

W UNITED TRIBES TECHNICAL COLLEGE WEEKLY NEWSLETTE R

VOL. 7 NO. 26

April 14, 1998

Weekly Menu

April 14- April 17

DINNER



LeRoI

- Tue.- Taco Salad, Baked Chips, Assorted Fresh Fruit, 2% or Skim Milk
- Wed.- Spaghetti with Meat Sauce, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Thu.- French Dip with Au-Jus, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Fri. - Knoephle Soup, Chicken Salad Sandwich on Whole Wheat , Salad Bar, 2% or Skim Milk

April 20



Rita

- Mon.- Chuckwagon Stew, Baking Powder Biscuit, Salad Bar, Fresh Fruit, Relish Tray, 2% or Skim Milk



Dennis

SUPPER

- Tue.- Bar-B-Que Chicken, Baked Potato, Vegetable, Dinner Roll, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Hamburger Hotdish, Salad Bar, Dessert, 2% or Skim Milk
- Thu.- Swiss Steak, Baked Potato, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Fri.- Meatballs over Noodles, Vegetable, Salad, Dessert, 2% or Skim Milk



Bugs

- Mon.- Bar-B-Que Ribs, Baked Potato, Vegetable, Salad, Dessert, 2% or Skim Milk

Congratulations to Nursing Students

Nursing students are among the 18 UTTC students named this year to Who's Who Among Students in American Junior Colleges. Academic achievement, service to the community, leadership, and potential for continued success are the criteria used in the selection process.

Nursing students named are Noriko Lancaster, 1st year student, and William Krein, Martie Schaff, Debb Steffan, and Sue Werre, 2nd year students.

CONGRATULATIONS ALL!!!

*Submitted by Sister Kathryn Zimmer,
Director, AASPN Program*

NOTICE

A notice to all Spring 98 Graduates, your 30 day interview should be scheduled for between now and graduation. The purpose of this interview is to confirm that your Resume and Federal Application forms 612 and 171 are filed in the placement office. Also to fill out a final closure form and to make your file active by scheduling job interviews with prospective employers.

Graduates who do not submit their required paperwork to us before graduation will not receive their original transcripts. Please schedule your 30 day interview with Shirley Iron Road or myself **soon**.

Cooperative Education students remember to get your timesheets in at the end of each month. Co-op students will be required to get working hours in by the **May 7, 1998 or lose hours** not reported.

Remember that the Bismarck Tribune Employment Ads are posted on my door once a week. Jobs highlighted in the Tribune are related to all vocations offered at United Tribes. The National Job Announcements a few feet away, are in colored binders by room 120. If colored binders are not updated Shirley Iron Road will have them in her office.

Continued from front page.

Career Ware has been installed on a second computer in my office for students seeking Higher Education or Career Development. You are welcome to use it, but if you are using it for the first time, I would like to give you a lesson on how to run the program. You can then explore the Career Development program yourself. Please make an appointment with me on this matter.

Thank you.

Vince Schanandore, Placement Counselor

AIHEC Powwow a Success Thanks to Tribes People

On behalf of the AIHEC Powwow Committee, I, Joe McGillis would like to thank all the people involved in the AIHEC Powwow held on Tuesday night April 7th at the Radisson Inn.

There were approximately 150 dancers and 15 drums involved in the little celebration. Thanks also goes out to the Standing Rock Vietnam Veterans Association who served as Color Guard, Mr. Joe Many Bears, Arena Director and Mr. Tom Iron who was the M.C.

Following is a list of all 1st place winners in the Dance Categories:

Men's Tradition: Mr. Charles Lester Sr., Cannonball, ND

Men's Grass: Mister Baker, New Town, ND

Men's Fancy: Lean Stapler, Case Lake, MN

Women's Trad.: Dawn DeCora, Rapid City, SD

Women's Jingle: Lucy White Eyes, Bismarck, ND

Women's Fancy: Whitney Olney, Rocky Boy, MT

Boy's Trad: Jerren Elk, Fort Yates, ND

Boy's Grass: Cordell Mann, Bismarck, ND

Boy's Fancy: Rylan Baker, New Town, ND

Girl's Trad: Nadine Vasquez, Bismarck, ND

Girl's Jingle: Karla Looking Horse, Fort Yates, ND

Girl's Fancy: Tomi Lee Fool Bear, Fort Yates, ND

Again, Thanks to all.



"Just Say No" Family Club Schedule:

April 16: *Crafts and Games, Thurs. 6:00 pm - Small Gym.*

April 23: *UTTC Health Fair (to be planned)*

April 26: *River Walk and Picnic, Sun. 2:00 pm, Sertoma Park.*

April 30: *Presentation, Thurs. 6:00 pm - Small Gym.*

May 3: *Trip to the Zoo, Sun., Sertoma Park, Bus leaves at 2:00 pm.*



It's important to keep your child from starting to smoke

Research suggests that the earlier kids start smoking, the harder it is to quit. Most adolescents who smoke aren't happy about it: 70 percent say they wish they hadn't started. You can help your child avoid smoking with these steps:

- Learn about the effects of smoking. Then educate your child. One mom had her child volunteer on a cancer ward to see the effects first-hand.
- Talk about how opposed you are to smoking. One study showed that when parents did this often, kids were less likely to smoke. Mention all the bad things about smoking - from health risks to bad breath.
- Never buy your child cigarettes. Giving kids cigarettes helps them get hooked.
- Be firm if you catch your child smoking. Make it clear that you will not accept this behavior. If smoking has become a habit, help your child quit.
- Follow these steps even if you smoke. If possible, set an example by quitting. No matter what, discourage your child from starting to smoke.

Parent Quiz:

Do you stay involved with your child's School?

Being involved with your child's school benefits you and your child in many ways. Here's a quiz to see if you're involved enough in school activities.

Give yourself five points for something you do often, zero points for something you never do, or any score in between.

1. I attend parent-teacher conferences.
2. I go to school events.
3. I keep in touch with my child's teachers.
4. I volunteer at school when I have the time.
5. I join parent-teacher organizations.

How did you score?

20 points and above means you're very involved with your child's school. Fifteen to 19 is average. Below 15 means you're missing out on opportunities for parent involvement.

Chemical Health Center How to Help

If someone you know shows signs of alcohol or drug abuse, you may want to help. But you need to know how. The best way to help a user face an alcohol or other drug problems is to make sure you don't ignore or cover up behaviors or mistakes that result from the abuse or addiction. When you cover up for someone, it is called enabling.

When you enable, you allow a person to avoid the negative results of using alcohol or other drugs.

Some enablers are also codependent. People who are codependent treat the user's needs as more important than their own because they want to please the user.

After a while, you may feel angry because the user takes advantage of your patience and kindness.

Codependent people are often raised in addicted families, which puts them at high risk for developing their own addictions. A codependent person may be addicted to drugs, other people, work, sex, money, food, gambling anything to try to ease their emotional pain. If you are saying "not me", remember that people who enable and who are codependent are often in denial; they will not admit that there is a problem.

Confronting someone can be scary. Come to the Chemical Health Center for more information on this topic, you do have the right to tell someone how his or her behavior is affecting you.



Student Health Center Notes:

Students who are in need of transportation to Fort Yates for medical or dental appointments must make arrangements with SHC staff. Transportation will be provided on time per week.

Students who are returning to their home agency during summer vacation are encouraged to schedule medical appointments such as eye examinations, ob/gyn appointments, physicals, dental examinations and yearly examinations. If the yearly appointments are taken care of during vacation, the student will not have to take time away from college for medical care. See the SHC staff if you need to phone your home agency to make an appointment.

Students who are pregnant and plan to return for fall semester should make financial arrangements with their home agency or Social Services. The Student Health Center does not pay for any medical bills related to pregnancy (prenatal, hospital, delivery or follow-up).

Monthly head checks will be done Wednesday, April 15 & Thursday, April 16 at the nursery, preschool and elementary school.

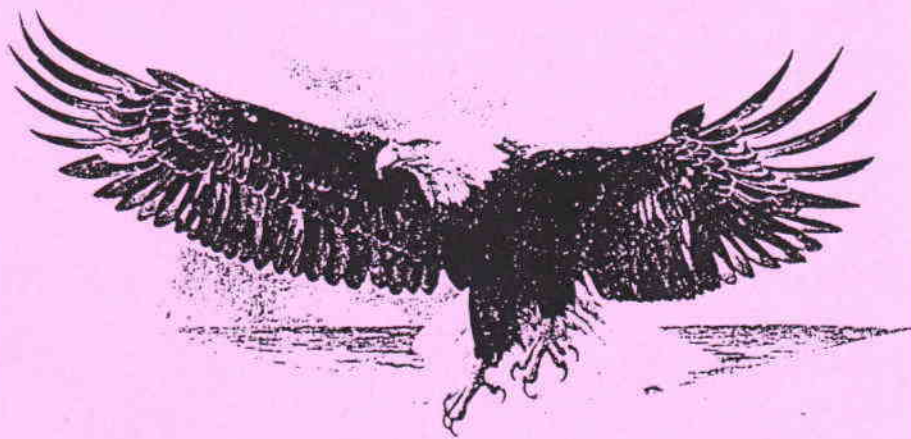
After May 8 (graduation), Student Health Center will only provide medical coverage to those students who are enrolled in Summer School. No exceptions will be made. If you are a student who plans to remain in the Bismarck/Mandan area during summer vacation you must make arrangements with other agencies (Social Services, home agency, private insurance, etc.) to pay for your medical bills.



*Graduation
Announcements
are now
ready in
Arrow
Graphics*

**All
Students
interested in
SUMMER
SCHOOL
need to see
Financial
Aid Office.**

Information for the
Next Newsletter must be
submitted to Arrow Graphics
No later than April 17
Attn: Wanda Swagger



In appreciation....

The whole worth of your kind and gracious support lies in the love that inspires it. Your special kindness is really appreciated. Words can never describe the painful shock and loss of our son | brother Chris. Your presence, the prayers, the hand shakes, the hugs, flowers, sympathy cards, financial gifts, food donations along with your dedicated service to the tasks of the wake, military rites, traditional drum and singers, catholic church, prayer circles all made it possible to see the wonderful healing support for our family. Without a doubt we can say we are not alone. We have all of you to turn to in our time of need. For this we are truly blessed by god for your support, love, and friendship.

*THANKS for all
your support and
prayers. Min*

*THANKS FOR BEING THERE FOR
our family. GOD BLESS ALL!!*

*And
"Bless"
4-1-14.*

*Thanks for all the
prayers
Terry*

*Thank you for the
prayers and support.*

Robert

*I can never thank
you enough for the
prayers, they truly
helped us during this
time. Lyelle*

*Thanks for your
blessings
Darrel*



5TH ANNUAL WARROAD TRADITIONAL POW WOW

WARROAD CITY PARK

WARROAD, MINNESOTA * JUNE 5th, 6th , & 7th, 1998

MC : Vince Byel & Murphy Thomas
ARENA DIRECTOR: James Boucha

HOST DRUM: **WHITEFISH BAY SINGERS**

All Drums and Dancers Invited
Honorariums Given

FRIDAY, 5TH : 6 PM: CAMP DAY,
(Ground Blessing Ceremony, Indian
Ed. Dept. Pot Luck & Recognition)

SATURDAY, 6TH: 1 PM GRAND ENTRY
(Memorial)
5 PM FEAST
7 PM GRAND ENTRY
(Traditional Dance Special)

SUNDAY 7TH : 1 PM GRAND ENTRY
(Robert Kakaygesick Grass Dance Special)
5 PM FEAST
7 PM GRAND ENRTY

WEEKEND ACTIVITIES: BINGO, CONCESSIONS, CRAFTS, SWIMMING, KIDS ACTIVITIES,
VOLLYBALL, FISHING, CANOEING, CASINO, GOLF, VISIT HERITAGE CENTER AND MUSEUM, AND MORE.

24-HOUR SECURITY**NO ALCOHOL OR DRUGS!!**
NOT RESPONSIBLE FOR ACCIDENTS OR STOLEN ITEMS!

SPONSORED BY: RED LAKE GAMING ENTERPRIZES, INC. , WARROAD HERITAGE CENTER,
WARROAD C OF C, CITY OF WARROAD, MARVIN WINDOWS, SECURITY STATE BANK, AMERICAN LEAGION
POST # 25, JOHNSON CHEVROLET, WARROAD EAGLES, INDIAN EDUCATION, AND KAH-BAY-KAH-NONG. FOR
MORE INFORMATION CALL HENRY BOUCHA AT 218-386-2834 OR WARRROAD C OF C AT 1-800-328-4455.





NATIVE AMERICAN INJURY PREVENTION COALITION

UNITED TRIBES TECHNICAL COLLEGE • 3315 University Drive • Bismarck, ND 58504
(701) 255-3285 Ext. 374 • FAX (701) 255-9036

BUCKLE UP AND DON'T DRINK AND DRIVE

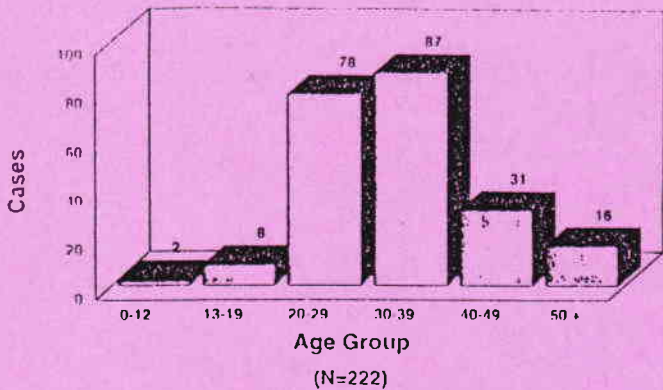
The Native American Injury Prevention Coalition will be conducting a seat belt survey before school is out. Purpose of the survey is to get a number count in order to show the relationship between vehicle occupants who use their seat belts and those who don't. Currently North Dakota has the lowest seat belt use in the country, a lowly 47%. Hopefully the UTTC staff and students are not in this percentage.

Using seat belts is a North Dakota State Law and violators can be fined \$20.00 for non compliance. Remember:

BUCKLE UP AND DON'T DRINK AND DRIVE

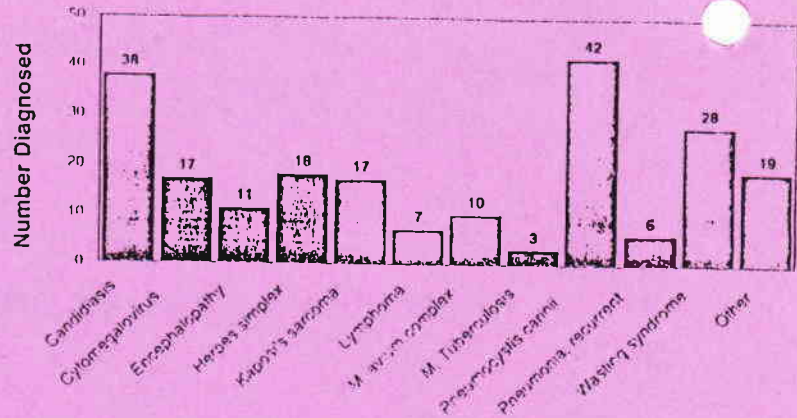
Age At HIV Diagnosis

North Dakota, March 31, 1998



Opportunistic Infections

in North Dakota AIDS Cases* 1984-1997



*Includes multiple disease diagnoses in the 135 reported AIDS cases

► BISMARCK

4-8-98

Four AIDS Infections reported

The state Health Department says four new infections of the AIDS virus were reported during the three months of this year. Three are male and one is female, the department said.

A total of 21 HIV cases were reported in the state last year, and 222 since 1984. The department says 134 people are known to have progressed to an AIDS diagnosis and 93 have died.

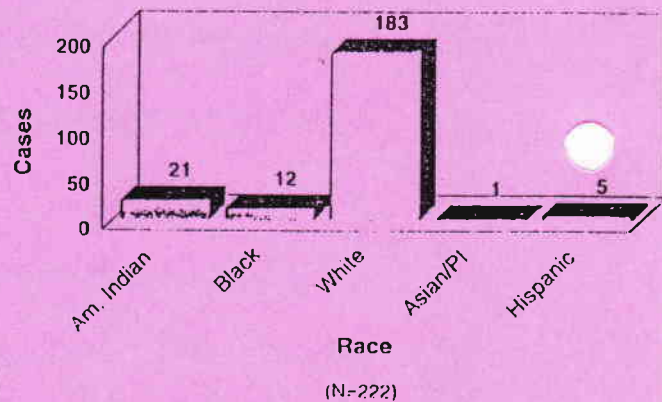
The department also issued an update on other infectious diseases. It said tuberculosis has increased in North Dakota for the third consecutive year while TB rates nationally have declined. The state reported 12 cases last year, seven of them involving people more than 65 years old.

The number of chlamydia infections reported last year in the state totaled 887 compared with 1,022 cases the previous year. The number of gonorrhea cases rose to 73 last year, a 74 percent increase from the 42 cases in 1996. The number of cases in the 15- to 19-year-old age group increased 136 percent, the Health Department said.

— Associated Press

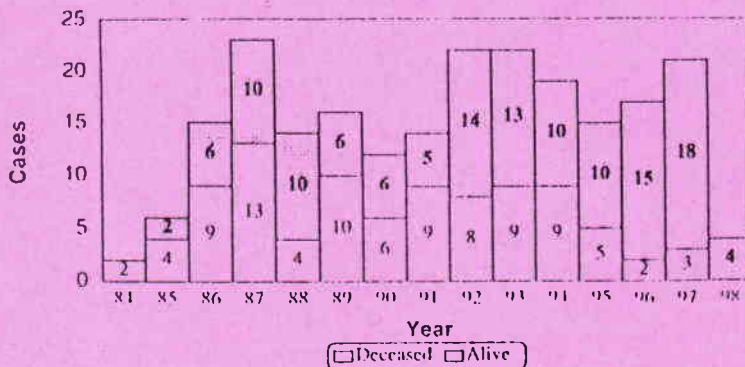
HIV Positive Cases By Race

North Dakota, March 31, 1998



Survival Status Of Persons With HIV*

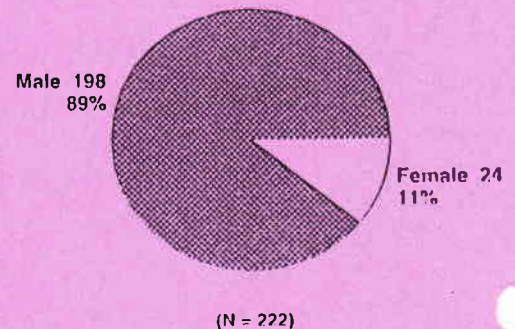
North Dakota, 1984 - 1998

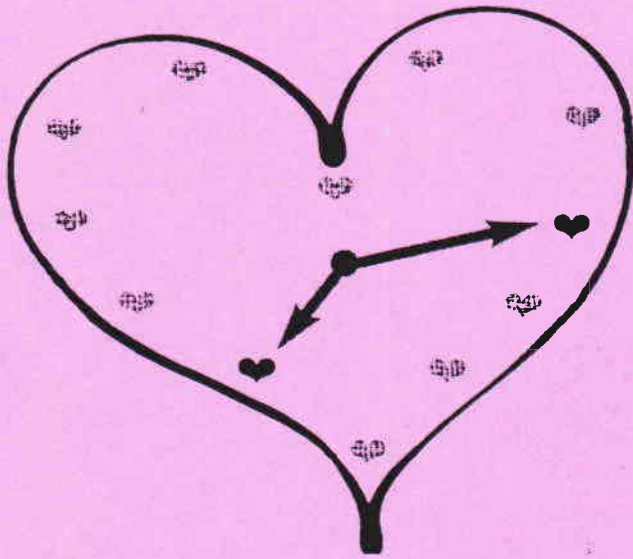


*Known Survival Status as of March 31, 1998

HIV Positive Cases By Gender

North Dakota, March 31, 1998





PARENT HOUR

Taking Time
For Our Kids

Preparing Kids For School

Wed., April 29, 7:15 p.m. Mandan High Auditorium
Thur., April 30, 7:15 p.m. Century High Auditorium

Panelists: Head Start, kindergartens, and other public school staff

- Content:
- * Head Start staff will give parents of preschoolers some ideas to prepare their children for kindergarten.
 - * Kindergarten teachers will talk about getting kids off to a good start, what skills are important for children to have as they enter kindergarten, and what material is covered in kindergarten.
 - * In Mandan, NDSU Extension staff and an elementary principal will talk about "good starts" and parent involvement in education.

Parent Hour is a series of one-hour sessions from **7:15-8:15 p.m.** on special topics of interest to ALL parents of school-age children in Bismarck-Mandan. They will be held at Mandan High School and Century High School in Bismarck. Shows are also taped and shown later on CATV, channel 12. These sessions are **FREE**, though goodwill offerings may be taken. Parent Hour is a project of the Bismarck and Mandan school districts and the Bis-Man Chemical Health Foundation. Sponsors are Cole Paper and United Printing. For more information on Parent Hour, call **221-3748**. (If you are disabled and need special assistance at a program, call 221-3709 or TDD 221-3719.)

SPECIAL TOPIC: GANGS MAY 12 IN MANDAN MAY 14 IN BISMARCK



**REGION VII FAMILY RESOURCE CENTER
AND
THE MENTAL HEALTH DEPARTMENT
ST. ALEXIUS MEDICAL CENTER**

PRESENT

“POSITIVE PARENTING II”

*VERONA LECHLER, EDUCATOR, NDSU EXTENSION SERVICE AND
KAY KARNIK, SOCIAL WORKER/COUNSELOR, OUTPATIENT ADOLESCENT
BEHAVIORAL HEALTHCARE, ST. ALEXIUS MEDICAL CENTER*

This video-based curriculum focuses on parenting. This series will consist of three sessions:

1. Respect
2. Responsibility (to include over-indulgence)
3. Monitoring children/adolescents

**WEDNESDAYS, APRIL 29, MAY 6, AND 13 7-9 P.M.
REGISTRATION FEE \$25.00 (SCHOLARSHIPS AVAILABLE)
CALL 224-7070 TO PREREGISTER BY APRIL 27**

Auditorium, Boniface Hall, St. Alexius Medical Center
Park across from Boniface Hall, east parking lot



ST. ALEXIUS MEDICAL CENTER
PrimeCare health group



United States Department of the Interior



OFFICE OF THE SECRETARY

Washington, D.C. 20240

MAR 18 1998

Dear Indian Communities:

As many of you are aware, the month of April is recognized as Child Abuse Prevention month. Throughout the country local communities are acknowledging the existence of child abuse and taking steps to prevent it. The destructive nature of child abuse and violence against children remain a grave problem in Indian Country as well. Nationally, over 3 million children were reported victims of child abuse and neglect in 1995. For the same year in Indian Country, tribes reported over 8,000 incidents of child abuse, 19,000 incidents of child neglect, and 4,000 incidents of sexual abuse.

In partnership with tribes, the Bureau of Indian Affairs has an ongoing, fundamental responsibility for protecting children from child abuse and neglect in Indian Country. This month I am reaffirming our commitment to protect Indian children and asking your help in making a concerted effort to take action on a local level to prevent child abuse and neglect in Indian Country. Our children are our most valuable resource and must be protected as such. As the Indian Child Welfare Act states, "there is no resource that is more vital to the continued existence and integrity of Indian tribes than their children." Family violence is not a part of our traditional culture; we are reasserting the fact that our Indian communities will not tolerate the destruction of our families and our children, the future of our people.

While the federal government can generate attention and facilitate the process of protecting Indian children, it is only in local tribal communities that the solutions to preventing child abuse and neglect are found. Our strength as sovereign Nations lies within our individual communities. Through local partnerships we can take a proactive, preventative approach to child abuse and neglect. Solutions to these serious, complex, and widespread multidimensional problems lie in comprehensive, integrated, and coordinated local tribal programs.

It is in this spirit of collaboration that I enlist your assistance in the recognition of April 1998 as Child Abuse Prevention month in Indian Country. The safety of children is a most fundamental responsibility of any family, any community, and any government. Tribal governments and the BIA must join together and work vigorously to protect the children of our communities, who are both the most vulnerable and our most precious gifts of Creation. Please observe this month with appropriate local activities to raise awareness, forge partnerships, and draw upon the strength of your communities to prevent child abuse and neglect in Indian Country. I hope that the enclosed materials will assist in your active involvement in this awareness campaign.

Sincerely,

Assistant Secretary - Indian Affairs

PARENTING ADOLESCENTS

HELPING YOUNG PEOPLE BRANCH OUT, WHILE KEEPING THEIR ROOTS

Parenting adolescents can be a challenging task. Adolescents are experiencing great physical, emotional, and intellectual growth. It's a wonderful time, yet it also can be a disruptive time. Teenagers are moving from childhood to adulthood and reaching out for independence with skills that haven't been proven. Parents can help ease the transition and insure a positive future relationship with their teens by keeping the following information in mind.

Maintain a positive outlook. Remember, adolescence is temporary, and your attitude can help your teens develop and maintain a good self image, confidence, and competence. It's normal for teens to suddenly become critical of their family. They are trying to break away and need an excuse. Enjoy helping them discover their talents and interests.

Establish clear, simple rules. Your teens are experimenting, and just as you had to protect them from danger when they were young children, you need to protect them now. Part of what your adolescents need to know is that they have a responsibility to their family and community. Continue enforcing family rules, although it may be a good time to review your rules to see if they are still practical.

Keep the lines of communication open. This is one of the most important tasks you have. Most teens don't know how to communicate. Really listen to them and avoid judgmental responses. Seek outside help to solve problems instead of risking the loss of your relationship with your teens.

Be patient. Your teens may not be comfortable with themselves. Their bodies and emotions suddenly seem strange, and their new skills are not perfected. They may be very critical of themselves and need your support and love.

Praise good behavior. Remind them that you think they are wonderful. Help them remember they are valuable people.

Evaluate your own attitude. Your teens' push for independence may trigger an equal but opposite response from you. Their independent behavior may make you aware that there isn't much time left for you to teach them everything they need to learn from you. Don't begin to lecture or become too controlling. It will only add stress to the situation.

Get professional help if your teens' behavior has gotten out of control. A good counselor often is the key to helping parents and their teens get over rough spots.

Remember, you are the most important influence in your adolescents' lives.



Child Safety: Internet Concerns

When used properly, the Internet can be a wonderful learning and entertainment tool for you and your family. In many ways, the virtual world of the Internet is like that of the real world. Similar safety rules apply. Just as you wouldn't tell a stranger on the street where you live, you shouldn't tell someone you just met on the Internet your home address. Before allowing your children online, discuss with them safety issues. Talk to them about your concerns and together set up family guidelines for computer use. Here are some ideas to keep in mind.



Help your children to understand why it is important that they do not give out personal information, even if their new e-mail pal seems to be real friendly or a "cool" website offers them a free gift for the information.

Let your children know that they can come to you if they are receiving messages that make them feel uncomfortable. Tell them that in such an event, they should save the messages for you to read and handle in an appropriate manner.



Set up guidelines that deal specifically with meeting people on the Internet. Talk to your children about what to do if their new Internet friend asks to see them in person, or wants your children to send pictures of themselves.

Teach your children about "netiquette" (etiquette on the Internet), so that they will not accidentally offend someone.



Keep the computer in a high traffic part of the house such as the living room. You can then easily monitor your children's activities without making them feel as if you are watching over their shoulders all the time.

Find web sites you think your children will enjoy and "bookmark" them. This will help direct your children away from using search engines, where they might find inappropriate sites.



Most importantly, spend time with your children talking about their experiences online. Give them a chance to show you what they have learned or the things they like.

Many of these safety issues are further discussed on various web sites. Use search engines to find more information regarding safety on the Internet for further reference. By taking the proper precautions, you and your family can explore and enjoy the many wonderful features of the Internet.



An Important Message to Parents

Current scientific research shows that most of the development of the human brain takes place during the first three years of life. To ensure healthy development, children need appropriate cognitive, emotional, and physical stimulation. Parents need to be aware of their child's developmental stages in order to encourage healthy development in an age-appropriate manner.

COGNITIVE

A study by Dr. William Greenough at the University of Illinois, Champaign-Urbana found on autopsy that rats exposed to an enriched environment full of toys, food, exercise devices, and playmates had superbrains. They had about 25% more connections between brain cells than rats raised in standard, dull laboratory cages. Studies also show that the IQ's of premature children or those born into poverty can be significantly increased by exposure to toys, language, appropriate parenting, and other stimuli.

What You Can Do:

- * **Challenge your children to think.** Teach them to count, match colors, recite the alphabet, learn nursery rhymes, and work puzzles. Most importantly, read to your children or show them picture books.
- * **Create a stimulating environment.** Surround your child with bright colors, various textures, and interesting sounds and smells.
- * **Talk to your children.** Children are eager to learn and to understand. Talk to them often and talk to them in complete sentences. Tell them about their environment—situations, people, places. Don't underestimate their ability to take in information.

EMOTIONAL

Dr. Ned Kalin, chief of psychiatry at the University of Wisconsin, Madison, found that rats stressed during pregnancy have offspring that are very emotional and reactive. They are hyper-responsive to stress and their brains produce more adrenaline, a stress hormone. Neuroscientist Bruce McEwen of Rockefeller University and others have found that with increased mothering behaviors, newborns grow up calm and ready to explore.

What You Can Do:

- * **Show how much you care.** Provide an abundance of love, concern, and care for your child.
- * **Take good care of yourself.** Monitor your own stress and mental health. Find help if you feel overwhelmed. Your state of mind will affect your child's development.
- * **Do your best to shelter your child.** Shield children from stressful or violent environments.

PHYSICAL

Dr. Saul Schanberg of Duke University and Tiffany Field of the University of Miami noticed a lack of growth among premature infants in "do not touch" incubators. The doctors felt these children were so small that they should not be disturbed. Yet no matter how well fed or medically cared for the children were, they struggled to survive. To understand this phenomenon, Schanberg and Field studied rats without physical stimulation from a caretaker and found that the baby rats released stress hormones to decrease the body's need for nourishment and cause growth to cease. The animals' brains were responding to the absence of a caretaker by telling their bodies to stop growing because they would not be cared for. With this information, hospitals started to hold and rub the backs of the preemies, and the infants began to grow and thrive. Their growth rates nearly doubled!

What You Can Do:

- * **Cuddle, hug, kiss, and hold your children.** Children need a lot of affection many times a day!
- * **Make sure your children have opportunities to run, stretch, skip, and jump.**
- * **Feed your children healthy foods:** fruits, vegetables, milk, cheese; fish, chicken, whole-grain breads and cereals.

The studies cited were reported in Ronald Kotulak's 1993 "Unlocking the Mind, A Prize-Winning Series from the Chicago Tribune."

PROVIDED BY THE NATIONAL COMMITTEE TO PREVENT CHILD ABUSE:

332 S. MICHIGAN AVENUE, SUITE 1600, CHICAGO, IL 60604, (312) 663-3520, [HTTP://WWW.CHILDABUSE.ORG](http://www.childabuse.org)



SAMPLE ARTICLE FOR A NEWSLETTER

Child Abuse Prevention Month presents opportunities to promote child abuse prevention in a newsletter or newspaper article. The following material may be useful to include in an article.

Since 1983, National Child Abuse Prevention Month has been observed every year in April. The goal of this month-long observance is to increase awareness of child abuse and its prevention. Child Abuse Prevention Month allows individuals, schools, businesses, hospitals, religious organizations, and social service agencies across the country to join forces in the battle against child abuse.

Reports estimate that nearly a million children are abused and neglected each year, and further, that three children die each day due to abuse. Child maltreatment continues to be a major threat to the well-being of the nation's children; but thankfully, many communities are becoming more involved in activities and events that promote the message that child abuse can and must be prevented.

Child Abuse Prevention Month offers opportunities for those who are concerned to become involved in preventing child abuse right in their own community.

The National Committee to Prevent Child Abuse offers the following suggestions.

Help Parents In Your Community:

- If you know a parent under stress, offer him or her a break. Take care of the children for a while or organize playgroups so the parent can relax.
- Establish a parent support group in your area. Plan a regular time when mothers and fathers can get together to talk about and find solutions to parenting challenges.
- Organize a neighborhood event for families: go to the park, zoo, or a ball game.

Respond When You See Abuse In Public:

- Strike up a conversation with the adult to direct attention away from the child. Say something like "She seems to be trying your patience" or "My child has gotten upset like that too."
- Divert the child's attention (if misbehaving) by talking to the child.
- Praise the child and parent at the first opportunity.

Examine Your Own Parenting Practices:

- Praise your child in some way everyday. Kind words will make him/her feel special today and will help make him/her into a better adult tomorrow.
- When pressures build up, don't lash out at your child in anger. Take hold of yourself before you take hold of a child. Stop and take a deep breath, and then another. Remember, you are the adult. Or, close your eyes and pretend you're hearing what your child is about to hear.
- You're not alone if you think you need help. There are people who can help you cope with your life and family relationships. Check local resources to see if there is a child abuse hotline, crisis referral line, or a crisis nursery where you can drop off your child for a short time.

Report Suspected Abuse or Neglect:

- To report suspected abuse, call your local department of children and family services, usually listed under Welfare or Health and Human Services, or call the police department.

The National Committee to Prevent Child Abuse is a volunteer-based, not-for-profit organization, established in Chicago in 1972. Call (800) 55-NCPA to request free material on more ways you can help prevent child abuse.



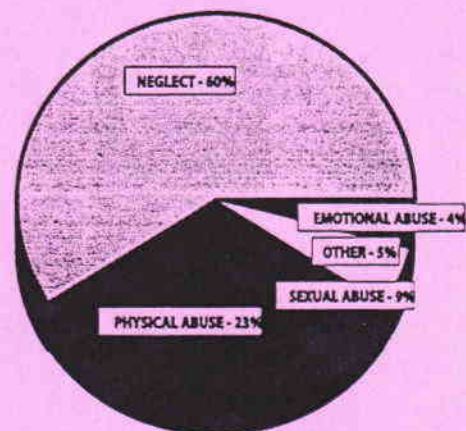
Child Abuse and Neglect Statistics

REPORTS OF CHILD ABUSE AND NEGLECT

In 1996, over 3 million children were reported for child abuse and neglect to child protective service (CPS) agencies in the United States, and almost 1 million children were confirmed by CPS as victims of child maltreatment. According to a 1996 survey, physical abuse represented 23% of confirmed cases, sexual abuse 9%, neglect 60%, emotional maltreatment 4% and other forms of maltreatment 5%.

SUBSTANTIATED CASES OF MALTREATMENT FOR 1996

BREAKDOWN BY TYPE



AGE OF CHILD AT TIME OF DEATH FOR 1996



CHILD FATALITIES

In 1996, an estimated 1,046 child abuse and neglect related fatalities were confirmed by CPS agencies. Based on these numbers, more than three children die each day as a result of child abuse or neglect (Wang & Daro, 1997). In 1996, those states which kept this statistic reported that almost 77% of these children are less than five years old at the time of their death, while 45% under one year of age (Wang & Daro, 1997). As for cause of death, 45% of deaths resulted from neglect, 52% from physical abuse and 3% from a combination of neglectful and physically abusive parenting.

Wang, C.T. and Daro, D. (1997). *Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1996 Annual Fifty State Survey*. Chicago, IL: National Committee to Prevent Child Abuse.

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CHILD ABUSE PREVENTION MONTH CELEBRATED NATIONWIDE

The National Committee to Prevent Child Abuse (NCPCA) announces that the month of April will be celebrated throughout the country as Child Abuse Prevention Month. This month-long observance was designated for the first time by presidential proclamation in 1983. Since that time, individuals and organizations have joined together during April to raise the public's awareness of child abuse and its prevention.

The public, rightly outraged by reports that over a million children are abused and neglected in one year's time, and that three children die each day due to abuse, have become involved in activities and events that promote the message that child abuse can and must be prevented. Many communities have set aside time in their churches, synagogues, schools, local government agencies, and in corporate settings to highlight the need for increased awareness of the community's role in keeping all children safe from abuse.

Interest in Child Abuse Prevention Month has grown tremendously, as evidenced by the expanding list of activities that are offered in communities in every state. The activities vary widely but many of them are designed to involve more citizens in recognizing the importance of children by offering poster contests, special programs, messages distributed widely on tee shirts, buttons, and grocery bags, and conferences by child abuse prevention organizations.

Part of the appeal of a national campaign to address a serious issue like child abuse is the opportunity for citizens who are concerned about the problem to become involved in preventing child abuse right in their own community. As Michael Bolton, Honorary Chairman of NCPCA states, "I believe that each of us must recognize the important role that we can play as individuals in our own communities."

Statistics on child abuse reports and the number of fatalities that resulted from child abuse and neglect are available in mid-April from the national office of NCPCA.

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EMOTIONAL NEGLECT

SOLVING AN ELUSIVE PROBLEM

In recent years the topic of emotional neglect has become a primary concern for both researchers and service providers. Researchers have struggled for some time to agree on precise working definitions that service providers can use to help identify and report occurrences of emotional neglect. However, defining and documenting this form of maltreatment has been difficult. The damage done by physical abuse and neglect often is visible and easily detected by professionals, making assessment and intervention less difficult. In contrast, emotional neglect may inflict unseen or nonphysical damage that is not apparent until years later.

One definition of emotional neglect focuses on the passivity of the parent. "Such neglect refers to the passive ignoring of a child's emotional needs; to lack of attention and of stimulation; and to parental unavailability to care, to supervise, to guide, to teach, and to protect." Another definition states, "Emotional neglect occurs when meaningful adults are unable to provide necessary nurturance, stimulation, encouragement, and protection to the child at various stages of development, which inhibits his/her optimal functioning." Regardless of differences in definition, both researchers and service providers agree that emotional neglect is a very real problem that can have serious effects and may alter the outcome of a child's emotional development.

While the causes of emotional neglect vary widely, there are a number of parenting behaviors that can indicate its presence. Parents who emotionally neglect their children often do not interact with them, and do not speak, play, or encourage new activities and opportunities to learn. This treatment inhibits a child's vigorous and happy development. A parent may be neglectful because of a lack of knowledge or poor judgment. Parents with inadequate child-rearing skills may be unaware that a child needs stimulation, interaction, and nurturance to be able to reach normal developmental goals.

The lasting effects of emotional neglect can be wide-ranging. The manifestation of such effects in early childhood may include self-harming behavior, bizarre eating habits, destructive acts, and social isolation. In sum, severe emotional neglect has been found to stunt the emotional, and sometimes physical, growth of a child. The Westat Corporation found in their recently published 1996 National Incidence Study of Child Abuse and Neglect that between 1986 and 1993 the estimated number of emotionally neglected children nearly tripled from 203,000 to 585,000.

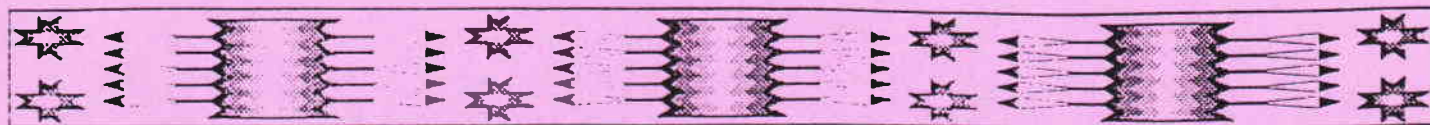
Parent training and education should be the primary objectives for those interested in preventing emotional neglect. Increasing a parent's understanding of the emotional and developmental needs of the child will help prepare the parent to adequately engage the child in caring, nurturing, and emotionally healthy behavior. Raising children requires the parent not only to show love and acceptance, but also to have the awareness and skills necessary to raise a child confidently and well.

The material for this fact sheet was taken from Iwaniec, D. (1995). *The Emotionally Abused and Neglected Child*. West Sussex, England: John Wiley and Sons Ltd.



BEE A VISION

A NEWSLETTER FROM THE OFFICE OF INDIAN EDUCATION PROGRAMS, BRANCH OF EXCEPTIONAL EDUCATION



Fathers' Involvement Linked with Children's Academic Success

Vice President Al Gore and U.S. Secretary of Education Richard W. Riley released a new report entitled *Fathers' Involvement in Their Children's Schools*. The report, which the U.S. Department of Education issued with data collected by the National Center for Education Statistics from the 1996 National Household Education Survey, highlights the link between family involvement in education and children's academic success.

"This study provides hard evidence about the powerful and positive influence that parents can have as full and equal partners when they make the commitment to help their children get a good education," Vice President Gore said.

The report describes the extent to which fathers and mothers are involved in their children's learning. A key finding of the report was that fathers and mothers are more likely to be involved in their children's education when schools welcome family involvement. Parental involvement was also higher when the school provided a safe, disciplined learning environment and when teachers and students respected each other. The report also found that, while having one parent actively involved in a child's education is important, having both parents involved strengthened a child's chances for academic success. Data for the report was collected from a nationally representative sample of almost 17,000 parents and/or guardians of different racial-ethnic and socioeconomic backgrounds with students in kindergarten through twelfth grade.

Key findings of the report are that:

- Children are more likely to get mostly A's, and less likely to repeat a grade, if their fathers are involved in their schools.
- Children do better in school when their fathers are involved, regardless of whether their families live with them and whether their mothers are also involved.

- Many fathers in two-parent families, as well as fathers not living with their children, have low involvement.
- Single fathers are far more likely to be involved in their children's schools than fathers in two-parent families.
- The relationships between fathers' involvement and children's success in school are important, regardless of income, race-ethnicity, or the parent's education.

The importance of fathers' involvement in their children's schools was illustrated through the experience of two fathers -- a psychology professor and a taxi driver -- and their children who participated in the program. While the children acknowledged professional differences between their respective fathers, they also made clear that their success in school was due, in large part, to their fathers', as well as their mothers' active involvement and concern for their education.

This information was taken from Community Update No. 52, November/December 1997. U.S. Department of Education. To obtain free copies of *Fathers' Involvement in Their Children's Schools*, call the National Library of Education at 1-800-424-1616 or visit <http://nces.ed.gov/pubs98/fathers/>

NOTE: See Increasing Parental Involvement for how you can help!

"CHILDREN NEED A SENSE THAT SOMEBODY CARES ENOUGH TO PROTECT THEM. TO PROVIDE THAT SENSE, WE MUST BECOME ADULTS TO OUR KIDS."

DAVID ELKIND

BEE A VISION

The Branch of Exceptional Education's vision is that all people will value Indian students in our Nations

HOME-SCHOOL CONNECTION

Teach Your Child To Listen

Learning to listen is one of the most important steps in learning to read. Once children can identify and distinguish sounds, they can begin to use words in reading and writing. Following are some ways you can help your child learn to listen:

- ❑ **When your child won't listen -- whisper. Most children quiet down and concentrate to hear what's being said.**

- ❑ **When you hear noises from a certain spot, stop and quiz your child. Can he or she identify sounds, such as honking car horns, a fire engine siren, dogs barking, or a train whistle?**

- ❑ **Help your child say long, silly words, such as abracadabra, supercalifragilisticexpialidocious, Timbuktu, and cucaracha. He or she must listen carefully to sound out these words.**

- ❑ **Play a copycat game where the leader makes a noise, such as clapping hands or stomping feet, and then your child repeats the noise. Add on and form a series of sounds -- he or she must focus on listening to play successfully.**

- ❑ **Say a sentence to start a story. Then have your child add a sentence on to the story, then back to you, and so on. He or she must listen carefully to be able to pick up where the other person left off.**

- ❑ **Use a tape recorder to let your child record memories of special days at the zoo or to "talk" a letter to Grandma and Grandpa. Listening to their own voice is often a unique experience.**

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