



Addressing Child Incidents Through a Culture of Safety



HOUSEKEEPING ITEMS

- All participants are in listen-only mode.
- Certificates of Attendance will be provided via chat and email.
- Closed Captioning is optional.
- Participate in discussion via chat.
- Submit all questions via Q&A.

Participate in discussion with the presenters here.



Ask your questions here.

Closed Captions can be turned on or off here.



Addressing Child Incidents Through a Culture of Safety



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What We Will Cover

- Office of Inspector General's (OGI) Report
- Office of Head Start's ACF-IM-HS-22-07 Reporting Child Health and Safety Incidents
- Training and Technical Assistance & Other Resources



Office of Inspector General

ACF Should Improve Oversight of Head Start Programs to Better Protect Children's Safety



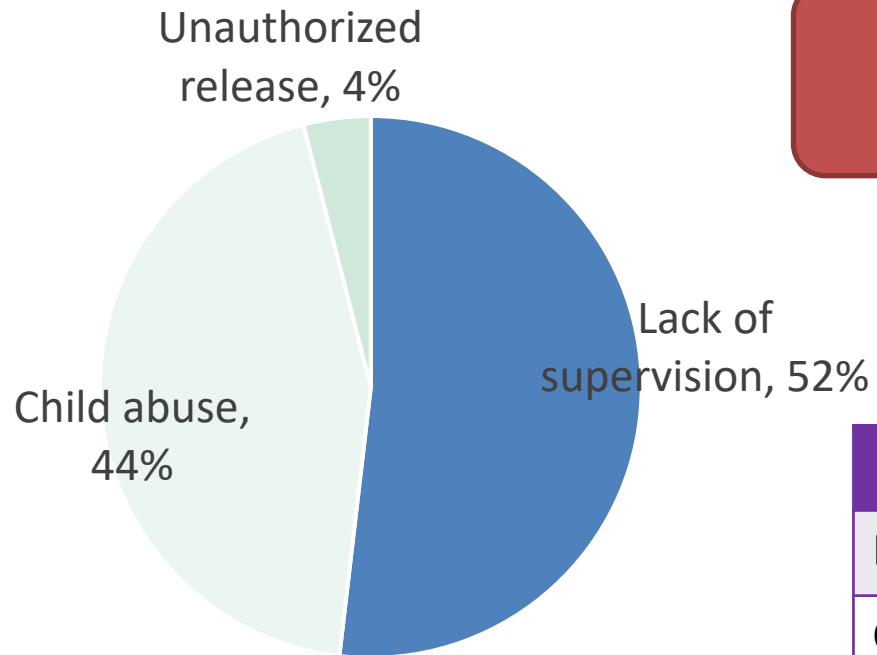


Office of Inspector General's Findings Related to Child Safety

- 1 in 4 Head Start grant recipients received an adverse finding for "child maltreatment" from 2015 to 2020
- 1,029 incidents in which a child was left unsupervised, was abused, or was released to an unauthorized person
- Of those recipients with adverse findings, 24% also received an adverse finding for failure to promptly report
- OIG identified 130 incidents in two states of which ACF was not aware



Most OIG Child Safety Findings Related to Lack of Supervision



Child Safety Incidents by Category

	Recipients	Incidents
Lack of supervision	300	533
Child abuse	193	454
Unauthorized release	32	42
Total	525	1,029

Child Abuse Findings Are Rare, but Problematic

Physical or corporal punishment	Emotional or verbal abuse	Prohibited disciplinary practices	Sexual abuse
<ul style="list-style-type: none">• hitting, spanking, shaking, slapping, twisting, pulling, squeezing, or biting a child• 374 incidents	<ul style="list-style-type: none">• public or private humiliation, rejecting, terrorizing, or extended ignoring, or using profane, sarcastic, threatening, or derogatory language or remarks about a child or a child's family• 102 incidents	<ul style="list-style-type: none">• using isolation; binding or tying; taping a child's mouth; using or withholding food as a punishment or reward; using toilet learning or training methods that punish, demean, or humiliate a child; or using physical activity or outdoor time as a punishment or reward• 54 incidents	<ul style="list-style-type: none">• 8 incidents

ACF-IM-HS-22-07

Reporting Child Health and Safety Incidents



ACF-IM-HS-22-07

Reporting Child Health and Safety Incidents



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-22-07	2. Issuance Date: 09/27/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: Child Incidents; Reporting; Health and Safety	

INFORMATION MEMORANDUM

TO: All Head Start Agencies and Delegate Agencies

SUBJECT: Reporting Child Health and Safety Incidents

INFORMATION:

The Head Start Program Performance Standards (HSPPS) at **45 CFR §1302.102(d)(1)(ii)** require programs to "submit reports, as appropriate, to the responsible U.S. Department of Health and Human Services (HHS) official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants." This includes any incident regarding staff or volunteer compliance with laws addressing child abuse and neglect.

This Information Memorandum (IM) clarifies reporting requirements of 45 CFR §1302.102(d)(1)(ii), including the responsible HHS official to whom programs must report and the reporting timeframe. It also outlines the consequences for failure to report during the given timeframe, explains the obligation to report child incidents in blended classrooms, and offers examples of incident types that must be reported. This IM applies to all Office of Head Start (OHS) programs, including Head Start, Early Head Start, Migrant and Seasonal Head Start, and American Indian and Alaska Native Head Start programs.

"Responsible HHS Official" to Whom Programs Send Reports

For reporting significant incidents regarding the health and safety of children in Head Start programs, the responsible HHS official is the program specialist assigned to your grant or the regional program manager. This is in addition to reporting to local, state, or tribal entities as required by applicable laws.

Reporting Timeframe

HSPPS 45 CFR §1302.102(d)(1)(ii) requires programs to submit reports, as appropriate, to the responsible HHS official immediately or as soon as practicable. OHS interprets "immediately or as soon as practicable" to mean without delay, but no later than seven calendar days following an incident. Head Start programs should not wait for adjudication through local or state officials. Incidents must be reported to OHS staff within seven days of the incident, regardless of investigations by relevant local, state, tribal, or federal law enforcement.



To Whom Must Programs Report Incidents

The responsible HHS official,
which is the program specialist or
regional program manager,

AND

Local, state, or tribal entities as
required by applicable laws.



Reporting Timeframe



"Immediately or as soon as practicable"

means

Without delay, but no later than seven (7) calendar days after an incident.





Incidents must be reported within **7 days** of the incident, **regardless of investigations by relevant local, state, tribal, or federal law enforcement.**

Consequences for Failure to Report Incidents "Immediately or as Soon as Practicable"



Program will receive a **monitoring finding**, which may include a **deficiency determination**.



Report all incidents involving **Head Start staff, contractors, and volunteers** that affect the health and safety of young children in early childhood settings, including those **children not funded by Head Start dollars** (blended classrooms).

Types of Reportable Incidents



"Significant incidents" are any incidents that:

- ❖ Result in serious injury or harm to a child;
- ❖ Violate Head Start standards of conduct at 45 CFR §1302.90(c); or,
- ❖ Result in a child being left alone, unsupervised, or released to an unauthorized adult.



Some Examples of Significant Incidents

- ❖ **Child injuries that require either hospitalization or emergency room medical treatment**, such as a broken bone; a severe sprain; chipped or cracked teeth; head trauma; deep cuts; contusions or lacerations; or animal bites.
- ❖ **Inappropriate discipline**, which is any type of conduct used to instill fear or humiliate rather than to educate a child, such as poking or pinching a child; making fun of or laughing about a child; using/withholding food or an activity as a punishment or reward; or isolating a child.
- ❖ **Potential child abuse and maltreatment**, such as grabbing, shoving, shaking, swatting, or dragging a child; spanking or any other type of corporal or physical punishment; binding, tying, or taping a child; terrorizing a child with threats or menacing acts; or any form of sexual contact.

Some Examples of Significant Incidents

- ❖ **Lack of supervision** while in the care or under the supervision of program staff, which includes leaving a child alone anywhere on the grounds of a Head Start facility (e.g., in a classroom, bathroom, on a playground), as well as outside the facility in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion.
- ❖ **Unauthorized release** where a child is released from a Head Start facility, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity had not been verified by photo identification.

Training and Technical Assistance & Other Resources



Theory of Change



Morale Busters for Head Start Staff



What is a Culture of Safety?

- “An organization is committed to safety at all levels, from frontline providers to managers and executives.”



- <https://psnet.ahrq.gov/primers/primer/5/culture-of-safety>



Everybody has a role in keeping children safe.



Proactive HR Policies and Practices



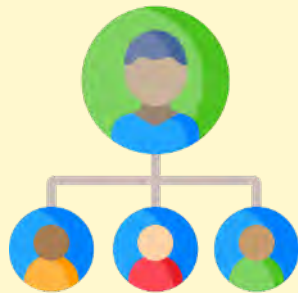
STRATEGIC
ONBOARDING



IN-SERVICE
TRAINING



PROFESSIONAL
DEVELOPMENT



SUPERVISION
OF STAFF



ANNUAL PERFORMANCE
REVIEW



CODE of
CONDUCT

Use Infant and Early Childhood Mental Health Consultation (IECMHC)



Other Strategies to Support Knowledge and Use of Positive Guidance

Implement Behavioral Prevention and Promotion Approaches:

- Trauma-informed Care
- Pyramid Model
- Incredible Years
- Conscious Discipline

iLookOut for Child Abuse

iLookOut for Child Abuse



National Center on
Health, Behavioral Health, and Safety



Center for the
Protection of Children



National Center on
Early Childhood Development, Teaching, and Learning



**Release Date: November
2021**

**Spanish version
Coming November 2022**

- An online, interactive training program that uses video-based storyline scenarios.
- Learners respond to questions within scenarios and didactic questions.
- Questions within scenarios provide context in the form of interactions with children, parents, and co-workers (played by actors); learners must decide how best to respond to the situation.
- Didactic questions are multiple-choice questions that branch learners to learning materials based on their answers.



Resources

Embedding Health and Safety in Your Program's Culture

Learn how to create a culture of shared responsibility for children's well-being in programs. Hear from local program leaders about training approaches to help ensure health and safety practices are routine.

Active Supervision

Find six strategies to keep children safe in classrooms, family child care settings, and socialization spaces.

Active Supervision for Child Safety

Watch this video to learn how keeping children safe using active supervision requires programs to take a systematic approach to child supervision.

Resources

Creating a Culture of Wellness

When leaders support staff wellness, they reduce the likelihood of caregivers experiencing injuries, stress or depression, unhealthy weight, and infectious diseases. Explore more about the components of staff wellness programs through this learning module.

Fundamental Values, Knowledge, and Skills to Manage Health Services

This module prepares you to reflect on your own understanding of health and wellness. It also helps you consider how to use requirements and regulations to identify key health practices to implement and model for others.

Discipline and the Influence of Our Upbringing

This webinar with Dr. Brenda Jones Harden explores the connection between our family, culture, and experiences and the way we discipline children. Discover the importance of helping early childhood staff learn child behavior management practices to promote healthy development, such as using positive discipline strategies and managing our personal reactions to children's behavior.



Thank You!