

Positive Mental Health and Well-Being: CPS Primer

Let's take a closer look at how we can support staff and students to feel safe, supported and accepted using HWDSB strategies.

What are some areas of difficulty that you have experienced with a student?

CPS: “COLLABORATIVE & PROACTIVE SOLUTIONS”

What do these 2 terms mean to you?

What kinds of collaboration do you see in your classrooms?

What are the benefits of a “collaborative” atmosphere?

What does it mean to be “proactive”?

What are some obstacles to COLLABORATION or to being PROACTIVE?

What is the opposite of Proactive? Reactive?

What does it mean to be a reactive teacher? How would you characterize yourself?

TWO STATEMENTS TO CONSIDER:

“Kids do well if they can.” VERSUS “Kids do well if they want to.”

What is implied by each of these statements?

Which one of these statements do you see evidence of in your classrooms?

How much time do we spend thinking about where the behaviour comes from?

How might things improve if we had more conversations with our students?

How are REACTING and RESPONDING different?

“Kids do well if they want to.”

This is a common, traditional belief: **students *have* the skills.**

What skills are we concerned with?

Information Processing, Flexibility & Adaptability, Social Communication & Social Functioning, Self-Regulation

If they aren't doing well, what does the teacher do?

The CARROT or the STICK.

The CPS belief: Students do well *if they can*.

If they can't, it is a matter of a **LAGGING SKILL** or an **UNSOLVED PROBLEM**

CPS identifies **3 options** in the face of a CHALLENGING BEHAVIOUR:

PLAN A: The **carrot or the stick**. Seek to motivate a change in the behaviour.

PLAN B: **Problem Solving Conversation**. Focus on the LAGGING SKILL or the UNSOLVED PROBLEM, not on the BEHAVIOUR: *"I see you are having DIFFICULTY getting started on the assignment."* How we word the UNSOLVED PROBLEM is very important in order to **avoid ADULT THEORIES** and **avoid CLUMPING** several problems into one. Use the word "difficulty".

PLAN C: **Set aside Expectation or Situational Demand(s) for now to stabilize** challenging episode

ALSUP: Assessment of Lagging Skills and Unsolved Problems

This is a tool for implementing **PLAN B**.

LAGGING SKILL CATEGORIES:

Information Processing, Flexibility & Adaptability, Social Communication & Social Functioning, Self-Regulation, Other (sensory or motor difficulties)

Use the **ALSUP** to identify and prioritize UNSOLVED PROBLEM(S).

The 3 Steps of a **PLAN B**:

1. **Empathy:** *"Hey, I noticed....What's up?"*
2. **Define Adult Concern.** Make it clear. *"The work needs to be done so I can..."*
3. **Invitation:** Restate both concerns. *"I wonder if there is a way we can help you [STUDENT CONCERN] and also [ADULT CONCERN]."*

Goals of CPS:

1. Recognize and build Lagging Skills.
2. Allow adult and student concerns to be met.
3. Strengthen relationships.
4. Reduce maladaptive behaviour.

Have conversations with students that clarify the unsolved problem AND acknowledge BOTH student and teacher concerns.

Resolve problems collaboratively.

Teach Lagging Skills.