Behavior Intervention Support Team

BIST

A Comprehensive System to Create Lasting Behavioral Change

What is BIST?

BIST stands for Behavior Intervention Support Team. CJHS has adopted the Behavior Intervention Support Team (BIST) model as its positive behavior intervention strategy. BIST is a non-punitive system of behavior intervention that promotes student management of behavior so that learning is not interrupted. The goal of BIST is to teach students to make appropriate choices and take responsibility for finding reasonable solutions for problems that may occur.

The foundations of BIST are:

Grace

- Providing what students need, not what they deserve
- Providing what students need when they want it, and when they don't want it
- Building relationships and offering support

Accountability

- Protecting students from what they cannot manage
- Teaching them to take ownership of their mistakes
- Coaching them in ways to improve their behavior
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Differences between Traditional Discipline and BIST

Traditional Discipline	BIST
• Time based • We do it TO students • Students know how long it will last • We give students a fresh start when the punishment ends • Research shows most students will repeat the same mistakes when the punishment ends	• Skill based • Teachers do it FOR and WITH students • Student behavior determines how long it will last • Teachers teach and protect as long as student needs • Helps to create lasting positive behavior change

Example: Student serves detention for disrupting class. Student returns to class the next day and disrupts class again because they are missing the skill “I can do things even when I don’t want to”	Example: Student moves to the safe seat, then buddy room for disrupting class. The following day the student is in the buddy room. They need to “process” with a teacher before returning to class. If repeated issues, skill building interventions begin and possibly a Success Plan

BIST Skills for Life

Critical skills for success in school and beyond.

- I can be mad and still make good choices
- I can be OK even when others are not (peer conflict)
- I can do things even when I don’t want to or they are hard

The BIST Continuum

Students who are out of bounds move through a continuum based on their behavior. Students return through the same steps based on behavior and their ability to process the event.

Safe Seat:

An area in the classroom for a student to move to when he/she is struggling with behavior or academics. A staff member may direct a student to move to the safe seat or a student may request to move there independently. A safe seat/location is also available in common areas. The safe seat is an intervention to help students calm down and get back on track. It may be used proactively as a quiet place to work.

Buddy Room:

Another classroom where a student may go when he/she is not okay in his/her classroom safe seat. The buddy room may be at the student's same grade level or outside the student's grade level. Generally, a buddy room is used if a student is frustrated or needs a neutral place to calm down.

Sensory Room:

A supportive location where a student can go, accompanied by an adult to calm down. This may be appropriate for a student who is struggling to manage his/her feelings and behavior. When a student has calmed, the supporting adults will determine where a student goes next (buddy room or Directed Study Room). The Sensory Room may be accessed by students proactively. Students do not generally remain in the sensory room longer than 20 minutes.

Directed Study Room (DSR):
Students who are still unable to manage feelings and behavior, may move to DSR. This is a quiet environment which allows students another opportunity to reset and calm.

Call Home:
Families will be contacted in the event a student cannot calm and regulate in DSR.

<u>Other BIST Terms</u>
Early Intervention:
BIST stresses the importance of early intervention. Early intervention includes interrupting out of bounds behavior quickly by offering support and an opportunity to reset. Staff will address "*Gateway Behaviors*" such as: eye rolling, head on desk, ignoring a greeting from a staff member, etc. Our students are too important to allow them to do the wrong things.

If a student is out of bounds, staff will provide one reminder (Can you stop talking even though it's hard?). If students continue to be disruptive or hurtful, the adult will take action. Their first action may be moving a student to the safe seat. Additional moves may follow if needed.

Processing:
When a student struggles with their actions, we "process" with them. Processing is a calm, supportive conversation where we guide the student to understand what went wrong, how it affected others, and how they can handle similar situations differently in the future. Our goal is to teach students accountability, empathy, and the skills to make better choices.

Success Plans:
Students demonstrating repetitive out of bounds behavior may need a Success Plan. The plan includes:

- *Protections:* Protect a student from what they cannot manage.
    - Examples: delayed passing, escort upon arrival, turn phone into office on arrival, stay by an adult at recess
- *Interventions:* Build new skills with support.
    - Examples: coaching pass, adult mentor, social work

A Success Plan is not a punishment but a tool to foster growth, offering the student the support they need while ensuring a safe and productive learning environment for all. Behavior change is a process, not an event, often taking several months. Students who end the year on a Success Plan will begin the following year with the same plan.

Progress on plans is reviewed regularly with the student, using behavioral data to assess improvements and determine whether protections should be adjusted. Release of protections is based on student skill development, not time. For example, we would not say a student will use delayed passing for 2 weeks. We would say a student will use delayed passing until they are able to manage the halls on their own as evidenced by an absence of referrals, completing their coaching pass, no BIST movements, teacher observations and other relevant data.

Sample Success Plan:
Jane is demonstrating the following repetitious behavior: peer conflict in the halls

Jane's goal is:

- *I can be OK even if others are not OK*

These protections will be in place to reduce the chance that the behavior will happen:

- ☐ *Sheltered arrival-Jane will check in at the ID station and be escorted to her locker then her branch. She will remain in branch once she arrives.*
- ☐ *Delayed passing-Jane will leave class at the tardy bell and have 3 minutes to report to her next class*
- ☐ *Jane may choose to sit at the safe seat table at lunch*
- ☐ *Jane will check in with an adult before going to recess*
- ☐ *2:40 dismissal*

These positive interventions will be implemented to help the student build skills:

- ☐ *Coaching pass*
- ☐ *Lunch group*

Progress reviewed weekly. Updates in plan made based on data collected.

Coaching Pass:
A short script of 2-3 questions collaboratively developed by the student and teachers to teach a missing skill. The script is practiced daily with 2-3 adults.

Team Focus:
In team focus, students spend their entire school day with 1-2 teachers. This is done to stop acting out behaviors, build stronger connections between the student and teacher and allow for

more intensive instruction in the missing skill. Students show they are ready to begin gradually returning to their regular schedule when:

- They willingly to and reliably complete their coaching pass
- Are no longer receiving referrals or needing BIST movement
- Comply with adult directions the first time
- Remain respectful with others (not hurtful)
- Remain on task (not disruptive)

Release from Team Focus is intentionally gradual to increase the likelihood of success and ensure that students are ready to manage challenges.

We believe that:

- Students and teachers have the right to learn and teach in an emotionally and physically safe environment.
- It is never OK to be hurtful.
- It is never OK to be disruptive.
- It is our job to ensure that every child experiences success.
- We want students to be smart, well-liked, feel good about themselves and avoid getting in trouble.
- All students are capable of change, even though it is hard.

Parent Partnership:

It is our hope that parents will join with us to provide support for students learning to make positive behavior and life choices. Change is hard. Discomfort precedes change. Students may complain about protections. You can respond with, “I know this feels hard.” Share with school staff if your student is upset. Parents and families are an integral part of a student’s success. Behavior change is slow, but worth the journey!