



# 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>



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# ACTIVE SUPERVISION

SIX STRATEGIES TO KEEP CHILDREN SAFE



Set Up the Environment



Position Staff



Scan and Count



Listen



Anticipate Children's Behavior



Engage and Redirect

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>





## 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?



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?"

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

<b>Active Supervision Implementation Plan</b>		
<b>Key Strategy</b>	<b>Current Practice</b>	<b>Action Steps</b>
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



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

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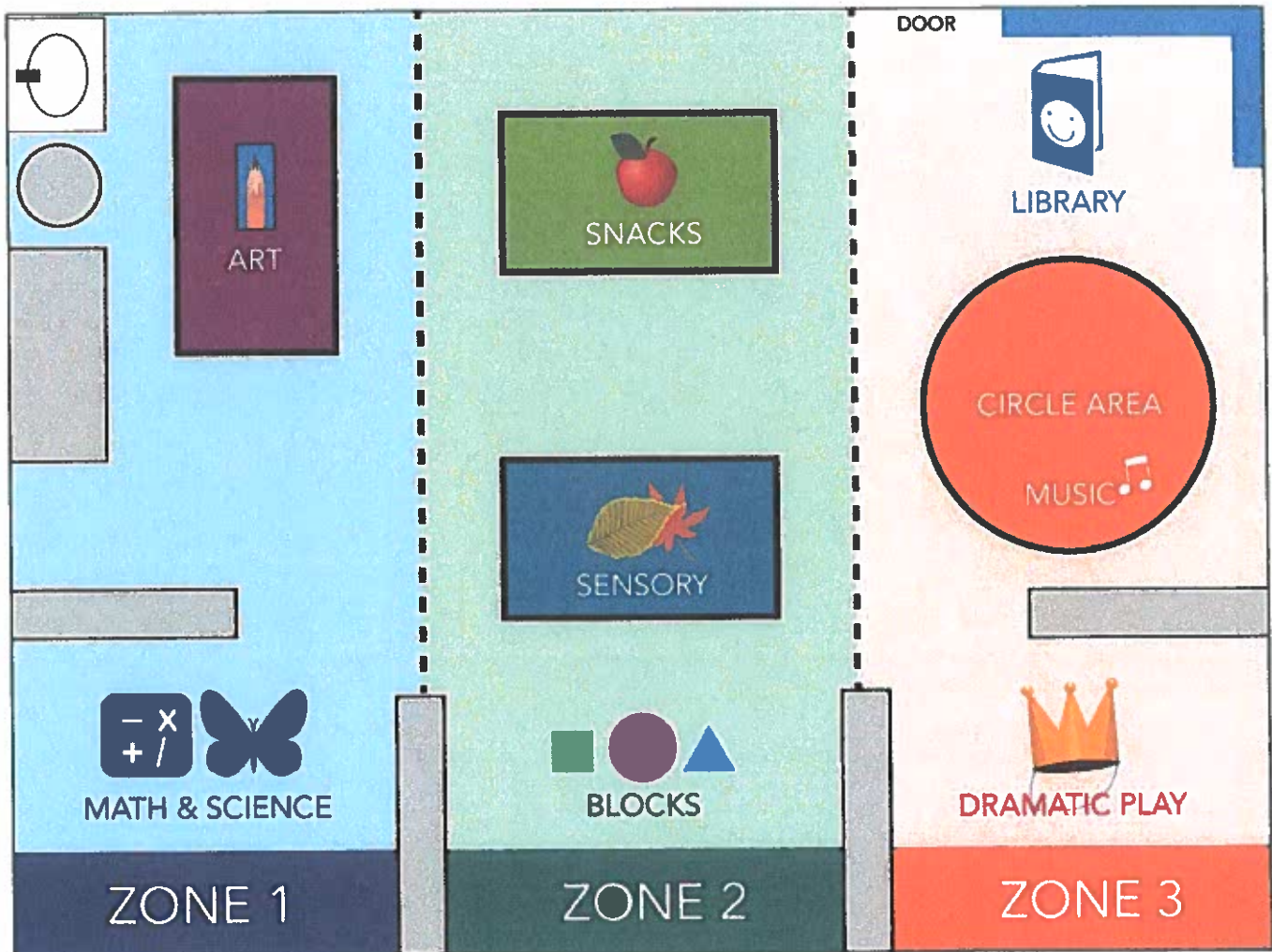


## CLASSROOM MAP WITH ZONING AREAS

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

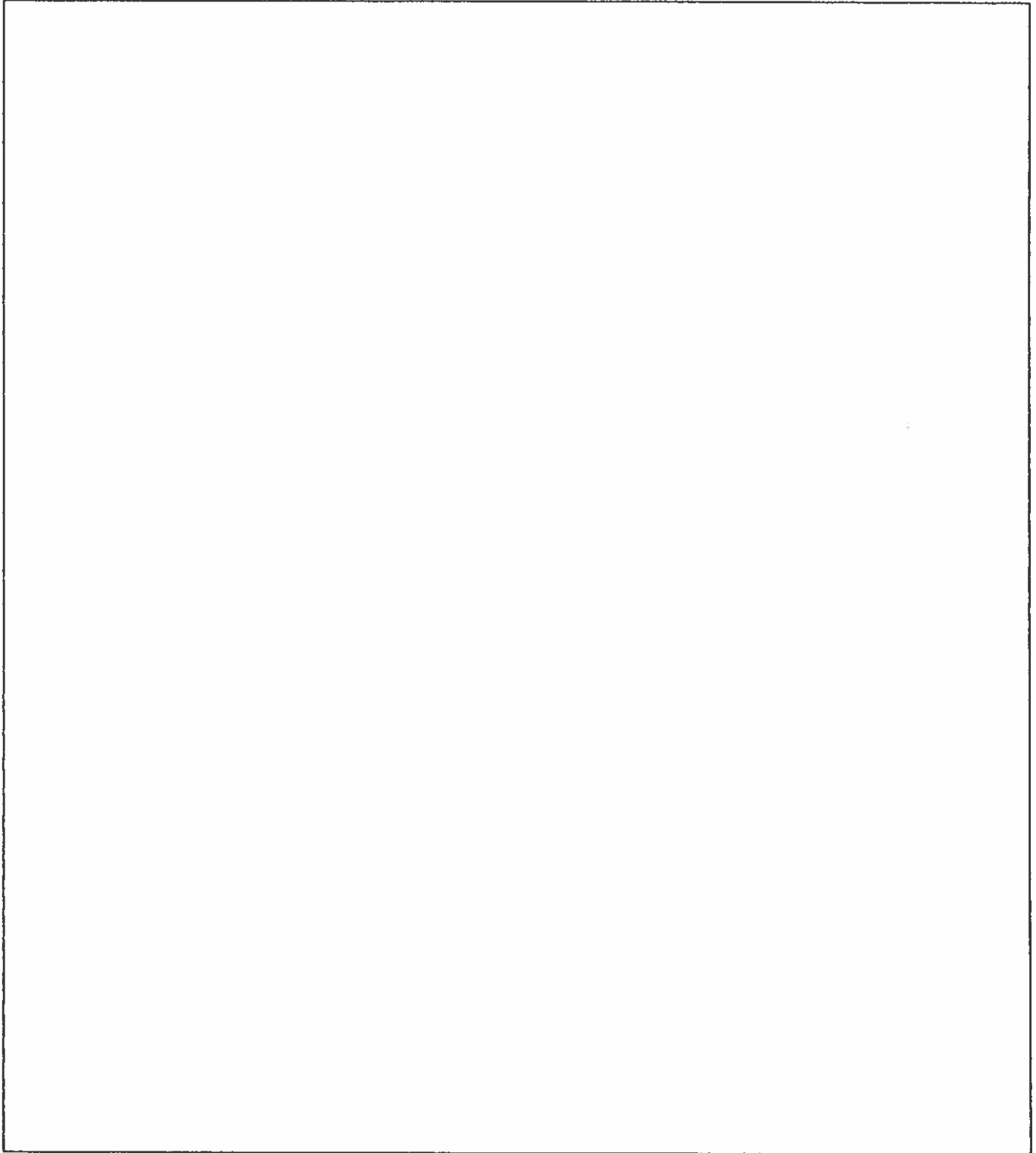
Below is an example of a classroom map with zoning areas. On the next page you will find a blank map.

**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



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

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# LEARNING ACTIVITY CLASSROOM TRANSITIONS

## 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.

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



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## SUPPORTING POSITIVE BEHAVIORS DURING CLASSROOM TRANSITIONS: OBSERVATION FORM

This form includes major characteristics of classrooms with smooth transitions. Use this form to guide your observations of transitions between activities in the classroom. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers.

### **Here is a list of key characteristics of classrooms with smooth transitions:**

- The number of transitions that children have during the day is minimized.
- Transitions are planned so that there is a minimal amount of time spent in transition.
- Transitions are planned so that children are highly engaged during the transition.
- Children are given a warning before a transition occurs.
- Transitions during which every child has to do the same thing at the same time are minimized (e.g., there is one bathroom time for all children).
- Transitions are structured so that children have something to do while they are waiting (e.g., finger plays, songs, guessing games).  
Some children may have helping roles during transitions (e.g., handing out the paper towels, holding the door, helping a friend) to engage them. Transitions can also be times to teach skills related to the transition.
- Children have been taught about the expectations for transitions. This will be clear if children appear to know what to do without verbal reminders.
- The teacher uses visual supports (e.g., posters, signs, visual schedules, etc.) to support transitions.
- The teacher provides positive descriptive feedback to children as they transition (e.g., "I like to see everyone walking in our line.").



## SUPPORTING POSITIVE BEHAVIORS DURING CLASSROOM TRANSITIONS: OBSERVATION FORM

Use this form to guide your classroom observations on classroom transitions. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers.

Date: \_\_\_\_\_ Classroom: \_\_\_\_\_ Observer: \_\_\_\_\_

Characteristics	Observations and recommendations
The number of transitions during the day is minimized.	
Children spend a minimal amount of time in transition.	
Children are highly engaged during the transition.	
Children are given a warning before a transition occurs.	
Transitions during which every child has to do the same thing at the same time are minimized.	
Children have something to do while they are waiting.	
Children appear to know what to do during the transition.	
The teacher uses visual supports to support transitions.	
The teacher provides positive descriptive feedback to children as they transition.	