

<p>Family Child Care</p>	<p>Participant Guide</p> <p>Active Supervision: Provider Self-Care & Privacy</p>	
<p>This two-hour module meets the Rule 2 training requirement for supervision training.</p> <p>Updated 2/2024</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

Session Overview

Minnesota’s Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Area, Child Development Associate (CDA) Subject Area

Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

KCF Content Area: VII.B. Ensuring Safety

CDA Subject Area: Planning a safe, healthy learning environment

Learning Objectives:

At the end of this training, participants will be able to:

- Define MN DHS Rule 2 licensing standards regarding supervision in family child care settings.
- Identify the effects of caregiver mental health and well-being on supervision of and interaction with children.
- Identify appropriate self-care and privacy strategies that promote effective supervision and safety in child care.

Learning Objectives must be reviewed at the beginning of each session and an effort made to link content and participant responses back to the objectives of the session.

Session Overview

Section Time	Key Concepts	Teaching Techniques
15 minutes	Welcome/Introductions Objectives review	Large Group Brainstorm Small Group Discussion
30 minutes	The Effects of Caregiver Mental Health on Children’s Development	Individual Reflection Individual Activity Pair and Share
20 minutes	Provider Health and Wellness	Large Group Discussion Large Group Activity
30 minutes	Privacy Needs and Confidentiality Requirements	Large Group Discussion Small Group Activity
15 minutes	Emergency Situations	Mini lecture Large Group Activity
10 minutes	Objectives Review/Closings	Individual Reflection Activity Objectives Review
Total Time: 2 hours		

Supervision Definitions

MN Rule 2 for Family Child Care

Minnesota DHS Rule 2 (9502.0315, subp. 29a)
defines supervision as:

"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."

Best Practice: Caring for our Children

Caring for our Children: National Performance and Safety Standards defines best practice:

"Caregivers/teachers should provide active and positive supervision of infants, toddlers, preschoolers, and school-aged children by sight **and** hearing at all times, including when children are resting or sleeping, eating, being diapered, or using the bathroom (as age appropriate) and when children are outdoors.

Problem-solving Strategies for Managing Challenging Situations:

1. Identify the challenge
2. Identify possible solutions that might include:
 - Change in child care routine.
 - Change in child care environment.
 - Change in child care provider's behavior, actions, or reactions.
 - Change in policy or practice.
3. Trial and Error: Choose a solution and give it a try. If this solution doesn't work, choose another, and try again.
4. If advice or a fresh perspective is needed, call, or meet with a trusted colleague or mentor.

Ways to maintain physical and mental well-being and reduce stress:

-
-
-
-

Part I: Strategies for Managing Challenging Situations

What is the problem? Identify the challenge or source of stress:	How does this make you feel physically or emotionally?	Stress Reducing Practice: Identify calming responses to use during challenging moments that will prepare your mind for problem-solving.
A family is consistently late past pick-up time.	Frustrated: I am late for my child's game. Disrespected: the family is not following the child care policy.	I will practice deep breathing for a few minutes until I feel clearer and calmer. I will avoid responding in anger or frustration because the child is still here with me and is watching my reaction to stress. Even though I am frustrated, I know being calm will help me to problem solve this issue with the family and maintain professionalism.

Part II: Strategies for Managing Challenging Situations

Problem or Challenge	Potential Solutions
A family is consistently late past pick-up time.	<ol style="list-style-type: none"> 1. Continue to allow late pick-ups. 2. Consult my policy. What does the policy say about late pick-ups? If necessary, change the policy to address late pick-ups more clearly in the future. 3. Have a conference with the family to discuss late pick-ups, share the policy expectations, and let the family decide if they can follow the policy or will need to find other arrangements for child care.

Creating a Privacy Policy

A privacy policy informs families about the child care provider's commitment to maintain confidentiality and respect for the family's right to privacy. In this policy, child care providers outline how information about their child or family may be shared or visible as a part of typical program functioning. The policy includes signed permission from the family for this use. Consider:

- How and where names are used and visible in the child care environment or on newsletters, apps, and social media pages.
- How and where photos or videos of children are shared. Include a statement informing families not to share photos or videos of children other than their own from these sources.
- How security cameras or monitors are used by the child care.
- Use of social media pages or child care apps for child care.
- How group emails and texts are sent (i.e., using blind copies to avoid sharing contact information of families).

Write your child care program's Privacy Policy below:

Professional Goals:

- 1.
- 2.
3. Plans for Self-Care -

Resources

Mental Health Resources

- [Coping with Crisis](#)
- [MN Warmline](#)
- [988 Suicide and Crisis Lifeline](#)
- [Fast Tracker MN](#)

Self-Care Practices

- [Mayo Clinic Stress Management](#)
- [Relaxation Techniques for Stress Relief](#)

Licensing Links and Statutes

- [MN Rule 2 for Family Child Care](#)
- [Minnesota Statutes, Chapter 245 A – The Human Services Licensing Act](#)
- [Requirements for substitute caregivers and emergency replacements in family child care](#)

Additional Professional Resources

- [Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs](#)
- [NAEYC Code of Ethical Conduct and Statement of Commitment](#)
- [Family Child Care Indoor Clean Air Act](#)