

ASHREINews



Emunah

by Rabbi Don G. Braunfeld

The Midrash tells us that when the brothers saw Yosef in the distance, they decided to send dogs to attack him (dogs symbolize the punishment for Lashon Hora). When they saw that the dogs didn't do anything to Yosef, the brothers threw him into a pit of snakes and scorpions, and again Yosef walked out unharmed. Eventually they sold him and he ended up at the home of Potiphar. In the house of Potiphar, he is very successful: The "stock market" went up, real estate goes up, it seems that any move he would make would be a good one. But he eventually ended up in jail. How does he react!? Yosef still has his strong EMUNAH [BELIEF] in Hashem!

As we see now, just as Yerushalayim is the holiest place in the world, Egypt is as low as you can get. Now let's imagine how low a prison in Egypt can be. Probably the lowest of the low. If not - lower. So for Yosef not to be broken by his sufferings takes a tremendous amount of belief in Hashem.

When Yosef sees the baker and butler (of wine) walking around depressed, he asked them what was bothering them. They both tell him that they had a dream. Only a person feeling good about himself can detect if **someone else** is feeling "down in the dumps." Even though he was in a place that was the lowest of the low, Yosef did not lose his faith. In simple language, "When the going gets tough, the tough get going."

What a great lesson we can learn from Yosef. When a person has every reason to quit, but doesn't, he deserves a great reward. Yosef told his brothers, you did not send me here—**Hashem** did. Our job is to have EMUNAH no matter what the situation!

Dollars for Donuts (for Chayalim)!



Dear Supporters, Thanks to your support, this Chanukah we were able to bring sufganiot to over 2,000 soldiers in Jerusalem, Hebron, Samaria, and the Gaza border! Your generosity ensured that these young men and women, far away from their families during the holiday, would



feel loved and appreciated for their sacrifice. With much gratitude, **Yashar LaChayal and the soldiers of the IDF**

Setting Goals

by Mrs. Jennah Schuh, Assistant Principal

We often look for ways to help children succeed. Feeling successful leads to greater self-esteem, stronger confidence and a more optimistic attitude. Helping them recognize success is a key. Often, kids think that success means a 100% on an exam or a perfectly completed homework assignment. However, we can expand our children's understanding of personal success by aiding them in goal-setting.

Goal-setting allows children (and adults) to recognize and appreciate the big picture of what they are learning, their responsibilities, and the purpose of activities and lessons. When students see that everything they do can be tied into reaching long-term and short-term goals, set for and by themselves, their motivation is magnified. As educators one of our most important objectives is to foster independence by creating ways of instilling intrinsic motivation. Often, students respond to external motivators such as a prize, a ticket, a sticker, or a soda. These rewards are beneficial, but when combined with signifying that a personal intrinsic goal is met, the motivation will continue long after the reward has been forgotten. If a student knows that five stickers equals a prize and she has achieved mastery of the multiplying digits to twelve, she will celebrate that academic accomplishment, leading her to see herself as a successful math student.

When setting goals with children it is best to start discussing realistic goals. This leads to genuine conversations about identifying strengths and weaknesses in ourselves. It also allows for self-awareness, self-monitoring, independence in terms of time management, and organization. It also leads to self-evaluation of comprehension and quality work. Once goals are stated, parents can help establish a time line for accomplishments, helping children break down overwhelming tasks into manageable pieces and giving the opportunity for small celebrations along the way. Also, a system of measurement should be formed, anything from a certain number of pages read in a book to a sentence read aloud with only two phonetical mistakes.

A final critical piece of using goal-setting is the adult involvement. By helping children at a young age develop the steps necessary to constantly push themselves forward, we help create successful adults who have the ability and motivation to achieve their dreams.



Mrs. Brinn's Class 3G Japan play

Yesterday was our Japan play. We worked really hard on it and it came out good.

The food was really good. It was Rice Crispy treats and fruit roll up and gummy fish. It was fake sushi. We also had real sushi. I liked the fake sushi.

The dance was a little bit hard but it came out graceful. I had to use a fan in the dance. If I was at a talent show I would do that dance.

The song was very good. I played the song with the koto. The lyrics were written on the koto to help me memorize the song. That song is stuck in my head.

We had so much fun working on the Japan play. One day I will teach the world about Japan.

-Eliyanah Gruenebaum 3G

Alumni News:

Mazel tov Elana and Chayim (Class of 2002) Tauber on the birth of Talel Yosef.

Mazel Shoshana and Yehuda (Class of 2004) Fein on the birth of Chaim Alter Shimshon.

Keep in touch! Share your simcha at www.ashar.org/alumni



Photos by Bryna

Kosher Troops lighting menorah at the concert on the fifth night of Chanukah. The concert was sponsored by Kosher Troops and ASHAR.

HAMODIA | COMMUNITY 6 Teves 5777 // January 4, 2017



Photos by Bryna

Yoel Schreiber (L) and Yitzie Jacobson enjoying 'the spoils' from the Kosher Troops booth at the Kosher Troops/Ashar Chanukah concert.



Photos by Bryna

Fourth-graders having a blast with SimonSez — a special Chanukah treat from Ashar's PTA.

Attention HIROC and ASHAR Alumni and Parents of Alumni: Please visit www.ashar.org/alumni to update your and your graduates' contact information. We look forward to doing a better job staying in touch!

Please note that the regularly scheduled **4-8B Sunday Program will NOT meet this Sunday, January 8**, which is Asarah B'Teves. Instead, 4th-8th Grade boys are invited to school for special learning and Melave Malka nosh with Rabbi Chaitovsky this **Motzei Shabbos Vayigash, January 7, 7:45-8:30 PM**.

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ESTHER HUSARSKY-COHEN, OTR/L
of THE ACHIEVEMENT CENTER, LLC



WEDNESDAY NIGHT JANUARY 18th, 2017

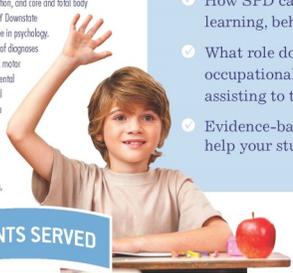
7:30 - 9:30 PM

Kehillas Yesharim of Wesley Hills

1 Harriet Lane, Spring Valley, NY

Separate seating for men and women

Esther Husarsky, OTR/L is the owner and directing therapist at The Achievement Center, LLC in Monsey, NY. Her treatment philosophy utilizes a unique, intensive, whole-body approach to change the body and rewire the brain. This is done by combining specialized neurorehabilitation, sensory integration, reflex integration, and core and total body strengthening techniques to treat the child as a whole. Esther is a graduate of SUNY Downstate University with a degree in occupational therapy and Brooklyn College with a degree in psychology. She has 20 years of experience in treating children from birth to 13 with a variety of diagnoses including learning disabilities, sensory processing disorder, attention deficit disorder, motor planning dysfunction/dyspraxia, anxiety, trauma, autism, cerebral palsy, developmental delay, seizure disorder, prematurity, chromosomal/genetic disorders and intellectual disabilities. She has specialty training and certification in RMT therapy (Neurospina Neuro-muscular Reflex Integration-Level III core specialist in training), Rhythmic Movement Training, Sensory Integration Therapy, Therapist Method, kinesiopathy, Vestibular Therapy, Yoga for children and the special child, visual processing/visual therapy and sound therapies, including Integrated Listening System, Therapeutic Listening, The Listening Program. For more information or to schedule an evaluation, email ehussarsky@gmail.com or call 718-986-7462.



PARENTS/EDUCATORS WILL LEARN:

- What are the 7 senses
- What is Sensory Processing Disorder/Dysfunction (SPD)
- How to identify SPD in a child
- How SPD can affect a child's learning, behavior and attention
- What role does specialized occupational therapy play in assisting to treat SPD
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RABBI DANI STAUM, LMSW

Guidance Counselor, Ashar

Principal - Mesvita Ohr Naftali, New Windsor, NY

Rabbi, Kehillat New Hempstead

Co-Author - "Communicating with our children"; "Dealing with Anger: A guide for parents & teachers"

Noted presenter & Columnist for Hamodia/Jewish Press/Binah Magazine

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- "How do I get my children out of bed in time to catch the bus?"
- "How do I get my toddler to eat without making a mess?"
- "How can I get my teen to come home at the agreed-upon time?"
- "How can I get my children to do chores without it being a power struggle?"

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Getting control of our children

Helping our children take ownership

Getting our children to do the thinking

The science of Control - Root of behavior problems at home

Empowering our children

Gaining control through giving them choices

3 parenting styles -

Helicopters, drill sergeants, & consultants

Guiding children to solve their own problems

Knowing how to respond to our children

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(Dates subject to change)

Wednesday nights - January 4, 11, 18, 25 Time: 8:15 - 9:45 p.m.

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