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Writing a BIST Plan of Support Checklist:

- The student has moved within the continuum for reactive reasons three or more times in a month or less.
- The parent has been contacted and has an opportunity to be a part of the planning process and/or give feedback.
- The student and teacher collaborate to develop the goals and plan.

Questions to ask the student:

- ✓ Which Goal for Life are you working on?
- ✓ If you could talk to three adults in this building who would they be? (Utilize for adults to triage with the student and for daily contribution)
- ✓ Which parts of the school day are the easiest for you? Most difficult? (Include common areas as well as specials/exploratory classes)
- ✓ If you were going to choose 1-3 positive behaviors to show in the classroom to be successful, what would they be?
 - How many times a day would it help to practice these positive behaviors?
 - Would you prefer to help an adult, a student or both on a daily basis?
 - Are we putting this in place to make you mad or to help you?

ABC's of Academic Support:

A--Ask the student questions: *"Which is more like you when you're not working?"*

- _____ The work feels too difficult
- _____ I'm distracted (By thoughts going through my head? / By things going on in the classroom? / By things outside of the classroom?)
- _____ I don't care
- _____ The adult asked me to do it so I won't

On a scale of 1-5 (1 = Struggle a lot / 5 = Almost perfect student)

- _____ Where are you?
- _____ What's the reason you chose this number?
- _____ Who are three peers in our community who are a 5?
- _____ What do you see from them to determine they are an almost perfect student?
- _____ Of the three students you named, who would be the best student to help you?
- _____ When would they help you?
- Check in after large group instructions
 - Establish problem check ins to make sure you're on track
 - Sit by you when they finish to answer any questions you may have

B--Brainstorm solutions:

- _____ Name two things you will do to be closer to a 5?
- _____ Name two things adults can do to help you?
- _____ What will be different for you if these things are put into place?

C--Consistently implement strategies:

- _____ How many times a day should we review the two things you will do to be closer to a 5?
- _____ Who are the best adults to review with you?
- _____ Are we doing this to pick on you or to help you?

BIST PLAN FOR SUCCESS

Student _____ Grade _____
 Teacher _____ Today's Date _____ Review Date _____

Check the obstacles that get in the way of the student's success.
 Check all that apply.

Talking out	Not doing work
Using put down	Not following rules
Hitting	Not listening
Hurting self	Not following directions
Making sexual gestures or statements	Not being where he/she is supposed to be
Making others laugh	Not letting adults be in charge
Arguing	Having poor peer relations
Stealing	Having poor adult relations
Lying	Having poor self esteem
Fighting	Making poor choices
Gossiping	Hurting others
Other:	Other:

Using the preceding information, select one or two Goals for Life :	Using the preceding information, select no more than two Target Behaviors
1. I can be productive and follow directions even if I am mad. (overwhelmed by my feelings)	1. I will not touch others or others' things
2. I can be productive and follow directions even if others are not okay.	2. I will stay supervised/ in seat/ in bounds.
3. I can be productive and follow directions even if I don't want to. (even if it's difficult)	3. I will not talk or make noises.
4. I can be where an adult at school tells me to be.	4. I will not make hurtful or negative remarks.
5. Other:	5. I will let the teacher tell me what to do the first time.
	6. I will not make hurtful gestures.
	7. Other:

How will the progress of the Goals be documented?	How will the Target Behaviors (Replacement behaviors) be taught?
Target Behavior Sheet	Skill Triage—Questions to be asked:
Other:	1)
	2)
	Other:

BIST Plan for Success

Student _____ Grade _____ Today's Date _____

Team _____ Explo Teachers _____ Review Date _____

Early ID (how do we know the student is not okay)

Goal(s)

Target Behavior(s)

Schedule including transition	Support to prevent acting out	Student expectations (Student accountability)	PLAN B--What the adults do if the student is not okay

Academic Plan of Support

Name: _____ Date: _____ Review Date: _____

Which is more like you when you're not working?

___ I don't work because it is too difficult.

___ I don't work because I am distracted.

___ I don't work because I don't care.

___ I don't work because the adult asked,
so I won't do it.

Scale of 1 – 5 (1=Struggling a lot / 5=Almost perfect student):

Where are you? _____ Name 2 students who are a "5" _____

Check 2 things you will do to help yourself become a 5 (Almost Perfect Student)

Bring supplies to class everyday.	Finish bell ringers at the beginning of class.
Keep papers organized.	Sit in class with head up.
Use agenda/planner to keep track of assignments.	Maintain eye contact with the teacher while directions or notes are given.
Use time wisely in class/study lab.	Repeat directions back to your teacher or peer to check that you understand.
Fold work sheets in half and finish one half at a time.	Chunk assignment into smaller parts, and complete one at a time.
Choose a reliable peer to ask questions if you don't know what to do.	Have a positive attitude in the class.

Check at least 2 things teachers can do to help you.

Ask you "what do you remember about the directions?" before starting an activity or assignment.	Ask you "what do you need to get started?"
Provide a place to keep your class supplies.	Ask you "do you want a 3 or 5 minute problem check in?"
Provide a desk "office" away from the group where you can go and be less distracted.	Assign you to a group that will help you be successful.
Assign a peer mentor to ask questions if you need help.	Triage with you as you come to class or when class is dismissed.
Highlight the most important questions to focus on first.	Chunk assignments into smaller parts, and complete one at a time.
Walk by your desk to check while giving directions or notes.	Set up tutoring time before or after school.

Student signature _____

Adult signature _____

Building Challenge 2012-2013

- ✚ How will you emphasize the **GOALS FOR LIFE** in your building this year?
- ✚ What can you do to creatively engage and inspire students in relation to the **BIST** philosophy?
- ✚ Which goal wills your building set related to the continuum of change (outlasting)?

**Bully Proofing Your Building
with BIST**

November 2, 2012

8:30-4:00

Ozanam/Smith Hall

421 E. 137th St.

KCMO 64145

Teaching and Protecting

Focus Area: Processing

January 25, 2013 5:00-9:00

January 26, 2013 8:30-4:00

Location to be announced

Building BIST

***Focus Areas: Planning & Adult
Community***

February 22, 2013 5:00-9:00

February 23, 2013 8:30-4:00

Location to be announced

VISION TEAM CONFERENCE

April 26-27, 2013

Creating a Community of Accountable Adults

Lincoln, Nebraska

Location to be announced

ATTENTION!!

Please remember to register with the BIST Office when enrolling for classes. Even if you utilize ***My Learning Plan*** through your district, please also register with our office. You may register for classes by:

1. Completing the registration form via www.bist.org
2. Faxing a completed registration form to the BIST Office at 816.508.3797
3. Emailing the information with purchase order number

Thank you for your continued support and help!

BIST T-SHIRTS

**Create
Sense of
Community**

**Refocus
Around philosophy
Of BIST**

SHORT SLEEVE T-SHIRTS
RED, ORANGE, LIME, ROYAL BLUE, BLACK
SMALL - X LARGE \$ 12.00
2XL \$ 13.00

LONG SLEEVE T-SHIRTS
RED, ORANGE, KIWI, ROYAL BLUE, BLACK
SMALL - X LARGE \$ 17.00
2XL \$ 18.00

PERSONALIZE YOUR SHIRTS
HAVE YOUR SCHOOL NAME ADDED FOR A ONE
TIME \$ 10.00 SET UP FEE

**Energy
Of
Cohesiveness**

**Can you say
JEANS Day???**