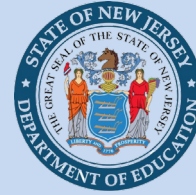




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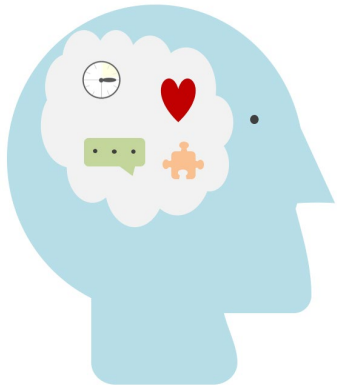
# **New Jersey Positive Behavior Support in Schools**

Funded by IDEA Part B 2025-2026

# Everyday Prevention: Active Supervision

[www.pbsisnj.org](http://www.pbsisnj.org)

At the conclusion of this video, you will be able to...



- ▶ State the four characteristics of the active supervision technique
- ▶ Provide an example of each characteristic
- ▶ Explain how to pair active supervision with other prevention practices

## Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

## Positive

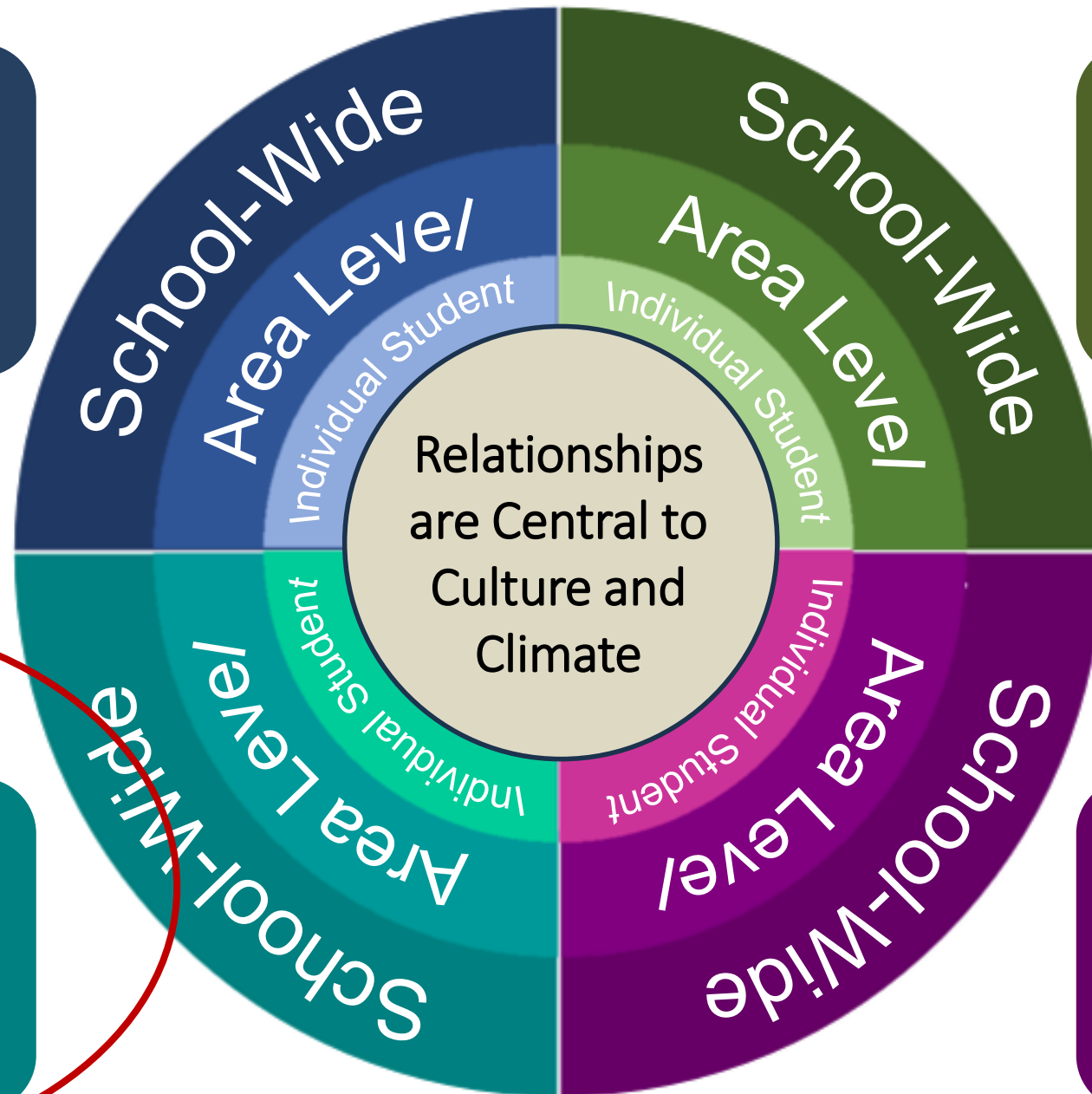
Interactions students receive from staff result in their feeling valued and connected to school

## Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

## Present

Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence



## Research Supported Practice:

- Elementary through high school (e.g., DePry & Sugai, 2002; Haydon & Kroeger, 2016; Johnson-Gros et al., 2008; Lewis et al., 2000)
- Classroom and non-classroom settings (e.g., Lewis et al., 2000; Colvin et al., 1997; Conroy et al., 2004; Gage et al., 2018; Hunter & Haydon, 2019)

## Results

- Active supervision is associated with preventing and decreasing unwanted behavior (e.g., Gage et al., 2020; Haydon et al., 2019; Haydon & Kroeger, 2016)
- Active supervision may be most impactful when used in combination with other prevention practices like precorrection (e.g., Gage et al., 2018; Haydn & Kroeger, 2016; Hunter & Haydon, 2019)



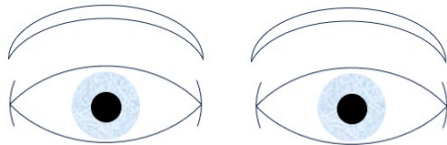
# The Active Supervision Technique

Active supervision is an engaged style of monitoring a group of students

Move



Scan



Interact



Praise



# MOVE Around the Space

## Physical Proximity

Develop a routine for continually circulating in the space or area



Divide up large spaces into quadrants and assign staff to an area

Distribute proximity and proximity prompts across learners equitably

# MOVE Around the Space

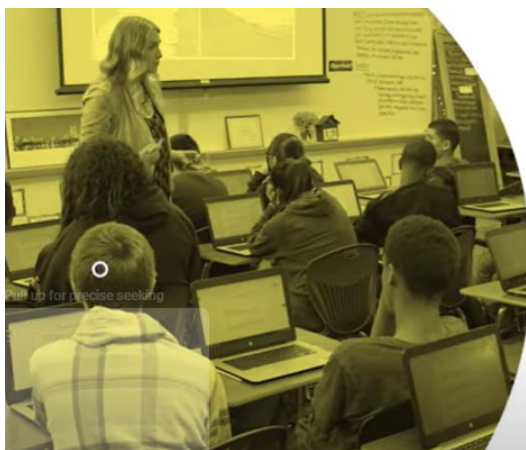
## Physical Proximity

Develop a routine for continually circulating in the space or area

Distribute proximity and proximity prompts across learners equitably



# Video Example



Sarah Gapp  
8<sup>th</sup> Grade

Curtis Middle  
School



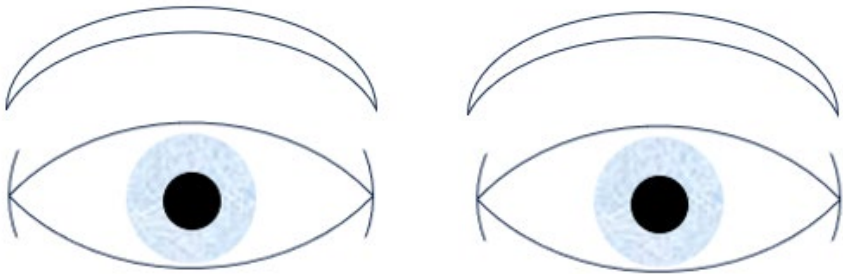
# Continually SCAN Routine Visual Assessment

Scan the entire space

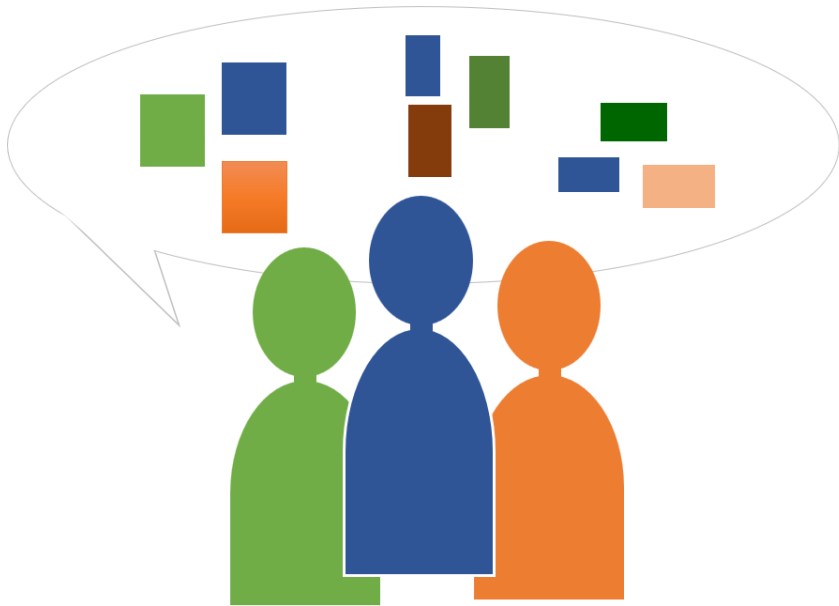
Use a neutral or supportive gaze

Stay alert to signs that students may be having difficulty

Distribute eye contact equitably across students



# INTERACT Frequently Use the 4:1 Ratio



Engage students as you move

Use positives for 80% of messages

Distribute positive messages equitably

Redirect quickly & quietly when unwanted behavior occurs

## Use Behavior Specific Praise

Short, descriptive statement

Use positive action words

Focus on effort



- ✓ *“Thank you for entering quietly”*
- ✓ *“I appreciate you’re getting started with your work”*
- ✓ *“I notice that you have all your materials ready”*
- ✓ *“I noticed how you stuck-with that problem to get to the solution.”*

# Building an Active Supervision Routine

Combine everyday prevention practices to create a routine for monitoring the learning environment

- ✓ Precorrect student responses by explaining what is expected at the start of routines
- ✓ Use active supervision to monitor engagement
- ✓ Deliver behavior specific praise statement for effort toward achieving the expectations
- ✓ Respond to unwanted behavior using a teachable moment approach

# Personal Implementation Plan

Use the Personal Implementation Tool to plan how you will use this practice within your daily routines

## Everyday Practices Personal Implementation Plan Tool

Implementation Outcome:

Who can I go to if I have questions about how to implement this practice?

Name

Email or Room #

When are three times during the day that I will intentionally use this practice?

Opportunity 1

Opportunity 2

Opportunity 3

What do I need to prepare to use this practice?

Materials Needed?

Scripts or Prompts Needed?

Rehearsal Needed?

How will I remind myself about using this practice?

- ☐ Timer or alarm
- ☐ Visual prompt (e.g., post note) in lesson materials
- ☐ Review before students arrive
- ☐ Other:

How will I reflect on implementation?

- ☐ Weekly Habit Tracker Tool
- ☐ Discussion at grade level or PLC meeting
- ☐ Other:

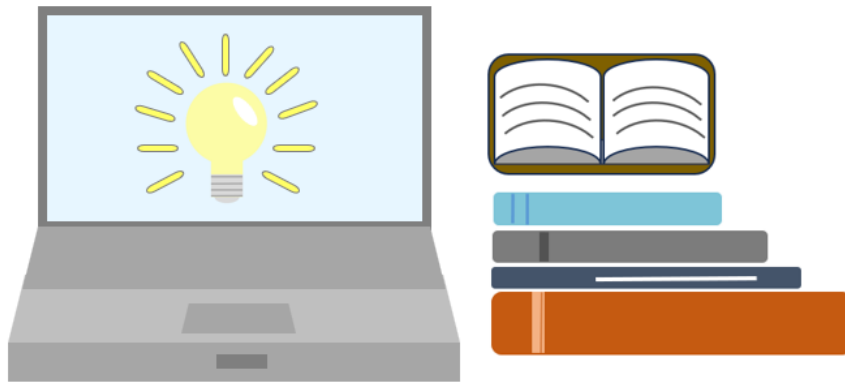
# Reflection Implementation

## Use the Everyday Prevention Practices Habit Tracker to Reflect on Weekly or Daily Implementation

Everyday Prevention Practices Weekly Habit Tracker

Make the Environment Predictable		Week 1	Week 2	Week 3	Week 4
Precorrect Expectations & Actions	Provide an explicit review what to do immediately before a routine begins	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Visual reminders of expectations	Visual reminders and cues (e.g., poster, checklist list, etc.) for key routines that prompt what to do are visible to students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use High Rates of Positive Interactions		Week 1	Week 2	Week 3	Week 4
Positive Greeting at the Door	Students are greeted at the door by name upon arrival to class.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Behavior Specific Praise	Short explicit statement affirming effort toward achieving an expectation are provided to students for effort toward achieving the expectations	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
4:1 Interaction Ratio	80% of messages to students are positive and affirming	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use Mindfully Present Decision Making		Week 1	Week 2	Week 3	Week 4
Active Supervision	The environment is proactively monitored by continually moving, scanning, and interacting with students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Neutralizing Routines	A brief pause is used before responding or deciding to clear the mind of unaware influences	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection	Strategic approach to re-engaging a student when they are engaging in contextually incongruent behavior				
TLC Redirection: Tone	When responding to contextually incongruent behavior, a calm, neutral, and assertive tone of voice is used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Language	When responding to contextually incongruent behavior, language is objective, labels emotions, paraphrases student statements, and uses positive fr	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Coaching	When responding to contextually incongruent behavior, a concern inquiry is made (e.g., "are you okay?", re-engagement is coached, and regulation i	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Empower Learners		Week 1	Week 2	Week 3	Week 4
Opportunities to Respond (OTR)	During instructional routines, 3-5 OTRs per minutes during fast paced instruction and 1 OTR per minute during practice opportunities are used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆

Refer to the reference list  
to learn more about using  
active supervision



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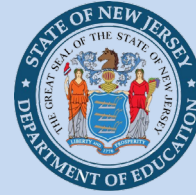
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