# National Early Care & Education Learning Collaboratives:

## Taking Steps to Healthy Success

Learning Session 5
PowerPoint Notes
September 2018

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 is funded by the Centers for Disease Control and Prevention (CDC) under a six-year Cooperative Agreement (6U58DP004102-05-02) to support states in launching ECE learning collaboratives focused on childhood obesity prevention. Funding for these materials was made possible by the CDC. The views expressed in this document do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

In addition to the CDC and Nemours logos you are welcome to add your own state logo(s) and unique project name to these slides.

- Welcome programs and participants back to the Learning Session.
- Review LS5 topic areas:
    - Presenting Storyboards;
    - Best Practices for Screen Time;
    - Continuing the process of change; and
    - Professional Development Activity.

**Acknowledgements**

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- **Centers for Disease Control and Prevention (CDC)**
  - For generous funding support and expertise
- **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

**Enter acknowledgements for your state partners**.

The ECELC is a project funded by the *Centers for Disease Control and Prevention (CDC)* to support early care and education (ECE) providers to promote best practices in healthy nutrition, physical activity, breastfeeding support, and screen time.

*Nemours* is supporting this project monthly through their expertise, materials, and time throughout the implementation process.

*Gretchen Swanson Center for Nutrition* is administering the evaluation component of this project.

# 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.
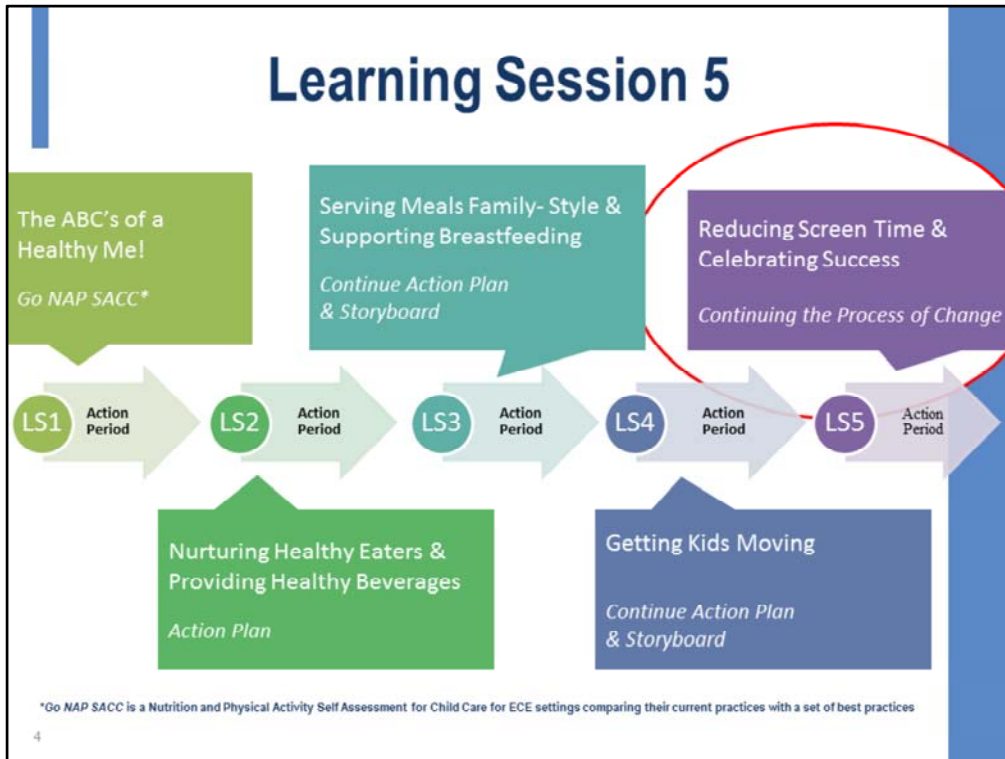
This session will focus on how providers can improve best practices for screen time.

**Note:** Have participants complete the post *Healthy Kids, Healthy Future* quiz (one per program). Give participants about 10 minutes to complete the *Healthy Kids, Healthy Future* Quiz and discuss the improvements they have made throughout the project. This discussion can also be incorporated into the "Presenting Storyboards" segment.

Depending on the group size, participants can present within the large group or be split up into their TA groups. Presentations can be done formally through individual presentations to the group or informally through a "gallery walk."

> •Gallery Walk: Storyboards are displayed on tables and participants can take a "gallery walk" through the room to view other program's storyboards.

This is a great opportunity for programs to share their success stories and ideas with other participants.

**Note:** Have index cards available and encourage participants to write down ideas they like and that they might want to incorporate into their own programs.

Part A:
Best
Practices for
Screen Time

**What is Screen Time?**

- **What is screen time?**
  - TV, DVDs, videos
  - Computer time
  - Smart phone, tablets
  - Video games
  - Virtual reality headsets

Screen time is not just watching television. It also includes watching videos and DVDs, and playing on computers, tablets, video games and handheld devices.

Skyping or doing FaceTime with family members (such as a parent serving in the military oversees), or a teacher reading a story from a tablet rather than a hard copy of a book are NOT considered screen time.

**Note:** Remind participants that the *Nemours' Best Practices for Physical Activity* includes Family Tip Sheets for reducing screen time at home. One example given suggests creating a quiet, cozy corner with picture books, puzzles, and blocks so that your child/children can play quietly rather than watch TV.

## What are the concerns about screen time?

- While watching television may be an enjoyable activity, children lack the ability to gain educational value from it

- Moderation of screen time is key for healthy development and staying active

- Instead of spending time watching screens, children should be engaging in physical activity and or educational activities

Screen time is a sedentary activity that often does very little to stimulate the brain. It gets in the way of exploring, playing, and social interaction.

## 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
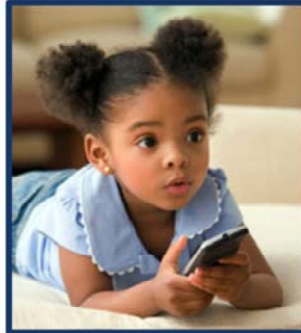
When children spend less time in front of a screen and more time interacting with their peers and the adults around them they learn valuable social skills.

For children 8-16 months, every hour of TV viewing is associated with 6-8 fewer words learned. More hours of viewing can lead to decreased cognitive test scores at age six.

Screen time may also lead to greater aggressive and violent behavior because young children cannot tell the difference between fantasy and reality on television and can become desensitized to violence.

TV, DVDs, and many websites include advertisements for unhealthy foods and children can learn unhealthy eating practices from this type of advertising.

## 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

**Resources:**

•Zero to Three, *Using Screen Media with Young Children* Tip Sheet (http://www.zerotothree.org/parenting-resources/screen-sense/screen-sense_tips_final3.pdf).

•The Campaign for Commercial- Free Childhood and the Alliance for Childhood(2012)*Facing the Screen Time Dilemma: Young children, technology, and early education*.(www.screenfree.org).

Choosing appropriate screen time may be difficult to do. If you choose to incorporate screen time into your classroom setting it may be helpful to follow these tips:

•**Be intentional**- carefully choose what screen time is appropriate. Think about if the technology will support and enhance a lesson or activity that you are working on in the classroom;

•**Establish rules and routines -** talk with children about the rules when using technology (i.e. Computer time will be no longer than 10 minutes per child. This will also allow for children to work on social skills such as sharing and waiting); and

•**Place technology in areas that reduce distractions -** place technology in locations that allow for appropriate supervision, but easily accessible to small groups of children.

•**Do not include media that contains any advertising or branding.** There are educational shows and DVDs today that weave developmentally appropriate academic messages or physical activity into the content. Be sure to select these types of shows and DVDs.

# Make the Most of Screen Time

- **Choose strategies for including screen time that support children's healthy development.**

- Screen time should be playful and support creativity, exploration, pretend play, active play and outdoor activities. Ensure that:

  - Screen time does not take the place of healthier activities.

  - Children are at a developmentally appropriate level to engage in the technology.

  - Children explore the use of the various technologies available to them before use.

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**Interactive screen time strategies that support children's healthy development:**
- 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 the issues.
- Help children connect what they view to the real world.
- Have children take turns using a device to teach them about sharing.
- Include cameras, phones, and radios in exploratory centers. Children can explore various forms of technology as they enhance both gross and fine motor skill development

Remember, children are always watching what you do and say. Be sure to participate in any activities with the children and set positive examples.

## Intentional Screen Time

- Intentional screen time = ECE providers using screen time in a purposeful, thoughtful, and appropriate way to enhance and extend curriculum, meet learning standards, and support individual children's learning
- **Intentional screen time practices that support children's healthy development**
  - 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
  - Offer breaks that transition the activity on the screen to a hands-on, real world activity.

Intentional screen time selection is important to support children's learning and development in the classroom.

Intentional media selection consists of:
- **Plan ahead**- intentional media selection is all about ensuring that the goals set out for the activity and the media usage are being met. Determine how the media will help you achieve your goals for the classroom and the children. Identify and follow the best practices for screen time as a guide when planning activities.
- **Think about and set learning goals**-Technology integrated in the curriculum should not replace other activities but enhance them. Use screen time as an opportunity to enhance children's understanding of the topic that is being covered.
- **Preview and evaluate the media selection**- review the media prior to showing it to the children. This will allow you to determine the appropriateness of the activity, prepare you to develop activities and ways to deliver the content covered.
- **Select media that will help children make connections with their peers and community-** allow children to explore learning. For example, if the topic of "community helpers" is being discussed, watching a video about firefighters is a good way to enhance the learning experience.
- Offer breaks that transition the activity on the screen to a hands-on, real world activity.

http://www.resourcesforearlylearning.org/educators/module/20/8/26/

**Select Media With Intention**

**Click on the photo (hyperlink) to start the video. (If this does not work, load from the link below).**

**http://www.resourcesforearlylearning.org/educators/module/20/8/26/**

**Review media in advance.** Make sure it is high-quality, has an educational purpose, or is intended for physical activity. It is also important to make sure the media you select is free of advertising or branding.

For more ideas, read the resource article "Integrating Media and Technology into Curriculum: Best Practices" from the Brain Buidling in Progess, Resources for Early Learning project. (link below)

 Insert handout: Integrating Media and Technology into Curriculum
http://resourcesforearlylearning.org/media/content/docs/IntegratingMediaAndTechnology IntoCurriculum_Best-Practices_1.pdf

**Best Practices for Screen Time**

- **Don't allow any screen time for children less than two years.**
  - Babies and even toddlers (up to two years old) shouldn't get any screen time at all, according to the American Academy of Pediatrics
  - Activities that are active, social, and engage a child's senses – such as touching, exploring, and playing – are much more beneficial for brain development than watching television

Not too long ago, parents and ECE providers all over the country were buying and showing videos developed specifically for infants. But now we know that babies and even toddlers (up to two years old) shouldn't get any screen time at all, according to the American Academy of Pediatrics.

Children under two years old are in a critical period for brain development and activities that are active, social, and engage a child's senses – such as touching, exploring, and playing – are much more beneficial than watching television.

However, children under two, are spending about 45 minutes each day watching screen time. ECE providers should implement the best practice of eliminating all screen time for children less than two.

**Best Practices for Screen Time**

- **Limit total screen time in ECE for children two years and older to no more than 30 minutes <u>per week for educational or physical activity purposes only.</u>**
  - The American Academy of Pediatrics recommends one hour or less of total screen time each day for children older than two
  - On average, preschool aged children watch about 4 hours of screen time, with the majority of it being watched at home
  - It's best to minimize screen time in ECE, to no more than 30 minutes per week to reduce the total amount of time children spend in front of screens
  - <u>Many programs choose not to have any screen time for any children</u>

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**Limit total screen time in ECE for children two years and older to no more than 30 minutes <u>per week for educational or physical activity purposes only.</u>**

The American Academy of Pediatrics recommends one hour or less of total screen time each day for children older than two.

Unfortunately, young children are exceeding this recommendation. On average, preschool aged children watch about 4 hours of screen time, with the majority of it being watched at home.

In child care, preschool children still watch, on average, about 25 minutes of screen time per day. It's best to minimize screen time in ECE, to no more than 30 minutes per week to reduce the total amount of time children spend in front of screens. <u>Many programs choose not to have any screen time for any children</u>.

**Best Practices for Screen Time**

- **Screen time should not be utilized during meal or snack time**
  - Socializing during meals and snacks is an important part of children's healthy development and is an opportunity for positive role modeling
  - Time during meals should be spent modeling appropriate eating behaviors and habits, encouraging children to try new foods, talking about nutrition, and supporting the development of children's gross and fine motor skills (e.g., self-serving of food)

Socializing during meals and snacks, instead of using screen time, is an important part of children's healthy development and is an opportunity for positive role modeling.

Time during meals should be spent modeling appropriate eating behaviors and habits, encouraging children to try new foods, talking about nutrition, and supporting the development of children's gross and fine motor skills (e.g., self-serving of food).

**Best Practices for Screen Time**

- **Ensure that any screen media used is free of advertising and brand placement**
  - Advertising influences the food consumption of young children, and for everyone one-hour increase in TV viewing per day, children drink more sugar-sweetened beverages, eat more fast food, and consume more calories overall
  - *Be sure to review all media prior to use to make sure it is free of all advertising and branding*

**Ensure that any screen media used is free of advertising and brand placement**

Children are bombarded with advertising for high-calorie and non-nutritious foods and drinks through screen media. Advertising influences the food consumption of young children, and for everyone one-hour increase in TV viewing per day, children drink more sugar-sweetened beverages, eat more fast food, and consume more calories overall.

*Be sure to review all media prior to use to make sure it is free of all advertising and branding.*

## Best Practices for Screen Time

- **Educate parents on how to reduce screen time, or teach media literacy education\* two times per year or more** \*Education opportunities can include special programs, newsletters, or information sheets
  - Many parents are not familiar with current screen time recommendations for children
  - It is important to educate parents about screen time, but also to partner with them to ensure children are not being exposed to too much screen time throughout the day
  - On average, children under two spend about 45 minutes in front of screens daily, and preschool aged children spend about 4 hours a day in front of a screen daily, most of which occurs at home.

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**Educate parents on how to reduce screen time, or teach media literacy education\* two times per year or more.** \*Education opportunities can include special programs, newsletters, or information sheets.

**Many parents are not familiar with current screen time recommendations for children**

Currently, infants, toddlers, and preschoolers far exceed recommended limits on screen time. The American Academy of Pediatrics (AAP) discourages use of media for children under two, **but infants and toddlers spend on average about 40 minutes a day watching television or videos.**

On average, **children under two spend about 45 minutes in front of screens daily, and preschool aged children spend about 4 hours a day in front of a screen daily**, most of which occurs at home.

Parents often view television screen time as an educational resource and are not concerned with how much their child watches. Many parents count only the time spent watching television—but **screen time also includes time spent playing on or with a computer, cell phone, tablet, or video game.**

Also, many parents do not understand the rating system for television programs and video games.

It is important to educate parents about screen time, but also to partner with them to ensure children are not being exposed to too much screen time throughout the day.

# 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**
- **Include cameras, phones and radios in exploratory centers**
  - Children have the opportunity to explore various forms of technology and can enhance gross and 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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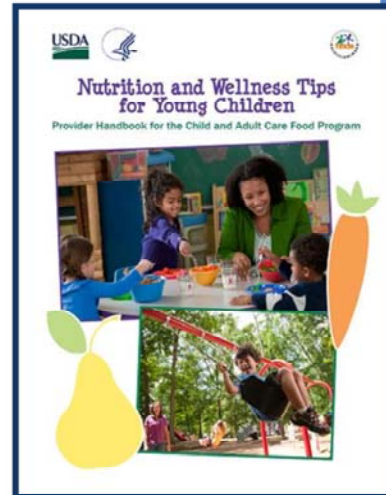
## "Go, Slow, or Whoa" Activity

- If the statement is:
  - Recommended, participants will RUN in place
  - Limit, you will MARCH in place
  - Not recommended, you will STAND in place

For review of best practices of physical activity and screen time for preschoolers, toddlers, and infants, conduct the "Go, Slow, or Whoa" activity.

**Note:** Find the "Go, Slow, or Whoa" section in the Implementation Guide. Read the statements for a particular age group without saying the answer (whether or not it is recommended, limit, or not recommended). Explain to participants that you if the statement is:

- Recommended, participants will RUN in place;
- Limit, participants will MARCH in place; and
- Not recommended, participants will STAND in place.

**Early Learning Standards Physical Activity Break**

**Note:** Use the *Nutrition and Movement Activity Book* to conduct the activity on page 5, *Beach Ball High*. Take this time to connect your states Early Learning Standards to this activity. Once you conduct the activity, facilitate a discussion around what common Early Learning Standards domains were addressed. Use your state's Early Learning Standards as a guide to facilitate this discussion or use the domains listed in the Implementation Guide. There may be additional domains specific to your state's Early Learning Standards, so encourage the participants to think about what else can be included.

Lunch

Part B: Overcoming Challenges to Meeting Screen Time Best Practices

**Challenge: Screen time is needed as a distraction**

- Screen time helps keep children distracted while performing necessary tasks, like setting up for lunch or cleaning.

- Solution #1: When cooking and cleaning, engage children by having them imitate your actions
- Solution #2: Provide opportunities for self-directed play
- Solution #3: Use nap time to complete tasks

**Solution #1: When cooking and cleaning, engage children by having them imitate your actions**
- Allow children to play with pots and pans while preparing meals or provide them with towels to help "clean up" after meals.
- Offer play props to children, such as pretend food and utensils. This will stimulate a child's imagination and help develop their motor skills.

**Solution #2: Provide opportunities for self-directed play**
- Craft time is an excellent opportunity to keep children engaged in an activity that helps develop creativity and artistic skills. Provide crayons, markers, stickers, blank paper, construction paper, and water color paint. Offer coloring templates, especially ones that promote healthy lifestyles.
- Keep children entertained with story time. Have children to select a picture book and encourage them to read on their own. You can offer group story time using audiobooks. Have children gather together to listen to the recorded narrator while one child holds the book and turns the pages.

**Solution #3: Use nap time to complete tasks**
- Take advantage of nap time to complete cleaning, paperwork, or attend to your personal needs and responsibilities.

**NOTE:** All required supervision ratios must be maintained during nap time and you must be able to easily see children in the nap area while completing tasks.

RESOURCE: Pages from Sesame Street's "Every Day Is a Healthy Day" booklet can serve as coloring pages and then be linked to fun activities. Try using the coloring pages as a fun distraction for children!
http://kidshealth.org/classroom/cc/EveryDayIsAHealthyDay.pdf

**Solution #1: Cover or hide screens so they are out of sight**
**Solution #2: Enthusiastically suggest promote alternative activities that promote physical activity**
**Solution #3: Identify age appropriate, educational programming if screen time is allowed**
**Solution #4: Role model screen-free behaviors**

To reduce screen time for children, try these activities:
- Act out stories or skits: Hand out a variety of costume pieces and have children dress up.
- Get crafty: Provide coloring sheets or make greeting cards for upcoming holidays or birthdays.
- Enlist their help: Involve children in part of meal and snack preparation, as well as clean-up
- Play music: Have children make up their own dances. Add ribbons and beach balls for more movement.
- Puzzle time: Have easy puzzles available that children can do alone or in pairs.
- Surprise them: Put together a bag or box containing activities that children don't normally do. This will keep the children busy during times you need to do other tasks.

**Challenge: Parents not aware of the importance of limiting screen time**

- Parents may not be aware of the effects of screen time on child development and may be pushing your program to offer more screen-based activities

- Solution #1: Educate parents with newsletters and workshops
- Solution #2: Post information about screen time on the class bulletin board or Facebook page
- Solution #3: Encourage parents to practice screen-free mealtimes or participate in a 'screen-free week' at home

**Solution #1: Educate parents with newsletters and workshops**
- Provide parents with current screen time recommendations for toddlers and preschool children. Note that screen time includes computers and hand-held electronic equipment, not just television. Suggest TV programs that are educational for children and run no more than half an hour in length.

**Solution #2: Post information about screen time on the class bulletin board or Facebook page**
- Use postings to encourage parents to reduce screen time at home and offer strategies for how to limit screen time.
- Provide an overview of what television ratings mean and the influence that violence in TV programs can have on children.

**Solution #3: Encourage parents to practice screen-free mealtimes or participate in a 'screen-free week' at home**
- Check out the family letter on screen time at home from the National Association of Child Care Resource & Referral Agencies, link below.

RESOURCE: Family letter – screen time at home
https://d3knp61p33sjvn.cloudfront.net/2015/02/CCAscreentime.pdf

**Click on the photo (hyperlink) to start the video.**
https://www.youtube.com/watch?v=cogJkMgIjs0

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

**Families and Screen Time**

- **Best practices to keep in mind include:**
  - Set expectations. Communicate physical activity and screen time polices when children enroll, and regularly throughout the year
  - Provide education to families on developmental milestones, ways to support physical activity, and how to reduce screen time
  - Give families regular feedback on their children's progress related to gross motor skill development and developmental milestones
  - Work with families to adapt activities for children with physical or developmental disabilities

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**Get to know families and share expectations**
Think about how you communicate with families of children in your care, and ways to engage them related to active play.

## Reducing Screen Time at Home

- **There are many ways to work with families to reduce screen time at home. Here are five examples:**
1. Hold an annual family training at your child care center
2. Recommend activities that promote interaction between parents and their child and among family members.
3. Provide activity ideas that do not require direct participation of a parent
4. Provide suggestions for how families might adjust their home environment to help limit screen time
5. Encourage families to limit screen time to quality, educational programming

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Note: Inform participants that these tips can be found in the *Best Practices for Physical Activity*

Here are additional ideas:
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
Encourage them to utilize the additional tips and resources provided in the guide as they work with their families.

**Staff Wellness and Screen Time**

- **There are many ways that you and your staff can cut down on your personal screen time use:**
- Log your personal screen time and 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
- Find different ways to unwind (e.g., listening to music)
- Take up a new, active hobby.
- Plan screen-free activities with family and/or friends

**Note:** Facilitate a large group discussion of other ways to reduce screen time.

# Screen Time Policy

- **Have comprehensive screen time policies**
  - Written policies help everyone to have a clear and shared understanding of how your program supports reducing screen time
  - Be sure to regularly communicate policies for screen time to families along with all other program policies.

# Screen Time Policy

- **To be comprehensive, policies should include these best practices:**
  - Don't allow any screen time for children less than two years.
  - Limit total screen time in ECE for children two years and older to <u>no more than 30 minutes per week for educational or physical activity purposes only.</u>
  - Screen time should not be utilized during meal or snack time.
  - Ensure that any screen media used is free of advertising and brand placement.
  - Educate families on how to reduce screen time or teach media literacy education two times per year or more.

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# Sample Screen Time Program Policy

Here are some examples of electronic devices policies from Louisiana centers:

**EXAMPLE 1:**

It is the intent of the [CENTER NAME] to provide your child with many opportunities to investigate the world around them with concrete, hands-on learning activities while in school.

Screen time is any time spent in front of a screen, including a TV, computer, video game player or tablet.

We feel that age-appropriate screen time should be limited to no more than 15 minutes at a time at school for children age three and older.

Our children under the age of three will not have access to screen time.

Television programs may be offered no more than once a month for a maximum of an hour at a time. Movies will be occasionally allowed for 3 and 4-year-old preschool classes. All movies will be G-rated. Children will always be given other options and not forced to watch movies.

All screen time opportunities provided to preschool classes will be age-appropriate, commercial-free, and educational. When screen time opportunities are offered, the teacher will talk with children about what they are seeing and learning.

We feel young children learn best with hands-on activities using all their senses throughout the day.

**EXAMPLE 2:**

Electronic devices are prohibited for children under age 2 and older children are limited to 2 hours per day.

**EXAMPLE 3:**

The use of media, such as television, films and videotapes, computers and handheld electronic devices is limited to developmentally appropriate programming. Media are used to supplement curriculum or as a special event rather than as part of the regular daily routine.

- No child should be required to view the program – provide other options or activities for those not interested.
- Staff should discuss what is or was viewed with children both before and after view to develop critical thinking and viewing skills.
- Staff should provide appropriate "hands on" learning experiences for the purpose of embedding the concepts of the media in other developmentally appropriate ways.
- Electronic device activities are prohibited for children under age 2.
- Supervisors will ensure appropriate time limits for viewing and that viewing material is a part of the overall lesson. Individual or combined use of electronic devices should not exceed one hour per day for any child.

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There are guides and resources for developing appropriate screen time policies from several state and national organizations. One example is the "Louisiana Screen Time Regulations Toolkit for Early Childhood Education Centers" http://wellaheadla.com/Portals/0/Louisiana%20Screen%20Time%20Regulations%20Toolkit.pdf?ver=2016-10-21-110505-057

Part D:
Continuing the
Process of
Change

## Action Plan Worksheet

**Start Date:** January
**ECE Program Name:** ABC Child Care Center
**Goal:** Limit screen time in our program and adopt a new screen time policy.

| Child | Family | Program Staff | Program Environment | Program Policies |
|---|---|---|---|---|
| Children under 2 years receive no screen time in the classrooms (Ongoing beginning January, Teachers).<br><br>Children ages 2 years and older are limited to no more than 30 minutes per week in the classroom (Ongoing beginning January, Teachers).<br><br>Screen time is used for educational or physical activity purposes only in the classroom (Ongoing beginning February, Teachers).<br><br>Screen time is interactive and playful, supports creativity, exploration, pretend play, active and outdoor activities (Ongoing beginning February, Teachers). | Provide tip sheets to families regarding screen time (February, Program Director, Staff, Teachers).<br><br>Create informational bulletin board with tips, suggestions, pictures of alternative activities for children other than screen time (February, Program Director, Staff, Teachers).<br><br>Plan a "free screen night" parent/caregiver activity (March, Program Director, Staff, Teachers).<br><br>Provide updated parent handbook to parents with new screen time policy (March, Program Director, Staff, Teachers). | Attend staff meeting to learn about screen time best practices (January, Program Staff & Teachers).<br><br>Begin using monthly screen time log to keep track of screen time in each classroom (February, Teachers)<br><br>Interactive screen time will be planned ahead. Teachers will set learning goals, preview material, and help children to make connections to learning (February, Teachers) | Remove and store televisions in classrooms out of sight of the children (January, Teachers, Program Staff).<br><br>Include cameras, phones, radios, etc. in exploratory centers for children to explore, learn, and enhance fine motor skills (January – February, Teachers). | Research screen time best practices and prepare for staff meeting (January, Program Director).<br><br>Conduct staff training on screen time best practices (January, Program Director).<br><br>Develop a monthly screen time log to keep track of screen time for each classroom (February, Program Director)<br><br>Research screen time policies for ECE programs (February – March, Program Director).<br><br>Write screen time policy for the program and include the updates in staff and parent handbooks (March, Program Director). |

**Note:** Have participants turn to the sample Action Plan in the Participant Handbook. Participants will have now fully completed their action plans, but this is an example of a Screen Time Policy Action Plan.

Remember: This is just an example policy. Goals from Action Planning could be around any of the areas introduced in LS1 including:
- •Healthy eating and beverages;
- •Physical activity;
- •Screen time; and/or
- •Breastfeeding support.

## Action Plan Worksheet

**Start Date:** January

**ECE Program Name:** ABC Child Care Center

**Goal:** Limit screen time in our program and adopt a new screen time policy.

| Child | Family | Program Staff | Program Environment | Program Policies |
|---|---|---|---|---|
| Children under 2 years receive no screen time in the classrooms (Ongoing beginning January, Teachers). Children ages 2 years and older are limited to no more than 30 minutes per week in the classroom (Ongoing beginning January, Teachers). Screen time is used for educational or physical activity purposes only in the classroom (Ongoing beginning February, Teachers). Screen time is interactive and playful, supports creativity, exploration, pretend play, active and outdoor activities (Ongoing beginning February, Teachers). | Provide tip sheets to families regarding screen time (February, Program Director, Staff, Teachers). Create informational bulletin board with tips, suggestions, pictures of alternative activities for children other than screen time (February, Program Director, Staff, Teachers). Plan a "free screen night" parent/caregiver activity (March, Program Director, Staff, Teachers). Provide updated parent handbook to parents with new screen time policy (March, Program Director, Staff, Teachers). | Attend staff meeting to learn about screen time best practices (January, Program Staff & Teachers). Begin using monthly screen time log to keep track of screen time in each classroom (February, Teachers) Interactive screen time will be planned ahead. Teachers will set learning goals, preview material, and help children to make connections to learning (February, Teachers) | Remove and store televisions in classrooms out of sight of the children (January, Teachers, Program Staff). Include cameras, phones, radios, etc. in exploratory centers for children to explore, learn, and enhance fine motor skills (January – February, Teachers). | Research screen time best practices and prepare for staff meeting (January, Program Director). Conduct staff training on screen time best practices (January, Program Director). Develop a monthly screen time log to keep track of screen time for each classroom (February, Program Director) Research screen time policies for ECE programs (February – March, Program Director). Write screen time policy for the program and include the updates in staff and parent handbooks (March, Program Director). |

Review the programs' completed Action Plans. Have them identify what items have been completed and those that they are still working on. Explain that continuing the change process takes time. Use the following questions to facilitate the discussion:

•Did the participants learn something from completing the Action Plan?

•What were some of the challenges the participants faced while completing the Action Plan?

•Were there any action steps that they were not able to complete? Which ones and why?

•Were all individuals who were responsible for each task complete it?

## Action Plan Worksheet

**Start Date:** January

**ECE Program Name:** ABC Child Care Center

**Goal:** Limit screen time in our program and adopt a new screen time policy.

| Child | Family | Program Staff | Program Environment | Program Policies |
|---|---|---|---|---|
| Children under 2 years receive no screen time in the classrooms (Ongoing beginning January, Teachers).<br><br>Children ages 2 years and older are limited to no more than 30 minutes per week in the classroom (Ongoing beginning January, Teachers).<br><br>Screen time is used for educational or physical activity purposes only in the classroom (Ongoing beginning February, Teachers).<br><br>Screen time is interactive and playful, supports creativity, exploration, pretend play, active and outdoor activities (Ongoing beginning February, Teachers). | Provide tip sheets to families regarding screen time (February, Program Director, Staff, Teachers).<br><br>Create informational bulletin board with tips, suggestions, pictures of alternative activities for children other than screen time (February, Program Director, Staff, Teachers).<br><br>Plan a "free screen night" parent/caregiver activity (March, Program Director, Staff, Teachers).<br><br>Provide updated parent handbook to parents with new screen time policy (March, Program Director, Staff, Teachers). | Attend staff meeting to learn about screen time best practices (January, Program Staff & Teachers).<br><br>Begin using monthly screen time log to keep track of screen time in each classroom (February, Teachers)<br><br>Interactive screen time will be planned ahead. Teachers will set learning goals, preview material, and help children to make connections to learning (February, Teachers) | Remove and store televisions in classrooms out of sight of the children (January, Teachers, Program Staff).<br><br>Include cameras, phones, radios, etc. in exploratory centers for children to explore, learn, and enhance fine motor skills (January – February, Teachers). | Research screen time best practices and prepare for staff meeting (January, Program Director).<br><br>Conduct staff training on screen time best practices (January, Program Director).<br><br>Develop a monthly screen time log to keep track of screen time for each classroom (February, Program Director)<br><br>Research screen time policies for ECE programs (February – March, Program Director).<br><br>Write screen time policy for the program and include the updates in staff and parent handbooks (March, Program Director). |

**Note:** Divide the participants up into two groups with their assigned trainer. Use this as an opportunity to provide the programs with a blank *Action Plan Worksheet* and have them complete the first three columns. Explain that this is an opportunity to set another goal based on the 5 improvement areas identified in Learning Session 1. If all improvement areas have been completed, use the post Go NAP SACC results to develop a long-term plan. Participants should be setting goals after the project is over. It may be a good idea to have additional blank copies of the *Action Plan Worksheet* available to those participants who would like to create a plan for multiple goals. This will allow those programs to continue to use this as a guide to continue to make healthy changes in their program.
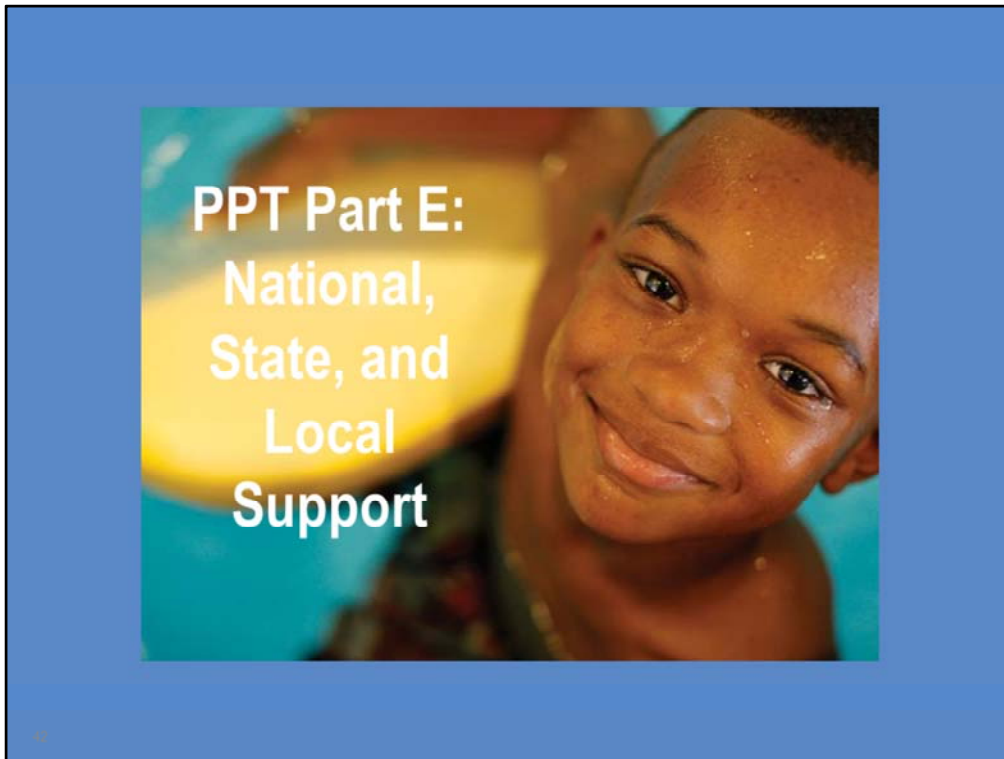
**If possible, invite "National, State, and Local Support" segment presenters to attend the storyboard presentations to make a direct connection with the organization or initiative and the ECE program's role. Feel free to add slides for local agencies that are relevant to your state.**

Use this segment to invite guests from various organizations to speak to participants about ways the organization can support ECE programs to meet their Action Plan goals. Some organizations/programs include the:
- Cooperative Extension Service;
    - Supplemental Nutrition Assistance Program-Education (SNAP-Ed)
    - Expanded Food and Nutrition Education Program (EFNEP)
- Local health department or hospital initiatives (i.e. BreastFeeding Friendly Hospitals);
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC);
- Child and Adult Care Food Program (CACFP);
- Head Start Health Specialists (i.e. nurse and/or registered dietitian);
- Child Care Health Consultants;
- YMCA or other health facilities;
- Farm to Preschool;
- Quality Rating and Improvement System (QRIS); and
- Licensing.

**Note:** Distribute a list of local contacts for organization or program mentioned above. Include the contact's name, title, phone number, and email address.

**If presenters are unavailable, use the following slides to introduce each organization/program. Please include contact information for the local agency or representative for each organization.**

**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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**Note:** Please include your local agency or representative's contact information.

The Cooperative Extension Service (CES) is an informal educational opportunity where "Extension Agents" go into the community to educate residents on evidence-based research surrounding several topic areas. CES houses the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) as well as the Expanded Food and Nutrition Education Program (EFNEP).

The SNAP-Ed connection is an online tool that provides information, training and additional resources that supports and promotes healthy eating. Additionally, the site offers lesson plans, curriculums, and professional development trainings.

**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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**Note:** Please include your local agency or representative's contact information.

The Expanded Food and Nutrition Education Program offers programs targeted towards specific audiences:
- Adult EFNEP: this program assists adults in learning to make nutritious food choices, buying and selecting appropriate foods, and learning skills in food production, preparation, storage, safety and sanitation.
- Youth EFNEP: this program provides nutrition enrichment in various settings, with lessons on food safety, food preparation, nutrition, and physical activity.
- Program Delivery: this program provides on the job training to those in the program.

**Women, Infants, and Children (WIC)**

**What is it?**

- Program that provides nutritious foods, education and counseling, 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

**Note:** Please include your local agency or representative's contact information.

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) program is designed to provide services to low-income and nutritionally at risk participants. These services include providing nutritious foods, nutrition education and counseling, and screening and referrals to eligible participants.

Target Population:
- Pregnant women are provided services during their pregnancy and up to six weeks after they have given birth;
- Breastfeeding women are provided services up until the infants first birthday;
- Non-breastfeeding, post-partum women are provided services up to six months after birth;
- Infants are provided services up until their first birthday; and
- Children are provided services up until their fifth birthday.

Participants eligibility is based on residential, income, and nutritional risk requirements.
- Residential: indicate that the participant must live in the state in which they are applying for services;
- Income: participants must have income at or below an income level standard established by the local state agency; and
- Nutritional Risk: participants must be seen by a health professional who indicated that the individual is nutritionally at risk.

**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

**Note:** Please include your local agency or representative's contact information.

CACFP is a federally-funded program administered by every State. It provides nutritious meals and snacks for low-income children through ECE settings.

The federal government provides guidelines to determine income eligibility for CACFP participation based on poverty level.

All meals and snacks must meet the meal pattern requirements for children. There are also meal patterns specific to infants. Expressed breast milk is reimbursable IF fed to the infant by a child care provider.

In addition to the CACFP guidelines, some state's have provided their own supplemental or suggested additional standards. To ensure you're complying with state regulations, visit the CACFP State agency's website.

**Note:** Explain that even if participants' programs do not participate, it is best practice to at least align meal patterns and serving sizes with CACFP guidelines.

The "Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program," distributed in Learning Session 2, contains recommendations to improve program meals served in the ECE program as well as physical activities that can be incorporated.

## 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

**Note:** Please include your local agency or representative's contact information.

QRIS is used in all states to help increase quality early care and education (ECE) programs. The standards are used to enhance the development and provide support to ECE programs. Many states offer assistance to those programs enrolled in QRIS.

**Note:** Please include your local agency or representative's contact information. Add in a slide about your local CCR&R.

Child Care Aware of America is the National agency of Child Care Resource and Referral. This agency provides useful tools and resources for providers, parents and families. Child Care Aware helps families learn about quality child care programs and how to locate them.

Additionally, it works to improve early learning by:
1) Promoting national policies;
2) Collecting, analyzing and reporting current child care research; and
3) Providing information about parenting and child care to families.

CCR&R's are available on both state and local levels.

**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

**Note:** Please include your local agency or representative's contact information. Distribute copies of the state's licensing regulations to promote discussion among the participants as to which, if any, regulations support health and nutrition, physical activity, and breastfeeding support. Encourage participants to share their regulations with their parents and program staff.

**Note:** Please include your local agency or representative's contact information.

Early intervention services are provided for infants and toddlers with developmental delays or disabilities. These services are typically housed in the Department of Education and focus on helping eligible babies and toddlers learn basic developmental skills. Some local agencies may also provide additional services to support family members. These services assist them in understanding the special needs of their child that are being addressed.

Examples of early intervention services are:
• Assistive technology;
• Audiology or hearing services;
• Medical services;
• Speech services;
• Nutrition services;
• Physical therapy; and
• Psychological services.

Part F:
Professional
Development
Activity

Have the guest speaker from this morning conduct an activity with the participants or have two guest speakers for this Learning Session – one for the "National, State, and Local Support" segment and the other to conduct an activity for the "Professional Development Activity" segment.

Example: Invite Master Gardeners from the Cooperative Extension Service to present on the services they offer in the community and have them conduct an activity on how to start a container garden.
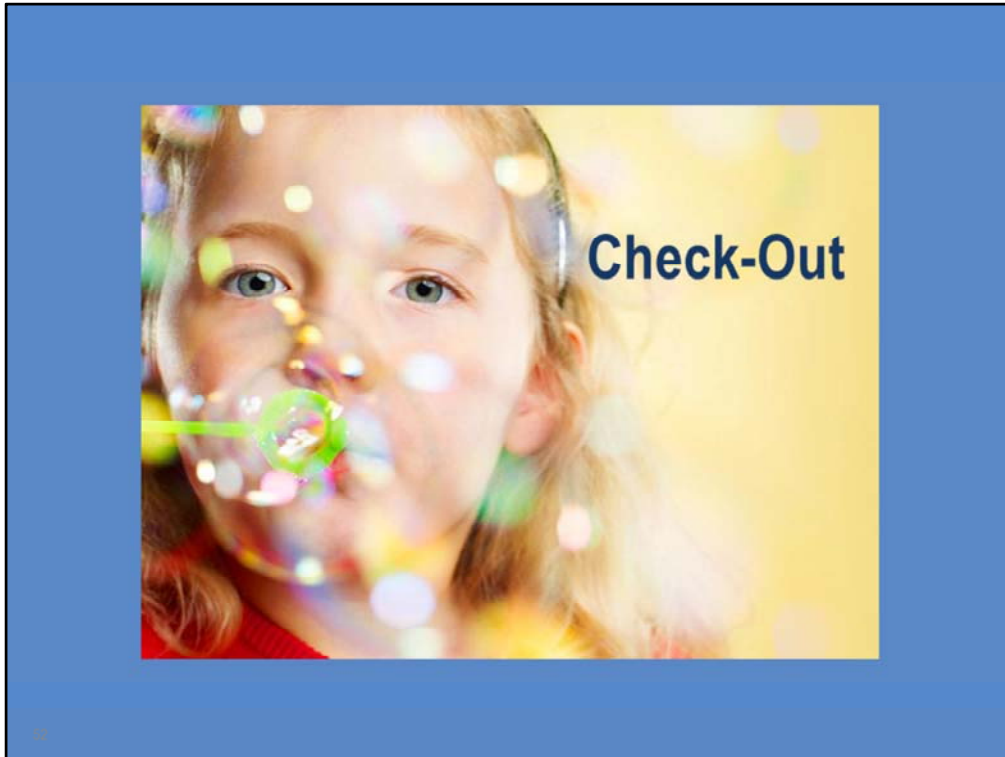
**Note:** Distribute the National Early Care and Education Learning Collaboratives completion certificates.

Use this time as an opportunity to reflect with the participants on today's Learning Session and the project as a whole. Congratulate participants on their dedication to making healthy changes within their programs and encourage them to continue to set goals for themselves and the program.

**Insert your contact information.**