

<p>Family Child Care</p>	<p>Participant Guide</p> <p>Active Supervision: Strategies for Inclusive Child Care</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 supervision challenges experienced in an inclusive child care environment.
- Implement strategies that support safe, inclusive environments for children of all needs and abilities.

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
10 minutes	Welcome and Introductions	Mini lecture Large group discussion
20 minutes	Defining inclusion in child care	Mini lecture Large group discussion
25 minutes	Environmental challenges and safety strategies	Individual reflection activity Pair and share Small group activity
10 minutes	Understanding risk factors and reporting abuse and neglect	Mini lecture
20 minutes	Supporting children with health care needs	Individual activity Large group discussion
25 minutes	Mealtimes, sleep, and outdoor safety	Small group activity
10 minutes	Closing	Objectives review Individual reflection

Supervision Definitions

MN Rule 2 for Family Child Care	Best Practice: Caring for our Children
<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>

"Inclusion means that every child, with and without disabilities, can engage as fully as possible in their learning community and feel that they belong (Moses, 2021)."

List the supervision challenges and safety strategies you will make to accommodate children's needs.

SUPERVISION CHALLENGES	STRATEGY IDEAS

Focus on strategies that promote access, ensure safety, and enable children to participate as fully as possible with their peers.

Safety Goal	Action or Adaptation Needed	Date Completed

Handling Emergencies

All programs that serve young children are required to have an emergency preparedness plan for handling emergencies. When a child with chronic health needs is enrolled in your program, make sure your plan addresses the child’s unique needs.

- Talk to the child’s parents to plan for an emergency health crisis.
- Understand what might cause a crisis and how often a crisis might occur.
- Learn what symptoms to look for before, during, and after a crisis. Sometimes there are changes in behavior, level of activity, or other warningsigns.
- Understand special emergency procedures to follow (i.e., first aid, CPR, medication administration)
- Know when you need to call for additional help.

Family child care providers are required to review their child care emergency preparedness plan on an annual basis. Reflect on your emergency preparedness plan often and practice evacuating your program from multiple locations with all children present. How will you swiftly exit the program? How will you move all the children, including children who are not mobile, have physical or cognitive needs, or use assistive devices? Access to the emergency preparedness plan is of critical importance when a substitute caregiver is caring for the children. They should be notified in advance where each of the exits are and what the plan is for removing all children including those who are not mobile or use assistive devices.

Final Course Reflection

List two strategies you learned or remembered regarding supervision or children with disabilities or health care needs:

- 1.
- 2.

List two strategies you will implement tomorrow that will support inclusive child care:

- 1.
- 2.

Resources

Licensing Links and Statutes

- [MN Rule 2 for Family Child Care](#)
- [Minnesota Statutes, Chapter 245A – The Human Services Licensing Act](#)
- [Licensed Family Child Care – Information and Forms](#)
 - [Maltreatment of Minors Mandated Reporting Policy](#)
 - [Directive for Alternative Infant Sleep Position](#)

Health and Safety Resources

- [DHS Adult Mental Health Resources Page](#)
- [Stop It Now!](#)

Professional Resources

- [Center for Inclusive Child Care](#)
 - [CICC introductory video](#)
- [Help Me Grow MN](#)
- [Caring for Our Children: National Health and Safety Performance Standards](#)
 - [3.5 Care Plans and Adaptations](#)
- [NAEYC Code of Ethical Conduct and Statement of Commitment](#)
- [American Psychological Association Inclusive Language Guide](#)