Safe Facilities

*Tammy Wickstrom & Racquel Martinez*

Grantee Specialists OHS Region XI AIAN TTA Network

Outcomes

- Recognize Head Start Performance Standards (HSPPS) related to safety and facilities.

- Identify effective strategies that support directors and managers to move from a "reactive" to "proactive" safety approach.

- Develop a plan for implementing a Culture of Safety (COS) in Head Start and Early Head Start.

- Use and share comprehensive strategies that are informed by program data to promote injury prevention.

Systems
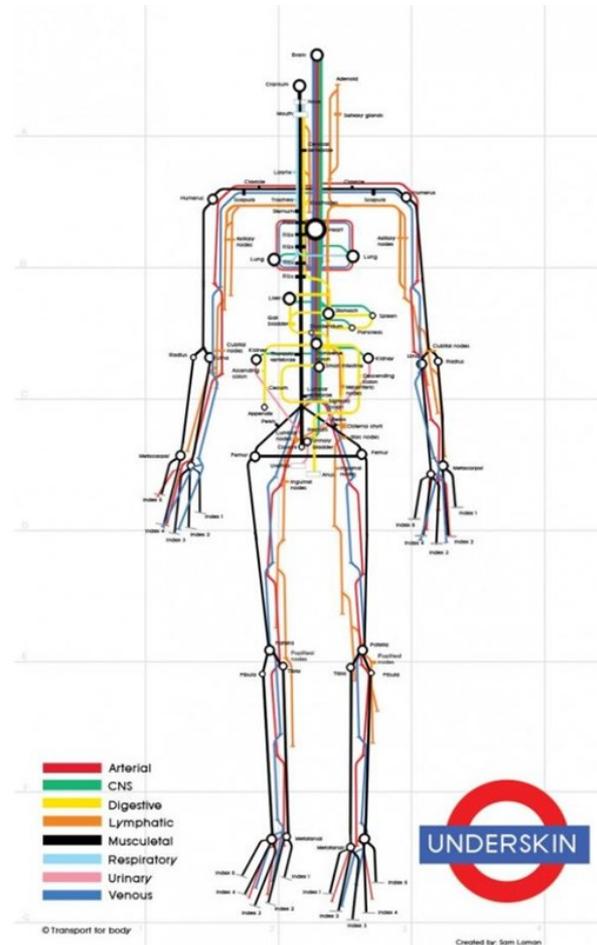
Head Start Management Wheel

- Five-Year Project Period
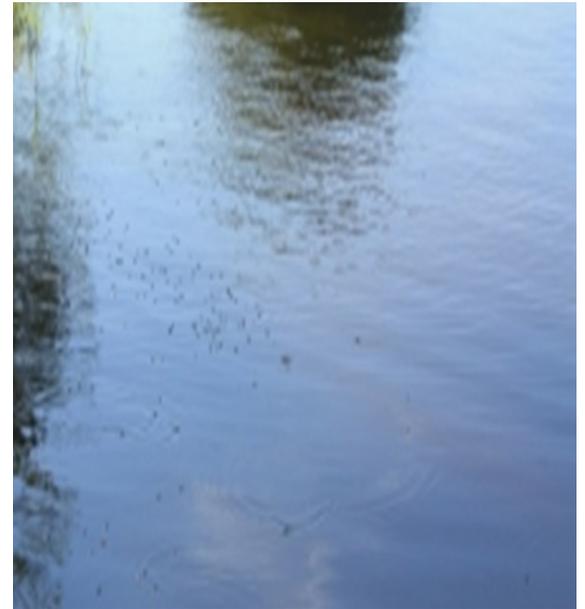
Safety and Injury Prevention Definitions

Injury is[7]

Damage to a person in a physical sense.

Injuries occur when interactions occur between a person and…

Elements
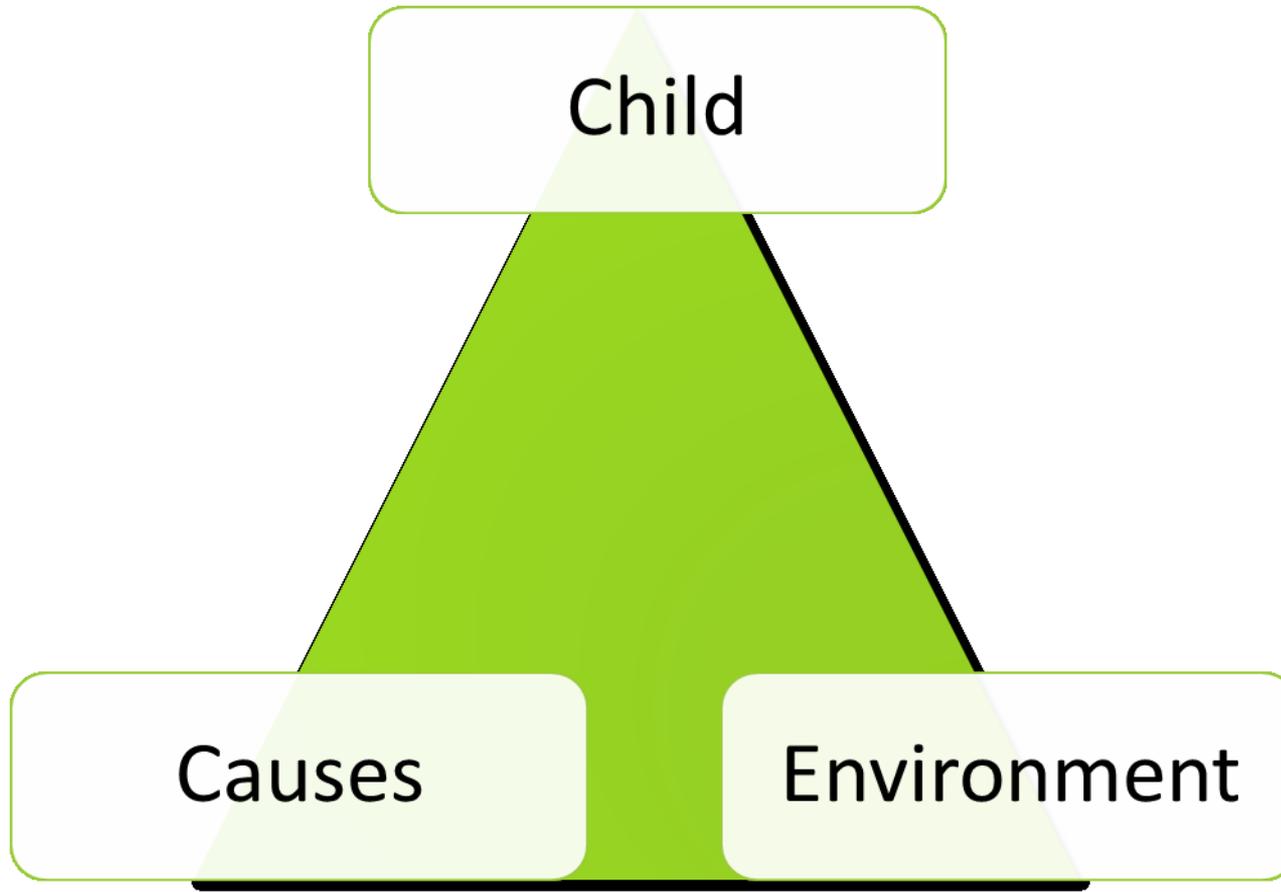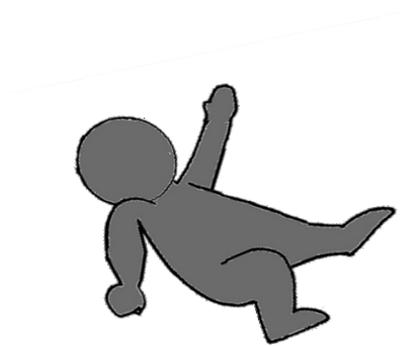
Objects

Animals/Insects

Chemicals

Injury Triangle[8]

Unintentional and Intentional Injury[8]

"**Unintentional Injury** results from an unintended incident"

"**Intentional Injuries** are caused by one person inflicting harm on another person, such as one child [pushing] another child or an adult physically abusing a child"

Pair and Share Activity

- Describe an example of
  - Unintentional injury
  - Intentional injury

- What data did you use to identify each situation?

What We Know About Injuries[1,2,3,4,5,6]
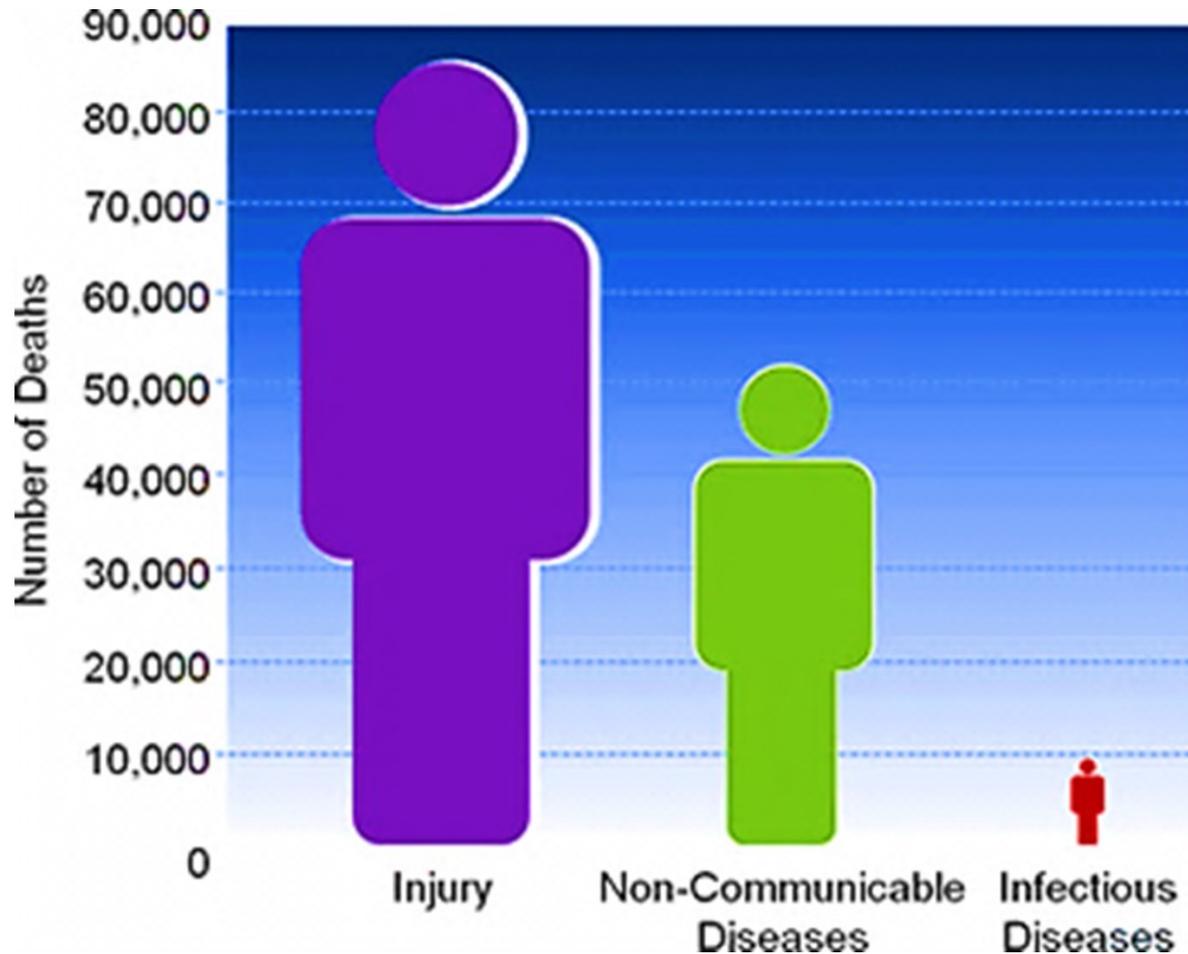
Keep Environments Safe and Secure

- ➤ Programs create, monitor, and maintain hazard-free spaces

- ➤ Children learn through exploration and experimentation

- ➤ Removing hazards from the environment increases children's opportunities to grow in all developmental domains

- ➤ Staff who identify risks and remove hazards prevent injuries before they happen, allowing children to safely engage in learning

Steps to Implement: Safe and Secure Environments

- Conduct a safety check
- Identify and prioritize hazards
- Report, repair and maintain facilities & equipment
- Obtain safety equipment
- Educate everyone about maintenance and monitoring

Classroom

Checklist question

- Equipment and play areas do not have flaking paint, rusty or loose parts…….

Findings

- Bookshelf had peeling paint and splintered wood

Example Checklist Questions

- If this was a finding on a routine check of the environment, what would the next step be after fixing/addressing the immediate problem?

- Which Head Start Management Systems may need to be strengthened?

Discussion questions

- The grantee did not ensure toilets and handwashing facilities were clean and in good repair. The Health and Safety Checklist contained a section on the conditions of bathrooms, but there was nothing noted about the issues identified in the girls' bathroom.

- The grantee did not ensure smoke detectors were tested regularly. The condition was identified on the Health and Safety Checklist.

- Health and Safety Checklists were primarily conducted by parents who were not properly trained. The Playground Checklist was missing monitoring for hazardous conditions.

Head Start Act and Performance Standards
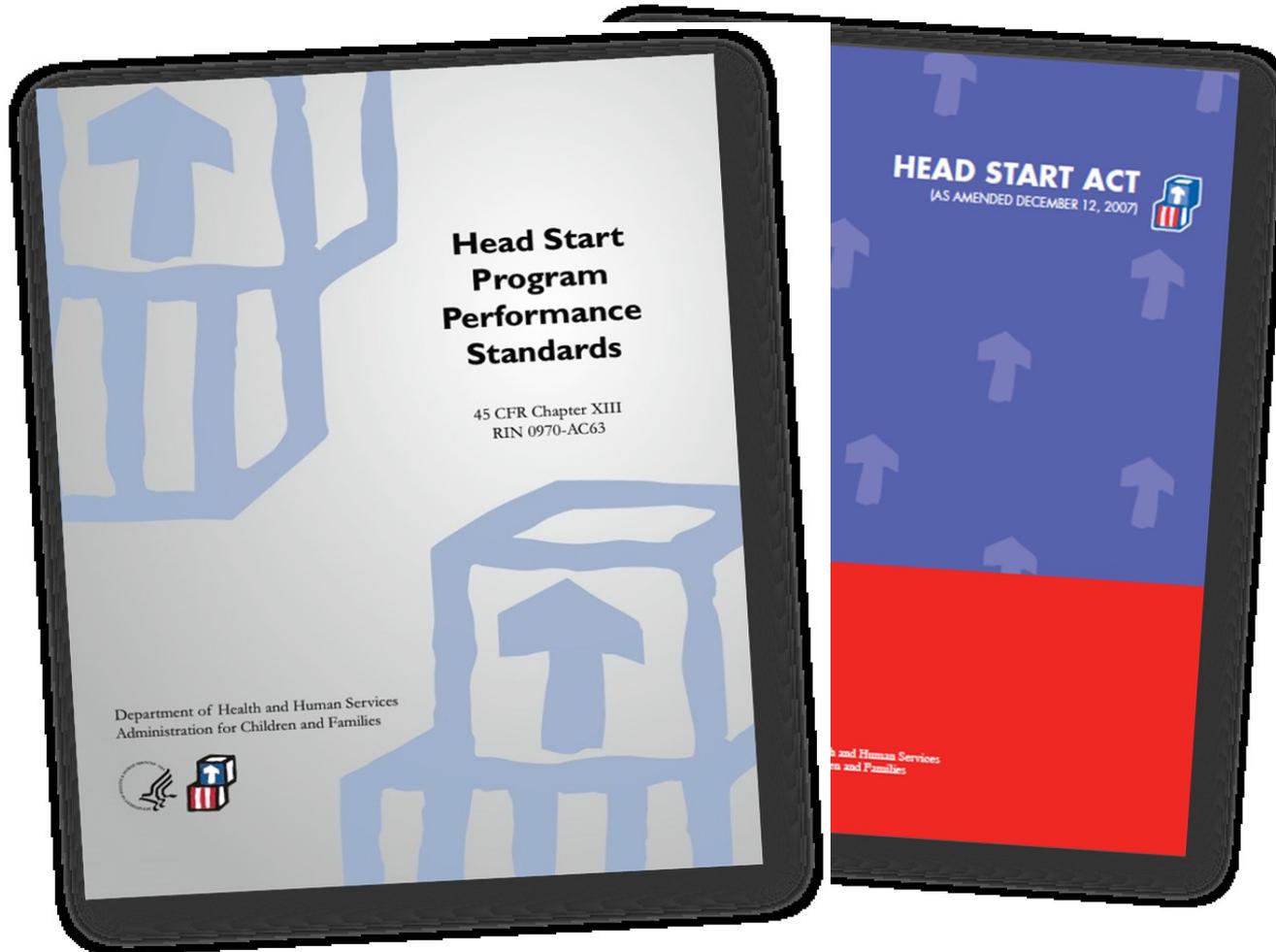
1302.47-Safety Practices

- (a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for our Children Basics, available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf, for additional information to develop and implement adequate safety policies and practices described in this part.

1302.47-Safety Practices
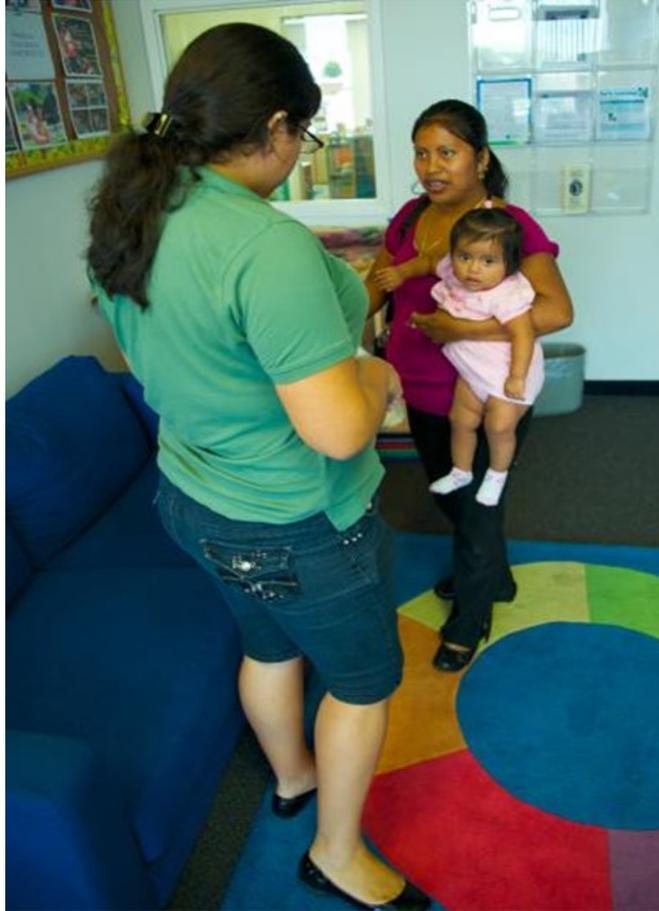
- Allows flexibility to adjust policies and procedures
- Health and safety requirements
  - Facilities
  - Equipment
  - Materials
  - Background checks
  - Safety training
  - Safety practices
  - Administrative safety procedures
  - Disaster preparedness plans

Caring for Our children Basics(CFOC) 3rd Ed.

- *Caring for Our Children,* 3rd Edition
- **National Health and Safety Performance Standards for Early Care and Education Programs**

  - 3rd edition Revision completed and published in June 2011

  - 4-year revision process

  - 10 Technical Panels - 85 panel members - Content Experts from AAP, APHA, and subject specialists

  http://nrckids.org/CFOC3

Caring For Our Children

National Health and Safety Performance Standards:
Guidelines for Early Care and Education Programs

Third Edition
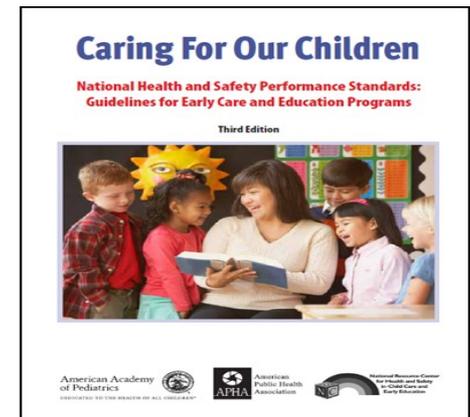
Caring for Our Children Basics

- Provide guidance on **voluntary**, basic, minimum health and safety standards for early care and education programs

- Reduce conflicts and redundancies found in federal program standards that impact early childhood settings

- Enhance state child care licensing practices and QRIS

- Improve efficiencies in monitoring systems

- Create consistent **floor** across Head Start, child care, and pre-K from which programs would aspire/move to higher quality and upon which parents can rely
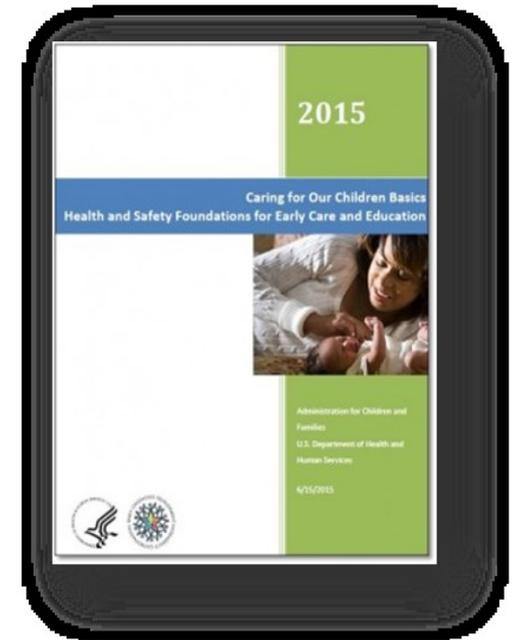
Preventing Injuries-the 4 "E"s

- Education (knowledge and skills)

  1302.47(b)(4)

- Environment (social and physical)

  1302.47(b)(1)

- Enforcement (policy and/or procedures)

  1302.47(a), 1302.47(c), 1302.47(b)(7)

- Evaluation (ongoing monitoring and self assessment)

  1302.100, 1302.102(c)(2)(iv)

How does your program use the 4 E's to prevent injuries?

EDUCATION	ENVIRONMENT
ENFORCEMENT	EVALUATION

How does your program use the 4 E's to prevent injuries?

| EDUCATION	ENVIRONMENT
• Training staff and parents about safety practices • Educating children about safe behaviors	• Using safety checks before using any play environment • Removing all hazards
ENFORCEMENT	EVALUATION
• Developing program policies to support ongoing safety checks • Creating program practices to enforce safe practices	• Using injury and incident data to plan program improvement • Using your HSAC or other partners to advise you

Data Activities
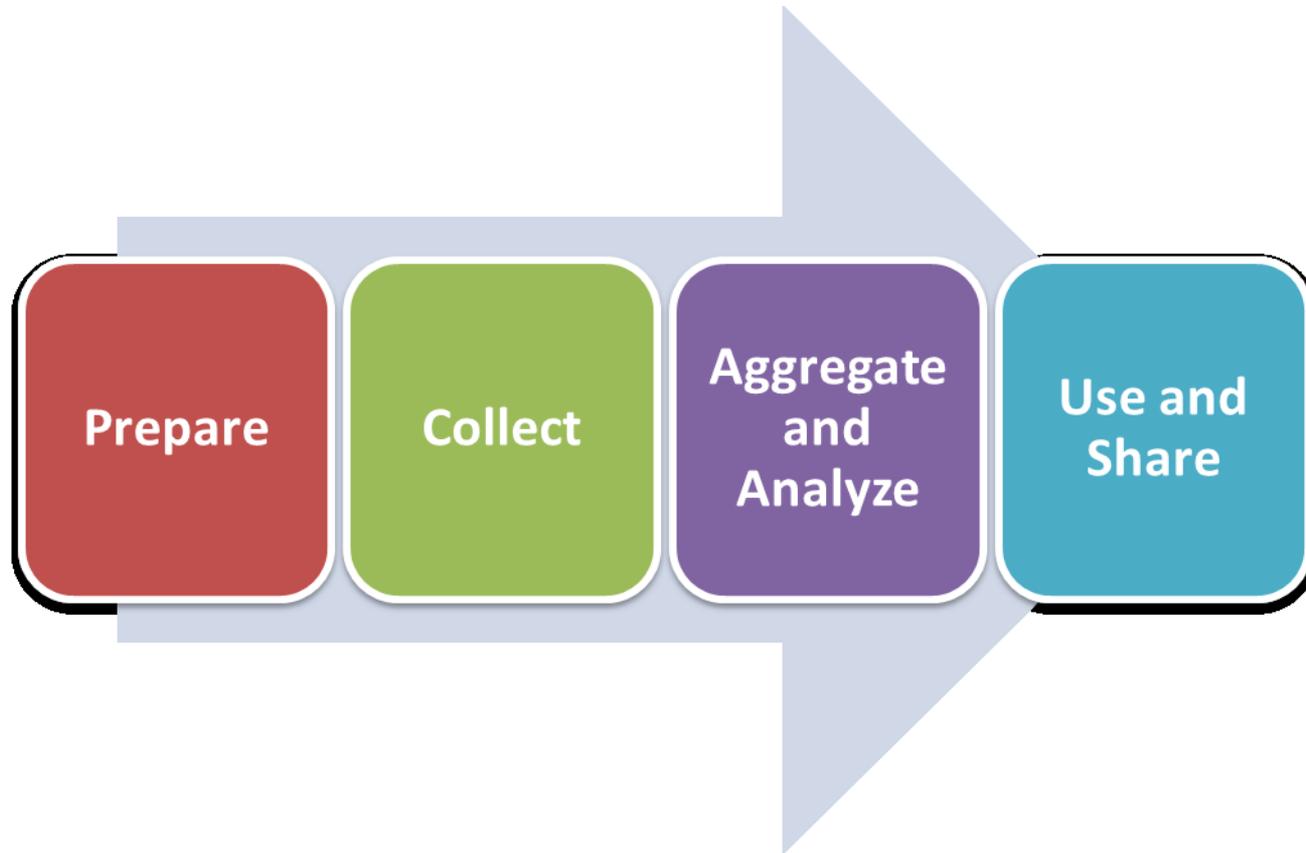
Preparing for Data Collection and Collecting Data
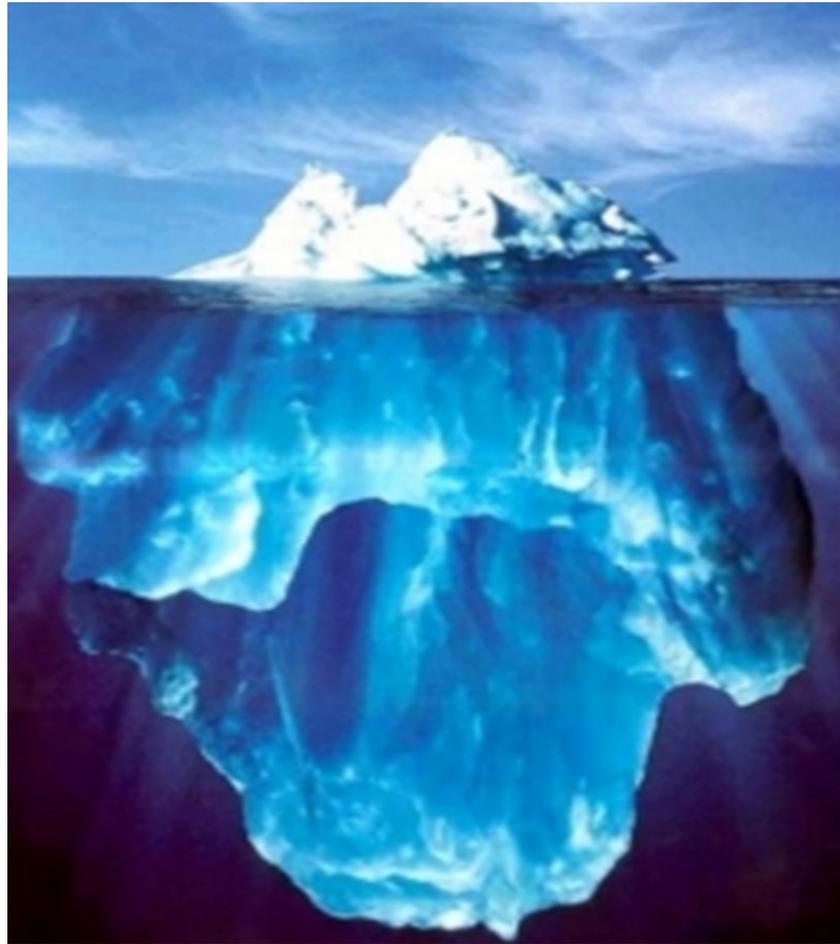
How do you plan data collection?

- What are your questions about safety and injury prevention?

- How are your questions connected to your program and school readiness goals?

- What do you need to know to answer your questions?

- What does the data you have tell you?

- How does the data capture observations without judgment?

Data Collection Tools

- Injury and Incident Reports

- Safety Checklists

- Daily Health Checks

- Notes from Family/Parent Meetings

- Case notes (for home visitors)

- Other?

What does the data tell you?

- What hazards does the child encounter?

- How does this process help you aggregate and analyze your data?

- How will you use this data to individualize?

Injury and Incident Report

- Who

- What

- Where

- When

- How

Aggregating and Analyzing Data to Draw Conclusions

Hazard Mapping

1. Identify location(s) for high risk of injury

2. Pinpoint systems and services that need to be strengthened

3. Develop a corrective action plan

4. Incorporate safety and injury prevention into ongoing-monitoring activities

What can you learn?
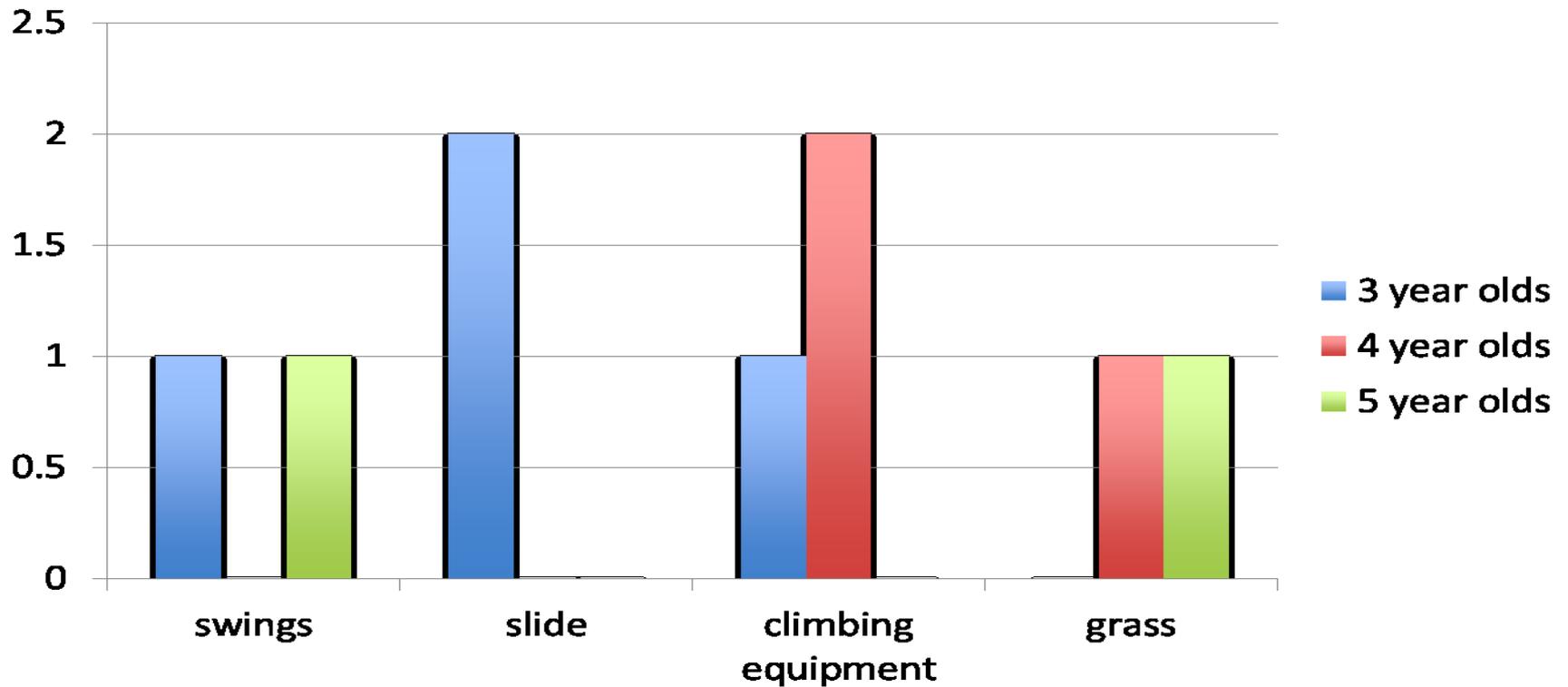
Number of playground injuries by equipment location and age from 2010 - 2012

Looking at Aggregated Data

Number of Playground Injuries from 2010 - 2012:

Total: 9

Swings: 2

Slide: 2

Climbing equipment: 3

Grass: 2
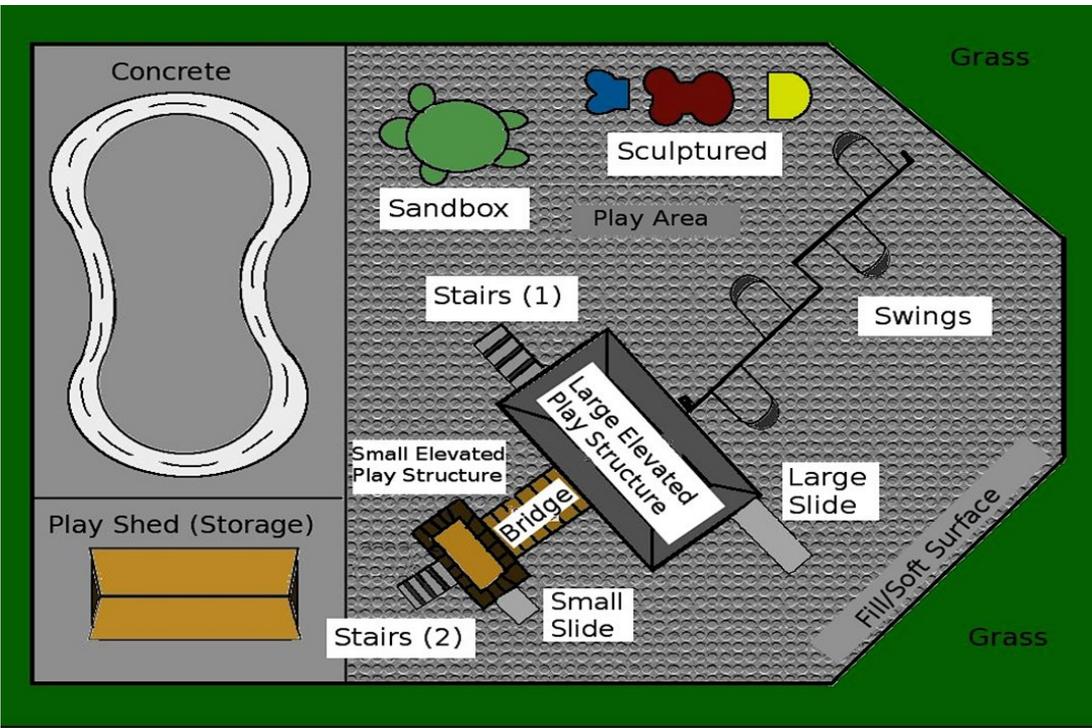
Use and Share Data to Improve Program Activities

How Do We Use Injury and Incident Data to Inform Our Practice

We collect data required for compliance

↓

We evaluate our staff's skills and knowledge based on data

↓

We review data regularly to determine whether we have to make changes to our policies and procedures

↓

We use our data on an ongoing basis to evaluate our program's systems

↓

We make changes to our program's systems and services based on our analysis of the data

How Do You Share Data?

- Written narratives/reports

- Graphs

- Presentations

- Newsletters/letters

- Other?

40

Program Planning Cycle
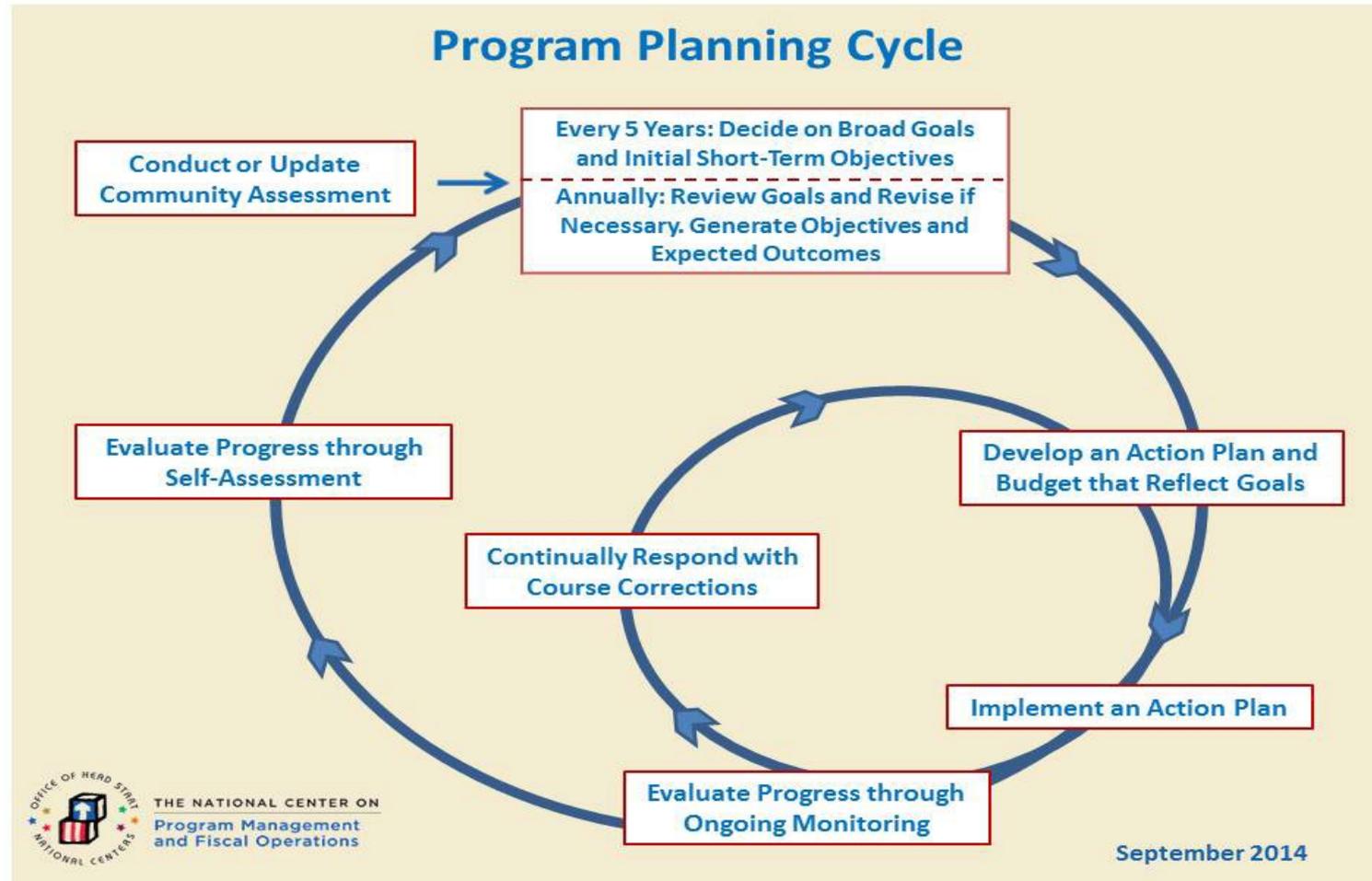
Elements of an Effective Ongoing Monitoring System

Quality data

Culture that understands the importance of continuous improvement

Process for aggregating and analyzing data

Skilled managers who embrace their monitoring responsibilities

Effective Ongoing Monitoring

Process for correcting issues and replicating promising practices
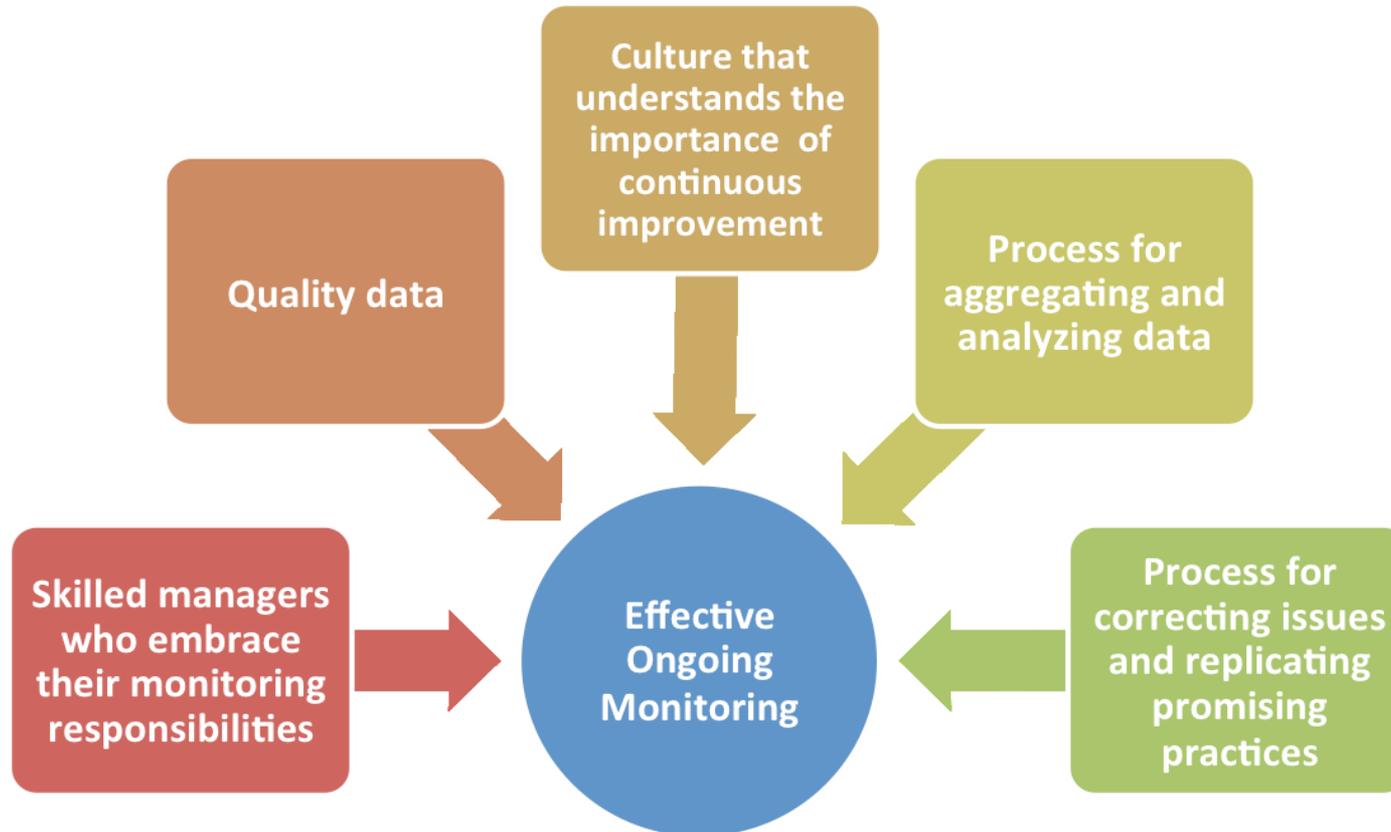
Linking Planning, OGM, and SA

Data

Program Planning

Decide on goals
- Review and analyze Community Assessment & other relevant data
- Review recommendations from SA report
- Develop long-term program goals

Develop objectives
- Set short-term program & fiscal objectives

Develop plan of action (work plan)
- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB and PC
- Develop service plans assuring they reflect new goals/objectives

Ongoing Monitoring

Collect:
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze:
- Review & analyze data with managers

Act:
- Make course corrections
- Determine new data measures

Ensure:
- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Request SA team to analyze persistent systems issues

Self-Assessment

Prepare:
- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze:
- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend:
- Identify strengths and make recommendations for improvement & enhancement

Data

Every Child Has The Right To Be Safe

Tammy Wickstrom
Grantee Specialist
tammy.wickstrom@icf.com

Racquel Martinez
Grantee Specialist
racquel.martinez@icf.com

End Notes

1. National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. (2011). Injury: The Leading Cause of Death Among Persons 1 – 44. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/injury/overview/leading_cod.html

2. Bullard, J. (2010) Safety in Early Childhood Environments. New York, NY: Pearson Allyn Bacon Prentice Hall.

3. Huber, G. (1996) A Survey of the Frequency of Accidents/Injuries for Preschoolers Enrolled in an Inner-City Head Start Program. Education and Treatment of Children, 19(1), 46-54.

4. Whiteside-Mansell, L. (2010) Head Start and Unintended Injury: The Use of the Family Map Interview to Document Risk. Early Childhood Education Journal 38(1), 33-41

5. Fantuzzo, J., and Lindquist, C., 1989; Kolbo, J.R., Blakely, E.H., and Engleman, D, 1996. And Margolin, G. 1998. Developmental Trauma Disorder by Bessel A. van der Kolk and Jack Shonkoff articles.

6. Hemenway D. While we were sleeping. Success stories in injury prevention. Berkeley (CA): University of California Press; 2009

End Notes

7. Adapted from: Queensland Health. (2007). Child Injury Prevention. Queensland, Australia: Queensland Government. Retrieved from http://www.health.qld.gov.au/chipp/what_is/definitions.asp

8. Bowman Associates. (1998). "Safety First: Preventing and Managing Childhood Injuries." Training Guides for the Head Start Learning Community. Retrieved from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED424025&ERICExtSearch_SearchType_0=no&accno=ED424025

9. Adapted from: Hoffman, J., & Herren, J. K. (2003). How child outcomes assessment supports continuous improvement. *Head Start Bulletin: Head Start Child Outcomes 76*, 26–28.