

# EAGLE EXPRESS

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## September

Wednesday, September 14  
Playgroup begins 10-11:30am

Friday, September 16  
Picture Day

September 19 - 23  
Gr. 6 students to Nature's Classroom

Tuesday, September 20  
School Committee Meeting 7pm

Thursday, September 29  
All School Sing 2:30pm

Friday, September 30  
Caterpillar Lab at EES

## **School Pictures** **Friday, September 16**

Picture Day Forms have been sent home. If you have any questions, please give the school office a call.



## **Form Reminder**

If you have not already done so, please return all forms (Emergency Card, Health History, Permission to Transport, Etc). If you need more copies, please call the school office.

## **News from the Principal's Desk:**

Dear Families and Friends of Erving Elementary School,

Our first week of school has flown by! Having spent the first few days establishing and building relationships, we are now settling into a regular schedule. As you can imagine, the first few days of school are critical in establishing routines, expectations, and friendships. Over the course of the summer all students grow and mature. Their approach to academic and social situations can change; therefore it is crucial that we spend the first few days assessing the needs of every student. We take the necessary time to provide our students with the resources to build a strong foundation for the rest of the school year. We also want every educator to feel that they have all the necessary information in order to plan effective lessons and goals for our students. You will begin to hear exciting things from your child's teacher about their plans for the year ahead. Thank you for investing in your child's education by communicating on a regular basis. We will keep in touch and let you hear all the great things that are happening in school. We love to hear from you about the great things that are impacting your child out of school.

Preschool classes continue to enjoy the wonderful opportunity to explore the amazing forest resources that Erving Elementary School has to offer right in our very own school's backyard, through our Forest Friday Program. Our students will develop science inquiry skills, a real world understanding of changes in their environment, an appreciation of their school community, and invaluable language development through meaningful discussions and exploration.

On the first day of our staff meeting, I asked every member of staff to create a small quilt square to depict their gifts to our community. Please take a moment to view these incredible 'gifts', which are displayed on the first notice board inside our main hallway. Over the coming weeks I will share a thought about how we can share our gifts to a community outside of our schools walls. Please be thinking about how you share your gifts with those around you.

In the meantime, have a lovely weekend and we look forward to seeing you all on Monday.

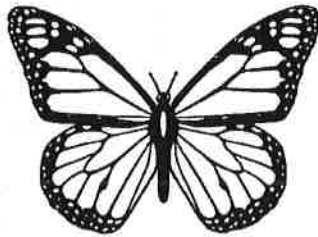
Sincerely,

Jim Trill

# First Grade News!

First graders are beginning our study of *life cycles* with an in-depth look at *insects*! Thanks to Mrs. Black, we're lucky enough to be raising monarch butterflies in class! We're also having fun making connections to the incredibly diverse range of insect species that share our planet! Please drop by and see our beautiful creatures if you get a chance!

Ava



cabance



JAMESON  
WESTON

Jaiden



EMMETT



KEITH

SOPHIE



Khloie



# NIH News in Health

National Institutes of Health · Department of Health and Human Services · [newsinhealth.nih.gov](http://newsinhealth.nih.gov)

**Inside News:** 3 Curb Your Eating... 4 Peanut Allergy Therapy... Tips for Healthy Feet... It's a Noisy Planet

## Keeping Up in School? Identifying Learning Problems

Reading, writing, and math are the building blocks of learning. Mastering these subjects early on can affect many areas of life, including school, work, and even overall health. It's normal to make mistakes and even struggle a little when learning new things. But repeated, long-lasting problems may be a sign of a learning disability.

Learning disabilities aren't related to how smart a child is. They're caused by differences in the brain that are present from birth, or shortly after. These differences affect how the brain handles information and can create issues with reading, writing, and math.

"Typically, in the first few years of elementary school, some children, in spite of adequate instruction, have a hard time and can't master the skills of reading and writing as efficiently as their peers," says Dr. Benedetto Vitiello, a child mental health expert at NIH. "So the issue is usually brought up as a learning problem."

In general, the earlier a learning disability is recognized and addressed, the greater the likelihood for success in school and later in life. "Initial screening and then ongoing monitoring of children's performance is important for being able to tell quickly when they start to struggle," explains Dr. Brett Miller, a reading and writing disabilities expert at NIH. "If you're not actively looking for it, you can miss opportunities to intervene early."

Each learning disability has its own signs. A child with a reading disability may be a poor speller or have trouble reading quickly or recognizing com-



mon words. A child with a writing disability may write very slowly, have poor handwriting, or have trouble expressing ideas in writing and organizing text. A math disability can make it hard for a child to understand basic math concepts (like multiplication), make change in cash transactions, or do math-related word problems.

Learning difficulties can affect more than school performance. If not addressed, they can also affect health. A learning disability can make it hard to understand written health information, follow a doctor's directions, or take the proper amount of medication at the right times. Learning disabilities can also lead to a poor understanding of the benefits of healthy behaviors, such as exercise, and of health risks, such as obesity. This lack of knowledge can result in unhealthy behaviors and increased chances for disease.

Not all struggling learners have a disability. Many factors affect a person's ability to learn. Some students may learn more slowly or need more practice than their classmates. Poor vision or hearing can cause a child to miss what's being taught. Poor nutrition or exposure to toxins early in life can also contribute to learning difficulties.

If a child is struggling in school, parents or teachers can request an evaluation for a learning disability. The U.S. Individuals with Disabilities Education Improvement Act requires that public schools

provide free special education support to children, including children with specific learning disabilities, who need such services. To qualify for these services, a child must be evaluated by the school and meet specific federal and state requirements. An evaluation may include a medical exam, a discussion of family history, and intellectual and school performance testing.

Many people with learning disabilities can develop strategies to cope with their disorder. A teacher or other learning specialist can help kids learn skills that build on their strengths to

*continued on page 2*

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[newsinhealth.nih.gov](http://newsinhealth.nih.gov)

# Curb Your Eating

## Help Your Brain Fight the Urge to Splurge

Ever tried to eat just one potato chip, or take just one bite of chocolate cake? It may feel impossible. A little nibble triggers an urge to eat more. Some people feel driven to keep eating to the point where the food's no longer enjoyable. You know the resulting weight gain will harm your health. So why do you keep eating when it's not in your best interest?

Out-of-control behaviors around food can look and feel remarkably similar to an addiction to drugs and other substances. In fact, imaging studies have shown that addictive drugs can hijack the same brain pathways that control eating and pleasurable responses to foods. NIH-funded researchers are closely studying the biology of overeating to try to find new ways to help people curb these out-of-control behaviors.



### Wise Choices Control Your Eating

- **Stick to a shopping list.** It helps to shop when you're not hungry.
- **Remove temptation.** Don't bring high-fat or sugary foods into your home.
- **Change your surroundings to avoid overeating.** For example, don't eat while watching TV. Meet friends in places that don't serve food.
- **Use smaller plates.** We tend to eat most of what's on our plates, no matter the size.
- **Don't reward successes with food.** Choose other rewards you'll enjoy, like a movie, a massage, or personal time.
- **Seek help.** Ask friends and family for support. Consider enrolling in a class or program.
- **Forgive yourself if you overeat.** We all have occasional setbacks.

"There's an addictive element to foods—especially high-fat, high-sugar foods—that drives many of us to overeat," says Dr. Nora Volkow, director of NIH's National Institute on Drug Abuse. She's been studying the brain's role in drug addiction and obesity for more than 20 years. Volkow and other scientists have found that high-calorie foods, like addictive drugs, can trigger the brain's reward system, releasing brain chemicals such as dopamine that make you feel terrific. So it's natural to want more. In fact, wanting more helped early humans survive.

"Our brains are hardwired to respond positively to foods that have a high content of fat or sugar, because these foods helped our ancestors survive in an environment where food was scarce," Volkow says. "In today's society, though, highly rewarding foods are everywhere. And our brain's reward system for foods is now a liability."

Seeing, smelling, tasting, or even hearing certain cues—from food ads on the radio to the smell of cinnamon buns in a shopping mall—can make us crave fattening foods when we're not even hungry. Brain studies show that food cues can be especially strong in people who are obese or at risk for weight gain. In one NIH-funded study, volunteers who had a heightened brain response to a sip of a milkshake when they weren't hungry were more likely to gain weight a year later.

While some brain areas drive us to seek sweets and fatty foods, other regions at the front of the brain can help us control our urges. We can help our "rational" brain regions take control by avoiding tasty temptations and developing healthy habits.

"Each of us should be aware if there are certain foods that we can't



stop eating once we start. Avoid having them at home. Don't buy them or start eating them, because that might trigger binge eating," Volkow says.

Make healthy eating a part of your everyday routine by swapping unhealthy habits with healthy ones. Eat fruit instead of cookies as a daily dessert, or have a mid-day snack of crunchy carrots instead of potato chips. Instead of walking directly to the refrigerator after work, take a walk through your neighborhood. Over time, healthy habits can become wired in your brain. You'll do them without even thinking.

"Childhood and teen years are ideal times to develop healthy habits," Volkow says. "Healthy eating habits will help protect them in the future against the diseases associated with obesity." ■



### Web Links

For more about out-of-control eating, click the "Links" tab at: [newsinhealth.nih.gov/issue/Sep2016/Feature2](http://newsinhealth.nih.gov/issue/Sep2016/Feature2)

## Health Capsules

For links to more information, see these stories online:  
newsinhealth.nih.gov/issue/Sep2016/Capsule1

### Preschoolers Benefit from Peanut Allergy Therapy

An experimental treatment protected many preschoolers from having an allergic reaction to eating peanut. The promising approach may one day stop peanut allergy in its tracks.

Peanut is one of the most common causes of food allergies. A peanut allergy usually starts in childhood and lasts a lifetime. Allergic reactions to peanut can be mild, but sometimes they're severe and life-threatening.

Avoiding peanut is the best way to prevent an allergic reaction. But it's hard to steer clear of peanut. It can be hiding in foods you might never suspect.

An NIH-funded study enrolled 40 young children (about 9 months to 3 years old) who were newly diagnosed

with a peanut allergy. The treatment, called oral immunotherapy, involved eating a small amount of peanut protein every day. The daily amount slowly increased over time. The children were randomly assigned to get either a high- or a low-dose treatment. A group of 154 peanut-allergic children who avoided peanut were studied for comparison.

After about 29 months of treatment, the children stopped eating peanut for 4 weeks before eating peanut again. Overall, almost 80% of treated kids could eat peanut with no allergic response. Only 4% of the control group successfully reintroduced peanut into their diet. Scientists continue to monitor the children to see

how long the treatment effects last.

"This study provides critical evidence supporting the safety and effectiveness of peanut oral immunotherapy in treating young children newly diagnosed with peanut allergy," says Dr. Marshall Plaut, a food allergy expert at NIH.

The experimental treatment is still being tested in clinical trials. It should only be given under a doctor's care. Never give peanut products to a child who has peanut allergy. It could cause a dangerous reaction. ■

### Be Sweet to Your Feet

Your feet work hard to get you where you need to be. But years of wear and tear can be rough on them. So can disease, bad circulation, poorly trimmed toenails, and wearing shoes that don't fit.

So be kind to your feet. Exercise, especially walking, is a great way to increase blood flow, which helps your feet stay healthy. Try simple foot exercises, such as sitting and rotating your ankles one way, then the other.

Foot problems are sometimes the first sign of more serious medical conditions such as arthritis, diabetes, and nerve or circulatory disorders. Check your feet often, looking for cuts, blisters, or ingrown toenails. Talk with a doctor if you notice numbness or severe pain in your feet. ■



#### Wise Choices Tips for Happy Feet

- Wash your feet regularly, especially between your toes.
- Wear clean socks.
- Wear well-fitting, comfy shoes.
- Wear shoes when you're outside.
- Put your feet up when you're sitting, to help circulation.
- If you're sitting for a long time, stand up and move around every now and then.
- If you cross your legs when sitting, reverse or uncross them often.

More at [go4life.nia.nih.gov/tip-sheets/foot-care](http://go4life.nia.nih.gov/tip-sheets/foot-care)



#### Featured Website

It's a Noisy Planet.  
Protect Their Hearing.

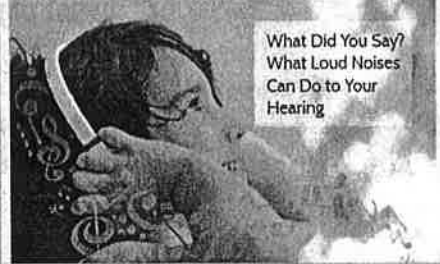
[www.noisyplanet.nidcd.nih.gov](http://www.noisyplanet.nidcd.nih.gov)

Kids and teens are often exposed to noise levels that could permanently harm their hearing over time. Learn about the causes of noise-induced hearing loss and how to prevent it, so your kids—and you—can have healthy hearing for life.



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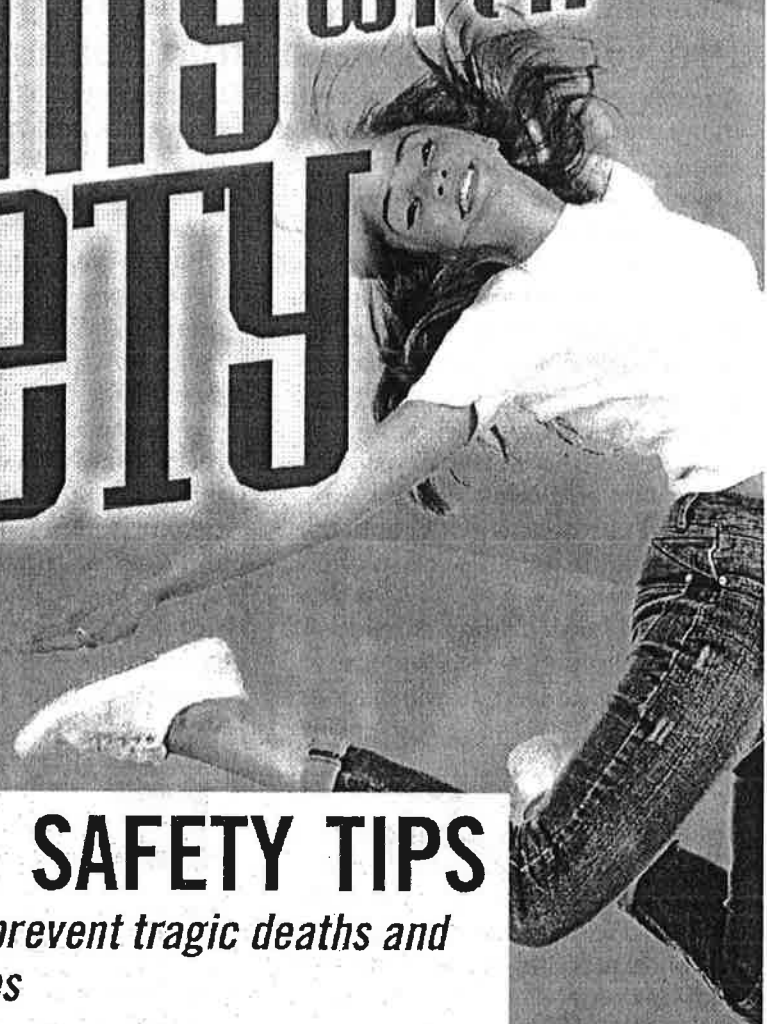
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# JUMPING WITH SAFETY



## TRAMPOLINE SAFETY TIPS

*Take these steps to help prevent tragic deaths and serious trampoline injuries*

- Allow only one person on the trampoline at a time
- Use trampoline enclosures to help prevent injuries from falls
- Place the trampoline away from structures, trees, and other play areas
- Do not allow children younger than 6 to use a full-size trampoline
- Supervise all children who use a trampoline
- Do not use if there is high wind because the trampoline can shift, move, or blow away
- Inspect the trampoline regularly to make sure nothing is missing and there are no rips or tears in the pad



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