

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



Health, Safety, and Nutrition  
Instructional Resources Webinar  
June 18, 2014  
2:00 pm — 3:00 pm EST



UNC

FPG CHILD DEVELOPMENT INSTITUTE

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



# Welcome and Introductions

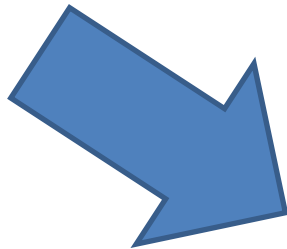


# Logistics

Questions?  
Comments?



**USE THE CHAT BOX**



Press “\*6” to  
mute or  
unmute your  
phone

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# Who's There?



Type your name  
and affiliation into  
chat box





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## Landing Pads

### Resources for Faculty

#### Course-Specific Landing Pads

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.



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



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

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

## 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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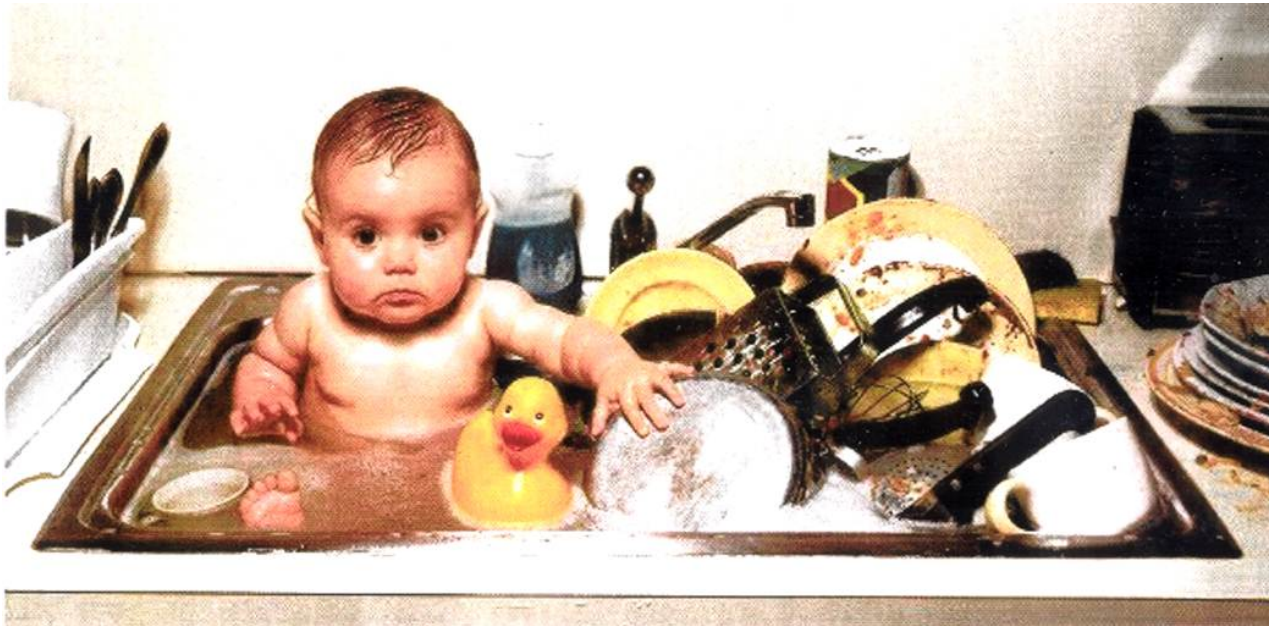
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# Health, Safety, and Nutrition



*To do list:*

- ✓ Wash dishes
- ✓ Bathe baby

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# Handouts

- Just the Facts, Ma'am
- Read All About It
- See For Yourself
- Find It Online



## Health, Safety, Nutrition

Just the Facts	<p>Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs, 2<sup>nd</sup> Edition (a joint publication of the American Academy of Pediatrics, National Resource Center, and the American Public Health Association)  <a href="http://cfoc.nrckids.org/StandardView.cfm">http://cfoc.nrckids.org/StandardView.cfm</a></p> <p>Division for Early Childhood (DEC). (2013). Promoting the Health, Safety and Well-Being of Young Children with Disabilities and Developmental Delays  <a href="http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Executive%20Summary.pdf">http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Executive%20Summary.pdf</a> (executive summary)</p> <p><a href="http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf">http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf</a> (position statement)</p> <p>DEC. (2014). DEC Recommended Practices in Early Intervention/Early Childhood Special Education  <a href="http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf">http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf</a></p> <p>Early Childhood Development: The Promise, the Problem, and the Path Forward  <a href="http://www.brookings.edu/research/articles/2013/11/25-early-childhood-development-atinc-gustafsson">http://www.brookings.edu/research/articles/2013/11/25-early-childhood-development-atinc-gustafsson</a></p> <p>The Effect of Poverty on Child Development and Educational Outcomes  <a href="http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&amp;context=psycd_fac">http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&amp;context=psycd_fac</a></p> <p>The Foundations of Lifelong Health are Built in Early Childhood  <a href="http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/foundations-of-lifelong-health/">http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/foundations-of-lifelong-health/</a></p> <p>Markers That Matter: Success Indicators in Early Learning and Education  <a href="http://www.fsg.org/tabid/191/ArticleId/936/Default.aspx?srpush=true">http://www.fsg.org/tabid/191/ArticleId/936/Default.aspx?srpush=true</a></p> <p>National Association for Sport and Physical Education. (2009). Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, 2nd Edition  <a href="http://www.columbus.gov/uploadedFiles/Public_Health/Content_Editors/Planning_and_Performance/Healthy_Children_Healthy_Weights/NASPE%20Active%20Start.pdf">http://www.columbus.gov/uploadedFiles/Public_Health/Content_Editors/Planning_and_Performance/Healthy_Children_Healthy_Weights/NASPE%20Active%20Start.pdf</a></p> <p>Physical Activity, Self-Regulation, and Early Academic Achievement in Preschool Children  <a href="http://www.tandfonline.com/doi/full/10.1080/10409289.2013.780505#tabModule">http://www.tandfonline.com/doi/full/10.1080/10409289.2013.780505#tabModule</a></p> <p>Preventing Childhood Obesity in Early Care and Education Programs  <a href="http://cfoc.nrckids.org/StandardView/SpcCol/Preventing_Childhood_Obesity">http://cfoc.nrckids.org/StandardView/SpcCol/Preventing_Childhood_Obesity</a></p> <p>Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse  <a href="http://www.naeyc.org/files/naeyc/file/positions/PSCHAB98.PDF">http://www.naeyc.org/files/naeyc/file/positions/PSCHAB98.PDF</a></p> <p>What Can CCDF Learn from the Research on Children's Safety and Health in Child Care?  <a href="http://www.nccp.org/publications/pdf/text_1062.pdf">http://www.nccp.org/publications/pdf/text_1062.pdf</a></p>
Read All About It	<p>Child Hunger on the Rise and Causing Problems in the Classroom  <a href="http://www.care2.com/causes/child-hunger-on-the-rise-and-causing-problems-in-the-classroom.html#ixzz2dMJ6dorZ">http://www.care2.com/causes/child-hunger-on-the-rise-and-causing-problems-in-the-classroom.html#ixzz2dMJ6dorZ</a></p> <p>Family Mealtimes Don't Predict Success in School  <a href="http://blogs.edweek.org/edweek/early_years/2013/07/family_mealtimes_dont_predict_success_in_school_study_states.html?utm_source=feedburner&amp;utm_medium=email&amp;utm_campaign=Feed%3A+EarlyYears+%28Early+Years%29">http://blogs.edweek.org/edweek/early_years/2013/07/family_mealtimes_dont_predict_success_in_school_study_states.html?utm_source=feedburner&amp;utm_medium=email&amp;utm_campaign=Feed%3A+EarlyYears+%28Early+Years%29</a></p> <p>Food Insecurity <a href="http://www.childrenshealthwatch.org/publication-category/action-briefs/">http://www.childrenshealthwatch.org/publication-category/action-briefs/</a>            Part 1: Too Hungry to Learn: Food Insecurity and School Readiness            Part 2: Feeding Our Human Capital: Food Insecurity and Tomorrow's Workforce</p>

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# Areas of competence for this course

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



# Contexts to Keep in Mind

- State early learning foundations/standards/guidelines
- Developmentally appropriate practice/recommended practice
- NAEYC standards for professional preparation
- NAEYC and DEC position statements



# 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 Early Learning Foundations

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



# NC Early Learning Foundations

## 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).

# 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

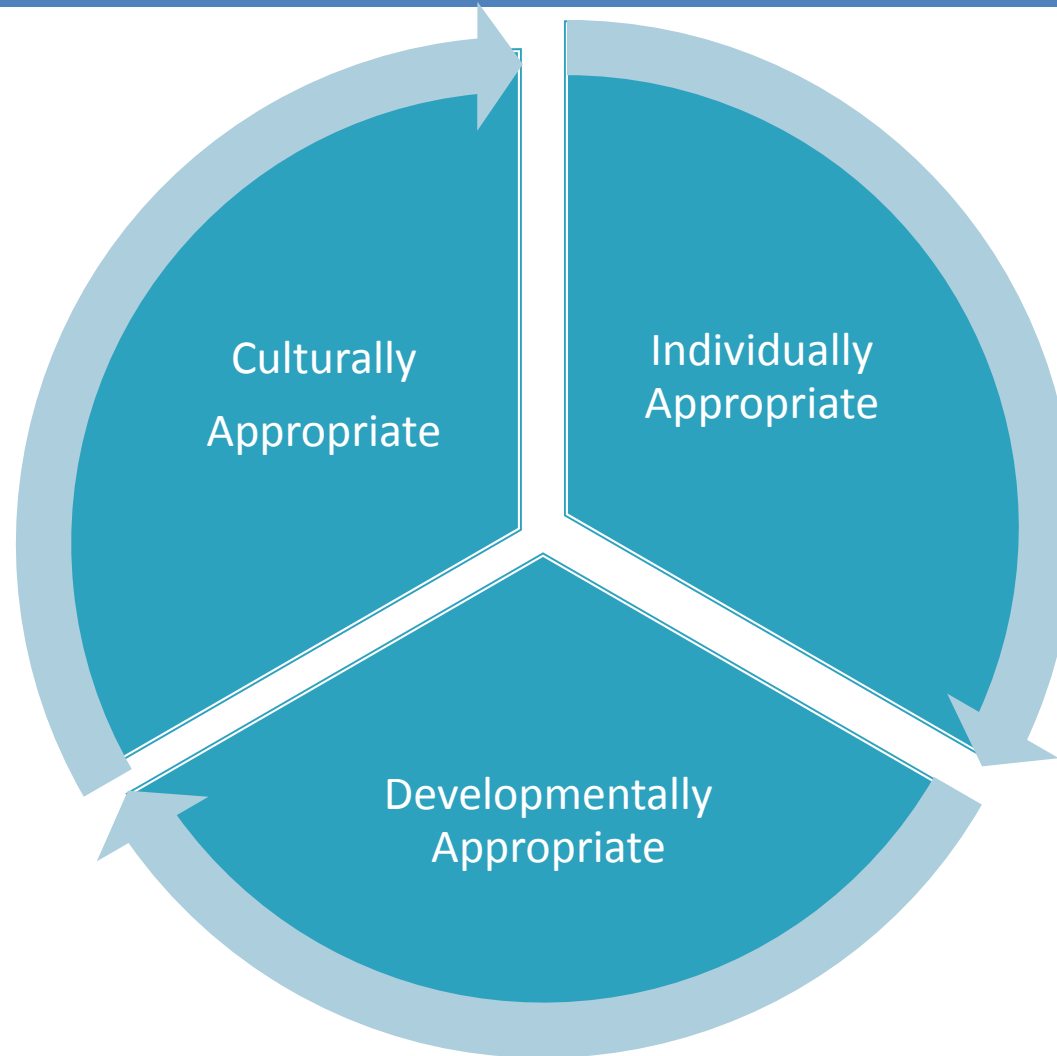
### Physical Health and Growth

## Strategies for Preschoolers

### Motor Development



# Contexts to Keep in Mind



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website: [www.dec-sped.org](http://www.dec-sped.org)  
email: [dec@dec-sped.org](mailto:dec@dec-sped.org)  
address: 3415 S. Sepulveda Blvd. #1100  
Los Angeles, CA 90034  
telephone: 310-428-7209  
fax: 855-678-1989

## DEC Recommended Practices in Early Intervention/Early Childhood Special Education

The Division for Early Childhood of the Council for Exceptional Children

[www.dec-sped.org](http://www.dec-sped.org)

April 14, 2014

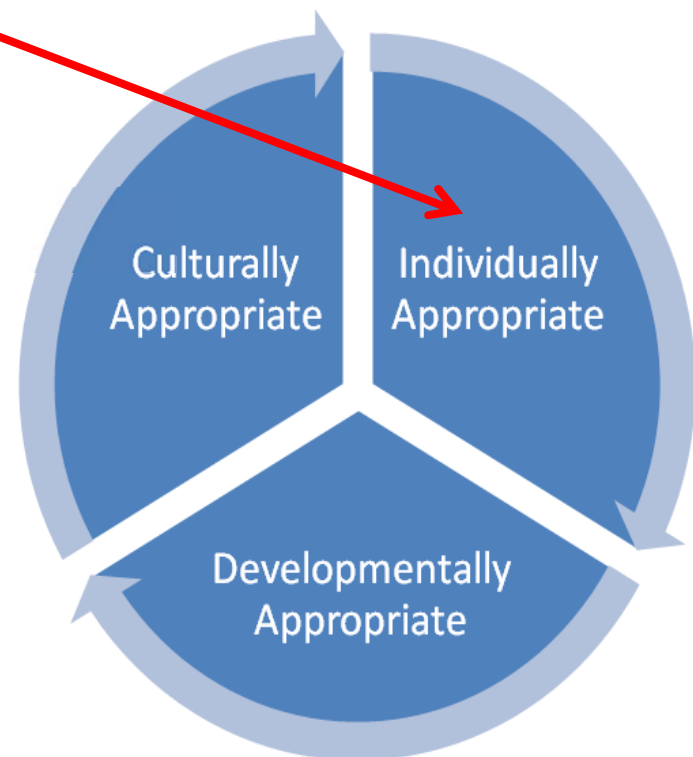
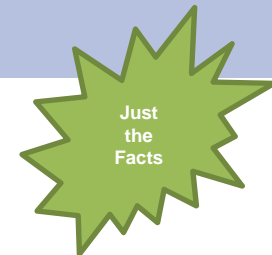
### INTRODUCTION

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the *learning outcomes and promote the* development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose of this document is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them. The DEC Recommended Practices support children's access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity. They also identify key leadership responsibilities associated with the implementation of these practices.

The DEC Recommended Practices are based on the best-available empirical evidence as well as the wisdom and experience of the field. The practices are organized into eight topic areas, but they should be viewed holistically across the topic areas. Family Practices, for example, are grouped in one topic area but are fundamental to all of the topic areas. We believe that when practitioners and families have the knowledge, skills, and dispositions to implement these practices as intended, children who have or are at risk for developmental delays/disabilities and their families are more likely to achieve positive outcomes, and families and practitioners are more likely to help children achieve their highest potential.

While developmentally appropriate practices are the foundation of quality programs for all young children and families (Copple & Bredekamp, 2009), we believe that young children who have or are at risk for developmental delays/disabilities often need more specialized practices that allow them to participate and engage meaningfully in their daily living routines and learning activities. While we acknowledge the important role of developmentally appropriate practices in the education and care of all children, we do not include those foundational practices in this document. The purpose of the DEC Recommended Practices is to highlight those practices

# DEC Recommended Practices





# 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



Just  
the  
Facts

## Evidence sources related to health, safety, and nutrition



### POSITION STATEMENT

ADOPTED: APRIL 2000

**Prevention of Social, Emotional, Physical and Cognitive Disabilities  
and the Promotion of Health, Safety and Well-Being**

### **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

### Caring for Our Children

**National Health and Safety Performance Standards  
Guidelines for Early Care and Education Programs**

Third Edition



American Academy  
of Pediatrics



American  
Public Health  
Association



National Resource Center  
for Health and Safety  
in Early Education

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# Setting the Stage for this Course



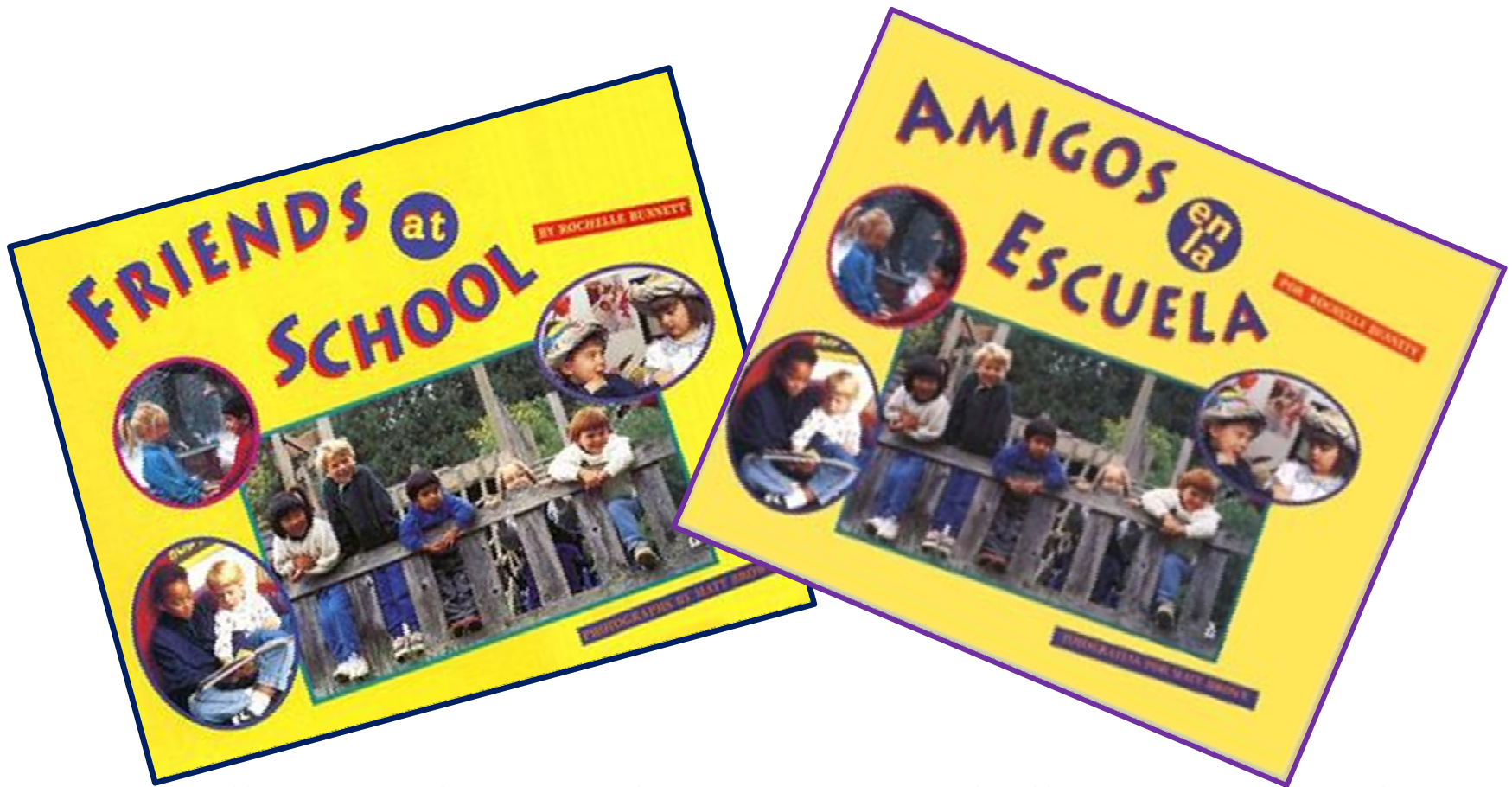
See for  
Yourself

<http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/>

Video segment: 6:57-9:25



# Maintaining Your Intentionality

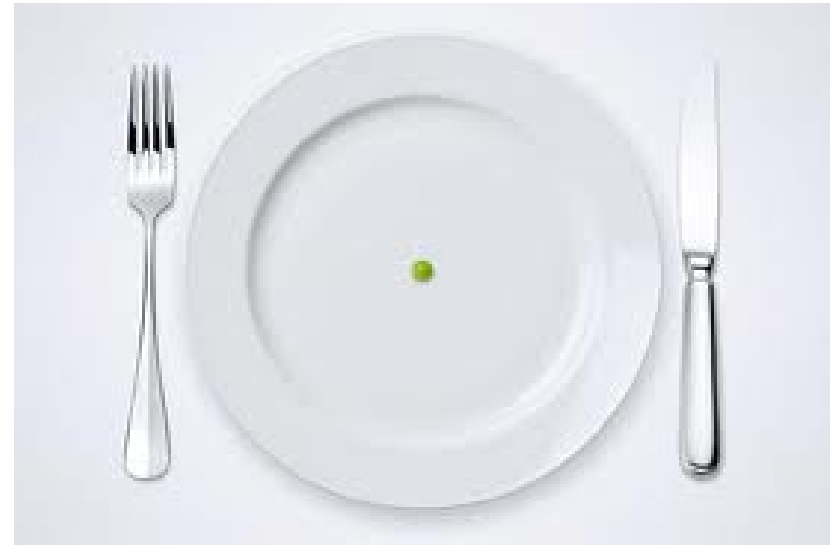


- How will you make sure that Ryan and Shelby can join in the game?
- What snack might you plan for today that \_\_\_\_\_ (who has a ground nut allergy) and \_\_\_\_\_ (who is lactose intolerant) could also eat?



# Content to Consider

- Long term health benefits
- School readiness
- Food insecurity
- Physical activity
- Portion control
- Childhood obesity
- Ability diversity
- Cultural & linguistic diversity



# Long term health benefits


Just  
the  
Facts

**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 Start<sup>1</sup> 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.

<sup>1</sup>Head 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

## CHILDREN'S HEALTHWATCH RESEARCH BRIEF

### 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.<sup>1</sup>

**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.

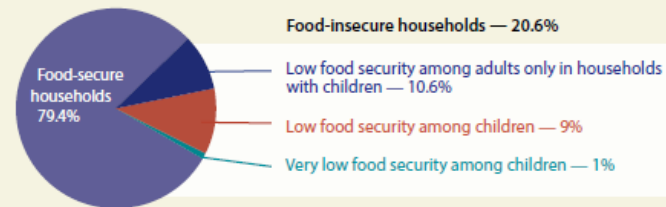
In 2006 the USDA changed the official terms for food insecurity.

**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.**<sup>1</sup> 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.<sup>2</sup> 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.

<sup>1</sup>The second brief in the series is entitled *Feeding Our Human Capital: Food Insecurity and the Workforce*.

 **CHILDREN'S  
HealthWatch**

[www.childrenshealthwatch.org](http://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

## 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.

The screenshot shows the homepage of the Let's Move! Child Care website. A red arrow points from the 'Physical activity' header to the 'GET KIDS MOVING' button. Another red arrow points from the 'Create a home checklist...' text to the 'TAKE ACTION' section.

**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

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**

**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.

*"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*

**Find It Online**

# Teaching portion size



# 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

# Ability and Inclusion



Read All  
About It

**Lorna Mullis**, Parent and Outreach Trainer,  
Therapists as Collaborative Team Members for Infant/Toddler  
Communication Services (TaCTICS), Florida State University

## Natural Environments:

*A Letter From a Mother to Friends, Families, and Professionals*

As JP got a little bit older, his skills and goals changed. First we were trying to get him to walk and then walk with his feet close together. The physical therapist recommended we walk along the railroad ties at the child care. Yet our family spends incredible amounts of time at the baseball field during the spring, making it difficult to spend extra time elsewhere. Therefore, we needed a way to practice at the ball field and we found the perfect one! We call it "bleacher walking." JP was encouraged (as if he needed it!) to walk back and forth on the bleacher lengthwise. Walking between two rows of narrow seats automatically made him narrow his base. It was simple; he enjoyed it, and *all* kids do it naturally anyway. This activity did not create a barrier between him and the other kids, it did not take any extra time, *it worked*, and it kept me from having to struggle with him to do something he didn't want to do.

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# Cultural and linguistic diversity



How *We* Play—  
*Cultural Determinants of  
Physical Activity in Young Children*

# 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



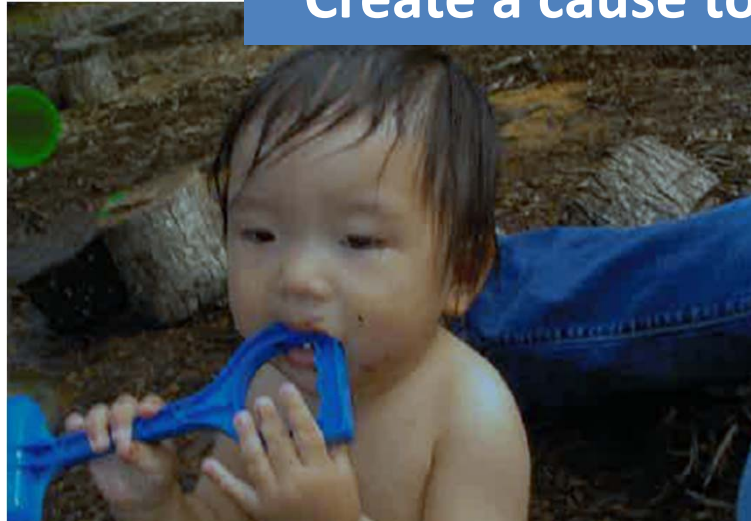
# Activities for Health, Safety & Nutrition



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](http://nccp.org/profiles/early_childhood.html)



The screenshot shows the NCCP website with a navigation bar at the top containing links for HOME, STATE PROFILES, DATA TOOLS, PUBLICATIONS, TOPICS, PROJECTS, IN THE NEWS, ABOUT NCCP, and SUPPORT NCCP. Below the navigation bar is a banner image of children playing with balloons, with the text 'Putting Research to Work for Children and Families' and 'National Center for Children in Poverty Mailman School of Public Health Columbia University'. The main content area is titled 'Early Childhood Profiles' and includes a description of the project, a dropdown menu to 'View the Early Childhood profile for your state', and a list of states and the District of Columbia available for download as PDFs. The list of states is organized into three columns.

**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
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.	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.	

# 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 phone 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?



# 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](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/](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](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 the things in the video.

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

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# See for Yourself



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

## Health/Nutrition



### Standard Precautions Related to Blood

A video clip describing how to properly clean up blood when children get hurt in child care programs.



### Childhood illnesses

Several providers tell of the illnesses they see most often including - colds, allergies, and ear infections.



### Handwashing

The importance of handwashing, when to do it, and step by step instructions. From the Family Day Care Health and safety video.



### 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.



### Indoor Activities

Discusses how to keep children moving even while you are indoors.



### Trying new foods

Describes how to help children explore new foods and how to encourage food exploration.



### Health and Safety Daycare Center Indoor/Outdoor

A shortened version of daycare center indoor and outdoor health and safety.



### Ear Infections

Animation of what ear infections are and a story of a father who had a child with ear infections.



### Why Wash Hands?

An activity with children to stress importance of hand washing.



### Health Care Plan

Why we should have a health care plan, the importance of this plan, and what to include in your plan.



### Portion Size

George Bradley tells us the importance of reading labels and proper portion size.



### Promoting Healthy Nutrition

Discusses ways of promoting healthy nutrition in your child care program.

Small Space

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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



Kirkwood Community College  
Early Childhood Education

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

- 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.

Course	CLAD TOPIC	Media	Guest Speaker	Kit/Materials	Instructional Approach	In- Class Assignment
ECE 133 Health, Safety & Nutrition	<b>INCLUSION</b>  Adaptations for children with chronic illness, dietary differences, allergies, etc	<ul style="list-style-type: none"> <li>Video: Child Care and Children with Special Needs – Video One, Available from NAEYC, Tape one, clip of child with asthma (end of video)</li> <li>Video: Breathing Freely: Controlling Asthma Triggers from Head Start</li> <li>Video: Embracing Our Future: Matthew's Story (dental health in Early Head Start) from Head Start</li> <li>Video: Strategies for Including Children with Disabilities in Classroom Activities, Sensory Activity from Head Start</li> <li>Video: Preventing Childhood Obesity, from Child Care Information Exchange</li> </ul> <p>Links to video on page 3</p>	<ul style="list-style-type: none"> <li>Parent of child with specialized diet and/or dietician</li> <li>Iowa KidSight –free vision screening Lori Short, University of Iowa Children's Hospital <a href="http://webeye.opphth.uiowa.edu/iowakidsight/">http://webeye.opphth.uiowa.edu/iowakidsight/</a></li> </ul>	<ul style="list-style-type: none"> <li>Melbourne, S.A. (2007) <a href="#">CARA's Kit</a>: Creating Adaptations for Routines and Activities</li> <li><b>CARA'S Kit</b> ECE 133 Lesson</li> <li>Children's books on health, nutrition and safety topics</li> <li>Handouts on Person First Language from website: <i>Disability is Natural</i></li> <li><i>Let's Move: America's move to raise a healthier generation of Kids.</i> <a href="http://www.letsmove.gov">www.letsmove.gov</a></li> <li>Book Kit located in ERC Closet</li> <li>Links to Handouts on page 3</li> </ul>	<ul style="list-style-type: none"> <li>Review the definition of CLAD and importance of using Person First Language (Introduced in ECE 103).</li> <li>Review the steps for creating adaptations using <a href="#">CARA's Kit</a>. Students work on adaptation CARA's Kit lesson for ECE 133. For additional practice provide health, safety and nutrition dilemmas for students to consider.</li> <li>Ask parent or dietician to discuss dietary considerations for vegetarians, kosher diet, allergies, etc</li> <li>Case Studies from Marotz (current edition) for class discussions on culture. See cases on: <ul style="list-style-type: none"> <li>Vision and hearing disabilities</li> <li>Seizure disorders</li> <li>Food allergies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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</li> </ul>

Page | 1



This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

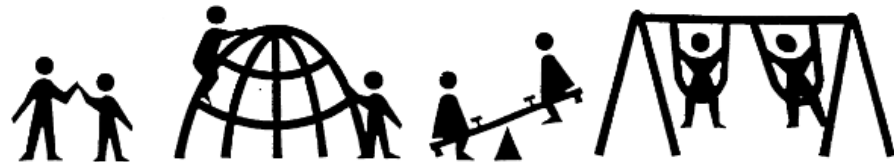
Do you have an activity like this?

Find It Online

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.

## 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.

	Yes	No
<b>SUPERVISION</b>		
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		
<b>AGE-APPROPRIATE DESIGN</b>		
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		
<b>FALL SURFACING</b>		
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		
<b>EQUIPMENT MAINTENANCE</b>		
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		
<b>TOTAL POINTS</b>		

### 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.playgroundsafety.org](http://www.playgroundsafety.org)



# Find It Online



National Center on  
**Health**

Assistance

[ECLKC Home](#) > [Training & Technical Assistance](#) > [Health](#) > [National Center on Health](#)



## 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](mailto: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

[Home](#) [About Us](#) [Products](#) [Resources](#) [NRC En Español](#) [Contact Us](#)



Caregivers/Teachers

Parents/Guardians

Regulators

Child Care Health  
Consultants

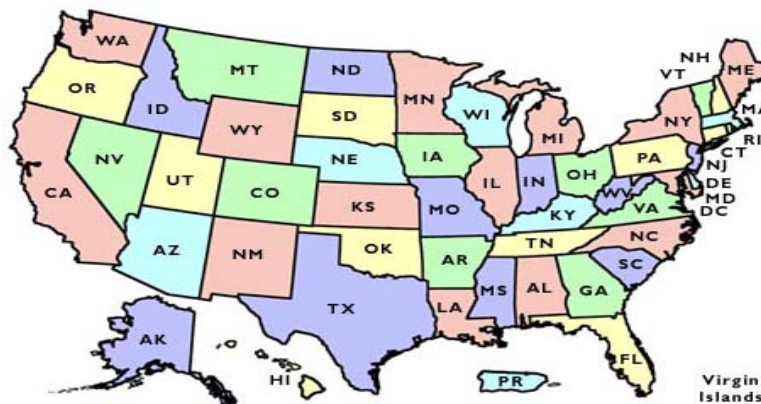
Early Childhood  
Systems Leaders

[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.



## New ways of thinking about rules, regs, & standards

- 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



# 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?





# SCRIPT-NC

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## Landing Pads

### Resources for Faculty

#### Course-Specific Landing Pads

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.



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



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

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

# Enhancements to the Landing Pads

## EDU 153: Health, Safety, and Nutrition

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on Health, Safety, and Nutrition to support the inclusion of children with disabilities and children who are culturally and linguistically diverse.

### 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.



Links to all the related resources

### ACCESS RESOURCES:

- Resources that can be incorporated into Health, Safety, and Nutrition to support the inclusion of children that are culturally, linguistically, and ability diverse.
- Resource Handout
- Archived recording for Webinar providing Resources to Support Inclusion and Diversity for EDU 1153
- PPT for Webinar
- Activities and Assignment ideas for EDU 1153

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# Creating Your Personal Resource List

## Resources to Support EDU 153: Health Safety and Nutrition

These resources can be used to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, linguistically, and ability diverse.

### JUST THE FACTS, MA'AM

#### **Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs** FULL TEXT

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *3rd edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

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

#### **DEC Recommended Practices in Early Intervention/Early Childhood Special Education** FULL TEXT

DEC. (2014).

This publication presents the DEC recommended practices for early intervention and early childhood special education. These practices are based on the best available research as well as the professional wisdom and experience of the field.

Step 1:  
Click on  
title of  
resource

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# Creating Your Personal Resource List

## Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs

**Author(s) or Presenter(s):** American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education

**Publication Date:** 2011

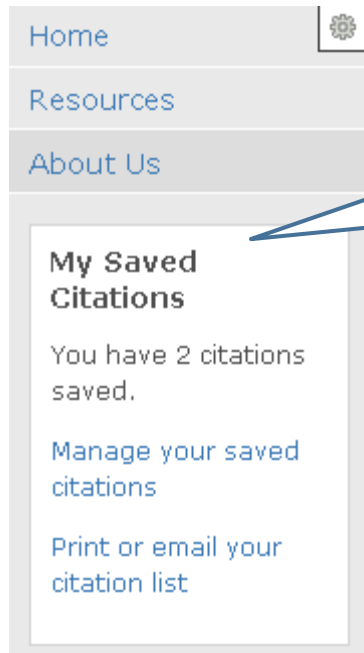
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**Available here:** <http://cfoc.nrckids.org/StandardView.cfm>

**Add to Citations List**

Step 2: Click on “Add to Citations List”

# Creating Your Personal Resource List



You will see this box appear on your left navigation bar

## Caring for Children: Standards, Guidelines for Out-of-Home Child Care Programs

**Author(s) or Presenter(s):** American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education

**Publication Date:** 2011

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[Add to Citations List](#)

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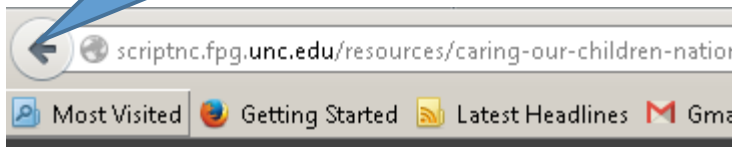


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# Creating Your Personal Resource List

Step 3: You may click on the back button on your browser to find more resources to add to your personal list...



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## My Citation List

	Title	Authors	Publication Date	Remove
1	Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs	American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education	2011	<a href="#">Remove from Citations List</a>
2	DEC Recommended Practices in Early Intervention/Early Childhood Special Education	DEC	2014	<a href="#">Remove from Citations List</a>
3	USDA: Child and Adult Care Food Program (CACFP)	US Department of Agriculture	1980	<a href="#">Remove from Citations List</a>

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And finally, you can print or email the list to yourself.

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## My Citation List

### **Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs**

Author(s): American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education  
Published: 2011  
URL: <http://cfoc.nrckids.org/StandardView.cfm>

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

### **USDA: Child and Adult Care Food Program (CACFP)**

Author(s): US Department of Agriculture  
Published: 1980  
URL: <http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>

The CACFP assists child and adult programs, institutions and day care homes in making nutritious foods accessible. The website contains links to useful resources, publications and menus, meal patterns. Resources are also available according to types of programs (e.g., at-risk afterschool care centers and child care centers).

### **DEC Recommended Practices in Early Intervention/Early Childhood Special Education**

Author(s): DEC  
Published: 2014  
URL: <http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%20RPs%206%205%202014.pdf>

This publication presents the DEC recommended practices for early intervention and early childhood special education. These practices are based on the best available research as well as the professional wisdom and experience of the field.

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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.**

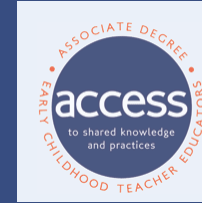
Creative Activities

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

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

# Upcoming Webinars (cont'd)

Co-sponsored by **SCRIPT-NC** and



**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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