

Active Supervision: Strategies for non- classroom settings

Purpose

To review critical features & essential practices of active supervision

Example # 1

An elementary school principal found that over 45% of their behavioral incident reports were coming from the playground.

Example # 2

Over 50% of office referrals are occurring on buses.

Example # 3

A high school reported they had to close their bathrooms due to vandalism.

Example # 4

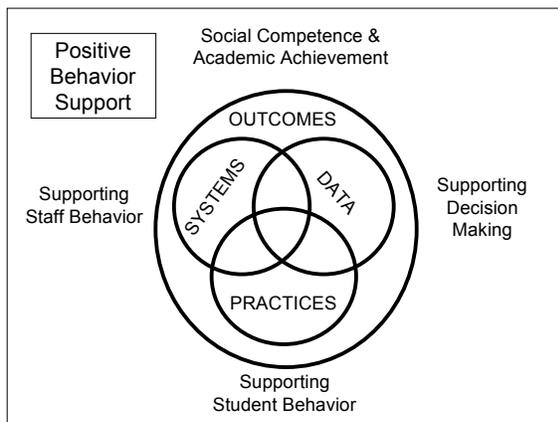
At least 2 times/month, police are called to settle arguments by parents & their children in parking lot

What is your Example?

- Please consider what non-classroom setting is currently causing the greatest amount of behavior challenges?

Non-classroom Settings

- Particular times or places where supervision is emphasized
 - Cafeteria, hallways, playgrounds, bathrooms
 - Buses & bus loading zones, parking lots
 - Study halls, library, "free time"
 - Assemblies, sporting events, dances
- Where instruction is not available as behavior management tool



Classroom v. Nonclassroom

- | | |
|-----------------------------------|-------------------------------------|
| • Classroom | • Nonclassroom |
| – Teacher directed | – Student focused |
| – Instructionally focused | – Social focus |
| – Small # of predictable students | – Large # of unpredictable students |

MANAGEMENT FEATURES

- Physical/environmental arrangements
- Routines & expectations
- Staff behavior
- Student behavior

Basics

"Supervision Self-Assessment"

YES or NO

1) *Did I positively interact with most students?*

- Variety of interaction types
 - Social positives & SW acknowledgements
- Variety of students
- Quick
- Noticeable
- Age & publicly appropriate
 - Not embarrassing or regarding personal things.

“Think Wal-Mart Greeter”

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.

(Witt, et al 2002)

2) *Did I move continuously throughout area?*

- How to make your movement even more effective;
 - Obvious
 - Unpredictable
 - High rates of positive interactions

3) *Did I scan frequently ?*

- Head up
- Make eye contact
- Overt body position
- Listen for unusual sounds

4) *Did I have at least four positive for each negative student contact?*

- Have more positive student contacts than negative
- Use variety of contact forms
 - Verbal & gestures

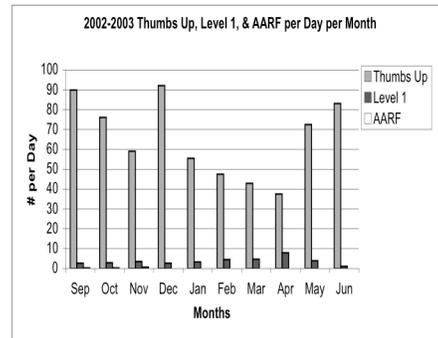
~10 positive : 1 correction



“Thumbs up....a whole lot!”

10+ to 1

Positive-to-negative adult-to-student contacts on playground



5) Did I handle minor rule violations efficiently?

- Quickly
- Privately
- Neutrally
- Follow-up with positive

6) Did I follow school-wide procedures for handling major rule violations?

- Quick
- By the book
- Business like
- Disengage
- Precorrect for next occurrence

Considerations

- What are “costs” of compliance?
- Can I follow-through with consequences?
- Have I taught & reinforced compliance?

Disengage quickly

7) Do I know my school-wide expectations?

- Positively stated
- Small in number
- Easy
- Comprehensive
- Defined

8) Did I positively acknowledge at least 5 different students for displays of SW expectations?

- Individualized
- Informative
- Sincere

Self-Assessment Scoring

- 6-8 “yes” = *Proactive Supervision*
- 3-5 “yes” = *So-So Supervision*
- <3 “yes” = *Reactive Supervision*

Why does everyone need to be involved?

- Staff outnumbered
- Adult presence
 - Prompts desired behavior
 - Deters problem behavior
- “Being a good citizen”
 - Contribute to school climate

Move, Interact, & Scan (MIS)

An elementary school principal found that over 45% of their behavioral incident reports were coming from the playground.

Will train all staff on use of movement, interaction, and scanning. Principal will observe playground supervisors and give feedback on their use of the MIS strategies.

Adopt-a-Bathroom

An high school reported they had to close their bathrooms due to vandalism.

Each staff member agreed to increase supervision by adopting and agreeing to visit one bathroom each day.

Set-up a 3 point criteria for clean bathroom that the custodial staff judged. No paper/debris on floor, floor dry, and all toilets flushed. Staff members whose adopted bathrooms meet criteria were acknowledged.

Music, Mags, Munchies

Over 50% of office referrals are occurring on buses.

Students waiting in parking lot to be released from bus had music selected by raffle.

Names of interested students put into a box, drivers pulls name and that student can select from one of 3 radio stations. Box of old magazines available for reading, pick-up on way in and drop-off on way out. Allowed to have snack on way home.

Greet, Discreet, & Treat

At least 2 times/month, police are called to settle arguments by parents & their children in parking lot.

At beginning of year offered coffee & tea to meet with parents and discuss parking lot behavior. When a problem is occurring, staff introduce themselves, ask the parent their name, then politely ask them to move to designated parking lot to wait.

Example Supervisors' Activities

- For each item on Self-Assessment share **one specific strategy** you try to use.
- Agree on **one item** that everyone will emphasize next week, & tell all staff.
- Complete Self-Assessment for one setting **next week**, & turn into administrative supervisor on **Friday**.

BASIC MANAGEMENT PRACTICES

- Active supervision
 - Movement
 - Visual and auditory scanning
 - High frequency positive interactions
- Precorrections
- Positive acknowledgement of expected behavior

FEATURES OF EFFECTIVE SW SUPERVISION

- School-wide implementation
 - All staff
 - Direct teaching 1st day/week
 - Regular review, practice, & positive reinforcement (boosters)
- Team-based identification, implementation, & evaluation
- Data-based decision making
 - Use of office referrals
 - Keep a log of minor incidents

Web Resources

Back to School Safety Tips

- http://www.nsc.org/mem/youth/8_school.htm
Info regarding school bus supervision & safety

National PTA: Playing it safe

- http://www.pta.org/parentinvolvement/helpchild/oc_playing_safe.asp
National Action Plan for the Prevention of Playground Injuries, developed by the National Program for Playground Safety under the sponsorship of the Centers for Disease Control and Prevention

Action Plan

1. What new strategies will you use based on today's training?
2. Who will be implementing this strategies?
3. How will you determine if your new strategies are effective?