

Spanos Elementary School: SW-PBIS ACTIVE SUPERVISION FOR COMMON AREAS

Active Supervision: The process of monitoring student behavior that incorporates **Protect** (moving, scanning) **Expect** (early intervention, addressing noncompliance behavior) **Connect** (positive interactions) **Correct** (Responding to misbehavior) **Reflect** (self-assessment)

RESEARCH STATES:

- Has a positive impact on student behavior in a variety of settings-playground, restroom, hallways, cafeteria
- May reduce incidents of minor problem behavior while increasing appropriate behavior
- Allows for encouragement of students using expectations or appropriate behavior

There is a relationship between the number of supervisor-to-the student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)

What is it?

Active Supervision is a monitoring Procedure that uses 5 components (DePry& Sugai, 2002)

1. Protect-continuous movement
2. Expect-intervene early
3. Connect-positive interactions
4. Correct-responding to misbehavior
5. Reflect-room for improvement?

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

Practice	What it looks like
Moving Effectively	When supervising recess or at any common area, circulate among students.
Scanning Effectively	Frequently and intentionally look around at students.
Interacting Frequently	While moving and scanning you should also frequently interact with students.
Responding to misbehavior	Remain unemotionally, use instructional approach, be consistent
Positive interactions	3:1 positive to corrective interactions

PROTECT/EXPECT

- Continuous movement.
- Proximity with students.
- Random or unpredictable.
- Include moving close to noncompliant Students and possible targeted areas.
- Demonstrate interest in students, assist With learning tasks, provide feedback (30 Seconds)
- Visually sweep all areas of the common area To observe all on a regular basis.
- Maintain an alert posture all the times
- Look and listen for signs of a problem

CONNECT/CORRECT

- Positive Contact: Friendly, Helpful Proactive, non-contingent, frequent Delivery rate
- Positive reinforcement: Immediate and Contingent on behavior, frequent delivery Rate.
- Corrective response: non-critical, specific to Behavior
- Deliver consequences: Neutral demeanor, Consistent across student displaying inappropriate behavior.

Self-Assessment Features	YES	NO	WIP
I know the designed areas of the area I am supervising.			
I continually monitor all areas of the room by moving and interacting frequently and strategically.			
I purposefully connect with students who have difficulty with behavior			
I meet students in a welcoming and positive manner. I smile and call them by their name.			
I correct behavior using an instructional approach.			

Strategies to put active supervision in place

PROTECT by moving and scanning	The action of moving and scanning the supervision areas constantly. Staff carefully plan where they will position themselves in the environment so they can see and hear all of the students. The movement is random and unpredictable.
EXPECT by addressing non-compliance behavior	Intervene early when non-compliance behavior is observed, such as kicking the volleyball, climbing up the slides, refusing to follow any of the playground expectations. Use a matter of fact nonemotional tone of voice (do not yell, plead or threatened) <ol style="list-style-type: none"> 1) 1st request for compliance using “please” and say expectation. 2) Wait 5 seconds, if there is compliance “reinforce” 3) Noncompliance: Repeat request using signal word “do not kick the volleyball, instead use your hands for the game” 4) Compliance: Reinforce! 5) Noncompliance: mild plan negative consequence- 5 min time out, loose the volleyball for that period
CONNECT by having positive interactions	Positive interactions in the playground and common areas are key. Students will reciprocate the positive adult behavior. Greet students, smile, quick conversations or comments, greetings by name when possible, praise, and reinforcing their compliance behavior.
CORRECT by responding to misbehavior	With respectful redirection , you get your students' attention without making a big deal by using a calm tone, neutral body language, and clear, concise wording. You tell students exactly what they're doing incorrectly and what they should be doing instead with as few words as possible, leaving less room for confusion. Level 3 behaviors will require students to go to the office for a follow up with administrative team.
REFLECT by engaging in self-reflection	What have I achieved today/this week? What have I learned? How do I feel? What will I change? Self-reflection is for self-growth, not to beat yourself up for mistakes. Remember the setbacks are actually set ups!