

# Three-Stage Plan for Managing Behaviors with *Active Supervision*

*Active supervision* is a critical yet under-utilized skill by adults in non-classroom settings and involves 3 skills:

- **Scan:** Visually examine the entire environment frequently noticing both appropriate and problem behavior
- **Interact:** Elicit conversations with most of the students while providing pre-corrections (or prompts) and reminders as well as positive recognition
- **Move:** Physically move around the entire area in an unpredictable pattern while visiting the problem areas frequently

## Tips for *Scanning*

- Scanning Should Be Constant
  - Be “with it”; be seen
  - Constantly scan the environment (look and listen) attending to each area for a few seconds
  - Look at the big picture frequently
  - Look at student behavior specifically
- Scanning Should Be Strategic
  - Practice identifying actions and sounds that signal problems
  - Learn to recognize signs that precede problem behavior. Notice:
    - students with concerned, sad, or scared expressions
    - games breaking up for no apparent reason
    - quick violent movements

## Tips for *Interacting*

- Interactions Should Be Positive
  - Provide positive contacts and recognition
  - Provide frequent recognition for students exhibiting expected behaviors
- Interactions Should Be Specific
  - Use specific language when recognizing students
  - Use pre-corrections to support positive behavior
  - Focus on student behavior, not individual students
- Interactions Should Be Brief
  - Keep interactions short and to the point so you can interact with most students during the period
  - Continue to visually scan the environment during interactions

## Tips for *Movement*

- Movement Should be Constant
  - Constantly move to all areas you are responsible to supervise
- Movement Should be Random
  - Movement patterns should be unpredictable so that students cannot gauge when you will be in an area
- Movement should be Strategic
  - Identify trouble spots on playground and move to them more frequently
  - Identify students or groups who engage in either more problem behavior or behaviors that are likely to result in more conflicts and visit them often

# Systematic Supervision Checklist

School \_\_\_\_\_ Observer \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**SCALE**

1 = not at all    2 = seldom  
3 = about half    4 = often  
5 = constantly

<b>Active Supervision Features</b>	<b>Circle One</b>
1. Supervisor moves through all areas under supervision.	1   2   3   4   5
2. Supervisor achieves close proximity with most students present in the total area being supervised.	1   2   3   4   5
3. Supervisor appears to scan more distant parts of area being supervised.	1   2   3   4   5
4. Supervisor initiates pro-social contact with students engaged in appropriate behaviors.	1   2   3   4   5
5. Supervisor has more positive interactions with students than corrective, instructional, or negative interactions (4 to 1).	1   2   3   4   5
6. Supervisor consistently uses a system of positive reinforcement for acknowledging appropriate student behavior.	1   2   3   4   5
7. Supervisor knows and teaches/reteaches common area behavioral rules and expectations to all students several times a year (2 or more).	1   2   3   4   5
8. Supervisor corrects, or provides consequences for inappropriate student behavior quickly and consistently.	1   2   3   4   5
9. Supervisor uses a calm, controlled, business-like, and respectful tone when correcting inappropriate student behavior.	1   2   3   4   5
10. Supervisor recognizes and acknowledges student cooperation when the student is compliant during the correction of an inappropriate behavior.	1   2   3   4   5
11. Supervisor uses a behavior log to record and share information concerning problem behaviors and what was done to correct them.	1   2   3   4   5
12. Supervisor attends regularly scheduled supervisor team meetings to discuss behavior and plan interventions and supports.	1   2   3   4   5

