

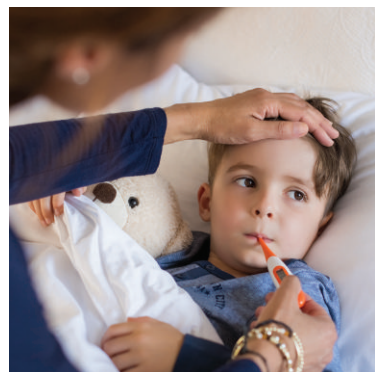


# Health, Safety *and* Nutrition

for the **YOUNG CHILD**

LYNN R. MAROTZ

10e



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# Preface

Children's state of wellness has an unquestionable effect on their development and ability to learn. Our understanding of the factors that shape and influence a child's well-being, including nutrition, environmental conditions, and emotional and social development continues to improve as a result of ongoing research and new discoveries. In turn, this information has led to noteworthy changes in our views about health, approaches to health care, and the critical importance of addressing health education during the early years. It has also contributed to the development of numerous resources (e.g., National Health Education Standards, MyPlate, Healthy People 2030, NAEYC's Standards for Early Childhood Professional Preparation, National Health and Safety Performance Standards for Child Care) that currently guide personal and classroom practices. Additionally, our knowledge of wellness and the importance of promoting healthy lifestyle behaviors draw increasing attention to the pivotal role that teachers play in identifying children's health needs, creating high-quality environments that are safe and support learning, and providing comprehensive health education in schools.

*Health, Safety, and Nutrition for the Young Child*, now in its tenth edition, has become the standard text in the early childhood field. Its comprehensive approach and well-documented student/teacher-oriented focus continue to make it the best-selling, full-color textbook about children's well-being. Most importantly, this book provides students and teachers with a functional understanding of children's health, safety, and nutritional needs and guides them in implementing effective classroom practices. It also emphasizes the importance of respecting and partnering with all families to help children establish healthy lifestyles and achieve their learning potential. *Health, Safety, and Nutrition for the Young Child* accomplishes this by addressing all three essential components of children's wellness in one book:

- ▶ promoting children's **health** through awareness, assessment, and the early identification and intervention of acute and chronic health conditions; supporting positive development of all children across domains; and, providing meaningful preventive health education
- ▶ creating and maintaining **safe indoor and outdoor learning environments** and fostering children's understanding and development of protective safety behaviors
- ▶ meeting children's essential **nutritional needs** by planning healthy meals, providing safe and nutritious food, and educating children about the importance of consuming a nutritious diet.

Extensive resources, lesson plans, teacher checklists, references, case studies, and educational materials for families are provided throughout the book to aid busy students and practicing teachers in making a difference in children's lives.

## The Intended Audience

First and foremost, *Health, Safety, and Nutrition for the Young Child* is written on behalf of young children everywhere. Ultimately, it is the children who benefit from having families and teachers who know how to protect and promote their safety and well-being. The term *families* is used throughout the text in reference to the diverse caring environments in which children of all races,

ethnicities, and abilities are currently being raised and that may or may not include their biological parents. The term *teachers* is used inclusively to describe all adults who care for and work with young children—including educators, therapists, coaches, camp leaders, administrators, health care providers, legislators, and concerned citizens—whether they work in early education centers, home-based programs, recreation activities, public or private schools, community agencies, or after-school programs. The term *teacher* acknowledges the important educational role that families play in their children’s daily lives. Its use also recognizes the valuable contributions of the many educators who dedicate their lives to children.

*Health, Safety, and Nutrition for the Young Child* is written for several primary audiences:

- ▶ Students and preservice teachers who have chosen a career in early education
- ▶ Experienced teachers in community schools, home-based programs, early childhood centers, Head Start programs, clinics, and agencies that serve young children, and before- and after-school programs
- ▶ Allied health professionals and child advocates who work in any role that touches children’s lives
- ▶ Families, who are children’s most important teachers!

## Organization and Key Content

The tenth edition of *Health, Safety, and Nutrition for the Young Child* maintains its original purpose which is to focus attention on the three critical areas that influence children’s well-being: promoting children’s health (Unit 1); creating high-quality, safe learning environments (Unit 2); and, supporting children’s nutrition (basic and applied), healthy eating behaviors, and nutrition education (Units 3 and 4). This arrangement maximizes student learning and offers instructors flexibility in designing their courses. However, the interrelatedness of these three subject areas must not be overlooked despite their artificial separation in the book.

Chapter content is presented in a clear, concise, and thought-provoking manner. It reflects the latest research developments and applications regarding children and wellness within a culturally diverse and family-oriented framework. Information about many key topics, including national health initiatives, children’s mental health, bullying, fostering resilience and social-emotional competence, brain development, childhood obesity, emergency and disaster preparedness, and food safety have been updated. Additional information about children who have special health challenges and school-aged children has also been provided. Without a doubt, this comprehensive book is a resource that no teacher (new or experienced) should be without!

## New and Updated Features

The tenth edition continues to include numerous pedagogical features, including tables, figures, checklists, summaries, review questions, and application activities designed to engage students, reinforce learning, and enhance their ability to apply the information in contemporary educational settings:

- ▶ **Chapter Content Linked to National Association for the Education of Young Children Professional Preparation Standards**—NAEYC standards, identified at the onset of each chapter, are provided to help students understand how chapter content relates to the association’s professional education framework and how it affects their role as teachers of young children. The Key Elements associated with Standards that are relevant to chapter content have not been included at this time because they are currently undergoing review and revision. Readers will be able to access this information on the book’s MindTap site when NAEYC releases the new Key Elements.

- ▶ **Learning Objectives**—are identified at the beginning of each chapter. The objectives describe what students can expect to learn in each major chapter section and how they will demonstrate and apply newly acquired knowledge and skills.
- ▶ **New Connecting to Everyday Practice features**—present contemporary issues that will challenge students' ability to analyze and apply information they have learned in each chapter. Thought-provoking questions are included to encourage self-reflection and group discussion.
- ▶ **New Case Studies**—engage students in applying what they have learned to address common everyday experiences they are likely to encounter as teachers.
- ▶ **Did You Get It? Quizzes**—allow students to measure their performance against the learning objectives in each chapter. One question for each learning objective is featured in the textbook to encourage students to go to MindTap, take the full quiz, and check their understanding.
- ▶ **Updated Teacher Checklists**—are a well-received feature that provides teachers with quick, efficient access to critical information and best practices. Beginning practitioners will find these concise reference lists especially helpful for learning new material. Experienced teachers and administrators will appreciate their simplicity and easy access for classroom use and staff training purposes. Many of the Teacher Checklists are available as Digital Downloads.
- ▶ **Classroom Corner Teacher Activities**—showcase lesson plans aligned with the National Health Education Standards. Learning objectives, materials lists, and step-by-step procedures are provided to save teachers preparation time and present children with meaningful learning experiences.
- ▶ **Did You Know . . . ?**—offers interesting factoids in a marginal feature that will peak student curiosity and interest in chapter content.
- ▶ **Updated Monthly Calendar of National Health, Safety, and Nutrition Observances**—provides a month-by-month listing of national observances and related website resources that teachers can use when planning learning experiences for children. This information is located in Appendix B.
- ▶ **Updated Children's Book List**—is an extensive, updated collection of children's books that teachers and parents can use to promote children's literacy skills while teaching them about various health, safety, and nutrition topics. This resource is located in Appendix D and includes titles that address topics such as dental health, mental health, self-care, safety, nutrition, special needs, and physical activity/fitness.
- ▶ **Partnering with Families**—is a feature provided in every chapter to underscore the importance of engaging and including families in children's health, safety, and nutrition education. Information on an array of topics is provided in letter format that busy teachers can download, copy, and send home or share with families in a newsletter, program handbook, website posting, parent conference, or bulletin board display.
- ▶ **New Chapter References**—guide readers to empirical research articles and relevant publications. Students are encouraged to locate and read more about topics that are discussed in each chapter.

## Chapter-by-Chapter Changes

### Chapter 1 *Children's Well-Being: What It Is and How to Achieve It*

- ▶ New information on national health programs and initiatives, including Healthy People 2030, Children's Health Insurance Program, Every Student Succeeds Act (ESSA), and Whole School Whole Community Whole Child (WSCC).
- ▶ Emphasis placed on health promotion and its effect on children's learning, development, and lifelong behavior.

- ▶ *New* information about stress and its damaging effect on DNA, media and social violence, cultural influences on health, and children’s mental health.
- ▶ *New Connecting to Everyday Practice* feature that addresses school expulsions and suspensions.

### **Chapter 2 Daily Health Observations**

- ▶ *Teacher Checklists* that detail important observations related to children’s health.
- ▶ *New* references that emphasize the teachers’ role in early identification and intervention.
- ▶ *New Connecting to Everyday Practice* feature that draws attention to the link between children’s health and the academic achievement gap.

### **Chapter 3 Assessing Children’s Health**

- ▶ Continued emphasis is placed on the teacher’s role in identifying health problems (e.g., vision, hearing, language, nutrition) that affect children’s learning.
- ▶ *Teacher Checklists* provide easy access to critical information.
- ▶ *New* research information about children’s vision disorders, immunizations, and revised immunization schedules.
- ▶ *New Connecting to Everyday Practice* feature that raises awareness about poverty and its effect on children’s well-being.

### **Chapter 4 Caring for Children with Special Medical Conditions**

- ▶ *New* section on lead poisoning and the new international seizure classification system.
- ▶ Updated information on the signs, symptoms, and management strategies for addressing common chronic childhood diseases and medical conditions.
- ▶ *New Connecting to Everyday Practice* feature that draws attention to meeting children’s medical needs in school settings.

### **Chapter 5 The Infectious Process and Environmental Control**

- ▶ Updated information on childhood immunizations and the new recommended immunization schedule (and chart).
- ▶ *New* information about classroom infection control practices, including hand washing, diapering procedures, classroom pets, water tables, and green cleaning products.
- ▶ *New Connecting to Everyday Practice* feature that raises awareness about the potential for communicable disease epidemics and the importance of implementing strict preventive control procedures in school settings.

### **Chapter 6 Childhood Illnesses: Identification and Management**

- ▶ *New* information on Sudden Unexpected Infant Deaths (SUIDs), Sudden Infant Death Syndrome (SIDS), and new infant sleep guidelines.
- ▶ *New* information regarding ear infections and West Nile and Zika diseases.
- ▶ *New* references that reflect the latest research.
- ▶ *New Connecting to Everyday Practice* feature that draws attention to recommendations not to give children over-the-counter cough and cold medications.

### **Chapter 7 Creating High-Quality Environments**

- ▶ Updated safety information for creating high-quality indoor and outdoor learning environments for children. *New* research regarding the use of synthetic turf on play yards.
- ▶ *New* guidelines for the selection and use of appropriate safety restraint systems (e.g., car seats, booster seats) based on children’s height and weight.
- ▶ Continued emphasis on the importance of outdoor play and physical activity for the prevention of childhood obesity, chronic diseases, and behavior problems.
- ▶ *New Connecting to Everyday Practice* feature that addresses the physical environment and its effect on children.

### **Chapter 8 Safety Management**

- ▶ *New* regulations that govern the manufacturing of children’s furniture and toys, including imported products, as well as updated safety features to consider when purchasing children’s furniture.

- ▶ Updated information on emergency and disaster preparedness and school safety, including strategies for helping children to cope following an event.
- ▶ *New Connecting to Everyday Practice* feature that addresses building security.

### **Chapter 9 *Management of Injuries and Acute Illness***

- ▶ Updated emergency and first aid techniques from the American Heart Association and American Red Cross.
- ▶ *New Connecting to Everyday Practice* feature that addresses concussions.
- ▶ *New references throughout the chapter draw attention to contemporary research.*

### **Chapter 10 *Maltreatment of Children: Abuse and Neglect***

- ▶ Updated research regarding the immediate and long-term physical, emotional, cognitive, and economic effects that maltreatment has on children's development.
- ▶ New figures, tables, and an updated book list that can be used to address maltreatment with children and build their resilience.
- ▶ *New Connecting to Everyday Practice* feature about cultural healing practices that could be interpreted as being abusive.

### **Chapter 11 *Planning for Children's Health and Safety Education***

- ▶ New information about the teacher's role in the learning environment.
- ▶ Additional teacher resources and children's book lists to use for lesson planning.

### **Chapter 12 *Nutrition Guidelines***

- ▶ New information about the revised Dietary Guidelines for Americans, Canadian Food Guide, and Healthy People 2030 initiatives. The *new* food label and menu labeling laws are also discussed.
- ▶ Continued emphasis is placed on eating locally and the role of physical activity in health promotion.
- ▶ New tables, figures, and *Case Study*.

### **Chapter 13 *Nutrients that Provide Energy (Carbohydrates, Fats, and Proteins)***

- ▶ New information about the use of artificial sweeteners in children's food products.
- ▶ New recommendations regarding children and low-fat diets.
- ▶ *New Application Activities* and *New Connecting to Everyday Practice* features that raise questions about sugar and its role in obesity.

### **Chapter 14 *Nutrients that Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water)***

- ▶ New information about at-risk nutrients and children's diets.
- ▶ *New Application Activities* and *new Connecting to Everyday Practice* features that challenge students to apply chapter content to real-life situations.

### **Chapter 15 *Feeding Infants***

- ▶ New emphasis on the feeding relationship and its effect on infants' biological, learning, and developmental needs.
- ▶ New information about revised labels on children's food products.
- ▶ New section on children's food allergies and early feeding practices.
- ▶ Additional information about colic and ear infections.
- ▶ New tables, figures, and *Teacher Checklists* with updated information about infant serving sizes and recommended meal pattern.
- ▶ *New Connecting to Everyday Practice* feature focused on the development of salt preferences.

### **Chapter 16 *Feeding Toddlers, Preschoolers, and School-Age Children***

- ▶ New CACFP guidelines for feeding preschool and school-age children aligned with the national standards.



- ▶ *New* information about dietary practices and their relationship to early hypertension, cardiovascular heart disease, and diabetes.
- ▶ Additional information on increasing children's acceptance of unfamiliar foods and media's influence on children's food preferences and eating habits.

### Chapter 17 *Planning and Serving Nutritious and Economical Meals*

- ▶ *New* meal planning guidelines based on revised National School Lunch Program and CACFP requirements.
- ▶ *New* meal reimbursement rates.
- ▶ Updated references citing contemporary research.

### Chapter 18 *Food Safety*

- ▶ *New* food safety concerns, research, and practices.
- ▶ *New* figures highlighting pesticide residues on fresh produce, common causes of food-borne illnesses, and foods commonly associated with food-borne illness.
- ▶ Updated information regarding national and international efforts to improve food supply safety, including commercial food production practices.
- ▶ *New Connecting to Everyday Practice* feature about backyard poultry and an increase in *Salmonella* infections.

### Chapter 19 *Nutrition Education: Rationale, Concepts, and Lessons*

- ▶ *New* resources for teaching children about nutrition.
- ▶ Continued emphasis placed on family engagement and educating children about healthy eating and physical activity.
- ▶ Lesson plans that include updated children's book lists.
- ▶ *New Connecting to Everyday Practice* and *Case Study* features.

## Pedagogy and Learning Aids

Each chapter includes additional pedagogical features based on sound educational principles that encourage active student-centered learning, mastery, and application. The features also reflect student differences in learning needs, abilities, and styles.

- ▶ **Bulleted lists** are used extensively throughout the book to present important information in a concise, easy-to-access format.
- ▶ **Multicultural color photographs** taken on location at centers and schools show children as they work and play in developmentally appropriate settings.
- ▶ **Full-color illustrations** and tables reinforce and expand on important chapter content.
- ▶ A bulleted **Summary** concludes each chapter and recaps the main points of discussion.
- ▶ **Terms to Know** are highlighted in color throughout the chapters. Each term is defined on the page where it initially appears and also in a comprehensive glossary located at the end of the book.
- ▶ **Chapter Review** offers thought-provoking questions to reinforce student learning and comprehension. Questions can also be used for group discussion.
- ▶ **Case Studies** present real-life situations that require students to analyze and apply basic theory to solving everyday problems.
- ▶ **Application Activities** provide in-class and field projects that encourage students to practice and reinforce what they have learned in each chapter.
- ▶ **Helpful Web Resources** take advantage of technology to extend student learning beyond the pages of this book and to access valuable resource materials.

## Ancillaries for Students

### MindTap™: The Personal Learning Experience

MindTap for Marotz, *Health, Safety, and Nutrition for the Young Child*, 10e represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated ePortfolio, MindTap helps students to elevate thinking by guiding them to:

- ▶ Know, remember, and understand concepts critical to becoming a great teacher;
- ▶ Apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards;
- ▶ Prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career; and
- ▶ Develop the habits to become a reflective practitioner.

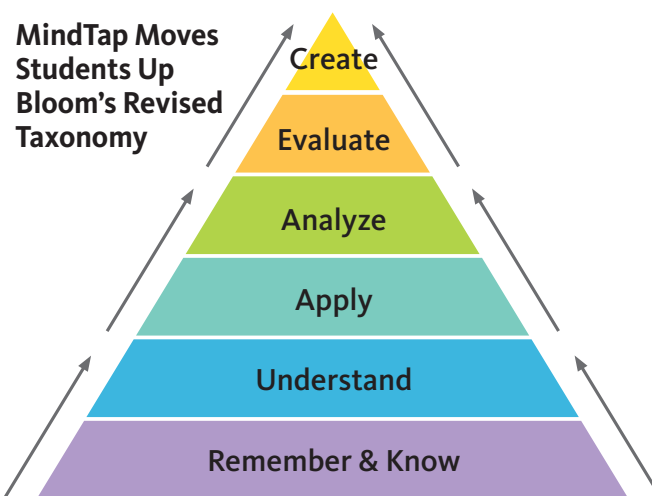
As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- ▶ Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms;
- ▶ Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback;
- ▶ Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issue(s) presented in the scenario; and
- ▶ Reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes by:

- ▶ Making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the class.
- ▶ Using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state's standards or any other desired outcome.
- ▶ Allowing instructors to generate reports on students' performance with the click of a mouse against any standards or outcomes that are in their MindTap course.
- ▶ Giving instructors the ability to assess students on state standards or other local outcomes by editing existing or creating their own MindTap activities, and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library.

MindTap for Marotz, *Health, Safety, and Nutrition for the Young Child*, 10e helps instructors easily set their course since it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they do want (e.g., YouTube videos, Google docs). Learn more at [www.cengage.com/mindtap](http://www.cengage.com/mindtap).



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

## Ancillaries for Instructors

### Instructor's Manual

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in course design, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources.

### Online Test Bank

Extensive multiple choice, true/false, short answer, completion, and essay questions accompany each chapter and provide instructors with varied strategies for assessing student learning.

### Online PowerPoint Slides

These vibrant PowerPoint lecture slides for each chapter assist with your lectures by providing concept coverage using images, figures, and tables directly from the textbook!

### Cengage Learner Testing Powered by Cognero

- ▶ Author, edit, and manage test bank content from multiple Cengage Learning solutions.
- ▶ Create multiple test versions in an instant.
- ▶ Deliver tests from your LMS, your classroom, or wherever you want.

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**Lynn R. Marotz** received a Ph.D. from the University of Kansas, an M.Ed. from the University of Illinois, and a B.S. in Nursing from the University of Wisconsin. She served as the health and safety coordinator and associate director of the Edna A. Hill Child Development Center (University of Kansas) for 35 years. She has worked closely with students in the Early Childhood teacher education program and taught undergraduate and graduate courses in the Department of Applied Behavioral Science, including issues in parenting, health/safety/nutrition for the young child, administration, and foundations of early childhood education. She provides frequent inservice training in first aid, children's safety, recognizing child abuse, childhood obesity, and identifying children's health problems for early childhood students and community educators.

Lynn has authored several invited chapters on children's health and development, nutrition, and environmental safety in national and international publications and law books. In addition, she is the co-author of *Developmental Profiles-Pre-Birth through Adolescence*, *Parenting Today's Children: A Developmental Perspective*, *Motivational Leadership*, and *By the Ages*. She has been interviewed for numerous articles about children's nutrition and well-being that have appeared in national trade magazines and has served as a consultant for children's museums and training film productions. Her research activities focus on childhood obesity and children's health, safety, and nutrition. She has presented extensively at international, national, and state conferences and held appointments on national, state, regional and local committees and initiatives that advocate on behalf of children and their families and early childhood teachers. However, it is her daily interactions with children and their families, students, teachers, colleagues, and her beloved family that bring true insight, meaning, and balance to the material in this book.







UNIT

1

# Promoting Children's Health: Healthy Lifestyles and Health Concerns



- 1 Children's Well-Being: What It Is and How to Achieve It
- 2 Daily Health Observations
- 3 Assessing Children's Health
- 4 Caring for Children with Special Medical Conditions
- 5 The Infectious Process and Environmental Control
- 6 Childhood Illnesses: Identification and Management



chapter

# 1

## Children's Well-Being: What It Is and How to Achieve It



Cengage Learning, Inc.