



Program Updates

February-March 2012



IMPORTANT NOTICE

We will be mailing a child re-enrollment packet the first week of February. Please watch for this. They need to be completed and back in our office by March 1, 2012. Instructions will be attached.

February 2012

National Heart Month
Bake for Family Fun Month

Days to Remember...

- 1- Mail in/submit your claim
- 2- Groundhog Day
- 12-Lincoln's Birthday
- 14-Valentine's Day
- 20-President's Day
- 22- Washington's birthday
- 29-Leap Day



March 2012

Nutrition Month
March 12-16 National CACFP Week

Days to Remember...

- 1- Mail in/submit your claim
- 2- Dr. Seuss Birthday
- 11-Daylight Savings
- 17-St. Patrick's Day
- 20-First Day of Spring
- 20--Absolutely Incredible Kid Day

A note from Aunt Bee:

The Child and Adult Care Food Program would like to encourage providers to include physical activity in their child care homes. Our class this year will focus on this as well. We will include in each newsletter this year a monthly activity calendar of physical activities you can incorporate into your child care.

Good Luck! And have some fun with your children!
Aunt Bee

Reminders..

- Please remember claims are due in our office by the 5th of each month. There were several late claims this month.
- Remember that Child Enrollment Forms need to be submitted by the first of the month or with your scannable claim.
- When entering in minute menu make sure you are entering accurate in/out times daily.
- **DON'T FORGET CLASSES BEGIN IN FEBRUARY**—the schedule will be arriving shortly. Everyone needs to attend one class each year.
- We have enclosed a flyer about early intervention. Please review and share with parents where you notice that a child is not 'stacking up" developmentally.


HOLIDAY CARE

If you plan on providing care Presidents Day, Memorial Day, 4th of July or Labor Day you must call the office for pre-approval 4 days prior to the holiday. If you don't get pre-approval the meals on that day will be disallowed.


Presidents Day pre-approval must be obtained by February 17

This Institution is an equal opportunity provider.

February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5 Find a rainbow! Find as many things in your home that are the different colors of a rainbow. When you get to each item jog in place and count to 10.	6 Make a hopscotch pattern on the floor using paper plates, and work on your hopping/jumping skills, while you help your body get fit.	 7 Recycle the paper plates from yesterday and set up targets on the floor, some close and some far. Using a rolled up sock, practice your underhand tossing skills. Remember follow through by pointing at the target.	8 Pretend that you are floating through air like a bubble. Your job is to move all through your house without being popped. Try to get really close to things without touching them.	9 Practice rolling your body into different shapes and then moving across the floor. Can you be straight like a pencil, small like a marble?	10 Make a circle on the floor with a string and practice moving into, out of, around, over and beside. Make a different shape with your string.	11 Play catch with someone with a rolled up T-shirt. Can you toss it up and catch it or different body parts?
12 Time for a winter rock party. Turn on the music and dance until you feel your heart beating really fast.	13 Twist, turn, bounce and bend... try doing each of these movements with different parts of your body. Can you think of other ways to move?	14 Give away 5 hugs to make your heart happy and healthy today!	15 Play Movement Emotional Charades. Use your entire body to act out different emotions and see if someone can guess what you are feeling.	16 Be a clean machine! Dust—reach, high, low, over and under as you work your muscles.	17 Play Animal Follow the Leader. The leader must move like an animal and everyone else must follow. Change leaders and animals.	18 Visit every doorway in your home, and when you get there try to do a different balance... balance on one hand and two feet, or one knee and two hands. How long can you hold each
19 Turn on some soft music and work on stretching every part of your body. Make sure you breathe as you stretch.	20 Spread out wash clothes and move across the floor stepping only on the wash clothes. Try not to touch the floor.	21 Visit every window in your home, and when you get there try to jump as high as you can as you reach and stretch.	22 Find a bunch of pillow and set up an obstacle course. Use the pillows as rocks to step on as you cross the river.	23 Make a big pile of clean socks. Your job is to move quickly as you match the pairs and run them to a different room.	24 Ask someone to help you make paper airplanes and the work on your throwing skills. Remember to step with that opposite foot.	25 Run like a bear with your hands on paper plates and your feet on the ground. Push the plates through different pathways.
26 Practice your walking skills. Can you walk and balance something on your head? Stand tall, tummy in shoulders back, swing your arms.	27 Shut the lights off and have fun with the flashlight dance. When the flashlight is shined onto a body part, move it in different ways—wiggle, reach, bend and stretch	28 Yoga Zoo Animals—put your body into the shape of different animals. Stretch and reach and hold the shape as you remember to breathe.	29			

March 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4 Write your name really big on a sheet of paper and then put your body into the shapes of each letter. Can you do this standing up? Can you do this laying on the floor?	5 Get outside today and play I spy. Each time someone says "I spy..." you have to all walk, run or gallop to that object.	 <p>6 Find a ball and a place where you can practice bouncing it. Can you make the ball bounce really high? Really low? Can you bounce it more than one time in a row?</p>	7 Loud and soft—first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.	8 Using a scarf or handkerchief practice yourself toss and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.	9 Leaping! Put pillow on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.	10 Put a t-shirt on the ground, put your hands on the shirt, and run as you push the shirt around the room.
11 Using the t-shirt from yesterday put rolled up socks on the shirt as two people hold the shirt and try to fling the socks into the air	12 Work on your ball rolling skills today. Roll a ball back and forth with someone or set up some targets and try to knock them down.	13 Ask someone to go for a walk with you and as you walk make up a little song about moving and having fun together	14 Make a tunnel with a blanket and some chairs. Crawl through it, run around it, crab walk to it!	15 Where is your ____? When your parent/caregiver says the name of a body part it is your job to put that body part on the floor. Or change it so that body part has to be up high.	16 Work on your jumping today. How high can you jump? How far can you jump? How many times can you jump in a row?	17 Movement Memory—One person does three movements as the other person watches. Now it is this person's turn to repeat those movements.
18 Work on your locomotor skills—go outside and practice walking, running, galloping, skipping, jumping and hopping.	19 Get outside and pick up trash in your yard.	20 Take a few minutes to lie on the floor and really stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax, reach and then relax.	21 Pretend to have a beach party! Turn on some beach music and dance. Pretend to surf and swim as you work your body.	22 Be a superhero! Think about all of your favorite superhero's and then spend some time moving just like they would.	23 Work on your tossing and catching skill with someone. Toss it right to their hands.	24 Using rolled up socks and a basket work on throwing to a target. Try it close and then far away.
25 Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.	26 Go outside and look for signs of spring. Move like the things you see.	27 Pull a wagon around outside as you pick up sticks and trash. Create an obstacle course with the things you find.	28 Twins—for 2-5 minutes pretend as if you are connected to someone else and the two of you have to move exactly the same way. Be ready to laugh!	29 Make it backwards day. Move from room to room backwards, try it high and low, fast and slow.	30 Using your favorite stuffed animals make a throwing obstacle course. Use rolled up socks and try to knock down all the animals.	31 Repeat your favorite activity this month!

Eating & Feeding

Healthy life-style habits, including healthy eating and physical activity, can lower the risk of obesity and related diseases.



BENEFITS OF HEALTHY EATING

- Proper nutrition promotes the optimal growth and development of children.
- Healthy eating helps reduce one's risk for developing obesity, osteoporosis, iron deficiency, and dental caries (cavities).
- Healthy eating is associated with reduced risk for many diseases including heart disease, cancer, stroke, and diabetes.
- Healthy eating is associated with higher quality of life.

CONSEQUENCES OF A POOR DIET

- Undernutrition can negatively affect overall health, cognitive development, and school performance.
- A poor diet can lead to caloric imbalance and increase one's risk for overweight and obesity.
- A poor diet can increase the risk for lung, esophageal, stomach, colorectal, and prostate cancers.
- Eating fast food 1 or more times per week increases the risk for weight gain, overweight, and obesity. Drinking sugar-sweetened beverages can result in weight gain, overweight and obesity.
- Hunger and food insecurity (reduced food intake and disrupted eating patterns because a household lacks money and other resources for food) may raise the risk for lower dietary quality and undernutrition.

Eating a healthy breakfast is associated with improved cognitive function, reduced absenteeism, and improved mood.

As you may know, childhood obesity has more than tripled in the past 30 years. It has both immediate and long-term effects on health and well-being. Immediate health effects are:

■ Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.

■ Obese youth are more likely to have risk factors for heart disease such as high blood pressure and high cholesterol. In a recent population-based research sample of 5- to 17-year-olds, 70% of obese youth had at least 1 risk factor for heart disease.

■ Obese adolescents are more likely to have prediabetes, a condition in which blood glucose levels indicate a high risk for development of diabetes.

Long-term health effects:

■ Children and adolescents who are obese are likely to be obese as adults and therefore are more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, some types of cancer and osteoarthritis. One study showed that children who became obese as early as age 2 were more likely to be obese as adults.

■ Overweight and obesity are associated with increased risk of many types of cancer.

Child care providers and schools are in a unique position to promote healthy eating and help ensure appropriate food and nutrient intake among children. They provide children the opportunity to consume a wide array of foods and beverages throughout the school day and enable children to learn about and practice healthy eating behaviors.

Schools and providers should ensure that only nutritious and appealing foods and beverages are provided. In addition, nutrition education should be part of the curriculum.

“When I conduct training for child care staff, I stress the concept that *mealtimes are part of the curriculum* just as much as are science, arts and crafts, and reading. Mealtimes provide an opportunity for children to learn about food, nutrition and health. They also are times when children learn about each other through conversation, when they practice small motor skills, when they learn table manners and enjoy socializing. It is important for all those involved in mealtimes to recognize the importance of sitting with the children, of being a role model, of communicating about food and eating and of enabling children to learn and master skills needed to develop into healthy children.”

—Madeleine Sigman-Grant, RD, PhD

Notes *for* Caregivers



*What a child imitates
he is trying to understand.*

— Froebel

■ Breast & Brain

Much research has shown a link between breastfeeding and enhanced mental development.

And in a new study, children with a longer duration of breastfeeding and colostrum exposure had significantly higher mental scores at 14 months of age compared to children the same age with low breastfeeding levels.

“Long-chain polyunsaturated fatty acids (in breast milk) seem to play a beneficial role in children’s mental development when breastfeeding levels are high,” reported the researchers.

Pediatrics, Oct 2011

■ Heart & Obesity

Obesity is the most common nutritional problem in children in the world.

In the US, recent statistics show that 16% of children and teens are obese (that is, they have a body-mass index above the 95th percentile for age and sex on pediatric growth charts).

Population-based studies indicate that obesity in childhood is associated with heart disease (atherosclerosis) in adulthood.

N Engl J Med, Nov 2011

■ Whole Grain Rye

A study from Sweden finds that breads made from whole grain rye favorably induced lower insulin responses compared to white wheat bread.

Rye bread products also induced “feelings of fullness” in the test subjects.

J Agric Food Chem, Oct 2011

■ Fatty Fructose

Nonalcoholic *fatty liver disease* affects 10% of children and up to 30% of adults in industrialized countries—and its occurrence is increasing worldwide.

Although it is a benign form of liver dysfunction, it can lead to more serious conditions, and even to cancer.

Evidence suggests that fructose, a ubiquitous sweetener in the modern diet, plays a significant role in the development of nonalcoholic fatty liver disease.

J Nutr Biochem, Nov 2011

■ Nutrient Needs

Researchers at the University of Idaho recently examined 3 approaches for serving sizes for young children in relation to meeting nutrient needs. The 3 approaches are: 1 tablespoon per year of age, MyPyramid, and the Child and Adult Care Food Program.

They found that nutrient requirements were met for most nutrients by all 3 approaches. However, for vitamin E, potassium, and fat the recommendations were not met by any approach for any year of age.

All things considered, researchers concluded, “Health professionals can feel comfortable using any of the 3 approaches.”

Appetite, Oct 2011

■ Feeding

Children’s food preferences are thought to be shaped by genetic and external/environmental factors.

Parents use a variety of strategies to influence children’s eating. Overcontrol, restriction, pressure to eat, and promising a reward for eating – all have negative effects on children’s food acceptance, say researchers.

Am J Clin Nutr, Nov 2011

■ Goals

Promoting breastfeeding and providing healthy affordable food and information about food in community and child care settings, and promoting physical activity in child care and the community are the policy goals of the Boston-based National Initiative for Children’s Healthcare Quality.

Pediatr Clin North Am, Dec 2011

■ Portions

When vegetable portions served at dinner were doubled, children increased their vegetable intake by 37%, in a recent study of thirty 4- to 6-year-olds.

When portions of fruit were doubled, children increased their fruit intake by 70%. But these effects were limited to children who already liked that particular fruit or vegetable.

J Am Diet Assoc, Nov 2011

■ Food & Soothing

Children of mothers who typically used food to soothe them when distressed were comparatively of heavier weight, according to a survey of 78 mothers and their infants and toddlers.

This association was most evident when moms rated their child as being negatively temperamental.

Appetite, Dec 2011



■ Pomegranate

Studies suggest that pomegranate fruit has bioactive compounds with strong potential health benefits.

Pomegranate juice extracts have been shown in laboratory studies to inhibit growth of tumor cells. Most recently, a laboratory study found that pomegranate juice extract inhibited growth of leukemia cells.

In human clinical trials, pomegranate has shown promising results against heart disease, diabetes, and prostate cancer.

The unique fatty acid profile of pomegranate seed oil is also thought to confer positive health effects.

Nutr Cancer, Nov 2011
Ann Rev Food Sci Technol, v2, 2011

EDITOR'S NOTE: Recently, I introduced the pomegranate to a group of 2-year-olds and they loved the juicy, ruby-red seeds—picking them up one by one with thumb and forefinger.

■ Students

High school students are not coming anywhere close to the recommended number of servings of fruits and vegetables daily, finds a new government report.

Overall, 29% of high school students ate fruit less than once a day. And 33% ate vegetables less than once a day.

“Policy and environmental approaches to provide greater access to and availability of fruits and vegetables are among the strategies that school and communities might choose to achieve this goal,” stated the report.

MMWR, Nov 25, 2011
For age-specific recommended number of servings, see www.MyPlate.gov

This is general information for the public. It is not medical advice. For medical advice, a doctor should be consulted. To find a registered dietitian in your area, please call 800-366-1655.

■ Green Tea & Flu Virus

Drinking 1 to 5 cups a day of green tea may prevent influenza infection in children, says a study of more than 2000 Japanese school children.

Green tea is known to contain bioactive compounds, some of which have antiviral properties.

Journal of Nutrition, Oct 2011

■ Wholesome Grains

Since ancient times, grains have been the basis of the human diet.

Scientists now know of many health-supporting components in whole grains, including fiber, inulin, beta-glucans (oats/barley), resistant starch, carotenoids, tocopherols, and phenolics.

Whole grains appear to play a functional role in disease prevention in relation to heart disease, type 2 diabetes, stroke, high blood pressure, metabolic syndrome, obesity and cancer.

Food Funct, Dec 2011

■ Wild Rice

Wild rice, although botanically a grass, is considered a whole grain. And it is naturally nutritious.

Wild rice contains about 12% protein—more than white rice and many other grains. And it has various B vitamins, minerals and phytonutrients.

A half cup of cooked wild rice has 24 mg calcium, 200 mg magnesium, 500 mg phosphorus, 490 mg potassium, and 2 mg iron. Wild rice is a source of slowly digested complex carbohydrates and is a good source of fiber.

California Wild Rice Advisory Board

■ Preventable Diabetes

Type 2 diabetes is most certainly a growing public health concern. But the good news is that it is preventable.

Diet and maintaining ideal body weight are most certainly important in reducing diabetes risk.

The Mediterranean dietary pattern rich in olive oil, fruits and vegetables, whole grains, legumes, nuts, lowfat dairy (and a lower intake of red meat, meat products, sweets, high-fat dairy, and refined grains) appears to be the best strategy to decrease diabetes risk, say researchers.

Nutr Metab Cardiovasc Dis, Sep 2011

■ Inflammation

Inflammation is thought to be a major culprit in many diseases.

Healthy eating patterns are associated with lower blood levels of inflammatory markers. Whole grains, fruits, vegetables, and fish are all associated with lower inflammation. Vitamin C, vitamin E, and carotenoids are known to decrease inflammatory markers.

Saturated fat and *trans* fat promote inflammation. Whereas polyunsaturated fat, especially *omega-3* fats, are anti-inflammatory (more healthful).

British Journal of Nutrition, Dec 2011

■ Carrots

Carrots are rich in carotenoids and other bioactive compounds.

In a recent laboratory study, carrot juice extract was found to be effective against leukemia cell lines.

Earlier studies have shown that carrots have protective and even therapeutic effects against the development of several types of cancer, including lung and breast cancers.

Journal of Medicinal Food, Nov 2011

WHERE IS YOUR CHILD "STACKING UP" DEVELOPMENTALLY?

AT 7 MONTHS

- Roll back-to-stomach
- Sit while leaning on hands
- Mouth objects
- Babble
- Smile socially at other people

AT 12 MONTHS

- Walk holding onto furniture
- Imitate actions in play
- Identify body parts
- Use 2-3 words
- Scribble with a crayon

AT 18 MONTHS

- Runs
- Explores everything
- Uses 10-12 words, mostly nouns
- Do simple pretend play
- Points to pictures in a book



AT 24 MONTHS

- Kick a ball
- Follow simple direction
- Say at least 50 words
- Become more interested in other children
- Opens doors and unscrews lids

AT 36 MONTHS

- Enjoy books and being read to
- Pedals a riding toy
- Imitates adults and playmates
- Ask and answer questions
- Match colors

UP-to-3's Mission:

- To provide exemplary family focused services;
- To promote the development of children, under the age of 3, who have disabilities or developmental delays; and
- To provide services to children and families living in Cache, Box Elder, and Rich Counties who may need:
 - Physical therapy
 - Occupational therapy
 - Speech/Language Therapy
 - Individual Special Instruction
 - Child development instruction
 - Large and small group programs

The Up to 3 Early Intervention Program

Helps children learn developmental skills by providing parents with strategies to use in their everyday routines.

Up-to-3 is partially funded by the Utah Department of Health, Medicaid, and Chip. A fee for service is determined according to income guidelines. Services will not be denied because of an inability to pay.

"We have been so pleased with the service we have received through the Up-to-3 Early Intervention Program. We feel their genuine concern, and the best part is the support and encouragement we have felt from the compassionate people at the Up-to-3 Program". Sharlee and Kendel Bates, parents



Center for Persons with Disabilities
University Center for Excellence in Developmental Disabilities' Education, Research, and Services

Where is your child
"stacking up"
developmentally?



For a free evaluation to determine "when your child is stacking up" and for help, call

UP-to-3 Early Intervention Program

Toll Free at 1-866-MY-KIDDO
(1-866-695-4336)

Upto3.org
Miriam Williams
(435) 797-3727

~or~

**Southeastern Utah Health
Dept.**

(Carbon, Emery, Grand Counties
435-381-2252