



# Site Improvement Plan: Playground Behavior Intervention



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## School SIP Goal 08-09 and Characteristics

Creating a safe environment is an important challenge to all schools. We work to address this across all settings at school. This past year are school improvement goal said:

**Measurable Behavior Goal:** By the spring of 2009: By the spring of 2009, 5% or less of our student population will have no more than 5 unexcused absences, or 3 discipline referrals as measured by monthly attendance reports and referral data.

The results:

For 2008-2009:

Combined attendance rate for the year of 96.1%—improvement of 1.50%

3.7% of Jewell students have 3 or more behavioral referrals.

School Data

Number of Students: 563

Minority: 12%

Economically Disadvantaged: 48%

English Language Learners: 14%

Supported Education: 12%

## Proposed SIP Goal for 2009-2010

Almost all students enjoy recess, going outside, being with friends. Creating a safe environment for all students is a main focus at Jewell Elementary. Looking at our data, this is especially true during less structured times, like the playground. What are data shows is the playground continues to be the number one area of concern when it comes to dangerous, unsafe behaviors. How can we specifically address this concern area?

In the research article by Timothy Lewis et al., it outlines two important prevention/early intervention strategies: 1) build prosocial skills; 2) build a continuum of supports from common universal strategies to highly individualized behavior support plans.

The Committee for Children discusses simple steps to promoting safe behaviors at recess: 1) develop simple school-wide expectations for playground behaviors; 2) teach them clearly to all students.

SIP Goal:

Reduce the number of major playground incidents (as measured by ESIS reports) by 50%.

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## Percent of Incidents per location

Location	Number of Incidents	Percent of Incidents
Playground	95	64.6%
Classroom	23	15.6%
Hallway	9	6.1%
Restroom	4	2.7%
Media Center	4	2.7%
Bus loading area	3	2%
Commons	2	1.4%
Bus	2	1.4%
Outside building	1	.7%
Time out room	1	.7%
Computer lab	1	.7%
Cafeteria	1	.7%
Gym	1	.7%

**Total: 147**

The above data are for major incidents that were reported into the ESIS system and do not include minor incidents reported to the office for problem-solving (average 3 a day) nor the pink slip (minor incidents handled outside or with the teacher) incidents that occur on a regular basis (average 10 per day). Also not included are those students who have lost recess privileges and are monitored in the office past the initial ESIS report (average 2-4 students a day).

## Options

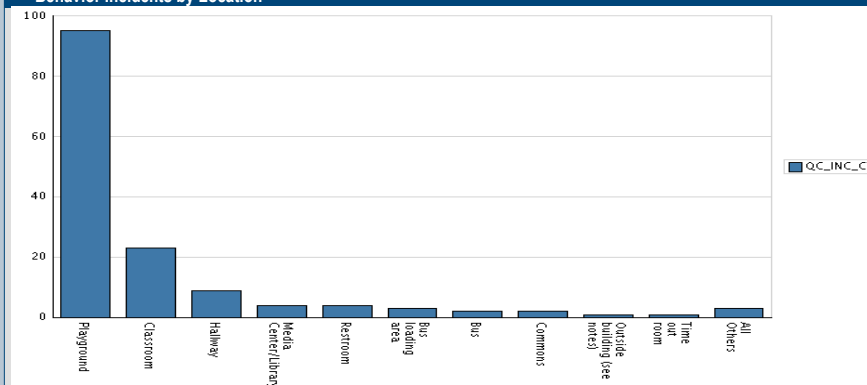
In order to better address this specific issue we have looked at several options. Currently we have a Rules Rodeo at the beginning of the school year that is taught to everyone during the first week of school. Doing this multiple times throughout the school year is an option, but the drawback is the effect on the master schedule.

Teaching the Second Step program is also an option for improving playground behavior. Research shows there is an impact from Second Step because of the empathy, problem-solving and anger management steps learned, however research also shows that certain age students struggle generalizing from one area to another.

Having activities like choir practice, math games, computer time, etc. are also options, but they only occur for a small number of students and only during the lunch recess time.

According to the Committee for Children a way to address this need is to “increase adult availability for a variety of activities on the playground, such as organizing games, introducing activities, and helping with social problem solving”. This will be the primary strategy we implement this year to positively impact playground behaviors. We will be flooding recess with students from COCC who will be working with our P.E. specialist. They will work with students in small groups teaching games and skills. This will also free up administration time to be outside monitoring instead of being in the office watching a few students.

## Behavior Incidents by Location



## Plan of Action and Projected Outcomes

Our P.E. teacher has already made contact with COCC last spring and set up this option with the school for credit to those who participate. During our in-service week he will meet with the group for a half-day training. He will go over school rules, expectations and plan for recess. Some COCC students will be assigned groups with specific Jewell students. Other COCC students will be assigned specific games to teach. Throughout the school year students may be assigned to work with the COCC students because of recess behaviors.

We will begin this program the first week of school and it will continue throughout the school year. Collin, our P.E. teacher, will monitor the program. We are expecting this to take approximately 2 hours per week of his time. The initial training will be a half-day, costing us approximately 150 dollars.

Two hours per week will cost us between 75-100 dollars per week of his time. This will be the only added cost for implementing this program. But the time that it will save in administrative time, classroom teacher time, and office staff time will be significantly more than the cost. I spend approximately 3 hours per day on behavior issues which will save us about 204 dollars per day.

## Projected Outcomes:

- 1) We will see a significant decrease in problem behaviors on the playground due to increase in adult supervision.
- 2) More students will be included in all games because they will know the rules.
- 3) We will see an increase in student's ability to problem-solve their own issues because of skills taught.
- 4) Less students will miss recess due to problem behaviors on the playground.
- 5) Overall decrease in number of reported behavioral incidents during the school year.

## References

Lewis, T., Powers, L., Kerk, M. & Newcomer L. (2002). *Reducing Problem Behaviors on the Playground: An Investigation of the Application of Schoolwide Positive Behavior Supports*. Pgs. 181-190 Psychology in the Schools, Vol 39(2), 2002.

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