

# ETLP 5: Active Supervision Fact Sheet

## Definition

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

## Rationale

- Increases student engagement and improves the amount and quality of instructional time.
- Creates frequent opportunities to monitor students for success, or for need of prompting.
- Facilitates relationship building in creating opportunities for positive interaction.
- Anticipates and prevents known triggers for students
- Communicates care, trust, and respect.

## Guidelines

Active supervision uses 4 components

- **Pre-correction**
  - Prompting expected behaviour just prior to when it is needed.
- **Moving Effectively**
  - Using proximity by continuously moving to monitor, support, and be present.
- **Scanning Effectively**
  - Frequently and intentionally look around and observe all students on a regular basis to monitor, prevent, and/or reinforce behaviour.
- **Interacting Frequently**
  - Frequently interact with students providing feedback to reinforce, prevent, or teach academic and behavioural skills

## Planning for Practice

- 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

## Examples

### Pre-correction

- Describe desired social behaviour/expectation before it is required
  - *"During group discussion, remember to show respect by raising your hand and waiting for your turn to speak"*

### Moving Effectively

- Continuous, random and unpredictable.
- Demonstrate interest in students, assist with learning tasks, provide feedback.

### Scanning Effectively

- Position yourself so you can also systematically look up and scan the rest of the room at the same time.
- Frequently and intentionally look around at all students. Look and listen for signs of a problem.
- Make brief eye contact with students in more distant locations of the room.

### Interacting Frequently

- Frequently interact with students (groups over individuals -5 to 10 seconds duration).
- Non-contingent attention: positive greeting at the door, listening, eye contact, smiles, pleasant voice tone, touch, and use of student names.
- Contingent attention: encouragement, immediate, specific positive feedback, frequent delivery rate.
  - *"Thanks for being respectful and waiting for your turn to speak."*
- Use a continuum of responses to address inappropriate behaviours, including prompts, redirecting and reteaching specific to behaviour.
  - *"Please remember to be respectful and wait for your turn to speak."*

## Trauma Lens

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

