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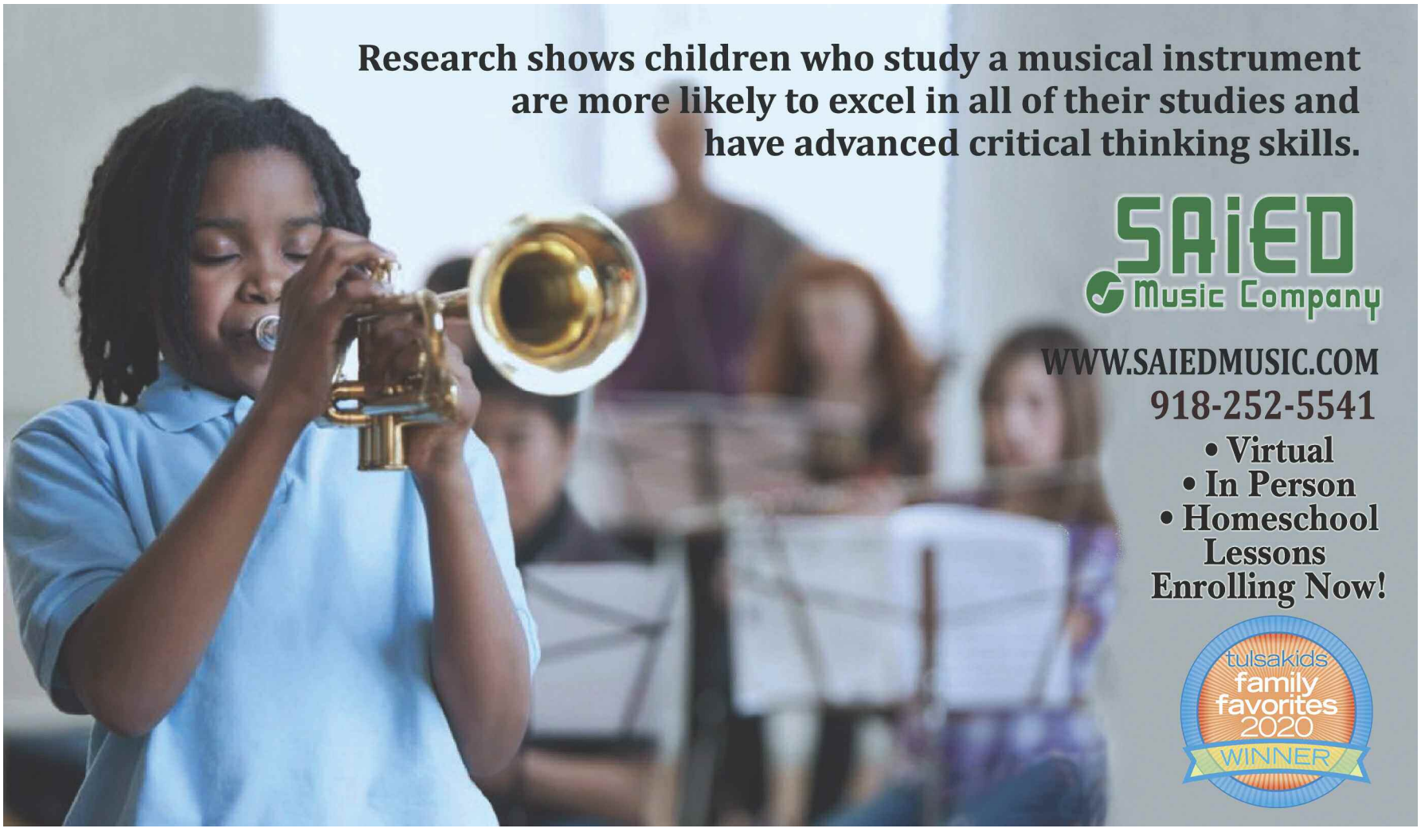
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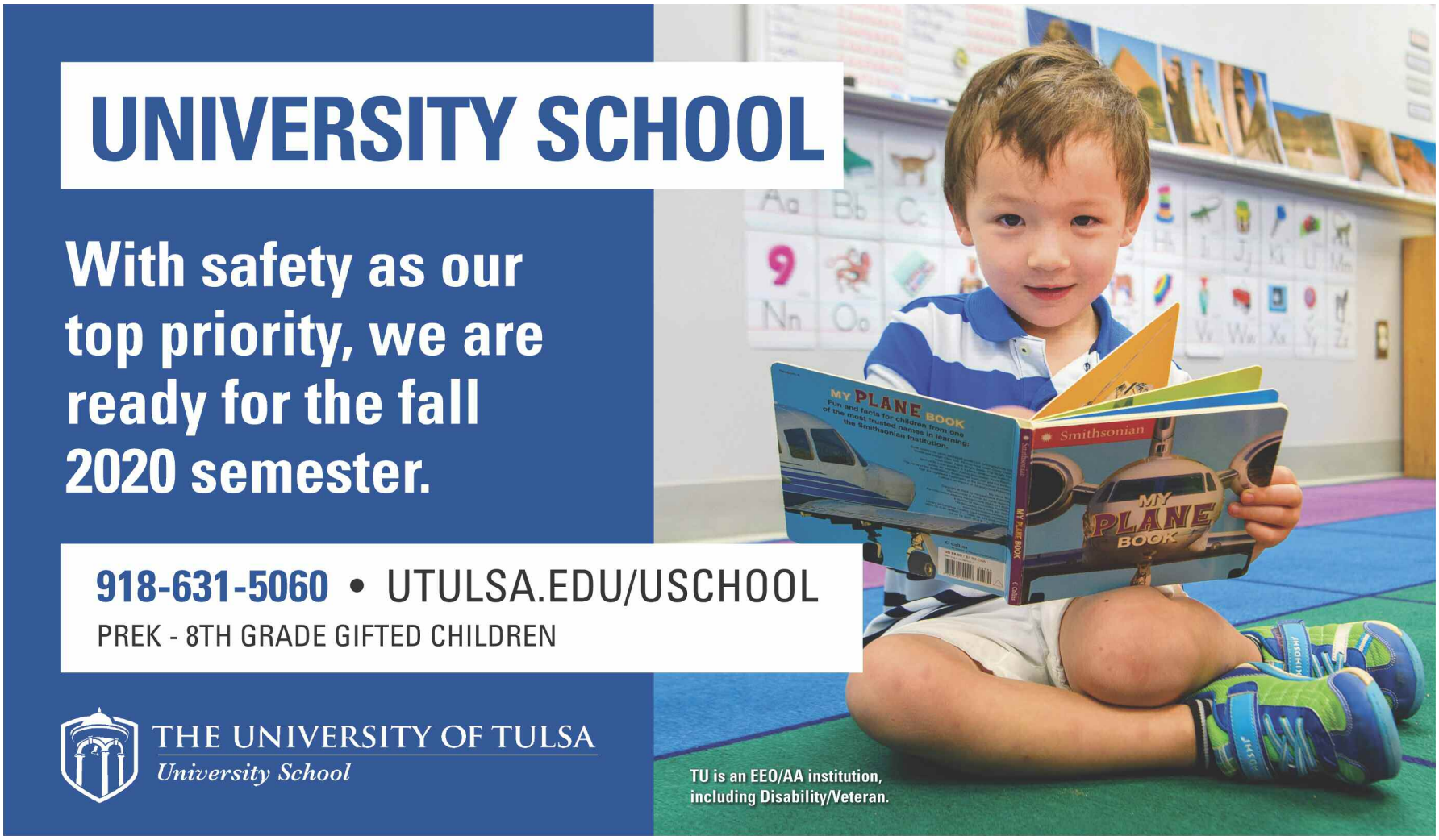
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-Dr. Lauri Blesch, pediatrician at Utica Park Clinic in Owasso

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September 2020

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Volume XXXIII, Number 9

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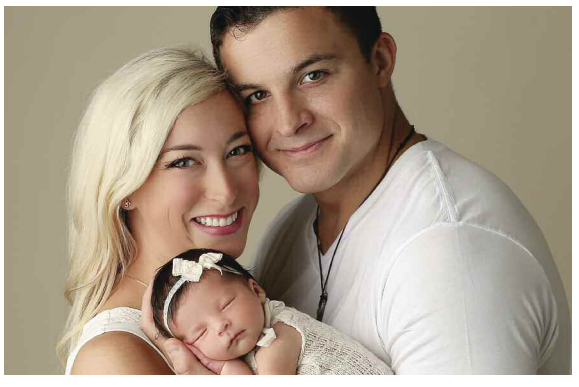


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Can We Have Healthy AND Equitable Schools?

In recent months, the world has been hit with a double tsunami: the coronavirus pandemic and the Black Lives Matter movement, triggered, in part, by the public murder of George Floyd. The first is a straight-on health crisis, the latter a more existential crisis. But both call into question the worth of human life and both have laid bare the inequities that exist in America.

One of the most disruptive events of the pandemic for parents has been the closing of public schools. The institution that teaches, feeds, socializes and cares for children suddenly had to reinvent itself as a virtual experiment in pedagogical delivery. Almost all of that reinvention, however, centered around healthy distance learning and then ways to reopen schools – how to keep kids and adults safe from COVID-19. It highlighted inequities in access to technology as well as the inadequacies in school buildings, such as lack of good ventilation and the need to somehow separate children in classrooms that had become increasingly overcrowded over the years.

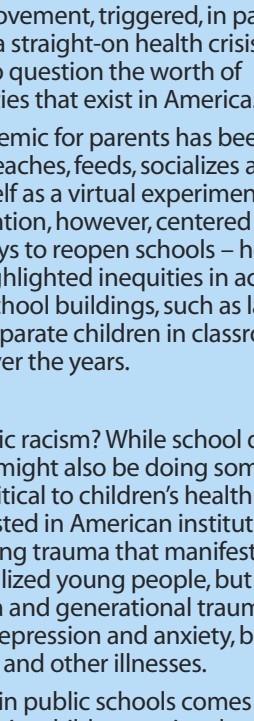
All of that is important.

But, what about Black Lives Matter and systemic racism? While school districts are making decisions about health, they might also be doing some soul-searching about equity, which is just as critical to children's health as avoiding COVID-19. The virus of racism has existed in American institutions, including public schools, for generations, causing trauma that manifests itself in not only lack of opportunity for marginalized young people, but also very real sickness. Research tells us that trauma and generational trauma causes not only mental health issues such as depression and anxiety, but can also lead to heart disease, diabetes, alcoholism and other illnesses.

What we have all been taught for generations in public schools comes from white culture. By removing every other lens, white children are inculcated with the message that they are superior, while Native American, Black, brown and "others" are marginalized or simply erased. When we all grow up with this kind of implicit bias about ourselves, it serves no one and simply reinforces the belief that white dominant culture is "right" and everything else is somehow "wrong" or unimportant.

Even the school reform movement of the past 20 or so years with No Child Left Behind, Race to the Top, charter schools and high-stakes standardized testing, has addressed delivery, but not pedagogy. Kids are learning the same Euro-centric stuff in a different way or in a shiny new charter school. Arguably, public schools have become more racist and more segregated as a result of these reforms.

In my article on Reimagining Schools, I talked to some professionals who have worked to create a more equitable curriculum, and they offer some ideas for parents and school districts.



Betty Casey
associate publisher and editor in chief





COVER PHOTOGRAPHY BY
J. KAVIN ROSS

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ASSOCIATE PUBLISHER & EDITOR IN CHIEF: BETTY CASEY
TREASURER & COMPTROLLER: DEBBIE TALLEY
WEB EDITOR: TARA RITTLER
ADVERTISING SALES: BRANDI MOORE, LINDSEY COPES
PRODUCTION: CHARLES FOSHEE
COVER PHOTO: LESLIE HOYT PHOTOGRAPHY
DISTRIBUTION: JOAN PEREZ
EDITORIAL & SPECIAL PROJECTS ASSISTANT: DANIELLE HILL
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TK PUBLISHING inc.

TulsaKids is published monthly by
TK Publishing, Inc.,
1622 So. Denver Ave.,
Tulsa, OK 74119
(918) 582-8504
FAX (918) 583-1366
Website: www.tulsakids.com

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Volume XXXIII, Number 9

PUBLISHER
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EDITOR-IN-CHIEF
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If you like to read TulsaKids, you may not know that you can watch us, too! Every Thursday morning on Tulsa's Channel 8, the local ABC affiliate, join Editor Betty Casey on Good Day Tulsa for tips to plan your family's weekend and more. Watch Good Morning Oklahoma on Tuesdays for tips on timely topics and family information you'll want to know.

TULSA HEALTH DEPARTMENT GUIDANCE FOR IN-PERSON LEARNING

The Tulsa Health Department recommends parents of children returning to in-person learning to plan for possible school and/or classroom closures for quarantine. The best practices is to follow CDC guidelines to ensure the safety of your student as well as the faculty and staff at your child's school.

According to the data, COVID-19 is still widespread across Tulsa County. If multiple children or school staff within a school test positive for COVID-19, the school could possibly close. Similarly, if a close contact of your child (within or outside of school) tests positive for COVID-19, your child may need to stay home for a 2-week quarantine period.

COVID-19 Prevention, Mitigation and Isolation Recommendations:

• Don't send your children to school if they are sick.

• If you're waiting on a test result for your child, particularly if your child is sick or has been exposed to another positive case, you must isolate your child at home until the test result comes back negative. The Tulsa Health Department continues to provide testing by appointment only.

• If a parent or other household member has been tested for COVID-19, and is awaiting results, keep your child home from school until the household member receives the results of their test.

• If your child has been exposed to a positive case, within or outside of school, they still must quarantine for 14 days (even if they receive a negative test).

• If the child's test result comes back positive, do not send the child to school, even if the child has no symptoms. The child must be isolated at home (an adult must be present at home with a young child who is isolated) for at least 10 days (from the date they were tested). Even after the 10 days, the child must be fever free for at least 24 hours and have improved symptoms.

• If you have received a positive result from a lab, do not wait on a contact tracer to call you. You must isolate at home.

• Parents may need to consider the feasibility of teleworking, taking leave from work, or identifying someone who can supervise your child in the event of school building closures or quarantine.

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The 2020 Library of Congress National Book Festival will connect with audiences across the country for an interactive, online celebration of "American Ingenuity" for the festival's 20th year, featuring new books by more than 120 of the nation's most-renowned writers, poets and artists. The festival will also showcase the many ways our national library embraces all subjects in its unparalleled collection.

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"A simple explanation of KnowledgeNest would be tutoring, but more," Lea says. "A better explanation would be to have parents imagine having a schoolteacher at their service for any type of need: tutoring, lesson plans, full teaching from lesson to assessment, and much more."

Lea will meet with parents to customize an education "package" to fit their needs, or they can choose ala carte service.

"I even have homeschool hangouts where one family is the 'host' and I do all the teaching while the parents split the cost," Lea says.

Lea was moved to start KnowledgeNest in June when she watched her friends doubting their ability to teach their children during the pandemic shutdown.

"I realized the guidelines for returning to school would not work for many families and for many reasons," Lea says. "I feel with just a little support, or sometimes more, anyone can teach their child. And they should be supported in that decision."

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BY KILEY ROBERSON

helping children cope with COVID

Families across the country and around the world are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. In the U.S., most schools, places of public gathering and nonessential businesses have been closed or transitioning to virtual environments, and parents and other caregivers are faced with helping their families adjust to the new normal. This includes trying to keep children occupied, feeling safe and attempting to keep up with their education as best as possible. Now, as fall approaches and schools start to plan out their course of action, it's more important than ever to help children understand that going back doesn't mean back to before.

Whether your little ones are going back to daycare or preschool in-person this fall, or you'll be caring and learning from a distance, adjusting to life in a pandemic won't be easy. However, even though we're all struggling with different challenges, it helps to stay focused on what is possible in order to reinforce a sense of control and to reassure children that they are okay, and that the situation will get better. The following tips can help.



YOUNG CHILDREN FOLLOW OUR LEAD, SO MODEL PROBLEM-SOLVING, FLEXIBILITY AND COMPASSION.

Talk about it. Make sure you're having regular conversations about COVID-19 and what it means. Remind your child that your family is healthy, and you are going to do everything within your power to keep loved ones safe and well. Carefully listen or have your child draw out their thoughts and feelings and respond with truth and reassurance.

Explain social distancing. Young children don't fully understand why parents/guardians aren't allowing them to be with friends. Or why they can't hug their friends at school this year. You can help your child understand social distancing by having a general conversation about germs. You can then explain that "right now we are all working together to stop coronavirus from spreading. The good news is that germs can't jump very far! If we stay far away from people, then the germs can't jump from person to person and make us all sick."

Establish and maintain a daily routine. Keeping a regular schedule provides a sense of control, predictability, calm and well-being for children. Regardless of if your family is headed back to physical preschool or doing learning at home, keeping a regular schedule is vital for young children during this time of so much uncertainty.

Make masks fun. If you're going out into public at all, the Centers for Disease Control recommends wearing masks to stay safe. Most schools are requiring this of their students on campus as well. However, masks can sometimes be unsettling to young children, so it's important to make them fun! Talk to your kids about how most super heroes wear masks when they save other people. They can be superheroes by wearing a mask to protect others too! You can also find fun and colorful masks to make mask wearing a fun fashion experience.

Practice daily good hygiene. Wash your hands multiple times a day for 20 seconds. One trick is to sing "Twinkle, Twinkle Little Star" while you wash your hands because it's about 20 seconds and most kids already know that song. Talk to your child about always using a Kleenex or sneezing or coughing into the bend of their elbow. You can even use the phrase, "Use a bend, save a friend."

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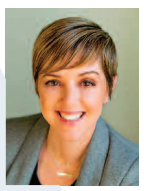
It is very important to remember that children look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking the necessary actions that reduce the risk of illness. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety. This is also a tremendous opportunity for adults to model problem-solving, flexibility and compassion as we all work through adjusting daily schedules, balancing work and other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways.



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BY MARY BETH RITCHIE, LCSW

sibling rivalry can teach kids valuable skills

If you are a parent of more than one child, you have almost certainly witnessed the phenomenon referred to as "sibling rivalry." It often begins soon after the birth of the second child. It can be hugely disappointing to parents who were picturing a close and loving relationship between brothers and sisters. Parents may actually experience a sense of loss as they begin to realize that what they were envisioning is not going to be the reality. The perpetual bickering, jealousy and competition can be exhausting to parents. It often produces a lot of disharmony within the family and can be exasperating. It's important to understand that this doesn't mean you are doing something wrong as a parent, and it doesn't mean something is wrong with your children. Sibling rivalry is common. It may last throughout childhood, and it can even extend into adulthood.

Sibling rivalry can take many forms. Some of the most common include tattling, hitting, poking, lying, throwing things, blaming and name-calling. There are many additional ways that siblings strategically plan to antagonize one another.



TO CURTAIL SIBLING RIVALRY, PARENTS SHOULD SPEND TIME WITH EACH CHILD AND VALUE THEIR UNIQUENESS.

Causes

There are a number of things that can lead to sibling rivalry. The older child has been accustomed to receiving all of the attention from his parents. His world changes abruptly when his baby brother or sister is born. Newborns require almost constant attention from parents. This can lead to resentment by the older child as he necessarily receives less attention than before. I remember my older son being so excited about the arrival of his baby brother. It didn't take very long for the excitement to fade away as the reality set in. He was now going to share my attention, and he didn't like it.

Children who are close in age are more likely to experience more severe levels of sibling rivalry. They have shared interests and tend to be more competitive. Children who are spaced further apart don't usually spend as much time together and may be interested in different things. This tends to lead to a reduction in the level of sibling rivalry.

Parents may notice that sibling rivalry intensifies during periods of transition. The birth of another child, one child beginning school, divorce, and even a new marriage may increase struggles between siblings.

Children who live in a small home and have to share a room may have more issues due to their close proximity.

These stressors can lead to increased rivalry. Parental stress can mean less time and attention to devote to the children. When children are stressed, their fuses are short and they lose their tempers more easily.

Prevention

Parents must realize that they will not extinguish sibling rivalry. The goal must be to reduce it. There are some things parents can do to help minimize sibling rivalry. Because these rivalries often stem from seeking parental attention, parents should try to spend some quality time with each child every day.

Children often seem to start fighting and bickering when they are tired, hungry or bored. Parents may wish to pay attention to these factors in order to determine how they are affecting their families. Minimizing the contributing factors can lead to more family harmony.

Parents need to be careful to avoid the appearance of playing favorites. Comparisons should be avoided. Refrain from making statements like, "I don't know why you can't make good grades like your brother."

Encourage your children to engage in cooperative play rather than competitive play. Some video games allow for cooperation. Some board games and card games require teamwork. It may

continued next page

be helpful to have the children work together as a team instead of being opponents.

Children are individuals, and they have their own unique strengths and talents. Let each one know that she's valued and appreciated for her uniqueness.

Benefits

You may be surprised to learn that there are some potential benefits to sibling rivalry. Children learn to be assertive and stand up for themselves. They also learn how to resolve disagreements and manage conflict. Children eventually learn the skills necessary to compromise and negotiate.

Conclusion

Sibling rivalry is very common. It doesn't mean that there is something wrong with your parenting skills. It doesn't mean that anything is wrong with your children. It's also perfectly natural for parents to experience a sense of loss when they realize that sibling rivalry interferes with the vision they had for their family. You will not be able to eradicate the rivalry in your family, but there are things you can do to mitigate it. Although it's frustrating for parents, remember that there are actually some benefits to this experience.

A couple of my favorite resources which address sibling rivalry are, "I Love You the Purplest," by Barbara Joose and "Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too," by Adele Faber and Elaine Mazlish. The first is a terrific choice to read with your children.

Don't give up all hope. Not all stories of sibling rivalry have unhappy endings. Many siblings develop very strong ties. My brother is one of my closest friends, and he has been so for many years.



TWO WAYS *to* STAY VIBRANT *while* VIRTUAL



Want to keep your kids energized and excited to learn? Form healthy routines.

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A Program of TSET

BY JULIE WENGER WATSON

rising to the middle school challenge

"People laugh when I tell them I teach 13- and 14-year-olds," Kristin Pebsworth says. "They're like, 'ugh.' But I love them. I love that age."

While many parents may think of middle school as a grim endurance test, Pebsworth, an eighth-grade English teacher at Tulsa's Metro Christian Academy and the mother of a recent middle school grad, celebrates the challenge.

"They're at an age where they're still impressionable, but they're really starting to make mature decisions. They have their own thoughts, and they have a lot of questions," she explains. "I love the wackiness of them. They're just so fun. I love getting to know them. I love being their cheerleader and really getting to know what matters to them – just taking a genuine interest in their lives."

If Pebsworth, who spends her days with this ever-evolving demographic, can find joy in the middle school experience, take heart! It's likely you can, too! As a teacher, the key is striking the right balance.

"I love to be silly with them and joke with them, but I think it's important to have the correct balance of being very approachable so they feel comfortable, but also an expectation of respect and how things need to be handled because I'm their teacher, their 'elder,' if you will. So high expectations coupled with a lot of grace, a lot of fun and a lot of laughter," she says.



TO CREATE A SAFE CULTURE, METRO CHRISTIAN ACADEMY STAFF RECOMMENDS HELPING STUDENTS CONNECT WITH TRUSTED ADULTS AND KEEPING LINES OF COMMUNICATION OPEN.

It's a balance for parents, too, she notes.

"It's that passing of the baton between, 'I'm going to check and make sure everything is signed and everything is done' and 'this is all on you,'" Pebsworth comments.

Metro Middle and High School Principal Robby Davis believes expectations and communication are also important for a positive middle school experience.

"One of the things we understand about students is that when they walk through the doors, they don't just have academic needs, but they're a whole person," he says. "So we're not only looking at their academic development, but also as a Christian school, spiritually, as well as emotionally and socially."

Incoming sixth graders participate in the "Prepared Patriot Transition" program to help smooth the adjustment. Under normal, pre-pandemic circumstances, students have the chance to meet most of their teachers before the first day of school. The school's smaller size helps, too. The average total sixth-grade class has only around 75 students.

"Because of our size, our teachers are able to develop relationships with students. Every sixth-grade teacher will pretty much have every sixth-grade student, so they're able to get to know the students and talk about how they can support those kids," he says.

In addition to a middle school counselor, who provides emotional support to students when needed, Metro also uses a system called "Tribes" where small groups of students meet weekly with a teacher.

"It's another connection point for our students," Davis ex-

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plains. "We want every student to have a relationship with an adult in this building whom they can trust and go to. It might be their math teacher or a coach. For some, it's their Tribe Leader."

Davis encourages parents to help their kids develop relationships with trusted adults outside of school, too.

"I encourage every parent to make sure they're developing a support network for their child," he says. "As a child gets older, there are certain issues or topics that they might not feel comfortable talking to their parents about, and it's important for them to have an adult, like an aunt or uncle, or maybe a family friend or youth pastor, they can talk to."

Both Pebsworth and Davis stress the importance of communication.

"Take an interest in their lives," Pebsworth says. "Kids really want to know that you like them and that you enjoy being around them."

Davis wants parents to stay involved in their kids' lives, too.

"I talk to parents a lot about being intentional with their kids," he says. "If you ask your kid how was her day, and she answers, 'fine,' press a little bit more. Get to know your kid's friends. Try to develop a relationship with their parents. Those are the kinds of things that build a strong support network."

The transition to middle school is challenging for both parents and kids under the best of circumstances. The pandemic hasn't made this easier. Davis and Pebsworth both have some advice.

"As parents, we have to be mindful that our attitude about things is going to shape the way our kids perceive those things," he says. "There are a lot of difficult decisions being made by school leaders and business leaders right now. If we can do our best to keep a positive attitude about that, as opposed to critical, negative or undermining, I think that's best for our kids."

Regardless of what the fall holds, Davis also recommends creating routines and schedules, such as family dinner or movie nights, as a source of comfort and predictability for kids during uncertain times.

"There's never been a more applicable time for the whole, 'one day at a time," Pebsworth says. "We're going to do the best with what we have at this moment. We can't worry about what's going to happen. Appreciate what you have and do the best with what you're given. Flexibility is the word of the year."

A true English teacher, she laughs and adds a final thought, "There's going to be plot twist after plot twist after plot twist. We're going to have to go with it, whatever it is."





BY BETTY CASEY
PHOTOGRAPHY BY J. KAVIN ROSS

REIMAGINING SCHOOLS



IN THE MIDST OF COVID-19 AND BLACK LIVES MATTER

A high school student that was interviewed for the TulsaKids' Facebook Live series on racism last month (find it on TulsaKids' Facebook or OSU-Tulsa's Facebook) described an experience on the playground of her predominately white elementary school. "I was told [by white classmates] that I could be the slave or an animal," she said.

While schools have undergone major shifts in their delivery systems – virtual, digital and blended learning during the pandemic — little has shifted in terms of equitable pedagogy in the wake of the Black Lives Matter movement.

While the discussion has been almost solely on how to safely open schools, little discussion has focused on the systemic change called for by Black Lives Matter. The practical and equitable delivery of class lessons, mostly via some type of technology, has dominated decision-making, but little space has been made for a discussion about the content of the curriculum. Can both safety and equity be part of the conversation that administrators, teachers and parents are having?

Going back to the scene at the opening of this article, the little girl was automatically seen by her white classmates as a commodity, an object to be used, not as a person who is intrinsically valuable as a human being. That bias, in a large part, comes from the systemic racism built into public education by the white culture that created it.

Dr. Cornel Pewewardy, a citizen of the Comanche Nation, and a professor of Indigenous Nations Studies at Portland State University in Oregon, has spent his life working to create a living history and knowledge base "to teach our children of all backgrounds our own history."

Dr. Pewewardy says that the history of Indigenous people has been falsified and corporatized for entertainment.

"We were helpless victims in our own colonization," he says. But, ultimately, the Native American story is one of resilience and survival. "Our stories have been minimized or erased. The strategy [in teaching about Native American culture] is that we try to portray the struggles, not as doomed people, but as one of survival."

CHANGE CAN HAPPEN

The concept of white superi-

continued next page

ority has been cemented into the curriculum for generations, but it doesn't have to be. Change is difficult and uncomfortable, but it can happen.

Dr. Shanedra Nowell is an OSU assistant professor of social studies education and OSU Writing Project. "I ask my students (who are training to be teachers), where in the curriculum do they see people that look like them," she says. "The only time they see African Americans in history books is as slaves or when they fought for civil rights – two small points of entry."

Dr. Nowell has asked her college students to recall a favorite lesson during their elementary school years. Some will describe the annual Land Run Day celebration where they dress like pioneers and dash across the playground to "claim" their plots of land — never mind the broken treaty or the stolen land.

"If you're going to do this lesson, which I wouldn't recommend," she says, "then the students should know what really happened. Then they start to question colonialism. Critical thinking. That's what I want my students to walk away from my classroom with."

Dr. Nowell says that skilled teachers can be aware of multiple perspectives and understand how to bring those into the classroom in meaningful, natural and ongoing ways. For example, she has used the Tulsa Race Massacre as an inquiry based lesson with Tulsa high school students to teach larger social, economic and geographical concepts, as seen through multiple lenses.

Using a similar approach with elementary students, J. Kavin Ross, a photojournalist and sometime para-teacher, taught a Tulsa Race Massacre lesson to third graders last year at McKinley Elementary School. It was based on a project that he had done 20 years ago. In fact, Ross has a long history with the Tulsa Race Massacre. He worked on the 1996 commemoration of the race riot, and did a kids' version of the documentary for NICK News with Linda Ellerbee.

"The students were about the same age I was when I learned about it," Ross said. "What's so powerful are the kids' open minds. When we start talking about the Massacre, they're locked in. They're able to tell the story. They get it. What is needed is that we must all learn our past or we're doomed to repeat it."

Ross says he grew up in Tulsa and was one of the first Black children to go to a newly desegregated Walt Whitman Elementary School in the '60s.

"My mother held my hand as we walked through the doors, and a white kid was holding his mother's hand," Ross said. "The white kid said, 'Mama, look at that chocolate kid,' and I told my mom I wanted to see the chocolate kid. That was my first taste of racism."

When talking about the Tulsa Race Massacre with young children, Ross says he doesn't go into "the gory details," but gives them the basics, telling the story as an oral history.

"As they get older, you encourage them to do their own research," he says. "With sixth graders, they're able to write about it in their own words based on what they've learned and how they feel."

Ross says it's powerful to take the students on tours of the Greenwood area and look at a map of the destruction as well as before and after photos. Like Ross, they may find that they have a family history there.

"We need more kids to walk the space, to see Reconciliation Park," he says. "It's about identity. You find your role in life, a perspective in life. I have researched the Massacre for decades now and learned the stories of other people and their survivors. I learned that my own family was a part of this history. My great-grandfather had a club that was destroyed during this time. I-244 sits on his property to this day. I'm finding out things I really didn't want to find out. My family goes all the way back to the Trail of Tears. My family played a role in that history, and I can learn what went into such a rich history."

Empowering teachers with the autonomy to create curriculum centered around their own voices and experience, like Ross's, can open the doors to anti-racist pedagogy. Training and providing resources for all teachers to question and understand their own role in an anti-racist vision for education can bring transformation.

"Sometimes teachers hands are tied [by the curriculum a district is using]," Nowell admits. "The textbooks don't give you a multitude of voices. You have to go back to primary sources. It's a challenge. It's hard work."

VISION AND LEADERSHIP: OPPORTUNITY FOR STRUCTURAL CHANGE

"You have to recognize that there is a problem," says Darryl Bright, founder of Citizens for Better Educational System, (C.U.B.E.S.) and a long-time education advocate in north Tulsa. "If you come from a particular world view, that's how you're going to look at it, and your world view can be skewed by biases and lenses. These institutions have to be rattled into looking at how they evolved and for what reason."

Bright says that some individuals see schools as institutions to transmit the dominant culture, or white, middle-class values.

"Others see it as an instrument of control. If I'm a person who wants to control this thing, then everything looks like a potential employee. Those at the top are not going to commit class suicide."

"The history of schooling in America," Nowell says, "was to Americanize this nation of immigrants. It's racist. 'Americanize' can substitute for 'white'."

Current school reform has done little to address inequities in pedagogy. In a paper for Yale EdStudies, "The Power of Pedagogy: Why We Shouldn't Teach Like Champions," Layla Treuhaft-Ali writes about the history of public education and racism.

"The public school has historically been a major site for enforcing working-class norms: at the turn of the twentieth century, corporate philanthropists took an especially strong interest in public education, much as they have today. They worried that, as rural America became industrialized and poor people entered strictly controlled factory jobs, the lower classes would rebel against their poor pay and dismal working conditions."

To address this fear, schools became factory-like institutions where students were the product.

Treuhaft-Ali writes about the Hampton Idea for Black education that was popular with white leaders: "Wealthy white philanthropists poured money into two Black schools: Armstrong's Hampton Institute and Washington's Tuskegee Institute," schools where Black teachers "were supposed to learn behavioral habits like self discipline, obedience, and diligence from their arduous manual labor routines, which they would then pass on to their students. The effect was a devastating lack of available high-quality academic education for Black children until the widespread desegregation of the 1960s."

No Excuses charter schools such as KIPP follow that model today. Treuhaft-Ali writes that "white corporate philantrhopists pour money into charter schools that almost entirely serve Black and Latino/a children and place a high value on order and efficiency…Most disturbingly, this vision includes behavioral norms that are eerily similar to those meant to preserve social hierarchy and prevent them from challenging injustices done to them by the powerful."

Bright believes that people

continued next page

in power naturally want to remain in power, so equity goes against their own self-interest.

"After the Civil War, Black people had to have social studies," he says, "which meant they had to learn the social graces to serve white people."

Teachers, however, can be "change agents" and "problem solvers," but they may have to "unlearn some things," Bright says. "You have to build relationships with students, how they learn, what their culture is, how they think. Each one is unique."

CULTURAL IDENTITY AND THE CHILD

Katy Crawford-Garrett, an associate professor at the University of New Mexico, created a Mexican –American Studies program in Tucson in 1998. As part of the Ethnic Studies movement, Dr. Crawford-Garrett advocates using "rich educational experiences for Black and Brown youth in an effort to connect academic achievement to students' cultural identities."

Literature and history focused on Mexican-American identity. The program was implemented as an alternative to the growth of No Excuses charter schools with their harsh discipline techniques and white-centric values.

"By every measurable metric," Crawford-Garrett writes, "the program was a success as…[it] led to an increase in graduation rates, college attendance, and academic performance while simultaneously validating students' cultural histories and sense of identity."

However, without financial investment, the program was not scaled up, the Mexican-American program was deemed illegal by the state of Arizona and shut down in 2011.

Crawford-Garrett writes, "[The program] honors students' cultural backgrounds, teaches critical consciousness, and fosters academic achievement without forcing students to make painful choices to abandon their heritage and humanity to adhere to White middle class norms. The story of Success [Academies] rests on the tired binary between innovative charter schools and status quo public schools, between lazy union employees and hard-working young idealists, and the familiar trope of the White savior and the Black and Brown children who need to be tightly controlled as they learn to dress and act more White and middle class."

When schools don't recognize a child's culture and race, it impacts all children, perpetuating bias and stereotypes that follow them throughout life, perpetuating generational trauma.

"The kids don't get affirmation from their school community," Pewewardy says. "So they develop low self-esteem, which translates to low academic performance."

Dr. Pewewardy recalls watching cowboy and Indian movies, and being trained to root for the cowboys. Even though it felt wrong, there wasn't an identity for him to relate to. "That's really detrimental. Children become confused and culturally schizophrenic."

However, when schools talk about shared history using all perspectives, it can be healing and can create community rather than dividing people.

"As students go further into their education and they get to college, they expand their knowledge base and critical thinking," Pewewardy says. "These children become very regretful; they become angry that they were mis-educated at a younger age."

Just as with the Black experience, Native Americans are tasked with removing layer upon layer of Eurocentric lenses, which has created a worldview of Indians as not real people. They may be "noble savages" or cartoon-like characters, or team mascots, etc. The box of stereotypes leaves little room for the real person.

"The contemporary image of indigenous people hasn't changed in 100 years," Pewewardy says. "Educators should challenge these stereotypes, which all reinforce the hierarchy of white culture."

The generational trauma caused by colonialism is evident today. But healing can happen.

Dr. Pewewardy says that school districts can recruit and hire Native teachers; elect Natives to the local school board; integrate Native content into the curriculum; build partnerships with local Native studies programs in higher ed.; send school boards and teachers to Native American learning opportunities; replace Indian mascots and celebrate when you retire them in order to heal the past.

WHAT PARENTS CAN DO

Dr. Nowell believes that parents can help create an atmosphere where all students feel valued.

"White parents must understand the whiteness of the culture," she says. "Often, they look at their cultural ancestry such as Scottish, European American, and that's important, but they don't see whiteness as a culture and their own cultural background. Whiteness is the dominant culture of the United States."

Dr. Nowell asserts that parents must first accept that reality. "Understand that you have to make space for everyone else. I know this is hard for parents."

Too often, white parents use the "colorblind" approach when they teach their children about race. But teaching kids not to see color is the wrong thing to do.

"You don't see me if you talk about colorblindness. We have to make sure our students do see color," Nowell says. "I need you to see color. I need you to see color equally."

Parents can advocate for ensuring that all voices, including Black voices, are in every lesson, not just relegated to a day or a month or a separate class.

Dr. Nowell also believes that we should look at how we define success and our idea of what makes a "good" parent or student.

"Some cultures may not feel comfortable coming into a school building for parent/teacher conferences. Or some students may use African American vernacular," she says. "You have to create a safe space for all students."

Rather than assuming something is "wrong," it may just be different from white cultural norms. American history is a shared history.

"Elevate the voice and make sure it's heard, and then we can move on," Nowell says. "We're not saying someone is superior; we're trying to make sure all voices are heard."

Parents can continue providing varied perspectives by making sure that their home libraries reflect different kinds of authors. She recalls that when she was growing up, very few children in books looked like her.

She also suggests being purposeful in choosing your child's friends at a young age. When children are 2, 3 or 4 years old, parents can make conscious decisions about being around people who don't look like them. Parents can invite people who don't look like them into their homes.

"It is natural, hard-wired, to want to be around people like you," Nowell says. "I think if we're wanting a more diverse and just society, you have to break that. I do think that it's the job of not only schools, but also parents."

As Darryl Bright asks, "What is the vision for our kids? When students walk across that [graduation stage], what do we want them to have? What skill sets, what things that you cannot measure by standardized tests? What would an anti-racist school system look like and what is the vision guiding it? We have to take into consideration what has happened in the past, what history has created. How did we get here? If we don't know history and we don't have a vision, then our solutions are [going to be] wrong."

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BY TARA RITTLER

back to school with Tulsa Public Schools:

FREQUENTLY ASKED QUESTIONS AND OPTIONS FOR WORKING PARENTS

On August 3, the Tulsa Public Schools Board of Education voted to approve Dr. Deborah Gist's recommendation that the district begin the year with nine weeks of distance learning. The district reported that Dr. Gist would make a recommendation for how to proceed after those first nine weeks by the end of October.

FREQUENTLY ASKED QUESTIONS: DISTANCE LEARNING

We reached out to Tulsa Public Schools with some questions about the upcoming school year, but did not receive a response. However, we found the following information at tulsaschools.org/parents-students/back2school#faqs. If you have any questions not answered on this web page, reach out to your school principal.

Tulsa Virtual Academy

Tulsa Public School's Back2School page outlines the difference between distance learning with the child's school and Tulsa Virtual Academy, a semester- to year-long virtual option that may be particularly helpful to high-risk students.

Tulsa Virtual Academy is a self-paced program, but students enrolled in the program have the choice to return to their regular classroom at the end of the fall semester. Or, they can continue with the program for the remainder of the year.

TPS does not recommend that students who wish to participate in athletics enroll in Tulsa Virtual Academy, as there may not be transportation options for those students.

Meals

Tulsa Public Schools assures families that they will continue to have access to grab-and-go meal sites throughout the semester. Students will have access to at least two meals each day. Learn more and find the meal site location nearest you at tulsaschools.org/parents-students/mealsites.

Students with Special Needs

According to the TPS website, certain students with special needs will be able to attend school in-person, even during the first nine weeks. Tulsa Public Schools will reach out directly to the families of students eligible for this accommodation.

Technology

Every student whose parents submitted a Back to School Enrollment form by August 10 should have access to a district-distributed Chromebook. The district recommends using their technology, as they are able to offer tech support from 2-6 p.m., Monday through Thursday, at the Enrollment Center. Students who choose to use home computers will not have access to this support.

Families without Internet at home should reach out to their student's school. The district is working on options for these families.

RETURNING TO SCHOOL

The district will work with the Tulsa Health Department to determine whether it is safe enough to return to socially distanced in-person learning after the first nine weeks.

Tulsa Public School's FAQ page also answers questions parents may have about the eventual return to in-person learning, including:

A/B Assignments

In order to maintain social distancing whenever school resumes in-person, TPS has divided its students into two groups. Group A includes students' whose last names begin with A-K, and Group B includes the remainder of students. At that time, Group A students will attend school in person on Monday and Tuesday, and Group B students will attend Thursday and Friday.

Masks

Masks will be required, with some exceptions for young children and children with special needs. TPS will provide cloth masks and other PPE for students who need them. Because the district will require that masks be washed daily, they are working on laundering options for students who need assistance.

Transportation

Buses will only be able to operate at about 30 percent capacity in order to maintain social distancing. This means that there will be more bus routes, and also that the district requests families who do not need transportation to provide their own. This will help minimize the strain on the transportation system.

Uniforms

In an effort to alleviate some of the financial strain felt by families due to COVID-19, the district is not requiring uniforms this year. However, there is a dress code and certain expectations. Find more information at tulsaschools.org/back2school.

OPTIONS FOR PARENTS

While Dr. Bruce Dart, executive director of the Tulsa Health Department, affirmed that virtual schooling was the safest choice given Tulsa's COVID numbers, parents with students doing distance learning will have to make major adjustments to their work

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and home life.

COVID Kid Care Resources

Two local organizations, Tulsa Area United Way and The Opportunity Project, have joined forces with Tulsa Public Schools to create a website designed to help families connect with resources.

Tulsa-area businesses and organizations are invited to sign up as resource providers. They can note whether they are providing food, trained staff, school supplies, volunteers, a space for programming, or other resources.

The website, available at covidkidcareresources.tauw.org, will include a map of available resources that families can explore to find what they need, whether that's child care, activities, meals, etc.

"Pandemic Pods"

Some families have found a solution by forming small groups of children who will be able to learn and socialize together.

"My husband came up with the idea of scheduling standing play dates for the girls because I was concerned about their social/emotional well-being," says Rachael Martin, whose daughters will be in kindergarten and fourth grade at Council Oak Elementary. She says that returning to 100 percent virtual schooling would be difficult from a social and emotional standpoint, although logistically, she is grateful to be a stay-at-home mom whose husband has a flexible schedule.

This idea of standing play dates evolved into a discussion about the support parents will need, whether they are working or staying home, and a determination to help create "learning pods."

"We are working on setting up learning pods so students can be safe but still see each other, and parents can support each other by facilitating learning and social interaction," Rachael says. "Each pod would operate according to the agreed-upon rules put forth by the parents who formed them. So each may look different according to the needs of the students and parents."

The pods would have about three or four students each, and parents would rotate in hosting the pods. Whichever parent is hosting can help facilitate school assignment completion and keeping kids on task. For her older daughter's group, she is interested in sharing the cost of a tutor.

To get the idea off the ground, Rachael and her husband sent out a survey to other Council Oak parents to see what their thoughts were about the upcoming semester and to gauge their interest in these learning pods. Then, they compiled the information so they could connect parents whose needs most closely align. She recommends that other parents interested in starting a learning pod reach out to people they know, and says the survey received a positive response.

Amanda King has two children at Eliot Elementary: Natalie, heading into kindergarten, and Carter, who will be in second grade this year. She has also helped coordinate small groups for each of her children.

For the younger group, four students will have a daily rotation between homes, four days out of the week. For the older group, composed of six students, each family will take turns hosting for a week at a time. An in-home teacher will lead the students through their studies for a few hours each day. The students will remain at the host home from 8 a.m.-4 p.m. each day, giving the other parents the opportunity to have a full day at the office.

"We are very thankful to have the in-home teachers work with the kids at home and guide them through distance learning," Amanda says. "Especially due to their younger age, they need a little more hand-holding, which is hard for working parents to manage. The parents in the group are doing all we can to help each other out so we can be more available at our jobs this fall. None of us want to go back to the way things were in the spring."

Additional Resources

The Tulsa Child Care Resource Center can help connect families with childcare options in the area. Email ccrc@csctulsa.org; 918.834.2273; or visit csctulsa.org/ccrc.

covidkidcareresources.tauw.org is a partnership between Tulsa Public Schools, The Opportunity Project and Tulsa Area United Way. The website is a clearinghouse of resources for families.

Seeking Sitters (seekingsitters.com) and E-Nanny (enannyok.com) are two local options for families needing full- or part-time in-home care.

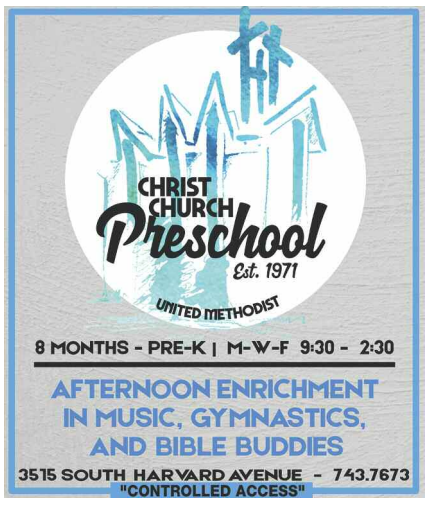
KnowledgeNest, http://knowledgenest1.com, is an education business that offers educational services from tutoring to full-time, customized homeschool packages.

PepperMint Transit is a new child transportation service whose goal is to provide a safe and fun learning experience for riders. pepperminttransit.com.

TulsaKids.com provides several guides year-round to help parents connect to resources. If you are looking for enrichment activities or interested in private school, go to tulsakids.com/guides to learn more.







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TULSAKIDS 2020 BABY GUIDE

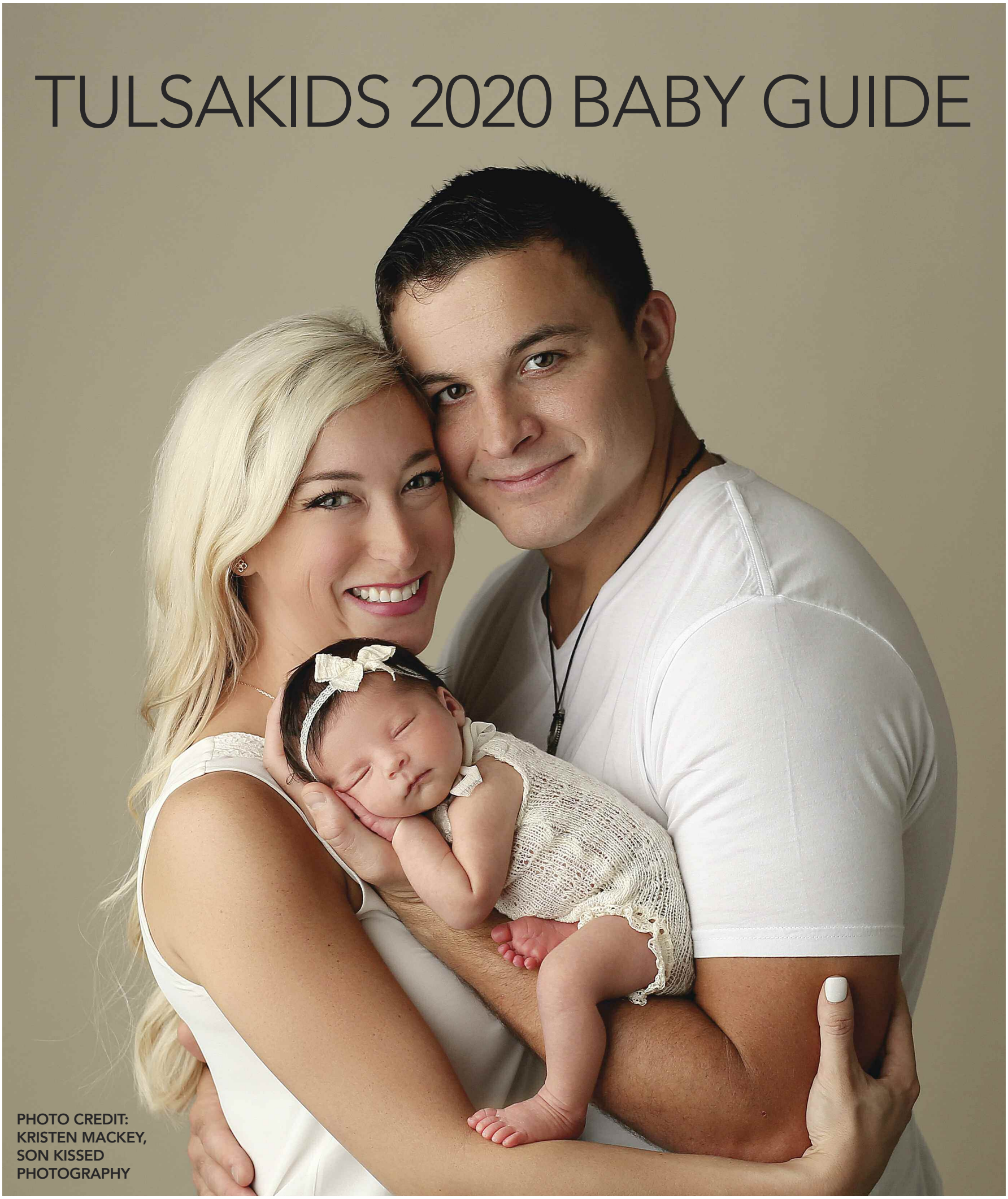


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PHOTOGRAPHY

THE BABY GUIDE TO (ALMOST) EVERYTHING

A DIRECTORY FOR NEW AND EXPECTANT PARENTS

BREASTFEEDING
La Leche League of Tulsa
The League offers up-to-date, practical information and mother-to-mother support for pregnant and nursing mothers through monthly meetings, telephone help, lending libraries, playgroups and mothers' nights out. Meetings are informal discussions and are open to all women interested in breastfeeding. Children of all ages are welcome.
llloftulsa.org

Oklahoma Breastfeeding Hotline
24-hour assistance with certified lactation consultants.
1.877.271.MILK (6455)
www.okbreastfeeding.org/oklahoma-breastfeeding-hotline.html

Area hospitals offer breastfeeding information and classes (see hospitals).

CHILDBIRTH INFORMATION
(See hospital information for childbirth classes)

American College of Obstetricians and Gynecologists
Includes current information and practices regarding on COVID-19 and pregnancy
www.acog.org.

American College of Nurse-Midwives
Provides names and numbers of area nurse-mid-wives.
Main phone number: 240.485.1800
www.midwife.org
Find a midwife in your area:
www.midwife.org/find-a-midwife

Birthright of Tulsa
A non-profit crisis pregnancy service to help "every pregnant woman and mother struggling with a troubled pregnancy or parenting concerns, regardless of age, race, religion, marital standing or economic status." Pregnancy testing, counseling, prenatal care, parenting classes, maternity and baby clothing, diapers/wipes, medical referrals, agency referrals, select financial assistance.
24-hour hotline: 1.800.550.4900
918.481.4884
6600 S. Yale, #1307,
Warren Clinic Tower
www.birthright.org/tulsa
Tulsa@birthright.org

Bradley Method of Husband-Coached Natural Childbirth
Information on natural, un-medicated childbirth.
1.800-4-A-BIRTH
818.788.6662
www.bradleybirth.com.

Tulsa Doulas Inc.
Doulas provide continuous physical, emotional and informational support to the mother before, during and just after birth. A non-profit support, resource and referral group supporting doulas in Tulsa and the surrounding area.
www.tulsadoulas.com or
www.dona.org.

Lamaze International
Teaches parents birth practices for childbirth and labor.
202.367.1128.
info@lamaze.org
www.lamaze.org

International Childbirth Education Association (ICEA)
919.674.4183
www.icea.org

PLAYGROUPS, PROGRAMS, SUPPORT, CLASSES AND INFORMATION

American Academy of Pediatrics
Information for parents on a wide range of child development and health topics. www.aap.org

Catholic Charities of Eastern Oklahoma
Prenatal care clinic. Other services include counseling, education, immigration, care for homeless mothers and children, residential program for pregnant women, adoption, and help with Soonercare applications.
2450 N. Harvard Ave.
P.O. Box 580460, Tulsa, OK, 74158-0460
918.949.HOPE (4673)
cceok.org

Community Action Project (CAP) of Tulsa
Early Childhood Education, income tax assistance, Home-based Early Childhood Education, ESL classes, CareerAdvance ®.
918.382.3200
www.captulsa.org
Operates Tulsa 2-1-1 Helpline and online site www.211 tulsa.org, and online site www.211tulsa.org, which provide referrals to a wide range of community services and resources as well as information, referral, and crisis intervention for Eastern Oklahoma. Also provides the Child Care Resource and Referral Service 918.834.2273 to help parents find child care. www.csctulsa.org
Child Care Resource Center:
www.ccrctulsa.org; 918.834.2273

Tulsa Educare
A state-of-the-art early childhood school that provides education and care for children (birth to age 5) and their families with full-day, year-round early childhood education, family support services and ongoing medical care.
918.779.6233–Tulsa Educare I, Kendall-Whittier
918.508.2250—Tulsa Educare II, Hawthorne
539.832.8200—Tulsa Educare III, MacArthur
www.tulsaeducare.org

Emergency Infant Services
Provides formula, milk, blankets, clothing, medicine, etc. to meet the basic human needs of infants and children under age 5 whose families are in crises or emergency situations.
EIS Downtown
1110 S. Denver, Tulsa
EIS East Side
9910 E. 42nd St., Suite 100
EIS South Tulsa Community House
5780 S. Peoria Ave.
EIS Tulsa Dream Center
200 W. 46th St. N. (Call 918.430.9984 for availability)
918.582.2469 (reaches all locations)
contact@eistulsa.org
www.eistulsa.org

Family & Children's Services
Offers a variety of parenting, counseling and family life education classes and workshops. Educare and Early Head Start for children birth - age 4 are offered through F&CS.
918.587.9471 www.fcsok.org

International Cesarean Awareness Network (ICAN)
ICAN gives support and information to mothers who have experienced Cesarean births. For newsletter or information call 1.800.686.4226
www.ICAN-online.org

ICAN Tulsa
1.800.686.4226 EXT 237
tulsa.ok@ican-online.org
www.ican-online.org/tulsa/

National Association for the Education of Young Children (NAEYC)
Nation's largest organization of early childhood professionals with a wide range of resources for adults who work for and with children.
202.232.8777
Toll-free: 800.424.2460
help@naeyc.org
www.naeyc.org

Parent Child Center of Tulsa
Education and treatment aimed at preventing child abuse. Includes crisis/respite services, prevention program, resource library and parenting classes.
1421 S. Boston
918.599.7999
info@parentchildcenter.org
www.parentchildcenter.org

Planned Parenthood
Offers a full range of reproductive healthcare services.
1007 S. Peoria Ave.
918.587.1101
www.plannedparenthood.org

Postpartum Support International (PSI)
Support for new mothers suffering from postpartum depression or those who may have questions about it. Includes a "warm line" for support.
1.800.944.4773 (English and Espanol)
www.postpartum.net

Preemie Mom Camp
Preemie Mom Camp is a gathering place for preemie moms to discover tips, research and personal stories so they can find comfort and community while their child is in the NICU and beyond.
www.preemiemomcamp.com

SoonerCare (Oklahoma Medicaid)
A health coverage program jointly funded by the federal and state government to help pay some or all medical bills for many people who can't afford them. People must meet certain financial and resident qualifications. Qualified children get free medical, vision, hearing and dental check-ups and services.
SoonerCare Helpline: 800.987.7767
www.okhca.org
Oklahoma Department of Human Services: www.okdhs.org

Sprouts Child Development
Take a free online child-development screening questionnaire to see if your child is progressing on track. Find local resources for help and information.
5840 S. Memorial, Suite 302
918.699.4250
www.sproutsdevelopment.com

Tulsa City-County Health Department Child Guidance
A statewide program that promotes and supports healthy family relationships and child development. It provides prevention, education, screenings, diagnostics and short-term treatment to children and families, and classes and workshops for parents and professionals. Services are provided in group settings or on an individual family basis. Child Guidance's staff of masters and doctoral degree-level professionals include: audiologists, child development specialists, speech/language pathologists and behavioral health specialists. Many of the services and classes are for a minimal fee. For more information, call 918.594.4720.
www.tulsa-health.org/personal-health/child-guidance

Tulsa Health Department Children First
Uses home-based services by registered nurses (RNs) to help first-time mothers and their families prepare for parenthood. Mothers receive information on promoting a healthy, safe lifestyle for their family while gaining a greater understanding of the types of help and resources available to them in the community. No cost.
918.779.6949
www.tulsa-health.org/personal-health/maternal-child-health/children-first

WIC Women, Infant and Children's Nutrition Program
WIC is a supplemental nutrition program that serves to safeguard the health of income-eligible women, infants and children up to age five who are at nutritional risk. The program provides food vouchers for nutritious foods to supplement diets, information on healthy eating, and referrals for health care.
918.582.WELL (9355)
www.tulsa-health.org/personal-health/maternal-child-health/wic

WorkOptions.com
Max Maternity Leave Proposal Template, a planning tool for pregnant women who are employed in the U.S.

INFANT LOSS
Tristesse Grief Center
Support for bereaved parents who have suffered the loss of an infant.
2502 E. 71st St.
918.587.1200
www.thegriefcenter.org

The Compassionate Friends
Offers support to bereaved parents who have experienced the death of a child. Monthly local meetings.
877.969.0010 or 918.693.1914
Tulsa Chapter Email:
samb1234@att.net;
http://tulsatcf.org
www.compassionatefriends.org
www.compassionatefriends.org/chapter/tulsa-oklahoma-chapter/

First Candle
Assistance in dealing with a loss from crib death.
Works to eliminate SIDS "and other sleep-related infant deaths through education and research, while providing support for grieving families who have suffered a loss."
1.800.221.7437
firstcandle.org

American Sudden Infant Death Syndrome (SIDS) Institute
A nonprofit health care organization that works to prevent sudden infant death while promoting infant health through research, education, and family support.
239.431.5425 www.sids.org

SAFETY & HEALTH
American Association of Poison Control Centers
America's poison centers are open 24 hours a day, seven days a week. Visit website for information about poisons. If you have an emergency involving poison, call your Poison Center at 1.800.222.1222.
www.aapcc.org

American Red Cross
CPR, babysitting courses, swimming instruction, safety information, first aid and more. 918.831.1100.
www.redcross.org/local/oklahoma/about-us
www.redcross.org/local/oklahoma/about-us/locations/Northeast-Oklahoma.html

Auto Safety Hotline
Information on infant car seats and recalls.
888-327-4236
HOW TO FILE A SAFETY ISSUE:
www-odi.nhtsa.dot.gov/recalls/recallprocess.cfm
CHECK FOR CAR SEAT RECALLS:
https://www.nhtsa.gov/recalls
CAR SEAT SAFETY INFO:
www.nhtsa.gov/equipment/car-seats-and-booster-seats

Car Seat Inspection
Certified Child Passenger Safety Technicians will inspect car seats for parents and caregivers. For a schedule of monthly car seat check-up events, call 918.494.SAFE (7233) or go to www.safekidstulsa.com.

Consumer Product Safety Commission
Information on safety standards for cribs, toys and other children's accessories. 800.638.2772
www.cpsc.gov

InfantSEE
A Public Health Program for Infants. Optometrists on the list will give a free eye exam to infants between 6 and 12 months of age.
888.396.3937
www.infantsee.org

Juvenile Products Manufacturers Association (JPMA)
Informs consumers about the safe use of juvenile products.
www.jpma.org.

Miller Swim School
Year-round Diaper Dolphin classes for children ages 6 months to 3 years, pre-natal water fitness classes for expectant mothers, swim lessons, CPR and First Aid certifications and safety instruction for parents and children in and around the water. Locations in Tulsa and Jenks.
918.254.1988
www.millerswimschool.com.

Oklahoma Caring Van
Provides all immunizations required by Oklahoma law for enrollment in schools or child- care facilities. Services provided at no charge to children, 6 weeks to 18 years, who qualify; includes children who are uninsured, Medicaid eligible or American Indian.
Oklahomacaringfoundation.org
Text TULSAVAN to 33633 to receive a van schedule

Oklahoma Mothers' Milk Bank 405.297.5683
info@okmilkbank.org
okmilkbank.org

Save Babies Through Screening Foundation, Inc.
A parent-run, nonprofit foundation dedicated to making sure every newborn baby in the U.S. undergoes comprehensive and effective screening for a variety of diseases that are usually hidden at birth. Find out about screening in Oklahoma.
1.888.454.3383
email@savebabies.org
www.savebabies.org

Text4baby
Women who text BABY (or BEBE for Spanish) to 511411 receive free text messages three times per week, timed to their due date or their baby's birth date, through pregnancy and up until the baby's first birthday. Text4baby sends personalized messages directly to you. There is also an app that provides additional information about baby's development, pregnancy, childcare tips, and more.
www.text4baby.org

Tulsa Area SAFE KIDS
Safe Kids Tulsa Area works to eliminate unintentional injuries. Affiliated with the Safe Kids Worldwide, Safe Kids Tulsa Area is dedicating its efforts to help raise awareness among the general public and policy makers through education, direct intervention programs and public policy initiatives. Car seat checks, information on water safety, car safety, and much more.
918.494-SAFE (7233)
www.safekids.org
www.safekidstulsa.com

Tulsa Health Department Immunizations
Information about immunizations and vaccines for children through age 18 years may receive vaccines at no charge if they are uninsured, Native American, Native Alaskan, or their insurance policy does not cover vaccines. THD currently accepts Cigna, Community Care, Blue Cross Blue Shield, Health Choice, Medicare and SoonerCare Medicaid for immunizations. Fee for clients with private insurance (other than those listed) to be immunized at THD clinics to cover cost of vaccine.
918.582.9355
www.tulsa-health.org/vaccines

DISABILITIES
Ability Connection Oklahoma
Provides programs and services for Oklahomans with physical disabilities and their families.
918.794.4655
www.okabletech.org

AutismTulsa
AutismTulsa is a parent-led support group where families and community members can gain valuable resources and support.
https://autismoklahoma.org/

CHADD
Organization for children and adults with attention-deficit hyperactivity disorder
1.800.233.4050
chadd.org

Down Syndrome Association of Tulsa
The Down Syndrome Association of Tulsa (DSAT) is a non-profit organization that exists to enhance the lives of individuals with Down syndrome, their families and communities.
918.804.3728
dsat.org

Little Light House, Inc.
Christian child-development center for children with disabilities, birth-6 years.
5120 E. 36 St.
918.664.6746
www.littlelighthouse.org

March of Dimes
Information about pregnancy, breastfeeding, birth defects, nutrition and more. 918.877.1096
www.marchofdimes.org
FIND A LOCAL CHAPTER:
https://www.marchofdimes.org/local/in-your-area.aspx
FACEBOOK: https://www.facebook.com/marchofdimes.ok/

TARC
The Developmental Disabilities Advocacy Network is a place to find information about disabilities, learn about available programs and services, and connect with others.
2516 E. 71st St., Suite A
918.582.TARC (8272)
tarc@ddadvocacy.net
www.ddadvocacy.net

Total Source for Hearing-loss and Access (TSHA)
Information, referrals, support and help for individuals or families dealing with hearing loss.
8740 E. 11th St.
918.832.8742
888.211.3523
www.tsha.cc

ADOPTION & SUPPORT
DHS (Oklahoma Department of Human Services)
Find foster care and adoption information and resources, including post-adoption resources.
6128 E. 38th St., Ste. 300, Tulsa
918.794.7575
http://www.okdhs.org/services/foster/Pages/FosterCareHome.aspx
Oklahoma Fosters Resource Center for New Foster Care & Adoption Families Hotline 800.376.9729
https://okfosters.org

AdoptUsKids
The mission of AdoptUsKids is to recruit and connect foster and adoptive families with waiting children throughout the United States. National photo listing.
888.200.4005 (English)
877.236.7831 (Español)
info@adoptuskids.org
espanol@adoptuskids.org
www.adoptuskids.org.

Dillon International, Inc.
Specializes in adoptions of children from other countries. Offers parenting and adoption workshops, heritage events, adoption awareness programs and other post-adoptive support.
7335 S. Lewis Ave., Suite 204
918.749.4600
www.dillonadopt.com

Eastern Oklahoma Catholic Charities Adoption Services
918.508.7131
918.949.4673 (For pregnant women looking into adoption for their baby)
adoptioninfo@cceok.org
https://cceok.org/adoption

Crisis Pregnancy Outreach
Outreach ministry of Christian Chapel in Tulsa.
7807 E. 76th St.
918.296.3377 (Call or text)
www.crisispregnancyoutreach.org.

Gladney Center for Adoption
Support, socialization, and information for adoptive parents and their children. 800.452.3639
www.adoptionsbygladney.com

CHILD CARE HELP
Community Service Council Child Care Resource Center
Resources and referrals for parents seeking licensed childcare options in the Tulsa area. Resource center for early childhood educators and home care providers.
918-834-2273
For child care referrals:
1.800.438.0008
info@csctulsa.org
www.csctulsa.org/ccrc/

ChildCare Aware of America, Inc.
703.341.4100
For help finding childcare:
800.424.2246
usa.childcareaware.org

E-Nanny
E-Nanny can provide long-term and short-term placements, and additional services such as potty training assistance and personal chef services.
918.973.3885
enannyok.com

National Association of Early Childhood Programs (NAEYC)
800.424.2460
www.naeyc.org

Seeking Sitters
Offers professional, prescreened babysitters for part-time, fulltime or last minute care.
918.749.3588
www.seekingsitters.com
www.seekingsitterstulsa.com

HOSPITAL CLASSES

Saint Francis Health System
6161 South Yale Ave.
918.494.BABY (2229)
https://www.saintfrancis.com/services/womens-health/maternity-care/preparing-for-birth/childbirth-and-parenting-classes to enroll online
South Campus:
Hwy 169 & 91st Street
10501 E. 91st St., Tulsa
Saint Francis Childbirth Classes include a Childbirth Series, Grandparenting, a Sibling class and Weekend Childbirth. Labor and Delivery tours are on the second Monday of the month, one tour per month from 6:30-7:30 p.m. For more information about classes at Saint Francis, visit https://www.saintfrancis.com/services/womens-health/maternity-care/preparing-for-birth/childbirth-and-parenting-classes
or call 918.494.BABY.

Oklahoma State University Medical Center
744 W. 9th St.
918.599.1000
www.osumc.com
www.tulsalifesavers.com/

Peggy V. Helmerich Women's Health Center – two Tulsa locations
Women's Center @ Hillcrest
1120 S. Utica Ave. 918.579.8000
Women's Center @ Hillcrest South
8801 S. 101st E. Ave. 918.294.4000
www.helmerichwomenscenter.com

Education Classes are available on both campuses. For a current listing, visit www.helmerichwomenscenter.com/portfolio/childbirth-education.
Orientation & Tour of Helmerich Women's Center is a free one-hour session with an introduction to the BirthCare Services on each campus. Please call the campus you are interested in touring to schedule.
Classes include prepared childbirth classes for first-time parents and refresher classes, Breastfeeding Basics, Baby Care Basics, Infant & Child CPR, sibling classes, baby touch infant massage classes and Dr. Harvey Karp's "Happiest Baby on the Block" class.

The Helmerich Women's Center also offers the Labor of Love program. Labor of Love benefits include assistance finding a health care provider and insurance; gifts for your baby; breastfeeding and parenting support groups; evening snack cart; prenatal & parent education classes. To sign up, call 918.579.8085.

St. John Center for Women's Health - Tulsa and Owasso
1923 S. Utica Ave., Tulsa
12451 E. 100th St. North, Owasso
At the St. John Center for Women's Health, we want to make sure you have a positive childbirth experience. Education is the first step, so we offer classes in Tulsa and Owasso for all members of the expecting family. Classes included Childbirth Education, Breast Feeding Basics, Newborn 101, Connecting Fathers, Sibling Class, and Secrets of Labor Support. For more information and a complete, current list of classes, call the St. John PulseLine at 918.744.0123 or visit www.stjohnhealthsystem.com/womens-center/classes-events

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www.florenceparkpediatrics.com
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Sleep Safety Tips from Safe Kids Worldwide

Unintentional suffocation is the leading cause of injury-related death among children under 1 year of age. Nearly three-quarters of suffocation deaths among infants are from accidental suffocation or strangulation in bed.

Make Sure Your Crib Is Up-to-Date

■ Check that your crib meets safety standards of the Consumer Product Safety Commission (CPSC) and the Juvenile Products Manufacturers Association (JPMA), and make sure it has all the right pieces.

■ If you can fit a can of soda between the slats of a crib, that means a child's head, hand or foot could get stuck.

■ If the sides go down, don't use the crib.

■ Don't use stuffed animals, bumpers or accessories in a baby's crib. A firm mattress covered with a tight-fitting crib sheet is all you need.

■ Corner posts of the crib should not stick up more than one-sixteenth of an inch. It doesn't seem like much, but anything more can be risky.

■ Make sure there are no design cutouts in the headboard or footboard.

■ If your crib doesn't meet CPSC standards, don't use it.

■ If you are getting a used crib, check to see if it has been recalled at www.recalls.gov.

Help Your Baby Sleep Safely

■ Lay your baby on his or her back to reduce the risk of Sudden Infant Death Syndrome (SIDS).

■ If you're worried about keeping your baby warm, try using a sleep-sack (wearable blanket).

■ Babies should not sleep on beds, sofas, recliners, chairs, soft surfaces, bouncy chairs or baby swings. If this happens, make sure to return your baby to a safe sleep environment.

■ Soft bedding, stuffed animals, baby bumpers and accessories can block a baby's airway during sleep. A firm mattress covered with a tight-fitting crib sheet is all you need to make your baby sleep like a baby.

■ Learn CPR.

For more information like this, visit www.safekids.org



Feeding Your Baby

Feeding Tips for the First Year

By Staff

Your baby will let you know when he or she is hungry. Breast-fed infants should eat eight to 12 times in a 24-hour period, and formula-fed infants should be fed six to 10 times in a 24-hour period. Don't be tempted to add cereal to your baby's bottle. It will not help them sleep through the night and may even be a choking hazard. When your baby starts eating solid foods, offer it in a spoon, not in a bottle.

TYPICAL PORTION SIZES FOR AN INFANT

0 to 4 months

Breast milk or infant formula (2 to 4 ounces); Feedings per day: eight to 12.

NOTE: Do not warm your baby's bottle in the microwave because it can burn the baby's mouth and throat. Warm in a pan of warm water. Shake the bottle for even heat distribution and test by putting a drop on your skin to make sure it's not too hot.

Hold your baby during feeding. Do not let your baby fall asleep with a bottle. It can cause tooth decay and choking.

4 to 6 months

- Breast milk or infant formula (6 to 8 ounces); Feedings per day: four to six.
- Infant cereal (1 to 2 tablespoons).

6 to 8 months

- Breast milk or infant formula (6 to 8 ounces); Feedings per day: three to five.
- Infant cereal (2 to 4 tablespoons).
- Crackers (2); bread (1/2 slice).
- Juice or water (0 to 3 ounces).
- Fruit or vegetable (2 to 3 tablespoons).
- Meat or beans (1 to 2 tablespoons).

8 to 12 months

- Breast milk or infant formula (6 to 8 ounces); Feedings per day: three to four.
- Cheese (1/2 ounce) or yogurt (1/2 cup).
- Infant cereal (2-4 tablespoons); bread (1/2 slice); crackers (2); or pasta (3 to 4 tablespoons).
- Juice or water (3 ounces).
- Fruit or vegetable (3 to 4 tablespoons).
- Meat or beans (3 to 4 tablespoons).

When you start feeding solid foods, start slowly with a small amount of food – just a teaspoon at first – until you are feeding the equivalent of a small 4-oz. jar or cup of baby food per meal. Talk to your baby's pediatrician about which foods to start with. Usually, begin with cereal. Introduce one food at a time and note possible allergic reactions.

The American Academy of Pediatrics recommends not giving fruit juices to infants younger than 1 year old.

Feed your baby healthy foods such as meat, poultry, fish, vegetables and fruits. Avoid added salt and sugars.

While babies do not need additional water or juice for hydration, you may provide water or diluted juice in a cup to help with transition off the bottle, which is recommended at 12 months. If you have any questions about your baby's diet and nutrition, talk to your pediatrician or a dietitian.

Sources: American Academy of Pediatrics and the Cleveland Clinic

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7814 E 121st St S Bixby, OK 74008

Baby's Health

Know when to go: Expert advice on when to take your sick baby to the doctor

By Malia Jacobson

Does your little one have the sniffles, or something more serious? Now more than ever, you may be wondering when to take your fussy, under-the-weather baby to the doctor. Per the American Academy of Pediatrics, babies catch up to 10 colds per year, more if they have older siblings or attend daycare. Since each illness may result in two to three weeks of symptoms, a baby may be sick up to 140 days out of the first year of life. Because babies are still building critical immune-supporting antibodies, they lack protection against viruses and bacterial illnesses that circulate during cold and flu season. But not every sniffle or sneeze warrants a doctor visit—and going in for unneeded office visits may expose your baby to more harmful germs or spread them to others. When you're considering a doctor visit for your baby, here's how to know when to go.

VIRAL ILLNESSES

Viral illnesses like influenza (a.k.a. the flu) are more common during the winter and spring months but can happen at any time. "For viral infections, we treat symptoms, but because the illness is viral and not bacterial, antibiotics are not needed," says Frida Pena, MD, a family medicine physician at Overlake Medical Center in Bellevue, Washington.

RSV AND BRONCHIOLITIS:

Respiratory syncytial virus (or RSV) is a common respiratory illness that can progress into a lung infection called bronchiolitis. RSV usually begins like a regular cold, with a stuffy or runny nose, mild cough, fever (temperature higher than 100.4), and decreased appetite. As the illness progresses, children may breathe rapidly or have trouble breathing, wheeze or make a whistling sound when breathing, or have a severe cough.

WHEN TO GO: Many children with RSV or bronchiolitis do not need to see a doctor. But parents should watch for some important symptoms, says Pena. Call your healthcare provider if:

- You can see indentations between or below your baby's ribs when they breathe.
- Your baby's nostrils flare (get bigger) when they breathe.
- Your baby younger than 3 months has a fever (temperature greater than 100.4°F or 38°C).
- Your baby older than 3 months has a fever (temperature greater than 100.4°F or 38°C) for more than 3 days
- Your baby has fewer wet diapers than normal.

FIFTH DISEASE (ERYTHEMA INFECTIOSUM):

Erythema infectiosum, or fifth disease, is a common, contagious illness with mild symptoms that include fever, headache, sore throat, cough, diarrhea, vomiting, and muscle aches that last for 2-5 days. After these symptoms fade, children may develop a lacy, bright pink "slapped cheek" across the face, arms, and upper back along with joint pain.

WHEN TO GO: Most children feel better within a week and don't require a doctor visit. See your pediatrician or healthcare provider in the following situations:

- If your baby has an immune or blood disorder and has symptoms of fifth disease.
- If your baby has symptoms for more than a month.
- If you develop fifth disease during pregnancy. Rarely, fifth disease can be dangerous for an unborn baby.

HAND, FOOT AND MOUTH DISEASE:

Hand, Foot, and Mouth Disease (HFM) is a common babyhood illness that causes painful sores to form in the mouth and on the hands, feet, buttocks and sometimes genitals. The condition is uncomfortable but usually short-lived—symptoms fade within a week or so.

WHEN TO GO: It's best to keep kids with HFM at home to avoid spreading this highly contagious illness, says Pena. Call your pediatrician if:

- Your baby is drinking less that usual and hasn't had a wet diaper for 4-6 hours.
- The condition isn't improving after several days or symptoms seem to be getting worse.

CROUP:

Croup is a term for a group of infections that affect the trachea (main airway through which we breathe), causing a distinctive cough that sounds like a seal barking. Croup infections are most common between 6 months and 3 years of age and less common after age 6.

WHEN TO GO: In most children, croup goes away on its own. In some cases, croup warrants a doctor visit or even immediate medical attention in an emergency department.

Call 911 if:

- Your baby starts to turn blue or pale.
- Your baby is breathing with extreme difficulty.
- Your baby can't speak or cry because he can't get enough air.
- Your baby is very upset, very sleepy or doesn't seem to respond to you.

Call your baby's pediatrician if:

- Your baby's cough won't go away.
- Your baby starts to drool or can't swallow.
- Your baby makes a noisy, high-pitched sound when breathing, even while just sitting or resting. You see indentations between or under your baby's ribs when breathing.
- Your baby younger than 3 months has a fever (temperature greater than 100.4 F or 38 C).

"All these diseases can be prevented by washing your hands and your baby's hands often with soap and water, or using alcohol-based hand sanitizers for older children, staying away from adults and children who are sick, and making sure your baby gets all the recommended vaccines, including the flu shot," Pena says. While you're at it, get a flu shot yourself.

BACTERIAL INFECTIONS

Many common babyhood illnesses, from strep throat to whooping cough, are caused by bacteria. "For bacterial infections, recommendations in terms of how to prevent them are the same as for viral infections," Pena says. The main difference between these illnesses and viral infections: Bacterial illnesses require either oral or topical treatment, and an office visit is usually required.

STREP THROAT:

About three in 10 sore throats are strep throat, caused by streptococ-

cal bacteria. Strep throat causes severe throat pain, fever, and swollen glands in the neck. Strep throat is less common in babies than in older children; babies with strep throat may be extra fussy or disinterested in eating.

WHEN TO GO: If you suspect strep throat, contact your baby's healthcare provider, since this bacterial infection requires treatment. Additionally, contact your baby's doctor if:

- Your baby has a fever of at least 101 F or 38.5 C.
- Your baby doesn't want to eat or drink anything.
- Call 911 if your baby has trouble breathing or swallowing, is drooling much more than usual or has a stiff or swollen neck.

SCARLET FEVER:

The same bacteria that cause strep throat can also cause scarlet fever, a condition that causes a red rash. Children with scarlet fever usually have a sore throat along with a spotty, red, sandpaper-like rash on the head and neck that spreads to the body, arms and legs. Your baby's tongue may appear bright red with white spots.

WHEN TO GO: Scarlet fever is treated with antibiotics, so it's important to call your baby's healthcare provider if your baby has a sore throat accompanied by a rash. As with strep throat, seek medical attention:

- If your baby has a fever of at least 101 F or 38.5 C.
- If your baby doesn't want to eat or drink anything.
- Call 911 if your baby has trouble breathing or swallowing, is drooling much more than usual or has a still or swollen neck.

IMPETIGO:

When bacteria get into cuts and scrapes, a skin infection called impetigo can cause red, painful bumps on the skin, usually on the face, arms, or legs. These bumps go on to form blisters before scabbing over; scabs are often yellow, gold, or brown.

WHEN TO GO: Call your baby's doctor if you suspect impetigo; the condition requires treatment with antibiotics to avoid spreading the illness to others. More reasons to call your baby's doctor:

- If sores continue to spread after beginning antibiotic treatment.
- If sores don't begin to improve 24 hours after beginning treatment.

WHOOPING COUGH:

Also called pertussis, whooping cough is an infection that causes a severe cough that can last for weeks and months. The distinctive "whoop" sound occurs when someone tries to breathe after a coughing attack, but not everyone with whooping cough will make the sound, says Pena. Symptoms include sneezing, runny nose, and a cough that lingers and gets worse after other symptoms resolve. This illness is preventable through vaccination; children should get 5 doses of the whooping cough vaccine by age 6.

WHEN TO GO: Whooping cough requires treatment with antibiotics for the person with the illness as well as family members, even if they're not sick. After your baby begins antibiotic treatment, watch for the following signs that may require another doctor visit:

- Your baby develops a fever.
- Your baby vomits repeatedly from coughing.
- Your baby loses interest in eating or drinking.
- Your baby appears dehydrated with fewer than 4-6 wet diapers in 24 hours.

If you still have questions about when to go, pick up the phone. Caregivers should always call their baby's healthcare provider any time they have questions or concerns about their baby's health, says Pena. Here's to a healthier first year with fewer sick days—for the entire family.

Malia Jacobson is a health and family journalist, author of Ready, Set, Sleep: 50 Ways to Help Your Baby Sleep So You Can Sleep Too and host of the Sleep Well Stay Well podcast.





Pregnancy and the Pandemic

By Betty Casey

Pregnant with her third child, Brandi Moore is taking the precautions that she's supposed to take during the coronavirus pandemic — checking her temperature, wearing a mask, washing her hands and social distancing – but she's not stressing about it.

"I know I have to be aware of my body," Brandi says. "I'm heeding all of the advice. And I have to be aware of another person."

According to her OBGYN, Dr. Lauralee Ribaudo, Brandi is doing everything right.

"For the most part, assuming the mom is healthy and has no underlying conditions [that put her at risk]," Dr. Ribaudo says, "the precautions are the same as for everyone else."



BRANDI, MONROE, TYLER AND MATT MOORE.

Dr. Ribaudo assures women that there is nothing different that they need to do.

"It's kind of scary out there, and there are a lot of unknowns, but even those pregnant women who have tested positive have mostly been light cases," Dr. Ribaudo says. "Severe cases are few and far between."

Brandi says the pandemic has changed appointment protocol, but she is glad that the office is taking extra precautions to limit the number of people she and the office staff are exposed to. She waits in her car until the office calls her in, everyone wears masks and she is never exposed to other patients.

"In the past, my husband could come to every appointment," Brandi says, "but now they only allow him to come to the two ultrasound appointments."

Dr. Ribaudo says office procedures may vary, but her practice only allowing one person in at a time is a precautionary measure to make both the staff and the patient feel secure. She also has patients fill out information in advance to decrease time spent in the office.

Communication with pregnant women and their partners is also key to tamping down any anxiety they may feel. If a mom has COVID-19, it is possible that the infant could contract it, but Dr. Ribaudo says hospitals are doing a good job of distancing moms and babies, if that is the case. She talks to her patients about rooming-in and other concerns they may have.

"Remember, the primary mode of infection is still respiratory droplets," she says. "A baby born to a mom who is positive is kept isolated from the other babies until they have negative test results twice."

Some early research indicates that moms who test positive may safely continue to breastfeed.

"There was a small study of breastfeeding moms with COVID just published in Lancet (a medical journal), and none of the babies got it."

The COVID-19 positive mothers were able to breastfeed their babies while taking the usual precautions of mask-wearing, hand-washing and letting other people do the rest of the care for the babies.

"I'm not worried about myself or my baby," Brandi says. "I'm in fear of not having the usual experience [at the hospital]. I want the normalcy of people being able to visit, but I also know that I'm in the hospital, and I want it to be safe."

She also worries that it will be the first time away from her children, and they may not be able to come to the hospital to see the baby.

"They don't understand it," Brandi says. "You feel guilty."

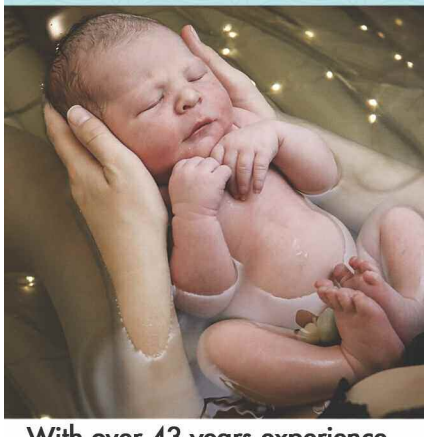
Dr. Ribaudo says that while visitors are being limited at this time, women should not be worried about having their spouse or significant other with them during labor and delivery.

"We've never had a situation where they can't go in," she says. "They're limited to one visitor or support person during labor and delivery. A doula would be considered a visitor."

Ultimately, Dr. Ribauldo says that moms shouldn't be overly anxious about being pregnant or delivering during the pandemic. They should get regular prenatal care and follow their doctor's advice.

"Don't have this hanging over your pregnancy," she says. "The pregnancies are doing very well. Enjoy your pregnancy!"

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GUEST BLOGGER: TSHA

September is Deaf Awareness Month, and we are pleased to announce that TSHA will be Guest Blogging for us in September.

TSHA is a non-profit and Tulsa Area United Way partner agency serving Oklahomans of all ages who are impacted by hearing loss. TSHA serves the community through its Community Resources, Interpreting Services, and Deaf Services departments. Community Resources provides sign language classes, information and referrals, children's events and support groups. Interpreter Services provides certified sign language interpreters 24/7. Deaf Services provides workshops, and one-on-one guidance for deaf and hard of hearing adults. Learn more at www.tsha.cc.

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BY NANCY A. MOORE
PHOTO CREDIT: ANNA SCHROEDER

Tyler Thrasher – doing good through art

Tyler Thrasher is an artist, scientist, husband, father and popular influencer on social media. His profound impact on fundraising has only occurred with the help of his followers, and he is humbled by their support. To date, his fundraising initiatives have raised over $75,000 that was distributed to several key causes focused on the Black Lives Matter movement, including distribution of over 400 science kits to Black kids during quarantine. He is passionate about his work and acknowledges that he has reached his level of success only through hard work and plenty of pivots along the way.



TK: Tell us about yourself.

Tyler: I grew up in Tulsa and attended Booker T. Washington High School. I'm happily married to my wife, Molly, who is a photographer. We have one son, Nova.

TK: How did you get into art?

Tyler: I grew up with artists in my life. When I was younger, I remember watching my dad as he sketched. I fell into art during high school. There was an art teacher at Booker T. Washington, Jennifer Brown, who happened to be walking by me one day as I was sitting in the hallway sketching. She noticed my drawings and suggested that I take her class. She actually had my schedule changed to include her art class. She believed in me. I would say that I became an artist in high school. I remember thinking that I was going to do art for a living no matter what. I owe her a lot for believing in me.

TK: Did you feel like your parents were supportive of art?

Tyler: Yes, absolutely. My parents were so supportive of me being creative. They didn't discourage me and actually encouraged me in my art.

TK: You have your hand in art, science and horticulture. The combination of mad scientist and artist is extremely unique. How did that come about?

Tyler: I've always been a wildly creative person. Always making observations and recording them. I am also full-on chaos. I look at the world as art and combine the free-flowing with the analytical. I came to it naturally.

When I was younger, my dad owned a plant nursery and he took me to work on the weekends. I had 8-10 massive hoop houses where I could explore. I had all these plants and nature around me. I looked forward to going and turned the greenhouses into an adventure where I spent countless hours hiding among the plants and peeked out at employees and customers. At one point, we also lived in a little living quarters in the greenhouse. It was a unique experience that not many people get to have. I loved it and really found my love of plants and horticulture during that time. I was interested in making observations in nature at a young age.

TK: Knowing what you know now, what would you tell your younger self?

Tyler: We live in a world where anything is possible. There are people making a living doing any and all things. Whatever you want to do, you can do it. No matter what you can think of, you can do it. There are no rules – people think there are certain rules, but there are no rules. The best thing you can do is take the first step and be ok with adjusting your plans to get to your end point. You will get there! Whatever you're thinking of isn't that crazy; you just have to be willing to do the work.

continued next page



TK: How did you start working in conjunction with STEMcell Science Shop?

Tyler: The owners, Terry and Jess Mudge, are good friends of ours. I have a lab and artist studio in the back of their shop where I am able to work on my art that combines with science. I think what I do speaks to children and adults. Kids are full of curiosity and excitement and love the crystalized insects. My hands are deep into combining art and science. After meeting people at my art shows who bring their kids to meet me, I have learned that they need to see Black artists and scientists doing what they love.

TK: What was quarantine like for you?

Tyler: Quarantine has been an interesting time for everyone. I observed that people were spending more time at home and realized they needed more art for their walls. Some of the best sales I have had during my career occurred during quarantine. At the same time, I noticed the call for a little more initiative and more action towards social outreach and creative outreach. That attention helped me shift my focus – knowing I can do so much good – to a fundraising initiative to support the BLM Movement. I believe it's easy to do good if you have all the ingredients – my theory is: if you don't do good, what good are you?

TK: Can you tell us about the amount of money you raised and some of the programs where it was donated?

Tyler: At first, I was turning art and science into a creative community outreach by making science kits in my lab at STEMcell Science Store and giving them to Black kids and their families during quarantine.

Then, in order to raise more money, I designed and sold a t-shirt with the goal of raising $5,000 to help the Bail Project, an organization that pays for the bail of protestors during the Black Lives Matter protests. My followers blew me away with their support – we raised $5,000 in about 20 minutes and $75,000 in about two-and-a-half days. I was able to put that money towards many worthwhile organizations.

We ended up donating $20,000 to the Bail Project, along with money to the Loveland Foundation (gives Black women access to counselors and therapy), Terence Crutcher Foundation and Black Artist Collective called Black Moon.

TK: Relevant to the Black Lives Matter Movement, what was your experience like growing up in a dominantly white culture?

Tyler: I grew up with a white dad who talked with me about how to act in certain situations – warnings that I still think about every day.

My first experience with racism was in elementary school in the fifth grade. I opened up my history book, and I remember the first image I saw was a Black man hanging in a tree. As a kid early on, I learned there were definite threats. After that, I just had to acclimate. I didn't experience active racism until I went to college in Springfield, Missouri. One thing I didn't learn about was the Tulsa Race Massacre. That was a hard thing to digest. Currently, there is a lot of activism and pride, hope and change that I can see happening in Tulsa.

TK: What is your current perspective of raising your son, Nova, in Tulsa?

Tyler: I believe wholeheartedly in change. It is uncomfortable, it is hard and it is yucky but it is necessary. I remain fully optimistic in the future.

TK: What's next for you?

Tyler: I am starting a group called the "Do-Good Gang" for people who want to collectively enjoy art and do some good in the process.

Check out this local artist and find out ways to purchase items and/or make donations that will do more good at www.tylerthrasher.com and Instagram: @TylerThrasherArt



BY NATALIE MIKLES

international recipes blast boredom of cooking

The pickiness of kids often goes in stages. The 4-year-old who rapturously eats sweet potatoes and green beans can become the 7-year-old who only wants to eat grilled cheese sandwiches.

Cross your fingers that it's a stage, and keep doing all the right things to encourage healthy eating of varied foods.

But for those with kids in a picky rut, you're in solidarity with so many other moms and dads out there who are tired of scraping perfectly good food into the sink after dinner. (Or eating that food right off their kids' plates.)

Over the summer, a friend told me if she had to make any more tacos or spaghetti, she was going to lose it. Picky-eating kids had turned this mom, who once prided herself on being an adventurous cook, into someone who dreaded her own kitchen.

I've hit that wall at times myself. Sometimes you just have to go back to cooking whatever pleases you. If the kids don't like your tofu pad Thai, they can have a peanut butter and jelly sandwich.

And the kids might just surprise you. Keep cooking old recipes you made before the kids came along. And cook foods you've never made but intrigue you. Check out an international cookbook from the library, and cook recipes from all over the world. The kids may or may not eat it, but let them know what you're cooking to see if it piques their interest.



Here are a few recipes to inspire or maybe draw you back to enjoy cooking.

You've had tzatziki in Greek restaurants, but have you ever made it yourself? It's quick to make, and so good with fresh mint and dill. It's good on practically any bread or cracker, but is also great as a salad dressing or as a dipping sauce for chicken.

Tzatziki

- 1/2 English cucumber, halved lengthwise
- 1 cup whole-milk, plain Greek yogurt
- 1 garlic clove, minced or grated
- 1 tablespoon minced fresh mint
- 1 tablespoon minced fresh dill
- Finely grated zest of 1 lemon
- 2 tablespoons fresh lemon juice
- 1/2 teaspoon kosher salt
- Black pepper to taste

1. Remove cucumber seeds with a small spoon. Grate cucumber with large holes of a box grater.

2. In a medium bowl combine grated cucumber, yogurt, garlic, mint, dill, lemon zest and juice, salt and pepper, and stir to combine.

Note: Store any leftovers refrigerated in an airtight container for up to 3 days.

Authentic mole sauce – Mexican chile sauce – is rich, complex and delicious. Take your time making it, and then savor it over enchiladas or spooned over slow-cooked and shredded pork, roasted vegetables or poached eggs. If you have leftovers, use it for the penultimate Mexican rice bowl. This version is adapted from The Spruce Eats. Many traditional mole recipes have 40 or more ingredients. This one is simpler, but still delicious.

Mole Sauce

- 1/4 cup vegetable oil
- 1 onion, peeled and sliced
- 8 cloves garlic
- 3 tomatoes, roasted and peeled
- 1/4 cup unsalted peanuts
- 1 tablespoon dried Mexican oregano
- 1 stick cinnamon (broken into small pieces)
- 1/4 teaspoon anise seeds
- 3 whole peppercorns
- 1/4 teaspoon dried thyme
- 1 whole clove
- 1 teaspoon cocoa powder

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• 12 guajillo chiles (soaked in hot water, skinned, stemmed and seeded)
• 1/4 cup raisins (soaked in water to soften)
• 1/4 cup prepared masa (raw corn tortilla dough)
• 4 cups chicken broth

1. Heat the oil in a large skillet over medium-low to medium heat.

2. Add the onions and garlic, and cook until the onions turn translucent, about 8 to 10 minutes. You do not want the onions to turn brown; adjust the temperature as necessary. When the onions soften remove from heat.

3. In a blender, purée the roasted tomatoes with the peanuts.

4. Add the oregano, cinnamon, anise, peppercorns, thyme, clove and cocoa powder, and blend to make a smooth paste.

5. Add the sautéed onions and garlic to the blender and purée again.

6. Add the chiles and raisins, and blend into a smooth paste.

7. Pour all the chicken broth except for 1/4 cup into a large saucepan.

8. In a separate small bowl, make a roux by whisking the masa with the reserved 1/4 cup of chicken broth.

9. Stir the roux into the broth, and whisk until smooth.

10. Add the puréed ingredients to the pan. Cover and simmer for 1 hour.

11. Uncover and continue cooking until the mole turns thick and aromatic.

This wonderful soup comes from the Feasting at Home food blog. It's easy to adapt to kids' tastes. Decrease the amount of red curry paste to lower the heat. You will want to have everything chopped and ready to go before you begin the recipe.

Thai Coconut Noodle Soup

• 4 ounces dry rice noodles
• 1 tablespoon peanut or olive oil
• 1 large shallot, finely diced (or sub half an onion)
• 2 tablespoons chopped lemongrass
• 2 garlic cloves, rough chopped
• 2 tablespoons Thai red curry paste
• 1/2 teaspoon turmeric, optional
• Pinch cardamom, optional
• 14-ounce can coconut milk
• 1 cup chicken broth
• 4–6 kefir lime leaves (optional, but delicious)
• 1 thinly sliced red bell pepper
• 2 tablespoons fish sauce
• 2 tablespoons soy sauce
• 2 tablespoons brown sugar
• 1 tablespoon chili garlic sauce
• 8–12 ounces raw, peeled and deveined shrimp prawns (or crispy tofu, or leftover baked or rotisserie chicken)
• 1 lime
• Garnish with fresh basil, cilantro, bean sprouts, lime wedge or scallions.

1. Place noodles in a shallow baking dish and boil enough water to just cover them. While water is boiling, prep the shallot, garlic, lemongrass, red bell pepper, then get all other ingredients ready by the stove.

2. In a medium pot, heat oil over medium heat. Add shallot and lemongrass. Saute until fragrant and golden, about 3 minutes. Add garlic, saute 1-2 mintues. Add red curry paste. Saute for 1-2 minutes. Add the coconut milk, chicken broth and kefir lime leaves and bring to a simmer, stirring. Once gently simmering, add the bell pepper, fish sauce, sugar, soy sauce and chili garlic sauce.

3. Add the shrimp (or chicken or tofu) and gently simmer until cooked. Give a generous squeeze of lime. Taste, adding more lime/salt/ red curry paste if necessary.

4. Drain the noodles. If serving the soup immediately, toss the noodles right into the pot and then serve.

5. Garnish with fresh basil, bean sprouts, thinly sliced red onion and chopped scallions.

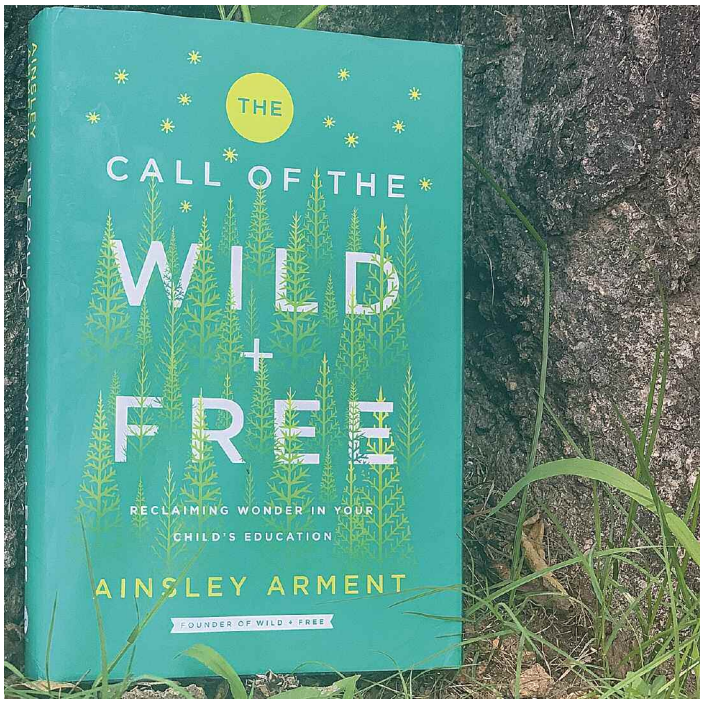


BY NATALIE HANSON

the wild + free philosophy of learning

I have to be honest, when I first encountered Wild + Free on social media, with its lush photos of beautiful children in garden houses with fairy lights, I thought it was some sort of aspirational homeschool cult. A scan of their website didn't give me much reason to change my mind. I could see they sold curriculum bundles, had local chapters you could join, and held yearly conferences, but I still couldn't grasp what this group was all about. However, it was obvious their influence was rapidly growing, and I was curious to know more. Reading a little further I discovered that last year the founder of Wild + Free crystallized her ideas in to a book. I am happy to report that after reading the book, and catching up on her podcasts from the last few years, what I discovered was not a cult at all, but a group of mothers sharing heartfelt and practical wisdom on preserving the natural learning elements of childhood, and using them to give their children a richer education than they had thought possible.

The book is a more practical guide to homeschooling than I expected. She gives solid answers to typical questions posed by homeschool skeptics and helps parents reframe their idea of school as different from a traditional classroom. You feel the zeal of the convert in Armant's enthusiasm over discovering a new way of looking at education. It reminded me a bit of reading books by Ina May Gaskin as a first-time mom. The way Ina May and a few of her contemporaries had an innate feeling that there was more to birth than the medically invasive practices of their time, the mothers who call themselves a part of the wild + free community seem freed and thrilled to have found the other parents out there who feel there is another way to navigate childhood and education.



What started as a simple hashtag grew into an entire community. In finding each other, parents have found confidence and clarity in their choices. Wild + Free has helped them feel less alone in their feelings of wanting something different.

Although Armant says she was reluctant to define Wild + Free too rigidly, she does eventually gives five values that help explain the philosophy which are Nature, Story, Play, Curiosity and Wonder.

In the book, the values of nature as a classroom are repeatedly touted, with cited research backing up the idea that time spent outdoors is beneficial for both children and adults. Armant offers a plethora of built-in lessons that are difficult to teach indoors. She encourages the reader that there is no need to live near a national park or on a picture-perfect homestead to get the value out of time spent outside; instead, suggesting a simple neighborhood walk can be all you need to reap the benefits of nature for your family.

A point made in the book that resonated with me is the importance of preserving a sense of wonder and curiosity in our children. I have learned through my years of teaching that leaning in to moments of excitement are much more effective than the painful ones that feel hopeless. I felt inspired by the reminders in the book of just how much humans are naturally designed to desire learning. She encourages trusting children to lead the way towards learning. I think this point is a valuable one to ponder, especially for moms new to homeschooling. Whether it leads you to full-on unschooling or just helps take away the fear that your child will fail to thrive unless you do every single thing and do not miss a single subject. It can be scary to let go of that way of thinking, but when you do, you may find that you and your children are wilder, freer and happier than ever before.

For more information, go to @bewildandfree or www.bewildandfree.org



ASK THE EXPERTS

Miller Swim School | Sarah Miller

Q: "Around the House" water safety reminders!



A: Did you know a child can drown in less than 1" of water? Bathtubs, buckets and the potty, if not carefully monitored, can be hazardous for little ones. Good news though, parents! By following a few simple steps, we can keep our kiddos safe around the pool and the home.

1. Remove all toys after bath time and promptly drain water from the tub.

2. Never leave a child (of any age) unattended in the tub or shower. Watch infants and small toddlers carefully when bathing: The weight of their head can cause them to fall face-forward into the water.

3. Empty buckets/pails of water after use and store away from small children

4. Ensure that all pool toys and equipment are stored away and not easily accessible for children. Be sure to remove all toys from the pool after each use.

5. Keep pool gates and exterior doors locked at all times. If at a friend's or relatives' home, check gates and doors first thing when you arrive.

6. Review water safety reminders with children frequently: Never swim alone, always ask permission to enter the water, etc.!

Miller Swim School, 6415 S. Mingo Rd., Tulsa, OK.,
918-254-1988 Website: www.millerswimschool.com

On the Cusp Pediatric Dentistry & Orthodontics | Dr. Ryan Roberts, DDS

Q: What are the benefits to fluoride?



A: One of the main benefits to fluoride is it prevents tooth decay. The American Academy of Pediatric Dentistry encourages dentist, other health care providers, and parents to optimize fluoride exposures to reduce the risk for caries (cavities) and to enhance the remineralization of affected tooth structures. It is important to develop good dental habits at a young age; at home you can start using fluoride toothpaste on your child at 18 months of age with just a smear of the paste. When your child turns three years old, you can use a pea size amount of fluoride toothpaste, for at home prevention. The fluoride children get in water, toothpaste, and at the dentist helps strengthen the enamel, and helps repair the early stages of tooth decay, even before they are visible in the mouth! Studies indicate that people who drink optimally fluoridated water from birth, will experience approximately 35 percent less cavities over their lifetime. Tooth decay is one of the most common diseases of childhood, more than 25 percent of children 2 – 5 years old have one or more cavities. It is important for your child's health to be proactive, if you have any questions about fluoride products or your water content and how much your child is receiving, talk to your dentist at your next visit!

South: 8222 E. 103rd St. • Midtown: 4444 S. Harvard Ave.
918.921.8822 • OntheCuspdds.com

HTR Pediatric Therapy | Jackie Karpman, MA, CCC-SLP

Q: How can my daily interactions with my child expand his/her language skills?



A: There are many ways to expand your young child's language skills during everyday tasks. The more language that young children hear, the more likely they are to use language. Here are a few techniques to practice communication skills at home.

1. Before your child begins using words, label things in their environment. For example, during bath time, label body parts and items in the bath (bubbles, duck, water, etc.).

2. Instead of handing your child something that they want right away, put it out of reach and wait for them to communicate (gesture, sounds, words) that they want the object. Model short phrases like "I want the ball" or "more crackers" before handing them the desired object.

3. Expand on the language your child is already using. If your child says "car," expand on that by saying, "blue car" or "fast car." If your older child says, "The monkey jumping on the bed," you can recast the phrase by saying, "The monkey is jumping on the bed." Use stress and intonation to highlight words.

4. Narrate the play your child is already doing. Say things like "your baby is sleeping," or "the car is going up the ramp." This models good vocabulary and sentence structure, while helping kids to organize their thoughts. Maybe they weren't actually putting the baby to sleep — maybe they were just putting it down—but by suggesting it, you've given them a new concept to consider.

5. Avoid "testing" your child during playing. Testing can make playtime stressful rather than fun. Instead of asking "what color is this block?" and "what does a cat say?", enhance your child's play by saying "let's find the blue blocks," or "I wonder where the cat is going?"

Speak in simple phrases, model good speech, and avoid "baby talk." And have fun!

If you have concerns about your child's speech/language development, talk with your pediatrician about a speech therapy referral.

We can help. Contact HTR Pediatric Therapy for more information at 918-806-0106.

HTR Pediatric Therapy • 6715 E. 41st St., Tulsa • 918.806.0106 • htrpediatrics.com

Dyslexia Center of Tulsa | Dr. Penny Stack, Founder & Owner

Q: We keep seeing signs of dyslexia. Our son spells his father's name with the right letters, but in the wrong order. He spells the word "feeling" as "fleeing." He may verbalize the correct spelling, but in writing, he does not get it right. Does this reversal of consonants suggest a mild form of dyslexia worthy of testing?



A: This is a great and frequently asked question. Letter reversals could be due to a variety of reasons. For example, eye teaming, or eye muscles not working together, could cause difficulties in processing what is being seen because it may appear as if the letters are shaking or moving. This is different than visual acuity. Visual acuity is the measure of the distance a person can see an object in focus. Another reason could be impairment of visual perceptual skills. In this case, the eye muscles are working together, but what he sees is not what you see.

Dyslexia is a language processing disorder. A person can have visual challenges (acuity, eye muscle teaming and/or visual perceptual skill deficits), but not necessarily have dyslexia. A person can have both. We can test to determine what is causing the reversals and develop a plan to increase those skills for learning success.

Dr. Penny Stack, OTD, OTR/L, CLT,
8988 S. Sheridan Rd #D1, Tulsa OK 74133, 918-313-5518, wwwdyslexiatulsa.com



Stay in touch with TulsaKids all month long!

Sign up for our award-winning eNewsletter at tulsakids.com/newsletter.

You'll receive our Weekend Event Roundup, links to our latest blog posts, giveaway reminders and more every Thursday!





Hip Mom Hits the Books

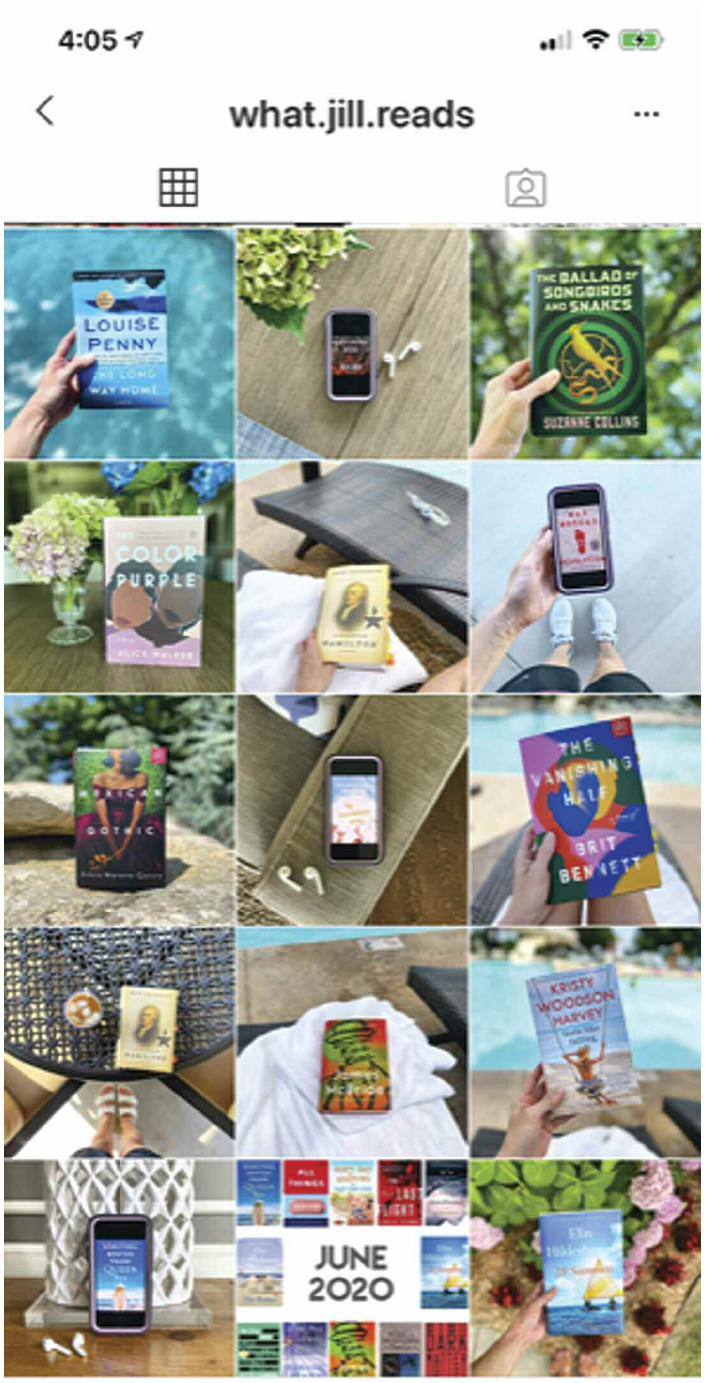
BY JILL VANTREASE

Ah, fall: a time for cool mornings, crunchy, orange-hued foliage, nights by the fire, raucous tailgating parties, euphoric football games, the carnal smell of smoking meat in the air while a fiery sun sets...

HAHAHAHA! I'm kidding! We live in Tulsa! It's not getting cold until November, and at the time of this writing, who knows whether there's any football going on? What a downer!

But — there is one thing we can all still cozy up to do in the fall: books! I know, a little boring, but certainly fall is a time for introspection, slowing down and returning - a little! - to the life of the mind. Hopefully your kids are in school in some capacity, so it's the perfect time to reach for a book. Many of my friends had different "lockdown" reading experiences; some found it was the perfect time to curl up with a book, and others felt like they were too stressed out and diverted to read, preferring to unwind with mindless social media scrolling and Netflix. Um, that was me. So I'm trying to orient my brain again around the simple but decadent pleasure of reading a book. If you haven't read for a while, there are plenty of resources to figure out where your next book is coming from.

I've been on the website Goodreads for years, but didn't really use it track my reading until a dear friend (who shall reappear in this article) shared at



the end of the year a stunning collage of the many books she had read through the year. So many beautiful books! Wait? How did she do that? She read THAT many? But I read *War and Peace*! Can I read that many books? Of course the goal isn't competition, or quantity, but reading is one of the few areas in life where I'm competitive! Goodreads allows you to track your reading, rate books, and see what your friends are reading; it's a great spot to snoop and get good reviews. And oh the bragging rights with that end of the year summary! If you fall in love with a book, you can even stalk the authors, who post special events and messages. There are discussion groups, Ask the Author forums, even Trivia and Book Quizzes. In fact, you could spend so much time on Goodreads that you forget to read. Don't do that!

Another wonderful resource: a local Tulsa mom, Jill (noted above whose reading life is something I aspire to emulate!) has a beautiful Instragram - technically Bookstagram: what.jill.reads. She posts a picture (with some sort of lush backdrop) of her latest book, and gives a concise, thoughtful review of every book she posts. She's already read 70 books this year! How does Jill discover what to read next? She's a fan of the podcast "Currently Reading," where two moms discuss their reading lives (a particularly entertaining recent episode involved

discussing what books they wanted to throw against the wall). She's also a member of the "Book of the Month Club," which, for a mere $14.99 per month, sends you one book each month from a selection of that month's hottest new books. A hardcover for the price of a Kindle book? That's a good deal for me! Jill likes Book of the Month Club because it introduces her to new authors and new genres she wouldn't necessarily read.

What are Jill's recent favorites? She really liked *Valentine*. She says, "The writing is phenomenal. The characters are gritty Midwestern women that I recognized….The West Texas setting is as unrelenting as the characters themselves. The collective viewpoints of women from different generations (a young girl, a teenager, a young mother, a widow) during this single snapshot in time is so powerful." Wow!

But she also said she needed a bit lighter fare during this time of hard things in the world. To fit that bill, she recommended *The Southern Book Club's Guide to Slaying Vampires*. It's about a group of Southern suburban moms who take on a vampire! "There were a few scenes that were honestly the most gruesome things I've ever read. But oddly, because the situations were so outlandish and unreal, the gruesome parts were not as disturbing as they might have been otherwise." Jill concludes: "If you think a crazy tale of Steel Magnolias meets Dracula sounds fun, then I think you will love this book!" All of Jill's thoughtful reviews can be found at what.jill.reads.

Finally, there are are a few podcasts that I love to listen to; perhaps my favorite is Anne Bogel's "What Should I Read Next." Her podcast was born out of her successful blog and website, Modern Mrs. Darcy. She invites a bookish guest on the show to discuss three books the guest loved and one book she or he didn't. Then based on Anne's bookish knowledge - and a dash of alchemy thrown in - Anne recommends a few books. I almost always come away feeling like I've had a lovely chat with old friends, and excited about a few new books. Tim Ferriss also recommends books on his podcast -- more nonfiction and biography. Tim's a little full of himself, but still informative and entertaining!

So there you go. And remember this quotation from (perhaps) a vampire in The Southern Book Club's Guide to Slaying Vampires: "A reader lives many lives...The person who doesn't read lives but one. But if you're happy just doing what you're told and reading what other people think you should read, then don't let me stop you. I just find it sad." Don't be sad, ladies! Go find some other lives to live!





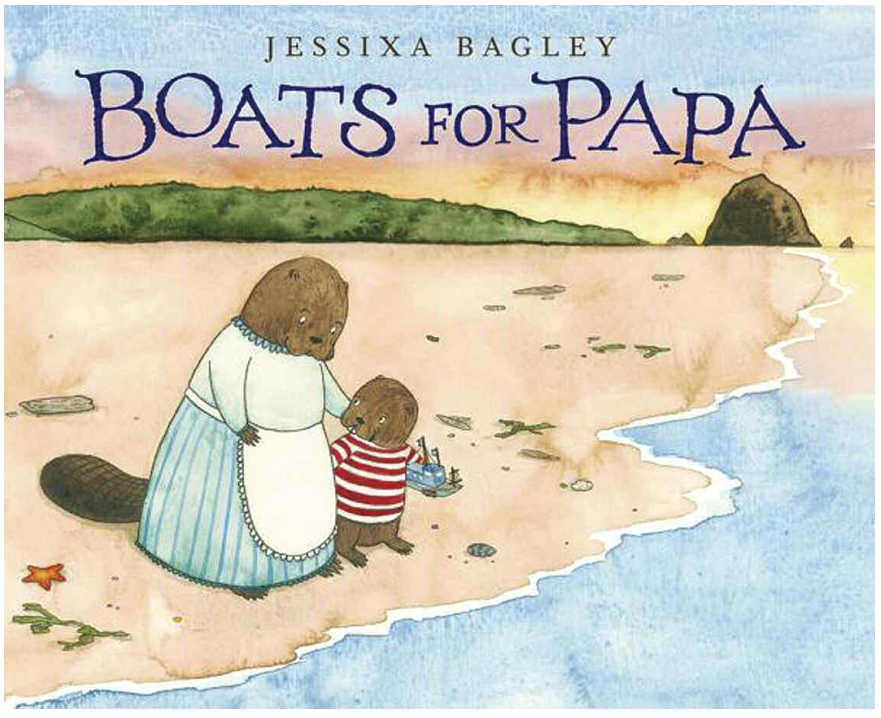


BY SARAH DAVIS, MLIS, YOUTH LIBRARIAN, HERMAN AND KATE KAISER LIBRARY

when sadness visits

HELPING CHILDREN NAVIGATE GRIEF

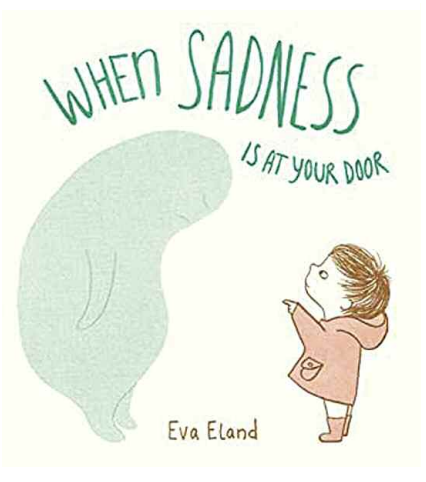
Helping children deal with grief is challenging, but there are picture books to help you navigate these difficult waters. These are the books you would rather not have to share about situations you and the child in your life would prefer not to face. When you need to guide a child through a significant grief or sadness, though, books are accessible tools for you to read with your child. When choosing books to share with children in these circumstances, remember that the most important element is the conversation and connection between a child and adult that the book encourages. The real magic lies in that conversation the book creates: the questions, the love and support of open and empathetic listening and responses of the adult. Just being present to the child, reflecting and sharing and allowing the expression of sorrow, anger, guilt and grief, is what matters most. The books are a tool for the conversation and the process and can be safe conduits for every feeling each member of the family has. While these recommendations are written specifically to support children (and adults) in grief, the real healing is in the interactions had while reading the book aloud, perusing the pictures together, or just talking about the stories. May these books be a stepping stone to good conversation with the child in your life about their sadness and grief.



Grief and Sadness

When Sadness Is At Your Door written and illustrated by Eva Eland

If you only choose one book to explore from this list, make it *When Sadness Is At Your Door*. This simple story personifies Sadness as something that accompanies you in your everyday life, accurately portraying the way grief and sadness can feel relentlessly present. From griefs small to big, specific to general, this book is perfect for any age, child to adult, to start a healing conversation.

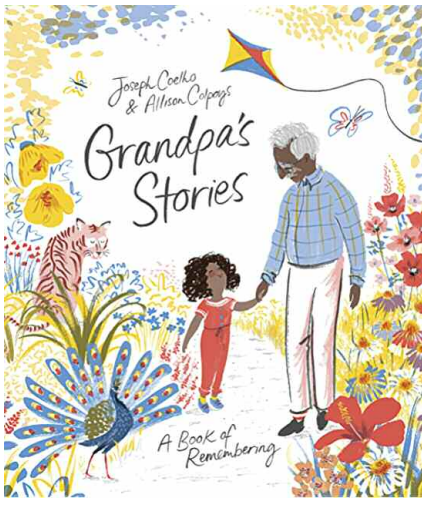


Maybe Tomorrow? written by Charlotte Agell and illustrated by Ana Ramirez

This book features Norris and Elba (a crocodile and a hippo) in conversation about the hippo's sadness about loss. Norris encourages Elba in her grief and helps her talk about big feelings. It's a sweet story about how to support someone who is sad.

Death of a Parent

Boats for Papa written and illustrated by Jessixa Bagley



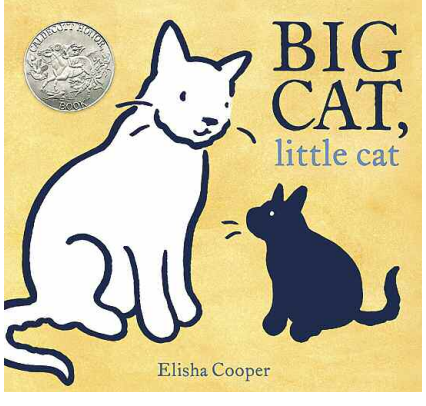
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Boats for Papa is beautifully illustrated, full of melancholy, and packs a big punch for a picture book. It would be excellent for any family with small children facing the loss of a parent, particularly a father. Anyone who is grieving would benefit from the themes of this book, regardless of age.

Death of a Grandparent

Grandpa's Stories: A Book of Remembering written by Joseph Coelho and illustrated by Allison Colpoys

This book shows the loving relationship between a young girl and her grandpa. Midway through the book, grandpa dies and the young girl starts exploring her feelings about the loss of her grandpa. Grandpa's Stories honors children's grief and their need to remember and talk about loved ones who have died.

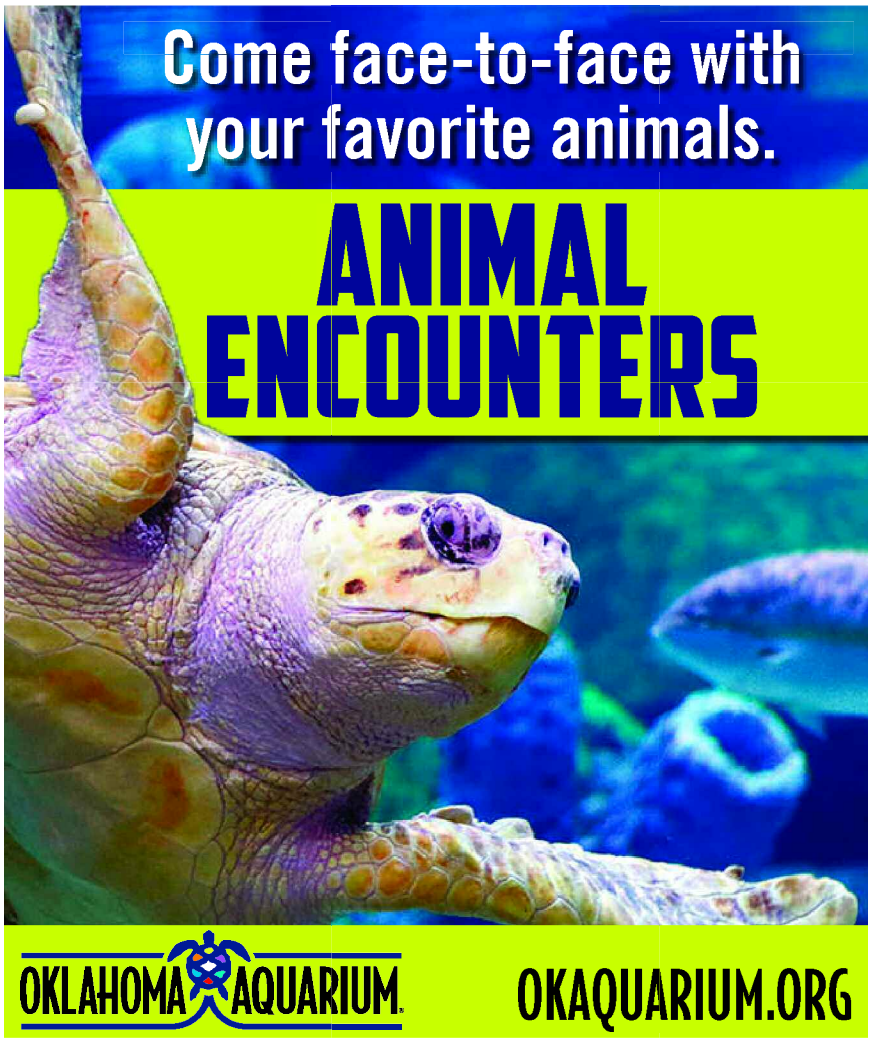


Death of a Pet

BIG CAT, little cat, written and illustrated by Elisha Cooper

One of the best picture books for helping children understand the death of a pet, BIG CAT, little cat gently tells the story of a new little cat who learns the ropes of a new home from the big cat. Eventually, though, Big cat gets older and dies. Little cat grows up and becomes a big cat and later welcomes a new little cat. If you're facing the loss of a pet, read this book.

For further recommendations, please see this list online curated by TCCL Librarians.





FROM THE TULSA HEALTH DEPARTMENT

routine and school-required vaccinations strongly recommended



The Tulsa Health Department recommends that routine vaccination, especially of infants, should continue. This ensures that our communities remain free of vaccine preventable diseases and that individuals are as healthy as possible. If routine vaccination is postponed, public health officials fear the community could be faced not only with a COVID-19 pandemic but an outbreak of vaccine preventable diseases, like measles. The American Academy of Pediatrics (AAP) has provided additional guidance on immunizations during the COVID-19 pandemic.

"While we are still focusing on COVID-19 prevention, we don't want to forget that routine childhood immunizations protect against numerous other vaccine-preventable diseases," said Ellen Niemitalo, immunizations manager.

The Tulsa Health Department has seen a decrease in the number of clients that were seen this year for immunizations compared to last year.

"We have seen only 21% of the clients seen in April-June 2019 and have administered 24% of the vaccines that were given in the same timeframe," added Niemitalo. "Parental concerns about potentially exposing their children to COVID-19 during well child visits might contribute to the declines observed. Our fear is that with the identified declines in routine pediatric vaccine ordering and doses administered might indicate that U.S. children and their communities face increased risks for outbreaks of vaccine-preventable diseases."

Clients seeking immunization services at the Central Regional Health Center and James O. Goodwin Health Center are required to call 918-582-9355 to make an appointment. Measures have been temporarily modified to limit potential exposure for clients and staff while practice social distancing. Health officials ask clients not to enter the building if sick or have a temperature above 100.4. Triage stations are set up at each location.

THD offers several convenient online features to help clients:

Online immunizations records requests: Parents and legal guardians can request immunization records electronically at www.tulsa-health.org/shotrecords. Requests will be processed within 5 business days.

Online vital records requests: Parents and legal guardians can request vital records electronically at www.tulsa-health.org/birth-death-records. Requests will be processed within 2 business days.

THD provides immunizations according to the Oklahoma school requirements, CDC recommendations and the childhood and adolescent immunization schedule. There are no new immunization requirements for the 2020-2021 school year.

The demand for vaccines turns into a rush before school starts because of the booster shots which are due after a child turns 4, and required before children enter kindergarten. Most children entering kindergarten are required to receive a second dose of MMR (measles, mumps and rubella vaccine), a fourth dose of polio vaccine, and a fifth does of DTaP (diphtheria, tetanus and pertussis vaccines). A second dose of varicella is recommended at four years of age.

Children transferring into Oklahoma schools from other states may need the hepatitis A vaccine. This vaccine is not required for all states; however, two doses of hepatitis A vaccine are required for all Oklahoma students in grades kindergarten through twelve. Parents are ad-

continued next page

vised to bring their child's most recent vaccination record.

Students entering the 7th grade must receive a Tdap booster. Teens in the 8th through 12th grades must also have one dose of Tdap if they have not received it already. Tdap protects against tetanus, diphtheria and pertussis (whooping cough). Meningitis and HPV vaccines are also recommended for adolescents at 11 years of age. First-time college enrollees who will reside on campus are required to receive the meningitis vaccine.

Infants, children and adolescents under 18 years of age must be accompanied by their parent or guardian and bring a copy of their current immunizations record to receive immunizations.

THD accepts the following health insurance: Medicaid, SoonerCare, Blue Cross Blue Shield, Community Care, Health Choice, Cigna, and Medicare. It is recommended to check with the insurance company to verify coverage for requested vaccines. Clients with private insurance not listed may pay for vaccines.

Children through age 18 years are eligible to receive vaccines at no charge through the Vaccine for Children program if any of the following apply: they are uninsured, Native American Indian, Native Alaskan, or their insurance policy does not cover vaccines.

For more information via phone or web, please call 918-582-9355 or visit www.tulsahealth.org.

Note: View a complete guide to immunization requirements in Oklahoma for the 2020-2021 school year and the Oklahoma Caring Van schedule.

Second Saturday Silents

Live organist + Silent film+ Felix the Cat cartoon



The silent film series featuring Circle's 1928 theatre pipe organ!

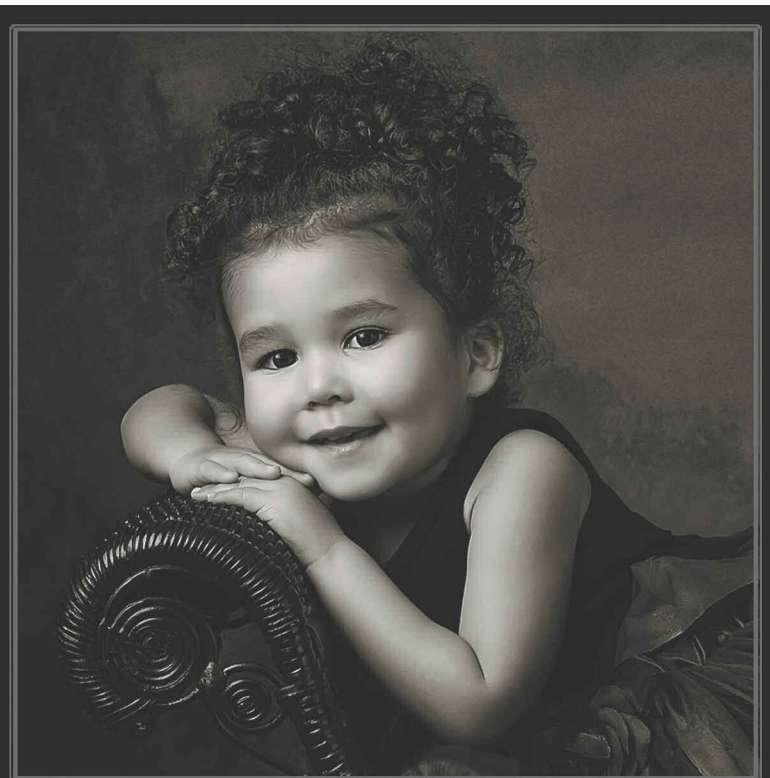
Second Saturday of the month at 11:00AM!

$5 adults - $2 for age 16 and under

The historic Circle Cinema is located at

10 S. Lewis Ave Tulsa, OK

CIRCLECINEMA Sooner State Chapter American Theatre Organ Society tulsakids FOR PARENTS. FOR FAMILIES. FOR LIFE.

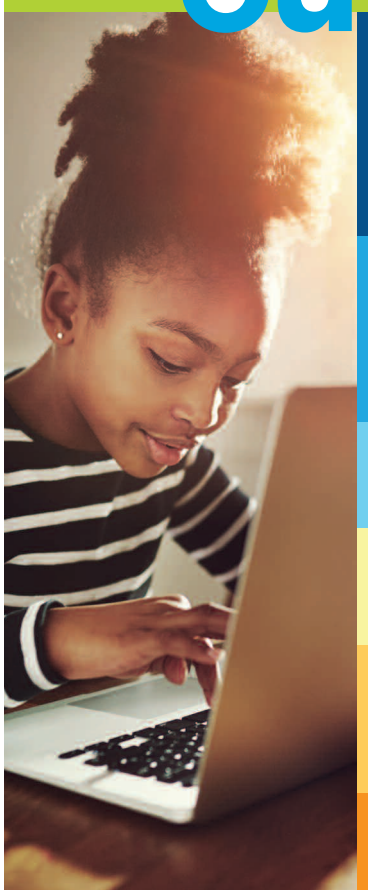


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Heirloom Children's Portraits

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OKLAHOMA'S AQUARIUM RUN IS GOING VIRTUAL! COMPLETE THE 1-MILE FUN RUN/WALK, 5K, 10K OR HALF MARATHON ON YOUR OWN TIME AND DOCUMENT/SUBMIT YOUR RESULTS BY OCTOBER 20. LEARN MORE AND REGISTER AT OKAQUARIUM.ORG/178/AQUARIUM-RUN. PHOTO COURTESY OF OKLAHOMA AQUARIUM.

[FREE, W] = FREE WEEKLY [W] = WEEKLY

• ALERT •
***Please note: This information is correct to the best of our knowledge. However, please always check with the event organizer ahead of time to confirm details, as information could change due to COVID-19 or other factors.**

September 1 Tuesday

"THESE FEET ARE MADE FOR WALKING!" PARK WALKING CHALLENGE [FREE, DAILY]
The City of Tulsa is hosting a Park Walking Challenge for all ages from September to November. Register at Central Center in Centennial Park (1028 E. 6th St.), and log the miles you walk at various Tulsa parks. The family who logs the most miles will win a $25 gift certificate good at any Tulsa Parks Recreation Center. cityoftulsa.org

ANIMATE IT! LIBRARY EDITION: STOP MOTION ANIMATION CONTEST [FREE]
Join Tulsa City-County Library this month for a short video challenge! Create a stop motion video sharing your love of libraries using Stop Motion Studio. Be creative and have fun! Videos should be no longer than 60 seconds and contain family-friendly content. You can submit your entry by Oct. 1 on Central Library's Facebook event page at www.facebook.com/centrallibrary. TCCL's team of expert judges (expert status not guaranteed) will pick one winner in each of the three age categories: children 7-12, teens 13-17, adults 18 and up. Each winner will get a $10 e-gift card to a local bookstore or comic shop, winner's choice. Learn the basics of stop motion animation at www.youtube.com/tulsalibrary. The library will post a short instructional video and an example submission on Sept. 1.

September 2 Wednesday

BUILD A READER STORYTIME: FAMILY [FREE, W]
Tune in for this real-time birth-5 storytime! Enjoy simple songs and books for little ones and more interactive stories and activities for older children. Join Tulsa City-County Library at www.facebook.com/tulsalibrary. Can't make it live? The videos will remain on the Facebook page for your children to enjoy later! 10:30-11 a.m.

STAR NIGHT
Enjoy Tulsa Botanic Garden at night! Bring your own chairs or blanket to spread out on the lawn and look up at the night sky. A telescope will be set up at the top of the Tandy Floral Terraces, with Garden staff on hand to facilitate viewings. Guests will train their eyes and telescope on the full moon. Lunar mountains and craters will be wonderful targets of observation on the "Corn Moon", the last full moon of summer. Tulsa Botanic Garden's 1.5-mile nature trail through native prairie and forest will be open for hiking by moonlight.
This is a come-and-go event for ticket holders with a maximum of 30 pre-sold tickets (no tickets at the door) Limited tickets (ages 3 and up) $15 for non-members; $10 for Garden members. Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., 8-11 p.m. tulsabotanic.org.

September 3 Thursday

FISH FEEDING AT PHILBROOK [W]
Join Philbrook staff each Thursday at 10:30 a.m. to feed the Koi fish in their beautiful reflecting pool. Advance tickets required. Philbrook Museum, 2727 S. Rockford Rd., 10:30-10:45 a.m. philbrook.org

RACE AND PRIVILEGE – AND EVENING WITH KILEY REID [FREE]
Join Magic City Books for a virtual conversation with Kiley Reid, author of "Such a Fun Age." "Such a Fun Age" is a story about race and privilege whose protagonists are a young, Black babysitter and her employer. 7-8 p.m. Get the registration link at facebook.com/tulsalitco.

September 4 Friday

ONE BOOK, ONE TULSA: RED AT THE BONE [FREE]
One Book, One Tulsa is going virtual! This year's selection is the acclaimed novel "Red at the Bone" by Jacqueline Woodson. Join TCCL virtually on the evening of Sept. 4 for a discussion of Woodson's novel, which sensitively explores what it means to be a black girl growing up in America. "Red at the Bone" is a multigenerational tale of two black families that takes the reader from the Tulsa Race Massacre to present-day Brooklyn. Following her talk, Woodson will take questions from the audience. Register online at www.tulsalibrary.org/events to receive a Zoom link to the event. Email cas@tulsalibrary.org with questions!

September 5 Saturday

TULSA FARMERS' MARKET [FREE, W]
Shop local, eat local! The Tulsa Farmers' Market will be at Kendall-Whittier Square every Saturday through October 24. 7-11 a.m. tulsafarmersmarket.org

KIDS TAKE OVER THE COWBOY: COWBOY DUDS TIE-DYE BANDANNA
Do you like to dress like a cowboy? Wear your best hat and boots and come make a one-of-a-kind bandanna through a fun dying process, learn about the many ways you can use it, make a paper bag Western vest and enjoy storytime. Free for members or with Museum admission. Available while supplies last. Oklahoma Cowboy & Western Heritage Museum, 1700 Northeast 63rd St., Oklahoma City, 10 a.m.-12 p.m. nationalcowboymuseum.org

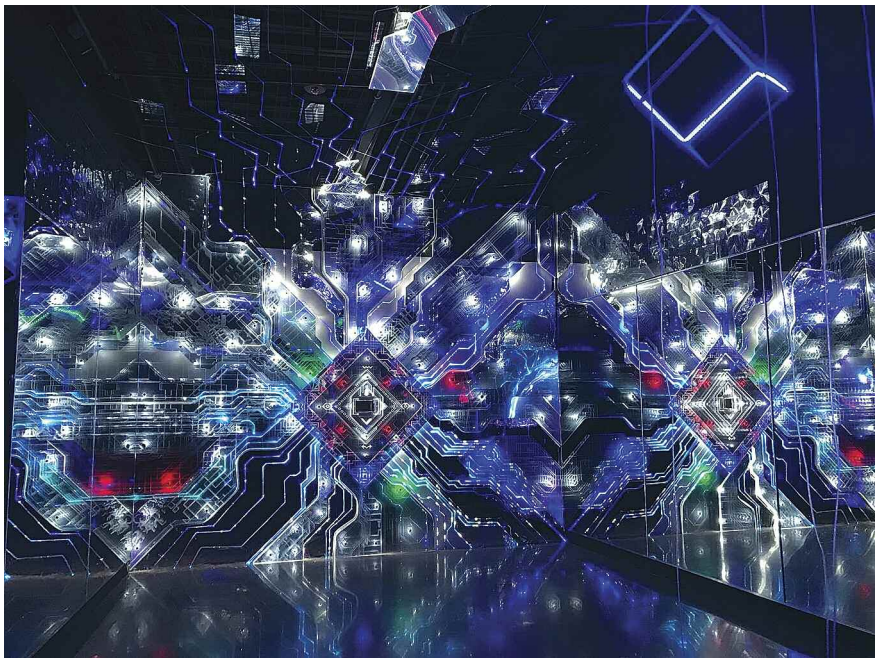
ONLINE NATIVE ART SHOW [FREE]
Oklahoma Indian Festival ONLINE Native Art Show is a fun interactive event where you can meet and support Native American Artists. 1:30-3 p.m. facebook.com/oklahomaindianfestival

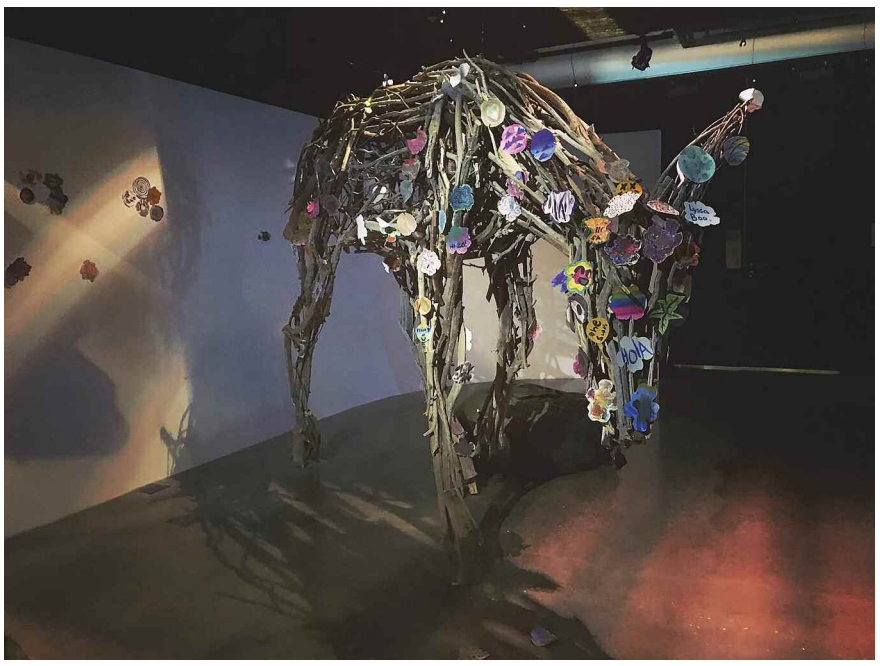
September 6 Sunday

CELEBRATE: NATIONAL READ A BOOK DAY
You don't have to tell us twice! What book are you currently reading?

September 7 Monday

BIRD SCAVENGER HUNT [FREE, DAILY]
Bird enthusiasts and photographers of all ages are invited to participate in Tulsa Parks' Bird Photo Scavenger Hunt from September through November. Check Central Center's Facebook event page every week starting September 1 to see which bird participants can photograph that week. Learn more at facebook.com/centeralcenterincentennialpark





IMMERSE YOURSELF IN AHHA TULSA'S NEW INTERACTIVE EXHIBIT, THE EXPERIENCE: IMAGINE. ADVANCE TICKETS AVAILABLE AT AHHATULSA.ORG. THESE PHOTOS REFLECT THE ART OF KATHERINE HAIR, JUSTICE DAVID GUTIERREZ AND ALTON MARKHAM.

September 8 Tuesday

BETWEEN THE PAGES: A KIDS READ BOOK DISCUSSION [FREE]
Join TCCL on Zoom as participants talk about stories that take place in other countries. Participants will also play a game. Don't forget to bring your own snacks. Contact hk@tulsalibrary.org for Zoom invite. For ages 10-12. 6-7 p.m.

September 9 Wednesday

GEOCACHING AND TIME CAPSULES/LAS CÁPSULAS DEL TIEMPO Y JUGAR A GEOCACHING [FREE]
Join Ms. Emily on Martin Regional Library's Facebook page, www.facebook.com/martinlibrary, for a tutorial on geocaching and creating time capsules. // Junten con Srta. Emily en la página de Facebook para una tutorial de cómo jugar a Geocaching y de cómo crear una cápsula del tiempo.

PAWS FOR READING VIA ZOOM [FREE]
Registered therapy dogs are excellent listeners. Kids are invited to read their favorite books to a furry, four-pawed friend. Register online at www.tulsalibrary.org/events to receive Zoom link. 3:30-4:30 p.m.

September 10 Thursday

FREE COOKING DEMO: COOKING DAIRY FREE [FREE]
When people think about food allergies, nuts and shellfish come to mind. But many people cannot have dairy in their diet. This class will explore how to produce rich and creamy results without using any dairy. No registration required to attend. This demo will be streamed on Facebook Live. 6-7 p.m. facebook.com/tulsahealth

September 11 Friday

TECH TALK: HOW TO SPOT FAKE NEWS [FREE]
You can't believe everything you read on the internet. This Zoom webinar will explore techniques for spotting false or misleading news. This talk will be of interest to you whether you are a technology expert or enthusiast, or just want to learn more about how technology works. Register online at www.tulsalibrary.org/events for Zoom login info. Registrants will need to provide an email address. The Zoom login information will be emailed out an hour prior to the program. A recording of the talk will be uploaded to YouTube. 12-1 p.m.

September 12 Saturday

SATURDAY MORNING BIRDING [FREE]
Join Oxley Nature Center for Saturday morning birding! All ages and skill levels welcome. Bring binoculars if you have them. Oxley Nature Center, 6700 Mohawk Blvd., 8-9:45 a.m. oxleynaturecenter.org

SCOUT DAY
Scouts of all kinds are invited to join Oklahoma Aquarium for discounted admission and educational activities to earn their Junior Marine Biologist patch! Oklahoma Aquarium, 300 Aquarium Dr., Jenks, 10 a.m.-5 p.m. okaquarium.org

September 13 Sunday

CELEBRATE: NATIONAL KIDS TAKE OVER THE KITCHEN DAY
We love this idea, sponsored by Young Chefs Academy. Enjoy some family time by letting your kids help out in the kitchen. Go to tulsakids.com/food for some inspiration!

September 14 Monday

CD SCRATCH ART: TEEN TO-GO CRAFT KIT [FREE]
Stop by the Brookside Library to pick up a CD Scratch Art kit while supplies last. The kit comes with a painted CD and a scratch stick. For ages 10-18.

BUILD A READER STORYTIME: BABIES AND TODDLERS [FREE]
Join TCCL at www.facebook.com/tulsalibrary and learn and enjoy songs, stories and activities that are just right for your little one at this virtual lapsit storytime for newborns to 2-year-olds and their caregivers. 10:30-10:50 a.m. Repeats Sept. 21 and 28.

September 15 Tuesday

CAN SUPERHERO CHALLENGE REGISTRATION DEADLINE
Child Abuse Network's Superhero Challenge is going virtual this year! Your $25 registration fee includes: a 2020 Superhero Challenge T-shirt, official finisher medal, color-your-own race bib, obstacle course instruction diagram and a finish line ribbon! Simply take a photo of video of your family completing a backyard obstacle course and post it to social media any time during the month of October, tagging @childabusenetwork on Facebook or Instagram. Learn more at cansuperherochallenge.org.

KIDS READ: CURIOUS WORLD OF ARCHAEOLOGY – ANCIENT ARTIFACTS LIVE WITH GILCREASE MUSEUM [FREE]
Head to www.youtube.com/tulsalibrary to examine ancient artifacts and discuss all things archaeology with Gilcrease Museum! Look at some ancient artifacts from the Gilcrease collection, discuss what can be learned from them and demonstrate ways you can view thousands of artifacts from the comfort of your own home. Viewers also will have an opportunity to ask questions. You'll really 'dig' it! Visit www.tulsalibrary.org/kids for more activities and resources. 2-2:30 p.m.

September 16 Wednesday

CELEBRATE: NATIONAL PLAY DOUGH DAY
Make some toddler-friendly, no-cook play dough! Find a recipe on our website at tulsakids.com/easy-playdough-for-toddlers.

TAKE AND MAKE CRAFT: MAKE YOUR OWN FOSSIL [FREE]
Stop by Schusterman-Benson Library to pick up a Make Your Own Fossil craft kit, while supplies last. Share pictures of your completed work at www.facebook.com/schustermanbensonlibrary. For ages 5-10.

FAUX STAINED GLASS LUMINARIES [FREE]
Light up the approaching autumn evenings with your own decorated luminary! We'll use tissue paper to create colorful, translucent patterns that are backlit with a tea candle for a simple, pretty project. Craft kits are available at the Schusterman-Benson Library on first-come-first-serve basis. Call 918-549-7323 for availability. For teens and adults.

September 17 Thursday

JUST BETWEEN FRIENDS – TULSA
Just Between Friends – Tulsa is returning to Expo Square September 17-20! Stock up on gifts for the holidays, items for your child's wardrobe, infant needs and much more, all at affordable prices. Admission is $5 on Sept. 17, or you can find a link to claim a free admission pass at tulsa.jbfsale.com. Expo Square, 4145 E. 21st St.

ASK A QUESTION, SAVE A LIFE: QUESTION, PERSUADE AND REFER [FREE]
Learn the QPR Method of Question, Persuade and Refer – three simple steps that anyone can learn to help save a life from suicide. Often referred to as the mental health version of CPR, this life-saving technique only takes about an hour to learn. Participants will receive helpful referral resources along with strategies to help navigate a mental health crisis and re-establish hope. Join Deborah Hunter, case manager, Family & Children's Services, and Karen LaPlante, director of education, Mental Health Association Oklahoma, for this workshop via Zoom. Registration is required. Register online at www.tulsalibrary.org/events to receive a Zoom invitation via email. For ages 18 and older.

September 18 Friday

HOMESCHOOL DAY
Homeschool students and educators are invited to visit for day of

special activities and discounted admission at Oklahoma Aquarium. Homeschoolers are invited to attend a behind-the-scenes tour on Homeschool Day at 11:30 a.m. and 2:30 p.m. Tour groups will meet at the information desk in the Great Hall. LIMITED SPOTS AVAILABLE for behind-the-scenes tours; First come, first serve. Tour attendees must be able to climb stairs. Oklahoma Aquarium, 300 Aquarium Dr., Jenks, 10 a.m.-5 p.m. okaquarium.org

GILMORE GIRLS TRIVIA [FREE]
Copper boom! Grab a coffee, a book and your most witty pop culture reference as it's Gilmore Girls trivia time! Register with your email address at www.tulsalibrary.org/events to get the Zoom link for this pub-style game. For adults and teens. 7-8 p.m.

September 19 Saturday

BUTTERFLY WALK [FREE]
Join Oxley Nature Center for its first butterfly walk of the season. What early butterflies are flying? Bring a hat and binoculars if you have them. No experience is necessary. Oxley Nature Center, 6700 Mohawk Blvd., 10:30 a.m.-12 p.m. oxleynaturecenter.org

VIRTUAL SATURDAY YOGA WITH LIVING ARTS
Enjoy a virtual yoga class on Zoom with Ayngel McNall, courtesy of Living Arts of Tulsa. Find the event page on Living Arts' Facebook page for the Zoom link. 11 a.m.-12 p.m. facebook.com/livingartsoftulsa

SoCON 2020
SoCON celebrates comics and related popular art forms. Attractions include vendors galore, speaker panels, a costume contest, gaming tournaments, door prizes, food trucks, and more! South County Recreation Center, 13800 S. Peoria Ave., Bixby, 9 a.m.-5 p.m. facebook.com/southcountyrec

September 20 Sunday

AQUARIUM RUN [VIRTUAL]
Registered walkers and runners for Oklahoma Aquarium's 2020 Aquarium Run are invited to participate in this year's virtual Aquarium Run! You choose the date and time, and decide if you want to include your family or go solo. Walk or run at your own pace in a location of your choice—whether in your neighborhood, at the park, or on a treadmill—and you'll receive a 2020 Aquarium Run medal for the event you registered for. Events include our 1-mile fun run/walk, 5K, 10K, and half-marathon.
All you have need to do is to track your own time and mileage with a walk, run, or workout app, and then screenshot your final results. After completion, visit the Oklahoma Aquarium, report your results, and receive a medal and free admission! All walks and runs must be completed by October 20, 2020. okaquarium.org/178/Aquarium-Run

September 21 Monday

TO-GO ACTIVITY KIT: FALL LEAVES [FREE]
Fall into Kishner to pick up an autumn craft kit! Use leaves or your fingers to create a fiery autumn tree painting, and then get out into the fall air with an autumn scavenger hunt! Kits are limited and available at the Judy Z. Kishner Library on a first-come-first-serve basis. Check their Facebook page at www.facebook.com/judyzkishnerlibrary for updates.

September 22 Tuesday

PLAINS INDIAN SIGN LANGUAGE [FREE]
Learn Plains Indian sign language by third generation signer Mike Pahsetopah. Watch on TCCL's YouTube channel, www.youtube.com/TulsaLibrary. 3-3:30 p.m.

JIU JITSU CLASS (AGES 4+) [FREE, W]
Lacy Park Community Center will host a free Jiu-Jitsu class for ages 4+, beginners through seasoned belt-holders. No pre-registration required. Lacy Park Community Center, 2134 N. Madison Pl., 5-7 p.m. cityoftulsa.org

September 23 Wednesday

Find more events at tulsakids.com/calendar.

September 24 Thursday

AUTUMN IN THE GARDEN BEGINS
Sept. 24 through Oct. 29 is Autumn In the Garden, Tulsa Botanic Garden's annual celebration with scarecrows, pumpkins, hay maze, and special activities and events. Visitors can vote on their favorite scarecrow to win the People's Choice award. Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

SWING DANCING (AGES 12+) [W]
Learn how to swing dance in this easy-to-follow class, instructed by Pam Butler. Social distancing and other safety measures will be observed. $5 per session. Central Center in Centennial Park, 1028 E. 6th St., 6-7 p.m. cityoftulsa.org

September 25 Friday

ZOOM PAINT-ALONG PARTY [FREE]
Meet on TCCL's Teen Services Zoom for an instructional paint-along party! Register online at www.tulsalibrary.org/events to receive Zoom link. For elementary students to adults. 6-7 p.m.

September 26 Saturday

DIG: DAY IN THE GARDEN
Let's get together (responsibly) to reconnect and support the Garden! Bring the family and a blanket to S-P-R-E-A-D out on the lawn for a big, fun picnic with: Science Show · Hot Toast Music · Family Craft Kits · Boxed Lunch Picnic and Drinks · Scarecrows, Pumpkins and the beautiful garden to explore! Proceeds benefit our Children's Discovery Garden. There will be two times available, 10 a.m.-12 p.m. and 1-3 p.m. Preregister at tulsabotanic.org. Tulsa Botanic Garden, 3900 Tulsa Botanic Dr.

TSHA'S WHERE HANDS AND FEET MEET 5K
Sign up for the 5K or 1-mile fun run/walk. Race announcements will be in voice AND sign language! Proceeds help TSHA, a non-profit TAUW partner agency, to provide quality services to deaf and hard-of-hearing individuals, and their friends and family. Mohawk Park, 5701 E. 36th St. N., 8-11 a.m., tsha.cc

September 27 Sunday

Find more events at tulsakids.com/calendar.

September 28 Monday

VIRTUAL BOOK DISCUSSION: "ACROSS THAT BRIDGE" BY JOHN LEWIS [FREE]
You are invited to join Rudisill Regional Library via Zoom for an online book discussion of "Across That Bridge: A Vision for Change and the Future of America" by John Lewis. Email Wyvonne.Harris@tulsalibrary.org for Zoom link. In "Across That Bridge," Congressman John Lewis draws from his experience as a prominent leader of the civil rights movement to offer timeless wisdom, poignant recollections and powerful principles for anyone interested in challenging injustices and inspiring real change toward a freer, more peaceful society. For adults.

September 29 Tuesday

CELEBRATE: NATIONAL COFFEE DAY
Visit a local coffee shop and splurge on your favorite cup o' joe!

September 30 Wednesday

Find more events at tulsakids.com/calendar.

I'M A TULSA KID

WORDS AND PHOTOGRAPHY BY SHEEBA ATIQI



Sisters Combine History, Cooking and Video

During the pandemic of 2020, sisters Joplin and Harper Keidel set out to educate and entertain the world. Younger sister Joplin, age 10, started a YouTube channel where she discusses a current or historical event along with sharing an easy recipe. Next, big sister Harper, age 13, edits the video to make it ready for their followers. Their videos are not only creative and entertaining, they are also educational. Watch their latest video to learn about the Tulsa Race Massacre.

TK: At what age and how did you start your YouTube channel?

Joplin: I just started my YouTube channel a couple of weeks ago. I just turned 10 on July 5. I love cooking, so I thought it might be a good idea to show other kids how fun it can be to create delicious meals in the kitchen. Harper does all of the editing on imovie on her computer. She is 13. We plan to make more videos. We have to come up with a recipe, then go to the store and buy all of the ingredients. We usually forget something, so then we have to go BACK to the store and get the rest. Then we shoot the video. We usually cook a dish and edit a video in about six hours.

TK: How did you come up with the concept of recipe and the Tulsa Race Massacre?

Joplin: My mom takes us to Greenwood a lot to walk around and learn and support Black-owned businesses. The owner of Black Wall Street T-Shirts and Souvenirs suggested before we did the episode to make something he likes. He suggested something with peanut butter. I took him a pie after the episode was over. He posted a video of him eating it! I felt really proud and surprised! I had seen a girl on YouTube that talks about murder mysteries while she does her makeup. My mom, who used to be a teacher, thought it would be a good idea for me to talk about something important while I cooked, so kids and adults could learn more about Black history.

TK: What have you learned from/about the Tulsa Race Massacre?

Joplin: It was big racist thing and there are still racist people today. Black people should be treated with kindness. No one is more powerful or less powerful. Everyone is on the same level.

Harper: A Black man was blamed for something he didn't do, because he was Black. That's obviously not right because skin color shouldn't matter.

TK: Where is your favorite place in Tulsa to learn about its history?

Harper: I like to learn about history by going to Black Wall Street because that's where the Tulsa Race Massacre happened. I feel really sad when I walk around and see the plaques on the ground that commemorate the people and businesses lost.

Joplin: I like to go to Black Wall Street. There are many places you can go to learn about the Tulsa Race Massacre. There should be field trips there. I like the energy there. I feel like there is a strong connection in the Earth. It should be a place to be remembered. There are too many racist people in the world. They shouldn't take the street mural down.

TK: What other hobbies do you have?

Joplin: Painting, singing in the shower, riding bikes, climbing, eating, playing Minecraft and Animal Jam on my phone. I love all things related to horses. I also like American Girl Dolls. I love playing with my toys.

Harper: I like playing Minecraft, journaling, and before the pandemic I played soccer.

TK: What do you want to be when you grow up?

Harper: I would like to be a film editor when I grow up.

Joplin: I want to own my own business or be a singer.

TK: Who inspires you?

Joplin: My mama, John Legend, Zumbo's Just Desserts, and Bruno Mars.

Harper: My mom and grandmother. My grandmother let me play with her iphone 8 when she first got it many years ago, and she said I could do whatever I wanted. That's when I found imovie and started liking editing.

TK: What advice do you have for others who want to learn more about the Tulsa Race Massacre?

Joplin: People should go to Black Wall Street to learn more about the Tulsa Race Massacre. I encourage people to learn more about Black history because it's a really important part of history.

Harper: They should look up Tulsa Race Massacre and read about it. They should go to Black Wall Street and tell people about it. A lot of people don't know about it and we need to spread awareness.

TK: What is a fun fact about you?

Joplin: I'm adopted and Harper is adopted, too. It's not a bad thing to be adopted. There needs to be awareness about all the kids in this world that need families.

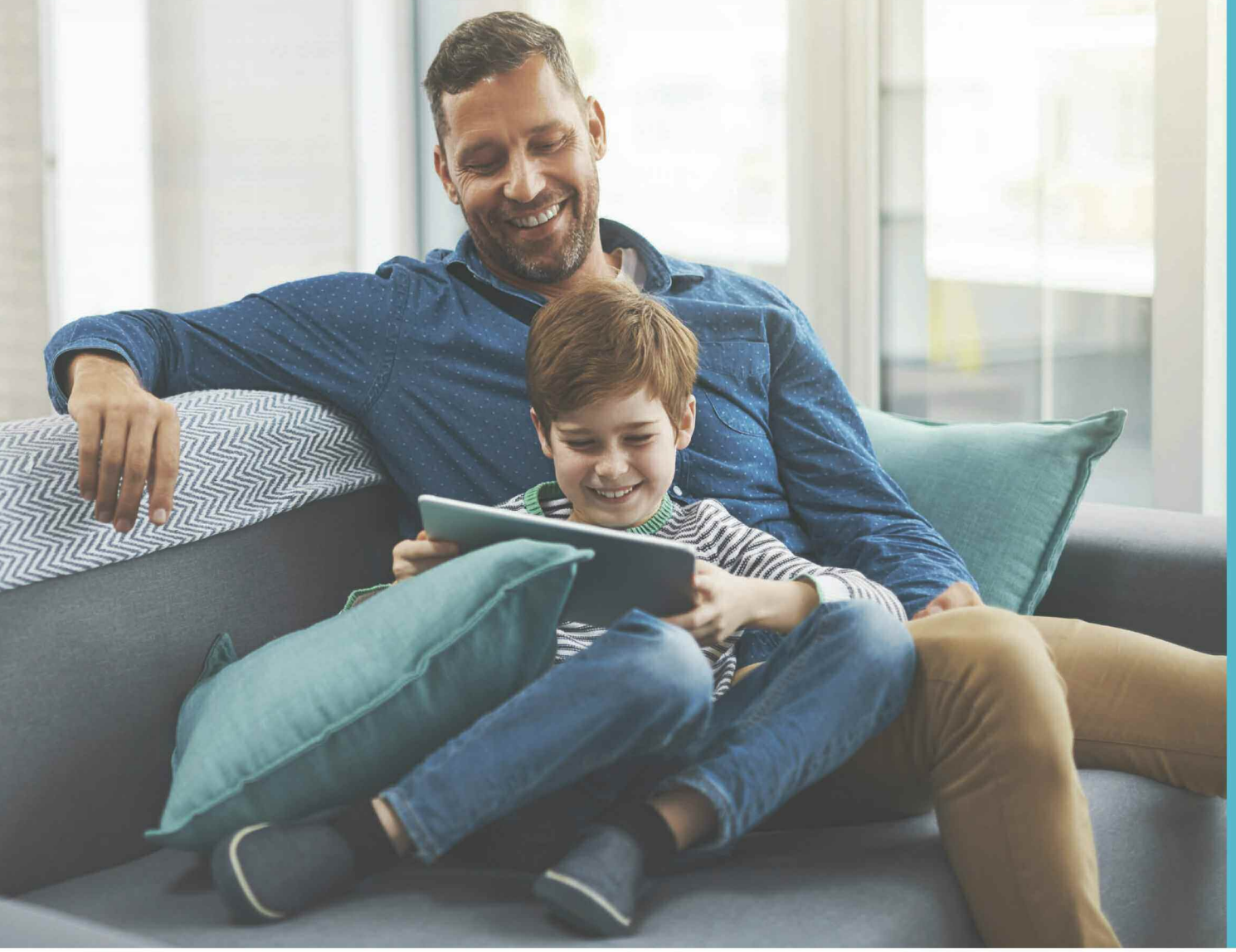
Harper: My favorite color is red. That's pretty much all I know about myself actually, and there are thousands of kids in the US that need homes.

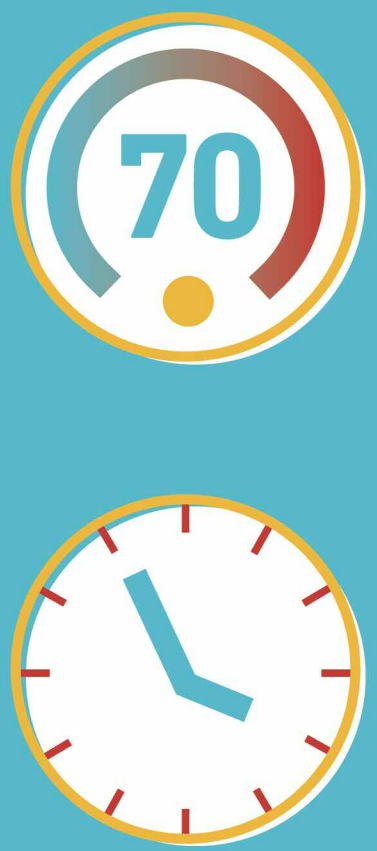
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