

UNITED TRIBES

On-Campus News

VOL. 10, NO. 7

February 22, 2000

Rick Albers . . . a talented grantswriter, colleague, and friend

On Tuesday, February 15th early afternoon, Rick Albers, 50, of Eagle Butte, South Dakota suddenly passed away while conducting a workshop at the Mandaree public school, Mandaree, North Dakota. We were very fortunate to have Rick work with the various programs here at United Tribes. His sons, Travis and Tanner were tremendously gifted basketball players for the Thunderbirds; his stepdaughter Holly Hosie is a student here at United Tribes last year. His wife Donna worked with some of the programs here at United Tribes including the Sacred Child program. Donna assisted Rick with many of his technical assistance workshops throughout Indian country the past few years.

I first met Rick and Donna when I was the Elementary Principal at Loneman School located on the Pine Ridge reservation in South Dakota. Rick was employed to work with the federal program office for Shannon County schools at Batesland, South Dakota. Later, Rick helped to establish Tiospa Zina tribal school on the Lake Traverse reservation in South Dakota. He held the position of Superintendent for many years. While I was employed with the Bureau of Indian Affairs in the Minneapolis Area Office in 1986, Rick stopped by to visit and was on his way to establish the Saginaw Chippewa tribal school located near Mt. Pleasant, Michigan. He served as the school's first superintendent. Rick never intended to stay for a long period, but it was through his efforts a number of tribal schools were able to establish their own schools enabling many students to continue their education, retain their cultural heritage, and graduate from high school.

Rick had the knack for writing grants and shared this information with numerous tribes, schools, organizations, and individuals. Last January 1999 he conducted a grantwriting workshop at the Prairie Knights Casino and Lodge for several of our staff members. We can all attest to his talents and abilities in this critically important area for tribes, schools, and organizations such as United Tribes here in Bismarck. Hopefully, those of use who have been touched by Rick Albers will be able to benefit from his expertise as a grantswriter and professional educator. He was a man of humor, warmth, humility, and enthusiasm for tribes, schools, and those who he came in contact with throughout his productive career. Those of us who work in the field of Indian education are very appreciative of Rick's time and efforts he put forth to advance the cause of many deserving students from all backgrounds, nations, and creeds. Thank you Rick. Thank you very much.

Pidamay,
John Derby

ON THE INSIDE...

Valentines King and Queen
TJES Poster Winner
UTTC Diabetes Workshop
Parenting Tips & Times
UND - INMED Traditional Powwow



Weekly Menu

*(Each meal served includes
2% or Skim Milk, Coffee or Tea)*

DINNER

February 22 - 25

- Tue.- Ham Sandwich, Soup, Salad Bar, Dessert
- Wed.- Chicken Stir-Fry w/Oriental Noodles, Rice, Cranberry Sauce, Salad Bar, Pumpkin Bars
- Thu.- Bar-B-Que on a Bun, Soup, Salad Bar, Assorted Fresh Fruit
- Fri.- Fish Sandwich, Soup, Salad Bar, Lemon Bars

February 28

- Mon.- Goulash, Vegetable, Dinner Bun, Salad Bar

SUPPER

February 22 - 25

- Tue.- New England Dinner, Boiled Potatoes, Boiled Vegetables, Salad Bar, Dessert
- Wed.- Pepper Steak, Rice Pilaf, Salad Bar, Dessert
- Thu.- Turkey Roast Dinner, Tossed Salad
- Fri.- Roast Pork, Mashed Potatoes & Gravy, Vegetable, Salad Bar, Dessert

February 28

- Mon.- Hamburger on a Bun, French Fries or Potato Chips, Soup, Salad Bar, Brownies

Financial Aid Information

Students need to start the application process for Federal Student Aid. Apply early for priority on other funding possibilities. Students also need to look into scholarships for Supplemental Aid. There are a number of scholarship search groups. Use the following page for assistance.

GENERAL ASSEMBLY

March 3, 1:00 pm at the Gym.

Payroll will be dispersed after assembly.

ATTENTION:

Participants for the UTTC Food and Fitness Exercise Program

Thank you to all that are participating. We had 70 students, faculty, and staff sign-up. That's great! You've completed three weeks already. Can you believe it? Keep up the good work by continuing to exercise for at least two hours per week. You can do it! Call Kim Hinnenkamp at Ext. 397 if you have any questions.

Thought For The Day . . .

- Mon: • Does your train of thoughts have a caboose?
- Tue: • People in hell ... where do they tell people to go?
- Wed: • The only difference between a rut and a grave is the depth.
- Thu: • Why do they call it chili when its hot?
- Fri: • If dogs and cats didn't have fur, would we still pet them?
- Sat: • The trouble with being punctual is that people think you have noting better to do.
- Sun: • You know you're poor when you eat beans for breakfast, drink water for lunch, and swell up for supper.

Chemical Health Center . . .

The Chemical Health Center staff would like to congratulate Warren (Red) Koch, and Ella Big Crow for being voted by the students and staff as favorite employees of United Tribes Technical College. We ran the contest during our Open House on February 11, 2000. Everyone that came over to see our program voted for one staff member who they thought went out of their way to help others. There were many nominations and all the employees should give each other a pat on the back for a good job! Congratulations to our King Warren (Red) Koch, and Queen Ella Big Crow for the outstanding job that they do here at United Tribes. They were crowned King and Queen on Valentine's Day at the Cafeteria. They were given Powwow chairs, a chocolate rose, calendars, and a certificate for being our favorite employees.



REMINDER • REMINDER • REMINDER

THE UTTC FINANCE OFFICE IS CLOSED FRIDAY
AFTERNOONS AND THE LAST BUSINESS DAY OF
EACH MONTH.

Information for the Next Newsletter must
be submitted to Arrow Graphics
no later than 12:00 NOON!
Friday, February 25.
Attn: Sandy Erickson

PLEASE FOLLOW DEADLINE !

Final Home Group Meeting for all New Students!

February 22, 2000

Meet at the small gym at 3:00 pm.

Bring your scavenger hunt items and
make sure to bring your egg basket!

Snacks and prizes will be available

(Be sure to turn in your cameras by 11:00
am on February 17, 2000 for developing. If cam-
eras are not received, your group will be dis-
qualified and you will have to pay for the cam-
era if it is not returned at all!)

Student Support Services TRIO Awareness Week Academic Services Center Open House Door Prize Winners February 17, 2000 at 9:00 - 4:00 pm

Antoinette Lester - jumper cables

Virgil Chase - candles

Dardi Clown - diary

Ethel Hall - diary

Geri Stewart - picture frame

Gerald Packineau - picture frame

KJ Buckley - bowl, tumblers, popcorn

Nathan Thunderhawk - bowl, tumblers, popcorn

Harriet Schneider - set of glasses

Percy Lussier - Grand Prize

Brian LaRoche - toilet paper, puzzle book.

The Student Support Services and Academic Ser-
vices Center staff would like to thank the students and
staff for coming out to make the event a success

Local Winner

TJES 7th grader Jennifer Longtree, daughter of Stan Longtree, was the local winner for the annual RIF poster contest. Her poster was sent to Washington, DC for final judging. One winner and several finalists will be chosen. Good luck and congratulations Jennifer.

Other TJES winners were:

Mike Gopher - 2nd

Gina Yells Eagle - 3rd

Corrina Buffalo - 4th

Tasha Bordeaux - tie for 5th

Delores RenCoutre - tie for 5th

Thank you to all of the TJES participants. We have wonderful artists and very creative students at our school



Healthy At Any Size

(adapted from the University of Minnesota Extension Service, February 1999)

Large people are often told that the only way they can be healthy is to lose weight. Several decades of dieting have not resulted in healthy body weight. Instead of healthier people, we have many people who feel badly about themselves and the shape they are in. So if we are not the "perfect size" what do we do?

- ❖ We live in the present rather than postponing life until we have the "right" body weight.
- ❖ We determine our own lifestyle, not what others think.
- ❖ We become more "fit" ~ more physically active.
- ❖ We look at the whole person ~ physical, mental and social.

****Good Health is not defined by body size. It is a state of physical, mental and social well-being. How do you accept where you are... and be as healthy as you can be? Each person is responsible for taking care of his/her own body. It's the only one we get.**

To learn more about "Healthy At Any Size", stop by the cafeteria on Wednesday, February 23 from 12-1 PM. The UTTC Food and Fitness Program along with the NDSU Extension Service's Family Nutrition Program will have a table set up with information and prizes. Come and get involved!

Submitted by: Kim Hinnenkamp, UTTC Food and Nutrition Program

? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?
 ? ITS NATURAL TO FEEL DISAPPOINTED ?
 ? WHEN THINGS DON'T GO YOUR WAY ?
 ? ITS EASY TO THINK ... "I CAN'T DO ?
 ? IT, SO WHY TRY? ?
 ? BUT, NO MATTER HOW SCARED YOU ?
 ? ARE OF MAKING A MISTAKE OR HOW ?
 ? DISCOURAGED YOU MAY BECOME, ?
 ? NEVER GIVE UP ... ?
 ? BECAUSE IF YOU DON'T TRY AND IF ?
 ? YOU DON'T GO AFTER WHAT YOU ?
 ? WANT IN LIFE. ?
 ? IT WON'T COME TO YOU, AND YOU'LL ?
 ? BE FORCED TO ACCEPT THINGS THAT ?
 ? YOU KNOW COULD BE BETTER ?
 ? SUCCESS IS NOT MEASURED BY ?
 ? WHETHER YOU WIN OR ?
 ? WHETHER YOU FAIL - - - - THERE'S ?
 ? ALWAYS A LITTLE BIT OF SUCCESS, ?
 ? EVEN IF THINGS DON'T GO YOUR ?
 ? WAY - - - WHAT'S IMPORTANT IS ?
 ? THAT YOU'LL FEEL BETTER ABOUT ?
 ? YOURSELF, FOR THE SIMPLE REASON. ?
 ? YOU TRIED. ?

COUNSELING DEPARTMENT

UNITED TRIBES DIABETES EDUCATION CENTER

DIABETES WORKSHOP

FEBRUARY 29, 2000

2:00 TO 4:00 PM

BUILDING 61

Workshop Presenter: Suzanne Fundingsland
 Diabetes Education Coordinator
 United Tribes Diabetes Center

Workshop Topics:

- What is diabetes?
- How is it affecting the ND Tribes?
- What are some of the ways you can make small changes that will make a big difference in staying healthy?

This workshop is for UTTC students, staff and faculty. No registration
 For additional information contact: Marsha Azure at Ext. 327

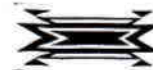


"COME SEE THE STARS"
STARLAB PLANETARIUM
FEBRUARY 22, 23, 24



6:00 - 8:00 P.M.
@ SMALL GYM

MRS. GEORGESON, MRS. BRINKMAN, MRS. RHONE



**UNIVERSITY OF NORTH DAKOTA
 INDIANS INTO MEDICINE (INMED)**

TRADITIONAL POW WOW

MARCH 4, 2000 7:00 AM TO 11 PM

GRAND FORKS CIVIC CENTER

- Arena Director:** Russ McDonald
- Announcer:** Joe McGillis
- Spiritual Leader:** Ambrose Little Ghost
- Color Guard:** All Nations
- Grand Entries:** 1 pm and 7 pm
- Traditional Feed:** 5:00 p.m.
- Day money to All Dancers - Must have SS# to register**

FREE AND OPEN TO THE PUBLIC

SPONSORED BY UND PRESIDENT'S OFFICE AND THE MULTI-CULTURAL AWARENESS COMMITTEE
 INMED STUDENT ORGANIZATION IS NOT RESPONSIBLE FOR ACCIDENTS OR THEFT.



Final Home Group Meeting for Spring 2000 Students!

Please meet at the small gym on February 22,
2000 at 3:00. Bring your egg baskets and
scavenger hunt items!! Come for food and
prizes!!

The 19th Annual Theodore Jamerson Elementary School Science Fair was held on Thursday, February 10, 2000 at the Small gym on the United Tribes Technical College Campus. A total of 124 students participated in group or individual projects. Judging was held in the morning, public viewing was from 1:00 to 2:30 PM and the Awards Ceremony was at 2:30 PM. Winners are eligible for the 17th Annual Native American State Science Fair which will be held on Monday, February 21st, 2000 at the Raddison Inn in Bismarck, ND. Winners from there will participate in the 14th Annual National American Indian Science and Engineering Society (AISES) Science Fair in St Paul, Minn. The following are a list of winners (with the project name) from each of the respective classes at TJES:

Grade 3

Alternate: Mini Lava Lite by James Debois
3rd Place: Take a Little of the Top by Stevie Buckley
2nd Place: How Long by Randy Trottier
1st Place: Tornado by Seth White

Grade 4

Alternate: Jump with Electricity by Sierra TwoBulls
3rd Place: Growing Grass by Aaron LaFountain
2nd Place: Erosion by James Clairmont
1st Place: Under Water Volcano by Elijah Quagon

Grade 5

Alternate: Monorail by Tiffany Howard
Alternate: Soapy Battery by Josh Geigle
3rd Place: Dead Batteries by Elizabeth Lundermund
2nd Place: Tornado by Chantel Eagle
1st Place: Bubbles by Brittney Bercier

Grade 6

Alternate: Sink or Float by Denise Bercier
3rd Place: How Do Lasers Work by James West
2nd Place: Flowers Change by Jamie Peltier
1st Place: Plants by Alex Herald

Grade 7

Alternate: Iceberg by Corrina Buffalo
3rd Place: How Hurricanes Form by Jennifer Longtree
2nd Place: Carbon Monoxide by Tova Howard
1st Place: Lasers by Mike Gopher
1st Place: Electric Crane by EJ RenCoutre

Grade 8

Alternate: How to Burn Steel Wool by Marshall Knife
3rd Place: Human Memory by Vanessa Longtree
2nd Place: Making Charcoal by Tasha Bourdeaux
1st Place: Light by Kelly Bercier

TJES



Science Fair



Awards Ceremony

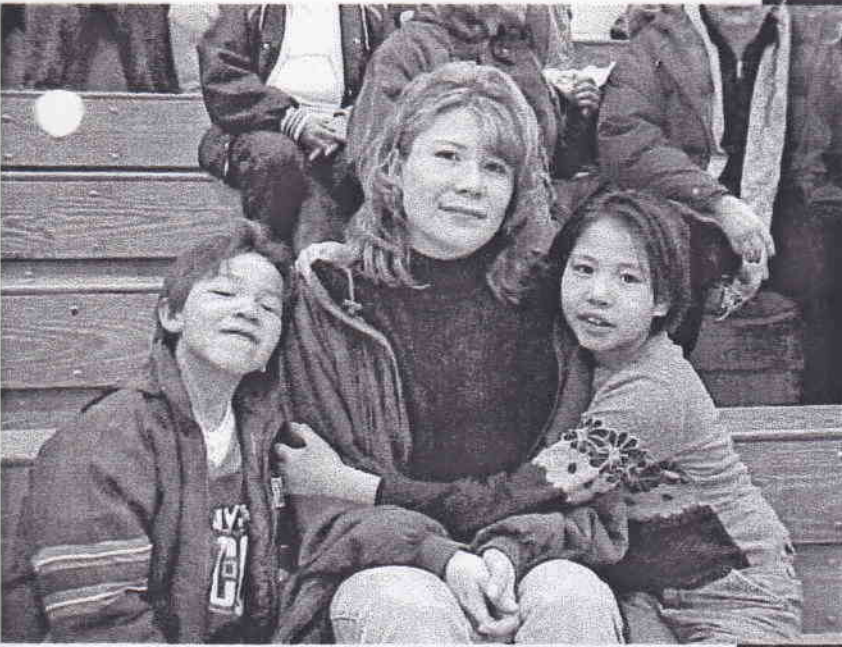


Feb. 10, 2000

TJES



Families



Friends



Feb. 10, 2000

Grade 3



Grade 3 Science Fair Winners

Alternate-James Dubois (Not Pictured)
3rd- Stevie Buckley
2nd-Randy Trottier
1st- Seth White

Grade 4



Grade 4 Science Fair Winners

Alternate-Sierra TwoBulls
3rd- Aaron LaFountain
2nd-James Clairmont
1st- Elijah Quagon



Grade 5 Science Fair Winners

Alternate-Tiffany Howard

Alternate- Josh Geigle

3rd-Elizabeth Lundermund

2nd-Chantel Eagle

1st- Brittney Bercier



Grade 6 Science Fair Winners

Alternate-Denise Bercier

3rd- James West

2nd-Jamie Peltier

1st- Alex Herald



Grade 7 Science Fair Winners

- Alternate-Corrina Buffalo
- 3rd- Jennifer Longtree
- 2nd-Tova Howard
- 1st- Mike gopher
- 1st-EJ RenCountre



Grade 8 Science Fair Winners

- Alternate-Marshall Knife
- 3rd- Vanessa Longtree
- 2nd-Tasha Bourdeaux
- 1st- Kelly Berclerr

Presentation of Group Awards

2nd Grade

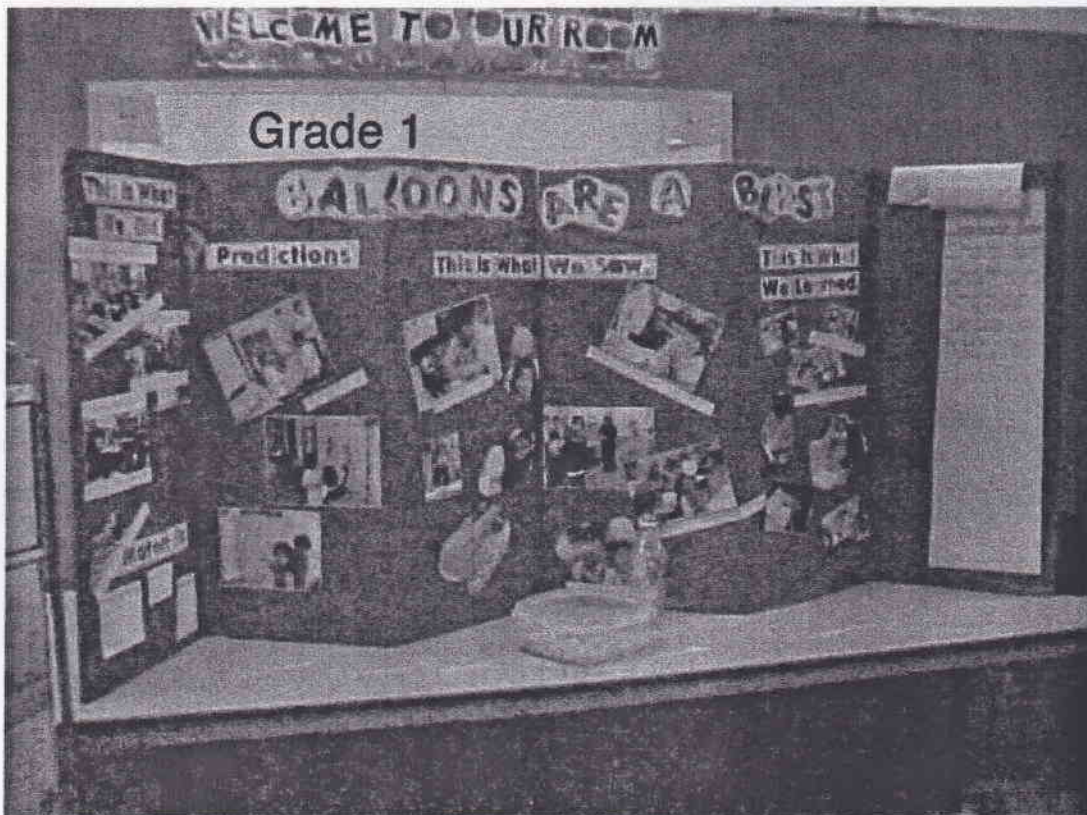
Parent & Teachers

Lining Up





Some Group Projects





Walt Disney World -----Orlando, Florida

Walt Disney World has exciting co-op opportunities throughout the WDW Orlando complex. Summer 2000 and Fall 2000 positions are available. Every student is assigned a concentration area and MUST take 3 hours a week of seminar classes. Housing is provided in a very nice security housing complex (complete with RA's) near the park. All interested students MUST attend an informational session that will be held at the River Valley Room, 2nd floor Memorial Union, @ 6:00pm, March 21, 2000. Interviews March 21st immediately after the information session – COME READY TO INTERVIEW. Former Disney Co-op student will be on hand to answer your questions. This IS an opportunity of a lifetime ... don't miss it!!

LEARN MORE:

Contact your Career Service Office

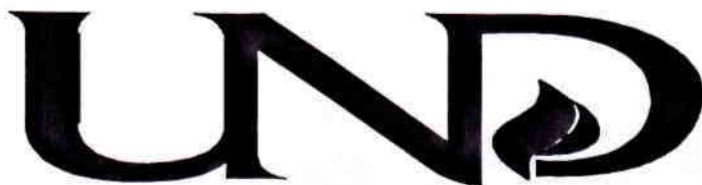
CHECK OUT:

<http://disney.go.com/DisneyCareers/wdwcareers/college/index.html>

AND ATTEND:

Walt Disney World College Program Information Session

Where: - University of North Dakota, Grand Forks
- - Memorial Union, 2nd Floor - River Valley Room
When: - March 21, 2000 - - 6:00pm



Career Services/Cooperative Education
PO Box 9014
Grand Forks, ND 58202-9014
701-777-3904/4105

Vince Schanandore
Career Services
United Tribes Technical College
3315 University Drive
Bismarck, ND 58501

February 10, 2000

Mark your Calendar!

Where: - University of North Dakota, Grand Forks
-- Memorial Union River Valley Room

What: - Walt Disney World College Program Recruiters

When: - March 21, 2000
-- 6:00pm



The Walt Disney World Recruiting Team will be presenting the WDW's College Programs for interested college students. The WDW College Program is open for all college students nationwide and results in an excellent working, learning and living experience in Orlando, Florida for a semester. Successful candidates work in many different areas of all the WDW Theme Parks and hospitality attractions. Living arrangements are included near the facilities with transportation to and from work provided. This is a paid experience and all students must attend several focused seminars through out their employment period. To view the entire WDW college program benefits, check out these web sites: <http://www.wdwcollegeprogram.com>. Many students from UND and other area schools have had excellent internship/cooperative education experiences with WDW.

To apply, all interested students MUST attend the WDW College Programs Team presentation, complete an application, and be interviewed. Your students will be our guests for this session. Interviews will be conducted immediately following the presentation for interested students. Disney will have 2 or 3 people here to conduct interviews so you might want to plan accordingly. Interviews are about 30 minutes and are often conducted in-groups. I would encourage your students to invite their parents to come with them to attend the information session at 6pm if possible.

You will not need to notify us if you are planning to attend. However, if you are not familiar with UND Campus a campus map is provided. The Memorial Union River Valley Room is on the 2nd Floor of the Memorial Union. Parking will be in the Swanson Hall (just East of the Memorial Union) parking lot. If you are planning to bring a van and a group of students, please let us know and we will get a parking pass for you.

Remember! - Attendance at the 6:00pm, March 21, 2000, Memorial Union River Valley Room College Programs information session is mandatory for all students interested in participating in Walt Disney World's internship/co-op opportunities. Please call 701-777-4143 or e-mail don_johnson@mail.und.nodak.edu for further information.

Sincerely,

Don Johnson
UND Co-op Office

FEB 08 2000

701.231.7314

701.231.1029

800.488.6378

Fax 701.231.8756

January 28, 2000

United Tribes Technical College
2215 University Drive
Bismarck, ND 58501

Dear United Tribes Technical College,

Your students are invited to a special event to be held at North Dakota State University in Fargo this spring. The American Indian Expo 2000 will take place in NDSU's Memorial Union on Saturday, March 4, 2000. The event is free to all high school and tribal college students.

The American Indian Expo 2000 is geared toward young American Indian students from within our region. Planners hope to offer a series of hands-on workshops, cultural presentations, and musical performances.

At the time of this writing, special guests had not yet been confirmed. However, NDSU's Department of Multicultural Student Services will bring in several respected presenters to share their knowledge and talents with young audiences.

The one-day event is designed as a "crash-course" in American Indian culture, meaning that participants will learn a great deal in just a few hours. The Expo will be a respectful, educational, and enjoyable experience for young men and women.

This will be the first time the Expo will be held on the NDSU campus, and our department is hoping to attract students from reservations throughout our region.

Schools that plan to send students to the Expo are asked to notify us by calling (701) 231-7314. Please call our office by Tuesday, Feb. 15. Specify how many students you will be bringing so that we can prepare for your arrival. By calling ahead, you will also receive informational packets about our campus and the American Indian Expo 2000.

See you in Fargo on Saturday, March 4!

ANY STUDENT INTERESTED IN ATTENDING THE AMERICAN INDIAN EXPO 200 -- CONTACT LETITIA STEWART IN THE EDUCATION BUILDING OR CALL EXT. 383. DEADLINE TO SIGN UP: FEBRUARY 23, 2000, 5:00 P.M.



HCFA SUMMER 2000 MINORITY INTERNSHIP PROGRAM

The Health Care Financing Administration (HCFA) Summer 2000 Minority Internship Program offers a 12-week summer work experience for talented students pursuing degrees in computer science, business administration, allied health or health science, accounting, social science, or other health related fields. The Program, scheduled to begin June 5, 2000, is an opportunity for students to become acquainted with HCFA, its mission, programs, and goals, and to enhance their understanding of the operation of Federal health programs serving the elderly, disabled, and underserved and uninsured populations. HCFA, a part of the U. S. Department of Health and Human Services, administers the Medicare, Medicaid and State Children's Health Insurance Programs.

Application Process

A detailed resume, an official transcript, and a letter of recommendation from the applicant's Faculty Advisor or Department Chair must be provided to the HCFA contact identified below.

Selected Criteria

Applicants for consideration must have at least 60 credit hours by the date of application, and a minimum of 3.0 grade point average majoring in a field listed above. Application packages must be received by March 31, 2000.

Salary and Place of Employment

The salary is approximately \$10 an hour for a 40-hour work week. HCFA agrees to pay for reasonable lodging and transportation costs consisting of one round-trip air fare from the applicant's place of residence to HCFA's work site and return. Employment sites will be selected from among HCFA's regional offices located in Chicago, Illinois; Kansas City, Missouri; Denver, Colorado; and Seattle, Washington.

HCFA Contact

Please contact Mary Vollin at (202) 690-5742 (or e-mail: Mvollin@HCFA.gov), if you have questions regarding this program. Application packages must be mailed to: Mary Vollin, Intergovernmental and Tribal Affairs Group, Center for Medicaid and State Operations, HCFA, Room 337-D, Hubert Humphrey Building, 200 Independence Avenue, SW, Washington, DC 20201.

Writing A Scholarship Essay: Brainstorming

by *CollegeGate.com*

Information furnished by:
College Information Service, 1-800-554-2717

Step One: Brainstorming

Scholarship essays vary dramatically in subject. However, most of them require a recounting of personal experiences.

The most important aspect of your scholarship essay is the subject matter. You should expect to devote 1-2 weeks simply to brainstorming ideas. To begin brainstorming a subject idea, consider the following points. From brainstorming, you may find a subject you had not considered at first.

What are your major accomplishments, and why do you consider them accomplishments?

Does any attribute, quality, or skill distinguish you from everyone else? How did you develop this attribute?

Consider your favorite books, movies, works of art, etc. Have these influenced your life in a meaningful way? Why are they your favorites?

What was the most difficult time in your life, and why? How did your perspective on life change as a result of the difficulty?

Have you ever struggled mightily for something and succeeded? What made you succeed?

Of everything in the world, what would you most like to be doing right now? Where would you most like to be? Who, of everyone living and dead, would you most like to be with? (These questions should help you realize what you love most.)

Have you ever experienced a moment of epiphany, as if your eyes were opened to something you were previously blind to?

What is your strongest, most unwavering personality trait? Do you maintain strong beliefs or adhere to a philosophy? How would your friends characterize you? What would they write about if they were writing your scholarship essay for you?

What have you done outside the classroom that demonstrates qualities sought after by universities? Of these, which means the most to you?

What are your most important extracurricular or community activities? What made you join? What made you contribute to them?

What are your dreams of the future? When you look back on your life in thirty years, what would it take for you to consider your life successful? What people, things, and accomplishments do you need? How does this particular scholarship fit into your plans for the future?

If these questions cannot cure your writer's block, consider the following exercises:

- 1) Ask for help from parents, friends, colleagues.
- 2) Consider your childhood.
- 3) Consider your role models.
- 4) Read sample scholarship essays and admissions essays. (CollegeGate maintains an archive of over 100 free sample application essays.)
- 5) Goal determination.

Coming up with an idea is difficult and requires time. Remember, *without a topic you feel passionate about, without one that brings out the defining aspects of your personality, you risk falling into the trap of sounding like the 90 percent of scholarship applicants who write boring essays!*

Have fun! You might discover something about yourself you never consciously realized. Good luck!

Visit *CollegeGate.com* for many other essay editing resources.

Millionaire Report Card

The average millionaire made B's and C's in college, reports Thomas Stanley, who surveyed 1,300 millionaires for his book *The Millionaire Mind*. The average millionaire SAT score was 1190, not good enough for many top schools! (Source, *USA Today*, Monday, February 7, 2000.)

Information courtesy of
College Information Service



Parenting Tips & Times

Verona Lechler, Coordinator

Verona Lechler

February 2000

Update Your Address

Did you miss last month's newsletter? If you wish to continue to receive this newsletter, you need to call 667.3342 or email vlechler@ndsuent.nodak.edu to let our office know. Our office is required to update mailing lists. If we do not hear from you by February 18, 2000, your name/organization will be taken off the mailing list. Thank you for your cooperation.

The Early Childhood Special Education Program (Preschool Special Needs Program) serves children ages three to six who reside in the Bismarck School District. A continuum of services is available for children who have disabilities and are in need of specialized instruction.

If you have questions about a child's development or to schedule a developmental check-up or evaluation call Peggy (Early Intervention Program) or Margaret (Preschool Program) at BECEP: 221.3490 or 1.888.879.5313. All services are free to eligible children.

How is Your Child Doing?

Do you sometimes wonder if a child you know is developing appropriately?

The Bismarck Early Childhood Education Program (BECEP) conducts developmental check-ups and evaluations for children ages birth to six through two programs:

The Early Intervention Program serves children ages birth to three with development delays or disabilities and their families in Burleigh, Morton, Sioux, Sheridan, Emmons, McLean, Oliver, Mercer, Kidder and Grant counties. Several services are available through this program, including individualized instruction and therapy in the home or child care setting. After age three, children may be eligible for Early Childhood Special Education services in their home school district.

Feeling Scared:

Children & Youth Cope with Their Parents' Anger by Risa Garon, LCSW-C, BCD, CFLE

"When my parent gets angry, he/she looms like a giant standing over me. His or her eyes are all blood shot; his or her finger is pointing at me; and the yelling is so loud, I feel like my house is going to be knocked down, as if we were being hit by a sudden tornado."

These comments are an accumulation of responses students in an adolescent group in a high school recently made, when asked by the facilitators why they don't believe their parents know how they feel. What the author has learned from children and youth over the years is that what prevents them from



constructive confrontation is their fear of their parents' reaction; their lack of reality testing about their parents' current behavior; and belief that because their parent is the parent, they (the children) have no rights.

One gets the sense from listening to these students that they feel powerless and stuck. Perhaps one of the most negative consequences if this pattern of communication and of fear isn't broken, is the perpetuation of the very behavior that the students are fearful of. What then can professionals and parents do to help children cope with their parents' unhealthy anger?

1. Acknowledge that respect is earned by how people treat one another. Children have rights and deserve to be treated with respect, honesty and consideration for their needs. Use empowering terms with students. *"You deserve...you have rights...it is healthy for you to want to be treated in an appropriate way."*

2. Validate that standing over a child; forcing a child to speak when he or she is not ready; and shouting are unacceptable, unhealthy behaviors. Most children think that this is their "lot"; that they must "take" this kind of behavior. So many youngsters believe that only "real abuse" (the kind that leaves black and blue marks warrants attention.

3. Build a community of support around youngsters; particularly in situations where you know a parent can't or won't change. Help youngsters make up a list with names and numbers of people whom they trust.

4. Teach youngsters skills to communicate constructively:

** Arrange a mutually convenient time to talk. Practice using "I" messages that communicate how you feel when a parent yells or responds a certain way. Practice an "I" message with a request for change: "What I need from you is that we agree to talk only when both of us are ready; using a*

respectful tone of voice, without yelling; and that we will agree upon what the problem is."

**Teach children how to "de-stress" after negative confrontations; such as by listening to music, or run or brisk walk, talking to an understanding friend.*

5. Validate the pain and love that youngsters feel. Children truly feel victimized and frozen with unexpressed fear and anger. Help them, in a safe, accepting environment, to work through what happened; their reactions to the experience and the current reality of their relationship with their parent can be a significant factor in unfreezing that moment in their lives and helping them to move on; even test new waters. "Families Coping with Separation & Divorce," Family Information Services, January 1999

Characteristics of Healthy Adult-Child Relationships

Proactivity. The ability to recognize and whenever possible, accommodate the child's need for unconditional love and acceptance, safety, belonging, success, limits, fun, recognition and control (power), without allowing anyone else's needs to be violated. Anticipating; doing before (there is a problem); letting the child know limits or conditions ahead of time. Alternative to reactivity.

Win-Win The ability to get one's needs met without violating anyone else, particularly with regard to empowering a child without disempowering oneself. The ability to resolve and prevent conflict by sharing power within an authority relationship. The ability to offer choices within limits to encourage cooperation instead of obedience and people pleasing. Alternative to win-lose (powering or permissiveness).

Success Orientation The ability to help a child succeed by giving clear directions, setting boundaries, offering opportunities to choose and negotiate, requesting age-appropriate behaviors and responses, accommodating learning preferences, giving opportunities to self-manage and staying in

present time. Alternative to unrealistic expectations, misunderstandings, instructions or environments poorly matched to child's needs, and "set ups" for failure, passivity or rebelliousness.

Positivity The ability to differentiate the child's worth from his or her behavior. The ability to focus on what the child is doing right and building on strengths. The ability to create a reward-oriented environment in which consequences are positive outcomes and incentives received or experienced as a result of cooperation. The ability to communicate positively (using promises instead of threats, or reward instead of punishment, for example.) The ability to maintain a sense of humor. Alternative to negativity and punitive orientation.

Eliminating Double Standards The ability to interact and communicate with a child in ways that would be acceptable to an adult. The willingness to maintain consistency between one's own behaviors and those expected of the child. The ability to respond to a child's behavior in similar ways as would be inspired by the same behavior if it were demonstrated by an adult. The willingness to accept the fact that kids require meaningful, positive outcomes for their efforts, just as adults do.

Boundaries (Contingencies) The ability to connect what you want with what the child wants in positive ways. The ability to motivate and reinforce cooperative behavior with outcomes other than adult approval or avoidance of negative adult reactions (punishment, hitting, shaming, criticism, abandonment). The willingness to withhold positive consequences until the child has held up his end of the bargain. The ability to immediately intervene breaches in conditions or limits of a boundary avoid warnings, delayed consequences, punishment, or praise.

Supportiveness The ability to respond to a child's problems or feelings with acceptance, support and validation. The willingness to provide outlets for a child's feelings that will allow the child to externalize the feelings (get them out) without hurting himself or others. The ability to help the

child seek solutions to problems without enabling, fixing dismissing or judging the child's problems or feelings. The ability to resist adopting a child's feelings or take responsibility for the solutions to his problems, either directly solving the problems or giving advice or solutions ("shoulds").

Integrity The ability to maintain congruence between personal values and behavior. The ability to hear and respond according to inner guidance and personal values. The ability to act within personal value system despite potential or actual criticism from others. The willingness to make decisions based on what is best for a particular child, rather than simply automatically following tradition (or what was done to you when you were a child.) The ability to withstand judgement, criticism and ridicule if necessary, without becoming defensive, apologetic or reactive.

Responsibility The ability to take responsibility for feelings, without attempting to make others responsible. The ability to express feelings in non-hurtful ways. The ability to depersonalize and resolve conflict. The ability to work with others in your child's life (your partner, teachers, caretakers, neighbors, grandparents, for example) without projecting or accepting blame for something the child has done (or been accused of doing), and without expecting or demanding that they take responsibility for solving problems you may be having with your child.

Self-Care The ability to identify personal needs and feelings, set boundaries, take time for self, self-validate and get help when necessary. The ability to distinguish between self-care and selfishness. The ability to feel deserving of self-caring behaviors and decisions. The ability to use mistakes and failures as opportunities for new goals, strategies or growth. The ability to utilize support resources while maintaining responsibility for solving one's own problems. The ability to self-forgive. Family Information Services, March 1999

Bismarck-Mandan Area Parent Education Programs for February 2000

For more information on any of the following programs or to request additional programs, contact: Verona Lechler, Family Resource Center, Morton County Courthouse, 210 2nd Ave. NW, Mandan, 58554, 701.667.3342.

February 2, 9:00-10:05 am, "Instilling Courage & Self Esteem in Teens", BPS Adult Learning Center, 214 W Bowen Ave. Bismarck, Sponsor: Partners in Parenting, Betty Neigum
Director/Instructor, Free

February 3, 6:30-7:30 am, "Learn 50 Tips for Raising a Cooperative Child" Solheim Elementary 325 Munich Dr., Bismarck, Sponsor: Partners in Parenting, Betty Neigum,
Director/Instructor, Free

February 7, 10:00-11:00 am, Enforcing Consequences:, Parent Place at BECEP, 1227 Park Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 7, 6:15 pm, "Single Parenting" Head Start, Mandan, Sponsor: Region VII CSCC Family Resource Center, Veronal Lechler-Instructor, Call 667.3342 for more information

February 7, 7:00-9:00 pm, "ADHD Brief Parent Education Session", St. Alexius Center of Excellence Bldg, 3rd Flr. Telemedicine Dept. Park in Center of Excellence parking lot, Presenters: Dr. Craig DeGree, Ph.D., Psychologist, Anna Erlandson, RNC, Sponsors: Bismarck/Mandan ADHD Task Force, Region VII CSCC for Kids, Registration: 530.7700

February 8, 7:15-8:15 pm, "Parent Hour - Setting the Limits", Mandan High School, Mandan, Sponsors: Cole Paper & United Printing, free

February 8-March 28, 7:00-9:00 pm, "Surviving and Thriving with ADHD" (Tuesdays, weekly), Lewis & Clark Elementary School Library, Mandan, Sponsors: Bismarck/Mandan ADHD Task Force, Region VII CSCC for Kids, \$20 fee, scholarships available, Registration: 667.3342

February 8, 5:30-9:30 pm, "Children of Divorce," Burleigh Co. Social Services, Provident Life Bldg, St. 113, 415 E. Rosser Ave., Bismarck, Presenters: Veronica Fernow, Mary Lu Weber, Sponsors: Social Services and NDSU Extension Service, Call Chris Kasper 222-6670 ext. 278 to register.

February 9, 9:00-10:05 am, "Developing Responsible Teens," BPS Adult Learning Center, 214 W Bowen Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 10, 6:30-7:30 am, "Learn How to Raise a Responsible Child, Solheim Elementary, 325 Munich Dr, Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 10, 7:15-8:15 pm, "Parent Hour - Setting the Limits", Century High School, Bismarck, Sponsors: Cole Paper & United Printing, free



February 10 6:30-8:15 pm, "MOPS: Mothers of Preschoolers," and "MOPPETS," Mandan First Church of the Nazarene, 4209 Old Red Trail, Mandan, call 663.8975 or Carie at 224.1398

February 10, 7:00-9:00 pm, "ADHD Support Group," Parent Place, Located in Central Nodak Bldg, 1223 S. 12 St, next to Jack's Steakhouse, Sponsor: Bismarck/Mandan ADHD Task Force, call Verona Lechler 667.3342 for information. (Meets second Thursday of each month)

February 12, 10:00-12:00 noon, "Planning As A Family: Seven Habits of Highly Effective Families" McCabe Methodist Church, 6th & Blvd. Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Call 211-6882 to enroll

February 14, 10:00-11:00 am, "Communicating How to Confront Kids When They're Doing Wrong-How to Encourage Kids When They're Doing Right", Parent Place at BECEP, 1227 Park Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 14 & 15, "Optimal Pregnancy Outcome Program," Bismarck-Burleigh Nursing Service, 221 N 5th Street, Bismarck, Call 222.6512 for appointment, no charge. Sponsor: ND Dept. of Health, Div. Of Maternal & Child Health

February 16, 9:00-10:05 am, "Winning Cooperation Through Communication", BPS Adult Learning Center, 214 W Bowen Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 21, 7:00-9:00 pm, "ADHD Brief Parent Education Session", St. Alexius Center of Excellence Bldg, 3rd Flr. Telemedicine Dept. Park in Center of Excellence parking lot, Presenters: Dr. Craig DeGree, Ph.D., Psychologist, Anna Erlandson, RNC, Sponsors: Bismarck/Mandan ADHD Task Force, Region VII CSCC for Kids, Registration: 530.7700

February 21 & 22, "Optimal Pregnancy Outcome Program," Bismarck-Burleigh Nursing Service, 221 N 5th Street, Bismarck, Call 222.6512 for appointment, no charge. Sponsor: ND Dept. of Health, Div. Of Maternal & Child Health

February 22, 7:15-8:15 pm, "1,2,3 Magic" Good Shepard Luthern Church, Washington & Divide Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 23, 9:00-10:05 am, "The Challenge of Alcohol and Other Drugs," BPS Adult Learning Center, 214 W Bowen Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

February 28, 10:00-11:00 am, "Teach Kids to Handle Anger Without Violence" Parent Place at BECEP, 1227 Park Ave., Bismarck, Sponsor: Partners in Parenting, Betty Neigum, Director/Instructor, Free

The Family Resource Center has a variety of videos, books and pamphlets on parenting issues available for lending. Books are available for checkout for 3 weeks and videos are available for 1 week at a time. To receive a copy of the Family Resource Library catalog, please call 667.3342.