

Rules and Expectations

Rules and expectations need to be:

- School-wide
- Established by all school staff
- Taught regularly to all students on the playground by supervising staff

Staff need to:

- Be able to effectively teach rules and expectations
- Support and enforce them consistently
- Give both positive and corrective feedback

School Wide General Expectations: The 3 Bs

The chart below provides some common examples of the 3 Bs.

| Be Safe | Be Responsible | Be Respectful |
|---|--|---|
| Keep hands, feet, body, and objects to self | Follow the directions of all adults the first time | Use good/appropriate language |
| Stay in the designated area | Use equipment properly | Follow game rules |
| | Help others if they are in trouble | Be a good sport |
| | Take proper care of the property of others, the school, and yourself | Line up and walk quietly to and from the playground |

Rules and Expectations: the 3 Bs

Based on the 3 Bs, different schools' rules may vary, but they should all:

- Focus on expected behaviors
- Be positively stated
- Be taught regularly
- Be reinforced and acknowledged

Categorize your school's rules in the 3-column chart below. If you do not have established rules, use this opportunity to begin formulating rules that fit the 3 Bs concept.

| Safe | Responsible | Respectful |
|------|-------------|------------|
| | | |

Teaching Rules and Expectations

Using the rules you documented or established in the proceeding activity, brainstorm and discuss:

How the playground rules will be taught.

When (and how often) the playground rules will be taught.

Who will teach the playground rules?

Remember There are no bad ideas when you're brainstorming.

More 3 Bs: Playground and Common Area Expectations Grid

K-8 Examples

| Safe | Responsible | Respectful |
|--|--|---|
| Gum, candy, and toys stay at home | Return equipment appropriately | Play fairly, be helpful, and include others |
| Stay within the school boundaries | Ask for help when needed | Be aware of others |
| Follow directions immediately | Line up promptly at the end of recess | Solve your own problems and conflicts appropriately |
| No play-fighting or horseplay | Take proper care of the property of others, the school, and yourself | Ask for help when needed |
| What belongs on the ground stays on the ground | | |

K-5 Examples

| Safe | Responsible | Respectful |
|---|---|-------------------------|
| Use equipment safely | Use hall/bathroom pass for leaving area | Follow adult directions |
| Walk to and from playground | Solve conflicts using problem-solving skills and peer helpers | Play fairly |
| Wait for supervisor before entering play area | Line up when bell rings | Include everyone |
| Stay within boundaries | Wait outside for adult dismissal before entering building | |
| Candy, gum, and toys stay at home | Put equipment away | |
| Be aware of activities and games around you | Report dangerous objects to an adult | |
| No play-fighting | | |
| What is on the ground stays on the ground | | |

Components of Systematic Supervision

- **Supervising** in a way that makes you aware of what is going on in all parts of the playground at all times



Movement



Scanning

- **Using positives** to support good behavior



Positive Contact



Positive Reinforcement

- **Consistent**, fair delivery of consequences



Responding to Problems

- **Team-directed**, data-based decision making



Team Work

Movement and Scanning

Movement



Movement

- Constant
- Randomized, yet planned and purposeful
- Designed to target known problem areas, activities and students
- Increased opportunities for positive contact

- **Constant**

Do not stand in one area, but move constantly to come into contact with as many students as possible and to give the impression you are everywhere.

- **Randomized**

Move in unpredictable, random patterns so students cannot predict your movements, but move purposefully with a plan to visit all areas.

- **Target**

Plan to be close to known problem areas and students on a frequent basis.

Scanning



Scanning

- Visual and aural cues
- Target behavior
- Target problem areas
- Contact

- **Cues**

Watch and listen constantly to activities so you are more aware of what is going on in all areas of playground.

- **Target**

Move in unpredictable, random patterns so students cannot predict your movements, but move purposefully with a plan to visit all areas.

- **Positive Contact**

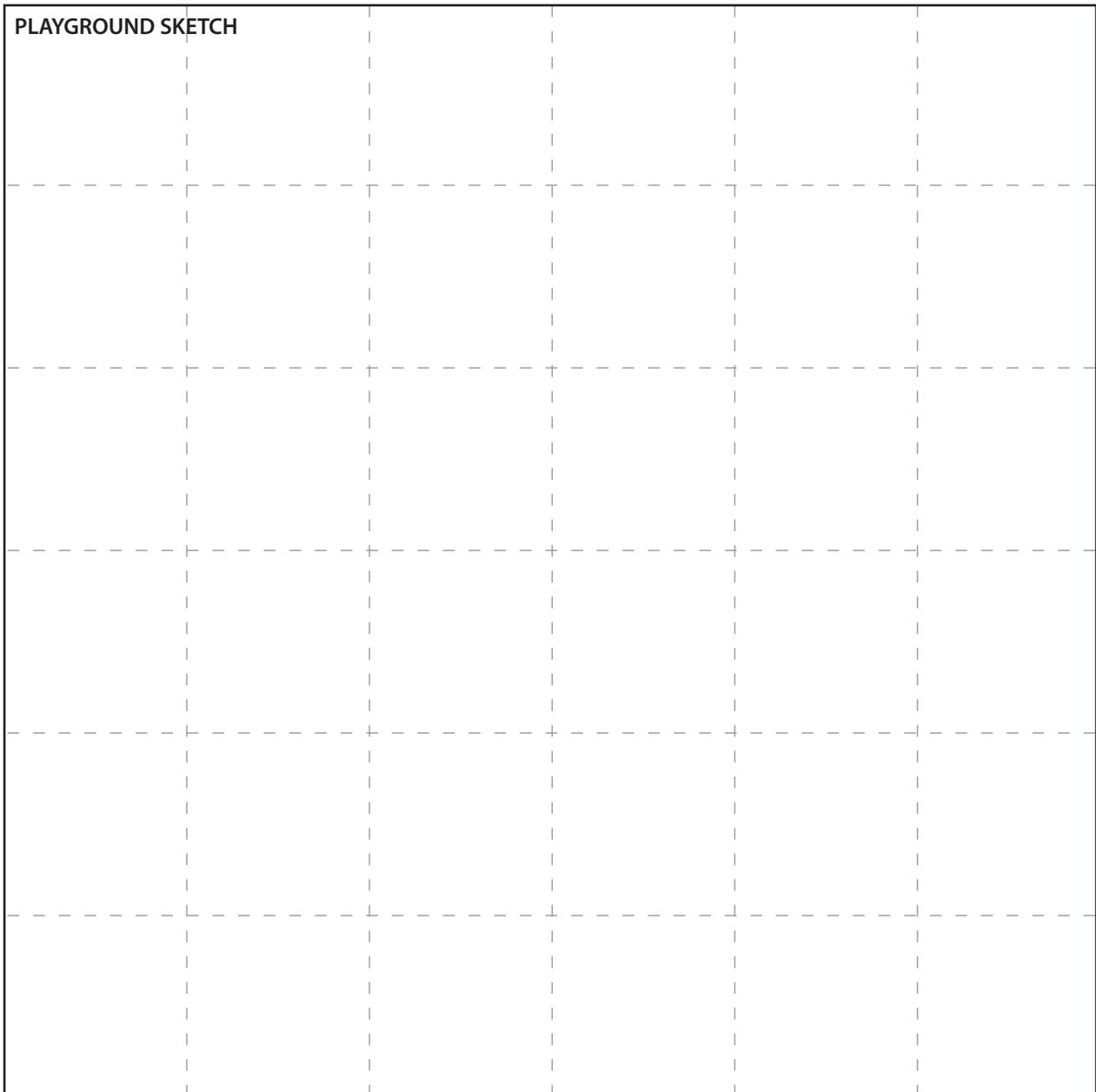
Look for opportunities for positive contact and positive reinforcement of appropriate behaviors.

Planning for Moving and Scanning

- Look at the big picture
- Focus on student behavior, not the student
- Move, look and listen constantly

Make a sketch of your playground indicating the position of play equipment, fences and the school building. With lines, arrows, and circles indicate typical movement patterns and problem areas. Use this information to formulate a movement and scanning plan that will allow you to supervise the play area effectively.

PLAYGROUND SKETCH



Using Positives to Support Good Behavior

Positive Contact

- Friendly, helpful, open
- Not contingent on a specific target behavior
- Proactive
- Directed at groups over individuals
- High rate of delivery (See 4:1 Rule below)



Positive Contact

Positive Reinforcement

- An acknowledgment or reward for a specific target behavior
- Given as immediately as possible
- Delivered consistently by all staff (for the same reasons/behaviors)



Positive Reinforcement

4:1 Rule

Give four positive interactions for every one negative or corrective interaction:

- Focus in on expected behavior
- Appropriate behavior increases
- Disruptive behavior decreases
- Relationships between students and supervisors improve

Using Positives

Group Discussion

If you use positive reinforcement strategies at your school, discuss what they are and how effectively they're being used.

If you don't have positive reinforcement strategies in place at your school, brainstorm strategies for your school and discuss how they can be implemented.

Taking into account your strategies above, how can you achieve a ratio of four positive contacts for each negative or corrective contact?

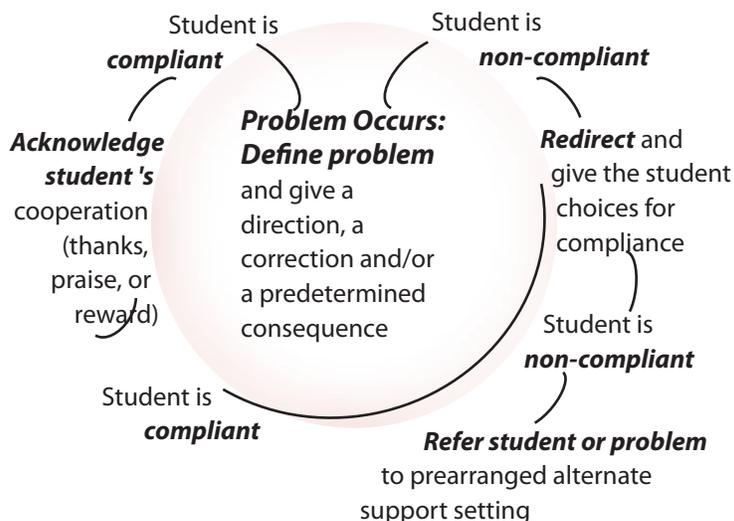
Responding to Problems

- Immediate
- Contingent on the behavior, specific to the behavior
- Non-argumentative, non-critical
- Consistent



Responding to Problems

Process for responding to problems applying the 2-minute rule



Guidelines for Applying the 2-minute Rule

If you cannot resolve the issue in two minutes, refer the student to another person or location.

When responding to problem behaviors:

- Focus on the behavior, not the student
- Concentrate on the problem at hand, stay on message
- Resolve it privately when possible

When speaking with students:

- Be respectful
- Speak in a calm voice
- Use simple, direct language
- Be business-like, use business-like demeanor

When students:

- Cooperate—acknowledge and reinforce them
- Are non-compliant—follow the 2-minute rule and systematic approach (see chart above).



Responding to Problems

Group Discussion

What kind of problem behaviors have you seen on your playground or in your school's common areas?

What is the plan at your school for referring a non-compliant student?

To whom do you refer the student (principal, counselor, dean, etc.)?

How do you refer the student?

Observational Playground Behavior Definitions

Play-fighting, Hands on Others, Rough Play

Inappropriate physical contact is any contact that is not specifically allowed within the behavioral expectations of the school. Play-fighting is included as it often results in inappropriate physical contact and is often expressly prohibited by the school rules. Play-fighting consists of any action, perceived as “friendly,” “part of a game,” or as an accepted play activity, that approximates and/or imitates actions that are designed to cause injury or discomfort to others including hitting, kicking, shooting, whacking, their attendant sound effects, etc., independent of whether or not actual physical contact takes place.

Examples of hands-on-others and rough play

- Grabbing, pushing, holding onto someone, swinging by arms/legs
- Rough play (physical contact during play that might reasonably be expected to increase risk of accidental injury or discomfort)
- Jumping up on someone, tripping, butting in line
- Accidental and incidental contact with another due to breaking school or game rules
- Roping with a jump rope, grabbing with a hoola hoop, throwing a ball hard at someone during 4 square, etc., pushing and shoving during tetherball, etc.
- Hip-checking and slapping during basketball, football, etc.
- Pulling on someone or their clothes
- Touching someone inappropriately
- Vandalism of someone else’s property

Examples of acceptable physical contact

- Consensual contact such as holding hands, arms around shoulders, etc.
- Casual, pro-social, and age-appropriate contact in lines and during play—either accidental incidental or intentional
- Acceptable contact during games like screening or bumping someone during basketball
- Accidentally hitting someone with the ball during normal play in soccer, wallball, or 4 square, etc.

Teasing/Name-calling/Obscene and Offensive Language

Use of any inappropriate language.

Examples of teasing

- Criticisms and/or put-downs about someone’s clothes, appearance, abilities, actions, friends, family, etc.
- Playing keep-away with someone’s hat or ball, etc.
- Verbalizations or sounds that can be reasonably be expected to cause irritation or discomfort for someone (e.g., repetitive noises continuing after being asked to stop, oinking at someone, making bathroom sounds at someone, etc.)

Examples of name-calling

- Using a derogatory term, or term or name in a derogatory manner, to refer to someone whether or not present.

Examples of obscene and/or offensive language

- Using obscene or offensive language during games, in reference to another and/or some aspect of another (see teasing, name-calling) whether or not present. Some obscenities may be part of teasing and/or name-calling.

Not following Recess and Game Rules/Misuse of Equipment

Recess rules

Not following recess rules as defined by the rules the school has set for recess behavior. This is separate from game rules. Examples of not following recess rules:

- Running in breezeway
- Hanging out in the restrooms
- Disruption of another's game
- Failure to return to class promptly
- Leaving the playground area without permission

Game rules

Examples of not following game rules

- Running outside the court boundaries during basketball
- Butting in line or going out of turn
- Refusing to leave the game when "out"
- Poor sportsmanship, cheating, ganging up on someone, etc.

Misuse of Equipment

Any inappropriate use of playground equipment, infrastructure, and other physical items belonging on the playground or to the school.

Inappropriate use is defined as any use prohibited by the school and/or game rules. Some instances of misuse of equipment might involve hands-on-others and rough play if the equipment is used in inappropriate physical contact or play-fighting.

Examples of misuse of equipment

- Kicking a tether ball, basketball, or wallball
- Climbing on the fences
- Roping someone with a jump rope or hoola hoop
- Throwing equipment on the roof of the school
- Whacking the building with a rock or stick
- Using any equipment in such a manner that it could reasonably be expect to increase the risk of accidental injury or causing discomfort to someone else
- Breaking equipment or school property

Arguing with Peers/Staff

Arguing with peers or staff is defined as any quarrel or dispute during structured or unstructured play. Example: two kids playing basketball squabble about who fouled whom. It is possible to have just one kid arguing if other(s) (staff and/or students) ignore it or do not respond.

Threatening, Bullying, Intimidation, Harassment - Verbal or Physical

Verbal - Statements of intent to physically, emotionally, or socially harm someone. Examples:

- "I'm going to get you..."
- "You'll never play with us again..."
- "I'm going to tell the teacher on you..."
- "I'm going to tell Johnny that you love him..."
- "I'll break your head if you tell on me..."
- "You better give me that toy..." etc.

Physical - Actions that are designed to:

- Cause fear or distress
- Expose another to inappropriate, demeaning, or unwanted verbal or visual actions of a sexual, racial, or cultural nature. These actions might be based on other personally distinguishing characteristics as well.
- Intimate that there is a possibility or intention that one person can or will physically hurt another

Examples

- A boy cocks his fist, arm moves back slightly, and then increases proximity to another
- A girl holds a wallball in her hands in such a manner as to indicate that she might hit another in the head with it
- A boy picks up a rock or stick and advances towards others while brandishing the weapon as if he might hit them with it
- A girl higher up on a jungle gym brings her foot over the fingers of a peer climbing below her in such a manner as to indicate that she might or could step on the other's hand

Fights, Hits and Kicks

Fights occur when two students hit or kick each other.

Examples of hitting are slaps, karate chops, punches, head-butts, stiff finger pokes, elbow blows, blows with the knee, etc. Kicks occur when students use their legs to deliver a blow with their foot anywhere on another.

The 3 Bs—Playground and Common Area Expectations Grid

| Be Safe | Be Responsible | Be Respectful |
|---|--|---|
| Keep hands, feet, body, and objects to self | Follow the directions of all adults the first time | Use good/appropriate language |
| Stay in the designated area | Use equipment properly | Follow game rules |
| | Help others if they are in trouble | Be a good sport |
| | Take proper care of the property of others, the school, and yourself | Line up and walk quietly to and from the playground |

Tell students to report these things to an adult (supervisor, teacher, principal or other school staff)

1. When someone is doing something dangerous that may harm themselves or others (throwing rocks or sticks, smoking, using playground equipment in a dangerous manner, etc.).
2. When someone gets hurt
3. When someone is being mean to you or another student (bullying, threats, or teasing)
4. When someone steals or vandalizes something
5. When there is a fight
6. When you see a stranger on or around the playground or school
7. When you find broken playground equipment
8. When you see or find something that doesn't belong at school or on the playground (a broken bottle, a knife or other weapon, beer cans, sharp objects, like nails or needles, a cigarette lighter or matches, etc.).

K-8 Examples

| Be Safe | Be Responsible | Be Respectful |
|--|--|---|
| Gum, candy, and toys stay at home | Return equipment appropriately | Play fairly, be helpful, and include others |
| Stay within the school boundaries | Ask for help when needed | Be aware of others |
| Follow directions immediately | Line up promptly at the end of recess | Solve your own problems and conflicts appropriately |
| No play-fighting or horseplay | Take proper care of the property of others, the school, and yourself | Ask for help when needed |
| What belongs on the ground stays on the ground | | |

K-5 Examples

| Be Safe | Be Responsible | Be Respectful |
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| Use equipment safely | Use hall/bathroom pass for leaving area | Follow adult directions |
| Walk to and from playground | Solve conflicts using problem-solving skills and peer helpers | Play fairly |
| Wait for supervisor before entering play area | Line up when bell rings | Include everyone |
| Stay within boundaries | Wait outside for adult dismissal before entering building | |
| Candy, gum, and toys stay at home | Put equipment away | |
| Be aware of activities and games around you | Report dangerous objects to an adult | |
| No play-fighting | | |
| What is on the ground stays on the ground | | |



Playground Active Supervision Checklist

Date _____

School _____

Observer _____

Playground Supervisor _____

SCALE

1=not at all

2=seldom

3=about half

4=often

5=constantly

Active Supervision Features

Check appropriate circle

- 1. Supervisor moves through all areas under supervision. (1) (2) (3) (4) (5)

- 2. Supervisor achieves close proximity with most students present in the total area being supervised. (1) (2) (3) (4) (5)

- 3. Supervisor appears to scan more distant parts of area being supervised. (1) (2) (3) (4) (5)

- 4. Supervisor initiates prosocial contact with students engaged in appropriate behaviors. (1) (2) (3) (4) (5)

- 5. Supervisor has more positive interactions with students than corrective, instructional, or negative interactions (4 to 1). (1) (2) (3) (4) (5)

- 6. Supervisor consistently uses a system of positive reinforcement for acknowledging appropriate student behavior. (1) (2) (3) (4) (5)

- 7. Supervisor knows and teaches/reteaches common area behavioral rules and expectations to all students several times a year (2 or more). (1) (2) (3) (4) (5)

- 8. Supervisor corrects, or provides consequences for inappropriate student behavior quickly and consistently. (1) (2) (3) (4) (5)

- 9. Supervisor uses a calm, controlled, business-like, and respectful tone when correcting inappropriate student behavior. (1) (2) (3) (4) (5)

- 10. Supervisor recognizes and acknowledges student cooperation when student is compliant during the correction of an inappropriate behavior. (1) (2) (3) (4) (5)

- 11. Supervisor uses a behavior log to record and share information concerning problem behaviors and what was done to correct them. (1) (2) (3) (4) (5)

- 12. Supervisor attends regularly scheduled supervisor team meetings to discuss behavior and plan interventions and supports. (1) (2) (3) (4) (5)



Common Area Behavior Log

Staff ID _____ Prion beginning _____ Ending _____

Watch List

| Name/Grade | Past Behavior (brief account) | Past consequences (brief account) |
|------------|-------------------------------|-----------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

Behavior Log

| Name/Grade | Day/Date | Problem Behavior, Consequence, Notable Circumstances (e.g., other students, etc.) |
|------------|----------|--|
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |

A form from the Institute on Violence and Destructive Behavior, University of Oregon, Eugene, OR

Features and Components of Systematic Supervision

| Feature | Elements/Components |
|---|--|
| Movement | <ul style="list-style-type: none"> Constant Randomized Target know problem areas |
| Scanning | <ul style="list-style-type: none"> Constant Targets both appropriate and inappropriate behaviors Targets known problem areas Uses both visual and aural cues Increases opportunities for positive contact |
| Positive Contact | <ul style="list-style-type: none"> Friendly, helpful, open demeanor Proactive, non-contingent on behavior High rate of delivery |
| Positive Reinforcement | <ul style="list-style-type: none"> Immediate Contingent on behavior Consistent (with behavior and across staff) High Rate |
| Responding to Problems | <ul style="list-style-type: none"> Neutral, businesslike demeanor Non-argumentative, non-critical Consistent (with behavior and across staff) Fair: non-arbitrary |
| Team-Directed Data-Based Decision Making | <ul style="list-style-type: none"> Administrative buy-in and support Regular weekly meetings Intervention and behavior data collection and analysis Inter-staff participation and communication Part of a school-wide behavior support program communicated to all school stakeholders. |

Teamwork

Team-Directed, Data-Based Decision Making and Intervention Implementation



Team Work

- 100% administrator support/participation
- Team planning
- School-wide behavior support program
- Behavior-log data analysis
- Intervention planning

Behavior log information

The behavior log allows for systematic tracking of student behavior.

Value:

- Quick, easy to use
- Reminder of past problems/solutions
- Records information for conferences and student support teams
- Supports information sharing
- Helps to determine emerging problems
- Supports an understanding what interventions and consequences are working

How to Fill Out a Behavior Log

Your name _____ When you were supervising _____
Common Area Behavior Log
 Staff ID _____ Period Beginning _____ Ending _____

Watch List

| Name/Grade | Past behavior (brief description) | Past consequence (brief description) |
|------------|---|--------------------------------------|
| 1 | | |
| 2 | Students, behaviors and consequences to watch for | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

Find the full-size Student Behavior Log in Module 5 of the *Systematic Supervision: Elementary School* program on irisEd.com.

| Name/Grade | Day/Date | Problem Behavior—Consequence—Notable Circumstances (e.g., other students, etc.) |
|------------|----------|---|
| | | Sample description of behavior and consequences Should be simple and abbreviated. Bracketed items included below indicate meaning for you; should not be included on your observation log.) <i>10/12 MR [morning recess] – sgs 6th Nelson [teacher] – TB [tetherball] arg. disrupt Sue, Biff, Jane [students involved] –2 mins. TO [time out] + retaught rules</i> |
| | | |
| | | |
| | | |
| | | |

Documentation of specific student behaviors during your supervising period

Sample description of behavior and consequences
 Should be simple and abbreviated. Bracketed items included below indicate meaning for you; should not be included on your observation log.)

10/12 MR [morning recess] – sgs 6th Nelson [teacher] – TB [tetherball] arg. disrupt Sue, Biff, Jane [students involved] –2 mins. TO [time out] + retaught rules



Playground Supervisor's Self-Assessment Checklist

Date _____

Name _____

➔ **This is not a job evaluation. It is not a valid tool for assessing job performance.**

After at least a 15-30 minute recess period in which you were directly engaged in supervising students, take a few minutes and answer the following questions. Answer as accurately as you can, *this is for your own use.*

Use this self-assessment to determine your use of various key systematic supervision features and strategies and identify those areas in which you might want to increase or maintain your level of effort or attention

| | | | | | |
|--------------|--------------|----------|--------------|---------|--------------|
| SCALE | 1=not at all | 2=seldom | 3=about half | 4=often | 5=constantly |
|--------------|--------------|----------|--------------|---------|--------------|

| Active Supervision Features | Check appropriate circle |
|--|---|
| 1. I move through all areas that are under supervision. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 2. I achieve close proximity with most students present in the total area being supervised. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 3. I scan more distant parts of area while supervising. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 4. I initiate prosocial contact with students engaged in appropriate behaviors. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 5. I have more positive interactions with students than corrective, instructional, or negative interactions (4 to 1). | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 6. I consistently uses a system of positive reinforcement for acknowledging appropriate student behavior. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 7. I know and teach/reteach common area behavioral rules and expectations to all students several times a year (2 or more). | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 8. I correct or provide consequences for inappropriate student behavior quickly and consistently. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 9. I use a calm, controlled, business-like, and respectful tone when correcting inappropriate student behavior. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 10. I recognize and acknowledge student cooperation when student is compliant during the correction of an inappropriate behavior. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 11. I use a behavior log to record and share information concerning problem behaviors and what was done to correct them. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 12. I attend regularly scheduled supervisor team meetings to discuss behavior and behavioral issues, and plan interventions and supports with my colleagues. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |