Elementary Illustration

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| **Support** | **Description** | **School-wide Data:****Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| 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 (De Pry & 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 class at the onset of the school day exceeding 10% during a 2 week period3+ ODRs earned during lunch for a 2 week periodMore than 20% of students in a class are off task during center time for a 1 week period of timeMore than 20% of students in a class exceed allotted time for transitions | **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 | * No planned exit criteria;
* New procedure to remain in place for the balance of the school year
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Middle and High School Illustration

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| **Support** | **Description** | **School-wide Data:****Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| 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 (De Pry & 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 period5+ ODRs earned during lunch for a 2 week periodMore 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
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