

Learning Session 5: Reducing Screen Time & Celebrating Success



Early Childhood Health Promotion
and Obesity Prevention

National Early Care and Education
Learning Collaboratives (ECELC) Project



Nemours

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



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Learning Session 5 Objectives

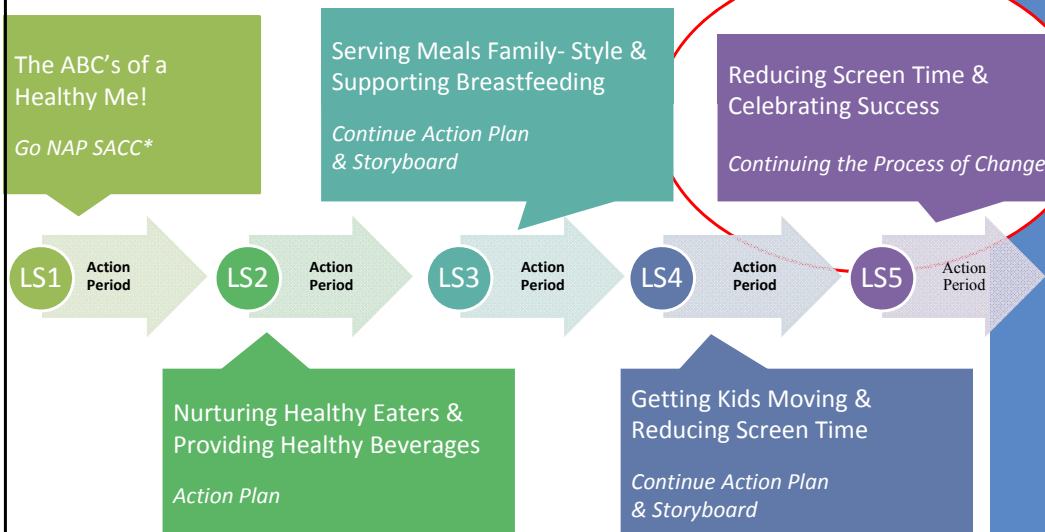
At the end of the Learning Session, participants will be able to:

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.



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Learning Session 5



*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

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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.

| Best Practices | Yes, fully meeting this best practice | Making progress on meeting this best practice | Ready to get started on meeting this best practice | Unable to work on meeting this best practice right now |
|--|---------------------------------------|---|--|--|
| Answer if you serve TODDLERS or PRESCHOOLERS | | | | |
| Drinking water is visible and available inside and outside for self-serve | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 100% fruit juice is limited to no more than 4-6 oz. per day per child and parents are encouraged to support this limit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sugary drinks, including fruit drinks, sports drinks, sweet tea, and soda, are never offered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children 2 years and older are served only 1% or skim/non-fat milk (unless otherwise directed by the child's health provider) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fruit (not juice) and/or a vegetable is served to toddlers and preschoolers at every meal (French fries, tator tots, and hash browns don't count as vegetables) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| French fries, tator tots, hash browns, potato chips, or other fried or pre-fried potatoes are offered to toddlers and preschoolers no more than once a month (Baked fries are okay) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chicken nuggets, fish sticks, and other fried or pre-fried forms of frozen and breaded meats or fish are offered to toddlers and preschoolers no more than once a month | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer if you serve PRESCHOOLERS | | | | |
| All meals to preschoolers are served family style so that children are encouraged to serve themselves with limited help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Presenting Storyboards



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



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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



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Screen Free Moments: Promoting Healthy Habits



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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



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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



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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



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Screen Time in the Classroom

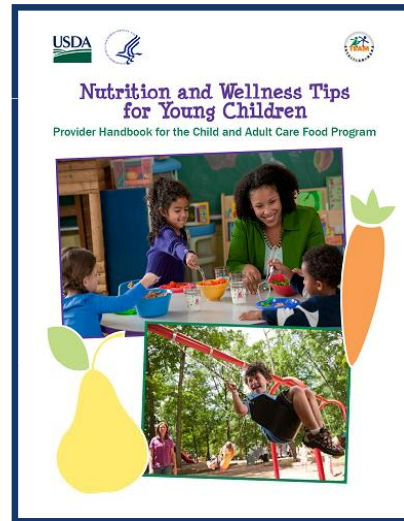
- **Digital technology can support dual language learners**
- **Various forms of technology can be beneficial when working with children with special needs**
- **Infants and toddlers can appropriately engage in screen time activities**
 - Looking at digital photos, participating in Skype interactions 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



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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



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“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



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Early Learning Standards Physical Activity Break



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

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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



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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

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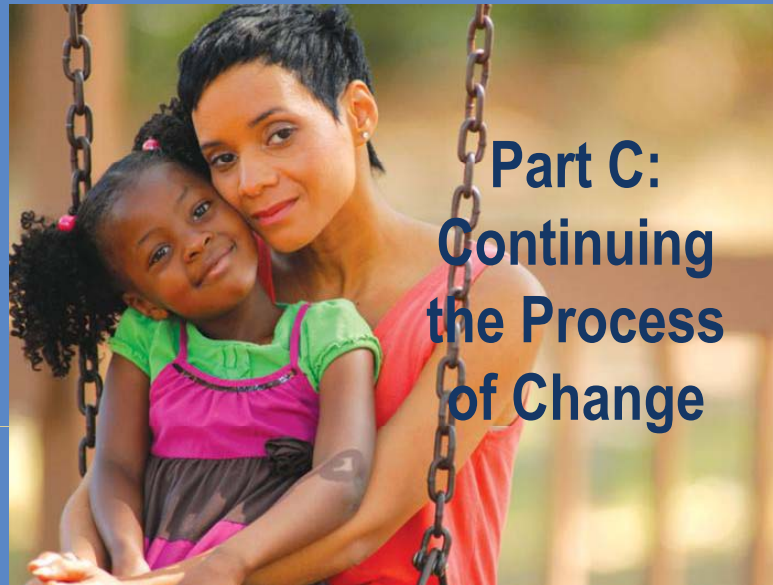


Sample Screen Time Program Policies

- 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.

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Part C: Continuing the Process of Change

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Continuing the Change Process

Action Plan Worksheet

Start Date:

ECE Program Name:

Goal:



| Objectives / Steps | Child: Action Steps | Family: Action Steps | Program Staff: Action Steps | Program Environment | Program Policies |
|--|---|--|---|---|---|
| Sample: Revise menus over a three month period to align with the best practices for fruits, vegetables, whole grains and elimination of fried foods. | Discuss menu changes with the children and how they help them grow up strong and healthy. | Work with families to develop an exciting "taste test" event for children, families and staff to try and vote on new menu items. | Share family ideas for healthy foods to be included in new menus. | Develop a display in the lobby to share information, resources and healthy recipes. | Include Healthy Eating as a required topic at family orientation. |
| Who is responsible? | Program Staff | Program Director, Program Staff and Families | Program Director and Program Staff | Program Director, Cook and Teachers | Program Director and Cook |
| Date | June 1 st | August 1 st | July 1 st | June 1 st | September 1 st |
| Who is responsible? | | | | | |
| Date | | | | | |


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Action Plan Worksheet

Start Date: _____


ECE Program Name: _____

Goal: _____



| Objectives / Steps | Child: Action Steps | Family: Action Steps | Program Staff: Action Steps | Program Environment | Program Policies |
|---|---|--|---|---|---|
| <small>Model adapted from: Bodenheimer, U. The Ecology of Human Development. Cambridge, MA: Harvard University Press, 1979.</small> Sample: Revise menus over a three month period to align with the best practices for fruits, vegetables, whole grains and elimination of fried foods. | Discuss menu changes with the children and how they help them grow up strong and healthy. | Work with families to develop an exciting "taste test" event for children, families and staff to try and vote on new menu items. | Share family ideas for healthy foods to be included in new menus. | Develop a display in the lobby to share information, resources and healthy recipes. | Include Healthy Eating as a required topic at family orientation. |
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| Date | June 1 st | August 1 st | July 1 st | June 1 st | September 1 st |
| Who is responsible? | | | | | |
| Date | | | | | |

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**PPT Part D:
National,
State, and
Local
Support**

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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



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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



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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

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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

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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

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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

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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

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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

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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**

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Check-Out

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Trainer Contact Information

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