



FALL 2016

# TAKE CARE

HEALTHY TIPS  
FOR  
FALL

It's that time of year again! The start of the school year is an exciting time as it is a time of new beginnings. For many children, the beginning of the school year may be the most stressful time of year. Change, even positive change, is hard for many children. Your child may be starting school as a kindergartner or starting at a new school. Even if your child is returning to the same school, she/he is still facing a lot of change. Each new school year brings new teachers, new classmates, new routines and new expectations. Here are some tips to help you navigate this exciting time!



The Children's Health Foundation is a non-profit organization that partners with your Pediatrician to develop quality health care programs in our community. We work together to foster the highest quality care for children, to raise awareness on health issues, and to achieve better children's health outcomes. Please ask your provider for more information.

CHILDREN'S HEALTH *foundation*

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## On Raising A Resilient Child

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Raising children is an uncertain thing; success is reached only after a life of battle and worry.  
-Democritus

We are not necessarily born with resilience. It is an inoculation we are given by our parents, those who care for us, and the community surrounding us as we grow. Resilience is a person's ability to spring back from the challenges of life. It is a learned trait; without it we can easily be overcome by failure.

Behavioral health professionals have been able to identify traits that make someone resilient including:

- a positive attitude
- good emotional regulation
- viewing failures as opportunities for growth rather than an inability to succeed

As parents and caregivers, one of our most important jobs is to help foster resilience in our children, essentially giving them protection against the challenges they will surely face in life. Teaching and learning resilience is something we can all do! Below are some ideas for fostering a resilient child based on their age:

### AGES 0-4:

- Provide responsive and consistent care to infants and young children to help them learn to trust others.
- Try to reduce significant life transitions--e.g., minimize the number of caregivers, daycare changes and other similar experiences.

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- Keep your children safe, but encourage and allow them to explore their environment as they are able.
- Express love to your child daily, verbally and physically. Example: “I love you.” Provide hugs, snuggles, kisses, etc.
- Acknowledge your child’s feelings to promote resilience and emotional development. Example: “You’re feeling sad” “You’re feeling mad.”
- As appropriate, encourage your child to try simple tasks on their own.
- Spend time playing with your child at their level. Do not “correct” their play, engage in it.

## AGES 5-10:

- Support your child’s ability to maintain mutual positive connections with other children and significant adults.
- Further your child’s ability to use independent thought and action to meet his or her needs.
- Promote your child’s ability to express emotions and manage behaviors in healthy ways; model healthy ways to cope with stressful situations.
- Read to your child and encourage them to read more.
- Work to not use the word “can’t” or rephrase to “can’t yet” and support your child in creating goals to assist in the endeavor.

## PARENTS AND CAREGIVERS OF AGES 11-16:

- Once a month, encourage and provide resources to help your child/teen to plan an event or activity (something with family or friends, like a simple outing), giving him or her freedom to make as many decisions as possible (e.g., timing and details).
- Once a week, spend at least 30 minutes of uninterrupted, individual time with your child/teen. What you do is less important than doing something your child/teen wants to do, and being fully present with him or her.
- Assist your child/teen in learning to master a task or skill (e.g., play an instrument, sport, etc).
- Encourage your child/teen to develop a relationship with a trustworthy adult outside the family who is available in times of difficulty. Think about a friend’s parent, teacher, coach, counselor, youth pastor, or volunteer in a youth group or after school program. It is important they develop a relationship with someone they can depend on.



## PARENTS AND CAREGIVERS OF AGES 17-21:

- Encourage your young adult to learn from their mistakes
  - Instead of showing too much disappointment or anger when your young adult makes a mistake, try turning the experience into a learning opportunity. For example, “That was disappointing, but what can we learn from this? How can we make things better in the future?”
- Encourage self-praise
  - Ask your young adult questions about their achievements or accomplishments, such as, “How did you do that?” or “Have you been doing homework behind my back?”
- Encourage your young adult to set reasonable goals and then to move towards them one small step at a time.

## TEENS! HERE’S WHAT YOU CAN DO TO HELP BUILD YOUR OWN RESILIENCE:

- Cut yourself some slack
  - When difficult things happen, the added pressure of whatever you are going through may heighten daily stress. The uncertainty during a difficult time can make your moods and feelings seem more extreme. Be prepared for this and go a little easy on yourself, as well as on your friends and family.
- Express yourself
  - Talk with your friends, trusted adults, and yes, even your parents! Capture and express your emotions in creative ways like writing in a journal or through art.

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# Learning Issues in School – How to Get Help

*Catherine Chiu, M. D. Medical Advisor at Children's Health Alliance*

School is a fun and exciting time for your child, and the education your child receives will be the foundation for a lifetime of learning. For some children, though, school is difficult and the process of learning is frustrating and challenging. In 2014, nearly 14% of children in Oregon were identified with a learning disability. In the United States, one in five children have a learning disability. If you are concerned about your child's ability to learn, the following information will help you navigate the learning evaluation process, which can be both complex and confusing. You are your child's best advocate in ensuring that your child receives beneficial services.

## What should I do if I think my child has a learning or attention issue?

The first step is to request a learning evaluation in writing. Submit your request to your child's teacher and to the director of special education in your child's district. Make sure to keep a record of the date you submitted your request, and make a follow-up call if you haven't been contacted within a reasonable amount of time.

## What is the purpose of the learning evaluation?

The purpose of the evaluation is to gather information about your child's learning abilities, and to determine if your child is eligible for special education. The Individuals with Disabilities and Education Act (IDEA) is a federal law that requires schools to meet the educational needs of students with disabilities. IDEA ensures that students with disabilities have access to a free and appropriate education (FAPE), like all other children.

## Who is eligible under IDEA?

Not every child with learning and attention issues is eligible for special education services under IDEA. In order to be eligible, a

child must have one of the following 13 disabilities, and as a result of the disability, need special education to make progress in school:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment (including attention deficit-hyperactivity disorder/ADHD)
- Specific learning disability (including dyslexia)

Remember that kids with disabilities do not automatically qualify for special education services. In order to be eligible, a student must have one of the above 13 disabilities, and as a result of the disability, need special education services to make progress in school. For example, if a student has ADHD but is making appropriate progress in school, he may not be covered under IDEA.

## What is a learning evaluation?

During the evaluation process all of your child's skills will be evaluated by at least two professionals, such as a child psychologist and a special education teacher. The evaluation includes both



testing and observation. Your child's overall performance in school will be evaluated. The professionals who evaluate your child will be trained and credentialed in the area of testing, will have experience working with kids, will know the expected age-appropriate behaviors and developmental skills, and will share the information with you. The evaluation will provide information about specific issues that are causing your child to have difficulty learning. You have a right to know ahead of time what tests will be performed, and the federal law gives you an equal say in decisions about your child's education.

## How quickly should the school perform the evaluation?

The evaluation must be done within 60 days of the school receiving the request to evaluate and the parent's signed consent granting permission to evaluate. If a parent requests testing, the school is required to follow through.

## Who is responsible and who pays?

The school district where your child lives is responsible for a comprehensive evaluation that looks at the areas of "suspected disability". The school is required to pay for it.

## What is the next step if my child is eligible for special education?

If the evaluation shows that your child is eligible for special education services, you will then work with the school team to develop an Individualized Education Program (IEP) for your child.

## What is an IEP?

An IEP is a legal document that details your child's disabilities, educational goals, and the services and support that the school will provide. The IEP will include a statement of your child's present level of performance in school, and how and when the school will measure your child's progress toward yearly educational goals. It will list modifications and accommodations that the school will provide to help your child. A modification is a change in what a student is taught or expected to learn. An accommodation is a tool or procedure that provides equal access to the teaching and testing of students with disabilities.

## What is a 504 plan?

Students who are not eligible for support under IDEA might still be eligible for support under another law, Section 504 of the Rehabilitation Act. This is a federal civil rights law that prevents discrimination against people with disabilities. There are two requirements to qualify for a 504 plan: 1) Your child has any disability, which can include many learning and attention issues, and 2) The disability must interfere with your child's ability to learn in the classroom. The school is responsible for providing these additional support services.

## Resources



[www.kinshiphouse.org](http://www.kinshiphouse.org)

Kinship House provides a unique blend of mental health services to children and families during all stages of foster care, adoption and reunification. Therapists have a deep understanding of the unique challenges facing children and families involved with foster care and adoption. Kinship House welcomes children into a cozy, supportive environment and offers a professional approach with outstanding results. Kinship House has several locations in the Portland, Oregon, area. To contact Kinship House please call the main office at: (503) 460-2796 or [www.kinshiphouse.org](http://www.kinshiphouse.org)

**Learning Ally**   
[LearningAlly.org](http://LearningAlly.org)

[www.learningally.org](http://www.learningally.org)

A nonprofit committed to empowering blind, visually impaired and dyslexic students

 **National Center for Learning Disabilities**

<http://nclld.org>

A national organization that provides essential resources and advocates for equal rights and opportunities

**Understood**

*for learning & attention issues*

[www.understood.org](http://www.understood.org)

Understood is an organization formed from 15 nonprofit organizations that joined forces to support parents of children with learning and attention issues. Understood provides personalized resources, free daily access to experts, an online community, and practical tips



<http://factoregon.org>

A leadership organization hoping to empower Oregon families experiencing disabilities

## White House Lunch Recipes

Can you imagine having lunch at the White House? That dream came true for 54 kids who won a healthy recipe contest. The Healthy Lunchtime Challenge asked kids from every state to create original, tasty, and healthy lunchtime recipes. More than 1,300 recipes were submitted.

The winners were invited to the Kids State Dinner at the White House, where they met First Lady Michelle Obama and some recipes were served for lunch. Even President Barack Obama stopped by to say hello.

### Crunchy Hawaiian Chicken Wrap

This recipe calls for broccoli slaw. What's that? Cole slaw is mostly shredded cabbage so broccoli slaw is shredded broccoli, sometimes mixed with shredded carrot and cabbage. You can find it in the produce section.

#### PREP TIME:

25 MINUTES

#### MAKES:

6 SERVINGS

#### KITCHEN GEAR:

Measuring cups/spoons  
Knife  
Bowl for mixing dressing  
Whisk

#### INGREDIENTS

6 whole-wheat tortillas	¼ cup vinegar
1½ cups broccoli slaw	¼ cup sugar
1 cup spinach leaves, chopped	1 teaspoon poppy seeds
¼ cup crushed and drained canned pineapple	1½ teaspoon garlic powder
1 pound cooked chicken, diced	1½ teaspoon onion powder
¼ cup low-fat mayonnaise	1½ teaspoon chili powder

#### INSTRUCTIONS

1. Prepare dressing by whisking mayonnaise, vinegar, sugar, poppy seeds, garlic powder, onion powder, and chili powder together. Set aside in refrigerator.
2. Mix broccoli slaw, drained pineapple, and spinach.
3. Put ½ cup of the broccoli/pineapple/spinach mixture on a wheat wrap.
4. Top with chicken.
5. Add 1 tablespoon dressing to each tortilla.
6. Wrap tortillas, burrito style. Cut on diagonal. Serve immediately or refrigerate.

Recipe from [KidsHealth.org](http://KidsHealth.org)

