

# Health, Safety, & Nutrition

for the Young Child

11e



Lynn R. Marotz

# NAEYC PROFESSIONAL PREPARATION STANDARDS \*

## Correlation Grid

*Health, Safety, and Nutrition for the Young Child* (11e) by Lynn Marotz (2024)

Standards	Chapters
<b>Standard 1: Child Development and Learning in Context</b>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</b>
1A	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
1B	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19
1C	1, 2, 3, 4, 7, 8, 10, 11, 15, 16, 17, 18, 19
1D	1, 2, 3, 4, 7, 8, 10, 11, 15, 17, 18, 19
<b>Standard 2: Family-Teacher Partnerships and Community Connections</b>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</b>
2A	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
2B	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
2C	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 18, 19
<b>Standard 3: Child Observation, Documentation, and Assessment</b>	<b>1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</b>
3A	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
3B	1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 19
3C	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 19
3D	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 16, 19
<b>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>	<b>1, 3, 4, 7, 10, 11, 13, 15, 16, 18, 19</b>
4A	1, 3, 4, 7, 10, 11, 13, 15, 16, 18, 19
4B	1, 3, 4, 10, 11, 15, 16, 18, 19
4C	1, 3, 10, 11, 13, 18, 19
<b>Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</b>	<b>1, 3, 8, 10, 11, 15, 16, 18, 19</b>
5A	1, 3, 10, 11, 15, 16, 18, 19
5B	1, 3, 8, 11, 18, 19
5C	3, 8, 10, 11, 18, 19
<b>Standard 6: Professionalism as an Early Childhood Educator</b>	<b>1, 2, 3, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19</b>
6A	1, 8, 9, 10, 11, 12, 17, 18, 19
6B	1, 2, 3, 7, 8, 10, 11, 12, 15, 16, 17, 18, 19
6C	1, 2, 3, 7, 8, 10, 11, 17, 18, 19
6D	1, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19
6E	8, 9, 10, 11, 15, 16, 18

\*Based on 2020 Professional Standards and Competencies. For full explanations on each standard and competency please visit [NAEYC.org](http://NAEYC.org).

## National Health Education Standards (NHES)\*

### Correlation Grid

*Health, Safety, and Nutrition for the Young Child (11e)* by Lynn Marotz (2024)

Standards	Chapters
<b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	2, 3, 4, 5, 6, 8, 11, 12, 13, 15, 16, 17, 18, 19
<b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	1, 15, 19
<b>Standard 3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.	11
<b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	1, 10, 11
<b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	8, 9, 11
<b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	6, 13, 14, 15
<b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	11, 13, 14, 18, 19
<b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.	7, 12

\*Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society. Currently undergoing revision.



Sharonika/Shutterstock.com

# Health, Safety *and* Nutrition

for the **Young Child**

11e

**LYNN R. MAROTZ, RN, Ph.D.**

*University of Kansas*



Africa Studio/Shutterstock.com



Pressmaster/Shutterstock.com

 **Cengage**

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit [www.cengage.com/highered](http://www.cengage.com/highered) to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.



**Health, Safety, and Nutrition for the Young Child, Eleventh Edition**  
**Lynn R. Marotz**

SVP, Product: Cheryl Costantini

VP, Product: Thais Alencar

Portfolio Product Director: Jason Fremder

Portfolio Product Manager: Meryem Fqih

Product Assistant: Tennessee Sundermeyer

Learning Designer: Emma Guiton

Sr. Content Manager: Christy Frame

Digital Project Manager: Jessica Witczak

VP, Product Marketing: Jason Sakos

Director, Product Marketing: Neena Bali

Product Marketing Manager: Morgan Gauthier

Content Acquisition Analyst: Erin McCullough

Production Service: Manas Pant at MPS Limited

Designer: Felicia Bennet

Cover Image Sources: top left: Denis Kuvaev/Shutterstock.com, top middle: Evgeny Atamanenko/Shutterstock.com, top right: Krakenimages.com/Shutterstock.com, bottom left: Fab\_1/Shutterstock.com, bottom middle: Ahturner/Shutterstock.com, bottom right: Rawpixel.com/Shutterstock.com

Copyright © 2024 Cengage Learning, Inc. ALL RIGHTS RESERVED.

No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

Unless otherwise noted, all content is Copyright © Cengage Learning, Inc.

Previous Editions: © 2020, © 2015, © 2012

For product information and technology assistance, contact us at  
**Cengage Customer & Sales Support, 1-800-354-9706**  
or **support.cengage.com**.

For permission to use material from this text or product, submit all requests online at **www.copyright.com**.

Library of Congress Control Number: 2023900762

ISBN: 978-0-357-76576-0

**Cengage**

200 Pier 4 Boulevard  
Boston, MA 02210  
USA

Cengage is a leading provider of customized learning solutions. Our employees reside in nearly 40 different countries and serve digital learners in 165 countries around the world. Find your local representative at: **www.cengage.com**.

To learn more about Cengage platforms and services, register or access your online learning solution, or purchase materials for your course, visit **www.cengage.com**.

Printed in the United States of America  
Print Number: 01      Print Year: 2023



# Brief Contents

## Unit 1 Promoting Children’s Health: Healthy Lifestyles and Health Concerns 1

- Chapter 1 Children’s Well-Being: What It Is and How to Achieve It 2
- Chapter 2 Daily Health Observations 41
- Chapter 3 Assessing Children’s Health 55
- Chapter 4 Caring for Children with Medical Conditions 83
- Chapter 5 The Infectious Process and Environmental Control 114
- Chapter 6 Childhood Illnesses: Identification and Management 138

## Unit 2 Keeping Children Safe 171

- Chapter 7 Creating High-Quality Environments 172
- Chapter 8 Safety Management 207
- Chapter 9 Management of Injuries and Acute Illness 239
- Chapter 10 Adverse Childhood Experiences (ACEs): Maltreatment 271
- Chapter 11 Planning for Children’s Health and Safety Education 297

## Unit 3 Foods and Nutrients: Basic Concepts 325

- Chapter 12 Nutrition Guidelines 326
- Chapter 13 Nutrients that Provide Energy (Carbohydrates, Fats, and Proteins) 346
- Chapter 14 Nutrients that Promote Growth and Regulate Body Functions 363

## Unit 4 Nutrition and the Young Child 387

- Chapter 15 Feeding Infants 388
- Chapter 16 Feeding Toddlers, Preschoolers, and School-Age Children 411
- Chapter 17 Meal Planning and Service 434
- Chapter 18 Food Safety 461
- Chapter 19 Nutrition Education: Rationale, Concepts, and Lessons 491

**Epilogue** 514

Looking Ahead . . . Making a Difference 514

**Appendices** 516

- A** National Health Education Standards 517
- B** Monthly Calendar: Health, Safety, and Nutrition Observances 520
- C** Federal Nutrition Programs 523
- D** Children's Book List 526

**Glossary** 532**Index** 540



# Contents

Unit

1

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

1

### Chapter 1 Children's Well-Being: What It Is and How to Achieve It 2

#### 1-1 The Preventive Health Concept 3

1-1a National Health Initiatives 4

#### 1-2 Health, Safety, and Nutrition: An Interdependent Relationship 8

1-2a What Is Health? 8

1-2b What Factors Influence Children's Health? 9

1-2c Safety 10

1-2d Nutrition 10

#### 1-3 Children's Growth and Development 11

1-3a Growth 12

1-3b Development 14

#### 1-4 Promoting a Healthy Lifestyle 17

1-4a Being Physically Active 18

1-4b Injury Prevention 18

1-4c Body Mechanics 19

Digital Download Teacher Checklist 1-1 Proper Body Mechanics for Adults 20

1-4d Oral Health 20

Digital Download Teacher Checklist 1-2 Promoting Children's Tooth Brushing 21

1-4e Mental Health and Social-Emotional Competence 22

Digital Download Teacher Checklist 1-3 Strategies for Managing Teacher Stress 24

Digital Download Teacher Checklist 1-4 Strategies for Increasing Children's Resilient Behaviors 30

1-4f Resilient Children 31

Digital Download Partnering with Families Growing Your Child's Brain 32

Classroom Corner 33 • Summary 33 • Terms to Know 34 • Chapter

Review 34 • Case Study 35 • Application Activities 35 • Stop

and Check Responses 35 • Additional Resources to Explore 36

• References 36

### Chapter 2 Daily Health Observations 41

#### 2-1 Promoting Children's Well-Being 43

2-1a Gathering Information 43

#### 2-2 Observation as a Screening Tool 44

#### 2-3 Daily Health Checks 45

2-3a Method 45

Digital Download Teacher Checklist 2-1 Health Observation Checklist 45

Digital Download Teacher Checklist 2-2 Warning Signs of Potential Mental Health Problems 46

2-3b Recording Observation Results 47

2-3c Confidentiality of Health Information 47

2-3d Health Observation Benefits 47

#### 2-4 Family Involvement 48

2-4a The Family's Responsibility 48

Digital Download Teacher Checklist 2-3 Supporting Family Referrals 49

#### 2-5 Health Education 49

Digital Download Partnering with Families Promoting Children's Oral Health 50

Classroom Corner 51 • Summary 52 • Terms to Know 52 • Chapter

Review 52 • Case Study 53 • Application Activities 53 • Stop

and Check Responses 54 • Additional Resources to Explore 54

• References 54

### Chapter 3 Assessing Children's Health 55

#### 3-1 Children's Health Records 56

3-1a Health History Questionnaire 57

3-1b Medical and Dental Examinations 58

#### 3-2 Screening Procedures 59

3-2a Height and Weight 59

3-2b Body Mass Index 59

3-2c Vision 60

Digital Download Teacher Checklist 3-1 Early Signs of Visual Abnormalities in Infants and Toddlers 61

Digital Download Teacher Checklist 3-2 Signs of Visual Acuity Problems in Older Children 61

3-2d Hearing 65

Digital Download Teacher Checklist 3-3 Behavioral Indicators of Children's Hearing Loss 66

Digital Download Teacher Checklist 3-4 Early Signs of Hearing Loss in Infants and Toddlers 67

3-2e Speech and Language 68

Digital Download Teacher Checklist 3-5 Strategies for Communicating with Children Who Are Hearing-Impaired 69

3-2f Nutritional Status 71

#### 3-3 Referrals 74

Digital Download Partnering with Families Children's Eye Safety 75

Classroom Corner 76 • Summary 77 • Terms to Know 77

Chapter Review 77 • Case Study 79 • Application Activities 79

Stop and Check Responses 80 • Additional Resources to Explore 80

• References 80

## Chapter 4 Caring for Children with Medical Conditions 83

### 4-1 Inclusive Education: Supporting Children's Success 84

### 4-2 Common Chronic Diseases and Medical Conditions 85

4-2a Allergic Diseases 86

Digital Download Teacher Checklist 4-1 Cold or Allergy: How to Tell? 87

4-2b Asthma 91

Digital Download Teacher Checklist 4-2 Strategies for Managing Children's Asthma Attacks 92

Digital Download Teacher Checklist 4-3 Children with Allergies and Asthma 92

4-2c Anemia 93

4-2d Childhood Cancers 94

Digital Download Teacher Checklist 4-4 Children with Cancer 96

4-2e Diabetes 96

Digital Download Teacher Checklist 4-5 Children with Diabetes 98

4-2f Eczema 98

4-2g Excessive Fatigue 99

4-2h Lead Poisoning 100

4-2i Seizure Disorders 102

Digital Download Teacher Checklist 4-6 Strategies for Working with Children Who Have a Seizure Disorder 102

Digital Download Teacher Checklist 4-7 Information to Include in a Child's Seizure Report 104

4-2j Sickle Cell Disease 105

Digital Download Teacher Checklist 4-8 Children with Sickle Cell Disease 106

Digital Download Partnering with Families Children with Medical Conditions and Physical Activity 106

Classroom Corner 107 • Summary 108 • Terms to Know 108

Chapter Review 109 • Case Study 109 • Application Activities 110

Stop and Check Responses 110 • Additional Resources To Explore 110

• References 111

## Chapter 5 The Infectious Process and Environmental Control 114

### 5-1 Risk Factors 115

### 5-2 Communicable Illness 115

### 5-3 Stages of Illness 117

### 5-4 Control Measures 118

5-4a Observations 118

5-4b Policies 119

Digital Download Teacher Checklist 5-1 Administering Medications to Children 121

5-4c Immunization 123

5-4d Environmental Control 125

Digital Download Teacher Checklist 5-2 Universal Precautions for Handling Body Fluids 126

Digital Download Teacher Checklist 5-3 How and When to Wash Hands 128

Digital Download Teacher Checklist 5-4 Sanitary Diapering Procedure 129

Digital Download Teacher Checklist 5-5 Readiness Indicators for Toilet Learning/Training 130

5-4e Education 131

Digital Download Partnering with Families Administering Medication to Children 132

Classroom Corner 132 • Summary 133 • Terms to Know 133

Chapter Review 134 • Case Study 134 • Application Activities 134

Stop and Check Responses 135 • Additional Resources To Explore 135

• References 136

## Chapter 6 Childhood Illnesses: Identification and Management 138

### 6-1 Common Communicable Childhood Illnesses 139

### 6-2 Common Acute Childhood Illnesses 147

6-2a Colds 147

6-2b Diaper Rash (Diaper Dermatitis) 148

6-2c Diarrhea 149

6-2d Dizziness 150

6-2e Earaches 150

6-2f Fainting 152

6-2g Fever 153

6-2h Headaches 155

6-2i Heat Rash 155

6-2j Lyme Disease 156

6-2k Sore Throat 156

Digital Download Teacher Checklist 6-1 Measures to Prevent Tick Bites 156

6-2l Stomachaches 157

6-2m Sudden Unexpected Infant Death (SUID) and Sudden Infant Death Syndrome (SIDS) 158

Digital Download Teacher Checklist 6-2 Practices to Reduce the Risk of Sudden Unexpected Infant Death (SUID) and Sudden Infant Death Syndrome (SIDS) 159

6-2n Teething 160

6-2o Toothache 160

6-2p Vomiting 161

6-2q West Nile Virus 162

Digital Download Partnering with Families When to Call the Doctor 163

Classroom Corner 163 • Summary 165 • Terms to Know 165

Chapter Review 165 • Case Study 166 • Application Activities 166

Stop and Check Responses 167 • Additional Resources to Explore 167

• References 167

## Unit

# 2

## Keeping Children Safe

171

## Chapter 7 Creating High-Quality Environments 172

### 7-1 Identifying High-Quality Programs 173

7-1a Educating Families 173

7-1b Resource and Referral Services 174

7-1c Professional Accreditation 174

### 7-2 Early Childhood Program Licensure 175

7-2a Obtaining a License 176

7-2b Federal Regulations 176

### 7-3 Features of High-Quality Programs 176

7-3a Teacher Preparation 177

7-3b Staffing Ratios 178

7-3c Group Size and Composition 178

7-3d Program Curriculum 179

7-3e Health Services 180

Digital Download Teacher Checklist 7-1 Principles of Emergency Preparedness 181

### 7-4 Guidelines for Safe Environments 182

7-4a Indoor Safety 182

Digital Download Teacher Checklist 7-2 Teachers' Safety Checklist: Indoor and Outdoor Spaces 183

- Digital Download Teacher Checklist 7-3 Inventory Checklist: Planning for Program Security 189
- Digital Download Teacher Checklist 7-4 How to Conduct a Fire Drill 190
- 7-4b Outdoor Safety 191**
- Digital Download Teacher Checklist 7-5 General Guidelines for Purchasing Outdoor Play Equipment 194
- Digital Download Teacher Checklist 7-6 Teacher Checklist: Sandbox Care and Maintenance 195
- 7-4c Transportation 198**
- Digital Download Partnering with Families How to Identify High-Quality Programs 200
- Classroom Corner 201 • Summary 201 • Terms to Know 202  
Chapter Review 202 • Case Study 203 • Application Activities 203  
Stop and Check Responses 204 • Additional Resources to Explore 204  
• References 204

## Chapter 8 Safety Management 207

- 8-1 What Is Unintentional Injury? 208**
- 8-2 Risk Management: Principles and Preventive Measures 211**
- 8-2a Advanced Planning 212
- 8-2b Establishing Safety Policies and Behavioral Guidelines 213
- Digital Download Teacher Checklist 8-1 Guidelines for the Safe Use of Play Equipment 213
- 8-2c Active Supervision 215
- Digital Download Teacher Checklist 8-2 Positive Strategies for Managing Children's Inappropriate Behavior 215
- 8-2d Safety Education 216
- 8-3 Implementing Safety Practices 216**
- 8-3a Toys and Equipment 217
- Digital Download Teacher Checklist 8-3 Guidelines for Selecting Safe Toys and Play Equipment 217
- Digital Download Teacher Checklist 8-4 Examples of Appropriate Toy Choices for Infants, Toddlers, and Preschoolers 218
- 8-3b Classroom Activities 221
- Digital Download Teacher Checklist 8-5 Guidelines for the Safe Use of Electrical Appliances 222
- Digital Download Teacher Checklist 8-6 Safe Substitutes for Hazardous Art Materials 223
- 8-3c Field Trips 223
- 8-3d Pets 224
- 8-3e Teacher Safety 224
- Digital Download Teacher Checklist 8-7 Personal Safety Practices for the Home Visitor 225
- 8-3f Legal Considerations and Safety Management 225
- 8-4 Emergency and Disaster Preparedness 227**
- 8-4a Planning for Disasters and Emergencies: Where to Begin 227
- Digital Download Teacher Checklist 8-8 Emergency Supply Kit 229
- 8-4b Preparing for Action 229
- 8-4c Practice and Revise 230
- 8-4d Helping Children After A Disaster or Emergency 231
- Digital Download Partnering with Families Sun Safety 232
- Classroom Corner 232 • Summary 233 • Terms to Know 234  
Chapter Review 234 • Case Study 235 • Application Activities 235  
Stop and Check Responses 235 • Additional Resources to Explore 236  
• References 236

## Chapter 9 Management of Injuries and Acute Illness 239

- 9-1 Responding to Medical Emergencies 240**
- Digital Download Teacher Checklist 9-1 Basic First Aid Supplies for Schools 241
- Digital Download Teacher Checklist 9-2 Modified First Aid Kits 241

## 9-2 Emergency Care vs. First Aid 242

## 9-3 Life-Threatening Conditions 243

- 9-3a Absence of Breathing and Pulse (CPR) 243
- Digital Download Teacher Checklist 9-3 Foods Commonly Linked to Childhood Choking 246
- 9-3b Foreign Body Airway Obstruction (Heimlich Maneuver) 246
- Digital Download Teacher Checklist 9-4 Objects Commonly Linked to Childhood Choking 246
- 9-3c Anaphylaxis: Life-Threatening Allergic Reaction 249
- 9-3d Shock 250
- 9-3e Asthma 250
- 9-3f Bleeding 251
- 9-3g Diabetes 251
- Digital Download Teacher Checklist 9-5 Signs and Symptoms of Hyperglycemia and Hypoglycemia 252
- 9-3h Drowning 252
- 9-3i Electrical Shock 253
- 9-3j Head Injuries 253
- 9-3k Poisoning 255

## 9-4 Non-Life-Threatening Conditions 256

- 9-4a Abrasions, Cuts, and Minor Skin Wounds 256
- 9-4b Bites 257
- 9-4c Blisters 258
- 9-4d Bruises 258
- 9-4e Burns 258
- Digital Download Teacher Checklist 9-6 Teacher Checklist: Burns—When to Call for Emergency Medical Assistance (911) 258
- 9-4f Eye Injuries 259
- 9-4g Fractures 260
- 9-4h Frostbite and Hypothermia 260
- 9-4i Heat Exhaustion and Heat Stroke 261
- 9-4j Nosebleeds 262
- 9-4k Seizures 263
- 9-4l Splinters 263
- 9-4m Sprains 263
- 9-4n Tick Bites 264
- 9-4o Tooth Emergencies 264
- Digital Download Partnering with Families Poison Prevention in the Home 264
- Classroom Corner 265 • Summary 266 • Terms to Know 266  
Chapter Review 266 • Case Study 267 • Application Activities 267  
Stop and Check Responses 268 • Additional Resources to Explore 268  
• References 269

## Chapter 10 Adverse Childhood Experiences (ACEs): Maltreatment 271

### 10-1 Historical Developments 272

### 10-2 Discipline vs. Punishment 273

### 10-3 Abuse and Neglect 274

Digital Download Teacher Checklist 10-1 Identifying Signs of Abuse and Neglect 275

Digital Download Teacher Checklist 10-2 Identifying Symptoms of Common Sexually Transmitted Diseases (STDs) 277

### 10-4 Understanding the Risk Factors for Maltreatment 280

- 10-4a Adult Perpetrators 280
- 10-4b Vulnerable Children 281
- 10-4c Family and Environmental Stresses 281

### 10-5 Protective Steps for Programs and Educators 282

10-5a Professional Development 282

Digital Download Teacher Checklist 10-3 Strategies for Positive Behavior Management 283

### 10-6 Reporting Laws 283

10-6a Program Policy 284

Digital Download **Teacher Checklist 10-4** What to Include in a Written Child Abuse/Neglect Report 284

### 10-7 Trauma-Informed Practices and the Teacher's Role 285

- 10-7a Early Identification and Reporting 285
- 10-7b Creating Trauma-Supportive Environments 286
- 10-7c Fostering Children's Resilience 287
- 10-7d Reaching Out to Families 288

Digital Download **Partnering with Families** Anger Management 289

- Classroom Corner 290 • Summary 291 • Terms to Know 292
- Chapter Review 292 • Case Study 293 • Application Activities 293
- Stop and Check Responses 293 • Additional Resources to Explore 294
- References 294

## Chapter 11 Planning for Children's Health and Safety Education 297

### 11-1 Family Involvement in Health and Safety Education 298

### 11-2 Professional Development 299

### 11-3 Effective Instructional Design 300

- 11-3a Topic Selection 300
- 11-3b Behavioral Objectives 302
- 11-3c Content Presentation 303

Digital Download **Teacher Checklist 11-1** How to Evaluate Printed Resource Material 303

- 11-3d Assessment 304

### 11-4 Activity Lesson Plans 305

Digital Download **Partnering with Families** Evaluating Health and Safety Information on the Internet 320

- Classroom Corner 320 Summary 320 • Terms to Know 321 • Chapter Review 321 • Case Study 322 • Application Activities 322 • Stop and Check Responses 323 • Additional Resources to Explore 323
- References 323

## Unit 3 Foods and Nutrients: Basic Concepts

325

## Chapter 12 Nutrition Guidelines 326

### 12-1 Dietary Reference Intakes 328

### 12-2 Dietary Guidelines for Americans 328

### 12-3 MyPlate 331

- 12-3a Vegetables 331
- 12-3b Fruits 332
- 12-3c Grains 333
- 12-3d Protein Foods 333
- 12-3e Dairy 334
- 12-3f Oils 335
- 12-3g Empty Calories 335

### 12-4 Additional Nutrition Guidelines 336

### 12-5 Food Labels 337

- 12-5a Calories from Fat 339

Digital Download **Partnering with Families** Reducing Children's Sugar Consumption 340

- Classroom Corner 341 • Summary 342 • Terms to Know 342
- Chapter Review 342 • Case Study 343 • Application Activities 343
- Stop and Check Responses 344 • Additional Resources to Explore 344
- References 344

## Chapter 13 Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins) 346

### 13-1 Food as an Energy Source 347

- 13-1a Energy Utilization 347
- 13-1b Excess Energy and Obesity 349

Digital Download **Teacher Checklist 13-1** Health Improvement Tips for Children Who Are Overweight 350

### 13-2 Carbohydrates as an Energy Source 350

- 13-2a Sugars (Simple Carbohydrates) 350
- 13-2b Starches and Dietary Fiber (Complex Carbohydrates) 353

### 13-3 Fats as an Energy Source 354

- 13-3a Saturated Fats 355
- 13-3b Unsaturated Fats 355
- 13-3c Proteins as Energy Sources 357

Digital Download **Partnering with Families** Healthy Families 357

- Classroom Corner 358 • Summary 358 • Terms to Know 359
- Chapter Review 359 • Case Study 360 • Application Activities 360
- Stop and Check Responses 360 • Additional Resources to Explore 361
- References 359

## Chapter 14 Nutrients That Promote Growth and Regulate Body Functions 363

### 14-1 Children's Nutrient Deficiencies 364

### 14-2 Proteins 365

- 14-2a Proteins for Growth 365

Digital Download **Teacher Checklist 14-1** Plant-based Food Sources of Essential Nutrients 367

- 14-2b Proteins as Regulators 368
- 14-2c Protein Requirements 368

### 14-3 Vitamins 369

- 14-3a Vitamins that Support Growth 372
- 14-3b Vitamins and Blood Formation 372
- 14-3c Vitamins that Regulate Bone Growth 373
- 14-3d Vitamins that Regulate Energy Metabolism 373
- 14-3e Vitamins that Regulate Neuromuscular Function 373
- 14-3f Vitamin Requirements 373

### 14-4 Minerals 374

- 14-4a Minerals that Support Cell Growth 374
- 14-4b Minerals that Build Bones and Teeth 376
- 14-4c Minerals and Blood Formation 376
- 14-4d Minerals that Regulate Energy 377
- 14-4e Minerals that Regulate Neuromuscular Function 377

### 14-5 Water and Growth 378

- 14-5a Water as a Regulator 378

### 14-6 Nutrient Functions: A Review Summary 378

Digital Download **Partnering with Families** A Weighty Problem: Sugary Drinks Or Water? 380

- Classroom Corner 380 • Summary 381 • Terms to Know 382
- Chapter Review 382 • Case Study 383 • Application Activities 383
- Stop and Check Responses 383 • Additional Resources to Explore 384
- References 384

# Unit 4 Nutrition and the Young Child

387

## Chapter 15 Feeding Infants 388

### 15-1 Profile of an Infant 389

### 15-2 Meeting the Infant's Nutritional Needs for Growth and Brain Development 389

Digital Download Teacher Checklist 15-1 Recommended Infant Meal Pattern 390

15-2a Prenatal Influence on Infants' Nutritional Needs and Brain Development 390

15-2b The First 6 Months 391

15-2c The Teacher and the Breastfeeding Mother 393

Digital Download Teacher Checklist 15-2 Supporting the Nursing Mother 393

Digital Download Teacher Checklist 15-3 Thawing Frozen Breast Milk Safely 394

15-2d The Teacher and the Formula-Fed Infant 394

15-2e Formula Preparation 394

### 15-3 The Feeding Relationship 395

15-3a Burping 397

15-3b Water 397

15-3c Vitamin and Mineral Supplements 397

### 15-4 Introducing Complementary Foods 398

15-4a Developmental Readiness 398

15-4b Physiological Readiness 398

Digital Download Teacher Checklist 15-4 Age-Related Infant Eating Behaviors 399

15-4c Infants Who Have Special Needs 400

### 15-5 Common Feeding Concerns 401

15-5a Food Allergies 401

15-5b Colic 402

15-5c Vomiting and Diarrhea 402

15-5d Anemia 403

15-5e Baby Bottle Tooth Decay 403

15-5f Ear Infection 403

15-5g Obesity 403

15-5h Choking 404

15-5i Teething 404

15-5j Constipation 404

Digital Download Partnering with Families Feeding Your Infant 405

Classroom Corner 405 • Summary 406 • Terms to Know 406

Chapter Review 407 • Case Study 407 • Application Activities 408

Stop and Check Responses 408 • Additional Resources to Explore 408

• References 408

## Chapter 16 Feeding Toddlers, Preschoolers, and School-Age Children 411

### 16-1 Developmental Profiles: Toddlers, Preschoolers, and School-Age Children 412

### 16-2 Feeding Toddlers 413

16-2a Foods To Serve and How Much 413

Digital Download Teacher Checklist 16-1 MyPlate Daily Food Group Recommendations 414

16-2b Mealtime Patterns 415

16-2c Creating An Enjoyable Mealtime Environment 417

### 16-3 Feeding Preschoolers and School-Age Children 417

16-3a Guidelines for Feeding the Preschooler 418

16-3b Nutrient Requirements of School-Age Children 419

16-3c Feeding Children who have Special Needs 419

### 16-4 Promoting Healthy Eating Habits 420

Digital Download Teacher Checklist 16-2 Introducing New or Unfamiliar Foods 421

### 16-5 Health Conditions Related to Dietary Patterns 421

16-5a Dental Caries 422

16-5b Obesity 422

16-5c Hypertension 423

16-5d Cardiovascular Disease 424

16-5e Diabetes 424

16-5f Common Feeding Challenges 424

Digital Download Partnering with Families Feeding Toddlers and Young Children 427

Classroom Corner 428 • Summary 429 • Terms to Know 429

Chapter Review 429 • Case Study 430 • Application Activities 430

Stop and Check Responses 431 • Additional Resources to Explore 431

• References 431

## Chapter 17 Meal Planning and Service 434

### 17-1 Menu Development 435

17-1a Well-Designed Menus Meet Children's Nutritional Needs 435

17-1b Well-Designed Menus Meet Funding and/or Licensing Requirements 437

17-1c Well-Designed Menus Are Appealing 442

17-1d Well-Designed Menus Include Familiar and New Foods 444

17-1e Steps in Menu Planning 445

### 17-2 Menu Style 448

### 17-3 Nutritious Snacks 449

17-3a Suitable Snack Foods 450

### 17-4 Meal Service 450

Digital Download Teacher Checklist 17-1 Making Mealtime a Pleasant Experience 452

### 17-5 Planning the Menu within Budget 452

17-5a Menu Planning 452

17-5b Food Purchasing 453

17-5c Food Preparation 453

17-5d Food Service 454

17-5e Recordkeeping 454

Digital Download Partnering with Families Planning Healthy Meals 454

Classroom Corner 455 • Summary 456 • Terms to Know 457

Chapter Review 457 • Case Study 458 • Application Activities 458

Stop and Check Responses 459 • Additional Resources to Explore 459

• References 459

## Chapter 18 Food Safety 461

### 18-1 Food-Related Illness 462

18-1a Foodborne Contaminants 463

18-1b Conditions that Promote Bacterial Growth 463

### 18-2 Measures to Keep Food Safe 464

18-2a Examine Food Carefully 465

18-2b Maintain Clean Conditions 465

Digital Download Teacher Checklist 18-1 Correct Hand Washing Technique 467

18-2c Separate Foods 469

18-2d Food Storage 469

Digital Download Teacher Checklist 18-2 Checklist for Evaluating Sanitary Conditions in Food Service Areas 470



18-2e Cook and Serve Foods Correctly 474  
 18-2f Discard Spoiled Food 476

### 18-3 Hazard Analysis and Critical Control Point 476

### 18-4 Foodborne Illnesses 479

### 18-5 National and International Food Supply Safeguards 479

18-5a Commercial Food Production 483

### 18-6 Teaching Children About Food Safety 484

Digital Download Partnering with Families Wash Those Hands! 485

Classroom Corner 486 • Summary 487 • Terms to Know 487

Chapter Review 487 • Case Study 488 • Application Activities 488

Stop and Check Responses 488 • Additional Resources to Explore 489

• References 489

## Chapter 19 Nutrition Education: Rationale, Concepts, and Lessons 491

### 19-1 Rationale for Teaching Children About Nutrition 492

19-1a The School's Role in Children's Nutrition Education 493

19-1b Family Involvement in Children's Nutrition Education 494

### 19-2 Planning a Nutrition Education Program 494

19-2a Basic Nutrition Education Concepts 495

19-2b Planning Guidelines 497

19-2c Safety Considerations 498

### 19-3 Developing Nutrition Lesson Plans 500

### 19-4 Where Else Do Children Learn About Nutrition? 506

19-4a Family Influence 507

19-4b Teachers 507

19-4c Peer Groups 508

19-4d Television and the Media 509

Digital Download Partnering with Families More Fruits and Vegetables Please 509

Classroom Corner 510 • Summary 510 • Terms to Know 510

• Chapter Review 510 • Case Study 511 • Application Activities 511

Stop and Check Responses 512 • Additional Resources To Explore 512

• References 512

## Epilogue

514

Looking Ahead . . . Making a Difference 514

## Appendices

516

A National Health Education Standards 517

B Monthly Calendar: Health, Safety, and Nutrition Observances 520

C Federal Nutrition Programs 523

D Children's Book List 526

## Glossary

532

## Index

540

# 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 Professional Standards and Competencies for Early Childhood Professionals, 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 draws increasing attention to the pivotal role that teachers play in identifying children’s health needs, creating high-quality environments that support learning and are safe, and providing comprehensive health education in schools.

*Health, Safety, and Nutrition for the Young Child*, now in its eleventh 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 the positive development of all children across all developmental 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 and being physically active.

The book’s attractive layout and beautiful color photographs bring the material to life. Extensive resources, lesson plans, teacher checklists, references, case studies, classroom application features, 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 recognize 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 childhood centers, home-based programs, camps and recreation activities, public or private schools, community agencies, or after-school programs. The term *teacher* also includes families and acknowledges the important educational role they play in children’s daily lives.

*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 childhood education
- ▶ experienced teachers in community schools, home-based programs, early childhood centers, Head Start programs, before- and after-school programs, clinics, and agencies that serve young children and their families
- ▶ 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 eleventh 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 eleventh 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 the new National Association for the Education of Young Children Professional Standards and Competencies for Early Childhood Educators**—NAEYC standards and relevant competencies, 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 affects their role as early childhood educators.
- ▶ **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.

- ▶ **Connecting to Everyday Practice**—this feature presents contemporary issues that challenge students' ability to analyze and apply information they have learned in each chapter. Thought-provoking questions encourage self-reflection and group discussion.
- ▶ **Case Studies**—engage students in applying what they have learned to address common everyday experiences they are likely to encounter as teachers.
- ▶ **New Stop and Check feature**—offers multiple, thought-provoking questions dispersed throughout each chapter. Students can use this feature to measure their understanding of chapter content and performance against the learning objectives. Answers to the questions are provided in the Stop and Check Responses section at the end of each chapter.
- ▶ **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 present children with meaningful learning experiences and save teachers preparation time.
- ▶ **Did You Know?**—offers interesting factoids in a marginal feature that are intended to peak student curiosity and interest in the chapter content.
- ▶ **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.
- ▶ **Children's Book List**—is an extensive, updated collection of children's books that teachers and families can use to promote children's literacy skills while also teaching about various health, safety, and nutrition topics. This resource is located in Appendix D and includes titles that address a variety of subjects, including dental health, illness/germs, 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 is provided in a letter format that busy teachers can download, copy, and send home or share with families in a newsletter, program handbook, website posting, family conference, or bulletin board display.
- ▶ **New Chapter References**—guide readers to the latest empirical research articles and relevant publications. Students are encouraged to locate and continue reading about topics discussed in each chapter.
- ▶ **New Additional Resources to Explore**—identify URLs for websites that offer additional in-depth information about topics discussed in each chapter.

## Chapter-by-Chapter Changes

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

- ▶ *New* information and data on national health programs and initiatives, including Healthy People 2030, Children's Health Insurance Program, Every Student Succeeds Act (ESSA), Whole School Whole Community Whole Child (WSCC), and Active People, Healthy Nation<sup>SM</sup>.
- ▶ Emphasis placed on teacher wellness and health promotion practices that influence 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 early childhood suspension and expulsion practices.

## 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 disorders (e.g., vision, hearing, language, speech, nutrition) that affect children's learning.
- ▶ *New* research information about children's vision disorders, immunizations, and revised immunization schedules.
- ▶ *New Connecting to Everyday Practice* feature that raises awareness about cultural competence and the implications for children's well-being.

## Chapter 4 Caring for Children with Medical Conditions

- ▶ Updated references and information regarding the signs, symptoms, and management strategies for common chronic childhood disorders and medical conditions.
- ▶ *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 illustrations* and 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, such as COVID-19, and the importance of implementing preventive control procedures in school settings.

## Chapter 6 Childhood Illnesses: Identification and Management

- ▶ *Updated information* on infant sleep guidelines, thermometer use, and management of children who are ill.
- ▶ *New Connecting to Everyday Practice* feature that draws attention to recommendations for the use of over-the-counter cold and flu remedies with children.
- ▶ *New Case Study* on infectious disease control.

## Chapter 7 Creating High-Quality Environments

- ▶ *Updated* references and information for creating high-quality indoor and outdoor learning environments that are safe for young children.
- ▶ *Emphasis placed on the* importance of engaging children in outdoor play and physical activity to reduce childhood obesity, chronic diseases, and behavior problems.

## 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 equipment.
- ▶ *New information* on safe art materials.
- ▶ *Updated* information on emergency and disaster preparedness and school safety, including strategies to help children cope following a traumatic 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 and traumatic brain injury (TBI).

**Chapter 10** Adverse Childhood Experiences (ACEs): Maltreatment

- ▶ *Updated* research regarding the immediate and long-term physical, emotional, cognitive, and economic effects that ACEs and maltreatment have on children's development.
- ▶ *New* information on creating trauma-supportive environments and fostering children's resilience.
- ▶ *New Connecting to Everyday Practice* feature on child sexual exploitation and the Internet.

**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.
- ▶ *New* lesson plan on water safety.

**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, menu labeling laws, and front-of-package (FOP) options are also discussed.
- ▶ Continued emphasis is placed on eating locally and the role of physical activity in health promotion.

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

- ▶ *New* information about the use of artificial sweeteners and plant-based milk alternatives in children's diet.
- ▶ *New* recommendations regarding children and low-fat diets.
- ▶ *New Connecting to Everyday Practice* feature that raises questions about sugar and its role in obesity.

**Chapter 14** Nutrients that Promote Growth and Regulate Body Functions

- ▶ *New* information about children's diets and nutrient deficiencies.
- ▶ *Additional information* on plant-based diets and children.
- ▶ *New Connecting to Everyday Practice* regarding water availability and human survival.

**Chapter 15** Feeding Infants

- ▶ *New* emphasis on the feeding relationship and its effect on infants' biological, learning, and developmental needs.
- ▶ *New* CACFP meal planning guidelines for infants.

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

- ▶ *New* CACFP meal planning guidelines for preschool- and school-age children aligned with the national standards.
- ▶ *Updated* information regarding children's dietary practices and their relationship to the early development of hypertension, cardiovascular heart disease, and diabetes.
- ▶ Additional information on promoting children's food acceptance and the media's influence on children's food preferences and eating habits.
- ▶ *New Connecting to Everyday Practice* feature about the reliability of nutrition information on the Internet.

### Chapter 17 Meal Planning and Service

- ▶ *New* meal planning guidelines based on revised National School Lunch Program and CACFP requirements.
- ▶ *New* meal reimbursement rates.
- ▶ *New Connecting to Everyday Practice* feature on food insecurity and children's nutrition programs.

### Chapter 18 Food Safety

- ▶ *New* food safety concerns, research, and practices.
- ▶ Updated information about national and international efforts to improve food supply safety, including commercial food production practices.
- ▶ *New Connecting to Everyday Practice* feature regarding food safety and climate change.
- ▶ *New* section on teaching children about food safety.

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

- ▶ *New* resources for teaching children about nutrition.
- ▶ Emphasis on family engagement and educating children about healthy eating and physical activity.
- ▶ Lesson plans that include updated children's book lists.

## Pedagogy and Learning Aids

Each chapter includes 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** show children as they work and play in developmentally appropriate settings.
- ▶ **Full-color illustrations** and tables draw attention to and reinforce important chapter content.
- ▶ A concise **Summary** concludes each chapter and recaps the main points of discussion.
- ▶ **Terms to Know** are highlighted in color throughout the chapters and defined on the page where they initially appear. Each term is also included in a comprehensive glossary located at the end of the book.
- ▶ **Stop and Check** questions encourage students to periodically assess their understanding of chapter content.
- ▶ **Chapter Reviews** offer 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 situations.
- ▶ **Application Activities** provide in-class and field projects that encourage students to practice and reinforce what they have learned in each chapter.
- ▶ **Additional Resources To Explore** encourage students to take advantage of technology and extend learning beyond the pages of this book by accessing valuable online resource materials.

## Teaching and Learning Resources

### Student Resources

#### MindTap

Learn on your terms with MindTap for Marotz's *Health, Safety, and Nutrition for the Young Child*, Eleventh Edition.

**INSTANT ACCESS IN YOUR POCKET** Take advantage of the Cengage mobile app to learn on your terms. Read or listen to your eTextbook online or offline; check your grades; study with the help of flashcards, practice quizzes and instant feedback from your instructor and receive due date reminders anywhere, anytime, from your smartphone or tablet.

**MINDTAP HELPS YOU SUCCEED IN YOUR CLASS** Track your scores and stay motivated to achieve your goals. MindTap helps you identify areas in need of improvement and where you need to focus your efforts.

**MAKE YOUR TEXTBOOK YOUR OWN** Highlight key text, add notes and create custom flashcards. When it's time to study, you can easily gather everything you've flagged or noted into an organized, effective study guide.

### Instructor Resources

#### MindTap

Today's leading online learning platform, MindTap for Marotz's *Health, Safety, and Nutrition for the Young Child*, Eleventh Edition, gives you complete control of your course to craft a personalized, engaging learning experience that challenges students, builds confidence, and elevates performance.

MindTap introduces students to core concepts from the beginning of your course using a simplified learning path that progresses from understanding to application and delivers access to eTextbooks, study tools, interactive media, auto-graded assessments, and performance analytics. Use MindTap for Health, Safety, and Nutrition as-is, or personalize it to meet your specific course needs. You can also easily integrate MindTap into your Learning Management System (LMS).

#### ACCESS EVERYTHING YOU NEED IN ONE PLACE

Cut down on prep with preloaded, organized course materials in MindTap. Teach more efficiently with interactive multimedia, assignments, quizzes, and more. Give your students the power to read, listen, and study on their smartphone or tablet, so they can learn on their terms.

#### EMPOWER YOUR STUDENTS TO REACH THEIR POTENTIAL

Distinct metrics give you actionable insights into student engagement. Identify topics troubling your entire class and instantly communicate with struggling students. Students can track their scores to stay motivated toward their goals.

**PERSONALIZE YOUR COURSE TO YOUR OBJECTIVES** Only MindTap gives you complete control of your course. You have the flexibility to reorder textbook chapters, add your own notes and embed a variety of content, including Open Education Resources (OERs) and third-party content. Personalize course content to your students' needs—they can even read your notes, add their own, and highlight key text to aid progress.



COUNT ON OUR DEDICATED TEAM, WHENEVER YOU NEED THEM MindTap isn't simply an online learning tool—it's a network of support from a personalized team eager to further your success. We're ready to help, from setting up your course, to tailoring MindTap resources to meet your specific objectives. You'll be ready to make an impact from day one. And we'll be right here to help you and your students throughout the semester—and beyond.

## Instructor's Manual

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

## Online Test Bank

Extensive multiple choice, true/false, short answer, 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 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.

## Acknowledgments

A special thank you is extended to the instructors, students, and colleagues who use *Health, Safety, and Nutrition for the Young Child* in their classes and professional endeavors. Their suggestions continue to influence and improve each new edition. I would also like to recognize the contributions of dedicated teachers, advocates, and families everywhere who strive to better children's lives.

Once again, I am grateful to have worked with so many amazingly talented individuals at Cengage. Christy Frame, my content manager, was a delight and pleasure to work with on this project. Her insightful contributions and prompt responses with information I often needed to proceed was appreciated more than she will know. Christy was also a master at keeping things moving forward and on schedule despite unpredictable and challenging circumstances. I want to express a special thank you to Manas Pant for his prompt communications, responsiveness to many last-minute requests, and skill in transforming volumes of draft manuscript into an attractive and meaningful book. I also want to acknowledge Calum Ross for his outstanding and meticulous editing. There are also many “behind-the-scenes” individuals who contributed so much to producing and marketing another successful edition. Thank you. Your efforts have not gone unnoticed.

Finally, I want to thank my husband and family for their patience and understanding during times when writing took precedence over times spent together. They are my pillar of strength and motivation, and I am grateful for their loving support.



## About the Author

**Lynn R. Marotz** received a Ph.D. from the University of Kansas, a 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 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 Health/safety/nutrition for the young child, Issues in parenting, Administration, and Foundations of early childhood education. She has provided numerous trainings on first aid, children's safety, child maltreatment, childhood obesity, nutrition, and conducting health observations for early childhood students and community educators.

Lynn has authored 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 author of *Developmental Profiles—Pre-Birth through Adolescence*, *Parenting Today's Children: A Developmental Perspective*, and *Early Childhood Leadership: Motivation, Inspiration, & Empowerment*. She has been interviewed for 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. 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 Medical Conditions
- 5 The Infectious Process and Environmental Control
- 6 Childhood Illnesses: Identification and Management



Bolyuk Studio/Shutterstock.com

## chapter 1

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

### **NAEYC** Professional Standards Linked to Chapter Content

- ▶ **#1a, b, c, and d** Child development and learning in context
- ▶ **#2a, b, and c** Family–teacher partnerships and community connections
- ▶ **#3a, b, c, and d** Child observations, documentation, and assessment
- ▶ **#4a, b, and c** Developmentally, culturally, and linguistically appropriate teaching practices
- ▶ **#5a and b** Knowledge, application, and integration of academic content in the early childhood curriculum
- ▶ **#6a, b, c, and d** Professionalism as an early childhood educator

### **Learning Objectives**

After studying this chapter, you should be able to:

**LO 1-1** Define the preventive health concept and describe several national programs that address children's health needs.

**LO 1-2** Explain how health, safety, and nutrition are interrelated and discuss factors that influence the quality of each.

**LO 1-3** Describe typical growth and developmental characteristics of infants, toddlers, preschool-age, and school-age children.

**LO 1-4** Discuss ways that teachers can be proactive in promoting children's wellness in the areas of injury prevention, oral health, physical activity, and mental health.

Our ideas about health, disease, and the health care system have undergone a significant change. Individuals are realizing that they must assume a more proactive role in maintaining their personal health and that they cannot rely on the medical profession to always make them well. In part, this change has been fueled by escalating medical costs, a lack of health insurance, and disabling conditions for which there are no current cures. In addition, and perhaps even more significant, are research findings that demonstrate positive health outcomes when people adapt healthy lifestyle behaviors (Cho & Kim, 2022; Peña & Payne, 2022; Smith et al., 2022).

## 1-1 The Preventive Health Concept

The concept of **preventive health** recognizes that individuals are able to reduce or eliminate many factors that threaten personal wellness (Figure 1–1). It implies that children and adults are able to make choices and engage in behaviors that improve their quality of life and lessen the risk of developing chronic disease. This includes practices such as establishing healthful dietary habits (eating more fruits, vegetables, whole grains, and low-fat dairy products), implementing safety behaviors (wearing seat belts, limiting sun exposure), engaging in daily physical activity, and seeking early treatment for occasional illness and injury.

The early years are a critical time for children to establish preventive behaviors. Young children are typically more receptive to new ideas, curious, eager to learn, and have fewer unhealthy habits to overcome. Teachers, families, and health care providers can capitalize on these qualities and help children to develop practices that will foster a healthy, safe, and productive lifetime.

**Figure 1–1** Examples of preventive health practices.

A preventive health approach involves a combination of personal practices and national initiatives.

On a personal scale:

- eating a diet low in animal fats and added sugars; incorporating more plant-based foods
- consuming a wide variety of fruits, vegetables, and grains
- engaging in aerobic and muscle-strengthening activities regularly
- practicing good oral hygiene
- using proper hand washing techniques
- avoiding substance abuse (e.g., alcohol, tobacco, drugs)
- maintaining immunizations up-to-date

On a national scale:

- regulating vehicle emissions
- preventing chemical dumping
- establishing food safety standards and inspecting food supplies
- measuring and reducing air pollution
- providing immunization programs
- regulating water safety; fluoridating drinking water
- monitoring disease outbreaks and setting policy

---

**preventive health** – personal and social behaviors that promote and maintain well-being.



Although the preventive approach emphasizes an individual role in health promotion, it also implies a shared responsibility for addressing social and environmental issues that affect the quality of everyone's well-being, including:

- ▶ poverty and homelessness
- ▶ food insecurity
- ▶ inequitable access to medical and dental care
- ▶ mental health services and suicide prevention
- ▶ adverse effects of media advertising
- ▶ substance abuse (e.g., alcohol, tobacco, drugs)
- ▶ food safety
- ▶ air and water pollution
- ▶ discrimination based on diversity
- ▶ violence and unsafe neighborhoods

In addition to helping children learn about these complex issues, adults must also demonstrate their commitment by supporting social actions, policies, and programs that contribute to healthier environments and lifestyles for society as a whole.

### 1-1a National Health Initiatives

The positive health outcomes that are achievable through preventive practices continue to attract increased public interest, especially with respect to young children. Poor standards of health, safety, and nutrition have long been known to interfere with children's ability to learn and to ultimately become healthy, productive adults. As a result, a number of large-scale programs have been established to address children's health needs and to improve their access to preventive services. Descriptions of several initiatives follow; information about federal nutrition programs for children is located in Appendix C.

**Healthy People 2030** The nation's master plan for improving the standard of health for its citizens is outlined in the *Healthy People 2030* initiative (U.S. HHS, 2022). It supports and strengthens the same underlying philosophy of health promotion and disease prevention presented in earlier versions. The current plan challenges communities to increase public health awareness and improve accessibility to preventive health services by encouraging better collaboration and coordination among agencies. It urges individuals to assume a more active role in achieving personal wellness, especially with regard to the prevention of obesity, diabetes, mental health, and substance use.

The *Healthy People 2030* model recognizes that social factors, including housing, racism, and education, have a significant and determining effect on a person's health (Figure 1–2).

**Figure 1–2 Social determinants of health.**



Source: CDC. Retrieved from <https://www.cdc.gov/publichealthgateway/sdoh/index.html>.

Consequently, a major goal of the initiative is directed specifically at reducing health inequities by creating “social, physical, and economic environments that promote attaining the full potential for health and well-being for all.”

Many topics and behavioral indicators identified in the *Healthy People 2030* plan have direct application for schools and early childhood programs (Table 1–1). For example, teaching anger management skills, increasing outdoor play and physical activity in children's daily schedules, serving nutritious foods, providing more health and nutrition education, and creating safe learning environments are activities that reflect teachers' commitment to the *Healthy People 2030* ideals.

▼ Early childhood is a prime time for teaching preventive health practices.



**Children's Health Insurance Program** The Children's Health Insurance Program (CHIP) provides low-cost health insurance to approximately 10 million children whose families earn too much to qualify for Medicaid but cannot afford private insurance coverage. The program is aimed at improving children's health and ability to learn through early identification and access to preventive health care (Reinbold, 2021). Services covered by the program include free or low-cost medical and dental care, immunizations, prescriptions, mental health treatment, and hospitalization.

CHIP is administered in each state through a combination of state and federal appropriations. Each state establishes its own rules for administering the program, and must submit a Child Health Plan describing how the program will be implemented, how eligibility will be determined, and how eligible children will be located.

**National Health and Safety Performance Standards for Child Care** National concern for children's welfare led to a collaborative project among the American Academy of Pediatrics (AAP), the American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education (NRC) to develop health, safety, and nutrition guidelines for out-of-home child care settings. The resulting document, *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care* (4th ed.), continues to identify quality standards and procedures for ensuring children's health and safety while they attend organized out-of-home care (Table 1–2) (AAP, APHA, & NRC, 2019). The complete document can be accessed at [www.nrckids.org](http://www.nrckids.org).

The current oversight system allows individual states to establish their own child care licensing standards, which has resulted in significant differences in program quality. The National Health

**Table 1–1 Healthy People 2030 Leading Health Indicators**

**Areas targeted for improving individual's health and well-being include the following:**

- access to health services
- clinical preventive services
- environmental quality
- injury and violence
- maternal, infant, and child health
- mental health
- nutrition, physical activity, and obesity
- oral health
- reproductive and sexual health
- social determinants
- substance abuse
- tobacco

Source: *Healthy People 2030 Leading health indicators*. (2018). U.S. Department of Health & Human Services.



**Table 1–2 National Health and Safety Performance Standards****Comprehensive guidelines address the following areas of child care:**

- staffing – child staff ratios, recruitment and screening, qualifications, professional development and training, staff health
- program activities for healthy development – supervision and discipline, parent/guardian relationships, health education
- health promotion and protection – sanitation and hygiene practices, safe sleep, illness and medication management
- nutrition and food services – nutritional requirements, meal service and supervision, food safety, nutrition education
- facilities, supplies, equipment, and environmental health – furnishings, space and equipment, indoor/outdoor settings, maintenance
- play areas, playgrounds and transportation – size, water areas, toys, transportation safety
- infectious diseases – respiratory, enteric, blood-borne, and skin conditions, immunizations, antibiotic use
- children with special health care and disability needs – inclusion, eligibility for special services, facility modifications, assessment, service plans
- administration – policies, human resource management, recordkeeping
- licensing and community action – regulatory agencies, teacher/caregiver support

Source: Adapted from AAP, APHA, & NRC. (2019). *Caring for our children: National health and safety performance standards* (4th ed.). Itasca, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. The complete document is available at <https://nrckids.org>.

and Safety Performance Standards attempt to address regulatory inconsistencies by proposing a uniform set of standards based on what researchers have identified as best practices. The National Association for the Education of Young Children (NAEYC) has endorsed and aligned their accreditation criteria with the National Health and Safety Performance Standards (NAEYC, 2020).

**Every Student Succeeds Act (ESSA)** The Every Student Succeeds Act (ESSA) (2015) amended the Elementary and Secondary Education Act (ESEA) of 1965 and replaced the former No Child Left Behind (NCLB) Act of 2001. The law's intention is to assure American children a high-quality education that prepares them to succeed in college and careers (U.S. Department of Education, 2015). It supports improved educational outcomes for all children, especially those who are economically disadvantaged and/or high-need (e.g., migratory, homeless, neglected, delinquent), and shifts authority for compliance in achieving these objectives from the federal government to individual states. The law also addresses schools' role in meeting children's health needs (e.g., drug and violence prevention, mental health services, bullying and harassment, healthy lifestyle skills education, positive behavior supports, teachers' sexual abuse awareness) and creating safe school conditions. It continues to acknowledge families as children's first and most important teachers, the educational contributions of early childhood programs, and the importance of fostering early literacy skills to ensure children's readiness for, and success in, school. Significant federal funding is provided annually to strengthen and coordinate early childhood programs with early elementary grades.

**Whole School, Whole Community, Whole Child (WSCC)** The WSCC model acknowledges the significant effect that health has on children's development and learning ability (Figure 1–3). It assumes an **ecological** preventive, and comprehensive approach, and aims to address children's health, safety, and academic needs in community school settings (CDC, 2018). The WSCC model identifies 10 program components and places a strong emphasis on cooperation and collaboration among schools, families, government agencies, and community partners in achieving these objectives. The ultimate goal is to support children in attaining personal, academic, and lifetime success.

**ecological** – a systems approach that acknowledges the ways in which people and their environment relate to, interact with, and influence, one another.

**Figure 1–3 Whole school, whole community, whole child model.**



Source: <https://www.cdc.gov/healthyyouth/wsccl/>

**Active People, Healthy Nation<sup>SM</sup>** Concerns about the high obesity and chronic disease rates in this country led the CDC to establish the Active People, Healthy Nation<sup>SM</sup> initiative (CDC, 2022a) (Figure 1–4). The overarching goal is to increase the number of youth and adults who are aerobically active each day to 27 million by the year 2027. Communities play a key role in achieving

**Stop and Check #1**  
 Who is eligible to participate in the CHIP program?

**Figure 1–4 Active people, healthy nation<sup>SM</sup>.**



Source: CDC. Available from <https://www.cdc.gov/physicalactivity/activepeoplehealthynation/index.html>.

▼ Active play is essential for children's health and development.



Olga Enger/Shutterstock.com

this objective by providing safe traveling routes (e.g., sidewalks, trails, transit), facilities, and programs that are inclusive and accessible to individuals of all ages and abilities (Fulton et al., 2022).

## 1-2 Health, Safety, and Nutrition: An Interdependent Relationship

Health, safety, and nutrition are closely intertwined and dependent upon one another. The status of each has a direct effect on the quality of the others. For example, children who receive all essential nutrients from a healthful diet are more likely to reach their

growth potential, benefit from learning opportunities, experience fewer illnesses, and have ample energy for play. In contrast, children whose diet lacks critical nutrients such as protein and iron may develop anemia, which can lead to fatigue, diminished alertness, growth and academic failure, and loss of appetite. When children lack interest in eating, their iron intake is further compromised. In other words, nutritional status has a direct effect on children's health and safety, and, in turn, influences the dietary requirements needed to restore and maintain well-being.

A nutritious diet also plays an important role in injury prevention. The child or adult who arrives at school having eaten little or no breakfast may experience low blood sugar, which can cause fatigue, decreased alertness, and slowed reaction times and, thus, increase an individual's risk of accidental injury. Similarly, overweight children and adults are more likely to sustain injuries due to excess weight, which may restrict physical activity, slow reaction times, and increase fatigue with exertion.

### 1-2a What Is Health?

Definitions of **health** are as numerous as the factors that affect it. In years past, the term referred strictly to an individual's physical well-being and the absence of illness. Contemporary definitions view health from a broader perspective and recognize it as a state of physical, emotional, social, economic, cultural, and spiritual well-being. Each interactive component is assumed to make an equally important contribution to health and to affect the functional activity of the others. For example, a stressful home environment may be contributing to a child's asthma attacks, stomachaches, or headaches. In turn, a child's repeated illnesses or chronic disability can profoundly affect the family's emotional, financial, social, and physical stability and well-being.

The current health concept also recognizes that children and adults do not live in isolation, but are active participants in multiple groups, including family, peer, neighborhood, ethnic, cultural, recreational, religious, and community. Children's health, development, and opportunities for learning are directly influenced by the positive and negative experiences that occur in each setting. For example, children growing up in a poor, urban neighborhood may be at greater risk for becoming obese because they have fewer safe places for outdoor play and limited access to fresh fruits and vegetables. In other words, children's health and development must be considered in the context of their social and environmental conditions.

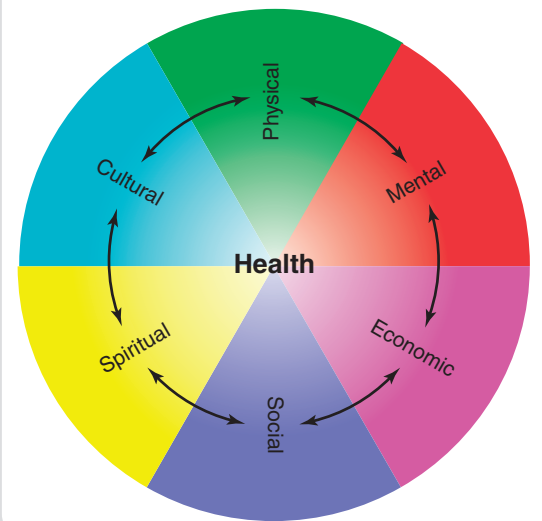
---

**health** – a state of wellness. Complete physical, mental, social, and emotional well-being; the quality of one health element affects the state of the others.

## 1-2b What Factors Influence Children's Health?

Health is a dynamic and complex state. It is a product of continuous interactions between an individual's genetic makeup, environmental conditions, and personal experiences (Figure 1-5). For example, an infant's immediate and long-term health and cognitive development are influenced by their mother's personal lifestyle practices during pregnancy: her diet; use or avoidance of alcohol, tobacco, and certain medications; routine prenatal care; and exposure to communicable illnesses or toxic stress. Mothers who fail to maintain a healthy lifestyle during pregnancy are more likely to give birth to infants who are born prematurely, have low birth weight, or experience a range of special challenges (Cassidy-Vu, Way, & Spangler, 2022; Di et al., 2022). These children also face a significantly greater risk of developing chronic health problems and early death. In contrast, a child who is born healthy, raised in a nurturing family, consumes a nutritious diet, lives in a safe environment, and has numerous opportunities for learning and recreation is more likely to enjoy a long, healthy life.

**Figure 1-5** Health is an interactive and continuously changing state.



**Heredity** Characteristics transmitted from biological parents to their children at the time of conception determine all of the genetic traits of a new, unique individual. **Heredity** sets the limits for growth, development, and health potential. It explains, in part, why children in one family are short while those from another family are tall, or why some individuals have allergies or require glasses while others do not.

Understanding how heredity influences health can also be useful for assessing an inherited tendency, or **predisposition**, to certain health problems such as heart disease, deafness, cancer, diabetes, lactose intolerance, or mental health disorders. Although a family history of heart disease or diabetes may increase one's risk, it does not imply that an individual will necessarily develop the condition. Many lifestyle factors, including physical activity, diet, sleep, and stress levels, interact with genetic material (genes) and may alter the child's chances of developing or not developing heart disease or any number of other chronic health disorders.

**Environment** Although heredity provides the basic building materials that predetermine the limits of one's health, environment plays an equally important role. Environment encompasses a combination of physical, psychological, social, economic, and cultural factors that collectively influence the way individuals perceive and respond to their surroundings. In turn, these experiences shape an individual's behavior and potential health outcomes.

Examples of several environmental factors that support and promote healthy outcomes include:

- ▶ consuming a nutritious diet
- ▶ participating in daily physical and recreational activities
- ▶ obtaining 8 to 9 hours of uninterrupted nighttime sleep
- ▶ having access to quality medical and dental care
- ▶ reducing stress levels

▼ Heredity sets the limits for a child's growth, development, and health potentials.



**heredity** – the transmission of certain genetic material and characteristics from biological parents to a child at the time of conception.  
**predisposition** – having an increased chance or susceptibility.