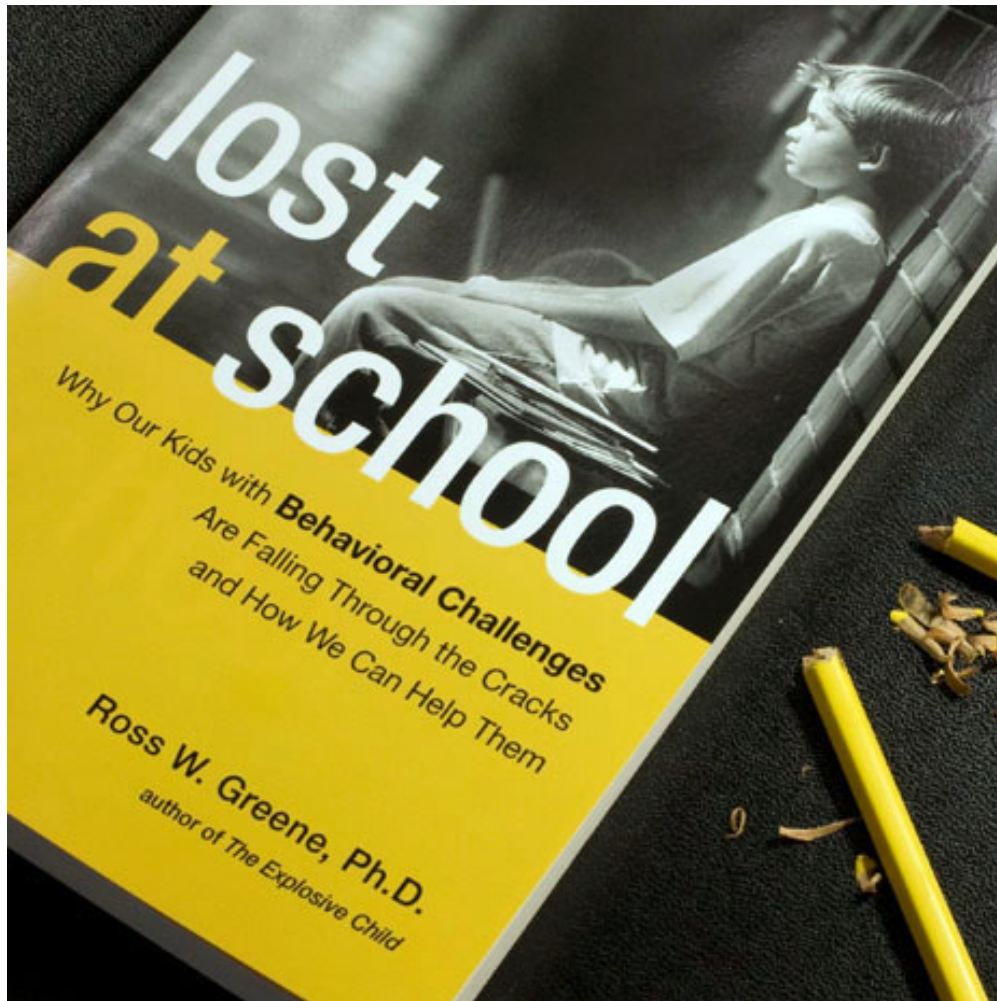


# Objectives



**Kathy Helgeson**

Kathy@RogueEd.com

**Convince you that collaborative problem solving is the most effective way of improving “red zone” behavior.**

**Show that CPS and PBIS are not mutually exclusive.**

**Introduce concrete steps to begin using CPS in a systemic way at your school.**

**Inspire you to find out more through books, websites and videos.**

## Lives in the Balance

Think of a couple of students you work with, and check the kinds of behaviors those students exhibit. Add others if something else comes to mind.



Issues	Student 1	Student 2
Unmotivated		
Manipulating Adults & Situations		
Attention Getting		
Coercive (Threatening or using force)		
Testing Limits		

Think of one or two students who exhibit challenging behavior.

Use this form to check the boxes you feel apply to the student that cause the difficult behavior.

Add others if needed.

# WHERE DO YOU STAND?



Kids do  
well if  
they can



Kids do  
well if they  
want or  
choose to



# **Comments I Have Heard...**

- We aren't tough enough on problem students
- Difficult kids are manipulating the system
- Some kids really shouldn't be in public school
- We can't solve the family/society issues
- Special Ed coddles them too much
- They are taking away from the education of others
- Other kids don't get special accommodations



# PBIS



What works -

- Clear, consistent expectations

- Calm, orderly environment

- Positive attitudes & relationships

- Rewards for expected behavior

Why doesn't it work for all kids?

- Necessary, but not sufficient...

# **If it works for most kids, why doesn't it work for all kids?**

- Most difficult kids don't come preloaded with **trust for adults**
- The most troubled kids are most **often excluded**
- Often lack **positive relationships** with other students
- **Difficulty with transfer** from one situation to another – makes school feel unpredictable and inconsistent
- **School often IS inconsistent (*unfair*)** when it comes to the most troubled kids
- **Inadequate support** outside of school
- **Repeated failure** in many aspects of school



If it works for most kids,  
why doesn't it work for all kids?

## #1 REASON –

ASSUMPTION THAT *'THESE KIDS'*  
AREN'T MOTIVATED TO DO WELL.  
THEY CHOOSE TO MISBEHAVE TO

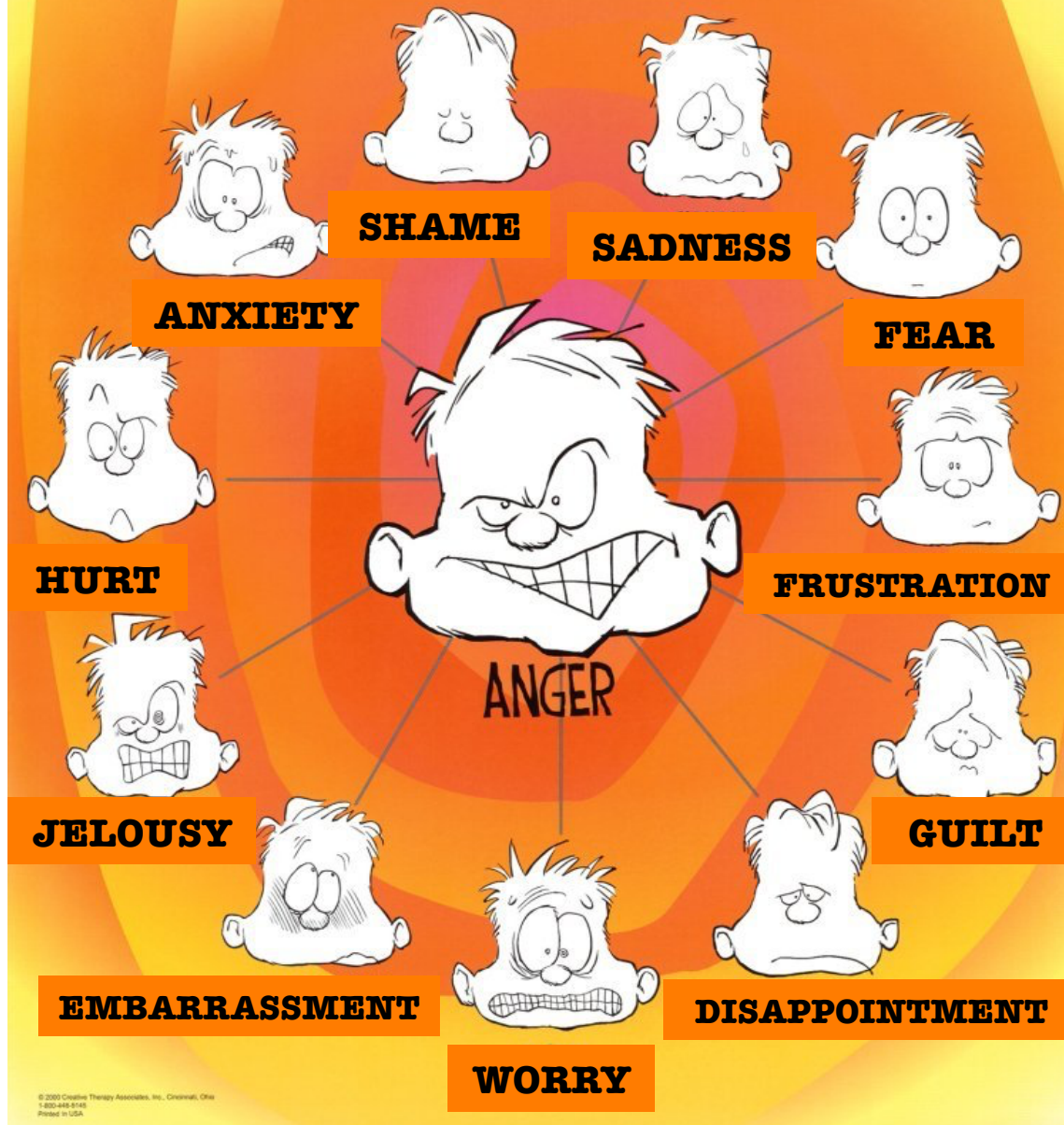
- GET SOMETHING
- AVOID SOMETHING

OUR RESPONSE – MOTIVATE THEM



# MANAGING YOUR ANGER

WHAT'S BEHIND IT?



## ANGER MANAGEMENT

**Teach the child to  
manage the anger**

Or

**Help the kids  
solve a problem?**

*Which is do-able by a  
teacher in a classroom?*

*Which builds trust?*

*Which results in "one  
caring adult?"*

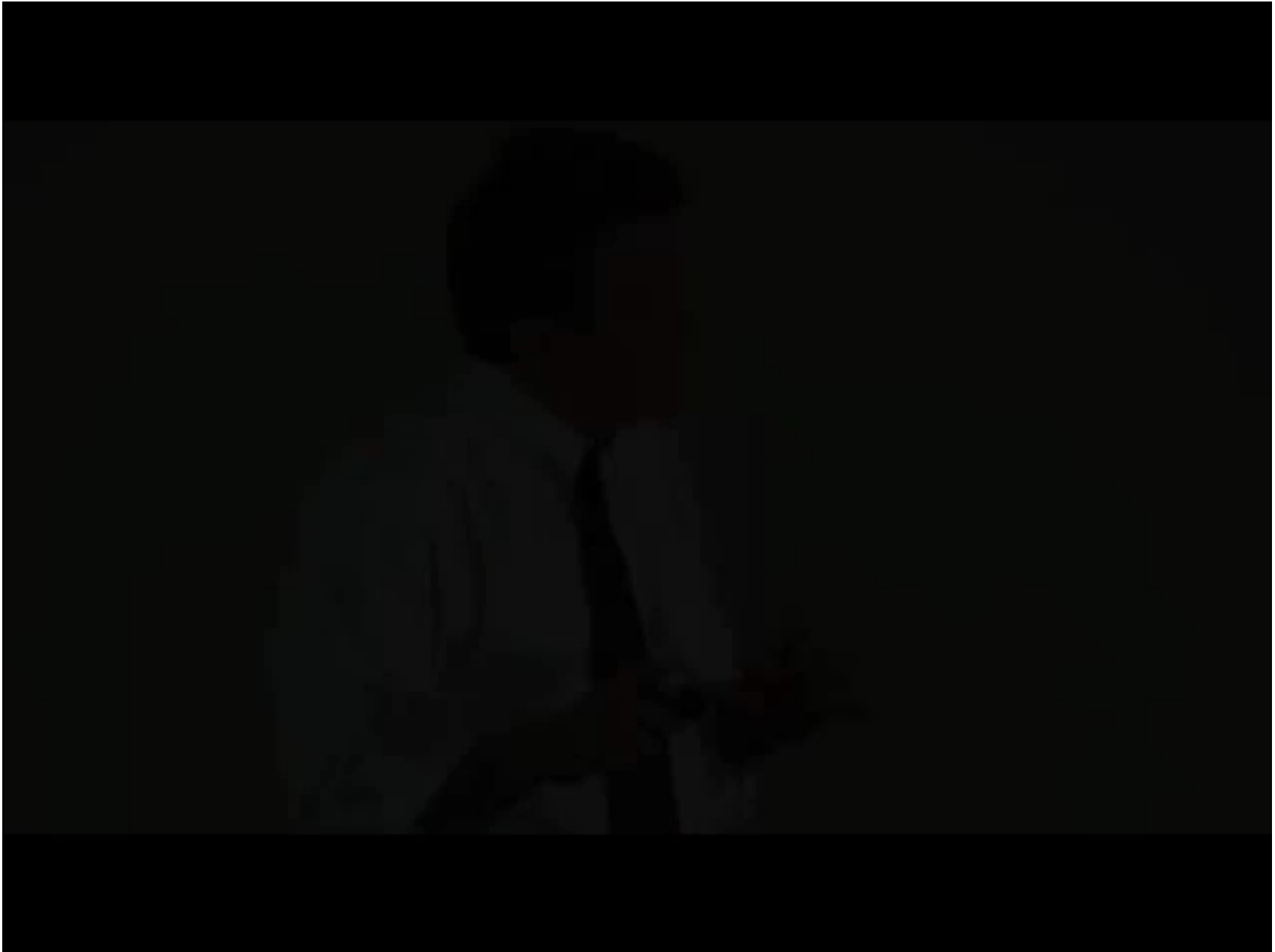
# Lagging Skills: Delayed in the development of crucial cognitive skills

- Flexibility
- Adaptability
- Frustration tolerance
- Problem solving
- And/or difficulty applying when most needed





## Spectrum of Maladaptive Behaviors

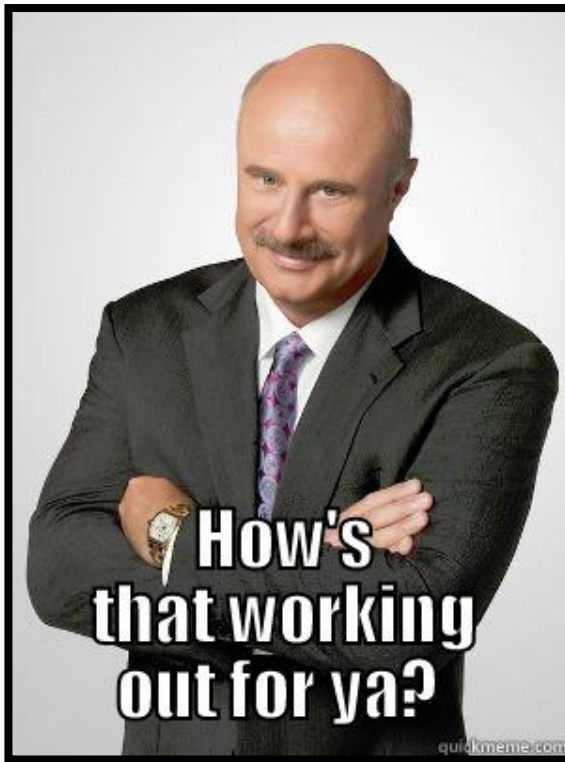


# Behavior

**How you explain WHY a child is doing poorly,  
is going to inform your actions.**

Doesn't want to or  
chooses not to

Make him/her  
want to with  
rewards and  
punishments



The situation has  
outstripped  
copied skills

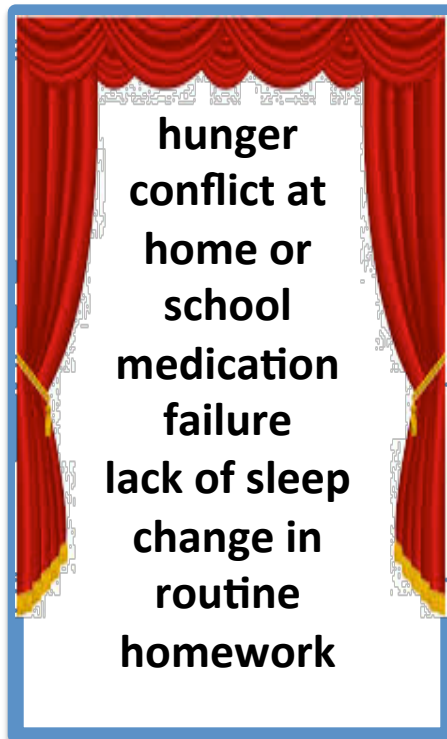
Problem solve  
and teach  
skills

# FBA

## Functional Behavior Assessment



### SETTING EVENTS



### TRIGGER

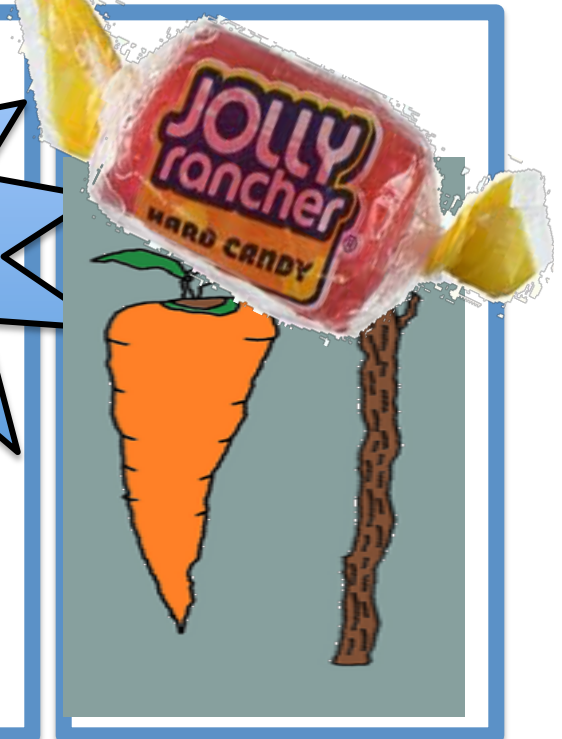
**WHEN, WHAT  
WHERE SETS  
OFF THE  
BEHAVIOR?**



**BEHAVIOR**



### Consequence



# FBA

## Functional Behavior

## Assessment

**Collaborative Problem Solving**

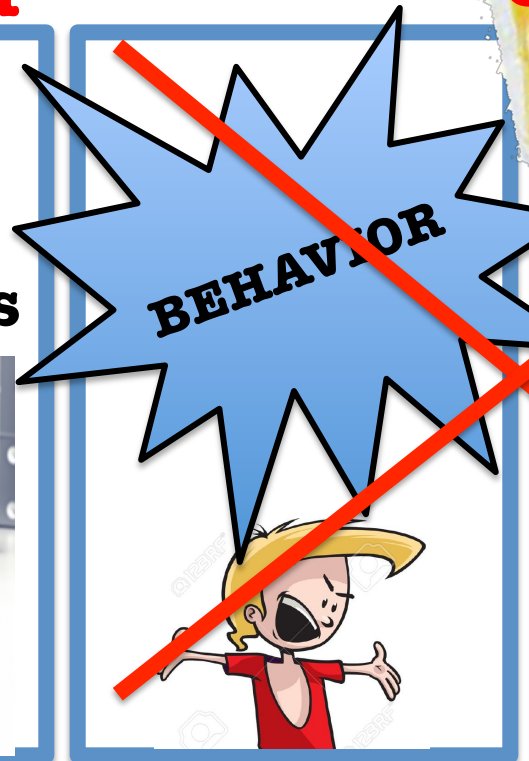


**SETTING  
EVENTS**



**TRIGGER**

**Situation  
which  
requires  
these skills**



**Consequence**



# LOGICAL CONSEQUENCES

<b>ABUSE IT , LOSE IT</b>	Temporary loss of privileges, equipment, items and/or activities.
<b>INCOMPLETE WORK</b>	Finish at recess or for homework.
<b>DISRESPECTFUL BEHAVIOR</b>	Separation from group – Time Out within the classroom and write an apology letter.
<b>TALKING DURING INSTRUCTION</b>	Separation from group. At first, timeout within the classroom. If continues send to another room for time out.
<b>WASTING INSTRUCTIONAL TIME</b>	Make time up at recess. Set the timer each time to show how much time was wasted and needs to be made up.
<b>MESSING AROUND IN THE LINE</b>	Send to the back of the line and tries again.
<b>POOR MANNERS</b>	Copy and write out a list of proper manners they should exhibit.
<b>GENERAL</b> – Warning, Time Out within Classroom, Timeout in another Classroom	

# CONSEQUENCES

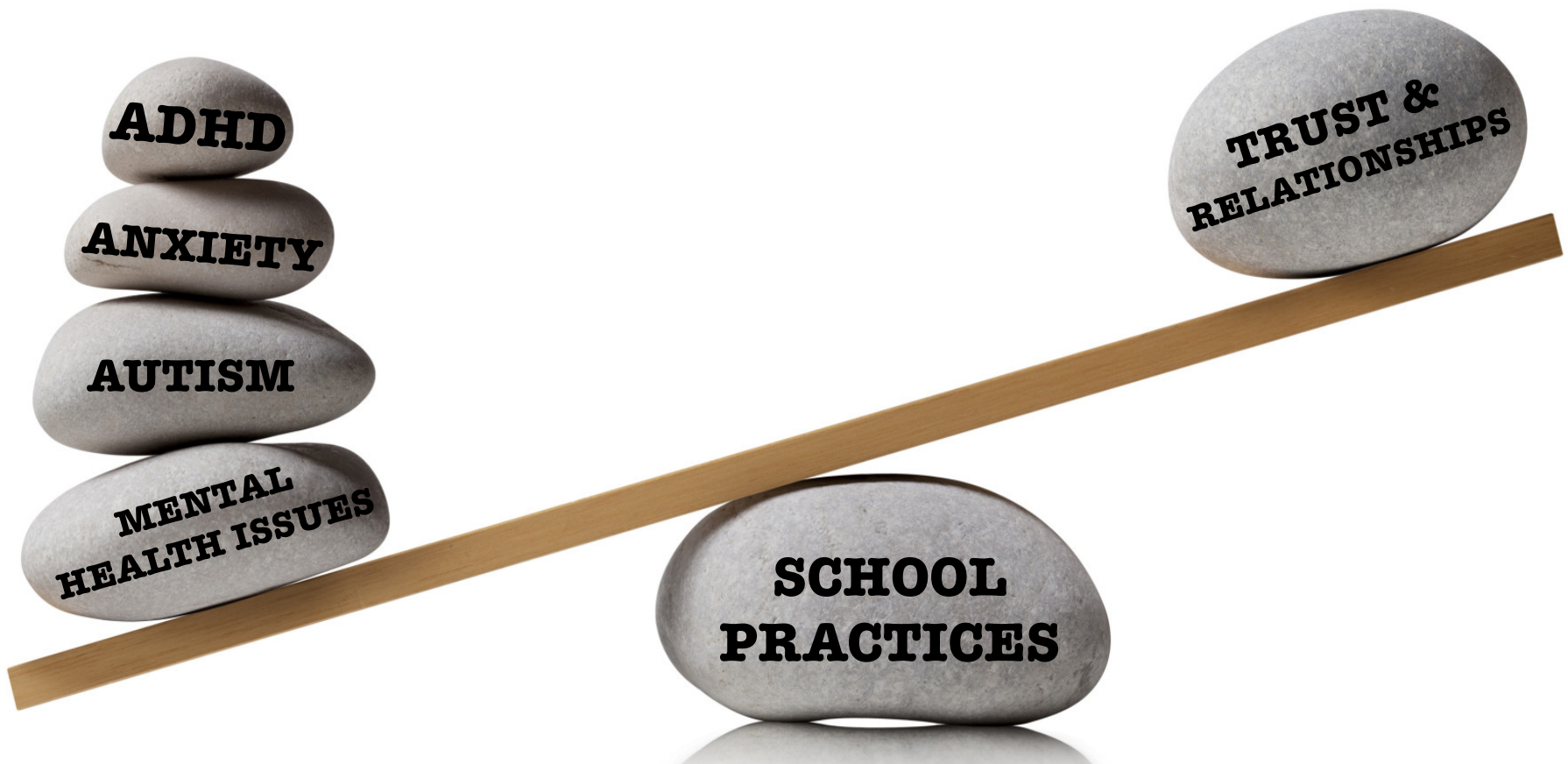


**Secondary School**

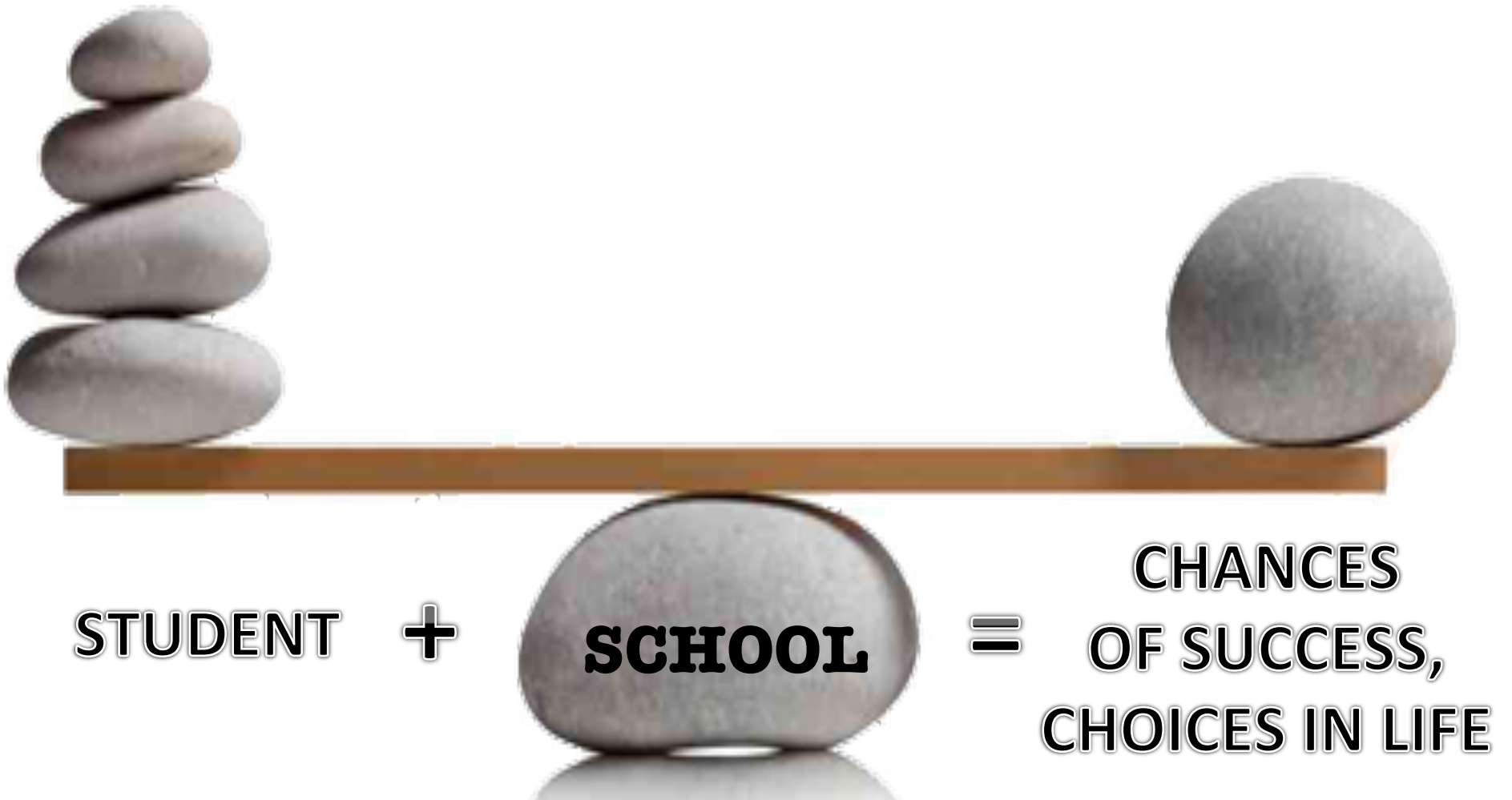
**No matter the intent - Consequences do not teach skills.**



# Lives in the Balance

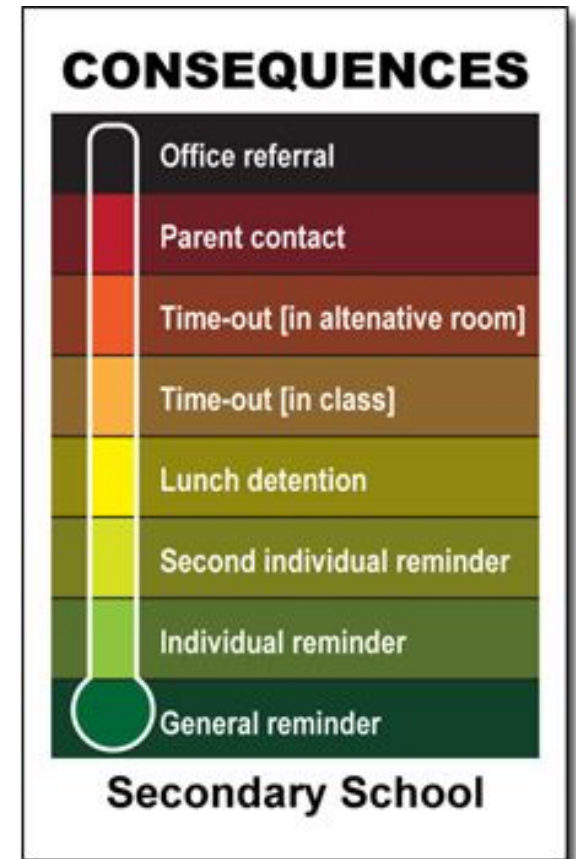


# Lives in the Balance



# **Plan A –** **Adult Determined & Imposed** *Unilateral, Uninformed*

- Usually a “consequence”  
AKA punishment
- Often ramps up behavior
- Does not create a partnership
- Does not involve kids in the problem solving – a skill that they really need to develop





**Seeing Behavior Through a New Lens**

**Plan B**

**Collaborative Solution to the Problem**



LAGGING SKILLS	
<input type="checkbox"/>	Difficulty handling transitions, shifting from one mindset or task to another
<input type="checkbox"/>	Difficulty doing things in a logical sequence or prescribed order
<input type="checkbox"/>	Difficulty persisting on challenging or tedious tasks
<input type="checkbox"/>	Poor sense of time
<input type="checkbox"/>	Difficulty maintaining focus
<input type="checkbox"/>	Difficulty considering the likely outcomes or consequences of actions (impulsive)
<input type="checkbox"/>	Difficulty considering a range of solutions to a problem
<input type="checkbox"/>	Difficulty expressing concerns, needs, or thoughts in words
<input type="checkbox"/>	Difficulty managing emotional response to frustration so as to think rationally

**Go back to those students you evaluated at the beginning**  
**- Choose 1 student to assess**





# Unsolved Problems -

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to	



## PROACTIVE Plan B Adult takes the lead –

“It seems like you are having difficulty \_\_\_\_,  
What’s up?”

### PROBLEM SOLVING PLAN



Collaborative & Proactive Solutions  
The Next Generation of Solving Problems Collaboratively

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

UNSOLVED PROBLEM #1



Adult taking the lead on Plan B:



Kid concerns identified:  
(Empathy step)

UNSOLVED PROBLEM #2



Adult taking the lead on Plan B:



Kid concerns identified:  
(Empathy step)

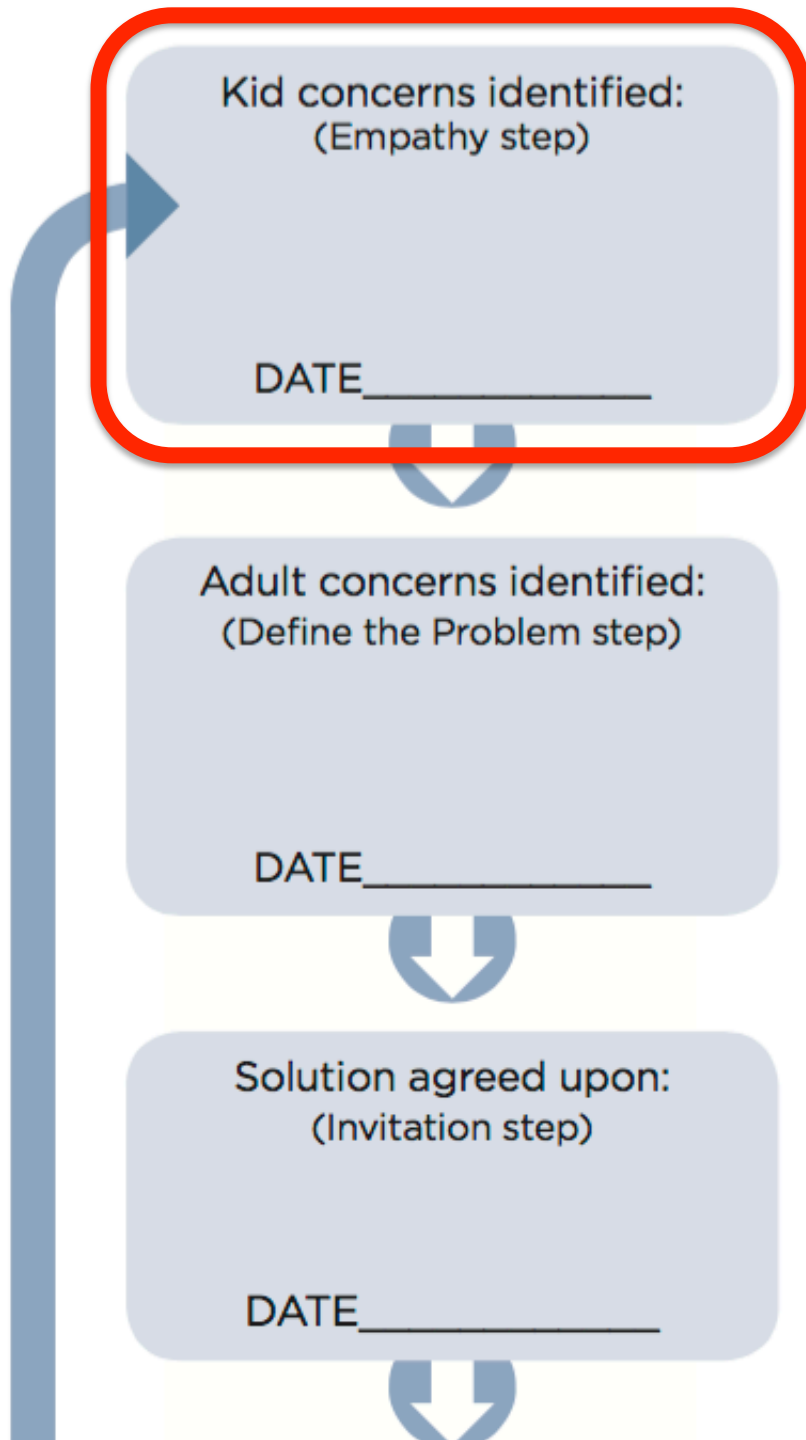
UNSOLVED PROBLEM #3



Adult taking the lead on Plan B:



Kid concerns identified:  
(Empathy step)



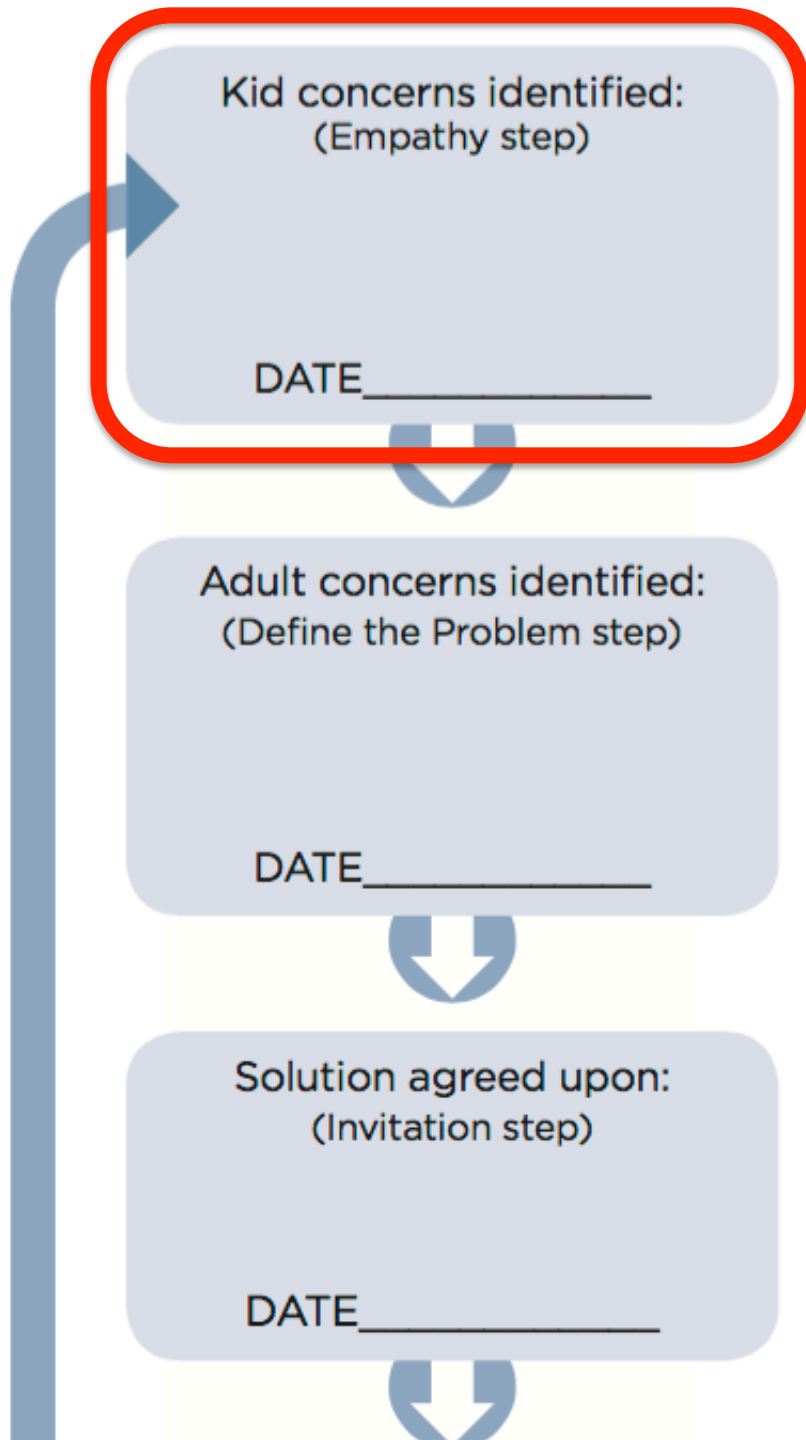
## Listen –

with Empathy

*Gathering Information -  
What's getting in the way?*

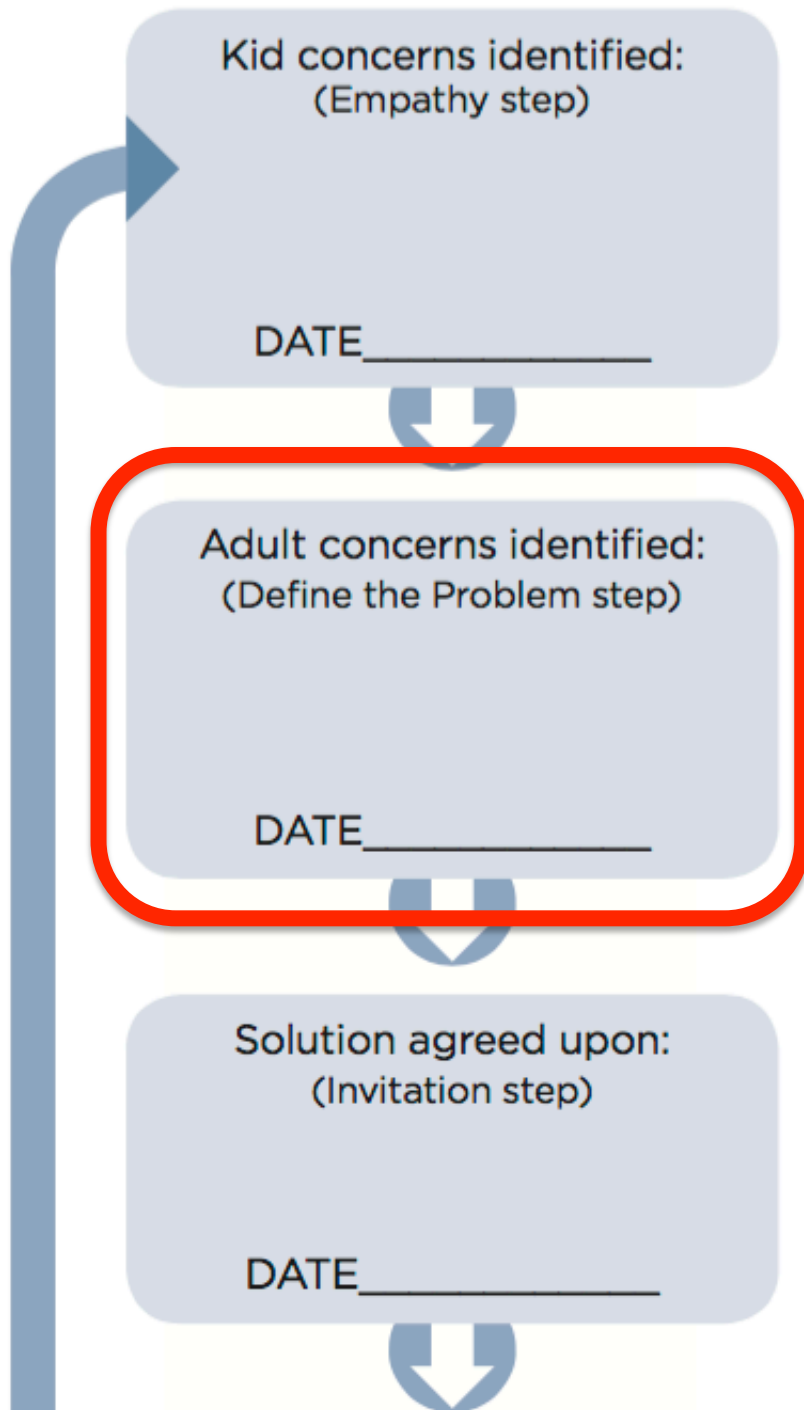


*Simple in theory,  
hard in practice.*



## What makes it hard?

- Your wording
- Your tone
- Maintaining neutrality
- Setting the behavior aside
- Thinking in the midst of the process
- Not assuming you understand the problem
- Not assuming you have the solution
- Thinking about solutions
- Time pressure
- Being specific – not bringing in too much



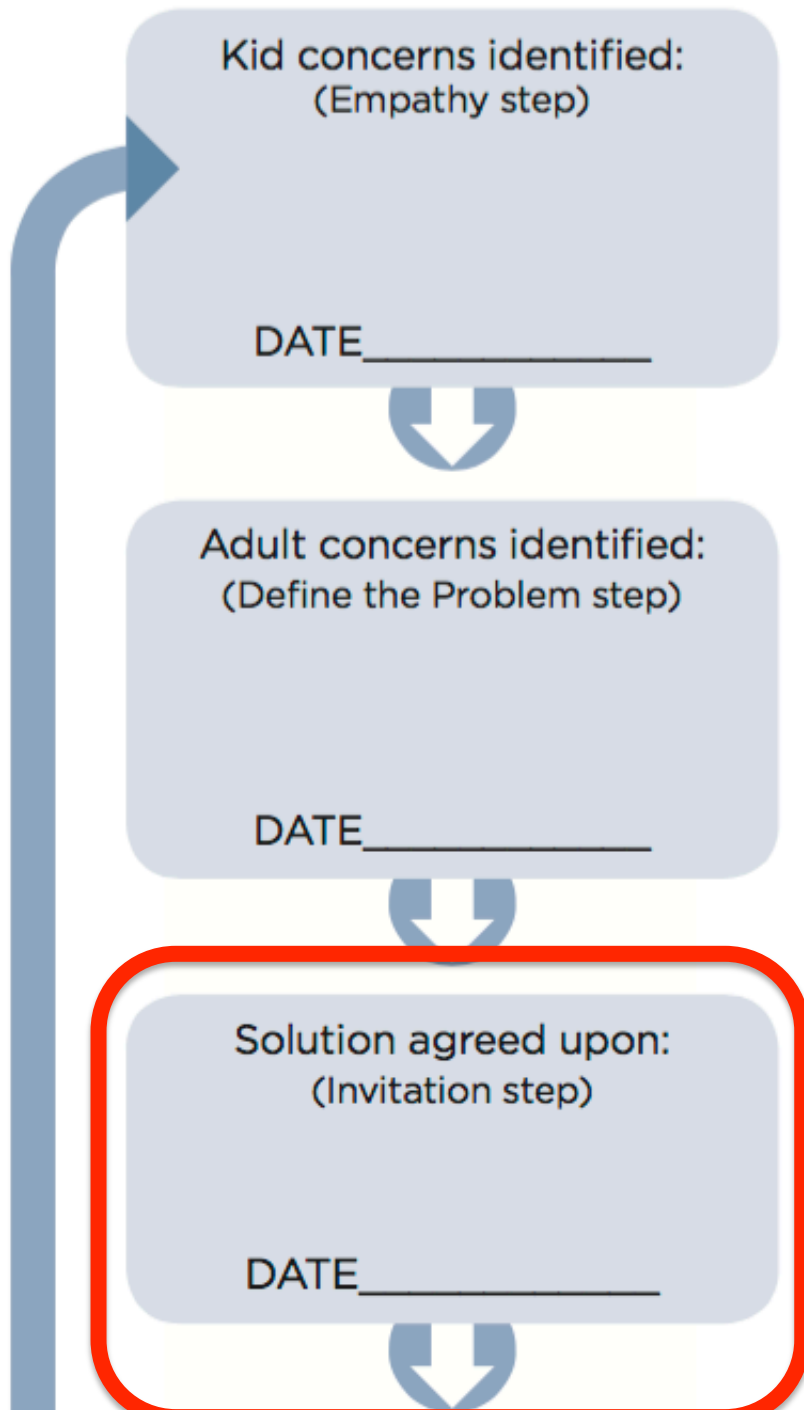
## Define the Problem –

How does it look from the  
adult's perspective.

~~*"I need you to put your hood  
down, because everyone else in  
the class doesn't get to do wear  
hats or put up their hood."*~~

*"So my concern is that I need  
see you and have some  
communication with you, so I  
know what is making sense and  
where you need help."*





## The Invitation–

### Brainstorming Solutions

*A solution that will address the concerns of both parties.*

At the system level, there must be a plan for this to happen.

**Make time**, change the schedule, stop doing business as usual.

**If we don't have time to talk to the kids, we have a building-wide unsolved problem.**

## Possible Responses

1.	Says something-	<b>PROBE FOR MORE INFORMATION</b>
2.	Says nothing-	<b>DON'T PANIC, KEEP DRILLING (NOT GRILLING) &amp; HYPOTHESIS TESTING</b> Or... think about your approach, maybe emergency plan B instead of proactive plan B, maybe you weren't very neutral, maybe you weren't specific, maybe he doesn't trust you yet because Maybe he really hasn't thought about it, Maybe having a hard time putting it into words. Might have to work through some history.
3.	"I don't know."	
4.	"I don't have a problem with that."	<b>Just start drilling, because just because he doesn't have a problem with it doesn't mean you can't gather information</b>

## Possible Responses

1.	"I don't <u>want</u> to talk to you."	Assume there is a reason – don't force it, build more trust
2.	"I don't <u>have</u> to talk to you," or leaves the room.	Reassure. Build more trust. "I'm not telling you what to do." or "You're not in trouble" or "I'm just trying to understand."

Every challenging students wants people to know, they want to tell their story.

**Don't do anything today that will decrease the chances that the kid will talk to you tomorrow.**

# **REFLECTIVE LISTENING AND CLARIFYING STATEMENTS**

- ***“How so?”***
- ***“I don’t quite understand”***
- ***“I’m confused”***
- ***“Can you say more about that?”***
- ***“What do you mean?”***

**Asking why the problem  
occurs under some conditions  
and not others:**

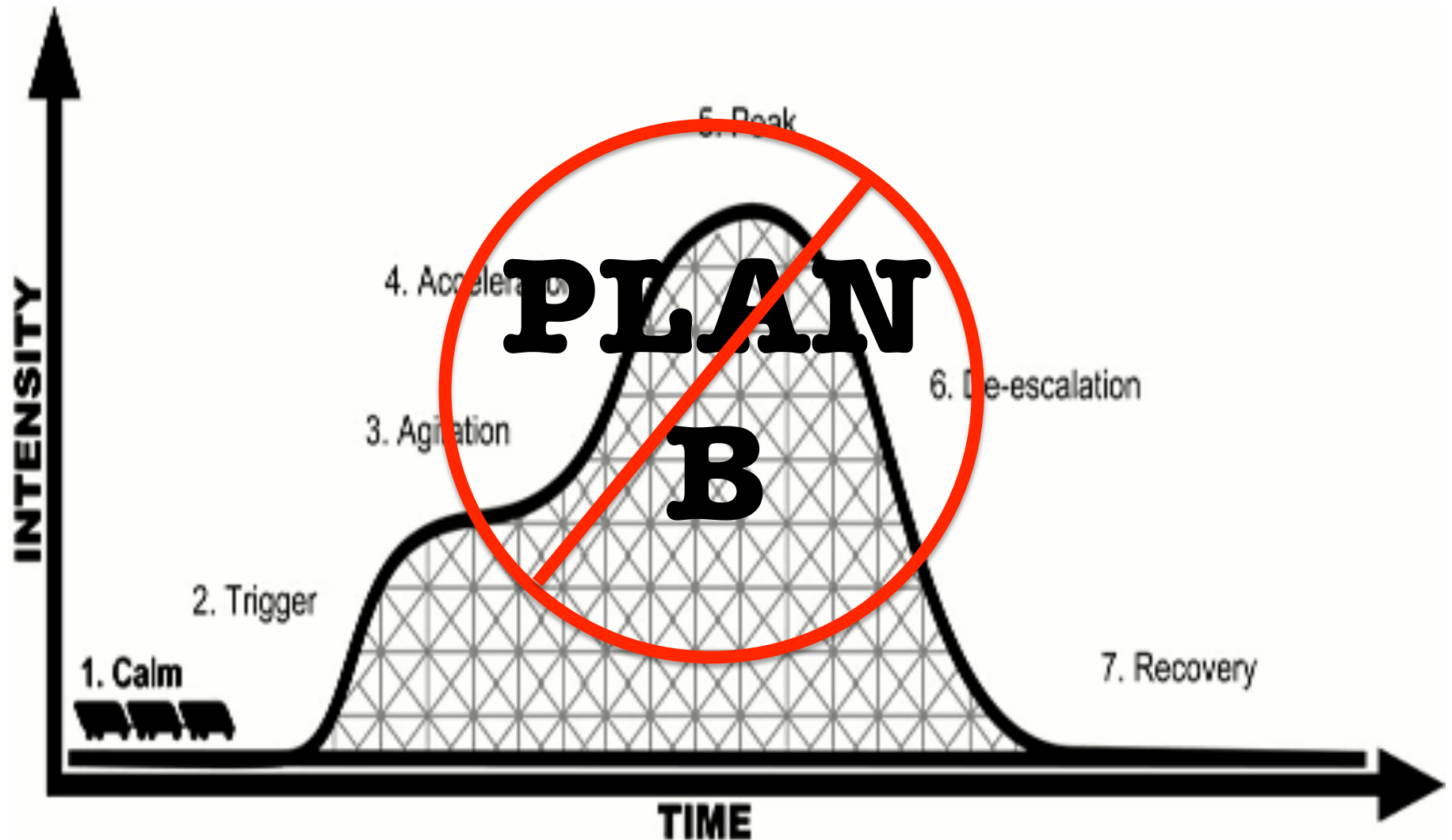
- *“You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what’s getting in the way in social studies?”*
- *Morning recess doesn’t seem to be a problem, but what happens at lunch recess?*
- *You get to class on time in most classes, so what is different about Math?*

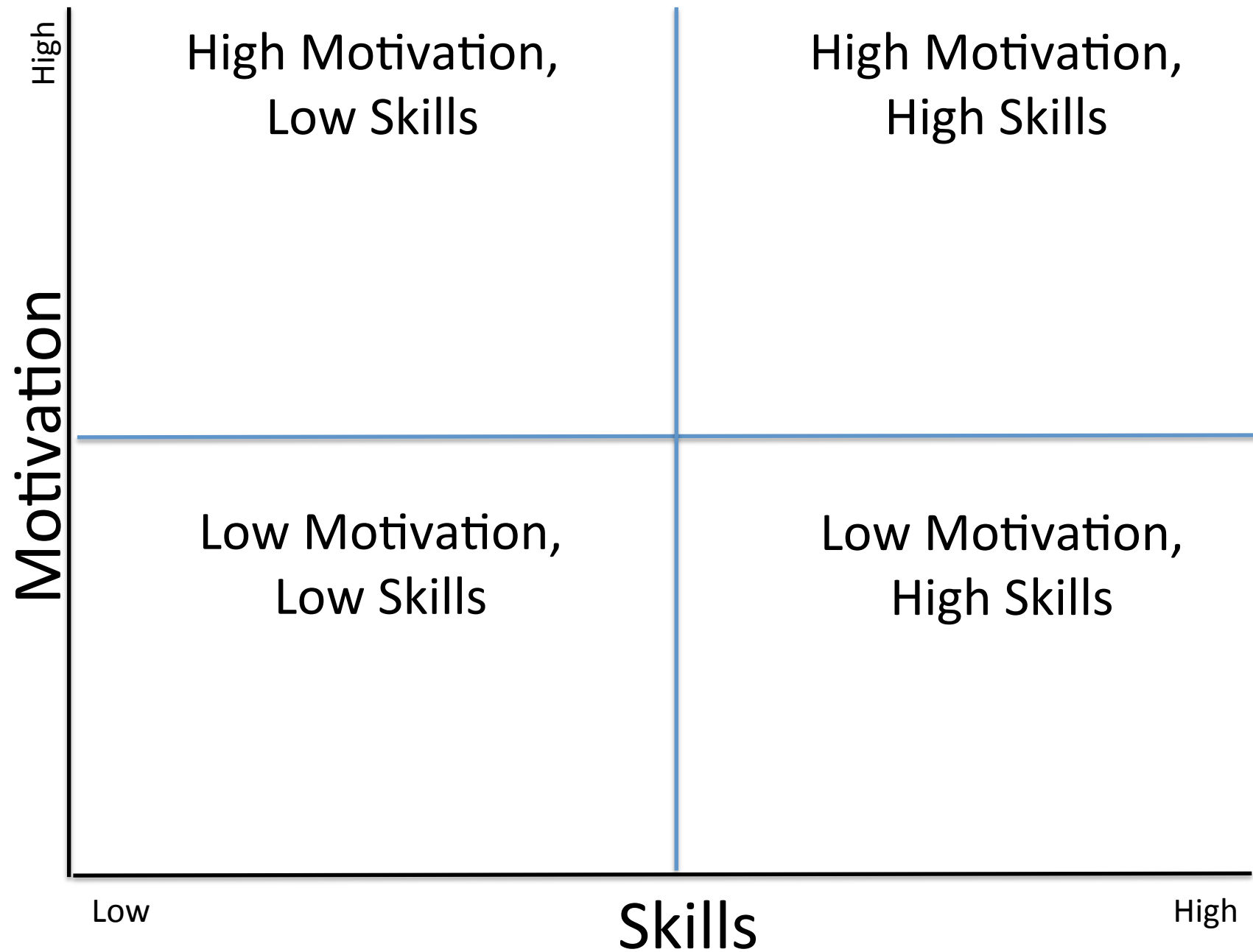
**Ask about who, what, when, where**

- ***“Who was making fun of your clothes?”***
- ***“What’s getting the way of completing the science project?”***
- ***“Where is Eddie bossing you around?”***



# Emergency Plan B and the Acting Out Cycle





# WHERE DO YOU STAND?



Kids do  
well if  
they can



Kids do  
well if they  
want or  
choose to





# So What?



- What resonated?
- What do you want to know more about?
- How might this fit in your school?
- If you are interested, what might be a next step?





THE KIDS WHO NEED  
THE MOST LOVE WILL  
ASK FOR IT IN THE MOST  
UNLOVING OF WAYS.

-unknown



# Resources

- Walking Tour for Educators  
<http://www.livesinthebalance.org/walking-tour-educators>
- Ross Green Radio Podcasts  
<http://www.blogtalkradio.com/drrosswgreene>
- The Paper Work -  
<http://www.livesinthebalance.org/paperwork>
- Lost At School  
<http://www.lostatschool.org/index.htm>