

Collaborative & Proactive Solutions: Understanding and Helping Students with Social, Emotional and Behavioural Challenges



DEC 4 & 5, 2018

ROSS GREENE, Ph.D.

ABOUT THE WORKSHOP

The evidence-based Collaborative & Proactive Solutions (CPS) model, which Dr. Greene describes in his books and teaching, has transformed thinking and practices in countless families, schools, inpatient psychiatry units, and residential and juvenile detention facilities throughout the world. This 2-day workshop will provide you with the foundational elements of the CPS model, along with practical assessment and intervention tools that can be applied in diverse settings.

THIS COURSE IS SUITABLE FOR

School social workers, school psychologists, school counselors, administrators, child and youth workers, classroom teachers, ECEs, residential school staff, mental health clinicians, and other allied disciplines that work with or consult to schools.

Dr. Ross W. Greene is the author of the influential books: *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*.

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The Collaborative & Proactive Solutions (CPS) model, has been associated with dramatic reductions in adult-child conflict, challenging behaviours, disciplinary referrals, detentions, suspensions, seclusion and physical, chemical and mechanical restraints. The model represents a significant departure from discipline-as-usual. It focuses on solving problems rather than on modifying behavior, emphasizes collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasizes diagnostic categories, and provides practical, research-based tools for assessment and intervention.

You will learn to:

- Describe how different explanations for and interpretations of challenging behaviour in kids can lead to dramatically different approaches to intervention, and why conventional reward and punishment procedures may not be effective for many challenging kids.
- Identify and assess the various cognitive skills that are central to adaptively handling life's social, emotional and behavioural challenges.
- Identify and prioritize unsolved problems precipitating challenging behaviour.
- Describe the three basic mechanisms by which adults handle unsolved problems and unmet expectations in kids (Plans A, B, and C) and what is accomplished by each, and the three steps of Plan B.
- Describe how to effectively implement Plan B to solve problems, teach skills and reduce the frequency and intensity of challenging behaviour.

AGENDA:

Tuesday December 4, 2018

Participants will be provided with an in-depth coverage of various aspects of implementation in school and clinical settings, including:

- Key themes of the CPS model
- Identification of lagging skills and unsolved problems using the Assessment of Lagging Skills and Unsolved Problems (ASUP)
- Prioritizing unsolved problems
- Overview of the Plans framework for solving problems

Wednesday December 5, 2018

- Overview of Plan B, with video examples
- Skilled “drilling for information” clarify concerns
- Dealing with pitfalls and roadblocks commonly encountered in implementation
- What to do with kids who “won’t talk”
- How the skills are taught

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