Goal Setting: Using Active Supervision

Now that you have identified the expected behaviors, created charts, and secured a bingo dauber (or other marking instrument), put the plan in motion. Set a goal for how frequently you will circulate in the classroom and for how many dots you will give to acknowledge appropriate behavior.

Goal: I will actively circulate and monitor student behavior during [   ].

I will keep a 3:1 ratio of acknowledging appropriate behavior to redirecting or reprimanding inappropriate behavior.

Behaviors to Reinforce		Behaviors to Redirect	

Simple Data [1, 2]	
Reinforce	**Redirect/Reprimand**

Did I meet my goal? Yes No	
If YES, what went well?	If NO, what were the challenges?

How will I meet my goal next time?

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[1] **Using Simple Data**

Each time you acknowledge appropriate behavior and make a dot on a student's chart, put a tally mark under *Reinforce*. Each time you give a redirect or reprimand, put a tally under *Redirect/ Reprimand*. At the end of the activity, determine if you met your goal.

If you met your goal	*If you did not meet your goal*
Good for you! Reward yourself with some behavior-specific praise and think about increasing the number of times you acknowledge the appropriate behavior.	*Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

[2] **Using Simple Data**

Another data source is the charts that are marked as you circulate the room. When a chart is completed, have the student write the date. Use the charts to monitor who is consistently on task and who takes longer to complete the chart. Provide closer supervision and prompts for those students who earn dots at a slower rate. Monitor those students for opportunities to reinforce them more frequently. Completed charts can also be used for public posting or for home notes.

Challenges	Tips from the Field
Too many students are off task or not following rules.	Teach behavior expectations to the students (see Teaching Behavior Expectations). Give precorrections prior to work periods to remind students of the expectations.
I am giving more corrections than marking dots.	Instead of giving a correction, reinforce students nearby for meeting expectations. If you do make a correction, look for at least three students who are on task and meeting expectations, and reinforce them.
Students are filling in dots on their own.	Precorrect for this behavior when describing how dots work by indicating that if students fill in a dot on their form without permission, then they will have to start over with a new form, losing any dots they earned. Be sure to give plenty of dots to students when they are following directions.
Students don't seem to care if they get dots.	Rethink the reinforcers used to encourage expected student behavior (see Identifying Reinforcers for the Classroom). It may be that the students don't find the rewards very reinforcing. Be careful not to select reinforcers that are too large or difficult to implement.
It is difficult for me to get around to all the students in my classroom.	The physical layout of your classroom can either support or hinder active supervision. If you find that it is difficult to easily get to students by simply moving throughout the classroom, consider how rearranging desks or other furniture can be improved.