

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



Health, Safety, and Nutrition

August 4, 2015

2:00 pm – 3:00 pm EST



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FPG CHILD DEVELOPMENT INSTITUTE

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



Welcome and Introductions



Features of SCRIPT-NC's 2015 Webinar Series

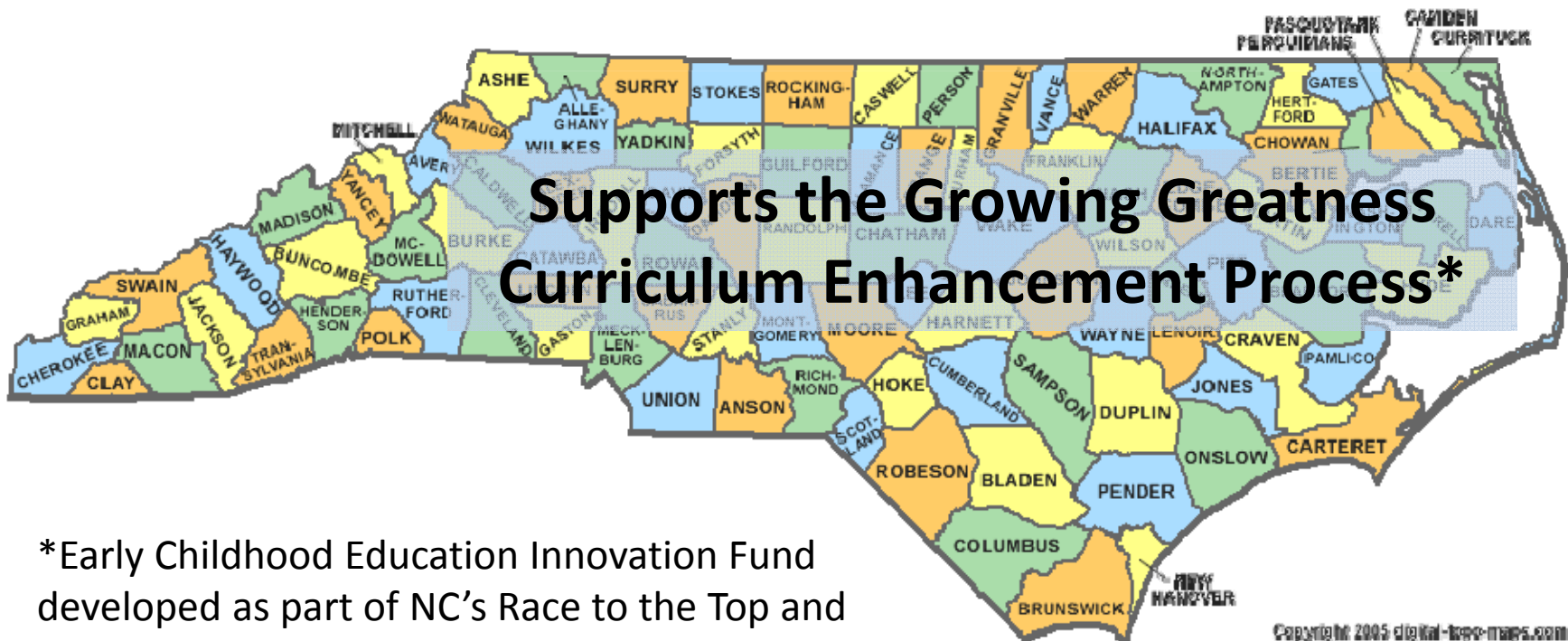
Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices

About SCRIPT-NC's 2015 Webinar Series



*Early Childhood Education Innovation Fund developed as part of NC's Race to the Top and awarded through the NC Community College System

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Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**



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



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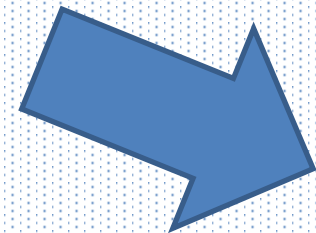
Logistics

Questions?
Comments?



Press “*6” to
mute or
unmute your
phone

USE THE CHAT BOX



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**What is your
favorite snack?**

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Landing Pad EDU 153: Health, Safety, and Nutrition

Approved Course Description

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.



This Landing Pad provides resources that can be incorporated into Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [\[here\]](#) to download the landing pad resources as a document.

Health, Safety, & Nutrition Landing Pad

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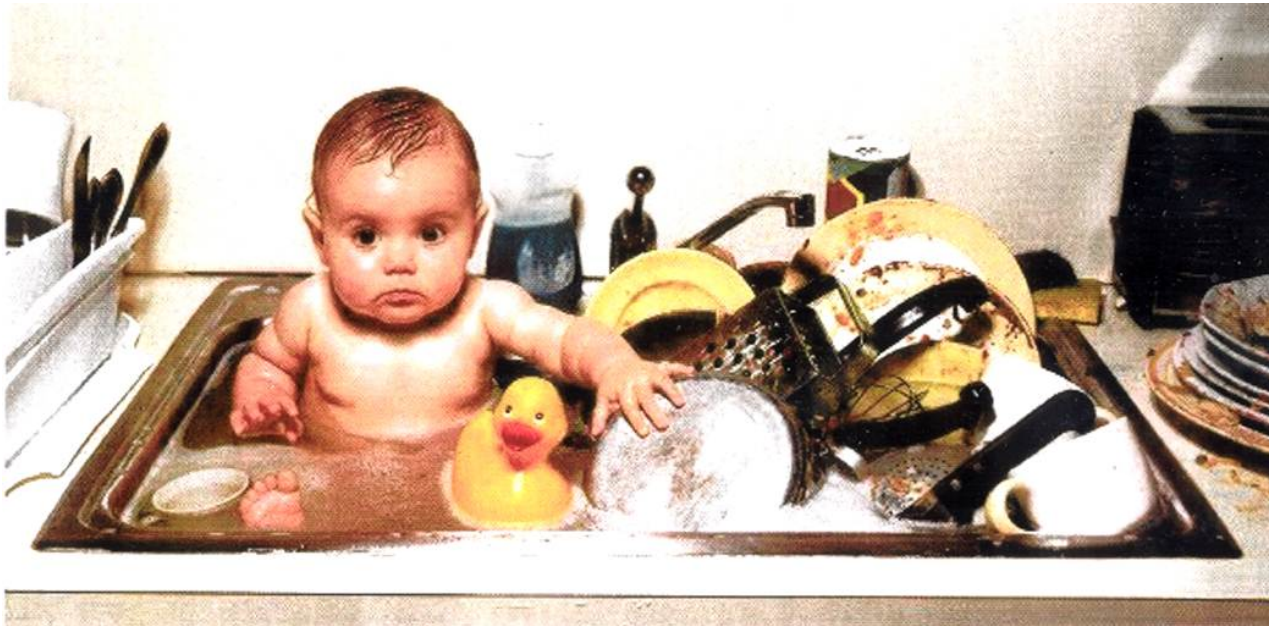
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Health, Safety, and Nutrition



To do list:

- ✓ *Wash dishes*
- ✓ *Bathe baby*

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Landing Pad

Just the Facts, Ma'am

- Research
- Position statements
- Evidence sources

Health, Safety, and Nutrition

Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs, 2nd Edition (a joint publication of the American Academy of Pediatrics, National Resource Center, and the American Public Health Association)

<http://cfoc.nrckids.org/>

This publication presents guidelines and standards on health and safety for early child care and education programs. Topics covered include staffing, health promotion and protection, nutrition and food services, facilities and environmental health, play areas, children with special needs, licensing, and administration. The standards on the website are more current and frequently updated compared to the PDF version.

Food Insecurity: Food Insecurity and School Readiness

<http://www.childrenshealthwatch.org/publication/too-hungry-to-learn/>

These research briefs by Children's HealthWatch (Part 1: Too Hungry to Learn, Part 2: Feeding Our Human Capital) present findings on the harmful impact of food insecurity on health, development, and academic and economic success of young children. They underscore the long term implications of early food insecurity on the US workforce as well as the cost implications for taxpayers.

The Foundations of Lifelong Health are Built in Early Childhood

http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/foundations-of-lifelong-health/

Co-authored by the National Scientific Council on the Developing Child and the National Forum on Early Childhood Policy and Programs, this publication presents some essential findings based on research in neuroscience, molecular biology and genomics. The authors explain the significance of these findings for decision-makers across early childhood program and health promotion and prevention policy sectors and offer a new framework for viewing early childhood policy and practice. The entire document is available on the website, along with a summary of the essential findings.

How We Play- Cultural Determinants of Physical Activity in Young Children

<http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf>

This literature review synthesizes the research on various socio-cultural influences on physical activity in young children at home and at school. Implications for research and policy are discussed. A summary of studies and their measurement and findings are presented as well.

Just the Facts, Ma'am

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Landing Pad: Read All About It

Read All About It

- Articles
- Booklets
- Papers

Read All About It

Adapting Physical Activities to Promote Overall Health and Development: Suggestions for Interventionists and Families

<http://yec.sagepub.com/content/10/2/11.full.pdf+html?ijkey=ZKvJr7.rcM4ps&keytype=ref&siteid=spyec>

Simple ideas can help all the children in your classroom participate in activities. This article from Young Exceptional Children shared ideas about how to integrate early learning goals, like social development and language skills, into motor activities. There's also a list of fun activities that children with and without disabilities can do anywhere.

Early Childhood Development: The Promise, the Problem, and the Path Forward

<http://www.brookings.edu/research/articles/2013/11/25-early-childhood-development-atinc-gustafsson>

This article emphasizes the importance of early childhood education and development and suggests an agenda for scaling up early childhood development globally.

Child Hunger on the Rise and Causing Problems in the Classroom

<http://www.care2.com/causes/child-hunger-on-the-rise-and-causing-problems-in-the-classroom.html#ixzz2dMJ6dorZ>

This short online article briefly summarizes issues regarding child hunger in the classroom and the consequences, as well as funding issues of programs providing food assistance.

The Effect of Poverty on Child Development and Educational Outcomes

http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=psycd_fac

This article examines the effect of poverty on the child's development and educational outcomes, and presents recommendations for improving children's school readiness in programs and policies.



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Landing Pad

See For Yourself

- Videos
- PowerPoints
- Webinars

See For Yourself

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

This clip shows how a child with physical disabilities is able to participate fully in all the activities inside and outside the classroom. He walks, runs, climbs and jumps while being supported by his ankle-foot orthosis and sometimes gets around by using a wheelchair.

How Nutrition and Physical Activity Affect Early Childhood Development

<http://www.youtube.com/watch?v=Pp8Jwf1trH0>

In this short clip, Chaya Kulkarni, the Director of Infant Mental Health at the Hospital for Sick Children explains the importance of nutrition, exercise, and experience for children's development.

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

Presented by the Arizona Department of Health Services, this video clip offers suggestions on infant nutrition in positive feeding environments in child care settings that align with that of the home environment and that are appropriate to their development.

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

Developed by ZERO TO THREE, this series of 12 podcasts offers evidence-based insights into issues that families of infants and toddlers typically face, like nurturing healthy eating habits. In each podcast, an expert explains how to apply research to practice in parents' interactions with their young child. Podcasts and transcripts are available in English and Spanish, along with links to additional resources.

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

Presented by the Arizona Department of Health Services, this video clip discusses the importance of physical activity for young children and offers suggestions on implementing activities in childcare settings. It also includes considerations for children with disabilities.

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Landing Pad: Find It Online

Find It Online

- Websites
- Modules
- Electronic collections

Health, Safety, and Nutrition

Healthy Eating for Preschoolers <http://www.nal.usda.gov/wicworks/Topics/Preschooler.pdf>

This guide offers simple suggestions and a daily food plan, in both English and Spanish.

Healthy From the Start: How Feeding Nurtures Your Young Child's Body, Heart and Mind

http://www.zerotothree.org/child-development/health-nutrition/health_eng.pdf (English)

http://www.zerotothree.org/child-development/health-nutrition/health_sp.pdf (Spanish)

This visually engaging booklet highlights the cultural and individual dimensions of feeding, as well as general information about the feeding needs of infants and toddlers. Available in English and Spanish.

Healthy Habits for Life Resource Kit <http://kidshealth.org/classroom/index.jsp?Grade=cc&Section=hhfl>

This kit, supported by the Nemours Health and Prevention Services, is designed to help families and professionals incorporate healthy physical activity and nutrition habits into everyday routines. Content, which is available in English and Spanish, has three sections: Get Moving, Food & Drink to Grow On, and Every Day Is a Healthy Day, includes poems and songs, posters, activities, reproducibles, and family newsletters.

Heartland Equity and Inclusion Project: Health, Safety and Nutrition in Early Childhood Syllabus

<http://www.heartland.edu/heip/faculty/chld202.jsp>

This website shares a syllabus and other course materials from the health, safety, and nutrition course at Heartland Community College in Normal, IL. Resources such as field experience assignments, case studies, and handouts reflect Heartland's emphasis on cultural, linguistic, and ability diversity.


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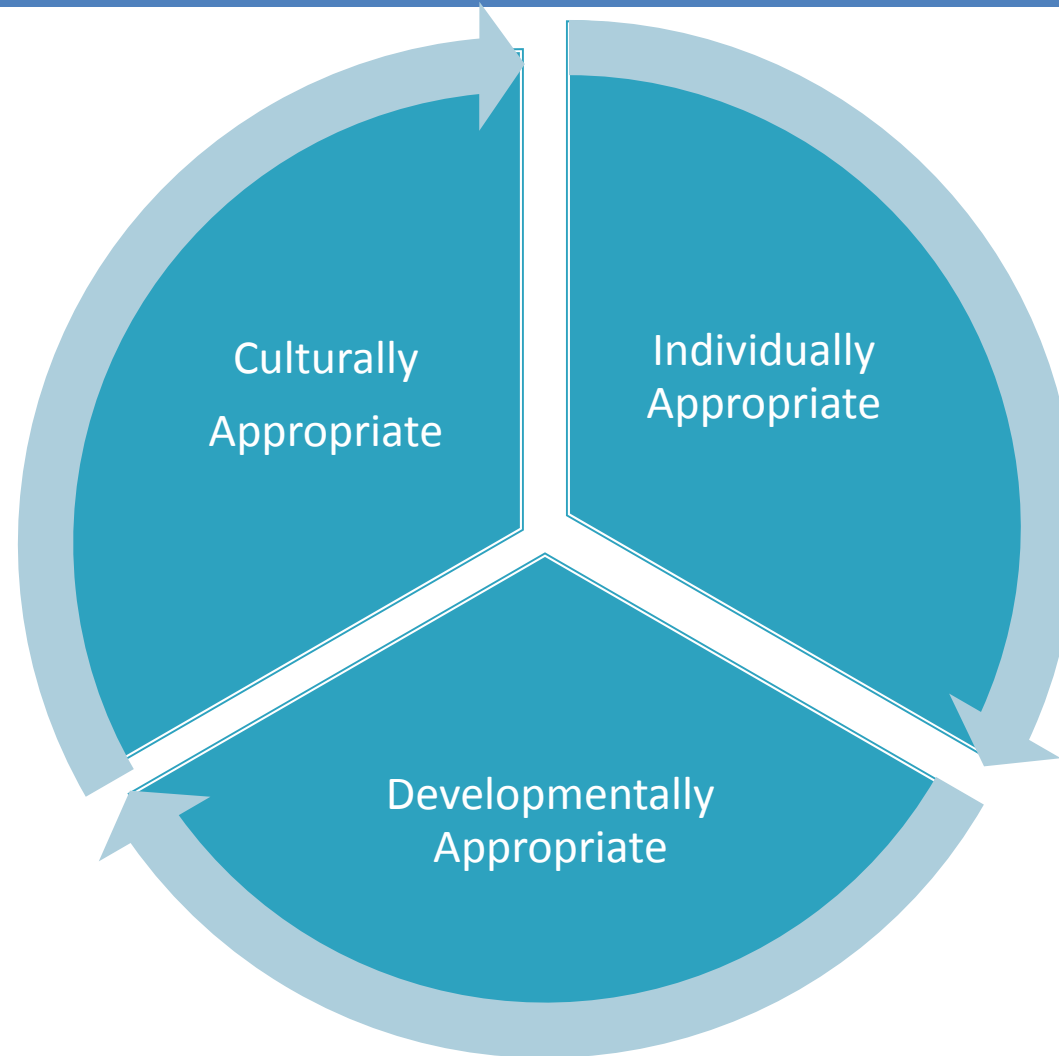
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Areas of Competence for this Course

- Developmentally appropriate health, safety and nutrition concepts and activities
- Public health issues/current events
- Child abuse and neglect
- Communicable diseases
- Management of acute illness
- Emergency care situations
- Menus reflecting nutritional, cultural, and individual considerations
- Health/sanitation practices and policies
- Safety in indoor and outdoor environments



Contexts to Keep in Mind



Establishing a Cultural Context

Culturally
Appropriate



Diversity: Contrasting Perspectives

Establishing an Individual Context

Individually
Appropriate



POSITION STATEMENT

September 2012

Promoting the Health, Safety and Well-Being of Young Children with Disabilities and Developmental Delays

Introduction

The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) supports local, state, and federal initiatives to promote the health, safety, and well being of young children and their families. This includes initiatives focused on the prevention of disabilities, efforts taken to assure that children affected by disabilities do not acquire preventable secondary disabilities or exacerbation of their impairments or disabilities, and establishment of effective systems of referral and service provision to enhance the optimal development of children with or at risk for disabilities. The early childhood years build the foundation for a lifetime of health and development. Investing in prevention is advantageous and cost-effective when high-quality services are provided in natural and least restrictive environments with collaborative efforts to establish connections with families, and appropriate school and community-based systems, services, and personnel. DEC endorses the six recommendations listed below for the promotion of health, safety, and well being of all young children including those with or at-risk for disabilities.

1. **Prenatal care services for all pregnant women and their families (Johnson, Posner, Biermann, & Cordero (2010), early universal screening, and a single point referral system are strongly recommended. This also should include access to evidence-based information for all families and practitioners regarding developmental milestones and concerns, and biological and environmental risk factors.**

Prenatal care services should address preconception care, maternal chronic diseases, previous pregnancy complications, and environmental and behavioral risk factors. Preconception care includes awareness of potential risks during pregnancy that could lead to undesirable outcomes for the mother or child. These include taking folic acid for three months prior to pregnancy to protect the developing fetus from spina bifida or other neural tube defects. Adequate consumption of folic acid during pregnancy can prevent 70 percent of all neural tube defects, including cleft lip and palate (Center for Disease Control, 2008). Consuming a well balanced, healthy diet and avoiding toxic substances during pregnancy also are known to decrease risks (U. S. Department of Health and Human Services, 2004).

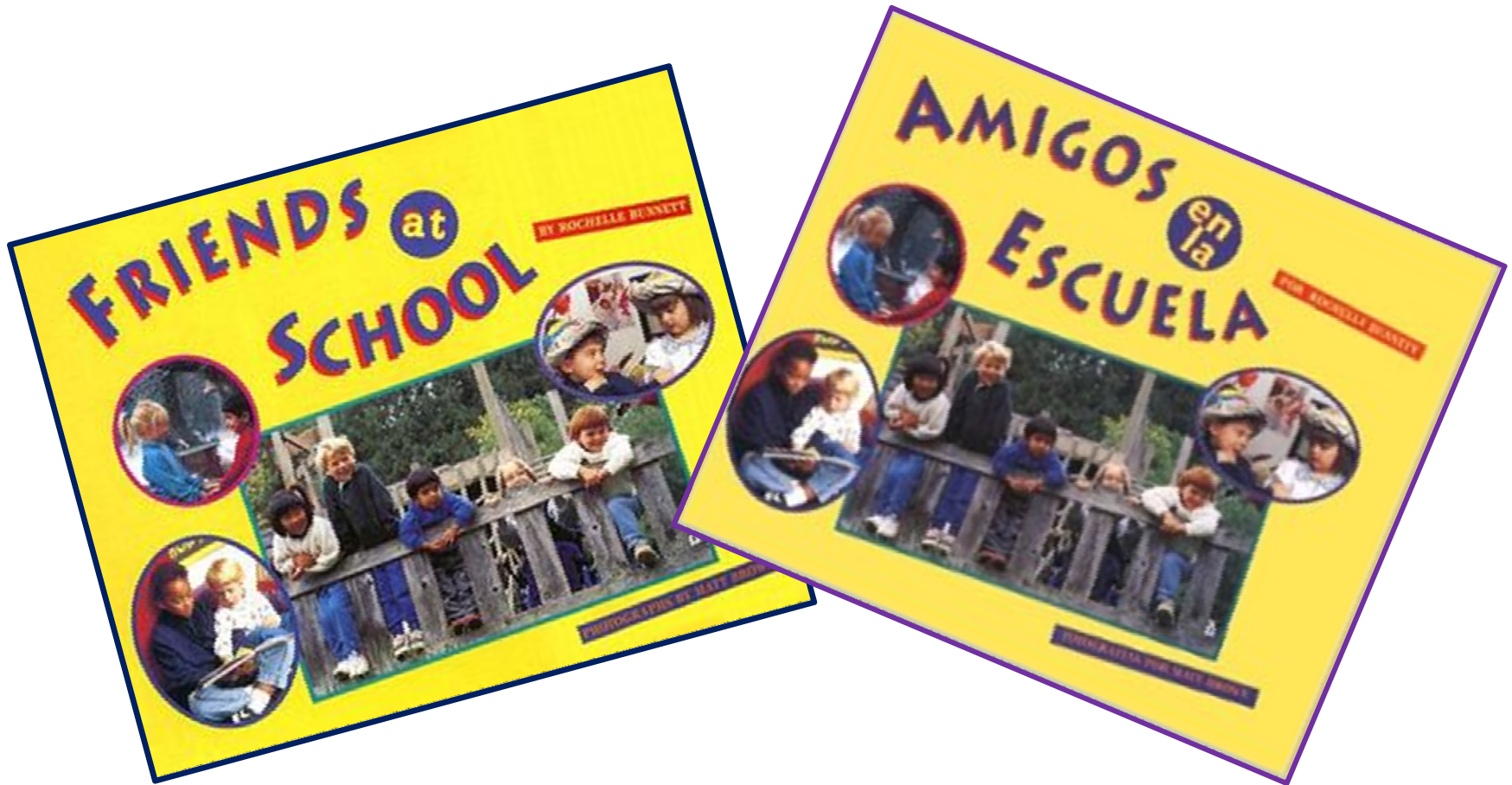
As women postpone childbearing into their 30's and 40's, rates of chronic diseases related to pregnancy including hypertension, asthma, and hypothyroidism are increasing (Misra, Grason, & Weisman, 2000). Unfortunately, these chronic diseases are disproportionately associated with women of color and women living in poverty (U. S. Department of Health and Human Services, 2010). Also, there are known links between hypothyroidism and iodine deficiency during pregnancy and developmental disabilities (Pop, et al. 2003). Other studies have identified increased rates of complications during pregnancy for women in their 30's and 40's, such as preeclampsia, placental abruption, preterm birth, and low birth weight (Gharib, Tuttle, Baskin, Fish, Singer, & McDermott, 2005). Efforts aimed at reducing and/or ameliorating risks include regular prenatal care and dissemination of educational information about

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Maintaining Your Intentionality



- How will you make sure that Ryan and Shelby can join in the game?
- What snack might you plan for today that _____ (who has a ground nut allergy) and _____ (who is lactose intolerant) could also eat?

Establishing a Developmentally Appropriate Context



North Carolina Foundations for Early Learning and Development



North Carolina Foundations Task Force

NC Foundations for Early Learning and Development

Health and Physical Development (HPD)

Physical Health and Growth

- Goal HPD-1: Children develop healthy eating habits.
- Goal HPD-2: Children engage in active physical play indoors and outdoors.
- Goal HPD-3: Children develop healthy sleeping habits.

Motor Development

- Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.
- Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Self-Care

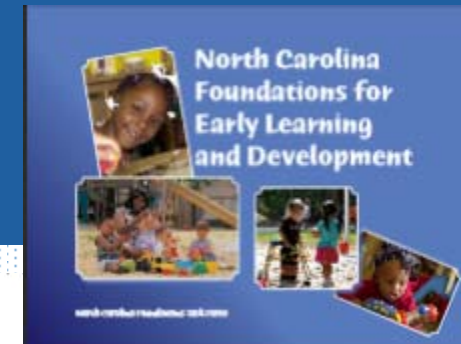
- Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.
- Goal HPD-7: Children develop independence in caring for themselves and their environment.

Safety Awareness

- Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.



NC Foundations for Early Learning and Development



Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
<ul style="list-style-type: none"> • Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). <i>HPD-8a</i> • Notice and imitate adults' reactions to new people and situations. <i>HPD-8b</i> 	<ul style="list-style-type: none"> • Watch for adult reactions to unfamiliar things or situations that might be dangerous. <i>HPD-8c</i> • Show some caution about unfamiliar and/or unsafe situations. <i>HPD-8d</i> • Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). <i>HPD-8e</i> 	<ul style="list-style-type: none"> • Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). <i>HPD-8f</i> • Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). <i>HPD-8g</i> • With guidance, recognize and avoid situations that might cause harm. <i>HPD-8h</i> 	<ul style="list-style-type: none"> • Know what their bodies can do, and play within their abilities to avoid injury to self or others. <i>HPD-8i</i> • Usually recognize and avoid objects and situations that might cause harm. <i>HPD-8j</i> • Usually follow basic safety rules. <i>HPD-8k</i> • Call a trusted adult when someone gets injured or is in an unsafe situation. <i>HPD-8l</i> 	<ul style="list-style-type: none"> • Avoid potentially dangerous behaviors. <i>HPD-8m</i> • Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. <i>HPD-8n</i> • Independently follow basic safety rules. <i>HPD-8o</i> • Identify people who can help them in the community (police, firefighter, nurse). <i>HPD-8p</i>

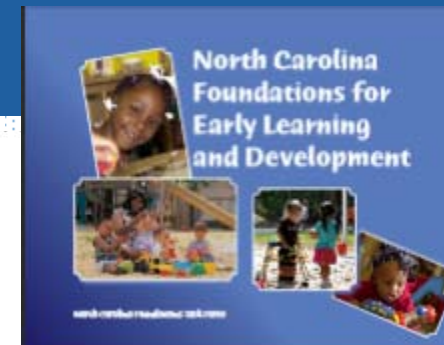
NC Foundations for Early Learning and Development

Strategies for Preschoolers

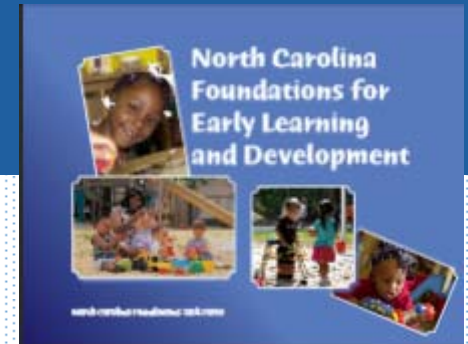
Safety Awareness



1. Provide a safe, healthy, supportive environment with appropriate supervision.
2. Teach safety rules and model safe practices (e.g., bus safety, playground safety, staying with the group, safe use of classroom materials, and knowing personal identification information).
3. Teach and model appropriate responses to potentially dangerous situations, including fire, violent weather, and strangers or other individuals who may cause harm.
4. Repeat safety messages every time they are needed. Understand that you may have to repeat them many times. ("Please put your feet on the ground. Chairs are for sitting.")
5. Use play to reinforce safety messages and practice responding to dangerous situations. ("Let's pretend the fire alarm went off. What should we do?")
6. Talk about consequences of unsafe behavior such as injury to self or damage to property.
7. Help preschoolers identify people they can go to when they feel afraid or where to go to feel safe when they need help (family members, caregivers, fire fighters, and other community helpers).



Milestone Scavenger Hunt



At what age might it be reasonable to expect a child to:

- Feed themselves with utensils independently?
- Identify which foods are nutritious and which are not?
- Communicate ways exercise keeps us healthy?
- Move through the world independently (crawl, cruise, walk, run, use a therapeutic walker)?
- Name people who help children stay healthy?

Our collective capability

Describe an assignment from your Health, Safety & Nutrition course that consistently provides your students with new insights and perspectives.



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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:

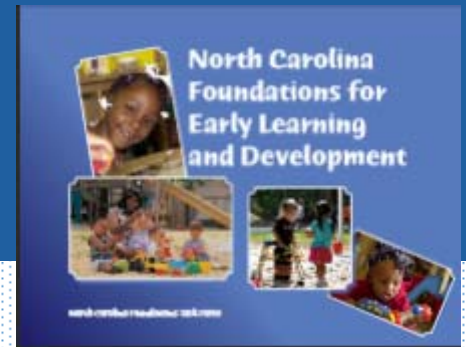
- **Education leaders and school readiness teams to**
 - Understand the link between child health and school readiness;
 - Develop health strategies that support school readiness goals; and
 - Integrate specific health services into school readiness plans.
- **Health managers and health staff to**
 - 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.

What's the Link?



USE FOUNDATIONS TO BUILD KNOWLEDGE OF THE LINKS BETWEEN HEALTH AND EACH DOMAIN OF DEVELOPMENT



Too often students only see the connections between health and physical development. One way to help students learn about links between health and all domains of development is through an assignment called What's the Link? This assignment makes use (for instructors) of a Head Start website (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/link-between/five-domains.html>) that provides information about the links between five domains (approaches to learning, cognition and general knowledge, language and literacy, social and emotional development, and physical health and

development). For each of these domains, the website provides a short statement about the link between children's health and that specific learning domain, research connections with science-informed evidence, and a printable table including examples of school readiness goals and health strategies.

Here's how to set the assignment up.

1. Ask students to provide evidence to respond to the following questions:
 - What's the link between health and approaches to learning?
 - What's the link between health and emotional-social development?
 - What's the link between health and physical development?
 - What's the link between health and language/communication?
 - What's the link between health and cognitive development?
2. Require that students provide the following as part of their responses:
 - A summary statement about the link(s) between health and each domain of development; and
 - Evidence sources to document the links.



Physical Activity Assignment

Ask students to create a home checklist to help families assess physical activity, screen time, and other health and nutrition priorities, along with recommendations for healthy alternatives in each area.



Supporting Physical Development 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



Alphabet of Activities Assignment

- Divide students in to small groups to work together on this assignment
- Divide up the alphabet based on the number of groups (e.g., if there are six groups of students, ask each group to work on four letters)
- Ask students to design an activity related to health, safety or nutrition concepts in the course that prominently for each of their assigned letters (e.g., P for portions). Require each activity to be grounded in all three aspects of developmentally appropriate practice.
- Assemble all the activities into a complete alphabet.
- **NOTES:**
 - Create separate alphabets for infants/toddlers, preK/K, and early elementary
 - It would probably be kind to pull the X and Y out of the activity!



Formative Assessment

ASSIGNMENT ON INCREASING PHYSICAL ACTIVITY. Here's an example of an assignment that incorporates the key components of formative assessment.



Observe – Ask students to observe for at least three hours in a preschool or early elementary classroom. They should be looking at ways in which physical activity is incorporated in the regular classroom routines. This will not include recess/outdoor play, but instead focus on other routines (e.g., circle, lining up, etc.).

Document – Provide students with a form they can use to document what they have observed. The form should identify each activity or routine and ways in which physical activity was incorporated in that activity/routine.

Evaluate – Ask students to evaluate the results of their observation and documentation. Based on the evidence they have compiled, ask them to identify additional opportunities for incorporating physical activity in daily routines. Could

more physical activity be incorporated in a book reading activity? While waiting in line? During snack time?
During clean up time?

Plan – Ask students to develop a plan for increasing the amount of physical activity within the daily routines and activities of the classroom. Encourage students to use state early learning guidelines/standards to make certain that activities reflect developmentally appropriate expectations. The plan should clearly identify the routine/activity, propose strategies for increasing physical activity during that routine/activity, and provide an evidence-based rationale (e.g., recent studies underscore the fact that children retain concepts from a story better when they physically act out the story). Ask students to include examples of how to support the participation of children of diverse physical abilities.

Communicate and Collaborate – Ask students to present their plan to educators in the classroom in which they observed. Part of the assignment should include documentation of feedback from the educators, followed by revisions to the plan. A final version of the plan should be shared with the educators. If time permits, require students to return to the classroom to see which components of the plan have been implemented.

DEC Recommended Practices

The 2014 DEC Recommended Practices¹ on Environment states that “Young children who have or are at risk for developmental delays/disabilities learn, play, and engage with adults and peers within a multitude of environments such as home, school, child care, and the neighborhood. Environmental practices refer to aspects of the space, materials (toys, books, etc.), equipment, routines, and activities that practitioners and families can intentionally alter to support each child's learning across developmental domains...They relate not only to supporting the child's access to learning opportunities but also ensuring their safety” (p.8).

The ECTA Center has developed five checklists (<http://ectacenter.org/decrp/topic-environment.asp>) to help early childhood professionals learn about the 2014 DEC RPs related to the environment: 1) Natural Environment Learning Opportunities, 2) Environmental Arrangement, 3) Child Physical Activity, 4) Environmental Adaptations, and 5) Assistive Technology. Below are some ideas on how you might use the Environment Arrangement and Child Physical Activity checklists.

1. Using both the environmental arrangement and child physical activity checklists, ask students to visit a program and assess the extent to which that program is addressing physical activity and active play. They may need to look at the class schedule or interview the teacher to complete some of the items on the child physical activity checklist. Based on their assessment using the checklists, ask students to:
 - a. make 2-3 recommendations of changes or modifications they might make to the environment (indoor / outdoor) to provide additional physical activities opportunities for young children.
 - b. make 2-3 recommendations of how they might make changes to young children's routines and activities to provide additional opportunities for physical activity.
2. Ask students to watch the video, “Henry gets around”. <http://www2.cde.state.co.us/media/resultsmatter/RMSeries/HenryGetsAround.asp>. Then have them review the environmental arrangement checklist before watching the video again to see what practices on the checklist they might observe. You may ask students to score “Most of the time” if they see a practice in the video and “Seldom or never” if they do not see a practice. Encourage the students to make notes of what they see. Facilitate a discussion online or face-to-face so that students can share their findings.



Public Health/Current Events



food insecurity

childhood obesity

Abecedarian

screen time

long term health benefits

vaccination

sedentary

anti-vaccination


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

Childhood Obesity

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



Food Insecurity

Activities:

- Ask students to document the extent to which food insecurity is an issue for families in your community or in your state.
- Ask students to identify programs and organizations in the 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.¹

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.

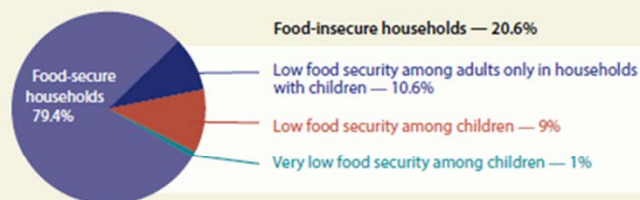
These categories can be further differentiated among adults and children.



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.

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*

Requiring Vaccinations

Safety of Vaccines Used for Routine Immunization of US Children: A Systematic Review

Margaret A. Maglione, MPP^a, Lopamudra Das, MPH^a, Laura Raaen, MPH^a, Alexandria Smith, MPH^a, Ramya Chari, PhD^a, Sydne Newberry, PhD^a, Roberta Shanman, MLS^a, Tanja Perry, BHM^a, Matthew Bidwell Goetz, MD^b, and Courtney Gidengil, MD, MPH^{a,c}



Jenny McCarthy
on Autism and
Vaccines



Create a 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.

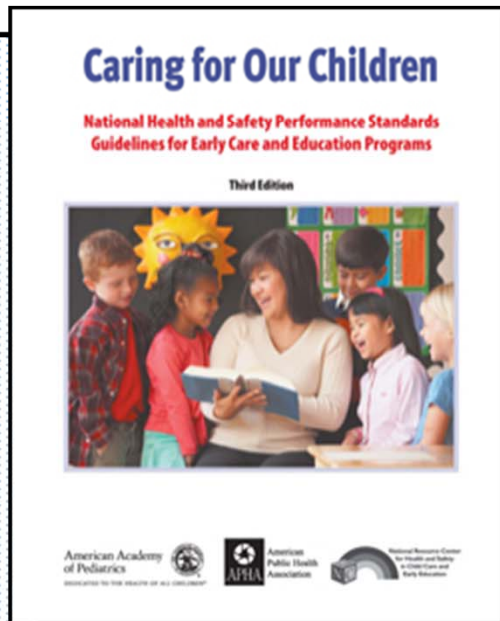
Is play
really
essential?

Child Abuse and Neglect

Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse

A position statement of the
National Association for the Education of Young Children

Adopted 1996



Welcome to North Carolina Division of Social Services

Search DHHS:

GO

About Child Abuse and Child Neglect

Este programa
EN ESPAÑOL

[Reporting suspected abuse and neglect](#)
[Recognizing child abuse](#)
[Recognizing child neglect](#)
[For parents who need help...](#)
[If you are reported for child abuse or neglect](#)

Reporting Suspected Abuse and Neglect

While most of us want nothing but the best for our children, child abuse and neglect are too common. While the words abuse and neglect are often used interchangeably, each type of maltreatment is distinct. Abuse is the intentional maltreatment of a child and can be physical, sexual, or emotional in nature. Neglect, on the other hand, is the failure to give children the necessary care they need. The emotional scars of both types of maltreatment are often deep and no child deserves to be maltreated.

If you suspect that a child is being abused or neglected, or if you think a child may have died from being mistreated, you must report what you know to the [county Department of Social Services](#). This is the law ([N.C.G.S. § 7B-301](#)). Do not be afraid to report. As long as you are acting in good faith, you cannot be held liable ([N.C.G.S. §7B-309](#)).

A listing of all 100 county Departments of Social Services can be found [here](#).

Activities for Learning Cold Hard Facts



- Rules and regulations
- Universal precautions
- Emergency care
- Prevention of communicable diseases

Emergencies	Abuse & Neglect	Acute Illnesses	Indoor Safety	Outdoor Safety	Health Rules
\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500	\$500

Infusing Rules and Regulations

- Incorporate an emphasis in each class session or segment (5 item quiz)
- Incorporate an emphasis in each activity
- Incorporate an emphasis in each assignment
- Ask students to develop checklists that include diversity considerations and requirements



Source for Rules and Regulations

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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Caregivers/Teachers

Parents/Guardians

Regulators

Child Care Health
Consultants

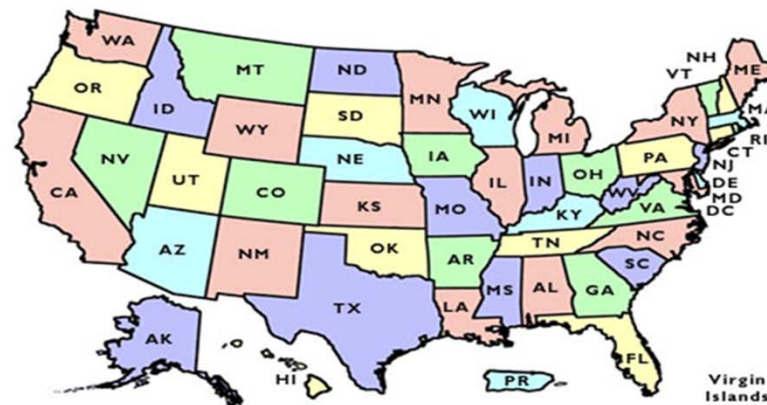
Early Childhood
Systems Leaders

[Home](#) » [Resources](#) » State Licensing and Regulation Information

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.



Resources to Support Your Work



PREVENTING CHILDHOOD OBESITY THROUGH ACTIVE PLAY AND NUTRITION EDUCATION

Para Español haga clic [AQUI](#).



Building A Healthy Start

Promoting Physical Activity for Infants and Toddlers in Early Childhood Settings

Find It Online



Washington State University | The Center for Early Childhood

SUPPORTING OUTDOOR
PLAY and EXPLORATION
for INFANTS and TODDLERS

Go Out and Play! Kit

A resource to help early educators
monitor development through play



Preschool:

Healthy Habits for Life Resource Kit



Heartland Equity & Inclusion Project

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 Map

• 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 Assignment
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> • <i>CARA'S Kit</i> ECE 133 Lesson • Children's books on health, nutrition and safety topics • Handouts on Person First Language from website: <i>Disability is Natural</i> • <i>Let's Move: America's move to raise a healthier generation of Kids.</i> 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 <i>CARA's Kit</i>. Students work on adaptation <i>CARA's Kit</i> 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 <i>Let's Move</i> website for topics of special interest (movement activities for people with disabilities, food allergies, family activities, etc.) Report their findings to the class



Questions?




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Landing Pads

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



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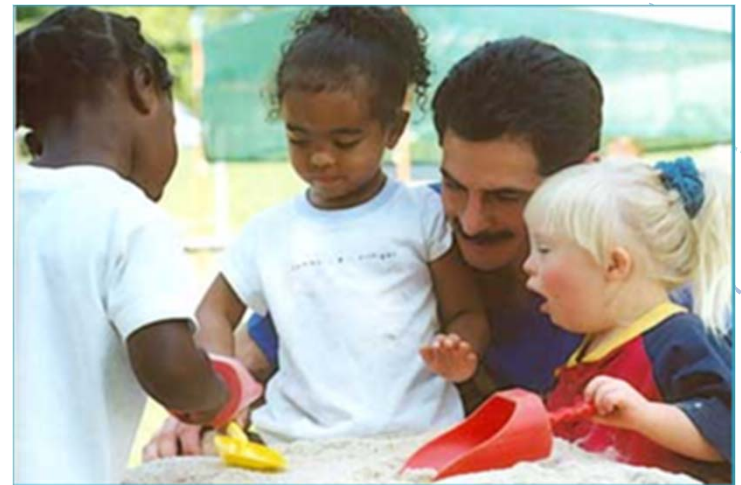
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Upcoming Webinar

September 1, 2015 2:00 pm – 3:00 pm
EST

Topic: Young Children with
Exceptionalities




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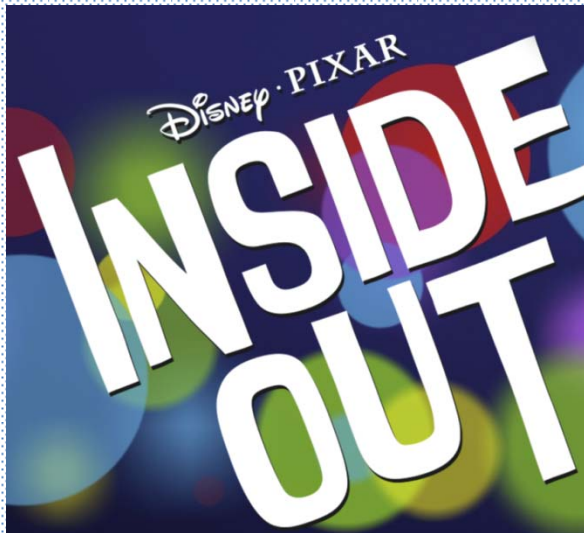
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IOUs



Inside Out: A Film for Parents of Young Children, Too

By: Claire Lerner, LCSW, ZERO TO THREE

<http://www.zerotothree.org/parenting-resources/blog/inside-out-a-film-for-parents-of-young-children.html>

The highlight of a recent sun-drenched weekend at the beach was not a peaceful walk along the ocean; it took place in a dark, cavernous space in Ocean City, Maryland—watching the delightful and very important new film *Inside Out*. Major kudos are due Pixar and Disney for elevating the importance of the emotional lives of children and providing a creative vehicle for helping kids learn to understand and manage their complex emotions. Most importantly, the film reminds parents that having a happy child does not mean your child must always be happy.

Inside Out is the story of 11-year-old Riley, who we see struggling to navigate the challenges of making a move from Minnesota to San Francisco through the range of emotions that are personified as characters in her brain—Joy, Sadness, Fear, Anger, and Disgust—and how her parents come to recognize the need to acknowledge and honor her pain. The powerful take-home message: Sadness and joy can co-exist. They are part of a complex range of emotions children experience, and it is a gift to acknowledge and help children cope with these feelings. Muscling through difficult experiences builds strength and resilience, and is ultimately what brings children a sense of contentedness and well-being. As a mental health professional, I wanted to cheer for the film's powerful and valuable message about children's emotional well-being, and want to be sure it reaches parents of young children, too.

Why it is relevant to parents of babies and toddlers

Young children are deeply feeling beings. Starting in the earliest months of life, well before they can use words to express themselves, babies have the capacity to experience peaks of joy, excitement, and elation. They also feel fear, grief, sadness, hopelessness, and anger—emotions that many adults understandably find it hard to believe that such young children can experience. But just as Riley in the film needs her parents to hear and empathize with her difficult feelings of pain and loss—which helps her move on in positive ways—so do babies and toddlers.

What can parents do?

Starting in the earliest months, tune in to babies' cues—their sounds, facial expressions, and gestures—and respond sensitively, which lets babies know their feelings are recognized and important. This might mean stopping a tickling game with a 4-month-old when she arches her back and looks away, signaling she needs a break. Or taking a 9-month-old to the window to wave good-bye to Mom when he is sad to see her leave for work.



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IOUs

Participant Strategies and Inside Out Ideas are posted on the SCRIPT-NC website with resources on Social Emotional Development/Child Guidance

<http://scriptnc.fpg.unc.edu/social-emotional-development-child-guidance>



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Participant Strategies from the Social Emotional Development/Child Guidance Webinar

Question: What assignment from your Social and Emotional Development/Child Guidance course do your students consistently find most meaningful?

Your Responses:

- Completing a Functional Assessment of Behavior on a child in their classroom setting
- Case studies are always a great opportunity for team building and learning how we might help a child who is struggling
- We have our students interview a seasoned teacher and ask a series of questions about child guidance in their classroom. Many of our students come back and talk about the useful information that they gathered from talking to a seasoned teacher.
- If the instruction is engaging and invigorating, educators can reduce challenging behaviors.
- Students create a bulletin board for children - using children's suggestions for "rules" in certain areas (hallways, etc) at child's level, on the bus, in the bathrooms, outdoors, etc.
- I have students rate themselves on a temperament continuum. They have to get out of their seats and move for each question: adaptability, approach/withdrawal, regular/irregular, etc. Students gain real insight into themselves!
- Creating a social /emotional word wall for students works really well
- I shared it in my EDU 146 Child Guidance course and asked them what impact it had on their thoughts about adult expectations
- Scripted Story Assignment (from Brenda Blackburn, Blue Ridge Community College/BRCC)
"Scripted Stories for Social Situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules. As the title implies, they are brief descriptive stories that provide information regarding a social situation. When children are given information that helps them understand the expectations of a situation, their problem behavior within that situation is reduced or minimized" (<http://csefel.vanderbilt.edu/resources/strategies.html>).

Create your own scripted story of a social situation you have observed in the classroom you are volunteering in this semester (children age 3-8 years). Look at the example of scripted stories on the CSEFEL website. Write your own original scripted story, creatively illustrate it, print it, color it, laminate it, bind it, and then use the scripted story with the children in your classroom (or your volunteer classroom).

So, review: Review the scripted stories given on the CSEFEL website, and then create your own book that includes a social situation that may be occurring in the classroom. Write the book – use creative means to illustrate your book, print off the book, glue on construction paper or card stock paper, color it, if needed, and laminate it.

You must then videotape yourself presenting the scripted storybook to the children in the classroom. You may use a camera that also has video capabilities, or an actual video camera, or even your cell phone if it has video capabilities. If you do not have access to a device for videotaping, please make an appointment with me to come by and borrow one of our devices from BRCC. Have the teacher in your volunteer classroom do the videotaping and be sure she/he only videotapes YOU (and perhaps the backs of the children), unless you have gotten permission from the school and the parents to videotape the children for educational purposes only.

Give Us Your Feedback



https://unc.az1.qualtrics.com/SE/?SID=SV_eeUqi3FpQOSlhEx


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Lagniappe <https://youtu.be/1XDVDyDJ3s0>



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