Concepts addressed:
Influences on development and learning

Factors that influence physical, cognitive, and emotional development in the child’s home and community life (e.g., nutrition & health)

All domains of development can be affected by one’s lifestyles and nutritional habits. The best way to see how health, safety, and nutrition can effect a child’s development is to note the importance of the relationship between health, safety, and nutrition.

Interrelationships
Each of these elements relate to each other in some way. In many cases they do not stand alone, but each one affects the other causing a cyclic effect, or a cycle where a deficit in one area could potentially cause a deficit in another or a positive effect causing another positive outcome. This is why it is important to think of these elements as “interrelated”.

“Interrelationship”

Iron Poor Diet

Increase Safety Risks

Anemia

Loss of Appetite
Fatigue
Poor Alertness

*DAP in the content discipline designed to foster healthy lifestyles

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Know what typical development is for the age of child you are working with. Care providers should plan for physical activity at least 20-30 minutes a day. We are becoming a society of TV watching, couch potatoes. It is very important to instill the value of exercise in young children so they maintain healthy lifestyles through to adulthood.

*Focus on health, safety, and nutrition in the curriculum*
Curriculum
Include info and activities for:
- children
- staff
- parents
- Address same topic with all groups at same time

For Children
*Practice routines every day
*Teachable moments
*Concrete
*Geared toward children’s skills and interests
*Fit into rest of children’s learning & understanding
*Presented in different ways
*Tied into all areas of curriculum
*Strengthened through practice

Ways to present curriculum
*Group/circle time
*Field trips
*Dramatic play
*Resource visitors
*Social studies
*Large muscle act.
*Manipulative act.
*Cooking
*Books
*Bulletin boards
*Sensory experiences
*Tapes
*Videos
*Stories
*Finger plays
*Arts and crafts

Curriculum Design Considerations
*Developmentally appropriate?
*Holistic approach?
*Choices?
*Promote + feelings?
*Flexible?
*Can children explore and interact?
*Variety?  
*Number of methods for presentation?  
*Anti-biased?

For Parents/Staff  
*Newsletters  
*Parent Meetings  
*Observations  
*Participation in class  
*Assist with field trips  
*Prepare and present materials

*Medical conditions (handling of blood) and EpiPen for severe allergies

Medication Administration  
• Check policy of employer  
• 5 “R’s” of medications:  
  – Right person  
  – Right medication  
  – Right routine  
  – Right time  
  – Right dosage

*Health and safety issues (basic sanitation, nutrition, room ventilation, good health practices)

Sanitation/Communicable Diseases  
• Most common  
  – respiratory (airborne)  
  – gastrointestinal (fecal-oral)  
  – dermatologic (direct)  
• Spread of blood borne diseases extremely rare.  
• Communicable diseases can spread widely among group of people  
• Few simple measures help prevent spread of disease  
• Most important ways to contain disease:  
  – Wash Hands  
  – Proper Immunizations

Hand washing  
• Be sure paper towel is available prior to starting  
• Moisten hands & apply heavy lather of liquid soap  
• Wash well under running water for at least 20 seconds  
• Pay particular attention to areas between fingers, around nail beds, under fingernails, & back of hands  
• Rinse well until free of soap & dirt  
• Hold hands so water flows from wrist to fingertips  
• Dry w/ paper towel  
• Use hand lotion, if desired
Using Gloves
- Dealing with blood & body fluids
- Added protection
- Contact with blood, mucous membranes, discharges
- Caring for body injuries/incidents (bloody noses)
- Cleaning surfaces/handling items soiled w/ blood
- Changing diapers w/ bloody stool or oozing rash
- Providing mouth or eye care
- Cleaning up large spills of other body fluid (vomit, urine, stool)

Remember
- Protect staff, children, & families from spread of disease
- Protection only when used correctly
- Use might seem simple, takes practice
- Don’t develop false sense of security
- Make gloves accessible where needed
- Special med. procedures, wash hands before gloving

Seven steps to hygienic diapering
1. Sanitize
2. Wash hands
3. Glove (?)
4. Wipe child, put on clean diaper, dispose of used diaper
5. Wash child’s hands
6. Clean & sanitize diaper area
7. Wash hands thoroughly

Cleaning/Disinfecting
- Immersing Items
  - Clean soiled surface with soap and water
  - Rinse in warm water
  - Immerse in bleach solution for TWO minutes
  - Air dry
- Using Spray Bottle:
  - Spray with cleaning solution (label bottles)
  - Wipe dry with single use disposable towel
  - Spray with disinfecting solution
  - Air dry
- Soaking: 1 T bleach/gallon water OR
  - 1 teaspoon bleach/quart water
- Spray bottle: ¼ cup bleach/gallon water OR
  - 1 T bleach/quart water
- Blood spills: soap and water, then ¼ cup bleach/gallon water

*Child Abuse & Neglect Reporting*
School Roles
- To maintain a safe & supportive environment for the child

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• To comply with State Law in reporting abuse & neglect
• To develop, support, and maintain a network which promotes humane treatment of all students

Teacher Roles
• To be familiar with the indicators of abuse & neglect
• To report SUSPECTED abuse & neglect immediately (this is mandatory!)
• To work cooperatively with agencies in investigating, treating, and following up
• To incorporate abuse & neglect curriculum when appropriate daily learning experiences

How/What to Report
• Name/age/address of child suspected of being abused
• Name/address of parent or caretaker of child
• Name of person you suspect of doing the abuse
• Why you are suspecting abuse/neglect
• Names/ages of other children in the household
• Location where incident occurred
• Primary language of the family
• Family composition
• Nature/extent of suspected abuse/neglect
• Any other pertinent information

Responding to the victim
• Listen to what they are telling you – do not lead
• Reassure the child they are doing the right thing
• Keep YOUR feelings under control
• Use the child’s own words
• Don’t promise not to tell
• Tell the truth
• Be specific = let them know what will happen
• Assess immediate danger
• Be supportive

If you are still unsure to report remember, the greater amount of indicators means a greater chance that abuse is taking place.