Arlington High School

CPS Roll-Out 2019-20

Collaborative Problem Solving

- Evidence-based approach for helping children with behavioral challenges.
- Challenging kids lack the skill, not the will, to behave well – specifically skills related to problem solving, flexibility and frustration tolerance. the skills they need to succeed.
- Schools need a combination of skills and processes to support collaborative problem solving

CPS Goals and Impacts

- Improve Student Behavior
  - Discipline - reduced suspensions by 61%
  - Mental Health - Attendance
  - Intrinsic Motivation
  - Equity
  -
- Support Teachers -
  - Collaboration and Coordination
  - Skill building
  - Time for collaboration and coaching
  - Job satisfaction - autonomy, mastery, purpose

Collaborative Problem Solving

- Piloted over the last 2 years
- All staff received training with Dr Ablon
  - 1 hour video
  - 2 live trainings
- 25+ Teachers 3-hour Introductory Training
- 13 Teachers Tier 1 Trained - 2017-18
  - Receive biweekly coaching - 2018-19
- 7 Teachers Tier 1 Trained - 2018-19
  - Receive biweekly coaching - Spring 2019
- Book - School Discipline Fix

Collaborative Problem Solving SY 2020

- Opening Day and November Training
  - Eliminate mandatory PD and meetings
  -

- Twice Monthly Coaching During Building Meeting and PD Time
  -

- Team leaders will track students and notify teachers when their students are discussed.
  -

- Tier 2 Training Group
  -

- Ongoing Program Evaluation - LINK

Philosophy

Kids do well if they can.

vs.

Kids do well if they want to.

Philosophy

Kids do well if they can...

Philosophy

Kids do well if they can…

…if they can't, something is getting in the way. We need to figure out what so we can help.

Good news… with our help, they can do better

Current Practice

Kids learn to use challenging behavior to get things (e.g., attention) or escape/avoid things (e.g., work)

Logical Solution

Make them want to…

Motivate compliant behavior with rewards and punishments (or lower expectations).

(e.g., grades, sticker charts, point systems, detentions, suspensions, other consequences, and modifications)

What Incentives and Consequences Do and Don't

DO: Teach basic lessons and provide external motivation

DON'T: Teach complex thinking skills, build relationships, help kids stay regulated.

Impact of Rewards and Punishments

Tangible rewards = Less Intrinic Motivation

Teaches that we don't think they want to learn and that learning is not intrinsically valuable

Increases fixed mindset and decreases growth

Punishments dysregulate kids -> more punishment

Unconventional Wisdom

It's a Learning Disability!

Kids exhibiting challenging behavior are delayed in the development of crucial skills or have difficulty applying skills when most needed.

The Pitch

- Kids do well if they can - not if they want to
- Neuroscience shows that challenging kids lack the skill, not the will, to behave well
  - Problem-solving, frustration tolerance, flexibility

- Goal: Help child solve problems and develop skills
- How? Using a problem-solving process that builds skills, confidence, and relationships

Three Approaches to Unmet Expectations

Plan A - Meet adult expectation or else. Make them want to. Rewards and punishments.

Plan B - Collaborative Problem Solving around the adult expectations and the child's lagging skills or unsolved problems

Plan C - Remove the expectation to avoid challenging behavior

Assess

Three Lists

1. Challenging Behaviors
2. Problems to be Solved
3. Lagging Skills

Because

Problems to Be Solved - Challenging Situations

+

Lagging Skills

=

Challenging Behavior

Assess

PROBLEMS TO BE SOLVED ✚	LAGGING SKILLS ⇨	CHALLENGING BEHAVIORS
The situations **WHEN** the child has difficulty. Also known as expectations, precipitants, antecedents, triggers or contexts that can lead to challenging behavior. When making your list, describe the who, what, when and where and be specific!	The reasons the child is having difficulty handling these specific situations. Use the list of problems as your clues and refer to the list of lagging skills on the next page. If the problems to be solved are the WHEN, the lagging skills are the **WHY**.	The challenging behaviors are the observable responses that often bring up the greatest concerns for adults and parents. Examples are yelling, swearing, refusing, hitting, crying, shutting down etc.
List #2	**List #3**	**List #1**

THINKING SKILLS REFERENCE SHEET

Language and Communication Skills

- Understands spoken directions
- Understands and follows conversations
- Expresses concerns, needs, or thoughts in words
- Is able to tell someone what's bothering him or her

Attention and Working Memory Skills

- Stays with tasks requiring sustained attention
- Does things in a logical sequence or set order
- Keeps track of time; correctly assesses how much time a task will take
- Reflects on multiple thoughts or ideas at the same time
- Maintains focus during activities
- Ignores irrelevant noises, people, or other stimuli; tunes things out when necessary
- Considers a range of solutions to a problem

Emotion and Self-Regulation Skills

- Thinks rationally, even when frustrated
- Manages irritability in an age-appropriate way
- Manages anxiety in an age-appropriate way
- Manages disappointment in an age-appropriate way
- Thinks before responding; considers the likely outcomes or consequences of his/her actions
- Can adjust his/her arousal level to meet the demands of a situation (e.g., calming after recess or after getting upset, falling asleep/waking up, staying seated during class or meals, etc.)

Cognitive Flexibility Skills

- Handles transitions, shifts easily from one task to another
- Is able to see "shades of gray" rather than thinking only in "black-and-white"
- Thinks hypothetically, is able to envision different possibilities
- Handles deviations from rules, routines, and original plans
- Handles unpredictability, ambiguity, uncertainty, and novelty
- Can shift away from an original idea, solution, or plan
- Takes into account situational factors that may mean a change in plans (Example: "If it rains, we may need to cancel.")
- Interprets information accurately/avoids over-generalizing or personalizing (Example: Avoids saying "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid," or "Things will never work out for me.")

Social Thinking Skills

- Pays attention to verbal and nonverbal social cues
- Accurately interprets nonverbal social cues (like facial expressions and tone of voice)
- Starts conversations with peers, enters groups of peers appropriately
- Seeks attention in appropriate ways
- Understands how his or her behavior affects other people
- Understands how he or she is coming across or being perceived by others
- Empathizes with others, appreciates others' perspectives or points of view

Plan B

EMPATHIZE - Clarify the child's concern

- Clarifying questions
- Educated guesses
- Reflective listening
- Reassurance

SHARE - adult concerns

COLLABORATE - Brainstorm, assess and choose solution

- Mutually satisfactory and realistic
- Follow up plan to enact the solution and revisit the problem, if the solution doesn't work

Discipline Trends

Number of Out of School Suspensions (LINK to Presentation)

- 2014-15 - 56
- 2015-16 - 53
- 2016-17 - 76
- 2017-18 - 47
- 2018-19 - 34 - 55% drop over 2 years
- 2019-20 - 16 to date? Almost all drug related

Outcomes

2017-18

47 total suspensions (42 total students)

Decrease:

- 12 substance
- 16 conflict (3 staff)
- 16 disruption (e.g., vandalism)
- 1 chronic
- 1 outside felony

2018-19

34 total suspensions (31 total students)

Decrease:

- 18 substance
- 9 conflict (1 staff)
- 6 disruption (e.g., theft)
- 1 chronic

Evaluation

Mid-year evaluation

- Tie training to teacher behavior and treatment to student outcomes

- Philosophy and Understanding - High
- Application - Moderate
- Positive changes in Philosophy and Impact
- Attention to teacher burnout

Collaborative Problem Solving Resources

Think:Kids - www.thinkkids.org/

The School Discipline Fix - Stuart Ablon

Lost at School - Ross Greene

Changeable - Stuart Ablon

Social Emotional Learning

Cultural Competency

Responsiveness to:
Culture
Identity
Stereotyping
Bias
Justice/Historical Injustice