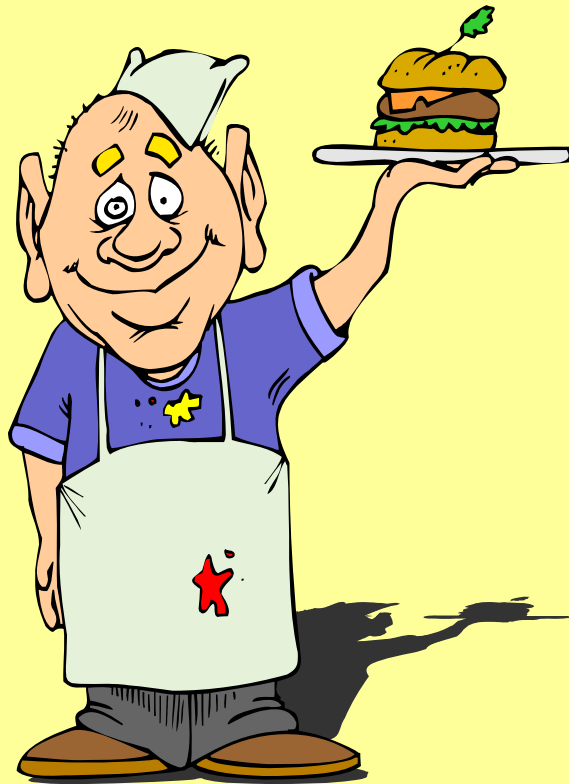


Cafeteria Supervision



Johns & Patrick



Presentation Expectations



- ◆ Honor each other's time
- ◆ Actively listen:
turn off laptops, iPods,
cell phones; avoid side
conversations; put aside
work
- ◆ Interact professionally:
avoid sarcasm, eye-rolling,
blaming students and
families for systemic
failures

Do we need to make changes to our cafeteria?

- ✓ Is the cafeteria safe and welcoming?
- ✓ Do students go into the cafeteria to eat or horseplay?
- ✓ Is the noise level in the cafeteria acceptable?
- ✓ What percentage of referrals are generated from the cafeteria?

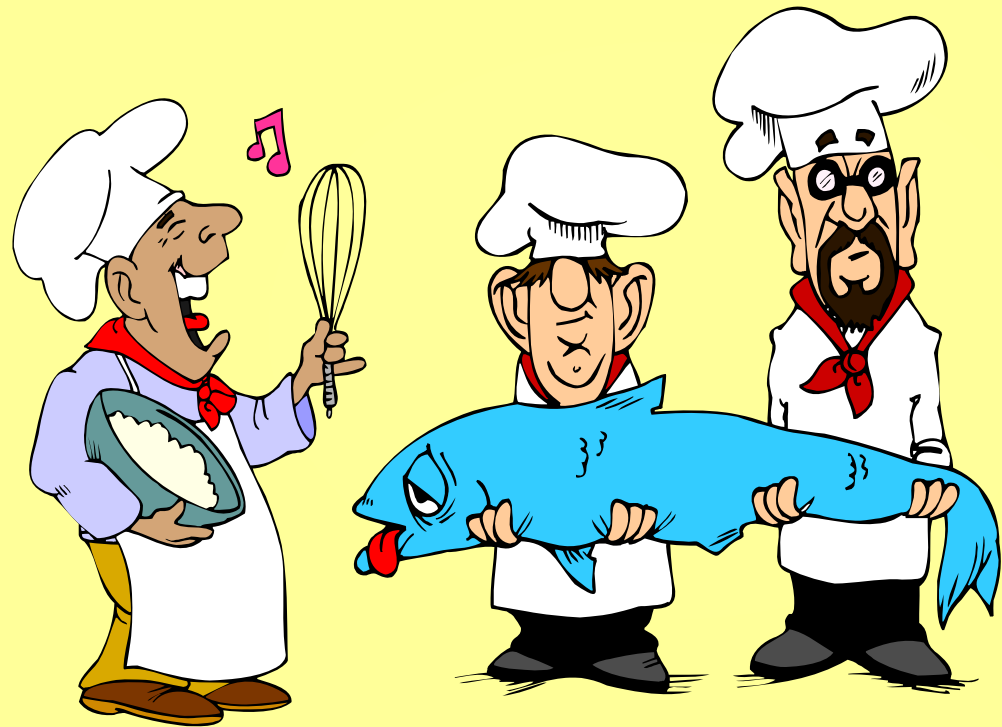
Cafeteria Expectations		
Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	Pick up your food & trash	Walk at all times
	Pick up trash around you - even left by others	Keep all food off the floor



Step 1: Establish a Committee

The team should consist of the following members:

- ◆ Teachers
- ◆ Cafeteria staff
- ◆ Noon duty aides
- ◆ Custodian(s)
- ◆ Administrator(s)
- ◆ Students



Team members must feel invested in changing behavior

Step 2: Conduct a Cafeteria Evaluation

- ◆ Number of:
 - ✓ tables, trash cans
 - ✓ students per lunch period
 - ✓ students purchasing/bringing lunch
 - ✓ lunch periods
- ◆ Time of each lunch period
- ◆ Floor plan
- ◆ Traffic patterns

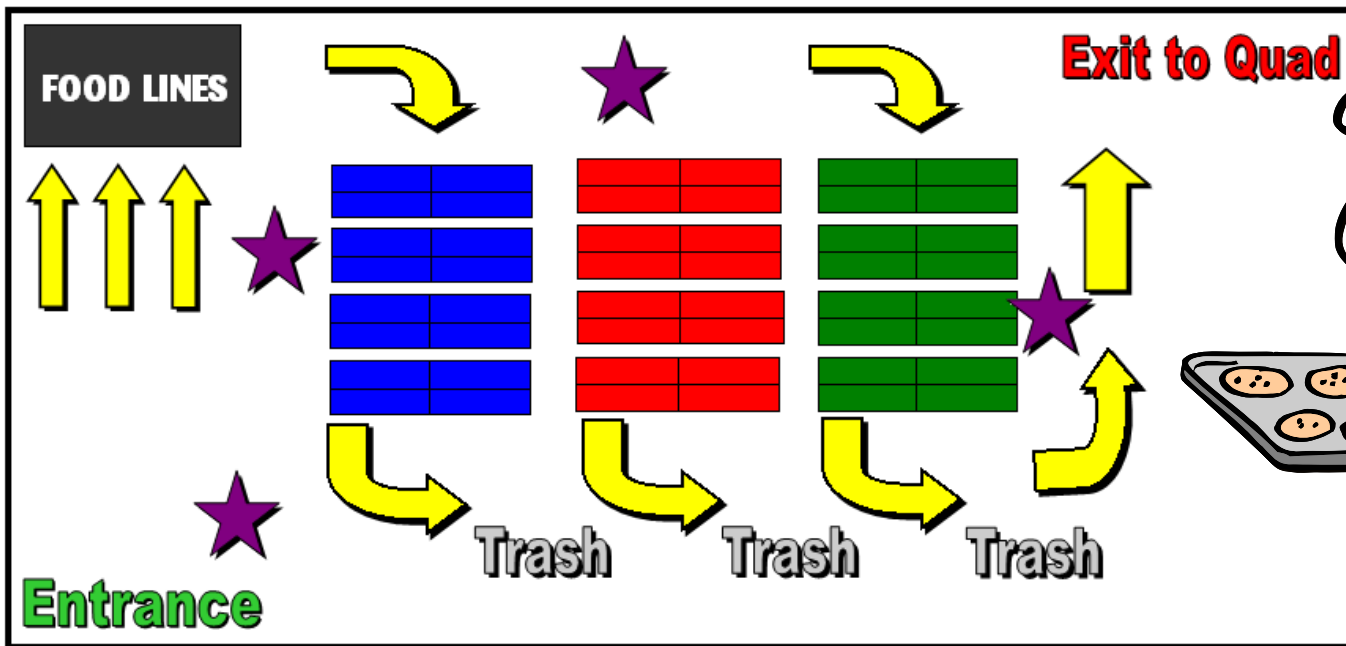


Cafeteria Evaluation – Sample

Cafeteria Evaluation: Sample

Draw a map of the cafeteria. Include all tables, trash cans, traffic patterns (→), and supervision locations (☆).

Lunch & Time	# of Students in the Cafeteria	# of Supervisors	# of Students who Brought Lunch	# of Students who Purchased Lunch	# of Students Who Chose Not to Eat
1st Lunch: 10:45—11:15	257	3	97	125	35
2nd Lunch: 11:25—11:55	329	3	115	179	58
3rd Lunch: 12:05—12:35	354	4			



Step 3:

Determine WHY Behaviors Occur

The committee must assess what the behaviors are and when they are happening:



- ◆ Time
- ◆ Place
- ◆ Incident(s)
- ◆ Consequences
- ◆ Outcomes

Sample Form: Problem Behavior Checklist

Environmental Factors	Time of Incident	Observed Student Behavior	Consequence Delivered by Staff	Observed Student Reaction
Waiting in the a-la-carte line with class	11:10	Pushing peers	Told to keep hands to self	Student continued pushing others
Sitting at lunch table with peers	12:25	Throwing food	Student told to "stop"	Student walked away from table



Checklist Should:

- ◆ Determine the environmental factors contributing to student behaviors
- ◆ Document the types of misbehaviors occurring in the cafeteria
- ◆ Evaluate the types of consequences delivered by staff
- ◆ Evaluate the effectiveness of consequences



Step 4:

Determine Severity of Behaviors

- ◆ Evaluate your data
- ◆ Determine which students and/or locations need immediate attention
- ◆ Establish an acceptable baseline for the noise level
- ◆ Continue to re-assess & note progress



Step 5:

Review Cafeteria Expectations to ensure all expectations are being enforced



Cafeteria Expectations

Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you – even if left by others	Keep all food off the floor

Step 6: Make Logistical Changes

- ◆ Table arrangements
- ◆ Number and placement of garbage cans
- ◆ Lines: length, direction, etc.
- ◆ Traffic patterns



Step 7: Train All Staff



- ◆ *Supervision*
- ◆ *Conflict Management*
- ◆ *Consequences*
- ◆ *Verbal De-escalation*
- ◆ *Understanding
Environmental &
Functional Factors*

Step 8:

Maintain the Program



- ◆ Designate roles & responsibilities
- ◆ Continue collecting and evaluating data
- ◆ Debrief as a whole committee often
- ◆ Train all new staff members

Addressing Specific Behaviors

◆ Monitor noise levels:

- red / green tallies
- stop light

◆ Reduce litter:

- lottery tickets
- strategically placed trash cans

◆ Manage traffic patterns:

- cones
- painted lines



Addressing Specific Behaviors

◆ Food consumption:

- All students stay in the cafeteria for a minimum of 10 minutes prior to being excused
- Students go to recess prior to going into the cafeteria

◆ Ensure food stays in cafeteria:

- Assign supervisor to stand next to a trash can at the exit
- Monitor students as they leave tables



Special Thanks To:

*Teaching Alternative Behaviors School-wide:
Resource Guide to Prevent Discipline Problems*



PBS Coaches



Jacquelin Patrick



Suzy Johns