

# HISD | Student Support Services

PERSONAL ATTENTION. UNIVERSAL SUCCESS.

## Alternatives to Suspension or Removal to DAEP

Alternatives to Suspension or Removal to DAEP	
Mini-Courses	Develop a mini-class. Establish 30 – 45 minutes during the day in which the student is in an individual setting. A mini-class could occur at the beginning of the day or after lunch. Ideally, the mini class is not an individual setting the student accesses when the student is in crisis. The mini class is a period during the school day in which the student is checking in with an adult to review a behavioral contract, discuss future events in the school day, reinforce the student's positive behavior that has been shown over a period of time, etc. Schools could develop short self-standing units or modules on topics related to various types of inappropriate behavior. These could include readings, videos, workbooks, tests and oral reports. These could focus on topics from inappropriate language, sexual harassment, to alcohol/drug use, conflict resolution, social skill development, and many more. Once created, students could be assigned to complete the appropriate modules based on their offense.
Counseling	For certain "offenses" students might be assigned to required counseling sessions with appropriately trained professionals (social workers, counselors, school psychologists, etc.) who can do problem solving with the student, identify areas of needed skill development (such as Anger management), and provide a chance for students to work through problems. Access HISD Wrap Around Services data base for possible options if the campus does not have counselor, social work, or community mental health professional.
Community Learning Projects	Students might be assigned community service tasks with appropriate supervision outside of school hours in helping programs or agencies. These might include other schools, clean-up crews, or community agencies. This might

	strengthen ties with the community, and develop positive community relationships for students with other adults. Access HISD Wrap Around Services data base for possible options.
Behavior Monitoring	A variety of strategies could be implemented to closely monitor behavior or a particular student. These could include teacher and parent behavior check sheets, charts of behavior, and feedback sessions for the student about behavior. As a result they might also foster appropriate positive feedback from teachers and parents when appropriate behavior occurs.
Restitution	Students could be assigned to provide work which would repair or restore environments they may have damaged. This could include cleaning up graffiti, or repairing acts of vandalism. These could also include other related projects to clean or make attractive the school environment. Access HISD Wrap Around Services data base for possible options.
Problem-Solving or Behavior Contracting	A defined procedure for behavioral problem solving and then creating a behavioral contract, including positive consequences for completion of the contract, could be created for specific students where this might be useful.
Alternative Programming/Scheduling	For some students, especially at the secondary level, it may be possible to identify changes in the student's schedule, classes or program which would avoid problem environments or situations, but yet permit continued access to curriculum and school. This could include independent study, work-experience, or other creative programming alternatives.
Appropriate In-School Suspension	When students are sent to an alternative in-school environment, it is important to have that environment continue academic or other instruction, but to also have a focus on solving the problem that resulted in the student being sent to this environment. All too often these environments permit students to "escape" without providing the intervention needed to change the behavior or address the social skills deficit. Always ensure there is a learning outcome associated with in- school suspension.
Coordinated Behavior Plan	Some students may need the coordination of having all of the adults in their environment "on the same page" regarding that student's behavior. Thus a behavior intervention plan, might provide a map of how a school will address this behavior. While these types of plans are required for some special education students, there is no reason that they could not also be employed for other students as well.

Earning & Losing Privileges	When students demonstrate a desirable behavior as specified by the teacher or school administrator, they will be rewarded with a pre-selected favorite activity or tangible item. On the other hand, if students engage in an undesirable behavior, they will lose the opportunity to participate in a favorite activity or acquire a favorite tangible item. Examples of privileges for secondary students include driving to school, special parking places, open seating in the cafeteria, extra food or drink, special dance or trip, working in the office, assisting a teacher, and helping with special projects.
Transitioning-Escort	When the misbehavior involves attendance issues (i.e. skipping, tardy), providing transitioning-escorts to go from class to class may be considered an appropriate intervention. A transitioning-escort would be an identified person, generally a staff member, who walks with the student to each of his/her classes until the student is willing to take self-responsibility to go or get to class on time.

### Menu of Alternatives by Behavior

Fighting in Hall	Adult supervision at all times for # days Social skills training, which includes modeling expected behavior Conflict resolution
Inappropriate Behavior on Bus	Follow recommendations listed in the Consequence Guidelines found in the Student Discipline Website
Leaving School without Permission	Make up missed time after school School will contact parents immediately Follow truancy policy School may contact police to return student to school
Lunchroom Behavior	Eat lunch in classroom (supervised) Eat lunch in an isolated area of lunchroom, possibly with parent(s) Eat in an alternative area with teacher or administrator Lunch duty/cleaning (Restoration)
Property Destruction	Write apology letter Pay for property Fix the property Clean up area Make in-kind restitution
Refusal to Do Work	Stay at school until work is completed Loss of *desired* privilege until work is finished
Sexual Harassment	Student may watch a video or undergo program developed by staff Student may write an apology letter, to be approved by administrator or counselor Student researches the topic of sexual harassment and prepares a paper on it (Ensure support for "victim")
Cursing	Apologize Make a list of compliments about the other person Spend time helping that person with a specific task List more appropriate words or responses to express frustration

## DEALING WITH DIFFICULT STUDENTS

1. Talk with students in a calm, slow, normal or quiet (definitely NOT loud) tone of voice.
2. State rules simply without judgment.
3. Ask a student if s/he needs help.
4. Use proximity control and PEP.
5. PEP = Privacy, Eye Contact, and Proximity.  
This strategy preserves dignity.
6. Attempt to reduce hostile confrontation.
7. Avoid escalation at all costs.
8. Do not hold grudges, once behavior and consequence is over start with fresh slate.
9. For those students who almost reach a goal – plan for future success by telling them what to do (next time), analyzing what went wrong, etc.
10. Use behavior-specific dialogue...
11. Example: “I want you to (request).”
12. Consider offering a choice.
13. Do not ask, plead, or beg!
14. Give all students a place to calm down.
15. Offer immediate reinforcement for compliance.
16. Accentuate the positive as much as possible.

## CONTACTS

- ✓ Lorenzo Moore, Ph.D., Manager, Student Interventions. [LMOORE11@houstonisd.org](mailto:LMOORE11@houstonisd.org)
- ✓ Danette Maldonado, Ed.D., Manager, Positive Behavior Interventions and Supports (PBIS).  
[LMOORE11@houstonisd.org](mailto:LMOORE11@houstonisd.org)
- ✓ Lauren Goonan, Ph.D., Manager, Crisis Intervention. [LGOONAN@houstonisd.org](mailto:LGOONAN@houstonisd.org)
- ✓ Michael Webb, Ph.D., Director, Social and Emotional Learning. [MWEBB3@houstonisd.org](mailto:MWEBB3@houstonisd.org)