



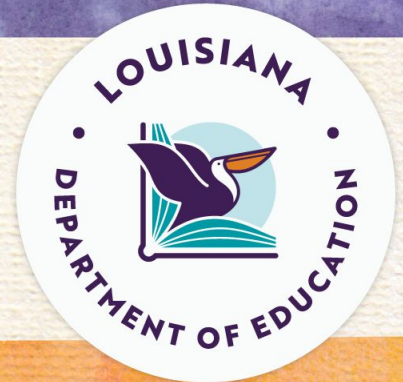
EARLY CHILDHOOD

CONFERENCE 2024

SHAPING LOUISIANA'S FUTURE



Keeping Children Safe Using Active
Supervision



Objectives

This session will define active supervision and explore strategies for staff to effectively implement active supervision during their daily routines with children.

Participants will:

- Define active supervision
- Review licensing regulations
- Identify the six strategies of active supervision
- Understand how to utilize the six components of active supervision
- Learn how to implement active supervision in your program
- Recognize how to promote safe environments and protect young children from injury

Agenda

- Icebreaker
- Active Supervision Overview
- Group Discussion
- Strategies to Keep Children Safe
- Scenario Activity
- Active Supervision in Action: Strategies for Success
- The Role of Program Leaders
- Reflection
- Session Closing/Q&A

Activity: Pair-Share

Pair and introduce yourself (name, role).

Share responses and thoughts with your partner:

- Has a child who was another teacher's student been injured in your presence?
- Has one of your students been injured and you didn't see the injury occur?
- Have you ever been in charge of a group of children and wished you had eyes in the back of your head?



Active Supervision Overview



What is Active Supervision?

- Active supervision is the practice of constantly monitoring and engaging with children proactively and intentionally, to ensure their safety, well-being, and learning.
- Active supervision plays a critical role in fostering safety and preventing harm to children. A site can ensure effective supervision by being aware of the physical environment and being responsive to the unique needs of each child.
- Active supervision requires focused attention and intentional observation of children at all times. Staff should position themselves so that they can observe all children: watching, counting, and listening at all times.
- During transitions, staff accounts for all children with name-to-face recognition by visually identifying each child.

Louisiana Early Learning Center Licensing Regulations: Bulletin 137 §1713. Supervision

Bulletin 137 §1713 outlines guidance on supervision practices for all providers. Providers must ensure the following active supervision best practices are being followed at all times:

- Children shall be supervised at all times. Child environments should be organized so that every child can be seen and identified at all times.
- Children shall not be left alone in any room (with the exception of the restroom or for therapeutic services), outdoors, and in vehicles without staff supervision.
- Staff should always position themselves to see and hear all children in their care and should know how many children are in their care at all times.

Louisiana Early Learning Center Licensing Regulations: Bulletin 137 §1713. Supervision

- Staff should devote their time to meeting the needs of all children and participating in activities with children in their care.
- Staff should regularly scan and count the children in their care, particularly before and after location changes or transitions.
- Staff duties that include cooking, housekeeping, or administrative functions should not interfere with the supervision of children.
- Taking part in planned activities, such as a planned outdoor play activity or a planned language activity, minimizes risk.

Video: Active Supervision Strategies



<https://youtu.be/j7jl6x8zDDU>

What Does the Research Say?

- In a random sampling of the 8 Louisiana CCR&R agencies, 50% were cited for lack of supervision.
- According to the Center for Disease Control (CDC), every 4 seconds, a child is treated for an injury in an emergency department.
- Children's risks for injury and the safety measures that are needed differ according to age.
- When everyone understands their role in and responsibility for implementing safety practices and has the knowledge and skills to keep children safe at all times, the result is more effective child supervision and lower rates of injury (*"Active Supervision Toolkit", Early Childhood National Centers*).



Six Strategies of Active Supervision to Keep Children Safe

Set up The Environment

- Set up an environment where staff can supervise and have access to children at all times.
- Arrange the environment for visibility, accessibility, and flow space around furniture. Waist-height or shorter furniture allows a view of learning spaces from several angles and is readily rearranged to suit different learning activities.
- Keep small spaces free of clutter and big spaces with clear play areas for children that are easy for staff to observe.



Position Staff



- Carefully plan positions that allow staff to monitor children effectively and protect them from harm. Staff must be able to see and hear all children in their care.
- Decide where to stand or sit before starting a new activity to reduce safety risks.
- Paths, where children play, sleep, and eat, shall remain clear to allow staff to react quickly when necessary.
- Stay close to children who may need more help than others.

Scan and Count

- Staff should always be able to account for the children in their care.
- Continuously scan the entire environment to know where everyone is and what they are doing.
- Count the children frequently, especially during transitions when children are moving from one location to another.



Listen



- Listen carefully to what children are saying and pay attention to their body language and changes in tone. Children often give clues or signals that something is wrong, even when quiet.
- Staff who listen closely to children can quickly identify signs of potential danger.
- Programs that plan systemically are better able to implement additional strategies to safeguard children.

Anticipate Children's Behavior

- Be aware of what children are likely to do in any given situation and take steps to prevent them from doing anything unsafe. Staff should use what is known about each child's interests and skills to predict what the child may do next.
- Be aware of mood changes in children to predict behavior, and anticipate when a child may wander off, get upset, or take dangerous risks.



Engage and Redirect



- Actively engage with children. Children are less likely to misbehave or get into accidents when they know that they are being paid attention to.
- Staff should use what is known about each child's individual needs and development to plan learning experiences that engage curiosity and wonder. Keep children busy and active.
- Encourage children to solve problems and assist children in developing solutions. When children are unable to problem-solve on their own, offer different levels of assistance or redirection based on each child's individual needs.

Active and Positive Supervision - Safety Practices



Most injuries to young children are predictable and can be avoided. Children are safer when staff members are engaged in continuous improvement activities to create safe environments, such as the following:

- Focusing on the positive rather than the negative ways to teach a child what is safe for the child and other children
- Teaching children the developmentally-appropriate and safe use of each piece of equipment (e.g., using a slide correctly—feet first only—and teaching why climbing up a slide can cause injury, including possibly a head injury)



Scenario Activity: Turn and Talk

Activity Instructions

- Turn to a partner. Introduce yourself and your role.
- Discuss the following scenarios of observed actions.
- Determine the strategy that is being used in each scenario.
 - Set up the Environment
 - Position Staff
 - Scan and Count
 - Listen
 - Anticipate Children's Behavior
 - Engage and Redirect

Scenarios

- In Sarah, Katie, and Monica's toddler classroom, children are in free choice centers. There are children in the block area, children in the home living area, and children at the table creating art. Every center has one teacher. (toddler, pre-k)
- Erin remained in the classroom with the infants as Amy and Stephanie took eight of the children for outdoor play. After leaving the classroom, Amy and Stephanie looked and counted to ensure all eight children were present. After outdoor play, the count was repeated before returning inside, and once again, while inside. (infant/toddler)
- Five minutes before lunch, Ashley and Jasmin give each other a signal and tell the children that they have five minutes until lunch arrives. Ashley gives the children one minute remaining, and she calls them by name to sit at their color circle that matches the colored squares taped on the table. (toddler/pre-k)

Scenarios

- Ashley encourages Joshua, an energetic child who struggles with following directions, to assist her. (pre-k)
- Anthony leaps to the ground from the third step while playing with some of the climbing equipment. Even if some of the other children don't have as strong of motor skills, they still make an effort. Jasmine stands near the steps of the climbing structure to assist in the development of these skills. (pre-k)
- Brittany notices baby Kim moving in her sleep and walks over to check on her. She hears another baby whining in their sleep as well. (infant)



Active Supervision in Action: Strategies for Success

Setting Up Environment

Make sure the environment is free of clutter and make spaces big enough for children to have clear play spaces that staff can observe.

Example 1 (infant)	Example 2 (toddler/pre-k)
In order to make sure there are no crawl areas where infants would be out of her line of sight, Samantha walks through her infant room before heading out for the day.	Trisha and Jasmine have agreed on a supervision plan for which children they will observe.

Position

Sitting at the same level as children will ensure that they receive the support they require whether they are sleeping, playing, or in need of more assistance than others. Stand in areas where children can visibly be seen.

Example 1 (infant)	Example 2 (toddler/pre-k)
<p>While the other two babies crawl around for free play, Jacob is sound asleep in his crib. While tending to Aaron, Taylor hears Jacob waking up in his crib. Taylor takes a brief break from feeding Aaron to look around the room and tend to Jacob. As she finishes feeding baby Aaron, she positions Jacob close to her.</p>	<p>Melissa and Jennifer stand at opposite corners of the playground to be able to move quickly to a child who might need assistance.</p>

Scan and Count

Count the children being cared for during each transitional period so that you know where they are and what they are doing. Transitional periods include: walking into the room, moving to the next center, going outdoors to play, returning inside, and using the restroom.

Example 1 (infant)	Example 2 (toddler/pre-k)
<p>In Jessica’s infant room, three infants are sleeping in the crib and one infant is enjoying tummy time. She does frequent checks on the infants asleep while attending to the infant on the floor.</p>	<p>When all children are in line, both Courtney and Samantha count each child. They scan the playground to make sure everyone is in place, then move the children back into the classroom.</p>

Listen

Always be on the lookout for unusual sounds or silences that could indicate a problem. Paying very close attention to children allows for immediate detection of indicators of possible danger.

Example 1 (infant)	Example 2 (toddler/pre-k)
<p>While the other two babies crawl around for free play, Jacob is sound asleep in his crib. As Taylor is feeding Aaron, she hears Jacob waking up in his crib. Taylor takes a brief break from feeding Aaron to look around the room and then tends to Jacob. As she finishes feeding baby Aaron, she positions Jacob close to her and the other babies.</p>	<p>Mary has noticed that Sarah loves to play in the sand table. She hears children scolding each other and notices that Sarah throws the toys without looking. Mary moves close to observe the children near Sarah at the sand table.</p>

Anticipate Children's Behavior

Building relationships with children allows for recognition of individual interests and skills to predict what the child will do. Knowing what to expect allows for the protection of children from harm.

Example 1 (infant)	Example 2 (toddler/pre-k)
<p>Nina is aware that Chance is a baby who adores being held constantly. While she tends to the other infants in the room, Nina rotates with her assistant teacher, holding him. When Chance isn't being held, both adults encourage him to play on the floor and use calming items to help him settle.</p>	<p>Cade has been experimenting with some of the climbing equipment and is trying to jump off of the fourth step onto the ground although he is able to do this, some of the other children are not as advanced, but also try to jump. To help them build these motor skills, Amy stands close to the steps on the climbing structure.</p>

Engage and Redirect

Use what is known about each child's needs and development to offer support. Offer redirection or engagement when a problem can not be solved by the child.

Example 1 (infant)	Example 2 (toddler/pre-k)
When Chance isn't being held, both adults encourage him to play on the floor and use calming items to help him settle.	Keisha asks Terrell, a child who has trouble coming inside from playtime, to help her hand out colored circles to his classmates.



The Role of Program Leaders

What role can Program Leaders play?

Program leaders should ensure that staff meet child safety and supervision regulations and best practices. Provide staff training in understanding their role and responsibilities in implementing safety practices.

- Programs that think systematically about child supervision use active supervision strategies to create safe learning environments for infants, toddlers, and preschool children in all Early Childhood Education settings.

What Can Program leaders/Programs Do?

- Develop policies and procedures for how staff will actively supervise children at all times, including during transitions.
- Work with staff and families to develop policies and procedures.
Note: In Head Start programs, an effective governing body/tribal council and Policy Council work with management staff to ensure the safety of all children. Policy Council parents play a critical role in informing supervision strategies.
- Check-in daily with families and provide ongoing communication. Families can help staff learn about their child's interests, abilities, and needs, which allows staff to anticipate when to engage and redirect the children in their care.

What Can Program leaders/Programs Do?

- Develop a comprehensive plan to communicate policies and procedures related to child supervision to all adults in the program, including substitute staff, contractors, and volunteers. The comprehensive plan should include two-way communication with families.
- Provide supervision plans and procedures that support pick-up and drop-off conversations with families and the programs expectations:
 - Who is responsible for supervising a child during a planned event (on or off property) when the parent/guardian is present?
 - Who is responsible for supervising a child at pick-up and drop-off times and after the parent/guardian has signed their child out but is still on the property? (“Active Supervision Toolkit”, n.d.)

What Can Program leaders/Programs Do?

- Implement strategies and procedures to ensure staff actively supervise children at all times, including during transitions.
- Provide training for staff in active supervision techniques and continue support as employees implement the active supervision best practices.

Reflection



Implementation Plan

When creating an implementation plan, consider the following questions:

- How can we train employees in active supervision techniques and provide assistance when they use these abilities in their daily work?
- To facilitate staff observation of children, how can we set up classrooms and playgrounds to provide a safe environment?
- How can staff members arrange themselves so they can always see and hear children and react quickly to those who need assistance?
- How can we ensure that while children are playing both inside and outside, staff members are always counting and scanning them?
- How do teachers evaluate each child's skills and abilities, modify activities to prevent accidents, and utilize observational skills to predict when a child might require more supervision or redirection?

Closing



Q&A: Any questions or comments?

Next steps:

Analyze current supervision practices.

Strategize and develop policies and procedures for how staff will actively supervise children at all times, including during transitions.

Provide professional development opportunities to train employees in active supervision techniques and continue assistance/feedback as employees use these abilities in their daily work.

Contact Information: Louisiana Department of Education Early Childhood Strategy

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Thank you

References

The image features a dark blue, textured background. In the center, there is a large, light beige rectangle with a fine, woven texture. To the right of this rectangle, three overlapping, L-shaped bars extend from the bottom edge towards the right. The top bar is dark purple, the middle bar is orange, and the bottom bar is teal. Each bar has a thin white outline. The word "References" is centered within the beige rectangle in a bold, black, sans-serif font.

References

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