

■ WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN **CPS** & **PBIS**?

WHAT IS CPS?

Collaborative & Proactive Solutions (CPS) focuses on the problems that are causing concerning behaviors and solving them collaboratively and proactively (rather than on concerning behaviors and modifying them). As such, it has been said that CPS focuses on the root cause of behavior problems. The problem solving is collaborative (meaning, the student is fully involved in the process) and proactive. The model views concerning behavior as a child's "frustration response," and helps caregivers move away from motivational explanations for such behavior and toward understanding that a variety of skills are implicated when students are having difficulty handling problems and frustrations.

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) – also known as PBS in some countries – derives from the applied behavior analytic (ABA) tradition and consists of a few different components. First, it's a three-tiered structure for organizing the supports provided to students. Second, it's a set of interventions – such as teaching, re-teaching, and reinforcing replacement behaviors and check-in/check-out (CICO) – aimed at preventing unwanted behaviors and promoting positive behaviors. The PBIS framework also emphasizes the collection of behavioral data to make informed decisions about interventions and strategies.

■ DON'T BOTH MODELS FOCUS ON SKILLS?

This can be confusing. In the CPS model, "skills" refers to the wide array of skills that are implicated when kids (and other human beings) are having difficulty handling problems and frustrations, including flexibility/adaptability, frustration tolerance, problem-solving, and emotion regulation. In PBIS, "behavioral skills" actually refers to discrete, observable behaviors (e.g., sitting at one's desk, coming back into the classroom after recess, keeping hands to oneself in the line to the cafeteria).

WHAT IS THE RESEARCH BASE FOR THE TWO MODELS?

Both PBIS and CPS are considered evidence-based. The effectiveness of the CPS model has been studied primarily in kids with significant behavioral challenges. The evidence base for CPS documents that the model is highly effective at improving these kids' behavior (on a par with behavioral interventions), improving adult-child relationships, and dramatically reducing discipline referrals, restraints, and seclusions. The large number of studies documenting the effectiveness of PBIS consist of a mix of academic and behavioral outcomes, a wide array of populations, and a variety of methodologies (randomized controlled trials, quasi-experimental studies, descriptive or correlational studies, single-case studies, case studies, and meta-analyses), many of which do not meet the gold standard of evidence-based practices. Most of these studies have focused on Tier 1 (a more general population of kids) rather than Tiers 2 and 3, have primarily examined the effectiveness of CICO, and haven't typically been focused on kids with significant behavioral issues. As regards CICO, only five of 29 studies met quality indicators to be included as evidence-based practices, and four of those five studies were single-subject designs.

■ CAN THE TWO MODELS BE IMPLEMENTED TOGETHER?

The CPS model can easily be implemented within the three-tiered structure of PBIS. And CICO can easily be adapted to focus on problems rather than behavior. While it is possible to focus on both concerning behavior (PBIS) and the problems that are causing that behavior (CPS), we find that when problems are being solved collaboratively and proactively there is no longer a need to teach, re-teach, and reinforce replacement behaviors because solved problems don't cause frustration responses...only unsolved problems do.