

## Contents...

Summer Nutrition and Fitness	2
Running Errands	3
2012-13 School Calendar	4

# Parent Focus

May 2012

## Missouri Schools for the Severely Disabled

### Summertime Nutrition and Fitness

It's that time of year when school ends and summer begins. Throughout the school year Missouri Schools for the Severely Disabled (MSSD) adheres to a wellness policy that includes goals for nutrition, education, physical activity and other school-based activities to promote student wellness.

During the summer months you and your family are encouraged to continue practicing good nutrition habits and participating in physical activities.

#### Nutrition

- Everyone has a different metabolism and different levels of physical activity. One size does not fit all when it comes to choosing the right amount of food to eat from each food group.
- Make smart choices to include each food group (fruit, vegetables, dairy, grains, meat and beans, and oils).
- Find an appropriate balance between food and physical activity.
- Don't exceed daily calorie need.
- Vary choices from each food group.
- Grill, bake or broil foods instead of frying them.
- Rather than serving fruit juice, offer whole or cut up fresh fruit. Fresh fruit has more dietary fiber and lacks the added sugars found in juice.
- Choose fruit canned in 100 percent fruit juice or water rather than syrup.
- Serve low-fat yogurt dips with fruits and vegetables if your child likes dips.
- Offer your child flavored low-fat or skim milk to encourage more milk consumption.
- Offer yogurt or cheese to increase your child's daily dairy intake.
- Serve whole grain foods.
- Introduce whole grains gradually if your child is unfamiliar with the texture, taste and color. Serve in breads, buns, pizza crusts, etc.
- Choose low-fat or lean meats and poultry.
- Include fish, beans and nuts for your meat options.
- Limit fat from oils, such as butter, margarine and shortening.

#### Physical Activity/Fitness

- Three elements of physical fitness are:
  - Duration: how long the activity lasts.
  - Intensity: how vigorous the activity is.
  - Frequency: how often the activity is repeated.
- Physical activity builds a strong healthy body, boosts energy, promotes a good night's sleep and increases self-esteem.
- Participate in physical activities that interest your child.
- Only do what you feel is safe for your child and what you feel comfortable to assist them with.
- Make up your own movements and actions for exercise that your child needs. ➔



- Dance to your favorite music.
  - For children in wheelchairs or who have difficulty walking, try chair dancing.
  - Include easy arm and leg movements from a sturdy chair or a wheelchair.
  - Use flags, ribbons or streamers for more exciting arm movements.
  - Encourage your child to freestyle dance.
- Be creative and make physical activity easy and fun.
  - Take a nature walk.
  - Play at a playground.
  - Play a game of basketball, T-ball, kick ball, tennis, etc.
  - Go bowling or swimming.
  - Build and then knock down sand castles.
  - Walk the family pet.
  - Clean the house or wash the car.
  - Plant a vegetable garden.
  - Pick weeds out of the backyard.
  - Do any activity that involves movement.

### **Keeping your child moving**

Create your own exercise routine to suit your child's needs and likes. Listed below are ideas that move almost every part of the body. Use these ideas to make your own routine for your child.

- Wink your right eye and then your left eye.
- Scrunch your face (mad), stretch your face (surprise), smile big (happy) and then frown (sad). Hold each for 10 seconds.
- Open and close your mouth 10 times.
- Dance to your favorite song.
- Open and close fingers on your right hand 10 times. Repeat with your left hand.
- Shake/flap hands for 10 seconds.
- Clap hands together slowly, then quickly, then quietly and then loudly (each for 10 seconds).
- Clap hands to knees simultaneously 10 times, and then clap hands to knees alternating right to left for 10 seconds.
- Shrug shoulders towards ears 10 times.
- Roll shoulders forwards and backwards 10 times each.
- Press your shoulders back, and try to hold shoulder blades together for 10 seconds.
- Circle your arms forward and then backwards 10 times each.
- Suck in stomach and hold for 10 seconds, and then press out stomach and hold for 10 seconds.
- Reach for the sky with your right hand and hold for 10 seconds. Repeat with left hand and then with both hands.
- March in place for 30 seconds, stop and then repeat.
- Kick your right leg 10 times, and then kick your left leg 10 times.
- Walk around the house.
- Walk forward 10 steps, backward 10 steps and then sideways 10 steps.
- Skip, hop and jump for 10 seconds each.
- Walk with arms out to the side like an airplane for one minute.
- Walk tall like a giraffe for 30 seconds.
- Walk heavy like an elephant for 30 seconds.
- Touch your right hand to your left elbow, and then touch your left hand to your right elbow. Repeat 10 times.
- From either a sitting or standing position, lift your right knee 10 times, repeat with your left knee and then repeat alternating knees.
- Alternate standing up and then sitting down 10 times slowly and safely.
- Pretend to climb a ladder.
- Pretend to swim (with your arms).
- Pretend to ride a bike (sit in a chair and pedal).
- Shake hands with someone.
- Wave to someone.
- Shake your hands, arms, legs and finally your whole body for 10 seconds each.

# Parent Focus

May 2012

Missouri Schools for the  
Severely Disabled  
P.O. Box 480  
Jefferson City, MO 65102-0480

**Archie Derboven,  
Superintendent**

*The Department of Elementary  
and Secondary Education does  
not discriminate on the basis  
of race, color, religion, gender,  
national origin, age, or disability  
in its programs and activities.*

*Inquiries related to Department  
programs and to the location of  
services, activities, and facilities  
that are accessible by persons  
with disabilities may be directed  
to the Jefferson State Office  
Building, Office of the General  
Counsel, Coordinator – Civil  
Rights Compliance (Title VI/Title  
IX/504/ADA/Age Act), 6th Floor,  
205 Jefferson Street, P.O. Box  
480, Jefferson City, MO 65102-  
0480; telephone number 573-  
526-4757 or TTY 800-735-2966;  
fax number 573-522-4883; email  
civilrights@dese.mo.gov.*

*Information concerning  
other available resources,  
programs, etc., is not to be  
construed as an endorsement  
by Missouri Schools for the  
Severely Disabled for any  
specific product, organization,  
or philosophy.*

# Making Life Easier: Running Errands

By Pamelazita Buschbacher, Ed.D.

Technical Assistance Center for Social Emotional Intervention for Young Children, [www.challengingbehavior.org](http://www.challengingbehavior.org)

**R**unning errands, such as going to the store, bank, etc., is one of those essential household routines that all families experience. It is often thought of as a “maintenance” activity that is necessary for the family but not enjoyable for young children.

Running errands can be extremely difficult if a child has challenging behavior. It’s not uncommon for families to feel overwhelmed by their child’s challenging behavior and resort to only running errands when someone else can care for the child at home. Sometimes, depending on the errand (such as a long shopping trip, parent visit to the doctor), that might be the best strategy. Still, there are steps you can take to help you and your child get the most out of these outings.

## Planning for the Transition from Home to Going Out

Let your child know where you will be going. This can be done verbally, visually (timer, gesture, using sign language) and/or with sound (timer, count-down). Remember to allow time for the transition. Young children need time to shift their focus from one activity to another.

**TIP: Provide a transition warning. It is a given that if you have a young child, he is going to have some trouble with transitioning from one activity/place to another.**

- You might try giving your child a verbal warning and say, “John, we have to go to the store in five minutes. When you are done with your puzzle, we can put your shoes on.”
- Another strategy is to use a timer set for five minutes, and let your child know that when the bell rings you are both going to get in the car to run a few errands. Remind him as the time gets closer. You might say, “Look, Barry, two more minutes then we go to the car.” You can use a kitchen timer to help your child or purchase a visual timer that shows the time counting down (your child’s teacher or therapist would be able to tell you more about where to purchase a visual timer).
- You might use a countdown or count up and make a game of the transition. You might say, “Okay, I am counting and then we are going to the post office. 10, 9, 8... 1. Ready to go.”
- You might sing a song to assist him with the transition such as “The Clean-up Song” or “This is the way we put on our socks” (using the tune of “This is the Way We Wash our Clothes”).

**TIP: Tell your child where you will be going.**

- You can do this verbally by talking to your child: “First... , then... ,” such as, “Mike, we are going to run two errands, and then we’ll be right back to watch a video. First, we are going to the bank. Then we are going to the post office. Then we’ll come home and watch your Barney video.”
- Some children need a more concrete and visual support of where they are going with you. Many parents have found great success with a travel book. This can be made with a small photo book with blank photo sleeves. To make a travel book, take photos of the places in your community that you frequent such as the bank, health food store, grocery store, post office, grandma’s house, the library, the park, etc. Place each picture in a photo page. As you prepare to run your errands, place the photos of the places you will go in sequential order (with home being the final page) for your child. Describe where you will be going using the photos. For example, you might say, “First, we are going to the bank, then to grandma’s, etc., then home.” You can also use clip-art found on the internet or a picture from a magazine. Always end with home or a preferred destination (such as the park, a friend’s home). This strategy of planning for a naturally occurring reinforcer as part of your routine works better than bribing your child with an unrelated reward.
- Start with going to just one place and then returning home or to another favorite place of your child’s (such as McDonald’s, the park, etc.).
- Consider planning your trips so that they include a place that your child would like to go.

**TIP: Prepare your diaper bag.**

- It is frustrating for you and your child not to have that needed item when you get somewhere. Keep a list of things that you need in your diaper bag or backpack (some families find that a backpack is easier to manage and allows you to have two hands free to guide your child). If possible, laminate the list. It’ll be more durable that way.

These simple tips can make getting in the car or on the bus to run errands much easier for your child. Once out of the house, you and your child can take care of these household tasks and have fun during your time together.



## 2012-2013 MSSD School Calendar

Cut out and save this schedule to keep track of important dates for next school year!

### School Session Days

August 15	First Day of School
<b>September 3</b>	<b>Labor Day Holiday</b>
<b>September 19</b>	<b>Staff Development Work Day</b>
<b>October 18-19</b>	<b>Staff Development Work Days</b>
October 26	End of First Quarter ( <i>Report of Progress to Parent</i> )
<b>November 12</b>	<b>Staff Development Work Day</b>
<b>November 21-23</b>	<b>Thanksgiving Break</b>
<b>December 5</b>	<b>Staff Development Work Day (MAP-A)</b>
<b>December 24-January 1</b>	<b>Winter Break</b>
January 2	Classes Resume
January 11	End of Second Quarter ( <i>Report of Progress to Parent</i> )
<b>January 18</b>	<b>Staff Development Work Day</b>
<b>January 21</b>	<b>Martin Luther King, Jr. Day Holiday</b>
<b>February 12</b>	<b>Lincoln's Birthday Holiday</b>
<b>February 18</b>	<b>Washington's Birthday Holiday</b>
<b>March 5</b>	<b>Staff Development Work Day (MAP-A)</b>
March 15	End of Third Quarter ( <i>Report of Progress to Parent</i> )
<b>March 27-29</b>	<b>Spring Break</b>
April 1	Classes Resume
<b>April 25</b>	<b>Staff Development Work Day</b>
<b>May 8</b>	<b>Truman's Birthday Holiday</b>
May 21*	Last Day of School
May 22	Fourth Quarter ( <i>Report of Progress to Parent</i> )

\*The last day of school will be adjusted as necessary to make up for missed school days due to inclement weather or other factors.

**NOTE: Dates designated in bold are student non-attendance days.**

### Make-Up Schedule

Make-up days will begin with May 22, 2013, and continue on consecutive weekdays, as needed (excluding Memorial Day, May 27).

### 2013 Administrative Calendar for Extended School Year

June 17-July 26 (July 4 break for Fourth of July)



MISSOURI SCHOOLS FOR THE SEVERELY DISABLED

Website: [dese.mo.gov/divspeced/stateschools](http://dese.mo.gov/divspeced/stateschools)

**NOTE:** If you have items of interest for Parent Focus, please call 573-751-0706 or 800-735-2966 (Missouri Relay) or mail them to Debbie Stover, Missouri Schools for the Severely Disabled, P.O. Box 480, Jefferson City, MO 65102-0480; or send an email to [debbie.stover@dese.mo.gov](mailto:debbie.stover@dese.mo.gov).