

Characteristics of Most Effective Schools

- Create a positive school climate
- Increase academic success
- Define and teach expected positive behaviors
- Regularly acknowledge positive behaviors
- Respond effectively, efficiently, and relevantly to behavior problems
- Implement group and individual programs to teach social skills and behavior interventions for students with problem behaviors

Gorevic & March, 2000

Characteristics of Least Effective Schools

- Unclear and/or negative behavioral expectations
- Inconsistent implementation of consequences
- Little to no accommodation for individual student differences
- Exclusion and punishment are the primary response to problem behavior: The “Holy Trinity” of Detention, Suspension, & Expulsion do not reduce negative behavior.

Gorevic & March, 2000

How do we know we're more effective?

- Ask ten students to tell you the positive expectations of the school. Can they all tell you the same ones?
- Ask ten staff to tell you the positive expectations of the school. Do they all say the same things?
- Ask some parents and visitors to your school to identify the positive expectations for the school. Do they have the same answers-or do they know where to look to find out?

Sugai, 2001