



# LEADERSHIP IN BEHAVIOR SUPPORT

**Administrator's Guide**  
Second Edition

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# INTRODUCTION

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The first edition of this book, *Administrator's Desk Reference of Behavior Management*, was published in 1998—almost 20 years ago. We are proud that the concepts, principles, strategies, and samples in the first edition are still valid and useful today, though both the educational landscape and our knowledge of effective school leadership practices have evolved over the past 20 years.

We could very well reprint the Introduction to the first edition here in the second edition. Our philosophy and purpose for writing the book remain the same. Our basic beliefs about behavior support continue to be:

- All students must be treated with respect.
- Students can and should be taught the skills and behavior needed for success.
- Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
- Student misbehavior provides a teaching opportunity.
- Collaboration is critical. All school staff members must work together to help students behave responsibly and to meet student needs.

Our purpose for writing this book was and is to help school administrators:

- Ensure that all school settings are safe and productive.
- Create a positive school climate with a high expectancy of student success.
- Design effective policies and procedures for prompting students to be responsible, highly motivated, and actively engaged in school tasks.

- Guide staff to be:
  - Proactive (prevent problems before they begin).
  - Positive (interact with students in a friendly, inviting way and provide age-appropriate, positive feedback).
  - Instructional (correct misbehavior calmly and consistently to teach students to behave more responsibly).

We still believe that the characteristics of a school’s culture can be managed to create an environment that fosters growth and encourages responsible behavior and that daily staff actions play a huge role in this process. And we still believe that the building administrator has the primary responsibility for guiding and shaping the attitudes and actions that influence the school culture.

Developing Guidelines for Success, meeting basic human needs, understanding behavioral theory, making decisions effectively, using high ratios of positive to corrective interactions, working with teams of staff members to effect change through a continuous cycle of improvement, adopting schoolwide approaches to discipline and classroom management, and having a game plan for handling office referrals—these core concepts continue to be important components of the second edition.

So what’s new in this book?

- This edition is probably best used sequentially. If you read the book from front to back, you’ll get a better understanding of the effective leadership practices that we espouse.
- Bonus content and reproducible forms can be downloaded from the Internet.
- New leadership strategies include techniques for conducting powerful staff meetings and engaging staff members who are reluctant to buy in to the school improvement process.
- We introduce the STOIC acronym, which stands for Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently. We recommend you use STOIC as a guide for problem solving schoolwide, classroom, and individual student behavior and motivation issues.
- We’ve substantially beefed up information about the processes of forming and working with a behavior leadership team to set and work on priorities for school improvement.
- The concept of the Improvement Cycle has solidified over the years, so we present a more mature five-step version of it.

- Our ideas for effective, consistent, and instructional disciplinary practices have also matured over the years. We explain how to establish a 3-level system that can provide great clarity to staff about how they are expected to handle misbehavior. This system unifies the staff and can reduce the numbers of students who end up in your office.
- We place a much greater emphasis on data collection and analysis by presenting many more techniques and examples for practical use of data.
- We've added special sections on reviewing your antibullying, attendance, and personal electronic policies.
- We provide more—and more specific—guidance on why and how to adopt a schoolwide classroom management approach.

## SCHOOLWIDE BEHAVIOR PLAN

Establishing a written Schoolwide Behavior Plan (SBP) is an important step toward achieving the proactive, positive learning climate that will give each of your students the best possible chance to succeed. Toward that end, a series of Take Action! steps throughout this book prompts you to complete your own SBP. We provide both a blank template and a complete sample SBP that you can download (see p. xv for details).

## LINK TO FOUNDATIONS

Some readers may be implementing (or plan to implement) the *Safe & Civil Schools* program *Foundations: A Proactive and Positive Behavior Support System* (Sprick, Booher, Isaacs, Sprick, & Rich, 2014) in their schools. *Foundations* is a schoolwide program that guides school staff through forming a behavior leadership team to work on improving school climate and culture, safety, student motivation, and academic engagement. Although *Leadership in Behavior Support* stands on its own, it can also serve as a companion guide to *Foundations* for principals and vice principals at *Foundations* schools. That's why you will see at various points throughout the book the phrase "Link to Foundations" followed by a reference to a *Foundations* module and presentation. *Leadership in Behavior Support* expands on much of the material in *Foundations*, emphasizing the administrator's role in what we call the *team-based behavior support process*.

## MEANINGFUL WORK

The first edition, *Administrator's Desk Reference of Behavior Management*, included a major section called Meaningful Work. Meaningful Work refers to the practice of creating school-based jobs for students that support the students' needs for belonging, recognition, and attention, to name just a few. Students who exhibit chronic misbehavior get a chance to experience success and a sense of purpose. This positive behavior support helps students with a history of misbehavior and school failure become contributing members of their schools.

Extensive information about Meaningful Work is missing from *Leadership in Behavior Support* not because we think it has no value. Quite the opposite—we believe in the concept so much that we polished and expanded the content and published it as *Meaningful Work: Changing Student Behavior With School Jobs* (Wise, Marcum, Haykin, Sprick, & Sprick, 2011), available from Pacific Northwest Publishing ([pacificnwpublish.com](http://pacificnwpublish.com)). We highly recommend this book. You'll find a brief explanation of Meaningful Work in Appendix B, "Programs and Strategies for Meeting Student Needs."

## SAFE & CIVIL SCHOOLS KEY CONCEPTS

In the glossary at the back of the book, we include brief definitions of some terms that are key to understanding the proactive and positive team-based behavior support process explained in this book. Use this section when you have trouble remembering what RPI, GFS, CHAMPS, or another term means. Veterans of *Foundations* or other *Safe & Civil Schools* materials may already be familiar with these terms.

## YOU CAN MAKE YOUR SCHOOL GREAT

By deciding to read *Leadership in Behavior Support*, you have taken an important step toward improving your skills as a school administrator, becoming an effective instructional leader, and ensuring that your students and staff experience some measure of success every day. We dare say that by implementing our approach to school improvement, you will also be enriching your emotional life and those of your staff and students. Greater job satisfaction, less stress and frustration, and more success lead to happier lives. And isn't that the type of school you would like to enter each day—one full of successful, happy staff and students who want to work *with you* to achieve their goals and make your school a great place to be?