



**Fun  
&  
Resources  
Friday  
5-8-2020**

# Fastest-Ever Blueberry Muffin

Budget-friendly recipe

[1 Comment](#)

Serves: 1

Ready in: 5 mins.

*Use flax meal to darken the muffin and add nutrients.*

## Ingredients

oil, butter, or cooking spray for greasing

2 tablespoons fresh or frozen blueberries

¼ cup plus 1 Tbsp flour, ground flax, or almond meal (*or a mix*)

½ teaspoon Baking powder

½ teaspoon Cinnamon

1 Egg

1 tablespoon honey, maple syrup, or sugar

## What You'll Need

Microwave-safe cup or bowl

Measuring cup

Measuring spoons

Mixing Spoon

## Directions

1. Grease a microwave-safe cup or bowl with butter or oil.
2. Mix dry ingredients together thoroughly. (You can do this in a separate bowl or directly in the prepared dish.)
3. Add egg and honey. Mix together.
4. Stir in blueberries.
5. Microwave for 60-90 seconds (depending on strength of microwave), or until fully cooked.



Fastest-Ever Blueberry Muffin  
Photo attribution: My Tu Duong

## Helping Children Who Cry Easily

<https://www.psychologytoday.com/us>



What to do when your child is prone to tears.

Posted Sep 01, 2013

Does your child often burst into tears? All children cry, but some seem to be particularly prone to tears. These tender-hearted children may need some extra help in learning to manage their distress.

Why Kids Cry: Ages and Stages

Crying is a normal response to feeling overwhelmed by strong feelings. In babies, crying with tears begins at three or four months, and it's a useful distress signal to engage the help of caretakers. Pain, hunger, and separation are typical causes of tears in infants. The frequency of crying generally decreases around two years of age, as children become better able to use words to communicate what they need.

Crying is more complicated in school-age children. Like infants, older children may cry when they are hurt, but they also cry when they anticipate pain—such as when they know they will have to get a shot at the doctor’s office or they learn that they can’t have a play date tomorrow. They may also cry in response to emotional hurts, such as being rejected by peers or seeing a sad movie.

School-age children are also better able than younger children to anticipate the reactions of others to their tears. They may cry to express guilt or remorse after they misbehave, in order to diffuse their parents’ anger (and perhaps avoid punishment). They may also try to avoid crying in front of certain peers who they think are unlikely to respond kindly.

### The Social Costs of Crying in Older Kids

From about first grade onwards, there’s often a social cost for children who cry in public. Unless there is serious physical injury, your child is probably better off avoiding crying in front of peers and, if needed, postponing tears until a more private moment. Initially, tears may elicit sympathy from peers, but when children cry again and again in response to frustrations that other kids take in stride, their tears become off-putting. Other kids tend to view frequent

criers as immature or just not fun to be around. Children who cry easily may become targets of bullying. Also, children who spend a lot of time crying are missing out on enjoyable experiences like learning, playing, and hanging out with friends.

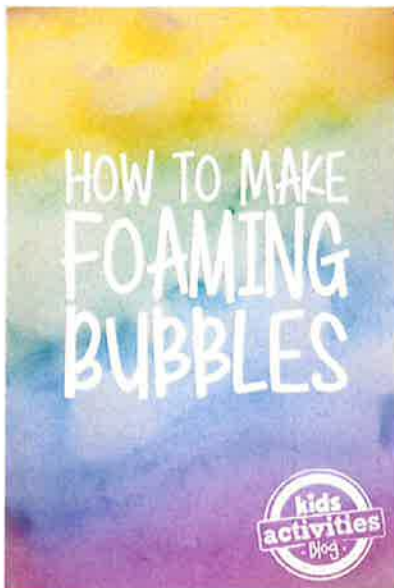
Sometimes frequent tears are a sign of depression or other serious difficulties. More often, they are a sign that a child hasn't yet developed good skills for regulating emotions. Help your child plan ahead for situations that tend to elicit tears. These might include losing a sporting event, not understanding what to do in school, or being teased. Brainstorm with your child to come up with a specific plan of what to do in these situations—other than crying. Having a plan may help your child feel less overwhelmed.

### Strategies for Handling the Urge to Cry

Here are some general strategies that you may want to share with your child for when he or she feels like crying in public.

- Breathe deeply. Slow, deep breaths can be very calming. Help your child practice breathing slowly and quietly—in through the nose, out through the mouth.

- **Count.** Silently counting floor tiles, reciting even numbers, or doing mental math facts can be a good distraction to help your child get back on even keel.
- **Take a break.** Sometimes the best way to regain self-control is to step away from the situation. Your child could go to the bathroom or get a drink of water.
- **Self-comfort.** Tell your child to cross arms and give him- or herself a subtle little hug while thinking a comforting thought such as, "I'll be okay," "I can get through this," or "Pretty soon I'll be home and can tell Mom or Dad about this."



## Foaming Bubbles

Does your preschooler love foamy bubbles? So this all started in 2010, my kids and I went to the town square where the kids were amazed to have discovered a prank. Some kids (I'm assuming) dumped soap suds into the fountain and there were bubbles everywhere! Since then, we have re-create our own foamy bubbles numerous times. Today with COLOR!

These bubbles are really fun to play with in a sensory bin — make several different colors and have fun mixing them together!

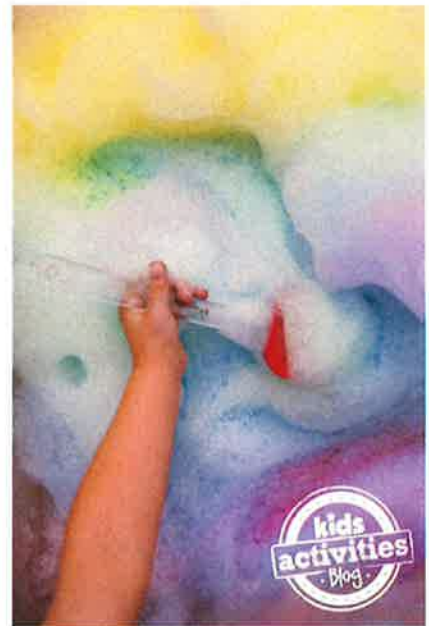
Here's what you need to make your own foaming bubbles:

- 1/4 cup water
- 1/4 cup bubble mix (or diluted Dish Soap)
- Food coloring
- Mixer

Add the water, bubble mix, and food coloring to the bowl of a stand mixer and mix on high for 2 minutes. Add your foaming bubbles to a plastic bin for a fun sensory activity.

You could also add the mixture to a foam soap dispenser to create these bubbles. We wanted a much larger batch for our sensory bin, though, so the stand mixer worked best.

Your kids will have so much fun mixing the different colors of bubbles together. Mine sure did! This can be a fun lesson on color mixing, too.






## 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 Use Visual Schedules to Help Your Child Understand Expectations

Alyson Jiron, Brooke Brogle & Jill Giacomini

Adults often use calendars, grocery lists, and "to do" lists to help complete tasks and enhance memory. Children as young as 12 months can also benefit from these kinds of tools and reminders. Often, children do not respond to adult requests because they don't actually understand what is expected of them. When a child doesn't understand what he or she is supposed to do and an adult expects to see action, the result is often challenging behavior such as tantrums, crying or aggressive behavior. A child is more likely to be successful when he is told specifically what he should do rather than what he should not do. A visual (photographs, pictures, charts, etc.) can help to communicate expectations to young children and avoid challenging behavior. Unlike verbal instructions, a visual provides the child with a symbol that helps the child to see and understand words, ideas, and expectations. Perhaps best of all, a visual schedule keeps the focus on the task at hand and negotiation about tasks is not provided as an option.



Visual schedules (activity steps through pictures) can be used at home to teach routines such as getting ready for school. These types of schedules teach children what is expected of them and reminds them what they should be doing.

When you create a visual schedule, the CHILD should be able to use the schedule to answer the following questions: (1) What am I supposed to be doing? (2) How do I know that I am making progress? (3) How do I know when I am done? (4) What will happen next?

### Try This at Home

- Include your child in the creation of the visual schedule as much as possible. Let your child draw the pictures or take photos of your child doing the activity. Children LOVE seeing themselves in photos. You can also ask your child's teacher for help with creating a visual schedule.
- Remember! Following a visual schedule is a skill that children need to learn. You can teach your child how to do this by referring to the schedule often.
- Allow your child to remove the photo of an activity once the activity is done. We all loving checking things off our list!
- Choose a difficult time of day (i.e. getting ready for school, bedtime, etc.) to begin. Once it becomes routine, you can easily expand the visual schedule to include your entire day.

### Practice at School

Visual schedules are used to show a clear beginning, middle and end. Visuals empower children to become independent and encourage participation. At school, visual schedules can be used to show a daily routine, a sequence of activities to be completed or the steps in an activity. Visuals can also help a child remember classroom rules or other expectations without adult reminders.

### The Bottom Line

Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly limit the amount of "no's" and behavior corrections you need to give throughout the day, since your child can better predict what should happen next.



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## Detecting Urinary Tract Infections

### How do I know if my child has a urinary tract infection?

Urinary tract infections (UTIs) are common in young children. UTIs may go untreated because the symptoms may not be obvious to the child or to parents.



Normal urine has no germs (bacteria). However, bacteria can get into the urinary tract from two sources: the skin around the rectum and genitals and the bloodstream from other parts of the body. Bacteria may cause infections in any or all parts of the urinary tract, including the following:

- the urethra (called "urethritis")
- the bladder (called "cystitis")
- the kidneys (called "pyelonephritis")

UTIs are common in infants and young children. About 3 percent of girls and 1 percent of boys will have a UTI by 11 years of age. A young child with a high fever and no other symptoms, has a 1 in 20 chance of having a UTI. The frequency of UTIs in girls is much greater than in boys. Uncircumcised boys have slightly more UTIs than those who have been circumcised.

### Symptoms

Symptoms of UTIs may include the following:

- fever
- pain or burning during urination
- need to urinate more often, or difficulty getting urine out
- urgent need to urinate, or wetting of underwear or bedding by a child who knows how to use the toilet
- vomiting, refusal to eat
- abdominal pain
- side or back pain
- foul-smelling urine
- cloudy or bloody urine
- unexplained and persistent irritability in an infant
- poor growth in an infant



## We Can!® Parent Tips: Be a Good Health Role Model



As a parent, you are a family leader. You are your children's most important role model—especially when it comes to making healthy choices. If you eat right, move more, and limit your screen time, your kids will, too!

**You have more power than you know! Use that power to improve your family's health.**

### Make Your Home a Healthy Eating Zone:

- Eat healthy. Your children are watching. They will follow your lead.
- Stock your kitchen with healthy foods—fruits, veggies, whole grains, and low-fat dairy products. If you don't buy unhealthy food, your kids won't eat it at home.
- Put healthy foods where they are easy to see.
- Plan healthy meals with your kids ahead of time, so fast food isn't as tempting. Then cook the meals with them.
- Eat together! Children who eat meals with their family are more likely to eat fruits, veggies, and other healthy foods.
- Give your kids a healthy breakfast every day. Good choices are oatmeal or whole-grain cereal, fruit, and low-fat milk.

For more information, visit:  
<http://wecan.nhlbi.nih.gov>  
or call 1-866-35-WECAN.

### Get Your Family Moving:

- Get off the couch and move. If your kids see you doing physical activity, they will want to move more, too.
- Encourage your children to be active. Help them figure out what physical activities they like and can do often.
- Start early in life. Kids are more likely to be active later in life if they start when they're young.
- Plan activities the whole family can do together.

### Limit Screen Time:

- Limit your kids' time in front of TV, video games, and the computer. Setting rules can help cut their screen time by nearly 3 hours a day.
- Set a good example. Limit your own screen time.
- Know the link between screen time and unhealthy foods. Kids who have more screen time are more likely to eat foods high in fat and added sugar (like sodas or fried foods).
- Teach your kids that many of the ads they see on TV are for less-healthy food and drink choices. Knowledge is a powerful thing!



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# parent tips

## Words You Should Know

Here are some words that will be used a lot during the **We Can!** Parent Program.



**Calorie Balance** – The balance between the calories in what you eat and drink, and calories you burn when moving.

- A balance of calories **IN** and calories **OUT** over time is the key to staying at a healthy weight.
- Eating and drinking more calories than you burn when moving leads to weight gain.
- Burning more calories than you eat and drink leads to weight loss.

**Calories** – A way to measure energy. Most food and drinks have calories. Calories give you the energy you need to live and move.

- You take in calories when you eat or drink. We'll call that **ENERGY IN**.
- You burn calories when you move your body. We'll call that **ENERGY OUT**.

**Obese** – Being very overweight.

- Obesity can cause serious health problems like type 2 diabetes (high blood sugar) and high blood pressure.

**Overweight** – Having more body fat than is healthy.

- You can become overweight from eating and drinking more calories than your body uses (too much **ENERGY IN** and not enough **ENERGY OUT**).

- Your body turns extra calories into fat.
- Being overweight can lead to health problems.

**Physical Activity** – Moving the body, which burns calories. This is **ENERGY OUT**. Physical activity can be any kind of movement – for sports, fun, work, or getting around town. Here are some examples:

- Soccer
- Bike riding
- Walking to school or work
- Mowing the lawn
- Exercise classes
- Playing tag
- Vacuuming

**Portion Size** – The amount of a food or drink a person chooses to eat or drink at one time.

**Screen Time** – Seated time spent in front of TV, movies, video games, computers, hand-held games, and cell phones.

- More screen time means less time moving your body.

**Serving Size** – A measured amount of food or drink, such as 1 slice of bread or 1 cup (8 ounces) of milk. Information about a food's calories, fat, and sugar is based on the serving size.

- Many times, a **single portion** can have **more than one serving**.

*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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