

TABLE MATERIALS

Self-Assessment Packet

Transforming Our Nutrition Environment (TONE) Creating Enjoyable, Safe, and Supportive Mealtime Experiences Self-Assessment

Mealtime is the heart of your child nutrition program. It is a time to teach nutrition by offering healthful meals and snacks, providing encouragement to children to try new foods, respecting children's internal cues, and listening to them when they say they are full. Child care agencies must create a positive eating environment and ensure that mealtimes are enjoyable experiences for children.

KEY:

- 1 This is not a practice in our agency. We recognize that it is important and will address it in the future. We have a lot of work to do.
- 2 Our agency is just beginning to work on this practice and has made this an urgent focus for our administrative, teaching, and nutrition staff.
- 3 Our agency has done some work in this area, but the practice is only implemented occasionally. More staff commitment and work is needed to improve this area.
- 4 Our agency is good at this practice. However, it is not done consistently. We need to do a little additional work to be outstanding in this area.
- 5 Our agency is outstanding and consistent in implementing this practice. Our agency can serve as an example for others.

DIRECTIONS:

Read the indicators (exemplary practices) below. Next, refer to the above ratings to determine the degree to which each indicator is evident in your program. Then, place an X in the appropriate rating column. See correct example below.

Example of **CORRECT** Way to Complete Form

	Indicator	1	2	3	4	5
A	Children are always seated when eating.				X	

Mealtime Environment (Furniture and Utensils)

	Indicators	1	2	3	4	5
A	Our furniture and eating utensils are age-appropriate and developmentally suitable for children, including children with disabilities. Mealtime Environment: Module 1 Part 6					
B	Our children are comfortably seated at tables that are between waist and mid-chest level and chairs allow children's feet to rest on a firm surface. Mealtime Environment: Module 1 Part 6					
C	Our agency uses dishes that have smooth, hard glazed surfaces and are free of cracks or chips. Mealtime Environment: Module 1 Part 6					
D	When our agency uses disposable tableware, it is made of heavy weight paper or food-grade medium weight paper. Foam tableware is never used in our program. Mealtime Environment: Module 1 Part 6					
E	Our agency mealtime atmosphere or surroundings is calm, clean, free of clutter, and inviting for children to eat meals and snacks. Mealtime Environment: Module 1 Part 6; Module 2 Part 5					

DRAFT

Family Style

	Indicators	1	2	3	4	5
A	Our agency has a mealtime policy that supports family style service and our meals and snacks are served family style. Mealtime Environment: Module 1 Part 4					
B	Our children are allowed enough time to eat their meal or snack. Mealtime Environment: Module 1 Part 6					
C	Our teachers are seated at the table with children and provide encouragement. Mealtime Environment: Module 1 Part 4					
D	Adequate food is provided on the table for the children and adults. Mealtime Environment: Module 1 Part 4					
E	Our food is cut into bite size pieces where appropriate and made manageable for children to eat. Mealtime Environment: Module 2 Part 5					

Role Modeling

	Indicators	1	2	3	4	5
A	Our teachers sit at the table and eat the same meal or snack with the children. Mealtime Environment: Module 1 Part 4 ; Module 2 Part 3e					
B	Our teachers model serving, eating, and socialization skills while eating with children. Mealtime Environment: Module 1 Part 6 ; Module 3 Part 4					
C	Our teachers do not voice their negative opinions of foods at mealtimes. Mealtime Environment: Module 2 Part 3e ; Module 3 Part 4					

Supporting Children at the Mealtime Table

	Indicators	1	2	3	4	5
A	Our children are allowed to serve themselves. Mealtime Environment: Module 1 Part 4 ; Module 3 Part 4					
B	Our teachers support children's emerging eating skills, and provide assistance as needed to help children serve and feed themselves. Mealtime Environment: Module 3 Part 4					
C	Our children are encouraged to try new or less favorite foods. Mealtime Environment: Module 3 Part 4					
D	Our children are allowed to express their likes and dislikes. Mealtime Environment: Module 3 Part 4					
E	Our children are encouraged but not forced to eat. Mealtime Environment: Module 3 Part 4					

Supporting Children at the Mealtime Table (continued)

	Indicators	1	2	3	4	5
F	Our food is not used as a reward or as a punishment. Mealtime Environment: Module 3 Part 4					
G	Our children are allowed to have seconds if they are still hungry. (Children are supported as they express their internal cues of hunger and fullness). Second helpings do not have to be full or complete servings. Mealtime Environment: Module 1 Part 4; Module 2 Part 3e					
H	Our teachers handle challenging mealtime behaviors with patience, guidance, and sensitivity. Mealtime Environment: Module 3 Part 4a					
I	Our teachers ensure that children do not eat while walking, running, playing, lying down, or riding in or on vehicles. Mealtime Environment: Module 2 Part 5					

Sanitation and Safety

	Indicators	1	2	3	4	5
A	Our agency cleans and sanitizes all dishes and utensils for the mealtime service. Mealtime Environment: Module 2 Part 4a; Module 2 Part 4b					
B	Our teachers and children wash their hands before mealtimes. Mealtime Environment: Module 2 Part 4b					
C	Our food is served on sanitized dishes. Food, especially a snack, is not placed or served directly on the table surface. Mealtime Environment: Module 2 Part 4a					
D	Our agency uses proper food handling practices to prepare and serve food. Mealtime Environment: Module 2 Part 4					
E	Foods that are round, hard, small, thick, sticky, chewy, smooth, or slippery are not served to children less than four years of age unless modified. An example of a modified food is hot dogs that are sliced in quarters lengthwise and then cut into small bites. Mealtime Environment: Module 2 Part 5					
F	Our staff consume and keep coffee, other hot liquids, and hot foods out of reach of preschoolers. Hot liquids are not placed at the edge of a counter or table, or on a tablecloth that could be yanked down by children. Mealtime Environment: Module 2 Part 5					

Special Circumstances

	Indicators	1	2	3	4	5
A	Our teachers are always made aware of the children who have food allergies. Mealtime Environment: Module 2 Part 3d					
B	Appropriate food substitutions are made available to children who have food allergies or other medically prescribed diets. Mealtime Environment: Module 2 Part 3c; Module 2 Part 3d					
C	Children who bring their own meals and snacks from home are not allowed to share their food with other children at the table. Mealtime Environment: Module 2 Part 5					

D	All food brought from home for a specific child has a label showing the date, child's name, and type of food. Mealtime Environment : Module 2 Part 5					
---	---	--	--	--	--	--

Food Brought from Home for Celebrations and Parties

	Indicators	1	2	3	4	5
A	Our agency has nutrition policies or guidelines for celebrations, parties, special occasions, and for food brought from home. These policies are shared with all staff and families. Mealtime Environment: Module 3 Part 6					

This self-assessment was completed by:

Name

Name

Role

Role

Date

Date

Posted to the Healthy and Active Preschoolers Web site at <http://www.healthypreschoolers.com> on January 4, 2011.

Transforming Our Nutrition Environment (TONE) Creating Nutrition Learning Experiences for Children Self-Assessment

Nutrition education is important in preschool programs. Routine caregiving practices (such as preparing nutritious meals, eating meals and snacks with the children, and conducting nutrition and gardening activities) provide opportunities for teachers and caregivers to set goals and plan daily projects that promote children's development and learning about food.

KEY:

- 1 This is not a practice in our agency. We recognize that it is important and will address it in the future. We have a lot of work to do.
- 2 Our agency is just beginning to work on this practice and has made this an urgent focus for our administrative, teaching, and nutrition staff.
- 3 Our agency has done some work in this area, but the practice is only implemented occasionally. More staff commitment and work is needed to improve this area.
- 4 Our agency is good at this practice. However, it is not done consistently. We need to do a little additional work to be outstanding in this area.
- 5 Our agency is outstanding and consistent in implementing this practice. Our agency can serve as an example for others.

DIRECTIONS:

Read the indicators (exemplary practices) below. Next, refer to the above ratings to determine the degree to which each indicator is evident in your program. Then, place an X in the appropriate rating column. See correct example below.

Example of **CORRECT** Way to Complete Form

	Indicator	1	2	3	4	5
A	Children are always seated when eating.				X	

Nutrition Education Policy

	Indicator	1	2	3	4	5
A	Our agency has and implements a written nutrition education policy that promotes planned classroom nutrition education experiences that help children develop positive attitudes about food and eating. <u>Preschool Nutrition: Module 3 Part 7</u>					

Classroom Environment

	Indicator	1	2	3	4	5
A	Our agency's environment supports and maximizes learning about nutrition. For example: -Classrooms have pictures or posters of nutritious foods visibly displayed. -The dramatic play area includes manipulatives, such as plastic food models that depict healthful foods, kitchen equipment, such as pots, pans, and spoons. -The library area includes books about food, eating, or gardening. <u>Preschool Nutrition: Module 3 Part 7</u>					

DRAFT

Nutrition Education Curriculum

	Indicators	1	2	3	4	5
A	Our agency has adopted and implemented a nutrition education curriculum that promotes healthy eating and reinforces science, math, and language concepts and is consistent with the Preschool Learning Foundations, Volume 2. <u>Preschool Nutrition Module 3 Part 7</u>					
B	Our teachers have been trained on the use of our agency's adopted curriculum. <u>Preschool Nutrition Module 3 Part 7</u>					
C	Our teachers routinely (at least 2-3 times per month) integrate nutrition education curriculum experiences into classroom activities. <u>Preschool Nutrition: Module 3 Part 7</u>					
D	Our agency has a garden-based nutrition education program. Children plant vegetables, fruit, or herb gardens and learn about food. <u>Preschool Nutrition Module 3 Part 7</u>					

This self-assessment was completed by:

Name

Name

Role

Role

Date

Date

Posted to the Healthy and Active Preschoolers Web site at <http://www.healthypreschoolers.com> on January 4, 2011.

Transforming Our Nutrition Environment (TONE) Engaging Families as Partners in Your Nutrition Program Self-Assessment

Nutrition education is important in preschool programs. Your child nutrition program should be understood and supported at home. To gain this support, teachers and caregivers need to establish ongoing communication with families about nutrition and work together to help children develop healthy eating and active living lifestyle habits.

KEY:

- 1 This is not a practice in our agency. We recognize that it is important and will address it in the future. We have a lot of work to do.
- 2 Our agency is just beginning to work on this practice and has made this an urgent focus for our administrative, teaching, and nutrition staff.
- 3 Our agency has done some work in this area, but the practice is only implemented occasionally. More staff commitment and work is needed to improve this area.
- 4 Our agency is good at this practice. However, it is not done consistently. We need to do a little additional work to be outstanding in this area.
- 5 Our agency is outstanding and consistent in implementing this practice. Our agency can serve as an example for others.

DIRECTIONS:

Read the indicators (exemplary practices) below. Next, refer to the above ratings to determine the degree to which each indicator is evident in your program. Then, place an X in the appropriate rating column. See correct example below.

Example of **CORRECT** Way to Complete Form

	Indicator	1	2	3	4	5
A	Children are always seated when eating.				X	

Sharing of Nutrition Information

	Indicators	1	2	3	4	5
A	Our agency shares its nutrition policies with parents. Preschool Nutrition: Module 3 Part 5c					
B	Our agency distributes materials and resources (newsletters or fact sheets) on nutrition, health, and physical activity topics to families. Preschool Nutrition: Module 3 Part 5c					

Family Participation in Classroom Nutrition Activities

	Indicators	1	2	3	4	5
A	Families are invited to participate in classroom nutrition education activities. For example, parents may assist with planting gardens or help with a cooking activity. Preschool Nutrition: Module 3 Part 5c					
B	Our teachers solicit help from parents in solving nutrition or feeding problems that their child may have. Preschool Nutrition: Module 6 Part 8 Module 5 Part 4b					

DRAFT

Educating Families about Nutrition

	Indicators	1	2	3	4	5
A	Our agency conducts a nutrition education and/or physical activity program/workshop/meeting for families at least 1-2 times per year under the guidance of a registered dietitian, health educator or physical activity expert. Preschool Nutrition: Module 3 Part 5c					
B	Our agency selects parent meeting topics based on survey feedback from families and staff.					

This self-assessment was completed by:

Name _____

Name _____

Role _____

Role _____

Date

Date

Posted to the Healthy and Active Preschoolers Web site at <http://www.healthypreschoolers.com> on January 4, 2011.