



Discussion Guide

Chapter 1:

- The authors describe a variety of changes that occurred over the past 2-3 decades that have made it harder to be a kid these days.
- What do you think of their list? Is there anything you'd add? Is it your observation that kids are struggling more these days?

Chapter 2:

- The authors provide numerous themes and concepts that are central to creating school cultures and climates that are more responsive to students.
- What do you think of the concepts of “developmental variability” and “expectation management?” Do you agree with their definition of good teaching (meeting every student where they're at)? What do you think of their definition of concerning behaviors as a frustration or distress response? Does that definition change anything for you?

Chapter 3:

- The authors describe a rather large number of common interventions that are “late.”
- Does viewing these interventions as “late” help you rethink your approach to concerning behavior? Do you agree that schools are “set up” to be late and that greater effort needs to be devoted to being early?

Chapter 4:

- The authors introduced the Assessment of Skills and Unsolved Problems (ASUP) and described how to use it.
- Do you think the ASUP would be useful in your school, especially for the students who are struggling the most? How do you feel about it being, at the very least, a useful adjunct to Functional Behavior Assessments and Behavior Intervention Plans?

Chapter 5:

- The authors described how to solve problems collaboratively.
- Can you see yourself using Plan B with students? What do you think would be the major barriers to doing so?

Chapter 6:

- In this chapter, the authors questioned some tried and true, longstanding practices in schools for identifying students who need something different.
- Do you agree that current structures take too long and that acuity should be the primary differentiator rather than tiers and eligibility? What do you think of the adage “Stabilization comes before education”?

Chapter 7:

- The authors suggest that schools are over-emphasizing consequences and argue that consequences don't solve any of the problems that are causing students' concerning behavior.
- What are your thoughts on that? Did you find the answers you were looking for regarding some of the nuances of Plan B?

Chapter 8:

- The authors suggest that helping students solve the problems that are affecting their lives is something educators have always done.
- What do you think of that? Do you feel that's a role you can still play in the lives of your students?

Chapter 9:

- In this chapter, there were three stories related to implementation of the CPS model in schools.
- Did you find the stories to be helpful? Do you think implementing the CPS model is something you'd like to pursue in your school? What do you see as the primary barriers?

Chapter 10:

- The authors described the research base for many popular school-based interventions.
- Were you surprised that so many interventions are not evidence-based? Does that change anything for you?

Chapter 11:

- Application of the CPS model in restrictive settings was described.
- Did the information in this chapter help you even if you don't work in such a setting?

Chapter 12:

- The authors list a variety of things educators can and can't do something about. They also included the Profile of a Graduate from a school system in Massachusetts.
- What do you think of the Profile and its emphasis on real-life skills? Do you agree with the list of things you *can* do something about?

Final Reflection Point:

- The authors indicate that diversity is the same thing as developmental variability, that equity means meeting every student where they're at, with each student as their own reference point, and that educators have always tried to include students who were at risk for being excluded. What do you think of their use of these terms? Did their use of these terms make it harder or easier for you to access the material in the book?