

Training Material for Recess Supervisors

Active Supervision

Active supervision requires focused attention & intentional observation of children at all times.

- 1.) Set up environment in a safe manner.
- 2.) Position yourself: make sure you can see and hear all children.
- 3.) Continuously count and scan all children
- 4.) Listen for sounds or the absence of sounds that may alert you of danger.
- 5.) Anticipate children's behavior.
- 6.) Engage and Redirect: wait until children are unable to problem-solve on their own to get involved, help children problem solve, and redirect if necessary.

ABC's of SUPERVISION

A = Anticipation - of hazards and dangers

B = Behavior - navigating children's behavior

C = Consideration - in emergency and unexpected situations

Increasing MVPA

MVPA (moderate to vigorous physical activity) can be described as activity at an energy expenditure level of a brisk walk (moderate) or greater (vigorous).

Look for Movement: If you don't see enough, change the activity.

- E.g., do a different activity or a timed challenge; reduce group size; add more balls or more chasers; widen boundaries; etc.

Non-Elimination: Do not use drills or games that eliminate children and make them non-participants. Use "re-entry areas"

- e.g., a student who is tagged travels to the re-entry area, completes a task, and then re-enters the game

Be Line Conscious! Never have students wait their turn for equipment without giving them something else to do. Ideally, equipment ratios would be appropriate.

Individual/Partner/Group: To decrease transition time, keep similar-sized groupings throughout the lesson, or combine ready-made groups/pairs rather than creating new ones.

Maintaining Appropriate Behavior

Increasing Appropriate Behavior: The saying goes, “The best offense is a good defense.” In order to decrease possible inappropriate behavior, the first priority should be to increase students’ appropriate behavior. Here are techniques for doing so:

- ↑ Treat Everyone Fairly: although every teacher may feel this is being done, observations of activity sessions frequently tell otherwise. Provide positive and specific comments to every student. Make non-gender specific comments.
- ↑ Model and Encourage Good Manners: Use “please” and “thank you” with students. Let them see you exhibit positive social interactions with others. Monitor your use of sarcasm; oftentimes, it can be misunderstood by young people.
- ↑ Select Enjoyable Content and Instruct at an Appropriate Pace: Students engaged in a fun and active game, dance, or other activity are often too busy to misbehave. Select content that is quick and easy to instruct with a minimal amount of verbiage. Plan classes so students are engaged from the beginning – involved mentally and physically – and remain that way throughout the class.
- ↑ Positive Interactions: If a teacher gives positive and specific verbal feedback, the behavior is more effectively shaped and/or reinforced. For example, “Jose, way to go keeping your hand lower than your waist when you dribble!” Or, “Sheena, that high kick you added to your dance is awesome!” Verbal Positive Statements Non-verbal Positive Interactions “Terrific” High-five “Right” Smiling “Nice job” Clapping 5 “Way to go” Thumbs up “You did it” Handshake
- ↑ Prompts: Prompting is a teacher behavior that reminds students what is expected of them. For example, it is better to say, “Remember to walk when you pick up equipment,” rather than, “I told you to WALK!” Decreasing Inappropriate Behavior although your first approach is to increase appropriate behavior, in the real world, this does not always work. Sometimes, an instructor must decrease inappropriate behavior. SPARK recommends the following techniques:
- ↑ Selective Ignoring: Often, children misbehave to draw attention to themselves. If the learning environment is not being disrupted, simply ignoring the child may be sufficient. Criteria for selective ignoring: • It is of short duration and not likely to spread. • Behavior is not unsafe to self or others. • It is a minor deviation. • Reacting to it would interrupt a lesson or call attention to the behavior.
- ↑ Proximity Control: If the behavior continues after selective ignoring, the teacher might try moving physically closer to the child. It is best if this is done when other participants are active and not aware of the misbehaving child.
- ↑ Desists: A desist is a verbal statement that tells a child to stop doing something. A desist must be:
 - Clear – “Leticia, stop doing that,” isn’t enough. “Leticia, stop sitting on the ball; you’ll ruin it,” is clear and specific.
 - Firm – Use body language that shows your seriousness; move closer, look the child in the eye, keep a straight face.

- Well-Timed – The behavior must desist immediately before it’s allowed to spread.
- Appropriately Targeted – Direct at the original offender, not second or third party

↑ Time-outs: A time-out is like a penalty box in hockey. During time-out, a child withdraws from class for a specified time. Time-out protocols should be instructed at the beginning of the year. Note that time-outs are not an effective deterrent for the child who does not enjoy participating. An individual in time-out should:

- Stop the activity and walk the perimeter.
 - Not have any equipment.
 - Be alone.
 - Continue to listen and observe.

A teacher giving a time-out should:

- Only assign it during a session segment where it will serve as a deterrent.
 - Ensure that the student does not have contact with others.
 - Let the child know what the consequence will be if the behavior is repeated.

In SPARK, we suggest a simple “3 strikes rule” 1st Offense: 1-minute active time-out (walking the perimeter) 2nd Offense: 5-minute active time-out (walking the perimeter) 3rd Offense: Time-out for the rest of the lesson and a phone call home and/or principal referral Teach students the consequences for offending behaviors. Additionally, the 3 strikes rule does not begin again at the next class; rather, it should be reinforced cumulatively over an entire instructional unit.