

Garden Harvest Reception a Smash!



As the harvest season begins, children from Smart Love Preschool are already thinking about what they will plant next year thanks to the \$5,200 raised at the first Garden Harvest Reception, held on September 20. All proceeds from the event go directly to support the Garden Program at The Natalie G. Heineman Smart Love Preschool. The event hosted more than 40 attendees and raised funds through sponsorships, tickets, silent auction and donations for the preschool's Garden Program.

“The great thing about the Garden Program is that the children are just fascinated by nature—how the garden grows and interacts with its surroundings—and that fascination impacts the rest of their day at preschool and, ultimately, the rest of their lives,” says Billy Burdett, Smart Love’s Gardening Educator.

The money raised from the reception will help fund items on the school’s Garden Wish List (<http://www.smartlovetfamily.org/contribute.php>), including seeds, soil, children’s gardening tools, and even Billy’s time with the children. Through Smart Love’s Garden Program, more than 80 three-to-five-year-olds to date have learned the value of growing, caring for and eating their own produce.

The Garden Harvest committee and sponsors made it all possible.

The success of the Garden Harvest was due to the wonderful generosity of our sponsors and the energy of our event committee! We offer them our immense appreciation and thanks. The event sponsors included Gold Sponsor Cristine Russell and Ben Heineman, Silver Sponsors Aetna, Broad Shoulders Management, Jean and Chuck Murphy and Anne and Stephen Rowley. Whole Foods Market, Forget Me Knodt, Binny’s and Begyle Brewing Company provided dessert, flowers and beverages for the event. Kidville, Goldfish Swim School, and Lil’ Kickers Chicago, among others, donated services for the silent auction. Our dedicated and enthusiastic committee included Chair Katie Karn, Auction Chair Anne Crees, Audra Adomenas, Amber Cohen, Jose Cheesman, Lauren McCarthy, Lucia Ramos, Kristin Sanders, Katie and Jamie Willet, and Maria Wimmer.

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IN THIS ISSUE

NEWS

Autism Partnership with Have Dreams	3
FY 14 Service Statistics	3
Grant News	3
Staff Spotlight – New Trainee class	6
William J. Pieper, M.D., Post-Doctoral Fellowship	3

PARENTING

Quick Tip: Teens are People Too!	5
Smart Love Books for Families	5

PRESCHOOL

Buena Open Day	2
Making Friends and Building Community	2

SPOTLIGHT ON DONORS

FY 2014 Donor Listing	4
Garden Harvest Reception	1
Little Feet, Big Fun Gala 2015	4

Buena Open Day Featured Story Time with Alderman Cappleman

The Natalie G. Heineman Smart Love Preschool hosted the neighborhood celebration, Buena Open Day on July 20, 2014. We opened our gardens to the event participants who enjoyed tours of the garden given by Smart Love teachers. The highlight of the day was a story time for children in the preschool garden featuring stories read by 46th Ward Alderman, James Cappleman, and 19th District Police

Commander, Elias Voulgaris. The event showcased the neighborhood delights including architecturally significant homes on Hutchinson, a trolley to St. Mary's of the Lake Church for tours, Ginkgo Gardens, plus face-painting and jumpy house for the children.



PRESCHOOL

Preschoolers Making Friends and Building Community in the Classroom

With the beginning of the school year, the teachers at The Natalie G. Heineman Smart Love Preschool are welcoming back returning students and introducing new students to our school and to the very idea of school. Teachers help the children understand and experience how school is different from home. At school there are other children, teachers, fun activities, and engaging toys and materials! The beginning of school is a process of separation and transition for both parents and children. We respect and help facilitate each child's ability and comfort in being able to turn to the teachers for care. It is a gradual process and individualized for each child. We ask all parents or a caregiver to be fully available the first week of school should their child need them to stay. When a child shows that they are most comfortable having his parent nearby, the parent is invited to take a seat on an adult chair visible from all areas of the classroom. The child over time separates naturally and chooses to be involved with the teachers and their classmates. They often tell their parents they can go. Sometimes the children become so engaged that a teacher may say to the child, "It looks like you are having so much fun, Mom or Dad is going to go upstairs to the waiting room and will be down here to get you right when school is done, okay?"

During the settling in process, the teachers can be heard letting the children know where all the different activities are in the classroom and what a child might do with them. They also give the children plenty of notice when it's time to transition to snack or group time during the school day. The teachers keep the routine very stable during this time so children can internalize the classroom schedule. "Let's make room on the rug for group time! All the blocks go here, like this. Can you help me?" Teachers model how to be in the classroom by how they interact with each other and with the children. Once the children are acclimated in the classroom, they begin to form friendships and start to interact with the other children. The teachers can be heard saying to the children, "Here at school, all the toys are for all the children, but while you are playing with a toy you don't have to share it. But when you are done with it, then another child will be able to play with it." Or helping children navigate the ups and downs of budding friendships, when the teachers can be heard, saying "I know you would like to play with ...it looks like she may not want to play right now but that doesn't mean she is not your friend. Maybe she would like to play later. You had fun playing with ... yesterday. Let's see if she would like to play now. If not, would you like to play a new game with me and ...?" The teachers strive to

ensure that all the activities presented in the preschool are open-ended and flexible to facilitate expansion of learning, ideas and involvement. "Oh look, let's see what these children are building with the big blocks, it looks like a theater stage and I bet they need a ticket taker!"

At the preschool, teachers understand that children are happiest and learn to their fullest potential when they develop positive and engaging relationships with each of the children. Due to the fact that children are immature and need regulation at times, teachers stop harmful or destructive behavior without adding any unpleasantness. Instead of focusing on the behavior we let the children know, "I can't let you hurt yourself or anyone else. I can see you are upset that you can't have that toy right now or won't play with you right now. Come with me and let's see what we can do or what would help you feel better?" We focus on staying with the child who is having a hard time, regulating her harmful behavior, and then helping her understand that she can have her needs met in a constructive way. We always try to acknowledge children's upset feelings. This helps them to turn to the teachers when it feels hard and to talk about what can be done about the particular situation. We give children plenty of space to let us know how we can help.



We find that once the children have experienced loving regulation, we see them modeling it with one another. A child will say, "I can't play with you right now, but after we play this game I will." Another child will talk with a child who is upset stating, "It looks like you are having a hard time; or Do you want a hug or Do you want to play with this?" Sometimes when a child is unhappy and getting help from the teacher, the other children will gather around too. They often will listen to why the child is unhappy and relate to when they felt unhappy and what made them feel better. Some children realize a child may have a special toy or "lovey" in their backpack and will spontaneously get it for them. We find that children thrive emotionally and academically with the knowledge that the teachers are always available to the children regardless of whether they are having a good or not-so-good day. In this way, children and teachers create caring and enjoyable friendships that becomes the foundation for great leaps in learning all year long!

NEWS

William J. Pieper, M.D., Post-Doctoral Fellowship Established, First Recipient Named



Dr. Jessica E. Plonka, Psy.D., has been named the first recipient of the William J. Pieper, M.D., Post-Doctoral Fellowship. Smart Love Family Services has established the fellowship in memory of Dr. Pieper who along with his wife, Martha Heineman Pieper, Ph.D., developed and wrote Intrapyschic Humanism, a comprehensive theory of child development, psychopathology and treatment that underpins

all the services and programs offered at Smart Love Family Services. Dr. William Pieper passed away of natural causes in February, 2014. Dr. Plonka began her year-long appointment in September. She will receive in-depth supervision and practice in providing Inner Humanism counseling and Smart Love parent guidance. Dr. Plonka will also lead Smart Love's program at Suder Montessori, a K-8 Chicago Public School and continue as part of our Quality Care and Evaluation team. Dr. Plonka received her doctoral degree in Clinical Psychology at The Illinois School of Professional Psychology and completed her pre-doctoral internship at Smart Love last year. She has clinical experience working with children, adolescents, and adults in a variety of settings, including inpatient psychiatric hospitals, community mental health centers, transitional housing, and college counseling. She also has experience working with pregnant and postpartum women in both clinical and home-based settings.

Oak Park-River Forest Community Foundation and Westlake Health Foundation Make Grants to Smart Love

We are pleased to announce that we have received a first time grant from the Oak Park-River Forest Community Foundation of \$5,000 for our new Parent Support Initiative. The initiative provides parents of children enrolled in our counseling program with help understanding their child's treatment process. The initiative also further supports parents by offering a range of program offerings designed specifically for them. Smart Love also received a \$20,000 grant from the Westlake Health Foundation for our Autism Treatment Program. This is the Foundation's fourth award to Smart Love. Westlake Health Foundation funded an exploratory study of 12 children with an autism diagnosis who received counseling at Smart Love. It was this study that led to the creation of our Autism Treatment Program.

Smart Love Partners with Have Dreams, Autism Resource Center

Smart Love's newly created Autism Treatment Program grew out of the successful findings from a retrospective study of 12 cases undertaken by Dr. Stephen Budde, Director of SLFS's Quality Care and Evaluation Program that showed the benefits of our counseling approach for this population.

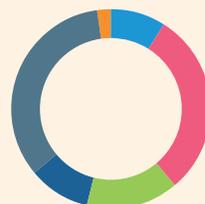


In order to help more children diagnosed with an autism spectrum diagnosis (ASD), we have established a partnership with Have Dreams, an Evanston-based non-profit autism resource center. Have Dreams provides afterschool and weekend social communication and independent living skills, summer camps, transition, and tutoring services. An open house held on October 29 showcased our programs to physicians, school personnel and other providers. Smart Love's therapy office at Have Dreams not only provides specialized counseling services to children, teens, and young adults with an ASD, but also offers a range of counseling services to children, teens, parents, couples and adults on the North Shore.

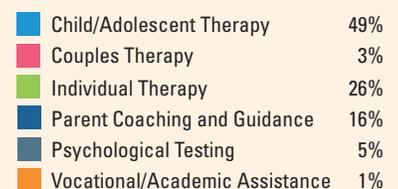
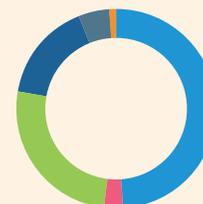
Smart Love Reaches Over 2,500 in FY2014

Thanks to the dedication and care of our 36 staff members, we collectively reached over 2,500 individuals last year. We cared for over 650 clients in our counseling program, 154 children in our preschool and toddler programs and our parenting and child development programs were attended by over 120 parents and professionals. In addition, we spread the word about Smart Love to many more at community fairs. Over \$145,000 in scholarships and reduced fees helped 130 families access our counseling and preschool programs. Lastly, we received \$203,997 in contributions and grants.

FY14 Counseling Clients by Age



FY14 Counseling Services Provided



Save the Date

Friday, March 13, 2015

Little Feet, Big Fun, our Annual Scholarship Benefit Gala

The Four Seasons Hotel

Visit www.smartlovethefamily.org/ to learn more and to purchase tickets.

SPOTLIGHT ON DONORS

Heartfelt thanks to all those who made gifts this past year (July 1, 2013 – June 30, 2014)

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Notes:

^{*} Gifts to the 2014 Smart Love Gala / Martha Heineman Pieper,
Ph.D. and William J. Pieper, M.D. Scholarship Fund.

Gifts to the Natalie G. Heineman Smart Love Preschool Fund.

± Gifts made in memory of William J. Pieper, M.D.

^ Attended the 2014 Smart Love Gala.

QUICK TIP:

Teens are People Too: How to Help Your Teen Be Happy and Successful in Life



All parents want to raise children to become happy and successful adults who make healthy and constructive choices when you are no longer around to guide them.

What are the most effective ways to foster teens' healthy development? Smart Love is an effective guide to help parents strike the right balance between regulating your teen's behavior and maintaining a positive relationship with him/her. The most powerful force impacting the kind of life your child will ultimately have is how you treat him/her and the degree to which your child feels valued by you. Building a positive, close relationship with your teen is the foundation for their happiness and success. The deep inner well-being that this creates helps your teen make good choices for themselves in all aspects of life because it feels good. They want to take care of themselves just like you take care of them.

Teens are people too in that they have thoughts, feelings and ideas that are just as complex as adults. If treated respectfully, teens are more able to discover who they are and feel they can be themselves, rather than respond to who parents or other adults want them to be. Parents may feel a need to shape or control teens, but teens will develop a much healthier autonomy when given the space and proper guidance to do so.

To connect positively, show your teen that you enjoy and want to spend time with him/her. Meet and get to know your child's friends (think of fun ways, such as ordering in pizza for your child's group of friends). Make it routine to ask where your teen is when he/she is outside of the home. Texting can be a helpful way to stay in touch with your teen. Even simple things like greeting your child in the morning with a smile, makes a positive impact that builds over time. Notice and comment on your teen's strengths. Be sensitive and open to discussing and listening to questions about sexuality, relationships, and your teen's ideas and thoughts about him/herself. Be available to brainstorm together ways to solve problems—give choices and offer compromises.

When confronted by a situation with your teen where you need to respond and offer regulation, keep in mind that *how* you respond impacts their inner well-being and sense of self-worth. A good place to start is to first try to find out what else might be

going on in your child's life. If you can figure out the feelings and reasons behind the behavior and not just focus on the behavior, your child will feel less criticized and more that you are interested in helping him/her. Research strongly supports the idea that teens feel much more open to their parents' guidance when they feel supported and not criticized or controlled by their parents. For example, your teen might be upset due to school and relationship stress and just needs some TLC from you to feel better. The kinder you are, the more likely teenagers will re-engage with their own desire to make good decisions for themselves. Give your child room to tell you all of his/her feelings and just *listen*. Try to understand without judging even if your teen has a different point of view.

Sometimes parents express concern that if they consistently support their teen, their child will develop an unhealthy dependence. It is the opposite. When parents meet their teens' emotional needs, they foster a genuine type of independence that is not dependent on their success at getting what they want. While your child will continue to turn to you for guidance, your teen will increasingly be able to take care of his/her own needs. You and your child will be setting the stage for a friendship of mutual respect, love and enjoyment to last the rest of your lives.

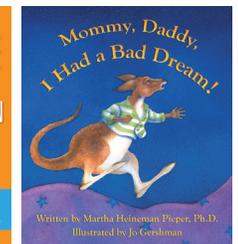
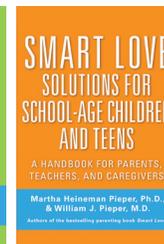
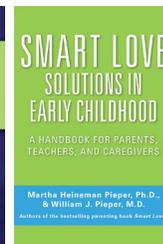
What can I do when my teen is struggling and unhappy?

- Be available to truly understand his/her experience rather than dismiss or make assumptions
- Make caring statements and show an interest in hearing his/her feelings
- Listen, even if you disagree; teens have their own minds that need to be valued
- Don't withdraw your care when teen is acting out. Be more available
- Offer to spend time together doing enjoyable relationship-oriented activities
- Even if your teen rejects you, know he/she still needs you. Give them space but also let your child know you are there for them.

Smart Love Books for Families

Books are available for purchase at the following sites:

smartlovetfamily.org
smartlovetpreschool.org
smartlovetpress.com
amazon.com
bn.com





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Smart Love Offers:

COUNSELING SERVICES

- Play Therapy
- Adolescent and Adult Psychotherapy
- Parent Guidance and Counseling
- Couples and Family Counseling
- Child and Adolescent Groups
- Testing Services for children, adolescents and adults
- Autism Treatment Program

EARLY CHILDHOOD EDUCATION

- Parent & Baby Group (*infants 6 wks.–5 mos.*)
- Parent & Crawlers (*6 mos.–11 mos.*)
- Toddler Explorations (*parent and toddlers 12–36 mos.*)
- Toddler Transitions (*toddlers 30–36 mos., parents nearby in Family Room*)
- Preschool (*half and extended day programs for children 3–5 years*)

PARENTING PROGRAMS

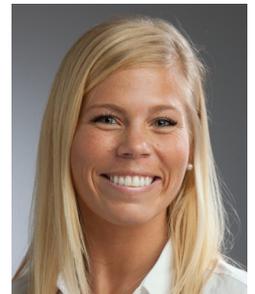
- Parent Coaching
- Parent Education Seminars
- Publications for Parents and Families

Staff Spotlight: New Counseling Trainees Welcomed

We are pleased to welcome Ms. Rebecca Mach, psychology intern and Ms. Lindsey Scarlett, practicum student. Ms. Rebecca Mach is a licensed clinical professional counselor. She received her Bachelor of Arts from the University of Illinois at Chicago in 2001 and her Masters of Arts in clinical psychology from the Illinois School of Professional Psychology (ISPP) in 2006. She is currently earning her doctorate in clinical psychology from ISPP and is expected to graduate in 2015. She has clinical experience working with children and adolescents in many settings including a residential treatment facility, a community mental health center, a group practice, as well as a primary school setting. She has previously worked in private practice with children, adolescents, and families. Ms. Lindsey Scarlett is a student in the Clinical Counseling Master's program at The Chicago School of Professional Psychology. She was previously a volunteer in our Quality Care and Evaluation Program. She is experienced in working with children and adolescents through local community organizations in many roles including as a mentor and youth development professional.



Ms. Rebecca Mach



Ms. Lindsey Scarlett

The Smart Love Approach was developed by Martha Heineman Pieper, Ph.D., and William J. Pieper, M.D., and is described in their book *Smart Love*. The Natalie G. Heineman Smart Love Preschool offers classes for 3–5 yr. olds, Parent and Tot classes for children 12–36 mos., and Mom and Baby Group. Smart Love Family Services provides counseling for children and families based on the Piepers' therapeutic approach, Inner Humanism®. Parenting programs include private parent coaching, educational seminars (co-sponsored by the Intrapsychic Humanism Society) and publications. Copyright 2012 Smart Love Family Services, an Illinois-based 501 (c) (3) nonprofit organization.

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