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 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 | **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 |

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 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 |