

***Eating and Brushing- What's Healthy for Kids?***

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**Slide #1 Welcome**

Welcome to this course titled, ***“Eating and Brushing- What's Healthy for Kids?”***.

This course is developed as part of the Washington State Department of Children, Youth, and Families (DCYF) alignment process, to prepare providers and licensors in their understanding of the “why”, the “what” and the “how” of complying with the updated Foundational Quality Standards for Early Learning Programs (referred to in each course as the Foundational Quality Standards).

**Slide #2 Helpful Hints**

WA DCYF is pleased to present this e-Learning course! To help provide a positive learning experience for you, please take a moment to review the following “Helpful Hints” summary, detailing what you can expect from this course. A complete listing of Helpful Hints has been added to the Resources section of your learner’s screen for reference.

- If you would like to access and review the full course text, please visit the Resources section of your learner’s screen. You can view, print, or download a full version of the course text that is narrated within each module. The full text will be included in each course and listed as the first resource in the Resources section of your course frame.
- The time to complete the course will depend on the course topic and the pace at which you advance through the slides.
- To help you get the most out of the course, settings are in place to prevent users from skipping ahead through the slides. You can advance through the course when the narration for each slide concludes by selecting the “Next” button, or, go back to review material already presented by selecting the “Previous” button.
- Web links and additional resources will be utilized in some of the courses to enhance your learning experience. We hope you will take time to explore them to further develop your knowledge about the topics being presented.

**Slide #3 Introduction**

This course is designed to introduce you to the updated Washington Administrative Code or WAC, as well as outline strategies and examples of WAC compliance. Updated WACs will be detailed in each course as a reference and a full listing of the WAC is included in the Resources section of your learner’s screen. You can print or download this resource at any time, either as a reference while you complete this course, or as a resource after the course is completed.

## ***Eating and Brushing- What's Healthy for Kids?***

### **Slide #4 Learning Outcomes**

This course will help early learning professionals understand how to meet, assess for, and demonstrate ongoing compliance with the Foundational Quality Standards.

Upon completion of this course, participants will:

- Understand the required frequency of snacks and meals in an early learning program
- Be familiar with the tooth brushing practices which benefit a child's overall health and development
- Understand the requirement to comply with the most current edition of the *USDA Child and Adult Care Food Program (CACFP)*, or the *USDA National School Lunch and School Breakfast Program* meal pattern and standards

### **Slide #5 Guiding Principles**

As we cover material in this course, please keep in mind the following Guiding Principles. We will revisit these at the end of the course to “check in” with you and give you an opportunity to assess your understanding and application of the course content.

#### **Guiding Principles:**

- Nutrient dense foods are essential in the growth and development of young children.
- Oral hygiene is an important part of a child's overall health.
- For children to learn healthy food choices and brushing practices, it must be taught and modeled.

### **Slide #6 Terms and Definitions**

Take a moment to review and familiarize yourself with the following terms and definitions. For your reference, a listing of these terms has been added to the Resources section of your learner's screen. You can access the list at any time by visiting the Resources section of your learner's screen. You can download the file to keep as a future reference or print as a desk guide.

**CACFP** means the Child and Adult Care Food Program established by Congress and funded by the United States Department of Agriculture (USDA).

**Child** means an individual who is younger than age thirteen, including any infant, toddler, preschool-age child, or school-age child as defined in this chapter.

**Drinking water** or **potable water** is water suitable for drinking by the public as determined by the Washington state department of health or a local health jurisdiction.

**Early learning professionals** are all early learning providers, child care licensing staff, and other professionals in the early learning field.

**RCW** means Revised Code of Washington.

## ***Eating and Brushing- What's Healthy for Kids?***

**USDA** means the United States Department of Agriculture.

**WAC** means Washington Administrative Code.

### **Slide #7 Course Introduction**

During the first five years of life, children grow and develop at an amazing rate.

- By age one, a child typically grows 10 inches in length and has tripled their birthweight. A child's first primary teeth will begin to appear during this time.
- Over the next three years, a child will grow on average 3 inches in height each year, gain approximately 4 pounds per year, and their full set of their 20 primary teeth will appear.
- Significant brain development occurs, with more than one million neural connections forming each second in the first few years and 90 percent of the brain's physical volume developing by age five.

To support this period of critical growth, children need access to healthy foods with nutrients, like Vitamin A, folate, iron, and calcium.

Yet, many children do not have access to nutritious foods. In Washington state, 19 percent of children live in food insecure households, where they consistently lack access to adequate food<sup>1</sup>. Where children lack access to healthy foods, research shows physical and cognitive development can be negatively impacted and may carry irreversible lifelong impacts.

### **Slide #8 Course Introduction**

A primary purpose of the Foundational Quality Standards is to protect the health and safety of children in care. This learning course focuses on the health of children in care in relation to accessing healthy foods and oral hygiene practices. The sections covered in this learning course are found in the "Environment" section of the Foundational Quality Standards, in the subsection called "Food and Nutrition". These sections are:

- WAC 110-300-0180 Meal and snack schedules
- WAC 110-300-0185 Menus, milk, and food

Since good nutrition and oral hygiene habits are critical to a child's short- and long-term health outcomes, it is essential for early learning programs to provide regular and nutritious foods to children and implement tooth brushing routines.

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<sup>1</sup> Children's Defense Fund. (June 2018). *Child Hunger and Nutrition*. Retrieved from [https://www.childrensdefense.org/wp-content/uploads/2018/06/Child\\_Hunger\\_and\\_Nutrition.pdf](https://www.childrensdefense.org/wp-content/uploads/2018/06/Child_Hunger_and_Nutrition.pdf)

**Slide #9 WAC 110-300-0180**

The first WAC we will review outlines requirements for providing food at regular intervals.

**WAC 110-300-0180 Meal and snack schedule.**

**(1) An early learning provider must serve meals and snacks to children in care as follows:**

**(a) Meals and snacks must be served not less than two hours and not more than three hours apart unless the child is asleep;**

**Slide #10 WAC 110-300-0180**

Ensuring that foods are offered with plenty of time in between, but not too far apart, supports the child's development in a couple of ways. Not only does this practice help to prevent over and under eating in children, it also helps young children learn to regulate their own appetites and identify their own body's cues. For instance, a child that trusts that food will soon be offered again, begins to build confidence in his or her choice to decline food when they don't feel hungry.

The American Academy of Pediatrics notes that it is normal for the appetites of toddlers and preschoolers to go in spurts, in relation to their period of growth<sup>2</sup>. This means they may go from eating very little to eating quite a lot, in just a couple of days. For this reason, it is important to support children in developing the skills to identify hunger and fullness (satiety) cues and have the confidence to make decisions based upon them.

This regulation follows guidance of *Caring for Our Children*, Standard 4.2.0.5.

**Slide #11 WAC 110-300-0180**

WAC 110-300-0180 goes on to outline requirements to ensure that children in care for extended hours have access to more substantial meals.

**WAC 110-300-0180 Meal and snack schedule.**

**(b) Children in care for five to nine hours:**

- (i) At least one meal and two snacks; or**
- (ii) Two meals and one snack.**

**(c) Children in care for more than nine hours:**

- (i) Two meals and two snacks; or**
- (ii) Three snacks and one meal.**

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<sup>2</sup> American Academy of Pediatrics. (March 2016). *Child Nutrition*. Retrieved from <https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Childhood-Nutrition.aspx>

***Eating and Brushing- What's Healthy for Kids?***

Required nutritional components for a snack and a meal are outlined in the *USDA Child and Adult Care Food Program (CACFP)* standards, or the *USDA National School Lunch and School Breakfast Program* standards. We will review the WAC requirement to comply with these standards a little later in this learning module.

**Slide #12 WAC 110-300-0180**

Subsection (d) focuses on meals and snacks occurring during hours of care.

**WAC 110-300-0180 Meal and snack schedule.**

- (d) After school snack, dinner, evening snack, and breakfast:**  
**(i) A snack or meal must be provided to a child that arrives to the early learning program after school;**

When children arrive at an early learning program after school, they may not have eaten for several hours. In some elementary schools, lunch may be served before 11 AM. This means some children who arrive at an early learning program after school may not have eaten for more than four hours. According to this WAC a snack must be provided afterschool, regardless of what time the child was last offered food at school.

**Slide #13 WAC 110-300-0180 continued**

**WAC 110-300-0180 Meal and snack schedule.**

- (ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner;**  
**(iii) An evening snack must be provided to children in nighttime care;**

This subsection is intended to ensure children in evening or overnight care are provided appropriate access to healthy food.

For example, an early learning program which closes at 6pm would not necessarily be required to serve dinner, as children would likely eat dinner with their families after 6pm. An early learning program open until 8pm, however, would serve dinner to children since they are in care over evening meal hours.

***Eating and Brushing- What's Healthy for Kids?***

**Slide #14 WAC 110-300-0180 continued**

Finally, subsection (1)(d) concludes:

**WAC 110-300-0180 Meal and snack schedule.**

**(iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child's usual breakfast time; and  
(v) A breakfast or morning snack must be available to children in care.**

The longest period children will go without nourishment for their bodies is likely the overnight hours. This WAC is included in recognition of the importance of starting each day with a healthy breakfast. According to the American Academy of Pediatrics “Not only does it break an overnight fast and provide crucial nutrients to fuel the day, but it also improves attention and memory, heightens sense of well-being, and lowers the risk of obesity.”

You can learn more by accessing the article *Breakfast: Most Important Meal of the Day- More Important Than We Thought* in the Resources section of your learner's screen.

**Slide #15 WAC 110-300-0180**

Let's move on to subsection (2) of WAC 0180. This subsection outlines requirements related to tooth brushing. It is important for all early learning professionals to understand the importance of this practice in the early learning setting and how to include oral hygiene practices in a daily routine.

According to Centers for Disease Control and Prevention, “tooth decay (or cavities) is one of the most common chronic conditions of children in the U.S.”<sup>3</sup> In fact, by age five, nearly half of all children have one or more cavities<sup>4</sup>. Cavities and tooth decay in primary teeth (or baby teeth) are not harmless; they can negatively affect permanent teeth and lead to future dental issues, including a greater risk for cavities in adulthood.

In addition, dental disease can be painful and impact a child's ability to learn, and loss of teeth can impact the development of speech.

Tooth decay, cavities, and gingivitis are caused by plaque, a clear film of bacteria. Regular tooth brushing will reduce plaque on teeth. Tooth brushing is an important oral health practice for children of all ages, whether an infant with one tooth or a preschooler with many teeth

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<sup>3</sup> Centers for Disease Control and Prevention. (November 2014). *Children's Oral Health*. Retrieved from [https://www.cdc.gov/oralhealth/children\\_adults/child.htm](https://www.cdc.gov/oralhealth/children_adults/child.htm)

<sup>4</sup> American Academy of Pediatrics. (October 2015). *Dental Health & Hygiene for Young Children*. Retrieved from <https://www.healthychildren.org/English/healthy-living/oral-health/Pages/Teething-and-Dental-Hygiene.aspx>

***Eating and Brushing- What's Healthy for Kids?***

**Slide #16 WAC 110-300-0180**

Aligning with Standard 3.1.5.1 in Caring for Our Children, subsection (2) begins:

**WAC 110-300-0180 Meal and snack schedule.**

**(2) At least once per day, an early learning provider must offer children an opportunity for developmentally appropriate tooth brushing activities.**

The language in this requirement was developed intentionally to allow for an early learning provider to develop a system and schedule that best meets their program's unique needs. For some early learning providers, implementation may include one tooth brushing activity after lunch or after the final snack of the day. An early learning provider providing overnight care may choose to do two tooth brushing activities in a 24-hour cycle, including tooth brushing after breakfast and again before bed at night.

**Slide #17 WAC 110-300-0180**

Regardless of when a tooth brushing activity is scheduled to occur, requirements for tooth brushing activities include:

**WAC 110-300-0180 Meal and snack schedule.**

**(a) Tooth brushing activities must be safe, sanitary, and educational.**

Just as children must be taught how to wash their hands or properly handle a book, children must be taught how to care for their teeth. Ideally, an early learning provider reinforces tooth brushing practices in the home. For some children though, brushing teeth at an early learning program may be their first exposure to oral health practices.

Consider this example of implementing a tooth brushing routine where

- sanitary practices are followed,
- the activity is safe and age-appropriate, and
- the early learning provider takes an active role in educating the children.

***Eating and Brushing- What's Healthy for Kids?***

An early learning provider decides tooth brushing will be one of the last activities of the day.

As children come in from playing outside, they put their coats in their storage and take turns washing their hands before sitting at the table.

A table is prepared by cleaning and sanitizing the table, then setting out a napkin for each child with their tooth brush, a small cup of water, and a rice sized dab of toothpaste on the napkin.

The cup is also used for spitting the used toothpaste. After the children sit down, they are instructed to dip their tooth brush in the water, swab the toothpaste on the bristles, and begin brushing their teeth.

The early learning provider sits with them, models how to brush, and talks with the children about why it's important to brush their teeth.

When the activity is complete, the early learning provider asks the children to show off their clean teeth with a big smile before they clean up their materials.

Children will throw away their cup and napkin and give their tooth brush to the provider who returns all toothbrushes to the storage area in a way to keep them from touching each other.

**Slide #18 WAC 110-300-0180**

The following video, Steps for Toothbrushing at the Table, was created by Head Start. It shows an example of how to ensure tooth brushing is safe, sanitary and educational.

Select the link to view the video. [ec.lkc.ohs.acf.hhs.gov](http://ec.lkc.ohs.acf.hhs.gov). For more resources related to implementing tooth brushing activities in the early learning program, review the Extend Your Knowledge PDF in the Resources section of your learner's screen.

The resources include:

- more videos of early learning programs engaging children in tooth brushing activities,
- tips for tooth brushing and oral health for infants and toddlers,
- descriptions of how to set up sanitary tooth brushing activities, and
- activity sheets for use with older children on the importance of oral health.



**Slide #19 WAC 110-300-0180**

Another important component of the tooth brushing routine is toothbrush storage.

**WAC 110-300-0180 Meal and snack schedule.**

**(b) Toothbrushes used in an early learning program must be stored in a manner that prevents cross contamination.**

Each person's mouth contains hundreds of bacteria. Sharing tooth brushes or having tooth brushes cross contaminate can lead to the spread of disease and illness.

This is especially risky for young children or those with weakened immune systems.

Storing tooth brushes in a way which prevents cross contamination need not be expensive.

An early learning provider may choose to buy a tooth brush storage rack, or create their own. The Centers for Disease Control and Prevention recommends:

- Wet bristles should be left uncovered and allowed to air dry;
- Toothbrushes should be stored in an upright position;
- There should be enough space between the toothbrushes so they do not touch and
- Each toothbrush and storage slot should be labeled with the child's name.

For further information related to toothbrush storage, select this link: [healthychildren.org](http://healthychildren.org).

**Slide #20 WAC 110-300-0180**

While brushing teeth is a healthy routine for children to practice, some families may prefer their child not participate in tooth brushing activities offered by the early learning program. For these families, subsection (2)(c) allows for this provision:

**WAC 110-300-0180 Meal and snack schedule.**

**(c) The parent or guardian of a child may opt out of the daily tooth brushing activities by signing a written form.**

**Slide #21 WAC 110-300-0180**

As early learning programs determine how and when to implement tooth brushing opportunities into the daily activity schedule, it is important to note the variety of opinions among experts around how to implement tooth brushing.

***Eating and Brushing- What's Healthy for Kids?***

Some topics where opinions differ include tooth paste flavors, the use of fluoride for young children, or whether or not children should spit after brushing. Here, the Foundational Quality Standards allow for flexibility among programs in implementation.

As one agency states, “any brushing, done under the proper conditions for sanitation and infection control, is better than no brushing; with or without toothpaste, with or without fluoride, with or without rinsing and spitting<sup>5</sup>”.

All experts agree tooth brushing positively benefits the oral health of young children and should be done, even if methods vary.

**Slide #22 Test Your Learning!**

Before we continue, Let's test your learning. Review the question and select the best response.

According to WAC 110-300-0180 (1)(a), unless a child is asleep, meals and snacks must be served no more than how many hours apart?

- a. Two hours
- b. Three hours
- c. Four hours
- d. No limit is given

**Slide #23 Test Your Learning!**

Review the question and select the best response.

Tooth brushing activities must occur after each meal or snack.

- True
- False

**Slide #24 WAC 110-300-0185**

While food provides energy and nutrients to fuel a child's growth and development, not all food choices are healthy. For example, the American Heart Association recommends children consume less than 25 grams of added sugar a day. Yet, the average child in the U.S. consumes more than 75 grams of added sugar a day from snacks like cookies, juice, soda, or candy<sup>6</sup>.

While these types of foods are laden with sugar, they also lack many of the essential nutrients needed for a child's growth and development. In short, a scheduled snack of a

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<sup>5</sup> Massachusetts Department of Early Education and Care. (N.D.) *Oral health in child care*. Retrieved from <https://www.mass.gov/service-details/oral-health-training-for-child-care>

<sup>6</sup> Jenco, M. (August 2016). *AHA: Limit children's sugar consumption to 6 teaspoons per day*. Retrieved from <http://www.aappublications.org/news/2016/08/23/Sugar082316>

***Eating and Brushing- What's Healthy for Kids?***

cookie and soda would not provide the same nutritional benefit as a snack of blueberries and yogurt with a glass of water.

WAC 110-300-0185 begins with this overarching statement:

**WAC 110-300-0185 Menus, milk, and food.**

**To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.**

**Slide #25 WAC 110-300-0185**

Subsection (1) provides guidance on the provision of healthy foods and beverages:

**WAC 110-300-0185 Menus, milk, and food.**

**(1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the *USDA Child and Adult Care Food Program (CACFP)* standards, or the *USDA National School Lunch and School Breakfast Program* standards.**

CACFP is a federal program which provides nutritious meals and snacks to more than 4.2 million children in child care in the U.S. daily.

Depending on the early learning program type and the socio-economic status of the children served, CACFP may provide free, reduced-price, or paid rates for eligible meals or snacks.

The National School Lunch and School Breakfast Program is another meal assistance program providing nutritionally balanced meals in public and non-profit private schools as well as residential child care programs.

Whether a licensed early learning provider is participating in one of these food programs or not, this WAC requires all licensed early learning providers to meet the standards outlined in the food programs.

**Slide # 26 WAC 110-300-0185**

Let's review some of the basic nutritional components identified in the CACFP standards for children ages toddlers through school age.

This will be only a high level overview of one part of the standards, and should not be considered a complete review of the requirements.

The standards in full can be found at the CACFP website and National School Lunch and School Breakfast Program website. Links to these websites can be found in the Extend your Learning PDF in the Resources section of your learner's screen.

***Eating and Brushing- What's Healthy for Kids?***

In addition, a one-page summary of the required meal patterns for children is located on the Extend your Learning PDF, along with a one-page summary for infant meal patterns. These at a glance documents are helpful tools to support a child care professional's efforts to ensure children are offered healthy and complete nutrition in the early learning environment.

**Slide #27 CACFP Requirements**

Let's begin by talking about the CACFP requirements related to nutritional components for lunch and supper.

The standard requires that each lunch and supper includes 5 nutritional components:

- Milk
- Meat and meat alternates
- Vegetables
- Fruit
- Grains

The standards specify the serving size for each component by age. For example, a serving size for meat or meat alternate, for a child age 1 to 2 years, is 1 oz, while a serving size for meat or meat alternate for a child age 6 to 12 years, is 2 oz.

For breakfast the standard requires the meal consist of at least the following nutritional components (in the appropriate serving size by age):

- Milk
- Vegetables, fruit or both
- Grains
- A meat or meat alternative may be offered up to 3 times a week instead of a grain

And finally, snacks must include at least 2 of the 5 nutritional components (in the appropriate serving size by age):

- Milk
- Meat and meat alternates
- Vegetables
- Fruit
- Grains

**Slide # 28 WAC 110-300-0185**

Participating in a food program is not required, but WAC 110-300-0185 does require all licensed early learning providers to meet not only the nutritional components and meal pattern discussed here, but all of the standards required by the food programs.

The standards go on to address a number of specific food and nutrient requirements:

**Eating and Brushing- What's Healthy for Kids?**

- Cereal – Must not exceed more than 7 gms of added sugar per serving
- Yogurt – must not exceed more than 23 gms of added sugar per 6 oz serving
- A whole grain must be offered once a day
- At breakfast, a meat/meat alternate can be substituted for the grain up to 3 times a week
- Grain based desserts are not considered a grain component.
- Tofu may be served as a meat/meat alternate

You can find additional information in the CACFP Meal Pattern Reference Guide at [k12.wa.us](http://k12.wa.us)

**Slide #29 WAC 110-300-0185**

Let's move on and review subsection (1) (a) and (b):

**WAC 110-300-0185 Menu, milk, and food.**

- (a) An early learning provider must supply dated menus.**
- (b) Food and beverage substitutions to a scheduled menu must be of equal nutritional value.**

Dated menus serve several important purposes, including:

- **Informing early learning professionals and parents:** Providing dated menus allows early learning professionals and parents to review upcoming meals and snacks, flag potential allergen threats, and plan an alternative option in a timely manner.
- **Providing guidance in planning and preparation:** A dated menu provides guidance for an early learning provider in purchasing and preparing food. Menu planning will help ensure the appropriate foods or substituted alternatives are available to serve.
- **Documenting compliance with WAC 110-300-0185(1):** Dated menus provide a written record where snacks and meals can be reviewed for compliance to the CACFP or *USDA National School Lunch and School Breakfast Program* standards.

**Slide #30 WAC 110-300-0185**

Consider this example:

Each Friday an early learning provider posts the menu for the following week so parents can see what meals and snacks will be offered.

When developing next week's menu it is compared to the current week's menu to ensure meals and snacks not only meet the standards but include different food combinations to ensure optimal variety and balance. A posted, dated menu allows parents opportunities for discussing the foods their children ate at child care.

Subsection (c) talks about liquids.

The beverages a child drinks can have as significant an impact on their health as the food they eat.

The American Academy of Pediatrics advises children to be served water, milk, or limited amounts of 100% fruit or vegetable juice<sup>7</sup>. In alignment with these recommendations:

**WAC 110-300-0185 Menus, milk, and food.**

**(c) An early learning provider must only serve water, unflavored milk or one hundred percent fruit or vegetable juice.**

The language in this subsection has a lot to do with managing the amount of sugar consumed by children.

One example is the requirement for unflavored milk. The amount of added sugar found in only 8 fluid ounces of chocolate milk can be as high as 24 grams, just about the recommended allowance for the entire day.

Serving only 100 percent fruit or vegetable juice is another example. There are an overwhelming variety of fruit juices to choose from at the grocery store, but they are not equally nutritious. In fact, one popular brand has a fruit punch juice that contains 25 grams of sugar per 8 fluid ounces and contains only 5% juice. It is important to read the labels on each beverage to be certain contents are 100% fruit or vegetable juice, rather than artificial sweeteners, high fructose corn syrup, canola oil or other unfavorable ingredients.

**Slide #32 WAC 110-300-0185**

Additionally, it is important to be aware that even 100 percent fruit or vegetable juice, which contain no added sugars, often have high levels of naturally occurring sugars. These sugars can become a primary source of tooth decay in young children.

Overconsumption of juices can also contribute to increased caloric intake, which may lead to weight gain or obesity.

Finally, while 100 percent fruit or vegetable juice does contain nutrients, whole fruits contain needed dietary fiber.

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<sup>7</sup> To watch a 30 second video from the American Academy of Pediatrics regarding beverage choices for children, click <http://youtu.be/v0Ubis-Wbvw>

***Eating and Brushing- What's Healthy for Kids?***

In short, while 100 percent fruit or vegetable juice in appropriate portions may be a healthy choice, it should not replace the consumption of whole fruits or vegetables.

To aid against the overconsumption of 100 percent fruit or vegetable juices:

**WAC 110-300-0185 Menus, milk, and food.**

**(d) An early learning provider must limit the consumption of one hundred percent fruit juice to no more than four to six ounces per day for children between one and six years old, and eight to twelve ounces per day for children seven through twelve years old.**

**Slide #33 WAC 110-300-0185**

Fruit and vegetables are excellent sources of the vitamins, nutrients, and fiber needed to keep a body healthy and growing.

The USDA advises half of the food that goes on your plate at a meal be fruits and vegetables.

Health benefits of eating fruits and vegetables include:

- Increased intake of Vitamin C, which is important for growth, keeping teeth and gums healthy, and helps heal cuts or wounds;
- Increased intake of Vitamin A, which keeps eyes and skin healthy; and
- High in fiber and low in fat helping to reduce the risk of heart disease, obesity, some types of cancers, and type 2 diabetes<sup>8</sup>.

**Slide #34 WAC 110-300-0185**

**WAC 110-300-0185 Menus, milk, and food.**

**(2) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day.**

With this in mind, WAC 110-300-0185 concludes, by consistently and intentionally offering children healthy and nutritious foods and beverages, it increases the likelihood

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<sup>8</sup> United States Department of Agriculture. (January 2016). *Nutrients and Health Benefits*. Retrieved from <https://www.choosemyplate.gov/vegetables-nutrients-health>

***Eating and Brushing- What's Healthy for Kids?***

that a child will continue to make healthy choices. It is important to note that children may need to be offered or try a food 10-15 times before they accept it<sup>9</sup>.

So, don't give up! Develop a menu that meets the CACFP guidelines and includes ample variety and balance. Model eating the same foods the children are served and make mealtimes pleasant and enjoyable. Over time, exposure to a wide variety of foods will help children accept and enjoy trying them and will contribute to developing lifelong healthy eating habits.

**Slide #35 Test Your Learning!**

Before we continue, Let's test your learning. Review the question and select the best response.

True or False?

Chocolate milk may be served in an early learning program.

- True
- False

**Slide #36 Test Your Learning!**

Review the question and select the best response.

True or False?

An early learning provider must comply with the nutritional standards of the National School Lunch and School Breakfast Program standards or CACFP standards when providing snacks or meals.

- True
- False

**Slide #37 Test Your Learning!**

Review the question and select the best response.

Which of the following are benefits from consuming whole fruits or vegetables daily?

- a. Increased intake of vitamins which keep teeth, skin, or eyes healthy
- b. Reduced risk of obesity and type 2 diabetes
- c. Increased intake of daily fiber

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<sup>9</sup> Zero to Three. (April 2010). *How to Handle Picky Eaters*. Retrieved from <https://www.zerotothree.org/resources/1072-how-to-handle-picky-eaters>



***Eating and Brushing- What's Healthy for Kids?***

- d. All of the options listed

**Slide #38 Guiding Principles**

This concludes the content portion of this course! Thank you for your participation!

Before the course ends, please take a moment to reflect and set personal goals related to the following Guiding Principles and ways that each of the principles relate to early learning professionals.

**Guiding Principles:**

- Nutrient dense foods are essential in the growth and development of young children
- Oral hygiene is an important part of a child's overall health.
- For children to learn healthy food choices and brushing practices, it must be taught and modeled.

What take-a-ways do you have? How will you change your practices as a result of participation in this learning module?

**Slide #39 Course Evaluation**

Please take a moment to answer the following end-of-course evaluation questions by selecting the appropriate choice.

This course improved my understanding of the course content.

- True
- False

**Slide #40 Course Evaluation**

The information presented in this course was clearly connected to the session and Learning Outcomes.

- True
- False

**Slide #41 Course Evaluation**

There are opportunities for application of this course content in my role as an early learning professional.

- True
- False

***Eating and Brushing- What's Healthy for Kids?***

**Slide #42 Course Evaluation**

I would recommend this course to others who work in the field.

- True
- False

**Slide #43 Course Conclusion**

This concludes this course on **Eating and Brushing-What's Healthy for Kids**. If you have questions following this session, please contact your supervisor or licensor.

We hope this course has been helpful in providing information about the WAC and how programs can meet the new standards with compliance.

Our goal is that all early learning professionals viewing this course have left with an increased understanding and knowledge of the updated WAC, and that you will be able to either assess programs for compliance or be able to maintain and demonstrate compliance.

Be sure to visit the Learning Management System to review and select additional learning modules that are part of this series.