

<p>Family Child Care</p>	<p>Participant Guide</p> <p>Supervision: A Developmental Perspective</p>
<p>This two hour module meets the Rule 2 training requirement for supervision training. 2018</p>	<p>2 hours</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.

Supervision: A Developmental Perspective

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators

The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, the CDA Content Areas, and (as appropriate) Parent Aware Training Indicators are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Area: VII.B Ensuring Safety

CDA Content Area: Planning a safe and healthy learning environment

Learning Objectives

If learners are engaged and participatory, they 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">• Large group discussion: Who is here?• Small group activity: Brainstorm• Presentation: Learning Objectives
Supervision and Child Development: The Relationship	<ul style="list-style-type: none">• Presentation: Supervision and Development• Pair and Share: An Example
Common Characteristics associated with Young Children's Development	<ul style="list-style-type: none">• Presentation: Children and Development• Small Group Activity: Associating Development and Supervision• Individual Reflection: Why does this matter?
Ages and Stages of Development	<ul style="list-style-type: none">• Small Group Activity: Ages and Stages, Risks and Prevention• Large Group Discussion: Children as Unique Individuals
Reflection and Wrap Up	<ul style="list-style-type: none">• Large Group Discussion: Objectives Check-in• Individual Reflection: Reflect to Implement Change• Evaluation: TTET

Introduction

Supervision Chapter 9502, Licensing of DayCare Facilities MN Department of Human Services
<p>Subp. 29a.</p> <p>Supervision.</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>

Supervision Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education
<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">a) Knowing each child's abilities;b) Establishing clear and simple safety rules;c) Being aware of and scanning for potential safety hazards;d) Standing in a strategic position;e) Scanning play activities and circulating around the area;f) Focusing on the positive rather than the negative to teach a child what is safe for the child and other children;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).

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

RISK OF INJURY AT DEVELOPMENTAL STAGES

Children are at risk for injuries because developmental factors limit their physical, mental and emotional abilities. They grow quickly and want to test and master their environment. Their curiosity, fearlessness and lack of safety knowledge put them at risk of attempting actions for which they may lack the skills and physical capabilities.

The type of injuries children may incur is related to their development. For example, an infant's neck is too weak to support the weight of his head, so he will be at risk of serious injury and even death if shaken. Infants and toddlers explore their surroundings by putting objects in their mouths, and therefore are at risk of choking. Toddlers like to walk fast, climb and reach for objects, and therefore are at risk of falling or poisoning. Motor vehicle accidents are the leading cause of injury in all age groups.

As child care providers, we want to assure that children are challenged by their environment and can explore safely. Knowing the children in your care and being careful to remove hazards and set up the environment with their abilities in mind can prevent injuries. Because each child develops at her own rate and not according to any exact age, the examples on the following pages are only a framework. One child may crawl at six months, another at one year.

EXAMPLES OF STAGES OF GROWTH, RISK OF INJURY AND PREVENTION TIPS

Age	Characteristics	Risk of Injury	Prevention Tips
Birth to 3 months	<ul style="list-style-type: none"> • Eats, sleeps, cries • Has strong sucking reflex • Begins grasping and rolling over unexpectedly • Needs support of head and neck 	<ul style="list-style-type: none"> • Falls from couches, tables, changing tables and bed • Burns from hot liquids • Choking and suffocation • SIDS (Sudden Infant Death Syndrome) 	<ul style="list-style-type: none"> • Never leave infants alone on beds, changing tables, sofas, chairs or any other high Surface. • Always check water temperature before bathing infant. Set hot tap water temperature below 120⁰ F. • Install smoke alarms and check the batteries twice a year. • Keep small objects and toys away from the baby. • Place infants on their backs to sleep, on a firm mattress, in an empty crib. • Do not use soft bedding in a baby's sleeping area. • Approved child safety seats must be properly installed in the back seat facing the back of the car and used.
4 to 6 months	<ul style="list-style-type: none"> • Sits with minimum support • Plays with open hands • Reaches for objects • Begins to put things in mouth • Is increasingly curious about surroundings • Wants to test, touch and shake objects 	<ul style="list-style-type: none"> • Vehicle occupant injury • Falls • Burns from hot liquids • Choking and suffocation • SIDS (Sudden Infant Death Syndrome) • Shaken Baby Syndrome 	<ul style="list-style-type: none"> • Approved child safety seats must be properly installed in the back seat facing the back of the car and used. Never leave infants alone on beds, changing tables, sofas, chairs or any other high surface. • Always check water temperature before bathing infant. Set hot tap water temperature below 120⁰ F. Keep small objects and toys away from the baby. • Place infants on their backs to sleep, on a firm mattress, in an empty crib. • Do not use soft bedding in a baby's sleeping area. • Never shake a baby, even playfully.
7 to 12 months	<ul style="list-style-type: none"> • Sits alone • Very curious about everything • Crawls • Starts to walk • Explores surroundings • Pulls things • Likes to go outside • Imitates movements of adults and others • Begins eating solid food 	<ul style="list-style-type: none"> • Vehicle occupant injury • Falls • Burns from hot liquids and surfaces • Choking and suffocation • Sudden Infant Death Syndrome (SIDS) • Drowning • Shaken Baby Syndrome 	<ul style="list-style-type: none"> • Approved child safety seats must be properly installed and used. • Do not use walkers or other walker-type equipment. • Always check water temperature before bathing infant. Set hot tap water temperature below 120⁰ F. • Keep hot foods and liquids out of the reach of children. • Put guards around radiators, hot pipes and other hot surfaces. • Place infants on their backs to sleep, on a firm mattress, in an empty crib, • Always carefully supervise; never leave a child alone in or near any water (including tubs, toilets, buckets, swimming pool or any other containers of water) even for a few seconds. • Never shake a baby, even playfully.

Age	Characteristics	Risk of Injury	Prevention Tips
1 and 2 years	<ul style="list-style-type: none"> •Likes to go fast •Is unsteady •Tries to reach objects •Runs •Walks up and down stairs •Likes to climb •Pushes and pulls objects •Can open doors, drawers, gates and windows •Throws balls and other objects •Begins talking, but cannot express needs 	<ul style="list-style-type: none"> •Motor vehicle Injuries •Falls •Burns •Poisoning •Choking •Drowning •Child abuse 	<ul style="list-style-type: none"> •Put toddler gates on stairways and keep any doors to cellars and porches locked. •Show Child how to climb up and down Stairs. •Remove sharp-edged furniture from frequently used areas. •Turn handles to back of stove while cooking. •Teach child the meaning of “hot.” Keep electric cords out of child’s reach. •Use shock stops or furniture to cover used and unused outlets. •Store household products such as cleaners, chemicals, medicines and cosmetics in high places and locked cabinets. •Avoid giving child peanuts, popcorn, raw vegetables and any other food that could cause choking. •Toys should not have small parts. •Always carefully supervise; never leave a child alone in or near any body of water even for a few seconds. •Check floors and reachable areas carefully for small objects such as pins, buttons, coins, etc.
3 and 4 years	<ul style="list-style-type: none"> •Begins making choices • Has lots of energy • Seeks approval and attention 	<ul style="list-style-type: none"> •Traffic injuries •Burns •Play area •Poisons •Tools and equipment 	<ul style="list-style-type: none"> •Check and maintain playground equipment and environment. •Child should play on age and weight-appropriate equipment. •The surface under and around play equipment should be soft and shock absorbent. Use specifically approved surface materials. •Check that child is dressed appropriately to avoid strangulation (e.g., no drawstrings on shirt, jackets, etc.), • Store household products, medicines and cosmetics out of child’s sight and reach. • Teach child about the difference between food and nonfood, and what is not good to eat, • Watch child carefully’ during arts and crafts projects for mouthing of paints, brushes, paste and other materials. Use nontoxic supplies, • Store garden equipment, scissors and sharp knives out of reach. • Teach child the safe use of tools and Other equipment and supervise carefully when using.
5 years and up	<ul style="list-style-type: none"> •Is stronger •Likes to explore the neighborhood •Will ask for information •Will seek out playmates •Becomes involved in sports •Plans and carries out ideas 	<ul style="list-style-type: none"> •Traffic injuries • Burns • Play area • Guns 	<ul style="list-style-type: none"> •Teach pedestrian and traffic safety rules. •Older children must wear safety belts. Be a positive role model: cross streets correctly and always wear a safety belt when traveling in a car. •Always use helmets even on bicycles with training wheels or tricycles. •Teach children how to drop and roll if their clothing catches fire. •Practice fire drills so child becomes familiar with the escape route and the sound of the smoke alarm. •Keep matches and lighters away from children. Stress bringing found matches to adults. •Check and maintain playground equipment and environment •Child should play on developmental and weight appropriate equipment. •The surface under and around play equipment should be soft and shock absorbent. Use specifically approved surface materials. •Teach safe play rules and encourage child to put toys away after playing. •Do not keep guns or any other weapons in the child care setting.

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...