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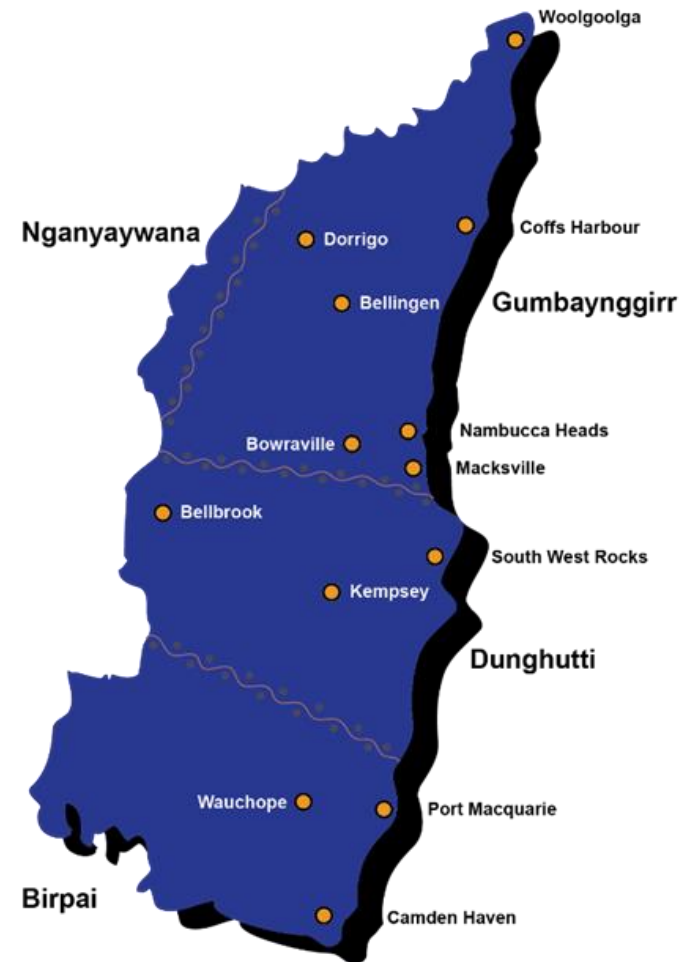


Regulation, Physical Activity and Screen Time

FIRST
2000
DAYS
Webinar Series

Session 13

I acknowledge the traditional owners on the lands in which we meet, and pay my respects to elders, past, present and emerging



Learning objectives

- Increase your knowledge of the importance of physical activity and limited screen time on children's development
- Understand what self regulation is and what we can expect from our children in the First 2000 days
- Increase your knowledge of programs, services and resources which can support with physical activity and reducing small screen time
- Increase your confidence to support families to follow evidence based physical activity and screen time recommendations and refer to programs and services when required



Question...

What would you like to get out of today's session?

Local data

21.2%

Two to four year old's in Australia are overweight or obese, by age five, almost one in four children.

1 in 6

2 to 4 year olds in NSW are above a healthy weight, 23% children aged 5-16 above a healthy weight.

MNCLHD

Overweight and obesity is significantly higher among regional, rural and remote areas and for children from low Socio-economic (SES) Backgrounds.

(HealthStatsNSW, 2020)

Why Early Learning Education Settings?

- Children spend a significant amount of time here
- Links with National Quality standards.
- Early interventions can help to lay the foundations for healthy habit



Physical Activity in the Early Years



Physical activity is vital for child's development and lays the foundation for a healthy and active life



Physical activity refers to any bodily movement, including small and large movements, produced by skeletal muscles which results in energy being expended.



Young children should be given plenty of opportunities to move and be physically active every day, both indoors and outdoors.



Physical Activity Recommendations



Infants (Birth to 1)

Physically active several times a day in a variety of ways including at least 30min supervised tummy time inc. reaching, grasping, pushing, pulling, spread throughout the day



Toddlers (1 to 2 years)

At least 180 minutes spent in a variety of physical activities, including energetic play, spread throughout the day. More is better

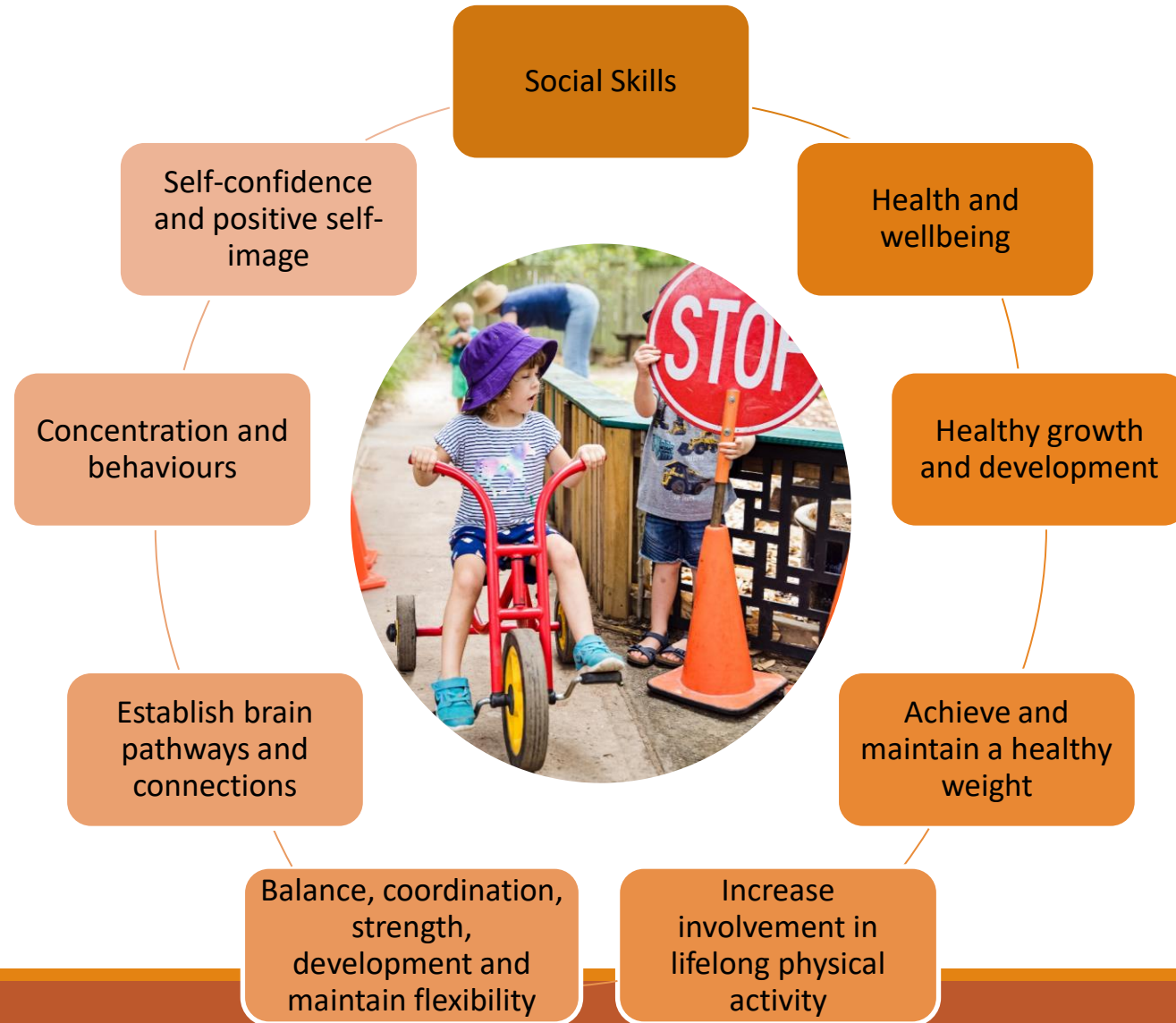


Preschoolers (3+)

At least 180 minutes spent in a variety of physical activities, of which at least 60min is energetic play, spread throughout the day. More is better

Sedentary behaviour: no more than 1 hour at a time restrained (stroller, car seat, high chair). When sedentary, engage in reading, singing, storytelling, puzzles with a caregiver

Benefits of Physically Activity



FUNdamental Movement Skills



Building blocks for all movement

They need to be explicitly taught:
Combination between explicit teaching and spontaneous – child led – opportunities to practice

Builds their physical literacy

Learning opportunities to build competence and confidence

Creates healthy habits that last a lifetime

Three developmental periods in relation to gross motor development; birth to 12 months, one to three years and three to five or six years.

What are the Fundamental movement skills?



LOCOMOTOR

Running
Leaping
Jumping
Hopping
Side-sliding
Gallop
Skipping



STABILITY

Balancing
Stretching
Bending
Twisting



MANIPULATIVE

Catching
Overarm throwing
Kicking
Striking a ball
Stationary dribbling
Underarm throw

Why FMS is important



Build Confidence

- Children competent in FMS have higher levels of confidence



Prepared for School

- FMS we are teaching same as children are expected to be competent at in primary school



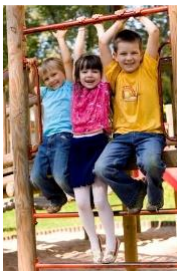
Develop Skills

- Most need to learn FMS from adults – few can do it naturally



Timing

- 3 - 5 years is the ideal age to learn FMS



Social Skills

- competence & enjoyment of games, dance & sport at school



Healthy Growth

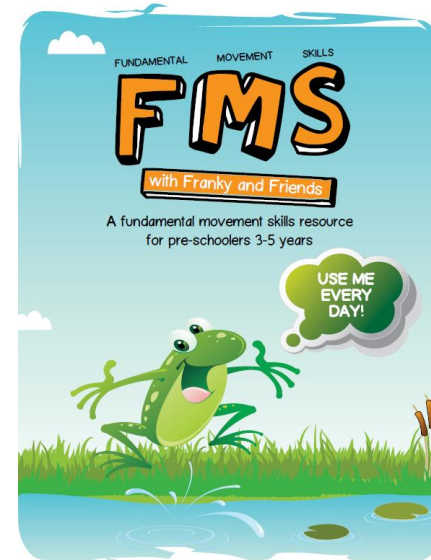
- Parents expect education & care services to promote healthy environments

How?

- Build Educator knowledge and confidence to provide FMS in childcare settings; Workshops, emails, snippets links to training and support.
- Educators and Parents are the experts when it comes to the individual child. They can support and provide opportunities that are engaging



This resource was developed and designed by the Health Promotion Service, Illawarra Shoalhaven Local Health District and Central Coast Local Health District Health.



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www.healthyliving.nsw.gov.au

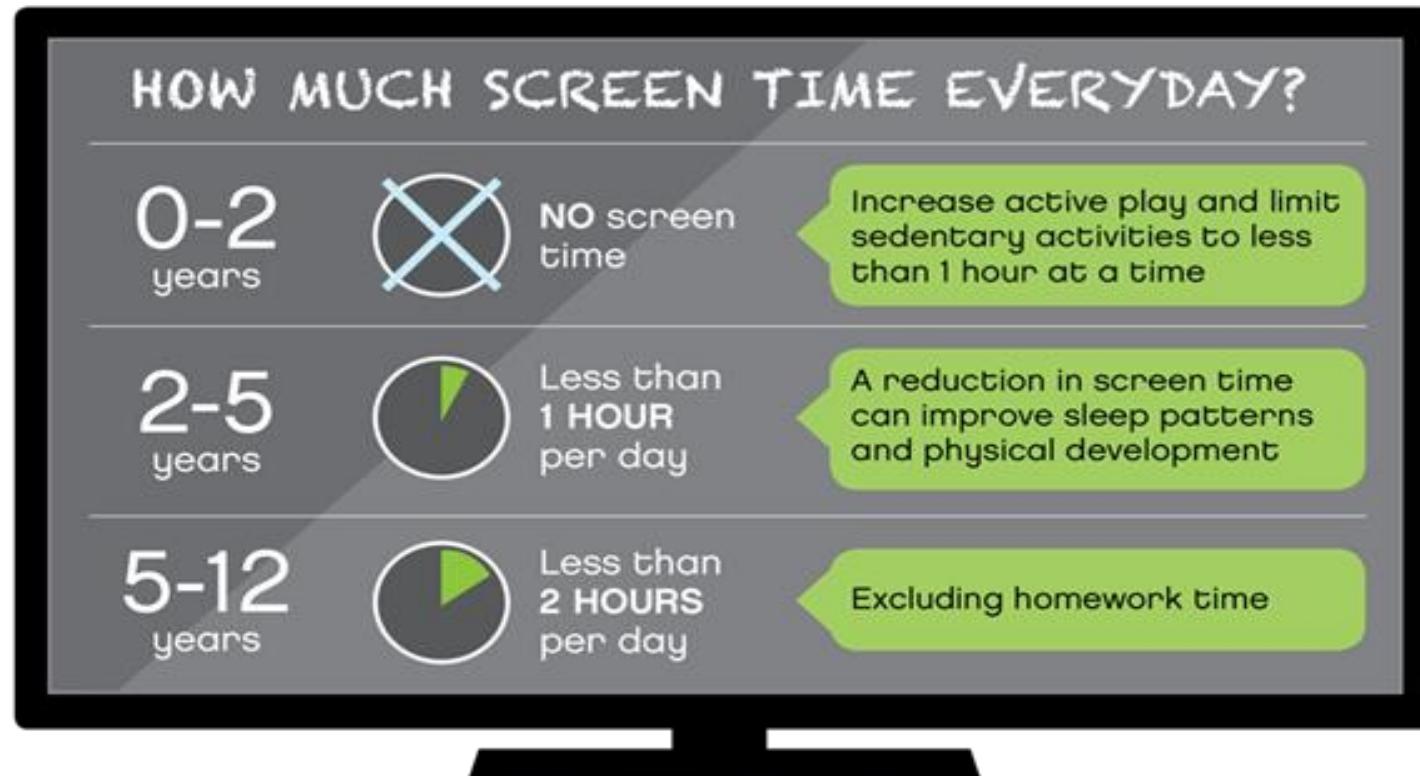


Resources to support you and families

[Supporting the Transition to School - Live Life Well @
School - Northern Sydney Local Health District
\(nsw.gov.au\)](#)

World Health Organisation (WHO) Screen time recommendations

Screen time: the amount of time using a device such as TV, DVD, BLURAY, computer, game console, tablet/portable device, phone

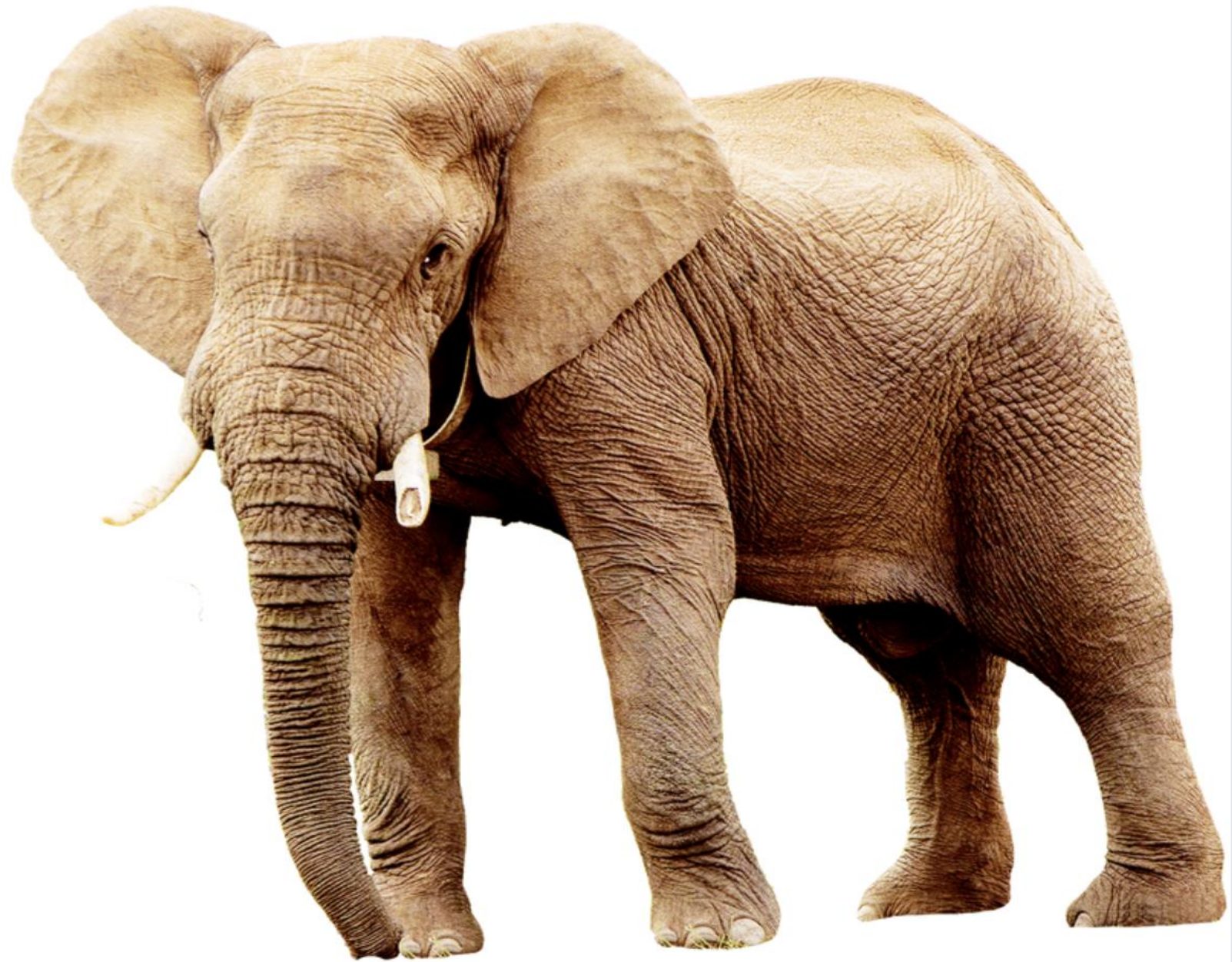


** Based on Australia's Physical Activity and Sedentary Behaviour Guidelines 2014

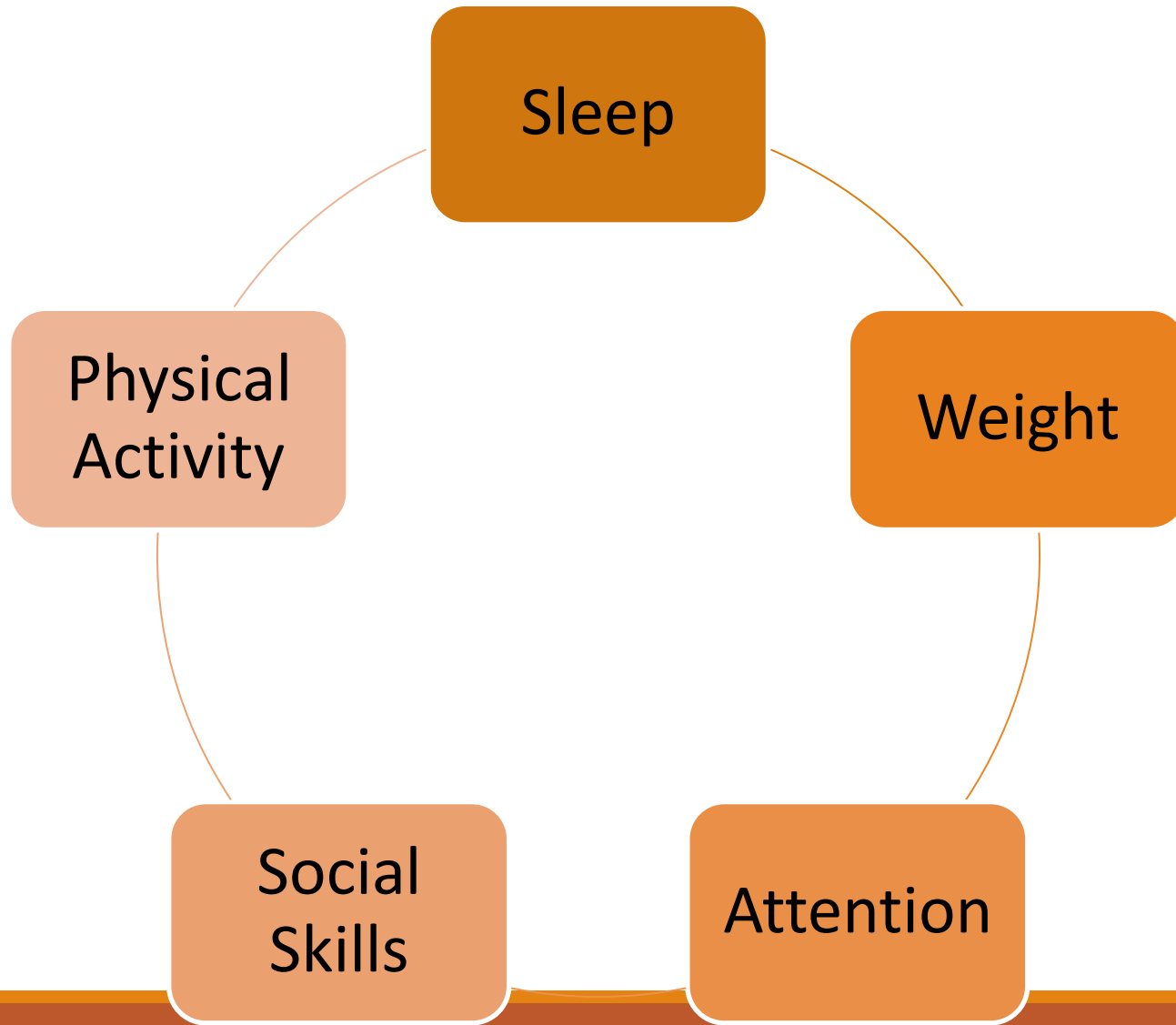
Screen time recommendations

Babies and toddlers	Children 2 and over
No Screen time	No more than 2 hours per day
<p>Impacts:</p> <ul style="list-style-type: none">- Reduces time for active play- Reduces time for social contact/connection with others- Reduces opportunities for language development- Can impact the development of the full range of eye movement and length of time they can remain focused	<p>Impacts:</p> <ul style="list-style-type: none">- Can contribute to unhealthy eating habits and increased snacking on unhealthy foods- Be less physically active- Have poorer social skills- Have slower development of language skills and short-term memory- Have sub-optimal muscle and bone growth

Did anyone's heart rate increase with the mention of screen-time?



Why WHO recommends this



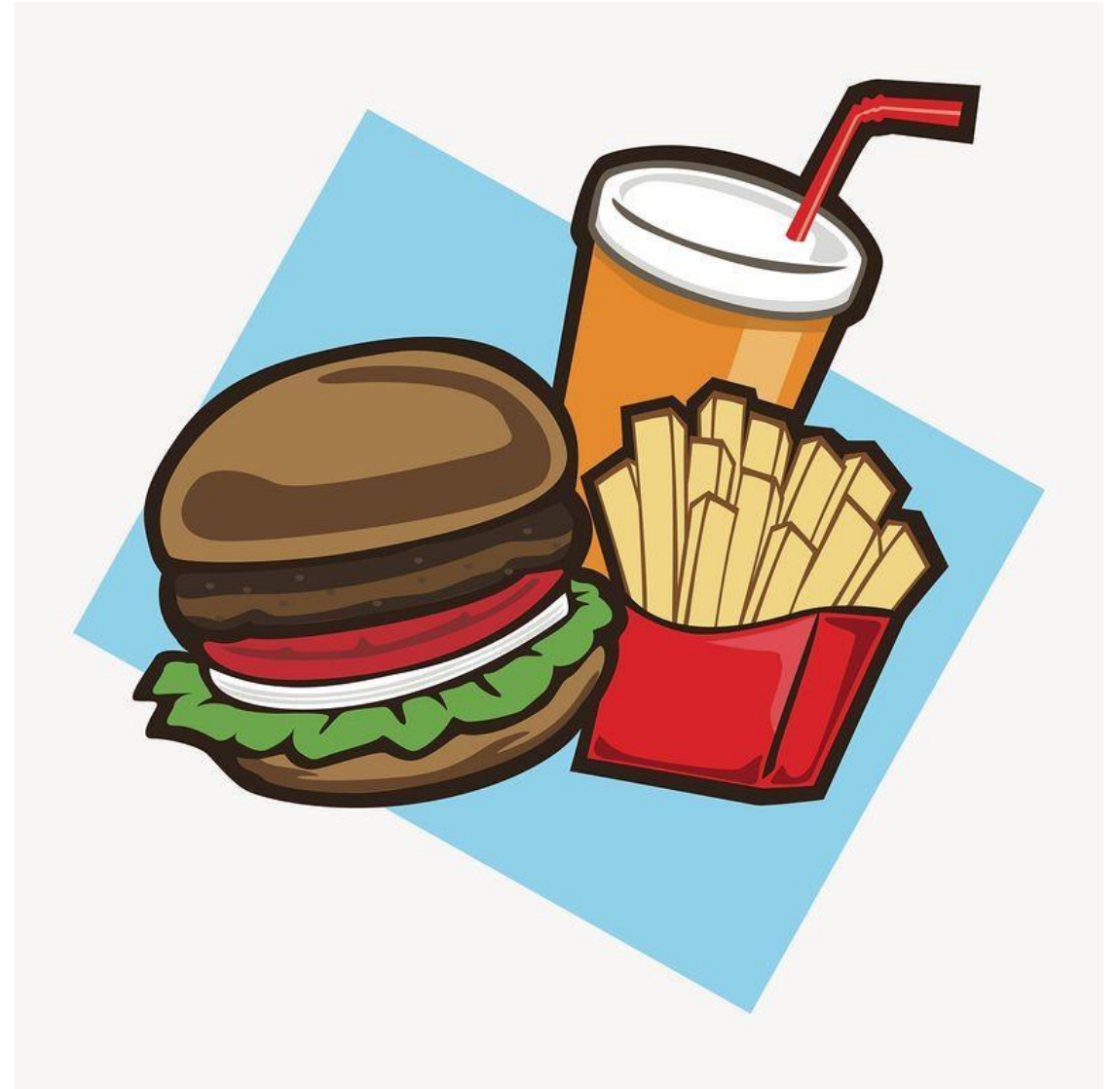
Sleep

- Blue light affects circadian rhythm
- Increased screen time linked to poor sleep quality



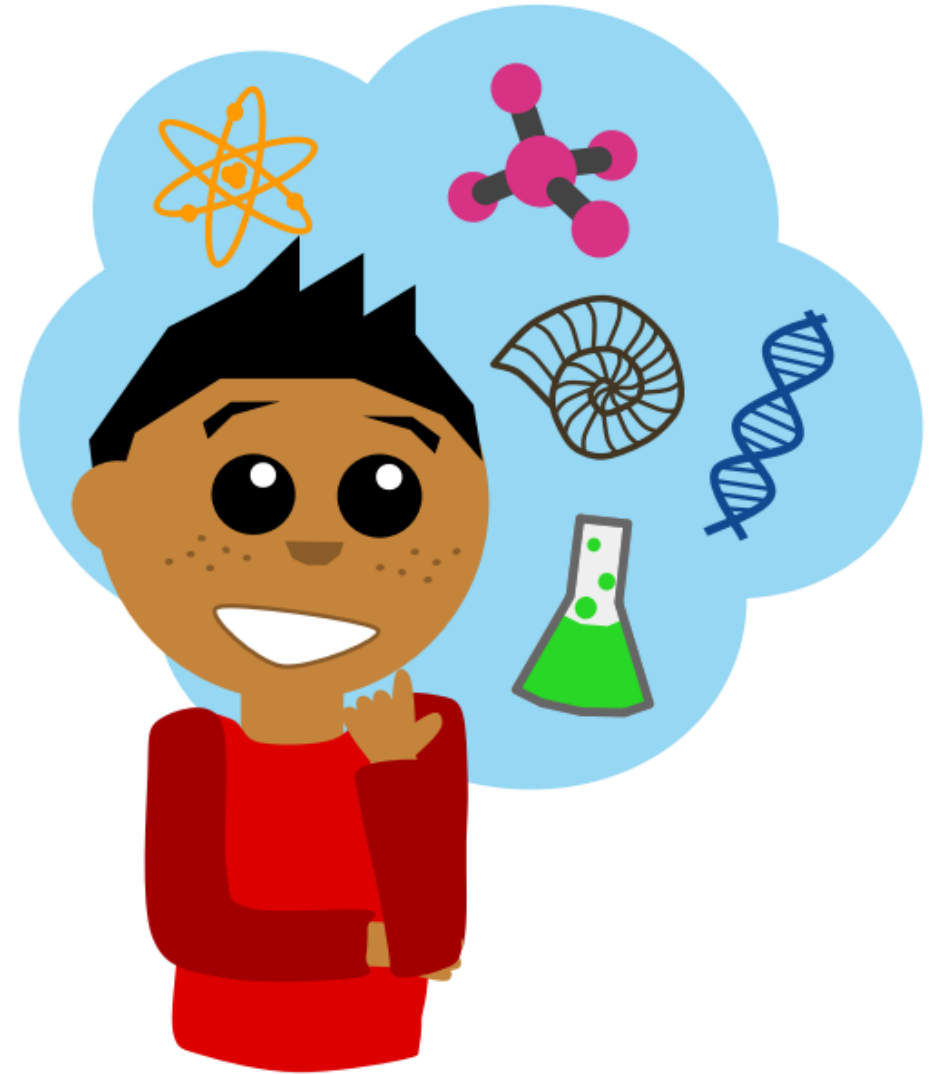
Weight

- More calories are consumed when using screen devices
- Less opportunity for physical activity



Attention

- Increased screen time linked to attention problems



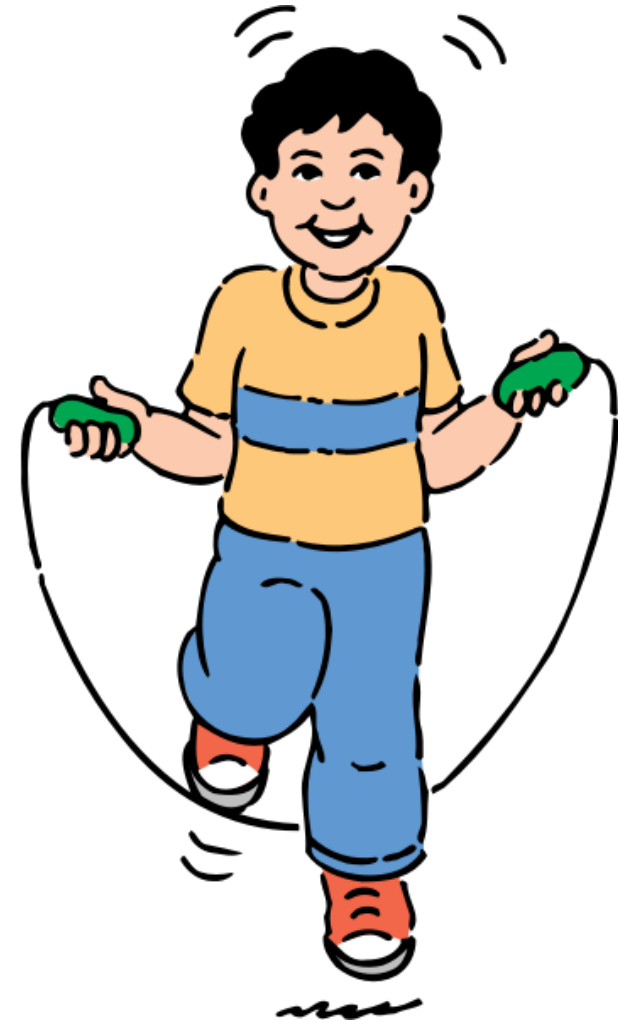
Social and communication Skills

- Can impact speech development
- Time on screens reduces time in active play
- Children of this age group learn social skills through shared supported play



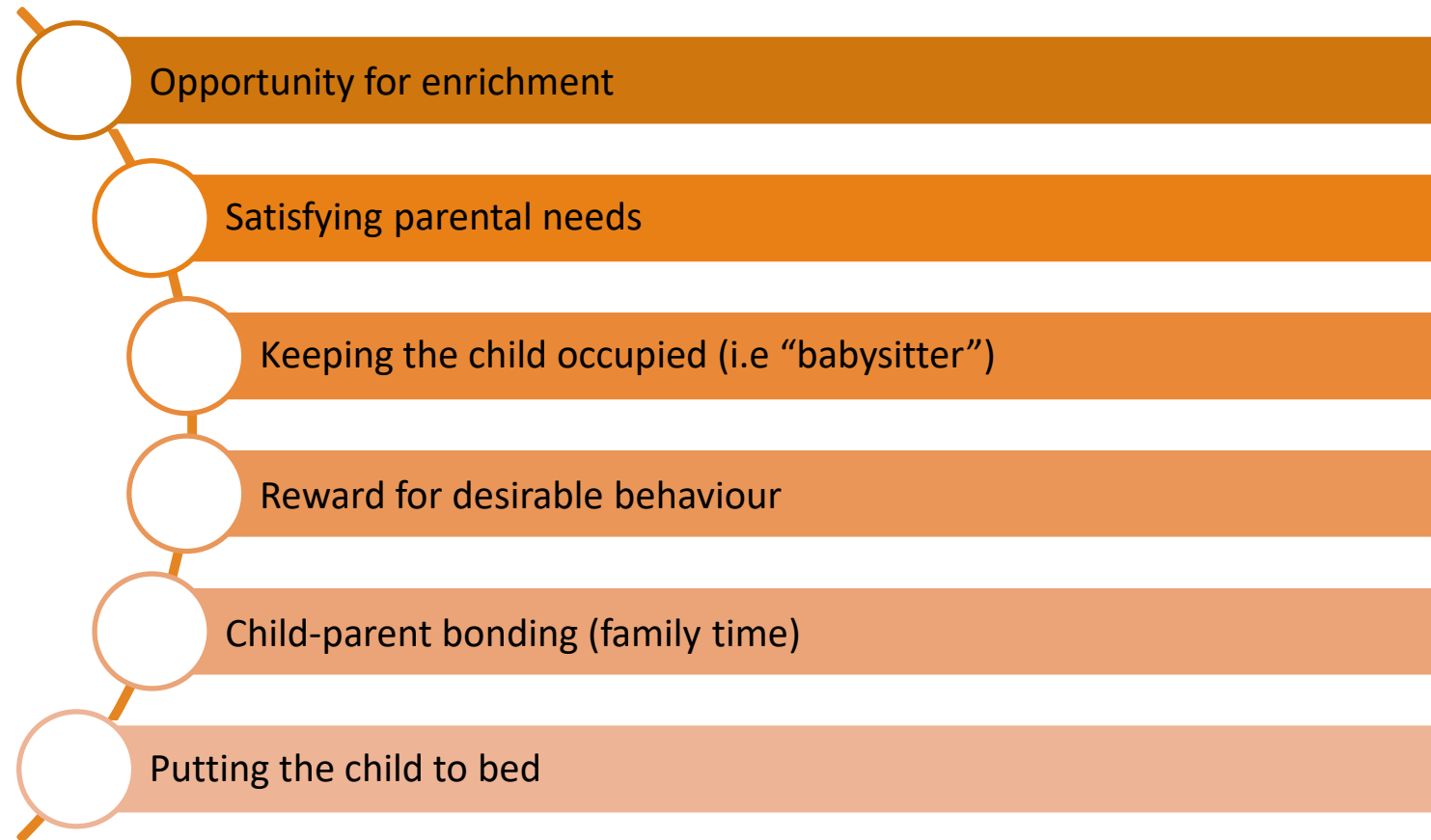
Physical activity

- Reduces time for active play
- Less physically active



Influences of screen time

Parents are one of the key determinants of how much time a child spends interacting with a digital device.



Role Modelling Screen Time behaviours

Importantly in the early years, children are open to imitating their parents, and in some studies, parents media viewing habits are a strong predictor of a child's own media viewing habits.



Parental perceptions of screen time and physical activity

25% of parents reported that screen time was either independently important, or equally as important as active play.

Active Play

Benefits

- All parents believed it allows children to socialise, foster their imagination and help support their development

Concerns

- All parents had concerns regarding safety issues, including the possibility for injury

Screen time

Benefits

- 82% of parents believed it offered opportunity for education & learning.
- 50% of parents believed screen time is important for relaxation - rather than letting their children nap for longer periods, to not interrupt their sleep schedule.

Question

What reasons have parents given you for their children's use of screens?

Self-regulation difficulties

Inattention

What are some
indicators of excess
screen time

Behaviour

Obesity

Sleep disturbance

Parental usage

Strategies to manage screen time from WHO



Strategies – Settings based approach

Policies and procedures

- Screens policies: Only use to facilitate movement (guided yoga and physical activity sessions) and learning (research for older children).
- Not allowing screens to be used for children.

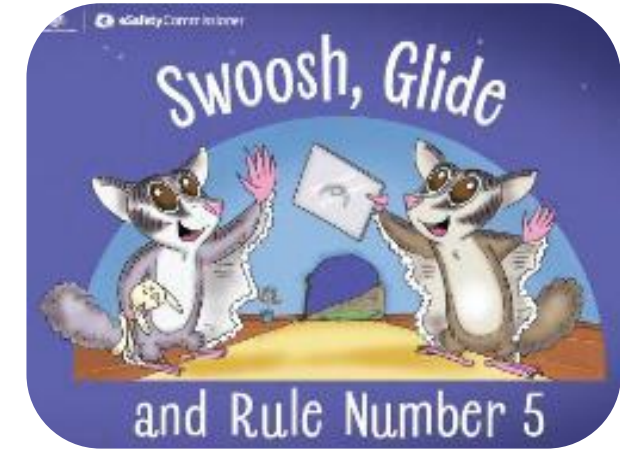
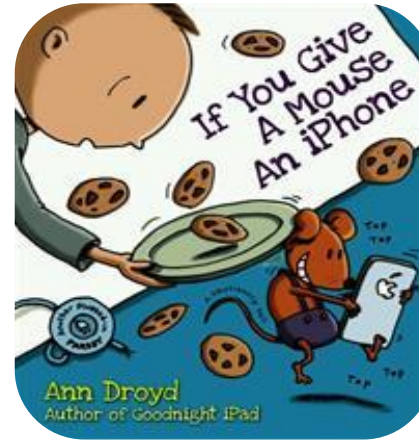
Encourage alternatives - “Get outside and get active”

- Hobbies outside, dancing, art
- Spending time for games; board games, active play
- Participate in sport and/or other organised activities.

Planting the seed

Books:

- If you give a mouse an iphone - Ann Droyd
- Swoosh, glide and rule number 5 - Barbara Uecker & Peter Viska



TV:

- Bluey
 - Story line: Bingo is awarded with her kindergarten's class puppet, Bob Bilby, to take home for the weekend. Bluey and Bandit help Bingo take photographs of Bob Bilby for the scrapbook, but when the family realises they are spending too much time using technology, they set out to make Bob Bilby's visit the most exciting one yet.



Self regulation

Is the ability to focus our attention, control our emotions and manage our thinking, feelings and behaviours.

It is a learned, developmental skill and is a key building block which underpins a child's ability to mature emotionally, cognitively and socially.

It directly influences a child's occupational performance in self-care, academic and social participation.



This is what it looks like on the surface...

We **can** regulate our emotions and react appropriately to different situations

We **can** wait our turn

We **will** persist with challenging tasks

We **can** resist the impulse to behave in a dysregulated way.

We **have** the capacity to make friends and build social skills, learn and achieve, make good decisions and manage stress.

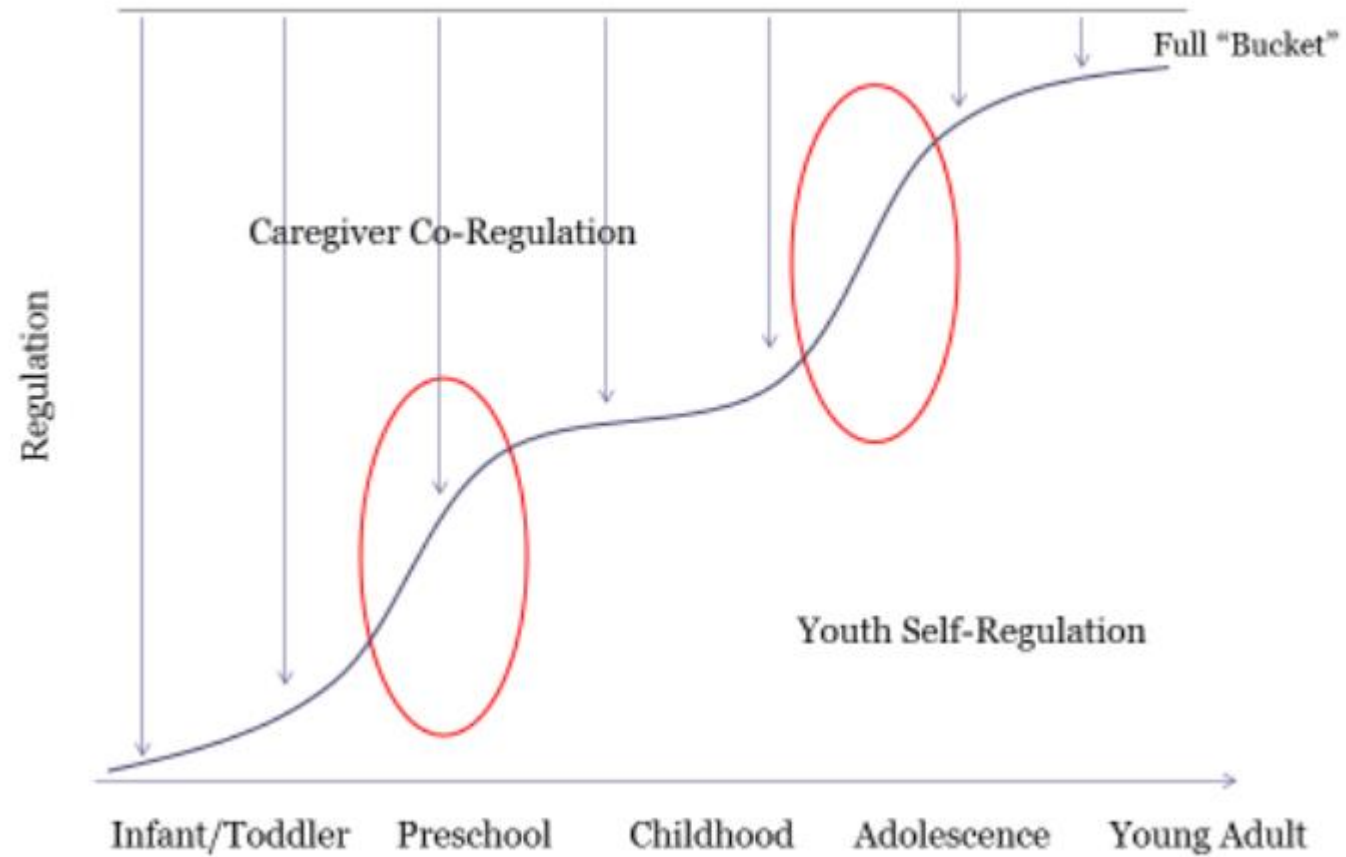
We **feel** accepted within our many challenges.

We **feel** good about ourselves.



So what can we expect in
the first 2000 days?

Balance of Self-Regulation and Co-Regulation



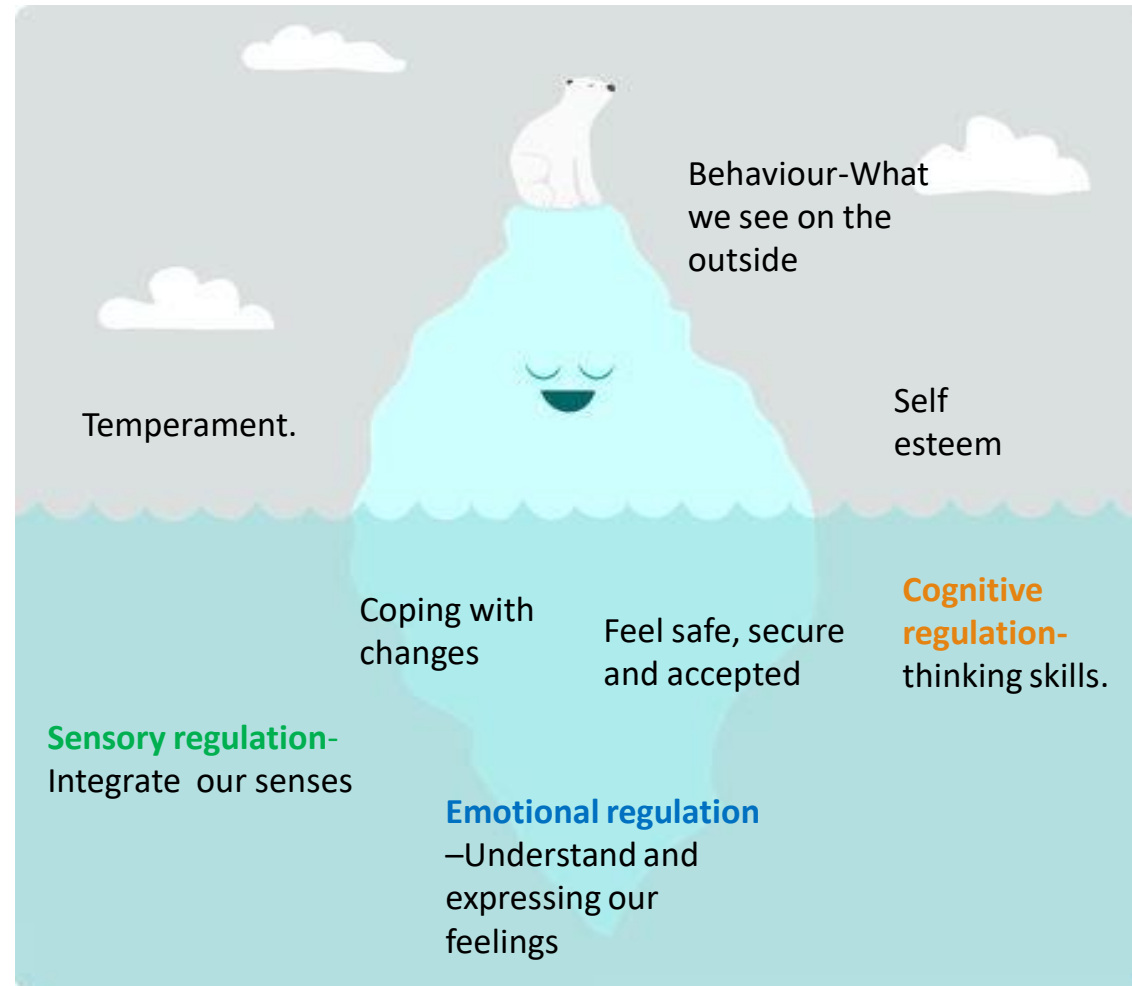
Co regulation

Supports the develop of self regulation

Co regulation is fuelled by a desire to **connect *not* correct.**



What's happening under the surface

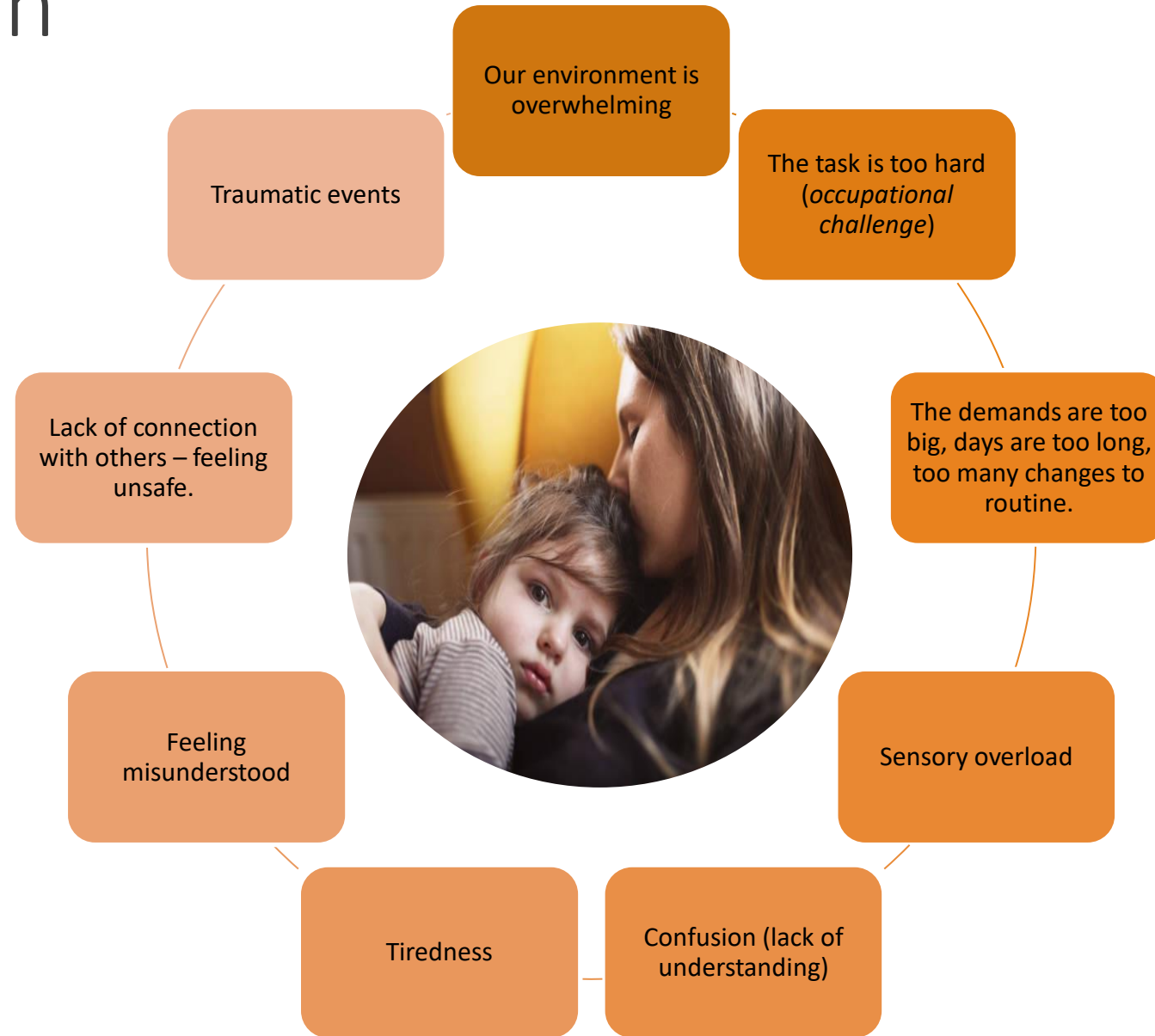


The opposite to self regulation is dysregulation- what does it look like?



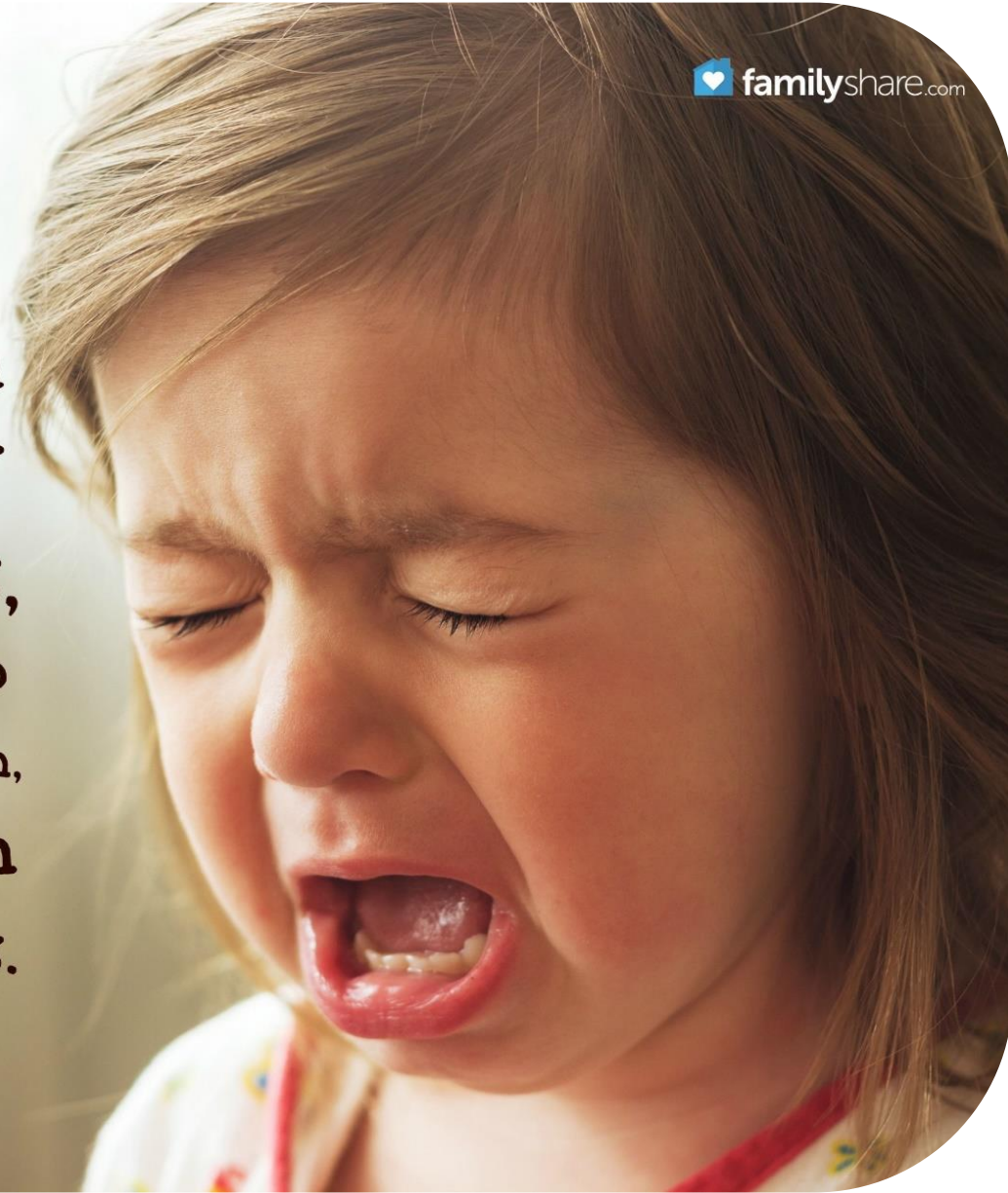
- Rollercoaster of emotions
- Reactivity – heightened emotions
- Inattention
- Flight or fight responses
- Challenging behaviours
- Energy expenditure
- Difficulty taking on appropriate information? New ideas?

Dysregulation

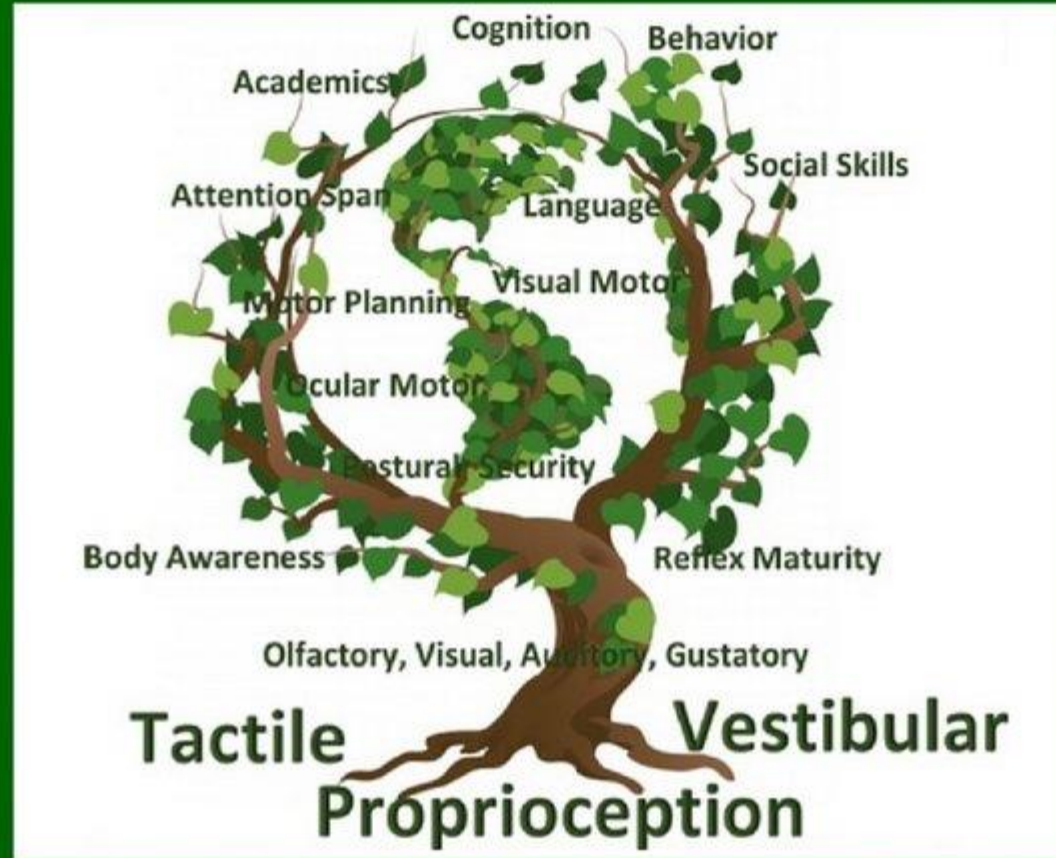


When little
people are
overwhelmed
**with big
emotions,**
it's our job to
share our calm,
**not to join
their chaos.**

L. R. Knost.



Feed the roots...not the leaves.



ASensoryLife.com

Strategies to support sensory regulation



Provide **opportunity** for a range of **sensory experiences** using movement, heavy work, auditory, tactile, taste and smell .

Be a sensory detective and notice your **child's level of arousal** and **attention** after heavy work or positive sensory input.

Be a sensory detective and notice when the **sensory environment** may be too overwhelming for your child at this stage.

Use **sensory supports** when needed to help your child calm down.

Work with occupational therapist and other caregivers (preschool/school/family) to develop **sensory diet**.

Question

How do you support families with emotional regulation?

Emotions and Feelings

Emotions are the results of physiological body reactions

Feelings are the conscious experience of emotions – they are the understanding of the emotion..

We can ask ourselves:

- Is the child able to stay with the task without becoming too upset, overwhelmed, anxious, angry et.c regulation of emotions?
- Does the child have enough language to express themselves or their emotions (we call this emotional literacy)?
- Does the child understand their own emotions and does the child understand the emotions of others?
- If not how can we improve this?



Strategies to support emotional regulation



Games to develop self control, impulse control

Thinking about self regulation

Thinking about stopping, going, waiting, listening.

Problem solving in pretend play

Increase attendance rate gradually. E.g. Shop for 5 minutes first, then gradually build up to larger shopping times.

Continued...



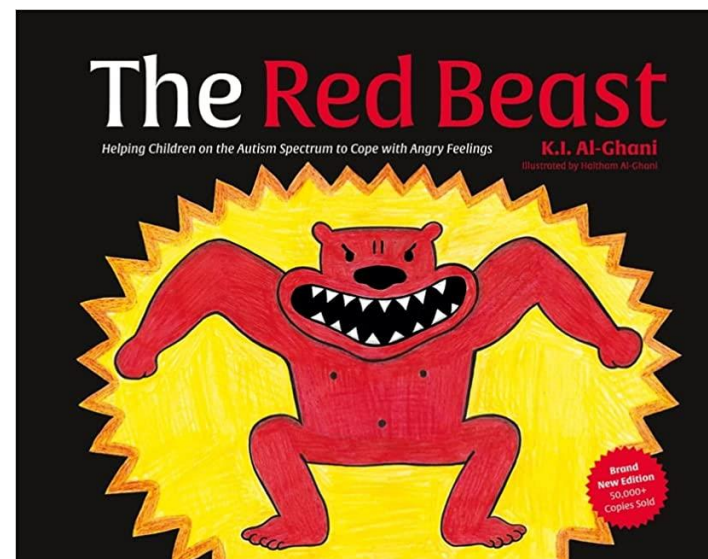
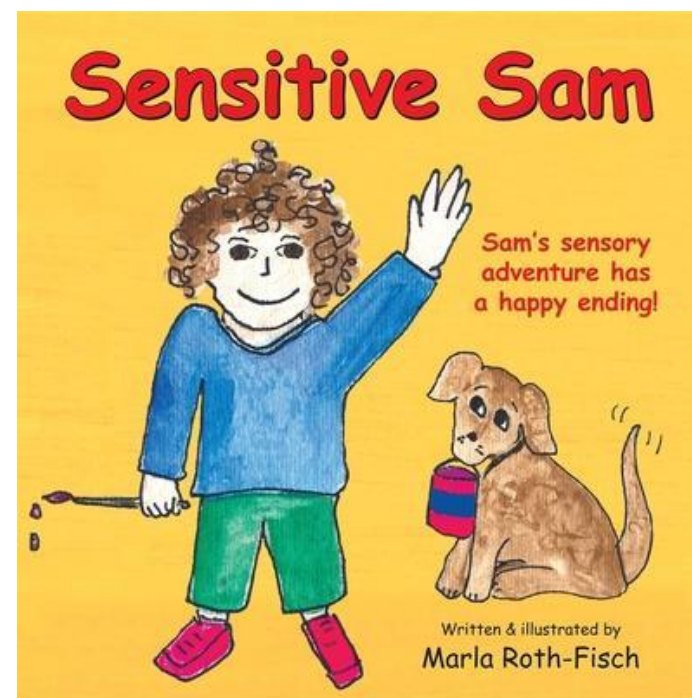
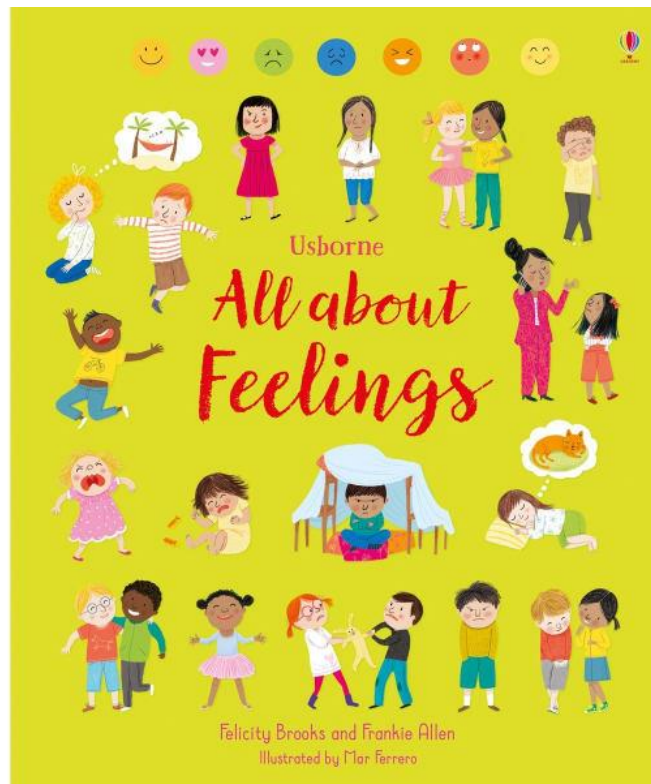
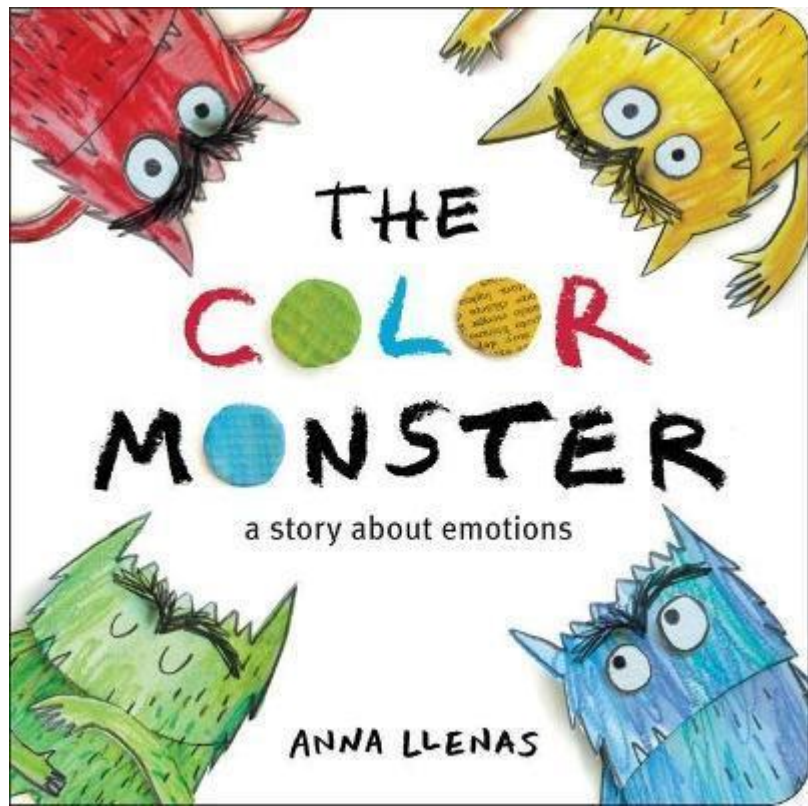
Visual supports to help us and remind us. E.g. Daily schedules, 1-5 problem chart.

Pre thinking about a situation before it happens and strategizing how it will work. E.g. I have to go to the shops. I hate the shops. The shops are noisy, glary, and confusing. What could we do to make it more manageable.

Sensory: Ear plugs, ipod, hat

Emotional: express emotions, support and validate emotions

Thinking: prepare list, tick off list, provide positive experience afterwards, timer



How can you support families?

- Strategies as discussed before.
- Non judgemental conversations around screen time, sensory detective, identifying self regulation issues and providing support.
- **Refer Early. Don't wait and see!**
- Resources mentioned.



When to refer to Child and family Services

When the child is not able to perform their occupations.

For example:

- They are not able to play due to sensory factors
- They can't join in play with others
- They aren't able to tolerate teeth brushed, showers/bath, the feel of clothing/shoes
- They are not able to stay on a task to completion

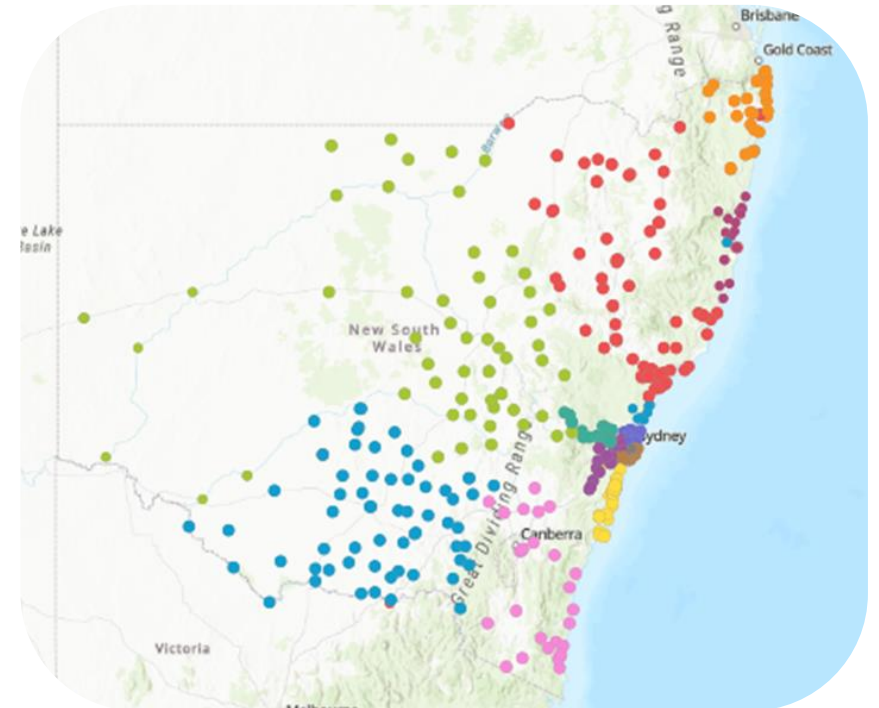


Support for families

Parent can contact and request services directly through **Child and Family Health Services:**

- Child and Family Health Clinics ([MNCLHD](#) and [NSW](#))
- Occupational Therapy
- Child and Family counselling
- Speech pathology
- Audiology

No Cost to medicare card holders.



Supporting our Aboriginal and CALD communities

- Partner in settings: Munch and Move, Supported Playgroups, Working with Aboriginal Health Services
- Resources adapted and translated to support families
- Virtual interpreters for services

Contact us

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Resources

- [Munch and Move Resources](#)
- 24 Hour movement guidelines: [Guidelines for healthy growth and development for your child](#)
- Franky & Friends Active Play: <https://healthykids.nsw.gov.au/downloads/file/campaignsprogramms/FrankyFriends.pdf>
- Physical activity for babies and toddlers: [PABabiesandToddlers.pdf \(nsw.gov.au\)](#)
- Northern Sydney LHD Teachers and Early Childhood Educator Videos: [Supporting the Transition to School - Live Life Well @ School - Northern Sydney Local Health District \(nsw.gov.au\)](#)
- Newborn moves: [NPR4808-NewBornMoves-HANDOUT-Apr16-MONOV2.pdf \(nsw.gov.au\)](#)
- World Health Organisation Guidelines on PA, Sedentary Behaviour and Sleep, World Health Organisation - [WHO-NMH-PND-2019.4-eng.pdf](#)
- [The Arc of the Tantrum - Resources - Parenthood Understood](#)
- [Sensory Lifestyle » Evidence OT Based Play Ideas & Parenting Resources that will Help you](#)
- [Feel Confident in your Parenting & Boost your Child's Development](#)
- [Home - Self-Reg](#)
- [Kindy Orientation - Mid North Coast Local Health District \(nsw.gov.au\)](#)
- [The Colour Monster by Anna Llenas | 9781783704231 | Booktopia](#)

Self Regulation videos on Youtube:

<https://www.youtube.com/watch?v=vo7bhAWEYf8>

https://www.youtube.com/watch?v=y9L_-7Kvjr0

https://www.youtube.com/watch?v=y9L_-7Kvjr0

<https://www.youtube.com/watch?v=DIgigF-e574>