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**Basic Knowledge Curriculum
Infants and Toddlers**

**Preventing the Abuse
and Neglect of Infants
and Toddlers
Module 3
Participant Workbook**





Acknowledgement

This training has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for infants and toddlers. The information presented in the curriculum is for all professionals working in family child care or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.”

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Agenda

BKC – I/T Module 2: Recognizing and Reporting Infant and Toddler Abuse and Neglect

Welcome

- Learning Objectives
- Getting Started Activity

Part 1:

- Creating Safety Zones for Child Care and Early Learning Professionals*
 - Policies and Procedures
 - Behaviors of Child Care and Early Learning Professionals
 - Prevention of Shaken Baby Syndrome (Abusive Head Trauma)

Part 2:

- Strengthening Families Framework*
 - Protective Factors
 - Parental Resilience
 - Social Connections
 - Concrete Support in Times in Need
 - Knowledge of parenting and Child Development
 - Social and Emotional Competence

Wrap up and Transfer Activity

Learning Objectives

BKC – I/T Module 3: Preventing the Abuse and Neglect of Infants and Toddlers

At the end of the professional development event, participants will be able to:

Part 1:

- Describe how policies and procedures can reduce the risk of infant and toddler abuse and neglect.
- List appropriate behaviors of child care and early learning professionals that prevent infant and toddler abuse and neglect.
- Discuss how to prevent shaken baby syndrome.
- List methods to calm a crying infant.

Part 2:

- Identify the *Strengthening Families Framework* Protective Factors.
- Define a strengths-based approach when working with families
- List activities that support the strengthening families framework protective factors.
- Identify actions to help families build their resilience, social connections, gather community resources, strengthen parenting practices and provide activities that help infants and toddlers grow emotionally and socially.

This professional development event meets the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* and Child Development Associate Credential (CDA) in the following areas:

CDA	Content Areas I and IV
Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)	IV: Families and Communities Building Relationships with Families Level 1b: Recognizes and respects that factors may influence how families nurture and support their child. V. Health and Safety Promoting Risk Management Practices Level 1a: Protects others by following health and safety regulations and policies. Promoting mental health Level 1d: Follows practices to support the emotional well-being of children and youth.

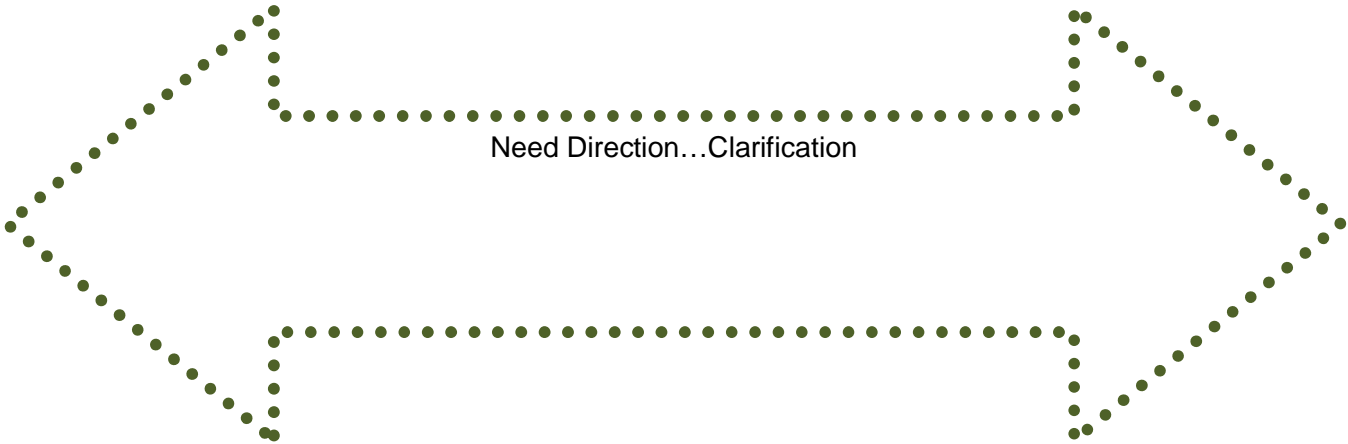
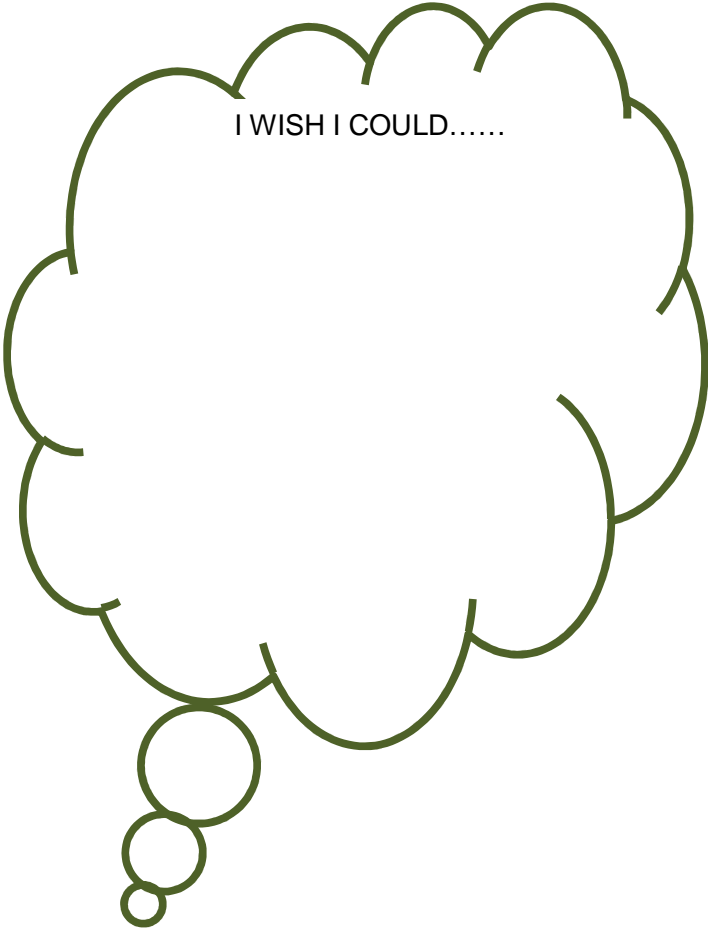
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Action Items

PH#1

Use this page to record to-do items, things you wish you could do, or topics where you need further clarification.

To-Do List



Notes

PH #2



Creating Safety Zones for Child Care and Early Learning Professionals

PH#3

Policies and Procedures

❑ Open door policy

All families should be able to arrive at the child care and early learning program unannounced and at any time. Families feel a sense of trust and security knowing they can see their child at any time of the day.

❑ Reference and Background Check

All employees' references and background checks should be checked prior to caring for infants and toddlers.

❑ Staff experience and education requirements

Research shows that education and experience are linked to quality child care and early learning programs. Training should include child development, positive guidance and child abuse and neglect.

❑ Child-to-staff ratios and group sizes

Staff must follow the required child-to-staff ratios and group sizes. Group sizes and ratios are designed to provide adequate supervision and care to children at all times. Supervision is essential. While you can't exceed the child-to-staff ratios and group sizes, there are times you may want to care for a smaller ratio and group size.

Age Range	Ratios for center based care	Maximum Group Size
Infants	1:4	2:8
Toddlers	1:4	2:8
Two's	1:8	2:16

Age Range	Ratios for Home based care (1) Adult	Ratios for Home based care (2) adults
Mixed Age Groups	1:6 With a maximum of 3 under the age of 2 Or 1:10 with a maximum of 2 children under the age of 2 Or 1:4 for all children under the age of 2	2:10 With a maximum of 4 children under the age of 2 Or 2:8 with all children under the age of 2

Behaviors of Child Care and Early Learning Professionals

PH#4

- ❑ It is never acceptable, even if requested by a family member, to spank, hit, strike, shake, or cause any other harm to an infant, toddler or any child.
- ❑ Never hit or strike a child.
- ❑ Do not use any profanity, yelling or words that can cause emotional harm of any kind. Infants and toddlers should be nurtured, kept safe and engaged. Angry words lead to angry adults and children.
- ❑ It is advisable to have two adults present when caring for infants and toddlers. This helps to lessen abuse and the potential for erroneous allegations. It also ensures the safety of infants and toddlers in the event of an emergency or injury. In family child care homes with only one adult caring for children, having more than one person may not be a possibility. In this case, it is important to have injury and emergency procedures in place and posted around the entire environment.
- ❑ Stay updated on information about the care, development and guidance of children and child abuse and neglect issues.
- ❑ Provide adequate supervision. Design play and other areas so that infants and toddlers can be viewed at all times.
- ❑ Understand the ages and stages of child growth and development, temperament, typical behaviors such as tantrums, crying, and independence.
- ❑ Understand the steps necessary to report suspected child abuse or neglect.



Activity: Video

PH#5

Directions: Reflect on the questions and share your thoughts with your small group.

1. What should a child care and early learning professional do when frustrated with a crying infant or toddler?
2. What thoughts do you have after listening to the families on the video?
3. What can child care and early learning professionals do to prevent abusive head trauma or shaken baby syndrome?
4. What message did you take away from this video?

Tips for Professionals when Frustrated whiles working with Infant and Toddlers

PH#6

Let's take a look at how we can calm a crying infant.

- Stay in control personally so you are calm when holding a crying infant.
- Check to see if the child is hungry, needs to be burped or is wet.
- Check for discomfort caused by diaper rash, teething or fever.
- Check to see if the infant is too hot or too cold.
- Create white noise around the infant such as running a vacuum cleaner or a fan within hearing range.
- Try a pacifier.
- Take the child for a ride in a stroller.
- Put the infant in a baby swing or vibrating bouncing seat.
- While sitting, lay the infant face down across your knees and gently pat or rub his/her back.
- Gently rock or walk the child while singing or talking in a soft, in a positive tone.
- Play music or sing.
- Hug and cuddle the infant gently.
- Hold the infant against your chest, in your arms, or in a soft infant carrier, and walk, rock or swing the baby gently from side to side.
- Count to 20 while breathing in and out slowly.
- Go through your multiplication tables. This activates a part of the brain that reduces emotional reactions.
- If possible, ask another adult to take over for a while.
- Take the crying infant to its crib in a safe place. Lie the child on its back to make sure the infant is safe. Count to 10. Walk away and let the infant cry. Take a break, breathe and gain control. Go back to comfort the child.
- You may need additional support if available. Call friends and family to help you.
- Even a phone conversation to reframe your thoughts can be helpful.
- The reality is that infants cry. Adults caring for children must maintain control and keep the infant safe at all times.

For more information about Shaken Baby Syndrome and Abusive Head Trauma
Prevention visit:

www.ctf4kids.org
www.dontshake.org



Preventing the Abuse and Neglect of Infants and Toddlers
Child Care Aware® of Missouri

Strengthening Families

What We Know: *Families thrive when protective factors are robust in their lives and communities.*

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit www.strengtheningfamilies.net.

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children

A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Strengthening Families

PH#8

The *Strengthening Families Framework* approach:

- Benefits all families
- Builds on family strengths, buffers risk, and promotes better outcomes for children
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge

Consider the following:

- Programs should understand how risk factors within a family correlate with child abuse and neglect. A focus on protective factors does not ignore the relevance of risk factors in identifying families at risk of abuse and neglect.
- Protective factors are positive attributes that strengthen all families, not just those at risk. Activities and experiences based on the protective factors can reach all families without making them feel singled out or judged.
- Working with families based on risk generally requires a risk assessment, which is beyond the scope of most early care and education programs. It can also set up a relationship with families dominated by stigma and a sense of failure.
- By focusing on protective factors, programs develop a partnership with families that encourage them to seek out program staff if they are in need of support. This can be an important way to help families change or prevent behaviors or circumstances that may place their children at risk.
- When programs work with families to build protective factors, they help families build on their natural support networks, which is critical to their long-term success.
- High-quality care does not necessarily reduce the incidence of child abuse and neglect unless it includes specific strategies designed to work with families in particular ways.



Resilience

PH#9

Welcome them and use their name

Families appreciate being recognized and treated as individuals. Knowing a person's name is a great starting point to building strong relationships. Welcoming goes beyond saying "hello" upon arrival. Your body language can also indicate a welcoming environment.

Supporting families means being open and accepting of all family members. You may have to take special care to let families know they are welcomed and valued if they are from another culture, speak another language, or have a family structure that differs from the "traditional" nuclear family. Sometimes, the simple addition of family photos representing varied cultures, picture books or other cultural elements can help to make families feel welcomed and valued.

Focus on their strengths

When families are faced with challenges, it is important to focus on their strengths and what they are doing well instead of focusing on their faults. Strength helps to build courage and confidence.

Involve families

When making program decisions, it is helpful to ask families for their input. Sometimes organizations make decisions thinking that those decisions are in the best interest of families when actually they do not help or support families. Of course, there are times an organization may not ask for an "opinion" when creating policies. When possible, programs should involve families in decision making about program aspects.

Positive communication

It can be uncomfortable to communicate concerns or issues with families. Just as you may feel uncomfortable, think about the perspective of families when they come to you with challenges, issues, or concerns. They may face a number of emotions. It is important that you keep the topic focused on the strengths and opportunities and that the lack of accomplishments is not a failure.

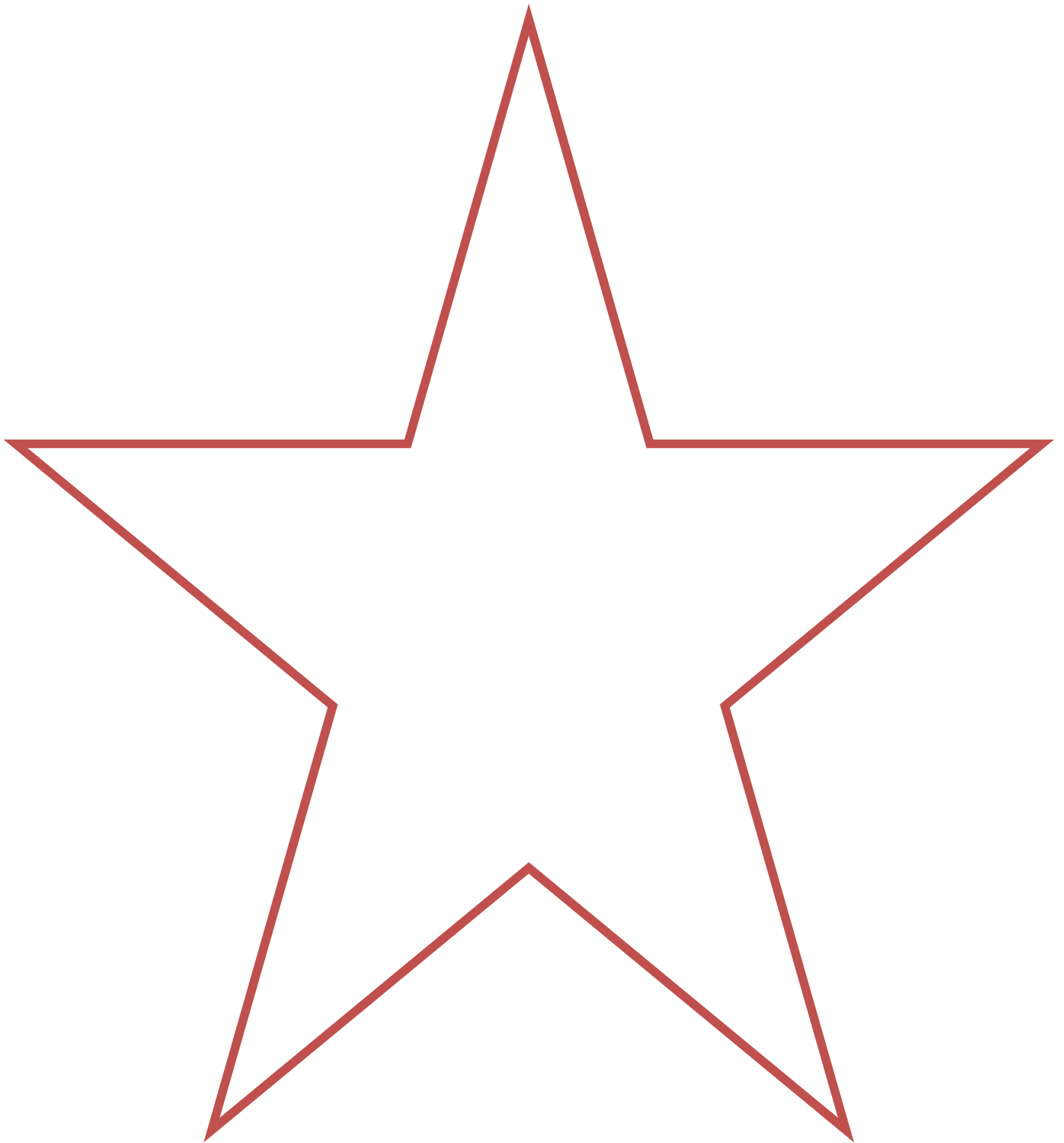
Being confidential

One way to build immediate trust is to keep information confidential. Families are more likely to ask for and accept help or support if they know that their family situation does not become the topic of a staff meeting. When that kind of respect is given to families, they begin to feel a sense of trust.

There may be times when another person or organization could become a useful resource. When this occurs, it is important to ask permission from the family. Asking permission can be as simple as saying, "I know a great organization that specializes in this area. Do you mind if I call them and give them your information?" This gives the parent an opportunity to decline. It also builds a deeper level of trust and that their feelings are important to you.

Social Connections

PH#10



Concrete Support in Times of Need

PH#11

The most recent National Incidence Study (NIS) of Child Abuse and Neglect (2010) found that

Family income was significantly related to child abuse and neglect in nearly every category of maltreatment. Children in low income families experienced some form of child abuse or neglect at more than five times the rate of other children. They were more than three times as likely to be abused and about seven times as likely to be neglected (A.J. Selak, J. Mettenburg, M. Besena, I. Petta, K. McPherson, A. Greene, S. Li, 2010).

What stress to families experience?

Types of stress:

- short-term
- long-term
- acute
- chronic



Knowledge of Parenting and Child Development

PH#12

Notes...

Social and Emotional Competence of Children

Notes...

Strengthening Families Small Group Activity

PH#13

Directions: Create a list of activities that can strengthen families.

Parental Resilience

Social Connections

Concrete Support in Times of Need

Knowledge of Parenting and Child Development

Social and Emotional Competence of Children

Reflection Activity

PH#14

As a child care and early learning professional, it is important to assess strengths and opportunities to help identify areas of professional growth. Over time, skills will develop and strengthen. Based on the information you received today, answer the following questions honestly and thoughtfully.

My reflection on today's materials is.....

The most important thing I learned from this session is.....

What I have learned or discovered connects to me personally because.....

Goal	Action Steps to Meet Goal	Completion Date