People with memory disorders want and need to stay connected to friends and family. But sometimes it is hard to know what to say. Try these tips and see how they work.

1. Check with the person’s primary caregiver, whether a family member or health care provider about:
   - Best time of the day to call
   - Any topics which might upset the person
   - Topics or themes that sustain the person’s good feelings about him/herself.
2. Don’t rush into the purpose of the call. Allow plenty to time for the person to get comfortable and respond.
3. Try to keep calls short, but pleasant – a good neutral warm-up is the weather: “The blue sky today reminds me of our family picnics.”
4. Do not question or quiz repeatedly. Remember, answers may not be accurate.
5. It’s fine for the person to tell a favorite story, over and over again – memories get richer with the telling.
6. If she/he repeats the same question, give the same brief answer each time. Refrain from telling him/her that you just answered that question.
7. It is quite common for the person to be suspicious of those closest to him/her, and even to misinterpret what is seen or heard. Do not argue, explain or contradict beliefs. Listen, comfort and reassure. You don’t have to agree.
8. Complaints about family, current living situation (nursing home) or physical ailments, should be acknowledged, “I’m sorry you are having a tough day” – you don’t have to fix it or offer a solution. If you are concerned about something the person said, mention it to the family or care provider. Generally, they can clear up misunderstandings.

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9. To avoid frustration or embarrassment, be aware of the person’s current abilities; otherwise they may feel they are not living up to expectations.

10. If she/he seems confused, upset or inattentive, promise to call back later, and keep that promise.
    Always end the conversation with an authentic and positive farewell.

Source: The Caregiver

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**Packing Safe School Lunches**

Millions of Americans carry “bag” lunches. Food brought from home can be kept safe if it is first handled and cooked safely. Perishable foods must be kept cold while commuting via bus, bicycle, on foot, or in a car. After arriving at school, perishable food must be kept cold until lunchtime.

Why keep food cold? Harmful bacteria multiply rapidly in the “danger zone” – the temperatures between 41 and 135 degrees F. So, perishable food transported without ice source won’t stay safe long. **Here are a few recommendations to prevent foodborne illness from “bag” lunches.**

1. **Perishable food,** such as raw or cooked meat or poultry, must be kept cold or frozen at the store and at home. Eggs should be purchased cold at the store and kept cold at home. In between, transport perishable food as fast as possible when no ice source is available. At the destination, it must be kept cold. Food should not be left out at room temperature more than 2 hours (1 hour if the temperature is above 90 degrees F.)

   • Pre-packed combos that contain luncheon meat along with crackers, cheese and condiments must also be kept refrigerated. This includes luncheon meats and smoked ham which are cured or contain preservatives.

   • It’s fine to prepare the food the night before and store the packed lunch in the refrigerator. Freezing sandwiches helps them stay cold. However, for best quality, don’t freeze sandwiches containing mayonnaise, lettuce, or tomatoes. Add these later.

   • Insulated, soft-sided lunch boxes or bags are best for keeping food cold, but metal or plastic lunch boxes and paper bags can also be used. If using paper lunch bags, create layers by double bagging to help insulate the food. An ice source should be packed with perishable food in any type of lunch bag or box.

2. **At lunchtime,** discard all used food packaging and paper bags. Do not reuse packaging because it could contaminate other food and cause foodborne illness.

3. **Pack** just the amount of perishable food that can be eaten at lunch. That way, there won’t be a problem about the storage or safety of leftovers.

4. **Prepare cooked food,** such as turkey, ham, chicken, and vegetable or pasta salads, ahead of time to allow for thorough chilling in the refrigerator. Divide large amounts of food into shallow containers for fast chilling. Keep cooked food refrigerated until time to leave home.

   • To keep lunches cold away from home, include a small frozen gel pack or frozen juice box. Of course, if there’s a refrigerator available, store perishable items there upon arrival. Some food is safe without a cold source. Items that don’t require refrigeration include fruits, vegetables, hard cheese, canned meat and fish, chips, breads, crackers, peanut butter, jelly, mustard, and pickles.

5. **Use an insulated container** to keep food like soup, chili, and stew hot. Fill the container with boiling water, let stand for a few minutes, empty, and then put in the piping hot food. Keep the insulated container closed until lunchtime to keep the food hot—140 degrees F or above.

Source: US Department of Agriculture
Healthy School Lunches

Provide healthy options for your child’s lunch box. Here are some ideas when packing school lunches:

- **Whole grains.** Foods made with whole grains (bread, rice, cereals, pasta, etc.) typically have more fiber and other nutrients than those made with refined grains, like in white bread. To identify whole grain foods, look for those that list whole wheat, barley, oats, or another grain as the food’s first ingredient.

- **Low fat milk.** As an alternative, especially if your child is already drinking 16-24 ounces of milk a day, you might go with water or 100% fruit juice at lunch, but avoid soda and fruit drinks. Low fat milk (for kids over age 2 years) is usually the preferred beverage to go with your child’s lunch.

- **Lean Meats.** If using processed sandwich meats, choose those labeled as being ‘lean’ or ‘low fat’ and which have a low amount of sodium.

- **Good carbs** are found in many fruits, vegetables, and whole grain foods.

- **Good fats** are present in foods with monounsaturated and polyunsaturated fat. Avoid saturated fats (animal fats) and Trans fats, which are found in many processed foods, commercial baked goods, and snack foods.

- **Avoid added sugar.** Check the ingredients list to avoid foods with added sugar, which might list sugar, corn sweetener, dextrose, fructose, corn syrup, fruit juice concentrate, honey, lactose, molasses, sucrose, or syrup.

- **Nutritious snacks** don’t include ‘fruit snacks’ or bag of chips. Instead, provide healthier options like low fat yogurt or cheese, whole fruit, trail mix, oatmeal cookies, air-popped popcorn, granola bars, etc.

**Quick Fix Mix**

2 cups mini pretzels
1 cup cheese snack crackers
1 cup honey roasted peanuts
1 cup raisins

**Directions:**

Place all ingredients into a large plastic baggie, seal, then shake. Enjoy!

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Fostering Resiliency for Families in Transition

How To Teach Your Preschooler to Wait to Spend Money

Children need to practice waiting to become good at it. Savings charts can help them learn how to wait to spend money. Charts can show how much money children have saved and how much more money they need. This can encourage them to keep saving.
A Savings Chart

Materials needed:

- Plain paper
- Pencils, pens, crayons, or markers
- Scissors, glue
- Newspaper or magazine ads, empty cereal box

Step 1: Explain what you will be doing together. The two of you will make a savings chart. Explain that it will help your child buy something at the store that costs more than your child has now.

Step 2: Pick a spending goal. Ask what your child might want to buy at the store. Have your child think of a small item at first. Starting small helps your child reach the goal faster.

Step 3: Plan the savings chart. Find out the price of the item your child wants to buy. Decide how many coins (or dollars) your child needs to save to buy the item. Each part of the savings chart will stand for one coin (or dollar) needed to purchase the item.

Important:

- Don’t forget to add sales tax, if any, to the item’s price.
- Most preschoolers find it easier to save coins than bills. Example: $2.00 = eight quarters or 20 dimes.
- Use the same coin (or bill) for each part of the chart. Make sure that your child knows what coin (or bill) each part stands for.

Step 4: Make the savings chart.

Choice A: Draw boxes on a plain sheet of paper with a pen or marker. Draw as many boxes as there are coins (or dollars) in your child’s savings goal. For each coin (or dollar) saved, let your child color in (or put a sticker on) a box.

Choice B: Help your child make a drawing. Objects in the drawing can stand for coins (or dollars) in your child’s savings goal. For each coin (or dollar) saved, let your child color one object. Here are some examples:

- Eggs in a basket
- Leaves on a tree
- Steps on a path

Step 5: Start the savings chart. Write “[Child’s Name]’s Savings Chart” at the top. If your child already has some money, record it on the chart. You will have to help your child figure out how many parts of the chart to use.

Source: Credit Union National Association, Inc.