Learning Session 3: How Can We Continue to Make Healthy Changes?

Early Childhood Health Promotion and Obesity Prevention

National Early Care and Education Learning Collaboratives (ECELC) Project

Acknowledgements

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- **General Mills and Health Care Foundation of Greater Kansas City**
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  - For their expertise, materials, support, and time spent on the project’s implementation

- **Gretchen Swanson Center for Nutrition**
  - For the evaluation component of this national effort

- **Child Care Aware® of Kansas**
  - For the implementation of the project
Learning Session 3

Why Should We Change?
Go NAP SACC*

What is Our Role in Making Healthy Changes?
Pilot Action Plan
Pilot Storyboard

How Can We Continue to Make Healthy Changes
Continue Long-Term Action Plan
(Emphasis on Family Engagement)

Celebrating Success: Our Plans in Action!
Continue Long-Term Action Plan

*Go NAP SACC is a Nutrition and Physical Activity Self-Assessment for Child Care for ECE settings comparing their current practices with a set of best practices.
What is Healthy Development?

- The capability of children, with appropriate support, to:
  - Develop and realize their potential
  - Satisfy their needs
  - Interact successfully with their physical and social environments

- Multidimensional and cross-domain

- Influenced by responsive relationships, safe and engaging environments to explore, good nutrition

- Foundation for success in learning and life
Foundations of Healthy Development

- Safe, Supportive Environments
- Stable, Responsive Relationships
- Appropriate Nutrition & Health Behaviors

Motor Development

- **Influenced by interactions with peers and adults**
  - Learned through teacher-directed activities, practice, and mastery of skills
  - Learned through peer observations and interactions

- **Supported by the built environment**
  - Adequate indoor and outdoor space
  - Age appropriate equipment
  - Integration into the curriculum
  - Promotion of motor development skill building with parents
Best Practices for Physical Activity (Infant and Toddlers)

Key Points for Active Play

- Time
- Type
- Location
- Limiting sedentary time
- Teacher engagement
- Integration into learning activities
Benefits of Active Play

- Supports exploration, development and learning
- Helps manage weight and maintain a healthy body mass index (BMI)
- Builds and maintains healthy bones and muscles
- Increases strength, coordination and fitness
- Lowers risk of chronic disease
- Improves self-esteem
- Lowers stress
- Linked to academic achievement

Infant Physical Activity
Best Practices for Infants

- **Tummy time**
  - Every day for 3-5 minute periods
  - Increase length as infant shows enjoyment

- **Outdoors 2-3 times per day, as tolerated**
  - Time for gross motor development

- **Strategies for promoting tummy time:**
  - Encourage the infant to reach for you or a toy by placing yourself or a toy just out of reach
  - Place toys in a circle around the baby to encourage him/her to reach for different points around the circle
  - Lie on your back and place the infant on your chest. The infant will lift his/her head and push up to see your face

Infants

- **Limit use of restricting equipment to no more than 15 minutes at a time (except when napping or eating) or eliminate:**
  - Sit-in walkers and jumpers
  - Swings
  - High chairs
  - Car seats
  - Strollers
Rationale for Infant Physical Activity

- **Infants need:**
  - To move in order to build strength, brain connections, and knowledge about the world and people around them
  - Equipment that allows the child to move freely. Confining equipment has been linked to delayed motor skill development
  - Tummy time to build strong neck and back muscles and allows infants to learn how to move and control their bodies

Sensory Actions for Infants

- **Role of adults is to maximize a child’s actions by:**
  - Encouraging responsive interactions
  - Providing enriched, sensory experiences
- **Four sensory areas:**
  1. Visual (seeing)
  2. Auditory (hearing)
  3. Tactile (touch)
  4. Vestibular (motion)
Indoor/Outdoor ECE Provider Engagement Activities (Infants)

- **Touch Tour** - introduce infants to senses (soft and hard objects, squishy items, cool and warm water)
- **String Along** - tie small objects to a thick piece of yarn and have infants practice grabbing and moving the toys while holding onto the yarn
- **Pile small boxes up** - have infants knock them down
- **Texture Crawl** - have infants crawl across various textures (rubber mat, carpet, scarves, bubble wrap, and velvet) This can be used as an indoor or outdoor activity
- **Peek-a-Boo**

Best Practices for Toddlers

- At least 60-90 minutes of active play per day
- Opportunities for “breathless” (MVPA) play
- Structured and unstructured
- Outdoors for at least 60-90 minutes per day
Exploratory Actions for Toddlers

- Toddlers seek independence, but need safe spaces to explore
- Play experiences which support optimal motor development including:
  - Ball handling
  - Balance
  - Manipulation
  - Space awareness
  - Obstacles
  - Wheeled toys
  - Pretend play or dramatic play
  - Rhythm

Indoor/ Outdoor ECE Provider Engagement Activities (Toddler)

- **Jingle Toes** - Tie small bells around the toddlers ankles and sing songs while they stomp across the floor
- **Beanbag Toss**
- **Cardboard Train** - have toddlers push cardboard boxes together like a train
- **Follow the Leader**
- **Ribbon Dancing** - have toddlers hold onto ribbons and play songs while dancing
- **Jumping** - have toddler jump on soft mats, pillows and other soft objects
Build a Bridge

Diagram courtesy of Angela Russ

Best Practices for Physical Activity (Preschoolers)
Best Practices for Preschoolers

- At least 120 minutes of active play per day
- Opportunities for “breathless” (MVPA) play
- Structured and unstructured
- Outdoors for at least 60-90 minutes per day
- Equipment should be visible and accessible to children

Structured and Unstructured Physical Activity

- **Structured physical activity is teacher-led, developmentally appropriate and engaging**
  - Daily planned physical activity should support age-appropriate motor development
  - Activities should involve all children with minimal or no waiting
- **Unstructured physical activity is child-led free play**
  - Activities should encourage children’s individual abilities and interests
  - Teachers should be engaged and provide support and prompts to encourage active play
- **Moderate to vigorous physical activity (MVPA)**
  - “Breathless” physical activity using large muscle groups
Equipment

- **Age and developmentally appropriate**
- **Sturdy and safe**
  - Sensory equipment: mobiles, teething toys, baby mirrors, etc.
  - Manipulative equipment: grip toys, stacking toys, puzzles, peg boards, etc.
  - Large muscle equipment: riding/rocking toys, gym mats, balance beams, slides, etc.

- **Portable play equipment**
  - Indoors and outdoors
  - Balls, scarves, bean bags, wagons, etc.

- **Appropriate adult supervision**

Outdoor Play

- Daily outdoor play helps children be more physically active
- Going outside is important to expose children to sunlight for Vitamin D and fresh air
- Reduces stress
- Improves attention, memory, and problem solving skills
Weather

- Weather that poses a significant health risk:
  - Wind chill at or below -15°F
  - Heat index at or above 90°F

- Protect children from the sun, especially 10am-2pm
  - Use sunscreen

- Ask families to send appropriate clothing for children to play outside in any weather
  - Hats, coats, gloves, raingear, sunscreen
  - Keep an extra supply at your program

Ways to Get Children Moving

- Add physical activity into your daily routine
  - Sesame Street Healthy Habits for Life: Movement Grab Bag
  - Sesame Street Healthy Habits for Life: Raindrops Can’t Make the Rain Stop
  - Moving & Dancing Activity Kits: Frogs and Ants
  - Tossing & Catching Activity Kits: Fitness Tag
ECE Provider Engagement

- Lead structured activities at least twice per day
- Dress for movement
- Participate during active play
  - Role model
  - If you have physical limitations, be a cheerleader
  - Get your own physical activity into meet adult recommendations for physical activity
- Provide prompts and encouragement
  - During structured and unstructured play
- Support activities that are appropriate and safe

Head Start Body Start Activity Calendar

JANUARY

ACTIVITY CALENDAR

Monday       Tuesday       Wednesday       Thursday       Friday       Saturday

Monday: Build a tower in the mud pocket, while teams are building their own. Can incorporate
        a theme of the month. Can incorporate a theme of the month.

Tuesday: Use Q-tips to make a picture of a simple drawing in the sand. Can incorporate
         a theme of the month. Can incorporate a theme of the month.

Wednesday: Practice using your hand to draw a picture in the sand. Can incorporate
           a theme of the month. Can incorporate a theme of the month.

Thursday: Practice using your hand to draw a picture in the sand. Can incorporate
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Friday: Practice using your hand to draw a picture in the sand. Can incorporate
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Time for a winter snow day! Build a snowman, snow forts, and snow angel! Can incorporate
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Find a bunch of snowballs! Build a snowman, snow forts, and snow angel! Can incorporate
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Hokey Pokey Muscles and Bones

How could you incorporate the *Hokey Pokey Muscles and Bones* activity into your daily schedule?

Goal Setting
Motor Development

- **Types of motor development**
  - **Gross motor**
    - Involves the large muscles in the arms and legs
    - Examples: holds head up, sits/stands with and without support, reaches with one hand, crawls, stands, walks, etc.
  - **Fine motor**
    - Involves the small muscles in the hands, feet, fingers, and toes
    - Examples: grasps a toy, claps hands, drops blocks in to a container, picks up a toy, tears paper, holds a crayon, etc.
Developmental Delays and Screenings

- **Developmental milestones**
  - Include playing, learning, speaking, behaving, and moving

- **Developmental delay**
  - When a child does not reach developmental milestones at the same time as other children

- **Developmental screenings**
  - Doctor’s and nurses use to identify whether children are learning basic skills at the time they should

- **Identify developmental delays early**
  - To assist parents with receiving additional support

Ongoing Observation and Assessment

- Why is it important to document observations of the children in your program?

- How do you document observations of children in your program?

- Do you use any type of assessment tools in your program?

- What do you do if you have developmental concerns?
Additional Resources

- Infant Toddler Services of Johnson County
  - 913 432 2900
  - www.itsjc.org

- http://www.cdc.gov/ncbddd/childdevelopment/screening.html


Resources
Physical Activity Break

Best Practices for Screen Time
What is Screen Time?

- What is screen time?
  - TV, DVDs, videos
  - Computer time
  - Smart phone, tablets
  - Handheld video games

Best Practices for Screen Time

- No screen time for children under age 2 years
- Limit or eliminate screen time for children ages 2 years and older
  - No more than 30 minutes per week in ECE setting
  - No more than 2 hours per day from all sources
  - Used for educational or physical activity purposes only
  - Work with parents to reduce screen time at home
Screen Free Moments: Promoting Healthy Habits

Screen Time

Table 1: Proportion of time spent with educational media, by platform

<table>
<thead>
<tr>
<th></th>
<th>Total media time</th>
<th>Educational media time</th>
<th>Proportion of media time that is educational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television/DVDs</td>
<td>1:21</td>
<td>.42</td>
<td>52%</td>
</tr>
<tr>
<td>Video games</td>
<td>.17</td>
<td>.03</td>
<td>18%</td>
</tr>
<tr>
<td>Computer</td>
<td>.14</td>
<td>.05</td>
<td>34%</td>
</tr>
<tr>
<td>Mobile device</td>
<td>.14</td>
<td>.05</td>
<td>34%</td>
</tr>
<tr>
<td>Total screen media</td>
<td>2:07</td>
<td>.56</td>
<td>44%</td>
</tr>
</tbody>
</table>
Screen Time Rationale

- Gets in the way of exploring, playing, and social interaction
- Children who spend more time watching TV are more likely to be overweight or obese
- For children 8-16 months, every hour of viewing is associated with 6-8 fewer words learned
- More hours of viewing at age 3 can lead to decreased cognitive test scores at age 6

Ways to Cut Down on Screen Time

- Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program
  Activities to Limit Screen Time:
  - Play music: have children create their own dances
  - Organize puzzle time
  - Conduct a “pretend play” activity
  - Draw, color, create a sculpture or use playdough
  - Provide a sack of special activities: put together a box containing activities children do not normally engage in
Make the Most of Screen Time

- Technology is everywhere, so if it is used for *no more than 30 minutes per week* in your program choose strategies that support children’s development
  - Make screen time interactive – talk about what you’re viewing and ask children to act out what they see
  - Point out new words, letters, and concepts
  - Discuss the issues the main characters face and how they overcome them
  - Help the child connect what they’re viewing to the real world
  - Have children take turns using a device to teach them about sharing

“Go, Slow, or Whoa” Activity

- If the statement is:
  - *Recommended*, participants will RUN in place
  - *Limit*, you will MARCH in place
  - *Not recommended*, you will STAND in place
Facilitating Change in Your Program

Long-Term Action Plan

- Using the five areas of improvement identified from the Go NAP SACC results, choose 1-2 areas to work on for the Long-Term Action Plan
- Goals and action steps should include practices and policies from at least one of the following:
  - Healthy eating
  - Healthy beverages
  - Physical activity
  - Screen time limits
  - Breastfeeding support
- Think about the Social Ecological Model to create and support lasting change
The Social-Ecological Model

Sample Goals and Objectives

- Infants and children have more opportunities to engage in daily physical activity
  - Infants experience supervised tummy time daily
  - Children experience at least 120 minutes per day for preschoolers and 60-90 minutes per day for toddlers
- Children do not experience passive screen time
  - Remove televisions from classrooms
  - Create an environment that encourages physical activity using proper equipment, music, and/or structured PA
- Breastfeeding mothers and babies are supported
  - Develop policies and practices to encourage and support breastfeeding moms and babies
  - Create a private space to breastfeed or pump
Sample Goals and Objectives

- **Children eat healthy food in the program:**
  - Revise menus over a 3 month period to align with best practices
  - Engage children in weekly, planned activities to increase healthy eating and awareness of healthy habits
  - Implement family-style dining

- **Children drink only healthy beverages in our program:**
  - Make water accessible to children throughout the day, inside and outside
  - Serve only nonfat milk to children 2 years and older for all meals
  - Stop serving juice and sugar sweetened beverages

Long-Term Action Plan

<table>
<thead>
<tr>
<th>Steps to Achieve Goal</th>
<th>CHILD Action Steps</th>
<th>FAMILY Action Steps</th>
<th>Program Environment Action Steps</th>
<th>Program Policies Action Steps</th>
</tr>
</thead>
</table>

Target Date: [ ]
### Goal: Infants and children have more opportunities to engage in daily physical activity (PA).

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Policies: action steps</th>
<th>Environment: action steps</th>
<th>Program Staff: action steps</th>
<th>Family: action steps</th>
<th>Child: action steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infants experience supervised tummy time daily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Require daily plans for each infant to include intentional tummy time: 11/15</td>
<td>1. Create infant play space in calm corner: 10/30</td>
<td>1. Gather DVD resources to show and discuss during team meeting: 10/15</td>
<td>1. Show DVD on tummy time at family event: 11/15</td>
<td>1. Provide several opportunities for tummy time daily: 11/15</td>
<td></td>
</tr>
<tr>
<td>2. Include discussion of tummy time as a required part of infant family orientation: 11/15</td>
<td>2. Place infant toys and board books visible on low shelf: 10/30</td>
<td>2. Require intentional plan for tummy time in daily plan for each infant: 11/15</td>
<td>2. At new family orientation, staff and families share ideas for tummy time: 11/15</td>
<td>2. Develop different tummy time sensory and motor experiences: 11/15</td>
<td></td>
</tr>
<tr>
<td>3. Include daily tummy time requirements and rationale in family and staff handbooks: 3/1</td>
<td>3. Install infant-safe mirror on wall at infant's eye level: 10/30</td>
<td>3. Invite families to recommend favorite toys, books or activities to make tummy time fun: ongoing</td>
<td>3. Support activities to increase strength and flexibility: 11/15</td>
<td>3. Encourage infants to reach for and grasp objects: 11/15</td>
<td></td>
</tr>
</tbody>
</table>

**Target Date:**

**Who is responsible?**

- Director, Program Coordinator, and Teachers
- Program Coordinator and Teachers
- Program Coordinator and Infant Teachers
- Families, Infant Teachers and Director
- Children and Teachers

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### Sample Goal: Children eat healthy food in the program.

<table>
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<tr>
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<tr>
<td>1. Revise menus over a 3 month period to align with best practices for fruits, vegetables, whole grains and elimination of fried foods.</td>
<td>1. Develop new menus to align with LMCC goals for fruits, vegetables, whole grains and fried foods: 8/1</td>
<td>1. Post menus in lobby: 8/1</td>
<td>1. Learn about best practices through training sessions: 6/1</td>
<td>1. Ask families for healthy foods or recipes to be included in new menus: 6/1</td>
<td>1. Model curiosity and enjoyment of healthy foods: during all meals and snacks: 8/1 and ongoing</td>
</tr>
<tr>
<td></td>
<td>2. Include HE as a required topic at family orientation: 9/1</td>
<td>2. Develop display in lobby to share info, resources and healthy recipes: 6/1</td>
<td>2. Share families' ideas for healthy foods to be included in new menus: 7/1</td>
<td>2. Work with families to develop an exciting &quot;taste test&quot; event for children, families and staff to try and vote on new menu items: 7/15</td>
<td>2. Discuss menu changes with the children and how they help them grow up strong and healthy: 8/1 and ongoing</td>
</tr>
<tr>
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<td>3. Include HE policy and rationale in family and staff handbooks: 9/1</td>
<td>3. Create and hang documentation of children engaged in healthy eating or nutrition activities: 7/1 and ongoing</td>
<td>3. Involve staff in DVD viewing and discussion about the importance of their role modeling healthy eating: 8/1</td>
<td>3. Schedule quarterly events focused on healthy food: 7/15, 10/15, 1/15, 4/15</td>
<td>3. Develop &quot;taste tests&quot; and graph the results of classroom preferences for new foods: 8/15</td>
</tr>
</tbody>
</table>

**Who is responsible?**

- Director and Cook
- Director, Cook and Teachers
- Program Coordinator and Teachers
- Families, Teachers, and Program Coordinator
- Children and Teachers
Engaging Families

- Partner with families to support children’s health and development
- Share resources like Family Tip Sheets
- Ask families for ideas that would help children grow up healthy
- Put information in family newsletters, bulletin boards, notes, etc.
- Create challenges where the program and families work together on achieving a behavior, like Screen Free Week

10 Tips for Becoming More Active As a Family

1. Be an active family
2. Plan specific activity times
3. Include whole family
4. Be prepared
5. Build new skills
6. Plan for all weather conditions
7. Turn off the TV
8. Start small
9. Include family activities
10. Take action
Increased Physical Activity & Nutrition in Child Care Programs

Facilitating Change in Your Program: LS3 Action Period

- **Opportunity to:**
  - Complete Action Tasks related to making healthy change
  - Pick 1-2 of the five areas of improvement identified from the Go NAP SACC results to create your Long-Term Action Plan
  - Host a Wellness Parent Engagement Activity

- **Trainers provide technical assistance (TA)**
**LS3 Action Period**

- **I will:**
  - Implement physical activities learned during the training in my program
  - Identify areas to improve for the program’s Long-Term Action Plan
  - Start a storyboard demonstrating what area the program improved
  - Bring all Action Period materials back to LS4
    - *Storyboards*
    - *Long-Term Action Plan Worksheet*

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**LS3 Feedback Forms**