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Partnership: Win-Win

Partnership is defined as the state or condition of being a partner; participation; association; joint interest.

With all of the tasks presented before us, it's easy to lower our standards for partnership. Waiting for a student to show they can partner, can be a tedious endeavor. Often, it feels appealing to just let the student come back to the classroom. Given the pressure to cover all of the material we need, it's easy to see the reason this happens. What message does this send to students when we allow them to come back to the classroom without reconnecting, partnering and being accountable to the correct adult? It is essential to preserve our learning environment for all. If we allow students to come back too soon and/or try to talk them into being okay, we give students the message that it's not important. Lowering the standards for one student lowers the standard for the entire classroom. Ultimately, we give students the impression that they're not important. Predictable, non-emotional responses, combined with a skill-based approach equate to trust. Students can count on us to intervene the same way because they are too important to let them continue to do the wrong thing. As a community, we challenge you to maintain high expectations around partnership. Your teaching and providing predictable responses to students is too important!

Building Leadership/Vision Team Activity

- How do you know a student is in partnership?
- What questions do you ask students to assess whether they can partner with the adult?
- How do we know which restrictions to utilize while waiting for a student to partner?
- What happens when we hurry the process and do not allow students enough time to partner?
- How can adults stay connected to students while waiting for them to partner?

Classroom Activity: Class Meeting or Writing Prompt

- What does it look/sound like to partner with adults?
- When redirected, what words will you use to be in partnership with adults?
- If you're frustrated at school, how will you stay in partnership and let the adults know?
- What will you do if you're struggling to stay in partnership with adults and keep the problem small?

Individual Activity: Daily Triage

Continuum of Change Triage Pass

Goals for Life Triage Pass

<u>Continuum of Change</u>	<u>Triage Pass</u>										
<p>1= Non Compliant <i>"I won't do it."</i></p> <p>2= Compliance <i>"I'll meet my goal only when adults are looking."</i></p> <p>3= Partnership <i>"I understand adults are on my side and I can let them coach me."</i></p> <p>4= Independence <i>"I can teach another student the skill my teachers have taught me."</i></p> <ul style="list-style-type: none"> • Where are you on this scale? • What can you do to get closer to independence? • Which adult can help you? • What will it look like to help you? 	<p>Date: _____ Time: _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;">1</td> <td style="text-align: center; width: 20%;">2</td> <td style="text-align: center; width: 20%;">3</td> <td style="text-align: center; width: 20%;">4</td> <td style="text-align: center; width: 20%;">5</td> </tr> <tr> <td style="text-align: center;">Excellent</td> <td style="text-align: center;">Fine</td> <td style="text-align: center;">Okay</td> <td style="text-align: center;">Unhappy</td> <td style="text-align: center;">Angry</td> </tr> </table> <p>(Circle One)</p> <ul style="list-style-type: none"> <input type="radio"/> I can make good choices even if I am mad. <input type="radio"/> I can be okay even if others are not okay. <input type="radio"/> I can do something even if I don't want to. (or if it's hard) <p>I will make better choices in :</p> <ul style="list-style-type: none"> <input type="radio"/> My regular seat <input type="radio"/> The safe seat <input type="radio"/> Other _____ 	1	2	3	4	5	Excellent	Fine	Okay	Unhappy	Angry
1	2	3	4	5							
Excellent	Fine	Okay	Unhappy	Angry							

Top 3 Ways to Utilize the BIST Newsletter

- Forward email to staff for review
- Utilize the Building/Vision Team Activity during a staff meeting
- Utilize the BIST Newsletter as the focus area for your vision team

District/Administrative Meeting

Mark your calendars for Monday, May 12 from 8:00-9:30 at Smith Hall (Ozanam).

The focus areas will be: Areas of Strength and Building Focus Areas around BIST

BIST Summer Training Schedule

Kansas City Area

July 21-25	Basic BIST	KC/ TBA
July 28-29	Building BIST	Ozanam
July 30-31	Effective Classroom Management	Ozanam
July 30-31	Teaching/Protecting	KC/TBA
August 1	Mental Health	Ozanam

BIST Summer Training Schedule

Nebraska

June 9-13	Basic BIST	Lincoln, NE
June 16-20	Basic BIST	Millard, NE

BIST Spotlight!

Check in Buddies:

6th Grade students are partnered with students in K/1st grade to check in, practice replacement skills, problem solve and celebrate success.

Kudos to Mrs. Jones from Greenwood Elementary, Lee's Summit, MO!

