



Fun & Resources

5-01-2020

CHEWY OATMEAL COOKIES (3 servings)

½ cup light tub margarine	1 ½ cup flour
1 cup applesauce (sweetened)	1 teaspoon baking soda
1 cup brown sugar	1 ½ teaspoon cinnamon
1 egg	3 cups quick cooking oats
2 teaspoon vanilla	Optional: raisins and nuts

1. Combine margarine, applesauce, brown sugar, egg and vanilla.
2. In a large bowl, combine flour, baking soda, cinnamon and oats.
3. Add margarine mixture to flour mixture. Blend well. Add raisins or nuts if desired.
4. Drop by teaspoon onto baking sheet. Bake in preheated oven 350°F for 10 minutes or until golden brown. Cool on rack.

Nutrition Information per Cookie = 78 calories, 2 grams fat, 1 gram fiber

PEACH CAKE (8 servings)

2 ¼ cup (29 oz. can) canned peaches, light syrup, drained, chopped	1 teaspoon baking soda
½ cup sugar	2 Tablespoon vegetable oil
1 cup flour	1 teaspoon vanilla
1 egg	2 Tablespoon brown sugar, firmly packed
	2 teaspoon milk

1. Preheat oven to 350° F. Spray an 8X8 inch pan with cooking spray.
2. Spread peaches in baking pan. Mix remaining ingredients, except brown sugar and milk, together in a mixing bowl. Spread over peaches.
3. Bake 30–35 minutes or until toothpick inserted into cake center comes out clean.
4. Combine brown sugar and milk in a small bowl. Drizzle over the top of the cake. Return cake to oven and bake 2–3 minutes.

Nutrition Information per Serving = 205 calories, 4 grams fat

Adapted from "A Healthier You, U.S. Department of Health and Human Services"

CINNAMON FRENCH TOAST (2 servings)

2 large eggs	½ teaspoon ground cinnamon, or to taste
2 Tablespoons skim milk	2 slices whole wheat bread
½ teaspoon vanilla	2 Tablespoons light pancake syrup

1. Thoroughly mix eggs, milk, vanilla and cinnamon.
2. Dip bread slices, one at a time, into egg mixture, wetting both sides.
3. Re-dip if necessary, until all the egg mixture is absorbed into the bread.
4. Spray a nonstick skillet with cooking spray. Heat over medium heat.
5. Place dipped bread slices on heated skillet. Cook 2–3 minutes per side or until both sides are golden brown.
6. Drizzle with pancake syrup. Serve warm.

Note: Also delicious with sliced banana or berries.

*Nutrition Information per Slice = 176 calories, 6 grams fat,
2 grams dietary fiber*



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



ChallengingBehavior.org

How to Teach Your Child to Take Turns

Allyson Jiron, Brooke Bragie & Jill Giacomini

Taking turns can be hard, even for adults. It can be frustrating to wait for something that you really want. Think about the last time you waited in line for groceries or gas. How did you feel when you didn't know how long it would be until your turn or when someone who wasn't waiting got a turn before you? Young children often feel especially frustrated in these types of situations. Objects become "mine," and everyone wants to be "first," which can make playtime challenging for children and parents. Why does this happen? Children are not born knowing how to take turns. Taking turns is a skill that children must be taught and given many opportunities to practice. If a child is not taught how to take turns, she will continue to play with only her interests in mind and demand turns when she wants them. A child who knows how to take turns has learned valuable skills about how to make friends, empathize, wait, negotiate and be patient. Teaching your child how to take turns takes time, but can also be a rewarding experience that will benefit your child for a lifetime.



Try This at Home

- ❖ **Play games that require turn-taking.** Board or card games are a perfect way to teach older preschool children to wait for a turn. Outside games, such as basketball or catch, are also ideal games to practice taking turns. For young children, use very simple turn-taking games such as rolling a toy back and forth.
- ❖ **Build turn-taking into play time.** You can make just about any toy or activity into an opportunity to practice taking turns. Take turns doing activities such as stacking blocks, sliding down the slide, using the swing, racing a car down a track, scooping sand into a bucket, or wearing a crown.
- ❖ **Use a timer or a song to measure a turn.** Waiting is hard and children want to know when to expect their turn. Show children how to manage taking turns by using a sand timer or singing a song. These tools can help them to predict when their turn will end or begin and makes it less likely that they will become frustrated and use challenging behavior. You can say something like, "I see you want a turn on the swing too. Let's sing a song and when we are done it will be your turn. Do you want to sing the Itsy-Bitsy Spider or Twinkle, Twinkle Little Star?"
- ❖ **Incorporate turn-taking into your everyday routine.** There are many ways to include turn-taking into the activities you already do on a daily basis such as choosing a TV show, cooking, or picking books to read. Simply pointing out to your child that you are taking turns helps to reinforce the skill. You can say, "You put in the chocolate chips and I put in the walnuts. We are taking turns! This is fun!"
- ❖ **Practice waiting.** Help prepare your child for turn-taking by giving him opportunities to practice waiting. For example, play "stop and

go" games at the park, with toy cars, or in the pool. The more comfortable your child is with the concept of waiting and self-control, the more successful he will be with taking turns.

- ❖ **Celebrate successes.** Encourage your child with positive language when you see him waiting during a difficult situation or taking turns with a friend. You can say something like, "You are waiting for a turn on the swing. Waiting can be hard. You are doing it! High five!" or "I love the way you and Ben took turns using your special car. I bet you feel really proud!"

Practice at School

There are many opportunities to practice taking turns at school. Teachers often intentionally create opportunities for children to practice taking turns as well as learn from watching others take turns. For example, a teacher may set out only one train to use on the track. Children must then practice taking turns and learn to work together to enjoy the same toy at the same time.

The Bottom Line

Children are not born knowing how to take turns. It is a skill that they must be taught. Taking turns can be hard. In order to learn how to take turns successfully, children need lots practice, help and encouragement from parents. When children learn how to take turns they also learn other valuable skills such as:

- ❖ Being a good friend
- ❖ Self-control
- ❖ Problem-solving
- ❖ Patience
- ❖ Communication
- ❖ Listening
- ❖ Negotiation



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LET'S MAKE MUSIC!

We can make music anytime, anywhere by using toilet paper rolls to kitchen utensils! Have fun singing with your child, too! Visit www.talkingisteaching.org/spotify to access our free family-friendly playlists.



ROCKIN' FAMILY KITCHEN BAND

Use plastic containers and wooden spoons to make music. Put on a concert with your child as the lead drummer. Using paper and markers/crayons, your child can also make "tickets" to the show!

MAKE YOUR OWN RAIN STICK

Use tape to shut one end of a paper towel tube. Fill it with some rice or beans and tape the other end. Decorate it with pictures or stickers. Shake, twirl, and dance!



YOU SING, I SING

Make up lyrics or sounds ("shalala", "badaba") and sing them in any melody. Take turns copying each other's sounds!

LET'S TALK!

Can you drum fast? Can you drum slowly?

Let's make a loud sound!
Now, a quiet sound.

What's your favorite song to sing?



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ChallengingBehavior.org

How to Use Positive Language to Improve Your Child's Behavior

Brooke Brogle, Alyson Jiron y Jill Giacomini

"Stop it." "No." "Don't do that!" As a parent, you might find yourself using these words and phrases more often when your child begins to make his own choices. Now, stop for a moment and consider how the conversation might feel if you couldn't use these words? What if, rather than telling your child what he can't do, you instead chose words to tell him what he can do? While this shift in language might seem small, it actually provides a powerful positive change to the tone of the conversation. When you focus on using positive language with your child, you will likely find that he has fewer tantrums, whines less and overall experiences fewer challenging behaviors.

How can such a small change make such a big difference? While it is obvious to adults, young children are not able to make the logical connection that when they are told not to do something, what they actually should do is the opposite. For example, the directions, "Don't climb on the counter" can be very confusing to a child. However, "Please keep your feet on the floor" tells the child exactly what the expectation is and how he can change what he is doing. Using positive language also empowers a child to make an appropriate choice on his own, which can boost his self-esteem. When you are specific in your directions by telling your child exactly what he can do and when, it is easier for him to comply and he is more likely to cooperate with the request.

Try This at Home

- **Replace "don't" with "do".** Tell your child what she can do! If you saw her cutting the leaves of a plant, rather than saying "Don't cut that!" you could say, "Scissors are for cutting paper or play dough. Which one do you want to cut?" It is more likely that your child will make an appropriate choice when you help her to understand exactly what appropriate options are available.
- **Offer a choice.** When you provide your child with a choice of things that he can do, wear or go, he is more likely to select one of the options you have offered because it makes him feel like he is in control. This strategy also works for you as a parent because you approve of either choice.
- **Tell your child "when."** When your child asks to do something, rather than saying no, acknowledge her wish and tell her when she might be able to do it. This answer feels more like a "yes" to a child. For example, if your child asks to go to the park, but you are on the computer finishing up a work project, you could say, "The park sounds like a great idea! I need to finish this letter for work right now. Would you like to go after your nap today or tomorrow morning after breakfast?"
- **Use "first-then" language.** Another way to tell a child when he can do something in a positive way is to use a "first-then" statement. For example, if he wants to watch TV but you would like for him to pick up his toys, you could say "First, pick up your toys and then

you may watch a TV show."

- **Give your child time to think.** Sometimes, you may feel frustrated when your child does not respond quickly to requests and feel tempted to use demands and raise your voice. When that happens, remember that your child is learning language and how to use it. She needs time to think about what you said and how she is going to respond. It can take her several seconds, or even minutes, longer than you to process the information. If you remain calm and patiently repeat the statement again, you will see fewer challenging behaviors and enjoy more quality time with your child.
- **Help your child to remember.** Children are easily distracted. Sometimes your child may need you to help him remember what you asked him to do in order to do it. "I remember" statements are very useful in these situations. For example, imagine you have asked your child to put on his shoes so that he can go outside, and he comes over to you without his shoes on and is trying to go outside. You can say, "I remember you need to put your shoes on before you can go outside." Stating the information as a simple fact, rather than a command, gives him the information he needs to make the right choice on his own without blaming him or making him feel like he has failed.



Practice at School

Teachers use positive language at school to help children become more confident and independent. When teachers tell children what they can do, children begin to manage themselves, classroom routines and interactions with peers by themselves. For example, a child who is throwing sand on the playground can be shown that, instead, she can use a shovel to put the sand in a bucket. The teacher might say, "If you want to play with the sand, you can fill this bucket. Would you like a blue bucket or this red one?" In this way, the teacher honors the child's interest, but directs it to a more appropriate play choice.

The Bottom Line

Positive relationships with parents, teachers and other caregivers provide the foundation for a successful and happy child, are the building blocks for your child's self-esteem and ability to empathize and predict future positive behavior choices. The manner in which you talk to your child has a significant impact on his behavior. Making positive changes to your communication style can be hard work, but with a little practice, you will see a big difference in your relationship with your child. Your child will feel more encouraged, positive and independent and, as a result, you will enjoy better overall cooperation.

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UNIVERSITY OF
SOUTH FLORIDA



parent tips

Healthy Habits, Healthy Families

From cooking healthier to increasing physical activity, learn fun ways families can support each other in making better choices.



Eat Right

Use this helpful checklist to prepare homemade, healthy meals for your family—even on a budget!

Food 411:

- Before you go grocery shopping, plan ahead. Look through your refrigerator and cabinets to see what foods you already have in the house.

Make a list of meals you can make with those items. (Get ideas from our [Weekly Meal Planner!](#))

Add foods you need to buy to the list. Try our [Grocery List](#) template.

- When shopping, use weekly ads and the store bonus cards for sale prices. Remember, store brands are usually cheaper!

Cook once, eat twice! Skip seconds and enjoy leftovers at another meal. This helps you save money and keeps **portion sizes** in check.

- Use in-season fruits and veggies to cut costs. If fresh produce is unavailable, buy canned without added sodium (salt) or frozen without added fat.
- Rather than paying more for pre-cut chicken, buy a whole chicken and cut it up. Remove the skin before cooking.
- Make food in large batches. Then split meals into family size portions and freeze to use later in the month.

For more information on [healthy substitutions](#), tips on [eating well when you eat out](#), and great [family recipes](#), visit the **We Can!** Eat Right webpage at <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/eat-right/index.htm>.



Get Active

It may be easier than you think to motivate your kids to get moving! Here are some steps you can take to set healthy goals for your family:

- 1. Don't make big changes all at once.** If you usually drive everywhere, try walking to a friend's house down the street. In a couple weeks, walk a little farther—maybe to school or to the store.
- 2. Ask your kids for ideas.** Get everyone involved by having your children choose physical activities for the family to try together. **Here are everyday ideas to rev up activity.**
- 3. Focus on fun!** Plan physical activities you can do as a family, like playing in the park or at a community center, or even going ice skating.
- 4. Explain the benefits of healthy habits.** Kids may not think about the ways eating fruits and veggies or being active now helps to prevent diseases when they grow up. So, focus on the things that matter to them today. Here are some ideas:
 - Choosing healthy foods will give them energy to play sports and do activities with their friends.
 - Being active and eating healthy can help them from getting sick and missing time and activities with friends.

For more tips to help your family move more, visit the **We Can!** Get Active webpage at <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/get-active/index.htm>.



Reduce Screen Time

It's easy for kids to get distracted by TV, computers, and video games. So, set a good example by setting rules that limit their screen time.

First, track your family's screen time with the **We Can! Screen Time Chart**.

Limit screen time to no more than two hours each day—suggest active fun instead!

Here are some things you can do as a family.

- Turn off the TV during family meals and talk to your children about their day.

Find more tips on how you can reduce your family's screen time on the **We Can!** Reduce Screen Time webpage at <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/reduce-screen-time/index.htm>.

We Can! is a program from the National Institutes of Health that offers resources for parents, caregivers and communities to help children 8-13 years old stay at a healthy weight through eating right, increasing physical activity, and reducing screen time.

To learn more, go to <http://wecan.nhlbi.nih.gov> or call 1-866-35-WECAN.

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