

# What Am I Missing? Seeing Behaviors Through A Different Lens

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- ▶ Lighting the Way 2023



# Collaborative and Proactive Solutions

- ▶ Ross Greene, PhD
- ▶ CPS is an evidence-based, trauma-responsive approach to working with social, emotional, and behavioral challenges in families, schools, and treatment facilities.
  - ▶ The focus is on solving problems, not modifying behaviors
  - ▶ The problem solving is collaborative, not unilateral
  - ▶ The problem solving is proactive, not reactive
- ▶ <https://livesinthebalance.org/>

# CPS is a Paradigm Shift

- ▶ Emphasis is on problems (and solving them) rather than on behaviors (and modifying them) ...
  - ▶ Concerning behavior is simply the signal by which a child communicates that they are having difficulty meeting certain expectations (not unmet needs)
    - ▶ Concerning behaviors can be “lucky” or “unlucky”
  - ▶ Behaviors are not the only observable, objective, quantifiable data ...unsolved problems are, too
  - ▶ This will require different assessment practices

Slide from Dr. Ross Greene

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# Kids Do Well If They Can

- ▶ Lagging skills and unsolved problems are getting in the way
- ▶ Challenge the idea that kids do well if they want to
- ▶ Why would they not want to do well?
  - ▶ The kid has the skills to do well but doing poorly is working out well for them
  - ▶ Manipulating
  - ▶ Unmotivated
  - ▶ Testing limits



# Kids Do Well If They Can

- ▶ Common interventions that solve no problems and teach no skills:
  - ▶ Timeout
  - ▶ Withholding recess
  - ▶ Keeping afterschool
  - ▶ Detention
  - ▶ In-school suspension and out of school suspension (ISS/OSS)
  - ▶ Expulsions
  - ▶ Physical punishment
  - ▶ Restraint and seclusion
  - ▶ Stickers

# Paradigm Shift

- ▶ The problem solving is proactive, not reactive
  - ▶ These kids are highly predictable, if we answer two questions:
    - ▶ Why do some kids respond so poorly to problems and frustrations?
      - ▶ Answer: Because they're lacking the skills to respond more adaptively
    - ▶ When do kids exhibit concerning behaviors?
      - ▶ Answer: When they're having difficulty meeting certain expectations
  - ▶ This is the information that's been missing
  - ▶ Once unsolved problems are identified, intervention can be largely proactive



Slide from Dr. Ross Greene

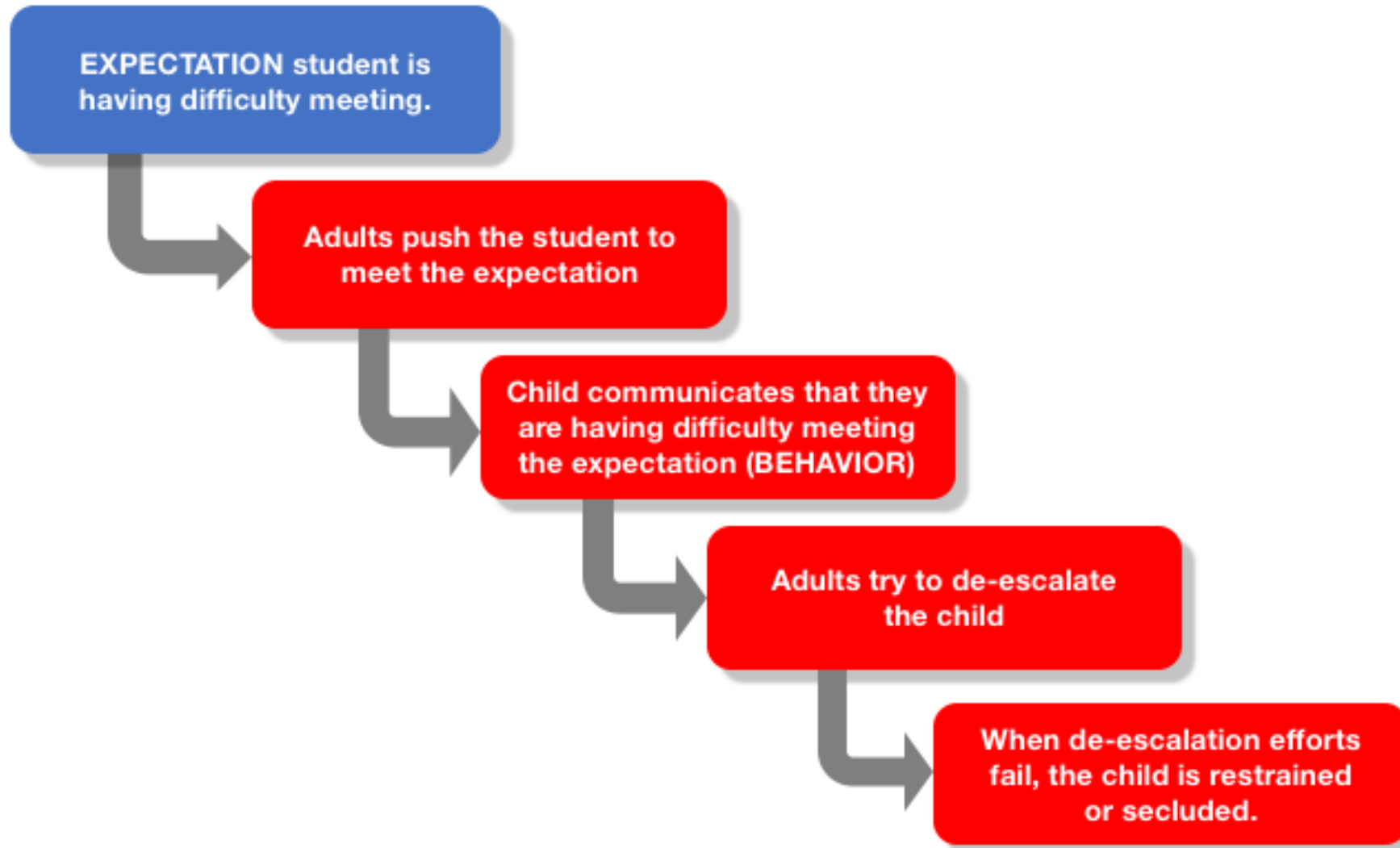
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# Lucky versus Unlucky

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- ▶ Lucky versus Unlucky (behaviorally challenging) kids
    - ▶ Lucky ways of communicating - elicit empathy from your caregivers
      - ▶ Using your words, especially if you use the right word
      - ▶ Complaining, whining, pouting, sulking, crying
    - ▶ Unlucky ways of communicating - far less likely to elicit empathy from your caregivers
      - ▶ Screaming, swearing, kicking, biting, destroying
      - ▶ Cutting, self-induced vomiting, drugging/drinking, suicide



## Sequence of Restraint & Seclusion



# Paradigm Shift

- ▶ The problem solving is collaborative, not unilateral
  - ▶ Something you're doing **with** the kid rather than **to** them
  - ▶ Even if the kid can talk but won't or won't talk because they can't
  - ▶ Kid is still "accountable" (a lot more so than if they are passive recipients of our imposed solutions and consequences)
  - ▶ Caregiver are off the hook for ingenious solutions

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# Global Skills

- ▶ Flexibility/adaptability
- ▶ Frustration tolerance
- ▶ Problem solving
- ▶ Emotion regulation
- ▶ These are the global skills that help us respond to problems and frustrations adaptively
- ▶ Not the same as “behavioral” skills
- ▶ It’s not clear the above skills can be taught through direct instruction
- ▶ But the skills are being improved by engaging kids in the process and experience of solving problems collaboratively and proactively

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# Assessment of Lagging Skills & Unsolved Problems (ALSUP)

- ▶ We need to be proactive and collaborative
- ▶ ALSUP is used to help you identify a child's lagging skills and unsolved problems
- ▶ It is a discussion guide
- ▶ Helps us to focus on the things we can actually do something about
- ▶ <https://livesinthebalance.org/walking-tour/> (How to complete the ALSUP2020)

The ALSUP can be found here  
<https://truecrisisprevention.org/wp-content/uploads/2022/02/ALSUP21.pdf>

# Additional Information



Collaborative & Proactive Solutions:  
<https://livesinthebalance.org/>



CPS Materials and Paperwork:  
<https://livesinthebalance.org/cps-materials-paperwork/>



Facebook Groups:  
<https://livesinthebalance.org/connect/#facebook-groups>



Podcasts: <https://livesinthebalance.org/connect/#podcasts>

**The Skill-  
Building Lens:  
Helping Students  
with Behavior  
Challenges  
(ascd.org)**

Also, by Jessica Minahan, BCBA, PhD:

The Behavior Code

and

The Behavior Code Companion

Harvard Education Press, 2014

# 5 Skills No Learner Should Be Without

Self Regulation

Social skills

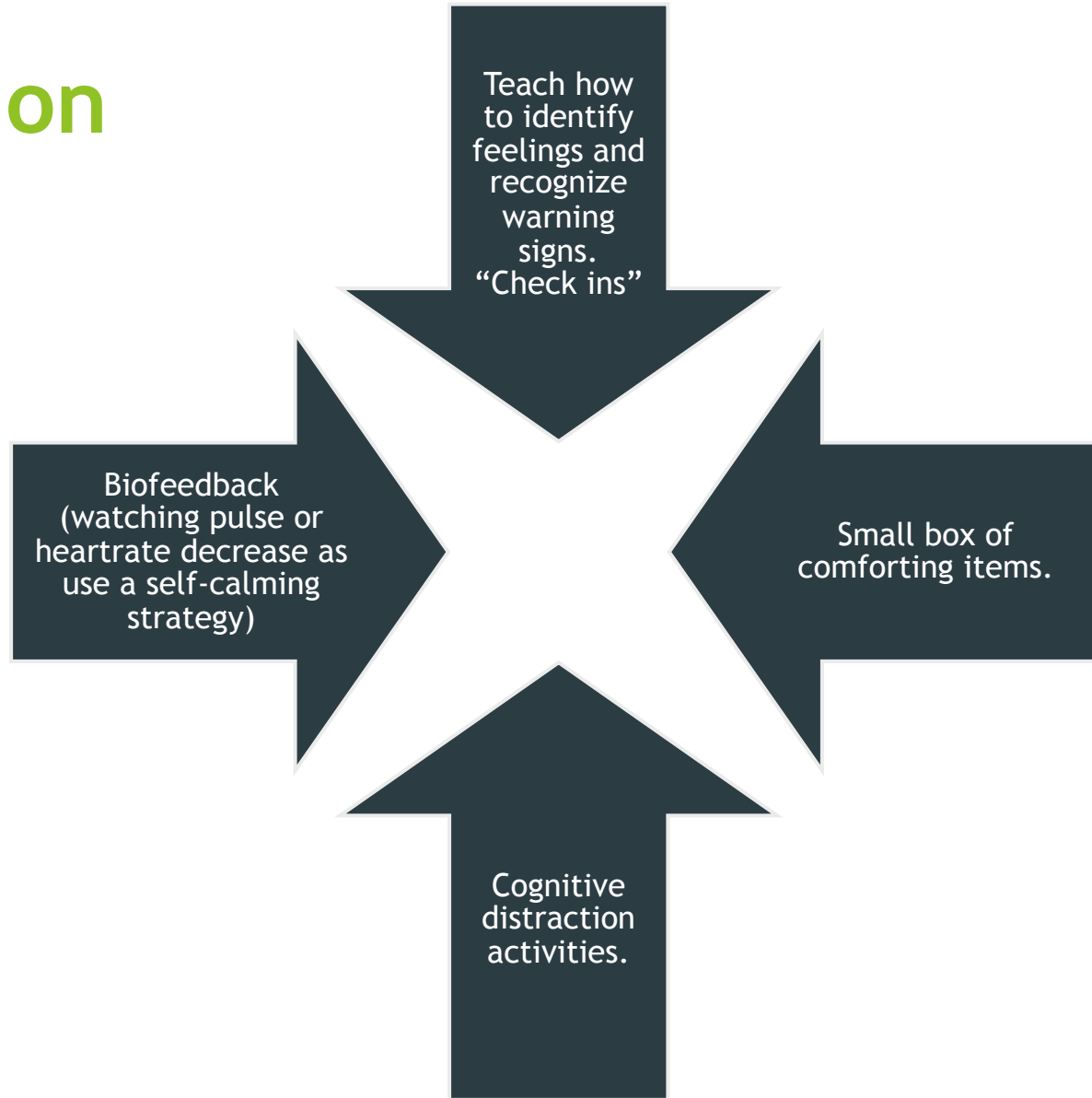
Executive functioning

Positive thinking

Flexible thinking



# 1. Self Regulation



## 2. Social Skills



SET UP ALTERNATIVE SMALL GROUP LUNCH OR RECESS TO PROMOTE POSITIVE INTERACTIONS.



REDUCES SOCIAL ANXIETY.

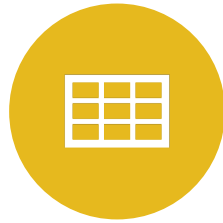


SOCIAL SUCCESSES IMPROVE SELF ESTEEM AND OFTEN LEAD TO FEWER NEGATIVE INTERACTIONS.

### 3. Executive Functioning



CHECKLISTS



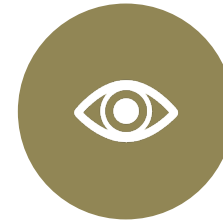
HOW-TO LISTS



CALENDARS AND  
TIME ORGANIZERS



MNEMONICS



COMMUNICATE  
EXPECTATIONS  
VISUALLY

## 4. Positive Thinking



Students who have “all or none” thinking or frequent catastrophic thoughts.



Ideas:

## 5. Flexible Thinking

Ability to manage unpredictable events and disrupted routines.

Ideas:

# 2x10 Relationship Building



# Tips

Keep the conversation focused on student's personal interests, not school or behavior.

Consistency is key

Ask open-ended questions

Be a persistent, positive role model

Keep the momentum

## Behavior Specific Praise

To help students learn what positive behaviors look and feel like and increase the likelihood the students will engage in those behaviors in the future.

## How often do you reinforce for:

- ▶ Persistence
- ▶ Initiation
- ▶ Seeking help
- ▶ Helping others
- ▶ Taking a deep breath