# **NMS BIST PLAN 2021-2022**

# **Behavior Intervention Support Tools**

**BIST MODEL**

**Every Child is Worthy of Success**

NMS CREED: In EVERY situation we will provide GRACE, which means LEADING with relationships and PROBLEM SOLVING in order to learn and grow.

**Our building BIST goal is to create a system at NMS so we don’t have to rely on intuition.**

Our Behavior Intervention Support Team (BIST) allows caring adults to confront disruptive behavior with **GRACE and ACCOUNTABILITY.** Our common goal is to provide every student with a safe and productive learning environment.

**AT NMS OUR OBLIGATION IS TO NOT ONLY MAKE KIDS BETTER**

**BUT EVERY SINGLE DAY TO MAKE EACH OTHER BETTER!**

**GRACE**--Unmerited Favor…”You as a student get my relationship even when you don’t deserve it...”

A relationship doesn’t teach our students, it makes them teachable. Grace is providing what kids need when they WANT it, and when they DON’T want it.

Our challenge as teachers: When a student rejects you, you must lean into a child's rejection. The student is trying to find out IF YOU MEAN IT**.**

**ACCOUNTABILITY**--“but we will not accept out of bounds behavior from you.”

There are 3 things we need to provide to help students be accountable:

1. Time
2. Relationship
3. Questioning---we need to stop telling the kids and start ASKING them---when you have to TELL me, it increases accountability.

## **THE BIST MODEL** 4 Steps to providing what students need:

**Our BIST BOTTOM LINE--It’s never okay to be disruptive or hurtful.**

* **Early Intervention (When to intervene)**
  + It’s never okay to be **disruptive.**
  + It’s never okay to be **hurtful**.
  + Utilizing this expectation allows adults to intervene consistently with all students. A student will be asked one time per activity to stop a behavior that is disruptive or hurtful. Adults will intervene in a quick, kind, calm and firm manner if a student cannot meet this expectation.
  + The key to early intervention is to stop the behavior when you SEE it, don’t wait until you FEEL it.
* **Caring Confrontation (How you intervene)**
  + “I see… (disruptive behavior).”
  + “Can you… (desired behavior).”
  + “Even though… (student’s feeling).”
  + Caring Confrontation is a language of partnership when intervening with a student’s disruptive or hurtful behavior. The intent of Caring Confrontation is to create awareness for the student, provide an opportunity to meet the standard, and partner with the adult.
* **Protective Plan (What we do--how you support a student)**
  + A protective plan provides an opportunity for the adult and student to identify the missing skill, develop a partnership towards change. Teaching replacement skills and practicing the Goals For Life helps students manage their behavior toward life change.
* **Outlasting the Acting Out (Holding students accountable)**
  + This includes maintaining a relationship, guiding the student to identify their level in the Continuum of Change (Noncompliance, Compliance, Partnership, Independence), and maintaining restrictions until the student is able to partner with and be coached by the adults.

## **BIST CONCEPTS**

**Safe Seat:** A seat in the classroom away from other students where the student can continue to learn while helping the student regroup, process with the adult, and join the class in their regular seat when ready.

**Buddy Room:** A seat in another teacher’s classroom to help a student regroup, complete a think sheet, and process with the adult so they may return to the classroom safe seat.

**Recovery/Focus Room:** A place in the school where students can go to practice replacement skills, stop acting out, calm down, prepare an apology, and create a plan to make better choices for themselves.

**Think Sheet:** A tool that the student completes to help him/her take ownership of the problem, partner with adults, and create a plan to be successful.

**Processing:** This is the mandatory discussion the student and teacher have after the student behaves inappropriately. They discuss what happened, what harm it caused, identify the skill the student needs, make a plan to help the student, and continue to build the relationship between the student and teacher.

**Target Behavior Sheet:** Visual of goals the student is working on to help him/her problem solve.

**Triage:** Daily “check in” with an adult to practice replacement skills, assess emotions, establish focus about what it means to have a successful day, and formulate solutions if problems occur.

**Protective Plan:** Teaching and practicing the Goals For Life through written strategies that provide support and accountability for the student to help him/her manage their behavior and be successful. BIST Plan for Success can be completed to create a protective plan.

**Class Meeting:** Weekly meetings facilitated by the adult to help students solve problems, plan events and maintain a positive classroom community.

**Replacement Skills:** Desired student behaviors that are practiced during triage so the student can be successful at school.

**Goals for Life:** Goals that we help students obtain so that they may have the life they want and deserve. Goals for Life are based on the following beliefs:

* **I can make good choices even if I am mad.** We want students to know that it is okay to be mad or frustrated, but that they are still in control of their actions and words. We will support students who struggle with this skill by teaching strategies that help them use their words to express those feelings instead of being hurtful or disruptive.
* **I can be okay even if others are not okay.** We want students to know that they are in control of their own actions and words even if others around them are not doing the right thing or made them upset. We will support students who struggle with this skill by teaching strategies to help them express their frustration with other students rather than being hurtful or disruptive.
* **I can do something even if I don’t want to (or even if it’s hard).** We want students to understand the importance of following directions and expectations even if they aren't preferred or are too difficult. We will support students who struggle with this skill by teaching strategies to help them appropriately ask for help.

**Behavior is SKILL based. Academics are SKILL based.**

**Why aren’t we treating behaviors as a missing skill?**

**NMS BUILDING EXPECTATIONS**

**Everything we do with students who struggle starts with REDUCING RESISTANCE…**

**because we are going to COACH them and PARTNER with them toward SUCCESS.**

**Are we giving our WHY to students?**

**To our Students: “EVERY adult in the building is going to be a boundary for you. You are OUR kids. Students have to know we are CONSISTENT and PREDICTABLE so they can trust us.”**

**NMS COMMON AREA EXPECTATIONS: Developed for the entire building**

\*\*\*We need to be uncomfortable with how intrusive we are in August and September so we don’t have to be uncomfortable in March.\*\*\*

1. All electronic devices must be turned off and in backpacks upon arrival to school.
2. All head coverings must be taken off upon arrival to school.
3. Voice Level 0 in hallways unless directed otherwise.
4. Students will walk to all destinations.
5. Students will be greeted by adults and are expected to respond appropriately.
6. No open containers of food or beverage will be allowed in the hallways.
7. If students bring food/beverage for breakfast, it may be eaten on the stage before entering the gym or taken directly to class when students are dismissed from the gym. **Food may NOT be consumed or in view in the gym.**
   1. Classroom consumption is up to individual teacher's discretion.
8. Students will walk on the right side of the hallway and will maintain a Voice Level 0.
9. No food/drink in any Encore classroom, gym or library unless part of a class party.
10. Students will consistently practice KAHFOOTY in all areas of the building.
11. Students must use their time appropriately in the restrooms and will always wash hands before exiting the restroom.

**What to do when a student is out of procedure within common area expectations:**

**1.** Address the student respectfully with the specific behavior… “I.C.E.”

* 1. Ex: **I see** you still have your hat on in the hall.
  2. Ex: **Can you** remove your hat before you come into the building...
  3. Ex: ...**Even though** you love showing your team spirit?

2. If a student that **is not** “yours” doesn’t respond appropriately to the prescribed BIST language, the adult will get the student name and homeroom teacher. The issue will be discussed with homeroom teacher collaboratively and the BIST Continuum will be followed. Once the student is ready to be

accountable, the student will be returned to the teacher he/she disrespected.

3. If a student that **is** your student does not respond appropriately, follow the BIST Continuum.

4. If a student does respond appropriately, reinforce positive behavior, “Thank you! You’re doing a great job!”

**What to do when a staff member is out of procedure and needs support:**

1. If a staff member observes another staff member not following BIST procedure, the staff member needs to wait for an appropriate opportunity away from the students to discuss and support each other with BIST procedures.
2. If conversations and collaboration have been made several times among staff members with no resolution, administrators need to be notified.

Colleagues ADDRESS & SUPPORT each other. Colleagues are not evaluators. Administrators will confront, coach and evaluate.

**PROCEDURES**

* **Arrival**
  1. Students arriving before 7:15 am, will walk directly to patio tables and be seated. Students may visit at a Voice Level 1, unless otherwise directed. All electronic devices must be off and put away in backpacks upon arrival.
  2. Students arriving after 7:15 AM, will walk directly to the gym. Bus students walk past the trophy cases and will enter the gym through the Encore doors. Parent drop-off students will walk through the front doors and enter the gym through the Encore doors. When students are seated in the gym, they may visit at a Voice Level 1.
  3. While students enter the gym, they will be seated from the top row to the bottom row. Students may not save seats or change seats. Students will use the stairs to walk up the bleachers.
     + 5th grade students will sit on the East side of gym
     + 6th grade students will sit on the West side of gym
  4. At any time during arrival, students must ask adult permission to use the restroom.
* **Breakfast**
  1. All students will remain in the gym until dismissed for breakfast or to go to the classroom. Students will remain at a Voice Level 1 while in the gym and in hallways. Dismissal for breakfast begins at 7:30 am. Teachers in the gym will dismiss students by row from the top row to the bottom row to get breakfast. Students will use the stairs to walk off the bleachers.
  2. All remaining students will be dismissed from the gym at 7:45 am from the top row to the bottom row. 5th grade will exit the **East** Encore doors. 6th grade will exit the **West** Encore doors.
  3. Once students are dismissed for breakfast, they will line up by grade level and will be directed by staff on when to enter the kitchen to get their breakfast. Students will maintain a Voice Level 1 at all times.
  4. Once students have picked up their breakfast, they will walk directly to their homeroom class at Voice Level 1.
  5. 5th graders will walk in front of the trophy cases and walk through the BLACK hallway. 6th graders will walk through the GOLD hallway.
* **Hallways**
  1. Students will go directly to their destination, stay on the right side of the hall, Voice Level 0, and follow KAHFOOTY.
  2. Students will be escorted in straight lines by teacher in hallways.
  3. Students must have a hall pass to leave and return to any classroom at any time, except during normal passing time.
  4. Students will be at a Voice Level 1 during transition times in pods.
* **Lunch**
  1. Teachers will escort students to the patio to their designated lunch lines or tables. 5th grade will be seated on the East side of the patio and 6th grade will be seated on the West side.
  2. If students are eating with a guest, they must eat their lunch with their guest on the Stage. One other student may join the student and their guest with the other students parental permission.
  3. Students will maintain a Voice Level 1 unless directed by staff.
  4. Students must raise their hand to get up from their seat.
  5. Students must practice KAHFOOTY at all times.
  6. Students will not change seats once seated.
  7. Staff will dismiss students after tables are cleaned, trash is thrown away, and trays are taken to the kitchen.
  8. Pod teachers will escort students from the patio to designated class or area. Students will maintain Voice Level 0.
* **Team Time**
  1. Teachers escort students to Team Time at a Voice Level 0 in the hall.
  2. Minimum of 2 teachers per pod on duty at Team Time.
  3. Teachers on team time duty must take radios outside with them.
  4. Teachers must be actively engaged, walking and monitoring students at all times.
  5. Students must practice KAHFOOTY at all times.
  6. Teachers will line students up when team time is over and escort them back to class. Voice Level 0 in hall.
* **Restroom Breaks**
  1. 6th grade students will utilize passing time for restroom breaks.
  2. At teacher discretion one student at a time may use the restroom during class time, but they must have a hall pass.
  3. Voice Level 1 in restrooms.
  4. 5th grade group restroom breaks: staggered breaks are recommended.
  5. Students will practice KAHFOOTY at all times in restrooms.
  6. Students will keep restroom clean, wash hands each time & throw away trash.
  7. Students will inform an adult immediately if there is a problem with another student or if there are maintenance issues.
* **Dismissal**
  1. Students will be escorted in a line at a voice level 1 to buses and parent pick up.
  2. Teachers will say farewell to students as they leave for the day.
  3. Parent Pick-Up
     + Electronic devices must be put away in backpacks unless the student asks the teachers to contact parents.
     + Students will be seated in their 5th or 6th grade section on the Front Porch.
     + Students will be actively listening, looking for their ride, and following teacher directions.
     + Students will be at a voice level 1. When an announcement is made, students need to go to a voice level 0.
     + Students must follow KAHFOOTY at all times.
     + Students may not cross the parking lot without being escorted by an adult.
  4. Buses
     + Students will walk directly to their bus.
     + Students will ride the bus that they have been assigned, unless they have a note to ride another bus.
     + Students will follow all bus rules and procedures.
     + Students will follow KAHFOOTY at all times.
     + Students will be at a voice level 1.

**It is important to be specific: For example, use “silent”, rather than “quiet”.**

**This is so the adults can be consistent and leave no loopholes for kids.**

**If we don’t have common interventions, our kids will struggle.**

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## **NMS BIST PLACEMENT CONTINUUM**

**Be QUICK~KIND~FIRM~CLOSE~CALM**

**Phase 1:** Regular seat (least restrictive)

**Phase 2:** Safe seat (student continues to do work & participate in class)

**Phase 3:** Buddy Room

(Student goes to Buddy Room if they are unable to comply with Safe Seat expectations)

* 1. Student stays with buddy teacher (short term).
  2. Student stays with 1 teacher all day in the same pod (no passing, no transitions).
  3. Student stays with 1 teacher in the same grade, different pod.
  4. Student stays with 1 teacher in different grade level.

**Phase 4:** Recovery Room/Team Focus

Student goes to Recovery Room if:

1. They are unable to comply with Buddy Room expectations

**AND/OR**

1. Recovery Room is part of the student’s plan due to unsafe or disruptive behavior in class

**Phase 5:** Office (most restrictive) If admin is called, the student MUST leave the classroom.

Behaviors handled by Office/Administrators:

1. Stealing
2. Severe Intimidation/Credible Verbal Threats/Bullying
3. Vandalism
4. Possession of Weapons
5. Pattern of or severe use of profanity
6. Possession of or under the influence of an illegal substance
7. Fighting
8. Racial/Ethnic/Sexual Harassment
9. Chronic infractions of classroom and recovery room behaviors
10. Chronic refusal to follow school rules

**\* A student may skip the safe seat, buddy room, and recovery room and be sent directly to the office only for severe offenses listed above.**

**\*Home Communication:**

1. Teacher contacts parents/guardians if a student is sent to safe seat or buddy room repetitively. (3 times within a 30 day period=call home) **\*Use the tracking sheet to document students movement to safe seat, buddy room, recovery room, etc.**
2. The teacher (possibly also the BIST Recovery teacher) contacts parents/guardians if sent to the recovery room.
3. Administrator contacts parents/guardians and communicates with teacher what has been done if there is an office discipline referral.

**We have to increase students’ effort...their effort around behavior and their effort around thinking!!**

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## **NMS BIST THINKING CONTINUUM**

The only students that go to the BIST Continuum are students that are out of classroom management. **See attached page 93-94 from BIST manual.**

When a **disruptive or hurtful** behavior occurs in the classroom:

1. Give non-verbal cue first.
2. Verbal redirect next.
3. If student continues, student to move to the safe seat.
4. Make sure you as the teacher make student aware of what they are expected to do while in the safe seat. For example, does he need work? Does he need to participate in a group activity?
5. Determine what skill student is missing. (Goals for Life) Example: I can do something even if I don’t want to.
6. How long a student stays at the safe seat is determined by how and when the teacher can follow up with him. (Processing) Contact needs to be made within 30 minutes; processing may be done at a later time depending on student readiness. Safe seat can also be used as a preventative if needed.
7. If student is defiant we respond with, “That’s okay, I’ll get some help.” If they comply at that point, **you still call for help.**

**SKILL BASED COACHING**

Behavior is skill based. We don’t punish you, we will pull you in and teach you.

**The question adults must answer: “What does the students’ repetitive behavior tell us they can’t manage?”**

**HOW TO PROCESS WITH STUDENTS:**

**1. Build a relationship**

1. Start with a question about how they are doing.

2. **Find out what happened**

1. *Why did I send you to the safe seat?*
2. *What happened?*
3. *What did I see?*

3**. Identify missing skill**

1. The adult does this-in your head

I. I can make good choices even if I am mad.

II. I can be okay even when others are not okay.

III. I can do something even if I don’t want to. (or it’s hard)

4. **Validate or empathize**

1. Kids have to know that we hear them before they will listen to us.

5. **Connect the feeling to the behavior**

1. *When you were mad*, *what did you do?*
2. *When you didn’t like what the teacher said, what did you do?*
3. *When other kids were making poor choices, what did you do?*

6. **Help students see if as a problem in their lives**

1. *Do you always get in trouble when you are mad? (Skill #1)*
2. *When other kids make poor choices, do you make good choices or poor choices? (Skill #2)*
3. *When other kids do things you don’t like, do you get in trouble? (Skill #2)*
4. *When there are rules you don’t like, do you follow them or break them? (Skill #3)*
5. *When an adult says something you don’t like, do you make things better or worse? (Skill #3)*

7. **Set the goal**

1. Extend a relationship
2. *I don’t want you to be in trouble just because you’re mad-- can you let me help you?*
3. *I don’t want you to be in trouble just because you don’t like what the adult says-- can you let me help you?*

8. **Plan**

1. Use the questions for skills to develop a new skill set
2. Timing
3. Exact words
4. Tone of voice
5. Body language
6. Proximity
7. Intention

9. **Practice**

1. Plan how and when to practice

10. **Apologize**

1. *I’m sorry for…*
2. *Next time I will…*
3. *Can you accept my apology?*

**GATEWAY BEHAVIORS -- Address with students starting the 1st day!**

| **Gateway Behaviors**  **What are Gateway Behaviors?**  Behaviors that are typically ignored, but let adults know that students may not be okay. They may be insignificant behaviors that will likely lead to bigger, more disruptive behaviors.  Examples: Eye rolling, whispering, touching/playing in hallway, note writing, head on desk, ignoring a greeting, talking bad about other teachers, etc.  **Purpose of Addressing**  We want to teach students how to be powerful with their words and not their actions. We also do not want to allow behavior (at any age) in school that will not work on a job.  **Teaching about Gateway Behaviors**   * Students must know that we are going to become critical of these types of behaviors and no longer allow them to go unaddressed. Students can brainstorm these behaviors. * Ask them why teachers feel it is important to address these behaviors. * Teach students that this is not about you being “not-picky,” it is about taking a stand for them. “You are too important to let you keep doing the wrong thing.” ---Larry Bell * Teach students how you will address gateway behaviors when you see them. A good way to approach this is “Are you okay? I don’t want you to be in trouble.” * Talk to students about what their response to your intervention should look like. * Teach what will happen if the student’s response is not appropriate. The student will be asked to move to the safe seat or buddy room.   **Review on a Regular Basis**  This should be reviewed with your class every month.  **Student Buy-In**  Create a rating scale that students can rate themselves (as a class) on how they are doing regarding gateway behaviors.   * Example: On a scale of 1-5 where are we?   + 1 = we continue to display gateway behaviors on a daily basis   + 3 = once a week someone displays a gateway behavior   + 5 = we rarely have to be addressed on gateway behavior   **(from page 72 of the BIST Manual;**  **Revised Summer 2016)** |
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## **NMS CLASSROOM MANAGEMENT**

**DO WE WANT A CLASSROOM IMPACT OR A LIFE IMPACT?**

Classroom management doesn’t have to be the SAME in every classroom, but it does have to be the same in YOUR classroom EVERY DAY. Our WHY as a building has to be the same, but our HOW can be different.

**Teachers: Before you start a lesson, do these 5 things visually and verbally:**

* What behavior standards are for that activity
* What materials are needed; what and where to put away
* Time allotted
* How to get help during the activity
* What to do when they are done

**Procedures to teach in the first week of school:**

* **Arrival**
  + How do you want students to physically enter the room?
  + How do you want students to greet you?
  + How will you greet students?
  + What are the first 3 to 5 things you want students to do as they enter the room?
  + What work will you have for students when they arrive?
* **Room arrangement**
  + How will you arrange your room so that you can supervise all areas?
  + Where will you have carpet seating?
  + Where will you have centers?
  + Will there be areas that are off limits to students?
  + How will you designate off limit areas?
  + Where will the student supplies be stored?—crayons, paper, etc.
  + What supplies will you have on the student desks or tables?
* **Seating arrangement (assigned seating required)**
  + Will you have students start in individual seating (rows) or group seating?
  + What boundaries will you teach them about their areas?
  + How will you create seating assignments (boy/girl, alphabetically)?
  + How frequently will you change seating assignments?
  + What will you do if students are in the wrong seats? (other than using the BIST continuum)
* **Carpet seating assignments (assigned seating required)**
  + How will you create seating assignments on the carpet (in a circle, rows)?
  + How will you want students to sit on the carpet? (criss/cross, on pockets, personal space)
  + How will you teach them how to sit?
* **Transitions in desk**
  + How will you give directions for transitions?
  + What will be the exact starting point (a “go” word, hand signal)?
  + How will you time the transition?
  + What will be the exact ending point (heads down, eyes on you)?
  + What will you do if a student does not transition within the time frame?
* **Transitions to and from groups or carpet**
  + What will be the procedure for students moving from seats to carpet and back?
  + How much time will you allow for this transition?
  + How will you teach this procedure?
  + What will you do if a student does not transition within the time frame? (other than using the BIST continuum)
* **Collaborative grouping**
  + How will you assign groups (high/low ability, boy/girl)?
  + What will be the procedure to get into collaborative groups?
  + How will you assign roles for the group?
  + How will you give students this information?
* **Hallway behaviors**
  + How will you determine line order?
  + Will you have one long line or two short lines?
  + Where will you as the teacher walk in relation to the line?
  + How often will you have stopping points?
  + What will be the behavior standards for you lines (no talking, where will hands be, how close to the person in front of you)?
  + What will you do if a student does not meet this standard?
  + What will you require of students prior to getting into line?
  + What will be the procedure to get into line?
  + How will you teach this information?
  + How will you give non-verbal signals to students in the hall to redirect them?
  + Should teacher standards be different than student standards when in the line?
* **Procedures**
  + What procedures do you want your students to know within the classroom?
    - Sharpening pencils
    - Handing out papers
    - Handing in papers
    - Getting Kleenex
    - Disposing of trash
    - Getting teacher attention/waiting for help
    - When students are tardy or absent
    - Leaving the classroom individually
    - Getting out materials/collecting materials
    - Others?
* **Restrooms**
  + What will be your procedure for using the restroom in groups?
  + What will be your procedure for individual restroom breaks?
  + What will you teach students about using the restroom? (washing hands, paper towels, picking up trash, horse play, voice volume)
  + What will you do if a student does not meet the standard?
* **Behavior standards (No talking without permission/No getting out of your seat without permission)**
  + Behavior bottom line: It is never okay to be disruptive, it is never okay to be hurtful.
  + How will you define hurtful and disruptive?
  + How will you teach this to students?
  + When they are not meeting the standards how will you let them know? (other than using the BIST continuum)
  + When you verbally intervene with students, what words will you use to address them?
  + What is your plan to get to students when you need to talk to them?
  + What will you do if they do not respond to your redirect? (other than use the BIST continuum)
* **Ratio of positive to redirection**
  + How many positives should students receive in relation to each redirect?
  + How will you provide positives to students (individually, group, verbally, socially, tangibly)?
* **Learner’s position**
  + What do you want a student’s listening position to be when you give direct instruction?
  + How will you teach this to students?
  + What will you do if students do not adhere to the listening position? (other than using the BIST continuum)
* **Movement during independent work or instruction time**
  + When you are instructing, can you see every student?
  + When you interact with individual students, can you see the entire class?
  + Are you moving throughout the classroom during independent work?
  + How will you assess if students are engaged in learning?
  + What will you do if a student is not engaged in learning?
* **Communication with specialists**
  + How will you communicate with specialists both when dropping students in specials and when picking them up?
  + What do you feel needs to be communicated?
  + What will you do if a student struggles in specials?
* **Communication with parents**
  + How often will you communicate with parents?
  + How many positive phone calls do you feel should be made in relation to concerning phone calls?
  + Who in your building can support you when contacting difficult parents?
* **Dismissal**
  + What time will the pack up procedure begin—how many minutes are needed?
  + What will be your procedure for packing up at the end of the day?
  + Will students be allowed to talk?
  + Will you have requirements about their desks, chairs and area?
  + How will you teach students this information?
  + What will you do if a student does not stay within the boundaries?