Healthy sleep habits for babies and children

When, how, where and how long our children sleep is a major preoccupation for parents. It starts with babies and their erratic sleeping patterns. Then it’s toddlers, who may balk at going to bed because they are struggling with autonomy issues and see sleep as separation from you.

Preschoolers can test your limits, too, asking for more water, more stories. Even school-age and older children can become fearful during the night or lose sleep worrying about an upcoming test or social event.

Bedtime does not have to be a battle, however. There’s a lot we can do to prevent unhealthy sleep patterns before they arise and overcome or reverse those that already exist. Here are some key points from experts to keep in mind.

Adjust your expectations

“Is your baby sleeping through the night yet?” Many new parents expect this to happen by the time a baby is a couple of months old, but this is unrealistic.

In her new book The No-Cry Sleep Solution for Newborns, Elizabeth Pantley explains, “There is no difference between day and night for newborns. It takes about six to nine weeks for an infant’s biological clock to even begin maturing, and this internal sleep/wake clock doesn’t work smoothly until four to five months of age.”

Just as it takes time for your child to develop the strength, coordination, balance and confidence to learn to walk, says Chicago pediatrician Dr. Marc Weissbluth, “It also takes time for your baby to develop night sleep consolidation, regular and long naps and self-soothing skills to ‘learn’ to sleep well.”

Create routines and rituals

- **Newborns.** A newborn baby’s sleep periods are inconsistent, ranging from 20 minutes to a few hours. Newborns awaken very easily, because they spend so much time in the lightest stage of sleep.

- **Three months old.** A three-month-old needs about 15 hours of sleep a day. You can start early to establish a tranquil bedtime routine that includes a bath, story and lullaby. This will help your baby to gradually learn that nighttime is bedtime and that bedtime is different from feeding time, talking time, playtime or naptime.

- **From three to six years old.** These are years of great social, emotional and physical development, and rituals form an important part of the night-time cooling-down period for toddlers and preschoolers, in particular. A young child’s concerns may be expressed at night...
Healthy sleep habits...
Continued from page 1...

through dreams, nightmares or resistance to going to sleep.

Kids’ growing verbal abilities make it easier for them to talk, so you need to provide opportunities to hear what’s on their minds. A bedtime ritual should include a cozy time, a story and some time for conversation.

“Bedtime rituals are helpful at every age,” says parent educator Vicki Lansky, “but don’t use lengthy presleep routines to compensate for not having seen your child all day. Packing too many good things into a short period can overstimulate your child. Make bedtime a wind down, not a wind up time.”

From ages six to nine. At this age, children are very concerned about “fairness” and not having to go to bed earlier than their friends or siblings. But since kids in school can’t make up for lost sleep the next morning, it’s important for them to stick to their bedtimes.

Help them get organized for school the night before and develop morning routines that are manageable. Continue to talk and read with them at bedtime.

From ages nine to twelve. Older kids have sleep problems, too, especially if they’re worried about a quiz the next day or upset about something that happened at school or with their peers.

It’s more difficult to exercise control over your preteen’s sleep, but this is a time when kids really need to understand their physical need for sleep. Taking time at bedtime to talk and listen to what’s on your child’s mind is still an important tradition.

Falling asleep is a skill

We all require certain conditions to fall asleep—a special kind of pillow or a glass of water next to the bed. These are called “sleep associations.” But the ones we find ourselves using with babies often backfire. For example, when babies go to sleep while eating, rocking or being held, it can be distressing for them to get up during the night and find that the conditions they went to sleep with somehow changed: a mom’s breast or a dad’s arms are no longer there.

“The process of falling asleep unassisted is a skill,” says Dr. Weissbluth in his book Healthy Sleep Habits, Happy Child. “And, as with any other skill, it is easier to teach good habits first than it is to correct bad habits later.”

He encourages parents to put babies to sleep before they get overtired, cranky, irritable and are pulling on their hair or ears.

Pantley agrees: “When your baby shows signs of fatigue, it is not time to launch into a long presleep ritual. It’s time to put your baby to bed—immediately. If you miss your baby’s signs of tiredness, he or she can quickly move into an overtired phase, get fussy and not fall asleep easily.”

More valuable advice

From four- to six-months old is a good time to ease babies away from certain things on which they have become dependent, such as being rocked to sleep.

“The baby or toddler who goes to sleep alone, cuddling a stuffed animal, holding his favorite blanket, or sucking her thumb, learns valuable self-quieting skills that can be used for many years to come,” says Dr. Weissbluth.

It’s about much more than sleep

It’s important to read your baby’s signs so you know when your little one is tired, as well as signs that he or she is hungry or stressed. But cueing in to your infant is about more than food and rest. It’s about building your relationship with this little person. You are creating a stability that will last for the rest of your child’s life.

New babies are making connections with the human beings around them. They are learning who they can trust and who they can count on for care, security and love. They are learning about the world and their place in it—and what it means to be a human being.

When you spend the early months focused on making connection with your baby, you will have easier days and nights, but, even more, you will reap the reward of a bonded, connected relationship. The pattern you set in babyhood is one that you will both build on through childhood and even into adulthood. Start on this path of connection and you can enjoy a magical, treasured lifelong bond with your child.

—From “The No-Cry Sleep Solution for Newborns,” Elizabeth Pantley (see We Recommend on page 8)

Some no-nos. Don’t put a baby over a year old to bed with milk, formula, juice or sweet drinks in a bottle, warns Lansky. It can (and will) decay new teeth and affects the formation of a baby’s mouth. If a bottle is necessary, fill it with water. If your baby is used to milk, dilute it gradually so that, in a couple of weeks, it is water only. Never give your child cereal or food of any kind in a bottle.

Achieving independence. This means not only falling asleep, but staying asleep. Teach your baby that we all wake up at night from time to time, and we can get back to sleep by ourselves. Keep visits to your baby’s room brief.

Get across the message that it’s still night time. Just keep in mind your child’s stage of development. For example, at eight or nine months, your baby may feel a resurgence of separation anxiety and become anxious when you leave the room. Your goal is to keep your child focused on falling back to sleep.

Control what you can. You can’t control your child’s going to sleep—only his or her bedtime. One option is to say, “You need to go to bed but you don’t have to go to sleep. You can stay in your crib and play until you feel sleepy.” It’s important for children to learn to entertain themselves—and it’s especially valuable when they can do it early in the morning.

Crying and you. When you’ve tried everything you can think of and your baby is still crying, a seemingly endless cycle begins: fussy baby, tired parents, family tension, more fussiness.

Take deep breaths to relieve your tension. Tell your baby how you feel—in your sweetest, softest, calmest voice. It’s okay to scream, but do it away from your child.

Get some help if you feel like you’re near the end of your rope. A good place to start is www.familydoctor.org (keyword colic). Seeking help is a sign of your intelligence and strength—not weakness.
**INTERCHANGE**

**My toddler is having transition meltdowns**

Q When it’s time to leave any social outing such as a play group, the park or even a restaurant, our two-and-a-half year old son has a meltdown. He cries, kicks, drags his feet, flails his arms and sometimes lies on the floor.

—D.E., Houston

A Transitions are often hard for toddlers and preschoolers, and a bit of complaining is developmentally appropriate. While no quick and easy solution will work for every child, here are some helpful ideas from Tina Nocera’s book *Parents Ask, Experts Answer.*

**Try to reduce the transitions** in your son’s day if you can. Pick outings that you think will have the most potential for success, and try to shape positive behavior for him around these transitions.

- **Start with a verbal message.** Tell your child it’s time to go. Ask him to put on his shoes and jacket or to gather his toys, for example. Then encourage him to say goodbye. Congratulate him on each step to reinforce his cooperation.

- **Provide specific praise** when you observe a desired behavior. For example: *You came when I called. Good for you. Thanks for getting into your car seat and letting me buckle you in. You were very cooperative.* It may also help to explain your expectations just before the activity itself.

**As transitions approach,** try playing games such as counting the steps from the door to the car. Or you might say, “Let’s be bun-nies and hop, hop, hop to the car.” Or “Let’s be as quiet as a mouse when we leave the restaurant. Tip toe, tip toe.”

**One key piece to remember** is that when you implement a new strategy for encouraging positive behavior, the unwanted behavior may actually increase before it begins to subside. Give it a week or two for positive results to take effect.

**RESEARCH REVIEW**

**Long-term friendship is harder for men**

Studies have found that family relationships have little if any impact on longevity, but friendships increase our life expectancy significantly. This raises the question: Why are women so much better than men at making and keeping friends?

“A lot of men were upset because I didn’t include them in my book,” says Maria Paul, author of *The Friendship Crisis: Finding, Making and Keeping Friends When You’re Not a Kid Anymore.* “They pointed out that women have all kinds of clubs—that there’s more cultural support for friendships among women than among men.”

Psychiatrists Jacqueline Olds and Richard Stanton Schwartz would seem to agree. In their book *The Lonely American: Drifting Apart in the Twenty-First Century,* they say that men have gotten caught up in working and are also more involved with their kids—so there’s very little time left in their lives for friendships. And for those men whose work has defined their social contacts, there’s a lot of rebuilding to do if they are to have meaningful friendships after they retire, Dr. Schwartz suggests.

Typically, from childhood on, men’s friendships are based on mutual activities like sports rather than what’s happening to them psychologically. Many men think that talking about their emotions or about personal matters with other men is just not “manly.” It makes them uncomfortable.

A lot men also call their wives their “best friend,” and they rely on them to maintain the couple’s social connections, says *New York Times* “Well” columnist Jane Brody.

She suggests that differences between male and female friends tend to start early. Young girls find more activities and ways to play together than boys do. And research suggests that long-term friendship involves a time commitment.

“What sustains relationships is a regular rhythm of seeing each other,” says Dr. Schwartz. “It’s best to build a pattern of activities—rather than having to make a special effort to see one another.”

Many men are making a special effort to maintain their friendships. Some are starting their own book clubs and reading groups. Others are joining a gym or health club, volunteering at a local museum or animal shelter, attending worship services and getting together with other men to run, jog or walk their dogs.

**Being around other languages has its benefits**

Being multilingual has very obvious advantages. And now researchers have found some less-than-obvious ones as well. A University of Chicago study published in “Psychological Science” suggests that bilingual kids have improved social and cognitive abilities because they get daily practice in considering other perspectives and contexts.

They have to consider who speaks what to whom, who understands which content, and when and where different languages are spoken.

Luckily, these talents were also found among monolingual children who were regularly exposed to other languages—spoken by their grandparents or even by other kids they played with.

“Being raised in an environment in which multiple languages are spoken, rather than being bilingual per se, is the driving factor,” the report said.


A step-by-step guide to solving an elder care problem

By Joseph Ilardo, PhD, LCSW and Carole Rothman, PhD

When you are facing a difficult situation with an older relative, feelings run strong. It can be hard to stay focused on solving the problem at hand.

Thinking ahead and having a clear agenda will help keep you on track. Here’s a step-by-step problem-solving model that can apply to most situations. It works this way.

Describe the situation

Let’s say, for example, that your mother had a stroke a year ago and now is confined to a wheelchair and unable to cook, clean or shop for herself. At the time of her stroke, you had a pressing project at work and were grateful when your younger sister Eileen offered to take care of your mother.

It made sense because Eileen does not work or have children, as you do. You just assumed that as soon as your schedule was more manageable, you would give her some relief. But when you offered, your sister, with whom you have never been particularly close, was unresponsive.

Eileen spends almost every day with your mother. She does all of the shopping and home chores and calls her in the evening as well. You devote most of your time to your family and work, but you still want to do your share for your mom. Eileen says no to your offer to help out on weekends.

Despite her opposition, you have tried to become involved. For example, you bought a gripper device for the faucet that Eileen pronounced unnecessary, and the next time you visited it had disappeared.

Your sister is clearly elbowing you out, for whatever reason. You are stymied and feeling resentful. You want to make a change.

To clarify the problem, ask yourself

Does everyone agree a problem exists? No. In this situation, you alone think there’s a problem.

How urgent is the problem? You are distressed, but there is no real urgency.

What’s behind your sister’s problem behavior? Caregiving may be giving Eileen’s life greater meaning and purpose. But in her zeal, she may be doing more than is necessary, which fosters your mother’s dependency on her.

By not giving you a caregiving role, Eileen deprives your mother of the pleasure of receiving your help and deprives you of the satisfaction of providing it. Eileen may also fear that if you start to play a larger part in your mother’s care, she will be displaced.

Your mother may be contributing to the problem by not insisting that Eileen allow you to help or by going along with your sister’s one-upmanship. Or your mother may assume that you are too busy with your own life to become involved.

What’s bugging you? What’s bothering you the most—that you are deprived of the opportunity to show you’re a caring daughter? Or you may feel like you are losing your sense of place in the family. Eileen clearly enjoys her status of caregiver and has cast you in the role of a person with nothing of value to offer.

Who needs to be included in problem-solving discussions? You and Eileen, of course, and your mother as well—depending on her understanding of the situation and awareness of the problem.

What is your goal? To get Eileen to share responsibility for your mother’s care.

Solve the problem

Decide on the needs your solution must satisfy. Your solution must be acceptable to Eileen, since you need her cooperation.

Come up with possible solutions. For one, find some ways to help that do not threaten your sister, such as doing some shopping for your mother before your next visit. You might ask Eileen for a list.

Then, you could have a three-way talk about your mother’s care. Make it clear that you want to be more involved—and ask your mother and Eileen to suggest ways you can do that.

Now you might invite your mother to spend a few days with you and your family.

Analyze your choices and select the best solution. Taking on small tasks before you visit your mother is the best preliminary solution. As a limited change, it is the least threatening to Eileen, and it carries with it the potential for more involvement on your part.

Do a Murphy’s Law analysis. Anticipate what may go wrong and prepare for it. For example, what if Eileen overreacts and says, “Fine, so now you take care of Mom,” which, of course, you are unable to do. And you would have little choice but to back down.

Carry out your plan. Whatever solution you choose, let Eileen know that you care about her and about how important it is to you to become involved.

“I feel terrible,” you might say. “I know how hard you’re working to take care of our mother, and everyone appreciates that. But I really need for you to let me do some more. She’s my mom too, and I have something to offer as well. Let’s find a way to work together.”

Evaluate your progress

You know what the situation was before and after you tried to solve the problem—and how you felt about it then and now.

You will know that you have succeeded when you are satisfied with your contribution to your mother’s care—and your sister also feels appreciated.

—Adapted from the authors’ book “Are Your Parents Driving You Crazy? How to Resolve the Most Common Dilemmas with Aging Parents” (VanderWyk and Burnham).
Celebrating the holidays in divorced and stepfamilies

Holidays are one of those times when the idea of the perfect family “scrapes uncomfortably against the reality of our domestic lives,” says writer Janny Scott.

The holidays offer a joyful opportunity to relive family traditions but they can be confusing and even painful, especially after a separation or divorce or with a new stepfamily.

Divorced and stepparents have to grapple with many questions, such as: Who’ll get to be with the kids? How will the other parent get by? What about gifts? Will teens be cooperative? Are there new sets of grandparents to consider?

Some divorcing parents put holiday arrangements into their custody agreements. Others work things out as they go along. If there’s flexibility as to whose kids go where and when, another issue arises: Who makes that decision—you or your child?

A lot depends on how old a child is, how long parents have been separated or divorced and the status of their relationship. Often, there are other families to consider, as well as travel and financial constraints. Here are some ideas and suggestions:

When young kids are asked what they want to do, they often pick what seems to them the most convenient, least upsetting option. They may need some help weighing their options.

Discuss your plans ahead of time with everyone who is directly involved. Encourage family members to be flexible and try to come up with a rotation plan that feels fair to everyone.

Let kids know what to expect: when they will travel, how long they will stay and who will meet them. Try to avoid last-minute juggling of plans.

Alert grandparents of your plans. If possible, give them a chance to do some of their favorite things with your children.

Rituals and traditions

While continuity is important, the essence of a successful holiday ritual is its ability to evolve as a family grows and changes. This is particularly important for families with stepchildren.

For example, kids as well as parents may feel like outsiders at a holiday gathering after they’ve joined a family. “From the newcomers’ perspective, it’s as if their differences and histories are being ignored, as if they don’t matter,” says family psychologist Lawrence Kutner, PhD.

Don’t be afraid to change or add to your holiday rituals. You might ask each member of a newly blended family to name a favorite dish. And whatever your family configuration, activities like a treasure hunt, a sing-along around the piano or a potluck meal with friends might be so well received that you’ll want to adopt it as a new tradition.

When problems arise

Unfortunately, some differences between divorced parents are heightened during the holidays. “My ex is way behind on his child support,” says Jodie. “Why should I let him play Daddy on Christmas?” In a situation like this, it’s best to use a lawyer, not your child, to secure support payments.

Another troublesome issue is when a child in a blended family dislikes a particular step-relative and doesn’t want to go to the house where that person will be. Child psychologist Lee Salk advises parents to ask the child: “If you were in my position, what would you do? If she (or he) felt that way about you, would you like me to say you can’t come? You’re going to have to grin and bear it.”

Tips for divorced families

Do what you can to facilitate contact with the other parent’s relatives. Arrange visits with grandparents, aunts and uncles if they want to see the child and the child wants to see them.

Make sure younger kids know that they can call their other parent or grandparents if they want to. If they need help doing this, let them know that they can come to you at any time.

Don’t feel the need to entertain children every moment you’re together. Remember, kids also enjoy “hanging out” time with parents—cooking a meal together, playing games, or watching a movie.

Try to agree on a list of suitable presents and divide the list to avoid duplication or competition. If one parent is more affluent, he or she should not use holiday gifts as a lure or proof of affection.

Parents who are alone for some or all of a holiday may be prone to feeling the blues. One way to lift your spirits is to make your own plans. Allow room for your children to join in, but don’t leave yourself vulnerable to everybody else’s decisions.

For blended families

Help kids feel comfortable with new step-siblings. Plan small group activities to help kids get to know each other. Playing board games and cards can be a good icebreaker. Find ways to help a younger child especially feel comfortable with a new stepbrother or stepsister.

Give children time and space to be by themselves. If a divorce is recent or kids hardly know their new families, don’t try to force them to “be happy” every minute of the day. It should be okay for a child to feel a little sad some of the time.

Consider the wishes of older teenagers. They may want to spend more time with their friends over the holidays, especially if they’ve been away at school. Be flexible but tell them that they are expected to put in an appearance at family gatherings.

Be aware of the strong, positive impact of grandparents on grandchildren. Give a new step-grandparent a chance. Tell your kids about the person’s background and family history that may be different from that of their biological parents and grandparents.
Digital etiquette at today’s workplace

By Barbara Pachter

The way we communicate at work has changed a lot in the past 20 years. Email, texting, Skype, Instagram, Tweeting and posting on Facebook have all become part of the mix for many employees.

Yet, despite the widespread use of these tools, some of us are still fumbling with new media and digital devices. We can come off as rude or as a tech novice, which is not what anyone intends.

There’s a learning curve

We’re not rude on purpose. But, like other forms of communication—typed letter, handwritten note, telephone call and face-to-face conversation—there is an etiquette to be observed.

What’s appropriate to each new technology will vary to some extent. But, because of its high-speed nature, we really need to try not to be offensive or do something embarrassing or worse.

As with all things new, there’s a learning curve. A technology appears, and it takes time to understand the good and not so good about it. Slowly, guidelines are established. We learn from our mistakes. Experts weigh in. And, over time, we figure out how to use the technology more politely.

Techno-etiquette, a new field

Techno-etiquette applies to email, voicemail, smart phones and other digital devices. Whatever technology is used, there are two key factors to consider:

What image are you projecting?
How will the way you use the technology affect others?

Email seems almost retro these days. It’s so easy to use, we often don’t think about what we’re doing or saying. And whoosh! Off it goes. But manners still matter when you use email. Here are a few suggestions.

If you don’t want it known, don’t send it. As we have learned (too often the hard way), email doesn’t always stay private. It leaves a trail, and delete buttons don’t really delete a message.

No X-rated, offensive or sexist messages. They are so easily forwarded. Keep in mind, too, when you use the Internet at work: Do not pull up inappropriate websites—and pay attention to your employer’s rules and controls.

Don’t act cowardly. Don’t say it electronically if you would not say it to the person’s face. Email should not be used to fire someone or transmit bad news.

Don’t waste people’s time with frivolous things, gossip or matters that are not your concern.

Don’t send email in anger. Take a deep breath. If it can’t wait a day, wait at least an hour.

Don’t use email to solve a complex issue. Set up a face-to-face meeting. If the person isn’t nearby, speak on the phone.

Mobile phones

Retro rules apply. We’ve all become addicted to our smartphone. But using it inappropriately can look foolish. Even worse, it can cost you business.

Don’t let your phone become a distraction. Put it on vibrate so a beeping or ringing device does not disturb others. And it’s not a toy. Don’t play with it or constantly check your email in front of others.

Don’t use your phone in the bathroom. This seems obvious, but no one wants to be on the other end of a flushing toilet.

Don’t talk about private matters in public. You never know who may be listening.

Remove your headset when you’re not on the phone. It’s not a fashion accessory.

Consider your ring tone. Keep it simple and easy to identify with the volume set low.

—Adapted from the author’s book New Rules @ Work: 79 Etiquette Tips, Tools and Techniques to Get Ahead and Stay Ahead (Penguin).

How techno savvy are you? Try this quiz

Assign a number from 1 to 5 (1 = Never, 5 = Often) next to each question below:

__ Have you ever been asked to lower your voice when using a mobile phone?
__ Have you sent email to the wrong recipient by mistake?
__ When talking on a cell phone, has someone in the area responded as if you were talking to him or her?
__ Does your voicemail message contain old information?
__ Do you answer your cell phone during a face-to-face conversation with someone?
__ Do you leave the message, “Hi, it’s me. Call me”?
__ Have you sent email before you finished writing or proofreading it?
__ Do you keep a headset on when you’re not on the phone?
__ Do you answer your phone in front of others?
__ Is your mail box often full, making it impossible to leave a message?
__ Do you typically skip reading manuals and try to avoid updating newer technology?

TOTAL SCORE

Your scorecard

If your total is 1 to 24, you’re a techno maven. You handle it well and are polite with others.

If your total is 24 to 36, you often handle it well and are polite for the most part.

If your total is 36 to 48, you usually handle it well—but could be more polite.

If your total is over 48, you need to work on it a bit.
Exercise can make us better learners

Learning something new is a complex process that involves much more than just taking in new information. It requires consolidating and storing the new information in one's long-term memory bank. And now, studies suggest that what we do physically can also play an important role in the learning process.

It’s well known, for example, that sleep reinforces memory. It’s why students are advised to get a good night’s sleep before they take a test. Apparently exercise can help reinforce learning as well.

Researchers at the University of Edinburgh and the Institute for Brain, Cognition and Behavior at Radboud University in the Netherlands reported in the journal Current Biology that certain kinds of exercise—and when we do it—can increase the production of biochemicals in the body and brain that are related to mental function.

For their study, participants watched nature documentaries and were tested on the content. Two-thirds of the group were asked to exercise: half worked out on bicycles for 35 minutes immediately after they were tested and half worked out four hours later.

The two groups were tested again two days later—this time while an MRI scanned their brain activity.

The researchers found that the subjects who exercised four hours later were better able to remember what they had learned. Why delaying the exercise was more effective is still a mystery.

Lead author Eelco van Dongen suggests that a strenuous workout could actually be detrimental to holding on to new information, while a gentle exercise, such as a slow walk, might not be enough to increase the biochemicals needed to influence how the brain learns.

For now, he suggests, if you’re trying to memorize a PowerPoint narrative, your best bet is to exercise a few hours after a study session. “Long-term memory is not only influenced by what happens when you learn new things,” he says, “but also by the processes that take place in the hours and days afterward—when new information is stabilized and integrated in your brain.”

It’s not easy keeping tabs on calories in booze

Labels on most beer, wine and other alcoholic beverages are not required to list calories or ingredients, despite efforts by the Center for Science in the Public Interest (CSPI), among others, to get the U.S. Treasury Department to disclose the information.

The CSPI put these numbers together from various websites, from information that’s currently available on labels and by contacting companies. For a chart showing their detailed findings, go to Nutrition-Action.com/alcohol.

Here are a few products and their calorie content:

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Calories</th>
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<tbody>
<tr>
<td>Bud &amp; Coors Light</td>
<td>110</td>
</tr>
<tr>
<td>Miller High Life Light</td>
<td>110</td>
</tr>
<tr>
<td>Sam Adams Light</td>
<td>130</td>
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<tr>
<td>Heineken</td>
<td>140</td>
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<tr>
<td>Miller High Life</td>
<td>140</td>
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<tr>
<td>Pabst Blue Ribbon</td>
<td>140</td>
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<tr>
<td>Budweiser</td>
<td>150</td>
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<tr>
<td>Corona Extra</td>
<td>150</td>
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<tr>
<td>Stella Artois</td>
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<tr>
<td>Bud &amp; Coors Light</td>
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<tr>
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<td>Sam Adams Light</td>
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<td>Heineken</td>
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<td>Miller High Life</td>
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<td>Pabst Blue Ribbon</td>
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<tr>
<td>Budweiser</td>
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<td>Corona Extra</td>
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<tr>
<td>Stella Artois</td>
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<tr>
<td>Wine (6 oz)</td>
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<td>Late Harvest Wine</td>
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<tr>
<td>Gin, Rum, Tequila</td>
<td>100</td>
</tr>
<tr>
<td>Vodka, Whiskey</td>
<td>100</td>
</tr>
<tr>
<td>Bailey's Irish Cream</td>
<td>140</td>
</tr>
<tr>
<td>Creme de menthe</td>
<td>190</td>
</tr>
<tr>
<td>Package mixed drinks (1 serving with alcohol)</td>
<td></td>
</tr>
<tr>
<td>Mr. Mrs. T Bloody Mary 90</td>
<td>160</td>
</tr>
<tr>
<td>Jose Cuervo Margarita100</td>
<td>200</td>
</tr>
<tr>
<td>Mr. Mrs. T Whiskey Sour200</td>
<td>200</td>
</tr>
<tr>
<td>Daily's Frozen Daquiri280</td>
<td>280</td>
</tr>
<tr>
<td>Daily's Pina Colada 290</td>
<td></td>
</tr>
<tr>
<td>Restaurant mixed drinks</td>
<td></td>
</tr>
<tr>
<td>Red Lobster Martini</td>
<td>160</td>
</tr>
<tr>
<td>Red Lobster Cosmo</td>
<td>170</td>
</tr>
<tr>
<td>Chili's L. I. Iced Tea</td>
<td>200</td>
</tr>
<tr>
<td>Olive Garden Margarita</td>
<td>340</td>
</tr>
<tr>
<td>Red Lobster Alotta Colda</td>
<td>580</td>
</tr>
<tr>
<td>High sugar content</td>
<td></td>
</tr>
</tbody>
</table>
| Drink mixes and freezable pouches add a lot of sugar and sodium, and some mixed drinks are real belt busters. For example: the Red Lobster Mudslide at 520 calories and the Red Robin Irish Beer Shake at whopping 780 calories. Or, as the CSPI suggests, why not just call it a Beer Belly Shake. ☺
Getting your baby to (and back to) sleep

If you or anyone in your family is expecting a baby, or has just had one, this is the book to read. It’s full of upbeat, easy-to-apply advice on how to support your baby’s natural sleep behavior and get some sleep yourself.

Elizabeth Pantley, author of *The No-Cry Sleep Solution for Newborns*, has also written *The No-Cry Sleep Solution* and *The No-Cry Sleep Solution for Toddlers and Preschoolers*.

If you just open this book at random, you will immediately find useful advice on how to avoid things that trick you into disrupting a baby’s sleep, tips to reduce night wakenings and things that reduce the risk of SIDS, for example. To make the author’s ideas easy to understand and to follow, they were field-tested by 122 families with newborns.

Pantley puts forward 15 keys to “amazing newborn sleep,” as she calls it. Among other things you’ll learn how to read your baby’s sleepy signals, how to ensure adequate daily naps and begin to develop a bedtime routine.

You don’t have to keep logs or follow schedules or rules. Just by being aware of this information you will do things to improve sleep that you wouldn’t have known to do otherwise.

The author takes on many of the questions moms and dads are asking these days. For example, there’s a very interesting list of pros and cons of swaddling a baby and a section on important points to keep in mind when you are buying and using any kind of motion device.

The author discusses the many noises that wake a sleeping baby and others that soothe him or her to sleep. She talks about what kind of “white noise” is best and recommends that you “make your white noise the pink-hued variety.”

The section on how to handle unwanted advice is particularly interesting and helpful. Pantley introduces it by saying: “When you have a newborn, the abundance of advice you get can make you frustrated and confused. Here is how to handle everyone’s unwanted advice and find more confidence in your own parenting decisions.”

*The No-Cry Sleep Solution for Newborns* (McGraw-Hill Education) is available in bookstores and online in paperback and Kindle editions.