

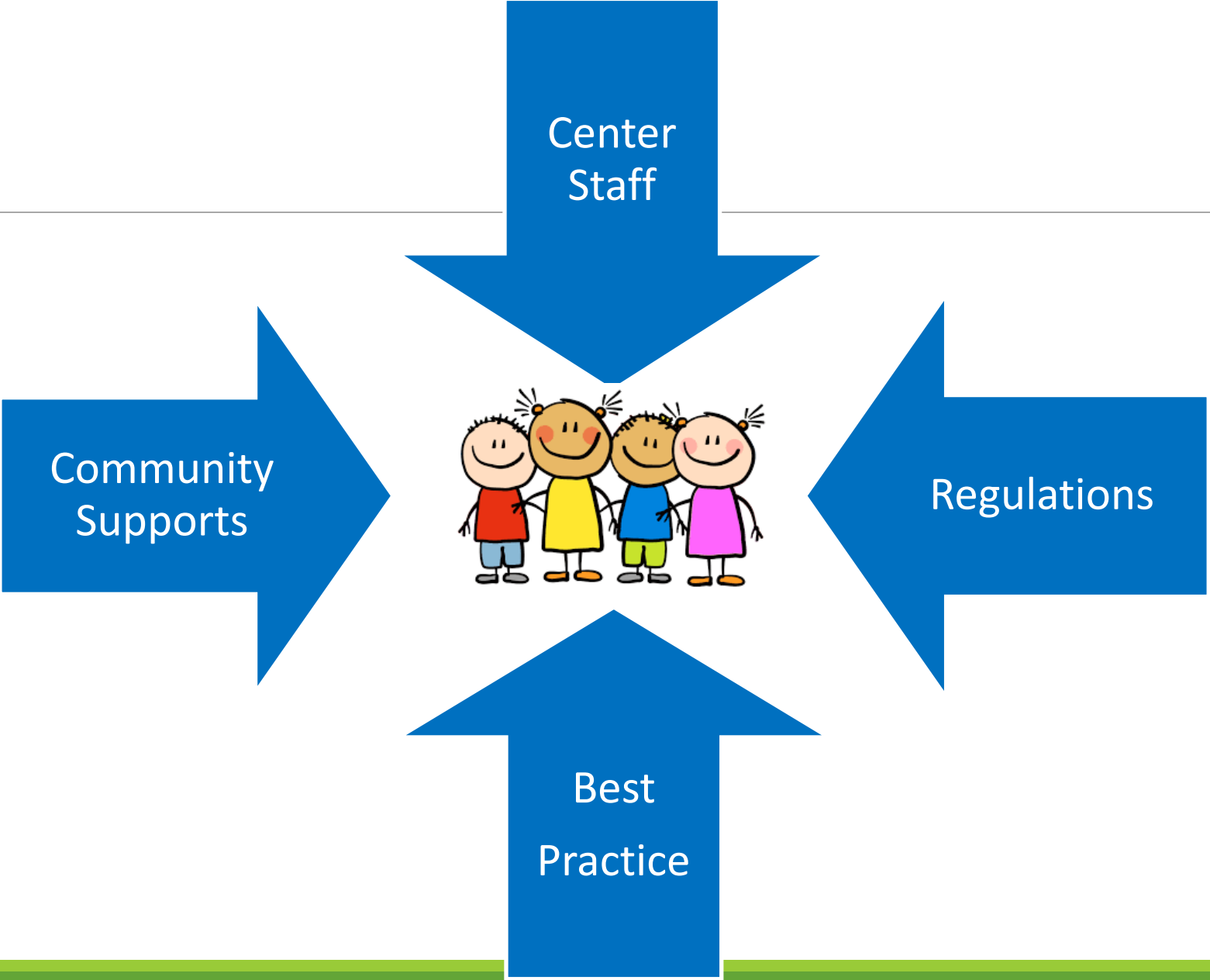
BUILDING SAFE CLASSROOMS: PHYSICAL ENVIRONMENT AND POSITIVE INTERACTIONS

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How long have you worked in ECE?



- 0-1 year
- 1-3 years
- 3-5 years
- 5-10 years
- 10+ years

What word(s) come to mind when you hear *safe*?



(**Add Diagram # 2**– insert large image on click after audience response)

su·per·vise

verb

- observe and direct the execution of (a task, project, or activity).
- observe and direct the work of (someone).
- keep watch over (someone) in the interest of their or others' security.

What is the minimum requirement?

922 KAR 2:120. Section 2. Child Care Services

(3)(a) Each center shall maintain a child-care program that ensures each child will be:

1. Provided with adequate supervision at all times by a qualified staff person who:

- a. Ensures the child is within scope of vision and range of voice; or*
- b. For a school-age child, within scope of vision or range of voice;*



Scope of vision and range of voice without enhancement



Supervision is an action word!

Physical presence does not always ensure adequate supervision.



What does supervision look like throughout the day?



Transition times

Related children



Rest time



922 KAR 2:120. Section 2. Child Care Services

(3)(a) Each center shall maintain a child-care program that assures each child shall be:

1. Provided with adequate supervision at all times by a qualified staff person who ensures the child is:
 - a. **Within scope of vision and range of voice; or**
 - b. For a school-age child, within scope of vision or range of voice;

922 KAR 2:120. Section 6. Sleeping and Napping Requirements.

(5) A child who does not sleep shall be permitted to play quietly and shall be visually supervised.

Tags 90 and 550

Did You Know...
The regs require
independent play
options?

Small group and independent play

Tag 455

922 KAR 2:120. Section 2. Child Care Services.

(4) The child-care center shall provide a daily planned program:

(d) Unless the child-care center is a before- or after-school program that operates part day or less, that offers a variety of creative activities including:

10. A balance of active and quiet play, including group and individual activity;

11. An opportunity for a child to:

a. Have some free choice of activities;

b. If desired, play apart from the group at times;



Physical space— Infant and toddler room arrangement



Tag 670

922 KAR 2:120. Section 5. Infant and Toddler Play Requirements.

(1) Indoor areas for infants and toddlers under twenty-four (24) months of age shall:

- (a) Be separate from an area used by an older child;
- (b) Not be an exit or entrance; and
- (c) Have adequate crawling space for an infant or toddler away from general traffic patterns of the center.



Tag 865

Additional unintended hazards

922 KAR 2:120. Section 13. Toys and Furnishings.

(2) Indoor and outdoor equipment shall:

(a) Be clean, safe, and in good repair;

(b) Meet the physical, developmental needs, and interests of children of different age groups;

(c) Be free from sharp points or corners, splinters, protruding nails or bolts, loose or rusty parts, hazardous small parts, lead-based paint, poisonous material, and flaking or chalking paint; and

(d) Be designed to guard against entrapment or situations that may cause strangulation.



Storing Materials

Tag 825

922 KAR 2:120. Section 4. Premises Requirements.

(30) Storage space shall be provided:

(a) In the form of:

1. Shelves; or
2. Other storage device accessible to the children; and

(b) In sufficient quantity for each child's personal belongings.

Tag 105

922 KAR 2:120. Section 4. Premises Requirements.

(31) Supplies shall be stored so that the adult can reach them without leaving a child unattended.



Storing first aid supplies and medication

Tag 760 and 775

922 KAR 2:120. Section 7. First Aid and Medicine.

- (1) First aid supplies shall:
- (a) Be available to provide prompt and proper first aid treatment;
 - (b) Be stored out of reach of a child;



922 KAR 2:120. Section 7. First Aid and Medicine.

- (6) Medication, including refrigerated medication, shall be:
- (a) Stored in a separate and locked place, out of the reach of a child unless the medication (see 922 KAR 2:120 Section 7 (6)(a)(1)(2)(3) and (4) for exceptions such as diaper cream and emergency medications).

Activity

Picture of classroom with children

- Identify potential hazards within reach
 - cell phone
 - stanley cup
 - anything uncommon

Physical space and personal belongings

Tag 565

922 KAR 2:120. Section 3. General Requirements.

(7) The following shall be inaccessible to a child in care:

- (a) Toxic cleaning supplies, poisons, and insecticides;
- (b) Matches, cigarettes, lighters, and flammable liquids; and
- (c) Personal belongings and medications of staff.**



Square footage and overcrowding

Tag 610

922 KAR 2:120. Section 4. Premises Requirements.

(6) Exclusive of the kitchen, bathroom, hallway, and storage area, there shall be a minimum of thirty-five (35) square feet of space per child.

**Did You Know...
You may need to
check capacity
again?**



Emergency drills

Tag 1305

922 KAR 2:120. Section 3. General Requirements.

(12) A fire drill shall be: (a) Conducted during hours of operation at least monthly; and

(b) Documented.

(13) An earthquake drill, shelter-in-place or lockdown drill, and tornado drill shall be:

(a) Conducted during hours of operation at least quarterly; and

(b) Documented.

Proposed change:

922 KAR 2:120 Section 3. General Requirements.

(12) A fire drill shall be:

(a) Conducted during hours of operation at least monthly; and

(b) Documented, detailing the date and time.

(13) An earthquake drill, shelter-in-place drill, lockdown drill, and tornado drill shall be:

(a) Conducted during hours of operation at least quarterly; and

(b) Documented, detailing the date and time.

(14) A written plan shall be in place to communicate reunification with families and accommodations in the event of a natural disaster, fire, shelter-in-place, lockdown, or other emergency for:

(a) Infants and toddlers;

(b) Children with disabilities; and

(c) Children with chronic medical conditions.



ACTIVE SUPERVISION AT-A-GLANCE

SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

Set Up the Environment

Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

Scan and Count

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.

Listen

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.

Anticipate Children's Behavior

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

Engage and Redirect

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

Supervision Strategies

Scenario 1

It's rest time. Ms. Rachel is ready to go on break. Mr. Marcus comes to relieve her. As soon as Marcus arrives Rachel leaves the room.

Which strategy card is best associated with this scenario?

Scenario 2

Most mornings when Evelyn arrives, she generally needs space. When children approach her to say hi or initiate play, she often growls or pushes them away.

Which strategy card is best associated with this scenario?

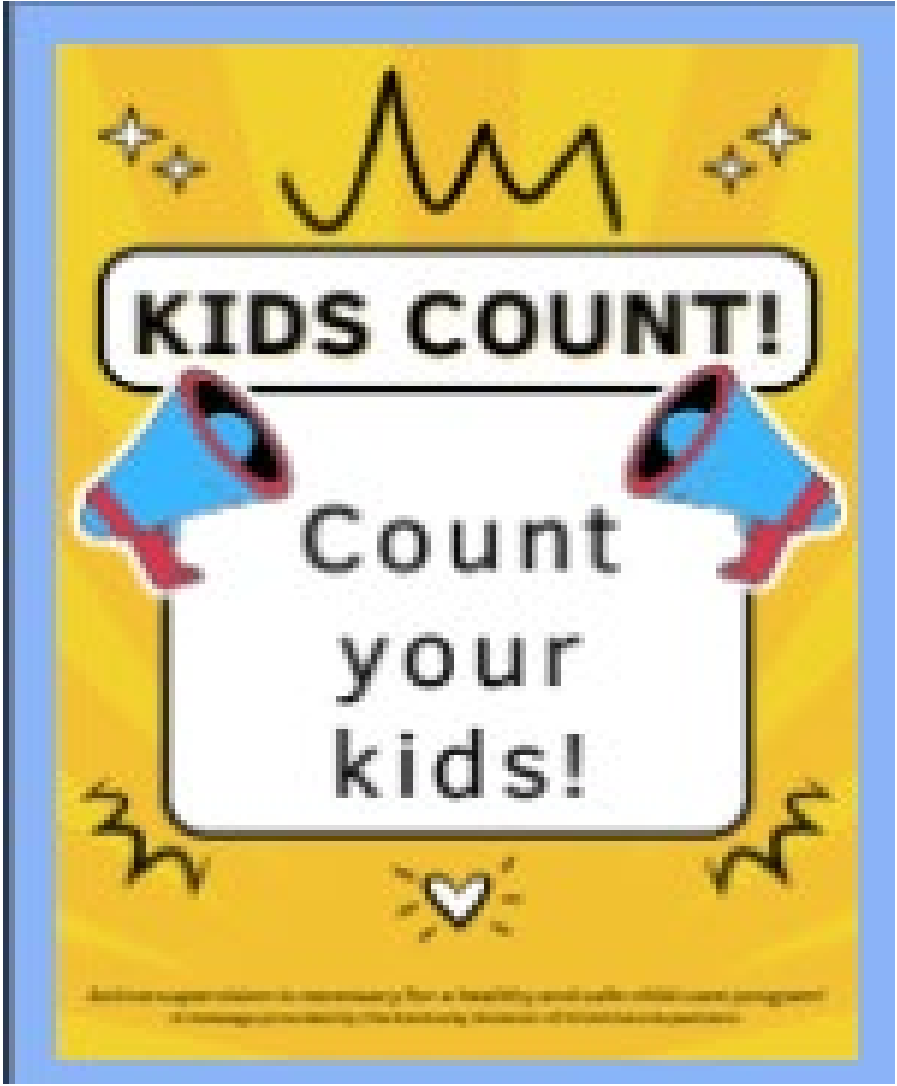
Scenario 3

It's rest time. Mr. Shawn is working on posting the morning's art projects on the wall. He's so excited for the children to wake up and see their work on display. Little Eric rarely sleeps and enjoys reading books instead. As he finishes his book, he stands and begins shouting "I'm finished, Mr. Shawn!"

Which strategy card is best associated with this scenario?



Did You Know...
You can bring this game
to your center?
Contact your HSC!



Word cloud picture w/synonyms for safe

-keep watch over (someone) in the interest of their or others' security.



su·per·vise

Physical presence does not always mean engaged and emotionally safe.

Regulations

Respectful, responsive, and frequent

Proper supervision requires engaging and interacting.

Ratios help staff maintain individual and group awareness, quality interactions, and safety.





You can't withdraw what you didn't deposit.



Discipline is not centered on punishment,
but on _____.

Discipline means to *teach* and *guide toward a desired outcome*.

922 KAR 2:120. Section 2. Child Care Services.

(10) A child shall not be subjected to:

- (a) Corporal physical discipline pursuant to KRS 199.896(18);
- (b) Loud, profane, threatening, frightening, humiliating, or abusive language; or
- (c) Discipline that is associated with:
 1. Rest; 2. Toileting; or 3. Food.



Age-Appropriate Expectations?



But it's SOOO hard to wait for Thomas to pick up his pancake! What ways can we support his need to further develop those fine motor skills to help him move quicker in the future?



Another expectation...

NAPS





**Did You Know...
Some states require
documented health
checks 10 minutes at
rest time?**

Respectful

Responsive

Frequent



You can't withdraw what you didn't deposit.



Interactions that can lead to accidental injury

**NURSEMAID'S
ELBOW**

MIDLINE BRUISES

Supervision and multi-tasking

922 KAR 2:090. Section 10. Director Requirements and Responsibilities.

(1) A director shall:

(k) Assure that additional staff are available during cooking and cleaning hours, if necessary, to maintain staff-to-child ratios pursuant to 922 KAR 2:120;



**Did You Know...
The regs require
additional support?**



Words Can Be Hurtful

922 KAR 2:120. Section 2. Child Care Services.

(10) A child shall not be subjected to:

(b) Loud, profane, threatening, frightening, humiliating, or abusive language;



Loud, Profane, and Abusive Language

Please Use Kind, Loving
Words –

Children need to know
they are loved.



Staff must be cordial to one another in front of children.
It is unacceptable for a staff to curse, argue, or fuss
between each other or parents in the presence of a
child.

It's Never Okay to Hurt a Child!

KRS 199.896(18) DEFINES CORPORAL PUNISHMENT AS THE DELIBERATE INFLICTION OF PHYSICAL PAIN WHICH DOES NOT INCLUDE SPONTANEOUS PHYSICAL CONTACT THAT IS INTENDED TO PROTECT A CHILD FROM IMMEDIATE DANGER.

The child care center staff must assure that no one physically hurts a child in care. This includes pinching, hitting, swatting, thumping, smacking, spanking, etc.





Equipment Must Be Used As Intended

Children should not be restrained in highchairs or placed in cribs as a means of discipline

Most highchairs contain warnings such as:
“Usage: For feeding only. Use with children who can sit up unassisted and who do not weigh more than 50 lbs.
Always use child restraints.”

Appropriate Use of Food

DISCIPLINE IS NOT PUNISHMENT. DISCIPLINE MEANS TO *TEACH AND GUIDE*.

Refusing to serve the children something to drink because they have been too loud would be inappropriate discipline.

922 KAR 2:120. Section 9. Food and Drink Requirements for All Child- Care Centers.

(2) Food shall not be:

- (a) Used for reward;
- (b) Used for discipline;
- (c) Withheld until all other foods are consumed; or
- (d) Served while viewing electronic devices.



GEMs stands for _____





STAY STRONG

IT'S ALMOST OVER

Best Practices

Staffing

Room REarrangement

Observe classrooms occasionally

Conduct a walk-through of each classroom

Visual Daily Schedule

Inviting break room

Regular check-ins with teaching staff

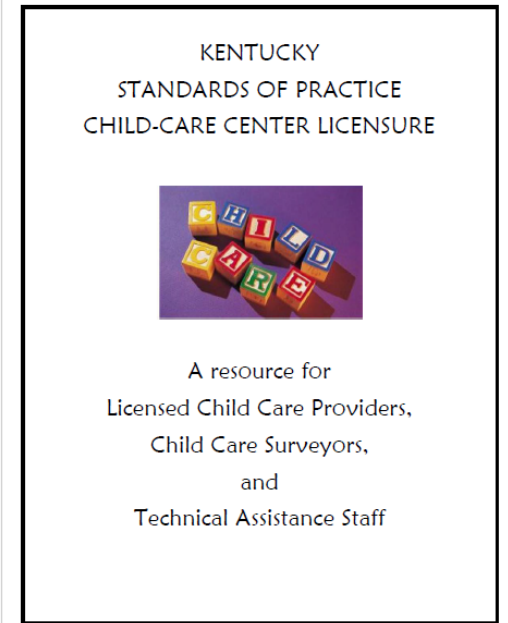
Age-Appropriate Expectations





Where can we find the regulations?

KY Standards of Practice (SOP)



The Legislative Research Commission (LRC)

- Kentucky Administrative Regulations
- Title 922, Chapter 02 Day Care

Hold for Text

- To Do:
 - Print supervision strategy sheets (x50?) –2 per table, then extras
 - Print reg resource sheets (x?) 1 per person
 - Get participant list



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