

Background: Site visit data shows that supervision can present a challenge to early childhood programs. During site visits, NAEYC Assessors tend to see lapses in supervision while infants and toddlers/twos are sleeping or when preschool- and kindergarten-aged children are unaccounted for or unsupervised for extended periods of time. NAEYC is committed to helping program staff overcome these challenges related to supervision. This activity is a companion resource to [Program Administrator Guide to Evaluating Child Supervision Practices](#).

Purpose: This activity encourages teaching staff members to evaluate how the program’s physical environment affects their ability to appropriately supervise children at all times, as defined by the NAEYC Accreditation criteria.

Instructions for Teaching Staff:

1. The chart below includes NAEYC Accreditation criteria that directly¹ address the supervision of young children. Consider the ages of the children you teach and identify which criteria apply to your group.

Criterion Number	Age Category
<ul style="list-style-type: none"> • 3.C.01 • 9.A.05 • 9.B.02 • 9.B.03 • 10.B.11 • 10.D.06 	Universal — apply to all children from birth through kindergarten
<ul style="list-style-type: none"> • 3.C.02 • 3.C.03 	Infants and Toddler/Twos
<ul style="list-style-type: none"> • 3.C.04 	Preschool and Kindergarten
<ul style="list-style-type: none"> • 3.C.05 	Kindergarten only

2. Find the criteria that apply to your group. Read the language of the criteria and related guidance carefully. Keep this information accessible to reference throughout the activity.
3. Use the grid on page 3 to create a diagram of your classroom or any program space in which you supervise children.
 - a. Use a pen or permanent marker to draw the walls, doors, and permanent fixtures included in your classroom space. Be sure to include adjacent kitchens, restrooms, nap rooms, etc.
 - b. Use a pencil or erasable pen to draw movable fixtures included in your classroom space. Alternatively, you may choose to copy and cut out the icons included to represent movable furniture, shelving units, and other parts of the classroom environment.

¹ Many other NAEYC Accreditation criteria are indirectly related to supervision.

Instructions for Teaching Staff (continued)

4. Gather round, colored candies or bingo chips to represent teaching staff and children in the diagram. Use one color to represent teachers and another to represent children. Create any typical classroom scenario by placing “teachers” and “children” throughout the diagram.
5. Answer the reflective questions on page 4. Consider how the rearrangement of movable fixtures and the repositioning of staff can improve your supervision practices. You may alter your classroom diagram as you reflect on the questions included.
6. Develop and implement any necessary program improvement plans to ensure young children in your care are appropriately supervised. These improvements will also help you to ensure that NAEYC Accreditation Criteria related to supervision are met over time.
7. Repeat steps 3 to 6 with all spaces throughout your program in which you supervise children, including outdoor play space and indoor gross motor areas.

Reflective Questions

1. Move the colored candies that represent adults to different places throughout the space. Does the position of adults affect their ability to supervise the children? Does it make a difference if the adult is sitting on the floor, sitting in a chair, or standing?
2. Move the colored candies that represent children to different places throughout the space. Are there any places where children might go that could make them difficult to supervise? Be sure to consider children in action and children resting in cots or cribs.
3. Are there any places where an adults might sit or stand that would prevent them from seeing or hearing a child anywhere within the space? Consider spaces where teachers typically need to go to perform [period or missing copy?]
4. If you noted any areas of the space that present supervision challenges:
 - a. Consider how you might improve your supervision procedures to overcome these challenges. For example, if a teacher sitting on the floor in the block area cannot see a child who is sleeping on a cot in the dramatic play area, then you might consider revising procedures on staff positioning during rest time or cot placement.
 - b. Consider how rearranging the movable elements in the room might help to ensure that children can be easily seen and heard wherever they are in the space. You can erase the pencil drawings and move or redraw the movable elements in your diagram to brainstorm improvements to the room arrangement.
5. How do the placement of cots/cribs and the positioning of teachers change how well children can be supervised while resting? Be sure to include any rest areas or nap rooms in your diagram and consider many different scenarios by changing the location of teachers and children.
6. What have you learned about your capacity to successfully meet NAEYC Accreditation Criteria related to supervision?