Effective Classroom Practice: Active Supervision
Fact Sheet

This fact sheet provides an overview of active supervision.

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There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008). When actively supervising, you are verbally and nonverbally communicating to students the certainty that you do inspect what you expect.

**Active Supervision:**

- Allows for the provision of immediate learning assistance to students
- Increases student engagement
- Reduces inappropriate behavior; increases appropriate behavior
- Provides knowledge on whether students are using expectations
- Allows for frequent use of encouragement
- Allows for timely correction of behavioral errors
- Builds positive adult-student relationships

**Active Supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002):**

**Moving Effectively**

When supervising work or activities, circulate among students

- Continuous movement
- Proximity with students
- Random or unpredictable
- Include moving close to noncompliant students and possible targeted problem areas
- Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective
• Periodically move and supervise when providing individual or small group instruction

**Scanning Effectively**

Frequently and intentionally look around at students

- Looking students in the eye
- Visually sweep all areas of the room while looking directly at students nearest you
- If working with individuals, position yourself so as to scan the entire room or get up and scan occasionally

**Interacting Frequently**

While moving and scanning, you should also frequently interact with students

- Communicates care, trust, and respect, and helps build relationships
- Creates positive climate and increases likelihood of accepting correction if needed
- Teacher behavior remains the same when teaching, encouraging, or addressing problem behavior
- Include proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student names
- Use a continuum of responses to address inappropriate behaviors, including proximity and touch control, signals and nonverbal cues, and reteaching
- Provide precorrection, noncontingent attention, and specific positive feedback

“The goal of effective classroom management is not creating ‘perfect’ children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students.” (Sprick, Knight, Reinke & McKale, 2006, p.185)

**References**


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