Supporting the Social and Emotional Development of Infants and Toddlers During COVID-19

Live call with Public Health Nurses from the Child Care Health Program and Health Consultants from Kindering

Public Health
Seattle & King County

KINDERING

Agenda

Welcome

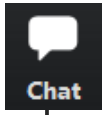
Brief updates from CCHP team

Supporting the Social & Emotional Development of Infants and Toddlers during COVID-19

Q & A with CCHP and Health Consultants from Kindering

Virtual Meeting Guidelines

- ❑ Please mute your microphone for this presentation. **This presentation will be recorded, so turn off your camera if you do not want to be recorded.**

- ❑ To ask a question, click on the Chat icon at the bottom of the Zoom window and type in it. The icon looks like this: 

  - Please keep your questions clear and brief.
  - Please specify where you're from in the area or the city where you provide care.

- ❑ In addition to questions, feel free to share what's been working for you at your site.

A note about our recommendations…

You may find that there are differences in the guidance issued by local, state, and national entities. King County is currently more heavily impacted by COVID-19 than many other regions throughout the state and country. Public Health—Seattle & King County's guidance reflects our commitment to protecting the health and safety of our residents in light of our unique local circumstances.

Public Health
Seattle & King County

Update: COVID-19 Symptoms per CDC

CDC has updated its list of COVID-19 symptoms to include:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

KEEP ME HOME IF...

I have a fever

A temperature of 100.4°F or higher, a cough, shortness of breath or difficulty breathing, chills, muscle pain, sore throat, new loss of taste or smell, or other signs of new illness unrelated to a preexisting condition (such as seasonal allergies)*

I have diarrhea

- 2 loose/watery stools more than normal for child in 24 hours; OR
- Any blood or mucus in stool

I'm just not feeling very good

Unusually tired, low activity level, pale, lack of appetite, cranky, or crying more than normal

I'm vomiting

2 or more times in 24 hours

I have a rash, sores, lice, ringworm, or scabies

- Body rash (not related to allergic reaction, diapering, or heat)
- Oozing open sores or wounds
- Mouth sores with drooling
- Untreated head lice, ringworm or scabies

*Fever threshold has been lowered and new symptoms have been added to align with CDC recommendations during the COVID-19 pandemic.

Questions about when your child is well enough to return to child care? Refer to: Washington Administrative Code (WAC) for Child Care and Early Learning Programs 110-300-0205 for the complete illness exclusion requirements OR CDC guidance for **What to Do If You Are Sick with COVID-19** at **www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/**

Public Health
Seattle & King County
Child Care Health Program

2005_10155m_COVID-19-keep-me-home-Poster.ai. Updated May 2020.

Updates to comparison chart:

Practice	WAC standards and CCHP recommendations pre-COVID-19	CCHP recommendations during COVID-19
Staffing		Avoid having float/ support staff visit multiple rooms. Instead, assign float staff to a specific classroom and use admin staff as necessary (for example, the director could be the designated float for the infant room, the administrative director would only float to the toddler room, and the support person would only go to the preschool room.) This helps to reduce the spread of germs from group to group. Any staff who must enter multiple rooms should wear a face covering at all times.
Exclusion criteria	**See CCHP Health Policy or WACs for full exclusion guidelines.** **Fever:** Exclude children older than 2 months who have a temperature of 101°F with diarrhea, vomiting, earache, headache, sore throat, rash, tiredness, or other behavior change (WAC/CCHP Health Policy).	Please follow the CCHP Keep Me Home If (for COVID) poster, as WAC exclusion criteria still apply. PHSKC has changed the fever threshold to 100.4°F or higher and added additional symptoms to be in alignment with the CDC. The current guidance is that any child or staff with a temperature of 100.4°F or higher, shortness of breath or difficulty breathing, cough, chills, muscle pain, sore throat, new loss of taste or smell or other signs of ***new*** illness unrelated to a preexisting condition should remain at home. To learn more about COVID-19 symptoms, visit the Centers for Disease Control and Prevention.

Updates to comparison chart:

Practice	WAC standards and CCHP recommendations pre-COVID-19	CCHP recommendations during COVID-19
Staffing		Avoid having float/ support staff visit multiple rooms. Instead, assign float staff to a specific classroom and use admin staff as necessary (for example, the director could be the designated float for the infant room, the administrative director would only float to the toddler room, and the support person would only go to the preschool room.) This helps to reduce the spread of germs from group to group. Any staff who must enter multiple rooms should wear a face covering at all times.
Exclusion criteria	**See CCHP Health Policy or WACs for full exclusion guidelines.** **Fever:** Exclude children older than 2 months who have a temperature of 101°F with diarrhea, vomiting, earache, headache, sore throat, rash, tiredness, or other behavior change (WAC/CCHP Health Policy).	Please follow the CCHP Keep Me Home If (for COVID) poster, as WAC exclusion criteria still apply. PHSKC has changed the fever threshold to 100.4°F or higher and added additional symptoms to be in alignment with the CDC. The current guidance is that any child or staff with a temperature of 100.4°F or higher, shortness of breath or difficulty breathing, cough, chills, muscle pain, sore throat, new loss of taste or smell or other signs of ***new*** illness unrelated to a preexisting condition should remain at home. To learn more about COVID-19 symptoms, visit the Centers for Disease Control and Prevention.

Updates to comparison chart:

Practice	WAC standards and CCHP recommendations pre-COVID-19	CCHP recommendations during COVID-19
Cleaning, sanitizing and disinfecting	WAC requires programs develop and adhere to a cleaning schedule. See CCHP's Cleaning Schedule for a sample schedule.	Follow the daily Cleaning Schedule, but **replace the normal body fluids/ bathroom/diapering solution you are used to mixing with** a higher concentration of bleach disinfecting solution, per CDC guidelines: 4 teaspoons bleach per 1 quart of water, or 1/3 cup bleach per 1 gallon of water (for bleach with 6% sodium hypochlorite.) ○ Disinfect high touch surfaces frequently throughout the day when children are not in the immediate area and when proper ventilation can be ensured. ○ After closing for the day, thoroughly clean and disinfect high touch surfaces. **Same guidance:** Continue to use your normal sanitizing solution for any mouthed toys, pacifiers, food prep surfaces, high chair trays, and other items that may come into contact with food or children's mouths.

New resources from the Child Care Health Program:

Go to www.kingcounty.gov/childcare

You will find:

- Cleaning and Disinfecting during COVID-19
- Disinfecting for COVID-19 spray bottle labels

Changes to Cleaning and Disinfecting during COVID-19

1. Increase your bleach disinfectant concentration

Per CDC recommendations, the bleach disinfecting solution used in child cares should be mixed at a higher concentration to effectively kill the virus that causes COVID-19. **During the COVID-19 pandemic, this higher level of bleach disinfecting solution should replace the normal body fluids/bathroom/diapering solution you are used to mixing**. The sanitizing solution should remain the same as pre-COVID-19 to make sure the exposure levels are safe for mouthed toys or surfaces that may come in contact with food. Check the label on the bleach bottle for the percentage of "sodium hypochlorite" and use the charts below to mix your solutions accordingly.

Method for Mixing Bleach during COVID-19

Sanitizing using bleach concentrations of sodium hypochlorite 5.25– 8.3%

Solution for sanitizing on Food Surfaces, in Kitchen and Classrooms	Amount of Bleach	Amount of Water	Contact time
8.25-8.3%	¼ teaspoon	1 quart	2 minutes
	1 teaspoon	1 gallon	2 minutes
5.25-6.2	½ teaspoon	1 quart	2 minutes

Disinfecting

Solution for di for Body Bathrooms an	
8.25-8.	
5.25-6.	

3. DISINFECT for COVID-19
Body Fluids/ Bathroom/ High Touch Surfaces
Using: SODIUM HYPOCHLORITE 5.25-6.25%
4 teaspoons BLEACH
1 quart cool water
1-2 minute contact time

3. DISINFECT for COVID-19
Body Fluids/ Bathroom/ High Touch Surfaces
Using: SODIUM HYPOCHLORITE 5.25-6.25%
5 Tablespoons (⅓ cup) BLEACH
1 gallon cool water
1-2 minute contact time

3. DISINFECT for COVID-19
Body Fluids/Bathroom/ High Touch Surfaces
Using: SODIUM HYPOCHLORITE 8.25-8.3%
1 Tablespoon BLEACH
1 quart cool water
1-2 minute contact time

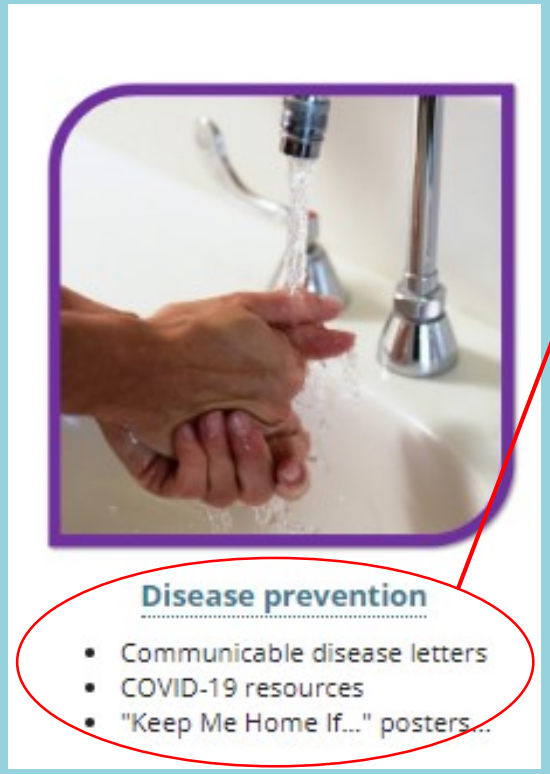
3. DISINFECT for COVID-19
Body Fluids/Bathroom/ High Touch Surfaces
Using: SODIUM HYPOCHLORITE 8.25-8.3%
4 Tablespoons (¼ cup) BLEACH
1 gallon cool water
1-2 minute contact time

New resources from the Child Care Health Program:

Go to www.kingcounty.gov/childcare

Under "Disease prevention" you will find:

- ✓ Updated "Keep Me Home If" posters
- ✓ Cleaning and Disinfecting during COVID-19
- ✓ Comparison chart of health practices: pre-COVID-19 vs. current recommendations
- Thermometers in child care



Communicable disease p

COVID-19 resources

- COVID-19 Fact Sheet for Families
  - ስለ COVID 19 እውነት ገጾች ለቤተሰቦች (Amharic)
  - COVID-19 Xaashida Xaqiiqada ee Qoysaska (Somali)
  - Hoja Informativa para Padres de Familia sobre COVID-19 (Spanish)
  - Thông Tin Về COVID-19 Dành Cho Gia Đình (Vietnamese)
- Keep Me Home If...
  Please use these exclusion guidelines until further notice during this COVID-19 event)
  Refer to the Washington Administrative Code (WAC) 110-300-0205 for the complete illness exclusion requirements.
- Comparison chart of health practices in child care: pre-COVID-19 vs. current recommendations
- Thermometers in child care

New resources from the Child Care Health Program:

- Thermometers in child care

Types of Thermometers for Child Care

	No Contact Thermometer	Temporal Thermometer	Digital Thermometer
How does it work?	Detects the temperature of the forehead by measuring the infrared heat/energy coming off the body.	Measures the temperature of the skin surface over the temporal artery in the head.	**Must use a single use, disposable cover on the thermometer each time temperature is taken.** Measures a temperature by direct contact.
Where do I use it?	Point at forehead	Touch the center of the forehead and scan horizontally in a straight line over to the hairline. Do not curve downward to the temple or you could miss the temporal artery, which is up in the forehead.	**Under the arm** (axillary method): Place tip of thermometer in direct contact with skin under armpit. **In the mouth** (oral method): For children pre-school age and older only. Place tip of thermometer under tongue.
How do I clean and disinfect it?	Use alcohol wipes to disinfect the thermometer before another person handles it.	Use alcohol wipes (at least 70% alcohol) to disinfect the thermometer **between each** temperature check.	
Do I need to use gloves?	No. Since there is no contact with a child, you do not have to wear gloves or disinfect the thermometer in between each child's temperature check.	Yes. Because there is direct contact with the child, use gloves if available, OR perform hand hygiene between each temperature check.	
	No matter which thermometer you use, always follow manufacturers' instructions.		

Public Health
Seattle & King County

May 2020

For additional resources from the Child Care Health Program:

Go to www.kingcounty.gov/childcare

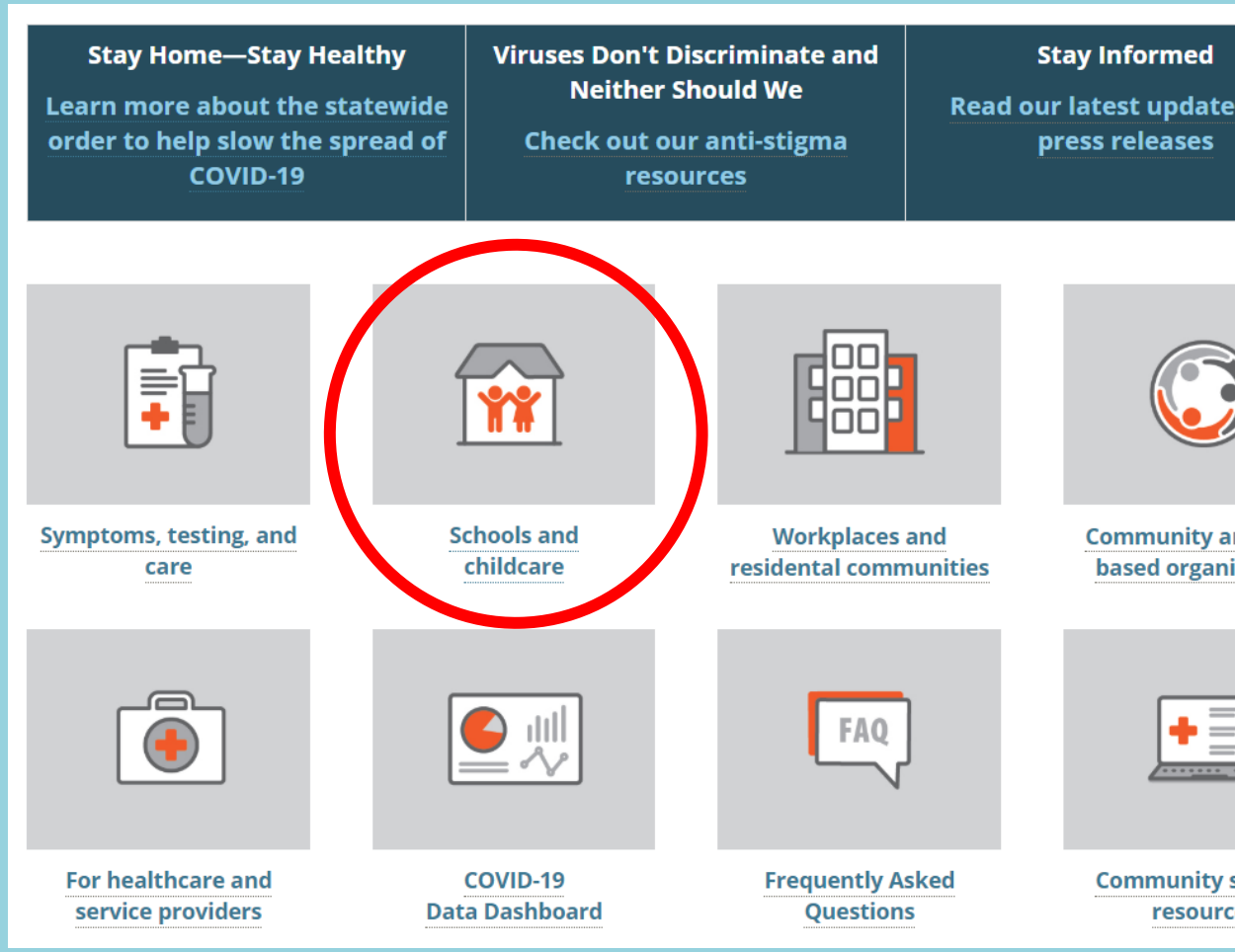
You will find:

- Video recordings of virtual calls
- Hand Sanitizer Authorization forms

To access resources on the Public Health Seattle & King County website:

Go to www.kingcounty.gov/covid

Click on "Schools and childcare"



There you will find:

- Recommendations for child cares
- Checklists for child cares
- Fact sheets for families
- Guidance if you have a suspected or confirmed case in your child care
- Updated “Keep Me Home If” posters

Guidance documents

Updates as of 5/7/20:

- Expanded list of COVID-19 symptoms
- Symptom screening upon arrival for children and staff
- Recommendation for children over 2 years of age and staff to wear non-medical face coverings, if feasible
- Guidance for temporarily isolating individuals who become symptomatic while in care
- Change from 7 to 10 days of isolation for individuals who are showing COVID-19 symptoms or are a confirmed case
- Updated notification/reporting guidelines to PHSKC of suspected or confirmed cases (children and staff)
- Guidance on option for child cares serving families in essential services to remain open during 14-day symptom watch

Child care and Early Learning Centers +

K-12 schools and higher education +

Related links +

Best Starts for

The Best Starts for Kids blog is a great resource for COVID-19 tips and resources related to children and families

Supporting the Social and Emotional Development of Infants and Toddlers During Covid-19

KINDERING'S CHILD CARE AND PRESCHOOL CONSULTATION TEAM

PRESENTED BY:

JENNA PETERSON, MA, IMH-E

MELODY STRYKER, RN, BSN

King County Best Starts for KIDS

KINDERING

Acknowledgements

KINDERING

Agenda

UNDERSTAND SOCIAL AND EMOTIONAL DEVELOPMENT AND HOW IT DEVELOPS IN YOUNG CHILDREN

UNDERSTAND HOW STRESS AFFECTS THE BRAIN AND BEHAVIOR

STRATEGIES TO BUFFER STRESS AND PROMOTE HEALTHY DEVELOPMENT IN YOUR CLASSROOM

ADDRESSING CONCERNS WITH WEARING FACE COVERINGS

KINDERING

What is Social and Emotional Development?

A young child's ability to:

- experience, control, and express emotion
- form close and secure personal relationships
- and explore their environment
- all of which occurs within the context of family, community, and cultural expectations for young children.

Source: Zero to Three

KINDERING

How Do Healthy Social and Emotional Skills Develop in Infants and Toddlers?

Secure Attachment

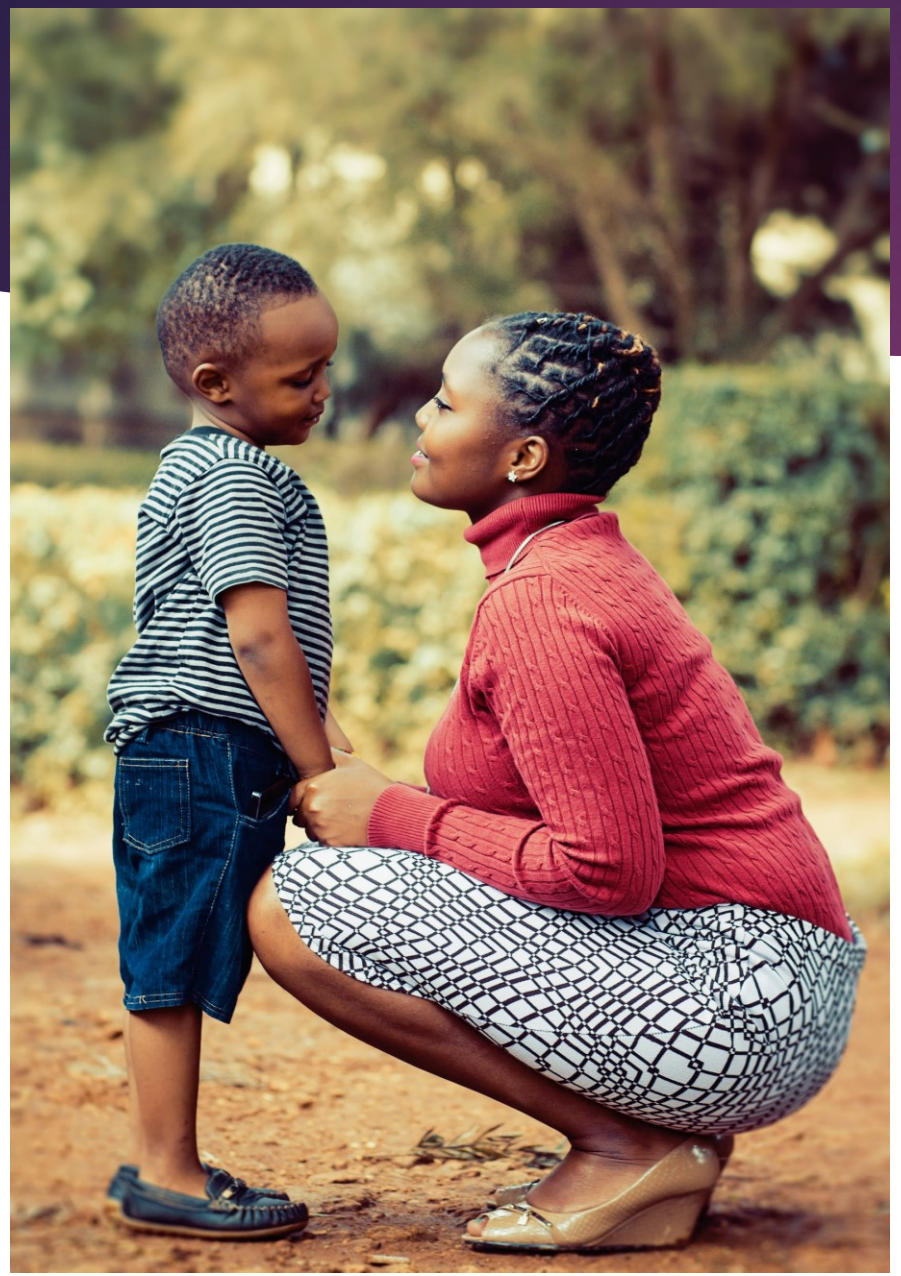
- Through one or more consistent, reliable, sensitive and responsive caregivers.
- Children feel safe and secure to explore their environment.

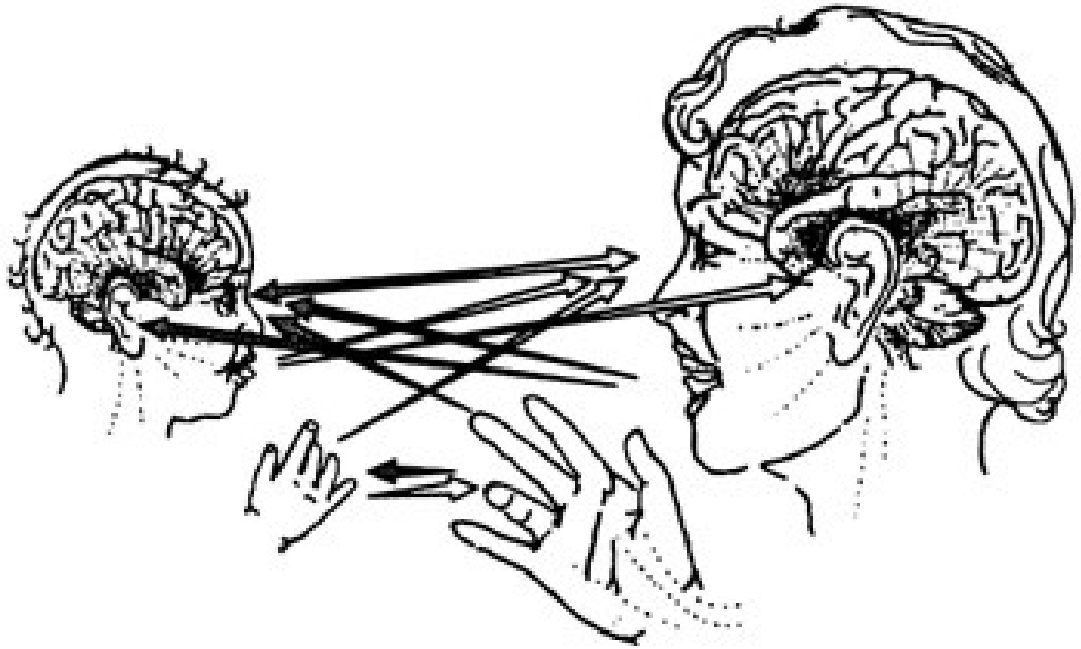
Co-Regulation

- Infants and young children's nervous system is dependent upon others feel safe, connected, and calm.
- Their sense of self is developed through the ways they are responded to.
- If caregivers provide a self-container (co-regulation) for our emotions as children, in time we learned to self regulate on our own.

KINDERING

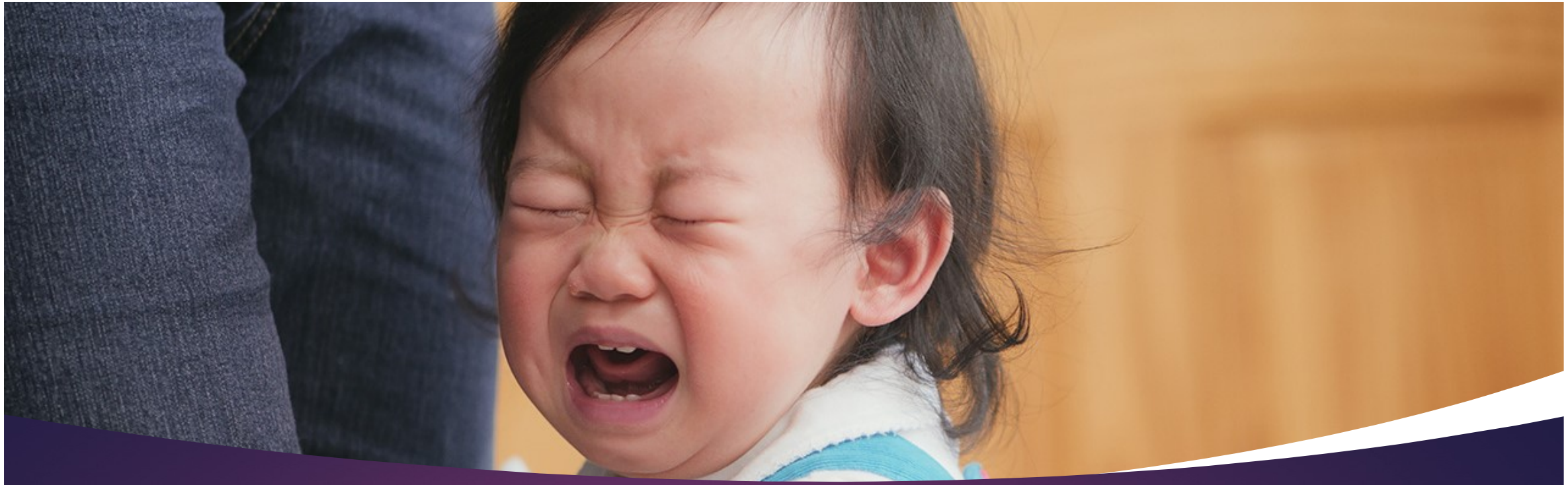
Co-Regulation





1) Respond to Cues
2) Regulate body
3) Validate emotions

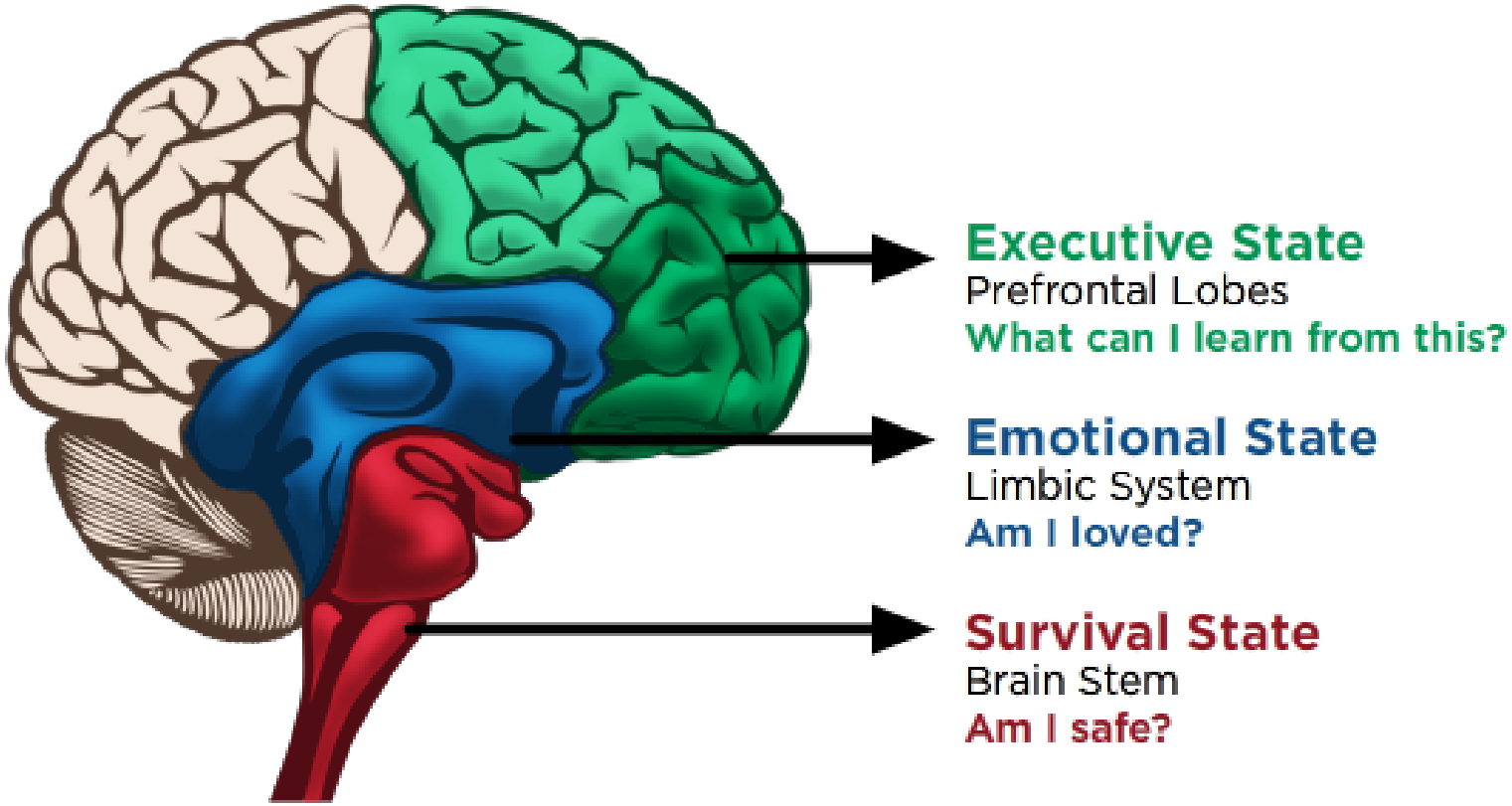
KINDERING



How Does Stress Affect the Brain and Behavior?

KINDERING

Am I safe?



KINDERING

Our Nervous System

AUTONOMIC NERVOUS SYSTEM

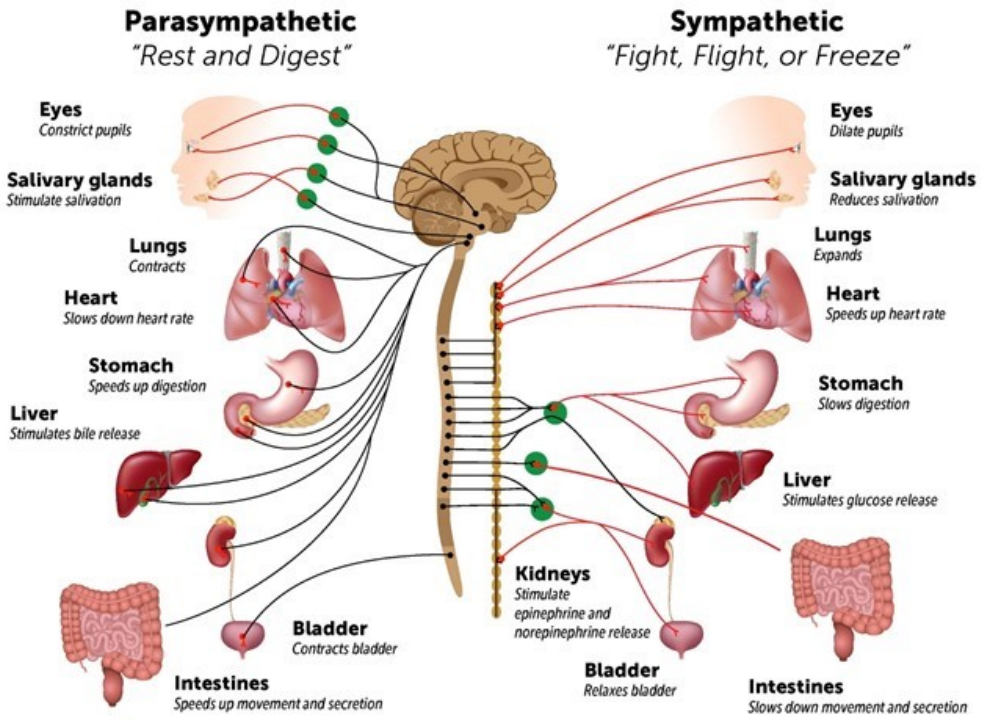
- **SYMPATHETIC**
  - *Fight or Flight*

- **PARASYMPATHETIC**
  - *Rest and Digest*

KINDERING

The Sympathetic and Parasympathetic Nervous Systems

ZERO TO THREE



Copyright © 2018 ZERO TO THREE. All rights reserved.

KINDERING

Stress Continuum

Brief increases in heart rate, mild elevations in stress hormone levels.

Serious, temporary stress responses, buffered by supportive relationships.

Prolonged activation of stress response systems in the absence of protective relationships.

KINDERING

How Trauma Can Affect Your Window of Tolerance

HYPERAROUSAL

This is when you feel extremely anxious, angry, or even out of control. Unfamiliar or threatening feelings can overwhelm you, and you might want to fight or run away.

DYSREGULATION

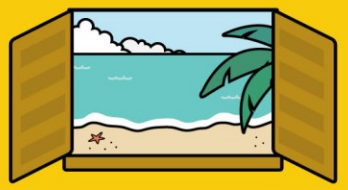
This is when you begin to feel agitated. You may feel anxious, revved up, or angry. You don't feel out of control, but you also don't feel comfortable.

Stress and Trauma Can Shrink Your Window of Tolerance.

This means that it may be harder to stay calm and focused. When you're outside your window of tolerance, you may be more easily thrown off balance.

WINDOW OF TOLERANCE

This is where things feel just right, where you are best able to cope with the punches life throws at you. You're calm but not tired. You're alert but not anxious.



Your Work with Your Practitioner Can Help to Enlarge Your Window of Tolerance.

They can help you stay calm, focused, and alert even when something happens that would usually throw you off balance.

DYSREGULATION

This is when you begin to feel like you're shutting down. You may feel a little spacy, lose track of time, or start to feel sluggish. You don't feel out of control, but you also don't feel comfortable.

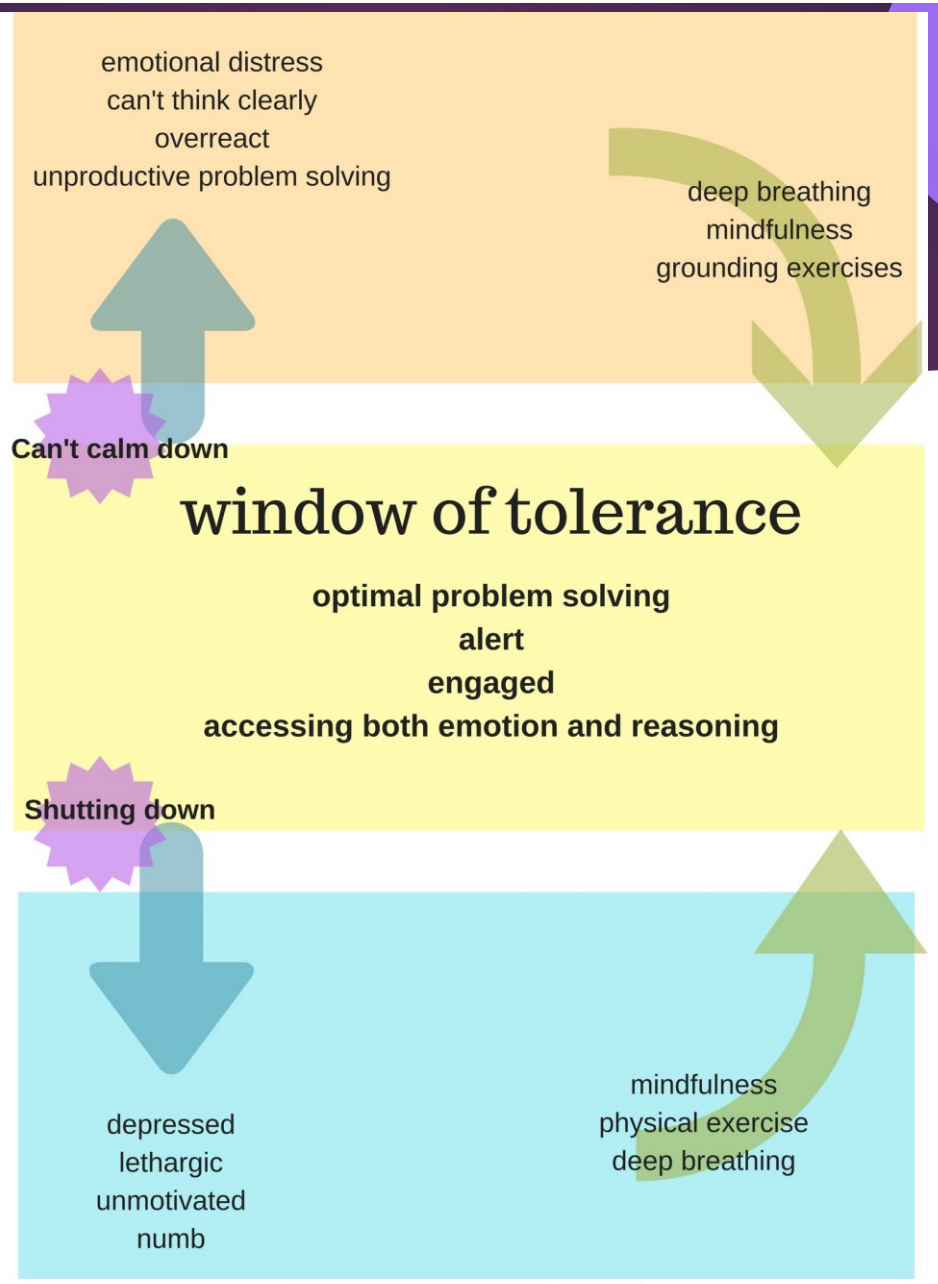
HYPOAROUSAL

This is when you feel extremely zoned out and numb, both emotionally and physically. Time can go missing. It might feel like you're completely frozen. It's not something you choose – your body takes over.

nicabm
www.nicabm.com

© 2017 The National Institute for the Clinical Application of Behavioral Medicine

KINDERING



GREENWOOD COUNSELING CENTER

KINDERING

Strategies to Buffer Stress and Promote Healthy Development in Your Classroom

- SELF COMPASSION AND SELF AWARENESS
- ROUTINES
- RESPONSIVE INTERACTIONS - SERVE AND RETURN
- SOCIAL STORIES
- MINDFULNESS & MEDITATION
- CONNECT WITH FAMILIES

KINDERING

SELF COMPASSION AND SELF AWARENESS

How we are affects how children are

- Notice
- Breathe
- Adapt environment
- Take a break

KINDERING

ROUTINES

KINDERING

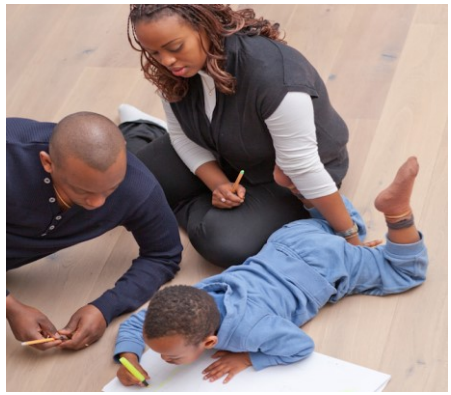
RESPONSIVE INTERACTIONS - SERVE AND RETURN

Notice the serve and share the child's focus of attention

Return the serve by supporting and encouraging

Give it a name!

Take turns...and wait. Keep the interaction going back and forth.



Practice endings and beginnings

KINDERING

Source: Center for the Developing Child

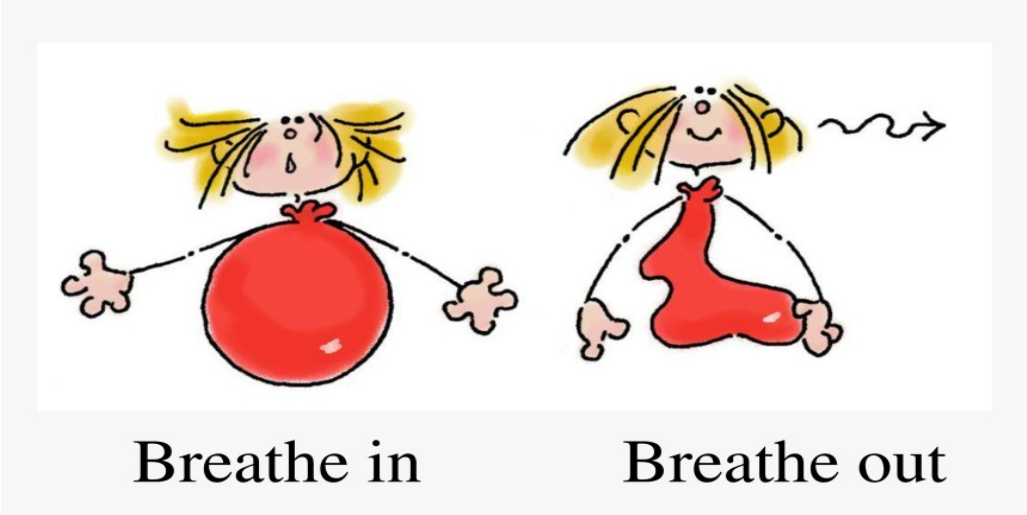
SOCIAL STORIES

Sudden changes in a child's daily routine can bring a lot of stress. Reading a social story can help explain a complex subject using age-appropriate language to help children understand a given situation.

KINDERING

MINDFULNESS

- When caregivers and children are feeling big emotions, it's good to find some calm. Simple mindfulness activities can help.
- Mindfulness is noticing what's going on outside—and inside—of us with acceptance and kindness.
- Balloon Breath, Starfish Breathing, Calm Glitter Bottle, Five Senses Exercise, Pleasure Gazing, Breathing with a Buddy.



- Source: Zero to Three

KINDERING

CONNECT WITH FAMILIES

1) Validate
2) Listen
3) Inquiry

How are you feeling today?

How has this change been for you and your family?

Talk about how your staff is taking care of yourselves so we can best support children. This may spark conversations about how mom or dad is or can take care of their mental health too.

KINDERING

ADDRESSING CONCERNS WITH WEARING FACE COVERINGS

1) Children's language development

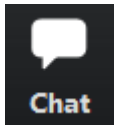
2) Social and emotional growth and development

KINDERING

Contact Kindering

- For more information about Kindering – www.kindering.org
- For more information about Kindering's consultation services - https://childcare-consult.kindering.org/
- South King County: Please contact Cristina Wheatley, M.Ed. at (425) 528-2817 or email her at cristina.wheatley@kindering.org
- Greater Eastside King County and South Snohomish County: Please contact Enrica O. Hampton, Ed.D. at (425) 653-4281 or email her at enrica.hampton@kindering.org.
- Questions for our presenter, Jenna Peterson, please contact her at jenna.peterson@kindering.org

Questions from Providers

- ❑ To ask a question, click on the Chat icon at the bottom of the Zoom window and type it. The icon looks like this: 

  - To send your question to the chat box, click the enter key.
  - Please keep your questions clear and brief.
  - Please specify where you're from in the area or the city where you provide care.
- ❑ Please avoid using identifiable health information in your question such as name, birthday, gender, etc.
- ❑ In addition to questions, feel free to share what's been working for you at your site.

Wrap Up

- Public Health – Seattle & King County (PHSKC) COVID-19 page:
  www.kingcounty.gov/covid

  www.kingcounty.gov/childcare

- Watch for a follow-up email with these slides and resources from community partners, including DEEL, BSK, CCR, and CCA.

- Please take the survey via the URL in the chat box.

- We hope to see again next Wednesday, May 27th at 1:30pm!