

# Understanding your baby's crying

## The Period of **PURPLE** Crying

explains normal infant crying. Here is what to expect:

<b>Peak</b>	Your baby will cry the most in the first couple of months.
<b>Unexpected</b>	The crying can come and go and you may not know why.
<b>Resists soothing</b>	Your baby may keep crying no matter what you do.
<b>Pain</b>	Your baby may seem to be in pain, even when they are not.
<b>Long-lasting</b>	The crying may last for 5 hours a day or more.
<b>Evening</b>	Your baby may cry more in the late afternoon or evening.

"Period" means your baby's crying has a beginning and an end. After 2 months, your baby will begin to cry less each week.

### Do all babies cry?

Yes. Healthy babies can cry a lot in their first five months of life.

### How can I soothe my baby?

- Hold your baby close to you with skin-to-skin contact.
- Rock and sing to your baby.
- Give your baby a warm bath.
- Take your baby outside for a walk.
- Check to see if your baby is hungry, tired or needs changing.

### Does soothing always work?

No. Soothing won't always stop your baby's crying. If you are feeling frustrated:

- Put your baby in a safe place and walk away. Take a few minutes to calm down and then go back and check on your baby.
- Reach out to a trusted family member or friend for support.
- No matter how frustrated you get, never shake your baby.

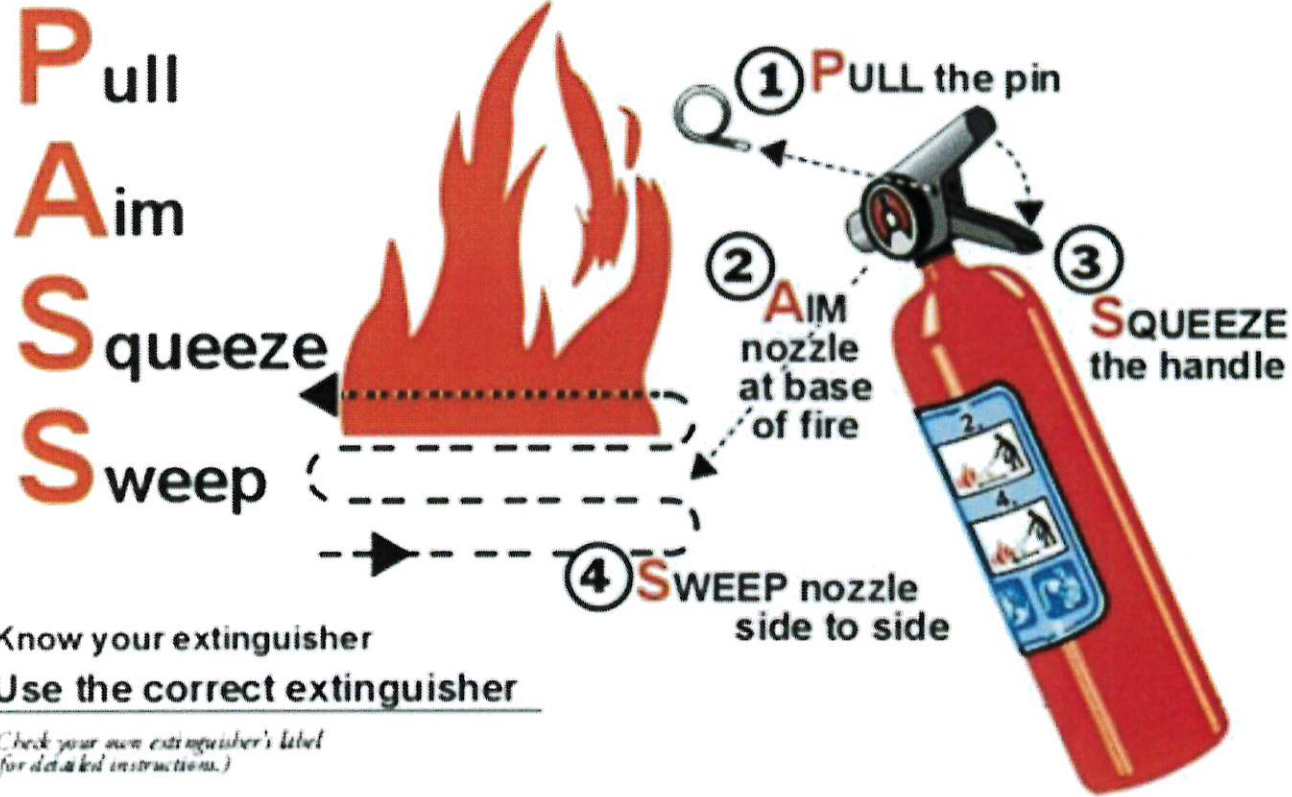
### What can I do?

- Check with your doctor if you are worried there is something wrong that is causing your baby to cry.
- Talk with your nurse about the **Period of PURPLE Crying** program - a free booklet and 10-minute DVD to help you understand why your baby cries and how to comfort them.
- Go to [www.purplecrying.info](http://www.purplecrying.info) for more information on infant crying.



I received & reviewed my training packet.  
Print Name: \_\_\_\_\_  
Sign Name: \_\_\_\_\_  
Date: \_\_\_\_\_

To operate an extinguisher:



## JT FIRE PLAN

### A. Fire & Emergency Drills

Simulated fire drills will be held every 60 days and practiced with each new staff member. Emergency drills occur once a month, rotating topics-e.g. gun violence, etc.

### B. Discovery of fire, smoke or fumes.

## RESPONES TO FIRE = "R.A.C.E."

### R<sub>escue</sub>

Rescue any person involved in the fire.

### A<sub>lert</sub>

Alert other personnel by calling aloud Dr. Red! Please report to \_\_\_\_\_

The use of a code provides for both the immediate aid of any endangered person and the transmission of an alarm. Any person in the area, upon hearing the code called aloud, will transmit the interior alarm using the nearest manual alarm station.

If a person is not involved in the fire, the discoverer will transmit the interior alarm using the nearest manual alarm station.

Personnel, upon hearing the alarm signal, will immediately execute their duties as outlined in the facility *Emergency Assignments*.

If there is a fire, the most senior position on duty will *notify the fire department* by dialing 911.

Speak slowly and clearly.

- a. Your name and that you are reporting a fire, smoke or fumes
- b. Names and address of facility
- c. Area of fire, smoke or fumes
- d. Tell fire department if sprinkler system is activated
- e. Type of fire and what is burning, smoking or smelled fumes

Stay on the telephone until you are sure the information is clear. Assign a staff member to meet the fire department and to give directions to the fire location. Once the fire department has been notified, contact the Director.

If the fire alarm sounds:

Determine zone of emergency from the display, *announce the location of zone*, and proceed to area to establish location of fire, closing doors of the zone on the way.

Remember: When the fire alarm is activated it will only show manual pulls and smoke detectors by zone. The sprinkler system is on a separate zone and will not identify zones by corridors or halls. It is to be emphasized in all in-service training that if the fire alarm activates and the sprinkler alarm light is on and you do not know where the problem area is send all employees to the children's rooms first.

## **C**onfine

Close all corridor doors on the way to a fire to confine the fire behind smoke rated doors. Reassure children.

Clear halls as you go to allow for emergency egress.

Ensure smoke barrier doors are closed to confine fire in affected wing.

If fire is not contained or area is becoming extremely smoky, declare evacuation to an internal zone (see Evacuation).

If fire is small and controllable, attempt to extinguish fire by covering, smothering, eliminating fuel source, etc. Use only wet curtains, wet towels, or wet linen. Do not use articles of clothing as clothing is extremely flammable. If a portable extinguisher is used, be sure to use water (Type A) on combustible material only, and Type A-B-C on all other types of fire, i.e. electrical, grease, etc. Use only Type A on a person.

## **E**vacuate/**E**xtinguish

Evacuate all persons to unaffected area of building, beyond the nearest smoke barrier doors.

If fire is on the roof, there is a strong odor of natural gas, or fire is becoming severe, evacuate to the exterior of the building to the staging area.

# FIRE PLAN

# R A C E

## **Rescue**

Remove anyone in immediate danger

## **Alert**






Alert other personnel by calling out "Dr. Red"  
Operate nearest fire alarm pull station

## **Contain**

Close all doors nearest the fire

## **Evacuate**

Evacuate all persons to an unaffected area of the building  
Try to extinguish the fire if the fire department has not arrived

<p align="center"><b>Type 'A'</b> For Wood, Paper, Cloth, Trash, and Other Ordinary Materials</p>	<p align="center"><b>A</b></p>	
<p align="center"><b>Type 'B'</b> For Gasoline, Grease, Oil, Paint, and Other Flammable Liquids</p>	<p align="center"><b>B</b></p>	
<p align="center"><b>Type 'C'</b> For Live Electrical Equipment</p>	<p align="center"><b>C</b></p>	
<p align="center"><b>Type 'ABC'</b> Use on All Fires</p>	<p align="center"><b>ABC</b></p>	
<p align="center"><b>Type 'K'</b> Kitchen fires involving combustible cooking fluids such as oils and fats. In case of an appliance fire, use this fire extinguisher <u>ONLY</u> after the kitchen hood extinguisher fire alarm pull station has been activated and power has been shut off from the appliance.</p>	<p align="center"><b>K</b></p>	
<p align="center"><b>Danger</b> Do Not Use Type 'A' Extinguishers on Electrical, Flammable Liquids, Grease, or Oil Fires</p>		

# How to use a Fire Extinguisher

**P**



**Pull**

Pin Out  
of Extinguisher

**A**



**Aim**

Extinguisher  
at Base of Fire

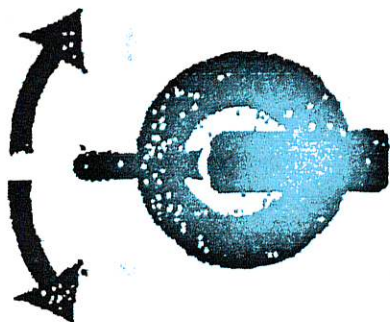
**S**



**Squeeze**

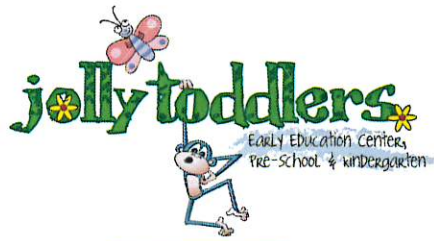
Handle  
Firmly

**S**



**Sweep**

Extinguisher  
from Side to Side



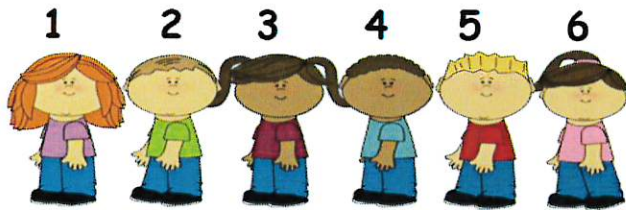
**Connect &  
Focus**



**Check  
Restrooms**



**Count, Count  
& Count  
Again!**

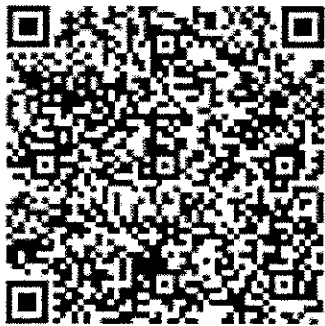


***SUPERVISION AT  
ALL TIMES!!!!!!!***

# Supervision Training Videos



**on counting**

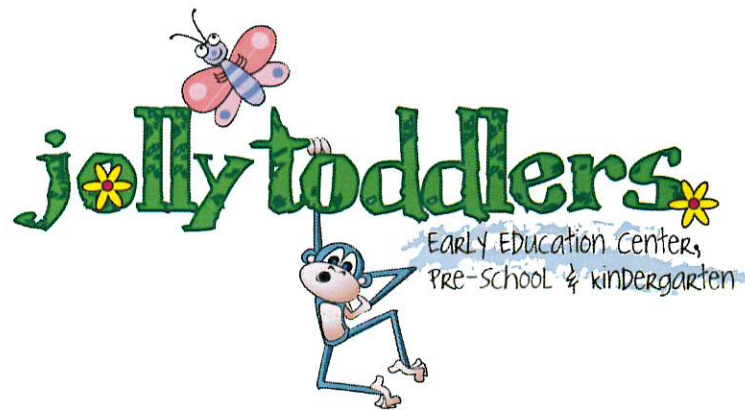


**on  
positioning**



## SUPERVISION TRAINING & CHECKLIST

<p>1. Count Children <input type="checkbox"/></p>	<p>- Anytime you transition from one area to another. It sounds simple, but it's the difference between a child left in a hot car, restroom, playground, etc.</p> <p>-Count before you leave area <input type="checkbox"/> , when you arrive at destination <input type="checkbox"/> , before you leave destination <input type="checkbox"/> , and again when you return <input type="checkbox"/>.</p> <p>-Children are QUICK and like to HIDE!</p>
<p>2. Communicate &amp; Double Check Count <input type="checkbox"/></p>	<p>- Check with your co-worker or another adult.</p> <p>-Get in the habit of always counting</p>
<p>3. Positioning <input type="checkbox"/></p>	<p>- Where you position yourself can make all the difference. Choose a place where you can:</p> <ul style="list-style-type: none"> <li>— <b>See all your children</b> <input type="checkbox"/></li> <li>— <b>Hear all your children</b> <input type="checkbox"/></li> <li>— <b>Direct your children</b> <input type="checkbox"/></li> <li>— <b>Access your children</b> <input type="checkbox"/></li> </ul>
<p>4. Room Awareness <input type="checkbox"/></p>	<p>- Adults should SPREAD out to cover the whole group.</p> <p>- Consider blind spots. Are there any risks?</p> <ul style="list-style-type: none"> <li>— Room Awareness. Any nooks out of sight that need extra attention? <input type="checkbox"/></li> <li>— If you have a bathroom in classroom, check before transitioning that no one is hiding. <input type="checkbox"/></li> </ul> <p>- Consider that some children may need extra help. Special Needs or children transitioning from one room to the next.</p> <p>- Are there unique times you may need additional staff?</p>
<p>5. Team Talk <input type="checkbox"/></p>	<p>- Whenever you have 1+ teacher in a room, you need to be a team.</p> <ul style="list-style-type: none"> <li>— Communicate during transition</li> </ul> <p>Communicate to Double Check Count</p>
<p>6. LISTEN, LISTEN, LISTEN <input type="checkbox"/></p>	<p>- Specific sounds or the ABSENCE OF THEM (!) may be reason for concern.</p>
<p>7. Anticipate Behaviors <input type="checkbox"/></p>	<p>- Recognize who is likely to wander</p> <p>- Be informed about home issues &amp; health so you know if you need to pay extra attention</p>
<p>8. Engage &amp; Redirect <input type="checkbox"/></p>	<p>- Based on your knowledge of each child's development and needs, wait until the child is unable to solve problem on their own before you get involved.</p>



## ACTIVE SUPERVISION AT-A-GLANCE

SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

### Set Up the Environment

Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

### Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

### Scan and Count

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.

### Listen

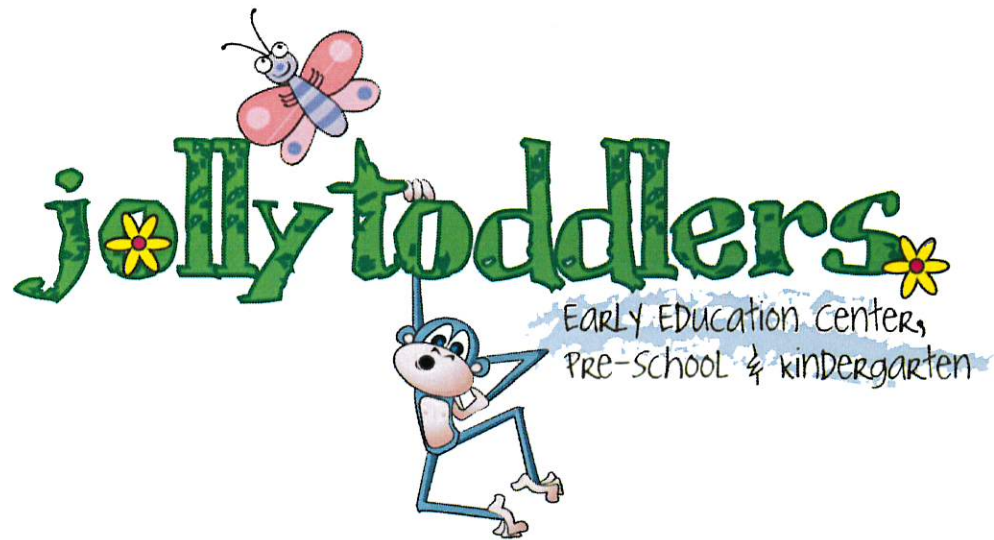
Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.

### Anticipate Children's Behavior

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

### Engage and Redirect

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.



ACTIVE SUPERVISION

SIX STRATEGIES TO KEEP CHILDREN SAFE



Everyone has a responsibility to keep children safe!



# Behavioral Interventions and Strategies Series:

## Time-Out

**When to use:** To reduce problem behaviors that appear to be motivated by gaining access to attention.

**Why use:** Time-out is an evidence-based behavior management tool that is well-suited for students in preschool and elementary school classrooms. Time-out (or *Time-out from reinforcement*) involves placing a student in a less-reinforcing (or rewarding) environment when the student engages in inappropriate behavior. Time-out may also involve removing a reinforcing stimulus from the student, rather than removing the student from a situation, task, or environment. When implemented correctly and consistently, this procedure has been shown to be effective at reducing the occurrence of a variety of problem behaviors including aggressive and noncompliant behaviors. Time-out has also been shown to reduce problem behaviors of students who observe their classmates in Time-out.

**Materials and Preparation Needed:** Identified procedures and locations for Time-out (based on the type of Time-out used), parental permission (particularly for seclusion/isolation Time-out procedures)

### Prior to Implementation

- Decide if a student may benefit from Time-out based on the **function of the behavior** (access to attention or tangibles).
- Determine **Time-out parameters** - What behaviors constitute a Time-out?
- Identify a Time-out area in the classroom as well as a Time-out area outside of the classroom (for isolation Time-outs)
  - Time-out areas in the classroom should be away from reinforcing activities, yet in an area that allows for supervision.
  - Time-out areas outside of the classroom should be in an area or room that is completely or mostly free from reinforcing stimuli and allows for supervision. Never use the hall for Time-out.
- Determine the **length of Time-out periods** - It is best to begin by using shorter Time-out periods, remembering to be consistent with the length of time each student spends in Time-out. Ideally, periods of **1 to 5 minutes** are appropriate.
- Determine if you want to use **warnings** - If used, warnings should be given only once using a calm tone. Warnings are generally not recommended as they allow students additional opportunities to engage in the inappropriate behavior before receiving a consequence and warnings provide additional attention for inappropriate behaviors.
- Determine if you will use a **contingent release** procedure - Contingent release procedures require a student in Time-out to engage in appropriate Time-out behavior (e.g., 5 seconds of silence while appropriately seated in Time-out) at the end of the Time-out period before being released from Time-out.
- **Teach Time-out procedures** to student (or entire class) by demonstrating appropriate Time-out procedures and behaviors and practice with students (letting them know they are not in trouble during the practice).

### Implementation

- Immediately send student to Time-out following occurrence of behavior (or second occurrence, if using a warning)
  - Use a neutral tone of voice and a brief statement: "Because you \_\_\_\_\_, you must go to Time-out."
  - Escort student to Time-out, if necessary, avoiding interaction with the student (avoid speaking to the student). If a student must physically be placed in Time-out, ensure that the individual placing the student in Time-out is trained in appropriate physical restraint or holding procedures.
- When releasing child from Time-out
  - If using a contingent release procedure, extend the amount of time a student is in Time-out for a brief period until the student displays the appropriate behaviors
  - If not using a contingent release procedure, or if student meets behavioral expectations of the contingent release, release student from Time-out at the end of the pre-determined time period
  - You can also prepare a child for returning to the previous activity by asking the child if he/she is ready to return and engage in appropriate behavior.
- Instruct student to return to the previous activity and reinforce all appropriate behaviors from the student
- If a child repeatedly leaves the Time-out area repeated returns (where the child is silently guided back to the Time-out area by an adult, can be used. A holding procedure, where the student is held in the Time-out chair/area, may also be used. However, holding requires additional time and individuals and can result in increased aggression and tantrums. Any holding procedure should be conducted only by individuals trained in safe holding procedures.



### Forms of Time-Out

#### Exclusion Time-out in the Classroom

*Student is removed from reinforcing activity but not from the room or area of activity*

Location: Corner of room or chair in room (near activity area) facing away from activity

Procedure: Student is removed immediately to the Time-out area and is not allowed to view or be involved in any activity during Time-out period

#### Exclusion Time-out Outside of the Classroom/Isolation/Seclusion

*Student is removed from a reinforcing environment to a nonreinforcing environment*

Location: An area outside of the classroom such as another classroom or an office (do not use a hallway) that is mostly free of reinforcing stimuli (toys, people, etc.)

Procedure: Student is removed immediately to the Time-out area and is provided with supervision that is nonreinforcing. Isolation requires additional personnel and should be used in accordance with school and district policies

#### Nonexclusion Time-out

*Student is removed from reinforcing activity but not from the room and is allowed to observe activity*

Types of Nonexclusion Time-out

1. **Contingent Observation:** Student sits on perimeter of activity and observes appropriate behavior of peers (that is reinforced by teacher) for Time-out period. Ideal for periods such as recess and structured academic activities.
2. **Removal of Stimulus Conditions:** Student is separated from reinforcing stimuli (such as toys and play or activity materials) for a certain period of time. Access to removed stimuli is contingent upon display of appropriate behavior by the student.
3. **Ignoring:** Attention is withheld, without removing student from situation, until appropriate behavior is displayed. Ignoring can be difficult to use in a classroom setting, but can be highly effective. It is important to immediately reinforce appropriate behavior when ignoring inappropriate behavior. It is also important to remember that when ignoring behavior, it will likely get worse (extinction burst) before a student will engage in appropriate behavior. If behavior escalates, continue to ignore unless the behavior becomes dangerous or highly disruptive.

#### Time-out from a Favorite Toy

*(younger students)*

*Reinforcing stimulus is removed*

Location: In Classroom

Procedure: Student brings their favorite object (like a stuffed animal) to school and is told that the toy is there to sit on the student's desk and watch the student work and follow the rules. When the student misbehaves, the animal/object is moved to the teacher's desk or other area away from the student and is turned to face away from the student. The object is returned to the student's desk once the student engages in appropriate behavior.

### Critical Components

- ◇ Time-out should not be used with students who use behavior to avoid or escape situations, tasks, or activities.
- ◇ Set specific rules and criteria for Time-out and ensure consistent implementation of Time-out across students and situations. Avoid making decisions based on emotions (e.g., frustration level).
- ◇ Time-out periods should be brief (up to 5 minutes) and may include contingent release to ensure appropriate behavior before a student leaves Time-out.
- ◇ Avoid using timers - timers take away your control of the length of time a student spends in Time-out. Use a watch or clock to keep an eye on the time and don't specify the amount of time to the student.
- ◇ Use brief statements regarding why a student is being sent to Time-out only when necessary. If a student begins to argue, tell the student that he or she can come to you to discuss the issue at a later time and send student to Time-out.

### Function and Time-out

Function of Behavior	Preferred Method
Access to Tangible Reinforcement	Contingent Observation
Access to Adult Attention	Ignoring Contingent Observation
Access to Adult or Peer Attention	Exclusion
Escape Attention or Task/Activity	Avoid Time-out and implement other behavior plan

#### References

- Sprick, R. (1998). *CHAMPS: A Proactive Approach to Classroom Management* (2nd ed., pp. 131-133). Eugene, OR: Pacific Northwest Publishing.
- Turner, H. S. & Watson, T. S. (1999). Consultant's guide for the use of time-out in the preschool and elementary classroom. *Psychology in the Schools*, 36, 135-148.
- Wright, J. (n.d.). Time out from reinforcement. Retrieved October 17, 2012, from <http://www.interventioncentral.org/behavioral-interventions/challenging-students/time-out-reinforcement>