

<p><b>Family Child Care</b></p>	<p><b>Participant Guide</b></p> <p><b>Active Supervision: A Developmental Perspective</b></p>
<p>This two hour module meets the Rule 2 training requirement for supervision training. 2013</p>	<p><b>2 hours</b></p>

**Copyright and Limitations on Use and Liability**

This curriculum was developed with funding by the Minnesota Department of Human Services. The Minnesota Department of Human Services makes no representations and accepts no liability on its use or results. This curriculum may not be reproduced, copied, sold or otherwise distributed without the written approval of the Minnesota Department of Human Services.

To request written permission for use or reproduction of any portion of this curriculum, e-mail [DHS.Child.Care@state.mn.us](mailto:DHS.Child.Care@state.mn.us).

## Supervision: A Developmental Perspective

Date / Time:

Location:

### Primary Core Competency and CDA Content Area

The Primary Core Competency and CDA Content Areas are listed here to help participants understand how these topics meet the child care Rule 2 training requirements. These may not be the only core competency or CDA content area addressed, but they are the primary influences behind the session content.

Core Competencies: Health, Safety, and Nutrition

VI-3 Safety: Maintains and assesses safe environments inside and outside

VI-3 Safety: Recognizes and responds to each child's safety needs.

CDA Content Area: Safe, Healthy, Learning Environment

### Learning Objectives:

While no training alone can ensure mastery of learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, you will be able to:

- Define 'supervision'
- Describe the way in which supervision is impacted by a child's development
- Explain characteristics typically associated with differing levels of development and their impact on supervision

### Session Outline

Section	Overview
Welcome and Introduction	<ul style="list-style-type: none"><li>• Large group discussion: Who is here?</li><li>• Small group activity: Brainstorm</li><li>• Presentation: Learning Objectives</li></ul>
Supervision and Child Development: The Relationship	<ul style="list-style-type: none"><li>• Presentation: Supervision and Development</li><li>• Small Group Activity: An Example</li></ul>
Common Characteristics associated with Young Children's Development	<ul style="list-style-type: none"><li>• Large Group Discussion: Children and Development Brainstorm</li><li>• Small Group Activity: Associating Development and Supervision</li></ul>
Ages and Stages of Development	<ul style="list-style-type: none"><li>• Small Group Activity: Ages and Stages and their Impact on Supervision</li><li>• Large Group Discussion: Children as Unique Individuals</li></ul>
Reflection and Wrap Up	<ul style="list-style-type: none"><li>• Large Group Discussion</li><li>• Individual Reflection</li><li>• Evaluation</li></ul>

<b>Supervision</b> <b>Chapter 9502, Licensing of DayCare Facilities</b> <b>MN Department of Human Services</b>
<p><b>Subp. 29a.</b></p> <p><b>Supervision.</b></p> <p>"Supervision" means a caregiver being within sight or hearing of an infant, toddler, or preschooler at all times so that the caregiver is capable of intervening to protect the health and safety of the child. For the school age child, it means a caregiver being available for assistance and care so that the child's health and safety is protected.</p>

<b>Supervision</b> <b>Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education</b>
<p>STANDARD 2.2.0.1: Methods of Supervision of Children</p> <p>Caregivers/teachers should directly supervise infants, toddlers and preschoolers by sight and hearing at all times, even when the children are going to sleep, napping, or sleeping, are beginning to wake up, or are indoors or outdoors. School-age children should be within sight or hearing at all times.</p> <p>Active and positive supervision involves:</p> <ul style="list-style-type: none"><li>a) Knowing each child's abilities;</li><li>b) Establishing clear and simple safety rules;</li><li>c) Being aware of and scanning for potential safety hazards;</li><li>d) Standing in a strategic position;</li><li>e) Scanning play activities and circulating around the area;</li><li>f) Focusing on the positive rather than the negative to teach a child what is safe for the child and other children;</li><li>g) Teaching children the appropriate and safe use of each piece of equipment (e.g., using a slide correctly– feet first only – and teaching why climbing up a slide can cause injury, possibly a head injury.</li></ul>

**Other ideas from the group about 'Supervision'**

## Supervision and Child Development: The Relationship

---

### Supervision scenario:

*It is early on a Tuesday morning. Sheila, a family child care provider, is waiting for three children to arrive for the day. Sheila is expecting one infant who recently started at the program. She is 3 months old. She is also expecting Juan, an 18 month old toddler and Sarah, a 4 year old who has been in the program for nearly three year. Sheila is scanning her space looking to see if she is ready for the day to begin.*

3 month old	18 month old	4 year old
Expectations:	Expectations:	Expectations:

Caregiver Actions Suggested:

## Common Characteristics associated with Young Children's Development

---

### Developmental Principles

- 
- 
- 
- 
- 
- 

*What kind of child behaviors can you expect based on this principle of development?  
In what ways does this development reality make supervision challenging?  
What can you do to prevent harm to children given this development reality?*

Developmental Principle:	
Behaviors to Expect	Caregiver Actions to Supervise

## Reflection

---

Take a few minutes to reflect on what you have learned in this training session Use the spaces below to capture your ideas and plans for action.

In this class I learned...

Based on what I learned,  
some things I plan to do ...

This class started me thinking about...