STAFF SIGN-IN

Training Title: Active Supervision(PowerPoint) Team Transportation and Pedestrian Safety Training

Training Presenter: _____

Date: _____ Hours: _____

City: _____

PLEASE CIRCLE 1 FROM EACH: PROGRAM-AREA-LEVEL-TYPE

Agency Program: HS (Head Start) EHS (Early Head Start) DC (Day Care) OTH (Other/Agency Created)

Training Area: MH (Mental Health) ED (Education) SS (Social Services) NU (Nutrition) AD (Administration) MD (Medical) PI (Parent Involvement) HC (Disability) TR (Transportation) OTH (Other/Agency Created)

Training Level: L (Local) I (Inter Agency) C (Cluster)

Training Type: CE (Continuing Education) CO (College) PR (Professional) VO (Vocational/Technical)

Signature	Name (PRINT)	Center	Position

ACTIVE SUPERVISION

SIX STRATEGIES TO KEEP CHILDREN SAFE

Everyone has a responsibility to keep children safe!
To learn more about Active Supervision visit the OHS website
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/active-supervision.html

Early Childhood
National Centers

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ACTIVE SUPERVISION AT-A-GLANCE

SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

Set Up the Environment

Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

Scan and Count

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.

Listen

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.

Anticipate Children's Behavior

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

Engage and Redirect

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/active-supervision.html

Early Childhood National Centers

THE NATIONAL CENTER ON Quality Teaching and Learning

TIPS FOR TEACHERS
ZONING TO MAXIMIZE LEARNING

Zoning is a strategy used in classrooms to organize teachers and the classroom environment. It helps classrooms to run smoothly and allows teachers to be responsive to children at all times.

Create a daily classroom schedule
for the children and teachers to follow. This helps to keep the day predictable for all members of the classroom community.

Create a chart
that specifies which teacher is in charge of which area/activity, as well as what individual duties are during the transitions before and after the activity. Zoning allows every member of the team to be accountable and informed.

Position your body
so you are always able to see the children. If you are on your knees in the classroom, be sure you can see over the shelving units so that you are aware of the children's whereabouts at all times.

Scan your assigned area
and the rest of the classroom at all times. This allows staff members to be constantly aware of what is happening in the classroom.

Talk to the other staff members
in the classroom throughout the day. Be sure to highlight positive behaviors you see the children engaging in, "Wow, look at these children trading toys so nicely," as well as address any issues that may arise, "Teacher Teri, I need to help Oscar wash his hands, can you cover my area?"

NCQTL

For more Information, contact us at: NCQTL@UW.EDU or 877-731-0764

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FALL 2012

DISCUSSION QUESTIONS

Activity overview: The purpose of this activity is to get your classroom team thinking about how zoning might be beneficial.

Directions: With your classroom team, choose someone to read each question aloud and ask for members of the group to share their thoughts related to each question. It might be helpful to have one person record the answers on a large sheet of paper for everyone to view. If you are working in a very large group, after you discuss the questions amongst your classroom team, plan to share your responses with the larger group.

1. Describe how you see children interacting with each other and with materials in your classroom. What times of day are the children most engaged? What times of day are challenging?

2. Describe what "setting-up for circle" means in your classroom. This can lead to discussing what each "job" in the classroom actually entails so that all staff members are clear about the duties that go along with each assigned activity of the day.

3. How does your classroom staff currently assign roles and plan activities? What works well? What challenges do you face?

4. How will zoning benefit your classroom?

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To understand how this approach will work for you, consider the following tool.

Active Supervision Implementation Plan		
Key Strategy	Current Practice	Action Steps
Set up the environment		
Position staff		
Scan and count		
Listen		
Anticipate children's behavior		
Engage and redirect		

STAFF ZONING CHART

Activity overview: The purpose of this activity is to work with your classroom team to decide how to use zoning in your classroom.

Directions: With your classroom team, fill out the form by entering the activities and transitions of one day in the left-hand column, then fill in the responsibilities of each teacher during each activity or transition in the rest of the chart.

Think about who should be leading the activity, who should be supporting the activity or transition to the next activity, and who should be cleaning up from the previous activity or performing other tasks.

During transitions think about assigning one adult to clean-up the previous activity and support children who are still finishing, and another adult to begin the next activity, welcoming children and supporting their interactions. If additional adults are available, they can prepare the next activity or take care of extra tasks (i.e., taking children to the bathroom, making phone calls, organizing papers to go home in backpacks).

If you have only two staff members, fill out the columns for Staff Person A and Staff Person B.

Activities/Transitions	Staff Person A	Staff Person B	Staff Person C
Arrival	Greet children and parents	Help children put away backpacks	Get tables ready for breakfast
Breakfast	At red table	At blue table	At green table
Transitions	Signal transition/blow bubbles	Clean up breakfast tables	Help children to transition

Activities/Transitions	Staff Person A	Staff Person B	Staff Person C

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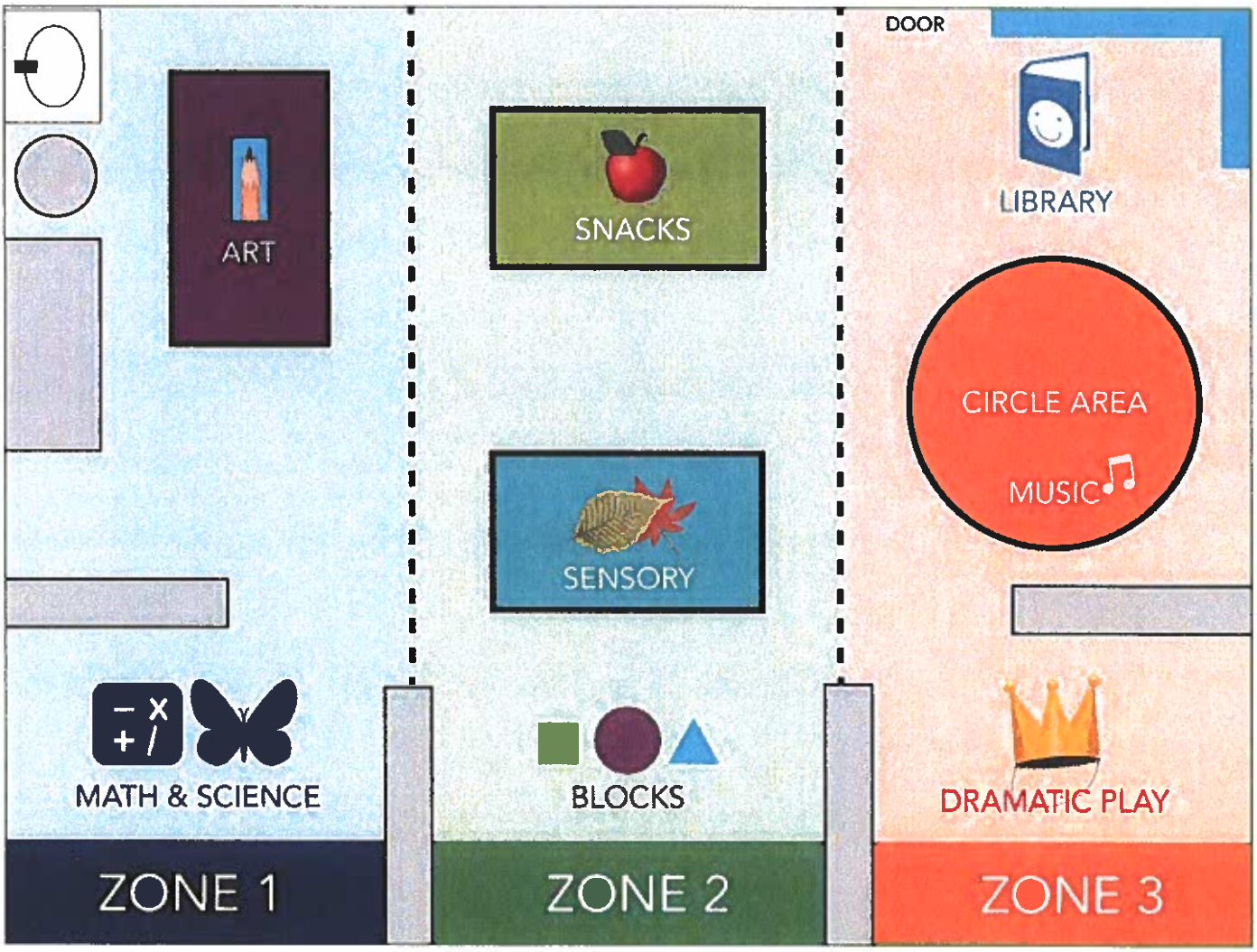
CLASSROOM MAP WITH ZONING AREAS

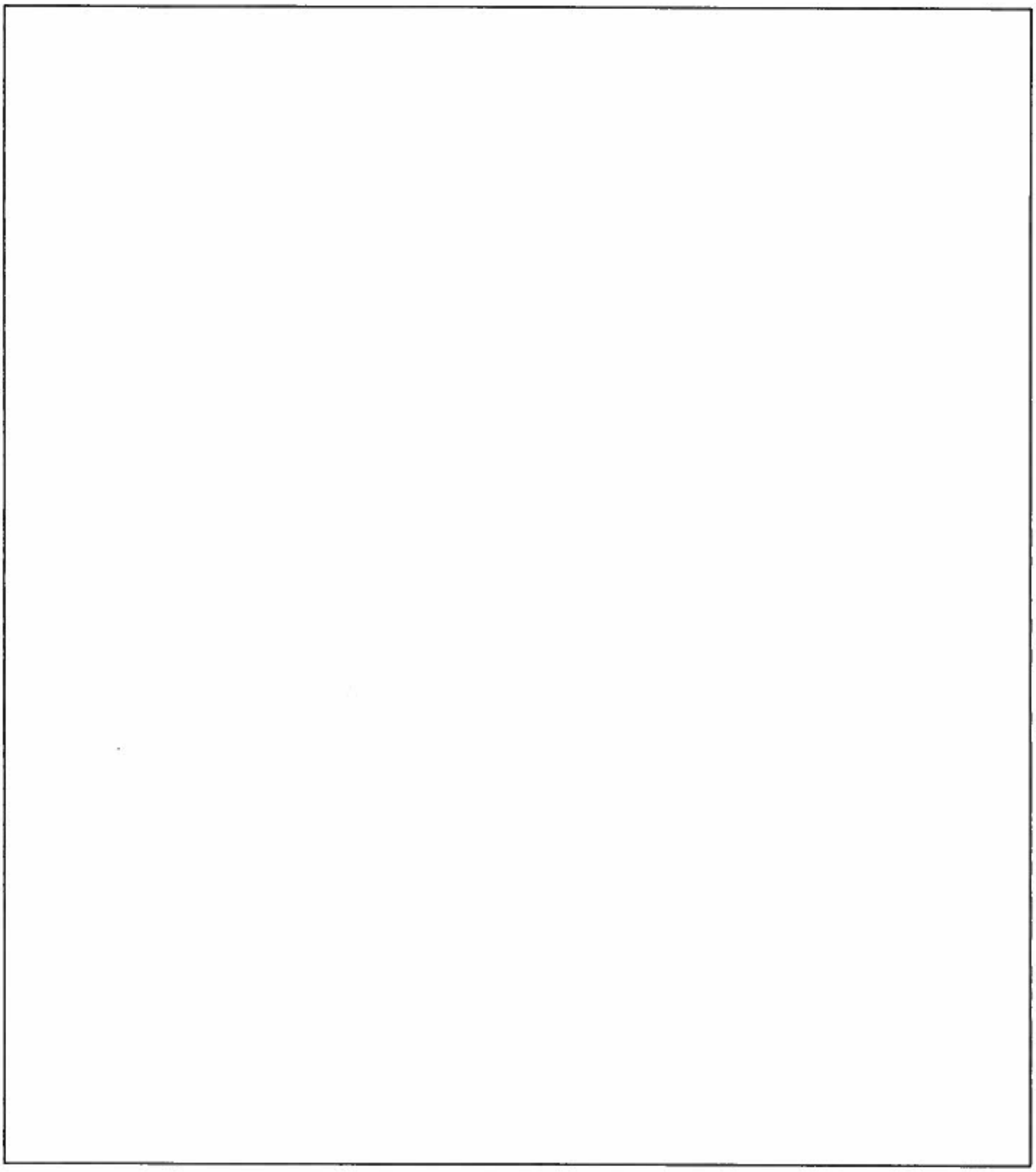
Activity overview: The purpose of this activity is to work with your classroom team to decide how to use zoning in your classroom.

Below is an example of a classroom map with zoning areas. On the next page you will find a blank map.

Directions: With your classroom team, sketch a map of your classroom environment then slide the sketch into a sheet protector, or laminate. Using dry erase markers, indicate which adult will be in which zone during center times. Use the back of the sheet for the outside environment.



CLASSROOM MAP WITH ZONING AREAS



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FALL 2012

THE NATIONAL CENTER ON
Quality Teaching
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TIPS FOR TEACHERS
CLASSROOM TRANSITIONS

Prepare children to move from one activity or setting to another.	• Provide verbal cues before transitions (e.g., "Five minutes 'til snack. It's almost clean-up time"). • Use nonverbal cues (e.g., showing pictures of the next activity, beating a drum).
Plan for transitions.	• Limit the number of transitions in a day. • Plan your schedule so that children have adequate time to finish projects or activities before the transition. • Plan for what each adult will be responsible for during the transition.
Provide activities for the children so time passes more quickly.	• Sing songs while moving to a new activity. • Play word or guessing games while waiting for the bus to arrive. • Recite rhymes while cleaning up after an activity.
Individualize transition strategies.	• Provide individualized support to children who need extra help during transitions (e.g., photos depicting the next activity to help anticipate what activity is next; directions given in a child's home language or sign language; an individual warning to a child that it will soon be time to clean up and begin a new activity).
Help children become more independent across the year as they make transitions from one activity to another.	• Allow children to move independently from one area to another as they complete an activity, rather than waiting for others to finish and moving together (e.g., as children finish snack, they are encouraged to go to the carpet and choose a book). • Teach children to help others (e.g., have children move as partners from one activity to another or ask one child to help another child gather his/her backpack). • Help children self-monitor during transitions (e.g., children can be asked to think about how quietly or quickly they moved from one activity to another).
Provide positive attention to the children following the transitions that go smoothly.	• Give very specific positive feedback after transitions (e.g., "Nicholas and Jorge helped each other clean up the block area and then went to the carpet to get ready for circle.").

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PLANNING FOR TRANSITIONS

Use this chart to list the transitions that occur in your classroom and when they occur. Discuss with your group and/or teaching partners strategies that can be used to support smooth transitions.

Transition: • Time of the day • Transition between which activities	**Strategies to use before the transition:**	**Strategies to use during the transition:**	**Strategies to use after the transition:**
Example: 8:20 a.m.– 8:25 a.m. Arrive from buses and go to the classroom.	**Example:** Adult is present to greet and wait for students; prompt children to line up with a buddy.	**Example:** Teacher guides discussion about things the children saw as they rode the bus to school.	**Example:** Teacher gives the children a high-5 as they enter the classroom.

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Pedestrian Safety Policy and Procedures

Policy: NMCAA provides training for parents and children in pedestrian safety. Safety procedures are developmentally appropriate, individualized by site and individual child.

Each Agency providing transportation services activities to remind children of the safety procedures at orientation.

Procedure: The required transportation and pedestrian safety education of children and parents start at orientation and continue throughout the program year.

1. Safety procedures in crossing the street to and from the site.
2. Safety procedures to look left, right and left again before crossing the street.
3. Continue to look until safely across.
4. Teach adults and children to put phones, headphones and devices down when crossing the street.
5. Walk on sidewalks or paths and cross at street corners, using traffic signals and cross walks.
6. Where no sidewalks are present, walk facing traffic as far to the left as possible.
7. Children under age 10 need to cross the street with an adult.
8. Bus Safety if applicable

Sharing Information with Parents: Education staff will work as a team to meet the individual needs of families in order to share information with parents. Education staff will point out the pedestrian safety section in the Parent Handbook to families at Orientation. They may invite parents to attend appropriate safety trainings. Another idea is to share information about pedestrian safety in a newsletter. Individual child information will be shared with families at home-visits, parent/teacher conferences, or during additional conversations. Information will also be shared with Policy Council as needed.

Ongoing Training: Pedestrian safety training is a component of the Annual Pre-Service Orientation Training.

Oversight: Site Supervisors will review the Child File Review to ensure the Parent Orientation Training Review Checklist is complete and in the child's file. The Education Coach will follow up with the teaching staff through lesson plan review. The ERSEA manager will incorporate the Pedestrian Safety Training as part of the Recruitment Orientation Acceptance form.

Correction: A plan will be discussed to ensure compliance. Additional training may be provided to address areas of focus or non-compliance.

Continuous Improvement: Supervisors collect data and self-assess to highlight current strengths and identify focus areas to effectively oversee progress on an ongoing basis.

Reference HSPPS 1302.46 b (1)(v), 1302.47(b)4(i)(E)(I)

Pedestrian Safety Training

Policy: Programs must collaborate with parents to promote children's health and well-being. Such collaboration must provide opportunities for parents to learn about appropriate vehicle and pedestrian safety for keeping children safe.

Children see things around them from a very different perspective than an adult. They have a lower viewpoint and have not developed the ability to judge speed and distance or understand danger, which is necessary for their road safety. By repeating the following tasks every time you are around cars and traffic, you teach your child how to stay safe!

Birth to 12 months

- Always **take your child out of the car on the curb side.** Your child will get used to only using the door on the curb side to exit the car, this will carry over to primary school years.
- Always **put your child in the car first** so that your child is safely restrained. When getting out of the car, **take your child out of the car last** so they are always by your side.

- Always **choose safe places to cross** with a clear view of traffic. By choosing safe and clear places to cross e.g. pedestrian crossings or traffic lights, your child will start to understand when they should cross the street.
- Always **stop at the curb before crossing** and explain to your child how and where you are checking for traffic.

Toddlers 12 months to 2 years

- **Separate the driveway and the garage from where children play.**
- Always **supervise your children when a vehicle is being moved** on your property.
- When you are the only parent/caregiver at home, **put your children securely in the car with you** to move a vehicle.
- **Make access to the driveway from the house to the yard difficult** for children. Put in a fence, security door, or gate.
- **Do not at any time allow your child to play in the driveway**; this is not a play area.
- Remember that **using mirrors when backing up still leaves limited visibility** of the area behind the car. Fit special mirrors on your car to increase visibility.
- **Know where all children are before backing out of your driveway.**
- **Make sure none of the child's toys are near the driveway** or front pathways.

- Always **hold your toddler's hand** at all times. If they are unwilling, use a stroller.
- Look for dangers. **Stop at driveways** and tell your child you are checking for cars.
- **Talk to your toddler** about what to do when crossing streets or driveways.
- **Point out any road/street signs, traffic signals, and road markings**. Tell your child what they mean.
- **Involve your child**, ask them what they can see and if they think it is safe.

Children 2 to 5 years

At this age your child is learning and using many new words. Explain to your child the meaning of words such as stop, go, look, and dangerous. The basics, such as holding your child's hand at all times, are still very important. Now that they are a little older, you can involve them in decision-making when it comes to crossing the road.

- **Do not allow your child to get out of the car until you are at their door waiting**: If you have a baby in the car, have your child wait in the car until you have taken the baby out and you are ready.
- Continue to **make sure your child is exiting the car on the curb side**.
- **Hold hands with your child** – boys are three times more likely than girls to be involved in pedestrian injuries, so it is worth preserving.
- When crossing a road, **stop at the curb and show them where the traffic is coming from**: Help your child get used to looking both ways before letting you know it might be safe to cross.
- **Talk about vehicles traveling towards you and away from you** and vehicles that are traveling fast and slow: Explain why you decide it is safe to cross.
- **Involve your child in the decision-making**: By encouraging your child to share your thoughts on what to do in different circumstances your child can become more confident in their ability to follow the road rules.

Child Road/Street Safety

Constant supervision is the best way to know where your child is so you can help keep them safe. Children most at risk on the roads are those aged five to nine, often because they are given more opportunities to cross roads/streets on their own. By putting habits in place that teach your child about road safety from a very young age, you are giving your child the best chance you can to keep them safe on the roads. Remember that the best road safety training is practical experience.

To understand how this approach will work for you, consider the following tool.

Active Supervision Implementation Plan		
Key Strategy	Current Practice	Action Steps
Set up the environment	The rider is prepared to guide children to their seats, keeping track of where each child is seated. The rider is sitting in a location with optimal viewing of all children on the bus at all times.	The rider/driver is doing a walk through at the end of the trip to ensure all children are accounted for and off the bus.
Position staff	John is rider #1 and Beck is back up rider #2 in case of emergencies or to meet ratios. The rider is the first person on/off the bus to help children in/out of the bus. The rider sits in view of the children at all times.	
Scan and count	Riders or drivers use a sign in/out log when children enter or leave the bus. Riders and drivers are constantly scanning the bus and counting the children to ensure everyone is accounted for.	An attendance log should be use to sign in/out as they enter/leave the classroom after coming off the bus.
Listen	riders and drivers must stay alert throughout the trip. Pay attention to unusual sounds, silence and loud noises. Recognize which sounds indicate immediate attention.	
Anticipate children's behavior	Riders/drivers learn to anticipate each child's behavior and can prevent challenging situations by planning ahead. Planning games, activities and songs to sing throughout the trip.	Have children sit in assigned seating to prevent challenging situations if necessary.
Engage and redirect	Riders/drivers help children who need support. Decreasing challenging situations among children. Riders/drivers redirect with activities, songs, and games etc. Be flexible and react quickly.	

Helping people. Changing lives.

nmcaa

TRAINING TITLE:
Active Supervision/Team Transportation and Pedestrian Safety

PRESENTER (Lead Teacher):

VERIFYING SIGNATURE (Lead Teacher): _____

DATE: **TIME OF TRAINING:** **TRAINING HOURS:**

This certificate is awarded to:

_____

Head Start

Great Start Readiness Program
Michigan's Nationally Recognized Pre-K Program