



eCOMMONS

Loyola University Chicago
Loyola eCommons

Education: School of Education Faculty
Publications and Other Works

Faculty Publications and Other Works by
Department

8-27-2020

What Can Paul Masson Wines Teach Us About School Systems?

Hank M. Bohanon

Loyola University Chicago, hbohano@luc.edu

Follow this and additional works at: https://ecommons.luc.edu/education_facpubs

 Part of the [Education Commons](#)

Recommended Citation

Bohanon, Hank M.. What Can Paul Masson Wines Teach Us About School Systems?. School Social Work Network, , : , 2020. Retrieved from Loyola eCommons, Education: School of Education Faculty Publications and Other Works,

This Other is brought to you for free and open access by the Faculty Publications and Other Works by Department at Loyola eCommons. It has been accepted for inclusion in Education: School of Education Faculty Publications and Other Works by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
© Hank Bohanon, 2020.



INTERVENTIONS ▾ TOOLS FOR PRACTICE ▾ RESEARCH THAT MATTERS ▾

PODCASTS ▾

SEARCH ...

WHAT CAN PAUL MASSON WINES TEACH US ABOUT SCHOOL SYSTEMS?

Posted by Hank Bohanon | Aug 27, 2020 |
Research That Matters, Tools for Practice | 0 🗨️ |



- Explaining the thinking behind the initiative
- Providing clear expectations for the staff

Developing a clear vision and mission



- Educators need to know exactly *what* they are doing and *why* it is important
- The vision and mission should be clearly articulated
- Vision and mission statements help you stay on course and prevent drift from your purpose

SUBSCRIBE TO OUR NEWSLETTER

Tools, Research & Resources - Oh My!

Join our mailing list to receive the latest news and updates from our team.

[View Past Issues](#)

YOUR EMAIL

SUBSCRIBE

by Hank Bohanon

During the 1970s and 1980s, Paul Masson’s winery had some of the most interesting television commercials out there. A contributing factor, their company hired the famous director Orson Wells to star in them! In one such ad, Mr. Wells is listening to a Beethoven Symphony while looking at a glass of wine and he talks about how long it took for Beethoven to write the music. By the end of the commercial, Mr. Wells connects the idea of patience to his wine, saying, “Paul Masson will sell no wine before its time.” The primary purpose of their commercial was to emphasize this idea that good things were worth waiting for and doing right.

Orson Welles For Paul Masson Wine (1



I am not saying that the secret to effective schools is that people should drink more wine! However, I do think that schools and districts should not “serve” practices until they have the systems to support them, or the data to evaluate them.

Interventions fail for a variety of reasons. One of those reasons, according to the Harvard researcher [John Kotter](#), is that the approach did not include the systems they required to be successful. In the infographic below, we highlight some of the systems

[Privacy Policy](#)

RECENT POSTS



“in this program I found a cohort:”

**SMHAPP
Students Tell Their Story (Part 3)**



“MY FAVORITE PART ABOUT THE SMHAPP WAS THE DIRECT APPLICABILITY OF ALL OF THE COURSE CONTENT”–
SMHAPP

Students Tell Their Story (Part 2)



that may help your schools and districts implement interventions successfully. While there are other vital systems components, we are focusing on the following three:

OBTAINING ADMINISTRATIVE SUPPORT

Administrative support includes actions for both the leadership team and the overall implementation process. For the team, the administrator can provide financial resources and time for an “internal coach” to lead the overall initiative. Administrators also provide support in the initial stages of developing readiness. [Chan Kim and Renée Mauborgne](#), authors of *Blue Ocean Shift*, recommend using a “fair process” for program selection. These steps for using a fair process include:

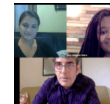
1. Engage the community early
2. Explain their thinking behind the initiative
3. Be clear on their expectations for the staff’s role

Finally, administrators can vote with their feet and demonstrate that an initiative is important by attending leadership team meetings and ongoing professional development with their staff.

HAVING A CLEAR MISSION AND VISION

Having a clear mission and vision for your implementation teams can prevent teams from drifting from their intended purpose. Your mission and vision can help your team understand what they are doing, and why it is so important. There are typically three areas to think about when developing your team’s strategic orientation:

Implementing The Model School District Policy On Suicide Prevention: Part IV



Loyola SMHAPP Students Tell Their Story (Part 1): “we joined as strangers and we’re leaving as friends”



It’s That Time of Year... Interview Strategies For School Social Workers

1. **Mission:** What are we doing and why is important?
2. **Vision:** What are our team's intended outcomes?
3. **Strategy:** What are doing to do, and not do, to reach our goals?

One of my favorite videos that can help teams save time in the development of their mission statements is called [How to Write a Mission Statement That Doesn't Suck](#), by Chip and Dan Heath. This video will both make you laugh and prevent common errors teams make when developing their goals.

DEVELOPING A LEADERSHIP TEAM

Every great story typically has three characters. For example, if you have read or watched the *Lord of the Rings*, you know Gandalf, Frodo, and the other members of the fellowship of the ring. It is with this in mind, that every successful team has these three types of members, and for good reason. These team members include the:

- **External Coach** – Like Gandalf, the coach may not be present at every meeting, but they have a roadmap for where your team is going. They also provide coaching to help you problem-solve issues that arise during the implementation of your interventions.
- **Internal Coach** – Like Frodo, this person is charged with leading the overall initiative. They may not complete every task for the intervention (and they should not), but they do provide guidance for the team to help them stay on track for your approach. These individuals need

FREE TOOL FROM SSWN



CATEGORIES

Announcements
(24)

Interventions
(121)

- Tier 1 (26)

- Tier 2 (25)

- Tier 3 (28)

Podcasts (26)

Reflections on Practice (97)

Research That Matters (103)

released time that helps them focus on your interventions, rather than simply adding work to their plates.

- **Team Members** – Like the fellowship of the ring, team members have specific duties they carry out to support the work for your intervention. Team members have tasks delegated to them based on skill sets, rather than just their titles alone. For example, you might have a coach in your school who is very good at teaching non-academic skills. You could have them be in charge of developing lesson plans (with the support of other team members) to directly teach expected behaviors in your setting.

The following infographic provides a brief overview of some of these system’s features outlined above.

Resources We Love (84)

- **Community** (14)

- **Family** (14)

Tools for Practice (146)

Top 5 (4)

Uncategorized (16)

FOLLOW US



FACEBOOK



YOUTUBE



TWITTER



PINTEREST

**JOIN THE
SSWN
COMMUNITY**

SETTING THE STAGE FOR EFFECTIVE SYSTEMS

Mechanisms to put in place before implementation

Administrative Support



- No matter how effective the practice, without administrative support, it may not last
- For school-wide initiatives to succeed, you need support from administration

Administration can



- Provide time for someone to lead the effort
- Encourage a fair process of implementation including*:
 - Engaging the community early
 - Explaining the thinking behind the initiative
 - Providing clear expectations for the staff

Developing a clear vision and mission



- Educators need to know exactly *what* they are doing and *why* it is important
- The vision and mission should be clearly articulated
- Vision and mission statements help you stay on course and prevent drift from your purpose

Creating a leadership team



- Formation of a well informed and skilled leadership team is paramount to the success of any schoolwide initiative
- Each team member is interdependent to others and has a unique role to play

Three types of team members



- External guide or coach - provides guidance and feedback
- Internal coach(es) or team leader(s) - oversee daily operations
- Members - carry out or distribute key tasks

Infographic adapted from Bohanon, H., Love, L. C., Morrissey, K. (In Press). *Implementing systematic interventions: A guide for secondary school teams*. Routledge Publishing

*Adapted from Kim, W. C., & Mauborgne, R. (2017). *Blue ocean shift: Beyond competing*. Hachette Books.



Additional systems components you will want to consider relying on include:

- Obtaining buy-in from your community
- Auditing what interventions you currently have in place
- Completing a self-assessment on your intervention
- Creating data systems to track your interventions
- Developing a plan of action

If you are interested, you can find out more information about these systems in our new book [*Implementing Systematic Interventions: A Guide for Secondary School Teams*](#) that just released in July of 2020.

I would love to know your thoughts about the systems we discussed in the infographic above. Are there any ideas that we missed or that resonated with you? Please leave your thoughts in the comments section below or connect with me on the [SSWN](#) site.

Thanks to Choobe Maambo at the Loyola University of Chicago for their support in developing this infographic.

 4  0  0  0  0 ...

SHARE:



RATE:

ABOUT THE AUTHOR



Hank Bohanon

Dr. Hank Bohanon has been a special education teacher in the Dallas Public Schools. He also has served a project coordinator at the University of Kansas for the U.S. Department of Education, Office of Special Education Programs research on positive behavior supports. He is a professor in School of Education at Loyola University of Chicago. There he founded and served as the director of the Center for School Evaluation, Intervention, and Training (CSEIT). He is a former member of the board of directors for the Association of Positive Behavior Support. His research includes three-tiered academic and behavior supports in urban and suburban settings. His current work focuses on supports for high school settings related to positive behavior support, response to intervention, social and emotional learning, and school mental health.

RELATED POSTS



School Social Work: Now More Than Ever

May 3, 2020



SSW Research Brief: Child-Centered Play Therapy in Schools

April 6, 2018



Make Time for What Matters Part 2: Using Technology to Improve Efficiency and Developing Strong Relationships

June 29, 2019



SSWAA Solidarity Statement With Black Lives Matter

June 2, 2020

ABOUT SCHOOL SOCIAL WORK NET

School Social Work Net is a free online resource dedicated to supporting the practice of school social workers through the sharing of tools, resources and research.

QUICK LINKS

[Home](#)

[About Us](#)

[Contact](#)

[Privacy Policy](#)

SISTER SITES & SERVICES

[SSWN Newsletter](#)

[SSWN Community](#)

[SSWN Tools App](#)

PARTNER ORGANIZATIONS

[Common Ground Education Podcast](#)

[School Social Work Association of America](#)

[Loyola University Chicago](#)

Designed by **EnVue Studios**