



Will Managing Stress Behaviors Make Communication More Effective?

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Background Leading to My Inquiry (Slide 2)

- After having the opportunity to take the PCM through IPLI and analyzing my results, I was able to identify with several ways that I currently communicate with staff members especially after looking at my first-degree distress coping symptoms.
- When displaying these symptoms, it does not always lead to productive conversations with productive outcomes.

The Purpose of My Inquiry (Slide 3)

- Therefore, the purpose of my action inquiry was to see if being aware of what causes my stress behaviors can help to reduce them in the moment and allow me to communicate more effectively with all staff members.

My Wondering (Slide 4)

- With the purpose, I wondered if being able to pick up on my own distress behaviors when meeting with staff members would have an impact on my communication style?

My Actions (Slide 5)

- In order to collect data, I decided to monitor any stress behaviors I exhibited during all meetings for the week. I have several weekly meetings that I hold on a consistent basis, and I wanted to monitor my behaviors to see what type of meeting and with whom these behaviors were the most prevalent with.

Data Collection (Slide 6)

- I used the first ten weeks of my project to collect data.
- During each weekly meeting I held, I monitored any stress behaviors I exhibited and documented these behaviors along with the type of meeting and who was involved.
- At the end of each week, I reflected back on the week and any changes I was noticing.

My Data (Slides 7-10)

- Week One: I was able to start recognizing my distress behaviors as they were happening within the first week.
- Week Two: I was able to identify when I was going to display stress behaviors and avoid them.
- Week Three-Week Ten: I was able to completely prevent distress behaviors from happening at the end of week three throughout the end of my collection of data.

My Discoveries (Slides 11-14)



- Learning Statement One: I have a tendency to display distress behaviors when I am frustrated and/or when I am feeling overwhelmed.
- Learning Statement Two: I am able to control my distress behaviors by asking questions, letting others talk out their frustrations, doing more listening and less talking, and focusing on the positives.
- Learning Statement Three: Conversations with staff members are more productive when I do not show any distress behaviors.

Where I Am Heading Next (Slide 15)

- General Reflection: I have learned that I exhibit distress behaviors when I become frustrated or when I feel stressed and overwhelmed. This leads to unproductive conversations with my staff.
- I will continue to have more productive conversations with staff members by keeping my distress behaviors to a minimum both during meetings and while debriefing after meetings.
- Direction for the Future: I wonder how I can continue to share my findings from The Process Communication Model with staff members in order to encourage them to have more productive conversations with one another.

Bibliography (Slide 16)

- Dana, N.F. (2009). *Leading with Passion and Knowledge: The Principal as Action Researcher*. Thousand Oaks, CA: Corwin Press, a Joint Publication with the American Association of School Administrators.
- Regier, N. (2020). *Seeing People Through: Unleash Your Leadership Potential with the Process Communication Model*. Oakland, CA: Berrett-Koehler Publishers, Inc.



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Background Leading to this

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- ▶ When displaying these symptoms, it does not always lead to productive conversations with productive outcomes.



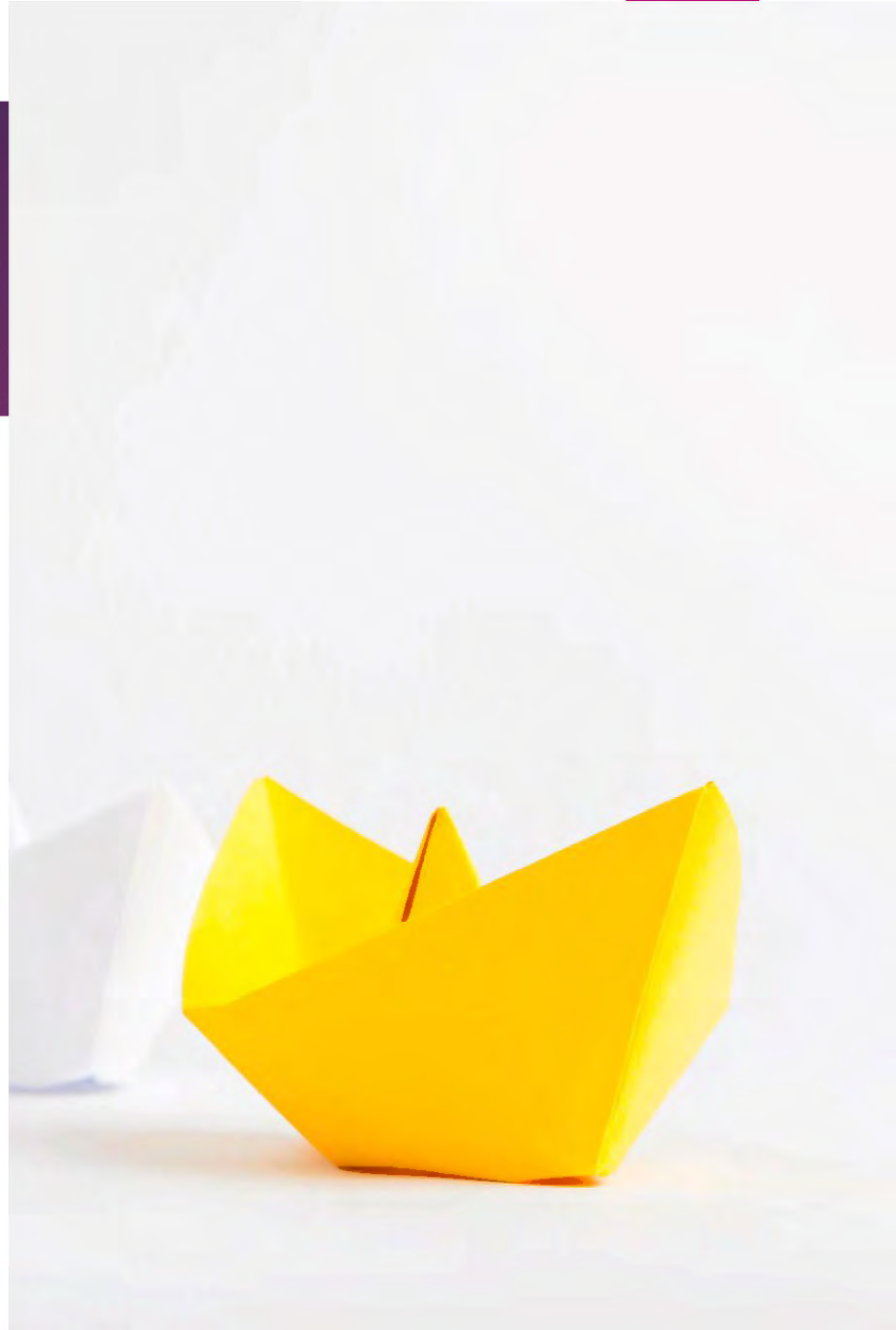
Purpose of This Inquiry

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My Wondering

- ▶ With the purpose, I wondered if being able to pick up on my own distress behaviors when meeting with staff members would have an impact on my communication style?



My Actions

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Data Collection

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My Data

Week One: I was able to start recognizing my distress behaviors as they were happening within the first week

Week 1					
	Type of Meeting	Who I am Meeting With	Discussed	Distress Behaviors	Recognized Behaviors
11/27	Administrative Team Meeting	AP, 2 ICs, Behavior RTI, 2 Deans, SAS, Registrar	Christmas Traditions, Positives, Coming Up (Absences, Dates coming up), Issues Needing Addressed (Picking up on time, Encouragement for being engaged with students, Recess Procedures), Teachers struggling, High behavior students	Tone became more strained when discussing absences and observing skill groups.	No
	Team Lead Meeting	AP, ICs, Grade level leads, EL lead, RTI lead, SPED lead, Specials lead	Positives, Testing, New Curriculum, Superintendent Visit, Recess Issues, Leadership Survey	Tone became more strained when discussing Superintendent Visit and New Curriculum	Yes... I recognized as it started happening, but was not able to avoid or prevent it from happening.
11/28	No Meetings Today				
11/29	Instructional Coach Meeting	AP and 1 Coach (M.S-C)	What was discussed at last IC meeting: Coaching Cycle, Reading Levels on Report Card, Bundle Assessments	None	N/A
11/30	RTI Behavior Meetings	RTI Behavior Team and Classroom Teacher	Student behaviors and interventions	Tone became more strained and started asking harder questions when we talked about a certain student that nothing has been done for.	Yes... I noticed the tone, but did not notice the questioning until directly after the meeting. I was able to prevent this from happening during the rest of the meetings I held today by monitoring how I was feeling.
	RTI Academic Meetings	RTI Academic Team and Classroom Teacher	Academic Needs and interventions	None	N/A

My Data

Week Two: I was able to identify when I was going to display stress behaviors and avoid them.

Week 2					
	Type of Meeting	Who I am Meeting With	Discussed	Distress Behaviors	Recognized Behaviors
12/1	No Meetings Today				
12/4	Administrative Team Meeting	AP, 2 ICs, Behavior RTI, 2 Deans, SAS, Registrar	Ice Breaker, Events... a lot leading up to Christmas, Issues... racial slurs and technology, staff and student issues	I noticed myself getting to a stressed state due to some people being quiet and snappy with questions, but I did not display any stress behaviors	I noticed myself heading in that direction and I was able to get back on track by focusing on the next item to discuss rather than continuing discussion.
12/5	No Meetings Today				
12/6	Instructional Coach Meeting	AP and both coaches	Data Meetings for Following Week and Looking at Lexia and Power Up Data	None	I noticed myself getting frustrated with one person that was confused on what we were discussing, but I took time to let her talk it out rather than trying to control the conversation and was able to avoid any distress behaviors.
12/7	RTI Behavior Meetings	RTI Behavior Team and Classroom Teacher	Student Behaviors and Interventions	None	I did not notice any distress behaviors during these meetings.
12/8	No Meetings Today				

My Data

Week Three-Week Ten: I was able to completely prevent distress behaviors from happening at the end of week three throughout the end of my collection of data.

Week 3					
	Type of Meeting	Who I am Meeting With	Discussed	Distress Behaviors	Recognized Behaviors
12/11	Administrative Team Meeting	AP, 2 ICs, Behavior RTI, 2 Deans, SAS, Registrar	Best Christmas Present, Positives, NWEA Testing, Coming Up (Absences, Dates coming up), Issues Needing Addressed (Sub Plans, PBIS Stations), Teachers struggling, High behavior students	Tone became more strained when discussing NWEA testing (teachers not staying on top of testing or giving wrong tests)	I noticed that I was feeling frustrated when discussing the testing. I think I did a good job keeping an even voice tone for the majority of the conversation and tried putting more focus on the positives during our conversation to reduce the frustration level.
12/12	No Meetings Today				
12/13	Instructional Coach Meeting	Assistant Superintendent and both coaches	NWEA and schedule for next coaching cycle	None	I was able to focus on more positives and make some quick decisions about testing instead of getting frustrated.
12/14	RTI Behavior Meetings	RTI Behavior Team and Classroom Teacher	Student Behaviors and Interventions	None	I did not notice any distress behaviors during these meetings.
	RTI Academic Meetings	RTI Academic Team and Classroom Teacher	Academic Needs and interventions	None	N/A
12/15	No Meetings Today				

Week 4					
	Type of Meeting	Who I am Meeting With	Discussed	Distress Behaviors	Recognized Behaviors
1/2	No Meetings Today				
1/3	No Meetings Today				
1/4	RTI Behavior Meetings	RTI Behavior Team and Classroom Teacher	Student Behaviors and Interventions	None	None
	RTI Academic Meetings	RTI Academic Team and Classroom Teacher	Academic Needs and interventions	None	I am able to catch myself before getting frustrated to have a more productive meeting.
1/5	No Meetings Today				

Week 5					
	Type of Meeting	Who I am Meeting With	Discussed	Distress Behaviors	Recognized Behaviors
1/8	Administrative Team Meeting	AP, 2 ICs, Behavior RTI, 2 Deans, SAS, Registrar	What we did over break, positives, coming up, problems: testing, teachers, students	None	Still catching myself before being frustrated. I enjoy these meetings more.
1/9	No Meetings Today				
1/10	Instructional Coach Meeting	AP and both coaches	Coaching Cycles	None	None
1/11	RTI Behavior Meetings	RTI Behavior Team and Classroom Teacher	Student Behaviors and Interventions	None	None
	RTI Academic Meetings	RTI Academic Team and Classroom Teacher	Academic Needs and interventions	None	None
1/12	No Meetings Today				

My Data

Week 1:

After tracking my distress behaviors the very first day, I was aware of when I was doing them for the remainder of the week. I have noticed that I tend to go into distress when I feel like I am having to explain or deal with something that I don't feel like should be an issue or I think that person should be able to figure it out on their own without me having to tell them. My biggest stress behavior is my tone becoming more strained. At times I do start questioning people making questions harder to try to lead them to my way of thinking.

Week 2:

I am still displaying some stress behaviors, but I am able to identify them quicker than before and I am able to turn the conversation into a positive direction in order to reduce the distress behaviors into a shorter time span. There were quite a few meetings that I noticed I was starting to get frustrated and I was able to redirect the conversation in order to completely prevent any distress behaviors.

Week 3:

I was able to completely avoid distress behaviors this week! I have noticed that if I let others talk out their frustrations and/or worries rather than commenting I don't feel as frustrated having the conversation. I have also noticed that focusing on the positives of the subject helps to keep my distress behaviors down.

Week 4:

I did not have as many meetings this week due to it being the week before Christmas break. I have noticed that I am able to prevent my distress behaviors by letting others talk out their problems when I would normally become frustrated and take over the conversation then focusing on the positives of what is said.

Week 5:

I am still noticing the same behaviors as before break and I am able to prevent distress behaviors from happening which is making meetings more positive.

Week 6:

This week we closed every day but one due to weather. Since I couldn't hold my regular meetings, I tried to pay attention to some of my distress behaviors in other areas of my job. I found that my recognition of these things in meetings is also carrying over into other areas and I'm able to listen more than respond and not have as many or any distress behaviors

Week 7:

After meeting with IPLI this week it is evident that I am able to prevent any distress behaviors from happening during meetings, but I still feel them happening after meetings while debriefing with close colleagues. I am going to continue monitoring during meetings, but then monitor also how I feel after these meetings to see if I can decrease these behaviors.

Week 8:

I spent time this week monitoring how I felt after meetings. I was able to prevent distress behaviors once again during meetings and I only felt them once after my Monday meeting. I was able to prevent them after my meetings on Thursday by following up with a colleague that seemed a little off during our meeting times which helped me to see why I needed to take over the duties she normally performed.

Week 9:

This week I was able to avoid any distress behaviors and I also did better with monitoring these behaviors once meetings were finished. It is nice to be able to collaborate with others on my admin team and I just need to keep these distress behaviors to a minimum in order to make sure conversations are productive and not turning into vent sessions with no productive outcomes.

Week 10:

This week I was able to notice some distress behaviors coming to the surface. After reflecting on some of these meetings and the week we have had, it is very obvious that my distress behaviors tend to come out when I am upset or frustrated with different situations. I have found that when I am able to control these behaviors, I am able to have much more productive conversations.



My Discoveries

- ▶ Learning Statement One: I have a tendency to display distress behaviors when I am frustrated and/or when I am feeling overwhelmed.
- ▶ Learning Statement Two: I am able to control my distress behaviors by asking questions, letting others talk out their frustrations, doing more listening and less talking, and focusing on the positives.
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My Discoveries

- Learning Statement One: I have a tendency to display distress behaviors when I am frustrated and/or when I am feeling overwhelmed.

Week 1:

After tracking my distress behaviors the very first day, I was aware of when I was doing them for the remainder of the week. I have noticed that I tend to go into distress when I feel like I am having to explain or deal with something that I don't feel like should be an issue or I think that person should be able to figure it out on their own without me having to tell them. My biggest stress behavior is my tone becoming more strained. At times I do start questioning people making questions harder to try to lead them to my way of thinking.

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My Discoveries

- Learning Statement Two: I am able to control my distress behaviors by asking questions, letting others talk out their frustrations, doing more listening and less talking, and focusing on the positives.

Week 3:

I was able to completely avoid distress behaviors this week! I have noticed that if I let others talk out their frustrations and/or worries rather than commenting I don't feel as frustrated having the conversation. I have also noticed that focusing on the positives of the subject helps to keep my distress behaviors down.

Week 4:

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This week I was able to avoid any distress behaviors and I also did better with monitoring these behaviors once meetings were finished. It is nice to be able to collaborate with others on my admin team and I just need to keep these distress behaviors to a minimum in order to make sure conversations are productive and not turning into vent sessions with no productive outcomes.

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Where Am I Heading Next



1

General Reflection: I have learned that I exhibit distress behaviors when I become frustrated or when I feel stressed and overwhelmed. This leads to unproductive conversations with my staff.



2

I will continue to have more productive conversations with staff members by keeping my distress behaviors to a minimum both during meetings and while debriefing after meetings.



3

Direction for the Future: I wonder how I can continue to share my findings from The Process Communication Model with staff members in order to encourage them to have more productive conversations with one another.

Bibliography

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