

CATG BEHAVIORAL HEALTH NEWSLETTER

BEHAVIORAL HEALTH STAFF

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Choose Respect March - Venetie

“CHOOSE RESPECT” CAMPAIGN

In March, the Behavioral Health department participated in the statewide “Choose Respect” campaign - which raises awareness about Domestic Violence and Sexual Assault Prevention. Various activities were held the week of March 20-24th and concluded with community marches in Fort Yukon and Venetie. Special thanks to the Alaska Commercial Company for helping to sponsor this event. April is National Sexual Assault Awareness Month.



Our BHAs have been actively involved in our villages providing primarily prevention related activities. Venetie’s BHA, Myra Thumma, holds Game Night, community Socials and sewing nights for community members. For more information regarding activities in Venetie, contact Myra at 907-662-7563.

WELCOME NEW BH STAFF!

The Behavioral Health Department would like to extend a warm welcome to our newly hired staff: Keisha Joseph, Prevention Worker in Beaver, and Shayna Tritt, BHA-Trainee for Arctic Village!

If you have ideas for activities, events or BH services you’d like to see in your village, please contact your village BHA/Prevention Worker, or the behavioral health department at: behavioral_health@catg.org

Let us know how to better serve you and your community!



Fort Yukon high school students in the cooking class learned to make moose soup and biscuits from BH Program Coordinator Janis Carroll. The cooking class shared their creation with the afternoon Gwich’in class elementary students.

APRIL IS NATIONAL CHILD ABUSE PREVENTION MONTH

April is National Child Abuse Prevention Month, a time to recognize that we each can play an important role in promoting the social and emotional well-being of children and families in communities. Please join us in building community awareness that the future prosperity of our communities depends on our ability to foster the health and well-being of the next generation.

Remember, although April is Child Abuse Prevention Month, you can act to support families and protect children all year round.

What Can I Do To Make A Difference?

For your family:

- As a parent, block out 15 minutes a day to play one-on-one with your child — doing anything he or she wants.
- Tell the children or youth in your life how much you care for them and appreciate them. All children deserve to have someone who is “crazy about them” and loves them unconditionally.
- Work with the kids in your life to explore their heritage and learn their family’s story.
- Connect with grandparents to preserve cultural heritage. Grandparents are an incredible source of cultural heritage — from traditions to language to food! Encourage them to tell stories to their grandchildren and even visit their schools to share where they come from.

For friends and neighbors:

- Compliment a father — someone you know or even someone in public — on something positive you see him do with his children. Dads contribute uniquely to children’s development.
- Offer your time to baby-sit for the child of a friend, neighbor or family member.
- Mentor a young dad you know in growing his relationship with his kids.
- Support parents looking for a job by offering your professional knowledge and experience in resume writing or preparing for a job interview. Financial stability links directly with family stability and can have a big effect on the emotional well-being of caregivers and their children.
- Encourage single mothers you know, whenever possible, to support the involvement of children’s fathers in their lives. When non-custodial dads

work to be involved in the lives of their children, they need the positive support of the child’s other parent or caretaker to encourage the development of that relationship.

For your community:

- Sponsor, volunteer at or participate at local events or school and community functions.
- Take action on legislative issues that affect children and families. Call your elected representatives.
- Create a “Safe Children Zone” - host a community meeting with your neighbors to talk about what each of you can do to help create a sense of safety for the children in your neighborhood.
- Ask yours or another faith-based organization in your community about donations that can be made to support families in need.
- Become a foster parent.

Nationally, **Friday, April 7th is “Go Blue Day”**. Everyone is encouraged to dress in Blue to signify their support for National Child Abuse Prevention Month.

- Take a selfie and post it on Facebook or Twitter using #CAPAlaska
- Send out an email to everyone at work, friends and family, encouraging them to wear blue.

All children deserve great childhoods

All children should be raised in healthy, nurturing homes, free from abuse and neglect. We must work to ensure that every child has an equal opportunity to grow and develop.

Children who are raised in supportive, stable and nurturing environments are more likely to grow up and help create secure, healthy communities, and be more productive, prosperous members.

We all have a role to play in making sure that our community is the best place for children and families to thrive

Child abuse and neglect is a symptom of a larger problem – the lack of resources and support for families in our community.

There are simple actions that each of us can take every day to help reduce family isolation and stress, which are two of the major risk factors of child abuse and neglect. Like knowing the other families in your neighborhood or hosting play dates.

When the well-being of children and families becomes the

Child Abuse Prevention Month, continued

priority of everyone in a community, the number of child abuse and neglect incidences will decrease. Other good things will also happen, including better health outcomes, improved school performance, and family economic self-sufficiency.

There are five Protective Factors that have been shown to strengthen families, reduce the likelihood that abuse and neglect will occur, and mitigate long-term consequences of experiencing childhood abuse and neglect.

The five Strengthening Families Protective Factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Development of Children

If we truly want to do better for the children in this country, we can't just rely on the government. We can't believe it is one person or one department or one organization's responsibility. We should recognize that we all play a role in the lives of children and families, and that each of us have both the ability to promote the kind of actions and factors that help families thrive, while reducing the risk factors for child abuse and neglect, such as stress and isolation.

What we can do is start by working to ensure that children are born healthy and raised in stable and nurturing environments. Services that help reduce incidences of birth complications or issues like low birth weight, which can lead to lifelong health problems like diabetes and heart disease, are an example of the ways we can help the first part. For the second, there are individual actions that we can take every day, as parents or otherwise, that can help raise up families and consequently, our communities. Working to create a better country for children and families isn't complicated, but it is hard. That's why it takes all of us. We should be – and we can be – a nation that develops the leaders of tomorrow by supporting our children of today.

Reprinted from <http://alaskachildrenstrust.org/programs/strengthening-families>

Strengthening Families

Families thrive when protective factors are robust in their lives and communities. Strengthening Families is a research-based, cost-effective strategy to increase family strengths, enhance child development and reduce child abuse and neglect. It focuses on building five Protective Factors that also promote healthy outcomes.

The five Protective Factors are:

Parental resilience: No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social connections: Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back," an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Knowledge of parenting and child development: Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Concrete support in times of need: Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Healthy social and emotional development of children: A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

These five factors provide the children, parents, and the community with the tools they need to build resilience.

Care Enough to Call

If you see or suspect child abuse or neglect, call:

Northern (Fairbanks and Interior):

1-800-353-2650, hss.ocsnrointake@alaska.gov

APRIL IS NATIONAL SEXUAL ASSAULT AWARENESS MONTH

PREVENTING SEXUAL VIOLENCE

Sexual violence is a social justice issue. All people have a basic right to be respected. People who commit violence take away that right. It can impact a person's trust and feeling of safety.

People commit sexual violence for several reasons:

- To control another person
- To use another person for sex
- To hold power over another person

We also live in a culture that allows sexual violence. This is rape culture. Things that make rape culture possible include:

- Social inequality
- Violence seems normal (TV, video games, etc.)
- Myths about sexual violence
- Blaming/shaming victims
- Silence about these issues

All of these things give people who perpetrate sexual violence social license to operate in this way.

To prevent sexual violence we have to change the culture. Effective prevention strategies make the connection between all forms of oppression (including racism, sexism, homophobia, ableism, adultism, ageism, and others). They talk about how these things create a rape culture, allow inequality to thrive, and make violence seem normal.

You can make small changes to help change the culture. Some ideas are:

- Building healthy and supportive relationships
- Speaking up when you hear harmful comments
- Creating supportive policies in workplaces and schools

WHAT IS SEXUAL VIOLENCE?

Sexual violence occurs when someone is forced or manipulated into unwanted sexual activity without their consent.

Reasons someone might not consent include fear, age, illness, disability, and/or influence of alcohol or other drugs.

Anyone can experience sexual violence, including children, teens, adults, and elders. Those who sexually abuse can be acquaintances, family, trusted individuals or strangers, and of these, the first three categories are most common.

Forms of sexual violence

Sexual violence is a broad term and includes rape, incest, child sexual abuse, intimate partner violence, sexual exploitation, human trafficking, unwanted sexual contact, sexual harassment, exposure, and voyeurism.

Sexual violence is a social justice issue that occurs

because of abuse, misuse, and exploitation of vulnerabilities. It is a violation of human rights and can impact a person's trust and feeling of safety. Acts of sexual violence are not only about control and/or sex, but the rape culture exists, in part, because of disparities in power that are often rooted in oppression.

Sexual violence happens to people of all ages, races, genders, sexual orientations, religions, abilities, professions, incomes, and ethnicities. These violations are widespread and occur daily in our communities, schools, and workplaces.

IMPACT ON SURVIVORS

Each survivor reacts to sexual violence in her/his own unique way. Some may tell others right away what happened, many will wait weeks, months, or even years before discussing the assault, if they ever choose to do so. It is important to respect each person's choices and style of coping with this traumatic event.

Whether an assault was completed or attempted, and regardless of whether it happened recently or many years ago, it may impact daily functioning.

Impact of sexual violence

Impact on individuals: Sexual violence can affect parents, friends, partners, children, spouses, and/or coworkers of the survivor. In order to best assist the survivor, it is important for those close to them to get support. Local social service providers offer free, confidential services to those affected by sexual violence.

Impact on communities: Schools, workplaces, neighborhoods, campuses, and cultural or religious communities may feel fear, anger, or disbelief when a sexual assault happens. Additionally, there are financial costs to communities. These costs include medical services, criminal justice expenses, crisis and mental health service fees, and the lost contributions of individuals affected by sexual violence.

Victim reactions

Victims may experience a wide range of reactions including:

- Nightmares
- Flashbacks
- Depression
- Difficulty concentrating
- Post-Traumatic Stress Disorder (PTSD)
- Anxiety or phobias
- Eating disorders
- Substance use or abuse
- Low self esteem
- Guilt, embarrassment, self blame
- Anger or sadness
- Fear, distrust
- Vulnerability

FACTS ABOUT SEXUAL VIOLENCE

- People who sexually assault usually violate someone they know — a friend, date, classmate, neighbor, coworker, or relative.
- Victims are never at fault for a sexual assault. Often, the media may unintentionally imply a victim is to blame by mentioning, for example, what the victim was wearing, whether the victim was drinking; these comments lead to victim-blaming.
- People who sexually assault often use coercion, manipulation or “charm.” In some cases, they may use force, threats, or injury. An absence of physical injuries to the victim does not indicate the victim consented.
- Societal conditions that allow sexual violence to continue include tolerance of sexual harassment and street harassment, restrictive ideas about masculinity, believing that women should be responsible for keeping themselves safe, comments that joke about rape, consumption of violent pornography, the belief that alcohol will make sexual encounters better or women more willing to have sex, viewing the use of commercial sex (stripping, pornography, prostitution/escort services) as normal male activities and beliefs that certain groups are better than others (sexism, racism, heterosexism, ableism, etc.)

Ways to prevent sexual violence

Primary prevention approaches acknowledge that sexual violence is preventable, and this approach seeks to change cultural norms by teaching people to not violate others. Risk-reduction approaches seek to decrease a particular person’s risk for victimization, such as a self-defense class. Some primary prevention approaches:

- Be a role model for respectful relationships/behaviors
- Speak up when hearing harmful comments or witnessing acts of disrespect or violence
- Create policies at workplaces, agencies, and schools
- Coordinate community prevention efforts
- Talk with legislators and ask them to support prevention and victim services

References

National Sexual Violence Resource Center. (2010). *The impact of sexual violence: Fact sheet*. Retrieved from http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Factsheet_Impact-of-sexual-violence_0.pdf

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STREET HARASSMENT

Gender-based street harassment is unwanted comments, gestures, and actions forced on a stranger in a public place without their consent and is directed at them because of their actual or perceived sex, gender, gender expression, or sexual orientation.

Street harassment includes unwanted whistling, leering, sexist, homophobic or transphobic slurs, persistent requests for someone’s name, number or destination after they’ve said no, sexual names, comments and demands, following, flashing, public masturbation, groping, sexual assault, and rape.

Street harassment includes:

- Leering
- Honking
- Whistling
- Sexist comments
- Vulgar gestures
- Kissing noises
- Being followed
- Path blocked
- Sexual touching or grabbing

Five suggestions for how to talk to a harasser:

1. Use strong body language. Look the harasser in the eyes; speak in a strong, clear voice. Using your voice, facial expressions, and body language together, without mixed signals, show assertiveness and strength.
2. Project confidence and calm. Even if you do not feel that way, it is important to appear calm, serious, and confident.
3. Do not apologize, make an excuse, or ask a question. You do not need to say sorry for how you feel or what you want. Be firm.
4. You do not need to respond to diversions, questions, threats, blaming, or guilt-tripping. Stay on your own agenda.
5. Do not swear or lose your temper: This type of reaction is the most likely to make the harasser respond with anger and violence.

Ideas for what you can say to a harasser:

Name the behavior and state that it is wrong. For example say, “Do not whistle at me, that is harassment,” or “Do not touch my butt, that is sexual harassment.”

Tell them exactly what you want. Say, for example, “move away from me,” “stop touching me,” or “go stand over there.”

Ask them if they would want their mother, sister, daughter, girl friend, wife treated like they are treating you.

Make an all-purpose anti-harassment statement, such as: “Stop harassing women. I don’t like it. No one likes it. Show some respect.” Speak it in a neutral but assertive tone.



33 out of every 100 women who reside in Alaska have experienced sexual violence

Alaska has the highest rate of reported rape in the country, close to triple the national average. According to the FBI's 2012 Uniform Crime Report, there were nearly 80 rapes per 100,000 residents of Alaska. For child sexual assault, the numbers are six times the national average.

WORKPLACE HARASSMENT

Examples of Sexual and Non-Sexual Harassment

What is considered sexual harassment at work? Sexual harassment in the workplace is a form of discrimination and includes any uninvited comments, conduct, or behavior regarding sex, gender, or sexual orientation.

Even though it's the type of harassment that is most often reported, harassment in the workplace and in hiring isn't limited to sexual harassment. Other actions regarding religion, race, age, gender, or skin color, for example, can also be considered harassment if they interfere with an employee's success or conjure a hostile work environment.

Examples of Sexual Harassment in the Workplace

Whether the offense is made by a manager, co-worker, or even a non-employee like a client, contractor, or vendor, if the conduct creates a hostile work environment or interrupts an employee's success, it is considered unlawful sexual harassment.

Sexual harassment isn't limited to making inappropriate advances. In fact, sexual harassment includes any unwelcome verbal or physical behavior that creates a hostile work environment.

Review examples of sexual harassment in the workplace and information on how to handle it if you have been harassed at work.

- Sharing sexually inappropriate images or videos, such as pornography, with co-workers

- Sending suggestive letters, notes, or e-mails
- Displaying inappropriate sexual images or posters in the workplace
- Telling lewd jokes, or sharing sexual anecdotes
- Making inappropriate sexual gestures
- Staring in a sexually suggestive or offensive manner, or whistling
- Making sexual comments about appearance, clothing, or body parts
- Inappropriate touching, including pinching, patting, rubbing, or purposefully brushing up against another person
- Asking sexual questions, such as questions about someone's sexual history or their sexual orientation
- Making offensive comments about someone's sexual orientation or gender identity

These are just some examples of sexual harassment. Any action that creates a sexual hostile work environment is considered sexual harassment, and the victim of the harassment may not be just the target of the offense, but anyone who is affected by the inappropriate behavior.

Examples of Non-Sexual Harassment in the Workplace

Behavior such as making racist or negative comments can be construed as workplace harassment. Offensive gestures, drawings or clothing also constitutes harassment. Review these examples of non-sexual harassment and advice on what to do if you have been harassed at work or during a job interview.

Instances of workplace harassment include discrimination such as:

- Making negative comments about an employee's personal religious beliefs, or trying to convert them to a certain religious ideology
- Using racist slang, phrases, or nicknames
- Making remarks about an individual's skin color or other ethnic traits
- Displaying racist drawings, or posters that might be offensive to a particular group
- Making offensive gestures
- Making offensive reference to an individual's mental or physical disability
- Sharing inappropriate images, videos, e-mails, letters, or notes in an offensive nature
- Offensively talking about negative racial, ethnic, or religious stereotypes
- Making derogatory age-related comments
- Wearing clothing that could be offensive to a particular ethnic group

Non-sexual harassment isn't limited to these examples. Non-sexual harassment includes any comment, action, or type of behavior that is threatening, insulting, intimidating or discriminatory and upsets the workplace environment.

CONSENT

IT'S SIMPLE AS TEA



"If you're still struggling with consent, just imagine instead of initiating sex, you're making them a cup of tea."



"You say, 'Hey, would you like a cup of tea?' And they go, 'Oh my God, I would love a cup of tea, thank you.'"



"Then you know they want a cup of tea."



"And if they say, 'No thank you', then don't make them tea. That's all."



"Just don't make them tea. Don't make them drink tea, don't get annoyed at them for not wanting tea."



"Okay, maybe they were conscious when you asked them if they wanted tea and they said yes."

"But in the time it took you to boil the water, brew the tea, and add sugar, they're now unconscious."



"You should just put the tea down, make sure the unconscious person is safe, and—this is the important part again..."

"Make sure that they are SAFE."



"...don't make them drink the tea. They said yes then, sure, but unconscious people don't want tea."

Su	M	T	W	Th	F	Sa
						☺
	tea!	tea!	tea!	tea!		tea!!

"If someone said yes to tea around your house last Saturday, that doesn't mean they want you to make them tea all the time."



"They don't want you to come around to their place unexpectedly and make them tea and force them to drink it going..."

"But you wanted tea last night!"



"Or to wake up and find you pouring tea down their throat going, 'But you wanted tea last night?'"

IT'S THE SAME WITH SEX

"... and you are able to understand when people don't want tea, then how hard is it to understand when it comes to sex.?"

CONSENT IS EVERYTHING.

Recognizing Child Abuse: What Parents Should Know

The first step in helping abused children is learning to recognize the symptoms of child abuse.

Although child abuse is divided into four types - **physical abuse, neglect, sexual abuse, and emotional maltreatment** - the types are more typically found in combination than alone. A physically abused child for example is often emotionally maltreated as well, and a sexually abused child may be also neglected. Any child at any age may experience any of the types of child abuse. Children over age five are more likely to be physically abused and to suffer moderate injury than are children under age five.

RECOGNIZING CHILD ABUSE

Signs like these may signal the presence of child abuse.

The Child:

- Shows sudden changes in behavior or school performance;
- Has not received help for physical or medical problems brought to the parents' attention;
- Has learning problems that cannot be attributed to specific physical or psychological causes;
- Is always watchful, as though preparing for something bad to happen;
- Lacks adult supervision;
- Is overly compliant, an overachiever, or too responsible; or
- Comes to school early, stays late, and does not want to go home.

The Parent:

- Shows little concern for the child, rarely responding to the school's requests for information, for conferences, or for home visits;
- Denies the existence of - or blames the child for - the child's problems in school or at home;
- Asks the classroom teacher to use harsh physical discipline if the child misbehaves;
- Sees the child entirely bad, worthless, or burdensome
- Demands perfection or a level of physical or academic performance the child cannot achieve; or
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent and Child:

- Rarely touch or look at each other;
- Consider their relationship entirely negative; or
- State that they do not like each other.

None of these signs proves that child abuse is present in a family. Any of them may be found in any parent or child at one time or another. But when these signs appear repeatedly or in combination, they should be cause to take a closer look at the situation and to consider the possibility of child abuse. That second look may reveal further signs of abuse or signs of a particular kind of child abuse.

SIGNS OF PHYSICAL ABUSE

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes;
- Has fading bruises or other marks noticeable after an absence from school;
- Seems frightened of the parents and protests or cries when it is time to go home from school;
- Shrinks at the approach of adults; or
- Reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury;
- Describes the child as "evil," or in some other very negative way;
- Uses harsh physical discipline with the child; or
- Has a history of abuse as a child.

SIGNS OF NEGLECT

Consider the possibility of neglect when the child:

- Is frequently absent from school;
- Begs or steals food or money from classmates;
- Lacks needed medical or dental care, immunizations, or glasses;
- Is consistently dirty and has severe body odor;
- Lacks sufficient clothing for the weather;
- Abuses alcohol or other drugs; or
- States there is no one at home to provide care

Recognizing Child Abuse, continued

Consider the possibility of neglect when the parent or other adult caregiver:

- Appears to be indifferent to the child;
- Seems apathetic or depressed;
- Behaves irrationally or in a bizarre manner; or
- Is abusing alcohol or other drugs.

SIGNS OF SEXUAL ABUSE

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting;
- Suddenly refuses to change for gym or to participate in physical activities;
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior;
- Becomes pregnant or contracts a venereal disease, particularly if under age fourteen;
- Runs away; or
- Reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child, severely limits the child's contact with other children, especially of the opposite sex;
- Is secretive and isolated; or
- Describes marital difficulties involving family power struggles or sexual relations.

SIGNS OF EMOTIONAL MALTREATMENT

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity or aggression;
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example);
- Is delayed in physical or emotional development;
- Has attempted suicide; or
- Reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the parent or other adult caregiver:

- Constantly blames, belittles, or berates the child;
- Is unconcerned about the child and refuses to consider offers of help for the child's school problems;
- Overtly rejects the child

WHAT IF I THINK A CHILD IS BEING ABUSED?

If you think a child is being abused, the best way to begin is to simply talk to the child. For example, if a child has a visible injury, simply ask them how they got hurt. Use open-ended questions such as "tell me what happened" in order to get the child talking honestly. If the story seems implausible, continue asking questions to see if the explanation changes.

Not all odd injuries are related to abuse, but only by talking to the child will you know if the explanations are inconsistent with those given by a parent or given by the child to a different adult, like a teacher. If you are still unsure, consider speaking with a neutral third-party, such as a school counselor.

If you think a child is being abused or at risk of abuse, the most important step you can take is to report it. If you suspect a child is being or has been physically abused, please call **1-800-4-A-Child**. This is the number for the ChildHelp USA National Child Abuse Hotline, which is staffed 24 hours a day, every day, and is available in 170 different languages. All calls to the hotline are confidential, and by calling you can find more information, literature, and referrals to thousands of emergency, social service, and support resources.

If you need immediate assistance, call 911.

Children who experience abuse and neglect are



9 times

more likely to become involved in criminal activity.



25%

more likely to experience teen pregnancy.



As many as

2 of 3

people in treatment for drug abuse reported being abused and neglected as children.



Parenting Tip of the Week

Parents can make a difference in the lives of other kids, too! Know the warning signs of abuse and neglect and what to do in case you suspect a child may need your help.

UPCOMING EVENTS

Friday, April 7 - Go Blue Day

Everyone is encouraged to dress in Blue to signify their support for National Child Abuse Prevention Month.

Thursday, April 13 - Fort Yukon

“Paper Tigers” showing & discussion

6:00pm

Addie Shewfelt Building

This movie follows the lives of multiple students from an impoverished area as they attend an alternative school that has begun to promote resiliency in youth.

Wednesday, April 19 - Fort Yukon

Salve Making with Paula Ciniero

Addie Shewfelt Building

6:30pm

Come learn how to make your own healing salve!



“Paper Tigers”

Set within and around the campus of Lincoln Alternative High School in the rural community of Walla Walla, Washington, Paper Tigers asks the following questions: What does it mean to be a trauma-informed school? And how do you educate teens whose childhood experiences have left them with a brain and body ill-suited to learn?

In search of clear and honest answers, Paper Tigers hinges on a remarkable collaboration between subject and filmmaker. Armed with their own cameras and their own voices, the teens of Paper Tigers offer raw but valuable insight into the hearts and minds of teens pushing back against the specter of a hard childhood.

Thursday, April 13th, 6pm at the Addie Shewfelt Building

BH ACTIVITIES IN OUR VILLAGES

The Behavioral Health Aides and Prevention Workers have been busy providing various services to our villages.



Kids in Venetie work on projects



Are there activities or services you'd like to see offered or that you would be willing to participate in? Drop the Behavioral Health program a line and let us know what you'd like to see in your community!
PO Box 309 Fort Yukon 99740 or
behavioral_health@catg.org

BEHAVIORAL HEALTH SERVICES

The CATG Behavioral Health Program provides professional, confidential, and culturally appropriate mental health and substance abuse services. Through a variety of services the program promotes healing, personal growth, and healthy living for the individual, family, and community.

CATG Behavioral Health Program services include: alcohol assessments, prevention education, individual counseling, and referrals.

All services start with a basic screening and information gathering session. If you would like to make an appointment, please contact our office at 662-7545.

If you feel that you are experiencing a crisis, please call the Yukon Flats Health Center: (907) 662-2460. After hours crises may be directed to the on-call number (907) 662-2462.

Other Crisis Contacts:

CareLine (suicide hotline):
877-266-HELP (4357)

National Child Abuse Hotline:
800-25-ABUSE (22873)

National Domestic Violence Hotline:
800-799-SAFE (7233)

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