Every Child Has the Right to Be Safe
Moving from Data to Solutions
Region V – Leadership Conference
Presenters
Carla Aronhalt
Michelle Evans
Ametta L. Reaves
Tips for Creating a Culture that Embraces Data
Objectives

Participants will

• Define injury and its relevance to Head Start
• Identify methods for preparing and collecting safety and injury prevention data
• Practice aggregating and analyzing injury and incident data
• Use and share comprehensive strategies that are informed by program data to promote injury prevention
Safety and Injury Prevention Definitions
Injury is\textsuperscript{7} Damage to a person in a physical sense. Injuries occur when interactions occur between a person and...
ELEMENTS
OBJECTS
ANIMALS/INSECTS
Unintentional and Intentional Injury

“Unintentional Injury results from an unintended incident

“Intentional Injuries are caused by one person inflicting harm on another person, such as one child [pushing] another child or an adult physically abusing a child”
Pair and Share Activity

• Describe an example of
  o Unintentional injury
  o Intentional injury

• What data did you use to identify each situation?
The Significance of Safety and Injury Prevention
What We Know About Injuries\textsuperscript{1,2,3,4,5,6}
<table>
<thead>
<tr>
<th>Rank</th>
<th>&lt;1 Year</th>
<th>1 YO</th>
<th>2 YO</th>
<th>3 YO</th>
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<td>6</td>
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<td>Influenza &amp; Pneumonia</td>
<td>Influenza &amp; Pneumonia</td>
<td>Influenza &amp; Pneumonia</td>
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Office of Statistics and Programming, National Center for Injury Prevention and Control, CDC
NEISS All Injury Program operated by the US Consumer Product Safety Commission (CPSC)

Office of Statistics and Programming, National Center for Injury Prevention and Control, CDC NEISS All Injury Program operated by the US Consumer Product Safety Commission (CPSC)
The Act and the HSPPS
Head Start Program
Performance Standards

45 CFR 1304.22(d) Injury Prevention. Grantee and delegate agencies must:

(1) Ensure that staff and volunteers can demonstrate safety practices

(2) Foster safety awareness among children and parents by incorporating it into child and parent activities
Caring for Our Children, 3rd Edition

National Health and Safety Performance Standards for Early Care and Education Programs

- 3rd edition Revision completed and published in June 2011
- 4-year revision process
- 10 Technical Panels - 85 panel members - Content Experts from AAP, APHA, and subject specialists

http://nrckids.org/CFOC3
Compliance with Care

A Crosswalk Between the Head Start Program Performance Standards and Caring for Our Children, 3rd Edition

Crosswalk Overview

- What is this Crosswalk?
- Why use this Crosswalk?
- How does this Crosswalk work?

Early Childhood Development and Health Services
Data Activities

- Prepare
- Collect
- Aggregate and Analyze
- Use and Share

Slide courtesy of PMFO
Preparing for Data Collection and Collecting Data
Injury Triangle

Child

Causes

Environment
How do you plan data collection?

• What are your questions about safety and injury prevention?
• How are your questions connected to your program and school readiness goals?
• What do you need to know to answer your questions?
• What does the data you have tell you?
• How does the data capture observations without judgment?
Data Collection Tools

• Injury and Incident Reports
• Safety Checklists
• Daily Health Checks
• Notes from Family/Parent Meetings
• Case notes (for home visitors)
• Other?
A Day In The Life:
Using Data In Context
What does the data tell you?

- What hazards does the child encounter?
- How does this process help you aggregate and analyze your data?
- How will you use this data to individualize?
Injury and Incident Report

- Who
- What
- Where
- When
- How
Aggregating and Analyzing Data to Draw Conclusions
Hazard Mapping

1. Identify location(s) for high risk of injury
2. Pinpoint systems and services that need to be strengthened
3. Develop a corrective action plan
4. Incorporate safety and injury prevention into ongoing-monitoring activities
Activity: Using Data in Context
Looking at Aggregated Data

Number of Playground Injuries from 2010 - 2012:

**Total:** 9

- **Swings:** 2
- **Slide:** 2
- **Climbing equipment:** 3
- **Grass:** 2
Number of playground injuries by equipment location and age from 2010 - 2012

- **Swings**
  - 3 year olds: 1
  - 4 year olds: 1
  - 5 year olds: 1

- **Slide**
  - 3 year olds: 2
  - 4 year olds: 2

- **Climbing equipment**
  - 3 year olds: 2
  - 4 year olds: 2

- **Grass**
  - 3 year olds: 1
  - 4 year olds: 1
  - 5 year olds: 1
Use and Share Data to Improve Program Activities
“Data rich. Information poor.”
How Do We Use Injury and Incident Data to Inform Our Practice?

- We collect data required for compliance
- We evaluate our staff’s skills and knowledge based on data
- We review data regularly to determine whether we have to make changes to our policies and procedures
- We use our data on an ongoing basis to evaluate our program’s systems
- We make changes to our program’s systems and services based on our analysis of the data
The Head Start Program Planning

Conduct Community Assessment

Decide on Goals/Communicate to Stakeholders

Evaluate Progress during Self-Assessment Process

Develop Plan of Action and Budget that Reflect Goals

Continually Respond With Course Corrections

Implement Plan of Action

Evaluate Progress through Ongoing Monitoring

Slide courtesy of PMFO
Preventing Injuries – the 4 “E”s

• Education (knowledge and skills)
  45 CFR 1304.22(d) & 1310.17

• Environment (social and physical)
  45 CFR 1304.53, 1306.30(c), 1306.32(a), 1306.35, & 1310

• Enforcement (policy and/or procedures)
  45 CFR 1304.51(a)

• Evaluation (ongoing monitoring and self assessment)
  45 CFR 1304.51(i)
How does your program use the 4 E’s to prevent injuries?

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENFORCEMENT</td>
<td>EVALUATION</td>
</tr>
</tbody>
</table>
How does your program use the 4 E’s to prevent injuries?

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training staff and parents about safety practices</td>
<td>• Using safety checks before using any play environment</td>
</tr>
<tr>
<td>• Educating children about safe behaviors</td>
<td>• Removing all hazards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENFORCEMENT</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing program policies to support ongoing safety checks</td>
<td>• Using injury and incident data to plan program improvement</td>
</tr>
<tr>
<td>• Creating program practices to enforce safe practices</td>
<td>• Using your HSAC or other partners to advise you</td>
</tr>
</tbody>
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Slide courtesy of PMFO
How Do You Share Data?

• Written narratives/reports
• Graphs
• Presentations
• Newsletters/letters
• Other?
Sharing Data
Looking at Infographics

• What did you learn?
• What graphic did you prefer?
• What graphic was most confusing to you?
• What could you use?
Every Child Has The Right To Be Safe
Contact Information

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Email: nchinfo@aap.org
Website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center
End Notes


6. Hemenway D. While we were sleeping. Success stories in injury prevention. Berkeley (CA): University of California Press; 2009
