

SITUATION MONITORING

Say:

In this module, we'll cover what situation monitoring is, why it's important, and what you can do within your school to monitor effectively. More specifically This module is designed to talk about the importance of situation monitoring and awareness and how you can achieve both.

SITUATION MONITORING



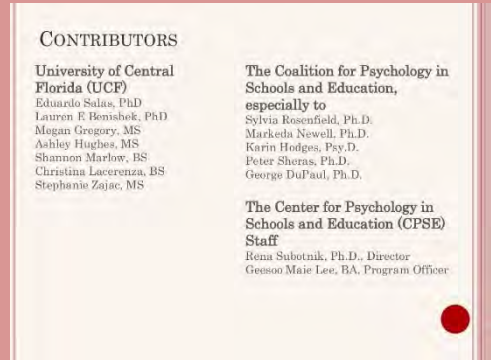
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CONTRIBUTORS

Say:

Authors of Teach TEAMWORK are listed on this slide.

SITUATION MONITORING



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RECOGNIZING CHANGE “BLINDNESS”

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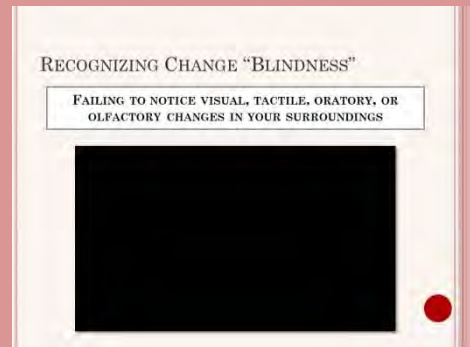
Please watch the following video and pay attention for any changes.

Notice any changes? Change blindness is a common phenomenon. Essentially, change blindness refers to failure to notice a change in the environment- which could otherwise be noticed through one of the five sense (e.g., visual, tactile, olfactory). It happens far more often than we'd like to admit and it these very changes we are trying to notice when we monitor a situation.

Once you've watched the videos, here are some questions to help gauge how well you were paying attention:

1. Did you see the disappearing basketball hoop?
2. Did you notice the change in bathroom stall color?
3. Also, now reflect on how change blindness could affect your daily work routine.

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A REAL VIGNETTE

Say:

Next up, here is a vignette based on a scenario which occurs in a school setting: In this vignette, you have monitored the situation as well as your teammate, Karen, and noticed that she did not notice the name of the student for whom she needed the file. You displayed great situation monitoring and teamwork by noticing this and letting her know the student's name!

Some questions to help you reflect on this scenario are:

1. Does this scenario sound familiar to you? Does it mimic your experiences in meetings?
2. Think on a time when monitoring the situation helped you? How about a time when failing to monitor had unwanted consequences?
3. What would you do differently?

SITUATION MONITORING

A REAL VIGNETTE

During a meeting with teachers and administration, the principal requests that Karen, the school psychologist, pull a certain student's file. Imagine you are in this meeting and you notice that Karen did not hear the student's name so you quietly tell Karen whose file should be pulled while the meeting progresses.



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Note to instructor: The purpose of this slide is to engage the participants, so allow them to respond to the vignette and share their own teamwork failure/success stories. This vignette has been adapted from an interview with a real teacher who talked about experiencing a similar situation. Participants may be better drawn in if they are aware of this fact. If you choose to give time to sharing of stories then be cognizant of the time you have to get through all the material. Don't allow the conversation to go on too long but try to get everyone engaged.

THIS MODULE WILL HELP YOU

Say:

By the end of this module we will be able to:
Understand the importance of situation monitoring,
understand the importance of cross monitoring,
identify barriers to both situation and cross-
monitoring, and use the STEP mnemonic to
anticipate and predict team need.

These techniques – situation monitoring, cross
monitoring, and STEP – are team strategies for
addressing change blindness and natural
misperceptions that occur in human systems

SITUATION MONITORING

THIS MODULE WILL HELP YOU:

- o Understand the importance of situation monitoring
- o Understand the importance of cross monitoring
- o Identify barriers to both situation and cross-monitoring
- o Use the STEP mnemonic to anticipate and predict team needs

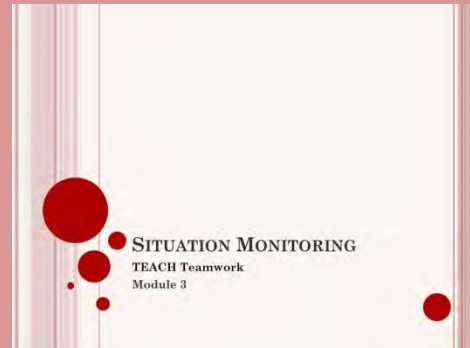
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PART 1: SITUATIONAL MONITORING

Say:

Part 1 sets the groundwork for situational monitoring.

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SETTING THE GROUNDWORK

Say:

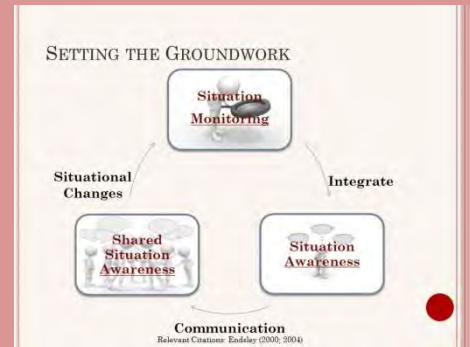
This model shows the importance of situation monitoring. It helps to think of situation monitoring as a process where the act of continually monitoring the situation creates an individual state of awareness, that can become shared among multiple people through effective communication. Because situational changes are ongoing and ever present it is necessary to continually monitor your surroundings, integrate your observations to update your awareness, and share new insights with teammates.

To better understand each of the components of this process, imagine you have taken your class of 4th grade students out to recess on the playground at a suburban elementary school. The playground is surrounded by a chain-linked fence to keep students from straying, but the area includes a tree line on its outskirts. You are outside with two other teachers, watching the children play and chatting with your colleagues.

Here are some questions for your reflection and consideration:

1. What would you not want to be doing while you are at recess?
2. What do you think the shared goal is between you and other teachers while on the playground?

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Instructor/Facilitator Tip: This slide includes animation. While the slide is in presentation mode click the mouse or arrow keys to activate and advance the animation.

Potential answers to the Questions:

1. Ignoring the students, Texting, Talking with other teachers to the point of distraction.
2. You and your colleagues likely have the shared goal of ensuring student safety. Keep in mind that this goal may change in a different situation or you may have additional goals.

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Say:

Ideally, in addition to any other required duties, you should be continuously scanning the environment to seek out important information, a process known as situation monitoring. Later in the module we will present one strategy that can be used for monitoring the situation but how might you go about monitoring recess activity?

When consciously monitoring, you should actively attend to the students as well as your environmental surroundings to look to things happening in the environment, such as safety hazards, but you will also want to pay attention to your teammates and colleagues. Don't forget that you are also a critical player and so you'll want to monitor what is going on with you, as well.

Another consideration when monitoring is to assess your goal progress and how current events may affect your ability to do your job and meet your short- and long-term goals. However, the main objective of situation monitoring is to look for environmental cues such as strange, uncharacteristic, or inappropriate behaviors and attitudes (in the students as well as adults), absence of resources, presence of distractors or safety hazards, etc. that can derail your team's ability to meet its goals. Although multiple individuals can monitor the same situation simultaneously, situation monitoring is still inherently an *individual* process.

Because situations are inconsistent, you need to be continually monitoring your surroundings so as to identify relevant changes

Here is a question to assess your learning:
Why do you monitor the situation?

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Answer to the Question:

1. To attain *situation awareness*

SITUATION AWARENESS

Say:

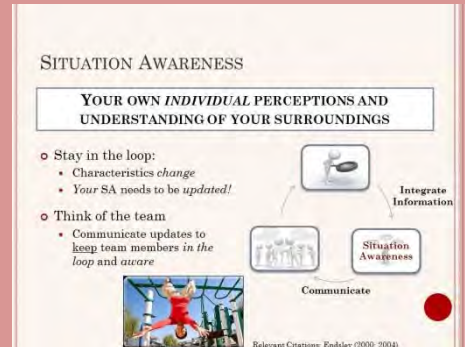
The act of situation monitoring helps you to create your own understanding of the environment, a state called *situation awareness*. Situation awareness is the state of being aware of the status of yourself, teammates, environment, and responsibilities. Imagine yourself back on the playground at recess with your students. Envision the chained fence, a tree line, and playground equipment.

What would you be watching for as you observe the students playing?

It is important to recognize that your situation awareness can rapidly become outdated. Therefore, you need to continually assess your surroundings and compare them to your experience and prior knowledge. This can then help you make judgments about how to handle events or change action plans in order to meet your goals.

Of course, when you work in collaboration with others it is often helpful when you have a similar and accurate understanding of what is going on around you. In order to achieve this understanding you must communicate with your team members to keep them in the loop and ensure they are aware of everything going on.

SITUATION MONITORING



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Potential answers to the Question:

- Make sure they don't go into the tree line
- Make sure no one is engaging in violence (e.g., hitting one another)
- Making sure there are no unidentified individuals in the vicinity

SHARED SITUATION AWARENESS

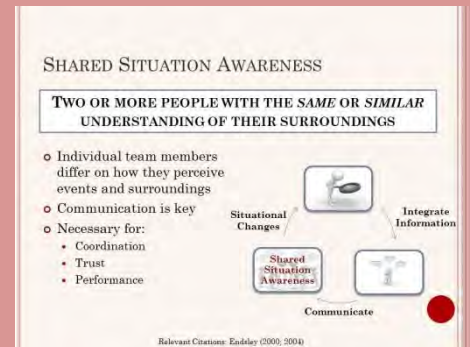
Say:

Shared situation awareness refers to the degree to which two or more team members have the same or similar understanding of their surroundings. Because teamwork requires relying on others to accomplish goals, it is important for team members to display shared situation awareness. Individuals differ on how they perceive events and surroundings. Their impressions are influenced by their experiences, knowledge, and alertness. Sharing a number of personal perceptions of a situation not only helps to ensure team mates are “on the same page” but the greater amount of information helps to create a more accurate understanding of what is truly happening.

As we will discuss more later, shared situation awareness helps team members to coordinate based on the best information available, increases trust, and, ultimately, facilitates team performance.

But first, let’s talk about shared situation awareness a little more in depth.

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SHARED SITUATION AWARENESS

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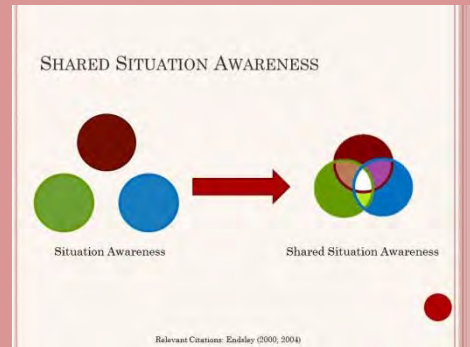
Imagine that each of the green, red, and blue circles represent the entire knowledge and situational awareness of a different team member. Ideally, through communication of relevant information, team members will create a level of shared situation awareness. In a poorly functioning team, certain team members may hold different, and even conflicting assessments of situation awareness. As such, this increases their chances of coordinating ineffectively and unproductively; this is depicted in the figure. In a smooth functioning team, as shown in the figure to the right, team members demonstrate overlap of their individual situation awareness with other members in different ways.

Here are some important notes with information on shared situation awareness: First, not all information may be shared by all team members. For instance, the pink area is shared awareness between the blue team member and the red team member. The green team member does not share in that knowledge. However, Mr. Green does share knowledge with Mrs. Red that is independent of the knowledge he shares with Mrs. Blue. Second, the white area denotes information that is shared by Mr. Green, Mrs. Blue, and Ms. Red. However, it is possible in some situations for NO information to be shared by all team members, such as is the case in the image to the left. It is also possible that some team members will share information while some team members remain clueless. How many of you know such a person? In this case, Mr. Green and Ms. Red may be aware of something while Mrs. Blue is unaware, perhaps because she is out sick. Finally, the more similar everyone's awareness is to one another, the more overlap they experience. Perfect shared awareness would be indicated by one circle, which represents the case in which everyone has all the same information as everyone else.

Differences in knowledge, or awareness, is not always a bad thing. While it is important to share information that can affect how you work with your other team members it is not necessary to share every little detail.

Here are some questions to help gauge your learning: What sorts of information would you want to share with your colleagues when you are on the playground at recess? What information might you gather from your playground observations that is not necessary to share with your colleagues?

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PROCESS SUMMARY IN AN IEP MEETING

Say:

Let's consider some more examples before moving on. Imagine yourself in a project team meeting to discuss an individualized education plan for a troubled student. Recently, a new school psychologist has started at the school and he is trying to get caught up to speed on the student's history. You're meeting in a quiet location after school hours and no students are around.

1. What might you be actively scanning the environment for during a meeting among adults such as this?

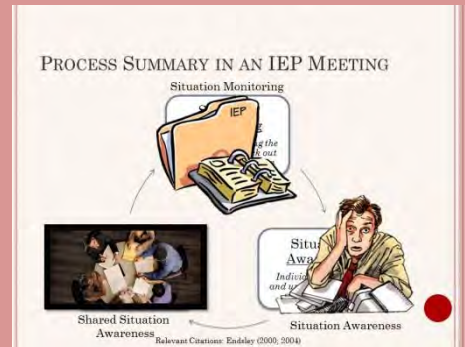
Now imagine that that very morning you received an e-mail addressed only to you from the student's mother to inform you that the student would be receiving additional private tutoring after school 3 days a week. In the process of scanning what is happening in the room itself, you notice that the new psychologist keeps rubbing the back of his neck with his hand and clenching his jaw.

2. What conclusions might you be drawing from your assessment of the situation at present?

Your assessment of the situation, and the conclusions you draw represent your personal situation awareness. In this example, you are aware of the psychologist's stress and the student's new tutoring program.

3. What would you decide to do next?

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Potential answers to the Questions:

1. Whether the room has the appropriate working equipment to proceed with the meeting (e.g., working computers, internet access, projectors, conference line, etc.), whether your team mates appear to be distracted, tired, or prepared for the meeting, where you left off in your discussion of the student during your last meeting, whether you all are on track to creating a plan to meet the student's unique needs
2. The other team members do not know about the student's new tutoring plan, the new psychologist appears stressed. Perhaps he is overwhelmed by his new workload or is experiencing personal troubles
3. Ask the psychologist how he is doing, whether everything is alright, share the news about the tutoring plan first thing when the meeting formally starts.

CONTINUOUSLY MONITORING...

Say:

Based on our discussion up to this point, what do you think are the reasons that situation monitoring is so important? In other words, what benefits do you think situation monitoring and the resulting situation awareness has for the team?

There are numerous benefits to engaging in the situation monitoring process. For instance, monitoring helps teams anticipate and respond to change and adjust strategies when necessary. It also helps teams to avoid and fix issues. Having a shared understanding as a result of the process can also help to accommodate students and improve student and staff welfare.

In a sense, the situation monitoring process is the cornerstone of problem solving.

SITUATION MONITORING

CONTINUOUSLY MONITORING THE SITUATION CREATES AWARENESS

Why do you think situation monitoring and awareness are so important? What benefits do you think it has for teamwork?

o Allows teams to:

- Anticipate and respond to changes
- Adjust the team strategy
- Avoid and rectify issues
- Develop an accurate shared understanding
- Accommodate students
- Ensure student and staff welfare

Relevant Citations: Endsley (2000, 2004)



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Instructor/Facilitator Tip: This slide includes animation. While the slide is in presentation mode click the mouse or arrow keys to activate and advance the animation.

BARRIERS TO SITUATION MONITORING

Say:

Situation monitoring may seem straightforward, but there are some barriers in gaining and maintaining situation awareness on-the-job. For example a chaotic classroom or noisy environment may make it more difficult to systematically scan the environment. Additionally, sickness, stress, a burdensome workload, fatigue, and/or hunger can all detract from your ability to pay attention or process changes in your surroundings.

Here are some questions for your consideration:
What others barriers have you experienced that have inhibited you from being able to monitor and/or process what you are seeing?

Even if you can overcome these barriers, it is easy to forget to do the things necessary to make sure others are also “in-the-loop” about what’s going on. For example, when busy, it is easy to forget to share information, request information you may need, and to include all proper personnel and people necessary. For example, if a student-teacher conference is needed, all relevant administration should be contacted and included on communications, the student status. Also, the teacher should be in contact with the student’s parent or guardian.

SITUATION MONITORING



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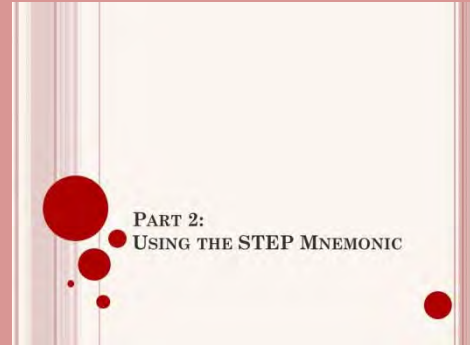
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USING THE STEP MNEMONIC

Say:

Next, we will review of the previous material to assist you with bringing continuity in discussion of the material if you choose to leave off and come back to the module on another day and time.

SITUATION MONITORING



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Instructor/Facilitator Tip: This may be a great time to pause your discussion or perhaps even leave off for another day. The next slide includes a review of the previous material to assist you with bringing continuity in discussion of the material if you choose to leave off and come back to the module on another day and time.

PART 1 REVIEW & DISCUSSION

Say:

1. What are the three phases in the situation monitoring process?
2. What are the benefits of continuous monitoring?
3. What are examples of barriers to situation monitoring and awareness?
4. How can you avoid some of these common barriers?

SITUATION MONITORING

PART 1 REVIEW & DISCUSSION

1. What are the three phases in the situation monitoring process?
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4. How can you avoid some of these common barriers?

Slide

Instructor/Facilitator Tip: You may find that you do not need or want to conduct a review, particularly if you plan to complete the module all at one time. However, if you decide to conduct the module at different times, particularly if on different days, then the review will help to refresh everyone's memory about what they learned previously. It may also serve as a quick way to catch-up newcomers to the training session.

Potential Answers to the Questions:

1. Situation monitoring, situation awareness, shared situation awareness
2. Accommodate students appropriately, anticipate changes in needs and priorities, adjust the team strategy accordingly, respond to unanticipated conditions, know when to redistribute workload, avoid problems, rectify mistakes, develop an accurate shared understanding, perform better, ensuring the welfare and safety of students and school staff
3. Illness, stress, workload, fatigue, hunger
4. Discuss issues with your team members

STEP: A MONITORING STRATEGY

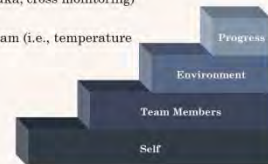
Say:

In order to gain knowledge relevant to the team, we need to observe the situation carefully in order to seek information that can impact the team process. Continuous monitoring can be an overwhelming task, but remembering to STEP can help. STEP is a mnemonic that will help you direct your monitoring activities and relate your observations back to the team by focusing your observations into four categories relevant to teamwork: Self, team members, environment, and progress of the team. Monitoring your own ability to contribute to the team is critical. You are an integral part of the team and you must take care to be aware of your ability and willingness to do so and what you can and should share with your fellow team members. You must also consider your team members, a process called “cross-monitoring”. Cross-monitoring will not only allow you to offer needed support to your team members but it can also help you to determine whether you could be impacted by your team members in some way. Importantly, teams operate in a broader context and many things going on around us in the environment can greatly affect our teams’ abilities to get the job done. You should periodically stop to consider what is going on around you and how these things may impact your team and what you should do about them. Much of what we observe in the environment won’t matter at all, but it’s important to be aware that you and your team are subject to disturbances stemming from what’s going on around you. Lastly, you should consider your team’s progress and the likelihood your team will be able to accomplish its purpose if you continue on the current path. The ultimate purpose of monitoring is to use the information you glean to help you ensure the team is able to make its goals. Using the knowledge you’ve gained by assessing yourself, your team members, and the environmental aspects that could impact your team you can brainstorm solutions to any potential progress barriers

SITUATION MONITORING

STEP: A MONITORING STRATEGY

- o A mnemonic to help direct monitoring behavior
- o Focuses ones monitoring on four aspects:
 - Self
 - Team Members (aka, cross monitoring)
 - Environment
 - Progress of the team (i.e., temperature taking)



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STEP: SELF

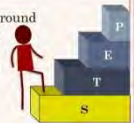
Say:

Now we are going to take a deeper dive into how to STEP. First, the S in STEP stands for 'Self'. Monitoring of the self is focused on YOU and your ability to contribute to the team. There are four major topics you should consider when monitoring your relationship with the team. The first is what you've done so far. The second is to assess what you need to do still. The third is to consider what you can do for the team. Last, is to figure out what you would recommend to the team based on everything you know about your current status. When asking yourself, "What have I done to contribute to the team?" you'll want to consider all the tangible and intangible resources you have provided and the progress you have made in your role responsibilities to the team. For instance, what tasks or activities have you completed in an effort to support the team so far? You may also want to consider whether the personal and professional experiences you bring to the team are suitable to your role on the team. If not, perhaps it's time to devise a plan for making sure the role can be adequately fulfilled, either by learning what you need to or recommending someone else with a more compatible history fills the role. Once you have assessed what you've done so far, you'll next want to ask yourself, "What do I need to do?". The purpose of asking yourself this question is to identify your unfulfilled responsibilities to the team and remaining taskwork so that you can begin a plan of attack for fulfilling them. In doing so you'll want to consider what you need in order to fulfill your responsibilities and estimate a timeline for getting them done. After clarifying what you have left to do you'll want to realistically ask yourself whether you are capable of doing the taskwork you have left to do in the timeline it needs to be completed. As you know, there are number of things that can prevent you from being able to take care of your responsibilities to the team not the least of which include your workload and time demands, mental and physical health, the congruence between your team role and your experience. You may also want to realistically assess whether you are committed to the team or identify with its purpose. Once you have taken a full self-assessment of your contributions to the team you will want to seriously consider what you would recommend to the team. For instance, if you find that you are in great shape and have managed your responsibilities well you might want to give this as an update. You may even offer additional assistance to your team mates in this case, if you are able to do so. Alternatively, if you are finding that you are struggling or behind you should share that with your teammates and communicate what resources, such as additional time or help, you think you need in order to get done what needs doing. You do not need to feel you must share personal information about yourself with your teammates if you are not comfortable doing so. For instance, if you find you have a medical condition that you do not want to make public it's not necessary to tell this to your team. However, it is strongly recommended that you communicate to your team as soon as possible that you are behind or need assistance so that workload can be redistributed. Obviously, it does no one any favors to wait until the last minute to share information you knew for some time. It is better for everyone to get on the same page and brainstorm ways to adapt to the changing needs.

SITUATION MONITORING

STEP: SELF

- o What have I **done** to contribute to the team?
 - Activities since last team meeting
 - Personal and professional experiences
- o What do I **need to do** to contribute to the team?
 - Unfulfilled responsibilities to the team
- o **Can I do** what I need to do for the team?
 - Personal and professional time demands
 - Health (both mental and physical)
 - Role congruence with professional background
 - Motivation and commitment to the team objectives
- o Now knowing all of this, what would I **recommend** to the team?
 - Communicate needs



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STEP: TEAM MEMBER STATUS

Say:

The next step is to cross-monitor your colleagues to check on their status and provide assistance. Cross-monitoring is the process of monitoring the actions of other team members with the purpose of sharing the workload and reducing or avoiding errors. There are 4 questions to ask yourself when cross-monitoring your colleagues:

1. What verbal and non-verbal cues are my teammates displaying?
2. Why might they be displaying these cues?
3. How might this underlying cause affect the team?
4. What should I do about this?

The first question, what cues are my teammates displaying, involves picking up on signals such as teammates looking confused, stressed, or angry; teammates who seem to be sick; teammates who seem to be spaced out; teammates who are yawning. The second question, why are my teammates displaying these cues, requires you to make a judgment about the underlying cause of these cues. For example, you may notice that Jim looks stressed and make the judgment that his workload is very high. Alternatively, you may notice that Karen looks confused and assume that she does not understand her tasking. Answering the second question helps to lead into the third question, which is how might the underlying cause affect the team? The underlying cause could not affect the team at all (for example, if Chris sneezed one time, and you judge that he is not sick but just caught a whiff of dust). Alternatively, the underlying cause can have major implications for the team. For instance, perhaps Karen is confused and does not understand her tasking. This may prevent or slow her progress on the assigned task. Finally, the fourth question is “what should I do about this?”. Depending on the circumstances, you may choose to ignore the signals, as they are benign and meaningless (e.g., in the case of Chris sneezing one time). You may instead choose to tell someone and/or the team (e.g., “I noticed that Jim looks very stressed. Perhaps his workload is too high for him to complete this task by the end of the day.”). Finally, you may choose to help the person yourself. In the example of Jim, you may choose to engage in mutual support, and ask Jim if there is any work you can take off his plate. When monitoring teammates, consider the following: Mental state/emotions, workload, interest in project team, motivation to contribute, reliability of members, interpersonal dynamics, expertise/background, physical health, home/personal life, resources – what team members have available to them, previous performance, do they seem confused about what’s going, are they struggling to contribute

SITUATION MONITORING

STEP: TEAM MEMBER STATUS

Cross-Monitoring: DELIBERATELY CHECKING ON AND WATCHING COLLEAGUES FOR SIGNS THAT ASSISTANCE IS NEEDED

- o What **verbal and non-verbal cues** are my team mates displaying?
- o What might be the **underlying cause** of these cues?
- o How might the underlying cause **affect the team**?
- o What **should I do**?



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STEP: ENVIRONMENTAL CONDITIONS

Say:

While team members should be aware of the status of the team and its members, teams should also be aware of the environment in which they work. Environmental factors can greatly influence the ability of the team to meet its objectives. There are four questions you may ask yourself in order to assess how the environment may affect the team are:

- 1) What are the current circumstances surrounding our team?
- 2) What tools and materials are available or unavailable?
- 3) How might the general circumstances and available resources affect the team?
- 4) What can and should we do to respond to these factors?

There are many circumstances that can affect a team. The trick is trying to identify those that might affect YOUR team.

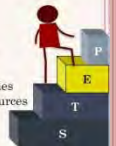
Examples of changing circumstances include implemented policy changes and a team member's maternity or paternity leave as the team's progress could be affected.

Material resources can also affect the team so taking an account of the tools and other materials available to your team is recommended. For instance, if you are on an IEP team you will probably need a private place to meet. You may also need materials such as a computer, conference table, and chairs. You should consider what is needed and whether those resources are available to you.

SITUATION MONITORING

STEP: ENVIRONMENTAL CONDITIONS

- What **current circumstances** surround our team?
 - Policy changes
 - Human resources (e.g., Tamara is on maternity leave)
 - Available funding
- What **tools and materials** are (un)available?
 - A quiet meeting location outfitted with chairs, a projector, outlets, computers
 - WiFi access
- How might the **team be affected**?
 - Slow down or prevent progress
 - Might not have any effect
- What **can and should we do** about them?
 - Lobby for additional resources
 - Redistribute workload, roles, and/or responsibilities
 - Assign someone to be responsible to manage resources



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STEP: PROGRESS TOWARDS GOALS

Say:

The final step – “Progress Towards Goals” – focuses on ensuring that the team will be able to complete their goals on time. By monitoring progress toward the team's established and agreed-upon goals, team members will be able to alert the team when strategies or the plan of care may need to be reconsidered or revised or when additional resources are needed. Now we see how STEP works as an actual step process since this step relies on the status of all the others. First, you must confirm that you understand the goals of the team, how much progress has been made and what items remain to be completed, and that you have a plan in place to complete your goals. Next, you should use the status information from the other three steps (self, team members, and the environment) to assess how the plan might be affected. Think about whether or not the team is on track to meet its goals. Then, if the team is not on track to complete its goals, think about what course of action you would recommend to the team.

When assessing goal progress, team members need to consider the following:

Is the team goal reasonable and attainable? Have recent situational changes outdated the goal?

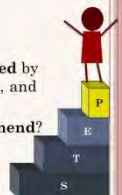
What tasks/actions still need to be completed in order to meet the team's goal(s)?

Has anything in the environment or team members changed that affects goal strategy? Do we need a change of course in order to obtain the team's goal(s)?

SITUATION MONITORING

STEP: PROGRESS TOWARDS GOALS

- What is the **goal**?
 - What goal(s) is our team working towards?
 - Do we have a plan to complete our goals?
- Are we **on track** to meet our goal(s)?
 - Goal progress
 - Remaining work
- How has our goal **progress been affected** by what is going on with me, my teammates, and the environment?
- What **course of action** would I recommend?
 - Change the plan
 - Update goals



Slide

ACTIVITY: PRACTICE STEPING

Say:

This is another change blindness video similar to the first video in this module. While you are watching this video practice using the STEP mnemonic to scan the environment. While watching this video consider the teacher to be your team mate and your goal to be figuring out who cheated on the test. Some questions for your consideration after watching the video:

How did you do? How many changes did you notice?

What was difficult about this exercise?

What did you monitor about yourself while the video was playing? Your 'team mate' (i.e., the 'teacher')? The Environment? Goal progress?

One important fact about monitoring is that it's not always easy, particularly when a lot is going on and there are many 'moving parts' in the situation. The best you can do is to periodically and continuously 'check in', assessing what you can in order to advance and maintain your awareness.

SITUATION MONITORING

ACTIVITY: PRACTICE STEPING



Slide

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IMPLEMENTATION DISCUSSION

Say:

Consider the following questions:

1. What makes it difficult to maintain situation awareness?
2. What can we do at our school to help each other remember to continually scan the environment?
3. What policies and procedures would you recommend to the administration to help facilitate situation monitoring?
4. How can we remember to share what we observe?
5. What practices can we implement during and between meetings to ensure everyone is updated and in-the-loop?

There are certain tools that can help you remember the content covered in this module for use on-the-job. Reminder tools (e.g., bracelets, posters, PA announcements) to serve as reminders about what and how to monitor. One of these reminders can include leveraging your peers, such as scheduled 'check-ins' with others to take the temperature of the team and brainstorm solutions to possible problems.

SITUATION MONITORING

IMPLEMENTATION DISCUSSION

- What makes it difficult to maintain situation awareness?
- What can we do at our school to help each other remember to continually scan the environment?
- What policies and procedures would you recommend to the administration to help facilitate situation monitoring?
- How can we remember to share what we observe?
- What practices can we implement during and between meetings to ensure everyone is updated and in-the-loop?

Slide

Instructor/Facilitator Tip: The purpose here is to allow the participants an opportunity to consider what they can do in their own schools to engage more easily in effective situation monitoring. People are more likely to change their behavior when they buy-into the fact that it is important to do so. Allowing them to create processes that fit within the culture and policies of their particular school environment helps to create buy-in and longer lasting effects.

Potential Answers to the Questions:

1. Stress, environment, hunger, fatigue, workload, illness
2. STEP
3. Provide support
4. Reminder tools (e.g., bracelets, posters, PA announcements)
5. Check-in with team members

REFERENCES

Say:

If you would like more information on any of the topics covered in this module, please refer to the papers included on this slide.

SITUATION MONITORING

REFERENCES

- Endsley, M. R. (2004). Situation awareness: Progress and directions. *A cognitive approach to situation awareness: Theory, measurement and application*, 317-341.
- Endsley, M.R. (2000). Theoretical underpinnings of situation awareness: a critical review. In M.R. Endsley & D.J. Garland (Eds.), *Situation Awareness Analysis and Measurement* (pp 1-24). Mahwah, NJ: Lawrence Erlbaum Associates.

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