

cabs

Child and Babysitting Safety



MEDIC ■
■ **First Aid**

AMERICAN SAFETY & ■
■ **HEALTH INSTITUTE**

CABS

Child and Babysitting Safety

Instructor Guide, *Version 8.0*

Purpose of this Guide

This ASHI/MEDIC First Aid CABS (*Child and Babysitting Safety*) *Version 8.0 Instructor Guide* is solely intended to facilitate certification in either the ASHI Child and Babysitting Safety training class or the MEDIC First Aid Child and Babysitting Safety training class. The information in this guide is furnished for that purpose and is subject to change without notice.

ASHI certification may only be issued when an ASHI-authorized instructor verifies a student has successfully completed the required core knowledge and skill objectives of the program.

MEDIC First Aid certification may only be issued when an MEDIC First Aid-authorized instructor verifies a student has successfully completed the required core knowledge and skill objectives of the program.

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Most states do not have regulations or laws about when a child is considered old enough to care for him/herself or to care for other children.

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American Safety & Health Institute
1450 Westec Drive • Eugene, OR 97402
800-447-3177 • 541-344-7099 • E-mail: response@hsi.com
Visit our website at emergencycare.hsi.com

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First Edition—2018



PREVIEW

NOTICE: ASHI and MEDIC First Aid Training Programs are evidence based and peer reviewed. The treatment recommendations and guidelines presented in this guide conform to the:

- 2015 International Consensus on Cardiopulmonary Resuscitation and Emergency Cardiovascular Care Science with Treatment Recommendations.
- 2015 American Heart Association®, Inc. (AHA) Guidelines Update for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care.
- 2015 American Heart Association and American Red Cross Guidelines Update for First Aid.
- 2015 Standards of the US Department of Health and Human Services, Administration for Children and Families, “Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education.”
- 3rd Edition of the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education, “Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs.”

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Most states do not have regulations or laws about when a child is considered old enough to care for him/herself or to care for other children.

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Health & Safety Institute
1450 Westec Drive
Eugene, OR 97402

800-447-3177
541-344-7099

E-mail: response@hsi.com

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PREVIEW

PART 1:
PROGRAM DESIGN AND
INSTRUCTIONAL TOOLS

PREVIEW

Program Design

Program Overview

The Health and Safety Institute ASHI and MEDIC First Aid Child and Babysitting Safety (CABS) training program is intended primarily for teenagers and others who are planning to provide babysitting services for young children and infants. The program includes instruction on the business of babysitting, proper supervision, basic caregiving skills, and guidelines on how to recognize and handle problems that may occur. This program is not intended to meet any regulatory requirements for child care providers.

There are no prerequisites for taking the CABS program, but additional training in CPR, AED, and first aid is highly recommended.

The goal of this training program is to help students develop the knowledge, skills, and confidence to effectively supervise and manage children in their care.

Founded in basic principles of instructional design and learning theory, ASHI and MEDIC First Aid training programs promote a “toolbox” approach to learning. This approach gives Instructors flexibility in both presentation strategies and materials in order to reach students with widely varying abilities in the countless instructional settings that exist in the real world. The CABS program is designed to include a significant amount of interactive exercise and hands-on skill practice.

Program Structure

The CABS program contains only core training content.

Core Training Content

The core training content is the minimum knowledge and skill content that is required for certification in CABS.

Third-Party Training Content

Additional training materials that are not produced by HSI may also be used to enhance CABS at the discretion of the training center director. These additional materials may not be used in lieu of CABS materials and may not be used to shorten or otherwise alter the core training content required for certification.

Class Types

There is only one class type for CABS. Regardless of whether the student is new or has taken CABS in the past, each class is taught as if it is initial training.

Class Methods

There are two main methods for teaching and certifying students in CABS: instructor-led classroom training and blended learning.

Classroom Training

This is an instructor-led, in-person, classroom-based approach where the core knowledge content is provided using video segments, followed by the opportunity for instructor-facilitated exercises and student skill practice. There is a maximum student-to-instructor ratio of 12:1. The recommended ratio is 6:1.

Blended Learning

This is a mixed-mode approach using both online and in-person learning; core knowledge content is provided in video segments and interactive student exercises online, followed by in-person, instructor-led exercises and skills practice.

Training Curriculums

Initial Classroom Class

As reflected in this Instructor Guide, the content of the initial class is divided into sections. Sections are further divided into lessons. Each lesson provides an approximate length, an encouraging reason for learning (Why This Topic Matters), skill and/or knowledge objectives (What Students Should Learn), a list of required equipment, and a description of the necessary instructor activities. The outline and estimated time frame for the Initial Instructor-Led Class are provided in Part 3.

Each lesson uses some combination of teaching tools such as video, print, exercise, demonstration, and practice. Required activities of the initial class include showing the video and/or slide presentation, emphasizing key points, checking the students’ knowledge, facilitating class exercises, performing real-time demonstrations, and conducting small group skill practices.

Instructional Approach

Complete all lessons required or desired for the class being taught, in the order outlined in this Instructor Guide. Within lessons, the CABS training program provides an organized step-by-step instructional approach. Instructional page design in this Instructor Guide reflects this approach.

Step 1: Introduce the Topic and Learning Objectives

A “Why This Topic Matters” statement provides Instructors with a motivating overview of topic importance to help engage students.

Learning objectives for the student are clearly stated to help clarify what the outcome of the lesson should be.

Step 2: Present the Knowledge Content

The program video, program slide presentation, and student book are the primary tools provided to deliver knowledge content during the class.

The program video provides Instructors with short and engaging video segments for each lesson that deliver content consistently and efficiently.

The program slide presentation allows more experienced Instructors to take an active role in presenting content. Slides focus on the key points of information and allow Instructors to highlight content using other delivery methods. Slide notes provide more detail on content. Instructors can use stated video-times as a guide for pacing lesson times when using the presentation.

The Student Book provides a comprehensive source of content and can be used to reinforce exposure to the information.

Key points are also included for each lesson in this Instructor Guide and can be used to emphasize key content throughout the class.

Step 3: Conduct Class Exercises and Skill Practices

Allow adequate time for students to interact and practice skills. Many lessons include interactive exercises or hands-on skill practices to reinforce learning.

Class Exercises: Instructor-led exercises take an active approach to learning and reinforcing a key point or non-physical task. Generally, they are instructor-led with students working together in a group. Follow the instruction provided for the exercise on the lesson page, or in a specific exercise guide.

Skill development utilizes instructor demonstration and hands-on practice in small groups to improve skill ability.

Skill Demonstration: Demonstrations of all skills, along with supportive details, are provided in the program video. Reinforce this with a face-to-face demonstration in class before every student practice.

Do a step-by-step demonstration accompanied by comments to point out key skill information and common errors in technique.

Follow this with a demonstration in real-time without remarks, interruption, or explanation. This helps students get a feel for the tempo of the skill and the opportunity to observe the sequence of actions before they practice.

When demonstrating skills, a high-quality performance is essential because students will tend to copy it.

Small Group Practice: Skill practice within lessons is accomplished through hands-on practice in small groups.

Break students into small groups with the required equipment for the practice. Have one student act as a coach by reading the skill steps from the Skill Guide while another student performs the skill on a manikin/prop or on another student who is playing the role of the affected person.

Have students rotate through the roles until all have played each role. An Instructor should circulate through the classroom, answering questions, correcting errors in technique, and providing constructive feedback and positive reinforcement.

Avoid anxiety-producing, perfection-oriented skill checks. A stimulating, but non-threatening, environment is best for learning.

Step 4: Wrap It Up

Ask for and answer questions as briefly and concisely as you can. If available, finish a lesson with a short knowledge check or problem-solving scenario to help students recall key information.

An initial class proceeds lesson by lesson until its conclusion. CABS certification cards are issued to those students who have earned them.

Certification Requirements

Instructors must be current and properly authorized as a CABS Instructor to issue CABS certification cards.

The certification requirement for an initial class requires students to participate in all class exercises and demonstrate indicated skill competency using skill guides or performance evaluations. A Written Exam is not required for certification unless required by organizational policy.

Important:

WHEN NOT REQUIRED, THE WRITTEN EXAM MAY BE USED AS A PRE-, POST-, OR IN-CLASS ACTIVE LEARNING TOOL. THE INDIVIDUAL'S SCORE ON AN OPTIONAL EXAM MAY NOT BE USED TO WITHHOLD A PROPERLY EARNED CERTIFICATION CARD. WHEN A WRITTEN EXAM IS NOT USED OR REQUIRED, INSTRUCTORS CAN MEASURE COGNITIVE UNDERSTANDING BY INFORMAL OBSERVATION AND QUESTIONING USING THE KNOWLEDGE CHECK FEATURE.

Initial Blended Class

About Blended Learning

Blended learning combines the convenience of online learning followed by face-to-face in-class exercises, skill practices, and evaluation by an authorized instructor.

The platform used for the online portion of the Initial Blended Class is Otis. This web-based learning system allows for a variety of sensory interactions to provide users with a low-stress, easy-to-use, and convenient way to learn the required information.

The management of blended training, including scheduling online and face-to-face sessions, is also done through Otis. Students are notified by email of enrollment in the online class. Student progress can be monitored online. For information on system requirements and how to register students for the online portion of the class contact your training center director or email customerservice@hsi.com.

Online Portion

The online portion of a blended training class covers the essential cognitive content for the class using program video segments and interactive exercises. When a student successfully completes the online portion of the class, a Recognition of Completion certificate will be made available to the student for printing and the completion will be recorded within Otis. Successful completion of the online portion is required to attend the face-to-face portion of the class for skills practice and evaluation with an instructor.

Important:

COMPLETION OF THE ONLINE PORTION ALONE DOES NOT RESULT IN CERTIFICATION. THE ONLINE PORTION IS USEFUL FOR KNOWLEDGE ACQUISITION, BUT IT DOES NOT PROVIDE ANY BENEFIT IN THE PERFORMANCE OF SKILLS. ONLINE TRAINING MUST BE SUPPLEMENTED WITH FACE-TO-FACE INTERACTIVE EXERCISES AND HANDS-ON PRACTICE.

Face-to-Face Portion

The face-to-face portion of a blended class focuses on the development of competent tasks and skills through interactive class exercises and hands-on practice. Required activities of the face-to-face portion of the Initial Blended Class include conducting class exercises, demonstrations, and skill practices, completed just as in the Initial Classroom Class.

Class Exercise

Follow the instruction provided for the exercise on the lesson page.

Demonstration

Do a step-by-step demonstration accompanied by comments to point out key skill information and common errors in technique.

Follow this with a demonstration in real-time without remarks, interruption, or explanation.

Small Group Practice

Following the demonstration, arrange students in small groups and take turns assuming the roles of provider, affected person, and coach. Instructors assume the role of facilitator providing indirect, low-key assistance, guidance, and positive feedback.

Important:

THE FACE-TO-FACE PORTION OF THE BLENDED CLASS IS NOT INTENDED TO BE A SIMPLE SKILLS CHECK OFF. THIS PORTION OF THE CLASS INCLUDES BOTH PRACTICE AND EVALUATION.

The outline and time frame for the Initial Blended Class are provided in Part 4. The class proceeds lesson by lesson until its conclusion. CABS certification cards are issued to those students who have earned them.

Certification Requirements

The certification requirements for the Initial Blended Class are the same as for the Initial Instructor-Led Class.

Instructional Tools

This CABS Instructor Guide, program video, program slide presentation, class exercise forms, skill guides, and Student Books are the core materials necessary for a properly qualified and authorized instructor to conduct CABS training classes.

Instructor Guide

The CABS Instructor Guide, integrated with pages from the CABS Student Book, provides the program design and curriculums for training classes.

The first part of the guide provides detailed information on how to prepare for and administer training classes.

The middle, and largest portion, of the instructor guide provides lesson-by-lesson classroom and blended curriculums detailing how to meet the identified learning objectives.

The final portion of the guide is an appendix with information on how to get and use support materials for training.

Instructor/Training Center Portal in Otis

The instructor/training center portal in Otis provides access to the most current support documents, including the course roster, program slide presentation, class exercise guides, and class evaluation. Optional support materials, such as performance evaluations and the written exam are also available.

Please see Otis for the most up-to-date information. Log into Otis at otis.hsi.com/login. If you need assistance logging into Otis, call 800-447-3177 to speak with technical support.

Program Video

The CABS program video is a visual learning tool. Lesson-by-lesson video segments cover all the key points in the training content. The video is available on digital video disc (DVD), online as a component of the blended class, and as an Otis-powered desktop or mobile application.

Program Slide Presentation

A PowerPoint slide presentation is provided as an alternative visual tool to the program video. Designed for more experienced instructors, the presentation highlights the key points of the program content to help guide Instructors in class. The program slide presentation file is available in Otis.

Class Exercise Guides

For more involved class exercises, class exercise guides are provided with instructions and materials necessary to complete the related exercise. Class exercise guides are available in Otis.

Class Exercise Forms

Forms designed to be actively used by students during class exercises are available in the Student Book and/or in Otis.

Skill Guides

Skill guides combine words and photographs of the correct steps of a skill in the proper sequence. They are visual, easy-to-use, instructional tools to be used by the instructor as a teaching aid and by students during skill practice. Skill guides are included in the Student Book and instructions for their use are integrated into this Instructor Guide.

Student Book

The CABS Student Book is a comprehensive resource that covers the core knowledge and skill content required for certification, as well as supplemental information. Each student should have a current print or digital Student Book readily available during and after the class.

Student Handouts

Student handouts are designed to provide students with supplemental information on a program topic, additional information on related topics, or fill-in forms related to the application of what a student learned in class. Student handouts are can be found in Otis.

Optional Performance Evaluation Sheets

Performance evaluation is a scenario-based assessment process that provides consistent, uniform, objective, and reliable documentation of a student's skill competency according to the skill criteria. Performance evaluation sheets and instructions for their optional use are available in Otis and are included in the Otis-powered desktop or mobile application.

Optional Written Exam

Unless required by an organizational policy, it is not required for students to take and pass the written exam. However, the written exam documents are provided as an instructional tool and can be used to check student learning and effective retention of knowledge objectives.

Two written exam versions, an answer sheet, and answer keys are included in the program documents in Otis.

The CABS program slide presentation was created using the PowerPoint® presentation graphics program. PowerPoint® is a registered trademark of Microsoft Corporation in the United States and/or other countries.

PART 2:
CLASS REQUIREMENTS
AND ADMINISTRATION

PREVIEW

Class Requirements

Important:

COMPLETE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE INCLUDING PROGRAM STANDARDS, CERTIFICATION STANDARDS, AND THE TERMS AND CONDITIONS FOR INSTRUCTOR AND INSTRUCTOR TRAINER AUTHORIZATION ARE LOCATED IN THE MOST RECENT VERSION OF THE HSI TRAINING CENTER ADMINISTRATION MANUAL (TCAM) AVAILABLE AT [HTTP://WWW.HSI.COM/QUALITYASSURANCE](http://www.hsi.com/qualityassurance).

ALL INSTRUCTORS HAVE AGREED TO COMPLY WITH THESE STANDARDS BY SUBMITTING A SIGNED APPLICATION FOR INSTRUCTOR AUTHORIZATION.

Before Class

A few days before the class, confirm the date, location, and number of students. Ensure you have the appropriate materials, equipment, and paperwork for the class (see Equipment and Materials List for detailed information). Log into Otis and print the support documents, including student handouts and exercise guides needed for training.

Review this Instructor Guide, paying particular attention to the outline and time frame for the class you are teaching (Initial or Blended). Review the video, slides, and key points for each lesson. Review all of the included Instructor Notes to see if you need to adjust your approach to training. Familiarize yourself with the student book.

Learning Environment

The ideal learning environment is comfortable, efficient, and distraction-free with sufficient space, seating, resources, and equipment. Instructors should take practical efforts to ensure a physically safe, reasonably comfortable, and appropriate learning environment so as not to distract from the learning experience. The room should be well lit, well ventilated, and comfortable in temperature.

Avoid cramped classroom setups where possible. Challenging class setups should be anticipated, and the learning environment be made as favorable as possible.

Instructor Ratios

The CABS program has been developed for a maximum class size of 12 students to 1 instructor; the recommended class size is 6 students to 1 instructor. Personal oversight is necessary to ensure effective facilitation, assistance, guidance, and supervision. Additional equipment and the assistance of other authorized instructors are recommended for all skill sessions where possible.

Teaching Space

The area should be large enough to accommodate chairs, tables, and skill practice space for up to 12 students. CABS requires participation in exercises, hands-on practice, and evaluation of skills. Ensure that adequate and appropriate space for these activities is provided. Allow about 15 to 17 square feet per student whenever possible. Avoid lecture hall-type of arrangements.

Classroom Safety

Make sure there are no obvious hazards in the classroom, such as extension cords that can be tripped over. Discourage students from engaging in disruptive or inappropriate behavior. Have an emergency response plan in case of serious injury or illness, including evacuation routes from the classroom. Be aware of and share with students the location of the nearest bathrooms, exit, phone, first aid kit, AED, fire alarm pull station, and fire extinguisher.

NOTICE:

WARN STUDENTS TO AVOID AWKWARD OR EXTREME POSTURES OF THE BODY. IMPROPER LIFTING AND MOVING IS A LEADING CAUSE OF BACK INJURY. ALL STUDENTS MUST PAY ATTENTION TO PROPER LIFTING AND MOVING TECHNIQUES DURING PRACTICE.

Warn students that classroom activities involving lifting and moving that may aggravate previous back injuries, and they should not practice physically demanding activities if they have a history of back problems.

Student Illness and Other Emergencies

Advise students to not attend class if they have an illness such as influenza or a fever. Training centers should provide reasonable accommodation to students to make up class time or skill sessions. If a student has a medical emergency, instructors should provide the appropriate first aid care and activation of EMS.

Equipment and Materials List

Some equipment and materials are required for teaching, while other items are optional (like the Written Exam). Some equipment and materials are recommended but not required. Use the lists below to prepare the right equipment and materials for the training you are delivering.

Required

- CABS Instructor Guide, 1 for each class (print or digital)
- CABS Student Book, 1 for each student (print or digital)
- CABS certification cards, 1 for each student who fulfills the requirements (print or digital)

- CABS knowledge content media (CABS program video and/or CABS slide presentation)
- Class Roster, 1 for each class (print or digital)
- Rate Your Program course evaluations, 1 for each student
- Pens and pencils, 1 for each student for use in class exercises or when Written Exam is administered
- Babysitting Orientation Form, 1 for each student (from Student Book or handout)
- Class Exercise Guides, 1 for each lesson if included, 1 handout for each student
 - Babysitting Orientation
 - Safety Check
 - Playtime Activities
 - Recognizing Problems
- Stopwatch, timer, or similar
- Disposable gloves
- Dressings

May Be Required (Organizational Policy)

- Written exams A and B, 1 version for each student (print)
- Written exams answer sheets, 1 for each student (print)
- Written exams answer keys, A and B, 1 for each instructor/assistant (print)
- Performance evaluations, 1 set for each student (print or digital)
 - Handwashing
 - Control of Bleeding

Optional

- Breast milk storage bag
- Powdered infant formula
- Water
- Bowl
- Bottle parts
- Infant manikins or dolls
- Disposable and/or cloth diapers
- Baby wipes
- Onesies (garment for babies that goes on like a shirt and snaps between the legs, sized to fit infant manikin)

Recommended

- Sign-in sheet
- Blankets, mats, or kneepads
- Name tags or tent cards, 1 for each student
- Large black markers for student name tags or tent cards
- Spare projector bulb (as needed)
- Extension cord (as needed)
- White board with dry erase pens and eraser, if available
- Large envelope for class paperwork, including Written Exam answer sheets when required

Conducting a Class

Before Class

1. Arrive early. Give yourself plenty of time to get organized.
2. Circulate a sign-in sheet or the Class Roster. Be sure all students sign in.

During Class

1. Start on time. Briefly cover class expectations: class goal, certification requirements, classroom safety, facilities, mobile phone use, and breaks.
2. Stay on track. Keep lessons within their time limits. End discussions when they are not productive or lead off topic.
3. At the beginning of each lesson, briefly communicate the knowledge and skill objectives, and explain why this topic matters.
4. Present the knowledge content and emphasize the key points as needed. Ask for and briefly answer any questions.
5. Facilitate any class exercises. Demonstrate any skills and facilitate student practices. Answer questions and offer constructive guidance and positive feedback as appropriate.
6. Upon class completion, issue CABS certification cards to those individuals who earned them.
7. Offer and collect students' Rate Your Program evaluations.

After Class

Complete and sign the Class Roster. If used, complete and sign performance evaluations.

Administration

Class Exercise Participation

The Instructor must evaluate each student for active participation in each class exercise.

Skill Evaluation

The instructor must evaluate each student for skill competency — the ability of the individual to do the skill adequately. Each student must be able to demonstrate the skills in the proper sequence according to the skill criteria as it appears in a skill guide, performance evaluation sheet, or program standard.

Skill Remediation

As time permits, the remediation, or the correction of inadequate skill performance, should be offered to students who are experiencing skill difficulties.

Generally, address student skill problems throughout the class using the gentle correction of skills and positive coaching. If possible, assist students privately during breaks, lunch, or at the end of the class.

Be polite, considerate, encouraging, and professional when remediating skills.

If the student is unable or unwilling to perform skills, you can issue the student a Recognition of Participation document.

If a student needs certification and requires more remediation than can be provided during a class, recommend the student attend another training class.

Written Exam

A Written Exam is not required for certification unless required by organizational policy.

Evaluation of the core knowledge objectives in CABS is normally accomplished by informal observation and questioning throughout a training class.

When a Written Exam is required, adequate time must be added to the class to complete the exam. Two versions of the Written Exam, along with instructions for their use, are included online in Otis. An exam answer sheet is also available to help minimize the amount of paper used. Exam answer keys are provided for both exam versions to aid in exam correction.

Each student must obtain a passing score of 78% or better. If a student does not pass the first Written Exam, he or she must take the alternative version. If a student does not pass the alternative version, he or she must retake the class.

The CABS program allows for open-book exams. Open-book exams emphasize critical thinking and problem solving over recall of memorized facts, and decrease test anxiety. Open-book exams mean that students may use reference materials to take exams when they are required. Reference materials include any notes taken during the class as well as the print or digital CABS Student Book.

Although students may use reference materials while taking the exam, they should not be allowed to openly discuss the exam with other students or the instructor. Their answers should be their own. Instructors may read aloud the exam to the students as necessary without providing the answers.

Consider the following tips to prevent cheating if students take the Written Exam.

1. Before distributing the exams, remind students those who are caught cheating will not receive certification cards.
2. Inform students there is to be no talking during the exam. If a student has a question during the exam, ask that student to raise a hand and you will go to him or her.
3. For extra precaution, use both versions of the exam, alternating them between students to make copying from another student more difficult.
4. Walk around the room throughout the exam. Do not do other work while monitoring the exam.

Criteria for Certification

When the instructor determines a student has demonstrated adequate knowledge and skill competency, the instructor may issue a certification card (print or digital).

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge, participated in all class exercises, and met all hands-on skill objectives to the satisfaction of a currently authorized instructor or instructor trainer.

Certification does not guarantee future performance, or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed CABS certification card.

Important:

SEE THE MOST RECENT VERSION OF THE HSI TRAINING CENTER ADMINISTRATION MANUAL (TCAM) FOR COMPLETE PROGRAM STANDARDS REGARDING CERTIFICATION. THE TCAM IS AVAILABLE AT [HTTP://WWW.HSI.COM/QUALITYASSURANCE](http://WWW.HSI.COM/QUALITYASSURANCE).

Class Documentation

All of the class documentation forms used in the CABS training program are available for download in the documents section of Otis. A complete list of those forms can be found in the Appendix of this Instructor Guide. There may be periodic revisions or updates to the class documentation forms. Refer to Otis for the most current version.

Class Roster

The Class Roster is the principal record of training. The roster verifies student completion of the class. It also documents the results of the Written Exam and remediation, if used during training. A complete, accurate, and legible Class Roster signed by the authorized instructor or submitted online through Otis is required for every training class.

The Class Roster must be promptly delivered to the training center responsible for the class or submitted online through Otis. The training center is required to keep clear, legible, and orderly class records (paper or digital) for no less than 3 years.

Performance Evaluation Sheet

Instructors can use performance evaluation sheets for a more formal approach to evaluating required skills. Performance evaluation is a skill-based assessment process that provides uniform, objective, and reliable documentation of a student competency according to the skill criteria.

A student's performance evaluation sheet signed by the instructor should be considered important potential evidence demonstrating instructor evaluation of each student team's skill competency. Although a secondary record of training, a performance evaluation sheet may be required by state regulation or organizational policy.

When used, signed performance evaluation sheets must be promptly delivered to the training center responsible for the class.

Rate Your Program Course Evaluation

Encouraging class participants to provide feedback and then using that feedback to improve instruction is an essential aspect of any quality educational effort. HSI requires that students be given the opportunity to evaluate any CABS class using the Rate Your Program course evaluation form.

When used, course evaluations must be promptly delivered to the training center responsible for the class.

Additionally, class participants may provide Rate Your Program feedback directly to HSI at <http://www.hsi.com/rateyourprogram>. All information obtained by HSI through this process is reviewed and shared with the training center, instructor, or instructor trainer as appropriate.

PART 3:
INITIAL TRAINING,
CLASSROOM

PREVIEW

Initial Class Outline and Time Frame

Lesson	Lesson Title	Knowledge Objectives	Skill Objectives	Approximate Length (min)
Introduction	Describe the purpose of the program, health and safety precautions, and conduct a warm up exercise.			5
BECOMING A BABYSITTER				
1	What is a Babysitter?	Describe a babysitter's role and the primary responsibilities a babysitter must fulfill.		5
PREPARING TO BABYSIT				
2	Thinking Like a Babysitter	Describe how a good babysitter thinks and acts to manage the job with confidence.	Participates in an exercise promoting a discussion about good babysitter traits.	13
3	Being Ready to Babysit	Describe how to figure out if a babysitting job is right for you and who to talk to if a job feels uncomfortable or unsafe.		5
4	Babysitting Business Basics	Describe how to treat babysitting as a business and the basics of preparing your business.		6
5	Getting to Know the Family	Describe the importance of and the steps for getting to know the family, house rules, and home before you begin babysitting.	Participates in an exercise on how to do a babysitting orientation.	23
BREAK				5
STAYING SAFE				
6	Safety on the Job	Describe the importance and steps of a safety check.	Participates in an exercise on how to look for safety hazards.	18
7	Safe and Supervised	Describe the importance of supervision and how a babysitter's cautious attitude can help keep kids safe.		7
TAKING CARE OF KIDS				
8	Caring for Kids and Their Basic Needs	Describe how a babysitter can build confidence in caregiving skills.		7
9	Handwashing and Hygiene	Describe the importance and steps of handwashing for babysitters and kids.	Demonstrate proper handwashing steps and timing.	14
10	Food Preparation	Describe the importance of cleanliness, safety, and appropriate food choices at mealtimes.	<i>Optional:</i> Demonstrate how to prepare a bottle of breast milk for an infant. <i>Optional:</i> Demonstrate how to prepare a bottle of formula for an infant. <i>Optional:</i> Demonstrate how to bottle-feed an infant.	11
11	Diapers and Helping Kids Use the Bathroom	Describe how to change a diaper and how to assist a young child in using the toilet.	<i>Optional:</i> Demonstrate how to change a disposable diaper for an infant. <i>Optional:</i> Demonstrate how to change a cloth diaper for an infant.	9
BREAK				5
12	Playtime	Describe age-appropriate playtime activities for infants, toddlers, and kids.	Participates in an exercise on appropriate playtime activities for infants, toddlers, and kids.	14
13	Managing Challenging Behavior	Describe proactive ways a babysitter can engage cooperation from kids. Describe how to comfort a crying baby or redirect uncooperative behavior.		10

Lesson	Lesson Title	Knowledge Objectives	Skill Objectives	Approximate Length (min)
14	Naps and Bedtime	Describe safe sleep practices for infants and how to help children fall asleep.		7

WHEN THINGS GO WRONG

15	Recognizing a Problem	Describe how to recognize the severity and type of problem facing a babysitter.	Participates in an exercise on how to recognize and measure unexpected problems.	17
16	Taking Action	Describe why it's important to protect yourself and not put yourself in harm's way. Describe reasons to take action to help.		7
17	Getting Help	Describe how to call for help from parents, emergency services, and the Poison Help line.		7

BREAK

BREAK				5
18	Before Help Arrives	Describe how to assess an injury or illness and provide supportive care to a child until more advanced help arrives. Describe how to protect yourself and the children if a threatening person is close by. Describe how to react when your babysitting environment becomes unsafe.	<i>Optional:</i> Demonstrate how place a person in a recovery position. Demonstrate how to control heavy bleeding.	28

You Can Do It!

19	Bringing It All Together	Describe the basic responsibilities and expectations of a babysitter before, during, and after a babysitter job.		7
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EVALUATION

Skill and Performance Evaluation	<i>Skill evaluation, required. Performance evaluation, optional, unless required.^a</i>	0–30
Written Exam	<i>Optional, unless required.^b</i>	0–15

CONCLUSION

Documentation and Certification	<i>Verify class documentation and issue certification cards to students who earned them.</i>	5+
Total Breaks		15
Total Time^{c, d}		240

- ^a At a minimum, skill competency is visually evaluated by Instructors during the required small group practices for the class. A performance evaluation can be used to provide a more formal approach to skill evaluation. When a performance evaluation is not required by organizational policy, it is optional.
- ^b When a Written Exam is not required by organizational policy, it is optional. The exam may be used before, during, or after class as an active learning tool; however, the participant's score on an optional exam may not be used to withhold a properly earned certification card.
- ^c Class size, class location, instructor-to-student ratios, the variety of equipment used, and other factors will affect the actual schedule.
- ^d Projected times for lessons take into account video run times, brief introductions and answers to questions, class exercises, and demonstrations and student practices. Lesson times are influenced by class preparation, available equipment, and instructor efficiency. These could increase the time needed to meet the core learning objectives. Lesson times do not include optional skills demonstrations and practices. Performance of optional skills demonstrations and practices will add to overall class time.

Introduction

Class Type: Initial

Class Method: Classroom

Length: 5 minutes

Why This Topic Matters

The class introduction is important, whether the students and instructor know each other or are meeting for the first time. The introduction helps everyone to relax, and to feel less inhibited and more comfortable. The introduction sets the tone for the entire class.

Equipment and Materials

- Television with DVD player or computer/tablet with speakers, large monitor, or projection screen (will be used throughout class), sign-in sheet or class roster, name tags or tent cards (optional), large black markers (optional)

Instructor Activities

1 Greet Students

- Arrive early. Give yourself plenty of time to get set up and organized.
 - ✓ Greet students as they arrive and introduce yourself. Have them sign in on the roster.
 - ✓ Be friendly, considerate, respectful, and professional.
 - ✓ Have students complete a name tag or tent card and select a seat.

2 Begin Class

- Start on time.
 - ✓ Consider using an appropriate icebreaker as a warm-up exercise. FYI: Great ideas for these activities can be found on the internet by searching with the key word *icebreaker*.
 - ✓ Establish a connection with the students. Ask about previous training. Connect the students' experiences and knowledge to this class.
- Briefly cover class goal, agenda, certification requirements, facility and classroom safety.
 - ✓ Class goal: Develop the knowledge and skills to babysit children too young to be left alone.
 - ✓ Describe the agenda, including breaks.
 - ✓ Outline the minimum requirements for certification:
 - Participate in all Class Exercises.
 - a. What Does a Good Babysitter Do?
 - b. Babysitting Orientation
 - c. Safety Check
 - d. Playtime Activities
 - e. Recognizing Problems
 - Correctly demonstrate the following required skills.
 - a. Handwashing
 - b. Control of Bleeding
 - ✓ Review facility safety features. Know and share the locations of the following:
 - Bathrooms, fire/emergency exits, fire alarm pull stations, best emergency evacuation route
 - First aid kits, emergency oxygen, and AEDs
 - ✓ Distribute the Child and Babysitting Safety (CABS) Student Book.

3 Wrap It Up

- Ask for and answer any questions before moving on to the next lesson.

What Is a Babysitter?

Class Type: Initial

Class Method: Classroom

Length: 5 minutes

Why This Topic Matters

A babysitter fills a special role as a temporary caregiver for children who are too young to be left alone.

What Students Should Learn

After completing this lesson, students should be able to state or identify the following:

- A babysitter's role and the primary responsibilities a babysitter must fulfill

Instructor Activities

1

Present Knowledge Content — Video (1:53) or Slides

- Emphasize key points as needed.
 - ✓ A Babysitter's Job
 - A babysitter is someone who cares for children who are too young to be left alone.
 - A babysitter's job:
 - Lasts only a short time while parents are away or busy.
 - Is to make sure that the kids cared for are safe and have their basic needs met.
 - A good babysitter:
 - Keeps an eye on children during playtime, meals, and rest.
 - Helps keep the kids clean.
 - Helps little kids with using the bathroom and diaper changes if needed.
 - Knows what to do and who to call when something goes wrong.
 - ✓ What Parents Want
 - Parents care deeply about the safety and well-being of their children.
 - Parents want to hire a babysitter who:
 - Likes children and wants to spend quality time with their kids.
 - Is honest, trustworthy, and dependable.
 - Is able to listen well and follow instructions.
 - ✓ You Can Do This!
 - Babysitting is a big responsibility, but it can also be a lot of fun!
 - You probably already have a good idea of what is and is not safe when babysitting.
 - You aren't expected to know everything right away. Feeling comfortable caring for children takes time and practice.
- Ask for and briefly answer any questions.
- Refer students to pages 1–2 of the Student Book.

2 Wrap It Up

- Use the Knowledge Check activity to evaluate and increase retention.
- Ask for and answer any questions before moving on to the next lesson.



Knowledge Check

What is a babysitter's job?

A babysitter is someone who cares for kids who are too young to be left alone. A babysitter's job only lasts a short time while parents are away or busy. A babysitter's job is to keep an eye on kids to keep them safe, help meet their basic needs, and get help if something goes wrong.

PREVIEW

Appendix Contents

Class Forms and Slide Presentation Available in Otis

All of the class forms for the CABS training program, along with instructions for their use, are available for download from the program document area within Otis. A class roster and instructions for its use are also included in this appendix.

Online availability of class forms ensures you always have immediate access to the most current versions.

The CABS program slide presentation is also available for download in Otis.

All authorized ASHI and MEDIC First Aid Instructors and Training Centers are provided free access to Otis at <http://www.otis.hsi.com/> login.

Besides class forms and slide presentations, Otis also provides a number of additional digital tools and resources to enhance your ability to deliver high-quality training services. If you have not yet used Otis, take a look at it right away.

If you need help in getting started with Otis or if you need assistance logging in, contact our technical support team at 800-447-3177.

The following CABS materials are available in Otis:

- ✓ **Class Roster Instructions**
- ✓ **Class Roster/Class Exercise/Skill Record**
- ✓ **Class Exercise Guides**
 - Babysitting Orientation Exercise Guide
 - Safety Check Exercise Guide
 - Playtime Activities Exercise Guide
 - Recognizing Problems Exercise Guide
- ✓ **Babysitting Orientation Form**
- ✓ **Babysitting Orientation Guide**
- ✓ **On the Job Information Form**
- ✓ **Playtime Activities Worksheet**
- ✓ **Performance Evaluation Instructions**
- ✓ **Performance Evaluations**
 - Handwashing
 - Control of Bleeding
- ✓ **Instructions for Written Exam**
- ✓ **Written Exam Answer Sheet**
- ✓ **Written Exam Version A**
- ✓ **Written Exam Version A Answer Key**
- ✓ **Written Exam Version B**
- ✓ **Written Exam Version B Answer Key**
- ✓ **Course Evaluation Instructions**
- ✓ **Rate Your Program Course Evaluation**

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**MEDIC
First Aid**

American Safety & Health Institute/MEDIC First Aid

1450 Westec Drive • Eugene, OR 97402 USA
800-447-3177 • 541-344-7099 • 541-344-7429 fax
emergencycare.hsi.com

