

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



Activities from Instructional Resources Webinar

June 18, 2014

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



UNC

FPG CHILD DEVELOPMENT INSTITUTE



NAEYC Standards

Well constructed content, activities, and assignments in this course can support

Std 1 Child Development & Learning

Std 2 Building Family & Community Relationships

Std 3 Observing, Documenting, & Assessing

Std 4 Using Developmentally Effective Approaches

Std 5 Using Content Knowledge to Build Meaningful Curriculum

Std 6 Professionalism



Health and Physical Development

- Physical health and growth
- Motor development
- Self-care
- Safety awareness

Possible assignment:

Identify one strategy for supporting infants and toddlers and, from a different subdomain, one strategy for supporting preschoolers.

For each strategy, identify

- Evidence that supports the importance or relevance of this strategy
- Possible cultural dimensions of this strategy
- Easy to implement, no-cost ways to incorporate this strategy in daily routines at home

Strategies for Infants and Toddlers

Physical Health and Growth

Strategies for Preschoolers

Motor Development




Long term health benefits

Activity: Ask students to track down recent findings from the Abecedarian Project about the long term health benefits of quality early childhood experiences

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
NATIONAL FORUM ON EARLY CHILDHOOD POLICY AND PROGRAMS

The Foundations of Lifelong Health Are Built in Early Childhood



Center on the Developing Child  HARVARD UNIVERSITY

School readiness

Find It
Online

Links health to each domain of development

Identifies 9 health strategies that promote school readiness

Making the Link Between Health and School Readiness

Head Start¹ is a school readiness program. The health-related activities required by the Head Start Program Performance Standards (HSPPS) are designed to ensure that every child who enters the program achieves his or her optimal development.

Children enter the program at different developmental levels and with a variety of health needs. Promptly identifying and treating children's health issues and promoting children's health prepares children for school. Helping families understand developmental screening and referral, and proactive prevention when health issues affect children's learning supports children's school readiness.

This online tool is designed to help programs better understand the *link between their school readiness goals and their health service plans*. It will help them design school readiness goals that integrate meaningful health strategies. Well-targeted, actionable health promotion, prevention, and treatment can help achieve those goals.

This online tool is meant to be used by:

- *Education leaders and school readiness teams* to
 - Understand the link between child health and school readiness;
 - Develop health strategies that support school readiness goals; and
 - Integrate specific health services into school readiness plans.
- *Health managers and health staff* to
 - Offer talking points about the link between child health and school readiness;
 - Ensure health services plans, procedures, and protocols align with the program's school readiness goals; and
 - Develop health strategies to include in school readiness plans.
- *All program leaders* to
 - Help staff, families, partners, and policy makers understand the link between health and school readiness;
 - Describe health strategies that promote children's achievement of school readiness goals; and
 - Advocate for the inclusion of health services in a comprehensive approach to children's educational services.

Please read [How Program Leaders Can Use This Tool](#) to strengthen school readiness and health services plans.

¹Head Start is used as an inclusive term for all program options offered by Early Head Start, Head Start, Migrant and Seasonal Head Start, and Alaska Native American Indian programs. Sections identify Early Head Start or Head Start when appropriate.



Possible activity/assignment: Building on the format of this resource, ask students to identify the evidence linking health and each domain of your state's early learning foundations/guidelines/standards (e.g., how does health impact language and literacy?). Consider asking students to also identify evidence-based strategies teachers can use to build the connection between health and each domain.

Food insecurity

Read All
About It

Activity: Ask students to identify resources in their community that support families who face food insecurity

Too Hungry to Learn: Food Insecurity and School Readiness

Part I of II

Food insecurity can damage children's health and brain development years before they enter a classroom. By kindergarten, food-insecure children often are cognitively, emotionally and physically behind their food-secure peers. This report is the first in a two-part series addressing the relationship between food insecurity, diminished educational attainment and implications for the U.S. workforce!

FOOD INSECURITY: limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways.

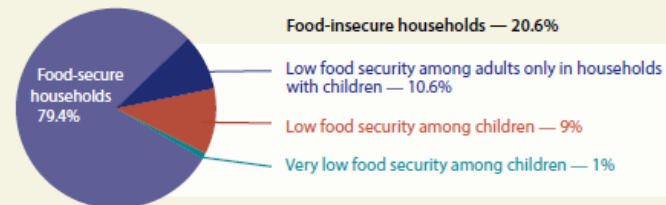
In 2006 the USDA changed the official terms for food insecurity.

LOW FOOD SECURITY equates to food insecurity without hunger: reports of reduced quality, variety or desirability of diet.

VERY LOW FOOD SECURITY equates to food insecurity with hunger: At times during the year, eating patterns of one or more household members were disrupted and food intake reduced because the household lacked money and other resources for food.

These categories can be further differentiated among adults and children.

One fifth of U.S. households with children (ages 0-18 years) experienced food insecurity in 2011



Source: Calculated by USDA, Economic Research Service using data from the December 2011 Current Population Survey Food Security Supplement.

> **A household experiences food insecurity when any member of the household does not have access at all times to enough healthful food for an active, healthy life.**¹ The annual United States Department of Agriculture (USDA) report on national food security reveals that the burden of food insecurity falls most heavily on families with children; families with young children are especially vulnerable. The USDA reported that 20.6% of US households with children ages 0-18 years, and 14.9% of all US households, experienced food insecurity in 2011.² Children's HealthWatch data indicate that 23.7% of households with young children (0-4 years) in our five-city sample are food-insecure.

Food insecurity disproportionately affects households with young children (ages 0-4 years)



Source: Children's HealthWatch, 2012.

¹The second brief in the series is entitled *Feeding Our Human Capital: Food Insecurity and the Workforce*



www.childrenshealthwatch.org

A non-partisan pediatric research center that monitors the impact of public policies and economic conditions on the health of low-income young children.

Physical activity

Let's Move! Child Care | The website of the Let's Move! Initiative for early care & education

Nemours Children's Health System
Your child. Our promise.

START EARLY
Let's Move! Child Care

MAKE NUTRITION FUN
Healthy Eating

GET KIDS MOVING
Physical Activities

BE INSPIRED
Ideas and Resources

STATE & LOCAL LEADERS
Strategies & Support

SEARCH SITE

Possible activity or assignment:

Ask students to visit a program and assess the extent to which that program is addressing physical activity, screen time, and other health and nutrition priorities.

Create a home checklist to help families to assess these areas, along with recommendations for alternatives.

Take the [Let's Move! Child Care Checklist Quiz](#) to enter to win a physical activity toolkit.

Sign Up & Help Kids Get a Healthy Start

Strive for Five: Goals for a Healthier Future

Learn From Others & Be a Success Story

Take Online Training to Support Your Efforts

Find Recognized Providers

"This is a passion. This is my mission. I am determined to work with folks across this country to change the way a generation of kids thinks about food and nutrition." — First Lady Michelle Obama

TAKE ACTION

Follow these simple steps to success.

STEP 1: SIGN UP
Receive a participation certificate and resource updates.

STEP 2: TAKE QUIZ
See how you're doing on the five goals and build an action plan to reach them.

One in five children is overweight or obese by age 6. You can help. As child care and early education providers, you are a powerful force in children's lives that prevent childhood obesity and can keep them healthy for life. Focus on five healthy start.

Let's Move! Child Care Goals

- 1. Physical Activity:** Provide 1-2 hours of physical activity throughout the day, including outside play when possible.

Find It Online

Childhood obesity

Find It
Online

Points for discussion:

- What are some cultural considerations related to childhood obesity?
- What are some socio-economic considerations related to childhood obesity?
- What are the connections between childhood obesity and physical activity?
Screen time?

Preventing Childhood Obesity in Early Care and Education Programs

Second Edition

Selected Standards from

Caring for Our Children National Health and Safety Performance Standards, 3rd edition



American Academy
of Pediatrics

American
Public Health
Association

National Resource Center
for Health and Safety
in Child Care and
Early Education

Incorporate an explicit emphasis on diversity

Incorporate the use of *extensions*

What else might you want to think about in a classroom that has children of diverse abilities? Or a setting that has young dual language learners?

Make your assignments and rubrics more explicit

Incorporate diversity (e.g., children with food allergies, children with disabilities, children with religion-based dietary considerations) into the assignment to develop menus for a PreK classroom



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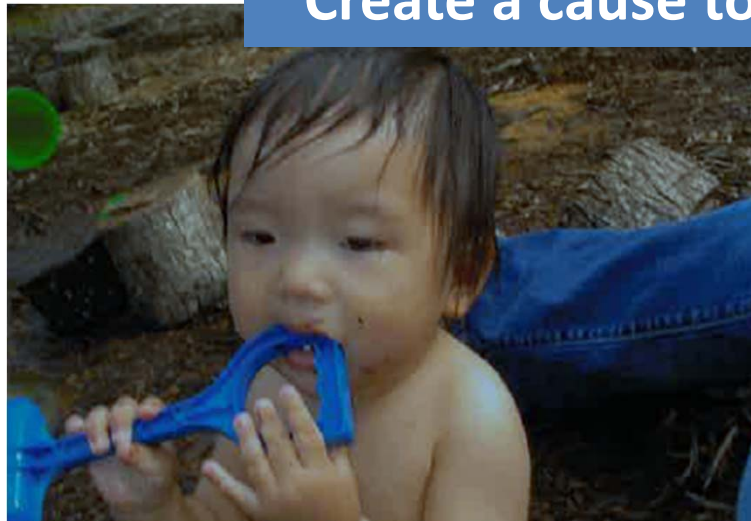
Activities for Health, Safety & Nutrition



Support knowledge acquisition and knowledge application



Create a cause to pause



Support evidence-based decisions

Activities for Health, Safety & Nutrition

Get to Know the Children and Families in Your State

http://nccp.org/profiles/early_childhood.html



NCCCP
National Center for Children in Poverty
Mailman School of Public Health
Columbia University

Putting Research to Work for Children and Families

SITE MAP PRINT EMAIL SEARCH

HOME STATE PROFILES DATA TOOLS PUBLICATIONS TOPICS PROJECTS IN THE NEWS ABOUT NCCP SUPPORT NCCP

Home > State Profiles >

Demographics
Early Childhood

also of interest

- Learn about our **Improving the Odds for Young Children** project.
- Explore the topic of **Early Care and Learning**.
- Report: **State Early Childhood Policies**

Early Childhood Profiles

NCCP's Early Childhood Profiles were produced as part of the **Improving the Odds for Young Children** project. These profiles highlight states' policy choices that promote health, education, and strong families alongside other contextual data related to the well-being of young children.

View the Early Childhood profile for your state: [Choose a State]

Download the User Guide to the Early Childhood Profiles

Download the profile as a PDF

- National
- All 50 states

Alabama	Kentucky	North Dakota
Alaska	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Oregon
California	Massachusetts	Pennsylvania
Colorado	Michigan	Rhode Island
Connecticut	Minnesota	South Carolina
Delaware	Mississippi	South Dakota
District of Columbia	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Utah
Hawaii	Nevada	Vermont
Idaho	New Hampshire	Virginia
Illinois	New Jersey	Washington
Indiana	New Mexico	West Virginia
Iowa	New York	Wisconsin
Kansas	North Carolina	Wyoming

Activities for Health, Safety & Nutrition

On the One Hand/ On the Other Hand: Back to Sleep

- Draw from different evidence sources (regulations, position statements, family priorities, personal experience)
- Practice viewing a dilemma from more than one point of view
- Build advocacy skills by presenting and defending different points of view

On the One Hand	On the Other Hand	Possible Strategies for Resolving The Differences
<p>In the Jones family, babies sleep and nap on their tummies. "Always have, always will," says Mrs. Jones. The family believes strongly that babies need the warmth and security of sleeping face down. They also argue that babies in their family have been sleeping safely in this way for centuries, and that no baby has ever died of Sudden Infant Death Syndrome.</p>	<p>All staff at the Busy Bee Early Childhood Center have just participated in Back to Sleep training. They are now committed to making sure that children in their program are always placed on their backs to sleep, even for naps. The team has vowed to help all families adapt their practices to be consistent with Back to Sleep guidelines.</p>	

Activities for Health, Safety & Nutrition

Create a Great Debate

<http://www.nytimes.com/2002/11/30/us/when-parents-say-no-to-child-vaccinations.html?pagewanted=all&src=pm>



When Parents Say No to Child Vaccinations

By DONALD G. McNEIL Jr
Published: November 30, 2002

Kate Packard, the school nurse here, has a nightmare she sums up in five words: "measles coming across the water."

If measles did make the 20-minute ferry ride across Puget Sound from Seattle -- hardly unthinkable, since a case occurred last year near a ferry terminal in West Seattle -- public health officers say the whole Vashon Island school district could be shut down until the island's last case disappeared or an emergency vaccination drive took effect.

Eighteen percent of Vashon Island's 1,600 primary school students have legally opted out of vaccination against childhood diseases, including polio, measles, mumps, rubella, diphtheria, whooping cough, tetanus, hepatitis B and chicken pox. The island is a counterculture haven where therapies like homeopathy and acupuncture are popular, and where some cite health problems among neighbors' children that they attribute to vaccinations.

Most families opting out of vaccination here have obtained "philosophical exemptions" from normal vaccination requirements -- exemptions that in Washington and several other states, including California and Colorado, can be claimed simply by signing a school form.

Activities for Health, Safety & Nutrition

The Great Debate

- Select a juicy topic about which there are differing viewpoints. Create a RESOLVED statement around which to organize the debate.
- Divide students into teams, assigning one team the pro point of view and the other team the con point of view
- Direct each team to locate and synthesis evidence that supports their perspective (pro/con). Be sure to encourage multiple sources (research, course text, readings, professional views, family views)
- Stage the actual debate
 - Give each side 5 minutes to make their case (they will probably want to designate a spokesperson)
 - Give each side 2 minutes for rebuttal
 - Option: Vote on who won the debate
- Discuss the real world implications of the topic, e.g., how might your opinion vary if you were a child care administrator, a teacher, a parent, etc.

Other topics to debate

Breastfeeding vs. Bottle Debate Gets Ugly

NEW YORK, Aug. 21

Mention the term breast-feeding in a large group of new mothers and soon the room could be teeming with insults and accusations.

For years a debate has simmered between women who breast-feed and women who feed their babies formula from a bottle. The American Academy of Pediatrics recommends a full year of breast-feeding, and earlier this year the World Health Organization called for at least six months of breast-feeding.

Babies and iPhones: A Horrifying Combination

[Home](#) / [Uncategorized](#) / [Current Page](#)

As a way to get her newborn infant son to sleep through the night, mom Janet Vasquez decided to use her recently bought iPhone for the often-difficult task. She downloaded several applications, including "BabySoothe" and "Lullabies", and set them running throughout the night in close proximity to her baby's head. "My goal was to use the applications as a pacifier," said Ms. Vasquez.

Is play
really
essential?

Dilemmas of daily practice

Points for discussion:

- What would abuelas (grandmothers) say about this?
- What are the health considerations in this situation?
- What are the safety considerations in this situation?
- What does developmentally appropriate practice say about this?



Questions?




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See For Yourself



See for
Yourself

Breast Feeding in the Child Care Setting <http://www.youtube.com/watch?v=55P4L3JlrJo>

Childhood Obesity in America <http://justthink.org/about/childhood-obesity-in-america/>

Diversity: Contrasting Perspectives (sequence on different ways to feed a young child)
<http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/>

Early Childhood Obesity (English and Spanish) <http://makinghealtheasier.org/EarlyEd>

Family Style Meals in the Child Care Setting (includes consideration of children who are culturally and ability diverse) http://www.youtube.com/watch?v=nj_s89ydnBs&feature=player_embedded

Hand Washing and Basic Health Considerations <http://www.youtube.com/watch?v=clKHWPW54jQ>

Henry Gets Around <http://www2.cde.state.co.us/media/resultsmatter/RMSeries/HenryGetsAround.asp>

How Nutrition and Physical Activity Affect Early Childhood Development
<http://www.youtube.com/watch?v=Pp8Jwf1trH0>

Infant Nutrition in the Child Care Setting <http://www.youtube.com/watch?v=55P4L3JlrJo>

Investment in Parks and Recreation is Necessary for Children's Health
<http://www.nemours.org/content/dam/nemours/www2/filebox/service/healthy-living/growuphealthy/nhps/policybrief/parksandrec.pdf>

Little Kids, Big Questions <http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/>

Pathways Awareness Foundation Motor Development Videos
<http://www.youtube.com/user/PathwaysAwareness>

Physical Activity in the Child Care Setting <http://www.youtube.com/watch?v=F-mcKvLKNtk>

The Rules of Safe Sleep http://www.dfps.state.tx.us/Room_to_Breathe/

Safe Sleep http://www.michigan.gov/dhs/0,4562,7-124-5453_7124_57836---,00.html

Safe Sleep for Your Baby <http://www.youtube.com/watch?v=29sLucYtvpA>

See For Yourself



PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York



Young Infants: Development and Toys

This video describes some developmental milestones in relation to toys and learning materials of children from birth to 8 months of age. It also lists qualities toys for young infants should possess.

Toddlers and Twos

This video describes some developmental milestones in relation to toys and learning materials of toddlers. It also describes characteristics of toys for toddlers.

Toddler Physical Development

This video discusses the physical development of toddlers.

How Infants Learn & Should Be Taught

This video discusses what infants need in order to be successful learners. It also describes what parents describe how they do some of

<http://www.ecetp.pdp.albany.edu/videolibrary.shtml>

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See for Yourself



PROFESSIONAL DEVELOPMENT PROGRAM
 ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Health/Nutrition

	<p>Standard Precautions Related to Blood A video clip describing how to properly clean up blood when children get hurt in child care programs.</p>		<p>Health and Safety Daycare Center Indoor/Outdoor A shortened version of daycare center indoor and outdoor health and safety.</p>
	<p>Childhood illnesses Several providers tell of the illnesses they see most often including - colds, allergies, and ear infections.</p>		<p>Ear Infections Animation of what ear infections are and a story of a father who had a child with ear infections.</p>
	<p>Handwashing The importance of handwashing, when to do it, and step by step instructions. From the Family Day Care Health and safety video.</p>		<p>Why Wash Hands? An activity with children to stress importance of hand washing.</p>
	<p>Cleaning and Sanitizing Steps to take to clean and sanitize, how to make bleach solution, and why it is so vital to clean and sanitize.</p>		<p>Health Care Plan Why we should have a health care plan, the importance of this plan, and what to include in your plan.</p>
	<p>Indoor Activities Discusses how to keep children moving even while you are indoors.</p>		<p>Portion Size George Bradley tells us the importance of reading labels and proper portion size.</p>
	<p>Trying new foods Describes how to help children explore new foods and how to encourage food exploration.</p>		<p>Promoting Healthy Nutrition Discusses ways of promoting healthy nutrition in your child care program.</p>
	<p>Small Space</p>		<p>Small Space</p>

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Find It Online

[http://www.heartland.edu/
heip/faculty/chld202.jsp](http://www.heartland.edu/heip/faculty/chld202.jsp)

CHLD 202: Health, Safety, and Nutrition for the Young Child

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy life style practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals appropriate for each child.

[CHLD 202 Master Syllabus**](#) (PDF format, 201 KB, 2 pages)

[CHLD 202 Student Syllabus**](#) (PDF format, 164 KB, 6 pages)

Field Experience Assignments

- [Field Experience: #1 Children's Books**](#) (PDF format, 298 KB, 2 pages)
- [Field Experience: #2 Health Profile**](#) (PDF format, 169 KB, 2 pages)
- [Field Experience: #3 Program Health and Safety Profile**](#) (PDF format, 170 KB, 2 pages)
- [Field Experience: #4 Playground Inspection**](#) (PDF format, 168 KB, 1 pages)
- [Field Experience: #5 Book List**](#) (PDF format, 233 KB, 1 pages)

Case Studies

- [Case Study: #1 My Nutrition**](#) (PDF format, 231 KB, 1 pages)
- [Case Study: #2 Nutrition Education Plan**](#) (PDF format, 159 KB, 1 pages)

Handouts

- [HCC Lesson Plan Form**](#) (PDF format, 100 KB, 6 pages)
- [Health Profile Form**](#) (PDF format, 186 KB, 3 pages)

[CHLD 202 Annotated Resource List](#)

**Note: You must download and install [Adobe® Acrobat® Reader™](#) in order to view and print PDF documents.



Kirkwood Community College Activity Maps

- Following discussion of specialized diets or presentation by parent, students create a snack for a child with one of the following diets: vegetarian, kosher, halal, specific food allergies. Students may need to do some research on appropriate foods. This assignment can address both medically necessary diets and diets based on culture.



Kirkwood Community College
Early Childhood Education

Early Childhood Program – ECE 133 Child Health Safety and Nutrition Curriculum Map: Cultural, Linguistic and Ability Diversity (CLAD)

Course	CLAD TOPIC	Media	Guest Speaker	Kit/Materials	Instructional Approach	In- Class Assignments
ECE 133 Health, Safety & Nutrition	INCLUSION Adaptations for children with chronic illness, dietary differences, allergies, etc	<ul style="list-style-type: none"> Video: Child Care and Children with Special Needs – Video One, Available from NAEYC, Tape one, clip of child with asthma (end of video) Video: Breathing Freely: Controlling Asthma Triggers from Head Start Video: Embracing Our Future: Matthew's Story (dental health in Early Head Start) from Head Start Video: Strategies for Including Children with Disabilities in Classroom Activities, Sensory Activity from Head Start Video: Preventing Childhood Obesity, from Child Care Information Exchange <p>Links to video on page 3</p>	<ul style="list-style-type: none"> Parent of child with specialized diet and/or dietician Iowa KidSight –free vision screening Lori Short, University of Iowa Children's Hospital http://webeye.ophth.uiowa.edu/iowakidsight/ 	<ul style="list-style-type: none"> Melbourne, S.A. (2007) <i>CARA's Kit: Creating Adaptations for Routines and Activities</i> CARA'S Kit ECE 133 Lesson Children's books on health, nutrition and safety topics Handouts on Person First Language from website: <i>Disability is Natural</i> Let's Move: America's move to raise a healthier generation of Kids. www.letsmove.gov <p>Book Kit located in ERC Closet Links to Handouts on page 3</p>	<ul style="list-style-type: none"> Review the definition of CLAD and importance of using Person First Language (Introduced in ECE 103). Review the steps for creating adaptations using CARA's Kit. Students work on adaptation CARA's Kit lesson for ECE 133. For additional practice provide health, safety and nutrition dilemmas for students to consider. Ask parent or dietician to discuss dietary considerations for vegetarians, kosher diet, allergies, etc Case Studies from Marotz (current edition) for class discussions on culture. See cases on: <ul style="list-style-type: none"> Vision and hearing disabilities Seizure disorders Food allergies 	<ul style="list-style-type: none"> Following discussion of specialized diets or presentation by parent, students create a snack for a child with one of the following diets: vegetarian, kosher, halal, specific food allergies. Students may need to do some research on appropriate foods. This assignment can address both medically necessary diets and diets based on culture. Book assignment – Review children's health safety and nutrition books. Students work in small groups to plan learning experiences related to the book topics which include: dental health, illness, mental health, personal health care, safety, physical activity, special needs, and nutrition. Ask students to include one suggestion for a family-school connection Students research Let's Move website for topics of special interest (movement activities for people with disabilities, food allergies, family activities, etc.) Report their findings to the class



Do you have an activity like this?

Find It Online

America's Playgrounds Safety Report Card



DOES YOUR PLAYGROUND MAKE THE GRADE?

Evaluate your playground using the following criteria.
A full explanation of the criteria is on the back of this sheet.

Consider showing *Shane's Inspiration* before you give this assignment.

Consider incorporating specific elements related to cultural, linguistic, and/or ability diversity into the report card.

	Yes	No
SUPERVISION		
Adults present when children are on equipment		
Children can be easily viewed on equipment		
Children can be viewed in crawl spaces		
Rules posted regarding expected behavior		
AGE-APPROPRIATE DESIGN		
Playgrounds have separate areas for ages 2-5 and 5-12		
Platforms have appropriate guardrails		
Platforms allow change of directions to get on/off structure		
Signage indicating age group for equipment provided		
Equipment design prevents climbing outside the structure		
Supporting structure prevents climbing on it		
FALL SURFACING		
Suitable surfacing materials provided		
Height of all equipment is 8 feet or lower		
Appropriate depth of loose fill provided		
Six foot use zone has appropriate surfacing		
Concrete footings are covered		
Surface free of foreign objects		
EQUIPMENT MAINTENANCE		
Equipment is free of noticeable gaps		
Equipment is free of head entrapments		
Equipment is free of broken parts		
Equipment is free of missing parts		
Equipment is free of protruding bolts		
Equipment is free of rust		
Equipment is free of splinters		
Equipment is free of cracks/holes		
TOTAL POINTS		

SCORING SYSTEM

Total the number of "Yes" answers in the "Total Points" box in the table.

24 – 20 = A

Congratulations on having a SAFE playground. Please continue to maintain this excellence.

19 – 17 = B

Your playground is on its way to providing a safe environment for children. Work on the areas checked 'No'.

16 – 13 = C

Your playground is potentially hazardous for children. Take corrective measures.

12 – 8 = D

Children are at risk on this playground. Start to make improvements.

7 & = F

Do not allow children on this playground. Make changes immediately.

"If any of the gray boxes are marked 'NO', the potential of a life-threatening injury is significantly increased. Contact the owner of the playground."

For Additional Resources and Information Contact:

National Program for Playground Safety: 1-800-554-PLAY (7529) ~ www.playground.safety.org

Find It Online



Oral Health in Head Start: A Resource Guide [↗](#)

The Oral Health Resource Guide [PDF, 701KB] contains up-to-date articles, materials, and other information that may be useful to health professionals. Head Start administrators and staff, educators, policymakers, and others may use this resource to ensure that pregnant women, infants, and children enrolled in Head Start receive optimal oral health services.

[<](#) [||](#) [>](#) 1 2 3 **4** 5

OHS Health Priorities



Healthy Nutrition and Physical Activity

Head Start is actively involved in the nation's efforts to decrease the rate of children classified as overweight or obese. Through activities that promote healthy nutrition and physical activity, Head Start programs make a huge impact on the healthy development of children and families.

- [Head Start Body Start \(HSBS\)](#) [↗](#)
- [I Am Moving, I Am Learning \(IMIL\)](#)
- [Let's Move! Child Care](#) [↗](#)



Developmental and Behavioral Services

Head Start and Early Head Start programs promote lifelong health for the children and adults in their communities. The programs help families find medical homes, stay current on all of their health needs, and receive the appropriate mental health services.

- [Finding a Mental Health Provider](#)
- [Facilitating a Referral for Mental Health Services for Children and Their Families Within Early Head Start and Head Start \(EHS/HS\)](#)
- [Center for Early Childhood Mental Health Consultation \(CECMHC\)](#) [↗](#)



Child Safety and Injury Prevention

Identifying risks and preventing injury is fundamental to Head Start's mission. Programs strive to create safe and secure places for children to learn, whether they are enrolled in home-based, center-based, or family child care options.

- [Active Supervision](#)
- [What is Injury Prevention?](#)
- [The Injury Prevention Program \(TIPP\) from the American Academy of Pediatrics \(AAP\)](#) [↗](#)



Find It Online

<http://nrckids.org>

1-800-598-KIDS (5437) | info@nrckids.org

National Resource Center For Health and Safety in Child Care and Early Education

Improving the Quality of Out-of-Home Child Care
and Early Education



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Parents/Guardians

Regulators

Child Care Health
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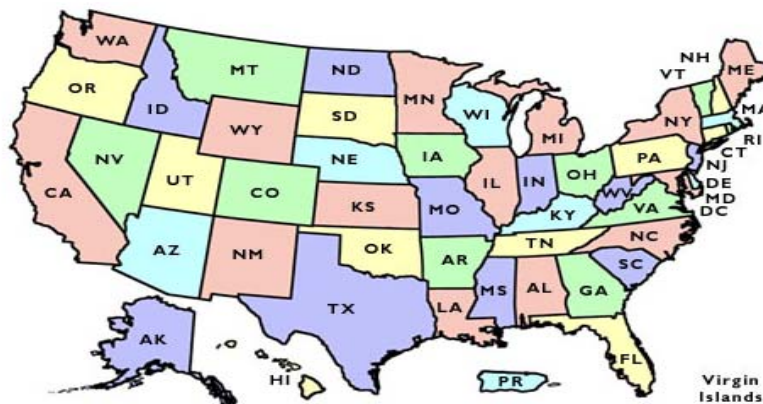
Early Childhood
Systems Leaders

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State Licensing and Regulation Information

States are contacted at least twice per year to verify the accuracy of regulatory information.

Click on state below to view state information.



Find It Online

<http://nrckids.org>

A-Z Child Care Information Links



The following is a continuously evolving list of selected web sites providing health and safety tips and information applicable to child care settings.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

• **Acronyms and Abbreviations**

- [Acronyms and Abbreviations](#) (National Resource Center for Health and Safety in Child Care and Early Education)

• **Allergies**

- [Allergy Information](#) (National Institute of Allergy and Infectious Diseases)
- [Allergy Testing for Children](#) (Asthma and Allergy Foundation of America)
- [Is It A Cold or An Allergy?](#) (National Institute of Allergy and Infectious Diseases)
- [The Food Allergy and Anaphylaxis Network](#)



Questions?




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Landing Pads

The screenshot shows the website header for the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. It includes a search bar and navigation links for 'FPG Home', 'FPG Directory', and 'FPG News'. The main content area is titled 'Resource Descriptions' and features a section for 'Resources for Faculty' under the heading 'Course-Specific Landing Pads'. This section provides a description: 'Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.' Below this are six landing pads, each with a photo and a course title: EDU 280 Language and Literacy, EDU 221 Children with Exceptionalities, EDU 144 Child Development and Learning (Birth to 36 months), EDU 145: Child Development II, EDU 146: Social-Emotional Development/Child Guidance, and EDU 131: Child, Family, and Community.

<http://scriptnc.fpg.unc.edu/resource-search>

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Upcoming Webinars

Co-sponsored by  and 

July 15, 2:00- 3:00 pm EST.

Children with Exceptionalities

(With emphasis on teaching this content online)

Guest Presenter: Jen Benoit, Vance-Granville Community College, NC

August 20, 2:00- 3:30 pm EST.

Language & Literacy Experiences

(With an emphasis on organizing and delivering this course content online)

Guest Presenter: Jen Benoit, Vance-Granville Community College, NC

September 16, 2:00- 3:30 pm EST.

Creative Activities

(With an extensive emphasis on supporting diverse adult learners to be successful in online courses)

Guest Presenter: Sharon Little, South Piedmont Community College, NC

October 15, 2:00- 3:00 pm EST.

Early Childhood Practicum

November 18, 2:00- 3:00 pm EST.

Educational Technology

December 2, 2:00- 3:00 pm EST.

Child Guidance

(Note: Re-scheduled from May 15)




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