

Supervision

Zone Coverage

- The classroom is split up into different sections (zones) based on physical characteristics and location
- Staff members are assigned to supervise a specific zone during free choice
- One staff member is assigned to roam the room providing additional support across all zones when needed

Adult roles

- Classroom Coverage (Roamer)
- Zone Coverage (Staff Assigned to Zone)

Classroom Coverage (Roamer)	Zone Coverage (Assigned to Zone)
<ul style="list-style-type: none"> • Scanning (actively looking around the room) to ensure safety, communicate transitions, and provide support to the entire room • Providing support or back-up to staff members who are working with challenging children or who may need an extra adult to provide appropriate instruction • Covering the zones of staff members when they are helping children make transitions 	<ul style="list-style-type: none"> • Supervising the children in the zone and scanning (actively looking around the zone to ensure safety and communicate transitions) the entire zone • Communicating with other staff members when there is a need to leave the zone (“I’m helping Billy make a new choice”)
<ul style="list-style-type: none"> • Position your body so that you can see the whole classroom • Actively scan the room – just like checking your mirrors when driving (a quick look every 10-15 second to make sure there are no accidents) • Communicating with other staff <ul style="list-style-type: none"> ○ when a child leaves or enters zones (“Billy is making a new choice and coming to dramatic play”) ○ when there is a need to leave the zone (“I’m helping Billy make a new choice”) ○ when an adult or child needs assistance (“It looks like Billy could use some help in the block area”) • Listen to the communication from other staff members so that you are ready to provide assistance • Providing instruction • Collecting data 	

Zoning Guidelines

1. Specify zones prior to class
2. Use the same zones each day

3. Make sure areas near each other are in the same zone (zones should not be split up across the room)
4. Assign staff members to zones prior to class
5. Communicate with other staff members across zones (i.e., "Billy is on his way to the art table.")
6. Designate one staff member to scan the entire room (i.e., see the "big picture," watch the door, watch pathways, etc.)

Adult Communication in the classroom:

- Helps teachers become more aware of what is going on in classroom
 - Ex 1: "Owen is all done washing hands. He is now going to a snack table!"
 - Ex 2: "Maxwell, you have been playing with a ball toy for a while. One more minute and you are going to make a new choice", etc.
- Acts as a model or reminder for adults
- Increase children's positive behaviors.
 - Letting children know what teachers are doing (watching) results in less challenging behaviors
- Allows related service staff communicate who they need to work with
- Helps staff identify students who need support
 - Ex 1: Teacher A: "Teacher B, looks like Greer needs help with his coat. Could you help him?"
 - Teacher B: "Sure! Greer let's zip up!"
- Helps the staff identify when other adults need support
 - Ex 2: Teacher A: "Looks like so many children are in Dramatic play area. How are you doing, Teacher B?"
 - Teacher B: "Yeah, Henry and Camden can make a new choice! Teacher C, could you help them make a new choice?"
 - Teacher C: "Okay!"