Motivate Your MOOD

MOOD Self-Assessment

Your Name: _____ Date: _____

Director's Name & Title: _____

Child Care Facility Name: _____

Child Care Facility Mailing Address: _____

_____

Phone Number: _____ Fax Number: _____

E-Mail Address: _____

Directions for Completing Self-Assessment

This fitCare self-assessment is informed by best practices based on current evidence based research and early childhood guidelines.

References:
1. Childhood Obesity Prevention." *Early Childhood Obesity Prevention"*. Center for Disease Control and Prevention, Nemours, n.d. Web. Spring 2014.
2. Stepping Stones to Caring for our Children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition. (2013). American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.
3. Ward D, Morris E, McWilliams C, Vaughn A, Erinosho T, Mazzuca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill.

Who should complete this self-assessment
This self-assessment is for caregivers that work with children in a childcare facility/setting.

After completing this assessment, caregivers will be able to determine a program's strengths and areas for improvement. This assessment provides caregivers with insight to make changes to enhance their caregiving practices and environments for the children in their care.
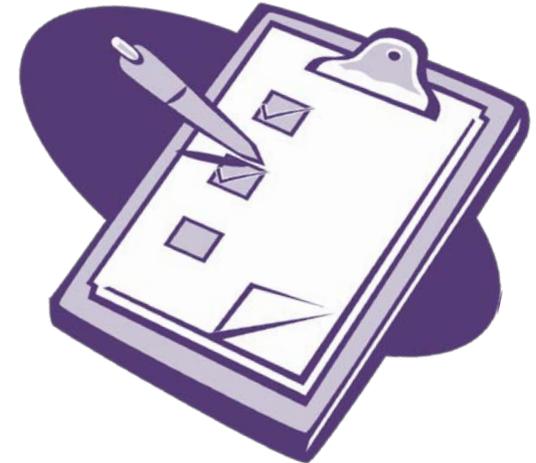
Other fitCare Self-Assessments available include:
1. RECHARGE Self-Assessment
2. FOOD Self-Assessment
3. MOVE Self-Assessment

Scoring Directions

Individual item scoring

- Check the column that best matches current practice.
- Mark NA if the item does not pertain to your work or role.
- Transfer the number relevant to your answer to the Score column.

Environment							
	1	2	3	4	NA	Comments/Why	Score
Quiet time spaces are available so children can remove oneself from other children to calm down:	☐ Rarely or never	☐ Sometimes	☑ Often	☐ Always	☐ NA		3

Answers in column 4 are best practice.

Space is provided to make comments or notes after each item listed under each section. These notes can help in determining successes or opportunities for improvement.

MOOD fit-Score

1. Add up all of the numbers in the score column and place the total number Section A.
2. Count how many items were actually scored and place the number in Section B.
3. Divide line A by line B. This is your RECHARGE fit-Score.
   - The highest possible score is 4.

What is your MOOD fit-Score?	
A. Total of all scored items	86
B. Number of scored items	30
RECHARGE Score = A/B	2.86

Review the items on your self-assessment

- What are you doing very well?

- What are some places you would like to improve on?

MOOD Policy

	1	2	3	4	NA	Comments/Why	Score
A written policy on emotional self-management for children is available and includes: • Limitation on screen time • Providing an environment that encourages ways for children to self-manage their MOODs • Staff responsiveness to children's emotions • Staff education to help children recognize feelings and MOOD management • Children's education on recognizing feelings and MOOD management. • Parent/guardian education to help children recognize feelings and MOOD management.	☐ No written policy available or policy does not include these topics	☐ 1-2 topics	☐ 3-4 topics	☐ 5-6 topics	☐ NA		

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

Environment

	1	2	3	4	NA	Comments/Why	Score
Quiet time spaces are available so children can remove oneself from other children to calm down.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Quiet time is planned into the day	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Children are given rest time, appropriate for their age.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Books, puzzles and board games about recognizing and managing feelings are available.	☐ Few or no books are available	☐ Some books available, but variety is limited	☐ Large variety of books	☐ A large variety of books with new books introduced often	☐ NA		
Amount of toys available to children.	☐ Very limited – *children must wait to use*	☐ Limited *children often wait to use items*	☐ Somewhat limited *children sometimes wait to use items*	☐ Not limited – *children never wait to use items*	☐ NA		
Physical activity space is provided as a means for children to release tension.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Visual aids such as posters and pictures are displayed regarding children recognizing feelings and responding to feelings in a positive manner.	☐ Few or no visual aids are available	☐ Some visual aids available, but variety is limited	☐ Large variety of visual aids	☐ A large variety of visual aids with new items introduced often	☐ NA		

Responsive Caregiver/Child Interactions

	1	2	3	4	NA	Comments/Why	Score
Caregiver listens when children want to talk about their feelings.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Caregiver acknowledges a child's emotion and states a positive way to handle the emotion.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Caregiver gets down to the child's eye level when listening and talking with children.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Caregiver helps children make healthy choices when dealing with feelings such as: • Listening to calm music • Deep breaths and counting to 10 • Reading/looking at a book • Doing a physical activity such as dancing	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Children are provided feeling charts to help children recognize their feelings.	☐ Rarely or never	☐ 1 week a month	☐ Every week	☐ Every day	☐ NA		

fit Connection

	1	2	3	4	NA	Comments/Why	Score
Children are guided to rest in order to gain emotional control of their behaviors.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Children are guided to relax in order to gain emotional control of their behaviors.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Children are guided to physical activity choices in order to relieve tension and gain self-management energy.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Children are given snacks or treats to assist with a child's behavior management.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		

Limit Screen Time

	1	2	3	4	NA	Comments/Why	Score
Screen time is offered: *Includes televisions, computers, etc.*	☐ 90 minutes or more	☐ 60-89 minutes	☐ 30-59 minutes	☐ Less than 30 minutes a week	☐ NA		
Television and computers are covered when not in use.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Television is not used during meal or snack times.	☐ Always	☐ Often	☐ Sometimes	☐ Rarely or never	☐ NA		
Child friendly books, magazines, puzzles, and board games for children are used as an alternative to screen time activities.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		

Staff Education

	1	2	3	4	NA	Comments/Why	Score
Staff education on children learning emotional self-management is incorporated into the annual staff training plan.	☐ Never	☐ Less then1 time per year	☐ 1 time per year	☐ 2 times per year	☐ NA		
Caregiver education on children's emotional management includes: - How to talk to children about feelings - Ways to help children recognize their feelings/ manage their MOODs - How MOOD impacts food choices - How MOOD impacts physical activity choices - Mindful eating - Emotional eating - Limiting screen time to decrease marketer influence on choices - How moving can help put one in a better MOOD - Ways to communicate with parents to promote children's emotional self-management - Program's policy on children's emotional self-management guidelines and methodologies	☐ None	☐ 1-3 topics	☐ 4-7 topics	☐ 8+ topics	☐ NA		
*Caregiver is provided educational print materials relevant to children learning emotional management are available for staff.	☐ Never	☐ Sometimes	☐ Often	☐ Frequently	☐ NA		

Print material can include brochures, tip sheets, links to trusted websites or professional journal articles.

Educate the Children

	1	2	3	4	NA	Comments/Why	Score
Daily lesson plans include times to teach the children about recognizing feelings and how to respond to feelings in a positive manner.	☐ Rarely or never	☐ 1 time per month	☐ 2-3 time per month	☐ 1 time per week	☐ NA		
Children are provided education on how feelings impact one's food and physical activity choices.	☐ Rarely or never	☐ 1 time per month	☐ 2-3 time per month	☐ 1 time per week	☐ NA		
Learning centers are set up for children to learn about recognizing feelings and how to respond to feelings in a positive manner. *Puzzles on feelings, Sing-along songs on feelings, games on recognizing feelings	☐ Never	☐ Sometimes	☐ Often	☐ Frequently	☐ NA		
Caregiver reads books to children about feelings and the various MOODs our feelings put us in.	☐ Never	☐ Sometimes	☐ Often	☐ Frequently	☐ NA		
Books and games about feelings and the various MOODs certain feelings put us in are available to children.	☐ Few or no books are available	☐ Some books available, but variety is limited	☐ Large variety of books	☐ A large variety of books with new books introduced often	☐ NA		
Caregivers informally discuss the importance of recognizing feelings and how to respond to feelings in a positive manner with children throughout the day:	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		

Educate the Parents

	1	2	3	4	NA	Comments/Why	Score
*Education for parents is provided on the following emotional self-management for children topics: • How to talk to children about their feelings • How to be a role model for children regarding emotional self-management • How to help children recognize their feelings and how our feelings put us in a MOOD (an emotional state of mind) • How MOOD impacts food choices • How MOOD impacts physical activity choices • Mindful eating • Emotional eating • Limiting screen time to decrease marketer influence on children's choices • How moving can help put one in a better MOOD • Program's policy relevant to emotional self-management for children	☐ None	☐ 1-2 topics	☐ 3-4 topics	☐ 5 topics	☐ NA		
Posters and pictures about children's need for emotional self-management are displayed for parents to see.	☐ None	☐ Few	☐ A variety	☐ A variety; changed often	☐ NA		

*Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

Role Modeling

	1	2	3	4	NA	Comments/Why	Score
Caregiver talks to children about how caregiver handles one's own emotions such as being mad, sad, and frustrated.	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Always	☐ NA		
Caregiver talks out loud to children to demonstrate how one is recognizing one's feelings at the moment and how to positively respond to ones' emotional state: *Example: "I am feeling a little bored right now. What can I do? I know I can put on some music and make up a dance."*	☐ Rarely or never	☐ Sometimes	☐ Often	☐ Each time an opportunity is seen	☐ NA		
Caregiver participates in activity with children relevant to emotional self-management: *Examples: yoga, moving, deep breathing*	☐ Supervise only	☐ Supervise and verbally encourage physical activity	☐ Supervise and sometimes verbally encourage emotional management when joining in activity	☐ Supervise and often verbally encourage emotional management when joining in activity	☐ NA		

What is your MOOD fit-score?

A. Total of all scored items	
B. Number of scored items	
MOOD Score = A/B	