

What is Systematic Supervision?

Systematic Supervision is a method of supervising students and physical spaces that will:

- Help decrease problem behavior
- Increase student cooperation
- Make your job less stressful and more fun

Systematic Supervision is based on research that has identified what works well when supervising students in school common areas such as hallways, cafeterias, libraries and other areas where students are making transitions



Systematic Supervision is a method of supervising students in school common areas like hallways.

An Overview of Systematic Supervision Skills

Systematic Supervision provides training in specific skills that help middle-school supervisors:

- Understand and work effectively with middle-school students
- Monitor and interact effectively with students
- Respond appropriately to problem behaviors
- Foster respect, responsibility, and safety at school

These skills include:

- Being active so that supervisors know what is going on in the areas they are supervising. Where are students and what are they doing?
- Being positive so that supervisors and students establish good relationships. This encourages students to be cooperative and engaged.
- Responding appropriately to problem behavior. This means addressing the behavior with an individual student without getting distracted from supervising the group.
- Communicating with other staff, and with students and parents. Communicating regularly with everyone builds consistency and trust, and fosters cooperation.

Systematic Supervision Checklist - Check Yourself

Date _____

Name _____

Use the **checklist** below to evaluate how you are doing.

SCALE	1=not at all	2=seldom	3=about half	4=often	5=constantly
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Active Supervision Features

Check appropriate circle

1. I move through all areas that are under supervision. (1) (2) (3) (4) (5)

2. I achieve close proximity with most students present in the total area being supervised. (1) (2) (3) (4) (5)

3. I scan more distant parts of area while supervising. (1) (2) (3) (4) (5)

4. I initiate prosocial contact with students engaged in appropriate behaviors. (1) (2) (3) (4) (5)

5. I have more positive interactions with students than corrective, instructional, or negative interactions (4 to 1). (1) (2) (3) (4) (5)

6. I consistently uses a system of positive reinforcement for acknowledging appropriate student behavior. (1) (2) (3) (4) (5)

7. I know and teach/reteach common area behavioral rules and expectations to all students several times a year (2 or more). (1) (2) (3) (4) (5)

8. I correct or provide consequences for inappropriate student behavior quickly and consistently. (1) (2) (3) (4) (5)

9. I use a calm, controlled, business-like, and respectful tone when correcting inappropriate student behavior. (1) (2) (3) (4) (5)

10. I recognize and acknowledge student cooperation when student is compliant during the correction of an inappropriate behavior. (1) (2) (3) (4) (5)

11. I use a behavior log to record and share information concerning problem behaviors and what was done to correct them. (1) (2) (3) (4) (5)

12. I attend regularly scheduled supervisor team meetings to discuss behavior and behavioral issues, and plan interventions and supports with my colleagues. (1) (2) (3) (4) (5)