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FOR ACTIVE PARENTS IN TULSA & DING COMMUNITIES



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Pumpkin Patches & FALL Family Fun

Understanding **DYSLEXIA**

AUTISM: Getting a Diagnosis & Finding Resources

SPECIAL SECTION: 2022 Inclusive Resource Guide

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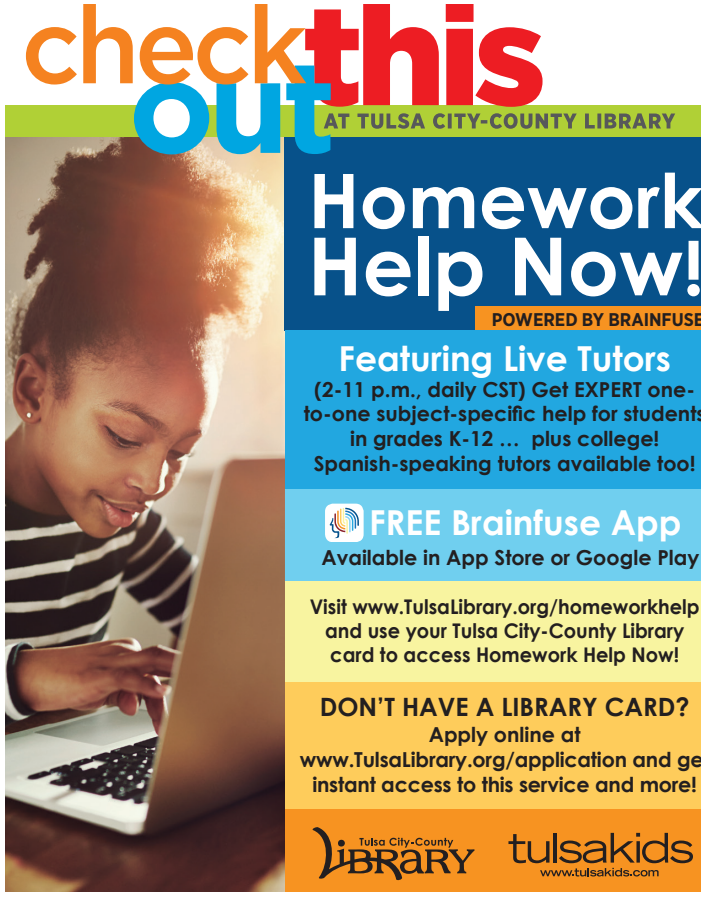
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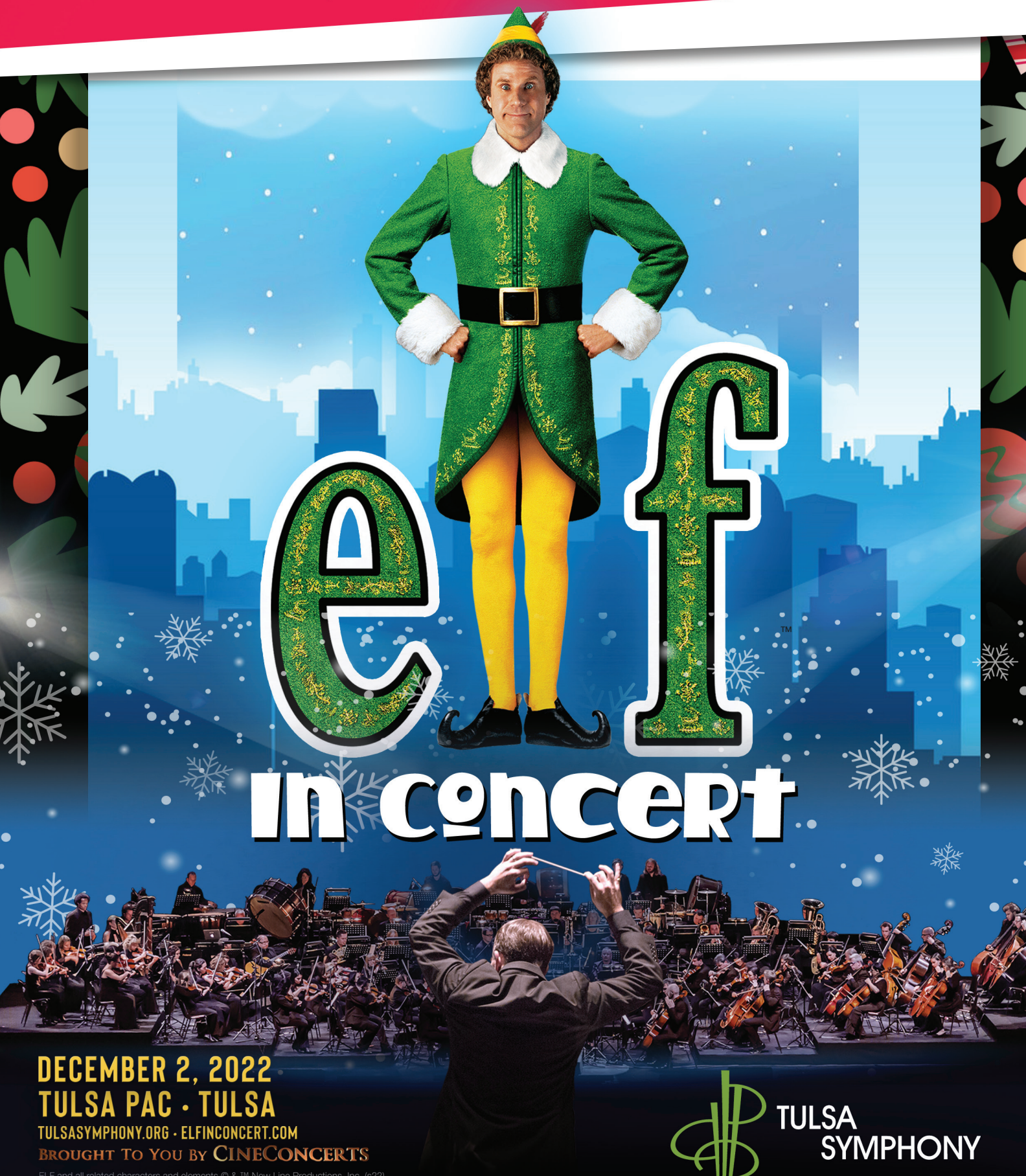
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HAPPY. Pumpkin SEASON!

I LOVE FALL. Cooler weather and pumpkin everything, from pie to lattes. This issue has enough fall festivals, pumpkin patches and Halloween haunts to keep you busy until Thanksgiving. If we missed anything, we'll be sure to add it to the online version, so check our website often. And, while you're there, sign up for the e-newsletter so you'll be current on all the fun contests, parent blogs, new content and weekend activities each week.

Of course, Halloween is this month, so in honor of that, we asked our Facebook group to share some scary things their kids do. I love reading these. When my youngest was around 4 years old, she used to point to a roof and tell me how she wanted to jump off it. She's not quite so daring these days (thank goodness).

Natalie Mikles reminds us to slow down and enjoy Halloween with some fun food. Caramel corn, anyone? I know I plan to try the Taco Soup as soon as the weather cools down.

But it's not all fun and games. As school has started, many parents may be noticing that their child is struggling. When children have trouble at school or have trouble learning, it's often difficult to find a correct diagnosis, and it may be even more difficult to find resources. We talked to a parent who has a child on the autism spectrum and one who has a child diagnosed with dyslexia. Both parents' journeys to diagnose their children and to find resources required a lot of personal research, trust in their own knowledge of their children and, above all, perseverance. Read their stories in these pages. You'll also find a list of those who can help in our Inclusive Resource Guide.

In poetry and literature, autumn symbolizes the season of old age before the death of winter. It's the season of settling in, slowing down and letting go. Alicia Kobilnyk's (Babies & Toddlers) essay about her miscarriage is a poignant story of accepting and letting go with grace — and hope.

I hope you enjoy this issue of TulsaKids. As always, you can read the digital version at tulsakids.com.

And I love to hear from you. Send your comments and letters to editor@tulsakids.com.



Betty Casey

ASSOCIATE PUBLISHER
AND EDITOR-IN-CHIEF

tulsakids

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LOOK FOR GILCREASE **IN YOUR NEIGHBORHOOD**

While the new Gilcrease is being built, the museum plans to bring art from its collection to Tulsa. The public art experience is called Gilcrease in Your Neighborhood.

The first free, public event is the Forest Festival from 1–5 p.m., Sunday, Oct. 23 at Central Library. Gilcrease will unveil simultaneous installations of reproductions of one piece of art from their collection at 31 locations across Tulsa. Over the course of a year, reproductions of the three pieces chosen by the public will be displayed for about three months at a time.

Visit Gilcrease.org and Gilcrease social media (**facebook.com/GilcreaseMuseum** and **instagram.com/gilcreasemuseum**) for locations and programming planned around each new display. There are events for all ages, include make-and-take art projects, curator talks, guided hikes and more.



C.A.R.E.S. CLUB OFFERS **POST-HIGH SCHOOL ENRICHMENT**



The C.A.R.E.S. Club for "uniquely abled transition-age adults" at the Asbury Development Center launched in August. Sponsored by the Blessings to Share Foundation, the C.A.R.E.S. Club provides a place for post-high school adults with neurodiversities — including intellectual and developmental disabilities and autism spectrum disorder — to learn and grow.

The program has a variety of activities, enrichment and professional development opportunities such as job readiness skills offered through classes, one-on-one coaching and virtual reality training. Other offerings include the arts, personal enrichment such as writing and speaking skills, faith and fellowship and physical fitness.

The Asbury Development Center is located at 6910 S. 101st E. Ave., Tulsa. For more information about C.A.R.E.S. Club, call 918.994.2469 or email **contact@btsfoundation.org.**

TULSA TECH OFFERS **PROGRAMS** FOR **ADULTS WITH INTELLECTUAL** AND **DEVELOPMENTAL DISABILITIES**

Tulsa Tech is offering two new programs focused on employment training for adults (18–24 years old) with intellectual and developmental disabilities through their CERT Academy, according to Elena Morales, special services coordinator for Student Disability Services.

Project Search is a nine-month internship program with three rotations at Saint Francis Hospital. Interns work within various departments to learn transferable job skills.

The second program, CERT Culinary, is a 12-month program designed to train students in the culinary and hospitality industries. Students may earn certifications recognized by the Oklahoma Restaurant Association and Oklahoma Hotel and Lodging Association.

Instructors work with students to hone job skills and interviewing techniques, learn resume building, life skills, budgeting and more. Personal attention is given to students and their parents to talk about employment upon completion of the programs.

For information, contact Elena Morales at 918.828.5262 or visit **tulsatech.edu/resources-for/prospective-students/cert-academy/**

CORRECTIONS

The owner of YogaQuest, located at 31st & Harvard, was incorrectly identified in TulsaKids' September issue. Dee Anne Day is YogaQuest's owner.

TULSA SINGS!
ENTRY DUE OCT. 3

Tulsa Sings! auditions are open now. To enter the competition, you can submit a video, no more than three minutes in length, or provide a link to your performance on a platform such as YouTube or Vimeo on the entry form. **Submissions close 5 p.m., Monday, October 3, 2022.** Complete details, registration information and rules are at **signaturesymphony.org.**



Allison Walden, *Tulsa Sings!* 2018 grand prize winner, and Majeste Pearson, *Tulsa Sings!* 2019 finalist, sing together during a Signature Symphony concert.

Parenting SCARES

From safety concerns to the disturbing things kids sometimes say and do, parenting can be scary! We asked our Facebook followers and members of our TulsaParents Facebook group, **"What does your kid do that scares you?"** Here's what they had to say:



SHIRONOSOV/GETTY

When Safety Doesn't Come First

"Doesn't answer when I call out to her."
PAMELA N.

"Not looking before crossing the road."
RACHEL C.W.

"Reading a book while riding on the hoverboard!"
NATALIE M.

"Accidentally breaking glasses and then arguing when I ask her to stay still while I clean up all the shards."
KARA JOY M.

Miscellaneous Frights

"When she puts my face in the palms of her loving hands…and they're sticky."
FINNIGAN B.

"Tells me she is going to chop me up and put me down the toilet."
JULIA C.

"Playing lights-out hide and seek. I always scream!"
NATALIE M.

"I just hear whispers in the other room and voices trailing off with, 'Well, I'M not telling Mom…"
ALICIA K.

Nightmare Moments

"Enters our bedroom, stands next to the bed, and wordlessly stares at us while we sleep until we sense their presence."
JULIE M.

"Stares off into the corner when waking up in the middle of the night."
TAYLOR R.

"Stares off into space and talks to no one there."
ALESCHA M.

"My youngest is a nose bleeder. It's typically in the middle if the night. A few times he's woken me up with the sweetest 'Mom' and a gentle tap on the shoulder and I open my eyes to a bloody mess of a kid in front of me. Absolutely terrifying. Every time my heart drops."
MARY L. M.

WHAT'S GOING ONLINE?


PHOTO COURTESY OF LINDSEY COPES

PUMPKIN PATCH **PHOTO CONTEST,** SPONSORED BY TULSA BOTANIC GARDEN

Through **October 31,** share a photo of your family at the pumpkin patch, for a chance to win a Tulsa Botanic Garden household membership & four guest passes! Plus, we'll choose some submissions to share on social media and in our November magazine!

CONNECT WITH **TULSAPARENTS**

Have a parenting question and don't know where to turn? Ask members of our TulsaParents Facebook group! Join today to get extra community news, meet local families and more.

Join at **facebook.com/groups/324694571372804,** or by clicking the "Groups" tab on our Facebook page **@tulsakidsmagazine**.

TULSAKIDS' **FALL FAMILY FUN GUIDE,** SPONSORED BY

Discover trick or treat events, pumpkin-inspired recipes, Halloween science experiments and ALL the autumnal festivities at **tulsakids.com/fall-fun-in-tulsa/**



CONTESTS & GIVEAWAYS

FIND LINKS to the following contests at **tulsakids.com/contests.**

BRUSH CREEK BAZAAR **TICKET GIVEAWAY**

From **September 26 to October 9,** enter to win four tickets to Brush Creek Bazaar, an annual arts and crafts shopping experience that raises money to support at-risk teens. Learn more at **brushcreekbazaar.org**.



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Congratulations to our **2022 Cover Kid Contest** winners!







1 Travis Chan
PHOTO BY JOEL CHAN | PHOTOS WITH JOEL

2 Cheylee Jo Edwards
PHOTO BY HELLO BABY PHOTOGRAPHY

3 Ivy Williams
PHOTO BY OLIVIA LOVOI

TULSA ER & HOSPITAL

Thank you to **Tulsa ER & Hospital** for sponsoring our 2022 Cover Kid Contest.

tulsakids

Finding Flowers in the Weeds:

My Personal Journey through Miscarriage

By **Alicia Kobilnyk**





DOLE08/GETTY

ON A SUMMER DAY six years ago, I was sitting in bed, holding my newborn daughter as she squalled and waved her arms, ready for a fresh diaper and some milk. Just as I got her situated and took a breath, my husband said, "Yeah, I'm done. I'd forgotten that particular cry they make." Though I rolled my eyes, I could not help but agree that at that moment, the last thing I wanted was to have another baby. The feeling of "doneness," of the closing of that phase of our parenting life, remained for years. I gave away all but the most sentimental of items. I wished other people joy while celebrating the lack of tiny cries, tiny bottoms and tiny sleepless people in my life. I watched my growing girls crawl, walk, run into the next stages of development and felt complete.

Until I didn't. I don't recall when I became aware of it, but a desire to do the whole thing again grew within me. It felt sacred and tender, a dream I didn't dare speak aloud to anyone. Finally, when I did confide in my husband, he startled me (and himself on some level) by smiling and saying he felt that way, too.

It was not long before I was feeling the start of familiar symptoms, signs that the dream of our hearts was growing within my womb.

While pregnant with my youngest child, I had experienced the terrible sensation of loss as I was told after a dating ultrasound that, while there were two babies present in my uterus, only one was still alive. The wonderful people who walked that path with me shared that it was normal for me to feel both pain at the loss of a baby, joy at the health of the other and confusion because, while everyone who experiences a loss may wish to be in such shoes, no one really would choose that. I had grieved our little one, told people about them and, when my girls were old enough, they too learned about their sibling who left us so soon. We named them Shalom, the Hebrew word for peace.

I decided then that if I were ever to be pregnant again, I would tell people as soon as possible, because even if the worst happened, I would have a community around me who already knew about and cared for that child.

Nearly six years later, I was looking at a little stick on my bathroom counter and waiting for two lines. When I knew we'd succeeded, I went straight to my husband, handed him a coffee and whispered in his ear. He lit up, grinning and squeezing me. It was not long before my children, family and friends all knew that despite our ardent "shop's closed" talk, we'd changed our minds and invited another Kobilnyk into our life.

Being pregnant the third time is a strange animal. You know what vitamins you like, aren't phased by strange twinges in your breasts nor consumed with the urge to buy baby furniture immediately. I continued my life with a high degree of normality. Everyone celebrated with us and delighted in our daughters' enthusiasm.

In the back of my mind, I shuddered each time someone commented that I was early. I've a background in science and relied upon that to comfort me through my own occasional dark thoughts. "What if" came sporadically, but I was able to push it away with confidence that, come what may, Jon and I had each other. So, when Jon and I went to an early ultrasound, we were cautiously optimistic. Not so when I left that day, having been told that my baby was measuring so small that they would only just be starting to have a heartbeat, and I may need a follow-up scan.

I played a game of mental Pollyanna all down the clinic hallway, rationalizing why my nagging thoughts were simply


UNDEFINED UNDEFINED/GETTY

She blew on it with an intense expression and walked over to me. She took my hand and whispered, "I wished a big wish."

not true. As a rational person, I accepted that it was not possible I'd conceived more recently than I had thought. And if I thought about it, my symptoms had graciously decelerated recently, but could that not simply be divine mercy for a working mom with two busy elementary kids? No, it was not so. It could not be so. My hand touched the doorknob to the front of the clinic, and I was hit with a wave of emotion. I rushed outside, panic stricken, looking to Jon. "What if I've been walking around, holding an empty belly?" I asked. "What if our baby is dead and I never even knew?"

"Don't go there until we know," Jon said. It could all be okay.

Driving back to work, I fell apart, weeping and accepting that the worst had come to pass: We had lost the baby we'd longed for so much, the baby we'd been so excited to meet. And this time, there would be no twin rainbow baby. I felt full and still empty. I felt both ill and oddly normal. I wanted to scream until all the air in the room was used up. I wanted to curl up and die. Of course, wanting to die when I had such a wonderful family that needed me made me feel even worse. I told myself, "It happens. It happens all the time." But in my heart, I questioned my worth. What was wrong with me?

In the weeks preceding my miscarriage, I'd seen an infographic on Facebook about dandelions. I've been fascinated with those floral underdogs since I was a child. Their cheerful color, their whimsical seed dispersion method and persistence have ever struck a chord with me. Naturally, I saved that infographic and stored its information in my memory. I told people "Did you know" dandelion facts for weeks and thought of them continuously.

The day we told our girls that our baby was gone, my youngest walked into the front yard and stood stoically, looking off toward the horizon. With a tear on her cheek, she squatted and picked up a single dandelion wishing flower. She blew on it with an intense expression and walked over to me. She took my hand and whispered, "I wished a big wish."

"Me too, Baby," is all I could say, watching the dandelion seeds aimlessly drift away.

That night, looking at the picture I'd taken of the yard, a notification popped up. Apple could identify the plant in the photo if I'd like, a feature I'd not noticed on my phone before. I clicked the little leaf icon and smiled as cheerful images of dandelions filled my screen. *Taraxacum officinale,* the common dandelion. The taxonomic name surprised me with its formality. If humble "daddy lion flowers" was a nickname bestowed by children, *Taraxacum officinale* was a name called at graduation. The beginning of the word caught me and stayed with me for the weeks to come. Tara. Blood tests confirming lowering hormones. Tara. People looking at me with red lines around their eyes and glancing away as I passed, sadness overcoming both our faces. Tara. One thousand and one questions from my daughters, most of which I could not possibly answer and many of which I'd asked myself.

As I waited for my body to process the loss and undergo what was likely the most unpleasant and most mundane physiological event I'd ever experienced, I talked often with Jon. We processed together, grieving openly and healthfully. During one of these moments, curled up on the bed, I told him I'd like to name our baby, much like we'd named our vanishing twin years ago. "I like Tara," I told him, explaining its meaning in various cultures. In Irish tradition, the Hill of Tara was where monarchs were sworn in. In Sanskrit, it means star, symbolizing the light of the soul. And most of all, it called to mind a hardy little flower that grows in otherwise empty places, rehabilitating the soil and leaving little parts of itself behind to enrich whatever may come next. Beloved by children, important to bees and nigh impossible to stamp out, there is a significance to dandelions that cannot be denied.

My body and heart are healing, and someday I may decide I want to try again for one more baby. Some days are better than others but when it comes to Tara, I have no regrets. I am glad Tara was known and loved by so many people. I'm grateful for the short time Tara had with us. And I am mindful that such a light, such a personality, must surely have changed things for the better. Every spring, I will see their flower and I will remember the season we spent together, looking forward to seeing them again. TK

Alicia Kobilnyk is an Early Childhood Educator who works with young toddlers. She finds joy and inspiration to write in their cheeky shenanigans, as well as those of her two daughters.

Parenting With Love and Respect: Lead by Example

By **Dr. Tamecca Rogers**





Respectfully exploring the Albert Einstein Memorial in Washington, D.C.
PHOTO COURTESY OF TAMECCA ROGERS.

IMAGINE BEING ON your own with a newborn baby. That's how my parenting journey began. I was fresh out of high school, having just joined the U.S. Navy — with no family by my side to help. We all know what an enormous personal transformation it is to become a parent. Now, imagine being torn away from everything familiar. Your town, streets you walk on, people you meet each day. Being on your own in a new territory, with a new baby and your identity transformation underway, facing an immediate need to make your newborn, and later toddler, feel safe and guided. That's what my life has been since becoming a parent.

RESPECT GOES BOTH WAYS, AND IT STARTS WITH YOU.

Whether you already have a child or are a teacher with hundreds of children, respect is a significant part of parenting. No matter how you define it, respect encompasses love, appreciation, compassion and gratitude for the other person. I was determined to raise my children to have manners and be respectful of other people, which is how I was raised.

HOW TO INSTILL RESPECT BY MODELING IT

A parent's first instinct when raising a child is to imitate how their elders treated them. While growing up, other adults demanded respect, and I was to be polite and mind my tone and speech around seniors. Beyond that, I was raised to make family members and teachers feel proud. As I got older and became more self-aware, I noticed that adults didn't always reciprocate the same respect they commanded.

Some adults didn't typically pay attention to how they spoke to children and didn't show the same consideration for their feelings and sense of dignity they asked the children to show. I have witnessed this several times as a campus administrator. For example, I had to handle issues where the teacher was "joking around" with a student to the point the student was offended and felt disrespected.

What do you think happened as a result of the student feeling disrespected? What do you see happening when children feel put down? They act out. They rebel, and they reciprocate the same behavior. Sometimes they are even better at returning that unsavory conduct.

Can you blame them? Several adults emphasize equality and reciprocity in adult relationships yet expect children to accommodate them with the same respect in return. Reflecting on my upbringing, gaining experience with raising my children, and my experience throughout my educational career helped establish these principles of instilling respect by modeling:

#1: MIND YOUR MANNERS

My stepdad had a saying, "Do as I say, not as I do," that I didn't appreciate. It meant I owed respect but couldn't expect the same treatment. Needless to say, he wasn't my stepdad for long, but it was the longest 12 months of my life.

The "Do as I say, not as I do" saying is what I witnessed several adults do throughout my childhood and professional career. For example, during a school staff meeting, adults will pull out their cell phones and text, check emails, get on social media, etc. The same adults will send their students to the office for texting during class. Why are some adults holding children to a higher standard than themselves? Ask yourself if you're demonstrating the behaviors you want your children or students to learn. Modeling, by far, is the best way for them to learn.

#2: WATCH YOUR TONE AND BODY LANGUAGE

Some children become easily frightened by domineering adults who expand their arms while talking, speaking loudly and even condescendingly while they scold them. No one likes being put down, and rest assured, even toddlers recognize this demeaning attitude that adults show from time to time. Sometimes children tend to cope with feeling humiliated by getting confrontational to "save face." Instead of scolding, ensure that your tone

> Genuine self-respect is born out of **healthy bonding,** a **balance of rights** and **responsibilities,** and the **courage to err** and **be forgiven.**

is mild but firm and decisive, and that your body language is supportive and understanding.

#3: LEARN YOUR CHILD'S LOVE LANGUAGE

Children express their need for bonding, love and support differently depending on their age. Yes, love languages are not just for adults. Everyone has a love language and ways they would like to communicate. I have three boys. And each one of their love languages is different. Therefore, I choose to bond with them by incorporating their love language to overcome challenges together. "Practice what you preach" when the child feels hurt or embarrassed. Apologize when you're in the wrong and admit to being a flawed human who is capable of acknowledging a mistake.

#4: FOSTER UNDERSTANDING BY USING YOUR CHILD'S LOVE LANGUAGE

Accept and appreciate the little ways in which your child expresses feelings. Sometimes, they'll give you a huge hug and other times they'll give you a head nod or fist bump. In the meantime, use your child's love language when speaking to them. For example, my 11-year-old's love language is words of affirmation. So, if I tell him, "Son, I am so proud of how you are studying on your own. You are super smart," he will be on cloud nine for the rest of the day, strategizing how he will make time to study some more.

My middle child's love language is quality time. So, if I set a particular time for us to talk one-on-one, he will talk my ear off, and I absolutely love it. While my oldest child's love language is physical touch. I can't give him enough hugs. I'm just glad that at the age of 26 he still wants his mom to hug him or to lie on her leg and watch a movie.

CONCLUSION

Instilling mutual respect is rooted in reciprocity, but its core origins lie in self-respect. Genuine self-respect is born out of healthy bonding, a balance of rights and responsibilities, and the courage to err and be forgiven.

Explore your child's unique personality and demonstrate what a loving, respectful relationship looks like. This will not only teach your children good manners, it will help them nurture healthy relationships for life. TK

Dr. Tamecca Rogers
Dr. Rogers is Director of Diversity, Equity and Inclusion at Tulsa Technology Center. She is a writer and mom to three boys who love adventures.



Diagnosing and Treating ADHD Is Not One Size Fits All

By **Julie Wenger Watson**



An ADHD diagnosis can be made by mental health care professionals, such as a psychologist or psychiatrist, or by a primary care provider, like a pediatrician.

SCHOOL IS BACK in session, and along with that comes the return of homework and tests — the bane of every teenager's (and their parents') existence. While all of this can be challenging enough for the typical time-crunched family, for students with attention-deficit/hyperactivity disorder (ADHD), it can be particularly frustrating.

WHAT IS ADHD?

According to the Centers for Disease Control and Prevention, ADHD is one of the most common neurodevelopmental disorders of childhood. Although researchers are not sure what causes it, studies suggest that genes play a large role and that it probably results from a number of factors. While it's normal for kids to have trouble focusing and behaving from time to time, kids with ADHD don't just mature out of those behaviors, and the symptoms, which range from inattention (e.g. difficulty sustaining attention, organizing tasks, and finishing schoolwork, etc.) to hyperactivity-impulsivity (e.g. constantly in motion, fidgeting or squirming while seated, etc.) can cause difficulty at school, at home and with friends.

Twenty-six-year-old Charlie Robson was diagnosed with ADHD in second grade. Although hyperactivity wasn't really an issue for him, he struggled with focus and attention.

"Honestly, the biggest one for me has always been just not being able to focus on tasks and having a really hard time starting them," he says. "In my experience, ADHD is definitely hardest when you're in school. That's definitely when it affects you the most. There are so many hours that you have to be so focused on your assignments or studying."

DIAGNOSING ADHD

There is no single test for diagnosing ADHD; rather, it's a process. Many other problems, like anxiety and depression, can have similar symptoms. A medical exam can rule out other problems (hearing loss, etc.) as the source of the symptoms. An ADHD diagnosis can be made by mental health care professionals, such as a psychologist or psychiatrist, or by a primary care provider, like a pediatrician.

TREATMENTS

ADHD is most often treated with a combination of behavioral therapy (especially in younger children) and medication. Of the 6 million kids in the U.S. diagnosed with ADHD, 90% are prescribed stimulant medications to help with their academic performance. For many, ADHD medications reduce hyperactivity and impulsivity and improve their ability to focus, work and learn, but finding the right doses or combination of medications can be a matter of trial and error. Prescription stimulants like dextroamphetamine-amphetamine (Adderall) and methylphenidate (Ritalin, Concerta) are common treatments.

Robson was prescribed Adderall, which he took in various doses from elementary school through college. As an engineering major in college, he found it worked well to help him achieve the focus he needed to sit through the long hours of classes and mountains of homework his coursework required.

After graduation, when he no longer had the same academic demands, Robson chose to look at other treatment options as he moved into the work world.

"When I graduated from college, I started taking some antidepressants that have been shown to treat some of the symptoms of ADHD. I found that not having to study late nights or do homework solved most of the problems I had," he explains. "I still have ADHD, and it's still tough to focus sometimes, but for the most part, it's much more manageable."

Although Adderall worked well for Robson for most of his life, he encourages others with ADHD to explore all of their options when it comes to medications.

"Don't be afraid to try a new medication because a lot of them can have some pretty severe side effects," he says. "Talk to your doctor, obviously, but be aware that there are other medications out there. It's not one size fits all. Everyone's brains are different, and they react differently to different medications."

For more in-depth information on ADHD and its treatment, visit cdc.gov or psychiatry.org. TK

Julie Wenger Watson is a freelance writer who's worked in all aspects of music promotion. She's also Co-Director of "Live From Cain's," a public radio show pilot.

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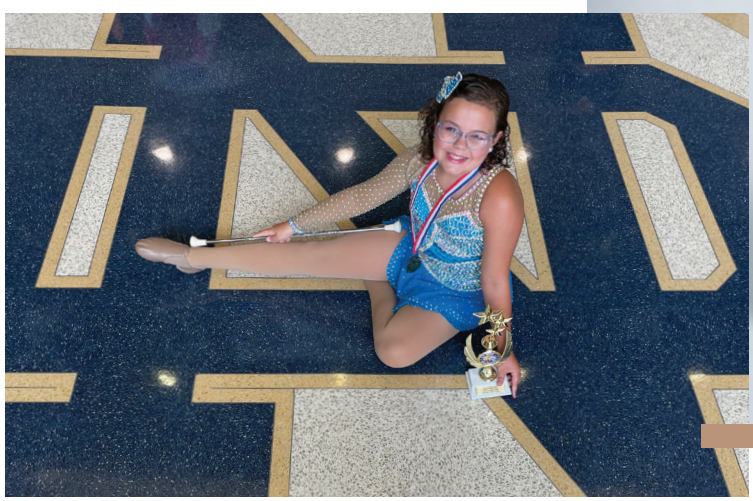
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Liezel Efaw: Award-winning Baton Twirler

By **Staff**





PHOTOS COURTESY OF ASHLEY EFAW.

TEN-YEAR-OLD Liezel Efaw, a fifth grader at University School, is already a champion baton twirler. She competes in America's Youth on Parade, the National Association of Baton Twirling's national championships. Held every year at the University of Notre Dame, twirlers from across the U.S. compete in open events and for the title of Miss Majorette. At the 2022 event, Liezel was the only Novice 7–9 participant from Oklahoma. She was awarded second place for her Open Solo and fourth for Open X-Strut.

TK: How did you get involved in baton twirling and how long have you been doing it?

Liezel: I got involved in baton twirling by seeing a twirler at a TU football game. I instantly thought it was a cool sport but found out it was not well known in Oklahoma. I decided I wanted to do it, and my mom found a coach in Owasso. I've been twirling for almost three years.

TK: How much do you practice?

Liezel: I practice almost every day and have lessons twice a week with my twirling coach, Shawna Hart.

TK: What's the hardest thing about baton twirling? How did you overcome it?

Liezel: The hardest thing about baton twirling is memorizing every routine (solo, x-strut, two baton and modeling). I overcome this by practicing a lot!

TK: Does baton twirling help you in other parts of your life?

Liezel: It's helped me be more confident because in twirling your confidence is seen in your interview skills with modeling and your showmanship.

Liezel's mom, Ashely Efaw, says that twirling "has offered opportunities to develop persistence and work ethic."

TK: How many competitions have you been in? Do you get nervous? If so, how do you calm your nerves?

Liezel: I've been in too many to count! Maybe around 20? I do get nervous. I bring a Pop It (fidget toy) to keep me focused and distract me from my nervous feelings.

TK: Do you have any role models or people you look up to or are inspired by?

Liezel: I look up to Stephanie McBurnett. She is the feature twirler for Texas Christian University. She is a great twirler and is so supportive of me!

TK: What is your favorite thing about baton twirling?

Liezel: My favorite thing is the competitions because I can show off all my routines I've been practicing.

TK: What are some of your other favorite things to do beside baton twirling?

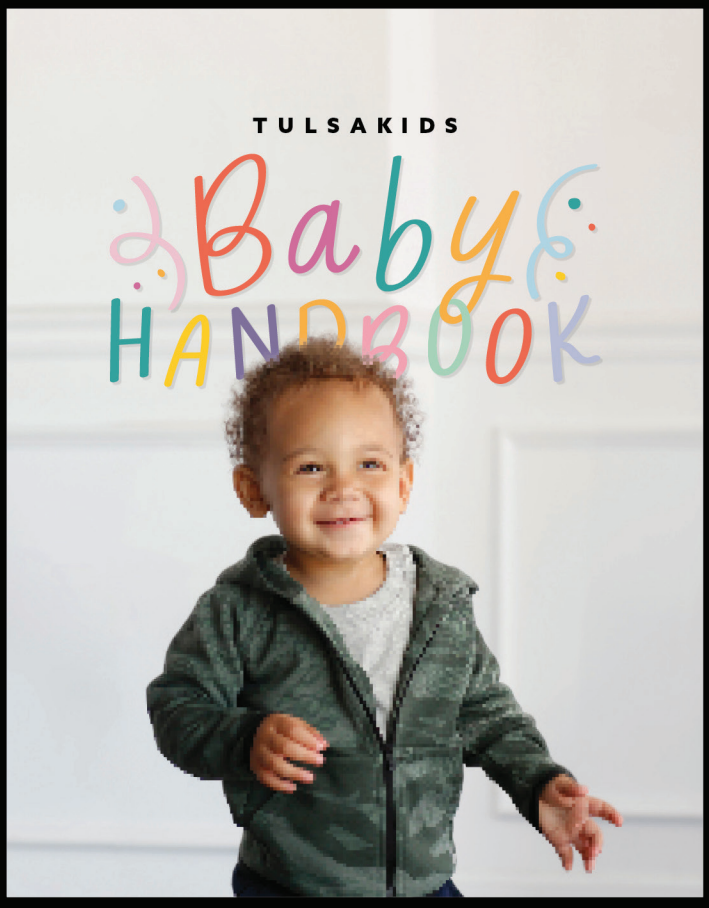
Liezel: I love baking and swimming! I also play competitive golf.

TK: What do you think you might want to do when you grow up?

Liezel: I'm still undecided about it. But I probably want to twirl for the University of Tulsa and study business so I can use that to open my own bakery.

TK: Can you share a fun fact about yourself?

Liezel: A fun fact about myself is that I have memorized a lot of commercials and jingles. TK



TulsaKids is proud to announce the arrival of our 2022–2023 Baby Handbook!

The TulsaKids Baby Handbook provides new and expecting parents with a wealth of resources to help them navigate this exciting—and often confusing!—time.

Read it today at **tulsakids.com/baby** or scan the QR Code with your smartphone. Welcome to the TulsaKids family!

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tulsakids

Mia Mascarin-Oven:

Winemaking, Family & Philanthropy

By **Nancy A. Moore**





MIA MASCARIN-OVEN is a fourth-generation wine maker living in Tulsa. She joined the family wine business, 32 Winds Wine, shortly after her father realized his own life-long dream of starting a wine business and opened the vineyard in 2009. Prior to joining the venture, she logged 20-plus years working in the energy industry.

Mia's family moved from California to Oklahoma, but Mia stayed close to her Italian immigrant family in California through frequent visits to the family farm. She and her father decided to deepen their California roots by starting a winery in California, but Mia's job duties allow her to work remotely from Tulsa.

TK: What do you enjoy most about living in Tulsa?

Mia: Sharing time with our friends, our access to a diverse dining scene, enjoying the arts organizations, and especially, the generous and giving spirit of this community.

TK: What do you and your family like to do together for fun?

Mia: The list is long! A few things include visiting the Gathering Place, cycling on Riverside, attending the Tulsa Ballet performances, taking in exhibitions at any of our world-class museums and, of course, hosting friends in our home for dinner.

TK: Can you give us a little history of how 32 Winds came about?

Mia: A lot of people have the notion that we just started 32 Winds on a whim 12 years ago. In actuality, it all began over 100 years ago in Italy with my great grandfather, Angelo. In the early 1900s Angelo was a farmer and falconer living near the grounds of the local Duke near Zoppola, Italy, north of Venice. At that same time, back in California, a winemaking company called The Italian-Swiss Colony (later became "Asti") was looking for laborers and vineyard managers to plant more vineyards in central California to supply the growing wine market. Angelo was recruited and left Italy for a new life in California. He spent many years working as a vineyard manager and later brought his wife over from Italy, and they had seven children, including my grandmother.

TK: Your family's roots in the wine industry run deep! Tell us about how your father decided to start a wine business from Tulsa.

Mia: My father, Ed Mascarin, grew up in a world dominated by the grape production and winemaking industry. Most of his family was involved in agriculture though vineyard work, winery operations or fruit packing plants. Although his family worked hard, they were relatively poor. They could not have afforded to send him to college on their own, but fortunately his life took a turn when the local Lions Club in his small town awarded him a $1000 scholarship. Being a good athlete and student, he "walked on" to the Cal Berkely baseball team and the football team. He earned a degree in Industrial Engineering, which led to a life away from the family farm in California. He worked for manufacturing companies in several states and finally settled in Tulsa where he raised his family. Forty-five years after leaving the vineyards and his boyhood home, his thoughts kept returning to the farm and the possibilities. He made the decision to return to his roots by developing a winemaking business.

TK: After more than 20 years in the energy industry, why did you decide to join your father in 32 Winds?

Mia: I loved my work in the energy field, but when offered a chance to work side by side with my father, it was a no-brainer. His invitation to join him in the winemaking business to develop our own brand was so meaningful for me. I was also excited to re-establish a connection to our family's heritage.



Letft: Mia poses with her father Ed Mascarin.
Above: Mia and her son Steven enjoy a sunny day.
PHOTO COURTESY: MIA MASCARIN-OVEN.

TK: Tell us more about the vineyard, where it's located and what it offers.

Mia: We have a beautiful vineyard and tasting room just outside of Healdsburg, California. We host visitors daily and love sharing our Rosé, Pinot Noir, Chardonnay, Cabernet and Sauvignon Blanc. Everything is handcrafted with the best quality and care, not to mention, it's delicious.

TK: What do you enjoy most about working in the wine industry?

Mia: I love that there is so much to learn! It's like cooking: There is an art and a science to it. I also love the farming, the viticulture, creating something out of nothing but air, water, sunshine and lots of hands-on work. I love that most of all, the wine that we make becomes a vehicle for our customers to create memories with friends and family.

TK: What is it like working with your family?

Mia: It is a blessing. My dad has always been such an incredible mentor to me. We are partners in this adventure, and I am loving it.

TK: I know you are passionate about philanthropy and place personal importance in giving back. How did this become so important to you?

Mia: My mother was an artist. She also supported her local artist friends in many ways. I think it's important to support the arts!

Art can change lives. Philanthropy is what allows a community to bring the wonder of the arts to the eyes and ears of the children and opens the door for creative energy to emerge. It's a powerful partnership — ARTS and PHILANTHROPY.

TK: How do you instill the importance of giving to your son?

Mia: It is such a challenge to inject that into daily life. We get busy with school, work and it's hard sometimes, but it is something my son and I talk about frequently. Our family tries to give to organizations we believe in, and we explain to my son the organization's mission and its value to the community. I want him to understand that this is just part of being a responsible member of one's community. But most of all, if I can instill in him the quality of kindness and compassion, everything else will flow from there.

TK: Do you have a favorite quote? Why does it resonate with you?

Mia: My favorite quote is by Mr. Rogers. He said, "When I was a boy and I would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.'" I love that his mother pointed out a way to find the good. I also believe it's important to look for the helpers, and to also BE a helper.

TK: What are some local organizations that are particularly close to your heart? What is it about these organizations that you feel connected to?

Mia: I am partial to organizations that support both child advocacy and the arts. There are so many worthwhile organizations in our city that it's easy to find one to support! There are many ways people can give back; it doesn't always have to be financially. It can also be contributing your time and talent. I have been an advisory board member of the Gilcrease Museum for many years.

TK: In a speech you gave at Philbrook, I noticed a comment you made about Tulsa's future success is dependent upon interconnectedness, referring to an increased understanding between people and cultures. What is one way you view being interconnected and why do you think this is so important?

Mia: Our city is going through the most amazing renaissance, and I think it is because the citizens have come to realize that Tulsa's future and its cultural success depends on interconnectedness — an increased understanding between people and its local cultures. I believe art can do this! The arts in a community can integrate points of view, unifying us through an understanding of each other's perspective. The exhibition of art, whether through paint, sculpture, landscape, literature, drama, food and wine, music or dance — which Tulsa has all of those things in abundance — is a vehicle for sharing the artists' point of view and frame of reference. Welcoming, appreciating, and learning about other perspectives only elevates us as a society.

TK: How do you personally incorporate the arts into your career?

Mia: I just make wine. Although I like to call it "Art in a Bottle." And, if it helps to elevate our spirits, engage with each other, connect and be in the moment - for even a short while - then I've done my small part.

TK: Any other comments?

Mia: I am so proud of this city right now! I am in awe of the willingness of everyone to step up to the plate and do the right thing. Not only do we see the very generous families in this town stepping up in BIG WAYS - but even the citizens and taxpayers, who believed enough in our community to invest in its success, spoke loudly by voting for a public bond issue to invest in the expansion of Gilcrease Museum, and to build the Gathering Place. Isn't that awesome? Tulsa has arrived!

Heck, I could live where my business is in the vineyards of Sonoma County; it's a beautiful place. But you know what? I CHOOSE TULSA! **TK**

To learn more about Mia and her family's wine business, you can check them out online: 32windswine.com and on Instagram: @32windswine

Nancy A. Moore is a Public Relations Coordinator at Montereau, Adjunct Professor at Tulsa Community College, and has been writing for TulsaKids for almost 20 years.

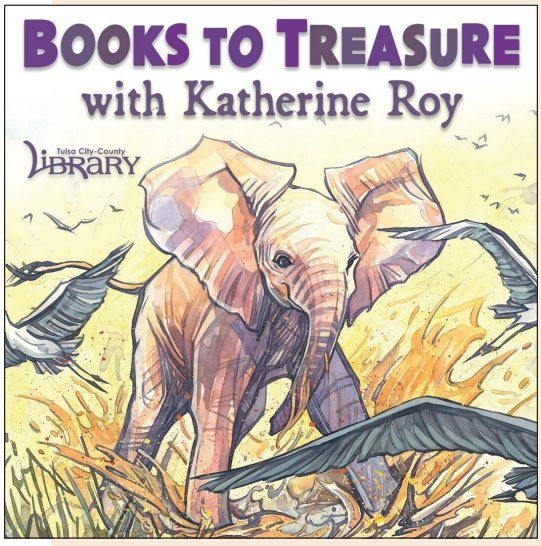
Drawing Elephants & Learning How to Read: Yes, They Are Connected!

2022 Books to Treasure Illustrator to Visit Tulsa November 18



By **Laura Raphael, MA, MLIS**

CHILDREN'S SERVICES COORDINATOR
TULSA CITY-COUNTY LIBRARY



EVERY YEAR SINCE 2003 the Tulsa City-County Library has celebrated the joy and beauty of artwork in children's books with the **Books to Treasure** program (www.tulsalibrary.org/bookstotreasure). With the support of the Anne and Henry Zarrow Family Foundation, every fall the library brings in an outstanding children's book illustrator, gives out free books by that illustrator to every second grader in Tulsa and Tulsa County and issues special library cards for second graders.

Past Books to Treasure illustrators include such luminaries as Floyd Cooper, Mo Willems, Grace Lin and Christian Robinson.

Does the library just like pretty pictures? Well, yes (who doesn't?), but there's a lot more to Books to Treasure than that.

As originally conceived — and still practiced — Books to Treasure is the library's way of helping children connect visual storytelling in children's books to the difficult but rewarding task of learning how to read.

By second grade, some children are reading well and with fluency, having mastered the phonics and alphabetic skills needed to decode text. But many are still in the process of matching letters on the page to sounds, and sounds to words and meanings they know — the first part of learning how to read.

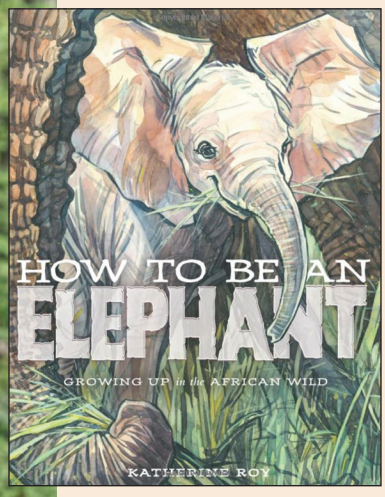
Connecting these children to books with beautiful or interesting artwork — and giving them the chance to meet the artist behind the illustrations — increases their motivation to learn how to read. The full experience of decoding text into meaningful sentences while looking at captivating illustrations can be just the thing to usher children into the joys of reading.

This year, the Books to Treasure illustrator is **Katherine Roy,** and the book that every second grader in Tulsa and Tulsa County will receive is ***How to Be an Elephant,*** which Roy also wrote. The nonfiction book follows the growth and development of a baby elephant — and everything she must learn. In addition to learning more about elephants (and there's a lot to learn!), second graders will also love looking at the accompanying watercolor paintings of elephants eating, moving and even laughing.

But wait! There's EVEN MORE!

- **Outstanding elephant content for your kids.** Go to www.tulsalibrary.org/kids for a deep dive into the topic of "ELEPHANTS!" as part of our Kids Read Curious World resource site. You'll find all kinds of fun things for your kids, from crossword puzzles to videos to activities and posters.
- **Great book lists.** Also part of the Kids Read Curious World focus on elephants, you'll find curated book lists that feature elephants and that different kinds of readers — from "Class Clown" to "Magic, Dragons, & Swords" — will enjoy.
- **Special library cards — just for second graders.** Every second grader in Tulsa or Tulsa County will have the chance to get a special





Katherine Roy is an author and illustrator living in western Oregon with her husband and two sons.

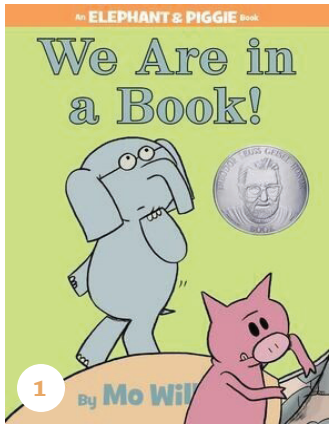
Books to Treasure library card with artwork from How to Be an Elephant. This is coordinated through schools in Oct. and Nov., but you can take your second-grade child to any library branch location to get a card.

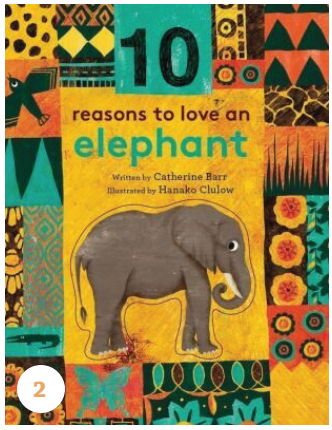
- **FREE BOOKS!** The library will be sending free copies of *How to Be an Elephant* to schools to distribute to second grade students in November and December, which they can take to the...
- **Illustrator Visit and Book Signing.** Katherine Roy, the 2022 Books to Treasure illustrator, will be making a public presentation and signing books on Fri., Nov. 18 at 6 p.m. at the Hardesty Regional Library (8316 E. 93rd St.) in Connor's Cove. TK

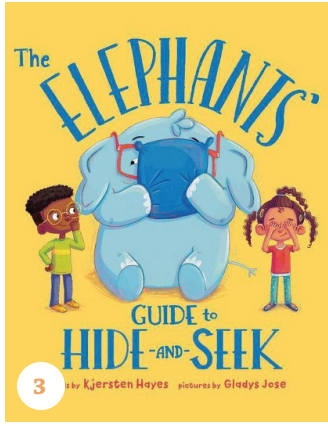
MORE FABULOUS ELEPHANT BOOKS FOR YOU...

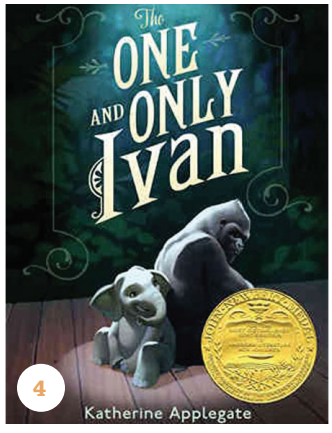
Here are four more elephant books, which you can find at the library.

1. ***We Are in a Book!*** written and illustrated by Mo Willems — or any Elephant & Piggie book! — Elephant & Piggie are a classic comedy team, and former Books To Treasure illustrator Mo Willems is a master of art and humor!
2. ***10 Reasons to Love an Elephant*** written by Catherine Barr and illustrated by Hanako Clulow — Another fascinating look at this fascinating animal.
3. ***The Elephants' Guide to Hide and Seek*** written by Kjersten Hayes and illustrated by Gladys Jose — It's hard to play hide and seek when you're an elephant! This "guidebook" is funny and sweet.
4. ***The One and Only Ivan*** by Katherine Applegate — This is a chapter book that is best shared by reading aloud. This is a moving and beautiful novel about an aging circus gorilla determined to help a baby elephant escape his own fate.









Frighteningly Fun Recipes to Make for Halloween

By **Natalie Mikles**





STEVE DUNNING/GETTY

THE BEST WAY to create a fun Halloween is to think about what made it fun for you as a kid.

As parents, it's easy to put Halloween on the never-ending checklist. Buying the candy, throwing a costume in the cart, taking the photos and moving on to the next thing.

But even a quick reflection on our own childhoods can help us think of creative ways — whether simple or all-out — that can imprint on our own kids' memories.

For me, I'll never forget the Halloween party my mother had for my sister, me and our friends. She created a spooky buffet. Cold spaghetti noodles were worms. Hot dogs wrapped in bread dough were mummies. Big marshmallows with little dots of chocolate for the eyes and mouth were ghosts. It was pretty simple to create, but so much fun.

I will never be the parent who makes a haunted house, sews an amazing costume or creates cool Dracula makeup. But I can cook! And I can make passing out candy to trick-or-treaters fun by wearing my ladybug costume that gets dragged out of my closet once a year.

Think about what you could do to make Halloween memorable with your kids. Take time during the rush of the day to watch their faces as they experience the fun.

Here are some fun recipes to make for your kids and their friends before you trick-or-treat.

Try this new take on a classic kids' favorite.

S'MORE RICE KRISPIES TREATS

- Rice Krispies Treats ingredients
- 4 graham crackers, roughly chopped
- 1 cup mini marshmallows
- 1 (12-ounce) package chocolate chips, divided

1. Make Rice Krispies Treats according to direction on cereal box. Before spreading in pan, add graham crackers, mini marshmallows and half the chocolate chips. Stir to mix. Spread mixture in a parchment-lined 9-by-13-inch pan. Melt remaining chocolate chips and drizzle over cereal mixture.

You can feed a lot of trick or treaters with this easy soup. Serve it with tortilla chips, cheese and sour cream. (If you fill them up, maybe they'll eat less candy.)

TACO SOUP

- 2 pounds ground beef
- ½ onion, chopped
- 1 (15-ounce) can pinto beans
- 1 (15-ounce) can ranch-style beans
- 1 (15-ounce) can corn
- 1 (4.5-ounce) can chopped green chiles
- 1 can Rotel tomatoes with green chiles
- 1 (1-ounce) package Ranch dressing mix
- 1 (1-ounce) package taco seasoning

1. Brown ground beef and chopped onion. Drain fat. Add beans, corn, green chiles, tomatoes, ranch dressing mix and taco seasoning. Cook until heated through.

Fill the house with the toasty smell of caramel corn.

OVEN-BAKED CARAMEL CORN

- 1 cup butter
- 2 cups brown sugar
- ½ cup light corn syrup
- Pinch of cream of tartar
- 1 teaspoon baking soda
- 10-12 quarts popped popcorn

1. Heat oven to 225 degrees. Mix butter, brown sugar, corn syrup and cream of tartar in a saucepan on the stove. Bring to a boil for 5 minutes, stirring continuously. Remove from heat. Stir in baking soda.
2. Place popcorn on a large roasting or sheet pan. Pour caramel mixture over popcorn and stir. Bake 50 minutes, stirring every 10 minutes. TK

Natalie Mikles is a mom of three. She writes about food, sharing recipes for busy families and picky eaters.

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A Visit with Young Actresses on Disney's *Frozen* Tour

By **Betty Casey**





Aria Kane plays Young Anna in Disney's *Frozen* opening Oct. 20 at the Tulsa PAC.



Sydney Elise Russell plays Young Elsa in Disney's *Frozen* at the Tulsa PAC this month.

SYDNEY ELISE RUSSELL, who plays Young Elsa in Disney's *Frozen*, knew that she wanted to be an actress after seeing *The Lion King* on Broadway when she was 5 years old. With the support of her mother, who "is my awesome vocal coach," Sydney began her professional career at age 6 when she played Tinker Bell in *Peter Pan, Jr.* Last year, she was cast as Young Nala in *The Lion King* on Broadway.

Aria Kane, who plays Young Anna in *Frozen*, said she has been performing since she was "about 2 or 3 years old." Her first theater show was playing Dorothy in *The Wizard of Oz, Jr.* at Annie's Playhouse in New Jersey. As Young Anna, Aria says she loves her role because "I'm finally a real, live Disney princess…I've wanted to be one for my entire life!"

Fans of *Frozen* will be able to see Sydney and Aria at the Tulsa Performing Arts Center as they perform their roles in the Broadway musical, which opens Oct. 20.

Both Aria and Sydney started acting, dance/gymnastics and singing lessons at a very young age.

Sydney's advice to other young people is to go after their dreams.

"My advice for an aspiring performer would be to follow your heart," she says. "Make sure you get the proper training and coaching, and always work on your craft. You never know when your opportunity will come, so make sure you're always prepared to show up and be your best."

Sydney hopes to be an inspiration to other young girls to "dream big." She hopes to someday write and direct her own television shows, movies and plays. Both girls are grateful for the opportunity to perform with fellow cast members and enjoy being on stage in cities across the U.S.

While touring, tutors keep them up on schoolwork from home. Aria finds the fun in being on the road — and she loves airplanes!

"It's really cool to see all the different cities and explore new places and meet new people," Aria says. "Sometimes I miss my home and my dad and grandma and my cats and dogs, though."

She likes to relax by hanging out with the other girls on tour and playing on her iPad. And, like most kids, she loves swimming in hotel pools.

Aria and Sydney both shared fun facts that happened to them on their eighth birthdays.

"I started touring with *Frozen* on my eighth birthday!" Aria said. "The cast and crew even got me an Elsa cake to celebrate, and everyone sang *Happy Birthday* to me before the performance."

Sydney said that her eighth birthday video went viral in 2019 when her parents shared a video of her dancing in Disney's Magic Kingdom. "Millions of people shared it on social media!" she said. "As a result, I had several television appearances, met so many amazing people and created a wonderful memory I'll never forget." TK

Betty Casey is the Associate Publisher and Editor-in-Chief of TulsaKids Magazine. She has been with TulsaKids for over 20 years.



Professional pianist Cathy Venable has worked on Broadway shows as a pianist and assistant conductor on *The Sound of Music, Phantom of the Opera* and *Frozen,* among others.

Music for Life

By **Betty Casey**

WHETHER OR NOT children aspire to a career on Broadway or simply want to learn how to play an instrument for fun, music can enrich lives, sometimes in surprising ways.

"Parents can involve their kids in music, private lessons, school music or church choirs," says Kim Koch, vice president of Saied Music Company in Tulsa. "The very act of making music increases endorphins. It helps teens funnel emotions and gives them something positive to do."

Besides surrounding children with music from an early age, Koch, a singer and former music teacher, believes in supporting music programs in schools because of the multitude of benefits it provides. As a company, Saied also supports providing music-making opportunities in schools.

"It may sound trite," she says, "but music-making taps into something instinctive that is affirming and encourages connection. A child who joins band and orchestra has an instant and immediate connection."

Cathy Venable, a professional pianist from Tulsa, found that connection early in life. She says that she always loved music, and credits John Townsend, the music teacher at Barnard Elementary in Tulsa, for giving her the foundational skills to become a musician.

"I give all the credit to John Townsend," she says. "He taught us to sight read, all this theory stuff, listening skills…He's the main reason I can do anything as a musician."

Venable continued her piano lessons, played the flute in the Edison High School Band, majored in Concert Piano Performance at Northwestern, and earned a master's in accompaniment at the Cincinnati Music Conservatory. Venable has worked as a freelance musician in Tulsa and in New York and on Broadway, once accompanying Brooke Shields in *Wonderful Town.* She was the associate conductor for the touring production of *Frozen,* and prior to that toured with *The Sound of Music* and *The Phantom of the Opera.* Connection is what draws her to music.

"I love the community of it," Venable says. "I love working with other musicians and actors or little kids in a musical. I love working in a group with a common goal."

The collaborative aspect of music making can give children that same sense of belonging. Koch feels that too many children and young people spend time doing activities that are isolating rather than collaborative. Music can bring people together, including those of different cultures.

"Music transcends culture, race and socio-economic differences," Koch says. "It's the universal language, and it builds empathy."

When children have an opportunity to play or perform music from their native culture, they become more integrated into the school community. Music can be a way to bridge divides.

The academic benefits to students involved in music are well documented. Higher test scores and improvements in math and reading have all been attributed to participating in music education.

But Koch points out that there are social and emotional benefits as well. "Music keeps kids in school," she says. "Some kids may not hook into school in any other way, but music keeps them coming to class."

Musicians, both professional and amateur, recognize the mental health benefits of music that range from stress relief to boosting moods to building confidence. Koch says researchers are just beginning to look at how profoundly music may contribute to mental wellness, especially in young people.

For those who aspire to become professional musicians, Venable says that getting a solid foundation early on is critical.

"Just keep taking lessons," Venable advises. "Have a really good technique. Do your classical lessons. Try to accompany all your friends like I did in high school. Learn to conduct."

Venable says that she found conducting "terrifying," but learned that if she wanted to be in the orchestra pit on Broadway, she would have to know how to conduct because the pianist is always the conductor or assistant conductor for shows.

While Venable didn't make any major mistakes as a conductor, she says the power went out right before a performance of *The Sound of Music* was set to begin, so she turned around and "conducted" the audience in a singalong of "Do Re Mi" until the lights went back on.

Venable says that music is a wonderful art form that has given her a career that she loves. Whether she's playing in the Tulsa Symphony or on Broadway, she loves being at the piano.

"We are instinctively musical creatures," Koch says. "It's about the process. You don't have to be a concert pianist to enjoy beating on a drum — it's very cathartic. That's a healthy form of expression, not just for kids, but for adults." TK

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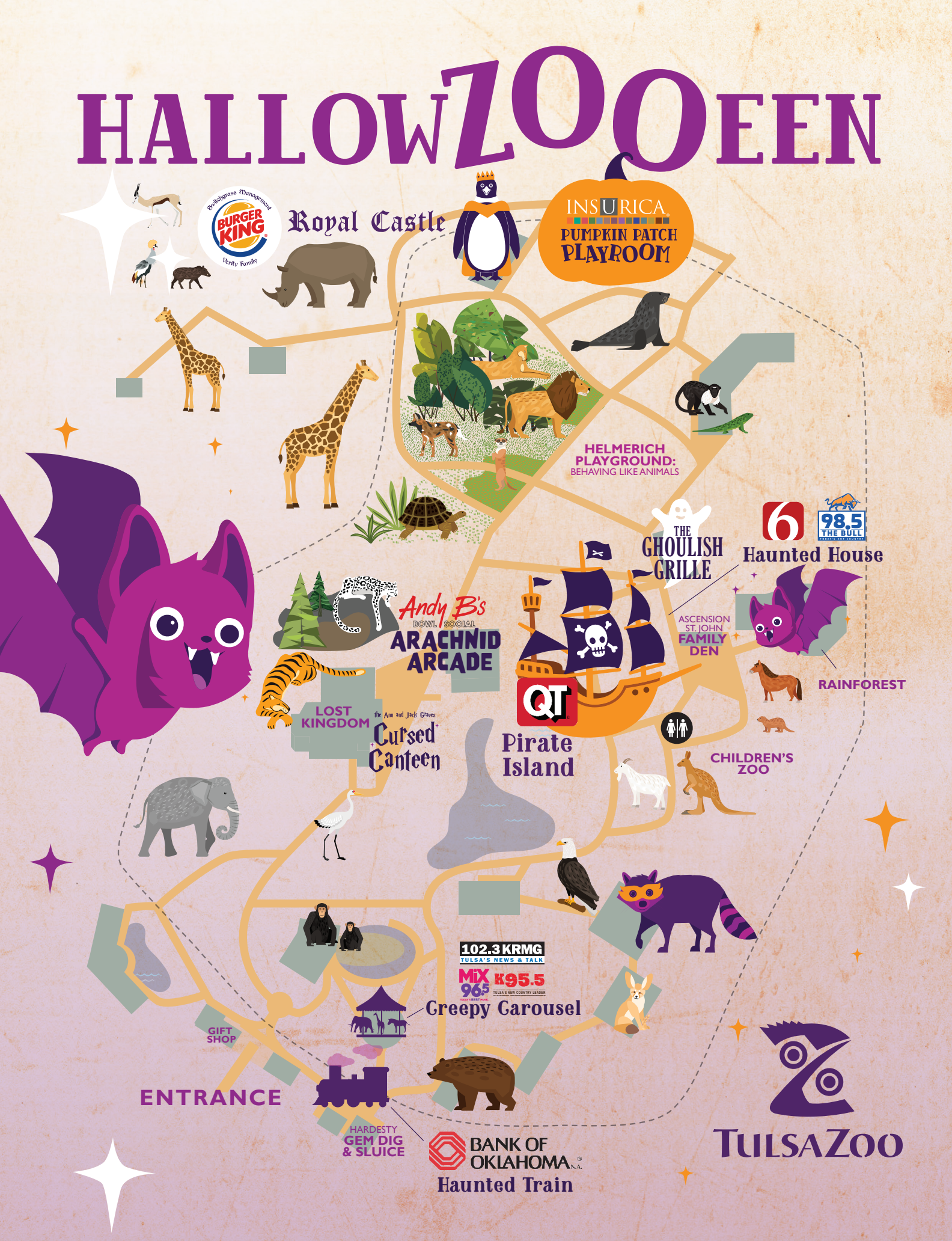
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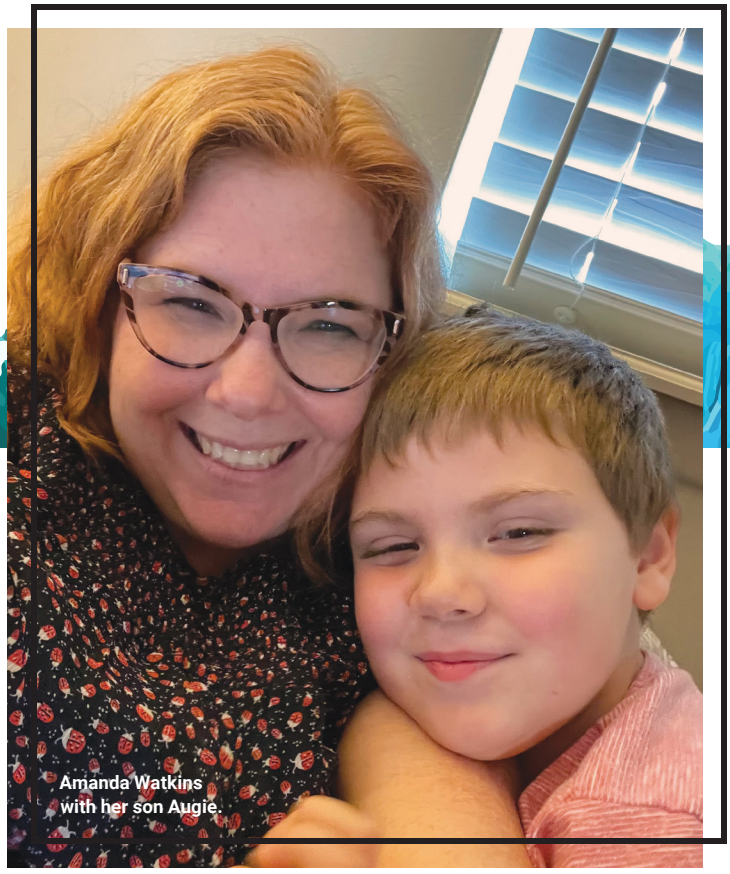
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Autism:

A Mom's Three-Year Journey to Get a Diagnosis and Resources for Her Son

BY KRISTI ROE OWEN



Amanda Watkins with her son Augie.

PHOTOS COURTESY: AMANDA WATKINS.

Spend enough time scrolling Facebook parenting groups and you'll start to see a recurring theme — exhausted and overwhelmed parents pouring their souls into desperate posts hoping for answers about how to help a child they strongly suspect is to some degree autistic. And far too often they learn the hard way that the journey from that first suspicion to diagnosis to getting the child the support they need to thrive is long, arduous and emotionally taxing.

According to the CDC and American Academy of Pediatrics, getting an autistic child diagnosed early and providing that child with appropriate care and interventions as soon as possible is key for that child's long-term success and good health. And yet, according to the Pediatric Clinics of North America, despite the fact that children can be diagnosed as early as 2 years old, most diagnoses are given after the age of 4. That means many, if not most, autistic individuals are losing out on at least two years' worth of crucial interventions.

As the parent of a now-teenage autistic son, I've seen firsthand the importance of an IEP (Individualized Education Plan) to help ensure my son has the tools he needs to succeed in school, especially at a time when everyone around us was quick to label his struggles as simply behavioral issues. Parents see details no one else can, observing the nuance and patterns that add up to the sum of that child's experiences in life. Although autism looks different for every autistic individual, there are common threads that often indicate a difference from neurotypical kids.

For my child, this meant lining up his toy cars endlessly in patterns only he could understand, hitting his legs against his bedpost until they bruised and taking language so literally that speaking to him could feel like a lost chapter from a Lewis Carroll book. Early on, I realized a crucial truth that parents of autistic kids realize every day: If my son was going to have his best chance in life, I had to see the world from his eyes and then use that knowledge to fight for him.

Amanda Watkins, mother of 6-year-old first grader Augie, came to the same conclusion as she embarked on the Tolkienesque journey to get her son the right interventions. And as her story demonstrates, navigating the healthcare and education systems and getting everything to line up isn't half the battle. It is the battle.

Like many parents, Amanda started to notice a difference when Augie was around 3 years old and brought up her concerns to Augie's pediatrician at a well-child check. The doctor referred them to a clinic that performed an assessment. Expecting a diagnosis of autism, Amanda was surprised when the clinic diagnosed Augie with selective mutism. Despite her lingering concerns, she was grateful to get some help with his development and eager to do anything she could, which in the beginning meant therapy every other week for a year, shifting to virtual after the pandemic began.

But Amanda still worried that Augie wasn't getting the help he needed. While watching *Atypical* on Netflix — a story about an autistic young man — she saw familiar traits that inspired her to push for a re-assessment. For Augie's new assessment, Amanda took him to Building All Children (BAC). Located at 55th and Harvard in Tulsa, BAC performs assessments, helps families locate resources and even has income-based options.

This time, Amanda knew what she needed to do to fight for Augie's diagnosis. She printed a list of autism traits to use as a reference with the psychologist and shared those she had noticed in her son. The new assessment led to a diagnosis of Sensory Processing Disorder (SPD), which is often comorbid with autism and for many families — mine included — comes before the autism diagnosis. Augie was also diagnosed as having fine motor skills issues that would need extra interventions. Self-described as a "knowledge seeker," Amanda educated herself, reading everything she could get her hands on, joining Facebook groups and seeking out voices from the autism community.

To get things on track, Augie's new doctor at the Indian Health Care Resource Center recommended taking him to Therapy 4 Kids, which turned out to be a lifeline for the family. These days, Augie is in speech therapy and occupational therapy (OT). His family and teachers now understand that he works best with a visual schedule and needs high pressure (like tight hugs). The difference is significant. "He

The American Academy of Pediatrics (AAP) recommends screening all children for ASD at the 18- and 24-month well-child visits in addition to regular developmental surveillance and screening. This type of screening can identify children with significant developmental and behavioral challenges early, when they may benefit most from intervention, as well as those with other developmental difficulties. For screening to be effective, it must be applied to all children — not only those with symptoms.

Keep in mind: one child with ASD will not have exactly the same symptoms as another child with ASD. The number and severity of symptoms can vary *a lot!*

> "Early on, I realized a crucial truth that parents of autistic kids realize every day: If my son was going to have his best chance in life, I had to see the world from his eyes and then use that knowledge to fight for him."

talks better, answers questions," Amanda told me.

Around this time, Augie was starting school, and in the height of the pandemic, this meant virtual pre-K. While virtual school was a challenge for many neurotypical kids, it was downright untenable for most kids on the spectrum, and Augie was one of those who did not thrive in virtual classes. But because his diagnosis had not come through a pediatric psychologist, Augie lacked the proper documentation to get on an IEP. Realizing she would have to be the one to push for Augie's IEP, Amanda made an appointment with a pediatric psychologist at Sprouts Child Development. This time, the assessment came back with a new set of diagnoses, including one she'd believed was coming all along: sleep disruption, ADHD and autism.

After a nearly three-year journey, Amanda managed to get Augie's IEP going just in time to start school this year. "Hoover SPED helped get things going," she said. Now, Augie will be getting physical therapy, occupational therapy and speech therapy on a regular basis. He is also allowed to have fidgets, which help with his stimming (repetitive, self-stimulating behavior like hitting something over and over). He is in mainstream classes, but he also can have quiet time or in-class support when he needs it. And like many young kids on the spectrum, Augie is delayed in his potty training, but that doesn't keep him from school thanks to his great support team and a local non-profit called Tulsa People First that helps with hygiene products from Pull-ups to bed liners.

Amanda says the things that helped her the most were persistence and trying to understand her son better. She advises other parents to do the same.

"Keep going and searching for answers," she said. "Don't just focus on concerns — celebrate what makes him amazing. They cannot speak for themselves, so you are their advocate. I take that seriously." TK

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Family and Children's Services
fcsok.org
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The Arc of Oklahoma
thearcok.org
918.582.8272

Building All Children
buildingallchildren.org
918.398.6127

Sprouts Child Development
sproutsdevelopment.com
918.699.4250

Therapy 4 Kids
therapy4kidsinc.com
918.492.2386

BOOKS:

Autistic Logistics
By Kate Wilde

The Toilet Training Book: A Developmental Look at Toilet Training for Kids of All Needs
By Functional Skills for Kids Therapist Team

Understanding Your Child's Sensory Signals
By Angie Voss

Navigating Autism: 9 Mindsets For Helping Kids on the Spectrum
By Temple Grandin and Debra Moore

WEBSITES:

Autism Self Advocacy Network (ASAN)
autisticadvocacy.org

U.S. Department of Health & Human Services Autism Support
hhs.gov/programs/topic-sites/autism/autism-support/index.html



Recognizing Signs of Dyslexia, Finding Treatment, Embracing the Whole Child

BY MIKAELA LEBLANC

Catherin Cox knew her daughter, at a very young age, operated a little differently from her peers. (Cox has asked to protect her daughter's name in this story.)

"We just had no idea what we were working with," Cox said.

SIGNS OF DYSLEXIA

Her 3-year-old preschool daughter was very social. She didn't have problems communicating. She had great pronunciation.

"She went to public school (for kindergarten and part of first grade), and I noticed we got halfway through the year, and she had made no progress," Cox said. "She showed up to the first day of school. She knew all her letters and all her sounds and halfway through the semester, she still couldn't read 'cat' or 'sat.'"

There were other signs. Cox says her daughter became very belligerent over doing her homework.

"And it was simple stuff," Cox said. "The other thing they were doing is sending home difficult sight words to memorize like 'should' and 'said.'"

Cox pointed out to the teacher the difficulties she saw in her daughter's reading and asked if she were using phonics in the classroom. Her daughter's teacher's response was a chuckle and reassurance that her daughter was doing well in class.

But Cox says she could tell she wasn't.

"I know that my daughter is very social and well-behaved, and she's just going to get swept along," Cox says. "I think a lot of times [dyslexia] doesn't get diagnosed in girls because they maybe tend to be a little more socially adept, a little more well-behaved, and they can get swept along."

So, she and her husband put their daughter in a Montessori school.

"They have an early reading interventionist who recognized [my daughter] had issues right away," Cox said.

Her daughter met with the early reading interventionist one-on-one for about four years, but Cox noticed she still wasn't making much progress.

"She couldn't read anything," Cox says, "[My daughter] knows phonics front, back, up and down. She knows more phonics than anybody I've ever met because they do a phonics-based, Orton-Gillingham program [at the Montessori school]. It was like she had all the puzzle pieces but couldn't get the puzzle to come together."

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic and prescriptive way to teach literacy to students who struggle with reading, writing and spelling, including those with dyslexia.

Cox's daughter worked with the reading therapist two to three times a week for four years.

Cox credits Montessori's methodology with protecting her daughter from potential emotional damage from the struggle with reading, yet she still struggled with her self-esteem as she got older.

RECEIVING A DIAGNOSIS

Shortly after she turned 9 years-old, Cox's daughter was diagnosed with dyslexia.

When she and her husband saw the test results, it was disappointing, but also confirmed that their daughter's learning disability was a "real thing."

"A lot of people still don't really recognize that this is very real," Cox said. "Just like if your kid had a broken leg or they need eyeglasses because their eyes don't work quite efficiently."

Since getting that diagnosis, Cox has been working to educate herself about dyslexia and the different treatment methods available.

"It's easy to doubt all this stuff, partly because you don't want it to be true — deep down in

your subconscious — because it feels like, 'Oh my gosh, if my kid can't read, they're not going to be able to do anything,'" Cox said. "They're not going to be able to be successful…It's like a horrible fear."

DYSLEXIA: MICONCEPTIONS AND REALITY

Her daughter now works with Barbara Blanchette, a certified academic language therapist. Blanchette says the misconception that is most hurtful to children with dyslexia is that they're lazy or they lack motivation.

Other common misconceptions are that they have poor eyesight, an intellectual disability or that they read backwards.

Blanchette says none of these is true, yet these misconceptions may keep parents from getting their child diagnosed.

"There are still people who believe, 'Just let it be. We don't want to label them. We don't want to put them in a box,' and I understand the point that they're making," Cox says. "We don't want to tell them that they don't have to do this work because they're dyslexic, or that they can't."

But Cox's daughter said the diagnosis freed her from shame, even though shame was not part of their family culture. She started to believe in her future and her capabilities.

"You're carrying around [shame] because you don't understand, and you feel like something's wrong with you," Cox said. "And it turns out, nothing's wrong with you. Your brain's just wired differently."

The diagnosis was also a turning point for Cox's husband, a successful executive and entrepreneur who discovered his own struggles had a name.

"As the therapist starts explaining everything to us, we realized my husband is also dyslexic and has ADD. He just didn't know," Cox said. "So, there are people — especially those of us who are older — people everywhere are walking around with undiagnosed dyslexia, ADD — all these things. And historically, they just had to cope the best they could and often walk around thinking there's something wrong with them or that they're stupid."

That's also a common feeling for children once they receive the diagnosis of dyslexia, Blanchette says.

"Because they're struggling, they'll say, 'Oh, I'm just dumb. I've never been able to do that,'" Blanchette says.

She says many of her students are overwhelmed with emotions — both from their hard work and their breakthroughs when they're reading something to another student that they have never done before.

"I've had kids just break down and bawl, and I've got to hold them because it's so hard for them," Blanchette says.

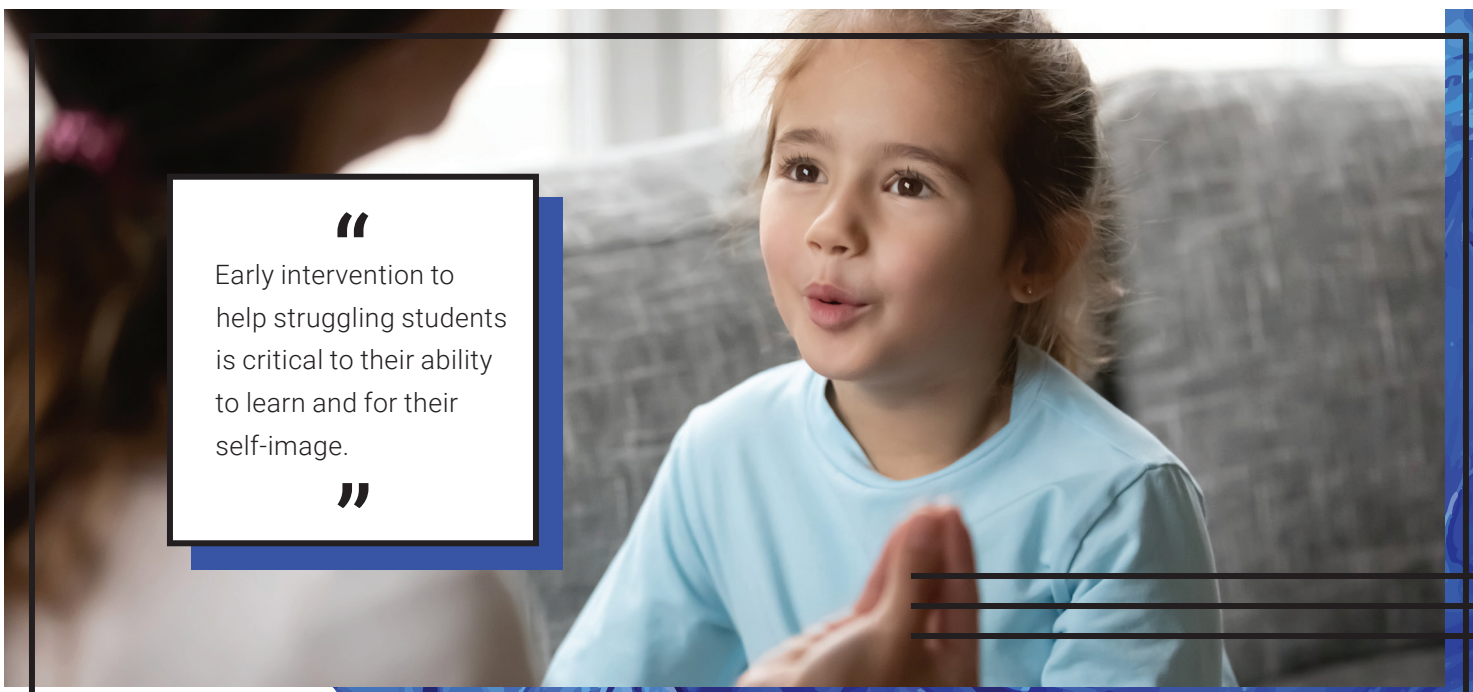
DYSLEXIA AND EDUCATION TASK FORCE

Seeking to address the long-term academic, social and emotional impacts on children with dyslexia, the Oklahoma Legislature appointed a Dyslexia and Education Task Force in 2017. As a result, the Oklahoma Dyslexia Handbook was published in July 2019 to educate teachers, students and families about dyslexia and to support children with dyslexia.

The Handbook states that children with undiagnosed dyslexia become vulnerable to "problems with self-esteem and depression." It goes on to say that schools should be nurturing places, and that teachers need to be able to recognize the signs of depression in younger students, which may be that they misbehave or become more active to hide pain. Early intervention to help struggling students is critical to their ability to learn and for their self-image.

The Task Force found that many students reported being shamed by their teachers for not being able to read.

To address early intervention, the Oklahoma Legislature passed House Bill 2804, which requires all K-3 students who are not reading on grade level to be screened for dyslexia. The bill took effect in the 2022-2023 academic year.



> "Early intervention to help struggling students is critical to their ability to learn and for their self-image."

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RESOURCES FOR PARENTS

Academic Language Therapy Association: altaread.org

Barton system: bartonreading.com

Davis Method: davismethod.org/cat/davis-dyslexia

ortonacademy.org

Dyslexia Handbook Oklahoma: sde.ok.gov

DYSLEXIA AND THE BRAIN

Blanchette says dyslexia is neurobiological in origin. It's a specific learning disability having to do with differences in the way that the brain works when it's learning how to read.

She says it's evident in brain imaging.

"The child with dyslexia is using the right side of the brain in symmetry where both sides of the brain are working," Blanchette says. "Whereas the left side of the brain in a non-dyslexic child is all lit up."

She says a dyslexic brain compensates with the right side of the brain because the pathways are not developed.

"The brain research shows that what is needed for a child with dyslexia to learn how to read is building the pathways or the connections in their left side of the brain because that's where reading occurs," Blanchette says. "All children learn how to read the same way. Some struggle and some don't."

She says it takes 500 to 1,500 repetitions for a child with dyslexia to make a correspondence when they're learning how to read.

While Cox's daughter knew her letters and their sounds at a young age, Blanchette says many young children with dyslexia struggle with learning and remembering the names of letters.

"They'll call a letter a different letter name," Blanchette says.

Recognizing or producing rhyming word patterns are also difficult, she says.

"They mispronounce familiar words because they're getting the sounds mixed up," she said

Some children have trouble with retrieving words.

"They just kind of stare out and you think that they're ignoring you, but really they're trying to retrieve words," Blanchette says.

Some children have difficulty understanding directionality — knowing their left and right or up and down.

As they grow and enter kindergarten and first grade, many children with dyslexia will find it difficult to learn the sounds that go with the letters.

TREATMENT OPTIONS

Blanchette uses a program called Take Flight that is based on the Orton-Gillingham Approach.

"The evidence-based research shows that the instruction that a child needs is a multi-sensory, structured language education," she says. "The visual, auditory, kinesthetic and tactile pathways are simultaneously being used."

The sequential program is taught in small groups or one-on-one.

Blanchette uses manipulatives and movement.

"You're feeling, 'What does my mouth do when I make the ssss sound?'" she says. "'What's the air feel like when it comes through your lips or is it coming through your teeth? Is it being blocked?' You ask these questions throughout."

Blanchette says the Orton-Gillingham Approach is widely accepted as the gold standard of treatment for dyslexia.

Cox, however, has found that there are therapists who are at odds with each other.

"A lot of them will say, 'Oh, that's not backed by research. That's not going to work.' That may or may not be true," she says.

Cox's daughter was working with the Orton-Gillingham based program for several years, but she still couldn't read, so the family decided to try something different about halfway through her treatment journey.

Three years ago, her daughter participated in the Davis Dyslexia Remediation Program.

"They did a bunch of stuff with balance. It was a little more occupational therapy-based," Cox said. "They did stuff with getting the brain centered and ready to focus. They did a bunch of hands-on work with clay, and that was all super helpful for her, too. That kind of helped her bring the puzzle pieces together into an assembled picture."

Cox admits she doesn't know how much of her daughter's success in reading was because of the Davis method and how much of it was due to the years of repetition or her daughter's brain development, but she says she would not discourage parents from trying more than one treatment to see what works for their child.

"There are professionals who would absolutely not agree with me," she says.

Her daughter is still in the Take Flight program and goes twice a week for one-on-one therapy. Cox says she is planning on seeing it to the very end.

"These therapies aren't going to work effectively if you're not working the program consistently," Cox says. "So, if your kid goes to reading therapy twice a week but they're not reading anything in between, they're not practicing, they're not reading, then it's not going to lay that groundwork in the brain as well."

Finding a practitioner to work with children with dyslexia is difficult, Cox and Blanchette say. Parents face a limited number of therapists, scheduling conflicts, and the ability to pay for it.

"Our insurance certainly doesn't cover any of this," Cox says. "If you have two working parents and not a lot of cash on hand, there's a lot of people that aren't going to have access to [treatment] unless it's offered within their public school."



PEOPLEIMAGES/GETTY

> "Find a way to make it natural for your child to discuss what's going on with them because everything's changing all the time, and they're changing all the time," Cox says.

A LONG ROAD

Blanchette and Cox emphasize that treatment for dyslexia is a long road because there is no cure for it.

"The therapy isn't trying to fix them because there's nothing to fix," Cox says. "I think it just works to re-wire the reading part of their brain a little bit so maybe instead of hitting 10 spots before it gets to its destination, maybe it hits like three spots."

Like her daughter and her husband, she says children with dyslexia tend to be creative, entrepreneurs, socializers and great problem solvers.

Cox says her daughter has been doing serious, dedicated therapy for six years and she is now reading at grade level.

"She can read out loud in class now," Cox says. "The issue still is she does not comprehend what she reads - barely at all."

So, Cox buys the books her daughter reads in school in the print and audio versions, and her daughter reads ahead before class, so she is prepared for independent reading and writing in class.

It's a lot of work, including trying a variety of things to find what works for her daughter, who has been an active part of her own success.

"If she hears it, she can remember it all," she says. "Often, she'll just listen to audio books for fun while she's doing art projects and stuff."

Cox's daughter is in middle school now, and she allows her to handle her own social situations as much as possible.

"I think everything we've done up to this point has helped her just operate with confidence and some grace. She's not as hard on herself," Cox says.

She has regular conversations with her daughter about what is happening in school and how she is feeling. Walking the family dog together gives Cox time to talk to her daughter about challenges she's facing in school.

"Find a way to make it natural for your child to discuss what's going on with them because everything's changing all the time, and they're changing all the time," Cox says.

Children often lack the experience and reasoning ability to problem-solve for themselves. However, parents can help by listening as children identify daily struggles.

"If they can verbalize that to you," Cox says, "then you can help them come up with solutions and so can their therapists."

Parents need therapy, too, she says, as they cope with their child's learning differences.

"I still seek help in coping as a parent with the dyslexia and ADD issues that we deal with every day," Cox says. "When I'm frustrated because I can't come up with a solution, then I get to ask the therapist who really understands this stuff, 'What can we do here?'"

Cox has some advice for parents who are disheartened because their child has received a diagnosis of dyslexia.

"It's not the end of the world. It's going to take some time and some effort and some treatment, maybe, but there's so much more to your child than just making sure they can read," Cox says. "If you can take a breath and step back and look at the whole picture, there really is so much more to this person in front of you than, 'Can they read this paragraph right now?'"

Blanchette says there are hurdles, but children with dyslexia can learn to read.

"If they get the right multi-sensory, structured language instructions, they're going to thrive and flourish and learn how to read," she says. TK

What to Do When the School Wants to Remove IEP Services

By **Cheryl Maguire**





JENNIFER'S (name changed for privacy) son was on an IEP (Individual Education Plan) for seven years due to a diagnosis of ADHD and an LD (learning disability) in writing and reading. During her son's most recent team meeting, the school personnel stated they would like to remove his services since he was doing well in school. Jennifer felt that if the services were removed that her son would not continue to receive good grades.

According to the National Center for Statistics, the number of students receiving special education services has increased, from 6.4 million to 7.0 million between 2011–12 and 2017–18. National Education Association states that nationwide the current average per student cost in public schools is $7,552, and the average cost per special education student is an additional $9,369 per student (total average cost is $16,921 per special education student). This additional cost might be a reason school personnel would want to remove services for students who are receiving high grades.

"If a child is improving and meeting goals, that does not mean declassification is the answer. In my practice, 99 percent of the time a child's performance improves due to the IEP services. Removing the services could lead to regression," says Dr. Kimberly Williams, a pediatric neuropsychologist and clinical psychologist with offices in Long Island and Brooklyn, New York.

WHEN THE SCHOOL RECOMMENDS REMOVING YOUR CHILD'S IEP SERVICES YOU CAN DO THE FOLLOWING:

Enable Your Right to Stay Put

"Many parents don't realize that if a school tries to remove IEP services, they can enact their legal right to 'stay put,' which means the services must stay in place," said Nancy Gardner, co-chair of East Bridgewater SEPAC.

Under the law, parents are a member of the special education team even though it may not feel that way at times. You can submit a letter requesting that the services "stay put," which means that the IEP cannot be removed.

"After initiating the request, there would be a team meeting with the parent to discuss options," says Sherilyn Walton, family support program coordinator with The ARC of Oklahoma.

Get Documents Time Stamped

Any letters such as a "stay put letter" that you submit must be time-stamped to prove that the school received the letter. If your case moves to mediation or due process, then you will need documentation to prove your case. If it isn't time-stamped, then school personal can state they never received it.

Request Meeting Notes

You can request meeting notes from every IEP meeting. Gardner recommends doing this for every meeting, even non-contentious ones, so that you have a record of everything discussed.

Speak To Free Organizations

Every state is required to have a Parent Training and Information Center, which is an organization that provides free information to parents of children with disabilities. This organization can provide you with free advice regarding the next steps to take. In Oklahoma, contact the Oklahoma Parent Center (OPC) at oklahomaparentcenter.org. There are also organizations such as SEPAC (Special Education Parent Advisory Councils) that can provide support. The ARC of Oklahoma (thearcok.org) also provides special education advocacy as well as several other services for individuals with developmental disabilities and their families.

"By federal mandate, every state must have a Protection and Advocacy System for people with disabilities," says Melanie Musson, special education teacher and educational writer for Free Legal Advice.



"Many parents don't realize that if a school tries to remove IEP services, **they can enact their legal right to 'stay put,'** which means the **services must stay in place,"** said Nancy Gardner, co-chair of East Bridgewater SEPAC.

Oklahoma's advocacy agency is the Oklahoma Disability Law Center, Inc. (ODLC).

Research Non-Compliance Issues

If the school wants to remove the IEP services, the school might not be providing the accommodations.

"Often the district wants to declassify because the child 'does not use' the IEP accommodations. This may be the fault of the school and a non-compliance issue of the district. Children may not use services because they are stigmatized and/or the child may not be a good self-advocate. Using services is not the responsibility of the student, it's the responsibility of the school team to enforce," says Dr. Williams.

IEPs Don't Expire

According to the Wrightslaw website, "The IEP will not 'expire.' It remains in effect until a new one is written, or you agree that an IEP for specialized instruction and related services are no longer needed." If you write a "stay put" letter then the last IEP remains in place until the disagreement with the school is resolved.

Check if the Student Achieved the IEP Goals

"Parents must ask if the IEP goals and the objectives have fully been achieved. 'Almost there' or 'We anticipate improvements' does not count. If goals have not been achieved, you cannot declassify," Dr. Williams says.

Dr. Williams explains that if it is determined that the IEP goals have been 100 percent achieved, then new goals may be necessary. She says, "For example, if a child has met the goal of writing a four- to five-sentence paragraph, perhaps the next goal is independently writing an essay with rich vocabulary and transition words."

Dr. Williams explains that often the IEP goals and objectives are improperly written and the means to objectively measure success is inadequate. She suggests that parents should closely review the IEP goals.

Dr. Tamera Foley, CEO of Education 4 All Now LLC, recommends that parents say, "Based on the information presented, the child has not met his goals so the IEP has not been met."

Request Additional Testing

If you don't agree with the school's evaluation, parents have the right to request additional testing.

"Parents can ask for an evaluation if one has not been completed within three years by the district. If an evaluation has been completed within three years and the parents don't agree with the findings, then they can request that the school district provide an Independent Evaluation. Normally the parent is given a list of experts in the area and field to choose from and the amount the district will pay for the evaluation," Dr. Foley says.

Use Data

"Sometimes schools respond to data and evidence. A parent can research articles explaining the ADHD (or others) is a lifelong disorder. Although children's symptoms can improve, as curriculum demands change, they can still require accommodations. In the situation of the student receiving an IEP for seven years, that already implies longstanding needs for support and if changes must occur, it should be gradual and not all at once," Dr. Williams says.

You can also provide other types of data such as a record of the number of hours it takes to complete homework.

"Parents can present information that teachers wouldn't necessarily see, such as a log of how late a student stays up completing homework or the stress they express to parents or other trusted adults. Often, school personnel see high grades and a student well prepared for class without understanding the effort it took to achieve the grades," says Ruth Wilson, an educational therapist, a high school principal and founder of The Polytech.

Wilson explains that parents are a mandatory part of the IEP and so their evidence of how the student functions outside of the school is critical information that must be considered and written into the present levels of performance section.

Dr. Foley recommends that parents say, "Based on the data presented, there is still a gap in the child's academics/behaviors that can only be addressed through specialized supports and services."

Try to Collaborate with the School

It may feel challenging to work with the school, but it is important to try to reach a middle ground because that is usually the best option for your child.

"It is important for parents to work with their school districts. In my experience as an education attorney, the best outcomes for kids occur when parents and school districts work together in a collaborative manner. While that is not always possible, that should be the goal," says Christine Soto, Esq., attorney at Florio Perrucci Steinhardt & Cappelli.

Hire An Advocate or an Education Lawyer

If you are unable to make any progress with collaborating with the school regarding your child's special education services, it might be necessary to hire a professional.

"There are special education attorneys that cost a small fortune, but there are also non-attorney parent advocates who can be more affordable and highly effective. Many cities have parent advocacy centers that offer lower fees to guide parents through the CSE and IEP process," Dr. William says. TK

Cheryl Maguire holds a Master of Counseling Psychology degree. She is married and is the mother of twins and a daughter.

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8906 E. 34th St., Tulsa
918.296.3113 Ext. 111
www.tandcschool.org

Founded in 1961, Town & Country School is Northeastern Oklahoma's only accredited, non-public, full-day program specifically designed to meet the needs of students who have been diagnosed with learning disabilities, ADHD and Autism Spectrum Disorders. Serving students in grades 2–12, Town & Country improves each student's life by advancing critical academic, social and personal skills through individualized attention, family support and flexible curriculum enhancements. Children with learning disabilities, ADHD, and Autism Spectrum Disorders are bright — they just learn differently. We look beyond their difficulties to find our student's strengths. This builds self-esteem and inspires our students to learn. We believe that by providing the tools and skills needed our students can succeed in their life goals.

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815 S. Utica Ave., Tulsa
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*AAOA website source
Physicians: Stephen M. Brownlee, MD; Jeremy G. Foon, MD; David W. Hall, MD; Anthony E. Loehr, MD; Landon Massoth, MD; Evan R. Moore, MD; William P. Sawyer II, MD; Christopher R. Siemens, MD; Atul M. Vaidya, MD; David W. White, MD

J.D. MCCARTY CENTER

2002 E. Robinson St., Norman
405.307.2800
pr@jdmc.ok.gov
jdmc.org

The J.D. McCarty Center for children with developmental disabilities serves children from birth to 21 years old. The center is a pediatric rehab hospital that provides medical care and physical, occupational, speech and language therapy and Applied Behavior Analysis therapy for children on an inpatient and outpatient basis.

THE MARY K. CHAPMAN CENTER FOR COMMUNICATIVE DISORDERS

2820 E. 5th St., Tulsa
918.631.2504
healthsciences.utulsa.edu/communication-disorders/speech-hearing-clinic

The Mary K. Chapman Center for Communicative Disorders at The University of Tulsa provides professional audiology and speech-language pathology services to individuals of all ages. The center is a clinical learning facility of the speech-language pathology program. University students, under supervision of the program's faculty, provide assessment and therapy services for a variety of speech, language and hearing disorders. The center is located in a well-equipped building accessible to persons with disabilities. All audiology and speech-language pathology faculty are certified by the American Speech-Language-Hearing Association and are licensed by the State of Oklahoma Board of Examiners for Speech-Language Pathology and Audiology.

The clinic provides a variety of services by appointment. Medical, educational and self-referrals are accepted. Services available include:

- Free speech-language and hearing screening tests for children
- Free hearing screenings for adults
- Speech-language assessment (evaluation)
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- Augmentative communication

The clinic is open Monday through Friday from 8 a.m. to 5 p.m. Call 918-631-2504 for appointments.



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Are lice really a risk around Halloween?

The simplest answer is yes, but a few cautionary steps can prevent most issues.

Costume Shopping: Limit exposure to lice by avoiding trying on masks, costumes, winter hats or anything that goes on your head in a store. Once off the host, lice die in about 48 hours, so in some sense these products are self-cleaning. But if you are the unlucky person to try on a hat right after a lice-positive person, you can very easily be infected.

Selfies: Halloween has become a fun night out for teenagers. No night out for a teenager is complete without some group selfies. Head-to-head contact is the primary way humans get lice. Whether your kids are six or sixteen, be mindful of being in close head-to-head contact with large groups.

Prevention: On the big night, keep your hair in ponytails or braids. This improves your chances of avoiding lice even when you are exposed.

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Sarah Clavin

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1. Smaller classes — As the holidays approach, many families start to travel, which results in periodic absences from their regular swim class. This means smaller classes throughout the winter months and more one-one time to focus on specific skills. Plus, the winter months are shorter, which means tuition is pro-rated (#savings!), and holidays are accounted for when booking classes.

2. Health benefits — Exercise benefits every part of the body, including the mind. Exercise can help people sleep better. It can also help some people who have mild depression and low self-esteem. Moreover, aerobic exercise is great for increasing lung capacity, strengthening muscles and pushing blood through the body!

3. Get a head start on summer — Why wait until summer to learn to swim when you can learn now and be ready to enjoy the pool when it warms up!? Not to mention the added perk of water safety education and being prepared for any situation: ice, cold water, falling in the pool, swimming with a lifejacket, boating, water rescue, etc.

6415 S. Mingo Rd., Tulsa
525 W. 91st St. S., Jenks
918.254.1988
MillerSwimSchool.com

Miller swim school

GREENHOUSE PEDIATRIC THERAPY



Kassie Allison, MOT, OTR/L

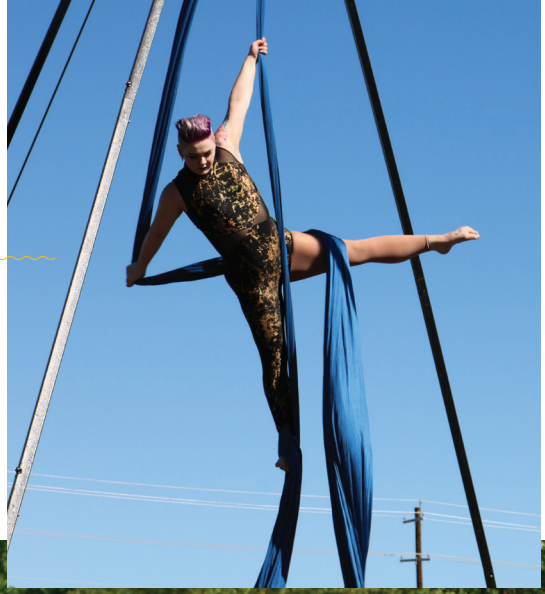
Last year, trick-or-treating was a disaster for my daughter. How can we make it better this year?

Halloween is tricky for a lot of our kids. People walking around everywhere, masks, scary costumes and houses, waiting your turn to ask a stranger for candy and only getting one piece (but maybe not the one you want), wearing a potentially uncomfortable costume, and loads of sugar...whew!

First, give your daughter the option to not participate. Prep her with what to expect and let her know she can stop any time. Allow the option of not wearing a costume or removing it any time. Costumes might be better tolerated without masks and with comfy pajamas underneath. Keep trick-or-treating time short. Pulling her in a wagon might help with the stress of walking among the crowd. Avoid busy environments or extra-crowded spaces. Noise-cancelling headphones can be helpful for kids who are overwhelmed by sounds and commotion. Maybe she would like to stay home with her own bag of candy and help hand out candy to trick-or-treaters, or just turn out the lights and watch a movie while eating her preferred candy instead. Plan a peaceful recovery day the next day. Happy Halloween!

2033 W. Houston, Broken Arrow
11211 N. Garnett, Ste. B, Owasso
918.994.7799
GreenHousePeds.com

GREENHOUSE pediatric therapy



PATHWAYS FALL CARNIVAL
OCTOBER 15
Details p. **51**

Support Pathways Adult Learning Center — while having tons of fun — at the **Pathways Fall Carnival** October 15.

PHOTO CREDIT: MEGAN STITT

OCTOBER 2022

SCAN THE QR CODE
to find more events at
tulsakids.com/calendar!



TULSA NATIVE AMERICAN DAY CELEBRATION
OCTOBER 10
Details p. **51**

PHOTO COURTESY OF CITY OF TULSA



WALKING TOUR AT TULSA ZOO
WEEKLY
Details p. **50**

Hop on over to **Tulsa Zoo** for weekly storytime Wednesday mornings!

PHOTO COURTESY OF TULSA ZOO

BROUGHT TO YOU BY
TULSA ZOO

October 1 Saturday

BIPLANE SHOW

All ages, 9 a.m.-4 p.m., Tulsa Air and Space Museum, 3625 N. 74th E. Ave., tulsamuseum.org

See local biplanes and talk to pilots. Beautiful biplanes = DOUBLE TROUBLE!

TREE FORT STORY TIME

All ages, 11-11:30 a.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

Meet in the shade of the Tree Fort in the Children's Discovery Garden as guest reader shares a nature-related story. Free with admission.

CHARACTERS

All ages, 2 p.m., Spotlight Theatre, 1381 Riverside Dr., tulsaspotlighttheater.com

Enjoy an original production performed by Spotlight Children's Theatre. Additional showtimes October 2, 7-9.

HADESTOWN

Recommended ages 8+, 2 and 8 p.m., Tulsa PAC, 110 E. 2nd St., celebrityattractions.com

Intertwining two mythic tales, *HADESTOWN* is a haunting and hopeful theatrical experience that grabs you and never lets go. Additional showtimes through October 2.

October 2 Sunday

WHEN THEY GO LOW

Ages 13+, 2 p.m., Clark Youth Theatre, 4825 S. Quaker Ave., clarkyouththeatre.com

When They Go Low explores everyday feminism, consent and the changing face of teenage sexuality in an online world. Also October 1, 7:30 p.m.

October 3 Monday

MONDAY MORNING PROGRAMMING

Ages 0-4, 11 a.m., Discovery Lab, 3123 S. Riverside Dr., discoverylab.org

The youngest Discovery Lab visitors are invited to enjoy special programing in the Little Lab!

October 4 Tuesday

BUILD A READER STORYTIME: BABIES (F) (W)

Ages 0-2, 10-10:20 a.m., Hardesty Regional Library, 8316 E. 93rd St., tulsalibrary.org

Learn and enjoy songs, stories and activities that are just right for your little one.

GRAPHIC NOVEL CLUB (F)

Ages 10-13, 3:30-4:30 p.m., Martin Regional Library, 2601 S. Garnett Rd., tulsalibrary.org

Celebrate Teens Read Month and Hispanic Heritage Month by discussing the graphic novel *Miss Quinces* by Kat Fajardo.

October 5 Wednesday

BUILD A READER STORYTIME: BABIES & TODDLERS (F) (W)

10-10:20 a.m., Schusterman-Benson Library, 3333 E. 32nd Pl., tulsalibrary.org

This beginning storytime focuses on helping your baby or toddler develop important literacy skills while emphasizing the fun of reading.

October 6 Thursday

GAMES IN THE GARDEN (F) (W)

Ages 4-10, 3:30-4:30 p.m., Central Library, 400 Civic Center, tulsalibrary.org

Enjoy some outdoor fun and games (weather permitting) after school.

OWASSO GATHERING ON MAIN (F)

All ages, 6-9 p.m., Owasso Main Street, owassogathering.com

This seasonal street fair includes live music, a Kids Zone, vendors, food trucks and other entertainment.

October 7 Friday

FALL TRADERS ENCAMPMENT

All ages, Oct. 7-8, Woolaroc, 1925 Woolaroc Ranch Rd., Bartlesville, woolaroc.org

A historically accurate recreation of an 1840s settlement, hosted by Woolaroc's Mountain Men.

BOOK WIZARDS (F)

Ages 6-10, Judy Z. Kishner Library, 10150 N. Cincinnati Ave., Sperry, tulsalibrary.org

Join Ms. Caroline to discuss a featured book, review literary concepts and enjoy a snack and activities.

October 8 Saturday

BIXBY TOY TRAIN SHOW

All ages, 9 a.m.-3 p.m., Bixby Community Center, 211 N. Cabaniss Ave., Bixby, www2.tulsacounty.org

Buy, sell or trade and see operating train layouts on a variety of scales.

SECOND SATURDAY DOG DAY

All ages, 10 a.m.-1 p.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

Dog Days are special days when dogs can join you for a walk (and a sniff) in the Garden. See website for special dog day activities and pricing.

WALKING TOUR AT TULSA ZOO (W)

All ages, 10-11 a.m. and 11 a.m.-12 p.m., Tulsa Zoo, 6421 E. 36th St. N., tulsazoo.org

Learn about specific animals at the Tulsa Zoo and the conservation of these species in the wild.

FULL HUNTER MOON WALK

All ages, 7-8:30 p.m., Oxley Nature Center, 6700 Mohawk Blvd., oxleynaturecenter.org

Take an evening hike beneath the full moon! Registration required by 4:30 p.m. two days before the walk. Call 918.596.9054 to register.



It's double trouble at **Tulsa Air and Space Museum's Biplane Show** on October 1!

PHOTO COURTESY OF TASM



Celebrate Tulsa's Sixth Annual **Native American Day** at Dream Keepers Park October 10.

PHOTO COURTESY OF CITY OF TULSA

October 9 Sunday

SPOOKY STORY CREATIVE WRITING CONTEST (F)

Ages 8-18, October 1-31, tulsalibrary.org

Throughout October, kids ages 8-18 are invited to submit an original work to Tulsa City-County Library's Spooky Story Contest! Learn more at tulsalibrary.org/spooky-stories-contest.

October 10 Monday

TULSA NATIVE AMERICAN DAY CELEBRATION (F)

All ages, 9 a.m.-5 p.m., Dream Keepers Park, 1875 Boulder Park Dr., facebook.com/tulsanativeamericanday

Join the City of Tulsa for the 6th annual Tulsa Native American Day Celebration. There will be a parade at 11, and art exhibitions and vendors.

INDIGENOUS PEOPLE'S DAY

All ages, 10 a.m.-5 p.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

Tulsa Botanic Garden will be open, and all tribal members will receive half-price admission.

October 11 Tuesday

TULSA MASTER GARDENERS LUNCH AND LEARN: WINTER BIRD SURVIVAL (F)

For adults, 12-1 p.m., Central Library, 400 Civic Center, tulsalibrary.org

Learn how to help our feathered friends get through the cold! Bring your lunch.

OUT-LIT: BYOB DISCUSSION PARTY (F)

Ages 12-18, 5-6 p.m., Central Library, 400 Civic Center, tulsalibrary.org

Come and share your favorite titles, including LGBTQIA2S+ YA books, in a safe, inclusive and affirming environment at this BYOB (Bring Your Own Book) party.

October 12 Wednesday

KIDS CONNECTION (F)

Grades K-5, 4:30-5:30 p.m., The Arc of Oklahoma, 2516 E. 71st St., Suite A, thearcok.org

Social group for students in kindergarten through 5th grade with high-functioning autism. Contact Sherilyn at SWalton@TheArcOK.org or Steve at SPitts@TheArcOK.org for more information.

CAFECITO, LIBROS Y CHISME: LATINA-FOCUSED BOOK CLUB (F)

Ages 16+, 6:30-7:30 p.m., Martin Regional Library, 2601 S. Garnett Rd., tulsalibrary.org

Celebrate Hispanic Heritage Month by reading and discussing *I Am Not Your Perfect Mexican Daughter* by Erika L. Sánchez.

October 13 Thursday

TEEN SCENE (F)

For tweens and teens, 4-6 p.m., Jenks Library, 523 W. B St., Jenks, tulsalibrary.org

Teens and tweens are invited to hang out, play games, create art or study.

PAWS FOR READING (F)

Ages 5-12, 4:30-5:30 p.m., Martin Regional Library, 2601 S. Garnett Rd., tulsalibrary.org

Kids 5-12 are invited to read their favorite books to a registered therapy dog. Must pre-register at tulsalibrary.org/events or by calling 918.549.7323.

October 14 Friday

NOT-SO-SPOOKY BLANKET FORT NIGHT (F)

For preschoolers and elementary students, 6:15-7:30 p.m., Schusterman-Benson Library, 3333 E. 32nd Pl., tulsalibrary.org

Bring your blankets, pillows and flashlights to build reading forts around the library! There will be stories and snacks. Feel free to wear a costume!

October 15 Saturday

KOI RELEASE PARTY

All ages, 9-10 a.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

Meet the koi fish and see them released in the pond in the Children's Discovery Garden. Drinks will be available for purchase, there will be Q&A, storytime, scavenger hunt, cookies, fish feeding and more. tulsabotanic.org

PATHWAYS FALL CARNIVAL (F)

All ages, 10 a.m.-2 p.m., Pathways Adult Learning Center, 4102 E. 61st St., pathwaysok.org

Be amazed by aerial performances, visit the petting zoo, show off your own pet at the Pet Fashion Show and enjoy many other fun activities.

This information is correct to the best of our knowledge. However, check with the organizer before attending events, as information can change.



Have a purr-fectly entertaining evening at **Philbrook's Internet Cat Video Festival** October 21.

PHOTO COURTESY OF PHILBROOK MUSEUM OF ART

FAMILY DAY (F)

All ages, 1-3 p.m., Will Rogers Birthplace Ranch, 9501 E. 380 Rd., Oologah, willrogers.com

Bring the family out for 19th-century games, hands-on activities and crafts.

October 16 Sunday

Find more kid-friendly events at **tulsakids.com/calendar**!

October 17 Monday

DIGITAL LITERACY LAB ORIENTATION (F)

For adults and teens, 11 a.m.-12 p.m., Central Library, 400 Civic Center, tulsalibrary.org

Learn more about the AEP/PSO Digital Literacy Lab. Must pre-register at tulsalibrary.org/events or by calling 918.549.7323.

October 18 Tuesday

FALL BREAK COSPLAY CAMP (F)

Ages 12-18, 1-5 p.m., Central Library, 400 Civic Center, tulsalibrary.org

Join this multiday Maker Space cosplay workshop to learn cosplay and complete a project over the course of three days (October 18-20). Must pre-register at tulsalibrary.org/events or by calling 918.549.7323.

FAMILY PAINTING: EVERYONE'S FAVROITE SNOWY OWL! (F)

All ages, 5-7 p.m., Pratt Library, 3219 S. 113th Ave. W., Sand Springs, tulsalibrary.org

Paint your own magical owl! Must pre-register at tulsalibrary.org/events or by calling 918.549.7323.

STARGAZING

All ages, 6:30-8:30 p.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

Members of the Astronomy Club of Tulsa will be on hand with telescopes as we look at planets and stars. Tickets: $15 members; $20 for non-members

October 19 Wednesday

POSTCARD PEN PALS (F)

For elementary and middle schoolers, 3-4 p.m., Broken Arrow Library, 300 W. Broadway Ave., tulsalibrary.org

Learn how to craft a postcard or a short letter to a friend, caregiver or someone in our community who needs a kind word!

October 20 Thursday

GENEALOGY DETECTIVES: CEMETERY RESEARCH FOR GENEALOGISTS (F)

For adults, 10-11 a.m., Calvary Cemetery, 9101 S. Harvard Ave., tulsalibrary.org

Learn about researching cemeteries, tombstone iconography and how to care for gravestones. Must pre-register at tulsalibrary.org/events or by calling 918.549.7323.

FALL STEAM FUN (F)

Ages 3-12, 10:30-11:30 a.m., Central Library, 400 Civic Center, tulsalibrary.org

Enjoy popular autumn crafts with a science twist.

TURN YOUR CHILD INTO A BOOK MONSTER (F)

For adults, 6-7 p.m., South Broken Arrow Library, 3600 S. Chestnut Ave., Broken Arrow, tulsalibrary.org

Make reading fun for your child and turn them into a book monster!

NATIVE GHOST STORIES FROM THE REZ! (F)

Ages 10+, 7-8 p.m., Zarrow Regional Library, 2224 W. 51st St., tulsalibrary.org

Come and listen to eerie stories from Indian Country ... if you dare!

October 21 Friday

INTERNET CAT VIDEO FESTIVAL

All ages, 5-9:45 p.m., Philbrook Museum, 2727 S. Rockford Rd., Philbrook.org

It's the 10th anniversary of Philbrook's Cat Video Festival!



The Leukemia & Lymphoma Society's annual **Light the Night** walk brings awareness to those affected by blood cancers.

PHOTO CREDIT: DEBBIE TALLEY



Caroline Bowman as Elsa and Carole Innerbichler as Anna in the **Frozen North American Tour.**

PHOTO BY DEEN VAN MEER ©DISNEY

PAINTING IN THE PLANETARIUM

Ages 8+, 6:30-9 p.m., Tulsa Air and Space Museum, 3624 N. 74th E. Ave., tulsamuseum.org

Enjoy a family-friendly painting in October that features pumpkins and a full moon. Space limited, must pre-register.

October 22 Saturday

FROZEN

Recommended ages 6+, 8 p.m., Tulsa PAC, 110 E. 2nd St., tulsapac.com

The story of sisters Anna and Elsa comes to life in this magical, musical Broadway production. Additional showtimes available October 20-29.

LIGHT THE NIGHT

All ages, 5:30 p.m., Oklahoma Aquarium, 300 Aquarium Dr., Jenks, lightthenight.org

Gather as a community to celebrate, honor, and remember those touched by blood cancers, while raising money for The Leukemia & Lymphoma Society.

October 23 Sunday

OPEN SWIM (W)

All ages, 4-6 p.m., Miller Swim School, 4-6 p.m., 6415 S. Mingo Rd., millerswimschool.com

Have fun swimming with friends and family!

October 24 Monday

3D PRINTER DEMONSTRATION! (F)

Ages 10-18, 4-5 p.m., Charles Page Library, 551 E. 4th St., Sand Springs, tulsalibrary.org

Watch a demo of a 3D printer and learn what it takes to be able to use one of TCCL's 3D printers.

October 25 Tuesday

MEMBERS' EARLY MORNING

7-10 a.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

Garden members can enjoy the Garden in the earlier, cooler hours of the morning! It's a great time for photography, bird-watching or a stroll through the Garden.

BIXBY TEEN ANIME & MANGA CLUB (F)

For 6th-12th grade, 6-7 p.m., Bixby Library, 20 E. Breckenridge Ave., Bixby, tulsalibrary.org

Discuss your favorite manga and watch anime!

October 26 Wednesday

STORY TIME AT TULSA ZOO (W)

All ages, 10 a.m., Tulsa Zoo, 6421 E. 36th St. N., tulsazoo.org

Listen to a story and meet an animal ambassador each Wednesday morning inside the Cox Nature Exchange.

NATIONAL PUMPKIN DAY

10 a.m.-5 p.m., Tulsa Botanic Garden, 3900 Tulsa Botanic Dr., tulsabotanic.org

All pumpkins for sale will be 20% off for the day.

TEEN CONNECTION (F)

Grades 6-12, 4:30-6 p.m., The Arc of Oklahoma, 2516 E. 71st St., Suite A, thearcok.org

Social group for middle and high school students with high-functioning autism. For more info, call 918.582.8272 or email Sherilyn at SWalton@TheArcOK.org or Steve at SPitts@TheArcOK.org.

October 27 Thursday

BUILD A READER STORYTIME: FAMILY BEDTIME STORIES (F)

Ages 0-5, 6:30-7 p.m., Owasso Library, 103 W. Broadway St., Owasso, tulsalibrary.org

Children are welcome to wear their pajamas for this cozy evening storytime!

October 28 Friday

WILL ROGERS MOVIE NIGHT: *FIEVEL GOES WEST* (F)

All ages, 6-9 p.m., Will Rogers Memorial Museum, 1720 W. Will Rogers Blvd., Claremore, willrogers.com

Participate in movie-themed crafts and other fun from 6-7 p.m., then watch this beloved movie beginning at 7 p.m. Free popcorn and snacks provided.

October 29 Saturday

OCTOBER BOOK PARTY (F)

For elementary and middle schoolers, 1-2:30 p.m., Central Library, 400 Civic Center, tulsalibrary.org

Join Tulsa City-County Library for a spooky movie based on a popular children's series. Snacks, crafts, games and more provided.

October 30 Sunday

Find more events at **tulsakids.com/calendar!**

October 31 Monday

HAPPY HALLOWEEN!

Don't miss our page of Halloween activities!

This information is correct to the best of our knowledge. However, check with the organizer before attending events, as information can change.

SPONSORED BY

HALLOWEEN FESTIVAL the Castle MUSKOGEE, OK

TULSAKIDS'

FALL Family Fun Guide

Find more fang-tastic fun at **tulsakids.com/Halloween.**





Halloween EVENTS

TRICK OR TREAT EVENTS

BOO-TANICAL BANDS & BLOOMS

October 6, 13, 20 and 27, 5:30-8 p.m.

Tulsa Botanic Garden, 3900 Tulsa Botanic Dr.

Trick-or-treat to unique, nature-themed stations in the Garden. Live music, food and drinks will be available for sale. Regular admission plus $10-12/trick-or-treater. See website for details and tickets. tulsabotanic.org



PHOTO COURTESY OF TULSA ZOO

HALLOWZOOEEN

Friday, October 21 and 28, 6-9 p.m.; Saturday, October 22 and 29, 1-4 p.m. and 6-9 p.m.; Sunday, October 23 and 30, 1-4 p.m.

Tulsa Zoo, 6421 E. 36th St. N.

Tulsa Zoo's premier spooky (but not-too-scary) Halloween trick-or-treat event for the whole family returns with two weekends of both morning and evening trick or treating! tulsazoo.org/boo

BROOKSIDE BOOHAHA

October 22, 9 a.m.-12 p.m.

Brookside, Peoria between 31st and 41st

This popular Halloween event is back, with a parade, trick or treat stops, costume contests and more. tulsaboohaha.com

HALLOWMARINE

October 25-31, 6:30-9 p.m.

Oklahoma Aquarium, 300 Aquarium Dr., Jenks

Follow the Trick-or-Treat trail for candy and see Oklahoma Aquarium's fascinating marine life in the surrounding exhibits. Dress up in your best Halloween costume for a chance to win prizes!

SPARKY'S SPOOKTACULAR TRUNK OR TREAT

October 27, 6-8 p.m.

Hicks Park, 3443 S. Mingo Rd.

Dress up in your Halloween costumes and gather candy and toys in a fun and safe environment. There will be games, Bounce Houses, food trucks, and more. cityoftulsa.org

TRUCK, TRUNK OR TREAT!

October 29, 11 a.m.-2 p.m.

Tulsa Air and Space Museum, 3624 N. 74th E. Ave.

Kids can trick or treat from new FORD Trucks, vintage cars and WWII Military Vehicles. tulsamuseum.org

TRICK OR TREAT AND HUNT AT THE LIBRARY!

October 31, 9 a.m.-9 p.m.

Rudisill Regional Library, 1520 N. Hartford Ave.

Stop in all day for trick-or-treating and a Halloween scavenger hunt for not-so-spooky prizes. For all ages. tulsalibrary.org

HALLOWEEN NIGHT AT THE MUSEUM

October 31, 6-8 p.m.

Will Rogers Memorial Museum, 1720 W. Will Rogers Blvd., Claremore

The Will Rogers Memorial Museum in Claremore will be open from 6-8 p.m. for trick-or-treaters of all ages. willrogers.com



PHOTO COURTESY OF CASTLE OF MUSKOGEE


PHOTO COURTESY OF LINDSEY COPES

OTHER FRIGHTFULLY FUN ACTIVITIES

HALLOWEEN FESTIVAL AT CASTLE OF MUSKGOEE

Fridays and Saturdays, September 29-October 29, 6-10 p.m.

Castle of Muskogee, 3400 W. Fern Mountain Rd., Muskogee

Castle of Muskogee's annual Halloween Festival has attractions for people of every age and desired scare level. Plus, you can purchase Halloween decor and costumes on-site as well as food and beverages. okcastle.com.

HAUNTED HISTORY ON THE HILL

October 15, 6-9 p.m.

Chandler Park, 6500 W. 21st St.

Make Halloween crafts and listen to haunted history stories. Plus, there will be a flashlight candy hunt for ages 0-12. $1 per person. www2.tulsacounty.org

PIRATES AND PRINCESSES

October 21 and 28, 5 p.m.

Tulsa Zoo, 6421 E. 36th St. N.

Enter the zoo early for a feast fit for your little princess or your budding buccaneer during Pirates and Princesses. This swashbuckling adventure includes an interactive character dinner with pirates and princesses, admission to HallowZOOeen and Bank of Oklahoma Haunted Train tickets. tulsazoo.org/zoo-events/feast

PUMPKIN PALOOZA!// ¡PALOOZA DE CALABAZAS!

October 21, 5:45-7:30 p.m.

Martin Regional Library, 400 Civic Center

Fall fun for the whole family, including pumpkin painting, scary stories and a bad art contest. Halloween costumes are encouraged! tulsalibrary.org

LITTLE SHOP OF HORRORS

October 21-22, 28-29, 8 p.m.; October 23 and 30, 2 p.m.

Tulsa PAC, 110 E. 2nd St.

A quiet hero. A sweet girl. A singing, man-eating plant. What could possibly go wrong? Presented by Theatre Tulsa. tulsapac.com

HALLOWEEN CARNIVAL

October 28, 6-8 p.m.

Whiteside Park, 4009 S. Pittsburg Ave.

Play unlimited carnival games, participate in a costume contest and grab something to eat from food trucks. cityoftulsa.org

HOCUS POCUS MOVIE IN THE PLANETARIUM

October 29, 3 and 5:30 p.m.

Tulsa Air and Space Museum, 3624 N. 74th E. Ave.

Watch this Halloween favorite in TASM's beautiful planetarium theater! tulsamuseum.org

MUMMY & ME HALLOWEEN DANCE

October 29, 6-9 p.m.

Bixby Community Center, 211 N. Cabaniss Ave., Bixby

Mummies of all ages! Bring your goblins, witches, and superheroes to a spook-filled Halloween dance. $5 per person. www2.tulsacounty.org

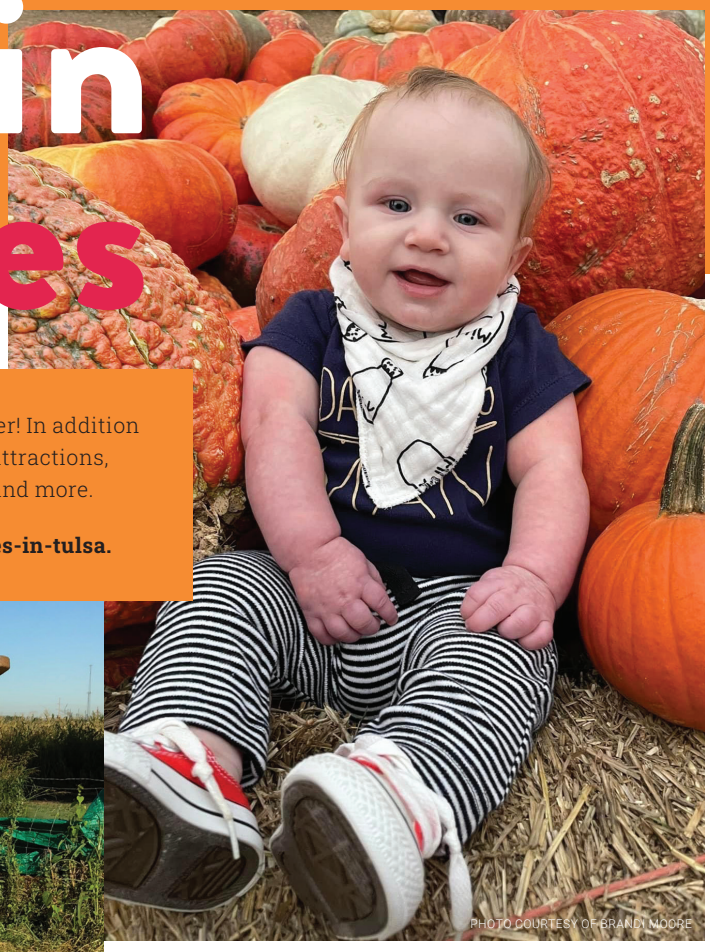
Looking for costumes?
Shop local at Spotlite Magic & Costumes!

SpotLite Magic & Costumes has been serving the Tulsa area since 1976, offering fun costumes for children and adults. SpotLite has it all: From spooky to funny, they will have you covered. 6808 S. Memorial Dr., Suite 220.

spotlitemagic.com



Pumpkin Patches


PHOTO COURTESY OF BRANDI MOORE

Pumpkin patches are a popular autumn destination, and no wonder! In addition to pumpkins, most of the following places offer a multitude of attractions, including one-of-a-kind photo ops, corn mazes, petting zoos and more.

Find additional information at **tulsakids.com/pumpkin-patches-in-tulsa.**


PHOTO COURTESY OF LINDSEY COPES

CARMICHAEL'S

September 24-October 31;
Sunday, 10 a.m.-7 p.m.;
Monday-Saturday, 9 a.m.-7 p.m.

17137 S. Mingo Rd., Bixby

carmichaelsproduce.wordpress.com

LIVESAY ORCHARDS

Opens the last weekend in September and open weekends throughout October; Saturday, 10 a.m.-6 p.m.; Sunday, 1-6 p.m.

39232 E. 231st St. S., Porter

livesayorchards.com

OKLAHOMA HERITAGE FARM

September 24-October 31;
Monday-Thursday, 9 a.m.-6 p.m.;
Friday and Saturday, 9 a.m.-7 p.m.;
Sunday, 1-6 p.m.

38512 US 75 Hwy., Ramona

okheritagefarm.com

PLEASANT VALLEY FARMS

Open daily starting September 24, 9 a.m.-7 p.m.

22350 W. 71st St., Sand Springs

facebook.com/pleasantvalleyfarmsok

PUMPKIN PATCH AT SHEPHERD'S CROSS

September 20-November 5;
Tuesday-Saturday, 9 a.m.-6:30 p.m.;
Closed Sundays and Mondays, with the exception of October 31

16792 E. 450 Rd., Claremore

shepherdscross.com

PUMPKIN PATCH FOR MISSION

October 13-31, 12-7 p.m.

First United Methodist Church of Owasso, 13800 E. 106th St. N.

facebook.com/pumpkinpatchformission

PATCH @ SAND SPRINGS & GLENPOOL

Open daily in October;
Monday-Saturday, 10 a.m.-7 p.m.;
Sunday, 12-7 p.m.

Two locations: 17516 W. 8th St., Sand Springs; 17902 S. Highway 75, Mounds

seeyouatthepatch.com

FALL Festivals



Say hello to the TulsaKids Scarecrows at **Tulsa Botanic Garden** now through October 30!

AUTUMN IN THE BOTANIC GARDEN

September 22-October 30, Tuesday-Sunday, 10 a.m.-5 p.m.; Open till 8 p.m. on Thursdays

Tulsa Botanic Garden, 3900 Tulsa Botanic Dr.

Tulsa Botanic Garden will ring in fall with pumpkins, an Oklahoma-shaped hay maze, and their annual scarecrow display along with plenty of outside activities. Over 21 varieties of pumpkins and gourds will be available for sale, as well as dried heirloom cob corn. Don't miss Bands and Blooms and trick or treating on Thursdays from 6-8 p.m. tulsabotanic.org

TULSA STATE FAIR

September 29-October 9
The Exchange Center at Expo Square, 4145 E. 21st St.

The Tulsa State Fair is back for 2022! For more information on the Livestock Show Schedules, Ford Family Food Court and vendor list, go to tulsastatefair.com

BROKEN ARROW ROSE FESTIVAL, CHALK IT UP! AND ROSE KITES OVER BROKEN ARROW

September 30-October 2

Broken Arrow

It's three festivals in one! Friday (5-8:30 p.m.) and Saturday (9 a.m.-6 p.m.) are the Rose and Chalk It Up Festivals on Broken Arrow Main Street. There will be street performances, a Kids Zone on Friday and other fun. Sunday (10 am.-4 p.m.), head to the Broken Arrow Event Park at 21101 E. 101st St. for Kites over Broken Arrow! keepbabeautiful.org

KENDALL WHITTIER ARTS FESTIVAL

October 15, 10 a.m.-6 p.m., 2205 E. Admiral Blvd.

Kendall Whittier comes alive with art vendors, interactive art, kids activities and more. visitkendallwhittier.com



PHOTO COURTESY OF BRANDI MOORE

HISPANIC/LATINX HERITAGE MONTH FESTIVAL

October 15, 11 a.m.-4 p.m.

Tulsa Global District, 21st and Garnett

Save the date for Tulsa Global District's first annual Hispanic/Latinx Heritage Month Festival!/
¡Guarde la fecha para nuestro primer Festival anual del Mes de la Herencia Hispana! facebook.com/tulsaglobal

WINTER SQUASH & PUMPKIN FESTIVAL

October 15-16

Pleasant Valley Farms OK, 22350 W. 71st St., Sand Springs

Enjoy live bluegrass music, hayrides, food vendors, a 20-acre corn maze and more! pleasantvalleyfarmsok.com

BRUSH CREEK BAZAAR

October 15-16

10900 S. Louisville Ave., Tulsa

The Brush Creek Bazaar is an event for the entire family. With live music, numerous vendors, and dining areas, the entire family will have a place to enjoy this beautiful fall weekend at South Tulsa's premier Arts and Crafts Event. brushcreekbazaar.org

TULSA OKTOBERFEST

October 20-23

River West Festival Park, 2100 S. Jackson Ave.

Tulsa Oktoberfest celebrates authentic Bavarian culture in the heart of Oklahoma. Enjoy große (huge) quantities of bratwurst, German beers, Bavarian cheesecake, great music and thousands of your friends together. tulsaoktoberfest.org

TulsaZoo

HALLOWZOOEEN

day

RESERVATIONS REQUIRED

1PM-4PM

SATURDAY	SUNDAY
10/22	10/23
10/29	10/30

&

night

6PM-9PM

FRIDAY	SATURDAY
10/21	10/22
10/28	10/29

tulsazoo.org/boo

Andy B's Bowl Social — ARACHNID ARCADE

98.5 The Bull — HAUNTED HOUSE

Bank of Oklahoma — HAUNTED TRAIN

Switchgrass Management / Burger King / Verity Family — ROYAL CASTLE

INSURICA — PUMPKIN PATCH PLAYROOM

QT — PIRATE ISLAND

102.3 KRMG Tulsa's News & Talk / MIX 96.5 Today's Best Music / K95.5 Tulsa's New Country Leader — GREEPY CAROUSEL

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