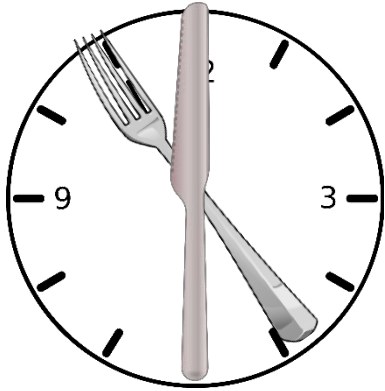


Child care centres as portals of influence: assessment and intervention

DR. LYNNE LAFAVE, PhD. *MOUNT ROYAL UNIVERSITY*

DR. ANNA FARMER, PhD, MPH, RD. *UNIVERSITY OF ALBERTA*

Early childhood - connections



Foundation – eating & activity patterns (De Cosmi et al., 2017)

Range of experience - acceptance (Scaglioni et al., 2018)

Experiential learning & education (Nekitsing et al., 2018)

“entrapment by contextual factors”



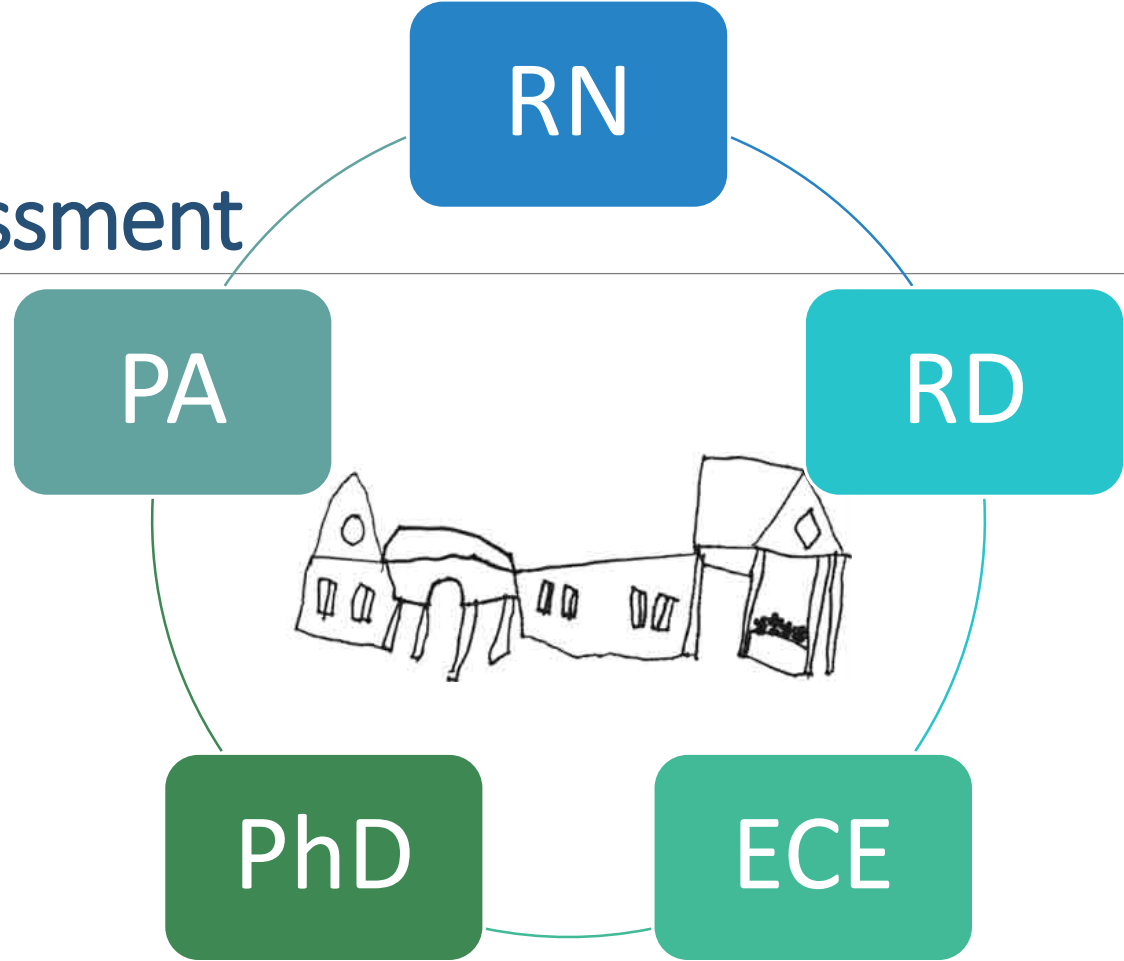
Context

- Quality/variety
- Coercive or restrictive
- Media/marketing
- Sedentary activities

Report of the Commission on Ending Childhood Obesity.
Implementation plan: executive summary. Geneva: World Health Organization; 2017(WHO/NMH/PND/ECHO/17.1). Licence: CC BY-NC-SA 3.0 IGO.

Setting Assessment

Evaluate the measure such that it represents the various facets of the social construct (Content Validity)



Creating Healthy Eating & active Environments Survey

Pilot testing	Readability
8 child cares in urban and rural Alberta	<ul style="list-style-type: none">Flesch-Kincaid: 8.12

CREATING HEALTHY EATING
& ACTIVE ENVIRONMENTS

CHEERS

FOR CHILD CARE

Reliability Assessment

Intra-rater reliability (n=79)



		95% Confidence Interval	
Intra-rater Reliability	ICC 1,k	Lower Bound	Upper Bound
1: Food Served (24)	0.85	0.71	0.92
2: Healthy Eating Program Planning (6)	0.84	0.68	0.91
3: Healthy Eating Environment (17)	0.89	0.78	0.94
4: Physical Activity Environment (12)	0.85	0.70	0.92

Reliability Assessment

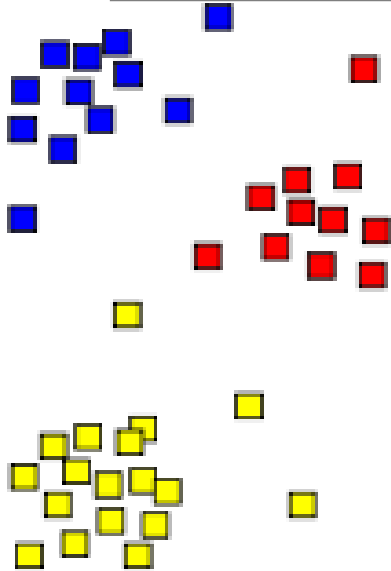
Inter-rater reliability (n=149)



		95% Confidence Interval	
Inter-rater Reliability	ICC 1,k	Lower Bound	Upper Bound
1: Food Served (24)	0.80	0.68	0.87
2: Healthy Eating Program Planning (6)	0.68	0.50	0.80
3: Healthy Eating Environment (17)	0.55	0.30	0.72
4: Physical Activity Environment (12)	0.51	0.22	0.69

Reliability Assessment

Internal Consistency (n = 189)



Cronbach α Reliability	Cronbach α
1: Food Served (24)	0.79
2: Healthy Eating Program Planning (6)	0.77
3: Healthy Eating Environment (17)	0.75
4: Physical Activity Environment (12)	0.73

CHEERS feedback report – knowledge translation tool



PHYSICAL ACTIVITY ENVIRONMENT: Being physically active builds healthy minds and bodies. Children need different amounts of physical activity every day based on their age. Be a role model by being active with children in your child care centre. The term physical activity refers to many types of movement such as active play, exercise, sports, and activities of daily living. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

HEALTHY EATING PROGRAM PLANNING: Include a variety of educational programming activities throughout the day, to help children learn about food and eating well. Explore food qualities (colour, shape, smell, texture, temperature, flavour), where food comes from and how food helps children to be healthy. Use activities including books, posters, arts and craft activities, healthy food models in play centres, etc. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

HEALTHY EATING ENVIRONMENT: Create a healthy eating environment in your centre by promoting healthy eating habits, pleasant meal and snack times, and positive attitudes toward food. A healthy eating environment helps children learn to enjoy mealtimes and eating well, and to eat the amount that is right for them. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

FOOD SERVED: Serve healthy foods in your centre to help children get the energy and nutrients needed for growth and development. Child care educators can help children learn lifelong healthy eating habits. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

What is Going Well	What to Work On
Limit or do not serve sugar sweetened beverages such as punches, cocktails, sports drinks, and pop. Congratulations, keep it up! Your centre reported always limiting or not serving sugar sweetened beverages.	Offer meat alternatives such as beans, lentils, or tofu at least once per week. Right now, you are not thinking about this. Your centre reported never doing this or not knowing if this was done.

HEALTHY EATING ENVIRONMENT & ACTIVE ENVIRONMENTS
CHEERS
FOR CHILD CARE

Hi Lynne Lafave, thank you for taking the time and energy to complete the CHEERS survey. Childcare providers play an important and collaborative role with families in the development of healthy children. Research tells us that early childhood eating experiences and physical activity opportunities are powerful influences of future behaviours. The 59 questions in the survey are subdivided into four subgroups. Collectively they average together to give a snapshot of the environment in your childcare.

Your Confidential Report

Your CHEERS Report summarizes your responses in the survey and identifies one area where your centre is doing well (What is Going Well) and one opportunity for change (What to Work On) for each of the following subgroups:

- Foods Served
- Healthy Eating Environment
- Healthy Eating Program Planning
- Physical Activity Environment

Best practice recommendations include information on:

- Why the recommendation is important for child health
- Resources for more information
- Alberta Childcare Accreditation Standards associated with 'best practice' recommendations

Information gathered in this survey is confidential. Your childcare is in no way obligated to share the results of your assessment, however, you are welcome to share your program's feedback report with your community in order to build support for future actions by your childcare centre.

Taking Action

Based on the recommendations and resources found in this report, your centre can start by creating an action plan. Action planning is a process, which will help your centre to focus on steps needed to achieve your goals.

Questions

If you have any questions or concerns please feel free to contact us. Contact information is available from the CHEERS website at CHEERS5050.ca

Copyright ©2018 Alberta Health Services & Dr. Lynne Lafave. All rights reserved

activity at this. Your not knowing	o Work On	ant to be ve with els are children.
What to Work On	<p>Children to decide how much eat, from the food offered are not thinking about this. Your never doing this or not knowing s.</p> <p>opportunities for families n their role as primary h healthy eating es at home and at child e children's thy eating.</p> <p>giver and child relate to each reeding and eating is called the nship.</p> <p>beans, lentils, and 3 sources of protein, a good source of i a good choice for e avoid meat for easons</p> <p>anada's Food rators and jes 22-25.</p> <p>s for Children and - Meat and</p> <p>in Childcare ating System - ives, page 24-26</p> <p>heet</p>	<p>ion Guidelines for 012, page 11.</p> <p>ing Children Nutrition Tie</p> <p>deas</p> <p>with</p> <p>resources to meet the families it serves.</p> <p>for Children in Childcare Children Enjoy Healthy Food</p> <p>ra and Young Children handout</p> <p>ding Relationship: Patience</p> <p>an Pressure video</p> <p>children's dietary requirements nd cultural needs.</p>

FOOD SERVED: Serve healthy foods in your centre to help children get the energy and nutrients needed for growth and development. Child care educators can help children learn lifelong healthy eating habits. **You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.**

What is Going Well

What to Work On

Limit or do not serve sugar sweetened beverages such as punches, cocktails, sports drinks, and pop. Congratulations, keep it up! Your centre reported always limiting or not serving sugar sweetened beverages.

Offer meat alternatives such as beans, lentils, or tofu at least once per week. Right now, you are not thinking about this. Your centre reported never doing this or not knowing if this was done.

Why is this Important?

Sugar sweetened beverages are high in added sugar and low in nutrients. Children can fill up on these beverages and not be hungry for healthy foods.

Source: [Alberta Nutrition Guidelines for Children and Youth](#), 2012, page 30.

Meat alternatives such as beans, lentils, and tofu are low in fat and good sources of protein. Beans and lentils are also a good source of fibre. Meat alternatives are a good choice for all children, not just those who avoid meat for religious, cultural or other reasons

Source: [Eating Well with Canada's Food Guide: A Resource for Educators and Communicators](#), 2007, pages 22-25.

For More Information

Healthy Eating for Children in Childcare Centres *Serve Healthy Drinks*, page 29.

[Healthy Drinks tip sheet](#)

[Healthy Drinks, Healthy Kids handout](#)

[Healthy Drinks, Healthy Kids video](#)

[Feeding Tiny Tum mies](#), *Menu Checklist* page 11-12.

[Alberta Nutrition Guidelines for Children and Youth](#), *Choose Most Often - Meat and Alternatives*, page 19.

[Healthy Eating for Children in Childcare Centres Using the Food Rating System – choosing meat and alternatives](#), page 24-26

[Enjoy Meatless Meals tip sheet](#)

[Child Care Recipes](#)

Accreditation Standards

2.2 I. Respect children's dietary requirements for individual and cultural needs.

2.2 I. Respect children's dietary requirements for individual and cultural needs.

FOOD SERVED: Serve healthy foods in your centre to help children get the energy and nutrients needed for growth and development. Child care educators can help children learn lifelong healthy eating habits. **You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.**

Limit or do not serve sugary beverages, drinks, and snacks. Your centre serving such

Sugar sweetened beverages can fill up hungry for

Source: [Alberta Children's Services](#)

Healthy Eating Centres

[Healthy Eating](#)

[Healthy Eating](#)

[Healthy Eating](#)

[Feeding Toddlers and Young Children](#)

2.2 I. Respond to individual

HEALTHY EATING ENVIRONMENT:

Create a healthy eating environment in your centre by promoting healthy eating habits, pleasant meal and snack times, and positive attitudes toward food. A healthy eating environment helps children learn to enjoy mealtimes and eating well, and to eat the food that is right for them. **You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.**

What is Going Well

At least one educator sits and eats with children at meals and snacks. Congratulations, keep it up! Your centre reported always doing this.

What to Work On

Educators allow children to decide how much and whether to eat, from the food offered. Right now, you are not thinking about this centre reported never doing this or not knowing if this was done.

Why is this Important?

Child care educators are important role models for children.

Sitting and eating with children provides an opportunity for educators to role model table manners and healthy eating. Educators can also supervise children to ensure safety.

Source: [Alberta Nutrition Guidelines for Children and Youth](#), 2012, page 35.

The way a caregiver and child relate to each other around feeding and eating is called feeding relationship.

Caregivers and children have different roles. These roles help children learn to be healthy eaters. The child's role is to decide how much to eat, and whether to eat. Children will sometimes eat more at meals or snacks and other times they'll eat less.

Listen to them when they say they are full.

Source: [Alberta Nutrition Guidelines for Children and Youth](#), 2012, page 35.

For More Information

[Feeding Toddlers and Young Children handout](#)

[Children Learn by Watching You tip sheet](#)

[Eat Together tip sheet](#)

[Role Model Healthy Eating video](#)

[Healthy Eating for Children in Childcare Centres Help Children Enjoy Healthy Food](#) New foods, page 32.

[Feeding Toddlers and Young Children handout](#)

[Follow the Feeding Relationship: Patience Works Better than Pressure video](#)

HEALTHY EATING PROGRAM PLANNING: Include a variety of educational programming activities throughout the day, to help children learn about food and eating well. Explore food qualities (colour, shape, smell, texture, temperature, flavour), where food comes from, and how food helps children to be healthy. Use activities including books, posters, arts and craft activities.

CHEERS survey results indicate that overall your centre reported doing this occasionally.

Use visual displays and pictures. Congratulate children when they are reported always doing this.

Visual displays help children learn.

Source: [Alberta Children's Services](#)

[Healthy Eating](#)

[Alberta Nutrition Guidelines for Children and Youth](#)

1.3d: Provide information to enhance the

PHYSICAL ACTIVITY ENVIRONMENT:

Being physically active builds healthy minds and bodies. Children need different amounts of physical activity every day based on their age. Be a role model by being active with children in your child care centre. The term physical activity refers to many types of movement such as active play, exercise, sports, and activities of daily living. **You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.**

What is Going Well

Limit screen time to support healthy growth and development. Congratulations, keep it up! Your centre reported never doing this or not knowing if this was done.

What to Work On

Educators join children in physical activity. Right now, you are not thinking about this. Your centre reported never doing this or not knowing if this was done.

Why is this Important?

Healthy growth and development is supported when children spend more time being active and less time being sedentary. Source: [Healthy Parents, Healthy Children](#), 2013, page 59.

Educators show children it is important to be active when they are physically active with them. Children with active role models are more likely to be active. Source: [Healthy Parents, Healthy Children](#), 2013, page 56-61, 220, 253, 280.

For More Information

[Canadian Physical Activity Guidelines for the early years - 0 to 4 years.](#)

[Canadian 24-HOUR Movement Guidelines for Children and Youth - Children 5 to 17 years.](#)

[Have a Ball Together](#)

Just the Facts: Sedentary Behaviour and Inactivity

[Play and Physical Activity videos](#)

[Have a Ball Together](#)

Video - Tips for professionals

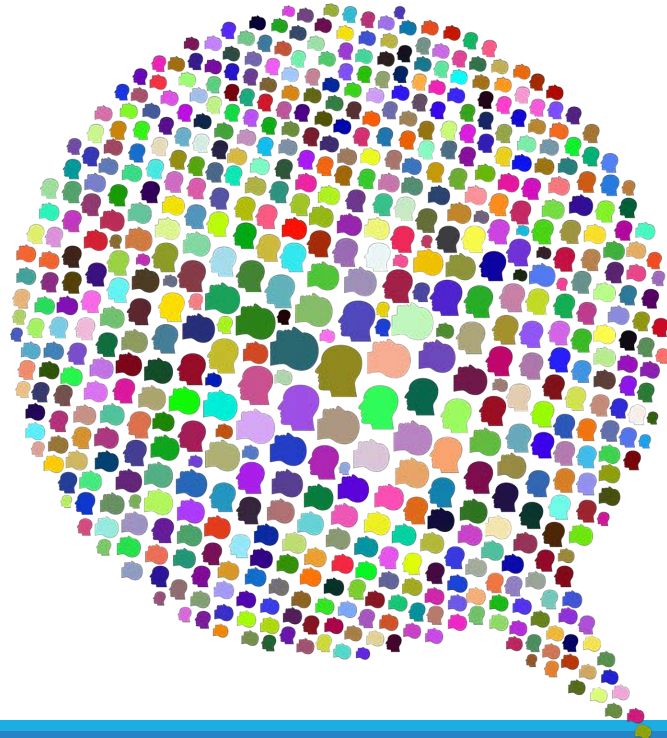
[Play and Physical Activity videos](#)

Active Kids, Healthy Kids videos: [Physical activity: be a role model](#)

Accreditation Standard

2.2a: Promote physical activity and minimize

Phenomenographic Study



Phenomenographic Study



Healthy Eating Starts Here - Child Care

Evidence-based tools and resources to help child cares provide and promote healthy food choices and positive attitudes toward food.

Raising Our Healthy Kids

A series of snappy 1-2 min videos with up-to-date health information for parents and care providers.

Healthy Parents Healthy Children

A practical guide to raising young children, based on current knowledge, evidence and best practices.

Have a Ball Together!

A website for families and professionals that provides tools to promote and encourage physical activity for children 0-6 years.

Does your child care centre have a designated cook/chef?

☐ Yes ☐ No ☐ Other

ing for your child care centre?

☐ Owner/Operator ☐ Other

ping for your child care centre?

☐ Owner/Operator ☐ Other

FOOD SERVED: Serve healthy foods in your centre to help children get the energy and nutrients needed for growth and development. Child care educators can help children learn lifelong healthy eating habits. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

What is Going Well

Limit or do not serve sugar sweetened beverages such as punches, cocktails, sports drinks, and pop. Congratulations, keep it up! Your centre reported always limiting or not serving sugar sweetened beverages.

What to Work On

Offer meal alternatives such as beans, lentils, or tofu at least once per week. Right now, you are not thinking about this. Your centre reported never doing this or not knowing if this was done.



Hi Lynne Lafave, thank you for taking the time and energy to complete the CHEERS survey. Childcare providers play an important and collaborative role with families in the development of healthy children. Research tells us that early childhood eating experiences and physical activity opportunities are powerful influences of future behaviours. The 50 questions in the survey are subdivided into four subgroups. Collectively they average together to give a snapshot of the environment in your childcare.

Your Confidential Report

Your CHEERS Report summarizes your responses in the survey and identifies one area where your centre is doing well (What is Going Well) and one opportunity for change (What to Work On) for each of the following subgroups:

- Foods Served
- Healthy Eating Environment
- Healthy Eating Program Planning
- Physical Activity Environment

Best practice recommendations include information on:

- Why the recommendation is important for child health
- Resources for more information
- Alberta Childcare Accreditation Standards associated with 'best practice' recommendations

Information gathered in this survey is confidential. Your childcare is in no way obligated to share the results of your assessment, however, you are welcome to share your program's feedback report with your community in order to build support for future actions by your childcare centre.

Taking Action

Based on the recommendations and resources found in this report, your centre can start by creating an action plan. Action planning is a process, which will help your centre to focus on steps needed to achieve your goals.

Questions

If you have any questions or concerns please feel free to contact us. Contact information is available from the CHEERS website at cheerskids.ca

Copyright ©2019 Alberta Health Services & Dr. Lynne Lafave. All rights reserved.

PHYSICAL ACTIVITY ENVIRONMENT

Being physically active builds healthy minds and bodies. Children need different amounts of physical activity every day based on their age. Be a role model by being active with children in your child care centre. The term physical activity refers to many types of movement such as active play, exercise, sports, and activities of daily living. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

HEALTHY EATING PROGRAM PLANNING: Include a variety of educational programming activities throughout the day, to help children learn about food and eating well. Explore food qualities (colour, shape, smell, texture, temperature, flavour), where food comes from, and how food helps children to be healthy. Use activities including books, posters, arts and craft activities, healthy food models in play centres, etc. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

HEALTHY EATING ENVIRONMENT

Create a healthy eating environment in your centre by promoting healthy eating habits, pleasant meal and snack times, and positive attitudes toward food. A healthy eating environment helps children learn to enjoy mealtimes and eating well, and to eat the amount that is right for them. You are getting started! Your CHEERS survey results indicate that overall your centre reported doing this occasionally.

What to Work On

ion opportunities to use materials like workshops, etc. Right thing about this. Your doing this or not knowing

What to Work On

a children to decide how much eat, from the food offered, I am not thinking about this. Your I never doing this or not knowing

opportunities for families in their role as primary if healthy eating ses at home and at child a children's my thinking

ngiver and child relate to each eating and eating is called the help.

I children have different roles - g children learn to be healthy it's role to decide how much other to eat. Children will more at meals or snacks and I'll eat less

when they say they are full. a Nutrition Guidelines for Subj. 2012, page 35.

for Children in Childcare Children Enjoy Healthy Food ge 35.

ing and Young Children handbook ing Relationship, Patience an Pressure video

children's dietary requirements not cultural needs.



Phenomenographic Study



Reflective Perception

- Curious to discover knowledge gaps
- Feedback report provides knowledge resource
- Contemplates potential next steps

Learner Perception

- Embrace knowledge gaps as opportunities
- Eager to extend personal knowledge
- Seeks out additional knowledge resources



Practitioner

Resigned Perception

- Uncomfortable admitting knowledge gaps
- Show no curiosity in exploring knowledge resources
- Status quo owing to being overwhelmed

Community Perception

- Seek community members for knowledge gap discussion
- Knowledge resource created through discussion
- Plans team approach to action plan

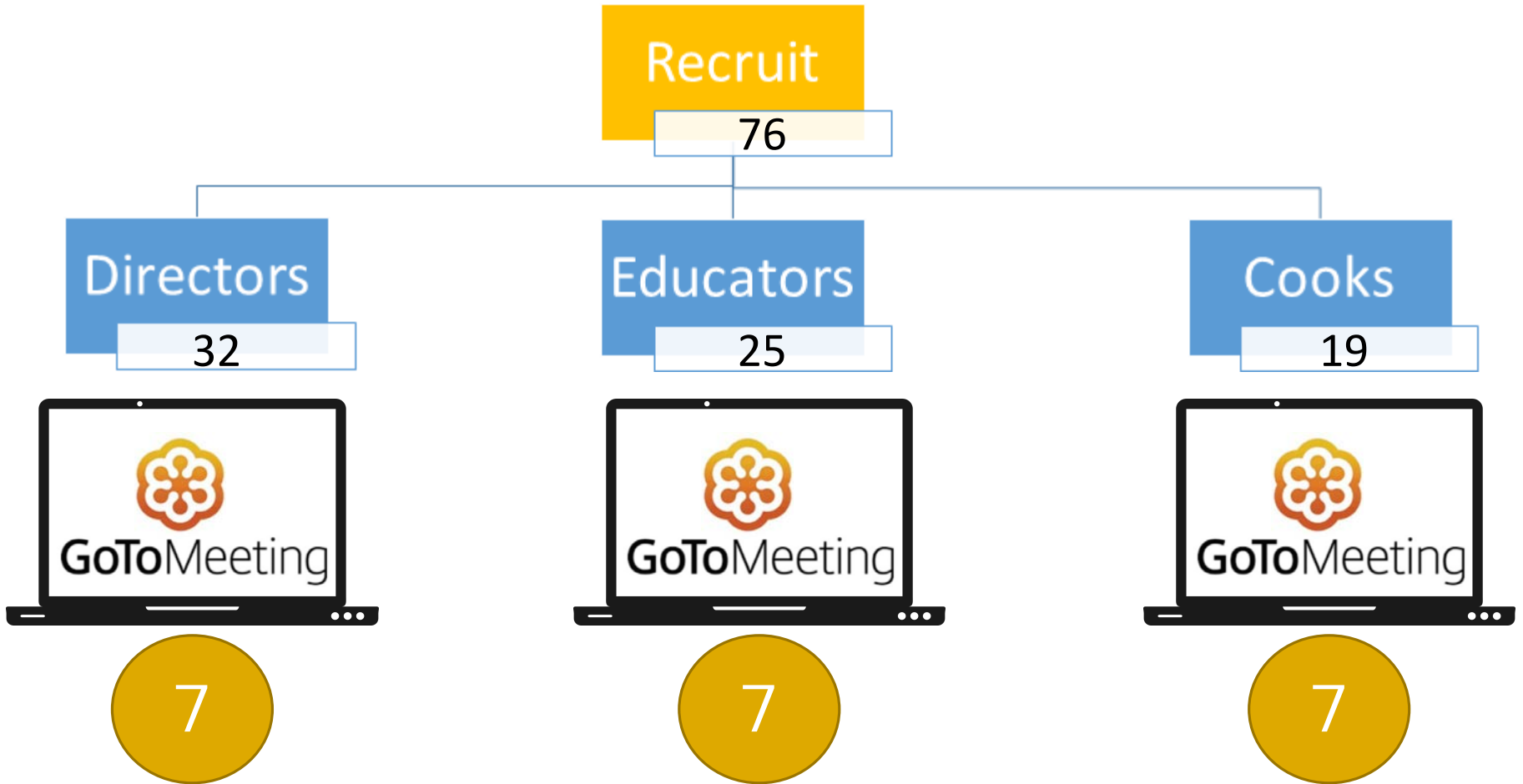


Multiple combinations possible



Virtual Communities of Practice Study





Results for Stakeholders



Thank you & Acknowledgements

MaryAnn Farebrother
Dr. Catherine Smey Carston
Dr. Michelle Yeo
Dr. Anna Farmer
Breanne Murray
Rajinder Sidhu
Vanessa Bilan

Sheila Tyminski, MEd., RD
Theresa Riege, RD
Louise Seguin, MEd, RD
Diane Hoy, RD
Bria Dexter, MPH, RD
Kirbie Lewis, RD
Frances Merkosky, RD
Rongjia Liu, RD

Funding support provided by:



In-kind support provided by:

