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## The Art of Balanced Thinking

By Dr. Crystal Lowe-Pearce, Registered Psychologist

The school year is now well underway, and most of us have returned to the predictability of our fall routines. This time of year is also filled with new opportunities: new grades, new teachers, new friends, and new activities. New and different things can be exciting and fun, but can also cause kids to feel nervous. Worry brings along with it physical feelings (such as butterflies in their tummies) as well as lots of worry-related thoughts. All of us can likely think of times when our children have been preparing to enter a new situation, and have gotten stuck on a worry or a thought that may not be very realistic (and certainly not helpful!): "I'm going to fail!"; "Nobody will like me!"; "I should never have signed up for this!" While these thoughts might pop into most people's heads at one time or another, when children get stuck on those thoughts, they can increase anxiety and fear, and even lead to avoidance. This sometimes limits opportunities and experiences.

Feeling nervous in new situations is a completely normal experience that many children have. It's important to let your kids know that. It can help to find out as much as possible ahead of time about the activity they will begin. This allows you to talk with your child about what it will look like, and prepare for various scenarios.

Helping your child to practice ways to calm their nerves when having physical symptoms can also help. Things like taking a few deep breaths, or finding a relaxing activity, can help with calming their bodies.

It is also important to teach children ways to calm their minds when worried. When children are nervous about a new situation, help them to identify if they are having some of the negative, not so helpful thoughts, such as those listed above. Often as parents we know, because our kids are saying those thoughts out loud. When we hear those thoughts coming out, we have an opportunity to help our children look for ways to have more balanced thinking. I often ask children if those thoughts are making them feel better. Almost always they answer quickly with a definite "No!" So then I challenge them to balance their not-so-helpful thinking with more helpful thinking. If they are saying "I'm going to fail", perhaps instead they say "I'm going to try my best". Or if they say "Nobody will like me", maybe they could say "I am going to see if I can meet one new friend next week". It's not necessarily about changing negative thinking to positive thinking, but aiming for realistic thinking.

The same tools can be used once an activity has already begun. Sometimes, if children go in with a worried

perspective, they only give weight to the things that go wrong. It's as if anything else is so small and unimportant that it floats away like a bubble. I encourage you as parents to help your children catch those bubbles before they float away. If your child comes home saying "I stink at this!", challenge them to find one thing that goes "ok" each session of the activity. Again, it doesn't have to be perfect or amazing, but watching for that one thing that was "ok", no matter how small, allows for more balanced thinking and perspective. This can make a big difference towards settling in and enjoying activities.

Realistic or balanced thinking can be a hard skill to learn, and probably all of us could use some practice. It is a great time to start to work on this when our children are young, and sometimes modelling can be the best way to show children that balanced thinking really is more helpful in the long run.

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# That Voice

By Matthew T. Rippeyoung, MA – Registered Psychologist, Roth Associates in Psychology

You can hear it. It's that voice in your head. You know what I'm talking about. The voice that is louder than the others, that tells you you're always wrong, that what you said to your colleague at work was stupid, that tells you that you are a terrible parent, that tells you that you are a terrible partner and that your relationship will soon be over if you don't change. Sometimes it's on the go, non-stop. Sometimes it's quieter. But like that tiny freckle on your neck that looks like a speck of dirt, IT'S ALWAYS THERE. It keeps you up nights. It wakes you up in the morning, sometimes. That VOICE.

It's not that that voice doesn't have a point, sometimes. Sometimes we turn left when we should have turned right, or what we said to our colleague really WAS the wrong thing to say in that moment. Sometimes we make mistakes with our kids, and with our partners. The problem isn't that the voice is totally out of left field. It's that the voice is so critical. Mean, even. The voice in our head knows all the buttons to push, and does so with an intensity that really gets in our way.

Often times, people come to see me because that voice gets too loud. And there's no arguing with it. Something I work on with my clients is learning to hear ALL the voices that are in there. Usually, we all have a competing voice to the loud, critical one. It's just quieter. Sometimes the mute button seems to be on. But that quieter voice is usually one with more compassion. That quieter voice, when attended to, is MORE TRUE. It's that quieter voice that can still acknowledge when we made a mistake, but might challenge the louder voice for being so intense in the critique.

How do we turn up the volume on that quieter voice? First, we have to listen for it. The next time you are raking yourself over the coals, take a minute to take a breath. Take a second one for good measure. Since you have to breathe anyway, go ahead and take a third one, too. Stop and ask yourself, "Is what this voice in my head is saying TRUE?" Is there a different, but still honest and believable, way to look at this situation? For example, let's say you are replaying an exchange you had with someone during the day in which you feel like you wish you had said something different than what you actually said. Sometimes that critical voice will say to you, "You're such an IDIOT. That person probably thinks you're a LOSER."

Let's review—are you really an idiot? Probably not. You are able to read this article. You do things in your life. Did you make a mistake? Did you misspeak? Were you distracted? Maybe there are other plausible reasons why you didn't say exactly what you wanted to. Being distracted or anxious is quite different than being an idiot. And now for the second part—does the other person really think you are a loser? For starters, it's unlikely that the other person is spending nearly as much time as you are, evaluating your every word. Secondly, you really can't know what's in their brain, accurately. The other person comes with all their own hang-ups and they may be thinking about you being a loser or may be standing before you worried about their own stuff. And thirdly, does it really matter if that other person thinks you are a loser? Really?

Turning up the more compassionate voice in your head also allows you to be more compassionate with those around you. This is a win-win situation for everyone. Finding alternate ways to look at situations—while still being honest about what happens—is a gentler way of being, and feels

better. Not just for you, but for others, too. Would you EVER talk to others the way that critical voice in your head talks to you? Not likely.

The next time you hear that loud voice in your head that is critical and unsympathetic, start challenging it and giving voice to that other part of you—the compassionate part of you that is typically less critical to other people. You deserve the same courtesy you extend to others. As the words we use in our head

changes, so does our sense of self. Believe me, you will not be a fool if you are less hard on yourself. In fact, it's usually kindness that brings us to do more good things for ourselves and those around us.

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# Helping Your Teen Deal with Their Frenemies

By: Harpreet Aulakh, Registered Clinical Psychologist

Jane: "Mom, my clothes suck! I need the 'right' clothes for school. Can we go shopping?"

Mom: "Honey, we just bought your school clothes for this year. You don't need more clothes!"

Jane: "Well, Tiffany said that she'll try to hang out with me even though my clothes are so last season. She said she couldn't believe how I could go out in public wearing the clothes from last year! She said she wouldn't be able to step out the house dressed the way I do!"

Have you ever had a friend that was sometimes nice, but sometimes mean? We all have at some point in our life. These types of friends are called "ambivalent friends or 'frenemies' for 'friend' and 'enemy.'" Remember the saying "With friends like that, who needs enemies?" They are toxic friendships we might be better off without, and it can be hard to see your child be friends with such people. Friendship expert Dr. Irene Levine, Professor of

Psychology at NYU, defines a frenemy as "someone with whom you have an ambivalent friendship." She describes a frenemy as being a person who "seems to be a friend, but then has periodic or frequent lapses in behavior that are antagonistic or undermining." Frenemies are those people in your teenager's life who have the title "friend" but instead of being a source of support, are in fact manipulative, unkind, and critical.

Starting in the tweens, friendships change in purpose and function. In childhood, friendships are largely convenience-based (e.g. neighbourhood friends) and activity-based (in similar activities). In the early teens, our children want greater intimacy and trust in their friendships, and begin to understand the concept of friendship more richly. This social development accompanies their cognitive, physical, and personality maturation. Our children want to share their experiences with peers undergoing the same changes

in healthy ways. They begin to seek, in their friends, the security and safety that they previously experienced with their parents. In the exploration of relationships, many teens must navigate frenemies.

1. Talk with your child, listening empathetically and asking questions. Discuss what friendship means to them, what they like in their friends, and what they don't. Help them develop their values around friendship.
2. Instead of banning your child from being friends with someone (which may cause them to engage more with the 'toxic' friend), help them form friendships

outside of school. For example support them in joining sports teams, music bands, art classes and/or volunteer organizations. In this way, if they have difficult interactions at school, your child will cope better because of their other social networks.

3. Help your child develop a sense of confidence in who they are, a stronger sense of self identity. One way to do this is to not get involved directly unless your child asks you to do so, but support them in navigating their relationships.
4. Cultivate and support their healthy friendships. For

instance, you could invite their prosocial friends and their parents over to foster these connections.

5. Help them understand that quality trumps quantity when it comes to friendships. It's better to have fewer good friends than many less supportive friends.
6. Be a role model. Lead by example by cultivating

healthy relationships yourself. They will learn from you.

*Harpreet Aulakh has over 17 years of experience working with teens, adults, couples and families. Using evidence based approaches, she works collaboratively with her clients to help them achieve their personal and relationship goals. For more information, please visit [www.aulakhpsychology.ca](http://www.aulakhpsychology.ca), email [info@aulakhpsychology.ca](mailto:info@aulakhpsychology.ca) or call 902-490-0090.*



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Over the past 17 years, Harpreet has worked extensively in both the private and public practice settings. Using evidence based approaches, Harpreet works collaboratively with her clients and she values and respects active involvement and feedback when helping clients achieve their personal and relationship goals.

Feeling safe and supported while engaging in psychological services is important, so she welcomes any potential clients to contact her to get a better sense of who she is and how she works with clients.



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# Teens and Executive Function Skills: Does Parenting Style Affect Success?

By Anita Sablone, M.A., R.Psych.

Executive function (or EF) is a relatively new term to the educational and psychological field. Most parents scratch their heads at the term, as do some educators, but historically, we all have witnessed these skills in action – or not.

**Executive functions are, simply put, the ability to plan, organize, execute and self-monitor during any task – including daily living skills, school, work, relationships.** In some psychological circles, it has been nicknamed the “CEO of the brain”... and not having a brain CEO has far-reaching and lasting effects. In schools, educators are trying to focus on teaching EF skills early in elementary – knowing that soon, adolescence will bring about further challenges in a child’s capacity to take ownership of learning and their desire for a life pathway.

You are not alone! The majority of parents share the struggle of teaching their teen how to remain organized, plan for assignments, monitor their own progress at school and make a better plan after not meeting a deadline or benchmark. In fact – it almost seems a parenting rite of passage. And it is hard work, for both parties. It is the cause for many, many conflicts within the home and has potential to harm/alter a parent-teen relationship.

**So - what factors may affect whether your teen learns and uses EF skills?**

As with most skills you are trying to teach your child/teen, it is important to ‘check yourself’ first – and know your own strengths and challenges in EF skills. This will affect how you communicate and problem solve with your teen about EF challenges, and ultimately how much you are able to help them solidify and extend their budding EF skills. If you tend to have strong EF skills yourself, this can have an amazing impact on your teen – if the knowledge is imparted carefully.

Some typical but non-beneficial methods of supporting EF skill challenges include:

**“You’ve always needed a bit of help with this ...”**

Well-meaning parents, who from earlier years have seen their child struggle with EF without significant improvement, will simply take on the EF part of their teen’s life. These are parents who, rather

than see their child experience a major ‘crash and burn’ moment (e.g., failing a test, missing a major project deadline), will help too much.

You know who you are! You are the backpack organizer, the family calendar maker, late night editor of that major essay for English (while your teen sleeps on the table beside you). While supportive in its intent, this method is not teaching your teen EF skills through modeling – which is what you hope. Instead, your teen learns that success is in part dependent on how much Mom or Dad helps them pull through to a good finish.

**“I do it this way...”**

Rather than problem-solving with their teen, some parents may try to directly teach their own successful strategies. While these strategies may work well for the parent, the teen does not benefit from being part of the problem-solving process – they need to feel like the strategy is something they came up with that fits for them. Talking briefly with your teen about what is successful for you – but using this point to jump start your teen’s own thinking, rather than as a hidden directive, works best.

**Mixed messages**

Everyone has different levels of EF function. Many couples function where one parent has strong EF skills and the other relies heavily on their skills. As a result, two parents may feel quite differently about how the magnitude of an issue (e.g., missing two English deadlines in a row) and how it should be handled. In these cases, the parents may disagree in front of their teen, leading the teen to feel like the disagreement is the focus and not their EF issue. Ultimately, if a teen is looking to avoid the task, they may incite a disagreement – hoping to escape under the cloud of heavy arguing. Bottom line, the teen does not end up getting the help s/he needs.

**Being inconsistent in what you expect**

Many parents will have good intentions and start out teaching their teen effectively, build in behavioral contingencies (e.g., earning the car on the weekend for passing in their major project) and check-ins. Sometimes, however, the best laid plans are forgotten – leading the teen to feel discouraged and relatively unsupported overall. In this case,

many parents have not reflected on or planned for their own EF weaknesses. It is just as important for a parent to follow through as their teen – especially when the parent has EF skills to teach.

**OK – so I might be part of the problem. What could work with my teen?**

Adopting a democratic style of parenting is key. This parenting style is marked by engagement in an active problem-solving process with your teen, and is common across issues. Rather than dictating, directing or imposing

strategies, a democratic (or authoritative) parenting style is marked by respectful attention and active listening, when a teen shares their ideas and feelings.

And, when the teen does not hold up their end of the plan or meet the goal, the democratic parent imposes agreed upon consequences (e.g., “You did not pass in the project to have a sleepover this weekend, which was our agreement. Let’s try again with your math project... how can we do this differently this time?”). This is always the hard part to any

parenting situation. Consistency and follow-through is key to any learning, but especially at this age and stage.

**Bottom line - You are not alone in these struggles with your teen.**

But remember – awareness is key. Knowing where you are in your own EF skill set and parenting style is imperative to charting an EF course of learning with your teen. Perhaps, you might even learn some new EF skills along the way....

Anita Sablone is an experienced, registered psychologist from Carleen Hall Psychological Services, Inc. She specializes in supporting children, teens, young adults and their families through assessment, counseling and consultation (e.g., working with a child’s teacher or school) services. For more information, please contact 902-406-7413.

Suggested Reading: *Smart But Scattered Teens*, by Richard Guare, Peg Dawson & Colin Guare. Guilford Press, 2013.

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# Seniors Section

## Fitness For All Ages



**W**e all know that the pros outweigh the cons when it comes to exercise. For those of us who avoid the obvious, let me summarize just a few of those pros for you:

**An increase in energy really gives you more energy:** Cells need oxygen to turn food into energy in order to perform functions. Muscle cells use energy to move and therefore need more energy (and more oxygen) during exercise. To get more oxygen you breathe more often and to distribute oxygen to cells quicker your heart pumps faster.

**A chemical reaction happens and it actually makes you feel better:** Serotonin (the mood

neurotransmitter that makes us happy campers) increases during exercise, dopamine (neurotransmitter that keeps us energized and motivated) receptor activities increase after prolonged exercise programs.

**It really does lower your cholesterol:** If you are overweight its possible the low density lipoprotein (LDL) in your blood is high. Exercise can help by stimulating enzymes that move LDL to the liver where it's converted to bile, digested then excreted.

Then there is the fact that exercise helps you lose weight, builds muscle, and how about this one - exercise boosts your social life? Well, it could - join a gym, join an

aquacise class, call your neighbor and see if they want to go for a walk. And if you're wondering what's out there for you to do, take a look at the Captain William Spry Community Centre - pool, fitness centre and exercise classes means everything you need in one place. Sign up for everything from pre ballet and dance to boot camp, bellyfit, and aqua zumba. The fitness centre is large enough to house state of the art equipment yet small enough to feel like your own private gym and the pool is available for lessons, exercise classes, recreational swims and rentals. For more information on fitness for all ages at the Captain William Spry Centre, 902-477-7665, Needham Pool, 902- 490-4633, and or Sackville Sports Stadium, 902-869-4141.



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# Seniors Section

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of shopping and meal preparation. Being lonely can cause mental, emotional and physical strife which is not only unnecessary, but also tough on family and friends. The attachment to one's home can interfere with the enjoyment of life if it means the person is alone on a regular basis. If getting out of the house becomes an inconvenience, and having visits becomes the expectation, stress can be the result for everyone. Having the ability to walk out of your apartment at The Berkeley to enjoy an exercise class, musical entertainment or a card game is a brilliant way to combat this problem.

The Berkeley believes in creating a socially active community as a way to enhance overall health and wellness. Our buildings are welcoming and warm. If you have a loved one who is lonely or having trouble getting out regularly, come visit one of our four locations to see for yourself why many seniors have chosen to call The Berkeley home.

For further information please contact, The Berkeley Gladstone, 2633 Gladstone Street, Halifax, (902) 492-3700 Reception, (902) 802-0346 Sales Director www.theberkeley.com www.facebook.com/TheBerkeleyNS

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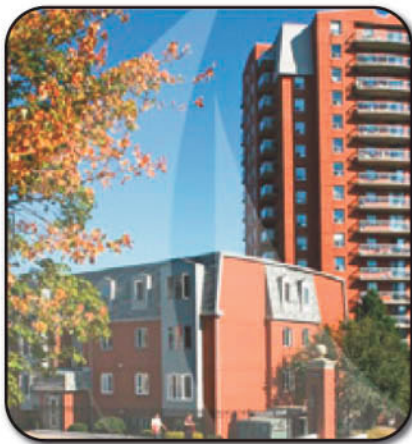
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# Play Is Not A Four Letter Word

By Jo-Anne Bayers – Director, The Growing Place

Play is not a four letter word, well okay technically it is, but as is the case with other four letter words it is often looked upon unfavorably. Play for plays sake it seems has taken on a bad rap. Free range childhoods like the ones my siblings and I grew up with, playing unstructured games, have increasingly been reduced or replaced by screen time or structured activities in the guise of play.

there's nothing like the undivided attention of your parents. That's not to say that you should bend to your child's every whim, part of playing is learning the art of give and take, so that everyone gets to have fun, including you!

Most importantly playing with your child lets them know they are loved. It has been many years since I was a child playing tea party with my mother, but I still have vivid memories of knocking on our door with my cry baby Susie dolly, and seeing my mother's smile as she opened the door exclaiming, "Why you're just in time for tea!" Play is the language of childhood so I encourage you to release your own inner child, and start a conversation that will not only support your child's learning, but may just create a lifetime of memories for both you, and your child.

Play, particularly unstructured play is as vital to a child's development as breathing. A child's brain grows by ninety percent in the first five years of life making play, and learning inseparable. So the question is how as teachers, and parents do we support play, and thereby learning?

As early childhood teachers we are trained to observe play, to provide ample time for unstructured play with paints, blocks, and dramatic play props rather than toys that can only be used as directed. Additionally parent-child play is an important part of supporting your child's development. Time for play may not come easily, but play happens in the everyday moments you share with your child. Whether it be bath time or cooking supper there are opportunities to be playful together. Playing with siblings or peers is great, but

*Jo-Anne is currently the Director at The Growing Place, and has over thirty years of experience. She has previously served as Resource Coordinator where she specialized in supporting children with special needs as well as offering support, and advice to parents on a variety of child, and family related issues. For more information please visit our website at [www.thegrowingplace.ca](http://www.thegrowingplace.ca)*



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# Health & Wellness



**Dr. Negin Ghiabi**

Children and adolescence are affected by variety of gum disease. Gingivitis, which is the inflammation of gum tissue, starts with redness and bleeding of gum tissue. It is uncommon in younger children however the incidence increase by age and it peaks at puberty due to hormonal change; round age 10 for girls and 13 for boys. There are some other factors, which increase the gingivitis in children such as crowded teeth, orthodontic

## Gum Disease In Children And Adolescence

By Dr. Negin Ghiabi, Pediatric Dentist at Pinnacle Dental Specialists

appliance, lack of good oral hygiene and mouth breathing. Gingivitis is reversible and manages by improved oral hygiene. Young children as young as 8-10 years old need parental assistant and even older children need parental supervision for proper brushing and flossing. Some medication such as anticonvulsant medication can cause of gingivitis. By changing the type of medication under physician direction can be resolve to some degree.

Periodontitis that is the bone loss is less common in children. Chronic periodontitis often begin in adolescence and response well to good oral hygiene. Periodontitis in primary teeth is more common in

African American population. It can be heredity and cause by immunodeficiency. It needs to be treated as soon as possible. The sign of that is heavy calculus and plaque, inflammation and bone loss.

Some systemic disease such as diabetes, Down syndrome, immune deficiency, leukemia can cause of periodontitis.

There is another type of gingivitis or periodontitis which common in late teen. It happens because of malnutrition, stress and lack of sleep. It shows sign of fever and ulceration and necrosis in gum tissue. And need immediate treatment.

However calculus is uncommon in young children however the behind of lower anterior teeth and front of upper back teeth are 2 most common areas to see calculus and need special attention. Therefore regular dental check up including gingival and periodontal health should start as early as 1 year old.

*Dr. Negin Ghiabi is a Board certified Pediatric Dentist. Her private practice, Pinnacle Dental Specialists, in Halifax limited to dentistry for infants, children and adolescents. We welcome new patients as young as 1 year old. No referral is needed. For more information please call 902-407-7377.*



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*Did you know the first dental visit for a child begins at age 1?*



## Living Well Integrative Health Center Celebrating 3rd Year Anniversary

By Dr. Maria Patriquin Ivanov M.D. CCFP,  
Owner of Living Well Integrative Health Center

Although no longer in school, the fall remains the start of my medical teaching term each year at Living Well. It's wonderful to teach inspired students but it's also amazing to be able to present them with a host of patients who continue to inspire and teach me. I am humbled by their enduring, irrepressible efforts to remain positive and to live as best they can in the face of illness and obstacles, in the face of being human.

Most of the time my patients are oblivious to their gains, crediting themselves for only small changes and often attributing progress to something or someone other than themselves. I always try and remind them that even one small thing can change our perspective, our health, and the course of our lives. Ultimately it is our choice to see, to listen, to feel, to accept and to choose what is healthy and valuable to us. We cannot change the past, we can't predict the future but we affect our future by consciously choosing the life we are living now.

Everyday I feel connected to the experience of being human by virtue of what my patients choose to share and the realization that comes from their choices, their lives and their stories. We are so good at convincing ourselves that we are so unique. We are unique, but we are also far more similar than dissimilar. I am privy to seeing that regardless of how we live, who we live with, how we were raised, what we look like, where we are from and what we suffer with, we all feel in the same language. We all laugh, fear, joy, grieve, lose, hope and love in much the same ways. We are all connected in the experience of our humanness.

Mindfulness allows us to connect to our humanness with all its wonder and imperfection. Although we suffer with this being human thing, much of our suffering is self-imposed in an effort to fight the vulnerability and unpredictability that comes from being alive. When we are able to turn towards the vulnerability and unpredictability but still embrace our strength and the beauty around and within us, we are being mindful. When we are being fully present by feeling our feelings, sensing what we feel

and knowing our thoughts without altering or judging, we are being mindful.

Mindfulness practice informs all aspects of my life and without it I would not be living a life without the consistent depth of enjoyment that I do now and the low points would be more difficult to bear. Mindfulness taught me that I could experience all the laughter, fear, joy, illness, grieves, loses, hopes and love in my personal and professional life and not only be fully there for them but stronger for it too.

Being fully awake for this human experience is a different way to be with what is. How would you feel if you were to experience yourself as steady, strong, flexible and balanced? What would it be like to be able to know what you think, to feel how you feel and to let that inform you of what you need and how you want to live this one precious life? How would your perspective, your health, and your life change?

If you are interested in learning more about yourself and what makes you healthy, strong and whole please contact Living Well

or see our website for information regarding our care, services and Mindful programming.

This fall 2015 represents the 3rd anniversary of my opening Living Well Integrative Health Center. A little big idea that started to grow in me at the ripe age of 18 into what was the first formal integrative health center east of Montreal at the well-lived age of

42. It has brought the full range of human emotion. It has brought joy, fear, laughter, grief and hope. I could not have done it without my husband, kids and parents who suffered and joyed along with me. I could not have done it without my patients support. Thank you to my family, patients and students for the opportunity to teach and for the privilege of being taught so very much.

Thank you to the practitioners I work with who are courageous and determined enough to embrace the person, not the illness and who share a vision of care being better together.

*Dr. Maria Patriquin Ivanov  
M.D. CCFP, Living Well  
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[www.livingwellihc.ca](http://www.livingwellihc.ca)*



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# Health & Wellness

## Are Braces in your Future?

By Dr. Sarah Davidson DDS, MSc (Ortho) FRCD (C), Halifax Orthodontic Specialist Group



understanding of the development of your child's bite. If a potential problem is identified, your Orthodontist will recommend monitoring your child at a regular interval (often yearly) until a time that treatment is indicated. Usually orthodontic treatment is recommended around age 11-12 when the main growth spurt happens and many of the permanent teeth are present, but in some cases early treatment is necessary. Early, interceptive treatment may prevent a problem from becoming more serious (possibly requiring surgery) or may achieve results that would otherwise be unattainable if treatment is delayed.

So do you know what to look for? A developing smile can be a bit intimidating from a parent's perspective but here are some "bad bites" (or malocclusions) to watch for.

- An underbite (bottom teeth bite over top teeth)

- Crossbite (s) (top teeth bite inside bottom teeth on one or both sides)

- A deep bite (top teeth completely cover bottom teeth)

- An open bite (teeth don't come together in front)

- Protrusion ("buck teeth"),

- Excessive spacing or crowding

- Any of the following: Early or late loss of baby teeth; difficulty chewing or biting; mouth breathing; a thumb or finger sucking habit; jaws that shift or make sounds; grinding or clenching of teeth; biting the cheek or the roof of the mouth; speech difficulties or facial imbalance.

Don't be alarmed if you see one or more of these features in your child's bite. Many changes occur as a child grows and some problems are temporary. However, mentioning

your finding at your child's next regular dental visit or calling your local Orthodontist for a screening exam is a good idea.

Now that you've looked closely at your child's teeth, what about your own? Look for information about Orthodontics for Adults in an upcoming issue of Parent-Child Guide.

*Dr. Sarah Davidson is a Board-Certified Orthodontic Specialist with the Halifax Orthodontic Specialist Group. She is a co-owner of The Brace Space in Bedford (Larry Uteck) and Stuart & Davidson Orthodontics in Dartmouth, offering conventional braces and Invisalign for children, teens and adults. For more information, contact 455-7222.*

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# Places To Go!

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As one of the owners, Stewart Adams, states; 'we wanted to make the party as easy as possible for those who have to organize it. The idea is that they bring the cake and the kids and we take care of everything else.' Private parties are also

available after normal opening hours. Anyone who is considering holding a party at The Play Box is more than welcome to go for a look around and chat to the owners.

With two bright party rooms, a fantastic play structure and a café offering a range of snacks, meals and espresso based drinks, there is something for everybody. The Play Box also offers great rates for HST registered organizations. Day cares and Summer Camps can bring their children along and enjoy the facility.

In addition to offering admission discounts to military, fire and police, The Play Box also operates a loyalty card system. Punch

cards for multiple visits and individual play passes are also available and ideal for presents.

*The Play Box is located at 104-105 Evergreen Place (opposite Penhorn Mall/Sears) 530 Portland Street, Dartmouth. Catering for 0-12 years of age; opening hours are Mon-Sat 9.30 - 5.30, Sunday 10.00-4.00. For more information The Play Box can be contacted on (902) 463 0034; e-mail: theplaybox@outlook.com; facebook: theplayboxltd; website: www.funattheplaybox.ca; twitter: @theplaybox1*



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# What To Ask When Looking For An Insurance Agent

Submitted by Craig Gallant &amp; Associates Inc., The Co-operators

The sun shone through window and onto the dinette as Lisha sipped her coffee and Ken chuckled as he read the Sunday funnies. Married a year, they've really enjoyed the quiet weekend mornings together. Though, they know these quiet times will soon get a bit louder as they plan on renovating their home, raising a family and upgrading to a minivan.

They have big plans for the future and want to do their best to protect it. That's why they're currently looking for a good insurance agent to help guide their way. After careful research, they've discovered some important questions to ask.

**Is the agent a licensed professional?**

It's important to have an agent that holds professional designations, invests considerable time in additional training and has the organizational support of multiple experts to consult with.

**Will your agent build a personal relationship in order to truly understand your needs?**

It's advisable to choose a highly trained agent in your neighbourhood who has built strong relationships with your community, comes recommended by friends and neighbors and is readily available for dedicated service.

**Will you get excellent service and competitive prices?**

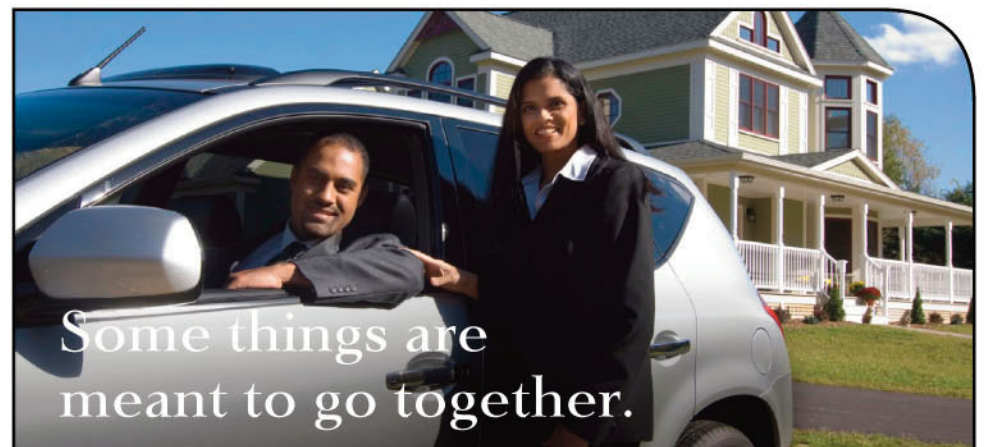
Your agent should have a thorough knowledge of special programs to reduce costs. You'll discover better value with a full-service agency that offers multi-product discounts.

After asking these questions and carefully considering their options, Lisha and Ken's neighbour suggested that they talk to Craig, the Co-operators agent around the block. They met at Craig's office and were immediately impressed by his expertise, his dedication to their neighbourhood.

They decided that Craig and The Co-operators were the right agent and insurance company for them. The Co-operators offered the security, service and benefits they were looking for. Plus, they were very impressed by The Co-operators commitment to sustainability, green discounts and charitable organizations in their community.

Now, they are planning on getting their home, auto, life and investment products from The Co-operators. Not only will they receive multi-line discounts, but they'll have one contact that is familiar with all of their insurance and financial needs and can ensure they have adequate coverage.

*If you have similar questions, call The Co-operators in Dartmouth to speak with Craig Gallant or any of his staff for the answers you need. 530 Portland Street, Unit 201, Evergreen Place, Dartmouth, Craig.Gallant.associates@cooperators.ca, or (902) 466-6096, www.cooperators.ca*



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## How to Get Your Bike Ready for Winter Storage:

Cooler weather means another riding season is drawing to a close. Now is the time to think about proper winter storage for your bike. Taking care of some basic needs will make getting your motorcycle or scooter going again in the spring that much easier.

1. First thing is to figure out where you are going to put your ride for the winter, heated storage is always the best option. Heated storage is not always available so a shed or cold garage will make do. You can always check with your local bike shop and see if they offer storage as we do at Powertrend Cycle. Storing your bike with your local dealer also gives you the opportunity to get your maintenance and mechanical repairs done over the winter.

2. Give your bike a thorough cleaning. This does a couple of things it removes all the grim from your bike and allows you to look over your bike to see if there any repairs that need to be done.

3. Now that you have decided on your storage location and have cleaned your bike it is time to fill your fuel tank and add stabilizer. (at Powertrend we will add fuel stabilizer to the Full fuel tank for you).

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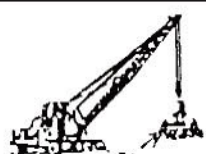
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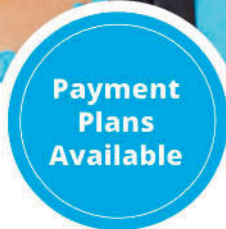
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## Homework Help for Great Grades the Whole School Year

by Lorelei Burgess, Oxford Learning HRM

When it comes to homework time, a little organization and strategic planning help to make homework time structured, so that kids know what to do, where to do it, and how to complete their homework on time.

With solid homework habits established, good grades are sure to follow... Not just for the next test, but for the entire school year.

### Top 10 Tips to Handle Homework:

1. **Set Up a Study Area**—from the first day of class, even if there is no homework, designate one area of the house the homework zone. This is an area with no distractions that is dedicated to working on projects and assignments.

2. **Make Materials Available to the Homework Zone**—what

tools does your child need to get the homework done? Use a container or box to keep all supplies handy. Anything that your child may need access to during homework should be easily accessible so that he won't have to rummage around for it.

3. **Remove the Distractions**—if the home work zone is the dining room table, and a TV is nearby, make sure that the TV is off. Or if the area is next to a window, and the falling leaves are just too distracting, switch places, or consider a change of location. But don't be too stringent; some people work best with a little background noise, like a radio playing quietly in the background.

4. **Set a Time Frame**—choose a time that is best suited to your family's needs to work on homework. Whether it is right after school, or after dinner, sticking to a set schedule helps the work to get done.

5. **Offer Guidance**—but don't do the homework for your child. Be close by, maybe sit at the table too, or in the next room, and read the newspaper, or read a book, so if your child needs to ask a question she won't have to go looking for you.

6. **Use An Agenda**—it's the key organizational tool for homework. An agenda reminds students of tasks to be completed, and is also a great place to write down questions to ask the teacher.

7. **Stay Informed**—regularly talking to your child's teacher is a great routine to establish. Ask about upcoming projects that may require extra help. How does your child fit into the class average? — it's good to be informed.

8. **Be a Role Model!** "Do your homework!" is a refrain heard in many households. Set a good example by practicing what you preach. Set a good example by your actions; read a book, do some research, or bring something home from work to complete.

9. **Offer Praise**—be specific, and be sure to praise their efforts, and hard work, not their intelligence. Kids will appreciate that their efforts are not going unrecognized, and you'll help bolster their confidence.

10. **Watch Frustration Levels**—if your child is feeling stressed by homework, or just can't master the concepts, then it's time to seek help. Getting homework done is a routine part of school, just like eating lunch—but with a well-established home work routine, it doesn't have to be the worst part.

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# Education

## Communiqué de presse Un budget de plus de 70 000 000 pour le CSAP

Les membres du Conseil scolaire acadien provincial (CSAP) ont, entre autres, adopté leur budget annuel et ont entendu une présentation de Pascale Paulin de Forté Communication dans le but de se doter d'un nouveau Plan de communication. La 220e réunion régulière a eu lieu le 4 juillet au siège social à La Butte.

Les membres ont adopté le budget 2015-2016. Le budget a atteint le cap de 70 millions de dollars pour la première fois au total de 70 100 000. Le Conseil constate, pour une autre année, une augmentation des inscriptions à la rentrée scolaire en septembre.

La province contribue la majorité du

financement du Conseil scolaire, le reste provenant du gouvernement fédéral, des fonds générés par les écoles et d'autres projets gérés par le CSAP.

C'est dans l'objectif d'avoir une plus grande visibilité proactive et positive que le CSAP veut se faire connaître davantage partout dans la province. Le Plan de communication visera à ce que l'information donnée et reçue atteigne tous les échelons de la communauté acadienne, francophone et même anglophone.

En commençant par la collecte de l'information auprès des membres du Conseil, de l'équipe de gestion et du

personnel, entre autres, Forté Communication va dresser un Plan pour le Conseil scolaire pour les années à venir. Il englobera les médias sociaux pour l'administration et pour les écoles et un site Internet révisé en lien avec la Planification stratégique du CSAP.

Pour renseignements :  
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landryr@csap.ca (902) 769-5472

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## Reading and Writing Made Easy!

Submitted by Halifax Learning

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# CRAFT CORNER - Amazing Jars

By Jenny Joan Larisey, Craft Consultant for Maritime Hobbies & Crafts

It's amazing the things that can be created with a single object. Some items are so versatile that having a few on hand is just so worth it. Mason jars or any jar for that matter, are one of those things for me! I have used jars my entire life; for candle holders, storage, and, in my youth even catching bugs. If you don't have a compulsive habit of collecting jars as I do, mason jars are the most easily found and versatile of all the jars.

I can not imagine my life with out a collection of jars around my house. To think the mason jar was once a breakthrough in the way of life!!! It was the first of its kind, invented and patented in 1858 by Philadelphia tinsmith John Landis Mason. The revolutionary new threaded lid offered an alternative to preserving our precious aliments.

Today it can be so easy to take those old timeless inventions for granted, canning has become something of a throwback. The vessel once dedicated to keeping and storing foodstuffs is

now commonly used as a drinking glass, decorative object or storage. The design of the mason jar has virtually no room for improvement, its current mass-produced form was refined over the course of several decades in the latter

half of the 19th-Century. Its timelessness is certainly part of its appeal—as an object, it is imbued with nostalgia, thrift and a can-do attitude ;)

A jar can be a great way to get started with some gift giving ideas, filling them with your favourite homemade cookie mix, epsom salts and essential oil, or homemade granola. There is a gift/jar idea out there for every one in the family.

One of my favorite ideas for using a jar around the holidays is to fill a jar with plastic figurines, mineral oil, and



glitter to give loved ones a winter wonderland that never ends.

I'll spare you the countless DIY tutorials, how-to guides, craft projects, rainy-day activities that are just a few keystrokes away, but suffice it to say that this generation has wholeheartedly embraced the iconic vessel.

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\*Selling price is \$44,120 on a new 2016 Acura RDX (TB4H3FJN) // \$55,120 on a new 2016 Acura MDX (YD4H2GJNX). Selling price includes \$1,995 freight and PDI, tire tax \$15, air conditioning fee (\$100). License, insurance, registration and taxes are extra. †\$4,000 // \$1,500 Cash Customer Rebate (CCR) is available on new 2016 Acura MDX Navi (YD4H4GKNX), Tech (YD4H6GKNX) and Elite (YD4H8GKN) // 2016 Acura RDX Tech (TB4H5GKNX) and Elite (TB4H7GKN) models when registered and delivered before November 2, 2015. Total incentives consist of \$4,000 // \$1,500 that cannot be combined with lease/finance offers. All incentives will be deducted from the negotiated selling price after taxes. Some terms/conditions apply. Models shown for illustration purposes only. None of the features we describe are intended to replace the driver's responsibility to exercise due care while driving. Drivers should not use handheld devices or operate certain vehicle features unless it is safe and legal to do so. Some features have technological limitations. For additional feature information, limitations and restrictions, please visit [www.acura.ca/disclaimers](http://www.acura.ca/disclaimers) and refer to the vehicle's owner's manual. Offers end November 2, 2015 and are subject to change or cancellation without notice. Dealer may sell/lease for less. Dealer order/trade may be necessary. While quantities last. Visit your local Acura dealer for details. © 2015 Acura, a division of Honda Canada Inc.



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