



Contact / Presenter

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Online Registration

<http://login.myquickreg.com/register/event/event.cfm?eventid=19776>

Registration Assistance

Mary Devine, CESA #4
(800) 514-3075
mdevine@cesa4.org

Cost

\$50.00

Payable to

CESA #4

Send Payment to

CESA #4, 923 East Garland Street,
West Salem, WI 54669
ATTN: Mary Devine

With all checks or purchase orders, PLEASE include and clearly define: Participant name, exact name of workshop, and date. Thank you!

Credit

OPTIONAL — One graduate credit is available from Viterbo University for an additional \$200.00

Note

Class is online 24/7 from any Internet-enabled device using the Moodle platform. You will receive a Moodle login and password together with the optional graduate credit registration materials by email after you register.



"Lost at School"

Ross Greene
Online Book Study

February 1-28, 2018

This interactive, synergistic, guided online book study is intended to provide a forum for school leaders to explore, in theory and in practice, Dr. Greene's Collaborative Problem Solving approach to challenging behavior. Over a four-week period from February 1 to February 28, participants will become familiar with, reflect upon, and critique this "enlightened, clear-cut, and practical alternative" to conventional school discipline.

Each week participants will be expected to complete the assigned reading, respond to one or more prompts posted by the facilitator on the group's Moodle, and engage with co-participants in discussing the potential advantages and disadvantages of implementing the CPS model in their own schools and districts. Participants will be encouraged to complete the Assessment of Lagging Skills and Unsolved Problems (ALSUP) for a particular challenging student, pick a specific unsolved problem or trigger upon which to focus, and do an actual or simulated Proactive Plan B intervention (the essence of CPS) with a student, colleague, partner, grandchild, son or daughter, as available.

Participants in this online book study will:

- Pursue a common understanding of why school discipline is "broken" and how a new conceptual framework can facilitate three "massive shifts" in a system that isn't working for teachers, parents, and challenging kids.
- Familiarize themselves, and each other, with the lagging skills and chronic unsolved problems that underlie challenging behavior, and some of the triggers that activate it.
- Reflect upon their own experience and professional practice, and that of their colleagues across the state, as they assess the contexts within which Collaborative Problem Solving (Plan B) may be applied in their schools and the extent to which Plan A and Plan C characterize their schools' current discipline policies and procedures.
- Learn and practice the three steps for doing Proactive Plan B: empathy, define the problem, and invitation.
- Share their Plan B experience with other participants.
- Collaboratively assess problems, and potential problems, with executing Plan B.
- Learn when and how to use Emergency Plan B and how to use Plan B in groups.
- Identify and consider structures for supporting and sustaining systemic change around discipline policies and procedures in their schools and districts.