Collaborative & Proactive Solutions
Understanding and Helping Students with Social, Emotional, and Behavioral Challenges

Description
This is the empirically supported model Dr. Ross Greene described in his influential books *The Explosive Child* and *Lost at School*. The CPS model has transformed thinking and practices in countless schools, inpatient psychiatry units, and residential and juvenile detention facilities, and has been associated with dramatic reductions in disciplinary referrals, detentions, suspensions, seclusions, and physical, chemical, and mechanical restraints. The model represents a significant departure from discipline-as-usual: it focuses on solving problems rather than on modifying behavior, emphasizes collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasizes diagnostic categories, and provides practical, research-based tools for assessment and intervention. Participants in this workshop will leave with an understanding of the underpinnings of the model, along with practical assessment and intervention tools that can be brought back to and used in these diverse settings.

Outline

First Segment
- Key Themes/Key Questions
  - Why are challenging kids challenging? Explanations for challenging behavior
  - When are challenging kids challenging? The clash of two forces
  - The Spectrum of Looking Bad

Second Segment
- Identifying lagging skills and unsolved problems: The ALSUP
- Keeping track: The Problem Solving Plan

Third Segment
- Overview of The Plans
- Plan B: The Empathy step: Drilling for Information and Other Topics

Fourth Segment
- The Define Adult Concerns step: How is the Problem Affecting the Child and/or Others?
- The Invitation step: Reaching Realistic and Mutually Satisfactory Solutions
- Special Topics
  - Implementation in Systems: Start Slow
  - Kids with Language Processing and Communication Delays
  - How are the Skills Trained?
Objectives

At the conclusion of the seminar, participants will be able to:

- Describe how different explanations for and interpretations of challenging behavior in kids can lead to dramatically different approaches to intervention, and why conventional reward and punishment procedures may not be effective for many challenging kids
- Identify and assess the various cognitive skills that are central to adaptively handling life's social, emotional, and behavioral challenges
- Identify and prioritize unsolved problems precipitating challenging behavior
- Describe the three basic mechanisms by which adults handle unsolved problems and unmet expectations in kids (Plans A, B, and C) and what is accomplished by each, and the three steps or “ingredients” of Plan B
- Describe how to effectively implement Plan B to solve problems, teach skills, and reduce the frequency and intensity of challenging behavior

Bio

Ross W. Greene, Ph.D. is the originator of the model of intervention now known as Collaborative & Proactive Solutions (CPS) and author of the influential books The Explosive Child and Lost at School. He is also the Founding Director of the non-profit Lives in the Balance (www.livesinthebalance.org), which aims to disseminate his model through no-cost web-based programming and provide support to and advocacy on behalf of behaviorally challenging kids and their parents, teachers, and other caregivers. Dr. Greene served on the faculty at Harvard Medical School for over 20 years, and is now on the faculty of the Department of Psychology at Virginia Tech. His research has been funded by the Stanley Research Institute, the National Institutes of Mental Health, the U.S. Department of Education, and the Maine Juvenile Justice Advisory Group. He consults extensively to families, general and special education schools, inpatient psychiatry units, and residential and juvenile detention facilities, and lectures widely throughout the world.

References/Bibliography:

Books


Selected Scientific Papers/Articles/Chapters


