

Running head: IMPLEMENTATION OF COLLABORATIVE AND PROACTIVE SOLUTIONS

IMPLEMENTATION OF  
COLLABORATIVE AND PROACTIVE SOLUTIONS:  
THE LIVED EXPERIENCES OF TEACHERS IN AN  
URBAN ELEMENTARY SCHOOL

By

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## ABSTRACT

Students with emotional and behavioural disorders (EBD), by definition, often demonstrate challenging behaviour when at school. These students can often scream, swear, repeatedly call-out during class, bully others, talk-back to adults, defy rules, be verbally and/or physically aggressive, destroy property, lie, steal, spit, bolt, and refuse to do work (Greene, 2016). The challenging behaviour demonstrated by students with EBD interrupts not only their own learning but also the learning of their typically developing peers who share the same classroom and school environment (Reid, Gonzales, Nordness, Trout, & Epstein, 2004; George, George, Kern, & Fogt. 2013). In addition, teachers often find the managing of challenging behaviour demonstrated by students with EBD difficult, and as a result, may experience a variety of negative emotions such as anxiety, frustration, and stress (Brunsting, Sreckovic, & Lane, 2014; Schaubman, Stetson, & Plog, 2001). With an increasing number of students with EBD appearing in today's classrooms, effective behaviour models that teachers can implement when working with these students becomes crucial.

The purpose of this study was to learn about the lived-experience of teachers at an urban elementary school (K-grade 7) in British Columbia that implemented Dr. Ross Greene's (2016) Collaborative and Proactive Solutions (CPS). CPS is a "non-punitive, non-adversarial, trauma-informed model of care" that has proven effective for a wide range of individuals with severe behaviour challenges, including students with EBD (Greene, 2016, p.16). In this qualitative phenomenological study, semi-structured, open-ended questions regarding the implementation and effectiveness of CPS were asked of teachers by the researcher in a one-on-one interview format. The analysis of the data

revealed the emergence of several themes. These included: 1) the best and most challenging aspects of teaching, 2) teachers' use and perceived effectiveness of behaviour models, 3) teachers' thoughts surrounding CPS, in general, and its implementation at their school specifically, 4) teacher preparation for CPS, 5) structures that support CPS, 6) the impact of CPS on students, and 7) stay the course and persevere.

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## CHAPTER ONE: INTRODUCTION AND BACKGROUND

### Introduction/Background

Over the past 30 years in North America, there has been a shift in the educational philosophy surrounding students with special needs (Winzer, 2006). Students with special needs are no longer placed in segregated classrooms as they were in the past, but instead, are now being educated alongside their typically developing peers in mainstream inclusive classrooms (Winzer, 2006). As a result of this educational philosophical shift, teachers are now finding an increasing number of students with varying levels of severity and different types of special needs placed in their classrooms (Winzer, 2006). Students with emotional and behavioural disorders (EBD) are one type of special need that teachers are increasingly finding before them.

The behaviour demonstrated by students with EBD can be placed on a continuum with social withdraw/anxiety (i.e. internalizing behaviour) at one end and extremely challenging (i.e. externalizing) behaviour at the other (Hollo, Wehby, & Oliver, 2014; Hallo, 2012). The behaviour demonstrated by students with EBD at the extremely challenging end of the continuum can include one or usually a combination of the following: screaming, swearing, calling out, bullying, talking back to adults, defiance of rules, physical and /or verbal aggression, property destruction, lying, stealing, spitting, bolting and work refusal (Greene, 2016). These behaviours not only negatively impact the learning of students with EBD but also that of their typically developing classmates (Reid, Gonzales, Nordness, Trout, & Epstein, 2004; George, George, Kern, & Fogt, 2013). In addition, many teachers of students with EBD lack the depth of knowledge and skill needed to support these students effectively (Brunsting, Sreckovic, & Lane, 2014;



Schaubman, Stetson, & Plog, 2011). When teachers are ill-equipped to effectively support these students, the resulting chaos which their challenging behaviour often brings to classrooms can cause teachers to feel overwhelmed, anxious, frustrated, and stressed. (Brunsting et al., 2014; Schaubman et al., 2011).

### **Definition of EBD**

For this study, the definition of EBD contained in British Columbia's Ministry of Education *Special Services: A Manual of Policies, Procedures and Guidelines* (2016) is used. The definition of EBD contained within this manual is as follows:

Students can experience behaviour, social/emotional, or mental health problems that range from mild to serious. Most students with social/emotional difficulties can be supported in school through regular discipline, counselling, and school-based services. A smaller number of students require more intensive support (p. 56)

Students who require behaviour supports are students whose behaviours reflect dysfunctional interactions between the student and one or more elements of the environment, including the classroom, school, family, peers and community. This is commonly referred to as behaviour disorders. Behaviour disorders vary in their severity and effect on learning, interpersonal relations and personal adjustment (p. 56)

### **Project Description**

When considering the increasing number of students with EBD appearing in today's classrooms, the investigation of factors that influence the success or failure of various behavioural models used with students with EBD becomes crucial. The purpose of this research is to undertake such an investigation. Through the use of semi-structured, open-ended questions in a one-on-one interview format, this study investigates the lived-experience of seven teachers at an urban elementary school in British Columbia who implemented CPS as the primary model for working with students with EBD.

### **Limitations**

There are several limitations to phenomenological research in general, and with this piece of research specifically. The first limitation of this research could involve how the participants answered the questions. In an attempt to please, the participants could have answered the researcher's questions in such a way that they felt would make the researcher happy. A second limitation could be the limited skill set of the researcher in conducting phenomenological research. This researcher often moved onto the next question when a more skilled researcher would likely have asked follow-up questions regarding the participants' answers. This would have allowed for more depth. A third limitation could be the number of questions asked of the participants in the interview by the researcher. The number of questions in the interview was becoming survey-like. Listed above are the limitations of this research.

## CHAPTER TWO: PROJECT METHOD

With an increasing number of students with EBD appearing in today's classrooms, the investigation of factors that influence the success or failure of various behavioural models used with students with EBD is crucial. Through the use of semi-structured, open-ended questions in a one-on-one interview format, this study investigates the lived-experience of seven teachers at an urban elementary school in British Columbia who implemented CPS as the primary model for working with students with EBD.

### Participants

Seven teachers working in a K-7 elementary school participated in the study. Participants included six females and one male with experience ranging from three to eighteen years. Teachers had taught at their current school anywhere from one to eight years and had a variety of specialty areas, including early childhood education, literacy, counselling, special education, physical education, and educational technology. With regards to CPS, two teachers had read *Lost and Found* independently. Two teachers had participated in a book study of *Lost and Found* and three teachers had participated in a book study of *Lost and Found* as well as attended the formal Ross Greene conference. See table below for more specific demographic information for each of the participants.

Table 1.

### *Teacher Demographics*

Years of teaching experience	Years teaching	Grades taught previously	Grade currently teaching	Areas of specialty	Level of CPS Training
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		at this school				
Ms. B	4 years	2 years	Grade 2, 3,4	Grade 3/4	Health and physical education	Participated in book study
Ms. C	18 years	8 years	K to grade 7	K	Early Childhood Education	Book study and attended conference
Ms. H	15 years	11years	K, grade 1,2,3	Grade 1	Literacy	Participated in book study
Ms. HH	7 years	1 year	Grade 1, K to 7 resource	Grade 1 resource	Special Education	Independent reading of book
Ms. R	4 years	3 years	Grade 6/7	Grade 6/7	Educational technology	Book study and attended conference
Ms. T	12 years	8 years	Grade 1,2,3,5, Highschool English, Highschool resource, Elementary PE	Grade 6/7	Literacy Counselling	Book study and attended conference
Mr. T	11years	1 year	Grade 3,5,7, Intermediate resource, Highschool resource	Grade 6/7	Counselling	Independent reading of book

**Method**

In this study, qualitative phenomenological data was collected, analyzed and interpreted. Mertens (2015) defines “qualitative” as the type of research whereby “researchers collect words, pictures, and artifacts” (p. 3) and “phenomenological” as research that focuses on “the individual’s subjective experience” (p. 247). In March

2019, a three-page hand-out along with an envelope was placed in the mailbox of every teacher in an urban elementary school located in British Columbia. The first two pages of the hand-out, the “Participant Information Sheet,” contained pertinent information regarding the research project. The third page of the hand-out, the “Participant Consent Form” was signed by teachers who wanted to participate in the study. Once the form was signed, teachers sealed it in the envelope provided and returned it to the researcher. An additional copy of the signed permission form was made by the researcher and returned to each participant. This copy was for their records.

Seven teachers volunteered to be interviewed. Interviews were conducted in April/May/June of 2019. The length of the interviews ranged from 12 minutes to 35 minutes, with the average interview length being 23 minutes. At the beginning of each interview, demographic information about the teacher was collected. Teacher demographic information included: sex, current grade(s) being taught, previous grades taught, years of teaching experience, years taught at this specific school, years of education, area(s) of specialty, etc. The gathering of demographic information was followed by the researcher’s asking of semi-structured, open-ended questions regarding teachers’ lived-experience of the best and most challenging aspects of teaching, the teacher views on behaviour models, including CPS, and finally, the implementation and effectiveness of CPS. If the reader is interested in the full list of interview questions, please see Appendix A, however, some interview sample questions are listed below:

- What are the best parts of being a teacher?
- What are the most challenging aspects of teaching?
- What behaviour models have you used in the past for students with EBD?

- How effective have you found these models to be?
- Is it important to have a school-wide behaviour model in place? Why or why not?
- When you think about CPS – implementation aside-- what do you like about this model?
- When you think about CPS – implementation aside-- what do you NOT like about this model?
- What has gone well regarding the implementation of CPS at your school?
- What are some barriers to the implementation of CPS at your school?
- How much formal and/or informal training have you had surrounding CPS?
- Do you feel confident in your ability to implement this model with your students without a ‘coach’ present? What specifically has contributed to this feeling of confidence or a lack thereof? If you are still feeling unsure, what additional supports would you need to increase your level of confidence?
- How have students at your school who have participated in Plan B conversations responded?
- Can you speak to the effectiveness of this model for students with EBD?

The interviews were audio-recorded. The researcher transcribed the interviews, and the data was coded. Memoing was also used. This made the researcher’s analysis and interpretation of the data visible. Both informal and formal member checks were also conducted with the participants. Informal member checks were done throughout the interview. These informal member checks involved the researcher verbally summarizing the information given during the interview and asking the participant if the summary accurately reflected his/her viewpoint. Formal member checks were also conducted. Formal member checks were done with each participant once the interview was

transcribed and the researcher had coded the data. During the formal member checks, the participants had the opportunity to review the researcher's work. Participants determined if the emerging themes and constructs from the researcher's analysis of the data were accurate.

In addition to member checks, the researcher 'turned over control' of the interview to the participants in other ways. For example, the interviewees were able to stop the interview at any time, choose not to answer any question(s), and were able to raise issues that the researcher did not include in her questioning.

## CHAPTER THREE: LITERATURE REVIEW

### **Segregation to Inclusion**

Over the past 30 years in North America, there has been a shift in the educational philosophy surrounding students with special needs (Winzer, 2006). Students with special needs are no longer placed in segregated classrooms as they were in the past but, instead, are now being educated alongside their typically developing peers in inclusive mainstream classrooms (Winzer, 2006). As a result of this shift towards inclusion, teachers are now finding an increasing number of students with different types and various levels of special needs placed in their classrooms.

### **British Columbia and Special Education**

British Columbia's Ministry of Education (MoE) has legislation and policies surrounding special education in British Columbia as well as guidelines that school boards should use when developing programs and services for students with special needs. These policies and guidelines are outlined in a document entitled *Special Education Services: A Manual of Policies, Procedure and Guidelines* (2016). Also included in the manual are the twelve designations which the MoE uses to categorize the special needs of students. These twelve designations are: 1) physically dependent, 2) deafblind, 3) moderate to severe-profound intellectual disability, 4) physical disabilities or chronic health impairments, 5) visual impairment, 6) deaf or hard of hearing, 7) autism, 8) intensive behaviour interventions/serious mental illness, 9) mild intellectual disability, 10) gifted, 11) learning disabilities, and 12) moderate behaviour support/mental illness (British Columbia Ministry of Education, 2016). In addition to these designations, the



MoE has also categorized the four main areas in which students with special needs often struggle. These four domains are: 1) academics, 2) self-determination/independence, 3) cognitive functioning, and 4) social/emotional (British Columbia Ministry of Education, 2016). Students with special needs have deficits in at least one of these areas, and the deficits they experience vary in level of severity.

Students with EBD who have a MoE designation fall under one of two categories: 1) intensive behaviour interventions/serious mental health, or 2) moderate behaviour support/mental health and all students with EBD struggle in the area of social/emotional (British Columbia Ministry of Education, 2016). In addition, a large number of students with EBD struggle in the academic domain as well (British Columbia Ministry of Education, 2016). Also, important to note - there are a high number of students who are not designated, but still have an EBD and regularly demonstrate challenging behaviour in their classroom environment (Forness, Stephanny, Freeman, Paparella, Kauffman, & Walker, 2012). These students are often referred to as “gray area students” and require a high level of support even though the MoE does not identify them as having any needs.

Table 2.

***British Columbia’s Ministry of Education Special Education Designations***

Designation	Abbreviation	Ministry Code
physically dependent	DEP	A
deafblind	DB	B
moderate to severe-profound intellectual disability	MPID	C
physical disabilities or chronic health impairments	PD/	D

	CHI	
visual impairment	VI	E
deaf or hard of hearing	DHH	F
autism	ASD	G
intensive behaviour interventions/serious mental illness	IBI/SMI	H
mild intellectual disability	MID	K
gifted	GIFTED	P
learning disabilities	LD	Q
moderate behaviour support/mental illness	B/MI	R

### **Definition of EBD**

For this study, the definition of EBD contained in British Columbia's Ministry of Education *Special Services: A Manual of Policies, Procedures and Guidelines* (2016) will be used. The definition of EBD contained within this manual is as follows:

Students can experience behaviour, social/emotional, or mental health problems that range from mild to serious. Most students with social/emotional difficulties can be supported in school through regular discipline, counselling, and school-based services. A smaller number of students require more intensive support (p. 56)

Students who require behaviour supports are students whose behaviours reflect dysfunctional interactions between the student

and one or more elements of the environment, including the classroom, school, family, peers and community. This is commonly referred to as behaviour disorders. Behaviour disorders vary in their severity and effect on learning, interpersonal relations and personal adjustment (p. 56)

In addition to the definition, the *Special Education Services: A Manual of Policies, Procedures and Guidelines* (2016) also outlines the criteria for which students with EBD must meet to receive either a MoE designation of intensive behaviour interventions/serious mental illness or moderate behaviour support/mental illness.

### **Prevalence**

The number of students with EBD is on the rise in North America (Albrecht, Johns, Mounstevan, & Olorunda, 2009; Climie, 2015). In the United States, children as young as three and four are being identified as having EBD (Luby, Belden, Pautsch, Si, & Sptiznagel, 2009). When examining the relationship between EBD and gender, many more boys are found to have EBD than girls (Callahan, 1994; McIntyre & Tong, 1998).

### **Areas of Development Impacted by EBD**

There are three specific areas of development that are often negatively impacted for students with EBD. These areas are: 1) academics, 2) communication, and 3) social/emotional.

**Academic.** Many students with EBD struggle with academics and are underachieving by a year, if not more, in at least one subject area (Reid et al., 2004). One

of two reasons typically cause academic struggles: 1) academic deficits which have not been addressed cause a high level of frustration on the part of students with EBD which then leads to their demonstration of challenging behaviour, or 2) the challenging behaviour demonstrated by students with EBD interrupts their learning so much so that they fall behind academically (Reid et al., 2004).

Unfortunately, the academic struggles experienced by many students with EBD occur in most, if not in all, subject areas (Reid et al., 2004). Reading difficulties, in particular, are widespread among students with EBD. When students with EBD who struggle with reading enter middle and high school, they often have difficulties in subjects such as science and social studies. Their difficulties with decoding, fluency and comprehending, the three components of reading, often prevent them from reading the textbooks and, thus, doing well in these classes (Garwood, Ciullo, & Brunsting, 2017; McDaniel, Duchaine, & Jolivet, 2010). Also, since reading is connected to writing, students with EBD often struggle in this area as well (Gage, Wilson, & MacSuga-Gage, 2014; Mastropieri, & Scruggs, 2014). In addition, there is evidence that students with EBD can also struggle in the area of math (Reid et al., 2004).

**Communication.** There is a strong relationship between behaviour and language. Research has found that many students with EBD also have some type of language impairment; however, these language impairments unfortunately often go undiagnosed (Chow & Hollo, 2018; Hollo, 2012; Hollo et al., 2014; Tommerdahl & Semingson, 2013). Language impairments negatively impact students with EBD in a variety of areas including their ability to read (i.e. phonology) and interact with others in a socially appropriate manner (i.e. pragmatics) (Tommerdahl & Semingson, 2013). In addition to

this, students with EBD can also have language impairments in the area of syntax and semantics (Tommerdahl & Semingson, 2013).

The opportunities for communication are often fewer in number for students with EBD. The challenging behaviour demonstrated by students with EBD negatively impacts their social interactions with both peers and teachers. These negative interactions cause peers to avoid students with EBD both in the classroom and on the playground (Hallo, 2012). Teachers have also been found to ask fewer questions of and provide less formative feedback to students with EBD (Sprouls, Mathur, & Upreti, 2015; Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008). This avoidance on the part of peers and teachers results in fewer opportunities for students with EBD to practice language skills and thus, negatively impacts their language development.

Important to note—not all students with EBD have difficulty with communication. Some students with EBD call-out in class repeatedly, swear, are verbally aggressive, communicate their emotions inappropriately, and speak rudely to both adults and peers (Greene, 2016). These students often use language to disrupt and control social situations. This use of language is not a language impairment; however, it is still a problem that needs to be addressed.

**Social/Emotional Development.** Along with academics and communication, students with EBD struggle in their social/emotional development. Their delayed social/emotional development causes them to behave inappropriately in social situations (Greene, 2016). This inappropriate behaviour can include: screaming, swearing, calling out, bullying, talking back to adults, defiance of rules, physical and/or verbal aggression, property destruction, lying, stealing, spitting, bolting, and work refusal (Greene, 2016). The demonstration of these types of behaviours causes students with EBD to develop

serious interpersonal problems with both teachers and peers (Greene, 2016). When students with EBD do make friends, they often make friends with peers who demonstrate similar types of challenging behaviour and thus, this is not often considered a positive friendship by teachers (Kornienko, Dishion, & Ha, 2018).

Students with EBD face challenges specifically in the areas of academics, communication and social/emotional development and, as a result, pose a unique challenge for the teachers who have them in their classes. As will be discussed more fully, it is crucial that teachers have the knowledge, skills and the motivation to support students with EBD effectively. Below, is a brief discussion of the types of interventions that can be used with students with EBD. The importance of teacher efficacy will be discussed subsequently.

### **Interventions**

Numerous interventions can be implemented by teachers, parents and other professionals to support students with EBD. These interventions fall into three categories: 1) medical, 2) therapy/counselling, and 3) educational.

**Medical.** For some students with EBD, medical intervention has proven effective. Medicine, prescribed by a medical professional, can assist in regulating the mood and behaviour of students with EBD (Abrams, Flood, & Phelps, 2006). These drugs are usually psychostimulants, nonstimulants, or antipsychotics (Abrams et al., 2006).

**Therapy/Counselling.** Therapy and counselling interventions have also proven to be effective for many students with EBD. These interventions can vary with regards to intensity and specialty, and as a result, can be plotted along a continuum with lower-level interventions being at one end and higher-level interventions being at the other (Etscheidt,

2002). At the lower end of the continuum, counsellors and psychologists may give explicit instruction surrounding social skills to students with EBD. The teaching of self-monitoring and self-regulation are also interventions that would be found at the lower end of the continuum (Etscheidt, 2002; Smith, Cumming, Merrill, Pitts, & Daunic, 2015). Students with EBD who are non-responsive to these interventions are often then referred to the services offered by more specialized professionals such as clinical psychologists and psychiatrists. Psychologists and psychiatrists provide more intensive or higher-level interventions (Etscheidt, 2002). Therapy and counselling may be delivered in a variety of ways including individual, in family groups or with children who are approximately the same age who all have struggled with similar issues (Etscheidt, 2002).

**Educational.** There are many researched-based behavioural models, and each model has interventions which would be implemented by teachers for students with EBD. Below, five educational models are discussed. These include: 1) positive behavioural interventions and supports (PBIS), 2) social/emotional learning (SEL), 3) punishment, 4) exclusionary discipline, 5) restorative justice, and 6) Collaborative and Proactive Solutions (CPS). The first five models are discussed briefly and are included here due to their prominence in many schools. CPS, the sixth intervention and the focus of this research, will be reviewed in much more detail.

***Positive Behavioural and Interventions and Supports.*** Positive behavioural interventions and supports is a research-based disciplinary model that seeks to improve student behaviour, and consequently, the larger school culture (Debnam, Pas, & Bradshaw, 2012; Kelm, McIntosh, & Cooley, 2014). This is done through the implementation of PBIS's three tiers (Childs, Kincaid, Peshak-George, & Gage, 2016). In the first tier (also referred to as the universal or primary tier), the improvement of

student behaviour is done through the establishment of clear, consistent, and well-known behavioural expectations for the entire school community and then by rewarding students who successfully follow those expectations (Childs et al., 2016; Kelm et al., 2014; Lynass, Tsai, Richman, & Cheney, 2012). The focus is on catching students behaving appropriately and providing positive reinforcement rather than singling out students after they have demonstrated challenging behaviour.

Most students (approximately 80%) will be responsive to tier one interventions; however, some students will not (Debnam et al., 2012; Kelm et al., 2014). When students are unresponsive to tier one, teachers move onto tier two (targeted). Approximately 5 to 15 % of students will receive intervention at this level. In tier two, interventions that target specific problem areas (i.e. social thinking, conflict resolution, problem-solving, self-regulation, SEL, etc.) are given to students (Debnam et al., 2012). These interventions are usually delivered in small groups by teachers who provide direct, explicit instruction in the problem area (Debnam et al., 2012; Lynass et al., 2012). However, interventions in tier two can also be individual at times. An example of an individual-type intervention would be Check-In/Check-Out. This involves teachers checking in with the student at the beginning and end of the day as well as providing feedback regarding his/her behaviour throughout the day (Todd, Campbell, Meyer, & Horner, 2008).

There are a small number (1-5 %) of students who will not respond to tier one or tier two interventions. When this occurs, teachers move to tier three (intensive). Tier three interventions are highly individualized. A functional behavioural assessment (FBA) and a positive behaviour support plan (PBSP) are examples of tier three interventions (Debnam et al., 2012; Lynass et al., 2012).



There is a significant amount of research on PBIS and many teachers and administrators in Canada and the United States have implemented this behaviour model in their schools. The three-tiers of PBIS allows for the use of a variety of different strategies at each tier. This allows teachers to customize their approach to meet the needs of their students.

***Social/Emotional Learning.*** Social/emotional learning (SEL) is a research-based approach that helps students learn important social and emotional skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). These skills include the recognition and managing of emotions (i.e. self-regulation), the building of positive relationships, the setting and achieving of goals, and the making of responsible decisions (Mergler, Vargas, & Caldwell, 2014; Smith, Poling, & Worth, 2018). Ultimately, SEL involves the teaching of both self and social awareness.

Research has shown that SEL curricula that are effective at teaching the skills listed above often increases the amount of appropriate behaviour demonstrated by students (Durlak et al., 2011.) The teaching of this curricula also contributes to improved academic performance among students and creates a safe and supportive environment in which students can learn (Durlak et al., 2011; Jones & Kahn, 2017).

***Punishment.*** Another behavioural model which teachers often used with students who demonstrate challenging behaviour is punishment. The purpose of punishment is to prevent the student from repeating undesirable behaviour (Maag, 2001). Punishment is often used at school since it is easy to administer and is highly reinforcing to teachers; however, research has found punishment to be damaging to students and the least effective way of changing behaviour since it does not teach students appropriate behaviour (Maag, 2001). Punishment may temporarily stop the challenging behaviour,

but the behaviour is often exhibited in other ways (Maag, 2001). Punishment weakens communication between teachers and students and causes students to feel a range of negative emotions including humiliation, anger, and resentment (Mullet, 2014). Students also often demonstrate deceitfulness; thus, they hide or lie about the mistakes they have made (Maag, 2001).

***Exclusionary Discipline.*** When students demonstrate challenging behaviour, teachers often respond by using exclusionary discipline, including time-outs, suspensions and expulsions. Research has shown that exclusionary discipline practices such as these should be avoided for several reasons including the students increased likelihood of failing a class, repeating a grade, and dropping out of school (Mergler et al., 2014; Mullet, 2014; Smith et al., 2018). Also, students who experience exclusionary discipline are found to have a higher rate of contact with policing authorities (Smith et al., 2018; Newman, Wagner, Cameto, & Knokey, 2009).

***Restorative Justice.*** Restorative Justice (RJ), a model which originated in the criminal justice system, has found its way into schools and proven to be effective with students (Mergler et al., 2014; Mullet, 2014). RJ focuses on the development of positive relationships among all school community members including peers, teachers, and administrators (Mergler et al., 2014). Through RJ, students not only learn how their behaviour can have an impact but also the skills needed to independently resolve conflicts with others when they occur (Mergler et al., 2014).

When the behaviour of students has had a negative impact on others, RJ brings the parties (i.e. the misbehaving students and those affected by their behaviour) together in what is called a RJ 'circle' (Mergler et al., 2014; Pavelka, 2013). During the circle, the harm committed is identified, the effects of the harm are acknowledged, and a resolution

to the harm that is acceptable to all parties is reached (Mullet, 2014; Pavelka, 2013). An impartial third party often facilitates the RJ circle. This facilitator could be a peer, teacher, or administrator (Mergler et al., 2014; Pavelka, 2013). In the RJ circle, a talking piece is often used. The talking piece is passed around to the participants indicating whose turn it is to speak. (Pavelka, 2013).

Restorative Justice encourages students to take responsibility for their actions and right the wrongs they have committed (Mergler et al., 2014; Mullet, 2014; Pavelka, 2013). The RJ circle provides the framework for this to be done while at the same time teaching students the skills required to solve problems on their own (Mergler et al., 2014). For these reasons, RJ is becoming an increasingly popular behaviour model used within many schools in Canada and the United States.

***Collaborative and Proactive Solutions.*** Collaborative & Proactive Solutions (CPS) is a “non-punitive, non-adversarial, trauma-informed model of care” that was developed by Dr. Ross Greene (Greene, 2018, para. 1). CPS has proven effective in working with a variety of people with severe behavioural issues including students with EBD (Greene, 2016).

CPS, as a behavioural model, is a one-on-one intervention that teachers can use with students who demonstrate challenging behaviour. CPS is capable of standing alone. Greene (2016) claims that CPS is the only behavioural model required by professionals or parents when working with those demonstrating challenging behaviour. However, the researcher would not only argue but also recommend that CPS be used in conjunction with other behavioural models, including PBIS and RJ.

CPS has two guiding beliefs: 1) kids do well if they can, and 2) doing well is preferable (Greene, 2016). CPS believes that if students are not doing well, there is a

reason. The reason students fail to do well and demonstrate challenging behaviour instead is because they are lagging in the skills needed not to be challenging under a specific set of conditions or in a particular situation (Greene, 2016). In other words, “when the expectations being placed on [kids] exceeds the kid[s]’ capacity to respond adaptively,” challenging behaviour occurs (Greene, 2016, p. 20).

When students are unable to meet the behavioural expectations in certain situations, and instead demonstrate challenging behaviour, CPS refers to this as the students’ ‘unmet expectations.’ Furthermore, CPS refers to the situations in which ‘unmet expectations’ occur as the students’ ‘unsolved problems’ (Greene, 2016). Unlike some models that use rewards and punishments to modify students’ behaviour, CPS focuses on identifying the lagging skills which are causing students’ unmet expectations and then having the students and adults work together collaboratively and proactively to resolve the students’ unsolved problems (Greene, 2016). The identification of unmet expectations and unsolved problems is done through the use of an instrument called the Assessment of Lagging Skills and Unsolved Problems (ALSUP) (Greene, 2016).

*ALSUP.* If the goal of CPS is to resolve students’ unsolved problems, then the identification of the lagging skills becomes crucial. Also crucial is the identification of the conditions and situations in which the students are typically demonstrating their challenging behaviour (Greene, 2016). As mentioned above, the identification of lagging skills and unsolved problems is done through the use of an instrument called the *Assessment of Lagging Skills and Unsolved Problems* (ALSUP).

The ALSUP is a twenty-three-item, single-sided instrument which is ideally completed at a meeting with as many members of the student’s school team as possible in

attendance (Greene, 2016). The student's school team would consist of some or all of the following members: classroom teacher, educational assistant, special education teacher, administrator, speech and language pathologist, occupational therapist, physiotherapist, counsellor, child and youth care worker, aboriginal support worker, etc. The items on the ALSUP are listed in a column down the right side of the page, and each item is a lagging skill that may be demonstrated by the student. The list of lagging skills is in no specific order, but normally those completing the ALSUP would start with the first lagging skill and work their way down the column (Greene, 2016). If the school team determines that a specific lagging skill is not an issue for the student, they move on to the next. If that particular lagging skill is an issue, then the team begins recording all the conditions and situations in which that lagging skill is apparent (Greene, 2016). Once the recording of conditions and situations are complete, the school team moves on to the next lagging skill listed and goes through the process again (Greene, 2016).

Once the ALSUP is completed, the school team will likely see clearly which skills, in particular, the student is lagging. The school team now needs to determine which lagging skills (and the unmet expectations and unsolved problems connected to them) are top priority (Greene, 2016). Unsolved problems which involve safety followed by those with the highest level of frequency are considered to be the most urgent. Whatever lagging skill is decided upon will be at the center of the Plan B conversation.

*Plan A. Plan B. Plan C.* CPS is divided into three different parts: Plan A, Plan B, and Plan C. Plan B is the most important part because it contains the collaborative and proactive pieces of CPS (Greene, 2016). However, Plan A and Plan C are also important components of CPS as well. Although Plan B is what should be done most often, there are times when Plan A and Plan C may be used (Greene, 2016).

One of the most common ways that teachers respond to students who demonstrate challenging behaviour is through the use of *adult-imposed consequences* (i.e. punishment) (Greene, 2016). In CPS, adult-imposed consequences are referred to as Plan A. Plan A is when teachers solve problems unilaterally with very little, if any, input from the students (Greene, 2016). Through the use of Plan A, the behaviour may go away temporarily. However, since the unsolved problem is not actually solved, the behaviour may return or reappear in a different form later on (Greene, 2016). Plan A is not an effective way to respond to challenging behaviour. However, when safety is an issue, the use of Plan A is entirely appropriate (Greene, 2016).

Plan B is the second and most important part of Greene's model. Plan B contains the collaborative and proactive pieces of CPS and consists of three parts: 1) the Empathy step, 2) the Define Adult Concern step, and 3) the Invitation step (Greene, 2016).

The Empathy step involves the teacher having a conversation with the student regarding one of his unsolved problems. The goal of the conversation is to gather information from the student regarding his or her concerns or perspectives on a given unsolved problem (Greene, 2016). However, reaching this goal is often easier said than done. Some students talk immediately and share the information needed; other students do not talk initially but then eventually start after some coaxing, while others still talk but go off on tangents that are unrelated to the unsolved problem (Greene, 2016). When any of these three scenarios occur, eight drilling strategies can be used during the conversation in order for the teacher to get the conversation back on track and elicit the information they need from the student. These drilling strategies are: 1) use reflective listening, 2) ask "W questions" (who, what, where, when), 3) ask about the situational nature of the unsolved problem, 4) ask the student what he's thinking in the midst of the

unsolved problem, 5) break the unsolved problem down into its component parts, 6) make a discrepant observation, 7) table (and ask for more concerns), and 8) summarize (and ask for more concerns) (Greene, 2016). Teachers can flip in and out of these drilling strategies during the Empathy step to get the student talking or to keep him talking until the information needed about the unmet expectation and unsolved problem is shared (Greene, 2016).

Plan B always starts with the Empathy step, and the Empathy step always begins with an opening question which uses very specific language: “*I have noticed you are having difficulty with [insert unmet expectation], what’s up?*” (Greene, 2016, p. 160). The wording of the question is positive (i.e. there is no mention of the challenging behaviour the student is demonstrating) and specific in its description of the unmet expectation so there is less, if any, confusion on the part of the student about what is being asked (Greene, 2016). The wording of the question sends the message that the teacher is truly curious about what is preventing the student from doing well.

The second part, the Define Adult Concern step, involves the teacher sharing his concerns about the same unsolved problem that was discussed with the student during the Empathy step. In a school, most, if not all, of the adults’ concerns surround the safety and learning of the child specifically, and the other children in general (Greene, 2016).

As with the Empathy step, the Define Adult Concern step always begins with very specific language. “*My concern is...*” or “*The thing is...*” are two ways to structure the opening line of the Define Adult Concern step (Greene, 2016, p. 160). This structure is important to follow.

The third part of Plan B is the Invitation step. The Invitation step involves having the teacher and student brainstorm solutions to the concerns that were discussed by the

student in the Empathy step and by the teacher in the Define Adult Concern step (Greene, 2016). The solution reached by the child and adult must meet two criteria. The solution must be: 1) realistic, and 2) mutually satisfactory (Greene, 2016)

Just like the other two steps, the Invitation step also starts with specific language: “*I wonder if there is a way that [insert student’s concerns that were revealed in the Empathy step] and [insert the adult’s concerns that were revealed in the Define Adult Concern step] could be addressed?*” (Greene, 2016, p. 160).

The third part of CPS is referred to as Plan C. Some students, especially those with EBD, have many lagging skills, and as a result, a long list of unmet expectations and unsolved problems. Plan C is when the teacher has ranked those lagging skills and unsolved problems in level of importance and has chosen to focus only on the lagging skills and unsolved problems that are deemed top priority (Greene, 2016). In essence, all other lagging skills and unsolved problems are ignored except for the one(s) being targeted.

CPS solves unsolved problems collaboratively and proactively with students and teachers and has proven to be an effective model to use inside schools (Greene, 2016). CPS improves communication and enhances relationships. (Greene, 2016). Plan B teaches students empathy and the ability to see another’s perspective (Greene, 2016). In addition, CPS teaches conflict resolution, problem-solving, and ultimately, the skills that they are lagging (Greene, 2016). Lastly, CPS, as a behaviour model, provides an effective one-on-one intervention that stands alone or can be easily integrated into other various behaviour models.



### **The Importance of Teacher Efficacy**

The number of students with EBD is on the rise in North America (Albrecht et al., 2009; Climie, 2015). As a result, an increasing number of teachers are finding students with EBD placed in their classrooms. Teachers often find the challenging behaviour demonstrated by students with EBD difficult to manage and the resulting chaos which their challenging behaviour often brings to classrooms can cause teachers to feel overwhelmed, anxious, frustrated, and stressed (Brunsting et al., 2014; Schaubman et al., 2001). Some teachers 'burn out' and, as a result, leave the profession (Brunsting et al., 2014.) Teacher 'burn out' is a significant issue that needs to be addressed. One way to address this is through the development of teacher efficacy surrounding students with EBD. Teacher efficacy can be developed through the implementation of an effective school-wide behaviour model that teachers can use with students with EBD (Albrecht et al., 2009). One such model and the focus of this research is CPS.

## CHAPTER FOUR: KNOWLEDGE TRANSLATION PROJECT

The purpose of this study is to learn about the lived-experience of teachers at an urban elementary school (K-7) in British Columbia that implemented Dr. Ross Greene's (2016) Collaborative and Proactive Solutions (CPS). In this qualitative phenomenological study, semi-structured, open-ended questions regarding the implementation and effectiveness of CPS were asked of teachers by the researcher in a one-on-one interview format. Analysis of the data reveals the emergence of several themes surrounding: 1) aspects of teaching, 2) teachers' use and perceived effectiveness of behaviour models, 3) teachers' opinions of CPS, 4) teachers' preparation for CPS, 5) structures that support CPS, 6) CPS and the students, and 7) 'stay the course' and persevere. Below, the findings surrounding each of these themes are discussed. Quotes from the participants illustrate each of the themes. If the reader wishes to view additional quotes that support each of the themes, please consult Appendix C.

### Aspects of Teaching

*Best Aspects.* The findings revealed that teachers considered the two best aspects of teaching to be: 1) the relationships they developed with not only their students but also the families and other colleagues, and 2) the growth teachers observed in both their students' academic and social/emotional development. Below are quotes from two teachers that illustrate these themes. With regards to relationships, Ms. T shared:

The best parts of being a teacher, um, are just the relationships you build with everyone that is involved in education. So, first and foremost, the students, um, and their families, their parents,

their siblings and then also just the relationships being built with in the school. Um, I find the best part of teaching is just that real collaborative approach that some schools have-- that I think we have here. Um, where everyone is working together, and all of the little pieces of the puzzle come together to give kids the support that they need.

With regards to academic growth, Ms. H stated:

Well, in grade one, it is the pivotal year because [the students] come in not reading or writing typically and they leave reading and writing. So, for me, it is the year that you see the most, hands down, academic gains which is quite wonderful just to see the growth...So, that is the part I love ...

Ms. H also spoke about students' social/emotional development. She said:

The teaching them to be, you know, be proud of themselves and to take learning risks and, um, [then] watching friendships grow and watching them become more independent in their learning, their day-to-day skills, their problem solving and watching them and helping them problem solve. Just delving into all areas of social/emotional learning.

The three quotes above illustrate how these teachers considered the best aspects of teaching to be the relationships they develop with the students, their families and colleagues as well as the academic and social/emotional development of their students.

***Challenging Aspects.*** The analysis of the data reveals the two most challenging aspects of teaching to be: 1) dealing with students who demonstrate challenging

behaviour, and 2) differentiating instruction for students with a wide range of academic needs. Two quotes, in particular, captured these two themes. When asked what the most challenging aspects of teaching were, Ms. C shared:

Um, the behaviours. Um, the behaviours- dealing with the behaviour because they have changed. I have noticed they are getting worse. It is getting harder to deal with the behaviour that I see in class... And, if there is somebody with learning difficulties, it is more challenging to work with those kids. It just takes more thought, more effort, more work to support those kids.

Furthermore, Ms. T describes:

Um, the challenging aspects of teaching – differentiating. I find that, um, the gap in kids needs and abilities is getting wider and wider and wider and being one person and having that gap continuing to wide without additional resources and time and support really challenging. Um, I find, um, sometimes in the context of a classroom with twenty or more kids, I find behaviour -- when you have really challenging behaviour -- it can be hard to balance what that particular challenging student needs with everybody else.

Teachers found the managing of challenging behaviour and the differentiating of instruction to be the most difficult aspects of teaching and the two quotes above capture this sentiment.

## Behaviour Models

*Teachers' Use and Perceived Effectiveness of Behaviour Models.* Although only one teacher mentioned PBIS specifically, five of the teachers reported their use of rewards, token economies, sticker charts, positive reinforcement, functional behavioural assessments, and behaviour plans. These strategies and interventions fall under the umbrella of PBIS (Debnam et al., 2012; Kelm et al., 2014; Todd et al., 2008). Two teachers reported the use of time-outs or kicking students out of class. These strategies fall under the behavioural model of exclusionary discipline. The teachers that listed the above PBIS and exclusionary discipline strategies stated that these models were effective for some students, but definitely not for all. One teacher mentioned punishment as a behavioural model that she had used, and she claimed that it was not at all effective. Also, important to note: not a single teacher mentioned restorative justice in their answer.

*School-Wide Behaviour Model.* All teachers agreed that a school-wide behaviour model was important. All but one teacher spoke to the importance of a common language that often comes from a school-wide behaviour model. There are quotes from two teachers that illustrate this. Ms. B shared:

I think [a school-wide behaviour model] is important because then no matter what, no matter who you run into in the hallway or in the classroom, the gym, or wherever it may be, if you are using similar language with a student whether they are in your class or not, they know what you are talking about because their own teacher uses the language, um, or the [behaviour model] that has

been set in place, so it gives the child that sense of fam, famil,  
family...[familiarity].

Ms. H echoed this when she said:

I think [a school-wide behaviour model] is important because I think we need to be addressing the, um, problems, the concerns in a fairly consistent way. I think if we all do something similar then it is not going to come as a surprise for children. Um, so I think it is important to have it school-wide.... I think the overarching, um, model should be implemented uniformly.

A school-wide behaviour model was seen as important by all the teachers, and all but one mentioned the importance of having a common language surrounding behaviour that both staff and students were familiar with. The above quotes speak to this.

### **Opinions of CPS**

*General Likes.* When asked, many teachers stated that they liked the collaborative and relationship building aspect of CPS. Teachers also liked how the students were the ones coming up with the solutions during the Plan B conversations. Quotes from three teachers the support these themes are included below.

Ms. T stated:

Um, the thing I like the most about [CPS] is that it does not, um, cause a separation in the relationship that you have between the student and the teacher. So, I find that a lot of, not a lot, but some behaviour programs or practices...can cause there to be tension between a teacher and a student and that, ultimately, I think

damages the relationship you have.... If you have a damaged relationship, it is really hard to teach them. Um, so that is the thing I find I like the most is that the empathy step, um, really, it actually, not only does it not separate but it works to build that relationship. If you can have a really strong empathy step, you are communicating that you really want to understand and that is huge in terms of building a relationship with a student. Um, I like the fact that the kids are involved. I think the [Plan B conversations] that I have done, um, the power in them coming up with the solution is because they came up with it. If you did, I think if do the exact same thing, but you tell them to do that, it is not going to be near effective.

Ms. R stated:

...the kid does not feel like they are in trouble so then you can build that “relationship muscle.” Um, also involving the kid - the collaborative part, the ‘C.’ So, I think that. Like, we have been missing it for years. Like, why, you know, this isn’t being taught in school. Like, why this hasn’t been around forever is shocking. Yeah, ask the kids what they think and collaborate with them, so love that. Love the relationship part.

Lastly, Mr. T described: “I like, um, the fact that the kids are coming up with their solutions. Um, I believe it makes them not look for consequences. It makes them think how they can change.”

In the responses, the majority of the teachers stated their favorite parts of CPS to be the collaboration between teachers and students (which resulted in improved relationships) and how students have ownership over the solution. The above quotes support these two themes. However, there were also other aspects of CPS that teachers found favourable. These included the use of positive language and open-ended questions, its proactive piece, and the guiding philosophy of the model (i.e. kids do well if they can and doing well is preferable). Teachers also like how CPS challenged their adult-theories surrounding behaviour, allowed for a more in-depth look into the cause of students' behaviour, and how the use of the model could actually stop a behaviour from occurring.

***General Dislikes.*** There were no overwhelming themes that emerged regarding what teachers disliked about CPS. However, two teachers mentioned disliking the amount of time CPS took and that perhaps CPS was too much for some students. The difficulty in determining whether a situation was a Plan A, Plan B or Plan C set of circumstances was also discussed by one teacher. Another teacher also described how hard it can be to Plan C a behaviour because “teachers are emotional beings... and we get triggered by certain things.” This same teacher also spoke to how Plan Cing a behaviour can be difficult for other students in the class to understand and manage.

***Implementation Successes.*** The theme that emerged from the data was the amount of Plan B success stories that had occurred. This theme is evident in the quotes below:

Ms. H stated: “I am hearing such positive, um, feedback from fellow teachers who have Plan B with their children and, um, things have completely changed for children.”

Ms. C describes: “Um, I think a lot of teachers are liking it. A lot of the teachers and the SEAs are finding that it is going well with some kids.”



Ms. T said: “Um, for me personally, I have noticed in my classroom - I have noticed behaviours, um, challenging behaviours reducing quite a bit and I think school-wide, I think although it has been slow, I think we have started to notice the same thing.”

Teachers also mentioned other CPS implementation successes in their responses. These included the staff’s familiarity with CPS, the improved relationships between teachers and students because of Plan B conversations, the amount of effort staff have put into finding the time to implement CPS, the strength of the core team, the development of common language within the school, and doing the ALSUPs together as a group.

***Implementation Barriers.*** The two main themes that the data revealed surrounding CPS implementation barriers were: 1) the amount of time it takes to implement CPS, and 2) the lack of buy-in from some teachers. Two quotes that supported the theme of time were:

Ms. T stated:

Yeah, the big one is time - it is really time-consuming. Um, as a classroom teacher, that is my biggest barrier.... If I was trying to do this on my own, what do I do with the other kids while I am trying to have a conversation that requires me to be calm and giving my full attention? ...Like, it is just - that I find is the biggest challenge in the classroom.

Mr. T stated:

The time. It takes a lot of time. So, it makes people reluctant because of the time...So, that is the biggest thing- is the chunk of time it takes and then you are not finished then, and it’s a follow up after that, which is fine - but the initial time is a lot.

The two quotes above spoke to the theme of time. The two quotes below supported the theme of teacher buy-in. Ms. T stated:

Um, I also, um, think some of the barriers, there are just some people who haven't bought into it, and there are some people that really have kind of pushed it away. Um, and that can, I think, sometimes effect the momentum that we have gained if there are nay-sayers and people saying that it's whatever.

Ms. H said:

I think if it is not everybody on board, that becomes problematic.... Yup. Yup. Not having the buy-in from all staff I think is problematic. Um, I think, yes, if there is not the buy-in, then we are not a uniform model because we are not all doing the same thing. So, I think that would be my biggest barrier, um.

The amount of time CPS consumes, and the lack of buy-in from some teachers were the two main themes that emerged from the data. Some other barriers that were also mentioned included the lack of training, especially for new staff, and the lack of exposure some staff have had to Plan B conversations.

### **Teacher Preparation for CPS**

*Confidence Levels.* All teachers felt confident having one-on-one conversations with their students; however, teachers had varying levels of confidence using CPS. Teachers' confidence levels were related to their experience with and training surrounding CPS. When asked to explain the reasons behind their feelings of confidence,

teachers shared the following: 1) they had had similar types of conversations with students in the past, 2) they had had successful Plan B conversations with students before, 3) they had gone to the formal training, and 4) they had the drilling strategies cheat sheet as a reference to look at during and help guide them through the Plan B conversation.

***Ways to Increase Confidence Levels.*** All teachers indicated that there was room for their confidence to increase surrounding CPS. Teachers shared with the researcher several different ways that, if implemented, they thought their confidence surrounding CPS would likely increase. These included: 1) having the opportunity to participate in more Plan B conversations, 2) talking with colleagues who had had successful Plan B conversations, 3) having more staff trained to act as ‘coaches,’ 4) having increased professional development at staff meetings, and 5) having the opportunity to attend the formal Ross Greene training.

### **Structures that Support CPS**

For CPS to be successful within a school, structures need to be put into place. Many of the structures that had been implemented worked well within the school. Teachers were asked what other additional structures could be considered and potentially added. Their suggestions included:

- 1) increased professional development at staff meetings
- 2) sending more staff to the formal training
- 3) having the other resource teacher build CPS time into her schedule
- 4) giving frequent reminders to staff to have Plan B conversations with students
- 5) having the principal build CPS time into his schedule
- 6) having the counsellor involved somehow

7) scheduling more ALSUPs

8) buddying up to do some school-wide or grade-wide activities (such as floor hockey in the gym one afternoon per week or having a soft start in the mornings.) Not all teachers would need to supervise. During these times, one teacher could be released to have a Plan B conversation with a student.

### **CPS and the Students**

*Students' Response to CPS.* Teachers indicated that many students had responded positively to CPS. This is evident in the two quotes listed below:

- “I think it has been overwhelmingly positive.”
- “They have responded positively in my experience.”

One teacher, Ms. C, felt that students enjoyed the empathy step, in particular. She stated: “I think for a lot of kids, they really enjoy the feeling of being heard and listened to.” Another teacher, Ms. H, shared how “incredibly powerful” she thought it was for students “when [they] think ‘Wow, I said something, and I am being taken seriously.... Someone is actually listening and asking what it would take for me.’” Two teachers felt that some students were surprised by Plan B conversations. Some students came to Plan B conversations thinking they were in trouble and were surprised when they were not. Ms. R stated: “There has definitely been a positive vibe. As soon as the kids know that they are not in trouble, they are talking to you, right? They are talking your ear off, most of them.” And, lastly, Ms. HH also stated that she thought that the students really “enjoyed the ownership” of coming up with their solutions. Not all Plan B conversations

have been successful, but the staff seem positive about how students are responding to CPS in their school.

*Effectiveness for Students.* As just mentioned, not all Plan B conversations between teachers and students have been successful; however, many teachers still felt that CPS was effective for students. For example, Ms. H shared:

I would say [CPS is] hugely [effective]. I would say just even talking to colleagues, um, the children in their class that were causing them issues just through CPS, um, I have heard some wonderful things and turn arounds from colleagues saying that they have Plan B someone and, um, shared the success. No, so I would say that we are definitely on a nice trajectory to help kids...

When Plan B conversations were not successful, two teachers indicated that it was not the behaviour model that failed, but instead that there was something else (such as suspected or confirmed ADHD that was unmedicated) that prevented students from being able to participate in Plan B conversations successfully. Ms. H said:

...due to his inability to focus, [he] has not had so much success with it but I think... it is not that the model is failing him, it is just that he is a little guy who is unable to focus for more than about two minutes.

Teachers believe that CPS is effective for many students, however, physiological issues may prevent CPS from being successful with others.

**Stay the Course and Persevere - An Additional Theme**

Even though there was no specific question in the interview asking teachers whether they wanted to ‘stay the course’ and persevere with regards to CPS at their school, this was a theme that emerged when the researcher coded the data. Five teachers referred to how CPS needed more time to develop fully. The quotes from the two teachers that spoke to this theme are below. Ms. H stated:

I am just really glad that we implemented the model. I think once we all, you know, are comfortable and on board with it and people can see the positive effects it has, I think, I think, we need to continue because you are not going to see the huge change right away. It does take time. It does take practice to do the Plan B conversations. It does take, you know, buy-in. I think just even what we have seen in one year alone is tremendous, absolutely tremendous. I am hearing great stuff. I am seeing great stuff in my own classroom. So, I am a big supporter. A big fan.

Ms. T said:

[If] everybody is on the same page doing the same thing year after year, you might not have, you know, have huge success with whatever you are doing that year but repeated year after year after year, if everyone is doing that same thing that eventually, I think, that will bring more success than if everyone starts over doing something different every year.

The message is clear. These teachers want to continue with the implementation of CPS in their school. They want to 'stay the course' and persevere. These teachers believe this model will continue to develop over the upcoming years and that the decrease in challenging behaviour demonstrated by students will likely be the result.

## CHAPTER FIVE: DISCUSSION AND CONCLUSION

### Summary of Project

The number of students with EBD is on the rise and teachers are finding more of these types of students in their classrooms (Albrecht, Johns, Mounstevan, & Olorunda, 2009; Climie, 2015). The challenging behaviour demonstrated by students with EBD interrupts not only their own learning but also the learning of their typically developing peers who share the same classroom and school environment. In addition, teachers often find the managing of challenging behaviour demonstrated by students with EBD difficult, and, as a result, may experience a variety of negative emotions such as anxiety, frustration, and stress (Brunsting et al., 2014; Schaubman et al., 2001). With an increasing number of students with EBD appearing in today's classrooms, effective behaviour models that teachers can implement when working with these students becomes crucial.

Knowing that the challenging behaviour of students with EBD negatively impacts themselves, their classmates, and their teachers, the question then becomes: "What is the solution to this problem?" The staff at one urban elementary school in British Columbia asked this question, embarked on a book study of Greene's *Lost and Found* (2016) and then decided to implement CPS.

Through the use of semi-structured, open-ended questions in a one-on-one interview format, this study investigated the lived-experience of seven teachers at an urban elementary school in British Columbia who implemented CPS as the primary model for working with students with EBD. The interviews occurred after one full year of CPS implementation. The findings of the research revealed that teachers liked CPS,



wanted to continue with the implementation of this behaviour model at their school, and further develop their skill set at having Plan B conversations.

## **Discussion**

Interventions can be used to help stabilize the behaviour of students with EBD. These interventions can fall into three categories: 1) medical, 2) therapy/counselling, and 3) educational. Teachers are unable to implement medical interventions since this involves the prescription of medication, something only a doctor can do. With regards to therapy/counselling interventions, many schools do have a counsellor; however, often school counsellors only work part-time and have enormous caseloads. This prevents school counsellors from providing students with EBD with the amount of therapy/counselling they require. Some school counsellors may also lack the expertise or training needed to work with students with EBD effectively. For these reasons, medical and therapy/counselling interventions are not viable options for teachers working with students with EBD. However, educational interventions, the third category, can be implemented by teachers. CPS falls under this umbrella and is the solution to many of the barriers surrounding medical and therapy/counselling interventions mentioned above. CPS can stand alone or work in conjunction with other behavioural models such as PBIS, RJ and SEL. Punishment and exclusionary discipline should not be used by teachers when managing the challenging behaviour demonstrated by students with EBD (Maag, 2001; Mergler et al., 2014; Mullet, 2014; Newman, Wagner, Cameto, & Knokey, 2009; Smith et al., 2018) and, therefore, should not be used in combination with CPS. CPS could also be used with the teaching of self-regulation techniques to help students calm

when needed. CPS works well with other behavioural models which is advantageous to schools on many levels.

In addition to PBIS, RJ, SEL, and self-regulation, provides an evidenced-based, relationship enhancing approach that improves communication (Greene, 2016). CPS improves communication and enhances relationships (Greene, 2016). Plan B conversations teach students empathy (Greene, 2016). CPS teaches conflict resolution, problem-solving, and, ultimately, the skills that students are lagging (Greene, 2016). CPS was found to be effective within this urban elementary school. Teachers at this school were excited about the results they had seen so far and were keen to improve their skills surrounding Plan B conversations.

### **Implications and Recommendations**

The answers to open-ended, semi-structured interview questions regarding the implementation and effectiveness of this model provides valuable information to the administration and core team at this urban elementary school in British Columbia. The findings of this research clearly outline the next steps for CPS implementation at their school. This research also could assist the administration and staff at other schools who are considering embarking or are in the earlier stages of implementing CPS.

After conducting this study, the researcher makes three recommendations surrounding CPS implementation at this urban elementary school in British Columbia. Firstly, the researcher encourages the administration and core team at the school to consider some, if not all, of the suggestions of additional structures that could be put in place to support CPS. These suggestions include:

- 1) increased professional development at staff meetings

- 2) sending more staff to the formal training
- 3) having the other resource teacher build CPS time into her schedule
- 4) giving frequent reminders to staff to have Plan B conversations with students
- 5) having the principal build CPS time into his/her schedule
- 6) having the counsellor involved somehow
- 7) scheduling more ALSUPs
- 8) buddying up to do some school-wide or grade-wide activities (such as floor hockey in the gym one afternoon per week or having a soft start in the mornings.) Not all teachers would need to supervise. During these times, one teacher could be released to have a Plan B conversation with a student.

The second recommendation is for the administration and core team at the school to implement some, if not all, the suggestions teachers made during their interviews regarding ways to increase the staffs' confidence levels surrounding CPS. Suggestions from the teachers include: 1) having the opportunity to participate in more Plan B conversations, 2) talking with colleagues who have had successful Plan B conversations, 3) having more staff trained to act as 'coaches,' 4) having increased professional development at staff meetings, and 5) having the opportunity to attend the formal training. The third and final recommendation is for administration and the core team to 'stay the course' and persevere with their implementation of CPS. The message from the majority of teachers was that CPS is an effective model for managing the challenging behaviour of students and that CPS needs more time to develop further.

### **Future Research**

Future research investigating CPS and school implementation would likely be valuable and could include investigating the lived-experience of the students with EBD who have participated in CPS. The effectiveness of whole-class Plan B conversations is another area that could be researched. Examining the role of Special Education Assistants and CPS is an additional area of study that would also likely be valuable. Conducting a case study of a single student with EBD who has been ALSUPed and who has been Plan Bed on each lagging skill the ALSUP identified would also likely be an important contribution to the literature. Another area of future research could be quantitative in its approach. Using a Likert scale, the best and most challenging aspects of teaching could be rated. Teachers' understanding of behaviour models, in general, and teachers' understanding of CPS, specifically, could also be measured. Furthermore, the likes/dislikes of CPS, teacher confidence levels surrounding CPS, the effectiveness of CPS for students, and the benefit of existing and additional structures are all items that could be quantitatively evaluated using a Likert scale.

### **Conclusion**

This study investigated the lived-experience of teachers at an urban elementary school (K-7) in British Columbia who implemented CPS for working with students with EBD. In this qualitative phenomenological study, semi-structured, open-ended questions regarding the implementation and effectiveness of CPS were asked of teachers by the researcher in a one-on-one interview format. The analysis of the data revealed several themes that were discussed above. These themes included: 1) aspects of teaching, 2)

behaviour models, 3) opinion of CPS 4) teacher preparation for CPS, 5) structures, 6) CPS and the students, and lastly, 7) stay the course and persevere.

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## APPENDIX A

### Interview Questions

#### Demographic Information

- What is your sex?
- What grade are you currently teaching?
- What grades have you taught previously?
- What types of schools have you taught? (i.e. elementary, high school, alternative schools, hospital/homebound)
- What is your level of education?
- What areas of specialty have you gained from the formal education you have done?
- How many years have you been teaching?
- How many years have you been teaching at this specific school?

#### General

- What are the best parts of being a teacher?
- What are the most challenging aspects of teaching?
- What behaviour models have you used in the past for students with EBD?
- How effective have you found these models to be?
- Is it important to have a school-wide behaviour model in place? Why or why not?

#### CPS

- When you think about CPS – implementation aside-- what do you like about this model?
- When you think about CPS – implementation aside-- what do you NOT like about this model?
- What has gone well regarding the implementation of CPS at your school?
- What are some barriers to the implementation of CPS at your school?
- How much formal and/or informal training have you had surrounding CPS?
- Do you feel confident in your ability to implement this model with your students without a ‘coach’ present? What specifically has contributed to this feeling of confidence or a lack thereof? If you are still feeling unsure, what additional supports would you need to increase your level of confidence?
- How have students at your school who have participated in Plan B conversations responded?
- Can you speak to the effectiveness of this model for students with EBD?

## APPENDIX B

### Additional Quotes that Supported the Themes

There were additional quotes that supported many of the themes that were discussed in Chapter 4. Below, these additional quotes are organized under the appropriate theme heading.

#### Best Aspects

Mr. T stated:

Building [relationships] with the kids. So, you get to know them so well. You get to know them so well that there is this honesty that transpires in third term...and you get to know the persons and they get to know you and they buy into the community and you can tell that this is their second home. That's the best part of being a teacher.

#### Challenging Aspects

Ms. B said:

Um, sometimes the dynamics of a classroom because of the various needs... [and the] managing [of all] the behaviours and then, um, adapting academics to suit each student's ability whether they are below what we would expect at grade level or even above what we would expect at grade level...

**School-Wide Behavioural Model**

Ms. HH stated:

...it is good for the kids to know that there is consistency and follow-through, and there is the same language used throughout the school.

Ms. T described:

Um, yes, I do think [a school-wide behaviour model] is important....I think the succession, if everybody is speaking the same language, everyone is on the same page doing the same thing year after year, you might not have, you know, have huge success with whatever you are doing that year but repeated year after year after year, if everyone is doing that same thing that eventually, I think, that will bring more success than if everyone starts over doing something different every year.

Ms. R. shared:

I think so. I think the language piece is huge. I think it is important for staff, for us to all be on the same page especially with team teaching or kids going to their prep teacher for gym or whatever. When these teachers have these different rules or expectations or routines or whatever it is, there is a disconnect because they think maybe they can away with something with their PE or band teacher and come back and it doesn't work with their classroom teacher. So, if the school is all on the same page:

1) it is better for kids, and I think 2) it is better for the staff as well.

### **General Likes**

Ms. HH said:

My favorite thing about CPS is probably the student involvement, so having them be a part of the problem-solving.

### **Implementation Barriers**

Ms. C said:

Um, as much time as we are giving to it, I think it needs more time.

Lastly, Ms. B described:

I think the biggest one is the time factor ... having the actual time to go through a Plan B conversation with a student, um, so that it is productive. It's not wasteful. It is not rushed. I think that's the biggest barrier.

And finally, Ms. HH shared:

Buy-in from some teachers. I think there are more conversations we would like to have with some kiddos that teachers haven't necessarily wanted to release the student to be able to do so.

### **Student Response to CPS**

Ms. C stated:



Um, from what I hear a lot of them have done well. From the kids in my class, all but one has responded really well.

Ms. R said:

Overall, really well.

Ms. HH shared:

I think it's funny because they always seem, or they look like they think they are in trouble when they come down and when there is one or two or three adults, and we say we want to have a conversation. So, I think they, at first, are a little weary because they have never been given this approach before, like, we have a problem, but we want you to help solve it. You are not in trouble. Let's do something about it. So, I think they always walk away kind of a little dumbfounded still - what just happened?

### **Effectiveness for Students**

Ms. C shared:

From the kids in my class, all but one has responded really well. One it did not work for. It did not work for him. I did two [Plan Bs] with him and neither one, both times the behaviour got worse which was very strange and definitely unusual because it has worked very well with other kids in my class and I know it has worked with very tricky kids in the school as well....The one in my class it didn't work well for...there are a lot of issues he is

dealing with so I think that may have been part of why it didn't work with him.

### **Stay the Course and Persevere**

Ms. B stated:

There has not been enough time to really see the growth of this model with our students and the growth of our students with this model... This type of thing, like, needs to grow.

Mr. T stated:

Watching you and your colleagues work at it and be excited about the... successes that [students] have had along the way - coming up with their problem-solving. I look at it that that kid is going to be nothing but more benefitted when he comes to my class 4 years from now. He will have strategies. He has solved his problems.

Ms. R shared:

I think long term, definitely [CPS is going to be] effective...I think it is going to be effective in seven years for some of these little kids, for sure.

## APPENDIX C

### **Structures this Urban Elementary School Put in Place to Support the Implementation of CSP at Their School**

There were several structures that this urban elementary put into place to support the implementation of CPS. These structures, overall, worked well. The school had an enrollment of approximately 260 students. There were twelve classroom teachers, 1.8 FTE of resource and 0.2 FTE of Learning Commons. These teachers were instrumental in the implementation of CPS at this school.

#### **Structures that Supported CPS**

**Book Study.** In the spring prior to the school's first full year of CPS implementation, the staff did a book study on Greene's (2016) *Lost and Found*. Many, if not all, staff (both teachers and SEAs) participated. The book study ran for approximately eight weeks (April/May), and staff met every Thursday at lunch to discuss the weeks' readings. The resource teacher prepared a PowerPoint that contained questions about the readings. These questions were used as a springboard into discussion.

**Mentor.** A retired principal who had worked in a neighbouring district became our school's CPS mentor. This principal had implemented CPS in two of her schools previously. Just as we were embarking on our CPS implementation journey, we reached out and asked her for help. She came and spoke to the staff and was our contact for CPS questions as they arose throughout the year. She also facilitated an ALSUP on a student with the entire staff. She then facilitated a Plan B conversation with that same student and

two staff members. This Plan B conversation was videoed and then shared at a staff meeting.

**Training.** The resource teacher and a classroom teacher attended the formal three-day Ross Greene conference in the spring prior to the school's first full year of CPS implementation. The principal, as well as two other classroom teachers, attended the formal Ross Greene conference in the fall. The principal and four teachers now comprised of the school's CPS core team.

**Core Team.** The school's core team comprised of the principal and four teachers - all of whom had attended the formal Ross Greene conference. The core team met formally approximately four times throughout the year to discuss the implementation of CPS; however, informal conversations among the core team happened weekly. The resource teacher, who facilitated the book study and of whom was spear-heading the CPS implementation, organized the formal meetings. At these meetings, implementation of CPS was evaluated, and a significant amount of time was spent discussing the (additional) structures the school required to make CPS successful. The core team was also responsible for the training of other staff members surrounding their ability to have effective Plan B conversations with students.

**ALSUP.** A referral form (see Figure 1.) was created by the resource teacher for classroom teachers to complete if they wanted to do an ALSUP on one of their students. Attached to the referral form was a copy of the ALSUP for the teacher to keep. The teacher, hopefully, would begin thinking about what specific skills on the ALSUP their student was lagging and in which particular situations or under which conditions those lagging skill were being demonstrated. ALSUP meetings were held every second Thursday after school (this alternated from staff meetings). At the beginning of the week,

the resource teacher would email staff inviting them to Thursday's ALSUP meeting and informing them which student was being "ALSUPed."

Figure 1.

*ALSUP Referral Form*

<p>ALSUP Referral Form</p> <p>Date referral submitted: _____</p> <p>Teacher: _____</p> <p>Name of Student: _____</p> <p>Attached to this referral form are two copies of the ALSUP. Please review the ALSUP and <b>check-off the lagging skills</b> your student is experiencing on both copies. Keep one copy for yourself and return the other copy to Christine with this referral form. While waiting for the ALSUP meeting to happen, please think about specific examples of unmet expectations that your student is experiencing and, if you wish, make a note of them on the copy of the ALSUP you have kept. Please bring your copy of the ALSUP to the meeting.</p> <p>** ALSUPs will start at 3:00 and be scheduled for alternating Thursdays (opposite of staff meetings).</p>
--

Figure 2.

*Plan B Form*

**COLLABORATIVE AND PROACTIVE SOLUTIONS:  
PROBLEM SOLVING PLAN  
Plan B Form**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Adults present at Plan B:  
\_\_\_\_\_

Empathy step question (i.e. unsolved problem):  
\_\_\_\_\_  
\_\_\_\_\_

Kid concern identified:

Adult concern identified:

Solution agreed upon:

Follow-up date: \_\_\_\_\_

Problem solved: Yes \_\_\_\_\_ No \_\_\_\_\_

**Plan B Form.** The resource teacher created a “Plan B Form” (see Figure 2.) Many teachers would write notes on a separate piece of paper as the Plan B conversation progressed through the Empathy step, the Define Adult Concern step and the Invitation step. Much of the information written down was unimportant. The Plan B form provided a separate place to record the important aspects of the Plan B conversation.

**Teacher Plan B Time.** The Learning Commons teacher provided release time for classroom teachers so that they could have Plan B conversations with the resource teacher and their students. This release time happened two days per week for 45 minutes. The resource teacher had this time built into her schedule and would facilitate the Plan B conversations. This provided modelling/coaching for classroom teachers. If a classroom teacher wanted to book a time slot, she connected with the resource teacher. The resource teacher would then send an email to both the Learning Commons and classroom teacher, ensuring that everyone was aware of the scheduling. The classroom teachers and the Learning Commons teacher then connected on their own to discuss lesson planning for the class.

**SEA Plan B Time.** One afternoon per week, the resource teacher had 45 minutes built into her schedule where she would facilitate Plan B conversations between Special Education Assistants (SEAs) and students. The SEA would approach the resource teacher and ask if the time slot was available. If it was, the SEA would then ask the classroom teacher if she and the student could be released from the regular classroom activities during that time to have a Plan B conversation facilitated by the resource teacher.

**Plan B Follow-Up.** After all Plan B conversations, the resource teacher would follow-up with classroom teachers, usually ten to fourteen days later. The purpose of the follow-up was to see if the solution agreed upon in the Invitation step had been effective. If the classroom teacher indicated that the solution had worked, then wonderful. If not, then a follow-up Plan B conversation was required and scheduled between the resource and classroom teacher.

**CPS Binder.** If the follow-up between the resource and classroom teacher revealed that the solution was successful, a note of this was made at the bottom of the Plan B form, and the Plan B form was then filed in the CPS binder. The CPS binder was organized with alphabetical dividers. Plan B forms were filed away under the first letter of the student's name.

**New Staff.** Principals are continuously hiring new staff, and this school was no different. During interviews, the principal always discussed the school's vision and goals. A large portion of this discussion centered around the school's philosophy surrounding behaviour and the implementation of CPS. After the successful candidate was offered the work and accepted the position, the principal gave him/her a copy of Greene's (2016) *Lost and Found* to read.

For CPS to be successful in schools, structures that support the model need to be put in place. Discussed above are the structures one urban elementary school used to support their implementation of CPS.



**APPENDIX D****Transcription of Interview: Ms. B**

**Researcher:** Um, what is your sex?

**Ms. B:** I am female.

**Researcher:** Um, what grades are you currently teaching?

**Ms. B:** Grade 3/4.

**Researcher:** Um, what grades have you taught previously?

**Ms. B:** Grades 2, 3, and 4.

**Researcher:** What types of schools have you taught at?

**Ms. B:** Elementary.

**Researcher:** K to 5, K to 7?

**Ms. B:** K to 5 and K to 7.

**Researcher:** Uh, what is your level of education?

**Ms. B:** Um, so I have my Bachelors of Kinesiology and I have a year of teacher education.

**Researcher:** Uh, what areas- you just spoke to this I think but I will ask the question anyways- what areas of specialty have you gained, um, from the formal education you have done?

**Ms. B:** So, I have a back ground in health and physical education.

**Researcher:** How many years have you been teaching?

**Ms. B:** Four.

**Researcher:** And, how many years have you been teaching at this specific school?

**Ms. B:** Two.

**Researcher:** Alright so narrowing our focus and talking more about CPS. First question: what are the best parts of being a teacher?

**Ms. B:** Um, just getting to connect with kids of all different, um, you know, backgrounds and abilities. Connecting with kids with different personalities, different interests, um, and then helping them learn and grow and, you know, try to be the best selves that that they can be.

**Researcher:** So, relationships and then watching them develop.

**Ms. B:** Um huh. Yeah.

**Researcher:** And then watching them develop. Um, what are the most challenging aspects of teaching?

**Ms. B:** Um, sometimes the dynamics of a classroom because of the various needs and abilities. Sometimes, that can create quite quite a challenging atmosphere to work with.

**Researcher:** So, managing the behaviours.

**Ms. B:** Yeah.

**Researcher:** And, I don't want to put words into your mouth.

**Ms. B:** So, managing the behaviours and then, um, adapting academics to suit each student's ability whether they are below what we would expect at grade level or even above what we would expect at grade level, um, creates a wide range to have to try to fill in.

**Researcher:** Yup, huge continuum in trying to meet all of the needs within in that. Um, what behaviour models have you used in the past for students with EBD?

**Ms. B:** Um, I have used a little bit of The Zones of Regulation but other than that nothing.

**Researcher:** Okay. Can you speak to The Zones a little bit? Your experience with it.

**Ms. B:** Um, so my experience with it: I like to introduce The Zones of Regulation at the beginning of the school year and we kind of go through what each zone represents and what zone, what zone, or what each zone means and then we work through examples of each zone so the red, the yellow, the green, the blue. We talk about our feelings and how different situations might make us feel different ways and I do play up the body language part of that, um, part of that piece, so the kids can understand what their body language is showing to other people. Um, then we also, I try to work in strategies for students to use when they are in certain zones. So, if they are in the blue zone, so if they are tired, well maybe they get up and go do some jumping jacks in the hallway. Um, with us it is nice because we have the movement courses, um, but that has not been available at every school I have been at so sometimes it is a quick run outside just to get blood going, you know, get brain waves going. Um, if it is like sad or lonely, then, sometimes it is a check-in with the teacher or maybe, um, soft start before entering the classroom or a soft ending to help with possible transitions between home and school.

**Researcher:** Um, how effective have you found The Zones of Regulation to be, for example?

**Ms. B:** Um, it varies based on your classroom dynamic. So, um, this year it hasn't been effective but that's, um, that's more on me not sticking with it in the beginning. So, we kind of introduced it and then due to, um, other things coming at you at the beginning of the year, um, it kept getting back burnered, back burnered. So, um, even though I have it up in my classroom, um, I don't refer to it anymore and I don't use the language of it anymore. So, September October, I did. I would say, you know "I can see you are in the yellow zone. You are kind of feeling frustrated. What can we do to change this?" Um, kids that I taught last year that I have again this year respond well to that but, like I said, I don't, um, use that anymore.

**Researcher:** So, So, it's, you like, have nurtured it this year.

**Ms. B:** Yeah.

**Researcher:** So, yeah, it hasn't- if you don't nurture it, it doesn't grab a hold.

**Ms. B:** Yeah, I haven't dedicated the time necessary for it to be successful, um, so...

**Researcher:** I am going to ask a follow up question. We are going to veer off from this list for a minute.

**Ms. B:** Sure.

**Researcher:** I am just curious, why why didn't you dedicate the time?

**Ms. B:** Um, because I felt a lot of pressure to focus my time and energy on academic tasks and getting other academic programs up and running that I wasn't familiar with. So, it is like, okay, so I have to do this new program if you will, so I have got to figure out how to do that, so these other things are just back burnered back burnered, okay.

**Researcher:** Um, is it important to have a school-wide behaviour model in place? Why or why not?

**Ms. B:** I think it is important because then no matter what, no matter who you run into in the hallway or in the classroom, the gym, or wherever it may be, if you are using similar language with a student whether they are in your class or not, they know what you are

talking about because their own teacher uses the language, um, or the program that has been set in place, so it gives the child that sense of fam, famil, family...

**Researcher:** Familiarity.

**Ms. B:** Tongue twister

**Researcher:** That okay. So, we will get you some SLP support.

**Ms. B:** Yeah, thanks.

**Researcher:** I am teasing.

**Ms. B:** So, yeah, I think that helps because, and then it is more consistent to so kids benefit from consistency, right, we see that all the time in the classroom. So, um, it is a little more disjointed if people are kind of doing their own thing. Um, but if everyone can get on the same page, I think that can be really helpful.

**Researcher:** Um, okay, when you think about CPS- so just Ross Greene CPS, nothing to do with Alice Brown at this point - when you just think CPS and implementation at our school aside-- what do you like about this model?

**Ms. B:** I like that the model looks, it like, behind, the behind the scenes look like what is really going on with this child. This is what we are seeing from them. This is what we are hearing from them from them but, that's a reaction to something else that they are going through or something else they are experiencing and it's the behind the scenes, figuring out what that something else is. Um, and then I like that it does involve the child in the discussion. Okay, this is what we are noticing, like, what can we do to sort of make this better because these are my concerns, these are your concerns, like what can we do here? Um...

**Researcher:** So, the collaborative piece?

**Ms. B:** Yeah, yeah yeah. I think that is important because then, yeah, the kids can then take a bit more ownership over it.

**Researcher:** Um, when you think about CPS just in general, not at our school specifically, what do you NOT like about this model?

**Ms. B:** It takes a lot of time and, um, a lot of personnel. Unfortunately, it's not just, it can't just be a quick 10-minute check-in with a student in the hallway. It has got to be, like to do it well, it has got to be planned. It's got to be, you know, planned out, time set aside, these are the people we are going to meet with and sometimes I worry, like, I worry if it, if it's, um, too much for the child, like a child is sitting down with two or three adults at a time and even though it is collaborative, it is kind of, like okay, so yeah, let's talk about this.

**Researcher:** Um huh.

**Ms. B:** So, the child is like, I have got three big adults in front of me, like, oh what. So, that's something that I think about but...

**Researcher:** Yeah, no I could see it being heavy for the kid.

**Ms. B:** A little.

**Researcher:** Yeah, especially when we are learning because because because there is more, like, I can have a Plan B conversation if it is my unmet expectation and the kid - just the two of us, um, and that's probably the ideal but we are not all up to speed yet on having those so so there is more people brought in the conversation. Yeah, no, I can see that.

**Ms. B:** Even if was just more so an one-on-one conversation with myself and my own student, we still need that time set aside so we are not rushing through whatever we are

trying to accomplish and so, you know, that might take 20-30 minutes which means we got to have another adult covering the rest of the class to so there is that piece.

**Researcher:** Yeah, yeah. Um, what has gone well regarding the implementation, so thinking of Alice Brown now, what has gone well regarding the implementation of CPS at your school?

**Ms. B:** Um, well, I think as a staff we are all quite familiar with the program now. I think at first it was a little like iffy. Some people were like gung-ho about it. Some people were not sure. Um, but I think that fact that now many of the teachers have participated in a Plan B conversation, it is kind of getting us, bringing us together to be on the same page.

**Researcher:** Um, any else regarding the implement before I move on?

**Ms. B:** Um...

**Researcher:** If there is not, that's okay.

**Ms. B:** Yeah, I don't know. I mean I have heard of a couple of success stories and then a couple of stories that are still, I guess, in progress.

**Researcher:** Um, what are some barriers to the implementation of CPS at your school?

**Ms. B:** I think the biggest one is the time factor and just having the the the personal whether pulled from a classroom to have a Plan B conversation- is there someone who is covering for me? Um, and then having the actual time to go through a Plan B conversation with a student, um, so that it is productive. It's not wasteful. It is not rushed. I think that's the biggest barrier.

**Researcher:** Now do you, is it helpful in the way it has been structured? Like with Jenny and Library – she is not here anyone because she went off - but she had like the Monday Plan B spots, and the Wednesday Plan B spots and the Friday afternoon?

**Ms. B:** Yeah, I think having a schedule like that was very helpful because we knew, as a staff, kind of from the get-go these are the available available times and if you are needing one of these times, you know, come speak to us at resource, um, since the schedule has changed because we have lost Jenny, ah, it's been a lot harder. Like, I think I mentioned wanting to do a Plan B for Alex and that was like two and a half weeks ago and now, actually, the issue I wanted to meet with him over has actually just gotten better just between our communication, like mine and Alex's communication with each other so, yeah, I think having a set schedule or just available times is helpful.

**Researcher:** How much formal and/or informal training have you had surrounding CPS?

**Ms. B:** I guess it all has been informal because it is just like reading through the book, discussing it at staff meetings and then just, like, on the job training, like, kind of just doing it as you go.

**Researcher:** Participating in the Plan B conversations.

**Ms. B:** Yeah.

**Researcher:** Um, do you feel confident in your ability to implement this model with your students without a 'coach' present?

**Ms. B:** Um, I think I could give it a try like. Like, I feel fairly confident that I could do it, but my first concern would be, like, who is covering, who is covering my class, and do we have time for that. Um, if that if that were covered and if that wasn't an issue to worry about, then I would feel quite good about having a one-to-one type of conversation with a student because I have done that type of thing in the past. I haven't necessarily used the language of CPS, um, but I have had one-on-one conversations but usually they happen, you know, during a prep or during a recess block or during a lunch block and that that

hasn't necessarily been this year, that just kind of what I have done in the past but, um, but like I said, it never followed a specific script.

**Researcher:** Yeah.

**Ms. B:** Yeah, like CPS.

**Researcher:** Yeah, well like CPS is very empathy step, define adult step, invitation.

**Ms. B:** Um hm. Yeah, but like in the past, I have basically, I would state to a student what I have noticed. What my observation has been and I have asked them, like, why they think this is going on or or how are they feeling or what is something, you know, maybe bothering you or something going on that I need to know about and kind of what I can do to help you. So, I have kind of phrased it like that.

**Researcher:** Um so so, I think this next question may tie in with what you just said: What specifically has contributed to this feeling of confidence or a lack thereof?

**Ms. B:** So, the feeling of confidence, just because I have done similar kind of thing just in a very informal, um, sense and then the lack of confidence is just the lack of practice using the CPS language.

**Researcher:** Specifically.

**Ms. B:** Yeah.

**Researcher:** Um, what additional support would you need to increase your confidence level?

**Ms. B:** I think just participating in more Plan B conversations with a coach present.

**Researcher:** Um, anything else before... I have a tendency to rush through and I don't want to cut you off. Is there anything else?

**Ms. B:** No, I think we are good so far.

**Researcher:** Um, how have students at your school, um, or your class because you have kiddos in your class, um, how have the kiddos at your school who have participated in CPS responded?

**Ms. B:** It really depends on the child. Um, so far, my experience, the children have been quite good at coming up with solutions but seeing them and supporting them in using those solutions has been very challenging. For example, today, um, with one of my students, you know, he comes in in the morning and part of the plan was to have a stickie note at his desk about what his list is for morning jobs and to put a little time next to each job with a reminder, you know, set your timer, hit start and, uh, today, he was fiddling about, just sitting there, not doing anything and I tapped on it and said "Let's go. This was your plan. Having the stickie note here. Let's go you need to read it" and he looked at me very stunned and surprised and was like "it was." I was like "Yup, this is what you want. Let's go." So, it is like, for some students, it is very hit or miss. Like at first, like when we first came up with this plan, the student was really on the ball with it and then if kind of dropped off and we revisited it and he got back on the ball but he dropped off with it again, um, and then, like, with a different student, um, he came up with the idea to use the movement course before presentations in the classroom and he has been very good at doing that and then coming back in calm and quiet and being able to sit and listen to the rest of the presentation. So, um, yeah, I think really dependent on the actual child that's involved with the Plan B.

**Researcher:** Can you speak, well you kind of just said, can you speak to the effectiveness of this model for students with EBD?

**Ms. B:** I think we need more time with this model to really say either way. Um, like, my students who have been involve with it, um, they have made some gains and a bit of

regression and then you know more gains, but I think the effectiveness piece is not quite there yet because we just haven't had enough time. There has not been enough time to really see the growth of this model with our students and the growth of our students with this model. So, I can't, I don't know, I can't really speak to that yet.

**Researcher:** Yup, so you would like more time so we can practice and get better at it.

**Ms. B:** Yeah, maybe revisit it, like, I mean it is hard to say too because one student who has a particular issue in, you know, in grade 4 may not have that issue in grade 5. So, I mean, suppose that is the progress then, they no longer have that issue but maybe if in grade 4 and grade 5, they are still having the same issue then it speaks a little more to the effectiveness, um, of the model. Yeah, I think like, it is hard to say in one year.

**Researcher:** It is a little bit of a journey.

**Ms. B:** Yeah, yeah

**Researcher:** Yeah, it is a little bit of a journey. Yeah, I look at Sendwill though and because they are just embarking on it and ah, yeah, um, I am, like, it's a tough road. Like, you think it is going to be awesome and easily but it is something you need to be, like, intentional with because it, like, The Zones of Regulation in your classroom, if you are not intentional with it, it just drifts away and then you are no further ahead.

**Ms. B:** Yeah, and it's kind of like this type of thing, like, needs to grow. Anything, when you are dealing with behaviour or, like, emotions, growth mindset, all that stuff needs to take priority over anything else because if you have a negative child, he can be the best reader in the class, it doesn't mean he is going to read the paper you put in front of him. If he's you know negative, the negative self-talk, negative thinking, negative comments towards others, so...

**Researcher:** Yeah, yeah, dysregulated.

**Ms. B:** Yeah. It's it's, um, it's got to take priority over other, um, over other things.

**Researcher:** The social emotional piece is huge.

**Ms. B:** Yeah, because if you don't have that you have nothing. You don't have classroom management. You don't have classmates working together, looking out for each other. You don't have respectful students who are trying to work together to be responsible, um, it just, and then you whole classroom community suffers.

**Researcher:** Yeah

**Ms. B:** Big time.

**Researcher:** Any final comments, Amanda?

**Ms. B:** Um, no. I think that is all.

**Researcher:** Thank you very much for your time.

**Ms. B:** You are welcome.

**Researcher:** I very much appreciate your time.

**Ms. B:** You are welcome. Good Luck.

## APPENDIX E

## Transcription of Interview: Ms. C

**Researcher:** Um, what is your sex?

**Ms. C:** I am female.

**Researcher:** What grades are you currently teaching?

**Ms. C:** Kindergarten.

**Researcher:** Um, what grades have you previously taught?

**Ms. C:** I have taught most of the grades, but almost all kindergarten. But I have taught intermediate French as well.

**Researcher:** Okay, um, what types of schools have you- like K to 7, I just want to back up to that last question, K to 7? -- what types of schools have you taught?

**Ms. C:** School in Langley. Yup, elementary schools in Langley.

**Researcher:** And K to 7 k to 5 K to 7.

**Ms. C:** K to 7.

**Researcher:** Um, what is your level of education?

**Ms. C:** I have my Bachelor of Education.

**Researcher:** What areas of specialty have you gained from the formal education you have done?

**Ms. C:** ECE.

**Researcher:** And, how many years have you been teaching?

**Ms. C:** 18. I know. That's a lot of years. They just keep adding on.

**Researcher:** And, um, how many years have you been teaching at this specific school?

**Ms. C:** Um, 8.

**Researcher:** Okay, um, what are the best parts about being a teacher?

**Ms. C:** Um, it's fun. I love seeing the kids' faces when they are all excited about learning new things and they are always very enthusiastic and teaching kindergarten, they love me no matter what, um, and they love to sing and love to do all sorts of fun things so it is just fun getting them excited about learning.

**Researcher:** Um, what are the most challenging aspects of teaching?

**Ms. C:** Um, the behaviours. Um, the behaviours- dealing with the behaviours because they have changed. I have noticed they are getting worse. It is getting harder to deal with the behaviour that I see in class and sometimes talking to the parents about the things that I am seeing and having that challenged as well. And, if there is somebody with learning difficulties, it is more challenging to work with those kids. It just takes more thought, more effort, more work to support those kids.

**Researcher:** So, with their behaviour...

**Ms. C:** Behaviour is the most challenging.

**Researcher:** And then their academics, not so much, but still.

**Ms. C:** Yes.

**Researcher:** What behaviour models have you used in the past for working with students with EBD?

**Ms. C:** Um, I have tried incentive charts. I have worked with, um, rewards. I have worked with sticker things, um, just positive reinforcement for some kids is what they need. They all respond differently to the different things. Um, I can't think of anything else. Oh, um, communication books, um, and having just time-outs from centers and things like that as well.

**Researcher:** Um, how effective have you found these models to be?

**Ms. C:** For some kids, they are effective, but they are not effective for everybody. Um, sometimes they work quickly with kids and other times, you try three or four different things and none of them seem to have to have much effect.

**Researcher:** Is it important to have a school-wide behaviour model in place? Why or why not?

**Ms. C:** I think it is beneficial. I think it helps if everyone has the same language and if everybody is doing the same thing so as the kids go on, everybody's--they understand what the expectations are and what either the consequences are or what things will happen if they are not doing what they need to be doing so having everybody on the same page makes it a little bit easier but you can have, but you can run it individually in your classroom. I just think it makes it more successful, as they move from grade to grade, if people are all on the same page.

**Researcher:** When you think about CPS – so implementation aside-- what do you like about this model?

**Ms. C:** Um, I like that it says that all children are trying, they just have different skills and, um, they need to be supported in different skills. Um, I like how they give concrete suggestions about what we can do, how we can support these kids and makes you feel that you can actually make a change rather than just stop a behaviour on a day but actually stop a behaviour that will continue so that is what I like about it- the change continues.

**Researcher:** When you think about CPS – implementation aside-- what do you NOT like about this model?

**Ms. C:** Implementation aside. Um, I felt when I read the book that it wouldn't necessarily work with all kids. That sometimes you want to just bring down the hammer and give a consequence which is then – um, sorry my head my head is hurting...

**Researcher:** Do you want to -?

**Ms. C:** No, no, it is okay. I am just trying to think of my words-- what am I trying to say? Help me with what I am trying say. Um, that if sometimes they just need the Plan A. I am using the language. Sometime just using the Plan A on kids is, like- "you are just being silly. You know you are just being silly. You are not doing that. Let's move on," um, rather than give all the time to peel back the layers as to why they are not doing what need to be doing sometimes it is just a "No, stop doing that. That enough of that." So, I don't like that I feel I have to put a lot of time into things that should be quick little "enough of that."

**Researcher:** And, I think Plan A is okay, if a kid can handle Plan A.

**Ms. C:** Yup.

**Researcher:** But if the kid can't handle Plan A then Plan A doesn't work.

**Ms. C:** It not working anyway. Yeah.

**Researcher:** Um, now just thinking about our school, what has gone well regarding the implementation of CPS?



**Ms. C:** Um, I think a lot of teachers are liking it. A lot of the teachers and the SEAs are finding that it is going well with some kids. Um, I think that we are doing our best to try to find the times to do it. So, I think the effort we are putting into that is going well. Um, I think for some kids it is working quite well. Um, even for some other kids in my class, I am noticing some changes in behaviour and those problems aren't problems anymore which is lovely because hopefully when we pass them on to grade one, they will continue to not be problems. Um, so all of that is going well.

**Researcher:** Um, what are some barriers to the implementation of CPS at your school?

**Ms. C:** Um, as much time as we are giving to it, I think it needs more time. I think have more set time and more people trained to support it would make it easier. Um, we have got a few people already trained but having more people trained and more people comfortable and confident in doing it would make it easier. I think having some SEAs trained in it would be really helpful because they're often the ones that have time to work with the kids that they need to be doing/working with. Um, they are the ones working with the kids and they have the time to actually go out with the kids have those conversations so having, um, SEAs trained I think would be really helpful.

**Researcher:** Um, how much formal – and you just spoke to this in your last answer, um, a little bit but I am going to ask this question- how much formal and/or informal training have you had surrounding CPS?

**Ms. C:** I went to the formal workshop- the three-day training and it was great.

**Researcher:** Um, how, sorry. Do you feel confident in your ability to implement this model with your students without a 'coach' present?

**Ms. C:** I am starting to feel more confident in it. I think I need to do it a little bit more to feel more confident. Um, but I have done it several times in my class, um, without a coach present and it has been okay. I had one case where it just was not going well and then I felt it was great that I was able to go to someone else and have somebody else's input and, um, support in how to ask the question because I was at a roadblock that I couldn't get past it so when I had somebody there to help/join in it made it a lot easier.

**Researcher:** What specifically has contributed, um, to this feeling of confidence or a lack thereof?

**Ms. C:** Going to the training made me feel confident. I think just having- just hearing about it and reading the book made me feel like that seems like a great idea but I don't really know how it works and actually going to the training and then coming back and being able to try it out has made me feel much more confident in doing it and I feel that I could support other people as well.

**Researcher:** What additional support would you need/would like to increase your confidence level? Is there anything?

**Ms. C:** Well, I think if there were more people trained that it would increase my confidence because if I was unsure about something or how I handled something, I would have more people I could go and talk to about it and that if I didn't want to deal with a student and I thought maybe else could get more out of that student, it might be nice to be able to ask and get someone else to do a Plan B with them.

**Ms. C:** How have students at your school who have participated in CPS or Plan B conversations responded?

**Ms. C:** Um, from what I hear a lot of them have done well. From the kids in my class, all but one has responded really well. One it did not work for. It did not work for him. I did two with him and neither one, both times the behaviour got worse which was very strange

and definitely unusual because it has worked very well with other kids in my class and I know it has worked with very tricky kids in the school as well.

**Researcher:** Can you speak to the effectiveness of this model for students with EBD? So, emotional and behavioural disorders. I think you just touched upon that.

**Ms. C:** The one in my class it didn't work well for, um, but there are a lot of issues he is dealing with so I think that may have been part of why it didn't work with him. But I think for a lot of kids, they really enjoy the feeling of being heard and listened to and so I think that for a lot of those kids, that is a piece they don't have. They don't feel like they are being listened to. They don't feel like they are being heard so it helps to build that relationship. It is effective with those kids particularly, I think.

**Researcher:** Um, anything else that you would like to add?

No, having more time to do it would be awesome.

**Researcher:** Any ideas about how it could be structured for next year?

**Ms. C:** Maybe having a day, so everyone new that Wednesday was, there was somebody was available all day which I think we were doing with Jenny on Fridays right? And, just being reminded. Sometimes I forget that I should do it, oh I had forgotten I should do a Plan B with that kid because we are so use to doing it different ways. So, just being reminded- "oh why don't you try a Plan B on that kid" is helpful. So just having those conversations in the staff room is helpful.

**Researcher:** Thank you very much.

## APPENDIX F

## Transcription of Interview: Ms. H

**Researcher:** What is your sex?

**Ms. H:** Female.

**Researcher:** What grade are you currently teaching?

**Ms. H:** Grade 1.

**Researcher:** What grades have you taught previously?

**Ms. H:** Kindergarten, grade 2, and grade 3.

**Researcher:** What types of schools have you taught at?

**Ms. H:** Elementary.

**Researcher:** K to 7, K to 5?

**Ms. H:** In Ontario it is K to 7. So, um, I have always been at a either a K to 7 or K to 5.

**Researcher:** You taught in Ontario? Where else have you taught?

**Ms. H:** Just Ontario and here.

**Researcher:** Okay. Um, what is your level of education?

**Ms. H:** Masters of Education.

**Researcher:** In reading.

**Ms. H:** In literacy, yes.

**Researcher:** What areas of specialty have you gained from the formal education you have done?

**Ms. H:** Literacy. Yup.

**Researcher:** How many years have you been teaching?

**Ms. H:** I have been teaching 15.

**Researcher:** And, how many years have you been teaching at this specific school?

**Ms. H:** I have been here 11.

**Researcher:** Um, what are the best parts of being a teacher?

**Ms. H:** Well, in grade one, it is the pivotal year because they come in not reading or writing typically and they leave reading and writing. So, for me, it is the year that you see the most, hands down, academic gains which is quite wonderful just to see the growth. I don't think there is such a big leap in any of the other grades. So, that is the part I love and - its - and if I have to narrow that down, it is the reading and writing. That is my thing. I love to teach the kids reading and writing.

**Researcher:** And, hence, the Masters in Literacy.

**Ms. H:** Yes.

**Researcher:** So, their academic growth in reading and writing specifically. Anything else that you love about teaching?

**Ms. H:** The relationships you build with the kids. The teaching them to be, you know, be proud of themselves and to take learning risks and, um, watching friendships grow and watching them become more independent in their learning, their day-to-day skills, their problem solving and watching them and helping them problem solve. Just delving into all areas of social/emotional learning. Just helping them along that journey because it is tricky when you are six, you know, to know exactly what to do.

**Researcher:** You bet it is. What are the most challenging aspects of teaching?

**Ms. H:** Challenging for me, I think, is when I don't know how to help a child. Um, someone who is academically not progressing as well. You try all the tricks. They are still not making gains. Um, if they have not so much behaviour because typically, we don't see that in grade one but if they have something like ADHD and can't focus, it's challenging because they are aware that they aren't at the same academic pace as their peers. So, that I don't want them to get disheartened, but I know they do. Um, they do ask questions-- like "when will I be on a different book?" or "why can't I change reading groups?" and what have you. So, I find that part challenging despite setting up my school year very carefully. Always telling kids that they are in the reading group that is "just right" for them they are in the math group that is "just right" for them. They are aware. They know. So, we try to do it with the utmost respect and kindness, but they are aware. So, I find that hard when I can't help a child, you know, because they don't understand what it is that you have asked of them or they don't hear you because their mind has already gone onto the next thing. So, that is the part that I find challenging.

**Researcher:** What behaviour models have you used in the past for students with EBD?

**Ms. H:** I have worked with, um...I delved into Superflex. Um, I have done The Zones of Regulation. Um, we are doing the CPS right now. I have done Mind-Up. Um, lots of transitional DPA/yoga stuff just to help kids focus and regroup. Those would be about all that I have tried. I wrote them down, but I think that was all that I had done.

**Researcher:** How effective have you found those models to be?

**Ms. H:** Superflex, I don't think that I really gave it a fair shot probably. It was a teaching partner's ask and we said "yes, let's give it a go." The superhero thing, I found that one a little bit trickier to implement but Zones of Regulation, when we made that our school-wide goal, um, found that was working quite well, you know, "I am in the red zone, what do I need to do?" "I am in the green" "I am in the yellow, what am I doing to get back- to self-regulate?" Um, so I had some success with that. Um, the Mind-Up, I am really liking the - a previous teacher and I had done that. So, we taught the children about the different parts of the brain. So, they find it very interesting to learn about the hippocampus and the amygdala and the pre-frontal cortex. So, um, and then we do the chime and, um, I am finding that it is a lovely way to decompress especially after something like recess and lunch. So, I have done that. Um, but I am particularly liking the CPS model. Um, is now an okay time talk about that.

**Researcher:** We will get there...Um, is it important to have a school-wide behaviour model in place? Why or why not?

**Ms. H:** I think so. I think it is important because I think we need to be addressing the, um, problems, the concerns in a fairly consistent way. I think if we all do something similar then it is not going to come as a surprise for children. Um, So, I think it is important to have it school-wide. That is not to say that you can't do something like CPS and Mind-up because, absolutely, but I think the overarching, um, model should be implemented uniformly.

**Researcher:** So, it is important to have everybody on the same page moving towards a direction.

**Ms. H:** Yes, yes, I think so.

**Researcher:** Now, when you think about CPS – implementation aside - what do you like about the model? So, you have read the book. We are not doing it Alana Green yet but what is it just about the model that you like?

**Ms. H:** I like the fact that it is child and adult together problem solving. I think it is so powerful to hear a child say what they think will help during the teacher's concern or the adult's concerns and then coming up with the idea together about how to problem solve this. I mean even when you ask the child before, the model-- the way it is worded-- is incredibly powerful when kids think "wow, I said something, and I am being taken seriously about how I need to help myself." Someone is actually listening and asking what it would take for me, so I think that part is incredibly powerful.

**Researcher:** So, you like the collaborative piece.

**Ms. H:** I do very much

**Researcher:** Child and adult working together. Any other bits of it that you like?

**Ms. H:** I like that it has made me more aware that I am, I am sorry Christine, the adult, um, I have my own theories - adult theories. I did not realize how many times I assumed something about why a child couldn't do. Um, not just assume but didn't really consider that what they were feeling may or may not have been what I am thinking. So, that part to me was extremely powerful. I cannot put my theory on this problem because chances are it will be something completely different. So, that is the part for me that is also, um, really made me very aware that I can do that. So, I try very hard not to now.

**Researcher:** Now, can you speak to the proactive piece of CPS and whether or not you like that or don't like it?

**Ms. H:** I do. I think- when you say proactive you mean trying to problem solve before it becomes an issue? Absolutely. For me, it is let's think about this in a way that we can help this child before this becomes an even bigger problem. So, to give them the tools they need - what it is that they need to help themselves? - before it escalates and becomes, um, a big problem. No, um, proactive, yes. Absolutely.

**Researcher:** Um, when you think about CPS – implementation aside - what do you NOT like about the model? Was there a part, as you are reading the book you are like this is not sitting well with me?

**Ms. H:** No, I wouldn't say there was any part. When you say implementation are you talking about the time it takes to actually do the meetings?

**Researcher:** Yes, so we will get into that in a minute.

**Ms. H:** No, nothing when I was reading did I think "hmmm, no."

**Researcher:** Now, talking about implementation, um, what has gone well regarding the implementation of CPS at our school?

**Ms. H:** For me personally, with my students?

**Researcher:** Or, in general.

**Ms. H:** In general, well, I am hearing such positive, um, feedback from fellow teachers who have Plan Bed their children and, um, things have completely changed for children. I got a couple of students that we have Plan Bed. One has been a little bit more successful than the other simply, um, because the other student is an undiagnosed ADHD student who "would if he could." Um, so, for me, I think just hearing that, you know, other teachers are having such success with it, um, is marvellous because I think involving children, I mean how many times do kids get to sit down and actually be part of the solution.

**Researcher:** Not a lot.

**Ms. H:** No, not a lot. So, I think that now that we are including them in that process I think we will continue to see more and more success stories.

**Researcher:** Now, when you think of the structures that we have put into place here so that we can do or implement CPS, like, um like, Monday/Wednesday Janet, having time in her schedule. ALSUPS um, like SEA plan B time, um, what bits of those structures do you like or don't like?

**Ms. H:** Oh, I really appreciate having time to be able leave the classroom to Plan B somebody.

**Researcher:** So, the structures...

**Ms. H:** Yes, so having the release time to be able to - because they are time consuming so having someone come and cover you class so that you can do it effectively, oh no, I am very appreciative of that. Very appreciative of that.

**Researcher:** Is there any structures that we could put into place for next year that you think would be wonderful?

**Ms. H:** Over and above what we are doing?

**Researcher:** Yeah.

**Ms. H:** Other than release time? Um, maybe some more professional development on how to do a good Plan B. I know I am speaking to a question you ask later.

**Researcher:** Yeah.

**Ms. H:** So, I won't say too much more about it, but I would like more little workshops on implementing.

**Researcher:** Okay. We will come back to that later on.

**Researcher:** What are some of the barriers to the implementation of CPS at our school?

**Ms. H:** I think if it is not everybody on board, that becomes problematic. I know some people have expressed concerns. Um, I think-- I am sorry what is the question?

**Researcher:** That's okay. What are some of the barriers to the implementation of CPS at our school? So, buy-in from everyone.

**Ms. H:** Yup. Yup. Not having the buy-in from all staff I think is problematic. Um, I think, yes, if there is not the buy-in, then we are not a uniform model because we are not all doing the same thing. So, I think that would be my biggest barrier, um.

**Researcher:** Any other barriers?

**Ms. H:** If you, is this the time to talk about sort of how comfortable you are sort of doing it on your own or would you prefer me to answer that because I know it is a question later on.

**Researcher:** So here, we will move on. We will move on. How much formal and/or informal training have you had surrounding CPS?

**Ms. H:** Well, very little really because what I have learned is through reading the book, watching some of the videos, and watching you do a Plan B. So, really listening when you are hosting the conversation around a Plan B. The kinds of questions you ask just to make sure that if I am ever doing an informal Plan B in here, like a quick "what's up?" just to get an instant response and try to help a child proactively rather than waiting, um, just a little but more nervous that its-- I don't think you can really do wrong by including a child in a problem solving strategy. You just want to make sure that it is an effective as it can be and that we are all using the same sorts of language and we are asking the same sorts of questions during all the phases. So, yeah, just little bit nervous about that. When I watch you do it, it is incredible the questions you ask and always bring it back and so teacher concerns, this is child concerns and so it is very helpful for me to see you in action. Um, yes, learning a lot. Learning a lot.

**Researcher:** So, do you feel confident in your ability to implement this model with your students without a ‘coach’ present? So, I am hearing that it is a “yes” and a “no.”

**Ms. H:** Yes, exactly. I do it informally all the time - just “I notice you are having trouble with yadda yadda yadda, what’s up with that?” Just an informal way but to do the whole in depth Plan B, I would not be as confident.

**Researcher:** So, what specifically has contributed to this feeling of confidence or a lack thereof? I think you kind of talked about this, but I am going to ask the question. And if you are still feeling a little unsure, what additional supports?

**Ms. H:** Well, I think for me, the support if we had some workshops surrounding it - This is what we are doing. This is how we are doing it. This is what you need to be remembering, or even just practicing on each other, just because I think the model is extremely powerful, but I would not want to be part of the puzzle that is not as effective as could be. So, I think like everything, it is learning what to do, how to do it, to do it well because there is really no point if you are going to do a half-hearted job or not really think about what it is really that you are trying to resolve, so, no, I...

**Researcher:** So, what I am hearing you saying is, like, some workshops, like, maybe some, like, a little refresher at a staff meeting?...um.

**Ms. H:** Yes.

**Researcher:** Just trying to keep it to the forefront of the mind, um.

**Ms. H:** Exactly. So, that we don’t go back to the whole, you know, being reactionary in a situation. That we are remembering that, you know, “what’s up with that, why are you doing that?” and hearing what we need them to say.

**Researcher:** Because it is very easy to fall back into old habits.

**Ms. H:** It is.

**Researcher:** Right. Until it is a new habit that is engrained, it is very easy to slip back into old habits.

**Ms. H:** And so easy to react when you see a child be unsafe and, of course, I would always react even if it wasn’t quite what I needed to do for a Plan B. Safety is utmost but just even in that moment of, you know, I am just, yeah, trying not be to reactionary but proactive instead.

**Researcher:** How have the students at your school – so this is just kind of thinking very global - how have the students at your school who have participated in Plan B conversations responded?

**Ms. H:** My two main students, one has done exceptionally well. The other one, um, due to his inability to focus, has not had so much success with it but I think...

**Researcher:** Other stuff going on.

**Ms. H:** Other stuff going on and so it is not that the model is failing him, it is just that he is a little guy who is unable to focus for more than about two minutes. So, any job he has, and we did have a wonderful Plan B in place for him with the trampoline but – and I know we chatted - his inability to understand what it is like to have a calm body, he doesn’t know when he needs to use it. So, if he is not able to say “my body is getting busy, I need to go use the trampoline” it wasn’t as successful for him even though he was the one who arrived at that.

**Researcher:** So successful for one. Not successful for another. That other person, we suspect, has something physiological going on which is causing a road block to Plan B success.

**Ms. H:** Yes, and I did an informal Plan B, um, in the classroom on a student who came back after spring break quite worried me tremendously academically. So, um, so I did a Plan B and asked him “what was up?” and he just said, um, he felt that he did not have the time at home do the work that he needed to do and so, um, I just listened to what he had to say and then I thought “well, if he is not able to get that a home, then I have provided the extra time in the classroom for him to get the extra support” and, slowly, he is coming back and he is feeling very proud because he is noticing - both the other SEA that sees him and me, we are both saying that “wow, this is more like the work you were doing before the break.”

**Researcher:** You are making gains.

**Ms. H:** Yes, so that has worked incredibly well for him.

**Researcher:** Can you speak to the effectiveness of this model for students with EBD? In general, overall, school-wide.

**Ms. H:** Absolutely. I think it will help. I think part of the children who have the social emotional concerns or worries, um, being heard, I think will go far in their, um, journey forward. “Wow, this personal is actually hearing what I am saying” and, yeah, no, I think will have tremendous, far reaching, um...

**Researcher:** Would you say that behaviours this year - we are just one year into the implementation - do you think behaviours have stabilized and there is a calmness, or have we not noticed anything yet?

**Ms. H:** Oh no. I would say hugely. I would say just even talking to colleagues, um, the children in their class that were causing them issues just through CPS, um, I have heard some wonderful things and turn arounds from colleagues saying that they have Plan B someone and, um, shared the success. No, so I would say that we are definitely on a nice trajectory to help kids and, um, with their self-control and helping them with this whole...

**Researcher:** Social emotional.

**Ms. H:** It is all bundled in, right, everything all in a mush and trying to tease it out and help them refocus and find their way together, I mean how powerful if that?

**Researcher:** Yeah. All we have is each other.

**Ms. H:** All we have is each other. Exactly.

**Researcher:** Anything that you want to add? Final thoughts?

**Ms. H:** No, I am just really glad that we implemented the model. I think once we all, you know, are comfortable and on board with it and people can see the positive effects it has, I think, I think, we need to continue because you are not going to see the huge change right away. It does take time. It does take practice to do the Plan B conversations. It does take, you know, buy-in. I think just even what we have seen in one year alone is tremendous, absolutely tremendous. I am hearing great stuff. I am seeing great stuff in my own classroom. So, I am a big supporter. A big fan.



## APPENDIX G

## Transcription of Interview: Ms. HH

**Researcher:** What is your sex?

**Ms. HH:** Female.

**Researcher:** What grades are you currently teaching?

**Ms. HH:** I do you resource K to seven and grade one, classroom.

**Researcher:** And um, what grades have you taught previously?

**Ms. HH:** Primarily K to seven resource and a little bit of high school resource.

**Researcher:** Oh, I didn't know that.

**Ms. HH:** Oh, as an SEA. Actually, as an SEA in a high school, low incidence.

**Researcher:** Um, and then what type of school have you taught?

**Ms. HH:** Elementary and high school.

**Researcher:** What is your level of education?

**Ms. HH:** I have a Certificate in Special Education, a Bachelor of General Studies, Bachelor of Arts, Bachelor of Education and a Master's in Special-Education.

**Researcher:** And, how many years have you been teaching?

**Ms. HH:** I have been teaching for seven and in education for 10.

**Researcher:** And, how many years have you been teaching at the specific school?

**Ms. HH:** This is my first year at the school.

**Researcher:** All right now getting into more specific questions about CPS.

Um, what is the best part about being a teacher?

**Ms. HH:** I would say the connection with the children and seeing their progress over time.

**Researcher:** And, what are the most challenging aspects of being a teacher?

**Ms. HH:** Um, the most challenging is probably knowing all of the things that you can do, or you could do but not always being able to do them. So knowing the supports that are out there, the services that are out there or the interventions you could provide but because of time and caseload - I was told that you can never use time is an excuse- but just knowing what you can do but not always been able to do it.

**Researcher:** Any other challenging aspects?

**Ms. HH:** Working with troubled families and kind of taking that home at night sometimes. Seeing what is out there and that you can't help with that.

**Researcher:** Um, what behaviour models have you used in the past when working with students with emotional and behavioural disorders?

**Ms. HH:** Um, I have done a bunch of functional behaviour assessment type models, token systems, behaviour plans. What else can I think-? Um, natural consequences, those types of tools.

**Researcher:** Um, and then how effective have you found these models to be?

**Ms. HH:** Depends on the student. So, sometimes effective sometimes not always. I feel that they're not always given enough time for them to be effective but, um, yeah, if they haven't worked then we have stopped and tried something else.

**Researcher:** Um, is it important to have a schoolwide behaviour model in place?

**Ms. HH:** I haven't worked at many schools where there's been a really strict behaviour

model in place across the board other than the typical, uh, what do you call it? - like the “STARS” or the kind of model for the school but I think that if there is one in place, even those, it is good for the kids to know that there is consistency and follow-through, and there is the same language used throughout the school.

**Researcher:** Um, when you think of CPS- implementation of it aside - what do you like about this model?

**Ms. HH:** My favorite thing about CPS is probably the student involvement, so having them be a part of the problem-solving.

**Researcher:** Um, and then when you think about CPS - implementation aside - what do you not like about the model?

**Ms. HH:** I found this a hard question. Probably the fact that once I started thinking about the CPS model then I would, like, catching myself doing Plan A and Plan C and kind of knowing that you can’t do it all the time and being- it’s not realistic to do it all day, all the time, and kind of finding the balance between the two, and not going back to too traditional or anything but just knowing that there is time and a place for it and that I can’t be 100 percent.

**Researcher:** So, this is a Plan B set of circumstances right now but over here is not my Plan B.

**Ms. HH:** Yup, exactly, kind of, so knowing “oh, if I had a moment right now, I would love to pull them aside” or come back to it but just being able to fly and keep going.

**Researcher:** Um, what has gone well regarding the implementation of CPS at your school?

**Ms. HH:** Um, I think having all the staff onboard and starting to have some of the language—not all staff, I should say some staff – onboard had been great to talk about it with other people. I have seen some problems being solved with some students. Not some of the bigger ones but some of the smaller quick things have been solved quite easily through just one or two quick conversations.

**Researcher:** Um, what are some of the barriers to the implementation of CPS at your school?

**Ms. HH:** Buy-in from some teachers. I think there are more conversations we would like to have with some kiddos that teachers haven’t necessarily wanted to release the student to be able to do so. Um, I can say time, again, is a barrier. Wanting to be able to fit it in it all I, cause really you could Plan B everything so that is probably another barrier and maybe the lack of training or, um, what’s the word am looking forward- exposure- for some people.

**Researcher:** Can you explain that?

**Ms. HH:** What’s the question again? What is the barrier? So, I think is it not being used enough some people haven’t quite fully either read the book or they haven’t seen, or they haven’t had an experience of it working in their classroom. One of the resource teachers hasn’t really jumped in and said “hey, let’s do a Plan B” so I still think that are people who haven’t had enough exposure to it to have the buy in to it to want to try it.

**Researcher:** Get it. Get it. Um, how much formal and/or informal training that you had surrounding CPS?

**Ms. HH:** So, my training has been informal, if you can even call it training. I have read both the book, both Ross Greene’s books and then we done a little bit at a staff meeting. We watch a little bit of, um, a presentation of two staff members who went to the to the training. So, mine is just informal. I would like the formal training. I would like the

formal training.

**Researcher:** Um, do you feel confident in your ability to implement this model with your students without a coach present?

**Ms. HH:** I do now if I prepare myself with a cheat sheet because I now have done a few on the fly on my own and I felt confident do those but I feel like I would be confident to do one on my own if I gave myself the cheat sheet and kind of review it ahead of time.

**Researcher:** And, what would be on your cheat sheet?

**Ms. HH:** The um, the questioning, like the different strategies. I am trying to remember...

**Researcher:** The drilling strategies?

**Ms. HH:** Kind of the what to say that gives you little clues.

**Researcher:** And then you do feel confident that you could navigate a Plan B on your own so what has contributed to your feeling of confidence?

**Ms. HH:** Being a part of them. Seeing you do so many of them so flawlessly. Um, and then even having the chance to reflect afterwards and know could I, could we have said this? Where I feel unconfident is not wanting to say the wrong thing and prompt a child so going kind of really slow and I know there is a lot of reflective listening in it so that kind of buys you time a little bit...

**Researcher:** Yup, absolutely.

**Ms. HH:** Which is nice. But, um, I feel I would be confident with the more I did it on my own as well that I would be definitely be practicing kind of a head of time but having exposure to it is what has makes feel confident. If I had just been reading the book and not seen it with our actual students, I don't think I would feel confident to do it yet.

**Researcher:** Well, you just have to jump in and try it. Like, you're not, like, you're not, you are not going to do any harm just try it...

**Ms. HH:** You are not going to do any harm. You still have the student there and you are still problem solving so even if you do suggest something by mistake or give an idea, it not, you haven't ruin anyone. It is still better than doing a Plan A – right? - in that moment. So, I think too that once you start talking -listening to someone do it -sounds so easy but once you start talking, you can catch yourself like that wasn't right or that went okay.

**Researcher:** Or, you just like, yeah, you reflect back on the conversation, um, and then you are like "oooh, I went, I went, I went rogue there."

**Ms. HH:** Yeah, it not going to be perfect. Yeah. Every time.

**Researcher:** And then you just know, okay, do it again.

**Ms. HH:** The kids don't know any different.

**Researcher:** So, so what additional support do you think you could use that would make you feel rock star confident?

**Ms. HH:** Going to the actual training. So, what is it? Two days. So, its full on, right? So, ingraining that and probably doing it more often, more frequently and getting feedback. So, doing it on my own would be great but even doing it with you or somebody else who is more experienced in it and getting immediate feedback.

**Researcher:** So, there is like a two-day conference and a three-day conference.

**Ms. HH:** Okay.

**Researcher:** I went to the three day. Mike, Marie and Evan only went to the two day.

**Ms. HH:** What's the difference?

**Researcher:** Mine was, um, there was a live ALSUP done and live Plan B that Ross

Greene did parents and a boy.

**Ms. HH:** Right.

**Researcher:** Um.

**Ms. HH:** Because you can watch those online to, right?

**Researcher:** Yeah. Yeah.

**Ms. HH:** There is links to them in the book. I think to being part of the ALSUP meetings has helped with the language which has given me the confidence if I were to start doing more on my own. I haven't done them on my own but just being a part of those conversations and having the different staff members say "nope, we can't say it like that" or "you have to say it like this" gives you practice to.

**Researcher:** Um, how have the students at your school responded, um, how have the student at your school who have participated in CPS or in a Plan B conversation responded?

**Ms. HH:** I think it's funny because they always seem, or they look like they think they are in trouble when they come down and when there is one or two or three adults, and we say we want to have a conversation. So, I think they, at first, are a little weary because they have never been given this approach before, like, we have a problem, but we want you to help solve it. You are not in trouble. Let's do something about it. So, I think they always walk away kind of a little dumbfounded still - what just happened? but they have responded positively in my experience. I think there have been a couple where it has been difficult to get to the answer we wanted or have them without probing too much to get to the solution, but, I mean, there has been a few that the kids just been like- WOW- came up things that we wouldn't have come up with but has worked.

**Researcher:** Can you think of an example?

**Ms. HH:** I am thinking of, uh, I don't know if I can say names, grade 4 student, Danielle, um, coming up with her little bunnies to read with. Like today, she is still bringing it down and she's shared her strategy with another student who was struggling. She said, "what is something you really love?" because I was talking to the other student: "I am noticing you are struggling with wanting to read. What's going on?" And I said Danielle went through this, how could, I said, "Danielle do you have any advice?" She said "What is something you really love? Like, think of your family members and make a little dolly of it." Or whatever, and bring it in, or right? In a roundabout way but giving them the ownership and...

**Researcher:** Which was totally part of Danielle's Plan B.

**Ms. HH:** Yeah, and it has helped. I am trying to think of what else. Ray, I think has enjoyed the ownership, but I think his challenges are more then, like, it's physiological stuff that. It is more than problem solving, chatting can help with. Um, I think also, like, with Tyson, it's when you get to them in class and when they are not following the solution that you came up with, it is not so much that you are punishing them or calling them out. You are kind of saying to them, like, "look you came up with this solution, how come you are not? how come you are not doing it? You came up with it, do we need to revisit it?" So, it gives them ownership of it both in in when you talk about solving the problem but when putting in into place. Do you know what I mean?

**Researcher:** Um hum.

**Ms. HH:** Back in the classroom. So, yeah, I think the kids have been kind of surprised by it, but I think they have responded really well.

**Researcher:** Um, can you speak to the effectiveness of this model with students with emotional and behavioural disorders?

**Ms. HH:** Who have we done one with who actually has an emotional and behavioural disorder? Brett.

**Researcher:** Yeah. Payten.

**Ms. HH:** I think, like, again these kids are so used to hearing their name in the negative and being Plan A-ed and being told what the punishment is over things that they can't necessarily control. So, I think the one thing that is positive for them about this and the effectiveness of it, is that we don't really walk away from a Plan B conversation if we don't think their solution is realistic. So, it is setting them up for success no matter what, where when so many, throughout their day, kids with EBD, I don't think are being set up for success. They are being given tasks that they can't do for whatever barriers are in their way and whether we adapt or modify, or whatever is in their IEP, like, maybe that happens a little bit of the day, but I think the majority of their day, we are asking them to do things they are not capable of. So, I think with a Plan B, we are walking away with a solution that they know is realistic and we know is realistic. So, I think, that is what is effective about it or effective for them which is why it works.

**Researcher:** Yeah, and teaching the skills that they need so they can do their best.

**Ms. HH:** Yeah, kind of going back to the basics for them, right, simplifying it, yeah.

**Researcher:** Um, that's the end of the questions.

**Ms. HH:** That's it!

**Researcher:** Do you have any final comments or...

**Ms. HH:** I love it. When I first started reading the book, I was, like, this is what I have been talking about! Like have the child be involved. So, I would love to be able to dive in more on a bigger scale and do it more... or like make a full time, like, we have kind of tried to go in that direction at our school. We have incorporated it into our schedule on Fridays but make it almost a, like, an actual intervention that is an option to do all the time.

**Researcher:** Um, okay, I am going to ask you some other questions. So, the structures- so like ALSUPs on alternating Thursdays, when Janet was here, um, the Monday/Friday Plan B times, Thursday afternoon SEA Plan B times, um, what other structures do we have?

**Ms. HH:** The SEAs being, did you already say that? The SEAs being included.

**Researcher:** Yeah. Can you speak to any of that, like, the good or the bad of that or suggestion to make it better with regards to, like, just, we want to do that in our school, so we need to put some stuff in place. This the stuff we have put in place and so just evaluate, just can you speak to...

**Ms. HH:** Yeah, I like having the ALSUP every second Thursday is good because, um, when teachers start bringing their concerns up, it is like SBT, it is once a month and then it is booked. So, sometimes teachers have to wait two months. So, having them that frequent is a good thing. So, you are actually, even if you don't get to resolving a lot of it, is having that conversation about the child in, with that different language. It is not sitting down or just having a meeting about them. The ALSUP is so structured that even walking away from it, you become very aware of a few things and then you narrow down one area to work on. So, I think that has been positive. The Fridays with Janet taking over, um, I think there's, like, you can see there has been more teachers who have taken advantage of that then others but the one part that I really liked is, if they didn't want to do a Plan B,

they could have time to connect with the children. I did see a little bit of push back at first. Teachers kind of saying, “well, why would I, why would I want to do that?” So, I see that, um, when we have kind of pushed, that teachers can see the value in having that, that time together.... And building that connection time with them so I think that have been really valuable.

**Researcher:** Anything else?

**Ms. HH:** Um, let me think. It may just be nice to have more of it in the schedule, I think. And, if I had blocked, because I didn't block my time so I kept, so I would have to shuffle things, but I found it very valuable, especially when myself and Louise could both be a part of a conversation. It gave a lot more validity to the child if we were both, if we were all on board and all there. And, they could see that, both people in their world, on the same, on the same side helping them solve the problem. So, I think there is a lot of value in that. So, it is just trying to build it in to the schedule.

**Researcher:** When you come back off of mat leave, would you you build you schedule in such a way that—

**Ms. HH:** Oh definitely, yeah. Because I didn't know how involved in it I would be this time so I didn't want to plan a block for it, right, and not, especially with my days being number, and we shuffle so much so if it was coming up and there was a child, I could usually move something around, right? But I hated to have to cancel something for it, but I can see the value in it is so much more important- like even the way I speak to Tyson who we had maybe three, may be two or three with. We have a totally different relationship in how we, him and I, solve his problems in the class. We speak a different language to each other.

**Researcher:** Thank you.

**Ms. HH:** So, um, I just would really like some more intense training in it though. I feel - I am eager.

**Researcher:** My suggestion would be to talk to your principal about that. Alright, thanks Tara.

## APPENDIX H

## Transcription of Interview: Ms. R

**Researcher:** What is your sex?

**Ms. R:** Female.

**Researcher:** What grade are you currently teaching?

**Ms. R:** Six and seven.

**Researcher:** What grades have you taught previously?

**Ms. R:** A combination of six and seven. Either/or or both.

**Researcher:** What types of schools have you taught?

**Ms. R:** Just elementary.

**Researcher:** So, K to 7.

**Ms. R:** Yes, K to 7. Elementary.

**Researcher:** What is your level of education?

**Ms. R:** Oh well, I have a B.A and a B.Ed. and a Masters in progress.

**Researcher:** And what is your masters in?

**Ms. R:** Educational technology.

**Researcher:** What areas of specialty have you gained from the formal education you have done?

**Ms. R:** Interesting. Um, I don't know if specialities have come from education. I would say specialities have come from my experience, I would say. Um...

**Researcher:** And you will have a speciality when you finish your masters.

**Ms. R:** Right. Yeah, incorporating tech for sure and I guess that is kind of what I am learning now, so I would say, yeah.

**Researcher:** How many years have you been teaching?

**Ms. R:** Three.

**Researcher:** How many years have you been teaching at this specific school?

**Ms. R:** Also, three. My home.

**Researcher:** Um, what are the best parts of being a teacher?

**Ms. R:** Good question. Um, I would say the relationship with kids, for sure. If I had to pick one thing, building those relationships and connections with kids and families.

**Researcher:** Anything else?

**Ms. R:** Every day is different, so it is never boring. That is for sure, um, and most days are fun, like, we get to try kind of cool things. Yeah, so cool experiences with those kids, I would say.

**Researcher:** So, relationships, no two day are ever the same and then just trying new cool things.

**Ms. R:** Yeah, those experiences with kids. So, maybe more so, like, the not typical school stuff so things like fieldtrip experiences or bigger projects. That's kind of what I am thinking of.

**Researcher:** Um, what are the most challenging aspects of teaching?

**Ms. R:** Time. Having enough time to do everything. Time. Time, for sure. Um, and support for students that are challenging. Um, feeling like I need to have ten of me to give

attention to everyone needed. Time, attention, support. Attention and support-- I am kind of meaning the same thing. Um, those are the three big ones I would say.

**Researcher:** Is one of the most challenging aspects differentiating instruction?

**Ms. R:** Oh, yeah. Yeah. So, yeah, maybe planning and designing those learning experiences to fit every kid. So, especially with 6 and 7, I feel like we have a range anywhere from grade 3/4 to grade 10 ability and maturity level. So, dealing with that academically and behaviourally, and socially. That is what I should have said: time, the social aspects of teaching because with this age, it is more focused on that social side of it. Yeah.

**Researcher:** What behaviour models have you used in the past for students with EBD?

**Ms. R:** Well, I was taught in school the importance of relationships, right, and obviously talking with the kids but, um, very punitive and very pass it off. I remember my practicum was just pass it off to the principal. Tell the principal. Tell your mentor teacher. Just pass it off. Now thinking back, right, that is weird because I wasn't dealing with it. So, in the past a lot of punishment, a lot of Plan A, and a lot of kids staying in at recess, a lot of kids staying after school, a lot of empty threats so threatening to talk with parents which kind of leads us – but how effective are these models? Not at all. Especially, I think being in a unique perspective of having kids for two years. I have seen the same things for a year and a half or a year and three quarters. So, kids are still having the same issues. So, them staying in at recess does work. Me connecting with parents doesn't work. Passing it off to the principal, usually doesn't work. So, are they effective? No. Does it help my relationship with the kid? No.

**Researcher:** Is it important to have a school-wide behaviour model in place? Why or why not?

**Ms. R:** I think so. I think the language piece is huge. So, I think what we have developed and having the language around it and it being a positive language, right, and focusing on the, you know, what the challenging behaviour – what skill is, what the lagging skill is, not the challenging behaviour, I like that. I think it is important for staff, for us to all be on the same page especially with team teaching or kids going to their prep teacher for gym or whatever. When these teachers have these different rules or expectations or routines or whatever it is, there is a disconnect because they think maybe they can away with something with their PE or band teacher and come back and it doesn't work with their classroom teacher. So, if the school is all on the same page: 1) it is better for kids, and I think 2) it is better for the staff as well, but everyone needs to be on the same page, right, I guess. But I think it is important. If people didn't have a choice, I think everyone should be on the same page.

**Researcher:** When you think about CPS – so implementation aside-- what do you like about the model? So, you read the book you are not even thinking about Alana Green and how it could look here.

**Ms. R:** I started reading the parenting book. Did I tell you that? I checked it out from Leah because I wanted to see the similarities and differences and, um, so it is interesting that that is a question. The key thing is the relationships and taking the time with each kid and what it builds and just the things that you learn. I have been shocked, right, like how many times kids are saying something and I would go, I would have no idea. I had had no idea that was going on or I had no idea that you felt that way.

**Researcher:** You like the relationship building aspect. So, Ross Greene calls it “relationship muscle.” What else do you like about it?



**Ms. R:** Um, I also like the positivity. So, the, like, positive language about that it is a “difficulty.” You don’t sit down and discuss what is was like when the kid had an explosion and hit somebody and blah blah blah. That is removed from the conversation so it is positive, and the kid does not feel like they are in trouble so then you can build that “relationship muscle.” Um, also involving the kid - the collaborative part, the ‘C.’ So, I think that. Like, we have been missing it for years. Like, why, you know, this isn’t being taught in school. Like, why this hasn’t been around forever is shocking. Yeah, ask the kids what they think and collaborate with them, so love that. Love the relationship part.

**Researcher:** What do you think of the proactive piece?

**Ms. R:** Oh, yes. I should have gone through all the letters. I like the collaborative part. I like the proactive part. I do like. I would say if we are not talking about implementation, that is where it is a bit.... I know how important it is without getting into, like, structures and all of that.

**Researcher:** That will be a question down the road.

**Ms. R:** Obviously, it is 100 percent ideal to be proactive, right, and like I said, with kids that you have had for a year and an half and you see the same behaviours and same challenges happening, if we are not proactive, they are going to keep happening. So, you can’t have a conversation in the heat of the moment with anybody, right, it needs to be, yeah, don’t have the conversation when they are in the middle of having their difficulty, right. What does Ross say? It is not the right time to have it when they are exhibiting their behaviour or whatever, so totally makes sense. In an ideal ideal world, I think that may be one of the challenges.

**Researcher:** We will get to that in a minute. When you think about CPS – implementation aside-- what do you NOT like about this model?

**Ms. R:** Nothing. I love it. I think that it needs to be taught in teacher education programs. I think it needs to be district wide, yeah. I can’t think of anything.

**Researcher:** So, as you are reading the book there is nothing that you are reading is kind of making you think “ahhh”?

**Ms. R:** The book is a bit repetitive and now, like, reading the home book and books that I am reading about addiction and stuff, um, they are really repetitive but it gets the point across but that is about the writing not about what the actual model is.

**Researcher:** So, there is nothing about CPS that you find abrasive?

**Ms. R:** No.

**Researcher:** Fair enough. So, thinking specifically of CPS inside Alana Green, what has gone well regarding the implementation of CPS at our school?

**Ms. R:** I think we started off really well, right. I think we kind of hit the ground running and our core team, I think that has gone well. Our core team and kind of spreading the positively and the word and sharing positive stories, I think that has gone well. Um, I think starting out went well because we were excited about it and kind of hit the ground running in a bit of a way. Um, what has gone well with students has been, like, any conversation, even if it’s, at the end, I will kind of note that really wasn’t a Plan B, we kind of gone off track, having the conversation with the kid was super powerful, right, like irreplaceable. So, those conversation, I think have been good. I have learned a ton from the kids.

**Researcher:** The structures. So, what structures have we done that you think have worked well?

**Ms. R:** Structures.

**Researcher:** Yes. Like ALSUPs on alternating Thursdays. Plan B times on Monday and Wednesdays covered by Jenny. Um, like, SEA CPS time, um...

**Ms. R:** Gotcha.

**Researcher:** Friday afternoons.

**Ms. R:** Okay. All those things. I mean it is a little bit different now without Jenny but when we had that person covering, that was gold. Right. And people were fighting for those time slots in a way, right. One was never left open so when you have that relief person and it was, you know, it was twice/three times a week, that was amazing and I think that worked really well because I have tried to do it while kids are doing a like a check in/morning work/soft start whatever, um, and I am kind of in the corner where I have tried to have a space but it just didn't work as well. You know, you see some kids doing something and you interrupt the conversation. So being able to be out of the room implementation. I think was really important. Huge.

**Researcher:** Having teacher coverage.

**Ms. R:** Yup. Teacher coverage. Um, the ALSUPs I think are great. I think we could do more because one every two weeks, you kind of seem to not forget, but it is a long time in between and I am sure we could be doing more or even during those times, even it could be reviewing the Plan Bs if they have been followed up on, I would say but I like what we started. Like, we knew nothing, right, and it is way better than what we were doing, right, there is way less kids in the office. I think that is huge. Um, the biggest thing, like I said I tried, I am trained, I can try to do in my classroom. It wasn't the same. Stuff just comes up, so coverage is huge.

**Researcher:** What are some barriers to the implementation of CPS at your school? What are the things that are tricky for us to...

**Ms. R:** I think time. I think that we need, like, when I tried to say okay my mornings, I am going to do half an hour to 45 minutes, um, maybe that needs to be schoolwide or maybe we do, you know, a primary soft start and teachers are freed up or we do, I mean...Sorry, I don't mean to get into solutions. The barrier is time, right, to fit it into a schedule - to make it a priority so everyone is panicked. They have a huge behaviour issue they are trying to deal with it in the 15 minutes of recess and that doesn't work so we almost need a block or a day - a problem solving day - ideally, every day or more than once a week, right, dedicated time set aside for that, for those conversations and things like that. The other barriers, I think is , um, outside of our core team, is just the buy-in and sharing those positive stories and people not being so receptive because of the time because these are kids that take up the whole forty hours of your week and that is hard to justify when you have 28 others so...

**Researcher:** So, time and teacher buy-in?

**Ms. R:** Time personally affected me. I would say teacher buy in school-wide and staff not just teachers.

**Researcher:** How much formal and/or informal training have you had surrounding CPS?

**Ms. R:** Well, I have had formal training at the workshop. So, two-day workshop and I have read all the books, and I am part of the core team so I would say that I have a lot of training.

**Researcher:** So, you have read *Lost and Found*, that was our staff book study and then you said that you had also started reading the *Raising Human Beings*. And how was that?

**Ms. R:** I like it. Like, some parts, when he reviewed the Plan A, B C, I kind of skimmed threw that, okay, I got that, but it was interesting to read again, um, just some of the drilling strategies and examples. That was really helpful but just the whole idea it being good for kids and I thought, hopefully, I could spread that word to parents. Things like that.

**Researcher:** Do you feel confident in your ability to implement this model with your students without a ‘coach’ present?

**Ms. R:** I do. Like, I feel comfortable having a one-on-one conversation, for sure. However, when I have had conversations with you and I and a kid or Matt and I and a kid, like two adults, um, those have also gone really well because sometimes you might pick up on something that I missed or vice versa or likewise with Matt, we said “okay, hang on let’s stop.” We stopped each other and just reset so it is nice to have that different opinion, for sure, but I mean it might depend on the kid. There are kids that are Plan B all-stars that are easy to chat with but maybe some of the trickier ones, while the trickier ones are the ones that more adults deal with anyway, I think that it is super beneficial to have two people because the kid feels extra cared about - making sure you are not missing anything because usually, like, as the classroom teacher, I am super invested and I might be secretly, like, mad about something or what is going on. I might have my own theories, right, which is hard so for another person to say just “okay, hey, hang on” to be totally removed. That was something that I didn’t believe at the beginning, like when Sarah came in a said, um, “Oh no, like, I will be able to talk to her” and I was thinking, like, “you don’t even know the kid. How are you going to be able to” and just, I thought that was something that was kind of clicked for me, like you could really just because it is really about the lagging skills and you are asking questions, like, you are learning about the kid as you go. It might almost be better to not have the bias.

**Researcher:** Yeah. One thing that I found is, like, because if I am facilitating a Plan B conversation, I am facilitating. I have to ask questions to get the whole back story because I was not entrenched in it, right, and so sometimes that is good thing but, um, then sometimes it is a back thing because I don’t have back story either so you can spend a lot of time just trying to get a sense of what the back story is before you ever get into anything, like, really what you need to be getting into. I don’t know if that makes any sense.

**Researcher:** I get that. So so so what has specifically contributed to this feeling of confidence or a lack thereof? So, the training...

**Ms. R:** Oh, yeah. The training and just the practice. Like, you have got to practice the language and practice with kids and be open and vulnerable. Like, there is the scripts, right, and all of the drilling strategies but half the time, I will just tell the kid “hang on, I got to think for a second.” I felt at the beginning, you are so worried about what you are saying, right, and I am going to screw up this whole conversation but, you know, if you are only having those conversations every once in a while, you are going to feel like that so I would say that practicing has definitely helped with confidence.

**Researcher:** So, you are pretty confident but if you were feeling unsure, if you were wanting to boost your confidence level what additional supports would you need?

**Ms. R:** I would say from the workshop training and from when Sarah came in, I really liked seeing the videos. Like, what other experts or what Ross himself would say or do. I think those were really good training materials.

**Researcher:** Good answer. How have the students at your school who have participated in Plan B conversations responded?

**Ms. R:** Um, overall, well. Overall, really well. Like, there has definitely been a positive vibe. As soon as the kids know that they are not in trouble, they are talking to you, right? They are talking your ear off, most of them. Um, I think it has helped the relationship on their end too. Like, just when you leave a good conversation everyone is like ahhh, good, relieved, happy, and kind of trickles throughout the week/weeks/month – if you can get a month. That kind of stuff. I have not specifically asked them that question yet so maybe...

**Researcher:** Yeah.

**Ms. R:** Yeah. Like ask them how was this conversation? Maybe that is something to do.

**Researcher:** That is a whole other KT project there.

**Ms. R:** I think. My theory is that the students feel good about it, right. In comparison to pulling a kid out into the hallway and pointing the finger at him and yelling. They give you a weird look for the rest of the day and it is uncomfortable and so compared to that, I would say that students feel good about it.

**Researcher:** Can you speak to the effectiveness of this model for students with EBD? So, the kids that you have Plan Bed or Plan B conversations that you have heard of -- effective, not effective. Speak to it.

**Ms. R:** I think long term, definitely effective. I think we have had some bumps in the short term because these are some of the trickiest kids because they have been Plan Aed consistently and they are defensive, and the relationship might not always be there because those are the kids that struggle. So, short term, I think it is like a “short term pain, long term gain” kind of thing. I think but there are some kids, I wonder if it is effective for them. Like, I am thinking of Jessie, right. Can a kid like that, who is very defensive and loud—the whole framework is a proactive collaborative conversation so when a student doesn’t have those skills or a kid- a high flyer kid- where we may have three or four adults, more than two adults, in the conversation with them, I think that makes feel uncomfortable. Maybe that is what has made it not effective. I think it is going to be effective in seven years for some of these little kids, for sure.

**Researcher:** So, it is something to stay the course and you will see the benefits?

**Ms. R:** I think so.

**Researcher:** Down the road but...

**Ms. R:** I think so. But, um, I am definitely hopeful and positive about it, um, but when kids have a huge huge Santa Claus list- like, roll out the scroll- of unsolved problems, um, it is effective for that one lagging skill, yes, but when you see the overall picture of the kid, it can be discouraging. So, I think you have to see the long term which is hard in 6/7 because they go off. Does that make sense?

**Researcher:** Totally. Any final thoughts? Comments? Questions?

**Ms. R:** Those were some good questions. They really made me think. No, I think, um, like I said, I think more schools need to be doing it so I think maybe this will help get the word out to. I think training videos, yeah.

**Researcher:** Thank you, Ella.

## APPENDIX I

## Transcription of Interview: Mr. T

**Researcher:** What is your sex?

**Mr. T:** Male.

**Researcher:** What grade are you currently teaching?

**Mr. T:** Grade 6/7.

**Researcher:** What grades have you taught previously?

**Mr. T:** Grade 3 for a year. Grade 5 for a year. Grade 7 mostly - for multiple years. Resource teacher for 2 years for intermediate grade 5-7, and one from grade 8-12.

**Researcher:** What types of schools have you taught at?

**Mr. T:** Elementary schools like this one. I have taught at a high school - senior high 8-12. I taught at an alternate school for three years and I ran a district behaviour program and I also did a low-incidence program for a term for a year.

**Researcher:** What is your level of education?

**Mr. T:** I have my Bachelor of Arts and my PDP and I got a whole bunch of credits towards getting my plus 15 and I was going to be a counsellor so I have many credits towards that but I was a year away from all these different things and stopped schooling.

**Researcher:** What areas of specialty have you gained from the formal education you have done? So, counselling...

**Mr. T:** Counselling was the biggest one. I did a counselling degree and then I went on to take a bunch a high level, level four courses in psychology and stuff. And, that was very interesting, and it helped form my ideas on not just judging feelings but thinking about how students think and where they are on the spectrum of reasoning as a person.

**Researcher:** How many years have you been teaching?

**Mr. T:** Um, I have been teaching 12 but I have got about 11 years because I took a couple years where I only worked part time because I was hurt. So, I have been at it for about 12/13 years.

**Researcher:** And, how many years have you been teaching at this specific school?

**Mr. T:** Just this year, since September.

**Researcher:** Um, what are the best parts of being a teacher?

**Mr. T:** Building community with the kids. So, you get to know them so well. You get to know them so well that there is this honesty that transpires in third term and you get to cut through a lot of the BS and you get to know the persons and they get to know you and they buy into the community and you can tell that this is their second home. That's the best part of being a teacher

**Researcher:** Relationships.

**Mr. T:** Relationships.

**Researcher:** Any other thing you want to speak to, or relationships is at the top of the list?

**Mr. T:** I like the idea that I am planting seeds. So, what I tell parents when I meet them is, you know, I teach the kids/your kid's curriculum, but what I really teach them is about me. So, I am transparent to the kids. So, I am one adult that they can look to and take the

good and bad out of me and go “yup, that adult was real.” So, I don’t wear masks. I am grumpy when I am grumpy and I am happy when I am happy and they know all those things in between, but I also believe that they see that the rules I try to give are fair and firm and I doing it in a friendly way so they can live with my, um, kingdom if you want to call it that.

**Researcher:** What are the most challenging aspects of teaching?

**Mr. T:** It is definitely the classroom management and what I mean is not the day to day in getting things done, it is the emotional baggage the kids bring. So, when they come to school - have they been watered? have they been fed? what kind of morning did they have? did they sleep last night? and all this stuff. They walk through the door with an attitude and sometimes not even aware of how bad their persona is because they are kids and so they bring all this baggage and they are supposed to learn and be students and so that’s the challenging part. And, then they are like that all day and then you realize they are like that for a couple of weeks and you go “this isn’t right” and you talk to them and find out that they are going through some emotional struggles. And, so that is the hardest part is realizing that when you are pushing academics, that there is so much going on inside their life that that is the last thing on their to care about. So, that is the hardest thing is the challenge that - to me academics is not the main thing that I do. I keep them safe. I keep them where they have a voice. They can talk back to me, but they know that they have to respect my limits but the fact that they can be themselves and come in here and eventually share their crap with me is the challenging part because most do.

**Researcher:** So, supporting them through their social emotional struggles? Many of them have adult problems and they are 12 years old.

**Mr. T:** Yes, they bring their troubles of theirs and they also bring, most of them have a one-way relationship with their parents. Their parents are the authority and they get to witness whatever their parents are going through and they get to be treated like a kid, so they are not being treated like equals which is a whole different thing. They are being treated like “yeah, you can watch me,” watch their own parent struggle with alcoholism or lying or physical abuse and all the things that go on - mental abuse verbal abuse.

**Researcher:** Problems with the law.

**Mr. T:** All those things and the kids don’t know how to actually deal with it and so they are bringing all that. And that is the challenging thing because we talk about that now a days whereas in my day, you would never bring that to school. You would keep home life separate and school life would be separate and now kids bring all that stuff and they expect school not to be challenging because they are already challenged. And, that is the hard part - to give them the will to want to try because it distracts their brain instead of being “oh, woe is me,” no try so you are distracted. You feel good about yourself because you tried, and you stopped thinking about your problems. Put your energy somewhere else.

**Researcher:** What behaviour models have you used in the past for students with EBD?

**Mr. T:** I guess what I believe in is a token economy. So, I have lots of rewards and I have lots of rules that are simple to follow that kids would be able to implement themselves. So, simple rules but then when they follow those rules, they get rewarded. So, I am not just saying them to do the rules, I pay them to do the rules. So, like group points, like time off. I would give- I would say to kids “I will give you an A on their quiz” and I would give them a A on a quiz. It doesn’t necessarily go on their report card, but they get and A on their quiz and they don’t have to do it. So, they feel and they show everyone they got

an A on their quiz. So, I really believe in token economy and I really believe that everyone in the room, no matter what behaviour, should get a reward at least once a week. No matter who you are. Some get it every day, and some get it once a week because some of those kids just...

**Researcher:** They don't get anything, what's the point?

**Mr. T:** Exactly. They have to buy in. They have to want to do it for me. They have to want to be good with their groups. They have to want to be quiet. They have to want to tell that the other person was talking instead of treating me like I am the enemy. So, I guess token economy is...

**Researcher:** How effective have you found that to be?

**Mr. T:** I have changed. I use to be - when I first started, I use to be want to be their friend and talk to them friendly and my role would be counsellor because I came from a counselling place and did a lot of behaviour rooms and thought that I would take each kid out and talk to them separately in the hallway and then I realized that I wasn't an effective teacher because I left 29 other students in the classroom for 10 minutes three times a day or maybe longer. So, I still feel like I spend a lot of time still, out in the hall still dealing with kids, but I have changed my philosophy on my role as a teacher. I believe I have to be the law. I have to make it so that they understand that my expectations are a certain level, and everyone is clear on that and if they are not following expectations, there is consequences. So, they don't deal with someone else, they deal with me and then how I use other staff is, those other staff can support them by getting them out of my classroom or helping them where I necessarily- where I wouldn't help them in certain ways, like get them out of an easy assignment, that kind of thing like I would just - I feel like my role is that I have to be the heavy but also lots of times, I am nice to the kids. So, there is two sides to me but if I be their friend or be their counsellor, they roll over top of me as a teacher.

**Researcher:** So, providing the structures that they have clear boundaries of where they sit with you?

**Mr. T:** Yeah. Very clear so when I am out of the room, they know what to do and if another teacher comes in, they know that these are the rules that are in place - not that they are going to follow them, but they know them. So, when I come back the next day, they can tell me everyone that broke a rule and how far they broke it. So, the honesty that comes from that - to know that these are the rules and you can just tell that, at the end of a year, all the students feel comfortable with the rules because they will tell on each other and they will tell each other to stop breaking the rule and at the beginning of the year, when you try to instil that same rule, they fight you and say "why do we have this rule?" and at the end year, you have made the rules, they believe in them, they have lived by them and it makes them feel like this is what I need to do to be effective and then everyone can be effective. And, I believe and that is why I do what I do. I make boundaries so that kids - not so that I makes it easier for me because it ain't easy - having rules is tough but it makes, I feel, it makes the kids live up to the job they are supposed to do and I can't tell them in their report card comments and themselves that "you are being a student" where some of these kids feel - they look around the room and go "I am not a student. I hate being a student. I am not as good as that kid over there" and they compare each other all the time and that is what I like to get away from. You are doing - you are on your own pace in whatever subject and whatever social stuff and when I say you are

being good doesn't mean that I am comparing you to someone else. It is you are being good, and they can take it and there is no phoniness about it.

**Researcher:** Is it important to have a school-wide behaviour model in place? Why or why not?

**Mr. T:** I think every school should have common language around how they deal with all aspects of the kids social-emotional stuff. It is really important that people to not only have common language but buy in to the procedures - what role they are in so not everyone is just doing everything. You have to have roles to where to hand the kid off, you know, when I yell at a kid, if I yell at a kid, I have to hand him off to someone who is going to build it up. I can't just throw him away and leave him alone and if that happens, I have to go out restore it bring them back up to it so they can come back to class if no one else is available. But I believe that school wide, you need - everyone should have a role and they should know their role and when roles - and when they are outside their role, they know who to go to.

**Researcher:** When you think about CPS – implementation aside - what do you like about this model?

**Mr. T:** I like the open-ended questions. I like, um, the fact that the kids are coming up with their solutions. Um, I believe it makes them not look for consequences. It makes them think how they can change. So, that idea of change is - the whole thing about behaviour is how can you get someone to change and realize they need to change because accepting that you need to change is the biggest thing and so after a few conversations about “what's up?” with a certain behaviour to a student, I believe they clue in to “oh, that is a behaviour that keeps coming up” so they can recognize it.

**Researcher:** So, you like that they are part of the process? They can change. They can come up with a solution that changes and then you also like the collaborative piece because they are part of it?

**Mr. T:** Yes, yup.

**Researcher:** When you think about CPS – implementation aside - what do you NOT like about this model?

**Mr. T:** The time. It takes a lot of time. So, it makes people reluctant because of the time and so I don't think- unless you give it the time you can't assess it properly. So, that is the biggest thing- is the chunk of time it takes and then you are not finished then, and it's a follow up after that, which is fine - but the initial time is a lot.

**Researcher:** Anything else or move onto the next question?

**Mr. T:** No, just time.

**Researcher:** What has gone well regarding the implementation of CPS at your school?

**Mr. T:** So, watching all of you do it and hone the language and get excited about little successes, um, makes me want to buy in more. So, watching that happen among you four and seeing it work at basically the primary age more so than the intermediates makes me hopeful that, if we do keep up with it, the language will be there for kids when I get them and then it won't be so time consuming and it can be useful. It is can we hack out the first five years. So, that is what I see.

**Researcher:** Yeah. Can you speak to, um, any of the structures that we have put into place that you may think may have gone well like the Mondays and Wednesdays when Janet was here and those types of ...?

**Mr. T:** Providing time for the teacher to do it is important because if it is just another add-on, they will resent it. So, having time to actually implement it, will make teachers



want to try more which is paramount for it being successful. And then, even though I don't like meetings, the follow-up meeting that you do to talk about it has honed, when I have stepped in have heard and have listened and observed your follow through, it seems like you guys are getting more precise with what you are looking for in your language you are using and how to make questions and make Plan Bs and things like that. So, that to me, means that if you are learning something, it has got to be working in some way.

**Researcher:** Um, what are some barriers to the implementation of CPS at our school?

**Mr. T:** Personally, it is the most at-risk kids that need it the most that won't be able to do this. So, in my opinion, it is too much for them regardless of starting at an early age or not. The one or two red zone kids that you get every other year will not be able to handle the ambiguity of the questions even with years of prepping them—They might be able to get some because I don't know, you would have to do a study sample but from my experience with red zone kids, not a lot of behaviour programs work. What works for them is that you give them time. You give them expectations. So, however you want to frame it, you give them those two things and you keep them the same, you can get the results you are looking for or better results- some skills building but those kids are the toughest so they don't work for any programs so not necessarily just this one but, yeah, yeah, that's a big barrier. The toughest kids. The ones we send to alternate programs. It makes me disappointed in our system because it is not the good people working in it. It is the system. There is no reason why we can't have more specialized teachers to handle kids like that because all they need is a reset and teachers can't do that and be a classroom manager and teach and assess and resource teachers and administrators can't drop what they are doing every day for every block of the day that it is going to take for a kid in September to give that much time to. So, you give a kid lots of time, give a kid lots of expectations and no matter what program, show them that you love them, and they will listen because they don't want to be a bad kid.

**Researcher:** Now, you mentioned time earlier but when I asked you this question here and right now you didn't mention time. Would say that time is also a barrier?

**Mr. T:** Because this is more, like - I feel pretty accomplished in a lot of different behaviour routes and how to talk to kids. This one I was a bit apprehensive because it seemed like you have to learn something. So, the time it took for me to understand it and then to believe in it because in the beginning, I didn't believe in that time and it was going to go nowhere because I was again working on a red zone kid. I wasn't working on the other ones that could have used it. I was trying to work. Trying to make it fit and sometimes you just have to know that some situations are unique and so time is a huge barrier because I gave lots of time to this and in my one situation, it didn't work out but the kid worked out - so this didn't work out for him but it was part of the time I spent with him so it did work out successfully. He has come some steps. He is not a liability every day and every minute he is...

**Researcher:** So, question for you is that is it that CPS doesn't work for red zone kids or is it that there is nobody in this building skilled enough at CPS to do, to hit that level of kid?

**Mr. T:** If what's his name was here and he was doing it with him and he had all the time and that attitude that you have with kids is, like, um, "we are here for a long time and I am going to talk to you until you are settled," whereas in my situation it was, like, I am here for 45 minutes because that is all I have got to give to you and 45 minute is done and you are not there, I am going to feed you the answers - Plan A. So, that is a huge thing -

was and I - and honestly that is my frame of reference. I will tell you what I need from you and this is my expectations and then you are going to do it, okay? That is my comprise is to Plan A a kid, okay, tell him, tell him, tell him, so he eventually realizes here is what I expect. So, the whole idea of you make an idea up, it was challenging for me because some of the things he made up where nonsensical, did not connect.

**Researcher:** And, that is why it needs to be realistic and mutually satisfying.

**Mr. T:** Which only red zone kids come up with that crap. Right? Other kids they realize the connections. They can make inferences. They know but kids that don't see or want to tell you that I am the problem of my behaviour, the kid, for example, said to me a month ago, so this is the end of the year, "the reason why I have acted the way I have is because I haven't tried and I haven't cared. I do try and I do care now" so to me it's, like "oh really. I didn't even know you were that deep of a thinker because I just thought you didn't have it in you so for you to tell me that you care and that you are trying shows me that we were right all along," you have just been a little...

**Researcher:** Turkey. He has been a turkey.

**Mr. T:** I would have used another work but, yeah.

**Researcher:** How much – I know the answer to this, but I will get you – how much formal and/or informal training have you had surrounding CPS?

**Mr. T:** I have only seen it this year. I have read the book and didn't really take a lot in and did the cole notes version of what I needed to do to run a Plan B. So, I did that chapter a few times. I gave it a lot of thought before I did the few times that I did it and I asked questions and I never saw anyone else. I saw Matt try to do it, my principal, and it flopped and then I saw him do it again and it flopped and saw my colleague do it, Ms. Robert, and it didn't go so well. And, so, then I realized that it is not about the actual presentation. It is about how much time because if we had more time, it wouldn't have. We could have flushed it out but every time we came up to that 20 minute period or that 30 minute period, where "this is all I got kid and we are not getting anywhere so we are going to feed you Plan A" and so I saw that happen and happen and happen and I am, like, hmmm, I just feed kids Plan A to start with so if I go directly to that, that is what they are used to. And, the whole idea that if you are going to do this program or any program, they have to get it at a young age so they have go "okay, I can come up with some answers" because the kids I am dealing with are not ready to be fed "here is an appropriate answer, I will get back to you." As a kid, they would just say...

**Researcher:** They don't know how to problem solve.

**Mr. T:** They don't know how to problem solve. They don't know how to figure out what the problem is. They want to blame other people. The biggest part of anything to realize is "I am part of the problem" and they don't even want to admit that so when they say to me "okay, I am part of the problem" to me, I have already reached them. Okay, this what it looks like to not be part of the problem, so you feed them a Plan A.

**Researcher:** Do you feel confident in your ability to implement this model with your students without a 'coach' present? And then what specifically has contributed to this feeling of confidence or a lack thereof?

**Mr. T:** I could muddle through and do a half-ass job. So, I would say that I am 60% confident but I believe I would remain 60% even if I tried it 5 more times, you know, I would feel comfortable using less time and trying to get there but I still feel that there is the next level to learn and it is all about "do you have the patience to just let that kid stew and think?" and I run out patience after 15 minutes trying to wrestle with a kids answer

when they are not giving it to me. So, I lose my patience in the middle of it. I see myself and feel myself losing patience and I am going “this kid needs the help and I am going to feed it to him” and so that is where I fall apart. I don’t let them try to figure it out.

**Researcher:** So, what would you need to, like, hone your skills and become more patient? Would going to the conference be helpful?

**Mr. T:** I think any training and, um, talking with other people that have gone through struggles and if they are honest with where they have been at, right, not just say “oh yeah, it is the greatest thing” to say. I believe that if you struggle, you learn. If you do something wrong, it is the opportunity to learn. So, if everyone is doing it right, I don’t want to be with those people. I want to be with people who have struggled, done what is wrong and this is how they have figured it out. And so, if I went to a place and they started talking like that, I would feel like I could learn lots. That is where I learn from - the bottom end of the pool and then you can start swimming rather than someone that is already swimming and going “watch me.” That doesn’t do me any help. Show me all the pit falls because I have been there, and I can relate. How did you get out of that? How did you do that? And, that is kind of how I learn. Um, I just get an apathy for people who that say “I am star and this is what is working of me and follow me” and I get this jaded judgemental “that is not real” type attitude so I have a big chip on my shoulder when it comes to that kind of crap.

**Researcher:** How have the students at your school who have participated in Plan B conversations responded? So red zone kids ...

**Mr. T:** Not so well. The ones that have done well are the ones that when they can quiet down their behaviour and this is from conversations with other people that have worked with my students that they have come up with solutions. Now, having them come up with solutions, they didn’t use any of their Plan B. They vocalized it. They said what could be done and to me that was enough of a push in the right direction - that instead of seeing it as a problem, they saw it as “hey, this can be fixed so this is not always something that I have to carry around with me that it is interfering with me being positive” and so that changed their attitude towards their nemesis, for example, or for a subject and but they never did use Plan B. We talked about it. I gave them opportunities and then they said “I am good” so to me that whole idea of them just being able to verbalize was powerful. I think some kids, especially the ones that can’t strategize, would need to be implemented and have to follow through with their plan to say “yeah, I can solve my own problems” instead of cognitively saying “this isn’t a problem or isn’t as much as problem anymore” so I have seen it work but I was waiting to see them use their stuff and try to get them to use their plans and there are like “no, I am good.” Okay. I guess you are good but talking about it is important.

**Researcher:** And then I think we have touched upon this earlier, but I am going to ask the question anyways - this is the last question to- can you speak to the effectiveness of this model for students with EBD?

**Mr. T:** Like I said, watching you and your colleagues work at it and be excited about the little successes that they have had along the way - coming up with their problem-solving. I look at it that that kid is going to be nothing but more benefitted when he comes to my class 4 years from now. He will have strategies. He has solved his problems. Instead, of what happens at this age group - they blame each other and blame themselves last. So, when they can do that, we can reframe and go “you can be part of the solution, what’s up?” and having them to think that conflict resolution is a life skill that they can go far

from just this classroom but like anything that matters, communication, time, honesty. When do we really do that for students? when we are trying to push our agenda with everything else. So, to slow down and make time for those kids. I believe it is vital because if you can change one kid, the classroom changes. So, as long as we don't throw it out in five years because it is too much work, or it is too much time. You have to be committed.

**Researcher:** Absolutely.

**Mr. T:** And everyone has to buy in. Not just for five years or until you leave, or the principal leaves and we do something new. You have to try things out.

**Researcher:** Any final thoughts?

**Mr. T:** Nope. I think have said enough.