

## Child Care Health and Safety Action Plan Sample – Biting

Steps to Develop an Action Plan:

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| <ol style="list-style-type: none"> <li>1. Define the problem</li> <li>2. Identify who is involved: affected, authority, expertise</li> <li>3. Gather input</li> </ol> | <ol style="list-style-type: none"> <li>4. Identify gaps in information about the problem</li> <li>5. Assign and facilitate task assignments</li> <li>6. Set timelines and who will check on status of tasks</li> </ol> |
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1. What is the problem at this center with biting? <b>2 year old biting other children</b>	
2. Who is involved in this problem?	3. How can the input of those who are involved (2.a, 2.b. and 2.c.) be gathered to plan and implement the solution to this problem?
a. Who is affected by this problem? <b>The biter-Jenny. The children in her class and their Child Care Providers. Parents of Jenny. The children who have been bitten and their parents.</b>	a. Those who are affected: <b>Assess parent’s understanding of biting, age and development issues.</b>
b. Who has the authority to implement the solution to this problem? <b>The teachers/child care providers. The child care director.</b>	b. Those who have the authority: <b>Review injury report forms of biting incidents. Teachers assess time/activities which preceded biting. Director implemented “biting” policy as written in program’s policy book.</b>
c. Who has the expertise needed to plan a solution to this problem? <b>Jenny’s pediatrician. The Child Care Health Consultant. The teachers/child care providers. The child care director.</b>	c. Those with the needed expertise <b>See “b” above. Provide best practice on handling biting. Review staff handling/plan for addressing biting issues. Provide suggestions as needed.</b>

4. What more information about this problem is needed to plan a solution?  
**Use ECELS resources: Fact Sheets, Model Child Care Health Policy, and Caring For Our Children, 2<sup>nd</sup> ed.**

5. Task assignments

6. Timelines and Checkpoint Coordinator:

Task	Who Will Do the Task	Timeline	Checkpoint Coordinator
<b>1. Staff uses ECELS resources to respond to biting.</b>	<b>Staff</b>	<b>1 ½ weeks</b>	<b>Lead teacher</b>
<b>2. Implement best practice. Be sure to reinforce “biters” appropriate/acceptable social behavior.</b>	<b>Staff</b>	<b>1 ½ weeks</b>	<b>Lead teacher</b>
<b>3. Staff observe when biting occurs.</b>	<b>Staff</b>	<b>1 ½ weeks</b>	<b>Lead teacher</b>
<b>4. Use documented behavior to talk with parent of child, “biter”. Discuss consistent practice at home &amp; child care.</b>	<b>Staff</b>	<b>1 ½ weeks</b>	<b>Lead teacher</b>
<b>5. Consider using a newsletter article or hangout to notify all toddler parents, teachers, child care providers about biting</b>	<b>Director</b>	<b>1 ½ weeks</b>	<b>Lead teacher</b>
<b>6. As appropriate, be sure children know using words is better than biting.</b>	<b>Staff</b>	<b>1 ½ weeks</b>	<b>Lead teacher</b>
<b>7. Continue using best practice.</b>	<b>Staff</b>	<b>2-3 weeks</b>	<b>Lead teacher</b>
<b>8. Reassess situation in 2 weeks.</b>	<b>Staff</b>	<b>2 weeks from #7 date</b>	<b>Lead teacher/Director</b>