Elementary Discipline Alternative Education Program

DEPARTMENT OF SOCIAL AND EMOTIONAL LEARNING

The Houston Independent School District's Elementary Discipline Alternative Education Program (EL DAEP) provides a safe and nurturing environment for 3rd to 5th grade students who are assigned a disciplinary removal under Texas Education Code, Chapter 37. The assignment to the EL DAEP is a temporary 15 day placement. The EL DAEP focuses on the students' educational and behavior needs, provides a low student/teacher ratio, counseling and highly structured environment and intensive supervision. Instruction is provided in English language arts, reading, mathematics, science and history, as well as self-discipline and self-regulation. Each student receives an individualized Behavior Improvement Plan, individualized SEL goals and steps to attaining them, and/or drug awareness instruction. The home school contributes to the design of the Behavior Improvement Plan. In addition to complying with Chapter 37 of the Education Code addressing mandatory removals,

Mission: **Individualizing education, social skill building and connection for at-risk students.**
Vision: **Students successfully transitioning back to the home school with improved behaviors and coping skills.**

ACADEMICS

The HISD Scope and Sequence is followed for all content areas taught. The Manager and the Assistant Principal serve as the instructional leaders and monitor the alignment and quality of instructional engagement. The EL DAEP teachers are certified in ESL, Bilingual Education, and Special Education in addition to the core content areas. Students with a history of reading challenges are screened for a disability and receive customized reading instruction. (*See attachment A*).

TEACHERS AND STAFF

The EL DAEP teachers are highly trained in behavior theory and practice, classroom

management and providing positive interventions and supports. The EL DAEP teachers are adept at building relationships and encouraging at-risk students to try hard and excel.

EL DAEP teachers and staff are trained in CPI, *Nonviolent Crisis Intervention*® program. Staff are trained to use a system of verbal and physical intervention techniques that can help them recognize and address escalating behavior at its earliest stages—before it can escalate further. The *Nonviolent Crisis Intervention*® program focuses not on restraint, but on ways to avoid the need to restrain.

BEHAVIOR IMPROVEMENT PLAN AND SOCIAL AND EMOTIONAL LEARNING GOALS

The home school contributes to the development of the Behavior Improvement Plan (BIP) and helps identify the students' lagging skills. Together, the home school and the EL DAEP determine

replacement behaviors for challenging behaviors. The EL DAEP adopts Social and Emotional Learning (SEL) skill goals based on the student's lagging skills. The development and use of replacement behaviors and of the SEL skills is a focus for the 15 day placement. The EL DAEP implements the BIP, refines it and monitors it closely. The EL DAEP works with the students in mastering and monitoring their SEL skills. The BIP and the SEL goals are taught, used routinely and naturally through-out the school day, are reinforced and are retaught often. Teachers help students track their progress toward mastering the SEL skills and using replacement behaviors for challenging behaviors. (*See attachments B, C and D respectively for an example of a BIP, the Assessment of Lagging Skills & Unsolved Problems and SEL goals.*)

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT

Positive Behavioral Inventions and Supports are used to set students up for success. Preventative, and proactive approaches are the foundation of the EL DAEP's routines and procedures. The EL DAEP is a high-structure and high-supervision environment. Students are not given many choices when it comes to routines and procedures. Using the Safe and Civil Schools CHAMPS model, students are explicitly taught the expectations for behavior in all aspects of moving about and operating in the EL DAEP. Student expectations are taught, modeled, rehearsed, retaught and reinforced. Misbehavior is addressed consistently, calmly and respectfully, and students are redirected

to use appropriate behaviors and are immediately reinforced for doing so. (*See attachments E for CHAMPS Expectations.*)

PROBLEM SOLVING APPROACH

When students are having difficulty using adaptive behaviors to deal with frustration and anger, the faculty and staff are trained in using what Dr. Ross Greene calls *Plan B*, collaborative problem solving. *Plan B* helps adults understand and clarify a student's concern about an unsolved problem. It helps the student understand the adult's perspective and concern about the problem, and it invites both parties to collaboratively come up with a solution that works for the student as well as the adult. (*See attachments F for a Plan B meeting*).

FACULTY ROLL CALL

Each morning, the faculty meets at *roll call* to discuss student progress and consider changes that need to be made in regard to safety and systems to more effectively respond to the needs of the students. The team also goes over any necessary changes to a student's BIP or SEL goals daily.

CHECK IN / CHECK OUT

Every morning, students *check in* with a teacher-mentor. Together they reflect on the previous day's progress on using their replacement behaviors and on mastering their SEL goals. Teacher-mentors coach the students to consider areas on which they need to focus, and/or on progress that needs to continue and be celebrated. Similarly, at the afternoon meeting, right before dismissal, the student and teacher-mentor will meet for *check out* to reflect on how the student performed. They reflect on times when the student didn't use their SEL skills and consider what stopped them from doing so and consider how they can more consistently use them. (*See attachment D, part 2*).

PROGRESS MONITORING

The *Student Behavior Management Plan* allows students to track their progress every 30 to 45 minutes, using a behavior log. Students consider if they are following the school/teacher expectations, responding appropriately to adults and interacting appropriately with their peers. Students are reinforced for making an effort to use these behaviors. If students are mastering these behaviors

for 80% of the time, they earn a prize at the end of the week or sooner. Some students are more responsive to more immediate tangible rewards and, at the end of the day, can earn a tangible for morning behavior and/or a tangible for afternoon behavior. In cases of extreme or unsafe behavior, the student will have one behavior goal—*Behavior of the Day*. This behavior, if not already addressed in the BIP or the SEL goals, will take precedents over the replacement behaviors in the BIP and/or the SEL goals. Students are pre-corrected, redirected and reinforced for using appropriate behaviors. (*See attachment G).*

PREFERRED ACTIVITY TIME (PAT)

Twenty minutes of Preferred Activity Time (PAT) is allocated to students every day. Students have a variety of activities to choose from for PAT. If a student fell behind during the day due to not following the expectations or not using appropriate behaviors, they will have Time Owed, which is paid back during PAT. Time Owed is used to get caught up on missed work or used to work on SEL skills. (*See attachment G for daily schedule with PAT).*

EAGLE LEVEL

Any student who maintains 3s and 4s and consistently models appropriate behavior for two consecutive days will attain Eagle level. When a student is on Eagle level, they can lead Community Circles, they can be first in line, they can be office helpers, they can have PAT outside and they can walk to the bus with relaxed supervision (i.e., not hand in hand).

COMMUNITY CIRCLES

Community Circles are conducted daily. Students can choose the topic and lead the circles. This process teaches students the importance of listening, develops empathy and perspective-taking and helps connect them to their school community. (*See attachments H.)*

SELF-REGULATION

Students are taught to recognize and mange strong emotions. They are taught and practice techniques

C	Control	Voice level 0. Think to yourself: I am in control of my breath, I am in control of my body, I am in control of how I react.
H	SLOW DOWN *Just Breathe*	I help myself by slowing down And breathing deeply.
A		Self-regulation: Regulating my emotions.
M	BE STILL AND LISTEN	Be still and breathe deeply.
P	RELAX UNWIND AND RELEASE	Relax, Clear my mind, Breathe.
S		SUCCESS

of self-regulation—Breathing, Mindfulness and Relaxation. (*See attachments I.)*

PARENTAL INVOLVEMENT

Parents receive and are asked to sign the *Student Behavior Management Plan* daily. Parents are encouraged to call the school to discuss any concerns regarding their child, (e.g., did they not sleep well, were there distractions at home that might manifest at school, if their child is not feeling well, medication concerns, etc.)

TRANSITION

While at the EL DAEP, the home school either visits or touches base with the student via a virtual meeting. The home school teachers are encouraged to contact the EL DAEP and their student in an effort to stay connected and to maintain continuity in the student's work. (*See attachment J.)*

Upon completion of the 15 day placement, the parent and home school receive a copy of the BIP, SEL goals and a copy of the *Student Behavior Management Plan*. The home school is encouraged to continue using the BIP including progress monitoring and reinforcers.

BEYOND THE EL DAEP

In addition to teaching, the EL DAEP teachers put their experience and training to use district-wide by assisting schools and classrooms with creating proactive and preventative behavior management systems, where all students can meet the adult expectations and expect success.

EL DAEP Classroom Walk-Through Observation: Alignment, CHAMPS Expectations and Engagement.

Teacher:_____   Date/Time: _____

Observer: _____

Objective/Activity:_____

Alignment

Can the student tell you the objective and why it is important? _____

Is the objective referenced in the Lesson Plan on the HUB? _____

Is the objective referenced in the HISD Scope and Sequence for the week? _____

CHAMPS Expectations and Engagement

1. ***Student behavior.*** Are students . . .

   ▸ Actively engaged in the lesson? (90%) _____

   ▸ Behaving respectfully toward one another and toward you? (95%) _____

   ▸ Complying with your posted expectations and Guidelines for Success? (95%) _____

2. ***Students' connection with instruction.*** We are looking at . . .

   ▸ Opportunities to respond (OTRs—40 in 10 minutes). _____

   ▸ Percentage of correct academic responses (PCR). _____

3. ***Teacher behavior.*** Are you . . .

   ▸ Actively observing (circulating and scanning)? _____

   ▸ Using praise effectively (at least a 3:1 ratio of positive to negative interactions)? _____

   ▸ Correcting misbehavior fluently (calmly, consistently, briefly, and immediately)? _____

BEHAVIORAL INTERVENTION PLAN (BIP)

Name:	Date: 3/30/17
Parent:	School: EL DAEP
D.O.B.	Teacher: Ms. Baldwin-Williams
Telephone:	Support Staff: Mr. G. Williams

Target Problem Behaviors:

☒ Difficulty getting along with others

☒ Fighting, bullying, intimidation, harassment. threatening

☒ Student is often disrespectful toward peers and adults

☒ Student frequently engages in power struggles with others, even over perceivably small and insignificant things

Antecedents: Prior to redirection what is the environment

☒ Student is asked a question (e.g., what would you like for lunch) or given a directive

Perceived Function of Behavior:

☒ Aggressive Expression of internal conflict

Lagging Skills: What are the student's lagging skills and unsolved problems (expectations that student is having difficulty meeting in association with that lagging skill: ALSUP).

1) Difficulty shifting from one mindset or to another.

2) Difficulty connecting with people/lacking basic social skills.

INTERVENTION PLAN

Replacement Behaviors:

1) **Choose appropriate words to say**

2) **Comply with reasonable requests**

Objectives:

☒ Reduce/eliminate negative behaviors and actions toward others

☒ Increase incidents of compromise and tolerance

☒ Increase coping skills

☒ Improve communication skills

Preventative Strategies:

☒ Student will be seated away from peers they have conflicts with and/or near the teacher

☐ Student will be restricted to a certain section of the playground

☒ Teacher will redirect student verbally or physically (touch on shoulder, tap on desk, etc) when off task, provoking others, instigating, etc

☒ Teacher will remind and review school rules, expectations, and consequences with student on a regular basis and when the student is beginning to engage in target behaviors

☒ Teachers will speak and interact with the student in a neutral and emotionally flat manner using a calm tone

☒ Teachers will state directives, expectations, and directions in a clear and concise manner, and then walk away from the student to avoid being drawn into a power struggle

☒ Teacher will frequently state school and class rules in a clear and concise manner to the class

☒ Teacher will listen to the student's concerns without interrupting and validate their feelings

☒ Teacher will avoid addressing the student in front of others and will avoid power struggles

☒ Teacher will focus on the student's effort rather than their accuracy

☒ Teacher will provide the student with a more highly structured routine, schedule, and classroom environment

Teaching Alternative Behaviors:

☒ Teacher will weekly discuss, teach, and role play conflict resolution and/or coping skills with student and/or class

☒ Student will ask to take a break when they feel a conflict will escalate out of control (break could be getting a drink, running an errand, going to a specific spot to sit and calm down, etc)

☒ Student will verbalize thoughts and feelings rather than acting them out

☒ Student will avoid peers and situations that are likely to result in conflicts, fighting, etc

☒ Student and teacher will develop a cue whereby when the teacher gives the cue to the student, they know to stop instigating, bothering, and annoying others

☒ The student will be given a classroom duty or job

☐ Student will go into a class with younger students and teach and role play how to get along well, be friends, and follow school and class rules (may be once a week, once a month, or just a one time)

☒ Teacher will post the school and/or class rules, expectations, and consequences in a highly visible and prominent area

☒ Teacher will establish clear and consistent consequences for specific behaviors and make this visible to the student

☒ Teacher will teach and remind student how to say "no" and express concerns and thoughts appropriately

Positive Reinforcement:

☒ Teacher will give positive praise and encouragement and emphasize student's strengths and positive traits (utilize clinically supported ratio of at least 4 positive to 1 correction)

☒ Teacher will send positive notes home, call parents to give positive feedback, or write positive notes on assignments and planner

☒ Teacher will provide positive feedback like high-fives, hand shakes, pats on the back, etc

Consequences for Non-Compliance:

☒ Student will be subject to the school and class discipline policies and procedures

☒ Student will be sent for a timeout, break, or cool down period when they cannot calm down or escalate a conflict

☒ Teacher will talk with the student in the hall

☒ Student will be sent to the office to speak with the administrator/counselor or mentor

☒ Student will apologize to others they engage in name calling, threatening, and instigating with

Home Intervention/Support:

☒ Parent/Guardian will monitor student's academics, behavior, and attendance

☒ Parent/Guardian will maintain regular communication with teachers, administrator, and school

☒ Parent/Guardian will attend behavior meetings

☒ Parent will discuss behavior incidents with student at home

☒ Parent will discuss cause/effect/consequences of behaviors with student

Program Review Schedule:

The Behavior team will meet to review, assess, and revise the BIP (if needed) on: 4/12/17

Signatures:

ATTACHMENT C, part 1

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

Child's Name: _____ Date: _____

Instructions: The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
__ Difficulty handling transitions, shifting from one mindset or task to another	
__ Difficulty doing things in a logical sequence or prescribed order	
__ Difficulty persisting on challenging or tedious tasks	
__ Poor sense of time	
__ Difficulty maintaining focus	
__ Difficulty considering the likely outcomes or consequences of actions (impulsive)	
__ Difficulty considering a range of solutions to a problem	
__ Difficulty expressing concerns, needs, or thoughts in words	
__ Difficulty understanding what is being said	
__ Difficulty managing emotional response to frustration so as to think rationally	
__ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
__ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking	
__ Difficulty deviating from rules, routine	
__ Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
__ Difficulty shifting from original idea, plan, or solution	
__ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
__ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me, "It's not fair," "I'm stupid")	
__ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
__ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
__ Difficulty seeking attention in appropriate ways	
__ Difficulty appreciating how his/her behavior is affecting other people	
__ Difficulty empathizing with others, appreciating another person's perspective or point of view	
__ Difficulty appreciating how s/he is coming across or being perceived by others	
__ Sensory/motor difficulties	

UNSOLVED PROBLEMS GUIDE: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

HOME: Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specify assignment); Difficulty ending the video game to get ready for bed a night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with brother about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sister's bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner

SCHOOL: Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess

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HINTS & TIPS FOR USING THE ALSUP

- The **Assessment of Lagging Skills and Unsolved Problems (ALSUP)** is best used as a discussion guide rather than as a freestanding checklist or rating scale.

- Meetings should be focused almost totally on identifying lagging skills and unsolved problems. It is not the goal of the meeting to try to explain why a child has a particular lagging skill or unsolved problem, so hypotheses and theories about cause are to be avoided. It is also counterproductive to have participants go into great detail about the behaviors that a child exhibits in response to a given unsolved problem, so story telling is to be avoided as well.

- It's best to discuss each lagging skill (rather than "cherry-picking"), starting at the top.

- If a lagging skill is endorsed, don't continue moving down the list of lagging skills. Move over to identify the unsolved problems associated with the lagging skill.

- An unsolved problem is an expectation a child is having difficulty meeting.

- To identify unsolved problems, begin with the stem, "Can you give some examples of times when (name of child) is having difficulty..." and then restate the endorsed lagging skill.

  EXAMPLE: *Can you give me some examples of times when Tommy is having difficulty making transitions?*

- Identify as many unsolved problems as possible for each endorsed lagging skill... don't move on after identifying only one unsolved problem

- Many lagging skills may contribute to the same unsolved problem...don't spend valuable meeting time trying to be precise about which lagging skill best accounts for a given unsolved problem.

GUIDELINES FOR WRITING UNSOLVED PROBLEMS

- They usually begin with the word Difficulty.
  EXAMPLE: *Difficulty taking out the trash on Thursday mornings*

- They should contain no reference to the child's challenging behaviors, though reference to expected behaviors is fine.
  EXAMPLE: You wouldn't write *Screams and swears when having difficulty completing the word problems on the math homework.* Instead, write *Difficulty completing the word problems on the math homework.*

- They should contain no adult theories.
  EXAMPLE: You wouldn't write *Difficulty writing the definitions of the spelling words in English... because his parents were recently divorced.*

- They should be split, not clumped.
  EXAMPLE: You wouldn't write *Difficulty getting along with others*, but rather, *Difficulty agreeing with Chad on the rules of the four-square game during recess.*

  They should be specific. Here are two strategies that help:
  - Include details related to who, what, where, and when.
  - Ask *What expectation is the child/student having difficulty meeting?*

Lives in the Balance
Changing the conversation about behaviorally challenging kids

F.A.Q.

Collaborative & Proactive Solutions
The Next Generation of Solving Problems Collaboratively

A more compassionate, productive, effective, approach to understanding and helping behaviorally challenged kids.

Dr. Ross Greene is the originator of the research-based approach-- now called Collaborative & Proactive Solutions (CPS)-- to understanding and helping behaviorally challenging kids, as described in his books *The Explosive Child* and *Lost at School*. The CPS model has been implemented in countless families, schools, inpatient psychiatry units, therapeutic group homes, and residential and juvenile detention facilities. The approach sets forth two major tenets. First, challenging behavior in kids is best understood as the result of lagging cognitive skills (in the general domains of flexibility/ adaptability, frustration tolerance, and problem solving) rather than as the result of passive, permissive, inconsistent, noncontingent parenting. And second, the best way to reduce challenging episodes is by working together with the child – collaborating – to solve the problems setting them in motion in the first place (rather than by imposing adult will and intensive use of reward and punishment procedures). Here are some of the important questions answered by the model:

QUESTION: Why are challenging kids challenging?

ANSWER: Because they're lacking the skills not to be challenging. If they had the skills, they wouldn't be challenging. That's because –and this is perhaps the key theme of the model – *Kids do well if they can*. And because (here's another key theme) *Doing well is preferable to not doing well*. This, of course, is a dramatic departure from the view of challenging kids as attention-seeking, manipulative, coercive, limit-testing, and poorly motivated. It's a completely different set of lenses, supported by research in the neurosciences over the past 30-40 years, and it has dramatic implications for how caregivers go about helping such kids.

QUESTION: When are challenging kids challenging?

their lagging cognitive skills * *to Flexibility, adaptability, frustration tolerance, problem solving*

ANSWER: When the demands or expectations being placed upon them exceed the skills that they have to respond adaptively. Of course, that's when we all respond maladaptively: when we're lacking the skills to respond adaptively. Thus, an important goal for helpers is to identify the skills a challenging kid is lacking. An even more important goal is to identify the specific expectations a kid is having difficulty meeting, referred to as *unsolved problems*... and to help kids solve those problems. Because unsolved problems tend to be highly predictable, the problem-solving should be proactive most of the time. Identifying lagging skills and unsolved problems is accomplished through use of an instrument called the *Assessment of Lagging Skills and Unsolved Problems (ALSUP)*. You can find the ALSUP in The Paperwork section of the website of Lives in the Balance, the nonprofit Dr. Greene founded to help disseminate his approach (*livesinthebalance.org*).

QUESTION: What behaviors do challenging kids exhibit when they don't have the skills to respond adaptively to certain demands?

ANSWER: Challenging kids communicate that they're struggling to meet demands and expectations in some fairly common ways: whining, pouting, sulking, withdrawing, crying, screaming, swearing, hitting, spitting, kicking, throwing, lying, stealing, and so forth. But what a kid *does* when he's having trouble meeting demands and expectations isn't the most important part (though it may feel that way). *Why* and *when* he's doing these things are much more important.

QUESTION: What should we be doing differently to help these kids better than we're helping them now?

ANSWER: If challenging behavior is set in motion by lagging skills and not lagging motivation, then it's easy to understand why rewarding and punishing a kid may not make things better. Since challenging behavior occurs in response to highly predictable unsolved problems, then the goal is to solve those problems. But if we solve them unilaterally, through imposition of adult will (referred to in the model as "Plan A"), then we'll only increase the likelihood of challenging episodes and we won't solve any problems durably. Better to solve those problems collaboratively ("Plan B") so the kid is a fully invested participant, solutions are more durable, and (over time) the kid -- and often the adults as well -- learn the skills they were lacking all along. *Plan B* is comprised of three basic ingredients. The first ingredient – called the *Empathy* step – involves gathering information from the child so as to achieve the clearest understanding of his or her concern or perspective on a given unsolved problem. The second ingredient (called the *Define Adult Concerns* step) involves entering into consideration the adult concern or perspective on the same unsolved problem. The third ingredient (called the *Invitation* step) involves having the adult and kid brainstorm solutions so as to arrive at a plan of action that is both realistic and mutually satisfactory...in other words, a solution that addresses the concerns of both parties and that both parties can actually perform.

QUESTION: Where can I learn more about this model?

ANSWER: The *Lives in the Balance* website is a very good place to start. It has a ton of free resources to help you learn about and apply Dr. Greene's approach, including streaming video, audio programming, commentary, support, and lots more.

QUESTION: Isn't this the same model as what was previously known as Collaborative Problem Solving?

ANSWER: Dr. Greene is the originator of the Collaborative Problem Solving approach, and for many years referred to his model by that name in his research papers, scholarly articles, books, and workshops. He now calls his model *Collaborative & Proactive Solutions (CPS)*. Be careful! There are others using the name Collaborative Problem Solving out there, but they had nothing to do with the origination or development of Dr. Greene's model and are not associated with Dr. Greene or Lives in the Balance in any way!

in the domains of frustration tolerance, flexibility →

Reactions to lagging skills!

Lives in the Balance

Crier, screamer, swearer, hitting, running, head banging, drugging

Good teaching means figuring out what every kid in the classroom needs from you & making sure they get it. Good coaching means figuring out what every athlete needs & making sure they get it

① Must be responsible to the needs of individuals
② while simultaneously being responsive to needs of entire group.

   Thus, because it is hard to do both well, schools pick the entire group & sacrifice the kid. A whole lot of kids are being lost at school.

why are we pathologizing & diagnosing kids when there are two parties involved? (us: the one placing demands & the kid whose lagging skills make them vulnerable.).

   Things I can do something about:
   ① Lagging skills
   ② unsolved problems.

adaptability or problem-solving & in response to certain problems....unsolved problems. unsolved problem precipitate challenging behavior; Solved problems don't. Thus, to intervene, we need to move unsolved problems to the solved problem category. lagging skills is what make a kid more vulnerable than others to us&s

challenging behaviors.

HISD | Student Support Services
PERSONAL ATTENTION. UNIVERSAL SUCCESS.

SEL Goal: **Self-Management – Use Anger Control Strategies**

Student will check-in with his/her mentor in the morning to review his/her goals. In the afternoon, he/she will check-out with his/her teacher to review his progress on meeting his/her goal and using his/her tools to overcome obstacles.

Steps to use anger management control strategies (Task Analysis)
Behavior Skills Training – Use discrete trial training to teach to mastery, 1) teach, 2) model, 3) rehearse, and 4) reinforce

1. If a person is talking to you, continue listening and looking at them so they know you are listening;
2. Calmly ask the other person for a few minutes to be by yourself;
3. Monitor your body's feelings and how quickly you are breathing;
4. Breath slowly and deeply – 5 times;
5. Give yourself instructions to continue breathing deeply and relax your tense body areas;
6. While you are alone, continue to monitor your feelings and instruct yourself to relax.

Student's Anger Management Goal:	**Student's Toolbox**	*Possible obstacles*
To control my anger	• *Breath slowly*	*If someone talks about my mom it will make it hard to use my strategies.* I CAN USE MY TOOLS.
Student's Prediction		
I predict that I can do this 100% of the time when I am angry because the strategy is easy to do.		

HISD | Student Support Services
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Please check-in/out with student. Initial column. You may make any notes you would like.

Date	Check-in Preparation – How will I do today? What are the tools I can use? What might stop me?	Check-out Reflection – How did I do today? Did I need to use my tools? Did I use them? Did I forget to use them?

Voice Levels

0		No sound / No Talking
1		Whisper (No vocal cords)
2		Quiet conversational voice (Only your shoulder partners can hear you)
3		Presentational voice (The entire class can hear you)
4		Outside voice (You can be heard across a playing field

Lining Up

C Conversation	**0**	Voice Level 0 No Talking or Sounds
H Help		Raise your hand and wait to be called on.
A Activity		Lining up in SAFE position.
M Movement		Line up when called. Two squares between. Hands behind back. Face forward.
P Participation		Line up when called. Two squares between. Hands in SAFE position.
S	**SUCCESS!**	

Hallway

C Conversation	0	Voice Level 0 No Talking or Sounds
H Help		Wait until you get to where you are going before asking for help – EXCEPT in an emergency.
A Activity		Walking in hallway in SAFE position.
M Movement		Walk on the right, facing forward. Stop where directed.
P Participation		Straight, quiet line. Keep hands in SAFE position. Face and feet forward. Keep Line together.
S		SUCCESS!

Rest Room

C Conversation	**0**	Voice Level 0 No Talking or Sounds
H Help		Raise your hand and wait to be called on.
A Activity		Using Rest Room
M Movement		Straight line. Remain quiet. Face and feet forward.
P Participation	GO FLUSH WASH TOSS	When it is your turn, quickly GO, FLUSH, WASH, and TOSS. Return to line.
S	**SUCCESS!**	

Computer Lab

C Conversation	**0**	No talking or making sounds
H Help		Raise hand and wait to be called on.
A Activity		Computer Lab
M Movement		Sit up straight. Remain seated.
P Participation		Work only in approved programs.
S	**SUCCESS!**	

PLAN B CHEAT SHEET

Collaborative & Proactive Solutions
The Next Generation of Solving Problems Collaboratively

① EMPATHY STEP | INGREDIENT GOAL
Gather information about and achieve a clear understanding of the kid's concern or perspective on the unsolved problem you're discussing.

WORDS | Initial Inquiry (neutral observation)
"I've noticed that...(insert unsolved problem)... what's up?"

DRILLING FOR INFORMATION
Usually involves reflective listening and clarifying questions, gathering information related to the who, what, where, and when of the unsolved problem, and asking the kids what they're thinking in the midst of the unsolved problems and why the problem occurs under some conditions and not others.

MORE HELP
If the kid doesn't talk or says "I don't know", try to figure out why:

- Maybe the unsolved problem wasn't free of challenging behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A

- Maybe he really doesn't know
- Maybe he needs the problem broken down into its component parts
- Maybe he needs time to think

WHAT YOU'RE THINKING
"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

DON'T
- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step

- Leave the empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet

② DEFINE THE PROBLEM STEP | INGREDIENT/GOAL
Enter the concern of the second party (often the adult) into consideration.

WORDS | Initial Inquiry (neutral observation)
"The thing is (insert adult concern)...." or "My concern is (insert adult concern)...

MORE HELP
Most adult concerns fall into one of two categories:
- How the problem is affecting the kid
- How the problem is affecting others

WHAT YOU'RE THINKING
"Have I been clear about my concern? Does the child understand what I have said?"

DON'T
- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm .

③ INVITATION STEP | INGREDIENT/GOAL
Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

WORDS | Initial Inquiry (neutral observation)
Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

MORE HELP
- Stick as closely to the concerns that were identified in the first two steps
- While it's a good idea to give the kid the first opportunity to propose a solution, generating solutions is a team effort
- It's a good idea to consider the odds of a given solution actually working ...if you think the odds are below 60-70 percent, consider what it is that's making you skeptical and talk about it
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

WHAT YOU'RE THINKING
"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties? What's my estimate of the odds of this solution working?"

DON'T
- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties

The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unsolved problem you're discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here's a brief summary of different strategies for "drilling" for information:

REFLECTIVE LISTENING AND CLARIFYING STATEMENTS
Reflective listening basically involves mirroring what a child has said and then encouraging him/her to provide additional information by saying one of the following:

- *"How so?"*
- *"I don't quite understand"*
- *"I'm confused"*
- *"Can you say more about that?"*
- *"What do you mean?"*

Reflective listening is your "default" drilling strategy...if you aren't sure of which strategy to use or what to say next, use this strategy.

ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM
EXAMPLES:

- *"Who was making fun of your clothes?"*
- *"What's getting the way of completing the science project?"*
- *"Where is Eddie bossing you around?"*

ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS
EXAMPLE: *"You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what's getting in the way in social studies?"*

ASKING THE CHILD WHAT S/HE'S THINKING IN THE MIDST OF THE UNSOLVED PROBLEM
Notice, this is different than asking the child what s/he is feeling, which doesn't usually provide much information about the child's concern or perspective on an unsolved problem.
EXAMPLE: *"What were you thinking when Mrs. Thompson told the class to get to work on the science quiz?"*

BREAKING THE PROBLEM DOWN INTO ITS COMPONENT PARTS
EXAMPLE: *"So writing the answers to the questions on the science quiz is hard for you...but you're not sure why. Let's think about the different parts of answering questions on the science quiz. First, you have to understand what the question is asking. Is that part hard for you? Next, you need to think of the answer to the question. Is that part hard? Next, you have to remember the answer long enough to write it down. Are you having trouble with that part? Then you have to actually do the writing. Any trouble with that part?"*

DISCREPANT OBSERVATION
This involves making an observation that differs from what the child is describing about a particular situation, and it's the riskiest (in terms of causing the child to stop talking) of all the drilling strategies.
EXAMPLE: *"I know you're saying that you haven't been having any difficulty with Chad on the playground lately, but I recall a few times last week when you guys were having a big disagreement about the rules in the box-ball game. What do you think was going on with that?"*

TABLING (AND ASKING FOR MORE CONCERNS)
This is where you're "shelving" some concerns the child has already expressed so as to permit consideration of other concerns.
EXAMPLE: *"So if Timmy wasn't sitting too close to you, and Robbie wasn't making noises, and the floor wasn't dirty, and the buttons in your pants weren't bothering you...is there anything else that would make it difficult for you to participate in Morning Meeting?"*

SUMMARIZING (AND ASKING FOR MORE CONCERNS)
This is where you're summarizing concerns you've already heard about and then asking if there are any other concerns that haven't yet been discussed. This is the recommended strategy to use before moving on to the Define Adult Concerns step.
EXAMPLE: *"Let me make sure I understand all of this correctly. It's hard for you to do your social studies worksheet for homework because writing down the answers is still hard for you...and because sometimes you don't understand the question...and because Mrs. Langley hasn't yet covered the material on the worksheet. Is there anything else that's hard for you about completing the social studies worksheet for homework?"*

Plan B Meeting Check List

Collaborative & Proactive Solutions
The Next Generation of Solving Problems Collaboratively

Instructions:
Place a check √ for each item in the consistency rating scale. The scale is from 1: not at all consistent to 5: very consistent.
Provide comments or note what worked well in the comments column.

Steps in Implementing a Plan B Meeting						Comments/What worked well
Empathy Step	Not at all Consistent			Very Consistent		
	1	2	3	4	5	
1) The Empathy step begins with an introduction, which begins with the words "I've noticed that…" and ends with the words "What's up?" In between, an unsolved problem is inserted.						
2) The unsolved problem does not refer to challenging behavior and/or adult theories.						
3) The unsolved problem is split (rather than clumped) and is specific.						
4) Sufficient and appropriate use of probing or drilling strategies						
5) Ends with a summary and when the child has no additional concerns.						
Define Adult Concerns Step						
6) The Defining Adult Concern step begins with the words "My concern is. . ." or "The thing is. . ."						
7) Explains how the unsolved problem is affecting the child and/or how the unsolved problem is affecting others.						
8) Avoids referring to the child's behavior.						
9) Is not merely a restatement of the expectation.						
Invitation Step						
10) The Invitation step begins with the words "I wonder if there is a way?"						
11) Recaps the concerns of both parties.						
12) Gives the child the first crack at the solution.						
13) Develops solutions as a team effort.						
14) Gauges solutions by the degree to which they are realistic (both parties can do what they are agreeing to) and mutually satisfactory (the solution truly addresses the concerns of both parties).						

STUDENT BEHAVIOR MANAGEMENT PLAN

Beginning Total: _____

Student: _____   Date: _____   Teacher: _____

Time	Activity	Followed Expectations	Met SEL skill of responding appropriatly to adults	Met SEL skill of preventing conflict with peers	Comments: Behavior of the Day: _____
8:00 - 8:45	Check In / SEL Goals				
8:45 - 9:15		1 2 3 4	1 2 3 4	1 2 3 4	☐
9:15 - 10:00	Tech / Yoga / FT	1 2 3 4	1 2 3 4	1 2 3 4	☐
10:00 - 10:30		1 2 3 4	1 2 3 4	1 2 3 4	☐
10:30 - 11:00		1 2 3 4	1 2 3 4	1 2 3 4	☐
11:00 - 11:30	Lunch	1 2 3 4	1 2 3 4	1 2 3 4	☐
11:30 - 12:15		1 2 3 4	1 2 3 4	1 2 3 4	☐
12:15 - 1:00	Circle / Character ED	1 2 3 4	1 2 3 4	1 2 3 4	☐
1:00 - 1:35		1 2 3 4	1 2 3 4	1 2 3 4	☐
1:35 - 2:10		1 2 3 4	1 2 3 4	1 2 3 4	☐
2:10 - 2:30	Preferred Activity Time / Time Owed	1 2 3 4	1 2 3 4	1 2 3 4	☐
2:30 - 3:00	Closing Procedures				Total Behavior of the Day Returned Log and Folder ☐
	Subtotal:				Daily Total: Points Used: Running Total:

Points Needed	Incentive
No more than one "1" or "2"	Daily Tangible
540	Incentive

Student Signature: _____

Parent Signature: _____

	4	3	2	1
Effort	Follows all expectations, needs little to no redirection	Follows most expectations, needs infrequent redirection	Occasionally follows expectations, needs frequent redirection	Rarely follows expectations, needs constant redirection
SEL Goal 1	Completely demostrated SEL Goal	Demonstrated SEL Goal after reminder to use tools	Reluctanlty demonstrated SEL Goal	Was not able to demonstrate SEL Goal
SEL Goal 2	Completely demostrated SEL Goal	Demonstrated SEL Goal after reminder to use tools	Reluctanlty demonstrated SEL Goal	Was not able to demonstrate SEL Goal

Circle Time

C Conversation	**3**	One person at a time; Voice Level 3; When holding Talking Piece.
H Help		Raise hand to request Talking Piece.
A Activity		Circle Time
M Movement		Sit in Circle; look at speaker
P Participation		Share on topic, honor Talking Piece; Listen.
S	**SUCCESS!**	

C		Voice level 0. Think to yourself: I am in control of my breath, I am in control of my body, I am in control of how I react.
H		I help myself by slowing down And breathing deeply.
A		Self-regulation: Regulating my emotions.
M		Be still and breathe deeply.
P		Relax, Clear my mind, Breathe.
S		SUCCESS

STOP !
Just stop and pause. Count to 20 by 2's

TAKE A BREATH
Breathe in and out 5 times

OBSERVE
Observe the sound of your breath, observe your chest moving up and down as you breathe in and out 5times.

PULL BACK – ask myself:
What would a trusted friend say to me right now?

ATTACHMENT H, part 2

Circle Keeper:_____

Date: _____

Purpose	Your purpose: To identify why it is important to be caring.
Materials	Talking Piece, Centerpiece, Other:_____ *Estimated time 20 minutes ❖ Talking Piece- **The talking piece allows the one holding it to speak without interruption. Everyone else should be deep listening (listening is the most important part of this process)** ❖ Centerpiece- **Circle Keepers use a centerpiece to create a focal point that supports speaking from the heart and listening from the heart.** The centerpiece usually sits on the floor in the middle of the open space inside the circle of chairs. **The center piece** and sub-consciously **reminds us of why we are here.** It should be set up according to the event.
Opening	The birth of the circle, dictates the pace and sets the mood for conversation. ❖ **Ex: "Make just one person happy each day and in forty years you will have made 14,600 people happy for a little time, at least. - Charles Willey.**
Values	Consensus based values that the circle has agreed to uphold. If there are new participants, each participant discusses the values that are important to them and those they want to bring to the dialogue. The values should be written and placed visibly near the circle. **The values** (could be considered guidelines) **describe the behaviors that the participants feel will make the space safe for them to speak their truth.** ❖ Q {If values have been established): **"Can we agree to maintain the honor of our circle with the values that we already established?"** (If YES, thumbs up, if NO, thumbs down and discuss)
Check-in	Can be used for introductions and as a creative way to build relationships, involves peer interaction, movement and relevant exercises (e.g., breathing, meditation, stretching etc.) ❖ **Tell me how you are feeling today. Give me a number of 1 – 5 (one is low, 5 is positive) for how you feel emotionally and how you feel physically.**
Body	Why we are here! ❖ **Q1: Why is it important to be caring towards others?** (To make someone else feel better, we learn compassion for others, etc.) ❖ **Q2: What are some ways that we can demonstrate caring?** (Collect canned goods for those in need, Show respect for people, property, and animals, listen to what other people say, etc.)
Closing	The ceremonial ending that connects us to our next steps as participants in circle ❖ **As we go through the day and at our homes this evening, lets each remember to practice caring actions and words.**

Dear DJ ,

Hello my sweet and silly DJ! I've heard you are really doing well at DAEP. Ms. Maldonado is pretty cool, huh? I liked her when I met her. You know I wouldn't let you go with just any random person to any school, right? Haha! I miss you, but I am proud that you are using this time to refocus yourself. I can't wait to hear everything you have learned there. I bet there are some things you've learned that you can teach ME!

Tomorrow is the **WRITING STAAR test.** I know you are 100% ready for this test. Remember to do the Revising and Editing Multiple Choice part of the test first and then the Writing Composition part. Make sure to take your time and read slowly. You have 4 hours to take the test, and it's your RIGHT to use all of that time, if you would like. When you're completing the composition, remember to WRITE TO THE PROMPT and plan using the Big T. Picture crazy Miss G sitting on your shoulder saying, "I don't believe you, prove it." :) That will help you remember to include all the details needed in order to make your essay a 4! Also, ask whoever is testing you to read the prompt out loud to you. It is your right to have the prompt read aloud, and it will help you to hear it! Don't forget those 26 LINES are GOLDEN! Use all of the lines and don't skip any. :)

I am extremely proud of you, DJ, and I know Bekah is proud of you too! You are going to ROCK IT. You just need to take your time, believe in yourself and remember.... "THE TIME IS NOW!" Think about all of those Principal Kafele videos we watched encouraging us to do our best! I love you, I believe in you, and am proud to call you one of my scholars! Keep working hard at DAEP, and I look forward to having you back in class. Sincerely,

Miss G