MO SW-PBS *Classroom 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 expected behavior.

- There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior.

(DePry & Sugai, 2002; *Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008*)

Aligns to MO Teacher Standards: 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

What is it?

Active supervision is a monitoring procedure that uses three 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:

Practice	What it looks like
Moving Effectively	- When supervising work or activities, circulate among students. - Move in random or unpredictable patterns.
Scanning Effectively	- Frequently and intentionally look around at students - 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 Frequently	**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.

References

De Pry, R.L. & Sugai, G.(2002). The effect 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.

Active Supervision: Self-Assessment

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

On numerical response questions, please rate your implementation using the following scale:

1 - Rarely 2 - Sometimes 3 - Almost Always 4 - Always

Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.

Do you maintain a classroom arranged for ease of instructional movement and supervision in whole group, small group, and individual work situations? Yes No

Do you maintain a classroom in w ove about freely without safety risks or physical obstacles? Yes No

Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.

During instruction (whole group, small group, or individual work time), how often do you move about the room to monitor and promote engagement for all students? 1 2 3 4

During instruction (whole group, small group, or individual work time), how often do you move about the room in anticipation or response to behavioral issues? 1 2 3 4

Teacher/facilitator visually monitors learning and performance.

During instruction (whole group, small group, or individual work time), how often do you scan the room to monitor student engagement? 1 2 3 4

During instruction (whole group, small group, or individual work time), how often do you use non-verbal communication i.e. gestures or facial expressions) to acknowledge you are monitoring student engagement? 1 2 3 4

Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.

During instruction (whole group, small group, or individual work time), how often do you provide verbal and non-verbal encouragement to students who are on-task? 1 2 3 4

Active Supervision: Practice Profile

Active Supervision				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.	• The teacher physically arranges the classroom for ease of movement and supervision in whole group, small group, and individual work situations. • All areas accessible to students are visible, functional, and safe.	• The teacher physically arranges the classroom for ease of movement and supervision in most situations. • All areas accessible to students are safe.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • Physical arrangement of classroom is safe for students, but supervision and/or movement around the room is hampered or difficult.	*(Follow-up professional develop- ment and coaching is critical.)* • Physical arrangement of the classroom contributes to safety issues (tripping, climbing, horseplay). • Supervision and/ or movement around the room has multiple obstacles.
Instruction is designed to allow for teacher move- ment throughout the classroom to monitor learning and performance.	• During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity. • Frequent, random movement, with particular attention to targeted problem areas, is evident.	• During whole group, small group, and/ or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity.	• The teacher moves around parts of the room throughout instruction, or the teach- er moves only in response to unexpected behavior.	• Teacher stands or remains seated in one location throughout the class period.
Teacher/facilitator visually monitors learning and performance.	• During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. • Frequent non-verbal communication may accompany the visual monitoring, such as smiling, head nodding, or other acknowledgment of attention.	• During whole group, small group, and/ or individual work time, the teacher visually scans the room to monitor student engagement. • Occasional non-verbal communication may ac- company the visual monitoring.	• The teacher visually scans the room occasionally during instruction, scans only a portion of the room, or uses no non-verbal communication to acknowledge students.	• Teacher rarely or never uses visual scanning during instruction.
Teacher / facilitator interacts with students positively and pro- actively, as well as in response to academic or social behavioral errors.	• During whole group, small group, and/or individual work time, the teacher uses group and individual verbal and non-verbal positive communication to increase the likelihood of engagement and on-task behavior, as well as in response to academic or behavior errors.	• During whole group, small group, and / or individual work time, the teacher uses occasional verbal and non-verbal communication proactively, and as a response to academic or behavior error.	• The teacher uses occasional verbal and non-verbal communication, but mainly in response to academic or behavior errors.	• The teacher rarely or never provides positive or proactive interactions with the students, either non-verbal or verbal.