



# Positive Behavioral Interventions & Support

*Effective Classroom Practices:  
Active Supervision*

**Ohio** | Department  
of Education

# 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
7. Activity Sequencing & Choice
8. Task Difficulty

# Outcomes

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

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment
- Demonstrate active supervision of the classroom



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<http://pbissmissouri.org/>



# *Closely Linked to First Four Classroom Practices*

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

- Allows for the provision of immediate learning assistance to students
- Increases student engagement
- Reduces inappropriate behavior; increases appropriate

# The Value of Active Supervision

*cont'd*

- 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

# How to Actively Supervise

Monitor the classroom or any school setting using three practices:

1. Moving
2. Scanning
3. Interacting





# Also includes



*Proximity and touch control, signals and non-verbal cues*



*Specific positive feedback*



*Non-contingent attention*



*Pre-correction*



The continuum of responses to address inappropriate behavior (OH PBIS Module 5)

# Active Supervision as Prevention

Active Supervision

Self-Improvement Series

Volume III

<http://vimeo.com/groups/pbisvideos/videos/52102982>

# Let's Debrief

What does supervision look like in your setting?

- First example?
- Second example?
- Somewhere in between?

What positive examples have you seen or used in the past?

What challenges have you observed in actively supervising students?

“It’s not the **SEVERITY** of your consequences that will make them effective... it’s the **CERTAINTY.**”

CHAMPS - Safe & Civil Schools (2006)



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



# Activity: Components of Active Supervision

- With a partner, read and discuss the classroom scene on the handout *Components 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



# Activity: Components 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)*

# Assessing Active Supervision



# 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><b>Overall Active Supervision:</b></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>&lt;3 "YES" = Reactive-At risk for high frequency of challenging student behavior.</p>	<p># YES _____</p>





# Discussion: Active Supervision

- *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?*



**Questions?**



# References

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