



## Early Head Start Training for Contracted & District Employees

To ensure safety of Head Start children at all times, including transitioning to and from Specials, I will:

1. Ensure no child is left alone or unsupervised while under my supervision.
2. Ensure there is 1 adult per 4 children at all times.
3. Hold children’s hands until released to assigned teacher.
4. Use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, I will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

***I have been informed and provided a copy of this document.***

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Campus

\_\_\_\_\_  
District

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

## **What is Active Supervision?**

Active supervision requires focused attention and intentional observation of children at all times. Educators (all Head Start staff who care for children) position themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what he/she 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 changing diapers or using the bathroom. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

### **Set Up the Environment**

Educators set up the environment so that they can supervise children 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. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that educators can observe.

### **Position Staff**

Educators 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. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Educators stay close to children who may need additional support. Their location helps them provide support, if necessary.

### **Scan and Count**

Educators are always able to account for the children in their care. They continually 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. Educators 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 educators when a child leaves or enters the room.

### **Anticipate Children's Behavior**

Educators 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 educators' observations and helps them anticipate children's behavior. Educators who know what to expect are better able to protect children from harm.

### **Engage and Redirect**

Educators use active supervision skills to know when to offer children support. Educators wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.