

## What Is It?

Active supervision is a proactive strategy to reduce problem behaviors in schools. Active supervision creates opportunities for teachers to interact with students, provide preventative praise and supervision, and provide corrective feedback to minor behaviors prior to significant escalations. Active supervision is an approach to instruction that ensures that students know they are being monitored and supervised. This strategy can be used in both classroom and non-classroom settings (i.e., recess or lunch).

## When to Use It

Active supervision is useful at these times:

- During classroom instruction and activities
- During supervised passing periods (e.g., before and after school, in the hallways)
- During school activities, lunch, and recess

## Steps to Implementation / How to Do It

	1. Arrange the classroom so it's easy to move around. Arrange student desks strategically to minimize congestion or crowding.
	2. Greet students as they walk in the door at the beginning of the day or class period. Gesture (i.e., high fives) and comment on student interests. Remain upbeat and positive, and let the students know that you're glad they're here.
	3. Move around the room and avoid standing still during instruction and classroom activities. Do not provide instruction from just one place (i.e., behind a podium or desk).
	4. Continually scan the room to make sure that students are engaged and on task. During outside supervision check areas where students are not allowed or cannot be seen.
	5. Interact with students. Provide behavior specific praise and corrective feedback.

## Example

*Ms. Cook is an 8th grade earth science teacher. During passing periods, she stands outside her classroom door and greets each student as they enter the room. She gives her students high fives and tells them she's glad that they are here today for class. Ms. Cook scans the hallway to make sure students are doing what they're supposed to be doing and moving toward their next class. She also walks into her classroom a few times to supervise the students as they settle down.*

*During class instruction, Ms. Cook walks around the room and prompts students to ensure that they are engaged and on-task. She provides students with behavior specific praise for expected behaviors. She also corrects students by placing her hand on their desks or providing verbal reminders, referring to the class rules listed at the front of the classroom. At the end of each class period, Ms. Cook stands at the door and says goodbye to each of her students.*

## How to Increase Effectiveness

- If there are multiple adults in the room, spread them out so they can see more students.
- Actively scan areas where students should not be or cannot easily be seen.
- Rearrange the classroom to decrease areas where students can not readily be seen.
- Interact with students by asking them about topics of interest (school sports, music, etc.) as you greet them.
- Avoid long or sustained conversations with students or adults who come into the classroom.
- Provide immediate reinforcement or corrective feedback. In the classroom, refer to rules and expectations posted in the front of the classroom.
- Provide 4:1 positive to negative statements.
- If the teacher must stay in one area to deliver instruction, have students who need additional supervision sit near the teacher. For example, if the teacher is running a small reading group (and cannot walk around the classroom), have a student who needs additional supervision sit at the next desk away from the small table.

## Resources

Colvin, G., Sugai, G., Good, R. H., & Lee, Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12(4), 344-363.

Haydon, T., & Scott, T. M. (2008). Using common sense in common settings. *Intervention in School and Clinic*. 43(5), 283-290.