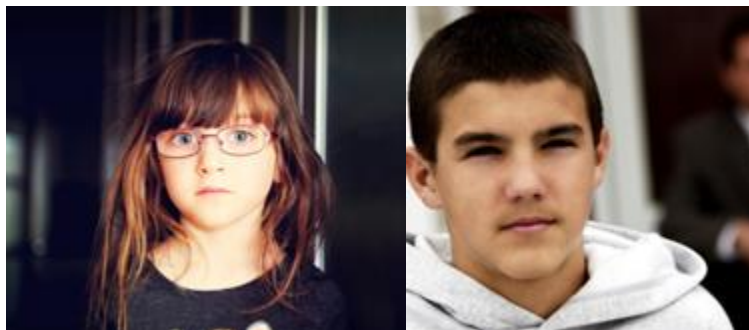


Lewis and Clark College  
Graduate School of Education and Counseling  
Summer 2018

## **SPSY 590**

# **Collaborative Problem Solving**



“kids do well if they can...”

**Hallie Carpenter, EdS, NCSP**

**School Psychologist, Think:Kids Certified Collaborative Problem Solving Trainer**

Phone: 503-474-8897

Email: [hcarpenter@lclark.edu](mailto:hcarpenter@lclark.edu)

[halliecarp@gmail.com](mailto:halliecarp@gmail.com)

1 Semester Credit

Thursdays 5:30 - 8:30 pm, June 14 - July 12

### **General Course Information**

#### Required Class Text

Ablon, J. Stuart; Pollastri, Alisha R. The School Discipline Fix: Changing Behavior Using The Collaborative Problem Solving Approach. New York: W.W. Norton & Company. Forthcoming 2018.

## Course Description

What is Collaborative Problem Solving? The basic tenets of the **Think:Kids** model support the view that "kids do well if they can." If they can't, we, as the caregivers, teachers, providers, need to understand what is getting in their way so that we can help. Although this does not seem earth shattering, it is a significant departure from the conventional idea that "kids do well if they want to."

By seeing kids and families through a different lens we can more accurately explain what is getting in a child's way and shift our interactions. Children with challenging behaviors do not *choose* to be this way. They express unhappiness and experience great misery in all aspects of their lives. If our explanation is that a child's behavior is purposeful, manipulative, or intentional, we support the idea that it is a child's choice to be miserable. **Collaborative Problem Solving** has a very different explanation. Children with challenging and maladaptive behavior often lack some crucial cognitive thinking skills in the areas of frustration tolerance, adaptability/flexibility, and problem solving. Or they have difficulty applying these skills when most needed. The model effectively identifies what skills a child is lacking and trains/teaches these skills through a collaborative process in increments the child can handle developmentally. This collaborative process helps the adults who interact with the child to pursue expectations, reduce challenging behavior, teach skills, and gather information with an empathetic rather than punitive stance. Ultimately the opportunity to restore / build healthy relationships with loved ones and other caregivers sets the stage for resilience and success in the face of challenges that remain.

### Course Goals and Objectives:

- 1) Learn why traditional approaches to understanding and intervening with challenging behaviors are limited and ineffective.
- 2) Develop an understanding of why the philosophy of "kids do well if they can," provides a neuroscientifically based understanding of challenging behaviors that guides effective interventions.

- 3) Learn how to complete an assessment process that identifies challenging behaviors, lagging skills, and problems to be solved; and creates a framework for providing interventions and support for individuals.
- 3) Learn the three options for responding to unmet expectations.
- 4) Develop skills to engage in Collaborative Problem Solving conversations with others in order to: develop skills and build confidence, create helping relationships, reduce challenging behaviors, pursue high priority expectations, and solve chronic problems durably.
- 5) Gain understanding of how the Collaborative Problem Solving approach mimics healthy neurological development and why it is considered “trauma informed care.

### **Assignments and Expectations**

#### Class Participation

In order to create a positive learning environment, students will be expected to be actively engaged in class sessions and discussions. Demonstrating active listening skills, asking questions, and contributing to discussions and role plays is important to achieving this goal. It is expected that all electronic devices will be put away and silenced during class sessions unless needed for an in-class activity. Limiting side conversations and being punctual to class and back from breaks are also important to creating a good learning environment for all.

#### CPS Assessment and Planning Tool Practice

Students will practice the assessment process by interviewing one person about a youth or adult with challenging behaviors. The CPS-APT form from Think:Kids will be used to list challenging behaviors, Problems to be Solved, and Lagging Skills. The CPS Integrity Scorecard will be used to determine if the information on the form meets the criteria of a good assessment.

#### Plan B Practice Assignment

Students will be asked to complete a Plan B conversation, take notes on the conversation, record the information on the Plan B tracking form, (provided in class), and answer the following reflection questions:

- What aspects of the conversation went well?
- What areas did not go well or as expected?
- Why do you think it did not go as expected?
- What tools or aids could you use to help it go better the next time?

#### Weekly Reflection

At the end of each week, students will be asked to complete a survey and answer reflection questions which will allow students to reflect on the material taught in class and apply the information to personal practice and/or life experiences.

#### CPSY Department Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Disability Services Statement

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Course grading summary

Class Participation	20 points
Weekly Reflection (4 x 10)	40 points
CPS Assessment and Planning Tool Practice	20 points
Plan B Practice	<u>20 points</u>
	100 points total

Overall course grading:

A = 93 – 100

B = 85 – 92

C = 77 – 84 (a grade of C or lower is a non-passing grade)

	Assignments Due	Weekly Activities & Media
<b>Wk. 1</b>  6/14		<p><b>Presentation:</b> Syllabus Review</p> <p><b>Activity:</b> Think of a youth...</p> <p><b>Presentation:</b>            Trauma and the Brain            Review of Philosophy            Limitations of Motivational Approaches            Shift in Thinking: Behavior as a Learning Disability</p>

		<p>Assessment Procedures</p> <p><b>Activities:</b> Practice Assessment</p>
<p><b>Wk. 2</b></p> <p>6/21</p>	<p>Weekly Reflection #1</p>	<p><b>Presentation:</b> Identifying Problems to be Solved Assessing Thinking Skills using the CPS-APT</p> <p><b>Activities:</b> Assessment Practice Pair practice with youth from class one Small group practice with case study</p> <p><b>Video:</b> Ted Talk</p>
<p><b>Wk. 3</b></p> <p>6/28</p>	<p>Weekly Reflection #2 CPS Assessment and Planning Tool Practice</p>	<p><b>Activity:</b> Assessment Fidelity Practice</p> <p><b>Presentation Topics:</b> Goals of Intervention Three Plans and Goals Prioritizing Problems to be Solved</p> <p><b>Activity:</b> Practice Prioritization</p> <p><b>Presentation:</b> Plan B Ingredients Plan B as Skills Training Neurobiology Plan B Preparation</p> <p><b>Activity:</b> Plan B Preparation Practice</p> <p><b>Videos:</b> Examples of Plan B</p>
<p><b>Wk. 4</b></p> <p>7/5</p>	<p>Weekly Reflection #3</p>	<p><b>Activities:</b> Plan B Practice Quiz</p> <p><b>Presentation:</b> Troubleshooting Plan B</p>
<p><b>Wk. 5</b></p> <p>7/12</p>	<p>Plan B Practice Weekly Reflection #4</p>	<p><b>Presentation:</b> Emergency Plan B Spontaneous Plan B Group Plan B Trauma-Informed Care Troubleshooting Common Concerns</p>

		Research Systems Implementation
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