

Getting Through Transitional Phases with Children and Adolescents – Readiness for Both Kids and Parents *by Tom Bass, LCSW, Clinical Director*

How do parents survive and thrive as they and their child or adolescent go through the various major transitions of the growing up years? Although very different in the time of life they occur, these transitions have similar challenges, tasks, and potential dilemmas in common that both parents and kids must meet and master. Let us consider three phases (fourth grade, early adolescence, and junior year of high school) when a child or adolescent will

Transitional phases are opportunities for healthy change and growth in both kids and parents.

make a major shift in their relationship within themselves and with the world. To what degree should the process of transitions come mostly from the child, and what should be the active role of the parents and why?

Early life transitional phases range from changes beginning with pre-school to leaving home for college or work. [These two are examined in other sections of this newsletter.] Decisions about pre-school can set the stage for future transitions. Parents need to make balanced decisions about protecting children from experiences that they may not be ready for, and at the same time allowing and nudging a young child toward the world at the right time. Intuitively knowing and understanding your child's behavioral and emotional cues is very important. "Learning" cognitive knowledge is not as important as how the child adapts and "learns" how to make securely experienced transitions. When a young adult leaves home, parents and kid can experience a reaffirming transition that enhances the growth achieved by both in

previous transitions. In both phases, it is crucial that parents understand and be aware of their own anxieties and feelings about change and loss.

Parents often feel at a loss about what is going on with a child. However, it is the parents actual "searching" for a way to parent the child that keeps the parent and child actively interconnected. There is a natural back and forth dance of understanding, then not, and trying again. Plenty is going on even as you are not at all certain what it is all about. What resources can parents count on?

There are six basic tools that parents have that are especially important during transitions. They are: NURTURING, PROTECTING, CALMING, STIMULATING, UNDERSTANDING, and INTEGRATING [Making sense of things]. Some transitions require the use of more of these tools and other transitions require less. We need to find the right blend, timing and touch when "being parental". Use of these tools are crucial in dealing with change, connecting, and hearing what our child needs from us.

Let's look at the following three transition points as they relate to the developmental steps of "Dealing and Coping with Change", "Depending on and Finding Security in Others" and "Cueing the Parent and Listening to the Child/Adolescent":

4th grade - How much independent responsibility to have in 4th grade?

Early adolescence - How much freedom or structure is needed?

Junior year - Push or support in adolescent's decisions about the future?

Dealing and Coping with Change

Transitional phases are opportunities for healthy change and growth in BOTH

kids and parents. While it can be an exciting time, leaving who we are and transforming into something unknown can provide a great deal of anxiety. How parents react to a child's anxious emotions or behavior greatly influences the smoothness of the transition. How they acknowledge and handle their own worries is equally or perhaps even more important.

4th graders should be taking more independent responsibility for school work and other tasks. They should be cognitively and emotionally ready to grow in self mastery in many areas. This is a phase when future interests are laid down, often in passionate ways. Allowing them to make choices and to succeed or fail in their own ways is the emotional nutriment that they need. Parents sometimes worry that failed learning experiences will lead to ongoing failure. These experiences, if integrated by the child with the parent's help, can be THE most important lessons learned. Failing and later mastery is the

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The Preschool Question, by Janet Goss, M.A.

Transitioning a child into preschool is emotional for all parents as they watch their little ones grow. This year I am one of those parents and I struggled with the decisions of why, when, where, and how to send my son to preschool. How do we know if our child is, emotionally, socially, physically and cognitively ready? The best way to decide is to spend time thinking about your child and the following factors

Why?

Think about your reasons and goals for sending your child preschool. They are just as important as his readiness.

Do you feel you need time to yourself or are you interested in day care? There are other options for your child if he doesn't seem ready to participate in a structured, educational program.

Are you concerned that your child will lack the skills needed for kindergarten?

Most experts agree that attending a good daycare facility or spending time at home with you or another loving care giver will equip a child with necessary skills they will need to be successful in kindergarten. If you find that your main reasons are that he seems eager to learn new things or he isn't getting enough stimulation or social interaction at home, then it is probably the right time for your child to start.

When?

Although we are told that children can begin around the age of 3, readiness has more to do with developmental issues than age.

How independent is your child?

Preschool requires children to have some basic skills such as hand washing, eating unassisted and putting on his jacket. Often preschools will require your child to be potty trained. It is helpful if your child is fairly independent.

Does he have experience with child care?

Children who have had opportunities to be away from you, whether it be with a baby sitter or a relative, often have an easier time separating for preschool. If your child has had little of this kind of experience, try to schedule some. Try a weekend with grandma or a day with your sister. Many schools will allow for some transition time for those children who are having a

hard time separating. The trick is to help your child adjust in short doses.

Can he concentrate on a project? The more your child is able to focus on drawings, puzzles or other activities on his own, the more likely he will be able to adjust in preschool. Even a child who asks for help with everything can be encouraged to lengthen his stretches of solo play.

Has he ever participated in a group activity? Children under 3 are not always developmentally ready to play with others. They are natural explorers and often play side by side. Many preschool activities require that all the children participate at the same time and learn together. Activities such as story time at a local bookstore or a class at Gymboree can introduce your child to a group setting.

Is he used to a routine? Children tend to feel most comfortable with a consistent schedule. For this reason preschools tend to stick to predictable schedules. Standardizing your child's days as much as possible can help with his transition.

Where?

Once you have decided that your child is ready for school, you must now find the right place. Remember, no place is perfect. Each school will inevitably have its shortcomings. You may prefer one program over another but the distance or timing of the program that you are looking for does not match your needs or schedule. Whatever one's beliefs and preferences, your personal values are the most important factor in selecting a preschool.

Get Input - Talk to other parents in your area and ask about the programs they chose for their children as well as the ones they declined. Gathering information from those who have been in your situation can help you paint a better picture of the programs you are looking at. Listen to the ideas of others and then judge for yourself whether the ideas being proposed fit your child and your family.

The People, the Program, the Place -

The quality of the program rises and falls with the competence of the people who manage the center and work with your child. Research the staff's education, training and competence. The director motivates and instills confidence in her

staff. Be sure to talk with her and ask lots of questions. Most of these questions will probably focus on the program. Do not be afraid, embarrassed or intimidated to find out all you want to know about the school and its curriculum. The teachers should be able to tell you not only what the class will be doing each day, but why. Finally, take a good look around when you are touring the school. What is the space like? Is it cramped and drab or is it colorful and safe with adequate space for the flow of activity that occurs during the day?

How?

Adjusting to preschool can be tough for any child. These ideas can help prepare your child.

Give him a sense of what to expect -

Almost every child will be a little bit anxious about starting preschool. It's tempting to want to ease his fears by telling him "There's nothing to be afraid of" or "It'll be so much fun." This belittles your child's fears and concerns. It's more important to talk to him about what to expect. Talk to the director about visiting the school and his teacher prior to the start of school.

Invent a good-bye ritual - The predictability in a child's life that we discussed earlier once again comes into play. Come up with your own special way to say good-bye to your child when you drop him off. Be careful not to drag it out or become too emotional. Say good-bye quickly and confidently and he'll learn to do the same. If you sneak out he will only be more upset once he realizes you are gone.

Change can be difficult for any child. Remember to listen to your child, talk to him about his concerns and help him to understand the transition that he is going through.

Children learn from their parents. They can sense our anxiety and take cues from us. Teach them at an early age that going to school is fun and an important part of life.



Transitional Phases *continued from p. 1*

foundation of building healthy self confidence. Kids should be learning “how to learn”, not prove what information they have acquired to “get grades”.

Early adolescence is often a most anxious time of change for child and parent. A primary parental role is to be one of protector of the youth’s experience. A young adolescent needs enough freedom to experiment and transform emotionally and behaviorally. He/she also needs clear, firm boundaries and limits to safely know how and when they can be their new adolescent self. Clear limits and boundaries help them to cope with a sometimes bewildering change experience.

In **junior/senior year** of high school, kids sometimes regress or retard their ongoing pace of learning and mastery, much to the surprise and the chagrin of parent. Recognized or unrecognized

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anxiety about “getting the grades” to gain acceptance into just the right college sometimes causes adolescents to shut down or act out by failing or unhealthy behavior [drugs]. Kids see their future independence and the pressure that will go with it all too clearly. Parents sometimes panic and worry that all opportunity will be forever lost. Parents and adolescents CAN get lost now in a struggle to control how change will occur or not. A parent’s capacity to be calm in this chaos is crucial. Only then will they be available to the adolescent to help them sort out and integrate various ways of moving forward and yet not be swallowed up in a fear of the future. Parents MUST acknowledge and manage their own fears, so that all they have done for their child will not be for naught.

Depending on and Finding Security in Others

In childhood and adolescent transitions, the kid’s capacity to allow for dependence on the parent while paradoxically becoming more independent through the transition is essential. A child or

adolescent does not need to depend on a parent to “do it all for them if they can’t”. Rather, the kid needs to depend on and use the steadiness and centeredness of the parent. Kids do not need a crutch or cocoon in transitions. They need a solid, grounded place to launch from, or return to temporarily for protection, support, or to figure out what’s going on. Parents need to be flexible in providing needed security, sometimes stimulating the child to venture out, other times providing comfort, nurturance, and understanding.

A 4th grader may show more bravado than is real. Boys especially don’t want to show what they feel is weakness by being too dependent on parents for help. Understanding that a 4th grader needs to really be more independent in mastering experiences, but may need more subtle support from a parent that they can actively depend on allows for independent growth, while still providing a secure base.

A young adolescent may have wildly fluctuating manners of being dependent/independent at the same time. If an adolescent can stay within a reasonably close /but not too close an orbit, it is best to “go with the flow and figure it out as best as you can”. If the adolescent is too “out there” and fights depending on you at all costs, it may mean that the kid is truly struggling and lost, not knowing how to get to a place that feels safe and makes sense. He/she may need for you to “actively find them” and provide a more grounded “self” place.

A junior has chosen to apply to colleges that provide the support and more personal learning experiences that realistically meet her needs. Suddenly she changes plans, and only wants to apply to a large school where her best friend is going. Her parents realize that her insecurity may be prompting this decision, and engage her in discussions about her own hopes and fears about these important choices, focusing on her concern about making a more independent choice.

Cueing the Parent and Listening to the Child/Adolescent

Letting a parent know what is needed through a transition is a vital trait [or not] for a child or adolescent to have and use. Much of what pre-schoolers and adolescents “say” to parents is actually in

the form of cues that can be non-verbal changes in behavior or feeling states, getting needier or too independent, or very often frustration with self and parents. Young children haven’t developed use of language to directly tell us what they need, and adolescents often present confusing or even contradictory communications about needs. If a parent has no real sense of what is needed by the kid, an unhealthy disconnection may occur from one or both ends. Parental “listening” is often a more subtle awareness and listening to the “music” that a child or adolescent composes through changed or regressive behavior, attitudes, and need or fear of closeness. Talking to a young child or adolescent and attempting to put words on what they might be going through [integration] is essential, even if you don’t get it right. The child/ adolescent will feel connected, and know that you know something important is happening to them.

A 4th grader launches into many different activities, not mastering or enjoying any of them. The child’s mood is one of quick defensive reactions to others. The “listening” parent understands something is not right. Saying to the child that you know that they are not themselves and asking, “What’s wrong?”, demonstrates in a tangible way that we hear him/her. Talk about limiting some activities temporarily until the child can feel excited, grounded, and successful in one is the kind of limiting nutriment that the child needs.

A young adolescent girl begins to dress more provocatively, doesn’t want her parents to know who her new friends are, and leaves a diary out to be found containing over stimulating and highly ambivalent and confused writing about sex and boys. The cues sent out by this girl tell the parent that she is overwhelmed and confused by this area of adolescent experience. The parent should spend more personal time with the adolescent, listening to the adolescent’s version of who she is, and sharing our own stories of past adolescent anxieties about ourselves. Talking clearly about your own values in relationship formation will give the girl something to relate to.

A junior who has been a successful student refuses to do work in one of his classes that are directly related to his

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Introducing Margaret Benson, President, Board of Directors

Hello there. I don't think we've been properly introduced. We're the Family Service Board of Directors. You might know some of us. We live in Winnetka and Northfield. A few of us work here too. You see us around town from time to time. Maybe we've bumped into each other picking up hamburger buns at The Grand on a Saturday afternoon. We've surely run across each other on the soccer, softball or baseball fields too. Or was it the golf course? Tennis courts? Maybe at a paddle tournament. Then again, it could have been at a nail salon. A few of us love those manis and pedis.

We have a lot in common. In fact, it's pretty safe to say that we, the board, are representative of you, the Family Service community.

Some of us have grown kids. Some of us are just starting out with families and manage to squeeze board business in between diaper changes, play dates and preschool commitments. You're right. This diversity of ages is wonderful for our board, because Family Service deals with so many age-related issues. From young parent's struggling with the relationship changes children bring, to middle-stage parents coping with teenage angst, to empty nesters transitioning to a new stage of life, we are where you are.

We are men and women. Like you we are single, married, divorced and widowed. We are employed full-time, part-time and no-time. We are moms who work outside of the home. We are stay-at-home moms. We are dads who work outside the home. We are stay-at-home dads, who don't like to be called Mr. Mom. Do you?

We have issues with family, friends, jobs, and ourselves. We struggle with commitments, depression, loneliness, insecurity, and all sorts of garden variety neuroses. Some of us are in therapy, some of us have been in therapy, all of us believe in therapy.

What do we do for Family Service? Good question.

We have four committees: Board Development, Benefit and Fundraising, Agency Services and Thrift Shop. Each one

oversees part of our mission.

Agency Services, chaired by Kathleen Reinmann, works to ensure that the agency is meeting the community's needs. Members try to identify appropriate clinical opportunities, find new referral sources and strengthen current ones. They are also working to bolster and expand relationships with other area services organizations.

What Agency Services does for the agency, the Thrift Shop does for, you guessed it, the Thrift Shop. Chaired by Thrift Shop volunteer Joann Mucci, this group helps recruit and train volunteers; works on the semi annual set ups and monitors the store's physical space and technology demands. In their spare time, committee members are working to better integrate the agency and thrift shop identities and increase quality donations.

The Board Development committee, chaired by Vice-President Karen Nisley Long, seeks to identify and recruit potential new board members, and keeps written recruitment and orientation materials up to date.

And finally, your favorite and ours—the Benefit and Fundraising Committee. You know what they do. Like death and taxes, fundraising is an inescapable fact of life for not-for-profits. Thanks, in part,

to superb management, Family Service runs in the black. But we, as a board, must do our part. Chaired by Immediate Past President, Harry Grace, this group of stalwart individuals identifies and organizes funding opportunities including the Annual Benefit and the Annual Appeal campaign. (Just in case you have your calendar handy, this year's Benefit is on April 14, 2007 at the Winnetka Woman's Club. It's going to be great so make a note now.)

We'll let you go now. Thanks for being so patient while we rambled on a bit about our work. I guess we weren't very polite. Next time we'll let you talk. In fact, we'd like to hear from you. Our names are listed in this newsletter, and, like we already said, we live here. Drop us a note or give us a call if you have any questions or, if you're interested in joining us. We'd love to hear from you.



Transitions *continued from p. 3*

main area of interest in senior year and college. He may not get into the advanced levels he desires next year. He won't talk about it. The adolescent is cueing the parent that something is not right. Rather than becoming angry or pressuring the boy, listening to what might be his worries and discussing potential choices he could make would be a good starting point. Even if he resists, his knowing that you will be supportive without being overbearing will support his own growing

maturational process to find personal solutions to life dilemmas.

Parenting a pre-schooler, a 4th grader, a young adolescent, or a junior through a significant transition is an art, an intuitive feel, and a finding of one's way through a new landscape that can be very exciting, but also filled with the anxiety of getting totally lost and without bearings. What we can say for sure is if parents trust in their intuitive use of the basic parental tools, children and adolescents will use

their natural tendency to cue us with their needs, and depend on us [reluctantly perhaps] to guide them. It is our consistency and predictability that lets them find security in us as they are in the midst of change. A parent internally holds onto the essential nature of a child while simultaneously embracing the newly evolving person that he/she is becoming. If all goes well, parents also emerge to their own transformed state, as a parent and person.

Annual Report: Fiscal Year 2005 – 2006

Dear Friends of Family Service of Winnetka-Northfield:

We are pleased to report that Fiscal Year 2005 – 2006 was a creative, productive and successful year. All facets of the agency (Clinical Services, the Thrift Shop and the Board of Directors) worked collaboratively to promote the mission of Family Service.

Our reputation for offering quality counseling and psychotherapy that is affordable resulted in seventy new requests for service. Of significant note, many clients sought our assistance because of the skill and expertise of our staff, not because they needed a sliding fee scale. In a survey of our clients, 94% reported that their emotional well being improved with therapy and that therapy helped improve their overall functioning.

Our Board and Staff maintained a highly visible presence in the community, participating in the Winnetka Fourth of July Parade, Winnetka Sidewalk Sale Days, the Northfield Farmers' Market and the Home, Health and Garden Show in Northfield. Staff also provided a number of community education programs that addressed timely topics pertaining to parenting, "bullying", body-image and unemployment.

The Winnetka Thrift Shop's successful year was highlighted by its first ever Estate Sale. A major staffing change occurred at the Thrift Shop, when Judith Bennett, the manager for the past 13 years retired. Our new manager, Mike Topper, took over the reigns in mid-July.

Our Annual Appeal and our Fundraiser were both immensely successful. Coincidentally we received a \$5,000.00 donation to our Annual Appeal and a \$5,000.00 donation to our Fundraiser by two generous friends of the agency. These unexpected gifts and the success of the Estate Sale significantly contributed to the agency having a fiscally solvent year (see financial report below).

Ultimately, however, the success of Family Service is not dependent upon any one person's contribution. The collective effort of our staff, board, volunteers, donors, clients and customers is what provides this organization with its vitality and makes this organization an important part of the communities we are privileged to serve. We thank you for your investment in Family Service and we commit ourselves to continuing to provide excellent care and relevant programs to the individuals and families with whom we work.

Clinical Statistics

In 2005-2006 fiscal year, 367 people received 7,359 hours of service; 70 of these people were children seen in school through our Character Education Program.

Financial Report (unaudited)

REVENUES

Net profits from Winnetka Thrift Shop (26 %)	97,765
Winnetka-Northfield United Way (13 %)	47,750
New Trier Township (7 %) and Northfield Township (<1 %)	27,275
Client fees (33 %)	123,605
Private donations (17 %)	62,075
Religious Groups (3 %)	9,900
Interest Income (1 %)	6,740

TOTAL

375,110

EXPENSES

Program Expenses (84 %)	317,008
Administrative Expenses (10 %)	38,113
Fundraising Expenses (5 %)	20,730
Depreciation (1 %)	4,175

TOTAL

380,026

A complete audited report for 2005-2006 is available upon request.

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Family Service of Winnetka-Northfield is a private, not-for-profit community service organization that promotes the emotional well-being of individuals and families through quality, affordable counseling and psychotherapy. Additionally, we provide educational programs that enrich community life, serve as a resource to local organizations and respond to societal changes as they affect the lives of those we serve.



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thanks all of the individuals,
organizations and businesses
who so generously support the
important work of FSWN.**

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New Trier Township
Northfield Lions Club
Northfield Township
William Hales Foundation
Winnetka Community House
Winnetka Congregational Church
Winnetka Park District
Winnetka-Northfield United Way
United Way Crusade of Mercy

Businesses

Beat Street
Bick's Coin and Jewelry Emporium
Center for Muscle Therapy
Chalet Nursery & Garden
Chicago Bar Association
Classic Kids
Eckman Jewelers
The Fell Company
Fish Window Cleaning
Kraft Foods Matching Gifts Program
Frank and Betsie's
Frank Kiesel Salon
George C. Erckman Jewelry
The Grand Food Center
Gridnits
Harris Bank Winnetka
Karen Hefferman's Strength Club
Kemper Lakes Golf Club
Lettuce Entertain You Enterprises
Markus Oliver Salon
Mary Alice Lavin, Massage Therapist
NextChicago
Noah's Ark
Northshore Community Bank
Oceanique
O'Neil's
Paulsen, Malec & Malartsik, LTD
Pine Meadows
Prairie Grass Cafe
Prairie Shore Properties
Ralph Hedlund Bldrs Inc.
Randoons
Razzberries
Rosborough Partners, Inc
Ruzicka & Associates
Spynergy
Teddie Koss of Salon
Trout and Grouse
Visions Surgeons and Consultant, Ltd.
Aesthetics Plus
Julie Wolske, Personal Trainer
Water Works
Winnetka Police Department
Writers' Theater

Winnetka Thrift Shop

Our heartfelt thanks to the hundreds of community members who generously made donations to our Thrift Shop.

Winnetka Thrift Shop Volunteers

Joanie Bowen
Mary Rose Castino
Dee Finey
Bessie Gegounes
Mabel Grace
Cynthia Gray
Karen Hedberg
Loretta Morley
Mary Helen O'Connor
Diane Posner
Lydia Ragusi
Anne Wilder

A special thank you to the Winnetka Park District for allowing us to hold our Board Meetings in the Park District Building.

We have made every effort to make sure our thank you lists are accurate. If you notice any errors or omissions, please call Kim Persaud so we can update our -records. The contributions listed were received during the fiscal year July 1, 2005 to June 30, 2006.

My Kid is Going to College, How Hard Can That Be – For Me? by Kathy Fink, M.A.

Some of us have recently said goodbye to our college bound children. For over a month now they have been settling into college life. How well are they doing? As well, as can be expected. Life with incompatible roommates has further stressed them out. However, the fact that the weekends start on Thursdays has relieved that angst a bit.

But, what about us, those of us left behind. How are we doing? As well as can be expected. Let's take a look at what we may be going through. By the way our weekends don't start on Thursday.

Some of us have been through this before. For others it is the first time. Percolating through our thoughts, perhaps while baking cookies to send in a care package, we try to sort out our thoughts. What motivates the concerns, worries, and emotional reactions of parents whose children have just left for college?

- Separation issues can arise. (“He’s my first to go away, is this the beginning of the end?” or “He’s my last to go away-we are really empty nesters

and it feels really empty.”)

- Financial issues may surface. (“We should have spread these children further apart. Three in college really does add financial pressure!”)

- Concerns about social adjustment. (“Who are their friends? They are strangers to us.”)

- Our vulnerability emerges. (“How are those classes really going? We are paying the tuition but we don’t see the grades!”)

We have just used up a lot of mental energy and time experiencing “going away to school” from a parents’ perspective. Generally, these concerns are normal. Just about the time between Halloween and Thanksgiving, most of them will be resolved or forgotten.

In some cases however, there may be signs of more difficult adjustment for the parent. Signs of this could be:

- Worries despite positive reports from the child about the adjustment, their classes, and their social life.
- The constant urge to call and check up

on how they are doing.

- The inability to let go of thoughts, worries, questions about the child and their functioning.

Should a parent experience any of the above, it is likely due to irrational concerns about maintaining your connection with your child. Have other transitions been difficult for the parent or child? Is this transition particularly difficult because of some special meaning it stimulates? While transitions are inevitable they should be viewed as experiences of growth and opportunity for both child and parent.

For parents who find themselves unable to adjust to the changes of college transition, their difficulty may be a sign requiring professional attention.



Kathy Fink, MA

The Thrift Shop Closet by Mike Topper

Hi, I'm Mike Topper – the new manager of the Winnetka Thrift Shop – I'm excited to be here working with the fine staff and volunteers who are all dedicated to making your shopping experience a good one.

We offer an exciting array of high quality, gently used merchandise, including designer clothing, shoes, jewelry, purses, home accessories, linens, furniture – and lots more. Books and collectibles are always fun to look through and our children's section includes clothes, toys, games and often merchandise such as strollers and high chairs. Our inventory is ever changing as new merchandise comes in regularly. And since each item is “one of a kind,” every visit is truly a new adventure.

Every piece of merchandise we sell has been donated by members of the community. All proceeds from the Winnetka Thrift Shop benefit Family Service of Winnetka-Northfield.

The success of a thrift shop is driven by a steady flow of quality donations coming in to replace those that are sold. While this is a continual need, there are some times during the year that offer special opportunities. The current back to school season is an ideal time to review your children's wardrobes for outgrown clothes and shoes. As you clean out their closets, think Winnetka Thrift Shop.

As you decorate your home for the upcoming holiday season, we will gladly welcome outdated and unused merchandise. Need a new home for that beautiful vase you received last Christmas that wasn't exactly what you hoped for? Think Winnetka Thrift Shop!

Lose weight recently, children grow up? Rid your closets of old clothes to make room for new; get rid of the clutter of children's toys and furniture. Our customers are always looking for stylish clothes and “like new” children's toys, furniture and clothing. Once again, think Winnetka Thrift Shop. Your donations not only bring pleasure to customers who purchase them, your gift promotes the counseling and psychotherapy service offered by Family Service of Winnetka-Northfield.

Your fully tax-deductible donations are gratefully accepted Monday through Saturday 10 AM – 4 PM. Just drop things off at our back door located in the alley on the south side of our building. You will receive a donation letter that can be used for tax purposes.

I am anxious to meet all our customers and donors – please stop by and introduce yourself to me when you visit our store. And certainly, do not hesitate to call me at 446-7787 if you have any questions or need information. We greatly appreciate all of our donors as well as our customers!



OF WINNETKA-NORTHFIELD
ENRICHING LIVES THROUGH COUNSELING AND PSYCHOTHERAPY

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992 1/2 Green Bay Road
Winnetka, IL 60093

(847) 446-8060
(847) 446-9768 FAX
www.familyservicewn.org



The Winnetka Thrift Shop Invites You
to Join Us for Our Holiday Opening
 *Thursday, November 2, 2005*
10:00 a.m. - 5:00 p.m.

<i>Fall & Winter Clothing</i>	<i>Housewares</i>
<i>Holiday Decorations</i>	<i>Jewelry & Furs</i>
<i>Formal Wear</i>	<i>Linens</i>
<i>Toys & Books</i>	<i>Great Bargains</i>
<i>Furniture</i>	<i>Gifts</i>

992 Green Bay Road
(847) 446-7787



Save the Date!

April 14, 2007
 Join us for a delightful evening of entertainment at Family Service of Winnetka-Northfield's annual fundraiser as we feature the Chicago Bar Association's Annual Satirical Musical Revue. For more information, please call Robert Mardirossian at 847-446-8060.