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| <p>Family Child Care</p> | <p>Participant Guide</p> <p>Active Supervision: A Developmental Perspective</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.
- Describe the ways supervision is impacted by a child’s development.
- Identify characteristics typically associated with differing levels of development and their impact on 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 |
|---------------------|--|---|
| 15 minutes | Welcome and introductions | Large group discussion |
| 45 minutes | Safety, supervision, and child development | Large group discussion Small group activity Individual reflection |
| 30 minutes | Characteristics associated with children’s development | Small group activity Individual reflection |
| 20 minutes | Stages of growth, risk of injury, and prevention | Individual reflection Pair and share |
| 10 minutes | Closing | Individual reflection |
| Total time: 2 hours | | |

| MN Rule 2 for Family Child Care | Best Practice: Caring for our Children |
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| <p>Minnesota DHS Rule 2 (9502.0315, subp. 29a) defines supervision as:</p> <p>"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."</p> | <p>Caring for our Children: National Performance and Safety Standards defines best practice:</p> <p>"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.</p> |

Supervision Scenarios: Monday Morning Arrivals

It is Monday morning. A family child care provider is waiting for three children to arrive for the day. The child care provider is expecting a 3-month-old, an 18-month-old toddler, and a 4-year-old. What should the child care provider expect from the children as they arrive? What supervision will the children need from the child care provider to keep them safe during this transition?

| 3-month-old | 18-month-old | 4-year-old |
|----------------------------------|----------------------------------|----------------------------------|
| <p>Expectations:</p> | <p>Expectations:</p> | <p>Expectations:</p> |
| <p>Supervision needs:</p> | <p>Supervision needs:</p> | <p>Supervision needs:</p> |

Five Developmental Principles Associated with Children’s Development

1. Young children learn with their senses. They explore using taste and touch.
2. Young children are impulsive. They act without thinking about what might happen and focus on one thing at a time.
3. Young children are “egocentric.” They think about themselves and their own needs ahead of others.
4. Young children do not associate “cause and effect.” They don’t realize that one action might cause something else to happen.
5. Young children have limited memory. They don’t remember multiple steps to a rule or activity and may not remember from day to day.

| Behaviors to expect with this principle | Strategies for supervision |
|---|---|
| | |
| Individual reflection – Child behaviors | Strategies for supervision in my child care |
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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 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 surface. Always check the water temperature before bathing an infant. Set hot tap water temperature below 120° F. Install smoke alarms and carbon dioxide 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. 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 surface. Always check the water temperature before bathing an infant. Set hot tap water temperature below 120° F. Install smoke alarms and carbon dioxide 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. Approved child safety seats must be properly installed in the back seat facing the back of the car and used. 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. |

| 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 downstairs • 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 downstairs. • Remove sharp-edged furniture from frequently used areas. • Turn handles to the back of the stove while cooking. • Teach child the meaning of “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. • Always carefully supervise; never leave a child alone in or near any body of water even for a few seconds. • Check toys, 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 | <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 shirts, jackets, etc.), • Store household products, medicines, and cosmetics out of child’s sight and reach. • Teach children 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 safety 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 the child to put toys away after playing. • Keep guns and ammunition locked separately and out of reach. |

Final Reflection: Goals

Safety and Supervision Goals

Resources

- [Tips for keeping children safe: A developmental guide](#)
- [Help Me Grow MN Developmental Milestones](#)
- [Center for Inclusive Child Care \(CICC\)](#)
- [Discussing Developmental Concerns with Parents](#)
- [Reducing Challenging Behaviors During Transitions](#)

Licensing Links and Statutes

- [MN Rule 2 for Family Child Care](#)
- [Minnesota Statute, Chapter 245A – The Human Services Licensing Act](#)
- [Family Child Care Forms](#)
- [Family Child Care Licensing Inspection Checklist \(ELICI\)](#)

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](#)