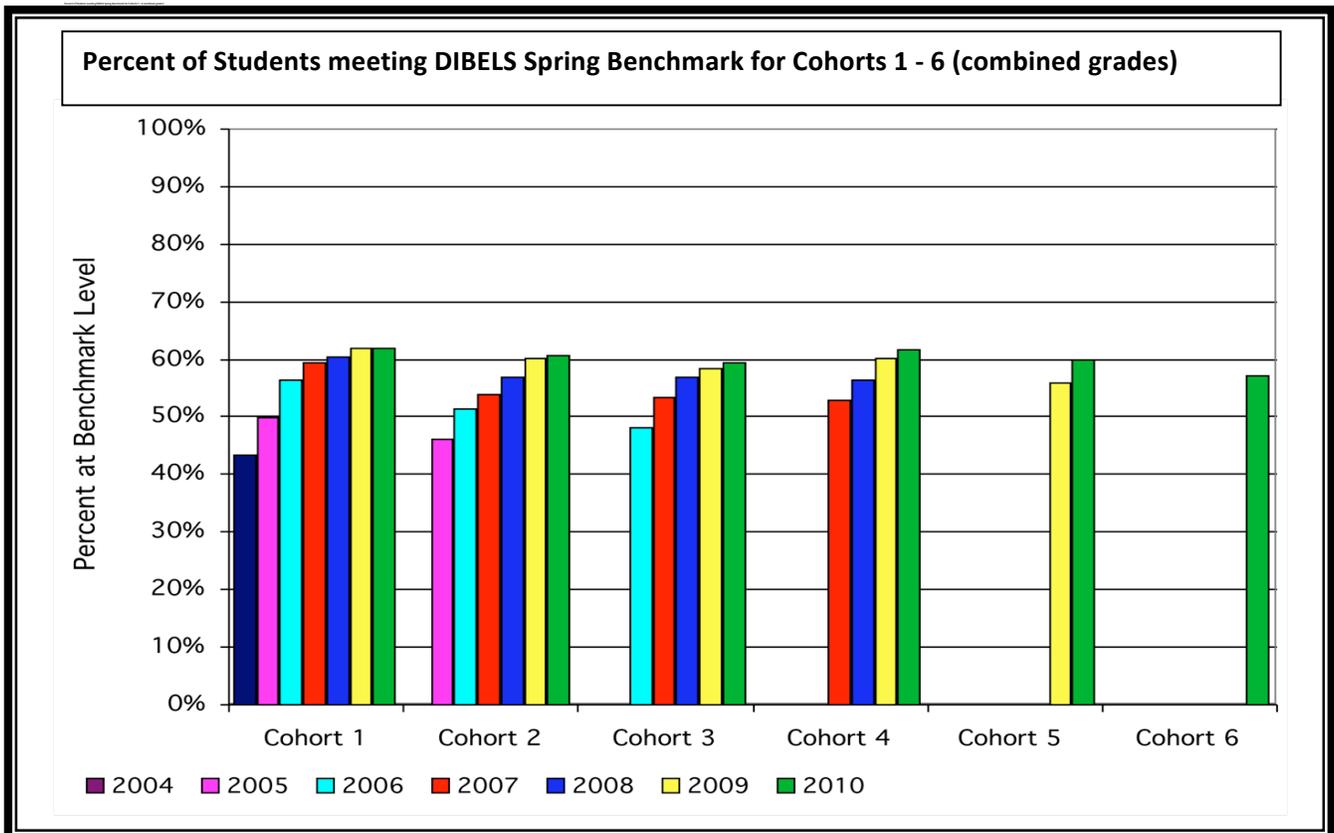


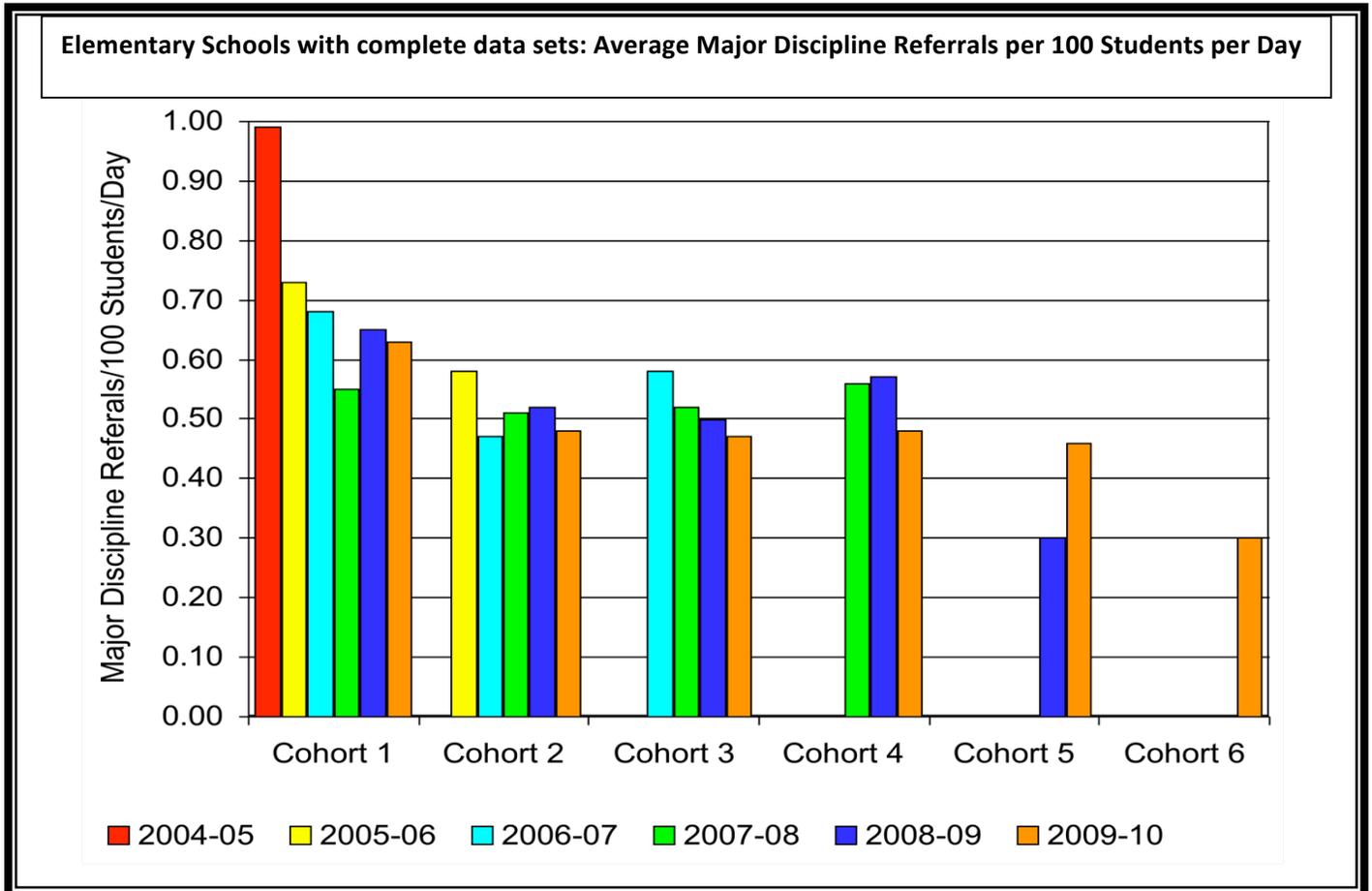
Implementation of Systematic Supervision: How School Social Workers Can Support Positive Behavior Strategies

As a School Social Worker it is important to be cognizant of current initiatives within education, especially as they relate to school social work. One of the most current initiatives is Response to Intervention (RTI) and this initiative's reliance on data, including data collection, analysis, and use in decision making. "RTI is a practice of applying high quality interventions and instruction, monitoring progress frequently to make decisions about changes in instruction, and applying child response data to important educational decisions", (Batsche et al., 2005). This article will highlight how social workers can use data to support District School Improvement Goals, Building School Improvement Goals, and highlight their role in educating all students.

For the past two years I have been a trainer for the MiBLSi Grant. MiBLSi is a grant offered by the Michigan Department of Education (MDE), as a tool to help increase building-wide reading scores and decrease building-wide behavior referrals. ***As shown below, the MiBLSi Grant has been effective in increasing student DIBELS scores, across all cohorts, since the grants inception in 2004 through the present.***



The MiBLSi Grant has also been successful in reducing building-wide behavior referrals, which directly correlates to students spending more time in the classroom. ***As shown below, the MiBLSi Grant has been effective in decreasing student office discipline referrals (ODR's), across all cohorts, since the grants inception.***



Although the MiBLSi data is impressive and School Social Workers should be familiar with it, this article will focus on a different set of data. The focus of this article is data from the Systematic Supervision Program. Systematic specifically targets a school's playground behavior and the staff in charge of supervision on that playground in order to reduce behavior referrals.

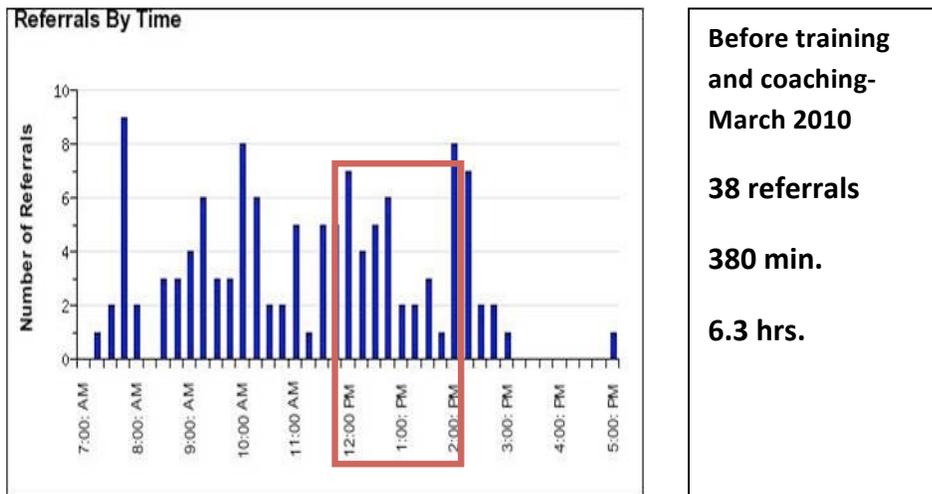
Systematic Supervision is a complete professional development program that provides administrators with materials needed to train playground/supervisory staff in effective active supervision techniques. Systematic Supervision will help reduce negative behavior and increase positive behavior on the playground, and make the job of the playground supervisors easier and more rewarding.

This program teaches tested techniques supervisors can use to foster and maintain a safe and positive playground:

- Keeping track of playground behavior with movement and scanning methods
- Establishing and maintaining a positive environment and relationship with students
- Focusing on positive, appropriate behaviors
- Responding effectively and efficiently to problem behavior
- Working as a team to support appropriate student behavior

Developed by Stephen Smith and Jeffery Sprague, Ph.D. of the Institute on Violence and Destructive Behavior at the University of Oregon and IRIS Media with a grant from the National Institutes of Health, Systematic Supervision offers DVD, video and print materials that are flexible, research-based and easily accessible.

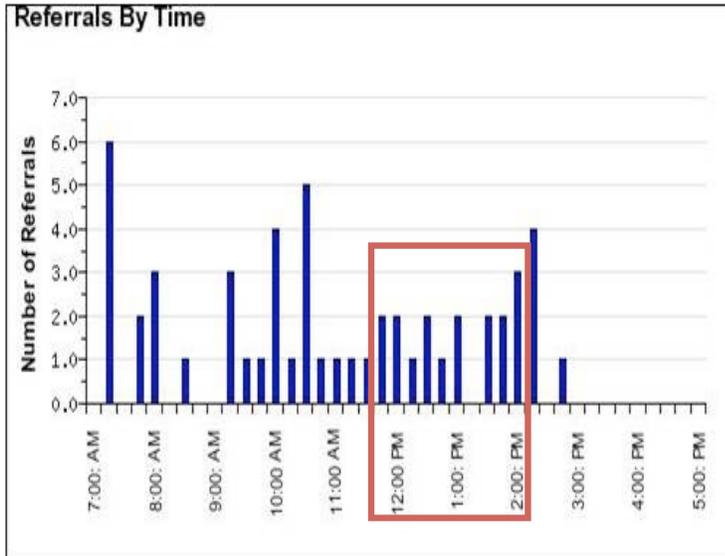
This program was selected by an elementary school in St Clair County that was participating in the MiBLSi Grant. The building staff decided to focus on improving behavior on their playground and in their cafeteria because the data suggested that referrals were higher in these environments. (*Shown below*)



The data from March 2010 revealed that behavior referrals ate up more than 6 hours of staff time during that month. (Average referrals take approximately 10 minutes from time of incident, to office referral, to administrative decision). As the Behavior Specialist, for St Clair County RESA, the building administrator asked me to train her staff in the Systematic Supervision program. The training was completed in 2 hours and I also provided two, 1-hour observation sessions. During my observations I utilized the Systematic Supervision Observation Checklist, which uses a likert scale to measure program fidelity. After observations were completed, feedback was provided to the playground staff. Even though Systematic Supervision

is designed for the playground, playground staff members also supervise the same group of kids as they transition to the cafeteria. Many of the skills discussed in Systematic Supervision are very applicable to the cafeteria as well.

After the program was implemented with a high level of fidelity, the data revealed a dramatic improvement in positive behavior on the playground and in the cafeteria. (*Shown below*)



After training with coaching-
April 2010
17 referrals
170 min.
2.8hrs.

This particular building reduced their playground and cafeteria referrals by more than 50%. Caution should be used in analyzing these results, as we cannot say definitively that Systematic Supervision *caused* the improvement. We can summarize that a significant relationship exists between training the playground staff and the number of behavior referrals made from these areas. We can work to reduce the amount of time spent on problem behaviors by training our staff on how to teach clear behavior expectations and therefore increase the amount of time students spend in the classroom. This relationship can be represented visually using data and communicated to building, district, and county educational leaders. The visual representation of this data can be an important tool to present to building Principals and Superintendents, as a way to share the successes within our buildings. School Social Workers certainly play a role in the education of all students and one way that this relationship can be expressed is by the use of data.

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