

HeadStart Starting Young

*Initial Assessment Results
January 2008*

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Classroom Physical Activity Self-Assessment

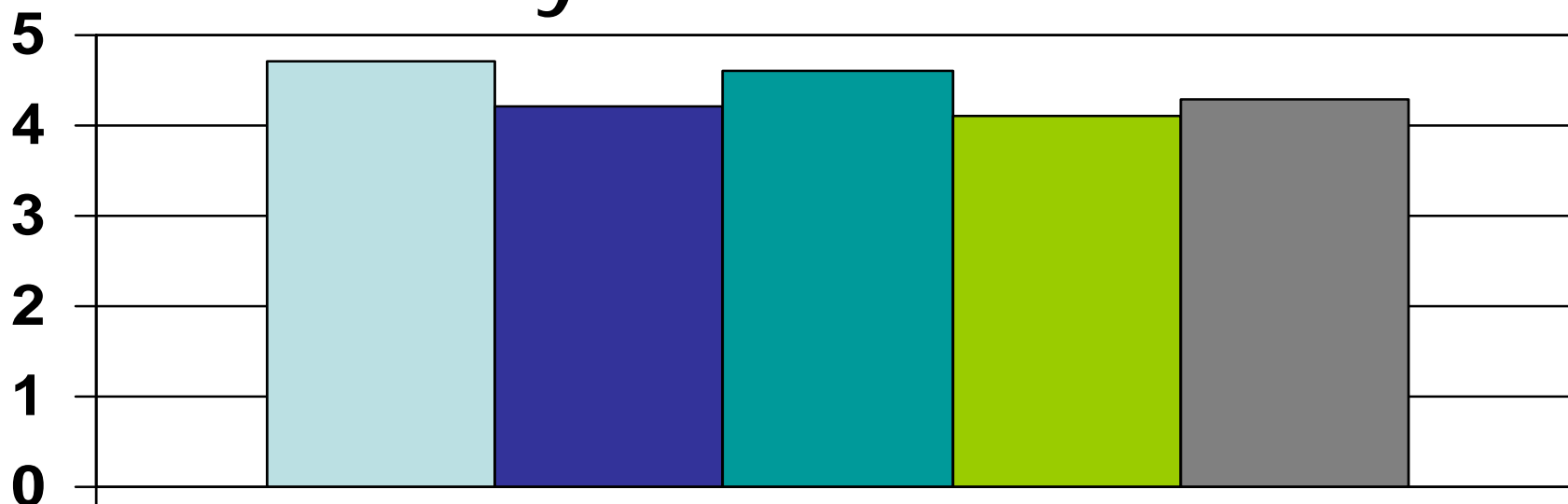
N=92



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Play Environment



Average Rating (1=disagree; 5=strongly agree)

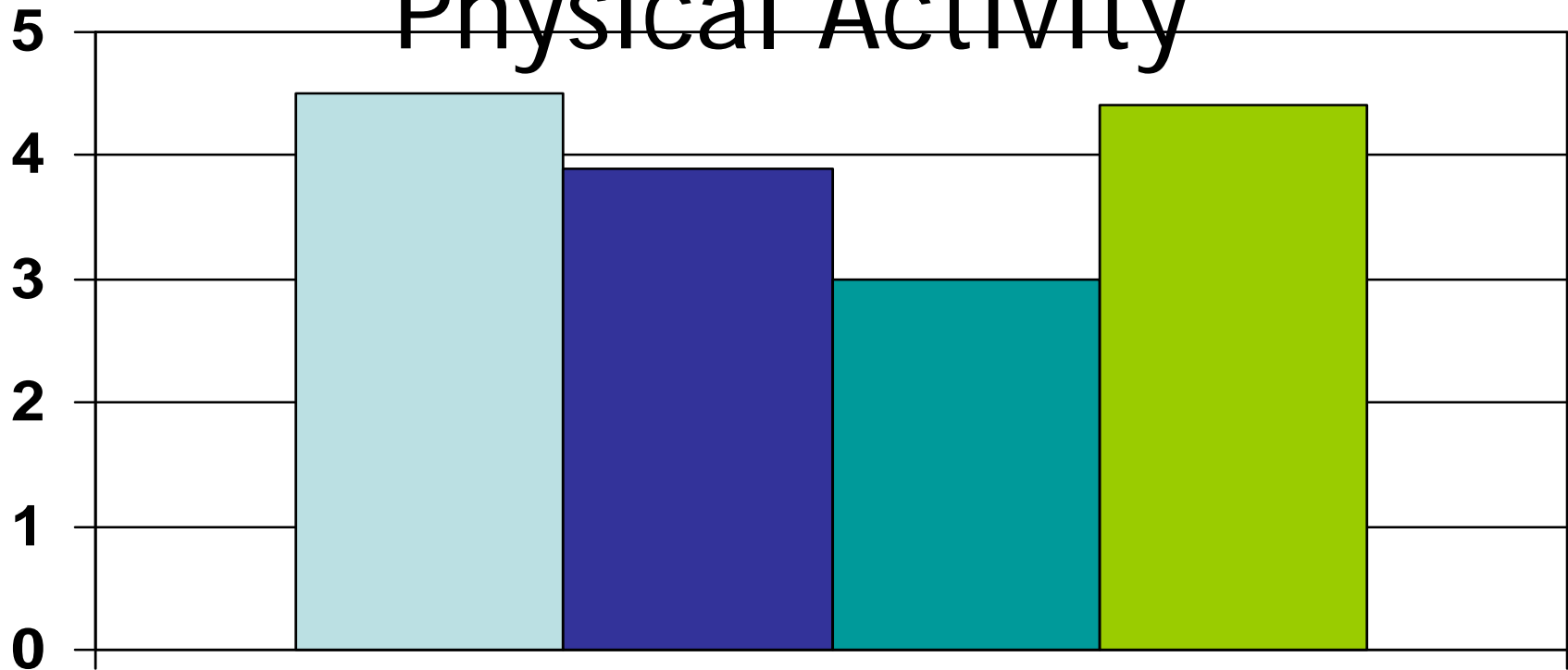
- Fixed play equipment available
- Safety checks once/wk
- Gross motor portable equipment available
- Indoor space available
- Areas free from clutter



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Physical Activity



Average Rating (1=rarely; 5=always)

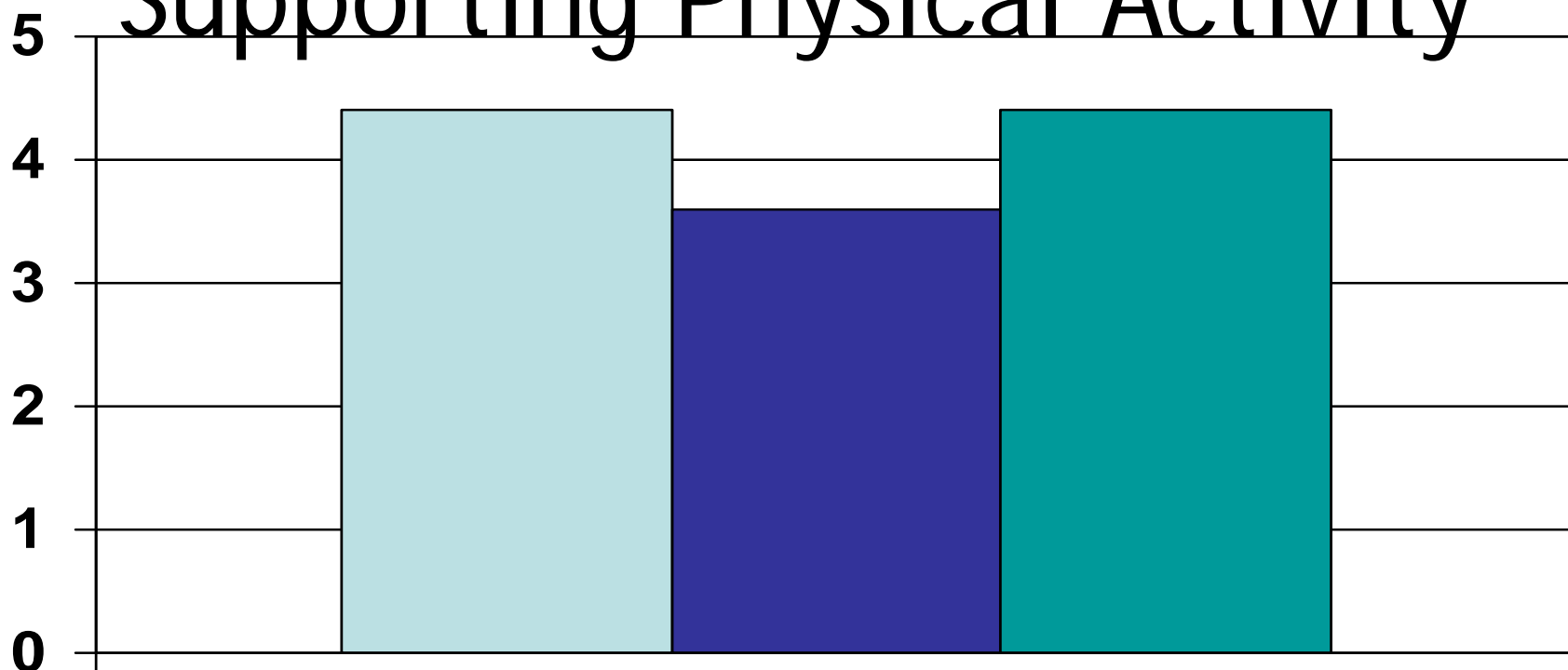
■ Have 60 minutes active free playtime ■ Have 60 minutes of staff-led
■ Go outdoors two or more times ■ Do not withhold playtime



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Supporting Physical Activity



Average Rating (1=rarely; 5=always)

- Staff join children during active play
- Posters, books, pictures displayed
- Staff lead structured activities



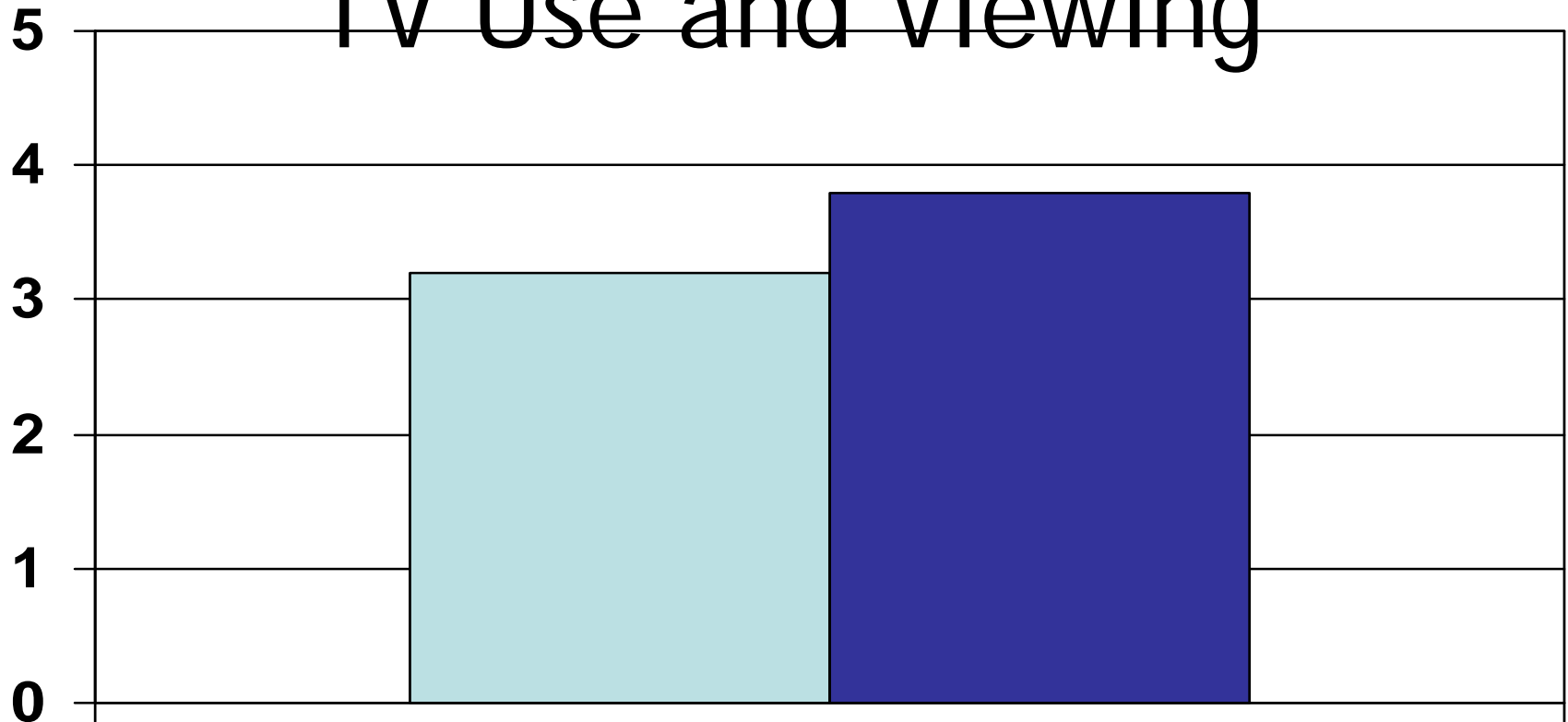
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TV Use and Viewing



Average Rating (1=rarely; 5=always)

■ TV is used for educational purposes

■ Children are not allowed



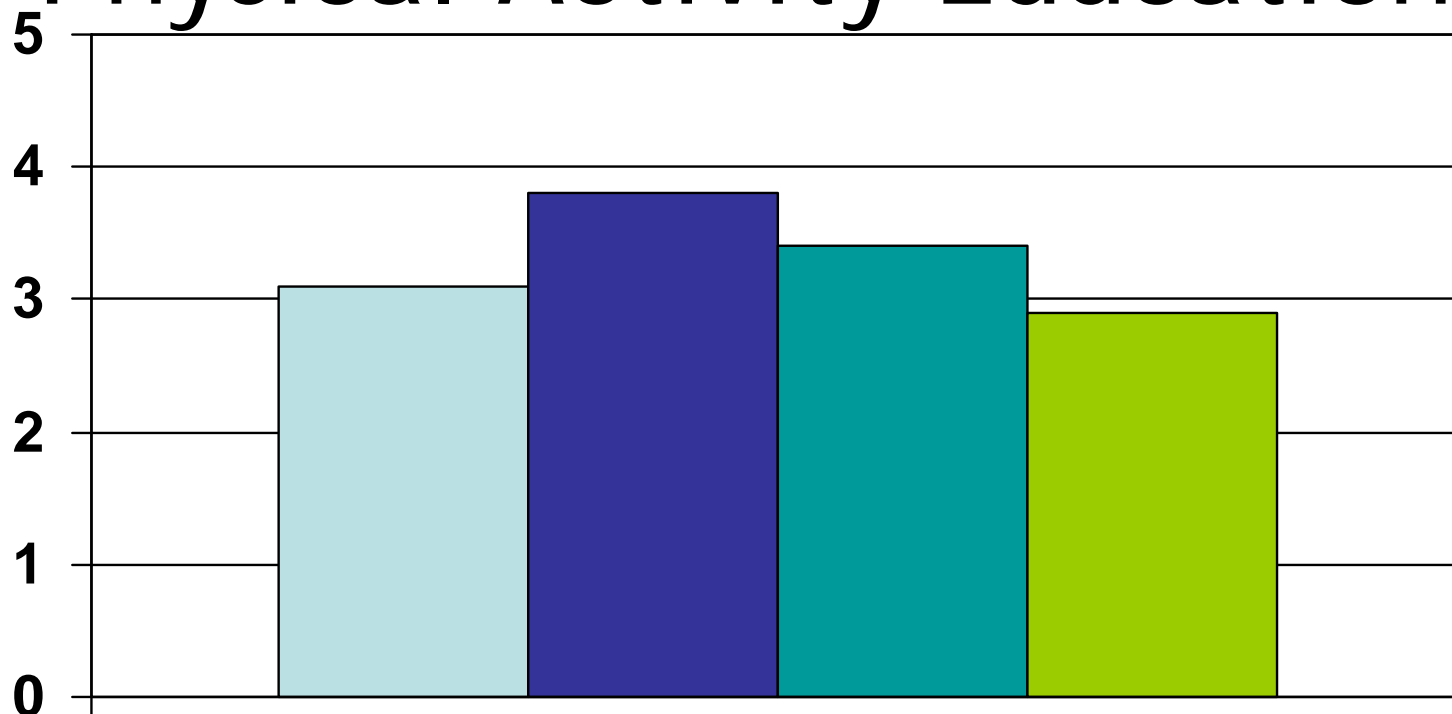
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Physical Activity Education



Average Rating (1=rarely; 5=always)

- Staff receive training on physical activity
- Children taught about benefits of physical activity
- Newsletters inform parents about classroom activity
- Physical activity education included in parent trainings



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Physical Activity Self-Assessment Totals

	Total	Need to Improve	Look for ways to improve	Good work	Excellent work Keep it up
Play Environment	22	<15	15-18	19-21	22-25
Physical Activity Practices	16	<13	13-16	17-18	19-20
Supporting Physical Activity	12	<9	9-11	12-13	14-15
TV Use and Viewing	7	<5	5-6	7-8	9-10
Physical Activity Education	13	<13	13-16	17-18	19-20
TOTAL	70	<55	56-71	72-78	83-90

Potential Opportunities

- Safety checks
- Indoor space available and clutter-free
- Outdoor play
- Staff-led activities
- Posters, books, pictures
- Limit/discontinue TV
- Staff PA training
- Newsletters and parent PA training



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Classroom Nutrition Self-Assessment

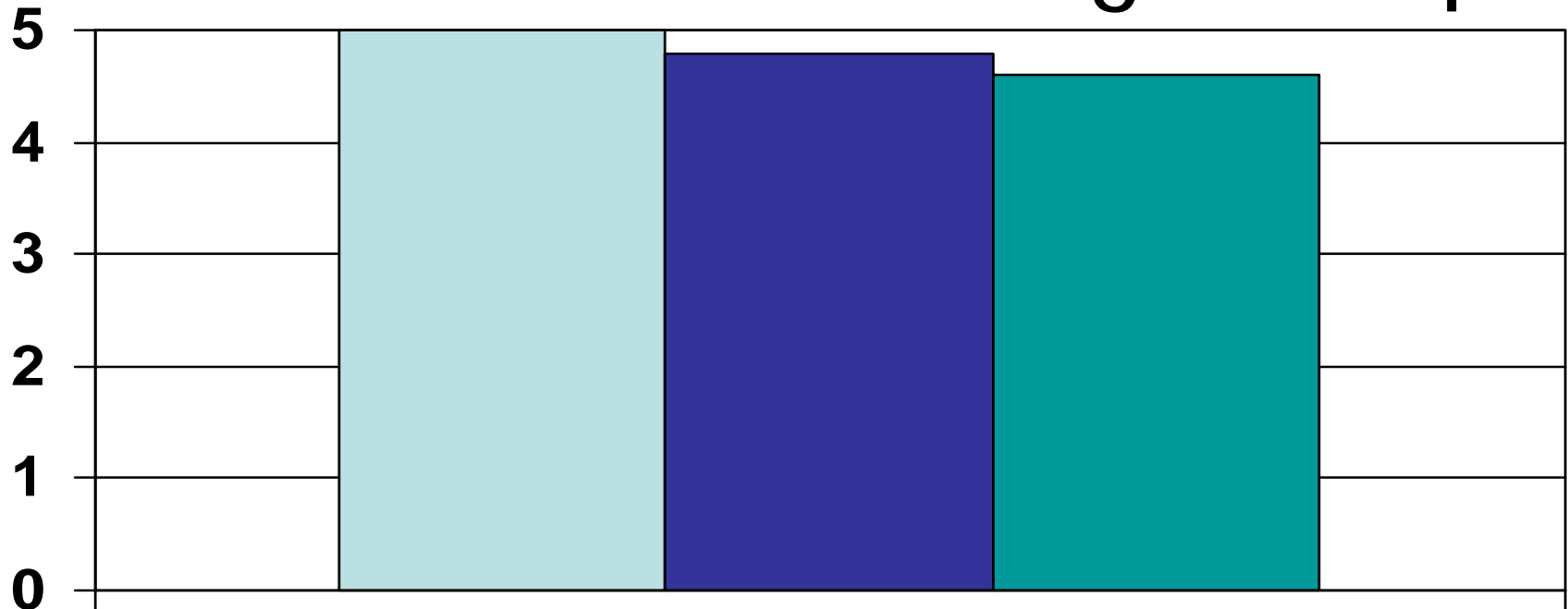
N=128



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Classroom and Dining Set-Up



Average rating 1=disagree; 5=strongly agree

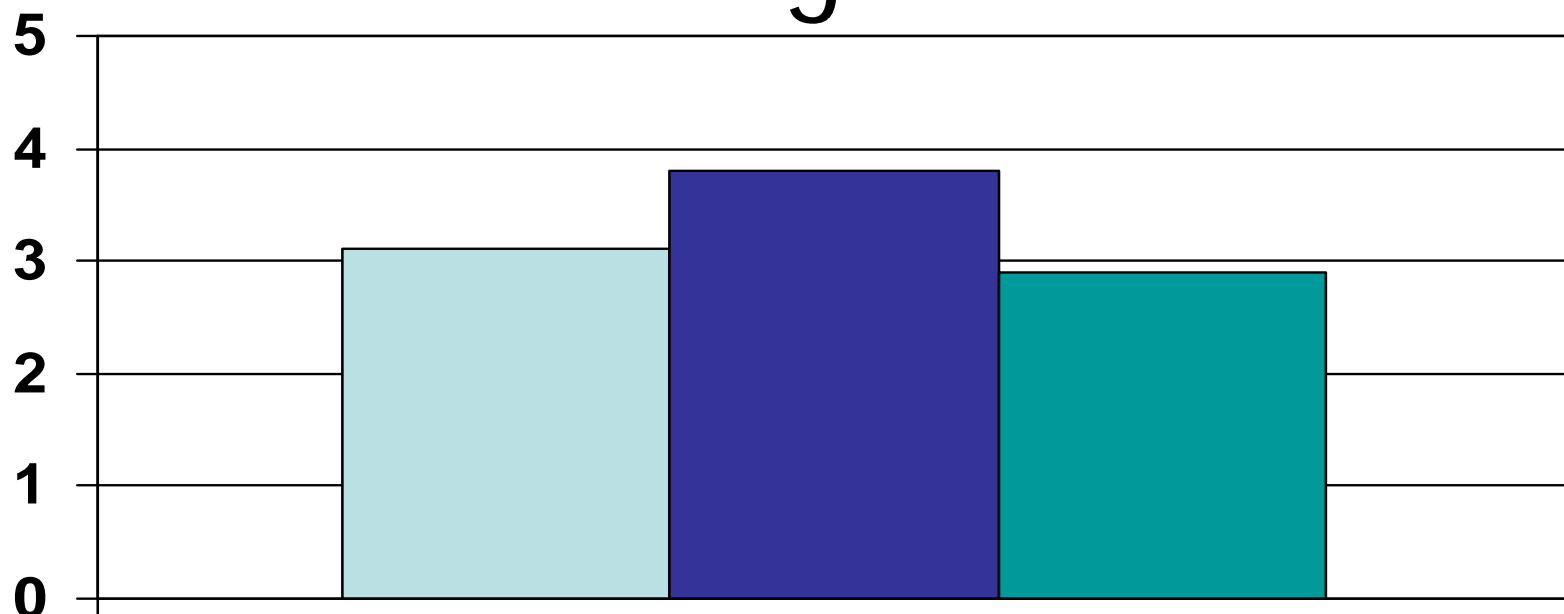
- Dining area has child-sized furniture
- Containers and scoops are child-sized
- Utensils easy to use for children



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Introducing New Foods



Average rating 1=rarely; 5=always

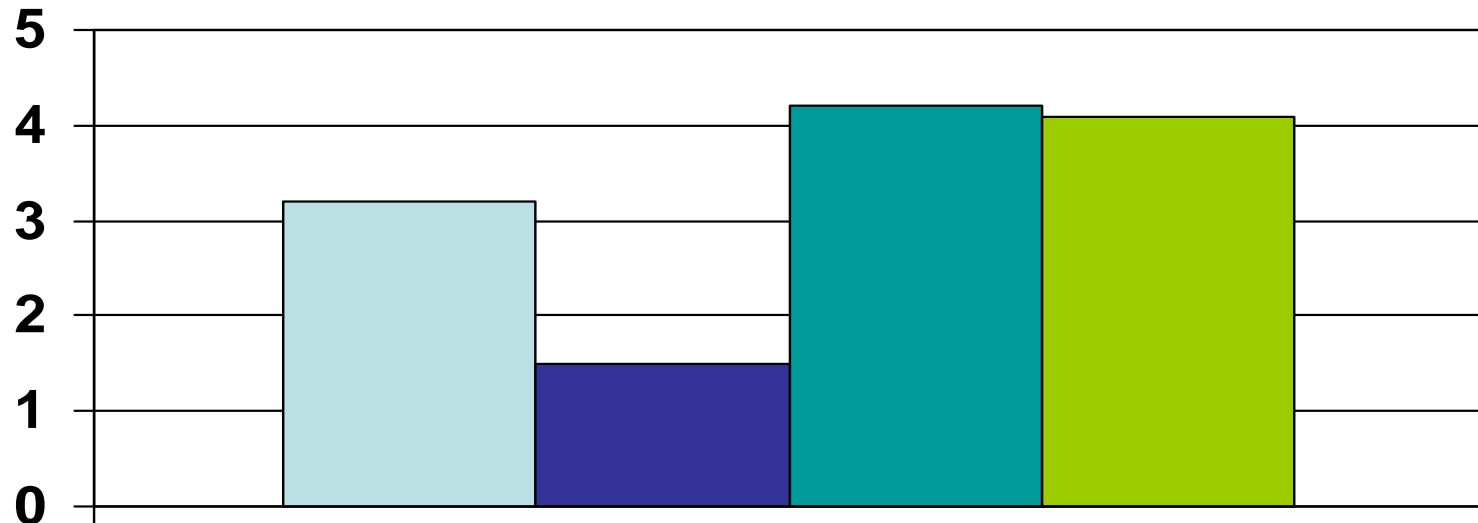
- Staff teach lesson about food before serving
- Food taste tests are done
- Circle time used to teach about food before serving



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Children Help Prepare Food

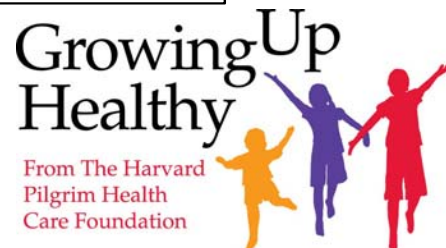


Average rating 1=disagree; 5=strongly agree

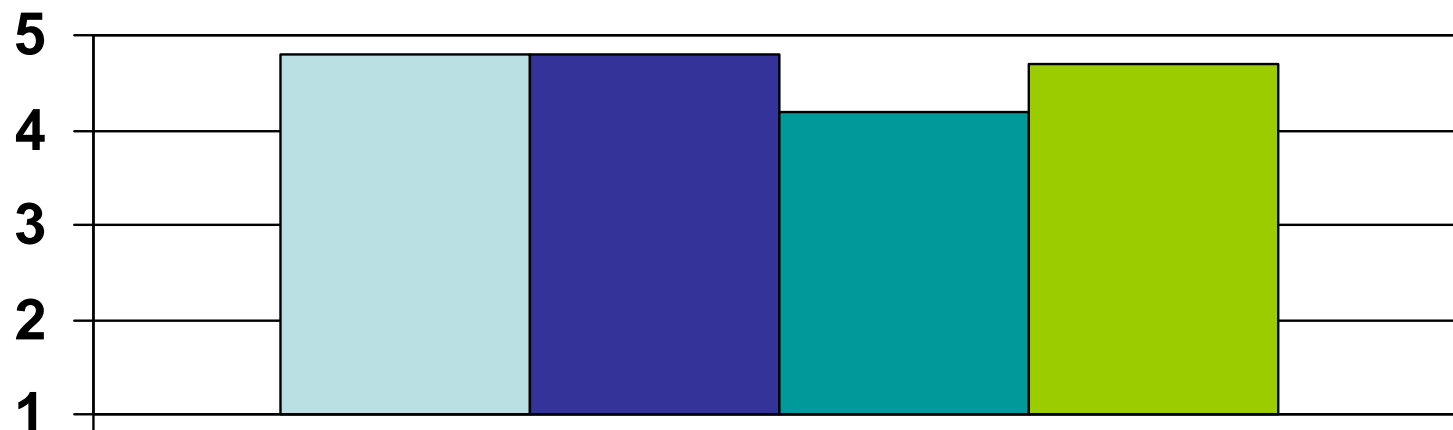
- Children help make food
- small groups help in kitchen
- Children well supervised around hot stoves, etc.
- Staff use food preparation to teach numbers, colors, textures, patterns, etc.



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Supporting Healthy Eating



Average rating 1=disagree; 5=strongly agree

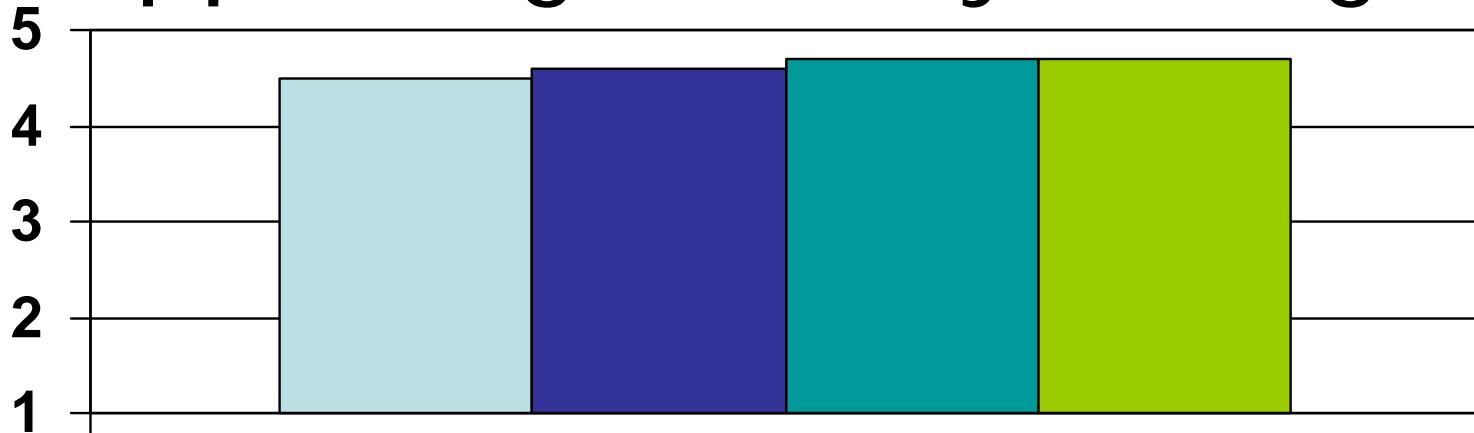
- Children encouraged to participate socially and educationally with meal even if not eating
- Children encouraged to serve themselves and practice lifting, etc.
- Staff teach children nutritional benefits of food during meals
- Meals present children a variety of flavors, smells, textures etc.



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Supporting Healthy Eating



Average rating 1=disagree; 5=strongly agree

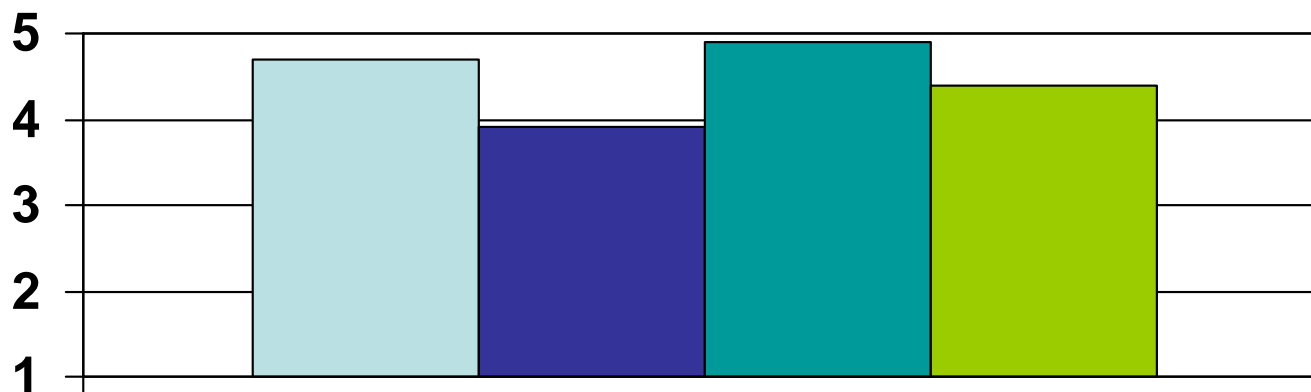
- Staff support children helping with set up and clean up
- Children supported to self-regulate portion and intake
- Staff do not eat or drink non-menu foods in front of children
- Staff avoid negative body language and cues



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Supporting Healthy Eating



Average rating 1=disagree; 5=strongly agree

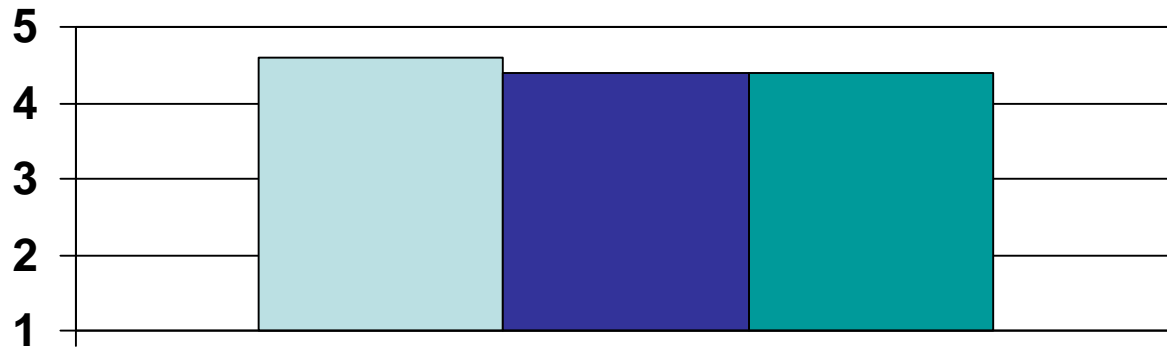
- Staff use positive messages about food served and health benefits
- Choosy eaters are sat with with adventurous eaters
- Staff allow children to stop eating even if food left on plate
- Staff help children explore new foods by teaching about flavors, textures, colors, etc.



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Supporting Healthy Eating



Average rating 1=disagree; 5=strongly agree

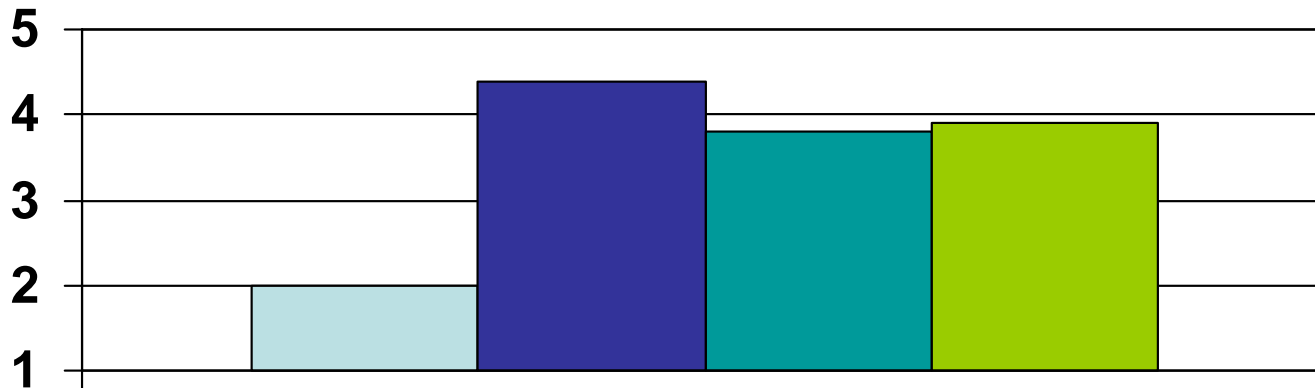
- ☐ Slow eaters are allowed to eat at their own pace
- ☐ A staff member or volunteer stays with child until finished eating
- ☐ To allow slow eaters to finish-no group activities after meals



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Messages to Parents



Average rating 1=rarely;5=always

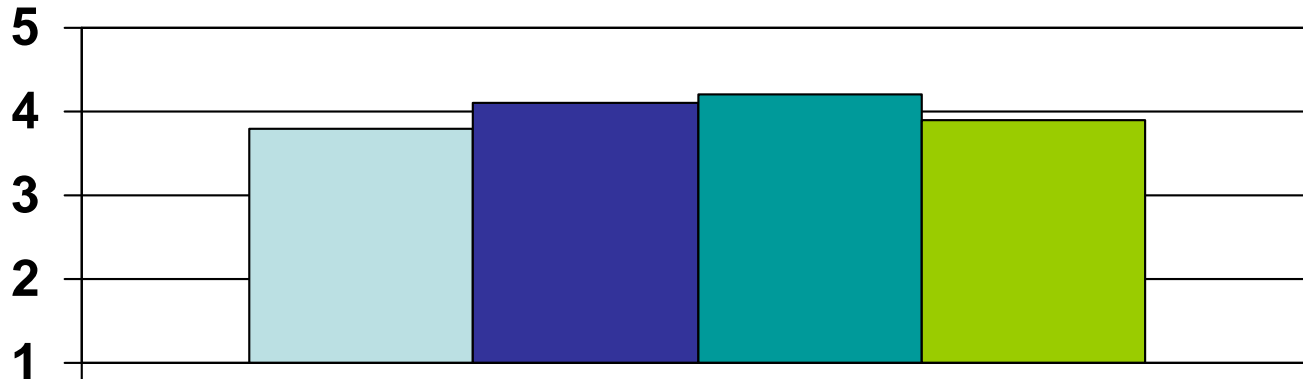
- Staff assign "homework" promoting healthy eating
- Menus and newsletters inform parents re nutrition education taught
- Newsletters include WIC-friendly healthy recipes
- Menus written to emphasize nutrition messages (e.g. low fat milk)



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Celebrations



Average rating 1=rarely; 5=always

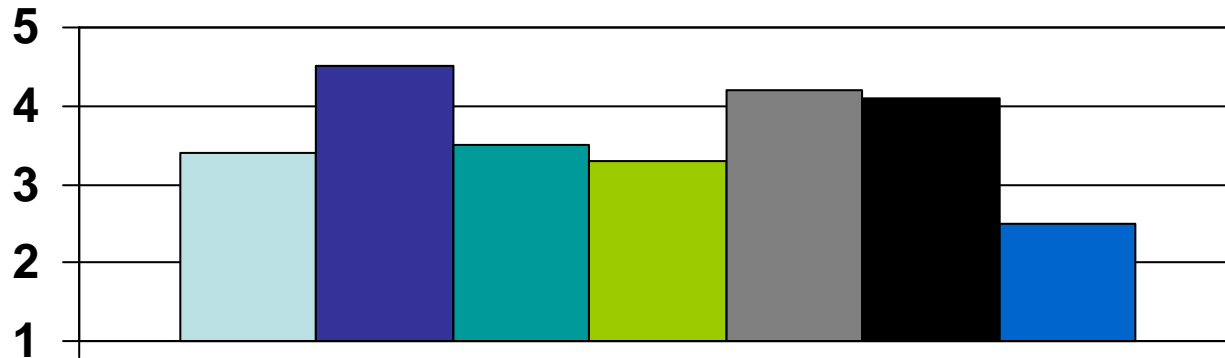
- Celebration offer a variety of activities and shift away from food
- If food is served, it is part of regular meal or snack
- A policy regarding food at celebrations exists
- Development and adoption of a celebration policy involved parents, staff etc.



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Nutrition Education



Average rating 1=rarely; 5=always

- Classrooms walls decorated with healthy food
- Food models available
- Pictures of fruit and vegetables used to help teach letters and numbers
- Food items used in art projects
- Childrens books used present positive view of healthy eating
- Staff provide opportunities to learn about gardening
- Field trips taken to pick wild foods



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Classroom Nutrition Self-Assessment Totals

	Total	Need to Improve	Look for ways to improve	Good work	Excellent work Keep it up
Classroom and Dining Setup	14	<9	9-11	12-13	14-15
Introducing New Foods	10	<9	9-11	12-13	14-15
Children Help Prepare Food	13	<13	13-16	17-18	19-20
Supporting Healthy Eating	68	<52	52-59	60-67	68-75
Messages to Parents	14	<13	13-16	17-18	19-20
Celebrations	16	<13	13-16	17-18	19-20
Nutrition Education	26	<24	14-28	29-31	32-35
TOTAL	161	<139	139-159	160-179	180-200

Potential Opportunities

- Staff teach lesson about food before serving and at circle time
- Food taste tests
- Children help prepare food in classroom and kitchen
- Choosy eaters are sat with adventurous eaters
- Celebrations steer clear of food—and there is a celebration food policy in place
- Decorate walls, use in art projects, field trips to pick foods



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Staff Knowledge and Practice Self-Assessment

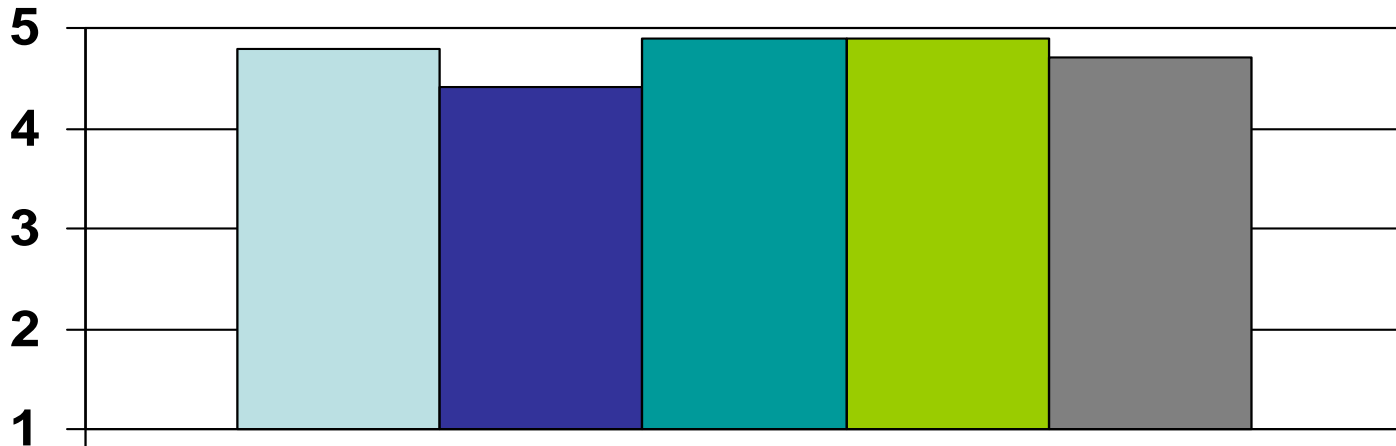
N=153



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Staff Knowledge and Practice



Average Rating (1=diagree; 5=strongly agree)

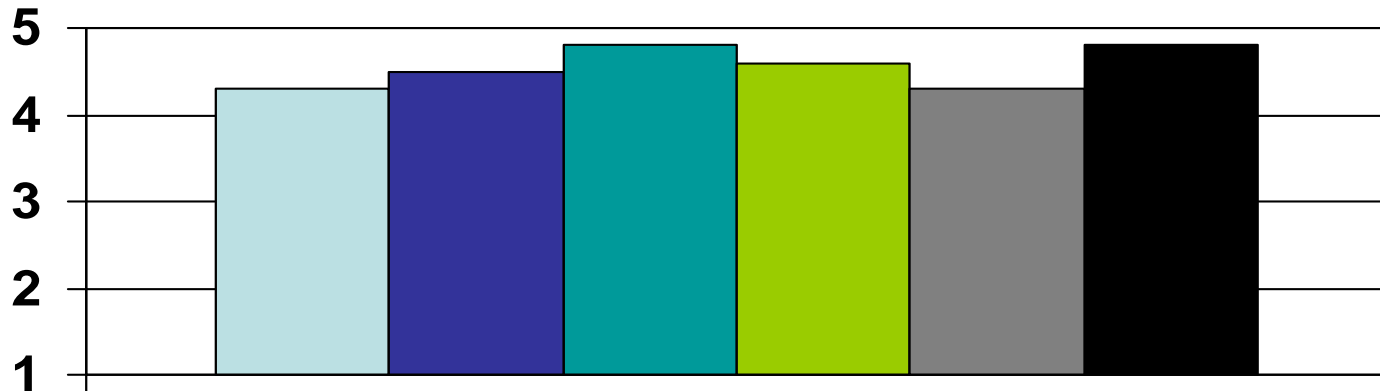
- Children learn about food through formal, first-hand, hands-on and observation
- Food preferences and habits established during first six years
- Meal time presenta great opportunity to teach and model
- There are benefits when meals and snacks are eaten with classmates
- Caregivers and parents are responsible for what where and when children eat



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Staff Knowledge and Practice



Average Rating (1=disagree; 5=strongly agree)

- Children are responsible for how much and whether they choose to eat
- Repeated prompts to eat or using food as reward is bad
- Positive role models can have a great influence on children
- A child may need to taste up to 12 times before food becomes familiar
- Staff should eat the same foods as children
- Healthy eating habits are critical to prevent childhood overweight



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Staff Knowledge and Practice Self-Assessment Totals

	Total	Need to Improve	Look for ways to improve	Good work	Excellent work Keep it up
Staff Knowledge and Practice Self-Assessment	51	<37	37-43	44-49	50-55



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Parent Survey

N=380

Average age of
oldest HeadStart child= 4 yrs of age

53% female children

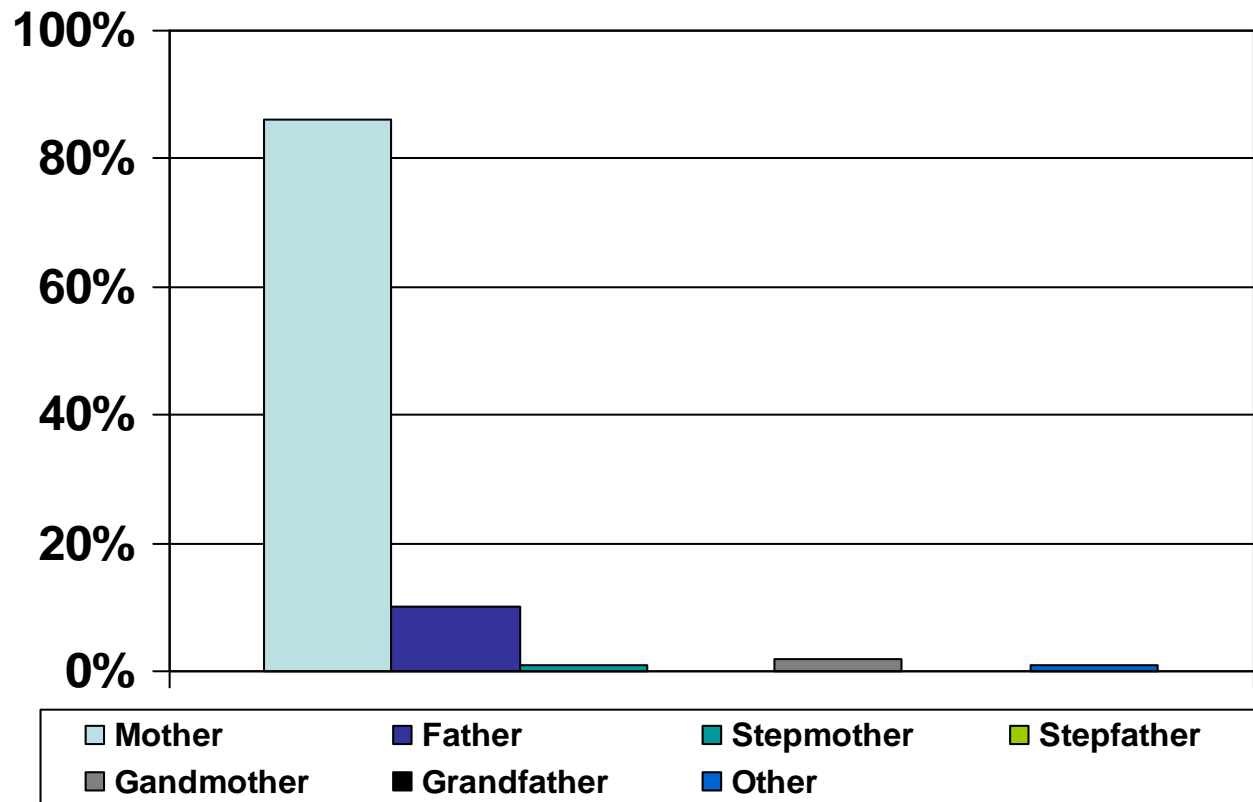
47% male children



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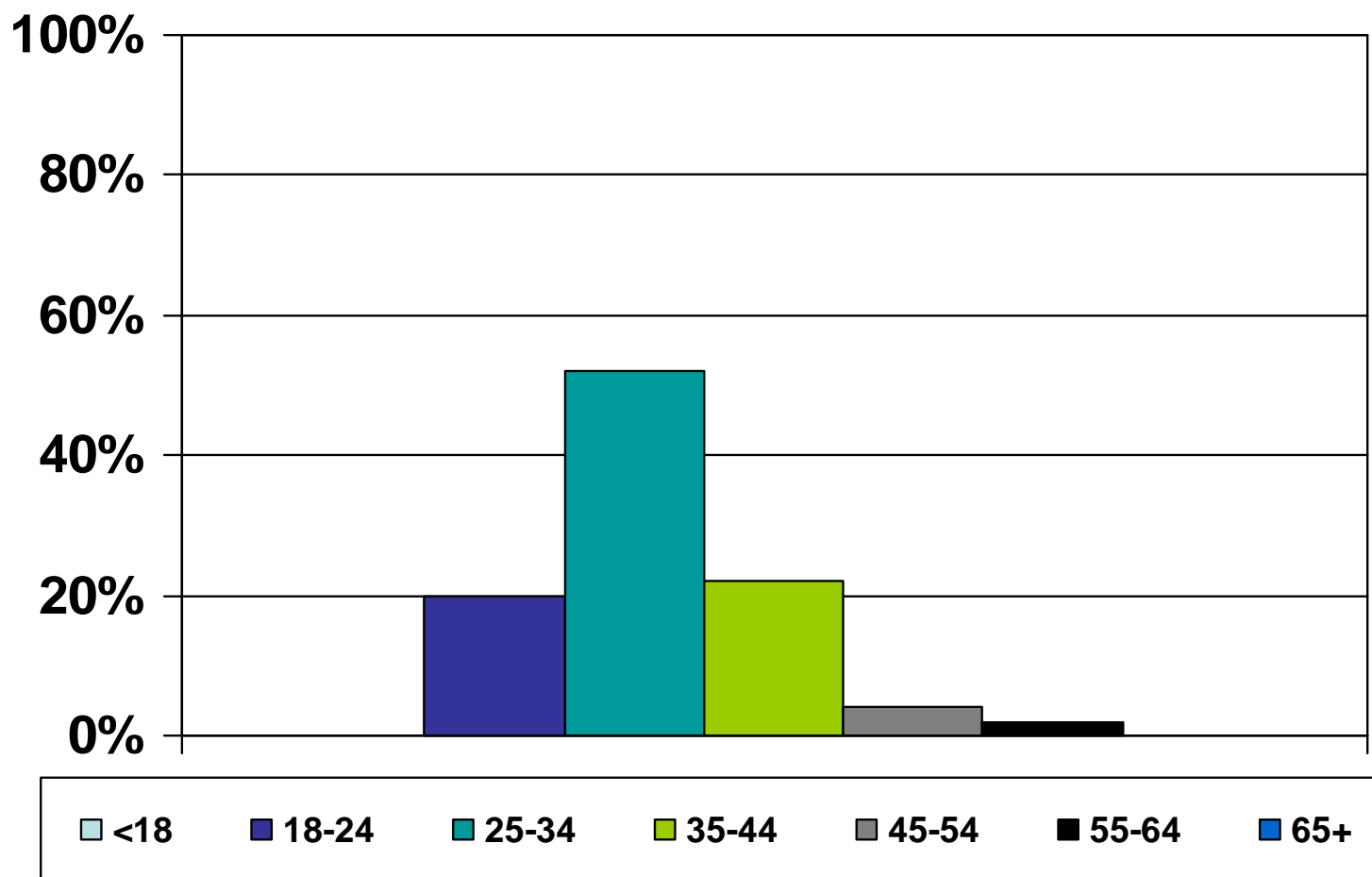
Respondent Relationship to HeadStart Child



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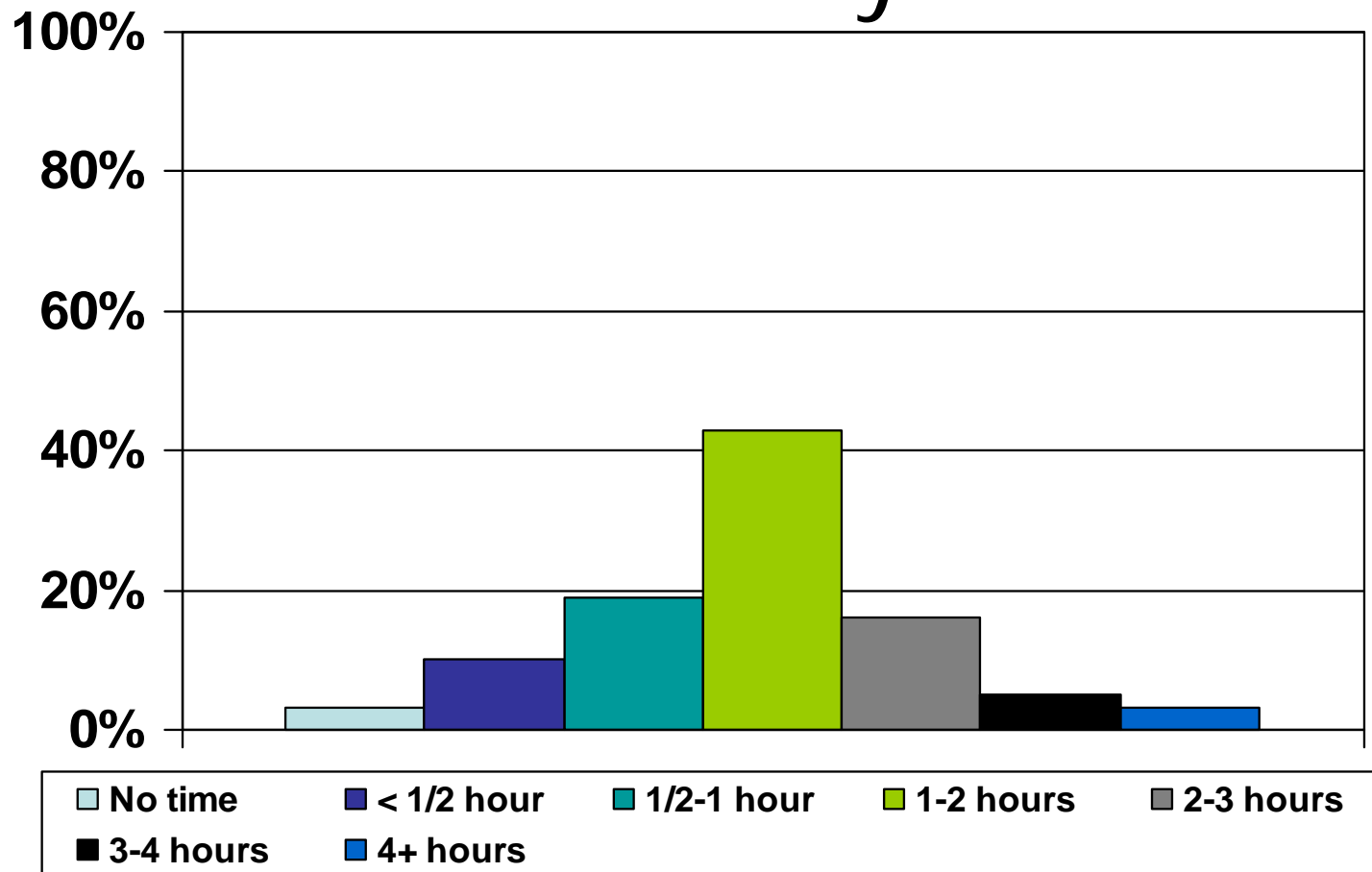
Age of Respondent



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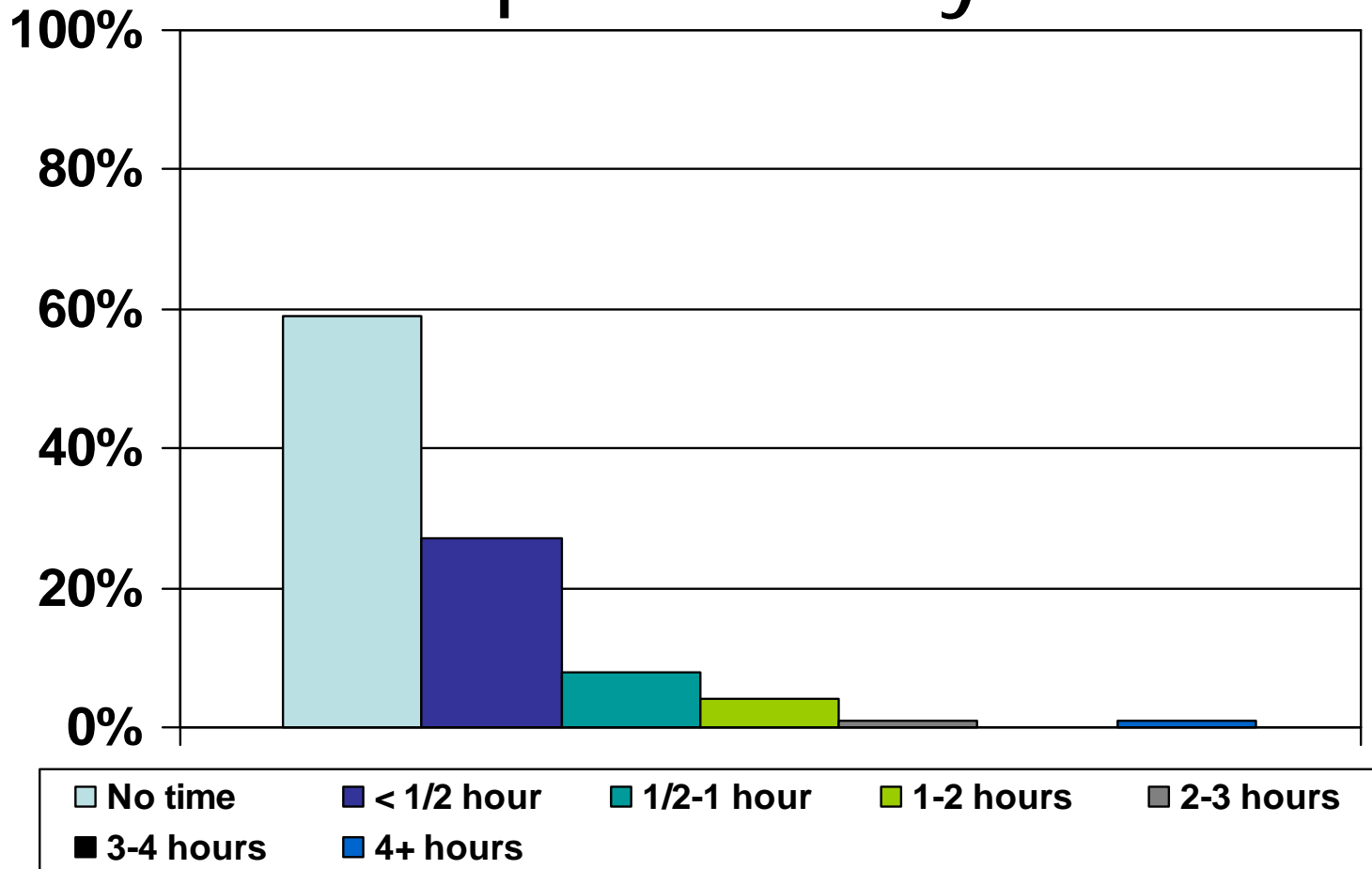
Time Child Watches TV, Videos, DVD's Daily



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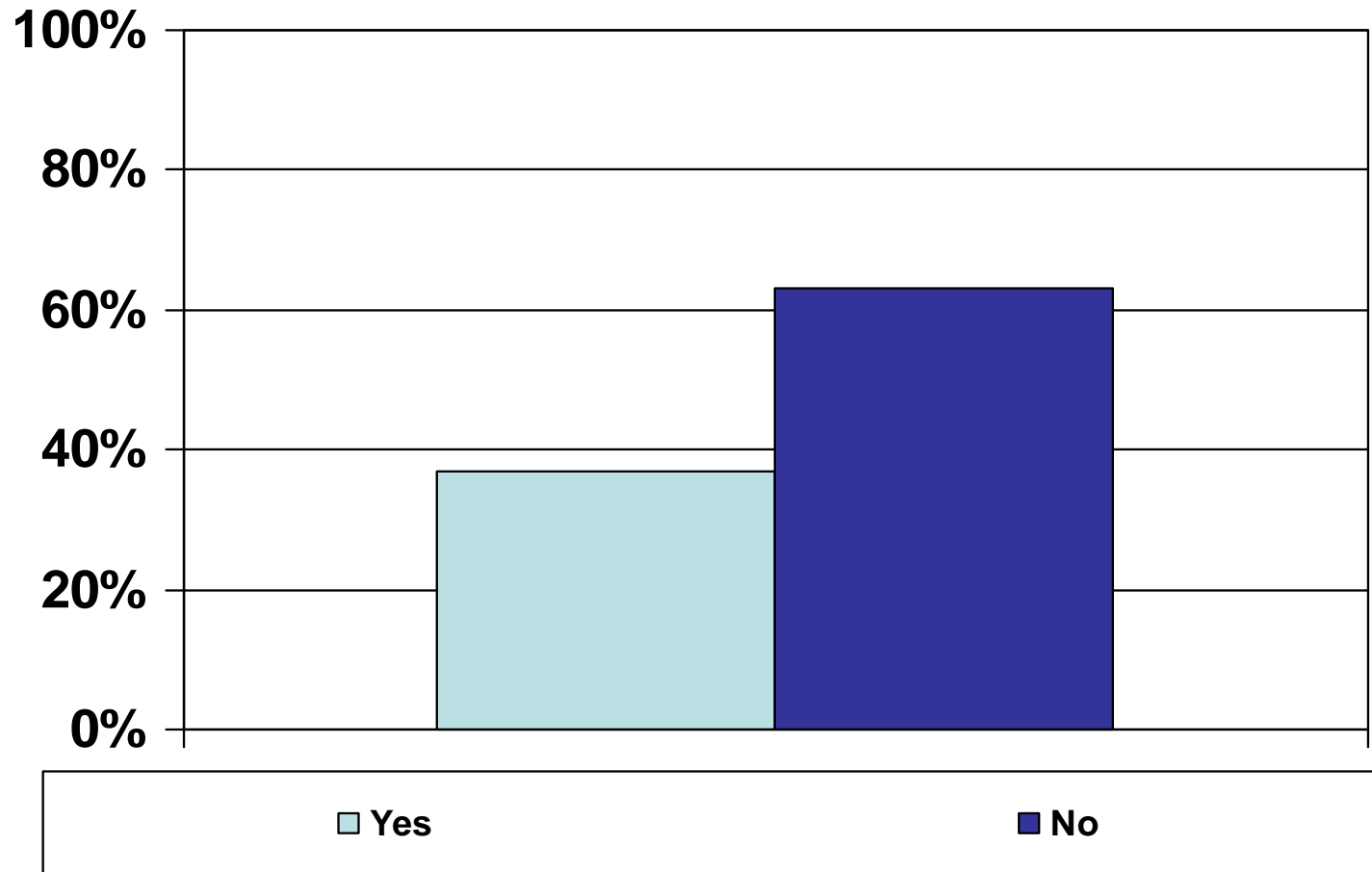
Time Child Spends on Computer Daily



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TV in Room Where Child Sleeps?



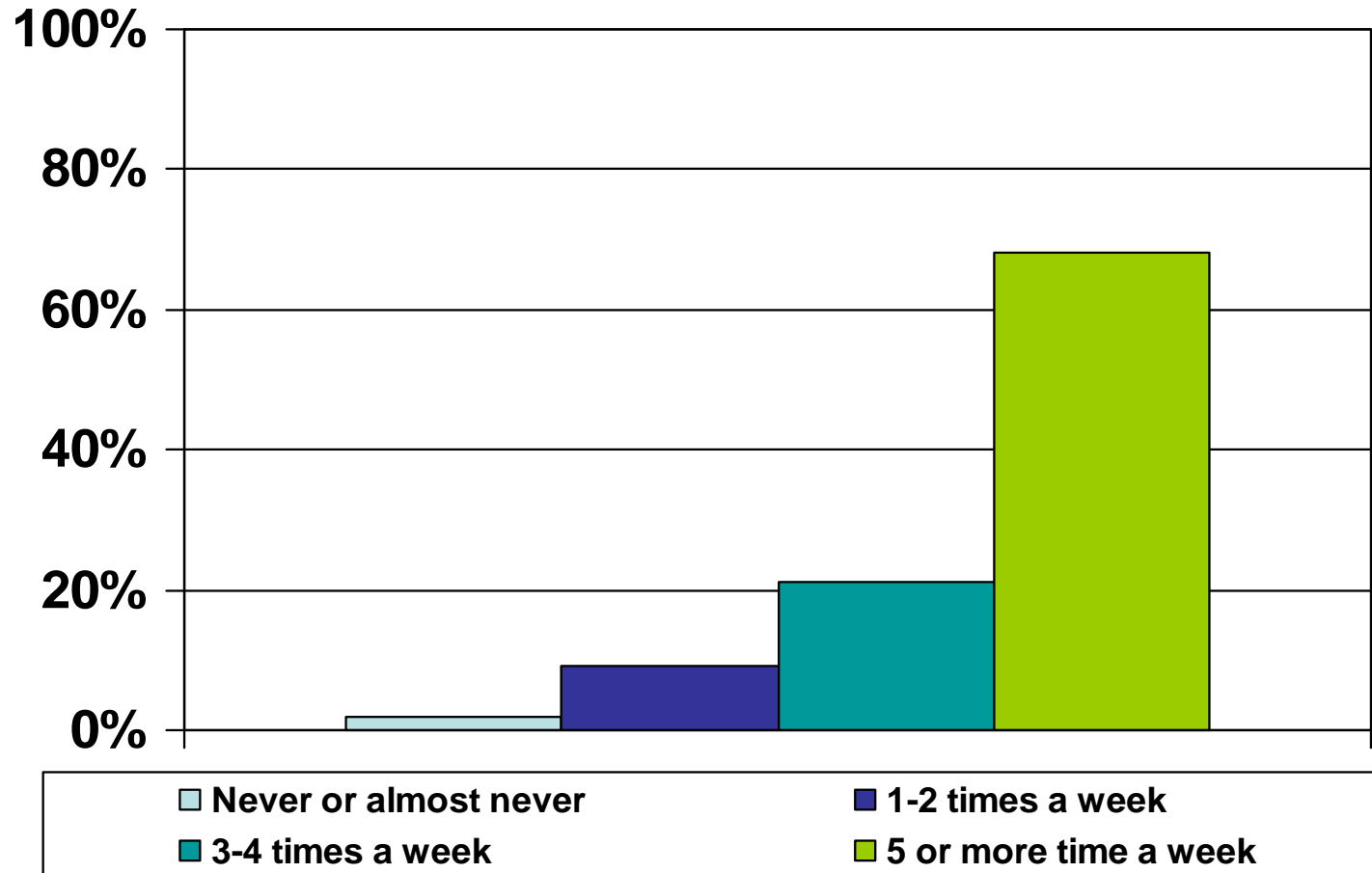
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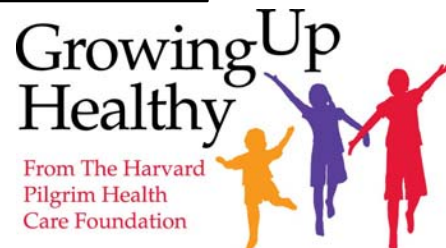
From The Harvard
Pilgrim Health
Care Foundation



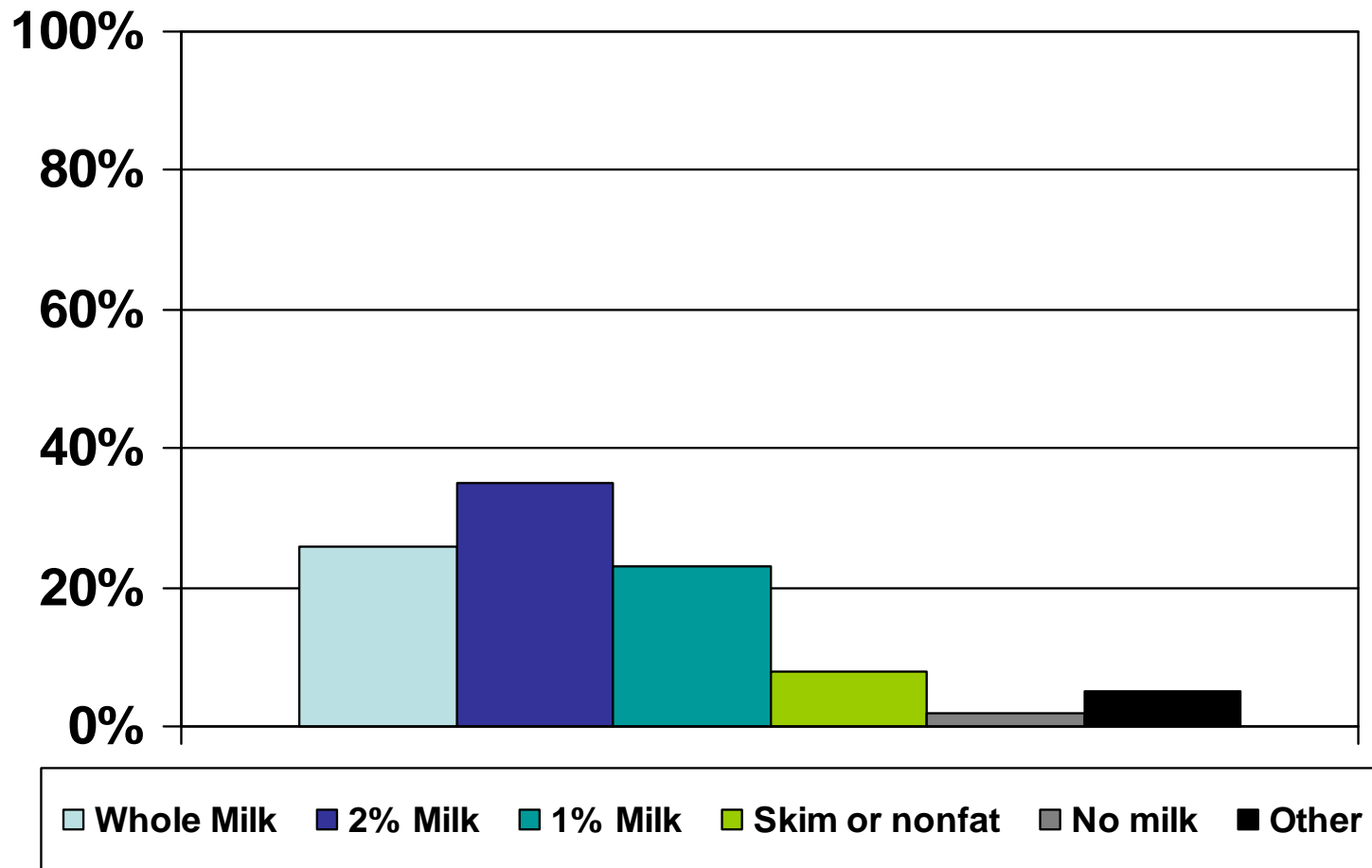
Number of Times Family Eats Dinner Together Weekly



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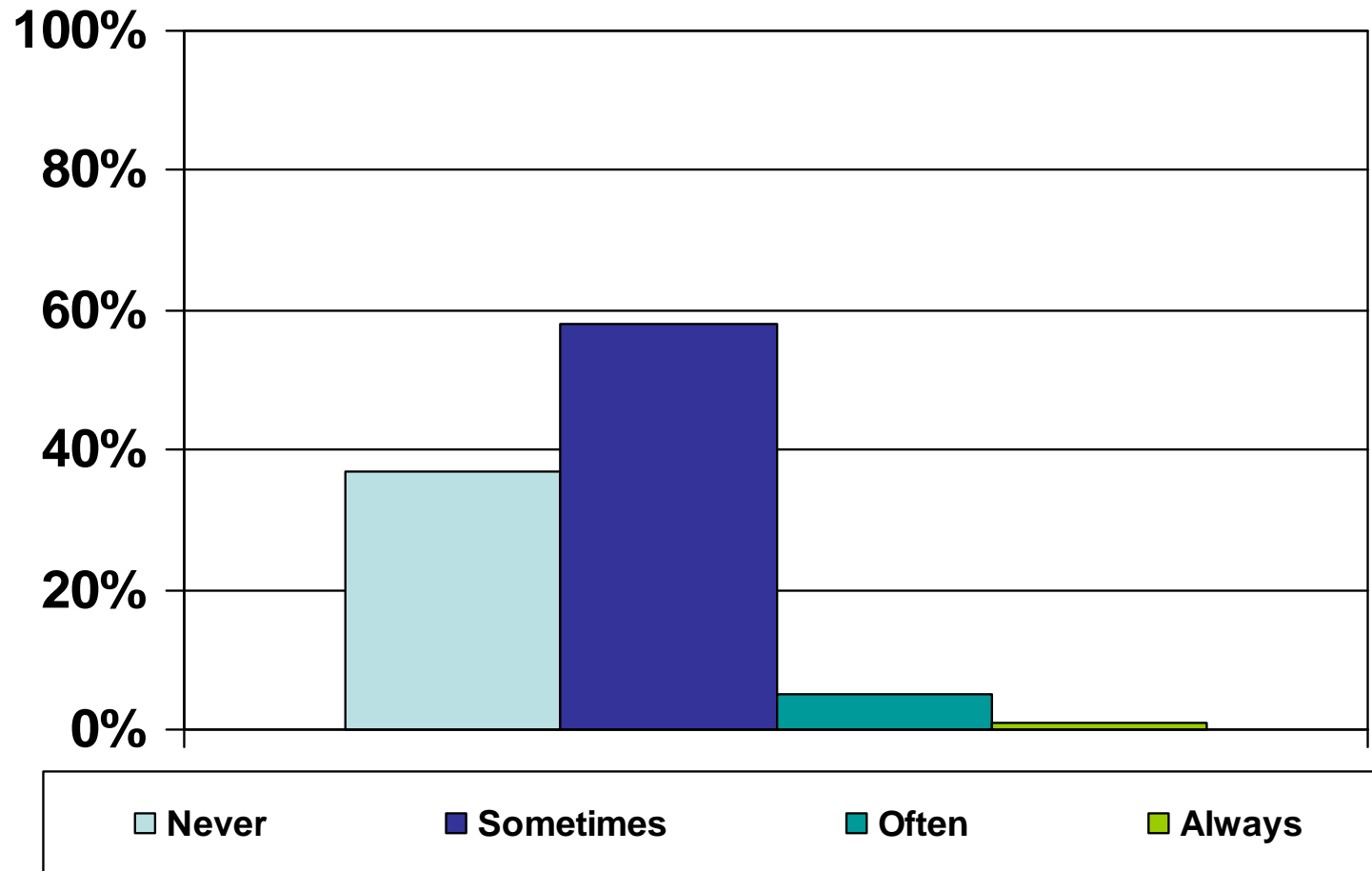
Type of Milk Child Usually Drinks



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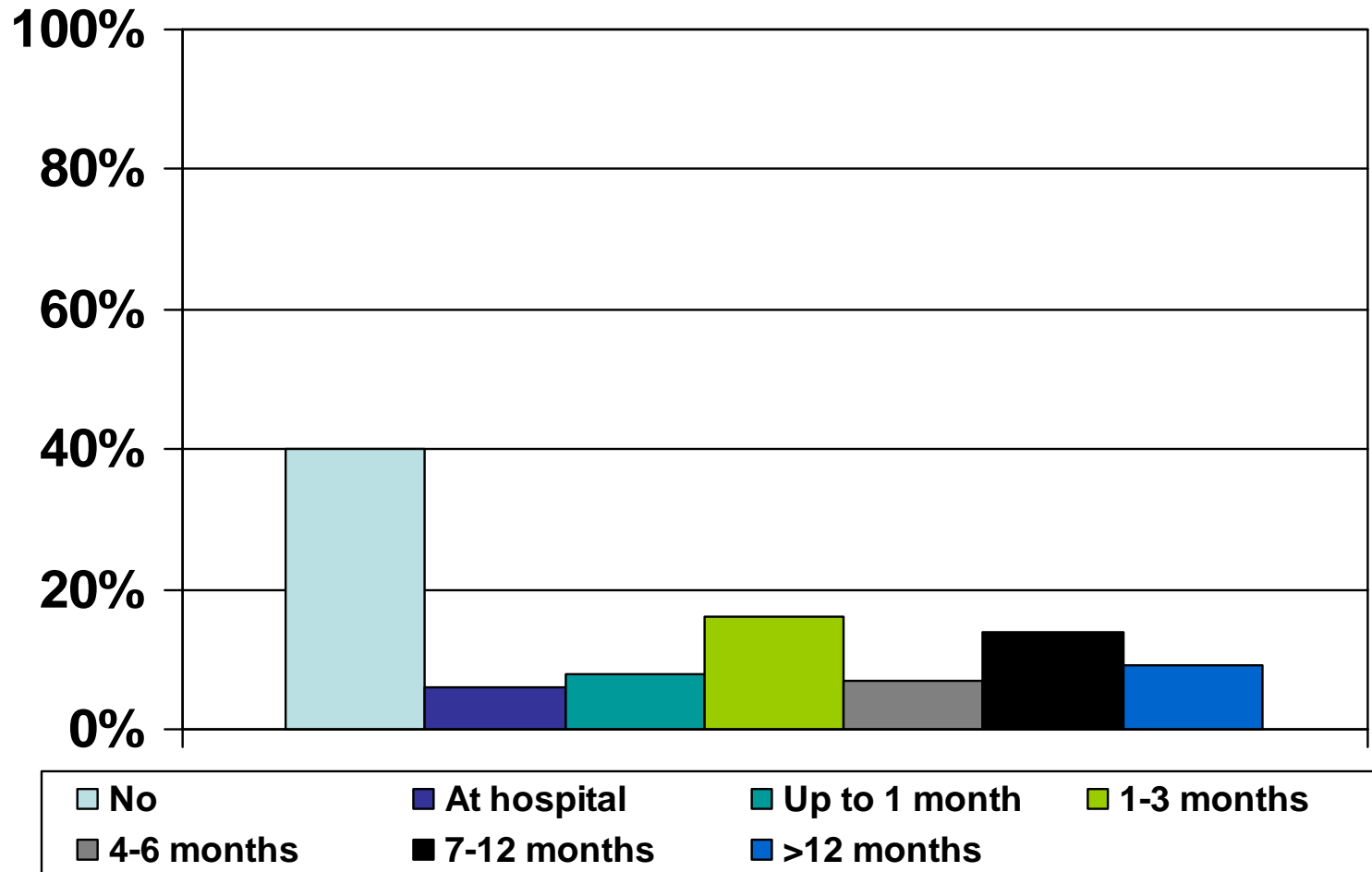
Does Child Drink Soda or Sugar-Sweetened Beverage on a Typical Day



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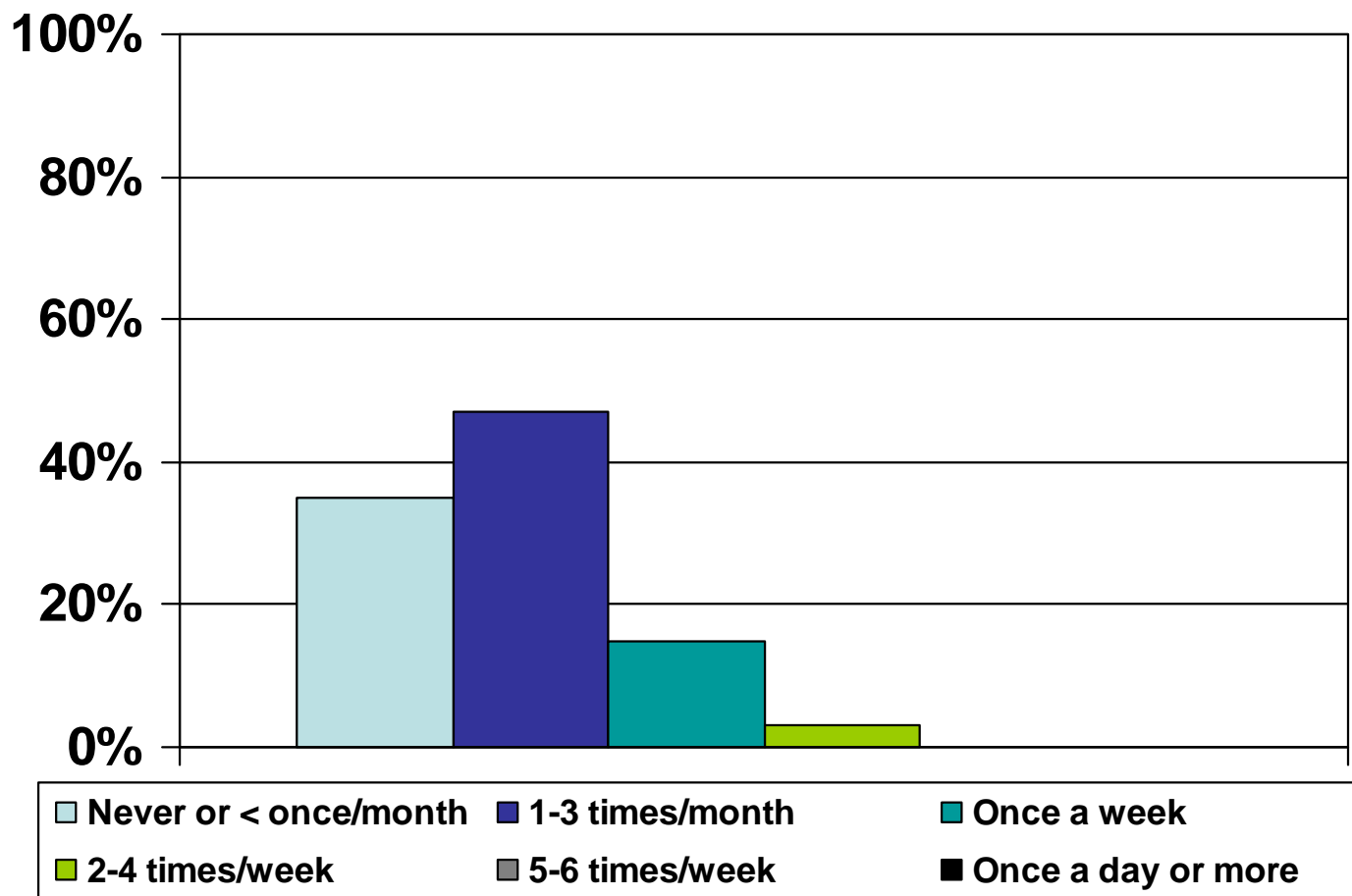
Did You Breastfeed Your Child?



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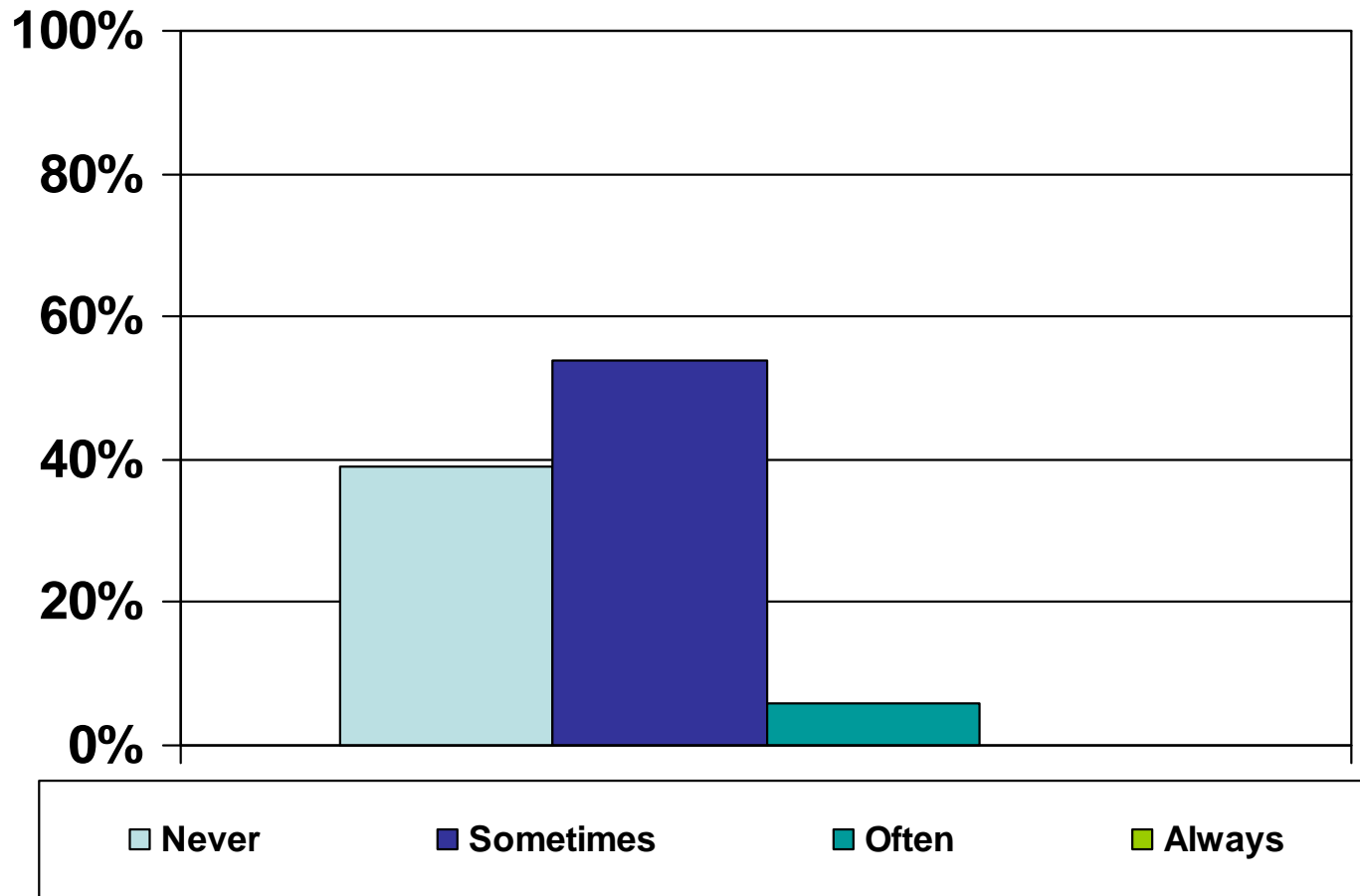
Fast Food



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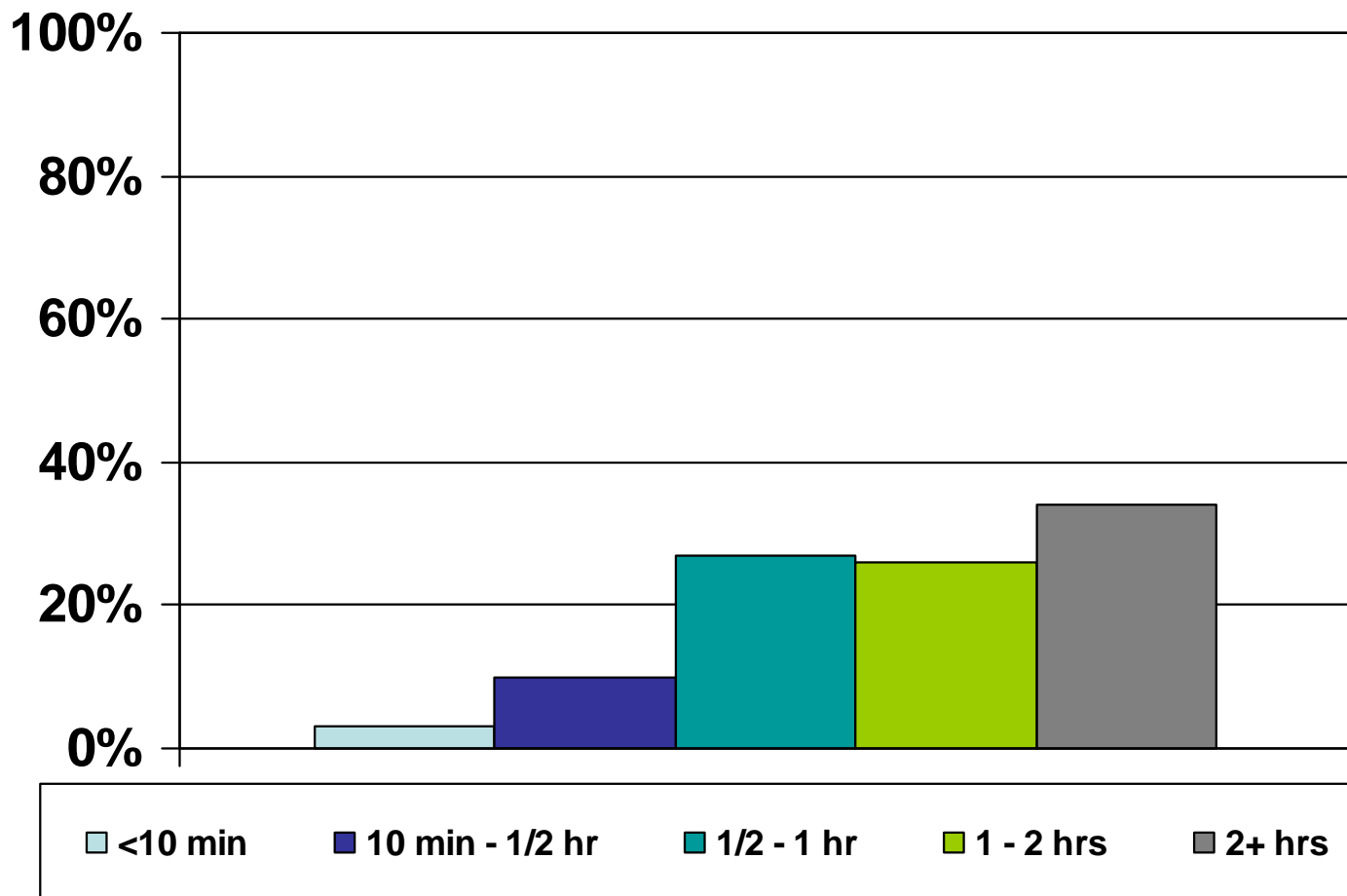
Food as Reward



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Physical Activity Inside Home Outside of HeadStart



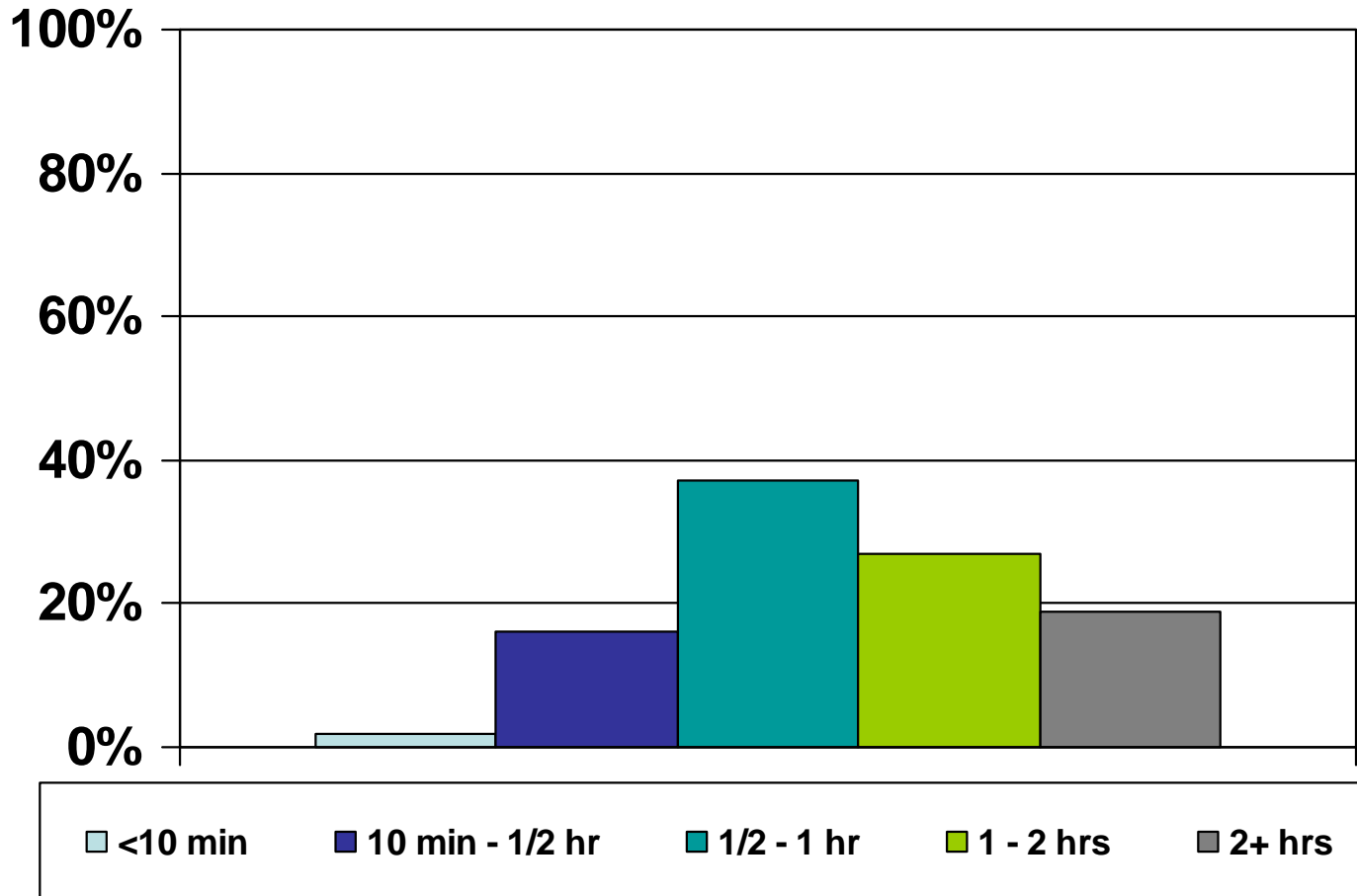
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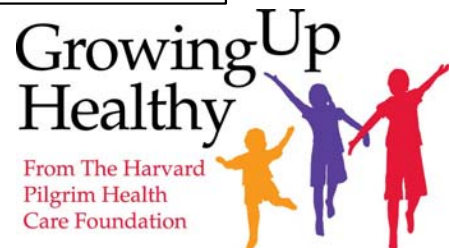
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Care Foundation



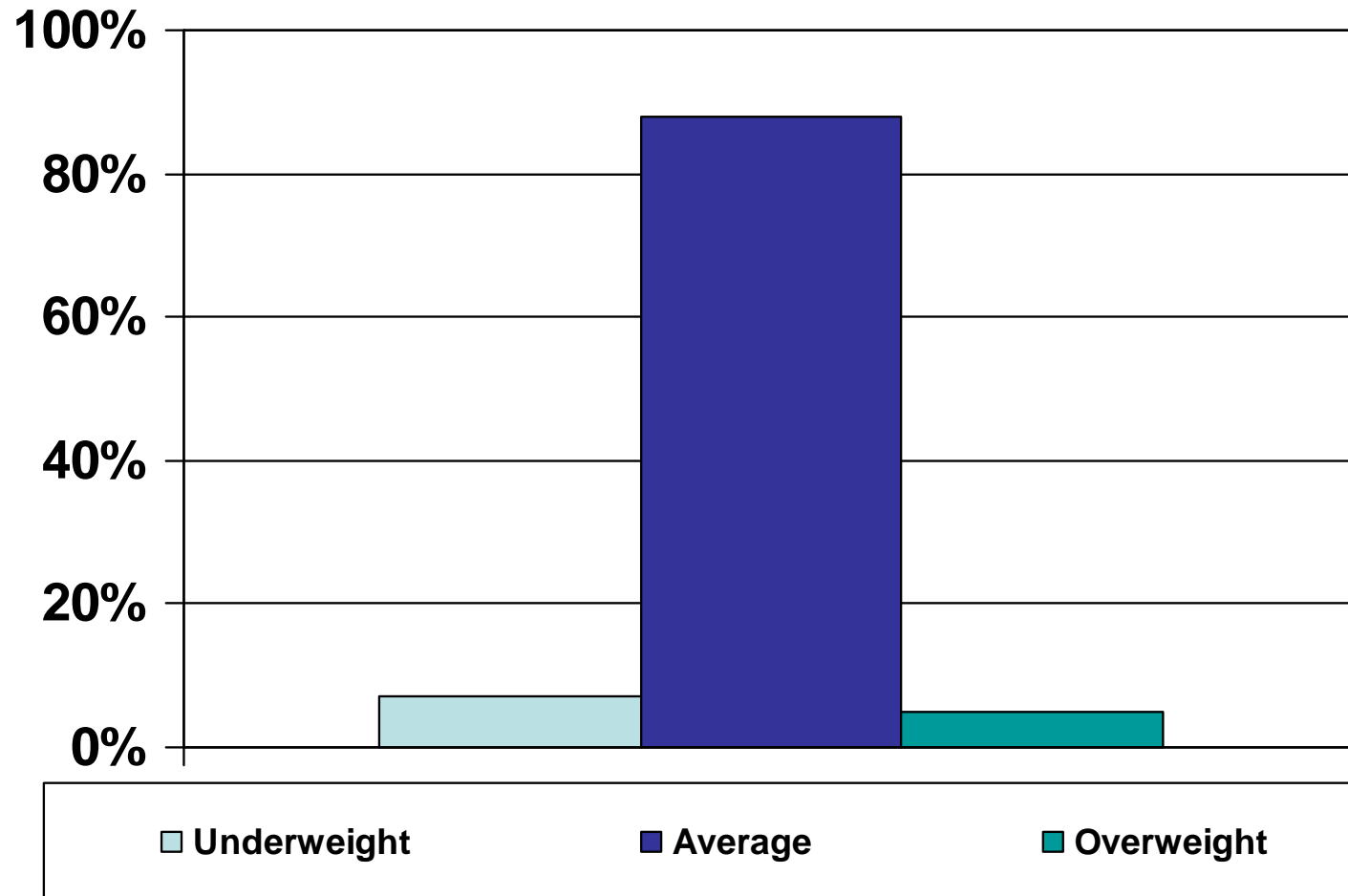
Physical Activity Outdoors Outside of HeadStart



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Compared to Other Same Aged Children, Is Your Child....



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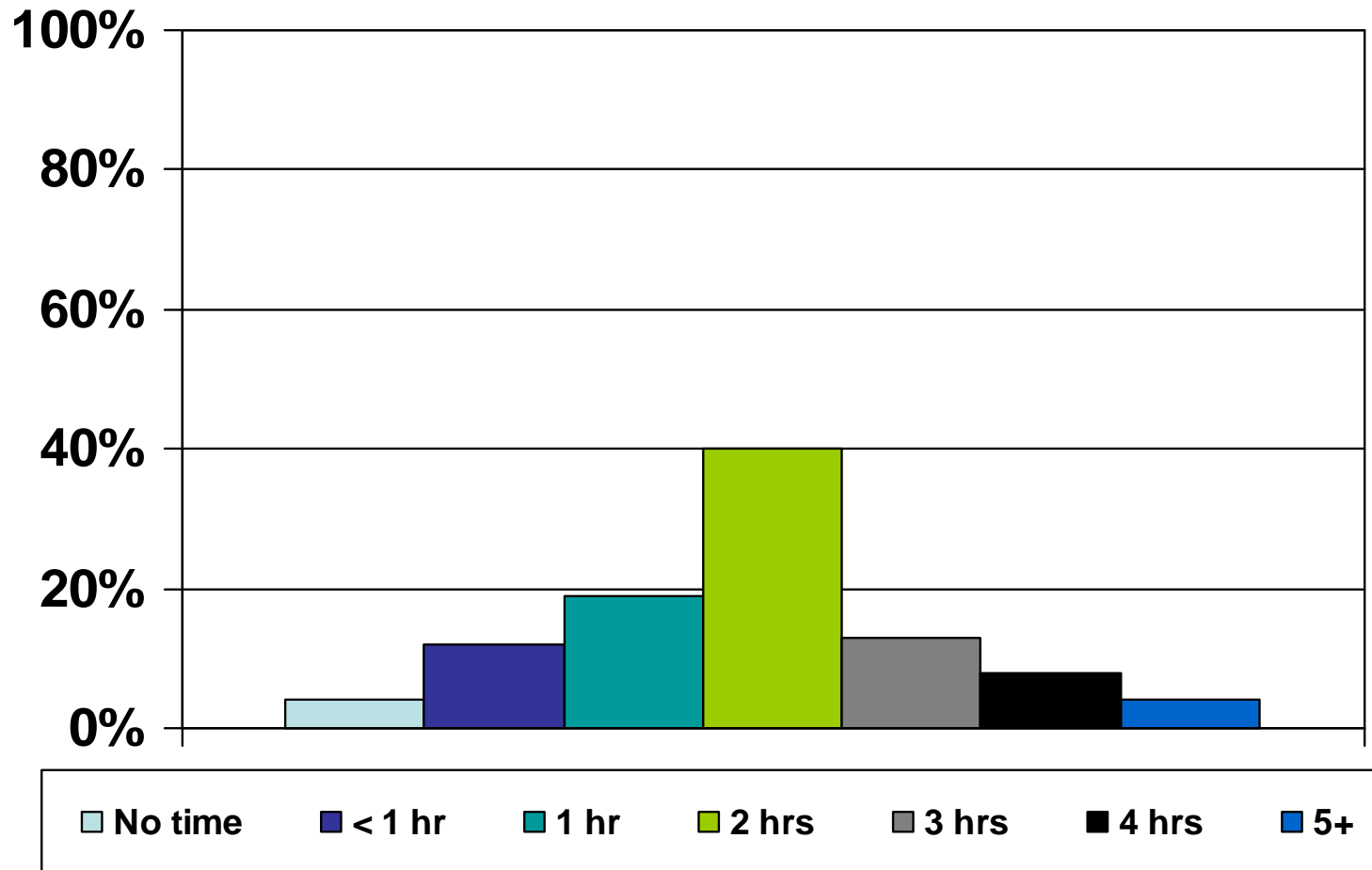
Respondent



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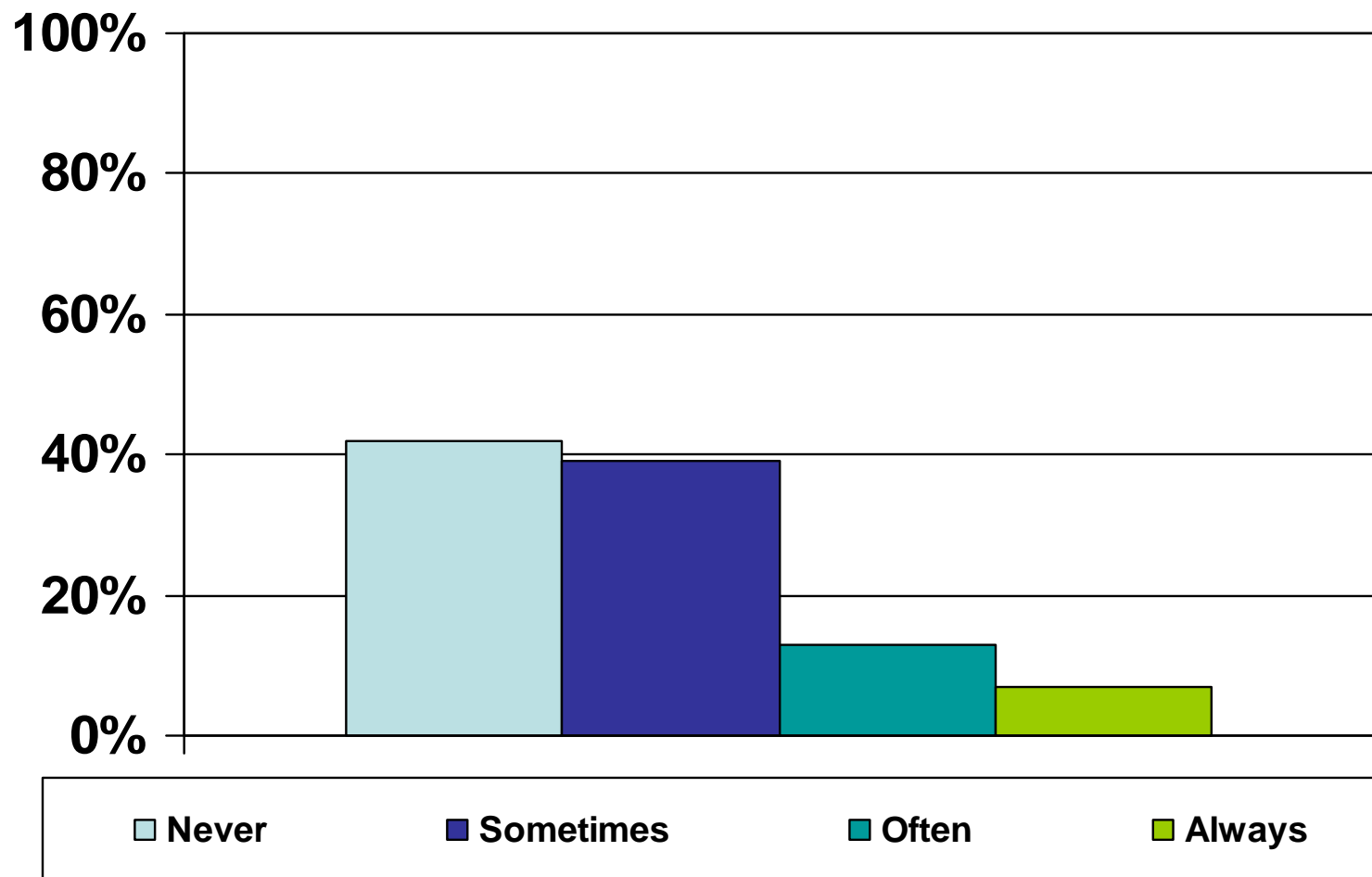
Television Viewing, Daily



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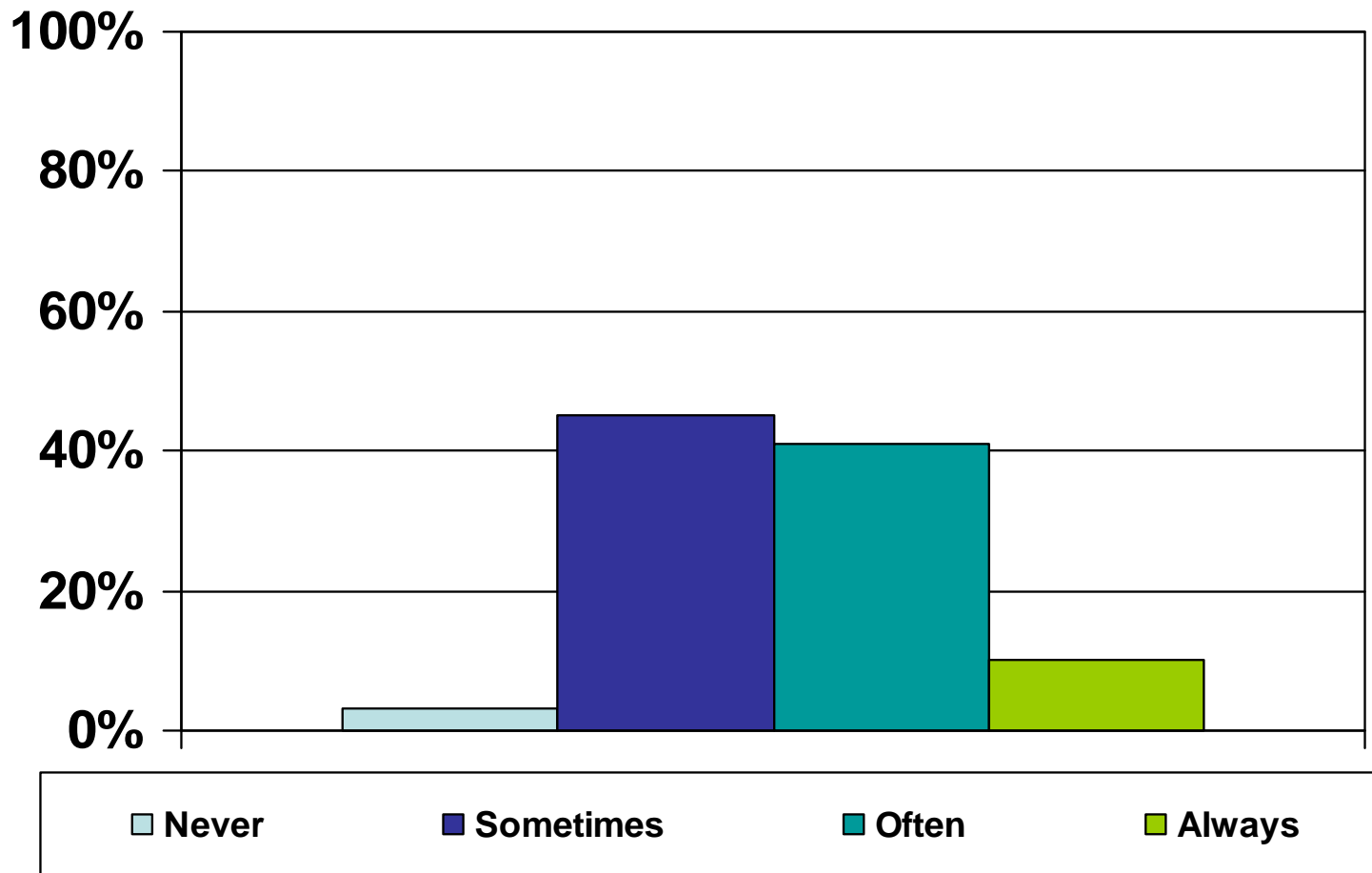
Television Visible and On During Mealtimes



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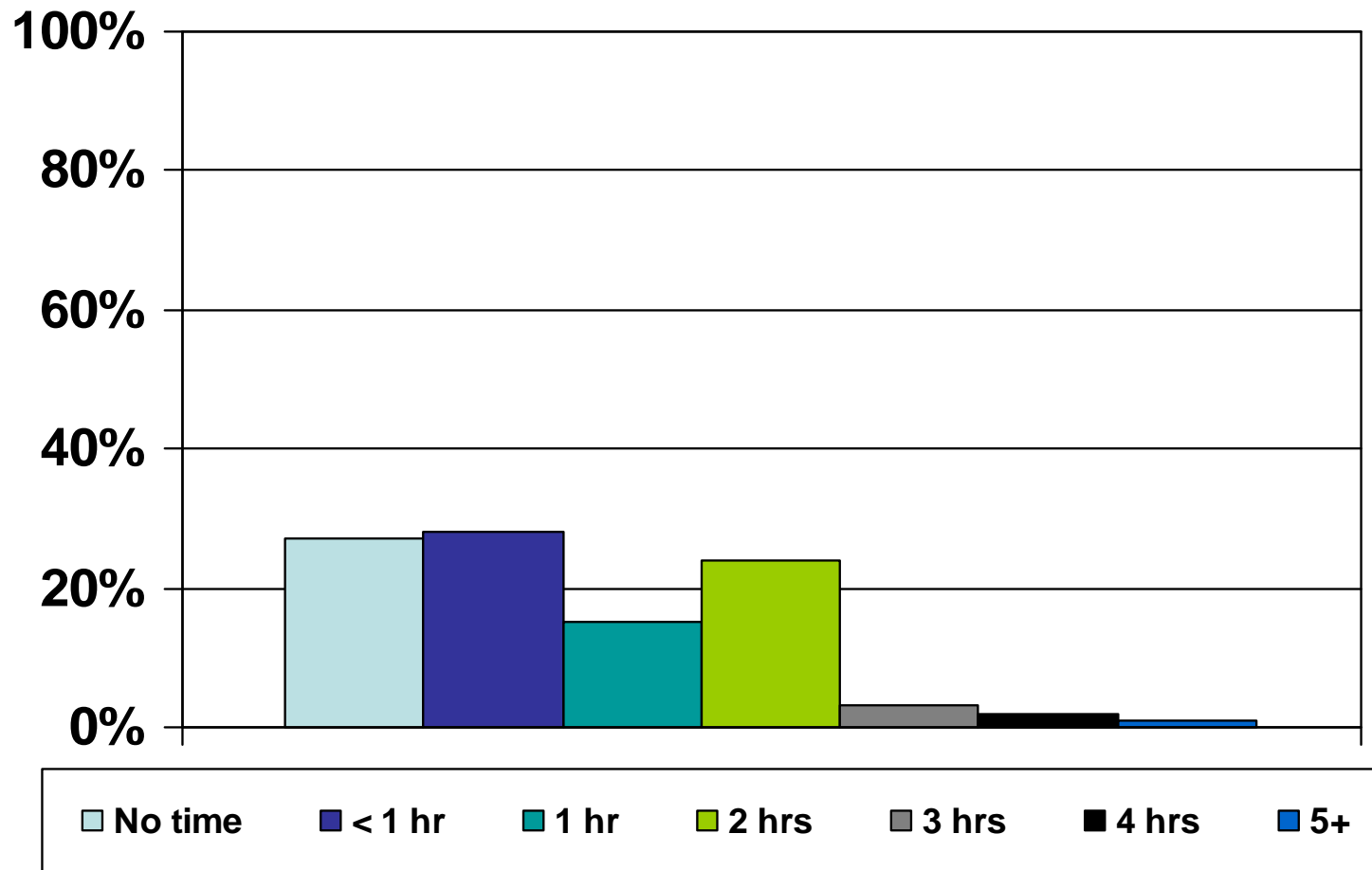
Time Television On During Typical Day



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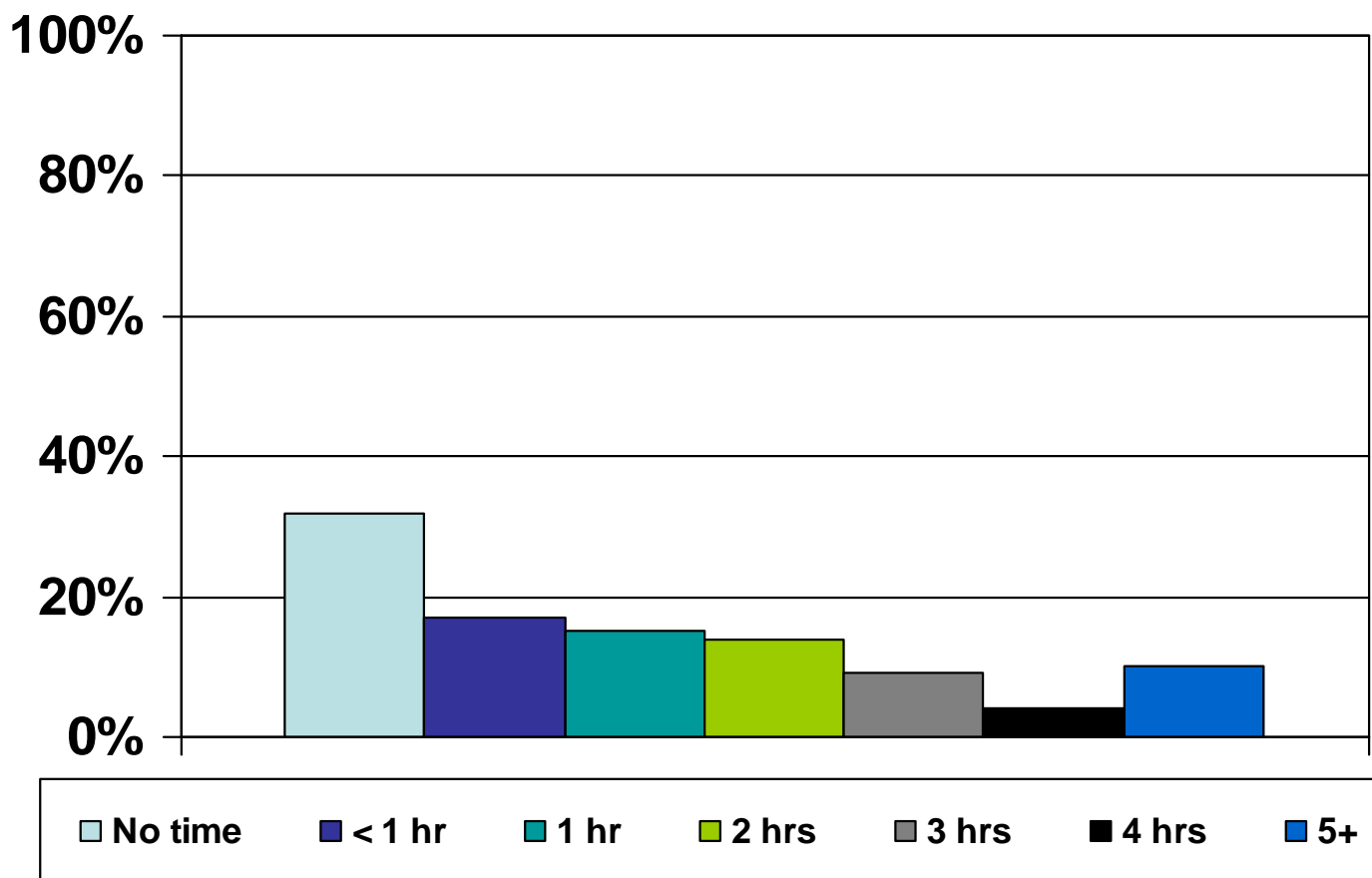
Videotape/DVD Viewing, Daily



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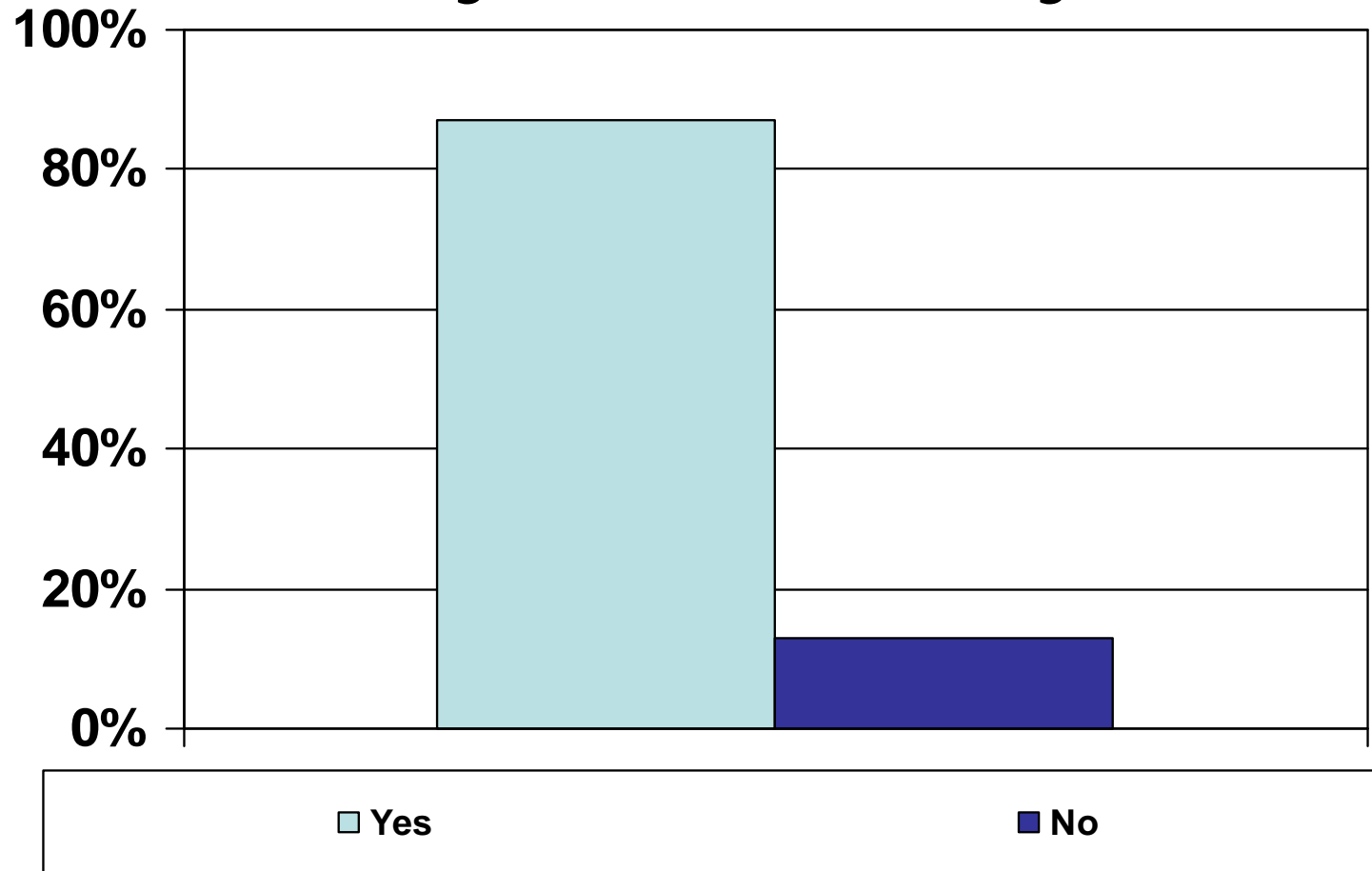
Computer Use, Daily



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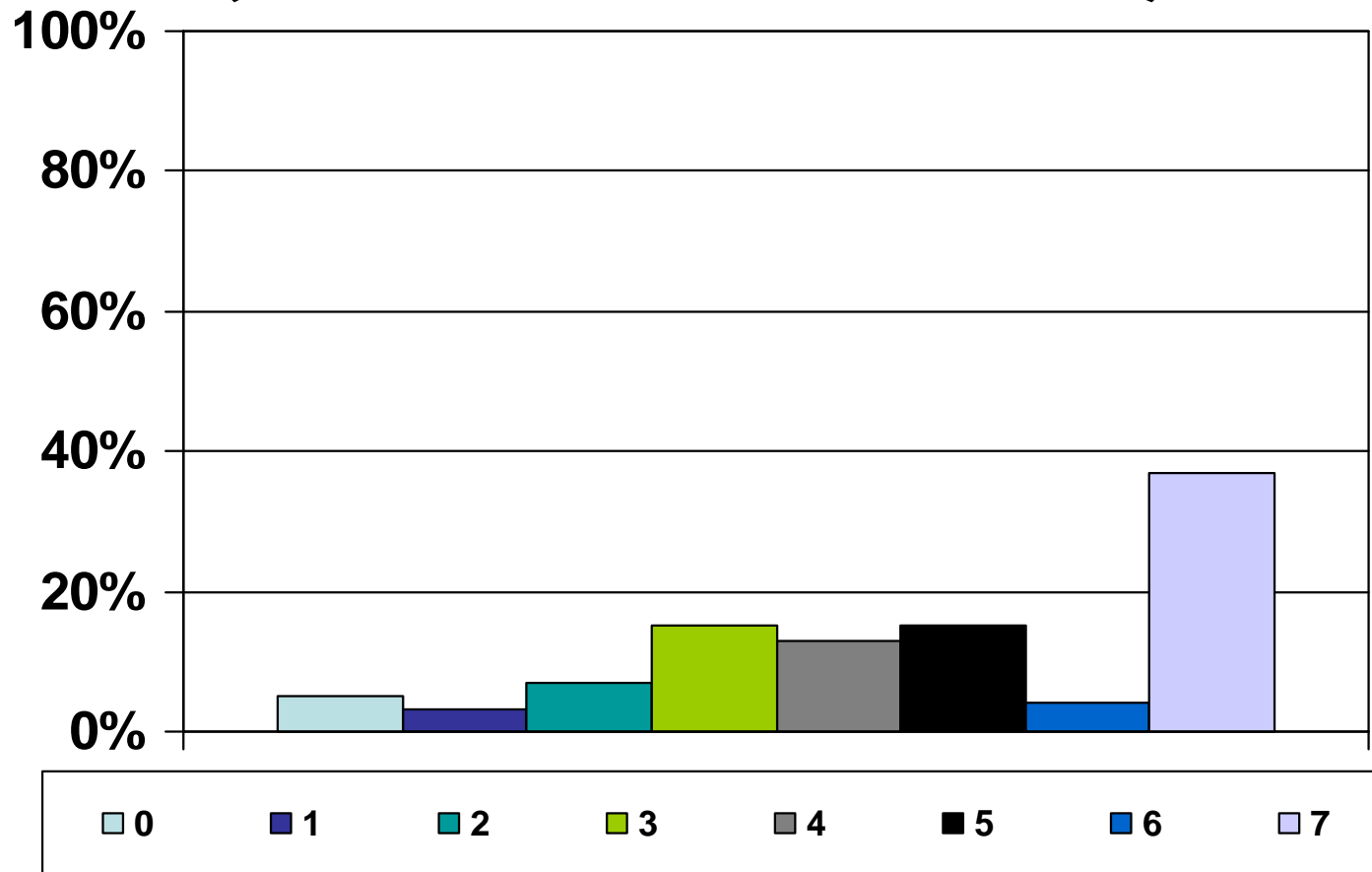
Weekly Moderate or Vigorous Physical Activity



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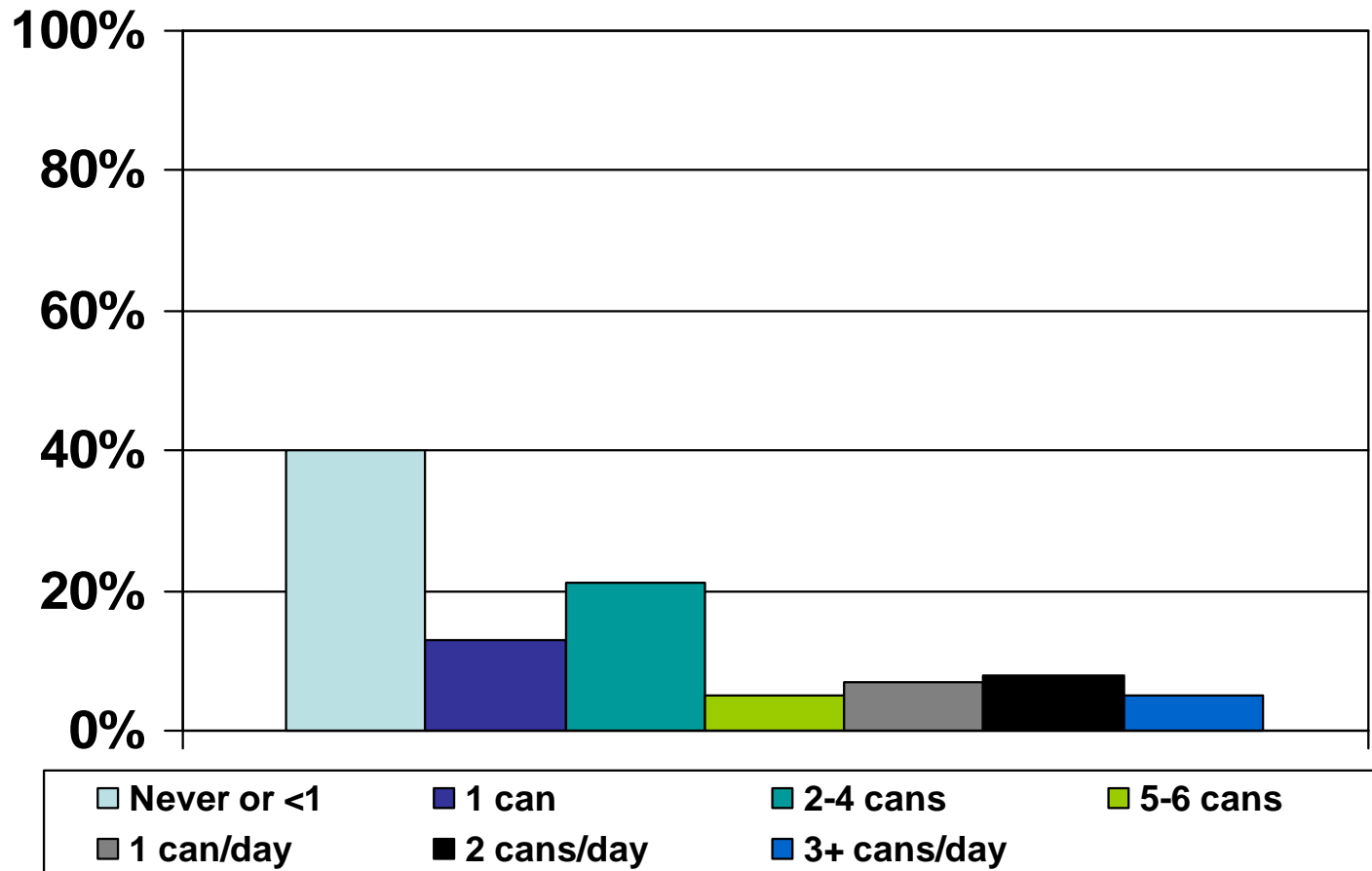
If YES, How Many Days/Wk (at least 10 minutes)



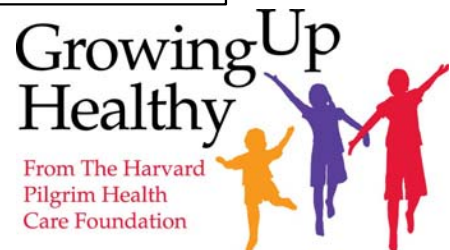
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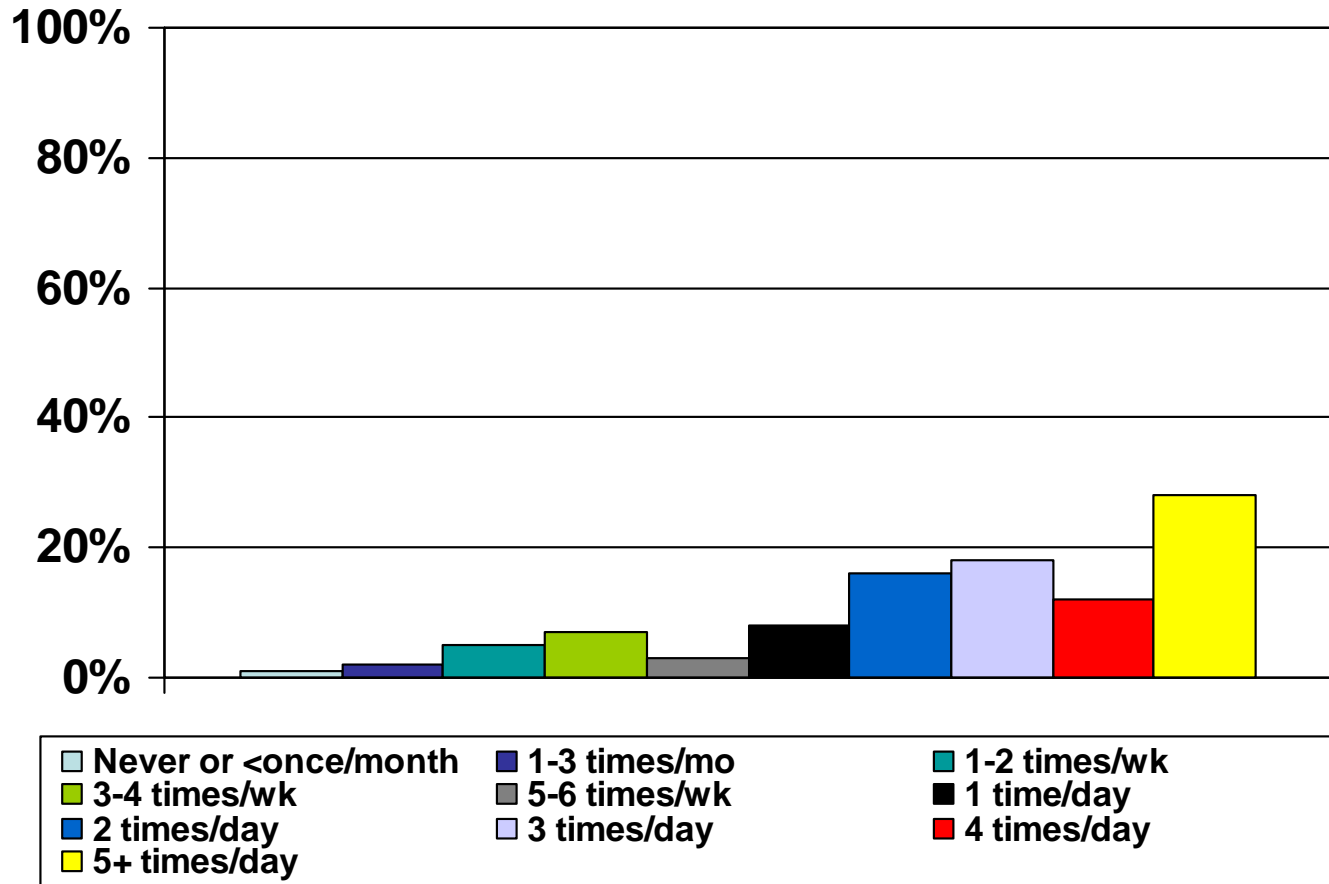
Sugar-Sweetened Beverage Consumption, Weekly



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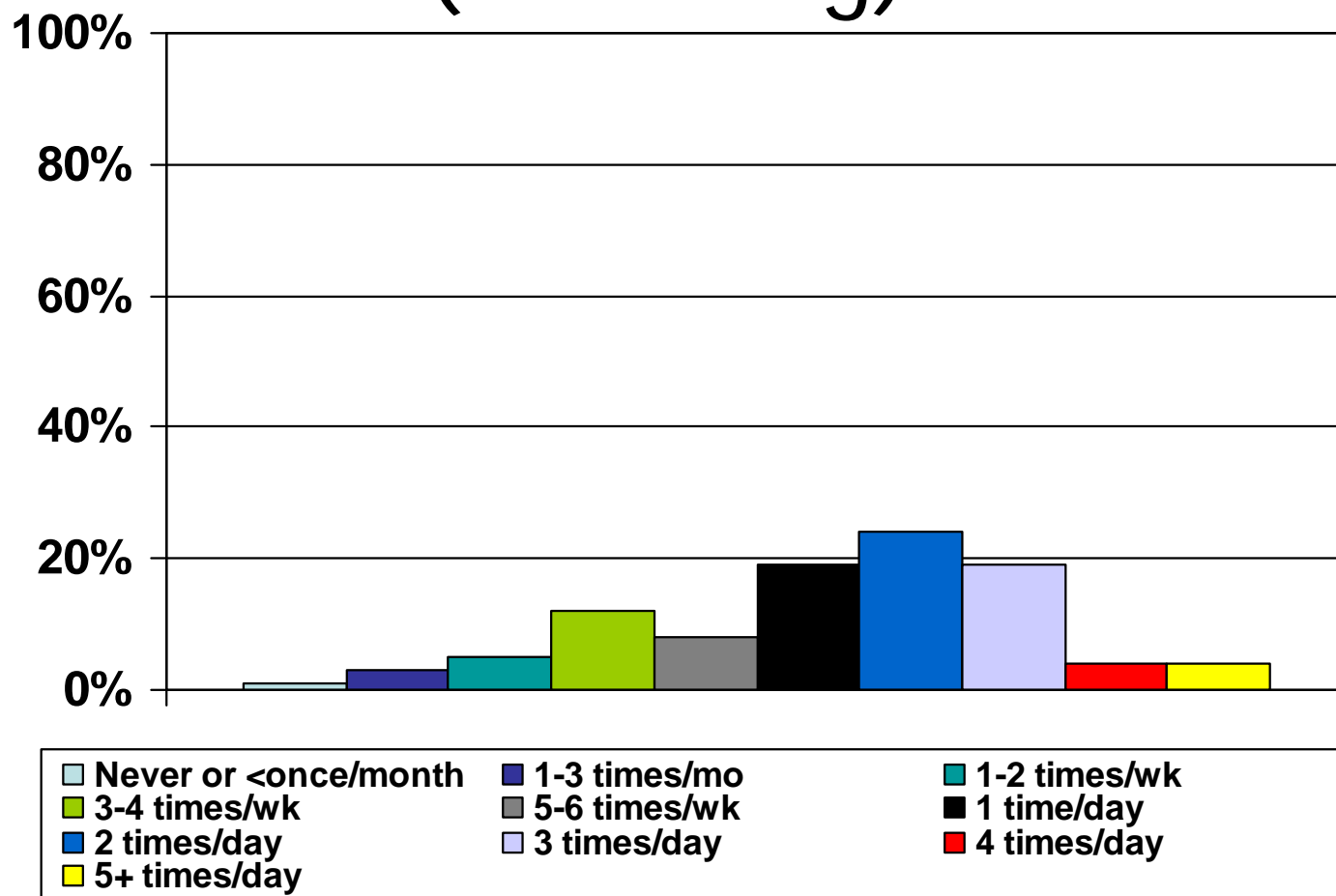
Water Consumption



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How Often Eat Fruit or Vegetables (1 serving)



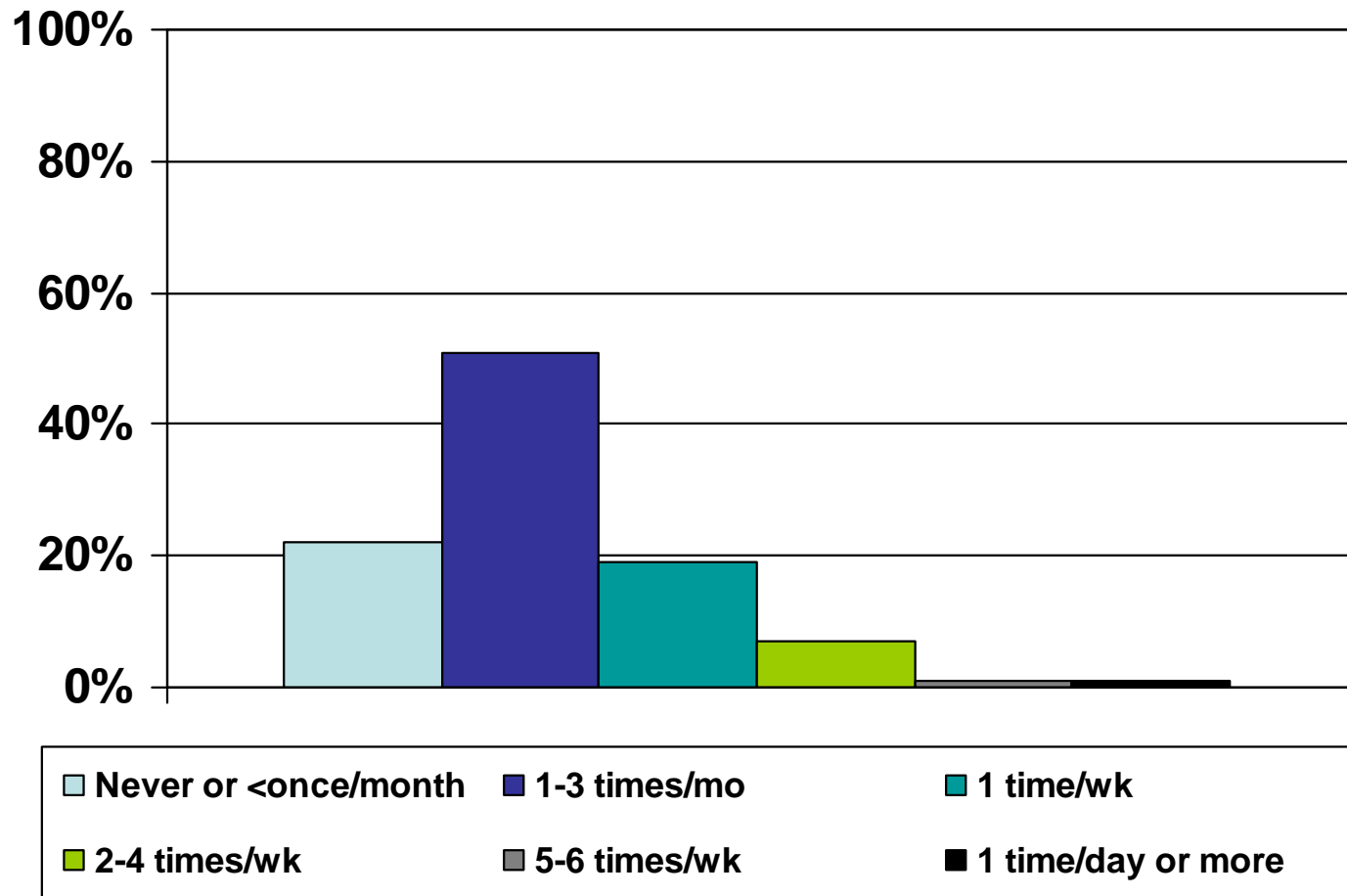
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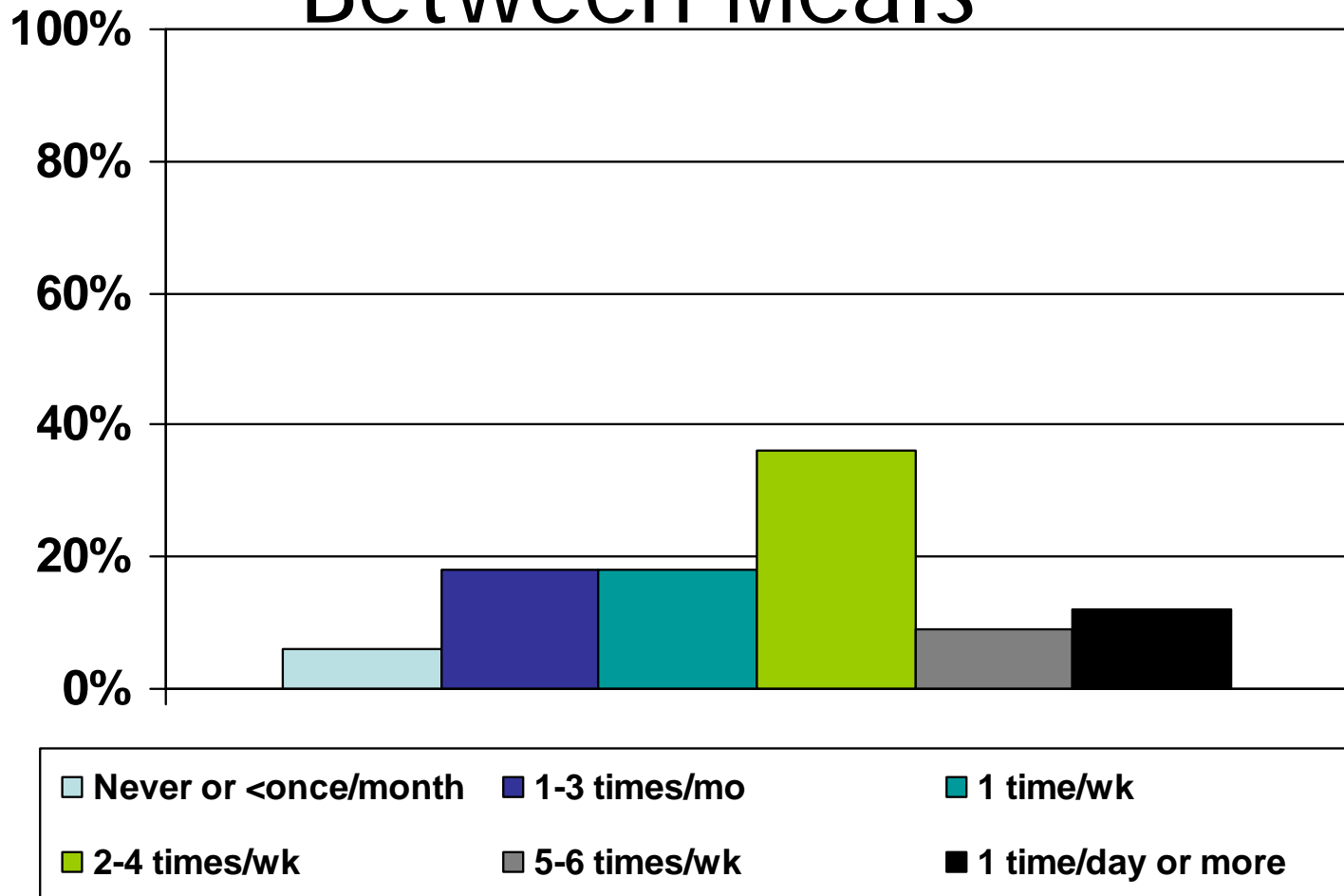
How Often Eat Fast Food



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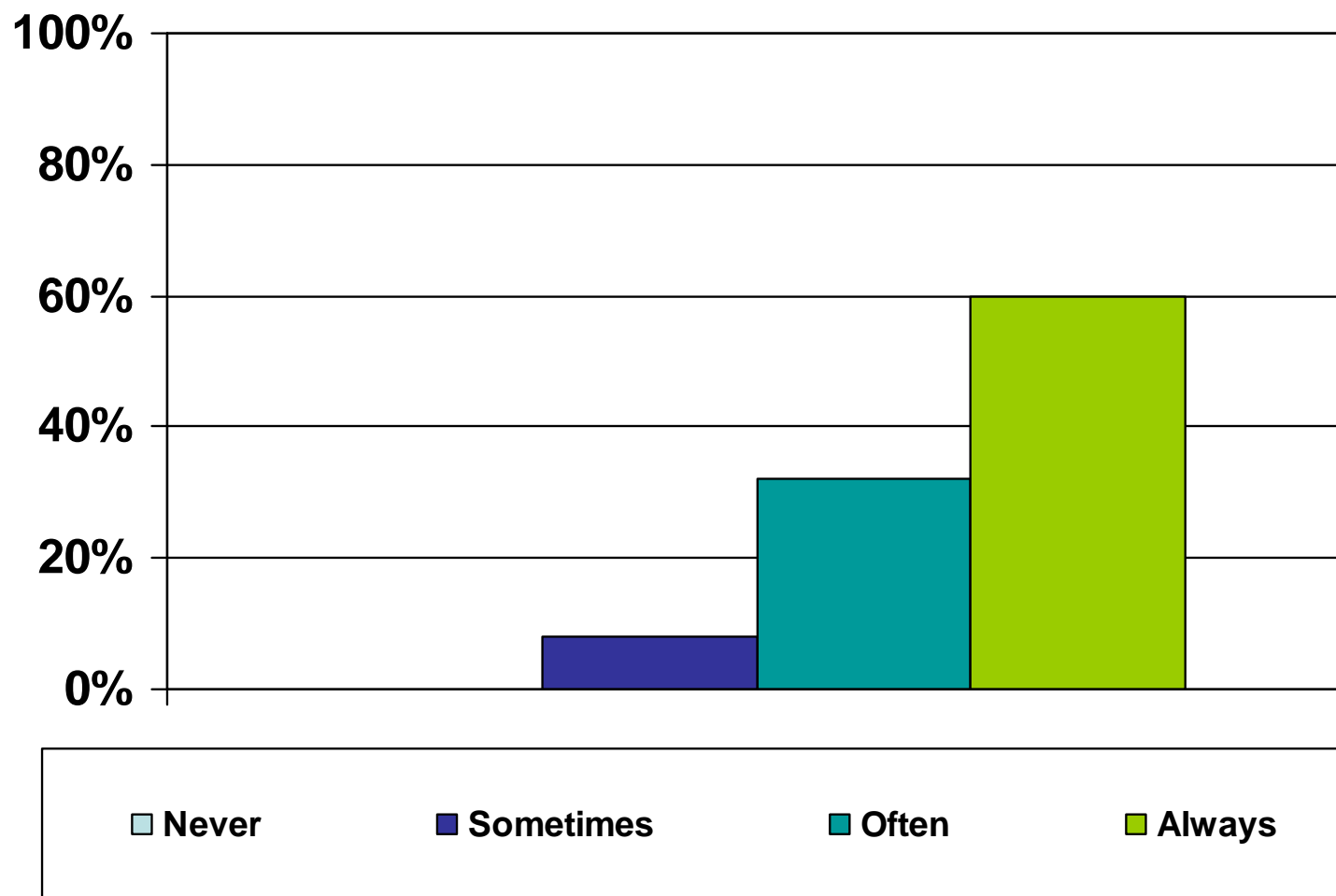
How Often Eat Junk Food Between Meals



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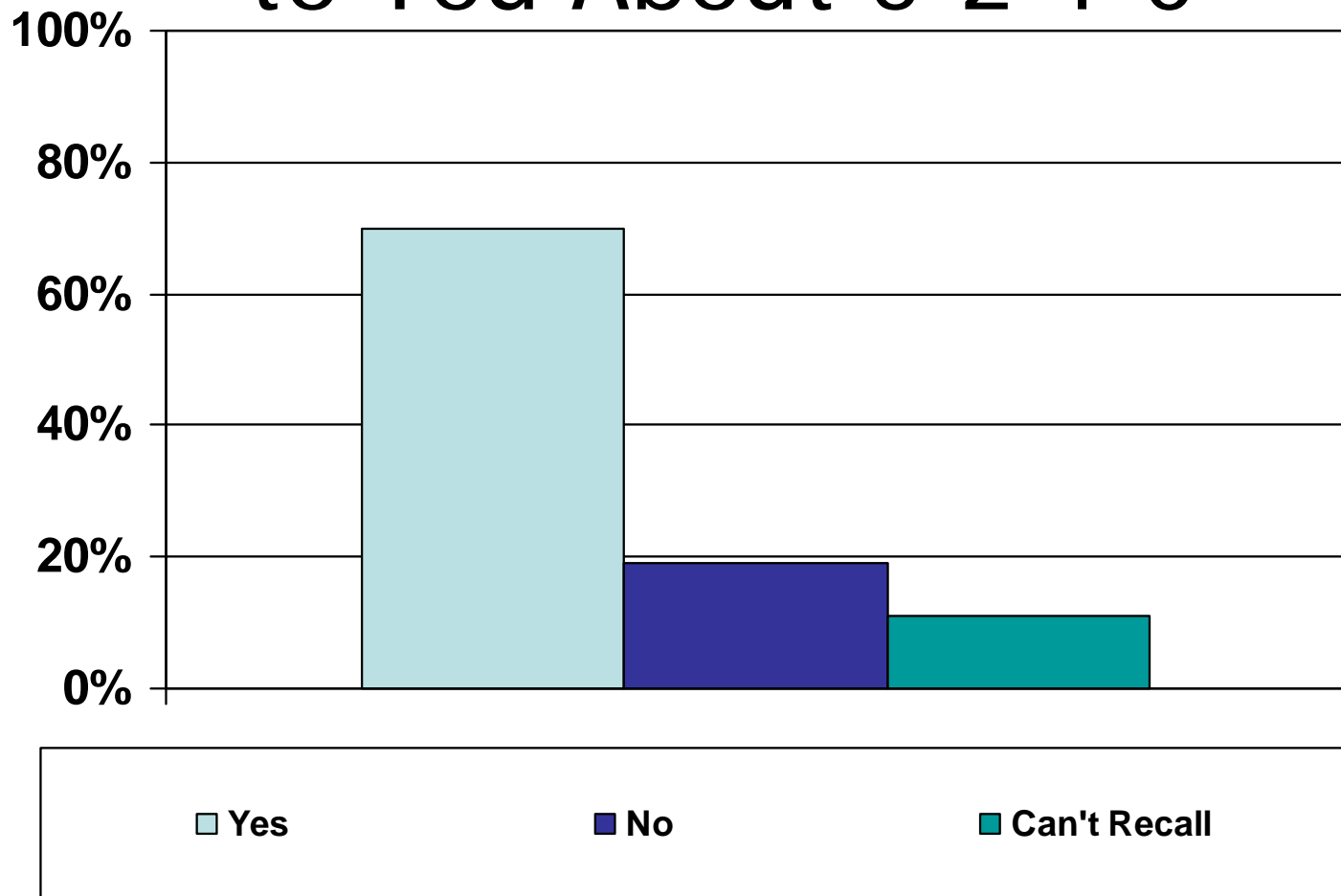
How Often Make Dinner at Home?



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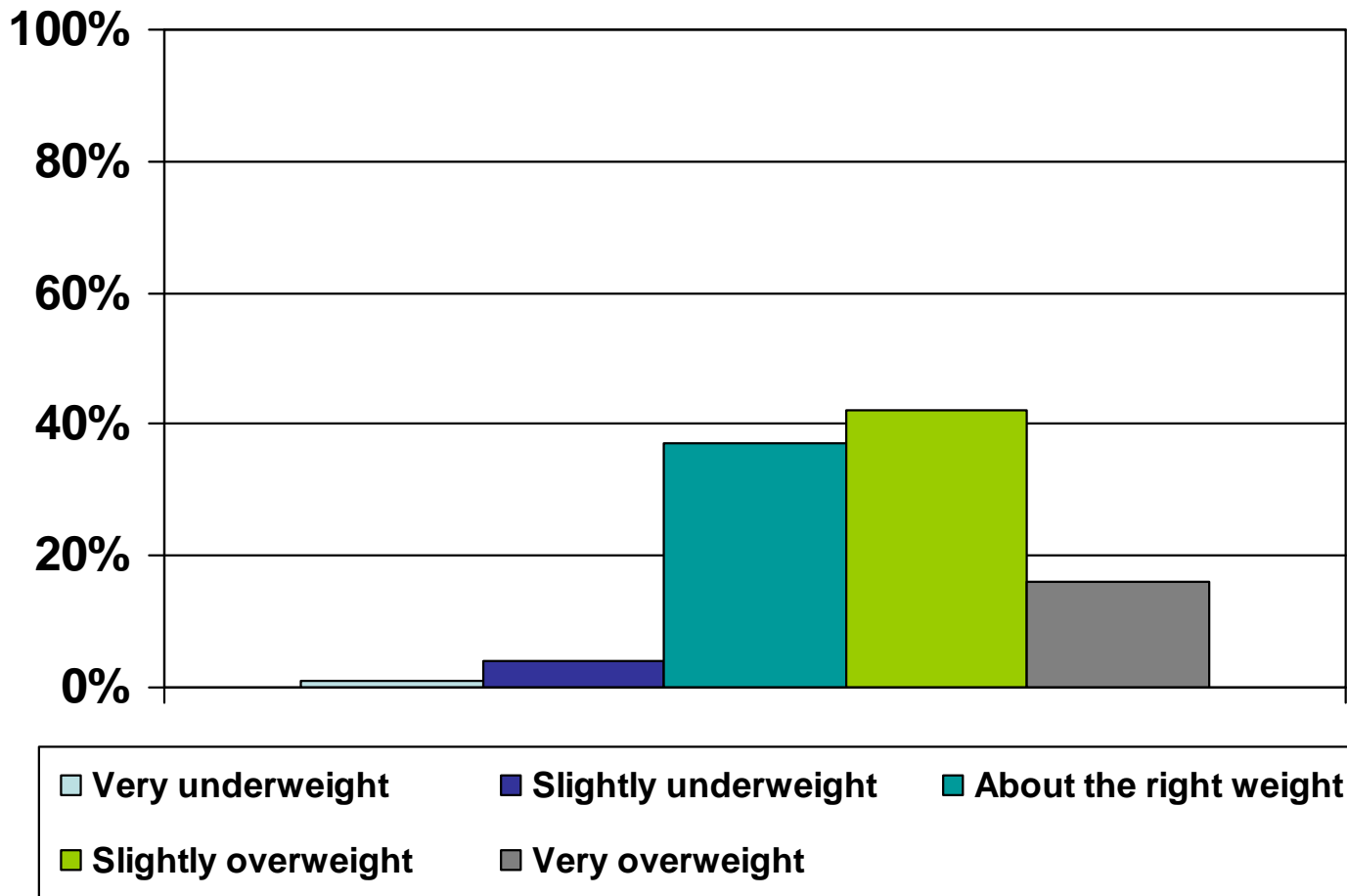
Primary care Provider Ever Talked to You About 5-2-1-0



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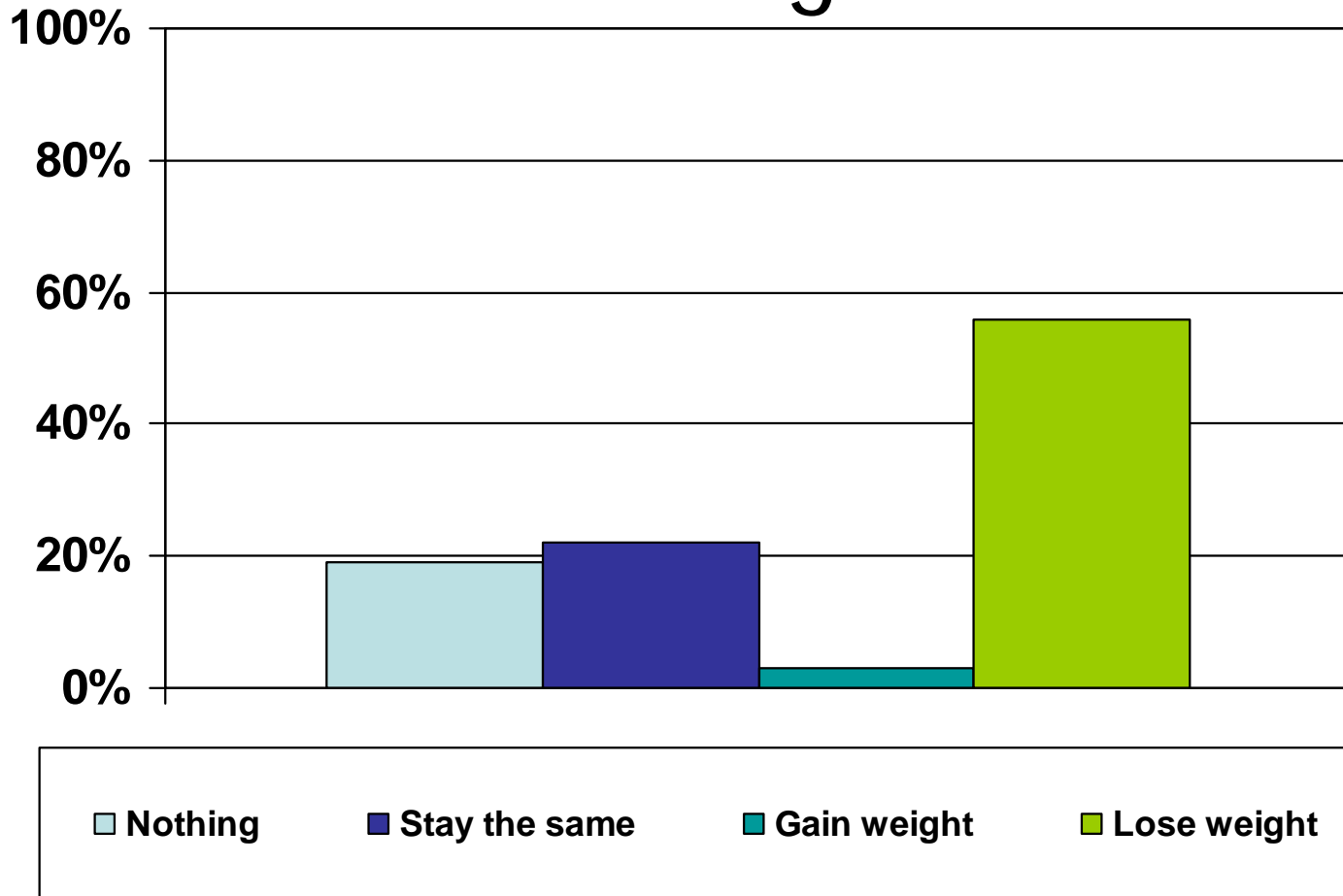
Describe Your Weight



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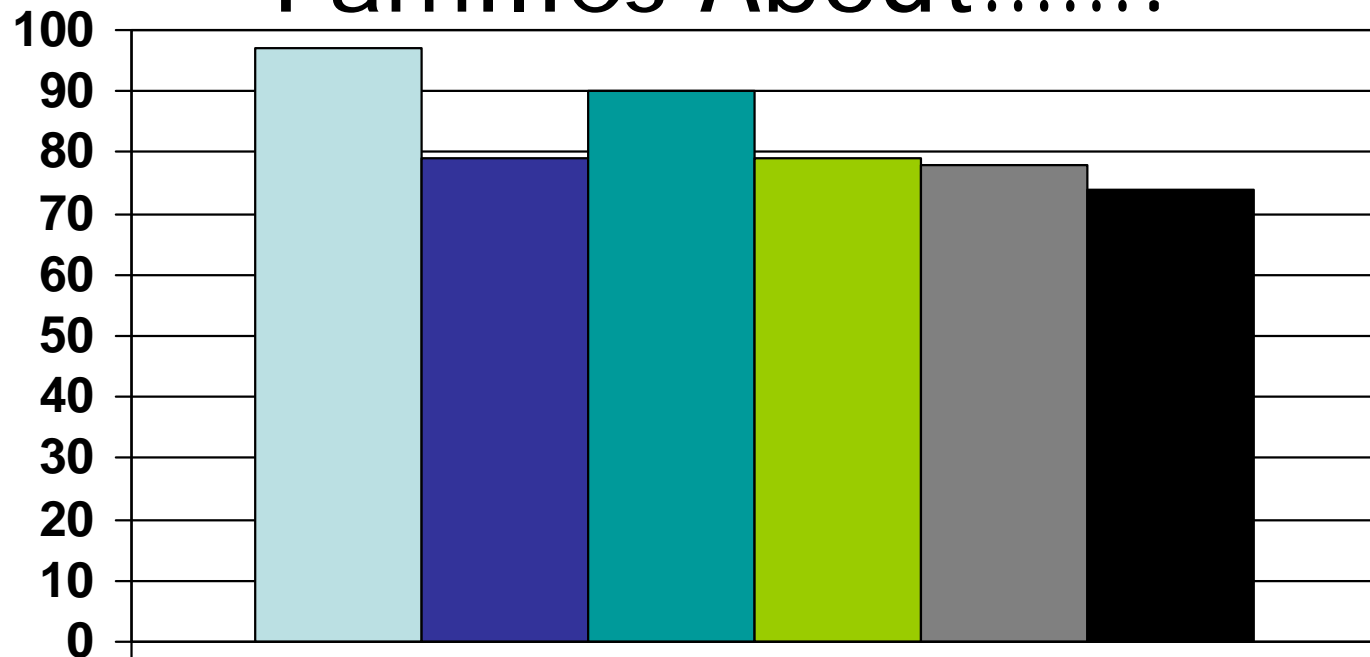
What Are You Trying To Do About Your Weight



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OK for HeadStart Staff to Talk to Families About.....



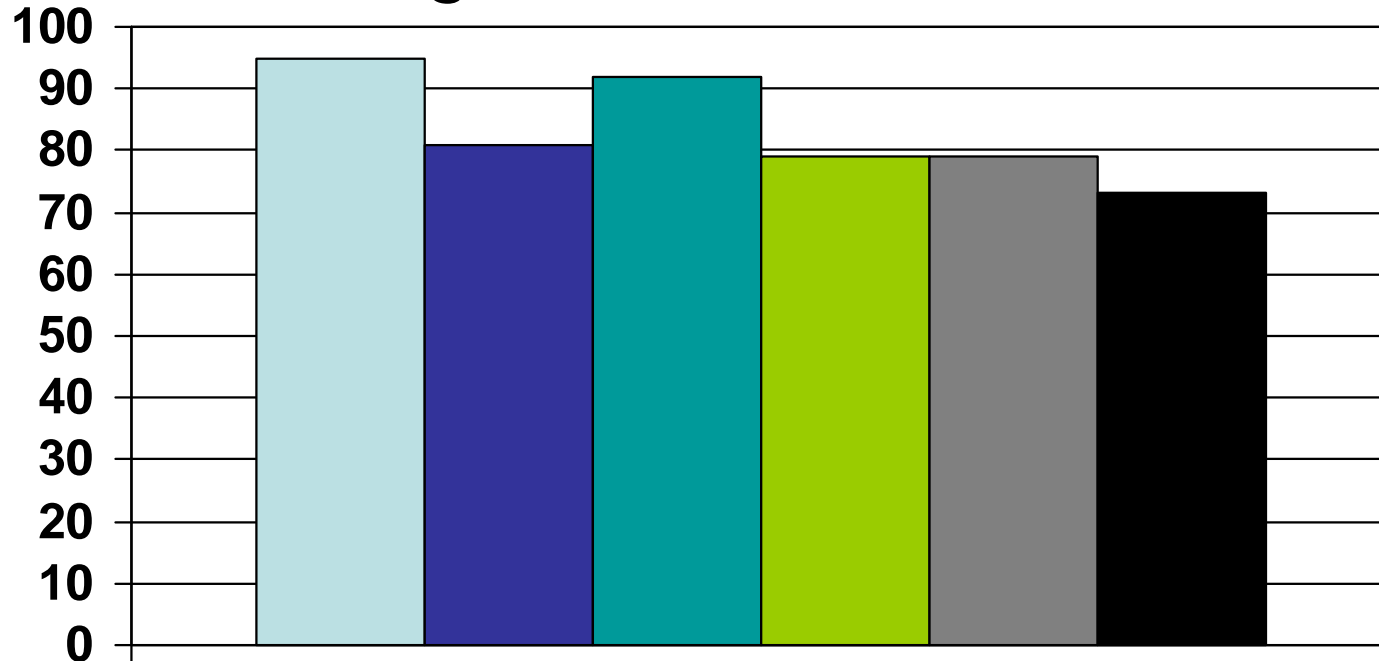
Number of checkmarks for each item



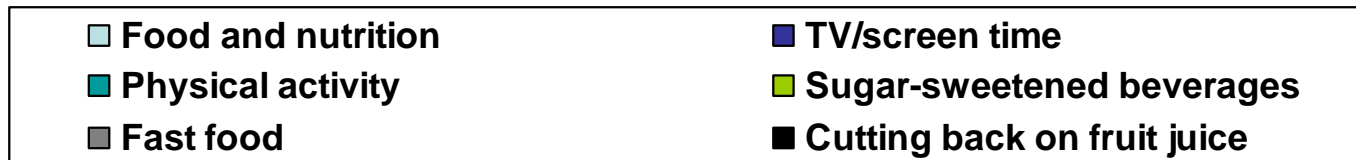
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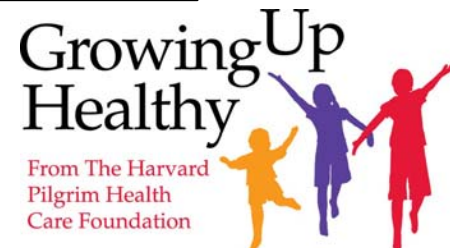
Do You Feel HeadStart Staff Would Be OK Talking to Families About.....



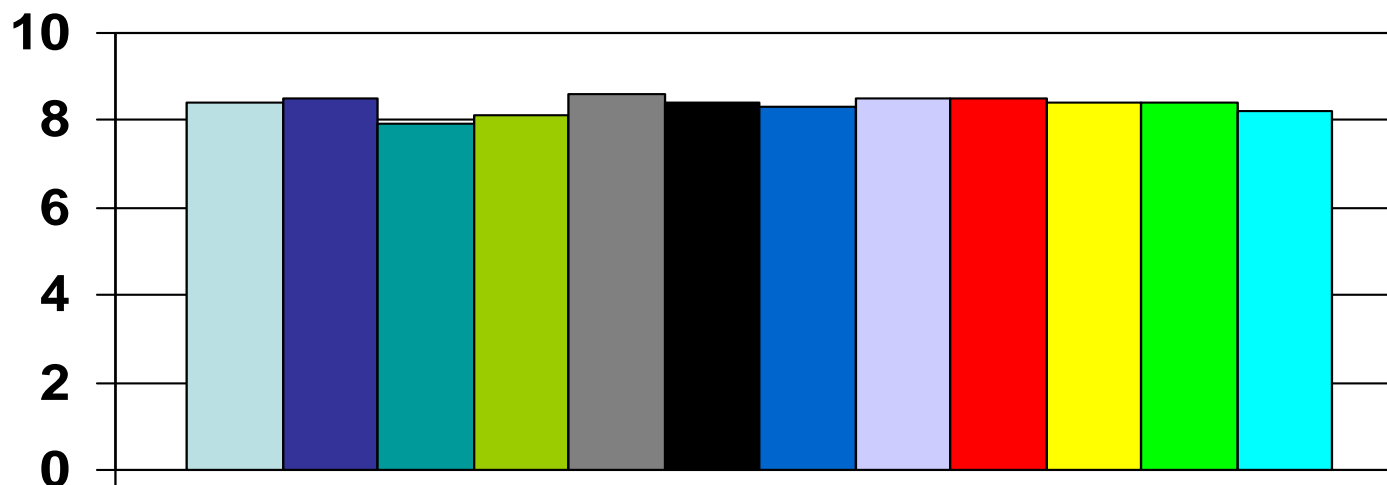
Number of checkmarks for each item



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How Comfortable Would You Feel if HS Staff Talked with You About.....



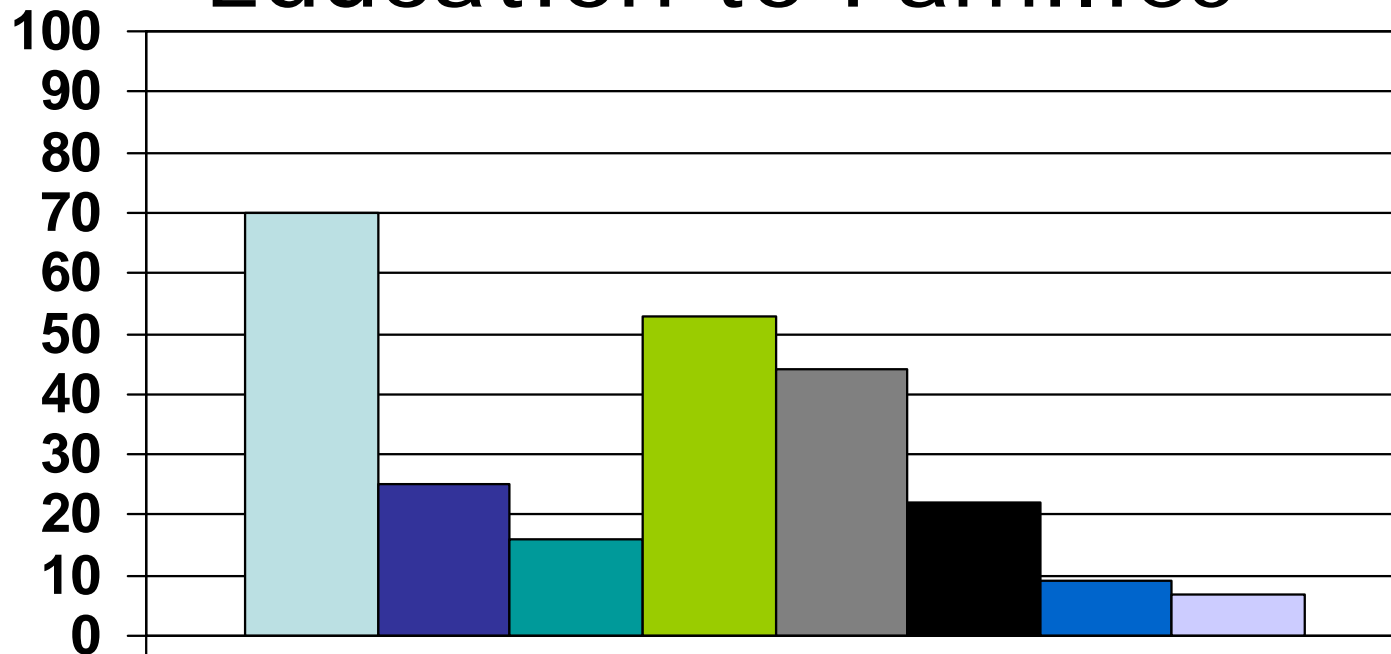
Average Rating (0=not comfortable; 10=very comfortable)



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Barriers to Providing Health Education to Families



Number of Checkmarks for Each Item

- | | |
|-------------------------|--------------------------|
| Lack of time | Lack of someone to do it |
| Lack of space | Lack of funds |
| Lack of family interest | Parents uncomfortable |
| Staff uncomfortable | Other |

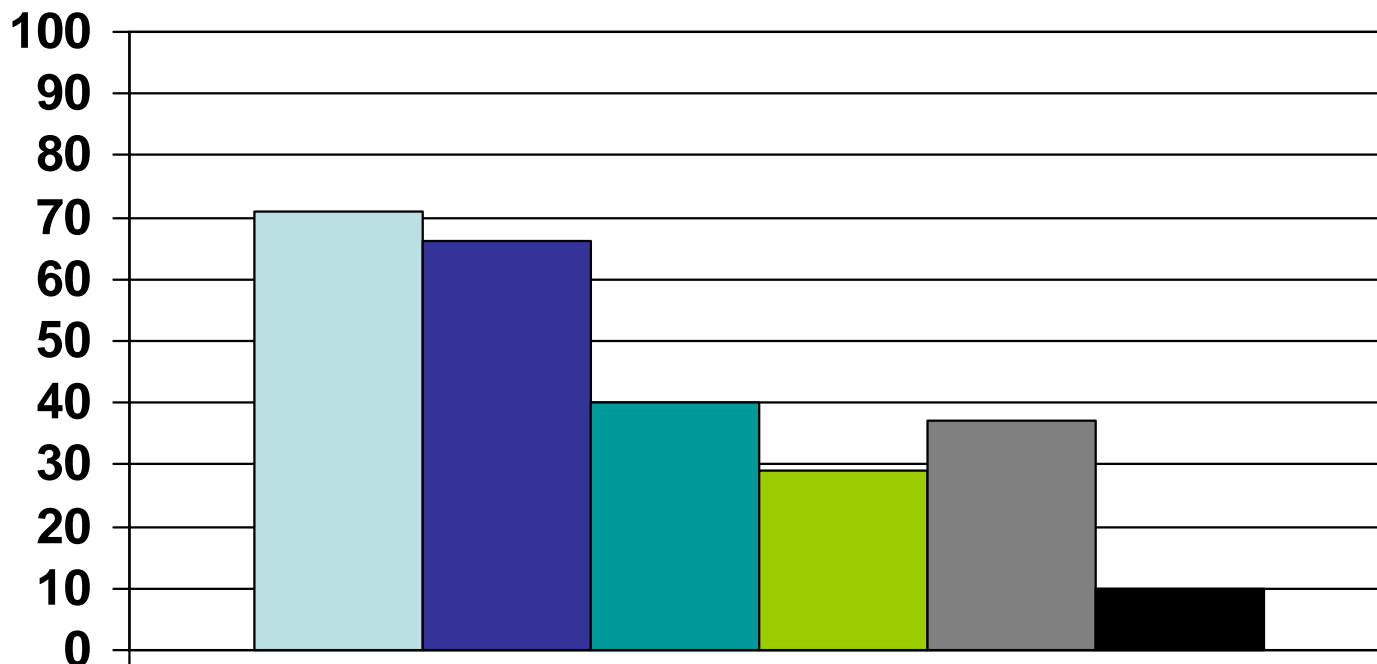


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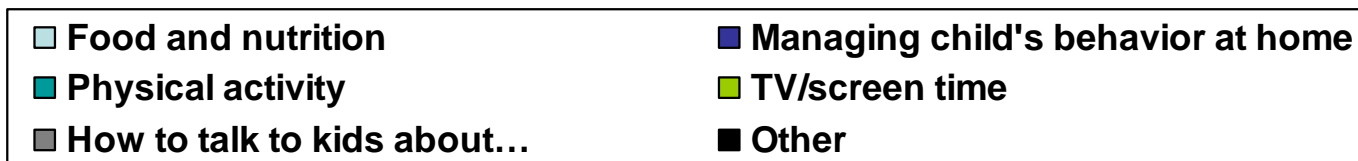
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Topics Most Important to You



Number of Checkmarks for Each Item



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Potential Opportunities

Child and Parent

- Child's TV viewing
- TV in child's bedroom
- Low fat/nonfat milk
- Sugar-sweetened beverages
- Fast food
- Food as reward



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Potential Opportunities: Child and Parent

- Parents involvement in child's PA (indoor and outdoor)
- Parents TV viewing
- TV on at home and during mealtimes
- Parents' computer use?
- Parents mod/vig. PA
- Parents sugar-sweetened beverages
- Fruit and vegetable consumption
- Fast food, junk food
- Parents NOT uncomfortable with staff Education
- Parents most interested in food and nutrition and managing child's behavior (same as staff!)

Staff Survey

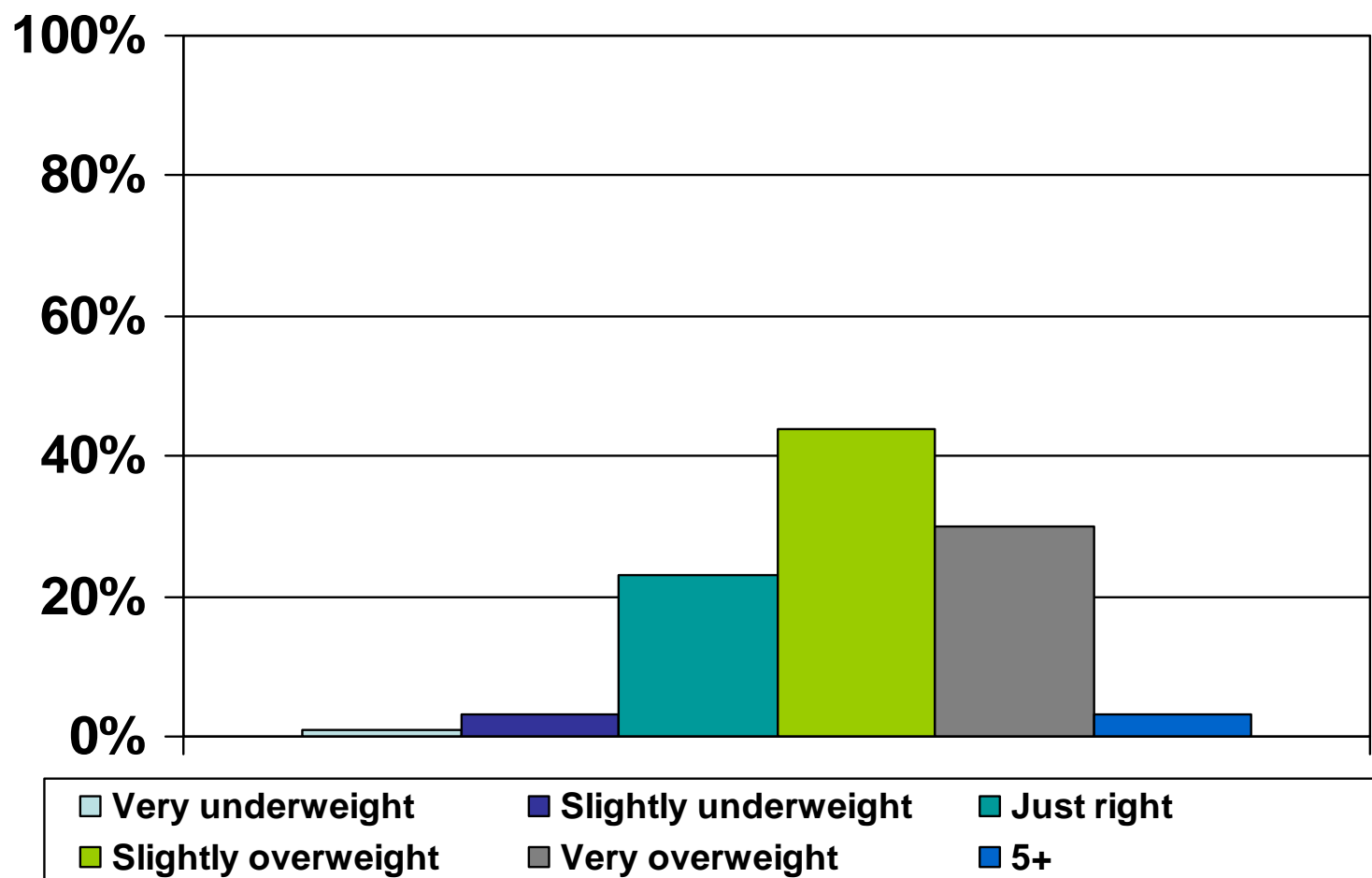
N=177



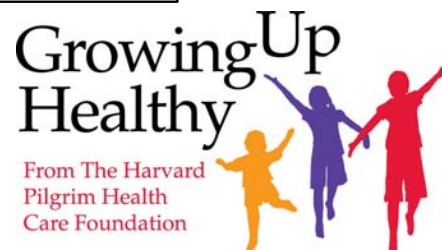
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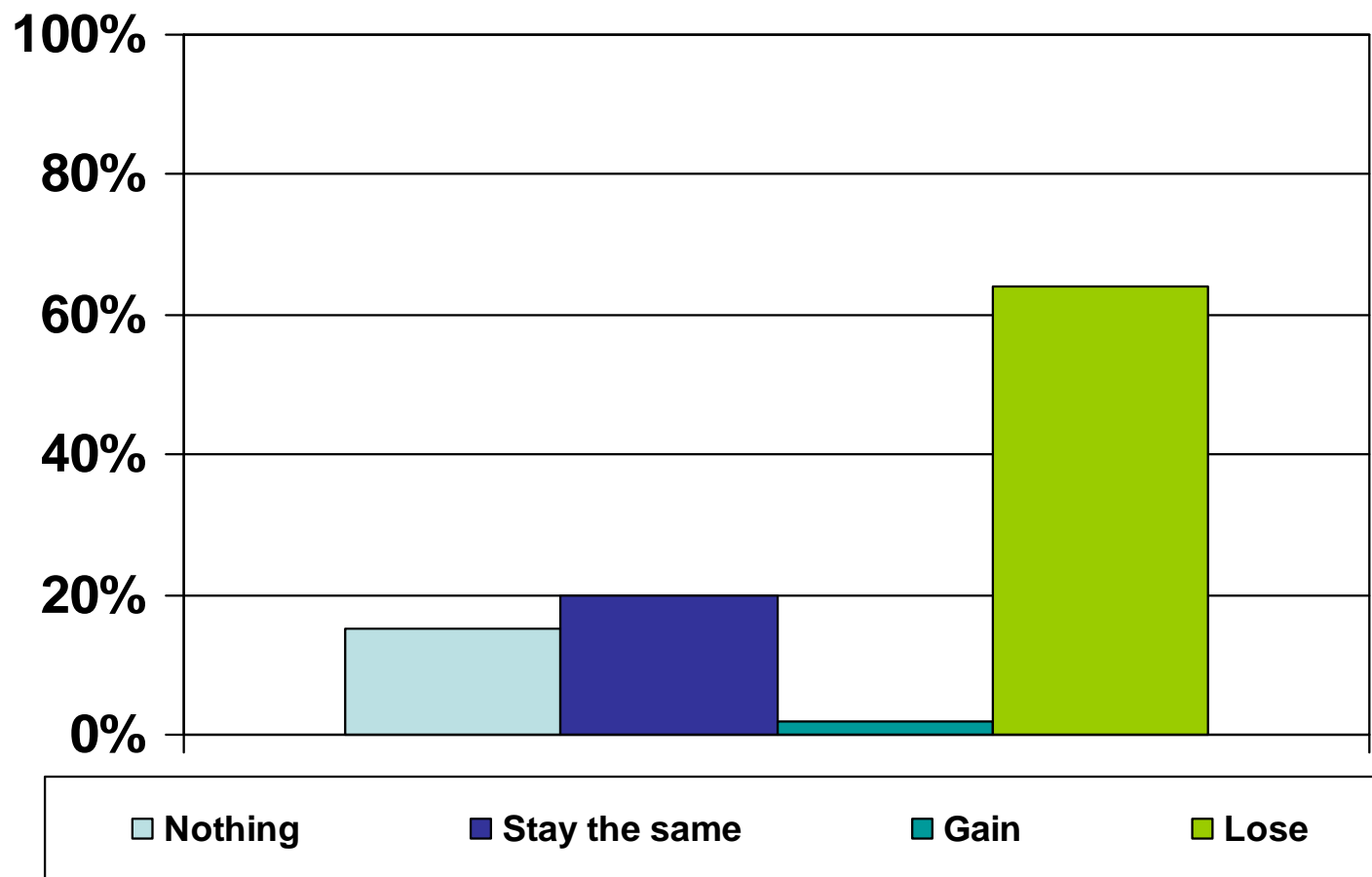
Describe Your Weight



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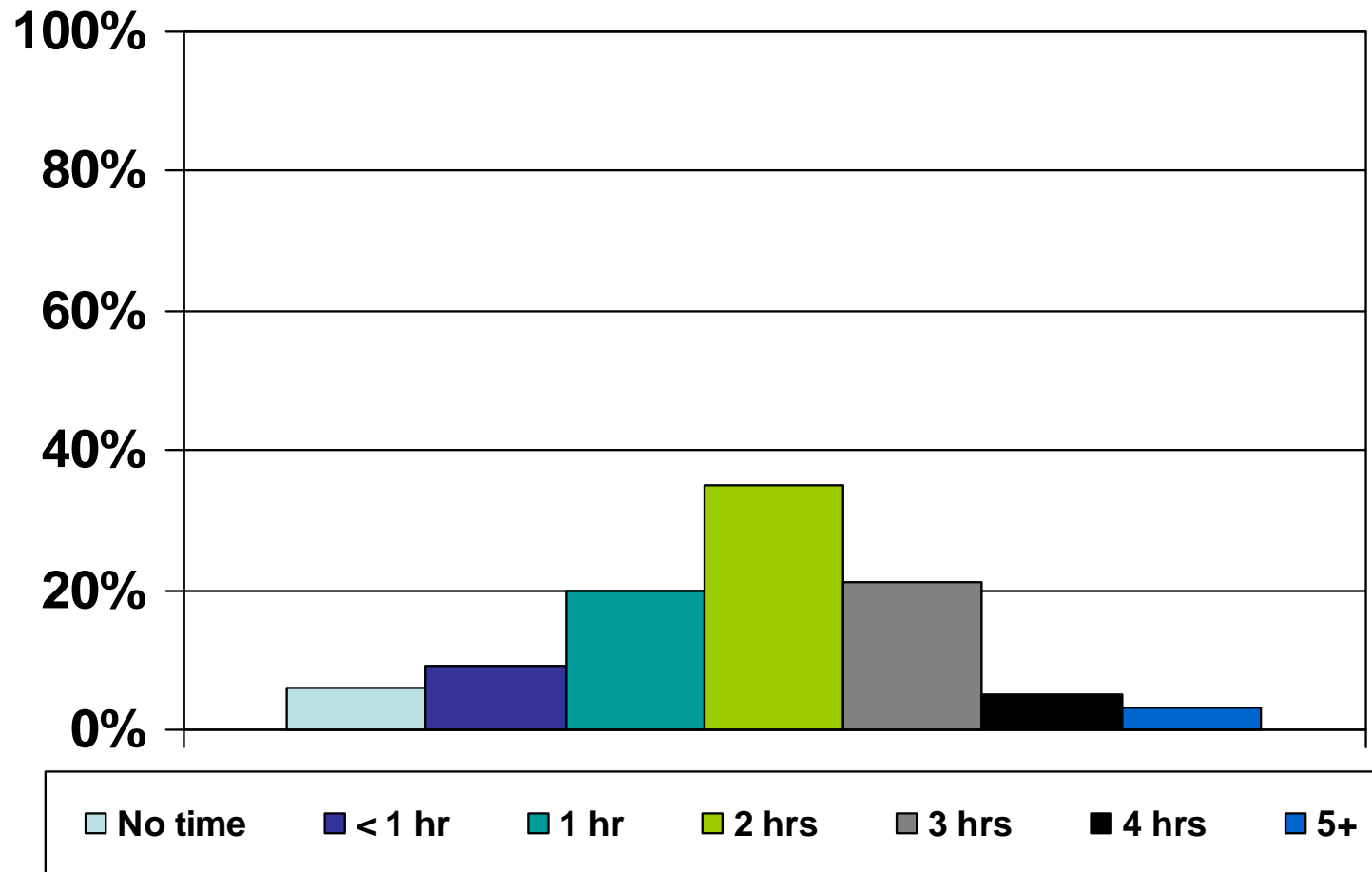
Doing anything about your weight?



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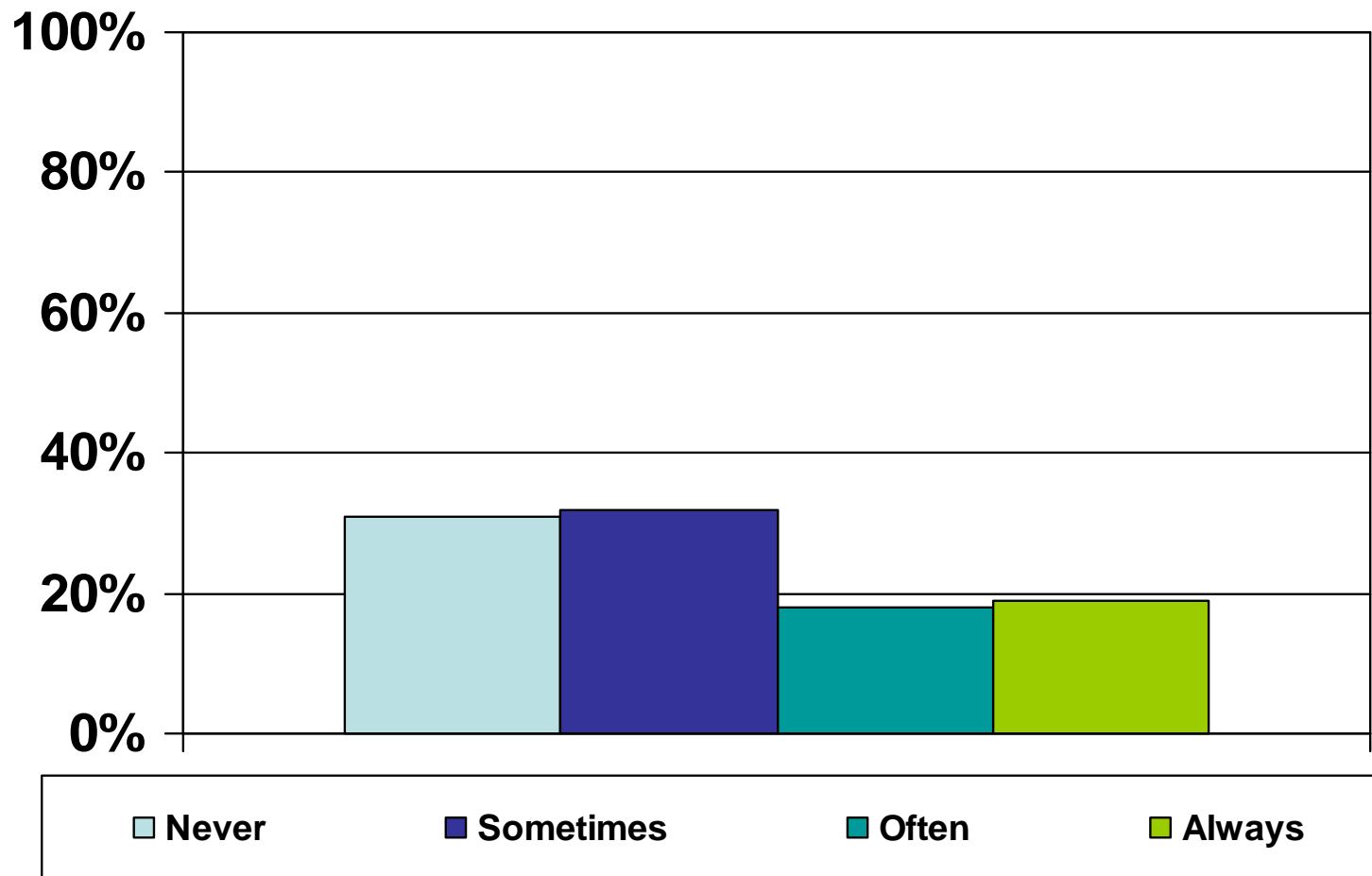
Television Viewing, Daily



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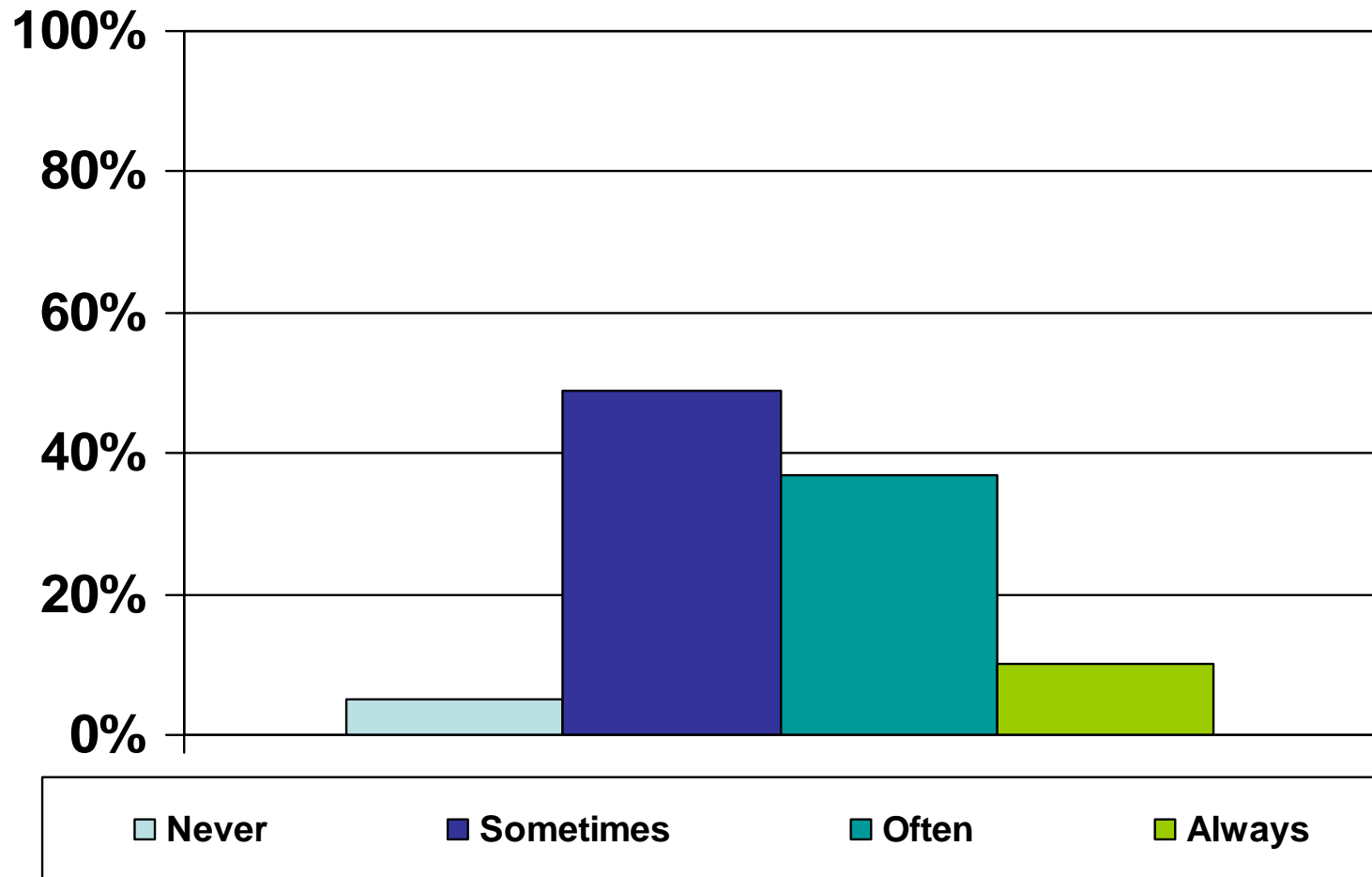
Television Visible and On During Mealtimes



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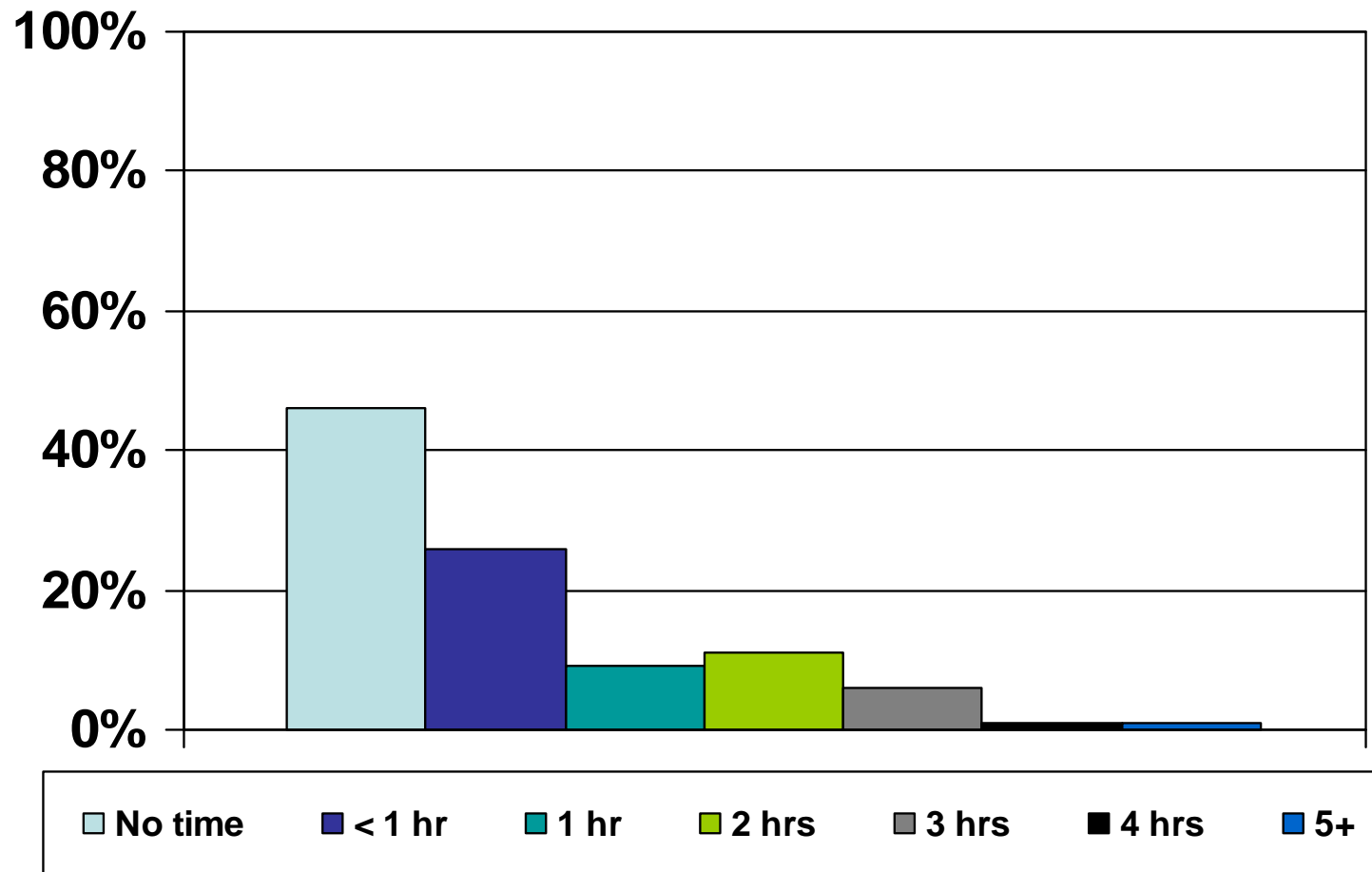
Time Television On During Typical Day



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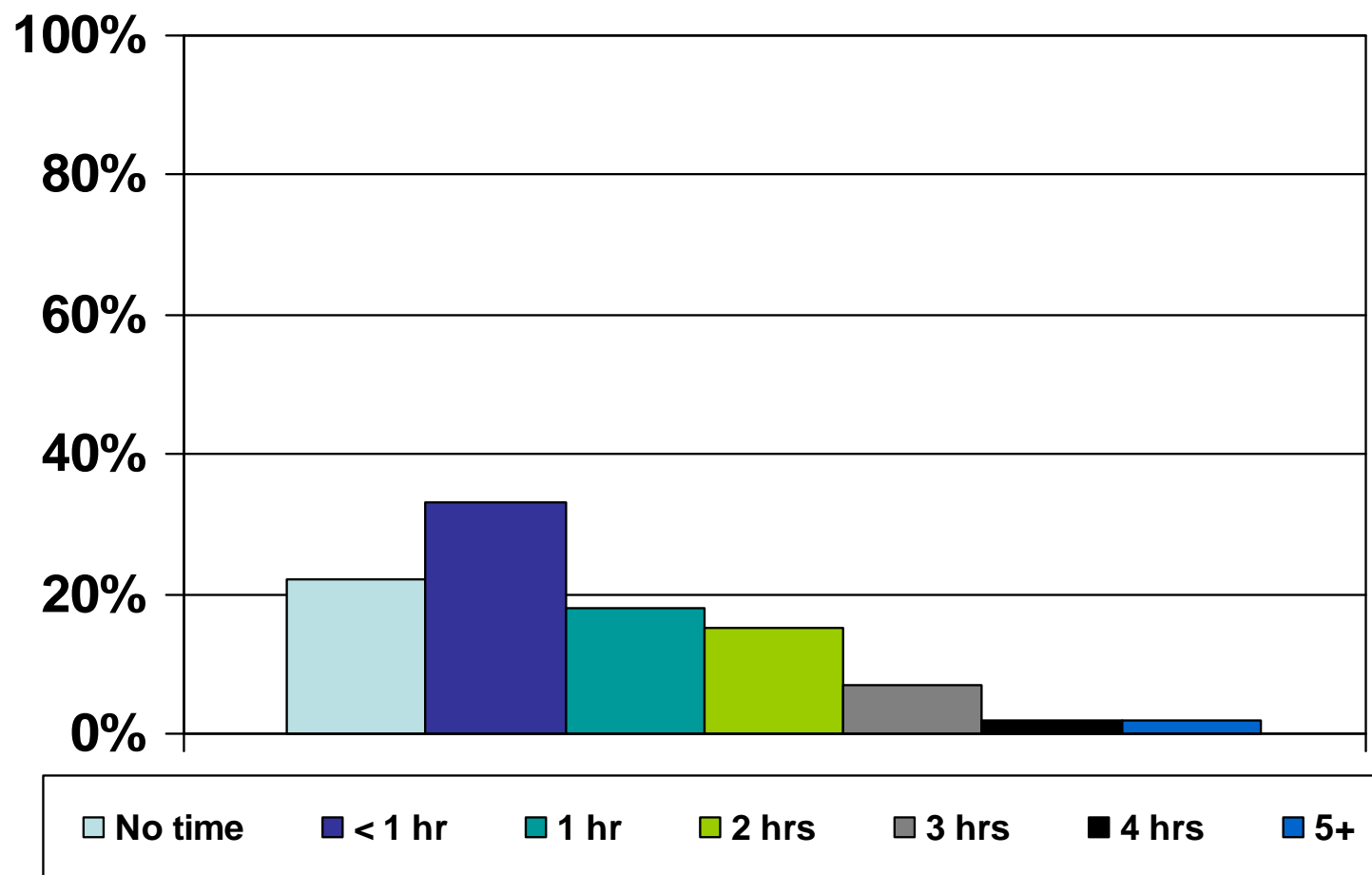
Videotape/DVD Viewing, Daily



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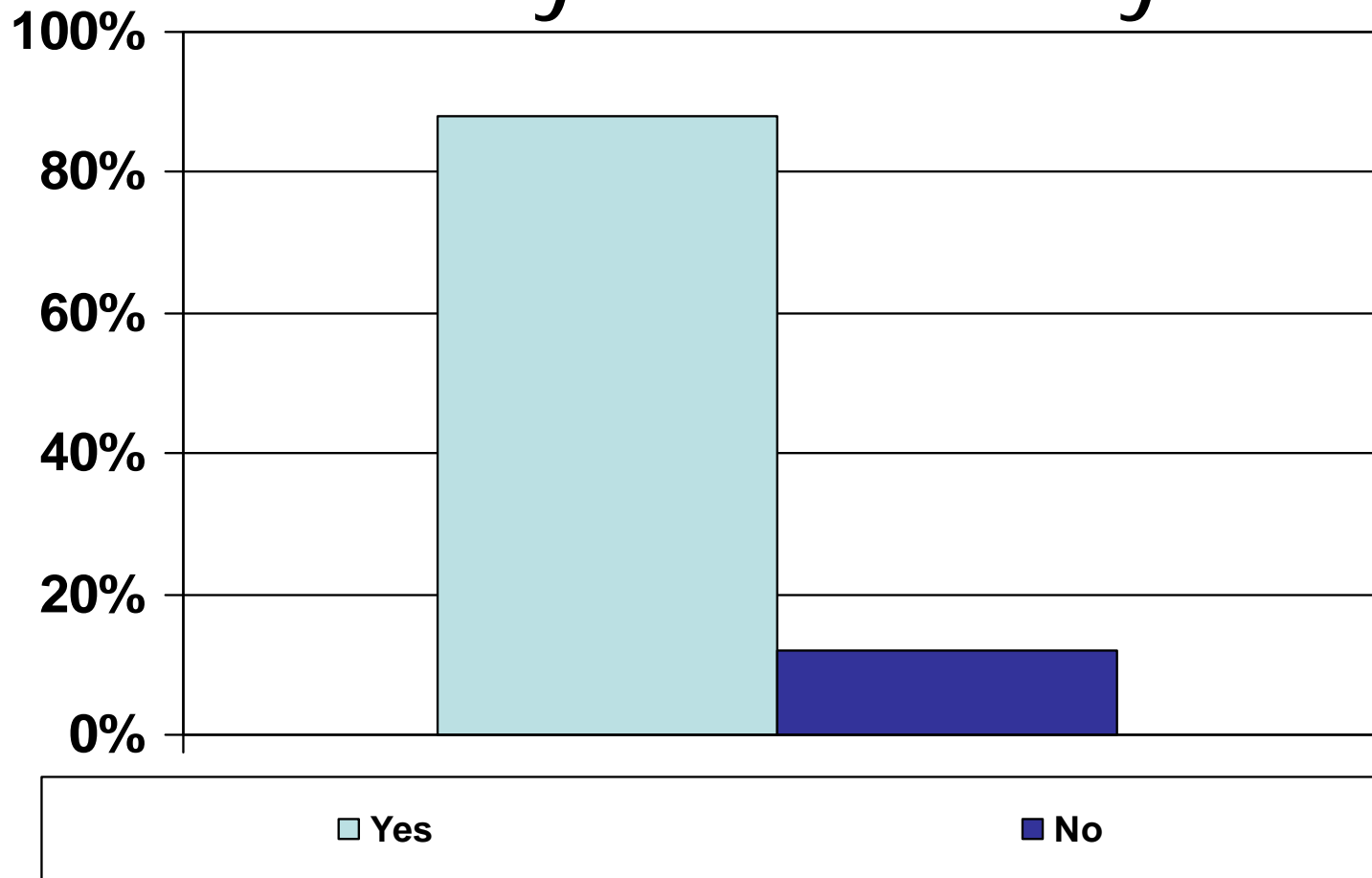
Computer Use, Daily



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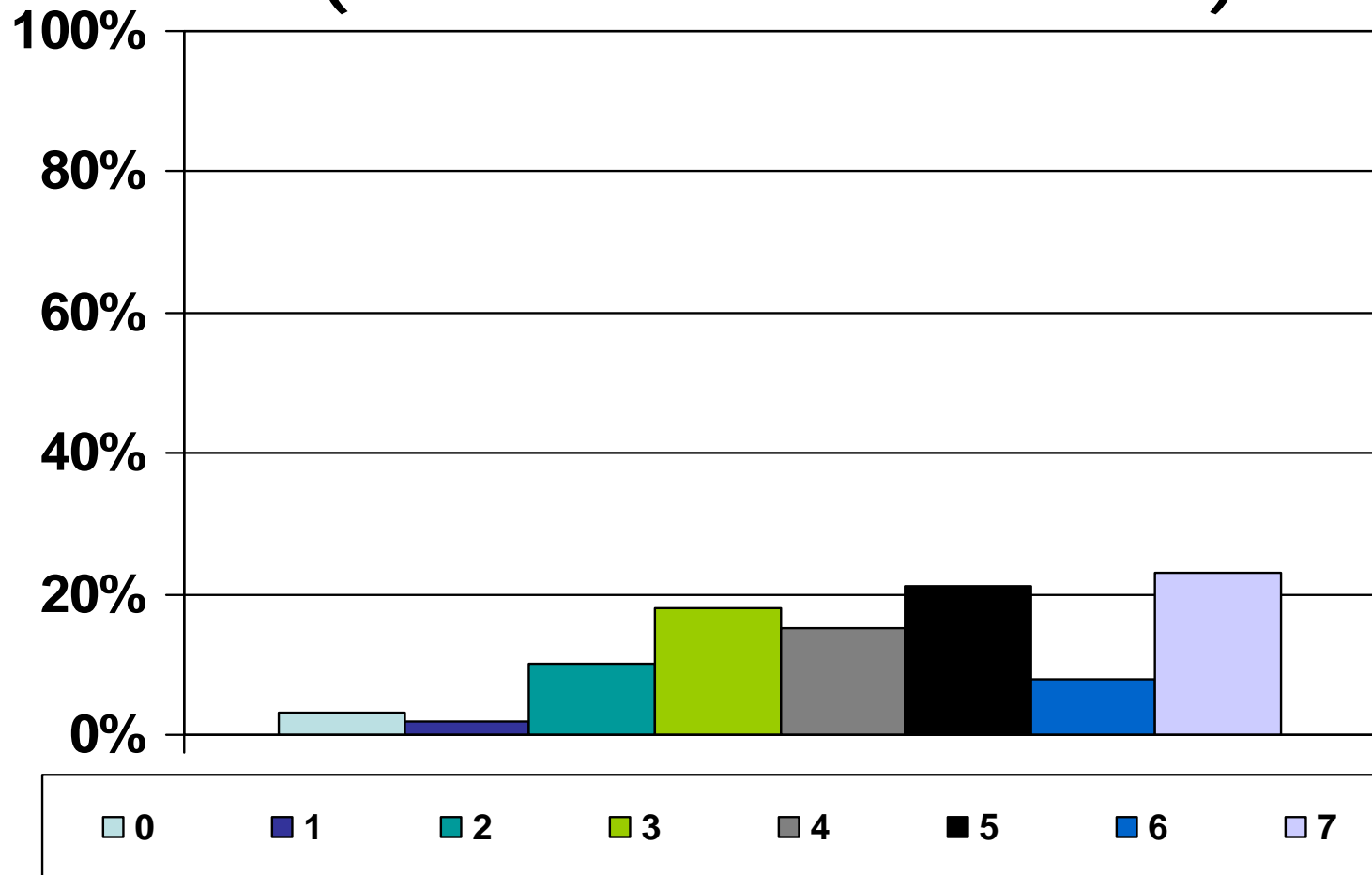
Weekly Moderate or Vigorous Physical Activity



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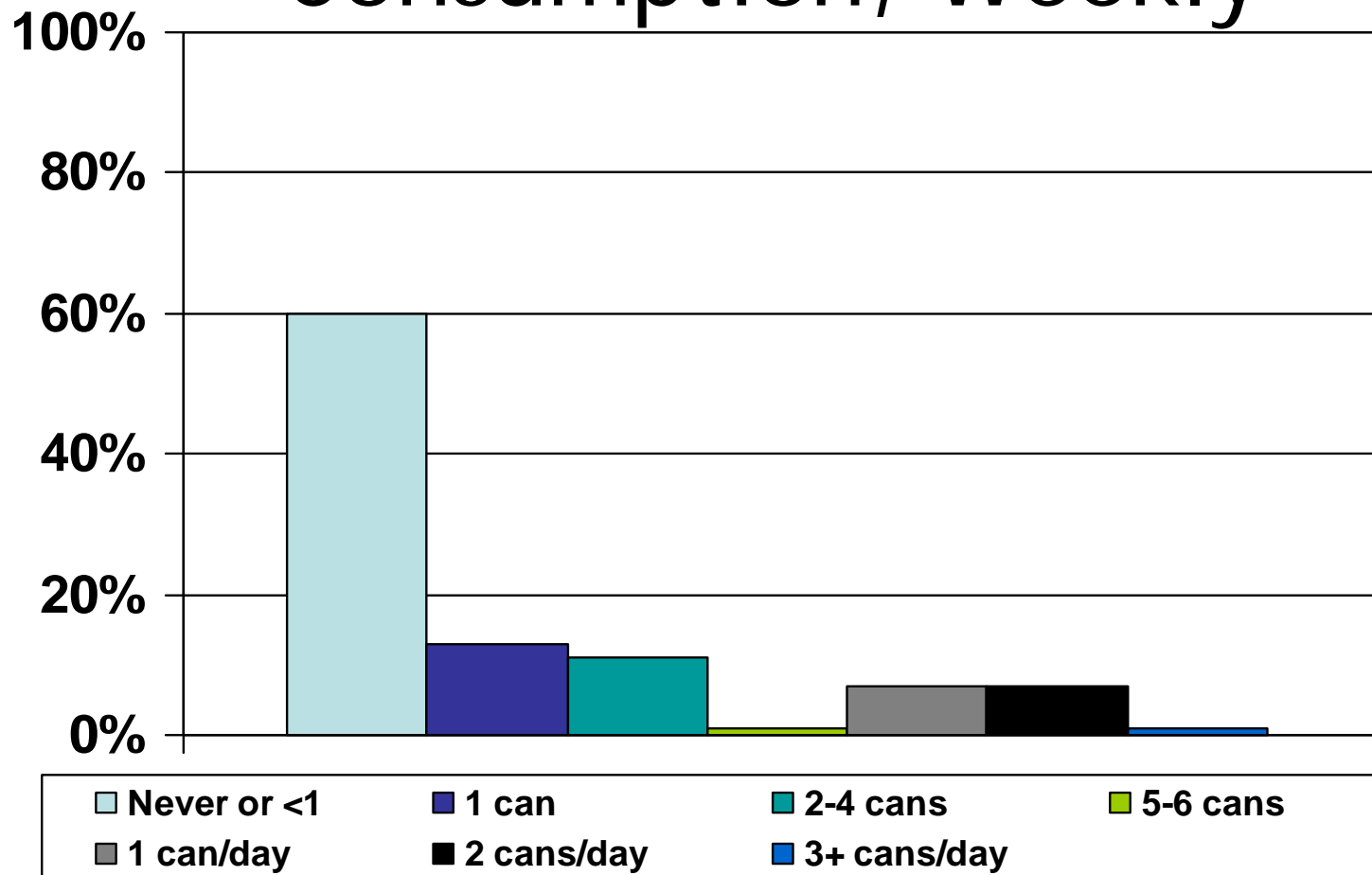
If YES, How Many Days/Wk (at least 10 minutes)



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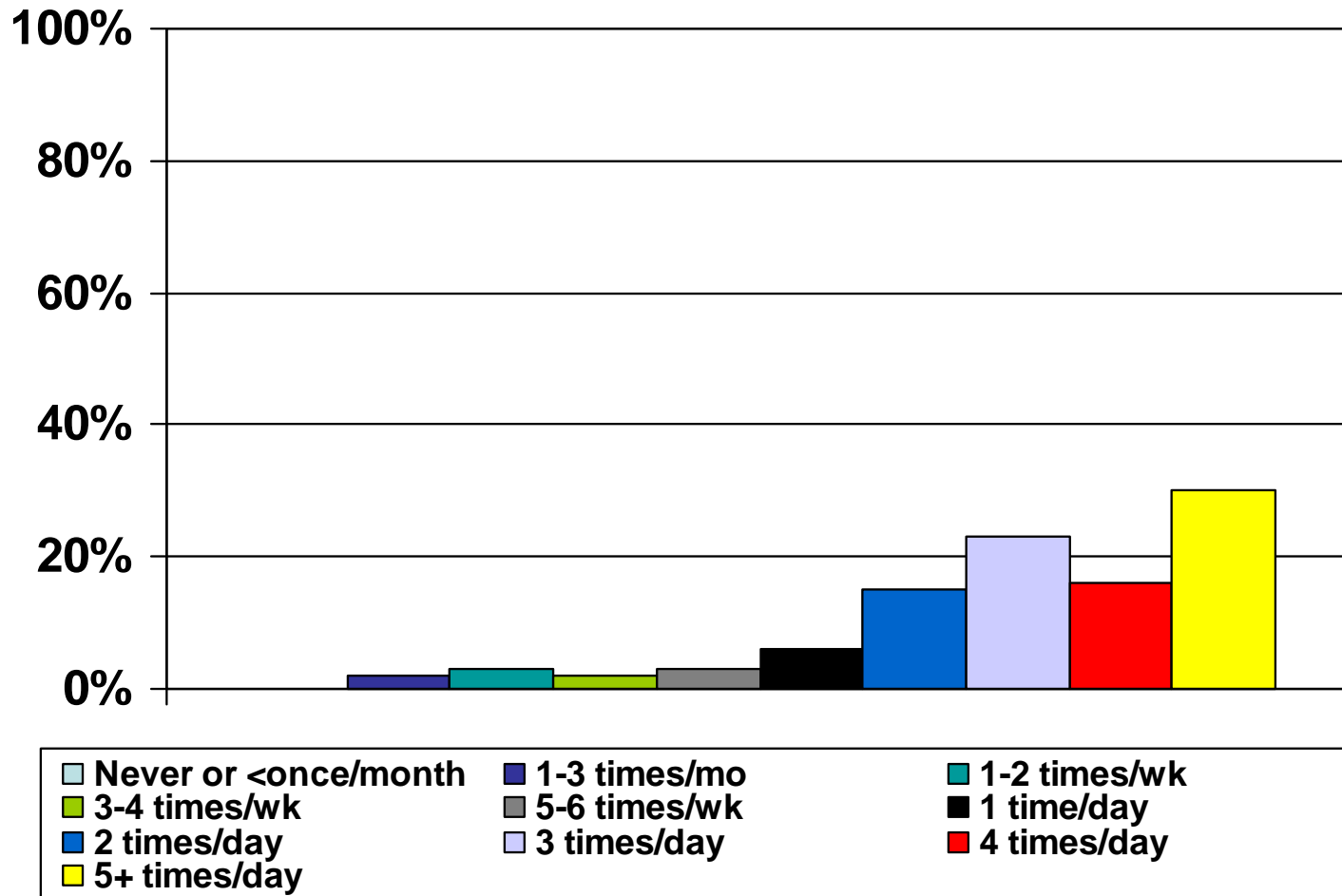
Sugar-Sweetened Beverage Consumption, Weekly



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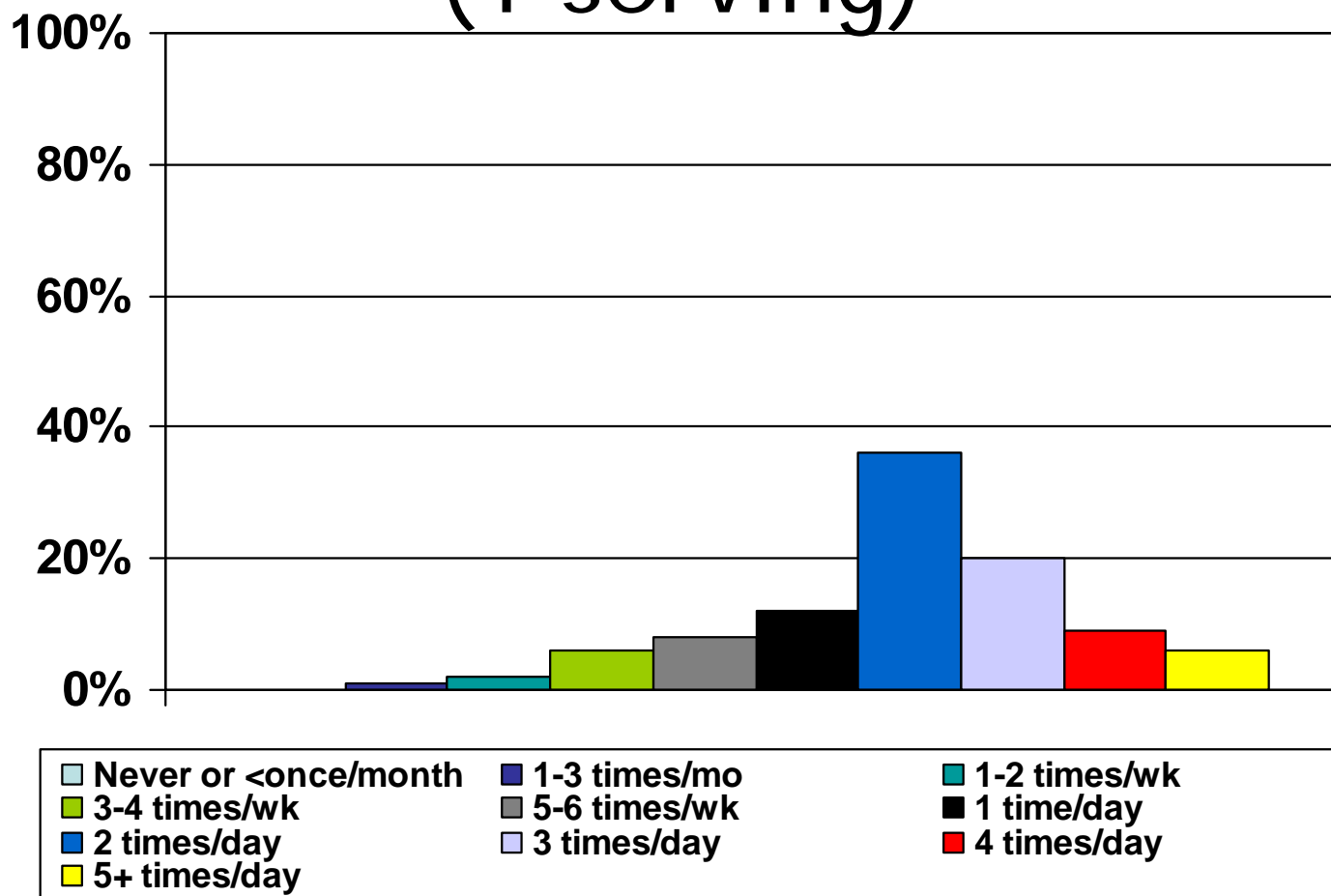


Water Consumption



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How Often Eat Fruit or Vegetables (1 serving)



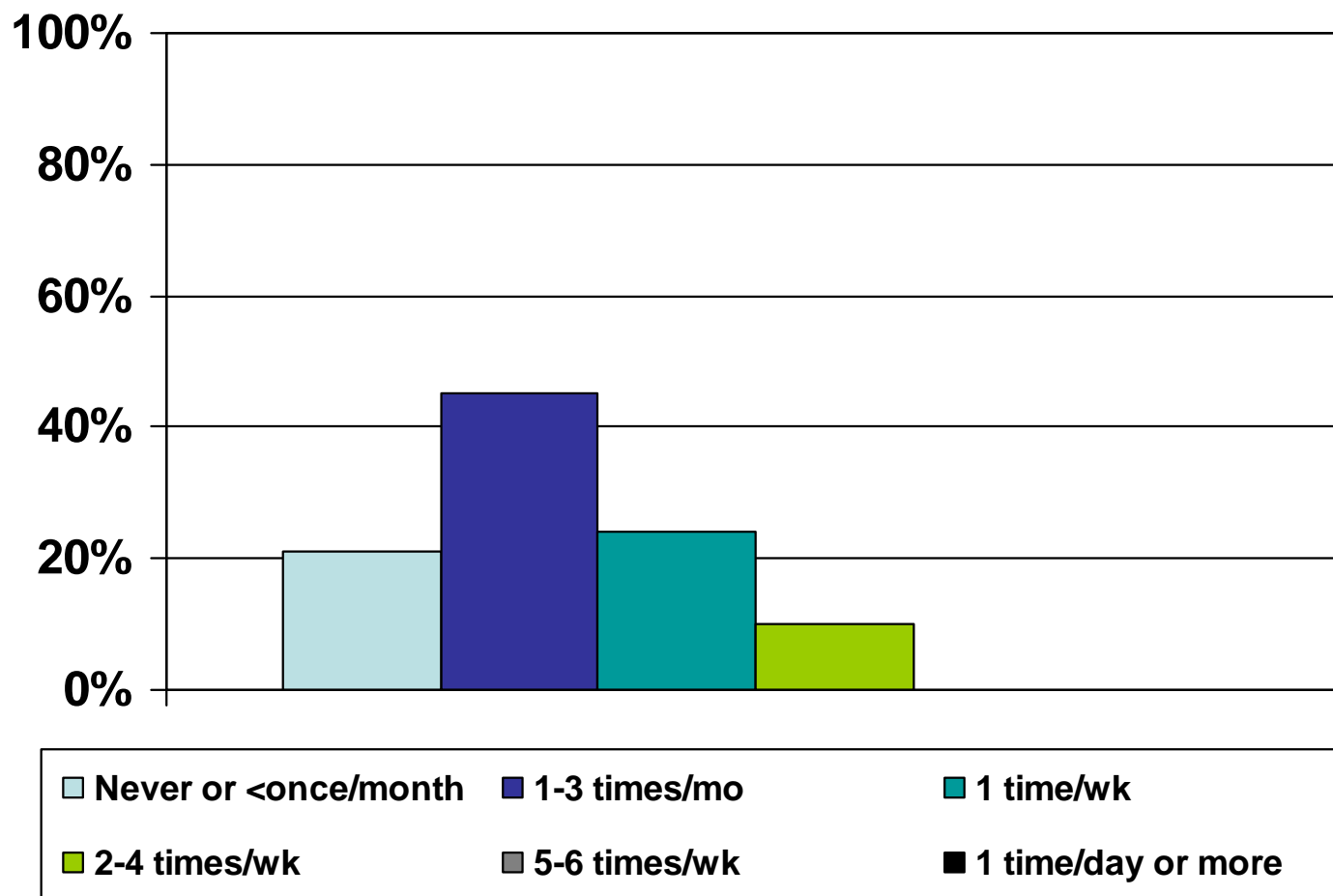
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GrowingUp
Healthy

From The Harvard
Pilgrim Health
Care Foundation



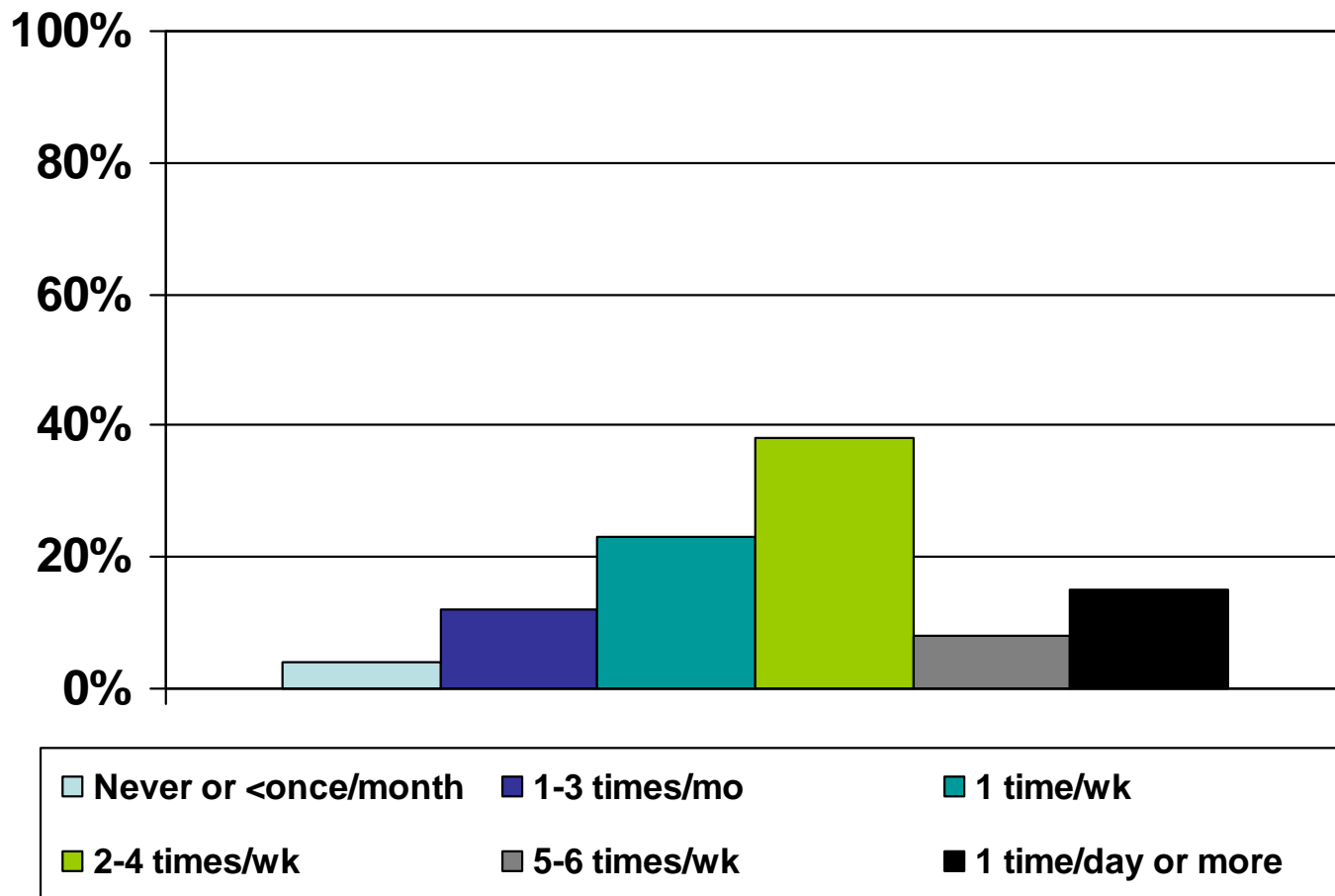
How Often Eat Fast Food



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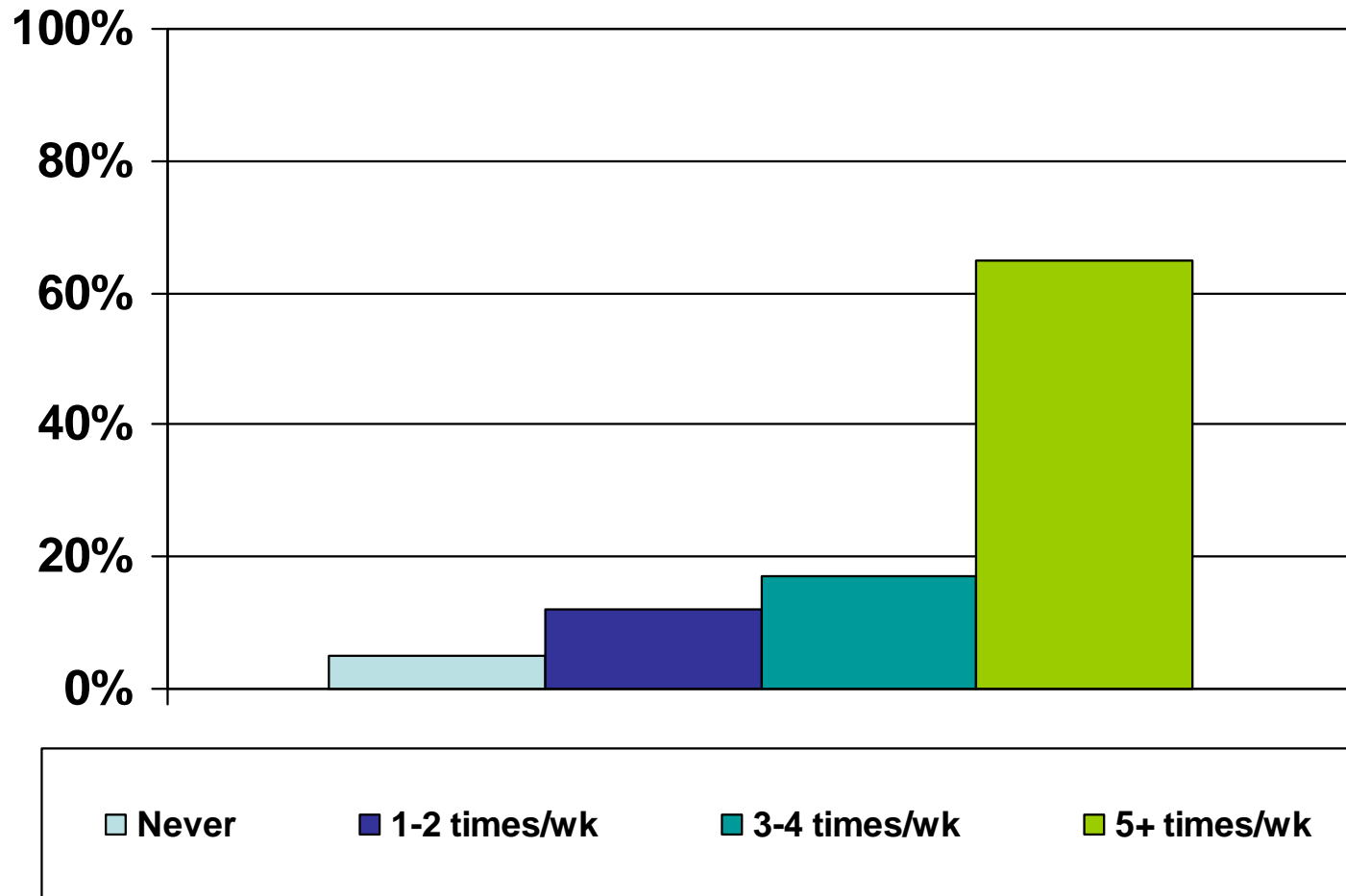
How Often Eat Junk Food Between Meals



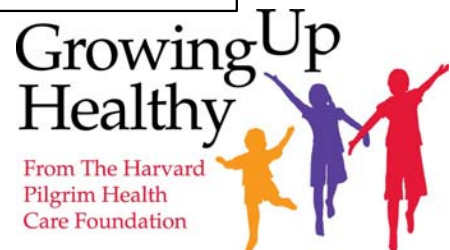
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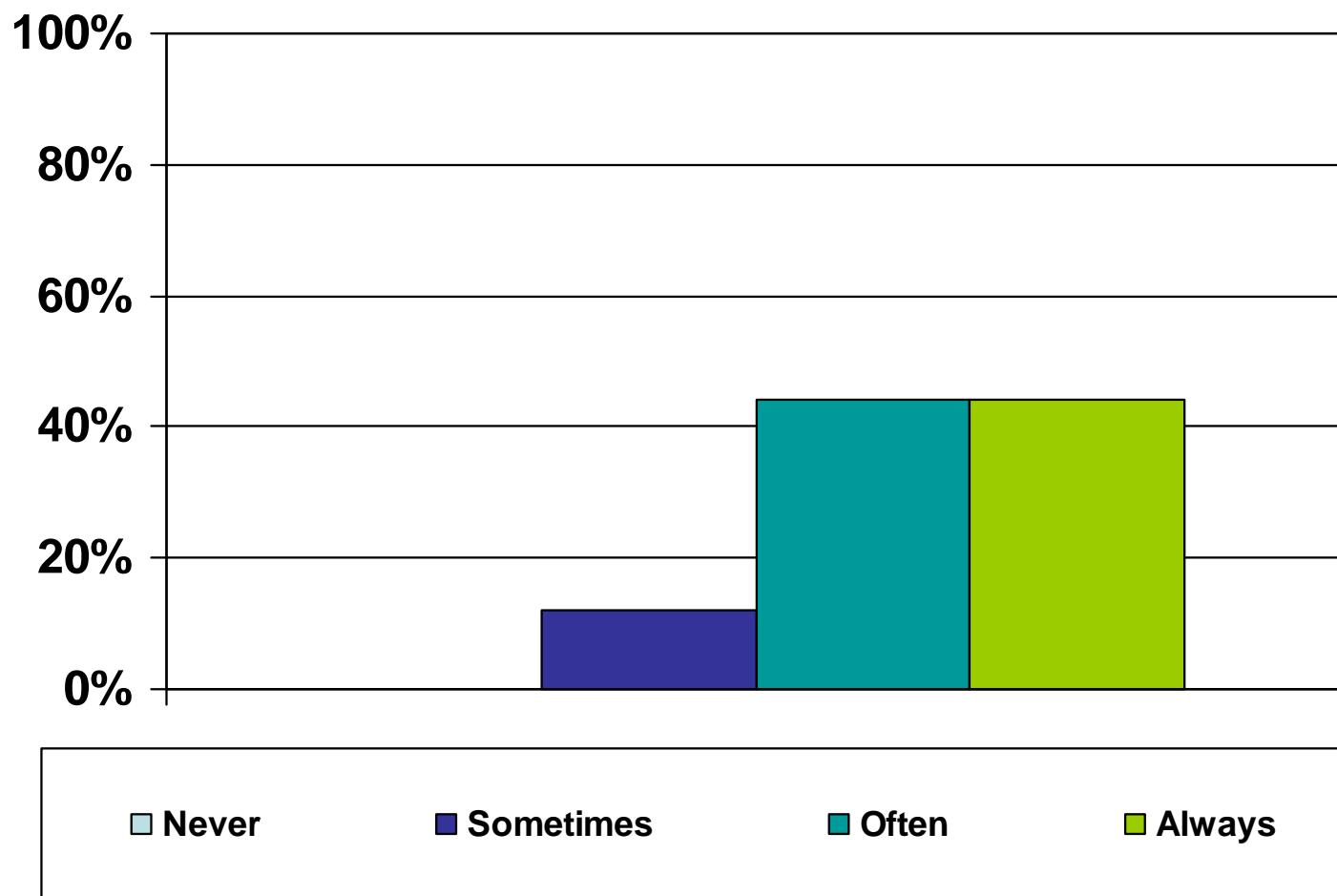
How Eat Dinner As a Family?



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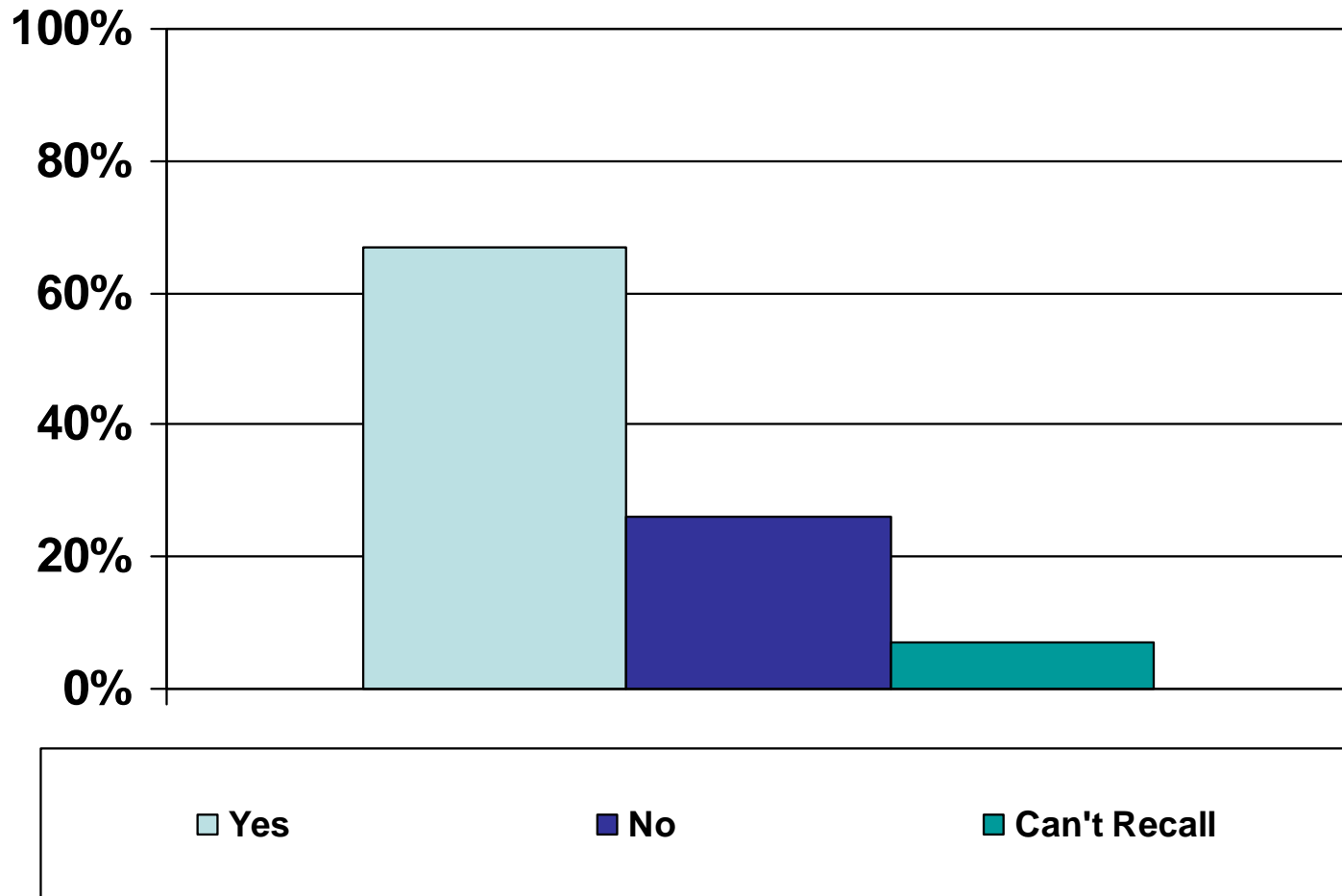
How Often Make Dinner at Home?



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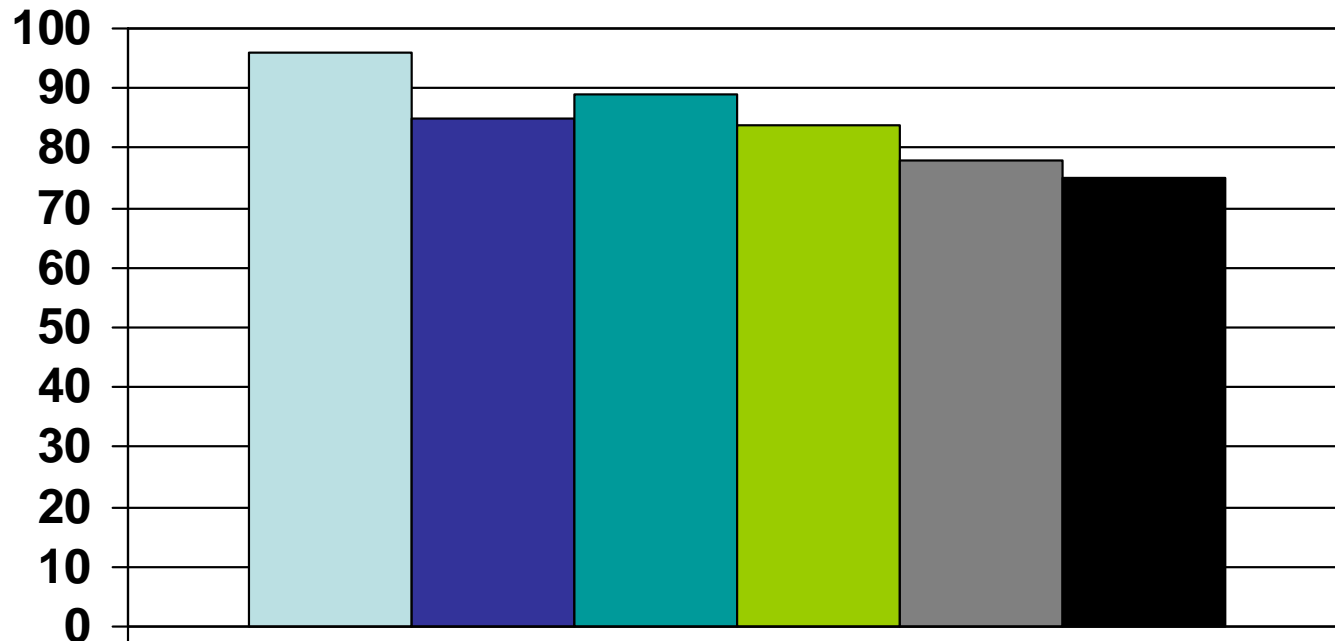
Primary Care Provider Ever Talked to You About 5-2-1-0



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OK for HeadStart Staff to Talk to Families About.....



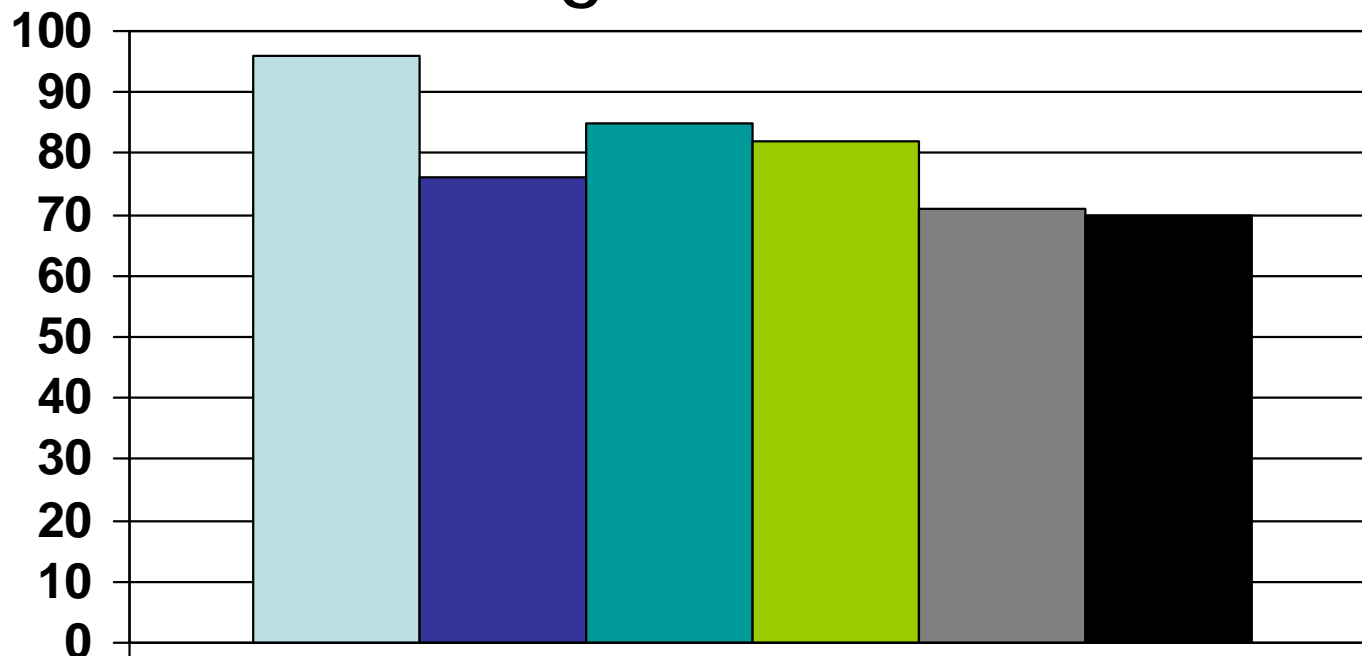
Number of Checkmarks for Each Item



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Do You Feel HeadStart Families Would Be OK Talking to You About.....



Number of Checkmarks for Each Item



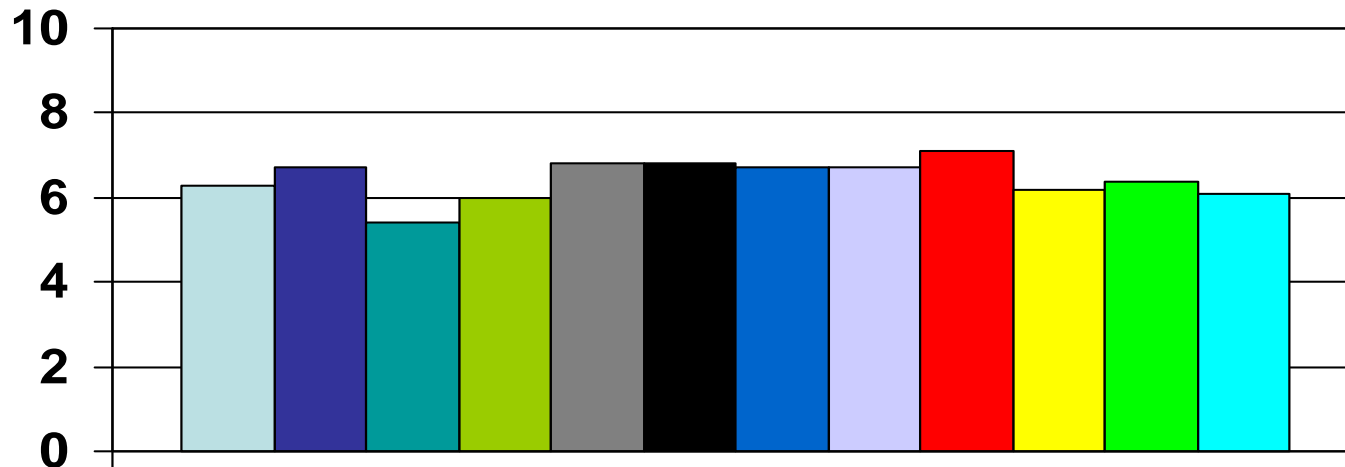
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How Comfortable Would You Be Talking with Families About.....



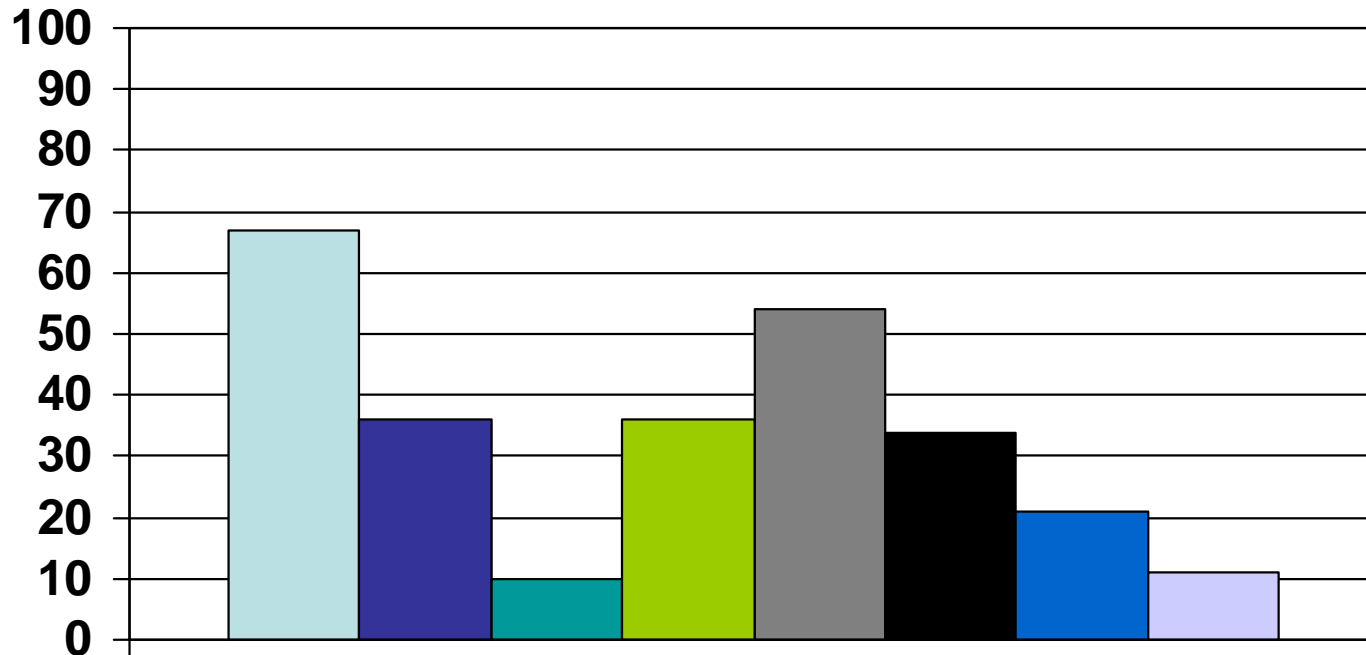
Average Rating (0=not comfortable; 10=very comfortable)



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Barriers to Providing Health Education to Families

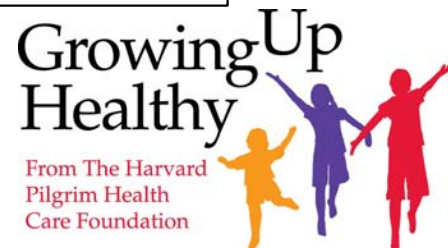


Number of Checkmarks for Each Item

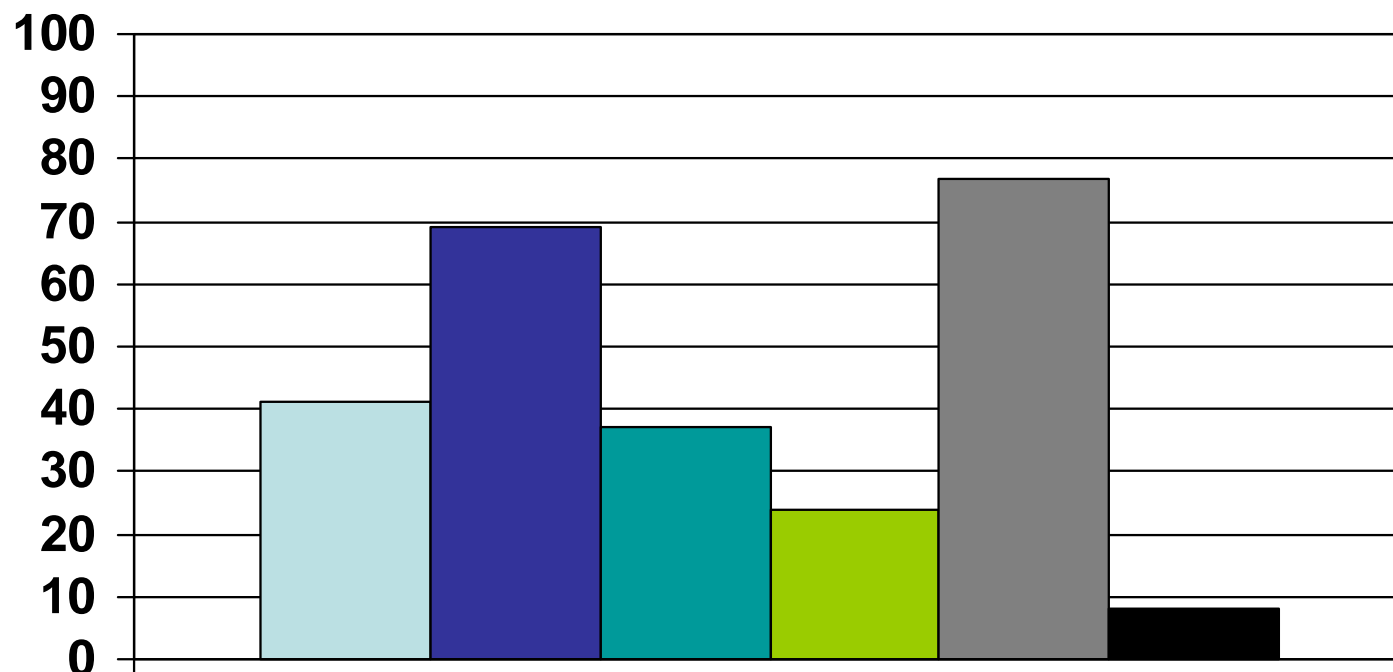
- | | |
|-------------------------|--------------------------|
| Lack of time | Lack of someone to do it |
| Lack of space | Lack of funds |
| Lack of family interest | Parents uncomfortable |
| Staff uncomfortable | Other |



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Topics You Would Like Training On



Number of Checkmarks for Each Item

Food and nutrition

Physical activity

How to talk to families about...

Managing child's behavior

TV/screen time

Other



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Potential Opportunities

Staff Training

- How to talk to families...
- Child behavior management
- Let staff know families more comfortable than they may believe



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Potential Opportunities

Staff Nutrition

- Fruit and vegetables
- Fast food
- Junk food



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Potential Opportunities

Staff Physical Activity

- TV on during day
- TV on during mealtimes
- Mod/vig. physical activity



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