



Fun & Resources

4-29-2020

Snacks

ANTS ON A LOG (Makes 9 logs)

3 stalks celery

3 Tablespoons raisins

3 Tablespoons peanut butter

1. Wash and dry celery stalks. Cut each into 3 pieces.
2. Spread peanut butter inside the curve of the celery.
3. Put raisins on top of the peanut butter.

Note: Any type of dried fruit or granola may be substituted for the raisins.

Nutrition Information per 3 Logs = 140 calories, 8 grams fat, 1 gram fiber

CRUNCHY BANANA POP (2 servings)

2 popsicle sticks

¼ cup low fat granola (or other crushed cereal)

1 banana medium

2 Tablespoons peanut butter

1. Peel banana, cut in half, width-wise.
2. Insert a popsicle stick into each banana.
3. Cover each banana with peanut butter.
4. Roll in granola.

Nutrition Information per Serving = 210 calories, 9 grams fat, 2 grams fiber

TORTILLA CHIPS

One package soft tortillas (whole wheat, white or corn)

1. Preheat oven to 350° F. Spray baking sheet with cooking spray.
2. Cut tortillas into triangles.
3. Place tortilla triangles onto baking sheet.
4. Bake until crisp (12-15 minutes)

Note: May want to sprinkle "chips" with your favorite seasonings – garlic powder, chili powder or cinnamon.

* Nutrition information will depend on the type of tortillas you select.

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

BROCCOLI SALAD (8 servings)

4 cups fresh broccoli florets

½ cup low fat Italian dressing

1 cup thinly sliced red onion

2 Tablespoons dry-roasted sunflower seeds

½ cup sweetened, dried cranberries

1. Combine all ingredients in a bowl. Toss to coat.
2. Refrigerate 1-2 hours to allow flavors to blend.
3. Toss, serve and enjoy!

Nutrition Information per ¼ Cup Serving = 75 calories, 3 grams fat, 2 grams 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 Help Your Child Manage Time and Understand Expectations

Brooke Brogie, Alyson Jiran & Jill Giacomin

Time is an unclear measure for children. It is very common for a parent to feel frustrated with a child when he has not done what he was asked to do (e.g., pick up toys, put on shoes, finish snack) even after he has been given a five-minute warning. However, it is important for parents to know that there is little difference between five minutes and an hour to young children because of the way they experience time. Children live in the moment and the future is difficult for them to measure. When parents use time (rather than events such as "when I get to the top of the stairs") to communicate what they expect the child to do, it can lead to the child feeling confused and frustrated, and ultimately, the child expressing his emotions through a tantrum.



Timers, particularly sand timers, are excellent tools parents can use to help young children measure time and understand expectations. Children can see the sand timer, turn it over and watch the sand fall to the bottom. There is a clear beginning, middle and end which gives children a way to predict and understand what will happen when the sand runs out. Sand timers empower children and help them to feel that they are a part of the process rather than simply being told what to do. Sand timers also give parents an opportunity to encourage and compliment their child when he is moved to action to "beat the clock"—a much more enjoyable and effective activity than nagging.

Try This at Home

- ✦ The skills needed to share, trade and take turns can be taught using sand timers. For more information on how to teach the skills of sharing, trading and taking turns, check out those topics in the Backpack Connection Series at www.challengingbehavior.org.
 - ✦ **Taking Turns:** "I see that Tony is playing with the puppets right now. When this three-minute timer is done, it will be your turn."
 - ✦ **Trading:** "You are having so much fun playing with your train. When the timer is done, you and Austin can trade. He will give you his car and you can give him your train."
 - ✦ **Sharing:** "You and Ben are both playing in the sand. There is only one shovel and two boys. You have the bucket and Ben has the shovel. First Ben can shovel the sand into the bucket and when this timer is done, you can shovel the sand into the bucket. That is a great way to share the sand toys!"
- ✦ Sand timers can help with *transitions*, or children moving from one activity to another. "I see you are happy playing with your Legos. It is time to go to school. Would you like to put your shoes on now or in one minute?" After you say this, simply flip over the sand timer and you may be surprised how your child is able to make the transition on his own.
- ✦ Sand timers can help move an activity along (e.g. clean up time). "I wonder if you can put all your trains into the box in three minutes."
- ✦ Sand timers can help YOU stay on track too. "I would be happy to get down your puzzles. I am on the phone and will do it in five minutes." This clear

boundary teaches children exactly what to expect and can reduce whining and repeated asking.

- ✦ Sand timers can also help at dinner time. "We all sit together as a family at dinner time. You can get up when the timer is done."

Practice at School

Sand timers are used at school to help children learn how to take turns and solve problems. Sand timers are also used to let children know how long an activity will take or to let them know that they will be transitioning to a new activity soon. Sand timers allow children to manage time tasks without help from an adult and give them the ability to retain control over a situation because they can watch the sand falling and see that time is almost up. Sand timers are also used in classrooms to offer choice. For example, a teacher might ask, "Would you like to do that in one minute, or two?"

The Bottom Line

Time is a difficult concept for young children to grasp. Sand timers give children something they can see and touch to help them measure time. When sand timers are used to help children understand expectations, take turns and transition to new activities, they can reduce the frequency of challenging behavior, encourage children to participate in tasks and even do things by themselves. Parents benefit from sand timers as well because the timer reduces or eliminates the need for the child to be constantly reminded and monitored. Additionally, sand timers can offer more opportunities for parents to compliment and congratulate their child.



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BE A HANDY HELPER!

Here are some fun ways you can encourage your child to be handy helpers at home!

CLEAN UP GAME

Pretend you are vacuum cleaners that need to pick up toys, clothing, or other things. Put on a timer and make a game out of putting the items away. On your mark...get set...GO!



FAMILY BINGO

Create a bingo card of chores (clear the table, make your bed, put toys and clothes away, sweep the floor...). When your child gets BINGO (3 in a row), he or she "wins" the game!

SHARING IS CARING

Together, go through your closet or bins for clothes and toys that are no longer used. Name each item as you fill a bag to donate to a local shelter or share with friends.



LET'S TALK!

Let's look for toys and put them where they belong!

Let's play BINGO! How many more chores until we win? One? Two? Three?

Sharing is caring! What can we find to share with others?



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ChallengingBehavior.org

How to Plan Activities to Reduce Challenging Behavior

Brooke Brögge, Alyson Jiron & Jill Giacomini

Unfortunately, there is no "Guidebook for Parents" that tells you exactly how to raise children who behave perfectly at all times. Each child and family is unique, which means that there is no one solution or strategy that is going to work for everyone, every time. However, while it isn't magic, simple planning ahead can work wonders to help improve your child's behavior. You can plan activities to teach your child important skills such as sharing, taking turns or handling disappointment. You can also plan ahead to prepare your child for new events in her life such as changes in her schedule, a road trip, a new baby or a visit from grandparents.

For example, Abby is three years old and is usually happy at preschool where she loves to draw and play with the doll house. However, at home when Abby plays one-on-one with another child, she often ends up throwing toys, screaming "Mine!" or crying. What can Abby's mom do? Instead of always "managing" these outbursts, she can intentionally plan activities to teach Abby the skills of sharing and taking turns. She can also plan activities that give Abby an opportunity to practice these new skills.

Try This at Home

- **Tell your child exactly what to do.** Telling your child to "share" or "be nice" does not actually tell her what she should be doing. For example, if Abby throws her toys, her mom can say, "Abby, toys stay on the floor or on your lap." If Abby hits her friend, her mom can say, "Hands down, Hands are for playing, eating, and hugging. Use your words. You can say, 'I am angry. Help please!'"
- **Use a Visual Schedule.** A visual schedule will help her to understand what is expected. To learn more about visual schedules, read the *How to Use Visual Schedules to Help Your Child Understand Expectations* handout in the Backpack Connection Series.
- **Practice, practice, practice.** Intentionally create situations where she can practice the desired behavior. For example, Abby's mom can help Abby learn to take turns while playing with her sister or an older friend. She can ask Abby's sister to "help teach Abby to take turns" while playing with one doll. Abby's mom provides the toy and reminds the girls to take turns when playing. The girls can practice the skill of sharing during their time together.
- **Catch your child being good!** When your child is using the desired behavior, you can encourage her by responding with enthusiasm. For example, "Wow, I saw you share the sand toys at the park with those two girls. What a great friend you are!"
- **Prepare your child before an event.** For example, Abby's mom can say, "Abby, your friend Ella is coming over to play today. When friends come over,

we share our toys. I know how special doggy is to you. We could put doggy in a safe place and you do not have to share her."



- **Hope for the best but plan for the worst!** If you know that your child might have problems when playing with other children, stay nearby so that you can intervene if needed. You might also provide two sets of an identical toy (e.g., two bubbles or two balls) and then offer a change in location to play to diffuse difficult situations.

Practice at School

School offers many opportunities for children to practice social skills and learn emotional vocabulary. Teachers can set up art or quiet activities where children have the opportunity to practice sharing, learning to wait and taking turns. As children interact with each other, teachers provide positive language. For example, "Abby, I see that you are pointing to the red marker. You can tap Jacob on the shoulder and say, 'Can I have a turn?'" After the interaction, the teacher provides the children with encouragement. For example, "Way to go! Class, Abby and Jacob are working together. They are sharing and taking turns!" Teachers can also use daily schedule changes to teach the skill of handling disappointment. For example, "Oh no, Miss Marcie is not here today. We won't be able to go to music. I am really disappointed. What should we do?" At this point, the children can learn to problem-solve and come up with a positive solution.

The Bottom Line

Much of the frustration that parents experience can be avoided by planning ahead and teaching children a desired behavior before a difficult situation occurs. When you are unprepared for your child's challenging behavior, such as whining or temper tantrums, you might respond with anger or in other ways that make the situation worse. Remember that you are in control of the daily schedule and routine. If your child is having problems with activities such as play with others, drop-off at school, or bedtime, you can plan activities that will give her the opportunity to learn the social skills she needs. Planning ahead can reduce challenging behavior such as meltdowns, whining and temper tantrums and increase desired behavior such as flexibility, using words and patience. Planning activities that teach skills such as sharing and taking turns will provide her with the tools she needs to increase self-esteem and be successful in school and life.



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parent tips

Energy Balance: ENERGY IN & ENERGY OUT

It's important to know the number of calories you need to eat to stay healthy. Do you know how many calories you and your family need each day?



How to do the worksheet

Look at the meals on the next page.

- For each meal, find the ENERGY IN. Those are the calories you get from eating the meal.
- Look at the ENERGY OUT Table. It lists physical activities and the calories burned for each.
- Choose an activity for each meal. Write it in the blank.
- Figure out how long you need to do the activity to burn the calories from the meal. Write that in the blank.

Here's an example:

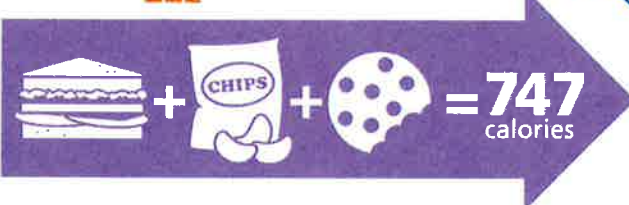
Let's say you have a **turkey sub meal** and you choose the **jump rope** activity.

To balance ENERGY IN and ENERGY OUT, you need to burn about 750 calories.

The ENERGY OUT Table says jumping rope for 15 minutes burns 150 calories.

To burn about 750 calories, you would need to jump rope for 15 minutes, 5 times—for a total of 1 hour and 15 minutes.

Energy In



Energy OUT



Energy In Meals

Now it's your turn. Balance the ENERGY IN and ENERGY OUT for these meals.

= 307 calories

MEAL 1:
Whole-grain cereal (1 cup), Fat-free milk (1 cup), Banana

activity:

= 662 calories

MEAL 2:
Baked fish (3 ounces), Green beans, Rice (1 cup), Low-fat frozen yogurt

activity:

= 1290 calories

MEAL 3:
Fast food double cheeseburger, Large french fries, Large regular soda (32 ounces)

activity:

Energy Out Physical Activity

These activities all burn about 150 calories. Activities that take more effort take less time to burn 150 calories. Easier activities take longer to burn 150 calories.

**less effort
more time**



Push a stroller 1½ miles in 30 minutes

**more effort
less time**



Rake leaves for 30 minutes

Shovel snow for 15 minutes

Wash and wax car for 45–60 minutes



Shoot baskets for 30 minutes

Walk 1¾ miles in 35 minutes



Play touch football for 30 minutes



Jump rope for 15 minutes

NEIGHBORHOOD ACTIVITIES

SPORTS ACTIVITIES

Note: Calories burned are for a healthy 150-pound person. Lighter people burn fewer calories than heavier people doing the same activity.
Source: http://www.surgeongeneral.gov/topics/obesity/calltoaction/fact_whatcanyoudo.html

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.

We Can! Ways to Enhance Children's Activity & Nutrition, **We Can!**, and the **We Can!** logos are registered trademarks of the U.S. Department of Health & Human Services (DHHS).

