

Building Staff Resiliency

Step Away and Tap Out System



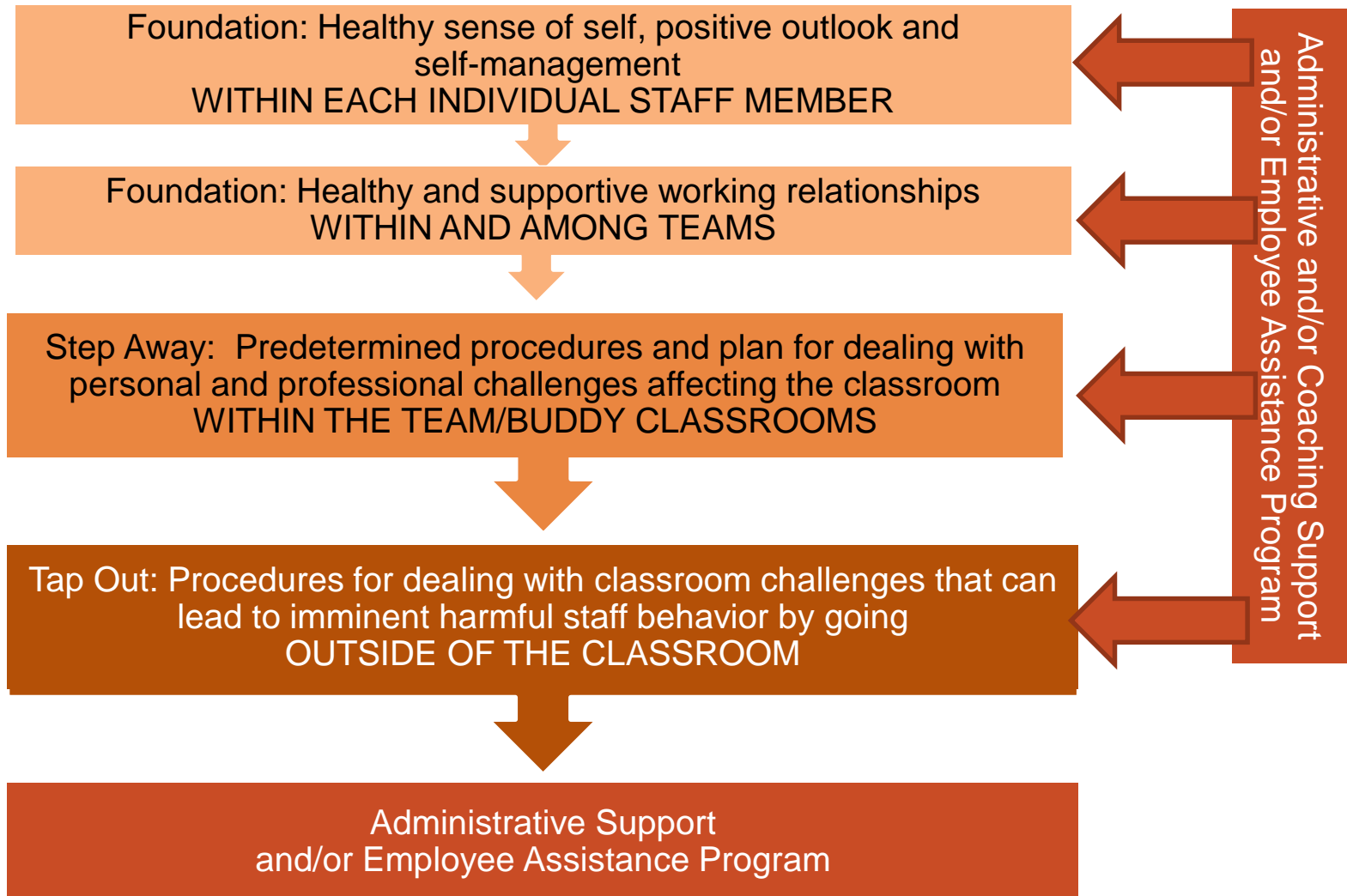
Jefferson County Public Schools
Early Childhood

January 26, 2018

Objectives

- To understand the importance of working together to build staff resiliency as a team – to successfully and appropriately support each other and our students in the face of challenges
- To build knowledge and skills in implementing the Step Away and Tap Out System
- To practice using the Step Away and Tap Out Systems

Building Staff Resiliency

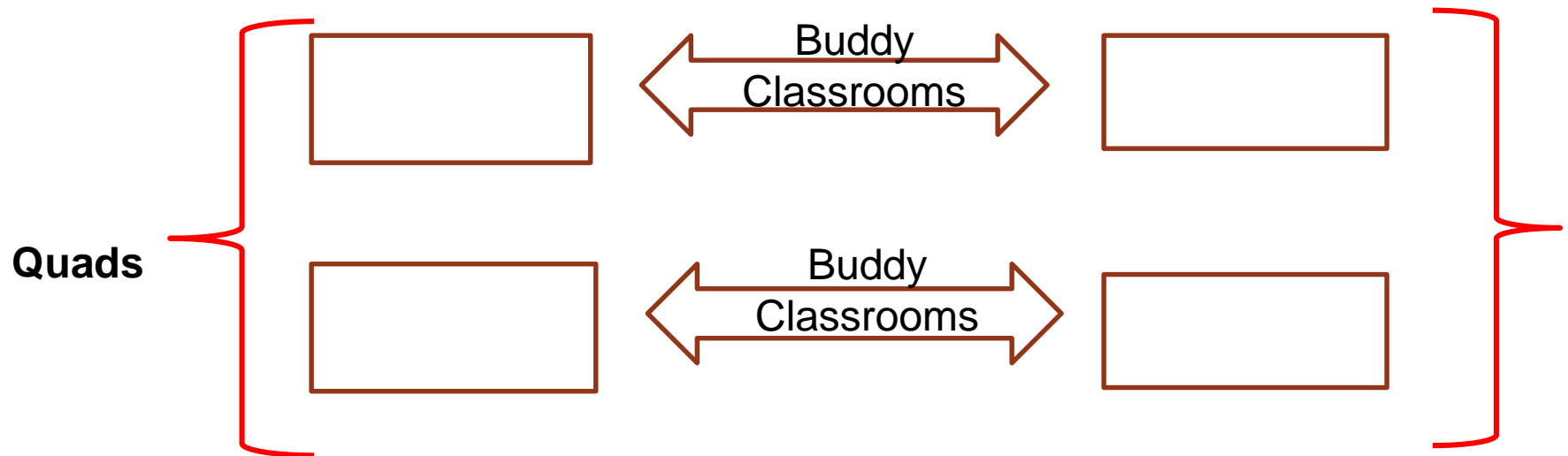


Step Away

- Reciprocal team support systems
- Within the classroom or with buddy classrooms
- First line of support for staff is their team
- Encourages team members to recognize own and others' triggers
- Expects team members to step in for each other
- Allows team member to briefly step away, take a deep breath, collect themselves and return as quickly as possible

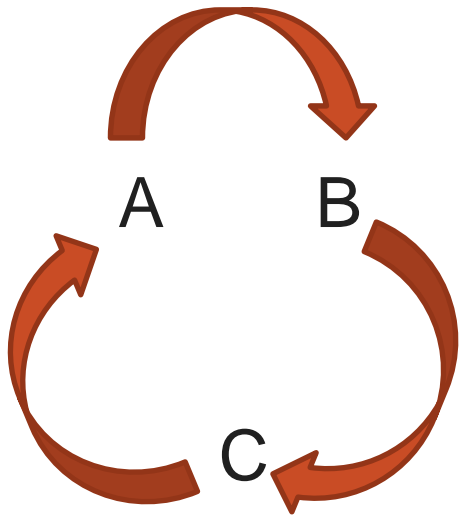
Step Away

1. Form buddy classrooms, and quads.



Step Away

2. Together as buddy classrooms and quads, develop and share a list of challenging situations and suggested strategies/solutions for each classroom.
3. Assign buddies within each classroom.



Step Away

4. Watch for triggers and actively recognize when you or a buddy needs to step away.
5. Be a buddy and step in by:
 - a. Letting your buddy step away within the classroom
 - b. Swapping places or duties with your buddy
 - c. Moving the source of difficulty away
6. If there are only two people, call for help from a buddy classroom.

Step Away

7. Lead teacher will ensure all instances of stepping away in the classroom are logged by the team member using the procedure using the Classroom Step Away Log sheet.
8. Lead teacher will report frequent use of step away procedures to supervisor.
9. Supervisor will problem-solve with team to provide additional supports and strategies.
10. Supervisor may recommend additional training and/or Employee Assistance Program.

Step Away

Classroom Step Away Log Sheet

<i>Date</i>	<i>Instructional Staff Member Notes</i>

Tap Out

- Support system for tapping out of the classroom when inappropriate staff behaviors become imminent in the context of difficult situations
- To be used only as part of a larger effective system of supports including stepping away within the classroom
- Used sparingly or as a last resort, or after attempts to step away from a challenging situation are unsuccessful and the situation and/or staff member escalates

Tap Out

1. If you believe you are in imminent danger of acting or reacting inappropriately or causing harm to children, remove yourself from the situation as quickly as possible.
2. If there are 3 staff members in the classroom, discreetly inform your teammates and leave the classroom to regain composure.
3. If there are only 2 staff members in the classroom, call your supervisor to ask for a Tap Out of the classroom. Your supervisor will authorize someone from another classroom to come to your classroom.

Tap Out

4. If you Tap Out of the classroom, report to your supervisor immediately.
5. If your supervisor is available, she/he will debrief with you and discuss possible ways to handle this situation in the future, and offer additional supports if appropriate. You will also be asked to complete a written reflection.
6. If your supervisor is not immediately available, you will report to the office to complete a written reflection. Step 5 and 6 are interchangeable in order.

Tap Out

7. If your supervisor is still not available to debrief with you at this time, you will debrief with your supervisor at the end of the school day.
8. This is not your 'break time'. Tap out should be used sparingly.
9. If you use Tap Out frequently, work with your supervisor to identify behavior management and classroom management strategies that you can employ.
10. If necessary, your supervisor will recommend additional training or supports such as the Employee Assistance Program.

Tap Out Reflection Sheet

- What events led to the need to Tap Out?
- Name three ways you can respond positively during a challenging event.
- What additional supports do you need to lessen the likelihood of Tap Outs in the future?

What would you do?

Discuss each situation with a table partner. Together, decide what the best course of action should be.

Situation 1

- Your car just broke down on the highway and you were late for work.
- You are supposed to have a formal observation this afternoon.
- One of your students is crying and refuses to get off the floor because she does not want to go to lunch.

Situation 2

- The lead teacher is absent today.
- A child who has been struggling with adjusting to his new school would not stop crying because the teacher is out.
- Today, he starts hitting your colleague and another student.
- Your colleague raises her voice at the student.



**Healthy Instructional
Staff and Healthy
Teams make Safe and
Happy Classrooms!**

