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| <p>Family Child Care</p> | <p>Participant Guide</p> <p>Active Supervision: Minnesota’s Diverse Communities</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> | |

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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.
- Examine and address the expectations for supervision in comparison to personal and cultural practices.
- Develop an individual plan for following practices of active supervision.

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 |
|---------------------|--|--|
| 30 minutes | Welcome and introductions Defining supervision | Large group discussion Large group brainstorm |
| 20 minutes | Risk of Injury, Stages of Development, and Prevention Tips | Small group activity Large group discussion Website review |
| 30 minutes | Supervision laws and rules | Mini lecture Individual reflection |
| 25 minutes | Applying Knowledge and Learning – Supervision Scenarios | Small group activity Large group discussion |
| 15 minutes | Objectives review/closing - Creating a safe, supervised family child care environment | Individual reflection activity Pair and share |
| Total Time: 2 hours | | |

Supervision Definition 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."

Licensing Links and Statutes

- [MN Rule 2 for Family Child Care](#)
- [Minnesota Statutes, Chapter 245A – The Human Services Licensing Act](#)
- [Family Child Care Information and Forms](#)
- [Family Child Care Licensing Inspection Checklist \(ELICI\)](#)
- [Requirements for substitute caregivers and emergency replacements in family child care](#)
- [Family Child Care Provider Background Study Worksheet](#)
- [Minnesota Child Care Provider Background Studies information page](#)

Health and Safety Resources

- [Tips for Keeping Children Safe: A Developmental Guide](#)
- [Keeping Kids Safe: Child Care Provider Emergency Planning Guide](#)
- [CDC Resources in Languages Other Than English](#)
- [American Academy of Pediatrics: Handouts by Language](#)

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](#)
- [Center for Inclusive Child Care \(CICC\)](#)

Stages of Growth, Risk of Injury, and Prevention Tips Handout

| Age | Characteristics | Risk of Injury | Prevention Tips |
|-------------------|---|--|--|
| Birth to 3 months | <ul style="list-style-type: none"> • Eats, sleeps, cries • Has a strong sucking reflex. • Begins grasping and rolling over unexpectedly • Needs support of head and neck | <ul style="list-style-type: none"> • Falls from couches, tables, changing tables or beds • Burns from hot liquids • Choking and suffocation • SUID (Sudden Unexpected Infant Death) • Abusive Head Trauma | <ul style="list-style-type: none"> • Never leave infants alone on beds, changing tables, sofas, chairs or any other high surfaces. • Always check the water temperature before bathing an infant. Set hot tap water temperature below 120° F. • Install smoke alarms and carbon monoxide detectors. Check the batteries twice a year. • Keep small objects and toys away from the baby. • Place infants on their backs to sleep in a safety approved crib, on a firm mattress covered by a tight-fitting sheet, with nothing in the crib but the infant and a dry pacifier. • Do not use blankets or soft bedding in a baby's sleeping area. • Never shake a baby, even playfully. • Approved child safety seats must be properly installed in the back seat facing the back of the car and used. |
| 4 to 6 months | <ul style="list-style-type: none"> • Sits with minimal support • Plays with open hands • Reaches for objects • Begins to put things in mouth • Is increasingly curious about surroundings • Wants to test, taste, touch, and shake objects | <ul style="list-style-type: none"> • Vehicle occupant injury • Falls • Burns from hot liquids • Choking and suffocation • SUID (Sudden Unexpected Infant Death) • Abusive Head Trauma | <ul style="list-style-type: none"> • Never leave infants alone on beds, changing tables, sofas, chairs or any other high surfaces. • Always check the water temperature before bathing an infant or washing hands or other body parts. Set hot tap water temperature below 120° F. • Install smoke alarms and carbon monoxide detectors. Check the batteries twice a year. • Keep small objects and toys away from the baby and teach older children not to play around infants with small objects or toys. • Place infants on their backs to sleep in a safety approved crib, on a firm mattress covered by a tight-fitting sheet, with nothing in the crib but the infant and a dry pacifier. • Do not use blankets or soft bedding in a baby's sleeping area. • Always be within reach of a baby when placed on his/her stomach for "tummy time." • Never shake a baby, even playfully. |
| 7 to 12 months | <ul style="list-style-type: none"> • Sits alone • Very curious about everything • Crawls • Starts to walk • Explores surroundings • Pulls things • Likes to go outside • Imitates movement of others and adults • Begins eating solid food | <ul style="list-style-type: none"> • Vehicle occupant injury • Falls • Burns from hot liquids and surfaces • Choking and suffocation • SUID (Sudden Unexpected Infant Death) • Abusive Head Trauma | <ul style="list-style-type: none"> • Make sure you can see the mobile infant at all times by carefully arranging the environment. • Gates are required on all stairways when children 6-18 months are present. • Keep a hand on the infant when using changing tables. • Make sure only age-appropriate items are within reach. • Do not use walkers or other walker-type equipment. • Keep hot foods and liquids out of the reach of children. • Put guards around radiators, hot pipes, and other hot surfaces. • Follow safe sleep rules and recommendations. • Never leave a child alone in or near any water, including tubs, toilets, buckets, wading or swimming pools, or any other containers of water, even for a few seconds. • Never shake a baby, even playfully. |

Stages of Growth, Risk of Injury, and Prevention Tips continued...

| Age | Characteristics | Risk of Injury | Prevention Tips |
|----------------|---|--|---|
| 1 and 2 years | <ul style="list-style-type: none"> •Likes to go fast •Is unsteady •Tries to reach objects •Runs •Walks up and down stairs •Likes to climb •Pushes and pulls objects •Can open doors, drawers, gates and windows •Throws balls and other objects •Begins talking, but cannot express needs | <ul style="list-style-type: none"> •Motor vehicle Injuries •Falls •Burns •Poisoning •Choking •Drowning •Child abuse | <ul style="list-style-type: none"> •Gates are required on all stairways when children 6-18 months are present. When developmentally ready, show children how to climb up and down stairs. •Remove sharp-edged furniture from frequently used areas. •Turn handles to the back of the stove when cooking. Teach children the meaning of the word “hot.” •Keep electric cords out of child’s reach. •Use shock stops or furniture to cover used and unused outlets. •Store household products such as cleaners, chemicals, medicines, and cosmetics in high places and locked cabinets. •Avoid giving children peanuts, popcorn, raw vegetables, and any other foods that could cause choking. •Toys should not have small parts. •Always carefully supervise; never leave a child alone in or near any body of water even for a few seconds. •Check floors and reachable areas carefully for choking hazards. |
| 3 and 4 years | <ul style="list-style-type: none"> •Begins making choices • Has lots of energy • Seeks approval and attention from adults | <ul style="list-style-type: none"> •Traffic injuries •Burns •Play area •Poisons •Tools and equipment | <ul style="list-style-type: none"> •Check and maintain playground equipment and environment. •Child should play on age and weight-appropriate equipment. •The surface under and around play equipment should be soft and shock-absorbent. Use specifically approved surface materials. •Check that child is dressed appropriately to avoid strangulation (e.g., no drawstrings on shirt, jackets, etc.). • Store household products, medicines, and cosmetics out of child’s sight and reach. • Teach child about the difference between food and nonfood, and what is not good to eat. • Watch children carefully during arts and crafts projects for mouthing of paints, brushes, paste, and other materials. Use nontoxic supplies. • Store garden equipment, scissors, and sharp knives out of reach. • Teach child the safe use of tools and other equipment and supervise carefully when using. |
| 5 years and up | <ul style="list-style-type: none"> •Is stronger •Likes to explore the neighborhood •Will ask for information •Will seek out playmates •Becomes involved in sports •Plans and carries out ideas | <ul style="list-style-type: none"> •Traffic injuries • Burns • Play area • Guns | <ul style="list-style-type: none"> •Teach pedestrian and traffic safety rules. •Older children must wear safety belts. Adults should model safety laws and always wear a seat belt when traveling in a car. •Always use helmets even on bicycles with training wheels or tricycles. •Teach children how to drop and roll if their clothing catches fire. •Practice fire drills so children become familiar with the escape route and the sound of the smoke alarm. •Keep matches and lighters away from children. Stress bringing found matches to adults. •Check and maintain playground equipment and environment •Child should play on developmental and weight-appropriate equipment. •The surface under and around play equipment should be soft and shock-absorbent. Use specifically approved surface materials. •Teach safe play rules and encourage child to put toys away after playing. •Keep guns and ammunition locked separately and out of reach. |

Family Child Care Safety and Supervision Checklist

| Items Important for Safe Supervision Based on MN DHS Rule 2 | Always | Sometimes | Never | Notes |
|--|--------|-----------|-------|-------|
| I follow the child/adult ratio for my license capacity. | | | | |
| My helper is at least 13 years of age but less than 18 years of age. | | | | |
| I am within sight or hearing of infants, toddlers, and preschoolers and am able to intervene at all times. | | | | |
| The license is in my name, and I am present while the children are present. | | | | |
| I know that I am legally responsible for the safety of the children. | | | | |
| I have had a background study. | | | | |
| All people living in my house age 13 years or older have a background study, as required. | | | | |
| I have had a physical exam, and I am physically healthy to care for the children | | | | |
| I know all adults who are in the house, including myself, may be required to have physical, mental health or chemical dependency evaluation, if required by my licenser. | | | | |
| My environment has passed inspection for safety. | | | | |
| I use positive behavior guidance. Physical punishment (spanking, kicking, biting, slapping, ear pulling, hair pulling, shaking, rough handling) does not happen. | | | | |
| Emotional abuse (name calling, derogatory comments, shaming, threats) does not happen. | | | | |
| I do not withdraw food, warmth, clothing, and medical care as punishment. | | | | |
| I do not give children time out for more than 10 minutes and I am able to intervene even when the child is in time out. | | | | |
| Children are within my sight or hearing even in time out. | | | | |
| I do not punish children for toilet accidents. | | | | |
| Children have daily playtime indoors and outdoors, weather permitting. | | | | |
| The environment, equipment, and materials are clean and in good condition. | | | | |

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|---|--|--|--|--|
| I supervise the children around pools and have the required documentation. | | | | |
| I supervise children in the community, in parks and beaches, especially around water hazards. I have permission slips on file for all children. | | | | |
| I work with my licensor to determine the appropriate steps to ensure that children do not have access to water hazards and supervise them appropriately. | | | | |
| I have gates and barriers on stairways when children between the ages of 6 and 18 months are present. | | | | |
| The environment has all the safety items required for fire, sewage, and electricity. | | | | |
| Nobody smokes while the children are present. | | | | |
| Firearms are unloaded and inaccessible to children. Ammunition and firearms are stored in separate locked areas. | | | | |
| Dangerous materials like knives, matches, plastic bags, and tools, are out of reach of children. | | | | |
| Toxic items (soaps, detergents, poisonous plants, alcoholic beverages, medicine, paint, and other chemicals) are inaccessible to children. | | | | |
| Parents have given permission for their children to play with my pets with supervision and all my pets have been vaccinated. | | | | |
| Children in diapers are kept clean and dry. | | | | |
| All children have opportunities for developmentally appropriate activities that are stimulating and safe. | | | | |
| I follow the learning plan given by early childhood special education to care for children with disabilities. | | | | |
| When I place babies down to sleep, I always place them on their backs. | | | | |
| Nothing is in the baby's sleep area, except a tight-fitting sheet and a dry pacifier. Babies sleeping areas do not have soft bedding, stuffed animals, or blankets. | | | | |
| Children wash their hands frequently. | | | | |
| Parents are notified immediately when their child is ill with a fever, vomiting, diarrhea, or rash. | | | | |
| Children are picked up only by parents or a person authorized by parents. | | | | |
| I keep children within the licensed area of the family child care program. | | | | |

My Safety and Supervision Plan

Review your checklist note all the items you answered **always**. Congratulations! You are following good supervision practices in these areas!

Now, look at the items you answered **sometimes** or **never**. These are areas that require action. Write these items on your list. These will be your goals for your safety and supervision plan. If you do not have items listed sometimes or never, write five actions that you will take to improve the safety and supervision of the children in your child care, based on what you learned in this class. Place a checkmark in the box once you've completed your goal.

1. _____
2. _____
3. _____
4. _____
5. _____

Things I want to remember from this class: