Effective Classroom Practices

Active Supervision

Practice

The process of monitoring learning and performance of classroom expectations and rules that incorporates moving, scanning and interacting with students.

Research

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

Active supervision can increase student task engagement. We know that when adults are present and actively supervising, student behaviour is more likely to be appropriate (Simonsen et al., 2008).

Within a year 6 classroom the introduction of active supervision produced a classroom-wide decrease in minor behavioural incidents (De Pry & Sugai, 2002).

Implementation

When actively supervising you are verbally and non-verbally communicating to students that you are monitoring expected behaviour.

Active supervision supports instructional time and also increases student engagement time. Active supervision:

- Allows for the provision of immediate learning assistance to students.
- Increases student engagement.
- Increases appropriate behaviour and reduces problem behaviour.
- Provides knowledge of students’ use of expectations.
- Allows for encouragement of those displaying expectations or appropriate behaviour.
- Allows for timely correction of learning errors both academic and social-emotional.
- Provides an opportunity to build positive relationships.

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

1. Moving

- Use regular movement.
Periodically move and supervise when providing individual or small group instruction. Allow for proximity with all students. Try to make your movements random or unpredictable.

Demonstrate an interest in students, assist them with learning tasks and provide feedback.

2. Scanning

Visually sweep all areas of the room to observe all students on a regular basis. Make brief eye contact with students in all locations in the room.

Quickly identify students who are demonstrating appropriate or inappropriate behaviour or requiring academic assistance.

3. Interacting

Positive contact - Friendly, helpful, proactive, non-contingent, frequent delivery rate.

Positive reinforcement - Immediate and contingent on behaviour, frequent delivery rate.

Corrective response - non-judgemental, specific to the behaviour.

Deliver consequences - use a professional tone and demeanour that is calm, fair and consistent.

References


For further support or information:

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