

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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The NC Child Care Health and Safety Resource Center promotes safe and healthy environments for children in child care settings. Project Director: Dr. Jonathan Kotch, MD, MPH, FAAP.

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Emergency Preparedness Are You Ready?

On April 29, 2014 Hillcrest Head Start Center in Asheville flooded due to an overnight storm. The center closed. It hired a cleaning and restoration company to repair the damage. An environmental health specialist then inspected the facility. Hillcrest's child care licensing consultant then allowed the center to reopen.

On May 20, 2010 a natural gas leak caused the closing of Soule United Methodist Day Care Center. All children and staff were evacuated to the fire department. They were later reunited with their families.

Children and adults could experience these and other emergencies at home or at early care. Hillcrest Head Start Center and Soule United Methodist Day Care Center were prepared. Hillcrest closed the facility and Soule evacuated. Children returned to care when it was safe.

What is an emergency? Emergencies pose a serious threat to personal safety. They may be life-threatening. They require a quick response. Usually people have strong emotional reactions during and after an emergency. Emergencies are also referred to as disasters. Most disasters are unexpected. Some, such as a hurricane, may have advanced warning.

Disasters are grouped in four categories. Tornadoes, hurricanes and floods are weather related emergencies. Examples of facility related emergencies include a gas leak, power failure or collapsed roof. A chemical spill from a trucking accident is an unintentional disaster caused by a human. An intruder could break into a facility. This is an example of an emergency intentionally caused by a human being.

Directors and staff need to plan for how their program would respond to these different types of emergencies. Where will children and staff go if they have to evacuate



nearby or far away? What supplies will they need to bring? How will they transport children who cannot walk? How will they keep families informed?

In 2010 a Save the Children study found that thirty six states, including North Carolina, were missing key emergency preparedness child care regulations. In 2011 the National Association of Child Care Resource & Referral Agencies (NACCRRRA) and Save the Children's U.S. Programs developed national standards for emergency planning in child care. These standards are found in *Protecting Children in Child Care During Emergencies*.

To address this need North Carolina proposed new child care rules. The proposed rules require the development of an emergency preparedness and response (EPR) plan for all licensed facilities. They also require training in EPR, additional drills, and reunification plans. The North Carolina Child Care Commission will vote on the rules in August. If the rules are approved the proposed effective date is October 1, 2014. Directors and staff members would have two years to make sure their programs follow them. Proposed rules can be found at: http://ncchildcare.nc.gov/PDF_forms/EPRrulesandfiscalnotecombined042014.pdf

This issue of the bulletin will help directors, early educators and families get ready for emergencies.

Reference:

National Association of Resource and Referral Agencies. 2012. *Protecting Children in Child Care*. Retrieved April 21, 2014 from www.naccrra.org/sites/default/files/publications/naccrra_publications/2012/protectingchildreninchildcareemergencies.pdf

Know What to Do to Face Fires,



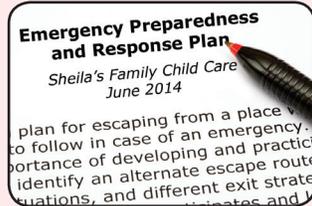
How would early educators and children react if their safety were actually threatened by a fire, a storm, an intruder, or another emergency? What would they be feeling or thinking about? What questions would arise? Being

prepared means thinking ahead, making a plan, and practicing drills regularly. Taking these steps makes it easier to stay as calm as possible when an emergency does occur. The goal of emergency preparedness is to protect all children and adults in the child care facility and to prevent tragedy when possible.

Since a number of steps are needed to get ready, a team approach helps get tasks completed. The team can have staff and parent representation. They can develop the written plan together. Individual team members can take on specific tasks. They can put the *Ready to Go File* together, gather emergency supplies, or work on plans for meeting the needs of children and adults with special health care needs.

Writing the Plan

The written *Emergency Preparedness and Response Plan (EPR Plan)* should be specific to the facility and include how to respond to each type of emergency.



An effective plan will cover the following:

- steps to follow and supplies to have on hand
- forms for contact information and emergency medical care
- how and when to complete all routine training
- exits and safe places in the building
- how, when and where to evacuate
- how to reunite children with their families and immediate steps to take after an emergency.

The proposed NC Child Care Rules will require that, at least annually, the program staff evaluates the written *EPR Plan* and makes changes as needed. New employees should review the *EPR Plan* during their orientation period. Any changes or updated information in the plan will need to be shared with each staff member and family.

Families will need to understand the *EPR Plan* so that if evacuation takes place or medical care is needed, they can be reunited with children as quickly as possible. Knowing the plan and its role in keeping children safe will help families understand the need for updated emergency contact information.

Preparing the Facility

How does an early care and education program prepare for emergencies? What needs to be done? Directors and early educators can use the *Emergency Preparedness Checklist*, found on page 6, to see what they need to do to get ready for emergencies. They can check off the items and tasks as they are put in place. Reviewing the checklist every six months will remind staff to check supplies and update people's responsibilities.

Each room, and the outdoor learning environment, should have a floor plan posted. The floor plan should show two safe exit routes from every room, identify the safe room, and identify the outdoor gathering place. The safe room is the place in the facility where children and adults are less likely to suffer damage from items breaking or falling. For example during a tornado children and adults would move to an interior space away from exterior walls, corners, and windows. The outdoor gathering place is place children and adults go to outdoors should they need to evacuate the building.

Child's Name	Monday		Tuesday		Wednesday		Thursday		Friday		Total Hours
	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	

Building security systems help reduce the threat from intruders. Single action locks allow people to leave the room while keeping others from entering. An early educator would have to open the door for a visitor. Buzzers and/or bells on all doors automatically alert staff when anyone enters or leaves. Swipe cards and password controlled entries are other security options. A sign-in/sign-out sheet for children, staff, and visitors will help to identify who is present during an emergency.

A well-maintained facility reduces the risk of injuries from falling or electrical fires. Monthly fire drills can serve as reminders to check smoke alarms and carbon monoxide detectors.

The Macon County Health Department and Region A Partnership for Children are working together to help programs be ready for emergencies. They are

- 1) including the revised EPR training when they work with programs to improve quality,
- 2) assisting facilities develop their EPR plans,
- 3) working with county level emergency preparedness officials to integrate child care facility EPR plans into the county wide plan, and
- 4) distributing *Ready to Go Kits* that have flashlights, first aid kits, duct tape, gloves and masks.

As a child care health consultant I am excited to be involved. Early care and education facilities can become better informed and prepared for emergencies. ~ Rachel Cowart, CCHC

Intruders and Storms with Confidence



Preparing Staff Members

In early care and education settings, the staff members are the people who carry out emergency preparedness plans. Their job is to keep the children safe. To do this well they must have both knowledge and skill in responding during an emergency. Staff can respond more quickly and confidently when they are familiar with the steps of the *EPR Plan*. Early educators should know how to safely move infants and others who are non-mobile. They should learn how to meet the needs of children and staff who have special health care needs. They will need to know how to communicate with enrolled families and how they will reunite. They may use their required first aid and CPR training if someone is injured or becomes ill.

Frequent and routine drills allow staff to practice assigned tasks as if responding to a real emergency. The proposed Child Care Rules require a shelter-in-place or a "lockdown" drill at least every three months, in addition to monthly fire drills. Shelter-in-place drills provide practice for both storms and intruder disasters.

The proposed rules also require that the director, or a designated person, complete the *Emergency Preparedness and Response for Child Care* training. The training will cover planning, preparing, practicing, responding, and recovery. That person then works with other staff to assess the facility. Together they determine what roles staff members will have during an emergency. Then they can develop the facility's written *Emergency Preparedness and Response Plan*.

Staff members have families, too. Early educators can more easily concentrate on the children in their care when they have emergency plans in place at home. During an emergency they will need to communicate with their loved ones. See page 5 for family emergency preparedness.

Call the Division of Child Development and Early Education after an emergency event of **any kind**. Report the event. Do a thorough check around the facility for unsafe conditions. Discuss any questions about safety conditions. Licensing consultants will help decide when to reopen or relocate if the facility is no longer safe.

Preparing Children

Children should be informed and prepared, but not scared, about emergency plans and procedures. Teaching them how to cooperate during emergency drills and exercises will prepare them to respond positively and effectively during an incident.

Children of different ages react and learn differently. All children have their own ways of handling stress. Educators can build trusting relationships with each child. Knowing what calms or frightens individual children could help during an emergency.

Toddlers: Provide them with simple instructions. Use rhymes and games to help them remember what to do. For example, introduce "stop, drop, and roll" as a game. Educators can model each action and ask children to copy them. Teach children that hearing a fire alarm means it is time to follow an adult to the safe place outside. Toddlers often learn through repetition. Keep practicing until it becomes natural. Have some of the toddlers' favorite toys and stuffed animals available in case they do get scared or upset.



Tornado Drill - Martin County

Preschool children: Give simple instructions and reassure them that they are safe. If educators stay calm and act quickly, children are more likely to do the same. Seeing that adults are calm reassures children. Give children advance warning about drills and what to expect. Do mock drills for practice. Have someone document the fire and tornado drills with photos. Look at the photos with the children. Ask them to describe what they did and how they felt. Together use the photos and the children's words to create a book on Emergency Drills.

Preschoolers will need to learn how to:

- walk in line
- keep quiet
- follow directions
- understand when to get help or tell an adult about a threatening situation.

Practice these skills every day under normal circumstances as part of a routine. This way, even a real emergency might not seem as scary.

At story time, read these books about how people deal with emergencies.

- *Emergency!* by Gail Gibbons covers several types of emergency vehicles and what they do.
- *Big Frank's Fire Truck* by Leslie McGuire allows children to imagine a firefighter's day on duty.
- *Police: Hurrying! Helping! Saving!* by Patricia Hubbell explains what police do in a playful, rhyming way that toddlers as well as preschoolers can enjoy.

Consider inviting emergency professionals, such as firefighters and police officers, to come visit the facility. A field trip to a fire and or police station will make meeting the firefighters or police officers even more memorable. Children will become familiar with these professionals and what they do. It reinforces safety lessons children have learned.

References:

North Carolina Division of Child Development. May 2005. *Emergency Preparedness Tips for Child Care Providers*. Retrieved May 7, 2014 from http://ncchildcare.nc.gov/pdf_forms/emrtips.pdf

North Carolina Division of Child Development. *Security Awareness Tips for Child Care Providers*. Retrieved May 7, 2014 from http://ncchildcare.nc.gov/pdf_forms/sectips.pdf

North Carolina Division of Child Development. *Emergency Plan Template for Childcare Providers*. Retrieved June 2, 2014 from http://ncchildcare.nc.gov/pdf_forms/evacuation_childcare_providers.pdf

Celebrate Friendship



August 3rd is Friendship Day in the United States. Celebrate friends in big and small ways on this or any other day of the year. Friendships can bring joy and fulfillment to both children and adults. Remember that every friendship needs time, effort and encouragement to grow.

Young children develop social skills and a sense of self in each other's company. Infants and toddlers start by playing side by side, while preschoolers begin to play cooperatively, assigning roles to each child. Supervise children closely as they play together. Toddlers and preschoolers are learning to take turns and to use their words to express their feelings.

Talk with preschoolers about friendship. Ask them "How do you make a friend? What do you think it means to be a good friend?" Write down their answers. Review them together later. Take pictures of children playing together and put them in a photo album or on a wall dedicated to friendship.

Help older children make cards or crafts for friends they already have. Plan activities that encourage children to make new friends. For example, have each child trace another child's hand, color it in and write the other child's name on it.

Stories about friendship help teach children how to play together and support each other when needed. Try one of the following books about friendship.

- *Little Blue Truck* by Alice Schertle
- *Duck and Goose* series by Tad Hills
- *How Do Dinosaurs Play with Their Friends?* by Jane Yolen
- *Should I Share My Ice Cream?* by Mo Willems

References:

Healthy Children.org. *Social Development in Preschoolers*. Retrieved April 13, 2014 from www.healthychildren.org/English/ages-stages/preschool/pages/Social-Development-in-Preschoolers.aspx

The Activity Idea Place. *Getting to know you: Friendship*. Retrieved April 15, 2014 from www.123child.com/lessonplans/selfconcept/friendship.php

June is

National Great Outdoors Month



National Safety Month

Men's Health Education and Awareness Month

August is

National Immunization Awareness Month



Children's Eye Health and Safety Month

1 – 7: World Breastfeeding Week

12: World Elephant Day



29: Watermelon Day

29: More Herbs, Less Salt Day

July is

Fireworks Safety Month

Eye Injury Prevention Month

Mango and Melon Month

UV Safety Month



10: Teddy Bears' Picnic Day

September is

Fruit & Veggie Month

National Emergency Preparedness Month

America on the Move – Month of Action



21-27: National Keep Kids Creative Week

Bulletin Board



July is UV Safety Month

Being outdoors is beneficial for physical and mental health. However, UV rays from the sun can be damaging to eyes. Sun damage builds up over time, throughout the year, even on cloudy days. People of all ages should wear UV blocking

sunglasses or wide brimmed hats whenever they are outside. When children start doing this at an early age, it helps them build good habits that prevent eye damage throughout life. Teach children never to look directly into the sun, because this can cause damage to the retina.

For more information visit www.geteyesmart.org/eyesmart/living/sun.cfm

August is National Immunization Awareness Month

Immunizations are a safe, cost-effective way to protect against serious, and sometimes deadly, diseases. Sponsored by the Centers for Disease Control and Prevention, Immunization Awareness Month highlights vaccines for different age groups each week.



- **Week 1: Young adults age 19-26** are at a higher risk for certain vaccine preventable diseases, such as meningitis.
- **Week 2: Preschool and school age children** are exposed to germs that spread easily in schools and child care facilities. Many families have not seen the effects of diseases that are now prevented by vaccines. Families can talk to a health care provider about the role of vaccines in preventing illnesses.
- **Week 3: Adults age 26 and older** need vaccines, too. Vaccine schedules for all age groups are available at www.immunize.nc.gov/family/index.htm
- **Week 4: Infants and toddlers** should receive 14 vaccinations by two years of age. **Pregnant women** can ask health care providers about vaccines they need while pregnant. They can start planning for their infant's vaccinations.

For more information, visit www.cdc.gov/vaccines/events/niam.html

Families Get Ready - Emergency Preparedness at Home

After recent tornadoes and severe thunderstorms in NC families realize they need to be ready for emergencies. What will the family do if there is a chemical spill in their neighborhood? A fire next door? Or a hurricane? Families can take the following three steps to get prepared.

Make a Kit

Start by having family members gather the items they will need if food, water, and electricity are not available. Include items that family members with special needs and infants will need. Pets will also need food, water and supplies. The following items are recommended.



- Water – one gallon per person per day
- Food – non-perishable and high in nutrients such as peanut butter or power bars
- Flashlight
- Radio - NOAA Weather Radio, if possible
- Extra batteries
- First aid kit, emergency blanket
- Medications, supplies, and instructions
- Multipurpose tool such as a Swiss Army® knife
- Personal hygiene items
- Copies of personal documents such as IDs and insurance policies
- Cell phone with charger
- Family and emergency contact information
- Extra cash
- Area map(s)
- Set of car and house keys

Distribute items in labeled containers that are easy to carry. Store them in a convenient location. Check perishable items and medications for expiration dates and replace as needed.

Make a Plan



Families must decide how they will contact each other, where they will go and what they will do in an emergency. A *Family Communication Plan* organizes emergency contact numbers. It says where the family will meet up in an emergency. Children and adults can keep a copy in their back packs, wallets, purse, or briefcases. A *Family*

Communication Plan for parents and one for children can be found at www.fema.gov/media-library/assets/documents/34330.

Families may need to shelter-in-place or evacuate to another location. The *Family Communication Plan* includes where to meet in the neighborhood and in the region. Review the *Family Communication Plan* two or three times a year. Update contact information or places for meeting up as needed.

Be Informed

Families can learn how to respond to different types of emergencies that are likely to happen in their area. Information about potential threats comes from text alerts, emergency sirens, or the media.

The NOAA (National Oceanic and Atmospheric Administration) Weather Radio broadcasts continuous weather information. It is a valuable resource during weather related disasters.



- A **weather watch** indicates the risk of hazardous weather is likely. The exact time and place is not known. A watch gives families and communities time to set their plans in motion.
- A **weather warning** tells people hazardous weather is occurring, will occur very soon, or is very likely to occur. Warnings call for immediate action.

Support Emergency Preparedness in Early Care and Education

- Keep emergency contact information up to date
- Be familiar with the facility's *Emergency Preparedness and Response Plan*
- Know how the facility will communicate with families
- Know locations for off-site evacuations
- Know how families will be reunited with children after evacuation
- Provide supplies for the facility's *Ready to Go Kit*

Web Resources for Families

Let's Get Ready! Sesame Street Workshop. www.sesamestreet.org/parents/topicsandactivities/toolkits/ready

Prepare Your Home and Family. Video, audio and written information for helping families prepare for disasters. American Red Cross. www.redcross.org/prepare/location/home-family

Ready and its Spanish version *Listo* provide information and resources to help people get ready for an emergency. www.ready.gov / www.Listo.gov

Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event. Substance Abuse and Mental Health Services Administration. <http://store.samhsa.gov/shin/content/SMA11-DISASTER/SMA11-DISASTER-09.pdf>

Reference: *Emergency Preparedness and You*. Centers for Disease Control and Prevention. Retrieved May 20, 2014 from www.bt.cdc.gov/preparedness

Emergency Preparedness Checklist

Person completing checklist:

Date:

Directions: Assess each item/task. When an item or task is marked no, make a plan you can follow that will change it to a yes. When the plan is completed, put the completion date in the **Yes** column.

Item/Task	Yes	No	Plan of Action
Risk Assessment			
Likely disaster risks are identified (hurricanes, nuclear power plant near-by, etc.)			
Evacuation			
Evacuation site nearby identified			
Evacuation site in the neighborhood identified			
Far away evacuation site identified			
Plan for transporting to evacuation site			
Plan for moving non-mobile children			
Plan for meeting the needs of children with special health care needs			
Facility			
Safe room(s) identified			
Lockdown location(s) identified			
Floor plan with identified exits and safe rooms			
Windows used as an exit can be opened			
Exit routes are clear indoors and outdoors			
Grounds free of debris and hazards			
Emergency Preparedness and Response Plan			
Written			
Communicated to staff			
Communicated to families			
Emergency Kit (Ready to Go Kit)			
Person responsible for maintaining supplies			
Supplies in the kit			
Kit is stored where it can be easily grabbed			
Ready to Go File			
Has day's attendance for children, staff, volunteers			
Contact information for individuals to pick up children is current			
Has each child's application for child care			
Has medication authorizations, instructions, and actions for children with special health care needs			
Has a list of known food and other allergies of children and staff			
Has Incident Report forms, area map, and emergency telephone numbers			
Role Assignments			
Person assigned to decide when to close the facility			
Person assigned to decide to evacuate			
Person(s) assigned to decide when to signal to lockdown			
Person assigned to communicate with families			
Person assigned to bring the ready to go file			
Person assigned to bring emergency supply kit			
Training			
Director or designated staff completed <i>Emergency Preparedness and Response in Child Care</i>			
All staff trained to follow program's <i>Emergency Preparedness and Response Plan</i>			

Blowing in the Wind

I see the wind when the leaves dance by (*dance hands around*)
 I see the wind when the clothes wave, "Hi!" (*wave hand*)
 I see the wind when the trees bend low (*bend arms over and down*)
 I see the wind when the flags all blow (*wave arms high*)
 I see the wind when the kites fly high (*raise arms high*)
 I see the wind when the clouds float by (*wave hand gently*)
 I see the wind when it blows my hair (*lift hair with hands*)
 I see the wind 'most everywhere (*hold hands out, palms up*)

Young children look at the sky and wonder why wind blows, how it becomes a strong wind, what gets blown away and why wind is invisible. They also want to hear the sound of wind and know about the movement, form, and strength of wind. Help children begin to make sense of the world around them.

- Hang **wind chimes** outside an infant or toddler classroom window. The sound and rhythmic motion of the chimes often calms a child who is over-stimulated. Listen to the sounds the chimes make on a windy day.



- Make **windsocks**. Have children decorate small cardboard tubes by gluing on torn pieces of colorful paper or using markers and crayons. Help them glue long pieces of ribbon or thin strips of crepe paper to one end of their tubes. At the other end, make a hanger by poking two holes near the rim and tying on string or yarn. Hang the windsocks outdoors. Which way is the wind blowing their ribbons? Extend the activity: Have children blow bubbles. Compare which way the wind blows the windsock and the bubbles.

- On a windy day take the children for a **wind walk**. Look for all the things the wind is moving around. Help children understand that even though the wind is invisible, they can see the effects of the wind.

- Is there a leaf being pushed along the bike path?
- Can each child see a flag blowing in the wind?
- Are tree branches swaying? Clouds moving?
- Stand still. Enjoy the feeling of the wind blowing across the face.

- Create a **weather forecasting station** with preschoolers. Props could include large weather maps, hand-drawn thermometers and barometers, or handcrafted weather instruments such as a wind vane or wind sock, or an anemometer. Anemometers are used to measure wind speed. Weather vanes are used to indicate wind direction. Explain weather maps. Point out fronts moving into the area and temperatures in different places across NC. Young meteorologists can give the week's weather forecast. If possible, videotape the children forecasting.

Fun Wind Facts

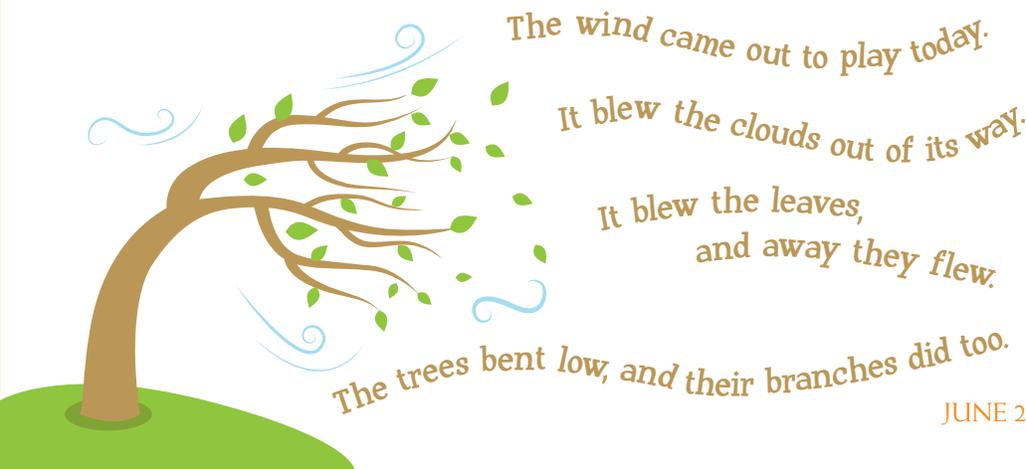
- ~ Wind is moving air.
- ~ Heat from the sun produces pressure differences in the atmosphere, which causes air to move as wind. Warm air is lighter than cold air.
- ~ The wind can be heard, especially when it is very strong. Wind is a force. Walk against a strong wind to feel its force.
- ~ Short bursts of wind moving at high speeds are known as gusts. Depending on its strength, wind can be known as a breeze, gale, storm or hurricane.
- ~ Gather data and play an interactive weather game at: <http://teacher.scholastic.com/activities/wwatch/>



Children's Books on Wind

- Feel the Wind*
by Arthur Dorros 2000 
- Kite Flying*
by Grace Lin 2004 
- The Wind Blew*
by Pat Hutchins 1993 
- Tornadoes!*
by Gail Gibbons 2010 
- When the Wind Stops*
by Charlotte Zolotow 1997 
-  Infant/Toddler  Preschool – School-age

Reference:
 International Art in Early Childhood Research Journal, 1:1. (2009) *Wind project in a Korean kindergarten: A project-based Art Activity in Early Childhood*. Retrieved April 25, 2014 from http://artinearlychildhood.org/artec/images/article/ARTEC_2009_Research_Journal_1_Article_7.pdf





Healthy
Child Care
North Carolina

POSTMASTER: Please deliver as soon as possible – time dated material enclosed

Ask the Resource Center

Q. *I care for two babies in my family child care home and want to do what is best for them. I heard in the news that swaddling and something called "wearable blankets" are associated with infant deaths or injuries. The parents of the 2 month old asked me to swaddle her when she goes down for a nap. I am confused about whether or not to swaddle the baby. How can I safely keep the babies warm while they sleep?*



A. The American Academy of Pediatrics (AAP) does not recommend swaddling as a practice in child care. Swaddling is a technique used to calm infants in the first few weeks of life, before they move around much. Infants who benefit from swaddling are usually not enrolled in early care yet. Typically infants begin to roll over at about 3 months of age but they can begin trying to roll over at an even earlier age. Infant movement can loosen swaddling blankets. The loose blankets become a suffocation hazard when they cover the baby's nose and mouth.

Consider adding a statement about swaddling in your Safe Sleep Policy. It might read "I do not swaddle infants in my care because it reduces the risk of suffocation when swaddling materials become loose." Go over the policy with parents and discuss why you do not swaddle infants in your care. Talk about placing infants on their backs to sleep and the other safe sleep practices you use in your program.

Research shows that multiple layers of clothing, heavy clothing, heavy blankets and room temperatures over 75°F increase the risk of Sudden Infant Death Syndrome (SIDS). Wearable blankets and sleep slacks can be safely used to keep infants warm while they sleep. They come in different sizes. Be sure to use the correct size for the infant. Use the types with inverted zippers or a tab that covers the zipper. If exposed zippers on sleep sacks are detached they can become a choking hazard. They have also caused dental injury in some infants. Stop using them if the zipper becomes detached.

HEALTH BULLETIN

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