

WORK & FAMILY LIFE

BALANCING JOB AND PERSONAL RESPONSIBILITIES

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*Practical solutions
for family, workplace
and health issues*

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Connecting with our children emotionally is the first step in effective discipline.

Discipline: it's all about connection

By Daniel J. Siegel, MD and Tina Payne Bryson, PhD

Did you know that the word “discipline” comes from the Latin *disciplina*, which means teaching, learning and giving instruction? So, from its inception in the English language, discipline has meant “to teach.”

These days, most parents associate punishment or consequences with the practice of discipline. But, instead, the goal should be for our kids to learn important skills—like improving their ability to control themselves, manage big, angry feelings and consider the impact of their behavior on others. Punishment might shut down a behavior in the short term, but teaching offers skills that last a lifetime.

The goals of effective discipline

Effective discipline means we're not simply stopping a bad behavior or promoting a good one, we're also teaching skills and nurturing the connections in children's brains that will help them make better decisions and handle themselves well in the future.

A short-term goal is to get children to do the right thing. We don't want younger kids throwing toys in a restaurant

or older kids talking to us disrespectfully. Another goal is more long-term. It focuses on helping children develop self-control and a moral compass—so even when authority figures are not around, our kids will be thoughtful and conscientious. It's about helping children grow up and become responsible adults who can enjoy successful relationships and meaningful lives.

Start with an emotional connection

Every child is different, of course, and no parenting approach or strategy will work every time. But one constant is that the first step in effective discipline is to connect with a child emotionally. Our relationship with our kids should be central to everything we do.

Disciplinary responses will change based on a child's age, temperament and stage of development, along with the context of the situation. But whether we're playing with children, talking with them or, yes, disciplining them, we want our kids to experience at a deep level the full force of our love and affection.

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Discipline...

Continued from page 1...

Making this connection is not the same as being permissive. It doesn't mean letting children do whatever they want to do. In fact, it's just the opposite.

Part of giving kids what they need is offering them clear, consistent boundaries and creating a predictable structure in their lives—as well as having high expectations for them.

Children need repeated experiences to develop brain wiring that allows them to delay gratification, contain the urge to react aggressively toward others and deal flexibly with *not* getting their way.

The absence of limits and boundaries is actually stressful. So when we say no and set limits, we are helping children find safety and predictability in an otherwise chaotic world.

How-to's on connecting

Before we teach, we need to connect with and comfort our kids. We do this by validating their feelings and showing them empathy. Here are some ways to calmly, lovingly connect with your child.

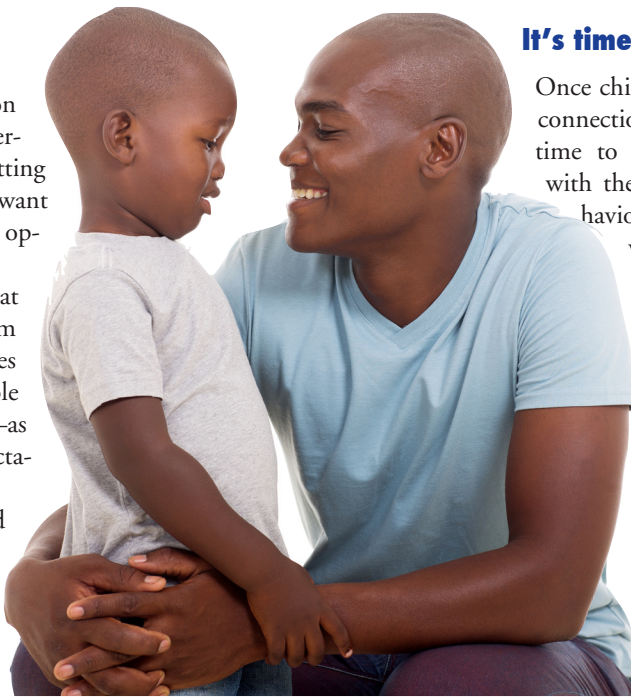
Turn down the “shark music.”

In other words, stay in the moment. Don't practice fear-based parenting. If you're responding to something in the past or worrying about what's going to happen in the future, you can miss what your kids need *right now*—and what they're actually communicating.

Chase the why. Instead of focusing only on behavior, look for what's behind the actions. Ask: *Why is my child acting this way? What is she or he communicating?*

Think about the how. What you say is important. But as important, if not more so, is *how* you say it.

Communicate comfort. Get below your child's eye level. Then give her or him a loving touch,



“Wow, I can imagine that felt a little scary for you.”

nod of the head or an understanding look. This alone can defuse a heated situation.

Validate. Even when you don't like a behavior, acknowledge and even embrace your child's feelings.

Stop talking. When kids' emotions are exploding, don't explain, lecture or try to talk them out of their feelings. Just listen and look for the meaning and the emotions your child is communicating.

Reflect what you hear. After you have listened, reflect back on what was said—and let your child know that you heard her or him.

It's time to redirect

Once children have felt that connection with you, it's time to redirect—and talk with them about their behavior. After all, what we want is for our kids to gain insight into themselves, feel empathy for others and learn how to make things right when they make a mistake.

Here are some redirection strategies to have in your parenting tool kit. Choose the ones that make sense in

a variety of circumstances and according to your child's age, stage and temperament.

Reduce words. Address the issue, teach a lesson, and keep it brief. Long lectures don't make children at any age want to listen to you more. They're more likely to tune you out. Once you've addressed your child's behavior and feelings, move on.

Embrace emotions. Kids need to understand that there's nothing wrong with being angry or sad—or so frustrated they want to break something. But our message

should be, “You can feel whatever you feel—but you can't always do whatever you want to do.”

Describe, don't preach. You might say to an older child, “Those sound like pretty mean words you're saying to your brother.” This opens the door to cooperation better than a reprimand, “Stop talking to your brother like that.” Even young children know what is and is not acceptable behavior. Often, you just need to call attention to the behavior that you observed.

Involve your child. When kids are involved in the discipline process, they feel more respected and are more likely to buy into what you are promoting. Children can also come up with good ideas for solving a problem. Even young kids can be encouraged to reflect on their actions and on how to avoid the same problem in the future.

Reframe a No into a conditional Yes.

For example, you might say, “There's a lot happening tomorrow. So, yes, let's invite Tim over—but let's do it on Friday, when you'll have more time to play.” This gives kids practice tolerating disappointment when things don't go their way.

Emphasize the positive. This is one of the best ways to deal with misbehavior. Instead of saying “No whining,” try “I like it when you talk in your normal voice.” Instead of “Stop messing around,” say “You're going to be late to school.” Emphasize what you want: “I need you to brush your teeth and find your backpack.”

Be creative. The next time you see trouble brewing, ask yourself, “Do I really want that drama?” If not, try playfulness. Be silly. Muster up the energy to be creative. Often, we can avoid an unpleasant interaction by simply taking a few seconds to come up with an idea that's fun and playful. ♦

—Adapted from the authors' new book *“No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind”* (Bantam). See We Recommend on page 8.

Hopeful messages for difficult moments

There's no magic wand. We can't always “fix” things or even make things better when children are having a hard time. But we can stay calm and loving, be available when our kids do want us close, and talk about the situation when they are ready.

Kids can benefit even when parents mess up. Our very human responses can help children too. They see us model how to apologize. They experience that when there's conflict, situations can be mended and become good again. They can see that because we are not perfect, we don't expect them to be either.

You can always reconnect. Misunderstandings, arguments and breakdowns in communication can damage a relationship. The key is to repair any breach as quickly as possible—and it's our responsibility as parents to initiate this. When we reconnect with our kids, we model a crucial skill that will allow them to enjoy much more meaningful relationships as they grow up.

It's never too late to make a positive change. You can change the way you discipline at any age—yours or your child's. ♦

Do parenting skills transfer to the workplace?

QI've come to the conclusion that, if you've raised kids, you can manage just about anything that comes your way. Many of the skills I learned at home raising our three (now grown) children were directly transferable to my work as a supervisor on the job.

Just wondering if you've heard this from other parents.

—E.D., Bloomfield Hills

AYes—and author Ann Crittenden, among others, has written about specific parenting skills that can inform one's work life. Here are some that she's come up with:

MANAGING COMPLEXITY. Parents learn to keep a lot of balls in the

air at one time with a steady hand. They learn to delegate, set priorities and not sweat the small stuff.

INTERPERSONAL SKILLS. Getting along with people (even when they act like two year olds) is something every parent learns to do. And it's an essential skill at the workplace. It involves learning to listen, treating people with respect, negotiating for win-win solutions and picking your battles. It also means being able to loosen up and lighten up sometimes, because creativity and playfulness often go hand-in-hand.

HELPING PEOPLE GROW. A big part of parenting is encouraging our kids to work hard, develop their

talents and become independent. This is a recipe for success on the job too. Both colleagues and parents need to give helpful criticism and positive reinforcement—and not rush in and take charge when somebody makes a mistake. Kids and workers can learn a lot from their mistakes.

ENCOURAGING INTEGRITY. We all want our kids (and coworkers) to be fair, honest, conscientious and caring. We want them to believe in the future, and this requires taking the long view. Rome wasn't built in a day. Kids don't grow up overnight. And everything important takes times—both at home and at the workplace. ♦



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This is your column. We invite you to send questions about work and family life or tell us how you solved a problem that you think a lot of people face. Write: Dr. Susan Ginsberg, Work & Family Life, 305 Madison Avenue, Suite 1143, New York, NY 10165. E-mail: workfam@aol.com.

RESEARCH REVIEW

Brain science suggests smarter ways to study

We've all had the experience of cramming for an exam. Then, when it was over, we forgot just about everything we studied. Cramming is not the best way to retain information, says science writer Benedict Carey in his new book *How We Learn: The Surprising Truth About When, Where, and Why It Happens*.

Carey's book looks at the new brain science in relation to memory and learning studies. Here are some of his suggestions:

Change your study environment. Move around from time to time. Find new scenery. Sitting in the same place and trying hard to concentrate does not leave a lot of brain energy for learning. Take periodic breaks. The brain wants movement and variation.

Talk about what you're trying to learn. Play the "teacher." Studies show that self-testing and writing down information on flashcards reinforces learning.

Space out your learning periods. Think of it as watering the lawn for shorter periods more often. Spaced study also adds "contextual cues." For example, you might hear a dog barking when you study at home or a barista steaming milk when you go over the mate-

rial again at a coffee shop. Cues embedded in different contexts will make your memory stronger.

Review information a few days after studying it. University of California, San Diego researchers found that this approach helped students retain historical events, vocabulary words and science definitions, in particular. So, if you have a test on Friday, study on Monday and review the material on

Thursday. If a test is a month away, study in one-week intervals. These reviews send signals to the brain that it needs to retain this information.

Get enough sleep. Carey calls sleep the "finisher on learning." Studies have shown that

the first half of the sleep cycle helps with retaining facts and the second half helps with math skills.

This suggests that students who have a language test the next day should go to bed early and review the material in the morning. Math students, on the other hand, should do their review before they go to bed, so their brain can process the information during sleep. ♦



Tough decision? Ask a woman for her advice.

Neuroscientists at universities in the U.S. and Europe say their studies have shown that men and women make decisions about risk in similar ways when conditions are normal and low-key. But when the pressure is on, they part ways, and women bring some unique strengths to their decision-making.

In a gambling game study at the University of Southern California, Dr. Mara Mather found that men took more risks when they were stressed. They focused on big wins, even when the odds were against them.

A University of Michigan study found that the closer women got to a stressful event, the better their decision-making became because they looked for smaller, surer successes.

In experiments at the University of Vienna, researchers found that women also became more attuned to others under stress and made more empathetic decisions. ♦

Keeping the grandparent connection strong

By Susan Newman, PhD

Grandparents, now is your chance to do the things you wish you had done with your children, didn't have the time to do or couldn't afford.

Whether or not you live near or with your grandchildren, every day can still be fertile ground for feeding their memory banks and building meaningful bonds.

You can provide hugs and love, attention, adventures and know-how—always keeping in mind that little things mean a lot, and that more often than not it's the small efforts that bring you closer.

Everything you do with a grandchild helps to grow the relationship, so take advantage of each opportunity. Here are some ideas to get you started, and you'll think of many more of your own.

► **Devise an affectionate, clever name for each grandchild.** Whether it's "Bella Blue" or "Zip-py Joe," its regular use will become part of family lore.

► **Have a trademark kiss, unique for each grandchild.** Two pecks on the tip of the nose, one peck on

each cheek or one long and two short kisses on the forehead.

► **Invent a silent symbol of your connection** to your grandchild: thumbs up, quiet clapping, peace sign, a wink or a gentle tug on an earlobe.

► **Start a book club.** Name it after your grandchild ("The Lindsay Rose Book Club") and send or give her or him a book once a month. Baby board books are a good way to start. Pick them up inexpensively at yard sales, used-book sellers and thrift stores.

► **Pass on their parents' toys.** Give grandchildren objects that once belonged to their parents such as a blanket, stuffed animal, high school letter sweater, trophy, books, a train set, dolls, baseball glove or photo album you may have saved.

► **Put your grandchild in charge.** For example, have him or her call



Young girls love getting one of their mom's old dolls.

to make reservations or to check movie schedules. Give your grandchild money to pay the check at a restaurant or buy tickets at a movie theatre.

► **Introduce your grandchild to something you enjoy** such as a new exercise routine. Better yet, design an exercise program set to music together.

► **Share your knowledge and skills.** Make gardening, cooking dinner, baking treats or doing a home repair at your house or theirs a frequent activity. Kids like being useful and responsible. It makes them feel special.

► **When you visit places** with grandchildren, buy a few extra postcards to mail after the trip to remind them of the fun things you saw and did.

► **Personalize cards** for birthdays, holidays and special achievements by snipping the child's

picture from an extra photo and attaching it to the card. Tech savvy grandparents can do this digitally, too.

So far, but close

Because we're all so connected by digital technology, it's easier than ever to be involved in your grandchildren's lives. Grandparents can be actively engaged with grandkids of all ages. Whether your grandchild is a toddler or a teen, an infant or young adult, everything you do becomes one more connection.

► **Use a video communications program** like Skype so you can see and talk to grandkids via your computer. Ask older grandchildren or their parents to recom-

mend software that works best with your skills and theirs.

► **Know your older grandkids'** email addresses. "Friend" them on Facebook. Send or text brief notes now and then or a link to a web page that will interest them. With very young children, send messages to a parent who can read them aloud to the child.

► **Find out about upcoming events** or activities your grandchild is involved in to highlight in email. Call, text or email before a major event to wish your grandchild good luck.

► **Send newspaper and magazine articles or movie reviews** (or the online link) you think your grandchild would enjoy. ♦

—Adapted from the author's book "Little Things Mean a Lot: Creating Happy Memories with Your Grandchildren" (see www.susan-newmanphd.com).

Weekend fun with your grandkids

If you're spending a weekend or several days with your grandchild, some preplanning will help ensure a fun time for all. Let your grandchild's age and interests be your guide. Here's a short list to get you thinking:

GIVE grandchildren a space of their own: a cabinet, drawer or shelf with toys, art supplies, books and items they can reach without your assistance or permission.

MAKE one of your first activities a trip to the supermarket. Let your grandchild pick out a favorite cereal and snack foods. You might also select the ingredients for a batch of cookies or cupcakes you'll make together.

KEEP a special drawer or box of things you know your grandkids will like. On each visit, allow them to select one surprise from your special stash.

PULL OUT old books or toys that you may have saved for your grandchildren. The time has come to play with well-worn dolls, trucks and trains.

DECIDE together on a weekend project: assembling a jigsaw puzzle, making doll clothes or learning how to bake bread.

PLAN an outing that's appropriate to the season. Let your grandchild's interests and imagination be your guide. ♦

How we can help our kids stay focused

By Dr. Ron Taffel

We've become a nation of the attentionally challenged: children (and grownups) who just can't focus.

I'm not talking about attention deficit disorder. I'm talking about kids and adults with an ordinary attention span who are having difficulty focusing on everyday tasks.

Why it's so important

Focus makes it possible for a child to be an integral part of what's going on at any given moment. It's one of the keys to academic success. It enables kids to listen to their teachers, take in new information, concentrate on something they care about, apply themselves and do their homework without getting distracted.

Focus also helps kids pick up the rules of socialization, conversation and games. If children can tune in, they'll know what's expected of them—and they can develop and sustain new interests.

Parents can foster focus

To some degree, children are born with a particular focusing style. Even so, they can be taught to strengthen their concentration. Here are some suggestions:

■ **PROMOTE SELF-AWARENESS.** Kids need to pay attention to body signals that tell them when they're losing focus: fidgeting, feeling tired and daydreaming. When your eight year old starts yawning over homework, you might say, "You look like you're having trouble staying focused. Take a break and then you can start again."

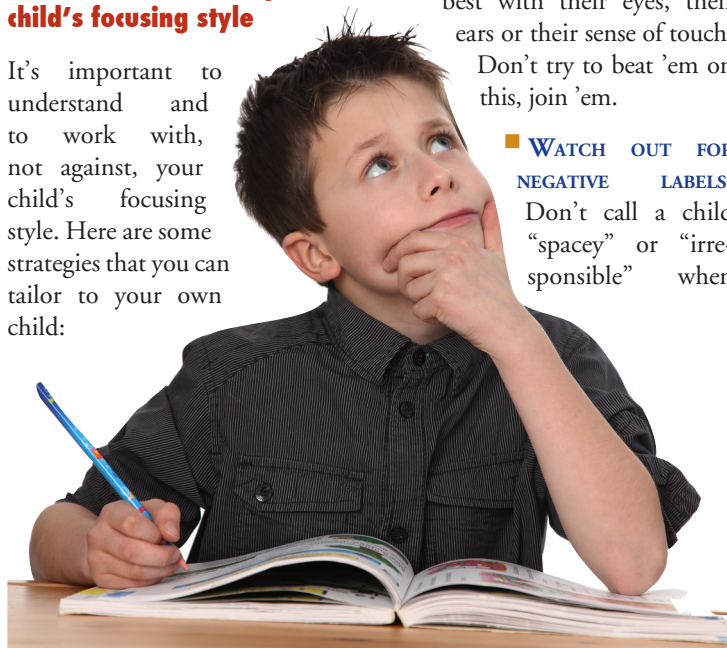
■ **ENCOURAGE CHILDREN TO USE SPECIFIC PHRASES** when they feel like they've lost focus—phrases that don't put the blame on anyone: "Oops, my mind wandered" or "I keep losing my place" or "I'm thinking about other things" or "I'm too tired to concentrate."

■ **SWITCH STRATEGIES TO REGAIN FOCUS.** Help your child prioritize and decide which task is most important. Break tasks down into smaller pieces and do a few at a time. Try relocating to another place or different conditions. (See *Research Review*.)

The ability to slow down and "edit" oneself is also critical. Ask: "Are you taking your time?" "Have you stopped to check your work?"

Know and work with your child's focusing style

It's important to understand and to work with, not against, your child's focusing style. Here are some strategies that you can tailor to your own child:



"I've been working for an hour. I think it's time for a snack."

■ **LEARN THE SIGNS THAT INDICATE WHEN YOUR CHILD IS CAPABLE OF FOCUSING.** Typically, kids are least able to focus before they eat and during transitions—when they're

waking up, leaving the house or just getting home. Get to know what your child looks like when he or she is most attentive.

■ **GO WITH YOUR CHILD'S MODE OF FOCUSING.** Some kids focus better moving around, others sitting still. Some concentrate better when they're alone, others do better around a bunch of people.

■ **TUNE INTO YOUR CHILD'S FOCUSING CHANNELS.** Some kids process best with their eyes, their ears or their sense of touch. Don't try to beat 'em on this, join 'em.

■ **WATCH OUT FOR NEGATIVE LABELS.** Don't call a child "spacey" or "irresponsible" when

ing. The idea is to avoid battles. When you find yourself covering the same old territory, it's a pretty good bet that you're basing your reasoning on what you think your child usually does. Make room for kids to approach problems in new ways that are right for them.

■ **PRaise YOUR CHILD'S FOCUS** rather than his or her performance. If you really want kids to listen, start whispering to your spouse or friend: "Wow, Karen kept working on that puzzle. She didn't give up, even when it was hard for her."

■ **HELP YOUR CHILD SEE THE CONNECTION** between having focus and achieving results. Demonstrate perseverance in your own activities. Be aware of how scattered you might be. Do you read or eat with the television on? Rush about constantly? All this sends messages to your children.

■ **CREATE SUCCESS SCENARIOS.** Stack the deck for your child. Create situations that allow your child to work well. Take into account the circumstances that motivate your child and promote learning such as the type of project, time of day, your child's mood and interest. A small experience of success will lead to bigger successes. ♦

—Adapted from the author's book "Nurturing Good Children Now" (St. Martin's Press).

A checklist for parents

It's important to look at what we do with and to our children that can impede their ability to focus. For example: Am I moving too fast? When your child seems to be losing focus, here are some more questions to ask:

- ▶ Am I complicating the task? Am I giving too many directions at once or not breaking a task into manageable pieces?
- ▶ Am I allowing too much stimulation, especially when there's homework to do (TV, computer, video games, phone time)?
- ▶ Do I interrupt my child's focus? Am I reminding my child of something else to do while she or he is putting toys away?
- ▶ Am I clear about what's most important? In the morning does my child need to get dressed first, before feeding the dog?
- ▶ Are my instructions too vague: "Be good at Grandma's" instead of "Say hello to everyone when we first get there"?
- ▶ Am I trying to do too many things at once that are diverting attention from my child? ♦

10 tips on giving criticism that's really helpful

By Deb Bright

Nobody likes criticism. Handled poorly, it can sting, breed resentment and even cause us to lose a friend or alienate a colleague at work. No wonder most of us try to avoid it.

But we need to learn from our mistakes, and the truth doesn't have to hurt. Criticism can enrich a relationship, whether you're on the giving or receiving end.

It's important to realize, too, that criticism isn't always about correcting an attitude or behavior. It can encourage someone who's doing something well to do it even better. Helpful criticism can motivate people and be a learning tool.

Unlike praise, however, giving criticism implies the need to make a change in the way a person thinks or does something. So the exchange needs to be productive. Both givers and receivers share responsibility for making criticism informative, instructive and beneficial. Here are some suggestions:

Think before you speak. Be prepared, both in terms of what to criticize and how to express it. Remember, the only kind of criticism you want to engage in is criticism that will be perceived by a receiver as helpful.



"Oh yes, that works much better now."

Consider levels of trust. For a critical message to be accepted and not misunderstood, it's important—especially in a diverse workforce—to consider the trust factor. Where trust exists, people will assume the motive for a criticism is positive. If it's not there, bring up the topic of trust and try to weave it into the message before introducing the criticism.

Know how best to approach someone. Most of us expect a critical exchange to land somewhere along the spectrum of from "bothersome" to "painful." So it's normal to feel uncomfortable when you give criticism. But the goal should not be to

wait until you feel more comfortable. Rather, it is to be effective when you give the criticism. Employees expect to be criticized, especially by a boss. Their biggest complaint is how it's packaged.

Clarify what actions are needed.

Don't assume that simply expressing a criticism will lead to a desired action. For example, if you say, "You need to be more organized"

or "You need to work faster" or "You need to keep me better informed," it can be a guessing game as to how someone should respond. Be clear about the correction you want to see happen.

Show empathy. Don't focus only on the problem at hand when you give criticism. Show some concern for the individual. If you know that someone worked hard to prepare a report for you, always acknowledge the effort.

Talk about why the criticism has value. Explain up front how the person receiving criticism will benefit when taking

the required action. This is more likely to get you commitment rather than mere compliance. Don't be a "just do it" criticizer.

Stay on message. What often happens during a criticism is that a smart receiver can introduce another issue that diverts the giver's focus. For example: a receiver may respond, "I hate it when you use that tone of voice with me," and the giver may take the bait, "What do you mean?" Keep your purpose clearly in focus.

Be timely. Don't procrastinate, thinking if you wait long enough, the situation will correct itself and the issue will somehow magically disappear.

Vary the intensity. Not all criticism is equal and of the same importance or urgency. If you become a "sky is falling" person or "prophet of doom," sooner or later almost nothing you suggest will be taken as very important.

Provide specifics. Be sure you have your facts straight before you criticize someone. Don't accuse a person without the evidence or assume that the facts will come out *after* you give your criticism. Accusations without facts are never helpful. ♦

—Adapted from the author's new book *"The Truth Doesn't Have to Hurt: How to Use Criticism to Strengthen Relationships, Improve Performance, and Promote Change"* (Amacom).

What you say can strengthen a person's confidence, too

There's a lot more you can say and do a lot to keep a person's confidence from being rattled when you criticize him or her. Here are a few tried-and-true approaches:

- ▶ During the exchange, make it known that it's just a criticism and not a personal attack. Do this by simply saying outright, "I believe in you."
- ▶ After the criticism, give the person a similar task to perform. Actions are more powerful than words to convey your belief in the individual.
- ▶ Engage the person in a discussion about how best to correct the situation and move forward. It's another way to say, "I believe in you and respect what you have to say."

- ▶ Ask what obstacles or difficulties the person anticipates that would jeopardize his or her being successful. Address each concern by coming up with a workable plan the person accepts and believes in.
- ▶ To convey that the mistake made is a thing of the past, take notes during your talk. At the end, hold up the sheet of paper and ask, "Is there anything else we need to discuss about this situation?" If the person says "yes," it's a good thing you asked. Most likely, she or he will say "no." At that point, rip up the sheet of paper, throw it in a wastepaper basket and say "Let's move on from here." ♦

Can my doctor charge extra for that?

Health insurance plans have reimbursement guidelines for covered services, such as office visits. Most plans also allow doctors to charge extra for certain nonmedical services such as administrative fees that are not covered.

Which of those extras can a doctor charge for? Here are some answers from Consumer Reports on Health.

Copies of health records? Yes. Federal law and laws in most states authorize doctors to charge a reasonable, cost-based fee for making copies. They may also charge for pulling up charts and filling out forms for physicals, family medical leave, returning to work, gym release and forms relating to disability.

Telephone calls and email? No, not as a rule. But if you call your doctor several months after a visit about an unrelated issue, she or he could charge you for that call as an independent covered service.

Extra time on patient care? No. Medicare and private insurers do not allow doctors to charge for extra time spent on patient care and research. They may not charge an additional fee for responding to requests from health insurance companies and other kinds of documentation.

Not showing up for an appointment. Yes. High no-show rates have prompted many insurance plans to allow doctors to charge a patient who fails to cancel a scheduled appointment within a specified period of time (usually 24 hours). ♦

Yoga poses you can do on an airplane

If you're flying in coach or on a no-frills airline, chances are good your seat will be a snug fit and the leg room nonexistent. That's why so many of us walk off planes feeling a bit creaky and stiff. Is there any way to avoid this?

Yoga teacher Cyndi Lee says yes, and she's come up with these airplane-friendly poses that can be done in a seat or in the aisle, without disturbing other passengers.

For beginners

○ **Improve your circulation on a long flight by twisting from time to time in your seat.** Plant your feet on the floor and twist to the right. To deepen the twist, put your left hand on the outside of your right knee. Then switch sides. Be sure to include your head and neck.

○ **Try the ankle-to-knee pose if you can.** Put your ankle on top of the opposite knee. This is a stretch for most people. If you're flexible, you can deepen it by leaning forward a bit and pushing down with your forearms. Then switch legs. While you're in that position, flex and point your raised foot. Squeeze and spread your toes.

○ **Hug yourself.** You can do this either sitting or standing. Just wrap your arms around yourself



and squeeze. Try to touch your shoulder blades with your fingertips. Stretch your neck by pressing your right ear to your right shoulder. Repeat on the other side.

○ **Give yourself a shoulder stretch.** Don't try this in your seat—you'll need a little more "wing" space. Do it in the aisle when you take a bathroom break. Just raise your arms and reach behind your head, interlacing your fingers. Squeeze your shoulder

blades together. Look up and lift your chest. Raise your arms up and away from your back.

For yoga practitioners

○ **Do the tree pose in the aisle,** but only if you can manage it without toppling. Or use the door of an unoccupied bathroom for balance. Place the sole of one foot against the inner thigh of your other leg and raise your arms to your chest or over your head. This will relieve lower back soreness.

○ **Try a variation of downward dog.** Stand and put your hands on the seat in front of you (when it's empty, of course). Step back and lean forward, bending in half.

○ **Modify the cat and cow poses.** Do them standing (preferably when other passengers are snoozing). Bend your knees and place your hands slightly above your knees. Alternate between rounding your spine like a dome (cat) and curving it like an arch (cow). Look down when you do the cat and up when you do the cow.

○ **Breathe deeply, whatever your pose.** Inhale and exhale for counts of 4, 5 or 6. This is calming. ♦

—Adapted from "The Getaway" column in *The New York Times*.

Did you know that...

Watercress is a powerhouse vegetable. It scored a perfect 100 in a Centers for Disease Control study of the nutrient and fiber content of 47 fruits and vegetables. Its crisp, dark green leaves have a pungent, slightly bitter, peppery flavor, so it can add zest to salads, sandwiches, soups and sauces. You can even make it the primary green in a salad if you trim the thick stem. Also highly rated in the CDC study were chard, spinach, chicory, parsley, collards, beet greens and turnip greens.

Frozen meals can be healthier than fast foods. Research presented at a conference of the Academy of Nutrition and Dietetics found that study participants who ate frozen meals consumed fewer calories and less saturated fat per day than those who ate at fast-food restaurants. Frozen entrees also gave people more fiber, potassium, calcium and protein than fast-food meals.

Eating nuts can help treat prediabetes. A Spanish study published in the journal *Diabetes Care* showed that people with prediabetes who ate two ounces of pistachios a day showed improvements in their blood sugar and insulin levels and several metabolic risk factors linked to prediabetes, compared to those in a control group who had a similar diet with about the same number of calories but without pistachios. This particular study was sponsored by a pistachio trade group, and previous research has shown that other nuts have been found to produce similar beneficial effects. ♦

—Adapted from the University of California, Berkeley Wellness Letter and the Weill Cornell Medical College newsletter Women's Nutrition Connection.



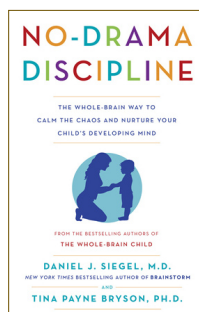
A new and loving way to think about discipline

The authors of the new book *No-Drama Discipline* begin by asking parents to rethink what discipline really means. It's not really about punishment or control, they say, but about teaching and building skills—and doing so from a place of love, respect and emotional connection.

They say, “Essentially we want parents and caregivers to think of discipline as one of the most loving and nurturing things we can do for kids...if we want them to improve their ability to control themselves, respect others, participate in deep relationships and live moral and ethical lives.”

Discoveries about the brain give us deeper insights into the kids we care for, what they need and how to discipline in ways that foster optimal development.

Authors Daniel Siegel, MD and Tina Payne Bryson, PhD, who also wrote the bestseller *The Whole-Brain Child*, provide important facts about children's brain development. They explain what kind of discipline is most appropriate and constructive for kids at different ages and stages.



They debunk myths about discipline that persist. One, for example, is that it's all about a child's behavior. They say it should be more about the “Why” of a behavior—getting at the emotions or needs behind it.

They also question the effectiveness of time-outs. Time to calm down is important, they say, but time-outs often intensify the conflict. They argue that rather than being separated from parents, this is a time when children need their parents the most.

Consistency is important, but it can quickly become rigid. Kids can understand degrees of context and complexity, they say, and it's good to have that experience.

Complete with candid stories and playful illustrations, this terrific book shows you how to work with your child's developing mind, peacefully resolve conflicts and strengthen the resilience of everyone in the family.

No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind (Bantam) is available in bookstores and in Kindle and Audible editions. ♦

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