

STOP.LOOK.ASK.GO: Food Allergy Education for Early Childhood (EC) Professionals in Illinois

for professional development & continuing education credit approval

(OneOp, COTE/ISBE, EITP/Gateways, NCFR)

Initiated on 1/26/21 & updated 5/19/22

Target Audience:

This is appropriate for all adults who work and interact with children birth through age 6yrs. Adults who interact and work with Infants, Toddlers & Preschoolers from civilian and military families in daycares, early intervention programming, family childcare homes, preschools, and/or park district and enrichment programs will benefit from this online training.

Background:

- The Centers for Disease Control & Prevention report that between 1997-1999 and 2009- 2011, food allergy prevalence among children increased by 50 percent.¹
- Results from a 2015-2016 survey of more than 38,000 children indicate that 5.6 million children, or nearly 8 percent, have food allergies.^{2, 3} That's one in 13 children, or roughly two in every classroom.
- More than 40 percent of children with food allergies have experienced a severe allergic reaction such as anaphylaxis.⁴
- Most allergic reactions (64%) that occur in a school setting happen in daycare or preschool.⁵
- 77% of Early Childhood Professionals reported working directly with food-allergic children and most were either teachers or administrators.⁶

Training Level:

Beginner

Length of Training:

2-3 hours (maximum: 4 hours)

Training Description:

¹ Jackson KD, Howie LD, Akinbami LJ. Trends in allergic conditions among children: United States, 1997-2011. NCHS data brief, no 121. Hyattsville, MD: National Center for Health Statistics. 2013. Retrieved from <http://www.cdc.gov/nchs/products/databriefs/db121.htm>.

² United States Census Bureau Quick Facts (2015 and 2016 estimates).

³ Gupta RS, Warren CM, Smith BM, Blumenstock JA, Jiang J, Davis MM, Nadeau KC. The Public Health Impact of Parent-Reported

⁴ Gupta RS, Warren CM, Smith BM, Blumenstock JA, Jiang J, Davis MM, Nadeau KC. The Public Health Impact of Parent-Reported Childhood Food Allergies in the United States. *Pediatrics* 2018; 142(6):e20181235.

⁵ Sicherer SH, Furlong TJ, DeSimone J, Sampson HA. The US Peanut and Tree Nut Allergy Registry: characteristics of reactions in schools and day care. *J Pediatrics*. 2001; 138:560–565.

⁶ Fierstein, JL; Chadha, AS; Valaika, SS; Gupta, RS. Understanding food allergy education needs in early childhood schools. *Annals of Allergy, Asthma & Immunology*. 2019; 124.

In Unit 1, participants will increase general awareness, knowledge, and comprehension of Food Allergy (FA) as outlined by the Food Allergy Research and Education (FARE), a national organization dedicated to equipping caregivers of food-allergic children.

In Unit 2, participants will analyze [a research-based video](#) created by Northwestern University's Center for Food Allergy and Asthma Research (CFAAR) which provides a practical application of food allergy knowledge in an early childhood setting.

Unit 3 will shift the focus on navigating food allergies in the real world with real families. Recognizing that food allergy policies apply to ALL children and families, special attention will be provided for working with families of non-food allergic children, military families, special needs families, and families where English is their second language. - This unit will emphasize practical tips and strategies and will include excerpts from a 2021 interview Dr. Ruchi Gupta conducted with two Early Childhood Professionals who are Directors in early childhood settings.

Unit 4 focuses on a 10 minute training focused on recognizing and responding to anaphylaxis.

Agenda

Unit	Learning Objective		Instructional Strategies
Unit 1: Food Allergy 101- the basics			
How common are food allergies?	What has been your experience working in EC? Describe your experience working with children with food allergy.		Multiple Choice & Pause/reflect
What FA is and what it's not	Increase knowledge of food allergy by asking questions about the child's food allergy experience.		Evaluate Questions, an Interactive
Common Allergens	Learn to distinguish allergens on food labels.		Food labels to analyze, an online interactive
Avoiding Allergens	Understand cross contact and explain precautionary allergen labeling.		Prevention Strategies, multiple choice

Allergic Reactions: How can I tell?	Recognize signs/symptoms of an allergic reaction.		Drag and Drop Interactive
Allergic Reaction: What do I do?	Summarize steps to treat an allergic reaction.		Ordering the steps, an interactive activity.
Unit	Learning Objective		Instructional Strategies
Unit 2: Time for work! Are you ready?			Watch Food Allergy Education video for EC Professionals in its entirety (6 minutes) then proceed to watch in small sections.
Avoiding allergens	Locate high risk areas in the EC program environments such as a child's home, in a classroom, in outdoor learning environments & at playgrounds or other community sites.		Watch this section of video & answer 2-3 questions per section. Examples of high-risk areas at home visits and alternative EC venues (in home, park and programming venues).
Reading food labels & Precautionary allergen labels	Identify ingredients and understand Precautionary allergen labeling.		Watch this section of video & answer 2-3 questions per section.
Emergency Action Plan	Distinguish components of an Emergency Action Plan and acknowledgement that there are multiple types of plans		Watch this section of video & answer 2-3 questions per section. Where to find the form & The importance of sharing it with those who provide direct care to the child.
Is Epinephrine available?	Recognize there are different types of auto-injectors & where and how medicine is stored in EC settings may vary by state. Check your state's licensing requirements.		Watch this section of video & answer 2-3 questions per section.

Signs/symptoms of a reaction	Distinguish mild vs. severe reactions.		Watch this section of video & answer 2-3 questions per section.
Administering epinephrine	Stay calm and engage with the child in a way that is developmentally appropriate and supportive of child's social emotional skills by offering appropriate guidance and responses.		Watch this section of video (practical and visual presentation of this content) & answer 2-3 questions per section.
Being a positive FA role model	Model multi-sensory approach: use of hand signal, words, and song to convey message to ALL learners.		Watch this section of video & answer 2-3 questions per section.
Unit	Learning Objective		Instructional Strategy
Unit 3: Navigating Food Allergies in the Real World with Real Families			
Embrace work with all families	Understand the challenges of food allergies from a doctor and preschool director perspective. Learn the Child Development Standards of Operations that support your work with children with food allergies.		Watch a 2–3-minute interview with doctor & preschool director Time to Reflect
	Food Allergy challenges at an Early Childhood Center & Explore a Real-World Food Allergy Scenario with military families that frequently relocate such as military families.		Watch a 2–3-minute interview with doctor & preschool director Tips and Strategies to explore: a Food Allergy Checklist, “Epi Drills” at Staff Meetings, Address worry/anxiety providers may feel

Demonstrate to Families you take food allergies seriously	Understand the family perspective and the importance of communication with families.		Watch a 2–3-minute interview with doctor & childcare Director & parent of a child with a food allergy.
	Understand the different Plans (IEP, 504, IHP) that may document the child's food allergy in your work with Early Intervention Specialists & Special Education families		Flip Cards on the various plans & tips and strategies in communicating staff training and readiness with families.
Provide an extra layer of protection for families	Every policy impacts all children those with & without allergies. Strategies for working with non-food allergic families		Watch: CFAAR Parent-to-Parent food allergy education video
	Identify language resources and options for ELL parents, providers & caregivers who may need food allergy education in other languages to support their children.		
Encourage Open Communication	Understand how families receive information & communication strategies for sharing program's food allergy policy.		Sample Scenarios, preparing for transitions of coverage from volunteers, aides, parents & providers.
	Meet children where they are developmentally with the STOP.LOOK.ASK.GO. message.		Tips for role play at home visits and the benefits of a multi-sensory message. How to talk with young children and prepare them for scenarios.
Resources available:	Understand how to be a Positive Food Allergy		Share FARE's new EC website resources (free printable Posters, Tip

	Role Model & psychosocial resources.		Sheets, EAP downloads).
Unit 4: Save a Life!	Recap on Anaphylaxis, the most severe allergic reaction & worth re-visiting.		FARE's Anaphylaxis 10-minute training with quiz built-in to the training.

This training supports **Illinois Early Learning Guidelines** for Birth to Age 3.

Developmental Domain 1: Social & Emotional Development

Relationships with Adults

Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

- ☐ Adults will be encouraged to use hand signals and repetition of simple commands (Stop.Look.Ask.Go). Young children will also be encouraged to communicate with hand signals through song and engagement.

Developmental domain 3: Language Development, Communication

Standard: Children demonstrate the ability to engage with and maintain communication with others.

- ☐ Young children benefit from seeing and using hand signals as their receptive and expressive language skills emerge during these ages. Adults will be encouraged to use these signals and signals will be modeled during the training videos.

Supports CDA Standards:

- Child Development Associate (CDA) Area 1: Health & Safety

Training addresses safe environment to prevent and reduce injuries, promotes good health and nutrition, and provides an environment that contributes to the enjoyable environments that encourage play, exploration and learning.

- ☐ Preparing the environment is an important aspect of food allergy education so that young children can explore and take initiative in play and learning areas that are safe.

This training supports Illinois Gateways Content Standards:

- IL Gateways Content Area B: Health, Safety and Well-Being

Physical health, mental health and safety are the foundations for development and learning in children and youth. Professionals collaborate with families, health, and other professionals to provide safe, healthy environments to foster the physical, cognitive, language and social-emotional development of children and youth. They take responsibility for providing

multiple opportunities for children, youth, and families to learn positive habits and decision-making skills that will ensure their health, safety, and well-being.

- ❓ All adults working in the field of early childhood need a working and practical knowledge of food allergy prevention and reaction management. It's akin to Infant/Child First Aid and CPR.

This training supports **Illinois Early Learning & Development Standards:**

Illinois Early Learning & Development Objectives	How Participants will progress toward meeting objectives
Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	In Unit 1 participants will engage in factual, interactive Food Allergy 101 quizzes and interactive slides as it relates to basic food allergy info (prevalence, definition, most common allergens, prevention, and management). Armed with this information, adults will be able to apply this to their work in the EC classroom/settings where they work.
Goal 23: Understand human body systems and factors that influence growth and development	In Unit 1, participants will engage in relevant Food Allergy 101 quizzes and interactive slides about body systems that may be involved in an allergic reaction. Participants will learn to identify severe allergic reactions that may require emergency 911 assistance.
Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	In Unit 2, participants will watch evidence-based videos that illustrate food allergy preparedness, prevention, management, and importance of being a positive food allergy role model in an EC setting. Unit 3 will also address communication strategies for parents of children without food allergies to increase food allergy awareness for all children. Quizzes and pause/reflect strategies will encourage adults model language and hand signals to support peer relationships as well as relationships with families.
Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	In Unit 2, adult participants will learn developmentally age-appropriate language, hand signals, and a song to integrate into their daily routine that helps all children learn how to make good decisions as it relates to food in the early childhood care and education settings. Strategies to address early diet and communication with parents who do not have a child with food allergy will be integrated into Unit 3.

This training supports Illinois Standards for Certification and Teaching:

<p>Standards for Certification in Early Childhood Education in Elementary Education</p> <p>Section 26.160 Curriculum: Physical Development and Health</p> <p>The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy lifestyles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life.</p> <ul style="list-style-type: none">● Knowledge indicator: understands basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.● Performance Indicator: applies basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.
<p>Section 26.180 Human Development and Learning</p> <p>The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three.</p> <ul style="list-style-type: none">● Knowledge Indicator: understands the basic health, nutrition, and safety needs of children from birth through grade three, including specific procedures related to health, safety, and nutrition for infants and toddlers.● Performance Indicator: follows appropriate procedures and designs learning opportunities that are responsive to the health, safety, and nutritional needs of children from birth through grade three, including specific procedures and learning opportunities related to the health, safety, and nutrition of infants and toddlers.
<p>Section 26.250 Collaborative Relationships</p> <p>The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and wellbeing.</p> <ul style="list-style-type: none">● Knowledge Indicator: understands the benefits, barriers, and techniques involved in school/family relationships.● Performance Indicator: establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support children's development, learning, and well-being

- ☐ These standards are the focus of the four (4) units in the training. Education empowers and keeps all children safe.

This Training would complement the **Child Youth Program Operation Standards** found on Military.com:

Child Youth Program (CYP) Professional Orientation Training
Description: CYP Professionals complete orientation training on emergency health and safety procedures, including cardiopulmonary resuscitation (CPR) and choking.
Method Guidance: Validate that orientation training on emergency health and safety procedures, including cardiopulmonary resuscitation (CPR) was completed within 90 days of employment.
<div> <div></div> Management of an anaphylactic food allergy reaction falls into the category of emergency health and safety procedures. This training would complement this standard. </div>
Description: CYP Professionals complete orientation training on health and sanitation procedures, including blood-borne pathogens, occupational health hazards, and recognizing symptoms of illness.
Method Guidance: Validate that orientation training on health and sanitation procedures, including blood-borne pathogens, occupational health hazards, and recognizing symptoms of illness was completed within 90 days of employment.
Description: CYP Professionals complete orientation training on first aid.
Method Guidance: Validate that orientation training on first aid was completed within 90 days of employment.
Description: CYP Professionals complete orientation training on nutrition, obesity prevention, and meal service.
Method Guidance: Validate that orientation training on nutrition, obesity prevention, and meal service was completed within 90 days of employment.
<div> <div></div> Knowledge of allergens and the early introduction of foods would complement this standard. </div>
Description: CYP Professionals complete 24 hours of ongoing professional development annually.
Method Guidance: Review training files to validate that the required hours of annual training were completed.
Description: CYP Professionals complete annual training on working with children with special needs.
Method Guidance: Review training files to validate that annual training included this topic.
<div> <div></div> Food allergies don't discriminate. Children with special needs also have food allergies. Providers need to know the difference between intolerances, preferences, and allergies. </div>
Description: Designated CYP Professionals complete annual training on administering medication, if applicable/required.
Method Guidance: Review training files to validate that annual training included this topic, if required.
Description: Management staff complete annual training on the prevention of illness and injury, and promotion of health.
Method Guidance: Review training files to validate annual training was completed and documented.
Description: Management staff complete annual training on emergency procedures and preparedness.
Method Guidance: Review training files to validate annual training was completed and documented.
Description: Specified volunteers complete an orientation of the program.

Method Guidance: Verify the orientation training include information on operational issues such as hours of operation and the volunteer's role in the program. Validate that orientation training was completed and documented.

- ☐ **Volunteers also need food allergy knowledge.**

Nutrition

Description: Core or cyclical **menus are posted**. Method Guidance: Observe that menus are posted.

- ☐ **Consistent with the tips we plan to provide in Unit 2 and 3.**

Dietary Accommodations

Description: Processes and procedures are in place to address food allergies and substitutions.

Intent: To ensure that the program makes dietary accommodations to address the individual needs of children/youth.

- ☐ **A goal of this food allergy education training.**

COMPONENTS

Description: Children's/youth's food allergies and dietary restrictions are posted where meals and snacks are served/consumed.

Method Guidance: Compare the list of children/youth with special dietary needs with the information posted where meals and snacks are served.

Description: Substitutions and restrictions noted on the allergy/food substitutions list are followed.

Method Guidance: Observe mealtimes/snacks with children/youth with dietary restrictions to ensure substitutions are provided and restrictions are followed. Substitutions and restrictions must also be followed when cooking activities are conducted.

Description: Children's/Youth's food allergies and restrictions and the required substitutions and accommodations are posted in the kitchen/food preparation area.

Method Guidance: Compare the list of children/youth with special dietary needs with the information posted in the kitchen/food preparation area and ensure that substitutions/allowed foods are noted.

Description: Medical dietary accommodations are based on written documentation from a licensed health care provider.

Method Guidance: Validate that there is written documentation from a medical professional on file for medically-based food accommodations.

- ☐ **Benefit of collecting and sharing the Emergency Action Plan, a message in the training.**

Communicating with Families:

Description: **Parents are offered opportunities to share their culture, heritage, and home language.**

Method Guidance: Observe throughout the program, parents are provided opportunities to share their culture.

Description: Parents are provided with information on policies and procedures, the program philosophy, program offerings and policy changes.

Method Guidance: Review the policies and procedures provided to parents. Information must include program philosophy. Review documentation such as newsletters and posted information to see how information is disseminated to parents. Ask how families receive updates.

- Important also to offer resources in their language or other foods they may be sending with their child to school or have in the home.

Positive Guidance

Description: CYP Professionals promote social-emotional skills.

Method Guidance: Observe staff and child interactions. Observe that direct care staff support social-emotional skills.

Description: CYP Professionals demonstrate appropriate guidance and responses.

Method Guidance: Observe staff and child interactions. Observe that direct care staff demonstrate appropriate guidance and responses.

- Unit 2 in the training contains a video which models DAP interaction with a child as it pertains to food allergy management as well as a developmentally appropriate message for young children.