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## Beginning The Year Checklist: A Strong Start

### AUGUST

- Every staff member has used a common lesson plan for teaching BIST to kids. (See below)
- Teachers have reviewed their personal classroom management procedures. (Address voice volume, movement around the room, permission to get out of seat and following directions)
- Every classroom has a clearly identified safe seat/buddy room. (Goals for Life are posted above safe seat/buddy seat)
- Begin triage with kids who ended the previous year on a plan. (Mood Meter / Where to start your day if struggling or unable to partner)

### SEPTEMBER

- Identify the students who need individual triage. ("What will you say when.... / What will you do to...")
- All new students to the building receive orientation regarding BIST procedures. (Goals for Life, disruptive/hurtful, one redirection and response, continuum procedures and partnership)
- Every teacher has completed a "Sorting It Out" sheet. (Utilize with BIST Consultant during grade level/team meetings)
- Students, who have been to the buddy room three times, meet with the teacher/team and identify their missing skill. (Manage feelings, Be okay when others aren't okay, follow directions first time)
- Teachers have identified how they do classroom triage. (Share with your administrator)
- 90% of kids who need to be on plans are on a plan. (Daily restriction to stop the acting out and daily proactive skill practice)

<b>HANDLING Discipline</b>	<b>-vs-</b>	<b>FACILITATING Discipline</b>
<ul style="list-style-type: none"> <li>• <b>Priority:</b> Philosophy of “We’re all here for kids”</li> <li>• Time based; focus is on getting through stack of referrals</li> <li>• Adult leads conversation and/or lectures</li> <li>• Handbook/Policy drives decisions.</li> <li>• Decisions/Consequences determined by the administrator</li> <li>• Time based with or “clean slate” limited re-entry plan</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Priority:</b> Validate/Coach adults first in order to have most impact on community</li> <li>• Skill based—identifying Goal for Life student struggles with; Outlasting until student is willing to be coached (partnership)</li> <li>• Adult asks questions and waits with student to work through emotions to become logical</li> <li>• Student’s needs drives decisions in conjunction with handbook/policy</li> <li>• Restrictions/Supports determined in collaboration between student and adult</li> <li>• Skill based: Student partners with appropriate adults and reintegrates as skill is mastered</li> </ul>

<b>IMPACT: Handling Discipline</b>	<b>-vs-</b>	<b>IMPACT: Facilitating Discipline</b>
<ul style="list-style-type: none"> <li>• Decreased trust within the adult community</li> <li>• Polarization may occur due to lack of communication</li> <li>• Assumptions may be made between administration and staff</li> <li>• Adults may become isolated or develop cliques</li> <li>• Defeated Attitude: “Doesn’t matter what we do”</li> </ul>		<ul style="list-style-type: none"> <li>• Increased trust within the adult community</li> <li>• Adults are validated and a part of the problem solving</li> <li>• Consistent communication based on student’s missing skill</li> <li>• Adults can support each other based on philosophy of teaching/ protecting</li> <li>• Skill Attitude: “Changing a student’s life takes time”</li> </ul>

**Questions administrators can ask staff to facilitate discipline:**

1. What is the feedback from parents?
2. Which Goal for Life did the student struggle to manage?
3. What daily restriction is in place to prevent acting out? Is it restrictive enough?
4. Where is the student continuing to struggle?
5. What questions is the student asked daily to develop their new skill?
6. When can we follow up to make sure there is relief and the student is being successful?

## **Teaching BIST to Students**

### **Early Intervention**

#### *Expectations:*

- Define disruptive and hurtful behaviors with students
- Discuss expectations/bottom line (It's always okay to be helpful and do your best / It's never okay to be disruptive or hurtful)
- Discuss what will happen if student is disruptive/hurtful (redirect and language)
- Define and practice the continuum (moving to safe seat, buddy room, recovery room)
- Develop procedure for contacting parent when student leaves the educational environment
- Practice completing a think sheet as a class
- Define and practice rethinks

#### *Triage:*

- Teach students about triage
- Develop daily questions to ask students for classroom level triage (Mood Meter / Where student can sit and took good care of him/herself)
- Develop what you will say and do if student is not okay when entering the classroom ("I don't want you to be in trouble")

### **Caring Confrontation**

#### *Missing Skills:*

- Teach missing skills and set goal for life
- Post goals for life in classroom
- Establish times to revisit goals for life with class

#### *Language:*

- Establish philosophy ("Don't want you to be in trouble")
- Review BIST language ("I see.. Can you...Even though?")
- Teach about one redirect

**Administrative/ District Personnel Meetings  
2014-2015 School Year**

November 3, 2014

January 12, 2015

March 9, 2015

May 4, 2015

The meetings will be held at Smith Hall at Ozanam from 8:00am – 9:30 am. Please invite a district representative to attend with you as well.



**BIST  
Pets!**

**Walk for a Dog  
By WoofTrax, Inc (iTunes)**

Use this free app every time you walk your dog! Every mile you walk, we donate to the animal shelter or rescue organization of your choice. The more you Take your Walk for a Dog, the more we can donate. (Kansas City Shelters: Great Plains SPCA in Merriam/Independence, Wayside Waifs, KC Animal Shelter/Pet Project. Nebraska Shelters: Nebraska Humane Society, Town & Country Humane Society)