

How to Get Your CPS On!

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National Graduation Rate for Children with Disabilities

Four Year Cohort

2010-2011

Oregon 42%

Alaska 40%

South Carolina 39%

Alabama and Georgia 30%

Louisiana 29%

Nevada and Mississippi 23%

2011-2012

Oregon 38%

Georgia 35%

Louisiana 33%

Mississippi 32%

Nevada 24%

Conventional Wisdom



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*

No Matter How Hard You Try...



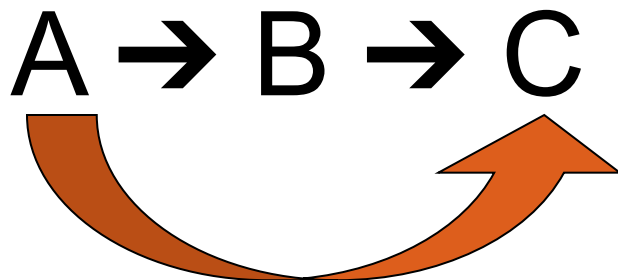
Alignment of PBIS and CPS

- Primary Difference
 - How We Frame the Problem
 - Explanation of the Problem
 - Focus on natural consequences rather than token economy

Framing the Problem

PBIS

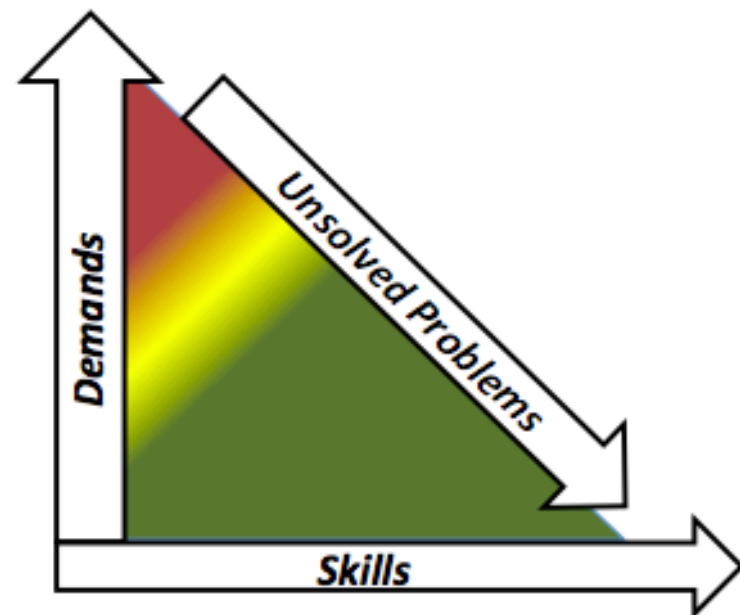
- The student learns through repeated experience, that under these specific Antecedent conditions, “If I engage in this Behavior, I can expect this Consequence”.



CPS

Behind every challenging behavior is a lagging skill and a demand for that skill.

$\text{Demands} > \text{Skills} = \text{Unsolved Problems}$



Explanation of Behavior

Collaborative Problem Solving:

Lagging Skills

Executive Functioning Skills

Language Processing Skills

Emotion Regulation Skills

Cognitive Flexibility Skills

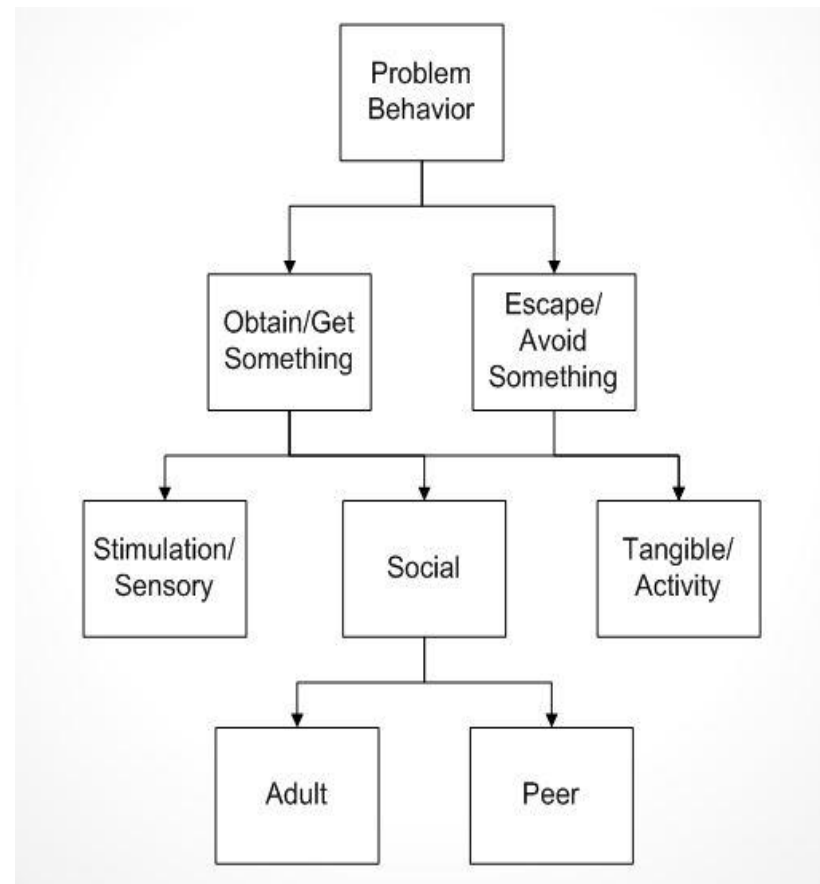
Social Skills

Unsolved Problems:

Some kids lack the “thinking skills” needed to avoid challenging behavior.

Demands exceed the student’s capacity to respond adaptively.

PBIS



ALL STUDENTS

- Culturally sensitive
- Individualized
- Evidence Based Practice for:
 - Early Childhood
 - K-21 Education
 - Juvenile Justice
- Regardless of:
 - Verbal ability
 - Intellectual ability

Individual Data

- Student Goals are based on Thinking Skills Inventory
 - Tracking Sheets
 - Monthly Summary
 - Goal Tracking
 - Discipline Data
 - iPad Based Collection
 - Ease of entry
 - Confidentiality
 - Data Compiled for Progress Reporting

Daily Tracking Sheet

Goal for today: _____ :

	Period/Time	8:30-9:20	9:20-10:10	10:10-11:00	11:00-11:50	11:50-12:40	12:40-1:30	1:30-2:15	Received	Points Possible
Responsibility	Acceptance of direction & and instruction	0	0	0	0	0	0	0	0	35
	Completes assigned tasks	0	0	0	0	0	0	0	0	35
	Stays in assigned area	0	0	0	0	0	0	0	0	35
Respect	Use of appropriate/non-threatening language with staff and peers	0	0	0	0	0	0	0	0	35
	Refrain from distracting noises and conversation	0	0	0	0	0	0	0	0	35
	Appropriate play with peers	0	0	0	0	0	0	0	0	35
Safety	Avoid violent play and conversation	0	0	0	0	0	0	0	0	35
	Keep hands, feet & objects to self	0	0	0	0	0	0	0	0	35
	Transition between activities	0	0	0	0	0	0	0	0	35
NP=Non Participation DP=Declined Participation		Social Skills						TOTAL	0	

Key: 5= 90 to 100%; 4= 80 to 89%; 3= 70 to 79%; 2= 60 to 69%; 1= 59% less than

Today's Total:
 Calm space _____ Incident Reports _____ Options used _____ Times Out of Room _____
 MEDICATION GIVEN AT: _____ Initials _____

COMMENTS:

FBA/BSP Part I

I. Functional Behavior Assessment (FBA)

Student Name: _____ Date: _____

Please refer to Behavior Support Plan Guide for suggestions and clarifications.

² Target Behavior <i>(Adult Concern)</i>	³ Predictors <i>(Unsolved Problems)</i>	⁴ Responses <i>(Unsolved Problems)</i>	⁵ Function Hypothesis <i>(Student Concern)</i>
<p>Baseline Measures: Frequency:</p> <p>Duration:</p> <p>Intensity:</p>	<p>What sets off the behavior? (Who, What, When, Where?) Distant Triggers (hours before):</p> <p>Immediate Triggers:</p>	<p>What happens next? Adult/staff responses:</p> <p>Peer responses:</p> <p>Impact on learning environment:</p>	

FBA/BSP Part II

II. Positive Supports and Strategies

Staff will:	Staff will:	Staff will:
⁶ Change the environment (address factors from boxes 3, 4, and 8)	⁷ Learn Functionally Equivalent Replacement Behavior (FERB)	⁹ Provide Positive Reinforcement (Include student input – Plan B conversation)
Change/Add/Subtract environmental elements:		
	Staff will:	Staff will:
	⁸ Teach New Skills	¹⁰ Use Response Strategies (When Target Behavior occurs)
Change/Add/Subtract adult actions:	FERB and related new behaviors/routines: Related skills deficits identified in the <i>Thinking Skills Inventory</i> :	Cueing/prompting: Calming Strategies (options): Debriefing strategies: Natural Consequences:

FBA/BSP Part III

III. BSP Progress Monitoring

^{11(A)} BSP Goals – Skills to be Taught & Coaching:

Skill/Coaching	Curriculum	Who (<i>Implementer</i>)	Location	Dates/Times/Projected Timeline
FERB:				

^{11(B)} BSP Goals – Skills to be Taught & Coaching:

Environmental (Change/Add)	Who (<i>Implementer</i>)	Location	Dates/Times/Projected Timeline
Reinforcement:			

FBA/BSP Part III

¹² **Data Plane**

(A) Staff Implementation Data	(B) Student Data
Will be monitored by: _____ (Plan Manager)	Will be monitored by: _____ (Plan Manager)
Will be measured by (tools/strategies): _____	Will be measured by (tools/strategies): _____
Indicators of success (target level): _____ Duration: _____	Indicators of success (target level): _____ Duration: _____
Plan Manager review schedule (e.g., every Friday): _____	Plan Manager review schedule (e.g., every Friday): _____
BSP Team review Date (reflecting 4-6 weeks data): _____	BSP Team review Date (reflecting 4-6 weeks data): _____

Program Fidelity

- Plan B Tracking Sheets
- Weekly Staffing Meetings
- Monthly Goal Meetings
- Consultation with Certified Trainer
- Building Capacity within System
- Leadership and Vision

Synergy

- Integration of CPS and the Thinking Skills Inventory (lagging skills) into every form, process, and initiative
- CPS isn't something we do. CPS is who we are
- Parents, schools, mental health, DHS.... All speaking the same language to the benefit of the child

Parent Training and Coaching

- CPS Curriculum Developed for Parents
- CPS Parent Mentors
- CPS focuses on lagging skills for all people
 - No shame or blame

Who to Contact

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- OHSU: Collaborative Problem Solving