



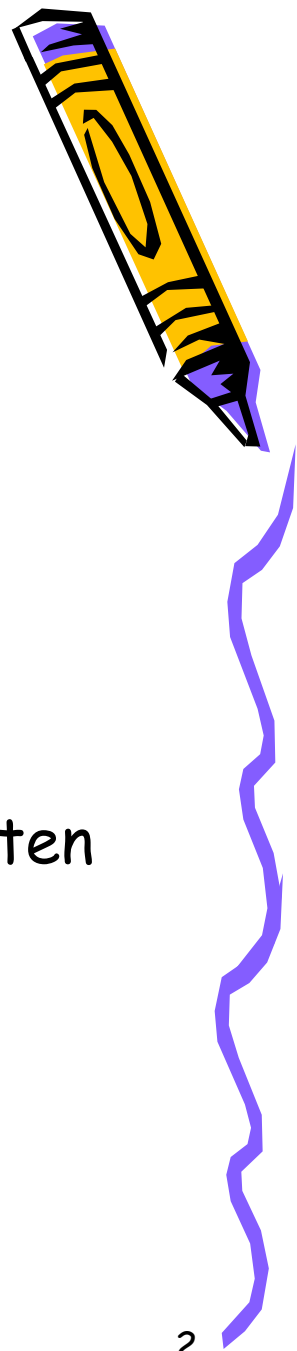
Health, Safety and Nutrition

Module 1: A Healthy Environment





Characteristics of a healthy environment that promote good health practices include:



- clean work and play areas.
- proper Hygiene practices.
- implementation and routine practice of a written health policy.



Key Point



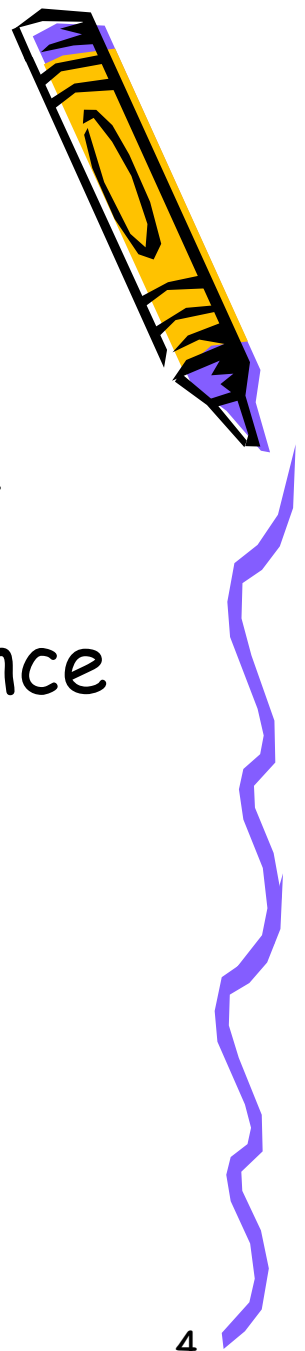
Establishing and following a written policy is an effective way of maintaining a safe and healthy child care program.



Key Point

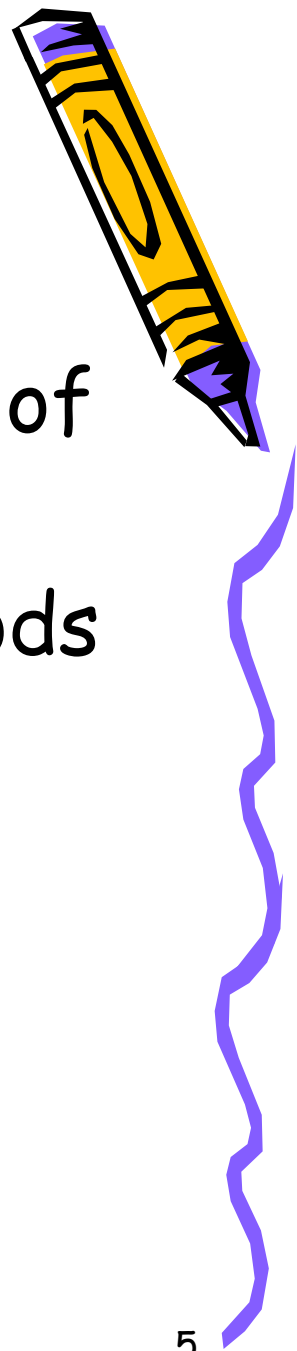


The three A's of a healthy child are:
Appetite, Appearance
and Activity.



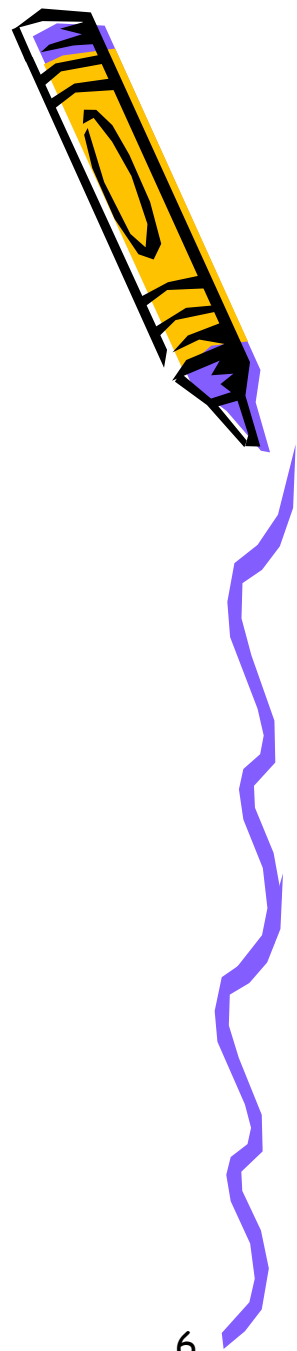
Appetite

- Can eat a substantial amount of food at times
- Will consume a variety of foods
- Is interested in eating
- Appears content after meals and snacks



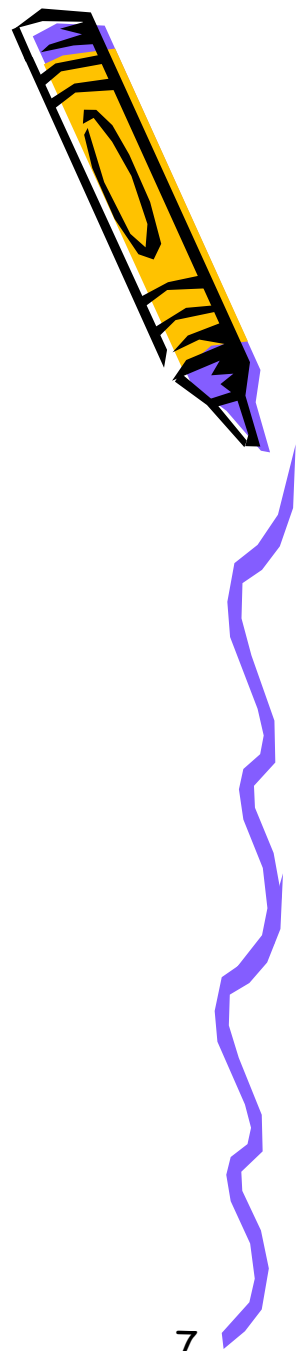
Appearance

- Has clear, bright eyes
- Has clear skin
- Has well-developed muscles
- Gains steadily in height and body weight



Activity

- Has plenty of energy
- Is alert
- Sleeps soundly
- Has few aches and pains



Daily Health Checks



Daily health checks are a good way of preventing, identifying, and controlling illness in a child care environment.



Daily Health Checks

Daily Health Checklist

Observation Is Essential!

Describe The Following			
Date/Time	Behavior	Face	Body
	Irritable, drowsy, whiney, anxious, lethargic	Flushed, pale, sores, rash, vomit, pulling at ear, breathing difficulties, coughing, wheezing, discharge from eyes/ears/mouth.	Rash, sores, cuts, bruises, burns, abrasions, flushed, pale, discolored stool, diarrhea, etc.

- Behavior
- Face and Body

- Other signs:
 - fever
 - vomiting
 - bowel movement changes
 - pain
 - skin marks



Dehydration, Heat Exhaustion and Heat Stroke



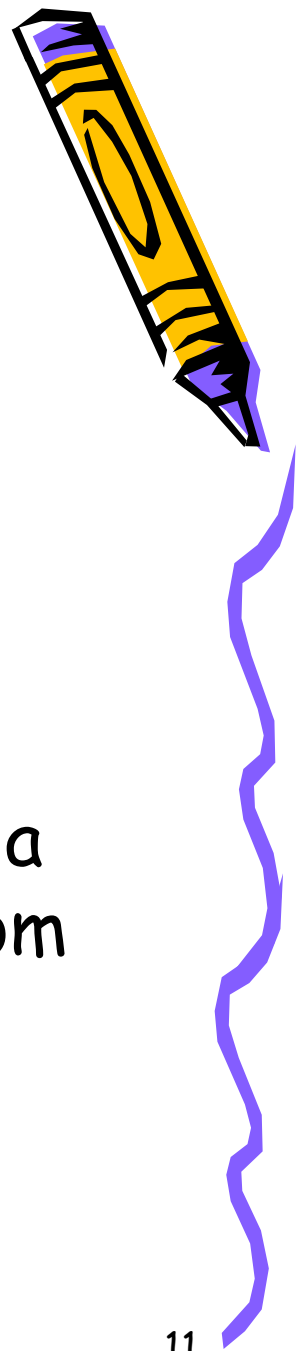
Knowing the signs of illness in children is very important, but responding quickly to these signs is equally important. Depending upon the type and severity of the symptom, a caregiver may do one or more of these things:

1. Call the parents, and if necessary, suggest to the parents that the child needs medical attention.
2. Call 911.
3. Isolate the child until parents and/or paramedics arrive.
4. Watch the child closely; notify and be ready to discuss your observations with parents and/or paramedics.

It is very important to watch for signs of dehydration when a child in your care suffers from fever, diarrhea, or vomiting.



Dehydration, Heat Exhaustion and Heat Stroke



Watch for the following signs:

- Dry to very dry mouth
- Little to no tears when crying
- Less active than usual, or very fussy
- Infant will wet less than 6 diapers a day, a child will make fewer trips to the restroom than he normally does

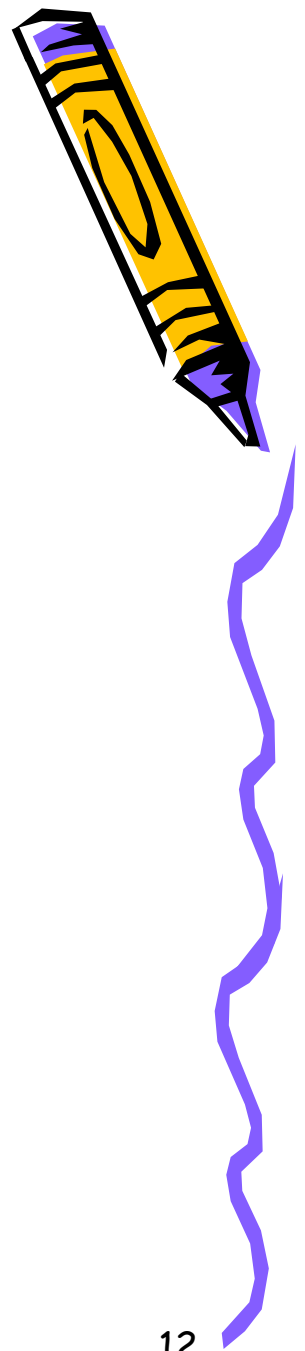




Dehydration, Heat Exhaustion and Heat Stroke

If dehydration is severe, the following will occur:

- Eyes are sunken
- Hands and feet are cool and blotchy
- Pulse may seem weak and fast
- Child will not urinate for hours



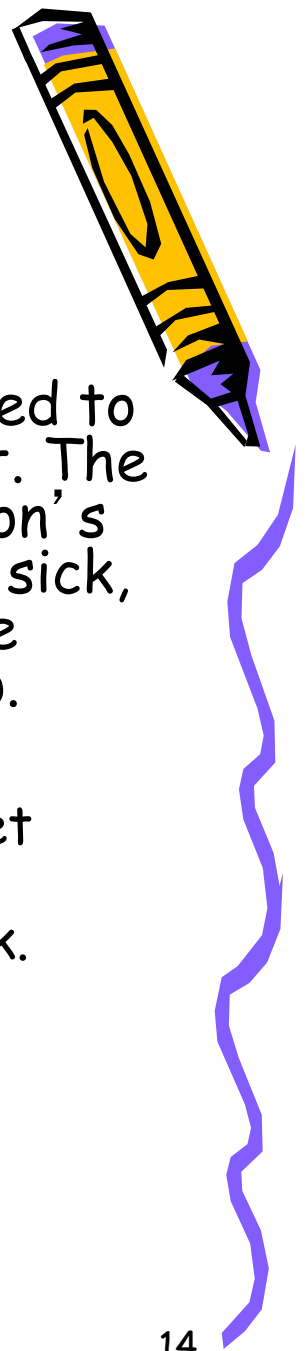
Dehydration, Heat Exhaustion and Heat Stroke

The steps to prevent dehydration are dependent on the child's symptoms, and can include:

- For mild diarrhea, do not give milk; it has a high concentration of minerals and salt which could be dangerous to a child with diarrhea.
- For vomiting, stop giving solid food, and give water at 30 to 60 minute intervals.
- For both diarrhea and vomiting, stop the child's normal diet and give electrolytes.
- Do not give a child sports drinks or any other similar drink made for adults.



Heat Exhaustion



Heat exhaustion occurs when someone who is not used to very hot weather does not get enough liquid and salt. The condition is caused by excessive sweating. The person's skin becomes pale and clammy, and the person feels sick, dizzy, and/or faint. Pulse rate and breathing become rapid, and a headache or muscle cramps may develop. Take action!

1. Lay the person down in a cool, quiet place, with feet raised a little.
2. Loosen any tight clothing and supply water to drink.
3. Add 1 teaspoon of salt to each quart of water.



Heat Stroke



Here's what to do if you observe these conditions:

1. Anyone who has heat stroke should receive medical attention. If you suspect heatstroke, call **911**.

While waiting for emergency Medical Services (EMS) to arrive:

2. Remove **clothing** and wrap the person in a cold wet sheet, or sponge with cold or tepid water.
3. Fan the person by hand, with an electric fan, or with a hairdryer set to cold.
4. When his or her temperature drops to 101 degrees Fahrenheit, place the person in the **recovery** position.
5. Cover the person with a dry sheet and continue to fan. If his or her temperature **rises** again, repeat the cooling procedure.

A caregiver should know the signs of illness in children and be prepared to take appropriate action.



Key Point



It is important to recognize and respond appropriately to signs of illness in the children in your care, both for their well-being and for the prevention of illness and disease within your program



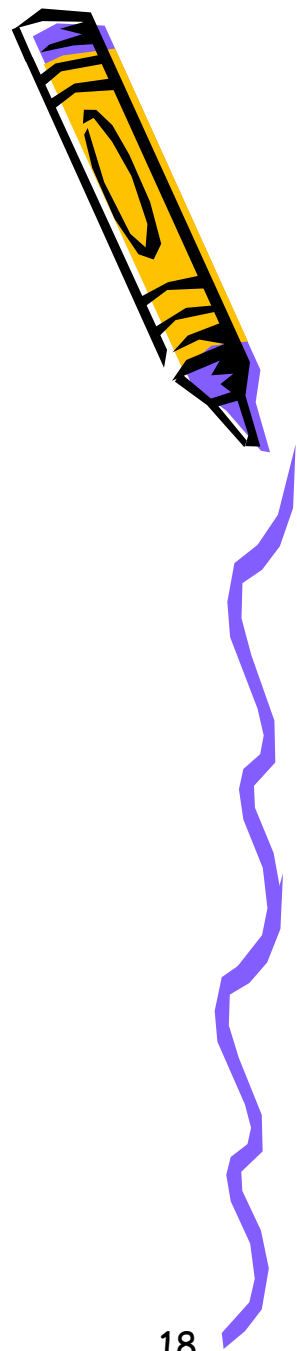
Chicken Pox

- Slight fever
- Fine blisters, first on scalp, then on face and body

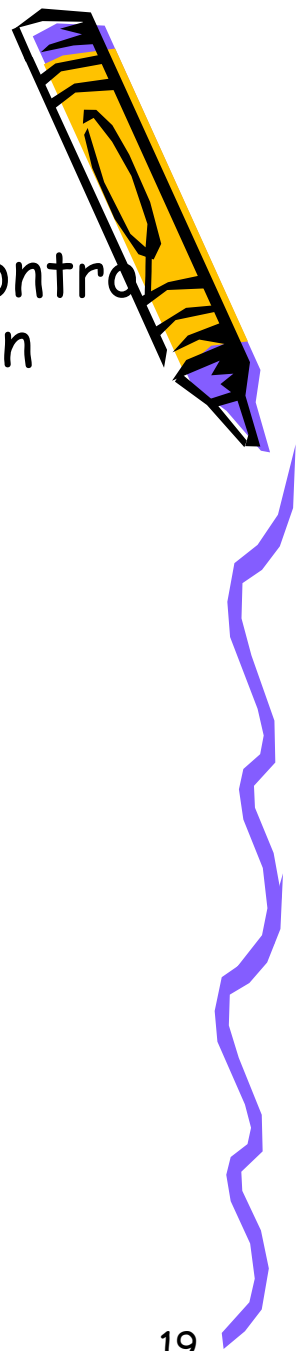


Common Cold

- Runny nose
- Watery eyes
- Chills
- Malaise (ill feeling)
- Usually no fever
- Lethargic (sluggish)



Flu



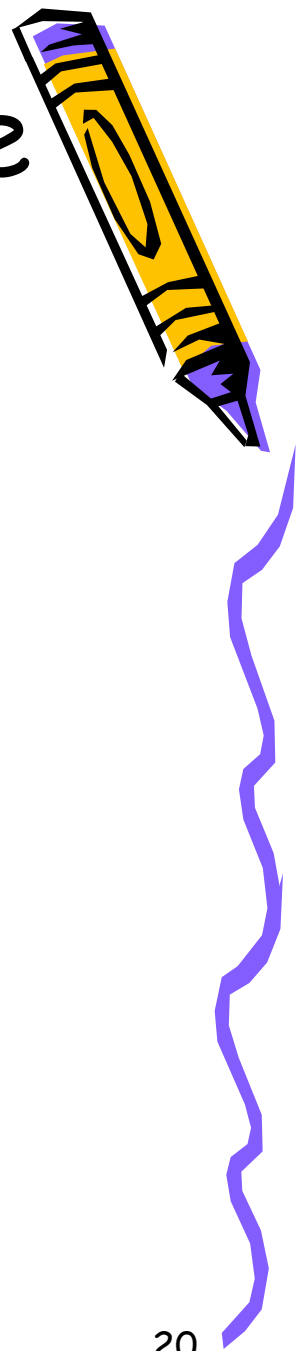
(Review the information on the Center for Disease Control (CDC) website (www.cdc.org) regarding flu pandemic in child care.)

- High fever
- Chills
- Headache
- Sore throat
- Muscle pain
- Sneezing
- Can develop chest pain and cough



Diarrhea-Related Disease

- Loose or watery stools
- Nausea
- Vomiting
- Stomachache
- Headache
- Fever



Conjunctivitis

(Eye Infection; Pink eye)

- Red eye or eyes
- Discharge from one or both eyes
- Crusted lid or lids



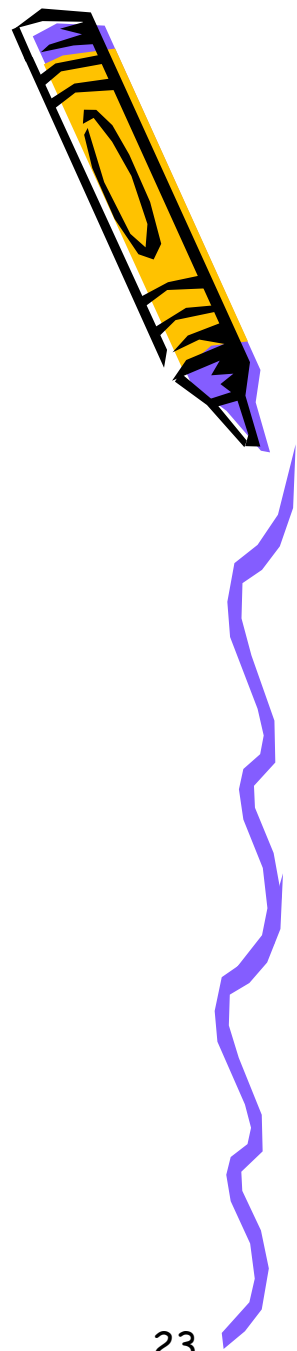
Giardiasis

- Parasite found in the stools
- Diarrhea, bloating, abdominal cramps
- Weight loss and weakness



Allergic Reactions/ Anaphylaxis

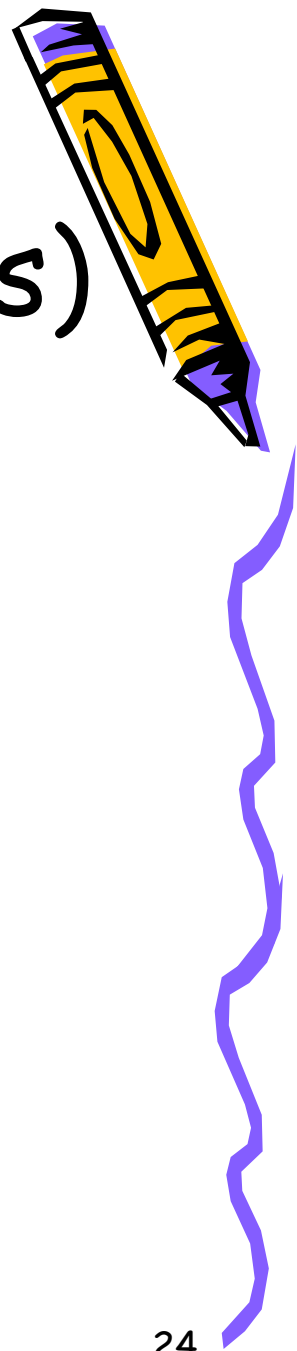
- Rashes
- Swelling of Throat
- Difficulty breathing



RSV

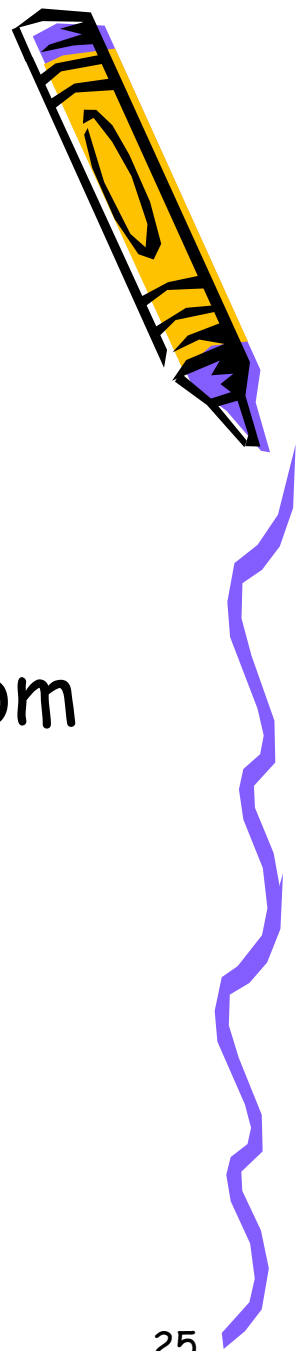
(Respiratory Syncytial Virus)

- Wheezing and cough
- Blue color around lips
- Rapid breathing



Lice

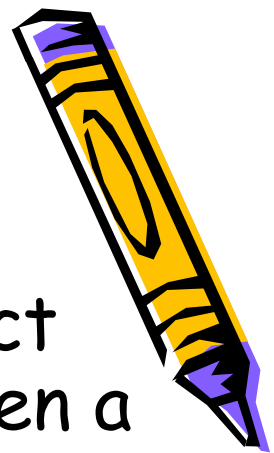
- Itchy scalp
- Nits (eggs)
- Small, red bumps or sores from scratching



Key Point



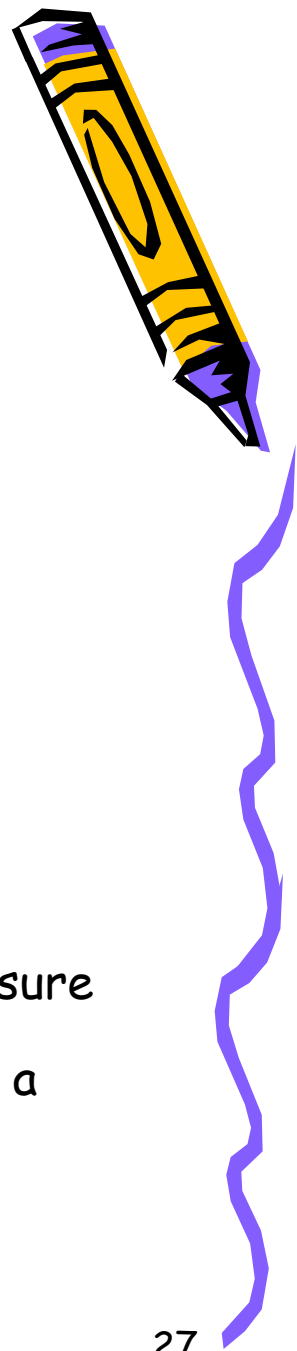
Responding in a correct and timely manner when a child displays a symptom or symptoms of a communicable disease is an excellent way of preventing communicable diseases in a child care program.



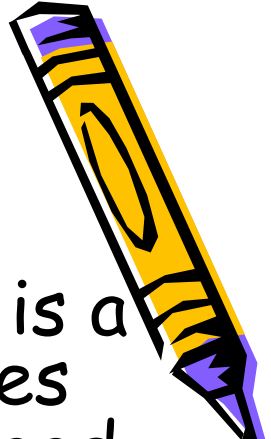
We should isolate a child if we see:

- Severe coughing
- Difficult or rapid breathing
- Stiff neck
- Diarrhea
- Temperature 101 degrees Fahrenheit or over
- Conjunctivitis (Red eyelids or eyeballs and drainage)
- Exposed or open skin lesions
- Unusually dark urine
- Gray or white stool
- Yellowish skin or eyes

It is important to note that this is not a complete list. Be sure to consult the written policies of your child care program. It is also important to note that even though a child is isolated, they must be directly supervised.



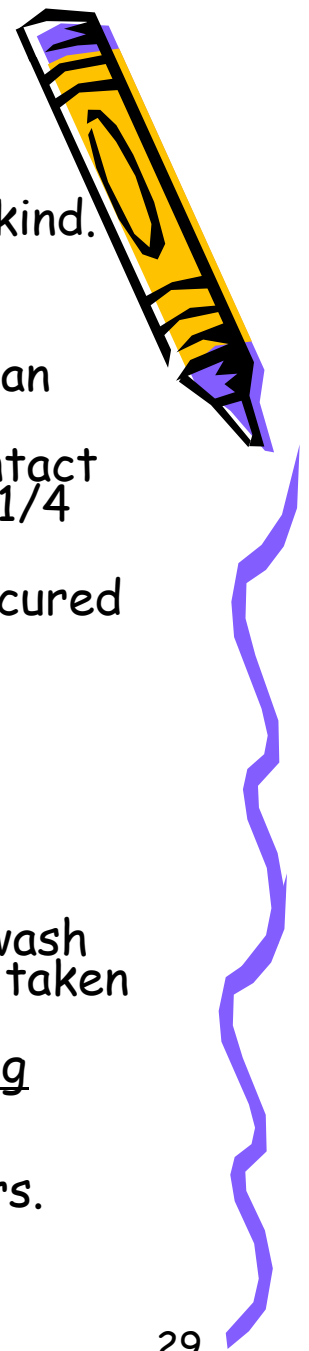
Key Point



Universal Precautions is a strategy which requires caregivers to treat blood or any bodily fluid of all persons as potential sources of infection, and its core principle is that proper hygiene and sanitary conditions are critical in communicable disease control.



Universal Precautions



- Use Universal Precautions when handling bodily fluids of any kind.
- Wear gloves.
- Throw disposable gloves away after one use.
- Do not get any bodily fluid in your eyes, nose, mouth, or near an open sore.
- Clean and disinfect any surfaces and mops that come into contact with a bodily fluid (a common and inexpensive disinfectant is 1/4 cup of bleach to 1 gallon of water).
- Discard fluid and fluid-contaminated materials in a tightly secured bag.
- Wash your hands thoroughly after cleaning up bodily fluids.
- Change diapers on non-porous surfaces (usually plastic).
- Do not share personal hygiene items such as toothbrushes.
- Use disposable sheaths on thermometers.
- Wash linens and clothing that have become contaminated separately from other laundry. Use 1/4 cup of bleach in the wash load. Place contaminated clothes in a tightly sealed bag to be taken home and washed.
 - Do not allow babies and toddlers to share teething toys. Sanitize these after use.
 - Teach children not to pick off scabs.
 - Cover open wounds on both children and caregivers.



Key Point



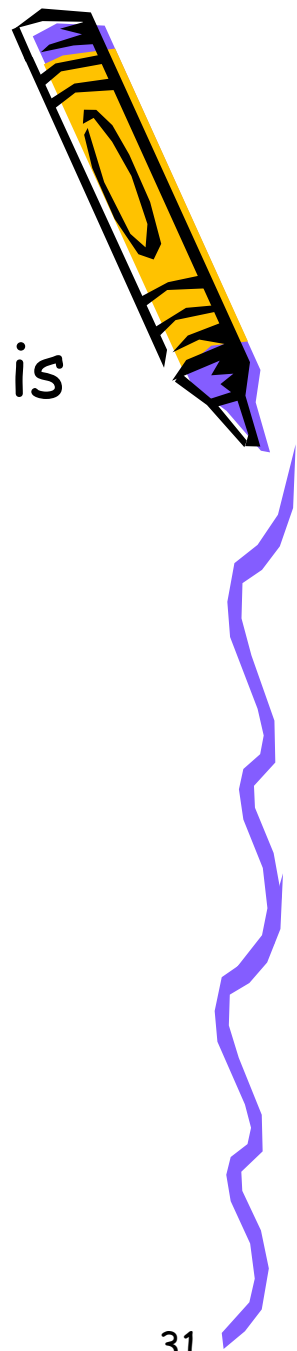
Proper personal hygiene is the most effective way of preventing the spread of germs and diseases in a child care setting.





Your Response to Signs of Illness in Children

During small group time, you notice Charles is having difficulty breathing and is wheezing. What do you do?

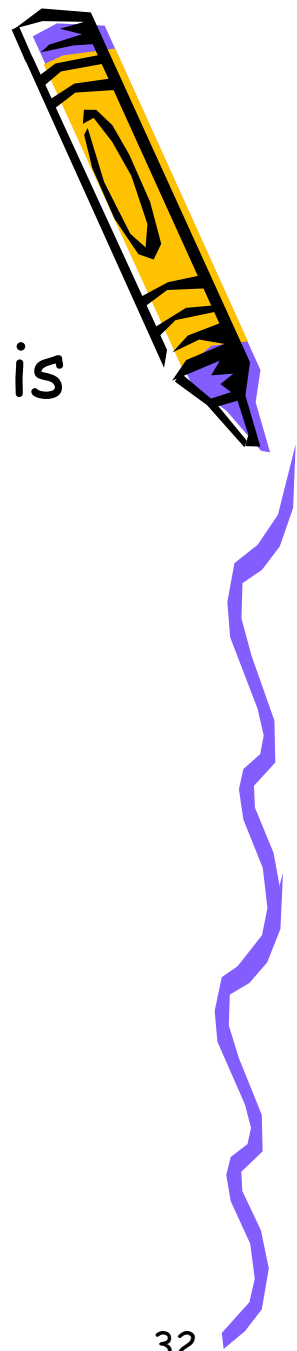




Your Response to Signs of Illness in Children

During small group time, you notice Charles is having difficulty breathing and is wheezing. What do you do?

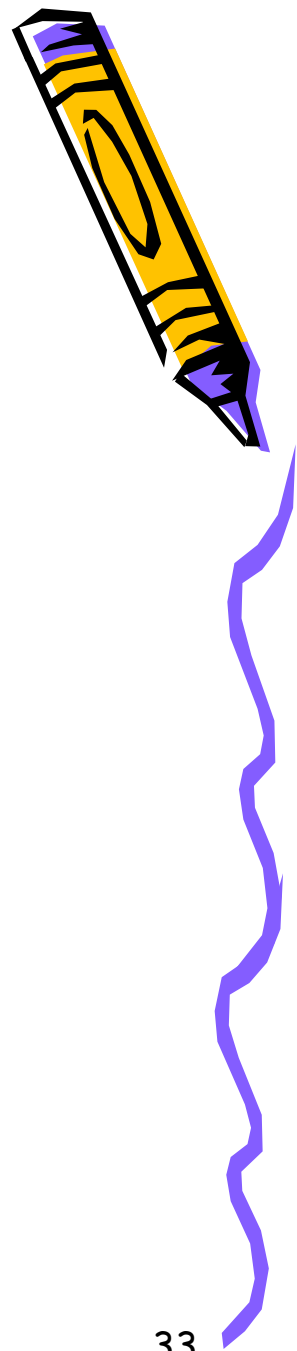
*Assume this could be life-threatening.
Call Charles' parents and 911.*





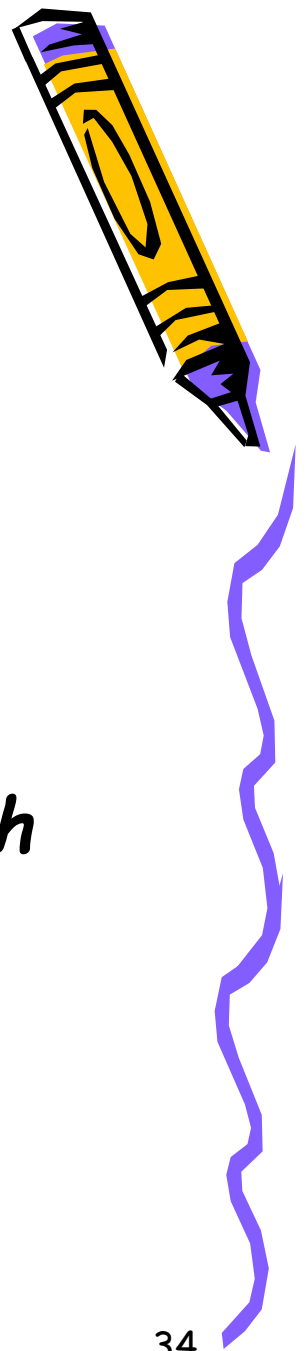
Your Response to Signs of Illness in Children

At the dramatic play center, you notice Chelsea scratching the back of her head vigorously. What do you do?





Your Response to Signs of Illness in Children



At the dramatic play center, you notice Chelsea scratching the back of her head vigorously. What do you do?

Check for lice, scabies, and/or rash.

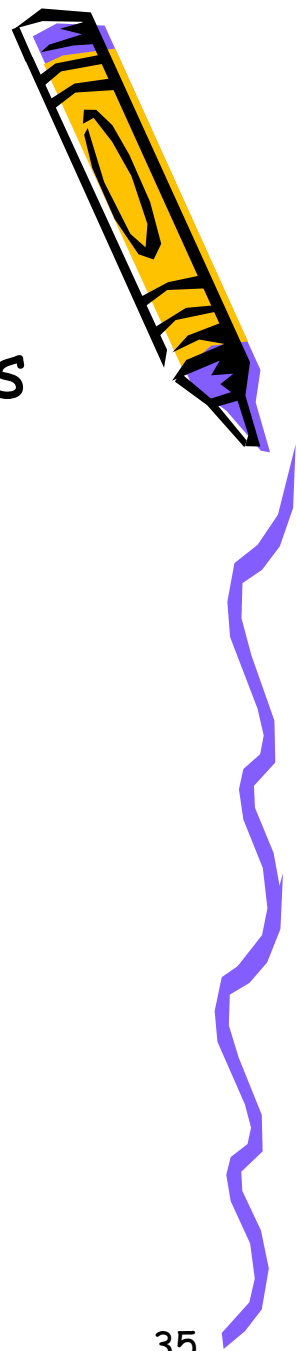
If there are lice, send Chelsea home with information. Sanitize dress-up clothes, carpet





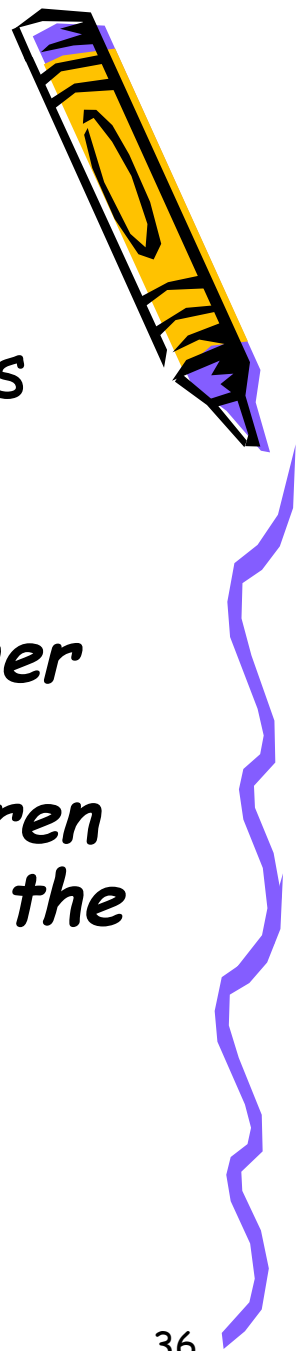
Your Response to Signs of Illness in Children

While at the sensory table, Chancie sneezes into the water. What do you do?





Your Response to Signs of Illness in Children



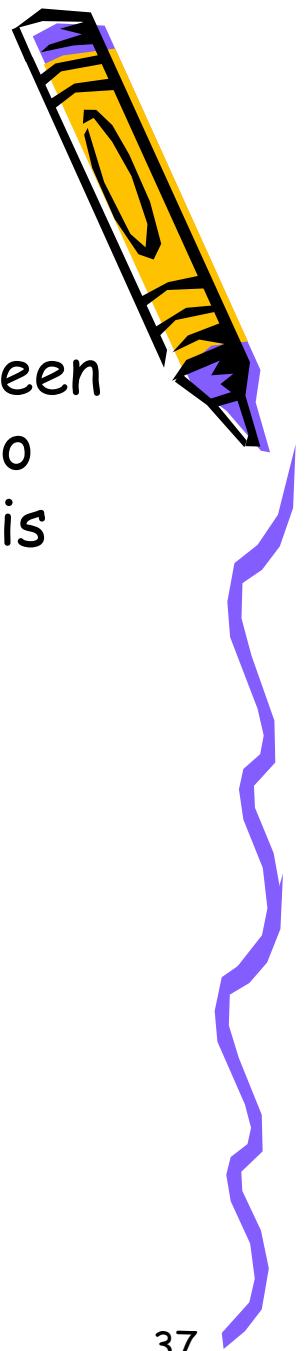
While at the sensory table, Chancie sneezes into the water. What do you do?

Ask Chancie to blow her nose and wash her hands. Change the water at the sensory table and sanitize it. Make sure all children wash their hands before and after using the sensory table.





Your Response to Signs of Illness in Children

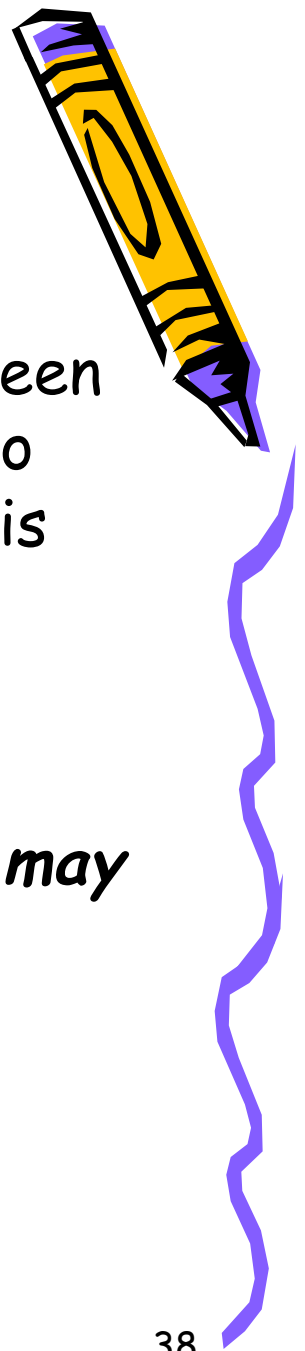


Later in the day, the snack center is set up as a green grocery. Children come with a little straw basket to select crunchy vegetables for snack time. Chancie is shopping. He nibbles a few vegetables, but then complains of a stomach ache. What do you do?





Your Response to Signs of Illness in Children



Later in the day, the snack center is set up as a green grocery. Children come with a little straw basket to select crunchy vegetables for snack time. Chancie is shopping. He nibbles a few vegetables, but then complains of a stomach ache. What do you do?

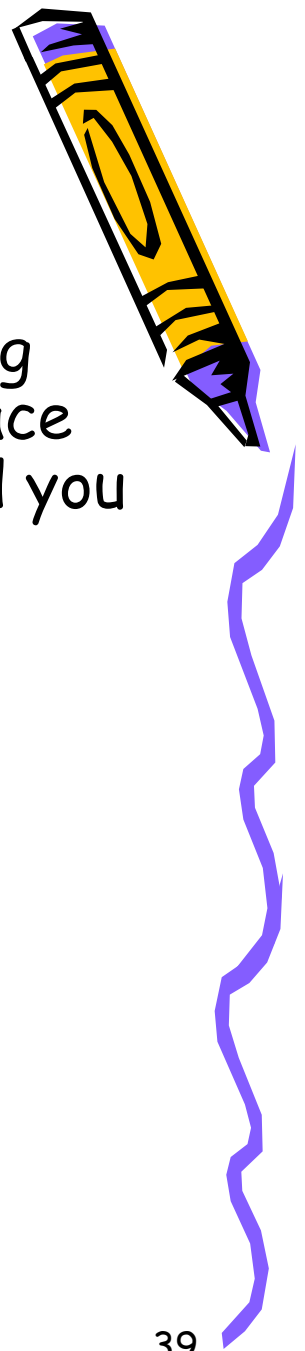
Monitor Chancie closely. He may be sick, or he may dislike the raw vegetables, and this morning's sneeze was only coincidental.





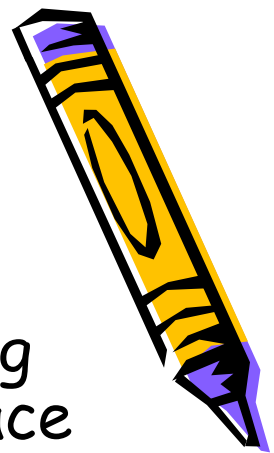
Your Response to Signs of Illness in Children

In the free-art center, Chu-lin is helping a teaching assistant mix dry tempera powder. Suddenly, her face becomes red and she begins to cough. What should you do?





Your Response to Signs of Illness in Children



In the free-art center, Chu-lin is helping a teaching assistant mix dry tempera powder. Suddenly, her face becomes red and she begins to cough. What should you do?

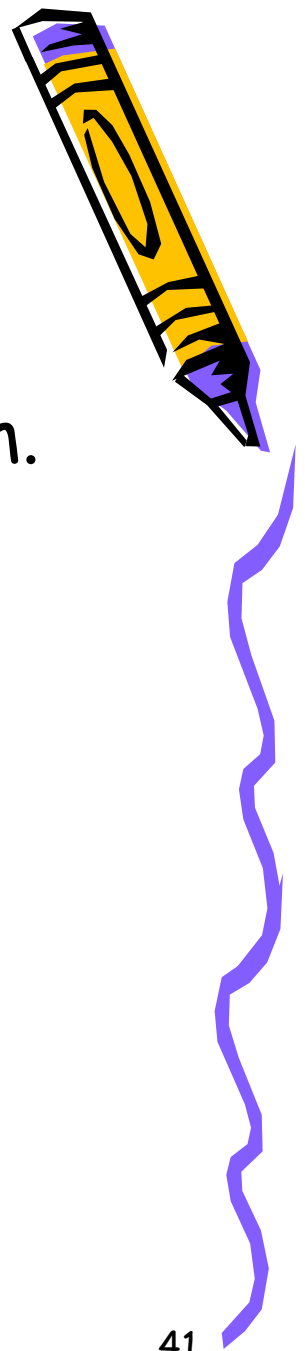
This was a “trick” question. Do not mix dry tempera paint or dry paper mache in the presence of young children. Ask the class to discuss other hazards that may occur during art projects, such as accidental ingestion, allergic reactions, and accidents such as slips, falls, cuts, etc.





Your Response to Signs of Illness in Children

After playing in an outdoor learning center, you notice blister-like sores on Chaka's arm. What should you do?





Your Response to Signs of Illness in Children



After playing in an outdoor learning center, you notice blister-like sores on Chaka's arm. What should you do?

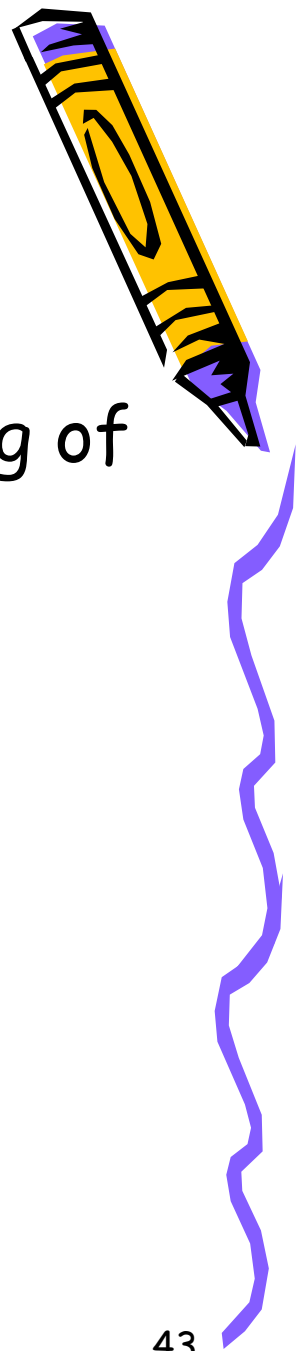
Understand that this might be the sign of a communicable illness or disease. Call the parents and suggest they seek prompt medical attention. Isolate the child until he is seen by a doctor.





Your Response to Signs of Illness in Children

Charlotte ate very little at lunch today and now she has her head on a table, complaining of a stomachache. What should you do?





Your Response to Signs of Illness in Children



Charlotte ate very little at lunch today and now she has her head on a table, complaining of a stomachache. What should you do?

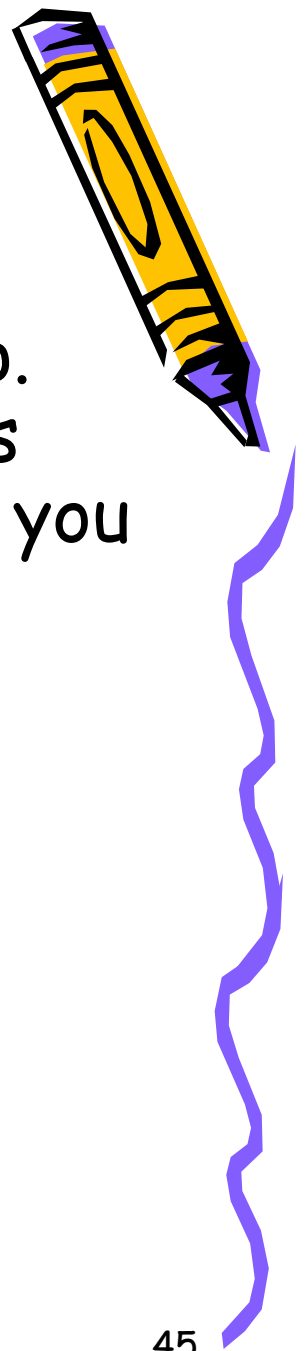
Watch her closely and be ready to react to further signs of illness. Notify and discuss the signs with parents.





Your Response to Signs of Illness in Children

Chico is difficult to awaken after a long nap. He is warm to the touch, and then vomits as you lead him to the bathroom. What should you do?





Your Response to Signs of Illness in Children

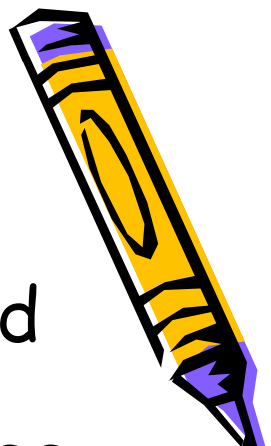


Chico is difficult to awaken after a long nap. He is warm to the touch, and then vomits as you lead him to the bathroom. What should you do?

Understand that this might be the sign of a communicable illness or disease. Call the parents and suggest they seek prompt medical attention. Isolate the child until he is seen by a doctor.



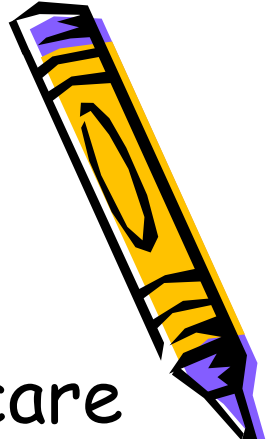
Key Point



Safe and sanitary food practices help keep a child care program free of germs and disease and include using clean utensils and equipment; serving clean, wholesome food; applying correct storage and cooking techniques; employing clean, healthy workers; and practicing safe food-handling procedures.



Key Point

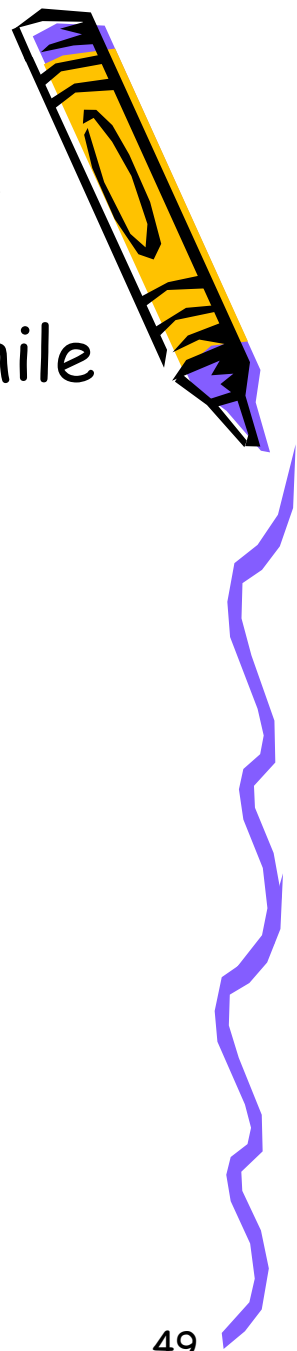


The administration of medication in a child care program is governed by Chapter 65C-20 and Chapter 65C-22, Florida Administrative Code, and must conform to other statutes, regulations and procedures.





The Role of Administering Medicine in Preventing Illness



What should caregivers pay attention to while administering medication?



The Role of Administering Medicine in Preventing Illness



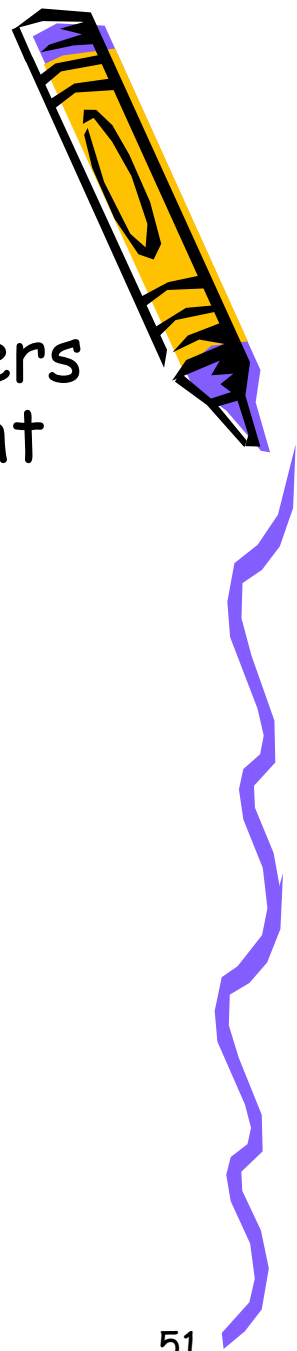
What should caregivers pay attention to while administering medication?

Name of recipient, dose, route, time and date of last dose according to the child's medication log, whether or not the medicine is in its original package, permission slip from parent with signature, and what person (s) in the program are authorized to administer medication.





The Role of Administering Medicine in Preventing Illness

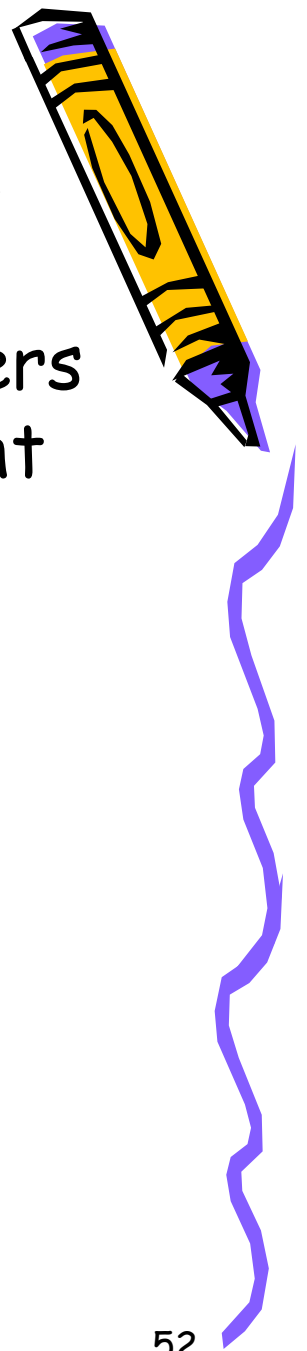


Why is it important to ensure that caregivers administer medication properly? What might the results of improperly administered medications be?





The Role of Administering Medicine in Preventing Illness



Why is it important to ensure that caregivers administer medication properly? What might the results of improperly administered medications be?

Over- or under-dose, hindrance to treatment of condition; complications to illness.



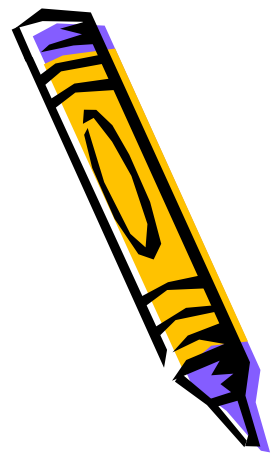


Health, Safety and Nutrition

Module 2: A Safe Environment



Key Point



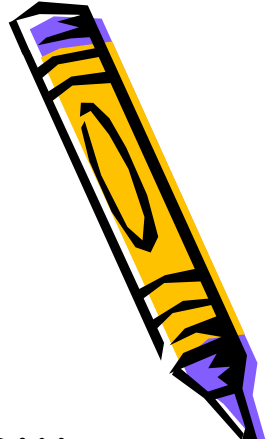
In a safe environment, hazards are kept to a minimum.



The characteristics of a safe child care environment are: potential hazards are at a minimum; the surroundings are neat and orderly; the children are constantly supervised; and caregivers have knowledge of and practice safety policies and procedures.



Key Point

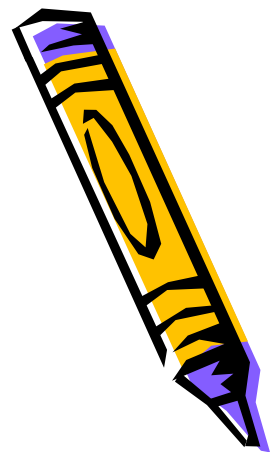
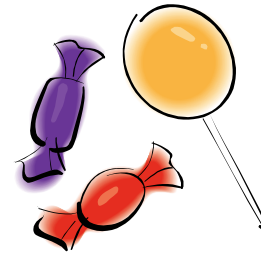


To prevent poisoning, keep chemicals out of children's reach, follow safe food-handling procedures, obey directions found on medicine labels, and teach children not to place unfamiliar items (plants, liquids, objects etc.) in or near their mouths.



“Look Alikes”

- Medicine can look like candy.
- Powdered Cleanser can look like powdered sugar.
- Lamp oil or rubbing alcohol like bottled water.
- Pine cleaner can look like apple juice.
- Motor oil can look like honey.
- Shaving cream can look like whipped cream.
- Alcoholic beverages and mouth wash can look like juice drinks.
- Dishwashing liquids can look like sports drinks.
- Hazardous sprays such as pesticides can be mistaken for hairspray.

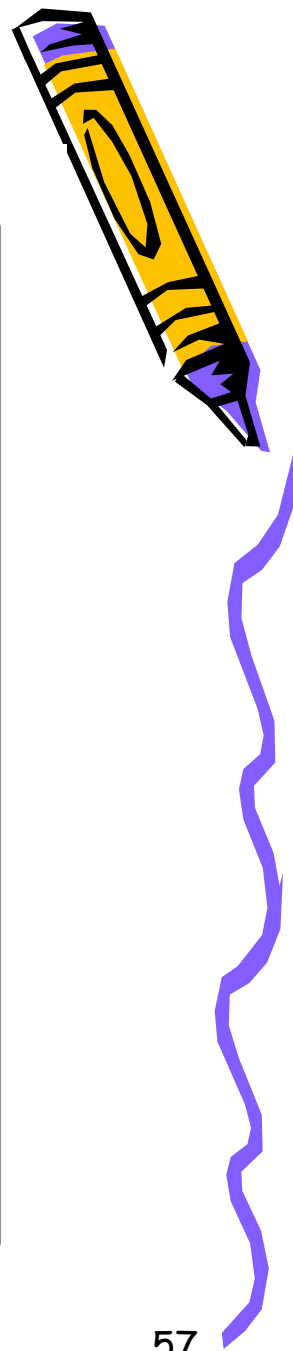


In the event of an accident or poisoning, it is important to document the accident or incident in full detail.



Sample Accident and Injury Report Form

Accident/Incident Report	
Facility/Home: _____	
Child's Name: _____	Age: _____
Date & Time of Accident/Incident _____	
Describe Accident/Incident: _____ _____ _____	
<small>(For seizures: How long did it last?; Record temperature. Did child vomit? Was it a breath-holding spell?)</small>	
Describe Nature of Injury: _____ _____ _____	
Witness(es) to Accident/Incident: _____ _____ _____	
What Action Was Taken? _____ _____ _____	
Was Parent/Guardian Contacted? _____ Time: _ How? _____	
Other Persons Contacted: _____ _____	
Describe Medical Treatment/First Aid: _____ _____	
Operator's signature	Parent/Guardian Signature
Date & Time	Date and Time

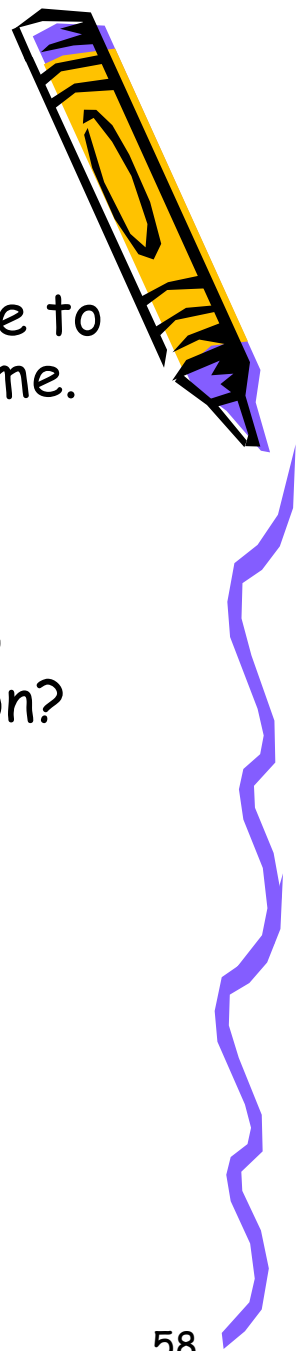




Sudden Infant Death Syndrome

While we are studying crib safety, it is a good time to talk about SIDS, or Sudden Infant Death Syndrome. SIDS is not a cause of death, but rather a classification for a manner of death.

Does anyone know the memory aid that helps us to remember how to place a baby in a sleeping position?

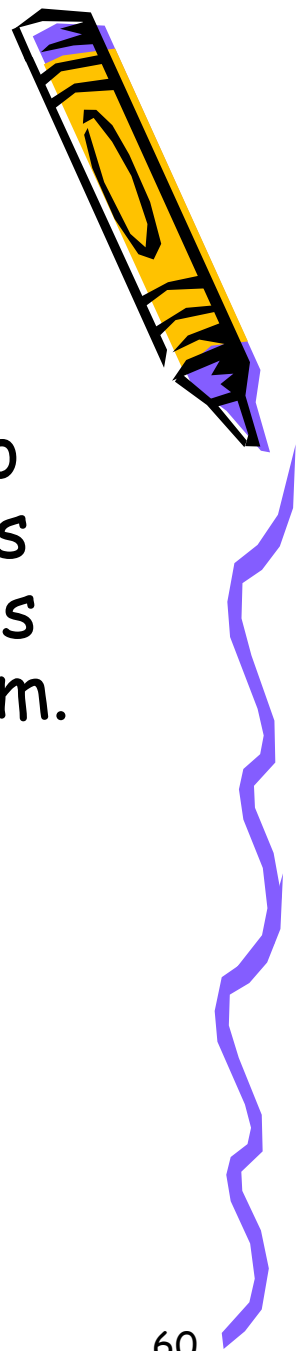


Sudden Infant Death Syndrome



Key Point

A child's response to an injury or accidents depends on the adults and others around him.



Support for Injured Children

- Always be honest, but positive. Using positive words and non-verbal behaviors will help the child remain calm. Do not tell the child that something will not hurt if it will or if you do not know if it will or not.
- Remain calm. Being prepared for emergencies will help you achieve this. After the incident is over, and you are out of the child's sight, you may (or may not) "fall apart." Allow yourself to have a natural reaction to what you have just witnessed.
- Treat the child as a person. Do not ignore the injury or the child's feelings.



Support for Injured Children

- Encourage the child to express his or her feelings. It is normal to cry when frightened or injured. Do not tell him not to cry or shame him for doing so.
- Allow the child to have as much control as possible. For example, ask, “Do you want to look at it?” and “Would you like me to stay here with you?” Let the child hold a brown cloth over an area that is bleeding. (A brown cloth will not show blood.)



Support for Injured Children

- Encourage the child to talk or think about something pleasant. Talk about a favorite pet or activity, sing songs, or tell stories.
- Explain unfamiliar procedures and equipment step-by-step. Children react better when they understand what is going on. (Adults do too!) Do not ignore the presence of “scary” people or things. Do not say, “That? Oh, that’s nothing. Ignore it.”



Support for Injured Children

- Determine the advantages and disadvantages of your presence during treatment. Often, medical staff can do a quicker and more thorough job if you leave the room. Ask the child what her preference is, and ask staff if you can accommodate that wish. If you leave the room, do not take all of your belongings, so the child will know you're coming back. Tell the child where you will wait. Console her right after treatment.
- Bring a favorite toy or blanket to the emergency room.



Support for Injured Children

- Tell them that the doctors and nurses help people and take care of them when they are sick or hurt.
- Take an “emergency bag” with you to the hospital that contains paper, crayons, story books, small toys, and similar items.
- Watch your language! Be alert to what you say and how you say it. If you say, “We are going to sew up the cut on your arm,” the child may imagine the sewing machine he sees at home. Instead, say, “The doctor is going to fix your cut and you are going to feel better after he does that.” Avoid all medical terms. Say, “Let me help you to hold still,” not “We are going to hold you down.”



Support for Injured Children



- Talk to the child at eye level. Children are empowered when they look at and talk to adults on an eye-to-eye level. Don't stand over an injured child to talk to him.
- After treatment, the child may have a possible regression in behavior. He may be suddenly sucking his thumb and wetting his bed; she may develop a fear of strangers or become aggressive. Recommend a psychological service if the behavior is hurting himself or other people, or if it is prolonged.



Support for Injured Children

- After treatment, encourage the child to role-play and talk about how he feels. This will bring about closure and help the caregiver become aware of any issues the child might have. Consider using the experience in a learning center activity so that any children who witnessed the accident or injury can have closure as well.



Key Point



The caregiver has important roles in injury prevention, and it is their responsibility to secure a safe environment for the children in their care.



Key Point




Caregivers should familiarize themselves with their child care program's emergency procedures and evacuation drills.



Key Point

“Car Seats, Safety Belts and the Law”



Transportation safety requirements state that children under 6 years of age must be in a car safety seat, an integrated car seat, or in safety belts. Violation of these requirements can result in fines and points on a driver's record.





Health, Safety and Nutrition

Module 3: Children and Nutrition



Physical Development and Nutrition

Nutrition is the process of nourishing or being nourished by the foods we eat and how our bodies use them. The food needs of infants, babies and children are essential for their growth and development.

Food experiences also have an impact on:

- Social skills or behaviors during meal times
- Motor skills or dexterity in handling utensils and foods
- And more, as we will see in this module.



Key Point



Each age group has specific nutritional needs that supply essential resources their bodies must have to grow and develop.





Developmental Skills Related to Eating



- Mouth Patterns
- Hand and Body Skills
- Feeding Skills or Abilities

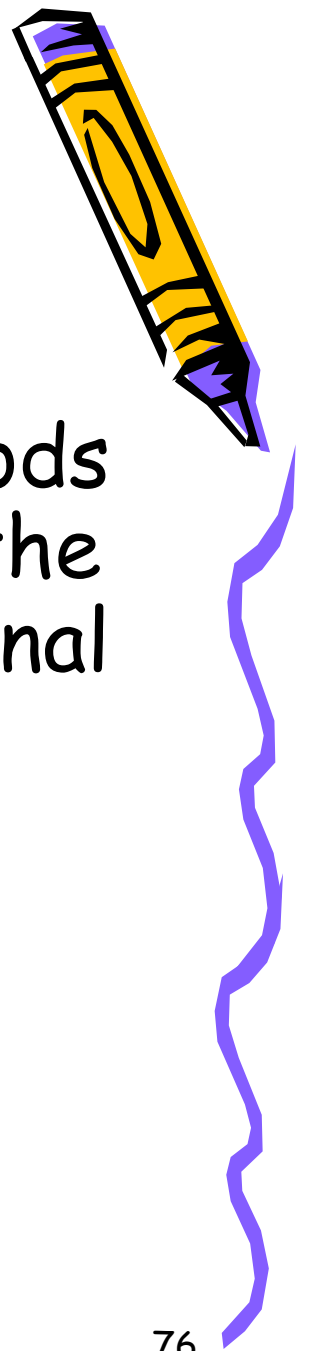
Pg. 54



NEVER Prop A Bottle



Key Point



When the right foods are introduced at the right time, nutritional needs are met, and skills develop properly.





Videotape: Nutrition for Infants and Children



Let's take a closer look at the nutritional needs of children by watching "Nutrition of Infants and Children."

As we watch the video, look for these key words and phrases:

- "5 a day"
- Allergies
- Vegetarianism
- Balanced diets
- Obesity



Key Point



Nutritional snacks and meals should be planned around guidelines established by the U.S. Department of Agriculture.



MyPyramid for Kids



MyPyramid For Kids
Eat Right. Exercise Have Fun.
MyPyramid.gov

Grains
Make half your grains whole

Vegetables
Vary your veggies

Fruits
Focus on fruits

Milk
Get your calcium-rich foods

Meat & Beans
Go lean with protein

Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

★ Find your balance between food and fun ★ Fats and sugars — know your limits

USDA
myplate.gov



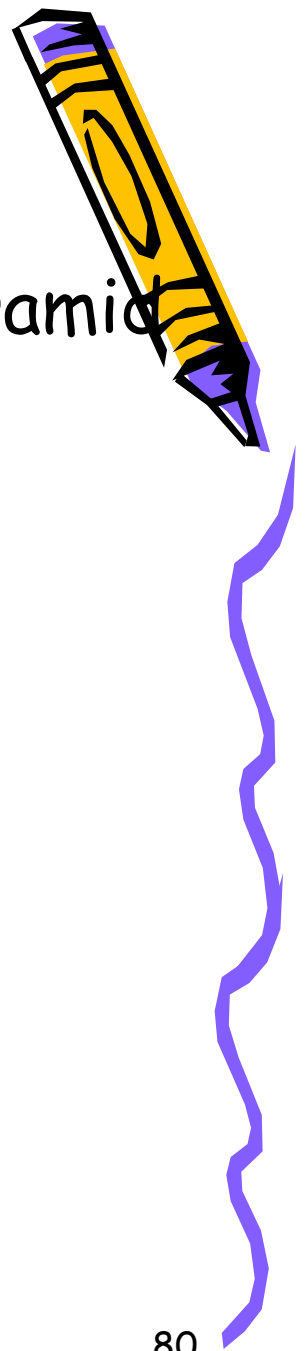
www.mypyramid.gov

Health, Safety and Nutrition



The Food Guide Pyramid for Young Children

What are the major food groups in the Pyramid for Young Children?

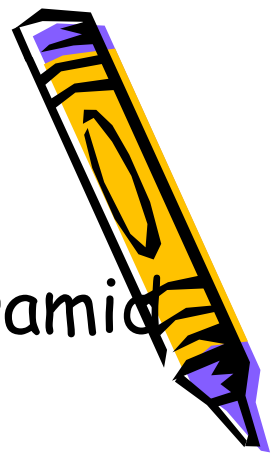




The Food Guide Pyramid for Young Children

What are the major food groups in the Pyramid for Young Children?

Fats and Sweets, Milk, Meat, Vegetables, Fruit, and Grains.



Inappropriate Foods

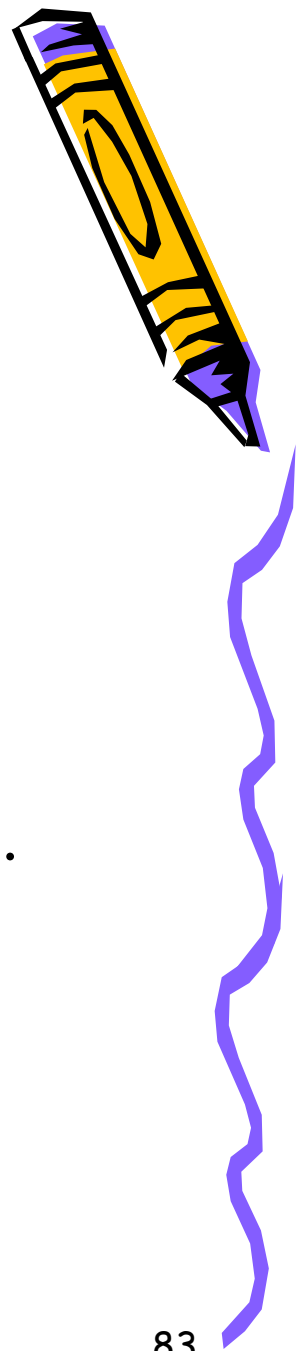


Monitor and supervise meals and snack times

- Make sure children eat slowly.
- Provide a calm, relaxed eating environment.
- Encourage them to sit quietly in their places.
- Remind them to chew food well before swallowing and to eat small bites.
- Teach them not to talk with their mouth full, because they could inhale it into their “airway” that way.



Inappropriate Foods



Fix foods so they are easy to swallow

- Grind up tough foods.
- Cut food into small pieces or thin strips.
- Cut round foods, such as hot dogs, into strips rather than slice them into round pieces.
- Remove all bones from fish, chicken, and meat.
- Cook food until it is soft.
- Take out seeds and pits from fruits.



Key Point



When helping a choking child, it is as important to know what *not* to do as it is to know what to do.

