

	<h1 style="text-align: center;">Participant Guide</h1> <h2 style="text-align: center;">Basics of Licensed Family Child Care for Substitutes</h2> <p style="text-align: center;">Also meets licensing requirement for secondary caregivers (2 types)</p>
2020	4 hours

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Knowledge and Competency Framework (KCF) Content Area

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

KCF Content Area: VII A & B Health, Safety and Nutrition

Learning Objectives

- Identify MN Rule 2 and 245A licensing standards and best practices of supervision
- Examine and address supervision challenges experienced in family childcare programs
- Identify three interaction techniques to utilize while supervising
- Describe key facts about brain development
- Define social emotional development and describe how it unfolds in the context of relationships.
- Identify MN Rule 2 and 245A Licensing Standards and best practices around indoor and outdoor supervision; discuss where there are differences
- Examine and address environmental supervision challenges experienced in family childcare program
- Identify three ways to be proactive in the environment
- 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 Outline

Section	Overview of teaching technique
A. Welcome and Introductions <ul style="list-style-type: none">• Welcome and Introductions• Review and Discuss Objectives	<ul style="list-style-type: none">• Large Group Activity
B. The Developing Brain	<ul style="list-style-type: none">• Large group presentation• Video clips
C. Why Focus on Social Emotional Development	
D. Prevention of Abuse and Neglect <ul style="list-style-type: none">• What is Abuse and Neglect• Preventing Abuse	<ul style="list-style-type: none">• Large Group Activity• Mini Lecture
E. Supervision Basics <ul style="list-style-type: none">• What is Supervision	<ul style="list-style-type: none">• Mini Lecture• Large Group Activity

<ul style="list-style-type: none"> • Supervision Challenges • Active Supervision 	<ul style="list-style-type: none"> • Small Group Activity
F. Indoor Safety <ul style="list-style-type: none"> • Indoor Safety Hazards • Supervision of Indoor Spaces 	<ul style="list-style-type: none"> • Large Group Activity • Mini Lecture
G. Outdoor Safety <ul style="list-style-type: none"> • Outdoor Hazards • Outdoor Safety • Thinking Ahead • Outdoor Supervision Strategies 	<ul style="list-style-type: none"> • Pair Share • Mini Lecture • Small Group Activity • Large Group Activity
H. Environmental Hazards <ul style="list-style-type: none"> • Hazardous Materials • Indoor and Outdoor Contaminants Pest Control 	<ul style="list-style-type: none"> • Mini Lecture • Large Group Activity
I. Emergency Preparedness <ul style="list-style-type: none"> • What is an emergency or disaster? • Evacuations • Shelter-in-Place • Building Security Notifying Families 	<ul style="list-style-type: none"> • Large Group Activity • Mini Lecture • Individual Reflection
J. Dealing with Illness <ul style="list-style-type: none"> • Prevention and Control of Infectious Disease Caring for Ill Children 	<ul style="list-style-type: none"> • Mini Lecture • Large Group Activity • Small Group Activity
K. Other Health Information <ul style="list-style-type: none"> • Medication Administration • Allergies • Asthma 	<ul style="list-style-type: none"> • Mini Lecture • Large Group Activity • Small Group Activity
L. Closing <ul style="list-style-type: none"> • Providing Active Supervision • Assignments 	<ul style="list-style-type: none"> • Individual Reflection • Assignments

Resources for the developing brain section:

Zero to Three Website: <https://www.zerotothree.org/>

Harvard Center on the Developing Child Website: <https://developingchild.harvard.edu/>

Supervision

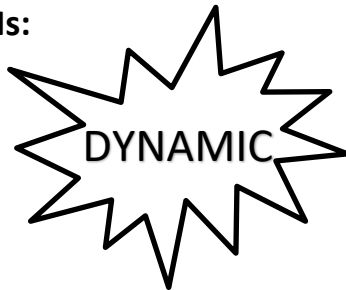
Rule 2 Definition (Licensing **minimum** standard)

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

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. **This is best practice.**

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

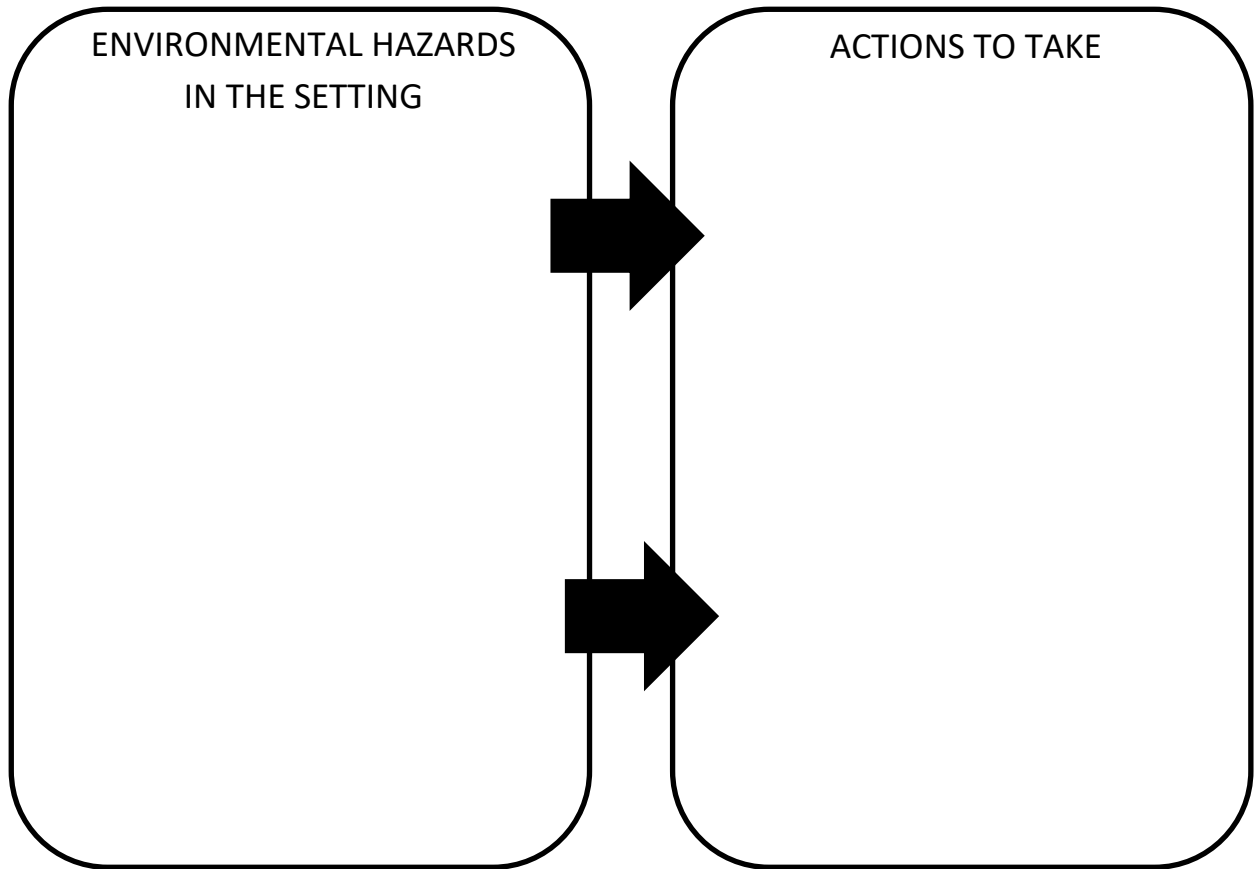
-adapted from: Stepping Stone to Caring for Our Children, Third Edition and Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition. Available online through the National Resource Center for Health and Safety in Child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

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. 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
3. True or False Stairways must be well-lighted, in good repair, and free of clutter and obstructions.
4. True or False Diapering must not take place in food preparation areas.
5. 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
6. True or False Appliances used in food storage and preparation must be safe and clean.
7. True or False Pet cages must be located and cleaned away from any food preparation, storage, or serving areas.
8. True or False All medicines, chemicals, detergents, poisonous plants, alcoholic beverages, and other toxic substances must be inaccessible to children.
9. 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
10. 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.
11. True or False All electric receptacles accessible to children under first grade must be tamper-proof or shielded when not in use
12. True or False All major electrical appliances must be properly installed, grounded in accordance with the state electric code, and in good working order
13. True or False Extension cords can be used as a substitute for permanent wiring.
14. 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.
15. True or False Electrical wiring must be sized to provide for the load and be in good repair.
16. True or False Excess accumulations of storage (clutter) can cause fire loading, entrapment, or difficulty in removing victims from an emergency situation
17. 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.
18. 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 (candles, space heaters, etc) away from upholstered furniture.

REFLECTION - ENVIRONMENTAL HAZARDS

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



SECURITY ASSESSMENT

Think about security in the child care setting 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 $\frac{1}{4}$ 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. Alternative options are included in statute: <https://www.revisor.mn.gov/statutes/cite/245A.148>

MEDICATION ADMINISTRATION

What are some best practices and minimum licensing requirements for medication administration?

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 (search for Rule 2 and statute 245A)

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

Resource Guide for Mandated Reporters of Child Maltreatment Concerns

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

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>. eDoc 7745.

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/>

Keeping Kids Safe: Child Care Provider Emergency Planning Guide -

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

Minnesota State Child Care Emergency Plan-

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

MN Child Care Emergency Plan –

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

MN Admission and Arrangements - <https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7776-ENG>

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 and Abusive Head Trauma 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/>

Writing Space for Final Reflection