## Elementary Illustration

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Supervision</td>
<td>The use of “specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior” (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry &amp; Sugai, 2002; Haydon &amp; Scott, 2008): • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior • When necessary, correction to help success.</td>
<td>One or more of the following: Examples: Percentage of students late to class at the onset of the school day exceeding 10% during a 2 week period 3+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during center time for a 1 week period of time More than 20% of students in a class exceed allotted time for transitions</td>
<td>Student Performance Data on target behavior monitored - On time arrival - On task - Time to transition Treatment Integrity Component checklist Social Validity Student- and teacher-completed surveys</td>
<td>• No planned exit criteria; • New procedure to remain in place for the balance of the school year</td>
</tr>
</tbody>
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## Middle and High School Illustration

<table>
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<th>Data to Monitor Progress</th>
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| Active Supervision       | The use of “specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior” (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (DePry & Sugai, 2002; Haydon & Scott, 2008):  
  - Established expectations 
  - Frequent scanning of context 
  - Positive interactions (verbal and nonverbal precorrections and prompts) 
  - Reinforcement of desired behavior When necessary, correction to help success. | One or more of the following:  
  Examples:  
  Percentage of students late to first period exceeding 10% during a 2 week period 
  5+ ODRs earned during lunch for a 2 week period 
  More than 20% of students in a class are off task during group activities for a 1 week period of time 
  More than 20% of students in the school tardy to one or more periods for a 1 week period of time | Student Performance  
  Data on target behavior monitored  
  - On time arrival  
  - On task  
  - Tardies  
  Treatment Integrity  
  Component checklist  
  Social Validity  
  Student- and teacher-completed surveys | • No planned exit criteria;  
• New procedure to remain in place for the balance of the school year |