Presentation Notes

Children and Safety: Preschool to School-Age

Slide 2
Legislation and Public Policies Affecting Children

Society is becoming more and more concerned about children's welfare. Throughout the past century, many actions have been taken to ensure children's well-being. Before the existence of laws and organizations protecting children from harsh treatment, many children were forced to work long hours with little pay in unsafe conditions. Children who were abused had no one to go to for help. Disabled children did not receive expert care to help them develop.

Children today are very fortunate to have many different types of resources to enhance their lives. These resources can be on the local, state, national, or international level and may be funded by the government, through private and corporate donations, from fees charged for services, or through private membership. Resources and societal changes affecting children include laws, agencies, social services, and private groups that improve children's lives.

One of the first groups organized to fight for children's right was the Child Labor Committee, which was founded in 1901 to help children who were subject to dangerous, unsanitary working conditions.

Legislation and public policies affecting children are continuously changing. Laws passed to protect abused and neglected children include laws on reporting child abuse, laws punishing abusers, and methods of removing children from unsafe environments.

Society has taken measures to ensure that children receive quality child care as well as an education to enhance their development. Children in child care are protected by state laws mandating child care center practices, while school-age children are required by law to be enrolled in school by a certain age.

With the growing acceptance of disabled people in society, programs and organizations have been formed to help disabled people and their families. Laws, support groups, and organizations are available for the protection and advancement of disabled people.
Prior to presenting this unit, check with local school administrators, a childcare provider, and health professionals before addressing these issues to be sure that your presentation is current. If you have any guest speakers during the course, have them address legislation that affects their area of expertise.

Slide 4

"Child labor", under international standards, means all work performed by a person below the age of 15. It also includes all work performed by a person under the age of 18.
The National Child Labor Committee, or NCLC, is a private, non-profit organization in the United States that serves as a leading proponent for the national child labor reform movement. Its mission is to promote "the rights, awareness, dignity, well-being and education of children and youth as they relate to work and working.

According to the 1900 U.S. Census, a total of 1,752,187 (about 1 in every 6) children between the ages of five and ten were engaged in "gainful occupations" in the United States. This number represents a fifty percent increase from the 1,118,356 children working for wages in 1880. From 1909 to 1921 the NCLC capitalized on this moral outrage by making it the focal point of the NCLC campaign against child labor.

1904 National Child Labor Committee forms: Aggressive national campaign for federal child labor law reform begins.

1916 New federal law sanctions state violators: First federal child labor law prohibits movement of goods across state lines if minimum age laws are violated (law in effect only until 1918, when it’s declared unconstitutional, then revised, passed, and declared unconstitutional again).

Best of History Websites/Progressive Era
The Fight to End Child Labor/ History.com Video
http://www.history.com/videos/the-fight-to-end-child-labor
Working as an investigative photographer for the National Child Labor Committee (NCLC), Lewis Hine (1874-1940), documented working and living conditions of children in the United States between 1908 and 1924. The NCLC photos are useful for the study of labor, reform movements, children, working class families, education, public health, urban and rural housing conditions, industrial and agricultural sites, and other aspects of urban and rural life in America in the early twentieth century.

The collection consists of more than 5,100 photographic prints and 355 glass negatives, given to the Library of Congress, along with the NCLC records, in 1954 by Mrs. Gertrude Folks Zimand, acting for the NCLC in her capacity as chief executive.

Title: Fourteen year old spinner in a Brazos Valley Cotton Mill at West. Matty Lott runs six sides. Location: West, Texas. (Photograph)
Creator(s): Lewis Wickes Hine, 1874-1940
Date Created/Published: 1913 November
URL: http://www.loc.gov/pictures/resource/nclc.02873/

Do you think child labor was necessary in the 1900′s?
Is there child labor today?
Child Labor Reform and the U.S. Labor Movement

1832 New England unions condemn child labor: The New England Association of Farmers, Mechanics and Other Workingmen resolve that “Children should not be allowed to labor in the factories from morning till night, without any time for healthy recreation and mental culture,” for it “Endangers their . . . well-being and health.”

1836 Early trade unions propose state minimum age laws: Union members at the National Trades’ Union Convention make the first formal, public proposal recommending that states establish minimum ages for factory work.

1836 First state child labor law: Massachusetts requires children under 15 working in factories to attend school at least 3 months/year.

1842 States begin limiting children’s work days: Massachusetts limits children’s work days to 10 hours; other states soon pass similar laws’ — but most of these laws are not consistently enforced.

1876 Labor movement urges minimum age law: Working Men’s Party proposes banning the employment of children under the age of 14.
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1881 Newly formed AFL supports state minimum age laws: The first national convention of the American Federation of Labor passes a resolution calling on states to ban children under 14 from all gainful employment.


1892 Democrats adopt union recommendations: Democratic Party adopts platform plank based on union recommendations to ban factory employment for children under 15.

1904 National Child Labor Committee forms: Aggressive national campaign for federal child labor law reform begins.

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Child Labor Reform and the U.S. Labor Movement

1924 First attempt to gain federal regulation fails: Congress passes a constitutional amendment giving the federal government authority to regulate child labor, but too few states ratify it and it never takes effect.

1932 President D. Roosevelt initiated the New Deal. The New Deal was Roosevelt’s idea of getting America back on track economically. In 1933, The National Recovery Act was passed. This act assisted with child labor laws because it outlawed all child labor. Just like the others, this act was overturned by the Supreme Court.

1936 Federal purchasing law passes: Walsh-Healey Act states that the U.S. government will not purchase goods made by underage children.

1937 Second attempt to gain federal regulation fails: Second attempt to ratify constitutional amendment giving federal government authority to regulate child labor falls just short of getting necessary votes.

1937 New federal law sanctions growers: Sugar Act makes sugar beet growers ineligible for benefit payments if they violate state minimum age and hours of work standards.

1938 Federal regulation of child labor achieved in Fair Labor Standards Act: Also known as Federal Wage and Hour Law were finally recognized by the United Stated federal government. This Act made it mandatory for employers to give children minimum wage of twenty-five cents an hour and a maximum amount of work hours. Additionally, it set age limits and limited certain jobs that children could obtain. Once this Act was upheld, children soon began to stop working and received their education. For the first time, minimum ages of employment and hours of work for children are regulated by federal law.
"Child labor", under international standards, means all work performed by a person below the age of 15. It also includes all work performed by a person under the age of 18.

While exact definitions of child labor have varied over time, most organizations agree that child labor involves at least one of the following characteristics:

- violates a nation’s minimum age laws
- threatens children’s physical, mental, or emotional well-being
- involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- prevents children from going to school
- uses children to undermine labor standards
Preschool Licensing Regulations

Our goal for this lesson is for you to be able to identify appropriate licensing regulations for preschools. This information changes on a regular basis. The Texas Department of Family and Protective Services (DFPS) update their website with the latest Texas licensing regulation information on a regular basis. This information is useful for parents to insure that they select the best preschool for their child and it serves as a regulating guide for child care or preschool providers.

In Texas, the Texas Department of Protective and Regulatory Services is the agency responsible for licensing child care facilities and seeing that the guidelines are followed. The Texas Child Care Licensing is responsible for:

- regulating all child-care operations and child-placing agencies to protect the health, safety, and well-being of children in care, largely by reducing the risk of injury, abuse, and communicable disease
- establishing and monitoring operations and agencies for compliance with licensing standards, rules, and law
- informing parents and the public about child care along with informing them about the histories of specific homes, child-care operations, as well as child-placing agencies in complying with minimum standards of care
- providing technical assistance to providers on meeting licensing standards, rules, and law
Before putting a child in someone else's care, always use http://txchildcaresearch.org to find regulated care near you and find out how it complies with state standards.
The purpose of child care licensing is to enforce Texas Child-Care Licensing Law, Rules and Minimum Standards, thus maintaining a safe and healthy environment for young children being cared for outside the home. Other legislation and public policies that affect early child care programs include child care funding, health and fire regulations, in addition to zoning ordinances. Legislation and regulations may vary from county to county or city to city. It is important for child care directors to be informed of legislation and regulations that apply to their facility. Refer to the following website for additional information: http://www.dfps.state.tx.us/Child_Care/About_Child_Care_Licensing/
Parents need to choose carefully the child care facility. Caregivers and the environment at the facility will have a great impact on the child's emotional, social, cognitive and physical development.

Parents should consider these factors in choosing a quality child care program:

- Regulations
- Physical Setting
- Program
- Teachers and Staff
- Discipline

Parents who are considering placing a child in child care should contact the local child-related organizations for information, especially child care resource and referral agencies (CCR&Rs). The CCR&Rs are service agencies that provide information to parents who are looking for any type of child care. Refer to the following website for additional information http://www.naccrra.org/
Parents need to choose carefully the child care facility. Caregivers and the environment at the facility will have a great impact on the child's emotional, social, cognitive and physical development.

Parents should consider these factors in choosing a quality child care program:

• Parent’s needs
• Health
• Family Needs
• Safety
It's hard to talk or even think about child abuse – but child abuse and neglect are simply too destructive to be ignored.

Last year:
231 Texas children died because of abuse or neglect at the hands of their parents or guardians.
65,948 children were confirmed victims of abuse or neglect.
17,108 children were removed from their homes because of abuse or neglect.

Help for Parents. Hope for Kids
It's not easy being a parent. But recognizing that you have room for improvement is the first step toward becoming a better parent. Here you will learn where to find the help you need to begin your journey toward becoming a healthier, happier family.
http://helpandhope.org/preventing-child-abuse.html
Texas Department of Family and Protective Services

Child Protective Services responsibilities include:

- Investigates reports of abuse and neglect of children.
- Provides services to children and families in their own homes.
- Places children in foster care.
- Provides services to help youth in foster care make the transition to adulthood.
- Places children in adoptive homes.
Physical abuse is non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child, that is inflicted by a parent, caregiver, or other person who has responsibility for the child. Such injury is considered abuse regardless of whether the caregiver intended to hurt the child.

Sexual abuse includes activities by a parent or caregiver such as fondling a child’s genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials.

Emotional abuse (or psychological abuse) is a pattern of behavior that impairs a child’s emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance. Emotional abuse is often difficult to prove and, therefore, child protective services may not be able to intervene without evidence of harm or mental injury to the child.

Abandonment is now defined in many states as a form of neglect. In general, a child is considered to be abandoned when the parent’s identity or whereabouts are unknown, the child has been left alone in circumstances where the child suffers serious harm, or the parent has failed to maintain contact with the child or provide reasonable support for a specified period of time.

Substance abuse is an element of the definition of child abuse or neglect in many states. Circumstances that are considered abuse or neglect in some states include:

- Prenatal exposure of a child to harm due to the mother’s use of an illegal drug or other substance
- Manufacture of methamphetamine in the presence of a child
- Selling, distributing, or giving illegal drugs or alcohol to a child
- Use of a controlled substance by a caregiver that impairs the caregiver’s ability to adequately care for the child.
Care and Protection of Preschool Children

Safety is everyone's responsibility. All of the adults in the child care center -- child care practitioners, teachers, kitchen personnel, van drivers, and volunteers -- should be observant and safety conscious. More than anything else, parents expect their children to be safe while in child care. Accidents are the major cause of injury and death among young children. Planning and maintaining safe surroundings is critical. This is accomplished by:

- following safety regulations, continually monitoring environment
- teaching safety information appropriate to their ages
- safe indoor and outdoor environments for young children require careful planning and constant checking
- hazards should be eliminated, such as those that could cause burns, electrical shock or fire, suffocation, drowning, poisoning, cuts, and falls
- transportation safety is an important concern for child caregivers
- each center should make and follow a plan for the safe arrival and departure of children

In order to plan and maintain a safe environment, caregivers need to know which activities are typical of children at different ages. This information is also needed in teaching children safety practices. Various groups that influence safety regulations in child care centers include local and state governmental agencies, funding agencies, insurance companies, and the legal profession.
FBI Child ID App For Cell Phones
The FBI app is a step in the right direction to protect kids in the horrific event a child does go missing.
http://youtu.be/NGKcgxz87AE
SAFETY FOR SPECIAL NEEDS CHILDREN
Meet Lucy Davis and her two children, Billy who is hearing impaired and Cindy who is blind. The Davis fire escape plan must take into account both children’s individual needs, such as having a smoke alarm which has both an alarm and a strobe light.

SafeKids.org
Fire Safety for Families With Children Who Are Visually Or Hearing Impaired - Meet The Davis Family.
http://youtu.be/njwKp2mHVIE
SafeKids.org
Fire Safety for Families with Children with Cognitive Impairments - Meet the Jones Family
Meet Harold Jones, a teenager with a cognitive disorder who sometimes has difficulty comprehending certain safety concepts. The challenge for his parents is to help Harold understand that there is an emergency, and help him learn how to respond quickly.
http://youtu.be/dLps2vlY4Al
SafeKids.org
Video for families of children with special needs highlighting choking prevention.
Choking Prevention for Families with Children with Special Needs
http://youtu.be/wYmL9m67PaE
SafeKids.org
Video for families of children with special needs highlighting poison prevention tips.
Poison Prevention for Families of Children with Special Needs.
http://youtu.be/CyCqiSl2ICl
Preschool Children

The years between three and five years of age are dominated by increases in motor skills and self-care.

Physical development continues to slow during the preschool years. Most preschoolers will grow about 3 inches per year, and girls remain about ½” shorter than boys on average. Weight gain slows to 3-5 pounds per year, with most of that weight due to muscle development. Body proportions begin to look more like those of an adult. The face lengthens, the waist narrows, and the trunk and legs grow more rapidly. Bones, teeth and internal organs continue to mature and the deciduous teeth begin to loosen and fall out. Most of the “baby fat” deposits will have disappeared by the first day of kindergarten.

Gross motor skills become more refined and balance is improved. This allows the child to learn body rotation and weight shift as well. Fine motor skills and hand-eye coordination continue to improve as well and by 5 years of age, a preschooler has a definite hand preference and can easily use tableware to feed himself.
Every child needs protection against infectious disease. Immunizations were developed to provide this protection. By following the recommended schedule and fully immunizing a child by two years of age, the child should be protected against 14 vaccine preventable diseases. If the child missed a vaccine, this is a good time to catch-up or receives additional vaccine doses to maintain full protection. Between two and three years of age, the child should visit the doctor once a year for check-ups.

Between four through six years of age, a child should visit the doctor once a year for check-ups. During this time, the child receives the following vaccines:

- Diphtheria, tetanus and whooping cough (pertussis) (DTaP)
- Polio (IPV)
- Measles, Mumps and Rubella (MMR)
- Chickenpox (Varicella)
- Influenza (flu) every year

Discuss the chart for immunizations and developmental milestones of preschool children.

Centers for Disease Control and Prevention
Immunization Schedule for Children Birth through 6 Years Old.
School-age children enter a period of slow, but continual growth and development. The end of this stage will mark the beginning of the final push to physical maturity.

The hallmarks of physical development during the school-age years are continued increases in height and weight, changes in proportion, in the muscular-skeletal systems and organs. School-age children have more adult like proportions and their bones and teeth get stronger. Tooth loss is a constant issue for children during this time as they replace their baby teeth with permanent ones. Muscle growth is slightly behind skeletal growth during the school age years; so many children appear loose-jointed and awkward. Orthopedic problems can develop during these years as well. Most of the internal organs will be near maturity by the age of 10.

Motor development continues to develop during the school age years and children enjoy playing more active games. Around the age of 9, children’s activities begin to revolve around organized sports, skating, or cycling as these require more motor skill and cognitive development.
By following the recommended schedule and fully immunizing a child on time, parents can help protect his or her child against 14 vaccine preventable diseases. If the child missed a vaccine, now is a good time for the child to catch-up. During this time, the child may also receive additional vaccine doses needed for the best protection.

If a child who is 7-10 years old has not received any or all of the DTaP vaccine series, or, if the parents don’t know if the child has received these shots, the child needs a single dose of Tdap vaccine at this time. Tdap vaccine is combination vaccine that is routinely recommended at age 11 or 12 to protect against Tetanus, Diphtheria and Pertussis.

Between 7 and 10 years of age, the child should visit the doctor once a year for check-ups. Check with the doctor about catching up on any missed vaccinations. The doctor may recommend the following vaccinations if the child has certain medical risks:

- Hepatitis A (HepA)
- Meningococcal (MCV) & Pneumococcal (PCV)

During this time, the child can receive the annual influenza (flu) vaccine.

Find out what vaccines a child needs and when with the adolescent immunization schedule PDF at http://www.cdc.gov/vaccines/who/teens/downloads/parent-version-schedule-7-18yrs.pdf

Record a child’s vaccines, growth, and developmental milestones using the Well Child Visit Tracker PDF at http://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf
QUESTIONS?
REFERENCES AND RESOURCES

Microsoft Clip Art: Used with permission from Microsoft.

Textbook:

Website:
Centers for Disease Control and Prevention Immunization Schedule for Children Birth Through 6 Years Old.
http://www.cdc.gov/vaccines/parents/dates/milestones-tracker.pdf

Child Abuse Awareness
Founded in 1959 by Sara O’Meara and Yvonne Fedderson. Childhelp® is a leading national non-profit organization dedicated to helping victims of child abuse and neglect. Childhelp®’s approach focuses on prevention, intervention, and treatment.
http://www.childhelp.org

Child Abuse: Emotional, Sexual, Physical
There are several types of child abuse, but the core element that ties them together is the emotional effect on the child. Children need predictability, structure, clear boundaries, and the knowledge that their parents are looking out for their safety.
http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm#symptoms
REFERENCES AND RESOURCES

Consumer Product Safety Commission
Playground safety checklists
http://www.cpsc.gov/cpscpub/pubs/327.html

Printable Calendars
Free printable calendar templates for use with Microsoft Word.
http://www.printablecalendar.ca/

U.S. Department of Health and Human Services
Tips for a Safe and Healthy Life
Centers for Disease Control and Prevention
http://www.cdc.gov/family/tips

Resource Guide includes tip sheets for parents and caregivers, ways to get involved, and six protective factors.
http://www.childwelfare.gov/