



# Keeping Our Children Safe: Active Supervision is Our Responsibility

**Date:**

3/18/2024

**Presenters:**

Jenifer Lipman

Candace Shelton



National Center on

Health, Behavioral Health, and Safety



# Today's Presenters



**Jenifer Lipman, RN, CPNP, EdD**  
Health and Safety Subject Area  
Expert  
National Center on Health,  
Behavioral Health, and Safety



**Candace Shelton, MS, LISAC**  
Training and Technical Assistance  
Specialist  
National Center on Health,  
Behavioral Health, and Safety



# Learning Objectives



- Become familiar with the six strategies of active supervision that promote a culture of safety and can prevent child incidents and injuries
- Explore how the parts of the injury prevention framework impact child safety and injury prevention
- Discuss the connection between adult wellness and safety and strategies to support staff wellness.







# Culture of Safety







*Everybody has a role in keeping children safe.*





# In a Culture of Safety, Everyone:

- Observes the environment and identifies safety concerns before harm occurs
- Speaks up when they have a safety concern
- Acts quickly to remedy an unsafe situation
- Supports others to openly discuss mistakes as a source of learning
- Works together to change practices so safety incidents do not reoccur







**Share  
Your  
Thoughts**

- Observes the environment and identifies safety concerns before harm occurs
- Speaks up when they have a safety concern
- Acts quickly to remedy an unsafe situation
- Supports others to openly discuss mistakes as a source of learning
- Works together to change practices so safety incidents do not reoccur





# Preventing Injuries



**Predictable and Preventable**



**Injury Prevention Framework**





# Take action to predict and prevent situations that lead to injury or unattended children.



ADULT



CHILD



ENVIRONMENT







# Everyone, Everywhere, All the Time



## CHILD

- Age
- Development
- Individualization

## Injury Prevention Framework



## ADULT

- Staff
- Families
- Community

## ENVIRONMENT

- Indoor
- Outdoor
- Program
- Home





# 10 Actions to Create a Culture of Safety

## 10 Actions to Create a Culture of Safety

The 10 actions are science-informed injury prevention strategies used by ECE programs that prioritize children's safety and well-being.

### The 10 Actions for a Culture of Safety

1. **Use Data to Make Decisions:** Program and incident data serve as an important resource to help managers and staff evaluate children's safety.
2. **Actively Supervise:** Children are never alone or unsupervised. Staff position themselves so that they can observe, count, and listen at all times.
3. **Keep Environments Safe and Secure:** Programs create, monitor, and maintain hazard-free spaces.
4. **Make Playgrounds Safe:** Regularly inspected, well-maintained, age-appropriate and actively supervised outdoor play spaces allow children to engage in active play, explore the outdoors, and develop healthy habits.
5. **Transport Children Safely:** Programs implement and enforce policies and procedures for drivers, monitors, children, and families using school buses, driving to and from the program, or walking.
6. **Report Child Abuse and Neglect:** Managers and staff follow mandated reporting statutes and procedures for reporting suspected child abuse and neglect.
7. **Be Aware of Changes that Impact Safety:** Staff anticipate and prepare for children's reactions to transitions and changes in daily routine, within and outside of the program.
8. **Model Safe Behaviors:** Staff establish nurturing, positive relationships by demonstrating safe behaviors and encouraging other adults and children to try them.
9. **Teach Families about Safety:** Staff engage families about safety issues and partner with them about how to reduce risks to prevent injuries that occur in the home.
10. **Know Your Children and Families:** Staff plan activities with an understanding of each child's developmental level and abilities, and the preferences, culture, and traditions of their families. This includes everything from maintaining current emergency contact information to understanding families' perceptions about safety and injury prevention.

1. Use Data to Make Decisions
2. **Actively Supervise**
3. Keep Environments Safe and Secure
4. Make Playgrounds Safe
5. Transport Children Safely
6. Report Child Abuse and Neglect
7. Be Aware of Changes that Impact Safety
8. Model Safe Behaviors
9. Teach Families about Safety
10. Know Your Children and Families

<https://eclkc.ohs.acf.hhs.gov/publication/10-actions-create-culture-safety>



National Center on

Health, Behavioral Health, and Safety



# Active Supervision





# Active Supervision

## Six Strategies to Keep Children Safe

### Set Up the Environment



### Position Staff



### 1, 2, 3... 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:

<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/keep-children-safe-using-active-supervision>

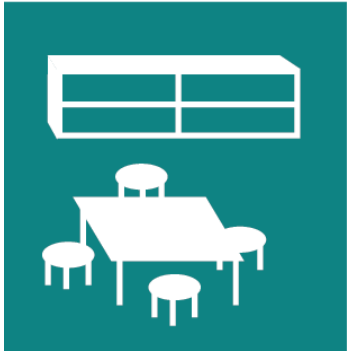


National Center on

Health, Behavioral Health, and Safety







**Set up the environment**



**Position staff**

# ACTIVITY

**Discuss at your tables:**

1. What is this strategy?
2. What does it look like in different environments/settings?
3. Why is it important?
4. What could happen if it is not implemented?



**Listen**



**Anticipate children's behavior**



**Scan and count**



**Engage and redirect**



# Set Up the Environment

- Classroom is set up to see, hear, and quickly reach children, including
  - Unobstructed sightlines
  - Child-sized furniture
  - Free of clutter
  - Clear pathways
- Allows adults to always see children





# Maximize Learning by Reducing Risk

---

A well-designed and well-maintained learning environment allows children to engage in active play.

---

Children can safely explore and develop healthy habits that support their physical, social-emotional, and cognitive development.







## Position Adults

- See and hear all children
- Stay within easy reach
- Attend to children who may need additional support
- Work and plan as a team



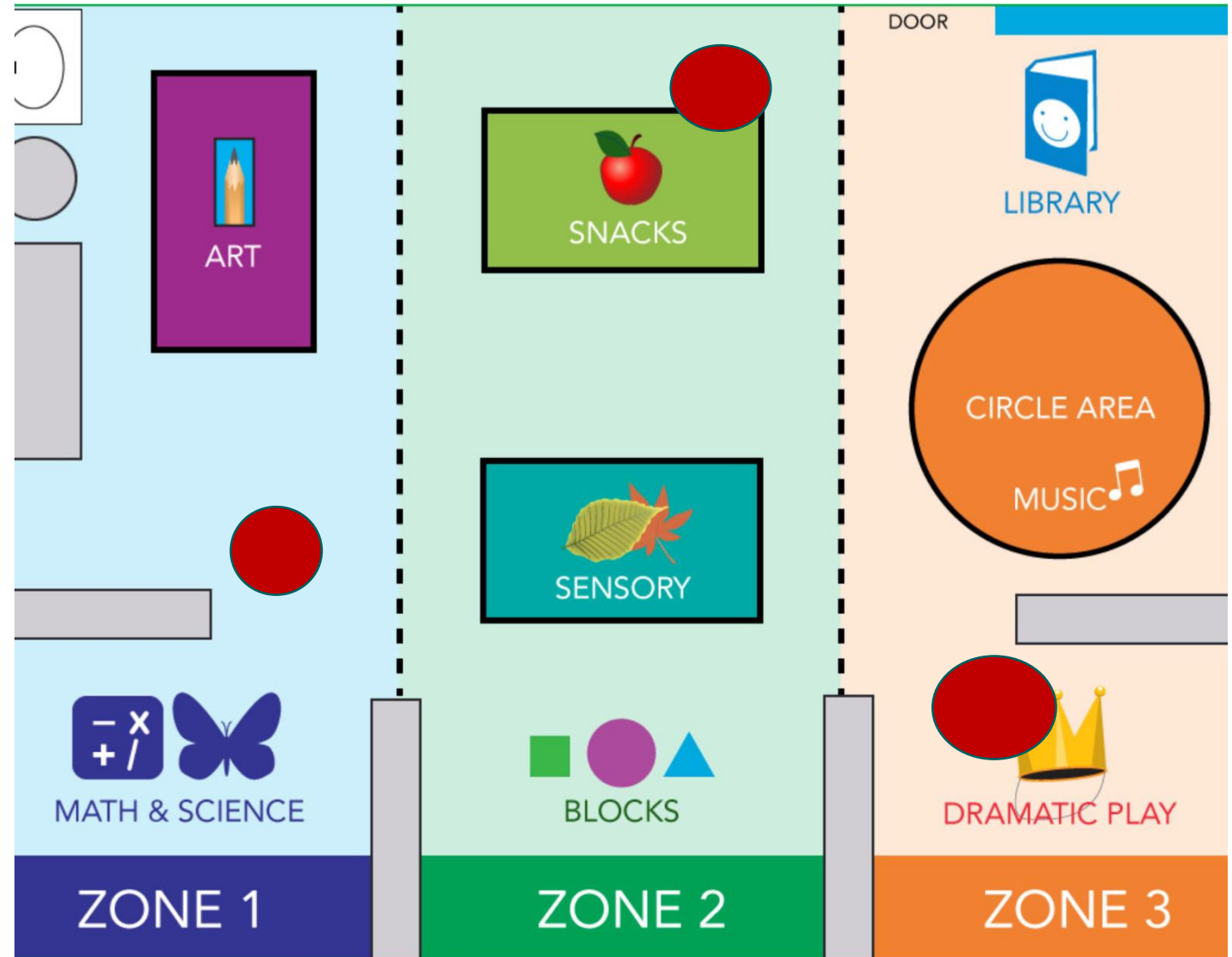


National Center on  
Health, Behavioral Health, and Safety



# Classroom Map Zoning Activity

- Zoning supports engagement and active supervision.
- Staff intentionally positioned
- Each staff responsible for a zone
- Classroom teams can plan and map to determine best zoning plan.



<https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning>







# Scan and Count

- Continually scan
- Frequently count
- Have systems and procedures to identify:
  - Persons responsible
  - Frequency
  - Documentation and visual aides



# Transitions

- Transitions are a time when active supervision strategies are especially important, because:
  - They always require increased vigilance
  - Adults may be more distracted
  - Children may have more difficulty following directions and become more distracted







# Transitions

## Discussion

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

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

This document was prepared under State contract for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

**NCQTL**  
THE NATIONAL CENTER ON  
Quality Teaching  
and Learning

1. What are common transitions that occur throughout the day?
2. What strategies support smooth transitions and strengthen active supervision?





# Listen

- Listen for specific sounds
- Listen for the absence of sounds





# Anticipate Children's Behavior

- Know children's individual interests and skills
- Recognize challenges
- Offer support



# Responsive Care Giving







# Engage and Redirect

- Promote problem solving
- Tailor assistance
- Provide alternate choices

# Tips for Active Supervision on Buses

- Position the bus monitor to see and hear children.
- Record each child boarding or exiting the bus with name-to-face recognition.
- Require two signatures on sign-in/sign-out sheets.
- Ensure that two adults scan the bus before exiting.
- Monitor bus supervision procedures on a regular basis.

<https://eclkc.ohs.acf.hhs.gov/publication/active-supervision-buses>



National Center on  
Health, Behavioral Health, and Safety







# Account for Children at All Times

## Redundant Systems



Sign-in Sheet

Date: \_\_\_\_\_  
 Bus # \_\_\_\_\_ Route # \_\_\_\_\_

	AM	AM	PM	PM
	Family member or authorized adult	Teacher/Teacher Assistant	Teacher/Teacher Assistant	Family member or authorized adult
First Stop Child's Name				
Second Stop Child's Name				
Third Stop Child's Name				
Fourth Stop Child's Name				

Bus Driver and Bus Monitor signature for final check  
 AM: \_\_\_\_\_ PM: \_\_\_\_\_  
 AM: \_\_\_\_\_ PM: \_\_\_\_\_





# Supervision in Action



<https://eclkc.ohs.acf.hhs.gov/publication/active-supervision-buses>



National Center on  
Health, Behavioral Health, and Safety





# Use Root Cause Analysis to Solve Safety Problems



National Center on

Health, Behavioral Health, and Safety



# What is root cause analysis?

- Root cause analysis (RCA) is a structured, facilitated team process to identify root causes of an event that resulted in an undesired outcome.
- RCA provides you with a way to identify breakdowns in processes and systems that contribute to an incident and how to prevent future events.



National Center on

Health, Behavioral Health, and Safety





# The Purpose of RCA

To find out:

What happened?

Why did it happen?

What changes do you need to make?





# Try a Safety Huddle





# Hazard Mapping

<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/hazard-mapping-early-care-education-programs>



NATIONAL CENTER ON  
Early Childhood Health and Wellness

## Hazard Mapping for Early Care and Education Programs

**Hazard Mapping** is a process that Head Start programs can use after an injury occurs. It helps to: 1) identify location(s) for high risk of injury; 2) pinpoint systems and services that need to be strengthened; 3) develop a corrective action plan; and 4) incorporate safety and injury prevention into ongoing-monitoring activities. Hazard mapping is employed effectively in emergency preparedness planning related to natural disasters. It also is used to isolate locations of disease outbreaks and determine where prevention efforts are most needed.

### Goals and Benefits of Hazard Mapping

Hazard mapping provides:

- An easy method for ongoing, systematic data collection and analysis about where injuries occur in Head Start programs
- A way to identify the "how", "what", "when", "who", etc. by building on injury and incident reports
- A strategic approach to safety and injury prevention problems by studying patterns of injury rather than isolated incidents
- Compelling visual data for decision makers, staff, and families to make informed decisions about solutions



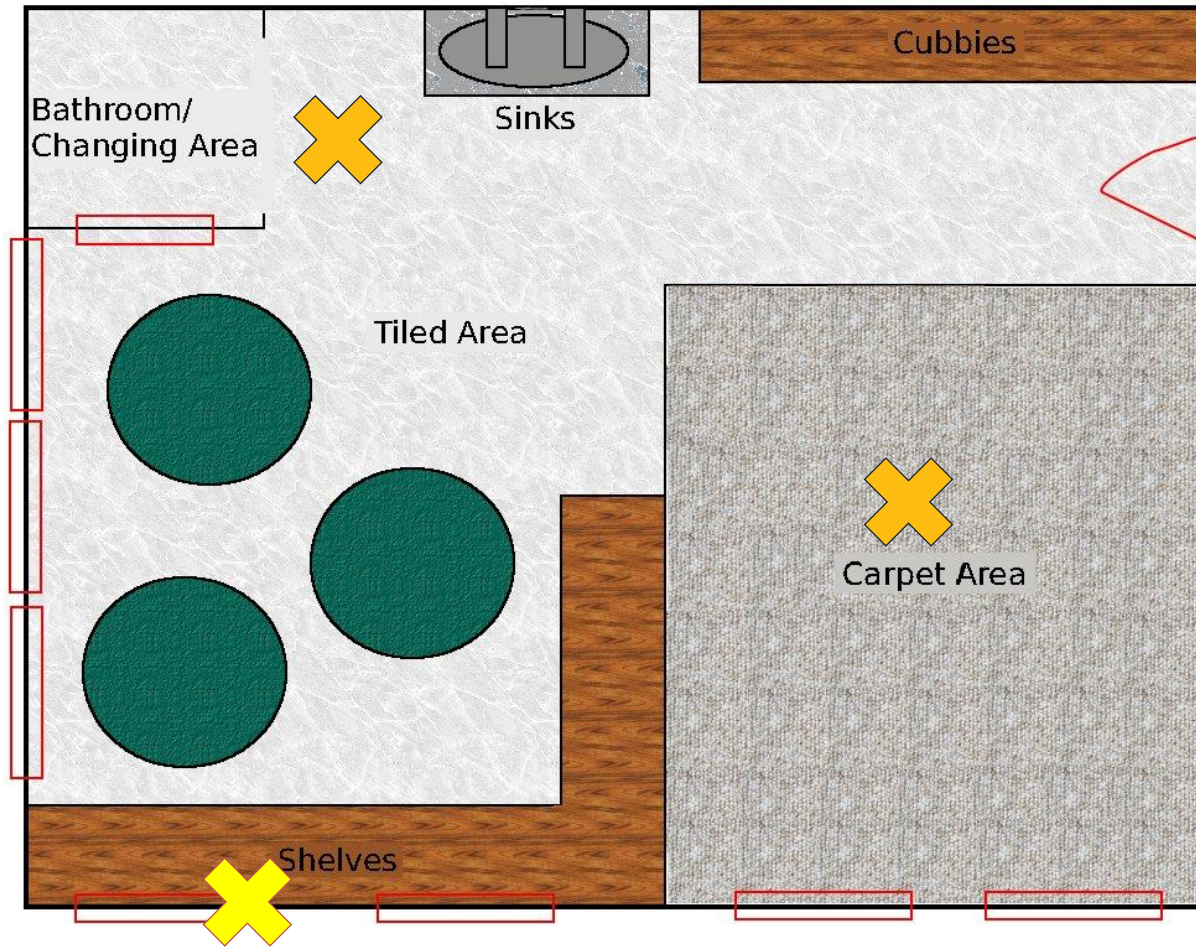
*School readiness begins with health!*






National Center on  
Health, Behavioral Health, and Safety



# Hazard Mapping

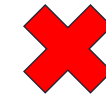
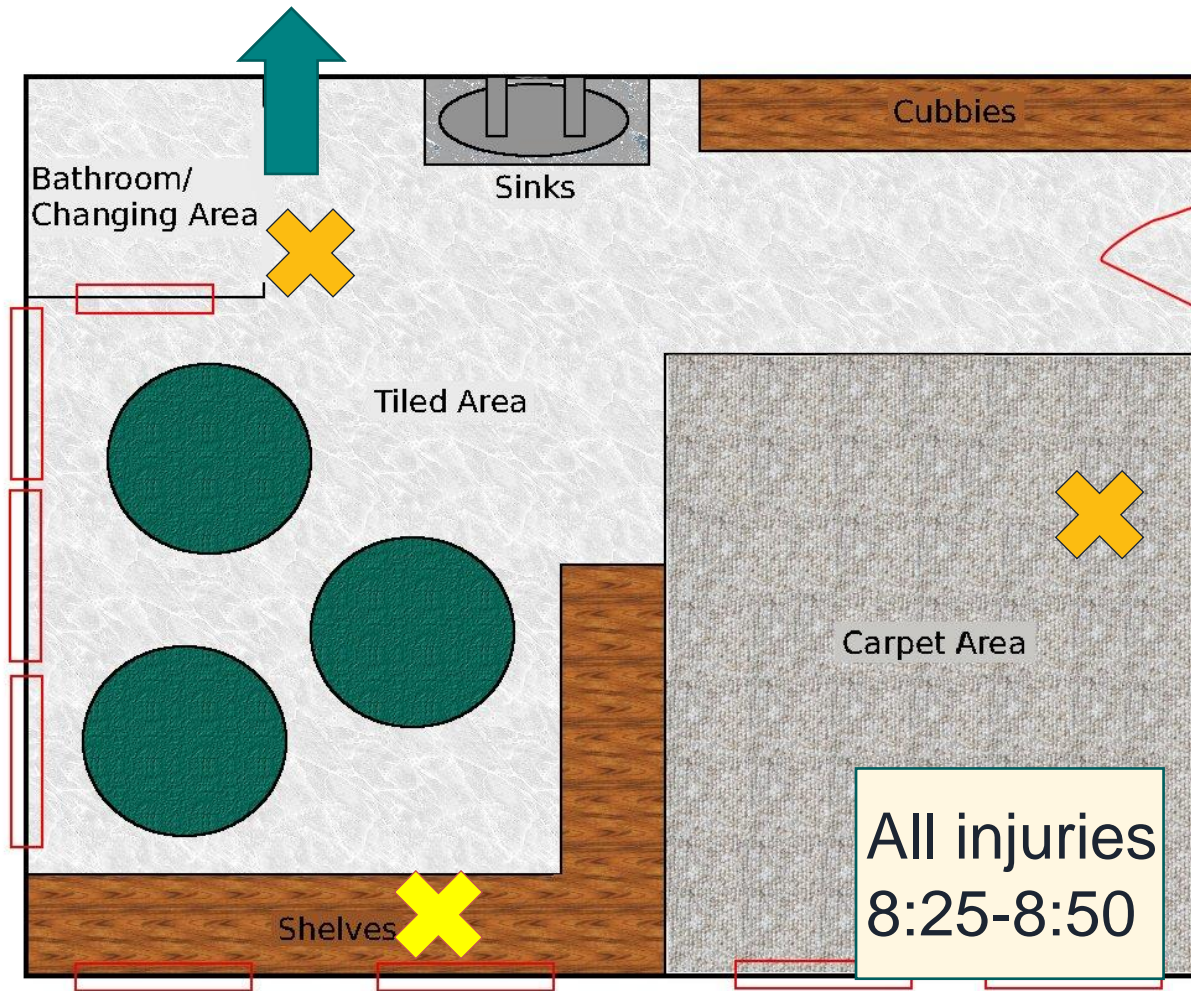


-  3 or 4 incidents
-  5 or more incidents
-  1 or 2 incidents





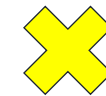
## Cause of injury: Stool involved in 4/5 injuries



3 or 4 incidents



5 or more incidents



1 or 2 incidents



Cause of injury:  
Child hurting another child



# The Five Whys



Why?

Why?

Why?

Why?

Why?

<http://www.ihi.org/resources/Pages/Tools/5-Whys-Finding-the-Root-Cause.aspx>



# Using the 5 Whys

Startup Tips from

The logo for LUXr, featuring the word "LUXr" in a white, cursive script font centered within a red oval background.

*LUXr*



# The Five Whys Worksheet

The Problem: \_\_\_\_\_

Why is that? \_\_\_\_\_

↙ ↘ Why is that? \_\_\_\_\_

↙ ↘ Why is that? \_\_\_\_\_

↙ ↘ Why is that? \_\_\_\_\_

↙ ↘ Why is that? \_\_\_\_\_





# Scenario

Two teachers from classroom A went to the playground with 17 children. The lead teacher remained in the classroom completing paperwork, so did not accompany the class outside. At the end of the scheduled outdoor play, the teachers counted the children to make sure that all 17 children were in line before going inside. After returning to the classroom, the children washed hands, and the teaching team began to prepare for lunch. When classroom B went to the playground a short time later, the teachers from this classroom found a 4-year-old child from classroom A on the playground. They returned the child to classroom A. The child had been alone outside for about 25 minutes.





# Staff Wellness



National Center on  
Health, Behavioral Health, and Safety



**You can't carry water  
from a well with a gourd  
or basket that has holes  
in it.**





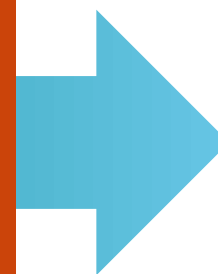
# Why take a proactive approach?



Children need consistent, sensitive, caring, and stable relationships with adults.

Adults who are well, physically and mentally, are more likely to engage in positive relationships.

When we support staff well-being, we strengthen early care and education.







# Stress Fingerprint





# Video

## Attention Management







# Strategies to Support Adults with Attention Management

- Stay focused
  - Plan for distractions
  - Set priorities
- Take advantage of:
  - Peer support
  - Professional development
  - Reflective supervision
  - Wellness resources
- Practice mindfulness





# Using Mindfulness to Support Attention

- Establish your own practice.
- Be present in the moment.
- Incorporate opportunities to practice mindfulness throughout the day for yourself and children. Share your experiences, such as eating mindfully – smell, taste, feeling, and texture – and encourage children to do the same.
- When you experience stress, become aware of and focus on breathing or another mindfulness strategy.
- Share mindfulness practices with other staff.







# Balance is Important





# Positive Self-Statements

- Introduce repetitive positive and motivating statements into your day and in reaction to your thoughts.
- Examples of positive statements
  - “I am smart! I work hard!”
  - “I always do my best.”
- Examples of positive thought replacements
  - Instead of “I need to be perfect, or I fail.”
  - Replace with “I did a great job learning this new curriculum!”



National Center on

Health, Behavioral Health, and Safety



# Questions?



National Center on  
Health, Behavioral Health, and Safety



# Thank You!

Subscribe to our mailing list at  
<https://go.edc.org/HBHS-Contacts>



National Center on  
Health, Behavioral Health, and Safety



# Stay Connected with the



# Office of Head Start

## Follow us on Social Media

---



Head Start  
Facebook



Head Start  
(@HeadStartgov)/X



Head Start  
Instagram

## Join Us

---



Social Network for Early Childhood Professionals  
<https://bit.ly/mypeers-eclkc>



National Center on  
Health, Behavioral Health, and Safety



# National Center on Health, Behavioral Health, and Safety

888-227-5125

[health@ecetta.info](mailto:health@ecetta.info)

<https://eclkc.ohs.acf.hhs.gov/health>

This presentation is supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$8,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, ACF/HHS or the U.S. Government.



National Center on

Health, Behavioral Health, and Safety