

What you will learn in this module

How to make safety rules that meet the needs of all the children in your care

The five building blocks of safety help you anticipate risks and respond to them.

How to modify safety rules when new children with different needs enter your program

Caring for children with disabilities can raise new safety concerns.

How to follow Universal Health Precaution Rules to protect all children from infectious diseases

Some disabilities put young children at greater risk of getting sick.

You already know a lot about keeping infants and toddlers safe

You know that every child needs adaptations to keep safe.

New children come into your care all the time, and you make the adaptations they need to keep them safe. It's the same with infants and toddlers with disabilities. Like all children, they need you to think like a detective and examine the environment for any new or potential problems. You need to pay special attention to safety issues that are due to their developmental needs or to the new equipment they bring with them.

You know how to make safety rules.

Good safety rules start with surveying your childcare environment, finding the risks, and dealing with them. Surveys give you the regular checks you need — checks of your space and equipment, checks of procedures, and checks of whether you have the information you need, where you need it. When you enroll babies with disabilities, you just need to be sure your survey includes any special procedures you've put in place for their care.

You know how to make safety procedures second nature.

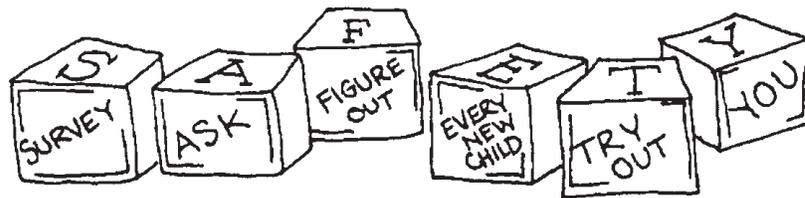
Being comfortable with safety means having routines and procedures that prevent accidents in everyday situations. It means knowing what to do in the event of an accident or an emergency. It also means practicing standard accident and emergency procedures until they are second nature.

You know how to keep children safe from infectious diseases.

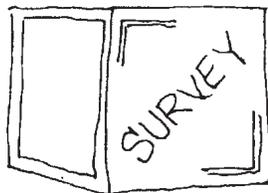
All teachers know that keeping infants and toddlers safe is about prevention. All children benefit when we make Universal Health Precaution Rules standard safety practice. Following these procedures every day helps protect children with disabilities that make them more at risk for disease.

How to make safety rules that meet the needs of all the children in your care: The five building blocks of safety

A safe environment is one that supports the development of all the infants and toddlers in the room. Safety is about the everyday precautions that teachers take, as well as how they respond to emergency situations. Any adaptation you need to make for a child with a disability builds on the safety procedures you already follow.



S is for survey



Taking a survey of potential hazards at your childcare program is a key first step in making and improving safety rules. Notice where accidents or emergencies could happen. Decide on the right procedures to deal with them. Good safety surveys look at the physical risks and the human errors that may contribute to problems. When you are doing a survey, it helps to break things down into human factors and environmental factors.

“At the Red Cross workshop we did a risk assessment of human factors,” said Ms. Polenski. First, we looked at when during the day there’s the greatest risk of human error. We decided that it’s when people are most tired, when they are most stretched to keep on top of things, and when there is less supervision. So you know that the end of the day, playground time, and transition times are going to be high risk. And during a shift change when people are coming and going there will be less supervision. Parents coming and talking can also be a distraction.”