Helping our students with behavioral challenges by using the ALSUP/CPS and SNAP models

A Case Study

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Abstract

This paper presents a study of the ALSUP/CPS (The Assessment of Lagging Skills and Unsolved Problems/Collaborative & Proactive Solutions) work primarily conducted on a student who was facing the difficulty of changing from one mind set to the current lesson. The objective of the study is to investigate and compare the outcomes of the ALSUP/CPS work by interviewing the student, 3 teachers and the school psychologist. The outcomes of student interview were compared to outcomes that emerged from the teachers interviews and the school psychologist. The patterns that emerged showed both positive and negative results. The analysis revealed patterns that were significant to both the student and the teachers. The student noticed that his behaviour changed in class which was also highlighted by all three teachers. It also showed that the student was able to recognize his behaviour and thereby make suggestions for improvement. The ALSUP/CPS model emerged as an evidence-based tool that is effective in investigating and gauging the student potential to recognize and overcome difficulties. The SNAP (Special Needs Assessment Profile) model underscored the fact that it would be a good and supportive tool to use for identifying the academic difficulties that a student may be facing; therefore, both the ALSUP/CPS and SNAP would complement each other in the areas of behavioural and academic difficulties.

Keywords: ALSUP/CPS, special needs, support, lagging skills, assessment, SNAP
1. **Introduction**

Teachers have always educated children with a varied range of skills and accomplishments and have found it difficult to manage the whole range of abilities and needs of the students. In my years of teaching, I have found it rather challenging to develop a well-balanced approach to teaching children with special needs without visible differentiation. Testing models have been used in many schools to find workable measures to help a child who is having learning difficulties. As our school used the SNAP (Special Needs Assessment Profile) model for many years and have now replaced it with the ALSUP/CPS (The Assessment of Lagging Skills and Unsolved Problems/Collaborative & Proactive Solutions), the change is rather new for all teachers. The model addresses the behavioural issues of a child and not the academic side. I have primarily been the Special Needs teacher who has conducted the SNAP testing with the students prior to the change and found the model useful in identifying areas where a student might be facing academic concerns. Since I have minimum experience in using the ALSUP/CPS model, I decided to test the ALSUP/CPS model on one student to find how it works and the kind of results that would emerge. Thereafter, compare it to the teachers and school psychologist’s views on the ALSUP/CPS and SNAP models. A further investigation into the interviews will be done to find whether the two models complement each other and if combined, they create better learning measures for our students.

Special education needs are determined when a child has learning difficulties or disabilities hence making it difficult for him or her to acquire knowledge than most other children of about the same age. However, children with learning difficulties or disabilities should not be excluded or segregated because of their inability to keep up with their peers, instead it is imperative that they be merged into an inclusive setting.

Kelly and Vergason, (1978) defines Special Education as a program for exceptional children who deviate so far physically, mentally, or emotionally from the normal that they require unique learning experiences, teaching techniques or materials in order to mainstream in regular classrooms and specialized classes and programs when the problems are eminent. Further, (UNESCO, 1983) defined special education as a form of education provided for those who are not achieving or unlikely to achieve through ordinary educational provision at
the levels of educational, social and other attainments needs appropriate to their age and who have the aim of furthering their progress towards these levels. The Swedish law states that schools need to be better adapted for students with special needs (Skolverket, 2016) meaning that provisions to assist all children should be made so that they reach their highest potential. There are many benefits to be enjoyed in an inclusive setting as this can also bring together general education and special education teachers to work cooperatively, possibly coming up with and sharing tools, methods and strategies that can benefit all students and maximize the effectiveness of classroom instructions for everyone involved.

The objective of the study is to examine one testing method namely ALSUP/CPS (Collaborative Problem Solving) for our students. Our school has made a transition from using the Special Needs Assessment Profile (SNAP) which focuses on the psychological behaviours of a child consequently affecting its academic performance to using Collaborative and Proactive Solutions (ALSUP/CPS) which focuses on strategies for identifying and gathering information on the challenging behaviour of children with special needs. The study will also evaluate the efficiencies of ALSUP/CPS to identify support measures that are best suited for our students. Since new researches show new developments all the time, it is important to find methods that are supported by new research. In conclusion, the results of the investigation will be summarized to give a comprehensive interpretation of the strategies used in the investigation.
1.1 Background

Special education could be said to be a program of instruction designed to meet the unique needs of exceptional children. It takes the child’s learning into consideration when planning lessons and when using instructional strategies and has become an important part of the education system worldwide because research has shown that children benefit from an inclusive setting when they are properly integrated into the mainstream and special help provided to them to be able to cope daily. The Swedish concept “one school for all” (Nilholm, 2007:92) indicates that children in need of special support education should be involved in the schools common environments because they learn from each other; Carol Boys founder of the Down’s Syndrome Association (DSA), in her article on “Inclusion - looking forward”, states that “inclusion” is the “key to breaking down some of the barriers of discrimination towards people with learning difficulties”, meaning that inclusion of children with all kinds disabilities socially and academically do better when working alongside their peers in an inclusive setting (Boys, 2003:65-66).

Students face many difficulties in the classroom. Some of the more common difficulties faced by special needs students range from learning difficulties such as obtaining basic skills in school like reading, writing, understanding information or even making friends. In order to have a fully functioning inclusive classroom, strong support measures need to be in place. Some other factors that contribute to the academic issues are: large student-teacher population, additional tasks for the teacher, lack of knowledge on special needs, inadequate teaching and learning materials and other resources in the inclusive classroom. Having an inclusive classroom, there are students with learning difficulties however, due to the lack of adequate support measures the students are unable to meet the criteria in certain subjects and therefore steps need to be taken to find a solution to the problem. The current support measures at hand are workable but it needs to be strengthened to suit the student’s needs.

1.2 Purpose and research questions

The aim is to find what is causing the student to have behavioural issues that obstruct him from achieving his goals by using the ALSUP/CPS model. What are the outcomes of the talks with the student, teachers and psychologist and how does it relate to ALSUP and SNAP.
1. What are the outcomes of the ALSUP/CPS work and how is it helping the student and what are his experiences with using the model?
2. What are the teachers views on the ALSUP/CPS talks with the student and how has the model helped him?
3. What are the psychologist’s and teachers view on ALSUP/CPS/ SNAP work in the school?

1.3 The Assessment of Lagging Skills and Unsolved Problems (ALSUP/CPS)

The Collaborative Problem Solving (CPS) approach was established by Dr. Ross Greene, author of Lost at School (2014), Lives in the Balance, (2005) which is a strategy to work with children and teenagers and also adults to solve problems and behavioral issues. The Collaborative and Proactive Solutions (CPS) is a “care” model that explains to educators and parents as to why children resolve to challenging behavior so that they have a better understanding of the child.

The CPS model is recognized “as an empirically-supported, evidence-based treatment by the California Evidence-Based Clearinghouse for Child Welfare (CEBC)” . The basic concept of CPS is that “Kids do well if they can” meaning that if a child has the skills to accomplish a certain task, then the child will do it without any problems, however, if a child is lacking the skills to do the task, the child does not know how to meet the expectations, as the demands surpass the child’s competence, hence the challenging behavior occurs. (Greene, 2008:10-11).

The CPS is an approach to help teachers and parents focus on causes or symptoms that contribute to challenging behaviours in the classroom. However, the emphasis of the model is not on children’s challenging behaviour which could be communicated in several ways such as “crying, screaming, hitting, withdrawing and sulking” could be the fact that the child is having trouble in meeting the standard expectations instead, it focuses on what caused such a behaviour. Further, the model does not address any psychiatric diagnoses such Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), Dyslexia to name a few, which according to (Greene, 2014:27) are “simply categories of challenging behaviours” meaning that children are easily labelled according to their disability. Instead the model is designed to focus on pinpointing the “skills” a child is lacking and the difficulty they are
having in meeting the expectations. In this model, the unmet expectations are referred to as “unsolved problems”. The objective of the model is to find the cause or causes that are hindering the child from doing what they are supposed to do and to support them solve those problems collaboratively, simultaneously building a relationship with them, rather than trying to change their behaviour by way of rewarding or punishing them.

In the CPS model, the problem solving is of the collaborative and proactive variation that addresses questions such as:

<table>
<thead>
<tr>
<th>Why are challenging kids challenging?</th>
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</thead>
<tbody>
<tr>
<td>When are challenging kids challenging?</td>
</tr>
<tr>
<td>What behaviours do challenging kids exhibit when they don't have the skills to respond adaptively to certain demands?</td>
</tr>
<tr>
<td>What should we be doing differently to help these kids better than we're helping them now?</td>
</tr>
</tbody>
</table>

Fig. 1 PENT Forum 2015 [www.pent.ca.gov](http://www.pent.ca.gov) (Greene 2010)

This contrasts with the SNAP testing method that was being used by our school to identify concerns a child may be experiencing and it focused mainly on psychiatric diagnoses such as dyslexia, ADD, ADHD, Dyscalculia and other psychological concerns which could possibly be leading to the child’s behaviour. Whereas, the goal in ALSUP/CPS is to solve a problem “collaboratively as partners” (Greene, 2014:55; Todd, 2007:83) meaning that a child’s problem needs to be solved collaboratively. All parties such as the adults and children, outside agencies are involved in solving the problems that affect children’s’ lives. As a result, adults and children show their skills through “empathy, communication, resolving disagreements, and viewing issues from the other’s perspective” (Greene, 2014:59; Nilholm 2012:96).

### 1.4 Special Needs Assessment Profile (SNAP)

SNAP model is a computerized program developed by Weedon and Reid (2005), for the purposes of conducting a diagnostic evaluation of children which makes it feasible to map a child’s academic and behavioral profile onto a broad-spectrum matrix. The program focuses on 16 specific learning difficulties and other related causes that prevent the child from achieving their full potential including their self-confidence.
There are in total 140 questions grouped together into 16 sections namely:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Emotional and Personal behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Behavior</td>
</tr>
<tr>
<td>Handwriting and Layout of work</td>
<td>Attention and Hyperactivity</td>
</tr>
<tr>
<td>Number work/mathematic skills</td>
<td>Memory</td>
</tr>
<tr>
<td>Talking and Listening</td>
<td>Physical and motor skills</td>
</tr>
<tr>
<td>Speech and articulation</td>
<td>Speed of working</td>
</tr>
<tr>
<td>Thinking &amp; organization</td>
<td>Visual and perceptual ability</td>
</tr>
<tr>
<td>Thinking &amp; organization, Social and interpersonal skills</td>
<td>Information from family</td>
</tr>
</tbody>
</table>

Fig. 2 (Weedon, Reid, 2005: 8)

This overall matrix provides information on learning, behavioral and other difficulties a child may be facing. From this, clusters and patterns of strengths and weaknesses emerge showing the important features of a child’s difficulties namely in the areas of “visual, dyslexic, dyspraxia, phonological”, attention or any other important discrepancies that are highlighted in SNAP. This testing can suggest a diagnosis that points the way forward for a behavioral and self-esteem factor as well as dimensions focusing on learning, numeracy, movement and literacy. The program also creates a report with help methods and strategies that offer teacher support and it also helps to monitor the child’s progress.

The method for conducting a SNAP test involves participation of all subject teachers, and other staff (Nilholm, 2012: 96) states that it’s important for teachers to have a “deliberative conversation” to find how we can support a student who needs help. However, at this stage the student and parents are not present in this meeting. As the model is a computerized program, the test is projected on the screen so that everyone sees the questions that are being asked. Each question has an intensity level to indicate whether the concern of the child is Often, Sometimes, Rarely/Never. The level is then marked by going with the professional judgement of the teachers and other staff.
For the purpose of confidentiality and protecting the student, parents and the school, previous SNAP testing of a student will not be submitted in this paper because of the personal details shown in the results. However, the basic model is presented in Figure 2.

The primary use of the ALSUP is to find specific lagging skills and unsolved problems such as “difficulty handling transitions, shifting from one mind set or task to another”, “having a poor sense of time” or “difficulty maintaining focus” that pertain to a child. The ALSUP should not be used a check-list or a scale for identifying the lagging skills rather it should be used as a discussion guide when addressing these problems. There are primarily four important themes – 1) Emphasis is on causes rather than on behaviours. 2) Problems are solved collaboratively rather than individually by having talks with the child (Greene 2014:55), supporting this statement, (Todd, 2007:32) emphasizes that one of the approaches to solving problems is to collaborate with children by involving them through interviews to know about their problems and how they cope. 3) Problem solving is pre-emptive rather than waiting for it to develop. 4) It is important to understand a child before offering help.

Understanding is the most important part of helping. Consequently, it helps the teachers to have a better understanding of the student’s behaviour when these problems are solved collaboratively, it provides the teachers the tools to help them address a problem that is causing the behaviour.
2. Previous studies

There are numerous researchers who have investigated this topic and there is no concrete definition to the term “inclusion”. The Swedish school system (Skolverket, 2017) defines the term as “one school for all students” emphasizing that teaching should be developed and adapted to a student’s needs regardless of their difficulty; (Farell, 2005:90), establishes the term as “integration” meaning that there is no difference between the term “inclusion and integration”, he further states that both terms are to do with making provision for students in the mainstream. (Gross, 2002:32-35) however, states that inclusion is about children being “matched to their level of ability” through differentiation, (Billington, 2000:4, 27) interpretation of inclusion is “working with differences”, meaning that we should not separate, lose and exclude children because of their differences. He argues, that children with specific learning difficulties should not be categorized as they are subject to constant change and revision, which otherwise would trap them in pathologized sub-groups which will separate and exclude them. Supporting this argument, (Greene: 2014:15-16) also argues that children should not be pathologized as diagnosis are not especially useful for understanding children with behavioral challenges or for helping adults with what steps to take next. He further states that children who lack skills and an environment usually demand those skills. Studies done by (Green, 2014) shows that several children have benefitted from using the ALSUP/CPS model. Consequently, to help a child overcome these difficulties, opportunities need to be provided for the problems to be solved and the skills to be learned and practiced. He further emphasizes that diagnoses do not reflect that reality it simply pathologizes the child. Arguing against Greene, (Weedon and Reid, 2005:5,6) state that “specific learning difficulties” (SpLDs) is not well mapped and is neither precise nor effective, however, SNAP testing allows for a more precise and effective way for identifying the problem areas of a child both psychologically and academically. It points in the area of what a child may be experiencing for example ADHD, Dyslexia etc. even though it is a complex area of study, previous studies done by (Rasmussen and Gillberg:1999; Whitmore and Bax:1999) have shown that diagnosing only one syndrome could account for a variety of disorders that are affecting a child’s cognitive and academic skills. (Yekple, 2011:44, 143) emphasizes on the term inclusion is “social integration of eligible and exceptional children”, he further argues that teachers need to plan lessons for catering to diversity in their classrooms so that both groups are challenged in their learning abilities. “Inclusion is participation” (Todd 2007:106) meaning that inclusion cannot happen without participation, that constant involvement of both
students and teachers are important to reduce exclusion from the curriculum through adaptation to student diversity. Bailey’s (1998) interpretation that it is about learning in the same place on the same curriculum, indicating that all children should be learning the same thing at the same time, whereas, (Tomlinson, 1997) view is the exact opposite, that it is not necessarily about being in the same place and curriculum. (Thomas and Vaughan, 2004:58) quotes Booth and Ainscow, (1998) argued that it is not a state at all, but an “unending process of increasing participation” meaning that there is constant student and teacher involvement in the learning process. He further argues (2003) that both student and teachers need to work collaboratively to create possibilities that encourage and engage a student in the development of his learning abilities.

Nilholm’s, (2012:38) interpretation of “inclusion” leans heavily towards Haug’s’ (1999) definition of the term. He states that it is perhaps the most clearly expressed idea of inclusion in a Swedish context. He believes that inclusion means that teaching should take place within the framework of the class in which the child enrolls as a student, in which social training and development of the community is important and that children should not be stigmatized or expelled. However, Nilholm (2007:61-87) explains special needs education/inclusive education, by describing the three different perspectives involved in the system, these are namely: the deficit perspective, the critical perspective and the dilemma perspective. He states that, studies have shown that children are often caught up within these three perspectives. He states that the deficit perspective is an unjustified assessment of a student with difficulties, as the school automatically assumes that there is something wrong with the student and not the school. He finds this approach towards a student problematic and unfounded. While the deficit perspective is clinical in its approach he finds that the critical perspective implies that special education “individualizes” educational problems because when a student encounters difficulty, the school has problems with handling student diversity and the problem is shifted from the student to the “context” meaning that it could be a reflection on the student’s background or upbringing.

However, he argues in favor of the dilemma perspective stating that it is a compromise between the other two perspectives and argues that the problem a student is facing can be localized at different levels, meaning that part of the problem could be the student, part of the problem can be classroom management and another part could be with the system and it is imperative that all three works together to achieve a common goal. He gives an example of
how a special needs student can end up being categorized or “othering”, if these units do not work together. He further, emphasis on the risk of the student not being acknowledged that they have difficulties. He argues on the ethical front that certain students need extra support but are at a risk of being labelled on what they cannot do.

Haug’s and Tössebro’s, (1998:30, 91) perspective on inclusion and special educations is seen as a “humanitarian initiative” meaning that it is a path given to an individual person to be part of or have access to the same education as everyone else. It allows children to be able to get the support and expertise in the learning process from school and at the same time they should not be expected to handle the pressures and demands which they find demanding to cope with. He further states that this aspect of their learning is inter-linked to the social aspect of their lives in the future where they can use those skills and tools to support themselves and live independent lives. He also argues that teachers need to adapt to student diversity and should be prepared to handle students with different learning abilities. Supporting this perspective, Nilholm (2012) also argued in the “critical perspective” that if a school cannot handle diversity, then the problem is shifted to the child.

Persson, (2013:130-134), quotes Goldman and Gardner (1989) who argues that it is imperative to have some form of specialized education for “all” children, not just those with evident learning difficulties, meaning that children who do not have learning difficulties can be challenged at a higher level and those with learning difficulties could also equally engage in the learning process at another level. He argues that it’s not possible for all children to learn the same materials in the same way. He gives an example of a study done by Oakes (1985) on a class of both high achievers and low achieves and found that “high track” students reported their achievements with positive self-evaluation on both their academic abilities and on themselves: “I’m proud of my school work”, “I’m pretty sure of myself. Whereas students who under achieved showed negative views on their academics and themselves and what their expectations are about the future. He further argues that this approach to learning, easily labels those children as having learning difficulties because they cannot meet the academic criteria.

Inclusion is not only an educational right for children with special needs; it is also a human right that all children should have access to equal education because all children would like to have the same opportunities which again is echoed in the UNESCO, Salamanca Statement.
(1994) that “Within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education, suggesting that “inclusive schooling is the most effective means for building solidarity between children with special needs and their peers.” It mainly incorporates providing support services to the child rather than moving the child to the services. Its purpose, largely being that it will be advantageous for the child to be in an inclusive setting rather than having to keep up with his or her classmates.
3. Method

The method of using interviews was chosen for the study because it offers an “interpersonal situation, a conversation between two partners about a theme of mutual interest” (Kvale:1996-125) meaning that it offers the opportunity for gathering information and identifying areas of interest for a closer analysis of the information generated from the interviews. Further, the method allows a collaboration between the interviewer and interviewee and to find solutions to these problems. He also emphasis on an open approach when conducting an interview, this allows me make the subject feel comfortable, safe and to “talk freely about his experiences and feelings” (Kvale:1996-125). Moreover, previous studies done by Dr. Ross Greene PhD and the author of “Lost at School” successfully used the same approach to interview children with behavioural issues and highly recommends this approach to schools, to help identify the problems that children may be facing. In one of his examples he shows how a teacher uses the interview method to identify the reason behind the problem the child was facing during math lessons and collaboratively find solutions to the problem (Greene, 2014:156-158).

Since the goal is to find what is causing the student to have behavioural issues, and having discontinued the SNAP model of testing, I will test the ALSUP/CPS model by using the model on a student who has been identified as having behavioural issues in class and is especially having difficulty in changing from one mind set to another to adjust into the current environment of the class. Further, I would like to investigate how the model worked with the student, teachers and the school psychologist by interviewing them and what are the outcomes from their interviews. For this investigation qualitative interviews will be conducted.

Qualitative interviews are important to the study as it is a “specific form of conversation” meaning that it is a form of interaction and reflection that is focused on “certain themes and are nondirective” (Kvale:1996-17, 34) meaning that the interviewer should not lead the subject into getting the answer it seeks. Further, it will show how people “reason and think and the answers they give when they are questioned” (Bell, 2006:163). The interviews are important for the research as I would like know how the student would rationalize and think about their behavior during the interview (Trost, 1997:15) likewise, I would also like to know
from the teachers, if any challenges, patterns, similarities and differences emerged during their lessons or outside of lessons with the student.

Furthermore, the interviews with the 3 teachers would help me find out whether the measures taken have benefitted the student in the class. My interview with the school Psychologist, will bring to the fore whether SNAP and ALSUP/CPS can be combined to find the best learning measures for our special needs students. The ALSUP/CPS model addresses the causes for behavioural issues in a child, in contrast the SNAP model addresses the psychological and academic issues in a child.

The study will employ an empirical research into one testing method namely ALSUP/CPS which is currently being used by our school to evaluate the learning and behavioural difficulties of students in need of support.

### 3.1 Selection

The implementation of the ALSUP/CPS will include a collaborative meeting with all subject teachers (Nilholm, 2012:96) to identify students who have behavioural challenges and find it difficult meeting their academic goals. The meeting will be supported by a model of the ALSUP/CPS to help teachers view the difficulties the students might be facing. A group of three teachers will then choose one student to carry out the Assessment of Lagging Skills and Unsolved Problems (ALSUP), this will be followed by one teacher conducting the Collaborative Proactive Solutions (CPS) talks with the student using the ALSUP/CPS model. The time allocated for these talks is eight weeks, meeting the student once a week for 30-35 minutes. The talks with the student will be noted down and thereafter used as a guide to formulate the interview questions for further analysis. Subsequently, the interviews will be conducted with the student, three teachers who also teach the same student to establish if they encountered any noticeable changes in the behaviour of the student during the eight weeks of ALSUP/CPS talks. Furthermore, the school psychologist will be interviewed as she is the key person that introduced the ALSUP/CPS model to the school and has good knowledge and experience with the SNAP model. The psychologist is also able to explain in more detail the effects of the working of the ALSUP/CPS model. It will also show the collaboration between, teachers, and the school psychologist to help students who need special support to cope daily.
3.2 Participants

<table>
<thead>
<tr>
<th>Selection</th>
<th>Date</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam - Student</td>
<td>8\textsuperscript{th} November, 2017</td>
<td>19:25</td>
</tr>
<tr>
<td>Teacher A</td>
<td>15\textsuperscript{th} November, 2017</td>
<td>09:03</td>
</tr>
<tr>
<td>Teacher B</td>
<td>16\textsuperscript{th} November, 2017</td>
<td>17:57</td>
</tr>
<tr>
<td>Teacher C</td>
<td>01\textsuperscript{st} December, 2017</td>
<td>22:54</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>21\textsuperscript{st} December, 2017</td>
<td>12:15</td>
</tr>
</tbody>
</table>

Fig. 3 Table of participants in the interviews

3.3 Procedure

The study is based on five interviews, but with three separate interview questionnaires, one with the student, one questionnaire for the three teachers, and one with the school psychologist. These interviews were conducted face to face with each participant (Hammond & Wellington, 2013:91) as all participants are available on site. To cover the demands of the research questions, the interview questions were formulated to address the “aims of the research” and its suitability of the research questions (Hammond & Wellington, 2013:92) which helped reveal the participants experiences, thoughts and perceptions concerning the outcomes of using the ALSUP/CPS model in our school. Subsequently, the interviews were transcribed, analysed and reported in a document.

The interview questions were defined based on the ALSUP/CPS talks conducted with the student over a period of 8 weeks. In order to answer the questions, one qualitative interview was conducted with the student followed by interviews with three teachers who are currently working on the ALSUP/CPS with other students in order to find out the outcomes of their talks. The study was conducted by informing the concerned participant of the impending research and investigation, therefore, a meeting with the Principal to explain the nature of the study and to get approval to access student records, and to interview the student was be important at this stage. Following this action, the teachers and the school psychologist was also part of the proposed study as their participation and input was very important to find how the SNAP testing worked for our students that need extra support as compared to the existing ALSUP/CPS testing. Moreover, this part of the study is necessary was it helped to identify the weaknesses and strengths of the students, the support measures that work and therefore find workable
solutions that are critical to the welfare of the student. Further, an interview with the school psychologist was important to get input on how well the ALSUP/CPS is working as the psychologist is currently involved in its systematic working with the teachers and the students on a regular basis.

3.4 Data Processing and Analysis

After conducting the interviews, the recordings of the interviews were listened to several times. Interviews were transcribed as close to the conversations as possible for example pauses are marked with (...) and was analysed. The analyses involved reviewing the outcomes of the interview with student, followed by interviews with three teachers and the school psychologist. The interviews were recorded, transcribed and analysed to find patterns, clusters, similarities or differences in the interviews. For example, when comparing the student’s interview with the teachers’ interviews it was found that Adam reported change in his behaviour, which was also observed by the three teachers and mentioned in the interviews. This investigation assisted in finding the outcomes of the ALSUP/CPS work conducted on the student and how the suggestions, support measures helped in the change in behaviour and progress of the student. This was followed by a feedback from the interviews conducted with the teachers and the school psychologist.

3.5 Reliability and Validity

Previous studies have shown the reliability and validity of using qualitative interviewing to gather information. Interviews can be defined as “conversations” between the interviewer and the interviewee (Hammond & Wellington, 2013:91) that it is a form of “interpersonal communication” (Kvale, 1989: 96) to discuss an understanding of the subject in question.

In order for the study to be trustworthy, a high level of reliability has to be predominant which means that the study is reliable when there is enough background detail to enable a researcher to recognize a similar case to their own and these details are thus depicted by accuracy to increase the reliability (Hammond & Wellington, 2013:82). To ensure a high level of reliability, this study will incorporate Kvale’s (1996) method of interviewing which seems to
be a reliable method of gathering information. Well defined questions were drawn up on the questionnaire of the interviews, thus ensuring its high reliability of the study (Bell 2006:162).

Interviews are important in qualitative research because it involves turning an area of inquiry into a set of questions that are meaningful for the interviewer, (Hammond & Wellington, 2013:92), (Trost 1997:16), Oakley (1979). As shown from other studies, the application of interviews can be used together for researching texts qualitatively which is the methodology of the present study.

While interviewing, care should be taken to avoid leading questions, (Bell 2006: 162). The questions are a guide (Trost 1997:50) and should be more open, such as: "Can you tell me how the model has helped you?" or "Can you tell me why you found the talks interesting"? In order to avoid misinterpretation or miscommunication. Hence the questions are open-ended thus giving the student the opportunity to ask questions and to clarify them. It is also essential to avoid asking multiple questions because it will be difficult for the interviewee to answer with clarity, thereby causing a problem in the answer.

Validity means that the study measures of how well the findings are supported by the data (Hammond &Wellington, 2013:147). It is vital that the data collected correlates to the research questions in the study. In order to ensure the reliability and validity of the study, the research questions reflect the answers from the interviews.

3.6 Ethics

For the purpose of confidentiality, the study incorporates the Swedish Research Council – Good Research Practice (2017:13) Skolverket (2011), ethical rules demand that a high level of confidentiality, the framing of questions and the willingness of participants to participate must be followed. Emails were sent to all parties involved to inform them of the study and also to get their willingness to participate in the study. These were namely the student, parents of the student (See Appendix A) 3 teachers (See Appendix B) and school Psychologist (See Appendix C). All participants agreed to take part in the study with the right to withdraw from the study at any time. Additionally, to cover the ethics formality and to build trust between the student and myself, an informal meeting with Adam was conducted before the CPS talks (Lilja, 2013: 56-60). Further, the student, teachers and school Psychologist have all been given fictions names such as the student concerned will be named “Adam” which was chosen
by him, the teachers will be named Teacher A, B, C and the school psychologist will be referred to as the “school psychologist/psychologist” and the reference to the school is used in very general terms to avoid recognition of those involved in the study. According to (Trost, 1997:59) it is imperative to protect the identities of all persons concerned. The questionnaire for the student is age appropriate and reflects the level of his understanding.
4. Results

The results section will be presented as follows:
Firstly, there will be an account of the preliminary investigation of the ALSUP/CPS work on the student. Secondly, the interview with the 3 teachers will be described to see how the ALSUP/CPS talks have had any effects on the student and if the recommended changes made in their classes have influenced the behaviour of the student. Finally, a description of the interview with the school Psychologist will be investigated to find whether the SNAP and ALSUP/CPS models complement each other. This would give me a more in-depth study of the process as the results of all three interviews would show me whether the ALSUP/CPS was effective in helping the student perform academically because of the change in behaviour and if we can combine both ALSUP/CPS and SNAP models to find good support measures for our special needs students. Finally, these findings will then be summarized in a general discussion section

4.1 Interview: Student

Adam’s name emerged at the Student Welfare meeting. Some teachers raised concerns that he is having difficulty settling down for the lesson in their classes and his behaviour was distracting and disturbing the other students near him. Following this concern, it was recommended at the meeting that the respective teachers should do an ALSUP on him. The teachers and I decided on a day and time to do the ALSUP on Adam to find the causes of this difficulty. Following this meeting a total period of eight weeks was scheduled to do the ALSUP which was then followed by the CPS talks with the student.

The following teachers were present at the meeting: Teacher A, Teacher B, Teacher C and myself. Using the ALSUP/CPS model which consists of 23 Lagging skills (See Appendix D), we combed through each of these lagging skills to find what might be the cause or causes for the student’s behaviour. On probing each of the lagging skills, we were able to pinpoint to a specific time in the behaviour and we found the following lagging skills that needed to be addressed. The lagging skills are in no defined order and any one of them could be addressed depending on the area where the teachers finds it most predominant.
1. Adam was having difficulty handling transition from playing football or breaks to settling into class for the current subject.
2. Poor sense of time
3. Difficulty considering consequences when talking to teachers while trying to solve a problem.
4. Difficulty communicating/expressing concern when trying to explain himself to fellow students/friends when frustrated over a task.
5. Difficulty feeling satisfied or content in other school activities or break times.
6. Difficulty realising that the school has good intentions for him.
7. Difficulty understanding fellow student’s situation in group work (English Poster presentation group work).

Most teachers found that Adam was having difficulty handling transition from playing football or breaks to settling into class for the current subject. For the purpose of clarification, the term “settling” means that the student does not take off his jacket in class, does not take out the materials such as chrome book, textbook, writing materials required for the class including being attentive at the start and during lessons. The next step was to conduct the CPS talks with Adam as these talks will then be the basis of my final interview with the student.

Being part of the group of concerned teachers, and it is also my case study, it was suggested that I do the CPS talks with him to find out the causes for his disruptive behaviour. I informed him that some subject teachers raised concerns about him and that I was prepared to do the talks with him. Adam was a bit surprised but subsequently gave his permission. According to (Lilja 2013:56-60) even an informal conversation can build a power relation between a teacher and a student. I now had to decide on a time frame for the CPS talks, according to (Trost 1997:42) a good interview should be between 30-35 minutes to enable the student to concentrate during the whole interview. Adam was informed that the talks were anonymous and confidential (Trost 1997:40) and that his name would be anonymous in the paper, however, my notes will be discussed with the respective teachers in order to find out how he is progressing in class. Further, he was told that he is free not to accept and he could decide to leave the talks if he wanted to (Trost:58). He was also informed that I would be recording him for the purposes of my study and that I would erase it after I make my notes. Adam was unsure with regards to being recorded and said that he might reconsider this option at a later point. The CPS talks was
scheduled for eight weeks to start with. Adam was informed that the talks, could either finish before or even after the eight weeks, depending how we make progress.

The ALSUP/CPS talks were done in a classroom where the student felt comfortable (Trost, 1997:42) during a school day. The talks took between 30-35 minutes each time, so the student could concentrate through the whole process (Trost, 1997: 35, 57). The material consisted of ALSUP/CPS - the Assessment of Lagging skills and Unsolved Problems (See Appendix D) and Plan B Cheat Sheet (See Appendix E) and Drilling Cheat Sheet (See Appendix F) which are a set of prompts used to assist in the CPS Talks with the student. Using these prompts the adult can expect some genuine and realistic outcomes from the child from a cognitive perspective (Greene 2010:75-77). Plan A will not be used in the ALSUP/CPS talks as it is does not comply with the CPS talks. It’s basically a means used by adults to impose their own expectations on the child and draw their own conclusions when the child is not participating, thereby creating their own solutions for the child instead of inviting the child to come up with their own solution to the problem. The use of Plan A will be avoided as it defeats the purpose of the CPS talks.

In answer to my three questions: 1. What are the outcomes of the ALSUP/CPS work and how is it helping the student? 2. What are the teachers views on the ALSUP/CPS talks with Adam and whether it has helped him and what is their opinion about the SNAP model. 3. What are the psychologist’s views on ALSUP/CPS/ SNAP work in the school? interviews with the student namely Adam, (See Appendix G) three teachers (See Appendix H) and an interview with the school psychologist (See Appendix I) were conducted to find the outcomes of the interviews. The interviews consisted of 12 questions to Adam and the teachers and 11 questions to the school psychologist with the objective to find relevant answers to my questions.

1. What are the outcomes of the ALSUP/CPS work and how is it helping the student? and what are his experiences with using the model.?

The interview with Adam is an evaluation of the CPS talks that were conducted over eight weeks. The difficulty Adam was having was changing his mind set from break times to the current lessons. This difficulty was identified by some teachers namely A, B and C.
The results reveal some experiences that he shared about doing the ALSUP/CPS talks. He was apprehensive at first as he had no prior knowledge of the ALSUP/CPS model and when asked what were his thoughts about doing the ALSUP/CPS talks Adam said “I thought I was in trouble, I thought I was going to get punished for something I didn’t even know.” Adam also raised some concerns as to why he was singled out for these talks and no other students who also behave in somewhat similar manner. He also wanted to know if he was the only student in the whole school doing the ALSUP/CPS talks. Further, Adam showed his concern about the number of people involved and felt upset as four teachers identified him as having behavioral issues. He also wanted to know if the Principal was involved and if I would be reporting back to her. Adam felt that there were “too many questions and too much drilling”, however he admits “I think it was good”.

When we started the ALSUP he looked nervous, reluctant to give names, and he was concerned about confidentiality. He did not tell his friends that he was doing the talks, however, Adam was reassured that he was not in any kind of trouble and that there were other students also doing the talks with other teachers and the fact that he is not aware of the other students proves that the talks were highly confidential. After these reassurances, Adam was more relaxed and cooperative during the ALSUP/CPS talks. He shared his problems quite willingly and without hesitance. Towards the end of the eight weeks of ALSUP/CPS talks, he became comfortable with doing the talks, he revealed a more self-reflective side of himself as he was able to come up with working solutions.

However, the outcomes of the ALSUP/CPS talks showed that Adam made progress in a positive way as this self-reflective on his behavior and showed he was making progress both in behavior and staying focused during lessons:

I think it is good and it helped me change my mind set. I just come to class and change my mind set. Its good. I don’t talk too much, don’t disturb the class. It has helped me a lot, French I change my mind set. I think about achieving better grades, work harder, concentrate more. (Adam)

This was in response to him finding it hard to change from one mind set into settling down in class for the current lesson. He further mentions that the ALSUP/CPS has helped him, Adam could already sense a change in his own behavior.

The investigation revealed that the ALSUP/ CPS talks with the student worked to a good extent because the student was fully involved in making suggestions and finding workable
solutions for himself for example ‘I would like to sit with another group because I talk a lot with my friend.’ this was in response to him finding it hard to change from one mind set into settling down in class for the current lesson.

Another interesting finding is that Adam realized the change in himself when asked if he was benefitting from the ALSUP/CPS talks he responded

   Its good. I don’t talk too much, don’t disturb the class.” I think it benefitted me a lot, it was fun doing the ALSUP/CPS talks. I like to answer questions, you were asking questions to benefit me. (Adam)

What also emerged from the talks was that Adam feels very restless and is inclined to talk during lessons when he does not have enough work to do. He feels that he can be challenged even more, for example he said:

   I like Humanities it’s like English we have fun but there’s not a lot of work because we can finish it in one class, he further states “I participate more in English, IB books are good, many activities and I’m engaged all the time.” (Adam)

However, in Swedish he feels very demotivated because he works hard but does not get a good grade “In Swedish I’m concentrating so much, Swedish is hard to get good grades.

Adam mentioned that he liked being asked about his difficulty and that he was encouraged to give suggestions to improve his behaviour and focus in class. This reflects the ALSUP/CPS talks as it is requires both teacher and students to work proactively and collaboratively on the lagging skills of the student.

In summary, Adam showed some positive progress in his behaviour during the entire period of doing the ALSUP/CPS talks with him. The outcome of the talks also revealed that Adam was able to reflect on his behaviour and to also recommend changes that would benefit him.

4.2 Interviews: Teachers

2. What are the teachers views on the ALSUP/CPS talks with Adam and whether it has helped him? and what is their opinion about the SNAP model.
4.2.1 Teacher A

The results of the interview with the Teacher A shows both positive and negative outcomes. However, the interview was rather short as she did not answer questions related to the SNAP model as she had never been involved in the testing of a student. Despite that, she did answer the other questions in some detail that was crucial to the interview. The teacher states that Adam did have difficulty in settling down for a lesson after break times:

he had problems calming down especially after the lunch breaks and breaks, he had a problem calming down and getting to his seat and to focus on the lesson. it was still in his mind he had a break. (Teacher A)

These problems were persistent in her classes before the ALSUP/CPS talks were conducted with the student, however, when asked if she saw any evidence of the ALSUP/CPS talks, the teacher states that

I have noticed the difference for the better when it comes to the transition, that if you ask, perhaps he has to be reminded but still he tries to focus and to listen to me but he still has to be reminded. (Teacher A)

Although Adam has shown that he is working towards change, the teacher felt that he still needs to be reminded to settle into the lesson. She further states that he is more focused and listens in the class.

As can be seen, changing Adams seat proved to be positive as the teacher commented that Adam’s suggestion to change his seat in class is proving to be good not only for himself but also for the other students. As can be seen, the teacher agrees that:

changing his seat because it was recommended by him was for the better not only for him but also for the other students in the class and one of the drawbacks in doing the ALSUP/CPS talks is that the ALSUP/CPS talks takes a lot of effort from the teachers and it’s also time consuming. (Teacher A)

When asked her opinion on what she thinks about the ALSUP/CPS as a model to help our students in the difficulties that they’re having and she said:
I think it can help both teachers and students but it takes a lot of time it takes a lot of effort and… but if you had the time and put in that effort I think it’s a good way of helping the student with the lagging skills…I’m quite sure. (Teacher A)

When also asked about the SNAP model, a computerized model that tested special needs students in their different skill sets the teacher said “I didn’t do it, but I heard about it the teachers told me about it.” meaning that she knew that it was a model used prior to the ALSUP/CPS model.

To summarize, Teacher A found Adam’s behavior unacceptable in class however, during the ALSUP/CPS talks, she noticed a change in Adam’s behavior for the better. She indicated that doing the ALSUP/CPS talks with the student could take a lot of time and effort, however, it’s a good strategy to help a student with their lagging skills. With regard to the SNAP model she had heard about it as it was being used prior to the ALSUP/CPS model but could make any comment to using it.

4.2.2 Teacher B

The analysis of the interview with the Teacher B reveals both positive and negative outcomes. The teacher states that Adam did have difficulty in settling down for a lesson after break times. When asked to give examples of his behavior she states that “before one very common thing was that he entered the class room very late, and before he could settle down he needed to go around and shake hands with everyone to make himself seen.”

She also stated that she’s noticed a difference in his settling down after doing the ALSUP/CPS mentioning that “Its better, it’s much better when it comes to the settling down. He is also somewhat more on time but I think that the major change is actually that once he sits down he gets calmer faster.” However, Adam does ask to sit next to certain people and at one point he had to be reminded that “This is also your wish, right? and then he understood and remembered the purpose.”

She states that she could see evidence of how the ALSUP/CPS talks have worked with him, she said:

one of the major changes I see with the idea is that he and the other students realize that we actually want something good for them. I wouldn’t go as far as saying that there’s a
change in attitude not yet, yes, definitely, it didn’t solve the problem completely but it helped that unsolved problem, funny mode to serious mode. (Teacher B)

This reflects Adam’s ability to sometimes change his mind set from break times to settling into the lesson.

When asked if she had done an ALSUP/CPS talks with other students and what were the outcomes she said “yes, it worked really well during that term… change didn’t last too long then whenever I talked to him again later on it got better again you know.”

When asked to give her opinion about the ALSUP/CPS model she emphasized a lot on the word “listen”:

I like it, it’s useful and good for me, kind of really have to listen, to understand someone to come up with a solution and listen, it’s not only the way you listen to the student but you actually show the student that you are listening by incorporating their views into the solution. It has increased my focus on not jumping to solutions too early.

I think it’s good it digs deeper. (Teacher B)

Her evaluation of the ALSUP/CPS model supports the model as it emphasizes greatly on listening to the child rather than offering solutions.

When asked to comment on the SNAP model and she explained that the “SNAP testing was similar to the ALSUP but not with the CPS talks as the ALSUP is a mapping tool to find difficulties and lagging skills of the child.”

She also found the ALSUP to be very helpful “I liked it of course it told us how to help the students… “. In contrast, the SNAP model is more for the teachers to discuss the student’s difficulties without the student being involved however, it can be used as a mapping tool to identify areas of concern of the student.

The teacher was asked her opinion if the SNAP and ALSUP would complement each other and she said:

Yes from a teacher point of view, I have not so much to do with ALSUP but like I’ve been in contact with the school psychologist and the welfare team a lot of times and their inputs compliments my work with ALSUP a lot and I guess their input could be based on SNAP or anything but from a teacher’s point of view I’m not sure I’m equipped to do the SNAP, if you see what I mean because the terms we were discussing
there were so… well they were diagnostic and the probes I don’t know what you do in them and so forth but if it done by a special needs teacher or the school psychologist of course we need that information as well for certain students where the difficulty actually lies in the academics and of course the difficulty in the academics affects the way you work in other situations so ya sure. (Teacher B)

In short, Teacher B found that the ALSUP/CPS talks are an effective way to help a student. She found that there were some changes to Adam’s behavior especially when it came to settling down in class. He was more efficient in changing his mind set to the current lesson. She believes that listening to the student is the key to helping them. With regard to the SNAP testing model, she believes that it would complement the ALSUP/CPS as it is a good model for teachers to discuss the academic part of the student without the student being present.

**4.2.3 Teacher C**

The results of this interview with Teacher C shows both positive and negative outcomes. The teacher states that Adam did have difficulty in settling down for a lesson after break times when asked to give examples of his behavior she states:

> he is usually very talkative and when I ask him to move from the place where he is sitting, he got frustrated many times and the peak was during one of the classes in probably the first months when I started teaching him so I asked him to move separately to a desk, so I asked him to move to another place and he got so frustrated and he threw his computer on the floor and he threw his chair, it was like he couldn’t control himself and then I asked him to stop, take his things and calm down and if he needed sometime out of the classroom to calm down it was close to the end of the lesson so I asked him to go out and come down and when the lesson ends to come back in. (Teacher C)

However, during the talks with Adam she found prominent change in his behavior and states that “I can say that he is the student that has the biggest progress amongst the children that I have some observations in his behavior. I’m really very pleased with the way how he is behaving now.”

She gives an example of his change in behavior saying:
he happens to talk sometimes, not in the way it happened before and when it happens I just turn my eyes to him and he knows that he has to stop and he stops and he even says “sorry” and continues working. (Teacher C)

This shows evidence that the ALSUP/CPS talks have been working on the student since the behavior he is now exhibiting is more conducive to what is expected of him. The fact that Adam can pick up scuttle signs to adapt his behavior shows that he is conscious towards working for the betterment of himself.

With regard to his own suggestion to change his seat, the teacher felt that “it’s very mature from his side that he’s taking action, co-operatively to fix the problem.” Another interesting finding is that Adam realized that he could actually choose to sit alone and work if it does not distract the class.

He also told me that he prefers to sit sometimes alone so he does not get distracted, he says that he understands that it is not good to talk but he gets distracted as he needs to share things with his friends. So I told him that it a perfect decision for both of us so when you need, there are enough places to sit alone. (Teacher C)

The investigation shows that Adam assumes responsibility for his own actions and came up with his own solutions to solve the problem.

The ALSUP/CPS talks show evidence that Adam has improved in his behavior and focus in class. The teacher states that “I can definitely see that he is actively, proactive. He identifies the problem he has and he looking for collaboratively find solutions, he asks for what we can suggest for helping him to … she supports her statement by giving an example of the proactive collaborative solution that Adam needed help in “for example even for this falling asleep he asked how he can...he doesn’t feel sleepy so how he can do so we were thinking together how we can fix this.” She further states “I see some of the patterns of this way of co-operating and collaboratively solving problems and his way of thinking of his behavior so I think it has helped him.” This shows evidence that Adam is not only using the ALSUP/CPS talks for school only but, also at home. The fact that he is asking for help in falling asleep at night shows that he is asking for the tools that can help him if he cannot come up with a solution.

When asked to give her opinion about the ALSUP/CPS model she felt that it was a positive way to work with a student because:
you are together with them and they find it kind of calm and think that if I cannot find a way, they will help me to find it then I can fix the problem and I will be a “good” student and I will succeed. That’s why I find its good to do a CPS. (Teacher C)

The teacher was asked her opinion if the SNAP and ALSUP would complement each other and she said:

the two approaches can work together very well because they would give you the complete picture while the ALSUP/CPS focuses on the behavior, the SNAP model focuses on the academic skills so if you bring them all together you will have the whole picture of the student because sometime behavior problems come from another problem like psychological or even physical disabilities that we cannot successfully address without… yes we can with CPS talks but CPS talks could be very well an ALSUP/CPS approach but it can be very well supported by SNAP. (Teacher C)

In summary, Teacher C found a prominent change and feels that Adam is one of the student’s who has showed major progress in his behavior. She indicated that the ALSUP/CPS talks have been effective on him and he is able to reflect on and make changes to his own behavior. She believes that the ALSUP/CPS and SNAP would complement each other as both approaches can work together because it can give the complete picture of the student.

4.3 Interview: School Psychologist

What are the psychologist’s views on ALSUP/CPS/ SNAP work in the school?

The interview with the school psychologist shows that the ALSUP/CPS model is:

An effective tool to investigate behavioral difficulties whereas the SNAP model is more literacy a little bit of attention but not so much focus on behavior effects.

She further states that SNAP is “more academic and addresses those skills of a child.”

(psychologist)

When asked how progress of the student is measured with regards to using ALSUP/CPS, she explained:

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we bring the ALSUP up on the table and we discuss whether the difficulties are such where an ALSUP might help to map the problem I then follow up whether the ALSUP is being done and how the student is progressing as a result of the ALSUP.

(psychologist)

When asked if the students see evidence of the ALSUP/CPS working she states that “it’s an evidence based model and when things change with the students, eventually the student is not brought up at the student Welfare team meeting.” She was further asked if the ALSUP/CPS and the SNAP models complement each other and whether she uses it to test the child she mentioned that “I think they complement each other, its two side of the coin really, the special needs teacher usually does that as a way of getting that first glance of the academic, where the problem might be.”

In brief, the school psychologist, is a true believer of the ALSUP/CPS model and its effectiveness in solving a student’s behavioral difficulties collaboratively. Her opinion is that it is easy to follow up and keep track of a student’s progress. With regard to the SNAP model, she states that its two side of the same coin and it’s a way of getting to know where the student might be lagging in their academic skills.
5. Discussion

The analysis of the study into the ALSUP/CPS model and the SNAP model, with testing of only the ALSUP/CPS model was quite revealing in terms of facilitating an understanding of how the ALSUP/CPS model works and how it shows evidence of its working on the student. The study was focused on uncovering general patterns on individual interviews conducted on one student namely Adam and three teachers namely Teacher A, B and C and including the school psychologist. These patterns will be addressed in the discussion. Given the limitations of the scope of the study, it was not possible to investigate through interviews more students and teachers which would have given more in-depth to the study.

The theoretical perspectives of the term “inclusion” has been interpreted or defined in various contexts. Several researchers define it as “students learning the same thing at the same time in the same place”, underscoring this statement, (Skolverket 2017) emphasizes on “one school for all”. However, it’s the practical side of the term “inclusion” that is more challenging when it comes to its implementation in the classrooms. Teachers have to “work with differences” (Billington, 2004), with a focus not to lose and exclude children because of their differences.

Both the ALSUP/CPS and the SNAP models were designed to implement the practical side of the term “inclusion”. While, the ALSUP/CPS model addresses the behavioral concerns of a child it also helps the child to come up with his own solutions to the problem and to implement it in the classroom, thereby feeling a sense of inclusion and belonging without having to be removed from his environment, classmates and friends. The SNAP model focuses on both the academic and psychological concerns of the child. A computerized set of help measures are provided to the school and home for further implementation in the classroom and home. However, these measures are used by the teachers to help the student to actively take part in discussions and activities so that the child feels included and part of the class.

Adam was selected to do the ALSUP/CPS talks because of his challenging behavior in class, he immediately felt singled out and excluded from his friends, classmates, teachers and the administration.

Adam showed his nervousness about doing the ALSUP/CPS talks at first and raised some concerns thinking that he was in trouble of some sort, “I’m I in trouble? have I done
something wrong?” He also felt that he was singled out by four teachers from the rest of the students, “am I the only one?”, therefore it was important for me to explain to him why we were having these talks. (Todd 2007:53-54) argues that studies have shown that children who are picked for a certain educational program usually see it from a negative perspective “I don’t know why I’m picked out but I think it means there’s something odd about me”, as they are unaware why they are chosen. As a result of those feelings and questions, Adam did not disclose to his friends that he was doing the ALSUP/CPS talks, he was rather embarrassed that he was identified as having behavioral issues. (Billington, 2000:26-27) also gives an example of Gary having “behavioral difficulties” but he used psychometric tests to deflect the attention away from his pathology to avoid categorization of the student and further states that children are subject to continual change and revision. Supporting this approach, the ALSUP/CPS model is built to avoid pathological categorization of a child as it mainly focuses on the symptoms of the behavior (Greene:2014).

It was a bit difficult to get Adam to speak as I felt that he did not trust me enough. He showed his distrust as he did not want to disclose names of teachers and students with whom he has problems. He was reassured that the talks were highly confidential and that only the two of us will work collaboratively to find solutions to his problems; according to the Swedish Research Council – Good Research Practice (2017:13) confidentiality is important to a study; supporting this statement, (Trost, 1997:59) also argues that it is imperative to protect the identities of all persons concerned and that a child should be reassured of the confidentiality. Adam felt relieved when he was told that there were other students also doing the talks and he was not singled out by the teachers. It took three to four meetings with him to gain his trust. Although it was time consuming to build a trust between us I decided to give it as much time as needed, (Lilja, 2013: 56-60) also emphasis the importance of building trust between the interviewer and interviewee to be able to gather more information.

After these guarantees, Adam was more relaxed and cooperative during the ALSUP/CPS talks. He talked about his difficulties quite freely and without hesitation. This enabled me to gather much information about what is causing him to behave in such a manner. Towards the end of the eight weeks of ALSUP/CPS talks, he became comfortable with doing the talks, he revealed a more self-reflective side of himself as he was able to come up with working solutions which he successfully implemented in the classrooms for example he suggested a change of his seating: “I would like to sit with another group because I talk a lot with my friend.”
After concluding my eight weeks ALSUP/CPS talks with Adam the outcomes of the interview reveal that Adam showed progress in his behavior to a good extent. His ability to change from one mind set to the current lesson improved to a large extent. This progress can be compared to an example mentioned by (Greene, 2014:156-158) where a student namely Kelvin, had a similar difficulty in changing his mind-set from break times to a lesson. The results of the ALSUP/CPS talks conducted on the student revealed that he was able to come up with a working solution in his class, which further led to solving another difficulty that the student was facing even without addressing it.

Another interesting finding that revealed a similar pattern mentioned by (Greene, 2014:156-158) is an example of Kelvin, was the emergence of two other difficulties that Adam was facing namely: coming late to his lessons and having difficulty realizing that the school has good intentions for him. This provoked a sense of realization as Adam had asked for suggestions as to how he could get to bed early and come to school on time. These difficulties were not specifically addressed during the talks but they got solved simultaneously. In another conversation Adam mentioned that he realized that the school wants the best for him.

Another outcome of the talks was that Adam showed that he has become more self-reflective in his behavior and was able to acknowledge his own difficulty. This is quite an achievement as Adam realized that he had a difficulty and needed to improve it, he gave an example of himself playing football during break time and then continuing the discussions in the class. According to the Problem-Solving Plan (Greene, 2014:289), acknowledging a difficulty is the first step in the ALSUP/CPS talks.

Adam not only acknowledged the difficulty he was having from changing from one mind set to another, he also admitted the positive impact of the ALSUP/CPS talks which is reflected in his statement “I think it’s good and it has helped me change my mind set” meaning that he is able to settle into the current lesson showing consciousness of what is required of him. Earlier on, Adam felt that he was being singled out as a student having behavioral difficulties and since he has overcome some of the difficulties, he was proud to make a positive self-evaluation. (Persson,2013:134) references (Oakes, 1989) in a study done by him that show students who were able to achieve their goals made positive self-evaluation on both their academic abilities and on themselves: “I’m proud of my school work”, “I’m pretty sure of myself. Likewise, Adam was able to make a positive self-evaluation of himself.
Apart from focusing on his difficulty, what also emerged from the interview revealed that Adam is ambitious “I think of achieving good grades by working harder and concentrate more” which again portrays his ability to self-reflect. The desire to get good grades shows that he is willing to work proactively and collaboratively with the teachers to achieve his goal. This is also a reflection of Plan B that was used to work collaboratively with the student’s difficulty so that the student could see that we are working towards a common goal (Greene 2014:291-293). In response to my question, whether or not he sees evidence of the ALSUP/CPS talks working for him, it was revealed that he was able to come up with his own solution to help himself in class by suggesting a change “I would like to sit with another group because I talk a lot with my friend.” Here again, it’s a reflection of Plan B to help the student find their own solutions which is in contrast to Plan A (Greene 2014:11-15;39-40) where the teacher assumes that they know what the problem is and offers a solution.

Although there were some positive outcomes from the ALSUP/CPS talks Adam admits that he still continues to talk in class if there’s not enough work or if there’s too much work in one period. When asked to clarify what he means by this statement he said “if there’s not so much work we manage to finish it in class” which means that he is able to stay focused on the task because he knows he can finish it in one lesson. However, when asked about how he feels when given “a lot of work”, he believes that if he cannot finish the work, it can be carried over to the next lesson therefore he does not find it necessary to finish the task and this allows him to use his time to talk in class. This revealed that Adam’s tasks needed to be tailored to keep him focused during a whole lesson. (Haug and Tossebro, 1998:91) states that teachers need to adapt to diversity and should be prepared to handle students with different learning abilities. Therefore, if the task is too big Adam is unable to concentrate on finishing it with the pre-conceived knowledge that he can complete it at home or in another lesson.

The investigation into the teachers’ interviews revealed that Adam had difficulty settling in all their lessons, using (Kvale, 1996) method of interviewing several outcomes emerged in its analysis. Teacher A had serious difficulties with getting Adam to sit down and stop talking during the lessons. This was also acknowledged by Adam in his interview. However, after the ALSUP/CPS talks she mentions that “I have noticed a difference for the better when it comes to transition”, now she sees the difference in his behavior and a tendency to settle in much faster, this shows evidence of the ALSUP/CPS working for the student; however, she states that he still needs to be reminded at times to settle down for the lesson and he does try
to focus on the task at hand. She further mentioned that “the ALSUP/CPS talks take a lot of
effort and is time consuming” which is the downside of the model.

Teacher B mentioned that Adam’s entrance into the class was dramatic. He would go around
shaking hands with all his friends while the lesson was on. The interview with her revealed
that she sees a change “it’s better, much better when it comes to settling down, even though it
does take a bit of time to settle” she however noticed that the major change is actually when
Adam sits down he tends to get calmer faster. As the teacher has experience in doing the
ALSUP/CPS talks with other students, she strongly recommends that we should “listen” to
the student. She stressed that listening to a student is the key element to the ALSUP/CPS talks
(Green, 2014:56-57) states that Plan B is about working with the student collaboratively
where it opens up avenues for the student to express their concerns or perspective about the
problems they are facing, and the adult listens to the students in order to help solve the
problem together. Further, she mentioned that Adam comes on time to his lessons more often
now. This is in support of the ALSUP/CPS model working to eliminate even unaddressed
difficulties simultaneously. Furthermore, she mentioned that Adam’s “attitude towards us
changed in the sense that he was more prepared to actually solve things with us than before.”
This confirm one of the basic aims of the ALSUP/CPS talks to collaboratively solve
problems.

Teacher C revealed that she found the “biggest progress” in Adam’s behavior. Prior to the
talks, she found him very talkative and quite disrespectful to a point that he threw his
computer on the floor when he was asked to settle down for the lesson she revealed that “he is
usually very talkative and when I ask him to move from the place where he is sitting, he got
frustrated many times.” She further mentioned that after the ALSUP/CPS talks she “observed
a positive change in his behavior.” For example, he also told me that he prefers to sit
sometimes alone so he does not get distracted, he says that he understands that it is not good
to talk. So, it’s very mature from his side that he’s taking action, co-operatively to fix the
problem.”

The example shows that Adam exhibits self-reflective behavior, this is in comparison to one
of the case studies, (Greene, 2014:161-163) where it gives an example of Sann who became
unpopular with her group because she was hair pulling in the game tag. During the
ALSUP/CPS talks done by her teacher, she realized that what she was doing was wrong and
suggested if the teacher could teach her the game properly. In both cases Adam and in the example, Sann showed an interest to work collaboratively to address the problem.

Adam’s suggestion to change his seat works well most of the times, in all three lessons, however he does ask to be allowed to sit with his friends but when reminded that it was his own wish to sit with another group he understands the purpose. These changes in the student’s behavior show evidence that the ALSUP/CPS talks have worked to an extent where the student realized that these changes are for his betterment. Adam also shows a sense of maturity from his side, he is taking action collaboratively to fix the problem. He sometimes asks the teachers for suggestions to help him further, for example he asked Teacher C to suggest some tips to help him sleep at night as he gets very little sleep and therefore comes late to school. This shows that Adam realized that the teachers are there to help him find solutions to his problems which is also an approach to working with the ALSUP/CPS model.

The investigation into the SNAP model showed that Teacher A had some knowledge about the model but has never been a participant in it but when explained what the model represents she felt that it could complement the ALSUP/CPS model when testing a child. However, Teacher B explained that she works frequently with the ALSUP/SNAP. Although the teacher feels she is not equipped to do the SNAP testing with students, she feels that it does incorporate the diagnostic and the academic testing of the child. She further states that when a child has difficulty in their academic field it obviously affects them in other situations. The investigation further revealed that Teacher C has also never been a participant of the SNAP model but she had prior knowledge of the model and believes that both models complement each other and states that both approaches can work very well together because it would give a complete picture of the student both in behavior and academically. Although some authors disagree with diagnostic testing of a child Weedon and Reid quote (Rasmussen and (Gillberg, 1999; Whitmore and Bax,1999) that doing a diagnosis of a child only could help to find the various disorders that are preventing a child from achieving its highest potential in the child’s psychological, cognitive and academic areas. Therefore, the SNAP testing could give a clearer picture of the difficulties a child might be facing in these capacities. Studies conducted by (Rasmussen and Gillberg,1999; Whitmore and Bax:1999) have shown that diagnosing a child could be helpful as it accounts for various disorders that are affecting a child’s psychological, cognitive and academic skills. However, other researchers such as (Billington, 2004 and Greene, 2014) argue strongly against it.
The investigation into the interview with the school psychologist shows that she is very supportive of the ALSUP/CPS model which in fact was recommended by her and states that it is an “effective tool to investigate behavioral difficulties.” It also revealed that the model is evidence based and it measures progress of a student based on visible change in the student and whether or not the student is discussed in the Welfare team meeting. The psychologist’s views of the ALSUP/CPS and SNAP models are “two side of the same coin”, meaning that they complement each other, and that one model is dependent on the other, without which it would be impossible to get the whole picture of the student. Although she does not use the model to test the student’s academic skills, it is the special needs teacher who uses the model as a way of getting that first glance of what the problem might be in the area of the student’s academic skills. Adam is an intelligent student and ambitious “I want to improve my grades” but is rather under-stimulated academically. He has demonstrated his ability to work competently by himself, however, he tends to finish his work much faster than other students and finds himself having free time which he uses to talk to the other students thereby being disruptive in the class. If Adam is challenged more in his tasks, it would be possible to keep him constructively engaged and get the optimal out of him. Perhaps, the teachers could design tasks that are engaging and challenging so that Adam can see evidence of his work and the ambition that he has to get good grades.

5.1 Implementation in classrooms

The results of the study show that some of the recommendations made by the student has already been incorporated in the classrooms. Both the student and teachers acknowledge the change and progress being made by the student where he was having difficulty in changing from one mind set to the current environment in the class. The ALSUP/CPS model has proven to be an effective tool that can generate solutions to various difficulties a student may be facing and which can be incorporated in the classrooms. However, the behavioral difficulties do not solve the academic difficulties a student may be facing, several authors such as Nilholm, Haug, Persson, Unesco and Skolverket agree to one common denominator; that teachers need to be trained to handle student diversity. This could help both the high achievers and the low achievers to be challenged equally in their respective academic abilities. Adam, is an intelligent student and could have been challenged more in his classes. Work can be tailored to suit both categories of students.
5.2 Study’s limitations

The scope of this study is limited as a small sample of participants was involved. The ALSUP/CPS model is a time-consuming process to finding solutions, hence only one student could take part in the study. The reliability of the study would have increased if more students and teachers participated.

5.3 Further and future research

Further research could be done into the possibility of merging SNAP and ALSUP/CPS testing models into one model so that a child can be helped with behavioral issues and well as academic and psychological issues simultaneously. As of now both models are independent of each other thereby putting a child through yet another testing.
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Appendices

- Appendix A: Permission from parents
- Appendix B: Email to Teachers
- Appendix C: School Psychologist
- Appendix D: ALSUP/CPS Assessment of Lagging Skills
- Appendix E: Plan B Cheat Sheet
- Appendix F: Drilling Sheet
- Appendix G: Interview questions – Student
- Appendix H: Interview questions – Teachers – A, B and C
- Appendix I: Interview Questions - School Psychologist
Subject: (none)
Date: Wednesday, 4 October 2017 at 15:35:52 Central European Summer Time
From: farah ghanam
To: Ellenor Catherine Enehag

Dear Ellenor,

Yes Of Course you can use the Information on your paper.

Sincerely,
Farah Ghanam

4 okt. 2017 kl. 09:47 skrev Ellenor Catherine Enehag <Ellenor.Enehag@malmö.se>:

Dear Mrs. Ghanam,

My name is Ellenor and I'm your son's English teacher. Let me start off by saying that your son is a good student and is doing well in my class. The reason I'm writing to you is because I am in the process of writing my final exams in the teaching education. My thesis is to compare two pedagogical testing models to find good support measures for our students. As this involves using the current model namely ALSUP/CPS, which I have already started with your son, and we are progressing quite well with our talks, I would like to request your permission to use the information for my paper.

Please be assured that this is completely anonymous; therefore, the name of the school or the student will not be mentioned or appear in any way in my exam. It is only the information.

I look forward to hearing from you.

Have a wonderful day!

Best regards,
Ellenor Enehag
Can you meet tomorrow at 15.00?

Julia

Dear Colleagues,

Finally, I have come to a point in my Paper where your valid input is necessary. I would like to request a face to face interview with you preferably when you are at MIS. I have drawn up 10 questions and it should take about 20-30 minutes max. I would appreciate if you could give me a time preferably this week or next to complete my research. I am flexible and can adjust to your convenience.

A line in confirmation would be much appreciated.

Thanks, and best regards,
Ellenor

P.S. Carin has verbally confirmed that she could have the interview on Thursday 16, 2017 at 11.00.
Kind regards,
Ellenor

From: Annika Dellholm
Sent: 18 December 2017 07:27:49
To: Ellenor Catherine Enehag
Subject: SV: ALSUP/CPS Interview

Hello Ellenor,
Yes, absolutely – thank you for reminding me.
I am available Wednesday afternoon – after lunch, or Thursday morning at 8 or again at 15.30 or after.

Best regards,
Annika

Från: Ellenor Catherine Enehag
Skickat: den 15 december 2017 17:47
Till: Annika Dellholm
Ämne: ALSUP/CPS Interview

Dear Annika,

Just a gentle reminder about the possibility of having an interview with you on Wednesday 20th December or on Thursday 21st if you are meeting any students on that day. My paper is almost ready and it’s pending your input.

Would appreciate if you could fit me in for 15 minutes at the most on any of these days. I am flexible and can adjust according to your time.

Look forward to hearing from you.

Kind regards,
Ellenor
# ALSUP: Assessment of Lagging Skills & Unsolved Problems

**Collaborative & Proactive Solutions**

**THIS IS HOW PROBLEMS GET SOLVED**

**CHILD'S NAME**

**DATE**

**INSTRUCTIONS:** The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

<table>
<thead>
<tr>
<th>LAGGING SKILLS</th>
<th>UNSOLVED PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty handling transitions, shifting from one mindset or task to another</td>
<td></td>
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<tr>
<td>Difficulty doing things in a logical sequence or prescribed order</td>
<td></td>
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<tr>
<td>Difficulty persisting on challenging or tedious tasks</td>
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<tr>
<td>Poor sense of time</td>
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<tr>
<td>Difficulty maintaining focus</td>
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<tr>
<td>Difficulty considering the likely outcomes or consequences of actions (impulsive)</td>
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<tr>
<td>Difficulty considering a range of solutions to a problem</td>
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<tr>
<td>Difficulty expressing concerns, needs, or thoughts in words</td>
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<tr>
<td>Difficulty managing emotional response to frustration so as to think rationally</td>
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<tr>
<td>Chronic irritability and/or anxiety significantly impede capacity</td>
<td></td>
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<tr>
<td>for problem-solving or heighten frustration</td>
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<tr>
<td>Difficulty seeing &quot;grays&quot;/concrete, literal, black &amp; white, thinking</td>
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<tr>
<td>Difficulty deviating from rules, routine</td>
<td></td>
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<tr>
<td>Difficulty handling unpredictability, ambiguity, uncertainty, novelty</td>
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</tr>
<tr>
<td>Difficulty shifting from original idea, plan, or solution</td>
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<tr>
<td>Difficulty taking into account situational factors that would suggest the need</td>
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<tr>
<td>to adjust a plan of action</td>
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<tr>
<td>Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g.,</td>
<td></td>
</tr>
<tr>
<td>&quot;Everyone's out to get me,&quot; &quot;Nobody likes me,&quot; &quot;You always blame me. &quot;It's not</td>
<td></td>
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<tr>
<td>fair,&quot; &quot;I'm stupid&quot;)</td>
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<tr>
<td>Difficulty attending to or accurately interpreting social cues/</td>
<td></td>
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<tr>
<td>poor perception of social nuances</td>
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<tr>
<td>Difficulty starting conversations, entering groups, connecting</td>
<td></td>
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<tr>
<td>with people/lacking other basic social skills</td>
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<tr>
<td>Difficulty seeking attention in appropriate ways</td>
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<tr>
<td>Difficulty appreciating how his/her behavior is affecting others</td>
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<tr>
<td>Difficulty empathizing with others, appreciating another person's perspective</td>
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<tr>
<td>or point of view</td>
<td></td>
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<tr>
<td>Difficulty appreciating how s/he is coming across or being perceived by others</td>
<td></td>
</tr>
<tr>
<td>Sensory/motor difficulties</td>
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</tbody>
</table>

**UNSOLVED PROBLEMS GUIDE:**

Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and explanations; "spit" (not "dumped"); and specific.

**HOME EXAMPLES**
- Difficulty getting out of bed in the morning to get to school
- Difficulty getting started on or completing homework (spelling assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming indoors for dinner when playing outside
- Difficulty agreeing with bother about what TV show to watch after school
- Difficulty with the feelings of 'seems in socks'
- Difficulty brushing teeth before bedtime

**SCHOOL EXAMPLES**
- Difficulty moving from home time to math
- Difficulty sitting next to Kyle during circle time
- Difficulty raising hand during social studies discussions
- Difficulty getting started on project on tectonic plates in geography
- Difficulty standing in line for lunch

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## APPENDIX: E

**PLAN B CHEAT SHEET**

### 1. EMPATHY STEP | INGREDIENT/GOAL
Gather information about and achieve a clear understanding of the kid’s concern or perspective on the unsolved problem you’re discussing.

**WORDS** | Initial Inquiry (neutral observation)
---|---
“Have you noticed that... (insert unsolved problem)... what’s up?”

**DRILLING FOR INFORMATION**
Usually involves reflective listening and clarifying questions, gathering information related to the who, what, where, and when of the unsolved problem, and asking the kids what they’re thinking in the midst of the unsolved problems and why the problem occurs under some conditions and not others.

**MORE HELP**
- If the kid doesn’t talk or says “I don’t know”, try to figure out why:
  - Maybe the unsolved problem wasn’t free of challenging behavior, wasn’t specific, wasn’t open to adult theories, or was “clumped” instead of specific
  - Maybe you’re using Emergency Plan B (instead of Proactive Plan A)
  - Maybe you’re using Plan A
- Maybe he really doesn’t know
- Maybe he needs the problem broken down into its component parts
- Maybe he needs time to think

**WHAT YOU'RE THINKING**
“What don’t I yet understand about the kid’s concern or perspective? What doesn’t make sense to me yet? What do I need to ask to understand it better?”

**DON'T**
- Skip the Empathy step
- Assume you already know what the kid’s concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step

**2. DEFINE THE PROBLEM STEP | INGREDIENT/GOAL**
Enter the concern of the second party (often the adult) into consideration.

**WORDS** | Initial Inquiry (neutral observation)
---|---
“Tell me about your concern...” or “My concern is...”

**MORE HELP**
- Most adult concerns fall into one of the two categories:
  - How the problem is affecting the child
  - How the problem is affecting others

**WHAT YOU'RE THINKING**
“Where is the child correct about my concern? Does the child understand what I have said?”

**DON'T**
- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm

**3. INVITATION STEP | INGREDIENT/GOAL**
Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties).

**WORDS** | Initial Inquiry (neutral observation)
---|---
Restate the concerns that were identified in the first two steps, usually beginning with “I wonder if there is a way...”

**MORE HELP**
- Stick as closely to the concerns that were identified in the first two steps
- While it’s a good idea to give the kids the first opportunity to propose a solution, generating solutions is a team effort
- It’s a good idea to consider the odds of a given solution working—how do the odds of 50-70 percent. Consider what it is that’s making you skeptical and talk about it
- This step always ends with agreement to return to Plan B if the first solution doesn’t stand the test of time

**WHAT YOU'RE THINKING**
“Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they’ve agreed to? Does the solution truly address the concerns of both parties? What’s my estimate of the odds of this solution working?”

**DON’T**
- Rush through this step either
- Enter this step with preconceived solutions
- Sign off on solutions that both parties can’t actually perform
- Sign off on solutions that don’t truly address the concerns of both parties

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The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unresolved problem you’re discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here’s a brief summary of different strategies for “drilling” for information:

**REFLECTIVE LISTENING AND CLARIFYING STATEMENTS**
Reflective listening basically involves *mirroring* what a child has said and then encouraging him/her to provide additional information by saying one of the following:

- “How so?”
- “I don’t quite understand”
- “I’m confused”
- “Can you say more about that?”
- “What do you mean?”

Reflective listening is your “default” drilling strategy...if you aren’t sure of which strategy to use or what to say next, use this strategy.

**ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM**

**EXAMPLES:**
- “Who was making fun of your clothes?”
- “What’s getting in the way of completing the science project?”
- “Where is Eddie boiling you around?”

**ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS**

**EXAMPLE:** “You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what’s getting in the way in social studies?”

**ASKING THE CHILD WHAT S/HE’S THINKING IN THE MIDST OF THE UNSOLVED PROBLEM**

Notice, this is different than asking the child what s/he is feeling, which doesn’t usually provide much information about the child’s concern or perspective on an unsolved problem.

**EXAMPLE:** “What were you thinking when Mrs. Thompson told the class to get to work on the science quiz?”

**BREAKING THE PROBLEM DOWN INTO ITS COMPONENT PARTS**

**EXAMPLE:** “So writing the answers to the questions on the science quiz is hard for you...but you’re not sure why. Let’s think about the different parts of answering questions on the science quiz. First, you have to understand what the question is asking. Is that part hard for you? Next, you need to think of the answer to the question. Is that part hard? Next, you have to remember the answer long enough to write it down. Are you having trouble with that part? Then you have to actually do the writing. Any trouble with that part?”

**DISCREPANT OBSERVATION**

This involves making an observation that differs from what the child is describing about a particular situation, and it’s the riskiest (in terms of causing the child to stop talking) of all the drilling strategies.

**EXAMPLE:** “I know you’re saying that you haven’t been having any difficulty with Chad on the playground lately, but I recall a few times last week when you guys were having a big disagreement about the rules in the kickball game. What do you think was going on with that?”

**TABLE (AND ASKING FOR MORE CONCERNS)**

This is where you’re “shelving” some concerns the child has already expressed so as to permit consideration of other concerns.

**EXAMPLE:** “So if Tunny wasn’t sitting too close to you, and Robbie wasn’t making noises, and the floor wasn’t dirty and the buttons in your shoes weren’t bothering you...is there anything else that would make it (difficult for you to participate in Morning Meeting?”

**SUMMARIZING (AND ASKING FOR MORE CONCERNS)**

This is where you’re summarizing concerns you’ve already heard about, and then asking if there are any other concerns that haven’t yet been discussed. This is the recommended strategy to use before moving on to the Define Adult Concerns step.

**EXAMPLE:** “Let me make sure I understand all of this correctly. It’s hard for you to do your social studies worksheet for homework because writing down the answers is still hard for you...and because sometimes you don’t understand the question...and because Mrs. Lamplight hasn’t yet covered the material on the worksheet. Is there anything else that’s hard for you about completing the social studies worksheet for homework?”

Prepared with the assistance of Dr. Christopher Watson

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Appendix G

Date: 8th November, 2017

Interview
Student: Adam

1. I started the ALSUP/CPS talks with you because some teachers noticed that you had difficulty settling down in class after playing football. How are you settling in now in the classroom after playing football.

2. Have you heard of the ALSUP/CPS model before?

3. What did you think it was about the ALSUP/CPS when I said that we were going to do one together?

4. What do you think of this model? Do you think it is a suitable way to find out what is going on with a student?

5. How did you feel about doing the ALSUP/CPS talks?

6. What did you think about the method? The drilling that was done? Did you look forward to our next talk?

7. Do you think we found some solutions?

8. Can you explain why you found the ALSUP/CPS talks interesting?

9. Have the CPS talks helped you to be more focused during a lesson. Can you give me some examples?

10. In our second meeting, you mentioned to me that the person sitting next to you in your English lesson talks to you all the time and you suggested that you would like to sit with another group. How is this arrangement working?

11. Have the ALSUP/CPS talks helped you focus on your lessons, how are your suggestions helping you?

12. We have almost come to the end of the CPS talks; do you think the talks have helped you. Can you give some examples?
Interview questions to 3 teachers

Difficulty: Adam had difficulty handling transition after playing football in settling into the class for the current subject.

1. Could you give me one or two examples of his behaviour before the ALSUP/CPS?
2. How is Adam settling into the lesson now?
3. Has his behaviour changed in any way? What are these changes?
4. After changing Adam’s seating is he still having difficulty in settling down?
5. Have you noticed if Adam’s is now focused on the lesson? Is he more attentive?
6. How active is Adam in participating in the class?
7. Have you noticed the difference in his participation in class?
8. Do you see evidence of the ALSUP/CPS talks?
9. Has the ALSUP/CPS helped him?
10. Have you done ALSUP/CPS talks with a student?
11. What was the difficulty that was addressed? What were the outcomes?
12. Have you been involved in the testing of a student using SNAP? What were the outcomes?
Interview questions to the school Psychologist – 21/12/2017

1. What is the difference between ALSUP/CPS and SNAP models.

2. What made you recommend the ALSUP/CPS model to our school as oppose to the SNAP model?

3. What are the advantages of using the ALSUP/CPS model?

4. How do we address the cognitive and academic skills of the students as ALSUP/CPS mainly emphasizes on the difficulties leading to behavioural issues?

5. What are the advantages of using SNAP?

6. How effective is SNAP and can it be combined with the ALSUP/CPS? If so, what are the benefits from it?

7. How is ALSUP working for our students? How many teachers and students and involved in the CPS talks?

8. Could you give some examples of the effectiveness of ALSUP/CPS?

9. How do you follow up on the ALSUP/CPS talks of a student?

10. How can we incorporate CPS into the students IDP?

11. Is CPS truly realistic in the MYP where students have multiple teachers who don’t always have a chance to communicate with one another on a regular basis?