

Overarching Competencies 1, 2, 3, and 7 Fundamental Values, Knowledge, and Skills to Manage Health Services

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Chapter Progress Key

- Not Started
- In Progress
- Completed

What Are These Competencies?

Competency 1: Value the connections between health and learning

Competency 1 focuses on the recognition that children's physical, oral, and mental health affects their ability to learn.

Competency 2: Acknowledge how one's own values, beliefs, attitudes, and preferences affect interactions with children, families, and staff

Competency 2 focuses on how your beliefs may affect your interactions with children, families, and other staff in Head Start.

Competency 3: Have a working knowledge of the Head Start Program Performance Standards (HSPPS) and other federal, tribal, state, and local requirements regarding health and safety in early care and education.

- Competency 3 focuses on knowing the relevant regulations as well as where to find them.
- States and tribes establish and strengthen their [licensing requirements](#) and policies to protect the health and safety of children in out-of-home care.

Competency 7: Model and reinforce healthy and safe behaviors

Competency 7 focuses on the importance of modeling behaviors that you want others to adopt.

Why are these competencies important?

- **Tip 1 of 4:** Healthy development supports learning throughout childhood and later life. "Health in the earliest years—actually beginning with the future mother's health before she becomes pregnant—lays the groundwork for a lifetime of well-being."

[The Foundations of Lifelong Health Are Built in Early Childhood](#)

- **Tip 2 of 4:** Exploring your own values, beliefs, and traditions and learning how they impact you and the way you interact with others are the first steps to understanding other people.

[Multicultural Principles for Early Childhood Leaders](#)

- **Tip 3 of 4:** Regulations provide the foundation for effective practices to ensure the health, safety, and well-being of all program participants.
- **Tip 4 of 4:** Health services staff demonstrate healthy and safe behaviors then prompt other adults and children to use them too. Everyone is better protected when all adults model healthy and safe behaviors.

A combination of the right attitudes, knowledge and skills is fundamental to managing health services effectively.

Frame of Reference

Your frame of reference is based on personal experiences, that influence your beliefs and values. Each person's perception can be influenced by cultural factors such as ethnicity, socio-economic status, religion, personal experiences and values. *Complete this activity to better understand your own personal frame of reference.*

Frame of Reference (Activity)

1. *Select the image that best describes where you live.*
 - a. Beach
 - b. Suburb
 - c. Desert
 - d. Apartment
 - e. Country
 - f. City
 - g. On the road
 - h. Mountains
2. *Select the image that best describes your family.*
 - a. Father, mother, and biological children
 - b. Friends with children
 - c. Single parent and child

- d. Blended family
 - e. Lesbian, Gay, Bisexual, Transgender, or Queer (LGBTQ) family
 - f. Grandparents and grandchildren
 - g. Multiracial family
 - h. Foster family
 - i. Adopted family
 - j. Multigenerational family
3. *Select the image that best describes how your family makes decisions.*
- a. Everyone has an equal vote.
 - b. We weigh the costs and benefits.
 - c. An authority figure makes the decisions.
4. *Select the image that best describes how your family deals with illness.*
- a. Doctor's office
 - b. Internet
 - c. Home remedies
 - d. Alternative practices
5. *Select the image that best describes where you felt most comfortable as a child.*
- a. Home
 - b. Grandparent's house
 - c. School
 - d. Place of worship
 - e. Neighborhood friends
 - f. Teammates

Frame of Reference Summary

Description of activity for users of screenreaders: On the previous pages, you selected images that represented you. Each of these images comes together here (within an image of a picture frame) to form a large collage of your personal "frame of reference."

The frame of reference you created represents early experiences that have influenced your beliefs and values. As we grow from childhood to adulthood, we may encounter others with different beliefs.

Be open to new ideas and other people's frames of reference. To build meaningful relationships, you will need to acknowledge how your own frame of reference differs from others and how it may help or hinder communicating and understanding other people.

Reflection

How does your frame of reference affect your interactions with children, families, and staff?
Type your response in the space provided below.

School Readiness Begins with Health

Select each number to view the contributions that health makes to learning.

1. Regular well-child visits
2. Routine oral health care
3. Food security
4. Safe drinking water
5. Active play
6. Adequate rest

Competency 3

It is critical to know the requirements that are foundational to your job duties and responsibilities and that you are accountable for implementing. Are you sometimes puzzled by knowing all the applicable requirements and where to find them?

- [Head Start Program Performance Standards](#)
- [State Licensing Regulations](#)
- [Minimum Standards for Tribal Child Care: A Health and Safety Guide](#)
- Local building, health, and fire codes

Competency 7

A **role model*** is a person who serves as an example to others. Children learn healthy habits and safe behaviors by watching what their role models do. It is easier for children to learn safe and healthy habits when adults practice these behaviors themselves. Families and staff are the most important role models for young children.

***Role Model:** "Caregivers/teachers should talk about and model healthy and safe behaviors while they carry out routine daily activities. Activities should be accompanied by words of encouragement and praise for achievement". CFOC [2.4.1.2](#)

Healthy and Safe Behaviors

- Handwashing
- Coughing into your elbow
- Toothbrushing
- Wearing a bike helmet on a riding toy

- Wearing a seat belt: *Photo from the NHTSA Image Library*

Summary

Main concepts covered in this course:

- **Value Health and Learning:** Healthy development supports learning throughout childhood and later life.
- **Know the Requirements:** Regulations provide the foundation for effective practices to ensure the health, safety, and well-being of all program participants.
- **Consider Your Frame of Reference:** To be open to new ideas and build meaningful relationships, you may need to adapt your Frame of Reference.
- **Be a Role Model:** Everyone is better protected when all adults model healthy and safe behaviors.

To learn more about the connections between health and school readiness:

[Healthy Children Are Ready to Learn](#)

To read more about culture, values, and beliefs:

[Multicultural Principles for Early Childhood Leaders](#)

To read more about being a positive role model:

[Staff as Healthy Role Models](#)

Connecting with Others

- If you have more questions, contact NCECHW at health@ecetta.info or (toll-free) 1-888-227-5125.
- Join [MyPeers](#): a collaborative platform for the early care and education community
- Subscribe to the American Academy of Pediatrics Early Childhood [listserv](#)

Congratulations! You have reached the end of this module.

Module Resources

The list below contains the resources used to develop this module and can be used to continue learning.

Resources throughout the module:

- [Child Care Licensing Tools and Resources](#)
- [Head Start Program Performance Standards](#)
- [Healthy Children Are Ready to Learn](#)
- [Minimum Health and Safety Standards: A Guide for American Indian and Alaska Native Child Care and Development Fund Grantees](#)
- [Multicultural Principles for Early Childhood Leaders](#)
- [National Database of Child Care Licensing Regulations](#)
- [Staff as Healthy Role Models](#)
- [The Foundations of Lifelong Health Are Built in Early Childhood](#)

Additional resources about specific topics in the module:

Health and Learning

- [Attendance Works](#)
- [Health Barriers to Learning: The Prevalence and Educational Consequences in Disadvantaged Children](#)
- [Health Services to Promote Attendance](#)

Values and Beliefs

- [Conscious & Unconscious Biases in Health Care](#)
- [Cultural and Linguistic Competence Health Practitioner Assessment](#)
- [Equity Matters: Confronting Implicit Bias](#)
- [Infusing Cultural and Linguistic Competence into Health Promotion Training](#)
- [Understanding Implicit Bias](#)

Modeling

- [Caring for Our Children Standard 2.4.1.2: Staff Modeling of Healthy and Safe Behavior and Health and Safety Education Activities](#)
- [Caring for Our Children Standard 2.4.3.1: Opportunities for Communication and Modeling of Health and Safety Education for Parents/Guardians](#)
- [Staff Role Modeling](#)

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Regulations

- [Child Care Licensing Studies](#)
- [National Program Standards Crosswalk](#)
- [Protecting Children's Health and Safety](#)
- [Understanding the New CCDF Health and Safety Standards and Training Requirements](#)
- [Who Regulates Child Care?](#)