

Program Example - Falls

Step 1: Identify an injury issue in your community that is relevant to your area of work and/or a community need

Injury Issue: Falls

Step 2: Define the Problem

Who is being injured? (i.e. host)

Young children

When do the injuries happen?

Often when the caregiver is not within sight of the child

What are the circumstances leading to the injury?

Children are unsupervised for a short time. There is no gate for the stairs. Windows are left open, and other furniture is easy to climb.

Where are the injuries happening? (ie. environment)

In the caregiver's home

How and Why are the injuries happening (ie. agent)

The children are not physically ready to walk down stairs. They can tumble and fall. Young children are curious and want to climb, but do not know that stairs can be dangerous.

Step 3: Identify the risk and protective factors related to your identified injury issue

Risk Factors	Protective Factors
<ul style="list-style-type: none"> • Unprotected stairs in a home • Mobile child - Caregivers not aware of the abilities of the child (i.e. to move fast) • Caregivers not aware of the level of supervision the child needs • Caregivers not aware that young children cannot understand danger 	<ul style="list-style-type: none"> • Supportive family - caregivers want to keep their children safe from hazards • Caregivers want to learn to be good caregivers

Developing Your Injury Prevention Program

<ul style="list-style-type: none"> • Caregivers do not understand that a young child cannot be taught to avoid danger or follow rules • Caregivers have low income, poor housing and low literacy 	
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Step 4 Messages and Strategies

Part A: Identify the prevention messages and strategies related to your identified injury issue.

Messages	Strategies
<ul style="list-style-type: none"> • Use permanently mounted safety gates at the top of stairs • Use spring loaded gates at the bottom of stairs • Keep your young child close - where you can see him at all times • Children often get injured when they are just learning a new skill 	<ul style="list-style-type: none"> • Information sessions for caregivers in a group setting. • Home-based education • Facebook or other social media to send messages • Sponsors for free gates or discounts for low income families who want gates. • Partnership or linkage with companies that manage low cost housing units.

PART B: Categorize the messages/strategies being at the individual, family or community level

Individual	Family	Community
<ul style="list-style-type: none"> • Information sessions about the developmental stages as they relate to falls • Learn how to do a home safety check (with a home visitor or staff member) and adjust the home environment to minimize the risk for falls (windows, furniture, stairs) • Learn how to install permanently mounted gates (if you are allowed) 	<ul style="list-style-type: none"> • Keep safety gates in position and closed at all times (or at least when the child is awake) • Install and use widow guards on windows 2nd floor or higher 	<ul style="list-style-type: none"> • Funder (business, service club or grant) for safety gates, window guards/locks • Low cost housing coalition formed for safer homes for children.

Developing Your Injury Prevention Program

Step 5: Consider the Injury Prevention E’s using the messages and strategies in step 4. Also identify the resources you need and whether or not they are readily available. In addition, note the current and potential partnerships.

Education	Environment / Engineering	Enforcement	Economics
<ul style="list-style-type: none"> • Education session in parenting course • Displays of gates, window locks • Home-based education 	<ul style="list-style-type: none"> • Provide gates, window locks 		<ul style="list-style-type: none"> • Gates and window locks

Resources	Partnerships
<ul style="list-style-type: none"> • Graphics and messages from Parachute • Funds for gates, window locks 	<ul style="list-style-type: none"> • Public Health unit, injury prevention organization, businesses, community members/caregivers