The BIST Leadership Reflection Tool

Focus: Distinguishing Management from Skill-Building

1. The "Purpose of Placement" Check

When you see a student in a Safe Seat or Buddy Room, observe the interaction (or the work provided).

- **Maintenance:** The student is sitting idle or doing "busy work" just to stay quiet.
- **Change:** The student is engaging with a **Think Sheet** or a teacher is preparing to **Process**, focusing specifically on which *Goal for Life* was a struggle.
- **Reflection:** *Is this placement a "time-out" or a "training-in?"*

2. The "Language of Accountability" Check

Listen to the dialogue between the educator and the student during a redirection.

- **Maintenance:** "If you don't stop, you're going to the Buddy Room." (Focuses on the consequence).
- **Change:** "I'm noticing you're struggling to be productive. Do you need to move to the Safe Seat to get back on track?" (Focuses on the struggle and the support).
- **Reflection:** *Is the adult acting as a "Judge" or a "Coach"?*

3. The "Re-Entry" Check

Observe a student returning to the "Group" or their regular seat.

- **Maintenance:** The student returns and is ignored, or the atmosphere remains tense.
- **Change:** The teacher provides a brief, "I'm glad you're back," and monitors the first few minutes to ensure the student can "clear the hurdle."
- **Reflection:** *Does the student feel they have a "clean slate" to practice their new plan?*

4. The "Frequency vs. Growth" Data Check

Review your office referral or "Buddy Room" logs for the week.

- **Maintenance:** The same names appear daily for the same behaviors with no shift in duration or intensity.

- **Change:** A student's frequency of removal is decreasing, or the "processing" time is becoming more productive and student led.
- **Reflection:** *Are we treating the symptoms daily, or are we curing the deficit?*

BIST Leadership Tip: During your next staff meeting, ask your team: *"If we removed our presence, would our students still know how to be okay?"* Their answer will tell you exactly where your school sits on the spectrum of change.