

Sessions 1, 2, 3	Participant Guide Supervising for Safety for Family Child Care
2017	6 hours

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Session 1

Supervising for Safety, Session 1

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Area: Health, Safety and Nutrition; Professionalism

CDA Content Area: Safe and Healthy Environments

Learning Objectives

- Identify MN Rule 2 licensing standards and best practices of supervision
- Examine and address supervision challenges experienced in family child care programs
- Identify three interaction techniques to utilize while supervising

Session 1 Outline

Section	Overview
Welcome and Introductions	<ul style="list-style-type: none">• Welcome and Introductions• Review and Discuss Objectives
Supervision Basics	<ul style="list-style-type: none">• Presentation – What is Supervision?• Activity – Supervision Challenges• Presentation – Active Supervision• Activity – What is Capable of Intervening?
Daily Supervision	<ul style="list-style-type: none">• Presentation – Drop Off and Pick Up• Activity – Creating a Safe Drop Off• Activity – Creating a Safe Pick Up• Activity – Programming Time• Activity – Transitions• Activity – Supervising Transitions• Activity – Bathroom Supervision• Activity – Mealtime Supervision
Prevention of Abuse and Neglect	<ul style="list-style-type: none">• Activity – What is Abuse and Neglect• Presentation – Preventing Abuse
Closing	<ul style="list-style-type: none">• Activity - Reflection• Discussion – Assignment

Supervision

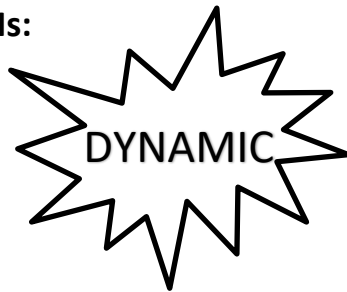
Rule 2 Definition

A caregiving being within sight or hearing of an infant, toddler or pre-schooler 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.

Caring for Our Children Standards

Caregivers should supervise infants, toddlers and preschoolers by sight and hearing, even when 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.

Effective Supervision Is:



Factors to Consider when Supervising:

- Understand the developmental skills and abilities of each child
- Establish clear, simple safety rules and teach those to children
- Maintain awareness of potential safety hazards
- Have a plan for where supervision of children can be done most effectively to reduce problem behaviors and make sure children are safe. Can the provider see and hear every child from where they are in the space?
- Use positive language and proactive strategies to promote safety with the children

-adapted from: Stepping Stone to Caring for Our Children, Third Edition and Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition. Available online through the National Resource Center for Health and Safety in Child Care and Early Education website <http://cfoc.nrckids.org/index.cfm>

Session 1 - Assignments

- Examine your program through the eyes of a child. Get down to a child level (i.e. on knees, sitting on floor, lying on stomach, etc) and look around. What do you see? What can you touch? What is accessible? What is not? Look at the walls, shelves, furniture arrangements. Are there blind spots, hiding locations, or potential supervision issues? Write down your observations.
- Go to the Consumer Product Safety Website and check to see if any equipment or materials you have in your environment are on the recall list. <http://www.cpsc.gov/>
- Self-Care Assignment – please take a minimum of 30 minutes to take care of yourself, pamper yourself, or release your stress between now and the next time we meet.

Reflection

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

In this session, I learned these 3 ways to provide active supervision...

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

This session started me thinking about...

RESOURCES

Caring for Our Children: National Health and Safety Performance Standards

<http://cfoc.nrckids.org/index.cfm>

Admission and Arrangements Form

http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_177974.pdf

MN Rules and Statutes

<https://www.revisor.mn.gov/>

Resource Guide for Mandated Reporters of Child Maltreatment Concerns

<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-2917-ENG>

Stop It Now

<http://www.stopitnow.org/>

National Center on Shaken Baby Syndrome

<http://dontshake.org/>

Consumer Product Safety Commission

<http://www.cpsc.gov/>

Session 2

Supervising for Safety, Session 2

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

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KCF Content Area: Health, Safety and Nutrition; Professionalism

CDA Content Area: Safe and Healthy Environment

Learning Objectives

- Identify MN Rule 2 Licensing Standards and best practices around indoor and outdoor supervision; discuss where there are differences
- Examine and address environmental supervision challenges experienced in family child care program
- Identify three ways to be proactive in the environment

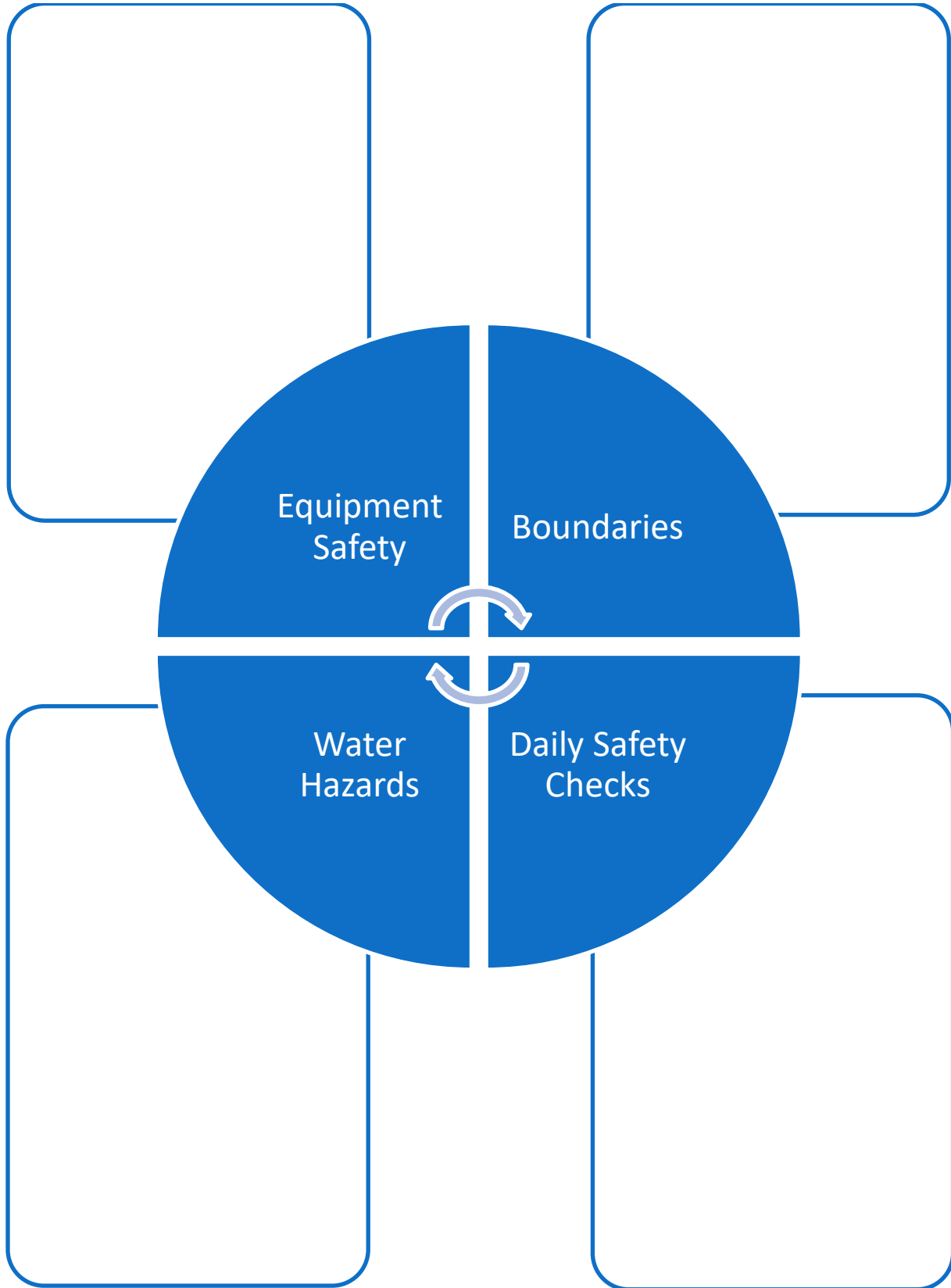
Session 2 Outline

Section	Overview
Welcome and Assignment Review	<ul style="list-style-type: none">• Welcome and Assignment Review• Review and Discuss Objectives
Indoor Safety	<ul style="list-style-type: none">• Large Group Activity - Indoor Safety Hazards• Presentation - Supervision of Indoor Spaces
Outdoor Safety	<ul style="list-style-type: none">• Activity – Outdoor Hazards• Presentation – Outdoor Safety• Activity – Thinking Ahead• Activity – Outdoor Supervision Strategies
Environmental Hazards	<ul style="list-style-type: none">• Presentation – Pet Safety• Activity – What’s the Hazard• Presentation – Hazardous Materials• Presentation – Indoor and Outdoor Contaminants• Activity – Pest Control
Material Hazards	<ul style="list-style-type: none">• Activity – Materials• Activity – Product Safety• Presentation – Material Safety
Vehicle Safety	<ul style="list-style-type: none">• Presentation – Vehicle Safety
Closing	<ul style="list-style-type: none">• Reflection• Assignment Review

RISK REDUCTION QUIZ

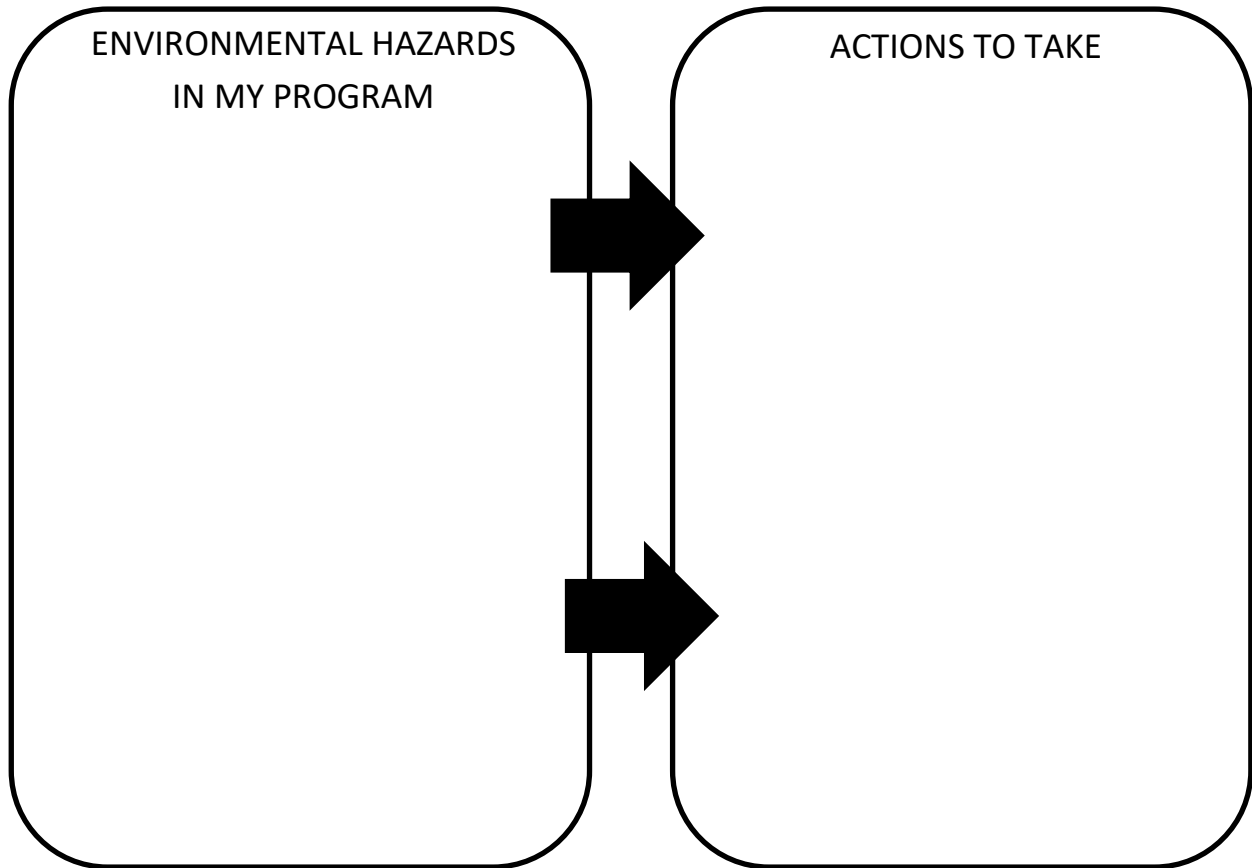
1. The water temperature in sinks and tubs accessible to children must not exceed _____ degrees Fahrenheit to prevent children from scalding themselves while washing.
110 120 130 None of the above – children must only use cold water
2. True or False Stairways of three or more steps must have handrails.
3. True or False The open area between the handrail and stair tread must be enclosed with a protective guardrail. The back of the stair risers must be enclosed.
4. Gates or barriers must be used on stairs when children between what ages are in care?
4 and 12 months 5 and 15 months 6 and 18 months
5. True or False Stairways must be well-lighted, in good repair, and free of clutter and obstructions.
6. True or False Diapering must not take place in food preparation areas.
7. All food and cooking utensils must be stored to protect them from:
Dust Vermin Pipe leakage Other contamination
None of the above All of the above
8. True or False Appliances used in food storage and preparation must be safe and clean.
9. True or False Pet cages must be located and cleaned away from any food preparation, storage, or serving areas.
10. True or False All medicines, chemicals, detergents, poisonous plants, alcoholic beverages, and other toxic substances must be inaccessible to children.
11. Toilet training chairs, chairs, stools, and seats must be washed with soap and water when soiled, and at least _____:
Hourly Every morning and afternoon Daily Weekly
12. True or False Every bathroom door lock must permit opening of the locked door from the outside and the opening device must be readily accessible to all caregivers.
13. True or False All electric receptacles accessible to children under first grade must be tamper-proof or shielded when not in use
14. True or False All major electrical appliances must be properly installed, grounded in accordance with the state electric code, and in good working order
15. True or False Extension cords can be used as a substitute for permanent wiring.
16. True or False Extension cords and flexible cords can be affixed to structures, extended through walls, ceilings, floors, under doors or floor coverings, and be subjected to environmental damage or physical impact.
17. True or False Electrical wiring must be sized to provide for the load and be in good repair.
18. True or False Excess accumulations of storage (clutter) can cause fire loading, entrapment, or difficulty in removing victims from an emergency situation
19. True or False Window blinds can cause a strangulation hazard. Best practice is to use cordless or inaccessible cord window coverings, and not to place beds, cribs and furniture near windows.
20. True or False Furniture hazards may include tipping and upholstered furniture fires. Best practice is to anchor furniture to the wall or floor. Place TVs and other large equipment on low, sturdy bases. Keep heat sources (cigarettes, space heaters, etc) away from upholstered furniture.

THINKING AHEAD IN OUTDOOR ENVIRONMENTS



REFLECTION - ENVIRONMENTAL HAZARDS

Think about pets, hazardous materials and contaminants, poisonous plants, and pest control. Identify hazards and actions to take.



SESSION 2 - ASSIGNMENTS

- Using the 5 hazards listed on the risk reduction plan in the self-reflection task, identify at least 1 way to address each hazard. Use Rule 2 as a reference guide to determine if any of the hazards are addressed by licensing requirements
- Create a list of at least 10 items to include in an emergency survival kit

INDOOR/OUTDOOR RISK REDUCTION PLAN

Identify at least 5 hazards in the indoor or outdoor spaces. For each hazard, complete at least 1 action to take. Research Rule 2 to determine if any of the hazards are addressed by licensing requirements.

Hazards	Actions to Take	Rule Requirements

RESOURCES

Safe Kids Worldwide

<http://www.safekids.org/>

MN Pollution Control Agency

<https://www.pca.state.mn.us/>

Lead Safety – Environmental Protection Agency

<https://www.epa.gov/lead>

MN Poison Control

www.mnpoison.org

Poisonous Plants in Family Child Care

<http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs-288784.pdf>

Centers for Disease Control – Mosquito Control

<http://www.cdc.gov/westnile/prevention/index.html>

Consumer Product Safety Commission

<http://www.cpsc.gov/>

Look Before You Lock

<http://www.nhtsa.gov/About+NHTSA/Press+Releases/2014/NHTSA+urges+parents+and+caregivers+to+think+Where's+Baby,+Look+Before+You+Lock>

MN Department of Public Safety – Office of Traffic Safety

<https://dps.mn.gov/>

Session 3

Supervising for Safety, Session 3

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas.

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KCF Content Area: Health, Safety and Nutrition; Professionalism

CDA Content Area: Safe and Healthy Environment

Learning Objectives

- Identify or determine supervision needs during emergencies or disasters
- Identify resources for emergency preparedness, including disasters and health emergencies
- Identify actions to take before, during, and after health related events

Session 3 Outline

Section	Overview
Welcome and Assignment Review	<ul style="list-style-type: none">• Welcome and Introductions• Review and Discuss Objectives
Emergency Preparedness	<ul style="list-style-type: none">• Activity – What is an emergency or disaster• Presentation – Evacuations• Activity – Evacuation techniques and methods• Activity – Shelter-in-Place• Reflection – Building Security• Presentation – Notifying families
Dealing with Illness	<ul style="list-style-type: none">• Activity – Supervision Challenges when a Child is Ill• Activity – Common Childhood Diseases• Presentation – Communication• Activity – Prevention and Control of Infectious Disease• Activity – Immunization Myths vs Fact• Presentation – Caring for Ill Children
Other Health Information	<ul style="list-style-type: none">• Activity – Medication Administration• Presentation – Allergies• Presentation – Asthma• Activity – Dealing with Injuries
Safe Sleep	<ul style="list-style-type: none">• Activity – Safe Sleep Practices
Closing	<ul style="list-style-type: none">• Activity – Reflection• Activity - Summary

SECURITY ASSESSMENT



Think about security in your home and community. What do you have in place?
What are some strategies you have thought about or pursued?

PREVENTION AND CONTROL OF INFECTIOUS DISEASE

- Clean – to physically remove all dirt and contamination before sanitizing or disinfecting.
- Sanitize – reduce (but not eliminate) germs on inanimate surfaces. Generally it is appropriate to sanitize toys, food contact surfaces and pacifiers using ¼ tsp bleach to 1 quart of water
- Disinfect – destroys or inactivates germs on inanimate objects. Generally it is appropriate to disinfect hard, non-porous surfaces like diaper changing tables, door handles, toilets, and other bathroom surfaces. Rule 2 requires diapering surfaces to be cleaned with soap and water and then disinfected with a solution of at least 2 tsp chlorine bleach to 1 quart of water.

MEDICATION ADMINISTRATION

What are some best practices and requirements for medication administration?

SESSION 3 – REFLECTION

How to Prepare for Emergencies

1

2

3

How to Maintain a Healthy Environment

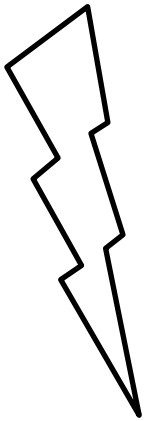
1

2

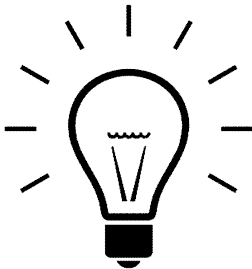
3

SUPERVISING FOR SAFETY REFLECTION

After this training, I plan to...



This training got me thinking about...



RESOURCES

Keeping Kids Safe: Child Care Provider Emergency Planning Guide -

<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7414-ENG>

Minnesota State Child Care Emergency Plan-

<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7415-ENG>

MN Dept. of Human Services Child Care Emergency Preparedness FAQ -

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs-291261

MN Child Care Emergency Plan –

https://mn.gov/dhs/assets/ChildCareEmergencyPlan_tcm1053-317028.pdf

MN Admission and Arrangements -

https://mn.gov/dhs/assets/AdmissionandArrangementsForm_tcm1053-316062.pdf

Hennepin County Infectious Disease in Childcare and School Manual

<http://www.hennepin.us/childcaremanual>

Reportable Diseases from the MN Department of Health

<http://www.health.state.mn.us/divs/idepc/dtopics/reportable/index.html>

Immunization Schedules from the MN Department of Health

<http://www.health.state.mn.us/divs/idepc/immunize/schedules.html>

Foodborne Illness – United States Department of Agriculture

<http://www.usda.gov/wps/portal/usda/usdahome>

What’s the Difference Between a Food Intolerance and Food Allergy? – Mayo Clinic

<http://www.mayoclinic.org/diseases-conditions/food-allergy/expert-answers/food-allergy/FAQ-20058538>

Asthma and Allergy Foundation of America

<http://www.aafa.org/>

Sudden Unexpected Infant Death videos

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_188848#

Emergency Preparedness for Children with Special Health Care Needs

<http://pediatrics.aappublications.org/content/pediatrics/104/4/e53.full.pdf>

Centers for Disease Control – Emergency Preparedness

<http://www.cdc.gov/ncbddd/disabilityandhealth/emergencypreparedness.html>

Center for Inclusive Child Care

<http://www.inclusivechildcare.org/>