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

#### Steps to Develop an Action Plan:
1. **Define the problem**
2. **Identify who is involved: affected, authority, expertise**
3. **Gather input**
4. **Identify gaps in information about the problem**
5. **Assign and facilitate task assignments**
6. **Set timelines and who will check on status of tasks**

<table>
<thead>
<tr>
<th>1. What is the problem at this center with biting?</th>
<th>2. Who is involved in this problem?</th>
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</thead>
</table>
| **2 year old biting other children**             | a. **Who is affected by this problem?**  
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. **Who has the authority to implement the solution to this problem?**  
The teachers/child care providers.  
The child care director.  |
|                                                   | c. **Who has the expertise needed to plan a solution to this problem?**  
Jenny’s pediatrician.  
The Child Care Health Consultant.  
The teachers/child care providers.  
The child care director.  |

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. **Those who are affected:**  
Assess parent’s understanding of biting, age and development issues.

b. **Those who have the authority:**  
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.

c. **Those with the needed expertise**  
See “b” above.  
Provide best practice on handling biting.  
Review staff handling/plan for addressing biting issues. Provide suggestions as needed.

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, 2nd ed.**
5. Task assignments

6. Timelines and Checkpoint Coordinator:

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