

# NETWORK NEWS - Enriching the Community

## A Message from the CCR&R Director

I recently saw a you-tube video from two French doctors with expertise in child development, Dr. Isabelle Terrasse and Dr. Anne-Lise Ducanda, discussing the rising rates in the diagnosis of autism spectrum disorder. It was really quite astounding.

According to the CDC:

In 1975, 1 in 5000 children were diagnosed with autism.

In 1995, 1 in 500 children.

In 2005, 1 in 166 children.

In 2014, 1 in 68 children.

These rates are only in developing countries.

When parents in a French study were asked about screen time for their children since birth, parents indicated between 6 and 12 hours a day on a screen (tv, phone, tablet, computer, video games).

The behaviors exhibited by the children include; behavior issues, in their “own little world”, don’t play with others, don’t speak, don’t answer to their name, can’t understand a simple instruction, are intolerant to frustration and being told no, are either still and don’t budge, or run and throw tantrums, play with the same toy and are aggressive. The combination of three things: problems communicating, problems with social interactions, and stereotypies define a diagnosis of Autism Spectrum Disorder.

Then the doctors asked the parents to eliminate screen time for their children.

These children’s symptoms entirely disappeared one month after eliminating their screen time. “Virtual autism” is the term they used to describe this phenomenon. The researchers concluded that screen time hindered these children’s brain development and prevented them from developing a normal social life.

Wow. Did I just read that correctly?

Upon more research, I discovered more correlation between screen time and ADHD in older children, as well as screen time and violence and aggression in teens. But eliminating screens, or reducing greatly to under 1 hour of quality use a day, showed significant improvements in behaviors. This was completely eye-opening to me just how addicted to screens we are as a society and how bad they can be for us.

The OCFS regulations limit screen time in programs, which is definitely a good thing for children. But I think there is more each of us can do.

*Jennifer Perney*



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Family Enrichment Network  
is a proud member of:



Early Care &  
Learning Council  
United to Promote Quality

# Family Child Care Accreditation



Do you know how many family child care providers are accredited in our area?

ZERO!

Let's Change That!!

There are great benefits to becoming accredited:

- More professional
- High quality care for your children, families and the community
- Great first steps to QUALITYstarsNY
- Feel good about your career and what you do!

National Association for Family Child Care (NAFCC) sponsors the only nationally recognized accreditation system designed specifically for family child care providers. Accreditation is awarded to family child care providers who meet the eligibility requirements and the Quality Standards for NAFCC Accreditation. Family child care providers achieve this high level of quality through a process that examines all aspects of the family child care program, i.e. relationships, the environment, developmental learning activities, safety, health, and professional and business practices.

Going through the accreditation process is a commitment to quality!

Visit: [www.nafcc.org](http://www.nafcc.org) for more information.

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## Child Care Resource and Referral Contact List

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# How to Support Your Child's Communication Skills

From: ZeroToThree.com

The capacity to communicate is the ability and desire to connect with others by exchanging ideas and feelings, both verbally and non-verbally. Most children learn to communicate to get a need met or to establish and maintain interaction with a loved adult.

Babies communicate from birth, through sounds (crying, cooing, squealing), facial expressions (eye contact, smiling, grimacing) and gestures/body movements (moving legs in excitement or distress, and later, gestures like pointing.) Babies continue to develop communication skills when adults respond to their efforts to “tell” others about what they need or want.

## **Here are some ideas to help your baby or toddler develop communications skills:**

### **Respond to your baby's gestures, looks and sounds.**

When he puts his arms out to you, pick him up, kiss him and use simple words. “You want up.” Make eye contact and talk with him. These immediate and attuned responses tell your baby that his communications are important and effective. This will encourage him to continue to develop these skills.

### **Talk with and listen to your child.**

When you talk with her, give her time to respond. Make eye contact on her level. This will communicate your desire to hear what she has to say. Ask open-ended questions: “What do you think about today's rainy weather?” “Where do you think the rain goes?” Talking with your child helps her see herself as a good communicator and motivates her to keep developing these skills.

### **Help children build on their language skills.**

“So you are pretending to be a hungry caterpillar who wants to eat some food? What kind of food? Let's name all the things you want to eat.”

### **Teach your child about non-verbal communication.**

“Luis, do you see how Andi is holding her hands up to cover her face? She doesn't like it when you throw the ball so hard.”

### **Respect and recognize your child's feelings.**

Children are far more likely to share their ideas and feelings if they know they won't be judged, teased, or criticized. You can empathize with a child's experience, yet disagree with his behavior. For example, “I know you're angry but you can't throw the blocks. Here's a pillow you can punch instead.”

### **Help your child develop a “feelings” vocabulary.**

Provide the words for her experience. “You're sad because Daddy left for his trip.” Keep in mind that feelings are not good or bad, they just are. When children feel that their feelings and experiences are respected, they are often able to move on more easily.

### **Read together.**

Cuddle together for quiet times with a book. Encourage your older baby to turn the pages and to point to what he sees. Ask your older toddler how the characters might be feeling and wonder together what will happen next. Let your child choose the books. The more interest he has in the book, the more attentive and enjoyable your time together will be. And reading with your child teaches more than literacy and language skills. He is learning that you value his interests and choices, and that you love him and enjoy being close to him. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience (what was read didn't seem to matter as much as how children felt about the activity).

*(Continued on page 6)*

## 2018 SUNY PDP Webcasts (Formerly Videoconferences)

The 2018 Webcast dates and topics have been announced so you can plan ahead!

April 12—Building Healthy Relationships with Effective Communication

June 7—Educating for Sustainability

October 25—Special Webcast: Town Hall Meeting—Business Case Studies



All webcasts are held on Thursday evenings from 6:45-9:15pm at the Family Enrichment Network offices in Broome, Chenango, and Tioga Counties.

To register for a videoconference, visit: [www.ecetp.pdp.albany.edu/](http://www.ecetp.pdp.albany.edu/)

### Welcome New CCR&R Staff!



Cathy Lipski is the new Quality Improvement Specialist.

Call Cathy for any program needs,, onsite assistance and training.

[clipski@familyenrichment.org](mailto:clipski@familyenrichment.org)

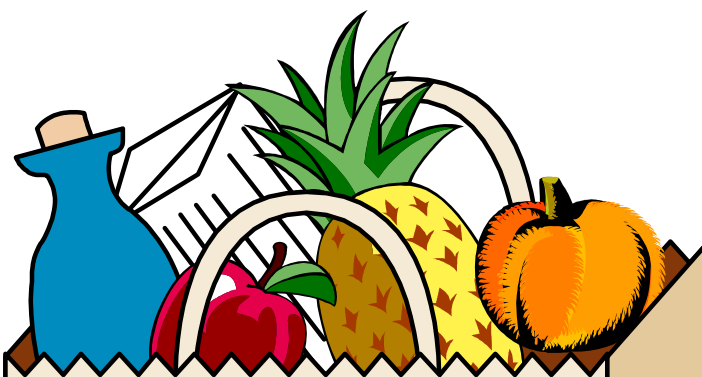
723-8313 ext. 894.



Megan Brown is the new Infant Toddler Specialist. Call Megan with any questions about quality infant/toddler care or training.

[mlbrown@familyenrichment.org](mailto:mlbrown@familyenrichment.org)

723-8313 ext. 826.



### Impossibly Easy Taco Pie

(From [www.bettycrocker.com](http://www.bettycrocker.com))

#### Ingredients:

- 1 pound lean ground beef
- 1 medium onion, chopped (1/2 cup)
- 1 package (1oz) taco seasoning mix
- 1 can (4.5oz) chopped green chiles, drained
- 1 cup milk
- 2 eggs
- 1/2 cup Bisquick mix
- 3/4 cup shredded cheddar cheese (3 ounces)
- salsa
- sour Cream

#### Directions:

Heat oven to 400°F. Grease 9-inch pie plate. Cook ground beef and onion in 10-inch skillet over medium heat, stirring occasionally, until beef is brown; drain. Stir in seasoning mix (dry). Spoon into pie plate; top with chilies.

Stir milk, eggs and Bisquick mix until blended.

Pour into pie plate.

Bake about 25 minutes or until knife inserted in center comes out clean. Sprinkle with cheese.

Bake 8 to 10 minutes longer. Cool 5 minutes.

Serve with salsa and sour cream.

## 2018 Tax Changes Affecting Family Child Care Providers

It might seem crazy to be thinking about 2018 taxes when some of you haven't filed your 2017 returns yet, but information exists that you need **now** to plan your spending for the year ahead. The following information from Tom Copeland, the expert on family child care taxes and business concerns, can save you significant dollars:



- The standard mileage rate is \$.545 per business mile.  
The standard meal allowance rate for 2018 is: \$1.31 breakfast, \$2.46 lunch/supper and \$.73 snack. Use these rates for all meals and snacks served in 2018 (including meals and snacks not reimbursed by the Food Program). You may deduct up to one breakfast, one lunch, one supper and three snacks per day, per child.
- The 50% bonus depreciation rule in 2017 has been increased to 100% until 2022. This means providers can deduct in one year the business portion all items costing more than \$2,500 (except their home and a home addition) on IRS Form 4562. Before 2018, items had to be purchased new to qualify. Starting in 2018, providers can purchase used items and qualify for this rule.
- For items costing less than \$2,500 providers can deduct the business portion in one year rather than depreciating them. They should attach a statement to their tax return indicating they are electing this rule. This rule is the same as 2017.
- Providers can reduce their federal taxable income by 20% of their business profit. For example, if a provider had a \$40,000 business profit (Schedule C), she would only pay federal income taxes on \$32,000 ( $\$40,000 \times 20\% = \$8,000$ ).
- The income limits to qualify for the IRS Saver's Credit has increased to \$63,000 (adjusted gross income) for couples filing jointly and \$31,500 for individuals or married people filing separately.
- Although the corporate tax rate drops substantially to 21%, it still doesn't make sense for most providers to incorporate to get this lower rate. Talk to a tax professional and a lawyer before operating other than as a sole proprietor (self-employed).
- There are many changes coming in 2018 that will affect everyone's personal taxes, so providers should reevaluate how much, if anything, they might owe in estimated taxes.

To keep up-to-date on how these changes will affect providers, check out [www.tomcopelandblog.com](http://www.tomcopelandblog.com).

Be sure to check out Tom's blog for additional, valuable business information!

Tom Copeland – [www.tomcopelandblog.com](http://www.tomcopelandblog.com)

For any assistance in your program:  
call Leslie Vermaat at 723-8313 ext. 884 or email [lvermaat@familyenrichment.org](mailto:lvermaat@familyenrichment.org)



### Screen-Time Recommendations

The American Academy of Pediatrics recommends no screen time for children under age 2.

Only 1 hour a day for children between 2 and 5, with high quality programming and the parent co-viewing. For children over 6, there need to be limits, and does not take the place of adequate sleep, physical activity and other behaviors essential to health.. Viewing needs to be age-appropriate and there needs to be media-free zones, such as children's bedrooms, media-free times, such as dinner time, and conversation between parents and children about what is taking place.

## The Importance Of Oral Hygiene In Children



The foundation for healthy permanent teeth in children and teenagers is laid during the first years of life. Poor diet, poor habits of food intake and inadequate toothbrushing habits during the first 2 years of life have been shown in several studies to be related to tooth decay in children. The development of caries in primary teeth further increases the risk of developing caries in permanent teeth. Untreated tooth decay can cause pain and infections that may lead to problems with eating, speaking, playing, and learning.

Therefore it is essential to establish a proper oral hygiene routine early in life to help ensure the development of strong and healthy teeth. Parents, as consistent role models, are key for setting a daily routine and to making their children understand the importance of oral hygiene. Toothbrushing should be presented as a habit and an integral part of the daily hygiene routine. Children are very sensitive to social stimuli such as praise and affection, and learn best by imitating their parents. Physiological and mental development affects the oral care of children.

**Chenango County Providers:** Call Nicole to request information on the Cavity Free Kids Program! This FREE program will give you training credit and supplies for your program helping children in Chenango County improve their oral health! What could be better than helping kids!

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## How to Support Your Child's Communication Skills continued (from page 2)

### **Narrate what you do as you go through your daily routines.**

This helps your child connect words with objects and actions. Talk about what you're doing as you care for your child. "Here we go into the bathtub. You're arms, legs, and tummy are getting all wet." Talk as you play together: "You're brushing your dolly's hair. She has long hair. Are there any tangles?" With verbal toddlers, you can create a tradition where each family member shares something about his day. Ask your child questions about her day. Once she can speak, encourage her to ask you things too.

### **Encourage pretend play.**

Children often express themselves more freely when they're pretending. It may feel safer to talk about how Teddy Bear is afraid of the dark, than how the child is. Pretend play is also a chance to take on different roles and to act out what different people might say, think or do. This develops language as well as social skills like empathy.

### **Make your requests clear, simple, and appropriate for your child's age and ability.**

For a 1-year-old, you can give one step directions like, "Go get the ball." For an 18-month-old, you can give two-step commands like, "Please go to your room and get your shoes." Be sure you have your child's attention first, by calling his name or gently touching him and looking directly at him at his eye level. You can ask an older child to repeat the request to make sure he heard and understood the communication.

### **Be a good role model.**

Your child is watching you very carefully. If you talk to others with kindness and respect, she will likely follow your lead and take on your manner and tone as she becomes more verbal. And, when you expect this kind of respectful communication from others, you are modeling how she should expect to be treated by others as well.



## AAP Expands Guidelines for Infant Sleep Safety and SIDS Risk Reduction

Since the American Academy of Pediatrics (AAP) recommended all babies should be placed on their backs to sleep in 1992, deaths from Sudden Infant Death Syndrome have declined dramatically. But sleep-related deaths from other causes, including suffocation, entrapment and asphyxia, have increased.

The AAP is providing recommendations on a safe sleeping environment that can reduce the risk of all sleep-related infant deaths, including SIDS. Three important additions to the recommendations include:

- Breastfeeding is recommended and is associated with a reduced risk of SIDS.
- Infants should be immunized. Evidence suggests that immunization reduces the risk of SIDS by 50 percent.
- Bumper pads should not be used in cribs. There is no evidence that bumper pads prevent injuries, and there is a potential risk of suffocation, strangulation or entrapment.

The AAP also includes the following recommendations:

- Always place baby on his or her back for every sleep time.
- Always use a firm sleep surface. Car seats and other sitting devices are not recommended for routine sleep.
- The baby should sleep in the same room as the parents, but not in the same bed (room-sharing without bed-sharing).
- Keep soft objects or loose bedding out of the crib. This includes pillows, blankets, and bumper pads.
- Wedges and positioners should not be used.
- Pregnant woman should receive regular prenatal care.
- Don't smoke during pregnancy or after birth.
- Breastfeeding is recommended.
- Offer a pacifier at nap time and bedtime.
- Avoid covering the infant's head or overheating.
- Do not use home monitors or commercial devices marketed to reduce the risk of SIDS.
- Infants should receive all recommended vaccinations.
- Supervised, awake tummy time is recommended daily to facilitate development and minimize the occurrence of positional plagiocephaly (flat heads).



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## Trauma Informed Care

Trauma informed care is the treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. It's not just for PTSD and veterans coming home from war. It's for anyone who experienced trauma in their past; including children.

Scientific fact says about 1 in 8 children suffer enough trauma for lasting damage.

There are several techniques you can use in your childcare program for working with children who have experienced trauma. And it's good for all children too!

- ◇ It is imperative to understand before you can "fix it".
- ◇ Focus on children's experiences before you deal with their behavior. Ask "what happened to you?", not "what's wrong with you?"
- ◇ You can not prevent what happens to kids, but you are fully in charge of how you respond.
- ◇ Children need to feel valued. They need to feel like they matter in this world. They need a connection.
- ◇ You can spend one-on-one time with each child in your program, connect with them, as well as with the parents, and you can make a difference.

Watch the *60 Minutes* episode with Oprah on ACES and Childhood Trauma. Visit: [www.acestoohigh.com](http://www.acestoohigh.com) for more information.

## Create a Healthy Child Care Space

You buy safe materials for your child care program, right? Actually, they may be harmful for the children in your care.



Each newsletter, we will focus on 1 area in your program that may have harmful materials.

For instance, your nap mats. Do you use cots or mats? Were they advertised as “flame retardant”?

Did you know the chemicals that make them flame retardant can harm children’s hormones and development? They could also cause cancer or impact brain development and lower IQ. These are toxic chemicals and children should not be breathing them in regularly. So now imagine a small child sleeping on them daily and breathing in those chemicals for an hour or so at a time.

Any of your furniture products that contain polyurethane foam . These can include changing table pad, small children’s couches or chairs, floor mats, soft climbers, as well as nap mats.

You might think, there are laws against these chemicals and the government will keep us safe. Unfortunately, that’s not true.

There’s no need to have flame retardant materials in your home, especially in the child care program. Children’s aren’t smoking and won’t be setting their nap mats on fire. Choose furniture made with polyester fill. Avoid furniture with polyurethane foam. The presence of toxic chemicals is rarely obvious and almost never available on product labels.

From the Clean and Healthy NY checklist guide for new providers:

Avoid:

- Vinyl covered products
- Foam products labeled as meeting CA flammability standard “Technical Bulletin 117”

Choose:

- Padded products without flame retardants, ideally with natural materials or polyester fiberfill, and without polyurethane (Look for checkbox label for items like sofa)
- Vinyl-free products

More information can be found on the Clean and Healthy NY website: [www.cleanhealthyny.org/child-care](http://www.cleanhealthyny.org/child-care)  
Or call a trained Specialist today!

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## Help Your Children Celebrate Mother’s Day

Here are some fun gifts you can make for the children in your program.





# I Like to Move It!

By: Cathy Lipski

The health of today's children is compromised by a culture of convenience and increasingly sedentary activity. Eating fast food, watching TV and playing video games has become a habit. Concerned parents and educators are now looking at exercise programs for their children in an effort to set them up for a lifetime of good health.

Pilates can be a way to meet this goal. Pilates is a form of exercise that strengthens abdominal and back muscles, encourages flexibility and helps develop balance, body awareness and coordination skills. Because Pilates is a mind and body discipline, it can guide children to a stronger body and a more relaxed state of mind including a better night of sleep! Best of all, it is based on natural movements that are fun for children and adults!



Here is a sample Pilates routine that you can do with children. If you have music available, play the song “ I Like to Move It ”.

March in place, pumping your arms for about 30 seconds.

Stand tall, reach for the stars, then fold down to your toes , pick some flowers and back up again 4 times.



Come down on your hands and knees to a Plank position on your forearms or with straight arms (push up position) for 4 counts then back to your hands and knees.



While on your hands and knees, lift your right arm up twice put it down then lift your left arm up twice and put it down. Keep both knees on the floor. Repeat as often as is fun!



Sit down on the floor and lean back thinking of your spine as the letter “C”. Stretch your arms out to the side, reach up to the sky, then reach for your toes and return to start. You can pretend to row a boat. Repeat 4 times.



Roll onto to your Tummy and go swimming. Kick your legs and paddle your arms. Swim fast then slow. Repeat 4 times.



Sit on your bottom and lift your feet off the floor. Roll backwards without letting your head touch the floor and then back to sitting. Roll like a ball 3 times.



Repeat all the moves as often as you like or until the song ends.

Cool Down and lay on your back. Breathe and relax!



APRIL 2018

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 JC	5 JC	6	7
8	9	10	11 Owego	12 Owego JC/Chen	13	14 JC
15	16	17 JC	18	19 JC	20	21
22	23	24 JC	25	26	27	28
29	30					

MAY 2018

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9 Owego	10	11	12
13	14	15 Chen	16 JC	17 Chen	18	19
20	21	22 JC	23 JC	24	25	26
27	28	29	30	31		

JUNE 2018

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6 Owego	7 Owego JC/Chen	8	9
10	11	12	13 Owego	14	15	16
17	18	19 JC	20 Owego	21	22	23
24	25	26	27 JC	28	29	30

**Upcoming Training Opportunities**

**Broome County (JC):**

- March 30, April 4, & April 5, 8:00am-1:00pm—Health and Safety for FDC/GFDC
- April 12, 6:45pm - 9:15pm—Webcast: Building Healthy Relationships with Effective Communication
- April 14, 9:00am-3:00pm—CPR/First Aid—Full Class
- April 17, 19, & 24, 8:00am-1:00pm—Health and Safety for Directors
- April 25, 6:30-7:30pm—Small Talk
- May 16, 4:00-8:00pm—CPR/First Aid—Recertification Class
- May 22, 6:30-8:30pm—CACFP: KidKare 101
- May 23, 6:30-7:30pm—Small Talk
- June 7, 6:45pm - 9:15pm—Webcast: Educating for Sustainability
- June 19, 6:30-8:30pm—Child Abuse, Maltreatment & Abusive Head Trauma
- June 27, 6:30-7:30pm—Small Talk

**Chenango County (Chen):**

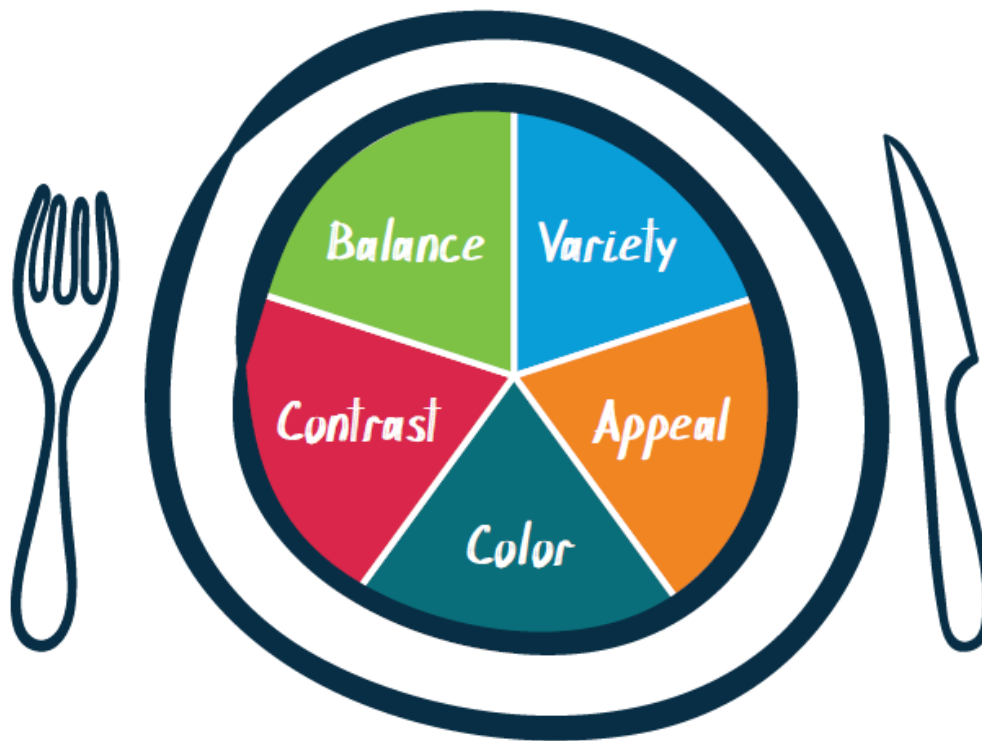
- April 12, 6:45pm - 9:15pm—Webcast: Building Healthy Relationships with Effective Communication
- May 15, 6:00-8:00pm—Disaster Preparation
- May 17, 5:30-8:30pm—CPR/First Aid—Recertification Class
- June 7, 6:45pm - 9:15pm—Webcast: Educating for Sustainability

**Tioga County (Owego):**

- April 11, 6:30-8:30pm—Solutions for Challenging Behaviors
- April 12, 6:45pm - 9:15pm—Webcast: Building Healthy Relationships with Effective Communication
- May 9, 6:30-8:30pm—Supervision of Children
- June 6, 6:30-8:30pm—What's New & Planning Ahead
- June 7, 6:45pm - 9:15pm—Webcast: Educating for Sustainability
- June 13, 5:30-8:30pm—CPR/First Aid—Recertification Class
- June 20, 6:30-8:30pm—From Enrollment to Exit

# Best Practices for Menu Planning

Thoughtful menu planning will ensure healthy, balanced and nutritious meals. The USDA has outlined the five basic steps of careful menu planning.



## Strive for Balance

- **Balance flavors** Too much of any one flavor will make the plate unappealing for children.
- **Balance unhealthy fats** Serve high saturated fat foods with vegetables and fruits.

**Contrast on the Plate** to make meals more appealing. Consider the following:

- **Texture**
- **Taste**
- **Appearance**
- **Size and Shape of the Food**

## Think about Color

- **Avoid all the same color.** Add at least two colors to your plate each meal.
- **Fruits and vegetables are great for adding colors from the rainbow.**
- **Add color to colorless foods,** pair mashed potatoes with broccoli.
- **Add spices to foods with little color.** Paprika or green herbs provide color to white potatoes.

## Emphasize Variety

- **Food Choices** Serve a variety of different meat/meat alternates throughout the week. Try for hamburger one day and chicken the next. The same applies to your side dishes. Provide several options throughout the week.
- **Serving Style** There are many different ways to serve healthy foods: casseroles, soups, sandwiches and salads.
- **Food Form** Try out different ways of serving meats and vegetables. Prepare vegetables in various ways to include raw, steamed, roasted or in a salad. Vary your spices and seasonings.
- **Include a Surprise** Make meal time adventure time. Offer new foods with other foods that children are familiar with.

## Consider Eye Appeal

- **Presentation is Key** If a plate does not look good visually, it is more difficult for a child to want to eat it.
- **Consider how food is presented** and placed on the table.



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Through partnerships with families and community agencies, Family Enrichment Network provides supportive services and programs for the optimal development of children, adults and families.

To learn more about our mission, and share in our vision that all children and families have the opportunity to grow and develop to their full potential, please visit our website at [www.familyenrichment.org](http://www.familyenrichment.org).