

Child Care Today

Safety on the Job

Contents

Student Emergency Information Sheet	2
Fire Safety Procedures	3
Reading a Material Safety Data Sheet.	4
Using Universal Precautions	6
First Aid Can Save Lives	7
First Aid Procedures	8
Rescue Maneuver for a Conscious, Choking Infant	9
Rescue Maneuver for a Conscious, Choking Child	10
CPR for Young Children	11
CPR for Adults	12
Using an Automated External Defibrillator	13
Managing Stress and Substance Abuse	14

Student Emergency Information Sheet

Student's Name _____

List person(s) to contact in case of emergency:

Name: _____ Relationship to Student: _____

Home Address: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ Cell Phone: _____

Name: _____ Relationship to Student: _____

Home Address: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ Cell Phone: _____

List any special needs (medications, allergies, disabilities, etc.).

If you cannot be located in case of serious injury to this student, indicate a physician for emergency treatment:

Preferred Hospital: _____

Signature of Parent or Legal Guardian: _____

Date: _____

Fire Safety Procedures

Tools & Equipment: Fire extinguishers; storage containers or cabinets for flammable or explosive materials; disposal containers for flammable or explosive materials.

Procedures: Observe the safety demonstrations provided by your instructor or a safety professional. Read the safety materials provided by your instructor. Then complete the following tasks, as assigned by your instructor.

- _____ 1. Describe the procedure for responding to a fire.
- _____ 2. Demonstrate the Stop, Drop, and Roll technique.
- _____ 3. Locate fire extinguishers.
- _____ 4. Demonstrate how to operate a Class A fire extinguisher.
- _____ 5. Demonstrate how to operate a Class B fire extinguisher.
- _____ 6. Demonstrate how to operate a Class C fire extinguisher.
- _____ 7. Demonstrate how to operate a Class D fire extinguisher.
- _____ 8. Locate the exits to be used in case of emergency.
- _____ 9. Read and interpret labels on containers of flammable and explosive materials.
- _____ 10. Explain precautions required when using flammable and explosive materials.
- _____ 11. Locate storage containers/cabinets for flammable and explosive materials.

Performance ✓ Checklist

Performance Standards:

- Level 4**—Performs skill without supervision and adapts to problem situations.
- Level 3**—Performs skill satisfactorily without assistance or supervision.
- Level 2**—Performs skill satisfactorily, but requires assistance or supervision.
- Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.
- Level 0**—Cannot perform skill.

Performance Level Achieved:

Comments:

- _____ 1. Safety rules and practices were followed at all times regarding this job.
- _____ 2. Tools and equipment were used properly and stored when job was done.
- _____ 3. This completed job met the standards and was done within the allotted time.
- _____ 4. No injury or damage to property occurred during this job.
- _____ 5. Upon completion of this job, the work area was cleaned correctly.

Instructor's Signature: _____ **Date:** _____

Reading a Material Safety Data Sheet

Material Safety Data Sheet

May be used to comply with OSHA's Hazard Communication Standard, 29 CFR 1910.1200. Standard must be consulted for specific requirements.

U.S. Department of Labor

Occupational Safety and Health Administration
(Non-Mandatory Form) Form Approved OMB No. 1218-0072

Identity (As Used on Label and List)

Note: Blank spaces are not permitted. If any item is not applicable, or no information is available, the space must be marked to indicate that.

Section I

Manufacturer's Name

Emergency Telephone Number

Address (Number, Street, City, State, and ZIP Code)

Telephone Number for Information

Section I. This section includes information about the manufacturer of the product, who can be contacted if there are questions.

Date Prepared

Signature of Preparer

Section II – Hazardous Ingredients/Identity Information

Hazardous Components [Specific Chemical Identity; Common Name(s)]	OSHA PEL	ACGIH TLV	Other Limits Recommended	% (Optional)

Section II. This section describes the ingredients in the product that may be hazardous. Common names are indicated, which helps to eliminate confusion.

Section III – Physical/Chemical Characteristics

Boiling Point

Specific Gravity (H₂O = 1)

Vapor Pressure (mm Hg)

Melting Point

Vapor Density (AIR = 1)

Evaporation Rate
(Butyl Acetate = 1)

Solubility in Water

Appearance and Odor

Section III. Information needed to identify the hazardous material is listed in this section.

Section IV – Fire and Explosion Hazard Data

Flash Point (Method Used)

Flammable

LEL

UEL

Extinguishing Media

Special Fire Fighting Procedures

Section IV. Is the material flammable or explosive? If so, those data are given here, including the best type of extinguisher to use and whether special procedures are required.

Unusual Fire and Explosion Hazards

(Continued on the next page)

Section V – Reactivity Data

Stability	Unstable		Conditions to Avoid
	Stable		
Incompatibility (Materials to Avoid)			
Hazardous Decomposition of Byproducts			
Hazardous Polymerization	May Occur		Conditions to Avoid
	Will Not Occur		

Section V. What conditions should be avoided when using the product, and are there any materials that should not come in contact with it? List that information here.

Section VI – Health Hazard Data

Route(s) of Entry	Inhalation?	Skin?	Ingestion?
Health Hazards (Acute and Chronic)			
Carcinogenic?	NTP?	ARC Monographs?	OSHA Regulated?
Signs and Symptoms of Exposure			
Medical Conditions Generally Aggravated by Exposure			
Emergency and First Aid Procedures			

Section VI. What happens if the product comes in contact with skin? What happens if vapors are inhaled? What symptoms should be watched for, and what kind of first aid is required? List that information here.

Section VII – Precautions for Safe Handling and Use

Steps to Be Taken in Case Material Is Released or Spilled	
Waste Disposal Method	<p>Section VII. This section should be read before using the product. It also includes information on waste disposal.</p>
Precautions to Be Taken in Handling and Storing	
Other Precautions	

Section VIII – Control Measures

Respiratory Protection (Specify Type)		
Ventilation	Local Exhaust	Special
	Mechanical (General)	Other
Protective Gloves	Eye Protection	
Other Protective Clothing or Equipment		
Work/Hygienic Practices		

Section VIII. Ventilation, hygiene, and protective equipment required are listed here.

Using Universal Precautions

Universal precautions are infection-control guidelines early childhood professionals must follow to protect themselves from infectious disease and to limit the spread of infectious disease. Universal precautions help protect workers who are exposed to bodily fluids such as blood, semen, urine, feces, and vomit.

Safe Practices

The precautions are basically good hygiene habits, including hand washing, environmental disinfection, wearing gloves, and properly disposing of biohazardous materials. Early childhood professionals should wear gloves when diapering a child or treating an injury. They should practice frequent hand washing and teach children to do the same, especially before and after preparing or eating meals and after coughing, sneezing, or toileting.

All toys and equipment in a child care facility should be cleaned and sanitized daily if used by infants and no less than weekly if used by toilet-trained toddlers and by older children. A solution of $\frac{1}{2}$ cup bleach and $2\frac{1}{2}$ gallons of water will effectively limit the germs on toys that can cause illness. Be sure to rinse the toys and equipment thoroughly after cleaning and allow to air-dry. For hard surfaces, such as tables, one tablespoon of bleach in a gallon of water is adequate.

People often associate a doctor's office and needles with the term *biohazardous*. That term actually covers a broad topic area. Any material that comes into contact with bodily fluid is considered biohazardous. This includes diapers, diaper wipes, used disposable gloves, and clothes that have blood on them.

Child care professionals must be sure to dispose of these materials properly, generally by double-bagging and throwing them away in a clearly marked trash receptacle. Contaminated clothing should be double-bagged and sent home with parents to properly clean or dispose of.

Bloodborne Pathogens

Child care professionals should also be aware of bloodborne pathogens. These are microorganisms present in the blood that can cause disease, such as hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV). Child care professionals should learn to protect against the spread of bloodborne pathogens when dealing with the injuries that are often incurred by children, such as skinned knees and elbows. Training on bloodborne pathogens is available to provide a better understanding of the pathogens, how they are transmitted, and how to prevent them. For more information on training classes or materials, contact OSHA (<http://www.osha.com>) or the American Red Cross (<http://www.redcross.org/en/takeaclass>).

First Aid Can Save Lives

It is important for everyone to learn basic first aid. Here is the sequence of first aid actions recommended by the American Red Cross:

1. Check the victim for responsiveness.
2. Call 911.
3. Open the victim's airway.
4. Check the victim for breathing.
5. Check the victim for severe bleeding.

When dealing with an injured person, remember that careless treatment can worsen the injury.

Also remember the following:

- Keep an injured person lying down and move him or her as little as possible.
- Do not try to give liquids to drink to someone who is unconscious.
- Keep pressure on a wound to control bleeding.
- Keep broken bones from moving.
- Keep heart attack victims quiet.
- For eye injuries, pad and bandage both eyes.
- Treat for poisoning by calling the Poison Control Center at 1-800-222-1222 and following directions.

The American Red Cross offers training classes on a variety of topics, such as First Aid, CPR, and Emergency Response. Visit their Web site at www.redcross.org/en/takeaclass for more information.

Urgent Condition	Basic Symptoms	Basic First Aid Treatment
Traumatic shock	Pale or bluish skin; general weakness; rapid, weak pulse; rapid, shallow breathing.	Have the victim lie down and raise feet and legs if that does not cause pain. Cover the victim. Get medical help as soon as possible.
Burns	Second-degree: Burn appears red and spotty and produces blistering; considerable swelling; great pain. Burned area has a wet appearance. Third-degree: Charred or white appearance. Deep tissue damage. Less pain because nerves have been destroyed.	Remove the victim from the source of the burn. Cool the burn with cold running water. Cover loosely with sterile dressing. Call 911. Treat for shock if necessary.
Foreign substance in the eye	Red irritated eye that is painful.	Flush eye with gentle stream of room-temperature water for at least 15 minutes. Place sterile gauze over eye. Get victim to a hospital as soon as possible.
Closed fracture	Broken bone beneath the skin but with no open wound.	If necessary, apply a splint to immobilize the areas above and below the injured bone. Move the bones as little as possible. Apply ice to reduce pain and swelling. Get the victim to a hospital.

First Aid Procedures

Tools & Equipment: Telephone, First Aid Kit, and MSDS sheets.

Procedures: Observe the safety demonstrations provided by your instructor or a safety professional. Read the safety materials provide by your instructor. Then complete the following tasks, as assigned by your instructor.

- _____ 1. Locate the telephone and posted emergency phone numbers. If possible, carry a cell phone.
- _____ 2. Locate the eyewash station and safety showers.
- _____ 3. Locate the First Aid Kit.
- _____ 4. Locate the MSDS sheets for hazardous substances.
- _____ 5. Explain the precautions required when a victim is bleeding.
- _____ 6. Identify the symptoms of exposure to cleaning solvents.
- _____ 7. Explain the precautions required when a victim has a back injury.
- _____ 8. Locate the main power disconnect and explain the procedure recommended when you observe someone receiving an electric shock and the person cannot let go of the source of electricity.
- _____ 9. Perform first aid demonstrations as directed by your instructor.
- _____ 10. Explain safe use and storage of all medications in child care facilities.

Performance ✓ Checklist

Performance Standards:

- Level 4**—Performs skill without supervision and adapts to problem situations.
- Level 3**—Performs skill satisfactorily without assistance or supervision.
- Level 2**—Performs skill satisfactorily, but requires assistance or supervision.
- Level 1**—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.
- Level 0**—Cannot perform skill.

Performance Level Achieved:

Comments:

- _____ 1. Safety rules and practices were followed at all times regarding this job.
- _____ 2. Tools and equipment were used properly and stored upon job completion.
- _____ 3. This completed job met the standards and was done within the allotted time.
- _____ 4. No injury or damage to property occurred during this job.
- _____ 5. Upon completion of this job, the work area was cleaned correctly.

Instructor's Signature: _____ **Date:** _____

Rescue Maneuver for a Conscious, Choking Infant

A quick reaction on the part of a child care professional when an infant is choking can save the infant's life. This handout provides a quick overview of how to give help to a conscious, choking infant under 12 months of age. However, special training in first aid and artificial respiration by a certified instructor is recommended for all early childhood professionals.

In order to protect children and staff, child care professionals should wear latex or vinyl gloves when providing any first aid treatment. When giving artificial respiration, care professionals should use a mask designed for artificial respiration rather than direct mouth-to-mouth contact. Several types of masks are available for this purpose. Check with your local chapter of the American Heart Association, the American Red Cross, or other rescue agency for suggestions on the best type of mask to use in your child care situation.

A. If infant is conscious but cannot cry or cough:

1. Have a coworker call 911.
2. Sit and hold the infant facedown over your thigh with your hand and forearm supporting the head, neck, and trunk. The infant's legs will straddle your upper arm.
3. Keep the infant's head lower than the trunk.
4. With the heel of your free hand, give five gentle but firm back blows between the infant's shoulder blades.

B. If infant does not begin to cough:

1. Turn the infant faceup on your thigh and support the head with your hand and forearm.
2. Keep the infant's head lower than the body.
3. Place third and fourth fingers of your free hand on the infant's chest, one on each side of the breastbone, just below the nipples.
4. Give five quick chest thrusts on the sternum, compressing chest about one and a half inches (too much pressure can cause injury to a child).
5. If the baby still is not breathing, repeat the back blows and chest thrusts until the object is forced out; the infant coughs, cries, or breathes; or the infant becomes unconscious.

Caution: To learn this rescue maneuver, you must be trained by qualified professionals. Injury can be caused if this technique is administered incorrectly.

Rescue Maneuver for a Conscious, Choking Child

A quick reaction on the part of a child care professional when a child is choking can save the child's life. This handout provides a quick overview of how to give help to a conscious, choking child one year of age and older. However, special training in first aid and artificial respiration by a certified instructor is recommended for all early childhood professionals.

In order to protect children and staff, child care professionals should wear latex or vinyl gloves when providing any first aid treatment. When giving artificial respiration, care professionals should use a mask designed for artificial respiration rather than direct mouth-to-mouth contact. Several types of masks are available for this purpose. Check with your local chapter of the American Heart Association, the American Red Cross, or other rescue agency for suggestions on the best type of mask to use in your child care situation.

If the child is conscious but cannot speak or cough:

1. Have a coworker call 911.
2. Stand or kneel behind the child and wrap one arm around him or her for support.
3. Give five back blows between the shoulder blades with the heel of your free hand.
4. Wrap both both arms around the child's waist.
5. Make a fist with one hand. Press the thumb-side of your fist against the child's abdomen between the navel and the bottom tip of the breastbone.
6. Cover your fist with your other hand.
7. Give five quick, upward thrusts.
8. Continue the cycle of back blows and abdominal thrusts until the object comes out, the child coughs or breathes, or the child becomes unconscious.

Caution: To learn this rescue maneuver, you must be trained by qualified professionals. Injury can be caused if this technique is administered incorrectly.

CPR for Young Children

When a child stops breathing or when a child's heart stops beating, immediate action is required. Early childhood professionals should be trained in rescue breathing and cardiopulmonary resuscitation (CPR) so that they can respond quickly when needed. It could save a child's life.

Caution: To learn CPR, you need to be trained by qualified professionals, such as those from the American Heart Association or the American Red Cross. Injury can be caused if CPR is administered incorrectly. NEVER attempt CPR on a person who is breathing.

CPR for Infants Up to One Year

1. Have a coworker call 911 while you begin CPR.
2. Give 30 chest compressions. Use two or three fingers to compress the chest on the breastbone (sternum) about one and a half inches deep.
3. Give two rescue breaths:
 - a. Support the infant's head and neck without tilting it back too far. This may block the air passage rather than keep it open.
 - b. Cover the infant's nose and mouth with your mouth. Exhale for one second to make the infant's chest rise—about 1 to 1½ inches depending upon the infant's size.
4. If breathing does not resume, continue the cycle of compressions and rescue breathes.

CPR for Children One to Eight Years

Follow the same procedures as with infants, but make the following modifications to the chest compressions:

1. You can either use the heel of one hand or use both hands as in adult CPR for the chest compressions.
2. Position your hands about two finger widths above the end of the sternum.
3. Press the sternum down about two inches deep.

For information about CPR courses, contact your local American Heart Association (www.heart.org) or the American Red Cross (www.redcross.org).

CPR for Adults

It is important for early childhood professionals to know CPR for both children and adults. Having these invaluable skills could save the life of a coworker.

Caution: To learn CPR, you need to be trained by qualified professionals. Injury can be caused if CPR is administered incorrectly. NEVER attempt CPR on a person who is breathing.

Basic Steps in CPR

Although CPR is not complicated or difficult to learn, it must be done correctly to prevent further injury to the victim. In general, it involves the following steps:

1. Shake the victim gently and shout, "Are you okay?"
2. If the person does not respond, point to a bystander and shout, "Call 911!" If you are alone, make the call yourself.
3. Place the victim flat on his or her back while supporting the head and neck.
4. Give 30 chest compressions by pushing hard and fast in the middle of the chest, at least two inches deep.
5. Give two rescue breaths:
 - a. If the victim is NOT breathing, tilt the head back, lift the chin up, and pinch the victim's nostrils shut.
 - b. If you have a sterile breathing mask available, place it securely over the victim's mouth and nose. Then take a breath and cover the opening in the mask or the victim's mouth with your mouth, making as airtight a seal as possible. Be sure the person's head remains tilted back.

- c. Exhale for one second while watching for the chest to rise.
 - d. Give rescue breaths one after the other.
6. Continue cycles of compressions and rescue breaths until you see breathing, an AED is ready to use, another trained responder or medical personnel takes over, you are too tired to continue, or the scene becomes unsafe. Be sure to remove the CPR breathing barrier, if used, when giving compressions.

For information about CPR courses, contact your local American Heart Association (www.heart.org) or the American Red Cross (www.redcross.org).

Using an Automated External Defibrillator

When a child goes into cardiac arrest, child care staff are often the first source of lifesaving assistance. As a care professional, you should be trained in both conducting cardiopulmonary resuscitation (CPR) and using an automated external defibrillator (AED).

CPR, as described on pages 11–12, involves providing manual heart stimulation with compressions and mouth-to-mouth breathing as needed to an unresponsive victim. An AED is used in conjunction with CPR and provides electrical heart stimulation.

Caution: To learn to use an AED, you need to be trained by qualified professionals. Injury can be caused if an AED is administered incorrectly. NEVER attempt using an AED on a person who is breathing and who has a heartbeat.

Saving Lives

According to the American Red Cross, use of AEDs could prevent 50,000 of the estimated 220,000 annual deaths associated with sudden cardiac arrest in America.

Most AEDs are designed to be used by nonmedical personnel in a variety of environments. Currently, AEDs are located in corporate offices, shopping malls, airports, sports arenas, schools, day care facilities, retirement centers, and other places people gather. An AED should never be used when the victim or the care professional is in contact with water.

According to the American Heart Association, AEDs can be used on older adults and children over the age of eight who weigh more than 55 pounds. There are also special pediatric AED pads and equipment for use on children younger than eight years of age or weighing less than 55 pounds.

Although AEDs typically use voice prompts and pictures to walk users through safe automatic external defibrillation, it is still important to receive proper training before attempting to use these devices.

Training will not only teach you how to use an AED safely and effectively, it will also teach you to recognize the signs of sudden cardiac arrest and to perform CPR as needed. Contact your local American Heart Association or a local American Red Cross chapter for more information about AED instructional courses.

For more information regarding training for the use of an AED, contact the American Red Cross, www.redcross.org, or the American Heart Association, www.heart.org.

Managing Stress and Substance Abuse

In school, on the job, and in your personal life, there are situations that can cause stress. It is important to learn how to deal with stress and to avoid substance abuse.

Stress Management

You cannot avoid stress, but you can control your response to it. Here are some tips for dealing with stress positively.

- **Talk with a trusted relative or friend about your problems.**
- **Keep a journal.** Writing about events, thoughts, and feelings can provide an emotional outlet.
- **Set priorities.** Recognize that it is unlikely you will ever be able to do everything on time. Focus on the most important things.
- **Keep your perspective.**
- **Make time for rest and relaxation.**
- **Learn and practice relaxation techniques.** Many people find success with deep breathing or meditation.
- **Exercise regularly.** Exercise can relieve stress by releasing tension and making your muscles more flexible. It also helps you stay physically strong and healthy.
- **Eat healthfully.** Your body needs good nutrition to deal with the effects of stress.
- **Limit your intake of caffeine.** Too much caffeine can make you nervous, and it can interfere with sleep.
- **Avoid alcohol and other drugs.** Using drugs to cope with stress only increases your problems.
- **Help others.** It will make you feel good, and it will take your mind off your own troubles.
- **Be assertive, not aggressive.** Deal with problems in a direct, positive manner.
- **Set realistic goals that reflect your values.**
- **Encourage a sense of humor.** Laughter can relieve tension.

Substance Abuse

Substance abuse can lead to many negative effects in your life. It can harm you emotionally, physically, and socially. Using drugs can lead to:

- **Inability to concentrate.** Whether you are in school or at a job, you need to be focused on the job at hand. Lack of concentration, one of the many side effects of drug use, can cause your grades to be lower in school or make you fall behind on the job. If you work with machinery, chemicals, or other dangerous equipment or products, a lack of focus can endanger your safety or the safety of others.
- **Alienation.** As your attitude and personality change from the effects of substance abuse, you may hurt those who are close to you.
- **Addiction.** Whether it is alcohol, tobacco, or another substance, addiction can lead people to take desperate measures to get what they want.
- **Financial difficulties.** Taking drugs is a very expensive habit, and drug abusers often spend their money on drugs instead of paying their bills. Drug use while on the job can lead to being fired.
- **Increase in crime.** Many crimes happen because of drugs. Users may steal to get money for drugs or even kill someone to get what they need. Drug-related crimes destroy families, neighborhoods, and lives.