual Choice



# Environmental Factors

## Visual Aids

- Colour-Coded Bins
- Duotangs
- Picture/Word Correlations
  - Div. I & ELL
- Everything Has a Home



# Environmental Factors

## Low-Risk Writing Opportunities

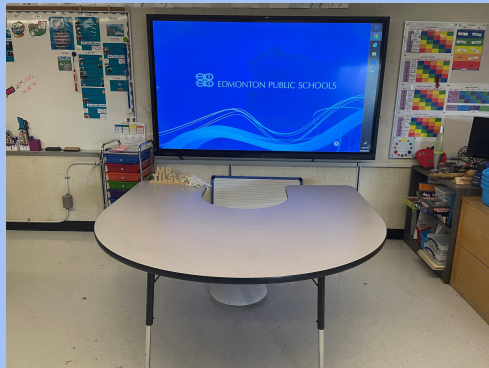
- Low-Risk Writing Opportunities:
  - Whiteboard Tables
  - Mobile Whiteboards



# Environmental Factors

## Flexible Seating

- Beanbag Seating
- Standing Tables
- Standing Desks
- Shared Workspaces
- Daily Choice?





# Environmental Factors

## Sensory Tools

- Blankets
  - Regular
  - Weighted
  - Sequins
- Stuffedies
- Pillows



# Environmental Factors

## OT Tools

- Choices
- Autonomy
- Exploration & Discovery



# Environmental Factors Seclusion Rooms & Sensory Rooms

## Seclusion Rooms & Sensory Rooms



# Administrative Components Individualized Program Plans

## IPP/IBSPs

- IPP/IBSPs Template F

**Individual Program Plan**  
Overlanders 2022-2023

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**Homeroom Teacher(s):** Mr. Allen Tibbley, Mrs. Amina Tajiri, Mrs. Binotaha Asadi, Ms. Autumn  
**Special Ed/District Codes:** Severe Emotional/Behavioural Disability  
**Program:** Behaviour and Learning Assistance

An Individualized Behaviour Support Plan and Individual Program Plan identifies each student's unique needs, learning goals and outlines specific supports and actions necessary for targeted and specialized intervention when behaviours impede student success.

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**Team Members**

Room 12's Team (Site Program):

- Part-Time Classroom Teacher:
  - \* Mr. Allen R. Tibbley
  - \* B.Ed., Primary-Special Ed. Minor
  - CPS Certified Provider
- Full-Time Classroom Teacher:
  - \* Miss Autumn Sybesma
  - \* B.Ed.
- Full-Time Educational Assistant (Primary E.A.):
  - \* Mrs. Amina Tajiri

**Additional School Staff:**

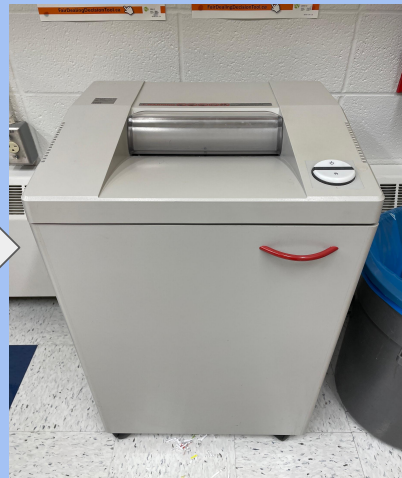
- Principal: Damian Wilkinson
- Assistant Principal: Stella Walsh
- Music Teacher: Mrs. Emma Jensen

**Parent(s):**

- Ms. Amanda Cross

February 11, 2023      Template F      Page 1

Automated Marking Machine  
OR Cheap Therapy?



SCHOOLS

# Administrative Components Report Cards

## Report Card Comments

**^Name** is being provided an adapted program as **^he/she** is being programmed and assessed on **Grades 2-4 / 2-5 / 2-6 Art / Physical Education & Wellness / Science / Social** / learning outcomes.

Accommodations (Such as: alternative ways to show learning, use of assistive technology, and shorter assignments (fewer questions or tasks)) have been put into place to support **^Name's** success.

- In addition, due to the CPS model that we use within **^Room #**, **^SUBJECT** expectations have been PLAN C'd (shelved), for now, to afford opportunities to PLAN B more pressing Unsolved Problems pertaining to Safety, Frequency, and Gravity.
- E.g.
  - In addition, due to the CPS model that we use within **Room 12, art** expectations have been PLAN C'd, for now, to afford opportunities to PLAN B more pressing Unsolved Problems pertaining to Safety, Frequency, and Gravity.

# Administrative Components Timetables

- Room 12's Timetable, Supervision, Breaks, etc. 2023-24
- 2023-24 W5) Daily LPs for Oct. 2-6

Daily LPs for Oct. 2-6 Weekly Planning Sheet						
Weekly & Daily Preparations: - Making BIG Words Lesson # _____						
Print: _____						
To-Do: _____						
Period	Time	Monday (D19)	Tuesday (D20)	Wednesday (D21)	Thursday (D22)	Friday (D23)
ASSEMBLE	8:10	BUS SUPERVISION - 8:10 - EA(s) Bus Transition & Breakfast Club				
	15-min	EA's Roles and Responsibilities: - Primary EA will pick students up from the bus and take them to Room 12's EXIT Door where they may play until 8:15. - After students stow their gear, they head to Breakfast Club (BC) to get their food then return to Room 12 to eat it.				
	08:16	Morning SUPERVISION - Assignable Time Begins at 8:16 - Teacher attends to Transitional Supervision within Room 12				
	5-min	Entry Bell: - Entry Transition				
	08:20	English Language Arts				
1 8:25 34 min	5-min	Morning Routine: Morning Routine - Jackets, Outdoor Shoes, Backpack --> Cubby, Table Spot, Take gear off, Indoor Shoes, Put gear away, Breakfast Club - Agenda message _____ OR - Google Calendar, email, Read-to-Self * Settling into class				
	8:25	Office Hours: - Collaboratively Problem-Solve with students in need. - Office Hours Expectations: - Sober & Soberly - An ACADEMIC Activity (Alone/Independently) - Really Respectfully - Quiet Questions - Raise Right-Hand - Suggestions: - Read-to-Self (Physical Book OR iPad) - BED Reader's Workshop Bin - BUC, Rap-Kids, NIVUSOLA - Math - Drawing - Exchange Your OT Tool				
	20-min	Health & Wellness Office Hours				

# Administrative Components Days Off

- Substitute Teachers
- 2023-24) Substitute Plans

## Substitute Plans for Mondays

### Daily Preparations

#### EMERGENCY NOTE:

- All of the lesson plans (with hyperlinked division supplied lessons embedded within) which have been taught to-date are stored on a USB-Drive which is stored in the office - Ask Ivette for it;
- To ACCESS these files, with the CELL FORMATTING INTACT, they need to first be COPIED to your GOOGLE DRIVE and then OPENED with GOOGLE SHEETS

#### Regular NOTE:

- I recommend accessing my plans digitally as all the lessons are hyperlinked within. Also, if you do decide to print the plans off, open the file with Google Sheets and then ensure it is in landscape format so that it prints properly.
- VISUAL SCHEDULES for KEY TRANSITIONS & ROUTINES are HYPERLINKED within each section of these plans.

#### The MOST IMPORTANT NOTE For This Class:

- Due to the Collaborative Problem Solving model we utilize with our students, this can be a really challenging class; you're not expected to hold students 100% accountable (PLAN C - shelf, for now, expectations that students are having difficulty meeting). Do NOT be confrontational or unnecessarily commanding in any way; Make requests, with a rationale attached; Offer choices whenever possible.
- Document any concerns you may have about expectations students are having difficulty with, reminding students that Mr. T, Miss S, and/or Mrs. Amina will be following up with them the next school day. Let students know that you are erring on the side of trust, then make a note of it if you are really concerned.
  - Be aware that students are being given the autonomy to make similar notes about their own expectations that they perceive staff who are working with them are having difficulty meeting. This is so I may help the students work through their day with you when I return. We may reach out to you for clarifying information to assist in this learning opportunity.
    - \* Students will use their 'CPS Concerns Booklets' for this purpose.
    - \* If a safety issue arises: use the '2-minute Penalty Box;'
    - \* Students walk in their own zone for 2-minutes so that the particular student, and staff, may reset prior to having a brief chat;
    - \* If a student DOESN'T comply, and you can't PLAN C the expectation, involve the office.
- Students are NEVER permitted in 'The Teacher Zone' (Beyond the front of the Teacher's & EA's desks) for any reason!
- If you BREAK this RULE, and don't do your best to follow the rest of the classroom management plan, students WILL likely become DYSREGULATED and make your day quite difficult.
  - If students are being told to do something they know is not allowed or unsafe, they will likely say "No, because..." and point out the rule if possible.
  - STUDENTS have the AUTONOMY to select a "PLAN C" activity at any point if they are having difficulty meeting an expectation they are presented with. Please document the student's name and the given expectation that they are having difficulty meeting, so that staff can problem-solve with them later.

You have the AUTONOMY to SCRAP ANY lesson that isn't working and pull a tool out of your toolbox that will help all of you have a fun, engaging, successful day.

#### - Classroom Management Plan

#### SPECIAL ATTENTION:

- Instructions for how to login to POWERSCHOOL are in the Classroom Management Plan.

# Administrative Components Parents as Partners

- Statement of Release
- Field-Trips:
  - Have Parents Sign a Formal Agreement...?

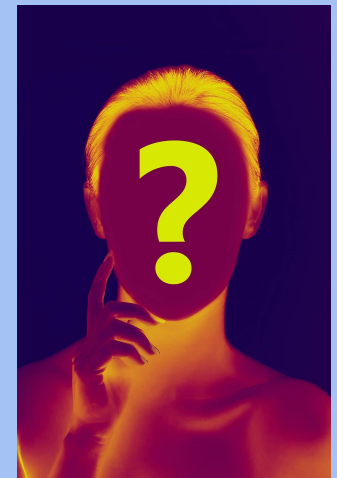






# Trainyard Q & A

- The Trainyard



- Barriers to Implementation



# Collaborative & Proactive Solutions

## Resources based on the work of Dr. Ross Greene

### Paperwork from Lives in the Balance:

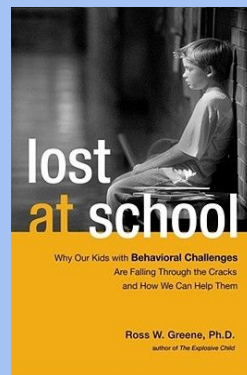
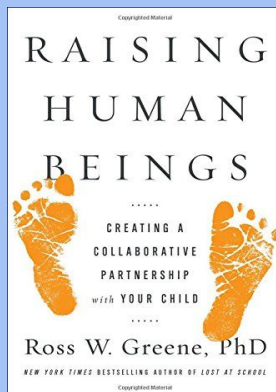
- [CPS Overview](#)
- [FAQ](#)
- [Bill of Rights](#)
- [ASUP](#)
  - [ASUP \(LITB Google Document\)](#)
  - [ASUP Guide](#)
- [Problem Solving Plan](#)
  - Prioritize 3 UPs (Criteria: Safety/Frequency/Gravity)
- [Drilling Cheat](#)
- [Plan B Cheat](#)
- [Plan B Training Skills Infographic](#)

# Collaborative & Proactive Solutions

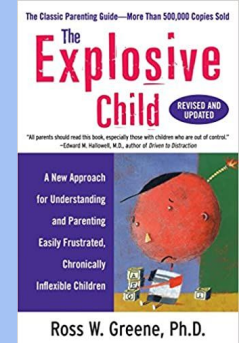
## Resources based on the work of Dr. Ross Greene

### Websites:

- Lives in the Balance: [www.livesinthebalance.org](http://www.livesinthebalance.org)
- CPS Connection: [www.cpsconnection.com](http://www.cpsconnection.com)
- True Crisis Prevention: [www.truecrisisprevention.org](http://www.truecrisisprevention.org)
- Books by Ross Greene: [Books by Dr. Ross Greene](#)
- The Kids We Lose documentary: [www.thekidswelose.com](http://www.thekidswelose.com)



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# Collaborative & Proactive Solutions

## Resources based on the work of Dr. Ross Greene

### App(s)

- [Lens Changer](#)
  - NOTE: This is a great resource for assisting with completing an ALSUP. However, the only way to share the ALSUP between all parties concerned with helping the children with challenging behaviours solve their problems is via PDF; There is no account option due to firewall concerns, which means no back-up either.

### Podcasts:

- <https://podcasts.apple.com/ca/podcast/dr-ross-greene/id649017652>
- <https://podcasts.apple.com/ca/podcast/dr-ross-greene/id391404394>

# BONUS Slide

