



FOR WASHINGTON CHILDREN



Fall 2012

Strong Families Begin At Home

Child & Teen Services Newsletter

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EAT: Preparing Meals

Having kids help prepare meals may make it more likely that they will make healthy food choices.

A new study from University of Alberta looked at grade 5 students in 151 schools across Alberta; over 3,000 children were surveyed. They questioned the children about fruit and vegetable preferences and meal preparation participation.

In general, the children all liked fruits better than vegetables. However, children who helped with cooking showed a greater preference for both. Vegetable preference was 10% higher among children who helped cook. The study data also indicated that children who helped with meal preparation and cooking were more confident about how important it is to make healthy food choices.



A large majority of children reported that they helped prepare meals at least once a month. Encouraging your children to help with meal preparation and cooking could be a great way to increase their love of healthy foods!

The study

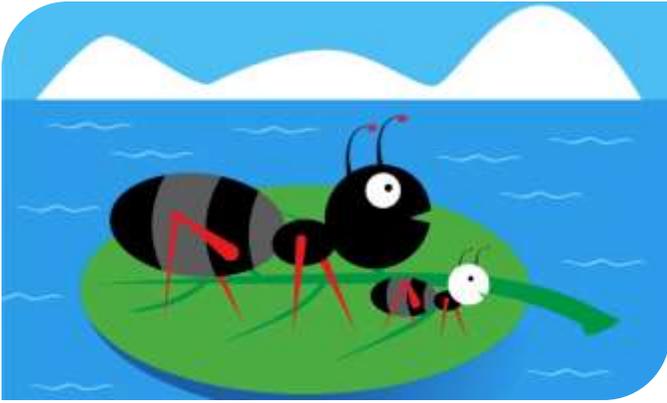
abstract: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8576280&fulltextType=RC&fileId=S1368>



13th Annual Mad Hatter Tea Party!

Join us Saturday, November 3rd for the Mad Hatter Tea Party, benefiting Parent Trust for Washington Children.

This family event features live and silent auctions, luncheon and tea, family entertainment and children's activities. More information and to purchase tickets: www.madhatterteaparty.org



Children with strong self-regulation skills are better able to control emotions and behaviors, resist impulses, use creative problem solving and meet their own needs. There is a growing body of literature supporting the idea that self-regulation skills are a predictor of school success and staying in school longer.

LEARN: Self-Regulation

What is self-regulation?

Self-regulation is the ability to control and direct emotions, thought and behavior. The processes enable a child (and adult!) to guide activities towards a goal (over time and changing circumstances), resist interfering information, generate plans, problem solve, and try new behaviors to meet goals.

The ability to self-regulate develops gradually.

Infants younger than about 6 months have no ability to self-regulate. It is up to the parent/caregiver to monitor, manage and respond to the needs of the baby. When the infant exhibits distress, the caregiver intervenes with food, comfort, etc.

Eventually, babies learn how to recognize internal states and the feeling of having needs met. They slowly learn how to create that feeling themselves (for example, sucking as a self-comforting behavior).

By the time a child is a toddler, they are learning to connect situations to feelings and identify those feelings. As their language skills increase so will their self-regulation skills.

By the time a child is a preschooler, they are starting to understand the connection between feelings and *behaviors*. This is a major time for self-regulation skill development; they can start choosing to goal-orient their behaviors and are capable of more flexible thinking (important for problem solving and planning). They are also capable of waiting for longer periods, which is a significant marker of the development of self-regulation. However, their development is not fully mature at this age. Although they may have the needed abilities, they aren't yet able to know when or how to use particular strategies

in real life situations. Even if your child can demonstrate knowledge of what they *would* do when you talk about it or tell stories, they still need coaching *during actual events*.

How is self-regulation different than automatic regulation?

The brain is constantly sensing and responding to the needs of the body. We have “thermostats” that monitor our internal (e.g. blood sugar, oxygen consumption) and external worlds.

Most regulation is automatic. We don't have to remind ourselves to breathe! But as we get older, we take part in the process with self-regulation. For example, if we are thirsty, we seek water. If we are hungry we seek food. We self-regulate our learning by using more and more creative problem solving as we get older, due to experience, practice and mastery. For instance, we know that if we are hungry we eat. But if there is no food in front of us, we can plan how to make a meal. Even if we don't get the need met immediately, we can wait without distress.

What can parents do to help?

During infancy, the most important thing a parent can do is to be responsive to an infant's needs. Because self regulation doesn't even start developing until around 6 or 7 months, it's up to the parent to lay the foundation for self-regulation skills by meeting needs as they arise.

During the toddler years, parents can help children by naming emotions, reminding them about transitions, and having realistic expectations about problem solving skills and starting to offer emotional coaching. Offering

Continued...

Self-regulation, continued

choices (no more than 2!) can start at this age.

Parents of preschoolers can help children practice waiting by playing games like Red Light/Green Light. Simon Says can also help develop impulse control, a function of self-regulation. Setting clear limits, offering choices (2-3), continuing with emotional coaching, and beginning to teach a problem solving process can also help children towards mastery.

Parents of school age children can begin exploring meditation techniques if desired. Although most meditation research has been conducted with adults, there have been some small studies with school age children. These studies show promising results of increased attention, reduced stress and increased concentration from daily meditation.

Additional learning:

Self-regulation: The Second Core Strength By Dr. Bruce Perry
http://teacher.scholastic.com/professional/bruceperry/self_regulation.htm

Can the Right Kinds of Play Teach Self-Control?

By PAUL TOUGH

Published: September 25, 2009

<http://www.nytimes.com/2009/09/27/magazine/27tools-t.html?pagewanted=all>

Stanford Marshmallow Experiment:

http://en.wikipedia.org/wiki/Stanford_marshmallow_experiment)

By Cynthia L Elias, Laura E Berk

<http://www.sciencedirect.com/science/article/pii/S0885200602001461>

Preschool children who can pay attention more likely to finish college (press release for pub)

From Early Childhood Research Quarterly

http://www.eurekalert.org/pub_releases/2012-08/osu-pcw080612.php

Relaxation Response Meditation

Video <http://youtu.be/gAlYm6wpzw4>

MOVE: How Much Is Needed?

Physical activity is associated with numerous health benefits. But what kind of physical activity is needed, and how much? There have been numerous studies published in the last decade with tons of recommendations--many contradictory!

A review of over 80 studies on physical activity in school age children in Canada (5-17 years old) determined that the more physical activity the greater the health benefit. This is what's referred to as a "dose response".

Based on their findings in all the studies, recommendations are as follows:

The study reviewers

Continued...

looked at 7 health



Move: How Much, continued

"Recommendation #1

Children and youth 5-17 years of age should accumulate an average of at least 60 minutes per day and up to several hours of at least moderate intensity physical activity. Some of the health benefits can be achieved through an average of 30 minutes per day. Experimental studies revealed that even modest activity can benefit children who were high risk (like for obesity).

Walking, bike riding and raking leaves are examples of moderate physical activities. For more ideas: <http://www.cdphe.state.co.us/pp/COPAN/physicalactivity/PhysicalActivityExamples.html>

Recommendation #2

More vigorous intensity activities should be incorporated or added when possible, including activities that strengthen muscle and bone. Running is a vigorous activity. Push-ups and sit-ups are examples of muscle strengthening. Jumping rump is a bone strengthening activity. For a guide on how to measure intensity: <http://www.cdc.gov/physicalactivity/everyone/measuring/index.html>

Recommendation #3

Aerobic activities should make up the majority of the physical activity. Muscle and bone strengthening activities should be incorporated on at least 3 days of the week."

For more information on helping your children get active:

<http://www.cdc.gov/physicalactivity/everyone/getactive/children.html>

Parent Trust Reads: Book Review



Hannah West On Millionaire's Row

By Linda Johns

Ages 7-10

Hannah West, 12-year-old dog lover, baby sitter, budding artist, and amateur sleuth, has just moved to Seattle's Millionaire's Row with her Mom.

Okay, so they're not millionaires, but they are living in one of the mansions in this ritzy neighborhood. Hannah and her single mom don't have a house of their own, but they always have a place to stay thanks to her mom's work as a professional house sitter.

When someone starts breaking into the homes on Hannah's new street and cleaning and straightening things up- it's odd...but when valuable antiques start disappearing from the homes it becomes downright creepy and mysterious.

Hannah sets out to solve the mysterious happenings in the neighborhood at the same time that the reality television show "Antiques Caravan" descends on Seattle. Could the show be linked to the disappearing items?

This book is definitely written with a young girl audience in mind. The mystery isn't really much of a mystery, but readers from Seattle will enjoy local references scattered on pretty much every page. The characters are likeable, the story an easy read, and for readers who like series books, there are three others that precede this one.



How to play:

The “Caller” picks the numbers or matching pictures/words from a basket and announces them to the players. These should be picked at random (no peeking!)

As the items are called, players mark matches off on their cards. You can use bingo “blotters”, poker chips, pennies, or pens. If you have handmade, one of a kind boards, you should use chips so you can re-use the cards without them getting marked up.

When a player has a line straight across or straight down, they yell “BINGO!” Remember to check that their cards match the items that have been called.

There are many rule variations. See these websites for ideas how to play.

http://www.ehow.com/list_6452922_bingo-rules-kids.html

<http://www.dltk-cards.com/bingo/instructions.htm>

PLAY: Bingo!

Bingo can be a fun game for your children’s group and/or family. If you don’t want to purchase a game, you can use a Bingo Card generator from a website, create cards yourself on your computer, or do it the old fashioned way by hand.

- Create a grid. Standard is 5 across and 5 down. If doing by hand, you can use a ruler and map it out.
- Make the squares on the grid big enough to insert numbers, words or pictures.
- Write BINGO across the top row.
- Add a FREE space in the middle square.
- Make enough cards for each player.
- Decide: numbers, or pictures/words. Do you want a theme? Fruit bingo, transportation bingo, animal bingo, etc.

If doing numbers, follow this grid, but mix it up on each card:

B	I	N	G	O
NUMBERS 1-15	NUMBERS 16-30	NUMBERS 31- 45	NUMBERS 46- 60	NUMBERS 61- 75
↑	↑	↑	↑	↑
		free		
↓	↓	↓	↓	↓

If doing words or pictures: Create a list of all your bingo terms. There should be 25 terms.

- Randomly insert words/pictures or numbers into grid spaces. No two cards should be exactly alike.
- Keep a list of the words by each card so you can cross them off the list when you transfer to the card. There should be no duplicates on any card.
- You can do the cards by hand or computer. You can even do it as a collage by having the kids hunt for the pictures in magazines, cut them out and paste onto cards. Or, you can just do it on the computer using clip art. You may want to laminate cards when done.
- Now create the “tickets” that you will randomly pick and call out for the game. These “tickets” should match the numbers/words/pictures you have on your boards.

For pre-printed cards online do a Google image search using the phrase: “bingo boards for kids”. You will get tons of hits for printable cards that use words, pictures and numbers. Just remember that you need a different board for each player, otherwise everyone will get BINGO at the same time!

CREATE: A “Cootie Catcher”



This is an origami project-perfect for a rainy day.



Sometimes called “paper fortune tellers”, these simple folded squares of paper have been creating fun for decades.

According to Wikipedia, “this shape was introduced to the English speaking world under the name *salt cellar* in the 1928 origami book *Fun with Paper Folding* by Murray and Rigney (Fleming H. Revell company, 1928.)

Although there are standard ways to play the game, you can get as artistic as you want making the origami object. Perhaps just designing will be as much fun as playing with it!

Folding instructions are on the next page. Following are instructions how to play.

- Once you have made your cootie catcher, ask your playing partner to pick a color.
- Use your fingers to move the flaps in and out and back and forth. Spell out the color they chose. For example, if they chose “blue” you’d move back and forth four times as you said aloud: B.L.U.E.
- Open to reveal the numbers inside. Ask them to pick one.
- Count out the number they chose by moving the flaps with your fingers back and forth and side to side that many times.
- Open it again and ask them to choose another number.
- Open that flap to reveal the message below.

Some people put “fortunes” inside to reveal, but there are many variations. You can try:

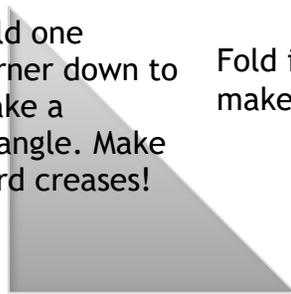
- Pictures on the inside. Players have to spell the word.
- English words. Players have to say the word in another language.
- Actions. Players have to do what the messages says (for example, “hug your sister”)

See next page for folding instructions.

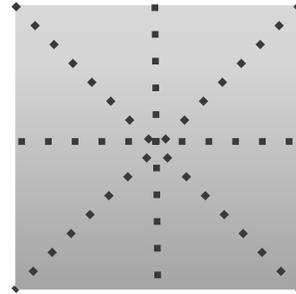
Create: Cootie Catcher, continued



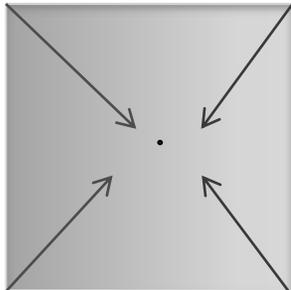
Fold one corner down to make a triangle. Make hard creases!



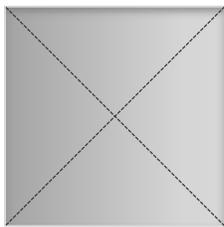
Fold in half again to make smaller triangle.



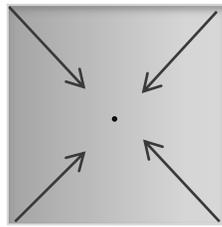
Unfold. Creases should be strong!



Fold down each corner to the middle.



Now you have a smaller square. Flip it over to the backside.



Fold each corner to the middle again.



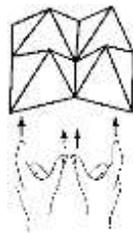
Now your square is even smaller!



Fold the small square in half from top to bottom. Open and fold from left to right. Press creases hard!



Open rectangle. Keeping the folded shape flat, fold up the four corners so they meet in the middle. It will look a bit like a star.



Work your thumbs and index fingers of each hand into the four pockets. Move fingers back and forth to manipulate.



Write four colors on the four outer flaps. Flip over, and write 8 numbers on the 8 triangle flaps. Write 8 fortunes or instructions on the inside flaps under the numbers. The diagram to the left is what it would look like open flat. You may find it easier to open it after all the folds, do the writing and then fold again. Once you've made it once, and creased it hard, it's a lot easier to re-fold.

If you have access to the Internet you can see much better directions:
With photos: <http://www.origami-resource-center.com/fortune-teller.html>
Youtube video: <http://youtu.be/wpwmKaN64k4>

For a non-standard, very creative example: <http://www.whatimade.com/index.php/a-cheeky-paper-fortune-teller/>

If you have any comments, or suggestions for future articles, please contact:
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FAMILY HELP LINE
1-800-932-HOPE (4673)

Parent Trust’s statewide, toll-free phone number provides callers with a greater understanding and awareness of child development, guidance and resources.



United Way of King
County



United Way of
Snohomish County



United Way of
Central Washington
County