

Active Supervision as a Behavior Management Tool



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Objectives

- Review the research-based approach to behavior management known as Active Supervision
- Explore the role of Pre-correction in behavior management
- Feature an example from a school with 21st Century Community Learning Center programming

Acknowledgements

OSEP Center on Positive Behavioral
Interventions & Supports Technical Assistance
Center at University of Oregon

Illinois PBIS Network

NYS-PBIS Initiative

New York 21st Century Community Learning
Centers Technical Assistance Resource Center

Absurd Labels

just when

you think

you've seen

everything...

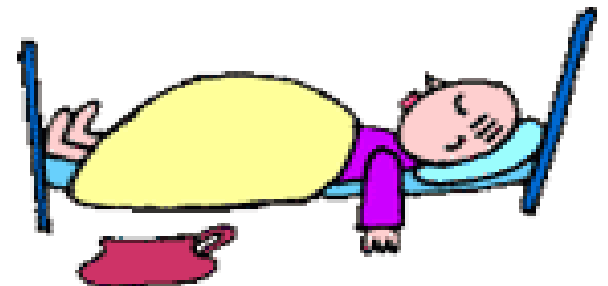
On a Sears hairdryer...

“Do not use while sleeping.”



On Nytol Sleep Aid...

"Warning: May cause
drowsiness."

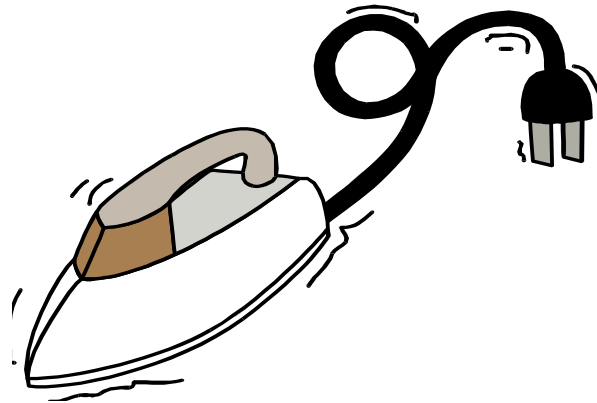


On most brands of Christmas
lights...

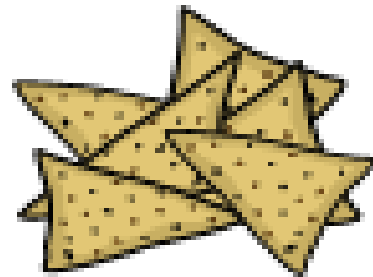
"For indoor or outdoor use only."



On packaging for a Rowenta iron...
"Do not iron clothes on body."



On a bag of Fritos...
“You could be a winner! No
purchase necessary. Details
inside.”

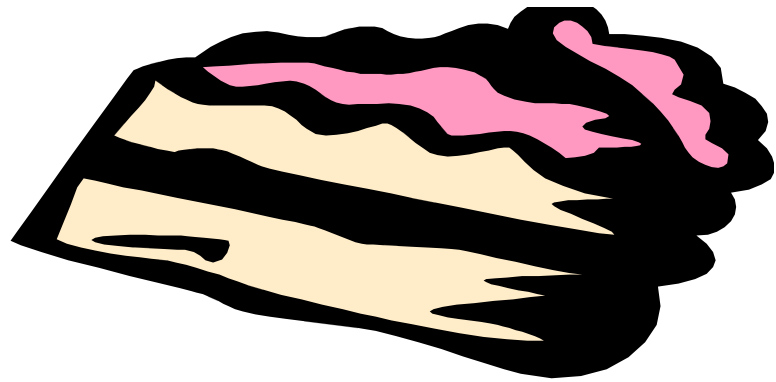


On some Swanson frozen dinners...
"Serving suggestion: Defrost."



On Tesco's Tiramisu dessert
(printed on bottom)...

"Do not turn upside down."



On Boot's Children Cough Medicine
"Do not drive a car or operate
machinery after taking this medication."

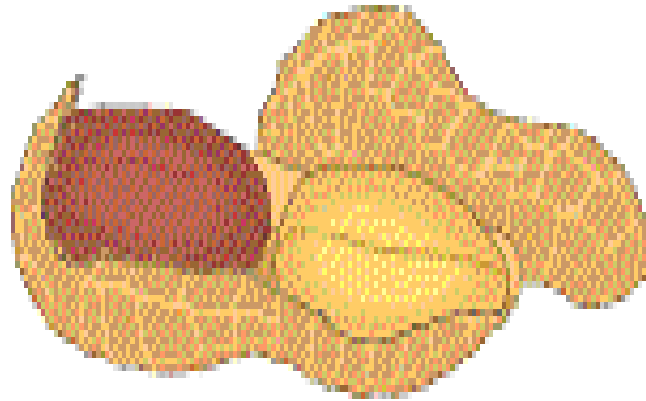


On a Japanese food processor...
"Not to be used for the other use."

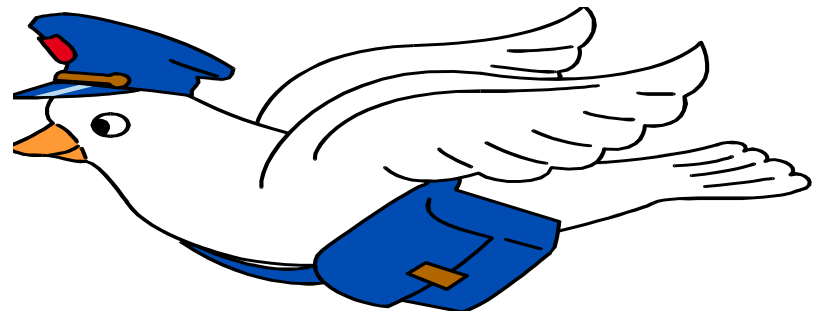


On Sainsbury's peanuts...

"Warning: contains nuts."



On a child's Superman costume...
"Wearing of this garment does not
enable you to fly."



Pre-Correcting Problem Behavior

Pre-Correcting Problem Behavior

Key Points

- “Pre-” means before; “-Correct” means after
- “Pre-Correction” means anticipating problem behavior and **intervening beforehand**
- Problem behavior is **prevented**
- Expected behavior ***replaces*** problem behavior

Pre-Correction Steps

1. Identify the context (trigger) and predictable problem behavior
2. Specify expected (replacement) behavior
3. Systematically modify the context
4. Conduct behavioral rehearsals
5. Provide strong reinforcement for expected behaviors
6. Prompt expected behavior
7. Monitor student behavior

Pre-Correcting: Anticipating Problems

- **Step One:** Identify the Context (trigger) & the Predictable Problem Behavior
 - Recess/Collisions
 - Lunch/Horseplay
 - Assembly/Making noise and not paying attention
 - Entry & Exit/Running & unsafe movement
- **Step Two:** Specifying Expected Behaviors
 - Establish an expected behavior to Replace the problem behavior

Pre-Correcting: Anticipating Problems

- **Step Three:**
 - Modify the context beforehand
 - Are efficient environmental changes possible?
 - Example: Students can select other filler activities as soon as they would like to after lunch (recess, books, games, etc.)
 - Minimize the changes
 - Introduce as smoothly as possible
 - Systematically plan changes
 - Everyone involved is aware beforehand

Modify the context

- Entry and Exit – Identified and rotating students serving as door-holders
- Cafeteria – Activities (games, decks of cards) for students that finish early
- Recess – Structured games where adults conduct/referee

Pre-Correcting: Anticipating Problems

- **Step Four:**
 - Provide the opportunity to practice and build fluency
- **Step Five:**
 - Use Feedback Praise
 - Provide other forms of reinforcement if applicable (tangible, recognition)

Pre-Correcting: Anticipating Problems

- **Step Six:** Prompt Expected Behavior
 - Immediately prior to when behavior is expected
 - Use gestures or words to prompt expected behavior
 - Prompting vs. Nagging
- **Step Seven:** Monitoring the Plan
 - Design simple system to gather data
 - Frequency count, observations, decrease in ODRs, etc.
 - Analyze data & modify as necessary

Prompts vs. Nagging

Prompts

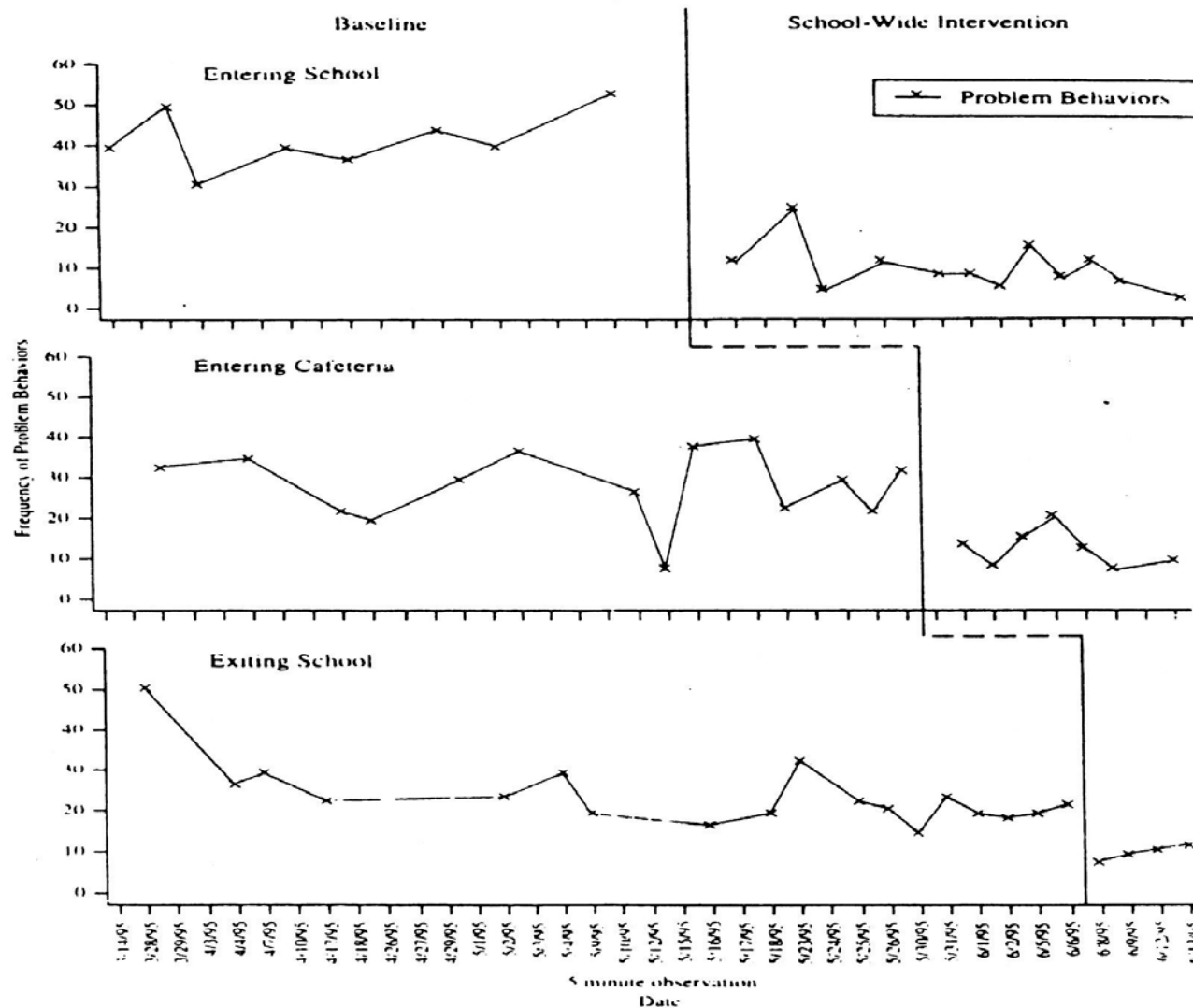
- Emotionally neutral or positive in delivery
- Gives SPECIFIC directives for behavior (say what to do)
- Discusses behavior

Nagging

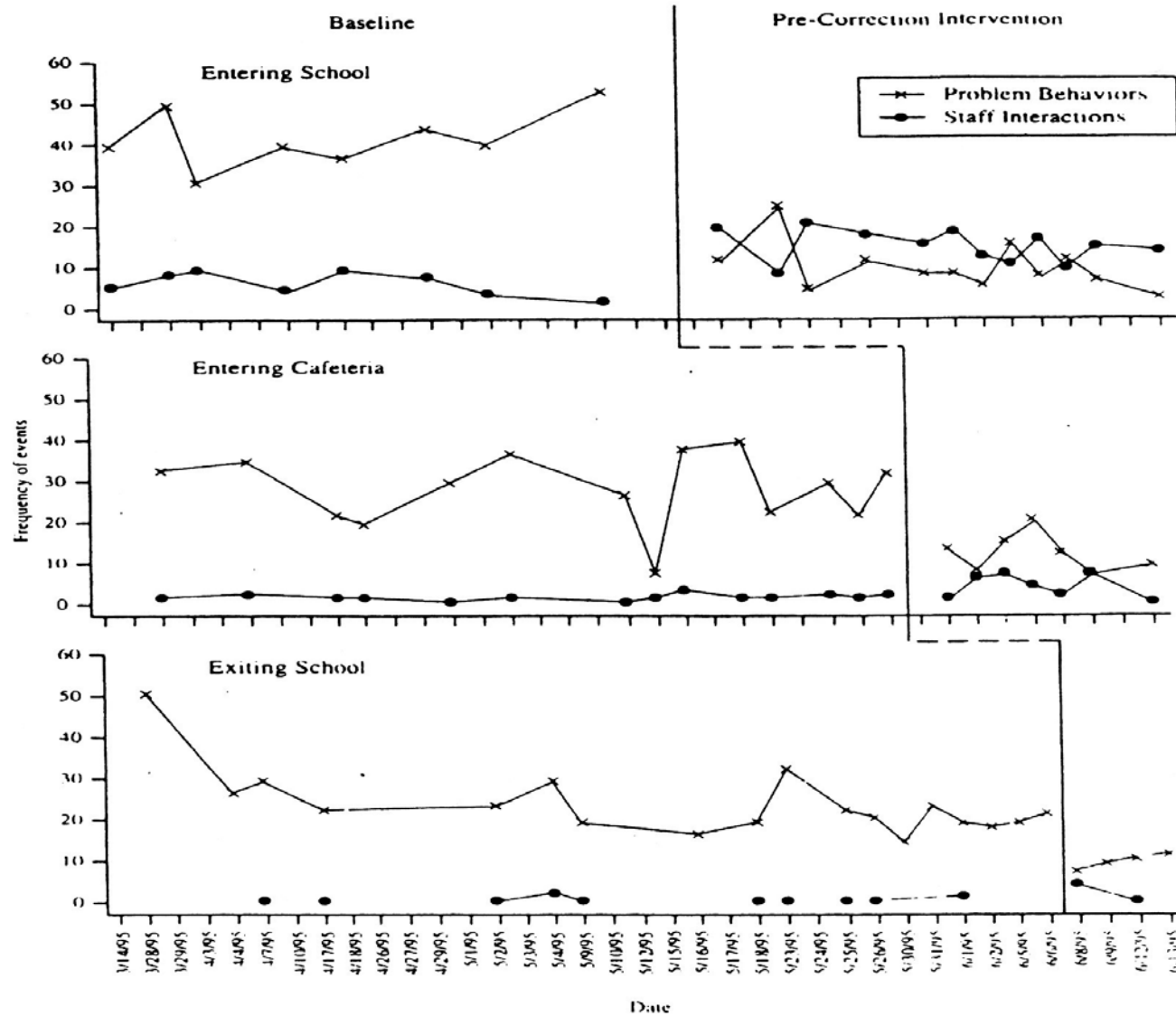
- Negative or annoyed tone in delivery
- General statements or slogans, which in unhelpful
- Discusses character or personality traits

Active Supervision Technique

Study: Colvin, G., Sugai, G., Good III, R.H., & Lee, Y. (1997). *Using active supervision and pre-correction to improve transition behaviors in an elementary school.* School Psychology Quarterly, 12, 344-363.



Effect of Supervisor Interactions on Problem Behavior



Results of Pre-Correction Study

Major Findings:

- Active supervision combined with pre-correction significantly reduced problems
- Active supervision defined as: ***Moving around, looking around and interacting with children***
- Interactions between supervisor and children negatively correlated to high degree (**-83%**)
- Actual number of adults present did not affect student behavior (range 1-5)
- Some students persisted with problem behavior implying they needed a more individualized intervention.

Research has shown active supervision combined with pre-correction practices have been useful with the following

- Reducing High School Tardy To Class (when paired with escorting students; interaction more important than moving and scanning)
 - (Johnson-Gros, Lyons & Griffin 2008)
- Improving Middle Level (6th grade) Classroom Behavior
 - (De Pry & Sugai 2002)
- Improving Elementary School playground behavior
 - (Lewis, Colvin & Sugai 2000)
- Increasing physical activity in Middle School physical education class
 - (Schuldheisz & van der Mars 2001)

Active Supervision is MIS

Move

Interact

Scan

Move

- Movement should be randomized & you should change direction
- Be on the go, not stopping for more than 5-10 seconds unless necessary for corrective/safety purposes
- Move so that you can see the entire setting (so you see around corners, behind visual barriers, etc.)

Interact

- Interactions with students should be brief & positive, 5-10 seconds
- Interactions can be as simple as hello or a wave
- Builds relationships with students & it lends to the presence of the monitor

Scan

- Be moving your eyes, head, and neck throughout
- Look all around you as you move
- Look & listen

Signs of trouble

- Games/activities breaking up for no reason
- Unusually quiet or noisy
- Kids clumping or encircling another kid
- Kids that are isolating themselves
- Kids that are crying, seem distressed