Sun Safety

The skin of infants and toddlers is more sensitive to ultraviolet radiation and to the absorption of chemicals than the skin of adults or older children. Sun exposure causes unhealthy changes in everyone’s skin. Of the three types of ultraviolet radiation (UVR), UVA and UVB damage skin. Exposure during early childhood increases the risk of skin cancer and development of dark brown spots later in life.

Children should spend a lot of time outdoors. No matter what type or tone of skin they have, or how cloudy the day, their skin needs protection from sun damage. The best protection is wearing light weight, tightly-woven sun-protective hats and clothing outside. For exposed skin, children older than 6 months of age should use sunscreen and sun block products with a sun protection factor (SPF) of 15 to 50.

UVA and UVB rays are strongest between 10 am and 4 pm. Use skin protection clothing, sunscreen and provide shade where children play during those hours. To earn professional development credit, and learn more, use the Sun Safety Self-Learning Module on the ECELS website at www.ecels-healthychildcarepa.org/professional-development-training
(continued from page 1 — Spanish-language Health and Safety Websites)

- **Safety & Prevention:** how to prepare for health issues that can develop at home, in school or on the go; includes detailed information about childhood immunizations
- **Health Issues:** provides an A-to-Z list of more than 300 health care topics.

2. **Kids Health from Nemours:**

3. **Maternal and Child Health Library at Georgetown University**
   [http://mchlibrary.info/KnowledgePaths/kp_spanish.html](http://mchlibrary.info/KnowledgePaths/kp_spanish.html): this federally supported website directs readers to current, reliable Spanish-language health resources.

4. **California Childcare Health Program**
   [http://www.ucsfchildcarehealth.org/](http://www.ucsfchildcarehealth.org/): This sister program to ECELS has many fact sheets, curriculum guides and other materials in Spanish.

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**Professional Development from ECELS**

**Online Self-Learning Modules**

**In-Person Workshops and Conferences**

ECELS-Healthy Child Care PA offers Self-Learning Modules, Workshops, In-Person Conferences, Audio conferences and Webinars. In addition, in collaboration with Northampton Community College, ECELS offers a 3 credit college course for directors and lead teachers to learn how to be Child Care Health Advocates.

As part of Keystone STARS, ECELS awards professional development credit for successful completion of learning activities. Many of the offerings meet the Keystone STARS Level 2 or Level 3 Performance Standard for Health and Safety. View all offerings on the ECELS website at [www.ecels-healthychildcarepa.org/professional-development-training](http://www.ecels-healthychildcarepa.org/professional-development-training).

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**Children’s Environmental Health – EPA News to Use!**

Everyone wants a healthy environment for our children. We need to know what environmental conditions or contaminants threaten children in different settings, including child care. A recent report was released by the U.S. Environmental Protection Agency (EPA). The report is called “America’s Children and the Environment” or “ACE.” The ACE report provides details about exposures to a broad range of environmental stressors that can affect children’s health.

In addition to describing the exposures, the ACE report reviews the current status and trends for 23 environmental health concerns. Among these are contamination of air, food, land and indoor environments; monitoring contaminants in children’s blood; diseases and health issues; and contaminants in schools and child care facilities.

Each topic includes a general description of the issue and “indicators of exposure.” The indicators are the results of studies or statistics that indirectly measure potential exposure of children to a hazard. For example, an indicator of exposure to Environmental Tobacco Smoke (ETS) is the percent of children living in homes where someone smokes. Trends over time have shown a dramatic decrease in children’s exposure to ETS.

Many of these topics are relevant for early learning professionals. Although we cannot control every aspect of outdoor environmental pollution, we can limit children’s exposure to them. Indoors, we can make the environment safer by wise choices and practices related to products we use.

(continued on page 4)
Click on the boxes under the arrow to view all 10 topic lists. To open the list of items for a topic, click on the topic title or the arrow below the description of the topic. The 10 topic lists are: Age-specific Issues, Emergency Preparedness, Environmental Health, Health Care, Injury, Infectious Disease, Oral Health, Mental-Behavioral Health (and issues that affect Child Development), Nutrition, and Special Needs.

Note the menu bar that is at the top of every page on the website. You will see the titles of the main categories and some handy links. From this menu bar you can choose: Publications, Professional Development/Training, Tools, Resources, About ECELS, Contact Us and Home. Explore each one to see what is available. You can always return to the home page by clicking "Home" on this menu bar.

Be sure to look for and click on “Sign up for ECELS E-Mail Alert” in the orange area. Even if you signed up on the old website, you need to sign up on the new website. After you have registered, you can select this ECELS sign-up function to update your contact information. ECELS sends an E-Mail Alert whenever we think you need to know some information right away.

Select “How to use this website” in the green area to learn more about how to navigate the website easily. News and Special Offers are listed right below the orange and green areas. To read the full list of items or the full text for any item, click on the commands such as “See all News” and “See all Special Offers” on the home page. On the inside pages, select “Read more,” “View Item,” “Download” or click on the title of the item to fully access the content for that item.

Some items are accessible from more than one main menu link. For example, several sections have a link to “Available Materials to Order.” Another feature is that the website invites you to select your role to access the items most relevant to you. The role choices are near the bottom of the home page. If you choose a role, you can select the main menu categories for that role on the bottom of the page.

Any website user may download, and print the materials or share them electronically, as long as you say that ECELS is the source and do not change anything in them. Use this citation: ‘www.ecels-healthychildcarepa.org, accessed [insert date] with permission.’

Please send the ECELS team suggestions about items to add to our website, and comments about what is already there. Use the CONTACT US feature on the top menu bar of the website or just send an e-mail to ecels@paaap.org. We hope you will tell us about your experience exploring the new website. Your comments will help us make it even better!
The ACE report section "Contaminants in Schools and Child Care Facilities" (p. 288) is especially helpful. It describes research that found a widespread problem of pesticide residues on surfaces in child care centers. The evidence showed that these residues are long-lasting contaminants. The researchers used special wipes to collect samples from children’s hands. They found many children in the child care centers had pesticide residues on their hands.

Pesticides are intended to be toxic to control pests. Everyone should use the improved pest management strategies called “Integrated Pest Management” (IPM) to limit human exposure to pesticides. For more information on safer, more effective pest control for child care go to the EPA’s Office of Children’s Health Protection at [http://www2.epa.gov/childcare](http://www2.epa.gov/childcare) and Penn State’s IPM Program at [http://extension.psu.edu/ipm/childcare](http://extension.psu.edu/ipm/childcare). To read the full ACE report, go to [http://www.epa.gov/ace/](http://www.epa.gov/ace/).

Contributed by Lyn Garling, Program Manager PA IPM Program, Penn State University

**Key Strategies of IPM for Pest Control**

- Observe where and how much of a pest problem you have
- Shut them out
- Stop feeding them
- Remove clutter that hides them
- Use pesticides as the last resort
- Choose the least toxic pesticide
- Keep pesticides off surfaces that people touch

In a 2013 update of *Caring for Our Children, 3rd edition*, national experts changed Standard 3.2.1.4 Diaper Changing Procedure. The steps are similar for diapering and changing soiled under clothing described in Standard 3.2.1.5.

In June 2013, ECELS worked with CCA for Social Good to update the diapering poster that infant/toddler child care providers can download and print for FREE from the ECELS website. From the website, the poster prints as three 8.5 x 11 inch pages. Caregivers can assemble the three pages into a poster. For $12.50, purchase a laminated 22 x 28 inch poster by sending a request to [Posters@CCAforSocialGood.com](mailto:Posters@CCAforSocialGood.com).

Standard 3.2.1.4 Update #1: If the diaper changing paper becomes visibly soiled during the diaper or underclothing change, after cleaning the child’s skin with fresh wipes, caregivers/teachers should use a corner of the paper to fold the clean side of the paper back under the child. This puts a clean surface under clean skin while the caregiver removes any soiled gloves that were used for the change.

Update #2: In the past, recipes have been recommended to make diluted household bleach solutions as an inexpensive and safe way to disinfect changing surfaces. Now the standards say to use a disinfectant product with an Environmental Protection Agency (EPA) registration number on the label. Federal law requires users to follow the instructions on EPA registered product labels. Many household bleach products sold in retail stores now contain 8.25% sodium hypochlorite solution instead of the 5.25%-6% strength previously sold. Most bleach products are EPA registered. So users must follow the instructions on the label.

To view these changed recommendations, go to the website of the National Resource Center for Health and Safety in Child Care and Early Education at [http://cfoc.nrckids.org/](http://cfoc.nrckids.org/). This website has the most recently updated version of *Caring for Our Children*. Search the website for Standards 3.2.1.4, 3.2.1.5 and a discussion of the changes in Appendix J.
Great Ideas for Physical Activity & Nutritious Eating

Children need substantial amounts of moderate to vigorous physical activity and good foods in the right amounts to have a healthy weight. Nationally, 20% of children are overweight or obese by age 6. This article lists some ways to introduce healthful habits to children and to families and prevent obesity.

In Pennsylvania, several professional groups worked with the Departments of Health, Education and Welfare to create Keystone Kids Go. This program is for providers in child care centers and family child care homes, Head Start, early intervention, family literacy, and pre-kindergarten programs. Locate Keystone Kids Go at www.panen.org/keystone-kids-go.

Look for the list of good ideas from many Pennsylvania programs about how to use Keystone Kids Go. Select “related links” on the right side of the home page and then “PA Early Childhood Programming Crosswalk.” The crosswalk matches the 5 national Let’s Move Child Care goals and best practices with available Pennsylvania supports.

The national Let’s Move Child Care website is at: www.healthykidshealthyfuture.org The 5 Let’s Move Child Care goals address:

1. Physical Activity
2. Screen Time
3. Food
4. Beverages
5. Infant Feeding

The supports in the PA Early Childhood Crosswalk tool include Head Start’s program called I am moving, I am learning. This national project website is focused on developmentally appropriate activities to improve early learning and school readiness. A video on the website explains the obesity problem among young children and shows many examples of how young children and their teachers can be more physically active and choose healthy foods to eat. The website has links to other quality websites with free materials and many good ideas to teach healthful habits.

The goals of I am moving I am learning are to:

1. Promote moderate to vigorous physical activity
2. Improve the quality of movement experiences that children have every day
3. Increase healthy choices for children every day in the program and at home—so making healthy choices becomes a life-long habit

Go to I am moving, I am learning at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/nutrition%20program%20staff/iammovingiam.htm

The Nutrition and Physical Activity Self Assessment for Child Care (NAP SACC) is another national obesity prevention project in Pennsylvania’s Early Childhood Programming Crosswalk. NAP SACC is on the internet at http://gonapsacc.org/ This website’s self-assessment tools enable early educators to identify their program’s healthful practices and those that need to be improved. NAP SACC is a well-established, evidence-based program with management tools, tips, materials and consultant training.

(continued on page 6)
The PA Early Childhood Programming Crosswalk includes Pennsylvania Early Learning Standards, the Head Start Child Development and Early Learning Framework, as well as tools and information from PA AAP/ECELS and Better Kid Care.

Teachable moments and staff members’ concerns are opportunities to make changes. One director told her ECELS child care health consultant that she was aware that overweight preschoolers were often overweight adults. She was concerned about the very large portions of food children brought in their lunch boxes. Menu planning is part of the PA AAP/ECELS self-learning module (on the ECELS website) called “Fitness and Nutrition: Moving and Munching in Early Learning Programs.” This topic is also covered on the Let’s Move Child Care website. In the center where the director expressed her concerns to the child care health consultant, key staff members completed and reviewed NAP SACC classroom questionnaires. Based on the results, the director asked the consultant to work with the teachers/caregivers for the 18-24 month old toddlers to find ways to increase teacher-lead physical activity, and to celebrate birthdays without eating too many sugary sweets.

The teachers/caregivers considered the developmental abilities of the toddlers. They chose activities they thought would provide opportunities for learning, physical activity and fun. Toddlers created “wind socks” with recycled paper towel rolls to which they attached streamers of crepe paper of many colors. It was an art project, a lesson about words for colors and movement, recycling and the joy of physical activity. The children followed the teacher in a parade around the play yard. They walked and ran, with their streamers flying behind them, gleefully waving them in the air or in circles. In addition, the center gave a list of activities parents could organize for the children instead of food for celebrations.

One of the resources under “Physical Activity” on the Let’s Move Child Care website is the “Healthy Habits for Life Resource Kit”. Go to www.healthykidshealthyfutures.org, click on the blue box, “Get Kids moving” and scroll down to “tools and resources.” Select the “Healthy Habits for Life Resource Kit.” Look for the “Pick and Pull” physical activity for small spaces on page 46. This activity involves having a leader name different vegetables and fruits in a chant, and demonstrate harvesting the food by stretching up or bending down while naming the vegetable or fruit. Then the teacher encourages the children to run in place to the tree, bush or ground plant named by the teacher in the chant and copy the teacher’s chant and harvest motions. Teachers can have the children select, name and talk about pictures of vegetables and fruits before doing the harvesting motions with the chant.

**Pick and Pull chant:**
I see an apple tree. Reach up and PICK! PICK! PICK! – repeat
I see a mango tree. Reach up and PICK! PICK! PICK! – repeat
I see a blueberry bush. Reach in front of you and PICK! PICK! PICK! – repeat
I see a raspberry bush. Reach in front of you and PICK! PICK! PICK! – repeat
I see a carrot. Reach down and PULL! PULL! PULL! – repeat
I see a potato. Reach down and PULL! PULL! PULL! – repeat

Healthy Celebrations

Both NAP SACC workshops and Let’s Move Child Care have suggestions about how to make celebrations healthy. Consider having parents donate the money they would have spent on cupcakes for a classroom toy or book instead. Have a monthly party at school focusing on an activity instead of food. These websites list healthful snack alternatives to cakes and cookies. Try something new today. These changes can create healthy behaviors for years to come!

Contributed by Beth DelConte, MD, FAAP – ECELS Pediatric Advisor
Resilience – 
Essential for a Successful Life

Devereux is a non-profit organization that operates a national network of behavioral health services. The early childhood initiative is based in the Devereux Center for Resilient Children (DCRC). DCRC works with parents, educators and mental health professionals to promote social-emotional health of children and their adult caregivers. The DCRC resources include assessment tools and strategies to identify and support the development of children at-risk for behavioral and academic problems.

In June 2013, Devereux hosted a conference to celebrate resilience. The information in this article is drawn from this conference. Resilience in the face of stress comes from having the necessary social and emotional skills to cope successfully. The focus of the Devereux approach is to help children and adults develop protective factors (strengths) that enable them to be adaptable and successful. The staff have used this concept to build mental health services, tools and training.

Resilient children demonstrate initiative, self-regulate, and draw on established relationships to cope in adverse circumstances. These skills make them resilient in school and in life. Resilient children can focus, follow directions, share, solve problems, and show they care about others. The three essential components of resilience are:

- Initiative
- Self-regulation
- Relationships

Examples of strategies to support resilience for young children include:

**Initiative:** Let children tell you what they think will solve a problem. Affirm what they say and ask them to think about alternatives. Mention an alternative and ask if they think it will work. Let them tell you why or why not.

**Self-Regulation:** Teach children how to calm themselves when they are upset by taking a deep breath through their nose and blowing it out through their mouth. Talk about an upsetting event which led to a loss of self-control. Discuss ways the situation might be better handled if it happens again. Identify feelings with words. For example: “You seem upset.” “You (did something) that can make you proud of yourself.” Offer acceptable choices to express feelings when children are using unacceptable ways. Anticipate potential stressors, and reduce their impact by preparing children for them. When adults plan transitions well, children learn how to plan use of their time for themselves. Use positive instructions, i.e. “Do” rather than “Don’t” when stating or reinforcing a rule.

**Relationships:** Having good friends whom you trust and who trust you to share happy and sad feelings is a vital source of support. Children learn from adults around them about how to be a friend. Shutting off an electronic device to give your full attention to someone who is present and available to interact with you is a good beginning. Some other ways to build friendships that adults can show children are: sharing tasks and memories, showing appropriate affection, being polite, respecting the other person’s needs, being a good sport and being “fair” in games and taking turns.

Devereux publishes an early childhood checklist called the Devereux Early Childhood Assessment (DECA). The checklist asks questions about the child. The answers pinpoint social-behavioral strengths and areas that need to be strengthened. Devereux has practical guides for parents, teachers and other caregivers to help them implement the strength-based approach.

In addition to the early childhood focus, Devereux provides a national network of treatment, and educational services for older children and adults. To learn more about promoting resilience in young children, go to their website, [www.CenterforResilientChildren.org](http://www.CenterforResilientChildren.org) or phone the DCRC at 866-872-4687.
When in Doubt, Throw it Out!

Food-borne illness is very common. Every year, one of every 6 people get sick from "something they ate." In warm weather, food brought from home and food out of refrigeration may reach temperatures in the danger zone for bacterial growth. Bacteria can multiply more easily when the temperature is more than 40 degrees F. and less than 140 degrees F.

In a 2011 study, only 1.6% of the lunches with perishable items that children brought from home were at a safe temperature. Even when sent with ice packs, the temperature of most of the lunches was in the danger zone for over an hour before it was time to serve the food.

Early education staff members should use a food thermometer to check that unrefrigerated perishable food is at a safe temperature before feeding it to children. If in doubt, throw out perishable food that has been in the danger zone for 2 or more hours, including cooked food. For Fact Sheets to distribute to staff and families, go to http://fightbac.org/campaigns/fight-bac-goes-to-childcare.

(Adapted from a 2011 ECELS Health Capsule)