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 supporting breastfeeding and feeding infants. 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. If a question does not apply to your program, move to the next question.

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   ☐ 4 features

3. **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 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

   * Community organizations that provide breastfeeding support can include the local public health department, hospital, or local La Leche League group.
   † Educational materials can include brochures, tip sheets, and links to trusted websites.

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 taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

7. Professional development for current staff on promoting and supporting breastfeeding has included the following topics:
See list and mark response below.
- Proper storage and handling of breast milk
- Bottle-feeding a breastfed 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. Expectant families and families with infants are offered educational materials on breastfeeding:

☐ Rarely or never   ☐ Only when families ask   ☐ When families ask and at 1 set time during the year   ☐ When families ask, at 1 set time during the year, and we tell prospective families about our breastfeeding policies and practices

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 can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.
† Support can include practices like allowing teachers and staff to breastfeed or express breast milk on their breaks.

Infant Foods

10. When our program purchases cereal or formula for infants, it is iron rich:

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

11. When our program purchases or prepares mashed or pureed meats or vegetables for infants, these foods contain added salt:

☐ Always ☐ Often ☐ Sometimes ☐ Rarely or never

12. Our program purchases baby food desserts* for infants that contain added sugar:

☐ Always ☐ Often ☐ Sometimes ☐ Rarely or never

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

Infant Feeding Practices

13. With permission from families, the timing of infant feedings in our program is:

☐ Feedings are only at fixed, scheduled times
☐ Somewhat flexible to infants showing they are hungry,* but feedings are mostly at fixed times
☐ Mostly flexible to infants showing they are hungry,* but feedings are sometimes at fixed times
☐ Fully flexible† to infants showing they are hungry*

* Younger infants may show that they are hungry by rooting, sucking on their fingers, licking their lips, making excited movements, or fussing and crying. Older infants may reach for or point at food, open their mouths wide for food, or feed themselves when hungry.
† The child may grow into his or her own schedule, but being fully flexible means the teacher always follows the child's lead in feedings.

14. Teachers end infant feedings based on:*

☐ Only the amount of breast milk, formula, or food left
☐ Mostly the amount of food left, but partly on infants showing they are full†
☐ Mostly on infants showing they are full,† but partly on the amount of food left
☐ Only on infants showing they are full†

* This question refers to cases in which teachers have permission from families to decide when to end infant feedings.
† Infants show they are full by slowing the pace of eating, turning away, becoming fussy, and spitting out or refusing more food.

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

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

* Responsive feeding techniques include making eye contact, talking, responding to infants' reactions during feedings or their signs of hunger and fullness, not propping feeding bottles, and feeding only one infant at a time.

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

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

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

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

☐ Teachers do not inform families of daily infant feeding
☐ A written report or a verbal report
☐ Some days through both a written and verbal report, but usually one or the other
☐ Both a written and verbal report each day

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18. **The written infant feeding plan that families complete for our program includes the following information:**
See list and mark response below.
- Infants' food intolerances, allergies, and preferences
- Instructions for introducing solid foods and new foods to infants while in child care
- Permission for teachers to feed infants when they show they are hungry and end feedings when they show they are full
- Instructions* for feeding infants who are breastfed or fed expressed breast milk

☐ None ☐ 1 topic ☐ 2–3 topics ☐ 4 topics

* Instructions can include what to feed infants if there is no expressed 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:**

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

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20. **Professional development for current staff on infant feeding and nutrition has included the following topics:**
See list and mark response below.
- Using responsive feeding techniques
- 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 topics

* Developmental milestones related to feeding include infants starting solid foods, feeding themselves finger foods, and using spoons and cups.

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, at 1 set time during the year, and at other times as infants reach developmental milestones

∗ Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.

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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