

CHLD 202: Health, Safety & Nutrition for the Young Child – Content Questions

The following questions are suggested for use as an evaluative tool.

Q & A for Chapter 1

1. Explain how the preventive health concept differs from traditional ideas about health care.
2. Health, safety, and nutrition are closely related and dependent on one another. In addition, each of these is impacted by factors within the child and the larger environment. Read Chapter One of your course text and explain how heredity and environment can impact young children in terms of their health, safety, and nutrition.
3. Curriculum policies and procedures can support children’s physical, mental health, nutritional, and safety needs. Pick one of these areas and outline 4 ways that curricular policies and procedures can contribute to positive outcomes for young children in your selected area.
4. In what ways can prolonged or intense stress impact children’s well-being?
5. Children face many stressors and challenges while growing up. Some become quite resilient and others suffer grave consequences. What factors determine the difference?

Q & A for Chapter 2 & 3

1. Based on the Health Observation Checklist in your textbook and the Licensing Standard for Day Care Centers, Subpart G: Health and Hygiene (Illinois Department of Children and Family Services. (2010, December 15). *Licensing standards for day care centers*. Available from <http://www.state.il.us/dcf/docs/407.pdf>):
 - a. Which parts of the Health Observation Checklist (page 49) should become a consistent part of the daily welcoming of a child into the classroom?
 - b. Does this checklist align with the regulations for child care centers as stated in Licensing Standard 407.310?
2. Identify and describe five screening procedures that can be used to assess children’s health.
3. Identify and describe the 3 most common vision disorders in young children.
4. Why should speech assessments always include a hearing screening?
5. Preventing obesity and supporting a healthy BMI is increasingly a focus in early childhood programs. Based on the article “Finding Balance: Obesity and Young Children with Special Needs” (AbilityPath.org. (2012) *Finding balance: Obesity and children with*

special needs. Available from <http://www.abilitypath.org/health-daily-care/health/growth-and-nutrition/articles/obesity/pdfs/obesity-report.pdf>):

- a. What factors are important to keep in mind when supporting a healthy BMI for young children with special needs?
- b. What three strategies do you feel are likely to be most effective?

Q & A for Chapter 4, 5 & 6

1. What have you learned from the text and "Caring for our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs" about preventing SIDS?

- National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. 3rd edition. Available from <http://nrckids.org/CFOC3/PDFVersion/list.html>

2. Based on your text and "Caring for our Children: National health and safety performance standards: Guidelines for early care and education programs," explain the steps to safe diapering. What strategies can you use to ensure that you remember each of the steps?

- National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. 3rd edition. Appendix EE: *America's Playgrounds Safety Report Card*. Available from http://nrckids.org/CFOC3/PDFVersion/PDF_Color/CFOC3_EE.pdf

3. Licensing and the National Standards demand numerous hand washing times for both children and adults. Summarize the requirements. How does handwashing serve as a critical prevention strategy?

4. Controlling young children's infectious disease is a challenging process which includes a focus on prevention and intervention. Based on Chapter 5 of your course text, identify why each of the following represents a health issue, and discuss how you would handle each situation:

- a. You observed a teacher covering a cough with her hands and then continuing to prepare snacks for the children.
- b. Your toddler group has experienced frequent outbreaks of strep throat in the past six months.
- c. While reviewing immunization records, you discover that one child has received only one dose of DTaP, IPV, and Hib.
- d. During health checks, Gabriele announces that he threw up all night. You notice that his eyes appear watery and that his cheeks are flushed.
- e. Your classroom paraprofessional casually mentions that she has had the stomach flu and has been throwing up all night.

5. Chapter 6 of your course text reviews challenges associated with identifying and treating communicable and acute illness. Identify why each of the following represents a health issue and discuss how you would handle each situation:
- You have just finished serving lunch to the children, when Laura begins to vomit.
 - During check-in, a parent mentions that his son has been experiencing stomach aches every morning before coming to school.
 - Lena wakes up from her afternoon nap and is crying because her ear hurts.
 - You have just changed a toddler's diaper for the third time in the last hour because of diarrhea.
 - While you are helping Aaron put on her coat to go outdoors, you notice that her skin feels very warm.

Q & A for Chapters 7 & 10

1. This DEC article:

Division for Early Childhood. (2007). *Prevention of social, emotional, physical and cognitive disabilities and the promotion of health, safety and well-being*. Available from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_PromotePrevent.pdf

identifies 5 types of resources that address the biological and environmental components of risk factors for young children.

- Which of these resources do you feel most strongly relate to health and safety in the early childhood environment?
 - What strategies, based on what you have learned in the course so far, can you use to ensure these resources are implemented within the early childhood environment?
2. Explain each of the kinds of child abuse, their prevalence, and the signs and symptoms associated with each category.
3. What factors are associated with incidences of shaken baby syndrome? What strategies can be effective in terms of preventing shaken baby syndrome?
4. Identify the characteristics of adults who engage in abuse and neglect and factors within the environment that can contribute to abusive and neglectful behaviors.
5. Teachers represent front-line professionals in helping children who have been maltreated and provide important supports to their families. Explain the role of the teacher in supporting children and families when maltreatment has occurred.

Q & A for Chapters 8, 9 & 11

- Define the term unintentional injury and explain why the victims are most often young children.
- Describe the four basic principles of risk management.

3. For each of the following, identify the emergency care or first aid treatment steps needed for a child who:
 - a. is having a nose bleed.
 - b. appears to be experiencing a seizure.
 - c. fell from a climbing gym
 - d. is choking on popcorn
 - e. is known to have diabetes and suddenly is shaky and dizzy and has rapid, shallow breathing.
4. Explain the Good Samaritan Law and the purpose it serves.
5. The text makes a strong case for including families in children's learning experiences. Teachers need to be resourceful and plan a variety of ways for parents to participate. The following is a list of Activity Plans from Chapter 11. Choose five and explain a different and specific strategy you might use for involving parents in each of the 5 learning activities you selected.
 - a. Germs and illness prevention
 - b. Hand Washing
 - c. Dressing for the Weather
 - d. Dental Health
 - e. Tooth Brushing
 - f. Understanding Feelings
 - g. Safety in Cars
 - h. Poison Prevention
 - i. Fire Safety

Q & A for Chapters 12, 13, 14 & 15

1. Describe the energy sources in food. What nutrients yield energy?
2. Based on the reading:

National Food Service Management Institute. (2006). *Handbook for Children with Special Food and Nutrition Needs*. University of Mississippi: Author. Available from <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20111103084132.pdf>

What are the most common nutritional needs that impact young children with special needs? Identify one strategy for each of these needs that can serve as a potential support.
3. Based on the reading:

National Food Service Management Institute. (2006). *Handbook for Children with Special Food and Nutrition Needs*. University of Mississippi: Author. Available from <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20111103084132.pdf>

In what ways might an intervention team work together to support a child whose special needs include nutritional challenges?

4. Why is early childhood a time of risk for iron-deficiency anemia? What snack foods should be provided in child care to provide children with additional iron? How can the iron nutritional needs of children who are vegetarians be supported?

5. Based on Tables 15-1, 15-3, and 15-4 in your text, list two specific foods or types of foods that are rich sources of each of the following nutrients. Be sure to indicate what should be substituted for vegetarian children.

- a. Magnesium
- b. Calcium
- c. Thiamin
- d. Riboflavin
- e. Protein

Q & A for Chapter 16, 17 & 18

1. Based on your reading “Breastfeeding Promotion and Support in WIC” United States Department of Agriculture, Food and Nutrition Services. (2012). *Breastfeeding Promotion and Support in WIC*. Available from <http://www.fns.usda.gov/wic/Breastfeeding/mainpage.HTM>

what strategies does WIC use to support and promote breastfeeding of infants?

2. The text says that caregivers can anticipate food-related problems with infants such as allergies, colic, vomiting and diarrhea, anemia, ear infection, obesity, and choking. Summarize the significant things caregivers need to know about each problem and what precautions they can take to minimize these problems.

3. Your text outlines five health problems that develop with preschools due to eating habits. Describe each one of these and outline what a teacher can do to remedy the problem.

4. Modify the menu on page 444 (Figure 18-3) so that it includes appropriate quantities for preschool children according to the guidelines in “Crediting Handbook for the Child and Adult Care Food Program.”

United States Department of Agriculture. (2014). *Crediting Handbook for the Child and Adult Care Food Program*. Available from http://www.fns.usda.gov/sites/default/files/CACFP_creditinghandbook.pdf

5. A child with milk allergies must still be fed according to the guidelines in “Child and Adult Care Food Program Administrative Handbook For Child Care Centers.”

Illinois State Board of Education, Nutrition and Wellness Programs, Child and Adult Care Food Program. (2013). *Child and Adult Care Food Program Administrative Handbook For Child Care Centers*. Available from <http://www.isbe.net/nutrition/cacfp-handbook/cacfp-handbook.pdf>

Sometimes the milk product is credited as being the meat or meat alternative (i.e. cheese) and sometimes it meets the fluid milk requirements. Using the guidelines from Chapter 4 Section 4.7, create an alternative to the menu in Figure 18-3 (p. 444) for a child that has milk allergies.

Q & A for Chapter 19 & 20

1. What causes food-borne illnesses?
2. Explain the basic food handling practices that are critical to keep food safe to eat.
3. What are the fundamental principles that should guide children's nutrition education?
4. Why, according to your text, is it recommended to involve children in food preparation? What suggestions does the "Choose My Plate" websites offer for letting children actively assist in the food preparation?

United States Department of Agriculture. (n.d.). *Choose My Plate.gov*. Available from <http://www.choosemyplate.gov/index.html>

5. Picky eating is a typical behavior for many preschoolers. It is simply another step in the process of growing up and becoming independent. What ideas did you find on the "Choose My Plate" websites or in your textbook to confront the problem?

United States Department of Agriculture. (n.d.). *Choose My Plate, Health and Nutrition Information for Preschoolers, Picky Eating*. Available from <http://www.choosemyplate.gov/preschoolers/picky-eaters.html>