

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.

Active Supervision monitoring practices

Practice	What it looks like
Moving Effectively	When supervising work or activities, circulate among students.
Scanning Effectively	Frequently and intentionally look around at students
Interacting Frequently	While moving and scanning you should also frequently interact with students

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.

Teacher Self-Assessment Tool

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



References

- De Pry, R.L. & Sugai, G.(2002). The effet of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11(4), 255-267.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. (2008). Edicaend-based practices in classroom management: Consideration for research to practice. *Education and Treatment of Children*, 31(3), pp. 351-380.

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://pbissmissouri.org/>

