

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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Fire Safety

Fire prevention saves the lives of many young children and early childhood educators. According to the U.S. Fire Administration, approximately 325 fires occur in child care facilities each year. Most of these fires occur during cooking, when an appliance malfunctions, or from problems with electrical or heating systems. Fire safety in child care includes planning and preparing the environment to reduce risk from fires. It requires practicing fire drills and educating staff, children, and families about fire safety.

Safe evacuation starts with planning. Make and post a floor plan for each room that shows the exit routes from the room and building and shows a place to meet outdoors. A window large enough to climb through can be an exit route when exit doors are not available. The meeting place should be safe and easily reached from any exit route. Early childhood educators and children who are able to understand and follow instructions should know the location of the exits and the meeting place.

Child care facilities that care for non-mobile children must plan how to evacuate those children in either an evacuation crib or some other device. (NC Child Care Rules .0604(p)). All facilities are encouraged to develop a written evacuation plan for fire and other emergencies. This plan can be used toward a quality point for their star rated license.

Smoke detectors, fire extinguishers, and well-maintained electrical and heating systems play major roles in fire prevention. Child care facilities must follow building codes that apply to them. For example, a facility that is classified as institutional is required to have sprinkler and fire alarm systems. Fires can start with a spark from worn electrical cords or from a leak in the heating system. Regular maintenance can reduce these risks. Smoke detectors provide an early warning and reduce the risk of fire-related injuries. Fire extinguishers must be used with caution.



Only a person trained to use a fire extinguisher should try to put out or control a small, contained fire. Evacuate children and staff from the building and call the fire department before using a fire extinguisher.

Monthly fire drills provide the time to practice safely evacuating the building. Once at their meeting place, the children and staff present at the time of the fire drill should be accounted for. Practice makes it easier to evacuate quickly in the event of an actual fire.



Early childhood educators and children can learn about the dangers of fire, how to prevent fires, and how to respond to a fire. Most young children do not have a wide range of experience to help them understand danger. Children under five years of age think concretely. They are likely to understand that fire is hot, but not that "hot" can be dangerous. As they gain the ability to think more abstractly, children begin to think about danger from fire. When words, illustrations, and practice are combined, young children can learn to call 911, to "Stop, Drop and Roll", to "Crawl Low Under Smoke", and to find the "meeting place."

Fire Safety



Imagine being in an infant room in which a frayed electrical wire is beginning to burn. Three infants are sleeping and three are lying on the floor kicking objects hanging from baby gyms.

One infant is being changed and you are feeding an infant her bottle. In 2004 a child care center in North Carolina had this experience. The staff members and the children at the facility were well prepared and successfully evacuated the building. No one suffered injuries.

Child care programs operate out of homes, schools, churches, and buildings that are renovated or designed for child care. Fires can ignite in any of these buildings, at any time, and from a variety of causes. Fire safety practices can greatly reduce the risk of injuries from fire.

Fire safety practices are easier to follow when they are grounded in factual information. Early educators and families can be given information through handouts, workshops, or at a meeting. Often fire prevention is a focus in the fall. Young children will, however, learn

information and acquire habits more easily when fire safety is taught throughout the year. Monthly fire drills can serve as a reminder to do a fire safety activity with the children. With each learning activity, provide some basic information about fire and a safety practice.

Fire Drills Fire drills are done monthly to practice getting out of a building quickly. Read *Fire Drill* by Paul DeBois Jacob and Jennifer Swender. Tell the children that fire spreads fast and is very hot and smoky. Introduce the sound of the smoke detector and or fire alarm to the children. "It is a loud sound! Did it scare you? What does the sound tell us to do?" During fire drills, people should be silent so they can hear any directions given while exiting the building.

When caring for non-mobile children, early educators must plan for and practice getting them safely and quickly out of the building. Plan to transport the children to the outdoors in the evacuation cribs and/or



other devices. This helps the early educators and the children become familiar with the equipment.

Crawl Under the Smoke Gather children together in the center of the room. Tell them they are going to pretend that they are in a smoky, hot room and they need to get outside. A dark sheet works well for pretend smoke. Explain that smoke, like fire, is hot and that smoke stays above the ground. Children can crawl under the smoke to get to the door to go outside. Assign four children the job of holding the sheet about waist high. The other children take turns crawling under the sheet of "smoke" to get to the door.

Call 911 Have preschool children practice dialing 9-1-1. Teach them to sing the **9-1-1 Song** to the tune of *This Old Man*.

9-1-1, 9-1-1

Press the buttons, 9-1-1

If you're hurt and scared and you don't know what to do

9-1-1 sends help to you.

Facts about Fire

Fire is FAST! In less than 30 seconds a small flame can get completely out of control. In minutes, thick black smoke can fill a house. It only takes minutes for flames to engulf a building. Fire spreads quickly.

Fire is HOT! Room temperatures in a fire can be 100°F at floor level and rise to 600°F at five feet from the floor within three minutes. At this heat clothes can melt onto skin. Within five minutes, a room can get so hot that everything ignites at once. This is called flashover.

Fire is DARK! Fire starts bright, but quickly produces black smoke and complete darkness. The dark smoke can make it difficult for everyone to find their way out of the building.

Fire is DEADLY! Fire uses up the oxygen people need to breathe. It produces smoke and poisonous gases that kill. Breathing even small amounts of smoke and toxic gases can make a person drowsy, disoriented and short of breath. Odorless, colorless fumes can lull people into a deep sleep before the flames reach them.

Fire is FAST, HOT, DARK, and DEADLY! There is only a short time to escape. When a smoke detector or alarm warns of a fire, evacuate the building quickly.

Fire Safety Behaviors for Preschoolers



Tell a grown-up when you find matches or lighters.



Stop, drop, and roll if your clothes catch on fire.



Crawl low under smoke.



Know the sound of the smoke detector/alarm.



Practice fire drills. Go to the meeting place outdoors.



Recognize fire fighters as helpers!

Practices

Firefighters to the Rescue Invite a firefighter to visit and bring along a few fire fighting tools and his or her special clothing. After the children are comfortable with the firefighter and they have seen the clothes, ask the firefighter to "suit up". While they may look scary in their special fire fighting clothes, firefighters are helpers in a fire.



Safety Equipment

Fire extinguishers, smoke detectors and carbon monoxide detectors are an important part of fire safety in every childcare setting. A smoke detector sounds an alarm when smoke signals the presence of fire. A carbon monoxide detector sends a warning when the level of carbon monoxide is dangerously high. Carbon monoxide is a harmful, odorless, and smokeless gas. The early warnings from these alarms give people time to exit the building. A fire extinguisher is a tool that can be used to control or put out a small, contained fire. Maximize the benefits of fire safety equipment:

- Have the right type
- Know where the equipment is located in the facility
- Know the correct procedure for use
- Maintain the equipment

Type A local fire marshal or inspector can offer guidance about the number and types of detectors and fire extinguishers needed. Overall size of building, number of classrooms, doors and hallways all factor into this choice.

Location Staff members who are trained to use the equipment should always know where the equipment is located. The fire marshal or inspector will be able to determine the best placement for the type of equipment. It should be out of the reach of children and within easy reach of staff.

Use and Maintenance Know how to install, maintain and use the equipment. Check smoke and carbon monoxide detectors monthly. Check fire extinguishers at least annually. Recharge fire extinguishers when necessary.

Create a fire safety file to store instructions, warranties, and manufacturer's information about the safety equipment. Keep the records of the maintenance of the safety equipment and a log of the monthly fire drills in the file. The fire marshal and child care licensing consultant will ask to review these records from time to time.


Resources

Burn the Dragon's Preschool Fire and Burn Prevention Program
Burn Institute:
www.burninstitute.org/fbp/curriculum/index.html

Learn Not to Burn Preschool Program
National Fire Protection Association:
www.nfpa.org


Start Safe: A Fire and Burn Safety Education Program
Home Safety Council:
<http://homesafetycouncil.org/startsafeprogram>

Children's Books on Fire Safety

DK Readers: Jobs People Do -- A Day in a Life of a Firefighter 
by Linda Hayward 2001

Impatient Pamela Says: Learn to Call 9-1-1 
by Mary B. Koski, Lori Collins 2007

Maisy's Fire Engine 
by Lucy Cousins 2002

Stop Drop and Roll (A Book about Fire Safety) 
by Margery Cuyler and Arthur Howard 2001

 = Preschool – School-age  = Infant/Toddler

References for pages 1-3:

Alphabet Soup. 9-1-1 Song. Retrieved November 8, 2010 from www.alphabet-soup.net/firesafety/firesafety.html

Fire Safety At Home and In Child Care. Retrieved November 4, 2010 from www.childcareaware.org/en/subscriptions/dailyparent/volume.php?id=71

Fire Safety in Day Care Centers: What Parents Need to Know. Retrieved November 4, 2010 from www.nyc.gov/html/fdny/pdf/safety/safety_child_care_centers.pdf

Healthy Child Care. An Ounce of Fire Prevention. Retrieved November 4, 2010 from www.healthychild.net/SafetyFirst.php?article_id=499

Healthy Child Care. Fire Safety Education for Young Children. Retrieved November 8, 2010 from www.healthychild.net/SafetyFirst.php?article_id=541

Family Child Care Fire Safety Checklist		
Yes	No	Fire Safety Item
		1. Is there an EMERGENCY EVACUATION PLAN posted where it can be easily seen in the home? Are there at least two exits from every room or floor?
		2. Are all electrical appliances and items with electrical cords out of reach of children? Are appliances like toasters unplugged when not in use?
		3. Are FIRE DRILLS conducted monthly? Are records kept?
		4. Are the number of smoke and carbon monoxide detectors and fire extinguishers adequate for the home? Are they appropriately located, easy to reach and in working order?
		5. Are all windows easily opened from the inside? Are they of appropriate size and height from floor to serve as a second exit?
		6. Is the home free of clutter and combustible materials that may either contribute to or create a fire hazard?
		7. Are emergency phone numbers posted near the telephone and included on a mobile phone?
		8. Are fireplaces, woodstoves, radiators, pipes and space heaters located in rooms occupied by children covered and inaccessible to protect children from burns?
		9. Are electrical outlets covered?
		10. Are all matches, lighters and candles kept out of children's reach?
		11. Are stoves and ovens turned off when not supervised by an adult? Have the knobs on the stove been made "child-proof" to prevent a child from accidentally turning on the stove?
		12. Are all electrical cords in good condition and not covered by rugs or other objects?
		13. Do parents sign their children in and out so an accurate head count can be kept?

Be Ready for Flu Season!

Know How to Take a Temperature

In child care, **digital thermometers** are recommended. Practice taking a temperature to learn how the thermometer works and how and when the temperature is recorded.

1. Wash the thermometer with warm soapy water, rinse, dry, and then sanitize it with rubbing alcohol. Put on the disposable plastic cover if available to reduce the risk of spreading infections.

Axillary Temperature (in the armpit) – **Preferred Method**



- Lift the child's shirt. Place the thermometer under an armpit, touching skin only.
- Fold the child's arm across the chest to hold the thermometer in place.

Oral Temperature (under the tongue)

- Wait 20 to 30 minutes after the child finishes eating or drinking. Ensure that there is no food in the child's mouth.
- Place the tip of the thermometer the tongue. Ask the child to close the lips around it and to relax.

Rectal Temperature (in the bottom) – **Not recommended** for safety reasons

2. Stay with the child while taking a temperature. Engage the child with a story or sing a song together. Wait long enough for the temperature to be recorded. Carefully remove the thermometer.
3. Write the child's temperature, how it was taken (axillary or orally), time, and date in the child's record. Sign your name.
4. Wash, rinse, dry, and then sanitize the thermometer. Store out of children's reach.

A fever is a temperature over 100° F axillary or 101° F orally. Children with a fever should be excluded from child care until they are fever-free for 24 hours. (NC Child Care Rules .0804 and .1720(b))

Reference:

KidsHealth. *Fever and Taking Your Child's Temperature*. Retrieved September 29, 2010 from <http://kidshealth.org/parent/general/body/fever.html#>



November is

American Diabetes Month
Lung Cancer Awareness Month
National Healthy Skin Month
Epilepsy Awareness Month
Family Stories Month
November 8-14: National Young Reader's Week
November 21-28: National Family Week
November 1: National Family Literacy Day
November 13: National Kindness Day
November 15: America Recycles Day
November 20: Children's Day

December is

Safe Toys and Gifts Month
Universal Human Rights Month
December 5 – 11: National Handwashing Awareness Week
December 1: World AIDS Day
December 2: Special Education Day
December 21: World Peace Day

Bulletin Board

New National Standards on Obesity



Caring For Our Children's standards on "Preventing Childhood Obesity in Early Child Care and Education Programs" are now available. These standards describe best practices in **nutrition, physical activity, and screen time**. Child care centers and family child care homes can find strategies to promote healthy weight. These include ways to improve meeting the General Nutrition Requirements and to encourage breastfeeding. The active play standards offer ideas for indoor and outdoor active play and for setting limits on screen time. This is only the beginning. Read through all the standards at http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf.

November 18 was the Great American Smoke Out



Great American Smoke Out is a day to encourage smokers to quit smoking or make a plan to quit. It is not easy to quit smoking because smokers are physically and emotionally addicted to nicotine. Nicotine is a drug naturally found in tobacco. It impacts smokers' health, including heart rate and blood pressure. Smokers, however, can quit smoking by following four key steps and getting support during the process.

1. Make the decision to quit.
2. Set a quit date and choose a quit plan.
3. Deal with withdrawal.
4. Stay quit.

When people quit smoking their breath smells better, food tastes better, and stained teeth get whiter. With time, their overall health improves and their risk of cancer, heart and lung diseases, and other smoking-related diseases decreases. More information and resources are available at www.cancer.org/Healthy/StayAwayfromTobacco/GreatAmericanSmokeout/index.

Give Children Safe Toys This Holiday Season!

Each year nearly 217,000 people are treated for injuries they get while playing with toys. December is *Safe Toys and Gifts Month*. It is a time to focus on ways to reduce toy-related injuries.

- Before buying toys, read all instructions and warnings.
- Choose age-appropriate toys.
- Avoid buying small toys for children under age 3.
- Always supervise children while they are playing.

Resources:

- Prevent Blindness America: www.preventblindness.org/children/safetoy.html
- SafeKids: www.safekids.org/safety-basics/



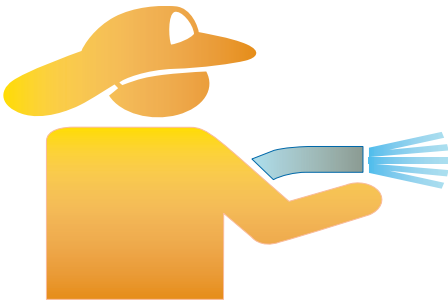


Fires kill more than 600 children ages 14 and under and injure approximately 47,000 children each year. Of these fires, 85% happen at home. Children under 5 years of age are at the greatest risk. To prevent fires at home and to protect children from fires, practice home fire safety.

E.D.I.T.H (Exit Drills in the Home)

Families should make a step-by-step plan for escaping a fire in the home. Deciding on an escape route is the first step. Families can draw the escape route on a floor plan of the house. Every family member should know where to meet outside the house after escaping a fire. Once families agree on the escape plan and the meeting place, they should practice their exit drill 2-4 times a year, and at the different times – both during the day and at night.

Fire safety includes installing smoke detectors, and carbon monoxide detectors. Families should check the detectors monthly to be sure they are working and change the batteries yearly. Families can also install automatic fire-sprinkler systems. Sprinkler systems detect a fire and spray water to put it out. Fire safety supplies include fire extinguishers, outlet covers, and an emergency evacuation kit stored on the escape route.



During an exit drill, think and practice realistically how to escape a fire.

- **Do not stop.** Leave the home as quickly as possible. Grab the evacuation kit on the way out. It only takes a few seconds to a few minutes before flames can spread through an entire home.
- **Crawl low under smoke.** Clearer air will be near the floor during a fire.
- **Touch doors before opening** to see if they are hot. If hot, use the alternative escape route.
- **Stay out.** Do not go back inside the house.
- **Call 911** from a neighbor's phone or a cell phone.



Children as young as three years old can follow a fire escape plan they have practiced often. Families with babies and toddlers should:

- Keep a baby harness by the crib. A harness makes it easy to carry the baby while escaping.
- Keep children's bedroom doors closed. Closed doors can help prevent a fire from spreading.

Fire Safety Basics

Both adults and children need to be prepared for an emergency and know what to do. Here is what parents can do to help children understand fire safety.

- Talk about fire. *Fire is fast, hot, and dark.*
- Teach the stop, drop and roll technique. When children's clothes catch on fire, running makes the fire worse. Teach children: *Do not run! Stop, drop to the floor or ground, and roll around.*
- Tell children not to hide in case of fire or if they see fire fighters. Scared children, especially toddlers, are more likely to hide under a bed than to run outside.
- Let children hear a smoke detector. When it goes off, practice exiting the home.

- Show and practice how to crawl low under the smoke.
- Keep matches and lighters out of children's reach. Teach children to tell parents when they find them.
- Make fire safety a part of everyday experiences for children. Read books about fire fighters and fire safety. Provide toys like fire trucks and fire hats. Use songs to make rules automatic. Visit the local fire department.

Resources for Families

The Daily Parent. Vol. 55 and 71

www.childcareaware.org/en/subscriptions/dailyparent/

Fire Safety for Babies and Toddlers

www.usfa.dhs.gov/campaigns/usfaparents/

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Children's Hospital Boston. *Fire Safety and Body Injury Statistics*. Retrieved October 15, 2010 from www.childrenshospital.org/az/Site903/mainpageS903P0.html

National Fire Protection Association. (1997). *E.D.I.T.H*. Retrieved October 12, 2010 from www.ci.encinitas.ca.us/NR/rdonlyres/EF459A12-D0E8-422A-AB11-25EDEA77A12A/0/edith.pdf

Safe Kids. *Fire Safety Fact Sheet*. Retrieved October 15, 2010 from www.safekids.org/our-work/research/fact-sheets/fire-safety-fact-sheet.html



Active Play - Each and Every Day!

Loose parts are movable materials used for outdoor and indoor play. Examples include: sand, stones, leaves, water, blankets, blocks, dolls, large building blocks, boards, and scarves. Loose parts can be natural or man-made. Use of loose parts encourages active play that is holistic. Dramatic play, language, science, math, and relationship building become part of the play. These materials can be moved, combined, collected, sorted, lined up, taken apart, and put back together. When the environment is set up for children to select the loose parts they want for their play, the children are in control and able to draw on their creativity and imagination.

The same loose parts can be used by children at various developmental stages. Adapt materials for use by children with physical disabilities. Children use the materials in ways that are appropriate for their skills and interests. When offered the same loose parts over time, children become familiar with the materials and begin to explore new ways of playing with them. Supervision during active play ensures safe use of the materials.

For Infants



Balls

Children of any age enjoy playing with balls. Infants explore the texture, shape, and movement of balls. Place different kinds of balls within an infant's reach. They look at balls, touch them, and try to push or kick them. Non-mobile children who can sit try to catch, roll and throw balls. As they gain skills, infants find new ways to play with balls. For example, when infants start crawling, they roll and chase balls.

Mats/Blankets/Fabrics



Many kinds of fabrics can be used as texture exploration for infants. Look for soft, rough, bumpy, tickly, nubby, noisy, and scratchy textures. Spread fabrics out to make a big carpet or path. Lay babies on their tummies or backs on different areas of the carpet. Older infants can roll and crawl over the carpet. Extend the activity by placing a pillow to crawl over. Add toys that children can reach for, kick, or crawl after.

For Toddlers



Leaves

Toddlers can use toddler-sized rakes to make a pile of autumn leaves to jump in, walk around, or ride through. When the pile spreads out, rake the leaves together again. While on a walk give children a small bucket for collecting leaves. What colors are the leaves? Which ones are big? Leaves can later be used in a collage.



Balls

Toddlers know how to kick, drop, throw and catch balls. They may enjoy hiding and finding a ball. Watch their delight as they roll a ball down a hill, pick it up, and toddle back up the hill to start over.

Blocks

Set up a block area for toddlers with blocks that vary in size, shape, color, and material. Toddlers carry, stack, and place blocks where they want them. Toddlers learn from their "buildings" falling down and from the process of building. Through trial and error, toddlers discover which blocks are easy to stack, which are tippy, and which side sits flat on the ground.

For Preschoolers



Sticks and rocks

Sticks and rocks can be used for building and dramatic play. Children can gather sticks and small rocks to form a river bed. A straight board could become a bridge. The children must cross the river like an animal: bear, cat, duck... Who will lumber across the river bed and who will use the bridge? As winter approaches, children can build spaces to hibernate and stay warm.

Jump ropes

Place a rope on the ground in a straight or curvy line for preschoolers to walk on forwards and then backwards. Two children can wiggle the rope while others jump over it.



Balls

Provide opportunities for preschoolers to gain skills as they play with balls. They learn to aim when they roll, kick and throw at a target. Vary the size of the target as their aim improves. Playing catch, or kicking the ball back and forth builds cooperation as children develop gross motor skills.

References:






Belinda C. Loose Parts: *What does this mean?* Retrieved October 27, 2010 from <http://betterkidcare.psu.edu/TIPS/tips1107.pdf>
Miller K. *The Outside Play and Learning Book*. Gryphon House, Inc., 1989.
Wellhousen K. *Outdoor Play, Every Day: Innovative Play Concepts for Early Childhood*. Delmar Thomson Learning: 2001

What's That You Say?





Here is a bunny with ears so funny.
And here is a hole in the ground.
When a noise he hears,
he pricks up his ears.
And jumps in the hole in the ground.



Plan activities around the theme of ears and the sense of hearing. It will encourage children to learn more about their own ears and how to protect their hearing.

-  Create a collage with pictures of human and animal ears for infants to view. "Big ears, little ears, floppy and pointyThey are all listening to you!" Place displays at the child's eye level: on the floor, over the changing table, or on the wall.
-  Toddlers will enjoy a "Whistle Game." Give one child a large whistle. That child then goes and hides. When hidden, instruct the child to start blowing the whistle. The other children follow the sound of the whistle to find the child. The child who finds the hidden child is next to hide.
-  Play a variety of music and have children paint or draw while listening to the music.
-  In the science and nature center try these activities.
 - Have children match "sound shakers." Fill small plastic bottles with items such as dry beans, rice, popcorn, paperclips, seeds, marbles, a penny, etc. **Secure tightly!** Make two of each. Children can shake and find the match based on the sounds they hear.
 - Roll paper into cones with a small opening at one end and a larger one at the other end. Children can use their "megaphones" to talk with each other, talking through the smaller end. Discuss why the sound is amplified.
 - Fill glasses with different amounts of water. Tap with spoons. Why do they sound different? Compare. Try playing a tune.
-  Go on a sound/listening walk. Listen for birds singing, cars on the road, airplanes flying overhead, people talking in the distance, dogs barking, etc. What else is making a sound? Ask the children: "Can you walk silently, without making a noise? Sh-h-h! Give it a try."

Hearing Safety Tips

-  Screen each newborn for hearing loss by 1 month of age. If the screen suggests hearing loss, follow-up with a diagnostic test by 3 months. Begin needed intervention services by 6 months of age.
-  Reduce excess noise in children's environments to reduce stress. Try quiet time.
-  Reduce sources of loud noises by lowering the volume and having fewer toys that produce noise that can damage hearing. Do not let children put toys that do make noises up to their ears.
-  Introduce acoustic pleasure. For example, hang wind chimes inside as well as outside an open window.

Fun Facts About Ears

- ▶ The ear continues to hear sounds when a person is asleep.
- ▶ Fish do not have ears. They hear pressure changes through ridges on their body.
- ▶ Ears do more than hear. They keep people balanced, too.
- ▶ Going up to a high elevation, like flying in a plane or climbing a mountain, makes people's ears "pop." Ouch!
- ▶ Crickets have their hearing organs in their knees.
- ▶ Despite their big ears, elephants' hearing is poor.



Check out *Your Ears* on the KidsHealth for Kids website to learn about the sense of hearing and more about protecting ears.
<http://kidshealth.org/kid/htbw/ears.html>

Children's Books About Ears

A Button in Her Ear
by Ada B. Litchfield 1976



Ears, Nose & Toes!
by Alexis Barad 2007



The Ear Book
by Al Perkins 2007




My Ears
by Lloyd G. Douglas 2004



*Tubes in My Ears:
My Trip to the Hospital*
by Virginia Dooley 1996



 = Infant/Toddler

 = Preschool – School-age

Reference:

Learning Foundations Curriculum.
Retrieved Apr 7, 2010 from
www.childcarelounge.com/diva/LearningFoundations/sample-5Senses%5B1%5D.pdf



Healthy
Child Care
North Carolina

POSTMASTER: Please deliver as soon as possible – time dated material enclosed

Ask the Resource Center

Q: *I am a teacher in a 3 year old classroom in a center that serves children from 6 weeks through 5 years of age. I am confused about immunizations for myself, particularly about whooping cough. I have heard it is making a comeback. Can I pass it on to the children? Are there other shots I need? Where do I get them?*

A: Your concern about whooping cough is timely. The rate and incidence of whooping cough (pertussis) is on the rise and is a serious threat to young children. Vaccines protect your health and prevent you from passing communicable diseases on to the children in the center. Infants, who are not able to be fully immunized, are at higher risk from exposure to whooping cough. Tdap (pronounced Tee dap) vaccine immunizes adults against whooping cough as well as tetanus and diphtheria. It is recommended for all adults who care for young children and who have not yet received the Tdap vaccine. For more information about whooping cough visit: www.soundsofpertussis.com.

Review the chart below for a schedule of immunizations for adults. The complete adult immunization schedule is available on line at www.cdc.gov/vaccines/recs/schedules/downloads/adult/2010/adult-schedule.pdf. Some vaccines, such as the influenza (flu) vaccine, need to be given each year, and some require boosters after the initial immunization. Flu vaccine, like Tdap, is recommended for adults caring for young children. To locate a flu clinic go to www.thecarolinascener.org. Many immunizations can be administered by your local health department or your primary health care provider.

Being healthy has a direct impact on your well-being as well as your ability to do your very best work. Look after your health!! Keep your immunizations up to date!

Recommended Adults Immunization Schedule 2010

Recommended for all		Recommended if some other risk factor is present (medical, occupational, lifestyle or other)				
Vaccine ↓	Age Group →	19-26 years	27-49 years	50-59 years	60-64 years	>65 years
Tetanus, diphtheria, pertussis (Td/Tdap)		Substitute 1 time dose of Tdap for Td booster; then Td booster every 10 years				Td booster every 10 yrs
Human papillomavirus (HPV)		3 doses (females)				
Varicella		2 doses				
Zoster					1 dose	
Measles, mumps, rubella (MMR)		1 or 2 doses		1 dose		
Influenza		1 dose annually		1 dose annually		
Pneumococcal (polysaccharide)		1 or 2 doses			1 dose	
Hepatitis A		2 doses				
Hepatitis B		3 doses				
Meningococcal		1 or more doses				

HEALTH BULLETIN

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