

ITC Health Safety & Well-Being Assessment (Level 2-3) Environmental Scan

ITC Competencies	HSW1: Identifies infant/toddler mental health, nutritional and safety concerns. HSW3: Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being. HSW4: Develops safe indoor and outdoor play environments for infants and toddlers.
IPTS	8C, 8G, 8H, 8I, 8M, 8N, 8O
NAEYC Standards	1a, 1b, 4c, 4a, 4b, 4c, 5a
Original ITC Gateways Benchmarks	2-4B4-8, 2-4B10, 2-4B16, 5B4-8, 5B10-11, 5B16

Assessment Guidelines

This assessment will evaluate your ability to identify infant/toddler mental health nutritional and safety concerns as well as evaluate interactions within an infant/toddler environment for their capacity to support young children’s development in a culturally responsive way. You will use the information gathered via observation to establish recommendations for an infant/toddler environment regarding support for health, safety, nutrition, and well-being.

Part I: Environmental “Scavenger” Hunt

Through your clinical site or other licensed child care facility:

- Arrange a date/time to visit to complete your environmental Health, Safety and Interaction Checklist and the Menu Review checklist (see attached)
- Before your observation:
 - 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>
- Complete the Health, Safety and Interaction Checklist and the Menu Review Checklist provided below, collecting evidence as available (pictures (if allowed, sketches, examples, menus, documents etc.).

Post-Environmental Assessment Reflection:

Summarize the results of your completed Health, Safety and Interaction Checklist. This summary should include the following:

- An overview of program practices related to:
 - Maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, nutrition, and eating environments.
 - Presence of supportive interactions with infants and toddlers during care-giving routines, including eating and sleeping.
- What additional information would have been beneficial for you to make a full assessment of health, safety, nutrition, eating environments, and caregiving routines within the program you observed?

Part II: Recommendations

Based on data collected and suggestions above, make specific recommendations for each for the following, highlighting key areas of supporting health, nutrition, and safety for young children.

Children

- What did you observe as strengths and challenges regarding infant/toddler nutrition and the creation of safe and appropriate eating environments? What suggestions do you have for adaptations?
- What did you observe as strengths and challenges regarding healthy and safe infant/toddler environments? What suggestions do you have for changes to the environment?
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Assessment Rubric (pulled from ITC Master Rubrics)

ITC Health Safety & Well-Being Assessment (Level 2-3): Environmental Scan					
HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HSW1: Identifies infant/toddler mental health, nutritional and safety concerns.</p> <p>NAEYC: 1a, 1b, 5a IPTS: 8G, 8H, 8I, 8M, 8N, 8O ITC: 2-4B6, 2-4B7, 2-4B8, 2-4B10, 2-4B16, 5B7, 5B8, 5B16</p>	<p>Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers</p> <p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions.</p> <p>Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices.</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities.</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations.</p> <p>Outlines strategies to support families in identifying infant/toddler mental health, nutritional and safety concerns.</p>	<p>Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers</p> <p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions.</p> <p>Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices.</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities.</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations.</p>	<p>Identifies behaviors or symptoms that signal a possible nutritional concern in infants and toddlers</p> <p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething).</p> <p>Lists nutrition needs specific to infants and toddlers.</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet).</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking).</p>	<p>Provides incomplete or inaccurate identification of infant/toddler mental health, nutritional and safety concerns.</p>	

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HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HSW3: Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 4b IPTS: 8C, 8H, 8N ITC: 2-4B4, 2-4B5, 5B4, 5B5, 5B6, 5B10</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child.</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations.</p> <p>Supports families and colleagues in creating safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child.</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations.</p>	<p>Prepares nutritious snacks, meals and eating environments.</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations.</p>	<p>Perpetuates unsafe and/or unhealthy environments.</p>	
<p>HSW4: Develops safe indoor and outdoor play environments for infants and toddlers.</p> <p>NAEYC: 1c, 4c, 5a IPTS: 8H ITC: 5B11</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>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards.</p> <p>Supports colleagues and families in assessing environmental health, safety, and hazards.</p>	<p>Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards.</p>	<p>Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards. Assessment lacks regularity.</p> <p>Assesses environment for physical dangers by identifying hazards. Assessment lacks regularity.</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards.</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>	

Level 2-Yellow

Level 3-Orange

Health, Safety and Interaction Checklist

Date Completed: _____

	Yes	No
A. Food Preparation		
1. Hands are washed before food is prepared		
2. Raw meat and fish handled appropriately		
3. Pot handles turned to back of stove*		
B. Environment		
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		
14. Quiet area for sick children available and can be easily supervised		
15. Radiators and pipes covered		
C. Routines		
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. Routines in environment include attention to child's unique temperament needs		
8. Routines in environment respond to child's social and emotional development		
9. Routines in environment are culturally responsive and individualized based on family preferences		
10. Routines in environment are adapted to each child's individual needs		
11. Children are not left unattended on changing tables		
D. Outdoor Play		
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

Menu Planning Checklist

Yes	No	
		The menus meet the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) Meal Pattern requirements.
		Foods from all the components required for each meal and snack are included.
		Serving sizes are correct for the ages of the children.
		Foods that have been approved as creditable by the USDA and my state agency are included.
		The menus provide healthful foods.
		A variety of foods each day are planned.
		The main dishes for the week contain a variety of Meat/Meat Alternates.
		A variety of Fruits/Vegetables for the week are planned.
		Several fresh fruits and vegetables in meals and snacks are included.
		A variety of Grains/Breads for the week are planned.
		Some raw vegetables, fruits, and whole-grain breads and cereals for fiber are included.
		The number of fried and high-fat foods on the week's menu are limited.
		The number of sweets such as cookies, cakes, brownies, doughnuts, and sweet cereals are limited.
		Few high salt (sodium) foods such as luncheon meats, wieners, and processed foods are planned.
		Foods that are good sources of vitamin A are included.
		Foods that are good sources of vitamin C are included.
		Foods that are good sources of iron are included.
		Foods that could cause choking in young children are not included.
		Menus are appealing.
		The menus include foods that are different shapes.
		The menus include foods that are different colors.
		The menus include foods that have different textures.
		The menus include foods that have different tastes.
		The likes and dislikes of the children and their parents were taken into account.
		The menus introduced new foods along with familiar foods the children already like.

Adapted from:

National Food Service Management Institute

Available at: <http://theicn.org/documentlibraryfiles/PDF/20100917083425.pdf>