



Go NAP SACC

Self-Assessment Instrument

Date: _____

Your Name: _____

Child Care Program Name: _____



Breastfeeding & Infant Feeding

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **breastfeeding and infant feeding** topics include teacher practices, program policies, and other program offerings related to feeding infants and supporting breastfeeding. All of these questions refer to children ages 0-12 months.

Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about breastfeeding and infant feeding.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

- ✓ Definitions of key words are marked by asterisks (*).
- ✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit.

Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Breastfeeding Environment

1. A quiet and comfortable space,* set aside for mothers to breastfeed or express breast milk, is available:

- Rarely or never Sometimes Often Always

* This is a space other than a bathroom.

2. The following are available to mothers in the space set aside for breastfeeding or expressing breast milk:

See list and mark response below.

- Privacy
- An electrical outlet
- Comfortable seating
- Sink with running water in the room or nearby

- None 1 feature 2-3 features All 4 features

3. At our program, enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:

- Rarely or never Sometimes Often Always

4. Posters, brochures, children’s books, and other materials that promote breastfeeding are displayed in the following areas of our building:

See list and mark response below.

- The entrance or other public spaces
- Infant classrooms
- Toddler and/or preschool classrooms
- The space set aside for breastfeeding

- None 1 area 2 areas 3-4 areas

Breastfeeding Support Practices

5. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by:

See list and mark response below.

- Talking with families about the benefits of breastfeeding
- Telling families about the ways our child care program supports breastfeeding
- Telling families about community organizations that provide breastfeeding support
- Giving families educational materials
- Showing positive attitudes about breastfeeding

- None 1 topic 2-3 topics 4-5 topics

Breastfeeding Education & Professional Development

6. Teachers and staff receive professional development* on promoting and supporting breastfeeding:

- Never Less than 1 time per year 1 time per year 2 times per year or more

* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.



7. Professional development on breastfeeding includes the following topics:

See list and mark response below.

- Proper storage and handling of breast milk
- Bottle-feeding a breast-fed baby
- Benefits of breastfeeding for mother and baby
- Promoting breastfeeding and supporting breastfeeding mothers
- Community organizations that support breastfeeding
- Our program’s policies on promoting and supporting breastfeeding

None 1-2 topics 3-4 topics 5-6 topics

8. Educational materials* for families on breastfeeding are offered:

- Rarely or never Only when a family asks To all enrolled expectant families and families with infants To enrolled families with infants, and we tell prospective families about our policies and practices

* Educational materials can include brochures, tip sheets, and links to trusted websites.

Breastfeeding Policy

9. Our written policy* on promoting and supporting breastfeeding includes the following topics:

See list and mark response below.

- Providing space for mothers to breastfeed or express breast milk
- Providing refrigerator and/or freezer space to store expressed breast milk
- Professional development on breastfeeding
- Educational materials for families on breastfeeding
- Breastfeeding support* for employees

No written policy or policy does not include these topics 1 topic 2-3 topics 4-5 topics

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

* Support can include allowing teachers and staff to breastfeed or express breast milk on their breaks.

Infant Foods

10. When our program offers infant cereal or formula, it is iron rich:

Rarely or never Sometimes Often Always

11. When our program offers mashed or pureed meats or vegetables, these foods contain added salt:

Always Often Sometimes Rarely or never

12. Our program offers baby food desserts* that contain added sugar:

Always Often Sometimes Rarely or never

* Desserts are sweet, mashed or pureed foods, made with added sugar.



Infant Feeding Practices

13. Teachers feed infants:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Always on a fixed schedule | <input type="checkbox"/> Often on a fixed schedule, but sometimes on a flexible schedule, when infants show they are hungry* | <input type="checkbox"/> Often on a flexible schedule, when infants show they are hungry,* but sometimes on a fixed schedule | <input type="checkbox"/> Always on a flexible schedule when infants show they are hungry* |
|---|--|--|---|

* Infants can show they are hungry by rooting, sucking on fingers or fist, licking or smacking lips, fussing or crying, or making excited arm and leg movements.

14. Teachers end infant feedings based on:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Only the amount of breast milk, formula, or food left | <input type="checkbox"/> Mostly the amount of food left, but partly on infants showing signs they are full* | <input type="checkbox"/> Mostly on infants showing signs they are full,* but partly on the amount of food left | <input type="checkbox"/> Only on infants showing signs they are full* |
|--|---|--|---|

* Infants can show they are full by slowing the pace of eating, turning away, becoming fussy, spitting out, or refusing more food

15. When feeding infants, teachers use responsive feeding techniques:*

- | | | | |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

* Responsive feeding techniques include making eye contact, speaking to infants, responding to infants' reactions during feedings, responding to hunger and fullness signals, and feeding only one infant at a time.

16. At meal times, teachers praise and give hands-on help* to guide older infants as they learn to feed themselves:

- | | | | |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

* Praise and hands-on help can include encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or utensils.

17. Teachers inform families about what, when, and how much their infants eat each day by:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Teachers do not inform families of daily infant feeding | <input type="checkbox"/> A written report or verbal report | <input type="checkbox"/> Some days both a written and verbal report, but usually one or the other | <input type="checkbox"/> Both a written and verbal report each day |
|--|--|---|--|

18. The written infant feeding plan that families complete for our program includes the following information:

See list and mark response below.

- Infant's food intolerances, allergies, and preferences
- Instructions for introducing solid foods and new foods to the infant while in child care
- Permission for teachers to feed the infant on a flexible schedule, when he/she shows hunger
- Instructions* for feeding infants whose mothers wish to breastfeed or provide expressed breast milk

- | | | | |
|-------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 topic | <input type="checkbox"/> 2-3 topics | <input type="checkbox"/> All 4 topics |
|-------------------------------|----------------------------------|-------------------------------------|---------------------------------------|

* Instructions can include what to feed infants if there is no breast milk available, and scheduling to avoid large feedings before mothers plan to breastfeed.



Infant Feeding Education & Professional Development

19. Teachers and staff receive professional development* on infant feeding and nutrition:

- Rarely or never Less than 1 time per year 1 time per year 2 times per year or more

* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

20. Professional development on infant feeding and nutrition includes the following topics:

See list and mark response below.

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Communicating with families about infant feeding and nutrition
- Our program's policies on infant feeding and nutrition

- None 1-2 topics 3-4 topics 5-6 topics

21. Families are offered education* on infant feeding and nutrition:

- Rarely or never Only when families ask When families ask and at 1 set time during the year When families ask, as infants reach developmental milestones, and at other set times during the year

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

22. Education for families on infant feeding and nutrition includes the following topics:

See list and mark response below.

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Our program's policies on infant feeding and nutrition

- None 1 topic 2-3 topics 4-5 topics



Infant Feeding Policy

23. Our written policy* on infant feeding and nutrition includes the following topics:

See list and mark response below.

- Foods provided to infants
- Infant feeding practices
- Information included on written infant feeding plans
- Professional development on infant feeding and nutrition
- Education for families on infant feeding and nutrition

- No written policy or policy does not include these topics 1 topic 2-3 topics 4-5 topics

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



Congratulations on completing the Go NAP SACC Breastfeeding & Infant Feeding Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: www.gonapsacc.org.



Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). 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. Available at: www.gonapsacc.org.