Learning Session 5: Reducing Screen Time & Celebrating Success

Early Childhood Health Promotion and Obesity Prevention

National Early Care and Education Learning Collaboratives (ECELC) Project

Acknowledgements

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- **Nemours**
  - 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
Learning Session 5 Objectives

At the end of the Learning Session, participants will be able to:

1. Describe best practices for reducing screen time and identify change opportunities within their program;
2. Use storyboard presentations to show at least one change within their program that supported healthy eating, physical activity, screen time, and breastfeeding support;
3. Be able to identify local organizations/agencies that support early childhood providers; and
4. Be prepared to continue their Action Plan to support implementation of best practices for healthy eating, physical activity, screen time and breastfeeding support in their program.

Learning Session 5

The ABC’s of a Healthy Me!
Go NAP SACC*

Serving Meals Family-Style & Supporting Breastfeeding
Continue Action Plan & Storyboard

Reducing Screen Time & Celebrating Success
Continuing the Process of Change

Nurturing Healthy Eaters & Providing Healthy Beverages
Action Plan

Getting Kids Moving & Reducing Screen Time
Continue Action Plan & Storyboard

*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
# Let’s Move! Child Care Quiz

## Let’s Move! Child Care Checklist Quiz

The Let’s Move! Child Care best practices are listed on the left. Please check the box under the statement that best describes your current situation.

<table>
<thead>
<tr>
<th>Best Practice</th>
<th>Yes, fully meeting this best practice</th>
<th>Meeting some progress on meeting this best practice</th>
<th>Ready to get started on meeting this best practice</th>
<th>Unable to work on meeting this best practice right now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer if you serve TODDLERS or PRESCHOOLERS&lt;br&gt;Drinking water is available inside and outside for self-service</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>Same fruit or vegetable is served more than twice per day per child and parents are encouraged to support this</td>
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<tr>
<td>Sugar drinks, including fruit drinks, sports drinks, sweet tea, and iced tea, are never offered</td>
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<tr>
<td>Children 2 years and older are served only 1% or fat-free milk and/or non-fat milk as directed by the physician</td>
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<tr>
<td>Fresh fruit or vegetables is served to toddlers and preschoolers at every meal&lt;br&gt;(Bruschetta, melons, and baked beans don’t count as vegetables)</td>
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<tr>
<td>Fruits, fruit bars, fresh veggies, pudding cups, or other foods in pre-packaged containers are offered to toddlers and preschoolers no more than once a month&lt;br&gt;(Baked fries are okay)</td>
<td>☐ ☐ ☐ ☐</td>
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<td>Children aged 2 to 5 years old are offered child-sized forms of fruits and frozen vegetables or fish are offered to toddlers and preschoolers no more than once a month</td>
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<tr>
<td>Answer if you serve PRESCHOOLERS&lt;br&gt;Alcohol in preschoolers are served family style so that children are encouraged to serve themselves with minimal help</td>
<td>☐ ☐ ☐ ☐</td>
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Part A: 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 1 to 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 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
Screen Free Moments: Promoting Healthy Habits

Interactive Screen Time

- Interactive media is referred to as television programs, internet, tablets, e-books, applications (apps) and other content intended to encourage active and creative use to enhance social development among children and adults.

- Interactive Screen time should be playful and support creativity, exploration, pretend play, active play and outdoor activities
  - Children should explore the use of the various technology before using them
  - Ensure that the children are at a developmentally appropriate level to engage in the technology
Intentional Screen Time

- It may be difficult to eliminate technology from the classroom, but it is important the technology used is intentional and supports the curriculum
  - Plan ahead
  - Think about and set learning goals
  - Preview and evaluate the media selection
  - Select media that will help children make connections with their peers and community

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
Select Media With Intention

Screen Time in the Classroom

- Digital technology can support dual language learners
- Various forms of technology can be beneficial when working with children with special needs
- Infants and toddlers can appropriately engage in screen time activities
  - Looking at digital photos, participating in Skype interactions with loved ones and using interactive applications
- Include cameras, phones and radios in exploratory centers
  - Children have the opportunity to explore various forms of technology and can enhance fine motor skill development
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

“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
Early Learning Standards
Physical Activity Break

Lunch
Part B: Extending Your Learning - Staff, Families and Program Policies

Staff Wellness and Screen Time

- Keep track of screen time using a log – set goals to cut down!
- Turn your phone off from time to time to take mental breaks
- Turn off the TV during mealtimes
- Focus on other activities
- Discover different ways to unwind (e.g., listening to music)
- Take up a new, active hobby
- Plan screen-free activities with family and/or friends
Families and Screen Time

- Create a “TV allowance”, decide with your child what time of day TV will be allowed and what shows are ok to view
- Move the TV’s out of bedrooms and to a central location where TV programs can be enjoyed together and monitored
- Establish one time during the day that media use is acceptable
- Encourage “family talk” during dinner and turn off the screen time in use

Sample Screen Time Program Policies

- At ABC Child Care:
  - Children will engage in screen time and other media use when it is used to enhance learning.
  - Screen time use will be closely monitored by the classroom teacher and is subject to approval by the Director.
  - Children will be allowed to participate in screen time activities lasting no longer than 2 hours per week.
  - Children are allowed to use various forms of technology as a exploratory opportunity.
Part C: Continuing the Process of Change

Continuing the Change Process
### Action Plan Worksheet

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<tbody>
<tr>
<td>Increase revenue over a three month period to align with the best practices for foods, vegetables, whole grain and alternatives of foods.</td>
<td>Discuss menu changes with the children and how they help them grow up strong and healthy.</td>
<td>Work with families to develop an exciting “taste test” event for the children, families and staff to try and vote on new menu items.</td>
<td>Share family ideas for healthy foods to be included in new menu items.</td>
<td>Develop a display in the library to showcase nutrition, resources and healthy recipes.</td>
<td>Include Healthy Eating as a required topic at Family orientation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is responsible?</th>
<th>Date</th>
<th>Who is responsible?</th>
<th>Date</th>
<th>Who is responsible?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Staff</td>
<td>June 1st</td>
<td>Program Director, Program Staff and Families</td>
<td>August 1st</td>
<td>Program Director and Program Staff</td>
<td>July 1st</td>
</tr>
<tr>
<td>Program Director, Program Staff and Families</td>
<td>June 1st</td>
<td>Program Director, Cook and Teachers</td>
<td>September 1st</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**PPT Part D:** National, State, and Local Support
Supplemental Nutrition Assistance Program-Education (SNAP-Ed)

**What is it?**
- Program that supports nutrition education for eligible participants
- State regulated
- Educates and encourages participants to make healthy food choices
- Provides information, training, and additional resources

**How can it help me?**
- Encourages participation in food and nutrition assistance programs
- Provides parent education
- Offers tools and resources to distribute to families
- Encourages partnerships with community organizations

Expanded Food and Nutrition Education Program (EFNEP)

**What is it?**
- Program designed for individuals with limited resources in acquiring the knowledge, skills, and attitudes useful in establishing nutritious diets
- Offers programs including
  - Adult EFNEP
  - Youth EFNEP
  - Program Delivery

**How can it help me?**
- Offers workshops to educate families on:
  - Food safety
  - Nutrition
  - Physical activity
  - Buying food on a budget
- Provides tools and resources to help individuals and families lead healthier lives
**Women, Infants, and Children (WIC)**

**What is it?**
- Program that provides nutritious foods, education and counseling, and screening and referrals to participants
- Target population are low income, nutritionally at risk pregnant women, breastfeeding and non breastfeeding women post-partum women, infants and children

**How can it help me?**
- Provides funds for women and children for supplemental nutritious foods
- Offers one-on-one nutrition counseling to participants
- Provides referrals to other health and social services if needed

**Child and Adult Care Food Program (CACFP)**

**What is it?**
- Federally-funded program administered by the State
- Provides partial reimbursement for meals for infants and children enrolled in ECE programs who serve children in low-income areas

**How can it help me?**
- Save money on food purchased for meals
- Receive resources on nutrition and healthy eating
- Supports healthy child development
- If feeding a mother’s breast milk, CACFP participating programs can receive a reimbursement
Quality Rating & Improvement System (QRIS)

**What is it?**
- Standards that are designed to assess, improve, and communicate the level of quality of ECE programs and communicate ratings to the public
- Standards can be county- or statewide
- Uses a rating scale to assess level of quality

**How can it help me?**
- Increase the quality of your program
- Potentially receive incentives for participation
- Save costs through enrollment in financial assistance programs
- Have continued support through technical assistance

Child Care Aware of America

**What is it?**
- An agency that works with state and local Child Care Resource and Referral agencies (CCR&R) to ensure that all families have access to affordable child care and how to locate them

**How can it help me?**
- Increase enrollment
- Provide staff training
- Assist in developing a business and management plan
- Serve as a marketing tool
Licensing Regulations

What is it?
- A set of minimum guidelines regulated by the state that monitor the health and safety of licensed:
  - Child care programs
  - Family child care
  - Community based programs
  - Faith based programs
  - Head Start programs
- Supported by the state

How can it help me?
- Maintain a child care license when in compliance
- Provides technical assistance
- Informs parents of requirements that must be met

Early Intervention Programs

What do they do?
- Designed to address the educational and developmental needs of very young children with disabilities and those experiencing developmental delays
- Provides free developmental evaluations of children under three

How can it help me?
- Provides support to children with developmental delays
- Assists in finding special educational services for children
- Works with families to provide resources and support
- Provides resources and training to staff
Part E:
Professional Development Activity

Check-Out
Trainer Contact Information