

STRATEGIES FOR NOT FOLLOWING PLAYGROUND RULES

EXAMPLES OF MICRO CHANGES IN ROUTINES AND PRACTICES

PLAYGROUND GAMES

- Add more games to the playground
- Take away games that prompt too many rule violations

PLAYGROUND SUPERVISION

- Change where supervisors stand
- Change numbers of supervisors
- Variations on time out: Staying within 10 feet of the playground supervisor; Restricted from playing certain games; Restricted to playing certain games; Requiring fitness activities (running laps)
- Change what supervisors do: Implement active supervision in which supervisors move around, interact with students, suggest ways to play
- “Catch them being good”: Award wrist bands or stickers to students who are following the rules – when a class earns enough tokens, they earn a class reward

RECESS PROCEDURES

- Shorten the length of the recess
- Minimize nagging irritations on the playgrounds that prompt rule-breaking
- Teach recess routines that address most predictable problems (Witt, LaFleur, Gilbertson, Naquin, 1999; “Teaching effective Classroom routines”)
- Conduct a ‘recess workshop’ with all students to tour the playground together while reviewing the routines, rules, proper use of equipment, entry/exit procedures, strategies for having fun together, and supervisors’ actions when there are problems; have a booster workshop midway through the year
- Students who accrue more than three ‘sit outs’ attend “Recess school”

EVIDENCE-BASED INTERVENTIONS

- Responding to Problem Behavior in Schools: The Behavior Education program (Crone, Horner, & Hawken, 2004) describes a check-in and check-out procedure for addressing the ten most difficult students in the building
- Strong Kids (Merrell, Gueldner, & Tran, 2008) teaches social emotional learning, including competent peer interactions, in 10-12 half-hour lessons.