Behavior Management in Non-Classroom Settings of Positive Behavioral Interventions & Supports

Idaho SWPBIS Training Institute
Specific Settings

• Particular times or places when supervision is emphasized:
  • Cafeteria
  • Hallways
  • Playgrounds
  • Buses and bus loading zones
  • Bathrooms
Activity

Work as a team.

• Pick a problematic setting.
• Identify features of the problem.
• Identify possible solutions.
## Classroom and Non-classroom Settings

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Non-classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher-directed</td>
<td>• Student-focused</td>
</tr>
<tr>
<td>• Instructionally focused</td>
<td>• Socially focused</td>
</tr>
<tr>
<td>• Small number of predictable students</td>
<td>• Large number of unpredictable students</td>
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</tbody>
</table>
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
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).
Management Practices

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

- Schoolwide implementation.
  - All staff.
- Direct teaching first day and week.
  - Keep it simple, easy, and doable.
- Regular review, practice, and positive reinforcement.
Systems Features

• 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 (non-classroom) data.
• Collect additional data (if needed).
• Determine why problem is maintained.
General Process

• 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.
School Status and Commitment

• Complete the Non-Classroom Settings (Specific Settings) section of the Staff Survey.
• Summarize the results.
• Add items to action plan as needed.
• Prepare to report out about the status of system and planned activities.
Non-Classroom Management

Self-Assessment