



# Strategy Tool: Using Active Supervision

Dot Charts

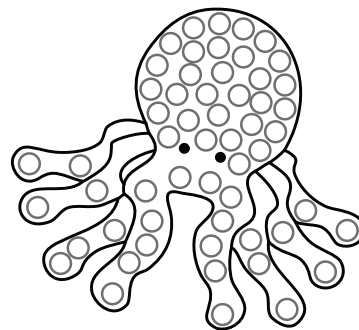
Begin by listing the activities during which students work independently or in groups. List the behaviors that students should demonstrate during those activities. For example, during cooperative learning groups, you may want students to remain in their area, use a whisper voice, remain on topic, and work consistently. During independent work, you may want students to remain at their seats, work silently, raise their hands for assistance, and stay on task. These will be the behaviors you will look for and give attention to as you move around the room.

List the student behaviors you <u>want</u> to see during student-directed activities.	
Group Work	Independent Work

Next, identify the behaviors that you will target for redirection or reprimand. In general, these behaviors would be opposite of the behaviors that you want to see (e.g. talking loudly and off topic, calling out). When you see these behaviors, you will redirect or give an explicit reprimand ("*Alex, please work silently.*"). It is important for these statements to be brief, respectful, and delivered in close proximity. Consider your tone of voice and your body language when providing corrective statements to ensure that the message received by the student is what you intended.

List the behaviors you will redirect or reprimand.	
Group Work	Independent Work

Once you have identified the behaviors you will watch for and reinforce by giving attention using behavior-specific praise, create a chart for each student. The chart can be as simple as an index card with a student's name on it or a picture with 30 to 100 dots for each student. The student will keep the chart on their desk during work periods.

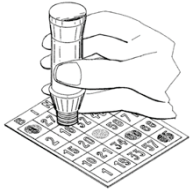


Alex James					

We've provided some dot charts in PDF format for you to download and print for use in your classroom in the resource center.



Next, determine a menu of reinforcers or rewards to provide students when they earn enough dots on their card. Be creative—you can use a treasure box, computer time, homework passes, or time to talk with a friend. Almost anything your students enjoy doing can be used as a reinforcer (To help identify effective reinforcers for the students in your classroom, see [Identifying Reinforcers for the Classroom](#)). Once all the dots on the card have been filled in, or if a student has earned a predetermined number of dots on their card, it can be exchanged for a reinforcer.



While students work in groups or independently, circulate around the room watching for the on-task behaviors you identified and want to see. When students display the appropriate behaviors, provide behavior-specific praise and make a dot on their chart using a bingo dauber or other marker that clearly indicates that dot has been filled in by you, the teacher.