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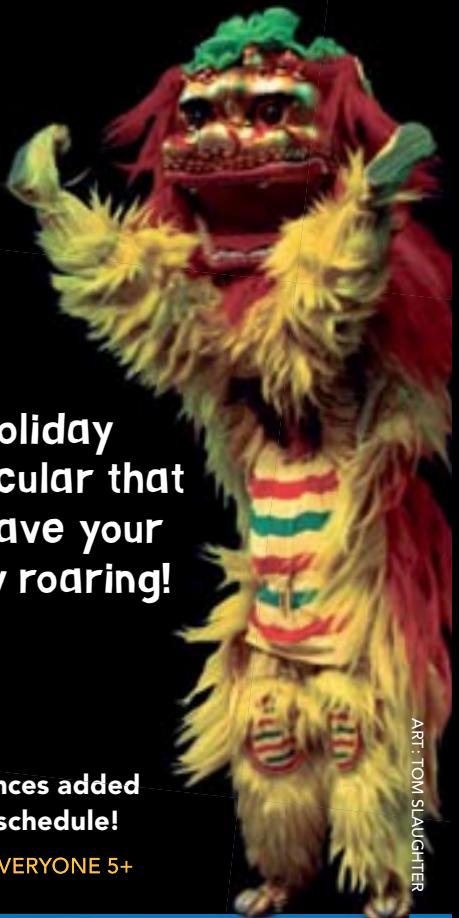
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# Family November 2014



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# *Letter from the publisher*

# The spirit of the holiday

**N**ovember is a lovely month to be in New York. So festive and so many happenings throughout the five boroughs as we lead into the Thanksgiving holiday. Our calendar is full of terrific events to engage your family and most of them are free.

It's an important time to think of others who may be alone, may be ill, or just in need of an invite to whatever festivities your family is planning. Try to reach out and see if there's someone in your life with nowhere to go who would be an appreciative guest in your home, at your table.



A wonderful part of this holiday is the spirit behind the day. Reaching out to others, helping someone else to have a feeling of "family" who doesn't have one of their own nearby, is something that can make you and your kids feel more engaged in this special spirit. In addition, it begins life lessons for your children that are invaluable and that reach out beyond the borders of your individual lives.

New York is filled with newcomers from all over the globe who are perhaps far away from their loved ones and what a great feeling to share your table with them and to

introduce them to this wonderful national holiday of Thanksgiving.

There are great holiday shows beginning throughout the five boroughs that you should definitely be taking your kids to — and why not be novel indeed and go to something in a borough outside your own residence.

If you log on to our website, [www.NYParenting.com](http://www.NYParenting.com), not only will you find our expanded calendar, but also if you sign on to get our newsletter you will receive wonderful reminders every week and get the links to connect with loads of activities.

This is my favorite holiday. I say it every year and it's because I mean it. It's also my favorite parade and watching it with your

kids, whether in person or on TV, is a parent's gift.

Wishing all of you a very Happy Thanksgiving. Stay healthy, and let us all be grateful for the abundance we have and for the relative peace around us. Think of all those around the world who are struggling with basic survival and kiss your children and hold them close.

Thanks for reading.

Susan Weiss-Voskidis,  
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# An attitude of GRATITUDE

Celebrating  
Thanksgiving  
for what it's  
really about

BY CAROLYN WATERBURY-TIEMAN

**H**ave you ever noticed that Thanksgiving is the only holiday that actually tells us how it should be celebrated? Giving thanks! Unfortunately, all too often, the only thanks vocalized is, "Thank goodness it's over!"

Through the years, Thanksgiving has become an excuse for all manner of overindulgence. Consequently, it is not surprising to hear reports of a holiday characterized by out-

of-control children, marital discord, alcohol-related conflict or accidents, and disastrous family gatherings.

H.U. Westermayer observed that the Pilgrims built seven times more coffins than cabins. He notes that, "No Americans have been more impoverished than these who, nevertheless, set aside a day of thanksgiving." Here, the word "impoverished" refers to the Pilgrim's inability to satisfy even their basic needs for food, clothing, and shelter. Currently, the tendency is to consider ourselves impoverished if we do not have the

newest version smartphone, an ultra-wide screen television, and an individual-serving coffee maker. Considering this shift, one might be inclined to conclude that we are confused about what constitutes a necessity, have lost perspective on what it means to be impoverished, and forgotten what being thankful looks like.

However, this need not be the case. We can do it differently. We can choose to leave our children a legacy of thankfulness by creating new traditions designed to create a feast for

the spirit rather than merely one for the palate. We can rediscover this national holiday and reclaim it as the word of action that it actually is — Thanksgiving! Here are few things to keep in mind this turkey day:

**Set the stage.** Spend the weeks leading up to this holiday refamiliarizing your family with the story of the first Thanksgiving. Maybe the theatrical members of your family would like to recreate the experience for everyone on Thanksgiving Day. Spend time contemplating and discussing the meaning of the word “thanksgiving.” Invite everyone participating in your celebration to bring one interesting fact about Thanksgiving to share. You might also encourage them to come prepared to share a favorite Thanksgiving memory.

**Embrace realistic expectations.** Avoid the “Extreme Holiday Makeover” syndrome. Unlike the hosts of these shows, most of us do not have 50 to 100 people to help us prepare Thanksgiving dinner. Rather than attempting to replicate an entire magazine layout menu for the perfect Thanksgiving, just try one or two new dishes. Any recipe looks simple when someone else does all the preparation. Remember that it is not what you have on your table, but who you have around it that makes the difference.

**Plan ahead and generate the giving.** Make a list of everything that goes into preparing for Thanksgiving and let each family member, as well as invited guest, choose what they will be responsible for providing. It could be preparing a favorite dish, arranging and setting the table, decorating the house, supplying holiday music, or supervising the younger children in their tasks.

Collect and have materials ready for making holiday items. A centerpiece may involve filling a basket with colorful leaves, acorns, or pinecones (real or cut from construction paper). Older kids may use wooden mallets to pound the color from leaves onto pieces of muslin for a tablecloth, placemats, or napkins.

Find ways for your kids to assist in the preparation of Thanksgiving dinner. Sure it may take longer, but remember you are not just cooking a meal, you are making memories. Involve everyone in the giving. People of every age enjoy the feeling that comes from mak-

ing a contribution.

**Testify to the thanks.** Let everyone know ahead of time that each person will be asked to share at least one reason he is thankful before partaking of Thanksgiving dinner. Provide a list of suggested themes — something in nature, something about family, something he has learned, an ability he has, an experience, or an activity he enjoys. These may be spoken or written on slips of paper and read by one of the youngest readers. It might be fun to try to match the thanks with the person who wrote it.

**Transform thanks into giving.** Take some time during or after dinner to explore how the thanks expressed could be taken beyond words and put into action. The person who is thankful he learned to read could volunteer to read to patients in the children’s hospital. The person who is thankful for the flowers in her garden could collect seeds to share with neighbors. The person who is thankful she can sing or play an instrument could volunteer to perform at the local retirement community. The person who is thankful she can knit or crochet could make caps to donate for cancer patients. The possibilities are endless.

Fortunately, Thanksgiving is not exclusive to any particular group and does not have to be restricted to a specific day. We may discover that the more thankful we become, the more we find to be thankful for. As parents, it is our responsibility to help our children make the connection between thanks and giving. By adopting a grateful attitude, we acknowledge that it is not enough just to say we are thankful, we need to live it.

*Carolyn Waterbury-Tieman is a resident of Lexington, Kentucky. She has degrees in child development, family studies, and marriage and family therapy. She spent 15 years in various agencies and clinics as a family therapist and parent educator. She has written extensively on the topic of parenting. After six years as arts facilitator for the School for the Creative and Performing Arts, she chose to return to her favorite place of employment — home. Her son, Douglas, 24, is now based in New York City when he is not on the road performing. He is an actor, singer, musician, dancer, writer, and visual artist. Joseph, 14, is a freshman theatre major at the School for the Creative and Performing Arts who also sings, dances, plays piano, and creates visual art.*



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# The preemie experience

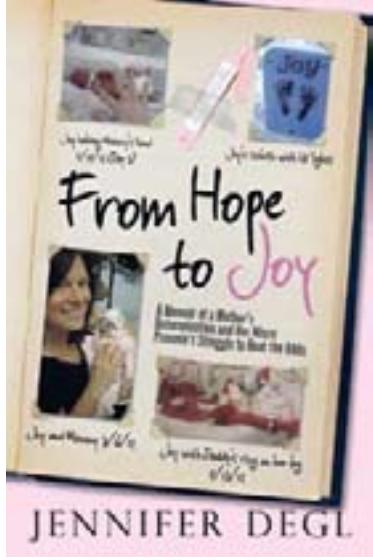
## Part 1: A mom chronicles the struggles of premature birth

BY TAMMY SCILEPPI

**T**hey call the first 24 hours after a premature birth the "honeymoon." It's when the newborn remains relatively stable, after just being cradled — safe and protected — in mama's womb. Then things seem to go haywire and suddenly, that tiny preemie's fate is in the hands of the neonatal intensive care unit staff.

Can you imagine that for weeks on end, your only contact with the baby you just carried is through a plastic box? You can't hold or even touch your little one through the ventilator opening because his skin is so terribly delicate.

This is a tribute to all the brave little souls out there, born before their time — those tiny preemies fighting to stay alive in their ventilator cocoons, covered with scary tubes and machines. And let's not forget about the teeny tiny ones — those other little miracles — the amazing micro preemies, who have to struggle even



JENNIFER DEGL

harder to live.

Did you know that more than one in 10 babies around the world (an estimated 15 million) are born too soon each year? And sadly, about one million angels who don't make it earn their wings because of preterm birth complications. In the U.S., preterm birth affects nearly 500,000 babies — that's one of every eight infants. And it's also a leading cause of long-term neurological and developmental disabilities in children. Further, it costs the U.S. healthcare system billions of dollars each year.

That's why it's so important to help raise awareness about prematurity here in New York.

### The preemie experience

Kudos to all those courageous moms and dads, who have to cope with a devastating and almost surreal situation, as they watch, wait, and hope for any small sign of a miracle. Many parents admit that the preemie experience takes a toll on their marriages and causes profound emotional and economic burdens for their families. But they all strongly agree that with love, hope, faith, and the help and expertise of specialists, they feel better equipped to deal with the overwhelming stress

and epic challenges they must face.

In honor of Prematurity Awareness Month, and the fourth annual World Prematurity Awareness Day on Nov. 17, organizations like the March of Dimes are hoping to educate all expecting parents about the possibility of and potential risks associated with preterm births, which occur prior to 37 weeks of pregnancy. Extreme preterm births of micro preemies occur prior to 34 weeks.

Author and New York mom Jennifer Degl went through a heart-rending experience after giving birth to her micro preemie daughter Joy, who is now 2. Degl said she would love to use this special day as an opportunity to spread awareness of prematurity and hospital neonatal intensive care units. (You can read her touching story, and find out about another mom's preemie experience in Part 2 of this article.)

After her miracle baby came home from 121 days in the neonatal intensive care unit, Degl wrote a memoir called "From Hope to Joy: A Mother's Determination and Her Micro Preemie's Struggle to Beat the Odds" ([www.fromhopetojoy.com](http://www.fromhopetojoy.com)). The book chronicles her life-threatening pregnancy, and Joy's struggle to survive (while Degl's three young sons were at home). She says it was quite a roller coaster!

Joy was born at 23 weeks in 2012, at Westchester Medical Center in Valhalla, New York.

"Due to modern medicine, prayers, and the amazing doctors and nurses at Maria Fareri Children's Hospital, she is doing great today," said Degl, whose early delivery was caused by 100 percent placenta previa, which turned into placenta accreta. Placenta accreta is a serious pregnancy condition that occurs when blood vessels and other parts of the placenta grow too deeply into the uterine wall, according to MayoClinic.org. Degl said she hemorrhaged at 17 weeks for the first of four times because of this alarming condition.

On the night Joy was born, the new mom started a journal on a sheet of paper given to her by a nurse. Once she was discharged from the hospital, a little blue notebook — in which she wrote everything — became her constant companion. Five months after the birth of her daughter, Degl went to write in her notebook; instead, she sat down and read her journal cover to cover. That's when she knew she had to tell her story.

As many new parents know, consequences from extreme prematurity don't end with release from the neo-

November is  
Prematurity  
Awareness  
Month

### Reducing the risk of premature birth

Pregnant women can take important steps to help reduce their risk of premature birth and improve their general health:

- Quit smoking.
- Avoid alcohol and illicit drugs.
- Get prenatal care as soon as you think you may be pregnant and throughout your pregnancy.
- Seek medical attention for any warning signs or symptoms of preterm labor (contractions, bleeding, etc.).
- Take vitamins, especially vitamin D and folic acid (even before you become pregnant).
- Avoid too much stress and get plenty of rest.
- Have a supportive partner or someone you can depend upon.

For more info: [www.cdc.gov/reproductive-health/MaternalInfantHealth/PretermCDC-Activities.html](http://www.cdc.gov/reproductive-health/MaternalInfantHealth/PretermCDC-Activities.html)

### Preventing preterm birth

The Centers for Disease Control's Division of Reproductive Health is engaged in research and science to practice activities aimed at understanding and reducing preterm births. Its scientists are collaborating with many partners, including state health departments, university researchers, and other healthcare professionals to understand why preterm births occur and what can be done to help prevent them.

[www.cdc.gov/reproductive-health/MaternalInfantHealth/PretermCDC-Activities.html](http://www.cdc.gov/reproductive-health/MaternalInfantHealth/PretermCDC-Activities.html)

The great news is that many more micro preemies are surviving than ever before in history. Families' love, hope, strength, and determination can lead to miracles!

natal intensive care unit. There could be 100-plus doctor visits due to illness, along with numerous therapies, hearing or vision issues, or neurological problems. As a result, many moms have to deal with long-term depression and unfounded feelings of guilt.

Degl said her mission is to provide hope to women struggling with high-risk pregnancies, encourage expectant mothers to educate themselves before electing cesarean deliveries, give families of premature babies a realistic look at what lies ahead in their journey, and show that miracles can happen, and hope can turn into joy. [See her website: [www.micropreemie.net](http://www.micropreemie.net) and watch videos of Joy's miracle birth and life at: [www.youtube.com/fromhopetojoy](https://www.youtube.com/fromhopetojoy)]

The Degls were the 2014 March of Dimes Ambassador Family for the March for Babies in White Plains.

To help further this important cause, Anne Geddes, who has photographed babies for 30 years, is teaming up with the March of Dimes to help raise awareness, and has donated a preemie image for this year's campaign.

Did you know that worldwide, more newborns die from premature birth than from any other cause? Surprisingly, 75 percent of these deaths can be prevented, even without intensive care. Medical advances have been made but more research is needed to develop life-saving treatments and preventions, and find the causes of premature birth.

There are several reasons that may cause premature birth, and nothing prepares parents for this strange and emotionally taxing experience. In most cases, nature and the all-powerful uterus are to blame for fairly common factors, like uncontrollable high blood pressure, severe preeclampsia, or a bacterial infection. Let's face it: carrying a baby is a bit of a gamble. We hope for the best, but sadly, it doesn't always turn out to be a positive experience.

Gradually, those very first milestones help parents see the light at the end of the tunnel: such as the first time their little guy drinks from a bottle, when they hear their baby girl's first cry after spending weeks in the vent, and that first smile!

Along with a preemie's size and weight, a combination of different factors will contribute to the final outcome. There are many obstacles to overcome, so that these babies can survive and thrive.

And many do. They seem to defy all odds, growing up strong and healthy, like the micro preemies in



The Degls, from left, Jack, Jennifer, Joy, John, Shane, and Sean, were the ambassador family for March of Dimes 2014.

the heartwarming stories you'll read in Part 2 of this article. They're living proof that miracles do happen.

### **Preemie problems**

A developing baby goes through important growth during the final weeks and months of pregnancy. Many organ systems, including the brain, lungs, and liver need the final weeks of pregnancy to develop fully. Some problems that preemies may face include:

- Breathing problems
- Feeding difficulties
- Developmental delay
- Vision problems
- Hearing impairment
- Cerebral palsy

And a recent survey on prematurity awareness found that 79 percent of preemie moms have a baby who was hospitalized due to a severe respiratory infection.

All preemies, especially micro preemies, are more susceptible to myriad respiratory problems. One virus in particular that parents should know about, is respiratory syncytial virus, which is contracted by nearly all kids by the age of 2 and often causes mild to moderate cold-like symptoms. However, preemies are at high risk for developing worse symptoms, including a serious respiratory infection from the virus, because they are born with underdeveloped lungs and a lesser amount of vital antibodies needed to fight off infections. This can lead

to bronchiolitis or pneumonia, which can become life-threatening.

Respiratory syncytial virus is most prevalent from late fall to early spring.

For helpful information about prematurity and respiratory syncytial virus, including the signs and symptoms parents should watch out for and the importance of prevention, go to: [www.rsvfacts.com](http://www.rsvfacts.com).

### **Music therapy**

On her blog, [www.preemienews.com](http://www.preemienews.com), preemie parent Debra Kircher talks about music therapy in neonatal intensive care units; pacifier-activated lullabies, multimodal stimulation, and developmentally appropriate music listening is being shown in hospitals to help reduce the length of hospital stays, increase an infant's stimulation tolerance, and enhance parent-infant bonding.

### **Respiratory therapy**

Dietrich Flemmig has been a respiratory therapist for 22 years and has spent the last 12 years at New York-Presbyterian Morgan Stanley Children's Hospital (Columbia University Medical Center in Manhattan) in the neonatal intensive care unit, treating predominantly premature babies. He's a family friend of the Degls, so he was able to help them understand what Joy and they would be facing those first few months.

"Our role in the NICU as respiratory

therapists is to apply various modes of respiratory support, ranging from basic bubble continuous positive airway pressure, to oscillators, which can ventilate at over 800 breaths a minute, which increases their chance of survival," explains Flemmig.

"After Joy was born, Jen [Degl] reached out to me with questions and concerns, knowing my background. She tried to educate herself as a parent to increase Joy's chances of survival. She wanted to know what the treatment options were.

"Jen had heard about bubble CPAP, which was pioneered at Columbia, and if I thought Joy would benefit from that course of treatment. I explained to her the benefits of that type of therapy.

"Jen also was concerned about the negative effects of high oxygen requirements on Joy. I explained that the most important thing was that Joy gain weight and muscle tone. This is where mechanical ventilation plays an important role. Parents many times want their intubated babies to be extubated but that forces the infant to breathe on their own, burning crucial calories and working harder than you want, not allowing them to gain weight and strength. A process of intubation and extubation is common practice which allows the lungs to rest and then develop muscle tone.

"I explained Joy had a long road ahead of her," continued Flemmig. "Joy's condition required substantial respiratory support, including high-rate ventilation. I explained to Jen there would be many trial periods of weaning and failure, which is unfortunately part of the NICU preemie experience. You find yourself taking one step forward and two steps back. But ultimately, it is important to remain positive and keep talking to your baby, building that connection between mother and child. I'm happy to say Joy had an exceptional outcome. From what I understand, she is thriving."

To improve neonatal care in countries around the world, additional funding is needed: from low-cost steroid shots to promote lung development, to wider adoption of "kangaroo mother care" (the profoundly beneficial practice of skin-to-skin contact between a mother and her newborn).

"From Hope to Joy" is available on Amazon and Barnes & Noble websites.

In honor of World Prematurity Day, donations can be made to a few organizations supporting preemies and their families through Degl's website at: <http://micropreemie.net/donations>



## HEALTHY LIVING

DANIELLE SULLIVAN

# Facts about Ebola

**A** day doesn't go by without hearing about another potential case of the Ebola virus breaking out in our country. The virus, which can cause people to bleed out of every orifice before dying is, of course, scary. When news broke a few weeks ago that a man infected with the virus died in Dallas, and then his nurse contracted the disease, it sent a flood of news sources to report non-stop about the danger.

Then a doctor living in Manhattan was diagnosed with the disease.

Naturally, parents were among the first to become terrified. Comments on social media ranged from some simply releasing their nervousness to the online world to others stating they were considering homeschooling their children. While there is no need for hysteria, some parents just cannot bring themselves to turn off the TV and get the facts. The fact remains that the likelihood of any of us contracting Ebola here in the New York City area without having traveled to the places in Africa where it has broken out remain exceedingly small.

Here are five facts you need to know about Ebola:

### General public is safe

"There is no risk to the general public," says Dr. Jennifer Lighter Fisher, clinical assistant professor, Department of Pediatrics, Division of Infectious Diseases at NYU Langone Medical Center. "This virus is transmitted from people infected and sick with Ebola by contact with blood or body fluids. Only individuals taking care of sick patients could be at risk if not wearing the personal protective gear. The general public in the United States should not be in fear of contracting this virus, as there is no risk to the public."

### An epidemic in the US is unlikely

The risk of an Ebola virus epidemic occurring here in the United States is very remote, says Dr. Roberto Posada, Pediatric Infectious Disease specialist at the Kravis Children's Hospital at Mount Sinai.

"This particular virus is not very contagious, or in other words, cannot be easily spread from person

to person. Unlike other illnesses, such as the measles, chickenpox, or flu, that are transmitted through the air, direct contact with secretions or body fluids (e.g. touching vomit, urine, blood, or other bodily fluids) from a patient ill with Ebola is required for transmission of the disease."

### Transmission takes time

Only individuals who are sick can transmit the virus.

"In illnesses like the measles or chickenpox, infected individuals can transmit the infection before they even know they are sick," says Dr. Posada. "In the case of Ebola, only sick individuals can transmit the virus, which allows health workers to identify infected patients and place them in isolation."

### Wash those hands

The best prevention against Ebola is practicing careful hygiene. It's what we all learned in childhood: wash your hands with soap and water. Using an alcohol-based hand sanitizer also helps and of course, avoiding contact with blood and body fluids, which, hopefully, we are all doing on a regular basis anyway.

### Know the symptoms

Symptoms of Ebola include fever (greater than 101.5 degrees F), severe headache, muscle pain, weakness, diarrhea, vomiting, abdominal pain, unexplained bleeding or bruising. Symptoms appear anywhere from two to 21 days after exposure to Ebola, but the average is eight to 10 days.

But it's a good idea to keep the facts of the risk in perspective. As Dr. Fisher says, "Going into the winter months will bring countless colds, flus, sniffles, and sneezes, and we can't go about life living under the duress of catching Ebola."

*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 Sullivan on her blogs, Just Write Mom and Some Puppy To Love.*



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# Detecting and dealing with a stutter

BY DR. HEATHER GROSSMAN

**P**arents who are concerned that their child may be stuttering often first seek guidance from their pediatrician. Doctors commonly tell parents the child will outgrow the problem and to give the issue no concern. This is true in many cases; we do know that approximately 75 percent of children who show early signs of stuttering will show spontaneous recovery. However, certain risk factors — including family history of stuttering, the child having a sensitive temperament, and other weaknesses in the child's articulation or language skills — increase the likelihood that the child will continue to stutter. In addition, boys are three to four times

more likely to continue to stutter than girls.

## Is stuttering a typical part of childhood development?

Children typically have normal periods of disfluency as they develop speech and language skills. These fluency breaks may include saying fillers such as "um, um," or repeating words or phrases as in "Mommy, can I go- can I g- can I go outside?"

Research indicates however that approximately five to eight percent of young school-aged children show signs of true stuttering, and that 20 to 25 percent of these children will continue to stutter into adulthood. Average age of onset of stuttering is just under 3 years of age, corresponding to a period of rapid growth in speech and language skills. Unlike normal disfluency, a young child who is stuttering tends to stretch or prolong sounds as in "Rrrrrrrrun," produce repetitions of parts of words as in "W-w-w-want," and may have speech "blocks," where he is trying to say a word but no sound is heard. Children who are showing typical disfluency show no sign of tension or self-awareness, but young children who are stuttering are more likely to show tension in their voice or face, or have secondary reactions such as looking

away or avoiding talking in certain situations.

Children with other speech, language, or developmental difficulties have a greater likelihood of co-occurring difficulties with speech fluency. For many children, speech fluency is also more vulnerable under periods of emotional distress, great excitement, and greater linguistic or intellectual demand.

Left untreated, children who stutter commonly develop tense struggle behaviors when talking, negative feelings related to confidence and self-esteem, and come to avoid people, situations, and specific words for fear of stuttering. Children who stutter are often subjected to teasing by classmates, further contributing to negative self-concept. So it is important for parents who are worried about their child's speech fluency to find out whether the problem is actually stuttering.

## Why do some children stutter?

The cause of stuttering remains a subject of debate, but research has confirmed that some children appear "predisposed" to stutter due to genetic factors. Other factors (genetic, environment, etc.) are thought to then serve as "triggers" for the stuttering. Stuttering may appear to develop rather suddenly, but for most children the onset is gradual. Adding to the puzzling nature of stuttering is its unpredictability. It may seem to be severe one day, then seem to disappear just as suddenly, only to reappear in full force. We know that parents are not the cause of stuttering, but luckily, there is much they can do to help their child.

Children with delays in other areas of speech and language development or who have other developmental difficulties, such as Attention Deficit-Hyperactivity Disorder or autistic spectrum disorder, show a greater likelihood of concomitant stuttering.

## Do I need to have my child's speech evaluated?

Because so many children do eventually grow out of speech difficulties, pediatricians often underestimate the need for professional intervention for children who stutter. A speech-language evaluation should be completed for any child showing signs of physical struggle or frustration when trying to speak. Parents should be aware of certain behaviors that suggest the child is reacting negatively to her speech,

such as the child starting to act shy, looking away while speaking, speaking using only a few words, or avoiding certain words or situations altogether. She may begin to exhibit secondary characteristics, such as pressing the lips together or have excessive tension in the voice, that indicates the child is trying to force out words. Teachers may notice that the child's verbal participation in class is reduced.

It is suggested that parents seek help if they notice the problem persisting for three to six months, but it is never too late to receive help. Since not all speech therapists receive thorough training in stuttering, it is recommended that parents work with a licensed speech-language pathologist who specializes in stuttering treatment.

### **What does an evaluation entail?**

The therapist will assess the child's language abilities, articulation, and fluency using both formal and informal measures, and will gather information about the parents' observations and concerns. In addition to determining if there is a need for professional intervention for the child's speech, during the evaluation parents are provided with vital information regarding pediatric stuttering and what actions they can take immediately to help their child. Parents are commonly given suggestions to implement at home that include modeling slower, simpler speech, and reducing overall language demand and time pressure. Rather than tell the child to "slow down" and "take a breath," parents are taught to be better listeners, and to speak openly and objectively about stuttering without calling negative attention to the disfluencies.

### **What is speech therapy like?**

A course of speech therapy will be recommended for children showing signs of true stuttering. Therapy techniques in current practice show excellent results, especially when children are seen soon after the onset of the problem. Depending on the child's age, the therapist customizes a program that promotes confidence while communicating, and provides an outlet for the child to explore her feelings about speech. The child will also practice ways of talking to reduce stuttering tension and struggle. A good therapist will also provide

support for the family and will suggest helpful strategies for the family, such as maintaining good eye contact and encouraging all family members to have their turn at speaking, without interruption.

For children with concomitant speech-language or developmental issues, it is helpful to address their stuttering along with their other goals to prevent negative stuttering behaviors and reactions from becoming a more severe and habitual pattern.

### **You (and your child) are not alone**

Almost universal to parents of children who stutter are feelings of helplessness, fear, and isolation. But in the past decade, there's been a meteoric rise in the strength of nationwide support groups and self-help organizations for children and adults who stutter, and their families. A tremendous amount of information is online, but nothing combats feelings of helplessness like the realization that there are many children and their families who are managing stuttering. And nothing's better than for children to meet other kids who stutter and for their parents to get together and swap information and strategies.

Tips for parents of children who stutter:

- Practice active, patient listening skills, focusing on what the child says rather than how fluently he says it.
- Do not suggest that the child "slow down," "think before speaking," or "take a breath."
- Model good communication — this includes having normal eye contact when talking, taking turns, and speaking slowly enough and loudly enough to be heard clearly.
- Remind the child that talking can be very difficult, and that it is OK to stutter. Let him know you are there to be supportive.
- Educate teachers, babysitters, and other caregivers about stuttering and how the child who is stuttering should be treated.
- Work on confidence, and keep them talking!

*Dr. Heather Grossman is a specialist in stuttering treatment for children and adults, and is the director of the American Institute for Stuttering in New York City. She is regularly called upon for journalistic coverage regarding stuttering, and has been featured on numerous radio and television broadcasts, including "Good Day New York" and "Katie."*

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# Thankful giving

Put gratitude in action with these inspired ideas

BY DR. HEIDI SMITH LUEDTKE

**D**on't let this month's focus on food — and football — overshadow the spirit of Thanksgiving. Show kids how to express their thanks with these inspired ideas. Because actions really do speak louder than words.

**Apples for the teacher.** Take the kids on an apple-picking expedition at a nearby orchard or hit the farmer's market for fresh fruit. Then get in the kitchen

and bake cinnamon-apple muffins together (try this five-star recipe from Robyn at Addapinch.com). Give the muffins to your child's teacher with a hand-written note that says, "I couldn't have picked a better teacher! You are the apple of my eye."

**Word up.** Boost your brainpower by learning how people say thanks in a load of other languages. You'll find written words for "thank you" with pronunciation tips at Factmonster.com and a video presentation of 29 thankful expressions on YouTube.com. Set a goal to say "thank you" three times each day in a foreign language and soon these expressions will feel familiar.

**Picture it.** Take a photo of your child with something (or someone) he's grateful for — like a loving grandparent or an awesome bus driver. Post it on Facebook for others to see and challenge your friends to catch your attitude of gratitude and share their own images of appreciation. Let's make gratitude go viral.

**Pay it forward.** You've undoubtedly heard that money talks. This month, make it say "thanks!" by donating to charitable organizations in your community. Not sure where to start? Donations to the Feeding America BackPack

Program are used to give weekend eats to 230,000 children who get free lunch at school, but go hungry at home.

**Rake it up.** Grab a rake and a pack of paper leaf bags and head outside to haul in the harvest. Kids can scoop up neighbors' leaves for free or ask for a small donation to pass on to a community garden or green space. When the work is done, take the leaves to your city's drop-off site or to a garden center for composting. Then enjoy a cup of cocoa together. You've earned it.

**Talk turkey.** In the US and Canada, many food banks serve traditional Thanksgiving dinners to people in need. Find a food bank near you using the search engine at FeedAmerica.com and volunteer to work at an upcoming turkey drive. There, you'll have the privilege of saying thank you to the generous people who bring in the birds, and all the side-dish fixings.

**Express your good fortune.** Bake your own fortune cookies with personalized messages inside to remind your kids just how lucky you are to have them in your life. Find simple recipes at AllRecipes.com or order fancy custom cookies at KCFortuneCookieFactory.com.

**Give the gift of time.** Start a family time bank to give kids a chance to help one another. Your teenager might spend an hour designing student council campaign posters for your middle school student who pays it back by folding his big brother's share of the laundry pile. Pitching in on family projects lets everyone experience the joys of teamwork. Learn more about time banking at timebank.org.

**Launch an attack.** Of appreciation, that is. Pen a heartfelt thank you note to hide in your husband's wallet or brief case. Leave a lipstick kiss on his side of the bathroom mirror in the morning. Text thank-you messages to his cellphone throughout the day. Your goal: To remind him (and yourself!) how grateful you are to have a sweet and supportive partner.

**Fill everybody's bucket.** Teach young kids the value of good deeds with the book "Fill a Bucket" by Carol McCloud and Katherine Martin. To reinforce its message, ask kids to write down good deeds on slips of paper and put them in small tin buckets labeled with family members' names. Pretty soon, kids will be clamoring to see who can fill up their bucket first. And everyone will be happier for it.

*Heidi Smith Luedtke is a personality psychologist and mom who is grateful for knock-knock jokes and bedtime stories. She is the author of "Detachment Parenting."*





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# A little MERRY MUSIC

Acclaimed Brooklyn pianist Simone Dinnerstein will give a holiday concert at the Metropolitan Museum of Art on Dec. 20.

Photo by Lisa-Marie Mazzucco

## Brooklyn mom & world-renowned pianist celebrates holidays

BY TAMMY SCILEPPI

**S**nowflakes, art, and music. What better way to spend a festive holiday evening?

If you've listened to the classical sounds of WQXR or attended a piano recital in New York City, then you may have been lucky enough to experience the unique sound and inventive artistry of Brooklyn pianist Simone Dinnerstein.

The Park Slope native is especially fond of Johann Sebastian Bach, and seems to have a special connection — both musically and spiritually — to the 18th-century composer who inspires her.

And even though she performs worldwide, Dinnerstein is quite popular in her own neighborhood as well, and has contributed her time and talent to the community and beyond. She has been artistic director and host of her regular one-

hour, family-friendly concert series called "Neighborhood Classics," on which she occasionally performs. She founded the program in 2009 at PS 321, her 12-year-old son Adrian's former elementary school — that she also attended. Different musicians are featured in evening recitals that raise money for the school, where her husband Jeremy Greensmith teaches fourth grade.

"On Nov. 17, I'm organizing a Violin Invasion at PS 321! Twenty violinists will spend the day at the school going into every classroom and playing for the students. And we have a concert coming up on Nov. 18 with violinist Rachel Barton Pine," said Dinnerstein.

Next year, Dinnerstein will perform a concert that features music from her 2015 album.

### Holiday concert

The passionate pianist has a spe-

cial place in her heart for the Metropolitan Museum of Art, where she has given recitals over the past few years, and says she's really looking forward to being there during the holiday season on Saturday, Dec. 20. And you can bring the kids for \$1!

"It's one of my favorite places to perform. I grew up going to the Met, and it is a thrill for me to be behind-the-scenes there. Their auditorium has a very intimate and warm sound, and I will be playing an exciting and eclectic program."

The festive holiday concert includes Poulenc's "Suite Française," Debussy's "Suite Bergamasque," Crumb's "A Little Suite for Christmas," and Schubert's "Sonata in B-flat major, D. 960."

Between local concerts and performing in faraway places, Dinnerstein says she always finds time to hang out with her family, and enjoys just relaxing at home. Her

son Adrian is now in eighth grade at MS 51 in Park Slope, and is a drama major there.

"This past summer he performed in Piper Theater's production of 'Pericles,'" said Dinnerstein. "He also plays electric guitar and is in a band with four of his friends called, The Animation. Right now, we're in the midst of the very stressful process of applying to high schools. New York City has a crazy system for doing this!"

Her active family loves the great outdoors.

"We enjoy hiking and had a wonderful vacation in Maine near Acadia National Park, where we were able to hike every day. We have an Old English Sheep dog, Daisy, and she enjoys hiking, too," said Dinnerstein, who had a busy and exciting 2013–2014 season. She kicked off this year with a new recording of "J.S. Bach: Inventions & Sinfonias," a wonderful interpretation of a signature work.

### Bachpacking

Bach's 18th century "hits," the 30 short pieces that "Inventions" is made up of, were actually keyboard exercises he wrote in 1723 to teach his own students how to play the piano. They seem to possess a timeless quality and, amazingly, can still serve as a musical teaching tool for students today. Just ask Dinnerstein. She packed up her digital keyboard earlier this year and went on a two-week interactive music tour to local schools — which she dubbed "Bachpacking" — an idea she came up with to introduce those Bach tunes to young kids, eager to learn.

The New York Times raved of Dinnerstein's latest recording of Bach's "Inventions": "... in these 'Inventions and Sinfonias,' too often relegated to the teaching studio, it is the specific motion she gives each piece — as if every contrapuntal line had a physiognomy of its own — that makes this recording so arresting."

In December, she will be performing for the first time at the Library of Congress in Washington, DC.

"It will be an exciting concert with my good friends, the Chiara Quartet. We will be premiering a quintet composed for us by the wonderful Jefferson Friedman, and the quartet will perform on Strads (Stradivarius violins) on loan from the library's collection," she explained.



Dinnerstein hiking in Maine with her son Adrian, 12, and dog Daisy.

### Dinnerstein's discs

Dinnerstein has released four solo albums: "The Berlin Concert" (Telarc); "Bach: A Strange Beauty" (Sony); "Something Almost Being Said" (Sony), and "Bach: Inventions & Sinfonias" (Sony) — which have topped the classical charts. She was the bestselling instrumentalist of 2011 on the U.S. Billboard Classical Chart and was included in NPR's 2011 100 Favorite Songs from all genres. In 2013, Dinnerstein and singer-songwriter Tift Merritt released an album together on Sony called "Night," uniting classical, folk, and rock worlds.

The busy mom somehow found the time to record her new Sony classical album, which will include Ravel's "Piano Concerto in G major," Gershwin's iconic "Rhapsody in Blue," and a very special piece written for her by composer Philip Lasser, called "The Circle and Child: Concerto for Piano and Orchestra," a unique work that explores ideas of travel and discovery, and of memory and return.

*Simone Dinnerstein for the Holidays concert at the Metropolitan Museum of Art [1000 Fifth Ave. at E. 82nd Street on the Upper East Side, (212) 535-7710, [www.metmuseum.org](http://www.metmuseum.org)] Dec. 20, 7 pm. \$65, kids \$1. Tickets available at [www.metmuseum.org/events/programs/concerts-and-performances/simone-dinnerstein-recital?eid=4831](http://www.metmuseum.org/events/programs/concerts-and-performances/simone-dinnerstein-recital?eid=4831)*

*"Neighborhood Classics" featuring Simone Dinnerstein at PS 321 [180 Seventh Ave. between First and Second Streets in Park Slope, (718) 499-2412, [www.neighborhoodclassics.com](http://www.neighborhoodclassics.com)] March 7, 2015, 7 pm.*

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Photo by Associated Press / Scott Rutherford

# Solar & savings

More schools  
are using solar  
energy to save  
money and jobs

BY SHAVANA ABRUZZO

**S**olar energy is hardly new. The Ancient Greeks unlocked the secrets of turning the sun's glints into mechanical power, using burning mirrors to light torches for their religious rites. Sunrooms on houses and public buildings were so common around 600 BC that Byzantine emperor Justinian initiated "sun rights" to ensure individual access to the golden orb.

Solar schools are the new economic trailblazers, with savings in the past decade equivalent to 50 million gallons of gas a year or taking nearly 100,000 cars off our highways, claims the country's first report on how sun power is empowering America's educational facilities. New York's growing solar energy industry, including 425 companies and 5,000 employees statewide, has installed solar systems on 160 schools, generating 7,316 kilowatts of clean, reliable, and affordable electricity, and ranking them in the top 10 nationally in installed capacity, reports "Brighter Future: A Study on Solar in U.S. Schools" by the Solar Foundation.

Today there are five times as many solar schools than in 2008, and fewer costs meaning more cash for textbooks and teacher salaries, claims the study prepared in conjunction with Solar Energy Industries Association and the U.S. Department of Energy. Solarizing New York's kindergarten through 12th grade buildings could also save the Big Apple up to \$209 million more than 30 years, while more than 70,000 additional schools would benefit similarly, add the authors.

"Solar is enabling many New York schools to save money, enrich learning and keep teachers in the classroom, all while providing local jobs and generating emissions-free electricity," said Andrea Luecke, president and executive director of the Solar Foundation. "It is clear that the solar schools movement is gaining momentum and providing kids with the greatest benefits."

Key findings include:

- America's K-12 schools have shown "explosive growth" in their use of solar energy over the last decade, soaring from 303 to 457,000 kilowatts of installed capacity and

reducing carbon emissions by 442,799 metric tons annually.

- There are 3,752 K-12 schools in the U.S. with solar installations, meaning nearly 2.7 million students attend schools with solar energy systems.

- More than 3,000 of the 3,752 systems were installed in the last six years.

- Of the 125,000 schools in the country, between 40,000 and 72,000 can "go solar" cost-effectively.

An analysis performed for the report found that 35 other school districts across the state could each save more than \$1 million more than 30 years by installing solar panels, stated the Solar Energy Industries Association.

"In fact, seven of those districts — Yonkers, NYC Special Schools, Brentwood Union, New Rochelle, Sachem Central, Mount Vernon, and Middle Country Central — could each save between \$2 million and \$6 million," said president and chief executive officer Rhone Resch. "In a time of tight budgets and rising costs, solar can be the difference between hiring new teachers or laying them off."



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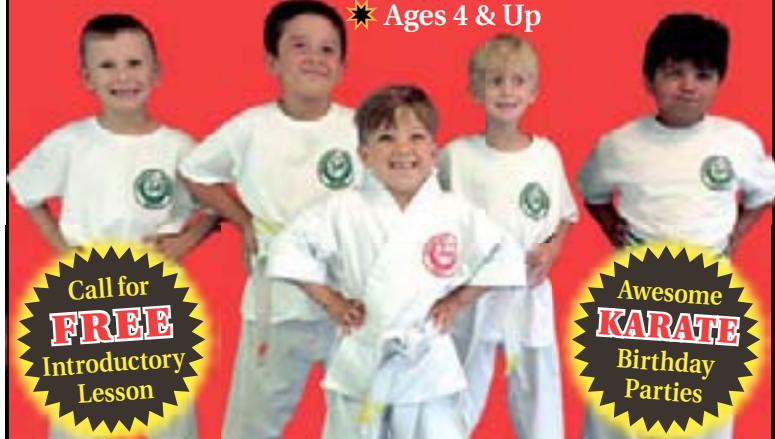
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## JUST WRITE MOM

DANIELLE SULLIVAN

# In support of equality among men & women

**A**ctress Emma Watson gave a riveting speech on gender and feminism at the United Nations to launch the "HeForShe" campaign, a movement with the objective to unite one billion men and boys as advocates to help end the inequalities that women and girls face, worldwide. The social media world lit up because her words were so powerful:

"I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word. Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men. Unattractive, even. Why is the word such an uncomfortable one? I think it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body."

It's a vital point. I'm still wholeheartedly surprised at how many young women in 2014 still equate being a feminist with being a man

hater, and consequently shy away from identifying with the term, lest they seem unattractive to the opposite sex. Many still don't see that until we stand up for ourselves and demand that we get equal treatment, we will not receive the same rights. That's why Watson is enlisting the help of men, because we all need to demand equal treatment internationally, where being female in some countries is equivalent to being property rather than human. It's not just a female thing; it's a human thing. What's been uplifting and promising are the many young male actors who have joined the campaign, proudly proclaiming they too are feminists because being a feminist means standing up for equal rights for women, and a man can do that just as much as a woman can.

Outside of our country, being female can be detrimental. The global initiative "Because I am a Girl" states, "Because she is a girl, she's more likely to suffer from malnutrition, be forced into an early marriage, be subjected to violence, be sold into the sex trade, or become infected with HIV. Because she is a girl, she faces discrimination in her own home. Because she is a girl, she'll have limited access to a doctor or even a primary education (if she's able to go to school at all)."

It's also important to remember that this outdated gender view does not only impede women, it also harms men. The ridiculous idealized version of a man places severe limits on the minds and hearts of boys everywhere.

As Watson said, "Men, gender equality is your issue, too. Because to date, I've seen my father's role as a parent being valued less by society, despite my need of his presence as a child, as much as my mother's. I've seen young men suffering from mental illness, unable to ask for help for fear it would make them less of a man."

I have to admit this did not fully

hit home with me until I had a son and I began to realize the strict societal pressures placed on boys to be tough, hide their emotions, and win at all costs. It's the exact opposite of what I want for my son. In order for him to grow to become a loving and supportive husband, he will need to be sensitive, patient and caring. The "locker room laughing hockey jock" (from Morrissey's new song "I'm Not A Man") version of a man is in direct opposition to the full gamut of being a human being with a heart and compassion, just as being a fragile, people-pleasing female is in direct opposition with the innate strength and capabilities of a woman.

Our girls need to be just as strong as our boys need to be sensitive, just as problem solving as our boys need to be empathetic, and just as capable as our boys need to be expressive. Denying any emotion in human beings is never right. Ask yourself: would you want your daughter to be entitled to anything less than the boy sitting next to her, whether it's grades, attention, equal pay or status? Do you want her to be sexualized at every turn? Do you want your son to have to stuff his feelings or think he has to acquire romantic conquests as part of his identity? Would you ever want your child to do things in life that make him or her miserable because that's what's expected of him or her?

As Watson stated, "Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It's time we stop defining each other by what we are not, and start defining ourselves by who we are."

*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 Sullivan on her blogs, Just Write Mom and Some Puppy To Love.*



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**DEAR  
DR. KARYN  
DR. KARYN GORDON**

# Maximize learning

**Dear Dr. Karyn,**

I loved your article last month on understanding learning styles. I could tell my 10-year old learned differently but didn't have the words to describe it. Can you tell me more tips on how to connect and communicate to my son who is a visual learner? Also I'm a manager at a mid-size law firm and have noticed that several of the lawyers I work with seem to also learn differently from myself. Can you share some tips on how to connect to all types of learners?

The key to communicating (and engaging) our kids, spouses, colleagues, friends and even employers is to understand and maximize all three learning styles. Here are three tips! Enjoy!

## Maximize visual learning

Visual learners are energized and engaged through seeing a visual! Having a parent, teacher or boss tell them orally what they

need to do will go in one ear and out the other! Pictures, metaphors, graphs, videos, and acronyms work great for teaching and engaging this type of learner.

Here's a great example for how this works: Last weekend I went to the cottage for a "girls weekend — no boys allowed" with three of my closest girlfriends. It was the first time that I had to open up our new cottage by myself, and my husband (who knows how I learn) prepared instructions for me in my learning style. He, being auditory, wrote out the instructions in three pages with the 15 different steps I needed to do, but right beside the words he drew pictures (I'm not kidding) for various switches that I had to turn on.

After he had gone over the 15 steps with me at home, he asked me to teach it back to him (this is my kinesthetic style of learning) to make sure I had understood the steps properly!

Similarly, when I train counselors at our Leadership and Counseling Center, I tell them you can start off with auditory and explain concepts to clients orally, but if you have a visual client, you need to get up and start using your chalkboard or whiteboard so that clients can SEE what you are talking about. One of my associates said that when he started doing this he saw an immediate difference in one client's energy (a visual learner) by simply enabling him to see in picture form what he was referring to!

## Maximize kinesthetic learning

Kinesthetic learners are energized and engaged through doing; too much talking and you will see their energy melt away! I also mentioned last month that kinesthetic students often doodle in class on their notebooks (as a way to keep engaged). This type of learner is energized by role-playing, projects, games, group work, experiments that involve getting out of their seats, frequent breaks, and various tools that they can use with their hands including modeling clay, puzzles, drawing materials



and computers.

One of the best strategies I learned for myself in eighth grade was to get myself a chalkboard! I had recently become aware of my learning tendencies, and my dad came home one day when I was 13 years old, and told me he had a gift for me in the garage. When I walked in there I saw an authentic old chalkboard, made out of slate and weighing more than 120 pounds. He explained that he had been driving in the country, and noticed an old church and schoolhouse that was being demolished with this beautiful old chalkboard inside.

The custodian said he could have it since it was going to be destroyed anyway, and my dad explained that because I was a kinesthetic learner, he thought it would be a great tool for me to use to study my schoolwork on. That chalkboard made a dramatic shift in my level of engagement and stayed with me throughout high school, grade school, graduate and doctorate studies, and it remains in my office in Toronto today!

If you are working with kinesthetic learners, I think all bedrooms, classrooms, and boardrooms should have chalkboards or whiteboards. Thankfully, you don't need to find a 100-year-old chalkboard — instead, just go to Home Depot and get yourself a \$15 can of chalkboard paint to do the trick! Not only does this strategy help with learning and engagement — but it looks fabulous as well!

### **Maximize auditory learning**

Auditory learners are energized and engaged through words and hearing! Too much talking de-energizes visual and kinesthetic learners, but talking too slow will de-energize auditory learners. They usually pick up quickly what parents, teachers, and bosses are saying and will get bored (and disengaged) if the information is not being taught fast enough. These auditory learners are energized by those who can teach the information quickly, can get to the point (don't go on and on), who allow them to work at their own speed (and ideally work ahead), and who know their material (they have an enormous respect for "smart" teachers and bosses).

In addition, these types of learners appreciate any opportunity to read information in a written forum (textbooks, notes), often while listening to music. My husband, who is a strong auditory learner, describes school as incredibly easy and too slow. Thankfully, he had several teachers who understood that he was gifted and allowed him to work ahead on various subjects, which he credits with keeping him engaged!

A lot of auditory learners find French immersion quite helpful because they have the challenge of learning two languages. As I shared last month, the challenge for auditory learners is usually not in learning the material, but rather to be self-disciplined (an emotional intelligence muscle). One of the reasons I created our Dare to Dream event was specifically for this type of learner — to help them engage with their life and start working on developing that self-discipline muscle (which is 100 percent learned!).

### **Maximize all three styles**

Obviously it's a lot easier to address learning styles if you are working one-on-one. But how do you address this to a group of students, clients, or employees, obviously with a mixture of needs? The key is to make sure you are always speaking according to all three learning styles!

For example, when I give keynotes to 500 people (remember, 80 percent are visual and kinesthetic learners) I will make sure I use skits, role-playing, games (yes, even for adults!), visuals, Power-Point slides, and video to illustrate my points.

As a speaker, a teacher, or a parent, when you learn to tap into all three learning styles of your audience you will see an enormous increase in the engagement level! Including elements specifically for each type will ensure you are maximizing all styles!

*Dr. Karyn Gordon is one of North America's leading relationship and parenting experts. She is a regular contributor to "Good Morning America," founder of dk Leadership, best-selling author of "Dr. Karyn's Guide To The Teen Years" (Harper Collins), and motivational speaker to a quarter of a million people. Visit her at [www.dkleadership.org](http://www.dkleadership.org) and on Twitter: @DrKarynGordon.*



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## GOOD SENSE EATING

CHRISTINE M. PALUMBO, RD



# Disappearing candy

**T**hree years ago, Kelli Worley made a decision that scared her. She decided to allow her three daughters to eat as many pieces of candy as they desired. Why? She wanted to eliminate her middle daughter's candy sneaking. And it worked.

During this "most wonderful time of the year," with candy and treats galore, most parents put a limit on the amount of sweets your children consume. But what if you discovered candy wrappers under the bed or stashed behind bookshelves like Worley did? Then what?

Worley, a registered dietitian nutritionist in Beaumont, Texas, didn't want to raise her children to be afraid of food. But this sneaking concerned her.

"I thought I was managing the

candy okay. It was in a place they could reach, but they always knew they had to ask me if they could have some," she said.

She allowed her girls, then ages 6, 5, and 4, to have just one piece at a time.

"It seemed like a good idea. But I realized for the 5 year old, it felt restrictive." This child was sneaking candy on a regular basis.

Eventually Worley decided to allow all the girls to have as many pieces as they wanted.

"I just relaxed about it, but it was scary. It was like, 'oh no, she's going to have 10 pieces.'"

At first, they all had a little more candy than usual. Then they cut back to about two pieces, including the candy sneaker. The best part?

No more hidden candy wrappers.

### Unintended consequences?

This begs the questions: Should kids be allowed to eat candy at all, and if so, how much is too much? But what about once in a while?

Nutrition Today recently published a paper that proposes a definition of candy in moderation.

The publication explains that the association between restrictive eating and the tendency to overeat has been studied extensively in children. Parents may restrict certain foods in an effort to moderate a child's intake of calories.

Yet a review of child-feeding behaviors found that highly restrictive eating practices are consistently associated with childhood obesity. Weight gain and a preoccupation with restricted foods are often unintended consequences.

As usual, there is no one right answer, and it depends on the child. Keep in mind foods rich in protein and healthy fats slow down the effect of sugar, so a child eating well throughout the day may be less affected by sugar.

*Christine Palumbo is a Naperville-registered dietitian nutritionist who is a new Fellow of the American Academy of Nutrition and Dietetics. Follow her on Twitter @PalumboRD, Facebook at Christine Palumbo Nutrition, or Chris@ChristinePalumbo.com.*

## Cinnamon peach swirl

Serves 2 (3/4 cup per serving)

### INGREDIENTS:

- 1 cup Daisy Brand Low Fat Cottage Cheese
- 1/4 tsp ground cinnamon
- 1 tsp vanilla extract
- 1 peach (may substitute 2 canned peach halves)
- 2 sprigs fresh mint (optional)

**DIRECTIONS:** Gently stir together the cottage cheese, cinnamon, and vanilla in a small bowl. Peel and

slice the peaches. Place half of the peaches into two dessert glasses. Top each peach layer with the cottage cheese mixture. Top each glass with remaining peaches and a sprinkle of cinnamon. Add a sprig of mint, if desired.

**NUTRITION FACTS:** 122 calories, 12 grams carbohydrate (1 g fiber, 11 grams sugar), 15 grams protein, 3 grams fat (2 grams saturated), 360 mg sodium.

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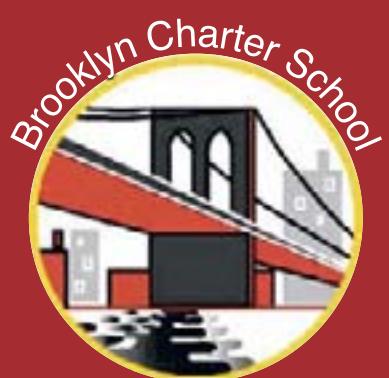
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Building Bridges To Tomorrow



# How to help your kids cope with divorce

Watch for these behaviors in your children

BY NANCY L. WEISS

**D**ivorce can be a shattering and painful event. Unless you've reached the "conscious uncoupling" stage that only one of Hollywood's power couples has attained, you've probably gone through anxiety, guilt, anger, and depression. Most importantly, after the family has been split, you have

the fear of what the loss of your spouse will do to your children. In this day and age, divorce is not uncommon, as it was just 30 to 40 years ago, and children may have peers to share their fears and anxieties with. There is no definite prediction that your divorce will cause future disaster for your children, but here are some of the most common behavioral signs that your

children might exhibit, and how you can best help your child:

## Young children

Young children especially might show regressive behavior to earlier stages of development, such as bedwetting, clinging, attempts to gain your approval, and separation anxiety when they are dropped off at

pre-school or a babysitter.

Remember that the younger the child, the less likely he is to be able to verbalize his feelings and instead, will act them out. He might just feel a pervasive anxiety, helplessness, and insecurity, and have a tendency to blame himself. Thinking that the missing parent left because of their misbehavior, young children might think they are being punished.

The young child especially needs to feel acceptance from you and needs to feel he is important. Rock him, hold him, and most of all, let him know he is safe. If your young child wants to sleep in bed with you, let him. Help him relax by giving him simple tasks and rewarding and nurturing his attempts.

Let the child be a child. Do not deal too much with adult issues of the divorce with him. Instead, concentrate on his needs and go overboard in rewarding with hugs, candy, and verbal nurturance that his world is still safe.

Younger children may also act out in anger by throwing tantrums, hitting you or their siblings, and throwing food or toys. They might develop nervous tics such as regularly picking at their noses or eyes. Although they still need you to set limits and consistent discipline for them, they are really seeking stability and love from you to enhance their fragile self-concept. Reward the appropriate behaviors and ignore or time-out the negative behaviors. Provide your young ones with fun things to do and assure them that the home is still a safe one for them.

#### **Older children**

Older children may still feel that the divorce or separation is their fault, but they are more able to verbalize their fears. Behaviors to look for in older children consist of withdrawal from you at home or from their friends at school; impulsive behaviors such as overeating or hitting objects; self destructive behaviors such as not eating or physically harming themselves; sleeping more than usual; bullying their peers or siblings; crying; drug abuse; and rebellion displayed in dress, change of friends, truancy from school, engaging in fights at school, a significant drop in school grades, or sexual acting

out and teen pregnancy. Also, remember to monitor computer usage and sites to find indications of threats of violence to themselves or others.

Engage your older child in conversation about her feelings. Let the child take the initiative in terms of what questions, fears, or feelings she might have. Encourage her to share the anxieties, anger, or resentment she is feeling, rather than acting it out.

If your child is unable or unwilling to discuss the situation with you, or is exhibiting any self-destructive behaviors, please, as soon as possible, seek professional therapy. School psychologists, child and adolescent therapists are specifically trained to help your youngster process his fears, feelings of helplessness, depression, confusion, and fragile self-esteem. Many times, a very young child is encouraged to draw pictures of — for example — a house, a tree, and a person. Then the therapist helps the child resolve his issues based on the interpretation of such pictures.

In this day and age, remember, you are not alone. There are many divorce groups, professional therapists, extended family members and friends who can provide you with support and help you regain the strength that you will need to focus on your children. You might not think so at this time, but you can gain strength and meaning from going through this process.

Life is precious, and in the grand scheme of things, short. You are human, and humans make mistakes. Remember this when providing emotional support and strength for your children. Try not to focus on your guilt, because your older children can feel this and will then try to manipulate you for their own benefit. Use resources to help reduce your children's stress and help them become the happy and successful adults they can be even after experiencing their parents' divorce.

*Nancy L. Weiss has a masters in child psychology and was a school psychologist for a number of years working with children ages 3 to 17. She never met a child she didn't love, relate to, and engage with. She herself was a child of a divorce many years ago when it was rare and traumatizing.*



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# Holiday heartache

## Help your child deal with grief in a time of joy

BY GAYLA GRACE

**L**aughter filled the house. Thankful to have my parents in town, we feasted on delicious food and good company. But then I noticed my teenage stepson's face. I knew he was having a hard day. Holidays would never be the same for him after losing his mother to cancer.

I imagined how he must feel — it didn't seem fair. My parents were approaching 80 years old, and we enjoyed long days and rich company together. My stepson would never have those days with his mom again.

Not all holiday seasons are joyful. The year we learned my husband's job would end after the first of the year was a tough season. I didn't care about celebrating, and the expense of gift-giving when our money supply was about to end created ongoing stress. I spent most of my time avoiding those with holiday cheer that year.

Holidays have a way of resurrecting grief from difficult happenings. According to the 2011–12 National Survey of Children's Health, nearly half of America's children will have suffered

at least one childhood trauma before the age of 18. When we see others celebrating the joy of the season, memories flood our heart, reminding us of the tragedies we want to forget.

If you or your child is grieving this holiday season, don't deny your feelings. The first season following a loss or life-altering tragedy will be particularly difficult. But that doesn't mean you must isolate yourself to make it through. Here are a few suggestions to help cope with the feelings that accompany difficult circumstances affecting the holiday season:

**Give yourself or your child permission to grieve.** Don't act as if nothing's happened and try to go along with the celebration of the season. Recognize that grief, with heightened emotions and unpredictable behavior, will surround every aspect of holiday festivities. Creating a "new normal" for the holidays takes time and will only happen after one has been allowed to grieve the "old normal."

**Offer grace freely.** The first year after my stepson lost his mother in August, I anticipated a rocky holiday. But what I didn't anticipate was

how difficult the next year, and the next year, and the next would be. I learned to allow him the freedom to go along with family celebrations if he wanted, or retreat to his room when he needed. I didn't take it personally when he chose to withdraw or lash out on days I was especially cheery. Offering him the gift of grace was the best gift anyone could give him during that time.

**Cherish the good days.** There will be good days and bad, high times and low. Embrace the good days and celebrate the season. Choose your favorite holiday festivity and make time to enjoy it. Don't wait! You might not have many joy-filled moments, but the ones you do have can help carry you through the hard ones. If you notice your grief-filled child having a good day, suggest a special activity or ask what he or she would like to do to celebrate the season. Don't let the good days slip by without intentional effort toward a festive activity, even if it's as simple as making holiday cookies.

**Don't overextend yourself or your child.** Leave your options open so you can attend the Christmas party or other celebration if you feel like it that day, or stay home without obligation. Be sensitive to whether your child wants to participate when friends invite him over or ask him to join their party. Unstable emotions create tension-filled days that are best spent at home, surrounded by those you love.

Remember: there will be better days ahead. When you want to bury your head in your bed covers, remind yourself there's hope for a new tomorrow. Hard times don't last forever, and time helps heal our wounds. Look forward to fresh beginnings as a new year approaches.

Difficult circumstances create hard times for us and our children that become magnified at the holidays. We may not always feel joyful during the season. But with the right attitude and resolve to make it through, we can seek to find joyful moments this holiday season that will carry us into a new year with new beginnings and better days ahead.

*Gayla Grace is a freelance journalist with a his, hers, and ours family who loves to encourage stepfamilies through her website at [www.StepparentingWithGrace.com](http://www.StepparentingWithGrace.com).*



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# Making adoption **AFFORDABLE**

Helpusadopt.org  
awards adoption  
grants to help  
build families

BY SHNIEKA L. JOHNSON

**E**ach year in New York City, thousands of children are placed for adoption or removed from their homes and assigned to foster care. Globally, there are more than 150 million children who need parents. Help Us Adopt, founded in 2007, is a nonprofit organization that helps hardworking families overcome the financial ob-

stacles of adoption, so children can join loving and permanent homes to give them all that they deserve.

In New York State, only an authorized agency can place children for adoption. A social worker must facilitate a home study and compile a document. When the agency study is obtained, there is an increased chance of receiving an agency referral for the adoption. The agency study includes details of the adopt-

ing families' thoughts and values on child rearing, child development, and interpersonal issues.

However, approved potential families are then faced with an enormous financial burden. Typical costs can include the home study; social worker visits; lawyers' fees (for adoptive parent(s) and birth mother); birth mother's monthly medical and counseling expenses; agency or orphanage fees; airline tickets (often

last minute); hotel; car rental; etc. Statistics indicate that an average adoption costs upwards of \$30,000. There are many qualified families that can offer a child a stable home environment, but are facing significant financial obstacles.

I spoke with Becky Fawcett, co-founder (with her husband, Kipp Fawcett) of Help Us Adopt, about her organization, the adoption process, and just what her organization does to aid families.

**Shnieka Johnson:** What led you to start the organization?

**Becky Fawcett:** We were so grateful to become parents through adoption and realized how lucky we were to have the means to do so, so we wanted to give back to help others. The decision to create Helpusadopt.org came after much research and the realization that we would be the only adoption grant organization that didn't define family, didn't define religion, didn't define adoption, didn't charge our applicants to apply, and offered grants up to \$15,000. Helpusadopt.org's doors are open to all and we are extremely proud of that fact.

**SJ:** How many families have you helped build thus far?

**BF:** To date, Helpusadopt.org has helped to build 107 families by awarding \$920,000 in grants. We will be awarding another \$100,000 in December, 2014. By the end of 2014 Helpusadopt.org will have awarded over \$1 million in adoption grants since we launched in 2007. We are humbled by how quickly we have grown to this number and so grateful for all of the support we have received.

**SJ:** What is the process for applying for adoption grants?

**BF:** Our application is free and posted on our website ([www.helpusadopt.org](http://www.helpusadopt.org)). There is a page of guidelines as well as an FAQ page also on the site.

**SJ:** How does a prospective family find a trustworthy agency and attorney?

**BF:** Ask people you know for recommendations. Talk about their process with them (the good, the bad, and the ugly). Once you have a short list of adoption professionals, then call them to set up informational meetings. You'll find someone you click with. Some of the bumps in the road are unavoidable regardless of who your agency or attorney is, that's just the nature of the adoption process.

**SJ:** What are some typical road-



blocks in the process?

**BF:** The number one reason people don't adopt or stop midway is because of money. Adoption is expensive — an average adoption costs \$30,000-plus.

**SJ:** How does your organization support adoptive families and their growth?

**BF:** Not only are we an adoption grant program that helps people build their families, but we also offer a shoulder to lean on during the process. We also keep in touch with all of our families after they bring their children home and have built quite a strong adoption community across the country.

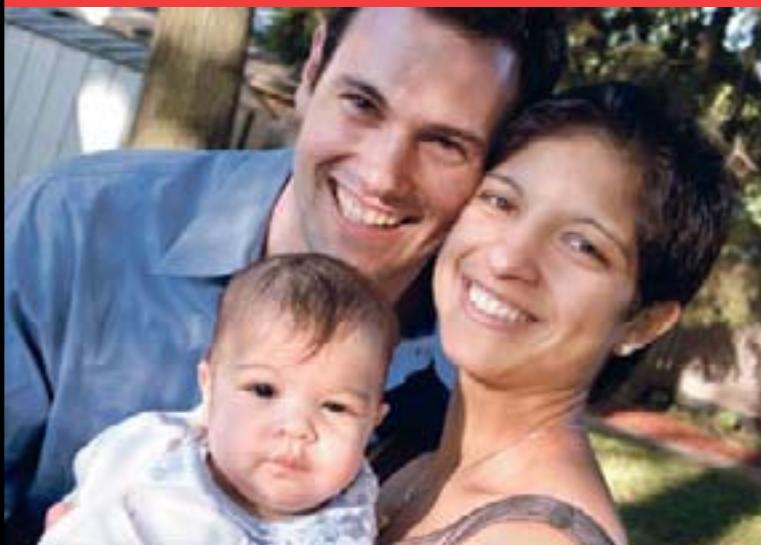
**SJ:** What can others do to help?

**BF:** There are so many ways to help. We are always looking for volunteers, new committee members for our events in New York City, Philadelphia, and Los Angeles, and board members. Obviously monetary donations are wonderful, as we can't do the work that we do without raising money. Two ways to help any non-profit organization that are free are: one, helping to spread the word on social media outlets, and two, introductions to other people who might be interested in the work that we do. We are always looking to meet new people who care about building families through adoption.

*If you're interested in getting aid from helpusadopt.org, applications for February 2015 grants must be postmarked by Friday, Dec. 12, 2014. Applications for June 2015 grants by Friday, April 17, 2015, and applications for Oct. 2015 grants by Friday, Aug. 14, 2015.*

*Shnieka Johnson is an education consultant and freelance writer. She is based in Manhattan where she resides with her husband and son. Contact her via her website: [www.shniekajohnson.com](http://www.shniekajohnson.com).*

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## DIVORCE & SEPARATION

LEE CHABIN, ESQ.

# Working together to get financial aid

**C**atherine and Jason have been divorced for eight years. They have one child, who we'll call "Crystal," who is 16 and a junior in high school. Like many parents, they don't feel like they've saved enough for their daughter to attend college. But, they've worked hard — primarily as individuals, rather than as a team — to accumulate as much money as possible, so that when Crystal graduates, she will do so without the burden of tremendous loans to repay.

"The less debt, the better," Catherine says.

"Yeah," Jason agrees, "especially

if she attends grad school later, we don't want her having to pay back a fortune."

Crystal's parents both work hard at their respective jobs, and, though they don't communicate well, each credits the other with being a good parent who wants what is best for their daughter. When it comes to saving for college, Jason and Catherine seem to have a handle on the situation. For instance, both have been putting money away for several years. Grandparents have been chipping in as well.

But, they could be doing more to allow Crystal to get the best (highest) financial aid offer when the time comes to apply. To do so, improved communication and a willingness to cooperate will be needed.

For instance, when asked about which parent will assist Crystal in filling out the Free Application for Federal Student Aid form, neither had an answer. Jason, in particular, had been convinced that they would both have to submit financial information, and was surprised to learn that, apparently, this is not the case when it comes to many schools.

The Free Application for Federal Student Aid is used by many colleges and universities to determine eligibility for federal, state, and college-sponsored financial aid, including grants, educational loans, and work-study programs.

But note that, while numerous colleges and universities rely on this particular application alone in regard to awarding aid, there are also schools that require an additional application for which both parents need to share financial data.

Catherine and Jason have a joint residential custody agreement, meaning that Crystal spends essentially the same amount of time with each parent.

Now, read the following from the form:

"If your parents are divorced or separated, answer the questions about the parent you lived with more

*during the past 12 months ...*" (emphasis added).

This language appears on the form under "Notes for Step Four, questions 59–94" (on page 9).

When parents are divorced, FAFSA asks about only one parent's finances. Crystal, who lives roughly the same amount of time with each parent, could spend a little more time with either one of them. That parent would be the one that the application is interested in.

In other words, Crystal's family would seem to have a choice as to which parent's information is included; that is, if Mom and Dad can work together on this.

If both Jason and Catherine earn about the same income, and their other finances (assets, etc.) are similar, it probably won't matter much which parent fills out the form.

But, let's say that Catherine makes \$150,000 and Jason \$30,000. Then, it would make sense for Jason's information to go on the application; since he earns less, the amount of aid awarded will probably be higher than if Catherine's information is used.

Note that if a parent has remarried, information about the step-parent is required.

This example is just one that could be given. The bigger point is this: as divorced parents, we need to learn about how financial aid works and communicate with the other parent. By being informed and working together, we may make it possible for a child to borrow less for an education. And like an education, the benefits of having debt that is manageable can last a lifetime.

*New York City and Long Island-based divorce mediator and collaborative divorce lawyer Lee Chabin helps clients end their relationships respectfully and without going to court. Contact him at lee\_chabin@lc-mediate.com, (718) 229-6149, or go to <http://lc-mediate.com/>. Follow him on Facebook at [www.facebook.com/lchabin](http://www.facebook.com/lchabin).*

Disclaimer: All material in this column is for informational purposes only and does not constitute legal advice.



# A laugh-out-loud comedy

Now open, "Alexander and the Terrible, Horrible, No Good, Very Bad Day," based on the beloved children's book by Judith Viorst and starring Steve Carell, Jennifer Garner, and Ed Oxenbould as Alexander is a wonderful family movie that can be enjoyed with your school-aged kids

without worrying about violence, profanity, or other unsavory behavior, says *Kids First!* critic Gerry O.

**W**hat a hilarious adventure! Something I like about this film is that although it's a comedy, at the same

time, the directors have created a story so it doesn't feel as if it's just one big joke. In my estimation, it is just perfect.

This film has a bubble of unique comedy that sends the audience laughing out loud. And, it has a sprinkle of romance packaged with it, which makes it a unique story.

The film starts out showing an 11- (soon to be 12) year-old kid who always has bad days, while everyone else in his entire family always has perfect days. On the very early morning of his twelfth birthday he wishes that his family members would have a bad day. Well, they do! And, phew, is it bad!

This film has comedy that isn't just little jokes or things that are commonly seen in lots of normal comedies, but, instead, unique and creative comedy that is really funny. The actors are all well-suited to their roles, and something I love

about this film is that the ending is not easily predictable. Also, the story is created in such a way that the comedy is just a part of the story. The creators managed to get a very important message through to the audience.

My favorite scene is when the sister is under-the-weather with a common cold, but has a play that day. She decides to drink a whole bunch of cough medicine and gets drunk during the play. This part is absolutely hilarious. The entire audience, including me, could not stop laughing during this scene.

"Alexander and the Terrible, Horrible, No Good, Very Bad Day" is a young kid film, but not too young. I would recommend for ages 9 to 18 and I give it 5 out of 5 stars for a great story, fantastic acting, and unbelievable comedy!

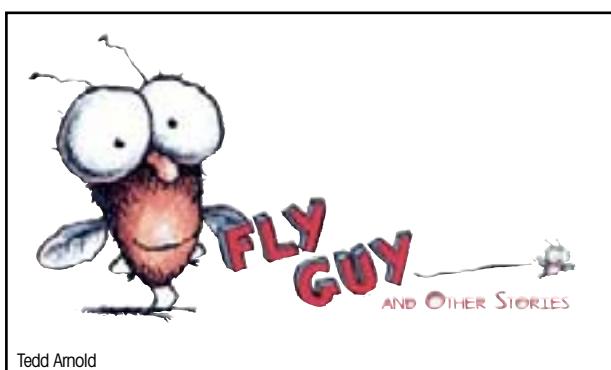
—Gerry O, age 12

See his video review at [http://youtu.be/r-lp-R\\_YhnM](http://youtu.be/r-lp-R_YhnM)



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## LIONS AND TIGERS AND TEENS

MYRNA BETH HASKELL

# Life after playdates

## When teens choose their friends themselves

**M**y mother used to constantly remind me, "You can pick your friends, but you can't pick your relatives!" All of my friends' mothers said the same thing. We all took this to heart and into adulthood. Unfortunately, no one warned us that this didn't include our children's friends.

So, we began picking out our kids' friends when they were toddlers. Mothers are very enthusiastic about friend picking. These friends we chose were usually the kids of our own friends, or the kids of the other mommies in the neighborhood who we deemed fun to hang out with. Things were simple back then. If you didn't like how certain children were behaving in front of your own, you didn't invite them over. I vividly recall one Cub Scout outing where a 7-year-old monster child tried to poke my son's eye out with a piece of sharpened slate. That was the end of that relationship!

We didn't realize until much later that friend "picking out" was a transient affair. Teens' friends are another story all together. They are private territory and off-limits to parents — so say our teens.

So, what does one do when one is not exactly thrilled with the new friend? First, parents should be honest with themselves. What is it

about the new friend? Is he sporting a nose ring? Does she talk in two-word sentences? Is he flunking math? Maybe you just don't like her, and you can't put your finger on it.

Perhaps you have legitimate concerns about the way your teen is being treated or you fear your teen is newly involved in unsavory activities, such as alcohol and drug use.

Sometimes, forbidding a friendship can make things worse, and chemistry is not something you can easily predict or manipulate. So, what's a parent to do?

### Talk, talk, talk

It's best to get to know the friends rather than making an instant character assessment. With younger teens, offer to drive them places and listen to their conversations. Invite your teen's friends over to your house for dinner. Instead of grilling them about their grades, sit down and talk with them about their interests. You can learn a lot about a person if you're able to engage him in a lengthy conversation.

### Be honest and forthcoming

If you still have concerns, it's time to broach the subject with your teen.

Dr. Sylvia LaFair, a psychologist and author of "Don't Bring It to Work: Breaking the Family Patterns that Limit Success" (Jossey-Bass, 2009), says, "The best way for parents to approach their teen if there is concern about a new friendship or new group of friends is directly."

She advises that parents ask questions such as, "How can we work together to minimize my concerns?" She says to keep the dialogue going until your teen begins to open up.

"You will get more information when you talk together than if you give finger-pointing directives," she explains.

Don't directly attack your teen's choice of friends. This will put your

teen on the defensive. Instead, start the conversation with a non-judgmental tone, such as "I'm not sure if your friend's parents have the same rules as we do and this concerns me." If you use this approach, your teen will likely open up to you.

LaFaire warns that parents need to put their foot down if they feel their teen is in danger because of a new set of friends.

"If you feel there is serious danger with your teen and questionable friends, it's time to take a stand. Would you let your 2-year-old walk into traffic? Get serious with your teen, and let him know why certain dangerous friends are off-limits."

#### Dos and don'ts:

- Do observe his attitude toward adults.
- Don't look at his appearance alone.
- Do look for signs of drug or alcohol abuse.
- Don't hover when friends come over — you want them to come back!
- Do stick around if a friend of the opposite sex is over.
- Don't clam up: talk to the friends ... and to your teen.

### Tips and tales

"I've always had a great radar system. I'm honest and tell my daughters upfront if my radar senses something's wrong. I try not to be too negative."

*Judy Burns, Poughkeepsie, NY*

"The best way to get to know the friends is to have them over to spend time with you. Friends tell you stuff about your own kids that you don't know. Silly stuff ... like boys they may like."

*Anita Middelstaedt, Salt Point, NY*

*Myrna Beth Haskell is a feature writer, columnist, and author of "Lions And Tigers And Teens: Expert advice and support for the conscientious parent just like you" (Unlimited Publishing LLC, 2012), available at Amazon.com. For details, visit [www.myrnahaskell.com](http://www.myrnahaskell.com).*



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## FABULYSS FINDS

LYSS STERN



**T**he spirit of Thanksgiving is about showing gratitude for your good fortune and giving to those who are less fortunate. Express your thanks this holiday season by involving the whole family in volunteering, donating, and spreading kindness. Try some of these FabULyss ideas to teach your children graciousness and goodwill.

In the month of November I try and get my entire family engaged with the spirit of doing good and giving back to the community. They study the

holiday of Thanksgiving of course in school, however, I always try and bring the lessons back to real life at home. Being a good role model to our young children is very important. Below you will find a "LYSST" of some of my favorite ways to teach our children to show thanks at this holiday time.

I always gather up gently used toys and clothes and deliver them

to the Salvation Army or Goodwill. I have the kids help me sort through things that they never use or wear, and we make piles and fill up bags to give away. The children understand that although they no longer use these items, there are many children that could.

You can make this holiday season one to remember for a hungry family. Offer a complete Thanksgiving dinner through your temple, church or an outreach organization in your community. Ask your children to help you with the shopping list. If your children are older they might be able to help you serve at a soup kitchen.

The holidays are a time for giving and togetherness. If you know someone who will be alone for the holidays, make him feel loved by inviting him to your family's holiday dinner this year. The more, the merrier!

I always love getting the kids involved with setting the table and decorating the apartment. I have the kids write on cards at each place setting what they are thankful for this

year. I also love when they decorate their own place mats with the theme of Thanksgiving in mind. My younger son loves this holiday so much because he gets to help my sister cook.

It's important this holiday season to power down. No iPads or iPhones at the holiday dinner table. This is a special time to talk and to communicate with family members that you might not have seen in a long time or over the course of the year. I always like to set a children's table next to the adult table. I make sure that the children interact with each other and talk to one another, and I add in some activities and games for the kids to play together. I keep coloring pages, markers, and stickers out on the kids' table as well.

Gobble, gobble — and, of course, don't forget to watch the Macy's Day Parade. If you are either watching from your couch or on the sidelines (I will be with my family), enjoy the wonderful day with your family.

*Lyss Stern is the founder of DivaLyssious Moms ([www.divamoms.com](http://www.divamoms.com)).*

## Apple-pumpkin-pecan pie

Side note, here's one of my favorite DeLyssious Thanksgiving dessert recipes, courtesy of the Food Network.

### INGREDIENTS:

#### Crust:

Nonstick cooking spray  
1 prepared pie dough round  
All-purpose flour for dusting  
1 large egg white

#### Pecan pie filling:

1 1/3 cup pecan halves  
1/2 cup light corn syrup  
1/3 cup packed light brown sugar  
3 tablespoons unsalted butter, melted  
1 large egg  
Fine salt

#### Apple pie filling:

3 Granny Smith apples  
2 tablespoons granulated sugar  
1 tablespoon lemon juice  
2 tablespoons unsalted butter  
1 teaspoon all-purpose flour  
**Pumpkin pie filling:**  
1 cup pure pumpkin puree

1/2 cup heavy cream  
1/3 cup granulated sugar  
1 large egg  
1/2 teaspoon pumpkin pie spice  
Unsweetened whipped cream, for serving

**SPECIAL EQUIPMENT:** You'll need a 9 1/2-inch deep-dish pie pan, pie weights, and uncooked rice or dried beans.

**DIRECTIONS:** For the crust: Position the oven rack in the middle of the oven and preheat the oven to 350 degrees F. Coat the bottom and sides of a 9 1/2-inch deep-dish pie pan with nonstick cooking spray.

Roll the pie dough out, if needed, into a 10-inch round on a lightly-floured surface (or between two pieces of floured parchment paper). If the dough gets too warm, refrigerate it to firm up. Ease the dough into the prepared pie pan. Fold the overhanging dough under itself and crimp the edges as desired. Chill for 30 minutes. Meanwhile, spread the pecans out on a baking sheet, and bake until golden and

toasted, 8 to 10 minutes. Let cool and separate 1/3 cup; coarsely chop the 1/3 cup pecans for garnish and set aside.

Put the pie pan on a baking sheet and line the chilled pie crust with foil or a large coffee filter and fill with pie weights. Bake until the edges are just barely golden, 15 to 18 minutes.

Remove the foil with weights, then brush the bottom and edges of the dough all over with the egg white and continue baking until the bottom of the crust is also just barely golden, 8 to 10 minutes more. Transfer to a rack and cool completely. (Pre-bake your pie shell up to one day in advance.)

For the pecan pie filling: Scatter the remaining 1 cup pecans in the bottom of the cooled pie shell. Whisk the corn syrup, brown sugar, butter, egg and 1/4 teaspoon salt together in a medium bowl. Pour the egg mixture over the pecans. Bake until just set, 20 to 25 minutes. Transfer the pie to a rack until cool to the touch.

For the apple pie filling: Meanwhile, peel, core and cut the apples into 1/4-inch slices. Toss with the granulated sugar and lemon juice in a medium

bowl. Melt the butter in a large nonstick skillet over medium heat, then add the apples and cook, gently stirring occasionally, until the apples are soft but still hold their shape, about 10 minutes. Stir in the flour and cool completely. (Spread the mixture out on a baking sheet in a thin layer to help cool faster.)

Pile the cooled apple mixture up and around the edge of the cooled pie (directly on top of the pecan filling) leaving about an 8-inch well in the center of the pie.

For the pumpkin pie filling: Whisk together the pumpkin, heavy cream, granulated sugar, egg and spice in a medium bowl. Pour the filling into the center of the pie (directly on top of the pecan filling) with the apples as a border.

Bake the pie until the pumpkin center is set with just a slight jiggle, 50 minutes to 1 hour. If the crust gets too brown, cover with foil or a pie crust shield. Let the pie cool completely on a rack.

Sprinkle the reserved 1/3 cup chopped pecans around the pie, snug up against the apple filling. Slice and serve with dollops of whipped cream.



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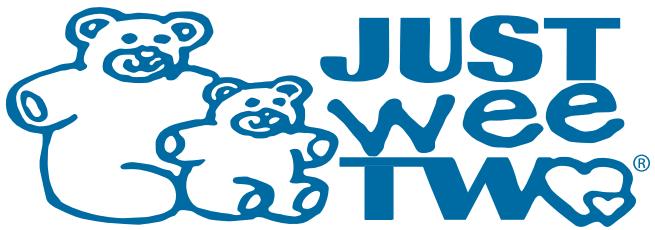
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# Nervous no more

## Age-specific tips for taming kids' anxieties

BY MALIA JACOBSON

Sometimes, anxiety and childhood go hand-in-hand. Kids are constantly growing, and growth can mean new experiences, unfamiliar feelings, and confusing situations — it's enough to make anyone anxious. One in eight



children has an anxiety disorder, according to the Anxiety and Depression Association of America, but all children experience anxiety from time to time. Whether your child feels nervous about a family change, a new school, or a rocky friendship, you can help. Read on for age-appropriate strategies to soothe jangled nerves, halt racing thoughts, and alleviate overgrown worries, so kids can simply enjoy being kids.

### Toddler and preschool years 2–5

#### Calm cues

First, know that some anxiety is a normal part of early childhood.

"It is quite typical for preschool-aged children to show some hesitation, or anxiety, in new situations," says Dr. Kim Painter, licensed psychologist and family therapist in Summit, N.J.

Whether the stressor is a new teacher, a new preschool class, or a new food, most children will "warm up" over time. The time required varies widely from kid to kid, says Painter. Some children need to be exposed to something new only a couple of times for anxiety to fade, while others might need up to 10 experiences with something or someone in order to feel comfortable.

Parents can soothe an anxious tot by remaining calm themselves. Brief statements of encouragement are fine, but excessive reassurance only serves to "grow" the anxiety. It's important to note that you can't save a child from experiencing some anxiety, says Painter.

"Don't walk on eggshells to try to prevent it. Instead, help a child face it."

### Elementary years 6–12

#### Social stress

As children enter elementary and middle school, their social world grows — and so can anxiety about friendships, crushes, and family relationships. The school years present specific situations that can stir up anxiety, says Painter.

"In middle school, students try to find where they fit in socially, and academic demands increase. This is uncharted territory for most

children. They're expected to do more with more independence."

Family conflict can be especially stressful for school-age children, who are just beginning to understand relationship dynamics. Parental feuds and high-conflict divorces can fuel anxiety that negatively impacts a child's schoolwork, social life, sleep, and overall well-being, says attorney Nadia A. Margherio of Sodoma Law in Charlotte, North Carolina.

"Talking negatively about the other parent can cause serious anxiety, stress, and social problems," she says.

Minimize social stress by maintaining open communication, and when conflicts arise, never bad-mouth the other party.

### Teen years 13–18

#### Anxiety overload

For teens, changing bodies and churning hormones aren't the only things upping the anxiety ante, says Painter. Increasing academic demands, peer pressure, and concerns about fitting in socially can all add up to extra angst. Anxiety is normal for teenagers, and experiencing some anxiousness from time to time is part of growing up.

Occasional anxiety over something like a poor grade or a relationship problem is called "typical anxiety," and it's just that — typical. But if your teen experiences intense, frequent bouts of worry and nerves that affect schoolwork, relationships, or work, it might be time to consult with a licensed psychologist.

Anxiety-related mental illness often begins during the teen years; Social Anxiety Disorder, which affects 15 million adults, typically appears around age 13. The good news: anxiety is treatable, notes Painter.

"With the appropriate help and support, overly anxious teens can get back to living a healthy life," she says.

*Malia Jacobson is an award-winning health and parenting journalist and mom of three. Her latest book is "Sleep Tight, Every Night: Helping Toddlers and Preschoolers Sleep Well Without Tears, Tricks, or Tirades."*

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*Question: I have been summoned to testify at a deposition and then at trial. I've never testified before and all I know is what I saw on "Law & Order." What do I need to know before I give my deposition?*

**S**ome of us make it through our entire lives without being summoned to testify, others are not as lucky! Unfortunately, real life does not unfold as well as it does in a well-scripted, heavily edited and produced television drama. Witnesses help convey a message or story to a case. Testimony is taken under oath either before trial, at a deposition, or during trial before a judge or jury. The testimony from witnesses can win or lose a case. Here are some tips on how to be a good witness when testifying:

**Tell the truth.** Do not get caught in a web of lies. The credibility of witnesses plays a major role in the court's final determination; exposure of lies can undermine the entire case. It is better to admit mistakes than deny what happened. You are sworn to tell the truth. Tell it.

**Don't guess.** If you don't know what happened, or can't remember, be honest and say so. Deposition success does not depend on how many questions you are able to answer. It is not a quiz.

**Prepare!** Make sure that you prepare with your attorney so that you are able to answer questions that a reasonable jury would expect you to answer. Familiarize yourself with relevant documents and the significant events surrounding the case. It is not necessary to know exact dates or times, but you should be able to recall the events in a chronological order. Your attorney cannot answer questions for you at the deposition, so make sure you are able to provide the answers. This does not mean that you must memorize what you are going to say.

**Listen to the question.** Only answer the question that has been asked. Don't volunteer information or provide snap answers. Every time a witness volunteers information, it can lead to an additional 10 or 20 questions that could otherwise be avoided. Listen to the entire question and take a moment before beginning your answer. Ask yourself what the questioner is looking for and then provide that information. Don't tell them your life story: If you are asked if you are wearing a watch, don't tell them what time it is.

**Resist the urge to justify or explain your answer.** There is generally a strong temptation for the witnesses to justify or explain their answers, particularly those they feel are damaging. Resist this temptation. Justifications or explanations can diminish the credibility of your answers.

**Control your emotions.** The goal

of the witness is to establish himself as trustworthy and someone that the jury could believe. You do not want to provide the opposition with the confidence that they can get to you during trial. You must keep your emotions under control, even if you feel you are being asked the same question for what feels like the 100th time. If you don't want to answer a question, avoid asking the judge "do I have to answer that?" This will only make everyone more interested and almost every time the answer from the judge will be "yes."

**Manners from head-to-toe.** Good behavior, a neat appearance, and proper dress play an important role for the witness. Act appropriately, pay attention, and take the task at-hand seriously. Avoid chewing gum, and eating or drinking anything other than water in the courtroom.

**Turn your phone off.** Make sure that your cellphone or pager is off or on silent mode. If the judge interrupts you or a lawmaker makes an objection, stop speaking immediately and wait for instructions from the judge.

Review these steps before you testify so that they are fresh in your mind. Don't feel the pressure to be the perfect witness — everyone makes mistakes. Just do your best to answer the questions and tell the truth. If you begin to feel overwhelmed, don't hesitate to ask the judge for a short moment to gather your thoughts. By following these tips you can contribute to the chances of success in the litigation and minimize the potential that your experience as a witness will be negative. Good luck!

*Alison Arden Besunder is the founding attorney of the law firm of Arden Besunder P.C., where she assists new and not-so-new parents with their estate planning needs. Her firm assists clients in Manhattan, Brooklyn, Queens, Nassau, and Suffolk Counties. You can find Alison Besunder on Twitter @estatetrustplan and on her website at www.besunderlaw.com.*



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## FAMILY HEALTH

**DR. PRAMOD NARULA, MD**  
Chairman of Pediatrics  
New York Methodist Hospital



# How to treat burns

*A friend of mine turned away from the stove for one second last week, and when she turned back, her 4-year-old daughter had come into the room and had almost grabbed the handle of a very hot pot! It's reminded me that I don't know the first thing about burn care. What should I do if my child needs to have a burn treated?*

**B**urns are a potential hazard in every house. Although minor burns can be remedied at home, more serious burns require medical attention. By following the safety precautions below, you will have a better understanding of the dos and don'ts of burn care.

There are three types of burns: they are classified as first-, second-, and third-degree. In a first-degree burn, only the outside layer of skin is affected. You'll see redness and mild swelling, but no blisters. (Sunburn is often a first-degree burn, as are minor kitchen burns and scalds.)

To treat a first-degree burn, start by running cool (not ice-cold) water over the burn for 10 minutes.

Next, pat the burn dry (a sterile cloth is preferable) and cover it with dry, non-adhesive dressing. Don't use fluffy or adhesive dress-

ings on burns because lint may get stuck in the wound. Make sure you protect the burn from pressure or friction. No matter what, you should get medical help for your child if the burn involves the airway, eyes, face, hands, or feet.

Second-degree burns injure the layers of skin beneath the immediate surface of the body. They include deep sunburns, hot-liquid or hot-food burns, and flash burns from gasoline or other highly flammable substances. You'll see redness of the skin, blisters, swelling that can last for days, and a moist, oozy appearance to the skin surface.

Second-degree burns also cause severe pain that lasts for more than a few minutes. If the second-degree burn is no larger than three inches in diameter, you can treat it as you would a first-degree burn. But if the burned area is larger, or if the burn is on the hands, feet, face, or over a major joint, get medical help for your child immediately, preferably in a pediatric emergency room.

Third-degree burns destroy all layers of the skin, and are caused by fire or prolonged contact with hot substances. Electrical burns are often third-degree burns. Areas may be charred black or appear

dry and white. Any third-degree burn, no matter the size, needs immediate medical attention, so be sure to call 911 right away. Until an emergency unit arrives, follow these steps:

- Don't apply cold compresses, and don't immerse the burn in cold water.
- Check for signs of circulation (breathing, coughing, or movement).
- Don't remove burned clothing.
- Elevate the burned body part or parts. Raise above the heart level, when possible.
- Cover the area of the burn. Use a cool, moist, sterile bandage; clean, moist cloth; or moist towels.

Of course, the best way to treat burns in children is to prevent those burns from occurring. Good ways to start include: covering electrical outlets with plastic caps; teaching your children to avoid open flames, from candles to fireplaces; and making sure that items that may not appear hot at first glance (such as irons, pots, and space heaters) are entirely inaccessible to your children when in use.

Kids will be kids, but keeping them from "feeling the burn" in the first place is always the way to go.



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## CONTEST WINNERS!

Dear New York Parenting,

Eric and I wanted to extend our most sincere thanks for choosing us as the winners of the Britax stroller. We are overwhelmed with joy and appreciation. We are first-time parents and recent college graduates. We are truly grateful for the stroller, and it will be of great use to us.

Sincerely,  
Zya Bethune-Lockhart  
Brooklyn, NY



**Online Activity Guide**  
Check it out on  
**www.NYParenting.com**



## THE BOOK WORM

TERRI SCHLICHENMEYER

# 'World' of inspiring kids

**T**his year, your teachers say you've changed a lot.

They say you're not a little kid anymore, that you're more mature. Your hair is different, or you got new glasses, or you smile more. You've changed, and that's good. So find "Kids Who Are Changing the World" by Anne Jankeliowitch, with photographs by Yann Arthus-Bertrand, to read about kids who have different changes in mind.

Someday, the planet on which you're standing will be yours. That means you probably want to take good care of it, and of the other people who'll own it, too. No doubt, you've got some awesome (and very unique) ideas on how to do that. And if not — well, why not learn from kids who have done something for the Earth?

Twenty years after the first Earth Summit in Rio de Janeiro, people are still talking about the 12-year-old Canadian girl who "silenced the world." Severn Cullis-Suzuki gave a speech in front of United Nations delegates who sat, quietly, and listened to the powerful words she had to say. You can still, in fact, see clips of her speech online.

Alex Lin was upset at the lack of recycling of electronic equipment, so he changed the whole state of Rhode Island by helping to pass laws

on electronic waste. Best of all, he and his friends refurbish computers and donate them to schools in Sri Lanka, Mexico, the Philippines, and Kenya.

Qier Qiu from China urges people to eat with reusable chopsticks, thereby saving trees. Thirteen-year-old Anya Suslova collected water samples for scientists in Russia.

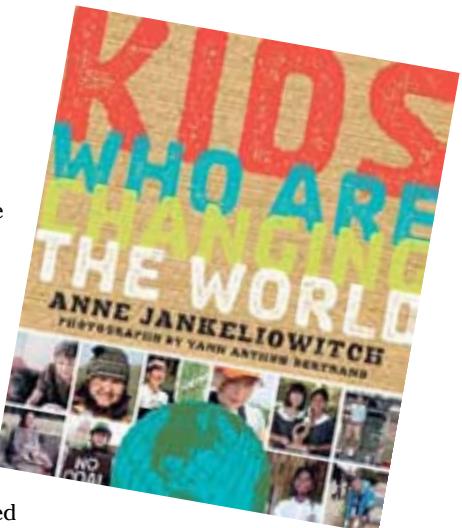
Laurie Wolff in Nevada persuaded her school to use virtual dissection in biology class. A girl in India asked her school to compost with worms. Ten-year-old Jahmali Bridgewater from Bermuda attended a conference to exchange ideas with kids around the world.

Your project can be easy (many children planted trees or created educational websites), or it can be very complicated (Annie Collins of British Columbia helped set up a fair trade program for her city). It can be big (a California boy filed a lawsuit) or small — just picking up litter helps!

So what's your next project?

That's a hard question when you're a kid. Where do you start?

"Kids Who are Changing the World" answers that by giving your child plenty of ideas that will provoke thoughts for you, too. For in-



stance, it's impressive to see the variety of kids that author Jankeliowitch features: children — some still in grade school, some in non-traditional learning environments — who saw a need and acted upon it, proving there is no age or ability limit to make a difference. I was also glad to see such passion for the planet, and when you add in photography by Arthus-Bertrand, you've got a hopeful, optimistic winner to read.

Not all kids will clamor for this book, but ecology-minded 10-to-15-year-olds will surely be inspired by it. Hand them "Kids Who are Changing the World" and see how they change, too.

*"Kids Who are Changing the World," by Anne Jankeliowitch 144 pages, 2014, \$14.99.*

# Learn A-B-Cs with animals from A to Z



**T**here's something very important that you can't find, even though you've searched everywhere. You don't know what to do.

In "Kay Kay's Alphabet Safari" by Dana Sullivan kids learn that what they're looking for might be right under their nose!

It was a beautiful, sunny day, and Kay Kay strolled past Bungoma's new village school, where he heard the children call his name. They were proud of their new classroom, and they wanted him to see it.

Kay Kay looked around the classroom and saw brand-new desks and plain white walls that practically begged to be painted. Kay Kay told the children that he would paint

animals "A" to "Z" on the wall.

But which ones?

Kay Kay thought best when he was moving, so he used his feet and his brain to go to the countryside. There, he met Ant, but there'd be no chatting, because Kay Kay was deep in thought.

A few feet down the path, Baboon and his friends wanted to dance, but Kay Kay couldn't take even a minute for that.

Fox was having a tea party not far away, but Kay Kay didn't have time for tea. There'd be no games with Leopard, and absolutely no jokes or riddles with Porcupine. Snake could daydream on his own and Warthog would have to run around with his friends by himself. This animal A to Z stuff was very, very hard!

Suddenly, it hit him! The answer was right in front of him! But, of course, there was one animal miss-

ing: what could he paint on the wall that starts with a "K"?

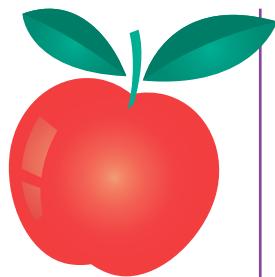
Based loosely on a true story of a talented Kenyan taxi driver and the "very real" Star of Hope School, "Kay Kay's Alphabet Safari" is a cute A-B-C book based on animals.

Author-illustrator Sullivan adds a nice surprise for slightly older kids, too: in the back of this book, you'll find a behind-the-scenes story of how this book came to be. If they're up for more, your kids can also learn to say a few words and funny phrases in Swahili.

Find this book for 2-to-4-year-olds, share it with 5-to-6-year-olds, and you won't be sorry.

*"Kay Kay's Alphabet Safari," by Dana Sullivan [40 pages, 2014, \$15.99].*

*Terri Schlichenmeyer has been reading since she was 3 years old, and she never goes anywhere without a book. She lives on a hill with two dogs and 12,000 books.*



## DEAR TEACHER

PEGGY GISLER AND  
MARGE EBERTS



### Dear teacher,

Please give me some ways to help my children increase their vocabulary.

### Dear parent,

Your children's success in school is definitely related to the size of their vocabulary. Students with the larger vocabularies usually do better in school.

The single best way to increase your children's vocabulary is to have them read beyond their school assignments. The more they read, the bigger and better their vocabularies will be. Plus, your reading to them will also increase their vocabularies, as they will be exposed to words that are not typically used in everyday conversations. Just be sure to briefly explain any new words that are encountered. The next best way to increase your children's vocabulary is by talking to them, especially about new experiences, places, things, and people.

Success in content subjects is tied closely to knowing the specific vocabulary of that subject. Textbooks make this easy by typically having a list of new vocabulary terms for each chapter. Besides making your children aware of this, you can help them learn these words and use them in your conversations.

Undeniably, today's children are totally enchanted and dedicated to electronic devices. Reading can be encouraged by securing materials — both fiction and nonfiction — that are online. Be sure to investigate what free materials the local public libraries have available for downloading.

Here are some websites that we have discovered that are designed to help children increase their vocabularies. (Do e-mail us with the names of additional ones that you have found.) There is [www.freerice.com](http://www.freerice.com),

which has 60 levels of vocabulary words. It also has the laudatory purpose of donating 10 grains of rice to hungry children for each correct answer. Another very effective website is [www.vocabulary.com](http://www.vocabulary.com). Here, a personal list of important vocabulary words that children do not know is developed, and these words are reviewed to ensure that they are learned. On our website ([dearteacher.com](http://dearteacher.com)), you'll find lists of vocabulary words children should know at different grade levels under "Skill Builders," then click on "Reading." At [readingrockets.org](http://readingrockets.org) under "Reading Topics A to Z," look for solid advice on ways to build your children's lexicon under "vocabulary."

### Tips for motivating a middle schooler

#### Dear teacher,

My sixth-grader is totally unmotivated in school, and his report card grades definitely reflect his lack of effort. He is very bright and articulate; however, his grades are all C or lower. Nothing works! Do you have any suggestions on how to help us teach him how to raise his grades?

#### Dear parent,

Parents, along with teachers, play an important role in motivating children to learn. The teacher is in charge of the classroom climate, and when it is a caring, supportive environment where all the students are valued and assignments are challenging — but achievable — students will flourish. You need to talk with all of your son's teachers. Be sure to take your son with you to the meeting so that he can hear directly what the teachers think are his strengths and weaknesses and reasons for not achieving.

Not doing well in school is not always a case of a child being unmotivated. With the teachers and your son, dig deeply into how he approaches studying for each class. Could poor and ineffective study skills play a role in his lack of effort? Many students can rely on their natural brightness to do well in school until the material becomes more challenging and requires concentrated effort for success. Is it possible that your son now feels stupid because content mastery

is no longer easy for him? Ask him directly how much time he is putting into his schoolwork. Find out how he thinks he might be able to do better in school. Also, put on the table the possibility of a learning disability.

At the conclusion of the meeting, make sure that there is a plan that can turn things around for your son. Also, be sure to schedule another meeting within a month to six weeks to check on whether progress is being made. One thing that could help is using a homework contract, which ensures that he will do one hour of schoolwork each day in your presence. You will find one on our website, ([dearteacher.com](http://dearteacher.com)). Another possibility is considering the need for a tutor.

### How to find extra help for a child having problems with math

#### Dear teacher,

Where is a good place for my son in fourth grade to get some extra help in math? He is already falling behind the other children in his class.

#### Dear parent,

Work with the teacher in finding ways to help your child. Find out if the teacher offers before- or after-school help in math. It is best to accept help from the classroom teacher first. Also, the teacher is a good resource for finding tutors. In addition, the local high school, college or university may have reasonably priced or free tutoring done by their students.

You can also look online for the Khan Academy, [www.khanacademy.org](http://www.khanacademy.org). Every class is free at Khan Academy. It is a not-for-profit organization where students can learn almost anything, including math. Many homeschooling parents and some private schools are using Khan Academy to teach their students. The website has more than 4,200 videos. The videos are instructional and could help your son improve his math skills.

*Parents should send questions and comments to [dearteacher@dearteacher.com](mailto:dearteacher@dearteacher.com) or ask them on the columnists' website at [www.dearteacher.com](http://www.dearteacher.com).*

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## A LETTER FROM COLLEGE

AGLAIA HO



# Choosing a school

## Why teens should consider liberal arts colleges

**I** dislike the question "Where do you go to school?" It isn't because I have no school pride. On the contrary, I love my college. However, to answer "I go to Williams College" is never enough. Almost every time, my short answer results in puzzled looks and warrants an unnecessarily long explanation.

The bottom line is that liberal arts colleges are notorious for under-the-radar reputations. People often pay little attention to these small schools and, as a result, view them unfairly.

Nevertheless, liberal arts colleges provide a valuable experience for students. They are small undergraduate colleges (although some have limited graduate programs) that focus on academics and a pursuit of knowledge rather than a career path. They champion their rigorous curriculum, small class sizes, and accessibility of professors. Students are sure to graduate with a well-rounded education, developed critical thinking skills, and a sense of what "community" means. Overlooked in many students' searches for the ideal college, liberal arts schools are worthy of all students' consideration.

When I was applying for colleges, I never imagined I would be attending a liberal arts college. Coming from an overcrowded, cut-throat public high school, I had my eyes set on large, well-known universities, just like most of my peers. However, the college application process has a funny way of opening your eyes to the unexpected. In the end, I wound up choosing a liberal arts school over both an Ivy League institution and a highly prestigious large university.

### A small school

As a former public high-school student, I came from a system where my graduating class was more than 800 students. My college is a lot smaller than most public high schools in the city. My college's class of 2017 has roughly 500 students. With fewer students per class, even lengthy lecture

courses are livened by discussion. I feel at ease in a more intimate setting and am more willing to participate, because I do not have to "compete" for the attention of the professor.

Additionally, a small community fosters a tight-knit student body and a supportive atmosphere. Needless to say, students are very concerned about their academic performance, but their attitudes are significantly different. Students focus on their own progress and achievements. They pride themselves in their own work ethic and ability as means of advancement rather than pulling a peer down. The support system is extremely encouraging and has greatly helped to build my confidence.

### Focus on students

Liberal arts colleges also tend to be small because of their lack of a graduate program. In most large universities, resources are shared by undergraduate and graduate students, which makes it difficult for undergraduates to get the attention and opportunities they deserve. Without a graduate program, liberal arts colleges can place their emphasis on their undergraduates. For students interested in research, this can be extremely valuable. Research mentorship is hard to come by, but liberal arts colleges tend to offer proportionally greater opportunities.

The focus on students never ceases to amaze me. Liberal arts colleges pour resources into creating a better experience for the students. Williams, for example, takes advantage of the rural area and offers students the chance to camp in the woods. My school brings entertainment to campus, including performers, bands, and cultural events. Students can see the Alvin Ailey dance company perform for a discounted price.

### Financial consideration

Liberal arts colleges are not exclusively for the wealthy, as many believe. Most schools give out some form of scholarship or financial aid. Liberal arts schools can offer surprisingly generous financial aid, compared to large

private universities. That was one reason I chose Williams over an Ivy.

### Accessibility of professors

Liberal arts colleges often attract professors who are passionate about academia and devoted to teaching. The professors who choose to teach at these schools actually want to be there. They are knowledgeable and their enthusiasm for their subjects translates into engaging classes.

I am amazed by how open they are to bridging the gap between faculty and students. Professors love to further discussions outside of class and get to know their students personally. I had one professor who offered to map out a four-year plan for my time at Williams. Another let me run my ideas by him for essays, and a third invited me to his house for lunch.

### Preparing for the future

The most important quality of a liberal arts college is the academic programs. These schools offer a top-notch education. Liberal arts schools encourage their students to explore a variety of subjects and foster critical thinking and verbal skills — assets for the professional world. Employers and graduate schools are familiar with the quality of education these colleges provide. Some employers even favor liberal arts students because of their diverse knowledge and ability to think analytically and creatively. If graduate school is in your future, a liberal arts education will provide you a solid base to build upon.

Of course, liberal arts schools are not for everyone. They do lack the "brand name" that larger universities have and formal pre-professional programs for those lucky few who are set on their career plans. However, they do provide a unique haven for the students interested in learning and academia. I hope that liberal arts schools will someday gain the attention and merit they deserve.

*Aglaia Ho is a sophomore at Williams College and a native New Yorker. She is also the author of "Aglaia's New York," her blog at aglaiaho.weebly.com.*



## MOMMY 101

ANGELICA SEREDA

# Babies & bedtime

**W**hen I came home from the hospital with my oldest daughter, Olivia, I was focused on getting her to sleep through the night. I thought the rules didn't apply to me; my baby would not wake up every two hours, and sleep most of the day and be up all night — not if I had anything to do with it. Anyone who knows me knows that I am a champion for sleep, and I'm no good without it.

I remember a friend coming to visit in my first weeks as a mom and looking at the feeding and sleeping schedule I had posted to the fridge. My hot pink Post-it included the times Olivia slept and for how long, as well as when I fed her. My friend laughed and thought I was overly ambitious.

"She won't get into a schedule for at least the first six months!"

A part of me felt sad and the other part of me told myself to stay focused.

I continued writing down her feeding and sleeping times and soon noticed a pattern. This pattern would help me shift her to a schedule; a schedule that would work for the whole family.

I also read a book. I can't remember the name, but it had some amazing, if not simple, takeaways:

**Differentiating between night and day.** Babies, especially newborns, have a habit of sleeping more in the day than at night. This would make any person insane! The key to avoiding this is getting them to know the difference. The author suggests opening blinds and curtains to allow light to shine in to your home when it's daytime. Daytime is also the time for play, not at night. Engage your baby with playful interaction when she's not sleeping.

**It's okay to wake up baby.** Many parents will advise against waking a sleeping baby, and I agree, up to a certain point. Both of my girls slept through the night (eight consecutive hours) from six weeks. Yes,

they set the standard high, and I'm thankful. Once babies are six to 10 weeks old, they should be sleeping a lot more through the night. So, if it's 6 or 7 pm and your baby has been sleeping for an hour, wake her up. Play with her, bathe her, feed her, and try to keep her up to a more suitable bedtime.

### Have a bedtime ritual.

Having a bedtime ritual is important for any sleep-training parent. It signals to baby that there is order, and she knows what to expect next, or will slowly learn. At home, our bedtime routine starts at around 8 pm with bath time, baby massage, getting into PJs, and story time. For younger babies, you may want to give a final feeding. This

isn't the time for playing. Instead, show baby that this is quiet time. Between 8:45 and 9 pm, my little ones are usually fast asleep.





## GROWING UP ONLINE

CAROLYN JABS

# Print & pixels

## Make sure your child knows how to read a book *and* an iPad

**L**earning to read well is so important that the American Academy of Pediatrics suggests pediatricians “prescribe” reading aloud to parents of young children. For many parents, the question is how kids should be reading. Is reading on a new-fangled screen better or worse than reading an old-fashioned book? Researchers don’t have answers, but it’s beginning to look as though reading in different formats presents different challenges and rewards. Kids have an advantage if they are comfortable with both print and pixels.

The sheer quantity of information available online means children need to learn how to browse, skim, and scan, zeroing in on key words and making use of links. At the same time, children also benefit from what’s being called “slow reading.” Total immersion in a text is both a source of pleasure and a way to cultivate deeper attention and better thinking.

Here are suggestions about how to encourage both skills at every age:

### Before age 5

Very young children are drawn to color and sound, so it’s no surprise that they reach for tablets and cellphones. Seek out apps that are re-

sponsive instead of passive, so kids become accustomed to controlling what happens on the screen.

Studies also show that there are measurable benefits from sharing traditional picture books with little ones. In one study, 3- to 5-year-olds understood more about a story when parents read from a paper book rather than an e-book. Researchers speculate that the kids — and their parents — got distracted by the options presented by the e-book, so they were less focused on content. Also, when parents read paper books, they were more likely to engage in what experts call “dialogic reading,” adding questions and asides that connect the story to the child’s experience.

### Elementary school

Before they are competent readers, children enjoy playing interactive games. Research suggests that the selective attention required by games may actually teach kids to screen out distraction, making it easier for them to focus on other online tasks, including reading.

Even after they can read independently, children still benefit from reading aloud with parents, so don’t give up prematurely on bedtime stories. Reading together gives parents opportunities to ask questions that deepen a child’s connection to the text. Why did the character choose to do something? How did another character feel? This is also a good age to encourage reading as a habit. Whenever possible, set aside 30 minutes a day for dedicated reading.

### Middle school

Online reading requires greater self-control than a book, according to Julie Coiro, a researcher who has studied digital reading comprehension in middle-school students. Since pre-adolescents are so easily distracted, they may need help in structuring online homework, so they don’t bounce endlessly between websites, games, social media, and text

messages. Talk to your child about tuning out e-noise when she reads, if only because schoolwork will be finished more quickly.

Parents may also be dismayed to find that children who were avid readers in elementary school seem to lose interest in books in middle school. Don’t give up. Look for books that connect with special interests and explore the social situations that are often so perplexing to pre-adolescents.

### High school

Researchers are beginning to detect subtle differences in what people comprehend when they read on devices and on paper. One study found that people who read online were able to recall facts but had a harder time writing an analysis of the material. Encourage your high-school student to make more deliberate choices about how he wants to read by asking question about what works best.

Whenever possible, point out opportunities for what Ralph Waldo Emerson called “creative reading,” which depends upon “labor and invention.” Be sure teens have access to physical books they can annotate. Although some e-readers now offer this option, it can still be very satisfying to underline passages and jot notes in the margin of a beloved book.

Introduce your child to the idea of keeping a reading journal to record private reflections as well as the possibility of sharing thoughts on social media sites devoted to books such as Riffle, Goodreads, and Shelfari.

At every age, children are more likely to become proficient readers if they are surrounded by opportunities to read. Be sure your child has a library card, so you can borrow physical as well as e-books. Pick up paperbacks at garage sales and download free books from websites like the Gutenberg Project. Most of all, don’t belittle one kind of reading at the expense of another. This is one case where the old song definitely rings true: “Make new friends but keep the old. One is silver and the other’s gold!”

*Carolyn Jabs raised three computer-savvy kids, including one with special needs. She has been writing *Growing Up Online* for 10 years and is working on a book about constructive responses to conflict. Visit [www.growing-up-online.com](http://www.growing-up-online.com) to read other columns.*

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# Calendar

NOVEMBER



## Spanish flair

Ole! The Brooklyn Center for the Performing Arts opens its 60 anniversary season with "The Soul of Flamenco," a performance by Flamenco Vivo Carlota Santana, on Nov. 14. Flamenco Vivo Carlota Santana is known for the purity of its work and the unique way in which it has enriched the art of flamenco. The company stays true to the traditions of flamenco, but

with a young, modern approach in its presentation.

"The Soul of Flamenco" on Nov. 14 at 8 pm. Tickets for are \$40 orchestra and \$30 mezzanine.

*The Brooklyn Center for the Performing Arts at Brooklyn College (2900 Campus Rd. between Amersfort Place and Kentworth Place in Midwood; (718) 951-4500, [www.brooklynceter-online.org](http://www.brooklynceter-online.org)).*

# Calendar

## Submit a listing

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

Send your listing request to [brooklyncalendar@cnglocal.com](mailto:brooklyncalendar@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!

## SAT, NOV. 1

### IN BROOKLYN

**Lloyd H Miller:** Brooklyn Historical Society, 128 Pierrepont St. at Clinton Street; (718) 222-4111; [www.brooklynhistory.org](http://www.brooklynhistory.org); 11 am–noon; Free.

Children join in for a sing-a-long, featuring songs, stories, skits, movies and more.

**Blooming Babies:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; [www.brooklynkids.org](http://www.brooklynkids.org); 11:30 am–12:30 pm; Free with museum admission.

Children 18 months to 2 years discover falling leaves.

**Nature Hunt:** Grand Army Plaza, Union Street between Flatbush Avenue and Prospect Park West; (914) 835-2153; [www.wildmanstevebrill.com](http://www.wildmanstevebrill.com); 11:45 am; \$20 (\$10 children under 12).

Join "Wildman" Steve Brill for a walk through the park and hunt wild persimmons and other natural edibles. Wear suitable clothing. RSVP required.

**Subway safety:** New York Transit Museum, Boerum Place at Schermerhorn Street; (718) 694-1600; [www.mta.info/mta/museum](http://www.mta.info/mta/museum); 1:30 pm; Free with museum admission.

Ever wonder about the people that work underground? Children learn how subway workers keep us safe on and off the trains.

**Train school:** New York Transit Museum, Boerum Place at Schermerhorn Street; (718) 694-1600; [www.mta.info/mta/museum](http://www.mta.info/mta/museum); 2–4 pm; Free with museum admission.

Future conductors and motormen take control of a train in the Computer Lab and travel over virtual tracks — learning the ins and outs of operating a train. Suggested for children over 10 years old. Limited space, register in advance.

**Astronomy:** Owl's Head Park House, 68th St. and Shore Road; (718)



## Fun at the museum

Yeah! Arty Facts is back and bringing fun, themed adventures every Sunday to the Brooklyn Museum, now through May 17, 2015.

Families with children 4 to 7 years old can explore the galleries and then head over to the studio for hands-on activities and create fun art projects. Each week is a different theme. Please don't bring siblings older than 7 or younger than 4.

Arty Facts, Sundays at 11 am now through May 17, 2015. Museum admission is \$16 students and adults, \$10 seniors, and free for children 19 and younger.

421-2021; [www.nycgovparks.org](http://www.nycgovparks.org); 7 pm; Free.

Rangers guide you on a visit through the night sky.

### FURTHER AFIELD

**Pumpkin Chucking:** New York Hall of Science, 47-01 111th St., Queens; (718) 699-0005 X 353; [www.nyscience.org](http://www.nyscience.org); 1 & 3 pm; Free with admission.

Watch New York Hall of Science's catapult, Chuck, toss pumpkins in the air.

**Dead or Alive Bioluminescence:** New York Hall of Science, 47-01 111th St., Queens; (718) 699-0005 X 353; [www.nyscience.org](http://www.nyscience.org); 3 – 6 pm; Free with admission.

Join New York Hall of Science Day of the Dead-inspired activities and learn how and when different organisms produce light.

There is also a \$10 materials fee for up to five participants. The materials fee for Gallery/Studio families and museum members at the Family level is \$5 and free to members at the Friend level and above.

You can also join the Arty Facts club, \$50 for non-members and \$25 for members at the Family level. After five classes, the sixth one is free and you will receive a prize from the museum.

*Brooklyn Museum [200 Eastern Pkwy. at Washington Avenue in Crown Heights, (718) 638-5000; [www.brooklynmuseum.org](http://www.brooklynmuseum.org).]*

## SUN, NOV. 2

### IN BROOKLYN

**Blooming Babies:** 11:30 am–12:30 pm. Brooklyn Children's Museum. See Saturday, Nov. 1.

**Subway safety:** 1:30 pm. New York Transit Museum. See Saturday, Nov. 1.

**Hot Peas 'N Butter:** Brooklyn Center for the Performing Arts at Brooklyn College, 2900 Campus Rd., between Amersfort Place and Kenilworth Place; (718) 951-4500; [www.brooklyncenteronline.org](http://www.brooklyncenteronline.org); 2 pm; \$9.

You're bound to love these veggies. The band has a unique blend of jazz, R&B, folk, Latin, and Afro-Caribbean music to get everyone up and dancing in the aisles. Great for children 4 years and older.

**Movie Matinees:** BAM Kids, 30 Lafayette Ave. at Ashland Place; (718) 636-4129; [www.bam.org](http://www.bam.org); 2 pm; \$7

children 12 and younger (\$10 adults; \$9 for BAM members).

The BAM series offers the perfect opportunity for families to introduce their children to the classics on the big screen, featuring "Creature from the Black Lagoon."

**"Songs from my Youth":** Temple Beth Emeth, 83 Marlborough Rd. at Church Avenue; (718) 282-1596; [www.bethemeth.net](http://www.bethemeth.net); 4 pm; \$18 (\$5 children under 12).

Families are invited to take a musical journey and listen to childhood selections from Israel from the '70s, '80s, and '90s when Inbal Hever and friends take to the stage. The performance includes animation, stories and translations from the original Hebrew and special guest performance by the Beth Emeth's children's chorus.

**Night wildlife:** Prospect Park Picnic House, Prospect Park West and Fifth Street; [www.prospectpark.org](http://www.prospectpark.org); 6 pm; Free.

Come and explore the park after dark and view falcons, salamanders, deer, and seals. Rangers will lead you to the best spots in the park.

### FURTHER AFIELD

**Live Bat Encounters:** New York Hall of Science, 47-01 111th St., Queens; (718) 699-0005 X 353; [www.nyscience.org](http://www.nyscience.org); 1 & 3 pm; \$6 adults, \$5 children, students & seniors, plus New York Hall of Science admission.

Meet live bats and learn about the benefits of bats, why we need to conserve them, and what you can do to help them at this special show with Rob Mies from the Organization for Bat Conservation.

## TUES, NOV. 4

### IN BROOKLYN

**Blooming naturalist:** Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; [www.prospectpark.org](http://www.prospectpark.org)/audubon; 1–2 pm; Free.

Children use fun games and activities to learn what makes birds so special.

**Race Around the Yard:** Lefferts Historic Homestead, 452 Flatbush Ave. between Empire Boulevard and Eastern Parkway; (718) 789-2822; [www.prospectpark.org](http://www.prospectpark.org); 1–4 pm; \$3.

The whole family participates in a potato sack race, spoon race, and other old-fashioned games.

**Animal encounter:** Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; [www.prospectpark.org](http://www.prospectpark.org)/audubon; 3–4 pm; Free.

*Continued on page 52*

# Calendar

Continued from page 51

How did Snappy get its name? Find out in this fun event.

## WED, NOV. 5

### IN BROOKLYN

**"Pericles":** St. John's Recreation Center, 1251 Prospect Pl. at Troy Avenue; (718) 771-2787; brooklyn.rsvp@parks.nyc.gov.; 11 am-12:30 pm; Free.

Shakespeare's most popular play is a tale of riddles, revenge and perilous adventure. Seating limited, RSVP suggested. Presented by Arts, Culture and Fun, The Public Theater's Mobile Shakespeare Unit.

## THURS, NOV. 6

### IN BROOKLYN

**"A Shayna Maidel":** Joseph Papp Theater at Edward R. Murrow HS, 1600 Avenue L and E. 17th Street; (718) 258-9283 X3051; www.ermurrowhs.org; 7 pm; \$15.

Presented by the Edward R. Murrow Theater group is the story of two sisters separated since childhood and reunited 20 years later in the aftermath of the Holocaust.

## FRI, NOV. 7

### IN BROOKLYN

**"A Shayna Maidel":** 7 pm. Joseph Papp Theater at Edward R. Murrow HS. See Thursday, Nov. 6.

## SAT, NOV. 8

### IN BROOKLYN

**Family Bird Watching:** Prospect Park Audubon Center, Enter park at Lincoln Road and Ocean Avenue; (718) 287-3400; www.prospectpark.org/audubon; 10-11 am; Free.

Learn to use binoculars and identify the 250 species of birds residing in Prospect Park.

**Handmade History:** Brooklyn Historical Society, 128 Pierrepont St. at Clinton Street; (718) 222-4111; www.brooklynhistory.org; 11 am-noon; Free.

After visiting one of the Brooklyn Historical Society's galleries, participants take part in an art-making project that they can take home.

**Wilderness survival:** Canarsie Park, Remsen Ave. and Seaview Avenue; (718) 421-2021; www.nycgov-parks.org; 1 pm; Free.

What would you do if you were lost in the woods? Rangers give you the techniques to survive in the wilds. For children 8 years and older. Wear appropriate clothing for cold weather.

**Subway Smarts:** New York Transit Museum, Boerum Place at Schermer-



## Young Israeli favorites

Come and take a walk through the music of the '70s, '80s, and '90s with Inbal Hever and friends on Nov. 2 at Temple Beth Emeth.

The songstress incorporates animation, stories and translations in Songs From My Youth, which features Israeli childhood favorites.

Accompanying Hever is an ensemble featuring Uri Sharlin on piano and accordion, Nadav Lev on guitar, and Rich Stein on percussion. The Temple Beth

Emeth's children's chorus will also join in for a special presentation of "Halleluya" and "Shir-ha-Alef-Bet."

Songs From My Youth, Nov. 2 at 4 pm. Tickets are \$18 in advance and \$5 for children under 12. A family package of two adults and two kids is available for \$40.

*Temple Beth Emeth v'Ohr Progressive Shaari Zedek /83 Marlborough Rd. at Church Avenue in Ditmas Park, (718) 282-1596; www.bethemeth.net].*

museum admission.

Giveaways, raffles, prizes, vendor booths and a performer from the Big Apple Circus plus story time, hands-on activities, face painting, spin art and more. Pre-register for a free goody bag.

**Penny social:** Our lady of Perpetual Help Gym, 552 59th St. at Fifth Avenue; (k646) 872-1652; 1-4 pm; \$5.

Help out the OLG Twirlers in this annual fundraiser. Raffles, games and fun. Bring your own food and drinks. All are welcome.

**Subway Smarts:** 1:30 pm. New York Transit Museum. See Saturday, Nov. 8.

**"A Shayna Maidel":** 2 pm. Joseph Papp Theater at Edward R. Murrow HS. See Thursday, Nov. 6.

## TUES, NOV. 11

### IN BROOKLYN

**Veterans Day:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735-4400; www.brooklynkids.org; 11:30 am and 2:30 pm; Free with museum admission.

Children explore the importance of community helpers and soldiers, and make a special hero medal to take home.

**"The Snow Queen" and "The Emperor's New Clothes":** Puppetworks, 338 Sixth Ave. at Fourth Street; (718) 965-3391; www.puppetworks.org; 12:30 pm and 2:30 pm; \$8 (\$9 adults).

Puppetworks presents a puppet show of two classic fairy tales. "The Snow Queen" is the story of a mysterious lady who throws ice into the heart of a boy and "The Emperor's New Clothes" is the tale of an emperor who buys a set of invisible clothes

only to march down the streets in his underwear.

**Blooming naturalist:** 1-2 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

**Race Around the Yard:** 1-4 pm. Lefferts Historic Homestead. See Tuesday, Nov. 4.

**Animal encounter:** 3-4 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

**"On Ice Frozen":** Barclays Center, 620 Atlantic Ave. at Pacific Street; (917) 618-6100; www.barclayscenter.com; 7 pm; \$30 - \$180.

Disney presents its winter spectacular featuring the songs from the animated movie "Frozen."

## WED, NOV. 12

### IN BROOKLYN

**"On Ice Frozen":** 7 pm. Barclays Center. See Tuesday, Nov. 11.

## THURS, NOV. 13

### IN BROOKLYN

**"On Ice Frozen":** 10:30 am and 7 pm. Barclays Center. See Tuesday, Nov. 11.

## FRI, NOV. 14

### IN BROOKLYN

**"On Ice Frozen":** 7 pm. Barclays Center. See Tuesday, Nov. 11.

## SAT, NOV. 15

### IN BROOKLYN

**Oran Etkin - Timbalooloo:** BAM Cafe, 30 Lafayette Ave. between Ashland Place and St. Felix Street; www.bam.org/programs/bamcafe-live; 10:30 am; \$9.

# Calendar

The Pied Piper of children rocks out with tunes from the award-winning CD Wake Up Clarinet. Clara Net and her mother Big Mama Tuba come to life and teach children 2 to 6 years old the joys of music.

**Raptor migration:** Spring Creek Park, Gateway Drive and Erskine Street; (718) 421-2021; [www.nycgov-parks.org](http://www.nycgov-parks.org); 11 am; Free.

Rangers guide you to the best viewing spot to watch the birds of prey migrate for the winter. Bring field guides and binoculars or ask a Ranger to borrow a pair. For older children.

**Handmade History:** 11 am–noon. Brooklyn Historical Society. See Saturday, Nov. 8.

**"On Ice Frozen":** 11 am, 3 pm and 7 pm. Barclays Center. See Tuesday, Nov. 11.

**Subway Smarts:** New York Transit Museum, Boerum Place at Schermerhorn Street; (718) 694-1600; [www.mta.info/mta/museum](http://www.mta.info/mta/museum); 1:30 pm; Free with Museum admission.

Become a signals expert and discover the language of red, yellow, and green lights for trains.

**"Fly Guy and Other Stories":** On Stage at Kingsborough, 2001 Oriental Blvd. at Oxford Street; (718) 368-5596; [www.onstageatkingsborough.org](http://www.onstageatkingsborough.org); 2 pm; \$12.

A musical revue based on children's books including "Fly Guy Meets Fly Girl," "Paper Bag Princess," "Lilly's Big Day," and more.

**Thanksgiving storytime:** Barnes and Noble, 267 Seventh Ave. at Sixth Street; (718) 832-9066; [www.barnesandnoble.com](http://www.barnesandnoble.com); 2 pm; Free.

"The Great Thanksgiving Escape" is the story for the day. There will be fun for all with an activity/craft.

**Train school:** 2–4 pm. New York Transit Museum. See Saturday, Nov. 1.

## FURTHER AFIELD

**Tree lighting:** New York Botanical Garden, 200th St. and Kazimiroff Blvd., The Bronx; (718) 817-8700; [www.nybg.org](http://www.nybg.org); 4–5:15 pm; \$20 (\$8 children, Free for children under 2).

Visitors are treated to the annual event featuring a stunning conifer and sing-along with the Westchester Chordsmen.

## SUN, NOV. 16

### IN BROOKLYN

**"On Ice Frozen":** 1 pm and 5 pm. Barclays Center. See Tuesday, Nov. 11.

**Subway Smarts:** 1:30 pm. New York Transit Museum. See Saturday, Nov. 15.

**Movie Matinees:** BAM Kids, 30



## Fly by with a 'Fly Guy'

The curtain rises at On Stage at Kingsborough with "Fly Guy and Other Stories" on Nov. 15.

On Stage celebrates the opening of its fall season of children's performances with the production of "Fly Guy and Other Stories" from Theaterworks USA.

The new musical revue is based on beloved books such as "Fly Guy Meets Fly Girl," "Paper Bag Princess," "Lilly's Big Day,"

"Diary of a Worm," "Kitten's First Full Moon," and "Horace & Morris But Mostly Dolores."

Children of all ages will enjoy this fun, interactive performance.

"Fly Guy and Other Stories," Nov. 15 at 2 pm. Tickets are \$12.

*On Stage at Kingsborough [2001 Oriental Blvd. at Oxford Street in Manhattan Beach, (718) 368-5596, [www.onstageatkingsborough.org](http://www.onstageatkingsborough.org)]*

Lafayette Ave. at Ashland Place; (718) 636-4129; [www.bam.org](http://www.bam.org); 2 pm; \$7 children 12 and younger (\$10 adults; \$9 for BAM members).

The BAM series offers the perfect opportunity for families to introduce their children to the classics on the big screen, featuring "A Hard Day's Night."

## TUES, NOV. 18

### IN BROOKLYN

**Storytime:** Barnes and Noble, 267 Seventh Ave. at Sixth Street; (718) 832-9066; [www.barnesandnoble.com](http://www.barnesandnoble.com); 11 am; Free.

"Love Monster and the Perfect Present" is the follow up story to "Love Monster." Also features a fun activity and craft.

## FURTHER AFIELD

**Thanksgiving Story And Craft:** Bellerose Public Library, 250-06 Hillside Ave. at 249th Street, Queens; (718) 831-8644; [www.queenslibrary.org](http://www.queenslibrary.org); 3:30 pm; Free.

Enjoy a story and do a simple craft project to celebrate Thanksgiving in this program for children ages 3-5 with caregivers.

## SAT, NOV. 22

### IN BROOKLYN

**Family Boogie:** Brooklyn Historical Society, 128 Pierrepont St. at Clinton Street; (718) 222-4111; [www.brooklynhistory.org](http://www.brooklynhistory.org); 11 am–noon; Free.

The whole family moves and grooves in tune with Brooklyn history. The

workshop uses the borough's diverse past to create movement that everyone will enjoy.

**Safe City 101:** New York Transit Museum, Boerum Place at Schermerhorn Street; (718) 694-1600; [www.mta.info/mta/museum](http://www.mta.info/mta/museum); 1:30 pm; Free with Museum admission.

Interactive tour of the museum for parents and children.

**Black Violin:** Brooklyn Center for the Performing Arts at Brooklyn College, 2900 Campus Rd., between Amersfort Place and Kenilworth Place; (718) 951-4500; [www.brooklyncenteronline.org](http://www.brooklyncenteronline.org); 2 pm; \$15.

Virtuoso violinist Kev and Will B perform their electrifying fusion of classical, jazz, hip-hop and R&B. Great for older teens.

**Train school:** 2–4 pm. New York Transit Museum. See Saturday, Nov. 1.

## SUN, NOV. 23

### IN BROOKLYN

**Safe City 101:** 1:30 pm. New York Transit Museum. See Saturday, Nov. 22.

**Inside and Out New York:** Barnes and Noble, 267 Seventh Ave. at Sixth Street; (718) 832-9066; [www.barnesandnoble.com](http://www.barnesandnoble.com); 2 pm; Free.

Author and illustrator Josh Cochran introduces his new book that allows the reader to stroll past iconic buildings and spot more than 80 objets in a game of search and find. For older children.

## THURS, NOV. 27

### FURTHER AFIELD

**Macy's Thanksgiving Day Parade:** Kick off point, Central Park West and 77th Street, Manhattan; 9 am; Free.

The 88th annual parade kicks off at 77th Street and Central Park West and makes its way down to Macy's Herald Square, with floats, entertainment and, of course, Santa.

## FRI, NOV. 28

### IN BROOKLYN

**Transportation inventions:** New York Transit Museum, Boerum Place at Schermerhorn Street; (718) 694-1600; [www.mta.info/mta/museum](http://www.mta.info/mta/museum); 11:30 am, 1:30 pm and 3 pm; Free with Museum admission.

Use your imagination and a little inspiration to create a blueprint and model of a vehicle that is strong, safe and smart for the 21st century. For children 6 years and older.

**Blooming naturalist:** 1–2 pm.

*Continued on page 54*

# Calendar

Continued from page 53

Prospect Park Audubon Center. See Tuesday, Nov. 4.

**Animal encounter:** 3–4 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

## SAT, NOV. 29

### IN BROOKLYN

**Waterfowl:** Salt Marsh Nature Center, 3302 Avenue U; (718) 421–2021; 10 am; Free.

Join with rangers to discover the birds of winter. Bring field guides and binoculars or ask a ranger to borrow a pair. Any age, but recommended for older children.

**Brooklyn Family Boogie:** Brooklyn Historical Society, 128 Pierrepont St. at Clinton Street; (718) 222–4111; www.brooklynhistory.org; 11 am–noon; Free.

Participants will learn about Brooklyn's history and use it to create a dance.

**Transportation inventions:** 11:30 am, 1:30 pm and 3 pm. New York Transit Museum. See Friday, Nov. 28.

**Blooming naturalist:** 1–2 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

**Train school:** 2–4 pm. New York Transit Museum. See Saturday, Nov. 1.

**Animal encounter:** 3–4 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

## SUN, NOV. 30

### IN BROOKLYN

**Transportation inventions:** 11:30 am, 1:30 pm and 3 pm. New York Transit Museum. See Friday, Nov. 28.

**Winter on a Flatbush Farm:** Leferts Historic Homestead, 452 Flatbush Ave. between Empire Boulevard and Eastern Parkway; (718) 789–2822; www.prospectpark.org; 1–4 pm; \$3.

Get ready for winter the way they did in the 19th century, learn how to make candles, watch a master spinner spin wool thread, and enjoy Dutch treats. St. Nicholas also makes an appearance at 3 pm.

**Blooming naturalist:** 1–2 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

**Movie Matinees:** BAM Kids, 30 Lafayette Ave. at Ashland Place; (718) 636–4129; www.bam.org; 2 pm; \$7; children 12 and younger (\$10 adults; \$9 for BAM members).

The BAM series offers the perfect opportunity for families to introduce

Our online calendar is updated daily at [www.NYParenting.com/calendar](http://www.NYParenting.com/calendar)



## Silence takes shape

Mummenshanz has returned to Skirball Center for the Performing Arts, Nov. 20–30.

In a time of endless noise from phones, electronics, computers, and a world inundated with technology, the enchanting Mummenshanz returns to New York with its universally loved show.

The internationally celebrated troupe returns with "The Musicians of Silence." Without any words or music, performers instead use magical objects including a cube, toilet paper, a

clay mask, and a white sheet to convey their messages. Through careful actions and poignant movements, the troupe brings creativity and imagination to the stage.

Mummenshanz, Nov. 20 through Nov. 30. Showtimes: Nov. 20, 21, 22, 24, 25, 28, and 29 at 7 pm, and Nov. 22, 23, 28, 30, at 3 pm. Tickets are \$49–\$85.

*Skirball Center for the Performing Arts [566 LaGuardia Pl. at West Third Street in NOHO; (888) 611–8183; www.mummenschanzny.com]*

their children to the classics on the big screen, featuring "The Sound of Music."

**Animal encounter:** 3–4 pm. Prospect Park Audubon Center. See Tuesday, Nov. 4.

## LONG-RUNNING

### IN BROOKLYN

**More than meets the "I":** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735–4400; www.brooklynkids.org; Tuesdays – Sundays, 10 am–5 pm, Now – Mon, Jan. 19, 2015; \$9 general admission (Children under one free).

The new exhibit at the museum provides young scientists the opportunity to explore innovations in biology, health, robotics, and technology.

**Sensory room:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735–4400; www.brooklynkids.org; Tuesdays, Thursdays, Saturdays and Sundays, 11:30 am–12:30 pm and 2:30–3:30 pm, Now – Sun, Dec. 21; \$8 (\$9 adults).

For children with autism spectrum

disorder and their families. Space limited, first come first served.

**Touch tank:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735–4400; www.brooklynkids.org; Wednesdays, Saturdays and Sundays, 11:30 am–12:30 pm and 2:30–3:30 pm, Now – Sun, Jan. 11, 2015; Free with museum admission.

Children of all ages touch a starfish, a horseshoe crab, or a sea snail.

**"The Snow Queen" and "The Emperor's New Clothes":** Puppetworks, 338 Sixth Ave. at Fourth Street; (718) 965–3391; www.puppetworks.org; Saturdays and Sundays, 12:30 pm and 2:30 pm, Now – Sun, Dec. 21; \$8 (\$9 adults).

Puppetworks presents a puppet show of two classic fairy tales. "The Snow Queen" is the story of a mysterious lady who throws ice into the heart of a boy and "The Emperor's New Clothes" is the tale of an emperor who buys a set of invisible clothes only to march down the streets in his underwear.

**Native American Art:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735–4400;

www.brooklynkids.org; Saturday, Nov. 1, 12:30 pm; Sunday, Nov. 2, 11:30 am; Saturday, Nov. 8, 12:30 pm; Sunday, Nov. 9, 12:30 pm; Saturday, Nov. 15, 12:30 pm; Sunday, Nov. 16, 12:30 pm; Saturday, Nov. 22, 12:30 pm; Sunday, Nov. 23, 12:30 pm; Saturday, Nov. 29, 12:30 pm; Sunday, Nov. 30, 12:30 pm; Free with museum admission.

Children 4 years and older are inspired by traditional arts of Native communities from the Navajo weaving to Tingit totem poles. Then create their own to take home.

**Native Tales:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735–4400; www.brooklynkids.org; Saturday, Nov. 1, 1:30 pm; Sunday, Nov. 2, 12:30 pm; Saturday, Nov. 8, 1:30 pm; Sunday, Nov. 9, 1:30 pm; Saturday, Nov. 15, 1:30 pm; Sunday, Nov. 16, 1:30 pm; Saturday, Nov. 22, 1:30 pm; Sunday, Nov. 23, 1:30 pm; Saturday, Nov. 29, 1:30 pm; Sunday, Nov. 30, 1:30 pm; Free with museum admission.

Children 4 years and older gather around to hear the tales and imagine life when Manhattan was Mannahatta.

**Arty Facts:** Brooklyn Museum, 200 Eastern Pkwy. at Washington Avenue; (718) 638–5000; www.brooklynmuseum.org; Sundays, 11 am; Free with museum admission.

Children are invited to imagine and create new worlds and explore the museum.

**Chamber music series:** Good Shepherd Church, Avenue S. between Brown and Batchelder streets; (718) 998–2800; Sunday, Nov. 2, 5 pm; Sunday, Nov. 9, 6 pm; Sunday, Nov. 16, 6 pm; Sunday, Nov. 23, 6 pm; Sunday, Nov. 30, 6 pm; Sunday, Dec. 7, 6 pm; Sunday, Dec. 14, 6 pm; Free (Good Will donation accepted).

Outstanding performances of classic chamber music featuring solo musicians and beautiful singing. The series concludes with Handel's "Messiah" featuring orchestra, choir and soloists.

**Bug out!:** Brooklyn Children's Museum, 145 Brooklyn Ave. at St. Marks Avenue; (718) 735–4400; www.brooklynkids.org; Tuesdays and Thursdays, 3:30 pm, Now – Thurs, Dec. 18; Free with museum admission.

Feeling brave? Meet grasshoppers, worms, stick bugs and Madagascar hissing cockroaches.

**Special needs workshop:** Kings County Hospital, 385 Lenox Rd. between New York Avenue and E. 34th Street; (718) 512–5269; namieastflatbush@aol.com; Thursdays, 6–8 pm, Now – Thurs, Jan. 8, 2015; Free.

Six-session course for parents and family caregivers of children and teens living with mental illness. Trained parent and caregivers provide fundamen-

# Calendar

tal information. Meetings held first and third Thursday of every month.

**Ice skating school:** Lefrak Center in Prospect Park, Parkside and Ocean avenues; (718) 594-7439; info@brooklynice.org; www.brooklynice.org; Mondays and Wednesdays, 4-6:30 pm, beginning Mon, Nov. 10; Free.

Instructions, fitness, homework help and lots more. Students in grades first through eighth must live in Brooklyn or go to school in Brooklyn, and be eligible for free or reduced lunch program. Preregistration required.

**"Tobias Turkey":** P.S. 3 The Bedford School, 50 Jefferson Avenue between Franklin and Bedford avenues; (212) 724-0677; sbt@shadowboxtheatre.org; www.shadowboxtheatre.org; Friday, Nov. 14, 10:30 am; Monday, Nov. 17, 10:30 am; Wednesday, Nov. 19, 10:30 am; Friday, Nov. 21, 10 am; Monday, Nov. 24, 10:30 am; Tuesday, Nov. 25, 10 am; Wednesday, Nov. 26, 10:30 am; \$15 (\$10).

The Shadow Box Theater presents a holiday play celebrating Christmas, Hanukkah, Kwanzaa, and Three King's Day.

**Ken Siegleman's Poetry outreach:** Barnes and Noble, 267 Seventh Ave. at Sixth Street; (718) 832-

9066; www.barnesandnoble.com; Thursdays, 6:30 pm, beginning Thurs., Nov. 27; Free.

Anthony Vigorito hosts a night of poetry featuring guest poets each week. For teens and adults.

## FURTHER AFIELD

**Traveling in the World of Tomorrow:** The Future of Transportation at New York's World's Fairs: New York Transit Museum Gallery Annex at Grand Central Terminal, 42nd Street and Park Avenue, Manhattan; (212) 878-0106; www.grandcentralterminal.com; Monday – Friday, 8 am–8 pm, and Saturday and Sunday, 10 am–6 pm; Free.

This exhibition celebrates the 50th and 75th anniversaries of the 1939 and 1964 Fairs. With a variety of postcards, photos, ephemera and souvenirs, the exhibition shows how transportation was a symbol for the future, its potential effect on modern American life, and the technological advancements in transportation that American corporations claimed would make a better world possible.

**Science Playground:** New York Hall of Science, 47-01 111th St., Queens; (718) 699-0005 X 353; www.nyscience.org; Weekdays, 9:30 am–5 pm, Saturdays and Sundays, 10

am–6 pm, Now – Wed, Dec. 31; \$4, plus museum admission.

Children are encouraged to explore science through slides, seesaws, climbing webs, a water play area, sand boxes, and more, weather permitting.

**Rocket Park Mini Golf:** New York Hall of Science, 47-01 111th St., Queens; (718) 699-0005 X 353; www.nyscience.org; Weekdays, 9:30 am–5 pm, Saturdays and Sundays, 10 am–6 pm, Now – Wed, Dec. 31; \$6 (adults,) \$5 (children and seniors,) plus museum admission.

Golfers of all ages can learn about key science concepts such as propulsion, gravity, escape velocity, launch window, gravitational assist, and more!

**"Galapagos – Nature's Wonderland in 3D":** New York Hall of Science, 47-01 111th St., Queens; (718) 699-0005 X 353; www.nyscience.org; Weekdays, 11 am & 2 pm, Saturdays and Sundays, 1 & 3 pm, Now – Sun, Dec. 21; \$6 adults; \$5 children.

In this 3D movie, travel to the Galapagos archipelago to meet giant half-ton tortoises and marine iguanas that spit sea-salt from their noses, hunt fishes with the colorful blue-footed boobies, and swim with tiny penguins.

**Holiday Train Show:** New York

Botanical Garden, 200th St. and Kazimiroff Blvd., The Bronx; (718) 817-8700; www.nybg.org; Tuesdays – Saturdays, 10 am–6 pm, Sat, Nov. 15 – Mon, Jan. 19, 2015; \$20 (\$8 children, Free for children under 2).

The annual tradition is open again. Model trains are enlivened amid the glow of twinkling lights in Victorian style glasshouses featuring replicas of New York landmarks crafted of natural materials by designer Paul Busse's team. Closed Thanksgiving day and Christmas Day.

**Mummenschanz:** Skirball Center for the Performing Arts, 566 LaGuardia Pl. at West Third Street, Manhattan; (888) 611-8183; www.mummenschanzny.com; Thursday, Nov. 20, 7 pm; Friday, Nov. 21, 7 pm; Saturday, Nov. 22, 3 pm; Sunday, Nov. 23, 3 pm; Monday, Nov. 24, 7 pm; Tuesday, Nov. 25, 7 pm; Friday, Nov. 28, 3 pm; Saturday, Nov. 29, 3 pm; Sunday, Nov. 30, 3 pm; \$49-\$85.

The internationally celebrated troupe returns with "The Musicians of Silence." Mummenschanz tells a story, evokes universal emotions and strikes a common chord without the use of any words or music. Performers use magical objects including a cube, toilet paper, a clay mask and a white sheet.

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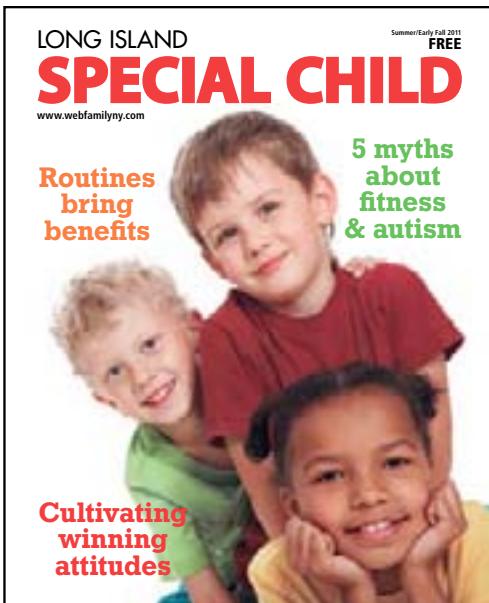
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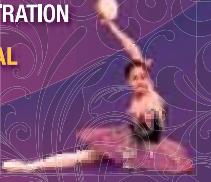
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# New & Noteworthy

BY LISA J. CURTIS



## Pilgrims need sleep, too

The festivities don't have to end after the last bite of pumpkin pie, especially if you're hosting a sleepover! Be thankful for these pilgrim pajamas and nightgown from Chasing Fireflies. The loose-fitting polyester boys pajamas have a collar and belt accent. The polyester pilgrim nightgown has a collar and apron details. Both kinds of jammies can be personalized with an initial of your choice on the front. Both are available in sizes 2-14. Complete the look for boys with a tall black hat, sold separately for \$12. These pilgrim PJs will have you counting your blessings right up till the dawn of Black Friday.

*Boys or girls personalized pilgrim PJs, \$49.50, [www.chasingfireflies.com](http://www.chasingfireflies.com).*



## Cell phones and brain cells

The new documentary, "Mobilize," is as eye-opening as it is jaw-dropping in its revelations about the dangers of using cell phones improperly. Filmmaker Kevin Kunze vividly illustrates the link between mobile phone radiation and the risk of brain cancer and decreased fertility. He cites research studies that have been done in nine countries that have linked radiation to sperm damage, which could happen over time if, say, a wannabe father carries his cell phone in his front pants pocket while it's turned on.

Kunze says children are even more vulnerable than adults to developing brain cancer when exposed to cell phone radiation. (He reports that in the U.S., one-third of 11-year-olds have a phone.)

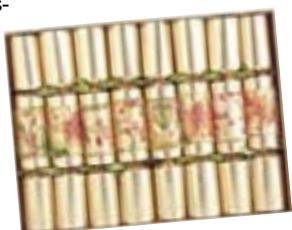
The intrepid documentarian interviews leading researchers at the World Health Organization, the Na-

tional Cancer Institute, Yale, and Harvard as well as cell phone industry executives. Yale Center for Reproductive Biology's Dr. Hugh Taylor found lasting permanent effects in the behaviors of mice who had been exposed to cell phone radiation in utero that he likened to ADHD in humans.

"What we found in mice may not be true for humans, but it certainly does show us that these biological effects are real," says Taylor. "And it gives us concern and shows us the importance of investigating this further in humans." Kunze advocates limiting the duration of exposure to cell phone radiation and the intensity of the exposure to minimize the risks.

"Mobilize" is a must-see for any parent or those looking to become pregnant.

*"Mobilize" DVD, \$19.98, [www.amazon.com](http://www.amazon.com).*



autumn leaves. When the ends of the crackers are pulled simultaneously, they do indeed "crack!" and either a toy or a hat and joke tumble out. Recommended for ages 3 and older, so put one on each plate this Turkey Day!

*Set of 8 Fall Leaves Party Crackers, \$16.95, [www.pier1.com](http://www.pier1.com).*

## Crack 'em up

Make this Thanksgiving memorable with the help of Pier 1's party crackers — a Thanksgiving version of the British Christmas tradition. It's sure to kick your holiday dinner off with a bang! The favors are wrapped in gold paper and a wide ribbon festooned with



## All fur 'Love'

Just as Ludwig Bemelmans's "Madeline" is associated with Paris, Charlie Girl — Elizabeth Frogel's sweet poodle — may soon be a symbol of New York. In the second volume of Frogel's series of picture books, Charlie Girl and the city skyline are rendered in beautiful watercolors by Don Kossar. The story, inspired by Frogel's daughter's relationship with her real-life pet, is told from the pooch's point of view. Charlie is initially unsettled by wailing baby Ava, but the dog is encouraged and trusted by her mom, and soon

the caring canine and the little girl are sharing breakfast cereal and pillows, and the "sisters" enjoy Manhattan's charms. The copy editing could be better (typos!), but the '60s-style clothing and interiors and positive message are a gorgeous combo.

*"Charlie Girl: A Story of Love and Instinct" book by Elizabeth Frogel, \$24.95, [www.charliegirlnyc.com](http://www.charliegirlnyc.com).*

## You glow girl

Remember how touching it was when E.T.'s heart glowed? The next generation of awwww-inducing playthings is the luminescent Lum-Lums, a collection of four, 4.5-inch-tall plastic dolls whose skirts light up when they hold hands — or "connect" — with each other. But you don't have to invest in two, a Lum Lum will also glow when the



child touches both of the wide-eyed doll's "hands" at the same time.

Valerina likes to dance, so her sidekick is a little yellow "NuNu" named TuuTuu. When Valerina pats TuuTuu's nose, the pet shines! The eight-piece set includes hair accessories,

a bracelet, easy-on and -off skirts and shoes, and a tiny duffel bag. Recommended for children ages 4 and older, we found this toy to be TuuTuu sweet!

*Lum Lums Valerina and TuuTuu eight-piece set, \$15.99, [www.lumlums.com](http://www.lumlums.com).*



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