** Active Supervision Monitoring Action Plan**

Date: \_\_\_\_\_\_\_\_\_\_#of Children Present: \_\_\_\_\_\_\_\_Site/Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Record Location of Active Supervision Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Active Supervision Plan Contents

Learning Activity-Zoning to Maximize Learning-Discussion Questions

Active Supervision Implementation Plan

Learning Activity-Zoning to Maximize Learning-Staff Zoning Chart

Learning Activity-Zoning to Maximize Learning-Classroom Map with Zoning Areas (may use existing licensing floorplan)

 Learning Activity-Zoning to Maximize Learning-Playground Map with Zoning Areas (may use existing licensing floorplan)

Learning Activity-Classroom Transitions-Planning for Transitions

Accessibility of Active Supervision Plan

Easily Accessible Not Available Not Found

Notes for Active Supervision Plan Contents

Select Part(s) of the Schedule Observed

Arrival Small Group Large Group Choice Time Transitions

Outdoors Snack/Meal Time Quiet Time Departure During Transport

Notes for Schedule Observed

**Set Up the Environment**-Classroom is set up to supervise children at all times.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear the children. Action Step Needed

Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe. Action Step Needed

Notes-Set Up the Environment

**Position Staff**-Staff carefully plan where they will position themselves in the environment to prevent children from harm.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff place themselves so that they can see and hear all the children in their care. Action Step Needed

Staff ensure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Action Step Needed

Staff stay close to children who may need additional support. Their location helps them provide support, if necessary. Action Step Needed

Staff follow zoning and transition plans. Action Step Needed

Staff maintain teacher to child ratios. Action Step Needed

Notes-Position Staff

**Scan and Count**-Staff are always able to account for the children in their care. This is especially important during transitions, when children are moving from one location to another.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff continually scan the entire environment to know where everyone Action Step Needed

is and what they are doing.

Staff count the children frequently using the following: Name to face picture cards to visually identify each child, child-safe-token system on buses, touch or tap children when counting, transportation logs, involving the children in counting, using the “I have completed a WALK-THROUGH on the bus” sign, stating the quantity of children present out loud frequently, etc. Action Step Needed

Tools are updated with child counts as children enter and/or leave Action Step Needed

the room. (e.g., whiteboards)

Staff monitor who enters and exits the facility using the Classroom Sign In/Sign Out Log, including when children leave for therapy and other services with itinerants. Action Step Needed

Notes-Scan and Count

**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.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff implement strategies using specific sounds or signals to alert for danger. For example, bells or alarms are added to doors to help alert staff when a child leaves or enters the room. Action Step Needed

Staff are listening and talking to each other to establish where team members and children are located at all times, including when someone leaves an area or room. Action Step Needed

Notes-Listen

**Anticipate Children’s Behavior**-Staff use what they know about each child’s individual interests and skills to predict what h/she will do. Staff who know what to expect are better able to protect children from harm.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff create challenges that children are ready for and support them in succeeding. Action Step Needed

Staff recognize when children might wander, get upset, or take a dangerous risk. Action Step Needed

Staff use daily health checks and regular parent communication to inform observations and to help them anticipate children’s behavior. (e.g., illness, allergies, lack of sleep or food, etc.) Action Step Needed

Notes-Anticipate Children’s Behavior

**Engage and Redirect**-Staff offer different levels of assistance or redirection depending on each individual child’s needs.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff use active supervision skills to know when to offer children support. Action Step Needed

Staff wait until children are unable to solve problems on their own to get involved. Action Step Needed

Staff limit the amount of time children are waiting to transition. Action Step Needed

Notes-Engage and Redirect

Observation Aligns with Active Supervision Plan

Yes No

Review and Follow Up-Discuss results of the observation with the teacher and/or team. Discuss imminent danger situations immediately.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Observation was Reviewed with Staff: \_\_\_\_\_\_\_\_

Staff Present for Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes-Review and Follow Up

Reference: R 400.8182, R 400.8740 (4), HSPPS 1302.47 (5) (iii), 1303.73 (b)

1/20 P\Head Start Files\Admin\Procedure Manual\Active Supervision\Active Supervision Monitoring Schedule