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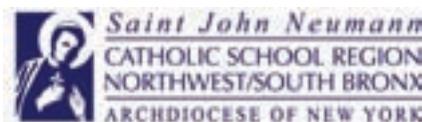
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# Family March 2013



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# Letter from the publisher

## March musings

A few weeks ago we were happily informed that our publishing group had been selected as Finalists in a variety of categories in the Parenting Media Association's 2013 Editorial & Design Awards. Once again we were able to



congratulate our many writers and creative contributors and can only hope that we will take home some winning Silver or Gold Awards at the upcoming Conference and Awards Dinner in Atlanta this month.

It's a wonderful feeling to be acknowledged for excellence and for having worked hard. Life is loaded with competitions and competitive spirit and most of it is highly healthy and motivates us to do more than we

might if we were able to rest on our laurels and coast with a guarantee.

This competitive spirit is often personified for children in its purest and more innocent form in the wonderful activities they engage in while attending summer camps and programs. Sports, games, hikes, hunts, and other such activities are wonderful vehicles to teach children the techniques of competition and of competing with good cheer, generosity and teamwork.

So many terrific programs abound around our city and within our various communities. This issue presents many of them, as will the issues in the months to come. Summer is a great time to be a kid, at least for most of our children. I remember my own joys

of summer and of camp activities, beach going, waiting for the ice cream truck, ball playing and hanging out with my friends as the long daylight hours enabled later group behavior.

For my daughter it was a day camp here in our city and the great pleasure of making new friends, both in other campers and in the wonderful young people who become their counselors. As the years passed it was she who became a counselor and years later she still is a part of that "family" that began 15 years ago.

We've started this issue out with an article asking us, "What kind of parent are you? It's a good question and I don't think there's any simple answer, but I've certainly been asking myself that question for many years and still do. I think it's integral for us to give ourselves that evaluation and to examine how our behavior can and

will shape the lives of our children. Self-evaluation is mostly positive unless administered too harshly. There's little doubt that this is the most important job we ever have in our lives with almost no training and modest guidance. Where are the parenting classes that everyone needs and should be given as a matter of importance?

That's why we do these magazines, to try to bring support and a sense of community to the often-dizzying role of parenting. We can only hope it's making a difference.

Wishing you all a good month. Thanks for reading.

Susan Weiss-Voskidis,  
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# What kind of parent are you?

The type of parent who you are today shapes who your child will become tomorrow

BY DANA J. CONNELLY

**P**arenting is truly an art form comprised of what we have learned in the past with what we would do differently in the future. With each passing generation, there is a certain underlying goal to either improve upon or completely revamp the style of parenting we were raised with. The task seems daunting, especially while every move you make, the little ones are watching. It can be helpful to know what type of parent you are.

Baumrind distinguished the four parenting styles as “Authoritarian,” “Authoritative,” “Permissive,” and “Uninvolved” (1991). Essentially, the kind of parenting style you employ shapes the type of child you are raising.

- The authoritarian. This would be considered to be the strict parent, the one that puts forth rules and boundaries and punishes any and all infractions. This parent would have a “do-as-I-say” attitude to parenting. Having such a rigid approach to child rearing could result in an obedient child, but one that lacks an overall sense of contentment. The child is more likely to suffer from poor self-image and would struggle to feel confident in social situations.

- The authoritative. This would be considered to be the “ideal” parent. This parent would implement rules and boundaries, but would be open to the child’s input. Punishments are delivered not as intimidation, but as an opportunity for the child to learn from his mistakes. An open dialogue is maintained without sacrificing the rules or consequences. A child reared by an authoritative parent would likely be well-adjusted and

successful. He would have the ability to cope with changes, feel an overall sense of security and pride, and also respect authority.

- The permissive. This would be the parent that “spoils” a child. This parent is overly sensitive to her children’s reaction to the rules and boundaries. She may even cover for her child if he gets in trouble at school. This is the parent who allows the child to shape her behavior as a parent, when it should be the other way around. When rules are not consistently enforced, the child begins to behave inconsistently. At times he can be compliant and cheerful, but can also engage in tantrums and can be quite defiant when things do not go his way. A child raised by a permissive parent tends to have low levels of contentment, has great difficulty regulating his emotions, and displays problems with authority.

- The uninvolved. This is the parent who meets the basic needs of a child (food, shelter, medical care, education), but spends minimal time involved in the other aspects of child development. This could be a parent who suffers with addiction or releases her children into the custody of the state, or the parent who places the child rearing into the hands of a nanny while she travels, works, shops, or lunches. Children need rules and structure in order to feel successful and appropriately stimulated. When their lives lack such ingredients and the parent is distant or neglectful, it

can result in a child who lacks self-control. Children raised in this parenting style tend to have lower levels of intelligence and low self-esteem.

The following are role-play scenarios designed to illustrate how one common, every day parent-child interaction would be handled by each parenting style:

**Scenario:** Eight-year-old Lilly lives with both of her parents and is an only child. Lilly is very excited about the party that her best friend Amelia is having this weekend. Lilly has not been cleaning up her room and needs to be repeatedly reminded to do so. Lilly’s mom and dad feel that if Lilly cannot do a better job with cleaning up after herself, she should not go to Amelia’s party.

#### Authoritarian parenting style

Dad: Lilly, come into the kitchen now, please.

Lilly: Dad, five more minutes, please, I just want to see the end of the show.

Mom: Your father said “now” Lilly. You have five seconds to turn off that TV.

Lilly: Fine, I’m coming. (Walks into kitchen) What’s going on?

Dad: You have not cleaned up your room, again. Your dirty clothes are all over the floor.

Mom: The beads from your jewelry kit are scattered everywhere and it broke the vacuum today.

Dad: Your mother and I are not allowing you to go to Amelia’s party this weekend.



Lilly: No, wait. I'll go clean it right now. Please let me go.

Mom: Absolutely not. You are right that you will go clean up right now, but the party is out of the question. Maybe you will remember how disappointed you are and will clean up after yourself in the future.

**Authoritative parenting style**

Dad: Lilly, come into the kitchen please, your mother and I need to talk to you.

Lilly: Dad, five more minutes, please. I just want to see the end of the show.

Mom: Lilly, you are watching a DVD. Press pause and come in here.

Lilly: OK. OK. (Walks into the kitchen) What's going on?

Dad: Your mom and I have a deal to make with you. Take a look at this list. (Hands Lilly the cleanup list).

Lilly: One, put dirty clothes in the hamper. Two, pick up all toys and put them in the bin. Three, put all books on bookshelf. Four straighten the sheets and pillows on your bed. I know, I'm sorry, I forgot.

Mom: We know. That's why we made this list. Today is Tuesday and Amelia's party is on Saturday. Every night between now and the party you will need to use this checklist to help you remember what we mean when we say "Cleanup your room." If you do these things every day you can go to the party. If we check your room and the four things on the list aren't done, we're sorry, but you won't be able to go to the party this time.

Lilly: Aw, man. But what if I forget to do it a day or two?

Dad: Lilly, you are a big girl now and I think your Mom and I are being

very fair. Because you left your toys out one of them got caught in the vacuum and now it is broken. So you can either pay for the vacuum (jokingly) or follow this list.

Lilly: Dad, you know I don't have money.

Mom: So this list is looking pretty fair, don't you think?

Lilly: Yeah, OK.

(Lilly understood what was expected of her and understood the consequences. She adhered to the deal she made with her parents and enjoyed her time at Amelia's party.)

**Permissive parenting style**

Dad: Lilly, your mom and I want to talk to you. Please come into the kitchen.

Lilly: Five more minutes, Dad. I want to see the end of this show.

Mom: Fine. You have five more

minutes.

(15 minutes later)

Lilly: Hey, what's going on?

Dad: Your room is very messy and your mother and I want to know why you haven't cleaned it yet.

Lilly: Mom, Dad, I had so much homework. Ms. Stevens is so hard on us. She said that if we don't finish our work then we won't get to play outside during recess.

Mom: Well, what if we say "If you don't clean up your room, then you won't go to Amelia's party?"

Lilly: (Starts crying) Oh Mommy, no. Please, I'll be good. I'll clean up now. I didn't have the time.

Dad: Lilly, please don't get upset. We didn't want you to cry. We just want you to clean up your room. One of your toys broke the vacuum today.

Lilly: I am so sorry. I'll do a better job. But please let me go to Amelia's. All of my friends will be talking about it on Monday and I won't have anything to say because I wasn't there.

Mom: I will help you with your room between now and Saturday. If you are a good helper then you can go to the party.

Lilly: Oh, thank you. I will help. I promise.

(Lilly had to be reminded everyday to help her mother clean her room. She had a great time at the party.)

**Uninvolved**

This parent would care little as to whether the room was clean or not. She might clean it herself or have another caregiver do it. She may not even know who Amelia is or that there is a party to look forward to this weekend.



We all want to succeed in our parenting as we all want our children to succeed in life. How we approach discipline and how we nurture our children directly impacts the type of people they become. It's important to recognize what we do right as parents, but also what we do wrong, and realize that we all have something we wish we were doing better.

*Dana J. Connelly holds dual Master's Degrees in education and special education, working as an educational evaluator for a New York-based agency. She specializes in applied behavior analysis and is the proud single mother of a 5-year-old boy.*

**Reference:**

Baumrind D. (1991) The Influence of Parenting Style on Adolescent Competence & Substance Use - Journal of Early Adolescence p. 56-95.

# A healthy weight

Here are some tips to help your child

BY JAMIE LOBER

**N**ew York parents often wonder if their children weighs too much, too little, or are just right. When you have proper insight, you can judge where your child stands and what action, if any, he needs to take to stay at a healthy number.

“For kids in general, we use body mass index to measure where they fall in the healthy weight range,” said Despina Hyde, dietician and diabetes educator with the New York University Langone Weight Management Program.

Acting appropriately when tackling body image and weight issues with your child can make a difference.

“Especially for children who are still growing and developing, it is important that parents understand that the goal is not necessarily to lose weight, but to slow down the rate of weight gain and still allow normal growth and development,” said Hyde.

It is not usually recommended to put kids on a weight-loss diet.

“It is important to encourage plenty of fruits, vegetables, and whole grains,

and to drink lots of water and not caloric beverages, and to reinforce reasonably sized portions,” said Hyde.

The American Heart Association suggests aiming for four to five servings each of fruits and vegetables daily if you consume a 2,000-calorie diet (vegetable or 100-percent fruit juice counts!). The American Heart Association names brown rice, whole-grain cereal, whole-wheat bread, and rye bread as foods with whole grains that are good for you because they are low in saturated fat and cholesterol, but rich in fiber. Chicken and fish are encouraged over red meats because they are lower in saturated fat and cholesterol.

Healthcare professionals find that kids are eating more than they used to in past years, which means it is even more important that parents take a stand.

“You can cut out or reduce calorie-rich treats like high-fat, high-sugar treats or salty snacks in your house, and have fresh fruit and vegetables that are kid-friendly, like grapes, carrots, apples, and bananas around your household instead,” said Hyde.

Parents can use canola, corn or safflower oil as their main kitchen fat.

Also, make sure that dessert is in the evening, rather than all day long.

“Kids need to understand that ice cream is a treat, and not something that should be a normal part of the diet everyday,” said Hyde.

Obesity is not just a health problem, but a psychosocial risk as well.

“Obese children are a target of social discrimination, which can put psychological stress on kids and affect their self-esteem, academic performance, and social life,” said Hyde. These children and adolescents typically carry that on with them into their adulthood, which is dangerous. “Obesity is a predictor for cardiovascular risk, type 2 diabetes, high blood pressure,

and abnormal glucose tolerance, so if these issues are treated or prevented in childhood, it will lead your child to live a healthier life overall as adults and prevent the development of some of these diseases.”

Keeping your child at a healthy weight comes down to common-sense math — and limiting screen time.

“You want to make sure your kid is getting adequate nutrition by balancing those calories with the calories he is expending, which means increasing physical activity and limiting screen time,” said Hyde. “The American Academy of Pediatrics does not recommend television viewing for children below age 2, and it is recommended that it is less than two hours a day, which includes video games, television, and internet.”

Find healthy alternatives to screen time and make having an active lifestyle a family affair.

“You want to try to encourage your child to do more active activities, which will help him in turn expend more calories because what is happening now is that kids are taking in way more calories than they used to, and using less because they are sedentary,” said Hyde.

And keep in mind that kids like to imitate adults, so be a good role model.

“Develop an overall healthy relationship with food, which sets the stage for years to come,” said Hyde. Paying attention to the food labels and asking your doctor for guidance on how to interpret them can also be helpful.

Let your child know that positive lifestyle choices, as well as an annual physical, are important to your family — and to his health. If you are having trouble coming up with practical ideas to make a change, consider consulting with a pediatrician or dietician who can offer some expert guidance as to an approach that will work well for your family.

*Jamie Lober, author of “Pink Power” (www.getpinkpower.com), is dedicated to providing information on women’s and pediatric health topics. She can be reached at jamie@getpinkpower.com.*

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# Young & bipolar

## Controversial diagnosis in pediatric and adolescent psychiatry

BY ALLISON PLITT

**D**octors for years believed that the onset of a mental illness called bipolar disorder could only begin in early adulthood. But in 1995 two psychiatrists observing children in a psychiatric clinic found that children could exhibit symptoms of the disorder, and doctors began prescribing medications approved for adult use to young children.

According to “The Diagnostic and Statistical Manual of Mental Disorders,” which professional psychiatrists use in order to look at their patient’s symptoms and diagnose their illnesses, bipolar disorder, also known as “manic depression,” is characterized by mood swings between two different, intense states — a “manic” phase in which the patient is hyperactive, shows reckless behavior, acts grandiose, and has racing thoughts, and a “depression” in which the patient is sad, lacks energy, has difficulty concentrating, and can even be suicidal. The length of time that a manic or depressive episode usually lasts is at least one or two weeks.

### New findings

In 1995 psychiatrists Dr. Joseph Biederman and Dr. Janet Wozniak were observing children with attention deficit hyperactivity disorder in a psychiatric clinic at Massachusetts General Hospital, the primary teaching hospital of Harvard Medical School. Attention deficit hyperactivity disorder — the most commonly diagnosed childhood behavior disorder, which affects three to five percent of school-aged children — is when kids have problems with inattentiveness, over-activity, and impulsivity.

Doctors Biederman and Wozniak found, however, that some children were having periods of extreme aggressiveness, depression, or anger, and were not getting better by taking stimulants, which are psychoactive drugs that improve concentration and focus for sufferers of the disorder.

Dr. Biederman felt that there was a portion of the kids in his clinic

whose problems with anger seemed to go way beyond normal attention deficit hyperactivity disorder. He and Dr. Wozniak observed these children more closely and saw kids who continued to struggle with intense, uncontrollable outbursts of anger — violent hitting, screaming, and kicking — even after they passed through their preschool years.

While Dr. Wozniak believed children suffering from attention deficit

## PART ONE of a series

hyperactivity disorder had difficulty with impulse control, she thought that the other kids dealing with difficult-to-treat attention deficit hyperactivity disorder had serious mood problems, which could be defined as bipolar. She wrote up her observations in 1995, in a now-famous paper in which she proposed that some of the kids originally diagnosed with attention deficit hyperactivity disorder were actually bipolar. Her paper won awards and many physicians believed her insights helped transform their practices.

Dr. David Shaffer, professor of Psychiatry and Pediatrics at Columbia University Medical Center, explained the findings.

“The defining feature of [adult] manic-depression was that it was episodic. You had episodes of depression and episodes of mania and episodes of normal mood, and that was really [bipolar disorder’s] defining characteristic,” he says.

According to Dr. Shaffer, the kids Dr. Wozniak described rarely, if ever, had these kinds of week-long or month-long episodes. In order to make these children fit the traditional concept of bipolar disorder, Dr. Wozniak and Dr. Biederman made the argument that the children experienced these episodes in a different context.

“They said, maybe in childhood the episodes would be very brief and very frequent,” says Dr. Shaffer. “These are called ‘ultra diem,’ you

know, ‘many times a day.’ If you regarded every time children changed their mood, every time they lost their temper or became over excited, as a mood episode, then they were really being misdiagnosed and were really cases of bipolar disorder.”

Critics countered that bipolar disorder should look the same in kids as in adults, and that there were bipolar adults who did not suffer uncontrollable anger issues when they were younger. Nevertheless, the pediatric bipolar disorder diagnosis took off.

### Controversial prescriptions

Once psychiatrists learned they could diagnose children as bipolar, the number of cases of children with the illness exploded. Based on a study published in the Archives of General Psychiatry that measured national trends in outpatient visits that resulted in a diagnosis of bipolar disorder, there was a 4,000-percent increase in the number of children diagnosed with bipolar disorder from 1995 through 2010. Suddenly, children with attention deficit hyperactivity disorder, who were becoming more agitated by taking stimulants, were being treated with antipsychotic medicines, which adults took for bipolar disorder.

“The initial reports from Joseph Biederman and Janet Wozniak started a very controversial period when kids started getting antipsychotics all over the country for disruptive behavior,” stated Dr. Jess Shatkin, an associate professor and director at New York University’s Child Study Center.

Consequently, some doctors began prescribing to children a new breed of antipsychotic medicines that had just come onto the market in 1993 — Geodon, Zyprexa, Abilify, Seroquel, and Risperdal.

Antipsychotic medications are primarily used to manage psychosis, which is when a patient loses touch with reality by having delusions or hallucinations that are often caused by schizophrenia or bipolar disorder. Some physicians, on the other hand,



found that when the kids with difficult-to-treat attention deficit hyperactivity disorder took these medications, they seemed to settle down and had fewer aggressive outbreaks.

The U.S. Food and Drug Administration approved the use of antipsychotics in youth for treating bipolar disorder, schizophrenia, Tourette's syndrome, and irritability stemming from autism. Other physicians, nevertheless, began in the mid-1990s to prescribe these powerful drugs to young children and adolescents to treat conditions such as attention deficit hyperactivity disorder, anxiety, and insomnia.

In a 2008 study conducted at the University of North Carolina-Chapel Hill's School of Public Health, two doctors found that patients under 19 years old accounted for 15 percent of antipsychotic drug use in the U.S. in 2005, compared with seven percent in 1996.

According to Stephen Crystal, a Rutgers University professor who studies the drugs, more than 70 percent of the antipsychotic use in young children

and teenagers has been for off-label mental disorders, like attention deficit hyperactivity disorder, a nonpsychotic condition. In other words, the doctors were prescribing these drugs to treat illnesses that the Food and Drug Administration did not approve the medications to be used for.

"In 2010 antipsychotics were one of the most prescribed classes of drugs in the United States. That's remarkable. If you had told us 10 years ago that antipsychotics would soon be one of the most prescribed medications in the U.S., we [psychiatrists] wouldn't have believed you," Dr. Shatkin explained. "Antipsychotics are being increasingly used because so many doctors, most often non-psychiatrists, are prescribing them for sleep, anxiety, agitation, irritability, and to augment an anti-depressant. These medicines are expensive and have great promise, and they also have significant side effects and should be used with great caution."

Unfortunately, the children who have benefited from taking the drugs have also often suffered many docu-

mented side effects. In 2009 the Journal of the American Medical Association conducted a study of young children and adolescents from ages 4 to 19. These patients took four different antipsychotic medications.

In less than 12 weeks the young patients added eight to 15 percent to their body weight after taking the pills. The study concluded that when children and adolescents took certain antipsychotic medications, they risked rapid weight gain and metabolic changes that could lead to diabetes, hypertension, and other illnesses.

The two most severe side effects from taking antipsychotic drugs are a life-threatening nervous system problem called neuroleptic malignant syndrome, and an uncontrollable movement problem called tardive dyskinesia. One mother recounted that her son had taken an antipsychotic medicine for three months before he experienced tardive dyskinesia.

"The muscles in his face were contorted and he looked like a different kid, like frozen in a way," she said. She complained that the doc-

tor who prescribed the medication had never even mentioned the side effects to her.

There is also a decade-long history of lawsuits against pharmaceutical companies that manufacture antipsychotic medications by the patients who use them and experience unreasonably dangerous side effects. Patients also sue the pharmaceutical companies, pharmacies, and physicians for not providing sufficient warnings or instructions regarding the use of these drugs.

### **Future of disorders**

"The Diagnostic and Statistical Manual of Mental Disorders" does not address pediatric or adolescent bipolar disorder in children, since it was published in 1994, one year before the controversial Massachusetts General Hospital study. An updated manual to be published in May 2013 will define bipolar disorder in children, but psychiatrists have insisted on including a new term for children who do not classify as bipolar.

The newly proposed category is called temper dysregulation disorder, which is seen as a brain or biological dysfunction but not necessarily a lifelong condition. Kids who can be diagnosed with the condition are between the ages of 6 and 18 and have temper outbursts three or more times a week that are grossly out of proportion in intensity or duration to the situation.

By adding this new entry, the American Psychiatric Association is trying to help curb the use of the pediatric bipolar label, which is a lifelong label that some physicians seem hesitant to diagnose in young children.

However, critics think temper dysregulation disorder, also referred to as disruptive mood dysregulation disorder, is too vague a diagnosis and will turn temper tantrums into mental disorders. Its defenders, though, believe there are irritable kids who get excited and overreact, most likely by having tantrums, and whose parents and teachers have trouble dealing with them. If these children are diagnosed with disruptive mood dysregulation disorder, they won't be labeled bipolar, which, according to proponents of the use of the term, can often lead to stigma and the likelihood of taking powerful drugs.

*Allison Plitt is a freelance writer who lives in Queens with her husband and daughter. She is a frequent contributor to NY Parenting Media.*

# SPARK of activity

A program works to improve gym class and fight childhood obesity

BY MARY CARROLL WININGER

**T**he epidemic of childhood obesity is well on the rise: 17 percent of children are obese today as opposed to five percent 30 years ago, according to the U.S. Department of Agriculture. And in 2010, the Centers for Disease Control reported that more than a third of children and adolescents were considered overweight or obese.

Budget cuts have left some schools with few teachers and less equipment for traditional gym class. This means kids may have gym only once a week — barely enough time to work up a sweat, let alone burn off any significant calories. How did this happen, and what can be done to fix it? A public health organization in San Diego is working to change this, and to revolutionize the way physical education is taught and experienced in this country.

Obesity is defined as having an excessive amount of body fat to the detriment of one's own health. It's a medical condition that is hard enough to face as an adult, with all of the physical and emotional challenges that come with it. But there is something altogether more poignant about a child being overweight, because he's experiencing these same challenges at a time in his life that should be joyful and carefree.

Food intake is a major part of the problem, of course. Portion sizes have ballooned in the last 50 years, and the increased reliance on sugary drinks and fast food isn't helping. According to the book "Fast Food Nation," people spent \$6 billion on fast food in 1970. In 2000, it was more than \$110 billion.

Lack of physical activity, however, seems to be inflicting the most damage upon America's kids, which is even more distressing when you realize that children are no longer naturally doing what they've always done — playing. As a result of overloaded schedules, too much homework, or a preponderance of video games, kids today aren't getting nearly enough activity. And nowadays kids can no longer rely on even school-sanctioned activity like physical education.

Originally created with the goal of building a better physical education class, Sports, Play and Active Recreation for Kids, known as SPARK, is a program that trains teachers and other recreation leaders on how to lead children and teens through research-based curriculum that fosters wellness.

It was implemented in 1989 as a "solution to the then-growing childhood obesity epidemic," says Billy Beltz, the marketing manager. "The National Institutes of Health decided to do a research project to find out if a better physical education program was possi-

ble, and to see the positive outcomes that could result."

The original SPARK task force noticed in its research that most of gym class time consisted of kids doing a lot of waiting. Waiting their turn in line during kickball. Waiting for the ball to come to them when playing fullback in soccer. Waiting to be picked for a team. There were — and are to this day — "physical education programs that were not as active and engaging as they should [have been]," says Beltz. "It was such that the level of activity in class time was not optimized."

In order to maximize class time, the SPARK staff sought out to make gym "active, inclusive, and fun" and engage every kid — even the least athletic — from the minute they walk in. In SPARK-driven gym classes, kids work in small groups, doing vigorous physical activities that are disguised as fun for the duration of class. The ultimate aim of the program is to foster a lifelong love of exercise and physical activity.

"By helping kids to be more active and engaged during class time, we find they enjoy physical education class more, and [then] it spills over into after-school activity and beyond. They're more inclined to stay physically active throughout their lives," says Beltz.

So how do parents get involved, especially if they notice their child's school's gym program is lacking?

"It starts with asking the right questions, and engaging," says Beltz. "Sometimes the school doesn't know, and even the parents may not know what kind of situation they're in. Have the physical education programs at the child's school been assessed? How often is P.E. being offered, and for how long? It starts by making sure you have [the] answers and everyone's aware. Then you advocate for a quality physical education program that is evidence-based and is proven to work."

*Mary Carroll Wininger is a writer based in New York City. She is a frequent contributor on topics ranging from etiquette to feng shui.*



Kids enjoy SPARK-based physical education classes.

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# The nightly grind

Don't lose sleep over nighttime tooth grinding

BY MALIA JACOBSON

**D**eep, even breathing. Blankets softly rustling. The occasional sigh. These sweet sounds of children asleep are music to a weary parent's ears — until the serenity is pierced by the unmistakable noise of grinding teeth!

When I tiptoed past my slumbering preschooler's bedroom one night, I heard her peaceful sleep sounds shattered by the bone-rattling, fingernails-on-a-blackboard racket of her tiny teeth, gnashing away.

I lapsed into a moment of parental panic. Surely, this would damage her teeth! Did she do this every night? Was she overstressed? Should I wake her?

The grinding noises tapered off after a few minutes, but my questions continued.

Many parents will hear their children's teeth grinding at some point. A study in *Journal of Dentistry for Children* found that more than a third of parents report the condition

in their children.

"It can get pretty loud," admits Dr. Paul Bussman, spokesperson for the Academy of General Dentistry.

Though teeth grinding, or bruxism, may be alarming or worrisome, it's generally a normal part of the growing process, he says.

Grinding can begin in babyhood — as soon as children have teeth to grind — and generally starts to subside as the permanent teeth begin to erupt, says Dr. Bussman. The condition commonly disappears on its own in childhood, but a small percentage of kids will continue to grind as adults. Severe or persistent grinders may suffer facial pain, ear aches, jaw-joint disorders, damaged teeth, and disturbed sleep.

According to Dr. Khaleel Ahmad of the Iowa Sleep Disorders Center, researchers haven't pinned down a cause for bruxism. Genetics may play a role — if either parents grinds their teeth at night, children are 1.8 times more likely to grind their own.

Daytime stress and medicines like amphetamines have been associated with bruxism. Interestingly, nearly a third of grinders also bite their nails, and more than 20 percent suck their thumbs, says Dr. Ahmed.

If your child's teeth have become nighttime noisemakers, here are some tips for coping:

## Do not disturb

"Don't wake a child engaged in nighttime teeth grinding," says Dr. Bussman.

"They're not aware of it, so bringing it to their attention will probably confuse them."

## Stress less

Grinding can be associated with daytime stress, so help kids relax. Ask them to talk about any stressful events they may have encountered during their day, and encourage them

to unwind in the hours before bedtime with a bath, books, and quiet activities.

## Practice healthy habits

Help your child maintain good sleep habits, with an age-appropriate bedtime, a regular bedtime routine, and a cool, dark, quiet, and comfortable sleep environment.

## Back off

Bruxism occurs more commonly during back sleeping. The American Academy of Pediatrics recommends back sleeping for infants, but older children who grind may be more comfortable sleeping in another position.

## Get a move on

Encourage kids to get adequate exercise. Physical activity helps kids fall asleep faster, promotes deep, restful sleep, and eases stress, which can contribute to teeth grinding.

## Turndown service

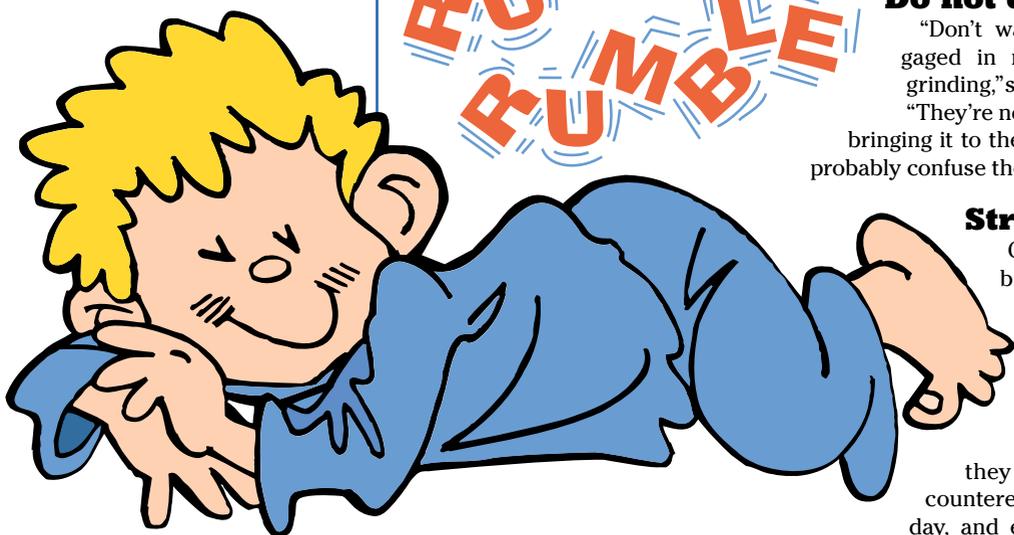
As difficult as it may be, try not to become overly concerned with the occasional episode of bruxism. Dr. Bussman advises parents to turn down the volume on monitoring devices so they aren't tuned in to every little sound.

If grinding regularly interferes with sleep or if a child complains of pain in his teeth or face, see a dentist. In severe cases, a dentist may prescribe a nightguard made of soft plastic to protect the teeth and the jaw joint. Occasionally, grinding is associated with a misaligned bite. If that's the case, a pediatric dentist will refer your child to an orthodontist.

Thankfully, my little bruxist has eased up. But if I hear more teeth-gnashing noises coming from her room, I'll be better prepared — and I'll worry a lot less.

*Malia Jacobson is a freelance journalist and mom who writes frequently about children's sleep and health topics. Her latest book is "Sleep Tight, Every Night: Helping Toddlers and Preschoolers Sleep Well Without Tears, Tricks, or Tirades."*

RUMBLE  
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# Charter Schools

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- ✓ College preparation beginning in Kindergarten
- ✓ Strong partnership with families
- ✓ Quality teachers, quality instruction
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- ✓ Small school community



### MetLCS Facts

- Grades K – 5 in 2013 – 2014
- We will add one grade per year until we reach grade 12
- Small class size
- Teachers stay with students for two years in a row (looping)
- More time on instruction (8:00 – 4:00 daily (except for Wednesday); two additional weeks of school per year)
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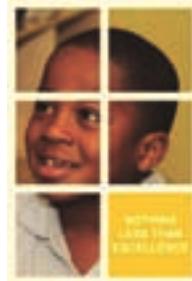
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- Will grow until 12<sup>th</sup> Grade
- Small class size
- Teachers stay with students for 2 years in a row
- We use the arts to teach all core subjects

### Mission

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### OPEN HOUSE DATES

- Thursday, Mar. 7, 2013 at 7:30 am
- Thursday, Mar. 7, 2013 at 5:30 pm
- Thursday, Mar. 14, 2013 at 6:30 pm

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For more information, please contact us at (646) 915-0025 or email at [info-blcs@lighthouse-academies.org](mailto:info-blcs@lighthouse-academies.org)

# Ten tips for finding the right day camp

BY DENISE MORRISON  
YEARIAN

**S**ummer day camp is a place where children can learn new skills, acquire new interests, and make new friends. But there is no one-size-fits-all camp. To find the right day camp for your child, consider these 10 tips.

## Consider your child

Talk it over and narrow down the options based on your child's interests and needs. Find out what he wants from the experience and work together to make a list of things he might like to do.

Also consider his developmental needs. Is he ready for an all-day program? Would he be more comfortable in an intimate versus large group setting?

If your child likes sports, but has shown some interest in drama or art, encourage him to step out of

his comfort zone. It just might spark a new passion.

## Gather information

Attend camp fairs, or pick up a local camp guide. Circle programs of interest, then comparison shop.

Call each prospective camp to inquire about philosophy, daily schedule, and other topics important to you. Invest this time up front and you may find a camp to stay with for several years.

## Traditional or specialty?

When choosing between a traditional versus specialty program, consider this rule of thumb: the younger the child, the more varied the activities should be.

Children between the ages of 7 and 11 thrive in a setting where they can sample a variety of subjects. As their attention span develops, they may want to focus on a

single activity.

If you go with a specialty camp, find out how intense the program is. It may be labeled "specialty," but only have a one- or two-hour component with other activities scheduled in.

## Look at location

Find a camp close to your job or home to shorten travel time and allow quick access to your child in an emergency.

Convenience, however, shouldn't be the primary factor. Balance your decision with what the camp has to offer. If your child really wants to participate in a given camp, consider your willingness to drive out of the way. Or, see if there's a neighbor with whom you can carpool.

## Ponder program length

Program length should be viewed in light of the family and child's needs. If your schedule dictates him having to stay a full day, ask about before- and after-care. If he's younger, find out about naps or quiet times.

It's also important to find out who runs the before- and after-care program. Is it the same staff your child has all day? What activities will he be engaged in during this time?

## Scout out schedules

Before enrolling, ask about the daily schedule. What themes and related activities are planned? Will there be field trips or special guests coming in to keep camp exciting and extend theme-based learning? Will your camper receive any reading, writing, or math experiences? Done properly, kids can enjoy games and activities that keep those academic skills sharp.

Also look at resources the camp has to offer and inquire how often

## Questions to ask before choosing a day camp

- Are you licensed by the state or do you hold an accreditation or certification? What exactly does that credential mean?
- What kind of background, training, and experience do counselors and staff have? How are they chosen?
- What is the counselor-to-camper ratio? How many students are in each group? How often are the groups together?
- What kind of medical response is on hand? Camp nurse, or CPR- and first aid-certified staff?
- Are you able to administer medicine?



- What is a typical day like?
- How often will the campers take field trips? Where do they go? Is there increased supervision in populated setting?
- What other resources are available to campers, such as a pool, ice arena, farm, hiking trails, ropes course, archery, etc.? How often will my child be able to participate in these?
- Are lunches or snacks provided?
- Do you offer before- and after-care? Will it be the same staff caring for my child?
- How often are the facilities cleaned?

- What alternative plans do you have for inclement weather?
- What does the camp fee cover? What extra fees will I be required to pay?
- Do you offer scholarships or financial aid?
- What is the refund policy and rules regarding transfer of weeks?
- What is your policy regarding cellphones and other technology items brought to camp?
- How do you handle homesickness and other adjustment issues?
- What is the discipline policy?
- How do you handle bullying?
- What are your drop-off and pick-up policies?
- Will you provide references?



your child will participate in them. Don't assume that just because there's a pool, ropes course, or archery field on the brochure it will be part of your child's session. Ask to make sure.

### **Ask about staff**

Find out how staff and counselors are chosen, their experience, background, age, and training, as well as counselor-to-camper ratio. The American Camping Association's day camp recommendations are one to six staffers for campers ages 4 to 5, one to eight for ages 6 to 8, one to 10 for ages 9 to 14, and one to 12 for ages 15 to 17. Also ask how counselors are screened and what background checks are done. If you're going with a specialty camp,

what kind of in-depth knowledge and experience do the counselors have teaching the subject?

### **Consider costs**

Compare program costs and find out what the fees actually cover. Some camps include field trips, materials, meals, and T-shirts into their initial fee, with others it's an add-on. Also find out the camp's refund policy and rules regarding transfer of weeks if your plans change or your child gets sick. If the camp is out of your price range, is a scholarship or financial assistance available?

### **Explore open houses**

Visiting an open house can get children acclimated to the environment and give you a better perspec-

tive of the staff, facilities, and activities. Are the staffers smiling and friendly? Do they immediately bond with the children? Are the facilities well maintained, clean, and free of safety hazards?

### **Peruse policies**

Eliminate future problems by reviewing the camp's policies and procedures before you sign up. You don't want to learn after the fact that your child can't turn on his cellphone during camp hours, or that drop-off and pick-up policies differ from what you thought. Share pertinent information with your child, too, so there are no surprises on his end.

*Denise Morrison Yearian is the former editor of two parenting magazines and the mother of three children.*

# Summer Camp/Programs

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### Bronx House School for Performing Arts

Musical Theater Summer Program  
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718-792-1800 ext. 235 or [www.bronxhouse.org](http://www.bronxhouse.org)

This new program is for kids who love to sing, dance, or perform! Included are 4 hours a day of instruction in singing, dancing and acting, and classes in theater games and improv. Instructors are trained professionals who are also accomplished educators. Two three-week sessions culminate in musical theater productions for family and friends. Also included is a trip to a Broadway or off-Broadway production and swim in the indoor pool. The program is open to any child with an interest in the performing arts who is entering 3rd to 8th grade in September 2013. All skill levels are welcome, no previous experience is necessary, however a passion for the arts is required. Parents must provide daily lunch.

ESF offers 2-8 week options. An optional extended day program is available. Optional bus transportation from New York City and Westchester County.

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Whether through Academics, The Arts, and Health and Fitness, the Academy focuses on educating and elevating students through a range of instructional and recreational activities. The College's facilities which include an indoor swimming pool, dance studio, gymnasium, computer labs, and art studio in air-conditioned buildings that are safe and clean allow the Academy's staff to provide a holistic educational encounter for kids.

Children, ages five to fourteen, develop their literacy and social developmental skills in a college setting. The Summer Academy also provides supervised activities that teach core values, conflict resolution and leadership skills. Kids have fun while developing new skills, building self-confidence, appreciating teamwork and becoming more self-reliant while making new friends.

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i9 Sports is a well-organized and professional sports specific camp which focuses on training children 5-14 years old in basketball, football, soccer, & cheerleading. This camp will emphasize on improving skills, cardiovascular and conditioning training, as well as offensive and defensive strategies. Camps are offered in both

*Continued on page 20*



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# Summer Camp/Programs

## DIRECTORY

*Continued from page 18*

the Throgs Neck and Riverdale Areas. Our sister program Ultimate Enrichment is also offering a Performing Arts Camp which focuses on dance, theatre, arts, crafts, and recreational activities. This camp is located at St. France de Chantal in Throgs Neck and has 3, 4, & 7 week sessions available.

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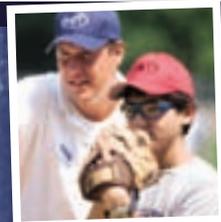
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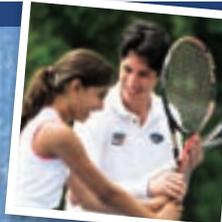
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# Should your child go to camp with a friend?

A big question without an easy answer

BY LAURIE ROBERTS KAROL

**H**eading off to sleep-away camp can be a fearful time for both parent and child. In many instances, a child simply will not agree to go without the comfort of a friend or acquaintance.

It's one of the most frequently asked questions I hear as a professional summer camp advisor. The answer is never absolute. Let me provide some food for thought to guide you through making the best decision for your child.

In a perfect world, camp directors would prefer that each new camper come to camp without a current buddy, thereby putting all new campers on a socially even play-

ing field. Without the security of knowing a friend is by your child's side, the general consensus is that he will be more open and available to forge new relationships. It also gives him leeway to re-invent his persona without question or judgment from someone who may perceive him differently based on their existing relationship. So much for the perfect world — now let's move on to reality!

This is a time where a parent should listen to her gut instinct and proceed in the manner she feels is best for her child — not the child's friend, or the other child's parents. Take time to play out some of the scenarios that can occur.

Let me present a few:

Brittany and Nicole are good friends who go to school together and can't imagine being separated for the summer. Their families went through the search process together and have mutually agreed on a camp for the girls. Summer arrives and both girls happily board the bus, feeling quite comfortable sitting next to one another. Once at camp and settled into their new summer environment, it is inevitable that one of the girls will make a new connection first. How will the other girl feel? Will one feel left out or abandoned if she hasn't made a new friend yet? Will she feel like a tag-along in the wake of her friend's excitement? Will she write a letter home reflective of her feelings? How might this impact your relationship with the other child's mother?

Michael and Jared have been in day camp together since they were 3. The boys were reluctant to go to sleep-away camp, but the prospect of going away together provided enough security for each of the boys to agree. The families mutually select a camp for the boys and after months of shopping and packing, the camp buses will be leaving in a week. Jared has an unfortunate accident on the soccer field, breaks his foot, and has to stay home. Is Michael prepared to go without him?

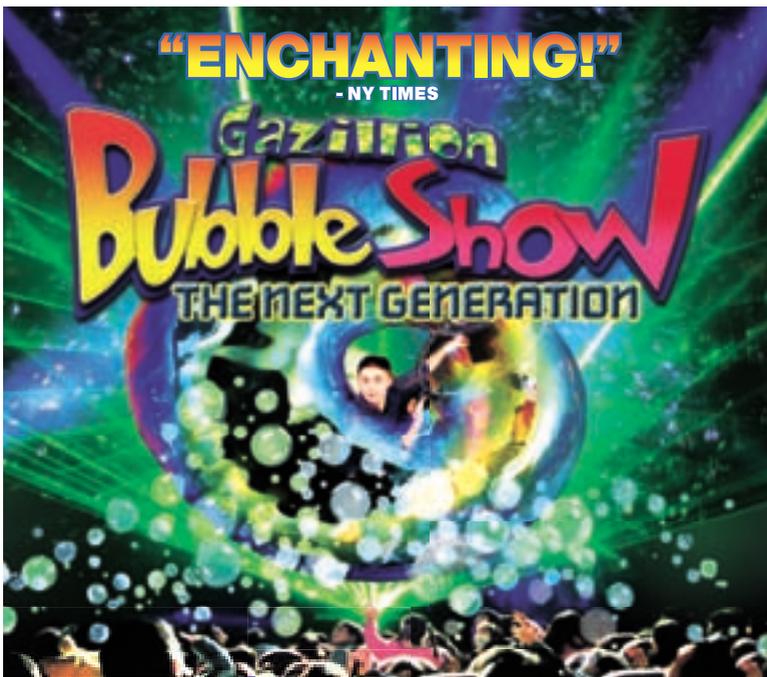
Take the time to think these and other scenarios through. Discuss them with your spouse, your child, and the friend's parents. If your gut still tells you that this is the best formula for success, then by all means, sign them up together.

Keep in mind that together does not always mean they have to be in the same bunk. Most camps will have more than one bunk of campers in a division, and may have more than one division within an age group. Requesting separate bunks or divisions can give each child a different core to his experience, yet still provide the comfort of having a friend nearby.

Sleep-away camp is a time to grow as an individual, gain independence, participate in new activities, and learn to be part of a community of peers. Your ultimate decision on what camp to choose for your child and whether or not he should go with a friend should consider maximizing the benefits of the total camp experience.

*Laurie Roberts Karol is a professional camp consultant with The Camp Experts and Teen Summers, a free summer camp and teen program advisory service that guides families through the decision-making process and assists in planning summer camp visitations. For more information, visit [www.campexperts.com](http://www.campexperts.com) or contact her at (718) 766-8005 or (516) 780-6464.*





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# Questions to ask the pediatrician

BY JAMIE LOBER

**T**he pediatrician is one of the most valuable players in your child's life. It is critical that you feel comfortable talking with your doctor and sharing the most intimate details of your child's life, growth, and development. This way, your doctor can help your child stay well.

If you do not already have a pe-

diatrician that you like and trust, take the time to interview a few. The American Academy of Pediatrics suggests asking about the doctor's background and training, general office procedures, medical school, residency, finding someone who is conveniently located, learning the office policy on taking and returning phone calls, and deciding if you want someone in a group practice with other physicians.

Other important deciding factors may include whether you can make an appointment on short notice if your child has a sore throat or infection, if the doctor communicates clearly about illnesses and treatments, and what the fees are for sick visits, routine examinations, and immunizations.

Once you have identified who this essential player in your child's life will be, try to give a holistic picture of your child's overall wellness.

"First and foremost, make sure your pediatrician thinks your child is developing normally in terms of physical development, mental health development, and social and emotional development," says Dr. Kirsten Cullen Sharma, clinical assistant professor in the Department of Child and Adolescent Psychiatry at New York University Langone Medical Center. For some, language development may be a concern and

Allowing the pediatrician to get to know your child makes it easier for him to be counseled on healthy living.

a developmental pediatrician may come in handy.

"They can comment on whether children are hitting language or motor milestones, and if further evaluation is required, they can take the extra step and do more of an in-depth evaluation," says Dr. Sharma. The pediatrician should not just be someone you see when your child is sick.

"You should have a relationship with the pediatrician from the time you come home from the hospital with your baby, and you should have a schedule so you feel like you are getting regular checkups annually and making sure whatever vaccines, hearing, and vision screenings are followed according to the time table," she adds.

Allowing the pediatrician to get to know your child makes it easier for him to be counseled on healthy living.

"Recommendations can be given on healthy eating, physical activity, and how much media and technology access kids should have," says Dr. Sharma.

Parents should pay attention to their kids and point out any changes to the pediatrician.

"If you see your child is not talking much, maybe he is shy or quiet and that is within the normal range, or maybe he needs more clinical support to help him speak more in public," says Dr. Sharma. "If a child is anxious in general or has specific fears about things, find out if that is within normal limits or something that requires help, strategies, and support for the family and child."

If you suspect your child has a delay, address it and seek therapeutic support so you can have the best outcome. The pediatrician will let you know if he is on par in all aspects of growth and development, both physical and otherwise.

"There is a growth and weight chart of what is considered nor-

mal, but there is also a range for other domains like language and fine motor skills, and parents need to be aware of those things," says Dr. Sharma.

Help your child view the pediatrician as a friend and advocate, rather than someone to be feared.

"It is helpful for families to have a support person in the medical field who can pay attention to those things that parents might not pick up on their own," says Dr. Sharma, adding let nervous children know that everyone sees a pediatrician. "It is important for them to know that all kids go and the pediatrician helps them stay healthy, gives the family good advice on how to live a healthy lifestyle, and is a support person who really cares about children."

Of course, it is normal for children to feel anxious about visits.

"Some kids are scared to go because a common fear is getting shots, so one of the best things the pediatrician can do is explain to the child and parent exactly what is happening before he does it," says Dr. Sharma. This means if your child is getting a shot, the pediatrician should tell what it is, why it is being done, how long it will take and what it feels like.

"It is about helping the child to be comfortable and let them know what is going to happen at every step along the way because it eases anxiety for a lot of them," she says.

Let your child do some talking.

"It is helpful for kids to bring questions to the pediatrician because it helps them feel involved," says Dr. Sharma.

Take a journal with you and write down your child's measurements and how he is doing. Ask questions about medications, vaccines and vitamins. Remember that your child does not want to spend a lot of time with the pediatrician, and time is limited.

"If you come in with your list of questions in advance and maybe tell the nurse what concerns you want answered, the doctor can focus that time on your concerns and it is helpful," said Dr. Jennifer Shu, spokesman for the American Academy of Pediatrics.

Jamie Lober, author of "Pink Power" ([www.getpinkpower.com](http://www.getpinkpower.com)), is dedicated to providing information on women's and pediatric health topics. She can be reached at [jamie@getpinkpower.com](mailto:jamie@getpinkpower.com).

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## HEALTHY LIVING

DANIELLE SULLIVAN

# The health benefits of owning a pup

**W**hen parents consider getting a pet, many tend to look at the negatives, such as cleaning up after the animal, while others claim that living with animals is merely unsanitary at best. There has been much said about the ways that pets cause health hazards to people. From pregnant women emptying dirty cat litter, to allergens in pet dander, to dog bites, to eczema brought on by fur, pets take the blame for a host of health hazards.

However, there are also specific ways in which pets — and dogs in particular — improve our health. (And there is nothing quite like the unconditional love that a dog can bring to a family!)

Here are five definite instances in which dogs rescue us in the health department:

**Exercise:** It's a no-brainer that when you have a dog, you just walk more than you would if you didn't have one. The American Journal of Public Health and the American Journal of Preventive Medicine have both confirmed that "children with dogs spend more time doing moderate to vigorous activity than those without dogs, and adults with dogs walk on average almost twice as much as adults without dogs."

**Cardiovascular benefits:** Besides the effects of exercise on cardiovascular health, owning dogs brings a sense of calm and peace that enhance a person's cardiovascular condition over the long run. There is also a reduced risk of high blood pressure and cholesterol levels for dog owners. Plus, a study published in the American Journal of Cardiology reports that "male dog owners were less likely

to die within one year after a heart attack than those who did not own a dog."

**Doctor visits:** In general, people who own dogs go to the doctor less. In a study out of Australia, dog and cat owners made significantly less visits to the doctor than those who didn't own pets.

**Illness:** When people are hospitalized for long periods of time, they benefit dramatically from visits with dogs trained in pet therapy, as well as visits from their very own pups at home. Luckily, more hospitals are realizing this, and with help from pet organizations, are creating programs in which sick children and adults can have hospital visits from their own pets. The results have been amazing.

**Anxiety:** There is perhaps nothing better than taking care of a dog, and giving and receiving the unconditional love that only a pup

can bring to person who is worried or anxious. When my daughter was first diagnosed with an autoimmune disease at the age of 9, we adopted an adult chihuahua mix who had encountered a lifetime of suffering herself. Hayley had been abused and required a lot of attention and pampering. My daughter desperately needed something to take her mind off her ailments and there was no better remedy for her anxiety and panic attacks brought on by her disease than to care for this abused little dog. Five years later, they have helped each other very much to heal and retain a very special, loving relationship.

*Danielle Sullivan, a mom of three, has worked as a writer and editor in the parenting world for more than 10 years. Sullivan also writes about pets and parenting for Disney's Babble.com. Find her on Facebook and Twitter @DanniSullivan-Writer, or on her blog, Just Write Mom.*



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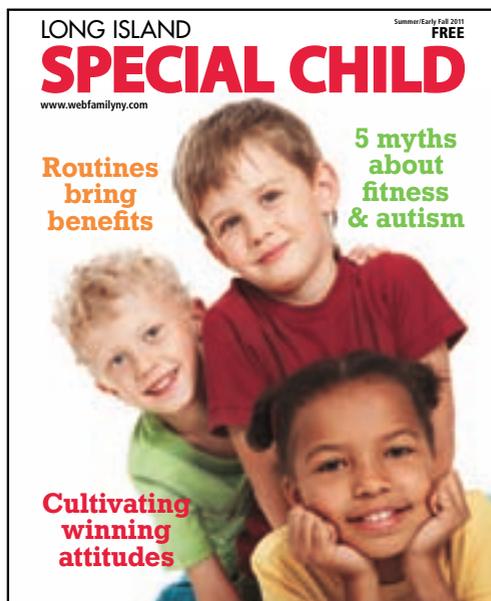
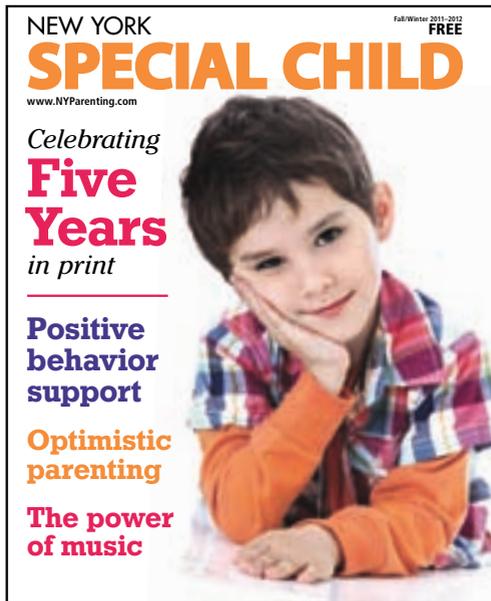
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# Can we talk?

## Six reasons you should get your tween a cellphone

BY PAM MOLNAR

**W**hen my oldest daughter was in fifth grade, she started asking about cellphones. Evidently, some of her friends had recently acquired a cellphone of their own.

My first reaction was to assume

that their parents were crazy and were simply giving in to the wants of a spoiled tween. Why did a fifth-grader need a cellphone?

According to a report for the National Consumer League, conducted by Opinion Research Corporation International in 2012, nearly six out of 10 parents of tweens (ages 8 to 12) got

cellphones for their children. Thankfully, the majority of the parents did not take their decision lightly. The report showed that parents take the steps to phone ownership slowly by reading articles, talking with other parents, and comparing cellular service before taking the plunge. The result was a better understanding of

It is a comfort to a parent to know that she can call her children to see if they arrived safely, or to tell them of a change of plans to pick them up.

the benefits of buying a cellphone for their tween.

• **Peace of mind.** The most obvious reason to get a cellphone for your tween is the security of being able to reach her when she is not at home. Many middle-school kids take a bus to school for the first time and prefer to walk to the bus stop alone. As your children get older, their activity level increases, taking them away from home more often. It is a comfort to a parent to know that she can call her children to see if they arrived safely, or to tell them of a change of plans to pick them up.

• **Comfort for your child.** It is reassuring for parents to be able to reach their children, but the kids also feel more secure. Your tween is trying to spread her wings and gain a little independence, but she still finds comfort in the fact that her parents are a phone call away. When my son — my youngest child — got a phone, he felt better knowing that if he didn't see me the moment practice got out, he could call to see if I was on my way. He could also call to ask for permission to go home with a friend after school, knowing I would worry if I didn't see him by 3:45 pm.

• **A way to communicate with friends.** A cellphone is very handy to use as a phone, but most of the communication from your child's phone will be in the form of texting.

"We got our son a cellphone for safety reasons first, but also because using technology to communicate, learn, and play has become the way of the world," explains Tamara Ortegel, a mother of three.

Unlike our generation, our children don't have to wait in line to use the kitchen phone to get the math assignment from a friend. Your tweens can simply send their friends a text. As a parent, you can monitor who they are texting by sporadically checking the old mes-

sages, or when the phone is left in the charger at night.

• **Teaches responsibility.** Having a cellphone gives your tween the chance to try a little responsibility. Letting your child out the door with her cellphone does not guarantee that it will come back in working condition, or at all. Tell your tween that she get one phone and she has to take care of it. My oldest child is notorious for losing and breaking her phone, but I refuse to carry insurance on it. Her punishment for irresponsibility was to use grandma's old phone with the antenna and no key board.

• **Strengthen relationships with family.** One of the benefits that you may not expect is better communication with the extended family. Lisa Yore, a mother of four, believes her son has become more connected to family members.

"My son has the phone numbers of aunts, uncles, and his grandmother. They have had conversations and told him that if he ever needs to talk or needs anything, he shouldn't hesitate to call them."

Getting a simple, "Good luck at your game" text from Grandma tells the kids that she is thinking of them.

• **Save money.** With the addition of cellphones in your house, your landline will become obsolete.

"We got Jack a phone because we switched our TV and internet provider and got rid of the land line because no one used it except him," explains Stacy Bella, a mother of four. "His sisters all had cellphones and it was cheaper to do that than it was to keep the land line."

With the addition of each new cellphone in the house, the few calls that come into your home phone are telemarketers. To balance the increasing cellphone bill, many eliminate their landline completely.

As the parent, it is up to you to set the rules regarding limits and expectations. Teach your tween about the responsibility that goes with owning a phone, and explain the repercussions for losing or damaging it. Above all, remind your tween that having a phone is not a right, it is a privilege.

*Pam Molnar is a freelance writer and mother of busy a teenager and two active tweens. Their activities often keep them away from home, but it is a comfort to all to know that they are only a phone call (or text) away.*

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# Calendar

MARCH



Courtesy of the Bronx House

## Join all the fun 'Under the Sea'

**W**ish you could be part of that world? Well, now you can. Join Ariel, Flounder, and all the creatures under the sea in the production of "The Little Mermaid" at the Bronx House on March 1, 2, 3, 9 and 10.

Students from the Bronx House School of Performing Arts present the Disney classic in collaboration with the Riverdale Children's Theatre. The adaptation of the Hans Christian Anderson story and the animated film is suitable for all ages. Ariel wants to have feet, not flippers, but Triton wants his little girl to be

the same. Meanwhile, Ursula the Sea Witch has other plans.

The production features great songs from the movie, including "Part of Your World," "Kiss the Girl," and the Oscar winning "Under the Sea."

"The Little Mermaid," directed by Tiffany Lutz, is scheduled for March 1 and 10 at 7 pm; March 2 and 9 at 3 and 7 pm and March 3 and 10 at 2 pm. All tickets are \$10.

*Bronx House Auditorium, [990 Pelham Pkwy S. at Hone Avenue in Riverdale, (718) 792-1800 X 236; [www.bronxhouse.org](http://www.bronxhouse.org)].*

# Calendar

## Submit a listing

Going Places is dedicated to bringing our readers the most comprehensive events calendar in your area. But to do so, we need your help!

Send your listing request to [bronxcalendar@cnglocal.com](mailto:bronxcalendar@cnglocal.com) — and we'll take care of the rest. Please e-mail requests more than three weeks prior to the event to ensure we have enough time to get it in. And best of all, it's FREE!

## FRI, MARCH 1

**Artistic teens:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 3:30 pm; Free.

Join Mrs. Irish and learn how to create works of art.

**Game day:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4-5 pm; Free.

Children 5 to 12 years old play a variety of board games.

**"The Little Mermaid":** Bronx House Auditorium, 990 Pelham Parkway South; (718) 792-1800; 7 pm; \$10.

Together with Riverdale Children's Theatre, the Disney classic with Ariel and all her friends comes to life. Listen to all the hit songs "Part of Your World," "Kiss the Girl," and "Under the Sea."

## SAT, MARCH 2

**Family Art project:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 10 am-1 pm; Free with museum admission.

Make a family album featuring your family's global roots.

**Read across America:** Barnes & Noble Bay Plaza, 290 Baychester Ave.; (718) 862-3945; [barnesandnoble.com](http://barnesandnoble.com); 11 am; Free.

Hats off to reading and Dr. Seuss's birthday. Have fun cat-tivities and a reading of the "Cat in the Hat" story time.

**Natural Mosaic Workshop:** Morris Jumel Mansion, 65 Jumel Terrace; (212) 923-8008; [www.morrisjumel.org](http://www.morrisjumel.org); 1-2:30 pm; Free with museum admission.

Join artist Andrea Arroyo and create 3-D seed mosaic using card-stock.

**"The Little Mermaid":** 3 and 7 pm. Bronx House Auditorium. See Friday, March 1.

**The night sky:** Pelham Bay Ranger



Alitha E. Martinez

## Comic collective set to thrill

**"Living in Sequence"** sweeps into the Poe Park Visitor Center for a limited engagement, now through March 8.

The exhibit, organized by the Bronx Heroes, is a vibrant collection of comics by Bob Kane and Bill Finger.

The comic creative team came up with the idea from the Caped Crusader and from living in an apartment located on the Grand Concourse. Their collaboration produced other characters, some of which were

gleaned from the stories of Edgar Allan Poe.

In 2003, the superhero and Poe teamed up to solve mysteries in the comic miniseries "Batman-Nevermore."

This exhibit covers the golden age of comic books and hopes to foster love of the genre in a whole new generation.

"Living in Sequence" is open now through March 8, from 8 am to 4 pm. Admission is free.

*The Poe Park Visitors Center [2640 Grand Concourse in Fordham Heights, (212) 360-1311].*

Station, Pelham Bay Park, Bruckner Boulevard and Wilkinson Avenue; (718) 885-3467; [www.nyc.gov/parks/rangers](http://www.nyc.gov/parks/rangers); 7 pm; Free.

Take a look at the winter stars.

## SUN, MARCH 3

**Family Art project:** 10 am-1 pm. Wave Hill. See Saturday, March 2.

**Orienteering:** Crotona Nature Center, Charlotte Street and Crotona Park East; (718) 378-2061; [www.nyc.gov/parks/rangers](http://www.nyc.gov/parks/rangers); 1 pm; Free.

Learn how to use a map and compass, then search for hidden prizes.

**"The Little Mermaid":** 2 pm. Bronx House Auditorium. See Friday, March 1.

## MON, MARCH 4

**Wii Bowling:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4 pm; Free.

For teens 13 to 18 years old. Strike it rich.

**"A Chorus Line":** Lehman Center for the Performing Arts, 250 Bedford Park Boulevard West; (718) 960-8833; [www.LehmanCenter.org](http://www.LehmanCenter.org); 7 pm; \$25-\$45 (\$10 children any seat).

One singular sensation and 17 dancers. Winner of nine Tony Awards, including Best Musical, the classic comes to the stage in the Bronx.

## TUES, MARCH 5

**Teen Advisory Group:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 3 pm; Free.

For teens 13 to 18 years old. Find out what's going in the library and share your ideas with the staff.

**Film day:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4-6 pm; Free.

Children view age-appropriate movies.

## WED, MARCH 6

**Global partners:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4 pm; Free.

The program focuses on theater in cities around the world. Pre-registration required.

## THURS, MARCH 7

**Story Time:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 11-11:30 am; Free.

Preschoolers 3 to 5 years old enjoy

*Continued on page 32*

# Calendar

Continued from page 31

picture books.

**Craft day:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4-5 pm; Free.

Children 5 to 12 years old make a fun pencil and pen holder.

**SciLabs at the Library:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4 pm; Free.

Children 13 to 18 years old learn all about fashion and what makes what you wear so important.

## FRI, MARCH 8

**Artistic teens:** 3:30 pm. Kingsbridge Library Center. See Friday, March 1.

**Game day:** 4-5 pm. Kingsbridge Library Center. See Friday, March 1.

## SAT, MARCH 9

**Family Art project:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 10 am-1 pm; Free with museum admission.

Make a stylish seed pot from an ordinary terra cotta pot, embellished with stones, beads and ceramic tiles.

**Family time:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 11 am-noon; Free.

Children 3 to 6 years old with a parent or caregiver have an opportunity to read aloud and do crafts. Pre-registration required.

**Winter wildlife:** Pelham Bay Ranger Station, Pelham Bay Park, Bruckner Boulevard and Wilkinson Avenue; (718) 885-3467; [www.nyc.gov/parks/rangers](http://www.nyc.gov/parks/rangers); 1 pm; Free.

Bring your own camera (DSLR preferred) and take a hike through the park and snap away. Recommended for mature teens.

**"The Little Mermaid":** 3 and 7 pm. Bronx House Auditorium. See Friday, March 1.

## SUN, MARCH 10

**Family Art project:** 10 am-1 pm. Wave Hill. See Saturday, March 9.

**The Estates of Pelham Bay:** Pelham Bay Ranger Station, Pelham Bay Park, Bruckner Boulevard and Wilkinson Avenue; (718) 885-3467; [www.nyc.gov/parks/rangers](http://www.nyc.gov/parks/rangers); 1 pm; Free.

Join with the Urban Park Rangers and learn all about the local history.

**"The Little Mermaid":** 2 and 7 pm. Bronx House Auditorium. See Friday, March 1.



## Big top revels at Morgan Library

**"Itsy Bitsy Big Top"** is setting up tents at the Morgan Library and Museum on March 9.

Clowns, acrobats, jugglers, magicians, lions, horses, and elephants all come to life in the ring during this fun, interactive workshop led by educator Lisa Libiki.

After a visit to the exhibit, families build a small circus using a slew of materials, including wire, fabric, and paper — and of course a whole lot of imagination. The tour and workshop is just right for families with children ages 6 to 12.

"Itsy Bitsy Big Top: Build a Mini

Circus," March 9 from 2 to 4 pm. Admission is \$6 (\$4 for members) and \$2 for children. The workshop is for families with children, with a limit of two adults per family.

*The Morgan Library and Museum* [225 Madison Ave. between W. 36th and W. 37th streets in Midtown; (212) 685-0008; [www.themorgan.org](http://www.themorgan.org)].

**"Giselle":** Lehman Center for the Performing Arts, 250 Bedford Park Boulevard West; (718) 960-8833; [www.LehmanCenter.org](http://www.LehmanCenter.org); 4 pm; \$25-\$40 (\$10 children any seat).

Performed by the Russian National Ballet.

## MON, MARCH 11

**Wii Bowling:** 4 pm. Kingsbridge Library Center. See Monday, March 4.

## TUES, MARCH 12

**Teen Advisory Group:** 3 pm. Kingsbridge Library Center. See Tuesday, March 5.

**Film day:** 4-6 pm. Kingsbridge Library Center. See Tuesday, March 5.

## WED, MARCH 13

**Global partners -:** 4 pm. Kingsbridge Library Center. See Wednesday, March 6.

## THURS, MARCH 14

**Story Time:** 11-11:30 am. Kingsbridge Library Center. See Thursday, March 7.

**SciLabs at the Library:** 4 pm. Kingsbridge Library Center. See Thursday, March 7.

## FRI, MARCH 15

**Artistic teens:** 3:30 pm. Kingsbridge Library Center. See Friday, March 1.

**Game day:** 4-5 pm. Kingsbridge Library Center. See Friday, March 1.

## SAT, MARCH 16

**The Celtic Tenors:** Lehman Center for the Performing Arts, 250 Bedford Park Boulevard West; (718) 960-8833; [www.LehmanCenter.org](http://www.LehmanCenter.org); 7 on; \$15, \$25, \$35.

Celebrating Irish music just in time for St. Paddy's day.

**Family Art project:** Wave Hill, W.

249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 10 am-1 pm; Free with museum admission.

Search for animal prints in the March mud, then create your own with tempera paint.

**New York City Saint Patrick's Day Parade:** Fifth Avenue and 44th Street; [nycstpatriksparade.org](http://nycstpatriksparade.org); 11 am; Free.

Everyone is Irish at this largest and oldest St. Paddy's parade!

**Pysanky Workshop:** Bartow-Pell Mansion Museum, 895 Shore Rd.; (718) 885-1461; [www.bartowpellmansion-museum.org](http://www.bartowpellmansion-museum.org); 11 am-3:30 pm; \$15 (\$10 members).

Learn the time-honored art of creating these intricately patterned Ukrainian Easter Eggs and create your own using a wax resist technique. Hot wax and permanent dyes used, dress accordingly. Recommended for mature 14 year olds and older. Bring a bag lunch, only light refreshments offered. Registration required.

# Calendar

**National Girls and Women in Sports Day:** St. Mary's Recreation Center, St. Ann's Avenue at 145th Street; [www.nycgovparks.org](http://www.nycgovparks.org); 11 am–3 pm; Free.

Celebrate women with various athletic activities, from basketball demos and clinics to musical entertainment.

**Just Between Us:** Barnes & Noble Bay Plaza, 290 Baychester Ave.; (718) 862-3945; [barnesandnoble.com](http://barnesandnoble.com); 12:30 pm; Free.

Together with American Girl, this fun workshop is for moms and daughters, 8 years old and up.

## SUN, MARCH 17

**Family Art project:** 10 am–1 pm. Wave Hill. See Saturday, March 16.

## MON, MARCH 18

**Wii Bowling:** 4 pm. Kingsbridge Library Center. See Monday, March 4.

## TUES, MARCH 19

**Teen Advisory Group:** 3 pm. Kingsbridge Library Center. See Tuesday, March 5.

**Film day:** 4–6 pm. Kingsbridge Library Center. See Tuesday, March 5.

## WED, MARCH 20

**Global partners -:** 4 pm. Kingsbridge Library Center. See Wednesday, March 6.

## THURS, MARCH 21

**Story Time:** 11–11:30 am. Kingsbridge Library Center. See Thursday, March 7.

**Easter crafts:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 4–5 pm; Free.

Children 5 to 12 make a bunny basket for the holiday season.

**SciLabs at the Library:** 4 pm. Kingsbridge Library Center. See Thursday, March 7.

## FRI, MARCH 22

**Artistic teens:** 3:30 pm. Kingsbridge Library Center. See Friday, March 1.

**Game day:** 4–5 pm. Kingsbridge Library Center. See Friday, March 1.

## SAT, MARCH 23

**Family Art project:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 10 am–1 pm; Free with museum admission.

Guest artist Moses Ros helps you create pop up collages using ordinary cardboard crates.

## Toothfairy tale set to tickle the ivories

Ever wonder where the Tooth Fairy goes for vacation? The answer is at hand when “A (Tooth) Fairy Tale” flies in on fairy wings for a run at the McGinn/Cazale Theatre from March 16 to Apr. 28.

Collecting teeth and delivering quarters is tiring work, and the Tooth Fairy is ready for a vacation. Luckily, the Tooth Fairy (played by Jarusha Ariel) meets a kid named Samuel (played by John Magalhaes) who is sick and tired of being a kid, and all the rules that go with it, in this wild, silly adventure filled with shiny quarters, sug-



Photo by Sun Productions

ary candy, and insight into who you're really meant to be.

“A (Tooth) Fairy Tale,” Saturdays and Sundays from March 16 to Apr. 28 at 11 am and 1 pm. Tickets are \$25 and \$30.

*McGinn/Cazale Theatre [2162 Broadway at 76th Street; (212) 579-0528; [www.iseats.net](http://www.iseats.net)].*

## SUN, MARCH 24

**Family Art project:** 10 am–1 pm. Wave Hill. See Saturday, March 23.

**Easter Egg hunt:** Bartow-Pell Mansion Museum, 895 Shore Rd.; (718) 885-1461; [www.bartowpellmansionmuseum.org](http://www.bartowpellmansionmuseum.org); 1–1:30 pm and 2–2:30 pm; \$12 (\$10 members).

Children 2 to 12 years old hunt for eggs in the formal gardens, tap their talents at the arts and craft table and have their picture taken with the Easter Bunny. Bring your own basket. Light Refreshments served.

## MON, MARCH 25

**Wii Bowling:** 4 pm. Kingsbridge Library Center. See Monday, March 4.

## TUES, MARCH 26

**Family walk:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 11 am; Free.

Track down hints of spring in the gardens. For children 6 years old and older, with an adult.

**Teen Advisory Group:** 3 pm. Kingsbridge Library Center. See Tuesday, March 5.

**Film day:** 4–6 pm. Kingsbridge Library Center. See Tuesday, March 5.

## WED, MARCH 27

**Paper-making 101:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 1:30–3 pm; \$15 (\$23 non-members).

Take a break from school and learn how to make beautifully textured paper. For children 5 to 10 years old, and a caregiver. Registration required.

**Global partners -:** 4 pm. Kingsbridge Library Center. See Wednesday, March 6.

## THURS, MARCH 28

**Story Time:** 11–11:30 am. Kingsbridge Library Center. See Thursday, March 7.

**New paper from old:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 1:30–3 pm; \$15 (\$23 non-members).

Children 5 to 10 years old learn how to use recycled paper and make new designs. With caregiver. Registration required.

**SciLabs at the Library:** 4 pm. Kingsbridge Library Center. See Thursday, March 7.

## FRI, MARCH 29

**Paper sculpting:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 1:30–3 pm; \$15 (\$23 non-members).

Children 5 to 10 years make free form 3 dimensional paper sculptures.

**Artistic teens:** 3:30 pm. Kingsbridge Library Center. See Friday, March 1.

**Game day:** 4–5 pm. Kingsbridge Library Center. See Friday, March 1.

## SAT, MARCH 30

**Family Art project:** Wave Hill, W. 249th Street and Independence Ave.; (718) 549-3200; [www.wavehill.org](http://www.wavehill.org); 10 am–1 pm; Free with museum admission.

Make a nature inspired craft from a variety of recycled materials.

**“The Frog Prince”:** Kingsbridge Library Center, 310 E. Kingsbridge Rd. at Briggs Avenue; (718) 579-4244; [www.nypl.org](http://www.nypl.org); 2 pm; Free.

This enchanted fairy tale comes to life. Wanda the witch casts a spell on the handsome prince and turns him into a frog. The only thing that can turn him back is the kiss of a beautiful princess. For children 4 years old and up.

## SUN, MARCH 31

**Family Art project:** 10 am–1 pm. Wave Hill. See Saturday, March 30.

## TUES, APRIL 2

**Teen Advisory Group:** 3:30 pm. Kingsbridge Library Center. See Tuesday, March 5.

## LONG-RUNNING

**Comic Book exhibit:** The Poe Park Visitor Center, 2640 Grand Concourse; (212) 360-1311; Daily, 8 am–4 pm; Now – Fri, March 8; Free.

Living in Sequence features comic book artwork and was organized by the Bronx Heroes. The vibrant collection pays homage to Poe Park and the history of comics.

**Winged Tapestries Moths at Large:** American Museum of Natural History, Central Park West at 79th Street; (212) 769-5200; [www.amnh.org](http://www.amnh.org); Daily, 10 am–5:45 pm; Suggested admission \$19, \$10.50 children, \$14.50 seniors and students.

This exhibition features 34 striking and dramatic images of moths, displaying the arresting beauty and surprising diversity of moths from Ottawa-based photographer Jim des Rivières. Runs through September 2013.

**The Butterfly Conservatory:** American Museum of Natural History, Central Park West at 79th Street; (212) 769-5200; [awang@amnh.org](mailto:awang@amnh.org); [www.amnh.org](http://www.amnh.org); Daily, 10 am–5:45 pm; Now – Mon, May 27; Suggested admission \$19, \$10.50 children, \$14.50 seniors and students.

The annual exhibition, “Tropical Butterflies Alive in Winter” returns and celebrates its 15th year.

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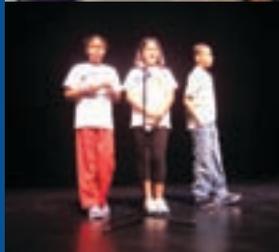
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