

<p>Family Child Care</p>	<p>Participant Guide Active Supervision: Provider Self-Care & Privacy</p>	
<p>This two hour module meets the Rule 2 training requirement for supervision training. 2015</p>	<p>2 hours</p>	

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Session Overview

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

The Primary Knowledge and Competency Content Areas, 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: Health, Safety and Nutrition

Core Competencies: Health, Safety, & Nutrition

CDA Content Area: Safe, Healthy Learning Environment

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 learn to:

- Define MN DHS Rule 2 Licensing standards and best practices regarding supervision in family child care settings.
- Identify the effects of provider stress/depression on supervision of and interaction with children
- Identify appropriate self-care and privacy strategies that promote effective supervision and safety in child care

Session Outline:

Time (for each section)	Section Overview – Key Concepts	Overview of teaching techniques for section
15 minutes	Welcome and Introductions, Objectives Review	<ul style="list-style-type: none">• Large Group Discussion• Small Group Discussion
30 minutes	Provider Stress and Self-Care	<ul style="list-style-type: none">• Small Group Activity• Skills Development
20 minutes	Provider Health and Wellness	<ul style="list-style-type: none">• Large Group Discussion
30 minutes	Provider Personal and Privacy Needs	<ul style="list-style-type: none">• Large Group Discussion• Small Group Discussion
15 minutes	Establishing Boundaries/Violent Situations	<ul style="list-style-type: none">• Large Group Discussion
10 minutes	Objectives Review, Final Thoughts, Reflection	Review: Objectives Review Individual Reflection Activity
2 hours		

Small Group Brainstorming: Benefits of Family Child Care

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Provider Strengths:

- 1.
- 2.
- 3.

Provider Hobbies:

- 1.
 - 2.
 - 3.
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Problem-Solving Steps:

1. *Identify the challenge*
2. *Identify possible solutions that might include:*
 - *Change in routine*
 - *Change in environment*
 - *Change in provider's actions*
3. *Choose a solution and give it a try!*
 - *If this solution doesn't work, choose another and try again. Much of problem-solving is trial and error.*

If a challenge is overwhelming or particularly stressing, providers should contact a trusted friend or mentor in the child care community who can offer a fresh perspective and brainstorm possible solutions.

Five Scenarios:

1. It's lunchtime. 3 preschoolers and 1 toddler are eating lunch, while 3 preschoolers have already finished and have left the table. Jack and Ava race to the bathroom to wash their hands and begin arguing over who will wash hands first. Jamie spills her milk on the floor and begins to cry, while Ben tattles on her. Jane, the provider, feels frustrated and pulled in several directions.
2. 3 school-agers have just arrived to Jenny's family child care program after school. They burst in the door, excited to share about the school day. The preschoolers race to the door to greet them. Meanwhile, Jenny feeds an infant her bottle in the rocking chair in the living room. She feels overwhelmed by the noise of the children and the energy that has just taken over her home.
3. Nathan, age 2, has just bitten Stella, age 1 ½, on the arm while they were playing together. Nathan has never bitten anyone before. The provider, Angie, is shocked and flustered. She tells Nathan "biting hurts" and washes Stella's wound and sits down with an ice pack. Stella and Nathan are both crying. Angie feels sad for Stella and embarrassed that she was unable to stop him from biting. She frets about telling both of their parents about the incident.
4. A 3 year old in Betsy's child care whines often throughout the day about everything from what they are having for breakfast to who is sitting next to her at circle time. Whining is one of Betsy's pet peeves and this pushes Betsy's buttons. Betsy feels frustrated when the 3 year old whines about spilling water on her shirt. Betsy feels upset and like she may yell if she hears more whining today.
5. One of Missy's child care parents has just scolded her at morning drop-off for her child coming home with grass-stained jeans the day before. Missy tries to explain that the children were having fun and playing tag outside when the child slid on the grass. The parent leaves angry that the child's new pants were ruined. Missy starts to cry and worries the rest of the day if the family will terminate their child care agreement with her.

Breathing Exercises for Stress Relief and Energy

Deep breathing exercises are both calming and energizing! This is also a great exercise for providers to do with children during transitions and before daily rest time.

- Sit in a comfortable location, maintaining good posture. Relax your body as much as possible. Spend a few moments scanning your body for tension from feet to head.
- Notice your breathing. Place one hand on the part of your chest or abdomen that seems to rise and fall the most with each breath. If your chest is rising as you breathe, focus on making your abdomen rise with each breath to fill your lungs and achieve deep breathing and calming.
- Notice the difference between chest breathing and abdomen breathing.
- Breathe in through your nose for several seconds, deeply and slowly. You should feel your abdomen rise and your chest should move just a little.
- Breathe air slowly out through your mouth for a several seconds, keeping yourself relaxed.
- Focus on the sound and timing of your breathing. Repeat until a calming feeling is achieved.

Skill Development: Personal Responses

Name a challenge or stressful situation that you have encountered in your daily work.

Identify the challenge:

What changes could you make (environment, routine, your response) that might help?

What activities or actions are calming to you that might help in this challenge?

Self-care Resources for Providers:

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Managing Distractions:

What are some events/practices that can distract us from our work in child care?

Tips and Ideas for Managing Distractions:

NAEYC Code of Ethical Conduct can be found online at

http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement201109202013update.pdf

Definitions and Guidelines for Caregivers, Substitutes, and Helpers are can be found in Rule 9502.0315 subp.5, subp. 6, subp. 14, and subp. 29

All substitutes must have a current background study on file with licensing and all trainings required for providing substitute care. If an appropriate substitute caregiver is not available, providers will need to notify parents/guardians of early closing and wait until they arrive to pick up their children. Children must be in the care of and supervised by approved caregivers at all times.

Risk Reduction Plan: Plan Ahead for Supervision Challenges

Supervision Challenge:	Plan of Action: How will you care for child/self and supervise the group?	Contact information for 2 Possible Back-up Substitute Caregivers (if needed):	Alternative Plan: No back-up substitute is available
Provider Privacy Need (i.e., bathroom break):			
Medical incident (i.e., child illness, scraped knee, minor scratch, child bites child, nose bleed, etc.):			
Major Medical: (i.e., possible broken bone, dislocation, etc.):			
Major Medical Emergency (911 is called):			
Sudden Provider Illness (during business hours):			
Provider family emergency (i.e., death, family illness/accident, etc.):			

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...