

MAINE SUPPORT NETWORK

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Book Study Moodle - Lost at School by Ross W. Greene

Monday, January 11, 2010 - Friday, February 12, 2010

(Approximately 10 hours over 5 weeks, exclusive of reading).

A 10 clock hour certificate will be issued.

This interactive, synergistic, guided online book study is intended to provide a forum for school leaders in Maine to explore, in theory and in practice. Dr. Greene's Collaborative Problem Solving approach to challenging behavior. Over a five week period in January and early February, 2010, participants will become conversant with, reflect upon, and critique this "enlightened, clear-cut, and practical alternative" to conventional school discipline.

Each week you 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 your own schools. Beginning in Week 2 or Week 3, 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 actually "do" Plan B (the essence of CPS). To the extent that his schedule will allow, Dr. Greene has graciously offered to "sit in" on our study to provide clarification and direction as needed.

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, or 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.

Instructor: Murray Bourne is a teacher and former school administrator with long and varied experience in public and independent schools in Quebec, New Brunswick, and the eastern Arctic territory of Nunavut. Since 2007 he has been employed as a teacher of students with mild to moderate disabilities at Winslow High School in Winslow, Maine. Murray's interest in proactive, and non-punitive problem-solving alternatives began early in his career and gained momentum during his tenure as vice-principal at a small, rural, and culturally distinct K-12 school where conventional disciplinary measures were the norm and the dropout rate was high. Encouraged by district wide PLC (DuFour, Eaker, et al.) and Invitational Education (Purkey) initiatives, he turned increasingly to colleagues, parents, and students for help in finding solutions to chronic behavioral challenges which focused on teaching for enduring behavioral change. Though an untrained novice in Dr. Greene's Collaborative Problem



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Solving method, Murray believes that in Plan B he has found the logical next step in this enterprise for, as Dr. Greene so succinctly observes, office referrals, detentions, suspensions, and expulsions "are ineffective for most of the students to whom they are applied." We can, and really must, do better.

Once you register for the Course an email will be sent to you with login information and your enrollment code. [Click here to order the book.](#)

Intended Audience: principals, assistant principals, faculty leadership team members (maximum 30 participants).

Fee: \$30.00