

Go NAP SACC

Self-Assessment Instrument

		Date:	_
our Nam	e:		_
Child Care	Program Name:		_
	Infant & Child Physical Activ	ity	



Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about physical activity.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

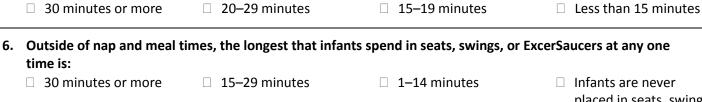
- ✓ Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

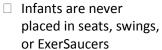
Understanding your results:

✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ti	me Provided			
1.	Less than 60 minutes (Half-day: Less than 30 minutes)* For Go NAP SACC, p	minutes) reschool children are children	☐ 90–119 minutes (Half-day: 45–59 minutes) ages 2-5 years.	cal activity† each day is: 120 minutes or more (Half-day: 60 minutes or more) eathing above what it would be
		or resting. Examples include v		_
2.	Less than 60 minutes (Half-day: Less than 15 minutes)	ded to toddlers* for indoor at 60–74 minutes (Half-day: 15–29 minutes)	☐ 75–89 minutes (Half-day: 30–44 minutes)	each day is: 90 minutes or more (Half-day: 45 minutes or more)
3.	 1 time per day or less (Half-day: 3 times per week or less) * Tummy time is supe tummy time should infants who are not build up to 5-10 min 	y time* to non-crawling infar 2 times per day (Half-day: 4 times per week) rvised time when an infant is a last as long as possible to help used to it or do not enjoy it, enutes over time.	☐ 3 times per day (Half-day: 1 time per day) awake and alert, lying on her infants learn to enjoy it and ach period of tummy time ca	build their strength. For
4.	 Less than 30 minutes (Half-day: Less than 10 minutes) * Adult-led activities a music and moveme 	minutes) and lessons can be led by teacl	☐ 45–59 minutes (Half-day: 20–29 minutes) ners or outside presenters. E s, physically active games, ar	 60 minutes or more (Half-day: 30 minutes or more) xamples include dancing, and tumbling. The total amount
5.	Outside of nap and meal	times, the longest that presch	ool children and toddlers ar	e expected to remain seated







at any one time is:

Indoor Play Environment

 7. Our program offers the following in the indoor play space: See list and mark response below. Space for all activities, including jumping, running, and rolling Separate play areas for each age group Areas that allow play for individuals, pairs, small groups, and large groups Full access for children with special needs 				
	□ None	☐ 1 feature	☐ 2 features	☐ 3−4 features
3.	 Our program has the following portable play equipment* available and in good condition for children to use indoors: See list and mark response below. Jumping toys: jump ropes, jumping balls Push-pull toys: big dump trucks, corn poppers, push and ride cars Twirling toys: ribbons, scarves, batons, hula hoops, parachute Throwing, catching, and striking toys: balls, pom poms, bean bags, noodles, rackets Balance toys: balance beams, plastic "river stones" Crawling or tumbling equipment: mats, portable tunnels 			
	gross motor skills tunnels, mats, an	. This does not include equip	ment fixed into the floor or	□ 5–6 types push, pull, etc. to help them build the walls, but does include fabric witch out. Portable play equipment
9.	Rarely or never* Indoor free play t	e play equipment to prescho Sometimes ime includes free choice action, or other space that allow	□ Often vities during center time. It o	ring indoor free play time:* At least a few items are always available to encourage physical activity can also include activities in a gym,
		·	·	
LU.	indoor activities:	mentally appropriate portar	bie play equipment to intan	ts during tummy time and other
	☐ Rarely or never	☐ Sometimes	□ Often	☐ Always
	* Portable play equ	iipment for infants includes b	palls, soft blocks, and rattles.	
l1.	Our program's collection Few or no materials	on of posters, books, and oth Some materials wit limited variety	•	rials A large variety of materials with items, added or rotated seasonally



reaction ractices			
12. To manage challenging behaviors, teachers take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes:			
□ Always	□ Often	□ Sometimes	□ Never
13. Teachers take the following	g role during preschool childre	en's physically active playtime	e:
☐ They supervise only	☐ They supervise and verbally encourage physical activity	☐ They supervise, verbally encourage, and sometimes join in to increase children's physical activity	☐ They supervise, verbally encourage, and often join in to increase children's physical activity
14. During tummy time and otl ☐ Rarely or never	ner activities, teachers interac	ct with infants to help them b Often	uild motor skills:* Always
	cal abilities and muscle contro and turning the head, rolling c		. —
15. Teachers incorporate physi	cal activity into classroom rou	itings transitions and plann	ad activities:*
☐ Rarely or never	☐ Sometimes	Often	☐ Each time they see an opportunity
	g routines, transitions, and pla ile children wait in line or tran		
Education & Professiona	l Development		
16. Preschool children and tod ☐ Rarely or never	dlers participate in planned le	essons focused on building gro 2-3 times per month	oss motor skills:* 1 time per week or more
 Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills. 			
17. Teachers talk with children	informally about the importa	ance of physical activity:	
☐ Rarely or never	☐ Sometimes	☐ Often	Each time they see an opportunity
18. Teachers and staff receive professional development* on children's physical activity:			
□ Never	Less than 1 time per year	☐ 1 time per year	2 times per year or more
playground safety. Pr	orofessional development on o ofessional development can in		ne training for contact



Teacher Practices

19.	Professional development for current staff on children's physical activity has included the following topics: See list and mark response below. Recommended amounts of daily physical activity for young children Encouraging children's physical activity Limiting long periods of seated time for children Children's motor skill development Communicating with families about encouraging children's physical activity Our program's policies on physical activity			
	□ None	☐ 1−2 topics	☐ 3–4 topics	☐ 5−6 topics
20.	□ Never	cation* on children's physical Less than 1 time per year	☐ 1 time per year	☐ 2 times per year or more
	 Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards. 			
21.	 1. Education for families on children's physical activity includes the following topics: See list and mark response below. Recommended amounts of daily physical activity for young children Encouraging children's physical activity Limiting long periods of seated time for children Children's motor skill development Our program's policies on physical activity 			
	□ None	☐ 1 topic	☐ 2−3 topics	☐ 4−5 topics
Ро	licy			
22.	 22. Our written policy* on physical activity includes the following topics: See list and mark response below. Amount of time provided each day for indoor and outdoor physical activity Limiting long periods of seated time for children Shoes and clothes that allow children and teachers to actively participate in physical activity Teacher practices that encourage physical activity Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors Planned and informal physical activity education Professional development on children's physical activity Education for families on children's physical activity 			
	 No written policy or policy does not include these topics 	☐ 1−3 topics	☐ 4−6 topics	☐ 7—8 topics
	 A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents. 			

