

Active Supervision

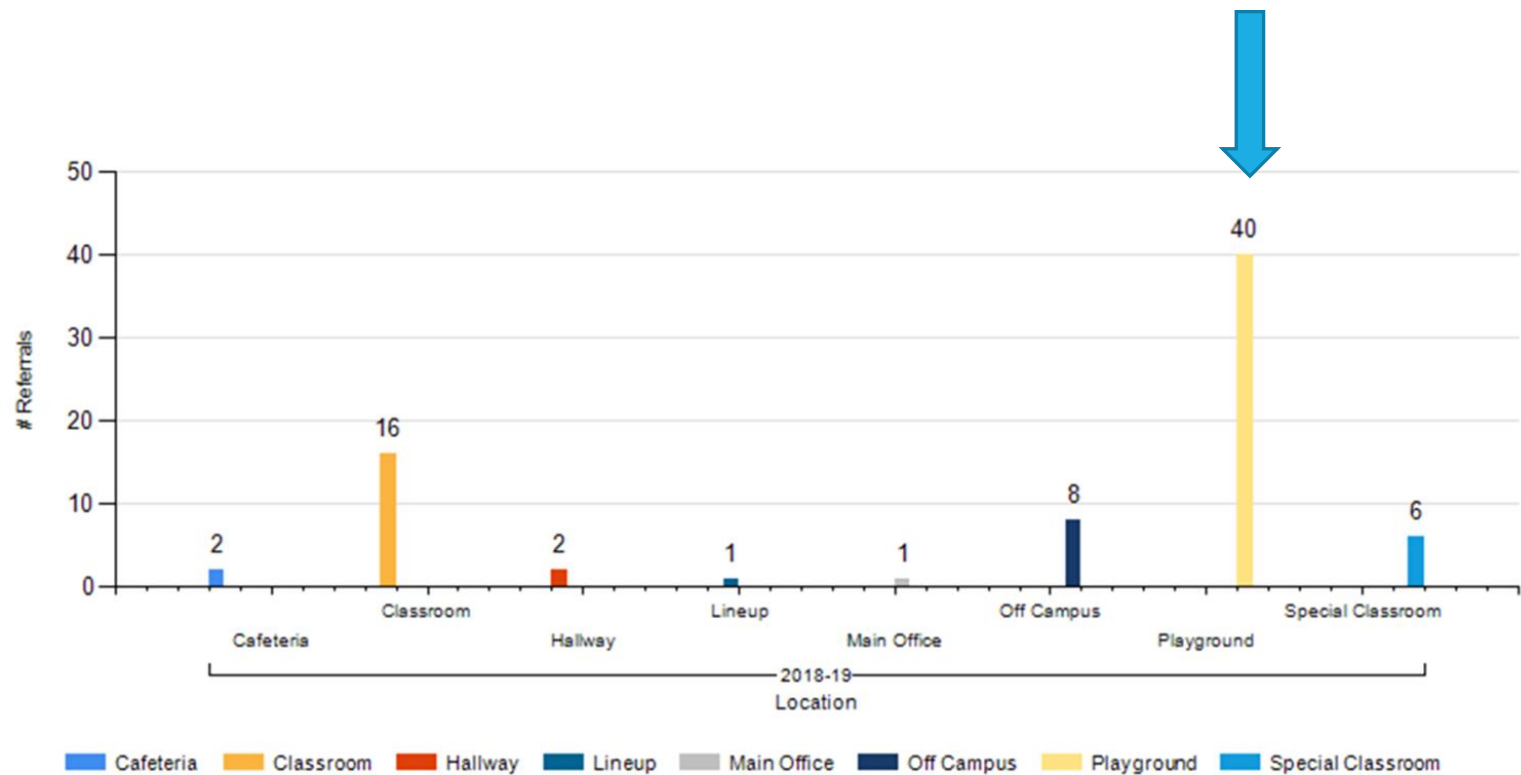


WAYNE RESA
2023-2024

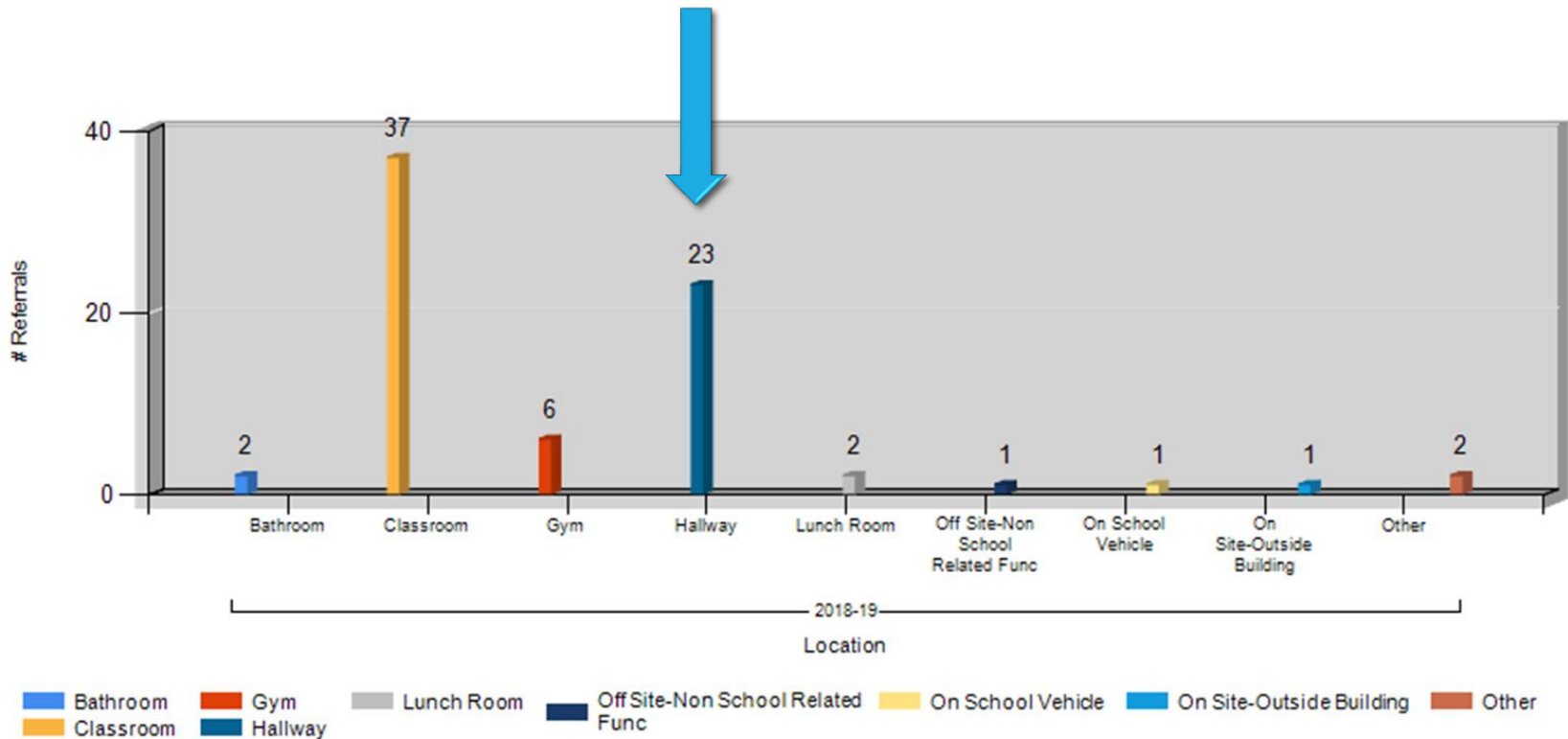
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Does your office discipline referral data look something like this?



Or this?



Work Smarter, Not Harder

“Simply maintaining an adult presence in common areas and merely attending to select inappropriate behaviors is an insufficient and ineffective intervention practice.”

Best Behavior by J. Sprague & A. Golly, 2005. Sopris West.

“Active supervision is defined as purposeful interaction with students to create opportunities for instruction and feedback on expected behaviors. Logically, it takes less time to prevent a behavior problem than it does to respond to it.”

Haydon, Hunter, & Scott, 2019

Active Supervision is an evidence-based practice shown to decrease disruptions in non-classroom areas.

Non-classroom settings

Hallways, cafeteria,
bathroom, playground

Arrival, departure
outside/inside school

Unstructured times and
places

Small number of adults
supervising a large number of
students

6 Essentials of Active Supervision

1. Positive
Contacts

2. Positive
Reinforcement

3. Movement

4. Scanning

5. Systematic
Corrections

6. Instruction

1. Positive Contacts

4 to 1
ratio of quick
positive contacts

Simple greetings,
friendly
comments



Group and
individual
directed


2. Positive Reinforcement

Positive reinforcement for following specific expectations

Does the supervisor know the behavior expectations in that area?



KITCHEN AND LUNCH AREA



Be Safe

- Stay in line.
- Walk
- Keep all food on lunch tray
- Stay seated
- Wait quietly when done eating
- Follow directions quickly

Be Kind

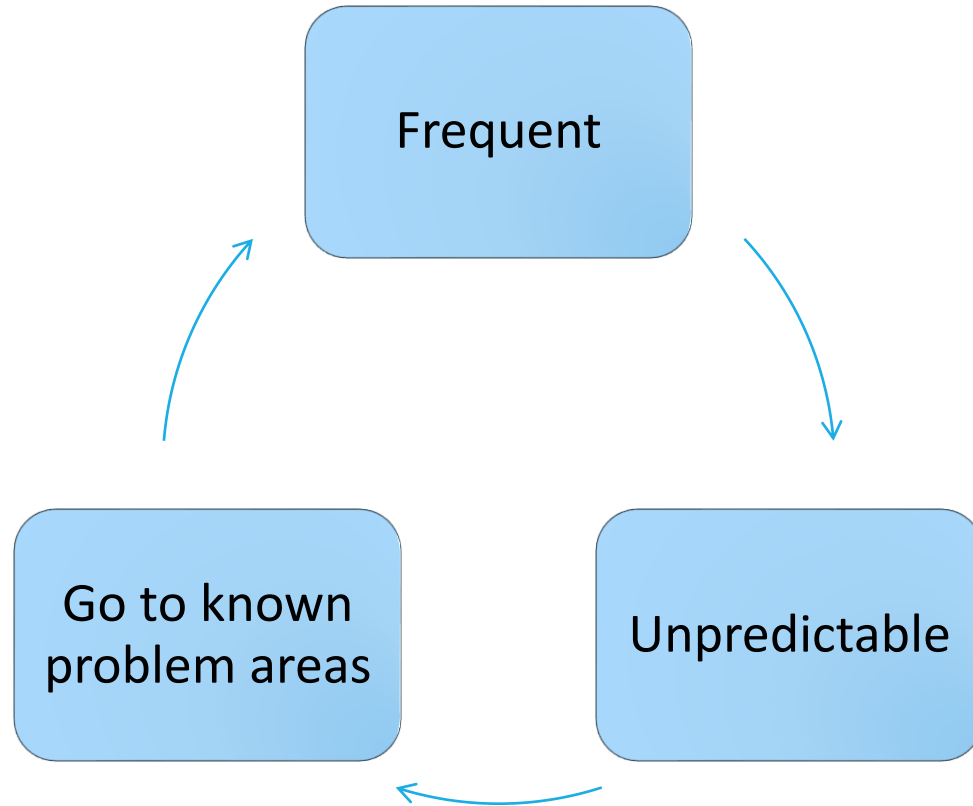
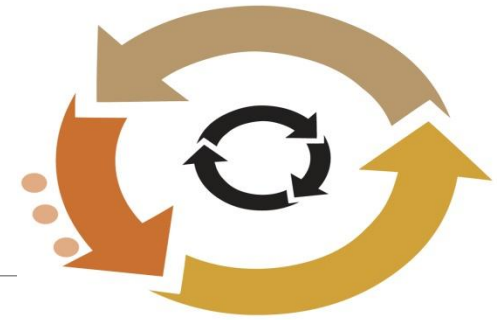
- Say, "Please", "Thank you", and "No, thank you"
- Clean up after yourself
- Wait quietly
- Be friendly

Be Responsible

- Put garbage in garbage can
- Clean up after yourself
- Keep food on lunch tray
- Follow directions quickly

The sign features three illustrations: a line of three children walking, two children talking with speech bubbles, and a hand dropping a crumpled paper ball into a trash can.

3. Movement



4. Scanning



Head up: see the big picture

Make eye contact, smile, wave

Make self seen

Look for and listen for early warning signs of trouble:

- Angry looks, frowns, “play fights,” bossiness, teasing, rough play, too excited, withdrawn
- Intervene early: “The most effective approach to reducing misbehavior is to prevent it in the first place.” (Haydon, Hunter, & Scott, 2019)

5. Systematic Corrections

Immediate (choose battles wisely)

Privately, if possible

Identify the problem and the rule

- Give student chance to correct
- Corrective Feedback: “do it the right way”
- Positively acknowledge correction
- Compliment-Correction-Compliment: “You are really trying this morning. Remember to walk in the halls. I know you’ll do a great job today.”

Neutral, business-like demeanor; Non-argumentative

Know and implement preplanned consequences

2-minute rule: know when to move it on to the next level

6. Instruction

Make sure students have received planned instruction - matrix expectations & procedures in each non-classroom area.

Review expectations at least 2-3x throughout the school year.

Use pre-corrections or reminders on a daily basis, especially in target areas and with students or groups of students who need it.

Data-based decision making

Use office discipline referrals or other recording systems as appropriate.

Supervisory staff have input to decision-making process.

Do systematic observations for on-going problem areas.

Middle & High Schools – take data and target specific hallways and times.

Suggestions

All staff should use these methods when they are in common areas

- Walk through bathrooms during transition times and intermittently during class time.
- Stand at classroom doorway at beginning and end of class.
- Provide personal greetings to students as they enter the classroom.

Provide training in active supervision to parent volunteers, non-instructional staff, cafeteria and playground supervisors, and bus staff.



BATHROOM



Be Respectful

- Flush when done
- Report any problems right away
- Return to class promptly



Be Responsible

- Clean up after yourself
- Respect others' privacy
- Help keep bathroom clean
- Use quiet voices



Be Safe

- Wash your hands with soap and water
- Use restroom correctly and quickly

***THINK: Is it True? Hurtful? Illegal? Necessary? Kind?**

CAFETERIA

▶ BE RESPECTFUL

- Use "indoor" voice.
- Use good manners.
- Follow all staff directions the first time given.

▶ BE RESPONSIBLE

- Arrive on time for lunch.
- Leave food and drink in the cafeteria/commons area.
- Clean up your own table/floor area.
- Have IDs ready.

▶ BE SAFE

- Follow lunch line procedure.
- Keep hands, feet, and objects to yourself.
- In case of emergency, follow specific procedures.



Additional Strategies

Teach hallway greetings: e.g., silent waves

Traffic flow: stay right; “walk & talk”

Recess before lunch

Group rewards

Transitions: reduce line wait, what to do with hands, stagger passing times

Activities: e.g., teach games

Rules: whispering, asking permission, etc.

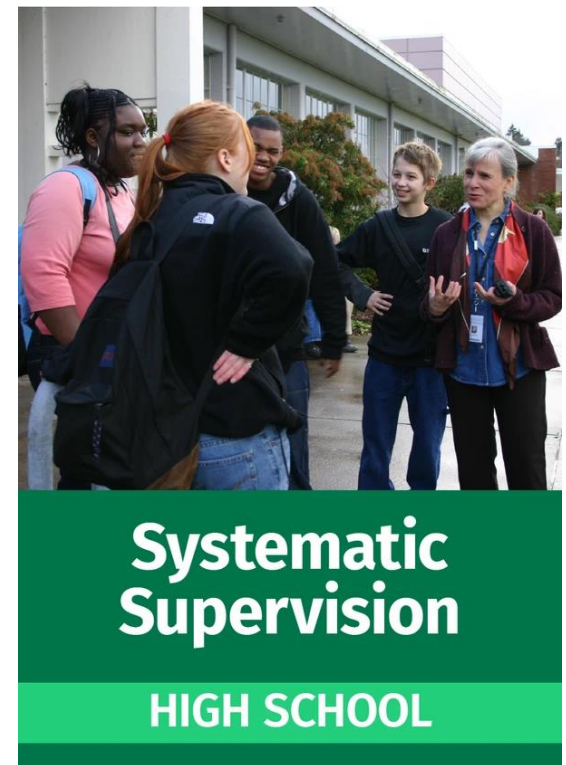
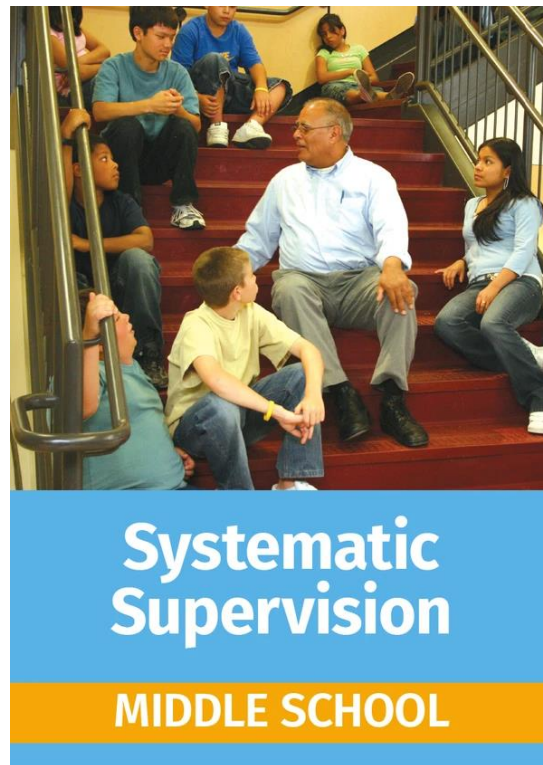
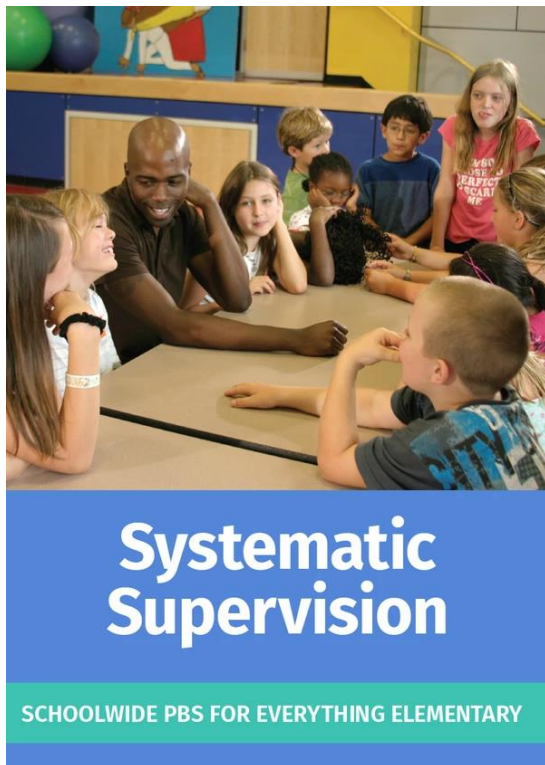
Look for simple solutions

Active Supervision Self-Assessment Checklist- Sugai & Colvin, 2004

1. Did I have at least 4 positive for 1 negative student contacts?	Yes	No
2. Did I move throughout the area I was supervising?	Yes	No
3. Did I frequently scan the area I was supervising?	Yes	No
4. Did I positively interact with most of the students in the area?	Yes	No
5. Did I handle most minor rule violations quickly and quietly?	Yes	No
6. Did I follow school procedures for handling major rule violations?	Yes	No
7. Do I know our school-wide expectations (positively stated rules)?	Yes	No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations	Yes	No
<p>Overall active supervision score:</p> <p>7-8 "yes" = "Super Supervision"</p> <p>5-6 "yes" = "So-So Supervision"</p> <p><5 "yes" = "Improvement Needed"</p>		
	# Yes	_____

Iris Media Training Resources
May purchase with PBIS funds

Create safe and positive common areas for elementary school, middle school, and high school.



<https://www.irised.com/products/>

Active Supervision



Research

Active supervision: an intervention to reduce high school tardiness. (Report)

Authors: Johnson-Gros, Kristin N.; Lyons, Elizabeth A. ; Griffin, Jennifer R.

Publication: Education & Treatment of Children

Date: February 2008

Active Supervision: Preventing Behavioral Problems Before They Occur.

Authors: Todd Haydon, William Hunter, Terrance M. Scott

Publication: Beyond Behavior

Date: April 2019

Volume: 28 Issue: 1 Pages: 29-35

The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary Students.

Author: Timothy J. Lewis

Publication: *Education & Treatment of Children* (Refereed)

Date: May 1, 2000

Publisher: Family Services of Western Pennsylvania

Volume: 23 Issue: 2 Page: 109