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.