The Effects of Positive Behavior Support Interventions on an Elementary School’s Bus Loading Area and Lunchroom

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Our Priority. . .

To develop a model positive behavior support program to create safe and secure schools.
Purpose

The purpose of this program is to facilitate, sustain and nurture the emotional, social and moral development of all elementary children.
“If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.”

(Young, Marchant, & Wilder, 2003)
Bus Line Intervention

Problem:

Student behavior during after school wait time for the bus:

- Not staying in designated area
- Not keeping hands and feet to self
- Yelling
- Defiance
Challenges:

- Bus Students = 575 (96% of students)
- Bus Routes = 5
- Wait Time = 5-25+ minutes
- Number of Teachers on Bus Duty = 3
- Limited resources
Solution:

SHOW YOUR CHARACTER

... in the School Bus Loading Area.
I line up.
I stay in my bus line.
I talk softly.
I keep my hands and feet to myself.

Caring, Respect, Responsibility, Honesty/Trust, Family
Solution: (cont.)

- Line organization
Solution:  (cont.)

Student monitors

Show Your Character in the Bus Loading Area.  

______________________________ Students Name

| I line up.   |
| I stay in my bus line. |
| I talk softly. |
| I keep my hands and feet to myself. |
Solution: (cont.)

Posters/Rewards
Feedback

“Bus duty is so much nicer now.”
- Teacher

“How do you keep these kids so under control? It’s very nice and makes the bus drivers’ job so much better.”
- District Bus Supervisor

Outcomes

• Student monitors = 10,154 tickets
• 2003/2004
Lunchroom Intervention

Problem:

Student behavior during lunch time:
• Not keeping hands and feet to self
• Not staying seated
• Running
• Excessive litter
• Noise level
Challenges:

• One adult lunchroom supervisor
• 500 students in 45 minutes
• Data collection
• Limited resources
Solution:

SHOW YOUR CHARACTER

... in the Lunchroom.
I stay seated.
I walk and talk quietly.
I clean my area when I leave.
I keep my hands and feet to myself.

Caring, Respect, Responsibility, Honesty/Trust, Family
Solution: (cont.)

Student monitors

I show my character in the lunchroom.

I walk and talk quietly.
I stay seated.
I clean my area when I leave.
I keep my hands and feet to myself.
Rewards:

Enter the lunch box drawing
Golden Lunch Tray
Data:

What?

• Number of rule infractions
• Trash

How?

• Same time every day – direct observation
• Custodian weighed trash with fishing weight
Results

Lunchroom Data

- Total Behaviors
- Number of Tickets
Results: (cont.)

Trash Data

Days

Trash Data

Days

0 30 60 90 120 150 180 210 240 270 300 330 360 390 420 450 480 510 540 570 600

1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53 55 57 59 61 63 65 67 69
Results (cont.)

Comments:

“There is a definite improvement over last year this same time.”
- Principal

“There is definite improvement in the students staying seated.”
- Custodian

“The kids are doing a better job cleaning up.”
- Lunchroom Staff

“Things have changed in here. It seems quieter.”
- Teacher
What’s happening this year?

- Lunchroom Orientation
Veggie Table Reward
Veggie Table Reward (cont.)
CREATING PEACEABLE SCHOOLS

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