


**NATIONAL CENTER ON**  
Early Childhood Health and Wellness



## Active Supervision: An Intentional Approach to Injury Prevention

Tobie Barton  
National Center on Early Childhood Health and Wellness  
Native American Child and Family Conference  
March 14, 2018

*School readiness begins with health!*

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### Who's Here Today?

- Directors
- Managers
- Teachers or home visitors
- Family service staff
- Bus staff
- TTA staff
- Federal staff
- Parents
- Other





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## Learning Objectives

Participants will:

- Recognize that everyone has a role in keeping children safe
- Identify ways to implement the six active supervision strategies in all indoor and outdoor environments
- Develop an action plan with three steps to take toward implementing active supervision strategies



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## Head Start Program Performance Standards

### Subpart I – Human Resources Management. 1302.90 Personnel policies. (c)(1)(v) Standards of conduct.

A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:

- (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.




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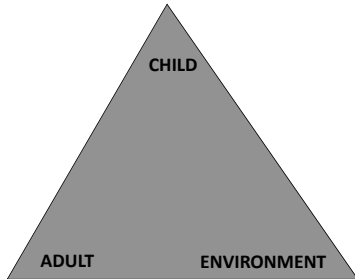
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## Prevention Framework




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## Remember a time.....



When a child may have been, or almost was, left unattended.

- Were there circumstances or factors that may have predicted a child might have been left unattended?
- What could you have done to prevent it?




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### Leaving Children Unattended Can Be Predicted and Prevented

**Predictable**



**Preventable**



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### Attention Is Not Constant



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### Attention Is Not Constant

- Attention is the ability to concentrate on observing or listening carefully
- Everyone struggles with maintaining attention
- Are there aspects of the child care environment that make it difficult to maintain attention?

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### Staff Support



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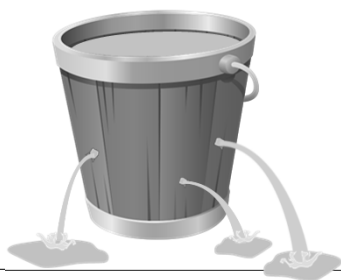
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### Attention Management



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### Attention Management



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## Attention Management Strategies

- Plan for distractions
- Set priorities that include supervising children and share them with others
- Set small, achievable goals around how long to stay focused and what to focus on




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## How To Support Staff in Attention Management?

- Make it safe to talk about stress or ask for a break
- Provide access to EAP or other resources
- Plan for sick leave or breaks for staff




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Everybody has a role in keeping children safe




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## 10 Actions to Create a Culture of Safety



### The 10 actions include the following:

1. **Use Data to Make Decisions:** Programs and incident data serve as an important means 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, assist, and listen at all times.
3. **Keep Environments Safe and Secure:** Programs create, maintain, 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 policies 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 routines, 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:** Educating families about safety issues and partnering with them about how to reduce risks can 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.

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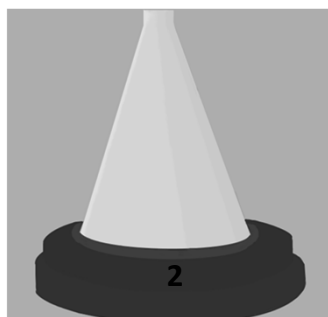
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## Actively Supervise




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## Six Steps in Active Supervision

1. Set Up the Environment
2. Position Staff
3. Scan and Count
4. Listen
5. Anticipate Children's Behavior
6. Engage and Redirect

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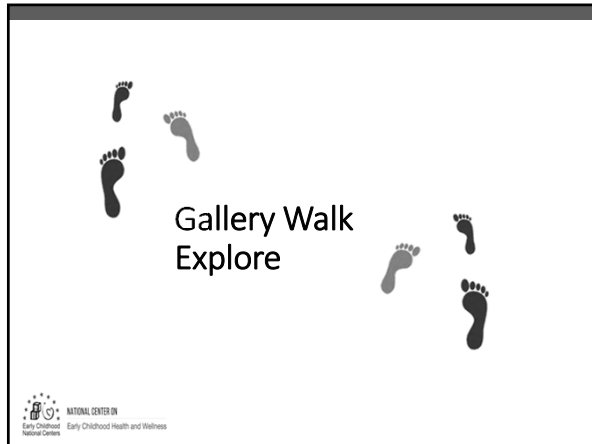
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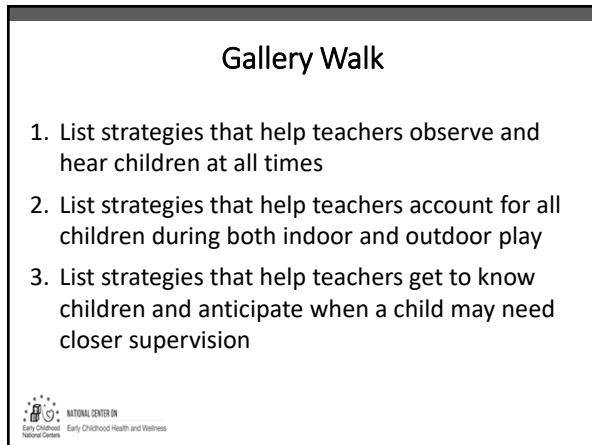
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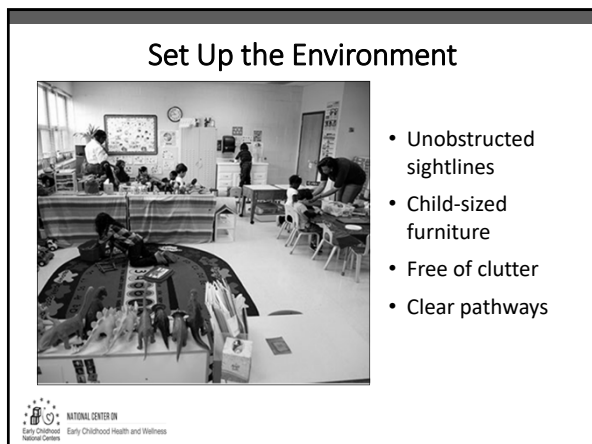
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## Position Staff

- See and hear all children
- Stay within easy reach
- Attend to children who may need additional support




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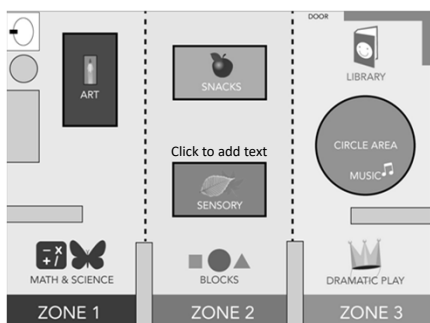
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## Classroom Map Zoning Activity



Find more about zoning and the well-organized classroom at:  
<https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning>

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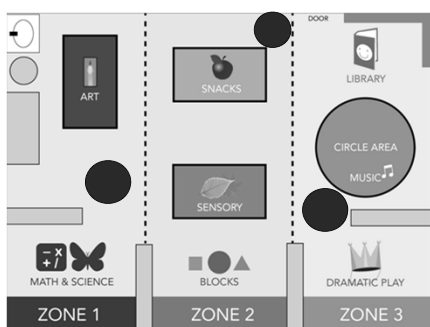
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## Classroom Map Zoning Activity



Find more about zoning and the well-organized classroom at:  
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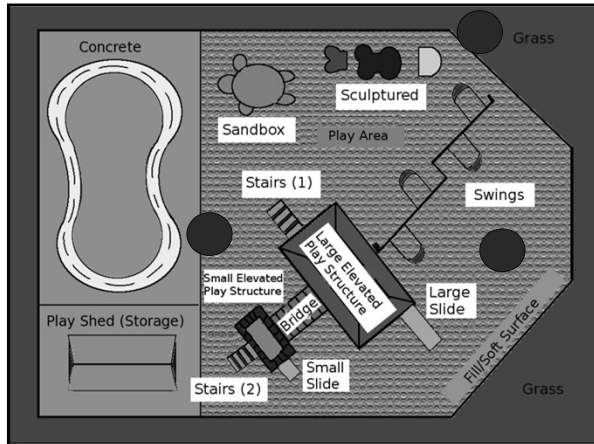
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**Where Do I Stand?**



Video used with permission. Available at:  
<https://extension.psu.edu/programs/betterkidcare/lessons/su-pervision-positioning-2013-where-do-i-stand>

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**Setting up the Environment and Positioning Adults in an Infant/Toddler Room**



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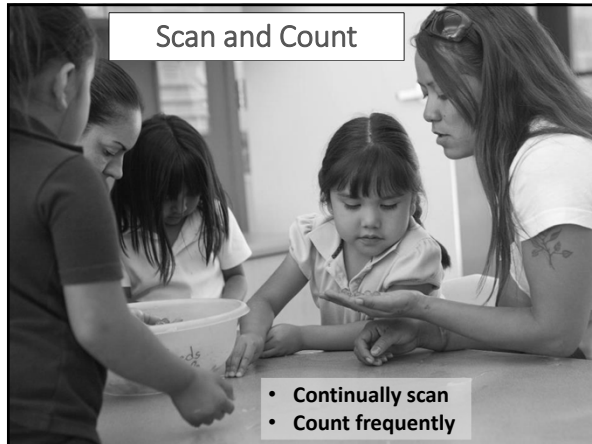
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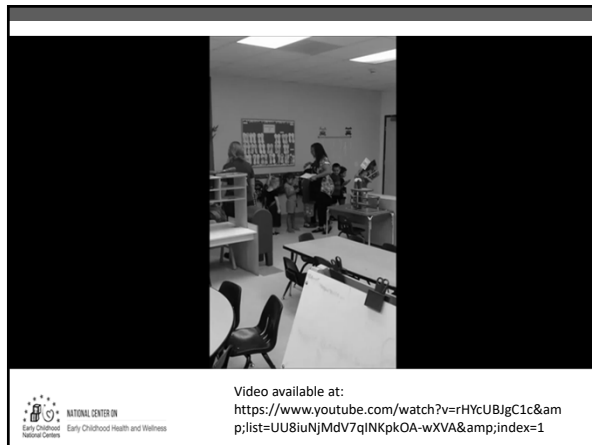
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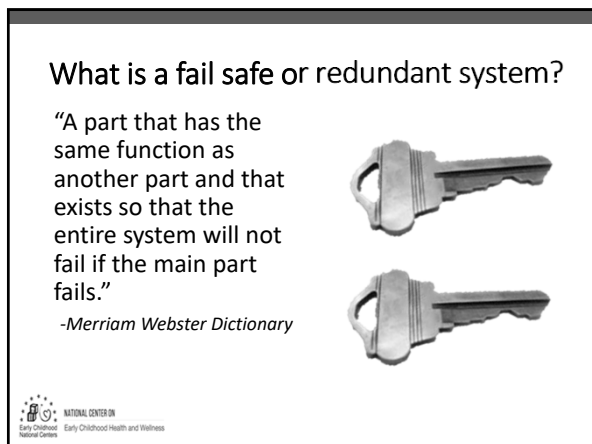
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**Listen**



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



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**Listen**





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**Anticipate**



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



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### Engage and Redirect



- Promote problem solving
- Tailor assistance
- Provide alternate choices



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### Adapting Supervision for Children Who Need Extra Attention



Video used with permission. Available at:  
<https://www.virtuallabschool.org/preschool/safe-environments/lesson-4>



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### Using Program Data to Prevent Injuries





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## Sharpen Your Skills



- Identify strengths and barriers to active supervision in each picture
- Think about how you will use this information to create safer environments

**Identify active supervision**

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**#1**

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**#2**

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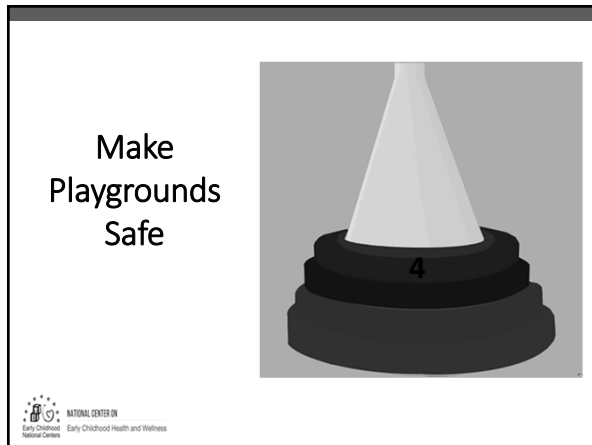
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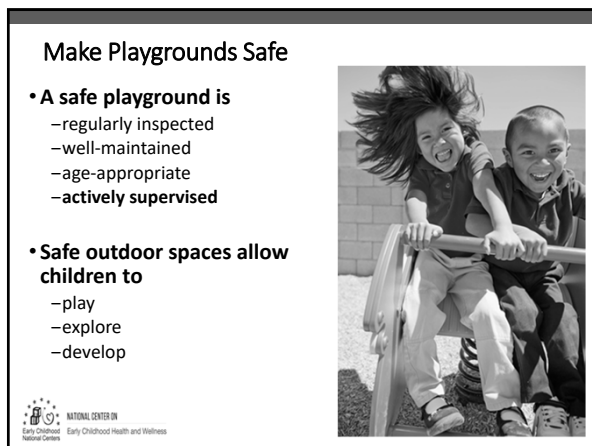
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## Accounting for Children



Video used with permission. Available at:  
<https://www.virtuallabschool.org/preschool/safe-environments/lesson-4>

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## National Program for Playground Safety



[www.playgroundsafety.org](http://www.playgroundsafety.org)

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## Transport Children Safely



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## Transport Children Safely

Implement and enforce policies and procedures for drivers, monitors, children and families

- Using school buses
- Driving to/from program
- Walking




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## One child's story



[http://www.abc15.com/dpp/news/region\\_west\\_valley/laveen/boy-left-on-school-bus-video-4-year-old-with-special-needs-left-alone-on-laveen-school-bus](http://www.abc15.com/dpp/news/region_west_valley/laveen/boy-left-on-school-bus-video-4-year-old-with-special-needs-left-alone-on-laveen-school-bus)

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## Steps to Implement




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## When to Use a Redundant System?

# BUS ✓ EMPTY

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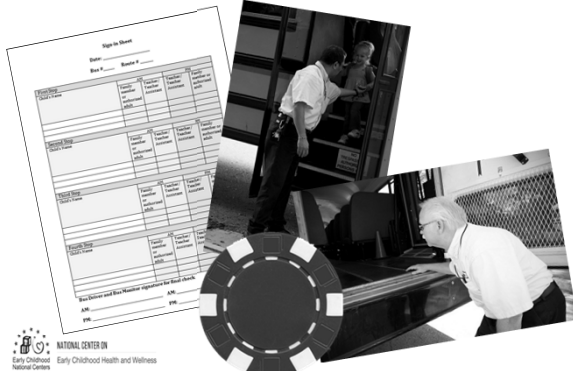
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## Other Examples of Redundant Systems



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
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## Transportation Resources

### Active Supervision on Buses


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Head Start transportation buses have an important job. They safely move children and teachers to and from the bus stop. But they also have a more important job. They make sure that children are safe while on the bus. This means that bus drivers and bus monitors must be actively supervising children on the bus.

How Can Active Supervision Help You Supervise Children on Buses?

Active supervision is the most effective strategy for creating a safe environment and preventing injuries to young children. It involves supervision from a parent's perspective to an adult's. Transportation buses are active supervision when children are boarding, riding, and exiting the bus.

What Are the Key Strategies for Actively Supervising Children on Buses?



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**Sign-In Sheet**

Order: \_\_\_\_\_ Route: \_\_\_\_\_

A. Board the bus at the bus stop.		B. Get off at the program.		C. Board the bus at the program.		D. Get off at the bus stop.	
Family member or adult	Teacher	Family member or adult	Teacher	Family member or adult	Teacher	Family member or adult	Teacher
Child's Name		Child's Name		Child's Name		Child's Name	
Child's Name		Child's Name		Child's Name		Child's Name	
Child's Name		Child's Name		Child's Name		Child's Name	

Bus Driver and Bus Monitor Signatures for Final Check

Bus Driver: \_\_\_\_\_ Bus Monitor: \_\_\_\_\_

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## Implementation of Active Supervision

### Taking it Step by Step





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## Do You Train on Active Supervision?

- When are staff trained?
- Which staff are trained on Active Supervision?
- What strategies do you use for ongoing training?
- Do policies and procedures reflect a commitment to Active Supervision?
- How do adults know where they should be during each activity?



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## How to Observe for Active Supervision

- Can staff can see and hear children?
- Are staff positioned to respond quickly as needed?
- Are staff counting children?
- How are staff communicating?
- Are staff intervening when appropriate?
- Are staff reinforcing clear safety rules?



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## Agency-wide Child Supervision Plan Consider all transitions

- Drop off and pick up
- Activity centers
- Toileting/diapering
- Meals/IT feeding
- Naps/ infant sleeping
- Outdoor
- Bodies of water
- Breaks
- Transitions
- Transportation
- Field trips
- Special situations
- Emergencies



Adapted from *Model Child Care Health Policies*, 5<sup>th</sup> Ed.  
<http://ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/248-model-child-care-health-policies>

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




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## Agency-wide Child Supervision Plan Resources



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

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### Active Supervision Review

1. Set Up the Environment
2. Position Staff
3. Scan and Count
4. Listen
5. Anticipate Children's Behavior
6. Engage and Redirect




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### Activity: Active Supervision Action Plan

Write down **three things** you can to support implementation active supervision practices in your agency.




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### Contact Information

National Center on Early Childhood Health and Wellness

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

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

Phone: 1 (888) 227-5125



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### 10 Actions to Create a Culture of Safety

Building a culture of safety is part of a program's vision for serving children and families. The 10 actions in this resource guide are the most prominent safety and injury prevention strategies found in the national data on successful programs (including Head Start, child care, and other early education programs). The Head Start National Center on Health identified these actions based on a comprehensive literature review and data analysis.

In order to be successful, managers and staff use Head Start management systems to integrate these 10 actions into all program activities.

#### The 10 actions include the following:

- 1. Use Data to Make Decisions:** Program and incident data serves 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.
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- 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:** Educating families about safety issues and partnering with them about how to reduce risks can 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.

Staff and families work together to realize this vision, and each person understands his/her roles and responsibilities in preventing injuries.

7j fclFWXa\_ # 3U[a` efa5dNV55gfgdVXESXk

Zffbe!!W] UaZeSUZZeZaHZeUffSZeW !ZWfZeSXWZ gckZdMWf!a` !UfgdVXESXWZf ^

*School readiness begins with health!*

# ACTIVE SUPERVISION



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## Introduction

Keeping children safe is a top priority for all Head Start and Early Head Start programs.<sup>[1]</sup> The Head Start Program Performance Standards require that programs “ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.”<sup>[2]</sup> But what is active supervision and how will it benefit children and staff?

Active Supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It transforms supervision from a passive approach to an active skill. Staff use this strategy to make sure that children of all ages explore their environments safely. Each program can keep children safe by teaching all staff how to look, listen, and engage.



## What is Active Supervision?

Active supervision requires focused attention and intentional observation of children at all times. Staff position themselves so that they can observe all of the children: watching, counting, and listening at all times. During transitions, staff account for all children with name to face recognition by visually identifying each child. They also use their knowledge of each child’s development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

## Strategies to Put Active Supervision In Place

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. This includes daily routines such as sleeping, eating, and diapering or bathroom use. 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.<sup>[3]</sup> Small spaces are kept clutter-free and big spaces are set up so that children have clear play spaces that staff can observe.

1 Subpart J – Program Management and Quality Improvement. 1302.102 Achieving program goals. (a)(4) Establishing program goals.

2 Subpart I – Human Resources. 1302.90 Personnel policies. (c)(1)(v) Standards of conduct.

3 Subpart D – Health Program Services. 1302.47 Safety practices. (b)(2)(iii) Equipment and materials.

## 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.<sup>[4]</sup> 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 continuously 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 problem-solve on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

<sup>4</sup> Subpart D – Health Program Services. 1302.47 Safety practices. (b)(5)(iii-v) Safety practices.



## What Does Active Supervision Look Like?

To understand what active supervision might look like in your program, consider the following example. As you read the vignette, identify the specific strategies used in the bolded text.

Maria and Yasmin have taken their three-year-old classroom out to the playground for outdoor playtime. The 15-foot square playground has a plastic climber, a water/sand table and a swing set. **Maria and Yasmin stand at opposite corners of the playground to be able to move quickly to a child who might need assistance.** The children scatter through the playground to various areas. Some prefer the climber, while others like the swings. Many of the children play with the sand table because it is new. **Maria and Yasmin have agreed on a supervision plan for which children they will observe and are always counting the children in the areas closest to them, occasionally raising their fingers to show each other how many children are close to them.** This helps them keep track of where the children are, and to make sure no one is missing. **If one child moves to a different area of the playground, they signal each other so that they are both aware of the child's change in location.**



Maria has noticed that Felicity loves to play in the sand table. **She hears children scolding each other** and notices that Felicity throws the toys without looking. As Maria sees Felicity and Ahmed playing at the sand table, **Maria stands behind Felicity and suggests she put the toy back in the basket when she is done with it.** By remaining close, she is also able to redirect Ahmed who has never seen a sand table before and throws sand at his classmates. Kellan has been experimenting with some of the climbing equipment and is trying to jump off of the third step onto the ground. While he is able to do this, some of the other children whose motor skills are not as advanced also try to do this. To help them build these skills, Yasmin stands close to the steps on the climbing structure. **She offers a hand or suggests a lower step to those who are not developmentally ready.**

Maria and Yasmin signal to each other five minutes before playtime is over, then tell the children they have 5 minutes left to play. **When the children have one minute left, Maria begins to hand out colors that match color squares they have painted on the ground.** She asks Beto, a child who has trouble coming inside from play time, to help her. When the children are handed a colored circle, they move to stand on the colored spot on the playground. As the children move to the line, Maria guides them to the right spot. When all children are in line, both Maria and Yasmin count the children again. They scan the playground to make sure everyone is in place, then move the children back into the classroom. They also listen to be sure that they do not hear any of the children still on the playground. Yasmin heads the line and Maria takes the back end, holding Beto's hand. When they return to the classroom, there are spots on the floor with the same colors that were on the playground. The children move to stand on their matching color in the classroom. Maria and Yasmin take a final count, then collect the circles and begin the next activity.

Both Yasmin and Maria are actively engaged with the children and each other, supporting the children's learning and growth while ensuring their safety. They use systems and strategies to make sure they know where children are at all times, and that support developmentally appropriate child risk-taking and learning.

- |                           |                            |                            |
|---------------------------|----------------------------|----------------------------|
| 1. Position staff         | 7. Engage & redirect       | 13. Scan & count           |
| 2. Set up the environment | 8. Anticipate              | 14. Listen                 |
| 3. Scan & count           | 9. Engage & redirect       | 15. Engage & redirect      |
| 4. Scan & count           | 10. Set up the environment | 16. Set up the environment |
| 5. Listen                 | 11. Engage & redirect      | 17. Scan & count           |
| 6. Anticipate             | 12. Engage & redirect      |                            |



## Self-Reflection Tool

### Questions to Help You Assess Active Supervision Practices

How do we teach active supervision strategies and support staff to apply these skills in everyday practice?

How do we arrange the space to create a safe environment in classrooms, playgrounds, and family child care so that it is easy for staff to observe children?

How do we make sure that staff position themselves to be able to see and hear the children at all times and get to children quickly who need assistance?

How do we ensure that staff continuously scan and count children during both indoor and outdoor play?

How do staff assess individual children's skills and abilities, adapt activities in order to avoid potential injuries, and use their observational skills to anticipate times when a child may need closer supervision?

How do staff engage and redirect children who need additional support?



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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		

## Resources to Learn More

Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 3rd Edition <http://cfoc.nrkids.org/StandardView/2.2.0.1> Standard 2.2.0.1: Methods of Supervision of Children.

Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education [http://www.acf.hhs.gov/sites/default/files/ecd/caring\\_for\\_our\\_children\\_basics.pdf](http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf) Standard 2.2.0.1 Methods of Supervision of Children.

National Center on Early Childhood Health and Wellness: Keep Children Safe Using Active Supervision <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/active-supervision.html>

Northern Health: “Supervision of Children” (2011) [http://www.northernhealth.ca/Portals/0/Your\\_Health/Programs/Community%20Care%20Licensing/Supervision%20of%20Children%2010-410-6024.pdf](http://www.northernhealth.ca/Portals/0/Your_Health/Programs/Community%20Care%20Licensing/Supervision%20of%20Children%2010-410-6024.pdf)

National Association for the Education of Young Children: Program Administrator Guide to Evaluating Child Supervision Practices (2016) [http://www.naeyc.org/academy/files/academy/Supervision%20Resource\\_0.pdf](http://www.naeyc.org/academy/files/academy/Supervision%20Resource_0.pdf)

Tanah Merah Child Care Centre (Australia): Supervision Policy (2011) [http://www.tanahmerahchildcare.com.au/uploads/supervision\\_policy.pdf](http://www.tanahmerahchildcare.com.au/uploads/supervision_policy.pdf)



## Active Supervision: What Would You Do?

Active supervision involves all your skills as a teacher and caregiver. Read the following scenarios. Identify the problems related to supervision. Then brainstorm possible solutions.

Scenario	Problem	Possible Solutions
<p>It's a beautiful day outside. You and your co-teacher, Jana, are on the playground with your class of preschoolers. The children all seem busy outdoors.</p> <p>You and Jana sit at a picnic table under the playground awning and begin to chat. A few girls come join you. Before long, you are both honored guests at a pretend picnic.</p>		
<p>You and your co-teacher, Melanie, have been working hard to find the right arrangement for your classroom furniture.</p> <p>Melanie suggested that you create a cozy corner where children can relax. You love the idea. She offers to bring in a tent that her own children loved. When she brings it in and sets it up, you realize that the fabric is solid on all sides and the doors zip closed.</p>		

A new child has enrolled in your classroom. Although she has only been in your room for an hour, she has found every door. She has already run outside to the playground twice and made it into the hallway once.



# Active Supervision Action Plan

What (Action Steps)	Who (Person Responsible)	Timeline (When)	Gaps (Needs)
1.			
2.			
3.			

Notes:

# Active Supervision on Buses

Head Start transportation teams have an important job. They not only have to make sure buses are safe and routes run on time but also must supervise children on their bus.<sup>[1]</sup> Each driver, monitor, and transportation manager has an important role. Together, they make sure that children get to and from programs safely. Children are safer when teams work together and communicate well. This fact sheet explores many of the issues teams are likely to face and active supervision strategies to keep children safe on the bus.

## How Can Active Supervision Help You Supervise Children on Buses?

Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It transforms supervision from a passive approach to an active skill. Transportation teams use active supervision when children are boarding, exiting, and riding the bus.<sup>[2]</sup>

## What Are the Key Strategies for Actively Supervising Children on Buses?

The key strategies for actively supervising children on buses are as follows:

### Set Up the Environment

Drivers and monitors set up daily routines that include reminders to help them keep track of who is on the bus. They check and double-check each seat on the bus so they always know which children are on the bus. For example,



- A small object, such as a token, is stuck underneath the last seat on the bus. The monitor or driver must collect it after finishing each route.
- A bus alarm system is used so that the bus driver has to walk to the back of the bus to turn it off.

1 Subpart I—Human Resources Management. 1302.90 Personnel policies. (c)(1)(v) Standards of conduct.

2 Subpart D—Health Program Services. 1302.47 Safety practices. (b)(5) (iii) Safety practices.



## Position Staff

If possible, the ratio of bus monitors to children on the bus is the same as the ratio of teachers to children in the classroom. Bus monitors stay with the bus until an authorized adult picks up each child.<sup>[3]</sup> Monitors carefully plan where they will sit on the bus during the trip. They choose a seat that allows them to see and hear children and respond when needed. For example,

- Bus monitors sit in the front or the back of the bus.
- If only one bus monitor is on the bus, he or she is seated in the middle.

## Scan and Count

Bus monitors always know where all children are on the bus and what they are doing. They are always scanning and counting. For example,

- Bus monitors record attendance as children board and leave the bus, ideally using name-to-face checks to make sure they release children to the right adult. They may use paper logs or tablets with a photo of each child to log children in and out as they enter or exit the bus.
- An authorized adult signs off once all children are in his or her care at the program. This person could be the center director, a teacher, or another staff member. Family members or other authorized adults also sign the attendance record when their child is dropped off.
- Bus monitors and drivers scan the bus to make sure all children have left the bus. They then check each seat on the bus at the end of every trip.
- Whenever possible, someone other than the driver or monitor checks the bus at the end of each shift.
- Transportation supervisors frequently spot-check. Other program managers or families sometimes check the bus after the route is finished. This is part of a program's ongoing monitoring system and continuous improvement.



## Listen

Bus monitors are always listening to children. They know which sounds are signs of danger. For example,

- Bus monitors are alert to unusual sounds or silence while riding the bus.
- Bus monitors can identify the causes of a wide range of sounds and recognize which sounds indicate an immediate need for attention.

## Anticipate Children's Behavior

Because children are seated in a Child Safety Restraint System (CSRS) and cannot move around the bus freely, bus monitors must be able to recognize children's needs and respond quickly. They get to know the children on their bus, including their interests and needs, which helps predict what children will do. For example,

- Bus monitors build relationships with the children and their families. As much as possible, bus drivers and monitors have the same routes every day.
- Bus monitors quickly check in with the adult dropping the child off. Understanding each child helps monitors know what to expect when a child is not feeling well or gets upset on the bus.

3 Subpart F—Transportation. 1303.72 Vehicle operation. (a)(3) Safety.

## Engage and Redirect

Families and staff let the bus monitor know when children may need extra attention on a bus trip. Bus monitors help children who need support. They offer reminders and soothe children when they become upset and need help calming down. They also distract or refocus children when necessary. For example,

- When a child seems upset, bus monitors and adults responsible for picking up the child work together to help the child manage his or her feelings.
- Bus monitors observe and react quickly to children who need extra support on the bus. When possible, these children are seated close to the monitor.

In summary, when transportation teams use these strategies, children are more likely to ride the bus and arrive at their destination safely. Programs that use active supervision never leave children unattended.



## What Does Supervising on Buses Look Like?

The following story shows how one transportation team uses these strategies:

Monday morning, Marguerite and Ahmed begin their day by boarding bus 31 in the bus lot behind 1, 2, 3 Head Start. Before they depart, Ahmed goes to the back of the bus and places white tokens on a Velcro spot underneath the last 2 seats. Then he moves to the middle rows and places tokens underneath those seats as well. These tokens will help remind him that he needs to check every seat at the end of each route.

When the team agrees that the bus is safe and ready to go, Ahmed grabs his clipboard with attendance sheets. There is a sheet for each route with the name of every child who rides the bus. It is arranged by the scheduled time for each bus stop.

Ahmed sits in a seat in the middle of the bus. He will seat the children from the front to the back so he can observe the children safely and be close to them. When he is seated, Marguerite starts the bus and begins their first route of the day.

At each stop, Ahmed gets off the bus and greets each parent and child. The parent or another authorized adult initials the list next to his or her child's name. Then Ahmed seats the children so he can see and hear them. He fastens their belts and straps them securely in every CSRS to protect them during the trip.

As the bus is moving, Ahmed constantly scans the bus to see and listen to how the children are doing. Some children sleep on the bus, while others sing songs and chatter with Ahmed. One child drops his mitten and starts to cry, but Ahmed reassures him that he will get it at the next stop. He sometimes moves to sit near a child who needs encouragement.

Ahmed knows that one child, Rosa, has just learned how to unbuckle herself. He seats her next to him and distracts her by chatting with her about what she did at home that morning. If necessary, he reminds her that all children have to keep the buckles fastened.



When the bus arrives at the program, the children's teachers come out to greet them. Ahmed and Marguerite conduct a last head count together, and they give the clipboard to a teacher who is waiting outside. As each child exits, a teacher initials next to the child's name on the clipboard. This provides a written check that each child has been released to an authorized adult. The teachers then walk the children to their classrooms.

When all the children have exited, Marguerite and Ahmed inspect the bus to make sure that all children got off and no one got back on. While they conduct this check, the center supervisor counts the children as they enter the building with their teachers. This is a way of double-checking the information on the clipboard to make sure they can account for all the children.

When Marguerite and Ahmed are done with their inspection, Ahmed removes the tokens from the middle and back seats. He reviews the clipboard and he and Marguerite sign off at the bottom of the attendance sheet. The center supervisor takes the sign-in sheet for program files. Ahmed then conducts a final check of the bus before the next route, replacing the tokens in the middle and back seats.

At the end of their daily runs, Marguerite and Ahmed park the bus in the yard. They walk through the bus one last time from front to back, checking each seat. They collect and put the tokens away before leaving the yard. The Look Before You Lock symbol posted on the door reminds them to do this as well.

Marguerite and Ahmed are a team. They work together to actively supervise children on the bus. They also double- and triple-check counts to make sure children are where they should be. They have a plan and follow through with their plan for how to keep children safe.



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## Active Supervision on Buses Self-Reflection Tool

Questions to Help Your Team Assess Your Active Supervision Practices

How do we set up the bus to easily observe children?

How do we make sure bus monitors safely position themselves to see children on the bus at all times?

How do we make sure we scan and count continually during and at the end of each route?

How do we listen to determine whether children are safe?

How do we anticipate child behaviors so we know when to engage and redirect children?

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

Active Supervision on Buses 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.		

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## Resources to Learn More

Administration for Children and Families, US Department of Health and Human Services. *Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education*. Washington, DC: US Dept of Health and Human Services; 2015. [https://www.acf.hhs.gov/sites/default/files/ece/caring\\_for\\_our\\_children\\_basics.pdf](https://www.acf.hhs.gov/sites/default/files/ece/caring_for_our_children_basics.pdf). Published June 25, 2015. Accessed May 10, 2017

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Standard 1.1.1.4: Ratios and Supervision During Transportation <http://cfoc.nrckids.org/StandardView/1.1.1.4>

Standard 2.2.0.1: Methods of Supervision of Children <http://cfoc.nrckids.org/StandardView/2.2.0.1>

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# Directions for Sign-in Sheet

This is a sample Sign-in Sheet that you can use as children get on and off the bus.  
The Sign-in Sheet tracks children as they

1. Board the bus at their bus stop.
2. Get off at the program.
3. Board the bus at the program.
4. Get off at their bus stop.

It allows you to list up to three children at each group stop. Add more rows if needed for any stop.

Enter only one name per stop if you provide door-to-door service.

Print as many sheets as you need for ALL the children on the route.

Remember, this is just a sample and you can change it to work for your program!

**Drivers and monitors need to sign each Sign-in Sheet at the end of every run.**



# Sign-in Sheet



Date: \_\_\_\_\_

Bus # \_\_\_\_\_ Route # \_\_\_\_\_

## 1. Board the bus at their bus stop.

	am		pm	
	Family member or authorized adult	Teacher/teacher Assistant	Teacher/teacher Assistant	Family member or authorized adult
	TIME	TIME	TIME	TIME
Child's Name				
Child's Name				
Child's Name				

## 2. Get off at the program.

	am		pm	
	Family member or authorized adult	Teacher/teacher Assistant	Teacher/teacher Assistant	Family member or authorized adult
	TIME	TIME	TIME	TIME
Child's Name				
Child's Name				
Child's Name				

## 3. Board the bus at the program

	am		pm	
	Family member or authorized adult	Teacher/teacher Assistant	Teacher/teacher Assistant	Family member or authorized adult
	TIME	TIME	TIME	TIME
Child's Name				
Child's Name				
Child's Name				

## 4. Get off at their bus stop

	am		pm	
	Family member or authorized adult	Teacher/teacher Assistant	Teacher/teacher Assistant	Family member or authorized adult
	TIME	TIME	TIME	TIME
Child's Name				
Child's Name				
Child's Name				

## Bus Driver and Bus Monitor Signature for Final Check

Bus Driver signature am \_\_\_\_\_ Bus Monitor signature am \_\_\_\_\_

Bus Driver signature pm \_\_\_\_\_ Bus Monitor signature pm \_\_\_\_\_

*School readiness begins with health!*

## Supervision and Ratio Best Practices Checklist

**Staff Member:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Note:** \*The term “children” is used throughout this checklist to refer to any individual between the ages of 6 weeks and 12 years of age.

	<i>Staff member never does this or does not seem aware of the practice.</i>				<i>Staff member always does this.</i>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Staff member accurately states the maximum group size for their classroom or program.					
Staff member accurately states the staff-child ratio for their classroom or program.					
Staff member regularly counts the children under their supervision by matching name to face.					
Staff member can state the number of children under their supervision at all times.					
Staff member uses active supervision strategies appropriate to the age of children with whom they work.					
Staff member adapts their supervision strategies depending on the needs (age, development, behavior) of individual children.					
Staff member follows the program’s standard procedures (i.e., attendance forms and rosters) to document attendance and ratio requirements.					
Staff member communicates with co-workers to ensure accountability for children is maintained at all times.					
Staff member informs supervisors immediately if the classroom or program area is over ratio.					
Staff member maintains accountability for all children at all times.					

**Notes:**



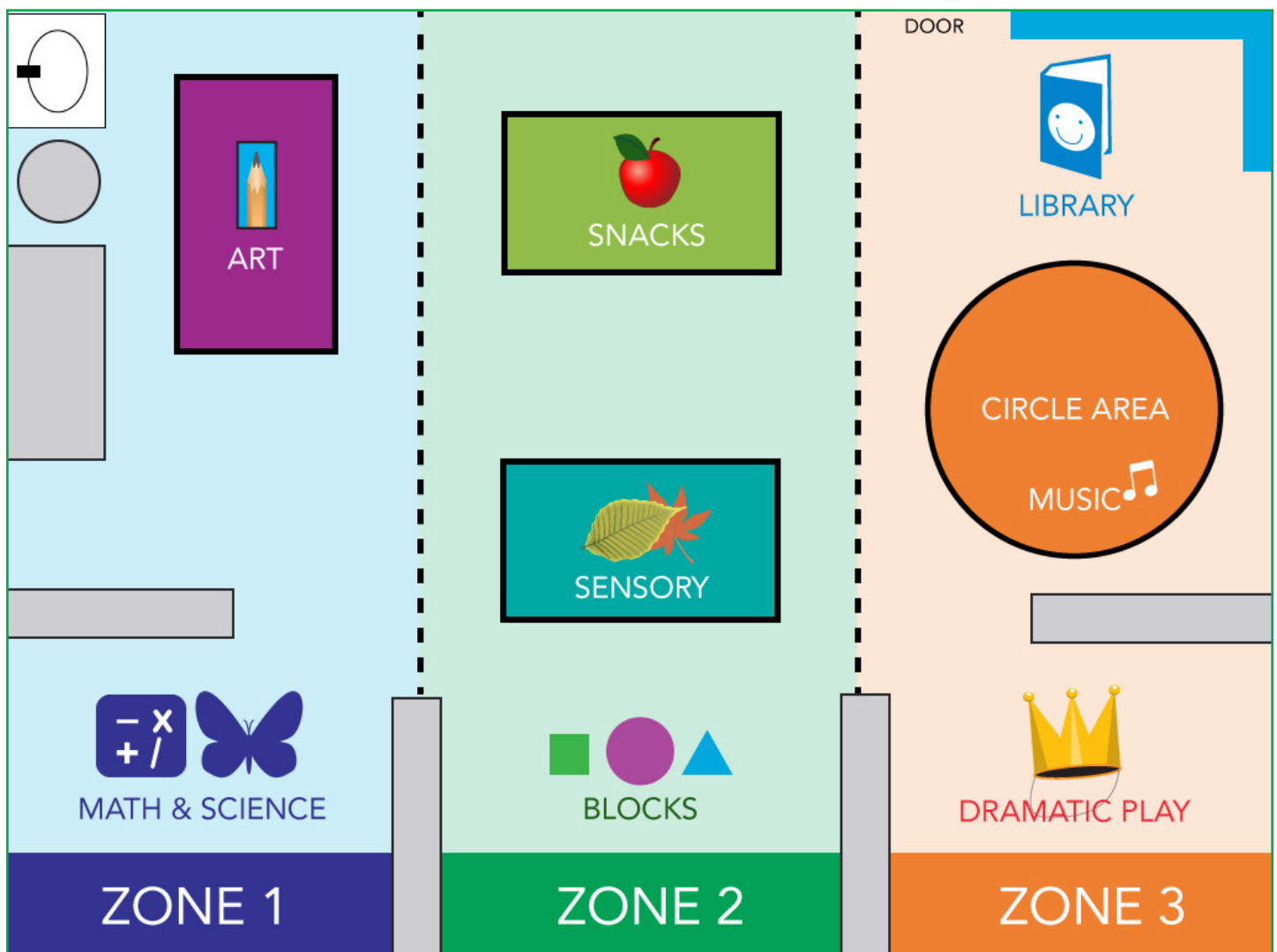


### CLASSROOM MAP WITH ZONING AREAS

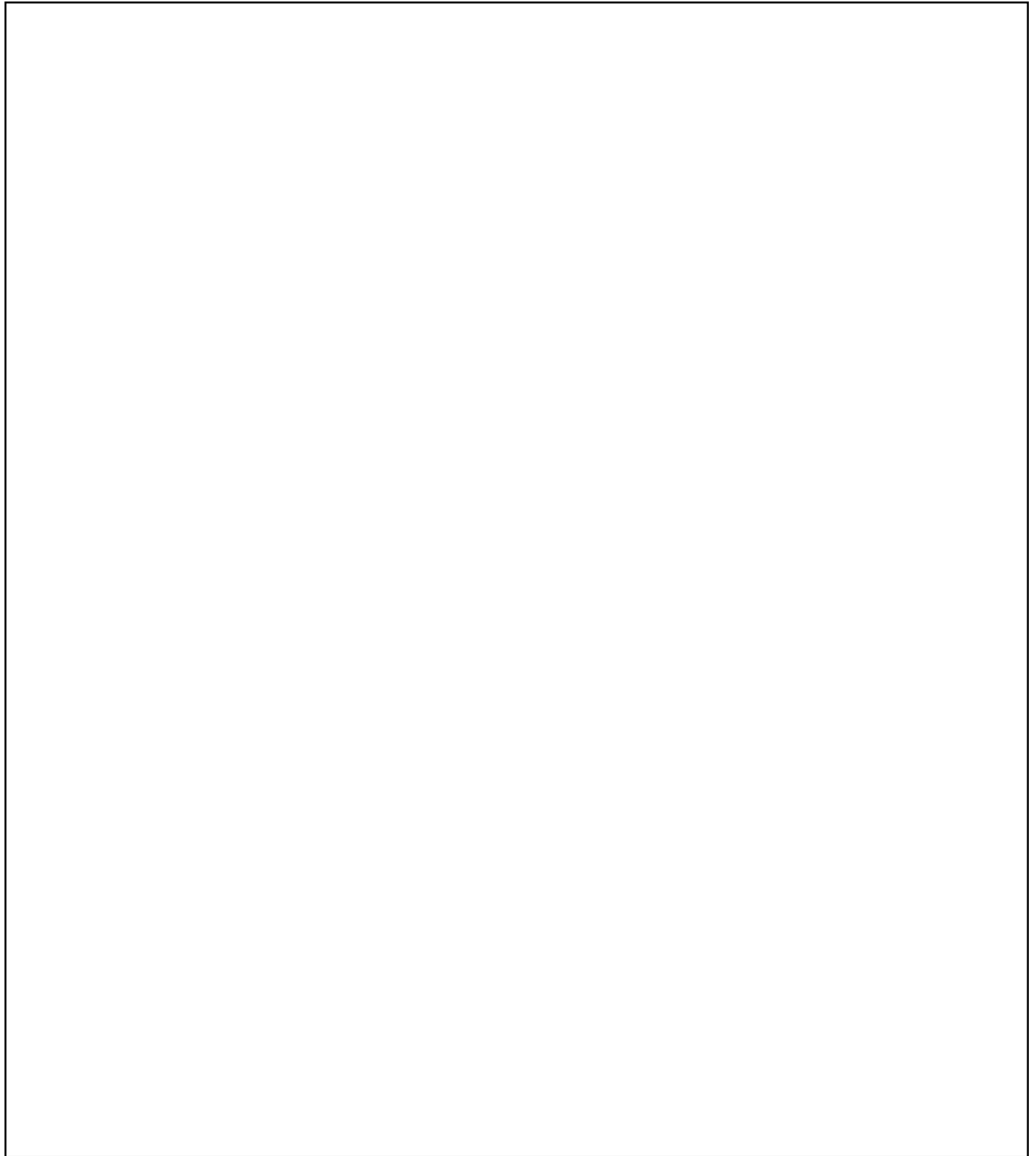
**Activity overview:** The purpose of this activity is to work with your classroom team to decide how to use zoning in your classroom.

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** or **877-731-0764**

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Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.  
FALL 2012



## 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







Use this checklist to guide your classroom observations. This tool is designed to support supervisors in providing teachers with feedback on the strengths and areas for improvement.

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

Questions	Examples	Observations and recommendations
Are the children engaged in play?	<ul style="list-style-type: none"> <li>Children are playing in centers and interacting with materials.</li> <li>Children are not wandering around the classroom.</li> </ul>	
Are the adults managing transitions so that children move easily and smoothly from activity to activity?	<ul style="list-style-type: none"> <li>An adult leads the transition and another adult or adults support the children as they move through the transition.</li> </ul>	
Is the classroom organized in a way that helps children understand the expectations in various learning centers?	<ul style="list-style-type: none"> <li>The teacher has explained/modeled how to interact with materials.</li> <li>The physical boundaries between play areas are clear.</li> </ul>	
Do adults know where they should be and what they should be doing during the daily schedule of activities?	<ul style="list-style-type: none"> <li>A chart is posted in the classroom that tells each adult where they should be during each activity of the day.</li> <li>Adults are not "clumped" in one area of the classroom.</li> </ul>	
Are adults positioned so they can interact with and see children in their zone?	<ul style="list-style-type: none"> <li>Adults have their backs to walls and their bodies facing outward toward the children.</li> </ul>	
Does the adult periodically scan his/her area as well as other classroom areas?	<ul style="list-style-type: none"> <li>The boundaries or shelves are low enough to allow adults to see around the room.</li> </ul>	
Do the teachers talk to each other about the childrens' and adults' needs throughout activities?	<ul style="list-style-type: none"> <li>Teachers tell each other that children are moving between zones.</li> <li>Teachers ask for help from other adults as it is needed.</li> </ul>	



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?"