Calming Cafeteria Chaos

Will access to engaging table activities curb misbehavior in the elementary school cafeteria?

By Lisa Depew

Introductions
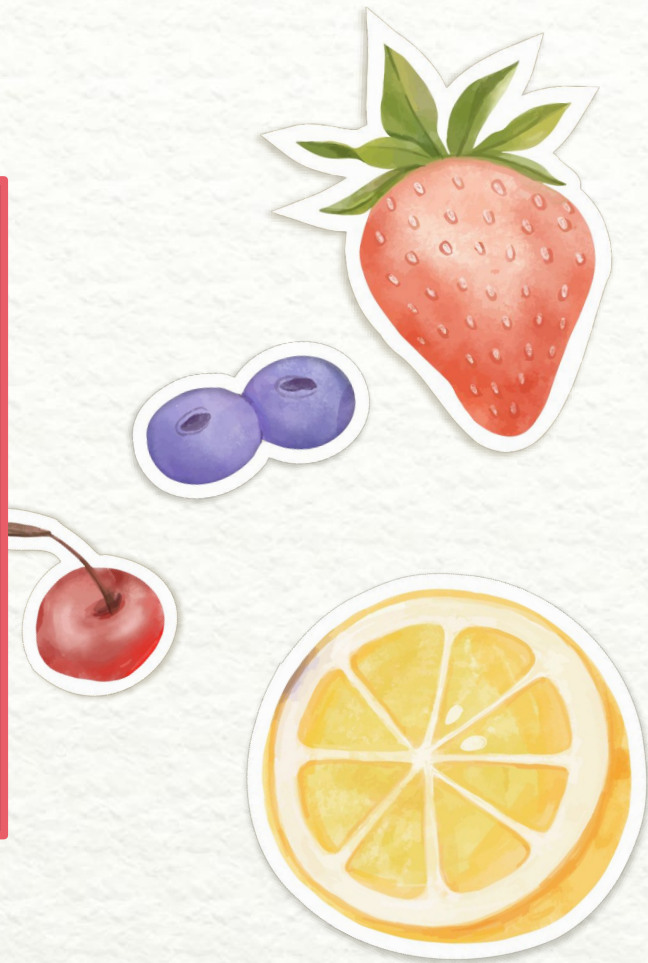

Lisa Depew

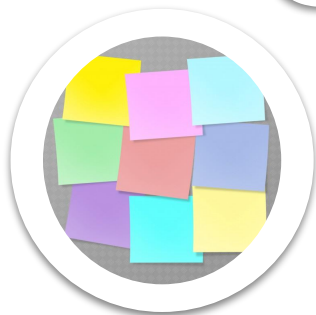Grade 4 Classroom Teacher
Belmont Station Elementary

So how do we get there?

Sticky Note Storm

3:00

Me

- Write down as many challenging cafeteria behaviors as you can.
- Put *one* idea on each sticky note.

We

- At your table, share your ideas out. Group your ideas into types of misbehaviors.

  (Categorize your ideas)

Share

- Share out your table's ideas with the whole group by putting your sticky notes on the chart paper according to category headings.

Categories

- Out of Seats
- Leaving without Permission
- Volume
- Pushing
- Running
- Disrespectful

Agenda

Purpose
01
Summary of the Research

Strategies
03
Description of strategies implemented

Data Collection
02
Statistics of misbehaviors reported over a 15 day period.

Results
04

01. Purpose

Cafeteria chaos is a struggle faced by many schools. The purpose of this research is to:

- determine the factors that contribute to this problem at the elementary level, specifically in fourth grade.

- develop strategies to reduce misbehavior while increasing expected lunchroom behaviors.

- implement effective strategies that yield the improvement in cafeteria behavior schoolwide.

Our School
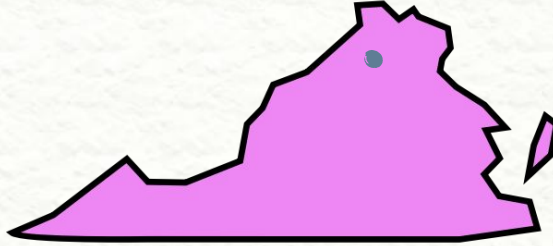
Belmont Station Elementary

Belmont Elementary School is located in Ashburn, Virginia. It serves students in grades k-5 in a neighborhood setting.

GOALS

Reduced Incidence of Misbehavior

Positive Cafeteria Experience for Students

Increased Student Engagement in Positive Interactions

Popular Gimmicks
(ie. External Motivators)

Is this based on actual data?

What about the kids who have a really rowdy classmate who makes it impossible for the class to earn this?

Do staff members have the time to track this?

What if kids are *intrinsically* motivated?

Positive conversations

Engaging Activities

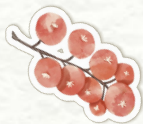Fun Peer Interactions

Voice & Choice

What about PBIS?

A Positive Behavior Support (PBS) plan, particularly focusing on the lunchtime strategy was designed to instill discipline and encourage responsible conduct among students.

Key components

explicit expectations

structured transition routines

support of cafeteria monitors

an intrinsically motivated system that promotes positive behavior.

KEY ACTION ITEMS

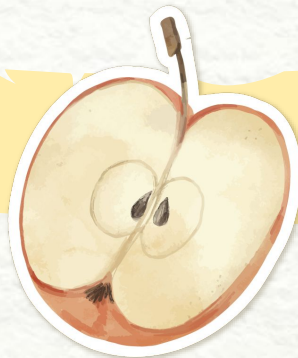|	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Record data on misbehaviors at lunch**	Record data on misbehaviors at lunch	Record data on misbehaviors at lunch	Record data on misbehaviors at lunch	Record data on misbehaviors at lunch
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	No School	No School	**Introduce table games** (Dry Erase Games- BINGO, Dots, ABC Game, Tic-Tac-Toe, Riddles, Connect the Dots, Etc) Consistently monitor behavior data	Provide Table Games for all tables Consistently monitor behavior data	Provide Table Games for all tables Consistently monitor behavior data
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Provide Table Games for all tables **Consistently monitor behavior data**	Provide Table Games for all tables Consistently monitor behavior data	Provide Table Games for all tables Consistently monitor behavior data	Provide Table Games for all tables Consistently monitor behavior data	Provide Table Games for all tables Consistently monitor behavior data

TIMELINE

Collect Baseline
Data on
Misbehaviors

Week 1

Introduce Table
Games, Collect Data
on Misbehaviors

Week 2

Continue to
Collect Data

Week 3

Behavior Tracking Board

BEHAVIOR	WEEK 1 10/23 – 10/27					WEEK 2 10/30 – 11/3					WEEK 3 11/6 – 11/10				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Out of seats															
Bathroom without permission															
Volume															
Pushing in line															
Running															
Disrespect															

Belmont Station ES
Number of behavior Incidents during lunch block.

School Belmont Station ES	Monday	Tuesday	Wednesday	Thursday	Friday
Baseline Data	61	75	67	30	X
Week 2	X	X	25	10	5
Week 3	11	X	7	7	3

Data

Baseline Data
Number of Misbehaviors during Week 1

Week 2
Number of Misbehaviors during Week 2

Week 3
Number of Misbehaviors during Week 3
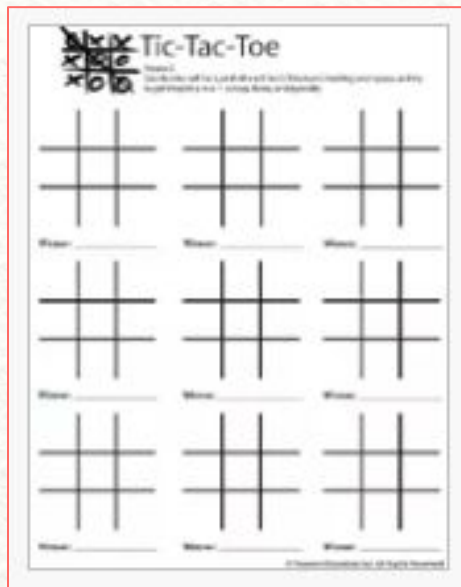
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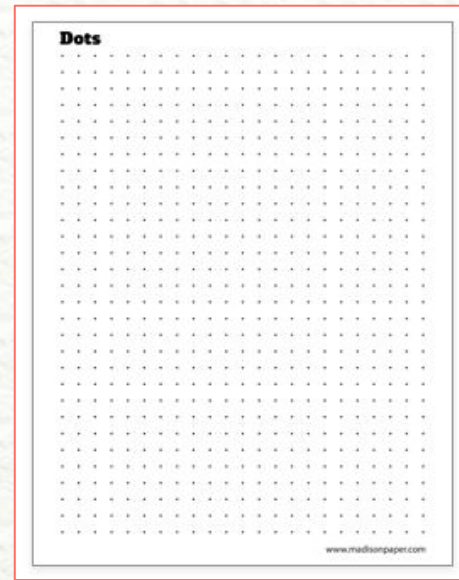28

Belmont Station Elementary
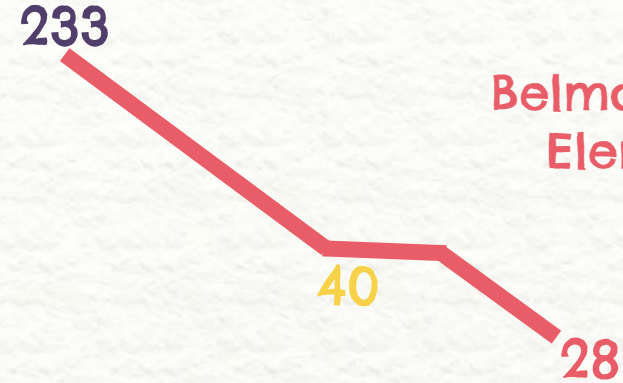
Sample of Games Introduced
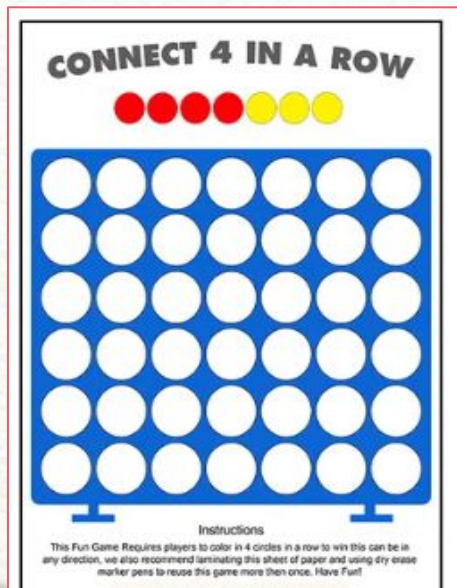
Connect 4

Tic-Tac-Toe

Dots

04. Results

Implementing Table Games during lunchtime effectively reduced the number of misbehavior incidents dramatically from 288- 28 over a 3-week period at Belmont Station Elementary.

- From Week 1- Week 2, the number of misbehaviors decreased by 83%.

- From Week 2- Week 3, misbehaviors went down an additional 8%.

  ○ **TOTAL DECREASE IN MISBEHAVIORS AT Belmont Station over 3 Weeks: 91%**

Things to Remember:

- **Timing Matters-**
  - **Be on time at both ends of the lunch block**
- **Lines are Important**
  - **Reduces commotion and provides structure**
- **Consider Assigned Seats**
  - **Reduces social anxiety and saves time**
- **Volume Hacks**
  - **Seat your class on one side of a table and another grade level across from them**
- **Recess First**
  - **Get those wiggles out**
- **Visual Cueing System**
  - **Use colored cones to signal transitions, rather than yelling (ie. Red- Eat, Purple- Table Games, Yellow- Clean up, Green- line up)**
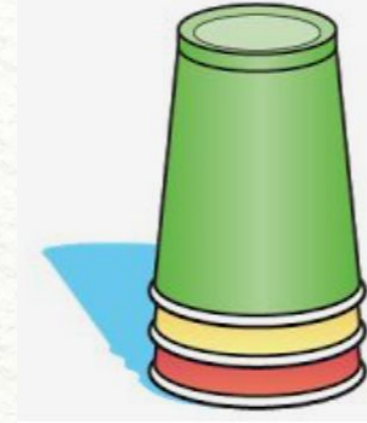
Keep it Simple and Consistent
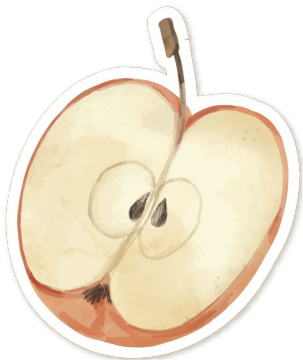
LUNCHROOM RULES

1. Stay in your seat.
2. Talk quietly.
3. Eat your own food.
4. Clean your mess.
5. Say kind things.
6. Do not gossip.
7. Line up quickly and quietly.

School-Wide Expectations:

Respect yourself.
Respect others.
Respect your school.

Reflect

Holding your fingers over your heart, what are your thoughts about our learning today.

LEVEL 1
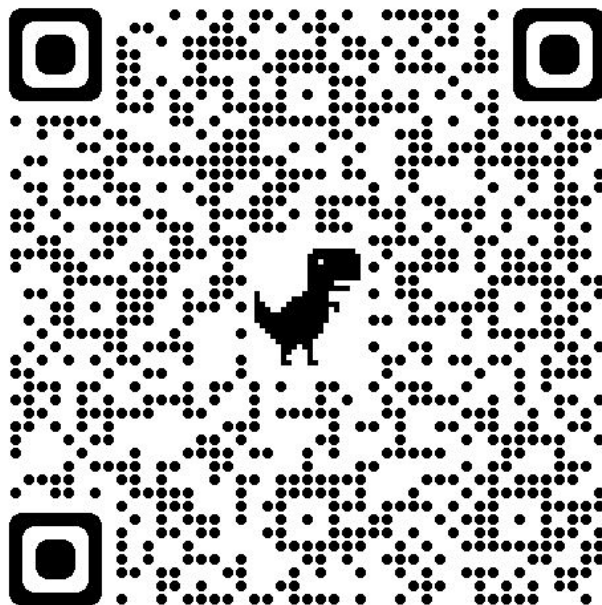I need help. I don't understand, yet.

LEVEL 2
I am starting to understand, but I still need help.

LEVEL 3
I can do this on my own. I understand!

LEVEL 4
I can teach someone to do this. I've got it!

Thank you!

References

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Ideas to Make an Elementary Cafeteria Quieter. Annabelle Brown
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Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children, 31*(6), 1–24.