

ADMINISTRATORS' QUICK GUIDE TO

IMPROVING SCHOOL CULTURE NOW



WE are TEACHERS

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■ Dear Educators,

School culture may be hard to define, but one thing is certain: You know what positive school culture is when you see it and when you feel it. When a student, a parent, a new teacher or a district administrator walks into any school for the first time, he or she knows immediately whether or not this is a place he or she wants to be. How does your school environment feel to a newcomer? Hostile or welcoming? Worn out or energetic? Despairing or hopeful?

A school's culture is determined by the values, shared beliefs and day-in, day-out behavior of the entire community—students, teachers, families and staff. It is the countless small moments in the classroom, the important traditions and the invisible rules, the praise, the discipline and the expectations for good or for bad that make up the experience of being in your school.

If your school culture is not what you want it to be, the time to commit to change is now. With determination and a full team effort, your school can be the kind of place that makes visitors smile as soon as they walk in the door.

This guide to Building Positive School Culture, sponsored by **Boys Town** and designed especially for school leaders, will show you the first steps your staff can take. To download additional copies, visit weareteachers.com/positivecultureguide



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CONTENTS

3 8 ways
to build
positive
school
culture
now



5 Break the
conflict
cycle at
school



7 5 approaches
to building
positive
relationships
with parents



8 How one
Chicago
school
became a
haven from
violence



8 WAYS TO BUILD POSITIVE SCHOOL CULTURE NOW



Life is all about relationships. So is school. Building a positive environment in individual classrooms and throughout your whole school takes commitment and consistency from the whole team—your administrators, teachers and support staff. But you can make it happen, even in challenging school environments.

Here are eight guidelines for improving your school culture based on the [Boys Town](#) educational model, which has helped hundreds of troubled schools turn their culture around.

1 Build Strong Relationships

Your success at creating a well-managed school depends more than anything else on the quality of the relationships that teachers form with students.

“A strong set of school rules tells your students ‘[We know you can achieve](#). This is the positive environment you deserve.’”

Staff–student relationships influence everything—from the social climate to the individual performances of your students. The research on this is clear. When students feel liked and respected by their teachers, they find more success in school, both academically and behaviorally (Lewis, Schaps, Watson, 1996). Conversely, when interpersonal relationships are weak and trust is lacking, fear and failure will likely start to define school culture.

Building strong relationships needs to be a schoolwide priority. How do you do it? Teachers need to have time to talk to their students in and out of the classroom. The goal should be

for every adult in the building to maintain a high rate of positive interactions with students and to show genuine interest in their lives, their activities, their goals and their struggles.

2 Teach Essential Social Skills

How to share, how to listen to others, how to disagree respectfully—these are the kinds of essential social skills we expect our students to have. But the truth is they may not have learned them. Whether it’s first grade or 11th grade, we need to be prepared to teach appropriate social-emotional behaviors.

“You can’t hold kids accountable for something you’ve never

told them,” says Erin Green, Director of National Training at Boys Town. “Behavior should be treated like academics, and students should be taught the skills they need to execute desired behaviors.” These behaviors and values include honesty, sensitivity, concern and respect for others, a sense of humor, reliability, and more. Together as a staff, you should identify the social skills you want your students to have and the step-by-step routines to teach them.

3 Get on the Same Page

Every classroom environment contributes to your school

8 WAYS TO BUILD POSITIVE SCHOOL CULTURE NOW

culture. Sometimes, for real change to occur with students, it's the adults who have to change first. Together as a staff, you need to create a shared vision of your school. That means developing consistent school rules and ways of defining and meeting student behavior. When students believe that the rules are fair and consistently enforced, it goes a long way toward building trust. Inappropriate behavior shouldn't be laughed off in one classroom and punished in another.

4 Clarify Classroom and School Rules

Classroom rules communicate your expectations to your students. They tell students, "this is the positive environment you deserve. This is the standard of behavior we know you can achieve."

Positive rules help create a predictable, stable environment that is more conducive to healthy interactions. Ideally, classroom rules are simple and declarative (e.g., "Be respectful and kind."). They don't need to address every possible problem. You don't need a rule about gum chewing or water bottle use, for instance—your policies on these issues should be clear from your overarching expectations for good behavior. Most important, rules need to be consistent across the building. The same expectations need to apply in the classroom, the gym and the cafeteria equally.

5 Teach All Students Problem Solving

Problems will always come up inside and outside of school. Students are much more likely to recognize and resolve them appropriately when we teach them how to do so. Problem solving can also be used retrospectively (with the luxury of hindsight) to help students make better decisions in the future. The Boys Town Education Model uses the SODAS method to teach stu-

dents the general skills of problem solving.

SODAS is an acronym for the following steps:

S - Define the SITUATION.

O - Examine OPTIONS available to deal with the problem.

D - Determine the DISADVANTAGES of each option.

A - Determine the

ADVANTAGES of each option.

S - Decide on a SOLUTION and practice.

6 Be Role Models

At school, students learn as much by watching as by doing. Observing the actions of others

7 Set Appropriate Consequences

Establishing classroom and schoolwide rules and procedures is one of the most important steps in any effort to bring more structure to your school. But of course, students will push the limits and you'll still need consequences. Effective consequences are not simply punishments and never delivered in anger. They show young people the connection between what they do and what happens as a result of their choices or actions. Consequences need to be appropriate, immediate and

student might write a letter of apology to the bus driver and serve as "bus monitor" for one week.

8 Praise Students for Good Choices

Kids don't care what you know until they know that you care. Many of our students, especially those who struggle, don't receive nearly enough positive feedback in the classroom or in their personal lives.

"When kids are taught with a proactive, praise-heavy approach, they tend to do better," says Erin Green of Boys Town. But be specific.



"Kids don't care what you know until they **know that you care**. Many of our students... don't receive nearly enough positive feedback."

influences how they respond to their environment and cope with unfamiliar situations. Think about what messages your staff's behavior communicates. For example, research has shown that if a student is rejected by peers, the rejection is more likely to stop if the teacher models warm and friendly behavior to the isolated student. The opposite is also true. Educators set the tone.

consistent. Equally important, they need to be delivered with empathy, not in anger.

You might think about the current consequences for inappropriate behaviors and how their connections to the offenses can be strengthened where necessary. For example, a student detention for misbehaving on the bus isn't necessarily the best consequence. Instead, the

Overly generalized comments such as "Good job!" don't really help. Complimenting a specific behavior ("Thanks for showing respect to our visiting guest!"), on the other hand, reinforces that particular behavior.

How do you start? Challenge your whole team to give 15 compliments a day, or 25 or even 40. You might just be amazed at the difference it makes. ■

BREAK THE CONFLICT CYCLE



Devon enters your classroom with his head down and his stride slow. You look at him and say, “Good afternoon, Devon.” He responds by dropping his head even lower and walking faster to his desk. He says nothing.

You’re disappointed by his behavior. Devon doesn’t usually greet people, but it’s a skill you’ve been working on with him. You wonder if something happened to Devon in the hallway or earlier in the day that may have upset him. You approach him at his desk and ask, “Devon, why didn’t you greet me when you came into class?” He looks straight ahead and tersely mumbles, “Cause I don’t feel like talking to you!”

How do you respond? Whether you’re an administrator or a teacher, it can be a tough call. Will you:

- ▶ Walk away.
- ▶ Ask him softly, “Why don’t you feel like talking to me today?”
- ▶ Tell him sternly, “I expect a greeting whenever you enter my classroom.”
- ▶ Pat him on the shoulder and say, “That’s OK.”
- ▶ Laugh it off and tell him he’ll be happier when the class period is over.
- ▶ Roll your eyes, say “Typical!” and ignore him for the rest of the period.

This situation, like any difficult or less-than-pleasant interaction with students, illustrates

As educators, when we learn to **manage our own responses**, that’s when we can become **positive agents for change**.

the many behavioral choices we grown-ups have when responding to students’ problem behaviors. How the adults in a school react can determine whether a situation or student behavior worsens, improves or simply never changes. As educators, when we learn to manage our own responses, that’s when we can become positive agents for change. Change the adults’ behavior and the students’ will change too.

Recognizing the Conflict Cycle

If you react to Devon by rolling your eyes and turning your back on him, you simply mirror the same disrespectful behaviors he demonstrated. Now Devon might feel you “dissed” him and become even more defiant. Suddenly, what began as a seemingly innocuous incident escalates into an all-out confrontation. This back-and-forth, or action-reaction cycle,

BREAK THE **CONFLICT CYCLE** AT SCHOOL

is a process that researchers Nicholas Long and Mary Wood refer to as the conflict cycle, and it goes on every day in classrooms and schools across the country.

According to Long and Wood, crisis is the product of a student's stress that is kept alive by the actions and reactions of others. When a child's or teen's feelings are aroused by stress, he or she learns to behave in ways that shield him or her from painful feelings. These behaviors (aggression, avoidance) may be undesirable, but they protect the child from distressing feelings. Others (parents, teachers, peers) perceive the behavior as negative, and they respond in a negative fashion. This negative response produces additional stress, and the youth again reacts in an inappropriate manner. The spiraling of behaviors causes a minor incident to escalate into a crisis.

The conflict cycle follows a pattern: First, there is a stressful event (a failed test, rejection by a peer) that triggers a negative or irrational belief ("That teacher hates me!" or "Everyone at this school is against me!"). These negative thoughts trigger negative feelings and anxieties, which drive inappropriate behavior (talking back, cursing, being sarcastic, etc.), provoking adults, who may then mirror those negative behaviors. The adult reaction increases a student's stress, triggers more intense feelings and drives more negative behavior. This cycle continues until it escalates into a no-win power struggle.

Addressing the Cycle

For most administrators and teachers, the biggest challenge to correcting inappropriate behavior is staying out of or breaking the conflict cycle. When a student is in your office and yells, "I don't have to listen to you!" the natural urge is to yell right back, "Oh, yes you do!" But matching the student's

inappropriate actions only starts the cycle spinning. Then, the goal becomes winning the argument rather than teaching an alternate behavior or correcting the problem. And that's a lose-lose proposition.

Avoiding the natural instinct to respond aggressively when faced with an aggressive student, however, can be difficult. That's why it's important to recognize your triggers. Be aware of your emotional hot buttons. What can a student say or do to send you shooting straight over the edge? When a student violates a value that you hold dear—being kind to younger children or being honest, for example—it can provoke a strong response. Prepare for those situations by practicing self-control strategies that calm

You have the power to control your own behavior. The better able the adults in the building are to stay calm, maintain a professional demeanor and remember that students' behavioral mistakes are teaching opportunities, the better your school environment will be. Here are a few tips to share with other educators and to use yourself:

1. Control Your Voice

Using a soft but firm voice is less inflammatory than a raised voice or sarcastic tone. Speak slowly and calmly.

2. Relax Your Body Language

Keeping a relaxed posture and using non-aggressive body language can also defuse esca-

happened. Stay focused.

4. Allow Cool-Down Time

This can help you as much as it helps the student. With this strategy, you give the student a couple of minutes to reflect and think about how to turn his or her behavior around. You're not forcing a conversation. This is time you can use to calm yourself or to make sure other students are doing what they need to do.

5. Use Praise and Empathy

Even when a student has misbehaved, there is always some positive you can acknowledge. To take the example above: Yes, Devon refused a greeting and was surly, but he got to class on time and has all his books. Start there. You might also choose to start your interaction with an empathy statement that shows a student you understand his or her perspective.

It makes a tremendous difference. When a teacher skips over this step, students are likely to perceive him or her as quick to criticize and slow to recognize accomplishments. In short, if students see a teacher as "not on their side," her authority and effectiveness are already diminished.

When the adults in a school begin to shift their perspective on negative student behavior and work to break the conflict cycle, it opens up a world of possibilities for your school. Mistakes become teaching opportunities, and student consequences are less a punishment than an opportunity to learn, a chance to improve. And along the way, your school becomes a more positive place for students and teachers to learn and work. ■

This article is adapted from [Well-Managed Schools](#): Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community (Boys Town Press, 2011).



"If students see a teacher as 'not on their side,' her authority and effectiveness are already diminished."

your nerves—deep breathing, counting to 10, positive self-talk, etc. Consider having teachers share their own strategies in a group conversation. This is a frustration every educator encounters.

What Educators Can Do

With so many factors potentially influencing a student's behavior and reactions, there is only one thing that is certain:

lating tensions. No pointed fingers, swinging arms or invading personal space.

3. Avoid Making Judgmental Statements

This may be the most important thing. Don't attack the student personally, ever. Keep your comments brief and focused on the inappropriate behavior rather than arguing about who is at fault or what should have

5 WAYS SCHOOLS CAN BUILD A POSITIVE RELATIONSHIP WITH PARENTS



Has this happened to you? Last spring, the Philadelphia charter school where Sarah is a first-year science teacher put weeks of planning into a science night for students and their families, only to have fewer than 20 parents attend the event.

"We had a shark dissection. Really they're dogfish, but the kids get so excited. We had kids making marshmallow and toothpick structures and frozen popcorn. It was awesome. But no one came."

So why didn't parents show up? "A couple of moms told me, 'the school says they want us to come, but they don't act like it,'" Sarah admitted as one reason.

Clearly, parental inclusion and involvement in school life is an incredibly important part of building a positive school culture. Parents represent a vast talent pool from which to draw on for volunteers, mentors and aides to enrich children's learning and social experiences at school. Children also have fewer behavior problems and do better academically when their parents are involved in school events and the home-work routine. And parents themselves benefit. They learn more about their child's school

and feel more connected. They often also gain useful connections and knowledge about area resources both inside and outside of school.

While few can argue against having parents engaged in school life, many of us struggle with how to make it a reality. Sometimes our efforts miss the mark and breed more suspicion than trust. Here are five reasons parents give for avoiding their child's school and what you can do to help:

THE PARENTS SAY:

"Whenever I come to school, they always tell me what they think and never listen to anything I say."

THE ROADBLOCK:

School-home communication is one-directional.

HOW TO ADDRESS IT:

Too often, schools don't give parents opportunities to share their opinions. Our requests for parents to attend events sometimes sound more like orders than friendly invitations. Start turning this around right now. Survey your parent community whenever you can, both formally and informally. Ask: What school issues are most important to your family?

What school events are most valuable to parents? What are the obstacles to attending conferences or events? How can the school help? In conversation with parents, both administrators and teachers should strive to listen more fully and to ask more questions.

THE PARENTS SAY:

"I have three kids in different schools and a full-time job. I barely have time to answer email, much less come in for a conference."

THE ROADBLOCK:

Ineffective communication.

HOW TO ADDRESS IT:

It's essential for teachers to understand the needs and limitations of their students' families. Ask parents: How would you prefer for me to contact you? In some cases, texting may be the best option. There are free texting services, like remind101.com, that enable teachers to keep their phone numbers private. A student conference can take place over the phone or in the student's home. If there's a will, there's a way.

THE PARENTS SAY:

"No school ever cared about me or my son."

THE ROADBLOCK:

Past negative experiences with school environments.

HOW TO ADDRESS IT:

Plan "getting to know you" events early in the school year for families and staff, such as an ice cream social or game night. That gives parents a chance to meet teachers in a less formal setting than a conference or IEP meeting. Reach out to parents with school information and positive news early and often so that there isn't that association that an email or call

from school means, "Uh-oh, trouble."

THE PARENTS SAY:

"At school, everyone just assumes our family is from Mexico. We're actually from Uruguay."

THE ROADBLOCK:

Cultural differences and assumptions, language barriers.

HOW TO ADDRESS IT:

How well does your school understand the cultural, social, economic and religious backgrounds of your students and their families? Are all your school materials available in the languages of the community? Is the reading level accessible for everyone? You can take advantage of the knowledge that all parents offer about their own children and the school community if you work to see differences as opportunities rather than problems.

THE PARENTS SAY:

"They want moms to bake cookies, not to point out problems."

THE ROADBLOCK:

Defensiveness of school staff, adversarial parent-school relationships.

HOW TO ADDRESS IT:

Parents who take an "us against them" stance with school staff can be a true challenge, and it can be tempting to return the rancor. Keep in mind that how you and your school communicate with parents sets the tone for the responses you receive. You may not be able to control whether or not parents give you the support you are looking for, but you certainly can control the manner in which you communicate with them so that instead of feeling intimidated or antagonized, parents feel invited and appreciated. ■

HOW ONE CHICAGO SCHOOL BECAME A HAVEN FROM VIOLENCE



BY JENNIFER L.W. FINK

Christian Fenger High School had a bad reputation. Located on the south side of Chicago in a neighborhood known for crime, poverty and violence, Fenger had a less-than-ideal educational environment. But when 16-year-old honors student Derrion Albert was beaten and murdered in 2009 while walking home from school, Fenger catapulted into the national news. The school was in crisis, and everyone—from politicians down to neighborhood activists—agreed something had to change.

Robert Spicer came to Fenger in late 2009 as the Chief Dean. On paper, his job was to create a safe environment for staff and students, but in practice, he found himself “pushing kids out” because the school’s zero-tolerance policies called for suspensions and expulsions for even minor offenses. But keeping kids out of school didn’t help. If anything, Spicer says, “it made it worse, because they would come back even more angry.” The administra-

tion knew it was time for a new approach. But how do caring educators who have already tried so many tactics create that change—a real lasting change—in a school’s culture? There are few challenges greater than school transformation. But when a school finds a way to make it happen, there are lessons to be shared. For the staff at Fenger, the answer was the [Boys Town Education Model](#), a school-based intervention program that focuses on managing behavior, building relationships and teaching social skills. After learning the basics, staff members were intrigued and invited Boys Town representatives to visit them in Chicago.

Developing a Plan

“When they met us, their team shared some of the struggles they had gone through at their alternative school in Nebraska, and how they were able to develop a plan to bring stability, character building, and a sense of belonging and purpose back into the lives of young people,” Spicer says. “From that moment

The first step was to start focusing on what kids were doing right, instead of what they were doing wrong.

on, I was hooked. I believed the process could help our school.”

Like many schools in crisis, Fenger had lost its way. “When I came, the school had lost its vision,” Spicer says. The culture had become overwhelmingly negative and punitive. The school wasn’t a place anyone really wanted to be.

Creating a new culture, though, required some radical change. School administrators and educators had to discard the old ways of doing things and embrace a new approach. The first step was to start

focusing on what students were doing right instead of what they were doing wrong, while working concurrently to give students the skills they needed to be successful both in school and in life.

“You can’t hold kids accountable for something you’ve never told them,” says Erin Green, Director of National Training at Boys Town. “Behavior should be treated like academics, and students should be taught the skills they need to execute desired behaviors.”

Teaching Social Skills

Something “simple,” such as following directions, is not simple for someone who’s never learned how to do it. So the staff learned how to break essential social skills into small, manageable parts. Teachers and administrators taught these skills in class, and learned how to change their own ways of responding to student behavior—both appropriate and inappropriate.

Following instructions, for example, is a three-step process. “You look at the person. You say, ‘OK.’ Then do what you’ve been asked right away,” says Trish Stallard, Director of Student Services at Phoenix’s Pendergast Elementary School District.

“You set the expectations, and then sit back and try to catch kids being good. You tell them when they’re doing what’s right. And if they need correction, you teach them a replacement behavior. We believe in a four-to-one praise-to-correction ratio,” Green says. “In a classroom environment, you should be praising kids four times as often as you are correcting them.”

Kids who misbehave or mishandle a situation aren’t automatically punished or sent

A HAVEN FROM VIOLENCE

out of the classroom. Instead, teachers are taught to show empathy, connect with students and reinforce social skills.

"A teacher might say, 'I understand why you want to walk around. I'm feeling wiggly myself. But the instruction was to stay in your seat, and when you stay in your seat, you're more likely to get your work done. So let's practice staying seated right now. OK. Good job,'" Stallard explains.

Teachers also learned how to stop small problems from getting bigger, Stallard says. "Things like, it's OK for a teacher to tell a kid, 'I need to walk away for two minutes, but I'm going to come right back and then we're going to talk about this,' instead of flying off the handle and saying, 'Get out!'"

Putting the Pieces Together

A positive school culture requires administrators to go all in. Spicer's title was changed from Chief Dean to Culture and Climate Coordinator. "The decision was made to shift my role at school from enforcing zero tolerance to building relationships," Spicer says.

But moving to a new approach can be tough. Sometimes adults assume that students who are behaving disrespectfully or aren't doing what they're told are "bad kids."

"I had to shift my thinking," Spicer says. "Because that's how I thought."

Fenger's staff learned how to positively interact with students, how to explain their expectations and how to praise them when they were meeting those expectations. Teachers also learned how to correct students when they were not meeting expectations, which ultimately teaches students life skills that will help them outside of school as well.

Because all Fenger staff members underwent training, consistency skyrocketed. All staff had the same expectations, and they all used the

same techniques, methods and language to teach and talk to their students. Over time, that consistency decreased the number of behavioral issues.

It's also changed how students feel about school. Students who have learned new social skills are proud of their achievements. "When we brought this system in, we had to teach our young people a whole new vocabulary," Spicer says. "Now there's power, because they have words for how they feel. They can actually name and claim what's going on. They can say, 'I feel this way and this is what I need to help me deal with this situation.'"

Ernest Fruge, Project Coordinator at Positive Connections, an academic and mental-health

treatment center in Calcasieu Parish, Louisiana, saw similar effects when his center underwent a culture change. "We took a lot of the negative talk out of our school. Kids hear more positive talk," Fruge says. "That's what our students need, especially because many of them had been labeled 'problem children.'"

As students and teachers developed confidence in their newfound skills, classrooms became more peaceful and disciplinary referrals decreased drastically. Students began using their skills in the hallway, on the playground and at home.

"We've definitely seen our youth take the skills out of the classroom and into the general area," Spicer says. In fact, at

his school in Louisiana, Ernest Fruge has seen kids as young as 5 and 6 use their newfound skills to show empathy and encourage positive behavior.

School culture has changed drastically at Fenger since 2009. "It's night and day," Spicer says. "We went from a school of fear to a school of faith in each other and faith in what we believe as educators. We've become one of the safest schools in the city of Chicago, and it's not because we've added more police, more cameras or more security officers. It's because we created structures and processes that help teachers and staff build strong relationships with our young people. We've built a sense of belonging and a sense of family." ■

6 Steps to Success



1 Set clear expectations.

Uneven or unclear expectations set the stage for conflict whereas crystal-clear expectations remove the potential for conflict because both the desired behavior and the management of unacceptable behavior are clearly understood. Agree on a basic set of behavioral expectations for your entire school, and communicate those expectations to all students and staff.

2 Teach processes.

The Boys Town Education Model identifies 182 social skills to teach your students, each broken down into simple, easy-to-understand steps. Borrow their approach: Whenever you want students to do something, (e.g., ask for help, apologize) teach them the steps it will take to get there, and repeat that instruction, over and over, until students have internalized the process.

3 Praise students for good choices.

"When kids are taught with a proactive, praise-heavy approach, they tend to do better," says Erin Green of Boys Town. But be specific. Overly generalized comments such as "Good job!" can confuse kids. Complimenting a specific behavior, on the other hand, reinforces that particular behavior.

4 Build relationships.

"Kids don't care what you know until they know that you care," says Ernest Fruge, Project Director at Positive Connections, an academic and mental-health treatment center in Calcasieu Parish, Louisiana. "Building relationships with kids is one of the best ways to get them to come to your side."

5 Keep things small.

"Kids are going to make mistakes. They're going to say stuff. They're going to do stuff," says Robert Spicer, Culture and Climate Coordinator at Christian Fenger. Avoid escalating small mistakes into big confrontations. Take a few minutes away, if necessary, so you can respond calmly, instead of in the heat of the moment.

6 Be patient.

It takes time for students to master new skills. "Think about it in terms of sports," Green says. "Some people have natural ability. Others learn how to hit the ball, but their form isn't perfect. You're not going to get mad at a kid, if he strikes out. You're going to pitch to him over and over again."

RESOURCES FOR IMPROVING SCHOOL CULTURE

Learn more about [Boys Town Training](#) and Positive School Culture with these resources:

Free Downloadable Posters: Classroom Rules

Free! Print these three bright and cheerful Classroom Rules Mini-Posters and post them in prominent places in your school. bit.ly/boystownskillsposters

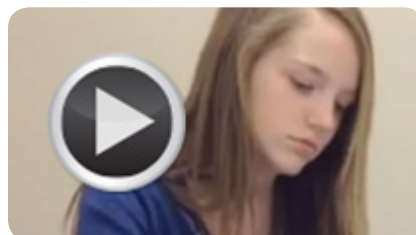


Online Professional Development Workshops



Online training for teachers, administrators, parents and professionals is available on demand, on your schedule. Topics include: Teaching Social Skills, Classroom Management, Bullying, Well-Managed Schools. bit.ly/BoysTownPD

Video: 7 Videos That Teach Students Important Social Skills



Inspired by Kid President, the *Social Skills Video Series—What Kids Need to Know* will help set up your students for success. bit.ly/BoystownSSvideos

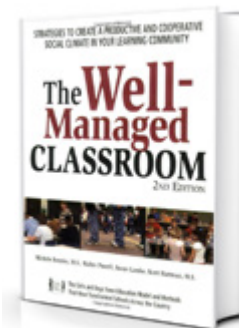
Video: A Culture of Calm: One School's Success With the Boys Town Education Model®



White Paper: Research Shows Behavior Management Training Works

A national study of public and charter school teachers and administrators conducted by The MSR Group, reveals the top 10 barriers to academic achievement and the impact that training can have on classroom behavior management. bit.ly/BMTworks

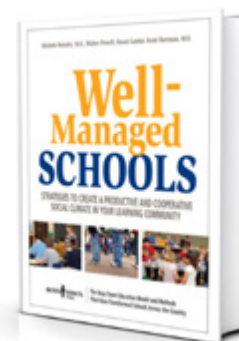
Book: The Well-Managed Classroom



How to use intervention strategies that emphasize behavior management practices, relationship-building techniques, and social skills instruction that can help improve the social climate in schools. bit.ly/wellmanagedclassroom

Book: Well-Managed Schools

Intervention strategies that emphasizes behavior management practices, relationship-building techniques, and social skills instruction can help improve the social climate in schools. bit.ly/wellmanagementschools



THANK YOU TO OUR PARTNER—**BOYS TOWN**®

To build a positive culture at your school contact us today at 800-545-5771 or reach us online at bit.ly/PositiveSchoolCulture

Boys Town gives administrators tools to change the way schools address disruptive student behavior, while improving overall outcomes. You can create an environment in which:

- ▶ Students and staff are safe.
- ▶ Academic and positive social skills are the norm.
- ▶ The number of office referrals is reduced.
- ▶ More time is devoted to teaching.



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