Active Supervision In The Classroom
What is Active Supervision?

Monitoring procedure that uses 3 components

1. Moving
2. Scanning
3. Interacting Frequently

DePry & Sugai, 2002
Why Provide Active Supervision?

- Decreases in problem behavior were found when there was:
  - Active teaching of expected behaviors
  - **Active supervision**
  - Use of pre-correction for prevention
  - High rates of positive reinforcement

Lewis, Colvin, & Sugai, 2000; Lewis & Garrison-Harrell, 1999;
Lewis, Powers, Kelk, & Newcomer, 2002; Lewis, Sugai, & Colvin, 1998
Why Provide Active Supervision?

- Use of active supervision (moving, scanning, interacting with students) resulted in:
  - A decrease in minor behavioral incidents (DePry & Sugai, 2002)
- The higher the number of positive interactions between adults and students, the lower the number of problem behaviors (Colvin, Sugai, Good, & Lee, 1997).
Active Supervision: How?

Moving Effectively

• **Constant**
  - Make presence known and obvious
  - Proximity to all students
  - More frequent proximity to noncompliant students

• **Randomized**

• **Targets Problem Areas**
Active Supervision: How?

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem
Active Supervision: How?

Interacting Frequently

- Positive contacts
  - Friendly, helpful, open demeanor
  - Proactive, non-contingent
  - High rate of delivery

- Positive reinforcement
  - Immediate and contingent on behavior
  - Delivered at high rates and consistently
References