ACTIVE SUPERVISION

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Autism and Tertiary Behavior Supports
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WHAT IS IT?

Active supervision is a procedure used to create and implement a comprehensive approach to monitor students. The procedure requires staff to provide attention and to purposefully observe their students. Problem behaviors are responded to in a timely manner and expected behaviors are taught. Students are provided with many opportunities to engage with and respond to instruction. There are three components of active supervision: Moving, Scanning, and Interacting Frequently (DePry & Sugai, 2002). Staff use their knowledge of each student to anticipate what different antecedents may trigger, then redirect immediately and plan for changes to the antecedents in the future. Consistent and active observation helps to manage the classroom.

WHY IS IT IMPORTANT?

Active supervision reduces student problem behaviors. There is a direct correlation between an increase in the number of positive interactions from staff to students and a decrease in problem behaviors. It builds staff/student relationships. Active supervision also improves safety for students as potential dangers are managed swiftly. It improves the rate of staff providing learning assistance to students as well.

WHEN CAN IT BE USED?

Active supervision can be used to reinforce positive behaviors of students in the classroom. It is also used during both group and independent work time to improve on-task behavior and to reduce problem behaviors. It assures students are meeting the academic and behavioral expectations in the classroom.

HOW TO IMPLEMENT

Moving:

Set up the room to allow for easy movement. Move around the room to observe and interact with students as necessary. Move in a way that students can see they are being observed, without using a set path that students can predict. (if they know when you are going to come their way, they know when you won't be looking too). Spend more time in the area of students who are more off-task or engaging in problem behaviors. Also, spend time in areas where more conflict and problem behavior is likely (such as games and toys).

Scanning:

Staff observe the environment so they know where all the students are and what they are doing. Staff should eliminate distractions to observing such as phones, administrative tasks, and side talk. Making eye-contact with students is important while scanning. Off-task and out of seat behavior is easy to spot when actively scanning the environment. During transition times, students are accounted for to assure they all make it to their assigned areas. In addition to the visual scanning, auditory scanning is used. Specific sounds (or lack of sounds) may indicate a problem area such as increasing volume at a table as an argument starts or no noise coming from a particular student indicating no participation.

HOW TO IMPLEMENT, CONTINUED

Interacting:

Staff use what they know about students to help predict their behavior and support them. The use of pre-correction is important as it clarifies the expectations for each activity or task. This is a great opportunity to show an interest in students and their work. Non-contingent positive attention can be provided often for all students. If the students appear bored or disinterested, staff can quickly create challenges or provide more activity to increase engagement. While interacting, there are multiple opportunities for pairing reinforcement with learning. Students can be immediately positively reinforced for their appropriate or desired behaviors. Additionally, correction can be delivered discretely during interactions. Student can be corrected, desired behavior can be modeled, students can practice, and receive reinforcement in a few seconds. If necessary, consequences can be delivered immediately and contingently before the behavior escalates.

To view a short video, scan here:

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Lewis, T. J., Powers, L. J., Kely, M. J., &Newcomer, L. L. (2002). Reducing problem behaviors on the playground: An investigation of the application of schoolwide positive behavior supports. Psychology in the Schools, 39(2), 181-190.

PBIS-CalTAC. (2018, February 27). *Active Supervision CSI 3* [Video]. YouTube. https://www.youtube.com/watch?v=dIKq2QIzhLc

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