



Systematic (Active) Supervision

*Creating a Safer and Positive
School Environment*

June 28 and 30, 2022

Presenter: Francisco V.G. Limtiaco, PBIS Coach

*Division of Educational Support and Community Learning
School Climate Culture and Engagement Project*

Guam Department of Education (www.gdoe.net), The PBIS Tier One Handbook by Jessica Hannigan and Linda Hauser, irisEd (www.irised.com), OSEP Center on Positive Behavioral Interventions and Supports (pbis.org), Lee Delamora & Amanda Russell (Home Departments Curriculum & Professional Development New Teacher Mentorship Program, Pasco, Washington) Guam Public Law 26-44, Tom Herner (NASDE President), D.L. Nathanson, Shame and Pride, 1992, Whole Hearted School Counseling, Ernie Chapin, "Effectively Dealing With Disruptive Students," Active Supervision (Colvin, Sugai, Good, Lee, 1997), Tyler Pulse (GDOE)



Guam Department of Education



The Guam Department of Education (GDOE) is a school district in Guam that serves roughly **4,000** employees and **30,000** school children. The GDOE Headquarters is located at 501 Mariner Avenue, Barrigada, Guam. The Guam Department of Education is a single unified school district consisting of grades pre-kindergarten through 12th grade. The district serves 26 elementary schools, 8 middle schools, and 7 high schools.

Guam Department of Education

Enrollment - School Year 2021-2022

- Elementary Schools: 10,925
- Middle Schools: 5,741
- High Schools: 8,760

Total Student Population (K-12): 25,426

Source: Tyler Pulse

Why we are doing what we are doing...

- **Public Law 26-44, Section 4121. Character Education.** It is the policy of this government that Guam's public schools be the best and safest possible. To that end, each school is encouraged to instill the highest character and academic excellence in each student in the public school system, in close cooperation with the student's parents, and with input from the community and educators. (October 05, 2001)
- **Board Policy 380, Character Education Policy** (Adopted by the GEB on April 12, 2007)
- **GDOE Student Conduct Procedural Manual, SOP 1200-018, Chapter 1, Framework for a Positive School Climate** (Revised July 29, 2019)

GDOE 5-Year Strategic Plan

I CHalån-ta Mo'na (Our Path Forward)

Adopted by the Guam Education Board on April 19, 2022

Goal #5: The Guam Department of Education will maintain a safe and positive school culture and learning environment that supports the academic and social-emotional growth of all students.



Guam Department of Education

Vision

Every student:

Responsible, Respectful, and Ready for Life

Mission

Our Educational Community...

Prepares all Students for Life

Promotes Excellence

Provides Support

Which of the two school environments resonates with you?

School A

Upon entering the school office, no one acknowledges you for several minutes, and when spoken to it is with a negative or irritated tone.

School B

Upon entering the school office, school personnel greet you and you feel like you are the priority.

Which of the two school environments resonates with you?

School A

Staff and students are unclear about behavior expectations.

The main message communicated to students is *what not to do*.

School B

Clear behavior expectations and rules are evident and understood by all students and staff. The main message communicated is *what to do*.

Which of the two school environments resonates with you?

School A

As students arrive to campus, there is no evidence of adults welcoming and greeting students.

School B

With your first step on the campus, you feel so welcomed that you feel like you belong; the positive culture is contagious.

Which of the two school environments resonates with you?

School A

Administrators are consumed with discipline issues all day long; therefore, it is difficult for them to get out of their offices.

School B

Teachers greet students daily as they walk into the classroom with a handshake, high five, fist pump, or positive verbal acknowledgement. Active supervision of students occurs in designated locations throughout the schools.

What is Systematic (Active) Supervision?

- Is based on research.
- Is a method of supervising students in physical spaces/common areas **that will:**
 - Help decrease problem behavior
 - Increase student cooperation
 - Make your job less stressful and more fun
 - Aligns with the Positive Behavioral Interventions and Supports (PBIS) framework

More on Systematic (Active) Supervision

Systematic Supervision provides training in specific skills that help supervisors:

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

Video



**Systematic Supervision:
Schoolwide PBS for Everything Elementary**

Video

Systematic Supervision

*Creating a Safe &
Positive Playground*



“If a child doesn’t know how to read, we teach”
“If a child doesn’t know how to swim, we teach”
“If a child doesn’t know how to multiply, we teach”
“If a child doesn’t know how to drive, we teach”
“If a child doesn’t know how to behave, we.....
teach?.....punish?”

*“Why can’t we finish the last sentence as
automatically as we do the others?”*

PBIS Behavior Matrix

| | Hallway | Playground | Cafeteria | Bus | Classroom |
|----------------|---|---|---|--|--|
| Be Safe | <ul style="list-style-type: none"> Walk. Stay in your line. Keep your backpack zipped and on your back. | <ul style="list-style-type: none"> Follow safety rules. Stay within boundaries. | <ul style="list-style-type: none"> Eat your own food. Have a calm body while waiting in line and eating. Seat to seat until you are dismissed. | <ul style="list-style-type: none"> Back to back. Seat to seat. Backpack in lap. Feet on floor. Stay in your personal place. Follow safety rules. | <ul style="list-style-type: none"> Stay in your personal space. Walk. Use materials or equipment appropriately. |
| Be Responsible | <ul style="list-style-type: none"> Go directly to where you need to be. Follow directions. Stay to the right on the stairs. | <ul style="list-style-type: none"> Dress appropriately for the weather. Be a problem solver. Tell an adult if you see an unsafe choice. Line up when the signal is given and use a voice level 1. Follow directions. | <ul style="list-style-type: none"> Make room for all of your friends at the table. Be a problem solver. Clean up your space. Follow directions. | <ul style="list-style-type: none"> Get on and off bus carefully. Follow directions. Be a problem solver. | <ul style="list-style-type: none"> Clean up after yourself. Follow directions and classroom routines. Do quality work. Be a problem solver. |
| Be Respectful | <ul style="list-style-type: none"> Enjoy the artwork; look with your eyes only. Stay in your personal space. Voice level 0 or 1. | <ul style="list-style-type: none"> Use kind language. Take turns. Be a good sport. Respect nature. Follow game rules Voice level 0-3. | <ul style="list-style-type: none"> Use good manners. Raise your hand if you need an adult's help. Wait patiently and quietly in line. Voice level 0 or 1. | <ul style="list-style-type: none"> Use kind language. Voice level 0 or 1. | <ul style="list-style-type: none"> Work cooperatively. Listen carefully while others speak. Be considerate. Show kindness to others. Voice level 0, 1 or 2. |

Voice level 0= Silent Voice level 1= whisper Voice level 2= normal voice Voice level 3= outside voice

Expectations & behavioral skills are taught & recognized in natural context

Classroom



Hallway



Cafeteria



Restroom



Classroom v. Nonclassroom

- **Classroom**
 - Teacher directed
 - Instructionally focused
 - Small # of predictable students
- **Nonclassroom**
 - Student focused
 - Social focus
 - Large # of unpredictable students

Systematic Supervision

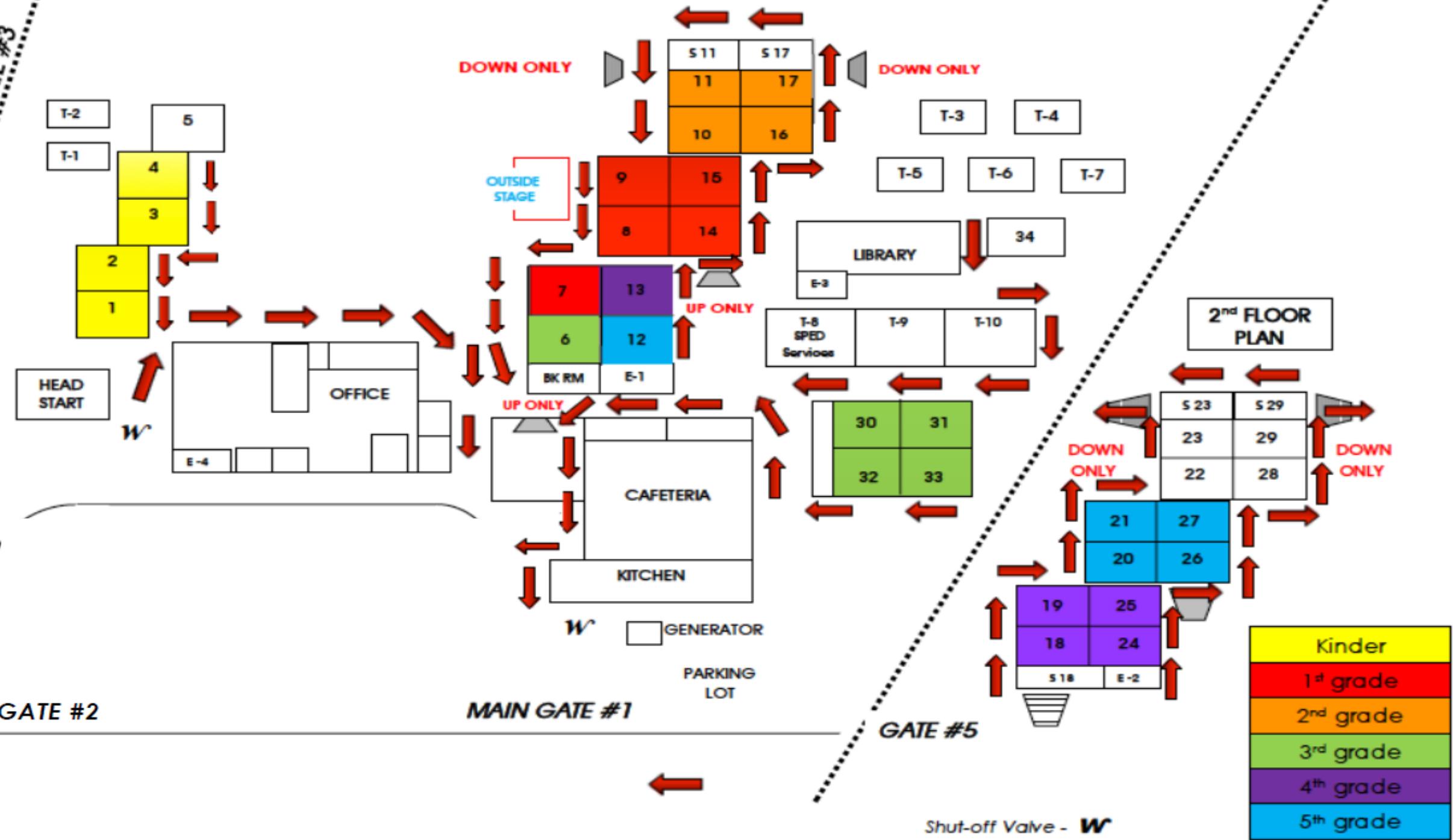
1. Be Active
2. Be Positive
3. Respond Appropriately
4. Communicate



1. Be Active:

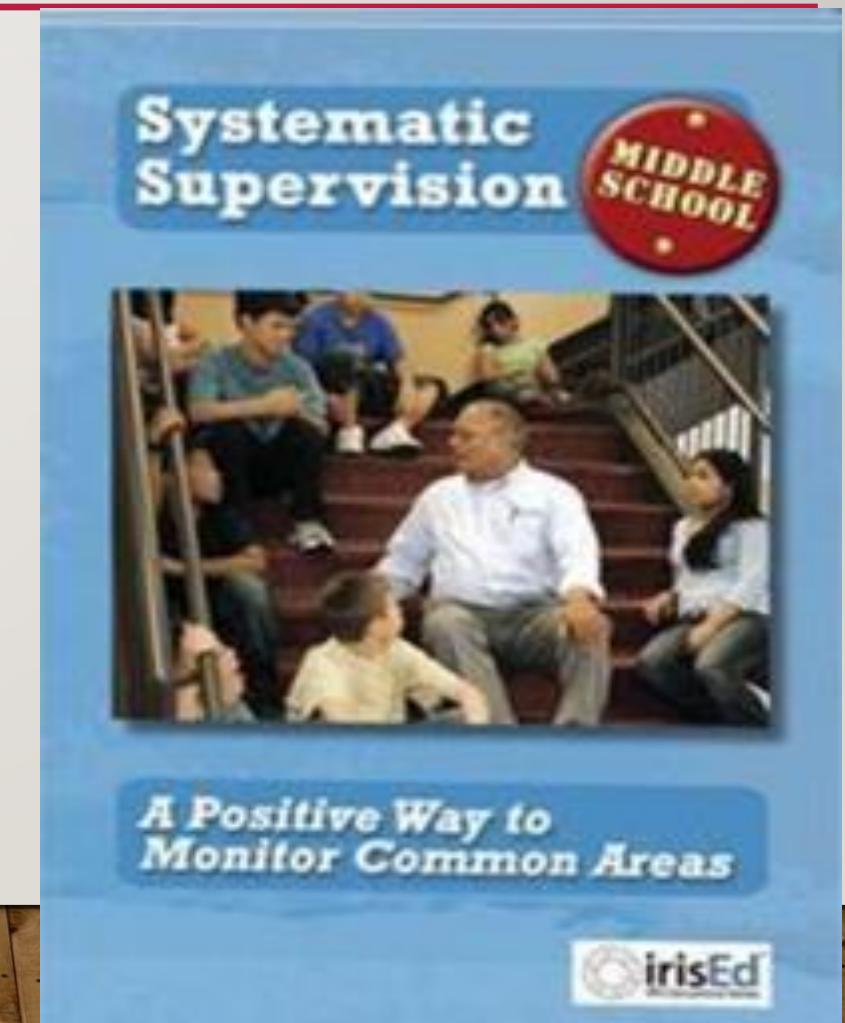
- **Move** around
- Look around (**Scan**)
- **Interact** with students
- Provide **reinforcement** and specific praise to students who are following rules.
- Catch errors early and provide specific, **corrective feedback** to students who are not following rules.

Active Supervision (Colvin, Sugai, Good, Lee, 1997)



PBIS Systematic Supervision Video

Be Active: Move & Scan



2. Be Positive

Connect

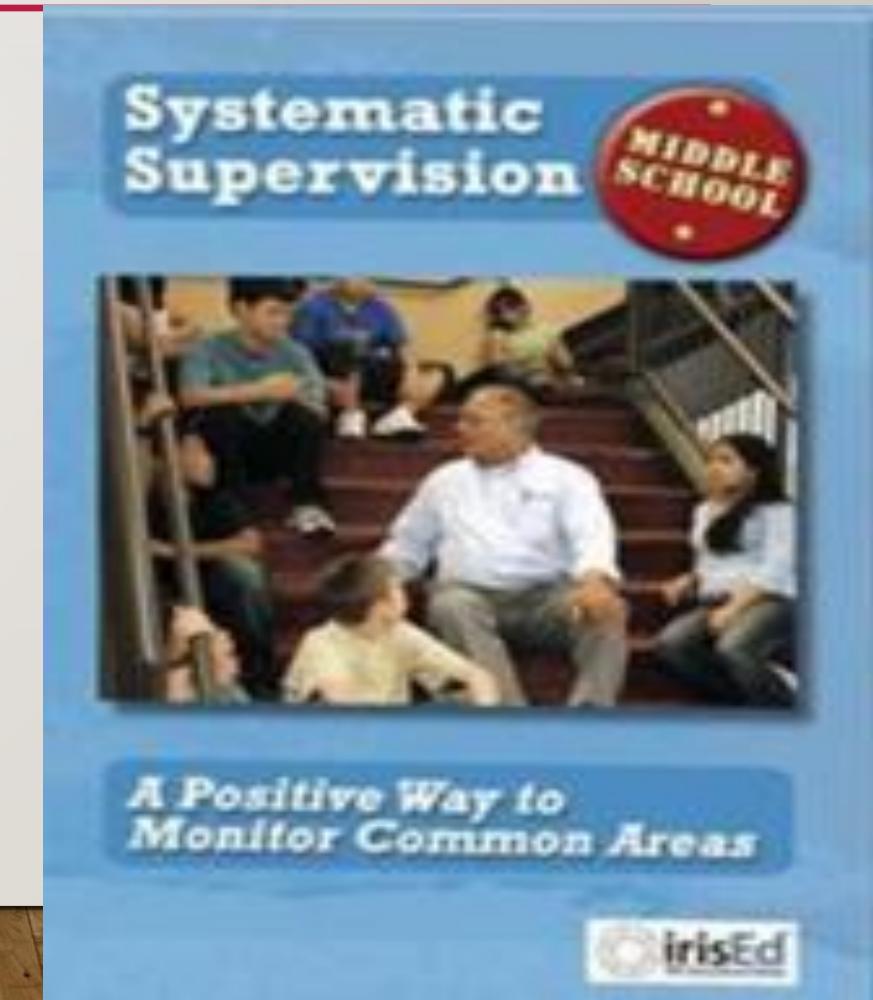
- Be friendly, open and helpful.
- Direct general, positive comments toward students—individual students, and particularly to groups of students.
- (How's it going? You look like you're enjoying yourselves. Hey, great game last night.)
- Have frequent, positive interactions with groups of students.
- Use students' names.

Reinforce

- Tie the reinforcement to specific behavior.
- Acknowledge or express appreciation for specific helpful, appropriate, or constructive behavior.
- Give the reinforcement as soon as possible after the behavior.
- Get all staff involved so students get consistent messages.
- Use the 5 to 1 Rule to Increase Positives.

PBIS Systematic Supervision Video

Be Positive: Connect & Reinforce



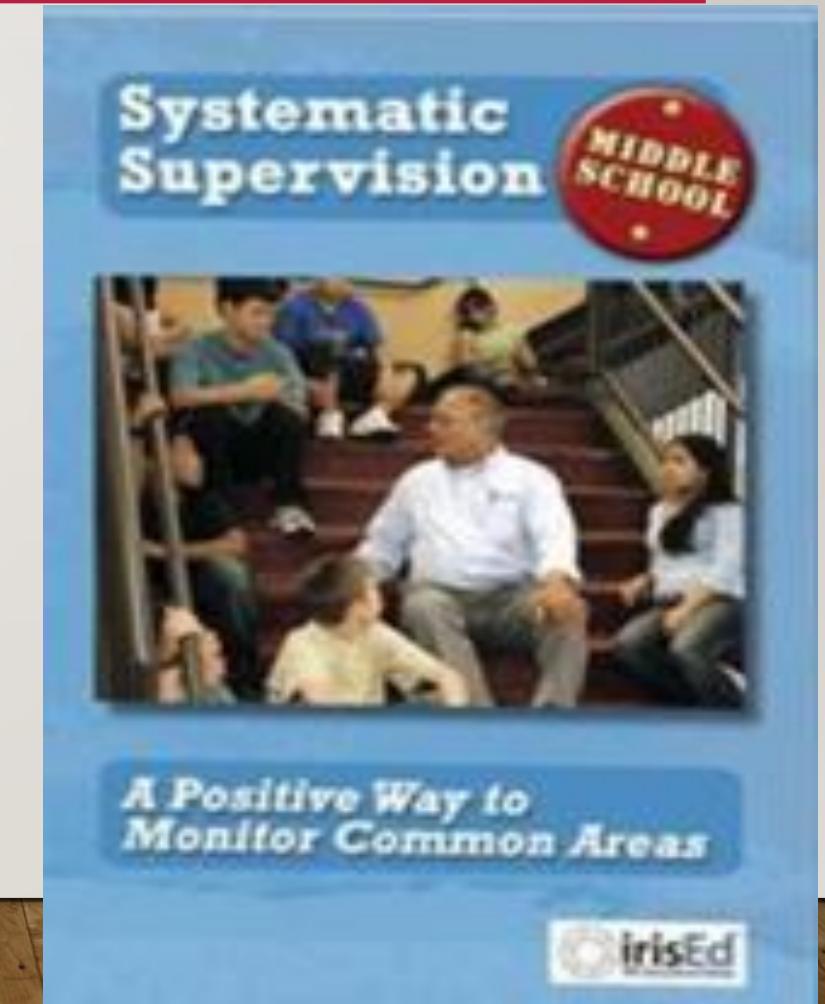
3. Respond Appropriately

With students who are behaving in an uncooperative or difficult manner:

- Respond to the problem behavior immediately
- Take the student aside to speak privately
- Speak respectfully and don't argue or be critical
- Focus on the behavior not the student
- Be consistent
- Don't take anything the student says or does personally
- Use the two-minute rule

PBIS Systematic Supervision Video

Respond to Problems



Step 4: Communicate

Communication is a key ingredient in creating a safe, respectful and responsible school environment.

Good communication:

Helps everyone feel appreciated and respected

Ensures that rules, expectations, reinforcement procedures and consequences are clear and consistent

Creates a sense of unity and teamwork between people at school (students, parents and staff)

Remember the 5:1 Rule here as well

Information can be shared in a variety of ways, including:

Staff meetings where staff at all levels have an opportunity to share experiences and contribute ideas and solutions

Informal contact when staff communicate with and help each other while supervising

Use of data collection forms, such as behavior logs, to document student behavior

WHAT STUDENT(S) DOES
THIS REMIND YOU OF?



The kids who
need the most
LOVE will often
ask for it in the
most unloving
ways.

~ Russell Barkley

CC image from Madstreetz

REMEMBER...

Behavior is learned

- What you see is the result of risk factors within children's past learning history (poverty, disability, academic failure, language, culture....)



WHEN
STUDENTS ARE
"OUT OF CONTROL"
"DEFIANT"
"DISRESPECTFUL"
"OPPOSITIONAL"
"DISRUPTIVE"
WHAT THEY
REALLY MIGHT BE
COMMUNICATING
IS

The landlord kicked us out of our home and we don't have a place to stay.

No one likes me at school. I don't even know if my teacher does either.

We don't have much food at home. I'm really tired and hungry.

I don't understand this lesson. People are going to think I'm dumb.

My dad was deported. I really miss him.

My grandma is sick. I'm worried she's going to die soon.

I couldn't sleep last night because my parents were fighting.

I'm living with a foster family. I don't know when I'll see my mom again.



The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

Withdrawal:

- isolating oneself
- running and hiding



Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically

Attack Self:

- self put-down
- masochism

Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

Another **LETHAL MUTATION**



- Praise can be public...
corrections should be private



PBIS and Safety Aides

- <https://www.youtube.com/watch?v=hEwkPzQe0YA>

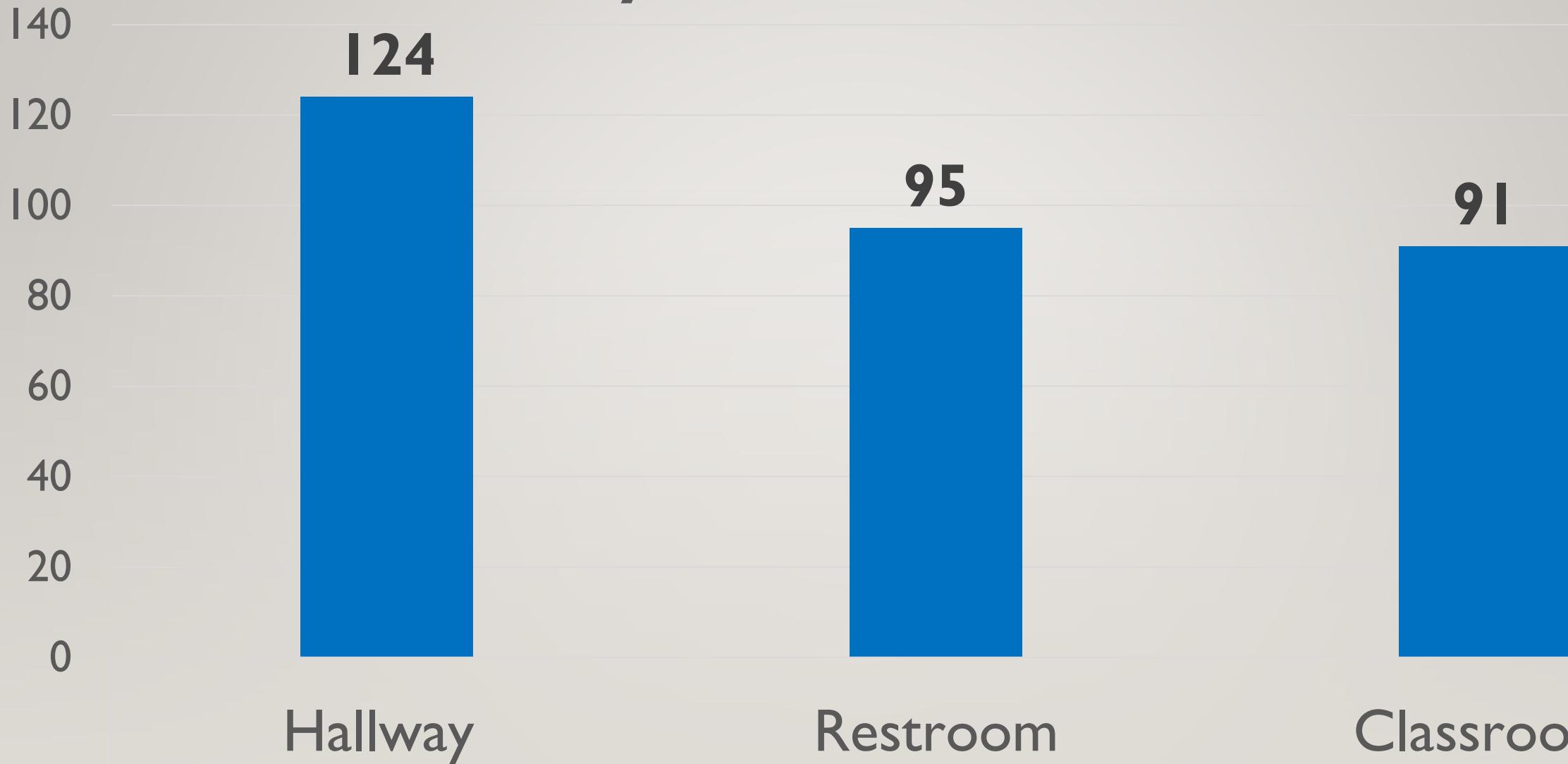


Remind student of expectation to
go to class on time

Where?

Where is the one location at your school site that has the most problem behaviors? Most Office Discipline Referrals?

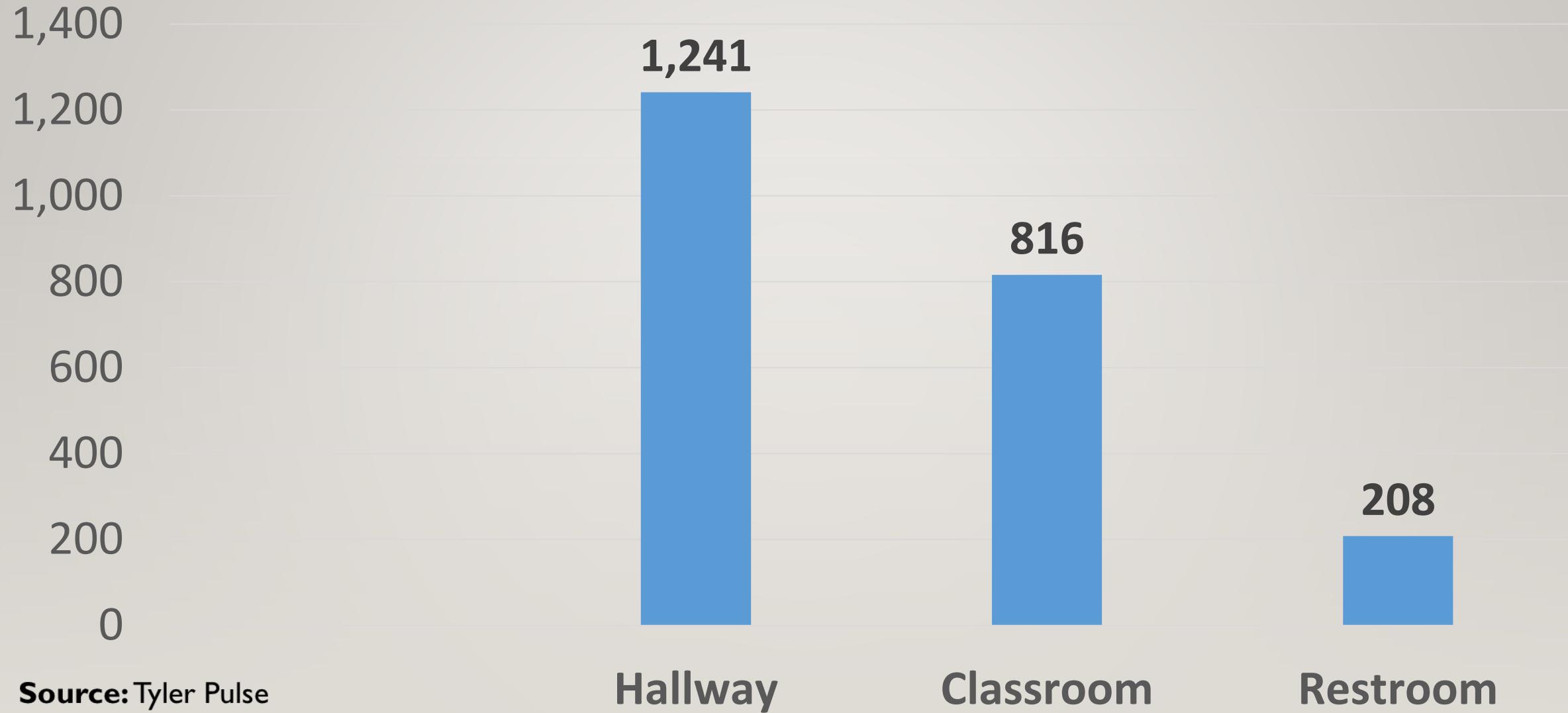
Elementary School Location SY 21-22



Source: Tyler Pulse

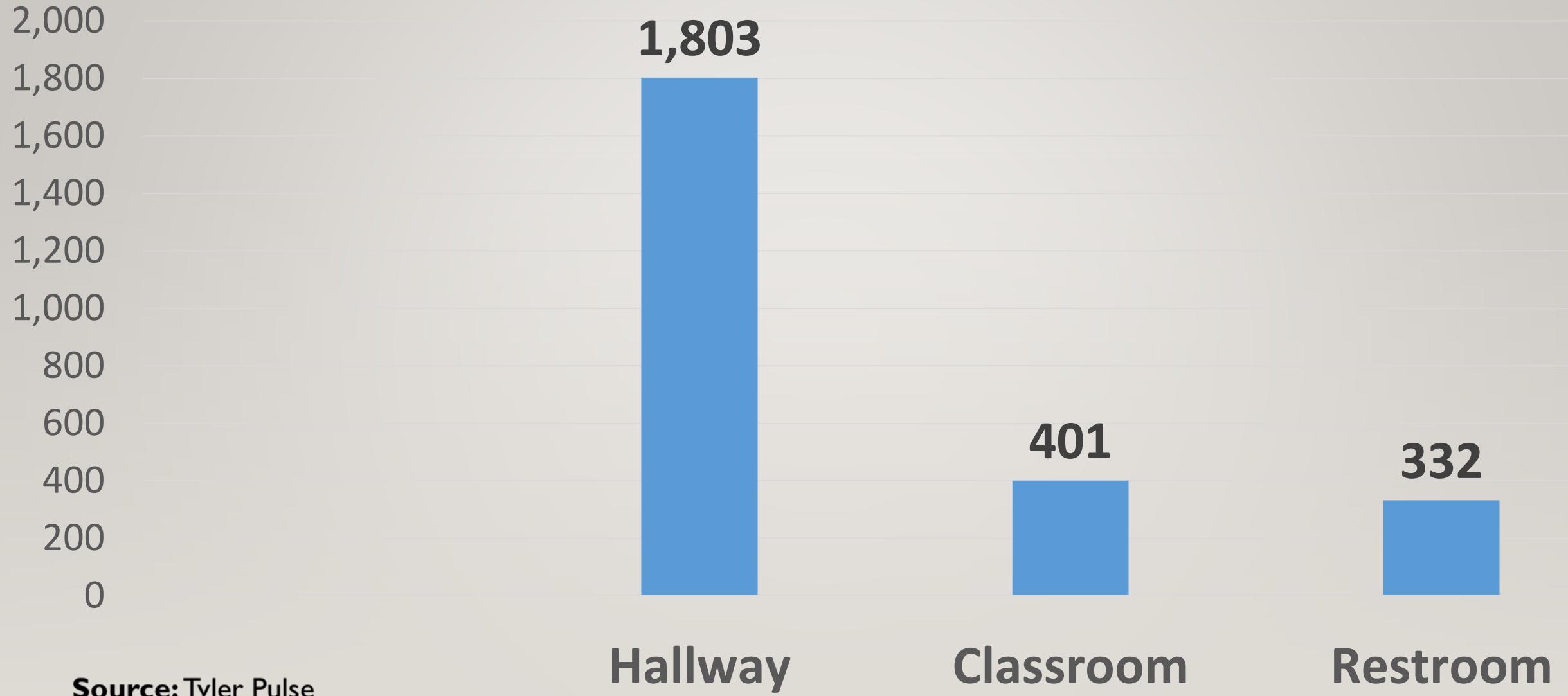
Elementary

Middle School Location SY 21-22



Source: Tyler Pulse

High School Location SY 21-22

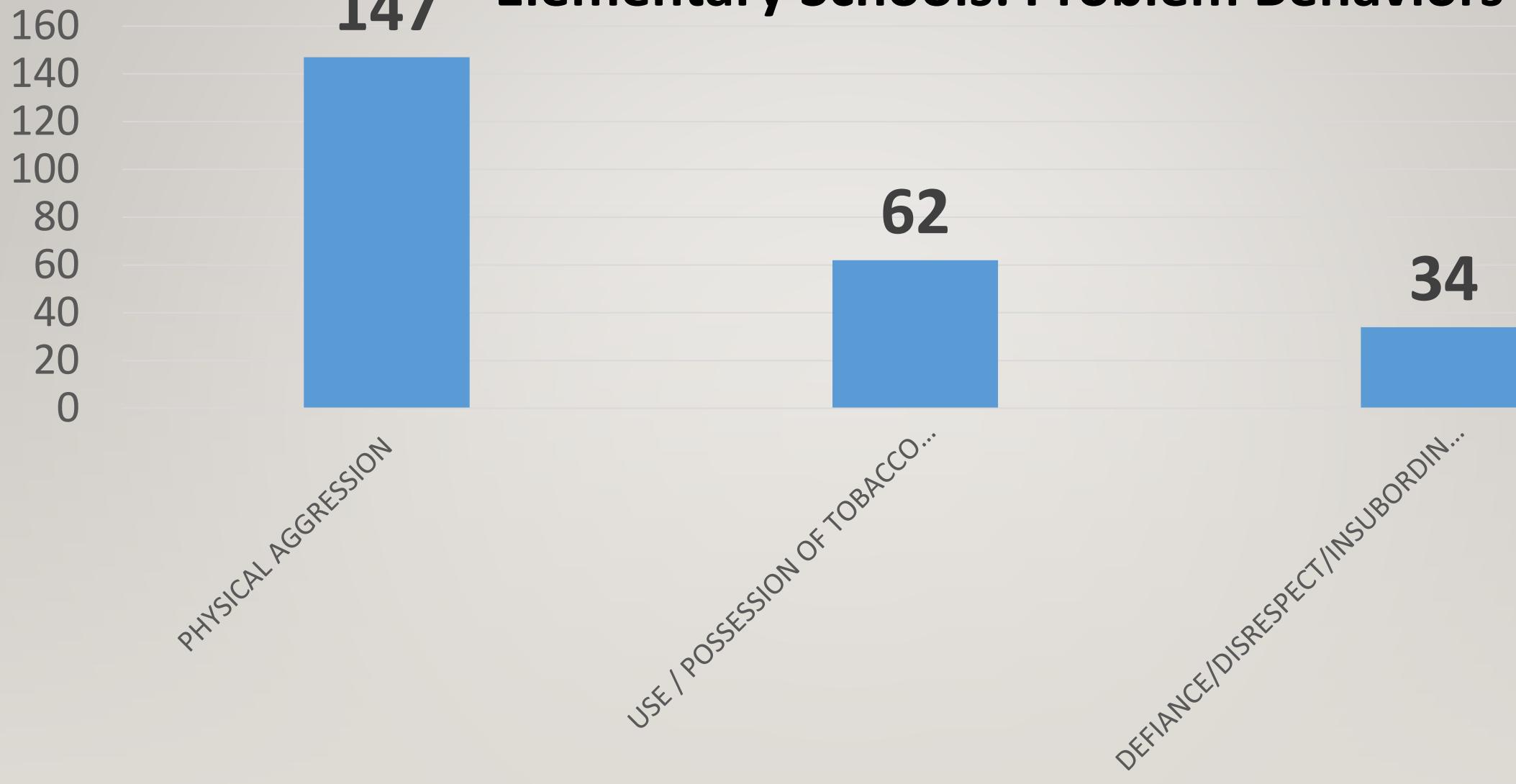


Source: Tyler Pulse

Problem Behavior?

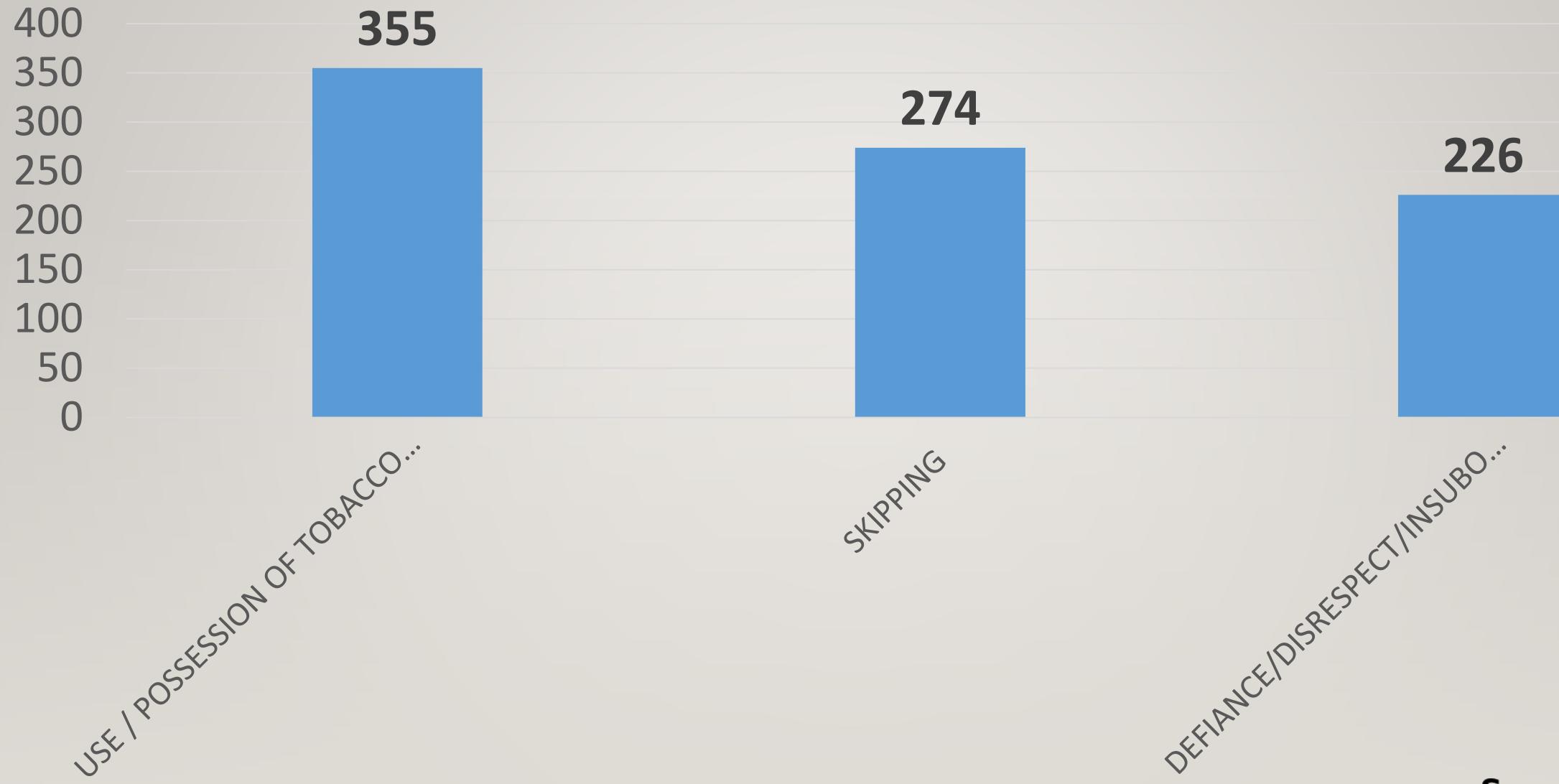
**What is the problem behavior that happens most often
at your school site? Most Office Discipline Referrals?**

Elementary Schools: Problem Behaviors



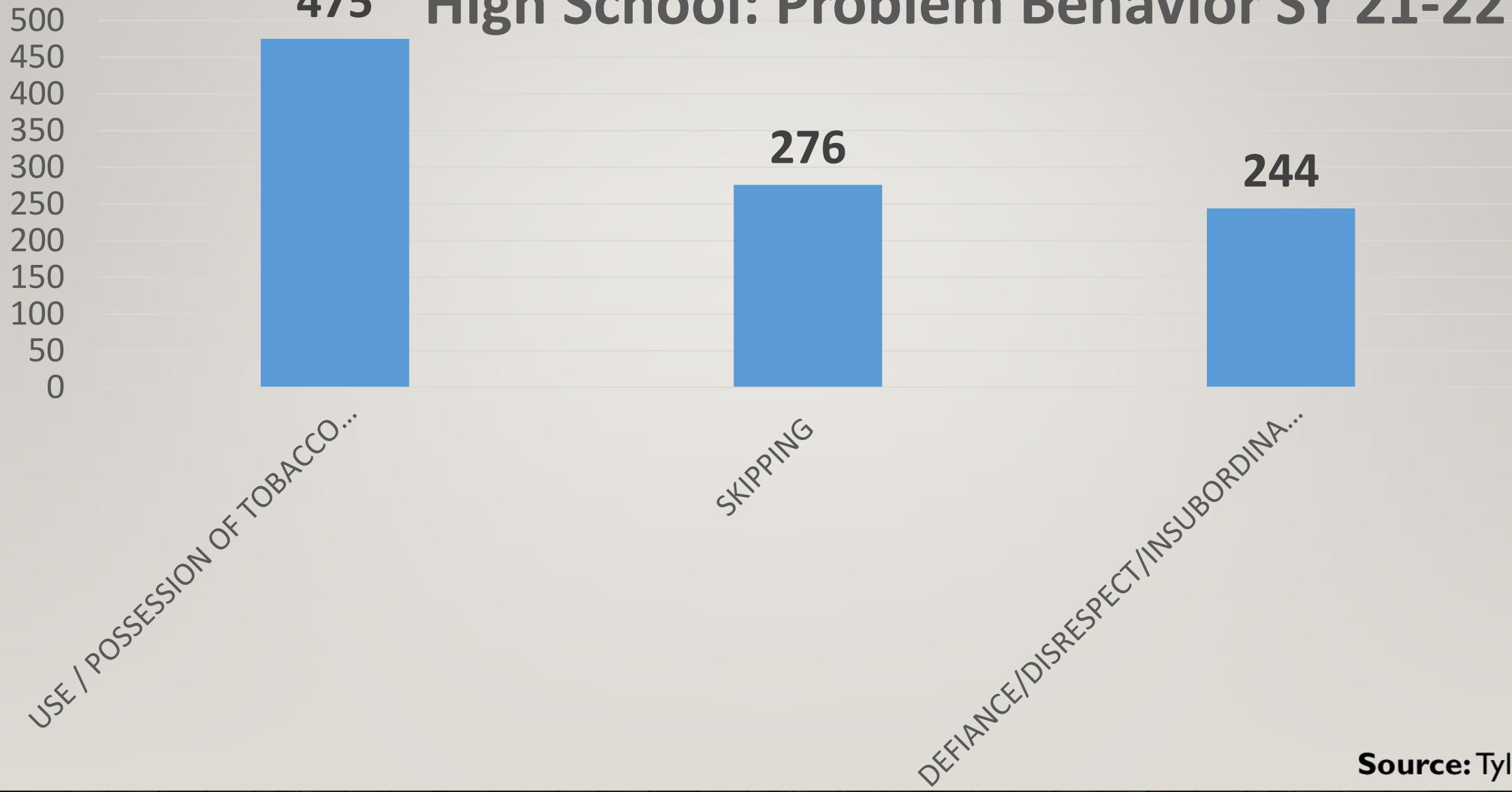
Source: Tyler Pulse

Middle Schools: Problem Behaviors



Source: Tyler Pulse

High School: Problem Behavior SY 21-22



Source: Tyler Pulse

Responding to Problem Behaviors and Communicating

- Focus on the behavior, not the student.
- Concentrate on the problem at hand.
- Resolve it privately when possible.
- Be Respectful.
- Speak in a calm voice.
- Use simple and direct language.
- Be consistent.
- Don't take things personally.

Belief Statements

- 1) ALL students are capable of growing and changing their behavior.**
- 2) You can NOT assume anything, including that kids know how to behave. You must be prepared to teach the whole child.**
- 3) If you win the battle but destroy the relationship you have lost the war. Look for win/win situations.**
- 4) Changing behavior takes time, hard work and consistency. There is no quick fix. DO NOT EVER GIVE UP!**

-Ernie Chapin, “Effectively Dealing With Disruptive Students”

Why does everyone need to be involved?

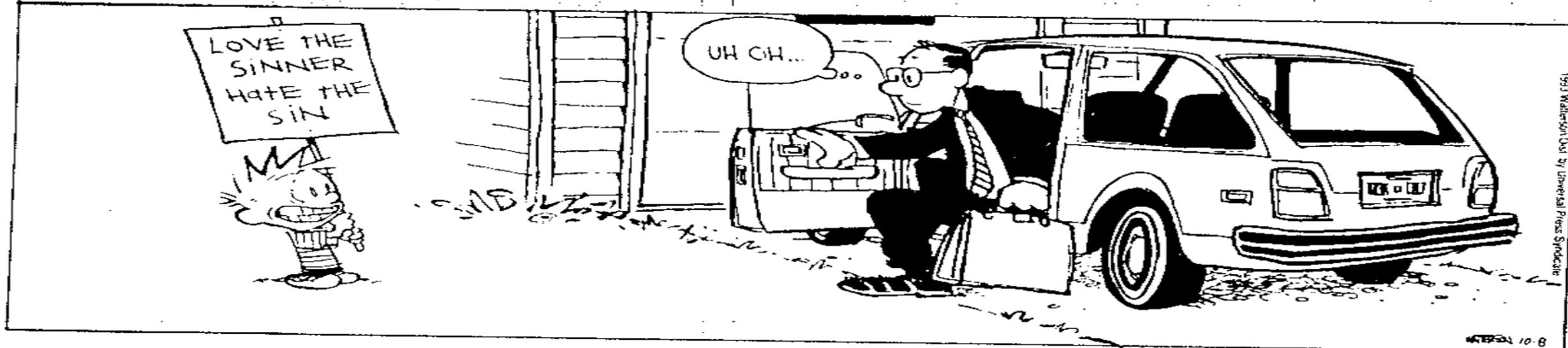
- Staff outnumbered
 - Unified Front/Same page
- Adult presence
 - Prompts desired behavior
 - Deters problem behavior
- “Being a good citizen”
 - Contribute to school climate

REMEMBER...

“It’s just behavior”

It's not personal... students engage in problem
and appropriate behaviors to get needs met.

CALVIN & HOBBES



I'M GOING
TO REPEAT THIS
ONE MORE TIME:
THE SURGE COMES
IN, YOU JUMP.
THE SURGE GOES
OUT, YOU WAIT.

At cliff-diving school.

X Y Z

NO GUM CHEWING

A B C



**When kids see that we care
about them as people and not
just students, we can cross
barriers and empower them
with their strengths.**

Bethany Hill

@bethhill2829

EVERY KID IS
ONE CARING
ADULT AWAY
FROM BEING
A SUCCESS
STORY.

–Josh Shipp

According to research about childhood trauma, all of the risk factors for adverse experiences can be offset by one thing: **the presence of a stable, caring adult in a child's life.**



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