



Family Matters



Promoting Health and Wellness
for Children with Special Health
Care Needs Family Booklet



FAMILY VOICES[®]

...speaking on behalf of children and youth with special health care needs



Promoting Health and Wellness for Children with Special Health Care Needs Family Booklet

Family Voices and Tufts University School of Medicine

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I. Introduction

II. Healthy Eating

A. Encourage healthy eating habits

B. Work toward mealtimes without stress

C. Plan and make meals together

D. Healthy weight

III. Physical Activity

A. Balance food and being active

B. Get everyone in the family involved

C. Stay safe when active

IV. Screen Time

A. Setting limits on TV, computer and video

B. Family rules

C. Learning as you play

I. Introduction

Family Matters Research Project

Family Voices created these materials based on the results of a three-year research project called **Family Matters: Promoting Health and Wellness for Children with Special Health Care Needs Family Booklet**. Family Voices conducted this research in partnership with Tufts University School of Medicine, Public Health and Family Medicine. The Centers for Disease Control and Prevention funded this work (Grant # ro4/ccr623274-01).



Every time we read a newspaper, listen to the radio or watch television, we hear health and wellness messages. Family Voices wants to make sure these messages are useful for and tailored to the unique needs of families with children and youth with special health care needs/disabilities. Our recommendations are based on the *Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents*, which are widely used by professionals throughout the United States, and the U.S. Department of Health and Human Services *Healthy People 2010 Goals*.

Families enrolled in this research study had children, 6 – 18 years old, with a variety of medical conditions and disabilities. We trained five parents, called Mentor Parents, to work with these families to develop ideas and strategies to encourage their children with disabilities to adopt healthier behaviors and lifestyles.

As part of our research, we also gathered information from families of children with disabilities to learn: 1) what they knew about wellness, and 2) how they promoted their children's health through day-to-day behaviors.

We collected this information by:

- Hosting focus groups in five states, one in Spanish, to learn what parents knew about health & wellness for children with disabilities, where they got their information and how they made it work for their children
- Giving presentations at meetings
- Having the Mentor Parents help families strategize ways to promote health and wellness for their children, as well as collect ideas and strategies from the families enrolled in the study
- Creating an on-line survey, in which over 800 families participated

Health and wellness are important for all children. We hope the ideas shared in this booklet will be useful to your family as you work to promote health and wellness for your children with special health needs to ensure their bright futures!

The team that worked on this project hopes you find these materials useful. We welcome your feedback! Please e-mail comments to bpopper@familyvoices.org.

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These 11 Bright Futures Goals were the basis for the Family Matters research study...

- **Encourage your child's healthy eating habits.**
- **Serve your child three nutritious meals a day and include a variety of healthy foods.**
- **Share family meals together on a regular basis.**
- **Balance the food your child eats with physical activity.**
- **Make meal times pleasant.**
- **Serve your child nutritious snacks.**
- **Encourage family participation in regular physical activities.**
- **Promote a safe environment for physical activity.**
- **Limit your child's computer time.**
- **Limit your child's time spent playing video games.**
- **Limit your child's TV/video time.**

Parents told us...

“Our child’s special needs make it hard for him to follow through on what he knows he needs to do. The adults in his life need to provide lots of structure and encouragement-which makes it a continuous burden. Habits don’t maintain themselves, but need to be frequently rebuilt.”



www.brightfuturesforfamilies.org, **Family Voices site**

www.brightfutures.org, **Georgetown University site**

www.brightfutures.aap.org, **American Academy of Pediatrics site**

General Introduction

The expression “you are what you eat” applies especially to children. In fact, five of the 11 *Bright Futures* goals listed in this booklet focus on healthy eating. How children grow and develop depends in part on what they eat and what habits they learn early in life.

For children with special health care needs, healthy eating may be more complicated and even more important. Also, being physically active may require more creativity for children with special needs or disabilities. Screen time is an important topic too as children may need to rely on a computer or television for part of their recreation due to their special needs. Skipping meals or not getting enough of the right foods may affect medical status. Our goal is to share ideas and strategies that have worked for other families with children and youth with special health care needs so you can adapt them for use with your own children and families.

We will share ideas about:

- Healthy Eating
- Physical Activity
- Screen Time

Many of the ideas we’ve included have worked for other families. We also want to hear what has worked for you. Send your ideas to bpopper@familyvoices.org.

NOTES

Ideas that work...

“Most of us with kids with special health care needs know what to feed and what not to feed our children - it’s the actual getting them to eat that is the issue”.

II. HEALTHY EATING

We all need to eat healthy foods so our bodies can grow, maintain strong bones and muscles and heal from injury and illness. Eating healthy foods is especially important for children with special health care needs as the health habits children learn when young follow them into adulthood. These healthy habits result in lifelong benefits like proper growth and nutrition, management of chronic illness, and help to maintain a healthy weight.

How do I encourage my child's healthy eating habits?

Below are some simple suggestions, followed by age-specific strategies to help you promote healthy eating habits for your children.

- **Be a healthy eating role model.** Your children will be more likely to eat healthy foods if you model the behavior you want them to adopt.
- **Offer healthy choices and have healthy foods ready to grab and go.** Instead of snacking on chips, prepare cut up vegetables (cucumber slices, carrot sticks) and fruits (sliced apples or orange sections), store items in individual portion-sized containers in the refrigerator. Entice reluctant eaters with yogurt or salsa for dipping.
- **Snacks should include foods from many food groups.** There's nothing wrong with having cereal as a snack, just mix it up and also offer some fruit or yogurt as well.
- **Introduce new and healthy foods along with usual foods and encourage your children to try them.**
- **Make mealtimes social and pleasant.**
- **Learn about and teach your children about serving sizes.**
- **Establish places and times for eating.** For example, have children dine and snack in the kitchen or dining room, rather than eating in front of the television.
- **Food is essential, so try to avoid using it as a reward or punishment.**
- **Remind children to wash their hands before they eat.**



Strategies to encourage Healthy Eating

Use activities that your children like to encourage an interest in healthy foods:

For younger children: Does your child like baseball or computer games? Call the meals and snacks you serve him “build-a-better-baseball-player” foods or foods for my “computer whiz”. Remind him that healthy foods provide the energy he needs for playing and learning, just like you put gas in the car so it can go. For children who do not understand social stories, a mom found her child would respond to messages such as, “if you try this food, it will make your doctor happy.”

- use a plate with your child’s favorite character who will “appear” once food is eaten
- tell your child a cartoon character or story book character loves to eat x (think Popeye & spinach)
- make food into fun shapes (e.g. mashed potato snowman)
- make “happy faces” with food (peas work!)
- make food, freeze individual portions and let child ‘nuke’ it - kids are proud when they prepare food themselves and more likely to eat it
- If your child likes music, the website at www.dole5aday.com/MusicAndPlay/M_Home.jsp has entertaining, fun songs about healthy foods.

Quote from a mom about this website: “My son is tasting new foods with much less conflict. He’s not loving them but he’s not fighting. Today he searched the internet to find a song he heard. Once he found it, he played it about three times over, jumping on the mini-trampoline the whole time! That’s more exercise than he’s gotten than in the past week combined!”

For older children or teens: Many teens are concerned about their appearance. Explain that eating healthy foods keeps hair shiny, skin clear and bodies fit and strong.

Share information about celebrity role models that promote healthy lifestyles:

- Erika Dunlap, Miss America 2004, is a spokesperson for nutrition and fitness for teens and is an excellent role model. For more information see: **Warm 2 Kids** at www.warm2kids.com/guest/teen/30/87/452/index.htm
- See the CDC website **Kids’ Quest on Disability and Health** at www.cdc.gov/ncbddd/kids/kmalpage.htm to read about people with physical disabilities who are accomplished athletes.

Prepare old foods in new ways

Rethink the way you eat and shop.

- Use unhealthier foods as side dishes instead of as the focus of the meal. An example would be to serve vegetables or beans as the center of your meal, with meat, pasta, and bread as a side dish. (This could be a vegetable stir-fry with a small serving of meat tossed in, and rice or pasta as a side).
- Use olive oil as a healthy alternative to butter or margarine.

Hint from a mom that wanted her kids to eat more fruit... *“the kids loved pancakes. I started mixing bananas into the batter and the kids ate them!”*

Serve smaller portions of your favorite meals and gradually add healthier substitutes over time.

- For instance, have just a small portion of lasagna or meatloaf and accompany it with a large fresh salad.
- Add lower-fat items to your meals by mixing ground turkey or ground chicken with beef in meatloaf or meatballs, adding vegetable layers in lasagna, or substituting low fat cheeses for higher fat alternatives.

Spice it Up! - Choose from these out-of-the-ordinary foods and seasonings to challenge your children’s taste buds!

- Curry powder (for anything from chicken, to vegetables, to stews)
- Jamaican Jerk Seasoning (usually used for poultry)
- Cajun seasoning (delicious in rice and vegetables dishes)
- Cinnamon (sprinkle on cut-up apple slices or over slow-cooked oatmeal)
- Balsamic vinegar (sprinkle over stir-fries or use to sauté pear slices in a pan and sprinkle with pumpkin pie spice and a dash of brown sugar)
- Hummus (pureed bean spread): spread on crackers or bread

I know breakfast is the most important meal of the day, but we're so rushed in the morning, and my child often is not hungry. How do I get my child to eat breakfast?

Breakfast

- Get organized and help your child get organized so that she has time to eat in the morning
- Offer hot or cold whole-grain cereals with low-fat milk and fruit
- Whole-wheat toast, peanut butter (if no allergies) and fruit
- English-muffin sandwich with scrambled egg and/or low-fat cheese
- 4 to 6 ounce fruit smoothie made with yogurt and blended with fruit and milk. Soy yogurt and milk can be used. See recipes for fruit smoothies at www.fruitsandveggiesmorematters.org/?page_id=10
- Provide fast and convenient foods, such as whole-grain bagels, low-fat granola bars, fruits, 100% fruit juice, and yogurt.
- If your child is not hungry, provide foods, such as dry cereal, fruits or Trail Mix to eat at school.
- Try hard boiled eggs, or less usual breakfast foods like grilled cheese on whole wheat toast, soups, and sandwiches if your child needs a break from more traditional breakfasts.
- Make extra pancakes or French toast on the weekend to have during the week. These freeze well and toast up or microwave quickly for an "instant" breakfast.

We're often between appointments during lunch time. What are some ideas for quick, appetizing lunches on the go?

For younger children stock foods that are easy to put together and take along for whenever they are ready to eat. Try yogurt, leftovers from dinner, fruit smoothies, or sandwiches on a variety of breads and wraps.

Parents told us...

"I feel that a lot of eating problems are family wide, not just a single child's problem. We focus on healthy food, including growing our own vegetables."

"Habits don't maintain themselves, they need to be frequently rebuilt."

"Fruit smoothies are still a big hit! The other kids in the family weren't eating in the morning before they left for school and now they are having a fruit smoothie before they head to school."

For school age kids: Find out what is offered at school and if those are foods your child can eat. What foods can you prepare and send along in a lunch box? What can he manage without much help? Some kids do buy a healthy lunch but some might choose only snack foods and not get the nutrition they need. Does the school provide any assistance? Do they try to keep vending machines off limits during lunch or have only stock them with healthy foods? Talk to your school about their wellness policy (required by federal law) and how they apply to children with special needs.

My child gets bored with the lunches I send. What are some ideas for healthy lunches I can send from home?

- **Mix it up:**

- Spread peanut butter and banana on a low-fat wheat tortilla and roll it up.
- Make trail mix with a cup of Cheerios, a handful of nuts, and a cup of dried fruit, such as raisins or cranberries.
- Add a piece of string cheese.
- Mix strawberries and blueberries into low-fat vanilla yogurt and add a serving of whole-grain crackers on the side.



- **Keep it safe:** Keep foods from spoiling by freezing a water bottle and popping it in with the lunch. By the time your child is ready to eat, the ice will be almost melted, the lunch will still be cold, and he'll have water to drink.
- **Make it fun:** Use cookie cutters to create fun shapes out of a sandwich or spread veggie cream cheese and turkey on a low-fat tortilla, then roll and slice them into "pinwheels." Instead of sweet treats, send along a sweet sentiment: include a few stickers, a little "I love you" note or a small piece of paper with a smiley face drawn on it.
- **Keep it real(istic):** Send the message that, while indulging in treats all of the time isn't a good idea, all foods may be enjoyed at times. Pick one day a week as "treat" day, or as a day when your child gets to decide what goes into her lunch.

Find more great ideas at these Websites

- **BAM! Body and Mind - Food & Nutrition** www.bam.gov/sub_foodnutrition/index.html Suggest that your child check out the **BAM! Body and Mind** website for **Cool Treats** and other tips on making healthy and tasty snacks and school lunches.
- **School Cafeteria - How to Make Healthy Choices** on the **Girl Power! Website** www.girlpower.gov/girlarea/bodywise/nutrition/schoolcafeteria.htm
- Tufts University School of Medicine, Public Health and Family Medicine. The Centers for Disease Control and Prevention funded this work (Grant # ro4/ccr623274-01). **Meals Matter for Feeding Kids - Be a Healthy Eating Role Model** www.mealsmatter.org/CookingForFamily/Planning/article.aspx?articleId=44
- **School wellness policies** - In 2004, Congress passed the Child Nutrition and WIC (Women Infants & Children) Reauthorization Act of 2004. This federal law mandates school districts that receive federal funds to provide low cost and free meals to create a **school wellness policy**. **Read more at** (www.fns.usda.gov/TN/Healthy/108-265.pdf) and talk to your school about its policy.

What's for dinner?

- **Some breakfast and lunch items work for dinner too. Salads, soups, omelets, grilled sandwiches and improvised pizzas can be good for dinner.**
- **Try some new meal ideas!** Everywhere you look these days, you can find recipes for healthy meals. Many of them are described as “time-saving.” The following websites are good places to start:
 - **CDC 5 A Day.** www.cdc.gov/nccdphp/dnpa/5aday/index.htm
 - **Dole 5 A Day.** www.dole5aday.com
 - **Meals Matter.** www.mealsmatter.org/Cooking
 - www.dole5aday.com/MusicAndPlay/Play/NationalTheatre/P_5ADNationalTheatre.jsp - let your kid invent a recipe to try.
- **Time Savers.** Fruits and vegetables are loaded with nutrients to keep your family healthy, and packaged salad greens or frozen vegetables are just as nutritious as fresh. Convenience foods, such as boxed macaroni and cheese, are easy and fun for kids to prepare. Whole-wheat varieties add fiber to your diet.

- **On occasion, a take-out meal can help.** If your budget permits, buy healthy ready-to-eat foods from the store or healthy take-out foods from a restaurant.
 - See **Best and Worst MALL FOOD** <http://fitnessmagazine.com/fitness/categoryjhtml?categoryid=/templatedata/fitness/category/data/1145039731287.xml> for a list of best and worst picks from some of the nation's most visited mall eateries.
- Make good use of your time: Cook enough to have leftovers that can be used for another meal.
 - Turn baked chicken into chicken salad sandwiches
 - Turn leftover side dishes or vegetables into casseroles
 - Freeze some for future meals

Cook Once, Eat Twice, a University of Nebraska Extension Service website designed to help parents prepare healthy foods in a hurry at <http://Lancaster.unl.edu/food/ciqf.htm>. If your child really likes a particular food, but you want to prepare it a new way, the website has lots of recipes for ideas for single foods. Visit www.mealsmatter.org/EatingForHealth/FunctionalFoods/func_list.aspx#spin.

My kids snack on cookies and chips. What can I offer to make snacks healthier?

- Try to have healthy choices around such as sliced cheese, orange sections, hard boiled eggs and sliced vegetables.
- Prepare snacks by putting small portions into containers or plastic sandwich bags
- Use snack time to introduce new, healthy foods from many food groups, and try to avoid those high in sugar and fat

The following idea that worked for a mom... ***“I removed the candy and cookie jar from my kitchen counter and replaced them with a cereal dispenser. Now the kids snack on cereal instead of cookies and candy”***

Find more great ideas at these Websites

CDC site, tips for kids, www.fruitsandveggiesmatter.gov
www.hmhbwa.org/forfamilies/nutrition/fiveways.htm
www.kidnetic.com/Recipes/?c=Smart+Snacks
www.bam.gov/sub_foodnutrition/cooltreats.html

Comment from a mom about these websites: *“These are some great ideas. I especially like the bananas with peanut butter, a personal favorite.”*

Other activities to encourage healthy eating.

Create a healthy eating “bragging board.”

- Put up pictures of children and parents enjoying healthy eating. You can include pictures drawn by your child, art projects, and magazine pictures of fruits and vegetables and other healthy foods and of people eating them (and enjoying them). You can include pictures of you and your children fixing a meal and then eating it!

HEALTHY Eating- Eating Out

Families of children with special health care needs want their child to be included in social activities, like going to the mall and eating out with friends. Teach your child how to make the best choices possible when eating out or snacking with friends as well as about the importance of serving size. Restaurant portions are often much larger than the recommended serving size for a particular food.

My child eats a lot of fast food when out with friends. What can I do?

- Instead of criticizing your child for eating fast food, teach fast-food survival skills so she can enjoy being with friends and make healthy choices.
 - Discuss which foods are lower in fat and calories, such as salads, low-calorie dressing and grilled chicken.
 - Instead of avoiding French fries altogether, encourage your child to share an order with a friend.

Learn about healthy portion sizes

While *what* you eat is important, it's also critical - especially from the perspective of maintaining a healthy weight - to be aware of *how much* you eat of any given food. When it comes to proper food portions, looks can be deceiving. It might surprise you to learn that recommended portion sizes are generally much smaller than the portions served in restaurants or in our homes. Studies have shown that most people eat based on what they see in front of them, not by how hungry or full they feel. This is why it's vital to understand and be aware of appropriate portion sizes for the foods you eat.

Parents told us...

“We cut out pictures of healthy foods from a magazine and made a healthy eating booklet that our daughter had been using but it’s been misplaced. We’ll probably make another one as my child did enjoy that.”

“Borrow kids’ cookbooks from your local library - see what works for your child before buying any.”

“Consult a nutritionist for help.”



Read food labels.

- In many ways, the serving size is the most important thing on a food label; every other number is based on it. You'll find the serving size guide at the top of the Nutrition Facts box. Quite often, foods such as cereal and sweetened beverages (both soft drinks and juices) come in containers with varying numbers of servings. While two different cereals may display the same number of calories, the first may be for a half-cup serving, while the second may be for a full cup. In this case, you'd need to double the amount of calories in the first cereal if you wanted to eat the same amount. Similarly, beverages are often sold in bottles that indicate 2 or 2.5 servings, but are easily consumed all at once. Be aware!
- **Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans.** User-friendly information on latest U.S. Dietary Guidelines www.health.gov/dietaryguidelines/dga2005/document/default.htm.



After reading the label for the correct serving size, take that amount out of the package and serve it in a bowl or on a plate (this is called a standard serving).

- Eating directly from a package makes it hard to know or keep track of the amount consumed.

Take the Portion Distortion Quizzes.

- **Portion Distortion Website** — <http://hin.nhlbi.nih.gov/portion/index.htm> Provides great information and entertaining visuals about portion size.
- **A Visual Reminder card** <http://hp2010.nhlbihin.net/portion/servingcard7.pdf>
- **Size Does Matter - Master Portion Control.** www.aarp.org/health/staying_healthy/eating/size_does_matter.html. Provides practical tips on how to be an 'expert' at portion control.

A mom was sending her son to visit his grandparents and was concerned that her son might not understand serving sizes. In preparation for his visit, the mentor parent recommended the portion distortion quiz. Feedback from the mom: ***“He liked the portion distortion quiz and we’ll do it again before he leaves to reinforce portions while he is gone.”***

Avoid “super-sizing!”

- Getting larger portions for just a few cents more may seem like a good deal, but unless you plan to share with the whole family or friends, from a health standpoint, it's **not** a good deal.

Share!

- When out at a restaurant where portions may be extra large, order one portion and split it with your child or have him to share with a sibling or friend. Or, make it a family practice to have half the meal wrapped up to take home.

Slow down and enjoy.

- Eating slowly gives your brain time to register that you're full. It also helps keep you mindful of what you're eating. It's easy to lose track of how much you've put in your mouth if your attention is focused elsewhere (such as on a TV show or a video game).

What's a Serving?

- **A rounded handful** - about one half cup cooked or raw veggies or cut fruit, a piece of fruit, or ½ cup of cooked rice or pasta - this is a good measure for a snack serving, such as chips or pretzels
- **Woman's fist or baseball** - a serving of vegetables or fruit
- **Deck of cards** - a serving of meat, fish or poultry or the palm of your hand (don't count your fingers!) - for example, ¼ pound hamburger patty or a medium pork chop
- **Tennis ball** - about one half cup of ice cream
- **Compact disc** - about the size of one serving of pancake or small waffle
- **Thumb tip** - about one teaspoon of peanut butter
- **Six dice** - a serving of cheese
- **Check book** - a serving of fish (approximately 3 oz.) Adapted from: The Bright Futures Family Pocket Guide, www.brightfuturesforfamilies.org, Bright Futures, www.nal.usda.gov/fnic/Fpyr/pyramid.html

How do I make mealtime pleasant (no stress!) for my family?

Establish one or more meals a week to eat together as a family. It doesn't have to be dinner. Breakfast and lunch can be family meals too. Mark them on your calendar - use stickers - so everyone can see how important it is. See what works for your family and adjust the schedule as necessary.



Activities to try:

- Ask your child to help plan the menu and make the shopping list.
- Invite your child to help you shop.
 - Some on-line sites show pictures of fruits and vegetables for kids who might be more apt to try something they can see first www.dole5aday.com/ReferenceCenter/R_Home.jsp, www.fruitsandveggiesmatter.gov, with recipes at www.fruitandveggiesmorematters.org

“A child with Autism is on an orange food only kick, but liked orange smoothies made with suggested items such as apricots, carrots, and orange juice.”

- Involve your child in meal preparation according to his abilities and interests.
 - If he likes to draw, ask him to make place mats or place cards for each family member. If she enjoys water play, set her up at the sink and let her wash vegetables. Can she manage some of the tasks involved in setting the table? Can he peel vegetables, tear lettuce or cut things up?
- If your child is too hungry to wait for dinner, try serving him part of the meal or a healthy snack ahead of time.
- Limit interruptions.
 - Turn off the TV and don't answer the phone. No playing with toys at the table unless they soothe your child so he can eat.
- Keep the mood cheerful.
 - Praise your children for what they did well during the meal.
 - Save any discussion of problems until after the meal is over.



My child doesn't want to come to the table for meals even when I know he's hungry. How can I make mealtime less of a battle?

We know our children are hungry even when they don't realize it themselves. They get cranky or can't concentrate. Here are some ideas to help ease your child's transition to the table.

Create a mealtime pattern your child will recognize

- If you can have meals at a regular time each day mention the time, for example, "It's almost 6 pm, get ready for dinner," or say "15 minutes until dinner."
- Choose a sign that it is almost time to eat and use it regularly, either by talking about setting the table, setting a timer with 5-10 minutes advance warning, having a toy pick-up time, and reminding your child it is time to wash hands.
- Ask your child to turn OFF the TV or computer. "It's time to come to the table. Turn off your show (or game)".
- For children who need visual cues, draw a series of pictures: one could have a clock with the time on it, the next could be a symbol like a TV with a red circle and diagonal line through it, then washing hands, then sitting at the table, etc.
- Tell him how long you expect him to stay at the table. Consider using a timer as a auditory cue for when they can ask to be excused (especially good for kids who need definite information).
- Even if your child is only at the table for a few minutes, have him asked to be excused before he leaves.

Additional Resources

By food group and ideas for those needing special diets:

www.kidshealth.org/kid/stay_healthy/fit/nutrition_center.html

For different ages

For teens: www.kidshealth.org/teen/recipes/

For younger kids: www.kidnetic.com/Recipes and

www.dole5aday.com/MusicAndPlay/Play/P_5ADNationalTheatre.jsp

For parents: www.dole5aday.com/Grownups/Fun/G_GetKidsToEat5ADay.jsp

Plan and Make Meals Together

Encourage your children to become the cook's helpers. Help them learn simple kitchen jobs that go into getting a meal ready starting with small ones that they can do according to age and ability. Counting out silverware, washing fruit and vegetables, and calling everyone to the table can be first steps. Their interest may help them get over the idea that some foods are yucky.

Show them what goes into planning meals so that they get the vitamins and protein they need to grow. Several of the interactive websites for kids offer recipes that kids can make themselves or help you make. See if your child will need special equipment or if you will need to offer some help. Check out these websites with your child and find some meals for your family to enjoy.



- **Kidnetic.com.** See their Brown Bag Specials
- **KidsHealth.org**
- The **KidsHealth for Kids** site lists some recipes designated for kids with specific special health care needs (Cystic Fibrosis, Diabetes, Lactose Intolerance, and Celiac Disease).

Make a healthy substitutions shopping list together

Be brave!

- Take your children to the grocery store to help you shop for food. Have them choose one **new** fruit or vegetable to try each week. The Centers for Disease Control and Prevention website has ways to make that shopping trip fun.
www.fruitsandveggiesmorematters.org/?page_id=79

Lessons We Learned From Other Parents...

“Don’t buy it (if it doesn’t fit in a healthy diet)”

“Don’t say ‘you can never have it’ or they want it more, (make it a special treat)”

Don’t draw special attention to healthy foods you’ve purchased.

- Behave as though these items are the normal, regular foods in your home.

- Stock your kitchen with healthy lunch and snack foods and store any cookies or sweets out of sight.
- Rearrange your cabinets and refrigerator so that the healthy foods are easy for your child to see and to reach.
- For suggestions on how children can use colors to select healthy fruit and vegetables, see:
 - **Fruits and Veggies, More Matters** - A site with information about the connection between fruits and vegetable colors and the nutrients they provide. www.fruitsandveggiesmorematters.org - special section designed for kids and Fruit and Vegetable of the Month with recipes.
 - **Dole 5 A Day.** www.dole5aday.com A high-energy site, with pages just for kids, featuring activities, fun educational material and creative recipes.

Don't Give Up on Vegetables!

- A food that your preschooler dislikes now may become a winner when your child gets older. It may take several tries before you find the version that your child prefers, so try the same vegetable prepared in different ways. Most children seem to accept raw vegetables better than cooked. Offer them for snacks and at mealtimes.
- See **Dole 5 a Day website** www.dole5aday.com for **Tips for getting kids to eat more fruits and vegetables.**

Be Label-Smart!

- See **Nutrition Facts** and **How to Understand and Use the Nutrition Facts Label**
- Teach label reading to your children, and serving size! (See page 18)

Plant a garden with your child.

- It's fun to eat food that YOU helped harvest and prepare. Children will be more likely to want to eat fruits, vegetables, and herbs (parsley, chives, dill), if they had a hand in growing them! For tips visit www.coopext.colostate.edu/4DMG/Children/ingarden.htm
- Are there community gardens in your town or city for use by families? Are there accessible gardening areas for people with disabilities?

- Check out farmers' markets in your town to learn more about growing fruits and vegetables and to support local growers.
- For a list of online references offering information and advice on how to garden with your child, see *Gardening with Your Child* ([Barbara, I need the url for this website](#)).

HEALTHY WEIGHT

- Babies and children with special needs may need to have special diets, some to help with their medical conditions, others to help them either gain or lose some weight
- Do not put your child on a restricted diets unless it's recommended by a health professional and done under a physician's supervision. Health professionals should be the only ones to decide if and when children 3 years of age or older are actually overweight.
- Focus on the entire family's eating habits instead of singling out any one member for attention, either for not eating enough, eating too much or eating too many unhealthy foods.
- Be aware of the balance between your child's eating and physical activity. Being very active requires more food; not eating enough will leave him without enough energy to be active.
- Changing diet and physical activity patterns is hard. Start slowly and make only one or two changes at a time. It's easier to stop an unhealthy behavior if it's paired with a new, healthy one. For example, it's easier to stop eating fried foods if you are also trying to walk more each day.
- Be sensitive to the needs of children and adolescents who are overweight. If your child is being teased or is embarrassed to participate in physical activities, talk to your child and share coping strategies.
- Try for behavior changes that can be life long. Children should avoid short-term diets and physical activity programs aimed at rapid weight-loss.

Adapted from: Patrick K., Spear B., Holt K., Sofka D., eds. 2001. Bright Futures in Practice: Physical Activity. Arlington, VA: National Center for Education and Maternal and Child Health (173-174)

Website: See "Trends in Teen Nutrition" on **Kidsource** www.kidsource.com/kidsource/content3/ificific.teen.trends.html

Concerned about their weigh? Here's a useful acronym...

C-H-A-N-G-E

- **C**ount out crash diets or quick weight-loss schemes.
- **H**ave patience in losing a half-pound to one pound per week.
- **A**lways drink plenty of water or other fluids.
- **N**ever skip meals in efforts to lose weight.
- **G**et up and go, increase your physical activity.
- **E**at a variety of foods.

Parents told us...

“A family made a book with pictures of healthy foods... they introduce and master a new food a week...”

“Due to a medication my son struggles with weight- it increases his appetite - the suggested healthy food choices keep him from gaining unnecessary pounds.”

“...a daughter is in a school library program and in that program she ate new things that she would never eat because the other kids were eating. They are now being incorporated into meals at home.”

“...a son in Scouts eats things there he doesn't at home...suggested having him prepare those foods at home for the family.”

NOTES

Ideas that work...

III. Physical Activity

Everyone wants their children to have safe places to play. This is especially important when your child has special health needs and/or mobility limitations, as physical activity is an important part of health and wellness.

Take steps toward balance between calories and activity level

Learn how many calories your child consumes and expends during a typical weekday and a typical weekend day.

- Keep a **Daily Food and Activity Journal** using the form provided in this booklet “ (See example of journal on page 34)

Estimate the calorie counts for your child’s favorite foods.

- **USDA National Nutrient Database.** Type in the food you’re inquiring about and specify the serving size and the database will automatically give you a detailed calorie and nutrient breakdown. www.nal.usda.gov/fnic/foodcomp/search
- **NutritionData (ND) Nutrition Facts & Calorie Counter.** Provides nutrition facts, calorie counts, a glossary of terms, and nutrient data for foods and recipes, also features many fast food items. www.nutritiondata.com
- **Make meals healthier-** See section on **Healthy Eating for ideas and substitutions**

Increase your daily physical activity

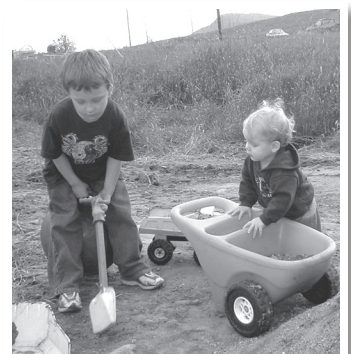
Schedule time slots each week for regular physical activity.

Use household objects like ladders, lengths of hose, pillows, chairs, etc. and set up an indoor or outdoor obstacle course. This does not have to be a competitive activity. Kids can simply take turns going through the maze they have created, forwards, backwards, crawling, running, skipping, and jumping. Quote from a mom:

“The obstacle course idea is a hit....He loves to do those things...”

Take a family walk after dinner.

“These past two weekends I got (my son) to take a walk soon after dinner. We rode our tandem trike too! We like to go into piled leaves with the bike.... so we are at least making an effort to get more exercise into his routine...”



As incentive for a walk, prepare a scavenger hunt for your child. Give the child a list of items to watch for that are related to his or her special interests. One young boy loved geography, and he would watch for license plates from different states. Another young boy loved weather and his mom prepared a list of cloud formations for him to watch for. A young girl loved the theater. The mom created a virtual walk to Broadway in NY. Each walk equated to so many miles on a map and when they reached NYC, they rented a video of a show to watch together.

- ***When running errands, park the car as far away from the entrance as possible.***
- ***Walk to school and to other places where you usually drive or get a ride.***
- ***Designate one day of the week to be TV and video-game free!***
- ***Brainstorm fun alternative activities to do with your child in place of screen time (almost anything will be more physically active!)***
- ***Put on some music after lunch and dance!***

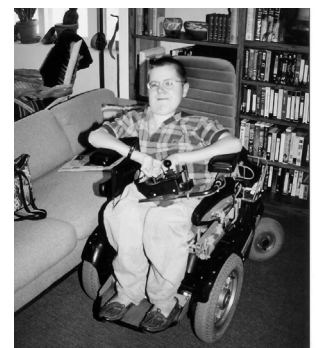
Visit the following websites and try at least one of the physical activities suggested.

- **VERB™.** Website for CDC-sponsored campaign to encourage young people between ages 9-13 (tweens) to be physically active every day. Available in Spanish. www.cdc.gov/youthcampaign
- **Powerful Girls Have Powerful Bones.** Interactive website for girls that emphasizes the importance of calcium and regular weight-bearing physical activity. www.cdc.gov/powerfulbones/index_content.html
- **Kidnetic.com.** Interactive physical activity (and nutrition) website for kids (with parent site). www.kidnetic.com
- **ShapeUp.org.** Website with information and guidance on weight management, and tips on how to get more physical activity every day. www.shapeup.org
- **BAM! Body and Mind - Physical Activity.** CDC interactive website designed for school age kids and young teens. Physical activity section has features to help kids create their own customized fitness and activity calendars. www.bam.gov/sub_physicalactivity/index.html

If your child has a mobility limitation, here are some resources on physical activities that are designed with your child in mind.

- **ABLEDATA.** www.abledata.com Website with information about assistive technology. Some products may be helpful for children who want to try a new activity but need adaptive equipment to do so.

- **(New England) ADA & Accessible IT Center.** <http://adaptiveenvironments.org/neada/site/home> Website for NIDRR-supported regional center, offering information on the Americans with Disabilities Act. Spring 1997 issue of *Access New England* newsletter highlighted outdoor recreation.
- **Challenger Baseball.** www.littleleague.org/programs/challenger.asp Information about Little League teams for children with disabilities
- **Disabled Sports, USA.** <http://dsusa.org> Website for national organization offering sports programs to adults with physical disabilities. Includes Disability Related Sports & Recreation links although some are currently inactive. May be of help locating sports organizations for children with disabilities.
- **Girls in Motion.** www.girlpower.gov/girlarea/bodywise/disability/motion/rec.htm Site for girls with disabilities ages 9 - 13 on **Girl Power!** website. Click on Sports & Fitness menu option for links to accessible sports and recreation opportunities.
- **Introduction to Achieving a Beneficial Fitness for Persons with Developmental Disabilities.** www.ncpad.org/disability/fact_sheet.php?sheet=117 Fact sheet available via NCPAD website that highlights guidelines for developing fitness programs for persons with developmental disabilities.
- **Kids' Quest On Disability and Health - Can a Kid in a Wheelchair be an Athlete?** www.cdc.gov/ncbddd/kids/kmalpage.htm Page on CDC's NCBDDD website dispelling myth that children who have "difficulty moving around" can't be physically active.
- **National Center on Physical Activity and Disability (NCPAD).** www.ncpad.org Website for information center concerned with physical activity and disability. Includes wealth of resources relevant to adults and children, although website is sometimes difficult to navigate. Offers physical activity information for people with different medical conditions and disabilities. Best strategy to identify resources for children is to type "children" into home page "Search" box.
- **Sports for teens with disabilities - GirlsHealth.gov.** <http://4girls.gov/disability/active.htm> Page on interactive website designed for girls with disabilities. Provides links to information about staying active, including camps, sports and exercise, hobbies and assistive technology.
- **Special Olympics.** www.specialolympics.org Provides sports training and athletic competition to people with intellectual disabilities.
- **U Can Do It 2.** www.bam.gov/sub_physicalactivity/physicalactivity_meetchallenge.html Site on **BAM!** website for kids with activity limitations. Access via Physical Activity site by clicking on "Meeting the Challenge" menu option.



Take advantage of community-based and school physical activity programs that are accessible.

Find places for physical activity in your community, such as sidewalks and paths, playgrounds, swimming pools, skating rinks and hiking trails.

- Check out the **America on the Move** website link to **My Community** to identify places in *your* community where you and your family can be physically active.
- If the playground in your neighborhood is not accessible to your child because of her disabilities, **Kids' Quest on Disability and Health**, a CDC website, offers some resources for families. See www.cdc.gov/ncbddd/kids. For information about adaptive equipment (and much more) family members with disabilities might need to participate in sports, call the National Center on Physical Activity & Disability at 1-800-900-8086 or visit www.ncpad.org.
- If you are concerned that your child may be excluded from a community program because of his disability, find your local advocacy groups for information on your child's rights under such laws as the **Section 504, ADA, and IDEA** and guidance on how to advocate on your child's behalf. www.familyvoices.org, www.taalliance.org/centers/index.htm
- If your neighborhood is not safe because of criminal activity, try to find an existing citizen's group working with police to regain the neighborhood (or, if possible, join with other families to meet with the police around making your community safe.) Sometimes criminal activity is deterred when lots of people are out and about in a neighborhood.

"It's hard to find sports that special needs kids can participate in and truly enjoy - we found karate to be incredibly encouraging and accepting environment."

Make it social! Plan outings with friends or neighbors

- Join or visit a local YMCA or community center. Many have programs designed for children with special needs and many offer scholarships
- Go for a walk in a local park.
- Find others with pets and walk them together.

- If you drive your children to school, try walking instead, or organize a walking club or “walking school bus” with the neighbors. For more information about the benefits of walking - in general or through walking clubs - go to the following website:
 - <http://walking.about.com/cs/clubs/a/startingclub.htm>
- Start neighborhood teams and physical activities, like Frisbee Golf.
- Frisbee Golf - Set up a frisbee golf course! Children can ‘hit off’ from a set point (i.e. the first tee) and count the number of turns taken to reach a pre-determined target (i.e. the first hole). Encourage children to make their own ‘score-cards’ as a craft activity and then they can play ‘9 holes.’

“The family does yard work together and created an obstacle course outside that the kids can do while mom gardens.”

Build on and reinforce what your child is learning about physical activity in school or in therapies.

- Ask teachers or therapists for “homework” to practice new skills at home. Or, you may want to add activities like dance class, after-school swimming, or community soccer to further your child’s skills beyond therapies.
- Communicate with teachers to ensure your child isn’t sitting on the sidelines unnecessarily due to misunderstandings about his or her disability. Discuss which activities are appropriate and which are not, and what, if any, adaptations can be made to increase your child’s participation. Remember to make these part of his educational plan.
- If a barrier is the teacher’s lack of information about the importance of physical activity for all children, including children with disabilities, suggest he visit the CDC website - **Kids’ Quest on Disability and Health** www.cdc.gov/ncbddd/kids/kmalpage.htm and click on **Can a Kid in a Wheelchair be an Athlete?**



Parents told us:

“Keep them active”

“Play Hide and Seek, call child to follow you, keep child in sight”

“Organized sports too structured, family paid for swim club, swim as family”

“(younger children) Place noisy toys out of reach to motivate child to move”

“Animals - dogs need to be walked” (with child or his job if able)

- If a barrier is the teacher's or school administrator's unfamiliarity with federal laws that prohibit discrimination on the basis of disability in schools (and elsewhere), find out about **Section 504, ADA, and Education Reform Fact Sheet** through your state's federally funded Parent Training and Information Center (www.taalliance.org)

Host an activity day!

- Invite neighbors and/or friends over and have your own mini "field day" full of non-competitive fun. Create stations around the play area for children to visit, including obstacle courses, games, dance activities or tag. Make sure to include rest stations and water breaks, particularly in warm weather. If your child has mobility limitations, design activities where he can use his upper body, like contests to see who throws a beanbag the farthest or who gets the most basketballs into a ground-level basket.



“Play a video tape of exercises and games as moves a child can imitate as an indoor activity.”

Plan parties and vacations around movement and play.

- Instead of a birthday outing at the movies, how about miniature golf, or roller-skating? Or a vacation that includes swimming, camping, canoeing, and hiking, or - if your child has mobility limitations - places where he can wheel along pathways in quiet places? Some beaches offer wheel chairs that can be navigated over sand and into the water.

Locate recreational and athletic activities in your community that are accessible to children with disabilities and special health care needs.

For suggestions about some places to start, check these websites.

- **Challenger Baseball.** See www.littleleague.org/programs/challenger.asp offers information about Little League teams for children with disabilities.
- **Girls in Motion.** www.girlpower.gov/girlarea/bodywise/disability/motion/rec.htm provides links to accessible sports and recreation opportunities for girls with disabilities ages 9 - 13.



- **Special Olympics** www.specialolympics.org/Special+Olympics+Public+Website/default.htm Provides sports training and athletic competition to people with intellectual disabilities.

Make sure that your child has access to community-based and school physical activity programs.

Become familiar with the Americans with Disabilities Act (ADA) provisions concerning recreation, and advocate for your child's rights.

- A **NCPAD** document called **Fun and Leisure: Recreation Access Rights** lists rights that every citizen has to the Most Integrated Setting, to Participate, to Reasonable Accommodations, and to Adaptive Equipment, among others www.ncpad.org/fun/fact_sheet.php?sheet=53§ion=391
- Visit the **New England ADA & Accessible IT Center** website www.adaptenv.org for more information about the ADA in general and about issues related to recreational accessibility in particular. www.adaptenv.org/index.php?option=Project&Itemid=38

Become familiar with IEP (Individual Education Plan) policies and procedures in your state by contacting the state chapter of Family Voices or your Parent Training and Information Center (www.taalliance.org).

- Visit the Family Voices website at www.familyvoices.org for further information.

Parents told us:

“Our school funds horseback riding as therapy.”

“We do family activities like biking and swimming, but left out of peer activities.”

“Our hospital has a six month wait for weight reduction programs.”

“The amount of homework restricts opportunity for activity.”

“Children with special health care needs need safe places to play and be kids.”

“Ideas suggested for in house scavenger hunts.”

“Incorporate music as a way to get physical activity going, - marching, dancing, just moving to the beat.”

DAILY FOOD AND ACTIVITIES JOURNAL

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Snacks							
Dinner							
Physical Activity							

NOTES

Ideas that work...

IV- Screen Time



Screen time is a combination of television, video/DVD watching and video game playing. It also includes time spent playing computer games or engaging in on-line activities for fun & personal enjoyment as well as for school or work.

The American Academy of Pediatrics (AAP) recommends no more than 2 hours of screen time/day. Children younger than 2 should not watch any TV. Yet, the AAP reports that most children in the U.S. watch about 4 hours of TV/day (www.aap.org). Additionally, the Center on Media & Child Health (www.cmch.tv) cites a direct link between

watching TV and consuming high calorie snacks, a major cause of childhood obesity. However, some children with special health needs have so many limits on their activity that parents hesitate to add more. Indeed, many parents report that when it comes to screen time, it's hard to know where to draw the line.

Are there advantages to leisure screen time for children with special health care needs?

- While many children with disabilities require accommodations (adaptations) to participate in physical education classes at school or in community activities, they require little or no specialized supports to participate in screen time activities.
- Watching TV and movies is something kids enjoy and provides a basis for peer group interaction. Most children, whether or not they have a disability, enjoy talking about popular shows, or discussing strategies for winning the latest video game.
- For many children with special health needs, screen time activities can be great distractions during hospital stays. It helps them feel connected and pass time as they prepare for procedures, recover, and wait to go home.
- Some children learn numbers and ABCs from educational TV. Other children learn about current events, nature and other topics of interest.
- TV characters can be good role models for playing & sharing.
- The Internet is a powerful and accessible way to connect with the world. Children can get homework help, keep in touch with family and friends via e-mail, and use chat rooms or listservs to connect with others and explore common interests.

- Parents admit that screen time provides a necessary break in their own day. While their children are engaged in screen activities, they have a chance to catch up with other responsibilities and to relax.

Are there disadvantages of leisure screen time for children with special health care needs?

- The more time a child spends watching TV, using the computer and playing video games, the less time the child is physically active.
- Children, ages 2 – 12, do not always understand what they see on TV, in video games or on the Internet. Some have nightmares and are afraid bad things will happen to them. Others resort to violence to solve problems.
- One-third of teens say they have sex due to behaviors they see on TV and in movies (www.kff.org/entmedia/1160-teenfct2.cfm).
- Just because your child can access the Internet from the privacy and safety of home does not mean your personal information is private or that your child is safe. The Internet is also a hunting ground for cyber bullies and child predators.
- The Internet is not a refuge from ads and disturbing images. Read the Get NetWise on line safety guide at kids.getnetwise.org/safetyguide/. Safety tips are provided by age, with explanations of the types of risks children may encounter.

Tips to help parents:

Adult involvement. Carefully review games and media to make sure the content is appropriate for your child. Better yet, view, surf and play right along with your child.

Behavior monitoring. Pay attention to your child's behavior both during and after media use. Does she seem overly passive or overly agitated? Is it difficult to communicate with him or interrupt the activity-beyond what would be part of his special needs? If you see an unwanted cause-and-effect relationship between technology and your child, step in and make appropriate changes.

Controls and limits. Make it clear that computers, television and video games are a privilege and not a right. Set up rules and viewing plans that respect priorities and have time limits.

Distrust. A healthy amount of distrust is essential, especially when older children use email, instant messaging and Internet gaming. Teach children to choose screen names that can't identify them, and set rules concerning what personal information they can give out when joining websites or entering contests. Use your browser's "history" function to review the websites your child has visited, and declare

up front that you'll spot check email sent and received to make sure it's consistent with your family's values.

Ergonomics. Give all computer and game stations a full ergonomic review, correcting for screen glare, posture and hand/arm placement. Make sure the child has a chair with proper back support and that her or his feet are comfortably flat on the floor (not dangling down).

Furniture placement. Keep computers and game stations in well-traveled, open areas that discourage isolation.

Adapted from: 1) *Television and the Family*, American Academy of Pediatrics www.aap.org 2) *A Guide for Parents: Television and Your Child*, Virtual Children's Hospital www.vh.org 3) *Teaching Your Child Good TV Habits*, Kidshealth; www.kidshealth.org 4) Vid Kids, Well Journal www.trans4mind.com/nutrition/health/vid-kids.html

Help your child become aware of his TV/video, and game playing viewing habits

Keep a TV diary

Keep track of all the TV programs you and your child watch in a week, then look it over with your child and talk about some of the following questions:

- How many hours is your child watching TV on a given day?
- How much time is spent playing video games?
- Find out from your child at the end of a week:
 - When did you watch TV or play games the most?
 - Did you do other activities at the same time?
 - How did you feel after watching TV?

Keep a TV diary like the Physical Activity log on page 34.

Take a household TV inventory

- Where are the TVs and game stations in the home located?
- How many hours each day is each TV on when no one is watching it?
- How many meals each week are eaten while watching the TV or playing games?
- How much snacking goes on while watching TV or playing games?

Create TV/video/video game rules

Have a family meeting to decide on family rules

Examples of TV/video game rules:

- Think about which programs to watch ahead of time rather than watching whatever is on.
- Which games are ok to play and when should that be.
- Limit TV/video use to a specific time period during the day.
- Remove the TV from the child's (children's) bedroom.
- Turn the TV off when there's "nothing on." or it is mealtime or nobody is watching it.
- No TV or video games on school nights; reduce overall time gradually.
- Limit or eliminate any eating in front of the TV.

Examples of computer rules:

- Decide HOW LONG your child will spend at the computer ahead of time.
- Consider the best location for the computer, near family members
- Allow children under 12 to use the Internet only with an adult present.
- Teach children never to give personal information on-line unless a parent is present.
- Limit the amount of recreational computer time, or turn off the computer at certain times of the day.

Invest in some good educational software for children that offers appropriate content for your child's age or stage of development. Software with multiple levels grows with your children and has longer play value.

Parents told us:

"Create family rules, not hard and fast, but guidelines to try to teach good choices, for snacks, TV, computer use."

"TV, videos, DVD are things my child can do independently. Any physical activity requires assistance from an adult."

"We use Elmo video as a reward and to calm him."

"We have to give chores to my son to earn nickels (5 cents for 5 minutes), he can redeem for screen time to encourage physical activity and limit usage."

Then track to see if the rules are effective

- **Ask yourself, are family members snacking less in front of the TV? Being more physically active? To assess this, you may want to use the [Daily Food and Activity Journal](#) form on page 34 of this book.**
- Periodically monitor your child's online activity to be sure it coincides with the times you think he has been on the computer, as well as to check the appropriateness of the website content he has been viewing.

Offer fun alternatives

Choose instead:

- Play a board game.
- Start a game of hide and seek.
- Play outside.
- Read.
- Work on crafts or hobbies.
- Listen and dance to music.

For younger children, offer:

- Dress-up clothes.
- Building blocks.
- Play dough.
- Art supplies.

For older children, suggest:

- Reading books or magazines (preferably educational ones).
- Playing games or doing puzzles.
- Calling a friend to get together.
- Working on art projects or crafts, such as making jewelry.

Role Model positive TV/video habits

Limit your own TV/video use/computer time (non-work related) and refrain from using the TV as background noise. Instead engage your child – in conversation or active play.

- Make a list of the values you most want to pass along to your children and USE this list to judge the media your child sees. Put a star next to the programs or games that reflect your values.
- Remember that media are powerful teachers. When the messages conflict with your values, your job as a parent is made that much harder (adapted from Parents Place Bulletin, Vol 6, Issues 3/4, www.pplace.org/publications/bulletin.php).

Become media-savvy

Visit one or more of the following websites and discuss with your child

- **Don't Buy It: Get Media Smart.** <http://pbskids.org/dontbuyit/about.html> Media literacy website put out by PBS Kids that encourages users to think critically about media and become smart consumers.
- **Media Awareness Network.** www.media-awareness.ca/english/parents/index.cfm Provides information for parents on how to talk with their children about media influence, as well as educational games for kids that teach them how to become more media savvy.
- **Girls Incorporated.** www.girlsinc.org This site offers games, tips for parents, news, information and an online community.
- **Teen Consumer Scrap Book.** www.atg.wa.gov/teenconsumer **Tips on being a smart consumer written by teens, for teens. This site offers consumer information on products of interest to older children, such as cell phones, make-up, CD clubs, and fad diets.**
- **Zillions.** www.zillions.org This Consumer Reports Web site specifically for kids offers ratings on toys and products and provides information on advertising tricks.

Parents told us:

“My child’s TV watching after school is down time - quiet time when responses aren’t needed.”

“My child is interested in a part time job. This would be another way to replace some of the screen time in the afternoon and weekends.”

“My child is so active that this is the only time we get to get other things done, he needs constant supervision.”

Go on an “Ad Outing”

- Look beyond the television for advertisements in the real world. Take a pen and paper and go on an outing with your child. Make a list of all the different advertisements you see, such as billboards, logos, advertising on cars, in bus shelters, etc. Talk about the companies behind these advertisements and what they are trying to sell as well as how they think the ads will work.

Find and encourage TV programs/videos that promote physical activity

Check local listings for TV programs that encourage physical activity. Explore the local library for videos that encourage physical activity. Consider ordering one of the following DVD’s for your child (all may be found new or used on Amazon.com) or look for others like them to borrow from your local library:

- **Get Fit Kids Vol. 1 - Hustle-Bustle Move Your Muscles! DVD** ~ Kristi Dear
- **Denise Austin’s Fit Kids DVD** ~ Denise Austin
- **Yoga Kids Fun Collection (2005) DVD** ~ Marsha Wenig
- **Tap-And-Go DVD**
- **Wee Exercise DVD**
- **Healthy Girls: Fun, Fitness, & Nutrition DVD kit** ~ Alyssa Glace & Bridgette Brock

NOTES

Ideas that work...

