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“What you do makes a difference, and you have to decide what kind of difference you want to make.” —Jane Goodall

Smart Goals:

April

- *Plan three ways teachers can support students who struggle with testing.*
- *Begin planning for students who need immediate support the following year.*

May

- *Review 2014-2015 goals and data from Leadership/Vision Team to assess strengths and areas of focus.*
- *New employees are signed up for Basic BIST.*
- *New teachers are signed up for Effective Classroom Management.*
- *Set 2015-2016 goals to move building forward regarding philosophy, changing students and building training needs.*

As we begin to look forward, we have a philosophical decision to make. Will our community embrace continued protection for students or decide to halt protection in favor of giving students a fresh start? Perhaps an easier decision when it comes to academics. We won't advance students to 5th grade reading when they are reading at the 2nd grade level. We won't enroll students in Geometry when they haven't mastered Basic Math. How do we arrive at that decision? We look at data and problem-solve.

However, when it comes to behavior there is a departure from this model. We become subjective, relying on feelings and potential concerns from parents, administrators and/or peers. It is common to hear statements such as: “We don't want his parents to

think we're unfair. She may have a different relationship with next year's teacher. Our district doesn't want us to label kids." If we follow a similar model as academics, looking at data and problem-solving, we will be able to sustain a strong philosophical stance by letting students know that we won't let them fail to get help and will continue to provide support as long as the student needs it.

Utilize the rubric below to determine where your students are within the continuum of change and the corresponding action to take to provide continuous support and protection.

On a scale of 1-4, where are you on this continuum?

1=Noncompliant

*Look Fors: The student struggles in many areas of the day/There is consistent disruption and/or defiance.

*Common Statements: "I hate this. Everyone else is doing it. You're not fair. You're picking on me. I just want to call my mom."

*Adult Action: Continuation of highest level of restriction (protection) so that acting out is decreasing. Student continues the plan on the first day of school.

*Adult Statement: "In this school, you can count on us to be on your side and provide what you need to be successful."

2=Compliance

*Look Fors: The student can do the right thing consistently only when adults are watching/The acting out may have decreased but only with certain adults.

*Common Statements: "Fine, I'll do it because I don't want you to call my mom. Why do we have to talk about these goals again? Did I earn my reward? When can I get off of this plan?"

*Adult Action: Maintain the consistent restriction that is in place on the first day of school. Begin connecting the student with significant adults for intentional skill practice.

*Adult Statement: "If you could talk to any adult in this school, who would it be? Which adults do you feel are on your side?"

3=Partnership

*Look Fors: The student can be coached by adults/The student can make a mistake and be accountable quicker/The student is beginning to show their skill in multiple environments.

*Common Statements: “I know you want to help me. I know I messed up.”

*Adult Action: Connect the student with a significant adult the first day of school to triage about their skill, plan to cope and contribution to the building.

*Adult Statement: “If you could help any adult in this school daily, who would it be? What would be the best way for you to help him/her?”

4=Independence

*Look Fors: The student can do the right thing regardless of which adult is watching/ They can be independently successful/The student can teach the skill you’ve taught them.

*Common Statements: “Thanks for helping me. I can be okay. Do you want me to help? Remember when I used to act like that?”

*Adult Action: Begin having the student help others by providing triage and/or classroom lessons on their coping skills and ability to manage.

*Adult Statement: “How can you help kids in this building learn the skills that you’ve learned?”

Building/Vision Team Activity:

-What is the most important information from success plans to share? (Add to existing transition form/Create form/Utilize BIST transition form below)

-What questions will we ask the student to determine together that they may benefit from on-going support?

-How will we talk w/parents about the continuation of the plan (Protection/Set up for success/Too important to let him or her fail/Comparison to academics)

-Who will contact the parent to discuss the benefit of continuing support?

BIST Elementary Transition Form

Transition Information For Students On Protective Plans
Or Any Student Needing Significant Support

Please attach a copy of Student Plan and Target Behavior/Goal Sheet.

Student Name:	Grade Completed:
	Homeroom Teacher:
Circle MISSING SKILL: 1. I can make good choices even if I am mad. 2. I can be okay even if others are not okay. 3. I can do something even if I don't want to. (or if it's hard)	Restrictions: ____ Walk by teacher/front of line ____ Separate Lunch ____ Recess Restrictions / Plan / Chart ____ Sits apart in classroom ____ Was in Recovery this year ____ Other:
TRIAGE with: Number of times a day ____	PRACTICE of Replacement Skills: (Regularly scheduled time to practice replacement behaviors)
BEHAVIOR GOAL SHEET __ copy sent home daily __ kept at school Started goal sheet (date): _____ Ended goal sheet (date): _____	
CONTRIBUTION TO SCHOOL: ____ NO ____ YES (Specify)	POSITIVE PARENTAL SUPPORT
Student strengths: (Circle all that apply) Attitude Athletic Technology Musical Academics Social Skills Artistic Humor Anger Management Relationships: Adult Peers	Student Challenges: (Circle all that apply) Attitude Athletic Technology Musical Academics Social Skills Artistic Humor Anger Management Relationships: Adult Peers
Additional Comments:	



