



Go NAP SACC

Self-Assessment Instrument

Date: _____

Program Name: _____

Enrollment ID#: _____



Infant & Child Physical Activity

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 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 the question refers to an age group you do not serve, 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.



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 NAP SACC, 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 NAP SACC, toddlers are children ages 13-24 months.

3. Our program offers 3-5 minutes of tummy time* to infants:*

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

* 3-5 minutes of tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Tummy time may not last 3-5 minutes for infants who are not used to it or do not enjoy it. It may last longer than 5 minutes for infants who do. Tummy time should last as long as possible to help infants learn to enjoy it and build their strength.

* For Go NAP SACC, 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 or gymnastics.

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 ExcerSaucers at any one time is:

- | | | | |
|---|--|---------------------------------------|---|
| <input type="checkbox"/> More than 30 minutes | <input type="checkbox"/> 15-30 minutes | <input type="checkbox"/> 1-14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExcerSaucers |
|---|--|---------------------------------------|---|



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 in good condition for children to use indoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: wagons, wheelbarrows, big dump trucks
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, 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. This does not include equipment fixed into the ground like swing sets and jungle gyms. 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

11. Describe the posters, books, and other learning materials that your program displays to promote physical activity:

There are few or no materials There are some materials with limited variety There is a large variety of materials There is a large variety of materials, with new items introduced often

Teacher Practices

12. As punishment for misbehavior, preschool children or toddlers are removed 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, reaching for and grasping toys.

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

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

* Physical activity during classroom routines and transitions can include movement during circle time or story time, physical activity during center time, Simon Says, or other movement games while children wait in line.

Education & Professional Development

16. Teachers lead planned lessons to build preschool children’s and toddlers’ motor skills:*

- Rarely or never 1 time per month 2-3 times per month 1 time per week or more

* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for preschool children and toddlers include walking, running, skipping, jumping, throwing, catching, and kicking.

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 playground safety training. Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

19. The following topics are included in professional development on children’s physical activity:

See list and mark response below.

- Recommended amount of daily physical activity for children
- Ways to encourage children’s physical activity
- Ways to limit long periods of seated time for children
- Children’s motor skill development
- Communicating with parents about how to promote 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 include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

21. The following topics are included in education for families on children’s physical activity:

See list and mark response below.

- Recommended amount of daily physical activity for children
- Ways to encourage children’s physical activity
- Ways to limit 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 withholding physical activity as punishment
- 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, or families. Policies can be included in parent handbooks, staff manuals, and other documents.



Congratulations on completing the Go NAP SACC Infant & Child Physical Activity Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: www.gonapsacc.org.

