

Module 3 Transcript

Reducing Reliance on Crisis Management Practices in Massachusetts' Schools. Module 3: Implementation.

[Lindsey, School Psychologist, Massachusetts] The systems are designed to respond after the fact. Schools, I think the school schedule that we have probably looks the same today as it did 50 years ago. And we're just, for whatever reason, seeing more concerning behavior, but there's no time built in to really manage that well. So what it typically looks like is a team of people that all have a walkie. And when someone radios for help, they drop everything they're doing and everybody runs to help. And we make time in that moment to deescalate a student, which is great. However, if we could just imagine a school where people are dropping everything they're doing, when a teacher says, hey, my kid is calm and I can step out for a second to problem solve with them, what would that look like and how much more productive would that be? So really imagine a sense of urgency around problem solving with kids versus responding to concerning behavior?

[Ryan, School Principal, Maine] I think we're spending a lot of time, energy, and resources on things after they've happened. And the analogy that I often think of is, imagine if you had a playground on the edge of a cliff and you're thinking, okay, we're finding that kids are falling off the cliff. So what would we do? Well, let's get an ambulance and let's put it at the bottom of the cliff. Let's try to get a giant, you know, a giant blanket to catch the kids as they're falling off the cliff so that they don't get hurt too badly. Well, what if you could build fence so that they don't fall off the cliff or what if you could teach them how to not fall off the cliff and if we actually sit practically and think about what we're doing now to respond to kids who are having the outbursts, who are struggling, the safety issues. We're spending time at the bottom of the cliff and we're spending a lot of money and resources and efforts on all of those resources as opposed to focusing on how do we help them be successful before they fall off that cliff.

[Stephanie, Director of Education, Connecticut] This isn't just a procedural change. You can't just come in as an administrator and say, okay, we're not using physical management anymore. It really does take a shift in mindset. It takes skill development and it takes systems of support.

[Voiceover with text on screen] Module 3: *What to Expect*. Four components of implementation and Q&A

[Dr. Ross Greene, clinical psychologist and founder of the nonprofit Lives in the Balance] Welcome to Module three. In Module one, you were introduced to the lenses of the CPS model and were provided with an overview of its practices. Hopefully, that made it clear why the CPS model is highly effective at dramatically reducing or eliminating reliance on de-escalating, secluding and restraining kids and other crisis management strategies. Hopefully, you're now fully aware, if you weren't already, of the necessity of being proactive, focusing on unsolved

problems rather than concerning behavior, of expectation management, developmental variability, and of the imperative to meet every student where they're at.

In Module two, you were provided with a lot of details on how to use the assessment of skills and unsolved problems, and how to do Plan B. We appreciate that it was a lot of information, so as you heard, it might make sense to watch that module more than once.

And we've now arrived at the hardest part, changing your structures to embed these concepts and practices into the fabric and everyday life of your school, program, or classroom. Change is hard, but often it's because while we might have a goal in mind, for example, reduce reliance on crisis management practices and become way more proactive, we're not sure how to get there and what to do instead.

Hopefully you now have a sense, thanks to modules one and two, of what to do instead. But it's also often because we have old familiar structures in place that support old familiar practices. Some of those structures may need to change so that they support new practices. As you heard in Module one, don't succumb to the temptation to point to the difficulty of the kids as justification for using late punitive exclusionary practices. The kids are difficult, but those practices can be part of the reason the kids are as difficult as they are.

No, we need to start with the recognition that some or many of our existing practices and structures aren't serving the kids or the staff well.

[Text on screen. Title: Four Components of Implementation

Body text:

1. Prepare for change/create a game plan
2. Begin implementation
3. Create structures to support modeling, practices, and spreading the model in the program or building
4. Create structures that support sustainability]

Step number one is preparing for change, creating a game plan, and getting the ball rolling. And the first thing you'll want to do is give deliberate thought to your existing practices. How do we find ourselves in the heat of the moment so often? What practices and structures set you up to be late and unilateral? What practices set you up to focus on behavior rather than the problems that are causing that behavior? What structures and practices cause you to end up reacting to behaviors rather than solving those problems? Pinpoint them. They may need to change.

Now you may be tempted to try to squeeze the practices of the CPS model into your existing structures, but that often doesn't work very well. Schools implement any variety of programs, PBIS, MTSS, restorative practices, zones of regulation, the list is endless. But many of these programs set you up to focus on what's late rather than on what's early, to be reactive rather than proactive.

You may also have many assessment practices in your school or building that set you up to quantify and focus on behavior rather than skills and unsolved problems. Do you still need those old assessment practices? Can you shift the emphasis of some of those practices, such as FBAs and BIPs, so that you're focused on unsolved problems rather than behaviors?

For many schools and programs, it starts with a mission statement. The mission statement defines who we are, what we're about, and what we're trying to accomplish, and how to do it. The mission statement is also the job description for staff. Without a job description, there is no means for laying out expectations for staff and providing them with feedback if they're struggling to meet those expectations. If you already have a mission statement, you might want to take a look at it to make sure it aligns with the new direction you're taking. If you don't have a mission statement, no time like the present. Here's a sample mission statement I helped a special purpose school create with input from leadership and staff. It's just a sample. Naturally, you'll want to create your own.

[Text on screen. Title: Sample Mission/Values Statement

Body text:

- We strive to provide whatever it takes to ensure that students are successful academically, socially, and emotionally and reach their highest potential.
- We are highly attuned to the developmental variability of our students and strive to meet each student where they're at; each student is their own reference point for expectations, goals, and progress.
- Our school is student-centered, safe, and nurturing, and we employ practices that are non-punitive, non-exclusionary, and relationship- and skill-enhancing.
- We focus on proactively identifying and solving the problems that are interfering with students' success rather than simply modifying the behaviors that are caused by those problems; our students are integrally involved in the problem-solving process.]

[Voiceover and text on screen: You can find the sample mission statement in the CPS Implementation Guide]

The key ingredients required for creating change are commitment, you really want to change things for the better and it's a top priority- and intentionality, you really want to give thought to what isn't working and to what you want to do instead. Leadership will be indispensable. School leaders have to be invested, have to lead the charge, and also have to be collaborative.

Leaders create time. Leaders can change schedules. Leaders galvanize. Leaders help us keep our eye on the ball. Leaders use data to keep track of progress.

[Ryan] Your school leadership has got to be invested in this because school leadership controls the resources and the time. And those are the two barriers that I would say can be challenging in any initiative that you have put in place in schools. So it's like anything else. You say this is a priority for us. This is important for us. We believe in this. And so we need to make sure that the time and resources and structures are in place. And that's going to look different in different

places. And that's why it's so important that teachers are just involved in this process as a team, that it's not a top-down conversation, because they're going to have that insight. They're going to have the insight of which strategies would work better than others depending on their school, depending on their structures.

[Dr. Ross Greene] Step number two, get started on implementing the CPS model.

You're going to want to introduce your staff to the model, and if you decide that you want to introduce the entire staff to the model all at once, module one is a great place to start. That is an excellent one-hour introduction to the CPS model.

[Text on screen. Title: Component #2: Begin Implementation]

- Provide staff with an overview of the model via professional development
 - Optional book study: e.g., *Lost at School* or *The Kids Who Aren't Okay*
- Build Capacity: Create Core Team (five or six early adopters)
 - 8-10 meetings to become skilled at the ASUP and Plan B]

If you also want to do a book study to augment module one, I would recommend either *Lost at School* or *The Kids Who Aren't Okay*. Now, just because we're introducing the model to staff doesn't mean we expect them to do anything with it yet. We just want to let them know here's the direction we're heading in. The rest is training and practice, which needs to be organized and sustained. So what you're going to want to do is get a small group of people together, five or six staff, preferably including leadership. That's your core team. Those are the people in the program or building who are going to be training in the model first. They're going to be the ones who get energized about the work. The CPS model won't take hold in your building or program unless you have people who are skilled at the model.

So this is the phase in which you're building capacity. While you are ultimately going to want to get everyone in the building skilled at the ASUP and Plan B, this is a start small, think big training process.

[Ryan] Starting with that small group of people, helping people feel like they have a depth of knowledge helping that small group feel like they're building capacity to be able to be more independent with the model and be more confident in their ability to articulate and lead the work with colleagues those were places that I think were the places that I've been that we did this I felt like we were really successful in getting a small group of people to be energized over the work.

How do we decide who's in that group? Who are the people that A: could be very aligned with us in thinking to begin with, which is really helpful because it's hopefully helping them enhance something that they're already trying to do. And also thinking about who are some of the people that really are leaders, you know, that really are able to provide some leadership because this is a big shift for a lot of people. You know, this is big, meaningful, complex change and that doesn't

happen overnight. So it starts by giving people the space, the time, the resources and the opportunities.

[Dr. Ross Greene] Getting good at the model means that the core team will be meeting weekly for about an hour a week over a span of eight to ten weeks. First, core team members practice using the ASUP in real meetings about real kids, bring those completed ASUPs to core team meetings, and receive feedback on the wording of unsolved problems. The feedback can be provided by members of the core team or by a trainer from Lives in the Balance. The beauty of using the ASUP in real meetings about real students is that fellow staff are also in the meetings and are being exposed to the ASUP and the mentality of the CPS model.

After a few reps of practicing the ASUP, core team members start practicing Plan B with real students on real unsolved problems outside of the core team meetings and once again receive feedback in the core team meetings either from members of the core team or from a Lives in the Balance trainer.

You're going to need six or eight reps of Plan b for people to start feeling skilled and comfortable with the process.

[Ryan] When we have gotten a small group that has really become galvanized one of the things that's important is we don't keep all that information to ourselves as though it's a secret. We're also very intentional about sharing the successes um things that I have done in the past that I think have been really helpful is at staff meetings having opportunities for this group to share, just to share, hey, here's the success that we're finding, here's what we're doing. Those are the things that I think allowed for growth just because people start to see it works.

[Dr. Ross Greene] Ultimately, the goal is to have the ASUP embedded as the go-to pre-referral triage instrument in your building for the kids who are struggling. And the goal is for Plan B to be the option of first choice in understanding what's making it hard for students to meet certain expectations and to come up with solutions.

How do you formalize all of this? Time for step three. And I think this is the hardest part of the hardest part. That's where we are creating structures to support modeling, practicing, and spreading the model among the staff who weren't in the core team.

This often begins with core team members doing Plan B with a real student on a real unsolved problem with staff who weren't on the core team sitting in to observe.

[Text on screen. Title: Component #3: Formalize Spreading the Model

- Core team members model Plan B for staff who were not in the Core Team (3-6 months)
- Then, staff who were not in the Core Team try Plan B with a Core Team member providing coaching and feedback (3-6 months)]

Again, that's going to take some organizing, and that should last three to six months. We want to make sure that every staff member sits in on two or three Plan Bs. Then, the staff who weren't on the core team start trying Plan B themselves, often with a core team member sitting in to observe, coach, and provide feedback. This phase can last three to six months as well, depending on the size of your staff. If that sounds like a long time, remember this is a big shift. It's not going to happen overnight.

Now, a very important point here. Are you going to need everybody in the building skilled at Plan B before you start to see reductions in the use of crisis management practices? No way. You're going to be making significant, often rapid progress in reducing crisis management practices just because of your new lenses, especially meeting every kid where they're at, expectation management (Plan C) by staying away from Plan A, and by reducing your reliance on adult-imposed consequences. In other words, things will be dramatically better on the way to your entire staff becoming skilled at Plan B.

Let's take a look at what the modeling might look like. Here's a brief look at an empathy step with a 16-year-old student named Ryland, who has a long history of learning difficulties and is having difficulty memorizing the lines for drama for homework.

[Transition to video of Dr. Greene modeling the Empathy step with 11th grade student]

Dr. Greene: Difficulty practicing the lines for drama, for homework. Now comes the big question. Tell us about that.

Student: Like, it's kind of hard. I don't know how to describe it, but I feel like I don't have the right mindset, like, of mainstream kids. I feel like my mind cannot remember things as good as theirs. These kids are like done their work in like one week. I'm like I can't remember things quickly. That well.

Dr. Greene: Got it. This is reflective listening. One reason that you're having difficulty practicing the lines is because you feel like other kids remember them faster than you do. Yes?

Student: I just feel like they might be a little bit smarter than me.

Dr. Greene: Smarter than you?

Student: Yeah.

Dr. Greene: Okay. And what gives you the impression that they're smarter than you is?

Student: Well, that looks like some of the kids in my class are older, but I don't, some in my grade seem to get to things quicker than I do.

Dr. Greene: Okay.

Student: Like, a lot of the people can write bigger, like, paragraphs than me. I am a very creative person, but I can't really think of things that quickly to put on things. In class, we do reflections. All the kids, like, have big sentences like written down without them having to stop. But I have to stop every once in a while because I can't, sometimes I forget when I'm supposed to be writing.

Dr. Greene: Mm-hmm. Mm-hmm. So that's one thing that's getting in the way of you memorizing your lines, yes?

Student: Mm-hmm.

Dr. Greene: Are there any other things that are getting in the way of you practicing your lines for homework?

Student: Well, with my teachers, I do try to do my homework and my lines and all that, but they kind of stress me out a little bit. Like my main teacher is pretty supportive and helps me, but there's always once in a while like where like I try to do something on my own speed, but they're always saying hurry up and I kind of need more time to like go over things I can't just like hurry up.

[Transition from Empathy step video to module instruction] [Dr. Ross Greene] Let's now take a look at what the coaching process might look like with a much younger student and her school counselor.

[Transition to video of Dr. Greene coaching a school counselor in doing Plan B with a pre-K student]

School counselor: So I noticed that sometimes it's hard for you to keep your hands to yourself when you stand on line at the end of recess. What's up?

Student: It's just because it's a little like crowded in it a lot of times.

School counselor: It's a little crowded?

Student: So I like keep forgetting to not put my hands on anyone.

School counselor: You keep forgetting to not put your hands on anyone.

Student: Can I write some?

School counselor: You want to write some? I think we can find some time for you to write some, yeah. So, so far wrote that it's crowded and that you keep forgetting to not put your hands on people, right? What else?

Student: Nothing else.

School counselor: Nothing else? So, if it wasn't crowded and you didn't forget that you're not supposed to put your hands on people there would be nothing else that got in your way of keeping your hands to yourself when you line up at the end of recess, is that right?

[student nods yes]

School counselor: Sure?

[student nods yes]

School counselor: Okay, my concern -

Dr. Greene: Before you move on to your concern

School counselor: Yes, absolutely.

Dr. Greene: It's your privilege to if you have any guesses if Sophie hasn't said, Sophie has said that there's nothing else. But if you think there is something else, at the end of the empathy step, you're allowed to say that.

School counselor: Great. Sophie, I wonder if it's ever difficult to not be first in line.

[Student shrugs shoulders]

School counselor: You're not sure. Do you have a favorite spot to stand in line? What's your favorite spot to stand in line?

Student: In the front.

[Transition to interview with Ryan, School Principal, Maine]

[Ryan] Nothing helps move teachers more than how closely they work with and observe and talk about practices with other teachers. So if we want an initiative like this to really grow, we need to have teachers in the driver's seat of this work. And so you get to a point where that's all happening. How do you formalize it?

[Transition from Empathy step video to module instruction] [Dr. Ross Greene] Step four, which is also hard. This is where you are embedding the model and creating structures that support the sustainability of the change. Let me give you some examples of what I'm talking about here.

As you've heard already, in a general education school, the ASUP should be the standard pre-referral triage instrument for the kids who are struggling the most, meaning pre-FBA. The

ASUP is going to write your FBA for you. But that FBA isn't going to be focused on behavior. It's going to be focused on the problems that are causing that behavior. And then your behavior intervention plan can be focused on unsolved problems too.

In a special education school or classroom, you're going to want to complete an ASUP on every kid in the building or classroom. These are some of the structural changes that help you get in front of things rather than react to them.

[Ryan] Our lens has always been how do we make this work a technical and adaptive change in our school. So adaptive changes are things that aren't necessarily written down, but it's the culture of how we do things here there are some schools where and I certainly would not want to be in them but some schools where you may walk down the hall and it's okay for a teacher to be out there screaming at a kid in hallway the that's that's that that might be normal in that culture nobody's really shaken up by that, um and then there are cultures where if that was observed people would say, that is not what we're about. We do not speak to kids that way.

So how do we make this approach part of our adaptive culture? And it's already starting with the work that's happening, the success that's happening. But also there's got to be some kind of accountability towards ourselves as well. And that's where the technical change comes in place. Where does it live in our formal structures and processes and the paperwork and all that kind of stuff?

[Dr. Ross Greene] Early on, as you're integrating the CPS model into the daily life of your school or program, might you still find yourself in the heat of the moment [text on screen: What if, early on, we still find ourselves in crisis management mode]? Of course. But make sure you build in debriefing on any occasions where crisis management had to be used.

Was the scenario a surprise? Usually not. Did we miss something on the ASUP? Sometimes. Did somebody slip into Plan A? Often. How do we make sure that doesn't happen again? Again, your mentality is that crisis management is not something we take in stride or accept. It's something we're trying very hard to prevent.

This means we're also honing in on the time issue [text on screen: How do we create time for Plan B?]. Crazy as it sounds, as the school day is currently configured, especially in general education schools, there is no time to solve problems with students. It's never been a priority. Let's solve that problem as a staff. Let's make it a priority. In many buildings, formal systems of coverage are often a huge part of the solution, whereby if a classroom teacher needs time to solve a problem with a student, they send a problem-solving referral, notice that's not a discipline referral, to the office, and the office helps designate someone who's available to provide coverage. Sometimes that's an administrator, sometimes it's another classroom teacher. In many classrooms, there's more than one adult present, so one adult can cover the classroom while the other does Plan B with a student.

There are sometimes blocks of time before school, after school, during lunch, during recess, during the teacher's prep time, if the teacher has prep time, that Plan B can be done. Once schools start trying to solve the time problem, they often find that the key ingredient is commitment to solving problems rather than finding the time to do it.

[Lindsey] The biggest challenge that we found is that the way that the school day is set up it's not set up um with the idea that anything's going to go wrong, so we really have to be mindful and we have to build in the time [text on screen: Be highly intentional in creating time for Plan B]. We know that things are going to go wrong, we know that on the first day of school, we know that in the PD right before we have before the kids come back, we know that things are going to go wrong and they're going to be kids that can't meet our expectations so it's about really making time to plan for that.

[Ryan] I think one way to deal with the time issue is to give educators the space and opportunity and support to be creative. If they have an idea of, boy, I could do it at this time if I had this, I find a way to try to support that. I think for myself, our assistant principal, our school counselors, our social workers, we have made an invested commitment to say to the entire staff, you need us to come in and cover so you can do this, we'll make it happen. And I think that that modeling in and of itself communicates how committed that we are to making sure that this is happening in our school.

[Lindsey] So instead, we really have to prioritize and change the way our schedule is working. So where are some pockets where it would be okay for a teacher to step out and problem solve with a kid? And we need to build that into our schedule. And we can justify that because if we don't do that, we're going to miss a lot more time on learning than if we don't take that time proactively.

[Stephanie] You know, it is time consuming to have these conversations with students, but, you know, I'd rather spend 25 minutes talking to a student and solving a problem than dealing with the reaction every single day.

[Brian, Special Education Teacher, Vermont] Yeah, something we hear in education a lot is that we don't have time, and time is an issue, and it's a very valid concern. You know, if I look at restraint and seclusion, anytime there's a restraint, there's, you know, at least two people involved. Usually then you are involving a social worker, you're involving a principal, you're involving the parents. And so now you have six or seven people all coming together, spending, you know, a half an hour trying to now de-escalate a child after restraint. You have a half an hour of paperwork, debrief meetings with six or seven people. And that time really mounts up. So if you can prevent the crisis in the first place, you're saving, I mean, hours and hours and hours of time.

[Dr. Ross Greene] Oversight is a big deal. Who's overseeing the process? Is it the principal, assistant principal, school psychologist, school counselor? Who's making sure that the ASUP is completed on the kids who are struggling the most? Who's making sure that the problem-solving

plan is being completed and revised as needed? Who's making sure that whoever was designated to do Plan B with a student did do Plan B with a student? And if they didn't, what got in the way of them doing that? And what can we do about that? We're troubleshooting. We're helping everyone get on board. We're revising our structures as needed.

[Ryan] Ultimately, the final goal is that everybody in the building knows how to do Plan B and understands that this is where we start and end with students. This is what we aspire for to be the experience that students have. I think once you have established the systems, the structures, and the culture of this work happening consistently and thoughtfully and proactively, Plan A becomes more and more, almost obsolete, because you're able to proactively anticipate the challenges and the situations that a student may experience during their day, and you've got a durable solution so that it doesn't get to a crisis point after the fact.

[Dr. Ross Greene] How do you know you're there? Well, you're never there, since helping the students who are struggling the most is an ongoing project. But if the ASUP has become the standard pre-referral triage instrument in your building, if staff are very well acquainted with how to use the ASUP, how to do Plan B, if you're managing expectations well, if you're feeling like you are way out in front of the unsolved problems of your students, if you are finding yourselves managing crises and using crisis management procedures almost never, you are certainly getting there, and then you can focus on the things you need to improve on next.

[Ryan] I don't think you're ever finished with this work. Just as I don't think you're ever finished with your work around helping instruct students in math or in science or in reading.

[Dr. Ross Greene] What about staff pushback or resistance? What do we do with staff who are having difficulty doing Plan B with their students? Yes, I chose that wording purposely. As with students, we need to find out what's getting in the way.

[Amy, Director of Special Services, Maine] We got a significant amount of pushback when we first made the decision that we were going to dramatically reduce restraints and seclusions for our students. I think people were worried about chaos in our classrooms. They were worried about lack of instructional control over our students.

[Ryan] This is true if we were talking about CPS or we're talking about we're going to have a new bell schedule or we're going to have, there are people on staff that will be resistant, you know, to that change. And so I have historically approached this just as I've approached problem-solving with students, which is having a Plan B conversation with them about it and valuing their voices and trying to understand if they're voicing frustration, well, let's go upstream and understand what is it that they're voicing frustration about and just having an honest, open conversation.

[Dr. Ross Greene] They might not be comfortable doing something they aren't good at yet. They might have belief systems that cause them to think that Plan B is the equivalent of coddling, or that Plan C is the equivalent of giving in or giving up. Often many of the folks who think that way

just have some misconceptions about what they've learned about the CPS model. I find that a lot of people who have been doing things a different way for a very long time are listening to information about the CPS model with a certain filter on, and sometimes they don't hear accurately what the model is really about. Good to clarify things for those folks.

Plans B and C are not about giving in. They're not about giving up. They are most assuredly not about coddling. They're about solving problems with kids that are often long-standing, that have often been causing concerning behavior for a very long time.

[Ryan] If I, as your principal, responded to your unsolved problems in the manner in which some of our historical discipline practices do, you would have a huge problem with that. And sometimes the thinking might be, well, I'm an adult and this is a kid. This is a human being that's growing and soaking everything up and learning developmentally. And developmentally understanding kids are not little adults. There are different stages of their life in brain development and physical development, and they're constantly learning and developing and building this skill set. And we want to model for them and engage with them in a way that when they do grow up and become adults that they have developed skills and habits around these 21st century skills of communication and collaboration and resiliency and problem solving um so if we're not doing that and we're responding in ways that are just punitive um how are they going to build those skills? How are they going to learn?

[Dr. Ross Greene] Sometimes the question is, at what tier would you use the ASUP [text on screen: At what tier should the ASUP be used?]? The answer, any tier, every tier, no matter what the tier. Most of the kids who need you to do the ASUP are already at tier three, or already identified. So let's not worry about what tier we're at. What we've done so far hasn't worked. This is a very interesting thing, because in many schools at whatever tier, there's a team of staff who are getting together to discuss a kid, decide on their own what's getting in the way for the kid, and decide on their own what the kid needs next. As you now know, there's someone very important missing from that process. The kid.

Now we've added a few things before any of that happens. First, the ASUP. Then, Plan B. Because the group of people who are deciding what this kid needs next can't decide that, well they could but they miss the mark a lot, without information from the kid about what's really making it hard for them to meet a particular expectation.

[Ryan] [text on screen: Does the CPS model help educators improve interactions with parents?] What I have found is that when I talk to a parent and say, boy, Johnny's having a tough time on the playground with this. And here's what I think we need to do. And when I talk about this is hard because of some reason, I talk about how, you know, we believe that these are opportunities for learning, learning for us, learning for him. And so we're going to carve out some time for this person and Johnny and me to sit and talk about this. Parents are disarmed, I find, because what we're not saying is your child is. What we're not labeling, we're not judging. We're saying they're having a hard time with us right now and we really want to help them. And that becomes the dialogue and the relationship between school and home. And then what I find

is it builds a relationship collateral as well. And so parents become much more supportive of the school when we start framing things and having conversations that way. And when I say framing things, it's because it's what we're doing. It's what we believe needs to happen. And so when that is in place, I think we just have much more effective relationships with parents.

[Dr. Ross Greene] A lot of people want to know, isn't safety non-negotiable? Yes, there's no question that safety is a high priority, probably the highest. What that means is that you want to redouble your efforts to get in front of the unsolved problems that are causing safety issues. You want to get those unsolved problems identified proactively and solved proactively so they don't cause safety issues anymore.

People also want to know if there are kids with whom the CPS model won't work. I'm betting you've already been thinking about kids you think won't be able to participate in the problem-solving process, perhaps because they're non- or minimally speaking, or high support needs, or very alienated and disenfranchised. But as you heard in Module two, we've developed a variety of strategies to ensure that pretty much any kid can be engaged, in one way or another, in solving the problems that are affecting their lives.

Seeing is believing. The proof is in the pudding.

Another question. Does this fit with existing practices that we are using in our building [text on screen: Does Collaborative & Proactive Solutions fit with other models?]? You get to decide that. It certainly can fit within all three tiers of multi-tiered systems of support. It is not an ideal fit for PBIS, Positive Behavior Interventions and Supports, because PBIS is still very focused on the B word, behavior, and is very focused on interventions that are aimed at modifying behavior, such as teaching and reteaching replacement behaviors, checking in and checking out about behaviors.

Lots of folks want to know whether CPS is a good fit with restorative practices. I find that those two models come from very similar places in the heart, but restorative practices is actually in some ways still rather focused on a kid's concerning behavior, which is what they're making amends for. Making amends isn't going to solve any of the problems that are causing the behaviors that the kid is making amends for. Food for thought.

You get to decide if you want to keep doing things that are pointing you toward focusing on behavior. What place do those interventions still have in an environment, in a culture, in a climate that is largely oriented toward problem solving, solving those problems collaboratively and proactively?

[Ryan] [text on screen: How do we figure out where things aren't going well?] One of the tools that I have found effective, not just in implementing this problem-solving approach in school, but also in other initiatives that we've used in school, is the Knoster Model of Change [image on screen of the Knoster Model for Managing Complex Change]. And really what it does is it looks at things that are key ingredients that need to be in place in order for complex change to come

to fruition. And I think one reason is it's concrete and it gives you an opportunity to really kind of diagnose the change process and say, if we're stalling here, could it be because of this?

So one of the things that's in there is vision. Do we have a clear vision of where we want to go with this? For us saying, you know, we are going to embrace that model of kids do well if they can, not kids do well if they want to. Do we all have that vision? And if we don't all have that vision and we're not clear on that vision, well, there's going to be a lot of confusion, right? Because people won't understand this. This is what we believe. This is how we're going to move forward as a school galvanized around us.

So I also find that a big one that's in this model is skills. If people don't feel they have the skills, one of the symptoms of that is anxiety. So how are we making sure that the resources, the time, the commitment are there for people to get that skill training? Resources. You know, people may be frustrated if they don't feel like they have the resources to do the work. And resources can be, how are we providing the time? How are we providing the professional training to make sure that they get what they need? So that's a model that I have found invaluable. And it's something that I think would be really helpful as you're planning and also as you are taking moments to reflect on how the progress is going. It can be a really helpful diagnostic tool.

[Dr. Ross Greene] Finally, what kind of data should you be collecting to track your progress? The likelihood is that it's data you're collecting already. You're probably already keeping track of crisis incidents, seclusion, restraint, staff and student injuries. You may not have to collect any new data to see how you're doing. If you wanted to collect additional data, you could also track the degree to which staff are participating and learning about the model, the degree to which they are engaged. We have produced checklists to help you give people feedback on how they did at Plan B and how they're doing it using the ASUP [text on screen: You can find all of the paperwork of the CPS model in the CPS Implementation Guide].

But the most important things to quantify are the degree to which you have ended your use of practices you didn't want to be using in the first place.

Finally, as you've heard, Lives in the Balance produced these video modules. We are very eager to hear from you, especially if you think that there is additional information we could add to these modules, but also if you need help and support in implementing what you've learned about.

If you decide you need a little extra support, or a lot of it, just be in touch with us and we are delighted to help you out. I wish you the best of luck on this journey. What an important journey it is. Handling our most vulnerable kids safely, effectively, and with compassion.

[Zachary, Lead BCBA, Massachusetts] It can be hard to be compassionate when you got hurt or when the materials that you spent your own money on are being destroyed in front of your eyes or when you've been dealing with something that you feel that you've been supporting on an island all by yourself for months and these these district specialists come rolling through spend

30 minutes in your classroom say oh, just do these five things and everything will be all better and then they never come back. It's hard to be compassionate with yourself when these people say these things like they're very very easy and um, they're not. They require big changes in practices and I think at its very core compassion becomes easier when we remember this is hard for all of us, right? A student is having a hard time, the staff are having a hard time, the clinicians that are showing up for those 30 minute visits are not showing up for only 30 minutes because they don't care. They're showing up for 30 minutes because they're stretched really thin and there's 15 other teachers just like you who are in the same situation. We have to remember we're all on the same team, including the students. We're all here to create an environment that's supportive of the student and is designed to meet their needs and their goals for life after school, whatever that looks like.

[Stephanie] These are kids who really haven't had an opportunity to work with people that want to collaborate with them. These are the kids that are really just often told, like, you're bad. This is what's going to happen to you. So I think the kids embrace the model because it's new and it's like, wow, you actually care about what matters to me.

[Ryab] I hope that all of us who are educators got into this for very idealistic reasons, which is to obviously take our passion for a subject and our passion for just helping people grow, young people grow, that we're able to engage in this work and want to make really, it's cliché, but that difference, to be that change agent, to be a part of helping young people grow and be successful. And so I think no matter what school you're in, no matter whether you're a tiny rural school, a big urban school, there is an important place for this because this is really something that I think fuels that idealism that we have a vision for in a way that can really be impactful.

[Stephanie] We also get a lot of staff, especially social emotional coaches, who have come from other environments that have really high rates of restraint and seclusion. And they're like, oh, so you guys aren't going to ask me to restrain and seclude kids all day? Great. Sign me up.