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Supervision of Children Training



Notes.....

Session Learning Objectives

At the completion of this workshop,

1. Participants will be able to define active supervision.
2. Participants will be able to identify the “Six Steps to Active Supervision”.
3. Participants will be able to define what it means “to be in ratio”.
4. Participants will be able to identify the current proper staff to child ratio in the State of Missouri for all age groups.
5. Participants will be able to perform the “Name to Face” Method of scanning and taking attendance.
6. Participants will be able to define the SPECTRUM Alert.

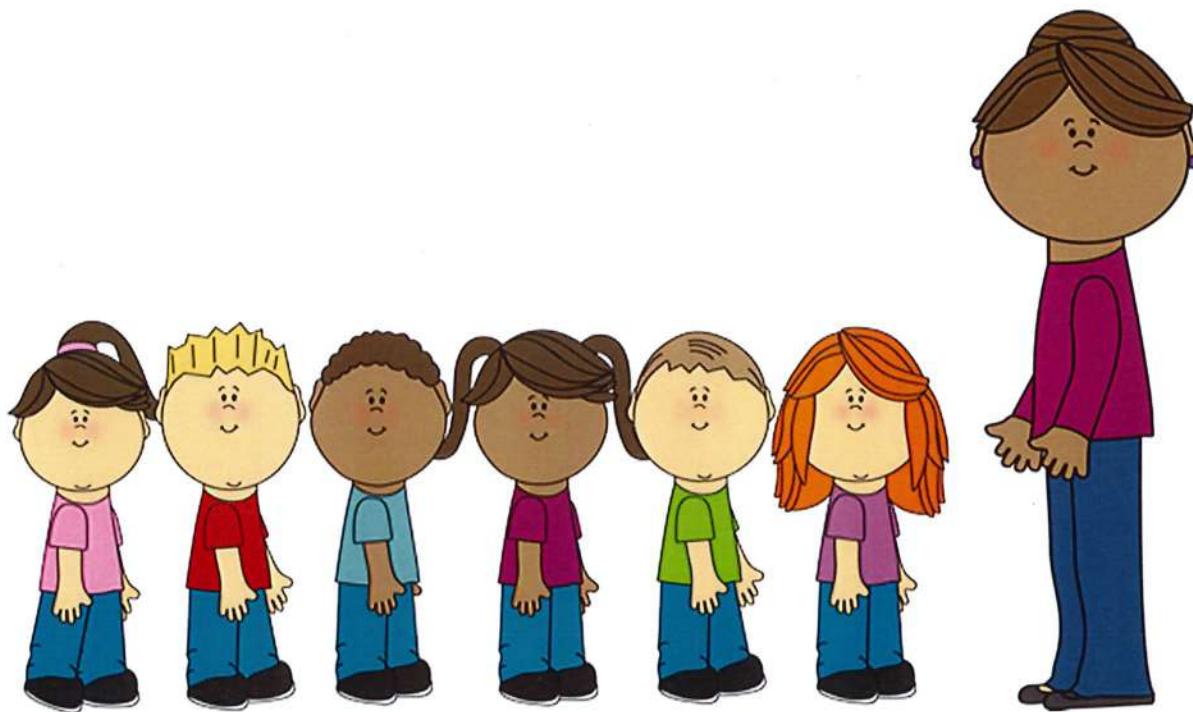


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The Six Strategies for Active Supervision

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



Licensing Rules for Group Child Care Homes and Child Care Centers

Department of Health and Senior Services

Division of Regulation and Licensure

Licensing Rules for Group Child Care Homes and Child Care Centers

Staff/ Child Ratios (page 22, column 1 and 2)

Other Personnel

Age Group	Description of Group	Maximum Number of Children	Minimum Number of Adults	Comments
Birth to through two	Mixed ages	4	1	No more than 8 children in a group with a minimum of 2 adults
Age 2 Year Olds	Solely 2 year olds	8	1	No more than 16 children in a group with a minimum of 2 adults
Ages 3 through 4	Solely 3 and 4 year olds	10	1	
Ages 5 and Up	Solely 5 years old and above	16	1	
Mixed Age Groups	Two years and up	10	1	A maximum of 4 two year olds in the group
Mixed Age Groups	Two years and up	8	1	If more than 4 two year olds in the group

Position	When does this individual count in Staff/Child Ratio
Director or Individual in Charge	If more than 50 children in attendance at the center the director or individual in charge is not included in staff/child ratios except for naptime or on an emergency substitute basis
Staff involved in Meal Preparation and Serving	If a center has more than 30 children at lunch or dinner time, staff shall be provided for meal preparation, serving and clean up. The staff shall not be included in staff/child ratios during this time.
Clerical, Housekeeping, Cleaning and Maintenance	Individuals employed for these duties shall not be included in staff/child ratios while performing these duties.

Definitions from Licensing (page 3)

Adult is any individual eighteen (18) year of age or older.

Infant is any child under twelve (12) months of age.

Toddler is any child between twelve to twenty-four (12-24) months of age.

Preschool child is any child two through five (2-5) years of age who is not in kindergarten for five (5) year old children.

School-age child is any child five (5) years of age or older who is in kindergarten or elementary school.

Staff/Child ratio is the number of care-givers required in relation to the number of children in care.

Caregiver is the child care provider or other child care staff.

Outdoor Space Requirements

Preschoolers and School Age Children (page 11, column 2)

Adult supervision shall be provided at all times when children are outside. For children three (3) years of age and above, staff/child ratios may be one and one-half (1 ½) time the indoor staff/child ratios. The required indoor staff/child ration shall be maintained on the premises at all times.

Infants and Toddlers (page 11, column 3)

Outdoor play space for infants and toddlers shall be separate from that used for older children or the same space shall be used at different times. (This rule does not apply to group day care homes with a maximum of twenty (20) children, including no more than four (4) infant/toddlers.)

Staff/child ratios for infant toddlers and two (2) year olds shall be maintained at all times.

Toileting Supervision (page 28, column 1)

Children under three (3) shall be supervised and assisted while in the bathroom.

Nap Time (page 28, column 1)

A caregiver shall remain in the room with preschool and school age children while they are napping or sleeping and shall be able to see and hear them if they have difficulty during napping or when they awaken.

Care of Infant and Toddlers (page 28, column 2)

Infants and toddlers shall have constant care and supervision.

Children shall be cared for by the same caregiver on a regular basis.

Caregivers shall be alert to various needs of the children such as thirst, hunger, diaper change, fear or aggression by other children and the need for attention.

Transporting Children (page 32, column 2 and 3)

Staff/child ratio shall be maintained at any time the provider transports children away from the facility.

Head count shall be taken before leaving the facility, after entering the vehicle, during a field trip, after taking the children to bathrooms, after returning to the vehicle and when back at the facility.

When children leave the vehicle, the vehicle shall be inspected to ensure that no children are left on or under the seats.

Are We in Ratio?

Directions: Read each scenario and using the information from the current Department of Health and Senior Services Regulations answer each question.

Sharon and Mary are taking their preschoolers on a field trip to see the new polar bear at the zoo.

How many times are they required to complete a head count? _____

Do they need to do a head count when they get back to the school's van after seeing the polar bear? _____

Joan is the new director at Sweet Bear Child Care Center. There are 40 children in attendance at the center. One of her infant/toddler teachers needs to run out for a few minutes to take care of an errand for her child. Joan tells the teacher that she will fill in for her.

Is Joan's program in compliance? _____

Why or Why Not: _____

Jack has a new 2 year old starting his program today. His two year old class is currently full, but he has only 8 children in his mixed age class. The mixed age class currently has 4 two year olds.

Is Jack in compliance if he places the new two year old in the mixed class? _____

Why or Why Not: _____

Amy and Cassandra each have a class of 8 two year olds. They decide that they want to have a group playtime one afternoon.

Are they in compliance if they combine the classes with both Amy and Cassandra present? _____

Why or Why Not: _____

Rachel has a fever and needs to go home early. She has two infants in her room. Betty, another infant teacher has four infants in her room.

Can Rachel leave her two infants in Betty's class and remain in compliance while she goes home early?

Why or Why Not: _____

Make up your own question and quiz your tablemates! Write your question and answer below.

Question: _____

Answer: _____

In Position Activity.....

Ten Ways to Improve Playground Supervision

1. Maintain child-to-staff ratios on the playground.
2. Keep at least two staff members supervising on the playground at all time.
3. Staff members should work together to keep all children within at least one staff member's line of sight.
4. Have a playground emergency plan.
5. Rehearse the emergency plan.
6. Keep outside staff in communication with each other, with inside staff and with medical and rescue services.
7. Make sure at least one person on the playground can communicate with a staff person inside without leaving the children alone.
8. Inspect your playground equipment to see if a child could be trapped anywhere out of reach.
9. Ask parents to remove strings from clothing.
10. Like lifeguards, staff members on the playground should keep their eyes moving and watch out for fatigue and eye strain.



From: *Ten Ways to Improve Playground Supervision* by Eileen Hull and published on www.earlychildhoodnews.com

Lessons from NAEYC Accreditation

Avoiding Lapses in Supervision That Place Children at Risk

Lapses in supervision of children can happen in all types of programs, and even a momentary lapse can have disastrous consequences. When a lapse occurs that affects program quality and puts children at risk, it is critical to consider the nature of the incident and its lessons for future risk management.

Between September 2006 and September 2009, NAEYC-Accredited programs for young children reported to the NAEYC Academy 169 incidents involving lapses in staff supervision of children. Most of these incidents were reported as part of the approximately 20,000 annual or other self-reports submitted by programs during this period. (See "New Requirements for Reporting Critical Events.") This article reviews the findings of an analysis of the incidents, providing helpful information that all programs can use to reduce the potential for such occurrences.

Types of incidents that have occurred

There are two broad categories of incidents involving lapses in supervision of children—children left unsupervised by teaching staff and children leaving the facility without staff knowledge. (Note that a child who leaves the group but remains in the facility is considered unsupervised.) Each category is addressed in the following sections.

Children left unsupervised

Between 2006 and 2009, programs reported 134 incidents with children left unsupervised. About one-third of them involved infants or toddlers; the rest involved preschoolers or

kindergartners. The most frequent occurrence of this type (57, or nearly half of all reported) involved children being left on the playground. Others involved children left unsupervised in the classroom (41), bathroom (10), or another part of the facility (13).

New Requirements for Reporting Critical Events

As NAEYC strives to enhance the accountability of its accreditation system for programs for young children, the Association has enacted new requirements regarding when and how programs report critical events that may compromise children's health and safety.

Currently accredited programs and those seeking accreditation are now required to promptly notify the NAEYC Academy for Early Childhood Program Accreditation when such an event occurs. They must follow up with a report describing the context of the incident and their response to it, including details of the corrective actions taken to avoid future incidents. The NAEYC Academy uses the information to determine whether a program is maintaining the level of quality associated with NAEYC Accreditation. Depending on the scope and severity of the incident and the program's response, a program may be subject to a verification visit or may lose or be denied accreditation. (For a full explanation of procedures and outcomes, see "NAEYC Required Criteria Policy" at www.naeyc.org/files/academy/file/RequiredCriteriaPolicy.pdf.)

NAEYC-Accredited programs have completed comprehensive self-assessments and received external evaluations determining that their program quality meets NAEYC standards and criteria; nevertheless, it is still possible for situations to occur that place children at risk. NAEYC Accreditation minimizes risks by focusing attention on the components of program quality, requiring programs to submit to external evaluations and make periodic self-reports, and conducting random unannounced site visits. But given the dynamic nature of life in programs, accreditation cannot be considered a fail-safe guarantee.

Six incidents occurred in conjunction with field trips; in 7 instances, children were left in vans—an especially dangerous situation in hot weather.

The following scenarios reflect the circumstances of the incidents reported:

- Children playing outdoors do not hear the teachers announcing that it's time to come in.
- Two children go inside from the playground to use the bathroom. One child's parent, unaware that her son is accompanying another child, picks him up as he leaves the bathroom; the other child returns alone to the playground after the rest of the class has returned to the classroom.
- Teaching staff do a head count on the playground to be sure all children are accounted for, but they do not account for a change in the number of children present that day.
- A child is left sleeping in her car seat by the company contracted to provide transportation for the program.
- One group of children goes to the indoor gross motor area with one teacher; another group goes later with another staff member. A child remains behind unnoticed because each staff member assumes the missing child is with the other group.
- A class goes out to the playground, leaving behind unnoticed a child who fell asleep.

Several of the reported instances include one of two potentially contributing factors:

1. A variation in the normal routine

2. Staff members simply not taking the time to ensure that every child is present before making a transition

These factors underscore the importance of being especially cautious when an unusual circumstance occurs, of taking time to think through the implications of the change for later routines, and of carefully checking that all children are accounted for before making a transition. Frequent head counts with an accurate attendance sheet in hand are useful. Preschool children can assist in recognizing that all friends are gathered when the teacher asks, "Is everyone ready to go inside? Are we all here?"



Children who leave

The incidents reported involving children leaving the facility unnoticed totaled 35 during the past three years. It is not clear whether this surprisingly high number is a phenomenon of the more stringent reporting requirements or an actual increase in this type of incident. Eight of the reported cases involved toddlers; 27 involved preschoolers or kindergartners. The average time away in cases involving toddlers was three minutes; for preschoolers or kindergartners, children were away for an average of 18 minutes.

Based on the reports, it appears that children who leave a facility often have a specific purpose in mind—going to a nearby store to buy something to eat, going home, or going to see a parent who works nearby. Programs that are part of a larger community, such as a college campus, hospital, or employer work site, may be at particular risk. In these situations, a child's parent may work in a nearby building, and the child may be quite familiar with the route to her parent's workplace. Similarly, a child whose daily routine includes a stop at a nearby convenience store after leaving the program, or a child who walks

daily from his home to the program, may also be familiar with the route and feel overly confident in his ability to navigate the distance alone.

As with children left unsupervised, times of transition seem to be especially risky for children leaving their group without supervision. In several cases, children left unnoticed in the confusion of other families arriving at pickup time or while groups were coming from and going to various parts of the program facility. In other cases, children left during free play when small groups of children were engaged in various activities in different areas of the room. In at least one instance, a child left the classroom through a side door and was able to leave the grounds unnoticed.

Steps for prevention

The steps programs have taken to address the critical incidents that occurred may guide other programs in taking preventive measures. These actions can be grouped into four broad categories: (1) implementing new procedures; (2) training and retraining staff; (3) making structural changes; and (4) engaging children and families.

Procedural changes. Examples include revising or developing new systems to track children (such as requiring staff to carry out periodic attendance checks or instituting the use of photo card systems); revising or developing new systems for better staff communication during any type of transition (for example, using walkie-talkies or cell phones while on the playground); and creating sign-in and departure procedures for families and staff that require formally passing responsibility for the child from the family member to a staff person (or vice-versa for departure). It is important for families to understand how critical it is to follow supervision procedures.

Staff training and retraining. Training sessions can address child supervision procedures, with all staff required to participate periodically. Training can address how staff position themselves in the classroom or

on the playground to ensure that all children are monitored. Regularly observing classroom or program practices and assessing child supervision practices can provide insights for training sessions. Consultants may conduct independent assessments and provide training based on their recommendations for improvement.

Structural changes. Program staff or consultants can examine classrooms and playgrounds to determine if changes in setup or equipment placement would enhance supervision of children. Arrangement can include semiprivate spaces as long as both children and adults can be observed from outside the area. Doors may be equipped with bells or alarms or locked, with codes or key cards required for entry and exit, taking care to also comply with fire laws. Programs may need to hire additional staff and position them in the lobby or common area.

Engaging children and families. Teachers can seek children's cooperation in the safety efforts, for example, by stressing the importance of remaining with the group or by posting colorful STOP signs near outdoor exits, at children's eye level. They can enlist families to support child supervision, for example, by requesting that they follow drop-off and pickup procedures and emphasizing the importance of the school's safety procedures.

By paying close attention to their supervision practices and implementing effective risk-management procedures, early childhood programs can take steps to reduce the risk of harm to children as much as possible—an important goal for us all.

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HRM Journal: Human Resources Management in Early Childhood Programs

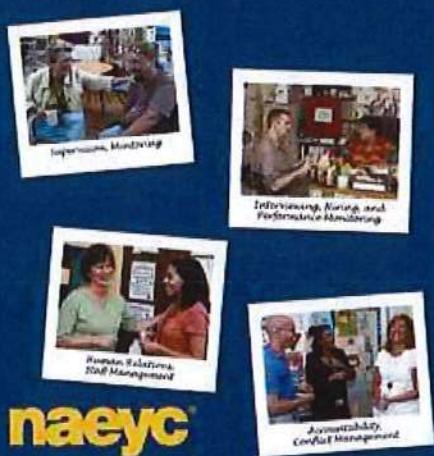
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What Would You Do?

Directions: Read the following scenarios. Identify the problems related to supervision. Then brainstorm possible solutions.

Scenario	Problem(s)	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. 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 classroom furniture. 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>		
<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.</p>		

Taken from: Virtual Lab Schools. It was prepared under Grant 2012-48711-20101 for the Department of Defense's Office of Family Policy/Children and Youth, US Department of Agriculture's National Institute of Food and Agriculture by The Ohio State University. (virtuallabschool.org)

The SPECTRUM Alert
8 Steps Schools Can Take to Prevent Autism-Elopement Tragedy
By Leigh Merryday
Huffington Post October 16, 2014

S (Search grid): In conjunction with law enforcement, the school and surrounding community should be mapped out on a search grid. If the school is fenced in, there should be a perimeter walk to determine any areas vulnerable to elopement. From there, the grid should expand outward, taking into account any and all bodies of water, intersections, train stations, parks, playgrounds, etc. Staff should have already practiced reporting to their assigned search areas. *Note: Water should always be searched first.*

P (Pre-identification): Each child prone to elopement should have on file a quick-reference sheet. This should be compiled by the school with the assistance of parents and possibly personnel who have worked with the child previously. It should contain the following information:

1. Identifying information
2. Presence of GPS tracking technology
3. Current photograph
4. Child's level of communication
5. Child's interests, behaviors, preferences, aversions, etc.
6. Health considerations
7. List of possible locations the child might go within the search grid

E (Law Enforcement liaison): One person's job should be to call law enforcement immediately. This person should also contact parents immediately. The liaison could then activate a "phone tree" already created by parents. That phone tree might include family and friends willing to assist a search. The child is likely to know them and may respond to them more easily.

C (Code): All schools have alert codes. Everyone knows how to respond to each code. A code should be called on the intercom. Teachers should be instructed to quickly look into the hallway and out windows and alert the office if they see the child in question. In upper grades, it might also be possible to have students assist in a search on school grounds in teams.

T (Training): All school personnel and school-resource officers should receive training in autism. Training can often ward off elopement incidents to begin with. Training should include information in sensory-integration disorder, social difficulties, literal thinking, triggers for meltdowns and elopement, law-enforcement considerations, food aversions, bullying and autism, and self-stimulation. It's wise to consult an organization like CARD and a behavior analyst in planning this training. A 15-minute after-school meeting won't suffice.

R (Relationships): Police should be encouraged to develop positive relationships with autistic students, who are often very literal in their thinking and may fear police based upon what they may have seen on TV. Classroom visits in non-emergency situations should occur so that in an emergency, these students will not fear police and jeopardize their recovery.

U (Understanding): Common triggers that distress autistic children should be understood by all staff, including substitutes and volunteers. By stressing the understanding component of this plan, schools can often avoid situations that might prompt an autistic student to elope from school. Because special events in gyms, auditoriums, and cafeterias are often painful to the senses of autistic students, there should be a plan to avoid subjecting them to trauma. This component is the most powerful part of this plan, though it's the least understood. *Effective* training can make elopement not happen.

M (Media): Radio, television, and social media are powerful when it comes to locating missing children. A media strategy should be considered by the school district and law enforcement.