

Using the Empower Standards to Help You 'Reach the Stars!'

Early Childhood Summit 2015
First Things First



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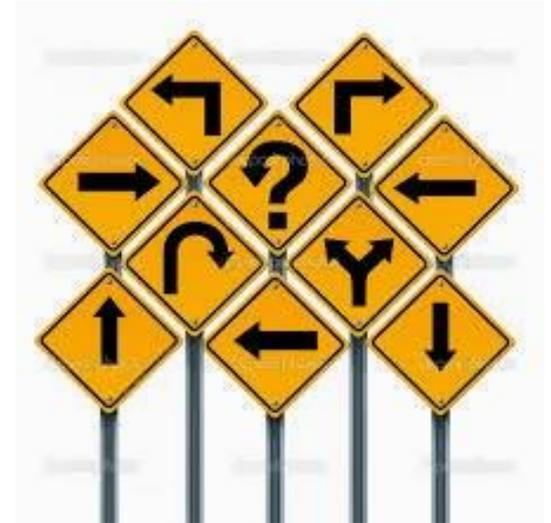
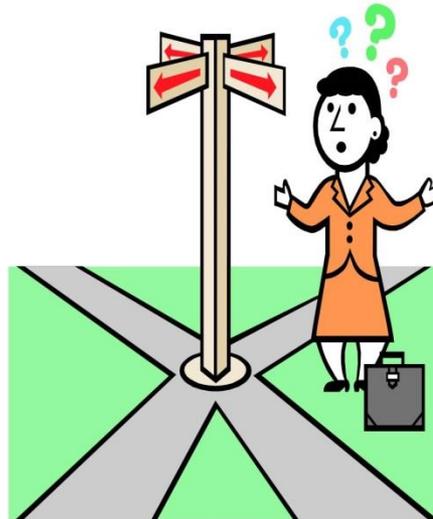


Objective

This session will provide a brief overview of the Empower Standards, illustrating how their implementation supports Quality First and many other early childhood quality improvement initiatives.

- *As part of your participation in Quality First, in collaboration with the Arizona Department of Health Services, you will need to participate in the Empower program and receive technical assistance as needed. For more information on the Empower program, visit <http://www.azdhs.gov/empower-program/index.htm>.*

Caution:





ECE System Elements



- Arizona Department of Health Services (ADHS)

- Licensed Child Care Centers
- Certified Child Care Group Homes

- **Empower Standards**



- First Things First (FTF)

- **Quality First** (Arizona's Quality Improvement and Rating System – QIRS/QRIS)



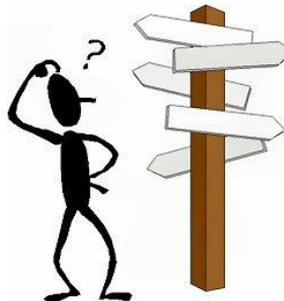
- Arizona Department of Economic Security (DES) Certification

- Certified Family Child Care Homes
- Certified In-Home Child Care
 - DES Child Care Subsidy



- Tribes (various)

- Child Care



- Arizona Department of Education (ADE)

- Alternative Approval Home
- Child and Adult Care Food Program (CACFP)
- Early Learning Standards (ELS) 3-5
- Infant Toddler Developmental Guidelines (ITDG) 0-3
- Publicly Funded Preschool



- Head Start (regional/delegate, tribal, migrant)

- Performance Standards



- Many other quality initiatives which may be local, state, national, international

- Montessori
- Faith-based
- Professional Association (NAEYC, NAFCC, etc.)



Empower Standards

- Standard 1: Provide at least 60 minutes of daily physical activity (teacher-led and free play) and do not allow more than 60 minutes of sedentary activity at a time, or more than three hours of screen time per week.
- Standard 2: Practice “sun safety.”
- Standard 3: Provide a breastfeeding-friendly environment.
- Standard 4: Determine whether site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.
- Standard 5: Limit serving fruit juice to no more than two times per week.
- Standard 6: Serve meals family style and do not use food as a reward.
- Standard 7: Provide monthly oral healthcare education or implement a tooth brushing program.
- Standard 8: Ensure that staff members receive three hours of training annually on Empower topics.
- Standard 9: Make Arizona Smokers’ Helpline (ASHLine) education materials available at all times.
- Standard 10: Maintain a smoke-free campus.

Quality First Elements Environment Rating Scale

The Early Childhood Environment Rating Scale-
Revised (ECERS-R)

43 Items organized into 7 Subscales

Quality First Elements

CLASS

Classroom Assessment Scoring System – (Pre-K)

Emotional Support

- ✓ Positive Climate
- ✓ Negative Climate
- ✓ Teacher Sensitivity
- ✓ Regard for Student perspectives

Classroom Organization

- ✓ Behavior Management
- ✓ Productivity
- ✓ Instructional Learning formats

Instructional Support

- ✓ Concept Development
- ✓ Quality of Feedback
- ✓ Language Modeling

Quality First Elements

Quality First Points Scale

- ✓ Staff qualifications
- ✓ *Administrative practices*, which includes Ratios and Group Sizes and Staff Retention
- ✓ Curriculum and Child Assessment...

Quality First Elements

Quality First Points Scale

✓ Staff qualifications



Quality First Elements

Quality First Points Scale

- ✓ *Administrative practices, which includes Ratios and Group Sizes and Staff Retention*
 - *Administrative practices: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences. There is no required format for the policies. You are encouraged to use the ones already a part of your employee handbook, parent handbook or other operating manuals, if available.*

Quality First Elements

Quality First Points Scale

✓ Curriculum and Child Assessment...

which includes the use of the Arizona Early Learning Standards and Infant/Toddler Developmental Guidelines, Program Guidelines for High Quality Early Education, Curriculum and Developmental/Progress Assessment of individual children. Written Process for Sharing Curriculum with Families: A statement that shows how your program informs families of what their children are learning or identifies the curriculum used. There is a written process for sharing curriculum with families.

The Early Childhood Environment Rating Scale-Revised (ECERS-R)

7 Subscales

1. Space and Furnishings
2. Personal Care Routines
3. Language-Reasoning
4. Activities
5. Interaction
6. Program Structure
7. Parents and Staff

Space and Furnishings

1. Indoor space
2. Furniture for routine care, play and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

Personal Care Routines

- 9. Greeting/departing
- 10. Meals/snacks
- 11. Nap/rest
- 12. Toileting/diapering
- 13. Health practices
- 14. Safety practices

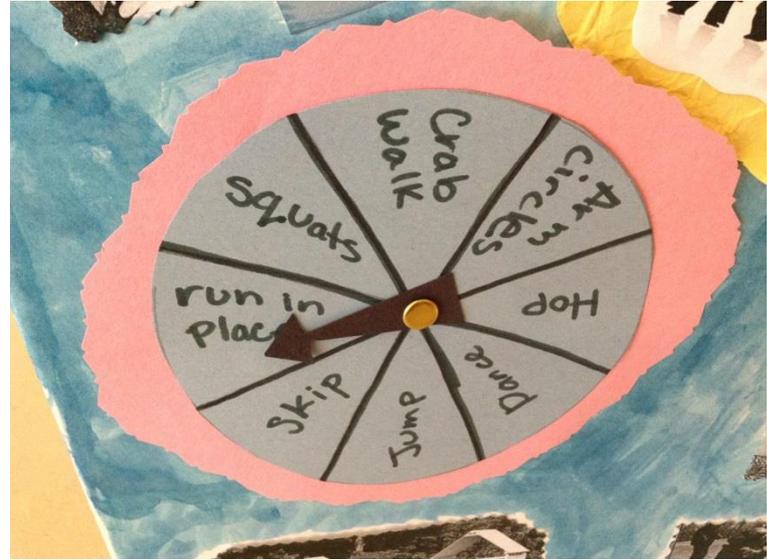


Language-Reasoning

- 15. Books and pictures
- 16. Encouraging children to communicate
- 17. Using language to develop reasoning skills
- 18. Informal use of language

Activities

- 19. Fine motor
- 20. Art
- 21. Music/movement
- 22. Blocks
- 23. Sand/water
- 24. Dramatic play
- 25. Nature/science
- 26. Math/number
- 27. Use of TV, video, and/or computers
- 28. Promoting acceptance of diversity



Interaction

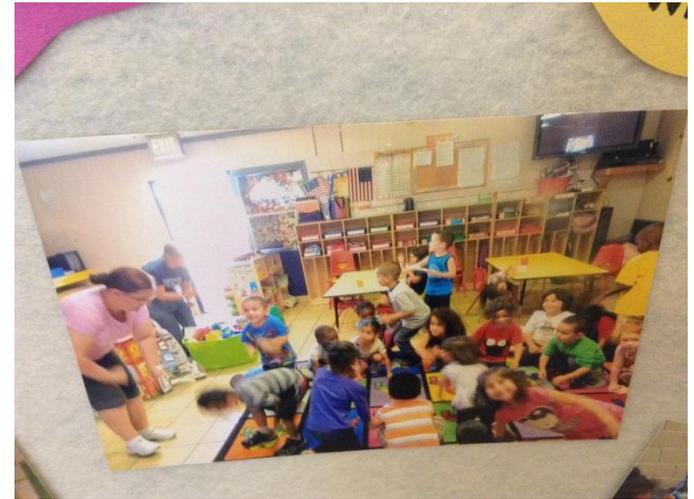
29. Supervision of gross motor activities

30. General supervision of children (other than gross motor)

31. Discipline

32. Staff-child interactions

33. Interactions among children

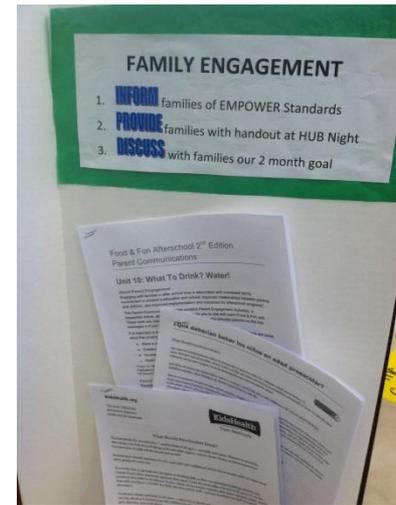
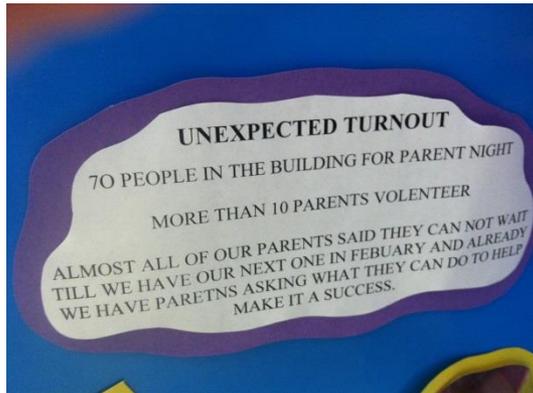


Program Structure

- 34. Schedule
- 35. Free play
- 36. Group time
- 37. Provisions for children with disabilities



Parents and Staff



38. Provisions for parents

39. Provisions for personal needs of staff

40. Provisions for professional needs of staff

41. Staff interaction and cooperation

42. Supervision and evaluation of staff

43. Opportunities for professional growth

Empower Standards

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- Standard 2: Practice “sun safety.”
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Video: How do national and state best practice guidelines support your work to help children grow up healthy?

https://www.youtube.com/watch?v=aGwH3I_uO-I&feature=youtu.be

Standard 1:

Provide at least 60 minutes of daily physical activity (teacher-led and free play) and do not allow more than 60 minutes of sedentary activity at a time, or more than three hours of screen time per week.

Provides at least 60 minutes of planned physical activity per day Includes teacher-led activities

Includes free play opportunities

Includes outdoor physical activity

Includes moderate physical activity

Includes vigorous physical activity

Limits sedentary activity to no more than 60 minutes at a time, not including nap time

Limits screen time to 3 hours or less per week

Prohibits use of physical activity as punishment

Provides information on screen time to families

Video: Michelle Obama 'Let's Move'

https://www.youtube.com/watch?v=KnFM_so0P5I&feature=youtu.be



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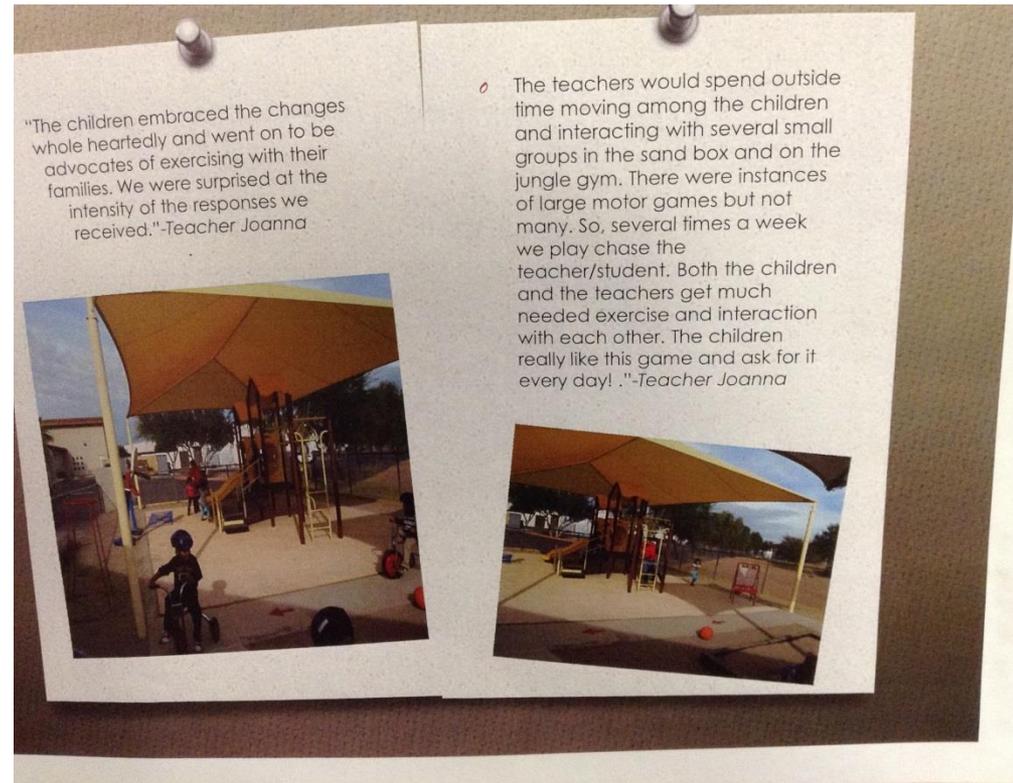
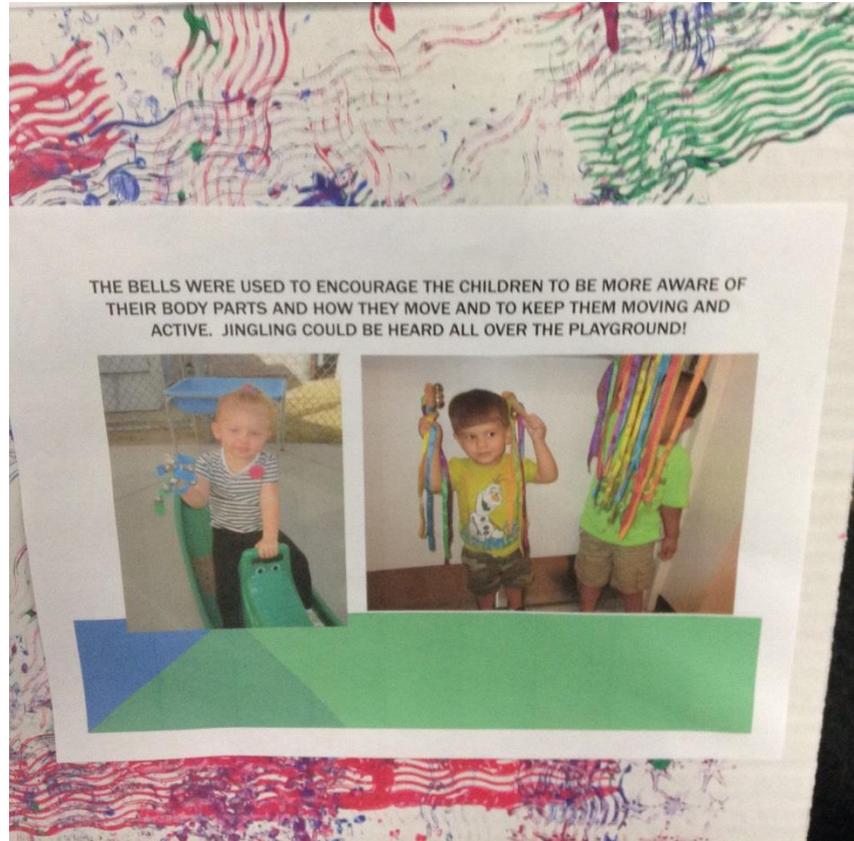
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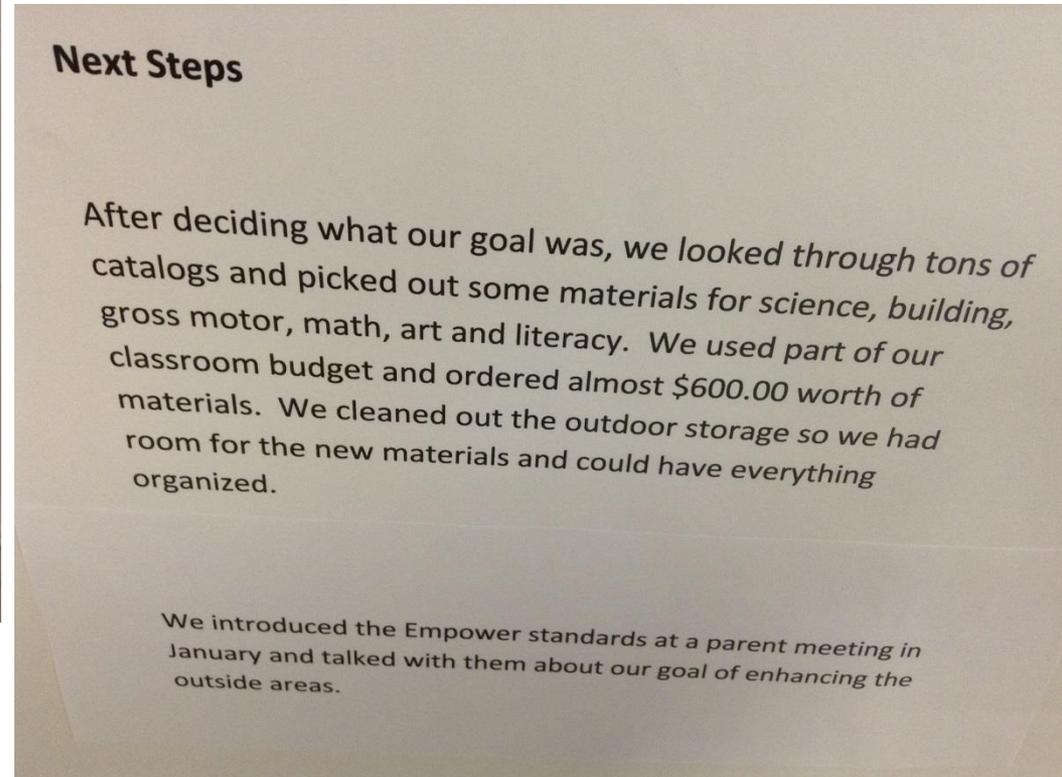
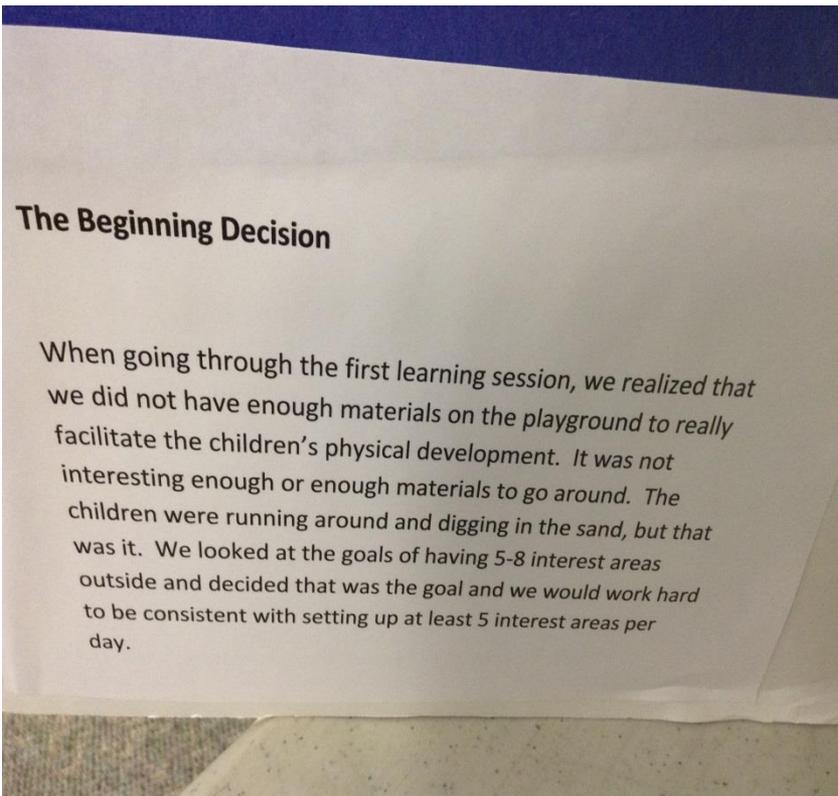
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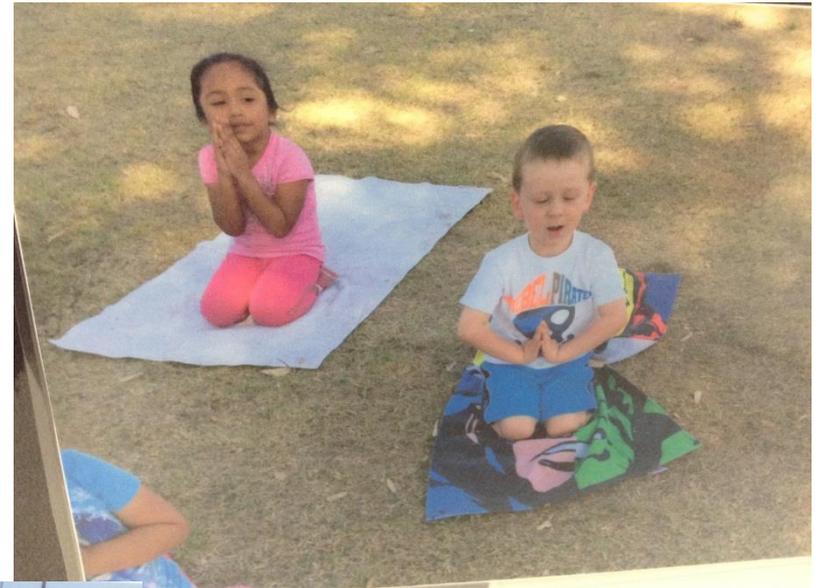


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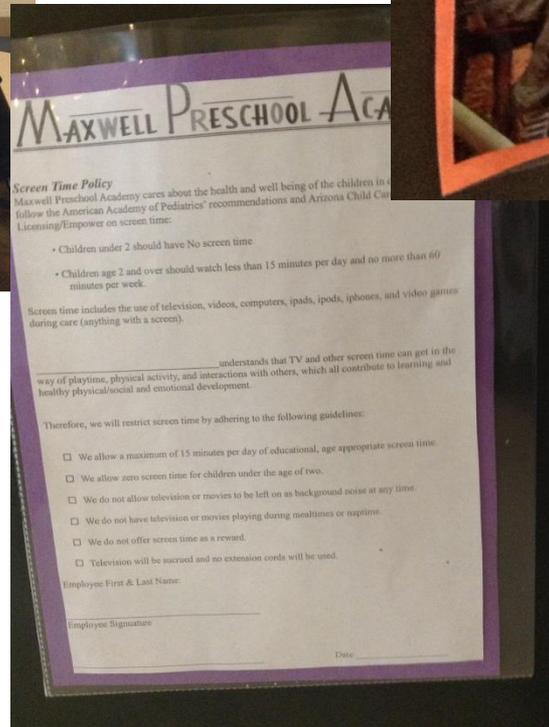
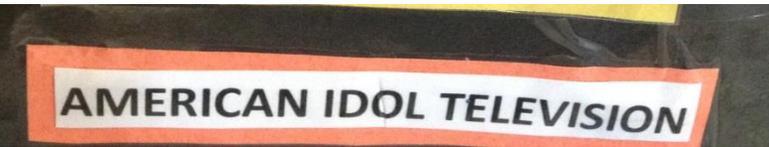
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Jefferson Head Start Yoga Practice

The children at Jefferson Head Start have been incorporating a daily Yoga Practice into the classroom. The teachers and children extended their knowledge of Yoga to their families by including Yoga Practice in Home Activities and by hosting an event in the park with parents and siblings. The children demonstrated poses for their families and cheered them on as they learned to practice Yoga!

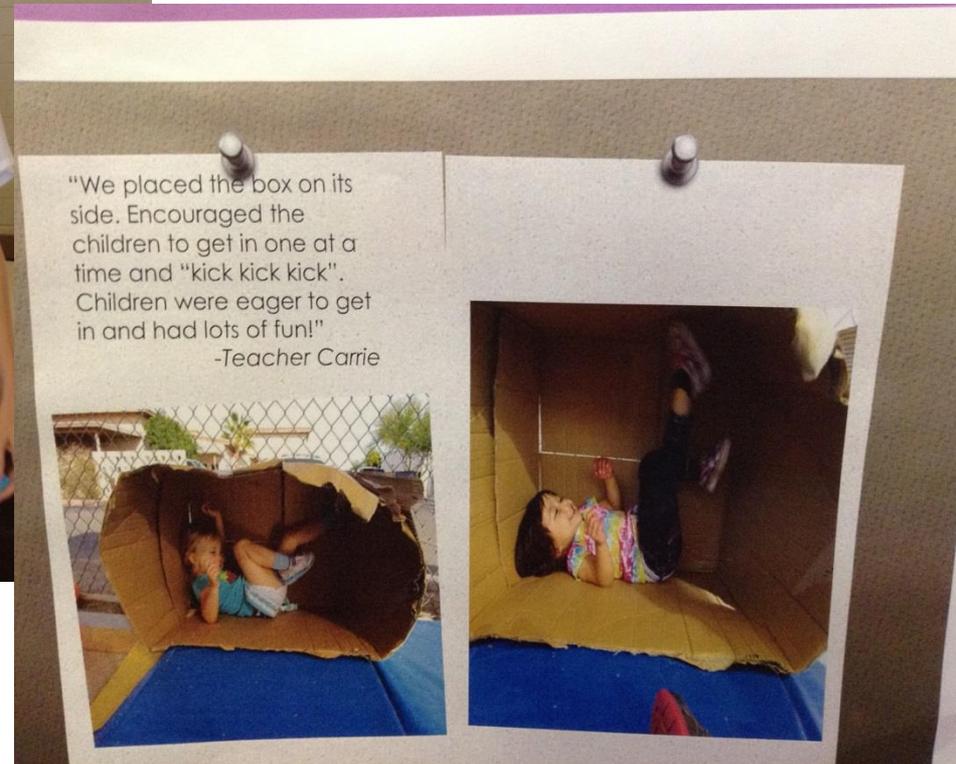


Standard 1: or more than three hours of screen time per week.



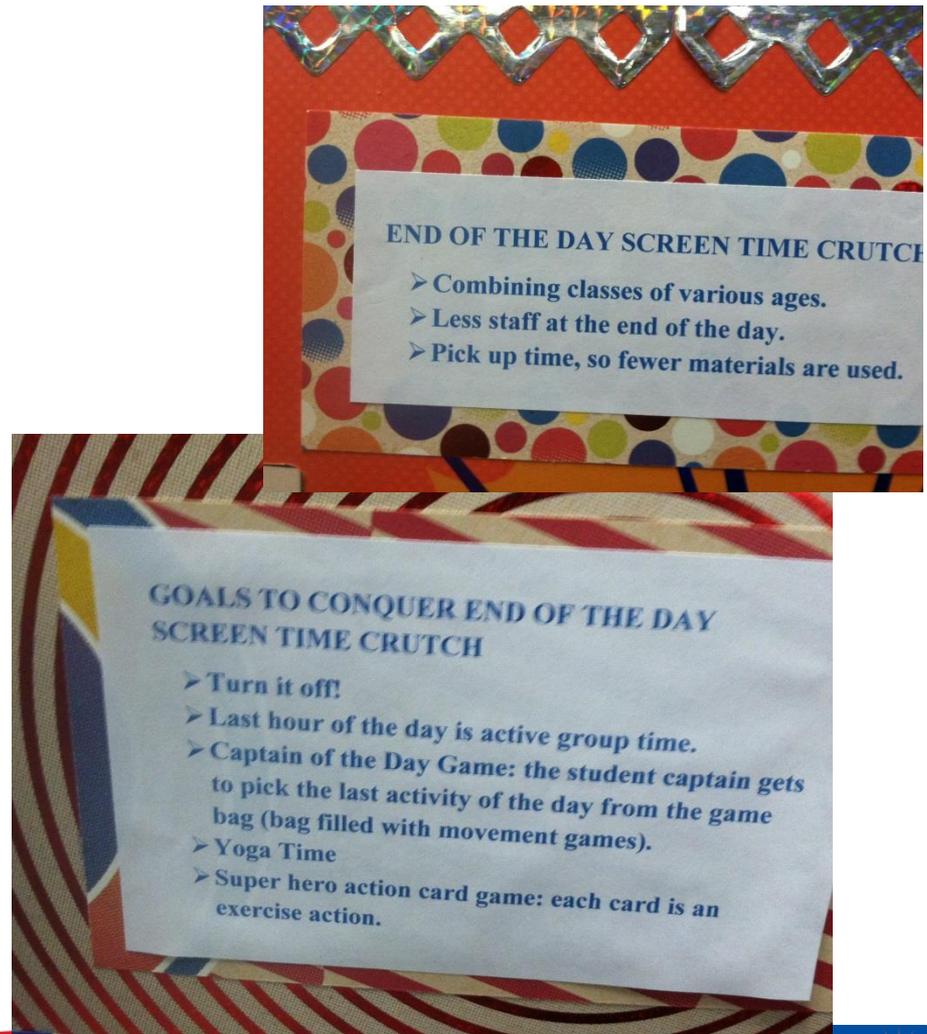
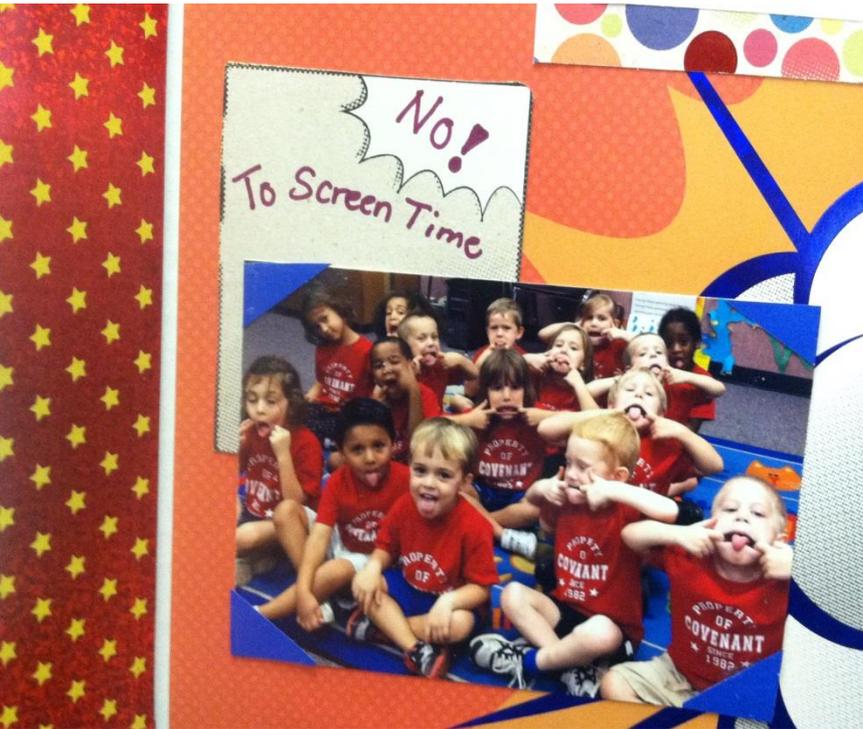
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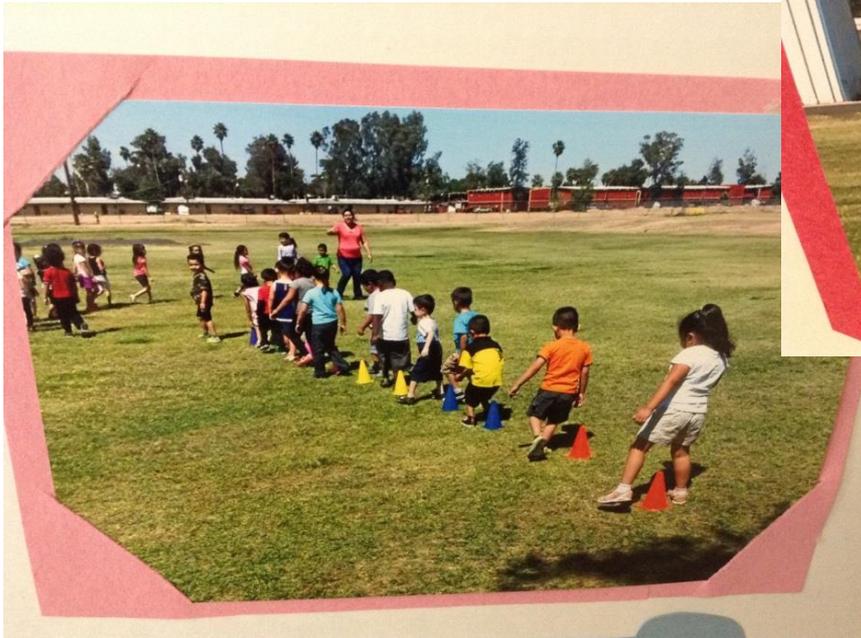
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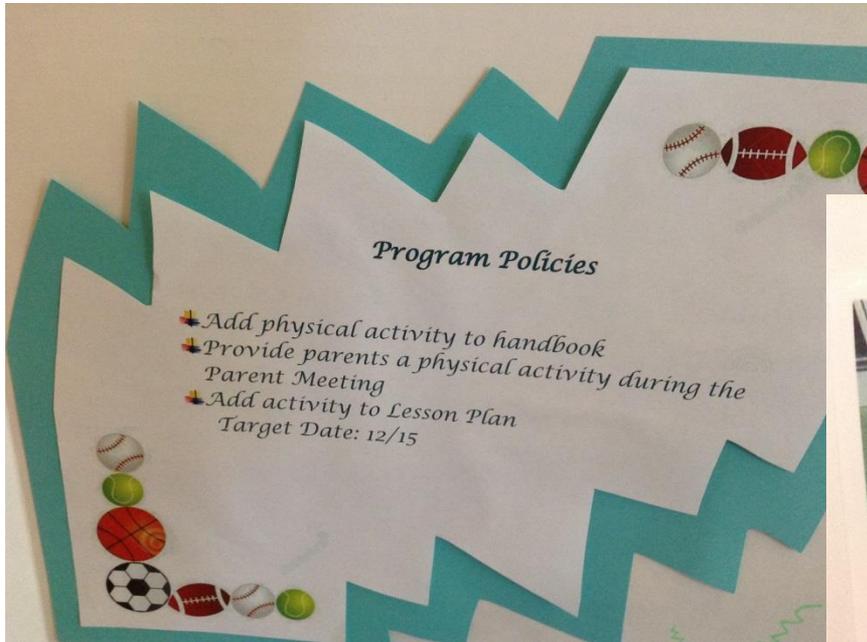
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Standard 2: Practice “sun safety.”

Follows age-specific recommendations to limit sun exposure
Checks intensity of sun’s rays (UV Index) in planning outdoor activity

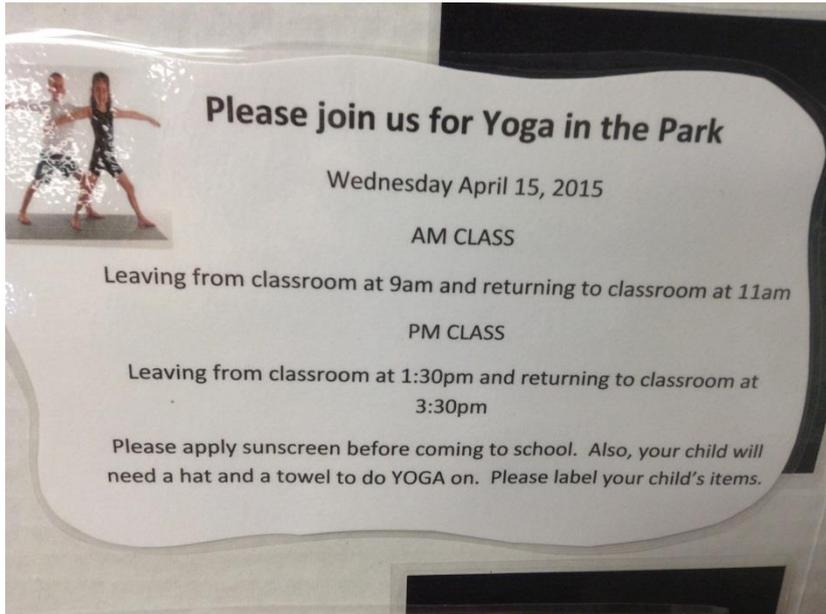
Limits sun exposure in peak hours (10am to 4pm)

Protects skin from sun exposure during outdoor activities

Obtains permission from families before applying sunscreen

Encourages families to apply sunscreen to children prior to arrival at site

Standard 2: Practice “sun safety.”



Standard 3:

Provide a breastfeeding-friendly environment.

Provides a place to breastfeed or express milk (not a bathroom)

Provides a refrigerator for milk storage

Displays breastfeeding promotion information

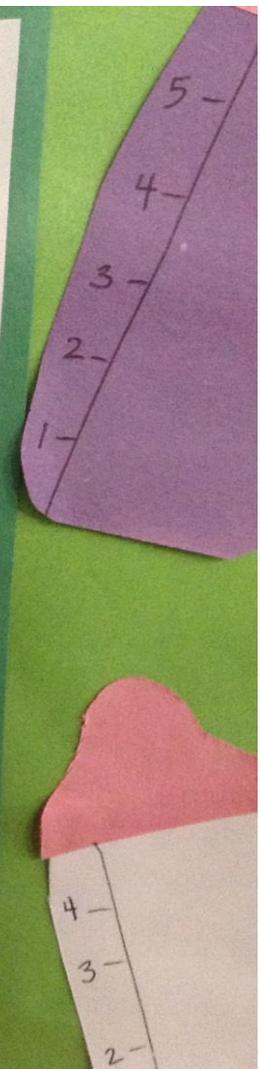
Provides breastfeeding information to families

Standard 3: Provide a breastfeeding-friendly environment.

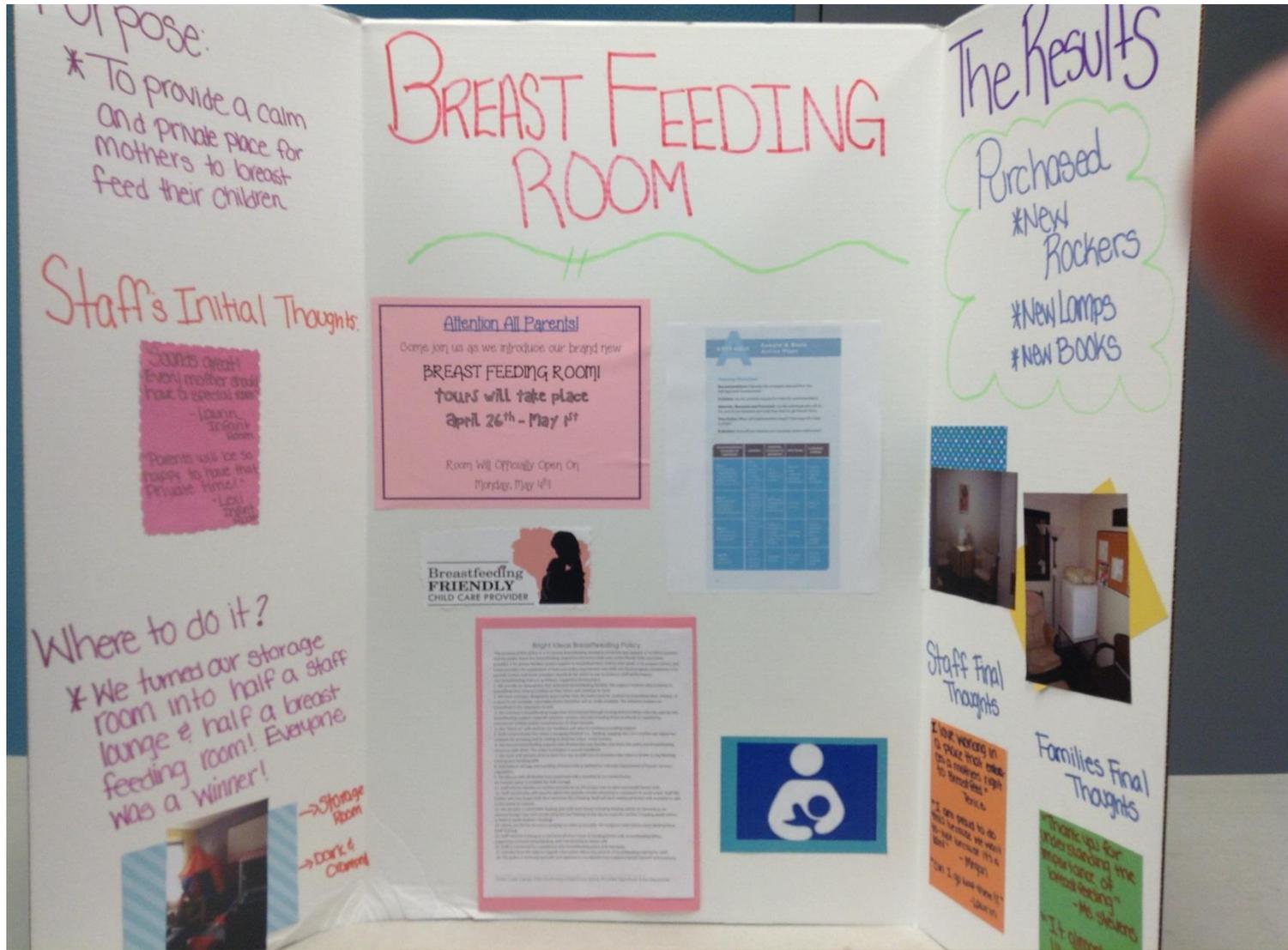
Anecdote from Parent

As a parent from the infant room, I would like to say that I am grateful for choosing the right facility for my baby. I have 9 month old twins, a boy and girl. I like to come in during my lunch break to nurse both of my babies because I know that it's the time I don't have with them throughout the day. I am at work from 8:30am-4:30pm Monday through Friday. My babies do well with taking breast milk from a bottle but for me, it's that one on one interaction that I crave throughout the day. It means more for me because I have two infants I have to spend an equal amount of time with. Before the room was created I used to nurse my babies in the infant room. It was tolerable besides the teachers walking around me or other staff walking in and out of the classroom. It was lunch break and it was usually when they had their lunch as well. I really just wanted the privacy to nurse my babies. I didn't want to have to worry about my top part of my breasts showing or my back showing when I lifted my shirt. I just wanted to worry about looking at my babies while they ate. When I heard the center was creating a private room for mothers to nurse, I was so excited. I thought how amazing it would be for me to finally get that one on one interaction with my babies. I didn't have to worry about my skin revealing in front of everyone. It felt like Christmas. Maxwell Preschool Academy sure does take care of their parents. I recommend them to everyone I know.

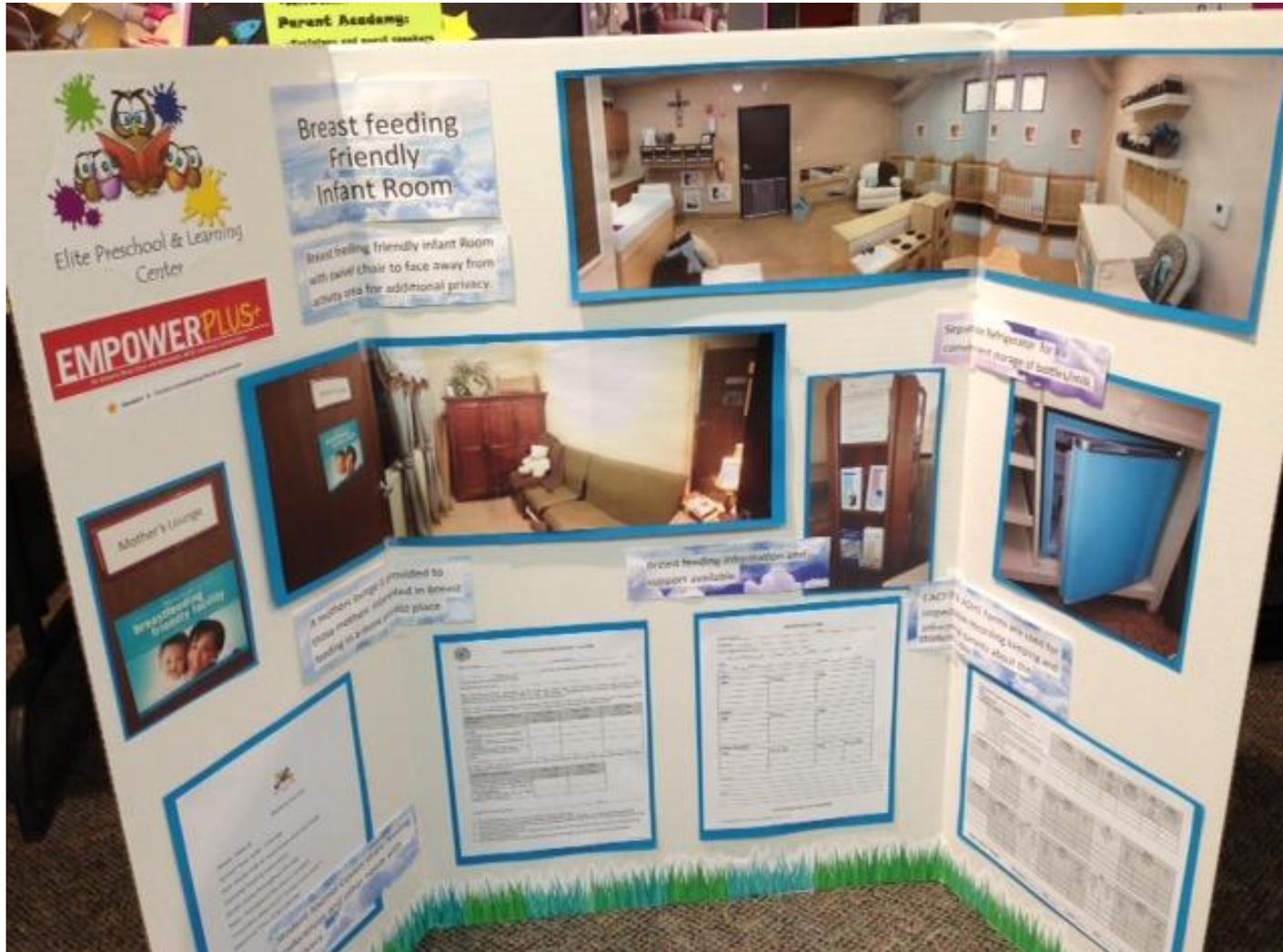
Thank you,
Shonice P.



Standard 3: Provide a breastfeeding-friendly environment.



Standard 3: Provide a breastfeeding-friendly environment.



Standard 3: Provide a breastfeeding-friendly environment.

Benefits

Benefits of Breastfeeding for Your Baby

Breast milk provides the ideal nutrition for babies. It has a nearly perfect mix of vitamins, protein, and fat - everything your baby needs to grow. And it's all provided in a more easily digested than infant formula. Breast milk contains antibodies that help your baby fight off common infections. Breastfeeding lowers your baby's risk of having asthma or allergies. Plus babies who are breastfed exclusively for the first 6 months, regardless of whether they have any allergies, respiratory illnesses, and have no diarrhea. They also have fewer hospitalizations and trips to the doctor.

Breastfeeding has been linked to higher IQ scores in later childhood in some studies. What's more, the physical closeness, skin-to-skin touching, and eye contact all help your baby bond with you and feel secure. Breastfed babies are more likely to gain the right amount of weight on their own.

For breastfeeding that gives a baby the most health benefits, the AAP advises that parents breastfeed their babies for at least 6 months. It's been thought to have the role of education, advocacy, and social norms as well, but more research is needed.



Recommendations for the Mother

Breastfeeding lower infant mortality, and can help your baby grow up with a healthy weight. It can also help you lose weight. Breastfeeding can help you bond with your baby. Breastfeeding can help you feel more confident about your ability to care for your baby. Breastfeeding can help you feel more in control of your baby's health. Breastfeeding can help you feel more in control of your baby's health. Breastfeeding can help you feel more in control of your baby's health.

Breastfeeding

***Goal:** To provide an encouraging environment for parents to participate in healthy breastfeeding.

Breastfeeding Tips



Policy

We at Carlin Kids Preschool are committed to providing ongoing support to breastfeeding mothers and will respect a mother's decision to breastfeed, even after returning to school or work.

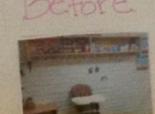
- Provide a welcoming atmosphere that encourages mothers to initiate and continue to breastfeed, even after returning to school or work.
- Provide a designated place for mothers to breastfeed their child on or off school as a nursing chart.
- Provide a refrigerator for storage of expressed breast milk.

Information on breastfeeding in English and Spanish will be available for parents at least once a year.

Before



After



KEEP CALM AND CARRY ON BREAST FEEDING

Achievements:

In this process we hope to accomplish breast feeding at our center and to have more infants breast feeding with parents in the center.

Changes Made:

We have never had breast feeding in the facility until now all thanks to you. We have made a lot of changes to our policy to make it more comfortable for you. We have made a lot of changes to our policy to make it more comfortable for you. We have made a lot of changes to our policy to make it more comfortable for you.

Participants:

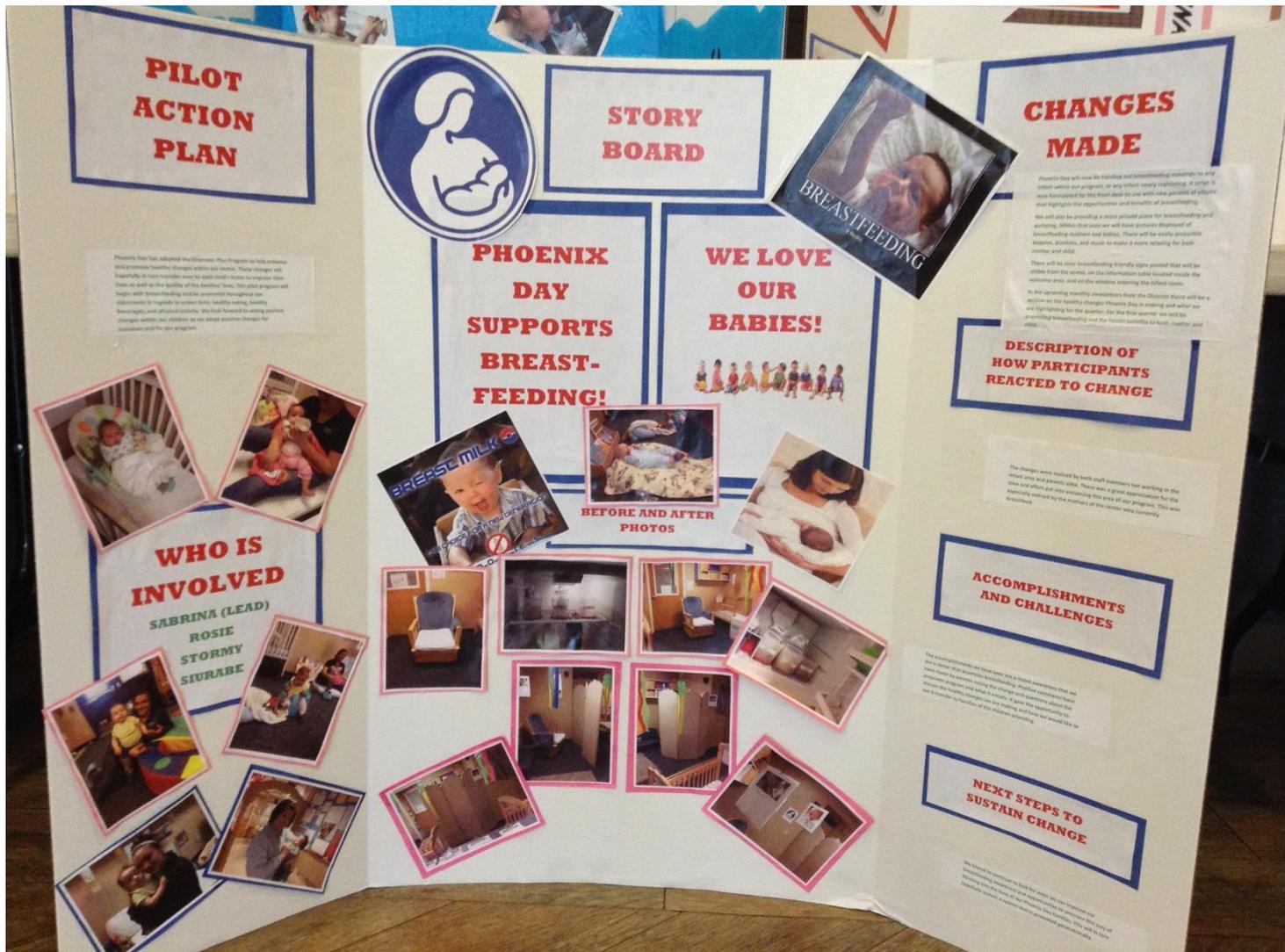
The staff was a little nervous at first just because they have never done breast feeding, but once they were comfortable in the scope and made into a routine they loved it. When we first introduced the breast feeding to the parents they were very happy because they have already been giving their children formula, we have any parents breast feeding, but when they moved their babies we give them all and what the benefits are.

My first step is breastfeeding. You get 2 hours. Its help the baby. imagine them. Vinussa. Jabe.




Twinkling Star Preschool Inc.

Standard 3: Provide a breastfeeding-friendly environment.



Standard 3: Provide a breastfeeding-friendly environment.

The changes were noticed by both staff members not working in the infant area and parents alike. There was a great appreciation for the time and effort put into enhancing this area of our program. This was especially noticed by the mothers of the center who currently breastfeed.

The accomplishments we have seen are a noted awareness that we are a center that promotes breastfeeding. Positive comments have been made by parents noting the change and questions about the empower program and what it entails. It gave the opportunity to discuss the healthy changes we are making and how we would like to see it transfer to families of the children attending.

We intend to continue to look for ways we can improve our breastfeeding awareness and opportunities to promote this way of thinking into the lives of our Phoenix Day families. This will in turn hopefully sustain a system that is promoted generationally.

Standard 3: Provide a breastfeeding-friendly environment.

Phoenix Day will now be handing out *breastfeeding materials* to any infant within our program, or any infant newly registering. A script is now formulated for the front desk to use with new parents of infants that highlights the opportunities and benefits of breastfeeding.

We will also be providing a more private place for breastfeeding and pumping. Within that area we will have pictures displayed of breastfeeding mothers and babies. There will be easily accessible boppies, blankets, and music to make it more relaxing for both mother and child.

There will be clear breastfeeding friendly signs posted that will be visible from the street, on the information table located inside the welcome area, and on the window entering the infant room.

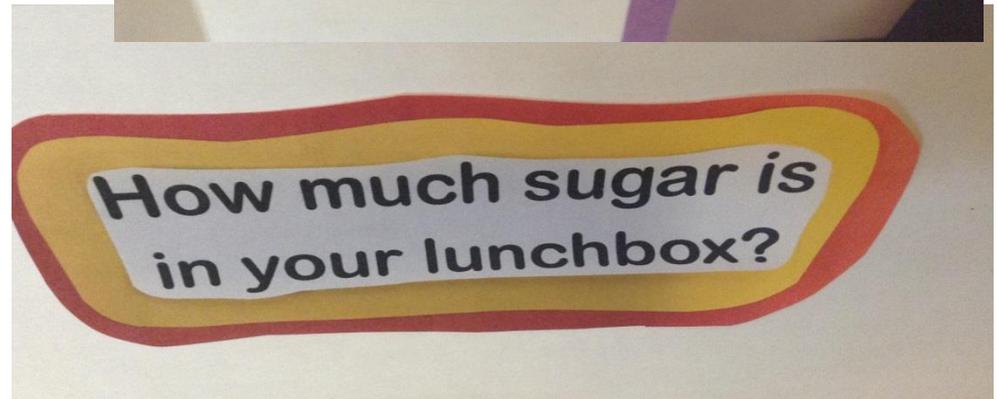
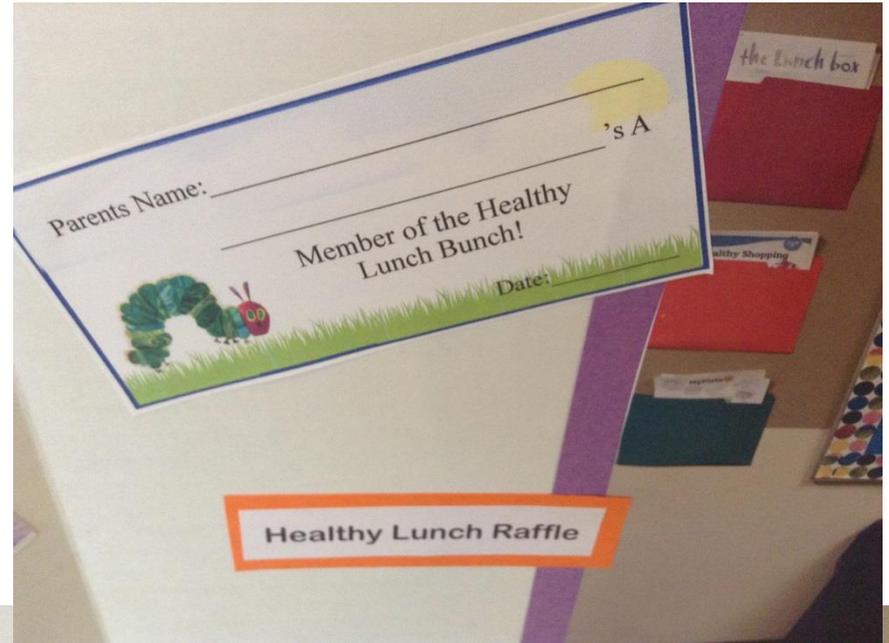
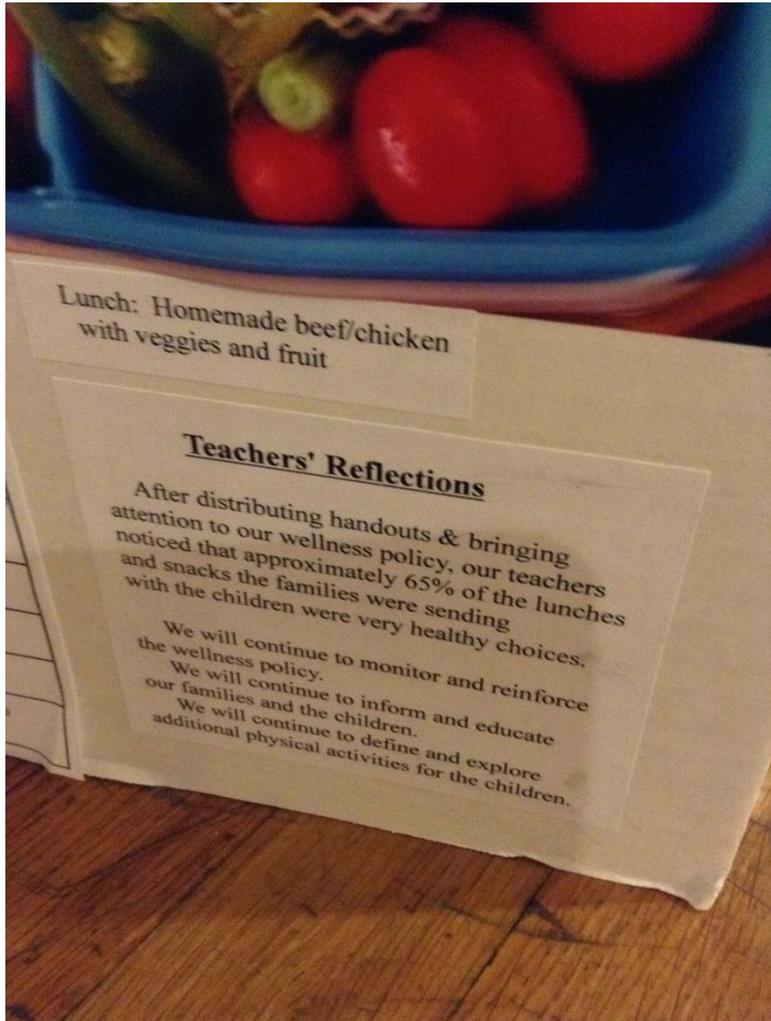
In the upcoming monthly newsletters from the Director there will be a section on the healthy changes Phoenix Day is making and what we are highlighting for the quarter. For the first quarter we will be promoting breastfeeding and the health benefits to both mother and child.

Standard 4:

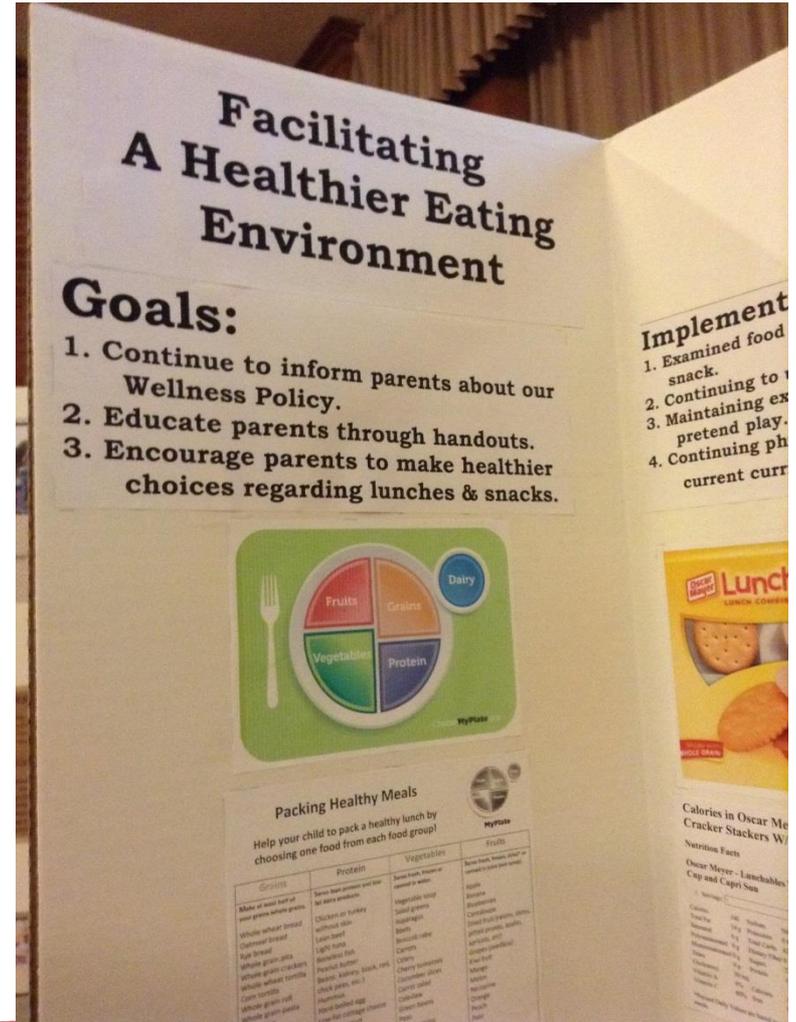
Determine whether site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.

Is there a policy for determining eligibility status for the USDA Child and Adult Food Program (CACFP)?

Standard 4: Determine whether site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.



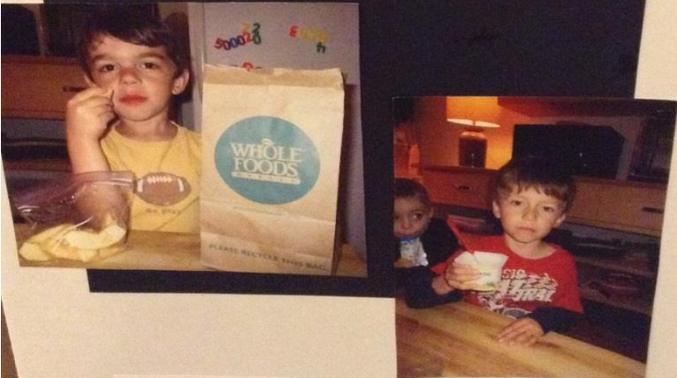
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Café Conversations

Jack - "I have apples today. Not the skin, I don't like skin."
Cade - "What does that bag say?"
Jack - "Whole Foods, me and my Dad go to Whole Foods. Not my Mom, just me and my Dad."
Cade - "I go to Frys. I got yogurt there and food too."
Jack - "When I go to Whole Foods they have tortilla chips, oranges, carrots and carrots. Really good food!"
Cade - "I like yogurt."
Jack - "I like apples."



Sharing Information with Parents

A MONTH'S WORTH OF LUNCH BOX & SNACK ideas
Pick 1 from each category: Meats, Grains, Vegetables, Fruits, Dairy, Protein

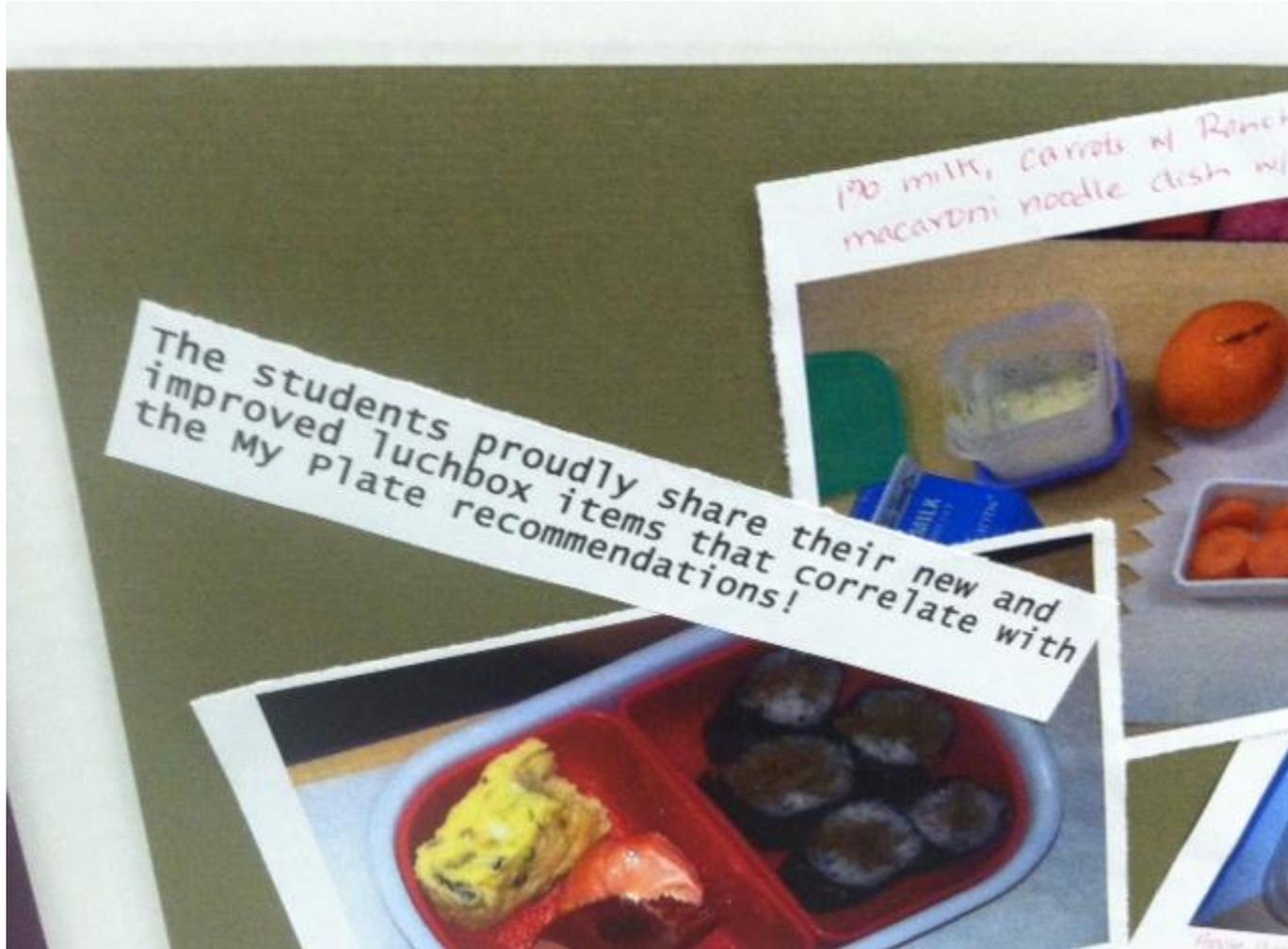
Carrot & Raisin Sunshine Salad

Journaling

It is evident that the children are receiving the message about healthy food choices. These are some of their journal entries as they are planning what they would like to include in their snack bag the next day.



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Standard 5:

Limit serving fruit juice to no more than two times per week.

Offers water throughout the day

Offers water as the first choice for thirst

Prohibits serving fruit juice more than twice/week for 1 year and older (or never serves fruit juice)

Prohibits serving more than 4-6 ounces of fruit juice at one time (or never serves fruit juice)

Serves juice that is only 100% fruit juice with no added sugar (or never serves fruit juice)

Serves fruit juice only at meal or snack times (or never serves fruit juice)

Provides information on fruit juice to families

Standard 5: Limit serving fruit juice to no more than two times per week.

Let's

Change:

Teaching our staff how to be better role models for our children by eliminating Soda (Polar pops) from their daily consumption.

I asked my staff: Why do you drink soda?

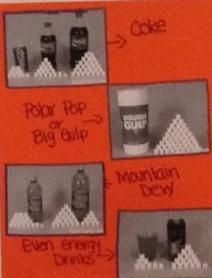
"Because my husband buys it for me" Miss Christiana 

"It taste good & wakes me up in the morning" Ms. Alexandria 

"I'm addicted & get horrible headaches with out it." Ms. Lanny 

Be A Better

How much sugar are you drinking?

What are some healthy alternatives?

- Water
- Tea (in moderation)
- Juice (in moderation)

Who is involved in being a better role model?

- Directors
- Teachers
- Parents
- Extended Family

How much Water should you be drinking?



Role Model

How We Started changing our ways -

Water cooler is available with clean & cold water all day!



Ms. Valencia is enjoying the water! → 

Next Step:

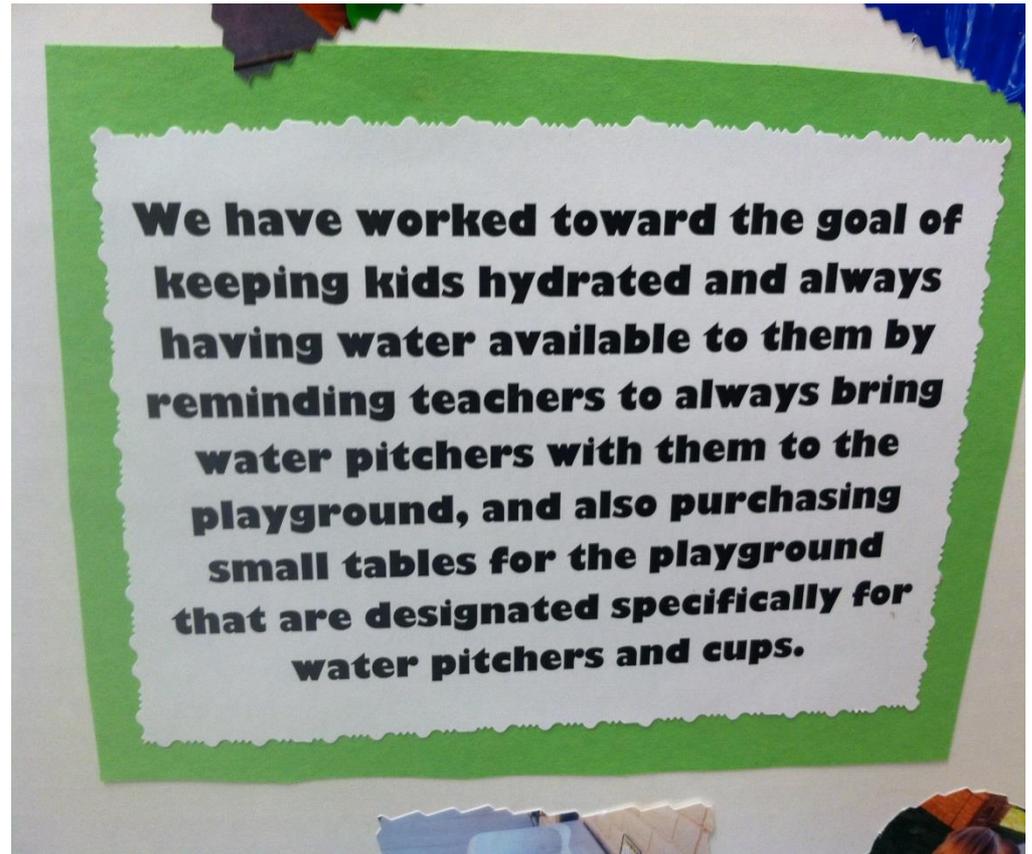
Not allowing polar pops or soda bottles in the classroom with children present.

How Do You Feel With out Soda?

"So much better! I drink 1 cup of coffee in the morning & drink water the rest of the day!" Ms. Lanny 

"It was so much easier than I thought it would be! My old drinking habit was improved!" Ms. Lisa 

Standard 5: Limit serving fruit juice to no more than two times per week.



Standard 5: Limit serving fruit juice to no more than two times per week.

Hidden Treasures preschool staff discussed a solution to sugar intake. We held a staff meeting and discussed eliminating the consumption of soda. Previous to this plan we did not have a policy in place and allowed our staff to come to work with their caffeinated drinks. Many of the staff would come with either their 44oz Big Gulp drinks or 12oz cans of soda. During our meeting we decided we needed to set the example by drinking more water in the classroom so that children would feel encouraged to do so as well. All staff were on the same boat and we decided water would be the best choice in the classroom and if the need of caffeine was to arise we would allow containers that did not display pictures of the drink nor logos.

To give the teachers an alternative drink, the school provided water for 50 cents instead. There were a few obstacles and challenges when this change was made. For an example, our staff obviously went through a sort of "withdrawal" which caused some moodiness in their behaviors. Though this was an occurrence management understood and encouraged them to keep up the good work. Overall, after eliminating the intake of sugars/soda the staff was more aware of the risks in consuming too much sugar.

Standard 5: Limit serving fruit juice to no more than two times per week.

 Serving/offer more
water.    



The parent's like the change
that we are doing and are helping
out at home with serving more water
and less soda/juice. 

Standard 6:

Serve meals family style and do not use food as a reward.

Serves meals family style

Uses child friendly serving utensils

Requires staff participation in meal time with children

Allows children to choose what and how much to eat

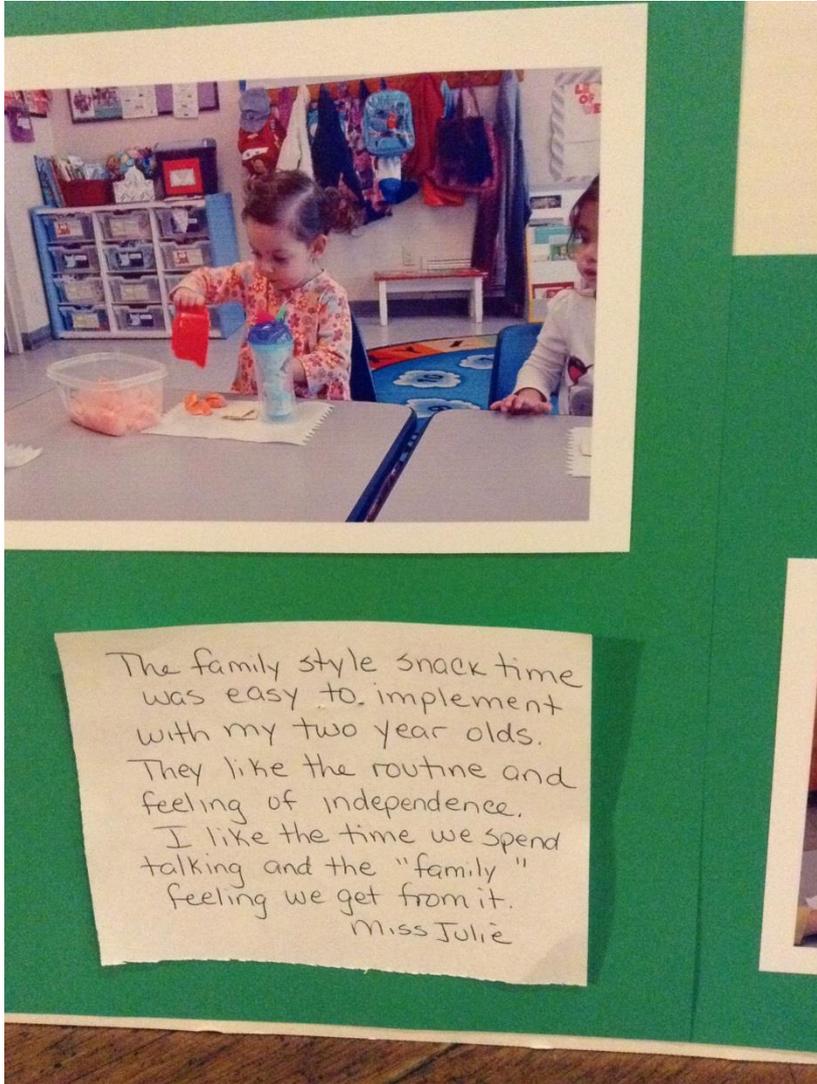
Prohibits using food as a punishment or reward

Provides information on healthy eating to families

Video: Family Style Dining with 2-Year Olds

<https://www.youtube.com/watch?v=ElpanmnPhAg&feature=youtu.be%20>

Standard 6: Serve meals family style and do not use food as a reward ●



Standard 6: Serve meals family style and do not use food as a reward.

The Challenge: Family Style Dining

Our Own Biases

- Difficult to do without a hot lunch program
- Messes will be made
- Longer snack and clean up times

The Approach

Our Team of Researchers

Our Results:

Conclusion:

Each teacher presented with some different interpretations of family dining, which enriched the experience, and highlighted strengths within our program as a whole. Taking home family dining is defined through the framework training, but also for each of us individually, created a richer outcome. For example, some teachers focused more on manners, some on building children, and others emphasized more of the interpersonal aspect. By combining our results, this has set us how rich of an experience family dining can be. This also creates insight into the diverse interpretations of family dining with the children who have their own diverse family dining rituals.

How to proceed for the future:

- Continue with these steps to see how it works
- Be more prepared
- Work more on students serving themselves
- More practice in passing the trays
- Let children be more independent in the future. For example, opening their own containers.

Success

- "It gave me that feeling of connection with the students" Ms. Traylor
- "The whole experience of dining together"
- "Having meaningful conversations as a recipe of the day"
- "Allowing children to be independent"
- "Children can use motor skills to pass bowl of fruit to increase social skills and can help in snack clean up to increase independence"

Opportunities for Learning

- Skill in learning stages with working with those newly transitioned from the regular room
- Some of the students needed greater help serving themselves than others
- Type of communication around the table, talking about health foods, the different colors that are on the plates

Indirect Results: more transitions to family dining in Traylor rooms by beginning familiarity with serving in indirect rooms, found out on hand serving of individual snacks, serve high chairs in their friends and table with more their own plates and just use bowls, wash hands before about everything independently in dining

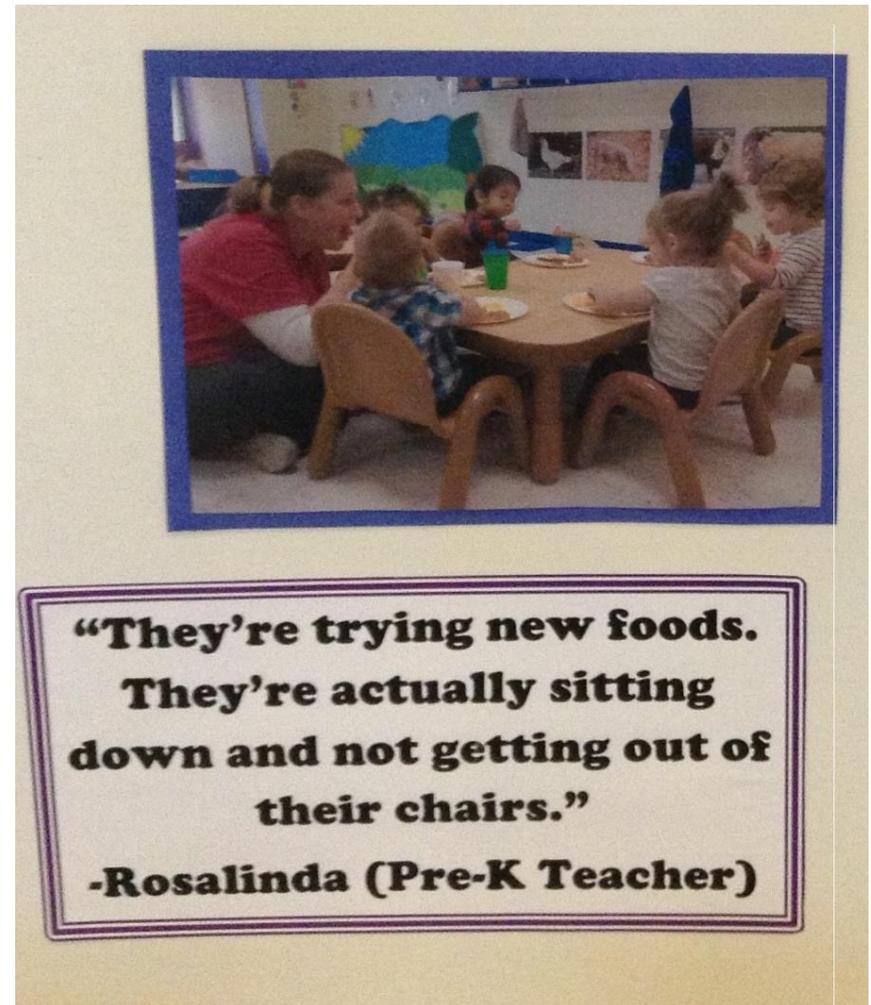
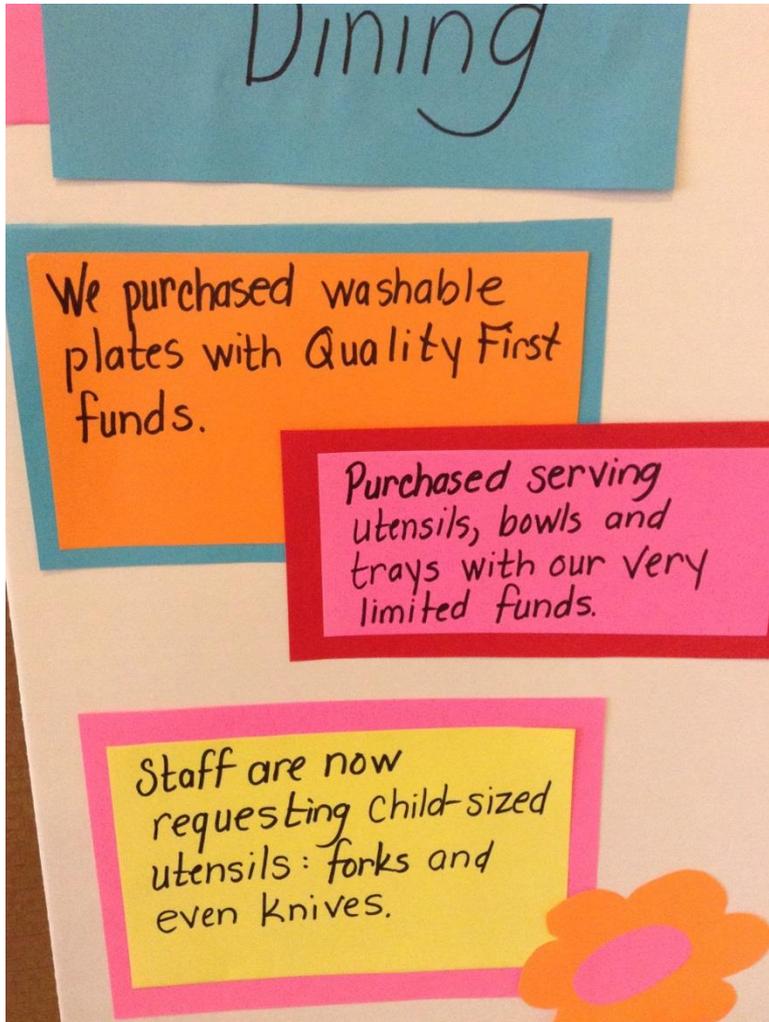
Trayholder Results:

- A. In our hands, our projects, use our plates while making them what we are eating, and snack clean up while serving their trays, using children direct, while serving their trays, using their own bowls, wash hands before about everything independently in dining
- B. "Share in a family and conversation with one another"
- C. Children serving the bowl for serving which involved social skills (trayful in conversation) and help with snack clean up to increase independence

Parent/Teacher Results: Plan meals with the children while the morning, wash hands, pass, hand over bowl serving in containers serving with large trays & long, passing the snack from the table on the table, serving about from children's own containers




Standard 6: Serve meals family style and do not use food as a reward.

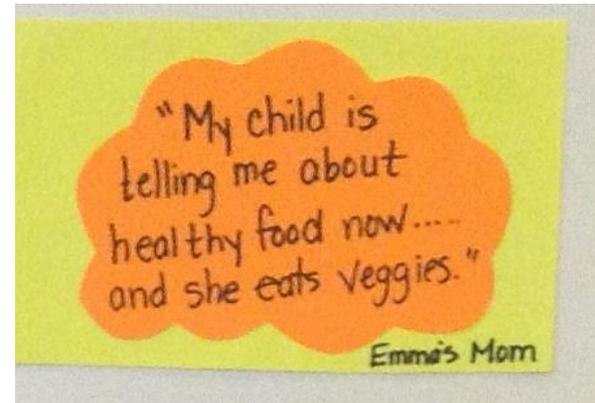


Standard 6: Serve meals family style and do not use food as a reward.

Successes	Challenges
<ul style="list-style-type: none">• Staff modeling healthy choices• Staff making time to eat with children• Introducing new foods at afternoon snack• Networking to incorporate new ideas and activities• Keeping children active and motivated to play structured games	<ul style="list-style-type: none">• Limited equipment to use for physical activity• Time to sit and eat after assisting children with needs at meal time• Getting parent on board to provide healthy choices in lunches• Keeping children active and motivated to play structured games

Standard 6: Serve meals family style and do not use food as a reward.

The Challenge: Family Style Dining



“They say thank you and ask for things genuinely without being prompted. They are so engaged in meal time.”

-Dawn (Twos Teacher)

Standard 6: Serve meals family style and do not use food as a reward.

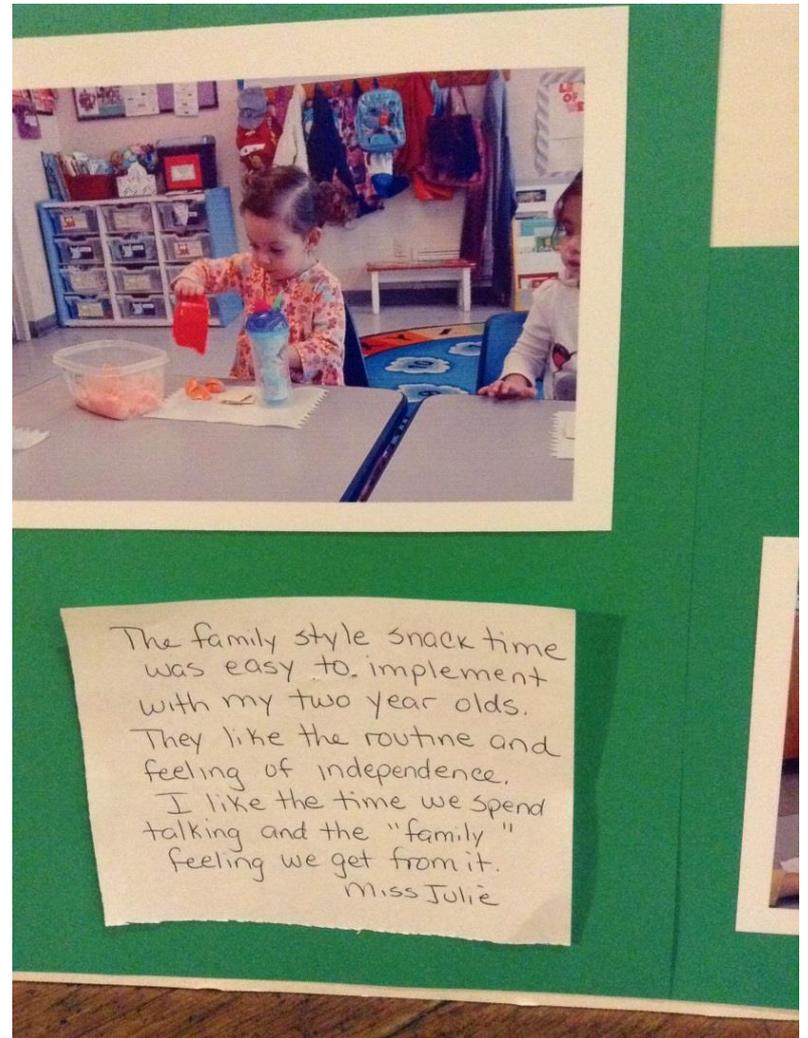
FAMILY STYLE MEALS **BEFORE**

- Teacher serves children's food.
- Meal time/quiet time.
- We did not sit with children.(set mats while children eat)
- Oven baked foods 2-3 times a week.
- Cookies & juice 3-4 times a week.
- Sugary cereal.(example: fruit loops, coco puffs)
- Holiday parties parents bring in unhealthy goodies.(example: candy,cupcakes,chips)
- Children were not being encourage to try new foods.

FAMILY STYLE MEALS **NOW**

- Children serve themselves.
- Sit and eat with children.
- Encourage children to try new foods.
- Use overall family style.
- Correct portions.
- 100% juice once every 2-3 weeks.
- Cookies once every 2 weeks.
- NO sugary cereal.
- Oven baked foods once every 2 weeks.
- Fun activities for children using fruits and veggies.

Standard 6: Serve meals family style and do not use food as a reward.



Standard 6: Serve meals family style and do not use food as a reward.

Pilot Action Plan

Change #1

Teachers will sit with kids at meal times actively engaged in eating and conversation.

"They're eating a little more. As they see me using the spoon they're attempting it more."
-Wendy (Ones Teacher)

"It calms the classroom down."
-Rena (Pre-K Teacher)

"We like to try new foods with the teachers."
-Ami (Pre-K)

"You're fun to sit by. We laugh. You're fun."
-Gage (Preschool)

"Ms. Rosalinda is my friend!"
-Brooklyn (Pre-K)

"They say thank you and ask for things genuinely without being prompted. They are so engaged in meal time."
-Dawn (Twos Teacher)

"It's really nice, and we love teachers."
-Zariyah (Pre-K)

"They're trying new foods. They're actually sitting down and not getting out of their chairs."
-Rosalinda (Pre-K Teacher)

"They all want to sit next to me. They are very helpful. They help set the table."
-Desiree (Pre-K Teacher)

Phoenix Children's Academy

Standard 7:

Provide monthly oral healthcare education or implement a tooth brushing program.

Provides monthly oral health education

Includes a tooth brushing program

Prohibits sharing utensils with a child

Prohibits licking a pacifier to 'clean' it

Prohibits putting children to sleep with a bottle

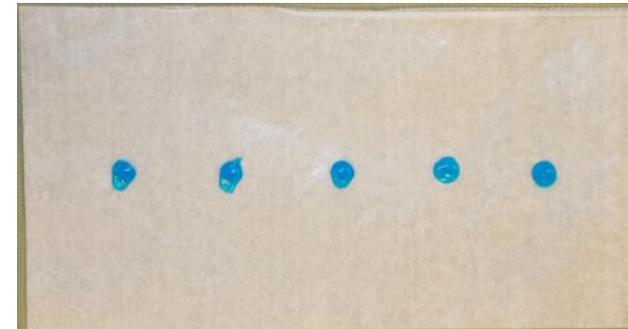
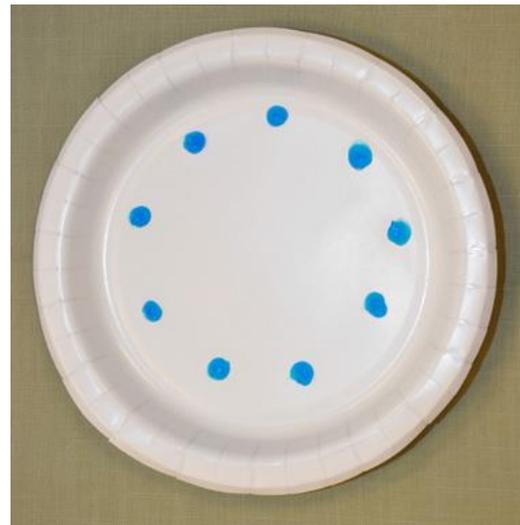
Limits serving of snacks to scheduled times

Informs parents about cleaning teeth at home

Educates parents on oral hygiene

Provides information on tooth decay to families

Standard 7: Provide monthly oral healthcare education or implement a tooth brushing program.



Standard 7: Provide monthly oral healthcare education or implement a tooth brushing program.

Oral Hygiene

- Made it a topic during *circle time* in mornings.
- Teach correct techniques for brushing teeth.
- Flossing part of oral hygiene.



Standard 8:

Ensure that staff members receive three hours of training annually on Empower topics.

Requires staff to receive three hours of training on Empower topics annually

Standard 8: Ensure that staff members receive three hours of training annually on Empower topics.



Standard 8: Ensure that staff members receive three hours of training annually on Empower topics.

Healthy Eating	Humming Bird	Immanuel	Kid City	Ocotillo HS	Michael Anderson HS	Lottie Coor HS	Phoenix Childrens	Radiant Kids Zone	Shepard of the Valley Lutheran	Pender
Physical Activity	Ocotillo HS	Michael Anderson HS	Mesavik HS	Peoria HS	Pendergast	Creative Beginnings				
Breast Feeding	Cactus	Chicanos Por La Causa	Radiant Kidz Zone	Phoenix Day	Tender Times					
Screen Time	Peoria HS									
Healthy Beverages	Chicanos Por La Causa	Lamar Health Staff	Tender Times	Hidden Treasures	Nana's Place					



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**Standard 9:
Make Arizona Smokers' Helpline (ASHLine) education
materials available at all times.**

Does facility participate in ASHLine Referral Training pilot?

Does facility have a policy on providing ASHLine materials on dangers of second and third hand smoke?

If yes, was any staff trained by AshLine Referral Coordinator?

Standard 9: Make Arizona Smokers' Helpline (ASHLine) education materials available at all times.

The Arizona Smokers' Helpline Offers FREE Telephone and Web-based Services to Help People Quit Tobacco

Who calls the Arizona Smokers' Helpline?

The Arizona Smokers' Helpline (ASHLine) takes calls from anybody wishing to quit using tobacco. Our quit coaching is customized to each person individually so any special circumstances that might affect a person's quit process can be taken into consideration. There are even programs for pregnant women and those who use chewing tobacco. Our quit coaches are extremely diverse in life experience, and they have met the needs of thousands of Arizonans who have quit tobacco.

1-800-55-66-222



Standard 10: Maintain a smoke-free campus.

Displays smoke-free policy

Provides written guidelines about smoke-free policy to parents

Provides written guidelines about smoke-free policy to employees

Posts Smoke-Free Arizona Act (A.R.S. §36-601.01) sign at entrance of facility

Standard 10: Maintain a smoke-free campus.



Video: Making Health Easier

<https://www.youtube.com/watch?v=TzcAEXWumN8&feature=youtu.be>

Contact Information

bonnie.williams@azdhs.gov

602-542-2847 (office)

480-294-2792 (cell/text)

<https://healthykidshealthyfuture.org>





SELF ASSESSMENT SHEET

We would like your opinion on implementing policies at your center that are being promoted by the Empower Program. For each of the listed topics, please think about what you do at your center now. Please circle "Full" if the topic is your practice all of the time, circle "Partial" if you do it some of the time, but not all of the time, or if you partially do it, and circle "None" if your everyday practice is not reflected in the statement as it is worded. The page numbers listed on each topic are references to where you can find more information and sample policies, as well as information for families in your EMPOWER GUIDEBOOK, Second Edition.

The information will be collected through an interview at the end of your review, but you may keep this sheet for your records. The Arizona Department of Health Services will use the information you provide to help us better understand barriers so that we may offer education and tools to assist you in providing a healthy environment for the children in your care.

Physical Activity (Policies: pages 7 to 12; information for families: pages 81 to 87)

Provides at least 60 minutes of planned physical activity per day	Full	Partial	None	Don't Know
Includes teacher-led activities	Full	Partial	None	Don't Know
Includes free play opportunities	Full	Partial	None	Don't Know
Includes outdoor physical activity	Full	Partial	None	Don't Know
Includes moderate physical activity	Full	Partial	None	Don't Know
Includes vigorous physical activity	Full	Partial	None	Don't Know
Limits sedentary activity to no more than 60 minutes at a time, not including nap time	Full	Partial	None	Don't Know
Limits screen time to 3 hours or less per week	Full	Partial	None	Don't Know
Prohibits use of physical activity as punishment	Full	Partial	None	Don't Know
Provides information on screen time to families	Full	Partial	None	Don't Know

Sun Safety (Policies: pages 13 to 17; information for families: pages 88 to 91)

Follows age-specific recommendations to limit sun exposure	Full	Partial	None	Don't Know
Checks intensity of sun's rays (UV Index) in planning outdoor activity	Full	Partial	None	Don't Know
Limits sun exposure in peak hours (10am to 4pm)	Full	Partial	None	Don't Know
Protects skin from sun exposure during outdoor activities	Full	Partial	None	Don't Know
Obtains permission from families before applying sunscreen	Full	Partial	None	Don't Know
Encourages families to apply sunscreen to children prior to arrival at site	Full	Partial	None	Don't Know

Breastfeeding Friendly Environment (Policies: pages 18 to 22; information for families: pages 92 to 95)

Provides a place to breastfeed or express milk (not a bathroom)	Full	Partial	None	Don't Know
Provides a refrigerator for milk storage	Full	Partial	None	Don't Know
Displays breastfeeding promotion information	Full	Partial	None	Don't Know
Provides breastfeeding information to families	Full	Partial	None	Don't Know

Fruit Juice (Policies: pages 27 to 29; information for families: pages 96 and 97)

Offers water throughout the day	Full	Partial	None	Don't Know
Offers water as the first choice for thirst	Full	Partial	None	Don't Know
Prohibits serving fruit juice more than twice/week for 1 year and older (or never serves fruit juice)	Full	Partial	None	Don't Know

Prohibits serving more than 4-6 ounces of fruit juice at one time (or never serves fruit juice)	Full	Partial	None	Don't Know
Serves juice that is only 100% fruit juice with no added sugar (or never serves fruit juice)	Full	Partial	None	Don't Know
Serves fruit juice only at meal or snack times (or never serves fruit juice)	Full	Partial	None	Don't Know
Provides information on fruit juice to families	Full	Partial	None	Don't Know

Family Style Meals (Policies: pages 30 to 34; information for families: pages 98 and 99)

Serves meals family style	Full	Partial	None	Don't Know
Uses child friendly serving utensils	Full	Partial	None	Don't Know
Requires staff participation in meal time with children	Full	Partial	None	Don't Know
Allows children to choose what and how much to eat	Full	Partial	None	Don't Know
Prohibits using food as a punishment or reward	Full	Partial	None	Don't Know
Provides information on healthy eating to families	Full	Partial	None	Don't Know

Oral Health Education/Tooth Brushing (Policies: pages 35 to 28; information for families: pages 100 and 101)

Provides monthly oral health education	Full	Partial	None	Don't Know
Includes a tooth brushing program	Full	Partial	None	Don't Know
Prohibits sharing utensils with a child	Full	Partial	None	Don't Know
Prohibits licking a pacifier to 'clean' it	Full	Partial	None	Don't Know
Prohibits putting children to sleep with a bottle	Full	Partial	None	Don't Know
Limits serving of snacks to scheduled times	Full	Partial	None	Don't Know
Informs parents about cleaning teeth at home	Full	Partial	None	Don't Know
Educates parents on oral hygiene	Full	Partial	None	Don't Know
Provides information on tooth decay to families	Full	Partial	None	Don't Know

Smoke-Free Campus (Policies: pages 46 to 48; information for families: pages 102 and 103)

Displays smoke-free policy	Full	Partial	None	Don't Know
Provides written guidelines about smoke-free policy to parents	Full	Partial	None	Don't Know
Provides written guidelines about smoke-free policy to employees	Full	Partial	None	Don't Know
Posts Smoke-Free Arizona Act (A.R.S. §36-601.01) sign at entrance of facility	Full	Partial	None	Don't Know

ASHLine Education Materials (Policies: page 43 to 45; information for families: page 102 and 103)

Does facility have a policy on providing ASHLine materials on dangers of second and third hand smoke?	Full	Partial	None	Don't Know
Does facility participate in ASHLine Referral Training pilot?	Full	Partial	None	Don't Know
If yes, was any staff trained by AshLine Referral Coordinator?	Full	Partial	None	Don't Know

USDA Child and Adult Care Food Program (Policies: pages 23 to 25)

Is there a policy for determining eligibility status for the USDA Child and Adult Food Program (CACFP)?	Yes	No		
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Training on Empower (Policies: pages 39 to 42)

Requires staff to receive three hours of training on Empower topics annually	Full	Partial	None	Don't Know
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For more information, go to: <http://theempowerpack.org>