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.
### Availability

1. **Televisions are located:**
   - □ In more than one room where children spend most of the day
   - □ In one of the rooms where children spend most of the day
   - □ In one or more rooms where children spend most of the day, but covered or hidden from view
   - □ 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:**
   - □ 90 minutes or more (Half-day: 45 minutes or more)
   - □ 60–89 minutes (Half-day: 30–44 minutes)
   - □ 30–59 minutes (Half-day: 15–29 minutes)
   - □ 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:**
   - □ 60 minutes or more
   - □ 30–59 minutes
   - □ 1–29 minutes
   - □ 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:**
   - □ Rarely or never
   - □ Sometimes
   - □ Often
   - □ 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:**
   - □ Rarely or never
   - □ Sometimes
   - □ Often
   - □ Always

### Daily Practices

6. **I use screen time as a reward:**
   - □ Every day
   - □ 1–4 times per week
   - □ 1–3 times per month
   - □ Rarely or never

7. **When screen time is offered, I talk with children about what they are seeing and learning:**
   - □ Rarely or never
   - □ Sometimes
   - □ Often
   - □ 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:**
    - See list and mark response below.
    - 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.
    - [ ] Never
    - [ ] Less than 1 time per year
    - [ ] 1 time per year
    - [ ] 2 times per year or more

11. **The information I offer families on screen time covers the following topics:**
    - See list and mark response below.
    - [ ] 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.
    - [ ] 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.