



PBSIS

Helping Schools Build Systems of Support

Using Active Supervision

RUTGERS
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Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

In Partnership with the

Office of Special Education

New Jersey Department of Education



Partnership with NJ DOE OSE
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Learning Outcomes

- Know the three features of active supervision
- Increase the use of active supervision within daily routines with students



Operationalize Expectations

Teach Skills and Habits to Achieve the Expectations

Use Instructional Scaffolds

Preserve Dignity When Responding to Unwanted Behavior & Mistakes

Data-Driven Decision-Making

Sustainable Implementation
Systems That Support



Active Supervision at School

- Active supervision is an engaged style of monitoring a group of students whereby the teacher continuously moves, scans and interacts with students
- Research suggests that active supervision results in decreased occurrences of unwanted behavior (e.g., Haydon & Kroeger, 2016)



MOVE Around the Space

Physical Proximity



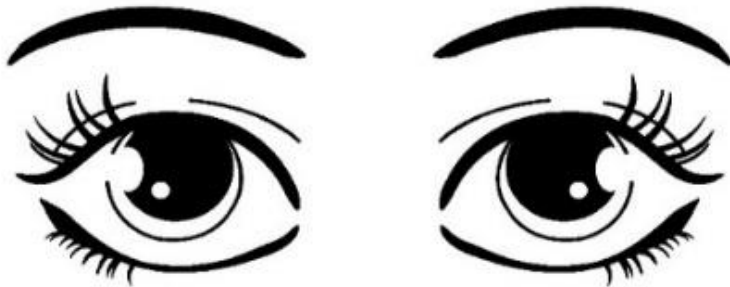
- Develop a routine for circulating in the space throughout instructional routines
- Distribute proximity and proximity prompts across learners equitably



Continually SCAN

Routine Visual Assessment

- Scan the entire space distributing eye contact equitably across students
- Use a neutral or supportive gaze
- Stay alert to signs that students may be having difficulty



INTERACT Frequently

Use the 4:1 Ratio



- Frequently engage students as you move around the space
- 80% of messages are positive (4 positives to every 1 negative)
- Distribute positive messages equitably across students



Example of Active Supervision

- High School Example:

<https://www.youtube.com/watch?app=desktop&v=u1fLgxW4E7c>



For Further Learning

- San Bernardino Unified School District Professional Development Series: Using Proximity in the Classroom (3.39)
- <https://www.youtube.com/watch?v=9KPihoCVnvE>



Personal Reflections

- What factors may get in the way of being able to use active supervision?
 - External (e.g., workload) factors that got in the way?
 - Internal (e.g., anxiety about doing something new or not understanding the practice) factors that got in the way?



Personal Reflections

- What would help to use active supervision?
 - What external (e.g., assistance from a colleague) factors helped me?
 - What internal (e.g., personal strengths) factors helped me?



Main Ideas

- Active supervision is an engaged style of monitoring a group of students whereby the teacher continuously moves, scans and interacts with students



Active Supervision References

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- Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary school students. *Education and Treatment of Children, 23*.
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