THE EDUCATION STATE

VICTORIA State Government | Department of Education

⑤ Active Supervision

Definition

Purposeful teacher interaction that incorporates, moving, scanning and interacting with students to create opportunities for teaching, prompting, encouraging and correcting expected behaviours.

(HAYDEN, HUNTER & SCOTT, 2019)

Rationale

Active supervision helps us to monitor learning and identify students who may need help.

Active supervision:
- reduces inappropriate behaviour (GAGE ET AL., 2020)
- allows for immediate learning assistance
- increases student engagement
- increases expected behaviour
- provides knowledge of students' use of expectations
- allows for the encouragement expected behaviour
- allows for prompts/ pre-corrections and timely corrections of social/ behavioural errors
- helps pre-empt escalations
- builds positive adult-student relationships.

Guidelines

- Design the classroom floor plan to allow for ease of movement.
- Ensure scanning is always possible even when teaching from alternate locations
- Consider common behaviour errors and plan:
  - pre-corrective statements
  - positive feedback statements for expected behaviours
  - specific corrective feedback statements for behaviour errors.

"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, FAIRBANKS, BRIESCH, MYERS & SUGAI, 2008

Getting started

STEP 1

Practise the elements of Active Supervision

- Active supervision has 3 components:
  - **Moving effectively –** moving frequently, continuously and unpredictably throughout the classroom to monitor, encourage and correct behaviour.
  - **Scanning effectively –** frequently and intentionally look around and observe all students on a regular basis to monitor, prevent, and/ or reinforce behaviour. This includes making eye contact with students.
  - **Interacting frequently –** frequently interact with students providing feedback to reinforce, prevent, or teach academic and behavioural skills. A friendly, open and helpful demeanour communicates care, trust and respect, and helps to build relationships.

STEP 2

Anticipate difficult times and plan

- Many of the practices to encourage expected behaviour can be intensified within active supervision to increase expected behaviour and maximise student engagement.
- Specific strategies include:
  - reminders/pre-corrections
  - contingent and non-contingent attention.

Techniques

Moving	Scanning	Interacting
• When circulating, keep moving and avoid spending the majority of your time in any one location. • Show interest in students, assist with learning tasks, provide feedback. Move close to non-compliant students as needed.	• Position yourself so you can also systematically look up and scan the rest of the room at the same time. • Visually sweep all areas of the room as well as looking at the students nearest you. Look and listen for signs of a problem.	• Frequently interact with students (groups over individuals – 5 to 10 seconds duration). • Use non-contingent attention: positive greeting at the door, listening, eye contact, smiles, pleasant voice tone, touch, and use of student names. Use contingent attention: specific positive feedback with ratio of at least 4:1 positive to corrective feedback. • Use a continuum of responses to address behaviour, including prompts, redirecting and reteaching.

Trauma lens

Active supervision provides a sense of safety for students as well as frequent opportunities for quality teacher-student relationship development.

"Research suggests that active supervision of students in their classroom during small group or independent seatwork decreases the likelihood of disruptive behaviour.

GAGE, SCOTT, HIRN & MACSUGA-GAGE, 2018

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Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. Education and Treatment of Children, 31, 351– 380. Bibliography