



### **Why is Supervision So Important?**

- Supervision is BASIC to preventing injury and harm.
  - Caregivers who are actively involved, aware, and appreciative of young children's behaviors are in the best position to keep children safe.
- Proper supervision can lessen certain behavioral problems and has a direct impact on injury rates with young children (Wills et al., 1997)
- Most injuries occur to children in unsupervised group situations (Wills et al, 1997). This research suggests that the occurrence of physical injury may be associated with peer presence as well as with lack of supervision.

### **What is Active Supervision?**

- Direct & close monitoring in close proximity to children engaging in any activity that involves some risk (Water play, cooking, sharp instruments)
  - NOT engaging in activities that will draw the attention away from supervision
  - Careful positioning to observe the maximum area possible.
    - Move around area to ensure best view. Always face children.
- Scanning or regularly looking around to observe children
- Listen closely to children near and far
  - especially for those out of sight (playing in corners, behind trees or sleeping)
- Observe children's play and anticipate what may happen next
  - Intervene when potential danger to children
- Notice when things are "off" or not where they are supposed to be

### **Supervision During Transitions:**

- Active supervision also includes ensuring accurate head counts at all times, including transitions
  - How often do you count heads? Do you track that?
  - How do you ensure no child is left behind?
  - Do you count at each threshold?
  - What are the problems you are having in this area?

### **Communication:**

- Communication between staff is extremely important so that each teacher understands what their role is at a given time
- Communication break-downs can lead to poor supervision and conflict between teachers
  - "I thought you were watching them"
  - "I thought you had done a head count"
  - To avoid this, we have to learn how to CLEARLY communicate with one another and not just assume that the other person heard us or understands what we mean



## Active Supervision Plan

Area of Supervision	Supervision Issues Having or Areas of Concern	Ideas for Improvement



## Ensuring Effective Supervision

- Is the environment designed so caregivers can hear and see children at all times to monitor safety and be immediately available in an emergency situation? (Child choking, a fire breaks out, etc)
- What potential supervision risks are there when closing?
- Are there enough caregivers to supervise children when another caregiver diapers, gives medication or needs to give complete attention to a child?
- Who covers for the caregiver when they must leave the room or are distracted by a child's immediate need?
- Do caregivers count children at regular times on a scheduled basis and whenever leaving one area & arriving at another?
- Have caregivers developed skills in giving attention to individual children while scanning the group for potential problems?
- How do caregivers communicate so they know what each other is doing?
- How are new staff, substitutes & volunteers being trained on good supervision techniques and your specific supervision plan/procedures?
- How do you ensure that supervision practices are being implemented consistently by all staff?
- How is communication handled when there are shift changes, when positions are shared or when different staff have care of the child at different times (ex, early arrival, late dismissal)
- What procedures are in place to communicate with all staff when children are being collected by someone not normally authorized?
- What procedures are in place when a child has not been collected from care?