



Fun & Resources

04-30-2020

FRUIT CRISP (6 servings)

FILLING:

- | | |
|-------------------------------|-------------------------------|
| ½ cup sugar | ¼ teaspoon lemon juice |
| 3 Tablespoons flour | 5 apples, unpeeled and sliced |
| 1 teaspoon lemon peel, grated | 1 cup cranberries |

1. Combine sugar, flour and lemon peel. Mix well. Add lemon juice, apples and cranberries. Stir. Spoon into a 6-cup baking dish.
2. Prepare topping as follows:

TOPPING:

- | | |
|---------------------------|----------------------------|
| ¾ cup rolled oats | ¼ cup whole wheat flour |
| ½ cup brown sugar, packed | 2 teaspoon ground cinnamon |

1. Melt 1 Tablespoon of soft (tub) margarine.
2. Combine oats, brown sugar, flour, and cinnamon in a small bowl. Stir in melted margarine.
3. Sprinkle topping over filling.
4. Bake at 375° F for 40–50 minutes until filling is bubbling and the top is light brown.

Variation: 4 cups fresh or unsweetened frozen (thawed) peaches and 3 cups of fresh or unsweetened (unthawed) blueberries in place of apples and cranberries.

*Nutrition Information per Serving = 252 calories, 2 grams fat, 5 grams fiber
Adapted from "A Healthier You, U.S. Department of Health and Human Services"*

BANANA-NUT BREAD (2 loaves)

- | | |
|----------------------------|------------------------------------|
| 1 cup ripe bananas, mashed | 2 cups all-purpose flour, sifted |
| ½ cup skim milk | 1 teaspoon baking powder |
| ½ cup brown sugar, packed | ½ teaspoon baking soda |
| ¼ cup soft (tub) margarine | ½ cup pecans or walnuts (optional) |
| 1 egg | |

1. Preheat oven to 350°. Spray two 9 X 5 inch loaf pans with nonstick spray.
2. Stir together mashed bananas and milk; set aside.
3. Cream brown sugar and margarine together. Beat in egg. Add banana mixture. Mix well.
4. Sift together flour, baking powder, and baking soda. Add to banana mixture. Stir until well blended. Stir in nuts (optional).
5. Pour into loaf pans.
6. Bake at 350° for 50–55 minutes or until toothpick inserted into the center comes out clean. Cool 5 minutes in the pans. Remove from pan onto a wire rack before slicing.

Note: Each loaf should make 12 slices.

Nutrition Information per Slice = 68 calories, 1 gram fat

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



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 Appropriately Get Your Attention

Brooke Brogle, Alyson Jiron & Jill Giacomini

It is difficult to have a conversation with someone if you do not have their attention-this is true for both children and adults. The ability to successfully capture someone's attention is a fundamental social skill and provides the foundation for future success in social settings and relationships.

Children use a variety of ways to get attention and will often resort to techniques they find most effective, such as yelling or whining. For example, think about a child who wants to get Mom's attention when she is on the phone. He knows that if he continues to yell loudly, Mom will eventually pause her phone conversation and ask what is needed. If yelling and whining gets a child what he needs, he will continue to yell and whine until he learns a new way to get attention.

How can you change this pattern? You can teach your child the way that you want him to get your attention (such as tapping you on the shoulder) and then reward him when that behavior occurs. When you take the time at home to build on the skills your child is learning at school, you reinforce these positive skills and create a solid social foundation for your child which will help to reduce challenging behaviors.



Try This at Home

- Model the behavior you are teaching and do it often! If you need your child's attention, tap her on the shoulder, move to her eye level and begin your communication from there!
- Practice, practice, practice! Play with this new skill. Practice with both parents, siblings and friends. Your child can teach her grandparent or teddy bear how to tap on someone's shoulder to get their attention.
- Remind your child of your expectation. If you are on the computer and she whines or begins to cry for attention, remind her, "It looks like you need something. I will respond if you tap on my shoulder and ask me."
- Celebrate when your child displays this new skill. "Wow, you tapped me on the shoulder because you wanted some milk. I am super happy to get you some. What a great way to get my attention!"

Practice at School

Most peer interactions are initiated when a child wants to give or get something from a friend. Rather than grab or yell across the room, your child is learning to gain a friend's attention before beginning a conversation by:

- Moving to stand next to the person
- Tapping the person on the shoulder
- Looking at the person's eyes to see if they have their attention

The Bottom Line

Behavior is meaningful and communicates a message. If a child does not have an appropriate way to communicate, he will often use challenging behavior (e.g., hitting, screaming, whining) to communicate his needs. If his needs are then met, the behavior is reinforced and he will continue to use the challenging behavior to communicate. When parents teach their child how to appropriately get attention, the child will be less likely use the challenging behavior to communicate.



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SHARE KINDNESS!

We can spread kindness from wherever we are! Use some of these activities to encourage your child to show appreciation and care for others.



CARING NOTES

Provide paper and crayons/markers to draw a picture or write a letter to someone your child cares about. This could be a friend, family member, or a teacher.



PROMOTE POSITIVITY

Write and color kind messages on sheets of paper and tape them on your windows or doors. Brighten up the days of those who walk by!

COMPLIMENT GAME

Sit in a circle with your family. Go around and take turns using words to say something nice about the person next to you. Make sure to say thank you!



LET'S TALK!

Who do you care about?
Let's write or draw something nice to send to them.

What pictures can we draw to make other people feel happy?

Let's share compliments!
I love how you are so...



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How to Help Your Child Understand and Label Emotions

Brooke Brogle, Alyson Jiron & Jill Giacomini

You can help your child expand her emotional vocabulary by teaching her words for different feelings. Once she knows and understands these words you can help her to label her own feelings and the feelings of others. For example, do you remember a time when your child had a meltdown at the grocery store or other public place? Perhaps you tried soothing your child by telling her to "calm down" and felt confused and unsure of what to do next when she continued the tantrum. Next time you can better help your child understand and deal with the emotions she is feeling by saying, "You look sad and disappointed. Sometimes I feel that way too. I wonder what we can do to feel better?" Teaching your child about her emotions can be a fun and rewarding experience and prevent challenging behavior from occurring in the first place.



Try This at Home

- Simply state how your child is feeling. "You look really excited! I see your eyes are big and your mouth is open."
- State how others are feeling, "Wow, that little boy is really mad. I see he is crying and making fists with his hands. I wonder why?"
- State how you are feeling. "I am really frustrated that the lawn mower is broken. I think I'm going to take a break and come up with some solutions to this problem."
- Use books as teaching tools. There is a huge selection of children's books that focus on emotional literacy. Visit <http://csefel.vanderbilt.edu/resources/strategies.html#list> where you will find a book list, book activities and other resources for teaching emotional literacy.

Practice at School

Talk with your child's teachers to see how they are teaching your child about emotions at school. Many emotions are seen and experienced at school. With adult help, children are taught how emotions look and feel on their bodies. Through books and real experiences, teachers show that a child looks sad because he is crying or mad because her fists are tight. As children begin to recognize what emotions look like, they can begin to manage their own emotions and show empathy toward others.

The Bottom Line

Children with a strong emotional vocabulary:

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

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parent tips

Knowing What Your Weight Means

It's important to be at a healthy weight. Body Mass Index—or BMI—and waist size are two numbers that can help you decide if your weight is healthy, or if you need to make some changes. This tip sheet explains how to find both and what they mean.



Body Mass Index (BMI)

BMI is a measure of how much you weigh compared to how tall you are. Adults can use the chart below to check their BMI. However, children's BMIs are also based on their age and gender. To find your child's BMI—and learn what it means for their health—use the U.S. Centers for Disease Control and Prevention's calculator at <http://apps.nccd.cdc.gov/dnpabmi/>.

For Adults — Find Your BMI in the Chart on the Reverse Side

- See an example of someone who has a BMI of 24 on the chart.
- Find **your** height on the left side of the table.
- Follow that row across until you come to your weight. If your weight is between two numbers, choose the smaller number.
- Then follow that column straight down to find your BMI.

Write your BMI here: _____

What does your BMI mean?

- **BMI of 19 to 24 means you are a healthy weight.** Make it your goal to stay at that way.
- **BMI of 25 to 29 means you are overweight.** Avoid gaining more weight. You may need to lose weight. Check with your doctor.
- **BMI of 30 or higher means you are obese.** You probably need to lose weight. Lose weight slowly—about 1 to 2 pounds a week. Talk to your doctor about the best ways to lose weight.

Waist Measurement

Waist measurement is another way to see if you are at a healthy weight. Your waist measurement is a sign of how much fat you have around your waist. The more "belly" fat you have, the higher your risk for getting heart disease, type 2 diabetes (high blood sugar), or other illnesses.

How to Measure Your Waist

- Place a tape measure around your bare belly, just above your hip bones.
- Be sure the tape is snug, but does not push in your skin.
- Be sure the tape is level all the way around you.
- Breathe out normally and measure your waist.

Write your waist measurement here: _____

What Does Your Waist Measurement Mean?

- **For men**, a waist measurement bigger than 40 inches means a higher risk for heart disease, type 2 diabetes (high blood sugar), or other illnesses.
- **For women**, a waist measurement bigger than 35 inches means a higher risk for heart disease, type 2 diabetes (high blood sugar), or other illnesses.

Body Mass Index (BMI) Table

Step 1:

Find your height in the left column



Step 2:

Follow the row across until you come to your weight

Step 3:

Your BMI is at the bottom of the column under your height

Height	Weight (in pounds)																	
4' 10"	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167	
4' 11"	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173	
5' 0"	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179	
5' 1"	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185	
5' 2"	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191	
5' 3"	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197	
5' 4"	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204	
5' 5"	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	
5' 6"	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216	
5' 7"	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223	
5' 8"	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230	
5' 9"	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236	
5' 10"	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	
5' 11"	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250	
6' 0"	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258	
6' 1"	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265	
6' 2"	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	
6' 3"	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	
6' 4"	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287	
BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
	Healthy Weight						Overweight						Obese					

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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