

Smart Love Scholarship Benefit Gala



Nearly 240 friends and supporters of Smart Love Family Services and The Natalie G. Heineman Smart Love Preschool came together at *Little Feet, Big Fun*, our 2014 Scholarship Gala, raising \$77,000 to help children and families in need access our services or attend our preschool. The event took place in the Grand Ballroom at The Four Seasons on Friday, March 14, 2014. It included a lively cocktail hour and silent auction that for the first time, enabled guests to use their Smart phones to place bids. After a delicious meal, the program began with a short video followed by remarks by Dr. Carla Beatrice, Clinical Director and Kelly Perez, Preschool Director who emphasized how the

funds raised for financial aid help children have better lives. Our guests responded with much generosity contributing over \$22,000 during the Paddle Raise portion of the event. A spirited live auction followed and included several highlights. Two lucky winners each won a week's stay at beautiful Casa dos Chicos in Sayulita, Mexico and two other guests each won a 5-Course Dinner Party in their home prepared by personal chef, Andreia Balla Wright. Dancing to High Society Orchestra rounded out the evening. We wish to thank all of our volunteers for their energy and leadership in producing the 2014 Scholarship Benefit Gala and strengthening our organization. We offer special thanks to Benefit Co-Chairs: Stephen Jackson and Walter Miller and Auction Chair: Diana Jackson. The committee members include: John Azpeitia, Robyn Azpeitia, Carla Beatrice, Louise Benzer, Emily Cummings, Samantha Dimas, Carolyn Friedman, David Friedman, Amber Guenther, Rick Howard, Bob Jackson, Carol Johnson, Sara Johnson, Amy Krutky, Erica Lenhart, Ken Lenhart, Ilinka Novakovic, Juan Perez, Kelly Perez, John Postlewait, Tanya Stippich, Ashley Wilgus and Maria Wimmer.

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New Autism Treatment Program Developed at Smart Love

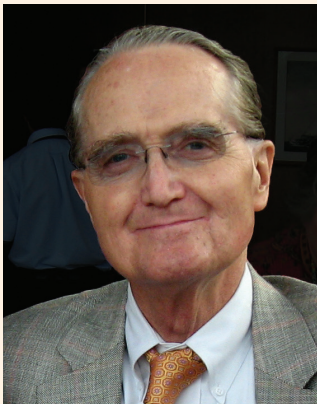
Smart Love has developed a new Autism Treatment Program with funding from the **Westlake Health Foundation**. The program provides inner humanism treatment for children and a range of supports for parents of children receiving services. The Autism Treatment Program grew out of positive findings from a retrospective evaluation of the outcomes of 12 children who had an Autism Spectrum Disorder that were being treated at Smart Love. The study was conducted by Dr. Stephen Budde, senior researcher for Smart Love. We are currently reaching out to pediatricians and other organizations to identify children and families who would benefit from our autism services. Children are being tracked as part of our Evaluation and Quality Care effort.

Evaluation and Quality Care Program Makes Important Progress

Dr. Stephen Budde, lead researcher, and a team of professionals have made important progress in designing and operationalizing an outcome evaluation process for all counseling cases including our Autism Treatment Program. Progress has been made in creating measures of child functioning, developing data collection protocols, and beginning to gather outcome data from parents and teachers. Our quality care effort has benefited from the time and talent of three dedicated Quality Care Volunteers: Olivia Peterson, Reshma Rampersad, and Lindsey Scarlett. They are all clinical psychology graduate students from the Chicago School of Professional Psychology. We offer special thanks to Smart Love therapist Dr. Katarina Zoltan who interviewed and recruited the students.

IN MEMORIAM

William J. Pieper, M.D.



We are sad to report that Smart Love lost a founder, William J. Pieper, M.D., in February. Dr. Pieper was a remarkable person and a mentor and friend to so many. Dr. Pieper was born on October 21, 1929, on the South side of Chicago. He graduated from St. Ignatius High School, and received his B.A. and M.D. from The University of Illinois. He married Martha Heineman and they lived in Chicago and shared vacations on Martha's

Vineyard, and Eagle, WI. Dr. Pieper was a medical doctor and psychoanalyst who co-founded, co-authored and co-developed **Intrapsychic Humanism, Addicted to Unhappiness, Smart Love and the Smart Love Clinic** and **The Natalie G. Heineman Smart Love Preschool**, with his wife and partner, Dr. Martha Heineman Pieper. Dr. William Pieper was a passionate advocate for children, and had an immediate rapport and empathy with young people. His honesty and willingness to see children as individuals made children adore and trust him. He was truly interested in what they had to say. He was a committed and caring clinician who loved his work. His favorite hobbies were riding horses with his wife and reading philosophy. Dr. Pieper was a loving husband, father, and grandfather, filled with enormous generosity and humanity. Dr. Pieper is survived by his wife, Dr. Martha Heineman Pieper, a board member of Smart Love Family Services; five children and five grandchildren.

NEWS

Smart Love Family Services Elects Two New Board Members

We are pleased to welcome two new members to the Smart Love Board of Directors, Alina Haber-Kovach and Valerie Kimball, M.D. Alina Haber-Kovach is a Principal of MAHK1, LLC. Haber-Kovach founded MAHK1, LLC as a result of her passion for helping organizations achieve their goals. She uses a proactive approach to getting things done with her primary focus being the people side of change. She has worked for Fortune 500 companies as well as provided business transformation services to businesses and non-profits. She also serves on the board of directors for VanderCook College of Music. Haber-Kovach holds an MBA from The University of Chicago's Booth School of Business. Dr. Valerie Kimball is a general pediatrician and partner physician with Traisman, Benuck, Merens and Kimball, LLC, a pediatric practice in Evanston, Illinois. She serves on the Board of Directors of the Children's Community Physicians Association and is a member of the Pediatric Practice Research Group, both affiliated with the Ann & Robert H. Lurie Children's Hospital of Chicago. She is also an Assistant Professor of Clinical Pediatrics at Northwestern University Feinberg School of Medicine.



Alina Haber-Kovach



Valerie Kimball, M.D.

SPOTLIGHT ON GALA SPONSORS AND DONORS

We would like to recognize the following companies and individuals who provided generous support to Smart Love 2014 Scholarship Benefit Gala.

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William J. Pieper, M.D.

PARENTING

Dr. Martha Heineman Pieper presents *Monster's Under the Bed, Superheroes in the Playroom*

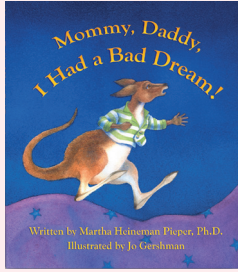
Families, supporters and friends of Smart Love and the Peggy Notebaert Nature Museum were treated to a stimulating talk by Dr. Martha Heineman Pieper at the Nature Museum on November 16th that offered helpful responses to children's dreams and fantasy play. Nearly 100 people attended the talk and then joined Dr. Heineman Pieper at a reception in which she signed copies of her books including her new, award-winning



children's book, *Mommy, Daddy, I Had a Bad Dream!* Using many endearing examples, Dr. Pieper explained that children's dreams and imaginative play convey wishes and concerns which children are incapable of articulating more directly. She offered many insightful responses that parents and others can provide children that will enhance children's emotional health and strengthen their affectionate ties to the caring adults in their lives. The talk was jointly sponsored by Smart Love Family Services, The Intrapsychic Humanism Society and The Peggy Notebaert Nature Museum.

QUICK TIP:

Ways to Help your Child Feel Empowered Rather than Frightened by Bad Dreams by Martha Heineman Pieper, Ph.D.



When your child runs into your room in the night chased by bad dreams, he is frightened not only by the bad dreams, which seem utterly real to him, but also by the conviction that he is at the mercy of these dreams. This helpless feeling often makes children afraid of bedtime, with the result that children and parents miss out on much-needed sleep.

Unfortunately the advice parents are usually given – to tell the child the dream isn't "real" and to show the child that there is nothing hiding under the bed or in the closet – doesn't help and, in fact, ensures that the child will reawaken parents on a regular basis. Dreams are very real to children, and when parents try to convince them otherwise, children feel misunderstood or, worse, inadequate because they remain fearful in spite of parents' reassurances. That monster may not be under the bed now, but it could come back as soon as parents leave the room and it was certainly there before because the child "saw" it. The result is that children continue to feel terrified by their bad dreams, which sends them running into their parents' room night after night.

The solution is to help children understand that they have created their bad dreams out of anxious, angry, or disappointed feelings from the previous day. Making this connection empowers children. They start thinking of dreams as puzzles they can solve rather than as torture they must endure.

Interpreting children's dreams is not terribly difficult because children's dreams are usually fairly transparent. **Bad dreams are an attempt to deal with lingering emotional upsets.** So the best way to help a child who has had a bad dream is to explain that, "Dreams are stories we tell ourselves for a reason. We just have to understand the reason." Once children understand that they are the authors of their bad dreams, they can enthusiastically engage in connecting the dream with losses that are still bothering them. **Eventually, they can learn to make sense of dreams on their own and often are able to put themselves back to sleep without having to awaken their parents.**

Typically any experience that makes children sad, angry, or worried can cause bad dreams. Examples are everyday unpleasantness such as sibling rivalry, the flu, a spat with a friend, a negative teacher, and disagreements with parents over bedtime. Or the dreams may be caused by more traumatic occurrences, such as parental divorce, a grave illness in the family, or the death of a

pet. Parents are amazed to find that when they ask children what might be bothering them, children over three can usually identify a worry or loss that parents can connect with the bad dream. To illustrate, one three-year-old was devastated when he dreamt that his beloved dog was licking him in a very painful manner. He couldn't understand why his pet would want to hurt him. He ran to his parents, who asked if he could think of something upsetting that had happened that day. Their son remembered that he had fallen at school and badly skinned his leg. Once the child saw the connection he had made in the dream between the upset he had felt at the pain of the skinned knee and the discomfort of the dog's rough tongue, he laughed and said, "I knew Patsy would never hurt me!" and went back to bed happy and comfortable.

Parents are often surprised at how enthusiastically children engage in the process of connecting their bad dreams to events from the day before. Children love a puzzle and they want to feel in charge rather than victimized. This active approach to identifying the causes of bad dreams will ensure that both children and parents will get more sleep.

It is also true that children may have fewer bad dreams altogether if parents regularly ask them at bedtime if they have any leftover bothersome feelings from that day. The experience of having a caring and sympathetic ear to tell their troubles to may be all that is needed to prevent children's troubles from reappearing in disguised form in a bad dream.

The Most Helpful Responses to Children Who Have Bad Dreams:

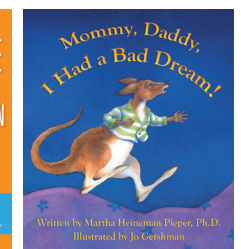
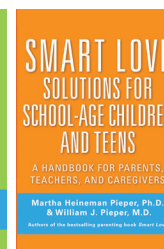
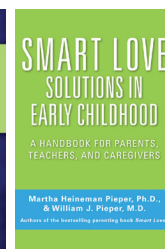
- Do ask them at bedtime if they are bothered by something that happened that day.
- Don't try to convince them their bad dreams aren't "real."
- Do explain that they are the authors of their dreams.
- Do help them to connect the dream with upset feelings from the day before.
- Always offer a big hug and snuggle when they come to you with a bad dream.

Excerpted from "Monsters Under the Bed, Superheroes in the Playroom", a talk given by Martha Heineman Pieper, Ph.D., November 16, 2013

Smart Love Books for Families

Books are available for purchase at the following sites:

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



Smart Love Forms New Marketing Committee

In an effort to better address outreach for our programs, Smart Love formed a marketing committee in January to advise the Board of Directors and staff. Many of the new committee's members have professional backgrounds in marketing. The committee members' enthusiasm and fact-based approach to understanding our market has elevated our discussion and guided its recommendations. The committee is beginning their work by focusing on our Toddler Explorations program. Members of the committee include David Friedman, Emily and Aaron Hoiles, Alina Haber-Kovach, Katie Karn, Judy Maritato, Anju Shivaram, and Kim Wilson.

Parent Education Seminars Announced for Fall

Discipline Redefined

October 9 in Oak Park

Toddler Toileting & Development

October 23 in Chicago

Discipline Redefined

November 13 in Chicago

Presented by professionals at Smart Love, seminars are open to all parents and professionals who work with young children for a nominal fee. To register please visit www.smartlovefamily.org.

PRESCHOOL

Preschoolers Top Off Animal Study with Trip to the Zoo

A focus of the winter curriculum for the preschoolers enrolled at The Natalie G. Heineman Smart Love Preschool was an extended animal study. They explored where and why different animals live in various parts of the world. They learned about polar bears in the Arctic, snakes, and lizards who survive with little water in the desert and the creatures that live on different levels in the rainforest from the jungle floor to the tree canopy. They polled one another about which animals they like best and why. They worked together on group projects such as creating an art canvas of the rainforest and one of a desert landscape that were part of the silent auction at our Scholarship Gala. Children in each classroom also worked together to put on a play for one another and their parents. The East Classroom presented *Polar Bear, Polar Bear What do you Hear?* and the West Classroom produced *Brown Bear, Brown Bear, What do you See?* The children thoughtfully selected the animal they each wanted to represent in the play and worked diligently to practice



their specific animal sounds. Each student constructed their own costumes and jointly worked to create a backdrop. While learning about animals, the children constructed animal homes using the knowledge they acquired and displayed them in an exhibition to accompany their plays.

Topping off the multi-faceted animal study was a trip to the Lincoln Park Zoo to see the real animals. The first stop was the outdoor habitat of lions and tigers, where the children saw and heard the female lion roaring! The teachers and children talked about the possibilities of what the lion was trying to communicate. The children thought she was hungry, looking for the other lion, or wanting to go back outside...hmmm, we wondered.

The children also got a close-up view of the Bengal tiger near the glass, and had the opportunity to meet a real zookeeper, Anthony, whose job it is to take care of all the lions and tigers at the zoo.



(Anthony is a neighbor of Ashley, our East Classroom co-teacher). The children learned from Anthony what the lions and tigers eat, how much they weigh, their names and how old the tiger we were looking at was. When he told them she was 4 years old, we had many children who contributed that they were four years old too!

The next stop was the sea lion exhibit to watch the seals and sea lions swim effortlessly in the water. The children enjoyed going "under the sea lion tank" to see the seals swim up close to the glass and even upside down! Once outside, it was time to feed and train the seals and sea lions. The children learned how to distinguish the seals from the sea lions by looking at their flippers and ears. They were especially interested to see the trainers throw fish from their metal buckets and watch the seals and sea lions catch them with great agility!

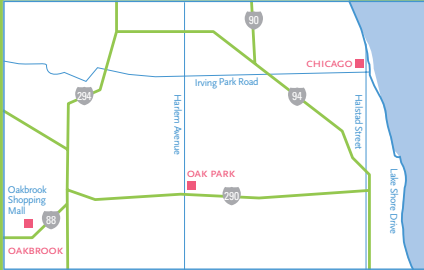
One of the highlights came when our preschoolers were invited into a special room at the Reptile and Small Mammal House to meet a snake with a zoo trainer named Mark. As Mark shared all about the snake with us, the children watched the snake move about on his arm. Mark told us that snakes "see" heat with sensors in their jaws, they "smell" with their tongues and that they liked to be touched in the direction of their scales. The children were excited to ask questions about the snake which included, "How do they hear? Why do they go in water? How do they "see" heat?" The children were totally captivated and those who wanted to touch the snake did so, followed up by some hand sanitizer. Next up on the preschool spring agenda is learning about all the insects and animals that live in the yards surrounding our preschool. Biologists and educators from The Nature Museum will take part in helping us develop our understanding and enrich our curriculum.



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- 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

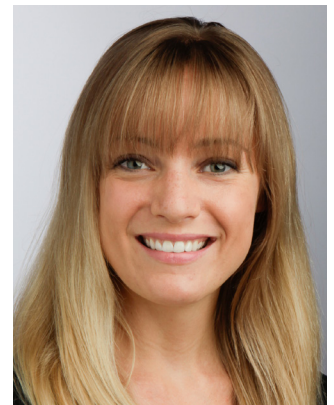
- Parent & Baby Group (*infants 6 wks. – 11 mos.*)
- Toddler Explorations (*parent and toddlers 12–36 mos.*)
- Toddler Transitions (*toddlers 30–36 mos., parents nearby in Family Room*)
- Preschool (*half and extended day programs for children 3–5 years*)

PARENTING PROGRAMS

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

Staff Spotlight: Ashley Wilgus, M.A.

Ashley Wilgus joined The Natalie G. Heineman Smart Love Preschool in the fall of 2013 as a co-teacher in the East Classroom. In addition to co-teaching a classroom of 3, 4, and 5 year olds, she has been instrumental in developing our unique Smart Love Curriculum along with other members of the preschool education staff. Ashley has been an early childhood education teacher for over 8 years. She holds an M.A. from Roosevelt University and a B.A. from Elmhurst College. In coming to Smart Love, she brought her enthusiasm for engaging the children in play and learning. She genuinely connects with each child. After vacation breaks the children are eager to seek her out to tell her all about what they did in their time away from class. She appreciates Smart Love's view of children and the depth of understanding it affords her. Ashley has found that in applying loving regulation, the children respond to her kindness and are learning to make better choices.



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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