

Session 1	<h1>Participant Guide</h1> <p>Health and Safety Pre-service for Child Care Centers</p>
Curriculum writer: Michelle Hahn 2016	2 hours

Participant Guide/handouts available for download at: <http://mncpd.org/resources>.

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.

Session 1

Overview of Curriculum Session 1

Level: 1

KCF Content Area: VIIA: Health, Safety and Nutrition – 2 hours

CDA Content Area: Content Area 1: Planning a safe and healthy learning environment

Parent Aware Training Indicator: N/A

Learning Objectives

- Identify MN Rule 3 licensing standards and best practices of supervision
- Examine and address supervision challenges experienced in early child care center-based care programs
- Identify three interaction techniques to utilize while supervising
- Identify safe infant sleep practices; SUID

Session 1 Outline

Section	Overview of teaching technique
A. Welcome and Introductions 1. Welcome and Introductions 2. Review and Discuss Objectives	<ul style="list-style-type: none">• Large Group Activity
B. Supervision Basics 1. What is Supervision 2. Supervision Challenges 3. Active Supervision	<ul style="list-style-type: none">• Mini Lecture• Large Group Activity• Small Group Activity
C. Daily Supervision 1. Drop off and Pick up 2. Programming Time 3. Transitions 4. Bathroom Supervision 5. Mealtime Supervision	<ul style="list-style-type: none">• Mini Lecture• Large Group Activity• Pair Share• Small Group Activity
D. Safe Resting, Napping and Infant Sleep 1. Supervision 2. SUID prevention	<ul style="list-style-type: none">• Large Group Activity• Mini Lecture
E. Closing 1. Providing Active Supervision 2. Assignments	<ul style="list-style-type: none">• Individual Reflection• Assignments

Session 1

Hand-Outs/Print-Outs

1. **Active Supervision Tool Kit (Head Start)**
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/active-supervision-toolkit.pdf>
2. **“Look Before You Lock”**
<http://www.acf.hhs.gov/ecd/interagency-projects/look-before-you-lock>
3. **How to Choose and Use a Child Care Health Consultant**
<http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/127-how-to-choose-and-use-a-child-care-health-consultant>

Session 1

Abbreviations / Acronyms / Glossary

MN:	Minnesota
DHS:	Department of Human Services
CFO3:	Caring For Our Children 3 rd Edition
SIDS:	Sudden Infant Death Syndrome
SUID:	Sudden Unexpected Infant Death

- Infant:** A child who is at least six weeks old but less than 16 months
- Toddler:** A child at least 16 months old but less than 33 months old
- Preschooler:** A child who is at least 33 month old but who has not yet attended the first day of kindergarten
- School-age:** A child who is at least of sufficient age to have attended the first day of kindergarten, or is eligible to enter kindergarten within the next four months, but is younger than 13 years of age
- Rule 3:** Legislation in MN Rules, Chapter 9503 governing child care centers
- CSHN:** Child/ren with Special Health Needs

Developmental Basics

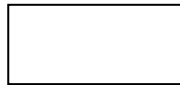
Birth to Age 3	Preschool
Social and Emotional Development <ul style="list-style-type: none"> • Trust and Emotional Security • Self-Awareness • Self-Regulation • Relationships with Other Children 	Social and Emotional Development <ul style="list-style-type: none"> • Emotional Development • Self-Concept • Social Competence and Relationships
Language Development and Communication <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking 	Language and Literacy Development <ul style="list-style-type: none"> • Listening • Speaking

<ul style="list-style-type: none"> Emergent Literacy 	<ul style="list-style-type: none"> Emergent Reading Emergent Writing
Cognitive Development <ul style="list-style-type: none"> Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play 	Cognitive Development <ul style="list-style-type: none"> Mathematical and Logical Thinking <ul style="list-style-type: none"> Number concepts and operations Patterns and relationships Spatial relationships and geometry Measurement Mathematical reasoning Scientific Thinking and Problem-Solving <ul style="list-style-type: none"> Observing Questioning Investigating Social Systems Understanding <ul style="list-style-type: none"> Human relationships Understanding the world
Physical and Motor Development <ul style="list-style-type: none"> Gross Motor Development Fine Motor Development Physical Health and Well-Being 	Physical and Motor Development <ul style="list-style-type: none"> Gross Motor Development Fine Motor Development Physical Health and Well-Being
	Creativity and the Arts <ul style="list-style-type: none"> Creating Responding Evaluating
	Approaches to Learning <ul style="list-style-type: none"> Curiosity Risk-Taking Imagination and Invention Persistence Reflection and Interpretation

Session 1: Reflection

Take a few minutes to reflect on what you have learned about “active supervision” in this session of this class. Use the spaces below to capture your ideas and plans for action. Be prepared to discuss at the beginning of Session 2.

In this session I learned...



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

This session started me thinking about...

This session started me thinking about...

Session 1 - Assignments

1. Complete Session I “Reflection” document and be prepared to share at beginning of Session 2
2. Reflecting “Active Supervision”: Identify five “playground” specific risks for injury and supervision challenges you would anticipate on a “toddler” playground.
2. Provide a supervisory activity which could minimize risk of injury and reflect effective active supervision.

Session 1 – References

Resource Citations:

- **MN Rule 9503**
<https://www.revisor.mn.gov/rules/?id=9503>
- **Minnesota Statutes, Chapter 245A Safe Sleep**
<https://www.revisor.mn.gov/statutes/?id=245A>
- **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>
- **MN Reporting of Maltreatment of Minors**
<https://www.revisor.mn.gov/statutes/?id=626.556>
- **Resource Guide for Mandated Reporters of Child Maltreatment Concerns;**
<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2917-ENG>
- **Active Supervision Tool (Head Start)** <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/active-supervision-toolkit.pdf>

Session 2	Participant Guide Health and Safety Pre-service for Child Care Centers
Curriculum writer: Michelle Hahn 2016	2 hours

Participant Guide/handouts available for download at: <http://mncpd.org/resources>.

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.

Session 2: Objectives

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency 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.

Level: 1

KCF Content Area: VIIA: Health, Safety and Nutrition – 2 hours

CDA Content Area: Content Area 1: Planning a safe and healthy learning environment

Parent Aware Training Indicator: N/A

Learning Objectives:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will be able to:

- Define the difference between Universal and Standard Precautions.
- Differentiate between cleaning, sanitizing and disinfecting;
- Identify three components necessary to maintain a healthy and safe environment;
- Describe effective hand-washing techniques and when they should be utilized;
- Recognize potential blood-borne pathogen exposure incidents and identify procedures for minimizing incidents, preventing exposure, cross infecting and proper disposal.
- Identify signs of abuse, neglect and Abusive Head Trauma
- Recognize support needs for children with special health needs

Section 2 – Overview

Session 2

Time	Section	Overview
10 Minutes	Submission of Session 1 Assignments Review Session 2 Objectives	<ul style="list-style-type: none"> • Presentation
30 Minutes	Universal and Standard Practices <ul style="list-style-type: none"> • Infectious Process • Cleaning, Sanitizing and Disinfecting • Immunizations • Diapering & Toileting 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion • Small group activity
20 Minutes	Health and Wellness <ul style="list-style-type: none"> • Daily Illness Monitor • Illness Exclusion • Reportable Illnesses 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion
25 Minutes	Abuse and Neglect <ul style="list-style-type: none"> • AHT • Mandated reporting 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion
25 minutes	Children with Special Health Needs <ul style="list-style-type: none"> • Health Care Plans • Emergency Care Plans 	<ul style="list-style-type: none"> • Large group discussion • Small group activity
10 minutes	Closing	<ul style="list-style-type: none"> • Presentation • Evaluation

Section 2 - Hand Outs

- #1 **OSHA Fact Sheet**
https://www.osha.gov/OshDoc/data_General_Facts/ppe-factsheet.pdf

- #2 **Cleaning, Sanitizing, and Disinfecting Frequency Table**
http://www.naeyc.org/files/academy/file/Cleaning_and_Sanitation_Chart.pdf

- #3 **Immunization Schedule and Milestone Tracker**
<http://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf>

- #4 **Handwashing 101**
https://www.in.gov/fssa/files/Hand_Washing_101_for_Licensed_Child_Care_Centers.pdf

- #5 **People First Language**
<http://www.arc-sd.com/document.doc?id=114>

Session 2 - Abbreviations / Acronyms / Glossary

MN	Minnesota
MDH	Minnesota Department of Health
DHS	Department of Human Services
CCC	Child Care Centers
CDC	Center for Disease Control
CFO3	Caring For Our Children 3 rd Edition
IDCCS	Infectious Diseases in Child Care Settings and Schools
SIDS	Sudden Infant Death Syndrome
SUID	Sudden Unexpected Infant Death
Infant	A child who is at least six weeks old but less than 16 months
Toddler	A child at least 16 months old but less than 33 months old
Preschool	A child who is at least 33 month old but who has not yet attended the first day of kindergarten
School-age	A child who is at least of sufficient age to have attended the first day of kindergarten, or is eligible to enter kindergarten within the next four months, but is younger than 13 years of age
Rule 3	Legislation in MN Rules, Chapter 9503 governing child care centers
CSHN	Child/ren with Special Health Needs
OSHA	Occupational Safety and Health Administration

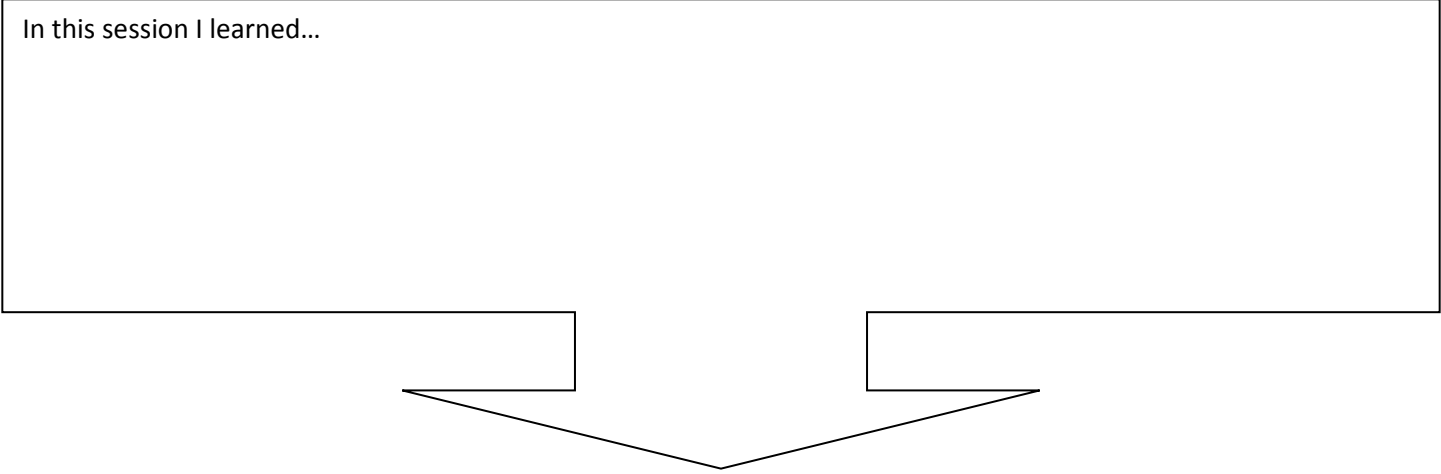
Session 2 - Developmental Basics

Birth to Age 3	Preschool
<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Trust and Emotional Security • Self-Awareness • Self-Regulation • Relationships with Other Children 	<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Emotional Development • Self-Concept • Social Competence and Relationships
<p>Language Development and Communication</p> <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking • Emergent Literacy 	<p>Language and Literacy Development</p> <ul style="list-style-type: none"> • Listening • Speaking • Emergent Reading • Emergent Writing
<p>Cognitive Development</p> <ul style="list-style-type: none"> • Exploration and Discovery • Memory • Problem Solving • Imitation and Symbolic Play 	<p>Cognitive Development</p> <ul style="list-style-type: none"> • Mathematical and Logical Thinking <ul style="list-style-type: none"> - Number concepts and operations - Patterns and relationships - Spatial relationships and geometry - Measurement - Mathematical reasoning • Scientific Thinking and Problem-Solving <ul style="list-style-type: none"> - Observing - Questioning - Investigating • Social Systems Understanding <ul style="list-style-type: none"> - Human relationships - Understanding the world
<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being 	<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being
	<p>Creativity and the Arts</p> <ul style="list-style-type: none"> • Creating • Responding • Evaluating
	<p>Approaches to Learning</p> <ul style="list-style-type: none"> • Curiosity • Risk-Taking • Imagination and Invention • Persistence • Reflection and Interpretation

Session 2 - Reflection

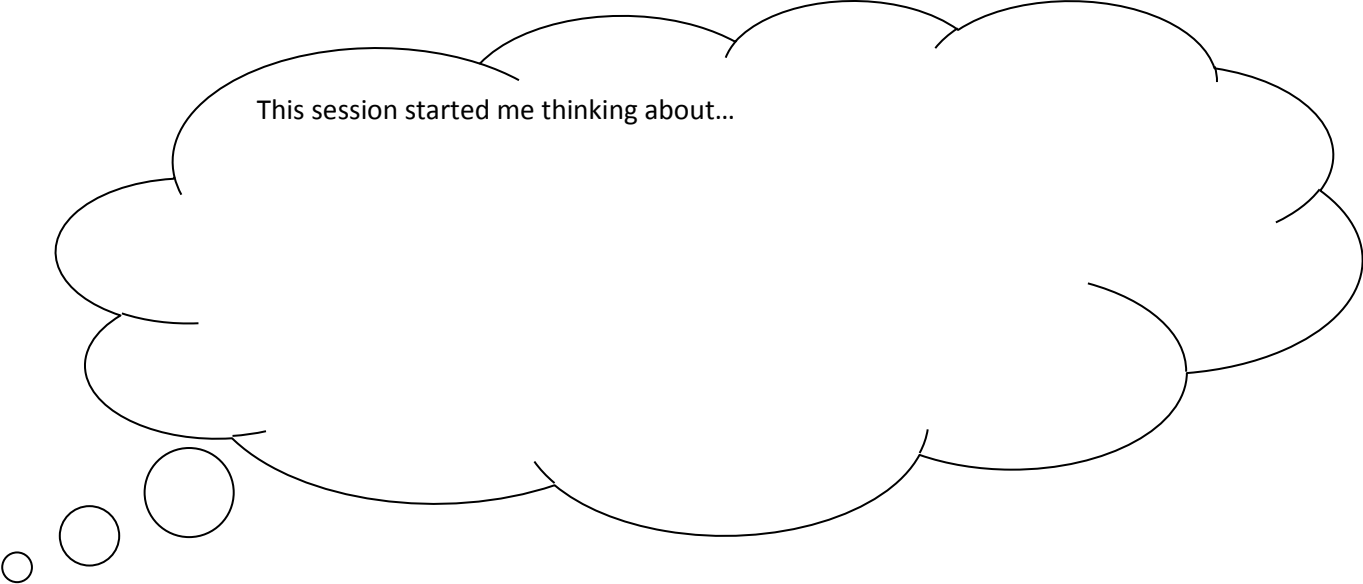
Take a few minutes to reflect on what you have learned about “active supervision” in this session of this class. Use the spaces below to capture your ideas and plans for action. Be prepared to discuss at the beginning of Session 3.

In this session I learned...



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

This session started me thinking about...



Session 2 - Assignments

1. Complete Session 2 “Reflection” document and be prepared to share at beginning of Session III
2. Respond in writing to the following questions:
 - a. By what means are mouthed toys managed to prevent cross infecting between babies.
 - b. How frequently do toys in a toddler room need to be cleaned, sanitized or disinfected?
 - c. By what means are food contact surfaces are cleaned, sanitized or disinfected?
3. List the steps to making a “child protection” report.

Session 2 - References

1. **MN Rule 9503**
<https://www.revisor.mn.gov/rules/?id=9503>
2. **Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition.**
<http://cfoc.nrckids.org/index.cfm>
3. **Infectious Diseases in Child Care Settings and Schools**
<http://www.hennepin.us/childcaremanual>
4. **MN Reporting of Maltreatment of Minors**
<https://www.revisor.mn.gov/statutes/?id=626.556>
5. **Communicable Disease Reporting**
<http://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/communicable-disease-reporting.pdf?la=en>
6. **Resource Guide for Mandated Reporters of Child Maltreatment Concerns**
<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-2917-ENG>
7. **Definition of Abuse and Neglect**
<http://mn.gov/dhs/people-we-serve/children-and-families/services/child-protection/programs-services/abuse-neglect-defined.jsp>
8. **Resource Guide for Mandating Reporting in Minnesota**
<https://edocs.dhs.state.mn.us/lfservlet/Legacy/DHS-2917-ENG>
9. **Handwashing Posters**
www.health.state.mn.us/handhygiene/materials.html

10. Handwashing Toolkit

www.health.state.mn.us/handhygiene/curricula/toolkit.html

Session 2 - References

11. A Dozen Common Errors in Diapering

[file:///C:/Users/ichelle/Downloads/5-8-12 Diapering- A dozen Common Errors 5-8-12 rev.pdf](file:///C:/Users/ichelle/Downloads/5-8-12%20Diapering-%20A%20dozen%20Common%20Errors%205-8-12%20rev.pdf)

12. Changing soiled pull-ups

[file:///C:/Users/ichelle/Downloads/Changing Soiled Underwear1-25-2016%20\(1\).pdf](file:///C:/Users/ichelle/Downloads/Changing%20Soiled%20Underwear1-25-2016%20(1).pdf)

Session 3	Participant Guide Health and Safety Pre-service for Child Care Centers
Curriculum writer: Michelle Hahn 2016	2 hours

Participant Guide/handouts available for download at: <http://mncpd.org/resources>.

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.

Session 3: Objectives

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency 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.

Level: 1

KCF Content Area: VIIA: Health, Safety and Nutrition – 2 hours

CDA Content Area: Content Area 1: Planning a safe and healthy learning environment

Parent Aware Training Indicator: N/A

Learning Objectives:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will be able to:

- Recognizes and protects children from exposure to hazards related to the environment (such as pesticides, lawn applications, animals/pets, mold, mildew, garbage, diapering, pests, air quality, etc.)
- Recognizes and avoids health hazards related to food, such as choking, and allergies.
- Recognizes and protects infants and children through the risk reduction assessment and risk reduction plan.
- Describes and follows regulations and best practices for safe transport of children in vehicles.

Section 3– Overview

Session 3: Overview of Section

Section	Overview
Submission of Session 2 Assignments Introduction Objective review	<ul style="list-style-type: none"> • Presentation • Large group discussion
Food Safety, Nutrition and Food Sensitivities <ul style="list-style-type: none"> • Food Sanitation • Nutrition and Hydration • Food Allergies and Intolerances • Emergency Response Plan 	<ul style="list-style-type: none"> • Large group discussion • Small group activity
Building and Physical Premise Safety <ul style="list-style-type: none"> • Identification of Risks • Risk Reduction Plans 	<ul style="list-style-type: none"> • Large group discussion • Demonstration and practice
Hazardous Material Protection <ul style="list-style-type: none"> • Identification, Handling, Storage and Disposal of bio-contaminants 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion
Emergency Preparedness <ul style="list-style-type: none"> • Response Plans • Natural Disaster • Threatening Incidents 	<ul style="list-style-type: none"> • Large group discussion
Transporting Children Safely	<ul style="list-style-type: none"> • Large group discussion • Small group activity
Interactive Scenarios Closing	<ul style="list-style-type: none"> • Small group activity • Evaluation

Section 3 - Hand Outs

- #1 **Food Safety** <http://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/food-safety.pdf?la=en>

- #2 **Food Allergy and Anaphylaxis Emergency Care Plan**
<http://www.foodallergy.org/file/emergency-care-plan.pdf>

- #3 **MN Risk Reduction Plan Template**
http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_152915.pdf

Session 2 - Abbreviations / Acronyms / Glossary

MN	Minnesota
MDH	Minnesota Department of Health
DHS	Department of Human Services
CCC	Child Care Centers
CDC	Center for Disease Control
CFO3	Caring For Our Children 3 rd Edition
IDCCS	Infectious Diseases in Child Care Settings and Schools
SIDS	Sudden Infant Death Syndrome
SUID	Sudden Unexpected Infant Death
Infant	A child who is at least six weeks old but less than 16 months
Toddler	A child who is at least 16 months old but less than 33 months old
Preschool	A child who is at least 33 month old but who has not yet attended the first day of kindergarten
School-age	A child who is at least of sufficient age to have attended the first day of kindergarten, or is eligible to enter kindergarten within the next four months, but is younger than 13 years of age
Rule 3	Legislation in MN Rules, Chapter 9503 governing child care centers
CSHN	Child/ren with Special Health Needs
OSHA	Occupational Safety and Health Administration

Session 3 - Developmental Basics

Birth to Age 3	Preschool
<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Trust and Emotional Security • Self-Awareness • Self-Regulation • Relationships with Other Children 	<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Emotional Development • Self-Concept • Social Competence and Relationships
<p>Language Development and Communication</p> <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking • Emergent Literacy 	<p>Language and Literacy Development</p> <ul style="list-style-type: none"> • Listening • Speaking • Emergent Reading • Emergent Writing
<p>Cognitive Development</p> <ul style="list-style-type: none"> • Exploration and Discovery • Memory • Problem Solving • Imitation and Symbolic Play 	<p>Cognitive Development</p> <ul style="list-style-type: none"> • Mathematical and Logical Thinking <ul style="list-style-type: none"> - Number concepts and operations - Patterns and relationships - Spatial relationships and geometry - Measurement - Mathematical reasoning • Scientific Thinking and Problem-Solving <ul style="list-style-type: none"> - Observing - Questioning - Investigating • Social Systems Understanding <ul style="list-style-type: none"> - Human relationships - Understanding the world
<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being 	<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being
	<p>Creativity and the Arts</p> <ul style="list-style-type: none"> • Creating • Responding • Evaluating
	<p>Approaches to Learning</p> <ul style="list-style-type: none"> • Curiosity • Risk-Taking • Imagination and Invention • Persistence • Reflection and Interpretation

Session 3

Interaction Scenarios

Reading through the scenarios, answer these questions:

- A. What are the potential health and safety challenges in this scenario?
- B. What could be done to eliminate (or minimize) the potential health and safety risk challenges in this scenario?
- C. What would best practices be in each scenario and how might that differ from licensing requirements?

1. Ms. Melissa, the early child care educator is serving lunch to the preschoolers. There is one preschooler with a severe peanut allergy. A second preschooler has just finished washing his hands. Along the way back to the table, he has stopped by his cubby and picked up a bag of Halloween candy. He has brought it to the lunch table. He states his mom said he could share the candy with his friends after lunch.
2. Preparing for nap, Ms. Mary, the early child care educator, is doing diapering and toileting. She has three toddlers in the bathroom with her. One needs diapering and the other two are toilet trained. She has directed the two toilet trained toddlers to the toilets. While performing the diapering, one of the toddlers on the toilet, walks up to her crying and Ms. Mary notes the toddler has had a loose stool and it is running down his legs.
3. A group of preschoolers are playing a board game together. One of the preschoolers in the group got up from the table, grabbed the bottle of sanitizer on another counter and sprayed in the air above the other children playing the game. The children who were sprayed are shouting they were sprayed.
4. You are the lead teacher in the young preschool room. The Center Director has just told you a new child will be starting next week in your classroom and has a seizure disorder. However, the child is on medication at home and has not had a seizure for over a year.

Session 3 - References

1. MN Rule 9503

<https://www.revisor.mn.gov/rules/?id=9503>

2. MN Rule 9503.0145 Food and Water

<https://www.revisor.mn.gov/rules/?id=9503.0145>

3. Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition

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

4. Infectious Diseases in Childcare Settings and Schools Manual

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

5. Safe Handling of Breast Milk

<http://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/breast-milk.pdf?la=en>

6. The Basics of Food Safety to Prevent Foodborne Illness Nutrition and Wellness Tips for Young Children

<http://www.fns.usda.gov/sites/default/files/foodsafety.pdf>

7. Building and Physical Premises Safety

https://childcareta.acf.hhs.gov/sites/default/files/public/brief_5_building_safety_final.pdf

8. Risk Reduction Plan

http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_152915.pdf

9. Keeping Kids Safe: Child Care Provider Emergency Planning Guide 2016

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

10. Minnesota State Child Care Emergency Plan 2016

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