

Active Supervision

Kelly Towey: Hello and welcome. Thank you for joining us today for the Active Supervision webinar. This webinar is a joint presentation by the Head Start National Center on Health and Healthy – Healthy Child Care America. My name is Kelly Towey and I'm a consultant for the National Center on Health.

Before we begin today's webinar, I would like to highlight a few housekeeping items. First, if you're listening as a group, only one of you needs to log in. Also, if you're listening using Wi-Fi and are not hard-wired, you may experience greater lag time during the presentation. Also, the presenters have included several opportunities for you to reflect, and there will be designated quiet moments for that reflection throughout the presentation. The slides will also advance automatically. Attendees will not have control over the slides.

All of the attendees' lines are muted. If you have a question, we encourage you to type your question in the "Ask a Question" box on your screen. If time permits, there's going to be a short question and answer session at the end of the webinar; and if we don't have time to address your question, we will send you an answer directly via email over the next several weeks.

If you're listening to the webinar by phone, you must click on the "Listen by Phone" button that is just above the "Ask a Question" box on the screen. Also, during the webinar, we will be having a number of polls for you to participate in. When you have completed the poll, select "Submit." After you have seen the graph results, please click the "Return to Presentation" button to bring yourself back to the presentation slides.

After the webinar, you will be redirected to an online evaluation. Please take a few minutes to share your feedback on today's events. Only participants who have completed the evaluation will receive a certificate of participation. If you are watching this webinar as a group, the person who logged into the webinar will receive an email with a link to the survey. Please share this link with the rest of the group so that they can complete the evaluation also to receive a certificate. If you need technical assistance during the webinar, please call 888-204-5477. Again, the number is 888-204-5477; or type your question in the "Ask a Question" box for assistance.

During today's webinar, our speakers will be sharing information on the following: six active supervision strategies, ways to practice using these strategies, and how you can use active supervision in your program. At this point, I'd like to introduce our speakers for today's webinar.

First is Amanda Schwartz. She is a senior training and technical assistance specialist for the National Center on Health. She develops resources and training on safety and injury prevention, school readiness materials, and health management. She has worked as an educator and special contractor for the last 19 years. She was a technical assistance provider in Regions II and XI, and she was also the disability specialist for ECLKC when it launched in 2005; and supported start-up planners during the latest early Head Start expansion in 2009.

Our other presenter is Kimberly Clear-Sandor. She is a senior training and technical assistance specialist for the National Center on Health. She develops resources and training on safety and injury prevention, health manager networks, and home visiting. She is a family nurse practitioner and has supported health and safety for children and families for over 20 years. She provides health consultation to early

childhood programs and delivers the National Training Institute for Child Care Health Consultation modules to nurses and health managers in Connecticut.

And now I'd like to turn this over to Amanda.

Amanda Schwartz: Thanks so much, Kelly. Welcome. We're so glad you could join us today as we explore active supervision strategies and how they can transform child supervision in your program.

You received two handouts before today's webinar. The first is the Active Supervision Tip Sheet we developed in 2012. This tool supports center-based and family child care settings in learning the six active supervision strategies that we will be sharing today. In addition, you also received a reflection handout that we will ask you to complete as we do activities during today's webinar. You can use this tool to capture your thoughts, make additional notes, and use it to plan after the webinar is over.

As we begin, we want to know more about you. Kelly, can you launch the poll? Where do your children begin – spend most of their days? In a center? At home? In family child care? In a relative or friend's home? Or everywhere? Please select an answer. I'll give you a couple more seconds to respond. And Kelly, if you can share the results, we'll see what folks said. I'm having trouble seeing the results, but I'm assuming that folks are sending their – seeing children in a lot of different settings.

So for today, we're going to focus on learning the six active supervision strategies, practice using these strategies during today's webinar, and reflect on ways that you can use active supervision in your program. We anticipate that as we discuss each of the strategies involved in active supervision you will start to see how they work together and think about ways you can use them in your settings.

Looking at the registration for the call, we see that we have many caregivers, teachers, and family child care providers in our audience today. We will be teaching you six concrete strategies you can use to keep all of the children in your settings safe. We also noted that many of you are managers, directors, supervisors, TA staff, and consultants. We hope that you will find ways to demonstrate these strategies to your staff in your own setting. You may adapt what we present for your own professional development activities.

It will be archived at GoToWebcast for the next three months. Simply select the link you received to join today's webinar. In addition, this webinar will be added to the National Center on Health pages on the Early Childhood Learning and Knowledge Center in the coming months and will remain there for your use anytime.

You may also want to keep in mind that many injuries happen in the home, so providing families with information about child supervision is very important. Active supervision is a fantastic strategy for families. If you work in home-based settings or conduct home visits, you can adapt these strategies to support families in supervising their children at home. We hope that in addition to all of the other managers and staff on the call, the family service workers and home visitors in our audience today will be able to find ways to make these strategies relevant to families.

Before we begin to think about active supervision, let's check our observation skills. To do this, try an activity to think about how much and how well each of us can observe, because knowing how to observe is a key skill needed for active supervision. We're going to play a quick game and look at this picture for 30 seconds. You will need to determine what in this picture is silly or incorrect. There are

seven things that are odd. Please write them down so you can answer the poll. I'll give you 30 seconds. Almost done. Make sure you're writing things down.

All right. Kelly, can you launch the poll? If you don't see a poll, you'll just – you can answer the question on the slide. So what did you notice that was silly or incorrect in the picture? Was it a turtle on the woman's head, a car on the fence, a clock in the tree, a fish behind the bush, a painting on the fence, or all of the above? I'll give you a couple of seconds to select your answers. Okay, let's see if you were right. When we look at the picture again, we see that the correct answer is "All of the above." In addition, there were two other silly objects: a stocking on the fence and a sailboat in the yard. Did you find these objects as well?

As you can see, it can be easy to miss things that are right in front of you, particularly when the phone is ringing or someone is crying or you're trying to teach a lesson or work with a parent and child. Having strategies can make sure that you are aware of everything in your environment is critical to keeping children safe. Active supervision can help you.

As part of the Head Start Program Performance Standards, staff are required to ensure that no child shall be left alone or unsupervised while under their care. This may be in a classroom or a playground, a hallway or a bus, or even on a field trip; anywhere that a child may be while in the program's care. While the standard does not apply to children when they're not in your care, staff can also share these strategies with families so they will always know where their children are at all times.

We all know that anything can happen when we aren't paying attention, even for a moment. A child's safety depends on each of us being aware of where a child is at all times. It also depends on our ability to respond quickly to prevent injury by removing any hazards in the environment and intervening to protect a young child who is still learning how to judge what is safe to do. Supervising children at all times is challenging because there are many young children in your care and multiple transitions throughout the course of the day.

Active supervision can help you plan ways to supervise groups of children when they move from one place to another within a classroom or a center; for example, as they arrive, go outside for outdoor play, on a field trip in the community, or leave to go home at the end of the day. Take a moment to consider how you and your team define "child supervision." Consider: What does it mean in your program to ensure that you always supervise children? Take 30 seconds to think through things. Okay. I hope you had a useful discussion.

There are a lot of resources to help you think about what child supervision means. Some of the best research-informed guidance comes from *Caring for Our Children: The National Health and Safety Performance Standards Guidelines for Early Care and Education Programs*, 3rd Edition. Its science-informed recommendations dig deeper into the Head Start Program Performance Standards, helping you to think through what it means to make sure children are always supervised by an adult.

According to *Caring for Our Children*, active and positive supervision involves knowing each child's abilities; establishing clear and simple safety rules; being aware of and scanning for potential safety hazards; standing in a strategic position; scanning play activities and circulating around the area; focusing on the positive rather than the negative to teach a child what is safe for the child and other children; and teaching children the appropriate and safe use of each piece of equipment. How does this definition compare to the definition you offered? Did you have some of the same ideas?

Active supervision is a child supervision technique that is used in child care and early education programs throughout the world. Like the elements discussed in *Caring for Our Children*, it requires focused attention and intentional observation of children at all times. In a center-based or family child care program, staff use these strategies with the children in their care. In all settings, family service workers, teachers, and home visitors can share the strategies with parents and family members to give them some concrete ideas about how to supervise their children effectively.

In active supervision, adults position themselves so they can observe all children in their care, watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what he or she will do. If needed, they will get involved and redirect children when necessary. This constant – this constant vigilance helps children learn safely because teachers and caregivers know how to protect them from most injuries. Now I'm going to turn it over to Kim, who will share some of these strategies.

Kimberly Clear-Sandor: Thank you, Amanda. Hello. I'm happy to be here today sharing active supervision as a strategy for injury prevention. There are six basic strategies that are part of active supervision. Staff who use active supervision set up the environment. Position staff: This means that staff position themselves. They scan and count, they listen, they anticipate children's behavior, and engage in redirect.

During today's webinar, we will discuss each strategy separately and how to use each strategy by giving you an opportunity to practice each step. Let's begin with the first step, set up the environment. Looking at this picture, think about how it is set up so that you can be aware of anything that may be going on in the room. What do you know about the classroom layout? The furniture, activity areas, and the center arrangement, the ability to move around, and the availability of materials. Use the next minute and a half to consider what about the room set-up would help you supervise children.

So now we are going to take a poll. Kelly, please launch a poll. How is the environment set up to encourage active supervision? Is the furniture low to provide a visual scan of the room? The volume and activity are distributed in centers throughout the room? Are there clear paths to provide easy movement? Were there sufficient toys and materials to reduce conflict? Or was it all of the above? Please select an answer.

So I see some results coming in. Kelly, can you please show the results? Okay. So how do you set up the environment in your own setting? You may want to walk through all of the areas that children use and look for these particular elements. Stand in different parts of the space to determine how well you can see, hear, and reach children based on where they are playing. You can make adjustments as you go by changing the environment to best accommodate the children and the physical spaces that they are using. All of you did select "All of the above."

When you create your space, you need to think about the environment. Take a minute to answer the following questions found in your Reflection handout on page 1. How and where will children play in the room? Is the furniture in the right height to be able to see all children? Are loud and quiet activities distributed throughout the room so staff can always hear children? Oh, excuse me there.

Okay, let's refer back to your page 1 of your reflection handout. I'm going to give you some time to complete the questions. I will check in with you as we go through the reflections plate – Reflections handout. Creating a safe place – safe space to play without hazards allows children to independently

explore. Okay, I will give you 30 more seconds. If you have not gotten a chance to complete all your questions during this time, please remember, you can always go back to your Reflection handout once the webinar has been completed.

Remember that the way you set up the physical environment can do more than just improve your ability to supervise. Creating a safe space to play without hazards allows children to independently explore. Use safety equipment such as plug protectors, locked cabinets, and smoke detectors. For instance, you can use gates for stairs. Furnish the environment with solid, age-appropriate furniture. Anchor any furniture equipment that could topple if left unsecured. Ensure items brought into the environment do not pose a choking or poisoning hazard. Keep hot foods and liquids out of reach.

Find ways to ensure you have enough materials and equipment in the classroom, or create a system to rotate equipment and materials to prevent child arguments. And if your center or family child care is located near bodies of water, ensure children do not have access to them without your supervision. You can use *Caring for Our Children* to find specific information about how to set up a safe environment for the children in your care. Setting up the environment is a strategic way to promote child safety and learning. It allows children the independence they need to learn safely while also making sure you can see and hear all of the activity in the room. Setting up the environment is just the first step.

You also need to plan where to position staff. All young children need staff to be keen observers who know when to engage and support them. This means staff position themselves so they can be alert and engaged with children at all times. Looking at this picture, how many adults and children do you see? How many children may be in this group based on the age of children and the adult-child ratios? Do you think there may be children on the other side of the play structure that have no adults near them?

Looking at this picture, think about how these staff are positioned to support the toddlers in their care. What do you note about the closeness to – their closeness to and distance from the children, their ability to see and hear the children, their level of engagement and support for the children, and their ability to communicate about the children to each other?

Kelly, please launch the poll. How does the staff position themselves so they can actively supervise? Are they spread out to cover children in different parts of the play space? Are they able to see children and each other? They are engaged with the children, or they are located near climbing equipment where children are most likely to fall? Or all of the above? Please select the answer you think is best. I would give you 30 seconds. I see some of you are noting "Able to see children and each other," as well as "They are engaged with the children." Ninety percent of you are saying "All of the above." Kelly, please share the results.

Children move around a lot and move quickly. Some children, depending on their age and ability, are not surefooted, so staff need to be able to spread out, see and hear, engage, and support children who may be attempting new challenges, like climbing, that could result in injuries. We know that falls are the most likely cause of unintentional injury for children between the ages of birth to 5. Ensuring that all staff are working together and have a plan for outdoor supervision – in other words, for active supervision during outdoor play – is a critical piece of active supervision. Making sure staff communicate with each other will ensure that they are always in the right place at the right time.

Let's take a moment to do a reflection. Turn to page 2 of your Reflection handout to find some questions to help you think about positioning staff. In each play space, consider: What is the best place to see,

hear, and reach children in order to prevent injuries? Where have previous injuries and incidents occurred? Where are the children? What areas in the environment are most challenging? Where and what locations and when do children need the most support? Are there particular children who need more support or supervision? Take a minute or two to answer these questions on your Reflection handout. I will check in in 30 seconds. And I'm going to give you another 30 seconds, so you can really take the time to jot down some notes.

Okay. I'm just going to remind you that you can always go back to these questions later if you have some ideas you want to jot down. You might decide to review several months of injury reports and then use a floor map of your indoor space or a map of outdoor play areas to begin marking areas where injuries have occurred and more supervision may be needed. Using this information, your team can develop a system to position staff in these areas and communicate with each other to ensure that all children have appropriate supervision.

The National Center on Health has also developed hazard-mapping instructions that you may find helpful to pinpoint the locations where most of the injuries have occurred in your program. This resource will be available on the National Center of Health pages of ECLKC in the resource section of a webinar that we previously ran on injury prevention.

The next strategy is scanning and counting children. You have already set up the environment and positioned yourself that you can see all of the children. Now you need to constantly scan and count the children to ensure you know where everyone is at all times. At a minimum, your plan might include counting the children as you enter the environment, during the time you're in the environment, before you leave, while you are in transition, and as you arrive at the next destination. The process of scanning, counting, and recounting allows you to be aware of the location of each child. This is especially important during transitions. A review of monitoring data tells us that these are the times when the children need closer supervision so they are never left unattended.

Let's see what it feels like to do this. Looking at the screen, first begin by counting the animals on the page. Then count the animals after they begin to move around. Determine whether you know where all of the animals are at all times. Finally, when they stop moving, count them one more time. Let's give it a try. Okay. Kelly, if you could launch the poll, let's see how we did. Which animal disappeared? The rabbit, the goose, the pig, the horse, the sheep, the hen, or all of the above? I'll give you 30 seconds to answer the poll.

Okay, the results are coming in. It looks like many of you are saying that the pig disappeared. Some of you are saying all of the above. Kelly, if you can push out the poll results. The pig did disappear for a moment, and though children usually don't disappear, there are moments when they are not in your line of vision and could more easily wander off or get separated from the group. But constantly scanning and counting helps you know where children are at all times.

Now let's turn to page 3 in your Reflection handout and use the next minute to consider the following questions. How did counting several times help you determine what was going on? Could you quickly tell something was missing by closely scanning and repetitively counting? What is this like in the real world? What are the challenges and how do you deal with them? How can you integrate this strategy into your own environment? Let's take a minute to think about this and jot your reflections on your handout. Again, I will just check in at 30 seconds. Okay, this is your 30-second check-in. You may find it

helpful after the webinar to go back to your Reflection sheets and share it with some of your colleagues and use these as points of discussion as you develop your plans for active supervision.

Constantly scanning and counting makes you aware of the children's locations at all times so you can prevent a child from getting separated from the group. Thinking through the process of scanning and counting children throughout the day will help you find solutions that will work for you and other staff in your program. Now Amanda is going to share some more strategies.

Amanda: Thanks so much, Kim. Building on the visual cues in your environment, you also need to listen carefully when you're with children. Sometimes silence or a specific noise can indicate that there is a problem and someone is in danger. Being alert means being able to determine which noises are a part of normal play environments and which may be an indication of trouble.

It is important to acknowledge that listening to certain noises can be stressful: babies crying, children yelling, and for some adults, just like children, loud bangs and crashes may be unsettling. It is important to be aware of the noises that are stressful to you but are not signs of danger. For some people, regardless of the number of years they have been around children, certain sounds will cause anxiety. Yet knowing this may help you listen more carefully and understand what sounds may actually indicate distress or injury.

We'll listen to a short clip. Let's see if you can hear any indications of trouble. Kelly, can you share the clip? [Sound clip begins and ends with children yelling and crying] Thanks so much, Kelly. Now can you share the poll? So what do you think is happening? Children are playing with letters, children are fighting over a toy, a child is about to push or hit another child, children are trying to problem-solve, or all of the above? I'll give you a couple of seconds to look through and select a response. I see responses coming in. I see some more. Just a couple more seconds and then I will reveal the results to you. Kelly, can you share the results?

I see that most of you have selected "Children are fighting over a toy," and – or "All of the above." Sometimes when we listen and observe, we interpret rather than simply acknowledging what we hear. One of the children mentions the letters and the letter P, so you can assume that children are playing with letters. His tone and voice level help you to know he's upset. He also yells, "You don't get anymore; it's enough," and shouts, "Stop! Get away," and "I want the letter P back." The other child shrieks and cries, too.

All these sounds may lead you to conclude that the children are fighting over a toy. They are shouting back and forth, so we can tell they are in a struggle. But do you know whether the child who is shouting is about to push or hit the other child? Probably not. To know what he might do, you would have to know this child pretty well.

When thinking about your own settings, reflect on how well you are able to take in all of the noises in the environment. Consider some key ways you listen for signs of trouble and make a note of them for yourself and your team. You can make notes on page 3 of your Reflection handout. I'll give you a minute to do that. I'll check in again at 30 seconds. Okay, just a couple more seconds to finish up your thoughts. It may be too late to prevent an injury once you hear children fighting and they have started to engage in unsafe behaviors. Therefore, knowing how a child is likely to react and anticipating his or her behavior helps you figure out what may happen and whether to get involved early and intervene before a small problem becomes a bigger one.

Consider Harry. Harry is an 11-month-old who started to crawl a month ago. He has always enjoyed simply sitting and playing with toys. His mother says he is like Ferdinand the Bull. All he wants to do is smell the roses and let the other kids run and jump and play. She has set up some safety equipment in her own house, including some secure electrical outlet locks and safety locks on cabinets, but she says he doesn't seem that interested in exploring. He's happy to play with a box of cereal or bang on pots and pans that she gives him.

Before we start the video, what do you think Harry is likely to do given this description? It may help to know that there is a rocker leaning against the wall a few feet from him, but there are no other toys or furniture around him. Kelly, can you launch the poll? What will Harry do? Will he pull to stand on the rocker leaning against the wall? Will he crawl on his stomach on the floor? Will he roll over? Will he attempt first steps and fall into the corner of the wall? Or all of the above?

I'll give you a couple of seconds to respond and then you can let us know what you think. I see a lot of responses coming in. Looking for more answers. Just looking for final answers and then we'll reveal. If you are experiencing lag time in the surveys, please be patient. It will come. I see that – Kelly, can you launch the results? I see that many of you thought he would pull to stand on the rocker. Some of you thought that he would crawl on his stomach on the floor, and some of you thought that he might do all of the above.

So let's see what he would do. Kelly, can you share the video? So he just sort of rolled over and sat up. And as you can see, knowing the children in your care and being able to anticipate their behavior helps you prevent injuries. Harry didn't pull the rocker onto himself, much like his mother knew he wouldn't, because he's not a kid who gets into things. In fact, he realized it wasn't steady and he moved away from it. Because Harry's mother knows what he can do and is likely to do, she helped staff create a space where he can practice and build his skills safely.

Take a moment to think about what you and your staff and your program do to keep children safe. How do you involve families? And how do you use what you know about the children you serve and active supervision strategies to protect children from injury? You can make notes on page 4 of the Reflection handout. I'll give you 30 – 60 seconds to make some quick notes and then we'll come back together; and I'll give you a reminder at 30 seconds. So, about 30 more seconds to make some notes. Remember, if you haven't had enough time to make all of your notes, you can go back to this worksheet after the webinar is over.

So finally, after you set up the environment, position staff, scan and count, listen and anticipate children's behavior, you can also engage with and redirect children. Thinking about the video we just saw, Harry was happy to crawl around on the floor in an environment that his mother set up in order to actively supervise him. She was close by. In fact, she was behind the camera, so she could help him if he needed it. She was observing him closely and listening to him. Luckily, he was able to explore independently. It wasn't necessary for her to engage and redirect him.

Now let's think about another story. Many of you may be familiar with a situation like this and may be able to identify with the story we are going to tell. Miss Latoya and Miss Moneesha teach the preschool classroom at Alphabet Action Head Start. In this classroom, there are several very active boys that have been together since they were infants. Throughout their time at the center, they have been known to get physical with one another during free play and outdoor play. Their families and their previous

teachers have provided Miss Latoya and Miss Moneesha with a lot of information and suggestions about how to prevent their physical activity from getting out of control, so both teachers have some ideas to work with. They have used the active supervision strategies to supervise the boys' play and prevent injuries.

Ultimately, in each situation, they have had to engage and redirect the children's play. On one particular afternoon, the boys are playing with a set of foam blocks in the block area, taking turns building and knocking down small towers. Miss Latoya, who is positioned close to them, scans and counts, listens, and anticipates their behavior. She knows that last week Ahmed stopped knocking down towers and began to throw the blocks at his friends instead. She remembers that before he began to do that, Tyrone had put a block in a place that Ahmed didn't like. She also remembers that she interrupted the game to talk to Ahmed and Tyrone about their behavior in order to stop their unsafe play. She notices that once again they are having a disagreement about where the blocks should go.

So for this poll, I'm going to ask you to type in responses to your "Question and Answer" box. The question is: What should Miss Latoya do? Should she continue to observe the play, separate the two boys, help Tyrone and Ahmed resolve their differences, offer another strategy, suggest that Tyrone and Ahmed play somewhere else, or all of the above? You can reflect on the answer to these questions and think about what you would do in that situation.

All right. Let's talk about this a little bit more. Ultimately, there are times when children may need you to engage and redirect them. What you may do may be very different than what somebody else may do. And you have to choose what's right for each child. It is essential for staff to know the children in their care and to be able to individualize for each child. Partnering with families will help you learn more about their child.

I see some answers. I see some folks saying separating them and helping Tyrone and Ahmed resolve their differences. I think we'd each answer a little differently based on our own experiences and training and knowing the children in our own way. So partnering with families will help you, and you can get ideas about simple but effective steps to keep children safe. This will also help to create a nice connection between what you do in the center and what families do at home.

So take a moment to reflect when and how you engage and redirect children in your program. Do you have plans or policies and procedures to help you make these decisions? You can make notes on page 4 of your Reflection handout. Once again, I'll give you about 60 seconds to make those decisions. And I'll come back at 30 seconds. So about 30 more seconds. All right. So now that we've gone over each of the strategies individually, Kim will pull it all together for us. Kim?

Kim: Thank you, Amanda. Now that you've had a chance to learn about each of the strategies that are a part of active supervision, it's important to think about them as a tool you can use to supervise children in your program. The six active supervision strategies work together. You can start to implement the strategies one by one thinking about how you set up the environment, where staff position themselves, how to scan, count, and listen, and getting to know children well enough to anticipate their behaviors and when to engage and redirect them. When you use these six strategies together, you create environments, regardless of whether it's a classroom, a playground, or a bus, where adults actively supervise children all of the time.

For your next step, you may want to consider developing a program-wide plan for active supervision to build a culture of safety in your program, one in which staff integrate these strategies in all settings. Taking a systematic approach to active supervision is critical to making it successful. Developing a program-wide plan with families and staff means that active supervision is part of the way you do business. Teachers, caregivers, home visitors, and/or family service workers can adapt a plan for the different settings where they serve children.

The program-wide plan makes it clear that your program has systems, policies, and procedures in place. All staff should know how to use these strategies. These are skills that everyone in your program should have. It isn't sufficient for one person in the classroom or one home visitor to know them. You never know who may be present when an incident occurs, and ensuring all staff can actively supervise children minimizes the risk to children's safety. Training all staff, including bus monitors and family service workers, ensures that all staff can work together to use the six active supervision strategies to prevent injuries in any environment in your program where children learn and grow.

The next step is to make sure that your TA plan includes training for all staff on active supervision, both opportunities to train new staff as part of their orientation and a refresher training to make sure that everyone knows how to actively supervise all the children in their care. Remember, this webinar will be available on the GoToWebcast for the next three months at the same link you used today to enter the webcast, and it will be archived on the ECLKC after that. It's not enough to make sure that your staff have these skills.

You also need to support families in figuring out how to adapt these strategies for their own use. The majority of all injuries occur in the home, so helping families gain the skills they need to actively supervise their children is essential. Today's webinar has been focused on caring for children outside of their home, but the National Center on Health is also developing a webinar for home visitors that will be broadcast later this year.

Ultimately, your work is about keeping children safe and healthy so that they are ready to learn and, in fact, can learn what they need to know to be successful in school and in life. We hope that today's webinar will help you to use active supervision strategies to meet your program's school readiness goals. Active supervision is an easy-to-remember process you can use to create safe environments by carefully observing children and implementing six steps to prevent injuries before they happen.

Please note, you can learn more about active supervision by reviewing the National Center on Health Active Supervision Fact Sheet on the Early Childhood Learning and Knowledge Center. You also have received an electronic copy of it in today's handout. If you have any additional questions following today's webinar, please contact us at the National Center on Health information line. Either call 1-888-227-5125 or email nchinfo@aap.org. You will also find many helpful resources at our website.

Thank you again for joining us today. Kelly, back to you.

Kelly: Thank you, Amanda and Kim, for sharing this wealth of information on active supervision. It looks like we have time for a few questions. Our first question is: What other resources do you have to help us supervise children on buses?

Amanda: So during the spring of 2013, we offered a webinar called "Supervising Children on Buses." It was a 45-minute webinar for bus monitors, reviewing strategies we shared with you today but

specifically for buses. You can find that webinar on the accompanying resource sheet, on the ECLKC, and under "Health and Safety for Program Staff." If you have any trouble finding resources, we are reorganizing the resources on the National Center on Health page, and you can do a Google search to find that webinar.

Kelly: Thank you, Amanda. Our next question is: What kind of suggestions do you have to remain in active supervision if your attention is diverted to a child that is injured?

Kim: So when a child is injured, always think and apply the six strategies. Where are the other children so that staff can see them and hear them and engage and redirect them if need be? Communication with your other staff members so that you can ensure the safety of everybody around you. Those are important considerations when you're setting up the environment so that you could know that you can get to a child quickly and then still be able to see and communicate with – see the other children and communicate with your staff.

Kelly: Great. And our next question is: What do you do when there's more than one infant that's mobile in your classroom?

Amanda: That happens a lot of the time. I think that we often have classrooms with several mobile infants, and making sure that we structure the classroom, set up the environment, so that we can always reach those children when we need to. Also positioning folks so that they're close by and can support them; listening, watching, counting, all of those things. And then also knowing the children, knowing when to intervene, having that relationship with the family member, that helps you predict the best time to engage and redirect. Those are kind of how to apply it when they're mobile infants.

Kelly: Okay, and here is a great question: What is the best strategy for active supervision of children when there's a restroom at one end of a large classroom and one of the staff persons needs to take a child to use a facility, leaving the other teacher with the rest of the students in the classroom?

Kim: Well, that can be quite a challenge. I would always approach this type of situation in you have to always consider your ratios in ensuring all the children are supervised at all times. So again, trying to think about how you are scheduling your day, where you are scheduling activities during times where children may be need to leave the classroom frequently, so that you are closer and that you're able to maintain that supervision. The environment where you decide what activities are going to be happening so that you can – again, that becomes something that you're going to anticipate as part of your day, and you can then take the time to plan for it.

Kelly: Thank you, Amanda and Kim, for answering these questions. We don't have time to answer the rest of the questions that have come in, but we will be answering those questions individually over the next couple of weeks, so you will be hearing from us. And also, note on the screen, if you have further information, the contact information for the National Center on Health and also for Healthy Child Care America.

And also, now, I'd like to let you know about the evaluation that will be available. When the webinar ends, there's going to be a survey poll that can be taken immediately. There is also going to be an email sent to everyone who has watched live with the instructions on how to share a Survey Monkey link to everyone in your group who watched the webinar today. So if you're watching in a group, you should receive an email in about one hour with a link to take the survey.

The ones who take the survey immediately after the webinar will receive their certificate right away. Those who use the Survey Monkey link in the email you will receive should get your certificate in about two to four weeks. Remember that each person who would like to receive a certificate of participation for the webinar must complete their own evaluation. If you're watching as a group, each person in the group must complete the evaluation in order to receive a certificate.

Thanks again for joining us for this great webinar. It will be archived and available on ECLKC in about three months; and it will also be available on the same link that you use to watch the webinar live today, and so you can use that one in the meantime. And we look forward to your participation in future events. Thanks for sharing your time with us.