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# Family November 2011



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# Letter from the publisher

## Parenting a special child

**H**aving a child under Ideal circumstances (is there anyone who does?) paints a rosy, easy and carefree picture; where everyone loves each other all the time, no one ever quarrels or bickers, no one is ever cranky, bossy, or in a bad mood; there is all the money, time and patience one needs, and perfection is a daily given.

These are the kinds of tales and scenarios that were prevalent on 50s and 60s TV family sitcoms, but they are not the stuff of "real life," as we all know so well.

We get pregnant and we are overwhelmed with joy at the anticipation and the expectation of a fully healthy and perfect new baby arriving for us



to raise and take joy in. We wait for perfections that seldom manifest and it's a rare couple who are prepared for the fantasy to crumble and the arrival or development of a challenged child.

Being a parent of a Special Needs Child is daunting at the least and heroic at the best. It is scary, disappointing, and demanding. It is not, however, necessarily isolating and does not need to be without support, guidance, or community. There is much help, assistance and directional expertise throughout the New York area.

This month we are presenting two good articles on Dyslexia, perhaps the most diagnosed special issue for

today's children. Years ago parents were told their child "was not paying attention in class" or "didn't seem interested in the work" or was unmotivated, etc. Fortunately, accurate early testing and tried techniques are now available to give children with this issue the help they need.

We publish content like this on a regular basis because there is a need and a demand for information. The staff of our media group is loaded with parents, and, of course, we are all also children ourselves, however grown we are. We are woven into the fabric of the family experience and our core motivation in publishing is to help and inform.

We have much to give thanks for and in this month and season of international harvest Thanksgiving celebrations, ceremonies and feasts; we also give thanks to you, our read-

ers, for your continued loyalty and feedback and to the many professionals throughout our communities who contribute in numerous ways to our effort. So many writers share their expertise with us, so many readers their stories and their responses to our editorial, and that helps to make this FREE magazine continue to continue.

As we all celebrate on November 24th our American Thanksgiving Day, may we all be grateful for the plenty we have and for the opportunities of expression and sharing we hold so dear. Thanks for reading and Happy Holiday!

Susan Weiss-Voskidis, Publisher

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# Shape up now!

Be prepared  
with our  
countdown-  
to-the-  
holidays diet

BY SANDRA GORDON

**W**hat's the holiday season without at least one big party where you can show off your shape? Roll out the red carpet. It's your equivalent of Oscar night — and you want to look your sexiest.

Not ready? Don't panic! To help

fine-tune your look and rev your confidence, we've teamed up with Linda Gassenheimer, author of "Low-Carb Meals in Minutes" to present a fabulous-tasting, seven-day, 1,500-calorie diet that's designed to help you shed five (or more) pounds — fast.

"This low-carbohydrate, lean-protein plan features delicious, quick meals that work with your body's

production of insulin to minimize fat storage and increase fat burning," says Gassenheimer. For an added calorie burn, our countdown diet also includes an exercise component. But don't let that deter you.

Want to look fabulous for the holidays? With this plan to help you prep, it's no sweat!

## SEVEN-DAY HOLIDAY PARTY DIET

### Day 1

**Exercise:** To jump-start fat burning, "do 45 to 60 minutes of cardiovascular exercise before breakfast," suggests fitness instructor Bonne Marano, owner of Fit to Be Tied Online ([www.fittobetiedonline.com](http://www.fittobetiedonline.com)). Jog, walk fast, or do 30 minutes on the elliptical machine and 30 minutes on the lifecycle.

**Breakfast:** Smoked salmon pinwheels: Mix 2 tablespoons of low-fat cream cheese with one-and-a-half teaspoons of skim milk. Spread on slices of smoked salmon (one-third pound). Roll up and cut crosswise

into one-half-inch pinwheels. Top with slices of cucumber and tomato. Season with salt and pepper.

**Snack:** 1 ounce of low-fat string cheese

**Lunch:** Mozzarella tomato salad: Drizzle 2 tablespoons of olive oil on two slices of tomato. Top with one-quarter pound shredded, reduced-fat mozzarella cheese. Place on a bed of leafy greens and sprinkle 1 tablespoon of pine nuts. Season with salt and pepper.

**Dinner:** Shrimp scampi with roasted asparagus (See recipe)

**What about beverages?** To max-

imize your calorie burn, Gassenheimer advises sticking with non-caloric beverages, such as seltzer, water, diet soda and herbal tea.

### Day 2

**Breakfast:** Salsa and sliced eggs: Fan two sliced, boiled eggs on a plate with slices of cucumber; top with one-quarter cup of no-sugar-added tomato salsa.

**Snack:** 2 tablespoons of sunflower seeds

**Lunch:** Turkey Bundles: Using one-third pound deli turkey breast and nine lettuce leaves, distribute the turkey among each leaf. Add a spoonful of coleslaw and a tomato slice and roll up.

**Exercise:** Hit the weight room. Before switching to a new machine, jump rope for three minutes.

"Combining a circuit of cardio with weights is an efficient way to strengthen and tone as well as burn calories and fat," Marano says.

**Dinner:** Salmon and vegetables: Serve one-third pound salmon fillet with 1 cup steamed broccoli and 1 cup steamed, yellow wax beans.

### Day 3

**Breakfast:** Pesto scramble: Mix one-half cup egg substitute with two tablespoons of prepared pesto. Scramble in a heated, nonstick skillet. Sprinkle with Parmesan cheese.

**Exercise:** To sweat big and create a sizable calorie deficit, take a spin or cardio-kickboxing class.

**Snack:** ¼ cup dry-roasted almonds

## RECIPES

### SHRIMP SCAMPI WITH ROASTED ASPARAGUS

1 teaspoon olive oil  
3 medium garlic cloves, crushed  
¼ cup red vermouth  
½ diced tomatoes  
1/3 pound large shrimp, shelled and deveined  
¼ cup chopped fresh parsley  
Hot pepper sauce  
Salt and pepper

Saute garlic in oil in a nonstick skillet on medium high for several seconds. Add red vermouth and tomatoes. Cook five minutes. Add the shrimp and parsley, and cook two to three minutes more, until the shrimp are pink. Season with hot pepper sauce, salt and pepper to taste. Serves one. Nutrition info: 297 calories, 37 g protein, 10 g carbohydrate, 8 g fat.

### ROASTED ASPARAGUS

¼ pound fresh asparagus, ends trimmed  
1 teaspoon olive oil  
Salt and pepper

Preheat oven to 400 degrees. Slice asparagus into 2-inch pieces. Coat the asparagus with oil. Season with salt and pepper. Transfer to a baking tray lined with foil. Roast in the oven for 10 to 15 minutes, turning occasionally, until spears are tender. Serves one. Nutrition info: 55 calories, 2 g protein, 3 g carbohydrate, 5 g fat.

### PAN-GLAZED BALSAMIC CHICKEN WITH ROASTED SQUASH AND SNOW PEAS

Olive oil spray  
1/3 pound boneless, skinless chicken breast  
Salt and pepper

¼ cup balsamic vinegar  
2 tbsp pine nuts  
2 tsp Dijon mustard

In heated, nonstick skillet sprayed with olive oil, brown the chicken for three minutes on each side. Remove from heat and cover with a lid; let sit for three minutes. Transfer chicken to a plate, sprinkle with salt and pepper to taste, and cover with foil to keep warm. In the same skillet, add the vinegar and pine nuts. Let cook on medium high until half the liquid remains. Add mustard and mix well. Return the chicken to the skillet, turning to coat with the glaze. Cook one minute to heat through. Serves one. Serve with one cup of roasted squash and one cup of steamed snow peas. Nutrition information: 584 calories, 59 g protein, 20 g carbohydrate, 23 g fat.



**Lunch:** Tuna salad wraps: Divide 1 cup of tuna salad among six large lettuce leaves; sprinkle with alfalfa sprouts and roll up cigar-style.

**Dinner:** Pan-glazed, balsamic chicken with roasted squash and snow peas (See recipe)

#### Day 4

**Breakfast:** Sunny-side-up Swiss melt: In a nonstick skillet, cook one egg sunny side up. When yolk is set, top with two slices of reduced-fat Swiss cheese. Cover, and cook for one minute more. Salt and pepper to taste.

**Snack:** ¼ cup low-fat cottage cheese

**Exercise:** For a last-minute tone up, focus on isolation weight-training moves like bicep curls, tricep press-downs, front and lateral raises and cable leg raises to the side and back.

**Lunch:** Greek salad: Toss 3 cups of lettuce, one-half cup of sliced cucumber, three sliced radishes, one-half cup scallions and 2 tablespoons of capers with 1 tablespoon of no-sugar-added oil-and-vinegar dressing. Top with one-quarter pound sliced deli turkey breast; one-third cup crumbled, reduced-fat feta; and kalamata

olives. Salt and pepper to taste.

**Dinner:** Tex-mex meat loaf with sliced avocados: Serve one-half-inch slice of meat loaf with no-sugar-added salsa and a sliced avocado drizzled with no-sugar-added oil-and-vinegar dressing.

#### Day 5

**Exercise:** Time for an early-morning session on the treadmill. To ignite calories, interval train. Alternate a brisk, 2-minute walk with a 30-second jog for a total of 30 minutes.

**Breakfast:** Sizzling ham and tomatoes: Saute one-quarter pound of

ham until heated through. Top with three tomato slices and drizzle with 1 tablespoon of olive oil. Salt and pepper to taste.

**Snack:** Jicama, celery and carrot sticks with 2 tablespoons of low-fat ranch dip

**Lunch:** Roast Beef and Watercress Wraps: Divide one-third pound thinly sliced, lean roast beef among six large lettuce leaves; top with 1 tablespoon of horseradish mayo and 1 cup of arugula; roll into lettuce "cigars."

**Dinner:** Chicken with fresh herbs: Stuff a 6-ounce chicken breast with a mix of 1 tablespoon of nonfat yogurt, 1 tablespoon fresh tarragon, one sliced scallion and one chopped mushroom; cook in a nonstick skillet until chicken is opaque and juices run clear. Serve with spinach salad.

#### Day 6

**Breakfast:** 2 deviled eggs

**Snack:** 1 ounce almonds

**Lunch:** Chicken chopped salad: Toss together one-half cup chopped celery, one-half cup chopped bell pepper, three chopped broccoli florets and 2 tablespoons of sliced scallions. Top with one-quarter pound deli chicken breast with 2 tablespoons of no-sugar-added oil-and-vinegar dressing.

**Dinner:** Sirloin burger: Top one-quarter pound cooked, ground sirloin patty with one slice of reduced-fat cheddar.

Serve with 2 cups coleslaw.

**Exercise:** Take a break. You deserve it.

#### Day 7

**Breakfast:** Swiss scramble with spring onions: Beat one whole egg with three egg whites; add 1 cup sliced scallions and two slices Swiss cheese, which has been torn into pieces. Season with salt and pepper and scramble in a small, nonstick skillet over medium-high heat.

**Snack:** 1 ounce of turkey deli meat

**Lunch:** Chesapeake shrimp salad: Combine 2 tablespoons of mayonnaise and 2 teaspoons of Old Bay seasoning. Add one-third pound cooked shrimp, cut into one-half-inch pieces. Season with salt and pepper to taste. Serve on a bed of lettuce.

**Exercise:** To calm pre-party jitters, finish the week with a stretch class, such as Pilates or yoga.

**Dinner:** Steak and greens: Serve 5 ounces of filet mignon with 1 cup steamed green beans, and 1 cup of tossed salad with mustard vinaigrette.



## HEALTHY LIVING

DANIELLE SULLIVAN

# The mistreatment of hypothyroidism

**D**o you suffer from hypothyroidism and still feel terrible despite treatment? You're not alone.

In the book "Why Do I Still Have Thyroid Symptoms? When My Lab Tests Are Normal: A Revolutionary Breakthrough In Understanding Hashimoto's Disease and Hypothyroidism," Dr. Datis Kharrazian explores the many reasons behind the mismanagement of the disease under today's old-fashioned medical standards. He says that out of the 27 million Americans who suffer from thyroid dysfunction, more than half are due to an autoimmune disorder called Hashimoto's disease, in which the immune system attacks and destroys thyroid gland tissue.

"Thyroid replacement hormones are a first line of defense for many doctors, prescribed with the promise of wiping out a number of symptoms in one fell swoop. But taking that approach is turning a blind eye to what caused the thyroid to become depressed in the first place," he writes. The underlying causes can range from irregular immune function and poor blood sugar metabolism to gut infections, adrenal problems, and hormonal imbalances.

"I thought I was going crazy," says Raquel Sanderson, a mom of two from Chelsea. After taking Synthroid — a thyroid hormone — she still had headaches, exhaustion and stomach disturbances, yet her endocrinologist kept telling her she was fine because her thyroid-stimulating hormone was normal.

"For two years, my doctor told me I was fine even though, deep down, I knew I wasn't. I finally saw a new endo who realized that my T3 [thyroid hormone] was off, and I had a gluten intolerance. Once I changed medications and stopped eating gluten, I felt worlds better."

Hypothyroidism is a horribly mistreated and misunderstood disease. Not only does it remain undiagnosed in scores of people (including children), but once diagnosed, the old-



school treatment of a single daily synthetic hormone replacement pill is not always effective. For some, while it may very well improve the overall thyroid-stimulating hormone (the hallmark test for diagnosing hypothyroidism), it often does not improve the symptoms in Hashimoto's disease.

So if a woman goes to the doctor complaining of headaches, weight gain, extreme fatigue, depression, exhaustion, brain fog and a host of other symptoms, some doctors just chalk it up to the aging process and stress. If the doctor actually orders a thyroid test that comes back positive, the patient will be given Synthroid and the doses will be adjusted for a few follow-up visits until the correct dosage is identified. A correct dosage will leave the thyroid gland neither too sluggish nor too hyperactive (which commonly happens at the beginning of treatment). Eventually, the thyroid-stimulating hormone will reach a value deemed normal by the labs and the woman will be told all is well.

Except, in many cases, it's not.

Numerous women still feel terrible and exhibit the same symptoms they had before treatment. Even in this day and age of medical advancements, for whatever reason, the majority of doc-

tors still treat this disease the same way they did 50 years ago, despite the new research showing how nutritional and natural methods (such as avoiding gluten and bad carbs) are known to help improve symptoms. Yes, Synthroid is effective, but it is not the end of treatment, and just because your thyroid-stimulating hormone has leveled off, it does not mean you will be symptom free.

Most distressing however, is the fact that doctors still offer the same standard treatment despite women returning and presenting with the same symptoms. Now they not only feel physically exhausted, but also begin to doubt themselves after being told they should feel better now. What's worse is when endocrinologists suggest that the symptoms may be mental, as in the patient may be anxious, stressed out, or have another issue because her "numbers are fine."

There is also a supreme lack of information and extreme compliance to outdated standards that keep it that way, and in turn keep thyroid sufferers... well, suffering. The bottom line is that if you still feel terrible despite treatment, it might be time to consider another doctor. Keep searching for an endocrinologist who takes your symptoms seriously and is willing to work with you until you feel better.

"I only wish I listened to myself earlier and found a new doctor," says Sanderson. "There are fabulous endocrinologists out there, you just have to seek them out, and if you don't feel well, and your doctor dismisses your symptoms, find a new doctor fast. Don't ever let a doctor tell you that your symptoms are only in your head. Get a second and third, or even fourth opinion. Just don't give up."

*Danielle Sullivan, a Brooklyn-born mom of three, has worked as a writer and editor in the parenting world for more than 10 years, and was recently honored with a Gold award for her health column by the Parenting Media Association. She also writes for Babble. You can find her on her blog, Just Write Mom.*



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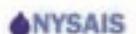


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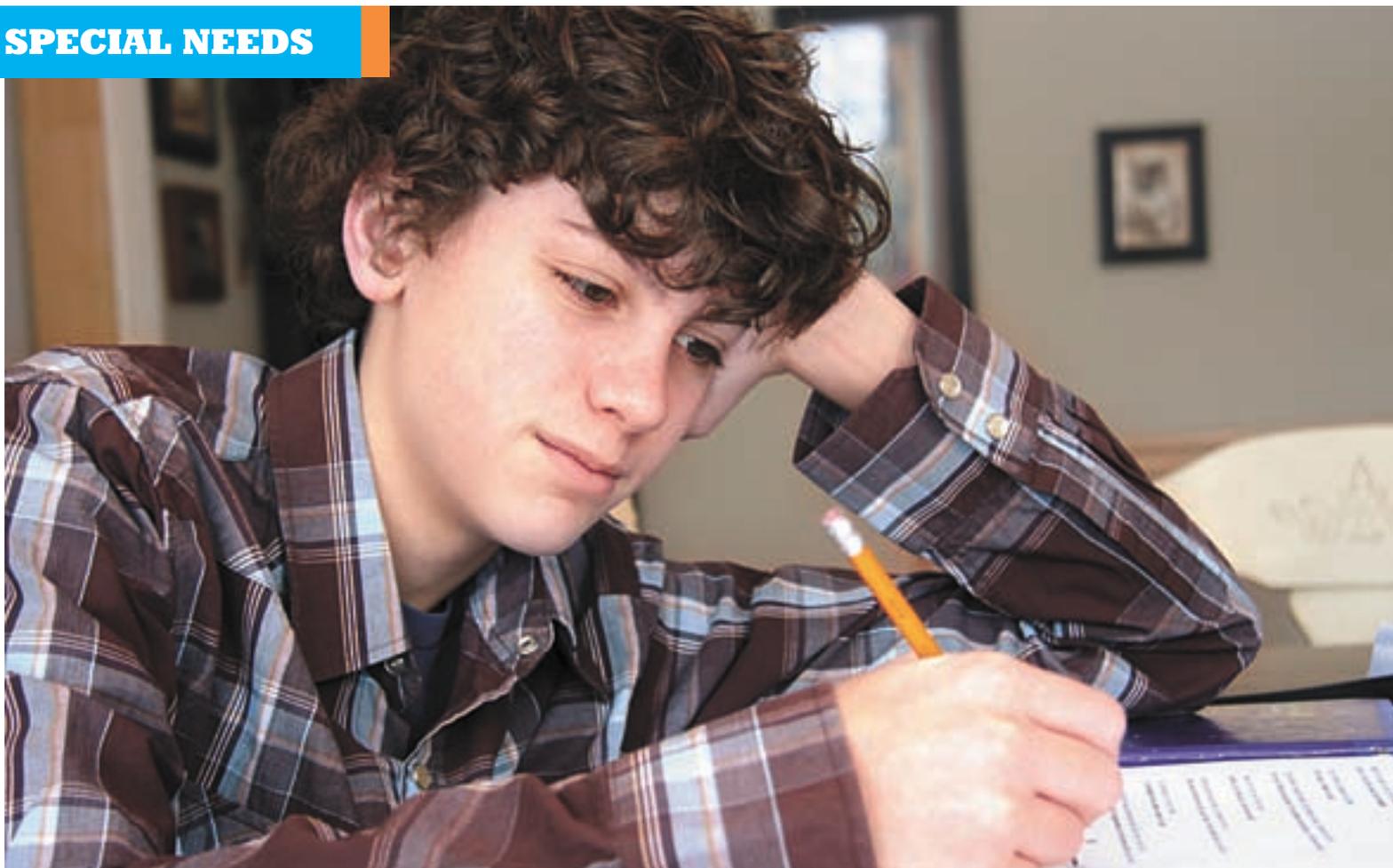
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# Dyslexia myths

Experts discover that brains can be trained to overcome this disability

BY RICHARD MANCUSO

**D**yslexia is the most common learning disability of children in this country. If you're surprised at that, it's likely because the old stereotype of a dyslexic is still pervasive — a struggling child, usually a boy, who can't read because he mixes up similar letters like “ds” and “bs.”

While that is one symptom of dyslexia, the word dyslexia simply means “poor with words” or “trouble with reading.” Up to 20 percent of our population struggles with it. The exact causes of dyslexia remain unknown, but studies show differences in the way the brain of a dyslexic person develops and functions. Just a few years ago, statistics suggested that boys are much more likely to have dyslexia than girls are. Today, we know that dyslexia affects males and females equally, but boys still tend to be diagnosed with it more often — most

likely because boys who struggle in school tend to act out in frustration, while girls often withdraw and slip through the cracks.

One of the biggest problems with the old dyslexia stereotype is that many dyslexic students go unidentified and untreated. Reading problems can turn into learning struggles, behavior concerns, and confidence issues. According to the International Dyslexia Association, “Students with dyslexia often end up feeling ‘dumb’ and less capable than they actually are.”

In actuality, people with dyslexia usually have an average or above-average IQ and are often gifted in fields that don't rely as heavily on language arts such as engineering, science, architecture, art, music, and creative design. People with dyslexia are more likely to have a family member with reading problems and a cognitive skill weakness. Cognitive skills are the underlying mental tools

we all use to reason, think, read, remember, learn, and pay attention.

“One or more weak cognitive skills can make reading and learning extremely difficult and sometimes even impossible,” says Dr. Ken Gibson, author of “Unlock the Einstein Inside: Applying New Brain Science to Wake Up the Smart in Your Child.” “If you can strengthen weak cognitive skills, quite often the struggles and learning differences disappear. Reading and learning become easy and the diagnosis and label no longer fit. Dyslexia does not have to be a lifelong condition.”

The link between dyslexia and cognitive weakness was confirmed in a 10-year study by the National Institutes of Health, which determined that 88 percent of all learning-to-read problems were caused by a weakness in one specific cognitive skill: phonemic awareness, which is the ability hear, blend, unglue, and manipulate sounds in a word.

One of the biggest problems with the old dyslexia stereotype is that many dyslexic students go unidentified and untreated.

Cognitive skills testing generally confirms that most people with dyslexia also have weaknesses in working memory, executive function, and attention. So, it's not surprising that common symptoms of dyslexia are also signs of weak cognitive skills, including but not limited to:

- Inability to sound out new or unfamiliar words
- Difficulty understanding isolated words when not in context
- Poor at distinguishing similarities and difference in words (no, on)
- Weak at letter sound discrimination (pin, pen)
- Poor comprehension
- Little enjoyment of leisure reading
- Poor spelling
- Early problems with rhyming
- Trouble following multi-step instructions
- Floundering while trying to retrieve words and relying instead on "stuff" or "things"
- Trouble learning a foreign language
- Guessing while reading or substituting similar words like "puppy" for "dog" or "food" for "fork"
- Avoiding reading aloud
- Difficulty summarizing or retelling a story
- Troubles discerning left and right
- Poor grasp of if/then analogies

As with most learning disabilities, the earlier the problem is detected, the better the prognosis. A National Institutes of Health study states that 90 to 95 percent of poor readers can be brought up to grade level if they receive effective help early.

A Florida State University study showed an 87 percent reduction of reading problems with special one-on-one training. For one semester, kindergartners received one-on-one training in sound-blending and sound-manipulating skills. Four years later, of those who had NOT been given the one-on-one training, 32 percent were reading at least two

years below grade level. Of those who were trained, only four percent had reading levels that low.

But even without early intervention, dyslexia doesn't have to be a permanent diagnosis. Studies continue to show the brain can change and improve at any age. A Carnegie Mellon University brain imaging study found that the brains of dyslexic students and other poor readers were permanently rewired to overcome reading deficits after 100 hours of intensive remedial instruction.

"This finding shows that poor readers can be helped to develop buff brains. A similar approach should apply to other skills," said neuroscientist Marcel Just, director of Carnegie Mellon's Center for Cognitive Brain Imaging and senior author of the study. "Any kind of education is a matter of training the brain."

The common key to getting those gains is intense, one-to-one training. Veteran elementary school teacher Shelly Duer turned to brain training for her own son who was diagnosed with dyslexia and ADHD at an early age.

"We tried everything to help him: specialized tutoring, school interventions, medication, and just about everything else I could find," says Duer. "Nothing really worked until we found a personalized, one-on-one brain-training program. It changed his life. Now he does better work, gets better grades, completes homework quickly and easily, and his self-esteem has skyrocketed."

Now Duer's son doesn't fit the dyslexia criteria; he's no longer "poor with words," or has "trouble with reading." That shatters the past stereotype of dyslexia, and is an important characteristic of dyslexia today — often, with the right intervention, dyslexia doesn't have to be a permanent diagnosis and lifelong label.

*Rich Mancuso owns and directs LearningRx NYC, a brain-training company in Manhattan that specializes in identifying weak cognitive skills and strengthening them through intense, one-on-one, game-like training. Across the country, more than 25,000 students have gone through LearningRx brain training and graduates now see an average IQ increase of 14.9 points.*

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# Learning disabilities and stress

Diagnosing a problem can make school a much easier undertaking

BY JANET TUBBS

**I**f you think your child has a learning disability, it may help to know that it's more common than most people think — it affects more than 3 million children between the ages of 6 and 21. It may be so slight as to be unrecognized, yet so disruptive in a child's life that he can't function as a typical child should. In addition, it's usually unrecognized by his parents and other family members who smile at his little "quirks." It's only when he's in school that his difficulties surface, and his teacher sees his abilities to spell, write or understand instructions are developmentally delayed.

You can look at your right-handed child who has broken his right arm and know immediately that he has limited ability to function fully and normally.

But a child with a learning disability is different. There's no obvious physical or mental problem that signals something is wrong, however, there are certain signposts that give a clue that there might be something going on that needs attention. For example, he has trouble with:

- Reading. He has difficulty reading and doesn't understand what he has read.

- Organization. He doesn't understand instructions or know how to organize his room, clothes, thoughts or spoken words.

- Basic principles. He doesn't understand simple math.

Learning disabilities create their own kind of stress in children that most of us can't relate to. The inability to comprehend or write what is expected is frustrating for a child who knows he has a problem but doesn't know what it is. His condition may not be diagnosed and his apparent lack of interest or effort is

attributed to being lazy, stubborn, stupid or uncooperative.

A child who can't read or write is ridiculed by his peers. He lives in a state of fear that he will be called on to perform in class. To divert the teacher, he may begin to act up — first by simply resting his head on the desk; then spinning his pencil; flipping through a book; drawing pictures; whispering; slouching at his desk; creating a disturbance by dropping books and pens on the floor; and in general, creating havoc. The attention and amusement of his classmates may be mistaken for approval, which encourages him to continue his performance.

This is similar to a child with

ADD. The big difference is that an ADD kid is bored and wants much more than the teacher can give him, so he plays the class clown, while a kid with a learning disability really wants to learn, participate and keep up with the other kids but isn't able to.

If we put ourselves in the place of a bright, energetic, perfectly normal young child who is ashamed because he can't keep up with his peers, we would better understand why he is having so much trouble in school.

Teachers, who are able to identify a learning disability, may suggest a professional who specializes in the testing and treatment of this increasingly common condition. Support groups provide parents with current information about learning disabilities, as well as comfort and reassurance.

Many children with learning disabilities have vision problems and may not realize that the printed words seem to rapidly move up and down on the page. It's no wonder this child has trouble reading. A trip to a developmental optometrist will determine if your child has this problem, and she will determine the best way of correcting it.

These doctors are specialists in learning disabilities and are able to correct this problem with colored lenses. Inquiries to optometrists, the Optometric Association in your state, or a search on the Internet will probably provide names and phone numbers of vision specialists who are familiar with this condition.

There's no cure for a learning disability. However, if therapy is started as soon as the problem is discovered, and teachers are aware of his limitations, a child's sense of worth is strengthened, and he is more willing to face the challenges of the classroom. And when he overcomes some of his fears, he gains the respect of other students, and it becomes a cycle of effort-respect-success-respect-effort-success.

*Janet Tubbs is an educational consultant who has worked with children both with and without disabilities for more than 30 years. She is the author of seven books, including "Creative Therapies for Children with Autism, Asperger's and ADD." She is the mother of four children and grandmother of eight.*

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# Good behavior

## Positively effective discipline for children with special needs

BY LAURA VAROSCAK-DEINNOCENTIIS

One of the most essential and daunting tasks for parents is practicing discipline. Parents of children with special needs have the additional challenge of implementing an appropriate discipline plan that helps their children exercise self-control without overwhelming or shaming them. Clear and consistent rules lead to feelings of safety and security. Successful discipline also promotes positive behavior and contributes to increased self-esteem, independence, respect, and confidence.

Misbehavior is a normal part of every child's growth and development. Babies act out with temper tantrums when they become more self-sufficient and understand that their actions affect others.

As they grow, children continue to test their limits for many different reasons. They may be hungry, tired, or physically uncomfortable. They may want attention. Their behavior could also reflect the need for control or clearly defined boundaries. It is the parent's job to figure out what the child needs and respond accordingly.

Disciplining special needs children requires a great deal of patience and practice. Every child is unique, and parents need to experiment with various methods before finding the best fit. Parents know their children better than anyone else and should trust their instincts. Children change over time, so what may have worked well one week may not be effective the next, so it's important to be flexible.

Parents must learn to read their children's behavior in order to develop an appropriate behavioral plan. Special needs children require attention in different areas. A majority of the time, acting out in a negative manner is their attempt at communicating a particular need. In a social setting, children may not have the ability to relate appropriately with their peers. Instead of using words to express



themselves, children may bite or hit. Parents can model the proper language and behavior to use when approaching a friend. A simple wave or "hello" can be practiced regularly until the child begins to put it into practice on his own. A parent should not apologize for her child's misbehavior but explain that he is still learning how to ask friends to play.

Empathy plays a key role in discipline, because it helps children feel

understood and encourages them to acknowledge their feelings. Figuring out the message behind children's actions may take time, but once the need is identified, it becomes much easier to deal with the behavior. For example, a child who ignores parental instruction may not be intentionally disobedient. Most special needs children have trouble focusing, especially if visual or auditory distractions are present.

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Parents must learn to read their children's behavior in order to develop an appropriate behavioral plan.

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A child's disability should never be blamed for misbehavior. Special needs children must be held accountable for their actions. They are capable individuals, despite their limitations. While adjustments need to be made to accommodate them in certain areas, it is beneficial for parents to assign developmentally appropriate responsibilities to their children.

Parents who feel their children are too sensitive for discipline are doing them a disservice. A child who does not receive consequences for his actions will likely have diminished feelings of confidence and self-control. A sense of accomplishment will help to boost self-worth and teach children to value themselves and their abilities.

Positive discipline strategies are the most effective behavior management strategies for parents. This approach involves parental modeling, as well as consistency, so that the child learns to integrate and modify his behavior on his own. When a child misbehaves, parents can offer choices instead of common negative commands such as "Don't" or "Stop." This not only redirects the child, but gives him more of a sense of control and importance. A child who is throwing toys across the room may be told, "Throwing toys is not OK, but we can throw other things that are safe and will not break. Would you like to stay inside and throw pillows or go outside and throw a ball?" Parents should also remember to acknowledge children when they engage in appropriate behavior. A smile or pat on the back is enough to show approval and encourage more positive actions.

Parents who discipline with love and attention also need to establish more serious consequences if negative behavior escalates or interferes with the safety of the child or others. Clarify rules and set boundaries before a child has the opportunity to challenge expectations. When a child misbehaves, act immediately, but remain calm. The duration and severity of a punish-

ment should relate to the degree of misbehavior.

A time out is one effective way to modify behavior. When acting out, a child should be taken to a quiet, safe place with little or no stimuli. A change of environment will help to refocus and soothe him. Before leaving the child alone, parents must clearly communicate why the child needs a time out. If he is old enough, the child may use the time to reflect on his behavior. The length of the time out should correspond with the child's developmental age (one minute per year maximum). After the time out period, parents may continue praising positive behavior.

Parents can help to reduce their children's misbehavior by anticipating difficult moments in the day. Transitions are often difficult for children. The unpredictability of change can make a child feel uneasy, even fearful. Knowing what to expect can help eliminate unnecessary stress. All children crave structure, and knowing what comes next provides comfort. Simply being aware of a daily schedule can help a child adjust between two activities (parents can make a pictorial schedule for young children).

If the day's routine is atypical, plan to surround the child with as many familiar items (favorite songs, books, toys, etc.) to help him feel as comfortable as possible in unusual circumstances.

Consistency in discipline is critical to a child's sense of well being. Sticking to rules and doling out consequences for inappropriate behavior teach all children important lessons. They not only learn right and wrong, but practice respect for themselves and others. At the same time, they become more confident, self-aware and responsible when they are held accountable for their actions. Disciplining children is often hard, especially in the heat of the moment, but successful approaches, which focus on positive behavior, reap valuable rewards.

*Teacher and freelance writer Laura Varoscak-Delnnocentiis is a regular contributor to New York Parenting Media who has won editorial awards from the Parenting Media Association. Varoscak-Delnnocentiis holds master's degrees in fiction writing, education and psychology. She lives in Bay Ridge, Brooklyn and is the proud mom of two sons, Henry and Charlie. Visit her webpage ([www.examiner.com/parenting-in-new-york/laura-varoscak](http://www.examiner.com/parenting-in-new-york/laura-varoscak)) for more articles on Brooklyn parenting.*



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# I *did* love the '80s

A dad fondly remembers his teens, but worries about his son's

BY ROBERT TROTTA

**W**hen I was a teenager back in the mid 1980s, things were a lot of fun — at least from what I remember. I enjoyed my days spent earning a solid education at John Adams High School, and I had a job working at Bob's Sneaker Corner — both of which are still standing in Ozone Park.

I wasn't into following politics on a daily basis, but I surely recall feeling that President Reagan was a man of integrity, and I listened when he spoke, because he was likeable and had a wonderful aura about him.

Boxing was truly a sport, and a guy named Mike Tyson ruled the ring. A Chicago Bear named Walter Payton was easy to root for, running on the football field with strength, determination and a lot of success.

I admired police officers and firemen. Music was not so dangerous, thanks to artists and groups like Billy Ocean, U2 and Genesis. Shows like "The Cosby Show" and "Family Ties" were

more than just shows that made me laugh. They emphasized the importance of family and the difference between a house and a home. Even four "Golden Girls" were cool.

When I was a teenager, I remember saying to myself, "Rob, don't get old. If you do, you'll sound just like every other old person who complains about how great things used to be and how things are getting worse and worse."

Well, now that I'm 41-years-old, I consider myself old. Not because I think 41 is old, but rather because I see that teenagers are up against a heck of a lot these days. In fact, it is pretty rough being a teenager in today's society. And if it's not society that is doing them wrong, then I question if many teens are helping their own cause.

Of course, this doesn't apply to every teenager, but I've noticed that too many teens today just don't seem motivated to earn that high school diploma on time. Maybe every teen who likes to sing can win on "American Idol," and maybe every teen who likes to play a sport will get drafted out of high school and play on the professional level with a huge contract. Maybe. Maybe not.

Websites such as Facebook have had an easy time luring kids away from their responsibilities, like chores and homework. (The computer also seems to have taught kids that it's hip to write just about everything in abbreviated form.) Let's not forget the fairly new crime that has found its way into our society — cyber bullying — from which some teens have taken their own lives after being terribly abused or humiliated online.

Music lyrics have gotten nastier and movies have become raunchier. Star athletes abusing steroids have tainted sports. There's a

mixed bag of good and bad television shows, but how many of today's soon-to-be-adults are watching quality programs like "Little House on the Prairie" on the Hallmark Channel?

Then, there are the idols that teens have in their lives. Question: Where are they? Who are they?

How many teenagers know who Pat Tillman's mother is? Or even who Pat Tillman is? How many genuinely want to listen to President Obama speak? For some, idols come in the form of a parent or guardian (which is a beautiful thing). But, for many, their idols are silhouettes, empty faces waiting to be occupied.

We live in such a different world today, compared to my teenage days. Too many teens are scared and pessimistic, and they have every right to be. Terrorism, parents losing their jobs, politicians creating more problems than solutions, the latest price of a Metro Card or a movie ticket, house windows being covered with steel bars...the list goes on.

My 5-year-old son, Matthew, is currently in kindergarten. I cannot wait to speak with his teacher at the next parent-teacher conference. It's important to me. It's important to my son. It's important to his teacher. I'm a teacher myself. When I sit in the classroom, waiting to meet the parents or guardians of my students, I usually see about 15 to 20. Problem is, I teach 150 high school students.

I have a lot to learn as a parent. I'm certainly not perfect, and I try to learn from my mistakes and grow. But I do know this: Matthew will never walk around with his pants halfway down to the ground. He'll have all the school supplies he needs before I buy him a new pair of Air Jordans. As for his idol? We already have that covered. It's our family cousin, Captain Thomas Farino, who served in the New York City Fire Department and sacrificed his life on 9-11 while doing his best to save others. And Matthew will continue to be exposed to many genres of music — including romantic ballads sung by Barbra Streisand and Josh Groban.

Like I said — I'm old.



The author at his 1988 graduation and with his son Matthew, 5, today.

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# Paper chase

## Tips for managing the tidal wave of school paperwork

BY DENISE YEARIAN

**E**very year, children begin bringing home a hodgepodge of school papers that, left unmanaged, can grow into a mountainous heap. To keep kids' artwork, past assignments and graded documents in check, parents may want to establish an effective paper management system. And the sooner — the better!

"The biggest problem with kids' papers is parents are sentimental and want to keep most of what their child does. But that's not practical, nor is it essential," says Kathy Schlegel, student academic coach and founder of Organized Enough Coaching and Consulting. "To keep paper clutter under control, I suggest parents toss the majority of what comes home. But retain a few

items for recordkeeping and nostalgic purposes."

Elementary School Principal Charles Sheppard agrees.

"It's a good idea to hold onto graded papers that may be in question through the end of each marking period in case there is a discrepancy on the report card and you need documentation to discuss it with the teacher," he says. "At the end of the marking period, throw away items that aren't necessary or meaningful to you. But hold onto a few really impressive pieces — stories your child has written, select artwork and papers with encouraging comments.

"Put your child's age, grade and date on the backside of these, so later, he'll have a sampling of what he did."

It may also be helpful to retain

certain records for the duration of your child's academic career.

"None of this is required by state, but sometimes things get destroyed or are missing if a catastrophe occurs," says Gail Ralph, public school records analyst. "Because of the unforeseen, parents should retain their child's report cards, battery tests and immunization records. If their child is eligible for special education, they should also maintain the past three years of individual education plans (IEPs), as well as any fact sheets that document medical evidence or his initial diagnosis."

Robin Elton says she holds on to report cards and select items for a keepsake binder she's planning to create for each of her children. Other pages are displayed and then eventually recycled.

"When papers come home from

## Manage the mounds

- Make immediate decisions. When your children get home from school, go through and discard all insignificant papers, then decide which ones to display and which, if any, to keep.

The following questions may help in the decision-making process: Is this an inventive story or unique drawing? Will it inspire my child to continue in his creativity in the future?

Is it reflective of a particular hobby or interest during this period of his life? (If so, keep only one sample.) Is this a special report with an exceptional grade or encouraging teacher comment?

Overtime, retain a few really impressive pieces, and put your child's age, grade and date on the backside, so he'll later have a sampling of what he did.

- Maintain for the marking period. Keep graded papers that may

be in question through the end of each marking period in case there is a discrepancy on the report card and you need documentation to discuss it with the teacher. Likewise,

maintain your child's attendance record to be sure it accurately reflects the numbers listed on the report card. At the end of the marking period, discard all items that are no longer needed.

- Preserve for patterns.

If your child is struggling and may need a tutor, consider keeping samples of his work to show troubling academic trends.

- Act on the unforeseen. Retain report cards, battery tests and immunization records for the duration of your child's academic career in the event of a catastrophe. If he is in a special education program, maintain at least three years of individual education plans (IEPs), as

well as any fact sheets that document medical evidence of his initial diagnosis. Upon graduation, make a copy of your student's transcript and diploma and file it away.

- Decked out for display. There are a number of ways to display items: magnetic white boards, bulletin boards, picture frames and clothes lines strung across your child's room. Let children decide which items to display. Include papers from different genres. Create a system whereby displayed pages are removed and new ones put up. As items are replaced, save only works you need or want to file away. Take photographs of treasured artwork and download them on your computer to use as a slideshow screensaver.

- Create a keepsake. Slip special papers into clear, three-hole punched sheet protectors and place them in a binder. Take photographs of artwork and either include it in the binder or make a separate photo album. Create a chronological binder to track your student through each grade. Have

him fill out a page with characteristics about each year: who his teacher is, his favorite subject, accomplishments or awards, best friends and what he wants to be when he grows up. Include a pocket folder for each year where you can store report cards and other special mementos.

- Reflect on recycling. Use blank-sided papers for making lists or other sketches. Turn large artwork into wrapping paper for boxes or use as tissue paper in bags. Place colorful designs behind framed photographs to serve as matting. Colorful artwork can be turned into greeting cards and post cards. Create notepads from random drawings that have been cut and bound with ribbon.

- Discipline of downsizing. Teach your child how to continually downsize paper piles by helping him learn which items are of true lasting value and which ones can be quickly discarded. In doing so, he will begin a life-long habit of clutter-free living that will benefit him for years to come.





school, we immediately decide what to display, what to toss and what to reuse," says the mother of three. "Each child has a bulletin board in the hallway, so art work they are particularly proud of goes there and is rotated at their discretion. Well-done schoolwork, tests and projects get posted on the refrigerator and are cleared every Sunday as part of our weekly cleaning.

"Things I really like, I'll frame and put up on the dining room wall. As artwork ultimately finds its way to the recycling bin, the artist is photographed with it and these pictures serve as a random slideshow on the computer screen."

Schlegel thinks this is a good idea.

"My whole philosophy is to keep it simple," she says. "Once items have run their display time, save only those papers you plan to create a keepsake with. Slip them into clear sheet protectors — the ones with three-hole punches — and place them in a binder. If you have a prolific artist, take photographs of treasured works and either include them in your keepsake binder or make a separate photo album. This is particularly good for large pieces that would otherwise get crumpled."

Binders can even be used to cre-

ate a chronological keepsake of your child's academic career.

"Each year, have your child fill a page with characteristics about that year: who his teacher is, his favorite subject, accomplishments or awards, best friends, and what he wants to be when he grows up. Include a pocket folder for each year

where you can store report cards and a few other special mementos," says Sheppard.

Then recycle what you can. Use blank-sided papers for making lists or other sketches. Turn large artwork into wrapping paper for boxes or use as tissue paper in bags. Place colorful designs behind framed pho-

tographs to serve as matting. Elton does this and more.

"Colorful artwork goes into a file drawer and is eventually used to create greeting cards and post cards. And scribble drawings we cut, stamp initials on the blank side, and then bind with ribbon and give as note pads to family and friends," she says.

Elton has even taught her son Jacob to put otherwise discarded artwork to literary use.

"When he was younger, he drew a lot of pictures of different birds, so I bound those pages and created a bird book, and he really liked that," she continues. "This past year at school, he started drawing a series of original Indiana Jones characters, and it carried over into the summer. Now that he's done a lot of pages, he plans to make them into a comic book."

Most important: teach your child how to continually downsize paper piles by helping him learn which items are of true lasting value and which ones can be quickly discarded. In doing so, he will begin a life-long habit of clutter-free living that will benefit him for years to come.

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

## Tips for preserving your child's work

Looking for a way to efficiently store and preserve school records? Experts offer this advice.

"At the beginning of the school year, set up a file box with hanging folders labeled for each school subject and extracurricular activity — color code it for each child," says Kathy Schlegel, student academic coach and founder of Organized Enough Coaching and Consulting. "In this box, place items that are no longer active but may need to be retained until the end of the marking period. Once grades have been verified through the report card, discard any filed papers you don't need."

At the end of the school year, Schlegel suggests moving papers you want to store permanently to

a different file box.

"This one will house school records in subsequent years," she continues. "Create a file for each of the following: report cards, battery tests and Individual Education Plans (IEP's), etc. Label each file accordingly, then put them in order with older records in the back and newer ones in the front."

Avoid storing records in attics or basements, as high humidity and heat can affect preservation.

"Items you want to preserve should be stored in a climate-controlled living area," says Randy



Goss, records preservation officer. "Place them in something that won't speed deterioration. Acid-free file boxes and folders made out of paperboard are a good option because they have an alkaline buffer to counteract acid in the paper. Another option is to purchase fireproof and water-

proof file boxes that hold 8 1/2- by 11-inch folders. If you use sheet protectors, opt for clear polyester or polyethylene. To create a keepsake, use acid-free scrapbooking materials and put them in binders."

# How to pull off the perfect party plan

Even when you're short on time, you can give your little one a great day

BY LISA J. CURTIS

**M**y four-year-old son came home from preschool a few weeks ago and announced that he wanted to have a Halloween party.

I responded with a non-committal “MMM-hmmm.”

But then he dropped the bomb, “And I’ve already invited Michael and Kyle.”

My head snapped up, and my eyes grew round as pumpkins. I realized that this soiree was already well under way. Little kindergarten and pre-K hearts might be broken if my little party animal continued to invite school chums, and we didn’t actually have a party for them to come to.

Another parent may have taken a tough love approach to this pronouncement and told him to un-invite his buddies — with a big apology! — before their heads filled with visions of dancing candy corns, candy apples and ... well... more candy.

But I, spookily enough, have party baggage. I have a sweet memory of being a little girl deciding that I wanted to have a party. Now.

I went door to door in my apartment building inviting pals to the bash that I announced was going to be held in my apartment. (It was a different era, when little girls could run around an apartment building by themselves while their mom watched their two little sisters.)

I put on the tablecloth and set each place with a cupcake wrapper filled with candy in lieu of plates of “real” food.

And then my guests started arriving, some in party dresses. And they were bearing gifts! I was delighted!

Luckily, my mother — although shocked by the stream of neighbors’ children that started to pour into our

home — was charmed that I had this crazy idea and pitched in to make the gathering a success.

Later, she did sternly explain to me that I should have made it clear to my friends and their parents that this was just a PRETEND party — and not my birthday!

Whoops!

So of course, there’s no doubt in my mind that genetics have played a role in my latest assignment as co-host of an impromptu party for the Backyardigans set. And this time around, I’m happy to take a backseat role as stage manager and let my little party planner direct the action. I was surprised — and impressed, of course — that he had already formed concrete ideas of what he absolutely had to have at his own Halloween party:

- His friends and his cousins MUST come
- A piñata filled with candy
- Candy apples
- And no grown ups (Sadly, I did have to deny him this request.)

And if you’re like me, you don’t have much extra time on your plate for the planning and implementation of a party. But life should have as many celebrations as we can shoe-horn in! And this would be my baby’s first party with FRIENDS, which ratcheted up the excitement a notch or two above the usual family birthday parties. So here are the party planning steps I followed to help us get everything done that we wanted to do — and joyfully anticipate the event together.

## Thirty days in advance

- Determine your guest list. How many are you inviting? Most experts agree that with a birthday party, you’ll want to invite the number of children that are equal to your

child’s age — plus a couple more, tops. My son is 4, but we ended up inviting eight children. That number included a few school chums (I made him stop inviting after three!) and four cousins.

- Pick your venue. With eight children, their parents, and our son’s grandparents, we thought we could manage to comfortably entertain everyone in our home and backyard. As long as we had a beautiful fall day, it was a perfect plan.

- Pick your time. Playdates and parties at this age can quickly go into a downward spiral of overstimulation and tears. So experts recommend limiting the event to a couple of hours. You’ll also want to pick the time of day that your child will get the most enjoyment out of the party, so don’t schedule it for his naptime and be surprised when he’s throwing candy apples at his cousin’s head.

- Send your invitations! Personally, perhaps because I’m in the business, I LOVE paper! The invitation conveys a lot about the event to the recipient — it will be casual or fancy or fun. You can buy them, handcraft them or design them online. If you can, send an invitation that matches the theme of your party. We sent owls with wings that opened to reveal the event details. This was another step I could enjoy with my son. After I addressed the envelopes, he put seals on the back and stamped each one.

Make sure to give all of the standard details, like what kind of party it is (example: Pool Party Birthday), where it is (address), date, time, RSVP number or email so guests can not only let you know whether or not they can come but also contact you if they have questions.

I also made sure to write on the invitation that there would be food and games outside, so parents could

dress their munchkins accordingly, and that it would be a costume party.

There are also many great websites like evite.com that enable you to easily send out a lovely invitation and easily keep track of the guest list. It's also a much more cost-effective option than purchasing invitations and stamps.

### **Two to three weeks in advance**

- Determine your menu. Are you making the food yourself? If so, plan the menu and start writing that grocery list! Because our house would be full of guests, I planned a menu with lots of make-ahead dishes that I could set out buffet style. That way, the parents could help themselves, while I entertained the kids.

Another tip for a house party is to set up a punch bowl for the adults, so you're not running around making a dozen different drinks while a child wanders out of your yard. For the same reason, I planned to fill a self-serve plastic cauldron with ice and juice boxes, chocolate milk boxes and mini water bottles for the kids.

- Prepare a game plan. You want this kids party to stand out from a regular playdate, so plan to include some games. My son had his heart set on a pumpkin piñata. We made our own, and it turned out to be an amazing bonding experience. As we both dipped our newspaper strips into the goopy flour and water paste, my son turned to me with his big brown eyes and said, "Mom, I love you." Sigh.

### **One week before**

- Make those favors! We knew we would be sending all the kids home with a party favor bag full of piñata candy, but wanted to do a little something extra to thank everyone for coming. So we made clear glycerin soaps with plastic bugs inside them. Aside from an air bubble or two, they came out looking great and could not have been easier.

- Clean and de-clutter your house — and in our case, the yard, too! If you're having the event off-site, give them a ring and let them know the number of guests and go over the party details, and ask if there's anything else you need to do. (Example: If they don't provide the cake, make arrangements to do it yourself or place an order.)



- Put some feelers out to see if you can get some additional help on party day. Can someone else take photos and video, while you play the host? Is there someone who would enjoy running one of the games?

### **Day before**

- Prepare food! Find table linens! Find serving dishes and utensils and label them. I know it sounds nerdy, but it really serves as a nice system of checks and balances. With labeled serving trays at the ready on party day, you are less apt to forget the

eggs in the fridge, because you'll have a plate on your buffet that reminds you: "deviled eggs."

- Sweep through the house and stash clutter, banish dust, run the vacuum.

- Go to bed! Try not to stay up all night fussing over every last detail. They're kids! They probably won't notice. Of course, they are also kids that have parents that are coming to your house for the first time, but try to get some shut-eye. No one wants to ring the doorbell to see a puffy-eyed grump on the other side.

### **Party day**

Get up early and get in touch with your inner Martha. You've done all you can to prepare, and now it's important to put on a big, relaxed smile.

If you're having fun, so will your guests — and your child.

*Lisa J. Curtis is the proud mother of the best son in the world. She has been the host of numerous events at the Film Society of Lincoln Center and covered innumerable bashes, balls and soirees as the arts and entertainment editor of the Brooklyn Paper for nine magical years.*

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Continued on page 26

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Continued from page 24

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# Creating a sense of 'self'

Positive  
parental  
influence on  
childhood  
individuality

BY MEAGAN J. MEEHAN

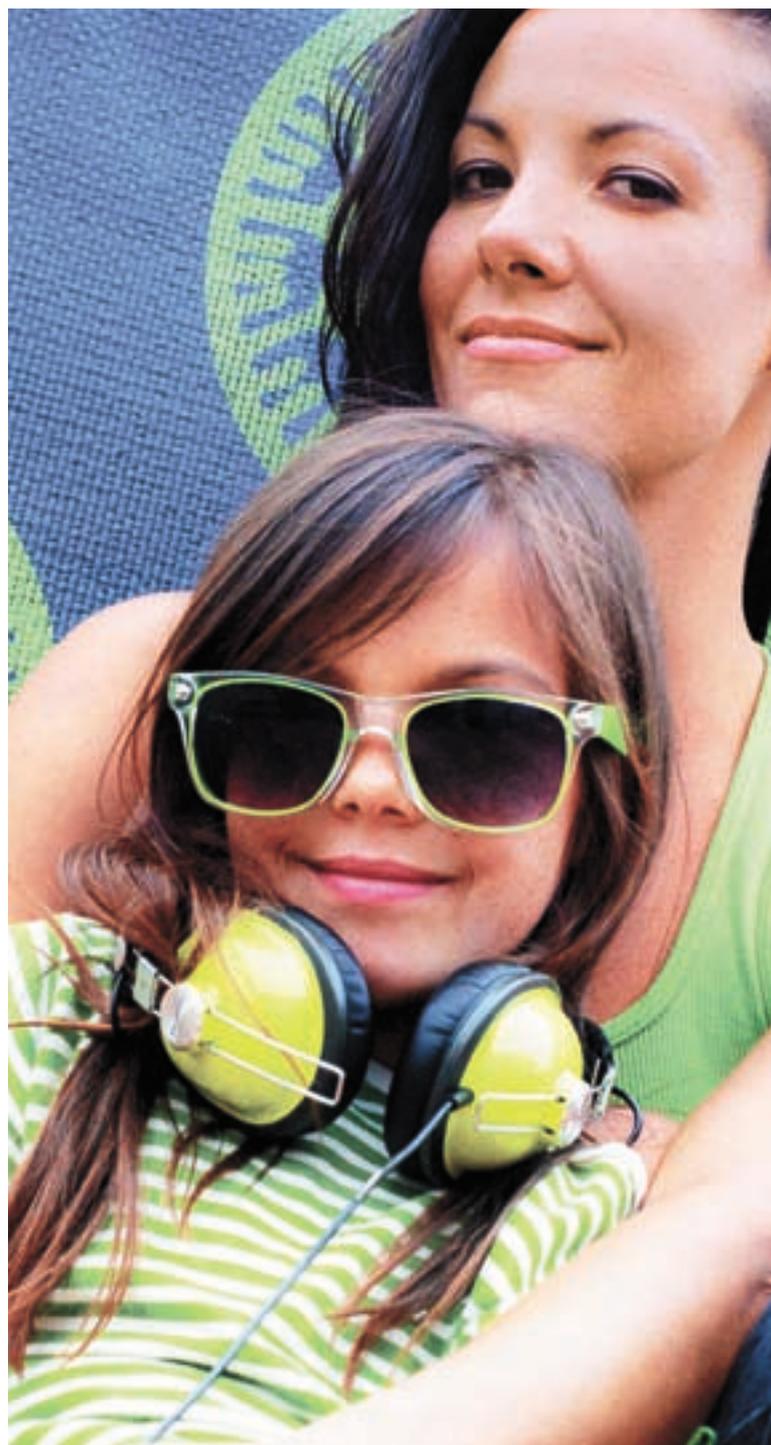
**I**ndividuality is something which can be seen in people from the very start of their lives. There are several theories within the worlds of psychological, societal, and communicative studies which help explain this phenomenon and decipher how parents and guardians can better serve the needs of each child.

One of the strongest standing theories about child development lies with the theory of Influence, notably parental influence. A parent's influence over her child's life directly impacts that child's existence and, as the child grows, it will determine how he communicates with his parents.

Influence can be positive or negative, thus it is crucial that parents create and maintain the best surroundings possible for their children to thrive in. Overwhelmingly, children who have a positive relationship with their parents are less likely to engage in risky or destructive behaviors. Notably, children from solid family foundations have a strong sense of morals. This results in good self-control and, subsequently, avoidance of dangerous situations.

So, what is the key to maintaining a good relationship with your children? The simple answer seems to be a strong, loving relationship.

Influence theory largely concerns impressions woven into a person slowly over an extended period of time. However, it can occasionally be actively observed — notably



when children are young. If a mother allows her small child to pet a dog while explaining how nice dogs are, she is influencing that child to like animals. If a father sings to his child, he is influencing the child to recognize the tune.

Influence is very much like teaching, except without any kind of curriculum-based instruction. Rather, influence helps to shape a person's personality that, in turn, leads to a mutual understanding and close bonds with those around them. In short, influence leads to closeness, which leads to good feelings and

bonds, which leads to an increase in positive reinforcement, sense of stability, and happiness.

Although influence is important, it can only be truly applied if parents appreciate a child's own personality. Thus, if a child shows a special interest in sports, parents can influence this behavior further by watching professional games with him, reading books about the subject, encouraging practice, etc. In today's technological age, there are numerous ways to motivate and develop those interests to their full potential. As long as the child genu-

Although influence is important, it can only be truly applied if parents appreciate a child's own personality.

inely enjoys the hobby — and is not being pushed to like it — parental involvement can create a strong stock of memories and feelings of acceptance.

Although some hobbies are directly influenced by parents (such as exposure to sports), other activities may be more influenced by peers or society outside the home. For example, although a parent might not have experience with designing video games, she can certainly encourage a child interested in such a field to continue his pursuit. Sometimes, simply listening to a child's interest — and reassuring him that it's acceptable to create goals set around personal, not parental, preferences — influences that child to simply be himself. And that's one of the most important messages that is too often ignored.

There are many pressures in today's world — from rigorous test-obsessed school systems to harshly judging social media — that can stifle a young person's quest for "self," conflicting with the desire to be accepted. Without a strong sense of belonging somewhere (like a family unit), a youngster is more likely to miss the opportunity to expand his mind, find new interests, and ultimately reach his full potential. Such a sense of insecurity can have extremely adverse reactions on a child's psyche. Disproportionate sense of identity (one's "self") can even cause bullying as an attempt to seek a sense of a role in society that is otherwise lacking.

Too often, basic communication issues pop up between parents and children while the children are still very young. Bonding and developing a sense of who they are versus what you, as a parent, want them to be, starts from the minute they are conceived. Mothers want their children to be healthy, so they treat their body right during pregnancy. Parents want their children to be polite, so they teach them to say "please" and "thank

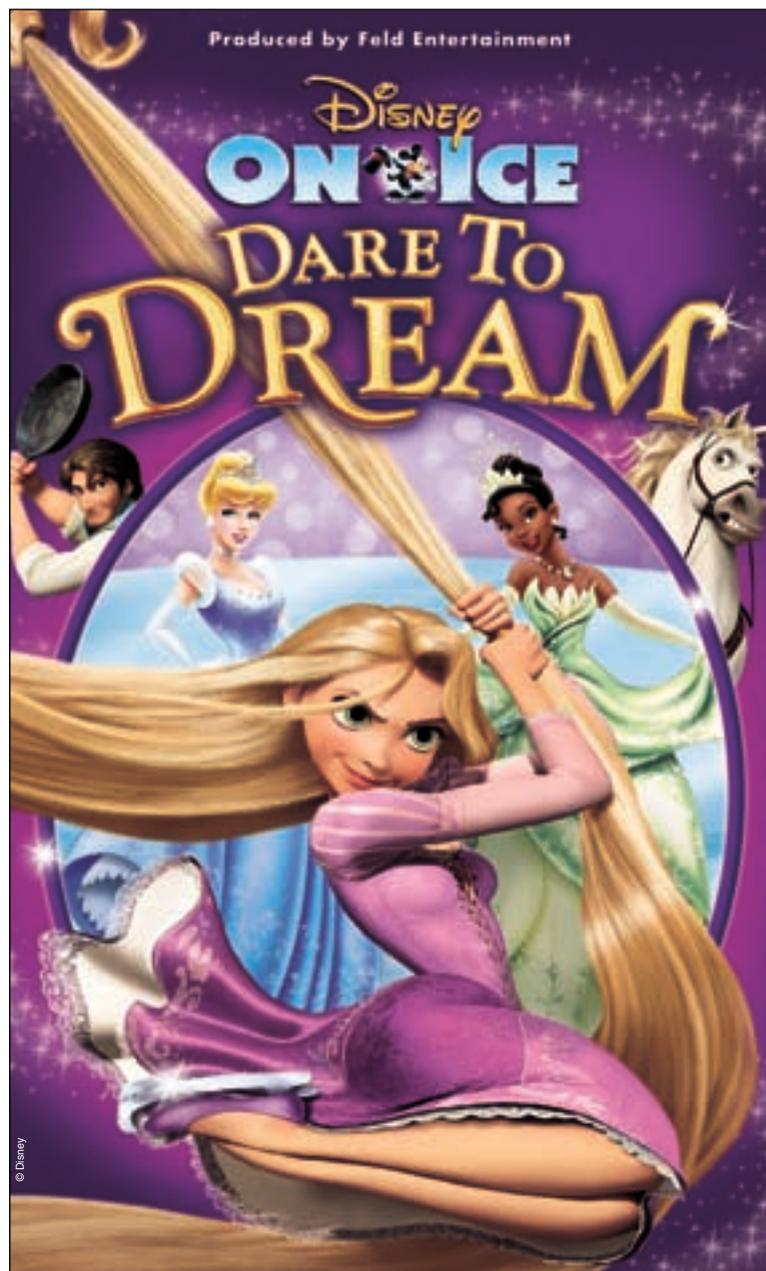
you." Parents want their kids to be smart, so they help them learn basic reading and math skills before they officially start school. We know what society expects our children to be (i.e., smart, polite) but it is too easy to get caught up in systematically training them to retain information while overlooking the chance to expand their minds in a fun and interesting way.

Although we teach children how to function, we have a tendency to ignore basic developmental concepts such as compassion and individuality. This "gap" in information can leave children struggling to define their own feelings alongside those of others. In short, children sometimes have a lesser sense of compassion simply because they have not been taught crucial social graces as effectively as specialized mathematical lessons they will most likely never use.

By simply teaching children to recite information, we are not helping them to explore the world, or teaching them to question the things in their surroundings, which is the key to actually gaining knowledge. To really master something, we have to take an interest in it. The only way to know what we truly enjoy is to be exposed to numerous elements and be influenced to embrace our interests from an early age.

Examples of expansive learning resources that parents can utilize are books, television shows, and family-oriented events that focus on various topics. Libraries are packed with books for children about everything from fictional stories to arts-and-crafts instructions. Any parent who has ever sat down to watch an episode of "Sesame Street" will note how every episode focuses on various subjects. Websites and iPhone apps even include age-appropriate, multi-content, educational games which children enjoy.

We are fortunate to live in New York where there are literally hundreds of places to go and things to do. A look through local newspapers (or online sources, such as NYparenting.com) will supply ample leads to dance classes, music lessons, theater, and a myriad of other nearby attractions to influence a child's natural curiosity (and bond with him at the same time). By exposing him to all the good things life has to offer, we help him see how big and diverse and wonderful the world is.



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<b>NOV. 16 - 20</b>		Wed. NOV. 16 7:30 PM*	Thu. NOV. 17 7:30 PM	Fri. NOV. 18 7:30 PM	Sat. NOV. 19 11:00 AM 3:00 PM 7:00 PM	Sun. NOV. 20 1:00 PM 5:00 PM
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## NEWBIE DAD

BRIAN KANTZ

# Parade, football, turkey, & tradition

**S**o, we're hosting Thanksgiving at our house. We didn't intend to, but about a month or so ago, my dad called up and said, very matter-of-factly, "Hey, let's have Thanksgiving at your place this year." And with that simple declaration, my dad invited himself, my mom, and the rest of the immediate family — about 20 people altogether — over. I'm thrilled that he did. It's going to be fun.

Thanksgiving is one of my favorite holidays, and my wife and I have hosted it only once — that's right, only once — in the 14 years that we've been married. That one occa-

sion was marked by what I still refer to as the "fastest Thanksgiving dinner ever." I still remember it clearly:

We took extra special care to dress up the dining room table. We prepared a glorious meal. We said grace. And then, our oldest son, who was 2 at the time, ate one small bite of turkey, a mouthful of mashed potatoes and...that was it. He was done. Which would have been fine if he had been able to sit tight at the table for another 45 minutes while everyone else savored dinner. Instead, he wailed, screamed, and squirmed in his chair. And wailed and screamed some more. Being a relatively new parent — and not wanting our guests' meals to be ruined by the awful racket — I escorted the boy out of the room and played with him until dessert. What a sucker I was. I had to heat up my dinner in the microwave later.

Beyond that isolated incident, though, I recall many great Thanksgivings. Or, to be more precise, I have a complete memory of all great "Thanksgivings past." They all run together. That's because Thanksgiving, more than any other holiday, I think, is so wonderfully formulaic. It has a reliable schedule of events that endures from year to year without variation. That's what I like about it. You know what to expect.

In fact, here's Thanksgiving from every year of my childhood: wake up, watch the Macy's Thanksgiving Day Parade while eating breakfast (and desserts that were "supposed to be for later"), watch "King Kong," watch the first quarter of the Lions game, get dressed, go outside and clean the gutters, then play in our own Turkey Bowl football game, sit down for dinner and dessert, and catch the end of the Cowboys game while falling asleep on the couch. Ah yes, a perfect day for a boy.

You probably noticed a few interesting things in that little synopsis.

First: "King Kong?" Yes, "King

Kong." Don't ask me why, but when I was a kid growing up in Cleveland, Ohio, one of the local television stations always aired "King Kong" on Thanksgiving Day. It became a tradition. And we're talking the original "King Kong" here. No remakes. The real deal from 1933. Boats sailing through the fog toward the mysterious Skull Island. Fay Wray screaming like no one has ever screamed before or since. And a beast that couldn't be contained by mere steel shackles while on display at a New York City concert hall. It scared the stuffing out of us — and we hadn't even eaten the stuffing yet.

Second: clean the gutters? Yes, my dad is German, and what would a day off from work be without a little work around the house? I'd shimmy up the ladder and clean the leaves out of the gutters while he held the ladder. Half-an-hour later, it was Turkey Bowl time.

Third: that much football? Of course! We were boys — and watching grown men tackle each other on TV could only lead to one thing: going outside and tackling each other in the backyard, which usually led to tears, screaming, name calling, pushing, shoving, and hot-dogging.

As a grown-up, some things haven't changed. I still watch the parade on TV, while eating desserts that were "supposed to be for later." I still catch parts of the Lions and Cowboys games. And I still toss around the old pigskin in the yard.

What has changed is this: rather than casually thinking, like I did as a kid, that I was thankful for football and food, I now take the "thanks" part of Thanksgiving much more seriously. I am thankful for the health of my family. I am thankful that we have the means to host a nice dinner. And I'm thankful that we'll be seeing that family all together at our house.

*Brian Kantz highly recommends that you rent the original "King Kong" and make it your new Thanksgiving tradition. Kantz can be reached at [thenewbie-dad@yahoo.com](mailto:thenewbie-dad@yahoo.com).*





## PARENTS HELPING PARENTS

SHARON C. PETERS, MA

# Son wants a tattoo

**Dear Sharon,**

Our son is 13, and he's driving us crazy. He's into heavy metal music, and now, he wants to have his body tattooed and pierced.

So far we have managed to keep this from happening.

Are we doing the right thing? What do you suggest?



**Dear Parents,**

It is common and important for 13-year-olds to claim their right to "be themselves," but it is equally important for parents and others to share guidance, information and long-range perspectives that teens often need to grow into healthy and happy adults.

Many parents are "driven crazy" by their teens, and it is often extremely challenging to know how, when and if to communicate ideas about tattoos, piercing and many other issues.

Here are some tips that might help as you sort this through.

I often mention in this column that it is very useful for moms and dads to set aside plenty of time to "hang out," have fun and connect with their adolescents before broaching complicated topics like piercing and tattoos. Some parents I know have found it helpful to spend time with their teens, listening to and learning about heavy metal and other kinds of music, so that they can understand their child's interest from a more knowledgeable and less condescending point of view.

If parents have managed to ac-

complish this or have a communicative relationship with their 13-year-old, then it is useful for them to remember that most teens, like many of us when we were young, can have a hard time focusing on the future consequences of their decisions, are susceptible to peer and social pressures, and can't see that current trends may not be permanent.

Because of these and other factors, ongoing talks between teens and parents can be invaluable. Of course, they can also easily turn into "power battles."

It can lessen tension if moms and dads try and avoid stern messages or lectures, as these common and understandable approaches often end with young people "tuning out," becoming defiant, or arguing about parental tone, rather than thinking through the topic at hand.

Even if a parent/child relationship is on solid footing and conversations are a relatively easy exchange of ideas, teens don't usually say "thanks Mom and Dad" when a parent tells them "no" or to wait a while before trying something they want to do.

It is usually not easy for parents to listen to upset children of any age, but I believe it is important for parents to trust their judgment and share their point of view.

Most 13-year-olds are not ready

to make independent decisions about things that will affect their appearance or lives for a long time. I believe that piercing, tattoos and many other things fit into this category.

The internet has helped many parents I know find information about the long-term consequences of tattoos and piercing. I did a quick search preparing for this column and discovered some fairly worrisome health repercussions for both.

If parents can share specific information that they have gathered in a gradual and thoughtful manner — communicating that they have their young one's best interest at heart, rather than simply "holding forth" about what's right and wrong — it can make a difference.

It is also important to remember that many adults juggle challenges like the ones you describe, and those I know who have spoken to other parents and school or medical personnel that they trust, have received concrete assistance and helpful voices from outside the immediate family that have been useful to young people and parents as they navigated these issues.

Making decisions that might affect a child's long-term future usually takes time and effort to sort through.

I am glad your son has agreed to listen to you — at least for now.

Sharon C. Peters is a mother and director of Parents Helping Parents, 669 President St., Brooklyn (718) 638-9444, [www.PHPonline.org](http://www.PHPonline.org).

If you have a question about a challenge in your life (no issue is too big or too small) e-mail it to Dear Sharon at [SWeiss@cnglocal.com](mailto:SWeiss@cnglocal.com).



## GOOD SENSE EATING

CHRISTINE M. PALUMBO, RD

# Hiding the veggies?

**W**hen children are less than stellar vegetable eaters, mothers tend to worry. And scheme. Moms may plot elaborate strategies of how to incorporate veggies into their children's diets.

Yet this practice remains controversial. The debate made headlines several years ago when two bestselling books, written by Missy Chase Lapine and Jessica Seinfeld, promoted the concept of stealth nutrition. Both authors advocated adding vegetable purees into such foods as macaroni and cheese, quesadillas, deviled eggs and even chocolate cake.

But this raises questions of trust. If Mom — and let's face it, it's nearly always Mom who does this — is doctoring recipes undercover, what else is she doing on the sly?

Ellie Krieger, a registered dietitian and Food Network host of "Healthy Appetite," weighs in on the topic.

"I think a parent should use every tool in their tool box to expose kids

to vegetables and to 'amp up' the nutritional value of their children's meals in a way that is delicious," she says. Krieger, whose latest book, "Comfort Food Fix," recommends a balanced approach. While she approves of sneaking veggies into kids' meals, she says "it should not be your main philosophy. Use it as part of your repertoire."

A new study in the American Journal of Clinical Nutrition found a positive impact in adding pureed vegetables to children's meals. Researchers from Penn State University served veggie-enhanced entrees to 39 children for breakfast, lunch and dinner.

Pureed broccoli, cauliflower, squash, zucchini and tomatoes were added to zucchini bread, pasta with tomato sauce and chicken noodle casserole. The children consumed twice as many vegetables over the course of a day and didn't seem to notice.

Food companies are starting to

pay attention. Over the summer, Kraft introduced a macaroni and cheese with freeze-dried, pulverized cauliflower.

Krieger recommends exposure and education.

"One of the ways to get your child to really develop over the long term is to expose them to all different kinds of foods in all of its different shapes and textures and glories. You want to ultimately raise people who love vegetables and who will go to the store and buy them." Krieger espouses the concept of "seeing food as a great adventure."

She enjoys bringing her 9-year-old daughter to the farmers market where she lets her pick anything she wants.

"It gives her carte blanche freedom," says Krieger. "The control is in her hands. I feel it's been remarkably successful." Her daughter also spends time in the kitchen where she's involved in food prep. "If she saw me cooking a dish by integrating some vegetable puree, I wouldn't hide it."

As Barbara Rolls, author and chair of nutritional sciences at Pennsylvania State University, stated in an interview, "Regarding children, some people argue that hiding vegetables in foods is deceptive and that doing so suggests that whole vegetables are not acceptable. But I don't agree. Parents modify recipes all the time." She points to the well-accepted practice of replacing oil with applesauce in cake batter.

My take on this? Until your child's taste buds mature enough to accept some of the complex flavors of certain vegetables, it's perfectly acceptable to "improve" recipes on the sly. But keep offering identifiable vegetables with meals and snacks.

As Krieger says, "If you know they love mango, maybe you'll want to serve a mango carrot salad. Integrate it with familiar tastes. It's not just a plate of carrots."

*Christine M. Palumbo, RD, practices nutrition in Naperville, Ill. She is looking for ideas to sneak kale into her husband's diet. Contact her at [Chris@ChristinePalumbo.com](mailto:Chris@ChristinePalumbo.com) or follow her on Facebook at Christine Palumbo Nutrition.*

## Skillet mac and cheese

Serving mac and cheese in the skillet it's baked in amps up the homey, comfort factor. The secret ingredient in this bread crumb-topped beauty is the finely chopped cauliflower that blends in subtly with the pasta. Using three different cheeses guarantees maximum flavor and meltability. (Makes six 1¼ cups servings)

### INGREDIENTS:

- 2 cups 1-inch wide cauliflower florets
- 1 ¼ cups Light-and-Crisp whole wheat bread crumbs
- 3 Tbsp. freshly grated Parmesan cheese
- 2 tsp. olive oil
- 3 cups cold low-fat (1%) milk
- 3 Tbsp. all-purpose flour
- 1 ¼ cups shredded, extra-sharp cheddar cheese (5 ounces)
- ¼ cup shredded Gruyere cheese (1 ounce)
- 2 tsp. mustard powder
- ¾ tsp. paprika
- ½ tsp. salt



- ½ tsp. freshly ground black pepper
- ¼ tsp. cayenne pepper
- 6 ounces (1 ½ cups) whole-grain elbow macaroni cooked for 3 minutes less than the package directions (about 3 cups cooked)
- Nonstick cooking spray

**DIRECTIONS:** Preheat the oven to 375 degrees. Place the cauliflower into a steamer basket fitted over the pot, cover and steam until just tender, about 5 minutes. Finely chop the

steamed cauliflower. In a small bowl, combine the bread crumbs, Parmesan and oil. In a large saucepan, whisk together the milk and flour until the flour is dissolved. Whisking constantly, bring the mixture to a gentle boil over medium heat. Reduce the heat to medium low and simmer until mixture thickens slightly, two to three minutes. Stir in the cheddar, Gruyere, mustard, powder, paprika, salt, black pepper and cayenne pepper. Whisk until the cheeses are melted and the mixture is smooth, one to two minutes. Add the chopped cauliflower and macaroni and stir until well coated.

Spray an ovenproof, 10-inch high-sided skillet with cooking spray. Pour the mixture into the prepared skillet. After sprinkling with the bread crumb mixture, place on a baking sheet and bake until top is browned and the cheese is bubbly, 35 to 40 minutes.

**NUTRITION FACTS:** 360 calories; 14 g total fat (8 g sat. fat, 4.7 g mono. fat, 0.8 g poly. fat); 20 g protein; 40 g carbs; 5 g fiber; 40 mg cholesterol; 540 mg sodium.

Used with permission from "Comfort Food Fix" by Ellie Krieger (Wiley, 2011).

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# Going Places

## LONG-RUNNING

**Big Apple Circus:** Lincoln Center, 62nd St. between Amsterdam and Columbus avenues in Manhattan; (888) 541-3750; [www.bigapplecircus.org](http://www.bigapplecircus.org); Sundays and Mondays, 10 am–6 pm, Tuesdays – Saturdays, 10 am–8 pm, Now – Sun, Jan. 8, 2012; \$15–\$95.

The Big Top returns featuring the Flying Cortes, magician Scott Nelson and Muriel Brugman, aerialist Anna Volodko and the mistress of the horses Jenny Vidbel on her fiery Arabian and pet pooches.

**“White”:** The New 42nd Street Studios, 229 W. 42nd St. at Seventh Avenue in Manhattan; (646) 223-3010; Thursdays, Fridays and Sundays, 12:30 pm, Saturdays, 12:30 and 2:30 pm, Now – Sun, Nov. 13; \$20 (\$14 members).

Cotton and Wrinkle care for their orderly world and keep it color free, but then colors make a surprise visit. Recommended for children 2 to 5 years old.

**Career and college workshops:** Central Library, 89-11 Merrick Blvd.; (718) 990-0700; [www.queenslibrary.org](http://www.queenslibrary.org); Tuesdays and Thursdays, 3–5 pm, Now – Thurs, Dec. 8; Free.

Teens get information on how to succeed in high school and prepare for college.

**Book buddies:** Bayside Public Library, 214-20 Northern Blvd. at 215th Street; (718) 229-1834; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 4 pm, Now – Fri, Nov. 25; Free.

Children in kindergarten through third grade read books with a teen buddy.

**Game players club:** Hillcrest Public Library, 187-05 Union Tpke at 188th Street; (718) 454-2786; [www.queenslibrary.org](http://www.queenslibrary.org); Fridays, 4 pm, Now – Fri, Nov. 25; Free.

Card games and board games. For children 6 to 14.

**Story time:** Barnes & Noble, 176-60 Union Tpke. (718) 380-7077; Saturdays,



## Original big bird

**“L**et’s Talk Turkey” on Nov. 19 introduces 3 and 6 year olds to the majestic gobbler with fun, hands-on activities, including writing with a quill and feather zipping (or, preening). Children also meet some live, feathered and not-feathered friends, sing songs, take a nature walk, and

10:30 am, Now – Tues, Dec. 6; Free.

Listen to a new author each week with a suitable craft project.

**Arts and crafts:** Lakeshore Learning Store, 2079 Hillside Ave. at Marcus Avenue; (516) 616-9360; [mgermain@lakeshorelearning.com](mailto:mgermain@lakeshorelearning.com); [www.lakeshorelearning.com](http://www.lakeshorelearning.com); Saturdays, 11 am – 3 pm, Free.

Children 3 and up create fun projects.

**Farmers market:** New York Hall of Science, 47-01 111th St., between Avenue of Science; (718) 699-0005 ext. 353; [www.nyscience.org](http://www.nyscience.org); Sundays, 10 am–4 pm, Now – Sun, Nov. 13; Free.

Fresh food and fresh ideas.

**Fledglings:** Alley Pond Environmental

Center, 228-06 Northern Blvd.; (718) 229-4000; [www.alleypond.com](http://www.alleypond.com); Mondays, 9:30 – 11 am, Tuesdays, 11:15 am–12:15 pm, Now – Mon, Dec. 19; \$221 (\$247 for non-members; for full series).

*Alley Pond Environmental Center [228-06 Northern Blvd. at Cross Island Parkway in Douglaston, (718) 229-4000]. For more info, visit [www.alleypond.com](http://www.alleypond.com)*

Center, 228-06 Northern Blvd.; (718) 229-4000; [www.alleypond.com](http://www.alleypond.com); Mondays, 9:30 – 11 am, Tuesdays, 11:15 am–12:15 pm, Now – Mon, Dec. 19; \$221 (\$247 for non-members; for full series).

Children 3 to 4 years old take nature walks, create craft projects and pet APEC’s animals. Snack included; must be toilet trained. Pre-registration required.

**Story time:** Barnes & Noble, 176-60 Union Tpke.; (718) 380-7077; Tuesdays, 10:30 am, Now – Tues, Dec. 13; Free.

Listen to a new author each week with a suitable craft project.

**Crafts and history:** Long Island Children’s Museum, 11 Davis Avenue on Long Island; (516) 224-5800; [www.licm.org](http://www.licm.org); Wednesday, Nov. 9, 2:30 pm;

## Submit a listing

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

All you have to do is send your listing request to [calendar@cnglobal.com](mailto:calendar@cnglobal.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!

Thursday, Nov. 10, 2:30 pm; Tuesday, Nov. 15, 2:30 pm; Wednesday, Nov. 16, 2:30 pm; Thursday, Nov. 17, 2:30 pm; Friday, Nov. 18, 2:30 pm; Tuesday, Nov. 22, 2:30 pm; Wednesday, Nov. 23, 2:30 pm; Tuesday, Nov. 29, 2:30 pm; Wednesday, Nov. 30, 2:30 pm; Free with museum admission.

Children learn about the Thanksgiving feast and make a Pilgrim napkin holder.

**Knights of Queens:** Queens Village Public Library, 94-11 217 St. at 94th Avenue; (718) 776-6800; [www.queenslibrary.org](http://www.queenslibrary.org); Wednesdays, 3:30 pm, Now – Wed, Nov. 30; Free.

Children 6 to 16 learn how to play chess or hone up on their skills.

**Rec room:** Steinway Public Library, 21-45 31 St. at 21st Avenue; (718) 728-1965; [www.queenslibrary.org](http://www.queenslibrary.org); Wednesday, Oct. 26, 4 pm; Wednesday, Nov. 2, 4 pm; Wednesday, Nov. 9, 4 pm; Wednesday, Nov. 16, 4 pm; Wednesday, Nov. 23, 4 pm; Wednesday, Nov. 30, 4 pm; Free.

Open house style for teens to play games, do arts and crafts or hang with friends.

**Chess club:** Auburndale Public Library, 24-55 Francis Lewis Blvd. at 24th Road; (718) 352-2027; [www.queenslibrary.org](http://www.queenslibrary.org); Weekdays, 3:30 pm, Fri, Nov. 4 – Wed, Nov. 30; Free.

Learn new skills or perfect your game with chessmaster Paul.

**Literacy for Kids:** Windsor Park Public Library, 79-50 Bell Blvd. at 73rd Avenue; (718) 468-8300; [www.queenslibrary.org](http://www.queenslibrary.org); Monday, Oct. 24, 6:30 pm;

# Going Places

Monday, Nov. 7, 6:30 pm; Free.

Children in grades three to five learn how to find books and do research in the library.

**Christmas Show:** Radio City Music Hall, 1260 Ave. of the Americas between 50th and 51st streets in Manhattan; (212) 247-4777; [www.radiocity.com](http://www.radiocity.com); Daily, check for times, Fri, Nov. 11 – Mon, Jan. 2, 2012; \$45-\$125.

The world famous Rockettes, new music, dazzling new costumes and state-of-the-art technology make this year's show the greatest ever. And of course a visit from the jolly old elf himself, Saint Nick.

**Holiday train show:** New York Botanical Garden, 200th St. and Kazimiroff Blvd. in the Bronx; (718) 817-8700; [www.nybg.org](http://www.nybg.org); Tuesdays – Sundays, 10 am–6 pm, Sat, Nov. 19 – Mon, Jan. 16, 2012; \$20 (\$18 seniors and students; \$10 children).

The annual event features model trains that zip over bridges and past replicas of New York landmarks. (Closed on Nov. 24 and Dec. 25).

**Gingerbread Adventure:** New York Botanical Garden, 200th St. and Kazimiroff Blvd. in the Bronx; (718) 817-8700; [www.nybg.org](http://www.nybg.org); Daily, 10 am–6 pm, Sat, Nov. 19 – Mon, Jan. 16, 2012; \$20 (\$18 seniors and students; \$10 children).

Children explore the spices that make up a classic gingerbread recipe.

## SAT, NOV. 5

**Engineering workshop:** The Skyscraper Museum, 39 Battery Pl. at First Place in Manhattan; (212) 945-6324; 10:30–11:45 am; \$5 (Free for members).

Children 8-15 years old learn about the basic principles of elevators, how they made skyscrapers possible and then create a pulley system of their own.

**Wild-life adventure:** Queens County Farm Museum, 73-50 Little Neck Pkwy. (718) 347-3276; [www.queensfarm.org](http://www.queensfarm.org); 11 am–4 pm; \$9.

Birds, bugs and frogs, oh my. Children also enjoy a hay ride, pony ride and goat feeding.

**Autumn festival:** Long Island Children's Museum, 11 Davis Ave. on Long Island; (516) 224-5800; [www.licm.org](http://www.licm.org); Noon–4 pm; Free with museum admission.

Children celebrate Tet-Trung Thu and make a Vietnamese lantern, dragon puppet and face painting.



## The science of golf

**I**t's a birdie, an eagle and a spaceship? Yes, it's all that and more. It's "Rocket Park Mini Golf"! Children will putt themselves through nine fantastic holes at the New York Hall of Science and learn a thing or two about spaceflight, too. What better way to exercise your mind and body than weaving your way through spaceships, planets and sand traps? The mini course is open now through Dec. 31

(weather permitting, of course) on Fridays, Saturdays and Sundays.

Admission is \$6 for adults, \$5 for children and seniors, plus admission to the museum. Hours are Fridays, 2–5 pm, Saturdays and Sundays, 10 am–6 pm.

*New York Hall of Science [47-01 111th St. at Avenue of Science in Corona, (718) 699-0005 ext. 353]. For more info, visit [www.nyscience.org](http://www.nyscience.org).*

**Pajama party:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street; (212) 415-5500; [www.92y.org](http://www.92y.org); 5–7 pm; free.

Children come in pjs and celebrate havdalah, sing and munch on health snacks.

**"Annie Get Your Gun":** Bay Terrace Jewish Center, 13-00 209th Street; (718) 428-6363; 8 pm; \$20 (\$18 seniors; Free for children 12 and under).

Presented by the Theatre by the Bay performers.

## SUN, NOV. 6

**The Suzi Shelton Band:** 92Y Tribeca, 200 Hudson St. at Vestry Street; (212) 601-1000; <http://>; 11 am; \$15.

Children's rock and roll concert.

**Wild-life adventure:** 11 am–4 pm. Queens County Farm Museum. See Saturday, Nov. 5.

**Autumn festival:** Noon–4 pm. Long Island Children's Museum. See Saturday, Nov. 5.

**"From Tent to Temple":** Children's Galleries for Jewish Culture, 515 W. 20th St. between 10th and 11th avenues in Manhattan; (212) 924-4500; [www.cgjc.org](http://www.cgjc.org); 2–5 pm; \$8, \$35 for annual family membership.

Build a model of an ancient mud house.

**"Annie Get Your Gun":** 3 pm. Bay Terrace Jewish Center. See Saturday, Nov. 5.

## MON, NOV. 7

**Boys workshop:** Cambria Heights Public Library, 218-13 Linden Blvd. between 218th and 219th streets; (718) 528-3535; [www.queenslibrary.org](http://www.queenslibrary.org); 4 pm; Free.

Lorenzo Steele inspires and motivates middle schoolers by discussing gangs, conflict resolution and how to confront bullying.

**Ecology workshop:** Broadway Public Library, 40-20 Broadway at Steinway Street; (718) 721-2462; [www.queenslibrary.org](http://www.queenslibrary.org); 4 pm; Free.

Teens create and play games that focus on ecology and the environment and organize a Go Green campaign.

## TUES, NOV. 8

**Support group:** Community Presbyterian Church, 1843 Deer Pk. Ave. at Lake Avenue; (631) 383-5542; [pca-longisland@gmail.com](mailto:pca-longisland@gmail.com); 7:30 pm; Free.

PCA offers counseling for children who have a parent, sibling or loved one who is incarcerated.

## WED, NOV. 9

**Ecology workshop:** Astoria Public Library, 14-01 Astoria Blvd. at 14th Street; (718) 278-2220; [www.queenslibrary.org](http://www.queenslibrary.org); 3:30 pm; Free.

Teens create and play games that focus on ecology and the environment and organize a Go Green campaign.

## THURS, NOV. 10

**Ecology workshop:** 3:30 pm. Astoria Public Library. See Wednesday, Nov. 9.

## SAT, NOV. 12

**Craft fair:** St. Ursula Center, 186 Middle Rd. at Blue Point Avenue; (631) 363-2422 X2060; [info@tildonkrusuline.org](mailto:info@tildonkrusuline.org); 9 am–4 pm; Free.

Presented by the Ursuline Sisters, home made crafts, baked goods, raffles and more.

*Continued on page 36*

# Going Places

Continued from page 35

**"Cinderella":** Florence Gould Hall, 55 E. 59th St. between Park and Madison avenues in Manhattan; (800) 982-2787; [www.nytb.org](http://www.nytb.org); 11 am, 1 and 3:30 pm; \$25 (\$20 children).

Presented by the New York Theatre Ballet.

**Wild-life adventure:** 11 am–4 pm. Queens County Farm Museum. See Saturday, Nov. 5.

**"Annie Get Your Gun":** 8 pm. Bay Terrace Jewish Center. See Saturday, Nov. 5.

## SUN, NOV. 13

**Brady Rymer and the Little Band that Could:** 92Y Tribeca, 200 Hudson St. at Vestry Street in Manhattan; (212) 601-1000; <http://www.bradyrymer.com>; 11 am; \$15.

R&B rock for children.

**"Cinderella":** 11 am, 1 and 3:30 pm. Florence Gould Hall. See Saturday, Nov. 12.

**Wild-life adventure:** 11 am–4 pm. Queens County Farm Museum. See Saturday, Nov. 5.

**"Jewish Immigration to America":** Children's Galleries for Jewish Culture, 515 W. 20th St. between 10th and 11th avenues in Manhattan; (212) 924-4500; [www.cgjc.org](http://www.cgjc.org); 2–5 pm; \$8, \$35 for annual family membership.

Explore daily life for early migrants.

**Poetry night:** Central Library, 89-11 Merrick Blvd. (718) 990-0700; [www.queenslibrary.org](http://www.queenslibrary.org); 2 pm; Free.

With Michael Alpinier.

**"Annie Get Your Gun":** 3 pm. Bay Terrace Jewish Center. See Saturday, Nov. 5.

## MON, NOV. 14

**Relationship workshop:** Pomonok Public Library, 158-21 Jewel Ave. at Parsons Boulevard; (718) 591-4343; [www.queenslibrary.org](http://www.queenslibrary.org); 4 pm; Free.

Peer leaders discuss with teens healthy relationships and signs of a harmful one.

**Ecology workshop:** 4 pm. Broadway Public Library. See Monday, Nov. 7.



## Bird is the word

**D**o they really have happy feet? Find out at the Penguin Encounter, a 45-minute, interactive program that allows you to get up close and personal with a real, live African penguin. Children learn from experts how these fine, feathered friends eat, live, feel and how the staff care for them. Children under 12 must be accompanied by an adult, and tots younger

than 5 years old are not admitted. Admission to the program is \$50 (\$45 for members) plus admission to the museum, and runs Wednesdays through Saturdays through Dec. 31 at 11 am, 1:30 and 3:30 pm.

*Long Island Aquarium & Exhibition Center [431 E. Main St. at Ostrander Avenue in Riverhead, (631) 208-9200]. For more info, visit [www.longislandaquarium.com](http://www.longislandaquarium.com).*

## TUES, NOV. 15

**Jeopardy challenge:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); 4 pm; Free.

Teens test their trivia skills.

**Ecology workshop:** Steinway Public Library, 21-45 31 St. at 21st Avenue; (718) 728-1965; [www.queenslibrary.org](http://www.queenslibrary.org); 4 pm; Free.

Teens create and play games that focus on ecology and the environment and organize a Go Green campaign.

## WED, NOV. 16

**Turkey drive:** Bethpage Federal Credit Union, 899 S. Oyster Bay Road on Long Island; (631) 427-1713; 7 am–6 pm; Free.

The food drive benefits Island Harvest, a hunger relief organization. Participants may donate turkeys and holiday dry goods.

## THURS, NOV. 17

**Arts and crafts:** Hillcrest Public Library, 187-05 Union Tpke at 188th Street; (718) 454-2786; [www.queenslibrary.org](http://www.queenslibrary.org); 4:30 pm; Free.

Children 6-14 years old crate decorations for Thanksgiving to take home.

## FRI, NOV. 18

**Ecology workshop:** 3:30 pm. Astoria Public Library. See Wednesday, Nov. 9.

## SAT, NOV. 19

**Jr. Detective Day:** The New York City Police Museum, 100 Old Slip at Water Street in Manhattan; (212) 480-3100; [www.nycpm.org](http://www.nycpm.org); 11 am–2 pm; \$8 (\$5 seniors, students and children; Free for Children 2 and younger and members).

Children 5-14 are invited to solve a mystery using crime scene investigation techniques like chemistry, observation and fingerprinting.

**The Trachtenberg Family Slide Show Players:** Leonard Nimoy Thalia, 2537 Broadway at W. 94th Street in Manhattan; (212) 316-4962; [www.symphonyspace.org](http://www.symphonyspace.org); 11 am; \$20 (\$17 members; \$13 children; \$11 member).

A vaudeville conceptual art rock pop band.

**SAT Practice test:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; [www.queenslibrary.org](http://www.queenslibrary.org); 1 pm; Free.

Teens bone up on practice exams and then get personalized score reporting pinpointing strengths and weaknesses. Reserve a space by calling PrincetonReview.com/Events or 1-800-273-8439.

**Let's talk turkey:** Alley Pond Environmental Center, 22806 Northern Blvd. at Cross Island Parkway; (718) 229-4000; [www.alleypond.com](http://www.alleypond.com); 1:30–3:30 pm; \$18 (\$12 members).

Children 3-6 learn interesting facts about the turkey, with hands-on activities. Limited to 12 persons; pre-registration required.

**"Annie Get Your Gun":** 8 pm. Bay Terrace Jewish Center. See Saturday, Nov. 5.

## SUN, NOV. 20

**International mitzvah day:** 92nd Street Y, 1395 Lexington Ave. at E. 91st Street in Manhattan; (212) 415-5500; [www.92y.org](http://www.92y.org); 10 am–noon and 1–4 pm; free.

Children create projects.

**Thanksgiving:** Children's Galleries for Jewish Culture, 515 W. 20th St. between 10th and 11th avenues in Manhattan; (212) 924-4500; [www.cgjc.org](http://www.cgjc.org); 2–5 pm; \$8, \$35 for annual family membership.

Multi-ethnic crafts.

**"Annie Get Your Gun":** 3 pm. Bay Terrace Jewish Center. See Saturday, Nov. 5.

## MON, NOV. 21

**Ecology workshop:** 4 pm. Broadway Public Library. See Monday, Nov. 7.

# Going Places

## TUES, NOV. 22

**Ecology workshop:** 4 pm. Steinway Public Library. See Tuesday, Nov. 15.

**Crafts and games:** Hillcrest Public Library, 187-05 Union Tpke at 188th Street; (718) 454-2786; www.queenslibrary.org; 4:30 pm; Free.

Teens 13 years old and up listen to music, do a fun craft and play games.

## WED, NOV. 23

**Craft hour:** Flushing Public Library, 41-17 Main St. at Parsons Boulevard; (718) 661-1200; www.queenslibrary.org; 4 pm; Free.

Teens create a project.

## FRI, NOV. 25

**"Knuffle Bunny":** A Cautionary Musical": Jack H Skirball Center for the Performing Arts, 566 LaGuardia Pl. at Washington Square; (212) 352-3101;

## Annie Oakley play

**"A**nnie Get Your Gun" comes to the Theatre by the Bay on Saturdays and Sundays from Nov. 5-20. The musical, with lyrics and music by Irving Berlin, is a love story inspired by real life sharpshooters Annie Oakley, and her husband, Frank Butler. The cast belts out famous favs like

"There's no Business Like Show Business," "They Say it's Wonderful" and "Anything You Can Do."

Tickets are \$20 for adults, \$18 for seniors and children. Performance times are Saturdays at 8 pm and Sundays at 3 pm.

Bay Terrace Jewish Center [13-00 209th St. in Bayside, (718) 428-6363].

www.skirballcenter.nyu.edu; 2 pm; \$15-\$25.

An enchanting story of a little girl, her dad and her favorite stuffed animal.

day, Nov. 25.

## SUN, NOV. 27

## SAT, NOV. 26

**"Knuffle Bunny":** A Cautionary Musical": 11 am and 2 pm. Jack H Skirball Center for the Performing Arts. See Friday, Nov. 25.

**"Knuffle Bunny":** A Cautionary Musical": 11 am and 2 pm. Jack H Skirball Center for the Performing Arts. See Friday, Nov. 25.

**Recycle!:** Children's Galleries for Jewish Culture, 515 W. 20th St. between 10th and 11th avenues in Manhattan; (212) 924-4500; www.cgjc.org; 2-5 pm; \$8, \$35 for annual family membership.  
Turn trash into artwork.

**"A Christmas Carol":** Tilles Center - CW Post, Route 25 A on Long Island; (516) 299-3100; www.tillescenter.org; 2 pm; \$50, \$35, \$20.

Presented by the Nebraska Theatre Caravan.

## MON, NOV. 28

**Writing workshop:** Central Library, 89-11 Merrick Blvd.; (718) 990-0700; www.queenslibrary.org; 6 pm; Free.

Teens learn to create the perfect cover letter for any job application.

## TUES, NOV. 29

**Ecology workshop:** 4 pm. Steinway Public Library. See Tuesday, Nov. 15.

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# New & Noteworthy

## School can rock

What better way to educate your child than through music? Tune in to Brooklyn's favorite rock band for kids, the Deedle Deedle Dees' new album, "Strange Dees, Indeed," in which the quartet (made up of four teachers, no less!) explores history and science through song. Teach your child about Sacajawea, the whale ship



Essex, the circulatory system, and New York sites such as Dead Horse Bay and Bryant Park with catchy, singable tunes. Don't worry: even if you're a grown up, you'll find something on this album to love.

*Deedle Deedle Dees' "Strange Dees, Indeed" CD is available at [www.cdbaby.com/Artist/TheDeedleDee-deDees](http://www.cdbaby.com/Artist/TheDeedleDee-deDees), \$10.*

## 'Golden' age

Chip Taylor, the acclaimed songwriter who wrote smash hits "Wild Thing" and "Angel of the Morning," is at it again — this time, with his three young granddaughters. His new album, "Golden Kids Rules," blends Taylor's veteran songwriting chops and husky vocals with the fresh, raw skill and energy of his grandchildren — his three new favorite musicians to jam with on violin, flute, guitar and tamborine.

*Chip Taylor and The Grandkids'*



*"Golden Kids Rules" CD can be purchased by phone (800) 410-9815 or via the website [www.smithsonianglobal-sound.org](http://www.smithsonianglobal-sound.org) for \$11.98, or it can be downloaded for \$9.99.*

## Stylin' baby steps

There's nothing quite like something homemade, which is exactly what makes Mom's Blankies, a one-woman online boutique offering customized blankets, burp cloths



and beautifully crafted baby shoes, so special.

Started three years ago by brand new mom Shaunna Coit, Mom's Blankies offers a wide array of soft, cozy, comfy baby boots and slippers made from soft and flexible fabrics, minus hard interfacing. The slip resistant soles are faux leather.

Coit's patterns include everything from boots to booties, ballet-type slippers in fabrics ranging from floral to plaid, bright colors to earth tones.

Best of all? They're made to order, and Coit's happy to match a pair of shoes or boots to a specific outfit, so your tot can be cozy and fashionable at the same time!

*Mom's Blankies shoes and booties, \$15. For info, visit [www.momsblankies.etsy.com](http://www.momsblankies.etsy.com).*

## On a roll

Let them get down and dirty — without the actual dirt — right in your living room with the brand new Little People Wheelies Zig the Big Rig, a talking truck that's excited to play construction site with your tyke. And the side of the rig pops open to reveal a storage spot for smaller cars and trucks to ensure that your little one won't tire quickly of the same old truck.

What's more, Zig the Big Rig can say over 50 words and phrases — to help your child learn expand their vocabulary, while they have a blast!

*Little People Wheelies Zig the Big Rig by Fisher-Price, \$30. For info visit [www.fisher-price.com](http://www.fisher-price.com).*



## Better than brioche

For a delicious story time with your tot, look no further than "The Little Bitty Bakery" (Disney-Hyperion Books) written by Leslie Muir and illustrated by Brooklyn's own Caldecott winner Betsy Lewin.

This scrumptious tale of friendship features a diligent pastry chef — who also happens to be an elephant — who must work through her birthday to accomplish all of her tasks, er, tasks.

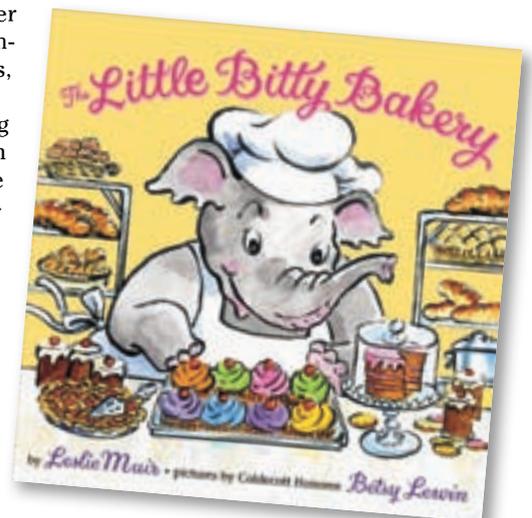
But before a big tear can roll down your cheek, a posse of tiny friends — who also happen to be mice — take it upon themselves to bake a cake for the baker while she slumbers.

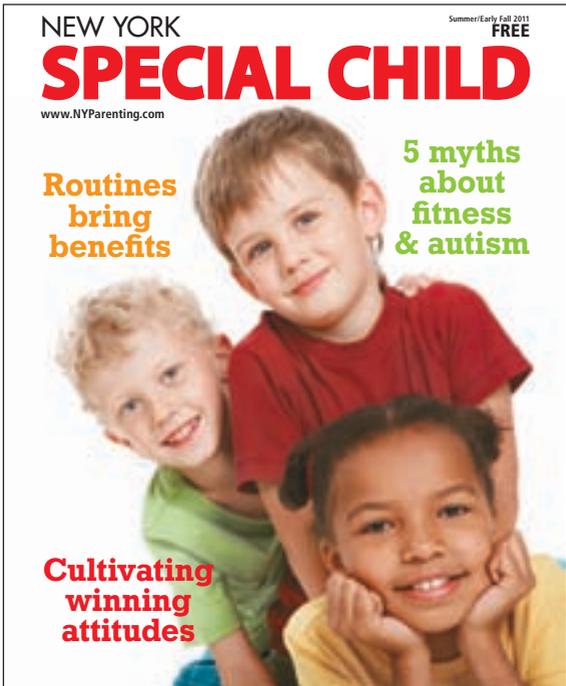
If Muir's charming story — infused with French vocabulary and definitions —

leaves you drooling for more, take advantage of her outrageous recipes (a cup of chocolate syrup!) for "Crumble Jumble Cake" and "Moonlight Frosting" (which our test kitchen found to be more of a glaze atop this dense, chocolate confection).

Bon appétit!

*The Little Bitty Bakery by Leslie Muir, \$16.99.*





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