Community Pædiatric Review 2003 – 2005

1. Do you feel comfortable broaching the topic of overweight/obesity with a parent?

2. How would you raise this issue?

3. Do you currently use age and sex specific BMI charts?

4. What advice would you give about nutrition and feeding and physical activity?

School Readiness

Some parents are concerned about whether their child is ready to start school and they start to seek advice from a range of professionals to support them in making a decision. Often the preschool or kindergarten teacher may raise concerns with the parents, because of indicators of readiness of the child in the setting.

For the majority of parents the idea of “school readiness” is not an issue. Their child will be the “age” specified by the education system, have been at preschool or kindergarden, will be carried and shown an eagerness to learn, will have no social interaction difficulties with peers, and will be developing independent skills such as dressing and toileting that will increasingly allow them to function with a minimum of adult supervision.

However, for some parents children will ask the question “Is my child ready for school?”

The doubt in their minds may be due to a number of factors, including:

The child may be chronologically young;

The child may be physically small for their age/overweight;

There may be concerns about the child’s social development and how they interact with other children;

A child’s language and communication skills may not be well developed;

There may be delay in other skills such as colouring or forming letters;

There may be concerns about the child’s behaviour or they may become tired easily throughout the day.

Family issues are vital in establishing the base for children to become “ready to learn”. However, the differences in school starting age reflect the environments that children are placed in.

While there is regional variability in the starting age of children, in the USA for example children start school at the age of 5, and in the Scandinavian countries the starting age is 6 years. These differences reflect different cultural beliefs about children and when children are ready to begin formal learning, but are also a function of the different learning environments that children are placed in. The differences in starting school age reflect different cultural beliefs about children and what children are ready to begin formal learning, but are also a function of the different learning environments that children are placed in.

For further information:

www.healthfamilies.gov.au
www.goforyourlife.vic.gov.au
www.healthyactive.gov.au
www.nutritionaustralia.org

Children's Hospital, Royal Children's Hospital, Melbourne

www.rch.org.au/ccch
Influence on school readiness

There are a number of developmental and environmental factors that impact on school readiness, consistent with the earlier cited model of developmental readiness. It is clear that children's development is influenced by a complex series of transactions between biological factors within the child and environmental events. This development of any part in time is influenced by normal biological and nutritional processes concurrently with the child developing through predictable stages with individual differences being defined by their particular genetic makeup. Environmental factors are also important. A child's development and subsequent readiness for school will be influenced by the environment his or her child experiences before starting school. The sort of environment the child is exposed to from an early age can create a foundation, the structure and functioning of the brain and establish a child's developmental trajectory that can have consequences far beyond the early years.

Family and socio-cultural influences are paramount. Children who grow up in a stimulating, language-rich environment where values are placed on independence, curiosity and creativity will have a considerable advantage as they approach school entry. They are likely to have already been exposed to books and alphabet toys, have been read to and cuddled by their parents, and have had a variety of structured play and learning experiences that make them eager to learn more. On the other hand, children who come from disadvantaged environments may be at risk of school readiness in the early years. The environment would have few or none of the characteristics described above. It is important to remember that many children are chronically ready for school even though they may not be lagging behind their same peer group.

What characteristic school readiness?

In considering a child's readiness to begin school, there is a consensus that they will have had a variety of experiences. This article briefly highlights several aspects of what children need in order to feel ready for school. Language and cognitive skills are critical. Children who are bright and intellectually capable are likely to adapt more quickly to a learning environment. Academic readiness is often assumed as intellectual disability is often first detected when children begin school, and it is noticed that they have difficulty in learning basic concepts and are slower than their peer group. Language competence is an important aspect of school readiness. Children need to be able to understand directions, ask questions, parrot back words, and follow routines. The environment would have few or none of the characteristics described above. So any physical or psychological limitations need to be considered when making a decision about whether a child is ready for school.

Motor co-ordination and skills:

Children need to be able to sit still, attend to tasks, copy, and participate in other activities that require eye-hand and motor co-ordination.

Communication and emotional development:

Children need to be able to socialise and play with their peer group, and be comfortable in a environment without the support of their caregivers. This is a more formal learning environment that school represents. The child needs to be comfortable in the basics, following directions and interactions from both adults and children, and understand the rules of the school and of social interaction.

Independence:

Children beginning school need to have a range of skills as they can function independently of adult supervision. This includes self-care skills such as dressing themselves, being able to follow a structured classroom routine, and being able to attend to core school experiences.

The importance of preschool experience

Research in many countries has shown repeatedly the benefits of a preschool experience for all children, but especially those with developmental disabilities. In the preschool setting children are exposed to a variety of learning experiences that prepare them for the more structured and formal learning that takes place once they begin school. They learn to interact with peers and language in a way that is more similar to school. However, in many cases the decision is made following careful consideration of the parents, the child's kindergarten teacher (if the child has attended kindergarten) and the school. An experienced kindergarten teacher is usually in a good position to assist them in making this decision. If the teacher believes strongly that the child is not ready for school, this needs to be documented. Generally this decision should be deferred as late as possible because of the rapid and uneven development in children of this age. There can be very rapid changes in developmental achievement and acquisition skills over a few months, a child in year one or year two is very different from a child who can develop rapidly over a course of a few months. An assessment done prior to the child beginning school can often be dramatically different from the results following done six months previously.

There is a plethora of preschool tests available making it possible for professionals to use them to assist in making the decisions about whether or not a child is ready for school. They can be used to good effect, and only as a part of a more comprehensive review. It can be very misleading to use a test result as the sole basis for making a decision about school readiness because of the complexity and development and all of the other factors that have been described previously that influence a child's performance in the school setting. If preschool tests suggest that the child has significant developmental delays or signs of emotional or behavioral problems, then the child needs comprehensive assessment.</n>
Influences on school readiness

There are a series of developmental and environmental factors that impact on school readiness, consistent with the complex nature of development. Two key areas that children’s development is influenced by is a complex series of interactions between biological factors within the child and environmental events. Thus development of any part in time is influenced by both the biological and intellectual processes converging on the child. As the child develops through predictable stages with individual differences being defined by their particular genetic makeup. Environmental factors and experiences that make them eager to learn more. 

Family and socio-cultural influences are paramount. Children who grow up in a stimulating, language-rich environment, where adults relate to children as equals, have a significant advantage as they approach school entry. They are likely to have been ready to read by a young age, have been exposed to picture and alphabet books, have had their curiosity stimulated by, and will have had a variety of structured play and learning experiences that make them eager to learn more. On the other hand, children who come from disadvantaged environments where risk is ever-present, the environment would have few or none of the characteristics described above. When deprived of the nutrients and care that children are chronically ready for school they may already be lagging behind their peer group.

What characterises school readiness?

In considering a child’s readiness to begin school, there is a consensus that they will need to have reached a number of developmental milestones. These include:

1. Language and cognitive skills: Children who are bright and intellectually curious are likely to adopt more quickly to a learning environment. Over time, intellectual disability is often first detected when children begin school, and is noted that they have difficulty in learning basic concepts and are slower than their peer group. Language competence is an important aspect of school readiness. Children need to be able to understand and say simple words, understand the meaning of what adults are saying, as well as being able to communicate effectively with teachers and their peer group.

2. Physical well-being: Physical well-being is an important attribute to consider for school readiness. Children who have a disability or chronic disease may require specific programs prior to school entry. Environmental factors and experiences that make them eager to learn more. Some children may have had a variety of structured play and learning experiences that they may not have experienced before.

How can parents help make their child ready for school?

- Encourage the child to participate in activities around the house, such as helping with chores or putting dirty clothes in the laundry basket.
- Encourage the use of crayons and pencils so they begin to draw and then write.
- Ensure that children have regular contact with other children so they learn to interact appropriately with them.
- Encourage children to try things and praise their efforts, as giving them the confidence to experiment and learn.
- Introduce books and reading to your child from an early age. Parents can and should begin reading to their young child on a regular (preferably daily) basis from about the age of four months.
- Join a library and encourage books to become part of your young child’s everyday life.
- Talk to children and sing along with them, and encourage them to talk to you about anything and everything. Shopping expeditions or a walk in the park can become the basis for conversations.
- Teach them to dress themselves and ensure that they can manage the task by themselves.

In considering a child’s readiness for school needs to take into account the complexity of child development, the often severe mutation rates of children at that age, family factors such as parental expectations, whether the child has had previous experience in a preschool setting, and whether the child is developmentally ready to attend school. In many cases the decision is made following careful consideration of the participation of their parents, the child’s kindergarten teacher (if the child has attended kindergarten) and the school.

The importance of preschool experience

Research in many countries has shown repeatedly the benefit of a preschool experience for all children, but especially for children with disabilities or developmental delay. In the preschool setting children are exposed to a variety of learning experiences that prepare them for the more structured and formal learning that takes place once they begin school. They learn to interact with peers and learn what it means to wait their turn. They learn how to follow a weight decision of the preschool setting, and are exposed to stimulating learning opportunities that they may not have experienced before.

Overweight and Obesity in under 5’s

Overweight and obesity have become by-products of the modern lifestyle and affect even the youngest in our population. Rates of overweight and obesity in children under five have doubled in the last decade and continues to increase. This has been shown in timeless surveys across many countries, and most recently, in the Longitudinal Study of Australian Children (LSAC) where 5-11% of Australian children aged 0-2 are classified as obese (Figure 1). Following current trends, in twenty years time, half of all young Australians will be overweight or obese.

The patterns for health and lifestyle are set in motion from a very young age. The preschool period offers a window of opportunity to influence the child’s environment and lifestyle behaviors before they become entrenched and much more difficult to reverse. Because parents play a large amount of control over the child’s environment at this age, and overall influence many of their diet, food, and exercise behaviors, they can be very powerful partners in the fight against childhood obesity.

Community Child Health and other health professionals have a unique opportunity to engage with young families of all important stage in life.

Obesity, such as those described in Chapter 2, child obesity and the complex relationship between common genes and our modern environment, with its readiness availability of energy dense foods and increasing sedentary lifestyles. Medical causes of obesity include, such as endocrine disorders, Prader-Willi and Bardet-Biedl Syndromes, lipodystrophy, and multiple, they should be considered when obesity is accompanied by one of these underlying diseases or an underlying historical, such as as per feeding and hypothyroidism in early life. Obesity tracks strongly over time and many obese children younger will remain obese as adults. Even from an early age, overweight children often suffer psychological and emotional problems. Prevents the development of obesity in children, and is often classified as mild, to moderate or severe. In overweight and obese children with their young child on a regular (preferably daily) basis from about the age of four months.

Prevalence

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Influence on school readiness

There are a series of developmental and environmental factors that impact on school readiness, consistent with the transactional model of development. It is clear that children's development is influenced by a complex series of interactions between biological factors within the child and environmental factors. This development at any one point in time is influenced by normal biological and educational processes concerning the child, the child's environment, and the child's interactions with that environment. The child develops through predictable stages with individual differences being defined by their particular makeup. Environmental factors are also extremely important. A child's development and subsequent readiness for school will be influenced to a large extent by the sort of environment the child is exposed to from early age. Recent brain research in neurodevelopment documents how powerful are the influence of environmental factors. Research indicates that early experiences can affect the structure and functioning of the brain and sets a child's developmental trajectory that can have consequences far beyond the early years.

Family and socio-cultural influences are paramount. Children who grow in a stimulating, language-rich environment where great value is placed on reading and writing at a significant advantage as they approach school entry. On the other hand, children who come from disadvantaged environments are at risk even in the early years.

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Family and socio-cultural influences are paramount. Children who grow in a stimulating, language-rich environment where great value is placed on reading and writing at a significant advantage as they approach school entry. On the other hand, children who come from disadvantaged environments are at risk even in the early years.

Children who grow up in a stimulating, language-rich environment will have had a variety of structured play and learning experiences that prepare them for the more structured and formal learning that takes place once they begin school. They learn to interact with peers and understand the rules of social interaction, to follow the teacher's instructions and participate in other activities that require hand and motor co-ordination. Activities such as playing games, going on shopping expeditions or a walk in the park can become the basis of a rich conversation. Encourage children to talk to you about anything and everything. Shopping expeditions or a walk in the park can become the basis of a rich conversation. They can learn from parents, the structured nature of the preschool setting, and are exposed to the support of their parents. The structured nature of the preschool setting includes going to the toilet by themselves, dressing, handwashing, keeping personal belongings, following rules and participating in other activities that require eye-hand and motor co-ordination.

Concentration and emotional adjustment Children need to be able to socialise and play with their peers, and be comfortable in an environment without the support of the familiar home environment. A more formal learning environment in school requires the child to perform a variety of tasks that are generally not a part of their everyday lives, play rules, take turns, and follow lines in play. They need to be able to socialise and play with their peers, and be comfortable in a structured environment.

Children who have a disability or a chronic illness need to be considered for school readiness. It is important to consider whether a child is ready for school, as being able to follow instructions and understand what the teacher is saying, as well as being able to participate in activities that require eye-hand and motor co-ordination. Children with a disability or a chronic illness may not have a range of skills so that they can function at a significant advantage as they approach school entry.

Encourage children to talk to others and encourage them to talk to you about anything and everything. Shopping expeditions or a walk in the park can become the basis of a rich conversation. Teach them to manage themselves and ensure that you can manage the behaviour of yourself and others.

How is the decision about school readiness made?

Consideration of whether a child is ready for school needs to take into account the complexity of child development, the often uneven maturation rates of children at that age, family factors such as parental expectations, whether the child has had previous experience in a preschool setting or at home, and the support that the child is receiving from the teacher. In many cases the decision is made following careful consideration of the parents, the child's educational/health team, and the school. An experienced kindergarten teacher is usually in a good position to assist their decisions at this stage. If the teacher feels strongly that the child is not ready for school, then they need to talk to the child's parents. Generally this decision should be deferred as late as possible because of the rapid and uneven maturation rates in children of this age. There can be very rapid changes in developmental achievement and acquisition skills over a few months, a child in one year can be perfectly ready or maybe ready not for school, but can develop rapidly over a course of a few months. An assessment done just prior to the child beginning school can often be dramatically different from the results of finding done on months previously.

There is a plethora of school readiness tests available and professionals will often use them to assist in making the decisions whether or not a child is ready for school. The tests should be used with great care and only as part of a more comprehensive review. It can be very misleading to use a test result as the sole basis for making a decision about school readiness because of the complexity of development and all of the other factors that have been described previously that influence a child's performance in the school setting. If readiness tests suggest that the child has significant developmental delays or signs of emotional or behavioural problems, then the child needs a comprehensive assessment and experienced professional used to working with children with difficulties.

Michelle J. Cooper

Discussion of how children develop:

In considering a child's readiness to begin school, there is a consensus that they will need to have reached a number of developmental milestones in order for them to attend school. These include:

- Language and cognitive skills: Children who are bright and intently reflective are likely to be able to look more quickly to a learning environment than children who are more intellectually disengaged. Intellectual disability is often first detected when children begin school, and is noticed that they have difficulty in learning basic concepts and are slower than their peer group. Language competence is an important aspect of school readiness. Children need to be able to understand what the teacher is saying, as well as being able to communicate their needs and feelings, and work together with their peer group.

- Physical well-being: Physical well-being is an important aspect to consider for school readiness. Children who have a disability or chronic illness need to be considered for school readiness. It is important to consider whether a child is ready for school, as being able to follow instructions and understand what the teacher is saying, as well as being able to participate in activities that require hand and motor co-ordination.

- Emotional adjustment: It is important to consider whether a child is ready for school, as being able to follow instructions and understand what the teacher is saying, as well as being able to participate in activities that require hand and motor co-ordination.

- Social skills: Children need to be able to socialise and play with their peers, and be comfortable in an environment without the support of the familiar home environment. A more formal learning environment in school requires the child to perform a variety of tasks that are generally not a part of their everyday lives, play rules, take turns, and follow lines in play.

- Hygiene: Children need to be able to manage themselves and ensure that you can manage the behaviour of yourself and others.

How can parents help make their child ready for school?

- Encourage them to participate in activities around the house, such as helping with household chores, making beds, and putting dirty clothes in the laundry basket.

- Encourage the use of crayons and pencils so they begin to draw and write in it.

- Ensure that children have regular contact with other children so they learn to interact appropriately with them.

- Encourage children to try things and practice their efforts, as giving them the confidence to experiment and learn.

- Introduce books and reading to your child from an early age, parents can and should begin reading to your child at a young age, a regular (preferably daily) basis from about the age of four months.

- Join a library and encourage books to become part of your child's everyday life.

- Talk to children and sing songs with them, and encourage them to talk to you about anything and everything. Shopping expeditions or a walk in the park can become the basis of a rich conversation. Teach them to manage themselves and ensure that you can manage the behaviour of yourself and others.

- Consideration of whether a child is ready for school needs to take into account the complexity of child development, the often uneven maturation rates of children at that age, family factors such as parental expectations, whether the child has had previous experience in a preschool setting or at home, and the support that the child is receiving from the teacher. In many cases the decision is made following careful consideration of the parents, the child's educational/health team, and the school. An experienced kindergarten teacher is usually in a good position to assist their decisions at this stage. If the teacher feels strongly that the child is not ready for school, then they need to talk to the child's parents. Generally this decision should be deferred as late as possible because of the rapid and uneven maturation rates in children of this age. There can be very rapid changes in developmental achievement and acquisition skills over a few months, a child in one year can be perfectly ready or maybe ready not for school, but can develop rapidly over a course of a few months. An assessment done just prior to the child beginning school can often be dramatically different from the results of finding done on months previously.

- There is a plethora of school readiness tests available and professionals will often use them to assist in making the decisions whether or not a child is ready for school. The tests should be used with great care and only as part of a more comprehensive review. It can be very misleading to use a test result as the sole basis for making a decision about school readiness because of the complexity of development and all of the other factors that have been described previously that influence a child's performance in the school setting. If readiness tests suggest that the child has significant developmental delays or signs of emotional or behavioural problems, then the child needs a comprehensive assessment and experienced professional used to working with children with difficulties.
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Nutrition and feeding practices
The ability to provide adequate nutrition is as important a community issue as obesity. The health professional can present some simple strategies to parents as they attempt to ensure an adequate diet while children maintain an active lifestyle, oven with food refusal. Some commonly accepted feeding practices have been shown to have considerable negative effects on children's eating and food preferences. Therefore, instead of forcing or bribing or severely restricting certain foods, parents need to focus on being good models in terms of their own eating and to provide a wide variety of nutritious foods to their child. The child should be allowed to decide whether to eat and how much will be eaten.

Physical activity and family activity
Modern families are characteristically time-poor, and opportunities for children to be active are therefore becoming increasingly limited. While preschool children are probably at their most active level in life, modern preschoolers still do not move as much as their parents. They are also increasingly exposed to indoor and sedentary forms of entertainment. Current nutritional changes can be done in a family context and will be developed independent skills such as dressing and feeding that will increasingly allow them to function with a minimum of adult supervision. However, for some children parents will ask the "why do I need to go to school?" The teacher may be a young child's only care professional and can challenge the child's independence. They are also more likely to encourage activity in children. At this age, many lifestyle and health habits are formed in a family context without input from the child. They may also involve education and advice about children with concerns, providing information about local activities and resources specifically aimed at young children, and supporting them in an ongoing relationship to make sustainable healthy choices for their family. It may be as simple as making sure available it's hard to exceed vigorous physical activity a day.

Raising the issue of overweight
Many parents do not recognize their child's overweight until their child is young. In an increasingly overweight community, overweight young children can be more easily identified. Many feel that as long as a parent is happy and healthy, a little "puppy fat" is not harmful. For others, fear that over-emphasising the child's weight may lead to negative self-concept could prevent them from talking about their concerns about their child's weight. Some parents are genuinely concerned, however they may feel they are ill-equipped to tackle the problem.

Community Child Health Nurses and other primary health care professionals have an important role to play and can provide parents with accurate information about their child's weight status and engage them on a personal level about their concerns, and their preparedness to take action. An emphasis on early prevention of future weight problems and setting up patterns for healthy living may be more effective than trying to convince parents that their preschooler has a "weight problem". An open and non-judgmental approach is suggested, realising that most families with overweight young children may not see their child's weight as an issue or they are in an immediate health danger. At this early age, many health and lifestyle changes can be made in a family context without input from the child and making their weight an issue. This may also involve education and advice about common concerns, providing information about local activities and resources specifically aimed at young children, and supporting them in an ongoing relationship to make sustainable healthy choices for their family. It may be as simple as making sure available it's hard to exceed vigorous physical activity a day.

Further information
A number of excellent resources and parent tip sheets are now freely available on the web. These include:
- www.health.gov.au
- www.joyfulparenting.org
- www.nchbc.org.au
For health professionals, the following website contains the MMGPs guidelines for the management of overweight and obesity in children and adolescents.
- www.obesityaustralia.gov.au

Reflection questions:
1. Do you feel comfortable broaching the topic of overweight/obesity with a parent?
2. How would you raise this issue?
3. Do you currently use age and sex specific BMI charts?
4. What advice would you give about nutrition and feeding and physical activity?

School Readiness

Some parents are concerned about whether their child is ready to start school and they start to seek advice from a range of professionals to support them in making a decision. Often the preschool or kindergarten teacher may raise concerns with the parents, because of observances of the child’s readiness in the setting. For the majority of parents the idea of “school readiness” is not an issue. Their child will be the “age” specified by the education system, has been at pre-school or kindergarten, will be caroled and shown an eagerness to learn, will have no social interaction difficulties with peers, and will be developing independent skills such as dressing and feeding that will increasingly allow them to function with a minimum of adult supervision.
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2. How would you raise this issue?
3. Do you currently use age and sex specific BMI charts?
4. What advice would you give about nutrition and feeding and physical activity?
Nutrition and feeding practices

The ability to provide adequate nutrition is as seen in many important part of parenting. The breastfed and preterm infant can present some feeding challenges and parents may attempt to ensure an adequate diet while children may more intense on eating the only independent with fixed routines. Some commonly adopted feeding practices may have been shown to have detrimental effects on children’s eating and food preferences. Therefore instead of forcing or bribing or severely restricting certain foods, parents are encouraged to be flexible and provide a variety of nutritious foods in well balanced meals. The child should be allowed to decide whether to eat and how much will be eaten.

Physical activity and sedentary activity

Modern families are characterised time poor, and opportunities for children to be active are becoming increasingly compartmentalised. The environment in which children are in determines the type of activity to a large extent, and children are more likely to be active when outdoors and in the company of other children. Active habits are also more likely to be developed indoors and in the company of other children. Active habits are also more likely to be developed indoors and in the company of other children. While preschool children are probably the most active: in time, modern preschools are still not as active. They are increasingly exposed to indoor and outdoor forms of entertainment. Current recommendations are that young children spend no more than 2 hours a day in front of the television and other electronic media, especially in daylight hours, and should be encouraged to have at least 1 hour of outdoor physical activity per day.

Raising the issue of overweight

Many parents do not recognise overweight in their children, especially when they are young. In an increasingly overweight community, parents who are overweight, young people or do not stand out from their peers, appear to eat well and to be as active and happy as any other child. At this age, overweight children may be less keen to be better nourished and “better fed” than their thinner counterparts. Social and cultural values relating to body size also play an important role in the amount of concern parents have for their child’s weight. For many families, the issue of overweight will not be easy to confront, for a variety of reasons. Finally, the condition is high profiled and parents may feel blamed for their child’s weight problem. Some parents may have had long term struggles themselves with weight control, and feel powerless to change their family’s “genetic” fate. Many feel that as long as their children are happy and healthy, a little “puppy fat” is not harmful. For others, fear of over emphasising a child’s weight may lead to negative self concept could prevent them from acting on their concerns about their child’s weight. Some parents are genuinely concerned, however they may feel they are ill-equipped to tackle this problem.

Community Child Health and other primary health care professionals have an important role to play and can provide parents with accurate information about their child’s weight status and engage them on a personal level about their concerns, their fears and their preparedness to take action. An emphasis on early intervention of weight problems and building up patterns for healthy eating may be more effective than trying to convince parents that their preschooler has a “weight problem”. An emphasis on healthy eating is a reasonable approach is suggested, realising that most families with overweight young children may not see the child’s weight as an issue or they are in an immediate health danger. At this early age, many lifestyle and nutritional changes can be made in a family context without singling out the child and making their weight an issue. This may also involve education and advice about common concerns, providing information about local activities and resources specifically aimed at young children, and supporting them in an ongoing relationship to make sustainable healthy choices for their families. It may be as simple as making them available even if parents decline to discuss these issues initially.

Dr Michelle Campbell, Centre for Community Child Health

Further information

A number of excellent resources and parent tip sheets are now freely available on the web. These include:

- www.health.gov.au
- www.jbh.org.au
- www.nch.com.au

For health professionals, the following website contains the MMPI guidelines for the management of overweight and obesity in children and adolescents. www.cch.com.au/volcpc

Reflection questions:

1. Do you feel comfortable broaching the topic of overweight/obesity with a parent?
2. How would you raise this issue?
3. Do you currently use age and sex specific BMI charts?
4. What advice would you give about nutrition and feeding and physical activity?