

## Health Safety & Well-Being Assessment (Levels 2-3) Child Health & Program Profile

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| <b>Gateways<br/>ECE<br/>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> |
| <b>IPTS</b>                              | 1A, 1B, 1C, 1D, 1E, 1L, 2A, 2N, 3A, 3C, 3K, 3O, 4A, 4E, 4F, 4G, 4I, 4J, 4K, 4P, 8G, 8H, 8I, 8K, 8P, 8Q, 8S, 9C, 9F, 9J, 9L, 9R   |
| <b>NAEYC<br/>Standards</b>               | 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 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 those 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. You are required to conduct a parent interview and complete an observation within an early childhood program.

Your Assessment has three parts. In Part 1, you will conduct a Child Health Assessment. In Part Two, you will conduct an ECE Health, Safety and Nutrition Profile. In Part 3, you will analyze the data you collected in parts one and two and generate 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 Department of Children and Family Services must license the program you choose.

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?

**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
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?

**Assessment Rubric**

| Health, Safety & Wellness Master Competency Rubric              |   |   |   |   |                  |
|---|---|---|---|---|------------------|
| HSW Competency  | Distinguished   | Proficient  | Needs Improvement   | Unsatisfactory  | Unable to Assess |
| HSW1: Articulates components of a safe and healthy environment. | 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. | 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. | 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. | Lists and identifies components of an unsafe and unhealthy environment. |                  |

Health, Safety & Wellness Master Competency Rubric

| HSW Competency  | Distinguished   | Proficient   | Needs Improvement  | Unsatisfactory   | Unable to Assess |
|---|---|--|--|--|------------------|
|   | 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.  |  |  |  |                  |
| HSW2: Maintains a safe & healthy environment.                 | 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.   | 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.                  | Inconsistently implements basic health, safety, and nutritional practices.   | Health, safety and nutrition practices implemented are not congruent with standards and expectations for keeping children healthy and safe.  |                  |
| HSW3: Creates a healthy and safe environment.                 | <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 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>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 model positive, life-long healthy habits.</p> <p>Creates systems for maintenance of children's health and immunization records.</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 immunization records.</p> | <p>Perpetuates unsafe and/or unhealthy environments</p> <p>Models or encourages unhealthy practices for staff and families</p> <p>Does not 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</p>  | <p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assesses environment for</p>   | <p>Conducts health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assessment lacks regularity.</p>   | <p>Health and safety assessments of the early childhood environment lacking.</p>   |                  |

| Health, Safety & Wellness Master Competency Rubric   |   |  |   |   |                  |
|--|---|--|---|---|------------------|
| HSW Competency   | Distinguished   | Proficient   | Needs Improvement   | Unsatisfactory  | Unable to Assess |
|  | physical dangers by identifying hazards.<br><br>Supports colleagues and families in assessing environmental health, safety, and hazards.  | physical dangers by identifying hazards.   | Assesses environment for physical dangers by identifying hazards.<br>Assessment lacks regularity.   | Regulations and quality standards not applied.<br><br>Hazards in the environment not identified.  |                  |
| HSW5:<br>Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment | Creates, implements and advocates for activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.<br><br>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.<br><br>Families are engaged in activities as appropriate. | Creates and implements activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.<br><br>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.<br><br>Families are engaged in activities as appropriate. | Creates and implements activities for children that provide children opportunities to make healthy, safe and nutritious choices.<br><br>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment. | Creates and implements activities for children that do not support children in making healthy, safe and nutritious choices.<br><br>Learning opportunities do not emphasize healthy bodies, healthy lifestyles, and a healthy environment. |                  |

## 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?<br>(prematurity, jaundice, medical diagnosis, etc.) | Y | N |
| If yes, what were they?  |   |   |

|   |   |   |        |
|---|---|---|--------|
| Has your child had any illness with a high fever?<br>(104 longer than 2 days) | Y | N |        |
| Has your child had a serious illness or injury?<br>If yes, please explain     | Y | N |        |
| 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?<br>By whom?                             | Y | N |
| Have there been any concerns raised?<br>If so, please explain                         | Y | N |
| Does your child have a current or chronic medical condition?<br>If so, please explain | Y | N |
| Does your child take medication regularly?<br>Why and what is it?                     | Y | N |
| Does your child have any allergies?<br>If so, what are they?                          | Y | N |
| 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?<br>(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 |
| Do you or someone else have any concerns about general growth and development?<br>If so, what are they? | Y | N |
| Do you or someone else have any concerns about your child's behavior?<br>If so, what are they?          | Y | N |
| What things can your child do very well?  |   |   |



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

**SAFETY**

|   |   |   |
|---|---|---|
| Does your child ride in an approved car seat? | Y | N |
| Is a helmet used for skating or biking?       | Y | N |

**Health and Safety Checklist**

**Three and Older**

**Date Completed:**

|  | Yes | No |
|--|-----|----|
| <b>A. Food Preparation</b>   |     |    |
| 1. Hands are washed before food is prepared  |     |    |
| 2. Raw meat and fish handled appropriately   |     |    |
| 3. Pot handles turned to back of stove*  |     |    |
| <b>B. Environment</b>  |     |    |
| 1. Safety caps on electrical sockets*  |     |    |
| 2. Electrical cords are inaccessible or secured*   |     |    |
| 3. No peeling or chipped paint in area children have access to   |     |    |
| 4. Smoke detectors or sprinklers installed (see Rule in Section 406.8a.4 of Licensing Procedures for specific locations) |     |    |
| 5. Rotary fan is child-safe (blades protected)   |     |    |
| 6. No protruding nails on furniture or boards  |     |    |
| 7. Dangerous substances are locked away or out of reach (e.g., medicines, cleaning supplies, garden                      |     |    |

|   |  |  |
|---|--|--|
| sprays, matches)*   |  |  |
| 8. Toys and objects small enough to be swallowed kept away from children  |  |  |
| 9. Children are not left in play pens, swings, jumpers, strollers or other restraints for more than half of the observation period          |  |  |
| 10. Area used for child care has enough light to read by  |  |  |
| 11. Temperature in area used for child care is comfortable (see Rule in Section 406.8a.7 of Licensing Procedures for specific temperatures) |  |  |
| 12. Some fresh air in the area used for child care  |  |  |
| 13. Good space for resting (home is quiet)  |  |  |
|   |  |  |
| 14. Quiet area for sick children available and can be easily supervised   |  |  |
|   |  |  |
| 15. Radiators and pipes covered   |  |  |
| <b>C. Routines</b>  |  |  |
| 1. Caregiver washes hands with soap and water after each diapering, when helping children with toileting, or when handling soiled clothing  |  |  |
| 2. Diapers/soiled clothing are 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