What is Systematic Supervision?

Systematic supervision refers to a multi-element method of student behavior support and management in common areas

What is Systematic Supervision?

Basically it is:

1. Active Supervision techniques added to
2. PBS strategies

Works well in:

Large volume areas

High census or traffic areas

Lightly staffed areas

Unstructured or kid directed activities and areas

How Does Active Supervision Work?

- Through effective and efficient supervision techniques and
- By supporting appropriate student behavior

Increases opportunities for

- high rates of positive contact
- reinforcing appropriate behavior
- correcting inappropriate student behaviors

Behavioral Elements

There are three *behavior support* elements in effective supervision practices:

(a) Positive contact

(b) Positive reinforcement

(c) Efficient and effective correction procedures (more about this later)

Positive Contact

Friendly, helpful, open demeanor

Proactive, non-contingent

High rate of delivery

Efficient and Effective Positive Contacts

Efficient and effective positive contacts should be:

1. Short (5 to 10 seconds in duration)
2. Involve groups over individuals (so that more kids are affected)

Positive contacts should be:

- <u>Non-specific in content</u>

(e.g.,“Hi kids!, it’s good to see you!”

rather than

“Hey Jim, nice job picking up” or

“good job helping Jose…)

Research

- High rates of positive contact with individuals or groups of students can be expected to significantly reduce student problem behavior for up to 90% of all students

Positive Reinforcement

- Delivery of Positive (and Negative) Consequences
  - Immediate
  - Consistent
  - Contingent

- A ratio of positive contacts to corrective or aversive contacts of at least 4:1

Physical Elements of Active Supervision

There are two *physical* elements to effective supervision practices:

(a) Movement

(b) Scanning

Movement:

Movement should be:

- **Constant**
- **Unpredictable**
- **Planned/Purposeful**
- **Targeted**
- **Designed to Increase Contact Opportunities**

Example

- <u>Constant movement:</u>

  The Supervisor moves an average of 30 feet a minute while supervising playground activities

Examples:

Constant movement:

The Supervisor has 6 different activity areas during recess The Supervisor makes close proximity contact with each one two times during a 15 minute recess

Examples:

<u>Randomized Movement:</u>

The Supervisor varies the order of contact in the last example

- First time through might be areas:

  1, 2, 3, 4, 5, and 6

- Next time through might be:

  3, 5, 1, 6, 4, and then 2

Purposeful Movement

Targets known problem areas, activities, groups, and individuals.

Scanning:

Effective Scanning Techniques:

a. Target both appropriate and inappropriate behaviors

b. Target known problem areas, activities, groups, and individuals

Scanning:

Scanning Techniques:

c. Uses both visual and aural cues

d. Extends ability to supervise large areas

e. Increases opportunities for positive contact

Effective Scanning Techniques

Include:

(a) **Constant shifting of visual and aural attention to cover all areas under supervision**

(b) **Visual methods that can identify both appropriate and inappropriate behaviors**

(c) **Listening for words or sounds associated with appropriate and inappropriate target behaviors**

Corrective Consequences

- **Take the student(s) aside**
- **Avoid embarrassing the student in front of others**
- **Review what you saw with the student(s) in a calm, businesslike*, impersonal manner**
- **Don't argue - don't allow yourself to be drawn into an argument**
- **Define the Inappropriate Behavior - state the rule(s) or expectation(s) that were violated**

Corrective Consequences

- Ask the student to state the appropriate, expected behavior for the situation - if they can't or won't, state the appropriate, expected behavior and ask them to repeat it to you
- Remind the student(s) what the school prescribed consequence for the particular behavior is
- Use the least aversive consequence allowed - follow school guidelines concerning repeated or chronic violations
- Apply the consequence immediately

Specific Request Sequence

B.E.S.T. Practices

The Two Minute Rule: When dealing with problem behavior

1. **Respectfully approach the student**
2. **Using a business-like demeanor and alpha commands;**

   (a) restate the rule,

   (b) request acknowledgement

   (c) impose the consequence immediately

The Two Minute Rule: When dealing with problem behavior

3. **Acknowledge and reward (reinforce) compliance**
4. **If the student is non-compliant and/or presents subsequent problem behavior as a result of your intervention the student is indicating that the problem may be greater or different than it seems – seek help from office or staff**

Focus on Consequences (Corrections and Punishers and Supportive versus Punitive)

- Support-based consequences v. punishment
- “The Two Minute Rule”: A guideline to effectively and efficiently dealing with problem behaviors.
- The correction sequence

- Activity: Planning for non-compliance

Negative Consequences: Other Considerations

- **<u>Pick your battles:</u> decide which behaviors are important to target and which are not**
- **<u>Consistency:</u> correct each inappropriate target behavior in the same way for each student**
- **<u>Fidelity</u>: consequate each inappropriate behavior each time Don't blow it off!**

Negative Consequences: Other Considerations

- In situations where the student is presenting extreme, threatening, or unsafe behavior, follow school and district crisis plans and get get help immediately.
- Examples:

  Drugs or alcohol involvement, weapons, threats to self or others, weird and unpredictable behavior, etc.

Some Data

Rate of Behaviors by Grade
Baseline
Phase 2
Probes
Inservice
Phase 3
Phase 4
4th
5th
6th
No. of Inappropriate Behaviors per Minute
9
8.5
8
7.5
7
6.5
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
10/3
10/6
10/7
10/8
10/9
10/13
10/14
10/15
10/16
10/17
10/20
10/21
10/22
10/23
10/24
11/13
11/14
Sessions

Replication Study School 1: Rate of Target Supervisor Behaviors (per minute)	Pre	Post	% Change	T-Test
Total Movement	0.78	0.59	-33.2%	0.036
Total Scanning	0.43	0.60	28.2%	0.061
Total Positive Interactions	0.59	1.09	46.1%	0.014
Total All Other Interaction	2.22	1.48	-49.7%	0.003
Group Interactions Positive	0.06	0.17	64.3%	0.064
Group Interactions All Others	0.37	0.16	-136.3%	0.002
Use of Punishment	0.03	0.02	-41.6%	0.322

Replication Study School 1: Rate of Target Student Behaviors (per minute)	Pre	Post	% Change	T-Test
Hands on Others, Rough play, Play Fighting	71.32	42.00	-41.1%	0.014
Not Following Rules/Misuse of Equipment, etc.	9.78	5.70	-41.7%	0.159
Teasing, Name-Calling, Offensive Language	0.73	0.25	-65.6%	0.144
Threatening, Harassment, Fighting, Etc.	0.44	0.00	-100.0%	0.083
All Problem Behavior	7.48	5.38	-28.1%	0.008

Thanks!

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