



**Fun and Resources**

**4-27-2020**

### FRUIT SLAW (1 serving)

- 8 oz. can of pineapple chunks
- 2 cups shredded cabbage
- $\frac{3}{4}$  cup chopped apple
- $\frac{1}{2}$  cup shredded carrot
- $\frac{1}{4}$  cup chopped green pepper
- 1 Tablespoon cooking oil
- 1 Tablespoon honey
- 1 Tablespoon lemon juice
- $\frac{1}{8}$  teaspoon ground ginger

1. Drain pineapple, but set aside 2 Tablespoons of the juice.
2. In large bowl, combine pineapple, cabbage, apple, carrot, and green pepper.
3. In a container with a tight fitting lid, combine pineapple juice, oil, honey, lemon juice, and ginger. Cover and shake well to mix. Pour over salad and lightly toss.
4. Chill 24 hours & toss before serving.

*Nutrition Information per Serving = 104 calories, 4 grams fat, 3 grams fiber*  
*Adapted from the "Better Homes & Gardens New Dieters Cookbook" (1992)*

### CORN AND BLACK BEAN SALSA

- 15 oz. can black beans, drained
- 15 oz. can corn, drained
- 16 oz. jar salsa

1. Combine all ingredients in a mixing bowl.
2. Cover and chill. Serve with homemade tortilla chips or put some in a wrap with cheese and heat in the microwave.

*Entire recipe: 588 calories, 0 grams fat, 22 grams fiber*

*Adapted from "Maine Kids Eat Smart, A Recipe booklet Just for Kids," Maine Nutrition Network*

### FRUITY GRANOLA YOGURT PARFAIT (1 serving)

- $\frac{1}{2}$  cup low fat granola
- $\frac{3}{4}$  cup (6 oz. container) low fat vanilla or plain yogurt
- $\frac{1}{2}$  cup fresh or frozen blueberries, sliced strawberries, raspberries or banana

1. In a clear drinking glass or bowl, layer the ingredients any way you like. We suggest  $\frac{1}{4}$  cup granola, 3 oz. yogurt,  $\frac{1}{2}$  cup fruit, repeat layers.

*Nutrition Information per Serving = 354 calories, 2 grams fat, 5 grams fiber*

### PUMPKIN SPICE CAKE (12 servings)

- 1 box spice cake mix
- 1 15 oz. can pure pumpkin (not pie filling)

1. Combine spice cake mix and pumpkin thoroughly.
2. Spray 11 X 8 baking pan with cooking spray. Bake 350° F for 35 minutes or until a toothpick inserted into the center comes out clean.
3. Cool on a wire rack. Cut into 12 pieces.

*Note: You may want to add raisins or nuts to the mixture. You can also top off this cake with some powdered sugar. This cake also freezes well.*

*Nutrition Information per Serving = 195 calories, 3 grams fat, 1 gram fiber*



# Making Life Easier

By Pamelazita Buschbacher, Ed.D.

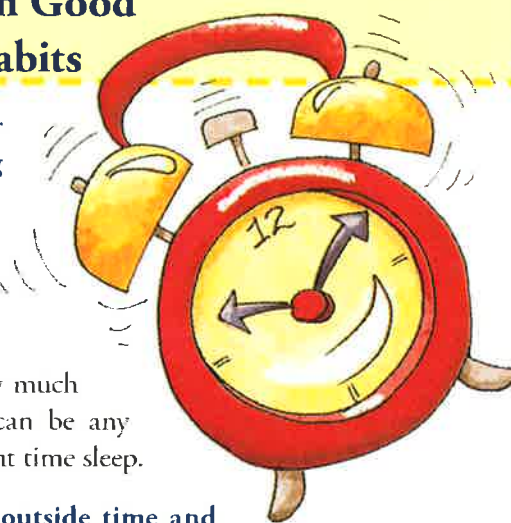
Illustrated by Sarah I. Perez

## Bedtime and Naptime

**M**any families find bedtime and naptime to be a challenge for them and their children. It is estimated that 43% of all children and as many as 86% of children with developmental delays experience some type of sleep difficulty. Sleep problems can make infants and young children moody, short tempered and unable to engage well in interactions with others. Sleep problems can also impact learning. When a young child is sleeping, her body is busy developing new brain cells needed for her physical, mental and emotional development. Parents also need to feel rested in order to be nurturing and responsive to their growing and active young children. Here are a few proven tips for making bedtimes and naptimes easier for parents and children.

### *Tip:* Establish Good Sleep Habits

- ★ **Develop a regular time for going to bed and taking naps, and a regular time to wake up.** Young children require about 10-12 hours of sleep a day (see the box on the last page that provides information on how much sleep a child needs). Sleep can be any combination of naps and night time sleep.
- ★ **Make sure your child has outside time and physical activity daily,** but not within the hour before naptime or bedtime.
- ★ **Give your child your undivided and unrushed attention** as you prepare her for bedtime or a nap. This will help to calm her and let her know how important this time is for you and her.
- ★ **Develop a bedtime and naptime routine.** Help your child be ready for sleep. Babies and young children thrive on predictability and learn from repetition. They like and need to know what is happening next. It



is important to establish a routine that both you and your child understand and find calming and relaxing. Bedtime routines usually involve undressing, bathing, dressing in pajamas, brushing teeth, toileting for older toddlers and preschoolers, story and/or prayers (for children developmentally older than six months). The order and content will be different for each family depending on the developmental age of your child, the traditions of your family, and the needs of your child's specific disability.

- Do and say the same things before naps and bedtime. This helps your child transition from active play to sleep.
- Establish a predictable place for sleeping. If you want your child to sleep in his own bed, put him down in his own bed. If you would like your child to nap in her room, guide her to sleep in her room. If you begin the bedtime routine in another location (e.g., the rocking chair) and then move the child when sleeping, your child is likely to wake up during a light sleep cycle and become confused about her surroundings.

★ **Help your child understand the steps in the napping and bedtime routines.**

- First..., then... statements help your child understand and predict what will happen next. You might say, "Sara, it's time to take a nap. First, let's find teddy. Then we can pick a book to read. Then we can climb into bed and cuddle."
- Your child might benefit from a picture schedule or a picture book (photos, clipart, objects) of the steps in her napping or bedtime. This can help her understand the steps and expectations of the routine. It can also help other adults and babysitters put her to bed in a similar manner. Supporting others who put your child to sleep in a way that you have found works will be very reassuring and calming for your child and for them.

★ **Tell your child what might happen when she wakes up.** The day might have been so much fun that your child does not want to take a break for a nap or go to bed for the night. Follow your calming routine, reassuring your child that the fun will continue when she wakes up. You might want to talk with her about what will happen when she wakes. You might want to show

her a picture of what is going to happen after she sleeps. For example, you might say, "First, sleep. Then wake up and we go to the park." You might use pictures of sleep and park to help your child understand.

- ★ **Carry a favorite transition object to bed** (e.g., a teddy bear, a blankie, a book). A transition object becomes another signal to the child that it is time to go to sleep. Some children prefer an object that is soothing to touch or cuddle while resting.



- ★ **Provide your child with calming, rest-inducing activities, sounds or objects in the routine.** Avoid activities that might excite your child in the hour before bedtime or nap. It is not a time for roughhousing, tickle games, or active play. It is not a time for DVDs or computer games. In fact, you might have an easier time with the naptime/bedtime transition if your child is not engaged in a favorite activity when it is time to start the naptime or bedtime routine. It is important that your routine helps your child prepare for resting and sleeping. Some possible soothing items and activities include sucking a pacifier, hugging a blankie or soft animal, looking through or reading a favorite book, soft music on the CD player, being rocked, a back rub, or singing a lullaby to your child. Reducing the noise and light in the room and nearby rooms is rest-inducing for many young children.
- ★ **Put your baby or child down for sleep while she is still awake.** Say "good night" and leave the room. By putting your baby/child down before she's asleep, she learns to go to sleep on her own, an important skill for the rest of her life. If she falls asleep routinely in your arms or a rocking device, she might get disoriented or scared when waking up in her crib or bed, rather

than cozy and comfortable in your arms. She will not have learned how to put herself back to sleep without your help. When placing your child in her bed, you can provide her with soothing sleep aids such as her security blanket, a stuffed animal, a pacifier, or quiet music.

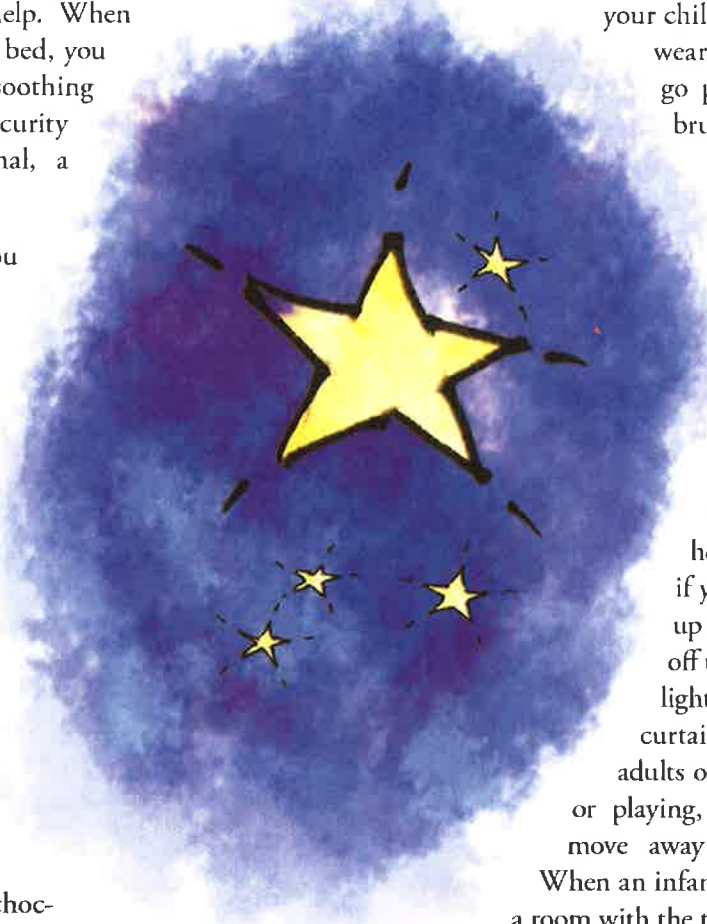
Tell your child that you will be back to check on her shortly and then be sure to return in a few minutes. She might cry for a few minutes. If so, you can help her settle down again and then leave the room. You can return to her room on regular intervals to offer comfort, but you should not take your child out of bed.

- ★ **Avoid certain foods and drinks six hours before sleep** (e.g., sodas, chocolate, fatty foods). A little tummy that is digesting sugary, caffeinated or fatty foods can keep a child alert and awake.
- ★ **Try breast feeding or offering a warm bottle just before bed.** Milk can induce a deep sleep. However, if your child is being potty trained, avoid milk three hours before sleep because it may cause them to have an accident during the night. Remember that a child should never be put to bed with a bottle as that causes serious tooth decay. You want to also remember to help your child brush his teeth after any snack or drink that is given prior to sleeping.
- ★ **Provide choices whenever possible.** Providing choices for your child has proven to be a powerful strategy in preventing challenging behaviors. Choices you offer at bedtime could be whether the night light stays on or off, what toy the child takes to bed, the story you will read, or if the door is open or shut. This gives your child a feeling of control and helps your child cooperate with your requests. When offering

choices, make them concrete and limited (only 2 or 3 choices). For example, you could let your child choose which pajamas to wear (given 2 choices), when to go potty (e.g., before or after brushing teeth), who will give her a bath (e.g., mommy or grandma), or what book to read (given 3 choices), etc.

★ **Reduce noise and distractions in and near her room.** You want to help your child fall asleep by reducing the distractions or things that make her stay awake. For example, if your child would rather stay up and watch television, turn it off until she is asleep. If it is still light outside, consider shades or curtains that darken the room. If adults or other children are talking or playing, consider asking them to move away from the child's room. When an infant or a young child sleeps in a room with the television on or loud conversation happening, she comes to rely on these to fall asleep but doesn't truly get the restful sleep she needs. If it is not possible to keep the environment quiet, consider playing soothing music near the child to block out other sounds (a ticking clock, fish tank, or fan might also work).

- ★ **Reduce light in the room.** While you want to darken the room, your child might find it reassuring to have a small light on in the room or her bedroom door open slightly and a light on in the hall.
- ★ **Make sure your child is comfortable.** Check the temperature; what is comfortable for you might be chilly or too warm for your child. Your child might need the security of pajamas that are snug fitting or an extra blanket. She might feel cold even when you think the room is just right. She might need the fan on or off.



**Tip:** Consider keeping a sleep diary for a week.

Some children are erratic in their sleep patterns. You might feel at a loss for predicting how much and when she sleeps. A sleep diary is a written log of when your child falls asleep, when your child wakes up, and a calculation of the total amount of sleep for each day. You might also want to write comments about any events that happen that day that could be related to your child's sleep cycles. The sleep diary might help you see relationships between napping and sleeping at night or the consistency of bed- and naptimes. If your child has challenging behavior related to going to bed; you can also write down information that describes the behavior challenges and how you responded. This behavior log could provide you with information about when behavior challenges are likely to occur and what you or others might be doing to reinforce (i.e., pay off) the behaviors. This will help you get a clearer picture of what works and doesn't work in helping your child fall asleep and sleep well.

**Tip:** Look for the signs of sleepiness.

There are always signs that your child is getting tired. Think about how your child shows you that she is getting tired. Share these observations with others who help put her to sleep. When your child is sleepy, you should assist him in taking a nap or at bedtime. Signs of sleepiness in infants and toddlers might include yawning, difficulty focusing, turning her face away from objects or people, rubbing her eyes or nose or pulling her ears, falling down or having difficulty pulling to a stand, and losing interest in play. A sleepy baby might arch her back and lean backwards when you hold her. A preschooler might also show the same signs or might have trouble playing with others, complain of a tummy ache, refuse



to follow directions or eat, or become aggressive with others (e.g., pushing, hitting, biting, etc.). Some children become more active when they are tired in an effort to stay awake. Your child might just get "grumpy."

**Tip:** Talk with your child about his fears.

For a young child, there really are monsters in the room. Your child might tell you he is scared or he might not yet be able to tell you this. See your child's room as a two year old or a four year old does. In the



darkness of his room, shadows of toys or furniture might seem frightening. If your child expresses fear, let your child know that you understand his fears (e.g., "you are feeling scared.") and then provide reassurance or comfort (e.g., "That is your toy box making a scary shadow, let me move it so it won't look like a ghost."). Then provide her with a soft toy to hug and other calming activities and/or items suggested earlier. Relock the window, pull down the shade or pull the curtains shut. Check in the closet and under the bed. If your child is afraid of the dark, put a dimmer switch on the light. Start with the light on and gradually dim the light over several weeks. Let your child know that you are nearby and that you will make sure she is safe. Your child might need to know where you will be when she is sleeping, even if you need to use a photo/picture. If you need to remain in the room for your child's safety, keep the light off or dimmed, remain quiet, and avoid interaction.

If your child cries or gets out of bed, be supportive and let her know you understand her fears. You might say, "I miss you, too. I'll be in the living room. You'll be fine. We'll have fun in the morning." Calmly return her to bed, make sure that she still has her calming items, reassure her, kiss her good-night, and leave the room.

**Tip:** Celebrate the little successes along the way!

You might say, "You are getting to be such a big girl, sleeping in your bed with your teddy." Your child's restful sleep makes for a restful you. Then you are both ready for shared days of family fun and learning.

In closing, please remember that the team of professionals that support you and your child will have additional specific ideas about how to help your child. Don't forget to ask them! Your child's speech therapist, physical therapist, teacher, or other professional should be able to help you think about the best way to support your child within daily routines and community activities. If your child is having persistent challenging behavior within this activity, you should ask the professionals who work with you to help develop a behavior support plan that will provide more specific strategies to prevent challenging behavior and help your child develop new social and communication skills.



*Is my child getting enough sleep?*

Age	Nighttime	Daytime
1 - 3 months	8½ hrs - 10 hours	3 naps (total of 5 - 7 more hours)
6 - 9 months	11 hours	2 naps (total of 3 - 3.5 hours)
12 - 18 months	11¼ hours	1 or 2 naps (total of 2 - 2.5 hours)
2 years	11 hours	1 nap (90 minutes - 2 hours)
3 years	10½ hours	1 nap (90 minutes - 2 hours)

*\* Your child will probably transition out of naps between 2-5 years of age.*

Technical Assistance Center on Social Emotional Intervention for Young Children

[www.challengingbehavior.org](http://www.challengingbehavior.org)



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Developed in collaboration with PACER Center (Parent Advocacy Coalition for Educational Rights)



## *Making Life Easier:* **Bedtime & Naptime**

- ★ Make sure your child gets plenty of **exercise** during the day.
- ★ Develop **regular times** for bed and naps and stick with them.
- ★ Develop a bedtime and naptime **routine**.
  - ★ Do and say the same things before naps and bedtime.
  - ★ Establish a predictable place for sleeping.
  - ★ Help your child understand the steps in the routines (e.g., use “first, then” statements, picture schedule).
  - ★ Tell your child what might happen when she wakes up.
  - ★ Let your child carry a favorite transition object to bed.
  - ★ Provide your child with calming and rest inducing activities, sounds, or objects in the routine.
  - ★ Put your baby or child down for sleep while she is still awake. Say, “Good night.” and leave the room.
- ★ Give your child your undivided and unrushed **attention**.
- ★ **Avoid certain foods** and drinks six hours before sleep (i.e., sodas, chocolate, fatty foods).
- ★ Try **breast feeding** or offering a warm bottle just before bed.
- ★ Provide **choices** whenever possible.
- ★ **Reduce noise**, light, and distractions in and near your child’s room.
- ★ Keep a **sleep diary** so you will know what’s working (or not).
- ★ **Celebrate** the little successes along the way.



# CREATE KITCHEN CHEMISTRY!

## SLIPPERY SLIME TIME

Making slime is a fun way to experiment and explore what happens when you mix together different ingredients. To make slime, mix  $\frac{1}{2}$  cup of school glue, 1 teaspoon of baking soda, and 2 tablespoons of contact lens solution. Decorate with glitter and food coloring!

## HOMEMADE PLAY DOUGH

With your child, mix 1 cup flour, 1 cup salt, 1 cup water, and 1 tablespoon of oil (canola or vegetable). Stir over medium heat. When it starts to stick together, your homemade play dough is ready!



## LET'S GET COOKING

Find a recipe online to bake cookies, bread, or muffins. Work together to measure, count, and mix ingredients.



## LET'S TALK!

Let's stretch and pull the slime! What shapes can we make?

How does the play dough feel? Is it squishy? Is it soft?

Let's count the eggs. One, two, three!




## 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](http://ChallengingBehavior.org).

### More Information

More information and resources on this and other topics are available on our website, [ChallengingBehavior.org](http://ChallengingBehavior.org).



[ChallengingBehavior.org](http://ChallengingBehavior.org)

# How to Help Your Child Recognize and Understand Jealousy

Alyson Jiron, Brooke Brogle & Jill Giacomini

"It's not fair!" Jealousy is a normal emotion experienced by adults and children. Young children often do not have the skills or language to deal with this complex feeling. Many children deal with jealousy by acting out with challenging behavior such as tantrums, crying or hitting. Because your child may act out with anger, it can be difficult for you to respond to the true feeling of jealousy. When you teach your child to identify and respond to the true feelings of jealousy, you are doing more than making him feel better. You are also helping him learn to manage painful feelings and get along with others today and in the future. If your child knows that his feelings are normal and he is unique and valued for who he is, regardless of his toys or abilities, jealous feelings are less likely to escalate into destructive behaviors.



### Try This at Home

- Notice and label your child's feelings of jealousy. "I can see it makes you sad and jealous when I feed the baby. When the timer is up, you can choose an activity for just you and me! I love spending time with you."
- Be sure to spend dedicated, quality time with your child. Every child needs someone who is crazy about him! Fifteen minutes of one-on-one time without the TV, computer or phone will help you to build a positive relationship, support his social and emotional development, and help him feel loved, competent and confident. Quality time can be reading a book, giving hugs and/or high fives, singing a song or letting your child be your special helper.
- Remember a time when you felt jealous and share it with your child. Discuss with him how you dealt with your feelings of jealousy.
- Acknowledge differences in people. Teach him that everyone is unique and has different strengths and struggles. For example, you could say, "Your daddy is really good at playing baseball. I really like to play but it is hard for me." Or, "I see that some of those kids love playing with puzzles--others would rather play with the trains."
- Focus on your child's strengths. Tell your child the special things about him. "I love how you smile at the people in the store. It makes them happy." Or, "It makes me happy to watch you build with blocks. You create amazing towers and tunnels."

- Read books about jealousy and other emotions. Talk with your child about what the character is feeling and experiencing and discuss with your child ideas for strategies that the character might try. For more information about emotional vocabulary, visit [challengingbehavior.org](http://challengingbehavior.org) and type in the search box in the upper right-hand corner "How to Help Your Child Understand and Label Emotions."

### Practice at School

At school, teachers talk about and celebrate all kinds of differences. When children learn that our differences make us unique, they are less likely to feel jealous or compare themselves to other children and are more likely to feel proud of who they are. Teachers help children learn about diversity by reading stories, looking at pictures, or playing with toys that represent people from other countries or people with different abilities, beliefs or lifestyles.

### The Bottom Line

When your child can understand and label his different feelings (sad, angry, jealous) it helps him to cope with emotion, understand others, and reduce challenging behavior. It is natural for him to feel jealous from time to time. Children can become jealous of a parent's attention (e.g., new baby at home) or another child's toys or abilities. Teaching your child to cope with jealous feelings will provide your child with a lifelong skill.

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# Here's to Healthy Eating: Habits to Start and Habits to Avoid

## Habits to Start

**Offer three to four healthy choices at mealtimes.** Make sure that at least one of the choices is something the child likes to eat.

**Providing two to three health snacks per day.** If children don't eat a lot at a meal, they will have a healthy option for a snack.

**Let children take a "dip."** Children like to play with their food. Healthy dips, such as low-fat salad dressing, ketchup, salsa, yogurt, or hummus, make eating fun. Children can dip vegetables, fruits, and even meat!

**Offer a new food an "old" way.** If you want children to try something new—like fish—offer it to them the first time with breading on it so it looks like something familiar (such as chicken nuggets).

**Be silly.** Make a face out of vegetable slices (cucumber slices for eyes, shredded carrots for hair, a cherry tomato nose, a red pepper slice for a smile). Or make "sweet surprise stew" where you hide fruit at the bottom of a cup of yogurt. When children are having fun, they are more willing to try something new.

**Give it a licking.** If children don't want to put a new food in their mouth, ask them if they can lick it. As silly as it sounds, even licking a new food is a way to introduce the taste. You may have to introduce a new food more than 10 times before a child will eat it.

**Look for ways to include and respect the family's culture.** Food is an important way children experience their cultures. Talk with parents about recipes they frequently prepare at home, and discuss ways you might adapt them to make them more healthful, if this is an issue.

## Habits to Avoid

**Forcing children to eat.** The truth is that forcing children to eat usually leads to the child eating less. Forcing also teaches children to rely on others to tell them how much to eat and what they are feeling. This does not lead to healthy eating habits.

When it comes to eating, you and the child each have your own jobs to do. Your job is to provide each child with healthy food choices and pleasant meal and snack times. It is the child's job to decide *which* of these healthy foods to eat and *how much* to eat. This approach helps children learn to listen to their bodies and to make healthy food choices.

**Nagging or making deals with children.** "Just two more bites, just two more bites!" "If you eat your vegetables, you will get dessert." Strategies like these don't work in the long run. Children who learn to make deals about eating quickly learn to make deals and ask for rewards for doing other things—like cleaning up. Soon they won't do anything unless there is a reward for it!

**Eating with the television on.** It is true that children will often eat more when they are placed in front of a television for mealtime. However, this is because they are paying so much attention to what is on television, they are not paying attention to whether they are hungry or full. One of the *most important* healthy eating habits for children to learn is to pay attention to their body's cues and eat only until they are full. Also, mealtimes are important opportunities to talk and connect with children. There is no chance to bond this way if everyone is watching television.