

Collaborative Problem Solving!
Implementation in the Classroom

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Why Do Something Different?

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National Graduation Rates
For Children with Disabilities – 4 year cohort

2010–2011	2011–2012
▶ Oregon 42%	▶ Oregon 38%
▶ Alaska 40%	▶ Georgia 35%
▶ South Carolina 39%	▶ Louisiana 33%
▶ Alabama & Georgia 30%	▶ Mississippi 32%
▶ Louisiana 29%	▶ Nevada 24%
▶ Nevada & Mississippi 23%	

Oregon Statistics

- ▶ In 2011, 58 out of every 100 students with disabilities in Oregon dropped out of school
- ▶ In 2012, 62 out of every 100 students with disabilities in Oregon dropped out of school
- ▶ Oregon's 2010 suicide rate is 35% above the national average
- ▶ 67%-70% of youth in the juvenile justice system have a diagnosable mental health disorder
- ▶ Up to 44% of youth with mental health problems drop out of high school

Conventional Thinking ..Just Stop It Video



Collaborative Problem Solving


- ▶ As applied to challenging kids, the model sets forth two major tenets: first, that these challenges are best understood as the byproduct of lagging thinking skills (rather than, for example, as attention-seeking, manipulative, limit-testing, or a sign of poor motivation); and second, that these challenges are best addressed by teaching children the skills they lack (rather than through reward and punishment programs and intensive imposition of adult will).
 - ▶ While challenging kids let us know they're struggling in some fairly common ways (screaming, swearing, defying, hitting, spitting, throwing things, breaking things, crying, running, withdrawing, and so forth), they are quite unique as individuals when it comes to the mix of lagging thinking skills that set the stage for these behaviors. This means that prior to focusing on the teaching of cognitive skills one must first identify the skills that are lagging in each individual child or adolescent.
 - ▶ The teaching of these skills may be accomplished in a variety of ways, but primarily through helping challenging children and their adult caretakers learn to resolve problems in a collaborative, mutually satisfactory manner.
- http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/#sthash.vinociU.dpuf

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

Think:Kids
RETHINKING CHALLENGING KIDS

Collaborative Problem Solving
a discussion with Dr. Stuart Ablon



**Collaborative Problem Solving
in the Classroom**

1. Our routines and rituals, consistent adult responses, care-giver affect managements strategies and attunements skills are based on this analysis.
2. We utilize strategies to embed skills instruction in the daily routine.
3. With respect to direct instruction, we use a number of evidenced informed curricula/strategies.

Collaborative Problem Solving in the Classroom cont...

4. Patterned, repetitive regulating activities are interspersed throughout the day.
5. With these group and individually tailored activities we are striving for "top down" regulation, but we often must also use "bottom up" regulation strategies.
6. Given these strategies, we have most kids developing foundational skills and consistently meeting adult expectations, avoiding reactive interventions.

Kids do Well if They Can *A Shift in Thinking and Understanding*

From seeing a child as:	To understanding a child as:
Won't	Can't
Bad, Frustrated	Defeated, Challenged
Lazy	Tries Hard
Lies	Fills in
Doesn't try	Exhausted or can't start
Mean, defensive	Hurt, abused
Doesn't care	Cannot show feelings
Refuses to sit still	Over stimulated
Fussy, demanding	Over sensitive
Resisting	Doesn't get it
Trying to make me mad	Can't remember
Trying to get attention	Needing contact, support
Acting younger	Being younger
Thief	Doesn't understand ownership
Doesn't try	Tired of failing
Doesn't get the obvious	Needs many re-teachings

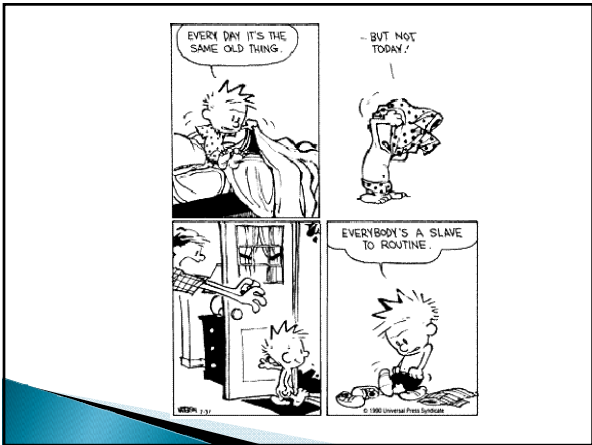
CPS - Lagging Skills

- ▶ Language Processing Skills
- ▶ Emotion Regulation Skills
- ▶ Cognitive Flexibility Skills
- ▶ Social Skills
- ▶ Executive Functioning Skills



Adapted from : Thinking Skills Inventory (TSI); Revised 10/09

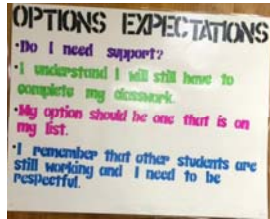
Classroom Routines



HOW TO TEACH ROUTINES

- ▶ Visual cues
- ▶ Direct Instruction
- ▶ Repetition, Repetition, Repetition
- ▶ Discrete Trial Training/Pivotal Response

Options



Students at this level of restrictiveness have gone through traditional behavioral programs, yet they still have the need for a more supportive educational environment. At Heron Creek, we offer our students options. Options allow us to teach students and for students to teach us routines and methods that best work for them. Additionally, students learn to advocate for themselves and control their educational and therapeutic destiny, thus allowing student to use their options for lifelong learning, coping, educational, and vocational careers.

Options Sheet

- Fill out within one week of student starting school.
- Short Term Goal:
- Triggers:
- Options the school can use to help de-escalate when the student is upset,frustrated...
- Have student and parent(s) sign complete Options Sheet.

**HERON CREEK PROGRAM
OPTIONS SHEET**

To be filled out within one week of student starting at school.

Student Name: _____ Teacher Name: _____

Long Term Goal: _____

Short Term Goal: _____

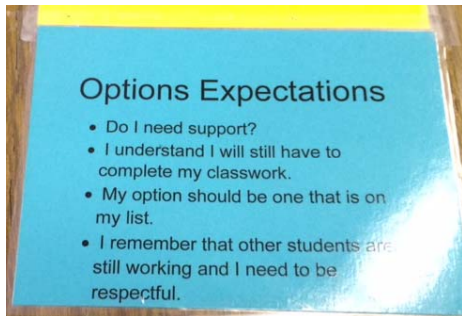
Triggers: _____

Options the school can use to help de-escalate when the student is upset:

- _____
- _____
- _____
- _____
- _____

Student's signature: _____
Parent's signature: _____

Options Expectations



Options Example

In the event that a student is demonstrating difficulty following the rules, the following steps will be taken:

- Step 1: Restate Expectations
- Step 2: If the behavior or frustration persists, staff will suggest student use options.
- Step 3: If the inappropriate behavior or feelings of frustration continues, staff will direct student to use a specific option. And support the student in the process.

Classroom Expectations are clearly posted



Classroom Routines are also clearly posted



Posted Routines cont.



Behavior Supports

How are students feeling according to color and what options they might want to use in each area?



Supports cont.



Everything is posted...



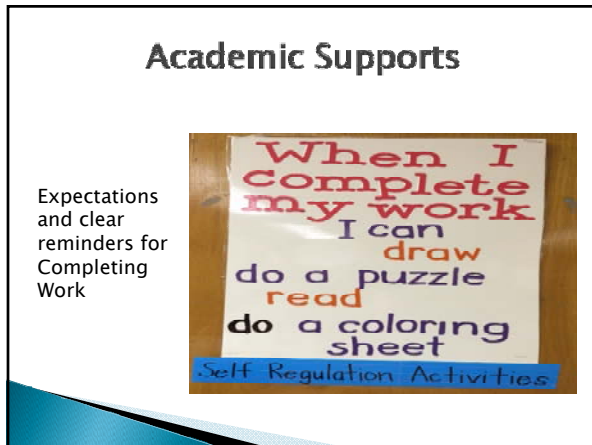
Behavior Supports cont.

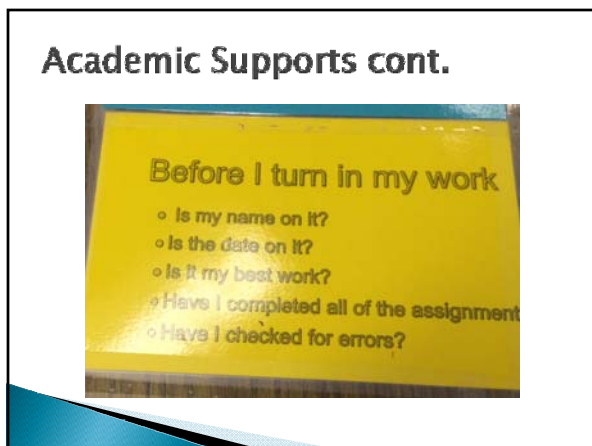


Behavior Supports cont.









Academic Supports cont.



Academic Supports cont.

2nd Period Language Arts

- | | |
|--|---|
| Darlington | Fanendo |
| <input type="checkbox"/> - Sight Word Search | <input type="checkbox"/> - Reading Comprehension W/S |
| <input type="checkbox"/> - In Class work with Ms. Sorg | <input type="checkbox"/> - Alpha Smart Story Free Write |
| Liam | Lucas |
| <input type="checkbox"/> - Silent Reading | <input type="checkbox"/> - Zoom-In |
| <input type="checkbox"/> - Reading Comprehension W/S | <input type="checkbox"/> - Silent Reading |
| Diego | Adam |
| <input type="checkbox"/> - Reading Comprehension W/S | <input type="checkbox"/> - Reading Comprehension W/S |
| <input type="checkbox"/> - Silent Reading | <input type="checkbox"/> - Silent Reading |
| Aivas | |
| <input type="checkbox"/> - Alpha Smart Story | |
| <input type="checkbox"/> - Silent Reading | |

Pick one and stick with it!
Options are 5 minutes
Silent read or color when finished...no talking!
