

Healthy Kids, Healthy Future

PALS

Physical Activity Learning Session



Implementation Guide

JULY 2023

Physical Activity Learning Sessions (PALS) Implementation Guide

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- **Nemours Children's Health:** Roshelle Payes, Brianna Holmes, Alex Hyman, Rebekah Duchette, Georgia Thompson, Jessie Phillips, Chidinma Nwankwo, and Trevor Lee
- **Subject Matter Experts:** Dr. Diane Craft and Katherine Falen



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Glossary

Action Plan	A document used to identify steps needed to complete a goal.
Action Step	Action steps are the specific activities carried out to meet a goal.
Active Play	A means of promoting physical activity in young children
Best Practice	A standard or set of guidelines that is known to produce good outcomes if followed
Caring for Our Children, National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs (CFOC)	A collection of national standards that represent the best practices, based on evidence, expertise, and experience for quality health and safety policies and practices for today's early care and education settings.
Child and Adult Care Food Program (CACFP)	A federally funded program administered by states for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children in early care and education settings.
Child Care Licensing & Regulations	A set of minimum requirements to ensure early care and education programs are monitored for compliance.
Child Care Recognition Program	A program that identifies and acknowledges communities and/or early care and education settings that voluntarily meet specific standards or criteria.
Early Care and Education (ECE)	A field, sector or industry that includes nurturing care and learning experiences for children from birth through age 5.
Early Care and Education Program (ECE Program)	A defined place or setting with staff, curriculum or an approach to caring and teaching children from infants to eight years of age. ECE programs may be large or small, center-based or in family child care homes.
Early Childhood	A developmental period of time, typically birth to age 8.
Early Learning Standards	Desired results, outcomes, or learning expectations for children below kindergarten age.
Goal	A measurable end result or outcome.
Healthy Kids Healthy Future Physical Activity Learning Session (PALS) Project	Project funded by the Centers for Disease Control and Prevention and managed by Nemours Children's Health to support ECE programs to improve their physical activity practices and policies.
Moderate to Vigorous Physical Activity (MVPA)	A description of the intensity of physical activity. During MVPA heart rate and breathing rate increases.
Physical Activity Learning Session (PALS)	PALS is a set of training materials to help ECE providers promote and support physical activity for infants and young children. PALS teaches physical activity best practices along with program-level self-assessments and policy development opportunities.
PALS Senior Trainer	Individual responsible for onboarding new trainers to the PALS curriculum for a state or agency.

Physical Activity	Movement that increases heart and breathing rates above sedentary rates.
Physical Literacy	The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. ¹
Preschooler	A child between the ages of 3-5 years.
Provider	A person responsible for the primary care and education of children ages birth to five.
Nemours Wellness Workbook	A self-assessment tool to understand strengths and areas of improvement related to nutrition and physical activity in ECE settings.
Quality Rating and Improvement System (QRIS)	A systemic approach to assess, improve, and communicate the level of quality in early childhood and school-age.
Self-assessment	A means to evaluate and assess strengths and areas of improvement.
Structured (Adult-led) Physical Activity	A physical activity planned, and led by an adult, designed to engage a group of children.
Unstructured (Child-initiated) Physical Activity	A self-selected physical activity, carried out by a child, including free play.



¹ Aspen Institute Sports & Society Program. PHYSICAL LITERACY IN THE UNITED STATES A MODEL, STRATEGIC PLAN, AND CALL TO ACTION.; 2015. https://www.shapeamerica.org/Common/Uploaded%20files/uploads/pdfs/PhysicalLiteracy_AspenInstitute-FINAL.pdf

PALS aims to fill a gap in low-cost training on physical activity for child care providers. Staff from the CDC and Nemours Children's Health, along with subject matter experts, developed the initial framework and training materials. In 2019, PALS was tested in three states and then revised based on participant feedback. In response to the COVID-19 pandemic, PALS project staff updated the materials for virtual delivery in 2020. More recently in 2022, Nemours Children's collaborated with an expert in language accessibility to apply more plain language throughout PALS. That latest edition of PALS is also available in Spanish.

Since 2019, PALS has spread through a Train-the-Trainer (TtT) model. PALS project staff from Nemours Children's help state agencies and organization to prepare to launch PALS in their location and recruit trainers from multiple agencies. Nemours staff then provide the TtT. Once trained in PALS, these individuals can begin offering PALS to ECE professionals in their locations. PALS is currently active in 20 states and within multiple agencies. From 2019 – 2023, over 700 trainers completed the PALS Train-the-Trainer, and this number continues to grow. Since 2021, Nemours has hosted quarterly peer networking calls for PALS trainers.

Contact information for state leaders supporting PALS in the highlighted state is available at <https://healthykidshealthyfuture.org/trainers/pals>

With PALS approaching the end of its fifth year, Nemours Children's created this Implementation Guide to support the continued growth of PALS. The goals of this document are to:

- 1) Help program managers and leaders bring PALS to their state or community. This document includes guidance, checklists and links to resources to assist state agencies, organizations or individuals to successfully plan and deliver PALS trainings to child care providers in their location.
- 2) Support new trainers in current PALS states. As states and organizations experience turnover in staff previously trained in PALS, the Implementation Guide offers guidance and considerations for orienting new trainers in PALS.

What is PALS?

PALS is a set of free training materials to help ECE providers promote and support physical activity for infants and young children. PALS teaches physical activity best practices along with program-level self-assessments and policy development opportunities. The trainings also include resources and materials to support practice change in ECE programs, leading to healthier, more active children. More information on PALS and the PALS materials are available at <https://healthykidshealthyfuture.org/trainers/pals>.

The PALS content is based on:

- [*Physical Activity Guidelines for Americans \(2nd Edition\)*](#)
- [*Preventing Childhood Obesity in Early Care and Education Programs \(2nd Edition\)*](#)
- Selected standards from [*Caring for Our Children \(4th Edition\)*](#)

Why is PALS powerful?

PALS brings together ECE providers to make lasting changes in their programs to increase and improve physical activity for young children. The training is powerful because it:

- Brings together a community of learners
- Creates a network of shared ideas and mutual support
- Connects participants to high-quality resources
- Promotes lasting change by partnering with ECE providers and families to support children's health, development, and well-being

What is the goal of PALS?

The goal of PALS is to improve ECE programs by introducing changes that:

- Support the implementation of best practices for physical activity into program practices and policies
- Increase daily physical activity in both indoors and outdoors
- Empower ECE providers in action planning, quality improvement and ongoing assessment
- Engage families as partners to support children to learn healthy habits and reach their full potential

About PALS

The PALS curriculum was envisioned as a tool for state leaders from Departments of Health or Early Childhood Health Stakeholder groups to address the need for physical activity training. However, several organizations such as Child Care Resource and Referral agencies and Department of Education PreK training agencies have implemented PALS for their audiences independent of any statewide efforts.



How to launch PALS in your state, community or organizations

About the PALS Implementation Guide

The PALS Implementation Guide enables leaders to bring the PALS trainings to their state, community, or agency and contains guidance for current PALS states to onboard new trainers.

Successful implementation of PALS involves collaborating with partner agencies in your state or community, understanding training and technical assistance networks and professional development system and leaders or trainers with the capacity to onboard trainers.

Before you decide if PALS will meet the physical activity training needs for ECE providers in your location, please review the following materials on the [PALS website](#):

- [PALS one-pager](#)
- PALS Facilitator Guide
A document containing the training session presentations, suggested speaker notes, participant handouts, and trainer resources.
- The PALS logic model, [Attachment A](#)

Collaborating with ECE and Community Stakeholders

Communication between stakeholders can help state leaders identify training and technical assistance (T/TA) agencies, become aware of how PALS and physical activity efforts align with existing work, and support awareness across ECE systems.

If you are interested in launching PALS in your location, introduce the model and training approach at an existing workgroup, stakeholder or coalition meeting. You may also organize a meeting specifically to discuss the planning of PALS. Determine which organizations could help to recruit trainers, obtain approval for clock hours in PD systems, resources, and make connections with other efforts to promote physical activity. Collaborating across sectors and organizations can help expand the reach of PALS assist and with ECE program recruitment. Partners may also provide complementary resources or linkages to other initiatives.

PALS will be more successful by building strong partners across ECE and public health agencies. You should also consider connecting with community stakeholders such as Parks and Recreation Departments, YMCA/ YWCA and SNAP-Ed who may also be working to improve physical activity for young children and families in your location. Table 1 contains suggested stakeholders to support the launch of PALS in your location.



Table 1- Suggested PALS Stakeholders

Child Health
Early Intervention Programs
Child Care Health Consultation Networks
Organizations working on child obesity prevention
State and local health departments, Tribal Health agencies and leaders
Early Childhood Mental Health Programs
Local Chapters of American Academy of Pediatrics
Early Care and Education
Child Care Resource and Referral Agencies (CCR&R)
Head Start and Early Head Start Grantees
Department of Education, DOE Pre-K, Local School Systems
Licensing and Regulatory agencies
Quality Rating and Improvement Systems (QRIS) and Quality Improvement Systems (QIS)
Subsidy agencies
State or Community Recognition Programs
CACFP and Sponsor Organizations
State AEYC chapters and FCCH groups
Organizations serving communities and families
YMCA/YWCA
Community Action Agencies
United Way
Child Foundations
State and Community Parks and Recreations Departments

Engaging Training and Technical Assistance Networks

Child care providers receive professional development differently across states. Before introducing PALS to your location, it is important to understand how training and technical assistance (T/TA) is provided to different types of ECE professionals. Table 2 can help you collect critical information on T/TA networks. The first column includes typical training agencies, but you can also add organizations specific to your state or community. To complete the table, connect with the person responsible for professional development at each agency to learn more about their work and if they currently provide T/TA in support of gross motor development and physical activity.

Table 2- Training and Technical Assistance Networks

TT/TA Agency	T/TA Focal areas	Geographic Reach	Target recipients of T/TA	# T/TA Providers
<i>Example: CCR & R</i>	<i>Environmental Rating Scales and Screening Tools (ASQ and Brigance)</i>	<i>Full coverage across state</i>	<i>Licensed Centers and Homes, agency does not serve Dept. of Ed. Pre-K, Head Start, or unlicensed programs</i>	<i>25</i>
Child Care Resource & Referral (CCR & R)				
Head Start				
Local Health Dept				
CCHC				
ECE Recognition Program				
Cooperative Ext./SNAP-ED				
Licensing or Regulatory Agency				
CACFP & Sponsor Organizations				
QRIS				
Infant Toddler Network				
Additional Agency: _____				
Additional Agency: _____				

Developing an Incentive Approach for Trainers and ECE Programs

Depending on your training networks and state regulations, incentives for trainers may be a way to encourage delivery of PALS trainings. Incentives can also influence providers to participate in PALS trainings. Incentives may include monetary resources, classroom materials or training hours/continuing education units (CEUs). Depending on how you are funding PALS in your location, you may be able to budget for these types of incentives. Be sure to understand your organization's and/or partner's policies and rules for issuing incentives since what is allowed varies by agency or organization.

The table below describes different types of incentives you may consider for PALS trainings. These incentives will depend on your resources and what are permissible incentives in your location and funding.

Table 3-Trainer and Program Incentives

Incentive	Considerations
Trainer Incentives	<ul style="list-style-type: none"> PALS trainer kits enhance delivery of the sessions. Attachment F lists the contents of the PALS Trainer Kits. You can purchase this kit or create your own kits with the suggested products and materials.
Training hours/CEUs	<ul style="list-style-type: none"> Providers expect training hours when they attend professional development sessions. Trainings (and in some states the trainers) must be approved by the state ECE regulatory systems, professional development registry systems or connected to a CEU issuing entity. Be sure to understand how long training approvals may take in your location before offering training hours/CEUs to your participants. Attendance must be tracked carefully.
Provider Incentives & Classroom Materials	<ul style="list-style-type: none"> Door prizes for participants can help trainers recruit providers to attend sessions. Provider incentives may include children's books that encourage physical activity materials for indoor and outdoor activity stations and portable play equipment that encourages physical activity. Carefully review all materials to ensure they are developmentally appropriate, accessible, and reflect the communities and cultures of the participating ECE programs. It is easier to give all participants the same materials. Another option is to provide a list of options and allow participants to choose the items that best meet their classroom needs or align with their action plans.
Monetary Incentives	<ul style="list-style-type: none"> Review and understand your organization or agency's policies for issuing monetary incentives and what formats are acceptable (e.g. gift cards, checks). Make sure to collect the appropriate paperwork from the recipients for tax purposes. Decide if the incentive is for the program or for the individual attending PALS. Consider gift cards from early childhood companies (e.g. Kaplan, Discount School Supply, and Lakeshore Learning) to guarantee that the materials purchased are appropriate for ECE settings. Local businesses may also assist by creating a specific shopping list for participants. Online promo codes can be a good choice for virtual Learning Session.

Professional Development Hours

Each state has its own professional development requirements for ECE program staff. Review state child care licensure or administrative regulations to learn the specific requirements for your location. These documents may use different terms to describe “professional development” including clock hours, training hours or continuing education units (CEUs). Research the professional development requirements in your state, including:

- The number of hours required per academic, calendar, or fiscal year.
- The categorization of hours—many states require a specific number of hours in different categories, such as child development, health, and safety.
- Which program staff are required to complete hours and how many hours are required? There are often different requirements for program directors, teachers, teacher assistants and other program staff.
- Who can provide professional development hours? Some states require trainer certification or prior approval of workshops to provide hours.
- What paperwork or processes are required to award hours? This may include submission of certificates, sign-in sheets, documentation of core competency hours and data entry into an online professional development registry.

After you have a general understanding of the requirements in your state, connect with the professional development agency in your state for questions and more information to determine the steps to get PALS sessions approved for professional development hours.

The PALS training plan, [Attachment B](#), contains details needed for approval of professional development hours including session titles, objectives, CDA competency areas² and descriptions. Other information that may be required includes:

- Contact Person: Name, Email and Phone
- Type of training: In-Person or Virtual
- Training Level: See the definition provided by your state. These typically range from basic to advanced and may use numeric (1-5) or letter assignments (a-e). PALS sessions 1 and 5 might be considered a mid-level as they entail self-assessment and action planning. PALS sessions 2, 3, and 4 are a basic level.
- Language of course and materials
- State Core Competencies addressed (also referred to as Early Childhood Educator Competencies)
- Presentation materials, participant handouts, and pre/post participants surveys (See [Attachment H](#))

Continuing Education Credits (CEUs)

CEUs are awarded by accredited agencies and institutions of education including colleges and universities. If your state requires CEUs for professional development hours, connect with an institution to determine their process. More information on CEUs can be found at [International Accreditors for Continuing Education and Training](#).

² The CDA (Child Development Associate) is a certification issued by the Council for Professional Recognition indicating that a child care provider has met professional standards across eight subject areas. When providers renew their CDA, certificates that have this information can be applied toward the required hours.



Physical Activity and State ECE Systems

One goal of the PALS project is to help state leaders embed physical activity best practices, including the high impact obesity prevention standards ([HIOPS](#)), into state systems. National experts identified 11 physical activity practices as the most likely to prevent obesity when embedded in policies and practices of ECE programs. Using the CDC's [Spectrum of Opportunity Framework](#), state leaders are encouraged to complete a PALS State Partner Integration Plan (see [Attachment E](#)). The plan focuses on the four spectrum areas with the greatest potential to integrate PALS. This includes Licensing and Administrative Regulations, Quality Rating and Improvement Systems (QRIS), Pre-Service and Professional Development Systems and Statewide Training and Technical Assistance Networks. The tool helps you to understand the current activities, past work and integration strategies. The tool can be completed and shared with ECE stakeholders to help advance physical activity efforts.

The [PALS Crosswalk](#) was developed to assist state leaders in recognizing and communicating the alignment of the PALS curriculum with national and state level standards and programs related to the promotion of physical activity in early care environments. State leaders can utilize the crosswalk to annotate how physical activity practices are reflected in state systems. Leaders can then communicate about the promotion of physical activity while meeting other national and state standards for physical development. The crosswalk lays out the alignment of PALS and the following data sources and programs

- High Impact Obesity Prevention Standards for ECE (HIOPS)
- PALS Learning Session location and content summary
- Nemours Wellness Workbook Physical Activity Policy Statements
- Go NAPSACC Infant & and Child Physical Activity (ICPA) Tool Best Practices
- Head Start Performance Standards
- Caring for our Children National Health and Safety Standards: Guidelines for Early Care and Education Programs (CFOC), Fourth Edition (2019)³
- State licensure/administrative regulations
- State QRIS/QIS indicators
- State Recognition Program
- State Early Learning Standards

A copy of the crosswalk can be downloaded at <https://public.3.basecamp.com/p/PkJFwtXUNzGmtWfMrTPe8kDR>

The Spectrum of Opportunities Framework for State-Level Obesity Prevention Efforts Targeting the Early Care and Education Setting



³ American Academy of Pediatrics, National Resource Center for Health and Safety in Child Care and Early Education, American Public Health Association. Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs. 4th ed. American Academy of Pediatrics; 2019.

PALS Materials

Currently there are two editions of PALS available for use: an open-source edition (February 2023) and an edition using Go NAPSACC (June 2022). Go NAPSACC (GNS) is a set of online tools including self-assessments developed by the University of North Carolina that is available to states who purchase an annual subscription. The edition you select depends on the self-assessment tool available in your location. Visit the [Go NAPSACC website](#) to determine if your state is a participating state. The open-source edition is available freely to all states, communities and organizations. Both editions of PALS are available to download in English and Spanish on the Healthy Kids, Healthy Future [website](#).

PALS & Self-Assessments

Self-assessments are an important part of PALS because they help program staff understand where they are already meeting best practices and in what areas they can improve physical activity practices and policies. PALS participants complete a self-assessment in the first session and use the results identify goals for their action plan. The open-source edition of PALS contains the [Nemours Wellness Workbook Physical Activity Assessment](#) questions, [Attachment C](#). The GNS edition of PALS uses the Infant and Child Physical Activity Self-Assessment. See [Attachment D](#).

Additionally, we encourage state and community organizations to incorporate any state specific tools used to assess physical activity practices. For example, in 2023, Georgia embedded the Georgia Nutrition and Physical Activity assessment (GaNPA) into the PALS materials. The GaNPA is part of Georgia's QRIS and is used in state SNAP-Ed funded programming. Aligning PALS training with established state efforts reduces confusion among ECE providers and can enhance partnerships. From 2018-2023, four states modified the PALS training materials to use their own physical activity self-assessments.

PALS Training Presentations

The PALS provider trainings consist of five learning sessions or trainings. Each learning session has a PowerPoint presentation with suggested speaker notes and participant handouts. A training plan that provides session titles, objectives, description, and other information is located in [Attachment B](#).

PALS Facilitator Guide

The PALS Facilitator Guide supports trainers to plan and deliver the PALS trainings to ECE providers. The Facilitator Guides contains overview information, presentations, suggested trainer notes, handouts, trainer resources, and additional information to support facilitation. All PALS materials can be downloaded from the Healthy Kids Healthy Future [website](#).

Customizing the PALS Curriculum

Some states adapted the self-assessment tool and PALS content to better include state-specific materials. You can customize PALS materials to include state specific information such as licensing and administrative standards on physical activity and outdoor play, physical activity indicators in the state QRIS, and to promote other physical activity efforts that affect young children and families in your location. For additional information on how to adapt PALS to meet your state context, contact PALSece@nemours.org.



PALS Senior Trainer Materials & Onboarding Trainers

Who Are PALS Senior Trainers?

PALS Senior Trainers are individuals that have gone through the live Train the Trainer (TtT) with Nemours or have invested time in understanding the curriculum. In addition to thoroughly understanding the PALS curriculum, Senior Trainers have knowledge of adult learning principles, competency with training methods and good facilitation skills. Most importantly, Senior Trainers have the skills to coach other trainers and are comfortable onboarding new trainers to PALS.

How do you onboard new trainers to PALS?

Onboarding is a process for new trainers to acquire the skills and knowledge to become effective facilitators of PALS sessions. Onboarding can be done individually or with groups of trainers. Senior trainers may onboard trainers in-person or virtually. Onboarding should cover the curriculum, training formats, provide support and guidance with scheduling trainings, outline the expectations of trainers and how ongoing communication will occur with Senior Trainer or the PALS contact at your organization.

Getting to know the PALS Curriculum

Nemours has compiled video examples of facilitation from trainers across the PALS national network. Senior trainers can utilize the videos with the onboarding checklist below. This checklist has suggested discussion prompts, additional readings, and resources. New trainers should be comfortable with the content prior to working with ECE providers.

Additional information to cover during onboarding:

Training Formats

In the materials provided, PALS is presented as five learning sessions, however trainers may choose to group content differently to meet participant needs. See [Attachment G](#) for a table of suggested format options.

Scheduling

Identify a time frame for PALS delivery, the delivery format (in-person, virtual or a combination), and a recruiting plan for sessions. Co-facilitation of sessions is one strategy to has been very successful for trainers.

Trainer Expectations

Outline the information your agency wants to receive from trainers such as training dates, participation numbers, provider or program names and technical assistance provided to programs and child care homes. Include the frequency and method of reporting.

Support for Senior Trainers

Senior Trainers and new PALS states, communities, and organizations can contact Nemours Children's for questions at PALSece@nemours.org.



Onboarding Checklist for PALS Trainers

Welcome to the PALS project! This step-by-step checklist will orient you to the PALS materials and content. Work through the checklist at your own pace. Set up a time to discuss the prompts with your PALS Senior Trainer.

As you review each PALS Session, consider:

- Content areas where you need additional knowledge to be an effective trainer.
- Unique ways you might facilitate sections of each training.
- Additional content or activities you will incorporate into sessions.
- How your personal experiences with physical activity influence your perspective on the content.
- Strategies to incorporate peer learning into each session.

Trainers from across the PALS national network have taped sections of the training. The videos can be accessed from the Implementing PALS for Your State/Community section of the Healthy Kids Healthy Future website. As you view the videos, follow along in your PALS facilitator guide.

Get Ready

	Read the PALS Facilitator Guide sections pages 3-12 including the Welcome, Part 1, and Part 2. <ul style="list-style-type: none"> • Describe your experiences facilitating physical activity training or providing technical assistance to ECE providers? • What are your strengths and areas of improvement in training facilitation?
	Review the Physical Activity Self-Assessment tool in the Handout Section. <ul style="list-style-type: none"> • What questions/indicators would you like to discuss?
	Watch the Get Ready video.

Learning Session 1

	Watch the four (4) Learning Session 1 videos, review the suggested handouts for this session, and complete the following reflective prompts. <ul style="list-style-type: none"> • Describe your interest in promoting physical activity for young children. • How will you facilitate the self-assessment portion of Learning Session 1? • Reflect on one thing that stood out for you in the Fundamental Movement Skills video. • What additional materials will you add to the curriculum?
	Review the additional resources: <ul style="list-style-type: none"> • Helping Your Child Develop Physical Literacy by Jeffrey S. Gerhis et al., 2018. • Technical Assistance Memo-Motor Development by Dr. Diane Craft located in the PALS Facilitator Guide on page 129.

Learning Session 2

	Watch the three (3) Learning Session 2 videos, review the suggested handouts for this session, and complete the following reflective prompts. <ul style="list-style-type: none"> • When thinking about time and space best practices, what challenges do you expect from participants? • What do your state child care licensing or administrative regulations say about weather? • How will you facilitate the two challenge statements? What apps might you use to facilitate the discussion? • The PALS Warm-Up Log supports providers in recalling content as they develop action plans at the end of the training. How will you facilitate using the log?
	Review these additional resources: <ul style="list-style-type: none"> • Child Care Weather Watch • U.S. Air Quality Index



Learning Session 3

Watch the four (4) Learning Session 3 videos, review the suggested handouts for this session, and complete the following reflective prompts.

- A daily schedule impacts physical activity experiences. What aspects of this portion of the training will you stress with participants?
- Do your state's child care licensing/administrative regulations address physical activity and classroom management/punishment? What is included?
- What resonates for you in the [Building Provider Confidence](#) Video?

Review this additional resource:

- Physical Activity Log handout found in the Facilitator Guide on page 117.
How will you use this tool with providers?

Learning Session 4

Watch the three (3) Learning Session 4 videos, review the suggested handouts for this session, and complete the following reflective prompts.

- How does your state promote the developmental milestones with families?
- What is your state's early intervention program? How do you connect programs and families with this agency?
- Does your state have a sample physical activity policy template you can promote in your PALS sessions?

Review these additional online resources and consider how you will share these with providers:

- Low-Cost resources: [Active for Life](#)
- ECE PA Curricula: [OPEN, We have the Moves!](#)
- Healthy Kids, Healthy Future [Children's Activities: Get Kids Moving!](#)

Learning Session 5

Watch the two (2) Learning Session 5 videos, review the suggested handouts for this session, and complete the following reflective prompts.

- Action planning supports the transfer of the training content into the child care environment.
How will you facilitate the action planning section?
- Do any state initiatives have an action plan template for provider use?
Would this tool be a good fit to use in the session?
- How will you encourage participants to celebrate the success of improving their practices and environments in support of physical activity?

Onboarding Debrief

General discussion prompts

- Are there content areas would you like additional information?
- What state or community information, resources, or tools will you incorporate?
- Is there other content or activities will you add into sessions?
- How will your individual experiences with physical activity influence your perspective and enthusiasm on the content?
- How can peer learning be incorporated into each session?



Sustaining PALS and Physical Activity Trainings

Embedding PALS in state ECE systems is one strategy to sustain PALS. See the Integration Plan ([Attachment E](#)) for more details. PALS trainers are essential to sustaining PALS and benefit from regular communications and support from leaders.

Supporting Trainers

PALS Trainer Kits

The PALS trainer kit, see [Attachment F](#), contains the materials to facilitate physical activity breaks in PALS and can be used when conducting technical assistance on physical activity. States and communities may consider purchasing kit materials for PALS trainers by agencies or organizations in your location.

PALS Networking Calls

In 2021, Nemours launched quarterly networking calls for individuals who completed the PALS Train the Trainer. These calls provide an ongoing way to connect with trainers across locations. The calls also offered:

- An opportunity to spotlight trainer successes. Trainers volunteered to share their experiences with PALS, provider responses to the trainings and supports states offered to trainers.
- Access to subject matter experts (SME). SMEs shared valuable presentations that increased trainer content knowledge of physical activity in early childhood and explored challenges such as physical activity with mixed age/ability groups and physical activity in small spaces.
- Awareness of new resources from other national partners and organizations like the Natural Learning Initiative (NLI), Better Kid Care and the National Center on Health, Physical Activity and Disability (NCHPAD).
- A forum for talking through challenges with planning, recruiting participants, and delivering sessions.

Several states, including Maine and Alabama, have organized internal networking calls for their state's trainers. This has encouraged communication between agencies and trainers of upcoming events and co-facilitation of PALS sessions.



Ongoing training & education for PALS Trainers

For sustainability and continued success, trainers benefit with access to emerging research on physical activity and best practices. Licensure staff, QRIS staff, coaches and raters can also benefit from on-going education on physical activity to help standardize expertise across organizations.

The examples below describe how current PALS states have offered expanded training on early childhood physical activity:

Alabama: State leads held a full day PALS trainer retreat to discuss the PALS curriculum, barriers faced by providers as they work to improve physical activity and strategies to overcome these barriers. Trainers connected and shared tips on how to deliver meaningful trainings experiences while meeting ECE providers' needs. Trainers also learned about the other training agencies and worked through hands-on group activities.

Iowa: The state lead hosted a full day training with SME [Dr. Diane Craft](#) on low-cost materials for active play, adult-led activities for young children including those with disabilities and ways more physical activity helps ECE programs get higher ratings on quality indicators of Environmental Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).

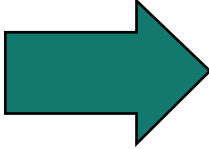
Maine: Maine Healthy Kids Healthy Futures hosted a 1.5-day Physical Activity Symposium for PALS trainers and ECE providers. Event themes included: staff wellness, outdoor play, adaptive physical activity, and links between physical activity and social emotional development.

Currency Training

PALS is not a commercial training and there are not set constraints on length of certification after completing the PALS TtT or onboarding process. States, communities, or organization leaders launching PALS can define recertification criteria and might consider aligning with other programs in your state to minimize confusion.



Attachment A: PALS Logic Model

PALS Logic Model				
Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes
<ul style="list-style-type: none">• State or agency PALS Lead• Cross-sector partnerships• Community of Practice• Physical activity self-assessment tool (Go NAPSACC or other tool)• T/TA network to train and deliver PALS.• PALS curriculum• Incentives (optional)	<ul style="list-style-type: none">• Develop a PALS Implementation Plan• Develop a state integration plan (state level agencies only)• Leverage existing relationships with agencies and community partners around PA• Identify and recruit T/TA coaches• Onboard trainers using the PALS Implementation Guide and materials• Perform CQI or program evaluation activities• Provide ongoing support and networking opportunities for trainers• PALS trainings conducted for ECE providers	<ul style="list-style-type: none">• Action Plan addressing PALS implementation and goals for embedding PA in state system• New and enhanced partnerships• Network of PALS trainers	<ul style="list-style-type: none">• Increased knowledge of T/TA coaches' best practices for PA• Increased number of trainings offered on best practices for PA	<ul style="list-style-type: none">• Increased number of ECE providers trained on best practices of PA• Increased number of ECE providers in self-assessments report meeting best practices for PA• Increased number of training networks in a state delivering PALS and increase in the percentage of trainers in each network trained on PALS• Increase number of times per day children are taken outdoors for play and learning
		Process Measures		
		<ul style="list-style-type: none">• # Trainers trained• # Materials downloaded• # PALS trainings annually delivered to ECE providers• # of ECE providers trained on PALS• # ECE facilities (home or centers ECE providers represent• # of providers doing self-assessments on physical activity and outdoor learning environments		
<div></div> <ul style="list-style-type: none">• Children who experienced healthy ECE settings were less likely to be overweight at kindergarten entry				
			Long-Term Outcomes	<ul style="list-style-type: none">• System-level improvements addressing physical activity (strengthening PA in QRIS/Licensure, Embedding PA/ PALS training in PD systems)• Increased time spent on physical activity at ECE programs (quantity)

Attachment B: PALS Training Plan

Title	Description	Objectives	Subject Areas/ Competencies	Time
Session 1 Physical Activity is Important in Early Childhood	In this session participants will complete a self- assessment of their current physical activity practices. Content examines how physical activity supports child development in multiple domains. Participants are introduced to the concepts of physical literacy and fundamental movement skills.	1. Recognize the importance of physical activity for infants, toddlers, and preschool aged children.	Health, Safety & Nutrition Child Growth & Development	1.5 hr.
Session 2 Best Practices for Physical Activity in ECE settings: Time & Space	Participants will explore the national recommendations for time and space physical activity in child care and brainstorm ways to overcome common challenges. Content addresses tummy time for infants, outdoor play areas and weather considerations.	1. Develop skills to follow the best practices of physical activity in ECE settings.	Health, Safety & Nutrition	1 hr.
Session 3 Best Practices for Physical Activity in ECE settings: Type, Daily Activities and Providers' Role	Participants will examine the different types of physical activity and identify how they encourage health and child development. Content addresses how physical activity can be embedded throughout the daily schedule and can support early learning. Throughout the session participants will consider how they create environments and experiences that support physical activity.	1. Develop skills to follow the best practices of physical activity in ECE settings. 2. Identify the role of ECE professionals in promoting physical activity for children birth to age 5.	Health, Safety & Nutrition	1.5 hr.
Session 4 Best Practices for Physical Activity in ECE settings: Families, Training & Resources, Policies	This session provides concrete strategies for family engagement about physical activity. Participants will explore developmental milestones and tools from the CDC that support milestone tracking. During the session free and low-cost resources that advance their physical activity practices are shared. The session closes by examining how program policies enhance physical activity experiences for children.	1. Recognize family engagement opportunities around physical activity. 2. Communicate with families about their children's physical activity. 3. Identify policy statements that follow the best practices for physical activity in ECE settings.	Health, Safety & Nutrition Family & Community Partnerships	1 hr.
Session 5 Best Practices for Physical Activity in ECE settings: Goal Setting and Action Planning	During the final PALS session participants will review their self-assessment and best practices notes and identify an area for improvement. After setting a goal they develop action steps to meet the goal. Participants will leave with a plan to improve physical activity practices in their setting.	1. Identify opportunities for change and develop an action plan.	Health, Safety & Nutrition	1-1.5 hr.

Attachment C: Wellness Workbook for Early Care & Education (ECE)

The Nemours Wellness Workbook for Early Care & Education (ECE) helps ECE providers, families and community partners work together to raise fit, happy children. Child care providers and other early childhood professionals can use this workbook to develop their own wellness policies. This tool looks at multiple program areas including Infant Nutrition, Child Nutrition, Physical Activity, Screen Time, Family Engagement, and Staff Wellness.

For more information on the Nemours Early Childhood Program Wellness Policy Workbook visit

<https://workbook.healthykidshealthyfuture.org>.

Physical Activity Assessment

Directions:

Questions from the Wellness Workbook Physical Activity Assessment are listed below. Answer each question as best you can. If none of the answers seem quite right, pick the closest fit. If your program does not serve infants, start at question 8, Physical Activity for Toddlers and Preschoolers. Your responses to these questions will help identify how you may already be promoting healthy habits and areas to work on in an action plan you will create in the PALS training.

A. Physical Activity Standards / Physical Activity for Infants

If you do not care for infants, move to the second section, [Physical Activity for Toddlers and Preschoolers](#).

1. Infants are provided with 3-5 minutes of supervised daily tummy time for at least:

2 or less times per week (Half-day: 1 time or less per week)	3-4 times per week (Half-day: 2 times per week)	1 time per day (Half-day: 3-4 times per week)	2 times per day or more (Half-day: 1 time per day)
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2. Infants are provided supervised, outdoor playtime in a safe environment, as tolerated, for at least:

2 or less times per week (Half-day: 1 time or less per week)	3-4 times per week (Half-day: 2 times per week)	1 time per day (Half-day: 3-4 times per week)	2 times per day or more (Half-day: 1 time per day)
--	---	---	--

3. While awake, time spent at one time in confining equipment such as swings, bouncy chairs, car seats and strollers is:

More than 30 minutes	15-30 minutes	1-14 minutes	Infants are never placed in swings, bouncy chairs, etc.
----------------------	---------------	--------------	---

4. Infants with special needs have their physical activity needs considered:

Never	Sometimes	Most times	All the time
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5. Providers engage with infants on the ground each day to encourage adult-infant interactions:

Never	Sometimes	Most times	All the time
-------	-----------	------------	--------------

6. During children's active playtime, early childhood providers:

Supervise play only (mostly sit or stand)	Sometimes encourage children to be active	Sometimes encourage children to be active and join in active play	Often encourage children to be active and join in active play
---	---	---	---

7. Our ECE program currently has at least one policy on physical activity for infants.

I don't know	No	Yes
--------------	----	-----



Physical Activity for Toddlers and Preschoolers

8. Toddlers are provided unstructured (active play) time both indoor and outdoor for at least*:

**For half-day programs, divide activity time in half.*

Not applicable, our program does not serve toddlers	Less than 30 minutes a day	30-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
---	----------------------------	---------------------	---------------------	----------------------------

9. Toddlers are provided outdoor active playtime for at least*:

**For half-day programs, divide activity time in half.*

Not applicable, our program does not serve toddlers	1 time a day for less than 30 minutes a day	1 or more times a day for 31-45 minutes	1 or more times a day for 46-60 minutes	2 or more times a day for 60+ minutes
---	---	---	---	---------------------------------------

10. Preschoolers are provided unstructured (active play) time both indoor and outdoor for at least*:

**For half-day programs, divide activity time in half.*

45 minutes a day	46-90 minutes a day	91-120 minutes a day	More than 120 minutes a day
------------------	---------------------	----------------------	-----------------------------

11. Preschoolers are provided outdoor active playtime for at least*:

**For half-day programs, divide activity time in half.*

1 time a day for less than 30 minutes	1 or more times a day for 31-45 minutes	1 or more times a day for 46-60 minutes	2 or more times a day for 60+ minutes
---------------------------------------	---	---	---------------------------------------

12. Toddlers and preschoolers are provided structured (teacher-led) activities in classrooms at least:

1 time a week	2-4 times a week	1 time a day	2 or more times a day
---------------	------------------	--------------	-----------------------

13. Toddlers and preschoolers with special needs have their physical activity considered:

Never	Sometimes	Most times	All the time
-------	-----------	------------	--------------

14. Children have opportunities for rest and downtime:

Never	Sometimes	Most times	All the time
-------	-----------	------------	--------------

15. During children's active playtime, early childhood providers:

Supervise play only (mostly sit or stand)	Sometimes encourage children to be active	Sometimes encourage children to be active and join in active play	Often encourage children to be active and join in active play
---	---	---	---

16. Our ECE program currently has at least one policy on physical activity for toddlers and preschoolers?

I don't know	No	Yes
--------------	----	-----

B. Play Environment- Use of Play Space and Equipment

17. Early childhood providers monitor to ensure activities, equipment and the ECE grounds are developmentally appropriate and safe:

Never	Sometimes	Most times	All the time
-------	-----------	------------	--------------

18. Portable play equipment (e.g., wheeled toys, balls, hoops) for children consists of:

Limited variety and must take turns	Some variety, but must take turns	Good variety (indoors/outdoors), but must take turns	Lots of variety (indoors/outdoors) for use at the same time
-------------------------------------	-----------------------------------	--	---

19. Play areas for toddlers and preschoolers, including those with special needs consist of an indoor gross-motor play area that has:

Space only suitable for quiet play	Space for limited movement (jumping and rolling)	Space for some active play (jumping, rolling, skipping)	Ample space for all activities
------------------------------------	--	---	--------------------------------

20. Play areas for children, including those with special needs, consists of outdoor play areas that have:

None or limited outdoor play area	1-2 different areas (e.g., sandbox, swing set), but no open space for running or shelled toys	2-3 different areas, but limited space for running and use of wheeled toys	Multiple areas, open space for running, and/or path for wheeled toys
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21. Active playtime is taken away if a child misbehaves:

Never	Sometimes	Most times	All the time
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C. Physical Activity and Education

Physical Activity Learning Experiences for Children, Families and Early Childhood Professionals

22. We teach children about the importance of moving their body:

Never	1 time per year	2 times per year	3+ times per year
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23. Children are taught about physical activity:

Never	1 time per year	2 times per year	3+ times per year
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24. Physical activity education is shared with families to support learning experiences at home:

Never	1 time per year	2 times per year	3+ times per year
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25. Families receive information on developmental milestones for children:

Never	1 time per year	2 times per year	3+ times per year
-------	-----------------	------------------	-------------------

26. Early childhood providers are offered training/continuing education on physical activity for children:

Never	1 time per year	2 times per year	3+ times per year
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Attachment D: Go NAPSACC Infant and Child Physical Activity Instrument



Go NAPSACC Self-Assessment Instrument

Date: _____

Your Name: _____

Child Care Program Name: _____



Infant & Child Physical Activity

Go NAPSACC 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.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.gonapsacc.org.

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Time Provided

1. The amount of time provided to preschool children* for indoor and outdoor physical activity[†] each day is:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Less than 60 minutes
(Half-day: Less than 30 minutes) | <input type="checkbox"/> 60–89 minutes
(Half-day: 30–44 minutes) | <input type="checkbox"/> 90–119 minutes
(Half-day: 45–59 minutes) | <input type="checkbox"/> 120 minutes or more
(Half-day: 60 minutes or more) |
|---|---|--|--|

* For Go NAPSACC, preschool children are children ages 2–5 years.

† 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. Examples include walking, running, crawling, climbing, jumping, and dancing.

2. The amount of time provided to toddlers* for indoor and outdoor physical activity each day is:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Less than 60 minutes
(Half-day: Less than 15 minutes) | <input type="checkbox"/> 60–74 minutes
(Half-day: 15–29 minutes) | <input type="checkbox"/> 75–89 minutes
(Half-day: 30–44 minutes) | <input type="checkbox"/> 90 minutes or more
(Half-day: 45 minutes or more) |
|---|---|---|---|

* For Go NAPSACC, toddlers are children ages 13–24 months.

3. Our program offers tummy time* to non-crawling infants: [†]

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> 1 time per day or less
(Half-day: 3 times per week or less) | <input type="checkbox"/> 2 times per day
(Half-day: 4 times per week) | <input type="checkbox"/> 3 times per day
(Half-day: 1 time per day) | <input type="checkbox"/> 4 times per day or more
(Half-day: 2 times per day or more) |
|---|--|--|---|

* Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes, and build up to 5–10 minutes over time.

† For Go NAPSACC, infants are children ages 0–12 months.

4. The amount of adult-led* physical activity our program provides to preschool children each day is:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Less than 30 minutes
(Half-day: Less than 10 minutes) | <input type="checkbox"/> 30–44 minutes
(Half-day: 10–19 minutes) | <input type="checkbox"/> 45–59 minutes
(Half-day: 20–29 minutes) | <input type="checkbox"/> 60 minutes or more
(Half-day: 30 minutes or more) |
|---|---|---|---|

* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling. The total amount of adult-led activity time may include multiple short activities added up over the course of the day.

5. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 20–29 minutes | <input type="checkbox"/> 15–19 minutes | <input type="checkbox"/> Less than 15 minutes |
|---|--|--|---|

6. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExerSaucers at any one time is:

- | | | | |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 15–29 minutes | <input type="checkbox"/> 1–14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExerSaucers |
|---|--|---------------------------------------|--|



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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

8. 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

☐ None ☐ 1–2 types ☐ 3–4 types ☐ 5–6 types

* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This does not include equipment fixed into the floor or the walls, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out. Portable play equipment can be homemade or store bought.

9. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:*

☐ Rarely or never ☐ Sometimes ☐ Often ☐ At least a few items are always available to encourage physical activity

* Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.

10. Teachers offer developmentally appropriate portable play equipment to infants during tummy time and other indoor activities:

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

* Portable play equipment for infants includes balls, soft blocks, and rattles.

11. Our program’s collection of posters, books, and other learning materials that promote physical activity includes:

☐ Few or no materials ☐ Some materials with limited variety ☐ A variety of materials ☐ A large variety of materials with items, added or rotated seasonally



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Teacher Practices

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 role during preschool children's physically active playtime:

- ☐ 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 other activities, teachers interact with infants to help them build motor skills:*

- ☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys.

15. Teachers incorporate physical activity into classroom routines, transitions, and planned activities:*

- ☐ Rarely or never ☐ Sometimes ☐ Often ☐ Each time they see an opportunity

* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.

Education & Professional Development

16. Preschool children and toddlers participate in planned lessons focused on building gross motor skills:*

- ☐ Rarely or never ☐ 1 time per month ☐ 2-3 times per month ☐ 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 importance 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

* For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.



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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. Families are offered education* on children's physical activity:

☐ Never ☐ 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. 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

Policy

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.



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Attachment E: State Integration Example and Template State Integration Example

	Description of Work Completed/In Progress	Persons Involved	Integration Strategies	Estimated Time Frame
Licensing & Administration	Recommendations for strengthening child care regulations around physical activity were developed by a stakeholder workgroup and shared with the Division of Child Care committee drafting regulations in 2020. Multiple agencies including State chapters of the AHA and AAP reached out to the Division in support the recommendations during the drafting and the comment period. No recommendations strengthening PA were included in the regulation revisions.	Stakeholder group, CCR&R, CCHC, State Health Dept. ECE lead	Recommendations will be reviewed annually at Stakeholder meetings with information on the state ECE licensing scorecard . PALS Crosswalk will be shared.	Our state child care regulations typically open every 5 years unless there are changes in CCDF requirements that necessitate earlier review.
Quality Rating Improvement System (QRIS)	Recommendations for including PA and Nutrition in the QRIS were developed by the stakeholder group and shared with the workgroup developing indicators during the QRIS revision in 2018. No health indicators were included in the QRIS revision.	Stakeholder group, Early Childhood Task Force drafting QRIS revisions, CCR&R, CCHC, State Health Dept. ECE lead	Work to strengthen the QRIS will continue when the QRIS system is opened for revision. Discussions are ongoing with QRIS leadership regarding training QRIS coaches on physical activity and the environmental rating scales.	No current information is available on future QRIS revisions.

Physical Activity Learning Session (PALS) Implementation Guide

	Description of Work Completed/In Progress	Persons Involved	Integration Strategies	Estimated Time Frame
Pre-service & Professional Development Systems	In 2020 we hosted Color Me Healthy training for our Child Care Health Consultation Network. As part of PALS planning process, we will request that all trainers completing the TtT deliver a minimum of 1 training that reaches 10 providers within one year of the TtT date.	Stakeholder group, CCR&R, Training Registry System, Infant Toddler Network, QRIS coaches, YMCAs, Head Start Grantees, Independent Trainers	<ol style="list-style-type: none"> 1. Obtain approval for PALS TtT in state PD registry system. 2. Obtain approval for PALS provider trainings in state PD registry system. 3. Onboard trainers. 4. Share materials from PALS with licensure monitors and QRIS coaches and raters. 5. Promote PALS across systems and in all regions of the state. 	<ol style="list-style-type: none"> 1. Feb 2023 2. Feb 2023 3. May 2023 4. June 2023 5. Ongoing
Statewide Training and Technical Assistance Networks	As part of the PALS planning process, we have communicated with agencies and organizations that provide training and TA to ECE providers and programs to recruit participants for the TtT.	CCR & R, CCHC, Infant Toddler Network coaches, QRIS coaches, Head Start coaches, CACFP Sponsoring Org, FCCCH network, Cooperative Extension,	<ol style="list-style-type: none"> 1. Recruit trainers and technical assistants for the TtT. Consider geographic reach and work to include representatives from entire state. 2. Host TtT. 3. Support trainers, technical assistants with trainer resource kits. 4. Follow up with TtT participants quarterly to assess the delivery of PALS, as well as trainer/TA challenges, successes and needs. 	<ol style="list-style-type: none"> 1. Sept 2023 2. Nov 2023 3. Dec 2023 4. Ongoing

State Integration Plan Template

Instructions: Identify opportunities in your state to integrate physical activity best practices in the different ECE and Health Training and Technical Assistance networks.

	Description of Work Completed/In Progress	Persons Involved	Integration Strategies	Estimated Time Frame
Licensing & Administration				
Quality Rating Improvement System (QRIS)				

Physical Activity Learning Session (PALS) Implementation Guide

	Description of Work Completed/In Progress	Persons Involved	Integration Strategies	Estimated Time Frame
Pre-service & Professional Development Systems				
Statewide Training and Technical Assistance Networks				

Attachment F: PALS trainer kit items

Nemours Children's Health developed a kit of items to facilitate activity breaks in the PALS Learning Sessions. These are activities that participants can do with children in their child care settings. One vendor has assembled the items in a kit and has two other kits that contain specific components. Contact Nemours at PALSECE@nemours.org for vendor information.

Kit items include:

- 2- Inflatable Beach Balls
- 12- 9" cones
- 10- cone covers
- *Barnyard Dance* by Sandra Boynton
- 10- Bandanas or scarfs
- 3- jump ropes
- Clements, R. and Schneider, S. | *Moving with Words & Actions: Physically Literate Learning for Children Ages 3 to 8.* | Human Kinetics; 2017.
- 1 Set Tossing and Catching Cards
- 1 Set Bean Bags (10)
- Move Your Body Thumb ball



Attachment G: PALS Training Formats

The PALS materials are provided as five learning sessions. Trainers may adjust the content and time frame to meet the needs of providers. Suggested options are provided in the table below.

Time Frame	Suggested Content	Considerations
5 ½ - 6 hrs.	Learning sessions 1-5	<ul style="list-style-type: none"> • Best for in person training events. Not recommended for virtual sessions. • Long training days may require additional breaks to maintain participant engagement.
Two- 2 ½ - 3-hour sessions	Day 1 - LS 1-2 Day 2 - LS 3-5	<ul style="list-style-type: none"> • Best for in person training events.
Three - 2-hour sessions	Day 1 - LS 1 and first half of LS 2 Day 2 - Remainder of LS 2 and LS 3 Day 3 - LS 4 and LS 5	<ul style="list-style-type: none"> • Encouraging attendance at three sessions. • Awarding professional development hours for partial participation.
Twelve 30-minute sessions		<ul style="list-style-type: none"> • Useful for virtual or in person events. • Ensuring short training complies with PD registry requirements for minimal training length. • Content relevance for providers who do not attend all sessions.

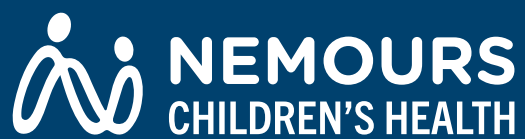
Attachment H: Pre & Post Questions

The following questions are provided to assist states, communities and organizations comply with professional development system requirements related to pre and post testing of training participants. Trainers are encouraged to tailor the questions to fit their training format and content.

1. Physical Activity in early childhood supports which of the following developmental domains?
 - a. Cognitive
 - b. Social-Emotional
 - c. Physical/Gross Motor
 - d. All of the above
2. Children need a lot of practice and repetition to master gross motor skills:
 - a. True
 - b. False
3. During active play with peers, young children practice all of the following social-emotional skills except:
 - a. Working together
 - b. Negotiating rules
 - c. Resolving conflicts
 - a. Sleeping
4. Physical literacy is defined as the ability to move with competence and confidence:
 - a. True
 - b. False
5. Tummy time is placing babies on their stomach when they are aware and supervised. Tummy time helps infants develop the muscles in the:
 - a. Back
 - b. Neck
 - c. Trunk
 - d. All of the above
6. The best practice recommendation for the amount of time toddlers engage in physical activity is:
 - a. 15-30 minutes per day
 - a. 30-45 minutes per day
 - b. 45- 60 minutes per day
 - c. 60-90 minutes per day
7. The best practice recommendation for the number of times infants, toddlers and preschoolers should be taken outside for active play is:
 - a. 1 time per day
 - b. 2-3 times per day
8. Child care providers support children's active play by:
 - a. Creating safe spaces for play
 - b. Providing appropriate portable equipment for play
 - c. Creating experiences (adult-led activities)
 - d. Supervising to ensure all children are safe
 - e. Being a role model
 - f. All of the above



9. Equipment that restricts movement such as cribs and feeding chairs should not be used for more than 15 minutes except when napping or eating.
 - a. True
 - b. False
10. If a child care professional has physical limitations that prevent them from doing certain movements, they can continue to support active play by:
 - a. Reading books and asking children to move with the story
 - b. Playing music and verbally encouraging children to move with the music
 - c. Moving with the children in ways that they can comfortably and safely move.
*This may not look the same as the children's movement.
 - d. All of the above
11. The best practice recommendation for the amount of time preschool aged children (3-5 years) engage in physical activity is:
 - a. 0-30 minutes
 - b. 30-60 minutes
 - c. 60-90 minutes
 - d. 90-120 minutes
12. During free play (child-led) the role of adults is to:
 - a. Have appropriate equipment available
 - b. Schedule adequate time for free play
 - c. Supervise
 - d. All of the above
13. Structured (adult-led) activities promote higher levels of physical activity among young children and should be integrated multiple times throughout the child care day. During structured physical activity the role of adults is to do all the following except:
 - a. Intentionally plan activities
 - b. Lead and model
 - c. Force all children to join the activity
 - d. Encourage all children to participate
 - e. Modify activities to be welcoming for all children
14. Physical activity policies describe the standards a child care programs puts in place in support of active play. A comprehensive physical activity policy will include statements on time, space, provider role in supporting play, use of confining equipment, clothing for children and staff, and professional development.
 - a. True
 - b. False



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