



Active Supervision Monitoring Action Plan

Site/Classroom _____ Date: _____

Staff Present: _____ #Children Present: _____

Part(s) of the schedule observed:

- Arrival
- Small Group
- Large Group
- Choice Time
- Transitions
- Outdoors
- Snack/M Meal Time
- Quiet Time
- Departure

Notes for Schedule Observed:

Active Supervision Plan Contents:

- Active Supervision Implementation Plan
- Zoning- Discussion Questions
- Classroom Map with Zoning Areas
- Playground with Zoning Areas
- Staff Zoning Chart
- Planning for Transitions

Accessibility of Active Supervision Plan:

- Easily Accessible
- Not Available
- Not Found

Location of Active Supervision Plan: _____ Observation Aligns with Plan: Yes or No

Notes for Active Supervision Plan:

Current Practice- Set up the Environment- Classroom is set up to supervise children at all times.

- Activities are grouped together and furniture is 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.

Notes and action steps needed for Set Up the Environment:

Current Practice- Position Staff- Staff carefully plan where they will position themselves in the environment to prevent children from harm.

- Staff place themselves so they can see and hear all children in their care.
- Staff ensure 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.
- Staff follow zoning and transition plans.
- Staff maintain teacher to child ratios.

Notes and action steps needed for Position Staff:



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Current Practice- Scan and Count- Staff are always able to account for the children in their care. This is especially important during transitions, when children are moving from one location to another.

- Staff continually scan the entire environment to know where everyone is and what they are doing.
- Staff count the children frequently using the following: name to face picture cards to visually identify each child, touch or tap children when counting, transportation logs, involving children in the counting, stating the quantity of children out loud frequently, etc.
- Tools (e.g. whiteboards) are updated with child counts as children enter and/or leave the room.
- Staff monitor who enters and exits the facility by using the Sign In/Sign Out log, including when children leave for therapy and other special itinerants.

Notes and action steps needed for Scan and Count:

Current Practice- 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.

- Staff implement strategies using specific sounds or signals to alert for danger. For example, bells or door alarms are added to doors to help alert staff when a child leaves or enters the room.
- Staff are listening and talking to each other to establish where team members and children are located at all times, including when someone leaves an area or room.

Notes and action steps needed for Listen:

Current Practice- Anticipate Children's Behavior- Staff use what they know about each child's individual interests and skills to predict what he/she will do. Staff who know what to expect are better able to protect children from harm.

- Staff create challenges that children are ready for and support them in succeeding.
- Staff recognize when children might wander, get upset, or take a dangerous risk.
- Staff use daily health checks and regular parent communication to inform observations and to help them anticipate children's behavior. (e.g. illness, allergies, lack of sleep or food, etc.)

Notes and action steps needed for Anticipate Children's Behavior:

Current Practice- Engage and Redirect- Staff offer different levels of assistance or redirection depending on each individual child's needs.

- Staff use active supervision skills to know when to offer children support.
- Staff wait until children are unable to solve problems on their own to get involved.
- Staff limit the amount of time children are waiting to transition.