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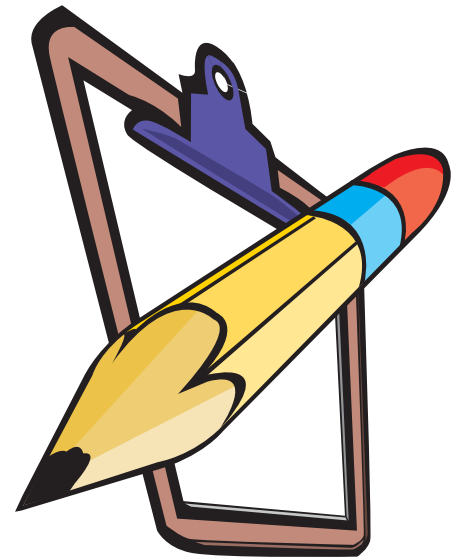


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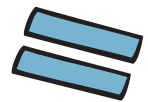
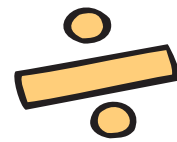
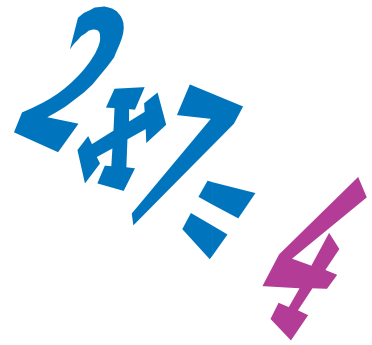
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# VISION MANAGEMENT® WHAT IS IT?

Vision Management® is a comprehensive, research-based, PK-12, behavior management system. It is a proactive process that supports appropriate behavior, teacher and student dedication, student self-motivation (both in class and at home), social skills practice, modeling and role play of positive behavior. Proper behavior is supported in structured classroom settings, less structured special classes, and unstructured time in the bathroom, hallway, cafeteria and yard.

It consists of concrete, hands-on, prevention strategies, techniques, scripts and tools that are solely unique and original to this program. The goal of Vision Management® is to teach students how to accept personal responsibility for both their learning and behavior choices. It has early prevention and intervention when inappropriate or disruptive behavior occurs. It is highly motivational because it teaches students how to interact and learn in a school setting in a positive and fun way.

Vision Management® will mesh seamlessly with your existing student support initiative that is excellent at analyzing data or provides procedures and scripts but needs more substance and structure because it is not a complete discipline system. You will be able to reach greater success in a shorter period of time using the concrete steps and methods that embody this complete management system.

If you want to achieve classroom-to-classroom, quadrant-to-whole district consistency, Vision Management® can achieve that goal.

## BEST PRACTICE AND SHARED IDEALS OF VISION MANAGEMENT®

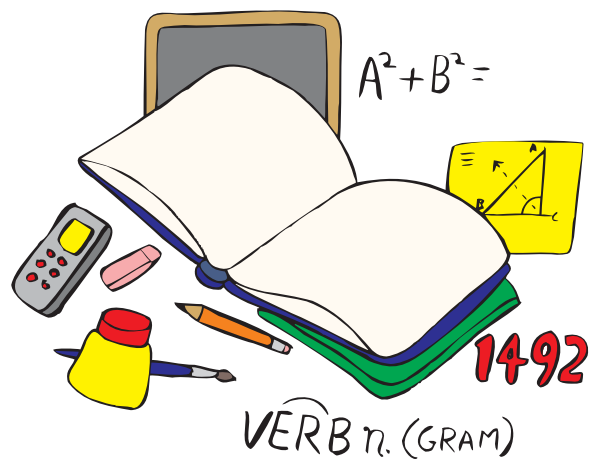
1. Campus leadership must be excellent. The leader must be knowledgeable, hands-on, an initiator, guide, assessor and evaluator.
2. The building leader must enlist support of staff by delegating action and responsibility for key elements of the Plan that will also create future teacher leaders.

**SHARE THE EFFORT; SHARE THE SUCCESS!**

3. The atmosphere must be that the building leader is open to fresh ideas that incorporate the ideals and beliefs of Vision Management®, and perhaps, have never been done before.
4. Staff must be united and in agreement that change is needed and that it is healthy to have a “give a little, take a little” philosophy. Few people support 100% of anything but 80% agreement is acceptable and workable. (“I may not agree but I will cooperate for the good of many.”)

## BEST PRACTICES OF VISION MANAGEMENT®

Vision Management® is a 33 year old program that has been refined and redefined over a long period of time. No material has ever been reprinted; it has always been updated and rewritten to stay in keeping with the changing social cycles and attitudes of the time. With any program, its success is based upon certain best practices and shared ideals that Vision Management® has refined over time.





# WHAT ARE THE 3 PARTS OF A DISCIPLINE MANAGEMENT PLAN?

## THE VISION MANAGEMENT® PLAN HAS 3 PARTS

It is composed of **expectations** (other programs call them “rules”) which are the base of your plan. Your expectations support two other parts of your plan, “learning choices” and “learning incentives.” Your expectations are the most important part of your plan. Without well-written and well thought-out expectations, a discipline plan has no substance. Therefore, expectations must be broad enough to encompass a wide array of situations, but also very clear and concise.

If you create expectations that are too low or too general, your students will bottom out at that level or won’t know specifically what you want. **Raise the bar as high as you can!** Teach your students that they must rise to the highest levels of their capability.

**If we do not expect excellence from them, who will?**

Look at the illustration on page 98. Balanced on top of the fulcrum, or base, is a beam. If you have **balance between learning choices** (other programs give negative consequences or punishment) **and learning incentives** (other programs call them positive consequences or rewards), the bar comfortably rests on the base without tipping.



Staff members can have different learning choices and incentives appropriate to their grade levels and degree of personal patience, and the school’s consistency will remain intact as long as the expectations are the same everywhere.

## CONSISTENCY BETWEEN ALL STAFF IS THE KEY

**Consistent schoolwide expectations are the most important part of the plan.** All staff **must** have the same expectations. Everywhere students go on your campus, they must anticipate the same high expectations. Posted expectations from classroom-to-classroom must be worded exactly the same...no variation! It is important that a staff agrees to display their Expectation Posters in the same spot in every classroom. Next to the clock or at eye level is perfect!

**“Students must learn that all staff work together.”**

**Students must learn that all staff work together.** All staff need to agree what is expected of students and support that high level of consistency. It allows for all staff to correct any student who does not perform to the expected standard of behavior.

**CLASSROOM EXPECTATIONS**  
**THE CHALLENGE**  
**TO EXCEL**

1. BE IN YOUR ASSIGNED SEAT / AREA, READY TO WORK WHEN THE TARDY BELL FINISHES RINGING.
2. HAVE PAPER , PENCIL, BOOKS AND ALL NEEDED SUPPLIES FOR CLASS EVERYDAY.
3. HFBO—KEEP HANDS, FEET, BOOKS AND OBJECTS TO YOURSELF.
4. NO PROFANITY, RUDE GESTURES, CRUEL TEASING OR PUT DOWNS.
5. FOLLOW DIRECTIONS OF ANY ADULT AT THIS SCHOOL.



# 3 CORE BELIEFS TO HAVE ULTIMATE SUCCESS WITH VISION MANAGEMENT<sup>®</sup>

## HAVE YOU EVER BEEN GIVEN THESE SUGGESTIONS TO IMPROVE YOUR MANAGEMENT SKILLS?

- Lower your voice
- Smile more often
- Stay calm
- Be at the door when students enter
- Praise them
- Circulate
- Refigure retirement
- Change your seating arrangement
- Move to Tahiti
- Engage students in conversation so they'll talk to you and not one another

**Those are suggestions, not a management system.** Used in isolation, none is a complete process to change except retirement to Tahiti.

Some suggestions have merit but are simplistic attempts to solve some hefty management problems. Without substantive training or resources, educators are forced to control their classes through anger, frustration and writing referrals. Unfortunately, all too often emotions guide actions.

In your personal life, you would not want to feel out-of-control and base your actions solely upon your emotions. So, you cannot allow yourself to be out-of-control in the classroom either. Simplistic strategies are no substitute for a sound, effective behavior management system that is used consistently.

**“Simplistic strategies are no substitute for solid knowledge”**

To help you use your Vision Management<sup>®</sup> system consistently, there are three core beliefs to follow.

Think about a time when someone was highly emotional, and you attempted to straighten-out a problem between the two of you. You may have been attempting to help a loved one, student, or parent.

Were you successful? It's not likely because *you can't solve a problem during a problem.*

## VISION MANAGEMENT BELIEF #1 “YOU CAN'T SOLVE A PROBLEM DURING A PROBLEM”

This is a powerful, simple concept. The other person is emotionally charged and amidst your best efforts, you become as upset as the person you are attempting to calm. Suddenly, no one is rational. When you are out-of-control, words and actions become irrational. That is a dangerous time in your classroom. Remember, the student can be sent home for the day for what he has said, but you may be sent home forever.



**Are you calm and firm, or grumpy and jumpy?**