

## School Based Health Program Newsletter September 2018 ISSUE 1

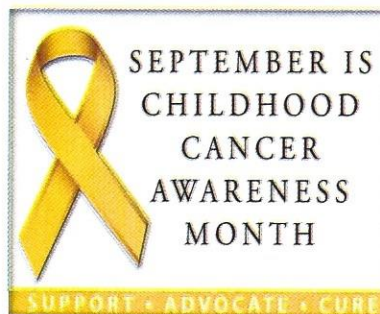
### SBH Team

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**SBH would like to bring awareness to:**



*Something to Think About...*

**In just three days, Americans spend at Starbucks what the Federal Government spends on childhood cancer research in a year.**

### September is Childhood Cancer Awareness Month

September is **Childhood Cancer Awareness Month**, a time to recognize the children and families affected by childhood cancers. Each day, 43 families in the United States will hear the words "your child has cancer." Researchers are working hard every day to find better treatments and cures for kids fighting cancer - and they're making progress. By supporting CURE ([curechildhoodcancer.org](http://curechildhoodcancer.org)), researchers can continue to move forward. CURE focuses entirely on children's cancer efforts and funds the work of some of the brightest scientists in the field of pediatric cancer. No matter what you contribute - a little does a lot.

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Waiting patiently....

Does your child expect everything to happen now? If a friend doesn't call back immediately or his teacher hasn't graded his project yet, encourage him to come up with possible explanations. Maybe his friend is at a movie or the teacher has 100 assignments to grade. Thinking reasonably can help him be patient.

(reference- Resources for Educators)

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### What's New at St. Joe's, St. Paul's, & Madonna Schools

The School Based Health Program (SBHP) obtained a \$5,000 grant from the Allen Foundation to purchase a new salad bar for the St. Joseph the Worker lunch program.

In addition, the SBHP was granted \$5,000 from the Highmark Foundation to install new water filling stations/fountains for St. Paul School.

Finally, a \$3,500 grant at Weirton Madonna High School and a \$2,000 grant at St. Joseph the Worker School were awarded to the SBHP to continue with the physical fitness assessment program and provide educational programs on healthy eating/living.



## **Talking to Children About Tragedies & Other News Events**

After any disaster, parents and other adults struggle with what they should say and share with children and what not to say or share with them.

**The American Academy of Pediatrics (AAP) encourages parents, teachers, child care providers, and others who work closely with children to filter information about the crisis and present it in a way that their child can accommodate, adjust to, and cope with.**

No matter what age or developmental stage the child is, parents can start by asking a child what they've already heard. After you ask them what they've heard, ask what questions they have.

In general, it is best to share basic information with children, not graphic details, or unnecessary details about tragic circumstances. Children and adults alike want to be able to understand enough so they know what's going on. Graphic information and images should be avoided.

Keep young children away from repetitive graphic images and sounds that may appear on television, radio, social media, computers, etc. With older children, if you do want them to watch the news, record it ahead of time. That allows you to preview it and evaluate its contents before you sit down with them to watch it. Then, as you watch it with them, you can stop, pause, and have a discussion when you need to.

Today, most older children will have access to the news and graphic images through social media and other applications right from their cell phone. **You need to be aware of what's out there and take steps in advance to talk to children about what they might hear or see.**

After asking your child what they have heard and if they have questions about what occurred during a school shooting, community bombing, natural disaster, or even a disaster in an international country, a parent can say something such as:

*"Yes. In [city], [state]" (and here you might need to give some context, depending on whether it's nearby or far away, for example, 'That's a city/state that's pretty far from/close to here'), there was disaster and many people were hurt. The police and the government are doing their jobs so they can try to make sure that it doesn't happen again."*

If children don't have a chance to practice healthy coping, a parent may see signs that they're having difficulty adjusting. Some of things to look for are:

- **Sleep problems:** Watch for trouble falling asleep or staying asleep, difficulty waking, nightmares, or other sleep disturbances.
- **Physical complaints:** Children may complain of feeling tired, having a headache, or generally feeling unwell. You may notice your child eating too much or less than usual.
- **Changes in behavior:** Look for signs of regressive behavior, including social regression, acting more immature, or becoming less patient and more demanding. A child who once separated easily from her parents may become clingy. Teens may begin or change current patterns of tobacco, alcohol, or substance use.
- **Emotional problems:** Children may experience undue sadness, depression, anxiety, or fears.

Sometimes it can be hard to tell if a child is reacting in a typical way to an unusual event or whether they are having real problems coping, and might need extra support. If you are concerned, talk to your child's pediatrician or a mental health professional.

Resource: [healthychildren.org](http://healthychildren.org)

Are you having a hard time getting your child to share with you about their school day?

Here are some tips for conversation starters that will help you stay involved in your child's school day:

- ★ "Let's see what you brought home." Look at your child's completed work to see what they are learning and how well they are doing.
- ★ "Show me what you have for homework." Make sure your child is aware of his/her assignments and check to make sure they complete their work.
- ★ "Describe a book you enjoyed today." This encourages them to read and helps you to know what they enjoy reading.
- ★ "Tell me what you learned that you'd like to know more about." Use her interests as jumping-off points for activities to do together.
- ★ "What's the coolest thing that happened at school today?"
- ★ "Pretend you're the teacher. How would you describe the day?"
- ★ "What made you laugh today?"
- ★ "What was the most creative thing you did today?"
- ★ "How were you kind or helpful today?"

(reference – 2017 Resources for Educators)

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## Creamy Peanut Butter Dip

### Ingredients

- 1 container (5.3 ounces) vanilla greek yogurt (*I used Chobani*)
- 2 tbsps natural peanut butter
- 1/2 tbsp unsweetened cocoa powder
- 1/2 tsp honey

### Instructions

- In a small bowl, mix all of the ingredients together. Start dipping!