

# Strategies to Support and Encourage Healthy Active Living Course

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## **Activity 1: 5-2-1-0 Challenge**

### **1.1 Introduction**

Hello and welcome to the Strategies to Support and Encourage Healthy Active Living course! In this course, you will practice skills to connect with families in meaningful ways to build healthy active living goals together. You'll work through a number of realistic scenarios that are very much like actual situations you may encounter while working with families.

Are you ready to face the challenges? Let's get started.

At the end of Module 6: Bringing It All Together, you will receive a certificate of completion. Please print this certificate and provide to your supervisor for your professional development log.

Helping families with young children adopt and maintain healthy behaviors can have a big impact on their children's future health!

This module will cover the:

- Behaviors that can have the most impact on a child's weight status
- 5-2-1-0 framework as a tool
- Importance of understanding your own healthy active living behaviors

You will start this module by playing a few games that will highlight what families are doing now that may not be so healthy. Don't feel pressured to answer the questions correctly - these games are designed to be a fun way to learn about current family behaviors.

### 1.2 Risky Behavior for Infants: Activity

Now let's have a little fun! Review the question for each game and try your best to guess how babies, toddlers, and preschoolers are doing with regard to healthy active living. Use these games as an opportunity to learn about family behaviors and where improvements can be made.

Question and Instructions	Feedback
<p><i>Out of every 10 infants, how many have been introduced to juice by 6 months? Drag the number of sippy cups you think represents the correct answer to the infants on screen. Select Submit to see if you have the right ratio.</i></p>	<p><b>Correct (eight out of 10 infants):</b> Spot on! By 6 months, 80 percent of infants will have already been introduced to juice. Soda pop and juice—even 100 percent fruit juice—adds unneeded calories to a baby's diet and can get babies used to very sweet, sugary flavors. Soda and juice can also harm a baby's new teeth (even if you can't see them yet!). For those families that opt to drink juice, intake of fruit juice should be limited to 4–6 ounces for children 6 months to 6 years of age. <b>No juice should be offered to infants younger than six months of age and never served in a bottle.</b></p> <p>You can learn more about risky behaviors for infants in the <a href="#">Knowledge Center</a>.</p> <p>Close but not quite. The correct percentage is actually 80 percent. Soda pop and juice—even 100 percent fruit juice—adds unneeded calories to a baby's diet and gets babies used to very sweet, sugary flavors. Soda and juice can also harm a baby's new teeth (even if you can't see them yet!). For those families that opt to drink juice, intake of fruit juice should be limited to 4–6 ounces for children 6 months to 6 years of age. <b>No juice should be offered to infants younger than six months of age and never served in a bottle.</b></p>

Question and Instructions	Feedback
	<p>You can learn more about risky behaviors for infants in the <a href="#">Knowledge Center</a>.</p> <p>That’s a little on the low side. If you can believe it, by 6 months, 80 percent of infants will have already been introduced to juice! Soda pop and juice—even 100 percent fruit juice—adds unneeded calories to a baby’s diet and can get babies used to very sweet, sugary flavors. Soda and juice can also harm a baby’s new teeth (even if you can’t see them yet!). The American Academy of Pediatrics recommends consumption of whole fruit rather than fruit juice. For those families that opt to drink juice, intake of fruit juice should be limited to 4–6 ounces for children 6 months–6 years of age. <b>No juice should be offered to infants younger than six months of age and never served in a bottle.</b></p> <p>You can learn more about risky behaviors for infants in the <a href="#">Knowledge Center</a>.</p>

### 1.3 Screen Time: Activity

Question and Instructions	Feedback
<p><i>Instructions: How many children age 3-4 watch TV daily? Select the arrows to the right to adjust the percentage on screen and then select Submit.</i></p>	<p><b>Correct (73 percent):</b> That’s exactly right! Did you know children who watch more than two hours of TV a day are more likely to be overweight? Children who have TVs in their bedrooms are two times more likely to be overweight than children who do not have TVs in their bedrooms.</p> <p>The American Academy of Pediatrics recommends no TV for children under 2 years of age and no more than two hours of TV per day for children older than 2. Learn more about screen time in the <a href="#">Knowledge Center</a>.</p>

Question and Instructions	Feedback
	<p><b>Almost (below 73 percent):</b> Actually, the number is higher than that! 73 percent of children age 3 to 4 watch TV daily. Did you know children who watch more than two hours of TV a day are more likely to be overweight? Children who have TVs in their bedrooms are two times more likely to be overweight than children who do not have TVs in their bedrooms. The American Academy of Pediatrics recommends no TV for children under 2 years of age and no more than 2 hours of TV per day for children older than 2.</p> <p>Learn more about screen time in the <a href="#">Knowledge Center</a>.</p> <p><b>Almost (above 73 percent):</b> The number is actually a little bit lower. 73 percent of children age 3 to 4 watch TV daily. Did you know children who watch more than two hours of TV a day are more likely to be overweight? Children who have TVs in their bedrooms are two times more likely to be overweight than children who do not have TVs in their bedrooms.</p> <p>The American Academy of Pediatrics recommends no TV for children under 2 years of age and no more than two hours of TV per day for children older than 2. Learn more about screen time in the <a href="#">Knowledge Center</a>.</p>

#### 1.4 Healthy Eating: Activity

Question and Instructions	Feedback
<p><i>Instructions: What percentage of children ages 3-5 consume dessert, sweets, sweetened beverages, or salty snacks daily? Select the arrows below to adjust the percentage you feel is correct, and then select Submit.</i></p>	<p><b>Correct (86 percent):</b> 86 percent is right - nice job! Meanwhile, 30 percent of preschoolers are not consuming a single serving of vegetables and 25 percent are not consuming a single serving of fruit in a day.</p>

Question and Instructions	Feedback
	<p>Making fruit and vegetables a regular part of a child’s diet increases the likelihood they will continue to eat these foods as they grow. According to national guidelines, children should get at least five servings of fruits and vegetables per day.</p> <p>Check out the <a href="#">Knowledge Center</a> to learn more about healthy eating.</p>
	<p><b>Almost (lower than 86 percent):</b> Actually, the number is higher than that—it’s 86 percent! Meanwhile, 30 percent of preschoolers are not consuming a single serving of vegetables and 25 percent are not consuming a single serving of fruit in a day.</p> <p>Making fruit and vegetables a regular part of a child’s diet increases the likelihood they will continue to eat these foods as they grow. According to national guidelines, children should get at least five servings of fruits and vegetables per day.</p> <p>Check out the <a href="#">Knowledge Center</a> to learn more about healthy eating.</p>
	<p><b>Almost (higher than 86 percent):</b> The number is actually a little bit lower - 86 percent to be exact. Meanwhile, 30 percent of preschoolers are not consuming a single serving of vegetables and 25 percent are not consuming a single serving of fruit in a day.</p> <p>Making fruit and vegetables a regular part of a child’s diet increases the likelihood they will continue to eat these foods as they grow. According to national guidelines, children should get at least five servings of fruits and vegetables per day.</p> <p>Check out the <a href="#">Knowledge Center</a> to learn more about healthy eating.</p>

### 1.5 Physical Activity: Activity

Question and Instructions	Feedback
<p><i>Do you know the recommended number of minutes of <a href="#">structured</a> and <a href="#">unstructured</a> play children ages 1 to 5 should get per day? Select the arrows below to adjust the minutes you feel are correct. When you think you have the correct number of minutes for both, select Submit.</i></p>	<p><b>Correct (30 minutes structured; 60 minutes unstructured):</b> Correct! Children should get at least 30 minutes of structured play and 60 minutes of unstructured play per day. Did you know that most children under 5 regularly fail to meet these goals? You can help children and families find ways to get active play throughout the day by thinking about fun ways to play together and the importance of supervised free play.</p> <p>You can learn more about physical activity in the <a href="#">Knowledge Center</a>.</p>
	<p><b>Almost:</b> Close, but not quite. Children ages 1 to 5 should get at least 30 minutes of structured play and 60 minutes of unstructured play per day. Did you know that most children under 5 regularly fail to meet these goals? You can help children and families find ways to get active play throughout the day by thinking about fun ways to play together and the importance of supervised free play.</p> <p>You can learn more about physical activity in the <a href="#">Knowledge Center</a>.</p>
	<p><b>Structured Play:</b> Structured play includes rules with clear-cut objectives. Most games fall under the category of structured play, such as board games and classic games like 'Simon Says.' Putting puzzles together is an example of a structured activity. Organized sports, such as baseball and kickball are also examples of structured activities.</p>
	<p><b>Unstructured Play:</b> Unstructured play has no rules and is much more open ended. It allows the child to explore her imagination through activities like coloring, drawing, and painting. Playing with toy trucks or dolls are examples of unstructured play. Inventing games and</p>

Question and Instructions	Feedback
	running around outside are other forms of unstructured play.

### 1.6 Screen Time: Activity

Instructions	Feedback
<p><i>What percentage of 5 year olds have regular access to a tablet, mobile device, computer, or game console? Make your selection by selecting the arrows to the right.</i></p>	<p><b>Correct:</b> Fifty-two percent is exactly right! Computers and video games can also replace active play with <a href="#">sedentary behavior</a>.</p> <p>Learn more about screen time in the <a href="#">Knowledge Center</a>.</p>
	<p><b>Almost:</b> The correct answer is actually higher than that—52 percent to be exact. Computers, video games, and smart phones can replace active play with <a href="#">sedentary behavior</a>.</p> <p>Learn more about screen time in the <a href="#">Knowledge Center</a>.</p>
	<p><b>Almost:</b> The number is actually a little bit lower—52 percent to be exact. Computers and video games can also replace active play with <a href="#">sedentary behavior</a>.</p> <p>Learn more about screen time in the <a href="#">Knowledge Center</a>.</p>
	<p><b>Sedentary Behavior:</b> Any time a person is sitting or lying down, they are engaging in sedentary behavior. Common sedentary behaviors include TV viewing, video game playing, computer use (collectively termed “screen time”), driving automobiles, and reading.</p>

### 1.7 Exploring the 5-2-1-0 Framework

Did some of the facts you uncovered in these games surprise you? Hopefully, they gave you a good idea of the challenges we face when working with families to achieve a healthier lifestyle.

The 5-2-1-0 framework is a way to help you quickly remember some of those behaviors we want families to do more of and those we would like them to limit. Let's explore the framework to learn more about how we can help families lead healthier lives.



To explore the framework, please select the area that is highlighted and review the text. First you will learn about the main messages for each theme. Then you will learn about additional age-specific behaviors that are important to consider when adopting a healthy active lifestyle.

*Instructions: Select each highlighted graphic you see to learn more.*

### Exploring the 5-2-1-0 Framework

*Instructions: Click each highlighted graphic you see to learn more.*

Main Message	Theme	Main Target Behavior	Additional Target Behaviors (Infants)	Additional Target Behaviors (Toddlers/Preschoolers)
5 Fruits and Vegetables Per Day	HEALTHY EATING	Eat more fruits and vegetables.	<p><b>Young Infants (0-6 months):</b></p> <ul style="list-style-type: none"> <li>• Breastfeeding exclusively for the first 6 months</li> <li>• Use only breastmilk or formula in bottles</li> </ul> <p><b>Older Infants (6-12 months):</b></p> <ul style="list-style-type: none"> <li>• Introduce a variety of flavors &amp; textures</li> <li>• Encourage use of spoon &amp; finger to self-feed</li> </ul>	<p><b>Infants:</b></p> <ul style="list-style-type: none"> <li>• Form routines around eating (such as daily breakfast &amp; family meals)</li> <li>• Avoid sugary foods as snacks</li> </ul> <p><b>Toddlers/Preschoolers:</b></p> <ul style="list-style-type: none"> <li>• Let children use fingers &amp; utensils to feed themselves (foster self-feeding)</li> <li>• Encourage children to listen to their body &amp; stop eating when full (mindful eating)</li> </ul>

2 Hours of Screen Time	SEDENTARY BEHAVIOR	Limit screen time.	Encourage families to limit exposure of infants to TV as much as possible (ideal is none at all).	<ul style="list-style-type: none"> <li>• Limit children's exposure to commercials</li> <li>• Avoid putting TV in child's bedroom</li> </ul>
1 Hour of Physical Activity	PHYSICAL ACTIVITY	Move more.	Get babies moving! Limit use of restrictive items such as car seats, swings & bouncers, etc.	<ul style="list-style-type: none"> <li>• Structured and unstructured active play are important</li> <li>• Where possible encourage outdoor play</li> </ul>
0 Sugar Sweetened Beverages	UNHEALTHY BEHAVIORS	Drink less sugar.	<p><b>Other risky behaviors for infants include:</b></p> <ul style="list-style-type: none"> <li>• Offering solids too early</li> <li>• Adding cereal to babies' bottles</li> <li>• Over-feeding to calm fussy or sleepless child</li> <li>• Using bottles improperly (i.e. bottle propping)</li> </ul>	<p><b>Other risky behaviors for preschoolers and toddlers are:</b></p> <ul style="list-style-type: none"> <li>• Poor sleeping habits (i.e. no sleep routine, not enough sleep)</li> <li>• Eating out regularly (especially fast food)</li> </ul>

### 1.8 5-2-1-0 Framework Conclusion

Now that you have a better idea of the kinds of behaviors we want families to:

- Do more of, and
- What they should do less of,

We can partner with families on a path to healthy active living.

Science has shown us that changing just a few of these behaviors can make drastic changes in the health and well-being of children as they grow. You do not have to be an expert in nutrition or physical activity to focus on these straightforward behaviors.

### 1.9 Staff Modeling Introduction

Now that you have a better understanding of those 5-2-1-0 behaviors that can make us healthier and those we should limit and you also have an idea of how infants, toddlers, and preschoolers are currently doing with regard to these behaviors, let’s take a minute to reflect on your own behaviors.

It is important to remember that you don’t have to be the model of health to model being healthy. You can use examples of your success and struggles to encourage families to reach toward their own health goals. To help you better understand how you are doing with regard to healthy and not-so-healthy behaviors, take this little quiz.

### 1.10 Self-Assessment (2 Parts)

Instructions and Statements	Feedback
<p><i>Instructions: Read each statement. Move the blue slider to the position on the scale that best reflects your personal response to each statement.</i></p>	<p><i>Feedback High:</i> Your answers indicate you have really adopted many healthy behaviors and avoid unhealthy behaviors. It looks like you’ve made a huge commitment to your health! Kudos to you! You understand the benefit of an active lifestyle and making good choices about your nutrition. You can use your personal story and successes to help the families you work with achieve a more healthy life.</p>
<p><i>Statement 1 (of Self-Assessment 1):</i> I eat vegetables every day</p>	<p><i>Feedback Medium:</i> Based on your responses, it’s clear you’ve made an effort to stay healthy and improve your health. Way to go! That’s the first step in building an overall healthy lifestyle. Being healthy is a process, not a destination. Check out the <a href="#">Knowledge Center</a> for tips to continue your efforts. You can use your personal story about health and wellness - your successes and especially your challenges to help connect with the families.</p>

Instructions and Statements	Feedback
<p><i>Statement 2 (of Self-Assessment 1):</i> I eat fruits every day</p>	<p><i>Feedback Low:</i> Your answers show you may need to increase some of your healthy behaviors and decrease or limit some unhealthy ones. Don't be frustrated! Making healthy changes can be slow and challenging. This online module could be an opportunity for you to identify some areas where you can build healthier habits in your own life. As you learn more about your own habits, you will be better able to share your successes and challenges with the families in your program. There are lots of resources that can help you to identify small behavior changes to succeed in building a healthy active life in the <a href="#">Knowledge Center</a>. Let's check it out now!</p>
<p><i>Statement 3 (of Self-Assessment 1):</i> I spend less than 2 hours watching television, playing video games, or using a computer each day</p>	
<p><i>Statement 4 (of Self-Assessment 1):</i> I make time to be active for 60 minutes each day</p>	
<p><i>Statement 5 (of Self-Assessment 1):</i> I avoid drinking juice, soda, sports drinks, sweet tea or other drinks with sugar between meals</p>	
<p><i>Statement 1 (of Self-Assessment 2):</i> I get a minimum of 8 hours of sleep per night</p>	
<p><i>Statement 2 (of Self-Assessment 2):</i> I avoid eating in front of the television</p>	
<p><i>Statement 3 (of Self-Assessment 2):</i> I eat breakfast</p>	
<p><i>Statement 4 (of Self-Assessment 2):</i> We eat meals as a family</p>	
<p><i>Statement 5 (of Self-Assessment 2):</i> I avoid eating at fast-food restaurants</p>	

**1.11 Importance of Staff Modeling (1 of 2)**

While you are working hard to do what's best for the children you care for, don't forget to take care of yourself, too. When you take care of yourself and feel good, it can be easier to do your job and enjoy your own family.

We know it may not be easy to find the time and energy to eat well and stay active, but it is important to remember that infants and children are watching what you eat and do. It is very important to give children healthy foods and ways to be active, but also let them see you eating healthy and moving.

### **1.12 Importance of Staff Modeling (2 of 2)**

Think about ways you can do this. Some suggestions are highlighted below:

- Family-style meals – by sitting with children at meal times, you can model how to eat slowly, try a variety of foods, and use appropriate table manners.
- Physical activity time – show children that adults enjoy activity and being silly too.
- Only drinking water during program hours – by drinking healthy drinks in front of children, you are reinforcing limiting sugar sweetened beverages.

### **1.13 Summary**

Congratulations! You've completed the 5-2-1-0 Framework module. Through these activities you learned more about important behaviors that can help you and the families you work with lead healthier lives.

Now that you've had an introduction to the basics of this framework and know what behaviors you'd like to maintain and improve, let's explore some of the other interactive activities to help you better engage families in healthy active living. Remember to access the [Knowledge Center](#) at any time to review the helpful resources you've discovered in this module!

## Activity 2: Assess Risk

### 2.1 Introduction

One of the first opportunities to discuss healthy active living with a family is while identifying a child's health and nutrition needs.

In the previous module you identified behaviors that impact health within the 5-2-1-0 framework. You discovered which behaviors we want families to do more often and those we want families to do less often. In this module you will practice:

- Identifying these healthy behaviors,
- Determining what families are doing well (strengths) and what they could do better (opportunities for growth), and
- Techniques to start conversations with families based on their identified health behaviors.

These practice conversations will help build confidence in talking with families about healthy behaviors.

### 2.2 Review Documents

A simple way to identify current health behaviors is to use a screener or short questionnaire. We have provided several healthy active living screeners in the [Knowledge Center](#).

Remember, a healthy active living screener is simply a tool to help families think about their health needs and an aid for you to start the conversation. This is only a step to identify a family's healthy active living needs. (*\*Remember this does not replace your nutrition assessment.*) Your program may or may not choose to use a healthy active living screener.

## 2.3 Review Document 1

Nutrition and Activity Questions Infant 6-12 months					
Please answer the following for the statements below: Does your infant...	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Need formula/breast milk in their bottle to go to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use a spoon to feed themselves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use a cup	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. "Watch" TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Sleep 9-12 hours during the night and nap throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Drink juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Have active play with you everyday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the form to review the Hernandez family's nutrition and activity habits with their baby Caroline.

- Strengths: Select the X for all of the things that the Hernandez family is doing well (strengths to reinforce). Then select Continue.
- Opportunity: Select the X for all of the things that the Hernandez family could improve on (opportunity for growth). Then select Continue.
- Feedback: Select the red X to review your feedback. The answers you chose correctly are outlined in green while the answers you chose incorrectly are outlined in red.

## Nutrition and Activity Questions Infant 6-12 months

Please answer the following for the statements below: Does your infant...	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Need formula/breast milk in their bottle to go to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use a spoon to feed themselves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use a cup	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. "Watch" TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Sleep 9-12 hours during the night and nap throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Drink juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Have active play with you everyday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the highlighted areas to reveal the Strengths and Opportunities for Growth for this family.

[Strength is outlined as a blue square] [Opportunity for Growth is outlined as a pink square]

**Eat Vegetables:** The Hernandez family has indicated that their baby Caroline eats vegetables often. This is a family strength.

**Eat Fruits:** The Hernandez family has indicated that their baby Caroline eats fruits often. This is a family strength.

**Watch TV Sleep:** The Hernandez family has indicated that they always allow baby Caroline to sleep in front of the TV. This is an opportunity for growth.

**Have Active Play With You Every Day:** The Hernandez family has indicated that they seldom engage baby Caroline in active play with them. This is an opportunity for growth.

Drink Juice: The Hernandez family has indicated that they always allow baby Caroline to drink juice. This is an opportunity for growth.

## 2.4 Review Document 2

Read the form to review the Peterson family's nutrition and activity habits with their preschooler Gabriel.

Statement	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables every day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Eat dairy foods (yogurt, milk, cheese)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Eat at fast food restaurants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Receive food as a reward or treat for good behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Receive snacks from adults other than you (caregiver, relatives, family member)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spend more than 2 hours watching television, playing video games or using a computer each day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Watch TV or play computer, video games in their bathroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sleep 11 hours per night	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Eat in front of the television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Have scheduled time for active play each day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Prefer to ride in the stroller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Drink juice or sugared beverages between meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructions: Select the form to review the Peterson family's nutrition and activity habits with their preschooler Gabriel.

[Strength is outlined as a blue square] [Opportunity for Growth is outlined as a pink square]

Strengths: Select the X for all of the things that the Peterson family is doing well (strengths to reinforce). Then select Continue.

Opportunity: Select the X for all of the things that the Peterson family could improve on (opportunity for growth). Then select Continue.

Feedback: Select the red X to review your feedback. The answers you chose correctly are outlined in green while the answers you chose incorrectly are outlined in red.

1. Have Scheduled Meals And Snacks Throughout The Day: The Peterson family has indicated that Gabriel has scheduled meals and snacks often throughout the day. This is a family strength.
2. Eat At Fast Food Restaurants: The Peterson family has indicated that Gabriel seldom eats at fast food restaurants. This is a family strength.

3. Eat Meals With Family: The Peterson family has indicated that Gabriel eats meals with the family often. This is a family strength.
4. Spend More Than 2 Hours Watching TV, Playing Video Games or Using A
5. Computer Each Day: The Peterson family has indicated that Gabriel seldom spends more than 2 hours watching television, playing video games or using a computer each day. This is a family strength.
6. Watch TV or Play Computer, Video Games in Their Bedroom: The Peterson family has indicated that Gabriel seldom watches TV or plays with the computer or video games in his bedroom. This is a family strength.
7. Eat Vegetables Every Day: The Peterson family has indicated that Gabriel seldom eats vegetables every day. This is an opportunity for growth.
8. Eat In Front Of The Television: The Peterson family has indicated that Gabriel often eats in front of the television. This is an opportunity for growth.
9. Have Scheduled Time For Active Play Each Day: The Peterson family has indicated that Gabriel seldom has scheduled time for active play each day. This is an opportunity for growth.

## **2.5 The Power of Open-Ended Questions**

Now that you have learned to identify each family's areas of strength and opportunities for growth, let's practice starting healthy active living conversations.

In the next activity, your goal is to choose open-ended questions that target an opportunity for growth. Open-ended questions encourage families to think about and share their feelings or opinions. They put the parent in control of the conversation. Closed-ended questions suggest an answer or require only a yes or no response. Open-ended questions allow a family to tell you what is working well for them and where they might be open to change.

### Examples:

Closed-Ended Questions:

- Does Kristie watch a lot of TV?
- Does Emily enjoy any outdoor activities?
- Is Joey eating a variety of foods?

Open-Ended Questions

- Tell me about Kristie's TV-watching habits.
- What kinds of outdoor activities does Emily enjoy?

- What are some of Joey’s favorite foods?

## 2.6 FAMILY 1 (1 of 2)

The Hernandez family is enrolling their daughter, Caroline, age 8 months. Review the information (located in the upper right of the screen) for this family.

Select all that apply.

- Family meals are a great time to teach your child healthy habits. Let Caroline see you eating healthy.
- What are some activities you like to play with Caroline?
- Can you tell me a little bit more about how much juice Caroline normally drinks?

Instructions: Based on the family’s healthy behavior strengths and opportunities you identified earlier, which open-ended questions would you ask this family? Select all that apply.

[Feedback for the answers learner gave in prior activity]

- Family meals are a great time to teach your child healthy habits. Let Caroline see you eating healthy.
  - Feedback: Starting the conversation with a statement can discourage parent involvement and openness. Try to engage the family with open-ended questions before providing guidance. Their answers might surprise you.
- What are some activities you like to play with Caroline?
  - Feedback: Great open-ended question! Based upon the survey, it looks like the family does not get “active” play. By asking more about play and what they enjoy, you have engaged the family to address this risk behavior.
- Can you tell me a little bit more about how much juice Caroline normally drinks in a typical day?
  - Feedback: This open-ended question helps to identify specific information about the risk behavior of drinking sugar-sweetened beverages. Many parents feel juice is a healthy drink so be prepared to encourage other healthy beverages for a child.

Review the feedback for all of your selected options below. The correct answers are green. Select "Next" to move on.

### Nutrition and Activity Questions Infant 6-12 months

Please answer the following for the statements below: Does your infant...	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Need formula/breast milk in their bottle to go to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use a spoon to feed themselves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use a cup	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. "Watch" TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Sleep 9-12 hours during the night and nap throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Drink juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Have active play with you everyday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chart Instructions: Please answer the following for statements below: Does your infant...

1. Eat vegetables (Never, Seldom, Sometimes, Often, Always)
2. Eat fruits (Never, Seldom, Sometimes, Often, Always)
3. Have scheduled meals and snacks throughout the day (Never, Seldom, Sometimes, Often, Always)
4. Eat meals with family (Never, Seldom, Sometimes, Often, Always)
5. Need formula/breast milk in their bottle to go to sleep (Never, Seldom, Sometimes, Often, Always)
6. Use a spoon to feed themselves (Never, Seldom, Sometimes, Often, Always)
7. Use a cup (Never, Seldom, Sometimes, Often, Always)
8. "Watch" TV (Never, Seldom, Sometimes, Often, Always)
9. Sleep 9-12 hours during the night and nap throughout the day (Never, Seldom, Sometimes, Often, Always)
10. Drink juice (Never, Seldom, Sometimes, Often, Always)
11. Have active play with you every day (Never, Seldom, Sometimes, Often, Always)

The answers for the Hernandez Family:

1. Eat Vegetables: The Hernandez family has indicated that their baby Caroline eats vegetables often. This is a family strength.
2. Eat Fruits: The Hernandez family has indicated that their baby Caroline eats fruits often. This is a family strength.
3. Eat Meals With Family: The Hernandez family has indicated that their baby Caroline eats meals with the family often. This is a family strength.
4. Sleeps 9-12 Hours during The Night: The Hernandez family has indicated that their baby Caroline sleeps 9-12 hours during the night, and naps throughout the day often. This is a family strength.
5. "Watch" TV: The Hernandez family has indicated that they always allow baby Caroline to sleep in front of the TV. This is an opportunity for growth.
6. Have Active Play With You Every Day: The Hernandez family has indicated that they seldom engage baby Caroline in active play with them. This is an opportunity for growth.
7. Drink Juice: The Hernandez family has indicated that they always allow baby Caroline to drink juice. This is an opportunity for growth.
8. Have Scheduled Meals And Snacks Throughout The Day: The Hernandez family has indicated that Caroline seldom has scheduled meals and snacks throughout the day. This is an opportunity for growth.
9. Need Formula/Breast Milk In Their Bottle To Sleep: The Hernandez family has indicated that Caroline sometimes needs formula/breast milk in her bottle to go to sleep. This is an opportunity for growth.
10. Use a Spoon to Feed Themselves: The Hernandez family has indicated that Caroline seldom uses a spoon to feed herself. This is an opportunity for growth.
11. Use a Cup: The Hernandez family has indicated that Caroline seldom uses a cup. This is an opportunity for growth.

## 2.7 FAMILY 1 (2 of 2)

The Hernandez family is enrolling their daughter, Caroline, age 8 months. Review the information (located in the upper right of the screen) for this family.

Select all that apply. Select Submit.

Instructions: Based on the family's healthy behavior strengths and opportunities you identified earlier, which open-ended questions would you ask this family? Select all that apply.

- Juice can be bad for Caroline's teeth. Try to limit how much juice you provide. Do you think you could only give her one cup a day?
- Do you give Caroline time to play each day?
- Can you tell me more about Caroline's screen time?

- Juice can be bad for Caroline’s teeth. Try to limit how much juice you provide. Do you think you could only give her one cup a day?
  - Feedback: It is great to engage parents to choose healthy goals. However, it is important to understand the parent’s perspective before you start setting goals. An open-ended question is a great way to start.
- Do you give Caroline time to play each day?
  - Feedback: It is great to ask questions about play time for infants. However, this question is a closed-ended question. It suggests the answer for the parent. Try to ask parents open-ended questions. For example, can you describe some of Caroline’s favorite play activities? On an average day, how much time does she usually spend in active play?
- Can you tell me more about Caroline’s screen time?
  - Feedback: Great question! Caroline’s family has identified that she “always” watches TV. Allow the family to tell you what this means to them. If it isn’t clear on how much, what kind, and where she is exposed to screen time, ask a follow-up question.

### Nutrition and Activity Questions Infant 6-12 months

Please answer the following for the statements below: Does your infant...	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Need formula/breast milk in their bottle to go to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use a spoon to feed themselves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use a cup	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. “Watch” TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Sleep 9-12 hours during the night and nap throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Drink juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Have active play with you everyday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chart Instructions: Please answer the following for statements below: Does your infant...

1. Eat vegetables (Never, Seldom, Sometimes, Often, Always)
2. Eat fruits (Never, Seldom, Sometimes, Often, Always)
3. Have scheduled meals and snacks throughout the day (Never, Seldom, Sometimes, Often, Always)
4. Eat meals with family (Never, Seldom, Sometimes, Often, Always)
5. Need formula/breast milk in their bottle to go to sleep (Never, Seldom, Sometimes, Often, Always)
6. Use a spoon to feed themselves (Never, Seldom, Sometimes, Often, Always)
7. Use a cup (Never, Seldom, Sometimes, Often, Always)
8. "Watch" TV (Never, Seldom, Sometimes, Often, Always)
9. Sleep 9-12 hours during the night and nap throughout the day (Never, Seldom, Sometimes, Often, Always)
10. Drink juice (Never, Seldom, Sometimes, Often, Always)
11. Have active play with you every day (Never, Seldom, Sometimes, Often, Always)

The answers for the Hernandez family:

1. Eat Vegetables: The Hernandez family has indicated that their baby Caroline eats vegetables often. This is a family strength.
2. Eat Fruits: The Hernandez family has indicated that their baby Caroline eats fruits often. This is a family strength.
3. Eat Meals With Family: The Hernandez family has indicated that their baby Caroline eats meals with the family often. This is a family strength.
4. Sleeps 9-12 Hours during The Night: The Hernandez family has indicated that their baby Caroline sleeps 9-12 hours during the night, and naps throughout the day often. This is a family strength.
5. "Watch" TV: The Hernandez family has indicated that they always allow baby Caroline to sleep in front of the TV. This is an opportunity for growth.
6. Have Active Play With You Every Day: The Hernandez family has indicated that they seldom engage baby Caroline in active play with them. This is an opportunity for growth.
7. Drink Juice: The Hernandez family has indicated that they always allow baby Caroline to drink juice. This is an opportunity for growth.
8. Have Scheduled Meals And Snacks Throughout The Day: The Hernandez family has indicated that Caroline seldom has scheduled meals and snacks throughout the day. This is an opportunity for growth.
9. Need Formula/Breast Milk In Their Bottle To Sleep: The Hernandez family has indicated that Caroline sometimes needs formula/breast milk in her bottle to go to sleep. This is an opportunity for growth.
10. Use a Spoon to Feed Themselves: The Hernandez family has indicated that Caroline seldom uses a spoon to feed herself. This is an opportunity for growth.
11. Use a Cup: The Hernandez family has indicated that Caroline seldom uses a cup. This is an opportunity for growth.

## 2.8 FAMILY 2 (1 of 2)

The Peterson family is enrolling their 4-year-old son, Gabriel. Review the information (located in the upper right of the screen) for this family.

Select all that apply. Select Submit.

Instructions: Based on the family's healthy behavior strengths and opportunities you identified earlier, which open-ended questions would you ask this family? Select all that apply. Then, select Submit.

- It looks like Gabriel sometimes has a tough time eating his veggies. You should try carrot sticks. They are usually popular with preschoolers.
- What are some activities you like to play with Gabriel?
- Eating in front of the television isn't a healthy behavior for Gabriel. It's a bad habit that's very hard to break.
  
- It looks like Gabriel sometimes has a tough time eating his veggies. You should try carrot sticks. They are usually popular with preschoolers.
  - Feedback: This is a statement. You're telling the parent what to do versus asking an open-ended question that will bring them to a helpful conclusion. Next time try asking a question that begins with 'what', 'how', or 'why'.
- What are some activities you like to play with Gabriel?
  - Feedback: This is a great open-ended question. Based on the healthy active living screener, physical activity appears to be a risk behavior. Building on things that are fun for the family can make them more receptive to any suggested new healthy habits.
- Eating in front of the television isn't a healthy behavior for Gabriel. It's a bad habit that's very hard to break.
  - Feedback: While this may be true, this kind of approach could limit the conversation. When possible, aim to ask open-ended questions that encourage the family to share their ideas.

### Nutrition and Activity Questions Preschool

Please answer the following for the statements below: Does your preschooler...

	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables every day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Eat dairy foods ( yogurt, milk, cheese)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Eat at fast food restaurants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Receive food as a reward or treat for good behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Receive snacks from adults other than you (caregiver, childcare, family member)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spend more than 2 hours watching television, playing video games or using a computer each day.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Watch TV or play computer, video games in their bedroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sleep 11 hours per night	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Eat in front of the television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Have scheduled time for active play each day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Prefer to ride in the stroller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Drink juice or sugared beverages between meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Chart Instructions: Please answer the following for statements below: Does your preschooler...

1. Eat vegetables every day (Never, Seldom, Sometimes, Often, Always)
2. Eat fruits every day (Never, Seldom, Sometimes, Often, Always)
3. Eat dairy foods (yogurt, milk, cheese) (Never, Seldom, Sometimes, Often, Always)
4. Eat meals with family (Never, Seldom, Sometimes, Often, Always)
5. Have scheduled meals and snacks throughout the day (Never, Seldom, Sometimes, Often, Always)
6. Eat at fast food restaurants (Never, Seldom, Sometimes, Often, Always)
7. Receive food as a reward or treat for good behavior (Never, Seldom, Sometimes, Often, Always)
8. Receive snacks from adults other than you (caregiver, childcare, family member) (Never, Seldom, Sometimes, Often, Always)
9. Spend more than 2 hours watching television, playing video games or using a computer each day. (Never, Seldom, Sometimes, Often, Always)
10. Watch TV or play computer, video games in their bedroom (Never, Seldom, Sometimes, Often, Always)
11. Sleep 11 hours per night (Never, Seldom, Sometimes, Often, Always)

12. Eat in front of the television (Never, Seldom, Sometimes, Often, Always)
13. Have scheduled time for active play each day (Never, Seldom, Sometimes, Often, Always)
14. Prefer to ride in the stroller (Never, Seldom, Sometimes, Often, Always)
15. Drink juice or sugared beverages between meals (Never, Seldom, Sometimes, Often, Always)

Instructions: Select the highlighted areas to reveal the Strengths and Opportunities for Growth for this family. Select all that apply.

[Strength is outlined as a blue square] [Opportunity for Growth is outlined as a pink square]

Strengths: Select all the things that the Peterson family is doing well (strengths to reinforce).

Opportunity: Select all the things that the Peterson family could improve on (opportunity for growth).

Feedback: Review the feedback for all of your selected options below. The correct answers are green. Select Next to move on.

1. Have Scheduled Meals And Snacks Throughout The Day: The Peterson family has indicated that Gabriel has scheduled meals and snacks often throughout the day. This is a family strength.
2. Eat At Fast Food Restaurants: The Peterson family has indicated that Gabriel seldom eats at fast food restaurants. This is a family strength.
3. Eat Meals With Family: The Peterson family has indicated that Gabriel eats meals with the family often. This is a family strength.
4. Spend More Than 2 Hours Watching TV, Playing Video Games or Using A Computer Each Day: The Peterson family has indicated that Gabriel seldom spends more than 2 hours watching television, playing video games or using a computer each day. This is a family strength.
5. Watch TV or Play Computer, Video Games in Their Bedroom: The Peterson family has indicated that Gabriel seldom watches TV or plays with the computer or video games in his bedroom. This is a family strength.
6. Eat Fruits Every Day: The Peterson family has indicated that Gabriel often eats fruits every day. This is a family strength.
7. Eat Dairy Foods (Yogurt, Milk, and Cheese): The Peterson family has indicated that Gabriel often eats dairy foods. This is a family strength.
8. Receive Snacks From Adults Other Than You: The Peterson family has indicated that Gabriel seldom receives snacks from adults other than you. This is a family strength.
9. Prefer To Ride In The Stroller: The Peterson family has indicated that Gabriel seldom prefers to ride in the stroller. This is a family strength.
10. Eat Vegetables Every Day: The Peterson family has indicated that Gabriel seldom eats vegetables every day. This is an opportunity for growth.

11. Eat In Front Of The Television: The Peterson family has indicated that Gabriel often eats in front of the television. This is an opportunity for growth.
12. Have Scheduled Time For Active Play Each Day: The Peterson family has indicated that Gabriel seldom has scheduled time for active play each day. This is an opportunity for growth.
13. Receive Food As A Reward Or Treat For Good Behavior: The Peterson family has indicated that Gabriel sometimes receives food as a reward or treat for good behavior. This is an opportunity for growth.
14. Sleeps 11 Hours Per Night: The Peterson family has indicated that Gabriel sometimes sleeps 11 hours per night. This is an opportunity for growth.
15. Drink Juice or Sugared Beverages between Meals: The Peterson family has indicated that Gabriel often drinks juice or sugared beverages between meals. This is an opportunity for growth.

## 2.9 FAMILY 2 (2 of 2)

The Peterson family is enrolling their 4-year-old son, Gabriel. Review the information (located in the upper right of the screen) for this family.

Select all that apply. Select Submit.

- Can you tell me more about Gabriel's bedtime schedule?
- It seems you have difficulty getting Gabriel to eat his vegetables. Can you tell me more about that?

Instructions: Based on the family's healthy behavior strengths and opportunities you identified earlier, which open-ended questions would you ask this family? Select all that apply. Then, select Submit.

- Can you tell me more about Gabriel's bedtime schedule?
  - Feedback: Good catch. It looks like Gabriel isn't sleeping quite as much as he should. This open-ended question helps start a conversation around what might be the reason.
- It seems you have difficulty getting Gabriel to eat his vegetables. Can you tell me more about that?
  - Feedback: Great job. Asking an open-ended question will engage the family into a deeper discussion about their struggles at mealtime.

Nutrition and Activity Questions Preschool

Please answer the following for the statements below: Does your preschooler...

	Never	Seldom	Sometimes	Often	Always
1. Eat vegetables every day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eat fruits every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Eat dairy foods ( yogurt, milk, cheese)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Eat meals with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have scheduled meals and snacks throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Eat at fast food restaurants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Receive food as a reward or treat for good behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Receive snacks from adults other than you (caregiver, childcare, family member)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spend more than 2 hours watching television, playing video games or using a computer each day.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Watch TV or play computer, video games in their bedroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sleep 11 hours per night	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Eat in front of the television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Have scheduled time for active play each day	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Prefer to ride in the stroller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Drink juice or sugared beverages between meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Chart Instructions: Please answer the following for statements below: Does your preschooler...

1. Eat vegetables every day (Never, Seldom, Sometimes, Often, Always)
2. Eat fruits every day (Never, Seldom, Sometimes, Often, Always)
3. Eat dairy foods (yogurt, milk, cheese) (Never, Seldom, Sometimes, Often, Always)
4. Eat meals with family (Never, Seldom, Sometimes, Often, Always)
5. Have scheduled meals and snacks throughout the day (Never, Seldom, Sometimes, Often, Always)
6. Eat at fast food restaurants (Never, Seldom, Sometimes, Often, Always)
7. Receive food as a reward or treat for good behavior (Never, Seldom, Sometimes, Often, Always)
8. Receive snacks from adults other than you (caregiver, childcare, family member) (Never, Seldom, Sometimes, Often, Always)
9. Spend more than 2 hours watching television, playing video games or using a computer each day. (Never, Seldom, Sometimes, Often, Always)
10. Watch TV or play computer, video games in their bedroom (Never, Seldom, Sometimes, Often, Always)
11. Sleep 11 hours per night (Never, Seldom, Sometimes, Often, Always)

12. Eat in front of the television (Never, Seldom, Sometimes, Often, Always)
13. Have scheduled time for active play each day (Never, Seldom, Sometimes, Often, Always)
14. Prefer to ride in the stroller (Never, Seldom, Sometimes, Often, Always)
15. Drink juice or sugared beverages between meals (Never, Seldom, Sometimes, Often, Always)

The answers for the Peterson family:

1. Have Scheduled Meals And Snacks Throughout The Day: The Peterson family has indicated that Gabriel has scheduled meals and snacks often throughout the day. This is a family strength.
2. Eat At Fast Food Restaurants: The Peterson family has indicated that Gabriel seldom eats at fast food restaurants. This is a family strength.
3. Eat Meals With Family: The Peterson family has indicated that Gabriel eats meals with the family often. This is a family strength.
4. Spend More Than 2 Hours Watching TV, Playing Video Games or Using A Computer Each Day: The Peterson family has indicated that Gabriel seldom spends more than 2 hours watching television, playing video games or using a computer each day. This is a family strength.
6. Watch TV or Play Computer, Video Games in Their Bedroom: The Peterson family has indicated that Gabriel seldom watches TV or plays with the computer or video games in his bedroom. This is a family strength.
7. Eat Fruits Every Day: The Peterson family has indicated that Gabriel often eats fruits every day. This is a family strength.
8. Eat Dairy Foods (Yogurt, Milk, and Cheese): The Peterson family has indicated that Gabriel often eats dairy foods. This is a family strength.
9. Receive Snacks From Adults Other Than You: The Peterson family has indicated that Gabriel seldom receives snacks from adults other than you. This is a family strength.
10. Prefer To Ride In The Stroller: The Peterson family has indicated that Gabriel seldom prefers to ride in the stroller. This is a family strength.
11. Eat Vegetables Every Day: The Peterson family has indicated that Gabriel seldom eats vegetables every day. This is an opportunity for growth.
12. Eat In Front Of The Television: The Peterson family has indicated that Gabriel often eats in front of the television. This is an opportunity for growth.
13. Have Scheduled Time For Active Play Each Day: The Peterson family has indicated that Gabriel seldom has scheduled time for active play each day. This is an opportunity for growth.
14. Receive Food As A Reward Or Treat For Good Behavior: The Peterson family has indicated that Gabriel sometimes receives food as a reward or treat for good behavior. This is an opportunity for growth.
15. Sleeps 11 Hours Per Night: The Peterson family has indicated that Gabriel sometimes sleeps 11 hours per night. This is an opportunity for growth.

16. Drink Juice or Sugared Beverages between Meals: The Peterson family has indicated that Gabriel often drinks juice or sugared beverages between meals. This is an opportunity for growth.

## 2.10 Summary

Identifying nutrition and health needs is a great way to begin learning about a family's health behaviors and determining how open they are to making healthy changes. Open-ended questions allow you to find what motivates the family and where they struggle. You can tailor information to the families' strengths and/or opportunities for growth. Now that you see the benefit to asking open-ended questions, check out the next module to practice active listening.

*Select "Next" to return to the Main Menu.*

## Activity 3: Context Clues

### 3.1 Introduction

Now that you understand the importance of using open-ended questions to help you get important information about a family's behaviors, the next activity is designed to help you **improve your listening skills**. You will rely on active listening skills to learn what a family is doing well and where a family can improve. Sound like a fun challenge?

*Select the "Next" button when you're ready to get started.*

### 3.2 Context Clues Activity

Instructions: Select the Play button to listen to the parent's description of their child's behavior. You may listen to the audio more than once. After you have heard the description, select the 5-2-1-0 icon that best highlights (1) an area they are doing well (reinforce family strengths) and (2) an area where they may need to make improvements (opportunity for growth).

Parent's description: "Breakfast time is always so rushed at my house. I have two older kids that I have to get ready for school; I know breakfast is important, but I end up getting Kesha fast-food for breakfast most days of the week. She really likes it, but it can be so expensive."

*Instructions: Press play to listen to the conversation. Select the icon that best highlights which area of the conversation you'd like to focus on, starting with (1) a strength to reinforce. You must listen to the conversation before you can select an icon.*



*[There is a button with the number 5 and some fruits and vegetables]*

*Feedback 1: Yes, you correctly identified a family strength. Keisha's mom understands the importance of a healthy breakfast and she is trying the best she can with a limited amount of time.*

	<p><i>Feedback 2:</i> Actually, screen time didn't come up as a strength. The focus here should be healthy eating habits. In this clip, we heard that Keisha's mom wants to serve her healthier breakfast foods, but time in the morning is a barrier.</p>
	<p><i>Feedback 3:</i> Physical activity didn't come up as a strength. The focus here should be healthy eating habits. In this clip, we heard that Keisha's mom wants to serve her healthier breakfast foods, but time in the morning is a barrier.</p>
	<p><i>Feedback 4:</i> Oops, eating out regularly is actually an opportunity for growth.</p>

*Instructions: Choose the icon that best highlights which area of the conversation you'd like to focus on for **(2) an opportunity for growth**. Then read the feedback for your icon selection.*

	<p><i>Feedback 1:</i> Oops! Understanding the importance of breakfast is a family strength you want to reinforce. You can build upon this strength to try and identify healthier options that fit with their morning routines.</p>
	<p><i>Feedback 2:</i> Actually, screen time didn't come up as an opportunity for growth in this discussion. The focus here should be on addressing the risk behavior of regularly eating out at fast food restaurants.</p>
	<p><i>Feedback 3:</i> Physical activity didn't come up as an opportunity for growth in this discussion. The focus here should be on addressing the risk behavior of regularly eating out at fast food restaurants.</p>
	<p><i>Feedback 4:</i> Yes, this one is tricky. The risk behavior is regularly eating out at fast food restaurants. Use open-ended questions to learn more about their morning routine and if there are opportunities to find healthier options for breakfast.</p>

### 3.3 Context Clues Activity

Instructions: Again, select the Play button to listen to the parent’s description of their child’s behavior. You may listen to the audio more than once. After you have heard the description, select the 5-2-1-0 icon that best highlights (1) an area (i.e. healthy eating) they are doing well (reinforce family strengths) and (2) an area where they may need to make improvements (opportunity for growth).

Family description: “I’m not sure how to get Casey away from the TV. He gets so caught up in the cartoons he watches that he has no interest in doing anything else- well, except for our occasional walk to the park down the street. But sometimes he seems so to like sitting in front of that screen so much more than getting outside and getting some fresh air!”

Instructions: Press play to listen to the conversation. Select the icon that best highlights which area of the conversation you’d like to focus on, starting with (1) a strength to reinforce.

	<i>Feedback 1:</i> Nutritional choices didn’t come up as a topic of conversation with this family. The focus here was on physical activity (a strength to reinforce).
	<i>Feedback 2:</i> Too much screen time is actually an opportunity for growth.
	<i>Feedback 3:</i> Yes. The fact that this family enjoys going for a walk to the park is a family strength. Let them know this is a great family activity and helps everyone stay healthy and bond. Encourage the family to continue the activity. You could ask more open-ended questions to find out information to help increase this behavior.
	<i>Feedback 4:</i> Drinking sugary drinks didn’t come up as a topic of conversation with this family. The focus here was on physical activity (a strength to reinforce).

Instructions: Choose the icon that best highlights which area of the conversation you’d like to focus on for **(2) an opportunity for growth**. Then read the feedback for your icon selection.

	<p><i>Feedback 1:</i> Nutritional choices didn't come up as a topic of conversation with this family. The focus here was on screen time (an opportunity for growth).</p>
	<p><i>Feedback 2:</i> Yes, this is an area for growth. Casey is getting too much screen time and the parent seems to be frustrated by this. Acknowledge her concern and frustration. Consider using open-ended questions to learn more about their screen habits and then you can work together to explore ways to limit screen time.</p>
	<p><i>Feedback 3:</i> Going for a walk is something you'll want to reinforce as a strength with this family.</p>
	<p><i>Feedback 4:</i> Drinking sugary drinks didn't come up as a topic of conversation with this family. The focus here was on screen time (an opportunity for growth).</p>

### 3.4 Context Clues Activity

Instructions: Again, select the Play button to listen to the parent's description of their child's behavior. You may listen to the audio more than once. After you have heard the description, select the 5-2-1-0 icon that best highlights (1) an area (i.e. healthy eating) they are doing well (reinforce family strengths) and (2) an area where they may need to make improvements (opportunity for growth).

Family Description: "Angela is such a fruit-fanatic! She will literally eat any kind of fruit I put in front of her, and she's crazy about juice, too: grape, apple, orange- you name it! She loves them all, and asks for them at every meal."

*Instructions: Press play to listen to the conversation. Select the icon that best highlights which area of the conversation you'd like to focus on, starting with (1) a strength to reinforce.*

	<p><i>Feedback 1:</i> Yes! Eating fruit and/or vegetables is an important behavior to reinforce and provides an opportunity to congratulate them for being on their way to the goal of 5 fruits and vegetables/day. Good work!</p>
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	<p><i>Feedback 2:</i> Actually, screen time wasn't mentioned as a topic of this conversation. The focus here was on fruit and juice consumption.</p>
	<p><i>Feedback 3:</i> Physical activity wasn't mentioned as a topic of this conversation. The behavior to reinforce is eating fruit.</p>
	<p><i>Feedback 4:</i> While this is something to address with this family, it should be as an opportunity for growth, not something to reinforce.</p>

*Instructions: Select the icon that best highlights which area of the conversation you'd like to focus on for **(2) an opportunity for growth**. Then read the feedback for your icon selection.*

	<p><i>Feedback 1:</i> Eating at least five servings of fruit or vegetables per day is actually a behavior to reinforce.</p>
	<p><i>Feedback 2:</i> Actually, screen time wasn't mentioned as a topic of this conversation. The focus here was on fruit and juice consumption.</p>
	<p><i>Feedback 3:</i> Physical activity wasn't mentioned as a topic of this conversation. The opportunity for growth is drinking too much juice.</p>
	<p><i>Feedback 4:</i> Yes, drinking too much fruit juice is not a healthy behavior. Juice can be high in sugar and is not as nutritional as fruit. Ask more questions about juice consumption and partner with the parent to find ways to limit sugary drinks.</p>

### 3.5 Summary

Excellent job! In completing this activity, you showed you were able to actively listen to a family's response and identify something they are doing well and opportunities for growth.

Remember, families are much more likely to be engaged in the conversation if you focus on their strengths first. So it is important to identify:

1. The strengths (things they are doing well) each family had, and then
2. Opportunities for growth (areas that they are not doing so well).

By doing this, you will be more likely to connect with the family and partner with them to live healthier!

*Select "Next" to return to the Main Menu where you can access the remaining modules.*

## Activity 4: Barriers

### 4.1 Introduction

Talking with families about eating healthy and staying active can be a tough conversation. We know that **how** we communicate can make a big difference. This module will let you practice using different techniques to better encourage and support families around healthy active living.

Remember, it's always important to:

1. Praise the family for what they're doing well, and then
2. Open the door for further conversation about opportunities for growth.

It is equally important to **understand the barriers that families face** and to partner with them to identify solutions.

*Select the "Next" button when you're ready to begin.*

### 4.2 Barriers

Instructions: Review the parent's statement and choose the response from below that you believe is most appropriate to overcome the barrier presented.

[A man smiling with his arms crossed] "I really appreciate my mom watching Joshua on the weekends when I'm working extra shifts but she always puts cereal in his bottle. She swears it helps him sleep better! It's so frustrating because I know it's not good for him. She's doing me such a huge favor by watching him, and if I say anything, it will offend her. She 'raised four of us and we turned out just fine' is what she will tell me."

*\*Note: Cereal in the bottle is not recommended unless prescribed by a physician for a medical condition.*

Response:

- Response 1: You're not the only one who has this challenge. We hear this a lot! And you're right, breast milk or formula is all that Joshua should have in his bottle. What things do you do at home to help Joshua sleep through the night?"
- Response 2: "I would be so mad at my mother if she were doing that. Have you asked for advice from Joshua's pediatrician on what to do? Maybe he has some good ideas."
- Response 3: "That must be really difficult for you. You are not being annoying or pushy when you're telling caregivers what you want for your baby - you are the parent. Have you tried talking with her about your concerns?"
  
- You Picked: You're not the only one who has challenges with family members not respecting your wishes. We hear this a lot! You're right that breast milk or formula is all that Joshua should have in his bottle. It's totally understandable that you would be hesitant to bring this up with your mother. What things do you do at home to help Joshua sleep through the night?
  - Response 1 Feedback: Great response! You showed that you heard the parent's concerns and acknowledged he is trying to do what's best for his baby. By asking an open-ended question, you helped him to identify an actionable strategy to share with his mother.  
[A man smiling with his arms thinks] We do have a routine at home that seems to work for Joshua. We start with a warm bedtime bath and then a lullaby or two."
  - [A man smiling with his arms says] I could ask my mother to follow the same bedtime routine we have at home. Those two things really seem to help him sleep through the night."
- You Picked: I would be so mad at my mother if she were doing that. Have you asked for advice from Joshua's pediatrician on what to do? Maybe he has some good recommendations for you that you'd want to consider.
  - Response 2 Feedback: While it's good you empathized with this parent, this approach could use a little work. In particular, you'll want to ask open-ended questions so together you can identify a solution.  
[A man smiling with his arms thinks] "Well no, I haven't said anything to anyone. It's better to keep my mouth shut on this one!"  
[A man smiling with his arms says] "Yeah, I really should talk with him at our next visit."

- You Picked: That must be really difficult for you. You are not being annoying or pushy when you're telling caregivers what you want for your baby - you are the parent. Have you tried talking with her about your concerns?
  - Response 3 Feedback: Nice work! You acknowledged the parent's expertise and showed him you understand the situation. However, your questions were closed-ended, and didn't spark the same insights open-ended questions could.

[A man smiling with his arms thinks] "It *is* difficult! And I really do feel pushy when I bring it up. It's easier to just let her do what she wants."

[A man smiling with his arms says] "I have tried talking with her, but she always gets mad at me. I could try again, I suppose."

### 4.3 Barriers

Instructions: Review the parent's statement and choose the response from below that you believe is most appropriate to overcome the barrier presented.

Parent Statement: Carrie is so active for a 3-year-old. She never stops moving - and she's running me ragged! I know she needs to get all of that energy out so we try to go on walks after dinner a couple nights a week. Carrie loves going on walks. But honestly, I'm usually so tired; I can't find the energy to go every night.

Response:

- Response 1: "Sounds like Carrie is a typical toddler, and you're right, she does need to get that extra energy out. "
- Response 2: "It's great you and Carrie try to take walks a couple nights a week. I'm sure she really enjoys spending this time with you but it can be tough with your busy life to add in an additional walk or two a week. What other activities do you think you could do together?"
- Response 3: "It is hard to find extra energy after a long day of work. You're doing a great job by going on walks a couple times a week. It sounds like Carrie really enjoys them. Do you think you could try adding in one more walk a week?"
- You Picked: Sounds like Carrie is a typical toddler and you're right, she does need to get that extra energy out.
  - Response 1 Feedback: While you did a good job acknowledging the parent understands Carrie needs opportunities to get her extra toddler energy out, you missed the chance to help the parent brainstorm ways to let Carrie be more active at home.
 

[A smiling woman in a suit thinks] "She may sound like a typical toddler to you but, she's a handful for me!"

- [A smiling woman in a suit says] “It’s great to know other kids are just as active as Carrie, but with making dinner, doing laundry and getting the kids ready for bed, I don’t know what else I can do.”
- You Picked: It’s great you and Carrie try to take walks a couple nights a week. I’m sure she really enjoys spending this time with you but it can be tough with your busy life to add in an additional walk or two a week. What other activities do you think you could do together?
  - Response 2 Feedback: Excellent choice. You acknowledged the parent is helping Carrie stay active by going for walks after dinner and finding extra time for additional walks may not be feasible. Nice job following up with a great open-ended question that led to a parent developed goal.
    - [A smiling woman in a suit thinks] “She loves to dance and play with her big brother. “
    - [A smiling woman in a suit says] “I could play more music at home and ask her brother to involve her when he plays outside.”
- You Picked: It is hard to find extra energy after a long day of work. You’re doing a great job by going on walks a couple times a week and it sounds like Carrie really enjoys them. Do you think you could try adding in one more walk a week?
  - Response 3 Feedback: Nice work showing you understood and could relate to the parent’s barrier. You also did a great job in praising the parent for what she’s doing well. Next time, try using an open-ended question so the parent can help in finding a solution, rather than being presented with yours.
  - [A smiling woman in a suit thinks] “I’m already tired just thinking about it.”
    - [A smiling woman in a suit says] “Sure, I guess I could try. I know she’d really enjoy that.”

#### 4.4 Summary

In this exercise, you learned how you react to a family's situation could yield very different reactions and engagement levels. When talking with families, it is important to:

- Respect and understand the parent’s situation and his/her expertise,
- Ask open-ended questions, and
- Identify actionable strategies the parent can easily fit into their daily life.

Taking the time to do these things will help you ensure that **families feel encouraged and supported in their goals to create or maintain a healthy active lifestyle.**

*Select “Next” to return to the Main Menu where you can access the remaining modules.*

#### Activity 5: Listen, Assess, Advise

## 5.1 Introduction

We hope the last exercise helped you understand why asking open-ended questions, praising parent strengths and showing empathy are such powerful techniques in communicating with parents. Now that you've had an opportunity to practice these skills, let's see if you can successfully rate a typical conversation between a Head Start/Early Head Start employee and family member.

In the next activity, you will be listening to a series of discussions, and *you* will get to rate how well each Head Start/Early Head Start employee conducts the conversation. Think you're up for the task?

## 5.2 Head Start/Early Head Start Employee Performance – Family 1 of 2

Listen to the discussion between the Head Start/Early Head Start employee and parent by selecting the Play button. Select Pause at any time if needed. You may replay this audio clip if you need. Once you have listened to the whole conversation, move the dials below to the location you believe best represents how he or she performed on the criteria shown. When you're comfortable with your answers, select "Submit."

Family 1	Head Start Staff Says...	Family Member Says...
This conversation is between a Health Manager and Elise Valdez. Elise is enrolling her 4 year old daughter, Emma, at Head Start.	You're explaining to me that Emma is going through a picky eating phase. Can you tell me a little more about that?	Sure...it's just so frustrating and exhausting! She was a picky eater as a toddler but I feel like we are past a phase and now it's a habit. She won't eat anything green and wants to eat the exact same thing for every meal. I'm exhausted trying to think up healthy meals she will actually eat.
	I can see how that would be difficult for you after a long day! What kinds of foods does Emma like?	Hot dogs and macaroni and cheese, usually.
	Working with just a couple of food is tough. While kids are going through these food phases, it is okay to keep some of their favorite foods at mealtimes. To make the meal a little healthier, is there a vegetable you could try to include?	Maybe I can try to get Emma to eat carrots with her hot dogs and macaroni and cheese. Maybe one day, I can replace the mac and cheese with carrots!

Family 1	Head Start Staff Says...	Family Member Says...
	That's a great option, and hopefully Emma will go for it since it's not green!	

**Criteria 1: Discuss opportunities for growth**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 2: Use of open-ended questions**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 3: Show empathy/understanding around parental barriers**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 4: Work collaboratively with the parent to find a solution**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

### Criteria 5: Acknowledge family strengths

Rate the employee’s performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

When you are finished rating the employee’s performance on this criteria, review the following feedback to see how your ratings matched up with the coach’s opinion.

Criteria	Feedback for Rating of 1 or 2	Feedback for Rating of 3	Feedback for Rating of 4 or 5
<b>Criteria 1:</b> Discuss opportunities for growth	Looks like you felt the employee could do a better job discussing opportunities for growth with Miz Valdez. Our coach actually thinks she did an okay job with this. She could have explained a bit more about healthy strategies for Emma’s meals.	Based on your rating, you think the employee did a good but not great job discussing opportunities for growth. Our coach agrees with you! Although she mentions adding a vegetable into Emma’s meals, she does not explain any additional strategies Miz Valdez could use to make Emma’s meals healthier.	You rated discussion of opportunities for growth as a strength for this employee. Unfortunately, our coach doesn’t think she has mastered this skill yet. Although she mentions incorporating a vegetable into Emma’s meals, she does not explain additional strategies Miz Valdez could use to make Emma’s meals healthier.
<b>Criteria 2:</b> Use of open-ended questions	You rated use of open-ended questions as an opportunity for growth for this employee. However, she performed higher according to the coach’s opinion. One thing she could have done differently was making sure all of her	Looks like you felt the employee did a good, but not great job of using open-ended questions. She actually performed higher according to our coach’s opinion. One thing she could have done differently was making sure all of	You rated use of open-ended questions as a strength for this employee. And our coach agrees! She did a great job asking questions that yielded additional information about Emma’s picky eating. One thing she could

Criteria	Feedback for Rating of 1 or 2	Feedback for Rating of 3	Feedback for Rating of 4 or 5
	questions were open-ended.	her questions were open-ended.	have done differently was making sure all of her questions were open-ended but overall an excellent job!
<b>Criteria 3:</b> Show empathy/understanding around parental barriers	You rated empathy as an area that this employee could work on. Our coach actually thinks she did a good job although she could have done a better job assuring Ms. Valdez that it's common for food strikes and picky eating to continue into preschool years.	You think the employee did a good job showing Ms. Valdez that she understands her frustration and exhaustion around Emma's picky eating. Good job, our coach agrees with you! The employee could have done a better job assuring Ms. Valdez that it's common for food strikes and picky eating to continue into preschool years.	Based on your feedback you think this employee did an excellent job empathizing with the parent. Our coach thinks this is an opportunity for growth and the employee could have done a better job assuring Ms. Valdez that it's common for food strikes and picky eating to continue into preschool years.
<b>Criteria 4:</b> Work collaboratively with the parent to find a solution	You think the employee could do a much better job working collaboratively with the parent. And our coach agrees! Instead of presenting a solution, the employee could have allowed the parent to be more involved in finding a solution.	You think the employee did a decent job of working with the parent to find a solution. Unfortunately, our coach thinks this is actually an opportunity for growth. Although the employee comes up with a solution, she does not involve the parent in doing so.	Based on your feedback you think the employee did a great job involving the parent in finding a solution. Our coach thinks this is a skill the employee could practice a bit more. The parent was presented with a solution rather than working collaboratively with the employee to identify one together.

Criteria	Feedback for Rating of 1 or 2	Feedback for Rating of 3	Feedback for Rating of 4 or 5
<b>Criteria 5:</b> Acknowledge family strengths	Based on your rating, the employee could do a better job of acknowledging the parent’s strengths. And our coach agrees with you! The employee could have used this as an opportunity to praise Miz Valdez for trying to think of healthy meals for her daughter.	You rated this employee as doing moderately well acknowledging the family’s strengths. She actually performed lower according to our coach’s opinion. She could have used this as an opportunity to praise Miz Valdez for trying to think of healthy meals for her daughter.	You rated acknowledging family strengths as a skill for this employee. Unfortunately, our coach feels this person really missed the opportunity to praise Miz Valdez for trying to think of healthy meals for her daughter.

Nice job! Based on the coach’s feedback in the previous section, let’s work on enhancing this conversation. Please select the response you think would best improve the conversation. Once you’ve made your choice, select “Submit.”

**Response 1:** I can understand how you are exhausted trying to feed Emma healthy meals. Keep trying!

**Response 2:** Many toddlers go through picky eating phases. Don’t give up!

**Response 3:** Good for you for trying to think of healthy meals for Emma! That’s not always easy to do with a picky eater especially after a long day of work.

How did you do with your selection? Read the following feedback based on the choice you made.

Response	Feedback
<b>Response 1:</b> I can understand how you are exhausted trying to feed Emma healthy meals. Keep trying!	Good start. Showing parents you understand their struggles is an important step. This answer would be better if you acknowledged specifically what Ms. Valdez is doing well. She is committed to serving her toddler healthy meals.  The best response would have been: “Good for you for trying to think of healthy meals for Emma! That’s not always easy to do with

Response	Feedback
	a picky eater especially after a long day of work."
<b>Response 2:</b> Many toddlers go through picky eating phases. Don't give up!	Nice idea to reinforce how normal Emma's habits really are. This is a common frustration for parents with toddlers. However, this doesn't acknowledge Ms. Valdez's attempts at serving Emma healthy meals. Try to acknowledge her strengths first.
<b>Response 3:</b> Good for you for trying to think of healthy meals for Emma! That's not always easy to do with a picky eater especially after a long day of work.	You're correct - this is the best response. This answer clearly acknowledges that Ms. Valdez recognizes the importance and is actively trying to think of healthy meals for her daughter.

Nice job! Based on the coach's feedback in the previous section, let's work on enhancing this conversation. Please select the response you think would best improve the conversation. Once you've made your choice, select "Submit."

**Response 1:** Would you be interested in trying to make Emma's favorite meal healthier?

**Response 2:** Is there a way you could try and make her favorite meal healthier?

**Response 3:** Can you try to make her favorite meal healthier?

How did you do with your selection? Read the following feedback based on the choice you made.

Response	Feedback
<b>Response 1:</b> Would you be interested in trying to make Emma's favorite meal healthier?	Great job! You have first asked if Ms. Valdez is interested in this goal. It provides the opportunity for her to decide whether this will be a goal that works for her family.
<b>Response 2:</b> Is there a way you could try and make her favorite meal healthier?	Good job! You have asked the parent to think of solutions that work for her. However, it would be better to first gauge if this goal is something Ms. Valdez is willing to try.  The best response would have been: "Would you be interested in trying to make Emma's favorite meal healthier?"
<b>Response 3:</b> Can you try to make her favorite meal healthier?	Nice try! It is good to ask the parents if they can try to reach a goal. When working with

Response	Feedback
	parents to build health goals, it is better to ask what goal might meet their needs.

### 5.3 An Effective Discussion

Now that you've had a chance to review the feedback on your decision-making, let's take a look at this same scenario conducted even more effectively. *Select "Play" to hear this discussion modeled by an expert.*

Head Start Staff Says...	Family Member Says...
You're explaining to me that Emma is going through a picky eating phase. Can you tell me a little more about that?	Sure...it's just so frustrating and exhausting! She was a picky eater as a toddler but I feel like we are past a phase and now it's a habit. She won't eat anything that is green and wants to eat the exact same thing for every meal. I'm exhausted trying to think up healthy meals that she will actually eat.
I hear from parents all the time how frustrating it can be to have a picky eater – it really tries your patience especially after a long day at work! It's not unusual for a child Emma's age to still experience picky eating.	That's great to hear. I was getting worried that maybe I needed to talk to her doctor about it – I thought she should have outgrown her picky eating after the toddler years!
Don't worry, with patience and a few strategies, you can help Emma eat more of a variety of foods. So what kinds of foods does Emma like?	Hot dogs and macaroni and cheese, usually.
Working with just a couple of kinds of food is tough. While kids are going through these food phases, it is okay to keep some of their favorite foods at mealtimes. So rather than totally getting rid of her favorite meal, what are some healthy foods you might be able to include?	Maybe I can try to get Emma to eat carrots with her hot dogs and macaroni and cheese. Maybe one day, I can replace the mac and cheese with carrots!
That's a great option and hopefully Emma will go for it since it's not green! Or maybe to start, you can mix in carrots or another vegetable into her mac and cheese so she can	I like the idea of putting veggies in the mac and cheese! Thanks for discussing this with me; I'm already feeling better about things.

Head Start Staff Says...	Family Member Says...
get used to the flavor and eventually be able to eat it on its own.	

#### 5.4 Head Start/Early Head Start Employee Performance – Family 2 of 2

Instructions: Listen to the discussion between the Head Start/Early Head Start employee and parent by selecting the Play button. Select Pause at any time if needed. You may replay this audio clip if you need. Once you have listened to the whole conversation, move the dials below to the location you believe best represents how he or she performed on the criteria shown. When you're comfortable with your answers, select "Submit."

Family 2	Head Start Staff Says...	Family Member Says...
This conversation is between a care provider and Nadia Hassan. Nadia is having challenges getting her 3 year old son, Sam, to cut back on sugary drinks.	Mrs. Hassan, I know we talked a little bit last time about the number of sugary drinks Sam has each day. Have you been able to cut back?	Not really. I tried a couple of times but Sam threw a tantrum and screamed so loud that I just gave in.
	That's great that you're trying to cut back...	Thanks but I don't feel like I'm doing a good job. It's my fault in the first place that Sam likes soda. I always keep them at home for me and now he begs for them every day.
	It's normal for toddlers to want to eat and drink the same things that their parents do – you're his role model.	Wow, I had no idea that he would pay attention to those things! If that's the case maybe I shouldn't be drinking soda in front of him.
	What would you think about keeping soda out of the house all together?	Hmmm...that might be tough for me – and Sam – but I understand that by not having it in the house, he wouldn't be tempted by it.
	You're right and that might cut down on the tantrums. Maybe you could try keeping it out of the house for 1 week and see how that goes.	1 week doesn't seem so bad – we could give that a try.

#### Criteria 1: Discuss opportunities for growth

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 2: Use of open-ended questions**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 3: Show empathy/understanding around parental barriers**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 4: Work collaboratively with the parent to find a solution**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average
- Select 5 for excellent

**Criteria 5: Acknowledge family strengths**

Rate the employee's performance on each criterion shown by selecting one of the following:

- Select 1 for poor
- Select 2 for below average
- Select 3 for average
- Select 4 for above average

- Select 5 for excellent

When you are finished rating the employee’s performance on this criteria, review the following feedback to see how your ratings matched up with the coach’s opinion.

Criteria	Feedback for Rating of 1 or 2	Feedback for Rating of 3	Feedback for Rating of 4 or 5
<b>Criteria 1:</b> Discuss opportunities for growth	Based on your feedback you think the employee did a poor job discussing opportunities for growth. Our coach actually thinks the employee did really well in this area. She did a great job of asking about taking soda completely out of the house.	Looks like you felt the employee did a decent job discussing opportunities for growth. Our coach believes that she did better than decent and in that she specifically asked about taking soda completely out of the house.	You rated discussing opportunities for growth as a skill for this employee - well done, our coach agrees with you! She did a great job of asking about taking soda completely out of the house.
<b>Criteria 2:</b> Use of open-ended questions	You rated the use of open-ended questions as a skill this employee needs to work on - good job, our coach agrees with you! The employee should have made sure that all of her questions were open-ended.	You thought the employee did moderately well in using open-ended questions. Our coach believes this is an opportunity for growth for the employee. She should have made sure that all of her questions were open-ended.	Looks like you think that using open-ended questions is a strength for this employee. Unfortunately, our coach feels like the employee needs to practice this skill. She would have made sure that all of her questions were open ended.
<b>Criteria 3:</b> Show empathy/understanding around parental barriers	You rated empathy as an area that this employee could work on and our coach agrees with you! Mrs. Hassan describes Sam’s tantrum and screaming and the employee misses the opportunity to	You thought the employee did good but not great in showing empathy. Our coach believes this is a skill she should work on. Mrs. Hassan describes Sam’s tantrum and	Based on your feedback you think the employee did an excellent job showing empathy. However, she performed much lower than this according to our coach. Mrs. Hassan describes Sam’s

Criteria	Feedback for Rating of 1 or 2	Feedback for Rating of 3	Feedback for Rating of 4 or 5
	acknowledge how difficult this must be for the parent.	screaming and the employee misses the opportunity to acknowledge how difficult this must be for the parent.	tantrum and screaming and the employee misses the opportunity to acknowledge how difficult this must be for the parent.
<b>Criteria 4:</b> Work collaboratively with the parent to find a solution	You believe this employee could do a much better job working collaboratively with the parent. Our coach actually thinks the employee did a great job in this area. She helped the parent move from a major challenge to identifying an achievable short term goal.	Based on your feedback you think the employee did a good but not great job in working collaboratively with the parent. Our coach believes she did a great job in this area. She helped the parent move from a major challenge to identifying an achievable short term goal.	You gauged working collaboratively with the parent as a strength for this employee and our coach thinks so too! She helped the parent move from a major challenge to identifying an achievable short term goal.
<b>Criteria 5:</b> Acknowledge family strengths	Looks like you felt the employee could do a better job acknowledging the parent's strengths. Our coach actually thinks she did a good job although she could have spent a little more time praising Mrs. Hassan for her attempt even though it was not successful.	Looks like you felt the employee did a good but not great job of acknowledging the parent and our coach agrees with you -- although she could have spent a little more time praising Mrs. Hassan for her attempt even though it was not successful.	You rated acknowledgement as a strength for this employee. Our coach thinks this is an opportunity for growth for this employee. Although she briefly praises Mrs. Hassan for her attempt, more time could have been spent recognizing her efforts even though they were not successful.

Nice job! Based on the coach’s feedback, let’s work on enhancing this conversation. Instead of saying “Have you been able to cut back?” what would you say to enhance the conversation?

Please select the response you think would best improve the conversation. Hint: Remember to ask a targeted open-ended question to get the information you're looking for.

**Response 1:** I’d like to hear more about Sam’s current sugary drink intake.

**Response 2:** How are things going?

**Response 3:** In what ways have you tried to limit the number of sugary drinks that Sam has?

How did you do with your selection? Read the following feedback based on the choice you made.

Response	Feedback
<b>Response 1:</b> I’d like to hear more about Sam’s current sugary drink intake.	Good start to ask a broad open-ended question. This allows Mrs. Hassan to share the information she feels is important. However, by asking such a broad question, you may not get the information you’re looking for.  The best response would have been: “In what ways have you tried to limit the number of sugary drinks that Sam has?”
<b>Response 2:</b> How are things going?	Nice try! This question can’t be answered in ‘yes’ or ‘no’ but you still run the risk of the parent answering in only 1 or 2 words. Try to ask a question that will help you gather the information you’re looking for.
<b>Response 3:</b> In what ways have you tried to limit the number of sugary drinks that Sam has?	Great open-ended question! This will help you understand what strategies the parent has already utilized and may be a starting point for brainstorming new strategies.

Let’s try improving another statement. Instead of saying “That’s great that you’re trying to cut back...” what would you say to enhance the conversation?

Please select the response you think would best improve the conversation. Hint: Remember, parents want to feel like you understand the barriers they face.

**Response 1:** I can see how difficult this change must be for you and for him! Tantrums are exhausting for parents and sometimes it’s easier to just throw in the towel.

**Response 2:** You’re not alone; toddlers throw tantrums all the time!

**Response 3:** As the parent you are in charge. Don't give into tantrums!

How did you do with your selection? Read the following feedback based on the choice you made.

Response	Feedback
<b>Response 1:</b> I can see how difficult this change must be for you and for him! Tantrums are exhausting for parents and sometimes it's easier to just throw in the towel.	Great job showing that you understand that Sam's tantrums are a major barrier for Mrs. Hassan!
<b>Response 2:</b> You're not alone; toddlers throw tantrums all the time!	Nice idea to reinforce that Sam is a normal toddler. Temper tantrums are a common frustration for parents. However, this doesn't acknowledge that Sam's tantrums are a major barrier to Mrs. Hassan's attempts at limiting sugary drinks.  The best response would have been: "I can see how difficult this change must be for you and for him! Tantrums are exhausting for parents and sometimes it's easier to just throw in the towel."
<b>Response 3:</b> As the parent you are in charge. Don't give into tantrums!	Nice try attempting to empower Mrs. Hassan but you failed to show empathy and acknowledge that Sam's tantrums are a major barrier to Mrs. Hassan's attempts at limiting sugary drinks.

### 5.5 An Effective Discussion

Now that you've had a chance to review the feedback on your decision-making, let's take a look at this same scenario conducted even more effectively. *Select "Play" to hear this discussion modeled by an expert.*

Head Start Staff Says...	Family Member Says...
Mrs. Hassan, I know we talked a little bit last time about the number of sugary drinks Sam has each day. In what ways have you tried to limit the number of sugary drinks that Sam has?	I've tried limiting him to only 1 soda a day and when that didn't work, I tried limiting him to only 2 sodas a day. Each time Sam would throw a tantrum for another one and I finally just gave in.
That's great that you're trying to cut back on the number of sodas Sam has each day. I can see how difficult this change must be for you	Thanks but I don't feel like I'm doing a good job. It's my fault in the first place that Sam

Head Start Staff Says...	Family Member Says...
and for him! Tantrums are exhausting for parents and sometimes it's easier to just throw in the towel.	likes soda. I always keep them at home for me and now he begs for them every day.
It's normal for toddlers to want to eat and drink the same things that their parents do – you're his role model.	Wow, I had no idea that he would pay attention to those things! If that's the case maybe I shouldn't be drinking soda in front of him.
What would you think about keeping soda out of the house all together?	Hmmm...that might be tough for me—and Sam—but I understand that by not having it in the house, he wouldn't be tempted by it.
You're right and that might cut down on the tantrums. Maybe you could try keeping it out of the house for 1 week and see how that goes.	1 week doesn't seem so bad—we could give that a try.

## 5.6 Summary

Well done! You've completed the Listen, Assess, Advise module. In this module, you rated Head Start/Early Head Start employees on their use of key communication techniques in discussing healthy active living topics with families. You also did a good job of identifying ways to make the conversations more successful.

*Select "Next" to return to the Main Menu where you can access the remaining module.*

## Activity 6: Bringing It All Together

### 6.1 Introduction

Congratulations, you've reached the final activity of the Strategies to Support and Encourage Healthy Active Living course! This exercise will draw upon the skills you've built in the previous modules. You will progress through a conversation with Head Start family members. Your goal is to connect all that you've learned to guide parents in making healthy active living goals. Think you've got what it takes to 'Bring It All Together'?

*Select "Next" when you're ready to get started.*

### 6.2 Activity Setup

I'm glad you're up for the challenge! Here are a couple of rules you'll need to keep in mind:

To successfully complete this activity you will need to progress through a successful conversation with Head Start family members. To see how well you're doing in the

conversation, pay close attention to the parent reactions (body language, facial expressions, thoughts, etc.). All of these will reflect your level of effectiveness.

***Select Next to continue.***

### **6.3 Family 1 Background and Information**

You are a family service worker meeting with the mother of 3-year-old Antoine. The goal of this visit is to develop her Family Partnership Agreement. While discussing Antoine's mother's goals, she tells you that she is interested in downloading more educational games on her phone for her son. She feels these are really important to get Antoine ready for kindergarten.

*Select "Next" when you're ready to get started.*

#### 6.4 Part 1 of 4

Review the family information above, and then choose from one of the options below to start the conversation.

**Option 1:** Do you know that games and television aren't educational?

**Option 2:** Why do you think these games are educational?

**Option 3:** Can you tell me about his current gaming habits?

**Review the family information and then choose from one of the options below to start the conversation.**

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> Do you know that games and television aren't educational?	Sure.	Some games are educational! You don't know anything.	Remember, you want to ask open-ended questions to engage the parent in full discussion about her family's active living habits.  This was a close-ended question (meaning it results in a "yes" or "no" response). Remember, you want to hear Mom's thoughts and opinions about screen time. A more effective choice is "Could you tell me more about his current gaming and television habits?"
<b>Option 2:</b> Why do you think these games are educational?	Because they teach him the colors and shapes. I wouldn't let him play something that wasn't good for him.	I'm not sure where this conversation is going.	This is an open-ended question. However, it implies games aren't educational. So instead of hearing Mom's thoughts or

Option	Parent Says	Parent Thinks	Feedback
			opinions, you have shared your own.  A more effective choice is "Could you tell me more about his current gaming habits?"
<b>Option 3:</b> Can you tell me about his current gaming habits?	Sure. He loves to play on my phone every day. After I pick him up from Head Start, I give him my phone and he plays his favorite games while I make dinner and then again while I am doing dishes before his bedtime.	Of course. I love talking about my son.	Great open-ended question to get the conversation going! This is a nice way to encourage Antoine's mother to share important information about her family's active living habits.

## Part 2 of 4

How would you acknowledge the family's strengths and opportunities for growth?

**Option 1:** It is great that you are trying to get Antoine ready for kindergarten. He will be far ahead of the other kids if he knows his colors and shapes.

**Option 2:** It is great to hear you are dedicated to Antoine's education. Did you know Antoine needs to be active at least 1 hour every day to build the muscles and skills he will need in kindergarten?

**Option 3:** I know you want to get Antoine ready for school but games aren't the best way to teach him.

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent's response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> It is great that you are trying to get Antoine ready for kindergarten. He will be far ahead of the	It is great to hear I am doing the right things. I will make sure he gets his	Great! I am doing the right things.	While you did a great job acknowledging the family's strength, you forgot to discuss any opportunities for

Option	Parent Says	Parent Thinks	Feedback
<p>other kids if he knows his colors and shapes.</p>	<p>phone time every night.</p>		<p>growth. Remember, your goal is to empower families to make their own health goals, but the family needs to understand there are other ways for Antoine to learn than in front of a phone screen.</p> <p>The best choice was: "It is great to hear you are dedicated to Antoine's education. Did you know he needs to be active at least 1 hour every day to build the muscles and skills he will need in kindergarten?"</p>
<p><b>Option 2:</b> It is great to hear you are dedicated to Antoine's education. Did you know Antoine needs to be active at least 1 hour every day to build the muscles and skills he will need in kindergarten?</p>	<p>Well, that might be fun but I like how the phone games are teaching him something while I am doing the dishes or helping our older son with his homework.</p>	<p>I'm glad this person sees that I'm trying to help Antoine with his learning!</p>	<p>As you can tell from this parent's reaction, you're moving this conversation forward in a way that makes the family feel heard by acknowledging their strengths and recognizing what is important to them. You also addressed an opportunity for growth. Keep up the good work.</p>
<p><b>Option 3:</b> I know you want to get Antoine ready for school but games aren't the</p>	<p>Well, he seems to be learning his colors pretty well so they</p>	<p>Those games do teach him things! I've tried them myself.</p>	<p>The family's strength is they want Antoine to be ready for school.</p>

Option	Parent Says	Parent Thinks	Feedback
best way to teach him.	must be teaching him something.		The best choice was: "It is great to hear you are dedicated to Antoine's education. Did you know he needs to be active at least 1 hour every day to build the muscles and skills he will need in kindergarten?"

### Part 3 of 4

How would you address the barriers identified by this parent?

**Option 1:** We all have trouble finding a balance. But remember Antoine still needs physical activity.

**Option 2:** I can see you are both very busy parents. It can be difficult to balance what we want to do with our kids and all the other things we have to do.

**Option 3:** That is part of being a parent. Have you thought of letting Antoine help you cook meals?

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent's response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> We all have trouble finding a balance. But remember Antoine still needs physical activity.	Of course.	That's nice but I'm not sure you really know what it's like for me.	Great effort to acknowledge this family's barriers to healthier habits. Sometimes it is helpful for parents to realize other families have similar struggles. Be careful that this statement is not confused with judgment.

Option	Parent Says	Parent Thinks	Feedback
			<p>The best choice was: "I can see you are both very busy parents. It can be difficult to balance what we want to do with our kids and all the other things we have to do."</p>
<p><b>Option 2:</b> I can see you are both very busy parents. It can be difficult to balance what we want to do with our kids and all the other things we have to do.</p>	<p>It really is. Sometimes I don't know how I will ever get to spend time with my kids.</p>	<p>I'm glad somebody's listening!</p>	<p>Great job! You showed you understood the family's needs and acknowledged the barriers they face daily.</p>
<p><b>Option 3:</b> That is part of being a parent. Have you thought of letting Antoine help you cook meals?</p>	<p>I'm sure we could.</p>	<p>Really? Have you seen this kid in the kitchen?</p>	<p>Great effort. You suggested a possible alternative for Antoine's screen time. However, you forgot to acknowledge and empathize with this family's situation or barrier.</p> <p>The better choice was: "I can see you are both very busy parents. It can be difficult to balance what we want to do with our kids and all the other things we have to do."</p>

**Part 4 of 4**

How would you partner with this parent to set a realistic goal?

**Option 1:** It would be great if you could set time aside even if it is just once a week to turn off the screens and be active as a family.

**Option 2:** Perhaps you could set time each week when you turn off the screens and be active as a family. Is this something you might want to try?

**Option 3:** You should set time aside at least once a week to turn off the screens and be active as a family.

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent’s response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<p><b>Option 1:</b> It would be great if you could set time aside even if it is just once a week to turn off the screens and be active as a family.</p>	<p>I guess we could do that.</p>	<p>Maybe.</p>	<p>Nice try! However, this is a directive statement. You are telling the family what to do. Make sure you’re meeting the parent where she's at and empowering her to come up with a solution.</p> <p>The best choice was: "Perhaps you could set time each week when you turn off the screens and be active as a family. Is this something you might want to try?"</p>
<p><b>Option 2:</b> Perhaps you could set time each week when you turn off the screens and be active as a family. Is this</p>	<p>Each week? I feel like we should be able to do that.</p>	<p>I can do this!</p>	<p>Well done! As you can tell from Antoine's mother’s reaction, she is already beginning to see the possibilities for family activities.</p>

Option	Parent Says	Parent Thinks	Feedback
something you might want to try?			You did a great job empowering the parent to make her own goals.
Option 3: You should set time aside at least once a week to turn off the screens and be active as a family.	Okay.	I don't like being told what to do.	<p>In this answer, you are telling the family what they should do instead of hearing what they want to do. Try to help guide toward a possible solution by asking Antoine's mother what might work for her family. It might help to avoid words like should, supposed to, and must.</p> <p>The best choice was: "Perhaps you could set time each week when you turn off the screens and be active as a family. Is this something you might want to try?"</p>

Final feedback correct: Nice work! You successfully helped this family build a healthy active living goal. You engaged and empowered Antoine's mother to limit screen time. While the end goal may seem small, it could be a great start to building healthier habits for the family. Small changes allow families to experience success. Believe it or not, small changes can impact overall health!

Let's move on to our next parent conversation.

**Select Next to continue.**

Final feedback Incorrect: I see you had some difficulty with this conversation. Let's give it another try. Here are a couple of pointers for this time around:

1. Praise what the family is doing well.

2. Show you understand their challenges.
3. Empower the family to make their own realistic goals.

Select “Continue” to return to this conversation.

### 6.5 Family 2 Background and Information

You are a health manager who has received the latest medical screening for 4 year old Mariah. Her BMI is in the 93 percentile. She was diagnosed as overweight. You schedule a day to meet with her father when he comes to pick her up. The goal of this visit is to discuss her BMI and possibly identify health goals for the family.

#### Part 1 of 4

Review the family information and then choose from one of the options below to start the conversation.

**Option 1:** I was reviewing Mariah’s medical records and it seems her pediatrician has diagnosed her as overweight based on her BMI. What are some things you might do at home to help with that?

**Option 2:** I was reviewing Mariah’s medical records and it seems her pediatrician has diagnosed her as overweight based on her BMI. How do you feel about her weight?

**Option 3:** I was reviewing Mariah’s medical records and it seems her pediatrician has diagnosed her as overweight based on her BMI. Can we talk about ways you might build healthier habits?

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent’s response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> I was reviewing Mariah’s medical records and it seems her pediatrician has diagnosed her as overweight based on her BMI. What are some things you might do at home to help with that?	I don’t know. I watch what she eats for dinner every night. She eats healthy.	What’s the problem?	Great job asking an open-ended question but it might be helpful to first listen to a family before jumping to solutions.  This is a hard one! Talking with families about BMI and overweight or obesity can be a delicate challenge. Parents may not be

Option	Parent Says	Parent Thinks	Feedback
			<p>willing to accept their child is overweight. Asking how they feel about this topic can help you hear the parent’s views and see opportunities to help them build healthier habits.</p>
<p><b>Option 2:</b> I was reviewing Mariah’s medical records and it seems her pediatrician has diagnosed her as overweight based on her BMI. Can we talk about ways you might build healthier habits?</p>	<p>Ok. I watch what she eats for dinner every night. She eats healthy.</p>	<p>What is wrong with her weight? She looks fine to me.</p>	<p>Great job asking an open-ended question.</p> <p>This is a hard one! Talking with families about BMI and overweight or obesity can be a delicate challenge. Parents may not be willing to accept their child is overweight. Asking how they feel about this topic can help you hear the parent’s views and see opportunities to help them build healthier habits.</p>
<p><b>Option 3:</b> I was reviewing Mariah’s medical records and it seems her pediatrician has diagnosed her as overweight based on her BMI. How do you feel about her weight?</p>	<p>I think she is healthy. My baby isn’t fat! We eat dinner together every night. She eats well. She will just grow out of it, that’s all.</p>	<p>Finally! Someone is asking instead of telling me.</p>	<p>Great job asking an open-ended question.</p> <p>This is a hard one! Talking with families about BMI and overweight or obesity can be a delicate challenge. Parents may not be willing to accept their</p>

Option	Parent Says	Parent Thinks	Feedback
			child is overweight. Asking how they feel about this topic can help you hear the parent's views and see opportunities to help them build healthier habits.

### Part 2 of 4

How would you acknowledge the family's strengths and opportunities for growth?

**Option 1:** Kids might not “grow out” of their unhealthy weight if they have unhealthy habits. What are some things you could do to build healthier habits for Mariah?

**Option 2:** Family meals are a great way to build healthy habits. It is important to build healthy habits early so Mariah can reach a healthy weight.

**Option 3:** It sounds like you are not ready to talk about her BMI and that is fine. Would you be interested in talking about building healthy habits in your family? It is important to create healthy habits early so she grows up healthy.

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent's response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> Kids might not “grow out” of their unhealthy weight if they have unhealthy habits. What are some things you could do to build healthier habits for Mariah?	Well, we probably need to exercise more. But I have three other kids who need help with their homework, dinner, etc. Our family activities are usually watching TV or listening to music.	So I am already building healthy habits?!	As you can tell from this parent's reaction, you're moving the conversation forward in a way that makes the family feel important. Keep up the good work!
<b>Option 2:</b> Family meals are a great way to build healthy habits. It is	Thanks. It is good to hear I am doing the right things. I have three other kids who	Great. I am doing the right things. Mariah's weight will be fine.	While you did a great job acknowledging the family's strength, you forgot to discuss

Option	Parent Says	Parent Thinks	Feedback
<p>important to build healthy habits early so Mariah can reach a healthy weight.</p>	<p>need help with their dinner, homework, etc.</p>		<p>any opportunities for growth. Remember, your goal is to empower families to make their own health goals. But the family needs to understand what behaviors they should limit.</p> <p>‘Ok, you feel comfortable with her current BMI. It is important to build healthy habits early so she continues to grow up healthy. Would you be interested in talking about building healthy habits in your family?’</p>
<p><b>Option 3:</b> It sounds like you are not ready to talk about her BMI and that is fine. Would you be interested in talking about building healthy habits in your family? It is important to create healthy habits early so she grows up healthy.</p>	<p>I’m not sure. She is a healthy kid. And I have three other kids who need help with their dinner, homework, etc.</p>	<p>What unhealthy habits?</p>	<p>The family’s strength is that they are eating meals as a family. A better way to start the conversation is to praise him for something well done.</p> <p>The best choice was: "Ok, you feel comfortable with her current BMI. It is important to build healthy habits early so she continues to grow up healthy. Would you be interested in talking about building</p>

Option	Parent Says	Parent Thinks	Feedback
			healthy habits in your family?"

### Part 3 of 4

How would you address the barriers identified by this parent?

**Option 1:** It can be really hard to balance everything. It's impressive to hear you get them all to eat dinner together.

**Option 2:** It can be difficult to add exercise to your family's schedule. But it is so important to Mariah's health.

**Option 3:** I hear that from a lot of parents. It can be difficult to balance everyone's needs.

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent's response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> It can be really hard to balance everything. It's impressive to hear you get them all to eat dinner together.	It is a lot of effort to get them all to sit together. That is why it can be so hard to exercise.	I'm glad somebody's listening!	Great job! You showed you understood the family's needs.
<b>Option 2:</b> It can be difficult to add exercise to your family's schedule. But it is so important to Mariah's health.	Yeah. I'm sure I'm not alone in this but it can feel like it sometimes.	That's nice. But it doesn't solve my problem.	Great effort. Sometimes it is helpful for parents to realize that other families have the same struggles. However, this statement can be confused with judgment.  The best choice was: "It can be really hard to balance everything. It is impressive to hear

Option	Parent Says	Parent Thinks	Feedback
			you get everyone to eat dinner together."
<b>Option 3:</b> I hear that from a lot of parents. It can be difficult to balance everyone's needs.	Yeah. I know it is important to her.	That's nice but I'm not sure you really know what it's like for me.	While you put forth a great effort, the parent didn't feel his struggles were understood. This particular response wasn't the best one you could have chosen.  The best choice was: "It can be really hard to balance everything. It is impressive to hear you get everyone to eat dinner together."

#### Part 4 of 4

How would you partner with this parent to set a realistic goal?

**Option 1:** Adding time to be active is a great goal and important for Mariah to build muscles and skills she will need for kindergarten. You mentioned listening to music. What do you think about dancing on those nights?

**Option 2:** Adding time to be active is a great goal and important for Mariah to build muscles and skills she will need for kindergarten. Could you dance on those nights?

**Option 3:** It is great to try and add physical activity to your family nights. You could try dancing instead of just listening to music.

How did you do with your selection? Read the following feedback based on the choice you made. Be sure to also observe the parent's response and thoughts resulting from the option you chose.

Option	Parent Says	Parent Thinks	Feedback
<b>Option 1:</b> Adding time to be active is a great goal and	My kids would love it! They are always sharing new dance	I can do that!	Well done! As you can tell from the father's reaction, he

Option	Parent Says	Parent Thinks	Feedback
important for Mariah to build muscles and skills she will need for kindergarten. You mentioned listening to music. What do you think about dancing on those nights?	moves they learned from their friends.		is already thinking about the possibilities. You did a great job empowering the parent to make his own goals and gave him the ability to determine if this solution would work for his family.
<b>Option 2:</b> Adding time to be active is a great goal and important for Mariah to build muscles and skills she will need for kindergarten. Could you dance on those nights?	I guess we could do that.	Maybe.	This is close to shared decision making. Make sure you're meeting the parent where they're at and empowering them to come up with a solution.  The best choice was: "Adding time to be active is a great goal and important for Mariah to build muscles and skills she will need in kindergarten. You mentioned listening to music. What do you think about dancing on some nights?"
<b>Option 3:</b> It is great to try and add physical activity to your family nights. You could try dancing instead of just listening to music.	Okay.	That is a good idea. Could we do that?	In this answer, you are telling the family what they should do instead of hearing what they want to do.  The best choice was: "Adding time to be

Option	Parent Says	Parent Thinks	Feedback
			active is a great goal and important for Mariah to build muscles and skills she will need in kindergarten. You mentioned listening to music. What do you think about dancing on some nights?"

Final Feedback correct: Nice work! You successfully helped this family build a healthy active living goal. You engaged and empowered Mariah’s father to think how to add physical activity to his family nights. While the end goal may seem small, it could be a great start to building healthier habits for his family.

Select “Next” to continue.

Final Feedback Incorrect: I see you had some difficulty with this conversation. Let’s give it another try. Here are a couple of pointers for this time around:

1. Praise what the family is doing well.
2. Show you understand their challenges.
3. Empower the family to make their own realistic goals.

*Select Continue to return to this conversation.*

### **6.6 Course Conclusion (1 of 2)**

You’ve successfully completed the Strategies to Support and Encourage Healthy Active Living course! I hope you enjoyed the interactive activities and learned ways to improve your communication with families.

Now you understand how to:

- Use 5-2-1-0 as a framework for healthy behavior discussions
- Ask open-ended questions
- Identify family strengths and opportunities for growth
- Identify family barriers
- Partner with families to create realistic healthy active living goals

## 6.7 Course Conclusion (2 of 2)

The modules of this program will remain open to you. You may revisit them at any time simply by selecting the Main Menu button and selecting a module from the list shown. You are also welcome to access and print the resources available to you in the [Knowledge Center](#) for future reference.

Again, great work in completing this program. I hope to see you again soon to practice these conversations. In the meantime, best of luck in applying all that you've learned in your everyday work. And best wishes for living and promoting a healthy active life!

*This course has been brought to you by the Head Start National Center on Health in partnership with the American Academy of Pediatrics Institute for Healthy Childhood Weight.*

## 6.8 Congratulations!

Great job on connecting all that you've learned in this course! By now, you should have a solid framework on which to build your communication skills and help families make healthy choices for their lives.

Remember to print out your certificate of completion by selecting the image below. Please provide the printed certificate to your supervisor for your professional development log.

*Select "Next" to return to the Main Menu, where you can access the modules.*

## Knowledge Center

### 1. Job Tools

#### Healthy Active Living Screeners and Questionnaires:

[Why Use a Screener?](#) [PDF, 204KB]

[5210 Healthy Habits Questionnaire \(Ages 2-9\)](#) [PDF, 101KB]

#### Nutrition and Activity Questions:

[Infant 0-6 Months](#) [PDF, 154KB]

[Infant 6-12 Months](#) [PDF, 200KB]

[Toddler](#) [PDF, 137KB]

[Preschooler](#) [PDF, 146KB]

#### Nutrition and Food Programs:

Child and Adult Care Food Program Nutrition and Nutrition Education  
(<http://www.fns.usda.gov/cnd/care/tools.html>)

[Expanded Food and Nutrition Education Program \(EFNEP\)](#)

[Women, Infants and Children \(WIC\) Resources for Nutrition Assessment with Pregnant Women](#)

#### Nutrition Assessment:

[Nutrition Assessment: Well-Child Health Care Fact Sheet](#)

[Well-Child Health Care Fact Sheets](#) [PDF, 168KB]

[Centers for Disease Control and Prevention \(CDC\) Growth Chart Training](#)

#### Parental Nutritional Assessment Examples:

[WIC Nutrition/Health Assessment: Pregnant Women](#) [PDF, 54KB]

[Training Tools for Using the Pregnant Woman Nutrition Assessment Tab Questions](#) [PDF, 62KB]

[WIC Nutrition Assessment and Care Plan: Pregnant Women](#) [PDF, 35KB]

## **Self-Assessment Tools for Healthy Activity Living (Environmental Assessment):**

### [Nutrition and Physical Activity Self-Assessment for Child Care \(NAP SACC\)](#)

[Breastfeeding and Infant Feeding](#) [PDF, 646KB]

[Child Nutrition](#) [PDF, 565KB]

[Infant and Child Physical Activity](#) [PDF, 532KB]

[Outdoor Play and Learning](#) [PDF, 528KB]

[Screen Time](#) [PDF, 506KB]

[2013-2014 Nutrition and Physical Activity Self-Assessment for Early Care and Education Programs](#) [PDF, 1.2MB]

## **Integrating Healthy Active Living into the Classroom:**

[Head Start Body Start \(HSBS\)](#)

[I am Moving, I am Learning \(IMIL\)](#)

[Little Voices for Healthy Choices](#)

### **1. Staff Wellness**

[Staff Wellness in Head Start and Early Head Start](#) [PDF, 307KB]

[Worksite Wellness at Your Site](#) [PDF, 265KB]

[CDC's Leading Employees to Activity and Nutrition \(LEAN\) Works! A Worksite Obesity Prevention Program](#)

[CDC Healthier Worksite Initiative: Lactation Support Program](#)

### **2. Engage Families**

#### **Communicating with Families:**

[Growing Healthy Flip Chart](#) [PDF, 3.1MB]

[5-2-1-0 Tear Pad](#) [PDF, 204KB]

[5-2-1-0 Postcard \(In Spanish\)](#) [PDF, 485KB]

[Healthy Active Living for Families: Conversation Starters with Families – Infants and Toddlers](#) [PDF, 329KB]

[American Academy of Pediatrics \(AAP\) Healthy Active Living for Families: Age Specific Content](#)

**Parent Resource:**

[Active Play: Tips for Families from the Head Start National Center on Health – Healthy Habits Start Early](#) [PDF, 113KB]

[Healthy Eating: Tips for Families from the Head Start National Center on Health – Healthy Habits Start Early](#) [PDF, 185KB]

[Healthy Active Living for Families](#)

[10 Tips Nutrition Education Series](#)

[Kids Eat Right](#)

**3. Learn More**

**Other Child Care Resources:**

[Healthy Child Care America](#)

[Caring for Our Children: National Health and Safety Performance Standards – Guidelines for Early Care and Education Programs, 3<sup>rd</sup> Edition](#)

[Let's Move! Child Care](#)

[NAP SACC](#)

[5-2-1-0 Let's Go Toolkits](#)

**National Resources:**

[ChooseMyPlate.gov](#)

[EatRight.org](#)

[WIC Works Resource System](#)

## [Nutrition Basics](#)

[Supplemental Nutrition Assistance Program: Nutrition Education and Obesity Prevention Grant Program \(SNAP-Ed\) Connection](#)

[Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2<sup>nd</sup> Edition](#)

[We Can! Ways to Enhance Children's Activity and Nutrition](#)

## **Healthy Active Living Behaviors**

[Healthy Active Living: Tips for Health Managers from the Head Start National Center on Health – What Is Healthy Active Living?](#) [PDF, 555KB]

[Scientific Rational for 5-2-1-0](#) [PDF, 53KB]

[Infant Behaviors to Promote Healthy Active Living and Prevent Obesity](#) [PDF, 60KB]

### **5-2-1-0:**

[5 Fruits and Vegetables](#) [PDF, 56KB]

[2 Hours or Less of Screen Time](#) [PDF, 54KB]

[At Least 1 Hour of Physical Activity](#) [PDF, 57KB]

[0 Sugar Sweetened Beverages](#) [PDF, 55KB]

### **Regional 5-2-1-0 Initiatives:**

[Eastern Maine Healthcare Systems \(EMHS\) Youth Healthy Lifestyle Project: 5-2-1-0](#)

[5-2-1-0: Eat, Reduce, Play, Limit](#), Marion County, FL

[Be a Healthy Hero: 5-2-1-0 Initiative](#), Monroe County, Rochester, NY

[San Diego County Childhood Obesity Initiative: 5-2-1-0 Every Day!](#) San Diego, CA

[Hawaii 5-2-1-0 Let's Go!](#)