

## Collaboration Agreement



Date of Agreement: July 27, 2016 *Face to face meeting*

Between: Campbellsville University School of Education

Signature of the SOE representative: Norma R Wheat

and the Kentucky Christian Academy School/District/Agency

Signature of the School/District/Agency representative\* \_\_\_\_\_

The above parties agree to collaborate on the following activity/event:

Date of Event: August 1, 2016 Time 12:30 P.M.

Participants: SOE (ex. ED 325 class) NORMA WHEAT, Chair

Special Education Proposals

Participants: School/District (ex. Ms. Teacher's fourth grade class) \_\_\_\_\_

KCA faculty and Building Administrator - Lori Eubank\*

Objectives of the collaboration: To set the stage for a

school wide discipline plan.

Planned Activities: Please attach agenda - PPT Attached

Feedback: Please have students (SOE/School/District/Agency) write a brief reflection on the activity/event to be submitted to the Campbellsville University Dean of Education.

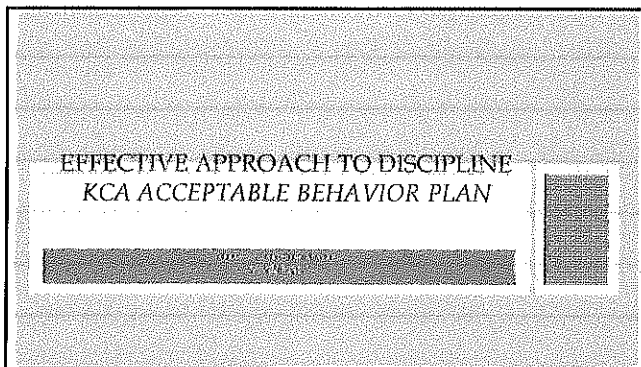
Follow-up Activities (if any): Presenter will be meeting with  
KCA faculty, <sup>periodically</sup> during faculty meetings to review plan

Signature Beverly C. Ennis Dean, School of Education

A survey will be sent for feedback on this activity.

Please provide an email address \_\_\_\_\_

August 2, 2016




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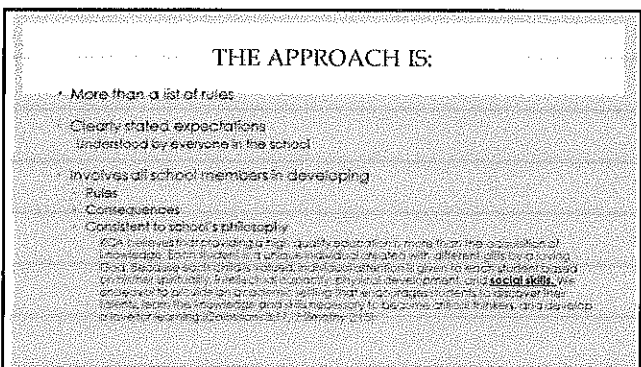
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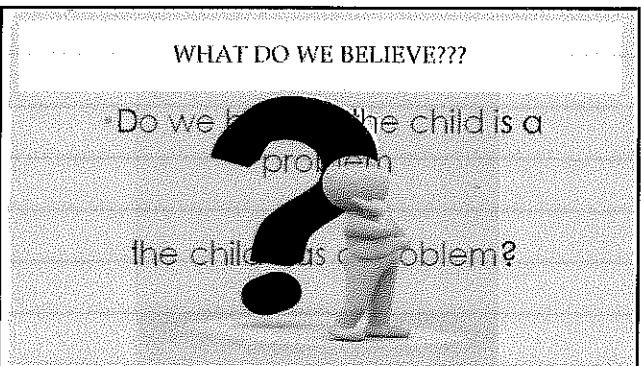
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Do WE primarily focus on Behavior Management  
(Control)  
or  
Behavior Support  
(Encourage and Reinforce)

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**UNDERLYING BELIEFS  
(THESE ARE THE THINGS THAT MATTER!)**

- Education is critical to a student's success.
- A supportive learning environment must be physically safe, socially civil and academically productive.
- Behavior change is possible. (This is true for students, staff, parents, and community.)
- If you want it, teach it (i.e., responsible behavior).

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**UNDERLYING BELIEFS**

- if you expect to maintain it – encourage, acknowledge, and reinforce.
- There is a big difference between tolerance and tolerating.
- In the phrase "supportive learning environment for all," all means all:
  - The outstanding
  - The average
  - The troubled

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### CONDITIONS THAT CONTRIBUTE TO CHALLENGES

- Past and current approach to discipline
- Overuse of punitive methods of control
- Lack of clarity of both school and classroom rules and disciplinary policies
- Few or no allowances made for individual instructional differences.

Foundations, Randy Spick

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### PREVAILING MYTHS THAT INTERFERE WITH IMPLEMENTATION OF THESE BELIEFS...

"Through punishment you can control behavior."

"Role-bound authority is the bottom line."

"Zero-tolerance is the answer."

"If getting tough doesn't work, get tougher."

Foundations, Randy Spick

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### SCHOOL-WIDE DISCIPLINE REQUIRES AN APPROACH THAT:

- Structures for success
- Teaches responsibility
- Establishes firm, clear limits
- Is inclusionary (all means all)
- Is positive
- Communicates high expectations for success
- Creates consistency throughout school
- Allows flexibility for each classroom teacher

Foundations, Randy Spick

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### IT'S ALL ABOUT "PROCESS"

**Team Developed:**

- Represents the staff
- Meets regularly

**Data-Driven Decision Making:**

- Information collected on a regular basis
- Office referral data collected/analyzed
- Observations in common areas
- Other data researched
- Communication of data to staff/ others

**Faculty Involvement:**

- Setting priorities
- Input/brainstorming/feedback
- Formal adoption/rejection of proposed revisions

Foundations: Ready go!

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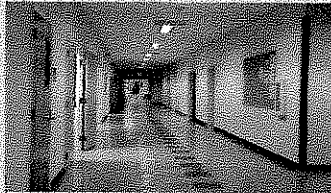
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### COMMON AREAS POLICIES:

**Halls:**

- written
- accepted
- lessons designed
- implemented
- assessed



Foundations: Ready go!

Other possible areas?

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### GUIDELINES

- Are a set of positive traits or characteristics that define what students must do to be successful in your school.
- Should be tailored to the special needs of your school and the age of your students.
- Provide staff with a consistent structure for teaching students to be successful.
- Teach students that respectful treatment of others and best efforts result in success.

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**GUIDELINES FOR SUCCESS**

- 1. 3-6 basic attitudes, traits, and beliefs that are important for all students to succeed in my classroom or our school and all classrooms.
- 2. Should be posted in all common areas and classrooms.
- 3. Should be reinforced through positive or negative interaction with students regarding behavior (academic or social).
- 4. Should be taught and consistently reinforced by all school staff.

Common Understanding and Consistency

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**GUIDELINES VS RULES**

**GUIDELINES**

**RULES**

Reflect overall guiding principles for student attitudes and behavior  
All specific RULES should connect to their guidelines

Tell students what to do;  
Are tied to consistent consequences  
Are observable and measurable

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**GUIDELINES VS RULES (EXAMPLES)**

**Guidelines**

**Rules**

Be Responsible  
Always Try  
Do Your Best  
Cooperate with Others  
Treat Everyone with Respect

Arrive on Time to Class  
Bring Paper and Pencil  
Talk Using Appropriate Language  
at Appropriate Times  
Complete Assigned Tasks

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### ACTIVITY-

Answer the following questions?

- How do we believe students should behave in our school?
- What are some of our problem areas related to behavior?
- What do we currently do to help students behave appropriately?
- What are some ways we need to improve?



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### STEP 1

Assess the school's discipline needs.

- Discuss behavior issues, determining where their collective strengths and weaknesses lie in terms of discipline.
- How current policies help or harm the overall climate?

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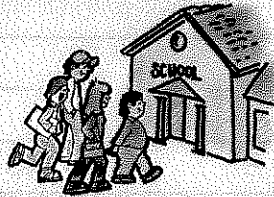
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### STEP 1 CONTINUED -

Are most of the problems occurring  
in the cafeteria  
on the playground, or  
in particular hallways?



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### GUIDELINES

- 1. 3-6 basic attitude, traits, and/or beliefs that are important for all students to succeed in my classroom and our school.
- 2. Should be posted in all common areas and classrooms.
- 3. Should be referenced in any positive or negative interactions with students regarding behavior (academic or social).
- 4. Should be taught and consistently reinforced by all school staff.

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### AVOIDING THE TRAPS

- Getting tough is enough
  - It is simply not enough to get tough without a proactive system for teaching and supporting appropriate behavior
- Focusing on the difficult few
  - Must build schoolwide social competence-not just focusing on a selective few
- Looking for the quick fix
  - Takes time
  - Reasonable period to design and establish effective disciplinary system.....generally 3-5 years
- Finding one powerful "trick"
  - Schoolwide discipline is not achieved in a single strategy; must
    - Define and teach expectations
    - Provide appropriate support

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### AVOIDING THE TRAPS

- Believing someone already has the solution
  - Effective system must be designed to meet the school's specific needs identified through self-assessment
  - Continuously evaluated to meet changing needs and goals
- Believing that more is better
  - Instead of a number of "sometimes effective" programs, more effective to eliminate practices that are not working
  - And carefully match new practices to school needs (Homer et al. 2010)

© 2010 by the National Center for Education Policy  
<http://www.ncep.org/resources/271/mca/2010/nw-jpl.pdf>

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**FOCUS**

- Focus on a few problems – more effective
- Conveys order
- Sense of community
- Higher expectations for behavior for both
  - Staff
  - Students

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**EFFECTIVE APPROACH REQUIRES:**

- Planning
- Collaboration
- Educating students, staff, and parents

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**PLAN -  
CONSISTENTLY DEMONSTRATES SCHOOL CLIMATE:**

- Conveys order
- Sense of community
- Higher expectations for behavior for both
  - Staff
  - Students
- Communicate high expectations for students to students and staff:

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### PLAN.....

- Visibility in the classroom and hall, showing interest in everything that goes on; Get to know students as individuals
- Encourage each other to handle classroom discipline problems that they reasonably can;
- Take opportunities to share effective management strategies that work in "own" classroom;
- Identify and address problems, collaboratively, that act as barriers to developing and maintaining an orderly school climate;
- Work with parents to help students assume responsibility for their actions;
- Model prosocial behaviors, Such as working together.




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### BASIC BEHAVIOR MANAGEMENT - TIPS

#### Principals:

#### 1. Positive Consequences

- Increase Behavior—If not it isn't!
- It is all Relative

If works on all behavior—good or bad

#### 2. Negative Consequences (Punishment)

- Decrease Behavior—If not it isn't!
- It is all Relative

If works on all behavior—good or bad

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### TIPS - CONTINUED

#### 3. Clear Expectations lead to Responsible Behavior.

- If not, Teach the Expectations often.
- Set clear Rules/Guides
- Review and Teach Often
- Major activities/transitions
- Work as Team

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TIPS - CONTINUED

- Do Not Personalize Bad Behavior.  
It does not help the child develop self control and responsible decision making.
- 5. It is easy to attend to bad behavior consistently.  
It Disrupts Learning

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TIPS - CONTINUED

- 6. You will get most of what you pay attention to—  
which does NOT mean to ignore Bad Behavior.
- Attend to Positive Behavior
- Ignore Bad Behavior if OK to do so

**When Correcting:**  
positive,  
calm,  
brief

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TIPS - CONTINUED

- 7. There are no Bad Kids—there is lots of bad behavior.
- Separation of the two leads to success while the other leads to frustration.
- Communicate this Often
- View behavior as growth opportunities—for you and child
- Each child has a story

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8. It is hard to attend to good behavior consistently.  
 • It disrupts nothing

7. The goal of discipline and behavior management is to develop self control and responsibility within each child—always focus on that!

Goal: To Teach for Learning

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**IMPORTANT PROCEDURES STAFF CAN DO TO  
 CONTRIBUTE TO THE SAFE AND PRODUCTIVE  
 LEARNING  
 ENVIRONMENT OF KCA**

We will **TEACH** students expectations for responsible behavior in every school environment by relating student actions to the KCA Acceptable Behavior Plan

We will provide **POSITIVE FEEDBACK** to students when they are meeting expectations and following the KCA Acceptable Behavior Plan

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**TIPS - CONTINUED**

When a minor misbehavior occurs, staff will view the misbehavior as a **TEACHING OPPORTUNITY**, responding with calm, consistent correction or consequence.

We will **WORK COLLABORATIVELY** to solve problems that are chronic or severe in nature.

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### TIPS - CONTINUED

Fager and Boss point out that "students need to perceive discipline as being fair, consistent, and clear. Disciplinary policies...need to be age-appropriate, clear, and repeatedly communicated to students and parents (in Pacific Resources for Education and Learning 1999)

Key to the team in making discipline work:  
collaboration  
communication  
start small  
welcome responsibility



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## Develop KCA PLAN

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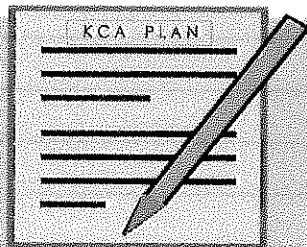
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### STEP 2

Developing the KCA Plan

- Behavior
  - classroom
  - halls
  - cafeteria
  - field trips
- Discipline
  - First time
  - Second time



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Implement KCA Plan

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"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized."  
-Hilary Glott

Play,  
Learn  
and  
Grow...  
Together!

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