

5.
*Behavior
Management in
Specific Settings*

**Behavior Management in
Specific Settings**
Applying School-wide Expectations
and Interventions

- Purpose**
- Be familiar with the unique features of specific settings
 - Understand both management, systems, and features of specific settings
 - Be able to apply the general process for designing specific setting interventions

- Specific Settings**
- Particular times or places where supervision is emphasized:
 - Cafeteria
 - Hallways
 - Playgrounds
 - Buses and bus loading zones
 - Bathrooms

Activity

- Take 5 minutes
- Work as a team
- Pick a problematic setting
- Identify features of the problem
- Identify possible solutions

Classroom and Specific Settings

- Classroom
 - Teacher-directed
 - Instructionally focused
 - Small number of predictable students
- Specific Settings
 - Student focused
 - Socially focused
 - Large number of unpredictable students

The Problem is the Setting Not the Students When:

- More than 35% of referrals come from specific settings
- More than 15% of students who receive a referral are referred from specific settings

Management Features

- Physical/environmental arrangements
- Routines and expectations
- Staff behavior
- Student behavior

Management Practices

1. Modify physical environment
 - Supervise areas
 - Clear traffic patterns
 - Give appropriate access to and exit from school grounds
2. Teach routines and behavioral expectations
 - Teach matrix
 - Reinforce common rule (e.g., lining up, cafeteria)

3. Precorrect appropriate behavior before problem context
4. Provide active, proactive, and consistent supervision
 - Move, scan, interact
5. Acknowledge appropriate behavior
6. Schedule student movement/transitions to prevent crowds and waiting time

Systems Features

- School-wide implementation
 - All staff
- Direct teaching first day and week
 - Keep it simple, easy, and doable
- Regular review, practice, and positive reinforcement

- Team-based identification, implementation, and evaluation
 - Do not develop an intervention without identifying **why** a problem keeps happening
- Data-based decision-making
 - Collect and report outcome information
 - Provide staff feedback and training

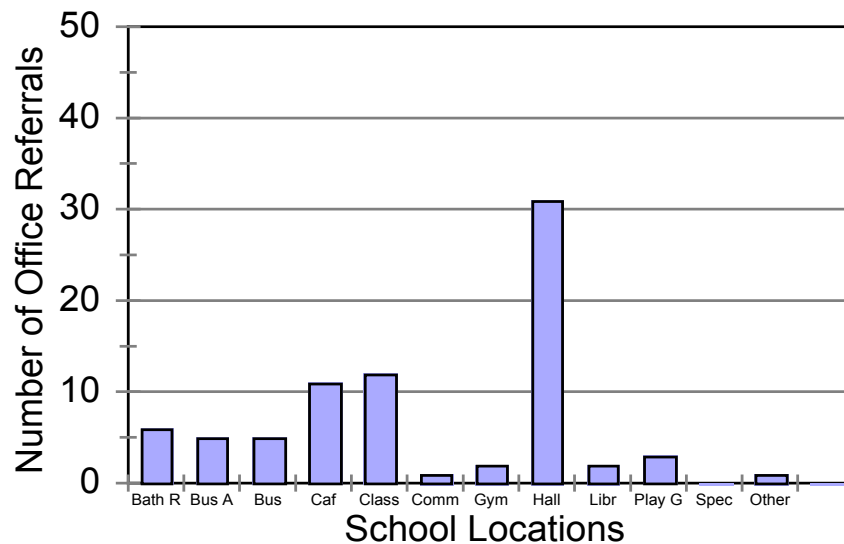
General Process

- Identify a problem
- Confirm magnitude of issue
 - Conduct a staff meeting
 - Analyze location-specific data
- Collect additional data (*if needed*)
- Determine **why** problem is maintained

- Design intervention
 - Focus on prevention
 - Provide direct instruction
 - Systematize consequences for problem behavior
 - Utilize available resources
- Monitor and report effects
 - Assess change in student behavior
 - Assess if faculty note a change
 - Report results to faculty

- Hallway Noise**
- Middle school with 3 lunch periods
 - Problem behaviors during hallway transitions included loud talking, swearing, banging on walls
 - Teacher-identified problem (brought to team)
 - Current solutions ineffective:
 - “Quiet Zone”
 - Hall monitor
 - Reprimand and detention
- Kartub, Taylor-Greene, March & Horner (2000)

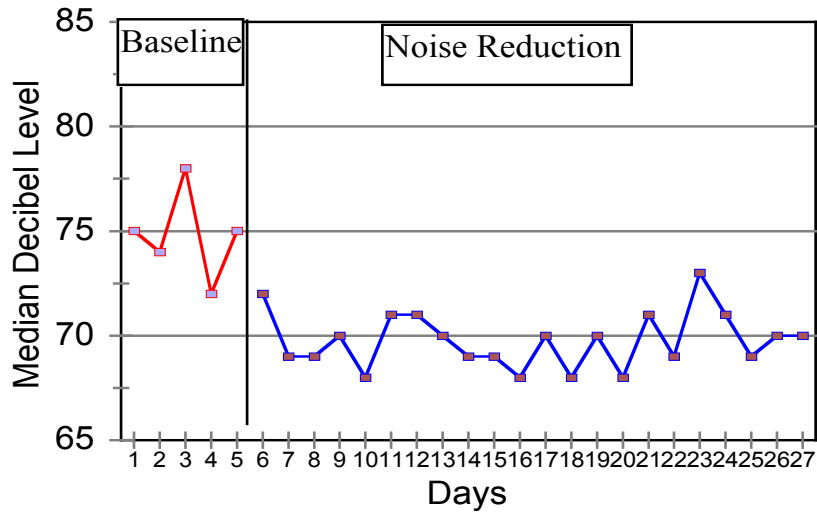
Referrals by Location



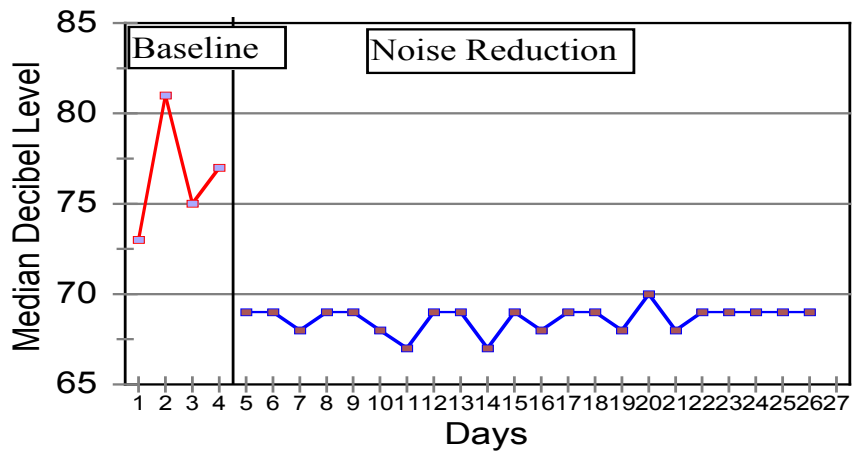
Hallway Noise Intervention

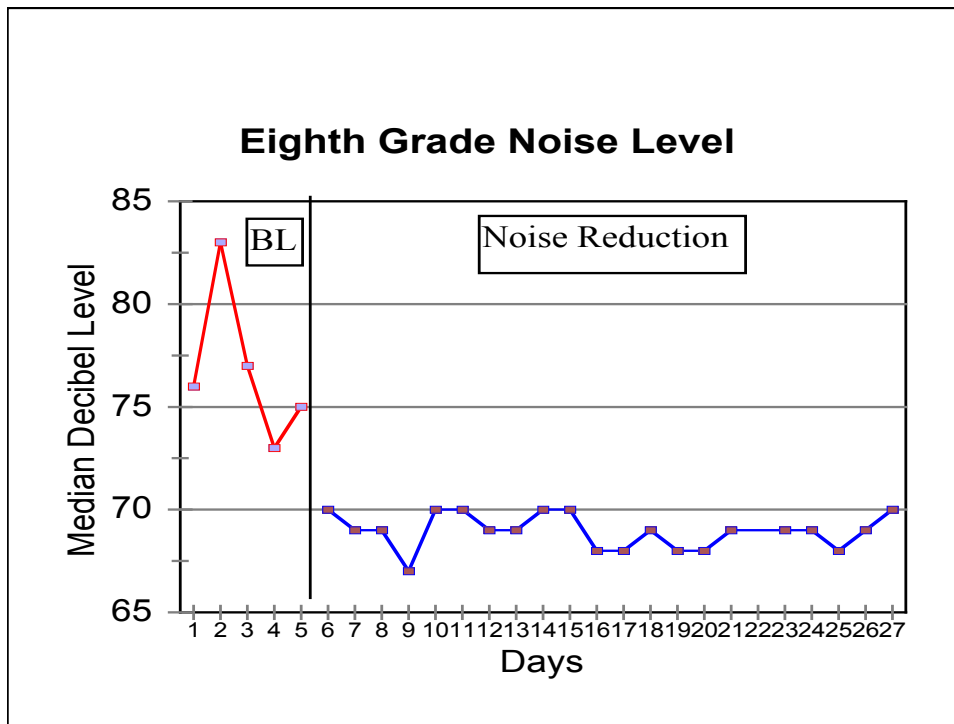
- Teach the concept, “quiet” in a 10-minute skit
- Make “quiet hall times” visibly different (e.g., changed light)
- Reward quiet behavior (e.g., 5 minutes extended lunch)
- Measure and report (hall monitor)
 - Decibel reader
- Continue to correct errors (detention)

Sixth Grade Lunch Noise Levels



Seventh Grade Lunch Noise Levels



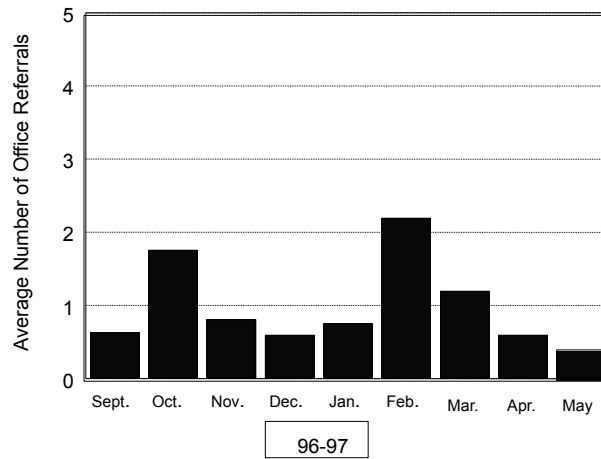


Recess

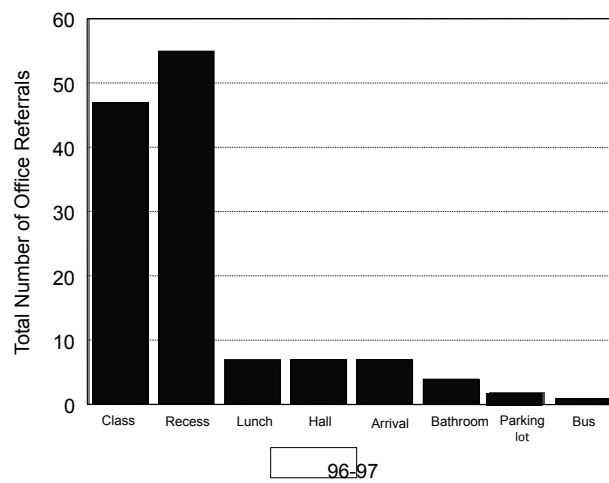
- K-5th grade, 550+ students
- 9+ recess periods per day
- Inconsistent outdoor/indoor routines
- Many supervisors, many rules
- High rates of referrals for fighting
- Lack of communication between staff
- Large space lacking natural boundaries
- Recess problems were negatively affecting classrooms

- Todd, Haugen, Anderson, & Spriggs, (2002)

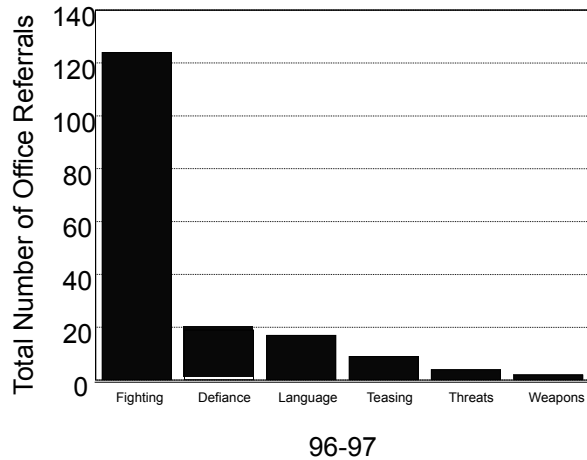
Average Referrals per Day and Month



Referrals by Location



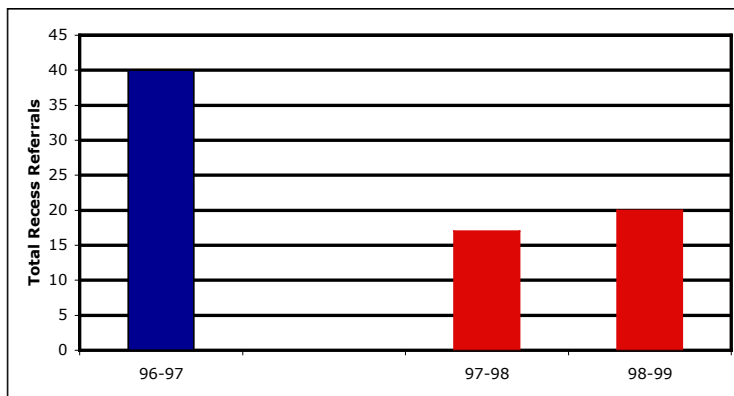
Referrals by Behavior



Recess Intervention

- Team taught recess routines and expectations
 - Delivered recess workshops
 - Alternated outdoor/indoor recess
- Team (supervisor/teacher) taught 30-45 minute lessons (3 times per year)
- Provided consistent feedback about appropriate behavior (self-managers)
- Supervisors communicated regularly

Total Recess Referrals



Activity

- Take 5 minutes
- Work as a team
- Pick a problematic setting
- Identify features of the problem
- Identify possible solutions
- ***Revisit solution with regards to active supervision***

Team Activity

- Take 20 minutes
- Work as a team
- Complete and submit one copy of Specific Setting section of the Staff Survey
- Add activities to action plan as needed
 - Consider using active supervision to assess and/or monitor specific settings
- Prepare a 1-2 minute report about the status of system and planned activities