

	<p>Participants' Guide</p> <p>Active</p> <p>Supervision:</p> <p>Emergency</p> <p>Situations</p>
<p>Family Child Care</p>	<p>2 hours</p>

Active Supervision: Emergency Situations

Date:

Location:

Primary Core Competency and CDA Content Area

Core Competencies: Health, Safety, and Nutrition

VI-2 Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries

VI-2 Verbalizes and adheres to emergency, illness, injury, and sanitation procedures

CDA Content Area: Safe, Healthy, Learning Environment

Learning Objectives

- Recognize elements of a safe environment crucial to preventing and reducing injuries
- Describe procedures for dealing with illness and injuries
- Identify (or determine) three emergency preparedness precautions for an early childhood or family care environment
- Conduct a fire drill and summarize the procedures taken
- Determine and discuss evacuation procedures for an early childhood program

Overview of Session

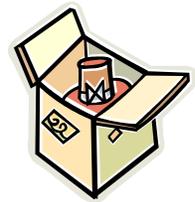
Time	Section	Overview of teaching technique
20 minutes	1: Introduction	Large group discussion
15 minutes	2: Identifying & Minimizing Risks	Large group discussion
25 minutes	3: Planning & Drilling	Large group discussion
45 minutes	4: During and After an Emergency	Small group activity/presentation
15 minutes	5: Closing	Large group discussion

Disaster Preparedness Notes

Emergency warning systems: How will you know?

Information: Who do you call?

Emergency supplies and equipment:



Possible responses:

Small Group Exercise: Emergency Scenarios

Walk through your assigned situation, thinking about the following questions:

1. Do you know if you have an emergency on your hands? If not, how would you figure it out?
2. If it is an emergency, what would you do first?
3. What information would you need to respond?
4. What resources would you have to have ready?
5. Do you shelter in place, leave the house, leave your neighborhood, or some other action?

1. The children are napping and your smoke alarm goes off.

2. Local police officers knock at your door to tell you to evacuate because of a chemical spill in a warehouse in your neighborhood. The children are playing in the playroom.

3. You are outside with the children, who are playing in the sandbox. A car drives up the driveway, and you recognize the driver as the father of one of the children. He and the child's mom are in the middle of a messy divorce and you weren't expecting him. He looks agitated. Something's not quite right.

4. The children are eating their mid-afternoon snack, when you notice that the sky is turning darker and the wind is picking up.

5. You are cooking lunch and suddenly feel sharp pains in your abdomen; it feels like a gallstone attack. The pain causes you to fall to the floor.

Steps in Planning for Emergencies

1. **Record business information and emergency numbers for fire, police, etc.**
2. **Get emergency contact information from children's parents.**
 - Update frequently, at least 3 times per year and as family information changes
 - Have signed parent consent forms on file.
 - Several copies of updated contact list, one to keep near house exit, one to go with you when traveling, one in shelter-in-place location in the house.
3. **Train yourself to respond to emergencies.**
 - CPR and first aid training, as required by licensing
 - Teach older children the basic task of dialing 9-1-1 in emergencies.
4. **Make your home and vehicle safe and ready.**
 - Smoke detector on each level and a fire extinguisher, as required by licensing.
 - Establish fire escape routes from the house, and keep them clear of clutter.
 - Emergency supplies handy in your home and in any vehicles used to transport children.
 - Consult state fire codes: "CHILD CARE (DAY CARE) INFORMATION SHEET": <https://dps.mn.gov/divisions/sfm/document-library/Documents/Fire%20Code%20Information%20Sheets/2007childcareinfosheet.pdf>
5. **Protect your child care business.**
 - Insurance, including flood insurance if warranted.
 - Safe storage of child care records.
6. **Know your local emergency warning systems**
 - New! Wireless Emergency Alerts (WEAs) are emergency messages sent to cell phones by authorized government agencies to let you know about dangerous weather conditions, emergencies, and other local hazards.
 - NOAA Weather Radio. Have an all-hazards version of this device:
 - Outdoor warning sirens. Explain these to new immigrant families who have children in your care; these can be scary for those who don't know what that sound is.
 - Commercial broadcast radio and television. Tune in when you hear other warnings or when you notice severe weather or other emergency activity in your neighborhood.
 - Battery-operated radio. Have one handy in case the electricity goes out. Keep one in your home shelter.
7. **Identify your neighborhood's special emergency risks.**
 - Examples: chemical plant, major freeways or railroads, flood plain, nuclear power plant.
 - Contact your county emergency manager to find out if there are other special emergency risks in your neighborhood.
8. **Decide how you will respond to emergency risks and share your plan with parents. Make sure parents have contact information to reach you in case of emergency. Three response options, depending on the emergency:**
 - Evacuate the premises. Plan how you will get the children out, with special consideration for babies and children with disabilities. Pick a spot outside the house where everyone will meet.
 - Shelter-in-place, in a safe spot in your home. In weather emergencies like tornadoes, stay away from doors and windows in a basement room reinforced with concrete.

- Isolate in a confined area away from others (in the case of infectious disease outbreak). Have parents pick up sick children as soon as possible to prevent the spread of disease. Listen for guidance from licensing authorities on pandemic flu, if there is an outbreak.

9. Practice your plan.

- Pick a time during the month when this can be regularly done, such as when the practice siren goes off on the first Wednesday of the month. This is also a good reminder to do your regular planning and updating of emergency contact info.
- When practicing, tell the children what to do in a very direct and calm manner. Use short easy-to-understand phrases like “Go out now.”

10. When disaster strikes

- Simple commands, direct words to the kids: “Go to the basement now.”
- Stay calm!
- Prepare the required licensing paperwork if any of the children need medical treatment as a result of the emergency.
- After a major disaster in the area, be sensitive to the needs of the children. Let them take the lead in talking about. Keep the TV off; young children can believe that when an event repeats over and over again on the news, it’s really happening over and over again.

Response to specific emergencies

Below is a table listing emergencies you’ll want to plan for, with a checkmark for the usual response to each emergency. Change your response if the situation calls for it, especially if directed by local authorities to do something different.

Emergency type	Evacuate	Shelter-in-place	Isolate
Fire	X		
Floods, flash floods	X		
Gas/chemical leaks	X		
Hazardous materials incidents	X		
Heat wave *		X	
Infectious disease outbreak			X
Nuclear power generating plant incident **	X		
Snowstorms & other winter weather hazards		X	
Thunderstorms		X	
Tornadoes		X	
Violent incidents		X	

* Stay indoors, not necessarily in shelter

** Local officials would tell you exactly what to do.

Resources

State rules and licensing forms for emergency preparedness:

- DHS: Family Child Care Admission and Arrangements form: http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_177974.pdf
- DHS: Family Child Care Licensing Checklist: http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_174538.pdf
- State Fire Marshal: “Child Care (Day Care) Information Sheet” (fire codes for child care): <https://dps.mn.gov/divisions/sfm/document-library/Documents/Fire%20Code%20Information%20Sheets/2007childcareinfosheet.pdf>
- Minnesota Rule 4605.7040: Complete list of reportable communicable diseases: www.revisor.mn.gov/rules/?id=4605.7040

Booklet: Emergency planning instructions with forms to fill out:

- Minnesota Department of Human Services (2008). “Keeping Kids Safe: Your Home Child Care Emergency Plan.” <https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-5299-ENG>

Helping Kids Cope After Disaster:

- National Association of Child Care Resource & Referral Agencies (NACCRRA; 2013). “Helping Your Child Cope With An Emergency”. <http://childcareaware.org/parents-and-guardians/resources/preparing-for-disaster-the-parent-view/helping-your-child-cope-with->

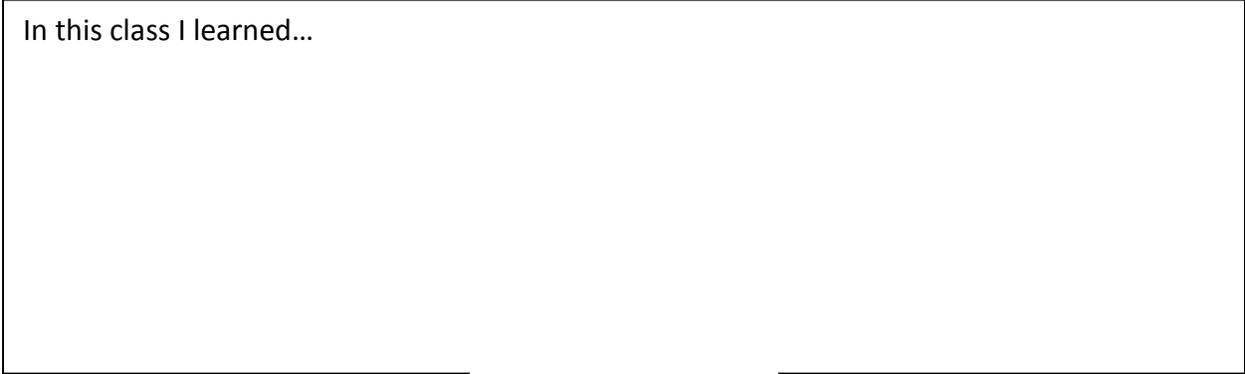
Other emergency planning guides and templates:

- Centers for Disease Control and Prevention (CDC): “Emergency Preparedness and Response” links: <http://www.bt.cdc.gov/>
- American Academy of Pediatricians (AAP): “How to Prepare for Disasters”: <http://www.healthychildren.org/English/safety-prevention/at-home/Pages/How-to-Prepare-for-Disasters.aspx>
- “Preparing For Disaster: The Parent View”. National Association of Child Care Resource & Referral Agencies (NACCRRA): <http://childcareaware.org/parents-and-guardians/resources/preparing-for-disaster-the-parent-view>

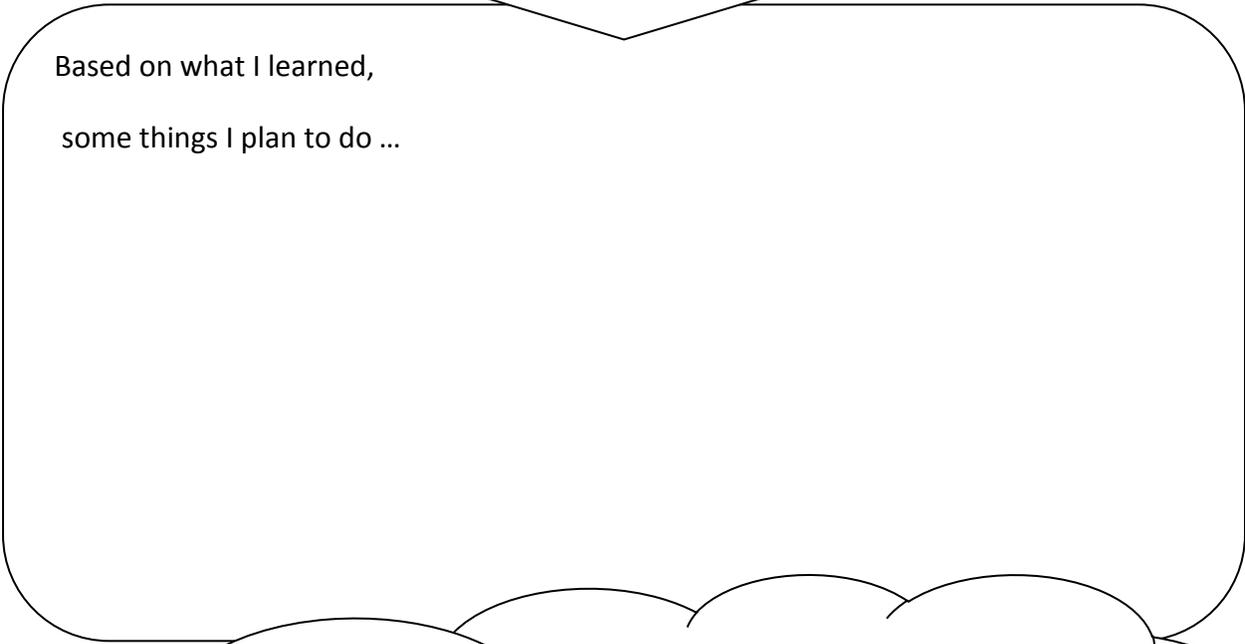
Learning Log

Take a few minutes to reflect on what you have learned in these sessions. 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...

