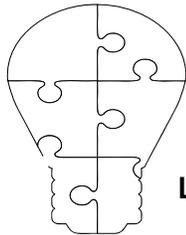


The Collaborative & Proactive Solutions Model (CPS) vs. ABA: How are These Approaches Different and How are They Alike?

Presented by:
Heather L. Hughes, Ph.D.
NELI Conference of Autism
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Learning targets:

- Understand the basic principles of Applied Behavior Analysis (ABA)
- Understand the basic principles of the Collaborative & Proactive Solutions (CPS) model
- Identify similarities & differences between ABA & CPS
- Review implications for school practice
- Acquire knowledge of helpful resources

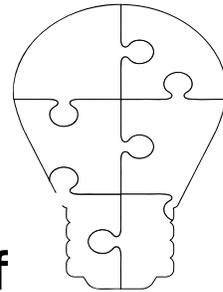
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Gratitude Moment



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Brief Overview of Applied Behavior Analysis



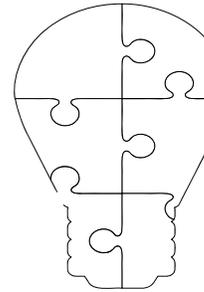
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Applied Behavior Analysis

A scientific approach to understanding behavior.

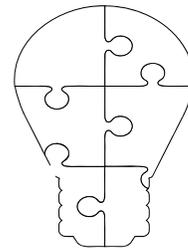
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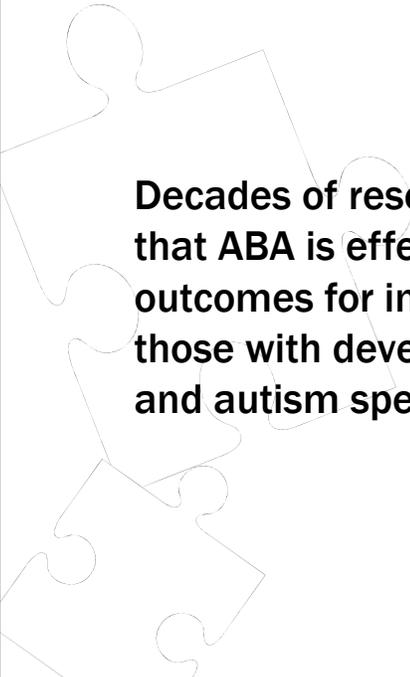
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ABA refers to a set of principles that focus on how behaviors change or are affected by the environment, as well as how learning occurs.

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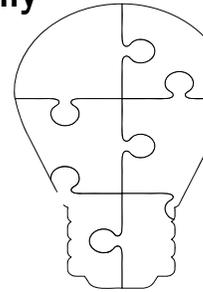


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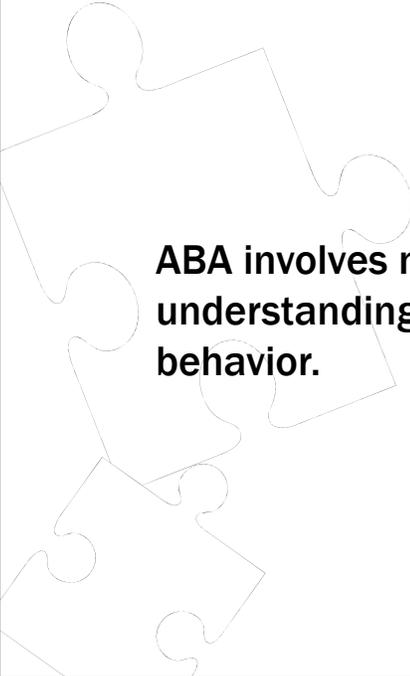


Decades of research have shown that ABA is effective for improving outcomes for individuals, especially those with developmental delays and autism spectrum disorder.

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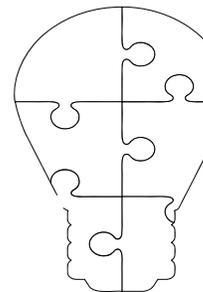


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ABA involves many techniques for understanding and changing behavior.

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Applied Behavior Analysis

can change behavior in several ways:

INCREASE behavior

(e.g., reinforcement procedures increase on-task behavior, skill acquisition).

MAINTAIN behavior

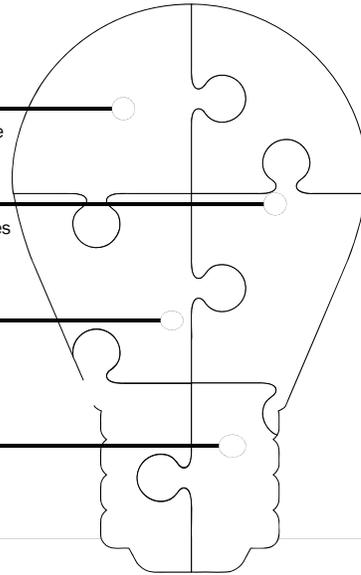
(e.g., teaching self-monitoring procedures to maintain and generalize pro-social behavior.)

GENERALIZE behavior

From one setting, person, situation to another (e.g., reading one-on-one to reading in a small group).

REDUCE behavior

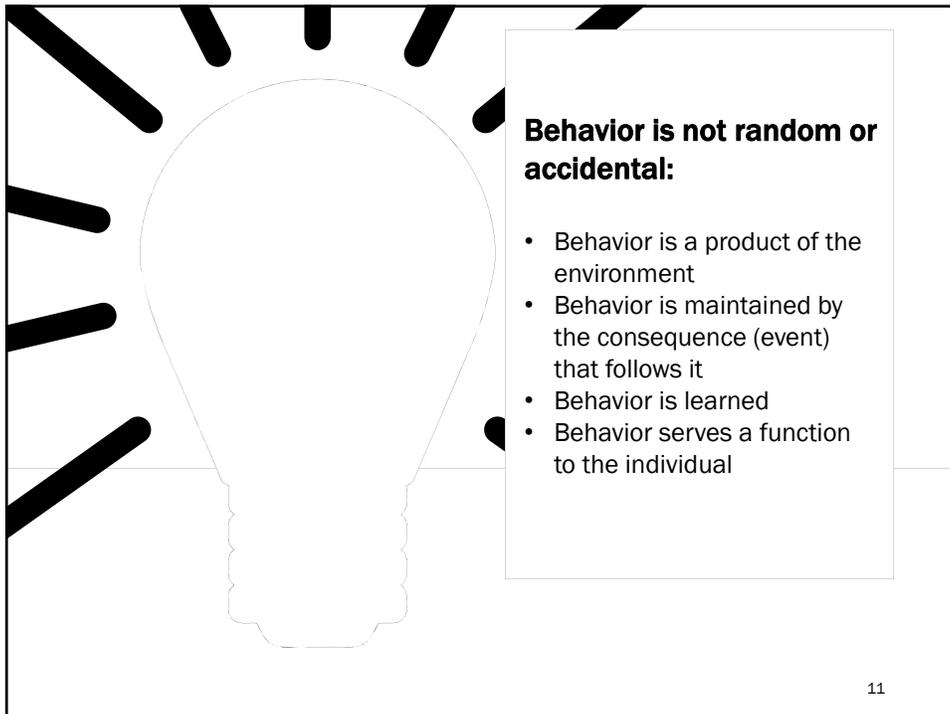
that is challenging or interfering (e.g., elopement, task avoidance, aggression).



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Behavior is not random or accidental:

- Behavior is a product of the environment
- Behavior is maintained by the consequence (event) that follows it
- Behavior is learned
- Behavior serves a function to the individual

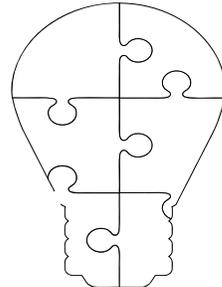


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Must understand **WHY** the behavior is occurring **BEFORE** attempting to change it.

This is accomplished by conducting a **Functional Behavior Assessment**

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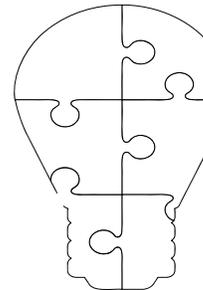


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Functional Behavior Assessment

The process of gathering information about the **antecedents** and **consequences** that are functionally related to the occurrence of **behavior**.

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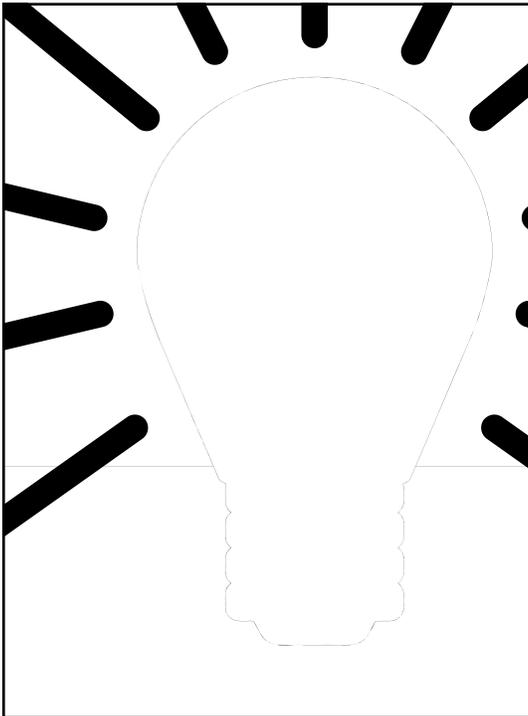
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Functional Behavior Assessment
Behavior is analyzed through a three-term
behavior change contingency –
the “A-B-C”s:

| | | | | |
|--|---|--|---|--|
| <u>A</u> Events that occur immediately before the behavior What are setting events that may evoke the behavior? | → | <u>B</u> Actual response or reaction to the antecedent | → | <u>C</u> Response following the behavior that will make it more/less likely to happen in the future Reinforced – Continues Extinguished -Weakens Punished – Temporarily decreases |
|--|---|--|---|--|

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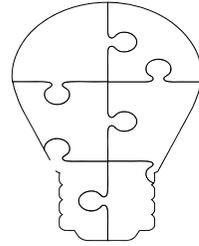


Decisions regarding the effectiveness of the intervention are based on data collected.

Based on the data analysis, the teacher/interventionist/parent may choose to continue with the intervention or change the intervention to produce positive outcomes for the individual.

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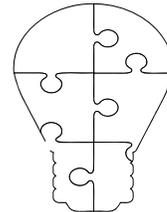
Positive Behavior Interventions & Supports (PBIS)



PBIS is a tiered framework designed to enhance academic and behavior outcomes for all students by using *data* to make decisions about the selection and monitoring of behavior practices and organizing resources and systems to *teach* and encourage students' social skills and behaviors.

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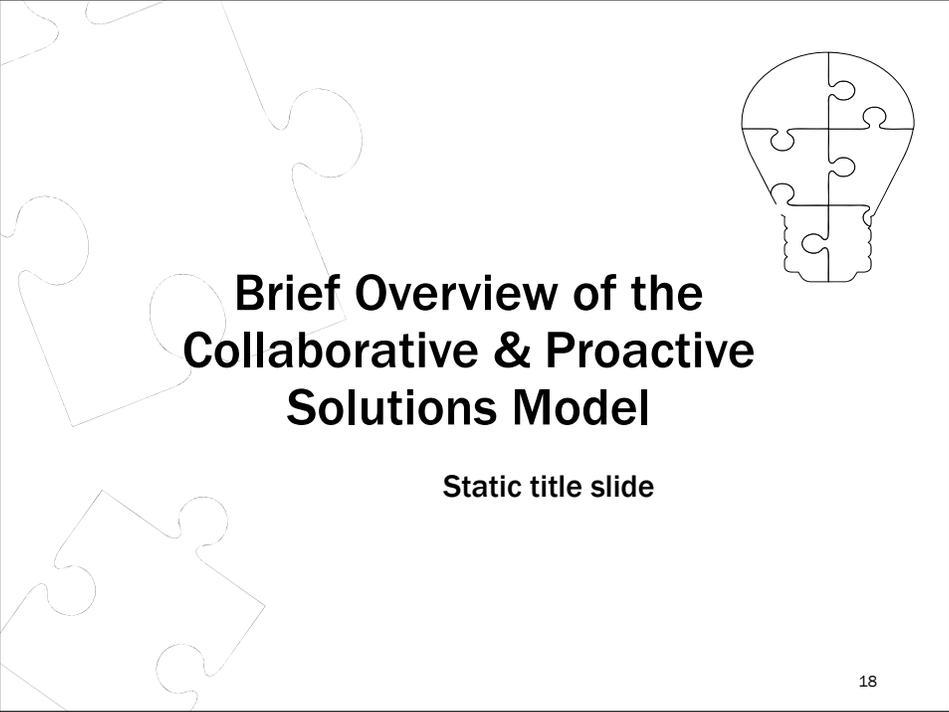
Positive Behavior Interventions & Supports (PBIS)



PBIS Principles:

- Develop a continuum of behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the occurrence of problem behavior
- Implement behavioral practices with accountability
- Continuously monitor student performance & progress

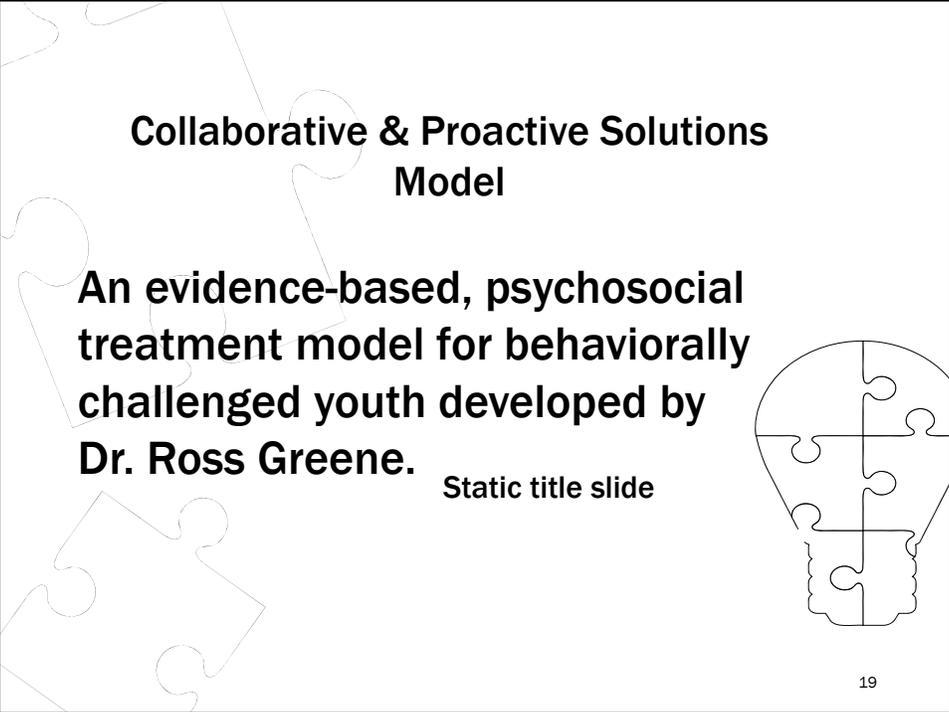
17

The slide features a background of faint puzzle pieces. In the top right corner, there is a line-art icon of a lightbulb, where the bulb part is composed of four interlocking puzzle pieces. The text is centered on the slide.

Brief Overview of the Collaborative & Proactive Solutions Model

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The slide features a background of faint puzzle pieces. In the bottom right corner, there is a line-art icon of a lightbulb, where the bulb part is composed of four interlocking puzzle pieces. The text is centered on the slide.

Collaborative & Proactive Solutions Model

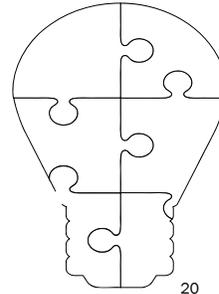
**An evidence-based, psychosocial
treatment model for behaviorally
challenged youth developed by
Dr. Ross Greene.**

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**CPS early research examined
challenging behavior of youth within
the context of school discipline
practices and the impact on
student outcomes**

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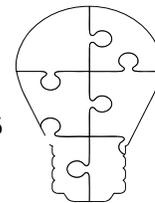


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Collaborative & Proactive Solutions Model

**Research finds that executive
language processing, emotion
regulation, adaptability, and social
skills are frequently found lagging in
youth with social, emotional, and
behavioral challenges.**

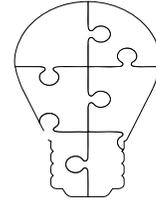
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(Greene & Winkler, 2019)

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Collaborative & Proactive Solutions Model



“Lagging skills” explain why some students respond maladaptively to problems and frustrations.

(Greene & Winkler, 2019)
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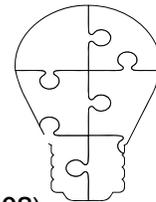
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Collaborative & Proactive Solutions Model

Lacking skills in the realms of:

- **Flexibility/adaptability**
- **Frustration tolerance**
- **Emotion regulation**
- **Problem solving**

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(Greene, 2008)

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Collaborative & Proactive Solutions Paradigm shift:

Emphasis on problems causing the behavior

(Identifying and solving the problems rather than on modifying behavior).

Problem solving is collaborative, not adult-driven and unilateral

(Partner with the child to solve the problem instead of imposing consequences).

Problem solving is proactive not reactive

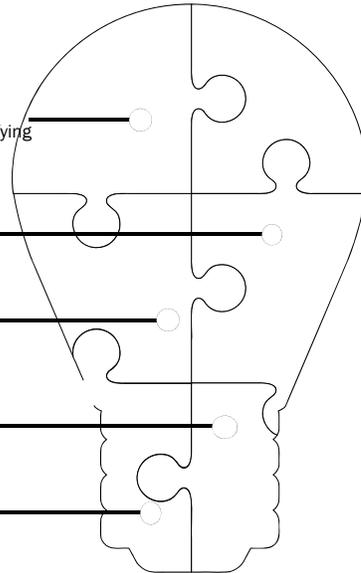
(Unsolved problems are highly predictable when two questions are answered – “Why” and “When”).

Children do well if they are able

(When children have the skills, they are able to meet expectations).

Doing well is preferable

(Children respond poorly to problems and frustrations because of lagging skills not lagging motivation).



(Retrieved 2/11/2020 from: www.livesinthechange.org)

CPS Three Step Collaborative Problem Solving Process

1. Empathy step –

Gather information from child about what is hard about meeting the expectation

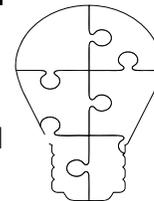
- Described as a “drilling strategy” using active listening and clarifying statements

2. Define Adult Concerns step

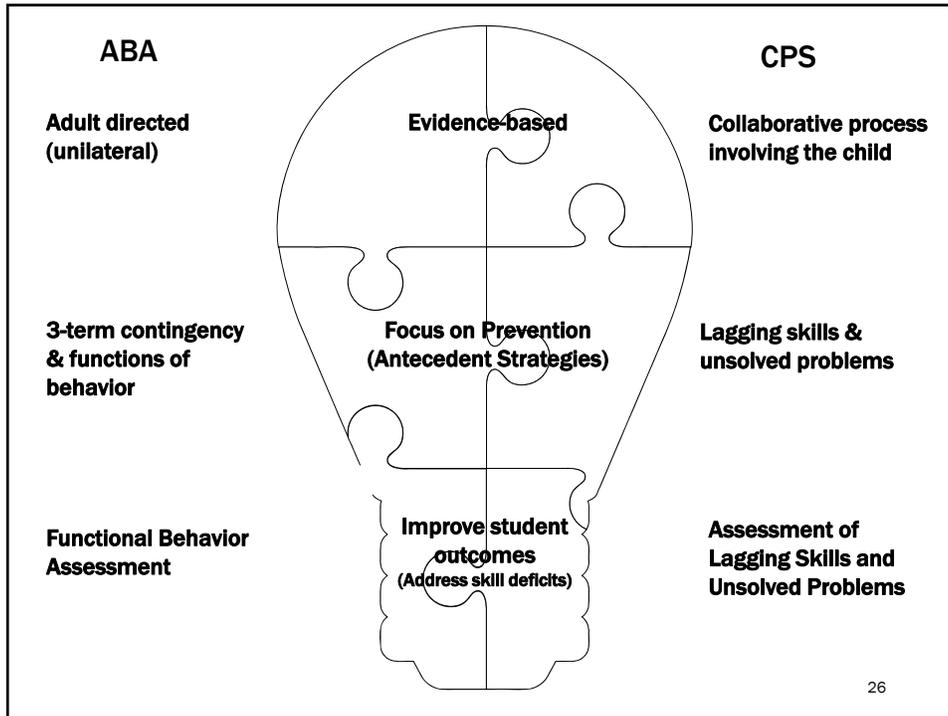
- Adult identifies concerns

3. Invitation step

- Adult and child collaborate to identify a solution that is realistic and mutually satisfactory



(Greene, 2008)



| | |
|---|--|
| <p>1. Evidence-based ABA and CPS are not within the same lines of research, but are not mutually exclusive</p> <p>2. Supplemental CPS model and processes can be integrated into existing PBIS systems of support</p> <p>3. Inclusiveness? CPS requires social cognition and language processing skills at a level necessary for the child to participate in the collaborative process</p> <p>4. Enhance FBA FBA processes can be expanded to include the CPS model and ALSUP in the development of BIPs, IEPs, and interventions</p> <p>5. Child centered Focus on improving outcomes for youth</p> <p>6. Socially significant Address student challenging behavior through alternatives to traditional school disciplinary (punitive) practices</p> | |
| <p>Summary</p> | |

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Resources

Collaborative & Proactive Solutions resources:

<https://www.livesinthebalance.org>

Digest of Education Statistics, 2019:

<https://nces.ed.gov/pubs>

Autism training and resources:

<https://www.ocali.org>

Center on Positive Behavioral Interventions & Supports:

<https://www.pbis.org>

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