



Commitment: What Do You Believe?

FEBRUARY GOALS:

- Adult community reviews BIST philosophy (teaching/protecting) as an entire staff.
- Review classroom management procedures.
- Plan to go to BIST Vision Team Conference (April 24-25, Lincoln, NE)

MARCH GOALS:

- Adult community reviews where students are on the continuum of change.
- Teachers have taught the BIST continuum at least twice since semester.
- Sign up for summer BIST classes.

Philosophy is defined as the most basic beliefs, concepts, and attitudes of an individual or group. A tough concept to revisit during February, March and April; affectionately known as Angry Adult Season, March Madness and Silly Season due to assessment angst. Given the above, why would we ask buildings to revisit philosophy this time of year? Neuroplasticity

“Neuroplasticity illustrates the phrase “use it or lose it.” When you use the synaptic connections that represent a skill, you strengthen them, and when you let the skill lie dormant, you weaken those connections. It’s similar to the way that your muscles will weaken if you stop exercising.” (Rewire Your Brain, by John Arden, Pg. 9) As an adult community, conversations around our purpose, beliefs and mission strengthen our skills. As our skills strengthen, we stay committed to modeling and helping students who are missing skills. We renew our mindset around looking beyond safe seats, buddy rooms and think sheets to intentional proactive conversations of change.

How does this benefit our community? Adults are able to be calm, align behavior with the Goal for Life, ask questions instead of lecture and maintain a culture of problem-solving. Students are able to trust that adults will intervene the first time they are struggling, care for them regardless of the amount of emotion they are experiencing, be predictable with words and actions, maintain logic without being drawn into a power struggle, give them time to move from emotion to logic, and help them see that feelings and behavior are separate. Recommit to helping each other have the courage to intervene, reclaim your classrooms for teaching/learning and support students as they make life changes!

Building-Level Questions: (Faculty Meeting/Vision or Leadership Team Meeting)

1. What do we believe about kids who struggle behaviorally?
2. What is our building purpose?
3. Where are we getting students on the Outlasting Continuum of Change?
4. What is one proactive step listed on the Continuum of Change that our building will implement? (Review below)
5. How will we support each other in order to follow through?

BIST Philosophy Classroom Review with Students: (Class Lesson/Meeting)

1. Give examples or generate a list with kids of ways students are redirected at school (Ex: Custodian asks you to stop running, Art teacher asks you to sit down, Classroom teacher asks you to stop talking and raise your hand etc.)
2. What is the purpose of redirection? (To pick on you or to help you be aware?)
3. What do you think when adults redirect you? (“UGH, It’s always me, It’s not fair, They’re doing it too or adults want to help”)
4. What is the purpose of the safe seat? Buddy room? Focus/Recovery?
5. What would be different if you could commit to thinking adults want to help?
6. Create and post a list of good things that happen when students can respond to adult redirection

BIST Philosophy Individual Review with Students: (Individual Triage)

Adult: “Today, what will you think if an adult redirects you?”

Student: “They want to help me”

Adult: “What will you say if you’re redirected?”

Student: “Yes or okay”

Adult: “What will you do if you’re struggling?”

Student: “Ask for help, move to the safe seat, ask to talk to an adult etc.”

Adult: “What good things will happen if you’re able to do this?”

Student: Articulate how it will feel and positive results for him/her and community

OUTLASTING

NONCOMPLIANCE

COMPLIANCE

PARTNERSHIP

INDEPENDENCE

<i>Primary: Showing "NO"</i>		<i>Showing "Maybe"</i>		<i>Showing "Skill"</i>		<i>Showing "Now"</i>	
Student Response	Adult Response	Student Response	Adult Response	Student Response	Adult Response	Student Response	Adult Response
<ul style="list-style-type: none"> ▪ Overt Defiance ▪ Covert Defiance ▪ Outrageous behavior ▪ Constant disruption ▪ "I'm not going to ." ▪ "I hate this school!" ▪ "Everyone else does it!" 	<ul style="list-style-type: none"> ▪ Implement appropriate restrictions ▪ Intentional relationship building with teachers 	<ul style="list-style-type: none"> ▪ Good behavior when adults watch ▪ Good behavior to avoid consequences ▪ Sneaky behavior ▪ "FINE, I'll do what you say because I HATE this!" ▪ "Stupid rules in this school!" 	<ul style="list-style-type: none"> ▪ Continue restrictions ▪ Continue relationship ▪ Teach missing skills 	<ul style="list-style-type: none"> ▪ Coachability ▪ Good choices because it's the right thing to do ▪ Let adults help ▪ Good attitude toward adults ▪ "I get it. The adults are on my side." ▪ "I can make mistakes and let adults help." 	<ul style="list-style-type: none"> ▪ Progressive decrease in restrictions ▪ Continue relationship ▪ Teach missing skills 	<ul style="list-style-type: none"> ▪ No longer need adults to coach on a regular basis ▪ Can teach someone else the skills they have learned ▪ "I can teach someone else." ▪ "I can be okay no matter what." 	<ul style="list-style-type: none"> ▪ Re-entry into community ▪ Continues triage to practice skills

QUESTIONS FOR STUDENTS

Non-Compliant: What are you struggling with? What restrictions do you need?

Compliant: Who is the best adult to help you?

Partnership: What skill can you teach?

Independence: How can you contribute to your building?



Are you a "No" Kid or a "Now" Kid?

"No" Kid	Almost a "Now" Kid	"Now" Kid
Refuses to talk	Says "yeah" or nods head	Says "yes" or "Okay"
Angry or mean face AND Screams or has attitude	Angry or mean face OR Has attitude	Has a calm voice and face
Does not follow adult directions	Follows adult directions But Takes longer than 3 seconds	Follows adult direction in 3 seconds or less

6.2014



Administrative/District Personnel Meetings

for the 2014-2015 school year:

March 9

May 4

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



PROFESSIONAL & COMMUNITY EDUCATION

School of Social Welfare



GROWING HEALTHIER SPROUTS: IMPROVING CHILD-ADULT RELATIONSHIPS

First workshop of this Mindfulness Series!

***Mindful Parenting Through the Behavioral Intervention Support
Team (BIST) Plan***

Saturday, May 2, 2015 8:30am to 4:00pm 6.5 CEUs

Presenter: Molly Shipman, LSCSW

The underlying theoretical basis for the Behavior Intervention Support Team (BIST) discipline program; BIST is a proactive school-wide behavior management plan for all students, emphasizing schools partnering with students and parents through caring relationships and high expectations. BIST strategies are person-centered and based on the core conditions of congruence, empathy and unconditional positive regard. The BIST program is well-grounded in behavioral theory and combines strengths-based and resiliency principles within the context of the ecological, person-in-environment model.--The theoretical article: Theories underlying the Behavior Intervention Support Team (BIST) program was submitted to Reclaiming Children and Youth on 1/8/09. Boulden, W.T. (2009). Mindful Parenting with BIST empowers parents to be present and joyful with their child. We will focus on positive structure, proactive language to problem-solve and strategies to empower parents to avoid power struggles and maintain a strong connection with their child. Discover and experience how maintaining a predictable home environment through Grace and Accountability increases the bond with your child.

Course Objectives:

- Examine the ways to develop positive structure, proactive problem-solving, and strategies to decrease parent-child conflict
- Explore how to apply the BIST plan that supports strong and effective parent-child communication
- Experience how to create and maintain a predictable home environment to increase positive parent-child connection

Register online

Location: KU Edwards Campus in Overland Park

Email with room location will be sent 2-3 business days prior to event. Room location may change on campus. Please check the lobby monitors for up-to-date event locations.

www.socwel.ku.edu/pce

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FIRST ANNUAL BIST LEADERSHIP CONFERENCE!

Leading the Way to Success for All

January 28 & 29, 2016

BIST is presenting the first annual Leadership Conference. This conference will include presenters from numerous districts throughout the Midwest. These knowledgeable leaders have experience in a variety of schools from urban to suburban, elementary and secondary settings.

What: BIST Leadership Conference

When: January 28 and 29, 2016

Where: Grace and Holy Trinity Cathedral
(415 West 13th Street, Kansas City, MO 64105)

Cost: \$400 per leader

*Registration cost increases to \$500 per leader October 1, 2015.

*Breakfast and lunch are provided each day.

*Lodging information will be provided closer to the event