



Lynn R. Marotz

Health, Safety, and Nutrition *for the* Young Child

NINTH EDITION

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Health, Safety, and Nutrition *for the Young Child*

Lynn R. Marotz, RN, Ph.D.

University of Kansas



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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Preface

Children's state of wellness has an unquestionable effect on their development and ability to learn. Our understanding of the factors that shape and influence a child's well-being, including nutrition, environmental conditions, and emotional and social health, continues to improve as a result of ongoing research. In turn, this information has led to noteworthy changes in our views about health, approaches to health care, and the critical importance of addressing health education during the early years. It has also contributed to the development of numerous resources (e.g., National Health Education Standards, MyPlate, Healthy People 2020, NAEYC's Standards for Early Childhood Professional Preparation, National Health and Safety Performance Standards for Child Care) that currently guide personal and classroom practices. Additionally, our knowledge of wellness and the importance of promoting healthy lifestyle behaviors draw increasing attention to the pivotal role teachers play in identifying children's health needs, creating high-quality environments that are safe and support learning, and providing comprehensive health education in schools.

Health, Safety, and Nutrition for the Young Child, now in its ninth edition, has become the standard text in the early childhood field. Its comprehensive approach and well-documented student/teacher-oriented focus continue to make it the best-selling, full-color textbook about children's well-being. Most importantly, this book provides students and teachers with a functional understanding of children's health, safety, and nutrition needs and guides them in implementing effective classroom practices. It also emphasizes the importance of respecting and partnering with all families to help children establish healthy lifestyles and achieve their learning potential. *Health, Safety, and Nutrition for the Young Child* accomplishes this by addressing all three essential components of children's wellness in one book:

- ▶ promoting children's **health** through awareness, assessment, early identification of special health needs, and meaningful health education
- ▶ creating and maintaining **safe learning environments** and fostering children's understanding and development of protective behaviors
- ▶ meeting children's essential **nutrition needs** by planning healthy meals, providing safe and nutritious food, and educating children about consuming a nutritious diet.

Extensive resources, lesson plans, teacher checklists, video clips, references, and family education materials are also provided throughout the book to aid busy students and practicing teachers in making a difference in children's lives.

The Intended Audience

First and foremost, *Health, Safety, and Nutrition for the Young Child* is written on behalf of young children everywhere. Ultimately, it is the children who benefit from having families and teachers who know how to protect and promote their safety and well-being. The term *families* is used throughout the text in reference to the diverse caring environments in which children are currently being raised and that may or may not include their biological parents. The term *teachers* is used inclusively to describe all adults who care for and work with young children-including

educators, therapists, coaches, camp leaders, administrators, health care providers, legislators, and concerned citizens, whether they work in early education centers, home-based programs, recreation activities, public or private schools, community agencies, or after-school programs. The term *teacher* acknowledges the important educational role that families play in their children's daily lives. Its use also recognizes the valuable contributions of the many educators who dedicate their lives to children.

Health, Safety, and Nutrition for the Young Child is written for several primary audiences:

- ▶ Students and preservice teachers who have chosen a career in early education
- ▶ Experienced teachers in community schools, home-based programs, early childhood centers, Head Start programs, agencies that serve young children, and before- and after-school programs
- ▶ Allied health professionals and child advocates who work in any role that touches children's lives
- ▶ Families, who are children's most important teachers!

Organization and Key Content

The ninth edition of *Health, Safety, and Nutrition for the Young Child* maintains its original purpose to focus attention on the three critical areas that influence children's well-being: promoting children's health (Unit 1); creating high-quality, safe environments (Unit 2); and, supporting children's nutrition (basic and applied), healthy eating behaviors, and nutrition education (Units 3 and 4). This arrangement maximizes student learning and offers instructors flexibility in designing their courses. However, the interrelatedness of these three subject areas must not be overlooked despite their artificial separation.

Chapter content is presented in a clear, concise, and thought-provoking manner. It reflects the latest research developments and applications regarding children and wellness within a diverse and family-oriented framework. Key topics, including national health initiatives, children's mental health, bullying, fostering resilience and social-emotional competence, brain development, childhood obesity, emergency and disaster preparedness, and food safety have been added and updated. More information about children with special health challenges and school-aged children has also been provided. Without a doubt, this comprehensive book is a resource that no teacher (new or experienced) should be without!

New Content and Special Features

The ninth edition continues to include numerous features, tables, and checklists designed to engage students, reinforce learning, and enhance their ability to apply the information in contemporary educational settings:

- ▶ **Chapter Content Linked to National Association for the Education of Young Children Professional Preparation Standards**—NAEYC standards, identified at the onset of each chapter, enable students to relate chapter content to the association's professional education framework.
- ▶ **New Learning Objectives**—correlated to the main sections in each chapter show students what they need to know to process and understand the content. After completing the chapter, students should be able to demonstrate how they can use and apply their new knowledge and skills.
- ▶ **New Digital Downloads**—include most of the Teacher Checklists presented in the textbook for students to download, often customize, and use in the classroom! Look for the Digital Downloads label that identifies these items.
- ▶ **New Did You Get It? quizzes**—allow students to measure their performance against the learning objectives in each chapter. One question for each learning objective is featured in the

textbook to encourage students to go to CengageBrain.com, take the full quiz, and check their understanding.

- ▶ **New Chapters**—Several chapters have been rewritten, reorganized, and expanded to improve student learning. A new section, *Emergency and Disaster Preparedness*, has been added to Chapter 8. Former Chapters 14 and 15 have been combined into a new Chapter 14, “*Nutrients That Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water.*” Technical detail has been replaced with material that is easier for students to understand. Chapter 18, “*Food Safety,*” has been reorganized and new information added to draw attention to a serious health concern.
- ▶ **New Teach Source Video Connections**—feature footage from the classroom to help students relate key chapter content to real-life scenarios. Critical-thinking questions provide opportunities for in-class or online discussion and reflection.
- ▶ **New Partnering with Families**—is a feature designed to address the importance of family engagement and inclusion in children’s health, safety, and nutrition education. Information on a variety of topics is provided in letter format for busy teachers to copy and send home or share with families in a newsletter, program handbook, website posting, parent conference, or bulletin board display.
- ▶ **Additional Teacher Checklists**—are a well-received feature that has been expanded in every chapter to provide teachers with quick, efficient access to critical information and best practices. Beginning practitioners will find these concise reference lists especially helpful in learning new material. Experienced teachers and administrators will appreciate their easy access for classroom use and staff training purposes. Most of the Teacher Checklists are also available as Digital Downloads.
- ▶ **New Connecting to Everyday Practice**—presents real-life situations that challenge students to resolve common dilemmas by applying chapter content. Thought-provoking questions encourage self-reflection and group discussion.
- ▶ **Classroom Corner Teacher Activities**—showcases lesson plans aligned with the National Health Education Standards. Learning objectives, materials lists, and step-by-step procedures are provided to save teachers preparation time and present children with meaningful learning experiences.
- ▶ **New Did You Know . . . ?**—offers interesting facts in a new marginal feature to increase student curiosity and interest in chapter content.
- ▶ **Monthly Calendar of National Health, Safety, and Nutrition Observances**—provides a month-by-month listing of national observances and related website resources that teachers can use when planning learning experiences for children. This information is located in Appendix B.
- ▶ **Children’s Book List**—is an extensive, updated collection of children’s books that can be used for teaching about health, safety, and nutrition while also encouraging literacy skills. This resource is located in Appendix D and includes titles that address topics such as dental health, mental health, self-care, safety, nutrition, special needs, and physical activity.

Chapter-by-Chapter Changes

Chapter 1 *Children’s Well-Being: What It Is and How to Achieve It*

- ▶ New information on national health programs and initiatives, including National Health Education Standards, Coordinated School Health Program, Healthy People 2020, Children’s Health Insurance Program, and Let’s Move.
- ▶ Emphasis placed on health promotion and its effect on children’s learning, development, and behavior.
- ▶ New information on early brain development, cultural influences on health, childhood stress, bullying, and cyber-bullying.
- ▶ *New TeachSource Video Connections* feature: “Infancy Brain Development.”

Chapter 2 *Daily Health Observations*

- ▶ Additional *Teacher Checklists* highlighting key information for easy access.
- ▶ *New references* reinforcing teachers' role in early identification.
- ▶ *New TeachSource Video Connections* features: "Infants and Toddlers: Daily Health Checks" and "Communicating with Parents about Health in Early Childhood: A Parent-Teacher Meeting."

Chapter 3 *Assessing Children's Health*

- ▶ Greater emphasis placed on the teacher's role in identifying health problems (e.g., vision, hearing, language, nutrition) that affect learning.
- ▶ *New Teacher Checklists* for easy access to critical information.
- ▶ Additional content on childhood obesity and the short- and long-term consequences on health and learning.
- ▶ *New TeachSource Video Connections* features: "0–2 Years: Sensation and Perception, Vision in Infants and Toddlers" and "Students with Special Needs: The Referral and Evaluation Process."

Chapter 4 *Caring for Children with Special Medical Conditions*

- ▶ *New section* on inclusive classrooms and special education services, including a discussion of the Individuals with Disabilities Education Improvement Act (IDEA), Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), and Individualized Health Services Plans (IHSP).
- ▶ Updated information on the signs, symptoms, and management strategies for common chronic childhood diseases and medical conditions.
- ▶ *New TeachSource Video Connections* features: "Preschool: IEP and Transition Planning for a Young Child with Special Needs" and "Promoting Children's Health: Teacher Takes Care of Child With Asthma."

Chapter 5 *The Infectious Process and Environmental Control*

- ▶ The latest national childhood immunization recommendations (and chart).
- ▶ *New information* on classroom infection control practices, including hand washing and green cleaning products.
- ▶ *Newly issued warnings* and recommendations on mixing bleach solutions.
- ▶ *New TeachSource Video Connections* feature: "Promoting Children's Health: A Focus on Nutrition in Early Childhood Settings."

Chapter 6 *Childhood Illnesses: Identification and Management*

- ▶ *New information* on Sudden Infant Death Syndrome (SIDS).
- ▶ *New Teacher Checklists* highlighting critical information about childhood illnesses.
- ▶ *New TeachSource Video Connections* feature: "SIDS: Is There a Biological Cause?"

Chapter 7 *Creating High-Quality Environments*

- ▶ *New information* on safety features associated with high-quality environments, including outdoor play areas for children.
- ▶ More emphasis on the importance of outdoor play and physical activity in the prevention of childhood obesity, diabetes, and behavior problems.
- ▶ Field-based activities and a new case study reinforce application of chapter content to everyday practice.
- ▶ *New TeachSource Video Connections* features: "The Quality of Child Care" and "Creating a Safe Physical Environment for Toddlers."

Chapter 8 *Safety Management*

- ▶ *New section* on emergency and disaster preparedness, including strategies for helping children to cope following such an event.
- ▶ Additional information on school security.
- ▶ *New TeachSource Video Connections* feature: "Preschool Safety and Disaster Preparedness."

Chapter 9 *Management of Injuries and Acute Illness*

- ▶ Updated emergency and first aid techniques from the American Heart Association and Red Cross
- ▶ New information on initial injury assessment and assembling first aid kits.
- ▶ New section on anaphylaxis (life-threatening allergic reaction).
- ▶ New *TeachSource Video Connections* feature: “Working with Children Who Have Physical Disabilities.”

Chapter 10 *Maltreatment of Children: Abuse and Neglect*

- ▶ New research-based information about the immediate and long-term emotional, cognitive, and economic effects maltreatment has on children’s development.
- ▶ New information on vulnerable children, cultural implications, strategies for increasing resilience, and anger management.
- ▶ Updated booklist that teachers and families can use to address maltreatment with children and to build resilience.
- ▶ New *TeachSource Video Connections* feature: “0–2 Years: Observation Module for Infants and Toddlers.”

Chapter 11 *Planning for Children’s Health and Safety Education*

- ▶ Updated information on the National Health Education Standards and Health Education Curriculum Analysis Tool (HECAT).
- ▶ New lesson plan on “Yoga and Wellness.”
- ▶ Additional teacher resources and children’s book lists to use for lesson planning.

Chapter 12 *Nutrition Guidelines*

- ▶ New information on the Dietary Guidelines for Americans, Dietary Reference Intakes (DRIs), MyPlate, Healthy People 2020, and food labels.
- ▶ Emphasis placed on eating locally and the role of physical activity in health promotion.
- ▶ New *TeachSource Video Connections* feature: “Young Children’s Stages of Play: An Illustrated Guide.”

Chapter 13 *Nutrients that Provide Energy (Carbohydrates, Fats, and Proteins)*

- ▶ Additional information on childhood obesity, excess energy consumption, and weight management strategies for children.
- ▶ New *Teacher Checklists* highlighting key nutrient information.
- ▶ New *TeachSource Video Connections* feature: “Child Obesity and School Nutrition.”

Chapter 14 *Nutrients that Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water)*

- ▶ New chapter that combines Chapters 14 and 15 from the eighth edition. Content is presented in less technical terms and restructured to promote better understanding.
- ▶ New section on at-risk nutrients in children’s diets.
- ▶ Additional information about vegetarian meal patterns.
- ▶ New case study challenges students to apply chapter content to real-life situations.
- ▶ New *TeachSource Video Connections* feature: “School-Age Children: Teaching about Nutrition.”

Chapter 15 *Feeding Infants*

- ▶ New emphasis on the feeding relationship and its effect on infant biological, learning, and developmental needs.
- ▶ Additional information on nutrient contributions and early brain development.
- ▶ New tables on behavioral signs of hunger and fullness (satiety).
- ▶ New recommendations regarding vitamin D and fluoride supplementation.
- ▶ New *TeachSource Video Connections* feature: “Infants and Toddlers: Health and Nutrition.”

Chapter 16 *Feeding Toddlers and Young Children*

- ▶ New guidelines for feeding preschool and school-age children aligned with the national standards.
- ▶ New information on safety considerations for children who have special feeding challenges and/or health problems.

- ▶ Additional information on increasing children's acceptance of unfamiliar foods and media influence on children's food preferences and eating habits.
- ▶ Updated information on feeding challenges and health problems (e.g., cardiovascular heart disease, diabetes, hypertension) related to children's dietary habits.
- ▶ *New TeachSource Video Connections* feature: "Technology and Media Use by Children and Adolescents."

Chapter 17 *Planning and Serving Nutritious and Economical Meals*

- ▶ *New* meal planning guidelines based on revised National School Lunch Program and Healthy Hunger-Free Kids Act standards.
- ▶ *New* resource tables and additional *Teacher Checklists*.
- ▶ Suggestions for incorporating more whole grain products, fresh produce, and ethnic foods into children's meals.
- ▶ *New TeachSource Video Connections* feature: "School-Age Children: Cooking Activities."

Chapter 18 *Food Safety*

- ▶ Reorganized content that reflects contemporary food safety concerns, research, and practices.
- ▶ *New* tables highlighting pesticide residues on fresh produce and safe cooking temperatures.
- ▶ *New* section added on national and international efforts to improve the safety of food supplies, including commercial food production practices.
- ▶ *New TeachSource Video Connections* feature: "Promoting Children's Health: A Focus on Nutrition in an Early Childhood Setting."

Chapter 19 *Nutrition Education: Rationale, Concepts, and Lessons*

- ▶ Greater emphasis placed on family engagement and educating children about healthy eating and physical activity.
- ▶ Lesson plans that include children's book lists.
- ▶ *New Teacher Checklists* highlighting key nutrient information.
- ▶ *New TeachSource Video Connections* feature: "Preschool: Cooking Activities."

Pedagogy and Learning Aids

Each chapter includes additional pedagogical features based on sound educational principles that encourage active student-centered learning, mastery, and application. The features also reflect student differences in learning needs, abilities, and styles.

- ▶ **Bulleted lists** are used extensively throughout the book to present important information in a concise, easy-to-access format.
- ▶ **Multicultural color photographs** taken on location at centers and schools show children as they work and play in developmentally appropriate settings.
- ▶ **Full-color illustrations** and tables reinforce and expand on important chapter content.
- ▶ A bulleted **Summary** concludes each chapter and recaps the main points of discussion.
- ▶ **Terms to Know** are highlighted in color throughout the chapters. Each term is defined on the page where it initially appears and also in a comprehensive glossary located at the end of the book.
- ▶ **Chapter Review** offers thought-provoking questions to reinforce student learning and comprehension. Questions can also be used for group discussion.
- ▶ **Case Studies** present real-life situations that require students to analyze and apply basic theory to solving everyday problems.
- ▶ **Application Activities** provide in-class and field projects that encourage students to practice and reinforce what they have learned in each chapter.
- ▶ **Helpful Web Resources** take advantage of technology to extend student learning beyond the pages of this book and to access valuable resource materials.

Ancillaries for Students

Early Childhood Education CourseMate

Cengage Learning's Early Childhood Education CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Access the eBook, Did You Get It? quizzes, Digital Downloads, TeachSource Videos, flashcards, and more in your Education CourseMate. Go to CengageBrain.com to register or purchase access.

TeachSource Videos

The TeachSource videos feature footage from the classroom to help students relate key chapter content to real-life scenarios. Critical-thinking questions provide opportunities for in-class or online discussion and reflection.

Ancillaries for Instructors

Early Childhood Education CourseMate

Cengage Learning's Early Childhood Education CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes the eBook, quizzes, Digital Downloads, TeachSource Video Cases, flashcards, and more—as well as EngagementTracker, a first-of-its-kind tool that monitors student engagement in the course. The accompanying instructor website, available through <http://login.cengage.com>, offers access to password-protected resources such as Microsoft® PowerPoint® lecture slides and the online Instructor's Manual with Test Bank. CourseMate can be bundled with the student text. Contact your Cengage sales representative for information on getting access to CourseMate.

Instructor's Manual

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in course design, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources.

Online Test Bank

Extensive multiple choice, true/false, short answer, completion, and essay questions accompany each chapter and provide instructors with varied strategies for assessing student learning.

Online PowerPoint Slides

These vibrant PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook!

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Lynn R. Marotz received a Ph.D. from the University of Kansas, an M.Ed. from the University of Illinois, and a B.S. in nursing from the University of Wisconsin. She served as the health and safety coordinator and associate director of the Edna A. Hill Child Development Center (University of Kansas) for 35 years. She has worked closely with students in the Early Childhood teacher education program and taught undergraduate and graduate courses in the Department of Applied Behavioral Science, including issues in parenting, health/safety/nutrition for the young child, administration, and foundations of early childhood education. She provides frequent inservice training in first aid, children's safety, recognizing child abuse, childhood obesity, and identifying children's health problems for early childhood students and community educators.

Lynn has authored several invited chapters on children's health and development, nutrition, and environmental safety in national and international publications and law books. In addition, she is the co-author of *Developmental Profiles-Pre-Birth through Adolescence*, *Motivational Leadership*, and *By the Ages*. She has been interviewed for numerous articles about children's nutrition and well-being that have appeared in national trade magazines, and has served as a consultant for children's museums and training film productions. Her research activities focus on childhood obesity and children's health, safety, and nutrition. She has presented extensively at international, national, and state conferences and held appointments on national, state, and local committees and initiatives that advocate on children's and families' behalf. However, it is her daily interactions with children and their families, students, colleagues, and her beloved family that bring true insight, meaning, and balance to the material in this book.



UNIT

1

Promoting Children's Health: Healthy Lifestyles and Health Concerns



- 1 Children's Well-Being: What It Is and How to Achieve It
- 2 Daily Health Observations
- 3 Assessing Children's Health
- 4 Caring for Children with Special Medical Conditions
- 5 The Infectious Process and Environmental Control
- 6 Childhood Illnesses: Identification and Management



chapter

1

Children's Well-Being: What It Is and How to Achieve It



naeyc Standards Chapter Links

- ▶ #1 a and b: Promoting child development and learning
- ▶ #2 a, b, and c: Building family and community relationships
- ▶ #4 a, b, c, and d: Using developmentally effective approaches to connect with children and families
- ▶ #5 a, b, and c: Using content knowledge to build a meaningful curriculum
- ▶ #6 b, c, d, and e: Becoming a professional
- ▶ Field Experience

Learning Objectives

After studying this chapter, you should be able to:

- LO 1-1** Define the preventive health concept and describe several national programs that address children's health needs.
- LO 1-2** Explain how health, safety, and nutrition are interrelated and discuss factors that influence the quality of each.
- LO 1-3** Describe typical growth and developmental characteristics of infants, toddlers, preschool-age, and school-age children.
- LO 1-4** Discuss ways that teachers can be proactive in promoting children's wellness in the areas of injury prevention, oral health, physical activity, and mental health.

Our ideas about health, disease, and the health care system are undergoing significant change. Individuals are beginning to realize that they must assume a more proactive role in maintaining personal health, and cannot continue to rely on the medical profession to always make them well. In part, this change is fueled by escalating medical costs, a lack of health insurance, and disabling conditions for which there are no current cures. In addition, and perhaps even more significant, are research findings that demonstrate positive health outcomes when people adapt healthy lifestyle behaviors (Maxwell et al., 2012; Daniels, Pratt, & Hayman, 2011).

1-1 The Preventive Health Concept

The concept of **preventive health** recognizes that individuals are able to reduce or eliminate many factors that threaten personal wellness (Figure 1–1). It implies that children and adults are able to make choices and engage in behaviors that improve the quality of life and lessen the risk of disease. This includes practices such as establishing healthful dietary habits (eating more fruits, vegetables, whole grains, and low-fat dairy products), implementing safety behaviors (wearing seat belts, limiting sun exposure), engaging in daily physical activity, and seeking early treatment for occasional illness and injury.

preventive health – personal and social behaviors that promote and maintain well-being.

FIGURE 1-1 Examples of preventive health practices.

A preventive health approach involves a combination of personal practices and national initiatives.

On a personal scale:

- eating a diet low in animal fats
- consuming a wide variety of fruits, vegetables, and grains
- engaging in aerobic and muscle-strengthening activities regularly
- practicing good oral hygiene
- using proper hand washing techniques
- avoiding substance abuse (e.g., alcohol, tobacco, drugs)
- keeping immunizations up-to-date

On a national scale:

- regulating vehicle emissions
- preventing chemical dumping
- establishing safety standard and inspecting food supplies
- measuring air pollution
- providing immunization programs
- fluoridating drinking water
- monitoring disease outbreaks

The early years are a critical time for children to establish preventive behaviors. Young children are typically more receptive to new ideas, curious, eager to learn, and have fewer unhealthy habits to overcome. Teachers, families, and health care providers can capitalize on these qualities and help children to develop practices that will foster a healthy, safe, and productive lifetime.

Although the preventive approach emphasizes an individual role in health promotion, it also implies a shared responsibility for addressing social and environmental issues that affect the quality of everyone's well-being, including:

- ▶ poverty and homelessness
- ▶ food insecurity
- ▶ inequitable access to medical and dental care
- ▶ adverse effects of media advertising
- ▶ substance abuse (e.g., alcohol, tobacco, drugs)
- ▶ food safety
- ▶ air and water pollution
- ▶ discrimination based on diversity
- ▶ unsafe neighborhoods

In addition to helping children learn about these complex issues, adults must also demonstrate their commitment by supporting social actions, policies, and programs that contribute to healthier environments and lifestyles for society as a whole.

1-1a National Health Initiatives

The positive health outcomes that are achievable through preventive practices continue to attract increased public interest, especially with respect to young children. Poor standards of health, safety, and nutrition have long been known to interfere with children's ability to learn and to ultimately become healthy, productive adults. As a result, a number of large-scale programs have been established to address children's health needs and to improve their access to preventive services. Descriptions of several initiatives follow; information about federal food programs for children is located in Appendix C.

Healthy People 2020 The nation's plan for improving the standard of health for its citizens is outlined in the *Healthy People 2020* initiative. It supports and strengthens the same underlying philosophy of health promotion and disease prevention presented in the original *Healthy People 2000 document*. It challenges communities to increase public health awareness and improve accessibility to preventive health services by encouraging better collaboration and coordination among agencies. It urges individuals to assume a more active role in achieving personal wellness, especially with regard to the prevention of heart disease, obesity, and diabetes. Many of the goals and objectives targeted in the *Healthy People 2020* plan also have direct application for schools and early childhood programs (Table 1–1). For example, teaching anger management skills, increasing outdoor play and physical activity in children's daily schedules, serving nutritious foods, providing more health and nutrition education, and creating safe learning environments reflect teachers' commitment to the *Healthy People 2020* ideals.

National Children's Agenda A similar Canadian proposal aimed at health promotion for children is outlined in a report entitled *A National Children's Agenda: Developing a Shared Vision*. This document presents a comprehensive agenda of goals and objectives for addressing children's health care and safety needs. It also embraces the importance of the early years and supports the vision of creating a unified approach to helping children achieve their full potential.

Children's Health Insurance Program The Children's Health Insurance Program (CHIP) provides low-cost health insurance to children in income-eligible families who don't qualify for Medicaid and cannot afford private coverage. The program is aimed at improving children's health and ability to learn through early identification and better access to preventive health care (Colby, Lipson, & Turchin, 2012). Services covered by the program include free or low-cost medical and dental care, immunizations, prescriptions, mental health treatment, and hospitalization.

CHIP is administered in each state through a combination of state and federal appropriations. Each state must submit a Child Health Plan describing how the program will be implemented, how eligibility will be determined, and how eligible children will be located. The Affordable Care Act extends reauthorization of the program through 2015 and expands service to an additional four million eligible children (Centers for Medicare & Medicaid Coverage, 2013).

▼ Early childhood is a prime time for teaching preventive health practices.



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TABLE 1–1 Healthy People 2020 Objectives

Areas targeted for improving children's health include the following:

- physical activity and fitness
- nutrition and weight status
- substance abuse
- mental health
- sleep health
- environmental health
- injury and violence prevention
- immunizations and infectious diseases
- oral health
- maternal, infant, and child health
- access to health services
- health education
- vision, hearing, and communication disorders

Source: Adapted from *Healthy People 2020*. (2012). U.S. Department of Health & Human Services.

Healthy Child Care America The primary objective of the Healthy Child Care America (HCCA) initiative is to foster high-quality improvements in out-of-home child care programs. HCCA, supported by the U.S. Department of Health and Human Services, the Child Care Bureau, and the Maternal and Child Health Bureau, was established in 1995 to coordinate the mutual interests of health professions, early education professionals, and families in addressing children's health and safety. The program is administered by the American Academy of Pediatrics (AAP) and has been instrumental in launching several large-scale educational campaigns, including Moving Kids Safely in Child Care, Tummy Time, Back to Sleep (for parents), Back to Sleep in Child Care Settings, and the Health Futures curriculum. Grant-supported offices, located in every state, have been established to evaluate and strengthen existing community infrastructure and to assist with new initiatives for improving children's health and safety in early childhood programs and access to preventive health care. Extensive resource information is available on their website (<http://www.healthychildcare.org>).

National Health and Safety Performance Standards for Child Care National concern for children's welfare led to a collaborative project among the American Academy of Pediatrics (AAP), the American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education (NRC) to develop health, safety, and nutrition guidelines for out-of-home child care settings. The resulting document, *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care* (3rd ed.), continues to identify quality standards and procedures for ensuring children's health and safety while they attend organized out-of-home care (Table 1–2) (AAP, APHA, & NRC, 2011). This document can be accessed at www.nrckids.org.

The current system allows individual states to establish their own child care licensing standards, which has resulted in significant differences in quality. The National Health and Safety Performance Standards attempt to address regulatory inconsistencies by proposing a uniform set of standards based on what research has identified as best practices. The National Association for the Education of Young Children (NAEYC) recently endorsed and aligned their accreditation criteria with the National Health and Safety Performance Standards (NAEYC, 2012).

TABLE 1–2 National Health and Safety Performance Standards

Comprehensive guidelines address the following areas of child care:

- staffing – child staff ratios, credentials, and training
- activities for healthy development – supervision, behavior management, partnerships with families, health education
- health promotion and protection – sanitation and hygiene practices, safe sleep, illness and medication management
- nutrition and food services – nutritional requirements, food safety, nutrition education
- facilities, supplies, equipment, and environmental health – space and equipment requirements, indoor/outdoor settings, maintenance
- playgrounds and transportation – space, water areas, toys, transportation safety
- infectious diseases – respiratory, blood-borne and skin conditions, immunizations
- children with special health care and disability needs – inclusion, eligibility for special services, facility modifications, assessment, service plans
- policies – health/safety, emergency plans, personnel, child records
- licensing and community action – regulatory agencies, teacher/caregiver support

Source: Adapted from AAP, APHA, & NRC. (2011). *Caring for our children: National health and safety performance standards* (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>.

No Child Left Behind The No Child Left Behind (NCLB) Act of 2001 authorized significant reforms of the K–12 educational system and strengthened partnerships with Head Start, Even Start, and early education programs in center- and home-based settings. It acknowledged families as children's first and most important teachers, the educational contributions of early childhood programs, and the importance of fostering early literacy skills (understanding and using language) to ensure children's readiness for, and success in, schools. The bill also provided funding to cover child care costs for low-income families, health care coverage for eligible children, and prenatal services for pregnant women. However, its main purpose was to improve educational outcomes for all children by holding educators more accountable. Several states were granted waivers in 2011 allowing them to opt out of the NCLB Act's required provisions if they agreed to establish their own performance standards.

Coordinated School Health Program In 1988, the Centers for Disease Control and Prevention (CDC) proposed a new school health services model called the Coordinated School Health program. At the time, teachers were being pressured to ensure children's success in school while studies demonstrated a strong association between children's health and academic outcomes. It became clear that traditional delivery methods were failing to address children's complex health needs and that a different approach was needed.

The Coordinated School Health program assumes a preventive health approach and emphasizes the collaborative involvement of teachers, administrators, staff, students, families, media, and community partners to promote children's well-being. Eight interactive standards and their corresponding performance indicators serve as curriculum guidelines for grades K–12 (Figure 1–2).

The National Children's Study One of the most comprehensive studies of children's health ever undertaken in the United States was authorized by the Children's Health Act of 2000. This longitudinal study is being led by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) and is currently following over 100,000 children from birth to age 21. The purpose of the study is to examine genetic and environmental effects on children's

FIGURE 1–2 Coordinated school health program components.



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Did You Get It?

The Children's Health Insurance Program provides healthcare coverage, and the Healthy Child Care America initiative focuses on the _____ of child care programs.

- regulation
- improvement
- licensing
- insuring

Take the full quiz on CourseMate.

health and their potential contributions to disease. It will eventually yield one of the most expansive information databases ever compiled about children's growth and development, differences in access to health care, and the incidence of disease. Data obtained from the study will also be used to improve children's health and well-being through future policy formulation, funding, and service interventions.

Let's Move! The *Let's Move!* initiative was established by First Lady Michelle Obama in 2010 to address the problem of childhood obesity in the United States. The program encourages children and their families to achieve a healthier lifestyle by improving eating habits and increasing physical activity. Schools are challenged to provide healthier meals for children, increase opportunities for physical activity, and incorporate more health and nutrition education into their curriculum. A companion initiative, *Let's Move! Child Care*, was launched the following year and challenges all child care providers to adapt similar improvement measures. Informational resources can be accessed on the initiatives' websites.

▼ Active play is essential for children's health and development.



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1-2 Health, Safety, and Nutrition: An Interdependent Relationship

Health, safety, and nutrition are closely intertwined and dependent on one another. The status of each has a direct effect on the quality of the others. For example, children who receive all essential nutrients from a healthful diet are more likely to reach their growth potential, benefit from learning opportunities, experience fewer illnesses, and have ample energy for play. In contrast, children whose diet lacks critical nutrients such as protein and iron may develop anemia, which can lead to fatigue, diminished alertness, growth and academic

failure, and loss of appetite. When children lack interest in eating, their iron intake is further compromised. In other words, nutritional status has a direct effect on children's health and safety, and, in turn, influences the dietary requirements needed to restore and maintain well-being.

A nutritious diet also plays an important role in injury prevention. The child or adult who arrives at school having eaten little or no breakfast may experience low blood sugar, which can cause fatigue, decreased alertness, and slowed reaction times and, thus, increase an individual's risk of accidental injury. Similarly, overweight children and adults are more likely to sustain injuries due to excess weight, which may restrict physical activity, slow reaction times, and increase fatigue with exertion.

1-2a What Is Health?

Definitions of **health** are as numerous as the factors that affect it. In years past, the term referred strictly to an individual's physical well-being and the absence of illness. Contemporary

health – a state of wellness. Complete physical, mental, social, and emotional well-being; the quality of one health element affects the state of the others.

definitions view health from a broader perspective and recognize it as a state of physical, emotional, social, economic, cultural, and spiritual well-being. Each interactive component is assumed to make an equally important contribution to health and to affect the functional activity of the others. For example, a stressful home environment may be contributing to a child's asthma attacks, stomachaches, or headaches; in turn, a child's repeated illnesses or chronic disability can profoundly affect the family's emotional, financial, social, and physical stability and well-being.

The current health concept also recognizes that children and adults do not live in isolation, but are active participants in multiple groups, including family, peer, neighborhood, ethnic, cultural, recreational, religious, and community. Children's health, development, and opportunities for learning are directly influenced by the positive and negative experiences that occur in each setting. For example, children growing up in a poor, urban neighborhood may be at greater risk for becoming obese because they have fewer safe places for outdoor play and limited access to fresh fruits and vegetables. In other words, children's health and development must be considered in the context of their social and environmental conditions.

1-2b What Factors Influence Children's Health?

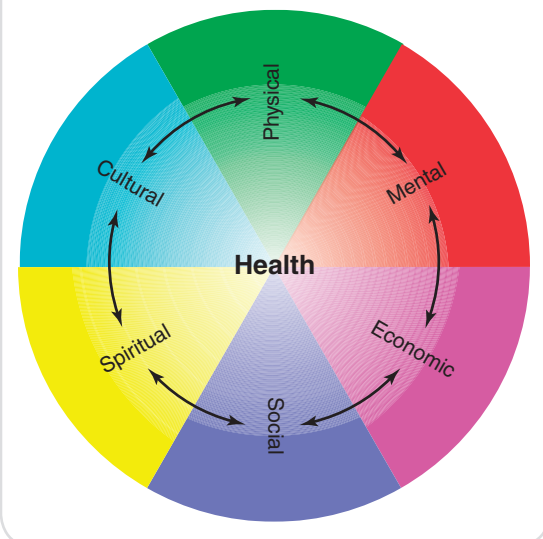
Health is a dynamic and complex state. It is a product of continuous interactions between an individual's genetic makeup, environmental conditions, and personal experiences (Figure 1-3). For example, an infant's immediate and long-term health is influenced by his or her mother's personal lifestyle practices during pregnancy: her diet; use or avoidance of alcohol, tobacco, and certain medications; routine prenatal care; and exposure to communicable illnesses or toxic stress. Mothers who fail to maintain a healthy lifestyle during pregnancy are more likely to give birth to infants who are born prematurely, have low birth weight, or experience a range of special challenges (McCormick et al., 2011). These children also face a significantly greater risk of developing chronic health problems and early death. In contrast, a child who is born healthy, raised in a nurturing family, consumes a nutritious diet, lives in a safe environment, and has numerous opportunities for learning and recreation is more likely to enjoy a healthy life.

Heredity Characteristics transmitted from biological parents to their children at the time of conception determine all of the genetic traits of a new, unique individual. **Heredity** sets the limits for growth, development, and health potential. It explains, in part, why children in one family are short while those from another family are tall or why some individuals have allergies or require glasses while others do not.

Understanding how heredity influences health can also be useful for assessing a possible inherited tendency, or **predisposition**, to certain health problems, such as heart disease, deafness, cancer, diabetes, lactose intolerance, or mental health disorders. Although a family history of heart disease or diabetes may increase one's risk, it does not imply that an individual will actually develop the condition. Many lifestyle factors, including physical activity, diet, sleep, and stress levels, interact with genetic material (genes) and can alter the child's chances of ultimately developing heart disease or any number of other chronic health diseases.

Environment Although heredity provides the basic building materials that predetermine the limits of one's health, environment

FIGURE 1-3 Health is an interactive and continuously changing state.



heredity – the transmission of certain genetic material and characteristics from biological parents to a child at the time of conception.

predisposition – having an increased chance or susceptibility.