

Department of
Primary Industries and
Regional Development



Regional Community Childcare Development Fund

Positive Behaviour Support in Early Childhood

Phase 2 – Module 3

Active Supervision

Supported by the State Government's Royalties for Regions program and the Department of Communities.





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Phase Two Modules


1. Review of Phase 1: Introduction to Positive Behaviour Support, defining and teaching behaviour
2. Using specific behavioural feedback and effective praise - the magic 4:1 ratio
- ➡ 3. **Active supervision**
4. Provide choice in behavioural instruction
5. Responding to behaviour errors in effective and supportive ways



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Acknowledgements



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<https://eclkc.ohs.acf.hhs.gov/>



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Children need safe and secure environments to thrive in their life and learning

Effective supervision:

- is integral to creating environments that are safe and responsive to the needs of the child
- helps to protect children from hazards that may arise from their play and daily routines
- allows educators to engage in meaningful interactions with children

National Quality Standard

Links to the National Quality Standard

The importance of actively supervising children to promote children’s health, safety and learning is reflected in Quality Area 2 and 5 of the National Quality Standard, in particular:

QA 2 Children’s health and safety

Standard 2.2: Each child is protected.

Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QA 5: Relationships with children

Standard 5.1: Respectful and equitable relationships are maintained with each child.

Element 5.1.1: Responsive and meaningful interactions build trusting relationships which engage each child to feel secure, confident and included.



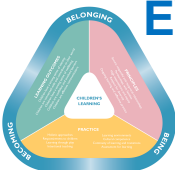
seven quality areas

- 1 Educational program and practice
- 2 Children’s health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Collaborative partnerships with families and communities
- 7 Governance and leadership





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EYLF Outcome 1: Children Have A Strong Sense Of Identity


Educators promote this learning when they:	
Children feel safe, secure, and supported	<ul style="list-style-type: none">• spend time interacting and conversing with each child
Children develop their emerging autonomy, inter-dependence, resilience and sense of agency	<ul style="list-style-type: none">• display delight, encouragement and enthusiasm for children’s attempts• support children’s efforts, assisting and encouraging as appropriate
Children learn to interact in relation to others with care, empathy and respect	<ul style="list-style-type: none">• initiate one-to-one interactions with children, particularly babies and toddlers, during daily routines

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Why Supervise Children?

Simply maintaining an adult presence in common areas and merely attending to inappropriate behaviours is an insufficient and ineffective intervention practice.”
(Sprague & Golly, 2005)



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Active supervision is an evidence-based practice shown to:

- Foster a positive environment that promotes consistent, clear expectations for children
- Builds positive adult-child relationships
- Allows for high ratio of encouragement and positive interactions



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Active supervision is an evidence-based practice shown to:

- Reduces inappropriate behaviour and increases appropriate
- Allow for timely correction of behaviour errors
- Increases child safety
- Decreases bullying



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Principles of Active Supervision

- Active supervision is one of the most important care giving strategies and skills required by educators to develop and master.
- Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, , the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development.
- Active supervision requires focused attention and intentional observation of children at all times.



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Six Active Supervision Strategies

Active supervision includes six strategies that are essential for creating safe environments and allowing children to explore their environments safely.

1. Set up the environment
2. Position educators
3. Scan and account
4. Listen
5. Anticipate children's behaviour
6. Engage, encourage, extend and redirect



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Six Active Supervision Strategies

1: Set Up the Environment

- Clear sightlines and access to all children
- Furniture at waist height or shorter
- Small spaces are kept clutter-free
- Big spaces are set up so that children have clear play spaces that educators can observe



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Six Active Supervision Strategies

2. Position Educators

- Always be able to see and hear children at all times
- Make sure there are clear paths to where children are playing, eating and sleeping
- Stay close to children who may need additional support.



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Six Active Supervision Strategies

3. Scan and Account

- Continually scan environment
- Regularly count children

SCAN AND ACCOUNT





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Why is Scanning Important?

- Extends ability to supervise large areas
- Early detection and intervention
- Increases opportunities for positive contact
- Lets all children know that you are 'with-it'

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Scanning

Frequently and intentionally

- All children observed on a regular basis
- Visually sweep all areas
- Make eye contact with children in more distant locations of the room or playground
- If working with individual, position self so as to scan the entire room or get up and scan occasionally
- Target both appropriate and inappropriate behaviours



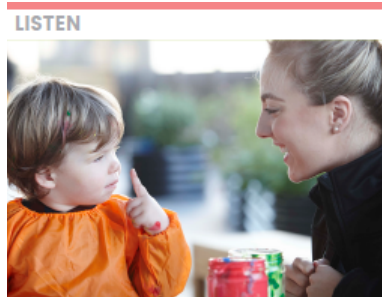
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Six Active Supervision Strategies

4. Listen

- For sounds or absence of sounds

Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert adults when a child leaves or enters the room.



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Six Active Supervision Strategies

5. Anticipate Children’s Behavior


- Know each child’s interests and skills
- Know when child might wander or get upset



Anticipate Children’s Behavior



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Six Active Supervision Strategies

6. Engage, encourage, extend and redirect

- Provide frequent positive interactions
- Encourage and extend
- Redirect if needed



ENGAGE AND EXTEND



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Why is Interacting Important?

- Communicates care, trust, and respect, and helps build relationships
- Creates positive climate and increases likelihood of accepting correction if needed
- Adult presence is obvious



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Traumatised children need repeated opportunities of positive exchanges with adults to change the lens they carry about how relationships are experienced.



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Adult child relationships may be the most powerful tool for working with young children!

You are your most POWERFUL tool!

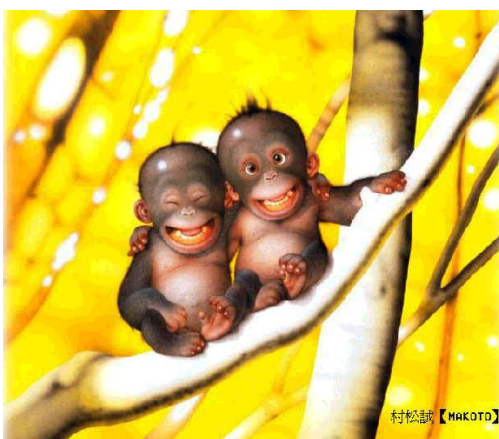
- Greet children by name
- Catch them doing the 'right' thing often-initiate frequent positive interactions
- Get down to the child's level when talking to them
- Be consistent with children
- Play with children
- Tell children it is ok to feel sad, angry, or hurt
- Try to spend time one to one with each child
- Use personal information about the child in conversations



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SMILE

- Scan
- Move
- Interact
- Listen
- Encourage



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