

# Basic Health & Safety Training



MSDE - Division of Early Childhood Education

# Introduction

You must complete the entire training to receive a certificate of completion.

Upon successful completion you will need to print out confirmation of completion and place in your personnel file for review.



# About the Training

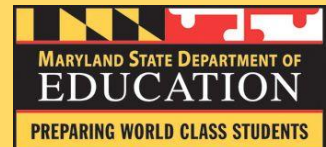
The Maryland State Department of Education - Office of Child Care is responsible for ensuring the health, safety and welfare of children while in child care.

This training has been developed to provide information about critical health and safety topics for child care providers.

Additional training is available through a wide range of approved trainers throughout the state. Please visit

[http://apps.marylandfamilynetwork.org/mdcfc/for\\_providers/trsearchstart.asp](http://apps.marylandfamilynetwork.org/mdcfc/for_providers/trsearchstart.asp)

for more information about training opportunities in your area.



# Key Topics

- Establishing and maintaining safe, healthy environments
- Teaching all children and youth safe practices to prevent and reduce injuries
- Record keeping and policy considerations
- Identification and reporting of abuse, neglect and injurious treatment
- Sanitation practices and procedures
- Appropriate supervision of all children and youth at all times

**LET'S BEGIN!**



Reflection

# Building and Physical Premises Safety (Hazards)

HSN.1-1.a; HSN.2-n.a

## Topics:

- Indoor Safety
- Outdoor Safety
- Traffic Considerations
- Unattended Children in Vehicle





# Indoor Safety

- Tamper-Resistant electrical outlets
- Hidden electrical cords
- No electrical devices near water sources
- Remove garbage daily
- Equipment, materials and furnishings in good repair
- Appropriate placement of equipment and furnishings
- Supervision






# Outdoor Safety

-  Play areas checked for hazards daily  
<https://www.ada.gov/childqanda.htm>
-  Bodies of water on or around the premises
- Water Safety Guidelines:  
[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/playgroundsafety\\_april08.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/playgroundsafety_april08.pdf)
- Bike helmets and properly sized bikes
- Supervision




# Outdoor Safety

## Heat Stress




**Know the signs and symptoms of Heat Stress.**


- Dizziness
- Headache
- Weakness
- Rapid Heartbeat
- Nausea
- Cramps
- Chest Pain
- Labored Breathing




**Wear loose, breathable clothing such as cotton. If you must work in the sun, wear hats and use sun screen.**




**If possible, stay out of the sun.**




**COOL DOWN, whenever possible**



**When the weather is hot, avoid caffeine**



**Maintain proper hydration. Drink small amounts of water frequently. Avoid feeling thirsty.**



# What is Safe?

# What is a Risk?



## America's Playgrounds Safety Report Card




**DOES YOUR PLAYGROUND MAKE THE GRADE?**  
Evaluate your playground using the following criteria.  
A full explanation of the criteria is on the following page.

	Yes	No	<b>SCORING SYSTEM</b>
<b>SUPERVISION</b>			Total the number of "Yes" answers in the "Total Points" box in the table.
Adults present when children are on equipment			<b>24 – 20 = A</b> Congratulations on having a SAFE playground. Please continue to maintain this excellence.
Children can be easily viewed on equipment			
Children can be viewed in crawl spaces			
Rules posted regarding expected behavior			<b>19 – 17 = B</b> Your playground is on its way to providing a safe environment for children. Work on the areas checked 'No'.
<b>AGE-APPROPRIATE DESIGN</b>			<b>16 – 13 = C</b> Your playground is potentially hazardous for children. Take corrective measures.
Playgrounds have separate areas for ages 2-5 and 5-12			<b>12 – 8 = D</b> Children are at risk on this playground. Start to make improvements.
Platforms have appropriate guardrails			<b>7 &amp; = F</b> Do not allow children on this playground. Make changes immediately.
Platforms allow change of directions to get on/off structure			<b>**If any of the gray boxes are marked 'NO', the potential of a life-threatening injury is significantly increased. Contact the owner of the playground.</b>
Signage indicating age group for equipment provided			
Equipment design prevents climbing outside the structure			
Supporting structure prevents climbing on it			
<b>FALL SURFACING</b>			
Suitable surfacing materials provided			
Height of all equipment is 8 feet or lower			
Appropriate depth of loose fill provided			
Six foot use zone has appropriate surfacing			
Concrete footings are covered			
Surface free of foreign objects			
<b>EQUIPMENT MAINTENANCE</b>			
Equipment is free of noticeable gaps			
Equipment is free of head entrapments			
Equipment is free of broken parts			
Equipment is free of missing parts			
Equipment is free of protruding bolts			
Equipment is free of rust			
Equipment is free of splinters			
Equipment is free of cracks/holes			
<b>TOTAL POINTS</b>			

For Additional Resources and Information Contact:  
National Program for Playground Safety: 1-800-554-PLAY (7539) - [www.playgroundsafety.org](http://www.playgroundsafety.org)  
Reference: National Program for Playground Safety, 2006.

# Traffic Considerations and Transporting Children

- Walking safety
- Transportation
-  Leaving children in a vehicle
- Supervision



# Congratulations!

You have completed Topic 1 - Building and  
Physical Premises Safety



# Basic Health & Safety Training - Topic 2



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# Cardiopulmonary Resuscitation (CPR)

## Topics:

- Basic Requirements
- Choking - Symptoms and Response



Completion of this training **does not** meet the regulatory requirement for CPR certification.

# Basic Requirements

- What to do
- When to do it



Completion of this training **does not** meet the regulatory requirement for CPR certification.

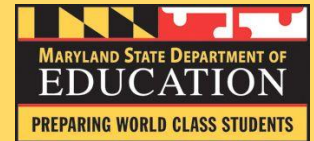


# Choking

- Symptoms and response



Completion of this training **does not** meet the regulatory requirement for CPR certification.



# Congratulations!

You have completed Topic 2 -  
Cardiopulmonary Resuscitation (CPR)



# Basic Health & Safety Training - Topic 3



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# First Aid

## Topics:

- Basic Care
- Universal Precautions
- Documentation
- Communicating with Families

Completion of this training **does not** meet the regulatory requirement for First Aid certification.



# Basic Care & Universal Precautions


For more information on Office of Child Care – General Sanitation Guidelines, please see the following link:

[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/general\\_sanitation\\_guidelines.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/general_sanitation_guidelines.pdf)

See the following link for MSDE DECD-OCC Approved CPR, First Aid, AED & SIDS Training Organizations:

[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/cprfirst\\_aid\\_approved\\_trainings\\_sources\\_courses.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/cprfirst_aid_approved_trainings_sources_courses.pdf)

# Documentation and Communication

-  Record injuries
- Contact/notify Parent/Family
- Report to the Licensing Office

ACCIDENT REPORT	
Child's Name:	
Date of Accident:	
Time of Accident:	
Nature of Injury:	
Location of Incident:	
What the child was doing:	
Caregiver response and first aid:	
Name of Caregiver that responded:	
Additional Information:	
Parent contacted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of Parent contacted:	
Who contacted parent:	
How parent was contacted:	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:
Time parent was contacted:	
Other Contacts or Actions:	
Child Care Provider Signature _____	
Date: _____	

Completion of this training **does not** meet the regulatory requirement communication training.

# First Aid Supply List

## REQUIRED ITEMS

- Band Aids ( assorted sizes)
- Flashlight
- Gauze pads (2'x2" or 4"x4")
- Gauze pad (large, thick size) or sanitary napkin
- Gauze, flexible rolls (2 rolls)
- Gloves (disposable vinyl-latex gloves are acceptable, but they may cause a skin reaction for the wearer)
- Ice Bag or Chemical Ice Pack
- Paper Towels
- Safety Pins
- Scissors (blunt tip)
- Soap (liquid, fragrance-free)
- Tape (hypo-allergenic)
- Thermometer (non-glass, non-mercury) or fever strip
- Triangular bandage (pre-made or 40"x40"x64" piece of clean cotton cloth)
- Tweezers
- Wash cloths (disposable)

[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/1staidlist\\_dec132010\\_102114.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/1staidlist_dec132010_102114.pdf)

# Congratulations!

You have completed Topic 3 - First Aid





# Basic Health & Safety Training - Topic 4



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# Medication Administration

## Topics:

- Authorization Forms
- Documentation
- Safe Storage
- Administration by Trained Staff
- Emergent Issues
- Resources



Completion of this training **does not** meet the regulatory requirement for Medication Administration certification.



# Medication Administration

- Authorization forms

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/occ1216-medicationadministrationauthorization.pdf>

- Documentation

Completion of this training **does not** meet the regulatory requirement for Medication Administration certification.

# Medication Administration

-Safe storage

-  Administration by trained staff

For a list of current approved Medication Administration trainers,  
please

visit the following:

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/matrainlist.pdf>

# The 6 Rights of Medication Administration

- Right Child
- Right Medication
- Right Dose
- Right Time
- Right Route



- Right Documentation  
Completion of this training does not meet the regulatory requirement for Medication Administration certification.

# Medication Administration

-  Emergent issues
- Resources

<http://earlychildhood.marylandpublicschools.org/licensing>



Completion of this training **does not** meet the regulatory requirement for Medication Administration certification.

# Congratulations!

You have completed Topic 4 - Medication  
Administration



# Basic Health & Safety Training - Topic 5



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# Asthma and Food and Allergy Emergencies

## Topics:

- Allergy Action Plan
- Asthma Action Plan
- Signs and Symptoms
- Calling 9-1-1
- Parent Notification
- Documentation



# Allergies and Asthma

- Allergy Action Plan

[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/allergyactionform\\_jun14.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/allergyactionform_jun14.pdf)

- Asthma Action Plan

[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/asthmaactionform\\_jun14.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/asthmaactionform_jun14.pdf)

For more information on Asthma and Allergies, the “Caring for Our Children with Asthma and Allergies in Child Care Facilities Resource Guide” is available at:

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/asthmaandallergiesresourceguide.pdf>

# Allergies

- Signs and symptoms



# Precautions



# Emergencies

- Call 9-1-1
- Parent notification
- Documentation
  - What to document and where
  - List of known allergies and where it is found
  - Emergency forms



Completion of this training **does not** meet the regulatory requirement for Medication Administration certification.

# Congratulations!

You have completed Topic 5 - Asthma and  
Food Allergy Emergencies



# Basic Health & Safety Training - Topic 6



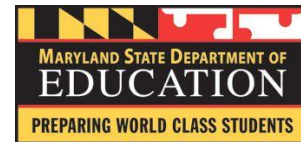
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# Prevention and Control of Infectious Disease

HSN.1-N.a; HSN.1-N.e; HSN.7-N.a; HSN.5-N.e

## Topics:

- Handwashing
- Universal Precautions
- Immunizations and Record Keeping
- Pathogens
- Exclusion and Remittance
- Frequently Asked Questions (FAQ's) and Resources





How often should you wash your hands  
in a child care environment?



# Handwashing and Universal Precautions



Office of Child Care Handwashing Procedures :

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/handwashingprocedures.pdf>

# You should wash your hands:

- When arriving for the day
- When moving from one group of children to another
- Before eating
- After eating
- When handling or preparing food
- Before and after feeding a child
- Before administering medication
- When coming in from outdoor play
- After sensory play such as sand or water tables
- After diapering
- After toileting
- When exposed to bodily fluids
- After wiping noses, mouths or cuts
- After handling animals



# Immunizations and Record Keeping

- Immunization requirements

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/age-appropriate-immunization-requirements-for-children-enrolled-in-child-care-programs-2014-2015.pdf>

- 1) <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/immunization/Pages/vaccine-hesitant-parents.aspx>
- 2) <https://www.cdc.gov/vaccines/index.html>
- 3) [http://www.who.int/vaccine\\_safety/initiative/communication/network/NNii/en/](http://www.who.int/vaccine_safety/initiative/communication/network/NNii/en/)

# Exclusion and Readmittance to Care

For additional information on Illness and Reportable Diseases in Child Care Resource Guide, please see the following link:

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/illnessandreportablediseasesinchildcare2015.pdf>

# Congratulations!

You have completed Topic 6 - Prevention and  
Control of Infectious Disease



# Basic Health & Safety Training - Topic 7



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# Emergency and Disaster Planning

HSN.3-N.a; HSN.3-N.b

## Topics:

- Making a Plan - Action Steps
- Practicing Your Plan
- Staff Roles and Responsibilities
- Accounting for all Children
- Location of Emergency Information
- Materials, Documents and Resources

Completion of this training **does not** meet the regulatory requirement for Emergency and Disaster Preparedness Training.





# Planning



Completion of this training **does not** meet the regulatory requirement for Emergency and Disaster Preparedness Training.



# Emergencies

- Adult roles and responsibilities

-  Practicing your plan

-  Accounting for all children



**KEEP  
CALM  
AND FOLLOW THE  
EMERGENCY  
PLAN**

# Emergencies

- Location of emergency information
- Materials and documents



Completion of this training **does not** meet the regulatory requirement for Emergency and Disaster Preparedness Training.

# Congratulations!

You have completed Topic 7 - Emergency  
and Disaster Planning



# Basic Health & Safety Training - Topic 8



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# Precautions in Transporting Children

## Topics:

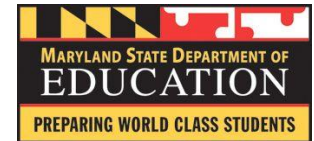
- Permission to Transport

<http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/248-model-child-care-health-policies>

- Car Seats
- Supervision

For more information on installing a car seat and proper harness and belt placement, please visit

[www.safekids.org/ultimate-car-seat-guide/](http://www.safekids.org/ultimate-car-seat-guide/)



# Car Seat Safety



# Congratulations!

You have completed Topic 8 - Precautions in  
Transporting Children





# Basic Health & Safety Training - Topic 9



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# Handling and Storage of Hazardous Materials

HSN.5-N.a; HSN.7-N.b

## Topics:

- Appropriate Storage and Lock-Up
- How to Handle Spills
- Contents and Materials for Handling and Disposal
- Disposal Process

# Hazardous Materials

- How to handle spills
- Contents and materials for handling disposal
- Disposal process



# Disposal



## Blood & Body Fluid Safety



**1** Blood, body fluids and soiled materials should **never touch** your skin.



**2** Use disposable gloves or a **protective barrier** for safety.



**3** **Store** soiled items in a plastic bag.



**4** **Clean and sanitize.**



**5** Place in a container **lined with** a plastic bag.



**6** **Wash** your hands.

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# Sanitizing versus Disinfecting?

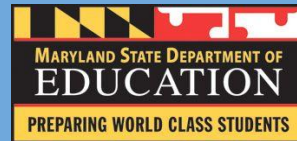
What is the difference between sanitizing and disinfecting?

How often should you clean, sanitize and disinfect?

<http://cfoc.nrckids.org/WebFiles/AppendicesUpload/AppendixJ.pdf>

How often should you clean toys?

<http://nrckids.org/index.cfm/products/stepping-stones-to-caring-for-our-children-3rd-edition-ss3/stepping-stones-to-caring-for-our-children-3rd-edition-ss3/>



# Congratulations!

You have completed Topic 9 - Handling and Storage of Hazardous Materials



# Basic Health & Safety Training - Topic 10



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# Prevention of Shaken Baby Syndrome and Abusive Head Trauma

## Topics:

- Child Abuse
- Concussions
- Head Trauma
- Signs & Symptoms
- Environmental Safety
- Documentation





# Child Abuse

More information additional information and definitions regarding “Child Abuse, Neglect and Mental Injury” are available at :

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/childabuseneglectandmentalinjury2015.pdf>



# Physical Abuse

## The Child:

- Has unexplained burns, bites, bruises, broken bones or black eyes
- Has fading bruises or other marks noticeable after an absence from school or child care
- Seems frightened of the parents or guardians and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another caregiver
- Abuses animals or pets

## The Parent or Caregiver:

- Provides conflicting, unconvincing or no explanation for a child's injury or provides an explanation that is not consistent with the injury.

# Psychological Abuse

## The Child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity or aggression
- Is either inappropriately adult (parenting other children) or inappropriate infantile (frequently rocking or head-banging for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

## The Parent or Caregiver:

- Is unconcerned about the child and refuses to consider offers of help for the child
- Constantly blames, belittles or berates the child

# Sexual Abuse

Signs of sexual abuse may include, when the child:

- Has difficulty walking or sitting
- Suddenly refuses to participate in physical activities
- Reports nightmares or bedwetting
- Experiences sudden changes in appetite
- Demonstrates bizarre, sophisticated or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease especially if under the age of 14
- Runs away
- Reports sexual abuse by a parent or another caregiver
- Attaches very quickly to strangers or new adults in the environment

If the parent or caregiver:

# Head Trauma

-  Concussions and Head Trauma
- Signs & Symptoms



**Traumatic Brain  
Injury (TBI) in Kids**  
Causes and Prevention Strategies



# Purple Crying



# Congratulations!

You Have Completed Topic 10 - Prevention of  
Shaken Baby Syndrome and Abusive Head  
Trauma



# Basic Health & Safety Training - Topic 11



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# Prevention of Sudden Infant Death Syndrome (SIDS)

## Topics Include:

- Back to Sleep
- Safe Sleeping Practices
- Crib Environments
- Medical Need for Alternative Positions
- Supervision Practices



# Safe Sleep



# SIDS


## “Your Guide to New Crib Standards”

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/cribstandards.pdf>

PennState Extension BETTER • KID • CARE

### Safe Sleeping for Babies

Research has found that babies who sleep on their stomachs have a greater chance of dying from sudden infant death syndrome (SIDS) than those who sleep on their backs.



#### More tips for safe sleeping

- Always place babies on their backs to sleep.
- If a baby falls asleep while playing on his stomach, turn him over on his back to finish sleeping.
- A safe crib with a firm mattress is the safest place for babies to sleep.

#### A safe crib should have these things:

- A firm, tight-fitting mattress so the baby can't fall between the mattress and the side of the crib.
- No missing, loose, or broken screws, brackets, or other hardware.
- No more than two inches (about the width of a soda can) between the crib slats so a baby's head or body can't fit between the slats.
- No missing, broken, or cracked slats.
- No corner posts over 1/16" high, which could catch a baby's clothing.
- No cutouts in the headboard or footboard, which could trap a baby's head.
- Do not allow babies to share a crib, even if they are twins.
- Remove all pillows, quilts, comforters, bumper pads, sheepskins, stuffed toys, and other soft items from the crib.
- Do not place a baby to sleep on a waterbed, sofa, chair, soft mattress, sleeping bag, pillow, or any other soft surface.
- Ask parents to bring a blanket sleeper or a wearable blanket for baby to use while sleeping, instead of covering him with a blanket or comforter.
- Make sure nothing covers the baby's head while he sleeps.
- Do not let a baby sleep in a room where anyone smokes (even if no one smokes while the baby is in the room).

Talk to the baby's parents to let them know what you are doing to keep their baby safe.

[extension.psu.edu/youth/betterkidcare](http://extension.psu.edu/youth/betterkidcare)

Approved to lead this class of Child Development and Early Learning, jointly approved by the Department of Health Services and Education.  
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1792014-000

# SIDS

- Medical needs for alternative positions



- Supervision practices

- Safe Sleep Practices and Swaddling Resource Guide



[http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/msde\\_occ\\_safe\\_sleep\\_practices\\_and\\_swaddling\\_in\\_child\\_care.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/msde_occ_safe_sleep_practices_and_swaddling_in_child_care.pdf)

# Congratulations!

You Have Completed Topic 11 - Prevention of  
Sudden Infant Death Syndrome (SIDS)



# Basic Health & Safety Training - Topic 12



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# Developmental Screening

## Topics Include:

- What is Developmental Screening?
- Communication with Families
- Referrals
- Resources



# Developmental Screening



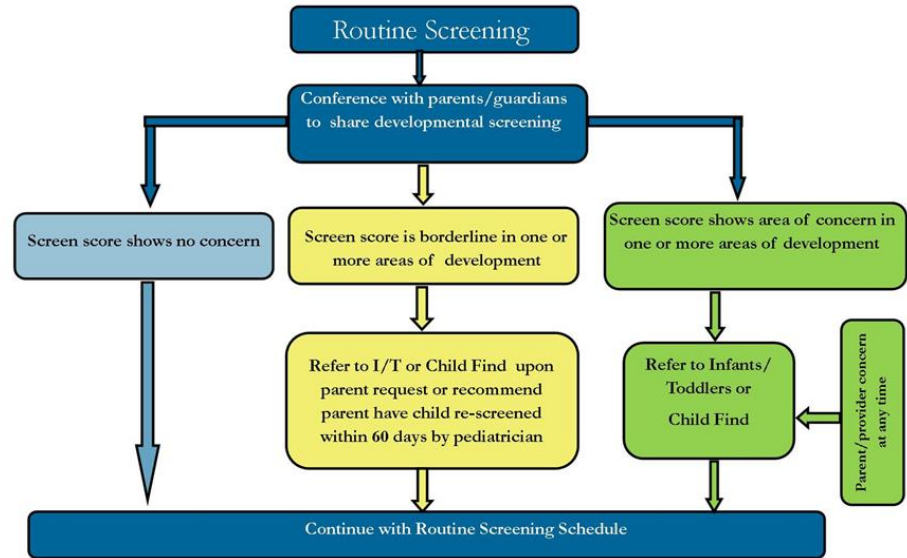


# Screening

- Communication with Parents
- Referrals
- Resources

<http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/developmental-screening>

## Developmental Screening Referral Process



I/T = Infants and Toddlers (children up to age 3)

CF = Child Find (children age 3 and older)

# Congratulations!

You Have Completed Topic 12 -  
Developmental Screening



# Basic Health & Safety Training - Topic 13



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# Supervision

## Topics Include:

- Age Appropriate Supervision Practices
- Indoor Supervision
- Supervision During Nap Time
- Outdoor Supervision
- Supervision During Field Trips

# Ratios and Age Appropriate Supervision

Child Ages	Staff/Child Ratio	Maximum Group Size
2 years old	1 to 6	12
3 or 4 years old	1 to 10	20
5 years old and older	1 to 15	30

<http://earlychildhood.marylandpublicschools.org/regulations>



Can you envision your child care spaces and think of possible places in your environment that your full view is blocked such as angles in the walls, tall shelves, furniture, or play equipment that create blind spots making it difficult for you to see children?

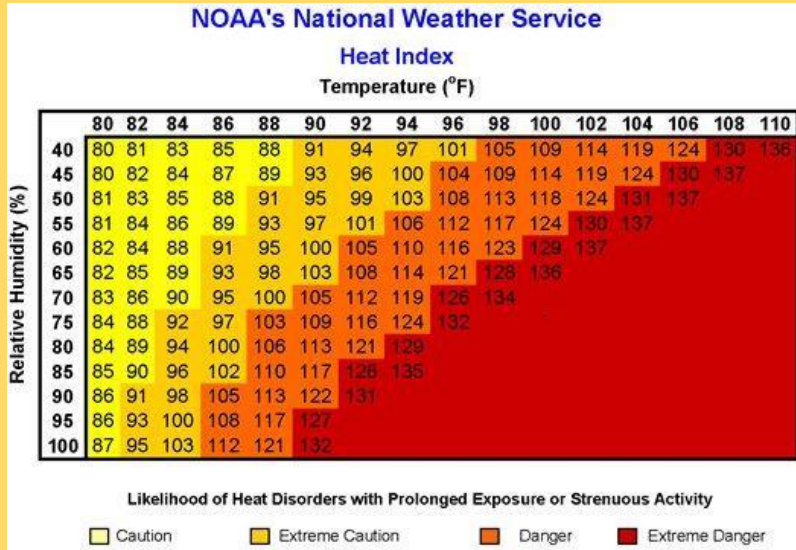
# Indoor Supervision

- Indoor supervision
- Supervision during nap time



# Outdoor Supervision

- Outdoor supervision
- Supervision during field trips





# In Conclusion

- Proper Supervision and Observation of Children and Youth at All Times is Extremely Important
- Ongoing Training in Health & Safety Topics are Important and Recommended for all Staff
- It is important to Teach All Children and Youth Safe Practices to Prevent and Reduce Injuries
- Safety is Everyone's Responsibility

Code: ASBMF1801



# Resources

What Is Child Abuse and Neglect? Recognizing the Signs and Symptoms: <https://www.childwelfare.gov>

Long-Term Consequences of Child Abuse and Neglect: [https://www.childwelfare.gov/pubs/factsheets/long\\_term\\_consequences.pdf](https://www.childwelfare.gov/pubs/factsheets/long_term_consequences.pdf)

Preventing Child Abuse and Neglect: <https://www.childwelfare.gov/pubs/factsheets/preventingcan.pdf>

Understanding the Effects of Maltreatment on Brain Development:

[https://www.childwelfare.gov/pubs/issue\\_briefs/brain\\_development/brain\\_development.pdf](https://www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf)

<https://www.nhtsa.gov/road-safety/child-safety>

[http://cfoc.nrckids.org/WebFiles/CFOC3\\_updated\\_final.pdf](http://cfoc.nrckids.org/WebFiles/CFOC3_updated_final.pdf) (slide 11)

<https://www.youtube.com/watch?v=hBI8EgNxzpl&t=102s> (slide 12)

<https://www.youtube.com/watch?v=dJV0hhmB-7E> (slide 17)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/generalsanitationguidelines.pdf> (slide 21)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/cprfirstaidapprovedtrainingsourcescourses.pdf> (slide 21)

<http://youtube.com/v/CnxzZXjbddk> (slides 33 & 36)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/asthmaandallergiesresourceguide.pdf> (slide 24)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/handwashingprocedures.pdf> (slide 30)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/age->

[appropriate\\_immunization\\_requirements\\_for\\_children\\_enrolled\\_in\\_child\\_care\\_programs-\\_2014-2015.pdf](appropriate_immunization_requirements_for_children_enrolled_in_child_care_programs-_2014-2015.pdf) (slide 31)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/illnessandreportablediseasesinchildcare2015.pdf> (slide 33)

# Resources

<http://youtube.com/v/FNJ4nMCmcWw> (slide 55)

[https://www.youtube.com/watch?v=\\_v6EkYx4zOM](https://www.youtube.com/watch?v=_v6EkYx4zOM) (slide 55)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/childabuseneglectandmentalainjury2015.pdf> (slide 65)

<http://youtube.com/v/OiLBPsTRLnQ> (slide 69)

<http://youtube.com/v/eELXifXYSTU> (slide 69)

[https://www.youtube.com/watch?v=5pAw8fJ\\_kUc](https://www.youtube.com/watch?v=5pAw8fJ_kUc) (slide 70)

<http://youtube.com/v/Z0njtNLfFPw> (slide 74)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/cribstandards.pdf> (slide 75)

[http://youtube.com/v/mWEXC3j\\_MUA](http://youtube.com/v/mWEXC3j_MUA) (slide 81)

[https://www.youtube.com/watch?v=Z8ewYm\\_DuEM](https://www.youtube.com/watch?v=Z8ewYm_DuEM) (Slide 87)

[https://www.youtube.com/watch?v=\\_3Yhc9JT88s](https://www.youtube.com/watch?v=_3Yhc9JT88s) (Slide 88)

## Additional Resources:

American Academy of Pediatrics

Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs,  
3rd Edition, Elk Grove Village, IL

MayoClinic.org

Safekids.org

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