



Supervision



Definition

School staff are responsible for overseeing and guiding their students as needed throughout the school day to ensure their school success and prevent problems. Appropriate supervision may include program development, management, or monitoring for students to be academically or behaviorally successful at school.

Things to Do

- ✓ Post school/classroom rules.
- ✓ Identify times and places that are most problematic.
- ✓ Be visible, active, and positive.
- ✓ Use a preplanned, systematic approach to solving problem behaviors.

✓ Post school/classroom rules.

Develop a set of school and classroom rules to assist the supervisors and students in understanding and meeting appropriate behavioral and interpersonal standards.

✓ Identify times and places that are most problematic.

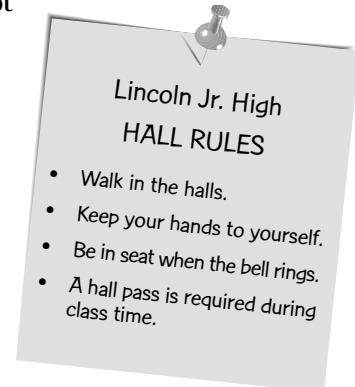
Analyze problem times, places, and students requiring staff supervision. A functional analysis may be needed to determine supervision strategies (see *LRBI Checklist* for description and implementation steps). Target specific times such as a half hour before and after school, recess, transitions between classes, and lunch times. Focus supervision in problematic areas such as bathrooms, lunchroom, hallways, and busses. Particular students, often known as the school bullies or troublemakers, should be supervised throughout the day in addition to their individual programs.

✓ Be visible, active, and positive.

Supervisors should walk around and actively engage students. Their students need to know that adults are supportive and available during sensitive times. Also, students should view a supervisor's presence as an "opportunity" for positive interaction. Supervisors should circulate and engage students rather than other adults in positive conversation.

Monitor Hallways

Teachers should stand by their doors before and after class observing and conversing with students as they enter and leave the classroom. Teachers can use this time to prompt and remind students about matters such as homework, being on time, and coming prepared to class. This is also an excellent opportunity for teachers to interact positively and informally with the students.

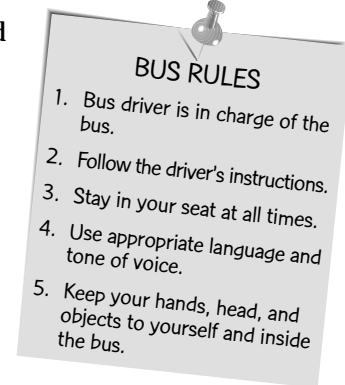


Monitor Bathrooms

Teachers should walk through bathrooms during transition times. It also helps if the bathrooms are supervised intermittently during classes.

Monitor Bus Rides

Students may need supervision getting on/off the bus or during the bus ride. There should be a clear set of bus rules reviewed frequently and publicly posted. Bus behavior programs may be needed to assist certain students in appropriate bus behavior.



Monitor the Playground

To prevent problems on the playground, active movement around the playground area is critical. Standing in one place or extensively talking with another faculty member usually results in ineffective supervision. Active instruction in peer interactions, sharing, sportsmanship, etc. is especially appropriate as part of playground supervision.

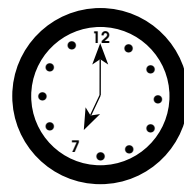
Monitor the Lunchroom

More than one faculty member may be needed to supervise the entire lunchroom and the lunch line. Lunchroom rules are essential and should be posted and reviewed if problems arise. Lunch duty offers supervisors numerous opportunities to interact with students in a positive and less formal manner.

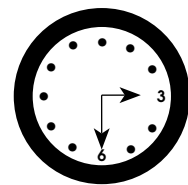


Monitor a Half Hour Before and After School Each Day

Hallways, play areas, and exits/entrances to the school should be supervised before and after school to encourage appropriate school behavior.



Before School



After School

Continuously Monitor Instructional Settings

Teachers should face their students as much as possible. Rearrange the teacher's and students' desks as needed to be able to see and easily access all students. Difficult students or students requiring additional assistance may be seated near the teacher's desk.

Throughout sessions, teachers should scan the room frequently and at regular intervals; praise appropriate classroom behavior. Throughout instruction and especially during transition times, teachers should walk around the room and interact with students rather than sit behind a desk.



Use a preplanned, systematic approach to solving problem behaviors.

If inappropriate behaviors occur during supervision, follow the predetermined school rules.

Use the following sequence:

1. Approach the student. Stand within 3 feet, gain the student's attention, and establish eye contact.
2. Describe the misbehavior specifically to the student—do not argue.
3. State school or classroom rule that was broken.
4. Direct the student to comply with the rule (see *Preliminary Strategies—Precision Commands*).
5. If the student complies with the supervisor's request, praise the student for making an appropriate choice.
6. Use a preplanned, unpleasant consequence if the student continues the misbehavior or becomes disruptive.
7. Have an emergency back-up plan if the student becomes unmanageable.

Examples

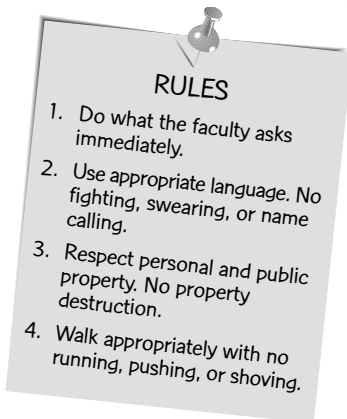
Example 1

Younger students frequently complained they were being bullied on the playground by older students. Teachers and several parent volunteers at the school were trained by a consultant in conflict resolution strategies. They supervised the playground during all recess times, awarding “Gotcha Slips” for positive behavior, and bonus slips were given to older students when they assisted younger students. The “Gotcha Slips” could be traded after school for pencils, erasers, or notepads.

School supervisors intermittently give students “School Pride” slips for following rules. Bonus slips are given to students for handling difficult situations. Students could exchange school pride slips at the bookstore during break times. Breaking the rules results in after-school detention and a call to the student’s parents. In addition, an emergency plan was written for Officer Jenkins to be called immediately for out-of-control situations.

Example 2

The J. R. Ewing Middle School is having major difficulties with disruptive behavior in the hallways, lunchroom, and before and after school. To manage the behavior, the school developed a set of explicit rules for nonclassroom locations.



A rotating schedule is designed for weekly supervision by teachers. Nonscheduled teachers are asked to be in their classroom 30 minutes before class. They have also been asked to stand by their doors when the bell rings. Use of the faculty lounge is discouraged 30 minutes before and after school. In fact, the faculty voted to shut the lounge down at these times.

Variations of the Technique

- 👉 Student or peer monitors can be used to help supervise playground, lunchrooms, or hallways. Peer monitors should be trained with an explicit set of instructions on how to manage difficult problems such as fighting, teasing, or destruction of property. Conflict resolution training provides excellent training for peer monitors.
- 👉 Although expensive, VCR cameras can be used to scan school entrances and hallways and is an effective deterrent to property destruction and violent behavior in difficult supervised areas.
- 👉 Parent volunteers are highly effective as classroom, playground, and bus supervisors. Training and follow-up is essential to ensure successful parent supervision.

Potential Problems and Solutions

Emergency Problems

Some situations are volatile, particularly when supervision is first started. An emergency back-up plan for gang problems, drugs, property destruction, inappropriate sexual behavior, severe aggression, or weapons is needed. An emergency plan generally involves police back-up and referral. This school plan should be made explicit to all faculty, students, and parents (informed by letter).

Sensitive or Embarrassing Situations

Supervising faculty should be sensitive to areas of supervision that require privacy or tact. These situations include bathrooms, dressing rooms, and gym showers.

Severe Aggression or Violence

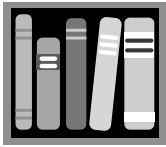
If a violent act occurs, withdraw immediately if there is a chance of physical harm to you, the student, or others. Call for faculty assistance and implement the emergency back-up plan.

Getting Ready

- 👉 Assign specific faculty to a weekly supervision schedule.
- 👉 Encourage continuous informal supervision from nonassigned faculty.

Materials and Supplies

- 👉 School rules—to be posted in a prominent location.
- 👉 Weekly faculty supervision schedules.
- 👉 Parent and volunteer schedules.
- 👉 Slips/tokens that can be distributed for appropriate behavior.
- 👉 Back-up reinforcers that are inexpensive but valued.



References

Alberto, P. A., & Troutman, A. C. (1995). *Applied behavior analysis procedures for teachers* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The tough kid book*. Longmont, CO: Sopris West.