

# HISD | Student Support Services

PERSONAL ATTENTION. UNIVERSAL SUCCESS.

## Temporary Safety Plan

Often circumstances occur in which a school principal must secure the school environment pending a possible Special Education Placement, transition to another school, or during a time of an extreme behavioral/emotional crisis. Follow the below general recommendations to meet the needs of a student in crisis during a temporary two to four week period.

1. Ensure the campus crisis team is aware and agrees upon the temporary schedule and behavior plan for the student. Include all teachers that will interact with student in the campus crisis team meeting to ensure everyone involved understands the expectations, including the parent.
2. Establish an individual arrival process to reduce the ratio and increase the structure. This can include meeting the student directly when the student arrives on the bus, with the parent or when the student enters the campus.
3. Establish an individual dismissal process to reduce the ratio and increase the structure. This can include an individual dismissal to the student's mode to transportation.
4. Adjust the student's schedule. If the student is in a general education self-contained classroom, rotate the student among multiple teachers by content. For example, instead of the student remaining with one teacher for the entire school day, the student should move frequently by going to a class for reading, math and one other class. Ensure the alternate schedule is pre-taught to the student.
5. 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.
6. Provide additional classes of physical education or time during the day in which the student can be active.
7. Establish a reinforcement schedule to allow the student to gain access to preferred objects, activities and/or locations in the school.
8. Pre-teach all tasks which include the cafeteria routine, transition schedule, arrival process, dismissal process, etc. This can occur daily during the student's mini-class (See number 4).
9. Walk the student through their daily routine and establish expectations through the day. This should occur upon arrival and should not occur when the student is in a behavior crisis.
10. Assign supervised school tasks, jobs, chores, etc.
11. Increase the frequency in which behavior is monitored. This could include a daily behavior chart with 30 minute increments in which the student charts occurrences of positive behavior in order to receive reinforcement, choice, rewards, etc.

**Avoid the following when establishing a temporary safety plan.**

1. Shortening the student's school day.
2. Out of school suspension. Refer to alternatives to out of school suspension here. Out of school suspension is not a long term solution to extreme student behavior.
3. Requiring the parent to remain on campus in lieu of an out of school suspension.

**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 are 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...Example: “I want you to (request).”
11. Consider offering a choice.
12. Do not ask, plead, or beg!
13. Give all students a place to calm down.
14. Offer immediate reinforcement for compliance.
15. Accentuate the positive as much as possible.

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