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Our Heartfelt Thanks!

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List complete as of Nov. 1. Our apologies for any errors or omissions.

**"Where's My Math Book?"
Organizational Tips for School Success**

By Meg Drake, M.A., M.A.

All of George's teachers love him. He is an active participant in class and always seems to understand the material. George has a wonderful imagination and loves to tell larger-than-life stories. He has a wide circle of friends and is popular with both boys and girls. But, behind the scenes, George is falling apart. He can't find his homework even though he spent time on it the night before. His book bag is a mess and contains essential material as well as last week's sandwich. George keeps his daily assignments in his head long enough to walk out of the classroom, but he cannot remember the details by the time he gets home, necessitating a phone call to a friend. Despite his lack of organization, George is smart enough to get by in his classes. But George's parents are worried that he is so unorganized.

Graham's teachers describe him as a team player. He learned early on that in order to do well at school he needed to be organized. Graham's friends depend on him to know the daily schedule and the list of homework assignments. He prefers to keep his school subjects organized by color. Math is red because it is hard for him and Language Arts is blue because it is his favorite color and his favorite subject. He keeps his daily papers in folders that he can recognize in his book bag quickly, so he can hand in his homework on time. Graham knows that he is not able to study for a big test in one night so he

starts early if he plans to get a good grade. School can be challenging for Graham. He uses a lot of index cards and asks his parents to drill him on a regular basis.

Perhaps you have a child exactly like George or Graham. Whatever the case, discussions with educators suggest that organization, time management and planning skills may be crucial for success. In some situations, a child who does not have a clear set of routines for completing school tasks is hindered even if the child possesses all of the necessary knowledge for the tasks.

There are many ways that children learn to organize their materials, time and actions. Some may learn by watching others and some may gain the skills by being told what methods to use. A subset of children may need to receive direct instruction and practice in order to adopt effective routines. Here are some organizational strategies and tips for parents:

Preparation

The first step in becoming an organized student is to make a trip to the store for basic supplies. While every teacher has specific requirements for folders and binders, it is important for students to pick out items in colors that are appealing to them so they will enjoy using them. Subjects can easily be categorized by colors, thus easily

(continued on page 2)



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identified for quick access.

To minimize the weight of a child's backpack, it may be necessary to have a set of tools at school and a duplicate set at home. A duplicate set of heavy textbooks is especially useful to keep at home instead of lugging back and forth and minimizes the chance of forgetting them for an important test or assignment. Student planners are key tools for success. It is important for students to learn to plot out longer assignments and to keep track of their work through the use of a planner.

Starting in the fourth grade, students should begin to keep track of their assignments, even if they can remember without writing it down. Keeping lists and writing down key dates are skills that we all need as adults. If children learn to use a planner early on, they will adapt this skill to the increasing demands of school as the years go by. My preference is the AT A GLANCE® Teacher Plan books that have a week on two pages with the days lined up on the top and subject spaces on the left.

Structure at home for doing homework is essential in teaching children to be organized. Students should have their own special space for doing their homework. Children should determine their own preference for location. Please note that doing homework in the kitchen is not recommended. While some young children may need to be monitored during the completion of their homework, the kitchen is too busy.

Students need to learn that they are in charge of their own supplies, so they do not have to get up to get anything once they settle in. Each student's desk should be organized and supplies should be assigned a place. It is important to teach children that if items have homes, they can always be found there. Just as you put your keys in one place everyday and therefore can find them easily on the way out to the car, a child needs to learn to assign a convenient location to find her things

Time for doing homework should

be regularly scheduled and adhered to. For example, if dinner is served at 6:00 quiet time for homework can follow, which minimizes distractions. Everyone in the house can benefit from quiet time. If homework is finished before the allotted time is over, quiet reading can fill in. Consistency is the operative factor in creating a quiet time in any household. Once the routine is set, children will come to expect it and rely on the time to get their work done.

A common problem for students is making sure their homework gets handed in on time. Using a homework folder with two pockets labeled TO DO and DONE is the easiest plan for younger students. Young children need to be taught to use the folder and it may need to be checked every night to be sure the papers are in the right place. As the homework load increases, several folders may be needed, one for each subject. Each student should develop a system to use throughout the year.

To ensure a less stressful beginning of the day, a little time spent the night before preparing for the following day can make a huge difference. Some children have difficulty figuring out what to wear to school, which can take up extraordinary amounts of time in the morning. Outfits should be decided upon the night before school and be ready to wear in the morning.

When your child's homework is finished, it should be packed up and put back into the backpack before going to bed. A checklist is often helpful for some children to be sure that everything is put into the pack. Sometimes a checklist for each day is helpful to remind children of special instrument lessons or after school activities. A magnetic weekly calendar in a student's room listing the daily special activities can be a

helpful tool for a child to develop the independence they need to be prepared (BoardDudes.com or 1-800-521-4332).

Children who bring their own lunch to school have an extra item to be in charge of. For families with multiple lunches, it can be fun to assign the role of lunch chef to each sibling on a rotating basis. The role of the lunch chef is to prepare as much of the lunch the night before as possible. Sandwiches can be the final item inserted into each lunch bag in the morning.

Study Skills

The key to being a successful student is to be organized. While learning styles may differ, organization is the bottom line in reaping the rewards of success. Using flashcards can be helpful to students of all ages and can be used in every subject area. The simple act of making the cards is one way to assimilate information; the

repetition drill ensures access into long-term memory banks. Broader concepts in content areas can also be put on flashcards and even ordered into a sequence if necessary. To ensure that the cards do not get scattered on the

bottom of a backpack, purchase index card boxes and label them accordingly. That way they can easily be transported back and forth to school or kept securely at a student's desk. Long-term storage of flashcards is especially helpful for those students who take mid-term and final exams. Once the flashcards are made they can be stored for future use.

While students in public schools are loaned the books they need to read for English classes, they are limited because they are not permitted to annotate the text. In this case, taking notes on a separate piece of paper can be laborious and time consuming. I suggest purchasing one's own copy of the novels read in English class so that

"Structure at home for doing homework is essential in teaching children to be organized."



students can practice annotating their own texts. Taking notes in the margins and underlining important quotes as they read is an efficient way to prepare for the anticipated essay that is often assigned. If paragraphs and passages are marked, less time is needed to find appropriate quotes to support students' writing, not to mention the fact that it allows students to be more prepared for class discussions on a daily basis. Post it notes and tabs are especially useful in marking pages in a text and are readily available.

Making up rhymes and using mnemonic devices can be a fun way to help children remember how to spell a word, remember a concept, or memorize a math fact. To this day I teach some students how to spell the word BECAUSE the way I was taught: **Big Elephants Can Always Understand Small Elephants!!** Catchy phrases and fun rhymes can make a lasting impression on a learner!

The most important skill in teaching students to be organized is time management. Studying for a major test in one night is not productive. The process for preparing for a test should begin with collecting all the relevant materials, which can take a long time if studying for a mid-term or final exam. The review of the material should be repetitious and systematic. To simply read through the material to be tested is not enough. It is important for children to be able to recognize the correct answer and to recall the correct answer, which is an entirely different process. A *recognition* task simply means that the information is visually understood. It does not ensure that the information is stored in their memory bank. For example, in a multiple-choice format, one can find the correct definition of the word given a choice, (recognition task). To write one's own definition of a word is a much more difficult task, (*recall* task). In preparing for a test, it is sometimes helpful to make up a preparation test. While reviewing the material, questions can be generated

and answered in writing. A student is then able to assess to what degree the material is mastered and can go back to study information that was more difficult to recall on the prep test. Further, these preparation tests can be accumulated for future use on mid-term and final exams.

Time management does not only apply to long-term assignments. A daily homework routine has time management demands as well. The toughest assignments should be attacked first to ensure that students have used the freshest reserve of brainpower. Time consuming projects can be divided up into smaller parts and completed day by day. Time should be allotted for planning and brainstorming ideas, which lessens the time necessary to execute an essay or a creative project. Prioritizing one's daily routine is an essential skill necessary for success.

Here is a list of resources you may find helpful:

- ◆ Janet Fox, *Get Organized Without Losing it*. Free Spirit Laugh and Learn Press, 2005
- ◆ Julie Morgenstern and Jessi Morgenstern-Colon, *Organizing from the Inside Out for Teens: The Foolproof System for Organizing Your Room, Your Time, Your Life*. NY, Henry Holt and Co. 2002.
- ◆ Kathy Waddill, *The Organizing Sourcebook: Nine Strategies for Simplifying your Life*, McGraw Hill, 2001.
- ◆ Maria Gracia, *Finally Organized, Finally Free for the Home*, Bluemoon Publishing, 1999.
- ◆ www.DiscoverOrganization.com
- ◆ www.Organizetips.com: Printable checklists charts and monthly calendars.
- ◆ www.RealSimple.com.
- ◆ www.GetOrganizedNow.com: Thousands of tips to help organize your home and office.



Co-Chairman of Parents Together, Meg Drake is a Learning Specialist in private practice in Old Greenwich. She can be reached at mwdrake@aol.com

A 'Game' of Life and Death

"Put the gun down. Get on your knees. Put your hands on your head and crawl away from the gun," ordered a Greenwich Police Officer, service weapon drawn, at a Greenwich teen. A seemingly "harmless" game of "Airsoft" was within one wrong move of becoming a personal tragedy.

It turned out the suspect was a fourteen-year old child, playing "Airsoft" with his friends. He had been instructed by his parents to stay in the backyard but instead he ran out into the road where the public could — and did — see him. He was dressed in all black carrying a facsimile firearm. His mannerisms and actions led a citizen to fear for her life. Fortunately, this incident ended without anyone getting hurt, but it easily could have ended in tragedy.

The Greenwich Community and Police Partnership ("CAPP") is a two-year old effort by the Greenwich Police Department to create and maintain a forum between the Greenwich community and its Police Department. Its role is to improve the relationship between the community and the Police Department; to identify and prioritize community concerns and bring them to the attention of the Police Commanders; to assist Police Commanders in short and long-term problem solving; and to act as a conduit for dissemination of police information to the community. The CAPP committees share ideas and suggest ways the Police Department and the community can become engaged in making Greenwich a better place in which to live and work. The East Sector CAPP committee, which includes students among its members, urges parents to speak with their children about the use of "Airsoft-type" replica guns.

The following individuals contributed to this article: Capt. Pacewicz and Sgt. Kris Shockley of the Greenwich Police Department, Frank Trotta, Cindy Zizzi and Matt Trotta.



WINTER FAMILY CALENDAR



December

1 Friday

Tree Lighting Ceremony

3:30 - 4:30 PM

Town Hall, Greenwich

Come and kick off the holiday season at this annual tree lighting event. Free. 622-7821

2 Saturday

Holiday Fair

9 AM

Round Hill Community Church

Includes pictures with Santa, train rides. Free.

869-1091

Natural Holiday Gifts

10:30 AM

The Bruce Museum, Greenwich

Children ages 6-10 can create unique gifts and ornaments using local natural materials.

869-0376

Model Railroad Holiday Show

1 - 5 PM; 7 - 9 PM

St. John's Episcopal Church

Sponsored by Stamford Model Railroad Club. \$5 adults, \$3 children 12 years and under. Also 12/9.

655-1928

3 Sunday

Bird Walk at Greenwich Point

9 AM

Southern Concession Stand, Greenwich Point, Old Greenwich

Join experienced and knowledgeable birders for fun, friendly and fantastic bird watching. Dress warmly and bring binoculars. All ages are welcome. Free.

869-0786

7 Thursday

Greenwich Board of Education Work Session

7 PM

Havemeyer Building, Greenwich
625-7400

8 Friday

"Puss in Boots" Puppet Show

4 & 6 PM Presentations

Bush-Holley House, Cos Cob

Presented by Spring Valley Puppet Theater. Best suited for ages 5 and up. \$10 members, \$12 non-members.

869-6899

9 Saturday

"The Nutcracker"

5 PM

The Palace Theater, Stamford

Enjoy the only CT production of George Balanchine's choreography.

Thru 12/17. Show times vary so visit www.onlyatsca.com for other performance dates and times. \$42 - \$62

10 Sunday

Jingle Bell Jog

9 AM

Greenwich Point, Old Greenwich

3-mile run sponsored by the Threads and Treads. \$12.

661-0142

Toys Family Day

1 - 4 PM

The Bruce Museum, Greenwich

Activities will include simple toy-making crafts and gallery hunts. 3 PM performance of Super Scientific Circus Show. Suitable for all ages.

869-0376

75th Anniversary Celebration Bush-Holley by Candlelight

3-7 PM

Bush-Holley House, Cos Cob

Free.

869-6899

12 Tuesday

Public Night at Bowman Observatory

7 - 9 PM

Grounds of Julian Curtiss School, Greenwich

Sponsored by the Astronomical Society of Greenwich and The Bruce Museum. Weather permitting.

Also 12/26. Free.

869-6786

14 Thursday

Greenwich Board of Education Meeting

7 PM

Greenwich High School

625-7400

16 Saturday

"The Snow Maiden" Puppet Show

2 PM

Cole Auditorium, Greenwich Library

Enjoy this classic Russian folk tale by Purple Rock Productions. Tickets available at Noon. Free.

622-7900

27-29 Wednesday - Friday

December Vacation Workshops: Printmaking Fun!

10:30 - 11:30 AM

The Bruce Museum, Greenwich

Art activities for children in grades 1-3 related to "Black and White Since 1960" exhibition. Children will explore the exhibition and create related crafts.

Reservations required. Members \$5, non-members \$7, per child, per day.

Modified workshops for individuals with special needs will run from 1-2 PM. Reservations required.

869-0376



January 2007

6 Saturday

Fairwinds Brass Ensemble

2 PM
Cole Auditorium, Greenwich Library
Hands-on music presentation. Suitable for children grades K-3. Free. Snow date 2/3.
622-7900

"The Influence of Fathers on Children Today" Parents' Forum

Time TBA
Location TBA
A presentation by Kyle Pruett, M.D., Clinical Professor of Child Psychiatry at Yale University School of Medicine. Sponsored by the Greenwich Coalition to Combat Underage Drinking. Free. Contact gccud@yahoo.com for time and location.

11 Thursday

Greenwich Board of Education Work Session

7 PM
Havemeyer Building, Greenwich
625-7400



24 Wednesday

SummerFare '07

6 - 9 PM
Greenwich High School, Greenwich
Event features more than 100 summer programs offering diverse activities for teens, from traditional camps and sports training to adventure travel and educational endeavors. Free. Snow date 1/25.
869-9840

25 Thursday

Greenwich Board of Education Meeting

7 PM
Glenville Elementary School
625-7400



February

1 Thursday

Greenwich Board of Education Work Session

7 PM
Havemeyer Building, Greenwich
625-7400

4 Sunday

"Fundance" Children's Film Festival

1 - 5 PM
Cole Auditorium, Greenwich Library
Foreign film selection for children and adults. Free.
622-7900

10 Saturday

Fathers' Forum

8 - 10 AM
Boys and Girls Club, Greenwich
Kids' panel. Sponsored by the Greenwich Coalition to Combat Underage Drinking. Free.

Historic Valentine's Workshop

Noon - 2 PM
Bush-Holley Historic Site, Cos Cob
Learn about the history of Valentine's Day and create your own Victorian valentines. Reservations recommended. \$7, \$5 for members.
869-6899

11 Sunday

"Jungle Jack Hanna" Live

2 PM
The Palace Theatre, Stamford
Join Jack and his favorite animal friends and hear stories from his adventures around the world. \$32-\$47. Visit www.onlyatsca.com for further information.

12 Monday

Parents Together Program

9:15 - 11 AM
Cone Room, Greenwich Town Hall
"How to Help our Children Deal with Rejection" with author Catherine Wald. Free.
329-2243

15 Thursday

Greenwich Board of Education Meeting

7 PM
International School at Dundee, Riverside
625-7400

18 Sunday

Chinese New Year's Celebration

Time TBA
Cole Auditorium, Greenwich Library
Call for details and time. Free.
622-7900

Watch for:

- Preschool story hours at Greenwich Library, 622-7942.
- Preschool story hours at Byram Shubert Library, 531-0426.
- Preschool story hour at Cos Cob Library, 622-6883.
- Parents Exchange. Call 863-4444 for additional information.
- Den For Grieving Kids, free support group for children & families. Call 869-4848 for schedule.



Give Me Strength!

A Workout for Parents

By Alison Birnbaum, L.C.S.W.

Recently researchers and psychotherapists have zeroed in on strategies designed to increase optimism and resilience. These two qualities turn out to be cornerstones of a happy, healthy attitude toward life. Optimistic thinking habits must be practiced in order to make lasting changes. The mental and emotional workout that is required can easily be compared to “strength training.”

The term “strength training” is borrowed from the exercise world, and can be applied to our psychological fitness. Strength training workouts break into three parts: First, we develop flexibility. Flexibility helps us discover new solutions and literally “stretch ourselves.” We feel more open and willing to try new things. Second, we develop muscle memory which enhances and eases our performance in future situations. Third, we build new muscle which increases our feeling of capability, allowing us to perform at a higher level.

Start With a Good Attitude

Positive psychology pays attention to the way we each tell ourselves the story of our triumphs and adversities. Martin Seligman, Ph. D., has written widely on this topic, which is known as the theory of attribution. Seligman contends that we feel weaker if we attribute our failures to something **personal** (“There is something wrong with me.”), **persistent** (“There has always been something wrong with me and there always will be.”), or **pervasive** (“There is something wrong with me not only in this area, but also in every other area.”) By contrast, we feel stronger if we review our failures as **impersonal** (“I wasn’t my usual self that day.”), **temporary** (“I’ll do better next time.”), or **limited** (“I may have trouble in history, but I’m really great at math.”)

Resolve to Make a Change

Changing our thinking habits from a focus on strength rather than deficit is a behavioral workout. Consider it this way: fifty percent of fitness success is in the intent (arriving at the gym in your workout clothes), and the other fifty percent is in planning, implementing, and practicing. Changing behavior is like adjusting your grip to build a better golf swing, or developing one side of your body to enhance coordination.

Examples of Strength Training

Planning Your Approach

A middle school girl confided, “I belong to two different groups: the “horse back riding group” and the “cool group.” Being part of two groups is difficult, particularly at lunch time because the groups don’t mix in the cafeteria. I want to be part of the cool group, can you help me?” Instead of dwelling on the possibility of rejection, she mapped out a plan to affiliate with the cool group. Her goal was “to be one of the kids who walks into the cafeteria and can choose to sit wherever she wants.” She bonded with the girls in the “cool” group by thinking ahead of time about stories to entertain them and movies to review for them. This socially savvy girl eventually earned herself a place at the table of honor. About a month later, she said, “I was totally successful. I figured out how to do it. But then two things happened. I missed my old friends, and I found that making up things to say to the cool group was boring. We’re just not interested in the same things.” Her success reinforced her competency and empowered her to make healthier social choices.

Overcoming Obstacles

A fourth grade boy sought help for going to sleep. Each night he became frightened by an image in a horror

movie he had seen. He imagined himself in the movie. We talked about whether or not ghosts visit young boys. He estimated that the possibility of a ghost visiting him was “slim to none.” As he disputed his irrational fears, he found mastery and built his confidence. He also practiced simple relaxation techniques, and his ability to sleep was restored.

You Are Ready to Begin

Think about one of your own life challenges. Try out the following questions: What is your “self story”? What viewpoint does your history contribute to the story? Notice your tone: are you speaking to yourself with compassion about the area that needs work? Are the positive aspects of your struggle highlighted? Are they an afterthought? Or do you ignore them altogether? Now, run an attribution test on your story: are you explaining the adversity in a way that is personal, persistent or pervasive? Could you amend your story in any way to make it impersonal, temporary and limited? Finally, could you tell your story in a positive way to your loved ones?

Cool Down

By reinforcing and developing our strengths, we give ourselves and our families a framework for the future. An optimistic point of view creates positive change and causes psychological growth. Each one of us is capable of refining our strengths, enhancing our abilities, and modeling healthy behavior for our children.



Alison Birnbaum, L.C.S.W. has worked with families, couples, and individual adults and children for 25 years. She has offices in New Canaan and Greenwich. Copyright.



Ten Mental Health Myths

About Children

By Kevin Kalikow, M.D.

Your child is hurting. You need to do something, but you are not sure what. Your first goal is to get accurate information about the psychiatric disorders of childhood and their treatment. The following are 10 myths and what you need to know:

1. Children are too young to have psychiatric disorders.

No. Many years ago it was thought that children were too young to have disorders such as Depression. Although we have much to learn about the psychiatric disorders of children, researchers have shown that children can suffer with disorders such as Depression and Obsessive Compulsive Disorder (OCD).

2. Anyone can have a little bit of Attention Deficit/Hyperactivity Disorder (ADHD) or Obsessive Compulsive Disorder.

No. We all have characteristics that make us who we are. For those with a disorder, the characteristics have become a symptom, something that significantly interferes with the person's life.

3. Children get addicted to psychiatric medicine.

No. While some of the medicines used in psychiatry, such as Ritalin, or Xanax, are addictive when used at doses that are higher than normally used by physicians, the responsible, physician-managed use of these medicines do not lead to addiction in children.

4. Antidepressants, like Prozac, make children suicidal.

Yes and No. When researchers examined whether this was true, they discovered that none of the more than 4,400 children and adolescents studied committed suicide. However, they also discovered that while 1-2% of those

taking a placebo (fake medicine) developed new suicidal thoughts or made a suicidal act, 3-4% of those children and adolescents will have increased thoughts or acts of suicide from taking this group of medicines, although the risk might be lower for some of the specific antidepressants. Close follow-up of young people starting these medicines must occur.

5. Stimulants, like Ritalin and Adderall, cause the sudden death of children.

No. Although stimulants are well known to cause insignificant increases in the child's pulse and blood pressure, rarely are these side effects of clinical importance. The allegations that stimulants cause sudden death are unproven and, if proven to be true, would still appear to be very, very rare. However, we can always learn more, for example, about their use in children with underlying heart deformities.

6. Never take a medicine that has the FDA's Black Box warning!

No. A Black Box warning is the FDA's strongest way of pointing out that a medicine has a certain risk. The FDA still approves of the use of the medicine for treating a specific age group with a particular disorder. The specifics of the warnings must be discussed with one's physician.

7. Anti-depressants only treat Depression and stimulants only stimulate.

No and No. There are a host of reasons the medicines are classified under a given name, like anti-depressants, but their name does not limit what they do. Anti-depressants, such as Prozac, also treat illnesses such as Panic Disorder, Social Anxiety Disorder and OCD. Stimulants help children focus and lower their

impulsivity. Interestingly, stimulants also improve the focus of children and adults who do *not* have AD/HD.

8. If medicine helps, it is the only treatment my child needs.

No. Research shows that while medicine is effective for the treatment of ADHD and Depression, treatment with medicine combined with a behavioral treatment, such as Cognitive Behavioral Therapy (CBT), is more effective. Many parents also benefit from learning how to deal with their child's difficulties, regardless of whether their child takes medicine.

9. My child's medicine is so easy to use that I hardly need to see the doctor.

No. Although modern psychiatric medicines are easy and safe to use, all medicines carry risks and require follow up with a mental health professional.

10. Too many children are taking medicines like Ritalin.

Yes and No. Some children are given psychiatric medicine too quickly, while others never receive any. Every parent must be concerned that their child is properly treated. Every child should have a proper evaluation from a trusted professional. The risks and benefits of medicine should be discussed against other treatments to decide the best course of action for your child.

Kevin T. Kalikow, M.D., is a child and adolescent psychiatrist who has been in practice for over 20 years. He is the author of "Your Child in the Balance: An Insider's Guide for Parents to the Psychiatric Medicine Dilemma."

Who We Are

Parents Together is an independent nonprofit organization in Greenwich, CT, that offers ongoing opportunities for parents to communicate, share, support and learn together. We work in cooperation with the Parent Teacher Associations of the public, private and parochial schools in town. The *Parents Together* organization and delegates from Greenwich schools plan programs for parents of children in grades K through 12. We also publish two quarterly newsletters: ***Parents Together Primer***, for parents of children from birth through fifth grade, and ***Parents Together***, for parents of adolescents.

Distribution: *Parents Together Primer* is distributed to parents through their children's preschools and elementary schools. *Parents Together* is sent to parents of children in grades 6 through 12 in all Greenwich public and independent schools.

Newsletter Subscriptions and

Correspondence: We invite parents and all other readers interested in local parenting issues to subscribe to either or both newsletters.

For an annual subscription, please indicate which newsletter you wish to receive, and send your name, address and \$10 for each subscription in a check payable to *Parents Together*, P.O. Box 4843, Greenwich, CT 06831-0417. Correspondence may be mailed to the same address.

Contact Us!

Do you have a story idea, writer suggestion or comment for the ***Parents Together Primer*** staff? You may fax it to 698-3376 or e-mail it to ptprimer@optonline.net.

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Parents Together Programs

February 12, 2007

Author Catherine Wald presents "How to Help our Children Deal with Rejection."

March 5, 2007

Ed Moran of Family Centers presents "A Guide to Peer Agression."

April 9, 2007

Author Amy Zabin presents "How to Protect Your Child from Child Abuse."

May 14, 2007

Sports psychiatrist Nicole Danforth presents "Your Child and Sports: Finding a Healthy Balance."

All programs begin at 9:15 AM in the Cone Room at Greenwich Town Hall and are free and open to the public.

Fun Family Winter Outings

Dorothy Hamill Skating Rink

Sherman Avenue, Greenwich
531-8560; www.greenwichct.org
The facility offers a variety of winter programs including group lessons, hockey clinics, a town-wide competition, general skating sessions. Open Skating Saturday and Sunday 2 - 4 PM. Check website for additional open skate times during the week.

10th Anniversary Holiday Lights at the Bronx Zoo

Bronx, New York
(718) 367-1010; www.bronxzoo.com
A magic world awaits children of all ages at the Bronx Zoo. Aglow with hundreds of thousands of lights, the program creates a wonderland-like atmosphere with over 150 illuminated animal sculptures. Thru 1/7/07. Visit the website for information on special themed events and hours.

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