

Physical Activities in ECE Settings

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Health and
Environment





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Overview

Define physical activity (PA) terms

Share PA guidelines and highlight PA benefits

Discuss perceived barriers to leading PA and PA ideas to overcome these barriers

Share PA policy resources



Physical Activity

- Movement 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
(Go NAP SACC, 2014)



Active Play

- Large muscle movements that allow children to be able to run, skip, hop, and jump without limitations

(NYS CTG evaluation)



Structured Physical Activity

- Adult-led physical activity that promotes large muscle movements, and is designed so all young children are active participants.

(NYS CTG evaluation)

- Head Start refers to structured activities as those that are intentionally planned and facilitated by an informed adult.



Unstructured Physical Activity

- Play
 - “is a process that is freely chosen, personally directed and intrinsically motivated”
(Leichter-Saxby & Law, 2015, p. 97).
- Unstructured Physical Activity
 - **Free play** involving movements that increase the heart rate and breathing above resting levels



Sedentary Activity

- Also called inactive time
- “is quiet time which can include reading a book, taking a nap, sitting down for a meal, or coloring a picture” (North Dakota, *Best Practices for Physical Activity in Child Care*, p. 1).
- Sedentary behavior does not increase the heart rate above that of sitting or resting.

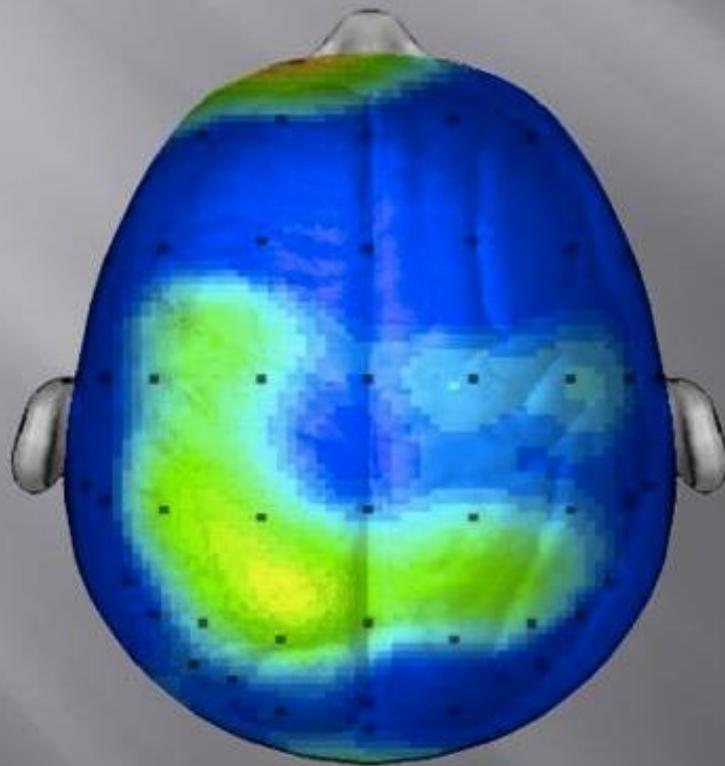


Benefits of Physical Activity

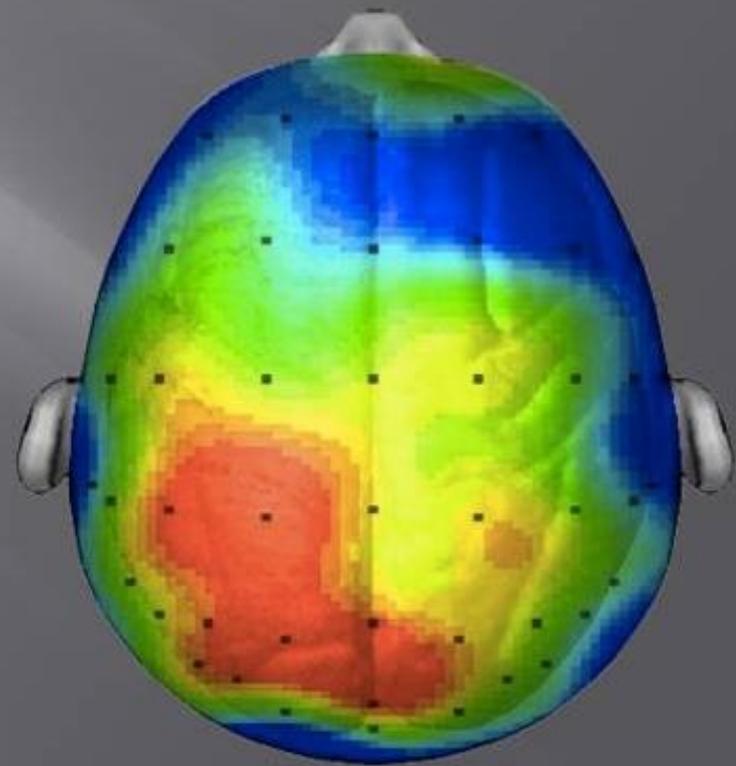
- Social-emotional
- Physical development
- Health including weight regulation
- Cognitive



BRAIN AFTER SITTING
QUIETLY



BRAIN AFTER 20 MINUTE
WALK



Research/scan compliments of Dr. Chuck Hillman University of Illinois

YOUR BRAIN LOVES THE GYM

(OR SIDEWALK, BIKE TRAIL, POOL,...)

WHEN YOU EXERCISE....

Norepinephrine is released, improving attention, perception and motivation.

Endorphins are released, dulling the sensation of pain.

Brain-derived neurotrophic factor (BDNF) is released, protecting and repairing neurons from injury and degeneration.

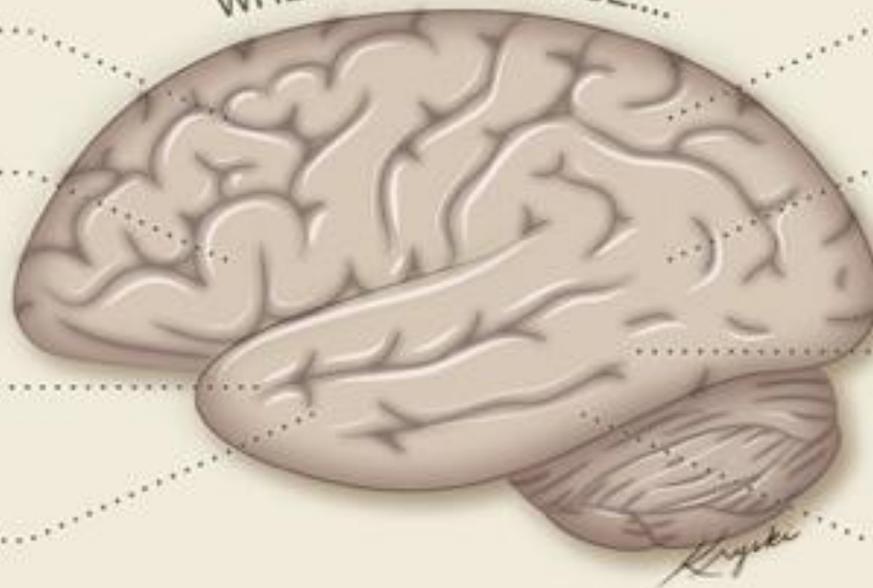
Serotonin is released, enhancing mood.

Hormones combine with BDNF to grow brain cells, regulate mood and provide mental clarity.

Blood flow to the brain increases, delivering more oxygen and nutrients and improving waste removal.

The hippocampus, a part of the brain concerned with learning and memory, grows in size with regular exercise over time.

Dopamine is released, improving motivation, focus and learning.



Perceived barriers to leading PA

- Limited space, equipment, funds, time
- Diverse ages and skills among children
- Personal (dis)comfort with PA
- Lack of knowledge regarding developmentally appropriate PA



Examples of developmentally appropriate, inclusive PA in small spaces, using inexpensive equipment and are FUN!



Let's try a PA together now



Fundamental Movement Skills

Locomotor

Walk
Run
Jump
Hop
Leap
Gallop
Slide
Skip

Object Control

Throw
Catch
Kick
Strike
Trap
Dribble

Stability

Axial
Springing
Upright Balances
Inverted Balances

Importance of Developing Mature Fundamental Movement Skills (FMS)

- Ages 2 to 7 is FMS Phase
- Need extensive practice
- Skillfulness related to PA participation



Resources for PA Interventions

- I am Moving, I am Learning (IMIL)
- Go NAP SACC
- Let's Move Child Care
- Color Me Healthy
- Eat Well Play Hard
- Head Start Body Start
- SPARK – Early Childhood
- CATCH
- Be Active Kids Motor Skills and Movement Concepts from Birth to Five
- Hip Hop for Health, Jr.
- Healthy Opportunities for Preschoolers (HOP)



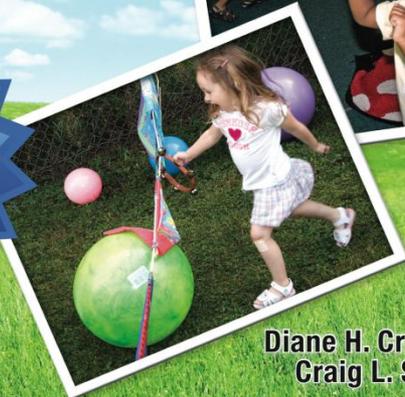
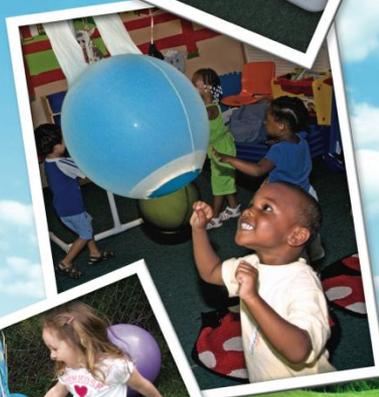
Active Play!

Fun Physical Activities for Young Children

DVD Included!
Toddlers & Preschoolers Moving & Learning!

DVD features Award-Winning Music of

VINCENT



Diane H. Craft, PhD
Craig L. Smith

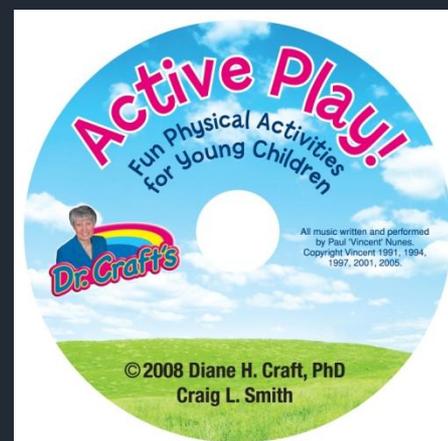
Physical Activities in this webinar are from the book/DVD set:

Active Play!

Fun Physical Activities for Young Children

by Diane Craft and Craig Smith

www.activeplaybooks.com



Physical Activity Standards

Caring for Our Children (3rd Ed.)

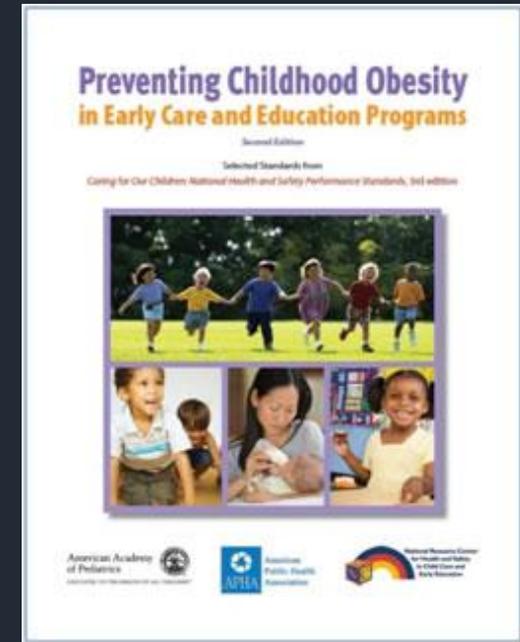
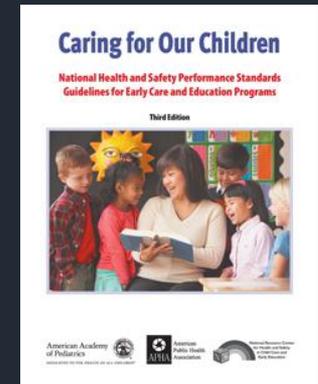
Active Opportunities for PA

Playing Outdoors

Caregivers/Teachers' Encouragement of PA

Policies and Practices that Promote PA

Protection from Air Pollution While Outside



ECE Policies that Support

ECE centers can develop policies to help support and promote wellness and physical activity

A *policy* is a written document that state the specific approaches promoted and followed by ECEs to create and support the healthiest possible environment

Policies can

- Improve health by building staff awareness

- Improve health by outlining day to day practices for staff

 - Example: ECE has a written policy on the amount of PA children receive per day

Resources for Policy Development

AAP Model Child Care Health Policies (MCCHP), 5th edition
written by the AAP

Is a publication that helps to foster adoption and implementation of best practices for health/safety in ECE

Intended to ease the burden of writing site-specific health and safety policies from scratch by providing model policy language to create their policies

Useful for people who provide technical assistance, professional development (training) and consultation to ECE providers

Section 4 (Nutrition) & Section 5 (Physical Activity & Screen)

Resources to help with Policy Development

State of Georgia created a how to guide to develop ECE policies
Wellness Policies for GA ECE environments

(https://dph.georgia.gov/sites/dph.georgia.gov/files/related_files/site_page/growing_fit_kit_v4.pdf)

ABCs of policy development

A- Assessing current policies and needs in their ECE

B- Building a plan by identifying areas for improvement or that are most feasible

C- Creating, implementing, and evaluating new ECE policies

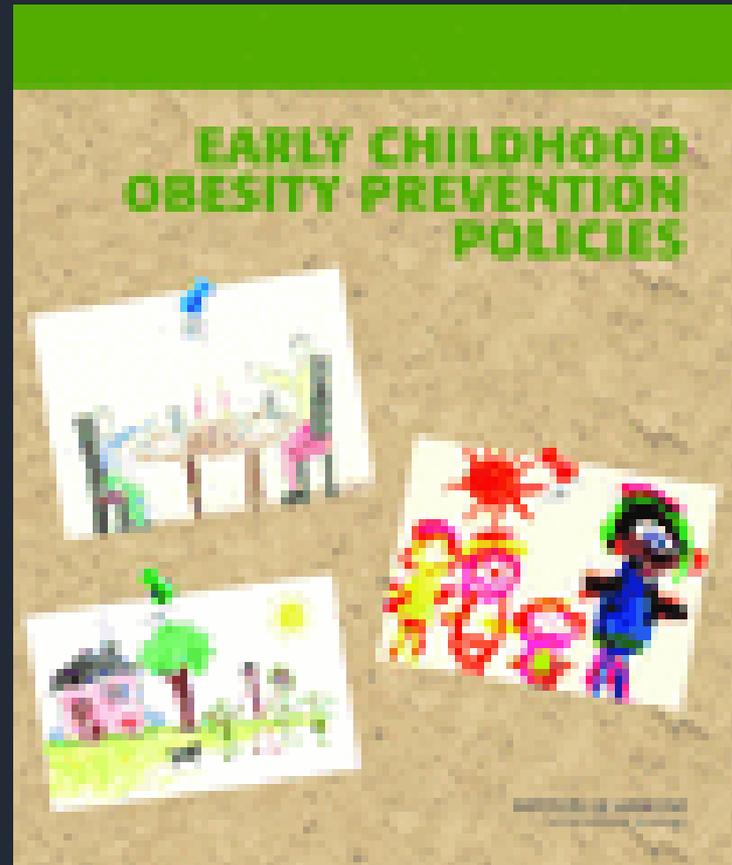
Several ways to assess current policy needs include:

Nutrition and Physical Activity Self Assessment for Child Care
(NAP SACC)

Let's Move Child Care (LMCC) Checklist

Other Guidelines

- Institute of Medicine
- NAPSE



NASPE Guidelines include:

Caregivers of Infants need to...

- Promote infant's exploration of the environment
- Place infant in safe settings that facilitate physical activity and do not restrict movement for long periods of time
- Promote infant's development of movement skills



Caregivers of Infants need to...

- Provide safe environment for infant to perform large muscle activities
- Be aware of the importance of physical activity and facilitate the child's movement skills



Toddlers need...

- At least 30 minutes daily of *structured* physical activity
- At least 60 minutes and up to several hours per day of daily, *unstructured* physical activity
- To NOT be sedentary for more than 60 minutes at a time except when sleeping.
- To develop movement skills that are building blocks for more complex movement tasks.



Toddlers need...

- Safe indoor and outdoor areas for performing large muscle activities.
- Caregiver who understand the importance of physical activity and facilitate the child's movement skills.



Preschoolers need...

- 60 minutes of *structured* physical activity
- 60 minutes of *unstructured* physical activity
- NOT sedentary more than 60 minutes at a time except for sleeping
- Opportunities to develop competence in basic movement skills



Preschoolers need...

- Indoor and outdoor areas safe for large muscle activities
- Individuals who know the importance of physical activity and facilitate children's movements.



CDC's Framework for Obesity Prevention in the ECE Setting

The 'Spectrum of Opportunities'



Key Resources and Publications

1. Addressing Childhood Obesity in the Early Care and Education Setting
2. Quick Start Action Guide for Obesity Prevention in ECE
3. Spectrum of Opportunities for Obesity Prevention in ECE
CDC Technical Assistance Briefing Document
4. National Review of State Licensing Regulations
5. Breastfeeding and ECE: Increasing Support
6. Caring for Our Children National Guidelines for Obesity Prevention Standards in ECE
7. Let's Move Child Care

<http://www.cdc.gov/obesity/strategies/childcare.html>

Technical Assistance Worksheets

1. Assess partnerships
2. Assess efforts to date
3. Create a profile that summarizes background information
4. Rate opportunities
5. Develop an action plan

<http://www.cdc.gov/obesity/strategies/childcare.html>



DISCOVER DEVELOP DELIVER

Licensing &
Administrative
Regulations

How well do states' licensing regulations encompass physical activity standards?



How well do states' licensing regulations encompass physical activity standards?

Selected CFOC Standard Component	FULLY	PARTIAL	MISSING	CONTRADICTS
	# of States	# of States	# of States	# of States
Toddlers 60 - 90 min/8-hr day for MVPA	2	32	17	0
Preschoolers 90 - 120 min/8-hr day for MVPA	0	34	17	0
Provide adequate space, both inside and outside play	36	6	9	0
Provide orientation and annual training opportunities for caregivers/teachers to learn age-appropriate gross motor activities and games that promote PA	0	2	49	0
Develop written policies on the promotion of PA and the removal of potential barriers to PA participation	2	2	47	0
Require caregivers/teachers to promote children's active play, and participate in children's active games	1	0	50	0
Do not withhold active play from children who misbehave	8	13	30	0
Limit total media time for 2 yo and older to ≤ 30 min/week	0	16	35	0
Use infant equipment (swings, stationary centers, seats, bouncers) only for short periods of time if at all	1	14	34	2

STATE EXAMPLES:

- **AK:** at least 20 minutes of vigorous physical activity every three hours; daily supervised outdoor activity, weather permitting
- **MA:** at least 60 min of PA/day (full day programs), 30 min/day (half-day programs)
- **NY:** except while sleeping, awaking or going to sleep, infant must not be left in a crib or other confined space for more than 30 min



Including physical activity in QRIS

- **Specific Standards tied to levels of quality**
- **Included topic in required self-assessment**
- **PA-specific technical assistance resources**
- **Included in training requirements/opportunities**
- ***Other options?***

Specific Standards

- **21 states have physical activity/screen time standards**
 - *WI: Providing at least 60 min physical activity daily earns programs points toward their score for health and wellness category (1 out of 5 possible points)*
- **14 states have standards that align with ‘high impact’ CFOC physical activity/screen time standards**
 - *SC: Full Day Programs (6 hours or more) shall have two to three separate time periods of outdoor play for children 12 to 36 months totaling 60-90 minutes. (Level B, possible levels include A, B, C)*
 - *NY: For children under 12 months: Standard: Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake. (1 point out of 8 possible points)*

Assessments

- **NE: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)**
 - *The program lead designee completes an Action Planning Document based upon the Go NAP SACC Pre Self-Assessment*
- **NJ: Let's Move Child Care Checklist (LMCC)**
 - *Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment (Measurement: Healthy and Safety Policies and Procedures AND LMCC)*



DISCOVER DEVELOP DELIVER

Facility-Level
Interventions

State support for facility-level interventions with physical activity components



Assessments & Action Planning

- Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
- *Let's Move!* Child Care (LMCC)

Curricula

- Color Me Healthy
- Healthy Habits for Life

Multi-component Interventions

- Spark Jr.
- Coordinated Approach to Child Health (CATCH)

STATE EXAMPLES

- **NC:** Go NAP SACC
- **NY:** Eat Well Play Hard (multi-component)
- **MN:** Learning About Nutrition Through Activity (LANA) Curriculum
- **WI:** Active Early

Pre-Service and Professional Development

Pre-service training and professional development

- Better Kid Care
- Let's Move Child Care



MENU

TRAINERS

Train and assist child care and early education providers to prevent childhood obesity in their programs. Give providers the confidence to make healthy changes happen.

**ECELC COLLABORATIVE
LEARNING**



GETTING STARTED

TOOLS & RESOURCES



TOOLS & RESOURCES FOR TRAINERS

Use the tools and resources below to train and empower child care and early education providers on implementing Let's Move! Child Care (LMCC) best practices.

The screenshot shows the Penn State Extension website. The top navigation bar includes 'Animals', 'Plants & Pests', 'Natural Resources', 'Community & Business', 'Food & Health', 'Youth & Family', and '4-H'. The 'Youth & Family' section is active, displaying 'Better Kid Care' resources. A sidebar lists roles: Early Learning Professionals, School-Age Professionals, Parents & Families, Instructors, Directors, Child Development Associate (CDA), and About Us. The main content area features 'Better Kid Care Online Learning' with a sub-section for 'On Demand Distance Education' and 'Content Areas (CKC)' including 'Child Growth & Development' and 'Curriculum & Learning'.

STATE EXAMPLES

- **WA and MD:** Online professional development modules
- **NV:** Legislated training requirements



Early Learning Standards

STATE EXAMPLES

- **MN: ELS in Physical and Motor Development Domain**
 - Participate in a variety of physical activities to enhance personal health and physical fitness
- **DE: ELS in Physical Development and Health Domain**
 - Engage in daily physical activity, both indoors and outdoors

QUESTIONS?

— FIGURE 1 —

Spectrum of Opportunities for Obesity Prevention
in Early Care and Education Settings



www.cdc.gov/obesity/downloads/spectrum-of-opportunities-for-obesity-prevention-in-early-care-and-education-setting_tabriefing.pdf

Speaker Contact Info



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The image features six stylized, colorful hands raised against a background of six vertical stripes of different colors. The hands are arranged in two rows of three. The top row has a yellow hand on a purple stripe, an orange hand on a light green stripe, and a teal hand on a pink stripe. The bottom row has a light green hand on an orange stripe, a purple hand on a blue stripe, and a red hand on a yellow stripe. The word "Questions?" is written in white, bold, sans-serif font across the center of the image, overlapping the hands and stripes.

Questions?

General Teaching Strategies



Same as with typical preschoolers but
even MORE important with preschoolers
with special needs

Teaching Strategies

- Simplify instructions
- Give visual, oral, and kinesthetic cues
- Provide plenty of repetition
- Have role models
- Use communication systems
- Eliminate elimination games





Teaching Strategies

- Succeed 3 out of 4 tries
- Minimize waiting time
- Use safe, soft objects

