

Parental Involvement

- Teachers often did not feel that parents had the same behavioral, dietary, and social expectations of their children at home that they insist upon childcare.
 - *“I have parents that will ask us to do something and then they don’t want to follow through at home as well.”*
- However, **parent engagement is essential** to teacher motivation and without parental support, teacher motivation diminishes ⁴.
- Parents are customers, so teachers felt limited in what they could say if they disagreed with parental practices.
 - *“Parents have rights, they’re the parents, those are their children and how do we separate teacher rights to parent rights. These are our customers and yet sometimes we feel like we need to be their advocates. Because maybe they’re not getting the best care.”*
- Working with child care teachers to better their confrontation skills for **conversations on tough topics** may help address unhealthy and disruptive behaviors at the center and at home.
- Providing child care teachers with information for parents, such as **realistic healthy recipes**, may help the adoption of healthy habits at the center and at home.



Outdoor Activities



- Teachers expressed that being **outdoors was important** to being active.
 - *“I guess like when they go outside you know it is pretty easy for them to like just engage in active play because they have more room.”*
- However, teachers felt they were **unable to be active indoors** due to safety concerns.
 - *“I don’t want them running amuck [inside] because if it is unorganized then it becomes chaotic and that is when kids get hurt. So I want them to have fun, but it needs to be organized and supervised as well.”*
- Creating indoor activities that **are safe, easy to do and easy to set up** may help create fun activities
- Teachers did not express concern about children being inactive, though in most cases children are busy instead of active⁵.
- Providing examples of **beneficial physical activity** levels, such as breathing hard, may help create healthful lesson plans.

References

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3. Lindsay AC, Salkeld JA, Greaney ML, Sands FD. Latino family childcare providers’ beliefs, attitudes and practices related to promotion of healthy behaviors among preschool children: a qualitative study. *Journal of obesity.* 2015; 409742.
4. Mita, SC, Li E, Goodell LS. A qualitative Investigation of Teachers’ Information, Motivation, and Behavioral Skills for Increasing Fruits and Vegetables Consumption in Preschoolers. *J Nutr Educ Behav.* 2013
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