



TIER ONE CLASSROOM MANAGEMENT STRATEGY SNAPSHOT #4

Employ Active Supervision

Definition:

The process of monitoring learning and performance in the classroom or any school setting, that incorporates moving, scanning and interacting with students.

Rationale

- Frequent *movement* allows for the provision of immediate learning assistance to students and provides frequent use of encouragement and timely correction of behavioral errors and thereby, increases student engagement
- Visual *scanning* allows the teacher to watch for instances of appropriate and inappropriate behavior that he/she will want to respond to immediately or as soon as possible.
- Positive adult-student relationships develop and the occurrences of problem behavior decreases with increased teacher-to-student *interactions* (Colvin et al, 1997; Simonson & Myers 2015)

Components

- **Moving:** Continuous, random teacher circulation throughout all parts of classroom
- **Scanning:** Frequent and intentional visual sweep of all parts of classroom
- **Interacting:** Frequent and positive communication to encourage, reinforce, and correct

Tips for Implementation

- Periodically move and supervise when providing individual or small group instruction; use your body positioning purposefully to ensure student engagement
- Continuous movement and proximity with all students makes your presence known and heightens students' attention to tasks and the expected behaviors
- When you are circulating, keep moving and avoid spending the majority of your time in any one location
- Frequently and intentionally look around at students, making eye contact with students
- If working with an individual, position self so as to scan the entire room or get up and scan occasionally
- While moving and scanning you should also frequently interact with students, as this communicates caring, trust, and respect and creates positive climate while increasing the likelihood of accepting correction if needed
- Include proximity, listening, eye contact, smiles, pleasant voice tone, and use of student's name
- After interacting or assisting a student, taking the time to remind them of the expected behavior immediately increases the likelihood of favorable student behavior

References:

- De Pry, R.L. & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education, 11(4)*, 255-267.
- Johnson-Gros, K. N., Lyons, E. A., Griffin, J. R. (2008). Active Supervision: An Intervention to Reduce High School Tardiness. *Education and Treatment of Children, 31(1)*, 39-53.
- Colvin, G., Sugai, G., Good, R. H., & Lee, Y., (1997). Using active supervision and pre-correction to improve transition behaviors in an elementary school. *School Psychology Quarterly, 12*, 344-363.
- Simonson, B. & Myers, D., (2015). *Classwide Positive Behavior Interventions and Supports*: The Guilford Press.