



Go NAPSACC

Self-Assessment Instrument for Family Child Care



Date: _____

Your Name: _____

Child Care Program Name: _____



Screen Time

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **screen time** includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones. For children 2 years of age and older, screen time does not include using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

Before you begin:

- ✓ Gather parent handbooks, daily schedules, and other documents that state your policies and guidelines about screen time.

As you assess:

- ✓ Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (*).
- ✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, Family Child Care Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.gonapsacc.org.

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Availability

1. Televisions are located:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> In more than one room where children spend most of the day | <input type="checkbox"/> In one of the rooms where children spend most of the day | <input type="checkbox"/> In one or more rooms where children spend most of the day, but covered or hidden from view | <input type="checkbox"/> No televisions; or, televisions are kept outside of rooms where children spend most of the day |
|---|---|---|---|

2. For children 2 years of age and older, the amount of screen time* allowed in my program each week is:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more) | <input type="checkbox"/> 60–89 minutes (Half-day: 30–44 minutes) | <input type="checkbox"/> 30–59 minutes (Half-day: 15–29 minutes) | <input type="checkbox"/> Less than 30 minutes or no screen time is allowed (Half-day: Less than 15 minutes or no screen time is allowed) |
|--|--|--|--|

* For children 2 years of age and older, screen time does not include using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

3. For children under 2 years of age, the amount of screen time* allowed in my program each week is:

- | | | | |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> 60 minutes or more | <input type="checkbox"/> 30–59 minutes | <input type="checkbox"/> 1–29 minutes | <input type="checkbox"/> No screen time is allowed |
|---|--|---------------------------------------|--|

* For children under 2 years of age, screen time includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones.

4. When television or videos are shown to children, this programming is educational and commercial free:*

- | | | | |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

* Educational and commercial-free shows and videos are developmentally appropriate, support children's learning goals, and do not contain advertising.

5. When screen time is offered, I give children the opportunity to do an alternative activity:

- | | | | |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

Daily Practices

6. I use screen time as a reward:

- | | | | |
|------------------------------------|---|--|--|
| <input type="checkbox"/> Every day | <input type="checkbox"/> 1–4 times per week | <input type="checkbox"/> 1–3 times per month | <input type="checkbox"/> Rarely or never |
|------------------------------------|---|--|--|

7. When screen time is offered, I talk with children about what they are seeing and learning:

- | | | | |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|



Education & Professional Development

8. I complete professional development* on screen time:

- Never Less than 1 time per year 1 time per year 2 times per year or more, including at least 1 in-person or online training, when available

* Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include reading brochures, books, or online articles from trusted organizations.

9. I have covered the following topics as part of this professional development:

See list and mark response below.

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate use of screen time when teaching and caring for young children
- Talking with families about healthy screen time habits

- None 1 topic 2–3 topics 4 topics

10. I offer families information* on screen time:

- Never Less than 1 time per year 1 time per year 2 times per year or more

* Information can be offered through brochures, tip sheets, or your program's newsletters, website, or bulletin board. Information can be offered informally or during meetings or educational sessions with families.

11. The information I offer families on screen time covers the following topics:

See list and mark response below.

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time by caregivers
- My program's policies on screen time

- None 1 topic 2–3 topics 4 topics

Policy

12. My program's written policy* on screen time includes the following topics:

See list and mark response below.

- Amount of screen time allowed
- Types of programming allowed
- My practices with screen time
- Not using screen time as a reward or to manage challenging behaviors
- My participation in professional development on screen time
- Education for families on screen time

- No written policy or policy does not include these topics 1–2 topics 3–4 topics 5–6 topics

* A written policy can include any written guidelines about your program's operations or expectations for assistants, children, and families. Policies can be included in parent handbooks and other documents.



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