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Teachers' Perceptions of Implementing the Collaborative Problem-Solving Model

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This is to certify that the doctoral study by

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Walden University
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Abstract

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Admin Certification, University of Tennessee at Martin, 2013

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Project Study Submitted in Partial Fulfillment

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Abstract

Some children display challenging behaviors because they do not have the skills to manage their behaviors appropriately. The collaborative problem-solving (CPS) model was implemented at a local middle school in Tennessee to provide students with social-emotional learning and support (SELS) as a means for promoting students' self-directed behavior management skills. The problem was that despite the implementation of the CPS model prior to the intervention of administrator support/disciplinary action, the out-of-school suspension (OSS) rate increased since 2016. Guided by Greene's CPS model, the purpose of this basic qualitative study was to investigate teachers' perceptions of the implementation of the CPS model and institutional supports needed to improve implementation of the CPS model as a means for preventing OSS for students. Seven teachers who were trained and actively implementing the CPS model with students in grades 6-8 at a local middle school were interviewed. Data were analyzed using open coding to identify emergent themes. Findings revealed that teachers needed and wanted ongoing professional development, should maintain a growth mindset, and must strive to implement equitable practices for all students holistically. Based on these findings, a 3-day professional development was designed to assist teachers and other school staff in refining implementation of the CPS model. With enhanced implementation of the CPS model in schools, positive social change may occur by strengthening SELS practices that aim to support students' social, emotional, and behavioral development in an equitable and holistic manner, possibly reducing the need for assigning OSS as a disciplinary consequence in schools.

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Dedication

"Be strong and courageous. Be careful to obey the law. Keep this book of the Law on your lips; meditate on it day and night. Do not be afraid or discouraged, for the Lord your God will be with you wherever you go" (Joshua 1:6-9). My mother encouraged me to read these scriptures with prayer every morning before leaving home for. This long and arduous doctoral journey challenged me to rehearse these words in my mind daily, and I learned the meaning of being strong and courageous by continuing to move forward through this process regardless of the challenges coming my way. I am grateful to have a mother who taught me the importance of committing to my goals and the importance of maintaining a strong relationship with God. It's only right that I give utmost reverence to God for sustaining me with strength and wisdom through this process, and I dedicate my project study to my mother, Rose Guy, who stood by my side along the way.

"We don't fail. We keep fighting until we win." My dad never believed in failure. He believes that if you have the heart to keep going, you will achieve the goal. Now, I stand achieving the goal of completing my project study as a doctoral candidate at Walden University because I endured to the end. I am thankful for my father, Randy Guy, and dedicate my project study to him as well for pushing through the hardest moments.

Lastly, I dedicate this study to my grandparents, who supported me in every way possible. Although they passed away, their presence in my heart gives me the persistence to keep striving for excellence. Thank you to Henry and Remmite Sager and Aspin and Helen Guy for being the most supportive and loving grandparents a grandson could ever desire. I love and miss you all dearly.

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I am thankful for family members being understanding when I missed events, parties, and gatherings to focus on my studies. I am thankful for my cousin, Dr. Katrina Sager-Dowell, who paved the way for me and others in our family as the first person to attain a doctoral degree, letting us know it is possible, and that I would achieve my goal.

I am thankful for my friends who always found ways to make me feel included even when I showed up to events and gatherings extremely late or not at all. I am thankful for my friend and brother, Antonio Hinton, who often forced me to take breaks and have fun. He always knew how to take me away from the work long enough to refresh my mind so that I could get back on track with my studies at the right time.

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Section 1: The Problem

Social-emotional learning and support (SELS) programs provide teachers with the support and skills they need to prevent or address challenging behaviors with students in schools. An increasing number of school leaders, teachers, and students have articulated the demand for SELS to support students' holistic development beyond academic support (Allbright et al., 2019). With such demands, school districts and schools may struggle to integrate SELS with meaningful and sustainable methods (Jones & Bouffard, 2012). Also, many students who require SELS would rather not attend school because of their learning deficiencies, and often because of the social challenges they endure among their teachers and peers (Allbright et al., 2019; Espelage et al., 2015). Such experiences impact students' academic skills and their ability to manage, regulate, and communicate emotions that result from internal or external conflicts (Espelage et al., 2015). When teachers are not equipped to support students who have social-emotional challenges, the culture of the learning environment is compromised, and students' academic achievement and growth may stagnate (Schonert-Reichl, 2017).

Schools and outside organizations implement SELS programs to increase students' skills; however, these programs present challenges because sustainability cannot be guaranteed, and methods employed may not address each school's specific challenges (Bailey et al., 2019). Although some SELS programs have a one-size-fits-all approach, each student is unique and presents a spectrum of challenging behaviors that requires individualized support systems. A significant challenge in terms of implementing SELS involves understanding what constitutes high-quality SELS

programming and how to include with that programming clear and explicit instruction (Berkowitz et al., 2017; Jones & Doolittle, 2017). SELS should be provided using a progressive model designed to target specific and age-appropriate skills with research-based strategies that increase the practicability of SELS implementation and schoolwide consistency (Jones & Bouffard, 2012). This approach encourages teachers to implement strategies that address students by offering ongoing reflection of their experiences (Bailey et al., 2019).

My project study was an investigation of teachers' perceptions of the implementation of the collaborative problem-solving (CPS) model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing out-of-school suspension (OSS) for students. Teachers at the local middle school in Tennessee implemented the CPS model to provide SELS before administrator support/disciplinary action is necessary, however, implementation of the CPS model did not reduce the number of OSS for students as desired.

To gain a clear perspective of the implementation of the CPS model at the school site, I investigated teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. Information gathered from this investigation was used as a guide for augmenting the way the CPS model is implemented at the discretion of school leaders. Additionally, data analysis revealed that teachers need additional professional development, coaching, and support regarding how to provide SELS

consistently throughout the school year to ensure CPS model practices are executed with fidelity before administrator support/disciplinary action is necessary.

The following sections include the local problem at the school site, rationale for the study, definitions of terms, significance of the study, and the research question. Then, I provide a literature review, analysis of the conceptual framework, discussion of key variables and concepts, implications, and a summary.

The Local Problem

In 2016, the local middle school in Tennessee developed a partnership with Think:Kids to initiate the implementation of the CPS model. The CPS model is a SELS intervention program that trained professionals use to support students with challenging behaviors (Think:Kids, 2019). Teachers at the local middle school were trained during a 2-day summer professional development session regarding how to implement the CPS model in their daily instructional practices. However, implementation had not yielded results that the local middle school expected.

Consequently, the problem investigated was that despite the implementation of the CPS model prior to interventions involving administrator support/disciplinary action, the OSS rate increased since 2016. This problem was significant because the local middle school implemented the CPS model with the intent of reducing the OSS rate. The local middle school challenged teachers to provide students with SELS using the CPS model prior to administrator support and/or disciplinary action; however, teachers' perceptions about the program, how to implement it, and what can be done to improve implementation were unknown.

Well-trained teachers who take time to invest in their own wellness and enhance their implementation of SELS are fully prepared to support the needs of students with challenging behaviors (Schonert-Reichl, 2017). However, most teachers are not fully prepared to provide SELS because of lack of support and proper training they receive over time (Schonert-Reichl, 2017). When teachers do not respond to or approach challenging behaviors appropriately using SELS, the culture of teaching and learning is likely compromised, and the OSS rate increases (U.S. Department of Education, 2016).

Teachers at the local middle school who implement CPS models must refine their knowledge and practices of SELS to support the needs of students with challenging behaviors (Greene, 2018). They must also be cognitively aware of when their expectations for students conflict with students' cognitive understanding and skills (Schonert-Reichl, 2017). Innovative approaches to supporting students holistically are essential to ensure that school leaders and teachers provide the most appropriate support when implementing the CPS model; therefore, it is vital to examine and improve responses to students' challenging behaviors (Greene, 2018).

Rationale

I met informally with the local middle school leadership team, including the school principal, dean of instruction, dean of students, and school counselor to analyze data regarding percentages of students who received an OSS during the implementation of the CPS model to establish the need for my project study. Members of the leadership team welcomed the discussion and data analysis. Before this meeting, the team ensured

that all data were deidentified and aggregated to ensure that no individual student's identifying information was shared with me.

Data indicated percentages of students who received 1 OSS with 1 or more days, 2 to 5 OSS with 1 or more days, and at least 6 OSS with 1 or more days since 2016 (see Table 1). With the onset of the COVID-19 pandemic in March 2020, implementation of the CPS model was impacted during the 2019-2020 school year. Teachers had to implement the CPS model in remote learning environments to address behavioral challenges they identified while using the Microsoft Teams platform.

Even after the implementation of the CPS model in 2016 to mitigate challenging behaviors, some students still received an OSS. These students may not have benefitted from the CPS model implementation, or teachers may not have fully implemented the CPS model as intended. Although the CPS model has been in place since 2016, the model and its implementation are not working as intended, as indicated by the increase in OSS rates.

Table 1

Percentage of Out-of-School Suspensions in Grades 6 Through 8 Since the

Implementation of the CPS Model

Numbers of	School Year			
Students and OSS	2016-2017	2017-2018	2018-2019	2019-2020
Student enrollment	447	442	440	450
Percentage of students who received an OSS	15%	17%	27%	28%
1 OSS of 1 or more days	8%	11%	16%	6%
2 to 5 OSS of 1 or more days	7%	5%	10%	20%
At least 6 OSS of 1 or more days	0%	0%	0.4%	1%

Table 1 shows that OSS rates did not decrease at the school site; in fact, they increased each school year, despite some anomalies. School administrators speculated about reasons for lack of improvement. The dean of students asserted that had the CPS model been implemented fully with fidelity, the intended goal to reduce the OSS rate at the local middle school could have been met. The school principal said teachers' implicit biases and preconceived notions about students with challenging behaviors may have impeded implementation of the model. It is also important to note that although OSS rates increased since 2016, total school enrollment remained the same.

The purpose of my project study was to investigate teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS. This investigation included interviews wherein participants revealed recommendations that could enhance the implementation of the model at the discretion of school leaders. School leaders implemented the CPS model with hopes of decreasing OSS rates, and while my project study could not directly lead to a decrease in the OSS rate, information gained from this study may inform recommendations to the local middle school regarding how to improve implementation of the CPS model. To investigate the problem of my project study, I used the basic qualitative research design so that teachers could express their perceptions regarding implementation of the CPS model and identify institutional supports that are needed to improve implementation of this model as a means of preventing OSS for students.

Definitions of Terms

Administrator support: School leaders ensure that teachers are given tools to manage classrooms wherein decision-making is strong, practices improve daily, teacher retention rates are high, trusted relationships are formed, and communication is consistent among team members (Balyer et al., 2017).

Challenging behaviors: Intense and frequent culturally abnormal actions that interfere with optimal learning experiences of others and limit interactions with peers and/or adults because of the potential to lead to physical harm (Rubbi Nunan & Ntombela, 2019).

Collaborative-problem solving: A strategy-based SELS approach used by adults to avoid power, control, and motivational procedures when addressing challenging behaviors of children who lack skills to address issues. Adults promote flexibility and frustration tolerance while focusing on building positive relationships and teaching children the skills they need to succeed in life (Think:Kids, 2019).

Disciplinary actions: Decisions made by school leaders to enforce, and in most cases, reinforce high expectations for students with challenging behaviors (Omemu, 2017).

Implicit bias: Subconscious thoughts or stereotypes that impact a person's will to display empathy, act impartially, and make sound-minded decisions (Staats et al., 2015).

Out-of-school suspension (OSS): A disciplinary consequence used by school leaders that involves removing students with challenging behaviors—some with serious infractions, such as violent misconduct—from the physical school environment for a determined number of days to ensure that all students feel safe and are able to learn without unnecessary distractions (Lacoe & Steinberg, 2019).

Social-emotional learning and support (SELS): Strategies-based programs that provide the acquisition and application of practical awareness, feelings, and dexterities that children and adults employ to discipline their emotions, establish and attain constructive goals, feel and demonstrate compassion for others, cultivate and sustain positive interactions, and make sensible decisions (Mahoney et al., 2018).

Significance of the Study

My project study contributed to filling a gap in practice by investigating teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of this model as a means for preventing OSS among students. Although school leaders aspired to reduce the OSS rate through the implementation of the CPS model, it is important to acknowledge that some negative behaviors, regardless of interventions, are severe enough that OSS is necessary. Any school-level administrator at any public school is authorized to assign an OSS that excludes students from participation in school-sponsored activities and/or riding the school bus for good and sufficient reasons (Tennessee Department of Education, 2018). Reducing the OSS for lesser offenses or for infractions that could be handled another way is the objective of recommendations that emerge from this study. However, the OSS rate can never be 0% because some challenging behaviors warrant an OSS.

Improving the implementation of the CPS model would empower teachers to address challenging behaviors of students in the classroom with minimal administrative support or disciplinary actions. My project study supported professional education practice and allowed for practical application in my specialization field at the local middle school by providing recommendations for improving the implementation of the CPS model. Ongoing support and professional development may help school leaders and teachers make improvements to the CPS model at their discretion.

Findings from my project study may lead to positive social change by improving implementation of SELS programs and practices of school leaders and teachers in ways

that build positive relationships between teachers and students, create supportive

classroom environments, integrate social-emotional teaching strategies into lesson

content, and provide intensive individualized interventions to students. The professional

development project for my study involved a collaborative model for supporting

teachers' implementation of the CPS model. Teachers will engage in professional

development that includes individualized coaching and need-specific support to enhance

the implementation of the CPS model. Additionally, if recommendations that emerge

from my project study are implemented at the school site, implementation of the CPS

model may be improved, and the number of OSS may decrease.

Research Questions

In alignment with the research problem and purpose, the following research

questions guided my project study:

RQ1: What are teachers' perceptions of the implementation of the CPS model to

provide SELS prior to administrator support/disciplinary action as a means for preventing

OSS for students?

RQ2: What additional institutional supports do teachers need to implement the

CPS model fully prior to administrator support/disciplinary action as a means for

preventing OSS for students?

Review of Literature

A systematic search involving Walden Library databases supported a survey of

previous literature involving SELS and the CPS model. Key terms used for my project

study were *administrator support*, *challenging behaviors*, *collaborative problem-solving*,

disciplinary actions, *implicit bias*, *out-of-school suspension*, and *social-emotional learning*. These key terms yielded a range of articles related to SELS and the CPS model, which I collected and analyzed for relevant textual evidence to support my project study. All publications dated between 2016 and 2021. Databases used to collect and analyze these peer-reviewed journal articles were ERIC, ProQuest Central, Google Scholar, EBSCOHost, Academic Search Complete, and Expanded Academic ASAP.

Conceptual Framework

The conceptual framework used for my qualitative project study was the CPS model. The CPS model is an approach to understanding and intervening with youth who have social, emotional, and behavioral challenges (Greene & Ablon, 2005). The CPS model is a highly effective SELS model and framework used by teachers to support students with challenging behaviors (Pollastri et al., 2019; Pollastri et al., 2013). The overarching philosophy of the CPS model is that "kids do well if they can" (Think:Kids, 2019, para. 5), which suggests children are innately motivated to be successful and behave adaptively (Ablon, 2019; Pollastri et al., 2019).

The model ensures teachers understand that students who do not meet expectations lack skills to behave well, and assessing students to better understand what skills are lagging helps in terms of supporting them properly (Pollastri et al., 2016). When children's inherent skills are insufficient, teachers must determine leverage strategies to implement for SELS support.

Students demonstrate challenging behaviors in common ways: screaming, swearing, defying, hitting, throwing objects, breaking things, crying, running, and

withdrawing. Each child's challenging behaviors are unique and relate to lagging skills that lead to challenging behaviors (Ablon, 2019). Traditionally, responses to challenging behaviors stemmed from conventional wisdom that these behaviors were coercive, attention-seeking, manipulative, and the byproduct of poor motivation, and commonly, authorities relied on rewards and punishments as remediation (Pollastri et al., 2019).

When teachers perceive challenging behaviors as coercive, they miss opportunities to identify, understand, and address lagging skills that need to be supported immediately and appropriately. When teachers result to conventional methods or punitive consequences, they may damage relationships with students and increase challenging behaviors. Punitive remediation relies on revoking privileges, updating data trackers, and assigning detentions or suspensions; these responses typically fail to address or solve challenging behaviors appropriately (Pollastri et al., 2019). Teachers must implement SELS strategies that begin with observations of challenging behaviors to connect with students using positive approaches.

The CPS model suggests that using the CPS assessments and planning tool (CPS-APT) allows teachers who implement the CPS model to plan interventions and address challenging behaviors appropriately and efficiently by identifying unmet expectations and triggers, assessing skills, and addressing challenging behaviors (Pollastri et al., 2019). The CPS-APT is an assessments tool used to observe and identify the specific triggers or expectations that frequently lead to challenging behaviors, as well as the thinking skills that would help the individual to handle those demands more adaptively. Teachers who implement the CPS model use the CPS-APT to observe students'

challenging behaviors and identify their triggers and lagging skills. Once students'

triggers and lagging skills have been properly identified, school leaders and teachers take

strategic approaches to supporting students in order to not heighten their challenging

behaviors.

Teachers who implement the CPS model practice empathy during observations so

that students' challenging behaviors can be addressed appropriately using the

collaborative problem-solving thinking skills reference sheet (CPS-TSRS). The CPS-

TSRS allows teachers to monitor students' ability to communicate calmly with social

thinking skills, self-regulate their emotions, and stay focused using their cognitive skills

flexibly. It is important for school leaders and teachers to remain calm for students who

are accustomed to channeling challenging behaviors as a way to meet their demands or

gratify their desires. Teachers must also name the specific challenging behaviors they

want to address so that students know the exact behaviors they are working to regulate.

During the CPS-APT planning process, teachers who implement the CPS model

review their observations and narrow their focus on one action step to address

challenging behaviors (Pollastri et al., 2019). Teachers use the collaborative problem-

solving plan B organizer to prepare for plan B conversations. Plan B conversations take

place between the teacher addressing the challenging behavior and the student exhibiting

the challenging behavior so that the teacher can understand what triggers the undesired

behavior and how it can be regulated through practical steps taken by both the teacher

and student moving forward. The plan B organizer is the tool used to prepare the plan B

conversation with the student to share concerns, frame the problem, and norm on

potential solutions moving forward. The plan B organizer also helps teachers to stay on track during the plan B conversation with helpful tips and reminders so that the conversation does not go off topic while addressing students with challenging behaviors. The CPA-APT planning process is essential, and teachers must have a thorough understanding of triggers and lagging skills that evoke students' challenging behaviors. Expected outcomes during plan B conversations are that challenging behaviors will be addressed and reduced, teachers' expectations will be met, children's thinking skills and confidence will increase, children's problem-solving skills will be enhanced, and children and adults will develop and maintain healthy and sustainable relationships (Ablon, 2019; Pollastri et al., 2019).

Once teachers determine the expected outcomes they desire from students exhibiting challenging behaviors, they have 3 types of conversations to determine how they will address students: plan A, plan B, or plan C conversations. Plan A conversations are commonly led by teachers when attempting to impose their own expectations on students quickly to correct the challenging behaviors without student input. Teachers confuse setting high expectations with imposing their own will on students because expectations are not being met (Pollastri et al., 2019). Plan A conversations are quick and are led by teachers with positive intentions, however, plan A conversations often heighten challenging behaviors of students (Ablon, 2019; Pollastri et al., 2019). Plan B conversations are the nucleus of the CPS model and are led by teachers who strategically partner with students exhibiting challenging behaviors through collaborative efforts to regulate challenging behaviors in adaptive, mutually satisfactory, and realistic ways. Plan

C conversations are led by teachers who determine that students exhibiting challenging behaviors are not ready to engage in a mutually respectful conversation. In such cases, teachers displace their desired expectations for students in the moment to work through the emotions of students in the moment with hopes of strategically regulating students' challenging behaviors with a therapeutic response that ultimately leads to desired outcomes (Ablon, 2019). These conversations are implemented best when teachers internalize the philosophy of the CPS model with the mindset that kids will do well if they can and understand the purpose and intent of the CPS-APT before they begin plan B conversations.

The purpose of my project study was to investigate teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. Exposing challenges involving implementation may help school leaders and teachers identify gaps and strategically improve implementation of the CPS model. Further, at their discretion, school leaders and teachers may use data from my project study to make improvements involving implementation of the CPS model. If school leaders and teachers use this data to make improvements, the school may advance toward their goals in terms of implementing the CPS model: mitigating challenging behaviors prior to administrator support/disciplinary action and reducing the OSS rate.

The local middle school initiated the use of the model to reduce the OSS rate; however, adverse causes have impacted the OSS rate since 2016. I offered participants opportunities to share their perceptions of implementation and suggest resources and

supports they needed to fully implement the CPS model prior to administrator support and disciplinary action. I focused on the successes and challenges involving implementation to inform decisions regarding actions to improve implementation with hopes of reducing the OSS rate.

Review of the Broader Problem

SELS is the process of supporting students during the development of their social-emotional skills for holistic success (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2014; Zins et al., 2004). Students' social-emotional skills help to determine positive and negative interactions and relationships with others. SELS is also the process through which students increase their capacity to assimilate their thoughts, emotions, and behaviors in an effort to self-regulate challenging behaviors and focus on accomplishing important tasks in daily life that lead to positive outcomes (Zins et al., 2004). School leaders and teachers are leading facilitators of supporting students in terms of increasing their capacities in these areas.

SELS is a program that involves integrating research-based strategies in the classroom to enhance the development of students' social and emotional competencies, as well as to regulate social-emotional factors that influence learning in the classroom (Martinez, 2016). It is important for facilitators of SELS to implement consistent and sustainable strategies. Direct instruction that involves integrating academic content and SELS practices supports development of students' social-emotional skills in the classroom (CASEL, 2013). Deliberate practice embedded with ongoing feedback are

effective strategies by which school leaders support teachers' integration of SELS in the classroom (Civic Enterprises et al., 2013).

Challenges to Implementation of SELS

Providing SELS to students in schools has increasingly become a concern in educational reform because students' mindsets, beliefs, dispositions, emotions, and behaviors impact their college-and-career readiness and success, mental health, and relationships (Allbright et al., 2019). Although school leaders and teachers agree that SELS is important in terms of the holistic development and success of students, educators receive limited guidance regarding how to implement strategies for successful outcomes. SELS has proven to lead to favorable impacts on students via holistic strategies that promote positive school climates and relationships, support positive behaviors, and encourage participation in elective courses and extracurricular activities (Allbright et al., 2019).

SELS programs positively impact student performance holistically (Bisquerra, 2009; Durlak et al., 2011; Durlak et al., 2015; Zins et al., 2004). When students feel empowered and positive about themselves, they accomplish their goals. Otherwise, they struggle, and challenging behaviors often increase. SELS programs reduce challenging behaviors and emotional distress among students, increase prosocial behaviors in schools, and improve positive attitudes internally and externally (Elias & Arnold, 2006; Greenberg et al., 2003). The consistency of SELS programs and emotional constancy of school leaders and teachers contribute to these positive outcomes. Addressing the social-emotional skills of students improves their achievement, learning environment, and

experiences in school (Martinez, 2016). Additionally, these positive effects reduce students' anxiety, depression, emotional distress, and challenging behaviors, helping to improve their performance in schools (Diekstra, 2008; Durlak et al., 2011; Neil & Christensen, 2009; Wilson et al., 2006).

SELS programs are linked to successful social functioning and problem-solving as well as prevention of psychological difficulties in adults and children (Bradley, 2000; Monroe, 2005; Vorbach, 2002). Although children may have adverse experiences in their homes, school cultures that demonstrate fairness, firmness, and consistency are capable of supporting students appropriately. SELS practices that help school-aged children develop social emotional skills to regulate their challenging behaviors are highly desirable by teachers and school leaders (Harvey et al., 2016). School leaders and teachers seek processes and procedures that are research-based and proven to support successful student outcomes.

Some school leaders and teachers perceive emotional intelligence as a fixed trait that is unlikely to be teachable; however, teachers and parents can teach students who are well-informed and equipped to manage challenging behaviors (Domitrovich et al., 2007; Elksnin & Elksnin, 2003; Rietti, 2008). SELS programs include emotional intelligence and emotional competence, with the fundamental notion that these occur in a social context and can be learned (Harvey et al., 2016). Effective SELS programs involve collaboration, goal setting, and managing emotions (Miyamoto, 2016). These programs also require school leaders and teachers to have a positive mindset, awareness of biases and preconceived notions, flexibility, and clear expectations of desired results and

behaviors of students. Awareness, understanding, facilitation, and emotional management comprise a sophisticated and measurable skillset known as emotional intelligence (Bar-On, 1997; Mayer et al., 1999).

Parents, teachers, mentors, and policymakers have major roles in terms of providing SELS to students with challenging behaviors across contexts, and they must be malleable with students who experience changes over time in varying school culture and climates (Heckman, 2007; Ikesako & Miyamoto, 2015; Miyamoto, 2016). Students' social-emotional development generally takes place in a variety of settings. Regardless of the environment, when all facilitators of SELS programs work together to maintain consistency and processes in the best interest of students, achieving holistic goals becomes increasingly possible. Achieving these goals means that teachers and school leaders are mindful of their students' emotions and feelings, implement SELS practices with a growth mindset, integrate restorative practices that maintain positive relationships with students, and use research-based strategies designed to build highly efficient SELS programs that are sustainable over time (Elias, 2019).

SELS programs in the classroom promote students' self-management of emotions and behaviors; this ability is particularly important for children whose self-regulating abilities have been affected by maltreatment (Walkley & Cox, 2013). Persistent negative impacts due to maltreatment in students' homes and schools create heightened levels of difficulty when school leaders and teachers pursue positive relationships with these students (Elias, 2019). Students who experience extensive maltreatment may have

traumatic experiences (Walkley & Cox, 2013). Guidance regarding how and when to successfully implement SELS is scarce.

All students are not able to converse freely with teachers they do not know or with whom they have not developed relationships, even if they are able to accept support and guidance. These circumstances increase the need for adults to be trained to properly cultivate interactions with students who have challenging behaviors. There is no one-size-fits-all model for supporting students who demonstrate challenging behaviors. Mindfulness training for adults has many benefits to support best strategies for supporting students, which include strategies for stress reduction, empathy enhancement, emotion regulation, self-efficacy, and developing feelings of emotional connection with students (Elias, 2019).

With heightened awareness of SELS program implementation, it is important to note that social competence promotion and prevention program implementation had been accomplished before the term SELS was coined (Weissberg et al., 1993). Typically, SELS can be arranged into 4 groups: short and effective practices, curriculum-based SELS programs; schoolwide SELS practices, and climate and character approaches (Durlak et al., 2015; Osher et al., 2016). The five skills of emotional intelligences to support SELS are recognizing, understanding, labeling, expressing, and regulating (Brackett et al., 2019). Conceptualizing emotional intelligences is perceived as a positive human attribute, allowing students to achieve positive goals through the implementation of SELS (Goleman, 1995; Jagers et al., 2019). Effective school leaders and teachers

activate these skills through relationship building and by understanding the culture and climate of the school and classrooms in which they provide support.

Influence of SELS and CPS on OSS Outcomes

OSS for middle and high students lead to adverse effects in their academic development over time, and residual consequences lead to increased dropout rates (Kirkman et al., 2016). Black and Latino male students who drop out of school are typically forced out because of the punitive nature of truancy control (Mireles-Rios et al., 2020). Overall, Black students who were perceived as insubordinate were likely to receive OSS, which heightened their risks of school truancy, arrests, delinquencies, and ultimately becoming institutionalized (Hirschfield, 2018).

Punitive truancy control depends on overlooking the SELS needs of students, including physical and mental health, transportation challenges, teacher-student relationships, and standardized assessments, and forcing them to comply under conditions they cannot control and may not understand (Mireles-Rios et al., 2020). Over time, students' frustration with the lack of SELS may impel them to challenging behaviors escalating to entanglements with the legal system (Kirkman et al., 2016). To reduce these frustrations, educators have identified the triggers to challenging behaviors and worked towards resolving unmet expectations through the use of the CPS model to increase cognitive skills that help students to remain regulated in emotional situations (Pollastri et al., 2016).

All educators have experienced challenging behaviors that they lacked the skills to address appropriately (Nese & McIntosh, 2016). Educators who have implemented the

CPS model have reported a reduction in their stress levels with an increase in their capacity to address challenging behaviors effectively without the use of office referrals that often lead to OSS (Schaubman et al., 2011). When educators do not address challenging behaviors appropriately, pervasive responses lead to exclusionary discipline practices, such as time-out, office referrals, and suspensions (Nese & McIntosh, 2016).

School-based restorative practices, like conferencing and collaborative circles, reduce misbehaviors by resolving conflicts, improving students' sense of connection to the school community, and reinforcing the legitimacy of school authorities (Hirschfield, 2018). Educators and policymakers who examine these experiences find opportunities to address inequities within schools and implement the practices of meeting the social and emotional needs of students holistically before administering consequences that lead to OSS, truancy, and increased dropout rates (Noltemeyer et al., 2019).

Positive behavioral intervention and support (PBIS) systems in schools incorporate SELS to promote positive student outcomes in culturally safe and responsive environments (Noltemeyer et al., 2019). Some policies and interventions, when properly targeted and implemented, demonstrate the capacity to support schools' efforts to reduce their contributions to justice system inequality (Hirschfield, 2018). Students who have a sense of belonging, family and school support, and strong relationships are less likely to engage in challenging behaviors or be suspended (Kirkman et al., 2016).

When PBIS systems are implemented with fidelity, OSS rates are significantly lower (Noltemeyer et al., 2019). However, suspensions can be disproportionate when biased principals suspend more Black students than White students (Hirschfield, 2018).

Such practices are associated with negative outcomes, including the increased likelihood of perpetuated challenging behaviors, decreased achievement, and disparities in discipline based on race or ethnicity (Nese & McIntosh, 2016). When predominantly Black school districts are more likely than predominantly White districts to discipline students by suspending them, Black students overall are adversely affected, even if each district applied suspensions equitably within its own schools (Hirschfield, 2018).

SELS and CPS: Professional Development

Professional development centered on providing SELS support is a critical component in creating trauma-informed schools where educators understand maltreatment's influence on learning and behavior and apply a shared perspective and common language in trauma-informed intervention strategies (Paiva, 2019). School leaders and teachers who are trained to employ the CPS model to meet the needs of students who have experienced maltreatment implement a systematic framework for prioritizing goals and deciding how unmet expectations and triggers should be addressed (Pollastri et al., 2016). Ongoing professional development for school leaders and teachers helps to ensure self-efficacy and technical assistance that sustains dedication to SELS programs (Anyon et al., 2016). Further, the value of development and support is evident in schools that model SELS programs with fidelity (Mendenhall et al., 2013). Training opportunities may also provide a means of shifting schools' understanding of the impact of trauma and maltreatment on students in the learning environment (Phifer & Hull, 2016).

When schools implement SELS programs, their success depends heavily upon teachers' commitment to SELS and their level of comfort with its content, as well as support from the school (Brackett et al., 2012). School leaders and teachers who possess a fixed mindset regarding the use of SELS to address challenging behaviors rarely experience success. The mindset for CPS model implementation requires transitioning the primary paradigm from increasing students' motivation to improving students' skills (Pollastri et al., 2016). However, when skills are improved, motivation increases because educators feel empowered to accomplish goals without barriers.

Unfortunately, teachers receive limited training and support around the implementation of SELS because of higher demands to increase academic achievement (Durlak, 2015; Jones & Bouffard, 2012). Without regard to levels of preparedness, lack of support, or beliefs abouts SELS, researchers have assessed teachers' abilities to implement SELS programs in their classroom practices (Durlak et al., 2011). Similarly, examinations of effective implementation of the CPS model in schools are scarce. Overall, it is essential to help teachers build practices that address students' cognitive and social development holistically (Martinez, 2016).

The CPS model gives school leaders and teachers the opportunity to collaborate with students to recognize and change expectations that exceed their skill levels with the goal of adjusting expectations to prevent oppositional and explosive behaviors (Pollastri et al., 2016). When they are in middle school, students identify their strengths and interests, explore their identity and sense of purpose, advance their understanding of empathy and community connections through service-learning activities and community

involvement, and build strong relationships with family, friends, and mentors (Immordino-Yang et al., 2019). To develop collaborative skills, teachers must have the capacity to cultivate interactions with an intentional and holistic approach.

Despite the evidence that SELS supports development in children and adolescents, teachers and school administrators indicated they do not have enough resources or expertise to address the unique needs of individuals who exhibit challenging behaviors in school (Durlak et al., 2011; Maras et al., 2014). A lack of support and training can increase teachers' anxiety and frustration, which makes the implementation of SELS ineffective overall (Schonert-Reichl, 2017). Additionally, low retention rates in staff culture also contribute to inconsistent application of SELS programs and implementation of the CPS model. Changing the school environment requires consistency and reinforcement, and often, these resources are not available within school buildings (McBride et al., 2016). Experimental activities embedded in service-learning projects within a positive youth development framework are one way to build social and emotional skills in early adolescence (Chung & McBride, 2015). Mobilizing community resources that intentionally support students' social and emotional development, such as partnerships or collaborations that identify and prioritize student needs with research-based practices, also helps to address some of their challenges (D'Agostino, 2013; Epstein, 1995, 2001).

Teachers' lack of training, knowledge, and skills to address the needs of students displaying challenging behaviors is taxing given the increasing number of children attending early childhood programs and the impact these behaviors have on their future

successes (Conroy et al., 2019). Many school leaders and teachers are typically reluctant to implement the CPS model because they are resistant to change; however, additional professional development and support eventually guides them to change their mindsets and pursue successful implementation (Pollastri et al., 2016). The prevalence of a fixed mindset intensifies the need to define, identify, and analyze the active ingredients of professional development related to positive teacher and student outcomes through the implementation of the CPS model (Pollastri et al., 2016; Snyder et al., 2011).

Researchers recommended providing adults with professional development rooted in research-based strategies, deliberate practice, and collaboration with colleagues to increase buy-in (Darling-Hammond et al., 2017; Elias, 2019; Immordino-Yang et al., 2019). These research-based strategies should be embedded with effective modeling and ongoing support, feedback, and reflection (Darling-Hammond et al., 2017; Immordino-Yang et al., 2019). Educators must understand the necessary learning conditions to recreate them in schools to ensure students achieve in all areas (Elias, 2019). When teachers receive high-quality professional development, they benefit in two ways: increased use of research-based practices and enhanced self-efficacy (Bradshaw et al., 2009; Han & Weiss, 2005; Pas et al., 2012).

Early childhood teachers who receive training and professional development in implementing SELS programs experience improvements in classroom culture and success in the use of behavioral management strategies (Domitrovich et al., 2016; Domitrovich et al., 2009). These experiences reduce teacher burnout, increase their retention in schools over time, and provide higher levels of accomplishment with all

students. When teachers receive high-quality professional development with deliberate practice, feedback, and coaching, they are likely to implement SELS programs in their classrooms more effectively (Joyce & Showers, 2002; Snyder et al., 2012; Snyder et al., 2015). Ongoing training for teachers on how to implement SELS programs for challenging students enhances teachers' skillsets (Rivers et al., 2013). When teachers receive one-on-on coaching and support, SELS programs operate more efficiently and effectively, and students achieve positive outcomes holistically (Werner et al., 2016).

Professional development is an opportunity for educators to develop and learn SELS strategies to overcome the symptoms of maltreatment that impede students' learning (Overstreet & Chafouleas, 2016). Effective professional development also supports educators in their adoption of the attitudes, beliefs, and approaches that form the foundations of trauma-informed schools (Overstreet & Chafouleas, 2016). It is essential to provide teachers with high-quality, comprehensive professional development to facilitate successful use of interventions in the classroom (Conroy et al., 2019).

Professional development opportunities should focus on preparing school leaders and teachers to identify signs and symptoms of maltreatment and to understand the effects of maltreatment on brain development, learning, and students' needs (Dorado et al., 2016; Stewart & Martin, 2018). The collection and analysis of data through research-based strategies leads to the implementation of common practices among school leaders and teachers that ultimately control the climate and culture of the school (Paiva, 2019).

SELS and CPS: Schoolwide Practices and Interventions

Students enroll in schools from diverse walks of life with varying levels of development (Elias, 2019). Differences in development influence how students respond to challenges internally and externally. Because each school's cultural climate is distinct, seeking innovative approaches for ongoing improvement and development presents challenges without a particular effort to support that growth (Elias, 2019). Diversity in student development means schools must have a shared vision and equitable practices that support the needs of all students. A shared vision and concurrence among stakeholders, typically between leaders and facilitators, increases the organization's ability to implement an efficient structure for managing challenging behaviors (Durlak & DuPre, 2008). Interactive context and ongoing support in schools are essential in reaching and sustaining successful outcomes with an inclusive vision (Elias, 2019).

The socioeconomic status of a community may impact the climate and culture of the school. Negative impacts increase unnecessary stress that influences students' behaviors and the stability and/or retention of teachers. Poverty-related stress can manifest in adolescents as internalized and externalized problems, deviant behavior, and school drop-out, which further complicates the task of supporting students holistically (Wadsworth et al., 2008). Black and Brown families with socioeconomic statuses below the status quo are typically perceived by school officials as families with students who innately display aggressive behaviors and who usually decline or struggle to access resources that may offer them favorable outcomes (Reyes et al., 2013).

The increase of violence and the prevalence of bullying and harassment in U.S. schools validates the priority for teachers to help students navigate through their emotions and solve conflicts while also meeting their academic needs (Elias & Zins, 2013; Martinez, 2016; Robers et al., 2013). When implemented effectively, the CPS model strives to accomplish these goals (Ablon, 2019). Optimizing learning conditions for students requires teachers to focus on developing students' social and emotional skills to meet academic standards in a safe, caring, and supportive environment that promotes healthy student development and motivation (Osher et al., 2010). Over time, when implemented consistently with fidelity, CPS decreases the need to seclude or restrain children (Black et al., 2020).

Schools in economically vulnerable communities are constrained by the lack of resources available to help students learn rigorous content, while also preparing them for a successful transition into society (McBride et al., 2016). Such constraints may cause these schools to employ ineffective retaliatory and exclusionary consequences that impede students' academic progress, increase their challenging behaviors, and overshadow positive social trajectories (Fabelo et al., 2011). These traditional types of negative practices are easier to implement than the CPS model, especially when challenging behaviors are increasingly repetitive and damaging to the school culture.

However, certain behaviors by students warrant exclusionary discipline practices due to the nature of the infractions. When CPS resources are implemented with fidelity to solely address cognitive deficits, adults see significant decreases in the use of punitive strategies and techniques and a reduction in behaviors related to the need for restraints

and/or self-inflicted related injuries (Ercole-Fricke et al., 2016). Schools that lack resources are primarily consumed by the urgent need to address students' challenging behaviors, which may be exacerbated by the effects of poverty (Wadsworth et al., 2008). Students who engage in elevated rates of challenging behavior develop coercive and negative interaction patterns with their teachers; these dysfunctional relationships may lead to negative outcomes in school and beyond (Barnett & Boocock, 1998; Howes & Smith, 1995; Patterson et al., 1992).

Many students demonstrate challenging behaviors that negatively impact their learning and academic outcomes because they have triggers and lagging skills they do not understand (Brennan et al., 2012; Bulotsky-Shearer et al., 2012; Carter et al., 2010). Poor academic performance, negligence, and aggressiveness during elementary school are strong predictors of students' later challenging behaviors (Sprague & Hill, 2000). When students are labeled or mislabeled, school personnel attribute challenging behaviors to conscious acts of defiance; however, these behaviors are more likely a result of overwhelming distress (Anderson et al., 2015). Academic disparities and lagging skills within the underprivileged community of students increase the demand to provide them with early intervention and support before middle and high school (Reyes et al., 2013).

The implementation of positive behavior intervention systems are effective for increasing students' positive behavior (Durlak et al., 2011). When schools implement such programs, the effectiveness of these programs heavily rely on the capacity of its facilitators to implement them with fidelity (Payne et al., 2006). Before the implementation of any SELS programs or the CPS model, schools must create a shared

vison and codify their intentions to create collaboration and connection (Ablon, 2019;
Elias, 2019). Many schools have paired PBIS with a character-building curriculum (Elias,
2019). However, implementation quality is consistently low when research-based
strategies are not used properly, diminishing the positive impact on students (Durlak &
DuPre, 2008; Payne et al., 2006).

The successful implementation of PBIS programs depends on the support of
school leaders and teachers' positive perceptions (Kallestad & Olweus, 2003;
Mendenhall et al., 2013; Payne et al., 2006). Teachers' perceptions matter, which is why
the schools' vision must be clear and efficiently executed, especially regarding the
implementation of the CPS model. Program adaptation is also influenced by its
intervention characteristics, organizational capacity, and the intervention support system
(Durlak & DuPre, 2008). Social workers in schools support the integration of SELS to
address the challenging behaviors of students who are likely to experience psychosocial
challenges throughout their lives (O'Shaughnessy et al., 2003; Sprague & Hill, 2000).

A trauma-sensitive lens within the school setting requires that educators limit
expression of verbal and nonverbal preconceived notions toward students who
demonstrate trauma-response behaviors in the classroom (Anderson et al., 2015).
Teachers who have positive relationships with their students know and understand their
triggers (Pollastri et al., 2016). Students whose neurological systems are programmed to
operate in survival and defense modes may be impulsive, defiant, or noncompliant when
they perceive threats (Berardi & Morton, 2017). These perceptions of threat may derive
from awareness of implicit biases and preconceived notions by teachers and students

alike. Students affected by trauma are victims of maltreatment and struggle with behavioral and emotional challenges that impact learning (Paiva, 2019). Teaches must be sensitive to these adverse experiences and support students appropriately. When adults conceptualize how children with challenging behaviors function, they learn to respond differently and over time contribute to the reduction of challenging behaviors and support improvements in the children's executive functioning skills (Heath et al., 2020).

Supportive learning environments in middle schools provide students with opportunities to collaboratively complete projects and problem-based learning tasks that increase their skills of emotion recognition, expression, and regulation (Immordino-Yang et al., 2019). The CPS model allows students to collaborate using plan B conversations in a space that makes them comfortable and accountable; however, this level of comfort is possible only with the children's attachment to those facilitating the process. Attachment, emotional regulation, and a sense of agency are integral in fostering mastery and confidence in relation to the world students live in (Institute of Medicine and National Research Council of the National Academies, 2014; Romano et al., 2015).

Agency is vital for students to master a sense of self, ability, and control over their environment, all of which can be undermined by maltreatment (Romano et al., 2015). When students' attachment is compromised, they struggle to unravel their emotions. Students with oppositional-defiant disorder (ODD) and comorbid mood disorders are at higher risk and more likely to demonstrate challenging behaviors when emotionally unstable (Greene et al., 2004). Students must feel sufficiently safe and supported during their early years to explore their environments and their capabilities;

this exploration increases their capacities to navigate through challenging situations

(Gowrie South Australia, 2015). Fostering environments that include the development of

communication skills, encouragement, and assistance is beneficial to students with

challenging behaviors (Immordino-Yang et al., 2019). Moreover, the successful

implementation of CPS significantly reduces symptoms of ODD, attention deficit

hyperactivity disorder, and emotional lability (Johnson et al., 2012).

Optimal teaching and learning opportunities exist when the emotions and

emotional skills of school leaders, teachers, and learners develop, and all groups

understand their interactions with the others (Hargreaves, 1998, 2000; Jennings &

Greenberg, 2009). In elementary school, students spend the majority of their time with

self-contained classroom teachers, who orchestrate learning opportunities for students to

enhance their social and emotional skills (Harvey et al., 2016). Students perceive teachers

to be more supportive and caring when the students feel supported and engaged in

emotional scaffolding (Meyer & Turner, 2006; Patrick et al., 2003; Wentzel, 1997).

Teachers contribute to the development or stagnation of students' emotional skills when

they validate or dismiss children's emotions, and these interactions impact the students'

emotional vocabulary and ability to think rationally over time (Ahn, 2005).

Students master emotional regulation by initially depending on their teachers to

respond and assist them through challenging emotional states and observing and

modeling how the adults respond to situations (Institute of Medicine and National

Research Council of the National Academies, 2014). The CPS APT planning process is

essential to ensuring that plan B conversations occur when an adult observes the

challenging behavior and then leans in to determine the best action to support the student. When teachers trigger students, they increase challenging behaviors or display discomfort, and students struggle with the skills and strategies required to overcome their negative emotions (Institute of Medicine and National Research Council of the National Academies, 2014). Over time, students feel neglected and lack the advocacy needed to support their developmental and essential needs. These environments are chaotic and stressful, and often stagnate developmental processes and academic performance that promote learning and functioning related to executive functioning, knowledge retention, comprehension, and analysis (Hong et al., 2018; Paiva, 2019).

Stressors create vicious cycles for culturally incompetent schools (McBride et al., 2016). Rather than encouraging positive student behaviors, these schools focus their time and resources on addressing students' challenging behaviors (McBride et al., 2016). Negative behaviors are perpetually problematic within school settings because they disrupt classroom focus, task completion, peer engagement, and learning strategies (McGuire & Jackson, 2018). In many cases, school leaders and teachers desire relief from students with challenging behaviors, which often leads them to impose punitive consequences. When relief becomes more desirable than implementing SELS or the CPS model, punitive consequences reduce students' presence in the classroom to learn (McBride et al., 2016).

In most cases, students with challenging behaviors act inappropriately in the classroom because they realize their behaviors will relieve their presence, sometimes without consequences or accountability. However, fragmented attendance in the

classroom diminishes students' exposure to instruction and widens the achievement gap, causing students to fall further behind academically (American Academy of Pediatrics Council on School Health, 2013). The American Academy of Pediatrics Council on School Health (2013) recommended that early intervention programs that identify students at risk of suspensions and expulsions should also teach age-appropriate behaviors and academic motivation. The lack of academic motivation further exacerbates students' challenging behaviors, creating negative reinforcement loops for school leaders and teacher to address (McBride et al., 2016).

Researchers examined contextual influences on the implementation of SELS as an effort to establish a schoolwide intervention plan (Anyon et al., 2016). SELS programs align with this need and can influence the development of appropriate emotional regulation techniques and positive peer interactions that encourage students to follow positive and productive trajectories (Anderson-Butcher, 2006; Durlak et al., 2011; McBride et al., 2016; Zins & Elias, 2006). Anyon et al. (2016) described an urgent need for studies to illustrate how to modify school leaders' and teachers' beliefs about creating a positive school culture and climate, particularly in middle schools and beyond. Intervention frameworks may enhance the beliefs of school leaders and teachers, depict the compatibility and malleability of programs to address students' behavior appropriately with mission-aligned interventions that support the schools' expected outcomes and values (Durlak & DuPre, 2008).

Teachers' Perceptions of SELS and CPS

Since the late 1980s, researchers have recognized the importance of teacher development when addressing issues of school reform and initiatives (Lieberman, 1986; McLaughlin & Talbert, 2006). New initiatives rely on teachers' perceptions and actions because teachers must apply and implement them (Martinez, 2016). Teachers recognize that students' social and emotional skills are impacted by their ability to engage in academic learning successfully (Kim & Hong, 2019). However, some teachers believe that all students can control their challenging behaviors and may act inappropriately out of mere intentionality (Crandall-Hart & DiPerna, 2016).

Other teachers recognize that when an academic block impedes students' ability to perform as they desire, they channel their energies negatively. When this occurs, teachers must be prepared to model and enable students to practice social and emotional competencies as coping mechanisms towards success (Jones et al., 2013). Teachers are responsible for creating the conditions that allow students to feel safe and supported in the classroom (Wentzel, 2016). When teachers change their pedagogical thinking in an effort to identify what best supports the integration of SELS practices, they can achieve that goal (Perez-Gomez, 2007).

Before implementation of the CPS model, teachers may believe that students with challenging behaviors behave out of defiance to assert their will (Wang & Pollastri, 2019). Over time, teachers' awareness of students' social emotional skills increases, and teachers realize students lack the cognitive skills to function appropriately (Brackett & Caruso, 2006; Wang & Pollastri, 2019). Teachers' social emotional skills and well-being

impact students' emotional outcomes (Jennings & Greenberg, 2009; Jennings et al., 2011; Roeser et al., 2012). However, the social-emotional skills teachers impart may fail to generalize to natural settings and interactions with students (Tice et al., 2001).

Students' social-emotional skills develop naturally in interpersonal relationships (Campos et al., 1989; Casey & Fuller, 1994; Shipman & Zeman, 2001). When children's relationships are not cultivated appropriately, internal effects may emerge as external adversity. Skills learned in a least restrictive environment can generalize to other emotional contexts (Parrott & Spackman, 2000).

Students' social-emotional skills also develop when school leaders, teachers, and parents use everyday situations as teachable moments and opportunities to cultivate relationships, recognize and authenticate feelings, and seek regulation strategies (Gottman et al., 1997). Teachers who received training on developing social-emotional skills within a relevant natural context found the knowledge to be a useful adjunct to formal SELS programs (Harvey et al., 2016). CPS-trained teachers realized that taking time to converse with students who demonstrate challenging behaviors gave the students an opportunity to regulate their feelings and emotions and work toward collaborative solutions to achieve desired behaviors and outcomes (Wang & Pollastri, 2019).

When teachers are not properly trained to support challenging behaviors, their lack of facility may impact their implementation of SELS, their ability to self-regulate, and their relationships with students (Schaubman et al., 2011). The successful implementation of research-based practices using SELS depends primarily on the context of implementation (Gager & Elias, 1997). Engaging school leaders and teachers in

professional development that involves critical reflection is a strategy to improve

teachers' pedagogical practical thinking skills (Ebadi & Gheisari, 2016; Schon, 1983).

In a pilot study, several teachers received training to implement the CPS model;

results indicated that teachers experienced reduced stress levels, and their support of

students shifted to a framework of skills development rather than a focus on challenging

behaviors (Schaubman et al., 2011). Although a gap remains in teachers' understanding

of SELS and how it can be integrated into pedagogical practice, American teachers

agreed that the development of students' social and emotional skills must be a priority

(Aidman & Price, 2018; Bridgeland et al., 2013). When deliberating the implementation

of SELS programs, it is crucial to consider what teachers demonstrate through their

deeds, engage in conversations about SELS, understand their implicit ideas and biases,

and acknowledge their values and beliefs because all these factors influence teachers'

pedagogical practices in powerful ways (Jennings & Frank, 2015).

Implicit Bias

Racial disparities in discipline occur when Black and White students behave

similarly yet receive drastically different consequences (Okonofua & Eberhardt, 2015).

Disparities result from implicit bias associated with students' race and/or disabilities

(Girvan et al., 2017; Goff et al., 2014; Kelly & Barnes-Holmes, 2013; Staats, 2014; M. C.

Wilson & Scior, 2014). Students of color are likely to be sent to the office for

subjectively assessed behaviors such as classroom disturbances, while White students are

likely to be sent to the office for objectively disallowed behaviors, such as smoking or

vandalism (Skiba et al., 2002). School leaders and teachers may not overtly connect

disciplinary actions to negative beliefs about Black male students; however, stereotypical perceptions that African American male students require greater control and are unlikely to respond to nonpunitive measures influence the teachers' decisions (Monroe, 2005).

Many of the challenging behaviors displayed by students have a subjective factor, meaning that infractions can be ambiguous (Staats, 2016). To reduce ambiguity, the CPS model uses the CPS-APT planning process to ensure that observations of the challenging behaviors are objective and that teachers employ the TSRS to address the behaviors. The perceptions of educators can affect whether challenging behaviors merit a consequence and to the extent students should be held responsible (Staats, 2016). Infractions such as disruptive behavior, disrespect, and excessive noise are ambiguous. These behaviors are frequently the reasons for student discipline (Staats & Contractor, 2014), although no homogenous systems exist to evaluate challenging behaviors such as defiance or disruptive behaviors (Staats, 2016).

Implicit bias is ubiquitous and can impact the most benevolent and egalitarian individuals, resulting in actions and effects that do not align with intentions (Staats, 2016). Pervasive implicit bias attributes stereotypical characteristics such as aggression, criminality, and danger to African American males, even when explicit beliefs dispute these opinions (Eberhardt et al., 2004). Studies of implicit bias in school discipline revealed disproportionality and prejudice in school leaders' and teachers' judgments (Skiba et al., 2011). Educators' professed desire to ensure the best for all students explains why educators should be more conscious of implicit bias and the subliminal judgments or labels that impact their ability to display empathy, act objectively, and

make sound decisions (Staats, 2016). Decreasing implicit bias to mitigate the disparities in exclusionary discipline represents efforts to close the achievement gap (McIntosh et al., 2018).

Because implicit bias is insensible, making school leaders and teachers responsible for constructing equitable decisions without additional support is ineffective in reducing disproportionality (Girvan et al., 2015). However, providing clear direction in making impartial decisions allows educators to act more equitably (Girvan, 2016; Lai et al., 2013). Because the implicit associations result from unconscious awareness, implicit bias does not necessarily align without perspicuous beliefs and stated intentions (Staats, 2016).

Identifying implicit bias and mitigating its effects through professional development can improve school leaders' and teachers' awareness and expose their implicit or cataleptic biases and harms associated with using or failing to counter racial and ethnic stereotypes (U.S. Department of Education, 2014). Conscious awareness of one's own implicit bias is a critical step for counteracting biased influences (Devine et al., 2012; Dovidio et al., 1997). One approach for shifting implicit associations is intergroup contact, engaging with individuals whose identities differ from your own (Staats, 2016). Certain circumstances exist for optimal effects, such as equal status, a cooperative setting, and working towards common goals (Allport, 1954). Intergroup contact allows individuals to build new associations about the groups those individuals represent to breakdown existing implicit associations (Pettigrew & Tropp, 2006).

In contrast to explicit bias, implicit bias affects decision-making automatically without conscious thought (Greenwald & Banaji, 1995). Implicit bias can be considered as cognitive shortcuts for making injudicious decisions in a complex society (Fiske & Taylor, 2008). Subconsciously, individuals often make decisions that produce disproportionate effects on others (Staats, 2016). As often happens in schools, implicit bias is likely to influence decision-making under ambiguous circumstances or those that require impulsive judgments (Kouchaki & Smith, 2014).

Data-based decision making is a key component of research-based interventions to improve student outcomes (Hattie, 2009; Newton et al., 2012). Disaggregating students' data helps to identify developments and repetitions in dissimilar management of students' behaviors and consequences in schools (Staats, 2016). Relevant data points to consider when making discipline-based decisions include the analysis of student grades, the progressive accountability of documented behaviors, the frequency of infractions, the frequency of teachers' referrals, and other objective data points relative to the decision-making process (Staats, 2016). Unfortunately, some school leaders and teachers struggle with their analyses of data to make informed decisions related to disproportionality (U.S. Government Accountability Office, 2013).

With the appropriate supports in place, data can inform a large-scale perspective on discipline measures and patterns and establish connections to implicit bias (McIntosh et al., 2014). Increased knowledge derived from data can also increase educators' awareness of implicit associations that contribute to their decisions without their conscious awareness or consent (Staats, 2016). By learning from data, educators can

potentially identify and alter the decisions that stagnate the holistic progress of students with challenging behaviors.

Implications

The literature review provides an in-depth analysis of SELS and the conceptual framework of the CPS model. Research regarding teachers' perceptions and the use of the CPS model in schools is limited; also, implicit bias impacts decisions made by teachers and school leaders, and those decisions affect students holistically (Kouchaki & Smith, 2014). Therefore, my project study to investigate teachers' perceptions of the implementation of the CPS model and institutional supports needed to improve implementation of the CPS model as a means for preventing OSS for students was necessary. The collection and analysis of the data used for my project study has the potential to enhance the implementation of SELS using the CPS model in ways that will decrease teacher burnout and increase student buy-in over time (Stetson & Plog, 2016). My project study may also help the school site's district to normalize school-based practices that allow school leaders and teachers to implement the CPS model while also addressing the individual needs of students most appropriately.

Results from this project may also be advantageous for other leaders within the network of the school site, such as the school board, chief administrators, academic leaders, and community partners and sponsors. These stakeholders may improve their practices based on this examination of how the CPS model impacts student learning and behavioral outcomes in school and in life. The CPS model is a relational model that focuses on the development of trusting, collaborative relationships between children and

adults that could manifest a perpetual state of ongoing success or challenges with learning and behavior (Greene, 2018). With all stakeholders understanding the impact of providing SELS for students, the opportunities for positive relationships between adults and students are inevitable.

Summary

Section 1 explained the background for my basic qualitative project study with the ultimate purpose of investigating teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. The rationale for addressing the local problem at the local middle school derived from evidence from peer-reviewed professional literature and personal communication from school leaders at the school site. The connotative meaning of administrator support, challenging behaviors, collaborative problem-solving, disciplinary actions, implicit bias, out-of-school suspension, and social-emotional learning were given to provide explicit context around special terms associated with the local problem at the school site.

The significance of the study was to explain how studying the local problem could be advantageous to the school site. The research questions for the study were developed to solicit teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. This section also includes the review of literature, which provides substantial insight on the phenomenon of the study, the conceptual

framework for the study, and analysis of the broader problem. Lastly, implications for the study and a summary are provided.

In Section 2, the methodology for this basic qualitative study is explained to include an explanation of the selection criteria for the targeted participants of my project study. This section will also include a description of the research design, a description of the procedures for data collection, the researcher's role, recruitment of participants, and recording and data storage. Lastly, there is an explanation of the data collection methods and data analysis plan, with a discussion of my project study's implications and summary.

Section 2: The Methodology

With the onset of the COVID-19 pandemic in March 2020, implementation of the CPS model was slightly impacted. Network leaders at the local middle school anticipated delayed school starts, rolling closures, high absenteeism rates, and partial reopening issues. To stabilize learning for all students, the network created a comprehensive reentry plan to engage students in learning using 3 possible scenarios. Scenario 1 was a hybrid learning model where 50% of students entered the school building with staff. Scenario 2 was remote learning where 100% of staff and students participated fully in distance learning at home. Lastly, scenario 3 was face-to-face learning where 90% to 95% of students entered the school building with staff under strict social distancing guidelines.

By preparing for all 3 scenarios, the local middle school adjusted instruction in the best interest of students and families. The local middle school implemented the hybrid learning model and students were assigned to specific classrooms to ensure 50% capacity on campus to maintain COVID-19 restrictions. Students whose parents opted to attend school in person on Mondays and Tuesdays remained home for distance learning on Thursdays and Fridays. Students who received services and additional support were required to attend school on campus on Wednesdays (i.e., students with disabilities, English language learners, students with 504 Plans, and all students with a D or F). Otherwise, these students participated in remote learning on Wednesdays, Thursdays, and Fridays. Similarly, students whose parents opted to attend school in person on Thursdays and Fridays remained home for distance learning on Mondays and Tuesdays. Academy B

students were on campus Thursdays and Fridays. Lastly, students whose parents opted to participate fully in remote learning only never entered the school building.

The hybrid learning model was a combination of learning that took place in the school building (on campus) and in an online environment (via Microsoft Teams). Because the network already functioned in a blended learning environment, this approach provided the local middle school the ability to move quickly to the hybrid learning model in the event there was an outbreak of COVID-19 on any of the school campuses. Most of the coursework was online in the Schoology learning management system.

The hybrid learning model required staff at the local middle school to make adjustments to the implementation of the CPS model. Teachers were now able to observe challenging behaviors in the traditional classroom environment on campus and remote learning spaces via Microsoft Teams. However, plan B conversations still took place on campus with students; these meetings were scheduled in advance to ensure all participants could attend plan B sessions in a large classroom to ensure that all members who participated in the plan B conversations were 6 feet apart in a way that did not intimidate students.

Many school districts were unprepared to implement SELS programs effectively and efficiently, as challenging student behaviors increased across the nation (Allbright et al., 2019). Lack of school leaders and teachers equipped to implement them properly were major concerns of district and school leaders (Jones & Bouffard, 2012).

The fundamental way to enhance the fidelity of school leaders' and teachers' competence in terms of implementing SELS programs is to increase professional

development embedded with ongoing support and deliberate practice, but those elements can often be vague and ambiguous (Berkowitz et al., 2017; Jones & Doolittle, 2017). One of the most effective ways to determine effectiveness of SELS program implementation is to have conversations with those who implement the model. Understanding what teachers know and how they perceive the implementation of SELS programs can inform decision-making when providing teachers with ongoing support and professional development.

The local middle school in my project study had an opportunity to solicit teachers' perceptions of the implementation of the CPS model and their opinion of institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. This information granted school leaders the opportunity to determine next steps and enhance the implementation of the CPS model. Through ongoing professional development for teachers, leaders could also provide institutional supports to improve the implementation of the CPS model with the aim of reducing OSS.

Qualitative Research Design and Approach

My project study involved employing a basic qualitative research design. I chose this design because it gave me the opportunity to explore a local problem from multiple participants' perspectives while remaining rooted in natural settings (Patton, 2015; Ravitch & Carl, 2016). The basic qualitative research design also gives researchers the autonomy to conduct research without constraints (Merriam & Tisdell, 2016). Results of data cannot be generalized to make conclusions because outcomes will vary based on the

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nature of the research at any local site (Merriam & Tisdell, 2016). Through synthesis of peer-reviewed articles, this basic qualitative research design was used to answer the following research questions:

RQ1: What are teachers' perceptions of the implementation of the CPS model to provide SELS prior to administrator support/disciplinary action as a means for preventing OSS for students?

RQ2: What additional institutional supports do teachers need to implement the CPS model fully prior to administrator support/disciplinary action as a means for preventing OSS for students?

The quantitative research design was not appropriate because it is typically used to examine relationships between variables using numerical data. A mixed methods research design could have been used to combine both quantitative and qualitative research; however, this study did not require analysis of numerical data. Collecting perceptions of participants using the CPS model gave my project study significance; research questions served as a means to gain authentic responses, and those responses involved lived experiences that could impact future implementation and practice of the CPS model at the school site.

Ethnography, phenomenological, grounded theory, and narrative research designs are all qualitative research designs; however, they were not appropriate based on research questions that were uniquely designed for the school site. Ethnography research involves data examining cultures or behaviors of a specific group, and not their perceptions of a model (Creswell & Creswell, 2017). Phenomenological research was not appropriate for

my project study because SELS is not a phenomenon, nor was it my goal to interpret lived experiences of a phenomenon over time.

Grounded theory is similar to phenomenological research, as it involves collection of data in the form of relationships, actions, or systems of events over a period of time (Creswell & Creswell, 2017). Furthermore, grounded theory is appropriate only when the purpose of a study is understanding, expanding, or creating a new theory, and my project study did not involve this. Lastly, researchers use the narrative research method for storytelling about individuals, and this did not relate to the purpose of my project study.

Participants

Teachers at the local middle school were implementing the CPS model to provide SELS during the time of the study. These teachers implemented the CPS model with middle school students in grades 6 through 8 as needed. Most teachers provided core content instruction in reading, writing, math, science, and social studies. The other teachers who implemented the CPS model at the local middle school provided academic support to students in reading and math classes as special education and English as a second language teachers.

These teachers were targeted because they had firsthand experience involving implementation of the CPS model with students. When new teachers are hired at the school site, they cannot implement the CPS model until they receive two-day training, which presents challenges because these trainings are not offered frequently during summer professional development or throughout the school year. Teachers who had not

been trained to implement the CPS model at the local middle school were omitted from participation in this study.

Research is limited regarding teachers' perceptions of the implementation of the CPS model to provide SELS and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS. Studies addressing the sustainability of SELS programs are scarce, with little to no evidence to prove their success. At the time of the study, 25 teachers at the local middle school taught grades 6 through 8, and all of them had received the two-day training required to implement the CPS model. I requested permission to interview these teachers for my project study, requesting approval from the school site's chief academic officer (CAO) and leadership team, as well as the Walden University Institutional Review Board (IRB).

Recruitment

After the CAO, school leadership team, and IRB granted permission to conduct my project study, I provided the school leadership team with details about my project study (IRB approval number: 03-01-21-0465771). Once the school leadership team granted approval to proceed with the study at the school site, I asked the principal for permission to present an overview of my project study to staff during their faculty meeting. Due to the onset of the COVID-19 pandemic, I presented my project study overview remotely to staff during their faculty meeting using Microsoft Teams.

During the presentation, I invited all 25 teachers from the local middle school to participate in my project study and planned for a final sample group of 6 to 10 participants to be interviewed via phone call or a virtual platform such as Zoom or

Microsoft Teams. Because my project study involved the implementation of the CPS model at a local middle school with a small population, 6 to 10 participants was likely to be representative of teachers' perceptions, and collecting data from a small sample of participants would support rapid achievement of data saturation. However, failure to reach saturation with the 6 to 10 participants in my project study could have potentially reduced the validity of the data, so I recruited additional participants from the local middle school to participate in my project study as needed.

I emailed formal invitations to participate in this research project to all 25 teachers after the presentation at the faculty meeting. I accessed teachers' emails with permission via the local middle school website. I invited teachers to participate in my project study by requesting them to reply to the email with the following statement: "I have ___ years of experience implementing the CPS model and I consent." Gathering information from the targeted group of participants who implemented the CPS model was likely to produce meaningful and significant information for the entire population .

Upon receiving participants' statements of interest, I contacted each participant individually via email to confirm an interview time using Calendly.com. Interviews took place after normal school hours so that participants' confidentiality would not be compromised. I sent Google calendar invitations to finalize scheduled interviews with participants once they confirmed their interview times. Before interviews, participants had opportunities to email or call me directly to ask any clarifying questions about my project study or the interview process. As a thank you gift, I offered electronic $5 Starbucks gift cards to all participating volunteers. If participants decided not to complete

the study, no penalties or consequences resulted, and they did not have to return gift cards.

Protection of Participants

I assured prospective participants that they would be treated the same whether they chose to participate in my project study or not. Participants who decided to join the study could still change their minds later and stop the interview process at any time. Participants received an online consent form that included information about the researcher, my project study, recruitment methods, sample interview questions, and potential benefits of my project study to the school site. Participants learned their interviews would be audio-recorded to ensure data were transcribed appropriately. I emphasized that their involvement in my project study was strictly voluntary, and they could choose to reverse their decisions to participate at any time without penalty.

Being in this study posed little risk to participants, who might experience minor discomforts common in daily life, such as fatigue or stress. With protections in place, this study posed minimal risk to participants' well-being. Participants' responses that revealed disagreements with leadership decisions or criticism of others' work performance could have posed minimal professional risks to their positions, reputations, promotability, or employability in the event of a breach of confidentiality. Therefore, I secured data and stored responses electronically on a password-protected device and encrypted all identifiers with misleading names.

This study offered no direct benefits to individual volunteers. The aim of this study was to benefit society by improving the implementation of SELS programs and

build positive relationships between teachers and students. Participants understood that any time school discipline is the subject of a discussion, abuse or criminal activity may be revealed. Should this have happened, I would have followed guidelines for mandatory reporting established by the state and school system. I am a certified educator, which means I am a mandatory reporter.

I upheld my commitment to protecting participants from harm by eliminating data from research that could compromise their confidentiality. Participants' identities remained confidential within the limits of the law. I did not use personal information for any purposes outside of my project study. Furthermore, I did not include participants' names or other identifying details in data. Data were kept secure by storing responses electronically on a password-protected device, and I ensured that data were encrypted by removing all identifiers and aggregated using misleading names to maintain confidentiality. Data will be kept for a period of at least 5 years, as required by Walden University, and subsequently destroyed.

Another form of protection was to assess the project for conflicts of interest. The principal at the local middle school and I previously attended the same professional development meetings to enhance our leadership practices, and some of the participants may have already known me to be a school principal. However, I conducted this study in my role as a doctoral student at Walden University and consciously kept my role as principal separate. My goal was to maintain professional relationships with the participants; I did not have any supervisory authority over the participants, nor did I have any interactions with them beyond the interview process.

Because the local middle school was a public charter school that provides families with choice, students are enrolled from all over the city; however, many of the students enrolled at the local middle school live in the community. Consequently, several of the issues within the community impacted the students at the school site. The family dynamic of the students enrolled at the local middle school changed over since 2016, and the local middle school enrolled an increased number of students with challenging behaviors and academic challenges (School counselor, personal communication, July 23, 2020).

Data Collection

A significant portion of qualitative research involves collecting data from research participants (Given, 2008). Data collection in my project study occurred using one-on-one interviews with 7 participants at the local middle school to identify emergent themes and pattern-coded categories in the research. Research participants offer the best detailed experiences when collecting qualitative data (Merriam, 2009). Furthermore, qualitative researchers integrate interviews into their research to unravel participants' perceptions and experiences (Hatch, 2007).

Instrument

The intent of my project study was to investigate teachers' perceptions of the implementation of the CPS model and institutional supports needed to improve implementation of the CPS model as a means for preventing OSS for students. Increased awareness of ways to enhance the implementation of the CPS model could help the local middle school to reduce the OSS rate. My project study also provided the local middle

school leadership team with opportunities to provide ongoing support and professional development for teachers.

The structure of the interview consisted of 9 open-ended interview questions with probes related to implementing the CPS model since 2016, and 4 additional open-ended questions related to implementing the CPS model in the hybrid learning environment due to the onset of the COVID-19 pandemic. Questions I asked participants that were related to RQ1 included the following:

- What does the implementation of the CPS model look like in your

  classroom?

- How do you prepare for **plan B** conversations with your students who display

  challenging behaviors?

Questions I asked participants that were related to RQ2 included the following:

- What professional development have you received to enhance your

  implementation of the CPS model?

- What experiences have you had implementing the CPS model in the

  hybrid learning environment?

Open-ended interview questions are an extension of ordinary conversations with participants designed to strategically increase their contributions to the research by requesting detailed information and inviting them to share their perspectives (Rubin & Rubin, 2005; Turner, 2010). Furthermore, the flexibility of designing interview questions grants researchers access to clear understanding of the participants' perspectives (Kvale,

2007). I created the interview questions for my project study to investigate teachers'

perceptions on the implementation of the CPS model and institutional supports needed to

improve implementation of the CPS model as a means for preventing OSS for students.

Because limited research related to my project study, I was confident that these interview

questions would produce the data needed to answer the research questions and to address

the problem of my project study. With interview questions tailored to answering the

research questions and addressing the problem, the data were subject to analysis for

emergent themes related to complex phenomena (Rubin & Rubin, 2005).

I employed an interview protocol to ensure all participants had the opportunity to

answer the same questions in the same order. The interview protocol increased

consistency to manage interview sessions appropriately and to establish sufficiency of

data collection to fully answer the research questions (Turner, 2010). The interviews were

beneficial to the study and fostered natural outcomes during the analysis of the data

(Creswell, 2012).

Interviews

With the onset of the COVID-19 pandemic, all 7 interviews for the targeted

participants took place using the Zoom virtual platform to maintain participants' safety

and to ensure we practiced social distancing. Participants' interviews were recorded

within the platform with the camera option turned off to ensure that participants'

confidentiality and comfort were not compromised; however, I also used a separate

recording device to audio-record the conversations with the participants to ensure

accuracy. Qualitative researchers conduct inquiries in a relaxed setting where participants

feel comfortable to share information (Creswell & Poth, 2018). I planned for the interviews to last approximately 45 to 60 minutes.

When collecting data, researchers should maintain an exploratory nature, increase awareness of their personal preconceptions, communicate effectively, and thoroughly internalize the focus of my project study (Merriam, 2009). Personal biases during the research process may reduce the validity and credibility of my project study (Yin, 2014). To prevent any implicit biases that I had compromising the validity of my project study, I limited open dialogue with the participants to the questions without imposing my own perspective. My sole purpose was to increase awareness about teachers' perceptions of the implementation of the CPS model and institutional supports needed to improve implementation of the CPS model as a means for preventing OSS for students. The expected outcome was to facilitate social change as schools provide SELS to students and to increase awareness about how the local middle school can enhance the implementation of the CPS model with implications for ongoing support and professional development for teachers.

In total, 7 teachers at the school consented to participate in my project study. The data collection process continued for 3 weeks, and participant interviews took 12 to 25 minutes to complete. After the interviews were completed, I compiled a report that contained all participants' responses without reference to individuals. All participants reviewed and confirmed their responses, and then I began the data analysis process. The entire process included emailing the consent form to the teachers at the local middle

school to confirm their participation, scheduling the interview sessions using Calendly, and member checking transcriptions with participants to solicit feedback.

Data Analysis

After collecting data from the participants, I transcribed the audio-recordings of the interviews into text form. Transcript verification is commonly used in basic qualitative research as the word-for-word reproduction of what was said in the interview (Creswell & Creswell, 2017). After the recordings were converted to text form, I listened to the audio recordings as I read the text to ensure exact alignment. My committee methodologist provided support by confirming the recording of the first interview and verifying the transcript independently before I continued with the remaining interviews.

Once the transcript verification process was completed, I analyzed the data for pattern-coded categories that led to emergent themes. Markers for emergent themes include repetition, metaphors and analogies, transitions, similarities and differences, and linguistic connectors (Ryan & Bernard, 2003). Thematic analysis is a flexible coding approach that provides researchers a way to process rich and detailed data through the development of themes (Nowell et al., 2017). Because thematic analysis does not require theoretical or technological knowledge like most qualitative research approaches, participants' similarities, differences, and unanticipated insights are easier to identify and analyze for saturation (Nowell et al., 2017).

During the data analysis process, participants' responses provided clear information that addressed the identified problem, purpose of the study, and research questions. Participants' candor helped to establish themes in the data that emerged in

repetition, similarities, and differences, which informed the thematic analysis that generated reciprocated themes. I used thematic analysis to annotate participants' responses and create a data analysis matrix and outline of pattern-coded categories to develop emergent themes.

Data analysis in qualitative research do not require standardized methods, but the use of technology may enhance the researcher's ability to construct meaningful analysis of data electronically (Saldana, 2011). During the thematic analysis process, I identified thematic patterns and organized those patterns into emergent categories (Saldana, 2011). Four stages comprise the data analysis process: (a) read the entire text and make notes at the end, (b) reread the text and mark it up with annotations, (c) systematically code the text, and (d) relate general theoretical interpretations to the text (Bryman, 2011a; Bryman, 2011b; Bryman, 2011c; Bryman, 2011d).

This analysis process includes annotating participants' responses for emergent themes, identifying unusual issues or events, and highlighting key words that stand out with new insights from the data (Bryman, 2011a; Bryman, 2011b; Bryman, 2011c; Bryman, 2011d; Saldana, 2011). Researchers may also employ reflection questions to understand what is going on, what participants are doing and saying, what actions and statements are taken for granted, and how the research serves to support, maintain, impeded, or change actions and statements during the coding process (Charmaz, 2003). Codes usually relate to acts in an event, activities of longer duration in a setting, meanings that direct participants' actions, participation related to peoples' involvement or

adaptation to a setting, relationships, or the settings within the entire context of the events within my project study (Lofland et al., 2006).

After I completed the process of creating pattern-coded categories that led to emergent themes, I asked the participants to examine the findings using the member checking process. Researchers employ member checking as an opportunity for participants to confirm the accuracy of the research and to address discrepant cases in the data (Candela, 2019; Creswell, 2013). During the member checking process, completed through email, all participants reported that their transcriptions were accurate and did not request to make any modifications or adjustments.

Member checking provides participants the opportunity to interpret and validate their responses, improving accuracy of data and enhancing the credibility of the research (Candela, 2019; Cohen & Crabtree, 2006). Analyzing the data for discrepant cases also builds the credibility of my project study by exposing incongruities in the research (Creswell, 2013). Reviewing the data for discrepant cases also allows the researcher to address outliers in the data that do not correlate to the emerging themes and may provide insight on what is perceived to be the most revealing data set (Waite, 2011). As they review their responses, participants may request the correction of errors or challenge the researcher's interpretations, thus confirming aspects of the data and enhancing the quality of preliminary findings (Cohen & Crabtree, 2006). Quality feedback from participants can strengthen the validity and reliability of my project study overall (Creswell & Creswell, 2017).

Data Analysis Results

The findings for my project study enhance understanding of teachers' perceptions of the implementation of the CPS model and institutional supports needed to improve implementation of the CPS model as a means for preventing OSS for students. The participant interviews provided rich data that meaningfully impact the data analysis process and established the findings within my project study.

Interview Findings

Interview findings consist of a summary of themes that derived from and related to the research questions in my project study. I analyzed all participant interviews and annotated their responses to identify pattern-coded categories that led to emergent themes. Once the categories were formed, the emergent themes were easier to identify. The ongoing analysis of transcripts also allowed me to identify the number and percentage of participants that aligned to a particular category. Ultimately, the interview findings provided reliable and valid data (see Table 2). Theme 1 and Theme 2 aligned with RQ1, and Theme 3 and Theme 4 aligned with RQ2.

Table 2

Summary of Themes and Categories Derived from the Research Questions

Themes and Categories	No. of Occurrences	% of Occurrences
1. Transforming the teacher mindset		
• Fixed mindset: Overcoming a fixed mindset about the CPS model implementation	7	100%
• Collaboration: Collaboration among teachers, students, and families	7	100%
• Empathy: Providing empathy in a safe space using intentional strategies	7	100%
2. Prioritizing students' needs		
• Equitable practices: equity of student voices	5	71%
• Reduce deficits: Reducing lagging skills	5	71%
• Relationships: Building positive relationships	6	86%
3. Ongoing professional development for teachers		
• Prescribed PD: Differentiated professional development	7	100%
• Data trajectory: Data analysis and success tracking	7	100%

• CPS support: Increase the number of CPS support coaches in the school	6	86%
4. Teacher-centered coaching and support to build capacity		
• Trainings: Scenario-based trainings	7	100%
• Model the way: Modeling by school administrators	6	86%
• Scripts & resources: Scripted conversations and resources	4	57%

Note. CPS = Collaborative problem-solving.

Theme 1: Transforming the Teacher Mindset

To fully address RQ1, participants answered interview questions about their perceptions of the implementation of the CPS model. The model is a means to provide SELS before administrator support or disciplinary actions become necessary with the overall goal of preventing OSS for students. Participants' responses to these questions established the first theme of transforming the teacher mindset. Categories within this theme include overcoming a fixed mindset, collaboration, and empathy.

Category: Overcoming a Fixed Mindset About the CPS Model Implementation. All 7 participants shared that they did not fully buy into the vision of the CPS model because the summer training felt rushed, and the initial implementation of the CPS model occurred too soon following the training. Teachers understood the purpose for implementing the CPS model itself, but they often felt as if they were

required to relinquish control of their classrooms to a model that might not work for all

students, specifically Black and Brown kids.

Participant A stated, "What I had to do just to implement this model is completely

a complete shift in my thinking of what the classroom should look like and who primarily

has all the control in the classroom."

Participant C agreed:

Being patient can be a challenge as well because you are used to certain things

working with most students, and sometimes if I don't have to raise my voice or

repeat myself for 80% of the students, why do I have to do it for this one student?

Participant E admitted,

I didn't think it was going to work for like the groups of students that I have, and

when I say that I am talking about race. I thought that you know, maybe there's a

different way we can reach students, and so my mindset was quite negative. And

so that's one of the challenges I had with implementing the model.

Category: Collaboration Among Teachers, Students, and Families. All 7

participants shared that there should be collaboration among teachers, students, and

families at varying levels during the implementation of the CPS model. Collaboration

increases mutual respect and establishes a common ground for students and adults to

respectfully engage in meaningful conversations. This mindful communication also

ensures that boundaries are not crossed, and students' lagging skills are addressed

appropriately.

Participant B stated,

> The implementation of the CPS model has some variance depending on scenarios,
> but largely follows the pattern of if there is a disruption or an unwanted behavior
> that a scholar produces, it starts with providing them an opportunity to explain via
> writing what's going on, kind of what their thought process was behind that action
> or that behavior, just to get an in the moment reaction. And then comes back later,
> we circle back to after reviewing that written response and kind of diving in
> looking at what might be, you know, factors causing that. It goes back to a
> conversation with that scholar where we ask a lot of probing questions to try to
> really get to where the gap is in the scholar's coping mechanisms or coping skills
> for whatever set them off by trying to help them build those skills and develop
> ways that they can cope with those triggers in a more positive manner.

Participant F stated,

> It's whenever I see a behavior that I believe is not conducive to the learning
> environment or some type of action. It's a method that me and the scholar come
> together, and we figure out what's causing them or what skill they are lacking, so
> that I can teach them the skill to get the changed behavior that I seek.

Participant G confirmed,

> The student or students I have used CPS with regularly is the fact that I have seen
> two students that I have done this with, their behaviors did change and they did to
> a point, chance their behavior, or they were more aware of their behavior after
> you know they addressed their concern and I expressed my concern and we

discussed them together so, in other words, to reduce not having you know admin

involved, simply, I don't have to involve administration with CPS because the

times I've used CPS, I don't have to go to the office because the student and I

have simply already came to a conclusion that simply has or has not worked.

Category: Providing Empathy in a Safe Space Using Intentional Strategies.

All 7 participants shared that providing empathy in a safe space using intentional

strategies could help with the implementation of the CPS model. Creating a safe space for

students to speak freely does not require the adult to relinquish power, according to

participants. Instead, the adults must strive to provide reassurance so that students can

speak candidly and respectfully as necessary. Participant A described a scenario:

So, initially when I go in for a plan B conversation for a student, I want the

student to know that this is not a punitive conversation, right? Like you're not

going to be reprimanded for this conversation that we're trying to have. I want you

to talk candidly. This is a safe space and you're free to be yourself. I do start it off

with norms like we're going to be respectful. We're going to use appropriate

language. I'm going to listen to you; you're going to listen to me, and we're going

to try to see it from each other's point of view.

Participant E stated, "One success that I had was just having the student engage in

a conversation with me."

Participant G shared,

The main thing I do is to think. Also, I have went to a website that emphasizes

CPS, so sometimes I will script out what I want to ask the student, so of course I

start with "You're not in trouble." So, we must establish that safety because they

have a safe space and safe place. If there's no safety, the plan B conversation will

not simply be, you know, successful.

Theme 2: Prioritizing Students' Needs

The second theme that emerged in this study aligned with Research Question 1.

Participants described the importance of prioritizing students' needs during the

implementation of the CPS model. Categories that comprised this theme were equity for

students' voices, rectifying students' lagging skills, and building positive relationships

with students.

Category: Equity of Student Voice. All 7 participants shared that equity of

student voice could help with the implementation of the CPS model. Responses reflected

the understanding that the CPS model is effective only if all participants receive mutual

respect and have a voice at the table. Participant D described their approach:

Making students feel like they were a part, and they were heard, so that's been

successful. I know a couple of plan B conversations I did ended in positivity, and

disciplinary action didn't have to go any further, so I really did enjoy it; the CPS

model when that happened.

Participant E indicated the importance of clear communication and respectful

listening:

So, one thing that I do is really make sure that I really have that connection with

the students. Just making sure that we identified the problem, because sometimes

I may not see the problem. I mean, I may not see the situation as they do. So, just

really giving the student a chance to speak is totally a change.

Participant F agreed,

So really, the first thing I was saying is I had to really change my mindset about

the whole thing and not invoke my will upon them, but to hear them out and help

them understand that, you know, that the skill they're lacking, can be taught to get

the changed behavior.

Category: Reducing Lagging Skills. Five participants shared that rectifying

students' lagging academic and social skills is necessary for the successful

implementation of the CPS model. One of the goals of the CPS model is for students to

identify their own lagging skills. Participant B explained how the model works:

The implementation of the CPS model has some variance depending on scenarios,

but largely follows the pattern of if there is a disruption or an unwanted behavior

that a scholar produces to try to help them build those skills and develop ways

that they can cope with those triggers in a more positive manner.

Participant D described how they implemented the steps to address areas of

deficit:

In my classroom, usually I will notice a behavior that is undesirable or lacks

meeting an expectation. Once I see that they are lacking the skill to meet the

expectations, I then try to identify the lagging skill or deficit area that they're

struggling with, that is hindering them from meeting the expectation. From there,

I get specific and go into planning my plan B conversation, and then I have the

plan B conversation where I'm trying to get my concerns as well get the scholar

together for a solution.

Participant G shared success stories:

Successes that I have seen are an improvement in behavior. I'm going to rephrase

that. I have seen a pattern of unwanted behaviors because of CPS on the few times

that I have used it. Also, I have seen successes when students know that they're

not in trouble before I called them out to implement this model, so that's another

success that I have. So, ensuring that students are not in trouble, and coming up

with a solution technically that works with the student, then I decrease the

unwanted behavior.

Category: Building Positive Relationships. Six participants shared that building

positive relationships is beneficial during the implementation of the CPS model. When

they implemented the CPS model fully as intended, relationships with students tended to

be more restorative, and teachers found it easier to create more positivity. Participant B

stated,

I think the biggest thing is that the CPS model goes a long way in helping teachers

and students foster much more positive relationships where teachers don't just

become this, these people that are there to make students' lives miserable, but it

encourages the idea that the teachers are there to help scholars improve and help

them become the best that they can be. And when you have a student and teacher

in a positive relationship, there's going to be a much less need for administrative

or additional disciplinary support for those scholars.

Participant D agreed,

> With the CPS model, it has helped fix relationships with scholars that I am having
> challenging behaviors with. Making them feel like they were a part, and they were
> heard, so that's been successful. I know a couple of plan B conversations I did
> ended in positivity, and disciplinary action didn't have to go any further, so I
> really did enjoy it, the CPS model, when that happened.

Participant E added,

> So, one thing that I do is really make sure that I really have that connection with
> the student. Just making sure that we identified the problem, because sometimes I
> may not see the problem the same. So, just really giving the student a chance to
> speak is totally a change.

Theme 3: Ongoing Professional Development for Teachers

Research Question 2 addressed participants' perceptions of the institutional
supports teachers need to implement the CPS model fully. With the goals of preventing
OSS and providing SELS before administrator support or disciplinary action becomes
necessary, responses indicated ongoing professional development for teachers is essential
for success. The categories of differentiated professional development, data analysis and
success tracking, and increasing the number of CPS support coaches in the school
comprised this theme.

Category: Differentiated Professional Development. All 7 participants shared
that providing differentiated professional development would support the implementation

of the CPS model. Differentiated professional development offers adults who implement

the CPS model support tailored to their specific needs. Participant A stated,

> That it could be from leadership, any types of resources and professional
> development. For leadership, I think the model would need to be embedded in our
> positive behavior intervention plan. It's almost as if it's a positive behavior
> intervention plan itself, so to speak. So, I think that would need to be heavily
> involved in there with the increase of professional development and just the
> opportunities for practice. And what that looks like with the children, with the
> students, and with the parents even I think is something that we can have that is
> universal, that's just a strong piece of culture that we have in our school if done
> correctly.

Participant B stated that individualized and continuous support would especially

help teacher with little experience with the model:

> I believe the continuous PD [professional development] around implementation
> would be useful. We are in a situation, at least in our school, where we have a
> handful of teachers who are well versed in the CPS model and what it can do, but
> we also have a larger number of teachers who have very little to no experience
> with the CPS model. So, the idea of continuous PD, and that PD being tailored to
> whatever the teachers comfort and skill level with CPS is would be very
> beneficial.

Participant C expressed that the presence of many coaches would improve practices across the board:

As you get new staff in your building, the new teachers and administrators need to attend training, so that they all know what's going on, so that you won't have so many staff members not knowing, and they can speak the language and not feel like they're being left out. But also, even with teachers, you have veteran teachers who know how to build relationships with students. That's great, but they still need to know and benefit from attending training. So just making sure everyone is trained first and then have coaches in place in the school, and more than one. It's a great idea to have more coaching opportunities in the school. Maybe we can also benefit from having more professional development on filling out the assessment and planning tools and having plan B conversations.

Category: Data Analysis and Success Tracking. All 7 participants shared that data analysis and success tracking could help with the implementation of the CPS model. The collection and analysis of data related to the implementation of the CPS model represents a way for school leaders and teachers to narrow the focus and establish priorities. Also, analysis and tracking could inform decisions about meaningful professional development and support to provide to teachers. Participant A suggested,

I don't think we are doing that well with fidelity checks, implementing them and showing what it's done with quality and its effectiveness. Let's pull the teachers together and pull the data, and let's look and see how many teachers are using the

CPS model as they should. What's their result? Let's track the kids and see where the change is happening.

Participant B stated,

School leaders have been very forward in sharing the positives that they have seen in implementing CPS at the administrative level. So, we saw especially early on when teachers didn't have a high level of buy-in, we saw, you know, a lot of scholars still being sent to the office or being pulled out, being asked to be pulled out of class for these unwanted behaviors. And the administrators started to have these plan B conversations and try to implement the CPS model. So, as they started to share their stories of success and things that worked for them, that has certainly been something that helped teachers a lot, not just with buy-in but also with implementation, knowing what worked and what did not work for administration.

Participant C explained,

The administrators also come to some of the meetings, the coaching meetings, not all of them, but some of them. When administrators are brought in, they making sure they're tracking. It helps teachers to buy into the practice, so my administrators have been very supportive. And our administrators also have plan B conversations with students. When a student may have a serious offense, cursing in class or yelling at the teacher, they make them implement restorative practice because the student may not get suspended in a situation like that.

Category: Increasing the Number of CPS Support Coaches in the School. Six participants shared that increasing the number of CPS support coaches in the school could help with the implementation of the CPS model. Teachers expressed their appreciation for meaningful coaching and support that increases their capacity to execute practices fully and successfully. Participant A stated,

On the resources, I think we would need a coach. So, we have coaches for everything else, right? We have coaches for math. We have coaches for reading. Why not have a coach for collaborative problem solving that's well-verse, that can provide those additional supports, posters, maybe across the classrooms like we do with anchor charts to go ahead and support those or if a child gets stuck or confused or even the teacher for that matter. And they are in the process of doing a plan B conversation and they are like, "Oh, I forgot my next step." They have this visual that they can go to.

Participant C stated,

Teachers still need to know and benefit from attending training. So just making sure everyone is trained first and then have coaches in place in the school and more than one. It's a great idea to have more coaching opportunities in the school.

Participant D also expressed,

More professional development and coaching. Like I said our leaders within the school outsourcing to more than just youth villages, maybe even someone else coming in to offer insight about the CPS model. I know videos and reading different journals or scholarly articles might be helpful. And then the leadership

continuing to model the way of how the CPS model should be implemented daily will be very helpful.

Theme 4: Teacher-Centered Coaching and Support to Build Capacity

The final theme also aligned with Research Question 2. In sharing their insights regarding the additional institutional supports teachers need to implement the CPS model fully and successfully, participants emphasized the importance of teacher-centered coaching and support to build capacity. The following categories made up Theme 4: scenario-based trainings, modeling by school administrators, and scripted conversations and resources.

Category: Scenario-Based Trainings. All 7 participants indicated scenario-based training could help with the implementation of the CPS model. Professional development and support embedded with deliberate practice is a sure way to increase the capacity of teachers effectively and efficiently. Participant D agreed and provided details about measures that would help:

> In schools, we always have those visual representations or reminders of progressive accountability or different discipline measures. I think it would be helpful to have that for CPS, the steps to CPS and how to execute with challenging behaviors. If there was a visual reminder, I think that it should be professional development that's schoolwide pretty much like monthly or every few months, just to keep getting that refresher.

Participant E emphasized the importance of practice,

> Resources and support. I really do think that having, you know, just more of the
> scenarios is likely to be beneficial because sometimes some teachers would be
> confused as to like how to use the model. The directions were quite vague.
> Sometimes this would, you know, cause like miscommunication with the student,
> so I really do think that just more support and more time to use the model, even in
> mock scenarios, would have been better.

Participant G stated,

> Every teacher does not desire to use [the CPS model] because when I was doing
> CPS training, some teachers would fall asleep. Some teachers would grade papers
> not paying attention. So, one support is to make it engaging to implement. But as
> far as, you know, teachers who desire to use it fully, support from the leadership
> would be great along with consistent coaching reminders. I also believe the main
> resource would simply be to have like a cheat sheet.

> **Category: Modeling by School Administrators.** Six participants shared that

modeling by school administrators could help with the implementation of the CPS model.
Responses reinforced the idea that when administrators take time to fully model
expectations for their staff, they receive more respect and fidelity with implementation of
initiatives. Participant B stated that,

> "School leaders have been very forward in sharing the positives that they have
> seen in implementing CPS at the administrative level. So, we saw especially early
> on when teachers didn't have a high level of buy-in, we saw you know a lot of

scholars still being sent to the office or being pulled out, being asked to be pulled

out of class for these unwanted behaviors. And the administrators started to have

these plan B conversations and try to implement the CPS model. So, as they

started to share their stories of success and things that worked for them, that is

certainly been something that helped teachers a lot, not just with buy-in, but also

with implementation. Knowing what worked and what did not work for

administration."

Participant D added, "Definitely more professional development with the leadership

continuing to model the way and how the CPS model should be implemented daily will

be very helpful." Participant E agreed that modeling might help teachers improve their

techniques:

Sometimes my inexperience with the CPS model would, you know, cause like

miscommunication with the student, myself, so I really do think that just more

support and more time and using more chances to use the model, even in mock

scenarios, would have been better.

Category: Scripted Conversations and Resources. Four participants shared that

scripting conversations and resources could help with the implementation of the CPS

model. Scripting helps to keep facilitators focused on the direction and outcomes of the

plan B conversation. Participant A stated,

I know, like, CPS provided us with a simple script, but I think the script could be

modified maybe to even feature schools within your climate necessarily, so that

it's more buy-in from the staff as well, and so like I said, our counselor's great

and our counselor was our go-to here, but sometimes he would need additional

support as well. I just think that intensive training, maybe a cheat sheet across all

areas that CPS has, even making or having the discussions with the children to

make the children initially and eventually be able to have these plan B

conversations with one another when they have conflict versus having an adult as

the one facilitating as the goal.

Participant B stated,

But certainly, for newer teachers, having exemplar plan B conversations and

planning documents that they can reference would be quite a big benefit. In terms

of professional development, again, I think every teacher who's implementing

CPS should have the opportunity to attend that Tier B or Tier 2, or whatever it's

called professional development, where they really get into, like I said before, the

why and the how of CPS.

Participant C agreed,

We should receive Tier I training from the actual company. They have modeled

the CPS model and we also received coaching. That was a 3-day training and we

needed more. Every teacher received coaching twice a month with the

organization and their partners with our school to help implementation of the

model, so in those coaching meetings, we talk about different scenarios and then

we go over their assessment planning tools. Also, we go over recorded plan B

conversations that we've had before and give each other feedback, so that has

been helpful at times.

Discrepant Cases

Several themes consistently emerged during data analysis. While the data showed that participants openly expressed differing points of view and opinions, no discrepant cases materialized. Although the participants expressed that their mindsets were fixed during the initial implementation of the CPS model, they came to realize that the CPS model helped to address the challenging behaviors and lagging sills of students without imposing punitive consequences over time. All 7 participants agreed that ongoing professional development would help with the implementation of the CPS model, and most of them took into consideration that support and coaching should be tailored to the needs of teachers to enhance efficiency and relevance. Participant G described their initial opinion that teachers should have autonomy and decide for themselves whether to implement the CPS model and attend training; however, experiencing the value of its implementation over time changed this mindset.

Evidence of Quality and Accuracy

During the administration of my project study, I followed the plan for accuracy and quality by adhering to the Walden University Institutional Review Board (IRB) policy for ethical research. During the data collection process, all participants' interviews were audio-recorded using the Zoom virtual platform and an additional audio-recording device. There were no physical face-to-face interactions with participants to prevent risks associated with COVID-19. The interviews consisted of 9 open-ended interview questions with probing follow-ups related to implementing the CPS model since 2016, and 4 additional open-ended questions related to implementing the CPS model in the

hybrid learning environment due to the onset of the COVID-19 pandemic. I did not

deviate from the questions during the interviews to maintain consistency and to remain

unbiased throughout the interview process.

I transcribed each interview in preparation for thematic analysis. Once I

transcribed the interviews using the audio recordings, I used member checking to

enhance quality by allowing participants to review a written transcript of their responses

via email. Participants had an opportunity to share feedback with an emailed response

within 48 to 72 hours of receiving the email. I further focused on quality and accuracy by

using unbiased narratives during the audio-recorded interviews (Marshall & Rossman,

2016).

Implications of Findings

The problem was that despite the implementation of the CPS model prior to the

intervention of administrator support/disciplinary action, the out-of-school suspension

(OSS) rate increased since 2016. Because of the worsening of the problem, it was

important to understand more specific details surrounding the implementation of the CPS

model at the school site. My project study was an investigation of teachers' perceptions

of the implementation of the CPS model and their opinions about the institutional

supports that teachers need to successfully implement the CPS model to preventing OSS.

I used thematic analysis to annotate participant responses and create a data

analysis matrix and outline to display pattern-coded categories that led to emergent

themes. I predicted and discovered that teachers wanted more professional development,

administrative support, and access to coaching opportunities tailored to enhance their

implementation of the CPS model at the school site. I also learned that teachers wanted access to supplemental resources focused on reducing the lagging skills and challenging behaviors while building positive relationships with the students.

During interviews, participants provided rich data that answered the research questions and informed the professional development for my project study. The research questions were foundational in establishing the interview questions, and the participants' interviews echoed the findings in the primary literature review. All this information and insight supported the development and design of my evidenced-based professional development, support, and coaching that were intentional and tailored to the needs of teachers to enhance their implementation of the CPS model.

RQ1

RQ1 was: What are teachers' perceptions of the implementation of the CPS model to provide SELS prior to administrator support/disciplinary action as a means for preventing OSS for students? Data reflected that the participants generally believed that teachers struggled with overcoming a fixed mindset, which impacts the implementation of the CPS model. Initially, teacher buy-in was low because participants expressed that they had mixed feelings about allowing students with challenging behaviors to engage in collaborative practices.

Experience in applying the model, however, shifted the teachers' mindsets. They began to focus on addressing the students' lagging skills rather than the challenging behaviors themselves, exercising grit and resilience and reducing their inclination to focus solely on the academic and behavioral deficits of students (Krovetz, 2016). The

modeling of a growth mindset rooted in supporting teachers and students with equitable

practices yields positive, holistic outcomes for students (Nadelson et al., 2020). Once

teachers became more comfortable with the implementation of the CPS model, they

found value in collaboration among teachers, students, and families. They also developed

empathy by providing a safe space for students to have a voice to share in the

responsibility of reducing lagging skills and challenging behaviors while also building

positive relationships.

RQ2

Findings also addressed RQ2: What additional institutional supports do teachers

need to implement the CPS model fully prior to administrator support/disciplinary action

as a means for preventing OSS for students? Data reflected that the participants needed

more professional development, support, and coaching opportunities that were tailored to

their needs. The participants desired professional development aligned to their beliefs

systems that provided collaborative and individualized coaching and support with hopes

of enhancing the implementation of equitable practices that positively impact students

(Ling et al., 2020).

Although teachers at the research site received professional development, gaps

remained in fully implementing the CPS model with fidelity to address the challenging

behaviors of students. Quality professional development provides support and closes

implementation gaps in a way that helps teachers provide equitable learning experience

for all students (Saleem et al., 2021). Participants also expressed the importance of

ongoing data analysis to track successes and identify opportunities for growth with the

implementation of the CPS model. Data analysis would help to inform decision-making and determine the types of professional development, support, and coaching opportunities offered to teachers over time. Teachers indicated that ideally, this professional development would include modeling the CPS model by school administrators and the provision of scripts and resources to support teachers as they engaged in deliberate practice scenarios.

Conclusion

In my project study, I interviewed 7 teachers in middle school grades 6 through 8 regarding their perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. Participants were protected by the Walden IRB guidelines. I transcribed the audio-recorded interview responses and used thematic analysis to annotate participant responses, which supported creation of a data analysis matrix and outline that included pattern-coded categories that led to emergent themes. These data points helped shaped the professional development plan for my project study, which was to enhance the implementation of the CPS model by providing support and coaching tailored to the needs of teachers who implement the CPS model at the school site.

Section 3 presents a detailed description of my evidence-based professional development plan derived from the insights provided by the 7 participants in my project study. I generated the professional development plan for this local middle school based on the explicit need for more professional development, support, and coaching opportunities tailored to the needs of teachers to enhance the implementation of the CPS

model. Overall, the findings from my project study contribute to social change by improving the implementation of SELS programs and practices of school leaders and teachers in a way that builds positive relationships between teachers and students, creates supportive classroom environments, integrates social-emotional teaching strategies into lesson content, and provides intensive individualized interventions to students in a strong school culture and climate.

Section 3: The Project

Introduction

Section 3 includes an examination of my professional development plan based on the findings of my project study. I created a professional development plan with multiple sessions (see Appendix A). This section of my project study includes the rationale for creating the professional development plan, a review of literature that explores professional development as a change agent, the project description evaluation plan, and project implications that promote social change.

During audio-recorded interviews, teachers shared their perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation of the CPS model as a means for preventing OSS for students. Teachers expressed that they needed professional development, support, and coaching opportunities tailored to their needs. Teachers also expressed their concerns that fixed mindsets among both new and returning teachers impeded implementation of the CPS model since 2016. My professional development project involved addressing the concerns of teachers of grades 6 through 8 to enhance the implementation of the CPS model through intentional professional development.

Rationale

My project study involved completing 1 of the 4 basic genres of projects to complete the final study: an evaluation report, curriculum plan, professional development training with curriculum and materials, or policy recommendation with details. The findings indicated that providing teachers with support and coaching was a significant

factor in terms of enhancing the implementation of the CPS model. Findings also increased understanding of teachers' perceptions of the implementation of the CPS model and institutional supports that improve implementation of the CPS model as a means for preventing OSS. Based on evidence-based findings in my project study, professional development training with curriculum and materials appeared to be the most applicable genre to enhance implementation of the CPS model at the school site.

Consideration of other options reinforced the choice of a professional development plan. For example, an evaluation report is most appropriate for an evaluation study that involves addressing needs by evaluating a program within an organization to improve or eliminate it (Bogdan & Biklen, 2016). Although my project study involved an investigation of the CPS model, I was more concerned about teacher perceptions and supports they needed to enhance the implementation of the CPS model compared to evaluating the model itself. Because the goal of my project study was not to evaluate the CPS model to improve or eliminate it, an evaluation report was not appropriate for my project study.

Generation of a curriculum plan involves the development of an instructional guide that supports teaching and learning goals for teachers and students across all subjects (Chiu & Chai, 2020). A curriculum plan includes scripted lesson plans that are created within a thematic unit and a clear scope and sequence for pacing out lessons. Lessons in a curriculum plan include state standards, lesson objectives, do now sections, lesson openings with review, direct instruction, checks for understanding, small group and independent tasks, and exit tickets. A curriculum plan also includes mid-unit and

end-of-unit assessments to check for mastery of standards and skills. Schools and districts use curriculum plans to support direct instruction aligned with goals established for mastery of end-of-year state assessments. A curriculum plan involves providing clear content, products, processes, and praxis (Chiu & Chai, 2020). Because my project advocated for teachers to receive professional development regarding providing SELS for students, the generation of a curriculum plan was not appropriate for my project study.

A policy recommendation is a comprehensive document that outlines explicit school-based strategies and practices for schools to increase student achievement. Policy recommendations include detailed summaries of current practices that present barriers and multiple sources of data points that confirm existing problems within schools or networks so that changes can be made with informed intent (Bogdan & Biklen, 2016). Policy recommendations include literature and research to support evidence-based challenges with recommendations and research-based strategies and suggestions. Since findings from my project study indicated that teachers need more professional development, support, and coaching opportunities tailored to their needs, policy recommendations would not be the best way to address those needs.

A professional development project was the most appropriate genre for my project study to investigate teachers' perceptions of the implementation of the CPS model and institutional supports that are needed to improve implementation as a means for preventing OSS for students. The essential outcome was to promote sustainable transformation in schools to increase teachers' competence and allow for collaborative reflection and practice as they enhanced academic and social-emotional learning

experiences for students. The aim of my project study was to enhance the implementation of the CPS model by providing professional development, support, and coaching opportunities that are tailored to the needs of teachers.

Effective professional development opportunities are content-focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and are of sustained duration (Darling-Hammond et al., 2017). Effective professional development in schools also helps to increase authentic buy-in among teachers and staff with initiatives that create sustainable results, maximize productivity, and increase teacher capacity and confidence (Taylor et al., 2019). Findings from my project study directly align with my professional development plan designed to enhance implementation of the CPS model at the school site.

Review of the Literature

The literature review within this section of my project study involved researching peer-reviewed articles focused on providing professional development, teacher mindset shifts, and equitable practices for students. I focused on professional development and how it may address the problem at the school site. An additional focus was addressing teacher mindsets about implementing the CPS model at the local middle school to reduce challenging behaviors and lagging skills. The last area of focus was how equitable practices impact students holistically. Researching information was vital to the generation of the professional development project for my project study.

Employing a systematic search using Walden Library's databases, I navigated through literature related to this project. Key terms used to search for additional literature related to my project study included *professional development*, *mindset shifts*, and *equitable practices for students.* These key terms yielded a range of relevant articles. I collected and analyzed peer-reviewed journal articles for relevant textual evidence to support my project study from publications dated between 2016 and 2021. Databases used to collect and analyze these peer-reviewed journal articles were ERIC, ProQuest Central, Google Scholar, EBSCOHost, Academic Search Complete, and Expanded Academic ASAP.

Professional Development Best Practices

Providing teachers with solid professional development opportunities cultivates a growth mindset consistently over time, and teachers are more likely to be open to changes that involve the incorporation of new pedagogical strategies and ideas. Teachers need quality professional development experiences to transform their own learning experiences, mindsets, and students they serve (Tyagi & Misra, 2021).

Teachers may assess their beliefs and experiences by understanding how new instructional practices can be integrated into their work to support what they already believe and do as well as how these new ideas align with their current practices (Martin et al., 2019). Also, teachers critically and reflectively evaluate their current practices internally and with colleagues to challenge assumptions when they struggle to incorporate new ideas and practices that push them beyond their comfort levels. Finally, to transform their learning, teachers may reflect about what is best for students to

determine what actions to take and how to implement new practices that will transform

learning experiences and outcomes of students (Martin et al., 2019). Incorporating

research-based strategies into professional development experiences, in addition to taking

the initiative to seek out opportunities for development, are also effective ways for

teachers to enhance their practices (Tyagi & Misra, 2021).

Effective professional development programming supports teachers in ways that

help them provide quality learning experiences for students (Saleem et al., 2021).

Professional development that is rooted in reflecting on beliefs systems, collaboration

with others, and individualized support promotes educational and social equity for

teachers and students (Ling et al., 2020). Teachers also develop strong belief systems

about teaching that inform the types of professional development they need, empower

them to advocate for what they need, and prompt them to seek opportunities for

professional development outside of what their schools may offer to refine their practices

(Taylor et al., 2019). Also, when teachers have the skills they need to work with

communities they serve in an appropriate and fulfilling way, partnerships between

students, teachers, and families become stronger (Saleem et al., 2021).

Quality professional development has a positive influence on teachers and

impacts their professional performance, personal qualities, student outcomes, career

progression, and commitment to the teaching profession (Tantawy, 2020). However,

some teachers are skeptical about attending and participating in professional development

sessions because information often does not meet their needs or provide what they need

to do their work effectively. Quality teachers may exit the profession because they feel

overworked and underpaid and do not receive sufficient support with tools and resources they need to be successful (Ling et al., 2020).

The purpose of professional development is to foster sustainable change in schools by building teacher capacity and allowing for collaborative reflection and practice as teachers transform learning experiences for students (Taylor et al., 2019). One way to deliver professional development that helps teachers refine and reinforce their practices is to conduct peer observations and identify strategies that produce desired outcomes for students. Soliciting feedback from teachers is an effective way to determine the quality of a professional development experience (Saleem et al., 2021).

Teachers prefer professional development opportunities that are tailored to their individual needs and less associated with research on how to improve teaching practices and student outcomes (McElearney et al., 2018). They are also more likely to embrace professional development rooted in group work, interactive sessions, cluster groups, coaching, mentoring, self-reflection, discussion and debates, and use of case studies (McElearney et al., 2018).

Teachers desire ongoing support from effective school leaders who monitor effectiveness of practices regularly and deliver followup responses that align with teachers' professional needs (Akinyemi & Nkonki, 2021). Regardless of their preferences, teachers' beliefs about interactive professional development can either increase engagement in the classroom and produce outcomes or reduce teachers' effectiveness and impact the school culture (Zhao et al., 2019). Internalizing the professional development process is key to maximizing outcomes for teachers through

implementation (Tantawy, 2020). Without clear expectations for what teachers should be able to do because of attending professional development sessions, teachers may conclude their time has been wasted, and their practice and performance may stagnate.

Mindset Shifts

Mindset shifts require teachers to develop new habits of mind and character; they must focus on expectations they want students to meet rather than challenging behaviors they exhibit (Krovetz, 2016). Shifting the adult mindset about implementing the CPS model and other SELS programs involves constant support and exposure to resources that can be used to fully regulate challenging behaviors effectively (Ablon, 2019). Effective school leaders model a growth mindset rooted in supporting teachers and students with equitable practices that yield positive outcomes for students (Nadelson et al., 2020). The ability of a school leader to cultivate a positive mindset in teachers and staff can enrich learning experiences of students in underserved communities through the construction of positive relationships, increased student achievement and engagement, and implementation of practices that meet students' social-emotional needs (Rea, 2017).

Teachers understand that reflective practices support increase self-awareness, critical thinking, and reflective mindsets that positively impact student outcomes (Korucu Kis, 2019). When students know their teachers care, their perceptions about the importance of education change, and they may find learning in the classroom to be resourceful and joyful (Lee, 2016). The capacity of effective school leaders to transform school cultures characterized by low academic performance, limited social-emotional support, and fixed mindsets of staff begins with leaders making internal changes that

manifest within the school climate and culture (Ferguson et al., 2020). The mindsets that teachers exhibit in the classroom often influence students' performance and behaviors (Lee, 2016). Furthermore, teacher leadership helps lead to positive school cultures and mindsets that foster wellbeing for all by building capacity in others; such growth is essential to improving student and teacher outcomes (Cherkowski, 2018).

Equitable Practices for Students

The capacity of school leaders to identify and challenge marginalizing narratives that prevent equitable access and outcomes for underserved student populations is critical to transforming school culture (Preis, 2020). Effective school leaders are sensitive to the cultural and emotional needs of students, and this is fundamental to promoting and achieving positive outcomes for all students using SELS programs (Allen & FitzGerald, 2017). Because the needs of students are so diverse, schools must be culturally responsive and foster positive relationships with students and their families in ways that produce positive outcomes for all.

Broadly defined, diversity refers to a range of differences across students, which means there is no one-size-fits-all model or approach to support the needs of diverse learners (Juvonen et al., 2019). An equitable learning environment that acknowledges diversity must be suffused with social-emotional practices that ensure students learn and receive skills and supports they need to maximize their potential holistically (Allen & FitzGerald, 2017). Furthermore, student-centered instruction leads to equitable learning experiences for diverse students in ways that address their academic and social-emotional needs (Talbert et al., 2019).

Most urban schools serve Black and Brown students who have individualized needs, and schools' failure to notice or support those needs may lead to academic and behavioral challenges (Juvonen et al., 2019). Students thrive in schools where their social-emotional needs are met and their presence is acknowledged in an inclusive environment where they feel loved and supported (Allen & FitzGerald, 2017). Effective school leaders and teachers work hard to identify and implement equitable practices that are research-based and culturally relevant when responding to the needs of all students (Lockhart & Mun, 2020).

Among the many goals schools must accomplish is the responsibility to increase parental engagement so that the whole child's needs are fully addressed. The partnership between students, schools, and communities is often an overlooked priority, but those relationships have the potential to make a significant improvement for underrepresented students in underserved communities (Lockhart & Mun, 2020). Effective school leaders leverage community relationships to support students with learning and emotional barriers in a way that accomplishes the vision of the school and the holistic wellness of students (Fehrer & Leos-Urbel, 2016).

Providing students in underserved communities with a traditional educational experience does not guarantee them equitable access to learning that increases achievement or responses that meet their social-emotional needs (Fehrer & Leos-Urbel, 2016). When schools address systemic racism and bias, barriers to student success are reduced, and school leaders and teachers hold each other accountable for implementing equitable practice that provide successful outcomes, especially for students of color and

students with disabilities (Boone-Blanchard et al., 2021). Effective school leaders proactively provide professional development aligned with school-based practices that increase social inclusion so that students are well-rounded and systemic racism and bias is reduced (Juvonen et al., 2019).

Most intervention systems in institutions are responses to the need to develop inclusive practices for students; however, schools must also increase awareness and action in response to systemic racism and bias towards Black and Brown students to maximize those students' potential (Boone-Blanchard et al., 2021). To ensure all students' needs are met without generalizing systems and procedures, teachers may incorporate equity checks into their daily routines to maintain accountability and ensure equitable practices for all students appropriately (Allen & FitzGerald, 2017). Effective school leaders also provide professional development opportunities that broaden educators' capacity to adequately implement equitable practices in the classroom, and these practices contribute to shifting the mindset about what students in underserved communities can achieve (Alvarez, 2017).

Project Description

The project outlined in my project study is a 3-day professional development plan designed to meet the needs of teachers who implement the CPS model at the school site. Research showed that quality professional development increases teacher capacity and improves student outcomes holistically (Martin et al., 2019).

On the first day of the of the professional development, teachers will receive research-based articles that provide a high-level overview of what the CPS is and what it

is not. Teachers will also have opportunities to review the CPS resources needed to fully

prepare for plan B conversations with students that exhibit challenging behaviors and

lagging skills. In general, teachers engage in professional development opportunities that

feature group work, interactive sessions, cluster groups, coaching, mentoring, self-

reflection, discussion and debates, and the use of case studies to enhance practices

(McElearney et al., 2018). Since teachers prefer professional development, support, and

coaching with a more hands-on approach, the remainder of the first day will allow

teachers to practice preparing plan B conversations using the CPS resources with the

support of CPS coaches, school leaders, and peers.

The second day of my professional development is tailored to meet the needs of

new and struggling teachers who need support clinics; in contrast, returning teachers may

need more guidance and coaching through deliberate practice clinics. On the final day,

deliberate practice clinics will continue with new and struggling teachers working one-

on-one and in small groups to script out solid plan B conversations with CPS coaches

using the tools. The CPS-APT is an assessments tool used to observe and identify the

specific triggers or expectations that frequently lead to challenging behaviors, as well as

the thinking skills that would help the individual to handle those demands more

adaptively. The CPS-APT sample is an exemplar model of the assessments tool used to

observe and identify the specific triggers or expectations that frequently lead to

challenging behaviors, as well as the thinking skills that would help the individual to

handle those demands more adaptively. The plan B organizer is the tool used to plan the

conversation with the child to share concerns, frame the problem, and norm on potential

solutions moving forward. Returning teachers worked one-on-one and in small groups to review and receive direct feedback on plan B conversations with deliberate practice.

Following lunch on the final day, teachers and school leaders will engage in the plan B conversations aloud with the entire group, giving and receiving feedback from peers and CPS coaches. The purpose of this professional development is to provide teachers with intentional support and coaching that is tailored to their needs (Chiu & Chai, 2020). Participants' revelations that teachers displayed various levels of understanding and implementation of the CPS established the need to include an opportunity to embed practice clinics into the professional development workshop. Teachers will receive evidence-based resources, practice scripting out a plan B conversation using the CPS resources, and engage in deliberate practice clinics while giving and receiving direct feedback.

Potential Resources & Existing Supports

Current supports and resources must be utilized during the professional development workshop to successfully implement the professional development project at the school site. School leaders and veteran teachers must be ready to support new teachers and struggling teachers during the practice clinics to maximize the use of time, and so that CPS coaches can provide equitable support to all participants throughout the workshop sessions. My professional development plan should be acceptable to the local middle school as they seek opportunities to enhance the implementation of the CPS model across all grade levels.

Potential Barriers

My professional development plan for this project study is tailored to the needs of teachers who implement the CPS model in their classrooms. Only 7 teachers volunteered to participate in my project study; this low level of engagement may indicate that some teachers feel that they do not need to fully engage in the deliberate practice clinics to enhance their implementation of the CPS model. To overcome this barrier, the first two sessions of my professional development plan will provide a high-level overview of the CPS model and an explanation of how to use the CPS resources with fidelity when preparing a plan B conversation.

Proposal for Implementation & Timetable

When implementing this professional development project, the first step is to share my research findings with the local middle school leaders. All school leaders received a digital copy of the research results and recommendations. I also provided a synopsis of the literature review, which presented the evidence to support the design of the professional development plan. Therefore, leaders learned that all sessions are tailored to the needs of teachers at the local middle school who implement the CPS model. Once the school leaders have an opportunity to review the purpose and outcomes of the study, the leaders will determine the most effective way to deliver the professional development plan at the local middle school so that their professional development cycle does not feel disjointed, nor distract them from their goal of doing what is best for teachers and students.

Once the best placement for the professional development plan has been determined, I may collaborate with the school principal to solidify dates and times to conduct the professional development plan at the local middle school at their discretion. The professional development will be delivered over the course of 3 consecutive days to ensure participants do not disengage from the process and to maximize time. The principal will ensure that the dates and times do not conflict with other school or district events. My goal is to ensure that the local middle school leaders feel comfortable leading this professional development plan related to the implementation of the CPS model now and in the future. The local middle school leaders can determine how often these sessions will be necessary based on the needs and implementation of the CPS model.

Roles and Responsibilities of Teachers and Others

Collaboration with the local middle school leaders, teachers, and staff is vital for this professional development plan to enhance the implementation of the CPS model. Since most of the personnel at the local middle school is invested in the CPS model to provide SELS support to students, it is my hope that all participants will contribute to a professional and supportive environment that promotes change to increase student outcomes and reduce challenging behaviors and lagging skills. All teachers and staff members who currently implement the CPS model will be invited to attend the 3-day professional development, where they will engage in the deliberate practice clinics and complete the surveys at the end of each day. Participants are also expected to fully engage in group discussions and activities throughout the sessions to share their expertise, experiences, and vulnerabilities with the group.

The local middle school leaders must be fully invested in the professional development plan for other members of the local middle school to engage fully and authentically in the professional development. Unforeseen circumstance may cause some teachers not to attend the professional development; however, the expectation is that all teachers who implement the CPS model attend these sessions. To that end, the local middle school leaders are responsible for inviting teachers and staff to attend the 3-day professional development.

The local middle school leaders may collaborate with me to determine the time, date, and location for their delivery of the professional development plan. I am solely responsible for creating the workshop sessions and will share them with the local middle school leaders. Together, the leaders can decide who will facilitate each session so that one facilitator does not experience burnout over the course of 3 days. During the professional development, I will provide all the resources and handouts needed to facilitate the sessions.

Project Evaluation Plan

At the end of each day, workshop participants will complete a confidential survey to evaluate the training. Feedback from the surveys will help the presenters and me make changes and adapt to the needs of the participants so that the learning outcomes for each session are met. My project study aligned with the goals of the professional development plan with the idea of enhancing the implementation of the CPS model.

The survey questions feature a Likert scale, and participants will indicate whether the information presented in the workshop sessions was helpful, and feedback will

inform the implementation of the professional development plan. Responses may indicate that participants welcome and respect the various perspectives and values, and participants may feel they will be able to apply what they learn from the professional development sessions in their daily practices. Further, participants may describe session presenters as engaging and clear in conveying content and desired outcomes. Participants will also answer two open-ended questions to share strengths and weaknesses they might identify during workshop sessions. The survey appears on the professional development agenda at the end of each day in Appendix A.

Besides making real-time adjustments and modifications to the professional development plan based on survey feedback, responses to the surveys may also help determine whether the sessions are informative and may enhance the implementation of the CPS model at the school site. Open-ended responses give participants an opportunity to authentically share their thoughts about the strengths and weaknesses of the professional development (Lee & Kim, 2021). The local middle school leaders will review the survey results, which may enhance how they structure school-based professional development moving forward.

Project Implications

Local Community

The professional development training will provide the local middle school with the resources needed to enhance the implementation the CPS model with hopes of reducing the OSS rates for students. Quality professional development creates a dynamic and positive school culture wherein school leaders and teachers collaboratively enhance

their practices to increase students' academic outcomes and to reduce their challenging behaviors and lagging skills (Khan et al., 2021). My professional development plan includes research-based strategies and resources to shift teacher mindsets and support implementation, and during the training, teachers will have multiple opportunities for deliberate practice to sharpen their abilities to collaboratively engage in a meaningful plan B conversation with students who have challenging behaviors and lagging skills. Professional development enhances teacher practice and sustains quality job performance over time (Ali & Haider, 2021). At the school site, fully implementing the CPS model will support positive relationships between teachers and students, create supportive classroom environments, integrate social-emotional teaching strategies into lesson content, and provide teachers with intensive individualized interventions to support students in a strong school culture and climate.

Implications for Far-Reaching Change

The implications for social change expand beyond the local middle school as schools and schools districts strive to provide SELS to students and meet their individual needs. Children grow up to become adults who must learn to function in a society that displays very little tolerance or acceptance for challenging behaviors that most people cannot understand because they cannot identify lagging skills appropriately. Reducing challenging behaviors and lagging skills when children are young will help them to respond appropriately when they experience challenges as adults. This work will also help them to cultivate positive relationships with people in general as a result of them

understanding their triggers and activating the skills they need to handle conflict with the

resources they have used over time.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The main strength of my professional development plan in this project study is that the literature review and participant interviews informed its development and the importance of providing teachers with professional development, support, and coaching opportunities. My professional development plan was intentionally developed and tailored to enhance the implementation of the CPS model at the school site. The review of literature indicated that supplemental resources and strategies are helpful in terms of fully implementing the CPS model, and teachers use these resources to reduce lagging skills and challenging behaviors of students while also building positive relationships. My research questions were foundational in establishing interview questions, and participant interviews aligned with findings from the primary literature review. This streamlined my process of designing an evidence-based professional development plan embedded with support and coaching to enhance teachers' implementation of the CPS model at the school site.

Another strength of my professional development plan is that it included evidence-based strategies that are likely to meet the needs of teachers at the local middle school to ensure their professional development, support, and coaching opportunities are meaningful and lead to positive outcomes with the implementation of the CPS model. My professional development plan also provides opportunities for presenters to facilitate sessions that support teachers with addressing lagging skills and challenging behaviors of students prior to administrator support/disciplinary action in order to reduce OSS rates for

students. Emphasizing the importance of fully implementing the CPS model is a strength of my professional development plan, and sessions may help teachers and school leaders understand the value of providing ongoing professional development, support, and coaching to reduce lagging skills and challenging behaviors through the implementation of the CPS model and SELS systems.

Although all teachers who implement the CPS model at the local middle school may attend the professional development sessions, one project study limitation may involve teachers' ongoing fixed mindsets against using the CPS model to reduce lagging skills and challenging behaviors of students appropriately, especially if they do not buy into the philosophy of the CPS model. Ongoing professional development, support, and coaching tailored to the needs of teachers may enhance implementation of the CPS model and shift the mindsets of teachers about applying the CPS model holistically. I structured the professional development plan for the project study based on interview responses of participants. Since there are 18 other teachers at the local middle school who were eligible to participate but decided not to participate, there may be other perceptions, tailored supports, and resources teachers need that are not included in my project study nor represented in the professional development plan.

Another limitation of my professional development plan is that school leaders may not feel that implementing these sessions or the CPS model are high priorities as they return to the local middle school during Fall 2021 amidst the COVID-19 pandemic. Implementation of the CPS model was altered during the 2020-2021 school year because most students engaged in remote learning or hybrid learning due to the COVID-19

pandemic, which minimized many challenging behaviors that teachers experienced in the classroom. When teachers and students return to campus for in-person learning, they may feel other priorities are more pressing than the implementation of the CPS model. This perception could impact further implementation of this model, and consequently, students' lagging skills and challenging behaviors may increase if teachers do not address them as the local middle school intended. School leaders may feel that professional development plan implementation is not a top priority while trying to normalize school-based processes and procedures amidst the ongoing pandemic.

Recommendations for Alternative Approaches

Professional development in my project study provides teachers with intentional support and coaching that is tailored to their needs. Participants expressed that teachers' understanding and implementation of the CPS varies; this inconsistency in practice presented an opportunity to embed teacher-to-teacher support and coaching. Teachers who are skilled in terms of fully implementing the CPS model can provide individualized support and coaching to other teachers, both formally and informally; therefore, structured professional development, support, and coaching opportunities led by the school leadership team need not be the only support that teachers receive. Since teachers are implementing the CPS model on a regular basis, teachers who struggle to implement the CPS model may prefer to receive direct support from teachers who fully implement the model without fear of judgment or pressure from school leaders and/or coaches.

Another alternative would be to provide teachers with school-based scenarios that are relevant in terms of the types of students they serve at the school site. Skilled teachers

who fully implement the CPS model could address lived experiences of students while also maintaining their anonymity. These teachers could describe how they identified the problem, explain how they implemented the CPS model to reduce lagging skills and challenging behaviors, and share outcomes that resulted. This process of examining results of implementation might have implications in terms of what skilled teachers could do more effectively or indicate how to move forward with implementing the CPS model when desired outcomes do not occur. Such opportunities will give new teachers or teachers who struggle with implementation of the CPS model multiple opportunities to practice, perspectives to consider, and flexibility to build capacity over time.

Scholarship, Project Development and Evaluation, and Leadership and Change

After I enrolled at Walden University to complete this course of study, my perspective about supporting teachers and students changed drastically over time. Initially, I saw this program solely as an opportunity to attain another credential. Over time, I realized that work that went into completing this coursework and project study was not just for the purposes of attaining an additional credential, but to sharpen my skillset and to make an impact on the communities I serve as a school leader. This coursework has taught me that scholarship is about building my own capacity so that I can make a lasting impact building capacity among those around me.

This project has taught me how to be thoughtful and reflective about how I lead and use research grounded in the experiences of others to make changes that will build capacity in others and yield substantial and sustainable outcomes. Being able to identify a problem at a local middle school to address long-lasting change for the betterment of the

community is scholarship. Conducting participant interviews to gain perspective and fully understand practitioners' needs to yield positive outcomes is always scholarship, in addition to providing opportunities for professional development, support, and coaching.

Project Development and Evaluation

Data-based decision-making in schools is essential to diagnosing teacher and student needs, implementing targeted support and coaching, and designing school improvements to reach expected outcomes over time (Pak & Desimone, 2019). In my project study, collection and analysis of data guided the design of my professional development plan and supported the goal of enhancing the implementation of the CPS model. Although data collection led to unpredictable outcomes and findings, I remained unbiased by accepting findings and was careful not to influence participants' responses with my own perspectives or ancillary questions to avoid generating specific responses that would skew data.

Collecting initial data points to explore the problem of my project study built my capacity and ensured that I collected and analyzed data thoroughly to fully understand the context of the problem before creating a solution. Solutions are only effective and lasting if they derive from a full understanding of the problem and the strategic development of a course of action to address the problem so it does not continue in the future. Although a direct pathway may not exist to address a problem, the process of gathering information to support the idea that a problem needs to be addressed and gathering perspectives from others to fully understand its context are important steps during the process of creating

solutions. Once data are collected and analyzed, suggestions can be made to offer strategies to mitigate the problem.

Leadership and Change

While completing this project study, I learned that leadership and change ultimately lead to transformational thinking and action. My leadership capacity has been challenged because I committed to completing this project study. I learned the importance of being open to outcomes that may not reflect what I want; those outcomes may serve the best interests of the students, teachers, and families that I serve. As my project study problem unfolded, leaders at the local middle school could see that the implementation of the CPS model had not fully met its intended purpose, and the project provided opportunities for teachers to advocate for their needs in ways that could enhance implementation of the model to truly meet the needs of students.

Because I have committed to being a lifelong learner, I have shifted my mindset to seek and fully understand why change must happen in various situations. Change does not always happen because of the absence of success. Sometimes change happens because needs of communities change, and educators cannot use antiquated systems and procedures to support evolving communities. Effective and progressive school leadership always seeks to improve student outcomes through implementing innovative initiatives, maintaining positive relationships, building teacher capacity, and using research-based strategies and practices that maintain the integrity of a positive school culture (Schirmer et al., 2016). As a change agent, I must remain innovative and informed about research-based practices and strategies that are tailored to meet the needs of the communities I

serve. I must also rely on the expertise of others in the communities I serve because they often know what needs must be addressed in order to reach success.

Reflection on Importance of the Work

My project study is important because it involved addressing a gap in terms of fully implementing SELS systems to address lagging skills and challenging behaviors of students. When students with lagging skills and challenging behaviors become adults, they may encounter difficulties in terms of activating coping mechanisms that will help them to address emotional or challenging situations. To dismantle the school-to-prison pipeline, school leaders and teachers must be fully committed to providing SELS authentically so that students can reduce their lagging skills and challenging behaviors using sensible and collaborative approaches. I chose to focus on teachers' perceptions of the CPS model and institutional supports that are needed to improve the implementation of this model as a means for reducing OSS for students. When teachers receive ongoing professional development, support, and coaching, implementation of the model is likely to be more effective and yield successful outcomes for students.

Completing this project study has increased my knowledge regarding how to address a problem and make a lasting impact on the communities I serve. I also learned differences between qualitative, quantitative, and mixed methods research. Once I identified the problem for my project study, I realized understanding teacher perceptions would be most effective in carrying out research, so I committed to conducting a basic qualitative research study. Understanding teachers' perceptions informed my design of the professional development plan in this project study and made me realize how

important it is to collect and analyze data before making decisions. As an agent of change, I am committed to collecting and analyzing data when making decisions for the communities I serve.

Implications, Applications, and Directions for Future Research

Providing teachers with intentional professional development, support, and coaching that are tailored to their individual needs may enhance implementation of the CPS model. This project has the potential to influence how schools offer professional development and support students with lagging skills and challenging behaviors or educated in general. The results of my project study confirmed that teachers at the local middle school need and want ongoing professional development, support, and coaching to support efforts to fully implement the CPS model. Based on collection and analysis of data, findings informed my professional development plan for this project study and supported the goal of meeting the needs of teachers at the school site.

Best practices that resonated through findings are relevant to professional development, support, and coaching that involve responding to the needs of the local middle school and mitigating their challenges in terms of implementing the CPS model. With these opportunities for intentional professional development, support, and coaching, teachers may be intrinsically motivated to use strategies and resources to enhance implementation of the CPS model. When teachers feel fully equipped to support students with lagging skills and challenging behaviors, they can reduce these lagging skills and challenging behaviors while also building solid relationships that yield desired outcomes for students holistically (Martinez, 2016).

Consequently, the professional development plan in my project study and current research may serve as useful resources for other schools. Ongoing professional development could assist teachers in combining other research-based strategies that are already in place with the CPS model. My professional development plan may also provide other districts with an objective way of providing SELS to mitigate challenging behaviors. With this alternative, schools can eliminate the technique of provoking students with punitive consequences and expectations that lead to OSS, damaged relationships, and breaches in school in a positive culture.

Ongoing research can continue to enhance the implementation of the CPS model and other research-based SELS systems. Findings can serve as resources and guides to support and address challenging behaviors of students. Practitioners can adjust and modify current practices in ways that enhance SELS systems, reduce lagging skills and challenging behaviors, and build lasting relationships. Such intentional support for the implementation of the CPS model and other SELS systems in learning environments across the spectrum of learning may improve student outcomes and possibilities so that all students become productive citizens (Ablon, 2019).

To maintain innovation and relevance, educators should continue to address challenging behaviors through the implementation of SELS systems in schools, while also providing intentional professional development, support, and coaching. Another way to address the problem in my project study is to conduct a quantitative study to collect numerical data via a survey for teachers and students about the implementation of the CPS model. Researchers could also evaluate the implementation of the CPS model over

time using a longitudinal study to assess its effectiveness and ability to reduce OSS rates for students. Another option for further research is to assess the problem and its solutions in a longitudinal study at the local middle school over time. On a larger scale, it may be effective to extend the study to multiple schools or school districts to assess the problem and solutions.

These approaches to research would add understanding to the body of knowledge regarding implementation of the CPS model with potential to enhance its implementation and effectiveness over time as school communities evolve. Furthermore, as students evolve, educators' practices must evolve to ensure their needs are addressed appropriately. As practitioners, educators must be seekers of knowledge and provide support tailored to the needs of students and teachers doing both research and professional development experiences.

Conclusion

Some children display challenging behaviors because they do not have the cognitive skills to manage their behaviors appropriately. Students need advocates who will help them reduce their lagging skills and challenging behaviors in ways that will help them holistically in school and life in general. Teachers in my project study expressed the importance of shifting their mindsets about implementing the CPS model and securing necessary tools to fully implement the CPS model to reduce the OSS rate. Findings from my project study proved that when teachers are provided with professional development, support, and coaching that is tailored to their needs, they can fully support students with lagging skills and challenging behaviors. With a sense of openness and a mindset shift,

educational leaders can use data from students and teachers to make informed decisions. Armed with information and commitment, teachers and school leaders can cultivate learning environments for positive change where students benefit from SELS in strong school cultures.

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Appendix A: The Project

Enhancing the Implementation of the CPS Model

Purpose: The purpose of this professional development is to provide teachers with intentional support and coaching that is tailored to their needs. Participants expressed that teachers' understanding and implementation of the CPS varies, which presented an opportunity to embed practice clinics into the professional development workshop. Teachers will receive evidence-based resources, practice scripting out a plan B conversation using the CPS resources and engage in deliberate practice clinics while giving and receiving direct feedback.

Learning Outcome: The learning outcome was developed based on the expressed needs of the local middle school in my project study. This professional development is designed to accomplish the following learning outcomes:

1. Enhance the implementation of the CPS model at the school site.
2. Increase teacher capacity when using CPS resources to prepare for plan B conversations with students.
3. Engage in collaborative learning experiences using evidence-based resources.

Target Audience: This professional development was created to provide support, coaching, and resources to teachers at the local middle school in my project study.

Timeline: This professional development consists of 3 6-hour sessions. Teachers will also receive ongoing support and coaching from CPS coaches, school leaders, and peers that is tailored to their needs.

Format: The structure of the professional development allows for engagement between presenters and participants, and most of the time is spent engaging in deliberate practice with CPS coaches and peers.

Evaluation: Workshop participants are expected to complete an anonymous survey daily so that the presenters can adjust and modify workshop sessions to meet their needs.

Workshop Sessions Day 1: Understanding the CPS Model		
Time	**Task**	**Outcomes**
8:00 - 8:45	Huddle Activity	Team building activity that allows everyone to get to know each other and their personality types.
8:45 - 9:00	Mindfulness Moment: Participants will engage in a therapeutic technique that allows them to take a moment to step back so that they can clear their mental state and recenter their focus on the current moment, while acknowledging and owning their feelings, thoughts, and sensations.	Take a moment to step back, center your thoughts, and clear your mind to prepare for the workshop session.
9:00 - 10:15	Collaborative Problem-Solving (CPS) Overview	High level overview of what the CPS is and what it is not.
10:15 - 10:30	Bio Break	
10:30 - 12:00	Preparing for Plan B Conversations Using CPS Resources	Review of resources to plan solid plan B conversations with students.
12:00 - 1:00	Lunch (on your own)	
1:00 - 2:30	Work Time Planning Session w/ Scenarios Resources: • Scenarios: The scenarios are drawn from actual classroom situations and provide realistic contexts for developing knowledge and skills in behavior management. The scenarios provide opportunities to assess the relevance and applicability of various models of management in different situations. • CPS-APT: The CPS-APT is an assessments tool used to observe and identify the specific triggers or	Teachers will use the scenarios to prepare for plan B conversations to engage in clinics (tomorrow). CPS coaches will be present to offer support.

	expectations that frequently lead to challenging behaviors, as well as the thinking skills that would help the individual to handle those demands more adaptively. • CPS-APT Sample: The CPS-APT Sample is a model of the assessments tool used to observe and identify the specific triggers or expectations that frequently lead to challenging behaviors, as well as the thinking skills that would help the individual to handle those demands more adaptively. • Plan B Organizer: The Plan B Organizer is the tool used to plan the conversation with the child to share concerns, frame the problem, and norm on potential solutions moving forward.	
2:30 - 3:00	• Share Outs, Shoutouts & Quick Hits • Workshop Survey (see questions below) On a scale of 1-5, the information presented in today's workshop sessions was very helpful and will inform my implementation of the CPS model? 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree During the workshop sessions, my perspectives and values were welcomed and respected by the participants and presenters. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree	All participants share highlights from today's workshop session, recognize the success of others, and clarify next steps.

	I feel like I can apply what I learned from today's workshop sessions in my daily practices. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree The workshop sessions presenters were engaging and presented the content with very clear outcomes. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree In the near future, I plan to attend other sessions led by the presenters that are related to the implementation of the CPS model. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree What strengths can you identify about today's workshop sessions? What weaknesses can you identify about today's workshop sessions? If any, what improvements would you make? Is there anything else you would like to share about today's workshop sessions?	

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Understanding the Collaborative Problem–Solving Model

Day 1 (8:00 - 3:00)

Audience

- Teachers in Grades 6–8
- School Leaders
- School Support & Personnel

Workshop Sessions Day 1 Goals

- High level overview of what the CPS is and what it is not.
- Review of resources to plan solid Plan B conversations with students.
- Teachers will use the scenarios to prepare 4 Plan B conversations to engage in clinics (tomorrow). CPS coaches will be present to offer support.

Workshop Norms

- **Tell the truth** (without blame or judgment) [Ex: Be Bold. Make it situational, not personal.]
- **Be Open to outcome** (not attached to outcome because it can change).
- **Seek to Understand** (pay attention to heart and meaning). [Ex: Listen actively, with compassion, without judgment.]
- **Creating a sense of belonging,** (different identities and different roles; manage the energy you are bringing in.)

Materials Needed

- Chromebook
- Paper
- Pen or Pencil
- Session Resources (provided daily)
    - Scenarios
    - CPS-APT
    - CPS-APT Sample
    - Plan B Organizer

Workshop Sessions Day 1 Agenda

- Huddle Activity (8:00 – 8:45)
- Mindfulness Moment: Be Present (8:45 – 9:00)
- Collaborative Problem Solving (CPS) Overview (9:00 – 10:15)
- Bio Break (10:15 – 10:30)
- Preparing for Plan B Conversations Using Resources (10:30 – 12:00)
- Lunch (12:00 – 1:00)
- Work Time Planning Sessions w/ Scenarios (1:00 – 2:30)
- Share Outs, Shoutouts & Quick Hits, & Workshop Survey (2:30 – 3:00)

Huddle Activity

Day 1 (8:00 - 8:45)

Keirsey Temperament Sorter Small Group Discussions

- Pre-work: Complete the Keirsey Temperament Sorter
- Complete the "Who Are We" chart (next slide).
- In your personality groups, watch your personality type video (links in next slide). Lean in with the following questions:
    - What resonates with you about your personality type?
    - What do you disagree with?
    - What weaknesses were identified in the video? Do you agree or disagree? Why?
    - What are the strengths and weaknesses that you want your group to know about you? Be vulnerable.
    - How do you think your personality type will manifest itself during the workshop?
- In your small group, pick one person to share out about your group's reflections.

Who are we?

Sensing Types			Intuitive Types	
Introverts				
ISTJ - Inspector (Logistician) 1.	ISFJ - Defender 1.		INFJ - Foreseer (Advocate) 1.	INTJ - Strategist (Architect) 1.
ISTP - Operator (Craftsman) 1.	ISFP - Adventurer 1.		INFP - Mediator 1.	INTP - Definers (Thinker) 1.
Extraverts				
ESTP - Promoter (Entrepreneur) 1.	ESFP - Performer (Entertainer) 1.		ENFP - Catalyst (Campaigner) 1.	ENTP - Inventor (Debater) 1.
ESTJ - Executive 1.	ESFJ - Provider 1.		ENFJ - Mentor (Teacher) 1.	ENTJ - Field Marshall (Commander) 1.

Mindfulness Moment: Be Present

Day 1 (8:45 - 9:00)

Collaborative Problem-Solving (CPS) Overview

Day 1 (9:00 - 10:15)

Think → Pair → Share Reflection

What is Collaborative Problem-Solving (CPS)?

- Take 3 minutes to think about what Collaborative Problem Solving means to you and how you have used it in your daily practices sit students.
- Take 6 minutes and share your reflections with 3 people in the room outside of your grade level.
- Take 6 minutes for vulnerable and brave people to share their reflections aloud with the group.

What is CPS?

- Social-Emotional Learning and Support (SELS) Program
- Focused support for children who lack the cognitive skills to manage their challenging behaviors appropriately.
- Limited research about teachers' perceptions on implementing the Collaborative Problem-Solving Model (CPS).

CPS Framework

- Collaborative Problem-Solving Model
- Philosophical and Therapeutic Research-based Strategies
- Intrinsic Motivation = Successful Outcomes
- Increased Cognitive Skills = Positive Behaviors

Existing Research About CPS

- Successful implementation of SELS programs depend on support from school leaders and teacher perceptions.
- CPS-trained teachers realized that taking time to converse with students strengthens the implementation of the CPS model.
- When schools implement SELS programs, their success depends heavily upon teachers' commitment to SELS and their level of comfort with its content.

Quick Check for Understading

What is clearer to you now that you have more knowledge about the CPS model?

Common Misconceptions About Students

Have you hear any of these? What are your thoughts? Share out aloud.

- "S/He just wants some attention".
- "S/He is making bad choices intentionally".
- "S/He is disrespectful with a bad attitude".
- "S/He is just acting out to get what they want".

CPS Core Ideas

- "Kids do well if they can". ↠ If a student has the skills to model adaptive behavior, s/he would not exhibit challenging behaviors.
- Behind every challenge is an unresolved problem and a lagging skill.

Identify Problems and Lagging Skills

Step 1: Identify the unresolved problem.

Step 2: Hypothesize what lagging skill contributing to the unresolved problem.

Step 3: Use the CPS Assessment and Planning Tool (CPS-APT) to unpack the lagging skill and unresolved problem.

Step 3: Prioritize the major problem and address other unresolved problems along the way

CPS Plan B Conversations

Once the challenging behavior and lagging skill has been identified, we must:

- Step 1: Engage in a conversation with the students to gain perspective from the student on the unresolved problem.
- Step 2: Express your concerns with the student about the unresolved problem in a calm, non-judgmental tone.
- Step 3: Work collaboratively to address the unresolved problem and the lagging skill.

**We will begin this work in our next session using our CPS resources.

Rethinking Challenging Kids by Stuart Ablon

Discussion Questions

- What is Ablon's perspective about rethinking challenging behaviors?
- What resonated with you most about Ablon's perspective?
- How can we challenge ourselves and others to rethink how we respond to challenging behaviors?

Preparing for Plan B Conversations Using CPS Resources

Day 1 (10:30 - 12:00)

How to Use the CPS-Assessment & Planning Tool (CPS-APT)

Sample CPS-APT Overview

Plan B Organizer Overview (page 1)

Plan B Organizer Overview (page 2)

Work Time Session

Day 1 (1:00 - 2:30)

Work Time Session

- Workshop participants will work silent-solo to prepare 4 Plan B conversations to engage in clinics.
- CPS coaches will be present to offer support.
- Workshop participants are expected to use the following resources to complete this work:
  - Scenarios
  - CPS-APT
  - CPS-APT Sample
  - Plan B Organizer

Quick Hits
Shoutouts, Share Outs

References

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Workshop Sessions Day 2: Deliberate Practice Clinics 1.0		
Time	**Task**	**Outcomes**
8:00 - 8:45	Huddle Activity	Team building activity that allows everyone to get to know each other and their personality types.
8:45 - 9:00	Mindfulness Moment: Participants will engage in a therapeutic technique that allows them to take a moment to step back so that they can clear their mental state and recenter their focus on the current moment, while acknowledging and owning their feelings, thoughts, and sensations.	Take a moment to step back, center your thoughts, and clear your mind to prepare for the workshop session.
9:00 - 10:15	Work Time Planning Session w/ Scenarios Resources: • Scenarios: The scenarios are drawn from actual classroom situations and provide realistic contexts for developing knowledge and skills in behavior management. The scenarios provide opportunities to assess the relevance and applicability of various models of management in different situations. • CPS-APT: The CPS-APT is an assessments tool used to observe and identify the specific triggers or expectations that frequently lead to challenging behaviors, as well as the thinking skills that would help the individual to handle those demands more adaptively. • CPS-APT Sample: The CPS-APT Sample is a model of the assessments tool used to observe and identify the specific triggers or expectations that frequently lead to challenging behaviors, as well as the thinking skills that would help the individual	Teachers will use the scenarios to prepare 4 Plan B conversations to engage in clinics (tomorrow). CPS coaches will be present to offer support.

	to handle those demands more adaptively. • <u>Plan B Organizer:</u> The plan B Organizer is the tool used to plan the conversation with the child to share concerns, frame the problem, and norm on potential solutions moving forward.	
10:15 - 10:30	Bio Break	
10:30 - 12:00	• CPS Support Clinic • Returning teachers continue to work on scripting plan B conversations using the resources.	New and struggling teachers will work one-on-one and in small groups to plan out solid plan B conversations with CPS coaches.
12:00 - 1:00	Lunch (on your own)	
1:00 - 2:30	• CPS Coaching Clinic • New and struggling teachers continue to work on scripting plan B conversations using the resources.	Returning teachers will work one-on-one and in small groups to review and receive direct feedback on plan B conversations; initiate deliberate practice.
2:30 - 3:00	• Share Outs, Shoutouts & Quick Hits • Workshop Survey (see questions below) On a scale of 1-5, the information presented in today's workshop sessions was very helpful and will inform my implementation of the CPS model? 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree During the workshop sessions, my perspectives and values were welcomed and respected by the participants and presenters.	All participants share highlights from today's workshop session, recognize the success of others, and clarify next steps.

	1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree I feel like I can apply what I learned from today's workshop sessions in my daily practices. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree The workshop sessions presenters were engaging and presented the content with very clear outcomes. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree In the near future, I plan to attend other sessions led by the presenters that are related to the implementation of the CPS model. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree What strengths can you identify about today's workshop sessions? What weaknesses can you identify about today's workshop sessions? If any, what improvements would you make? Is there anything else you would like to share about today's workshop sessions?	

References

Levitt, T. [Calm]. (2016, September, 9). *Daily calm. 10-minute mindfulness meditation.*

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Deliberate Practice Clinics 1.0

Day 2 (8:00 - 3:00)

Audience

- Teachers in Grades 6-8
- School Leaders
- School Support & Personnel

Workshop Norms

- **Tell the truth** (without blame or judgment) [Ex: Be Bold. Make it situational, not personal.]
- **Be Open to outcome** (not attached to outcome because it can change).
- **Seek to Understand** (pay attention to heart and meaning). [Ex: Listen actively, with compassion, without judgment.]
- **Creating a sense of belonging,** (different identities and different roles; manage the energy you are bringing in.)

Workshop Sessions Day 2 Goals

- Teachers will use the scenarios to prepare 4 Plan B conversations to engage in clinics (tomorrow). CPS coaches will be present to offer support.
- New and struggling teachers will work one-on-one and in small groups to plan out solid Plan B conversations with CPS coaches.
- Returning teachers will work one-on-one and in small groups to review and receive direct feedback on Plan B conversations; initiate deliberate practice.

Workshop Sessions Day 2 Agenda

- <u>Huddle Activity</u> (8:00 – 8:45)
- <u>Mindfulness Moment: Letting Go</u> (8:45 – 9:00)
- <u>Work Time Planning Sessions w/ Scenarios</u> (9:00 – 10:15)
- Bio Break (10:15 – 10:30)
- <u>CPS Support Clinic</u> (10:30 – 12:00)
- Lunch (12:00 – 1:00)
- <u>CPS Coaching Clinic</u> (1:00 – 2:30)
- <u>Share Outs, Shoutouts & Quick Hits, & Workshop Survey</u> (2:30 – 3:00)

Every Kid Needs a Champion by Rita Pierson

Discussion Questions

1. "Kids don't learn from people they don't like". What does that mean to you?
2. Did you have a "champion" when you were growing up? Who was it? How can you "champion the way" for students and/or teachers in your daily practices?
3. How will your actions as an educator show your beliefs that all students can learn at a high level?
4. If we believe that relationships are the vehicle in which students learn best, how can educators cultivate this belief using the CPS model?

Mindfulness Moment: Letting Go

Day 2 (8:45 - 9:00)

Work Time Session

Day 2 (9:00 - 10:15)

Work Time Session

- Workshop participants will work silent-solo to prepare 4 Plan B conversations to engage in clinics.
- CPS coaches will be present to offer support.
- Workshop participants are expected to use the following resources to complete this work:
  - Scenarios
  - CPS-APT
  - CPS-APT Sample
  - Plan B Organizer

CPS Support Clinic

Day 2 (10:30 - 12:00)

CPS Support Clinic

- Annotate the scenario to gain full understanding of the situation.
- Use the CPS-APT Sample as a guide to complete your own CPT-APT.
- Give and receive feedback on the CPS-APT from CPS coach.
- Complete the Plan B Organizer.
- Give and receive feedback on the Plan B Organizer from CPS coach.
- Script out Plan B conversation to engage in deliberate practice.
- Give and receive feedback on the script before engaging in deliberate practice from CPS coach.

CPS Coaching Clinic

Day 2 (1:00 - 2:30)

CPS Coaching Clinic

- Annotate the scenario to gain full understanding of the situation.
- Use the CPS–APT Sample as a guide to complete your own CPT–APT.
- Give and receive feedback on the CPS-APT from CPS coach and peers.
- Complete the Plan B Organizer.
- Give and receive feedback on the Plan B Organizer from CPS coach and peers.
- Script out Plan B conversation to engage in deliberate practice.
- Give and receive feedback on the script before engaging in deliberate practice from CPS coach and peers.

Quick Hits
Shoutouts, Share Outs

References

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https://www.youtube.com/watch?v=syx3a1_LeFo

Pierson, R. [TEDx]. (2013, May 3). *Every kids needs a champion* [Video]. Youtube.com.
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Workshop Sessions Day 3: Deliberate Practice Clinics 2.0		
Time	**Task**	**Outcomes**
8:00 – 8:45	Huddle Activity	Team building activity that allows everyone to get to know each other and their personality types.
8:45 – 9:00	Mindfulness Moment: Participants will engage in a therapeutic technique that allows them to take a moment to step back so that they can clear their mental state and recenter their focus on the current moment, while acknowledging and owning their feelings, thoughts, and sensations.	Take a moment to step back, center your thoughts, and clear your mind to prepare for the workshop session.
9:00 – 10:15	• CPS Support & Coaching Clinics • New and struggling teachers continue to work on scripting plan B conversations using the resources. • Returning teachers continue to work on scripting plan B conversations using the resources.	New and struggling teachers will work one-on-one and in small groups to plan out solid plan B conversations with CPS coaches. Returning teachers will work one-on-one and in small groups to review and receive direct feedback on plan B conversations; initiate deliberate practice.
10:15 – 10:30	Bio Break	
10:30 – 12:00	CPS Small Group Practice	All teachers engage in plan B conversations and deliberate practice; give and receive feedback from peers and CPS coaches.
12:00 – 1:00	Lunch (on your own)	
1:00 – 2:30	CPS Practice Whole Group Practice	Vulnerable and brave teachers and school leaders engage in the plan B conversations aloud

		with the entire group; give and receive feedback from peers and CPS coaches.
2:30 – 3:00	- Share Outs, Shoutouts & Quick Hits - Workshop Survey (see questions below) On a scale of 1-5, the information presented in today's workshop sessions was very helpful and will inform my implementation of the CPS model? 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree During the workshop sessions, my perspectives and values were welcomed and respected by the participants and presenters. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree I feel like I can apply what I learned from today's workshop sessions in my daily practices. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree The workshop sessions presenters were engaging and presented the content with very clear outcomes. 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Neither Agree or Disagree 4 - Somewhat Agree 5 - Strongly Agree	All participants share highlights from today's workshop session, recognize the success of others, and clarify next steps.

| | | In the near future, I plan to attend other sessions led by the presenters that are related to the implementation of the CPS model.
1 - Strongly Disagree
2 - Somewhat Disagree
3 - Neither Agree or Disagree
4 - Somewhat Agree
5 - Strongly Agree

What strengths can you identify about today's workshop sessions?

What weaknesses can you identify about today's workshop sessions? If any, what improvements would you make?

Is there anything else you would like to share about today's workshop sessions? | |

References

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Deliberate Practice Clinics 2.0

Day 3 (8:00 - 3:00)

Audience

- Teachers in Grades 6-8
- School Leaders
- School Support & Personnel

Workshop Norms

- **Tell the truth** (without blame or judgment) [Ex: Be Bold. Make it situational, not personal.]
- **Be Open to outcome** (not attached to outcome because it can change).
- **Seek to Understand** (pay attention to heart and meaning). [Ex: Listen actively, with compassion, without judgment.]
- **Creating a sense of belonging,** (different identities and different roles; manage the energy you are bringing in.)

Workshop Sessions Day 3 Goals

- New and struggling teachers will work one-on-one and in small groups to plan out solid Plan B conversations with CPS coaches.
- Returning teachers will work one-on-one and in small groups to review and receive direct feedback on Plan B conversations; initiate deliberate practice.
- All teachers engage in Plan B conversations and deliberate practice; give and receive feedback from peers and CPS coaches.
- Vulnerable and brave teachers and school leaders engage in the Plan B conversations aloud with the entire group; give and receive feedback from peers and CPS coaches.

Workshop Sessions Day 3 Agenda

- <u>Huddle Activity</u> (8:00 – 8:45)
- <u>Mindfulness Moment: Self–Soothing</u> (8:45 – 9:00)
- CPS Clinic & Work Time (9:00 – 10:15)
- Bio Break (10:15 – 10:30)
- <u>CPS Small Group Practice</u> (10:30 – 12:00)
- Lunch (12:00 – 1:00)
- <u>CPS Practice Whole Group Practice</u> (1:00 – 2:30)
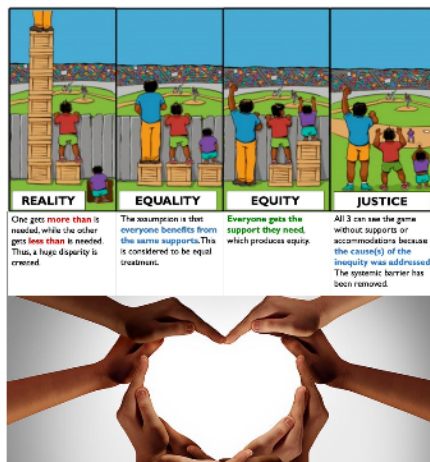- <u>Share Outs, Shoutouts & Quick Hits, & Workshop Survey</u> (2:30 – 3:00)

Huddle Activity

Day 3 (8:00 - 8:45)

Lead for Racial Equity Discussions

Group Discussions

- Read (silent solo): "What is Racial Equity?"
- Guiding Question: Why is it important to lead for racial equity TODAY in a different way than we have in the past?
- Read <10 mins>
- Reflect + Jot <10 mins>
- Personality Type Small Group Discussions <15 mins>
- Whole Group Share Outs <10 mins>

REALITY — One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.

EQUALITY — The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.

EQUITY — Everyone gets the support they need, which produces equity.

JUSTICE — All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Mindfulness Moment: Self-Soothing

Day 3 (8:45 - 9:00)

CPS Support & Coaching Clinics

Day 3 (9:00 - 10:15)

Support & Coaching Protocols

Support

- Annotate the scenario to gain full understanding of the situation.
- Use the CPS-APT Sample as a guide to complete your own CPT-APT.
- Give and receive feedback on the CPS-APT from CPS coach.
- Complete the Plan B Organizer.
- Give and receive feedback on the Plan B Organizer from CPS coach.
- Script out Plan B conversation to engage in deliberate practice.
- Give and receive feedback on the script before engaging in deliberate practice from CPS coach.

Coaching

- Annotate the scenario to gain full understanding of the situation.
- Use the CPS-APT Sample as a guide to complete your own CPT-APT.
- Give and receive feedback on the CPS-APT from CPS coach and peers.
- Complete the Plan B Organizer.
- Give and receive feedback on the Plan B Organizer from CPS coach and peers.
- Script out Plan B conversation to engage in deliberate practice.
- Give and receive feedback on the script before engaging in deliberate practice from CPS coach and peers.

CPS Small Group Practice

Day 3 (10:30 - 12:00)

Small Group Practice Protocol

- Vulnerable and brave volunteers practice Plan B conversation with peers.
- Praise <1-2 mins>
- Probe <2-6 mins>
    - What was the purpose of the conversation?
    - What was the desired outcome? Did you reach it? How do you know?
    - What did you do well?
    - What can you do better next time?
- Action Step <1 min>
- Make Revisions <3 mins>
- Deliberate Practice & Feedback <5 mins>
- Feedback & Praise <3 mins>

CPS Whole Group Practice

Day 3 (1:00 - 2:30)

Whole Group Practice Protocol

- Vulnerable and brave volunteers practice Plan B conversation with CPS coach.
- Praise (Coach & Peers) <1-2 mins>
- Probe (Coach) <2-6 mins>
    - What was the purpose of the conversation?
    - What was the desired outcome? Did you reach it? How do you know?
    - What did you do well?
    - What can you do better next time?
- Action Step (Coach) <1 min>
- Make Revisions <3 mins>
- Deliberate Practice & Feedback (Coach) <5 mins>
- Feedback & Praise (Peers) <3 mins>

Quick Hits
Shoutouts, Share Outs

References

Levitt, T. [Calm]. (2018, October, 30). *Daily calm. 10-minute mindfulness meditation. Self-soothing* [Video]. https://www.youtube.com/watch?v=Xl_B45DpMLU

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