Active Supervision

There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008).

**Active Supervision...**
- Has a positive impact on student behavior in a variety of settings - including classroom
- May reduce incidents of minor problem behavior
- May lead to increases in student engagement

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)

1. **Moving Effectively**
   - **Constant**
     - Make presence known and obvious
     - Proximity to all students
     - More frequent proximity to noncompliant students
   - **Randomized**
   - **Targets Problem Areas**

2. **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

3. **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
   - **Corrective response**
     - Non-argumentative, non-critical
     - Specific to behavior
     - Systematic - correct, model, practice, reinforce
   - **Deliver consequence**
     - Neutral, businesslike demeanor
     - Fair, non-arbitrary

“The goal of effective classroom management is not creating “perfect” children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”