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May 2013
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Workshops for May

Saturday, May 4, 2013

Katy, TX 12:30-2:30p
 Katy Branch Library
 5414 Franz Rd
 Registration: 713-816-4851 Carol

Saturday, May 11, 2013

Garland, TX 10-11:30a
 Tackling Childhood Obesity
 Sandra Power's House
 1606 Lakeland Park 75043
 Directions: 972-240-8349
 Registration: 972-398-9398 Renee

Saturday, May 11, 2013

Missouri City, TX 12:30-2:30p
 Missouri City Library
 1530 Texas Parkway
 Registration: 713-816-4851 Carol

Saturday, May 11, 2013

Houston, TX 1:30-3:30p
 Menu Planning
 Scenic Woods Library
 10677 Homestead Rd 77016
 RSVP requested:
laurie.belle@yahoo.com or
 text 281- 808-1137 Laurie
 (Include your name)

Saturday, May 18, 2013

12:30-2:30p
 Lake Jackson Library
 250 Circle Way
 Registration: 713-816-4851 Carol

Saturday, May 25, 2013

Tyler, TX 9:30a
 Training Workshop
 Debbie's House
 8422 Castleton Way 75703
 Directions and registration:
 903-570-0417 Debbie
 Last workshop! All 2013 training
 should be completed this month!

The Q & A Corner: Questions asked and Answers received!

We have recently received some popular questions and answers from providers with the food program. A few will be posted each month in this new newsletter section. If one of the Q & As sparks one of your own questions, please call 1-800-369-9082 or email info@swhuman.org to ask the main office!

Q: Is there a single definition for "Family Style Service"? Does it mean the children serve all the food themselves, or just some of the food?

A: There are different interpretations to family style service. Generally, it means letting children serve themselves from common serving dishes. It is important for adults to offer foods in a form that they can serve. It's also important to use utensils and serving dishes that children can manage. Some foods, such as soup, are difficult for children to self-serve. In that case, let children decide how much is served to them. The bottom line is to help the children stay in touch with hunger and fullness. Let children make decisions on how much is going on their plate. It also involves sharing and passing food.

Q: A child serves themselves three green beans, but the USDA requires ¼ cup of green beans. What do you do to keep the requirement?

A: Regulation says there needs to be ¼ cup of vegetable available for each child. It specifies what is required to be offered. One child may eat three green beans, another may eat zero green beans, and another may eat ½ cup green beans. The USDA simply states what is required to be offered to the children.

Q: How do you deal with children who over-serve themselves and never eat it all?

A: Remember adults eat with children. Watch to see if children are just serving because they enjoy the activity. Perhaps they can have an activity later in the day similar in action, such as scooping sand. Remind the child that they can take a little now and they can always have more later on. They don't have a lot of experience doing this and need guidance from adults.

Share Children's Serving Success

Be sure to share a child's successes in serving self. Explain to parents and grandparents why you use self-serving in your program, and how you set it up so the children are successful. Sit-down family mealtimes are rare these days. Many families eat on the run, with children often eating a pre-filled plate of food with no adults at the table. Help parents know the value of children serving themselves at a family table, and the impact this has on portion sizes and children's healthy weight.

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Greek Yogurt Parfaits

Sliced strawberries
Sliced bananas
Blueberries
Granola
Coconut
Greek yogurt
Honey (optional)
Small, clear plastic or glass cup



Place each ingredient in a different bowl with a serving spoon. Spoon a scoop of yogurt in each child's clear cup. Encourage them to choose an ingredient and spoon it into their own cup. Then add another scoop of yogurt to their cup and encourage another ingredient. Continue to layer being careful to push each ingredient up to the edge of the cup so it shows when finished. Any fruits sliced small enough can be used, so be creative! This is a yummy and healthy recipe to introduce kids to serving themselves at meals!

Annual Training... Online Training

If you were unable to attend a workshop that was provided by your Program Coordinator, then you are required to complete the Self-Instructional and Civil Rights Training. You can download the tests and training at this link swhuman.org. These tests need to be returned to us as soon as possible to satisfy your annual training requirement for 2013. Failure to meet the training will begin the serious deficiency process.

If you completed training and our records are incomplete or if you have misplaced or cannot find the Self Instructional Training Packet, please call us immediately at 1-800-369-9082 and ask for Sheena. If you cannot download the training or tests, we can always mail them to you.
Thank you!

Answers to April's quiz

- | | |
|--------------|---------------|
| 1. true | 6. true |
| 2. Encourage | 7. overeating |
| 3. false | 8. true |
| 4. Example | 9. listen |
| 5. tastes | 10. Bored |

MYSTERY PROVIDER

Each month in this newsletter we put the provider ID of one MYSTERY PROVIDER. The Mystery Provider wins a fun children's book to share with their kiddos. If you find your ID somewhere in the newsletter call the office at 1-800-369-9082 and claim your prize!

Summertime!

Provider and children's schedules can change drastically when school is out for the summer. These schedule changes may mean temporary closures for holidays, vacations or varying meals times that affect your program monitoring for the Program. We wanted to remind everyone of some important rules that may affect your claim:

- You can still claim meals for the month even if you serve only one meal in any month to one non-residential child.
- Remember that school-age children that will be in your care all day may be claimed along with pre-school children's meals (for example, AM snack or lunch in the summer). Be sure to note the date of school closures on your yellow Claim Information Form sheet for May and June 2013 and school opening dates for August 2013.
- Summertime is a great time for picnics. Meals eaten on field trips are allowable if they meet the program meal requirements. Please give your Program Coordinator advance notice of any field trips or outings so she can avoid missing your meal service if you are not planned to be serving at your childcare home. This advance notice policy is a federal requirement for the Program.

Look in the mail for your Summer Survey this month! Be sure to return it as soon as you know your schedule by mail, fax 1-888-467-1455, or email info@swhuman.org to the main office. You may also contact your Program Coordinator directly. Thanks!

Children's Serving Skills: Hooray for family style meals!

Children learn a variety of skills while serving themselves. A few examples of those skills:

Hold and physically pass the bowls or pitchers. Bowls with rims and pitchers with covers make beginning attempts more forgiving.

Pass the bowls or pitchers so they are successfully received by someone else. Children need reminders to look at the person who is passing or receiving the bowl or pitcher. Toddlers can start "passing" bowls to the teacher who is already skilled in looking. Toddlers and even young threes need to be reminded to look. They are busy learning the task of holding and at the same time moving the bowl of food or pitcher of milk. They may be unable to simultaneously focus on the third task of watching the other person in the duet of passing.

Judge space for the bowls or pitchers. Judging size of a bowl or pitcher and how much space it will take is a task best learned through trial and error. Children learn how far from the edge to place a bowl, so it does not become imbalanced and fall.

Use serving utensils efficiently. Provide utensils that are balanced, fairly light weight, and have short handles that are small enough for young children's hands to grasp all the way around. Try light weight ice cream scoops, small tongs, small ladles, and spoons that have deep bowls.

Direct requests and needs to people using give and take of conversation. Teachers help by eating with children, modeling conversational give and take, and suggesting words to use when asking for foods.

Wait for a turn. Be sure there are several pitchers or bowls on the table so waiting is not too long. Match the skills the children have for waiting, the number of children at the table, and the number of serving bowls.

Balance serving containers while they serve from them. This means not dumping the food out of the container as they serve themselves. Consider putting small amounts of food in pitchers and bowls and increasing the amounts as the child gets more skilled. Neither children nor adults enjoy the interruption of spills.

Spoon food from a serving dish without using their fingers to steady food in the bowls. Provide appropriate child friendly utensils and bowls with rounded sides that offer space to push food with the utensil against the rounded sides of the bowl.




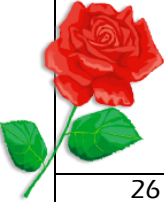
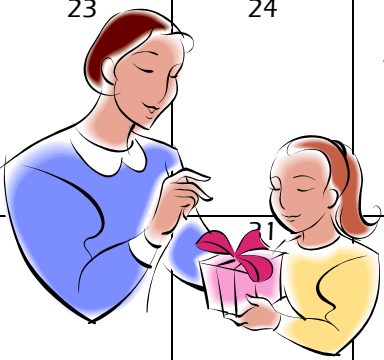
Judge amounts of how much to put on their plates. The initial novelty of serving self sometimes is reflected in children over serving their plates. This is usually short lived and resolves itself when children routinely serve themselves. To help children learn to judge amounts for pouring and scooping, try offering pouring and scooping activities at the sand or water table. Set out some pitchers and cups and glasses with water for a small group time. These non-food pouring/scooping activities give children practice.

Judge amounts of how much is in the bowl for children at the table. Make sure there is plenty of food for children to get full. Sometimes you may run out of a desired food. With children older than three, it is appropriate to talk about how much is left. Discuss how we can each have a small bit of the remaining food, if we are still hungry. Give the option of eating some or not. Tell the children that you will be sure the food is served again. For younger children, remove the bowl from sight and redirect the child to more plentiful food.

Know the difference in serving utensils and personal eating utensils. This skill is combined with the skill of delaying eating until they have switched hands from the serving utensils to their own spoon or fork. Make a definite and obvious difference in the size of the utensils they eat with and the size of the serving utensils. Choose forks, knives, and spoons that are child sized. Provide forks that have dull tines, spoons with rounded, blunt ends, and knives with rounded ends.

Keep themselves and others safe from cross contamination. Hand washing is an obvious skill here. This includes techniques for proper hand washing as well as knowing WHEN to wash. This task includes using napkins instead of licking their hands, using only their own plates and flatware, and keeping their food on their plates.

May

| | | | | | | |
|--|--|-----------------------------|--|---|---|--|
| | | | 1 May Day  | 2 | 3 Send in Claim! | 4 Katy Workshop |
| 5 | 6  | 7 National Teacher's Day | | 10  | 11 Garland, Missouri City, Houston Workshops | |
| 12 Mother's Day | | | 15 | 16 | 17 | 18 Houston Workshop Armed Forces Day |
| 19  | 20 Victoria Day | 21 | 22 National Maritime Day | 23  | 24 | 25 Tyler Workshop |
| 26 | 27 Memorial Day | 28 | 29 | | | |

Activities to help develop scooping of foods...

Scooping requires finite movements of the wrist called ulnar and radial deviation. There are many toys, games, and activities that can be done during play, the time when children are most willing to learn, and can help facilitate the wrist movements needed to scoop foods.

- 🔧 Steering wheels and toys with wheels
- 🔧 Scooping in sand, water, bathtub, rice, beans, dirt, play dough, jell-O, etc. Using spoons, small cups, small spice bottles, cut in half a 12 oz soda bottle, shovels, rakes, and pour and scoop!!!
- 🔧 Making a bird feeder from an upside down coke bottle and letting them scoop up the bird feed and pour feed into the top hole, fill up daily.
- 🔧 Blowing bubbles and letting them put the handle in and bring to mouth! Use non-spill containers.
- 🔧 Let them play with the spoon, bang it on the tray, and make sure they are in a well supported upright seated position with good stability.
- 🔧 Start with really exciting and new spoonable foods such as oatmeal with bright fruit loops in it, pudding, puree foods, refried beans, mashed potatoes with other vegetable mixed in for color, applesauce, stuffing, mashed avocado, pureed fruits, vegetables, and meats.
- 🔧 Pick a spoon and bowl that are easy to use: each child is different and their needs are different. Spoon with a short, wide, round, textured, and sturdy handle may be best to try first.
- 🔧 Use a high sided plate or bowl with a tall lip around the top and stabilize the bottom of the bowl or plate with non skid material.
- 🔧 Exaggerate the elbow movement from the tray held at shoulder level to compensate for poor wrist deviation, until the wrist movement is learned.

Be patient and don't get frustrated, this is a skill that can be worked on every meal, but keep it fun and exciting. Remember: play is a child's best teacher, so make sure they are using games, toys, and activities that scoop! Practice, practice, practice!!!! Have fun!