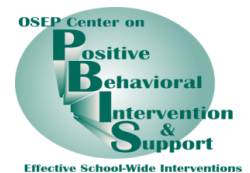



Staff Mini-Module Active Supervision



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



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 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



Moving

When supervising work or activities, circulate among students.

- Continuously move.
- Maintain proximity with students.
- Random or unpredictable.
- Include moving close to noncompliant students and possible targeted 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.

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.

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.

Active Supervision...

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



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