MO SW-PBS TEACHER TOOL
ACTIVE SUPERVISION

PRACTICE: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

RESEARCH STATES:
▶ Has a positive impact on student behavior in a variety of settings- including classroom
▶ May reduce incidents of minor problem behavior while increasing appropriate behavior
▶ May lead to increases in student engagement
▶ Allows for encouragement of students using expectations or appropriate behavior

There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008).

What is it?
Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)

1. Moving Effectively
2. Scanning Effectively
3. Interacting Frequently

Active supervision, verbally and non-verbally, communicates to students the certainty that you do inspect what you expect.

Implementation
▶ Continuous movement.
▶ Proximity with students.
▶ Random or unpredictable.
▶ Include moving close to noncompliant students and possible targeted areas.
▶ Demonstrate interest in students, assist with learning tasks, provide feedback.

SCANNING
▶ Visually sweep all areas of the room to observe all on a regular basis.
▶ Make brief eye contact with students in more distant locations of the room.
▶ Look and listen for signs of a problem.

INTERACTING
▶ Positive contact: Friendly, helpful, proactive, non-contingent, frequent delivery rate.
▶ Positive reinforcement: Immediate and contingent on behavior, frequent delivery rate.
▶ Corrective response: non-critical, specific to behavior.
▶ Deliver consequences: Neutral demeanor, consistent across students displaying inappropriate behavior.

Active Supervision monitoring practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>What it looks like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving Effectively</td>
<td>When supervising work or activities, circulate among students.</td>
</tr>
<tr>
<td>Scanning Effectively</td>
<td>Frequently and intentionally look around at students</td>
</tr>
<tr>
<td>Interacting Frequently</td>
<td>While moving and scanning you should also frequently interact with students</td>
</tr>
</tbody>
</table>

Teacher Self-Assessment Tool

<table>
<thead>
<tr>
<th>Self-Assessment Features</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have designed the classroom floor plan to allow for ease of movement for Active Supervision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I continually monitor all areas of the room by moving and interacting frequently and strategically.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I continually monitor all areas of the room by scanning and interacting frequently and strategically.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When designing a lesson, I consider student groupings, location and activity level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I provide positive contact, positive and corrective feedback while moving around the room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. 80% of my students can tell the classroom expectations and rules.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

May, 2014
References


For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: http://pbismissouri.org/