

ACTIVE SUPERVISION

**MOVING, SCANNING &
INTERACTING**

Effective Classroom Practice

“The hallmark of a well-managed classroom is one in which students are (a) meeting the teacher’s procedural and behavioral expectations, (b) academically engaged in meaningful learning tasks, and (c) interacting respectfully with one another and with the teacher.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Effective Classroom Practice

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy or curriculum.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Active Supervision

Comprehensive Classroom Management Plan

- Expected behaviors/routines taught
- Acknowledge appropriate
- Respond to inappropriate
- High rates of engagement (OTR)
- **Active Supervision**
- Academic Success & Task Difficulty
- Activity Sequence & Offering Choice

What is Active Supervision?

Monitoring procedure that uses 3 components

1. Moving
2. Scanning
3. Interacting Frequently

(DePry & Sugai, 2002)

Why Provide Active Supervision?

- There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior
- Active Supervision...
 - Has a positive impact on student behavior in a variety of settings- including classroom
 - May reduce incidents of minor problem behavior
 - May lead to increases in student engagement

(Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)

How? Active Supervision

Moving Effectively

- Constant
 - Make presence known and obvious
 - Proximity to all students
 - More frequent proximity to noncompliant students
- Randomized
- Targets Problem Areas

How? Active Supervision

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

How? Active Supervision

Interacting Frequently

- Positive contacts
 - Friendly, helpful, open demeanor
 - Proactive, noncontingent
 - High rate of delivery
- Positive reinforcement
 - Immediate and contingent on behavior
 - Delivered at high rates and consistently

How? Active Supervision

Interacting Frequently

- Corrective response
 - Nonargumentative, noncritical
 - Specific to behavior
 - Systematic = correct, model, practice, reinforce
- Deliver consequence
 - Neutral, businesslike demeanor
 - Fair, nonarbitrary

Example: Active Supervision

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

Activity:

Interacting Frequently

- Read the student scenarios
- Decide what type of interaction is most appropriate
 1. Positive Contact
 2. Positive Reinforcement
 3. Corrective Response
 4. Deliver consequence
- Record a possible interaction statement

Activity:

Active Supervision

- Think about what has been discussed in terms of moving, scanning and interacting.
- Consider and record your current practices during whole group instruction, small group instruction, independent work times and transition times.
- How could the use of movement, scanning and frequent interaction be enhanced in your classroom?

Effective Classroom Practice

“Managing a classroom is part art and part science, conceptually simple enough to reduce to a handful of critical variables, yet so intricate and complex it is a lifelong learning task. Even the best and most experienced teachers must continually refine their classroom management plans.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Effective Classroom Practice

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

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

References

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- Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006). *Coaching classroom management: Strategies and tools for administrators and coaches*. Eugene, OR: Pacific Northwest Publishing.

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