

**WHOSE
BEHAVIOR
IS IT
ANYWAY?**



JOHNS & PATRICK

PRESENTATION EXPECTATIONS



- Honor each other's time
- Actively listen:
turn off laptops, iPods,
cell phones; avoid side
conversations; put aside
work
- Interact professionally:
avoid sarcasm, eye-rolling,
blaming students and families
for systemic failures

“IT’S THE **ENVIRONMENT’S** FAULT!”

- Chaotic home community
- Chaotic school community

Which one can we control?



WHOSE BEHAVIOR NEEDS TO CHANGE?



- Student
- Parent
- Staff
- Teacher
- Administrator
- Everybody

STUDENTS QUICKLY LEARN THE HIDDEN MESSAGES

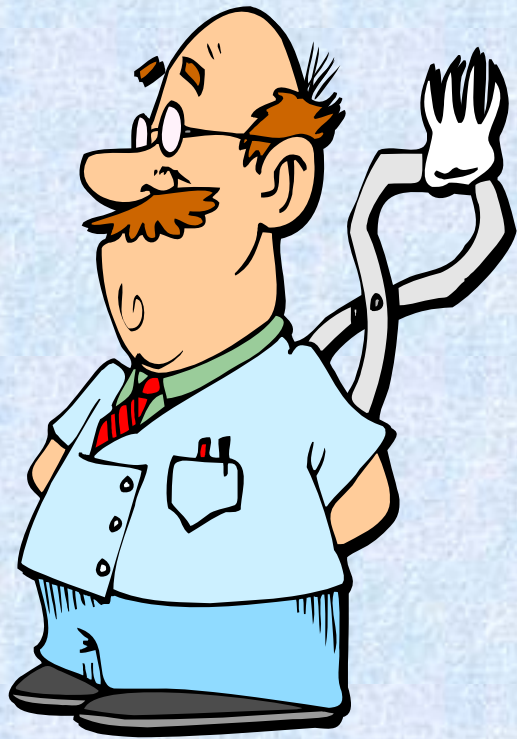
At my school we have to:

- follow all (some) of the rules
- follow the rules everywhere (only some places) on campus
- respect every (some) adult(s)
- Behave (misbehave) to get attention



HIDDEN MESSAGES...

Unstated expectations
and behaviors which
often vary from individual
to individual



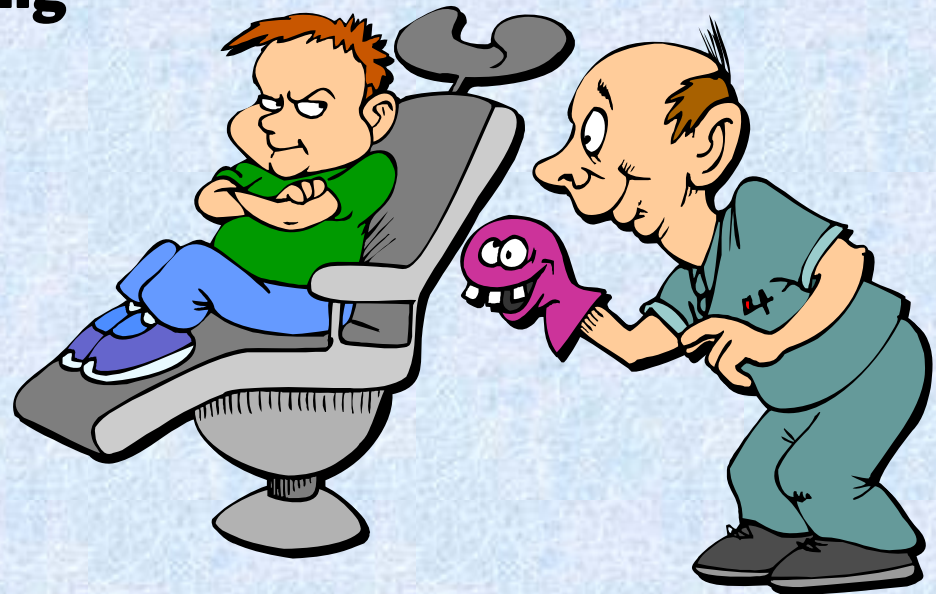
STATED EXPECTATIONS...

Thoughtfully constructed philosophies which all staff **agree upon** then **teach, train, & review** with **all students** on a regular basis



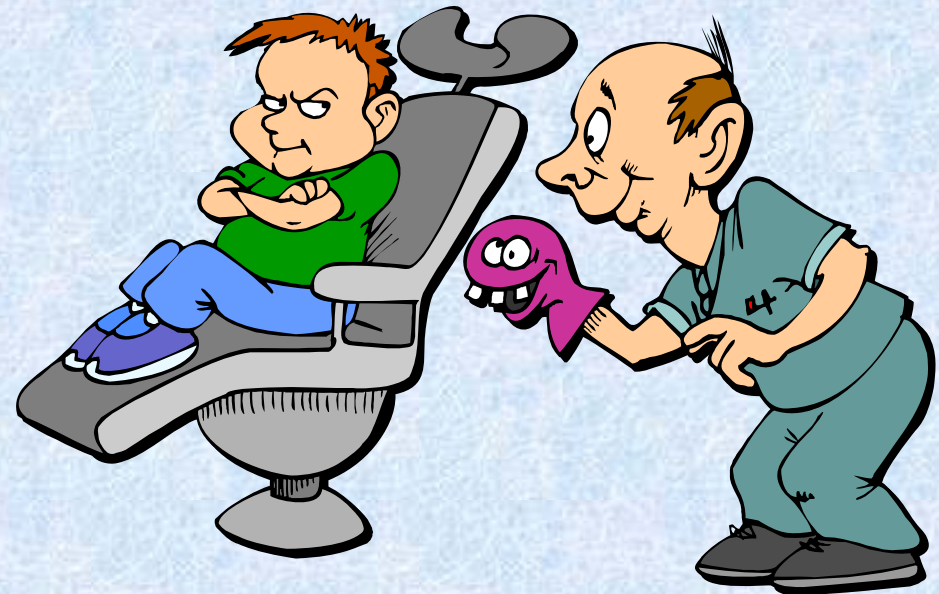
HIDDEN MESSAGES: BEHAVIOR

- Thank goodness “D” Track is off.
- *Parents teach behavior - not schools.*
- **We shouldn't have to thank students for following the rules.**
- Our school has so many behavior problems, we don't have time to acknowledge appropriate behaviors.



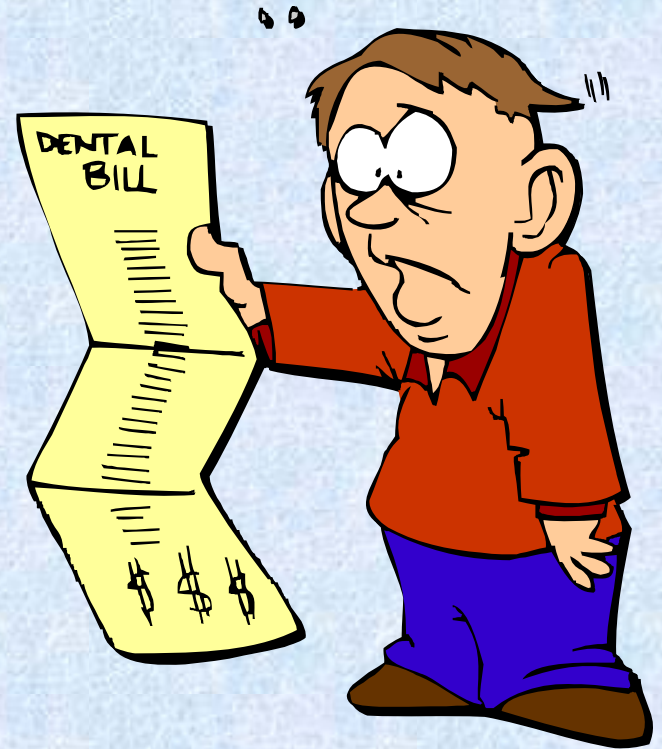
STATED EXPECTATIONS: BEHAVIOR

- Rules are clearly stated, taught and practiced
- Behaviors happen for a reason – we find those reasons
- Our school works together to support behavior change
- All behaviors are acknowledged – good & bad
- We have processes for addressing school-wide and individual behavior concerns



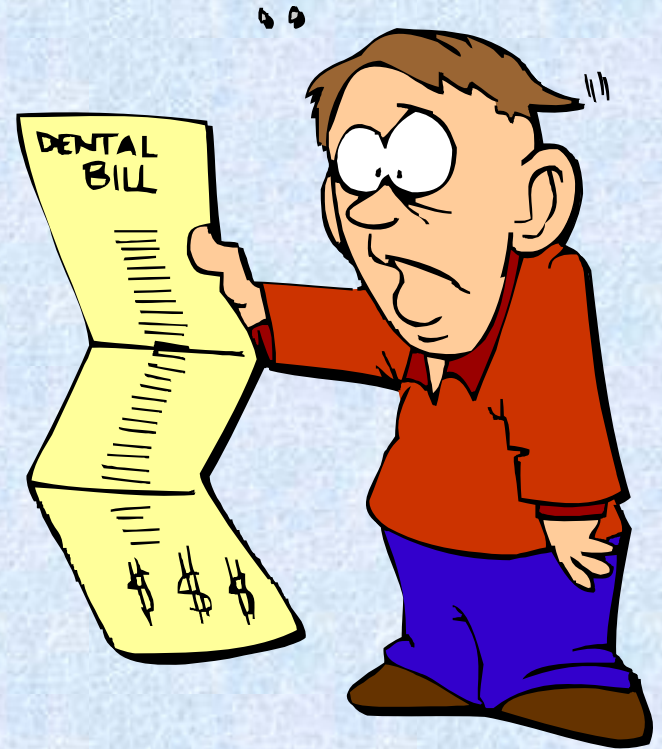
HIDDEN MESSAGES: CONSEQUENCES

- **"Consequence" is a synonym for punishment.**
- Consequences vary depending on the student / staff / location.
- **Suspensions / expulsions are the best consequence available.**
- Our campus is out of control because there are no effective "legal" consequences.



STATED EXPECTATIONS: CONSEQUENCES

- Consequences are consistently enforced
- A variety of consequences are understood and utilized:
 - Punishment
 - Penalties
 - Negative Reinforcement
 - Positive Reinforcement
- All consequence are frequently evaluated for effectiveness



HIDDEN MESSAGES: SUPERVISION

(School-wide, Playground, Hallway, Cafeteria)

- I supervise whenever the schedule says it is my turn.
- Supervision time is the only chance I have for adult conversation.
- I only correct the behavior of students I know by name.
- **I have no idea who supervises, but I know it isn't very good.**



STATED EXPECTATIONS: SUPERVISION

(School-wide, Playground, Hallway, Cafeteria)

- Safety - at all times - is the responsibility of EVERY staff member
- Supervision practices / procedures are clearly outlined and trained
- Supervision is an opportunity to:
 - acknowledge students who are doing the right thing
 - improve adult / student relationships



HIDDEN MESSAGES: SCHOOL CLIMATE



- **Whew...we survived another day.**
- **What can I do?
I`m just one person.**
- **I can't control the school, so I control my classroom.**

STATED EXPECTATIONS: SCHOOL CLIMATE



- Everyone at our school:
 - is an important member of the community
 - treats others with respect
- We proactively manage our community
- Everyone follows the rules:
 - Be Safe**
 - Be Responsible**
 - Be Respectful**

HIDDEN MESSAGES: COMMUNICATION

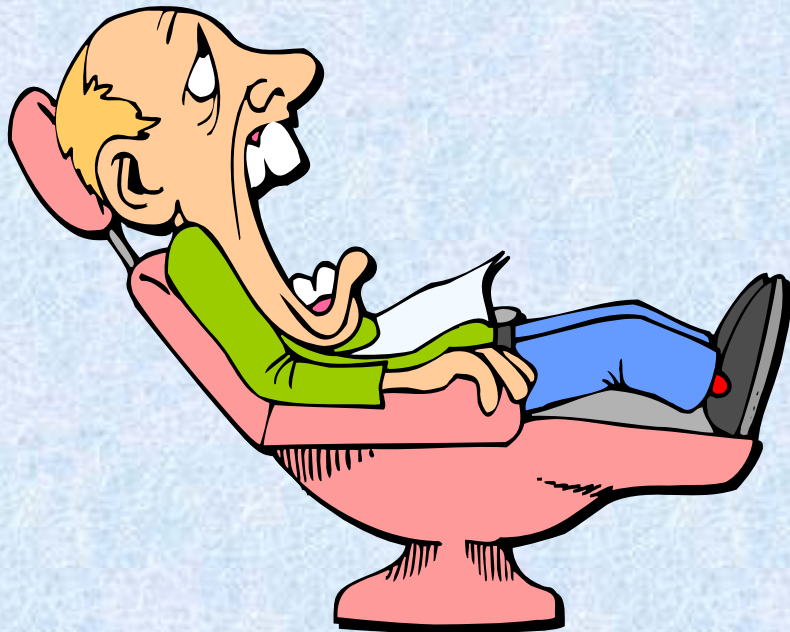
- We have open communication...I tell them what to do and they do it.
- **We have open communication...for those who speak the loudest.**



- *We have open communication... in the staff room when the administrator is off campus.*
- **We don't communicate.**

STATED EXPECTATIONS: COMMUNICATION

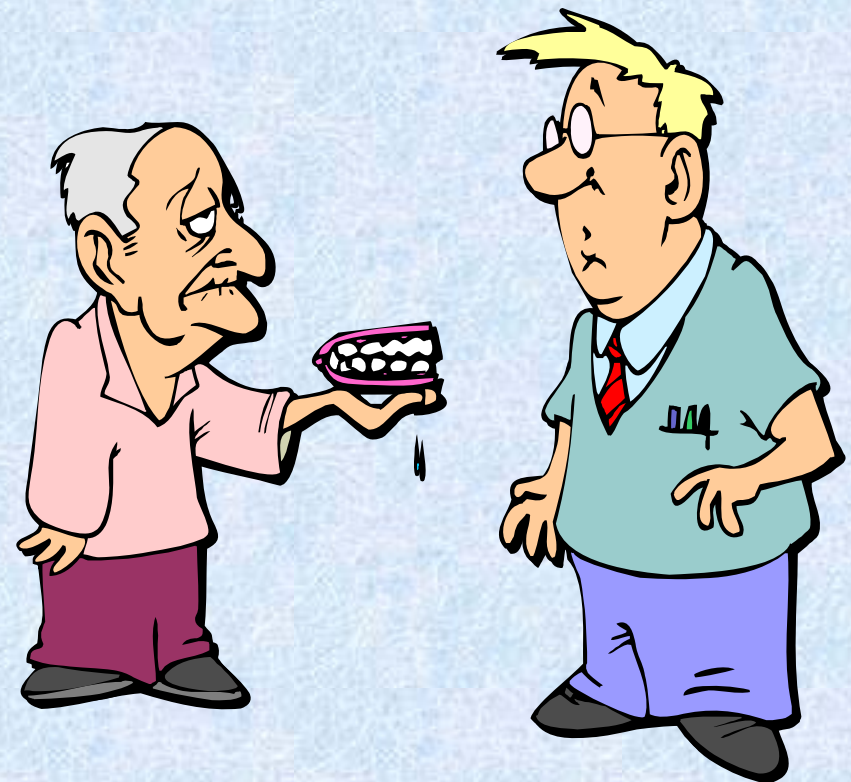
- Communication systems are intentionally established
 - Communication is two-way



- We take responsibility for our communication
- We have a mechanism for openly addressing concerns

HIDDEN MESSAGES: DATA DRIVES PROBLEM SOLVING

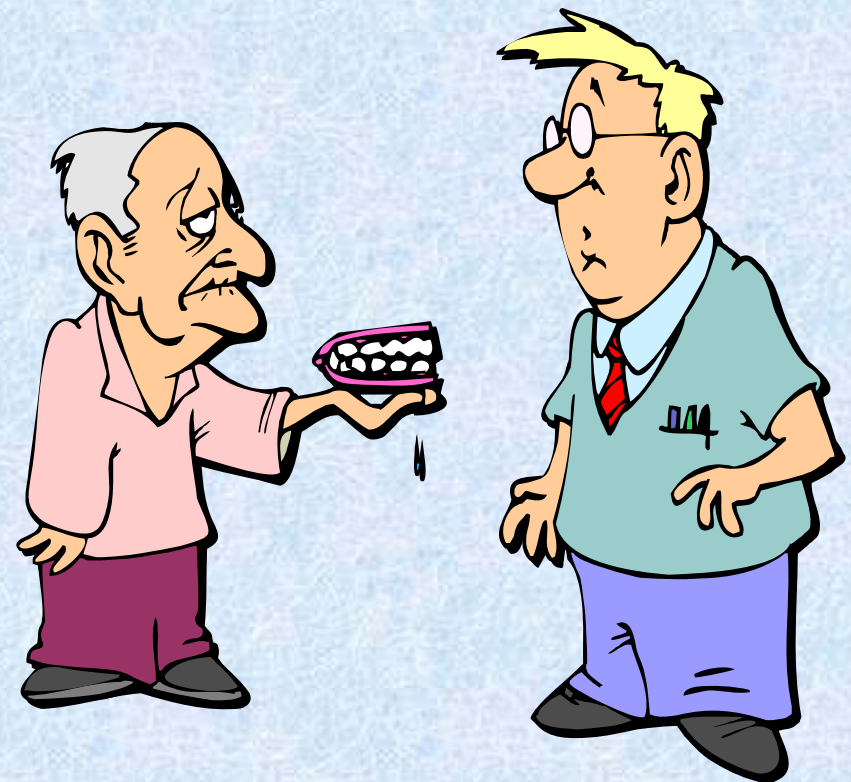
- **Data! He's my favorite character on Star Trek.**
- **We barely have enough time to collect data. How are we supposed to analyze it too?**
- **I don't need to look at data to know how many problems we have.**



STATED EXPECTATIONS: DATA DRIVES PROBLEM SOLVING

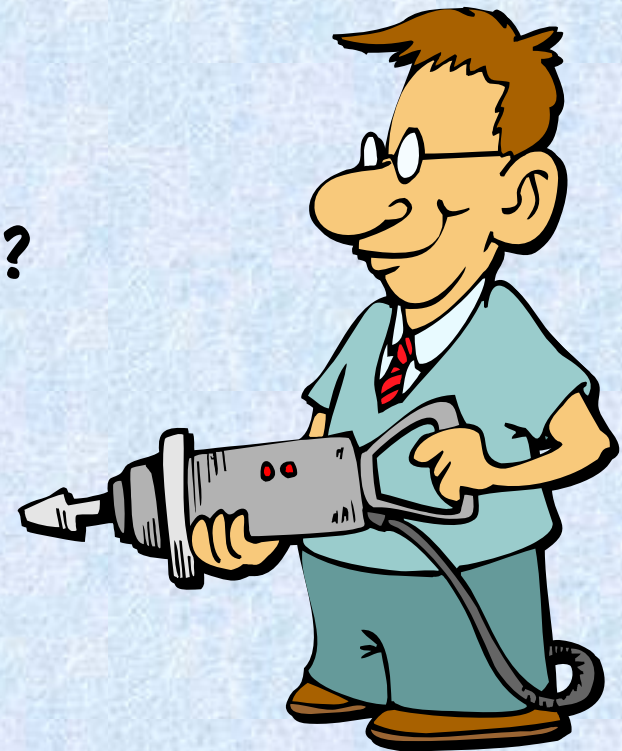
We have problem solving teams who use data to:

- address individual and school-wide academic and behavior concerns
- implement targeted interventions
- modify practices and procedures



HIDDEN MESSAGES: PROCEDURES

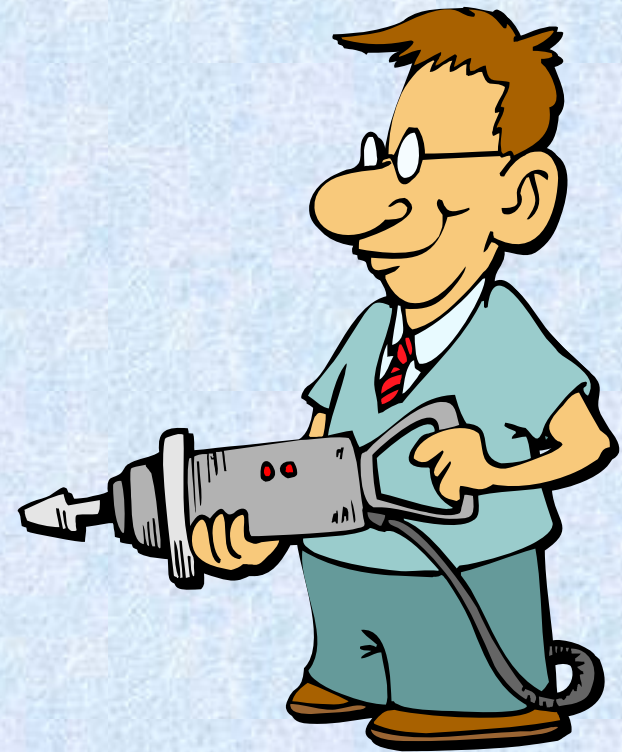
- **Procedures...what procedures?**
- We don't have time to establish procedures.
- **That's the way we have always done it around here...why change now?**
- Yeah we have them...but people don't follow them.
- **Why follow them, they are going to change tomorrow anyway.**



STATED EXPECTATIONS: PROCEDURES

Our procedures are...

- well-thought-out
- clearly outlined
- posted
- taught
- frequently evaluated for effectiveness
- adapted, as needed



OUR SCHOOL-WIDE COMMUNITY:

- We believe **all staff** and **all students** deserve respect
- We work together to create a safe and welcoming community
- We consistently acknowledge all behavior – positive and negative
- We deliver consistent consequences



OUR SCHOOL-WIDE COMMUNITY:



- We problem solve all issues as a school community
- Supervision is an opportunity everyone shares
- Procedures are established to create an organized environment
- Effective two-way systems of communication are in place
- All staff model & enforce the rules:

**Be Safe, Be Responsible,
Be Respectful**

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