

Course 2

Module 3:

Safety Chapter 1: Welcome

Keeping children safe in out-of-home care requires thoughtful, well planned environments and clear policies for transporting children and preparing and responding to emergency situations. In this course, you will learn the components of a safe out-of-home care environment and the role you play in creating and maintaining systems to minimize children's risks for injuries.

Chapter 2: Injuries

Injury is the leading cause of death and disability in young children over one year of age. Injuries occur so often that they are frequently thought of as a childhood rite of passage. Think back to when you were a young child. Did you experience an accident or injury (minor or severe) that was particularly unsettling to you? During the incident, was there any adult supervision? Could the injury have been avoided?

This chapter will explore the relationship between supervision and injury, factors and risks that lead to injury, and strategies for prevention.

- Factors to Consider When Assessing Risk
 - See Handout "[Factors to Consider When Assessing Risk](#)"
- The Child
 - See Handout "[The Child](#)"
- The Role of the Caregiver
 - See Handout "[The Role of the Caregiver](#)"

Chapter 3: Building Basics

Children need safe spaces to explore and learn about the world. The first thing to consider when creating and assessing safe environments for children is the building itself. The building structure can potentially cause injuries if not well maintained. If you identify safety hazards in your building, be sure to point them out to your program director. The watchful eyes of all staff can assist program management in addressing the many aspects of building safety.

- The Environment- Take a Tour of the Building
 - See Handout "[The Environment - Take a Tour of the Building](#)"
- Pest Management
 - See Handout "[Pest Management](#)"
- Toxic Substances- A Possible Cause
 - See Handout "[Toxic Substances, Poison Control & Injury Reporting](#)"

- Injury Report
 - See Handout “[Incident Report State of Michigan](#)”

Chapter 4: Safety in the Environment

The design of the children’s environment plays a major part in keeping children safe and preventing injuries. When evaluating the environment, assess the furnishing, equipment, and materials to ensure they are age appropriate, in good repair, and sturdy. Check the manufacturer’s label on toys for age level and usage warnings.

Course 2 Product Recalls: The U.S. Consumer Product Safety Commission (CPSC) found that 5% of child care providers used recalled products and toys that could present a safety hazard to children. Product recalls are updated frequently, so be sure to check the CPSC website for the most recent list of recalled toys and equipment. Go to www.cpsc.gov to learn more.

- Inside the Classroom
 - See Handout “[Inside the Classroom](#)”
- Safety Checklist
 - See Handout “[Safety Checklist](#)”

Chapter 5: Outdoor Environment

Welcome to the great outdoors! Time outside on your program’s playground is often the most exciting part of the day for children. Although sunshine, fresh air, and the space to run, climb, and throw all provide excellent health benefits, the potential for injury on playgrounds abounds.

- Playground Injuries
 - See Handout “[Playground Injuries](#)”
- Outdoor Play Guidelines
 - See Handout “[Outdoor Play Guidelines](#)”
- Daily Playground Safety Checklist
 - See Handout “[Daily Playground Safety Checklist](#)”
- Supervision Spotlight
 - See Handout “[Supervision Spotlight](#)”

Chapter 6: In Case of Emergency

Emergency situations such as natural disasters, accidents, and intentional acts are circumstances that cannot be prevented. However, thoughtful preparation, knowledge, and practice can protect the lives of both children and staff.

Types of Emergencies: Natural - Tornados, earthquakes, fires, snow storms, or illness outbreaks. Manmade/Technological - hazardous materials or utility outages. Safety - intruders or missing or lost children.

- Preparing for Emergencies
 - See Handout [“Preparing for Emergencies”](#)
- Emergency Preparedness Supplies
 - See Handout [“Emergency Preparedness Supplies”](#)
- Other Types of Emergencies
 - See Handout [“Other Types of Emergencies”](#)
- Disaster Checklist
 - See Handout [“Disaster Checklist for Child Care Professionals”](#)
 - See Handout [“Disaster Checklist for Parents and Families”](#)
- Resources
 - See Handout [“LARA Emergency Preparedness Resources”](#)

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Chapter 7: The Wheels on the Bus

Motor vehicle injuries are the leading cause of death among children in the United States. Many of these tragic deaths could have been prevented through education and safeguards implemented by out-of-home providers. This chapter will address four components of safe transportation: qualifications for drivers, vehicle safety and maintenance, loading and unloading, and documentation.

- Competence and Training of Transportation Staff
 - See Handout [“Competence and Training of Transportation Staff”](#)
- Car Seat Basics: 4 Steps in Child Passenger Safety Guidelines
 - See Handout [“Car Seat Basics”](#)
- Pre and Post Trip Vehicle Inspection
 - See Handout [“Pre and Post Trip Vehicle Inspection”](#)
- Preparing for and Preventing Emergencies
 - See Handout [“Preparing for and Preventing Emergencies”](#)

References: See Handout [“References”](#)

Module 4: Child Development for School

Age Chapter 1: Welcome

During the school-age years, a child's brain continues to undergo changes and develop - socially, emotionally, physically, and cognitively. Caregivers and teachers are in a unique position to provide a variety of experiences that support all areas of development. This course addresses the basic principles of development for school-age children and implications for learning environments.

Chapter 2: Social and Environmental Factors that Affect Development

Children in care come from a wide variety of backgrounds and experiences. Their experiences shape how they interact with adults, peers and the world around them. Why are some children impulsive while others are thoughtful in their choices? Why do some children shut down in the face of challenge while others are eager to solve the problem at hand? Why are some children aggressive or clingy or defiant while others are cooperative or easy going or compliant? While some of these answers may be explained by temperament or personality, many of the answers come from understanding the child's learned behaviors and his or her level of development.

- Poverty and Child Development
 - See Handout "[Poverty and Child Development](#)"
- Types of Poverty
 - See Handout "[Types of Poverty](#)"
- Effects of Poverty
 - See Handout "[Effects of Poverty](#)"

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Chapter 3: Brain Development

- How Brains are Built
 - See Handout "[How Brains are Built: The Core Story of Brain Development - Transcript](#)"
- Principles of Brain Development
 - See Handout "[Principles of Brain Development](#)"
- Brain Development Vocabulary
 - See Handout "[Brain Development Vocabulary](#)"
- Good News: Brains Can Change
 - See Handout "[Good News: Brains Can Change](#)"

Chapter 4: Physical Development

Physical development involves physical changes in a child's growing body, as well as

developing the ability to control and coordinate physical movement. Physical Development is divided into two categories. Gross Motor & Fine Motor.

- Gross Motor Development
 - See Handout "[Gross Motor Development](#)"
- Fine Motor Development
 - See Handout "[Fine Motor Development](#)"
- Body Image and Self-Esteem
 - See Handout "[Body Image and Self-Esteem](#)"

Chapter 5: Social-Emotional Development

School age children are still learning how to negotiate their world, how to be a friend, how to empathize, how to express their feelings. During this, often awkward, time of growth and development, what do school age children need to hear? Positive speech can have an impact on a child's growing social and emotional development.

- Kid Presidents: 20 Things we Should Say More Often
 - See Handout "[Kid President - 20 Things We Should Say More Often Transcript](#)"
- Social-Emotional Developmental Milestones (5-12 years)
 - See Handout "[Social-Emotional Development Milestones \(5-12 years\)](#)"
- Helping Children Build Social-Emotional Competence
 - See Handout "[Helping Children Build Social-Emotional Competence](#)"

Chapter 6: Language and Communication Development

- Components of Communication
 - See Handout "[Components of Communication](#)"
- Language and Communication Developmental Milestones
 - See Handout "[Language and Communication Developmental Milestones](#)"
- Supporting Language and Communication Development
 - See Handout "[Supporting Language and Communication Development](#)"

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Chapter 7: Cognitive Development

Cognitive development involves attention, memory, mental representation, logic and

reasoning, and classification. Children construct their knowledge by interacting with all aspects of their environment. Children learn when they solve problems or conflicts. When children interact with unfamiliar objects and experiences, they exercise their developing skills and learn more about their world.

- Cognitive Development Theory
 - See Handout [“Cognitive Development Theory- Jean Piaget”](#)
- Cognitive Developmental Milestones
 - See Handout [“Cognitive Developmental Milestones”](#)
- Cognitive Development: What Can You Do?
 - See Handout [“Cognitive Development: What Can You Do?”](#)

References: See Handout [“Course References”](#)

Module 5: Child Abuse and Shaken Baby Syndrome

Chapter 1: Welcome

What is child abuse and neglect? All forms of child abuse and neglect are considered child maltreatment. This will be discussed in greater detail throughout the rest of the module

Chapter 2: Types of Child Abuse and Neglect

Some signs of child abuse are more subtle than others. However, by learning common types of abuse and what you can do, you can make a huge difference in a child’s life. The earlier an abused child gets help, the greater the chance they have to heal from their abuse and not perpetuate the cycle.

- Through Our Eyes Video
 - The transcript you will read talks about child abuse and neglect and it’s effects. It is a powerful video, and may be difficult for some of you. But it is important that you hear/read how abuse and neglect affects children, coming directly from them.
 - See Handout [“Through our Eyes Video Transcript”](#)
- Child Maltreatment Types and Definitions
 - Physical Abuse is infliction of physical injury or allowing another to do so.
 - Shaken baby syndrome is a form of abusive head trauma and inflicted traumatic brain injury. Shaken baby syndrome is a preventable and severe form of physical abuse
 - Sexual abuse is the utilization of a child for sexual gratification by an adult in a position of power, or permitting another person to do so.
 - Emotional Abuse is a chronic attitude or act of a caretaker that is

detrimental to the child's development of a sound and healthy personality.

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Emotional abuse is often expressed in verbal abuse, making a child feel that he or she is worthless and unworthy of attention and love.

- Emotional neglect is a chronic failure by the caretaker to provide support and affection necessary to develop a sound and healthy personality. When a child is emotionally neglected, he or she is being hurt by what is not there.
- Neglect is the chronic failure to meet basic needs of a child for food, clothing, shelter, medical care, education or supervision.

- Shaken Baby Syndrome

Since you most likely work with young children, it is important to talk specifically about Shaken Baby Syndrome when we talk about physical abuse - it is a type of physical abuse that can cause devastating injury and is a leading cause of death. Our youngest children are most at risk for this injury because of the size of the head compared to the body and the undeveloped muscles, but children up to about age 5 can be affected. It is the leading cause of child abuse deaths. Typically the caregiver is frustrated or angry with the child because of things like uncontrolled crying or toileting accidents.

- Effects of Shaken Baby Syndrome

- Death
 - Paralysis
 - Mental retardation or developmental delay due to damage to the frontal lobe
 - Severe motor dysfunction or spasticity due to damage to the cerebral cortex just above the spine
 - Blindness due to bleeding or damage to the optic nerve
 - Seizures

- The Effects of Child Abuse and Neglect

All types of child abuse and neglect leave lasting scars. Some of these scars might be physical, but emotional scarring has long-lasting effects throughout life, damaging a child's sense of self, their ability to have healthy relationships, and an ability to function at home, at work and at school.

- National Statistics as of 2015 per the US Department of Health and Human Services.

- Approximately 683,000 child victims (702,000 in 2014)
 - 75.3% neglect (75% in 2014)

- 17.2% physical abuse (17% in 2014)
- 8.4% sexual abuse (8.3% in 2014)
- 2.1% psychological maltreatment (6.8% in 2014)
- 1,585 Fatalities
- Michigan Statistics as of 2016
 - 22,541 children were victims of abuse
 - Only 10% of the perpetrators were unrelated

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- Of the 90% of related perpetrators the vast majority were parents of their partners
- 66.5% of reports came from mandated reporters
- Child care providers made 534 complaints

Chapter 3: Risk Factors and Warning Signs

There are four main areas of risk for child abuse and neglect. Remember a risk isn't necessarily a cause, it's a statistical indicator, or an increase for a likelihood. We will explore the risk factors. Often, combinations of these risk factors can create stress and reactions or interactions that greatly increase risk.

- Risk Factors for Child Abuse & Neglect
 - See Handout "[Risk Factors for Child Abuse & Neglect](#)"
- Warning Signs of Abuse and Neglect
 - See Handout "[Warning Signs of Abuse and Neglect](#)"

Chapter 4: Reporting

What happens if a child comes to you and tells you about an abusive or neglectful situation? It takes a lot for a child to come forward about abuse. What should you do?

- Reassure the child that he or she did nothing wrong. Reassure him or her that you take what is said seriously, and that it is not the child's fault.
- Don't interrogate. Let the child explain to you in his or her own words what happened. Don't ask leading questions. This may confuse and fluster the child and make it harder for them to continue their story.
- Avoid denial and remain calm. Denial is a common reaction to news as unpleasant and as shocking as child abuse. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will

shut down. As hard as it may be, remain calm and as reassuring as you can.

- Finally, take action. Start the process for documenting and report the suspected abuse or neglect. Myths & Facts about Child Abuse and Neglect
- See Handout "[Myths and Facts about Child Abuse and Neglect](#)"
Mandatory Reporting Facts
- See Handout "[Mandatory Reporting - FAQs](#)"
Mandated Reporters Video
 - See Handout "[Mandated Reporters Transcript](#)"

Chapter 5: Prevention

According to the U.S. Department of Health and Human Services, Administration for Children and Families, there are six protective factors that can help prevent child abuse and neglect. We will take a look at each of these factors in this chapter, as well as discussing ways to recognize and prevent abusive behaviors in yourself.

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- How you can Help Prevent Child Abuse and Neglect
 - See Handout "[How You Can Help Prevent Child Abuse and Neglect](#)"
- Recognizing Abusive Behavior in Yourself
 - See Handout "[Recognizing Abusive Behavior in Yourself](#)"
- Child Care Providers & Prevention
 - See Handout "[Child Care Providers & Prevention](#)"
 - References "See Handout:

[Course References](#)"