



Trainer Notes (Remove before training.)

Approximate Time Estimates:

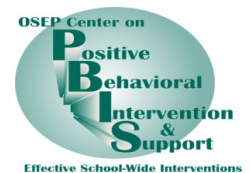
Active Supervision 1.5 hours

- Active Supervision 90 minutes

Active Supervision



MU Center for SW-PBS
College of Education
University of Missouri



Working Agreements

Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

Attention Signal Practice

- Select and teach an attention signal.

Introductions


- Insert an Introductions Activity.

Session Outcomes

At the end of this session, you will be able to...

- List and describe the three practices used in active supervision
- Connect active supervision with encouraging expected behavior and discouraging unexpected behavior

Effective Classroom Practices

1. Classroom Expectations
 2. Classroom Procedures & Routines
 3. Encouraging Expected Behavior
 4. Discouraging Inappropriate Behavior
 5. **Active Supervision**
 6. Opportunities to Respond (OTR)
 7. Activity Sequencing & Choice
 8. Task Difficulty
- 

Active Supervision

Once you have *clarified* and *taught* expectations, it is crucial to monitor students closely through **active supervision** and *provide feedback*, both positive and corrective, on how their behavior aligns with the expectations.



The Value of Active Supervision

- Reduces inappropriate behavior; increases appropriate behavior.
- Provides knowledge on whether students are using expectations.
- Allows for frequent use of encouragement.
- Allows for timely correction of behavioral errors.
- Builds positive adult-student relationships.
- Allows for the provision of immediate learning assistance to students.
- Increases student engagement.

*“The goal of effective classroom management is not creating “perfect” children, but providing the perfect **environment** for enhancing their growth and using research-based strategies that guide students toward increasingly responsible and motivated behavior.”*

Sprick, et al., 2006



How to Actively Supervise

Monitor any school setting using three practices:

1. Moving
2. Scanning
3. Interacting





Activity: Features of Active Supervision

- With a partner, read and discuss the classroom scene on the handout, *Features of Active Supervision*.
- Underline each Active Supervision practice and note whether it is an example of moving (M), scanning (S), or interacting (I).
- Be prepared to share your answers.

★ Features of Active Supervision



Activity: Features of Active Supervision

The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles(M) looking from side to side (S) quietly acknowledging (I) the students for starting quickly. She stood beside (M) Enrico for a moment, as he usually does not do well with independent work, and praised him (I) for getting started. Ms. Hailey then stopped, turned around, and watched (S) the front half of the class. She continued to loop (M) around the class, checking the students' work, and making compliments (I) here and there. (Colvin, 2009, p. 46)

Moving

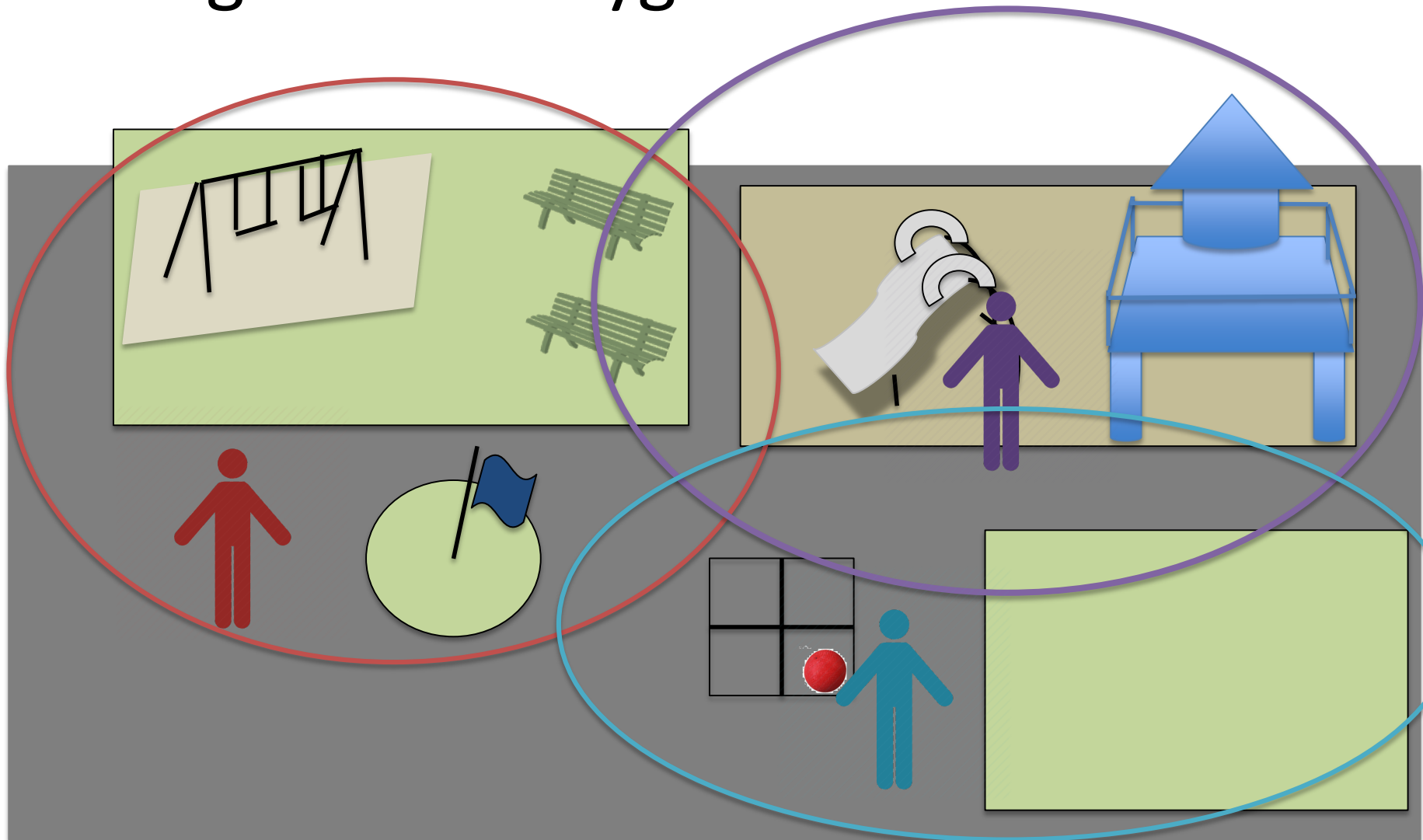
When supervising work or activities, circulate among students.

- Continuously move.
- Maintain proximity with students.
- Random or unpredictable.
- Include moving close to students who struggle with expected behavior and possible problem areas.
- Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective.
- Periodically move and supervise when providing individual or small group instruction.

Moving

- Think about a non-classroom area where active supervision is needed:
 - Hallway
 - Cafeteria
 - Bus/Pick Up Area/Parking Lot
 - Playground
- What are the current expectations for staff movement? Is there a specific expectation?

Active Supervision – Moving on the Playground



Moving

- Now consider classroom situations where active supervision is needed:
 - Whole group instruction – when the teacher is working with all students
 - Small group instruction – when the teacher is working with a group, but monitoring all students
 - Individual instruction/Assessment – when the teacher is working with a single student, but monitoring all students
- How can the teacher use movement to engage in active supervision?



Scanning

Frequently and intentionally look around at students:

- Look students in the eye.
- Visually sweep all areas of the room as well as look directly at students nearest you.
- If working with individual, position self so as to scan the entire room or get up and scan occasionally.

Scanning

Frequently and intentionally look around at students:

- Look students in the eye.
- Visually sweep all areas of the room as well as look directly at students nearest you.
- If working with individual, position self so as to scan the entire room or get up and scan occasionally.

Scanning

- Let's return to classroom situations where active supervision is needed:
 - Whole group instruction – when the teacher is working with all students
 - Small group instruction – when the teacher is working with a group, but monitoring all students
 - Individual instruction/Assessment – when the teacher is working with a single student, but monitoring all students
- How can the teacher use scanning to engage in active supervision?



Classroom Active Supervision Assessment

Interacting

While moving and scanning you should also frequently interact with students. Interacting...

- Communicates care, trust, and respect, and helps build relationships.
- Creates positive climate and increases likelihood of accepting correction if needed.
- Remains the same when teaching, encouraging or addressing problem behavior.
- Includes: proximity, listening, eye contact, smiles, pleasant voice tone, and use of student's name.

Interacting may also include...

- Proximity, signals and non-verbal cues
- Pre-correction
- Non-contingent attention
- Specific positive feedback
- The continuum of responses to address unexpected behavior

Interacting

- Let's return to classroom situations where active supervision is needed:
 - Whole group instruction – when the teacher is working with all students
 - Small group instruction – when the teacher is working with a group, but monitoring all students
 - Individual instruction/Assessment – when the teacher is working with a single student, but monitoring all students
- How can the teacher use interaction to engage in active supervision?

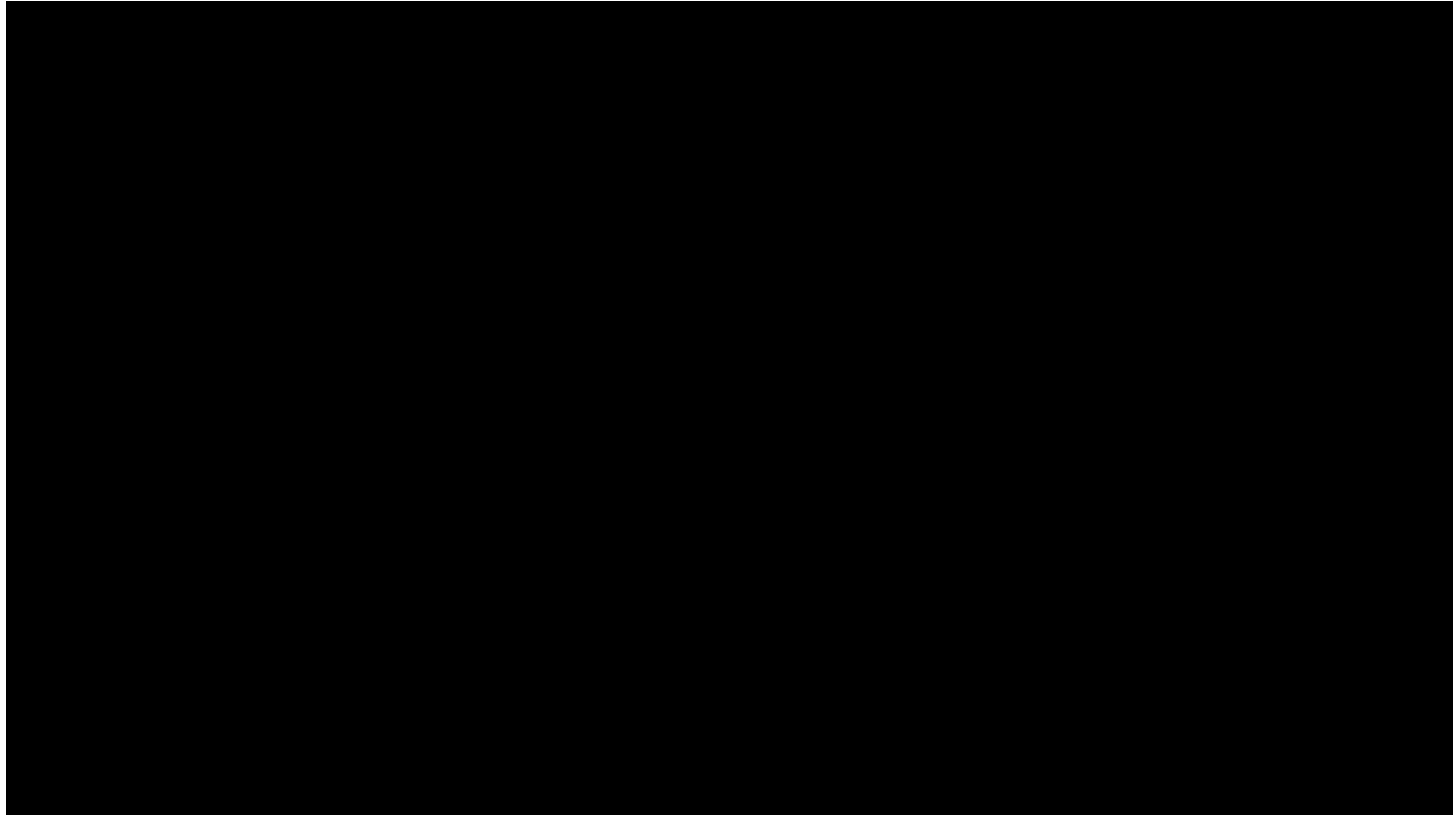


Active Supervision...

Verbally and non-verbally communicates to students the certainty that you do *inspect* what you *expect*.



Active Supervision





Discussion: Active Supervision

With a partner or your team, use your notes from the previous reflections to discuss the following:

- *What am I currently doing that I want to continue?*
- *What practices do I need to add?*
- *Are there things I am doing that I need to eliminate?*
- *How can we develop supports to encourage the practice?*



Active Supervision Personal Reflection

Active Supervision: Assessing Implementation

- Peer observations can support teachers to develop and routinely use the practices of Active Supervision.
- Especially helpful in fostering relatively simple practices that require awareness and thought to build new habits and implement consistently.



Classroom Active Supervision Assessment

1. Positively interacts with most students using non-contingent and contingent attention.	YES	NO
2. Routinely uses preferred adult behaviors (proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name) when teaching, encouraging or correcting.	YES	NO
3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success	YES	NO
4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas)	YES	NO
5. Frequently scans (head up, eye contact with many students)	YES	NO
6. Minor or staff-managed behaviors are handled privately, quickly and efficiently and followed with a positive contact.	YES	NO
7. Major or office-managed behaviors are handled calmly, following the school's procedures.	YES	NO
<p>Overall Active Supervision:</p> <p>6-7 "YES" = Proactive-Supportive of positive student behavior.</p> <p>3-5 "YES" = Mixed-Somewhat supportive of positive student behavior.</p> <p><3 "YES" = Reactive-At risk for high frequency of challenging student behavior.</p>	# YES _____	

Adapted from Breen & March, 2005.



Classroom Active Supervision Assessment

Session Outcomes

At the end of today's session, you will be able to...

- List and describe the three practices used in active supervision
- Connect active supervision with encouraging expected behavior and discouraging unexpected behavior

Contact Information

Remember to follow MO SW-PBS on social media

Consultant Contact Information:



pbissmissouri.org



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