

# TABLE OF CONTENTS

## Chapter 1 MISSION: POSSIBLE

### Giving Responsibility to Students; Getting Results

Vision Management© What is it?...8
Best Practices of Vision Management©...8-9
Ineffective Practice With Any Program...10
Problem-Solving Replaces Punishment...11
Vision Management© What Makes It Work?...12
Reasons Why Teachers Get Disenchanted & Dissatisfied...13
Are You Tired of the Same Old Shift?...14-19
Six Philosophical Changes in Behavior Management Theory in the Past 75 Years...14-19
Chart Listing Philosophical Shifts and the Dates...20
Does Vision Management© Work?...21-22
Comparison of the Six Philosophical Shifts...23
Summary of Vision© Theory...24

## Chapter 2 YOU CAN MANAGE CHANGE OR YOU CAN MANAGE CONFLICT

What Core Beliefs Do You Need To Change?...26
Two Things That Can Prevent Teacher Success...28
How To Manage Productive & Counter-Productive Stress...29
Teacher Survey – How Do You Meet Your Students’ Five Basic Needs?...31
Teacher Survey – How Do You Meet Your Personal Basic Needs?...32
Teacher Activity – How Can You Better Meet Your Students’ Needs?...33
Comparison of Stimulus-Response Discipline & Vision Management©...34
Teacher Activity – Coding Three Types of Students...35

## Chapter 3 WONDER WOMAN & SUPERMAN DO NOT LIVE HERE ANYMORE

### Modernizing Your Management/Communication Style

Which of the Five Management Styles Are You?...37-39
Teacher Activity – Identifying 5 Statements To Determine Management Style...40
Teacher Survey– Identifying Your Personal Commitment Level...41

## Chapter 4 TAKE THIS JOB & LOVE IT!

### Dedication That Leads To Mutual Respect

Rethinking Your Effort On The First Day Of School...44
What Belief Is Important To Establish The First Week Of School?...45
How Do You Guide Students To Focus On Self-Improvement?...46
Why Students Give-Up...47
5 Steps To Teach Vision Management©...47-49, 55
Student Activity – What’s So Important About An Education?...48
Student Activity – Why Should I Listen To My Teacher?...49
Student Activity – Does Anyone Care About Me?...49
How To Write a Dedication Statement...50-51
Examples of Teachers’ Dedication Statements...52-54
Student Activity – How To Get Student Dedication...55-56
Student Activity – How To Get Enthusiasm for Your Subject Matter...55

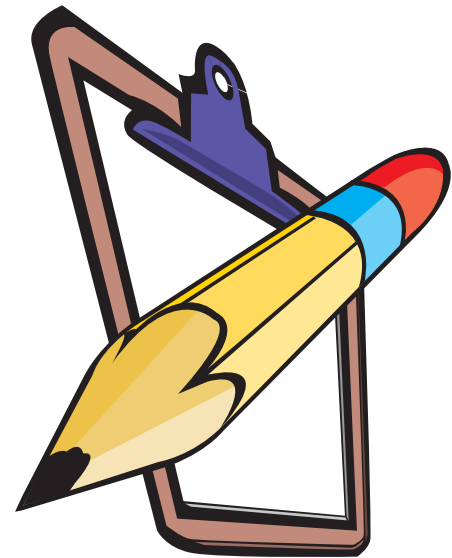


- Student Activity – A Student Dedication Statement on a Tee Shirt...56
- Student Activity – Autograph Book – People Who Believe In Me...57
- Teacher Activity – How To Motivate & Inspire Your Students Daily...58

## **Chapter 5 GOAL-FOR-IT**

### **Teaching Student Self-Management & Academic Motivation**

- What is the Purpose of A Pride Folder?...60-61
- What Artifacts Are In A Pride Folder?...60
- Where Are Pride Folders Stored?...61
- How Does A Pride Folder Look?...61, 63
- How Are Pride Folders Used With Primary Students?...61
- How Does A Pride Folder Improve Behavior?...61
- How Can A Teacher or Counselor Affect Behavior With A Pride Folder?...62
- Can State Test Scores Be Raised With A Pride Folder?...62
- How Often Would Students Review Their Goals?...62
- Refocus Back-To-Goals Script...65
- Short, Scripted Conversations To Use With Off-Task Students...66
- 7 Steps To Writing Excellent Goals...67-70
- How To Use Each Goal Sheet...72
- Goal Sheets
  - Quarterly Goal Sheets & Six week Goal Sheets...73-82
  - Making My Last Year in Elementary Count...83
  - My Journey to Middle School or Junior High...84
  - My Journey to High School...85
  - Planning My Graduation from High School...86
  - Preparing For The Future Efficiency Report...87
  - My Life's Journey After High School...88
  - Special Classes Goal Sheet...89
  - Academic Classes Goal Sheet...90
  - Intervention Goal Sheet...91-92
- How Do You Explain The Vision Management© Plan
  - When New Students Arrive Weekly?...93
- Parent Support Letter in English...94
- Parent Support Letter in Spanish...95



## **Chapter 6 – HOW TO CREATE THE VISION MANAGEMENT© BEHAVIOR PLAN**

### **Creating Consistent Schoolwide Expectations**

- What Are the Three Parts of a Discipline Management Plan?...97-98
- Creating Staff Consistency...99
- Guidelines to Create Effective Classroom Expectations...99
- 4 Expectations for PreK-Kindergarten...100
- 5 Expectations for First Grade-High School...101-102
- What Is Critical Misbehavior?...103
- Understanding the Difference Between Classroom Expectations & Critical Misbehaviors...104
- How To Get Parent Support for Your Discipline Plan...106
- Letter to Explain Discipline Plan to Parents - English...107
- Letter to Explain Discipline Plan to Parents - Spanish...108

## Chapter 7 – THE COMPLETE GUIDE TO SET-UP THE VISION BEHAVIOR MANAGEMENT© PLAN

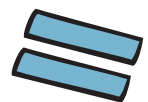
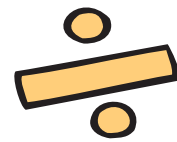
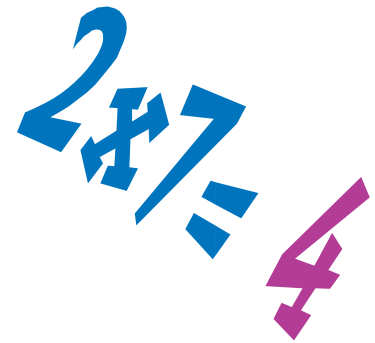
### Embracing a Dependable Plan Will Achieve Reliable Results

What Is A Discipline Hierarchy?...110
What Is A Learning Choice?...111
Send To Time-Out Versus A Refocus Area...112
What Else Can You Call Time-Out?...113
The Vision Management© Hierarchy...114
How To Effectively Give Preminders...115
Why Re-Minders Do Not Work...115
How To Effectively Use the Four Types of Cues...116-117
How To Effectively Give A Verbal Redirect...118
How To Effectively Send Students To A Refocus Area...119
Leaving the Room But Not Going To The Office...The Buddy Room...120
How To Set-Up A Buddy Room System...121
The Buddy Room Form...122
How & When To Write An Office Referral...123
How To Work Well With Your Principal...124
What Has Replaced In-School Suspension?...125-126
Three Core Beliefs To Have Ultimate Success...127
What Are The 2 Steps To Solve A Problem?...128
When To Clear The Behavior Slate & Begin Over...129
Specific Vision Management© Plans...130
Plan for PreK-First Grade...130
Plan for 2nd-6th...131
Plan for 7th-12th...132
Plan for Special Teachers – Art, Music, PE, Library, Computer...133
How To Hold An Effective Team Conference...134
Student Activity - Restitution Sheet...135
Student Activity - Refocus Sheets...136-146
How to Keep Documentation...147

## Chapter 8 IT'S AN INSIDE JOB: SELF-MOTIVATION

### Winners Are Not Born, They Are Made

Why Use Learning Incentives Rather Than Rewards?...149
What Is A Learning Incentive?...149
What Are Effective Incentives?...149
10 Celebrations/Affirming Gestures...150
Understand Temporary versus Permanent Change...151
How To Prepare For True Self-Management...152
How To Build Self-Motivation...153
The PACE Form – A Concrete Measure of Success...155
How To Build Self-Esteem...156
Student Activity – A Pigskin Review...157
Parent Goal Sheet...158
An End-of-the-Year Goodbye Letter from the Teacher...159



## Chapter 9 – SUPPLEMENTAL IDEAS TO REACH ULTIMATE SUCCESS

### Secondary Supplement

- How To Lower Tardies To Your Class...161-163
- Instilling Academic Integrity in Secondary Students...164
- 15 Tips To Diminish Cheating...165
- Reproducible - Excessive Tardies Report...167
- Reproducible - Lack of Work Report...167
- Reproducible - Late Assignment Alert...168

### Early Childhood Supplement

- How Are Goals Explained to a Young Child...169
- Fun Ways To Write Goals...169
- How To Begin the Goal-Writing Process...170
- Office Referrals and the Young Child...171
- What About Students Who Are Out-Of-Control Daily?...171
- But I Need More Help!...171
- Correct Facial Expression...172
- Pictographs...172
- Are Some Students Just Too Young To Understand?...172
- PACE Forms – Weekly & Monthly...173-174
- Goal Sheets...175-180

- A Reproducible Vision Management© Handbook for Parents...181-184
- Student Vision© Survey...185
- Installation Steps...186-187
- Teacher Action Plan...188
- Product Catalog...189-192





# 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®

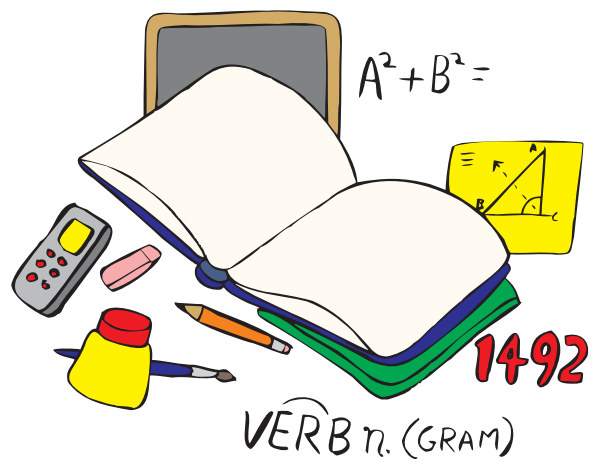
1. Campus leadership must be excellent. The leader must be knowledgeable, hands-on, an initiator, guide, assessor and evaluator.
2. The building leader must enlist support of staff by delegating action and responsibility for key elements of the Plan that will also create future teacher leaders.

### 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?**