

Santa Fe Trail **BIST** Building Plan

Building goals:

Goal 1. Establish a positive, well-mannered, safe community.

Goal 2. Implement the use of BIST language correctly.

Goal 3. Follow BIST procedures consistently.

Goal 1: Enforce expectations consistently and rigorously. This will occur with the teaching and monitoring of the following: (Use the following lists as reminders on morning announcements.)

Community Expectations

use eye contact	get permission to leave your assigned area
respond to adult greetings	do not interrupt people who are speaking
yield to others for common courtesy (younger children, adults people with special needs)	when an interruption is unavoidable, say "excuse me"
send only 1 student to the restroom at a time, per class. (<i>not 1 boy & 1 girl</i>)	don't interrupt people when they're on the phone
say "please", "thank you" and "excuse me"	practice good lunchroom etiquette
walk <u>silently</u> while in the hallway	use appropriate voice levels/tone
use single file lines in the hallway	respect personal body space
keep hands, feet and supplies from touching others (including walls)	address adults as Mr. or Mrs. until otherwise told
hold the door for the person behind you	use designated stop points in the hall

Santa Fe Trail **BIST** Building Plan—cont.

Classroom Expectations

enter the classroom quietly	get permission to leave the room
upon entering the classroom greet adults	seek help appropriately
sharpen pencils before instruction	wait for help patiently
listen to school announcements	get into groups as directed
get to work immediately	participate in class discussions
explain tardy procedures	follow end of the day procedures
explain absent procedures	resolve conflicts reasonably
listen and respond to questions	review playground equipment use
enforce restroom & drink procedures (with sign out and pass)	talk about behavior when there are classroom visitors
work cooperatively	discuss procedures for passing in papers
get permission to leave your desk	demonstrate paper headings
keep desk and room orderly	review severe weather alert
line up promptly & quietly wait in line quietly	discuss fire drill procedures

Individual Expectations: (for all adults and staff members)

- Consistently and rigorously enforce expectations.
- **INSTRUCT** and model each expectation by questioning.
- **EXPLAIN** the relevance of each expectation.
- **PRACTICE** with your class what it should look/sound like.
- **REVIEW** intensely the procedures & expectations throughout the first quarter.
- **ENFORCE** community and classroom expectations at **ALL TIMES**.
- Hold yourself **ACCOUNTABLE** to instruct what **EACH** expectation should look/sound like.

*****Consistently and rigorously enforce expectations.**

Santa Fe Trail **BIST** Building Plan—cont.

Goal 2: Implement the use of BIST language correctly.

Use BIST language with **GRACE** and **ACCOUNTABILITY**. *Grace* means you give a student what they need not what they deserve. *Accountability* means you consistently enforce consequences.

- I can see (define behavior).....
- Can you (desired behavior)
- Even though (state feelings)

Goal 3: Follow procedures using safe seat and buddy room, **using office as a last resort**.

Process with students **only** when they have truly accepted, and are able to define their behavior.

BIST Tips for Staff Bulletins

Give **only one prompt** before having students go to the safe seat.

Use **Supportive** language ie. (I don't want **you** to get into trouble)

Show **Empathy** by stating that you recognize a task or behavior change may be difficult.

Show **Acceptance** by stating that it's OK to make mistakes and that nobody is perfect.

Give students an **Invitation to grow** by reassuring the student that s/he **CAN** change by making better choices.

Reassure that you will be available to **Support** and that you desire success for him/her and would like to help.

Deescalate students by reassuring that you don't want them to be in trouble.

Explain your intent that you simply want to ensure everyone's safety and/or opportunity to learn.

Reinforce calm behavior by saying, "You're doing a great job of ... listening...speaking quietly...etc.

Ask Questions and avoid solving issues for students. Asking questions increases thinking and develops problem solving skills.

Validate student's feelings "It's OK to be mad, but it's not OK to be mean." "If that happened to me, I would be upset too."

Create a plan together and give the student hope. Your questions should lead the student to solving the problem and relaxing. "You are not alone. I bet this is hard."

Monitor your own body language. Stay out of personal body space to avoid escalating the situation.

Remain calm. If you keep a flat affect, the student cannot pull you in on an emotional level. Keep in mind that the problem isn't yours.

Explain out loud all of your movements and ask before you touch.

Define expectations in a clear and simple format.

>"It's *always* okay to do your best and ask for help."

>"It's always okay to be kind and helpful."

Remember: "Students will *never* be more **accountable** or **compassionate** or **demonstrate** more **self-control** than the adults working with them."

BIST Tips for Staff Bulletins – cont.

Remember: “Grace without accountability **OR** accountability without Grace will *NOT* work.”

Remind students of the Goals for Life- “I *can* take good care of myself *even if* I’m mad!”

Remind students of the Goals for Life- “I *can* be productive and follow directions *even if* I don’t want to.”

Remind Students of the Goals for Life- “I *can* be okay, *even when* others are not okay.”

Processing consists of questioning students in a way that enables them to problem solve for themselves.

Have students make a plan to correct mistakes in the future. “What’s that going to look like next time?”

Stay consistent with your expectations i.e. *only 1* prompt, safe seat, buddy room *then* think sheet & office referral.

Work your way back through the management continuum i.e. office, buddy room, safe seat, and *then* back to desk.

Remember BIST is all about supporting students to be successful and meeting them where they are. “*Because* I don’t want you to be in trouble, can you sit at the safe seat until you are able work even though you don’t really want to?”

Teach the missing behavioral skills (i.e. How to do something when I don’t want to do it) *avoid* presuming the student will “catch on”.

Building trust is a HUGE factor in the effectiveness of using BIST.

Processing should *always* be a part of re-entering the group following a time in the safe seat or buddy room.

Santa Fe Trail Guidelines for Student Escalation

Escalation is defined as a behavioral or emotional outburst that cannot be calmed. Classified and certified staff should be familiar with the following guidelines when dealing with a student experiencing an escalation.

1. Restraint is the very LAST resort, when a child is a danger to himself or others. Avoid hands on at all costs. Document all incidents in writing to principal within 24 hours.
2. Avoid touching a student in order to take control of his/her body at all costs. It is the very last resort.
3. The goal is to know the child well enough to read antecedents (what precedes or triggers a behavioral or emotional outburst) and intervene beforehand, possibly encouraging the student to go to a safe place prior to an incident.
4. Call for a CPI-certified Resource Teacher by contacting the office if a child is escalating and will not leave the room. The CPI-Certified Resource Teacher will bring a CPI-certified teammate to the room if one is not already present in the room. Do not leave the escalating child alone.
5. If a student can walk out of the room on their own power, and with only a slight touch to guide this is called an escort. In the case of an escort, the homeroom teacher does not need to remove the class from the room.
6. If the two CPI-certified staff members must use a CPI-restraint hold, the homeroom teacher will remove the class from the room, leaving the two CPI-certified staff members in the classroom with the escalating student.
7. CPI-restraint may only be used if it is documented on the IEP and BIP. Otherwise, parents and emergency contacts should be called to come to the school.
8. In only the gravest of circumstances should a staff member restrain a child if they are not CPI-trained. A staff member should never restrain a student if the student is bigger than the teacher.

CPI Training Notes

*MOST CRITICAL THOUGHT – WE PROVIDE FOR THE CARE, WELFARE, SAFETY AND SECURITY OF ALL STUDENTS.

*YOU NEED TO MAINTAIN YOUR POWER – BEST TO KEEP KID IN CLASSROOM (COMMUNICATE WHY SENT).

*IF YOU WANT KIDS TO DO WHAT YOU WANT THEM TO, YOU MUST IN INTERNAL RATHER THAN EXTERNAL CONTROL (INVEST IN YOUR KIDS, BUILD RELATIONSHIPS, DEVELOP TRUST)

5 steps to setting limits with kids

1. identify inappropriate behavior
2. explain why behavior is inappropriate
3. give choices and consequences
4. allow time for it to sink in
5. enforce consequences

*GOOD INSTRUCTION CAN ELIMINATE BEHAVIOR ISSUES AND ASSIST WITH MANAGEMENT IN THE CLASSROOM.

*HOW WE ACT INFLUENCES HOW OTHERS ACT; WAIT THE BEHAVIOR OUT!

Be and active listener – don't just hear them; body language is over 70% of communication. How we say, what we say is very important – tone is crucial.

C oncentrate

A cknowledge

R espond (paraphrase,etc.)

E mpathize

4 ways kids pull you into a power struggle

1. defending your authority
2. personal put downs
3. pulling you away from the subject
4. unenforceable consequences

*MAKE A WRITTEN CONTRACT WITH STUDENTS.

CPI Training Notes—cont.

Behavior levels to approaches

1. Anxiety – be supportive
2. Defensive – be directive
3. Acting Out Person – NPCI
4. Tension Reduction – therapeutic rapport (process)

*CPI SUPPORTIVE STANCE IS PERPENDICULAR TO CHILD IN CRISIS 18-36” AWAY, PALMS OPEN AND TO THE SIDE.

Defensive levels

1. Questioning authority – give rational response, stay on topic, redirect, set limits
2. Refusal – set limits, give choices, can't make them do it
3. Release – allow venting, remove individual or class as audience, set limits and state directives
4. Intimidation – set limits, take threats seriously, document, seek assistance

*AN “I'M SORRY” IS NOT ENOUGH – MUST BE ATTACHED TO BEHAVIOR

*DON'T GIVE “IF YOU DO THIS” STATEMENTS; GIVE “WHEN YOU DO THIS” STATEMENTS (OFFER 2 POSITIVE AND 2 NEGATIVE CONSEQUENCES)

Precipitating Factors – internal/external causes of acting out behavior over which staff has little or no control

Rational Detachment- ability to stay in control of one's own behaviors and not take acting out behavior as personal; control your own response; maintain a professional attitude; find positive outlet for negative feelings (eating, exercise, TV, etc.)

CPI personal safety techniques

- Move into grab position, identify weak point, pull down, “let go”
- Gain a psychological advantage
- Gain a physiological advantage
- On a bite, rub under the nose or give a “wet willie”
- No element of pain involved
- No floor restraints
- Safe, nonharmful way to deescalate
- On a strike, block the weapon and move away
- Defensive techniques
- Kicking you – block with foot, arms up too
- Grabbing you – use leverage by pushing in AOP's arm into his body, grab arm being held with opposite hand, pull away from weakest area of grip, yell “stop”
- Hair pulling – immobilize person's hand holding the hair, push down on knuckles, move into AOP's body to gain leverage, pull down to release, yell “stop”
- Choke – raise your arms for leverage, lean away, twist away, chin into chest, shoulders raised

CPI Training Notes—cont.

Crisis Response Team

- 4-5 people
- must be CPI certified
- 1 member should know the AOP
- Have a spotter
- Team Leader – first on scene, good rapport with AOP, confident and competent, assesses situation, plan the intervention, direct team members, communicate with AOP
- Safety (strength in #'s), Professionalism (support others), Litigation (document)
- Auxiliary Team members – check well being of AOP, address needs to deescalate, recognize when time to change interventions, engage in verbal de-escalation with AOP, remain silent in background

Processing....

Child must be -

- in control/calm
- oriented (able to establish facts)
- patterns (look at past behaviors)
- investigate (alternative responses “What are 3 things you could have done instead?”)
- negotiate (contract with the kid in writing)
- give (return power and responsibility)

Staff must be –

- back in emotional and physical control
- oriented, able to share factual info
- patterns (review staff responses to team)
- investigate (alternative responses)
- negotiate (make necessary changes for improvement)
- give (offer support and encouragement to each other)

Plan of action for John Doe (class/teacher)

DATE:

INCIDENT: At approximately 2:15 PM John came to my office with an Office Referral. John was seen by an adult to be pushing another student while at recess.

John discussed the incident and explained what occurred.

John stated that, "I was kicking the ball. Someone told me to get off the field. I told them that he was going to start crying if I didn't. Then someone said a cuss word. I thought it was this one boy so I stopped him. So I pushed him."

I then proceeded to review our Santa Fe Trail rules and the fact that safety is our #1 priority at this school.

An occurrence like this again will result in a short-term in or out of school suspension.

Next I provided John some strategies for the next time he becomes upset with another student.

PLAN OF ACTION:

Step 1 – Ignore the student who is bothering you.

Step 2 – If possible, walk away from the student or ask permission to move if in the classroom. If it is at recess, find a different game to play.

Step 3 – Ask the person kindly to please stop bothering you.

Step 4 – Tell the student who is bothering you, "I have asked you nicely now I am telling you to stop bothering me."

Step 5 – Seek adult help and begin by telling the adult all of the steps you have gone through so far to try to fix the problem.

Student

Parent

Classroom teacher

Principal

SANTA FE TRAIL ELEMENTARY SCHOOL

DISCIPLINE REPORT

Student Name: _____ Grade: _____ Date: _____

NOTICE TO PARENTS

Your child, _____, has created a problem at school which needs correcting and guidance. This notice is to alert you to the kind of problem that exist, what action the school has taken, and how you and the school can work together in a team effort to correct the undesirable behavior and guide the student in making appropriate choices. Please sign and return this report to the school to indicate that you have received it.

Teacher's Signature

Principal's Signature

TYPE OF MISBEHAVIOR

- 1. _____ Constant refusal to do assigned work
- 2. _____ Defiance of authority
- 3. _____ Threatening of another student
- 4. _____ Fighting/Physical confrontation
- 5. _____ Abuse of teacher or staff
- 6. _____ Vandalism
- 7. _____ Stealing
- 8. _____ Leaving school without permission
- 9. _____ Other (as described): _____

Comments: _____

ACTION(S) TAKEN BY SCHOOL

The actions taken by the school to correct the above behavior are checked below. You should feel free to contact the school for a conference regarding this problem if you desire.

- | | |
|----------------------------------|-----------------------------|
| _____ Conference with student | _____ Contracts/probation |
| _____ Loss of privileges | _____ In-school suspension |
| _____ Detention (s) | _____ Short-term suspension |
| _____ Parent/Guardian conference | _____ Extended suspension |
| _____ Other (as described) | |

Date: _____ Parent Signature: _____

Santa Fe Trail Crisis Team

- Purpose - To provide a safe, intervention plan for both the acting out person (AOP) and the staff when a crisis develops within the building.
- Team Members (must be CPI certified)-
- Back-Up Team Members (must also be CPI certified)-
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- Signal on Intercom- “We need the CT (Crisis Team) Members to report to room ____.” We will need members to notify the office if they cannot report to the situation. We will need no less than three team members at each incident. Upon responding to the incident, please take with you either a walkie talkie or cell phone.
- Once at the Scene of the Incident- The first team member to arrive is the Team Leader for the situation. That person will assess the situation and direct what roles the auxiliary team members will play (note taker to document incident, possible restrainers). Auxiliary members are to remain silent during situation with only the Team Leader communicating with the AOP.
- Remember, the main goal is to deescalate the situation safely and preferably with verbal interaction as opposed to physical restraint. 😊

General Crisis Management Guidelines and FAQ

1. When are law enforcement officers to be called?

- a. When a student is deliberately aggressive/violent toward another student in a serious manner.
- b. When a student makes a clear and serious threat to harm others and/or the school. Early intervention with the police prevents violence when older.
- c. When a student is physical toward a teacher and the aggression does NOT occur while in the process of restraining, or attempting to keep student in a designated area. During restraint, the intent is not to harm.
- d. When the student is destructive to property resulting in serious property damage
- e. When a student runs off the school premises.
 - **The school administrator / principal makes the final decision regarding when law enforcement are to be called.**

2. When the police are involved, what are the things they might do?

- a. Simply inform the student about the seriousness of the behavior / situation.
- b. Inform the student of possible consequences for this type of behavior.
- c. File a police report.
- d. **Notify Juvenile Intake Assessment Center (JIAC)** if the child is age 10.
- e. **Individual(s) injured may press charges.** District attorney will decide.

3. When does the principal need to be involved?

- a. The BIP might specify.
- b. When the teacher **has needed “hands-on”** physical control / restraint for a period of time (i.e., 30 minutes) and the student is still not regaining selfcontrol.
- c. When the student is being aggressive toward others or seriously destructive to property or is threatening to do so.
- d. When assistance is needed because there is more than one crisis occurring in the classroom at a given time.
- e. When a specific threat has been made to a person(s).

4. When does a parent need to be contacted via phone?

- a. If their child has been the victim of aggression by another student.
- b. If their child has been destructive to property, aggressive towards others and/or made serious threats to harm others.
 - **Often the police** have had to be called to deal with their child’s behavior.
 - Usually a suspension is occurring.
- c. When the child is out of control for an extended period of time and / or has not been able to regain self-control.

General Crisis Management Guidelines and FAQ—cont.

d. When CPI (hands on restraint / control techniques) **is** used. (If a “minor situation” it may just be documented on the point sheet.)

Some BD teachers **may have weekly contact with parents to touch base, in addition to the point sheet. However, the point sheet is the main form of communication.

(Don't forget the importance of *positive phone calls* to parents as well!!)

5. When should CPI hands on restraint / control be used with a student?

- a. Physical restraint / control techniques should be the last resort. **It is only recommended when verbal de-escalization, proximity control and other techniques have been exhausted.** Typically not to be used to get the student to comply with a request, etc.
- b. **Before using CPI, remove other kids out of harm's way to another setting.**
- c. When the child is physically aggressing or trying to aggress on others.
- d. When the child is being self-injurious.
- e. When the child is being destructive toward property in a way that is putting others at risk of getting hurt.
 - Key staff people should get CPI training: the BD teacher, the BD para, the principal, possibly the nurse, behavior specialists, the social worker, etc.
 - **If CPI is necessary, use a team control stand-up restraint.**
 - **If transport is necessary, use the transport technique with two staff member.**
 - **For student who refuses to go to an assigned area, stay in close proximity and give plenty of time for student to comply. State that he will need to be assisted and use the transport mode to safely transport the student. If he/she becomes aggressive, change to the normal restraint.**
 - BIP plans should be specific about the procedures used and the CPI guidelines will be followed.

Helpful Hints:

- **Have a “lesson to go” ready in a kit or box for the class when they need to pick up and go.**
- **Practice leaving the classroom safely and quietly at a time when no crisis exists.**
- **Process with the kids who have been out if the police show up.**

General Crisis Management Guidelines and FAQ—cont.

6. **What kind of documentation needs to be done and who does it? When does an incident report get completed? Who completes it? Where does it go?**
 - a. During an incident (or right after) the teacher writes down what happened, listing specific behaviors and words of the student as well as what was done to assist the student. (This can be done on triplicate paper.)
 - Send 2 copies home. The parent keeps one copy, signs the other, and returns the signed copy.
 - The principal is given a copy to file.
 - b. **For serious incidents**, the principal **must** write an incident report and send into the district.

7. **After someone has been suspended, how do they reenter?**
 - a. There is usually a “re-entry meeting” with the student, parent, principal and teacher before the child steps foot back into the classroom.
 - b. It would be a good idea to do a “think sheet” with the student – reviewing what happened and what needs to happen next time the child is i.e., upset.
 - c. The classroom rules / expectations need to be reviewed again.
 - d. The child may need to work his way back into the “student community” through some type of level system.
 - e. Process with the student before they leave the building for suspension.

8. **Who else might need to be contacted if there is a crisis incident with a SPED student?**
 - a. The **special education** area coordinator if some serious **incident has occurred**.
 - b. If there is a Family Focus case manager from Johnson County Mental Health Center, that person should be notified. (Only if there is a release of information form in place.)
 - c. If there is a release of information form for a juvenile officer, that person should be contacted. **You may work through your DARE officer.**
 - d. Possibly the school psychologist, behavior specialist, autism specialist.

9. **Following a crisis it is ideal to do a debriefing. Remember Confidentiality.**
 - a. Learn from the situation. What did staff do well? What could be improved?
 - b. Does a **BIP** need to be developed or the current BIP altered?

General Crisis Management Guidelines and FAQ—cont.

10. When do suspensions occur?

- a. The principal decides – based on school policy.
- b. Drugs and Weapons will most likely result in immediate suspension.
- c. **Any part of the day is counted as a whole day of suspension.**
- d. If the student wants to be sent home, in-school suspension should occur as an alternative.
 - **If three criteria are meant during that in-school suspension, it does not have to be counted as a suspension. These criteria are:**
 - Special ed services continue
 - Progress in the general ed curriculum continues
 - Student still has contact with general education peers as before (sit in safe spot, in cafeteria, recess).
 - **Only 10 days are allowed for suspensions with no special ed services. For any behavior that would cause suspension to continue into the 11th day, a manifestation must be held on the particular behavior that caused the current suspension, and special education services must be furnished.**
 - **When suspensions accumulate from 5 to 7 or there is a pattern to the suspensions, a new plan needs to be developed to help the student succeed. Also, call the coordinator regarding any incident that is of an extremely serious nature. If a student leaves for any part of the day it is counted as a full day of suspension.**

11. What if the student runs?

- a. Get immediate help from your School Crisis team, para, colleague
- b. Notify the office / SRO immediately
- c. Contain the child in the building if possible
- d. Notify police, then parents if the child has left the school premises.
- e. Make sure the special education coordinator is notified if child has left school.
- f. Principal should file the district incident report.

In addition:

- Each building should identify a Crisis Team and list primary members as well as back-up team members.
- For individual students, if their plan differs from your regular classroom rules, these must be on the student's BIP
- After an intervention, re-establishment of communication with the acting out student is important. Make time for tension reduction and processing with the student as detailed in your CPI training.

HOW TO BE GOOD AT GIVING BAD NEWS

Prepare your workplace:

- Consider arrangement of furniture where you will deliver the bad news
- Is it possible for you to get trapped between the person and the exit?
- Does your own desk stand in the way of a potential escape route?
- No matter where the setting, never turn your back on someone who is agitated or angry.
- Consider having a school personnel as a witness in the meeting as well.

Prepare yourself:

- Be prepared for possible blame, insult or personal attack.
- Anger may turn to disappointment toward you.
- Stay in control of your own behavior and don't take the other person's behavior personally.
- If you become angry or unprofessional, it will likely agitate the person who will become more difficult to manage.

Preserve the other person's dignity:

- Disciplining someone in a hallway or discussing confidential information in front of other people is often embarrassing and is likely to trigger anger and defensiveness.
- It is best to deliver in private (when possible)
- Always be polite and respectful.
- Consider your approach, tone, timing and intent when delivering the bad news.
- Remember that in private can still mean that you ask another school personnel to be present as a safety precaution.

Be objective:

- Avoid judging the news in advance.
- Don't say, 'You're not going to like this...' or 'I'm afraid I have some bad news...'
- Instead, present the information in a straightforward but tactful manner; keep it short and simple.

Listen with empathy:

- Try to imagine how the situation would feel in reverse.
- Allow the person to vent feelings, but don't let those feelings put you on the defensive.
- Avoid being drawn into an argument.
- Instead, think about what the person is probably feeling and how those feelings are affecting what he is saying.

Offer something:

- Even if you cannot give the person what he/she wants, offer something such as another solution to the problem.
- The alternative may not be what the person wants at the moment, but offer the time to consider the alternative.
- No matter what, you can always offer someone respect and dignity.

*If appropriate, get with your secretary in advance to come in and "rescue" with notice of an upcoming appointment; 30 minutes is generally a very sufficient amount of time. Know too that it is OK to say, 'I cannot help you with this situation right now based on your responses.' Stay above the situation so that you are able to state, 'My staff has never spoken to you in that manner and we respectfully expect the same in return.'