

## Health Safety & Well-Being Assessment (Levels 2-5) Child Health & Program Profile

<b>Gateways ECE Competencies</b>	<p><b>HSW1:</b> Articulates components of a safe and healthy environment.</p> <p><b>HSW2:</b> Maintains a safe &amp; healthy environment.</p> <p><b>HSW3:</b> Creates a healthy and safe environment.</p> <p><b>HSW4:</b> Assesses healthy and safe early childhood environments.</p> <p><b>HSW5:</b> Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.</p> <p><b>HSW6:</b> Collaborates with families and community organizations to support children’s healthy development and learning.</p> <p><b>HSW7:</b> Identifies plans and procedures that support healthy and safe early childhood program practices.</p> <p><b>HSW8:</b> Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.</p>
<b>IPTS</b>	1A, 1B, 1C, 1D, 1E, 1L, 2A, 2K, 2N, 3A, 3C, 3K, 3O, 4A, 4E, 4F, 4G, 4I, 4J, 4K, 4P, 4Q, 7A, 7B, 7C, 7D, 7E, 7H, 7M, 7N, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8O, 8P, 8R, 8Q, 8S, 8T, 9C, 9F, 9J, 9L, 9M, 9N, 9R
<b>NAEYC</b>	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6b

This Assessment requires that you conduct a family interview designed to gain information about a child's health. You will also be developing a profile of an early childhood program related to their health, safety, and nutrition practices. Following completion of these activities, you will reflect and analyze implications for early childhood classrooms and practitioners. The goal of your Assessment is to determine competencies in identifying components of a safe and healthy environment, implementing basic health, safety, and nutritional practices, developing opportunities for children, families and staff to practice safe and healthy behaviors, conducting regular health and safety assessments of the environment, creating and implementing learning opportunities and activities that teach children and families about culturally responsive health, nutrition, and safety, and identifying strategies for collaborating with families and community organizations.

Your Assessment has three parts. In Part 1, you will complete a Child Health Assessment. In Part 2, you will develop an ECE Program Health, Safety, and Nutrition Profile. Part 3 requires that you analyze the data collected in parts one and two and process classroom/practitioner implications.

### Part I: Family Interview: Child Health Assessment

- Before you start on the Child Health Assessment you should:
  - Study the attached Child Health Assessment attached to prepare for your interview
  - Select a child between the ages of birth and eight. This child can be a family friend, a niece or nephew, a neighbor, or a child in your early childhood classroom environment. However, the child cannot be your own child.
  - Arrange a time to interview the child’s parent or a close family member. Try to conduct the interview in the child’s home so that you can form a very brief snapshot of the child’s environment. Your interview is likely to last approximately one hour.
- Interview:
  - Use the “Child Health Assessment” to gather your data.
  - Let the parent help you assign an alias name for the child so that they are reassured that the child’s identity will be protected.
- Post Family Interview Reflection:
 

Summarize your interview. This summary should include the following:

  - Your overall assessment of this child’s health.
  - Strengths you feel exist within the child’s environment that support his or her present and long term health.
  - Risk factors you feel exist within the child’s environment that may impact their present and long term health.
  - Suggestions you have to support the child’s present and long-term health in the future.

- Learning opportunities for the child and family that would be culturally responsive and would support knowledge and skills in the areas of health, safety, and nutrition.
- Strategies you would use to collaborate with this family in the future to support their child's health, safety and nutritional needs.
- Community organizations and health personnel that you feel would be beneficial resources for this family.
- Based on what you learned from this interview, how will you collect and use individual child health and nutrition information as a practitioner?

## **Part II: ECE Program Health and Safety Profile**

This activity requires that you develop a health and safety profile of an early childhood program that serves children between the ages of birth and five. The program you choose must be licensed by the Department of Children and Family Services.

Before your interview:

- Locate and study Subpart G: Health and Hygiene from: Illinois Department of Children and Family Services. (2010, December 15). *Licensing standards for day care centers*. Available from <http://www.state.il.us/dcf/docs/407.pdf>
- Arrange to interview the director or assistant director from a licensed childcare program that serves children between the ages of birth and five. You may wish to interview additional people within the program to determine their knowledge of the policies and practices discussed. Your interview is likely to last approximately one hour.

Interview

To complete this assignment, use the “Program Health and Safety Profile” below to gather your data as you conduct the interview. In addition to gathering data with the form, please respond to the questions below.

### **Health and Nutrition**

- What regular policies and practices are used within the environment to control the spread of infectious diseases?
- What kind of record-keeping systems do you use to track immunizations and health checks?
- What strategies does the program use on a regular basis to manage children’s communicable and acute illness?
- How are documentation and distribution for medicines and medical treatment managed?
- What strategies are used to adhere to state and local regulations for food preparation and handling?
- What daily routines and activities do you practice to support opportunities for children, families and staff to practice safe and healthy behaviors?

### **Safety**

- What strategies within the program support knowledge of and appropriate implementation for emergency medical and first aid procedures?
- How do you ensure that a safe and risk-free environment is maintained, indoors and outdoors?
  - How are the safety strategies communicated to staff?
- How effectively do you feel these safety strategies are implemented?
- What policies and practices does the program have regarding the prevention, identification, and reporting of child abuse and neglect?

### **Community Collaboration**

- What community organizations does the program currently coordinate with in support of health, safety, and nutrition? What role do health personnel have in this collaboration? In what ways are families engaged in the collaborative process?

### **Post Center Interview Reflection:**

Write an interview summary/ reflection, including examples from your interview, that includes the following points:

1. Your overview of the program's specific strengths in terms of
  - Implementation of basic health, safety, and nutritional practices. Be sure to include commentary regarding the following:
    - Instructions and required documentation for administration of different medicines and approved medical treatments,
    - State and local regulations for meal preparation,
    - Maintaining a healthy, safe and risk-free environment
    - Record keeping
    - Reporting child abuse and neglect
    - Community collaboration and family engagement in collaboration
2. Overview of the program's specific challenges in each of the above areas.
3. Describe how the environment you observed compares to licensing standards provided through the Department of Children and Family Services.
4. How children, families, and staff are supported in practicing safe and healthy behaviors through culturally responsive daily routines and activities
5. What additional information would have been beneficial for you to make a full assessment of health and safety factors within the program?

### **Part 3: Classroom/Practitioner Implications**

#### **Based on your Center Interview, respond to the following:**

What is your overall assessment of the program in terms of their implementation of basic health, safety, and nutritional practices? Be sure to include commentary regarding the following:

1. Instructions and required documentation for administration of different medicines and approved medical treatments,
2. State and local regulations for meal preparation,
3. Maintaining a healthy, safe and risk-free environment
4. Record keeping
5. Reporting child abuse and neglect
6. What opportunities would you develop for children and staff to practice safe and healthy behaviors through culturally responsive daily routines and activities?
7. What suggestions would you make for creating an environment that is safe and free from physical dangers and potential hazards?

Imagine that you are placed in a position as the new director of the early childhood program you observed within. Based on your observational data and knowledge you have gained regarding health, safety, and nutrition, what policies, methods, and guidelines would you suggest to ensure that the program is in alignment with quality standards? Be sure to provide a rationale for suggestions. If no suggestions are indicated, please include an overview of why these are not warranted.

# Assessment Rubric

Health, Safety & Wellness Master Competency Rubric					
HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HSW1: Articulates components of a safe and healthy environment.</p>	<p>Lists and identifies components of a safe and healthy environment; including recognizing, documenting, and reporting suspected abuse and neglect, maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling, and emergency medical and first aid procedures.</p> <p>Identifies how to use this knowledge to support children and families in making decisions that lead to healthy choices, health-promoting behaviors, and personal safety.</p>	<p>Lists and identifies components of a safe and healthy environment; including recognizing, documenting, and reporting suspected abuse and neglect, maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling, and emergency medical and first aid procedures.</p>	<p>Lists and identifies several components of a safe and healthy environment; including recognizing, documenting, and reporting suspected abuse and neglect, maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling, and emergency medical and first aid procedures.</p>	<p>Lists and identifies components of an unsafe and unhealthy environment.</p>	
<p>HSW2: Maintains a safe &amp; healthy environment.</p>	<p>Implements and advocates for basic health, safety, and nutritional practices by providing instructions and required documentation for administration of different medicines and approved medical treatments; aligning with state and local regulations for meal preparation; and maintenance of a safe and risk-free environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action.</p>	<p>Implements basic health, safety, and nutritional practices by providing instructions and required documentation for administration of different medicines and approved medical treatments; aligning with state and local regulations for meal preparation; and maintenance of a safe and risk-free environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action.</p>	<p>Inconsistently implements basic health, safety, and nutritional practices.</p>	<p>Health, safety and nutrition practices implemented are not congruent with standards and expectations for keeping children healthy and safe.</p>	
<p>HSW3: Creates a healthy and safe environment.</p>	<p>Creates and advocates for a safe and healthy environment supportive of children's healthy development and learning, including consistent health screening.</p> <p>Develops and leads opportunities for children, families and staff to practice safe and healthy behaviors through daily routines and</p>	<p>Creates a safe and healthy environment supportive of children's healthy development and learning, including consistent health screening.</p> <p>Develops opportunities for children, families and staff to practice safe and healthy behaviors through daily routines and activities that both protect children and</p>	<p>Creates a safe and healthy environment supportive of children's healthy development and learning.</p> <p>Develops opportunities for children, families and staff to practice safe and healthy behaviors through daily routines and activities.</p> <p>Complies with maintaining children's health and</p>	<p>Perpetuates unsafe and/or unhealthy environments</p> <p>Models or encourages unhealthy practices for staff and families</p> <p>Does not</p>	

Health, Safety & Wellness Master Competency Rubric					
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	<p>activities that both protect children and model positive, life-long healthy habits.</p> <p>Creates systems for and leads others in complying with maintenance of children's health and immunization records.</p>	<p>model positive, life-long healthy habits.</p> <p>Creates systems for maintenance of children's health and immunization records.</p>	<p>immunization records.</p>	<p>comply with maintaining children's health and immunization records.</p>	
HSW4: Assesses healthy and safe early childhood environments	<p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p> <p>Supports colleagues and families in assessing environmental health, safety, and hazards.</p>	<p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p>	<p>Conducts health and safety assessments of the early childhood environment, consistent with regulations and quality standards. Assessment lacks regularity.</p> <p>Assesses environment for physical dangers by identifying hazards. Assessment lacks regularity.</p>	<p>Health and safety assessments of the early childhood environment lacking.</p> <p>Regulations and quality standards not applied.</p> <p>Hazards in the environment not identified.</p>	
HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.	<p>Creates, implements and advocates for activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p> <p>Families are engaged in activities as appropriate.</p>	<p>Creates and implements activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p> <p>Families are engaged in activities as appropriate.</p>	<p>Creates and implements activities for children that provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p>	<p>Creates and implements activities for children that do not support children in making healthy, safe and nutritious choices.</p> <p>Learning opportunities do not emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p>	
HSW6: Collaborates with families and community organizations to support children's healthy development	<p>Identifies, implements and advocates for strategies, including use of community resources, that promote collaboration with families and community organizations (including health personnel) to support each child's healthy development and learning.</p>	<p>Identifies and implements strategies, including use of community resources, that promote collaboration with families and community organizations (including health personnel) to support each child's healthy development and learning.</p>	<p>Identifies and implements strategies that promote collaboration with families and community organizations.</p>	<p>Identifies and implements strategies that do not promote collaboration with families and community organizations.</p>	

Health, Safety & Wellness Master Competency Rubric					
HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
and learning.					
HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices.	Describes and supports others in developing plans and procedures that support appropriate healthy and safe early childhood program practices, including: <ul style="list-style-type: none"> <li>• appropriate health appraisals,</li> <li>• assessment of emergency situations,</li> <li>• responsiveness to health hazards,</li> <li>• appropriate food preparation, and</li> <li>• record keeping</li> </ul>	Describes plans and procedures that support appropriate healthy and safe early childhood program practices, including: <ul style="list-style-type: none"> <li>• appropriate health appraisals,</li> <li>• assessment of emergency situations,</li> <li>• responsiveness to health hazards,</li> <li>• appropriate food preparation, and</li> <li>• record keeping</li> </ul>	Describes plans and procedures that support appropriate healthy and safe early childhood program practices, including: <ul style="list-style-type: none"> <li>• appropriate health appraisals,</li> <li>• assessment of emergency situations,</li> <li>• responsiveness to health hazards,</li> <li>• appropriate food preparation, and</li> <li>• record keeping</li> </ul> Description of plans and procedures lack comprehensiveness.	Describes inaccurate or inappropriate plans and procedures that do not support appropriate healthy and safe early childhood program practices.	
HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.	Creates, implements, and advocates for health and safety policies, methods, plans, and guidelines that reflect of governing regulations, appropriate documentation procedures, and ethical understandings.  Policies, methods, plans, and guidelines created support healthy and safe program practices for young children and their families.	Creates and implements health and safety policies, methods, plans, and guidelines that reflect of governing regulations, appropriate documentation procedures, and ethical understandings.  Policies, methods, plans, and guidelines created support healthy and safe program practices for young children and their families.	Creates and implements health and safety policies, methods, plans, and guidelines that reflect of governing regulations, appropriate documentation procedures, and ethical understandings.  Policies, methods, plans, and guidelines created support healthy and safe program practices for young children and their families.  Description of policies, methods, plans, and guidelines created lack comprehensiveness.	Describes inaccurate or inappropriate policies, methods, plans, and guidelines that do not support appropriate healthy and safe early childhood program practices.	

Yellow= Level II

Green=Level III

Orange=Level IV

Blue=Level V

## HEALTH PROFILE

Child's name \_\_\_\_\_ Birth Date \_\_\_\_\_

Parent/Guardian names \_\_\_\_\_ Date Completed \_\_\_\_\_

## HEALTH HISTORY

Age of child		
Were there any complications during the pregnancy?	Y	N

If yes, what were they?			
Were there any difficulties during labor or delivery?	Y	N	
If yes, what were they?			
Did your child have any special conditions at birth? (prematurity, jaundice, medical diagnosis, etc.)	Y	N	
If yes, what were they?			
Has your child had any illness with a high fever? (104 longer than 2 days)	Y	N	
Has your child had a serious illness or injury?	Y	N	
If yes, please explain			
Has your child been screened for vision problems?	Y	N	Result
Has your child been screened for hearing problems?	Y	N	Result
Has your child been screened for lead level?	Y	N	Result

#### CURRENT HEALTH

Does your child get regular medical checkups?	Y	N	
By whom?			
Have there been any concerns raised?	Y	N	
If so, please explain			
Does your child have a current or chronic medical condition?	Y	N	
If so, please explain			
Does your child take medication regularly?	Y	N	
Why and what is it?			
Does your child have any allergies?	Y	N	
If so, what are they?			
What strategies are used to protect the child from communicable illnesses?			
Is the child fully immunized?	Y	N	

#### GENERAL DEVELOPMENT

Has your child had a Developmental Screening? (ex. ASQ or Denver Developmental)	Y	N	
If so, what if any, concerns were raised?			
Is your healthcare provider ok with your child's height and weight?	Y	N	






**SLEEP**

<b>Does your child have regular nap and bed times?</b>	<b>Y</b>	<b>N</b>
<b>How many hours does your child sleep per day?</b>		
<b>Describe any concerns you have about your child's sleep.</b>		

**SAFETY**

<b>Does your child ride in an approved car seat?</b>	<b>Y</b>	<b>N</b>
<b>Is a helmet used for skating or biking?</b>	<b>Y</b>	<b>N</b>

**Health and Safety Checklist**

**Three and Older**

**Date Completed:**

	<b>Yes</b>	<b>No</b>
<b>A. Food Preparation</b>		
<b>1. Hands are washed before food is prepared</b>		
<b>2. Raw meat and fish handled appropriately</b>		
<b>3. Pot handles turned to back of stove*</b>		
<b>B. Environment</b>		
<b>1. Safety caps on electrical sockets*</b>		
<b>2. Electrical cords are inaccessible or secured*</b>		
<b>3. No peeling or chipped paint in area children have access to</b>		
<b>4. Smoke detectors or sprinklers installed (see Rule in Section</b>		

<b>406.8a.4 of Licensing Procedures for specific locations)</b>		
<b>5. Rotary fan is child-safe (blades protected)</b>		
<b>6. No protruding nails on furniture or boards</b>		
<b>7. Dangerous substances are locked away or out of reach (e.g., medicines, cleaning supplies, garden sprays, matches)*</b>		
<b>8. Toys and objects small enough to be swallowed kept away from children</b>		
<b>9. Children are not left in play pens, swings, jumpers, strollers or other restraints for more than half of the observation period</b>		
<b>10. Area used for child care has enough light to read by</b>		
<b>11. Temperature in area used for child care is comfortable (see Rule in Section 406.8a.7 of Licensing Procedures for specific temperatures)</b>		
<b>12. Some fresh air in the area used for child care</b>		
<b>13. Good space for resting (home is quiet)</b>		
<b>14. Quiet area for sick children available and can be easily supervised</b>		
<b>15. Radiators and pipes covered</b>		
<b>C. Routines</b>		
<b>1. Caregiver washes hands with soap and water after each diapering, when helping children with toileting, or when handling soiled clothing</b>		
<b>2. Diapers/soiled clothing are</b>		

checked and changed as needed (observe at least one checking during observation period, no prolonged odor)		
3. Children's hands are washed after using the toilet or after diaper change		
4. Accessible place for children to wash hands (e.g., steps or stool near sink)		
5. Extra clothes available to change children		
6. Feeding is appropriate: cereal fed with spoon, sandwiches and finger food in small pieces		
7. Children are not left unattended on changing tables		
<b>D. Outdoor Play</b>		
1. Covered sandbox		
2. Soft surface under swings (e.g., grass or dirt)*		
3. Helmets worn when riding two-wheelers or scooters*		
4. No protruding nails on outdoor play equipment		
5. Outdoor play area free of animal feces or broken glass		

The Institute for a Child Care Continuum, Bank Street College of Education and Mathematica Policy Research, Inc.

Checklist modified to meet minimum Illinois DCFS licensing standards where appropriate.