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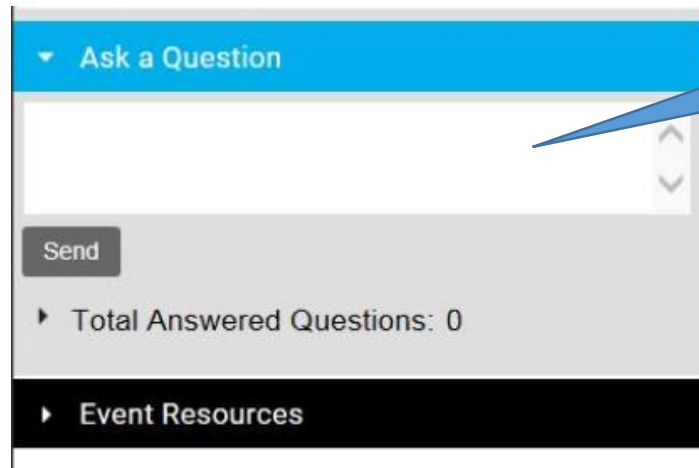
Early Childhood Health and Wellness

Social Distancing in Early Care and Education: Feasible or Impossible

Ask the Expert Series

June 2, 2020

Please use the left side bar to ask questions, submit comments, or download handouts.



Ask your questions and submit your comments here

Download handouts from Event Resources

Email your questions to health@ecetta.info.

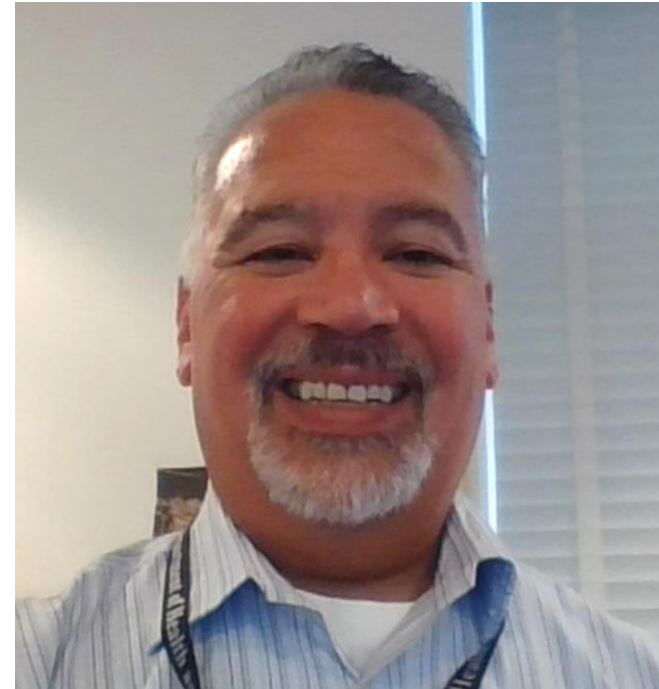
Certificate Information

Participants will receive an email with a link to download the certificate of attendance, at the end of either the live event or on-demand viewing.

For questions about certificates: webcasts@hsicc.org



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Social Distancing → Physical Distancing



Novel Corona Virus: COVID-19

- Completely new
- Uniquely awful: very contagious, very deadly
- Spread:
 - **Droplets**: cough, sneeze, talking, singing – most infections spread this way
 - **Touch**: frequently touched surfaces, feces?
- Prevention:
 - **Cloth face masks** – leave medical grade for medical settings
 - **Physical Distancing/Social Distancing** – limit the size of groups, 6 feet apart
 - **Fresh air** – outside if possible
 - Hand Hygiene
 - Disinfecting high touch surfaces



Importance of Support

- Understand the steps to complete before opening
- Recognize the stress of staff
- Recognize the stress of the families
- Recognize the stress of the children
- Communication is reassuring
- Partner with Family Support staff and individualize support for families AND children with special needs
- Have resources/communication plan ready for each group



Small Groups



- Including teachers
- From check in, including eating
- Include transportation
- Space
 - *Caring for Our Children* Standards:
 - <https://nrckids.org/cfoc>
 - Standard 6.1 Play Area/Playground size
 - Standard 5.4.6 Space for Ill/Injured/Special Needs
 - More time outside

Creativity-Use Time and Space

- Utilize all space available-indoor and outdoor
 - Separate rooms/spaces?
 - Stagger playground time
 - Naptime mats/cribs 6 ft apart, head to toe
 - Admin work from home, use their offices
 - Curb-side drop off and stagger times



Creativity – Share Ideas for Play/Games

Resources



Health Disparities & Vulnerable Populations

COVID-19 is another example of how health disparities play out in the U.S.

- Based on early data, COVID-19 is impacting African American, Latin and Native American populations at a disproportionate rate.
- Vulnerable populations are more likely to be a part of the workforce deemed essential and may not have access to PPEs.
- Longstanding inequities contribute to the crisis in vulnerable populations.
- Head Start programs have an important role to play in addressing disparities among their populations.

Resources

Early Learning Child Knowledge Center (ECLKC)

<https://eclkc.ohs.acf.hhs.gov/blog/managing-infectious-disease>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/healthy-active-living-staff-tips.pdf>

<https://eclkc.ohs.acf.hhs.gov/learning-environments/article/nature-based-learning-development>

<https://eclkc.ohs.acf.hhs.gov/video/behavior-has-meaning>

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development>

<https://eclkc.ohs.acf.hhs.gov/curriculum/article/learning-experiences>

Centers for Disease Control and Prevention (CDC)

<https://www.cdc.gov/handwashing/index.html>

Autism Research Institute: “I Can Wear a Mask” Social Story

<https://www.autism.org/wp-content/uploads/2020/04/I-can-wear-a-mask-1-1.pdf>



Ask the Experts Series Schedule

May 5	<u>Caring for Children in Group Settings During COVID-19: A Follow-up Conversation</u>
May 8	<u>Keeping Our Children Well During COVID-19</u>
May 15	<u>Keeping Our Children Safe During COVID-19</u>
May 19	<u>Helping Parents Manage Stress During COVID-19</u>
May 27	<u>Caring for Children with Special Health Care Needs During COVID-19</u>
June 2	<u>Social Distancing in Early Care and Education: Feasible or Impossible?</u>
June 9	<u>Addressing the Mental Health Needs of ECE Staff During COVID-19</u>

Check the **ECLKC** upcoming events page for dates and registration links
<https://eclkc.ohs.acf.hhs.gov/upcoming-events>





A Collaborative Platform for the Early Care and Education Community

MyPeers is a virtual learning network where you can brainstorm, exchange ideas, and share resources with early childhood colleagues from across the country. It was created by the Office of Head Start (OHS) to help you connect and learn with people who share your interests and program responsibilities. These informal connections can be a great source of encouragement and insight.

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

Welcome Back

Select the button below to access the login page.

Access MyPeers

Register to Learn More About MyPeers

Select the links below to join a webinar. You don't need to sign up for MyPeers before joining us for any of these sessions:

- MyPeers Orientation [↗](#)
- Making the Most of MyPeers [↗](#)

Create an Account

New to MyPeers?

Sign up for your free account.

Once you've joined, you will be able to add new communities to meet your specific needs.

Join



Early Childhood
National Centers

NATIONAL CENTER ON
Early Childhood Health and Wellness

National Center on Early Childhood Health & Wellness Contact Information

Email: health@ecetta.info

Website: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>

COVID-19 Health Information: <https://eclkc.ohs.acf.hhs.gov/physical-health/coronavirus/health-hygiene>

Watch Again & Certificate Information

View the webcast on-demand, starting 30 minutes after the live event ends, until June 15, 2020. On-demand viewing is available 24/7. Use the same registration and access link. There is no alternate phone line for on-demand events.

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Transition Tips for Reopening Infant/Toddler Programs

Early Head Start and Migrant and Seasonal Head Start program staff know how important relationships and continuity are to infant and toddler development. As programs prepare to open their doors and welcome back babies and their families, they can use these strategies to ensure a smooth transition.



As a result of the coronavirus disease 2019 (COVID-19) pandemic, programs will need to follow the most up-to-date health and safety guidelines from the U.S. Centers for Disease Control and Prevention (CDC) and local health departments. Staff should review CDC and local government websites frequently for any updates.

Primary caregiving and continuity of care are important.

Give children as much consistency as possible. If feasible, children should go back to their prior teacher or family child care provider upon returning to the program. Ensure home visitors retain the same families on their caseload, as much as possible. Program managers should also consider ways to ensure stable groupings of children and staff to avoid cross-contamination.

- Continuity of Care
 - [Tip Sheet](#)
 - [Podcast](#)
- [Responsive Caregiving as an Effective Practice to Support Children's Social and Emotional Development](#)

Young children have a different concept of time than adults.

One or two months is a long time for a baby. Think of this return as a child's first transition into your program. It might be familiar to you, but it feels brand new to them. Infants and toddlers may need more time to adjust to routines. They might cry more, upset easily, or withdraw. It may seem like they've forgotten some developmental milestones they achieved before the program closed, such as potty training or using words to express themselves. To help children feel safe, comforted, and secure, stay calm and reassure them. Remember to use words to label children's feelings and actions.

- [Effective Practice Guides: Social and Emotional Development](#)
- [News You Can Use: Transitions](#)
- [Daily Separations and Reunions](#)
- [Supporting Transitions: Using Child Development as a Guide](#)

Parents are transitioning, too.

Talk to parents about their concerns. Ask them about their routines while they were home with their child. If drop-off and pick-up procedures have changed, you may need to do this via phone, email, or text message. Work with parents to develop strategies to help their children. For example, you can

encourage them to bring in family photos that can be laminated, regularly sanitized, and stay in the program. If moms are breastfeeding, make sure you have a quiet, clean space to allow them to nurse. Pay close attention to children who have Individualized Family Service Plans (IFSPs), or whom you suspect might have delays, and assess their development. Partner with parents and your local Part C providers to assess progress children have made toward their IFSP goals during the program closure.

- [Supporting Transitions: Early Educators Partnering with Families](#)
- [Supporting Infants and Toddlers and Their Families Through Transitions](#)
- [Child Observation: The Heart of Individualizing Responsive Care for Infants and Toddlers](#)
- [Transitions in Early Head Start: Tips on Supporting Families of Infants and Toddlers](#)

Support children who are dual language learners (DLLs) and their families.

As you help infants and toddlers ease back into programs and adjust to routines, use language that is familiar and comforting. Talk with children in their home languages as much as possible. If you are not fluent in a family's home language, this is a good time to partner with parents and learn important words or phrases you can use throughout the day. Download the Ready DLL app on your smartphone to learn helpful words and phrases in Spanish, Arabic, Mandarin, and Haitian Creole.

- [Ready DLL Mobile App](#)

Meet your own needs.

After a period of social distancing, you might have lingering concerns about physical closeness. Managers, teachers, and family child care providers will want to stay in contact to ensure everyone understands and follows the most up-to-date CDC and local health and safety guidelines. It's important to remember that infants need physical touch—holding, comforting, picking up, diapering, feeding—to feel supported and safe. Consider taking measures in addition to standard health and safety practices. For example, you might wear long-sleeved shirts or smocks that you can change throughout the day. Wash yours and children's hands frequently and talk with parents about health and safety practices at home.

For home visitors, be sure to adhere to your program's health and safety procedures while on home visits. Talk with families ahead of time and be responsive to requests they may have, such as removing shoes, wearing a face mask, or meeting outside. Partner with families to prepare children for these changes and calm any fears they may have about the face mask. Explain what it is and how the mask is keeping their home visitor, themselves, and their family safe from germs. Home visitors should also talk with parents ahead of home visits to consider ways to support language, communication, and social and emotional development. Most importantly, remember to take care of your emotional and physical health and encourage all staff to do the same.

- [COVID-19 and the Head Start Community](#)
- [Managing Infectious Disease](#)
- [Health Tips for Home Visitors to Prevent the Spread of Illnesses](#)
- [Caring for Children in Group Settings During COVID-19](#)
- [Taking Care of Ourselves: Stress and Relaxation](#)