

Promoting the Health and Safety of Child Care Staff Trainer's Guide

NCAEYC version

October 2, 2009

(Last updated 9/9/2009)

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NOTE TO TRAINER

This Trainer's Guide is part of a Toolkit intended to accompany the *Promoting the Health and Safety of Child Care Staff* Training Module. The Toolkit includes a Trainer's Guide to leading training sessions, a Slide Presentation, and materials for participants' packets.

For more information about using the NTI materials, please read "Guidelines for Using the NTI Curriculum Materials," available in the "Curriculum" section of the NTI Resources Website (accessed by entering your NTI username and password at <http://blackboard.unc.edu>).

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PREPARATION CHECKLIST

Curriculum Materials:

Download the following from the "Curriculum" section of the NTI Resources Website:

- Promoting the Health and Safety of Child Care Staff Training Module*
- Promoting the Health and Safety of Child Care Staff Trainer's Guide (NCAEYC Version)*
- Promoting the Health and Safety of Child Care Staff Slide Presentation (NCAEYC Version)*
- Training Checklists*

Preparation:

- Read the *Promoting the Health and Safety of Child Care Staff Training Module*.
- Read the *Promoting the Health and Safety of Child Care Staff Trainer's Guide*.
- Review the *Promoting the Health and Safety of Child Care Staff Slide Presentation*:
 - Customize slide #2 to include your name, agency, and the date of your training.
 - Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
- Create a participant's packet (one per participant) per copyright guidelines:
 - Copy activities, worksheets, and the evaluation form provided in this Trainer's Guide under "Materials for Participant's Packet".
 - Copy the Slide Presentation as a handout.
- If you'll be presenting to less than 20 people, write out the Overview of Training Session on a flip chart sheet to display in the training room (you may prefer to leave off the estimated time and training technique).
- If you'll be presenting to less than 20 people, write out the Training Objectives to display in the training room.
- See "Training Implementation and Logistics Checklist" (located in the document titled *Training Checklists*) for set-up tasks to do the day of the training.
- Other: _____

Equipment and Supplies:

- See "Equipment and Supplies Checklist" (located in the document titled *Training Checklists*) for general supplies
- Laptop, slide presentation, and LCD projector or overhead projector
- Flip chart sheet for posting Overview of Training Session (if using)
- Flip chart sheet for posting the Training Objectives (if using)
- Flip chart pages for small group activity
- Markers for flip chart pages for small group activity
- Prizes or candy for activities
- Other: _____

OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

Estimated Time	Topic	Training Technique
10-15 minutes prior to session ¹	Registration	-----
Optional ²	Introductions/Icebreaker	partner work, large group
5 minutes	Overview of Training Session and Objectives	slides/overheads
5 minutes	Opening: Why focus on staff health?	large group
15 minutes	Presentation: Health and Safety Risks for Child Care Staff – Infectious Disease, Musculoskeletal Injuries, Falls, and Environmental Hazards	slides/overheads
5 minutes	Activity: Risk Factors for Health and Safety Case Scenario	small group
10 minutes	Presentation: Health and Safety Risks for Child Care Staff – Stress	slides/overheads
5 minutes	Activity: Stress Management Assessment	individual
10 minutes	Presentation: Promoting Health Through Nutrition and Physical Activity	slides/overheads
5 minutes	Learning Assessment: “Action Plan”	individual, large group
5 minutes	Closing	large group
5 minutes	Evaluation of Trainer	individual
Estimated Total Time: Approx. 1 hour and 10 minutes ³		

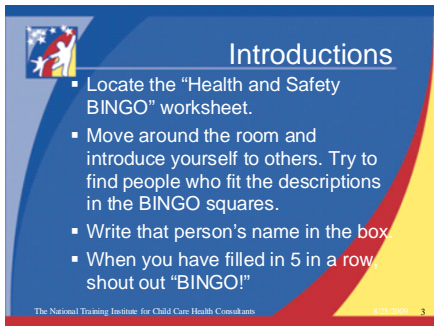
¹ Not included in total time.

² Not included in total time. Develop activity based on participants' training needs.

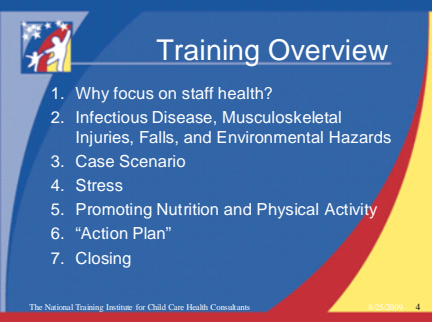
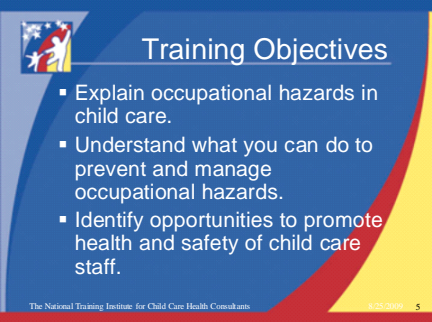
³ Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI's *Building Curriculum Development and Training Skills* Training Module.

TRAINER'S OUTLINE

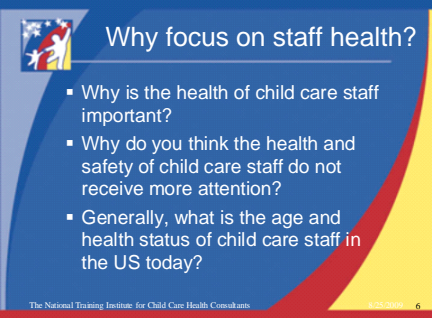
Introductions/Icebreaker: Health and Safety Bingo

Time	Optional
Training Technique	large group
Supplies	<ul style="list-style-type: none"> • One "Health and Safety Bingo" card for each participant • One pencil or pen for each participant • Small prize pertaining to health and safety for each winner (for example, a piece of fruit)
Instructions	<ul style="list-style-type: none"> • Slide 1 (placeholder slide not printed here) should be displayed as participants enter the training room. • Show slide 2 (placeholder slide not printed here) as you introduce yourself. • Show slide 3. Direct the participants to find the BINGO sheet in their participant's packet. • Have participants introduce themselves to each other and find someone who fits each square of the BINGO sheet. • To win, the participant must have a complete row of names across, down, or diagonally. Winner calls out "BINGO." • Consider asking the winner to tell the group who in the room fit the boxes in the winning row. If the game goes quickly, you may want to allow the group to continue until two or three trainees have won BINGO.
Talking Points	<p>Let's start by stretching our legs and getting to know one another. Please stand up with your BINGO sheet. As you move through the room, introduce yourself to other people and try to find someone who fits the description in one of the BINGO squares. When you find a match, fill in the person's name on the blank space. When you get 5 in a row, call out "BINGO."</p> 
For More Information	See NTI's <i>Building Curriculum Development and Training Skills Training Module</i> for ideas about introductions and icebreaker activities.
Notes	


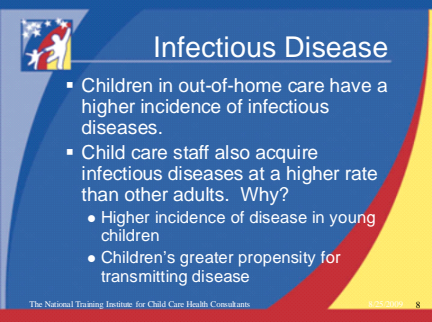
Overview of Training Session and Objectives

Time	5 minutes
Training Technique	Slides/overheads
Supplies	
Instructions	<ul style="list-style-type: none"> • Show slides 4 and 5. • Review the Overview of Training Session on slide 4. • Review the Training Objectives on slide 5.
Talking Points	<p>Training Objectives</p> <ul style="list-style-type: none"> • Let's look quickly at the Training Overview to see what we'll be focusing on today.  <p>Slide 4: Training Overview</p> <ol style="list-style-type: none"> 1. Why focus on staff health? 2. Infectious Disease, Musculoskeletal Injuries, Falls, and Environmental Hazards 3. Case Scenario 4. Stress 5. Promoting Nutrition and Physical Activity 6. "Action Plan" 7. Closing <ul style="list-style-type: none"> • Let's take a look at the Training Objectives for this session. I designed the material and the activities that we'll be doing today around three main training objectives. By the end of today's training session, I'd like you to be able to: <ul style="list-style-type: none"> ○ Identify occupational hazards in child care ○ Understand what you can do to prevent and manage occupational hazards ○ Advocate and promote the health and safety of child care staff  <p>Slide 5: Training Objectives</p> <ul style="list-style-type: none"> ▪ Explain occupational hazards in child care. ▪ Understand what you can do to prevent and manage occupational hazards. ▪ Identify opportunities to promote health and safety of child care staff.
For More Information	See NTI's <i>Building Curriculum Development and Training Skills Training</i> Module to learn more about training objectives.
Notes	

Opening: Why focus on staff health?

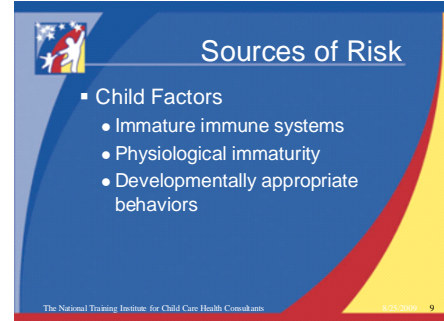
Time	5 minutes
Training Technique	Large group
Supplies	
Instructions	<ul style="list-style-type: none"> • Show slide 6. • Lead a brief discussion to find out who is in the room. Ask the participant's to stand if they are: <ol style="list-style-type: none"> 1. Child care providers 2. Child care directors 3. Child Care Health Consultants 4. Parents 5. Others? • Then ask participants to stand to show how long they have been working in the field of child care. Ask them to stand if they have been working less than one year, less than two years, less than five years, less than 10 years, less than 15, and so on. • Lead a brief discussion addressing the three questions on the slide. Try to get input from as many people as possible.
Talking Points	<ul style="list-style-type: none"> • Why is the health of child care staff important? • Why do you think the health and safety of child care staff do not receive more attention? • Generally, what is the age and health status of child care staff in the US today? • Approximately 1.4 million providers are paid to care for nearly 12 million children ages 0-5 each year (Bureau of Labor Statistics, 2008; NACCRRA, 2007). Ninety-seven percent of child care staff are women in their childbearing years (Burton et al, 2002). Generally, earnings for child care staff are very low. The median annual income for child care workers is \$17,630, and benefits are generally minimal (Bureau of Labor Statistics, 2008). As an occupation, child care work is characterized by susceptibility to a number of health and safety risks including exposure to infectious diseases, injuries, exposure to environmental hazards, and job-related stress. 
For More Information	See NTI's <i>Promoting the Health and Safety of Child Care Staff</i> Training Module to learn more..
Notes	

Presentation: Health and Safety Risks for Child Care Staff – Infectious Disease, Musculoskeletal Injuries, Falls, and Environmental Hazards

Time	15 minutes
Training Technique	Slides/overheads
Supplies	
Instructions	<ul style="list-style-type: none"> Show slides 7 – 14.
Talking Points	<p>Health and Safety Risks for Child Care Staff</p> <ul style="list-style-type: none"> Compared to workers in other occupations, child care workers are more susceptible to health and safety risks such as <ul style="list-style-type: none"> Exposure to infectious diseases Musculoskeletal injuries Falls Exposure to environmental hazards, and Stress.  <p>Infectious Disease</p> <ul style="list-style-type: none"> Research on the health effects of out-of-home care has produced evidence that children in out-of-home care have a higher incidence of common infectious diseases – and more severe diseases – than children cared for in their own homes. Child care staff also acquire infectious diseases at a higher rate than adults who do not work in child care facilities. The increased risk for providers is due to the higher incidence of disease in young children and to children's greater propensity for transmitting diseases. It is especially important to be aware of the risk of infectious disease among health care providers because some diseases are more serious when acquired by adults and others have severe consequences for staff with compromised immune systems or who are pregnant. 

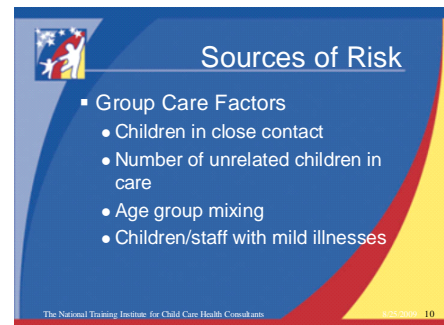
Sources of Risk

- **Child Factors** - Some of the factors that increase the risk of child care staff contracting infectious disease are simply due to the young age of the children in child care.
 - *Immature immune system* – The immaturity of the immune systems of infants and very young children makes them vulnerable to infections that they then pass along to others.
 - *Physiological immaturity* – Infants and young children require close, hands-on care for activities such as feeding, diapering, and cuddling. This kind of care is essential, but does increase the risk of staff infection. The need for diapering and the drooling exhibited by young children also increase the risk for disease transmission.
 - *Developmentally appropriate behaviors* – Young children explore objects orally as well as visually and manually. They are also unable to wipe their own noses or wash their hands. This increases the risk of respiratory secretions and fecal pathogens to staff.



Sources of Risk

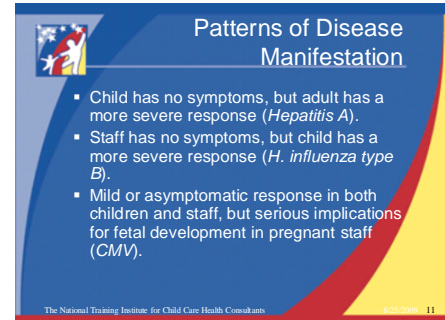
- **Group Care Factors** – Some characteristics of group care increase the risk of disease transmission to child care staff.
 - *Children in close contact* – Children's touching of each other and sharing personal belongings, toys, and classroom materials contribute to the spread of infection.
 - *Number of unrelated children in care* – Each child contributes his or her own set of pathogens to the environment, so the larger the group the more infectious agents that will be introduced and shared.
 - *Age group mixing* – Staff who care for infants and toddlers are at a greater risk of exposure to enteric agents from infants and respiratory tract agents from toddlers.
 - *Children and staff with mild illness* – Children and staff who attend child care when they are mildly ill increase the risk of transmission to all who are present.



Patterns of Disease Manifestation

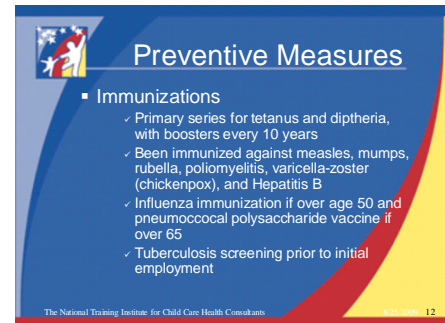
Child care staff should be aware that infectious diseases common in the child care setting have different patterns of manifestation.

- Sometimes the child has no symptoms, but an adult has a more severe response (For example, with *Hepatitis A*).
- Sometimes child care staff have no symptoms, but a child has a more severe response (This occurs with *H. influenza type B*).
- Sometimes there will be a mild or asymptomatic response in both children and staff, but serious implications for fetal development in pregnant staff (This is the case with cytomegalovirus or *CMV*).



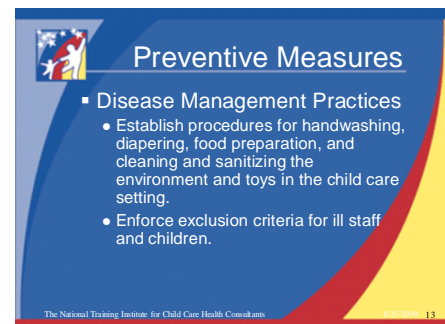
Preventive Measures

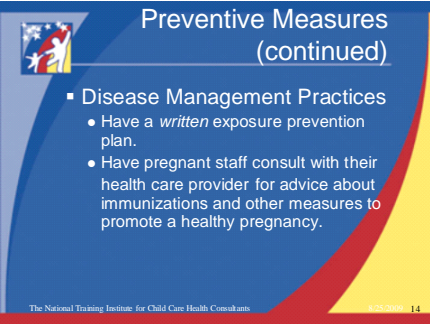

- Immunizations
 - All staff should have:
 - Primary series for tetanus and diphtheria, with boosters every 10 years
 - Been immunized against measles, mumps, rubella, poliomyelitis, varicella-zoster (chickenpox), and Hepatitis B
 - Influenza immunization (if over age 50) and pneumococcal polysaccharide vaccine (if over 65)
 - ★ Potential child care staff should receive tuberculosis screening prior to initial employment.



Preventive Measures

- Disease Management Practices
 - There are steps child care staff can take to reduce the spread of illness.
 - Implement hygienic procedures for handwashing, diapering, food preparation, and cleaning and sanitizing the environment and toys.



	<ul style="list-style-type: none"> • Enforce exclusion criteria for ill staff and children to keep germs and illness out of the center. • Have a <i>written</i> exposure prevention plan to explain how to handle bloodborne pathogens in the center. • Have pregnant staff consult with their health care providers for advice about immunizations and other measures to promote a healthy pregnancy. 
For More Information	Refer to NTI's <i>Infectious Disease in the Child Care Setting</i> Module for information about the spread and prevention of infectious diseases in child care.
Notes	
Instructions	<ul style="list-style-type: none"> • Show slides 15 – 19.
Talking Points	<p>Musculoskeletal Injuries</p> <p>Let's look at another occupational hazard for child care staff, musculoskeletal injuries. Ergonomic analyses of the child care workplace have identified several musculoskeletal risk factors in child care workers. They include</p> <ul style="list-style-type: none"> – Frequent heavy lifting and carrying of children – Sitting on the floor or in child-size chairs with insufficient or no back support – Kneeling, squatting, and reaching to a variety of heights. <p>There are some things you can do to prevent musculoskeletal injuries.</p> 

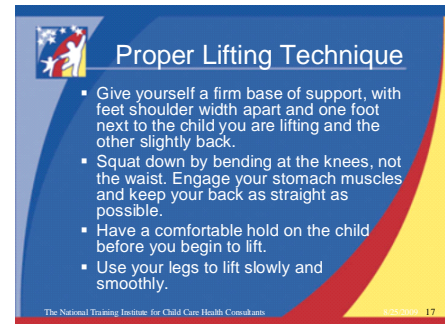
Maintaining Good Posture

- It is important to maintain good posture at all times to protect the body and reduce the risk of injury. Child care staff should be encouraged to:
 - Use adult-sized furniture when possible.
 - Squat and lift with the legs to rise from child-sized chairs.
 - When floor sitting is necessary, sit with back to a wall or other firm support.
 - Avoid sitting or standing for long periods.
 - Store items where they are accessible.
 - Squat or kneel to get down to child level instead of bending forward and downward from the waist.



Proper Lifting Technique

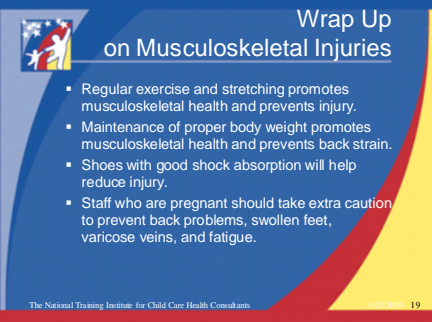

- Move carefully around the room. Do not rush.
- Make sure there is enough room to lift safely.
- Give yourself a firm base of support, with feet shoulder width apart and one foot next to the child you are lifting and the other slightly back.
- Squat down by bending at the knees, not the waist. Engage your stomach muscles and keep your back as straight as possible.
- Have a comfortable hold on the child before you begin to lift.
- Use your legs to lift slowly and smoothly. Try not to twist.



Adult-Sized Furniture

- Child-sized furnishing and inadequate work surfaces can cause back injuries.
- CFOC (Caring for Our Children) standards recommend:
 - Adult-height changing tables
 - Small, stable stepladders, stairs, or similar equipment to enable children to climb to the changing table
 - Adult furniture that eliminates awkward sitting and working positions



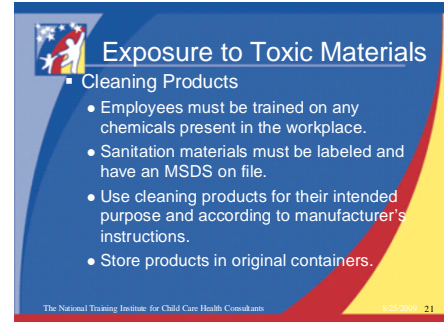
	<p>Wrap-Up on Musculoskeletal Injuries</p> <ul style="list-style-type: none"> • Regular exercise and stretching promote musculoskeletal health and prevents injury. • Maintenance of proper body weight promotes musculoskeletal health and prevents back strain. • Shoes with good shock absorption will help reduce injury. • Staff who are pregnant should take extra caution to prevent back problems, swollen feet, varicose veins, and fatigue. 
<p>Notes</p>	
<p>Instructions</p>	<ul style="list-style-type: none"> • Show slides 20 – 23.
<p>Talking Points</p>	<p>Let's look at other occupational hazards for child care workers.</p> <p>Falls</p> <ul style="list-style-type: none"> • Falls are the second most commonly reported injury for child care workers, accounting for 21% of all injuries. • Falls are most often caused by work surface (including floor and stair) clutter, such as tripping on toys or equipment. • The back is the body part most often injured, followed by joint injuries (wrist, elbow, shoulder, ankle, knee, and hip). 

Exposure to Toxic Materials

- **Cleaning Products** – Child care staff are exposed to disinfectants and sanitizers throughout most of the day. The sanitation solution recommended includes chlorine bleach diluted with water. Because bleach is a common household cleaner, staff may overlook its toxicity. In fact, chlorine bleach is irritating to the skin and can cause serious damage to the eyes.

Other common cleaning products, such as furniture cleaners, floor cleaners, carpet shampoos, and disinfectants contain volatile organic compounds. When inhaled, these compounds can cause ear, nose, and throat irritation and/or headaches. With repeated exposure, loss of coordination, nausea, and damage to the liver, kidneys, and central nervous system can occur.

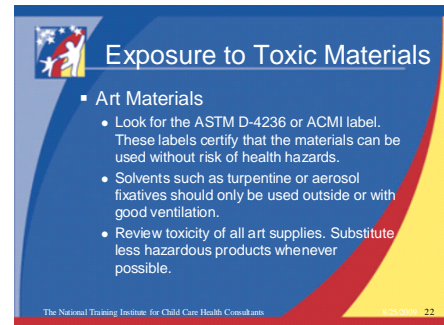
- Child care staff must be informed about the chemicals they are exposed to at work and trained on their handling, usage, storage, and transportation. Any sanitation materials must be labeled and have a Material Safety Data Sheet (MSDS) on file.
- Cleaning products must only be used for their intended purpose and according to the manufacturer's instructions.
- Cleaning products should be stored in their original containers.

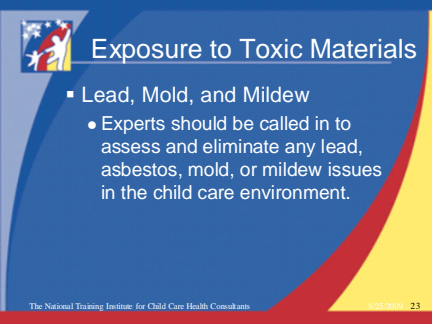


Exposure to Toxic Materials

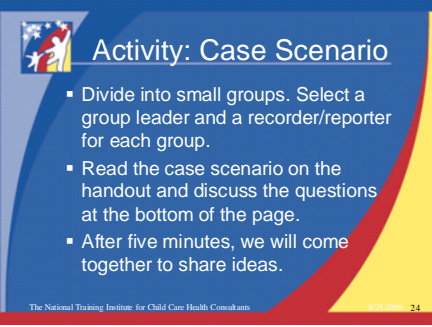
- **Art Materials** - Toxic art materials commonly used by child care staff include rubber cement, spray-on enamels, and spray-fixatives. These contain organic solvents, which can cause dizziness and sleepiness in the short term and more serious health concerns with long-term exposure.

- All arts and crafts materials used in child care settings should have either the ASTM D-4236 or ACMI label. These labels provide information for safe use and certify that the materials can be used without risk of acute or chronic health hazards.
- Solvents such as turpentine or aerosol fixatives should only be used outside or with good ventilation.
- Staff should review the toxicity of all art supplies used in the child care setting and substitute less hazardous products whenever possible.



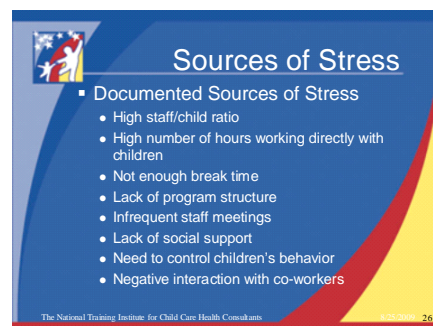
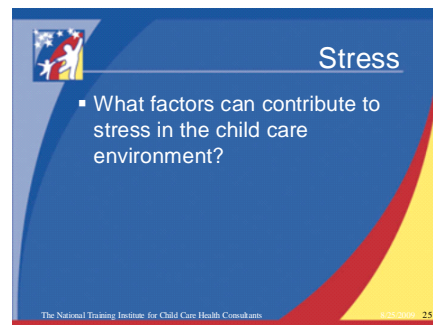
	<p>Exposure to Toxic Materials</p> <ul style="list-style-type: none">• Lead, Mold, and Mildew – Experts should be called in to assess and eliminate any lead, asbestos, mold, or mildew issues in the child care environment. 
<p>For More Information</p>	<p>See NTI's <i>Environmental Health in Child Care</i> Module and the <i>Environmental Health: Lead</i> Trainer's Toolkit.</p>
<p>Notes</p>	

Activity: Health and Safety Risks for Child Care Staff Case Scenario

Time	10 minutes
Training Technique	<ul style="list-style-type: none"> • Case scenario • Small groups
Supplies	<ul style="list-style-type: none"> • Handout: Health and Safety Risks for Child Care Staff Case Scenario (one handout for each participant)
Instructions	<ul style="list-style-type: none"> • Show slide 24. • Divide the participants into small groups of 3-5. You could “count off” by counting up to 5 all the way around the room, hand out small multi colored items (like paper clips or Hershey’s kisses) and divide by color, or ask participants to form their own groups working with people they don’t know. • Ask each group to select a group leader and a recorder/reporter. • Ask each group to read the case scenario and answer the questions on the worksheet. • Let the group know they have 5 minutes to read the case scenario and answer the questions. • At the end of five minutes, ask the recorder/reporter from each group to share his/her small group’s responses. Summarize the discussion.
Talking Points	<p>Activity: Case Scenario</p> <ul style="list-style-type: none"> • Please find the Child Care Staff Health Case Scenario in your Participant’s Packet. Let’s divide into small groups for this activity. Work with your group to read the case scenario and answer the questions. After 5 minutes we will come back together to share ideas. • The ideas that you generated illustrate why it is important to be aware of health and safety risks present in the child care workplace. Being aware of how these things affect child care staff can help you make a plan to address these issues before they become a problem. 
For More Information	Refer to Module section “Health and Safety Risks for Child Care Staff and Preventive Measures.”
Notes	

Presentation: Health and Safety Risks for Child Care Staff - Stress

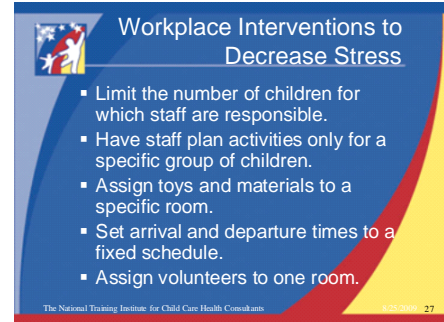
Time	10 minutes
Training Technique	Large group, slides/overheads
Supplies	
Instructions	<ul style="list-style-type: none"> • Show slides 25 – 30.
Talking Points	<p>Stress</p> <ul style="list-style-type: none"> • Stress can also be a significant concern for child care staff, especially because it affects their health and safety and influences the quality of the care they are able to provide. A child care provider that is experiencing a lot of stress may not be able to respond to children in a nurturing and supportive manner. <p><i>[Trainer: Consider asking participants to share their ideas about factors that create stress for child care staff now. If there are fewer than 20 people in attendance, you may decide to write these on a flip chart sheet at the front of the room.]</i></p> <p>Sources of Stress</p> <ul style="list-style-type: none"> • Several sources of occupational stress for child care staff have been well documented. <ul style="list-style-type: none"> ▪ Staff/Child Ratio: Studies have shown that in facilities with high staff/child ratios, the staff like their jobs less; have less interaction with children, parents and other staff; and were more likely to endorse practices harmful to children, such as compulsory naps and use of tranquilizers for hyperactive children (Maslach and Pines, 1977; Turk, Meeks, and Turk, 1982). ▪ Number of Hours Working with Children: Staff who work longer hours directly with children versus staff who divide time between direct work with children and other non-child work are likely to have more negative attitudes toward children, feel less happy on the job, approve of compulsory naps, and have negative feelings after the end of the work day (Maslach and Pines, 1977). ▪ Break Time: In facilities where break times (non-child related work) are not available, staff have reported increased negative feelings



	<p>about the facility and less ability to influence their work environment. After work, they reported feeling more impatient, more irritable, more strained, more upset and more psychologically distant (Maslach and Pines, 1977).</p> <ul style="list-style-type: none">▪ Program Structure: Staff in non-structured facilities are less cheerful, tolerant, and alert, and more moody and irritable at the end of the day. 'Open non-structured facilities' are those where arrival and departure times of children vary, activities are flexible and spontaneous, all of the children have free access to all parts of the facility, and all of the teachers share coverage of all parts of the facility (Maslach and Pines, 1977).▪ Staff Meetings: Staff meetings are a time when staff can join together in seeking solutions to anxiety causing problems (Aronson, 2001). Staff meetings provide staff the opportunity to socialize informally, give each other support, confer about problems with children and parents, clarify goals for themselves and the facility, and exert direct influence on the policies of the center (Maslach and Pines, 1977). Without staff meetings, child care staff miss out on these opportunities.▪ Lack of Social Support: Caregivers who perceive little social support reported higher levels of stress (Kontos and Riessen, 1993).▪ Controlling Children's Behavior: Kaiser et al. (1993) examined the relative stressfulness of various child care activities for teachers of 4-year-old children. They found that nurturing children and working with parents were the most enjoyable and least stressful tasks, while toileting supervision was the least enjoyable, and controlling children's behavior was the most stressful activity in child care.▪ Relationships with Co-Workers/Parents: As with any job, working with other adults can be stressful. <ul style="list-style-type: none">• Other sources of stress have been less well documented, but may contribute to occupational stress in the child care environment. They are<ul style="list-style-type: none">▪ Unpredictable change▪ High level of responsibility for children's welfare▪ Inadequate professional support and recognition▪ Inadequate salaries and benefits▪ Lack of clear job expectations and methods of evaluation▪ Noise/activity level
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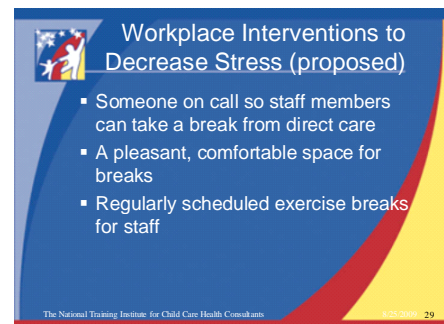
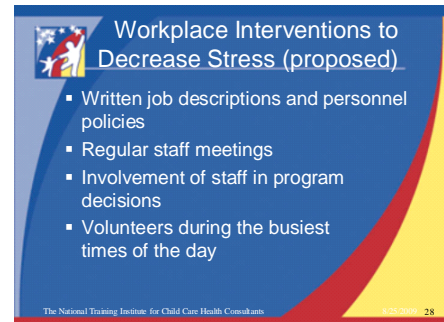
Workplace Interventions to Decrease Stress

- The following interventions have been shown to decrease stress among child care staff.
 - Limiting responsibility - Making staff responsible only for the children in a particular room. (For example, in rooms that are age specific, i.e., infant rooms, toddler rooms, etc.)
 - Assigning toys and materials to a specific room.
 - Setting arrival and departure times to a fixed schedule.
 - Assigning volunteers to a specific room.



Workplace Interventions to Decrease Stress (Proposed)

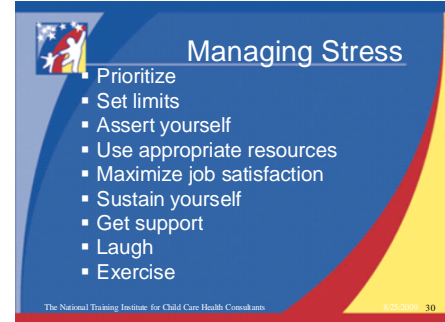
- Other proposed workplace interventions for reducing staff stress include:
 - Written job descriptions and personnel policies to insure staff clarity about their responsibilities
 - Regular staff meetings so that members can share feelings and concerns and feel supported by supervisors and colleagues
 - Involvement of staff in program decisions so that they feel control over their work environment
 - Regularly scheduled trained volunteers to assist during the busiest times of the day so staff can take breaks or provide individual attention to children
 - Someone always on call so staff members who feel overwhelmed by the demands of the job can take a break from the children
 - A pleasant, comfortable place with adult-size furniture for staff to use on breaks so that their time away from the children is relaxing
 - Regularly scheduled exercise breaks for staff, such as a 10 minute walk twice a day
- (Aronson, 2001; Prevent Child Abuse North Carolina, 2000)



Managing Stress

There are some things that child care staff can do to improve their ability to manage stress (Aronson 2001; Mayer, 2002). You can:

- **Prioritize:** Identify tasks that are most important and take care of those first.
- **Set limits:** Don't take on others' problems.
- **Assert yourself:** Enforce written program policies.
- **Use appropriate resources:** Recommend community resources to parents when appropriate. Don't try to solve all children's issues alone.
- **Maximize job satisfaction:** Structure the day to include as many benefits and enjoyable tasks as possible. Even five minutes of an enjoyable activity can improve morale.
- **Sustain yourself:** Make your own well-being a high priority during the work day.
- **Get support:** Identify other child care staff with whom work issues can be discussed. Share concerns and ideas.
- **Laugh:** Laughter is good medicine.
- **Exercise:** Physical activity is relaxing and releases hormones that make you feel good.



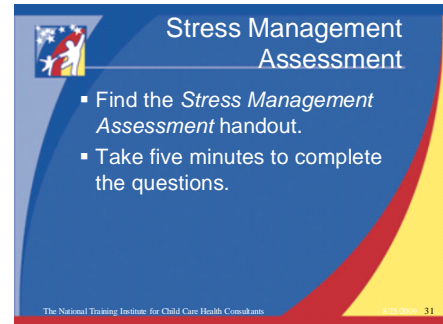
Depression

- New research shows that people who work in personal care and services -- such as child care workers -- are more likely to report feeling depressed. Depression is common and treatable. The first steps are recognizing the signs and seeking help. People with major depression may experience five or more of the following [depression symptoms](#) for at least two weeks:
 - Persistent sadness, pessimism
 - Feelings of guilt, worthlessness, helplessness, or hopelessness
 - Loss of interest or pleasure in usual activities, including sex
 - Difficulty concentrating and complaints of poor memory
 - Worsening of coexisting chronic disease, such as rheumatoid arthritis or diabetes
 - Insomnia or oversleeping
 - Weight gain or loss
 - Fatigue, lack of energy
 - Anxiety, agitation, irritability
 - Thoughts of suicide or death
 - Slow speech; slow movements
 - Headache, stomachache, and digestive problems

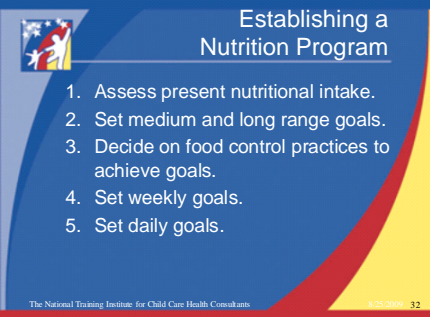
	If you think you might be depressed, consider seeking help. Share your feelings with your primary care provider.
For More Information	
Notes	

Activity: Stress Management Assessment

Time	5 minutes
Training Technique	Individual
Supplies	<ul style="list-style-type: none"> • One copy of the <i>Stress Management Assessment</i> for each trainee
Instructions	<ul style="list-style-type: none"> • Show slide 31. • Ask participants to find the <i>Stress Management Assessment</i> handout in their Participant's Packets. • Inform participants that they have five minutes to complete the assessment on their own.
Talking Points	<ul style="list-style-type: none"> • Please find the <i>Stress Management Assessment</i> handout in your Participant's Packets. Take a few minutes to complete the assessment on your own before we come back together. Keep in mind that the purpose of informal stress tests such as this is not to make a diagnosis. Rather, the purpose is to alert you to the level of stress you may experience and assist you in finding and maintaining a level of stress that is comfortable. • How did you feel about your <i>Stress Management Assessment</i> results? Were they what you expected they would be? • If you are feeling more stress than is comfortable for you, there are some things you can do to reduce your stress level. The next handout in your Participant's Packet includes a list of things that you can do to reduce stress. <p><i>(Trainer: If you have time, consider asking participants to share what they already do to reduce stress.)</i></p>
For More Information	
Notes	



Presentation: Promoting Staff Health Through Nutrition and Physical Activity

Time	10 minutes
Training Technique	Slides/overheads
Supplies	
Instructions	<ul style="list-style-type: none"> Show slides 33 – 37.
Talking Points	<p>Promoting Staff Health Through Nutrition and Physical Activity</p> <ul style="list-style-type: none"> Obesity is a growing problem nationwide. It is a well-documented health hazard, linked to the development of heart disease, cancer, type 2 diabetes, stroke, arthritis, breathing problems, and psychological disorders such as depression. So that child care staff can respond quickly in an emergency situation, lift and lower small children, and get down to child level without injury, they need to be at a healthy weight. To help them make healthy decisions, child care staff need information regarding: <ul style="list-style-type: none"> Which foods to eat How much to eat (moderation and portion sizes) How to monitor their intake of different nutrients How to combine good nutrition with physical activity <p>Establishing a Nutrition Program</p> <ul style="list-style-type: none"> There are five steps to achieving optimal nutritional health. They are: <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Step 1: Assess Present Nutritional Intake: Begin by assessing what you are doing well and where change is needed. You can compare your diet with recommendations for good nutrition and physical activity by using tools such as the USDA MyPyramid, available online at http://www.mypyramid.gov/.</p> <p>Step 2: Set Medium and Long Range Goals: If weight loss is a goal, you might determine your current and goal body mass index (BMI). There are online tools to help with this, such as this link from the CDC – www.cdc.gov/healthyweight/assessing/bmi. If better nutrition is a goal, you can use the interactive tools at www.mypyramid.gov or at www.cdc.gov/nutrition to identify ways to make more nutritious food choices.</p> <p>Step 3: Decide on Food Control Practices To Achieve Goals: For example, if the goal is to reduce intake (“lose weight”), food control practices might include: reduce portion sizes, decrease frequency of eating, increase low fat foods and decrease high fat foods, etc. If the goal is to eat</p> </div> <div style="width: 35%; border: 1px solid black; padding: 5px;">  <p style="text-align: right;">Establishing a Nutrition Program</p> <ol style="list-style-type: none"> 1. Assess present nutritional intake. 2. Set medium and long range goals. 3. Decide on food control practices to achieve goals. 4. Set weekly goals. 5. Set daily goals. <p style="font-size: small; text-align: center;">The National Training Institute for Child Care Health Consultants</p> </div> </div>

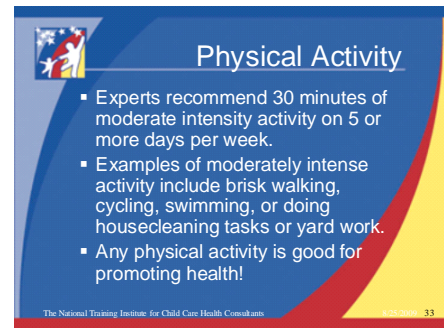
more nutrient dense foods, food control practices might consist of: eating foods with less sugar or less fat, and/or eating more fruits and vegetables. Select the food control practices that will best serve your individual needs.

Step 4: Set Weekly Goals: Set weekly goals that break down the first 3 month period into 12 weeks. Establish a target food practice for each week.

Step 5: Set Daily Goals: Establish a daily routine. For example, each day select and/or eliminate foods for intake, and/or determine times, settings and frequency of eating.

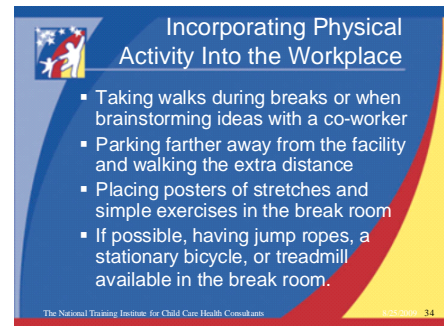
Physical Activity


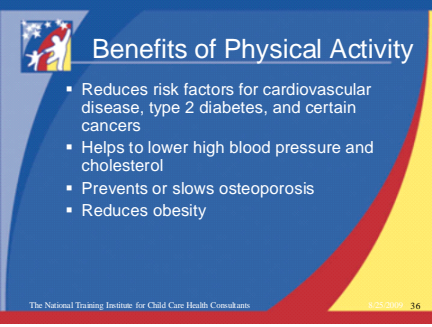
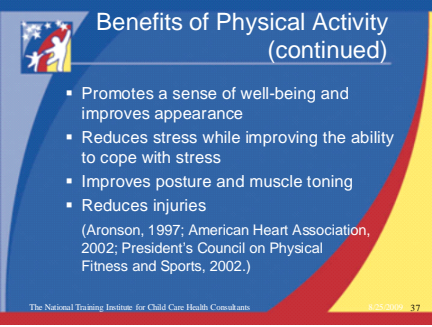
- Health experts recommend that adults engage in moderately intense physical activity for at least 30 minutes on 5 or more days per week. Examples of moderately intense activity include brisk walking, cycling, swimming, or doing housecleaning tasks or yard work. Any physical activity, at any time of the day, is good for promoting health, even climbing stairs, sweeping, or carrying groceries.



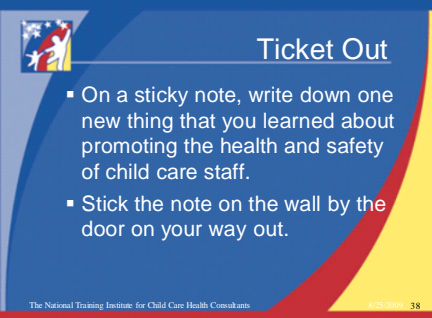
Incorporating Physical Activity Into the Workplace

- Child care facilities might consider ways to incorporate fitness activities throughout the work day. Some examples are:
 - Taking walks during breaks or when brainstorming ideas with a co-worker
 - Parking farther away from the facility and walking the extra distance
 - Placing posters of stretches and simple exercises in the break room
 - If possible, having jump ropes, a stationary bicycle, or treadmill available in the break room

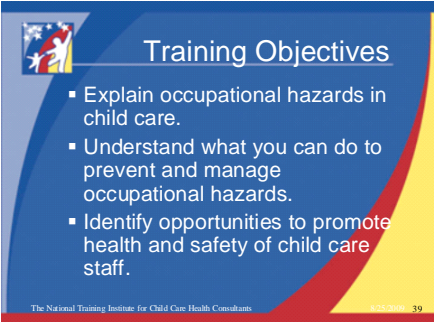


	<p>What do you do? <i>[Trainer: Ask for examples of ways that the participants have incorporated physical activity into their own lives or in child care facilities with which they have worked.]</i></p> <p>Benefits of Physical Activity</p> <ul style="list-style-type: none"> The benefits of physical activity are well documented. It reduces dangerous risk factors for cardiovascular disease, type 2 diabetes, and certain cancers, helps to lower high blood pressure and cholesterol, prevents or retards osteoporosis, and reduces obesity. In addition, frequent physical activity promotes a sense of well-being and improves appearance. It reduces stress while improving the ability to cope with stress, improves posture and muscle toning, and reduces injuries (Aronson, 1997; American Heart Association, 2002; President's Council on Physical Fitness and Sports, 2002).   
<p>For More Information</p>	<p>See NTI's <i>Nutrition and Physical Activity in the Child Care Setting</i> Module.</p>
<p>Notes</p>	

Learning Assessment – “Ticket Out”

Time	10 minutes
Training Technique	Individual, large group
Supplies	<ul style="list-style-type: none"> • A sticky note for each participant • A flip chart sheet
Instructions	<ul style="list-style-type: none"> • Show slide 38. • Ask all participants to take one sticky note. • Inform the group that they must create their own “ticket out” to get out the door. • Ask each participant to write on the sticky note one new thing they learned in this session about promoting the health and safety of child care staff they work with. • Give each participant a few minutes to finish writing, then bring the group back together to share their ideas. If you have time, ask participants to share what they wrote with the group. • Ask participants to leave their sticky note on the flip chart sheet by the door on the way out.
Talking Points	<ul style="list-style-type: none"> • Please take a sticky note. Take a minute to write down one new thing you learned in this session about promoting the health and safety of child care staff you work with. • What ideas did you have for implementing one good practice for child care staff? • Before you leave today, please place your sticky note on the flip chart sheet on the wall next to the door. This is your “ticket out” and I won’t let you leave without it! 
For More Information	S. Bowman. <i>Preventing Death by Lecture! Terrific Tips for Turning Listeners into Learners</i> . Bowperson Publishing Company. Glenbrook, NV. 2001, 2003.
Notes	

Closing

Time	5 minutes
Training Technique	Large group
Supplies	
Instructions	<ul style="list-style-type: none"> • Show slide 39. • Review Training Objectives to make sure all have been addressed during the training. Ask if anyone has questions about the information presented. • Summarize the session and encourage participants to continue their work to improve the health and safety of child care staff.
Talking Points	<ul style="list-style-type: none"> • Let's review the training objectives to make sure we've covered everything we wanted to talk about today. • Remember that providing quality child care starts with a quality staff! There are a lot of inexpensive and simple changes that you and the child care programs you work with can make to help staff stay healthy and safe. • Thank you for your attention today. I hope you enjoy the rest of the conference! 
For More Information	
Notes	

APPENDIX A - MATERIALS FOR PARTICIPANT'S PACKET

Activities

The handouts and worksheets for the activities included in this Toolkit are printed on the following pages. Any of the following materials may be printed and included in a participant's packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Cover Page

The cover page may be printed and used as a cover page for the activities, slide handout, evaluation form and any additional materials you wish to provide as part of a participant's packet. If your participant's packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.

ACTIVITY: Health and Safety BINGO

B	I	N	G	O
Has a favorite "go-to" healthy snack	Has exercised 30 minutes or more in the past 24 hours	Has a way to deal with stress that works for him or her	Has run or walked in a 5K	Makes a point to take breaks throughout the day while at work
Sings "Happy Birthday" or the "ABCs" when washing their hands	Tries to stay home and away from others when they are sick	Knows the proper way to lift heavy objects (i.e. bend knees and squat)	Always wears comfortable, shock-absorbing shoes at work	Tries to laugh every day
Knows that they are up-to-date on their immunizations	Has someone to talk to about job stress	FREE SPACE	Tries to choose non-toxic cleaning supplies for home and work	Can name at least 5 times during the day at which hands should be washed
Has a regular stretching program that keeps them limber	Does something fun at least once a week	Wakes up feeling reasonably rested at least 5 days each week	Does not smoke	Has a strong social network
Has had a wellness check-up in the last year	Eats at least 5 fruits and vegetables most days	Has been told that they have "good posture"	Works in a facility with a pleasant, quiet break room	Has a quiet place to relax on a regular basis

Activity: Health and Safety Risks for Child Care Staff Case Scenario

Instructions: Read the following scenario and discuss what might help in this situation.

Linda has been the Director at Sweet Peas Child Care Center for three years. In this position, she supervises a staff of 20 women between the ages of 18 – 62. Most of the child care staff have been with the center for at least two years. Linda has noticed that staff have been missing more days of work due to illness or injury. She is concerned that Sweet Peas Center is not doing all it can to promote the health of the staff. Linda calls you (her Child Care Health Consultant) for ideas about promoting the health and safety of the staff at Sweet Peas.

What ideas do you have for Linda with regard to preventing:

- Infectious disease transmission?
- Musculoskeletal injuries?
- Falls?
- Exposure to toxic materials?

Activity: Health and Safety Risks for Child Care Staff Case Scenario (ANSWER KEY)

Instructions: Read the following scenario and discuss what might help in this situation.

Linda has been the Director at Sweet Peas Child Care Center for three years. In this position, she supervises a staff of 20 women between the ages of 18 – 62. Most of the child care staff have been with the center for at least two years. Linda has noticed that staff have been missing more days of work due to illness or injury. She is concerned that Sweet Peas Center is not doing all it can to promote the health of the staff. Linda calls you (her Child Care Health Consultant) for ideas about promoting the health and safety of the staff at Sweet Peas.

What ideas do you have for Linda with regard to preventing:

- Infectious disease transmission?
 - Make sure staff obtain appropriate immunizations.
 - Encourage hygienic procedures for handwashing, diapering, food preparation, and cleaning and sanitation of the environment and toys.
 - Establish clear criteria for exclusion of ill staff and children.
 - Have a written plan to prevent exposure to bloodborne pathogens.
 - Ensure that pregnant staff consult with their health care provider about measures to promote a healthy pregnancy in the child care setting.

- Musculoskeletal injuries?
 - Educate staff about proper body mechanics, especially for lifting and carrying.
 - Provide furniture and fixtures at appropriate adult heights.
 - Encourage regular exercise and stretching for increased strength and flexibility.
 - Support staff efforts to maintain a healthy body weight.
 - Require use of appropriate footwear.

- Falls?
 - Clean up spills immediately.
 - Make sure staff can see where they are going.
 - Require use of appropriate footwear.
 - Remove objects that obstruct working and walking areas.

- Exposure to toxic materials?
 - Review toxicity of cleaning and art supplies used in the classroom and substitute less hazardous products whenever possible.
 - Require good ventilation when sanitation and art materials are used.

ACTIVITY: Stress Management Assessment

- 1.____ Give yourself 10 points if you exercise for a minimum of twenty minutes three days a week.
- 2.____ Give yourself 10 points if you wake up feeling reasonably rested at least 5 days a week.
- 3.____ Give yourself 5 points if you have a quiet place in which you can relax on a regular basis.
- 4.____ Give yourself 5 points if you take quiet time for yourself during the day.
- 5.____ Subtract 5 points for every time during the week that you use alcohol to relieve stress.
- 6.____ Give yourself 10 points if you have an income adequate to meet basic needs.
- 7.____ Subtract 10 points if you feel you lack a consistent sense of purpose, connectedness, or life meaning.
- 8.____ Give yourself 10 points if you are reasonably comfortable with your body weight.
- 9.____ Subtract 5 points for every time during the week that you smoke cigarettes to relieve stress.
- 10.____ Give yourself 10 points if you have one or more friends with whom you can talk about personal matters.
- 11.____ Give yourself 10 points if you eat at least one balanced meal a day.
- 12.____ Give yourself 10 points if you give and receive affection regularly.
- 13.____ Subtract 5 points for every time during the week that you use a substance other than alcohol or cigarettes to relieve stress.
- 14.____ Give yourself 10 points if you feel that you are in good health.
- 15.____ Give yourself 10 points if you feel supported by your social network.
- 16.____ Give yourself 10 points if you usually communicate effectively in your interpersonal relationships.
- 17.____ Give yourself 10 points if you do something fun at least once a week.
- 18.____ Give yourself 10 points if you drink fewer than three caffeine drinks (coffee, tea, or cola) a day.

SCORE

<40 points

Your test score shows that not only are you living under a lot of stress, but you may also be compromising your health by the ways in which you deal with this stress. But don't panic; there are many healthy ways in which you can handle your stress. See the stress management fact sheet for tips on learning practical skills to help you be more effective in your stress management. If you would like to talk to someone about how to best manage your stress level, please contact your health care provider.

40 - 80 points

It appears that you currently do some good things to relieve your stress. If you are satisfied with how you manage the stress in your life, great. Keep taking care of yourself. If you feel that you need more practice with stress management, there are a number of good resources on the world wide web.

>80 points

While you may sometimes feel the effects of too much stress, it appears that you are doing a good job of handling the stress in your life. This is a healthy way to live! If you want to learn even more stress management skills, explore the many resources related to stress management on the world wide web.

Informal stress tests such as this one are not intended to be diagnostic. Rather, they are intended to alert you to the levels of stress you experience and assist you in monitoring/maintaining a level of stress that is comfortable for you. Every individual has a different stress comfort level. What may seem hectic and out of control to one person is routine to another. If you are concerned about your stress comfort level, please seek assistance from your health care provider.

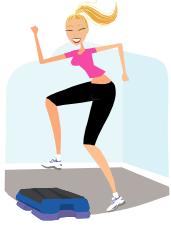
(Reprinted and adapted with permission from the Center for Healthy Student Behaviors, Student Health Service, Division of Student Affairs, University of North Carolina at Chapel Hill, Chapel Hill, NC; 2001.)



Tips for Stress Reduction

Deep Breathing

Deep breathing is a great stress reducer to do while waiting in lines or sitting in traffic. Place your hand just below your belly button to make sure your belly is *rising* as you breathe in. Breathe in slowly. Pause for a count of three. Breathe out and silently say any word that feels right for you, such as "calm" or "peace". Pause for a count of three. Continue to breathe deeply for one minute.



Physical Activity

Exercise helps burn off the negative energy of stress by decreasing "stress hormones" and increasing your body's "feel-good" chemicals, giving your mood a natural boost. Dance or exercise to your favorite music. Take a walk, jog, ride a bike, go hiking, jump rope, or build a snowman. Save time and gas looking for a parking spot by parking further away from the store. Use the stairs, take an exercise class, keep an exercise log and gradually increase your activity level.

Eat Right

Maintain a balanced diet that contains a variety of nutrients: protein, carbohydrates, fat, minerals, vitamins, and water. Fruits and vegetables are easy to eat on-the-go, are a natural source of energy, and give the body many nutrients you need to keep going. Eat healthy snacks and try not to skip meals. Remember that moderation, not deprivation, is the key to maintaining a healthy weight.

Just Say No

Because of guilt, concern for what others might think of us, or a real desire to engage in a particular activity, we have a hard time saying no. If you overload yourself, you may feel overburdened. If your schedule is already booked, say "No, my schedule is booked right now, but if anything changes, I will get back to you." Remember it is easier to change a "no" to a "yes" than to go back and change a "yes" to a "no".

Budget

Plan your budget. Decide what you can afford and stick to it. Look for special deals or coupons. Leave your checkbook, extra cash, and credit cards at home when not needed. Pay bills on time to avoid interest charges. Avoid paying for extended warranties on major purchases. Shop around for cheapest rates on gas, telephone services, prescription drugs, and clothing items. Review your budget periodically to make sure it is still appropriate.



Realistic Expectations

Realize that in any situation, whether family, finances, career, etc. there are good and bad, positive and negative elements. Recognize that life is always unfinished and imperfect. It is unrealistic to believe you will always finish everything needing to be done without something else popping up to be done. Remember every road has bumps and turns, especially the road of life.

Stay in the Moment

Try to be mindful of each and every moment of your life. Experience "the getting there" not only "the having gotten there." Experience life more fully by concentrating on all of your senses and appreciate how things smell, look, feel, sound, and taste. Remind yourself daily that no matter how many things you have acquired, unless they have improved your mind, body or spirit, they are relatively worthless.



Loneliness

Social support is vital to your health and can even help you live longer. Seek community, religious, or social services for support and companionship. Consider volunteering at a hospital, community group, or religious function. Getting involved and helping others can lift your spirits and broaden your social circle. Create a weekly game night, potluck dinner night, movie night, or walking club with your family, friends, neighbors, or co-workers.



Relax

Try a long soak in a lavender-scented bath to soothe frazzled nerves. Tie 2 or 3 tablespoons of dried lavender buds or flowers in a double thickness of cheesecloth. Hook it over the bathtub spigot, allowing the water to pour through the lavender as the tube fills. Try meditation, imagery, progressive relaxation, deep breathing, yoga, massage, aromatherapy, or Tai Chi.

Avoid Illness

Fight the spread of germs by washing your hands with soap and warm water after you come in from shopping, visiting family or friends, riding public transportation, or doing anything where you handle things a lot of people touch.

Seek Support

Ask your family, friends, neighbors, co-workers, etc. to help with simple tasks. Even Superman and woman cannot have a career, look after the kids, and maintain a regular household routine all be themselves.

Laugh it Up

Laughter truly is the best medicine. When you laugh, it does not just lighten your load mentally, it actually induces physical changes in your body, beginning with your face. Read jokes or watch funny movies. Finding the humor in things lowers blood pressure and can boost the immune system.



Reference and Resource:

1. Comprehensive Stress Management, 7th edition. Jerrold S. Greenberg at University of Maryland, 2002.

Updated 11/06

ACTIVITY: Action Plan

Instructions: Fill in the table below.

What can you do to promote the health and safety of child care staff...		
Right away?	In the next month?	In the next year?

Promoting the
Health and Safety
of Child Care Staff

Participant's Packet