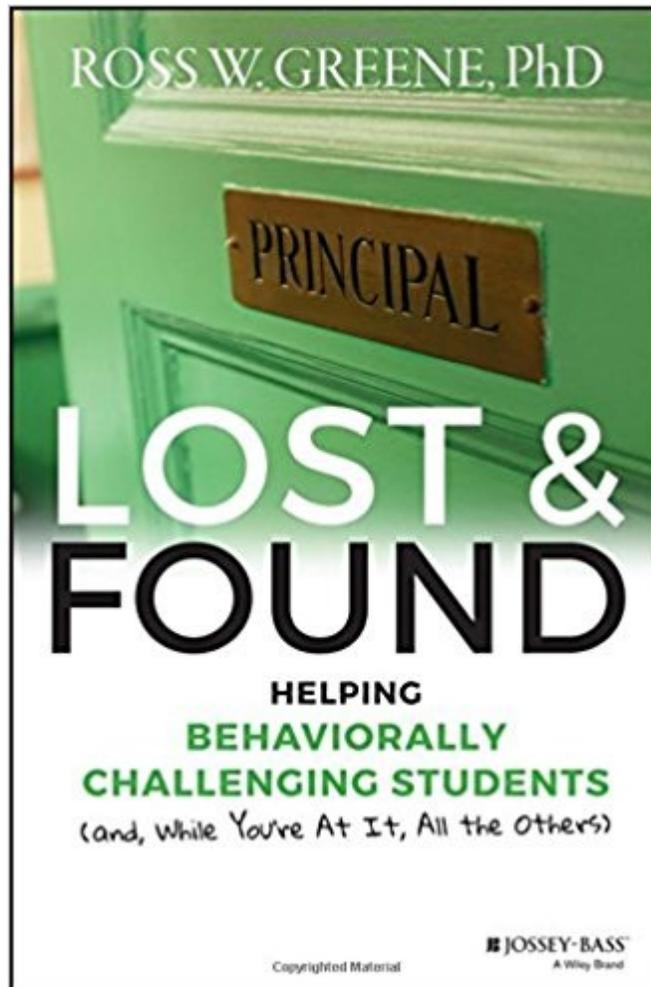


Book Study Guide



Book Study Guide: Lost and Found

Title: *Lost & Found: Helping Behaviorally Challenging Students (and, While You're at it, All the Others)*

Author: Ross W. Greene, PhD

Copyright© 2016 by Ross W. Greene, PhD. All rights reserved

Hardcover: 224 pages

Publisher: Jossey-Bass; 1 edition (April 25, 2016}

ISBN-10: 1118898575

ISBN-13: 978-1118898574

Study Guide prepared by Jodell Allinger, Kim Hopkins-Betts, and Ross Greene

Chapter 1: The Who

- Why is this book talking about everyone? (p. 1 and 8)
- What does the research tell us about why behaviorally challenging kids are challenging? (p.5 and 7)
- The Collaborative & Proactive Solution model operates on what very important key theme? (p. 5)
- What is the second key theme stated in Chapter 1? (p. 6)
- What are the two criteria for being an effective helper? (p. 7)
- Are the ways in which we're dealing with behaviorally challenging kids at our school actually helping? Are we making things worse?

Chapter 2: The Mess

- How have zero tolerance policies made things worse?
- Dr. Greene poses that high stakes testing, suspensions, diagnoses, the special education referral system, and initiatives imposed by legislators haven't helped. What do you think?
- On pg. 15, Tom, an Assistant Superintendent, reflected that the "unspoken messages" schools are giving behaviorally challenging kids include "We're giving up on you. You can't do it. Get out. You're not good enough..." Do you agree?

Chapter 3: The Shift

The Basics

- What are the six key themes of the CPS Model? (pp. 17-22)
- Explain the statement "Skills are the engine pulling the train; motivation is the caboose." (p.23)
- What are the two most important roles a helper can play in the life of a behaviorally challenging student? (p. 24)

Diving Deeper...

- What do you think about the idea of focusing on problems rather than the behaviors being caused by those problems? How difficult do you think that is to do?
- What do you think of the idea of collaborating with kids as our partners? Is there anything scary or uncomfortable about that for you?
- Dr. Greene says that the following are not valid reasons for explaining why challenging kids are challenging: "He just wants attention," "He just wants his own way," "He's manipulating us," "He's not motivated," "He's making bad choices." Do you agree or disagree?
- What do you think about the author's distinction between natural and adult-imposed consequences?

Chapter 4: The ALSUP

The Basics

- What is an incompatibility episode? (p.32)
- Explain how the ALSUP is neither a checklist nor a rating scale, but rather a discussion guide. (pp. 32- 34)
- What are the five essential guidelines for writing unsolved problems? (pp. 37-41)
- What are two strategies to help make the unsolved problem as specific as possible? (p. 41)
- What good things result from productive ALSUP meetings? (p. 49-51)

- After the ALSUP is completed, how many unsolved problems should you target initially? (p. 53)
- How can unsolved problems be prioritized? (p. 53)
- How does the Problem Solving Plan help to keep track of everything?

Diving Deeper...

- When you think about having an ALSUP meeting in your building, what concerns come up for you? When do you think the ALSUP could be used?
- Dr. Greene provides many examples of how the two strategies for ensuring specific, “un-clumped” unsolved problems (1. Asking W questions – though not “why” - and 2. Inquiring about the expectation a student is having difficulty meeting). Did you find these examples to be helpful?
- What do you think of the Problem Solving Plan example provided on pg. 55?

Chapter 5: The Plans

The Basics

- What are the three basic options for dealing with unsolved problems? (p. 63)
- What is the primary difference between Plan A and Plan B? (p. 66)
- What is the purpose of Plan B in the CPS model? (p. 67)
- What is the difference between using Plan B *emergently* or *proactively*, and which is best? (p. 67)
- Why is Plan C “crucial to the process of prioritizing a student's unsolved problems?” (p. 68)
- What is the difference between emergency Plan C and proactive Plan C?

Diving Deeper...

- What are some words or phrases an adult might use when doing Plan A? Do you agree with the downsides of Plan A as described by Dr. Greene?
- How might Plan C sound?
- Dr. Greene says, “The belief that Plan A is the only way to hold a kid accountable is misguided.” What do you think?
- Is administering consequences the only way to help kids understand that you are taking their behavior seriously?

Chapter 6: The How To

The Basics

- What are the three (3) steps involved in solving a problem collaboratively? (p. 75)
- What is the purpose of the Empathy step?
- What is the wording of the introduction of the Empathy step?
- What is the primary goal of using drilling strategies in the Empathy Step? (p. 78)
- What is the default drilling strategy and why? (p. 79)
- When is it a best option “to do some educated guessing or hypothesis testing? (p. 91)
- What's the difference between proposing *possibilities* and *divining* the kid's concerns? (p. 93)
- What if a student says, “I don't want to talk about it right now? (p. 95)
- What is the best response if a student becomes defensive and says, “I don't have to talk to you”? (pp. 96-97)
- What is the purpose of the Define Adult Concerns Step? (p. 97)
- Why is this step often more difficult for adults? (p. 97)

- What are the two categories that most adult concerns usually fall within? (p. 98)
- What is the purpose of the Invitation Step? (p. 99)
- What is the initial wording for the Invitation Step? (p. 100)
- Why is giving the student "first crack at thinking of a solution" a good strategy? (p. 100)
- What are the two criteria for evaluating each proposed solution as they are generated? (p. 101)

Diving Deeper...

- Which drilling strategy might you find to be the most difficult to use? Why?
- What did you think of the drilling example regarding the unsolved problem "difficulty keeping your hands to yourself in line?"
- "No matter how fast or slow the Empathy step, you're still saving time. That's because solved problems always take a lot less time than unsolved problems." What do you think about this sentiment?
- Educated guessing or hypothesis testing is recommended when you've given a student the chance to think and it's clear that s/he really has no idea what his/her concerns are or s/he is unable to put thoughts into words. How well do you think this strategy would work?
- In the Plan B example on pg. 106, when the student tells the teacher that she cannot talk him out of dropping out, the teacher responds by saying, "I wasn't going to try." How effective was this? Why?
- How do the 3 steps of plan B differ from ways in which you've been taught to respond to challenging behavior? What may be some obstacles to doing Plan B with your students?
- Do you think we live in a Plan A world? How do you think Plan B can help kids to live in the real world?
- In the Experience is the Best Teacher section, which educator's quote resonated with you and why?

Chapter 7: The Pitfalls

The Basics

- What are some of the common problems that adults fall into early in the use of Plan B? (p. 123)
- Why do adults sometimes default to Plan A during Plan B? (p. 124)
- How does "bad timing" come into play with Plan B?
- What is "perfunctory" information gathering?
- How should we handle an overabundance of information from a student in the Empathy step? (p. 128)
- How does the adult know that he or she has finished gathering information in the Empathy step? (p. 129)
- What are two mistakes an adult can make when making assumptions about the possibility of a student lying about concerns? (p. 132)
- Why is it important to make sure that all of the steps of Plan B are in place and in the correct order (Empathy Step, Define Adult Concern Step, Invitation Step)? (p. 133)
- What happens if the first solution doesn't solve the problem durably? (p. 134)
- How do the "Do-Over" conversations on pages 135-143 help clarify the components of Plan B?

Diving Deeper...

- Which pitfall do you think would be easiest to slip in to, and how would you imagine guarding against that happening?
- How far along are you in making the shift from the old to new language beginning on pg. 145?

Chapter 8: The Logistics

The Basics

- What is the most challenging aspect of implementing the CPS model in a school? (p.149)
- Why is it important to *start small* when beginning to implement the CPS model in schools? (p. 150)
- What are the four (4) "specific components that will get and keep the ball rolling"? (p. 150-152)
- What are the crucial characteristics of core group members? (p. 151)
- What is the first thing the core group should tackle? (p.151)
- How should core group members practice Plan B? (p. 152)
- How can core group members expand the effort to implement the CPS model? (p. 152)
- What is the role of administrators in implementing the CPS model in a school? (pp.156-157)
- How are parents engaged in the model and process? (pp. 157-158)
- How can the core group teach colleagues about Plan B?
- What are the steps in introducing the Plans and Plan B? (pp. 159-161)
- What are the components for demonstrating Plan B? (pp. 161-164)

Diving Deeper...

- If your building was to take on implementing CPS, how would the process start? What would be the sequence of implementation?
- How would you find the time to learn and practice CPS?
- How are your building's current initiatives (RTI, PBIS, etc.) aligned (or not) with CPS?

Chapter 9: The Others

1. Are the ways in which your team is disciplining, teaching, and interacting with ALL students fostering the positive qualities of empathy, appreciating how one's behavior is affecting others, taking another's perspective, honesty, and resolving disagreements in ways that do not involve conflict?
2. How do the three steps of Plan B teach skills?
3. Could you see using Plan B in dyads, small groups, and with a whole class? What would be the benefits? What would be hard?