SWPBS for Non-Classroom Settings

Purpose
Examine best practices for preventing problem behavior in non-classroom settings & establishing positive climate.

Non-CLASSROOM SETTINGS

CLASSROOM
- Teacher directed
- Instructional focus & cuing
- Academic & social rewards
- Small # students

NONCLASSROOM
- Student directed
- Social focus & cuing
- Social rewards
- Large # of students

SWPBS is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students
SCHOOL-WIDE
- Leadership team
- Behavior purpose statement
- Role of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide social expectations
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior
- Procedures for on-going data-based monitoring & evaluation

CLASSROOM
- All school-wide
- Extra-structured & predictable in routines & environment
- Positively stated expectations posted, taught, reviewed, prompted, supervised, & reinforced
- Extra role of engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
- Continuum of strategies to acknowledge displays of appropriate behavior
- Continuum of strategies for responding to inappropriate behavior

EVIDENCE-BASED INTERVENTION PRACTICES

NONCLASSROOM
- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precautions & reminders
- Positive reinforcement

INDIVIDUAL STUDENT
- Behavioral competence at school & district levels
- Function-based behavior support plan
- Parent & family involvement
- Implementation of evidence-based programs
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

FAMILY ENGAGEMENT
- Continuum of strategies to support for all families
- Parent, regular positive contact, communication, & accommodations
- Support in active participation & involvement in pupil support
- Access to system of integrated school & community resources
Non-Classroom Management: Self-Assessment

Name______________________________
Date_____________
Setting □ Hallway □ Entrance □ Cafeteria □ Playground □ Other
Time Start______________ Time End______________

Tally each Positive Student Contacts Total #
Tally each Negative Student Contacts Total #
Ratio of Positives to Negatives: _____: 1

1. Did I have at least 4 positive for 1 negative student contacts? Yes No
2. Did I move throughout the area I was supervising? Yes No
3. Did I frequently scan the area I was supervising? Yes No
4. Did I positively interact with most of the students in the area? Yes No
5. Did I handle most minor rule violations quickly and quietly? Yes No
6. Did I follow school procedures for handling major rule violations? Yes No
7. Do I know our school-wide expectations (positively stated rules)? Yes No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations? Yes No

Overall active supervision score:
- 7-8 “yes” = “Super Supervision”
- 5-6 “yes” = “So-So Supervision”
- <5 “yes” = “Improvement Needed”

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.
Monitoring Dismissal

McCormick Elementary School, MD

Douglas County S.D., CO 4-08

Using Your B.U.S. Behavior...

Douglas County S.D., CO 4-08

Dismissing the Bus

Expected behaviors are visible

Sirrine Elementary June 8, 2004 SC
Walkways
- Kuleana: Be Responsible
- Plan ahead
- Walk directly to destination

- Ho’ihi: Be Respectful
- Walk quietly when classes are in session

- Laulima: Be Cooperative
- Keep movement flowing
- Share equipment and play space

- Malama: Be Safe
- Walk at all times

Cafeteria
- Kuleana: Be Responsible
- Have lunch card ready
- Be orderly in all lines

- Ho’ihi: Be Respectful
- Use proper table manners
- Eat your own food

- Laulima: Be Cooperative
- Wait patiently/quietly

- Malama: Be Safe
- Walk at all times
- Wash hands
- Chew food well; don’t rush

Field Trips
- Kuleana: Be Responsible
- Turn in paperwork on time
- Wear appropriate footwear/clothing
- Bring home lunch

- Ho’ihi: Be Respectful
- Care for the field trip site
- Listen to speakers

- Laulima: Be Cooperative
- Stay with your chaperone/group

- Malama: Be Safe
- Use the buddy system
- Follow school/bus rules

Playground / Recess / P.E.
- Kuleana: Be Responsible
- Take care of equipment/facilities
- Plan appropriate times for drinks/restroom visits

- Ho’ihi: Be Respectful
- Be a good sport

- Laulima: Be Cooperative
- Follow rules/procedures

- Malama: Be Safe
- Avoid rough, dangerous play
- Use equipment properly

LC: Expected behaviors are visible

~10 positive : 1 correction

2000-2001 Gotchas, Level 1, & ODR per Day per Month

Months

# per Day

Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun

Sep
An elementary school principal found that over 45% of their behavioral incident reports were coming from the playground.

A middle school secretary reported that she was getting at least one neighborhood complaint daily about student behavior on & off school grounds.
Adopt-a-Bathroom

An high school nurse lamented that “too many students were asking to use her restroom” during class transitions.

Music, Mags, Munchies

Over 50% of referrals occurring on “buses” during daily transitions.

Addressing Problem Behavior

Behavior management primer

Assumptions

- Behavior lawful, learned, & teachable
- SW & CW PBS implemented w/ fidelity
- Established school-wide policies for minor & major problem behaviors
- Expert capacity for T2/Behavior support available
- Data decision rules in place...response-to-intervention

Discipline Handbook

Functional Equivalent of “Graffiti Hotline!”
Establishing/Replacing Habit
Charles Duhigg (2014)

All three elements are addressed in SSI

1. Expected Behavior
- Teach & practice
- Prompt effectively & naturally
- Monitor continuously
- Model
- Reinforce effectively

2. Minor Non-interfering Problem Behavior
- Minimize attention
- Wait for, model, & prompt expected behavior
- Reinforce others who display expected behavior
- Reinforce expected behavior effectively

3. Minor Interfering Problem Behavior
- Minimize attention
- Signal error occurrence
- Remind of expected behavior
- Model/display expected behavior
- Reinforce expected behavior effectively

4. Repeated Minor Problem Behavior
- Identify problem context or setting
- Conduct functional assessment
- Hypothesize possible maintaining function (trigger & reinforcer)
- Determine if expected behavior is doable
- Develop intervention plan

5. Repeated Major Problem Behavior
- Work as team
- Identify problem context or setting
- Conduct functional assessment
- Hypothesize possible maintaining function (trigger & reinforcer)
- Determine if expected behavior is doable
- Develop intervention plan, including precorrection procedure
### PRECORRECTION:
Rearrangement of setting in which problem behavior is likely such that (a) problem behavior is minimized & (b) expected behavior is maximized

<table>
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<tr>
<th>Assess for &amp; remove &amp; or minimize triggers &amp; reinforce of problem behavior</th>
<th>Add &amp; or maximize triggers &amp; reinforce for expected behavior</th>
<th>Teach, prompt, &amp; practice expected behavior</th>
<th>Anticipate &amp; monitor actively &amp; continuously</th>
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### 6. Office Managed Major Problem Behavior
- Follow school & district disciplinary procedures
- Work as team
- Include strategy 5

### Universal Management Practices
- Teach, prompt, model, practice, & reward positive expectations
- Respond consistently, proactively, calmly & business-like
- Supervise & anticipate actively & continuously
- Maintain active academic engagement
- Treat as instructional problem
- Provide positive reinforcement