



Healthy Choices Count!

HEALTHY HABITS TOOLKIT

FOR MATERNAL & CHILD HEALTH CARE PROVIDERS

TABLE OF CONTENTS

HEALTHY HABITS TOOLKIT

How to Use This Toolkit	1
Brief Action Planning Flowchart	2
Motivational Interviewing & OARS	4
Healthy Habits Questionnaires:	
Healthy Habits for Pregnancy Questionnaire	6
Early Healthy Lifestyle Questionnaire (Age 0-2)	7
Healthy Habits Questionnaires (Age 2-9) - <i>English & Spanish</i>	10
Healthy Habits Questionnaires (Age 10+) - <i>English & Spanish</i>	12
Family Nutrition and Physical Questionnaire & Recommended Practices - <i>English & Spanish</i>	14
Goal Setting:	
Goals Worksheet	20
Confidence Ruler	21
Topic-Specific Patient & Provider Education:	
Healthy Pregnancy	22
Breastfeeding	24
Responsive Feeding	26
Starting Solids	28
Feeding Toddlers	30
Family Meals	32
Fruits & Vegetables	34
Healthy Drink Choices	36
Screen Time	38
Physical Activity	40
Sleep	42
Healthy Eating Styles	44
Portion Sizes	46
Breakfast & Regular Meals	48
References	50



Healthy Choices Count!

HOW TO USE TOOLKIT

HEALTHY HABITS TOOLKIT

The purpose of this toolkit is to provide a system and structure for facilitating quick and quality conversations around healthy habits and goal-setting with pregnant women, parents and children using brief action planning and motivational interviewing. This toolkit contains provider guides and education materials for 9 healthy habits, including the habits referenced in the Healthy Habits Survey. Materials have been developed to include current recommendations and messages from MyPlate, 5-2-1-0 Healthy Choices Count!, the American Academy of Pediatrics (AAP), and American College of Obstetricians and Gynecologists (ACOG)

TO GET STARTED:

- Review the brief action planning flowchart.
- Each provider guide is structured to follow this same format.
- Review the spirit of motivational interviewing and OARS.

TO USE WITH AN EXPECTING MOTHER OR FAMILY:

- Have patient or family complete appropriate Healthy Habits Questionnaire.
- Follow Brief Action Planning flowchart to initiate conversation.
- Based on family response, find provider guide for associated healthy habit and follow the outlined discussion guide.
- Use confidence ruler to assess level of confidence for achieving goals.
- Document family goal in EHR to include in after-visit summary.
- Schedule follow-up – use brief action planning flow-chart for follow-up to review progress on goals.

ACKNOWLEDGMENTS:

The original 5-2-1-0 Healthy Habits toolkit is the product of a collaboration between the State Chapters of Iowa and Oklahoma American Academy of Pediatrics Committees on Obesity with support from the Iowa Medical Society, Iowa Department of Public Health and the Healthiest State Initiative.

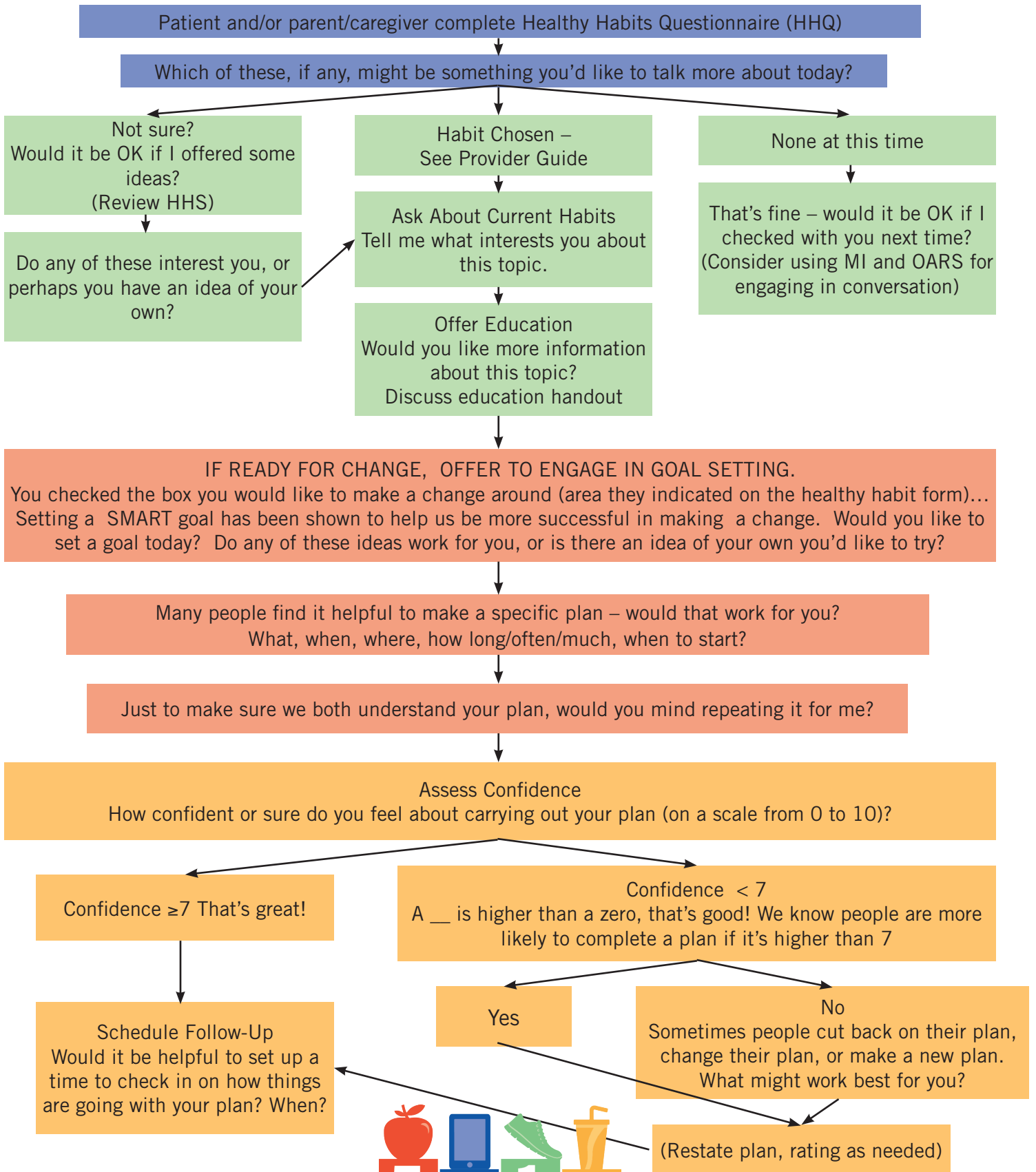
The revised 5-2-1-0 Maternal and Child Healthy Habits Toolkit was the product of collaboration between the Iowa Department of Public Health WIC and Maternal and Child Health Programs, Blank Children's Hospital, and the Iowa Chapter of the American Academy of Pediatrics. Funding for this project was provided by the Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau (MCHB) Children's Healthy Weight Collaborative Improvement and Innovation Networks (ColIN) grant with support from the Iowa Healthiest State Initiative.

Some materials in this toolkit have been adapted from MyPlate, Maine Health Let's Go!, and the Oklahoma Chapter of the AAP.



ACTION PLANNING FLOWCHART

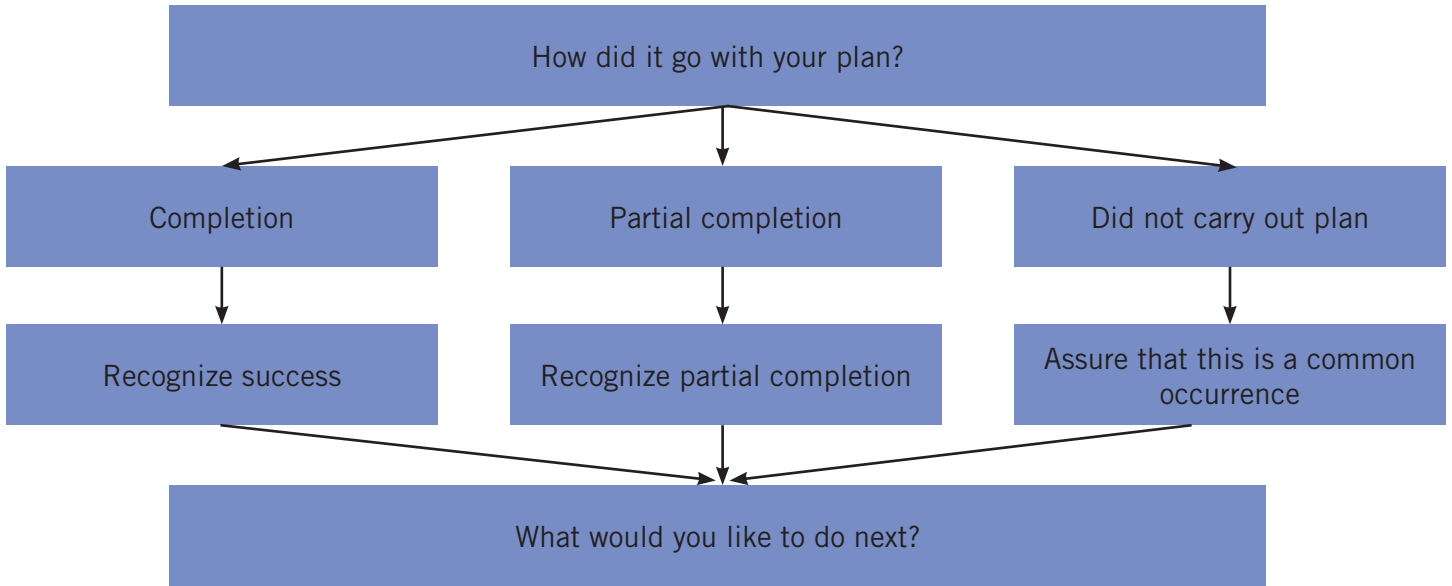
HEALTHY HABITS TOOLKIT



ACTION PLANNING FLOWCHART

HEALTHY HABITS TOOLKIT

Follow-Up - Check on Plan



Healthy Choices Count!

MOTIVATIONAL INTERVIEWING

HEALTHY HABITS TOOLKIT

WHAT IS MOTIVATIONAL INTERVIEWING?

Motivational interviewing (MI) is a collaborative, goal-oriented method of communication with attention to the language of change. It is a way to build motivation to change behavior without using coercion or pressure. At the core of MI is the recognition of the patient being in charge of his or her behavior and the consequences, be they positive or negative, of that behavior. When using MI, you are assisting the patient in exploring their ambivalence to change and using specific skills to help them move toward change that is initiated by the patient. This is done by guiding the patient to explore behavior change in a safe setting that allows them to build their own motivation to change. Motivational Interviewing is more than a set of counseling skills; it is also a way of being with the patient in a way that allows you to experience and express empathy and support the patient's autonomy. This is often referred to as the "Spirit of MI."

WHY TRY MOTIVATIONAL INTERVIEWING?

- Studies show that allowing patients the opportunity to advocate for their own change is predictive of their future behavior change.
- Conversely, if we force or pressure people to make a decision about change, or if we tell them they must change, they will often argue for the status quo.
- Once a patient verbalizes an argument for change (or an argument for status quo), we can predict that their behavior will follow that argument.
- Therefore, allowing patients the opportunity to talk about why they want to change has proven benefits.

MOTIVATIONAL INTERVIEWING TOOLS:

Elicit-Provide-Elicit

This technique is helpful in learning more about what the patient is thinking and feeling about a particular subject while providing some education or information about it in a non-threatening way. When providing information, always ask permission from the patient before sharing. This allows the patient to have a choice in whether or not he or she hears the information. Some patients may not be ready to hear information and will not have a positive reaction to the information. After providing the information, check in with your patient again to see what his or her thoughts and feelings are about it. This allows you to gauge where the patient is at with that information and move them in the direction of change talk.

Change talk

Change talk is what we hear from patients who are starting to move toward setting a goal for changing a particular behavior. By using a few tools and skills, we can help patients move in the direction of change and become more confident in their ability to set a goal and meet it. One way to help patients along the path of change is to ask them to provide pros and cons for both the new behavior and the existing behavior. The patient is generating this list and therefore feels more ownership of it than if the provider is giving it to them. They start to develop their own list of reasons to change.

Readiness Ruler

Another tool you can use is a ruler to gauge where the patient is at with their commitment to the change. You may ask a patient how important making a change is as well as their confidence in making the change using a ruler. Research has shown that the higher a patient rates his or her confidence, the more likely he or she is to meet their behavior change goal. Along with asking about where they are at on the ruler, you can also ask about why they chose that number and not one that is high or lower as well as what it would take to move that number higher. Instead of using the word "why," you might say "What made you choose a 7 instead of a 6?" or "What would it take to make this an 8 instead of a 7?"

Reflections

A reflection is a way to re-phrase what the patient has said and say it back to them. This allows the provider to clarify what the patient is saying as well as allows the patient to hear back what they are saying and further explore the topic. Reflections can be content-related or feeling-related. There are several types of reflections that can be used depending on the information that patient is giving you and the feelings the patient is expressing. Reflections help move the patient toward change talk by helping them "get clear" about what they really want.



Healthy Choices Count!

SPIRIT OF MOTIVATIONAL INTERVIEWING & OARS

HEALTHY HABITS TOOLKIT

THE SPIRIT OF MOTIVATIONAL INTERVIEWING:

These guiding principles or ways of being are the foundation of motivational interviewing (MI).

Collaboration	Working together and viewing one another as equals.
Acceptance	Respecting the individual and his/her interest in changing or not changing.
Evocation	Bringing out the strengths that already exist in the individual and the knowledge he/she has of himself/herself.
Compassion	Caring about the individual and his/her values.

OARS:

OARS are guiding skills that facilitate engaging an individual in communication and sharing.

O	(Asking) Open-ended questions
A	Affirming
R	Reflecting and
S	Summarizing
Plus	Giving advice and information with permission

The spirit of MI and OARS can be used in all conversations with patients and parents/caregivers, but can be particularly helpful in having conversations when individuals are unsure about changing behaviors.



QUESTIONNAIRE

HEALTHY HABITS DURING PREGNANCY

We are interested in your health and well-being during your pregnancy. Please take a moment to answer these questions.

NAME: _____

TODAY'S DATE: _____

1. How many days each week are you physically active? _____
2. On those days, how many minutes are you usually active? _____
3. How often do you eat while doing other things? (Example: Using phone or tablet, watching TV, reading, etc.)
 Never Some of the time Most of the time Always
4. How many fruits and vegetables do you eat each day? _____
5. How many times a week do you eat takeout and fast food? _____
6. How many of these drinks do you usually have each day?
___ Water ___ Coffee ___ Soda ___ Sports drinks ___ Juice ___ Energy drinks ___ Alcohol ___ Other
7. How many hours of sleep do you usually get each night? _____
8. How often do you feel rested when you get up in the morning?
 Never Some of the time Most of the time Always
9. How often do you feel that you manage your stress in a healthy way?
 Never Some of the time Most of the time Always
10. Over the past two weeks, how often have you been bothered by the following problem:
Little interest or pleasure in doing things.
 Not at all Several days More than half of the days Nearly every day
11. Over the past two weeks, how often have you been bothered by any of the following problems:
Feeling down, depressed, or hopeless.
 Not at all Several days More than half of the days Nearly every day
12. Is there one thing you would like to do to be healthier?
 Move more Eat more real foods Drink more water Get better rest
 Get help with feelings of sadness Get help with feeling anxious
 Other: _____



QUESTIONNAIRE

EARLY HEALTHY LIFESTYLE (AGES 0-2)

PATIENT NAME: _____ TODAY'S DATE: _____

1. What is your relationship to the patient being seen for an appointment today?

- I live with this child and care for him/her regularly
- I do not live with this child but care for him/her regularly
- I do not live with this child and I do not care for him/her regularly

2. Select beverages that your child drank in the past week:

Breast milk



Formula



Milk



Water



100% Juice



Fruit punch, fruit drink, lemonade, soda



3. Select foods that your child ate in the past week:

Cake, cookies, pudding



Sweet cereal



French fries, potato chips



Hot dog, breaded chicken patty or nuggets, macaroni and cheese



None of the foods listed



Healthy Choices Count!

QUESTIONNAIRE

EARLY HEALTHY LIFESTYLE (AGES 0-2)

— CONTINUED —

Think about the past week when answering the next set of questions:

4. When preparing a bottle, how many ounces did you put in the bottle at each feeding?

- My child does not drink from a bottle
- 1-2 ounces
- 3-4 ounces
- 5-6 ounces
- 7-8 ounces
- More than 8 ounces

5. How sleepy is your child when you put him/her to bed?

- Wide awake



- Awake but drowsy/sleepy



- Already asleep



7. How many times does your child typically wake per night?

- Does not wake at night
- 1 time per night
- 2 times per night
- 3 times per night
- 4 or more times per night

6. What time do you usually put your child to sleep? _____

Skip #8 if response to #7 is "Does not wake at night."

8. Do you usually feed your child when he/she wakes at night?

- Yes
- No



QUESTIONNAIRE

EARLY HEALTHY LIFESTYLE (AGES 0-2)

— CONTINUED —

Think about the past week when answering the next set of questions:

9. When at home, how often does your child have tummy time or active play time on the floor (laying, sitting, crawling, walking) each day?

- None
- Once per day
- 2-4 times per day
- 5 or more times per day

10. How often do you tend to be on your cell phone or watching TV while playing with your child?

- Rarely
- Sometimes
- Usually
- Often

11. When it comes to eating, my child:
(check all that apply)

- Doesn't eat much
- Is always hungry
- Eats too much
- Eats the right amount
- Spits out healthy food
- Is picky

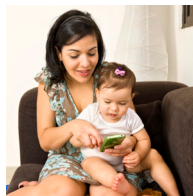
12. I sometimes nurse, give a bottle, or something to eat as a way to keep my child quiet or to calm my child when he/she is upset.

YES

NO

13. I try to get my child to finish his/her bottle, snacks or meals.

14. Do you usually use a cellphone, laptop or computer, or have the television on when you are feeding or playing with your child?



15. Is the television usually on in the room where your child goes to sleep at night?

The Early Healthy Lifestyle Assessment was developed by Lisa Bailey-Davis, DEd, RD, Associate Professor, Population Health Sciences and Associate Director, Geisinger Obesity Institute, Danville, PA; ldbaileydavis@geisinger.edu; and Jennifer Savage Williams, PhD, Associate Professor, Nutritional Sciences and Director, Center for Childhood Obesity Research, Pennsylvania State University, University Park, PA; jfs195@psu.edu. The EHL development was supported, in part, by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number R40MC28317, Maternal and Child Health Field-initiated Innovative Research Studies Program.



Healthy Choices Count!

5210 Healthy Habits Questionnaire ages 2-9

Child's Name: _____

Age: _____ Today's Date: _____

We are interested in the health and well-being of all our patients. Please take a moment to answer these questions.

1. How many servings of fruits or vegetables do you have a day? _____
One serving is most easily identified by the size of the palm of your hand.
2. How many times a week does your child eat dinner at the table together with the family? _____
3. How many times a week does your child eat breakfast? _____
4. How many times a week does your child eat takeout or fast food? _____
5. How much recreational (*outside of school work*) screen time does your child have daily? _____
6. Is there a television set or Internet-connected device in your child's bedroom? _____
7. How many hours does your child sleep each night? _____
8. How much time a day does your child spend being active? _____
(faster breathing/heart rate or sweating)?
9. How many 8-ounce servings of the following does your child drink a day?

100% juice _____	Whole milk _____
Water _____	Soda or punch _____
Fruit or sports drinks _____	Nonfat (skim), low-fat (1%), or reduced-fat (2%) milk _____
10. Based on your answers, is there ONE thing you would like to help your child change now?
Please check one box.
 - Eat more fruits and vegetables.
 - Eat less fast food/takeout.
 - Drink less soda, juice, or punch.
 - Drink more water.
 - Spend less time watching TV/movies and playing video/computer games.
 - Take the TV out of the bedroom.
 - Be more active – get more exercise.
 - Get more sleep.



www.iowahealthieststate.com/5210

Please give the completed form to your clinician. **thank you!**

5210 Formulario de Hábitos Saludables edades 2 -9

Nombre del Niño

(a): _____

Edad: _____ Fecha de hoy: _____

Estamos interesados en la salud y bienestar de todos nuestros pacientes. Por favor tome un momento para contestar las siguientes preguntas.

1. ¿Cuántas porciones de frutas o vegetales consume al día? _____ Una porción se identifica más fácilmente por el tamaño de la palma de tu mano.
2. ¿Cuántas veces a la semana su niño(a) come su cena en la mesa en conjunto con el resto de la familia? _____
3. ¿Cuántas veces a la semana su niño(a) come desayuno? _____
4. ¿Cuántas veces a la semana su niño(a) come comida rápida o comidas preparadas fuera del hogar? _____
5. ¿Cuánto tiempo recreacional (fuera del trabajo escolar) su niño(a) pasa al frente de una pantalla diariamente? _____
6. ¿Hay una televisión o aparatos electrónicos conectados al Internet en la recámara de su niño(a)? _____
7. ¿Cuántas horas su niño(a) duerme cada noche? _____

8. ¿Cuánto tiempo al día se mantiene físicamente activo su niño(a)? _____ (Respiración/Ritmo Cardíaco Rápido o Sudar)?

9. ¿Cuántas porciones de 8 onzas su niño(a) consume diariamente de las siguientes categorías?

100% Jugo _____

Leche Entera _____

Agua _____

Soda o ponche _____

Bebidas de Deportes o Frutas _____

Leche sin grasa (descremada), baja en grasa (1%) o leche reducida en grasa (2%) _____

10. Basándose en sus respuestas, ¿hay UNA cosa que a usted le gustaría ayudar a su niño(a) a cambiar? Por favor seleccione una de las siguientes:

- Comer frutas y vegetales.
- Comer menos comida rápida/preparada fuera del hogar.
- Tomar menos soda, jugo, o ponche.
- Tomar más agua.
- Pasar menos tiempo viendo la tele/películas y jugando juegos de video/computadora.
- Remover la tele de la recámara.
- Ser más activo – hacer más ejercicio.
- Dormir más.



Healthy Choices Count!

www.iowahealthieststate.com/5210

Por favor entregue el formulario completado a su médico. **Gracias!**

5210 Healthy Habits Questionnaire ages 10+

Your Name: _____

Age: _____ Today's Date: _____

We are interested in the health and well-being of all our patients. Please take a moment to answer these questions.



www.iowahealthieststate.com/5210

1. How many servings of fruits or vegetables do you have a day? _____
One serving is most easily identified by the size of the palm of your hand.
2. How many times a week do you eat dinner at the table together with your family? _____
3. How many times a week do you eat breakfast? _____
4. How many times a week do you eat takeout or fast food? _____
5. How much recreational (*outside of school work*) screen time do you have daily? _____
6. Is there a television set or Internet-connected device in your bedroom? _____
7. How many hours do you sleep each night? _____
8. How much time a day do you spend being active? _____
(faster breathing/heart rate or sweating)?
9. How many 8-ounce servings of the following do you drink a day?

100% juice _____	Whole milk _____
Water _____	Soda or punch _____
Fruit or sports drinks _____	Nonfat (skim), low-fat (1%), or reduced-fat (2%) milk _____
10. Based on your answers, is there ONE thing you would be interested in changing now?
Please check one box.
 - Eat more fruits and vegetables.
 - Eat less fast food/takeout.
 - Drink less soda, juice, or punch.
 - Drink more water.
 - Spend less time watching TV/movies and playing video/computer games.
 - Take the TV out of the bedroom.
 - Be more active – get more exercise.
 - Get more sleep.

Please give the completed form to your clinician. **thank you!**

5210 Formulario de Hábitos Saludables edades 10+

Tu nombre: _____

Edad: _____ Fecha de hoy: _____

1. ¿Cuántas porciones de frutas y vegetales tu consumes al día? _____
Una porción se identifica más fácilmente por el tamaño de la palma de tu mano.
2. ¿Cuántas veces a la semana tú comes tu cena en la mesa en conjunto con el resto de la familia? _____
3. ¿Cuántas veces a la semana tú comes desayuno? _____
4. ¿Cuántas veces a la semana tú comes comida rápida o comidas preparadas fuera del hogar? _____
5. ¿Cuánto tiempo recreacional (fuera del trabajo escolar) tú pasas al frente de la pantalla diariamente? _____
6. ¿Hay una televisión o aparatos electrónicos conectados al Internet en tu recámara? _____
7. ¿Cuántas horas tú duermes cada noche? _____
8. ¿Cuánto tiempo al día te mantienes físicamente activo(a)? _____ (*Respiración/Ritmo Cardíaco Rápido o Sudar*)
9. ¿Cuántas porciones de 8 onzas consumes diariamente de las siguientes categorías?
100% jugo _____ Leche Entera _____
Agua _____ Soda o Ponche _____
Bebidas de Deportes o Frutas _____ Leche sin grasa (descremada), baja en grasa (1%),
o leche reducida en grasa (2%) _____

Estamos interesados en la salud y bienestar de todos nuestros pacientes. Por favor tome un momento para contestar las siguientes preguntas.



www.iowahealthieststate.com/5210

10. Basándote en tus respuestas, ¿hay UNA cosa que te interesaría cambiar ahora?

Por favor selecciona una de las siguientes:

- Comer más frutas y vegetales.
- Comer menos comida rápida/preparada fuera del hogar.
- Tomar menos soda, jugo, o ponche.
- Tomar más agua.
- Pasar menos tiempo viendo la tele/películas y jugando juegos de video/computadora.
- Remover la tele de la recámara.
- Ser más activo – hacer más ejercicio.
- Dormir mas

Por favor entregue el formulario completado a su médico. **Gracias!**

QUESTIONNAIRE

FAMILY NUTRITION & PHYSICAL ACTIVITY

Instructions: For each question, select the answer category that best fits your child or your family. It is important to indicate the most common or typical pattern for your family, and not what you would like to happen.

NAME: _____

TODAY'S DATE: _____

FAMILY MEALS	Never/ Almost Never	Sometimes	Often	Very Often/ Always
1. How often does your child eat breakfast, either at home or at school?	1	2	3	4
2. How often does your child eat at least one meal a day with at least one other family member?	1	2	3	4
FAMILY EATING PRACTICES	Never/ Almost Never	Sometimes	Often	Very Often/ Always
3. How often does your child eat while watching TV? [Includes meals or snacks]	4	3	2	1
4. How often does your family eat "fast food?"	4	3	2	1
FOOD CHOICES	Never/ Almost Never	Sometimes	Often	Very Often/ Always
5. How often does your family use packaged "ready-to-eat" foods? [Includes purchased frozen or on-the-shelf entrees, often designed to be microwaved]	4	3	2	1
6. How often does your child eat fruits and vegetables at meals or snacks? [Not including juice]	1	2	3	4
BEVERAGE CHOICES	Never/ Almost Never	Sometimes	Often	Very Often/ Always
7. How often does your child drink soda pop or sweetened beverages? [Includes regular or diet soda pop, Kool-Aid, Sunny-D, Capri Sun, fruit or vegetable juice, caffeinated energy drinks (Monster/Red Bull), Powerade/Gatorade.]	4	3	2	1
8. How often does your child drink low-fat milk for meals or snacks? [Includes 1% or skim dairy, flavored, soy, almond, etc.]	1	2	3	4
RESTRICTION/REWARD	Never/ Almost Never	Sometimes	Often	Very Often/ Always
9. How often does your family monitor the amount of candy, chips, and cookies your child eats?	1	2	3	4
10. How often does your family use candy, ice cream or other foods as a reward for good behavior?	4	3	2	1



Healthy Choices Count!

QUESTIONNAIRE

FAMILY NUTRITION & PHYSICAL ACTIVITY

— CONTINUED —

SCREEN TIME	Never/ Almost Never	Sometimes	Often	Very Often/ Always
11. How often does your child have less than 2 hours of “screen time” in a day? [Includes TV, computer, game system, or any mobile device with visual screens]	1	2	3	4
12. How often does your family monitor the amount of “screen time” your child has?	1	2	3	4
HEALTHY ENVIRONMENT	Never/ Almost Never	Sometimes	Often	Very Often/ Always
13. How often does your child engage in screen time in his/her bedroom?	4	3	2	1
14. How often does your family provide opportunities for physical activity?	1	2	3	4
FAMILY ACTIVITY	Never/ Almost Never	Sometimes	Often	Very Often/ Always
15. How often does your family encourage your child to be physically active?	1	2	3	4
16. How often does your child do physical activities with at least one other family member?	1	2	3	4
CHILD ACTIVITY	Never/ Almost Never	Sometimes	Often	Very Often/ Always
17. How often does your child do something physically active when he/she has free time?	1	2	3	4
18. How often does your child participate in organized sports or physical activities with a coach or leader?	1	2	3	4
FAMILY SCHEDULE/SLEEP ROUTINE	Never/ Almost Never	Sometimes	Often	Very Often/ Always
19. How often does your child follow a regular routine for your child’s bedtime?	1	2	3	4
20. How often does your child get enough sleep at night?	1	2	3	4

SCORING: A higher score on each item is considered the “healthier choice.” A low score may indicate an increased risk for the development of obesity. No cut points or threshold have been established for determining “healthy” vs. “unhealthy” home environments. This tool is best used to foster a discussion of healthy habits and to track overall progress on healthy habits with individual patients. Researchers and practitioners should use their own discretion when interpreting scores.

The FNPA Screening Tool was developed at Iowa State University by Michelle Ihmels and Greg Welk in partnership with the Academy of Nutrition and Dietetics.



RECOMMENDED PRACTICES

FAMILY NUTRITION & PHYSICAL ACTIVITY

SCORING:

A higher score on each item is considered the “healthier choice.” A low score may indicate an increased risk for the development of obesity. No cut points or threshold have been established for determining “healthy” vs. “unhealthy” home environments. This tool is best used to foster a discussion of healthy habits and to track overall progress on healthy habits with individual patients. Researchers and practitioners should use their own discretion when interpreting scores.

RECOMMENDED PRACTICES:

Family Meals

It is important that children not skip breakfast as breakfast skipping has been linked to increased risk of overweight, particularly among older children and adolescents. Eating together as a family is also important for establishing positive family interactions related to eating.

Family Eating Practices

Regular consumption of food away from home, particularly at fast food establishments, has been associated with increased risk for overweight, especially among adolescents. It is harder to make healthier choices when eating out so reducing meals out can promote healthier eating. It is also important to not watch television while eating meals as this may cause children to eat too much or to eat less healthy foods.

Food Choices

Prepackaged foods generally contain more fat and salt than freshly prepared meals, and dietary fat intake is associated with higher overweight levels in youth. Eating more fruits and vegetables reduces a child’s risk for overweight. The effect may be direct or indirect (by reducing consumption of other foods).

Beverage Choices

Intake of sugar-sweetened beverages is related to increased risk of overweight in children. Studies also suggest that a child with a low intake of calcium may be at increased risk for becoming overweight.

Restriction/Reward

It is important that parents not restrict highly palatable foods (such as snack food and candy) as this promotes a child’s desire for such forbidden foods. It is important to

monitor consumption of foods (but not to restrict it) since moderate consumption lets children learn to regulate their behavior. Foods should generally not be used as rewards because it causes children to value these foods over other healthier options.

Screen Time

Excessive television viewing and video game use is associated with increased overweight in youth. Children should have 2 hours or less of screen time (television, video games, and computer time) per day.

Healthy Environment

Parents should monitor and limit children’s screen time (television, video games, and computer time). Removing televisions from bedrooms is a good practice since it reduces likelihood of excess television viewing.

Family Activity Behavior

Parents are important role models for their children, so it is important to remind children about the importance of being physically active. By being active as a family, you can help establish healthy lifestyle practices that promote and reinforce physical activity as a family value.

Child Activity Behavior

A child’s participation in regular physical activity is associated with a reduced risk of overweight. Parents can plan activity into their day, but kids may need reminders or specific opportunities to help them be active every day.

Family Schedule/Sleep Routine

It is important that a child has a daily routine or schedule for bedtime. Research suggests that lack of sleep and irregular routines may increase a child’s risk for overweight.



Healthy Choices Count!

QUESTIONNAIRE

ENCUESTA DE NUTRICION FAMILIAR Y ACTIVIDAD FISICA

Instrucciones: Para cada pregunta, por favor seleccione la respuesta que mejor describe a su familia/niño.

NOMBRE: _____ **FECHA:** _____

COMIDAS FAMILIARES	Casi nunca	A veces	Generalmente	Casi siempre
1. Mi hijo/a desayuna...	1	2	3	4
2. Nuestra familia comparte las comidas...	1	2	3	4
PRÁCTICAS DE COMIDA FAMILIAR	Casi nunca	A veces	Generalmente	Casi siempre
3. Nuestra familia mira televisión cuando come...	4	3	2	1
4. Nuestra familia come comidas rápidas (fast foods)...	4	3	2	1
ELECCIONES DE COMIDA	Casi nunca	A veces	Generalmente	Casi siempre
5. Nuestra familia usa microondas o comidas listas para comer...	4	3	2	1
6. Mi hijo/a come frutas y vegetales en las comidas o refrigerios...	1	2	3	4
ELECCIONES DE BEBIDA	Casi nunca	A veces	Generalmente	Casi siempre
7. Mi hijo/a bebe refrescos con gas o bebidas con azúcar...	4	3	2	1
8. Mi hijo/a bebe leche de bajo contenido graso con las comidas o refrigerios...	1	2	3	4
RESTRICCIONES/ RECOMPENSAS	Casi nunca	A veces	Generalmente	Casi siempre
9. Nuestra familia controla la ingesta de papas fritas, galletas y dulces...	1	2	3	4
10. Nuestra familia usa los dulces como recompensa por buen comportamiento...	4	3	2	1



QUESTIONNAIRE

ENCUESTA DE NUTRICION FAMILIAR Y ACTIVIDAD FISICA — CONTINÚA —

TIEMPO DE PANTALLA Y CONTROL	Casi nunca	A veces	Generalmente	Casi siempre
11. Mi hijo/a pasa menos de 2 horas con la TV/ juegos/computadora por día...	1	2	3	4
12. Nuestra familia limita el tiempo de televisión que nuestro niño/a mira...	1	2	3	4
AMBIENTE SANO	Casi nunca	A veces	Generalmente	Casi siempre
13. Nuestra familia permite a nuestro hijo/a mirar TV en su habitación...	4	3	2	1
14. Nuestra familia ofrece oportunidades para la actividad física...	1	2	3	4
COMPORTAMIENTO FAMILIAR DE ACTIVIDAD	Casi nunca	A veces	Generalmente	Casi siempre
15. Nuestra familia alienta a nuestro hijo/a a estar activo/a cada día...	1	2	3	4
16. Nuestra familia encuentra formas de estar físicamente activos juntos...	1	2	3	4
COMPORTAMIENTO DE ACTIVIDAD DEL NIÑO	Casi nunca	A veces	Generalmente	Casi siempre
17. Mi hijo/a hace actividad física durante su tiempo libre...	1	2	3	4
18. Mi hijo/a esta inscripto en deportes o actividades con entrenador o líder...	1	2	3	4
ORGANIZACIÓN FAMILIAR/ RUTINA DE DORMIR	Casi nunca	A veces	Generalmente	Casi siempre
19. Nuestra familia tiene una rutina diaria para la hora de dormir de nuestro hijo/a...	1	2	3	4
20. Mi hijo/a duerme 9 horas cada noche...	1	2	3	4



PRÁCTICAS RECOMENADAS

ENCUESTA DE NUTRICION FAMILIAR Y ACTIVIDAD FISICA

Comidas Familiares

Es importante que los niños desayunen todos los días, porque no comer el desayuno ha sido relacionado con un riesgo mayor al sobrepeso, particularmente entre niños mayores y adolescentes. Compartir las comidas en familia también es importante para establecer interacciones familiares positivas relacionadas a las comidas.

Prácticas de Comida Familiar

El consumo regular de comidas fuera de casa, en particular en restaurantes de comida rápida, ha sido asociado con incrementos en el riesgo al sobrepeso, especialmente entre adolescentes. Es más difícil tomar decisiones saludables cuando se come fuera, por eso, la reducción de las comidas fuera de casa puede promover una alimentación más sana. También es importante no ver la televisión mientras se come ya que esto puede hacer que los niños coman demasiado o lleven a comer alimentos menos saludables.

Elecciones de Comida

Los alimentos preenvasados en general, contienen más grasas y sal que la comida recién preparada, y la dieta se asocia con mayores niveles de sobrepeso en la juventud. Comer más frutas y verduras reduce el riesgo de un niño de tener sobrepeso. El efecto puede ser directo o indirecto (al reducir el consumo de otros alimentos).

Elecciones de Bebida

El consumo de bebidas azucaradas está relacionado con un mayor riesgo de sobrepeso en los niños. Los estudios también sugieren que un niño con una baja ingesta de calcio puede estar en mayor riesgo de tener sobrepeso.

Restricciones/ Recompensas

Es importante que los padres no restrinjan los alimentos más apetecibles (tales como bocadillos y dulces), ya que promueven el deseo de un niño por esos alimentos prohibidos. Es importante controlar el consumo de alimentos (pero no para restringirlo) ya que mediante el consumo moderado los niños aprenden a regular su comportamiento. Los alimentos no deberían utilizarse como recompensa, ya que hace que los niños valoren estos alimentos ante otras opciones más saludables.

Tiempo de Pantalla y Control

Ver televisión en exceso y el uso de videojuegos está asociado con el aumento de sobrepeso en la juventud. Los niños deben tener 2 horas o menos de tiempo de pantalla (televisión, videojuegos, y la computadora) por día. Los padres deben controlar y limitar el tiempo de pantalla.

Ambiente Sano

La creación de un ambiente sano es importante para los niños. La extracción de los televisores de los dormitorios es una buena práctica ya que reduce la probabilidad de ver televisión en exceso. Proporcione oportunidades de ser físicamente activo.

Comportamiento Familiar de Actividad

Los padres son modelos importantes para sus hijos, por lo que es importante recordar a los niños sobre la importancia de estar físicamente activo. Estar activos como una familia puede ayudar a establecer prácticas saludables de estilo de vida que promueven y refuerzan la actividad física como un valor familiar.

Comportamiento de Actividad del Niño

La participación de un niño en actividad física regular se asocia con un menor riesgo de sobrepeso. Los padres pueden planificar la actividad en su día pero los niños pueden necesitar recordatorios o las oportunidades específicas para ayudarles a estar activo todos los días incluyendo actividad estructurada.

Organización Familiar/ Rutina de dormir

Es importante que el niño tenga una rutina diaria o programada de su hora de dormir. Estudios sugieren que la falta de horas de sueño y rutinas irregulares puede aumentar el riesgo de un niño de tener sobrepeso.



Healthy Choices Count!

GOALS WORKSHEET

HEALTHY HABITS TOOLKIT

NAME: _____

TODAY'S DATE: _____

FOLLOW-UP: _____

RECORD YOUR GOALS:

GOAL #1: _____

GOAL #2: _____

GOAL #3: _____

TRACK YOUR GOALS:

MONTH: _____						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

MONTH: _____						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

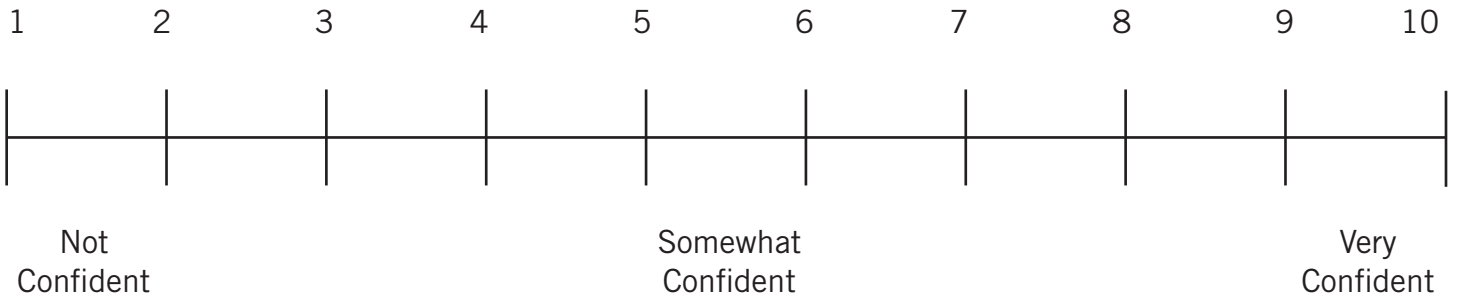


Healthy Choices Count!

CONFIDENCE RULER

HEALTHY HABITS TOOLKIT

On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?



Healthy Choices Count!

HEALTHY PREGNANCY

HEALTHY HABITS TOOLKIT (FAMILY)

WHY ARE HEALTHY HABITS DURING PREGNANCY IMPORTANT?

When it comes to the health of you and your baby, small steps can go far! Remember these three tips:

— EAT WELL —

Natural foods help your baby grow

- Choose foods in their natural form. Eat less packaged food.
- Eat a variety of fruits and vegetables.
- If some raw vegetables bother your stomach, try roasting, steaming or sautéing.
- Iron is important: Lean red meats, poultry, beans, and peas are all good sources.
- Most women need only 300 extra calories each day during pregnancy. That's a piece of whole wheat toast with peanut butter and an apple.
- Vitamin D works with calcium to help build your baby's bones and teeth. It is key for healthy skin and eyesight. While you are pregnant or breastfeeding, you need 600 international units of vitamin D each day. Prenatal vitamins typically have about 400. Good sources of vitamin D are cereal, salmon egg yolks and vitamin D-fortified milk.

DRINK MORE WATER!

- Limit sugary drinks; reach for water instead.
- Eat foods with water in them like oranges, cucumbers, and watermelon.
- If water makes you queasy, try sucking on crushed ice cubes.
- Having constipation? Water helps keep things moving.
- Add flavor. Put a fruit wedge in your water. Try fresh ginger and lemon to settle your stomach!

— MOVE MORE —

There's no better time to be active

- Pregnancy is a great time to explore being active! Now is the time to set healthy patterns for you and your baby.
- For most women, it's safe to be active. Walking, swimming, fitness classes, or prenatal yoga are all good options.
- Moving for 30 minutes on most days is good for you and your baby. You can split it up – 10 minutes at a time has benefits.
- Stay comfortable while you're active: Wear loose clothing, stay out of the heat, and drink plenty of water.
- Being active helps with some aspects of pregnancy, like leg swelling and constipation and may reduce your risk for gestational diabetes and blood clots.

— FEEL BETTER —

Rest and relaxation are priorities

- Try for at least 8 hours of sleep, and take short naps if you are still tired.
- Trouble getting comfy? Try a pillow under your belly or between your legs, or a rolled towel behind your lower back.
- Find time to relax. Take 10 minutes a day of quiet time to refocus and energize.
- For fewer nighttime trips to the bathroom, drink plenty of water during the day then cut back a few hours before bed.
- Heartburn can be a sleep stealer. Limit fat, acid, and caffeine. Eat smaller meals and don't lie down after eating. If heartburn is still keeping you up, ask your prenatal care provider about medications.

DEPRESSION & ANXIETY:

- Depression and anxiety are common during pregnancy. Some women experience depression for the first time during pregnancy. If you have had depression in the past or are currently taking medication, talk to your health care provider about your management options during pregnancy.
- Depression that is untreated during pregnancy may cause problems for you or your baby after delivery; you may have difficulty with sleeping, trouble eating, may lose interest in doing things with your friends and family.
- It is normal to worry about your pregnancy and whether you are doing all the right things for the baby like what you eat, drink, and feel. It can also be stressful to think about how your life will change once the baby comes. It's important to make sure this normal type of stress does not become too much for you, to the point that it makes you anxious every day.
- If you have symptoms of depression or your stress is becoming too much, talk to your family, friends and especially your health care provider.



Healthy Choices Count!

HEALTHY PREGNANCY

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what you know about staying healthy during pregnancy.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about staying healthy during pregnancy?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “For the health of you and your baby, it is important that you practice healthy habits now.”

What is recommended:

- “Eat Well – Fresh, natural foods help your baby grow. Drink water, not sugary drinks. It’s the best choice for you and your baby.”
- “Move More – There’s no better time to be active.”
- “Feel Better – Make time for sleep and relaxation. Get enough rest. Most adults need 7-9 hours of sleep per night.”

How to implement:

- “The tips on this sheet are just a few ideas of how to stay healthy during pregnancy.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you’d like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- MaineHealth LET’S GO
- Your Pregnancy and Childbirth Month to Month Revised Sixth Edition, The American College of Obstetricians and Gynecologists
- Sleep hygiene recommendations from the American Sleep Association
- Kroenke K, Spitzer RL, Williams JB. The Patient Health Questionnaire-2: Validity of a Two-Item Depression Screener. Medical Care. 2003;41:1284-92.

Patient Health Questionnaire-2 (PHQ-2): PHQ-2 inquires about the frequency of depressed mood and anhedonia over the past two weeks. The PHQ-2 includes the first two items of the PHQ-9. The purpose of the PHQ-2 is to screen for depression in a “first-step” approach. Patients who screen positive should be further evaluated with the PHQ-9 to determine whether they meet criteria for a depressive disorder. Over the last 2 weeks, how often have you been bothered by the following problems? Not at all (score: 0) Several days (score: 1), More than half the days (score: 2) Nearly every day (score: 3) for the following two problems: “Little interest or pleasure in doing things” and “Feeling down, depressed or hopeless.” The score is obtained by adding score for each question (total points). Interpretation: A PHQ-2 score ranges from 0-6. The authors identified a score of 3 as the optimal cutpoint when using the PHQ-2 to screen for depression. If the score is 3 or greater, major depressive disorder is likely. Patients who screen positive should be further evaluated with the PHQ-9, other diagnostic instruments, or direct interview to determine whether they meet criteria for a depressive disorder.



BREASTFEEDING

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS BREASTFEEDING IMPORTANT?

Breast milk is the best food for your baby. It:

- has all the nutrients your baby needs for proper growth and improved brain development
- reduces the risk of ear infections and colds
- reduces the risk of obesity, diabetes, and other diseases
- is easier for your baby to digest
- is always the right temperature, never too hot and never too cold

It's healthier for YOU too. Breastfeeding:

- can help you recover more quickly from childbirth
- reduces your risk for breast and ovarian cancer, type 2 diabetes and high blood pressure
- may help you lose weight after childbirth

Additional benefits of breastfeeding include:

- the convenience of not having to prepare bottles and formula
- it's better for the environment as less waste is produced
- more economical to not have to buy formula
- mothers miss less work as babies are healthier

RECOMMENDATIONS:

- Breastfeed your baby within the first hour after your baby is born
- Give only breast milk to your baby for the first 6 months
- Continue breastfeeding while introducing foods up until one year of age
- Breastfeed your baby as long as both mom and baby (or child) wish

TIPS FOR BREASTFEEDING SUCCESS:

What should I do if I need to be away from my baby for a long period of time?

Moms should express breast milk regularly while away from their baby. In general, removing milk as often as the baby would eat is best.

How do I know if my baby is getting enough breast milk?

- Babies that are getting enough milk are satisfied after feedings, have regular wet and dirty diapers and gain weight adequately.
- Breastfed babies eat often! They should nurse every 1-3 hours in the early days, up to 8-12 times each day. As babies get older, the number of feedings decrease as they are able to drink more during each feeding and start to eat baby foods.

What should I do if I have questions or problems?

If you are having trouble with breastfeeding, reach out for help! Contact a breastfeeding support person, such as a lactation consultant, doctor, dietitian, nurse, WIC peer counselor, etc.

QUICK TIP:

Breastfeeding your baby often will help your body keep up with your baby's growing stomach. The more breast milk your baby removes, the more milk you will produce.



Healthy Choices Count!

BREASTFEEDING

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT KNOWLEDGE/FEELINGS

- Tell me what you know about breastfeeding.
- What are your plans for feeding your baby?
- Tell me about any past experience with breastfeeding.
- What do your partner, family and friends think about breastfeeding?

STEP 2: OFFER EDUCATION

- “Would you like me to share more information about breastfeeding?”
- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Breast milk is the perfect milk for your baby. It contains all the nutrients for proper growth and development, as well as antibodies to keep baby healthy and strong. Babies that are breastfed have fewer health issues and therefore have fewer visits to the doctor. Breastfed babies also have improved brain development and lowered risk of obesity, diabetes, leukemia, allergies, and SIDS.”
- “Mothers experience the many benefits of breastfeeding as well. They recover more quickly after childbirth and have a reduced risk of breast cancer, ovarian cancer, Type 2 diabetes, and cardiovascular disease.”
- “Other benefits of breastfeeding include the convenience of not having to prepare or purchase formula and decreasing the amount of waste created by formula.”
- “Most of all, breastfeeding moms and babies experience a special bond created by the unique physical and emotional connection that breastfeeding provides.”

What is recommended:

- “The American Academy of Pediatrics recommends putting your baby skin-to-skin and breastfeeding within the first hour after birth. It’s encouraged to give only breast milk for the first 6 months, then continue breastfeeding while introducing foods up until one year of age. The World Health Organization advises continued breastfeeding up to two years of age and beyond, as long as both mom and baby wish.”

How to implement:

- “The tips on this sheet are just a few ideas of how to successfully breastfeed.”
- “What are your thoughts on this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Based on what we’ve talked about, does breastfeeding sound like something that would interest you?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- The American Academy of Pediatrics recommends exclusive breastfeeding for the first six months, followed by continued breastfeeding while gradually introducing solid foods up to one year of age and beyond as mutually desired by mom and baby. Note: the World Health Organization agrees with the AAP statement and expands recommendations to encourage continued breastfeeding until two years of age or longer.
- Breastfeeding gives babies a healthy start and is good for moms too. (USDA Food and Nutrition Services Special Supplemental Program for Women, Infants and Children Breastfeeding Promotion and Support Campaign)
- A study by researchers from Brown University finds that breastfeeding improves infant brain development. (Brown University, Breastfeeding and Early White Matter Development: A Cross-Sectional Study, NeuroImage Journal, 2013)



RESPONSIVE FEEDING

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS RESPONSIVE FEEDING IMPORTANT?

Children need a positive environment to explore and learn to eat a variety of healthy foods while listening to their own hunger and fullness cues. Practicing “parents provide, children decide” teaches children to self-regulate and develop healthy eating habits to avoid health problems in the future. It also makes mealtime easier, allowing you to bond with your child!

TIPS FOR SUCCESS:

- Make sure your child is comfortable and minimize distractions (turn off TV, don't use phone, etc.).
- Feed your child on demand when they are small. Children know how to regulate how much they need to eat and will give you signs of hunger or fullness.
- Respond promptly to cues and focus on being warm, nurturing and affectionate during feeding.
- Offer regular meals and snacks to ensure your child is hungry at mealtime.
- Be patient while feeding your child and watch for clues that your child is telling you when they are hungry and full.
- There are many reasons why babies cry. Often times babies cry because they need a change, or want to be near you. Early cues will tell you when your baby is hungry.

SIGNS OF HUNGER IN YOUNGER BABIES:

- Sucking on hands
- Rooting/turning their head toward anything that touches their face
- Opening their mouth
- Making feeding motions or sounds
- Increasing body movements, like flexing their arms and legs
- Clenching their fingers or fist over their chest and tummy

SIGNS OF FULLNESS IN YOUNGER BABIES:

- Stopping or slowing down sucking or unlatching
- Spitting out bottle or breast
- Sealing lips together
- Relaxing their body
- Falling asleep
- Fidgeting or getting distracted
- Turning their head away when offered the breast or bottle

SIGNS OF HUNGER IN OLDER BABIES:

- Showing interest in food
- Leaning towards the spoon
- Opening their mouth

SIGNS OF FULLNESS IN OLDER BABIES:

- Spitting out food
- Turning their head away
- Pushing the spoon away
- Sealing their lips closed
- Playing with or throwing food



RESPONSIVE FEEDING

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT KNOWLEDGE/FEELINGS

- What do you know/what have you heard about responsive feeding?
- How do you feel about letting your child choose what and how much they eat?
- Tell me about what your partner, family and friends think about feeding your child.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about a concept called responsive feeding?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Children need a positive environment to explore and learn to eat a variety of healthy foods while listening to their own hunger and fullness cues.”

What is recommended:

- “Practicing ‘parents provide, children decide’ teaches children to self-regulate and develop healthy eating habits to avoid health problems in the future.”
- “Feed your baby on demand when they are small. Babies know how to regulate when they’ve had enough to eat and will show you when they are full. Offer regular meals and snacks to ensure your child is hungry at mealtime.”
- “Be patient while feeding your child and watch for clues that your child is telling you they are hungry or full.”

How to implement:

- “The tips on this sheet are just a few ideas on responsive feeding.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Based on what we’ve talked about, does responsive feeding sound like something that would interest you?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- The American Academy of Pediatrics



STARTING SOLIDS

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS IT IMPORTANT TO INTRODUCE SOLID FOODS TO BABIES?

- Babies should start the process of learning to eat when they are developmentally ready, which is around 6 months for most babies. Teaching your baby to like healthy foods by offering a variety of fruits, vegetables, grains, protein and dairy will establish healthy habits for a lifetime. Babies should be provided the opportunity to learn to eat, make a mess and have fun too!
- Introducing solid foods too early will make it more likely that your child will have a hard time staying at a healthy weight.

HOW DO YOU KNOW WHEN BABIES ARE READY FOR SOLID FOODS?

Around 6 months of age, most babies show signs of readiness to eat by sitting up on their own with a steady head and neck, they are interested in mealtime, they seem to be hungry between nursing or bottle feeding, they open their mouth for an approaching spoon, and they no longer automatically push food out of their mouth with their tongue.

TIPS FOR STARTING SOLID FOODS:

- Start with single-ingredient foods (grains, fruits, vegetables) and offer a new food every 3 to 5 days in order to watch for allergic reactions.
- Feed baby foods from a spoon to teach your baby how to swallow. Putting baby food or cereal in a bottle may cause your baby to choke and adds unneeded calories to your baby's diet.
- Your baby will continue to take breast milk or formula as their primary source of nutrition as they learn to eat from a spoon. This will make sure they are getting the nutrients they need. As more foods are introduced, the amount of breast milk or formula a baby takes may decrease.
- At 9 months, many children are ready to transition to table foods. Make sure they continue to keep eating fruits and veggies at every meal.
- There is no reason to delay introducing high allergy foods, such as nut butters, eggs or shellfish.
- Avoid offering unhealthy foods that don't provide nutrients, such as foods high in sugar or salt.
- Make mealtime enjoyable by sitting with your baby and giving them time to eat. Feed your baby at the same time as the rest of the family when possible to encourage family meals.

What if my baby spits out food during feeding?

Babies need to try new foods many times. Some babies need to be offered a food 15-20 times before they accept it. Offer it again at the next feeding. Offering a variety of different colors and flavors will help your child get more nutrients and be a brave eater who likes a wide variety of foods as they age.

How do I know my baby is eating enough?

Let your baby decide how much to eat based on hunger and fullness cues:

- **Signs your baby is hungry:** They may get excited when they see food, focus on and follow food with their eyes, lean toward food, and open their mouth.
- **Signs your baby is full:** They may spit out or push food away, seal their lips together, fidget or get distracted easily, start to play with their food, close their mouth, or turn their head away when offered food. Babies will let you know when they are done eating.

What about drinks?

At 6 months of age, you can start to introduce your baby to water by offering a few ounces in a sippy cup each day. This will get them used to the taste of water and help practice using a cup. Sugary drinks (even 100% juice) add unneeded calories and can harm baby teeth.



Healthy Choices Count!

STARTING SOLIDS

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT KNOWLEDGE/FEELINGS

- Tell me what you know about introducing foods to your baby.
- Tell me about any past experience you have with feeding babies.
- Tell me about what your partner, family and friends think about when you should start feeding your baby solids.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about when to start feeding your baby solids?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Babies need only breast milk or infant formula for the first 6 months of life.”
- “Babies are developmentally ready to start solids around 6 months of age when they are able to sit upright with a steady head and neck, open their mouth for an approaching spoon, and don’t push food out of their mouths.”
- “Babies don’t need extra water in the first 6 months of life.”

What is recommended:

- “The American Academy of Pediatrics recommends introducing solids to your baby around 6 months of age. These recommendations include exposing babies to a wide variety of healthy foods and offering a variety of textures.”
- “It’s best to introduce new single-ingredient foods one at a time and wait 3 to 5 days to start another new food in order to watch for possible allergic reactions.”
- “There is no reason to delay introducing high allergy foods, such as nuts, eggs or shellfish.”
- “Babies may need to be exposed to foods multiple times, even up to 15-20 times, before accepting it.”
- “Avoid offering babies unhealthy foods that don’t provide nutrients, especially foods high in sugar or salt.”
- “Make mealtime enjoyable by sitting with your baby and giving them time to eat. Feed your baby at the same time as the rest of the family when possible to encourage family meals.
- “After 6 months of age, babies should start taking small amounts (a few ounces a day) of water with fluoride from a sippy cup. Juice is not recommended for babies until after one year of age.”

How to implement:

- “The tips on this sheet are just a few ideas on responsive feeding.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Based on what we’ve talked about, does responsive feeding sound like something that would interest you?”
- “Many people find it helpful to make a specific plan – would that work for you?”
Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- The American Academy of Pediatrics



FEEDING TODDLERS

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS THIS IMPORTANT?

Eating a variety of healthy food ensures children are getting all the nutrients needed to keep their development and growth on track. It is normal for toddlers to go through phases when it comes to food. It's not always easy to get kids to try new and different food but here are some tips.

RECOMMENDATIONS:

- Get off to a good start. Try a wide variety of baby foods and continue to offer a variety of flavors and textures when you start to offer table food when your baby is around 9 months old.
- Balanced meals are important for babies too! Remember to offer vegetables, fruits and meats at every meal.

TIPS FOR FEEDING TODDLERS:

- Wait until your child is hungry to give them new foods. They may be more adventurous and willing to try it.
- Give a choice between two healthy options.
- Include one healthy food you know they like at each meal.
- Snacks should contain a vegetable and fruit.

TIPS FOR FEEDING PRE-SCHOOLERS:

- Let them choose a healthy new food at the grocery store. They may be more likely to try it if they have picked it out.
- Allow them to help with meal prep. This will get them interested in trying new foods.
- Talk about where food comes from. Gardening or planting herbs is a great way to get kids excited about different foods.

CAREGIVER PROVIDES, CHILD DECIDES

This is a great saying to keep in mind. It is the caregiver's job to provide healthy meals and snacks on a routine schedule and the child's decision about how much or if they will eat. If your child refuses to eat, you're not alone. It is very common and so many caregivers have this same experience! Here are some tips to help:

- Stay calm: The best reaction is no reaction at all.
- Don't draw attention to the behavior by talking about what your child is or isn't eating. Talk about your family's day instead.
- Never use food as a reward or punishment. Pressuring your child may make them less likely to eat.
- Try a One Meal Policy: Tell your child this is the meal that has been made for the family. You should not feel pressured to make a second meal.
- You are not a bad caregiver if your child refuses to eat. If they chose not to eat the meal, save it for the next meal.
- If your child is truly hungry, they will eat. Young children's appetites vary a lot. It is OK to let them listen to their hunger and fullness cues.



FEEDING TODDLERS

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT KNOWLEDGE/FEELINGS

- Tell me what you know about feeding your toddler.
- Tell me what a typical meal looks like for your toddler.
- What are some changes you've noticed with the way your child eats?

STEP 2: OFFER EDUCATION

“Would you like me to share more information about feeding your toddler?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Toddlers are no longer growing as quickly as when they were babies and their appetite can change from day to day. Let your child decide how much to eat.”
- “Your child needs small, frequent meals and snacks throughout the day. It's important to remain consistent with what foods are offered and how often.”
- “Toddlers are learning how to eat independently with their hands and utensils. Let them practice and remember, it will be messy!”

What is recommended:

- “Get off to a good start: Try a wide variety of baby foods and continue to offer a variety of flavors and textures when you start to offer to table foods at around 9 months.”
- “Balanced meals are important for babies too! Remember to offer vegetables, fruits and meats at every meal.”

How to implement:

- “The tips on this sheet are just a few ideas on feeding your toddler.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Based on what we've talked about, does responsive feeding sound like something that would interest you?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That's great!”
 - Confidence < 7 : “A ___ is higher than a zero, that's good! We know people are more likely to complete a plan if it's higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- The American Academy of Pediatrics



FAMILY MEALS

HEALTHY HABITS TOOLKIT (FAMILY)

WHY ARE FAMILY MEALS IMPORTANT?

Eating meals together as a family is important for your child's overall health. Children who eat with their families are more likely to eat fruits, veggies, and whole grains. Family meals give parents time to be role models for healthy eating. Sharing meals as a family also gives families a time to talk with each other.

WHY IS EATING AT HOME IMPORTANT?

Meals eaten at home are often healthier than meals eaten while dining out. Meals eaten while dining out often have more sodium and unhealthy fats, as well as larger portion sizes, than what we need to eat.

TIPS FOR EATING HEALTHIER TOGETHER

Eat More Meals Together at Home

Set a goal to eat family meals each week. Making meals as a family helps your child learn about the food they eat and how to make healthy choices.

Plan and Make Meals Ahead of Time

To save time, pick one day a week to make main dishes ahead of time. On the day of the meal, add sides like veggies, fruits, and whole grains.

Change as a Family

Change is easier when the whole family takes part. Family dinners are a time for parents to act as role models and teach healthy eating habits. Eat the foods you want your child to eat and be willing to try new foods so your child might try them, too.

Focus on the Meal

Family meals are a great time to talk and grow as a family. Help your child focus on the meal by having a no cell phone and no TV rule at the table.

Make Healthy Choices Away From Home

When dining out, look for meals with fruits and veggies. Try sharing a main dish with a family member for smaller portions. Choose drinks without added sugar like water, fat-free or low-fat milk, or unsweetened tea.

QUICK TIPS:

Parents and caregivers decide:

- What the food choices are
- When meals are served
- Where meals are eaten

Children decide:

- If and how much to eat of what's offered



Healthy Choices Count!

FAMILY MEALS

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about family meals.
- What would you like to be different?
- Tell me about a typical family meal at your house.
- Tell me about how you decide what meals your family eats.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about family meals?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Children who regularly eat with their families are more likely to eat fruits, vegetables, and whole grains. Overall, meals eaten at home tend to be healthier than meals eaten while dining out because of sodium, unhealthy fats, and portion sizes. Sharing meals as a family is also important because it allows a time for healthy communication. Overall, your child’s health can benefit from family meals.”

What is recommended:

- “Eat as many meals together as your family can, and when you can, choose to eat at home.”

How to implement:

- “The tips on this sheet are just a few ideas of how to have positive family meal experiences.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you’d like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- Family meals reduce odds for becoming overweight, eating unhealthy foods, and disordered eating, along with increasing odds for eating healthy foods.²
- Away-from-home dinner sources are linked with increased weight status and body composition. When families reported at least one away from home dinner purchase in the past week, mean body fat percent, metabolic risk, and insulin levels were significantly greater than those with less fast-food purchases.³
- Studies recommend that stressing the relative importance of family meal time and teaching how to plan ahead encourages the best health outcomes.⁴
- The amount of food parents serves themselves is significantly tied to the amount of food they serve their children. When children are served more, they eat more. Encourage healthy portions for the whole family to reduce the risk of the child overeating.⁵
- TV watching during mealtime can negate the positive influences of mealtime. Children who watched TV while eating dinner had decreased intake of fruits and veggies and increased intake of fast food and sugar-sweetened beverages than those who do not watch TV.⁶



FRUITS & VEGETABLES

HEALTHY HABITS TOOLKIT (FAMILY)

WHY ARE FRUITS AND VEGGIES IMPORTANT?

What we eat matters for our bodies. Fruits and veggies have lots of nutrition and different colors of fruits and veggies have different vitamins and minerals. Healthy eating styles that include fruits and veggies can help prevent diseases like type 2 diabetes, cancer, and heart disease.

HOW MANY FRUITS AND VEGGIES SHOULD WE EAT?

EAT **5** OR MORE
FRUITS AND VEGGIES
EVERY DAY!

WHAT IS ONE SERVING?

Kids: Size of the palm of their hand

Adults:

Whole fruit: Size of a tennis ball

Chopped fruits or veggies: ½ cup

Dried fruit: ¼ cup

Leafy greens: 1 cup



TIPS FOR EATING MORE FRUITS AND VEGGIES

- Keep a bowl of whole fruit on the table, counter, or in the fridge.
- Buy fresh fruits and veggies in season when they may cost less and have the best flavor.
- Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh.
- Stock up on frozen veggies for quick and easy cooking in the microwave.
- Buy packages of veggies such as baby carrots or celery sticks for quick snacks.
- Try herbs or seasonings on veggies to add flavor, and try different ways of cooking like roasting, boiling, or just eating them raw.
- Try pre-cut packages of fruit (such as melon or pineapple chunks) for a healthy snack in seconds.
- Let children decide on the veggies at meals or what goes into salads.
- Children can help shop for and prepare fruits and veggies – they are more likely to try something they helped make.
- Offer new fruits and veggies over and over again – it can take many times of seeing or trying before a child may like them.

QUICK TIP:

Making half your plate fruits and veggies can help you eat 5 or more servings of fruits and veggies a day!



Healthy Choices Count!

FRUITS & VEGETABLES

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about eating more fruits and vegetables.
- What would you like to be different?
- Tell me about fruits and vegetables your child likes to eat.
- Tell me about a typical dinner meal for your family.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about eating more fruits and vegetables?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “What we eat matters for our bodies. Eating 5 or more fruits and vegetables each day is important because they have lots of nutrition, and different colors of fruits and vegetables have different vitamins and minerals.
- Healthy eating styles, especially including fruits and vegetables, can help prevent diseases like type 2 diabetes, cancer, and heart disease.”

What is recommended:

- “It is recommended that children eat 5 or more servings of fruits and vegetables every day. This handout has some examples of what 1 serving of fruit or vegetables looks like.”

How to implement:

- “The tips on this sheet are just a few ideas of how to eat more fruits and vegetables.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you’d like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- For obesity management: Long term changes in diet quality in overweight or obese children are inversely associated with BMI scores.
- Processed foods, fast foods, and other foods that are high in fats and sugar provide no nutritional benefits and should be substituted for whole and unprocessed foods.
- Fruits and vegetables have not been correlated directly to BMI, but provide many important nutrients, and increase of intake in these food groups is beneficial for the patient.
- Dietary fiber is shown to have a protective effect against obesity, diabetes, hypertension and cardiovascular disease.¹



Healthy Choices Count!

HEALTHY DRINK CHOICES

HEALTHY HABITS TOOLKIT (FAMILY)

WHAT SHOULD OUR FAMILY BE DRINKING?

Water and milk are the best drink choices for healthy lifestyles. Water is important for lots of things our bodies do, like keeping a normal temperature and breaking down the food we eat so the body can use it. Most of the body is made up of water – 60-75%! Milk has calcium that is important for healthy growth and making strong bones.

WHAT ARE SUGAR-SWEETENED DRINKS?

Sugar-sweetened drinks include any drinks that have sugar. The most common are juice, soda pop, sports drinks, energy drinks, flavored milks, and sweet teas. It is recommended that children have 0 sugar-sweetened drinks each day.

WHAT ABOUT JUICE?

Even though 100% fruit juice has some nutrients, it also has more sugar than your child needs. Choose whole fruits instead because they have fiber. Too much juice can also be harmful for children's teeth. If you choose to serve juice, choose 100% fruit juice and limit to 4-6oz a day for 1-6 year olds and 8-12oz a day for children 7 years and older.

TIPS FOR MAKING HEALTHIER DRINK CHOICES

- Cut down on sugary drinks in steps. Make daily and weekly goals. Once your family reaches one goal, move to the next goal.
- For flavored water, try adding lemon, lime, or orange wedges to water. Try mixing seltzer water with a splash of juice.
- Keep water and milk available to drink at home. Fill a pitcher of water and keep it in the fridge. Children are less likely to drink soda pop or other sugary drinks if they're not at home.
- Change as a family. Be a role model by choosing water instead of sugary drinks.
- For toddler age 1-2, choose whole milk. Women and children over age 2 should choose low-fat or fat-free milk most often. If you choose to serve chocolate milk, make it at home by adding a dash of chocolate syrup.

HEALTHY DRINK CHOICES:

- Drink water most often
- Drink 2-3 cups of milk per day (or have other dairy choices)
- Try for 0 sugary drinks per day

HOW MUCH SUGAR IS IN MY DRINK?

Beverage	Serving Size (oz)	Grams of Sugar
Water	8	0
Lipton Lemon Iced Tea	8	15
Hawaiian Punch	8	17
100% Orange Juice	8	20
Chocolate Milk	8	29
Cola	12	39

SERVING SIZE MATTERS

Sugar in typical fast food cola drinks:



Healthy Choices Count!

HEALTHY DRINK CHOICES

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about healthy drink choices.
- What would you like to be different?
- Tell me about what your child usually drinks.
- Tell me about any water or milk that your child drinks.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about family meals?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Water and milk are the best drink choices because they both have important things our bodies need. Water is important for lots of things our bodies do, like keeping a normal temperature and breaking down the food we eat so the body can use it. Most of the body is made up of water – 60-75%! Milk has calcium that is important for healthy growth and making strong bones.
- It is important to avoid sugar-sweetened drinks like soda pop, juice, sports drinks, and energy drinks because they can lead to excess weight and be harmful for our teeth.”

What is recommended:

- “Water is recommended to be the main drink that children have with meals and during the day. Children need 2-3 cups of dairy per day, such as low-fat or fat-free milk.
- It is recommended to aim for 0 sugary drinks per day.

How to implement:

- “The tips on this sheet can be helpful for making healthier drink choices.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you’d like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- SSBs contribute more calories to the diet and excess weight gain than any other single food or beverage.⁷
- Studies consistently show an association between SSB consumption and metabolic disease, including hypertension, non-alcoholic fatty liver disease, visceral adiposity, insulin resistance and the development of Type 2 Diabetes Mellitus.⁷
- For each additional SSB consumed by a pediatric patient per day, odds of becoming obese are increased by 60%.⁷
- Individuals who are aware of recommended caloric needs and nutritional content of their beverages drank nine fewer SSBs per month on average than those who were not as well informed.⁸
- Reducing SSB consumption by only 25% has been estimated to reduce weight by 4.5lb/year in children. This change would decrease the prevalence of pediatric overweight and obesity from 32% to 27% and 17% to 14% respectively.⁹



Healthy Choices Count!

SCREEN TIME

HEALTHY HABITS TOOLKIT (FAMILY)

WHAT IS SCREEN TIME?

Screen time includes time spent using the TV, computers, video games, tablets, and cell phones. Recreational screen time is any time spent with screens that is not for education or schoolwork.

HOW MUCH SCREEN TIME SHOULD MY CHILD HAVE EVERY DAY?

It is recommended to limit recreational screen time to no more than 2 hours per day for children 2 years of age and older, and no screen time for children under the age of 2.

WHY IS IT IMPORTANT TO LIMIT SCREEN TIME?

Screen time often replaces physical activity and can lead to more snacking. Too much TV can lower reading scores and cause attention problems. Limiting screen time can improve a child's health.

TIPS FOR MAKING HEALTHIER SCREEN TIME CHOICES

Set a Screen Time Schedule

Plan out screen time for each day with your child. Stick to the schedule and do not have the TV on while doing other activities. Try using a timer – when the bell rings, it is time to turn off the screens. To create your family media plan, visit: www.healthychildren.org/mediauseplan

Pay Attention to the Content

Choose age-appropriate programs. Avoid commercials by watching recorded shows, using DVDs, or streaming shows online commercial-free.

Don't Mix TV and Food

Avoid eating while watching TV, which can lead to eating too much. To promote healthy eating habits, eat meals together as a family and turn off the TV and cell phones.

Keep the Bedroom Screen-Free

Don't allow screens in your child's bedroom. Getting enough sleep is very important for your child's health. Kids with a TV in their bedroom get less sleep every night, which can lead to unhealthy weight gain.

Play Instead!

Instead of watching TV, play together as a family. Whether you are playing inside or outside, do your favorite family activity together. Play a board game, build a puzzle, go on a family bike ride, or play at a local park.

POINTS TO REMEMBER:

- Limit screen time to less than 2 hours a day.
- Avoid eating food while watching TV, or while playing on a computer or cell phone.
- Have screen-free zones in your home, including the dining room and your child's bedroom.
- Instead of screen time, play together as a family.



Healthy Choices Count!

SCREEN TIME

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about screen time.
- What would you like to be different?
- Tell me about your child's screen time habits.
- Tell me about where your child has screen time at home.

STEP 2: OFFER EDUCATION

- “Would you like me to share more information about family meals?”
- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Limiting screen time is important for our health. Screen time often replaces physical activity because we're more likely to sit while having screen time. Too much TV can also lower reading scores and cause attention problems. Screen time can cause us to eat more because we get distracted and we're exposed to food advertising. Also, having screens in the bedroom can make it hard to get a good night's sleep because we might stay up later having screen time.”

What is recommended:

- “It is recommended to limit recreational screen time to no more than 2 hours per day for children 2 years of age and older, and no screen time for children under 2. It is also recommended to keep screens out of the bedrooms and turn off screens during meal time and snack time.”

How to implement:

- “The tips on this sheet are just a few ideas of how to have healthier screen time habits.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you'd like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That's great!”
 - Confidence < 7 : “A ___ is higher than a zero, that's good! We know people are more likely to complete a plan if it's higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- Increased parental screen monitoring is shown to decrease sedentary behavior.¹⁰
- Screen-based activities promote overeating. Mechanisms include interrupting physiologic food regulation, acting as a conditioned cue to eat, and effecting the stress-induced reward system.¹¹
- Children consume more food when exposed to food advertising. Studies suggest that food advertising primes automatic eating behaviors and influences children in more ways than just brand preference.¹²
- Children with a TV in their bedroom are more likely to be overweight and watch more TV than children without a TV in their bedroom.¹³
- Children who replace TV time with other sedentary activities may still decrease their risk of obesity.^{14,15}
- When families kept track of outside play and rewarded their children with a specific amount of screentime in exchange for physical activity, they were more successful at reducing weight than those who kept track of outside play but allow unlimited screen time.¹⁴



Healthy Choices Count!

PHYSICAL ACTIVITY

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS PHYSICAL ACTIVITY IMPORTANT?

Physical activity helps children keep their heart and lungs healthy, and makes their bones and muscles stronger. Children that are active tend to be healthier, which can also make them better learners. Activity can help reduce stress and help children feel good about themselves. Being active also helps prevent diseases like type 2 diabetes, heart disease, and cancer.

HOW MUCH PHYSICAL ACTIVITY DOES MY CHILD NEED?

For 2 to 5 Year Olds

At least 1 hour of play and physical activity every day. Keep activity fun!

For 6 to 17 Year Olds

At least 1 hour of physical activity every day. Most of the hour should be moderate to vigorous activity. These are activities that make your child sweat or breathe hard, like fast walking, running, swimming, bicycling, dancing or playing basketball.

Also try activities that help build muscles and bones 3 days per week. To strengthen muscles, try monkey bars, push-ups, tug of war, and climbing trees. To strengthen bones, try jumping rope, running, and playing volleyball and basketball.

QUICK TIPS:

If you don't have time

Make activity part of your day. Take the stairs more often or walk around the store before shopping. Activity can be done for even 10 minutes at a time.

If your child doesn't like sports

Help your child to try other activities like dancing, bicycling, swimming and walking. Do volunteer work or find a friend to be an "activity buddy."

If you can't be outside

Stay inside and dance to music or make games with active toys like balls, hula hoops, and jump ropes. Go to a rec center or fit in activity at school.

PARENTS - JOIN THE FUN!

- Play with your child at home
- Go for walks as a family
- Help your child sign up for a sport or dance team
- Teach your child about your favorite activities



PHYSICAL ACTIVITY

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about physical activity.
- What would you like to be different?
- Tell me about your favorite activities to do together.
- Tell me about any sports or activities your child participates in.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about physical activity?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Physical activity helps children keep their heart and lungs healthy, and makes their bones and muscles stronger. Children that are active tend to be healthier, which can also make them better learners. It can also help reduce stress, and help children feel good about themselves.
- Regular physical activity can help prevent diseases like type 2 diabetes, heart disease, and cancer. Children are more likely to do physical activity if it’s fun and when parents are supportive or participate, too.”

What is recommended:

- “It is recommended that children have at least 1 hour of physical activity every day.
- For younger children, ages 2-5, the 1 hour can be from play and other physical activities. For older children, ages 6-17, physical activity should include different types like aerobic, muscle-strengthening, and bone-strengthening.”

How to implement:

- “The tips on this sheet are just a few ideas for getting physical activity.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you’d like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/ much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- The American Academy of Pediatrics recommends that children ages 2 to 18 years old should participate in at least 60 minutes of planned, supervised, physical activity or active play per day.¹⁶
- Abnormal triglyceride levels, defined as $>110\text{mg/dL}$ for adolescents and abnormal high-density lipoprotein levels, defined as $<40\text{mg/dL}$, respond to increased physical activity.¹⁶
- Studies found that parental support for the child’s physical activity is the most important factor for increased physical activity.¹⁷
- Physical activity has been shown to alleviate symptoms of mild to moderate depression and anxiety. It is also associated with promoting mental health and well-being in children and adolescents in ways such as improving self-concept and confidence.¹⁸
- Sixth graders that participated in more vigorous physical activity on a regular basis were correlated to higher grades than those who did not.¹⁹
- Studies show that higher rates of physical activity are correlated with better motor control and physical functioning in school-aged children.²⁰
- An overall decline in physical activity in children is associated with an increased incidence of Type 2 Diabetes Mellitus; higher levels of moderate to vigorous physical activity and lower screen time have been found to be beneficial to insulin sensitivity through their effect on adiposity levels.²¹



Healthy Choices Count!

SLEEP

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS SLEEP IMPORTANT?

The amount of rest we give our bodies at night is very important for our health. Sleep is needed to maintain our body's daily activities. Getting enough sleep helps children do better in school and be more physically active. Not getting enough sleep can also affect eating habits, and lead to eating more than needed during the day.

TIPS FOR GETTING A GOOD NIGHT'S SLEEP

Keep a Regular Sleep Schedule

Decide on a bedtime for your child and stick to it every night. Keeping a routine will help your child fall asleep and stay asleep. Have your child wake up at the same time every morning, even on the weekends.

Make the Bedroom a Great Place to Sleep

Keep screens (like TVs and cell phones) out of the bedroom. Use soothing sounds like soft music. Dim lights as it gets closer to bedtime and brighten lights in the morning to help tell the brain when to sleep and when to wake up.

Follow the Same Bedtime Routine

Set up a routine to help your child slow down and relax before bed. Avoid TV and other screen time at least one hour before bedtime. Skip caffeine, too!

Daily Activities Affect Sleep

Getting more physical activity during the day can help your child go to sleep on time. If your child is having a hard time falling asleep, try playing outside more during the day.

Use Naps to Your Advantage, but Don't Overdo It

While naps can be important for getting enough sleep, too long of a nap can spoil bedtime. If your child is having a hard time falling asleep at night, cut back on naptime during the day.

HOW MUCH SLEEP DOES MY CHILD NEED?

Age	Sleep Needed in 24 Hours
Less than 6 months	16-20 hours
6-12 months	14-15 hours
1-3 years	10-13 hours
3-10 years	10-12 hours
11-12 years	Around 10 hours
13-17 years	Around 9 hours

A COMMON SLEEP DISORDER: SLEEP APNEA

Sleep apnea can prevent your child from getting quality sleep. Excess weight is a common cause of sleep apnea. It is important that sleep apnea is diagnosed and treated.

Watch for these signs of sleep apnea:

- Nighttime signs – snoring, restless sleep, mouth breathing, difficulty waking up in the morning even with the right amount of sleep.
- Daytime signs- hyperactivity, inattention, behavior problems, sleepiness, headaches.

If your child has any of these symptoms, talk to your pediatrician.



SLEEP

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about sleep.
- What would you like to be different?
- Tell me about your child's bedtime routine.
- Tell me about what your child does in the evening before getting ready for bed.

STEP 2: OFFER EDUCATION

"Would you like me to share more information about sleep?"

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- "The amount of rest we give our bodies at night is very important for our health. Sleep is needed to maintain our body's everyday activities.
- Sleep can also influence our eating habits. Not getting enough sleep can lead to eating more during the day and other health concerns.
- Having a consistent bedtime routine, going to bed earlier, and keeping screens like TVs and cell phones out of the bedroom have all been shown to help children sleep better and maintain a healthy weight."

What is recommended:

- "The amount of sleep recommended for a child depends on their age. Your child should be getting ____ hours of sleep." (Reference handout for sleep recommendations.)

How to implement:

- "The tips on this sheet can be helpful for making sure your child gets a good night's sleep, like keeping the same sleep schedule and creating a good sleep environment in your child's bedroom."
- "What are your thoughts about this?"

STEP 3: ENGAGE IN GOAL-SETTING

- "Do any of these ideas work for you, or is there an idea of your own you'd like to try?"
- "Many people find it helpful to make a specific plan – would that work for you?" Discuss what, when, where, how long/often/much, and when to start.
- "Just to make sure we both understand your plan, would you mind repeating it for me?"

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- "On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?"
 - Confidence ≥ 7 : "That's great!"
 - Confidence < 7 : "A ____ is higher than a zero, that's good! We know people are more likely to complete a plan if it's higher than 7. Any ideas about what might raise your confidence?"
- "Would it be helpful to set up a time to check in on how things are going with your plan? When works best?"

REFERENCES

- Children with shorter sleep cycles and later bedtimes are more likely to be obese and gain weight over time.²²
- Short sleep duration is associated with increased appetite and increased food take. Therefore, less sleep could result in diminished self-regulation of appetite in children, thus increasing the risk for overeating.²³
- Bedtime routines are important. Studies have found a correlation between consistent sleep schedules and a lower rate of increase in BMI.²⁵
- Children who go to bed later and have a TV in their room are more likely to have a greater BMI than those who go to bed at a normal time or do not have a TV in their room.²⁴
- Childhood sleep habits may have a long-term effect on weight, even into adulthood. When children were followed from ages 5 to 32, studies found that each hour of reduction in sleep during childhood was associated with a 50% higher risk of obesity at age 32.²⁶



HEALTHY EATING STYLES

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS A HEALTHY EATING STYLE IMPORTANT?

What we eat and drink matters for our bodies. A healthy eating style helps children grow, have energy to do well in school, and be physically active. Healthy eating styles can also help prevent diseases like type 2 diabetes, cancer, and heart disease.

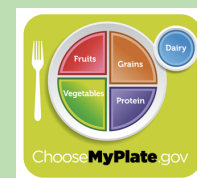
WHAT SHOULD MY FAMILY EAT?

- **Make half your plate fruits and veggies.** Try apples, bananas, pears, grapes, strawberries, broccoli, green beans, tomatoes, carrots, bell peppers or spinach.
- **Make half your grains whole grains.** Try brown rice, oatmeal, whole wheat bread or tortillas, cornmeal, or quinoa.
- **Vary your protein routine.** Try seafood, beans and peas, nuts and seeds, soy foods, eggs, and lean meat.
- **Move to low-fat or fat-free milk or yogurt.** Try low-fat or fat-free milk, yogurt, cottage cheese, and soy milk.

QUICK TIP:

Use MyPlate and the Nutrition Facts Label Together

- **Step 1:** Choose types of food using the MyPlate food groups.
 - Example: Whole wheat bread (grains group)
- **Step 2:** Use the Nutrition Facts Label to choose between foods in the same group.
 - Example: Choose whole wheat bread with 3g of fiber per serving instead of bread with 1g of fiber per serving



Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg 10%	
Calcium 260mg 20%	
Iron 8mg 45%	
Potassium 235mg 6%	

USE NUTRITION LABELS TO MAKE HEALTHIER CHOICES

- **Limit saturated and trans fat**
 - Choose foods with less saturated fat
- **Limit sodium**
 - Limit sodium to 2,300 mg per day
- **Increase fiber in diet**
 - Good sources of fiber have at least 3 grams per serving, and excellent sources have 5 grams or more per serving
- **Limit sugar/added sugar in diet**
 - Limit added sugar to 25 grams or less per day
 - Look for added sugars in the ingredient list – brown sugar, dextrose, fructose, glucose, high fructose corn syrup, honey, lactose, malt syrup, molasses, and sucrose. The higher on the ingredient list, the more added sugar in the food
- **Get enough vitamins and minerals**
 - A food is high in vitamins and minerals if it has a daily value of 20% or more, and low if it has 5% or less
- **Ingredients: Look for “whole grain” and “whole wheat” carbohydrates**

Ingredients: Whole Wheat and Brown Rice



Healthy Choices Count!

HEALTHY EATING STYLES

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about healthy eating styles.
- What would you like to be different?
- Tell me about fruits and vegetables your child likes to eat.
- Tell me about a typical dinner meal for your family.

STEP 2: OFFER EDUCATION

“Would you like me to share more information about choosing a healthy eating style?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “What we eat and drink matters for our bodies. A healthy eating style is important for helping children grow and for having energy to do well in school and be physically active.
- Healthy eating styles, especially including fruits and vegetables, can also help prevent diseases like type 2 diabetes, cancer, and heart disease.”

What is recommended:

- “Eating a variety of foods helps make sure we get all the nutrition we need and using our plate can help us to do that. It’s recommended to make half of our plate fruits and vegetables, about a quarter of our plate lean protein, and about a quarter of our plate grains, especially whole grains. It’s also important to have 2-3 servings of low-fat or fat-free dairy every day.
- The Nutrition Facts Label is also helpful to use. We want to limit foods high in saturated fat, sodium, and added sugar, and eat foods that help us get enough vitamins, minerals, and fiber.”

How to implement:

- “The tips on this sheet are just a few ideas of how to have a healthy eating style.”
- “What are your thoughts about this?”

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you’d like to try?”
- “Many people find it helpful to make a specific plan – would that work for you?”
Discuss what, when, where, how long/often/much, and when to start.
- “Just to make sure we both understand your plan, would you mind repeating it for me?”

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That’s great!”
 - Confidence < 7 : “A ___ is higher than a zero, that’s good! We know people are more likely to complete a plan if it’s higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”

REFERENCES

- For obesity management: Long term changes in diet quality in overweight or obese children are inversely associated with BMI scores.
- Processed foods, fast foods, and other foods that are high in fats and sugar provide no nutritional benefits and should be substituted for whole and unprocessed foods.
- Fruits and vegetables have not been correlated directly to BMI, but provide many important nutrients, and increase of intake in these food groups is beneficial for the patient.
- If the child does not consume < 2 servings of meat or meat alternatives (beans, eggs, nuts, seeds) per day, the child is missing out on B vitamins, iron and zinc that come in these foods. Low intake of protein rich foods may impair growth, and cause delayed growth and sexual maturation.
- If the child does not consume the proper amount of calcium, they are missing out on an important source of proteins, vitamins, and other minerals. Low intake of milk and calcium may reduce bone mass and increase risk of osteoporosis



Healthy Choices Count!

PORTION SIZES

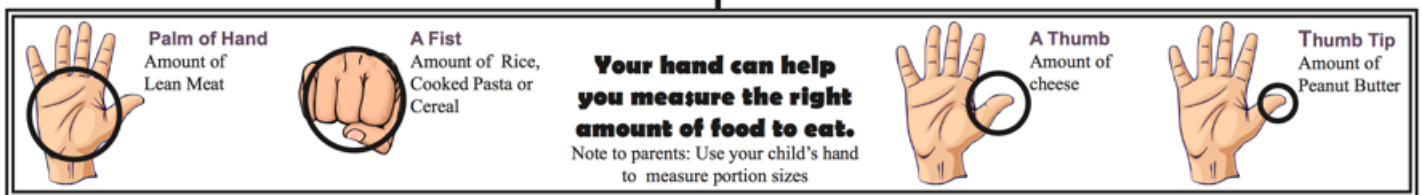
HEALTHY HABITS TOOLKIT (FAMILY)

WHY ARE PORTION SIZES IMPORTANT?

Portion sizes, especially when dining out, are often larger than what we really need. Starting with smaller portion sizes and paying attention to hunger and fullness signals can help us eat the amount of food we need.

LET YOUR HAND BE YOUR GUIDE

Use your child's hand to estimate their servings.



TIPS FOR HEALTHY PORTIONS

- Start with one serving on your child's plate – if they're still hungry they can have more.
- For second servings, start with fruits and vegetables.
- Serve food on smaller plates.
- Help your child eat snacks from a plate or a bowl instead of from the box or package.
- Skip the “clean plate club” - allow your child to leave food on their plate if they are full.

QUICK TIP: AM I HUNGRY?

Help your child learn to listen to when his/her body needs to eat and when it has had enough to eat by using this hunger and fullness scale. Rate hunger and fullness on a scale of 1 to 10 before and during a meal or snack. The goal is to start eating when feeling around a 3 or 4, and stop eating when feeling around a 5 or 6.

1 Starving, feeling dizzy	2 Very hungry, low energy, bad mood	3 Pretty hungry, stomach starting to growl	4 Starting to feel hungry	5 Satisfied, not hungry or full	6 Stomach slightly full	7 Stomach slightly uncomfortable	8 Stomach feeling stuffed	9 Stomach very uncomfortable	10 Stomach extremely full, feeling sick
-------------------------------------	---	--	-------------------------------------	---	-----------------------------------	--	-------------------------------------	--	---



PORTION SIZES

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about portion sizes.
 - What would you like to be different?
 - Tell me about typical portions of foods your child has for dinner.
 - Tell me about your child's typical eating schedule and level of hunger throughout the day.
-

STEP 2: OFFER EDUCATION

“Would you like me to share more information about healthy portion sizes?”

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- “Portion sizes, especially when dining out, are often larger than what we really need. Starting with smaller portion sizes and paying attention to hunger and fullness signals can help us eat the amount of food we need.”

What is recommended:

- “Using your child's hand as a guide for serving sizes is a good starting point. Provide one serving of each food at a meal on their plate. If they are still hungry after finishing that, they can have more. You might consider offering seconds of fruits and vegetables first.”

How to implement:

- “The tips on this sheet are just a few ideas of how to serve healthy portions and how to help your child listen to their body to know when they are hungry or full.”
 - “What are your thoughts about this?”
-

STEP 3: ENGAGE IN GOAL-SETTING

- “Do any of these ideas work for you, or is there an idea of your own you'd like to try?”
 - “Many people find it helpful to make a specific plan – would that work for you?” Discuss what, when, where, how long/often/much, and when to start.
 - “Just to make sure we both understand your plan, would you mind repeating it for me?”
-

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- “On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?”
 - Confidence ≥ 7 : “That's great!”
 - Confidence < 7 : “A ___ is higher than a zero, that's good! We know people are more likely to complete a plan if it's higher than 7. Any ideas about what might raise your confidence?”
- “Would it be helpful to set up a time to check in on how things are going with your plan? When works best?”



BREAKFAST & REGULAR MEALS

HEALTHY HABITS TOOLKIT (FAMILY)

WHY IS BREAKFAST IMPORTANT?

A healthy breakfast gives your child the nutrition their body needs to start the day. Children who eat breakfast are more likely to do well in school, have an overall better mood, eat healthier during the day, and have a healthy weight.

WHY IS IT IMPORTANT TO EAT THREE MEALS A DAY?

Eating breakfast, lunch, and dinner gives the body the energy and nutrition it needs during the day. Skipping meals can actually cause your child to eat more than needed during the day.

WHAT MAKES A WELL-BALANCED BREAKFAST?

Try to have at least 2 different food groups as part of your child's breakfast. Here are a few ideas to try at home!

Protein	Eat a variety of protein foods such as scrambled eggs, nuts or peanut butter. Dairy foods like milk and yogurt also have protein.
Grains	Whole-grain cereal or oatmeal are healthy grains that can be eaten with fruit for a well balanced breakfast.
Fruits	Include fresh fruit like a banana, apple, or berries.
Vegetables	Add vegetables like bell peppers and spinach to your scrambled eggs. Try spinach or kale in smoothies.
Milk	Have a glass of low-fat or fat-free milk, or a serving of yogurt.

TIPS FOR ENCOURAGING YOUR CHILD TO EAT REGULAR MEALS

If Your Child isn't Hungry in the Morning

To start the healthy habit of eating breakfast every morning, make changes in steps. Start off with a glass of milk every morning. Next, add whole-grain cereal. Finally, add fruit for a balanced breakfast.

If Your Child isn't Interested in Eating Breakfast

Encourage him/her to help you make breakfast in the morning; preparing breakfast together can be a fun part of your morning routine.

If there's no Time in the Morning for Breakfast

Choose healthy breakfast options that your child can eat on the go that require no or little preparation: dry cereal, fresh fruit, cup of yogurt, or a hard-boiled egg.

If Your Child isn't Hungry for Lunch or Dinner

If your child has snacks between meals, try smaller snack portion sizes or fewer snacks between meals overall. Limit or avoid snacks after dinner to encourage your child to eat when dinner is served.



BREAKFAST & REGULAR MEALS

HEALTHY HABITS TOOLKIT (PROVIDER)

STEP 1: ASK ABOUT CURRENT HABITS

- Tell me what interests you about breakfast or regular meals.
- What would you like to be different?
- Tell me about your child's typical breakfast.
- Tell me about your child's typical day of eating or meals

STEP 2: OFFER EDUCATION

"Would you like me to share more information about breakfast of regular meals?"

- If yes, discuss education handout. (If no, skip to goal setting)

Why is this important:

- "A healthy breakfast gives your child the nutrition their body needs to start the day. Children who eat breakfast are more likely to do well in school, have an overall better mood, eat healthier during the day, and have a healthy weight. They're also more likely to have better problem-solving skills, be more physically active, and miss fewer days of school.
- Also, eating breakfast, lunch, and dinner gives the body the energy and nutrition it needs throughout the day. Skipping meals can actually cause your child to eat more than needed during the day."

What is recommended:

- "It's recommended that children eat 3 regular meals per day, including eating a well-balanced breakfast every day. Try to include at least 2 different food groups in your child's breakfast."

How to implement:

- "The tips on this sheet can be helpful for eating breakfast and regular meals."
- "What are your thoughts about this?"

STEP 3: ENGAGE IN GOAL-SETTING

- "Do any of these ideas work for you, or is there an idea of your own you'd like to try?"
- "Many people find it helpful to make a specific plan – would that work for you?" Discuss what, when, where, how long/often/much, and when to start.
- "Just to make sure we both understand your plan, would you mind repeating it for me?"

STEP 4: ASSESS CONFIDENCE & SCHEDULE FOLLOW-UP

- "On a scale of 1 to 10, how confident or sure do you feel about carrying out your plan?"
 - Confidence ≥ 7 : "That's great!"
 - Confidence < 7 : "A ___ is higher than a zero, that's good! We know people are more likely to complete a plan if it's higher than 7. Any ideas about what might raise your confidence?"
- "Would it be helpful to set up a time to check in on how things are going with your plan? When works best?"

REFERENCES

- Eating breakfast before school is associated with lower BMI, lower probability of overweight and lower probability of obesity.²⁷
- The American Dietetic Association states that children who eat a healthy, well-balanced breakfast are more likely to meet daily nutrient requirements, concentrate better, have better problem-solving skills, have better hand-eye coordination, be more alert, be more creative, miss fewer days of school and be more physically active.²⁸
- Children who skip breakfast tend to have poorer nutrient intake than those who eat breakfast. Eating breakfast regularly has been linked with greater intake of fiber, calcium, iron, vitamin C and lower intake of fat, cholesterol, and sodium.²⁹



Healthy Choices Count!

REFERENCES

HEALTHY HABITS TOOLKIT

1. Otles S. Acta Sci Pol Technol Aliment;2014.
2. Hammons AJ. Peds;2011.
3. Fulkerson JA. J Am Diet Assoc;2011.
4. Fulkerson JA. J Consult Clin Psychol;2007.
5. Johnson SL. Am J Clin Nutr;2014.
6. Preedy VR. Nutr and Health;2007.
7. Bremer AA. Pediatric Annals;2012.
8. Gase, LN. Health Educ Behav;2014.
9. Vartanian LR. Am J Public Health;2007.
10. Lawman HG. Obesity;2012.
11. Marsh S. Appetite;2013.
12. Harris JL. Health Psycho;2009.
13. Dennison BA. Pediatrics;2002.
14. Goldfield GS. Pediatrics;2006.
15. Biddle SJH. Ann Behav Med;2009.
16. Barlow SE. Pediatrics;2007.
17. Erkelenz N. J Sports Sci Med;2014.
18. Taylor CB. Public Health Rep;1985.
19. Coe DP. Med Sci Sports Exerc;2006.
20. Wrotniak BH. Pediatrics;2006.
21. Henderson M. JAMA Pediatr;2016.
22. Scharf RJ. Pediatr Obes;2014
23. Burt J. Sleep Med;2014.
24. Busto-Zapico R. Pyschol Health Med;2014.
25. Miller AL. Acad Pediatr;2014.
26. Landhuis CE. Pediatrics;2008.
27. Millimet CL. J Hum Resour;2010.
28. Taras H. J Sch Health;2005.
29. Deshmukh-Taskar PR. J Am Diet Assoc;2010.

