

* Welcome *

Breakout sessions are provided by presenters who have volunteered to share their knowledge and experience with us today at the 2025 Family Summit.

Please remember that the information and experiences shared are understandings and perspectives of the presenters.



— Collaborative & Proactive Solutions Overview Workshop

Behavior Intervention Services



Kids Do Well If They Can



GOALS • MEASURES • EQUITY COMMITMENTS	
1	<p>STRONG START: PRE-K-12</p> <p>Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for access in Pre-K through 12th Grade.</p> <p>MEASURES</p> <ul style="list-style-type: none"> A. Availability of Pre-K programs (including inclusive Pre-K) to meet community need B. Students meeting criteria for kindergarten readiness C. Students demonstrating self-regulation/attention skills (Pre-K-2), and beyond D. English Language Learners meeting expected growth and socialization criteria E. Early and consistent access to and preparation for advanced instruction and enrichment opportunities F. Students meeting standards in defined entry and transition points <p>EQUITY COMMITMENT</p> <p>We will ensure academic and affirming partnerships with families and key stakeholders by engaging in collaborative decision-making that results in equity.</p>
2	<p>SAFE, SUPPORTED, INCLUDED, AND EMPOWERED</p> <p>Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.</p> <p>MEASURES</p> <ul style="list-style-type: none"> A. Student academic inclusion and engagement B. Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, family-focused culture; and teacher-student trust) C. Student access to the necessary emotional, behavioral, mental, and physical health services to support their academic engagement in school D. Student attendance and absenteeism rates E. Student participation in extracurricular, co-curricular, or leadership activities F. Discipline disparity/opportunity and resolution <p>EQUITY COMMITMENT</p> <p>We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.</p>
3	<p>ACADEMIC GROWTH AND EXCELLENCE</p> <p>Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.</p> <p>MEASURES</p> <ul style="list-style-type: none"> A. Growth and performance in coursework (e.g., course grades, grade point average (GPA), meeting Individualized Education Program (IEP) goals, and language acquisition goals) (including students with 504s) B. Growth and performance on standardized/formational assessments in reading, math, social studies, and science C. Successful completion of Algebra 1 by 8th Grade D. Evidence of progression towards or successful completion of advanced coursework (e.g., Honors, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, Career and Technical Education (CTE), etc.) E. Growth-wide evidence in at least one/more self-identified Posture of a Graduate skills, annually F. Students reading on grade level by the end of 3rd Grade
4	<p>EQUITABLE ACCESS AND OPPORTUNITY</p> <p>Every student will have access to high-quality academic programming and resources to support their success.</p> <p>MEASURES</p> <ul style="list-style-type: none"> A. Availability of accessibility to, and student enrollment in, coursework in the arts, STEAM, career and technical education, trades, technology, and world languages B. Availability of and enrollment in advanced, rigorous coursework and programs (e.g., IB) C. Student access to and participation in formalized systems of early intervention, academic and other supports, including special education services and services for English learners D. Disproportionality in course-taking patterns and participation in individual settings E. Consistent availability of and accessibility to elective, extracurricular, co-curricular, and enrichment activities
5	<p>LEADING FOR TOMORROW'S INNOVATION</p> <p>Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.</p> <p>MEASURES</p> <ul style="list-style-type: none"> A. Availability of, accessibility to, and participation in multiple pathways and work-based learning opportunities (e.g., shadowing, internship, apprenticeship) and Career and Technical Education B. Attainment of CTE Posture of a Graduate competencies and digital and financial literacy C. Supported and successful transitions leading to high school graduation and postsecondary opportunities D. Students on track for graduation at the end of 10th Grade E. Increase in the percentage of students earning an advanced studies diploma F. Reduction in the percentage of students earning an applied studies diploma G. Enrollment in college, entry into the workforce or public service, enlistment in military, or other, viable post-secondary path H. Students innovating and preparing for the future

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Inclusive Welcome

Let's Share:

Think of a time where you learned something new as an adult.

- What commitment did you make to ensure your learning was successful?
- Why was learning that skill so memorable?



Session Outcomes

- Participants will understand the process for using the Assessment of Skills and Unsolved Problems (ASUP) to identify an unsolved problem
- Participants will learn the three components of a problem-solving conversation (Plan B)
- Participants will be able to apply the Collaborative and Proactive Solutions (CPS) Process in various scenarios

Options for Handling the Unsolved Problems

~~Plan A: Solve the Problem Unilaterally~~

Plan B: Solve the Problem Collaboratively

Plan C: Set the Problem aside for now

Assessment of Skills and Unsolved Problems (ASUP)



ASUP 2024
ASSESSMENT OF SKILLS AND UNSOLVED PROBLEMS

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME: _____ DATE: _____

NAMES OF CAREGIVERS COMPLETING THIS INSTRUMENT: _____

STEP 1: SKILLS

Whether neurotypical or neurodivergent, children communicate that they're having difficulty meeting expectations in diverse ways, including through certain skills behavior. This behavior is best conceived as a frustration or stress response, the nature of which is determined by a variety of factors, most especially certain skills related to flexibility/adaptability, frustration tolerance, problem solving, and emotion regulation. Some kids can demonstrate these skills under some conditions but not under other conditions. This section is aimed at helping caregivers discuss those skills and the degree to which they may be impacting a particular child. Being aware of and considering the skills that may impact a child's capacity to handle life's problems and frustrations and meet various expectations helps caregivers move away from motivational explanations for concerning behavior (e.g. attention-seeking, manipulative, coercive, unmotivated) and toward a more compassionate, accurate understanding of such behavior. Note that these skills are not the primary focal point of intervention in the CPS model; the unsolved problems you'll be identifying in Step 2 will be the "targets" of intervention.

Please check off a skill if it's difficult for the child to access at times and appears to be making it difficult for the child to handle problems and frustrations and/or meet certain expectations:

<input type="checkbox"/> Maintain focus	<input type="checkbox"/> Consider a range of solutions to problems	<input type="checkbox"/> Regulate emotional response to Problems and Frustrations
<input type="checkbox"/> Regulate activity level	<input type="checkbox"/> Flexibly handle ambiguity, uncertainty	<input type="checkbox"/> Empathize with others, appreciate another person's perspective or point of view
<input type="checkbox"/> Handle transitions, shift from	<input type="checkbox"/> Shift from original idea, plan, solution One mindset to another	<input type="checkbox"/> Interception (ability to understand and feel what's going on inside their body)
<input type="checkbox"/> Consider the likely outcomes Or consequences of actions (impulse control)	<input type="checkbox"/> Express concerns, needs, or thoughts in words or other means of communication	<input type="checkbox"/> Tolerate and manage the sensory environment
<input type="checkbox"/> Persist on challenging or tedious tasks	<input type="checkbox"/> Understand what is being communicated by others	
<input type="checkbox"/> Sense of time (time that has passed, time needed)		<input type="checkbox"/> Appreciate how their actions affect others

STEP 2: UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce the unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the [ASUP Guide](#) for guidance on writing unsolved problems.

<p>SCHOOL/FACILITY PROMPTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there specific tasks/expectations the student is having difficulty completing or getting started on? <input type="checkbox"/> Are there classmates this student is having difficulty getting along with in specific conditions? <input type="checkbox"/> Are there tasks and activities this student is having difficulty moving from or to? <input type="checkbox"/> Are there classes/activities the student is having difficulty attending/ being on time to? <p>As you think about the start of the day to the end, are there any other expectations the student has difficulty reliably meeting or that you find yourself frequently reminding the child about?</p> <p><input checked="" type="checkbox"/> List unsolved problems here: (or on a separate sheet)</p>	<p>HOME/CLINIC PROMPTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there chores/tasks/activities the child is having difficulty completing or getting started on? <input type="checkbox"/> Are there siblings/other children the child is having difficulty getting along with in specific conditions? <input type="checkbox"/> Are there aspects of hygiene the child is having difficulty completing? <input type="checkbox"/> Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to? <p>As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?</p>
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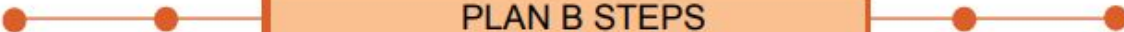
Plan B Conversations Infographic



PLAN B BUILDS SKILLS

Solving problems collaboratively and proactively with a student not only helps solve the problems that are causing challenging behavior but also helps them build the skills they are lacking. This graphic lists some of those skills:

PLAN B STEPS



EMPATHY

- Considering and identifying concerns
- Articulating those concerns in a manner that others can understand
- Inhibiting of strong emotions during discussion

DEFINE ADULT CONCERNS

- Listening
- Empathizing
- Considering and understanding another person's perspective
- Appreciating how one's behavior is affecting others
- Tolerating frustration when hearing another person's point of view

INVITATION

- Generating alternative solutions
- Thinking of solutions that not only work for oneself but also for others
- Considering the likely outcomes of potential solutions
- Resolving disagreements without conflict



First Step: Empathy Step

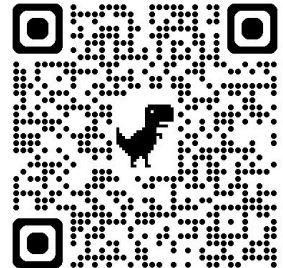
NOT about the solution, we are gathering information through empathy

Goal: achieve a clear understanding of what's making it hard for the student to meet a given expectation

Don't assume you already know what the kid's concern is and treat this step as a formality

"I've noticed that you have been having difficulty **<insert the difficult expectation>**. What's up?"

First Step: Empathy Step



Second Step: Define the Problem Step

Enter the Concerns of the second party (adult) into consideration

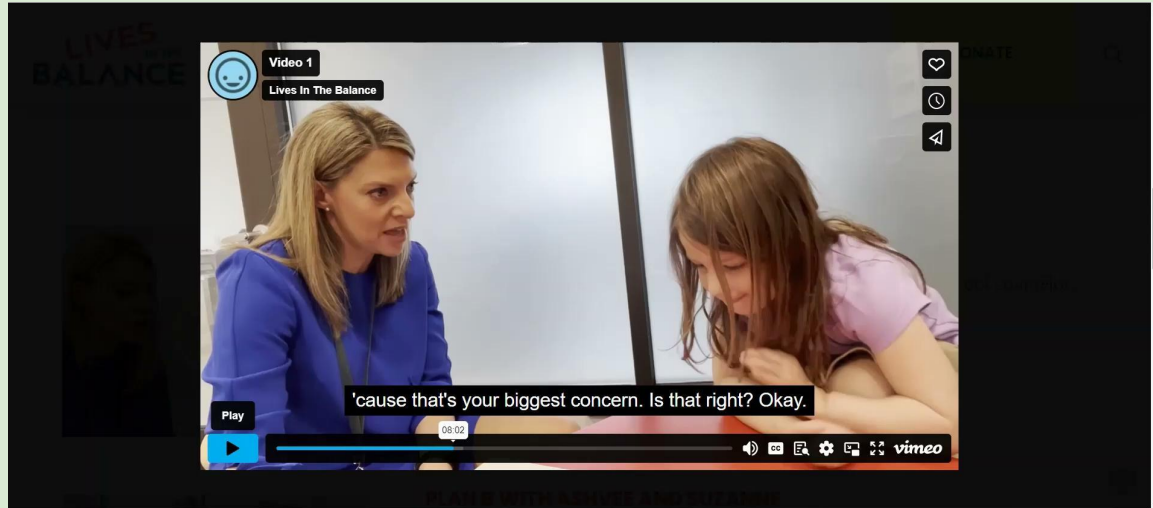
“My concern is.....” (typically related to health, safety, learning or fairness)

Focus on:

- How the problem affects the student
- How the problem is affecting others

STILL not the solution step

Second Step: Define the Problem Step



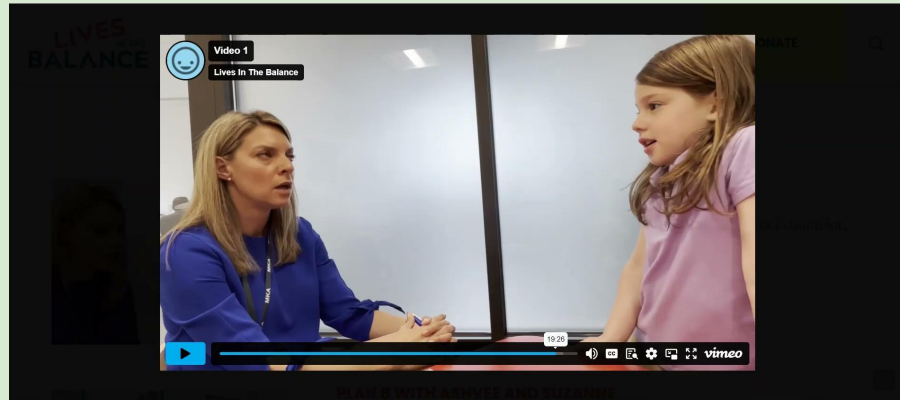
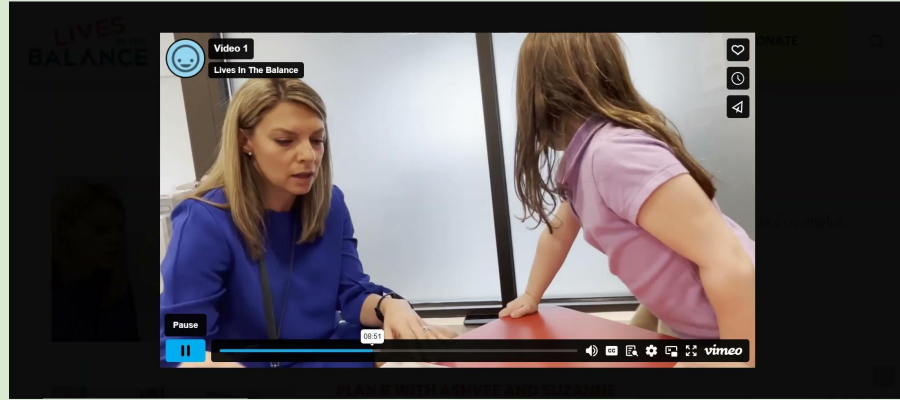
Third Step: Invitation

Summarize the concerns and have students help lead the conversation for solution

Generate Solutions that are **REALISTIC**

- both parties can do what they are agreeing to
- mutually satisfactory (the solution must address the concerns of both parties)

Third Step: Invitation



Intentional Close

How can you see yourself using this process at home?



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