

The background features a central white rounded rectangle containing the title. Surrounding this rectangle are abstract shapes in muted orange, beige, and dark grey. Four leafy branch motifs are positioned at the corners: top-left (dark brown), top-right (light beige), bottom-left (white), and bottom-right (dark brown).

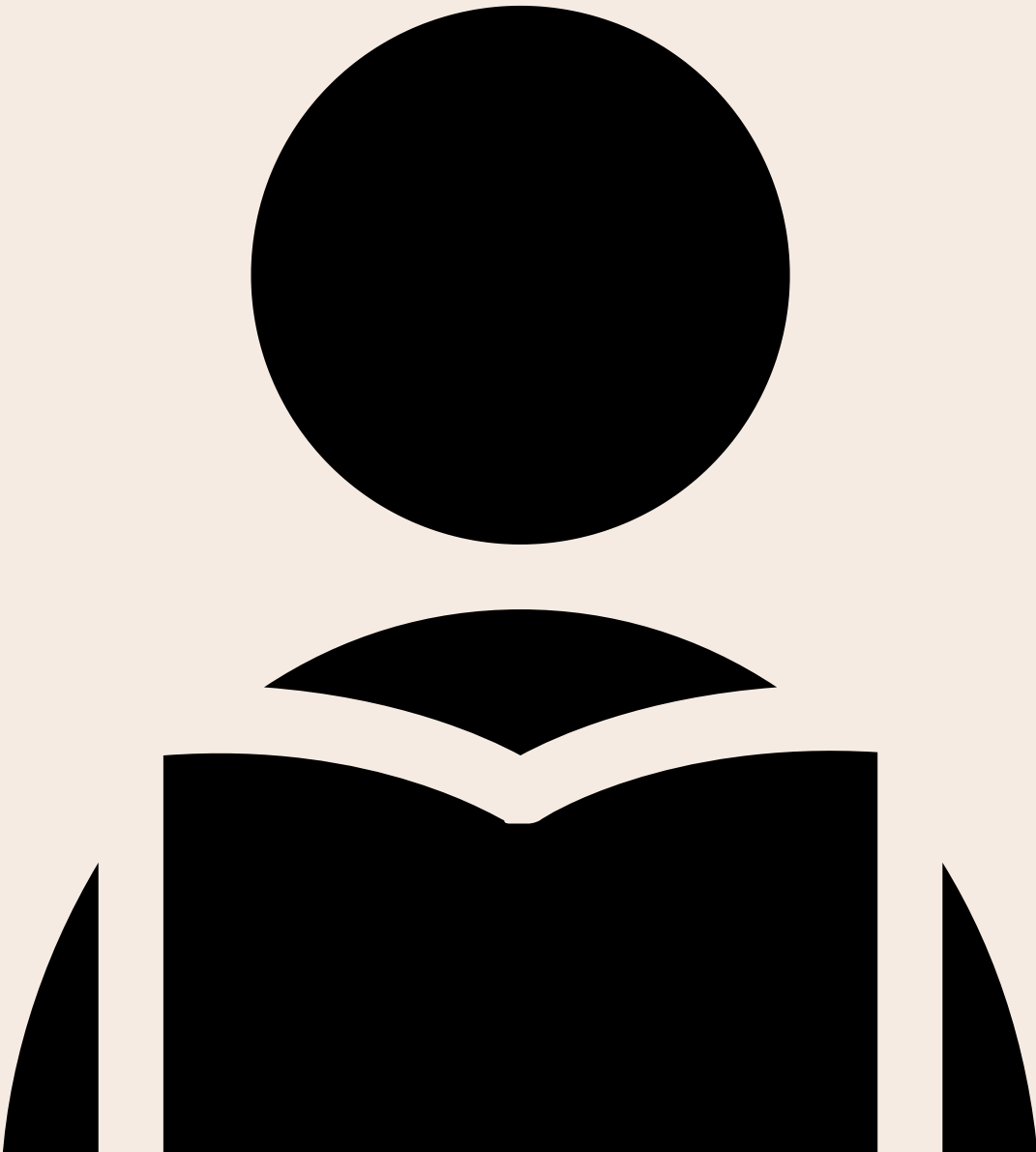
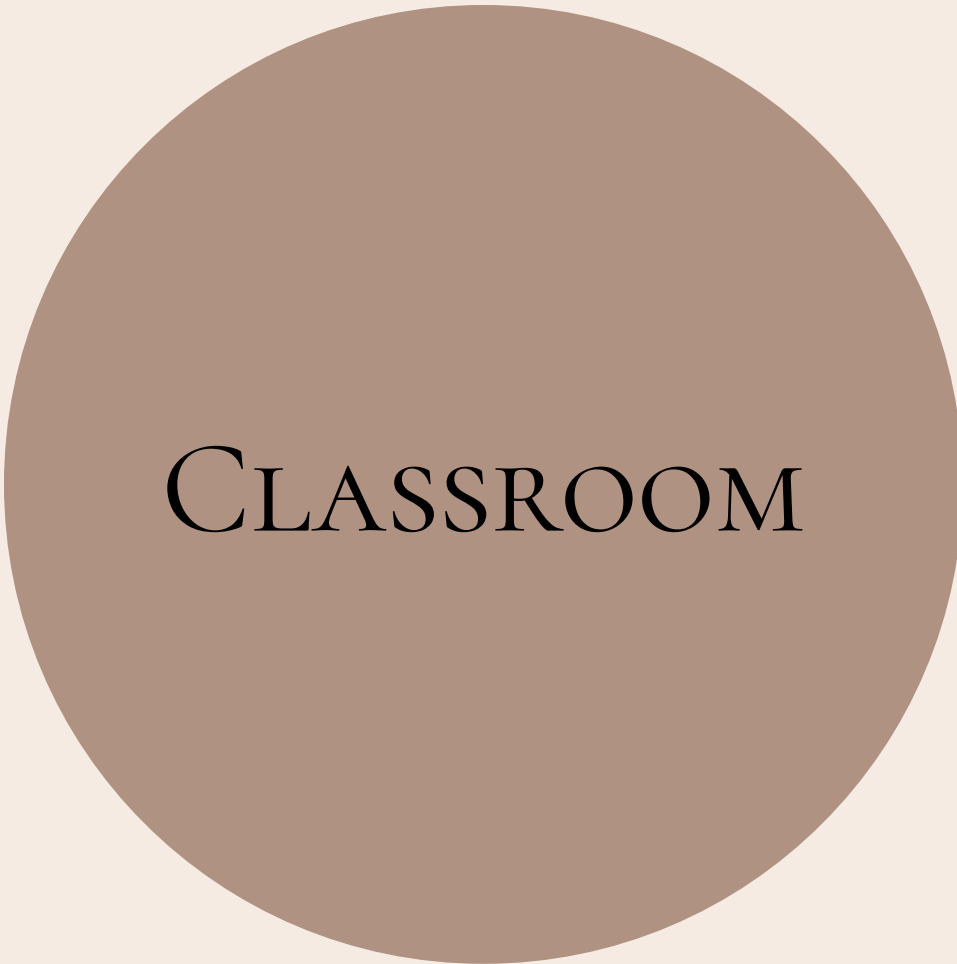
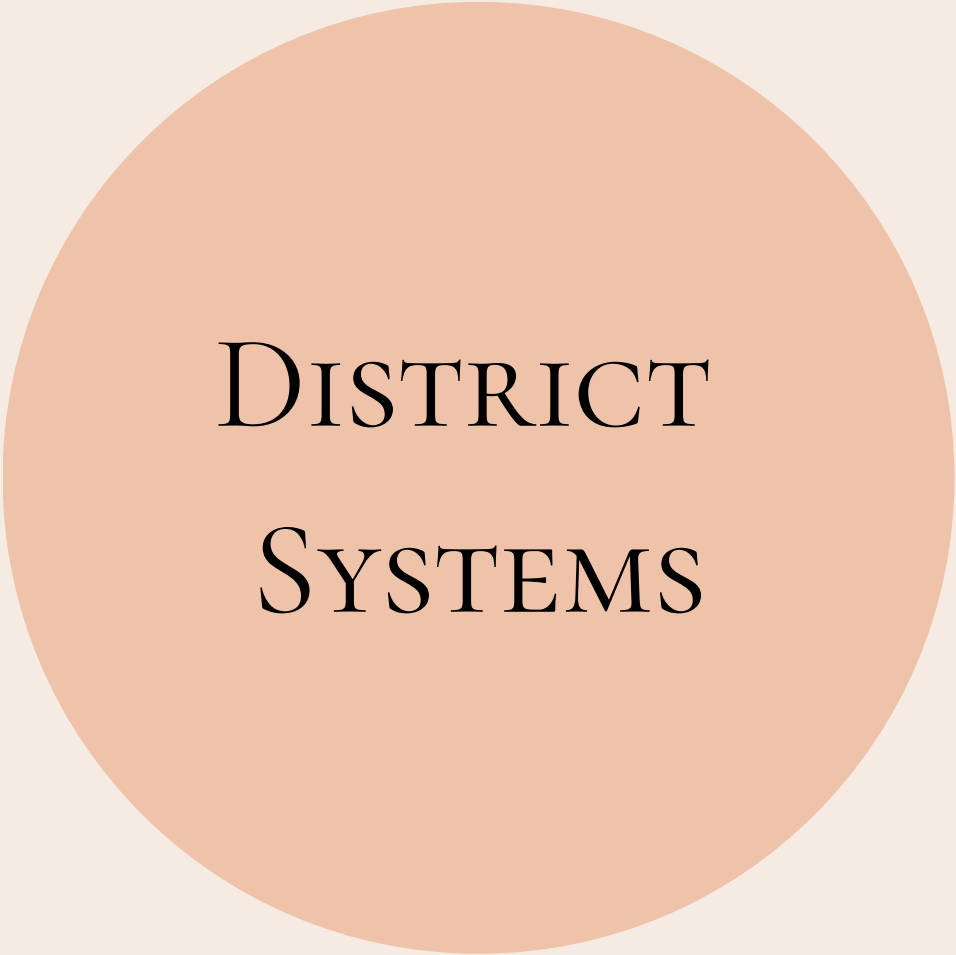
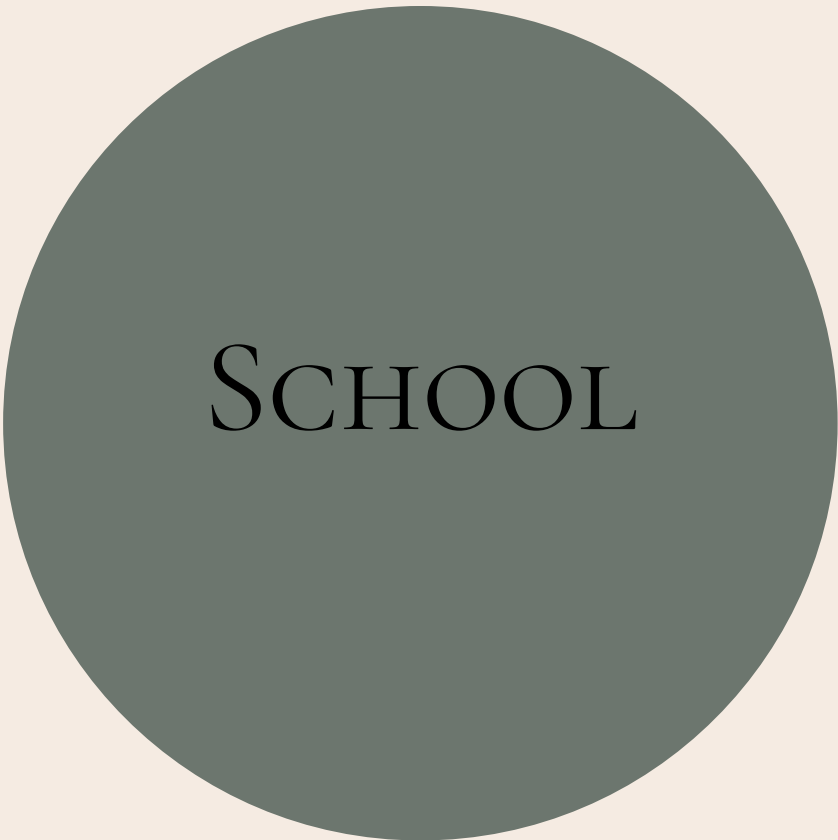
# SYSTEMS SHAPE BEHAVIOR: LEADERSHIP FOR INCLUSIVE SCHOOLS

January 15, 2026

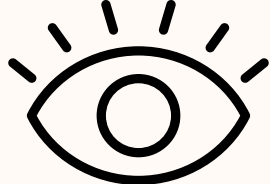
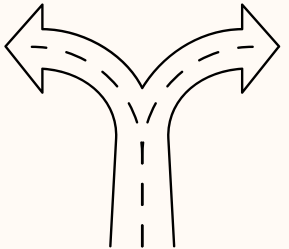

The background features a light beige base with large, soft-edged abstract shapes in muted sage green and terracotta orange. Delicate line-art illustrations of leafy branches are scattered around the edges, some in dark brown and others in white.

# WHY THIS SESSION MATTERS

Behavior is shaped by systems, not just classrooms



# SESSION OUTCOMES

- Identify systems that impact behavior 
- Recognize leadership decisions that escalate or stabilize situations 
- Commit to one high-impact leadership action 



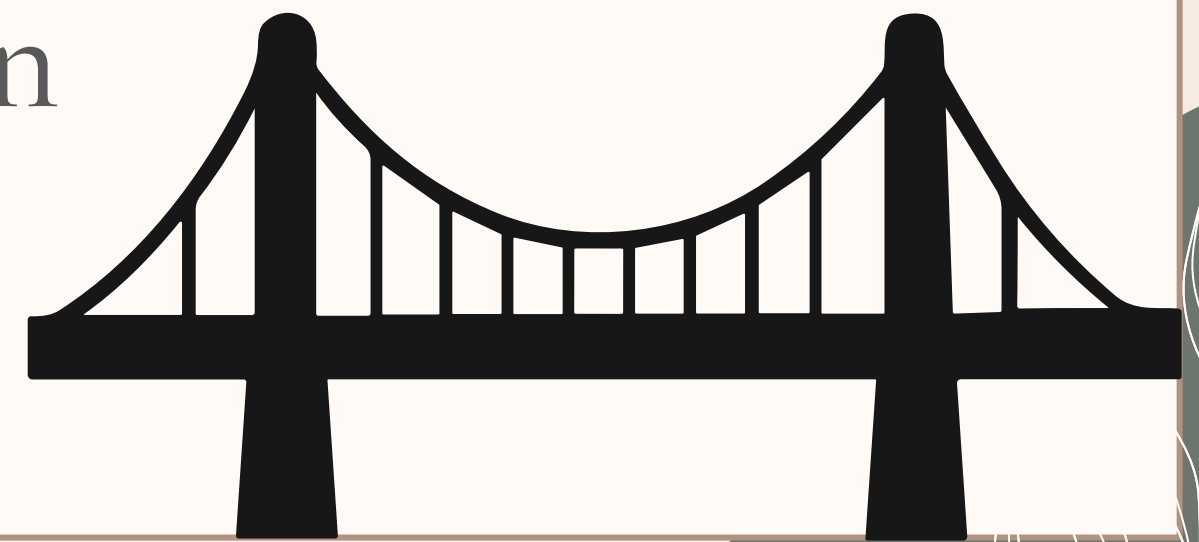
# WHAT HAPPENS WHEN BEHAVIOR ESCALATES?

When student behavior escalates in your district, what leadership decision has the biggest impact on what happens next?



# TRAUMA-INFORMED LEADERSHIP: A PRACTICE LENS

- Predictable
- Consistent
- Grounded in adult regulation



# REFRAMING BEHAVIOR THROUGH A LEADERSHIP LENS

Behavior is information - not defiance.

- Unmet Needs
- Missing Skills
- Environmental Stressors



# WHERE DO YOU HAVE INFLUENCE?

## Policies

How do we define discipline?

## Placements

Where do we put resources?

## Supports

How do we train staff?

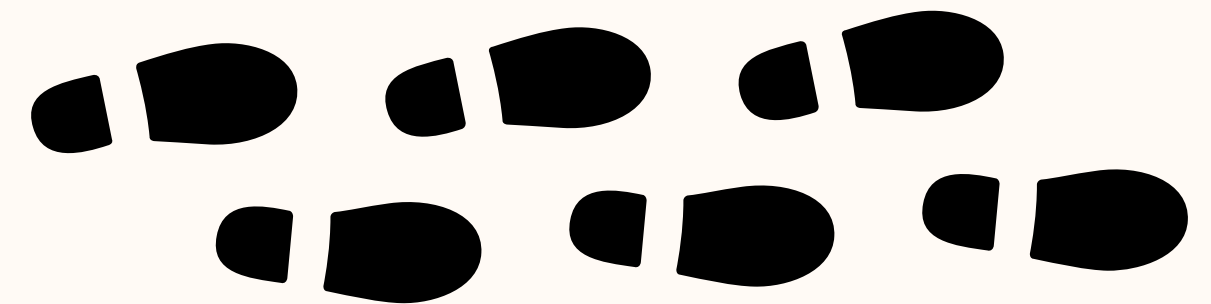
## Expectations

What do we measure?



# SYSTEMS WALK & TALK

Identify the systems that show up when behavior escalates.



# SYSTEM WALK & TALK: STATION PROMPTS

## Discipline

Does our system default to teaching a skill or assigning a consequence?

## Inclusion

Is inclusion a place (a room) or a service that travels? What creates the barrier?

## Safety

Who defines *safety*? Is it the absence of behavior, or the presence of regulation?

## Staff Support

When staff are involved in a crisis, is the first response scrutiny or support?





# DEBRIEF: WHAT DID YOU NOTICE ABOUT YOUR SYSTEMS?



## Patterns

What keeps showing up?



## Strengths

What are we doing well?

## Gaps

Where are we reactive vs.  
proactive?





# CASE SCENARIOS: CHOOSE YOUR ADVENTURE





# CASE SCENARIOS: THE RURAL GAP



"We don't have the staff/setting for this student." (Resource Tension)

*Guiding Question:* How do we leverage creative community assets when formal resources are missing?

# CASE SCENARIOS: THE URBAN SILO



"Crisis team is delayed; police called; parents angry." (Logistics Tension)

*Guiding Question:* How do we streamline communication between district silos to prevent the police call?



# CASE SCENARIOS: THE SUBURBAN PRESSURE



"Community complaints demand the student be moved." (Political Tension)

*Guiding Question:* How do we protect inclusive values and support the principal against external pressure?

# CASE ANALYSIS: LEADERSHIP DECISIONS THAT MATTER

- Which Systems were activated?
- What did leadership control?
- What one shift could reduce escalation next time?



# BEHAVIOR PLANS: WHAT LEADERS SHOULD EXPECT

## Build Skills

Teach the student what to do instead.

## Support Staff

Tell adults exactly how to respond.

## Reduce Incidents

Focus on prevention, not punishment only.





# INCLUSION IS A LEADERSHIP DECISION

Inclusion is built through systems—not placement alone.



# INCLUSION

Inclusion is built through systems - not placement alone.

- Time
- Resources
- Expectations



# WHAT CAN LEADERS INFLUENCE?

## Barriers

Very real!  
Funding  
Staff Shortages  
Trauma

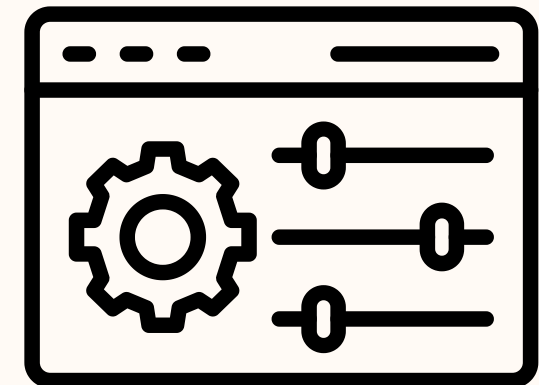
## Levers

Still exist!  
What are they?



# HIGH-IMPACT LEADERSHIP LEVERS

- **Clear Protocols:** Everyone knows who to call and what to do.
- **Aligned Expectations:** Admin and Staff speak the same language.
- **Proactive Planning:** We anticipate needs before school starts.
- **Adult Support:** We care for the caregivers.



# ADULT CAPACITY MATTERS!

- Recognize Burnout
- Address Secondary Trauma
- Retention Strategy
- Adult Support





# PERSONAL ACTION PLANNING

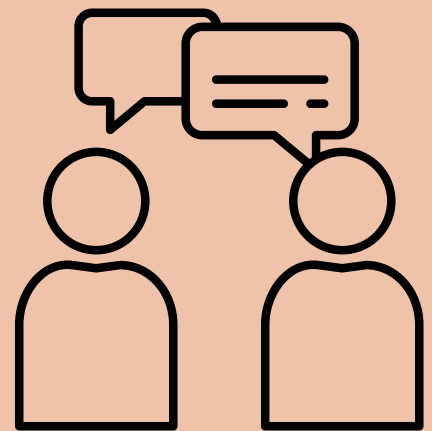
Commit to ONE thing:

- One System to review
- One Decision to make differently
- One Next Step for Monday



YOUR ACTION: WHAT WILL  
YOU DO?

YOUR CHALLENGE: WHAT  
MIGHT GET IN THE WAY?



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# CLOSING REFLECTION: LEADING WITH INTENTION

What leadership question will you start asking differently?





# LEADING WITH INTENTION







# THANK YOU!

Do you have any questions?

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# CREDITS.

Presentation Template: [SlidesMania](#)

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