

LCMS BIST



Parent
Presentation



SCAN ME

Why BIST

The purpose of the BIST model is to partner with students when they are struggling and help them be accountable for their actions to make changes for their life. BIST is designed to teach and protect students, via GRACE and ACCOUNTABILITY so that they can demonstrate the Goals of Life and make good choices.

GOALS FOR MY LiFe!

I can Make GOOD CHOICES
even if i AM MAD.

I can Be okay even if
OTHERS ARE NOT okay.

I can DO SOMETHING even if i
DON'T WANT TO. (OR IF IT'S HARD)



Why we do BIST-The Philosophy

The adults at LCMS want you to be safe and productive while at school. When you leave LCMS it is our goal that you have the skills needed to be successful in high school.

In every situation we will lead with grace-this means we understand that sometimes you are having a hard time due to many situations outside of school your school day.

We will do our best to be worthy of your trust, but we will also hold you accountable and help you change negative behaviors.

The BIST Model

**Early
Intervention
(When)**

**Caring
Confrontation
(How)**

**Protective
Plan (What)**

**Outlasting
the Acting
Out**

Early Intervention-You are Not in trouble! (When)

Early Intervention is stopping a hurtful or disruptive behavior the first time it is seen or heard.

All adults at LCMS have the responsibility to use early intervention.

The adults will decide what is hurtful or disruptive.

Early Intervention will sound like: "I see.....Can you.....Even though

Example: *Kayla, I can see you are putting your hands on other students, can you please keep your hands to yourself even though you were "just playing".*

Caring Confrontation (How)

“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 hurtful or disruptive behavior.

Protective Plan (What)

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.

Outlasting the Acting Out

Providing relationships, support, and accountability when a student is struggling to maintain the standard and meet his/her individual goals.

EXPECTATIONS

IT'S ALWAYS okay
TO DO YOUR BEST AND ASK FOR HELP

IT'S ALWAYS okay
TO BE KIND AND HELPFUL



THE BOTTOM LINE

IT'S NEVER okay
TO BE DISRUPTIVE

BEING DISRUPTIVE MEANS
YOU ARE INTERFERING WITH
LEARNING OR BEING HURTFUL!



WHEN I AM ANGRY, I WILL SAY

'I WANT'

'I FEEL'

'I THINK'

'I NEED'

'I' messages
HELP ME MAKE GOOD
CHOICES FOR MYSELF!



FIVE STEPS TO accountABILITY

1 I DID IT

I'M SORRY 2

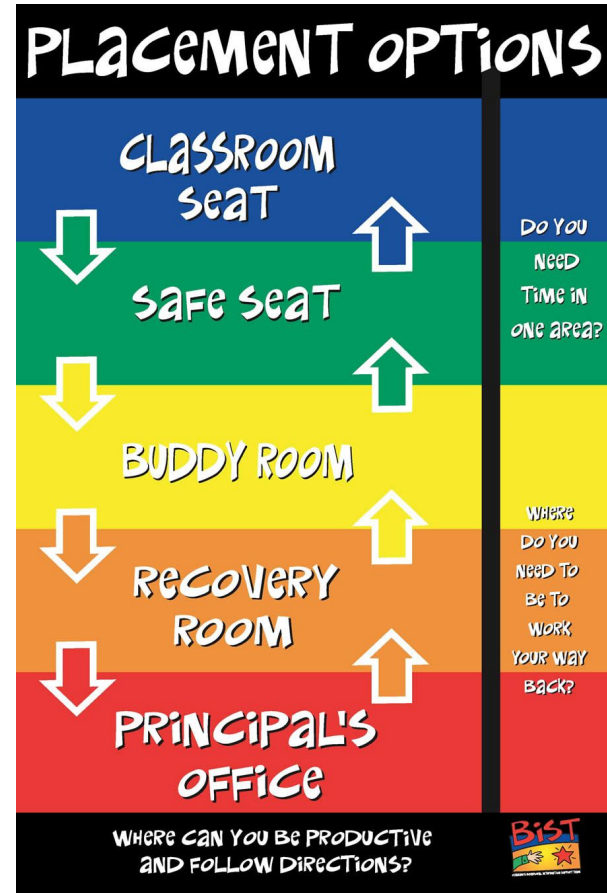
3 IT IS A PROBLEM
IN MY LIFE

I ACCEPT
THE CONSEQUENCES 4

5 I ACCEPT HELP



Placement Flowchart



Safe Seat

What happens if my behavior does not stop after **one verbal** redirect?



Safe Seat- Why you are not in trouble!

The **Safe Seat** gives you a chance to stop your disruptive or hurtful behavior, you are still in the classroom and can prove to the teacher and class you can control your behavior. This is your chance to start making better choices.

Logistics

- After one verbal redirect you will move to the safe seat.
- We will not call home-unless a pattern of movement is occurring
- You may be asked to fill out a BIST movement sheet
- You will need to listen to the instruction and do your work
- Please follow the posted procedures (rules) for the safe seat



Buddy Room

The disruptive or hurtful behavior does not stop.

The teacher will ask you to move to the buddy room, leave your belongings.

Enter the buddy room quickly and quietly, this is your last chance for your behavior to stop.

Fill out a BIST movement sheet-why did you get moved to the buddy room.

Sign in and out on the Buddy Room tracking sheet

At the end of class report to the buddy room teacher for further instructions.



Recovery Room

If the disruptive or hurtful behavior does not stop in the Buddy Room

The teacher will ask you to move to the recovery room, take your belongings.

Enter the recovery room quickly and quietly, this is your last chance for your behavior to stop.

Sign in and take a seat as directed by the recovery room teacher.

If you are sent to the recovery room from the Buddy room you will stay in recovery until the end of that class period.

Process with the Recovery Room teacher and create a plan to help us be successful going forward.

Wait for recovery room teacher to dismiss you, please have a pass before you leave.

Processing-Owning Behavior

Processing is when you and the adult have a conversation about the behavior and what got you moved to the Safe seat, Buddy room or Recovery Room

Processing can be hard but it is how the adults at LC help you learn skills to help better manage your behavior so you can be in the learning environment with your peers.

Processing Steps

1. Meet with the adult - Build relationship	6. Help you see if this is a problem in your life - “Do you always get in trouble when you are mad?”
2. Find out what happend	7. Set a goal for improvement - “I don’t want you to be in trouble just because you are mad. Can I help you?”
3. Identify your missing skill	8. Make a plan for improvement
4. Help the adult understand your emotion - Empathize with student	9. Practice what you will do next time
5. Connect your feeling to the behavior or emotion - “What did you do when you got mad?”	10. Apologize