



PACT for Families Newsletter

February 2012

PUTTING ALL COMMUNITIES TOGETHER

This Issue

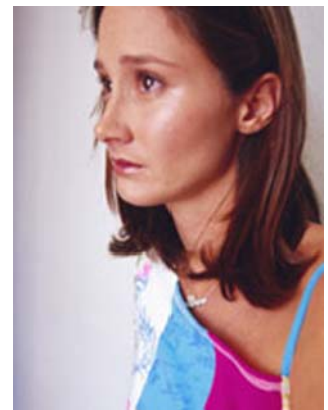
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Girls and Cutting—The Quiet Epidemic

What are the signs of "Cutting"?

- Cuts or scars on the arms or legs that you can see
- Hiding cuts or scars by wearing long-sleeved shirts or pants, even in hot weather
- Making poor excuses about how the injuries happened

How common is cutting? According to our recent Brain Conference Key Note Speaker, Dr. Leonard Sax ...much more common than it used to be. Studies from the 1990's suggested rates of 3% or lower. But more recent studies suggest that as many as one in five girls between 10 and 18 years of age are now cutting themselves with razor blades or burning themselves with matches, etc. For example, researchers at Yale University recently reported that 56% of the 10- to 14-year-old girls they interviewed reported engaging in NSSI at some point in their lifetime, including 36% in the past year. Sax points out, "I know of no community survey of boys in any age group which approaches that kind of prevalence."



Why do some teens want to hurt themselves?¹

Many people cut themselves because it gives them a sense of relief. Some people use cutting as a means to cope with a problem. Some teens say that when they hurt themselves, they are trying to stop feeling lonely, angry, or hopeless. Some teens who hurt themselves have low self-esteem, they may feel unloved by their family and friends, and they may have an eating disorder, an alcohol or drug problem, or may have been victims of abuse.



Teens who hurt themselves often keep their feelings "bottled up" inside and have a hard time letting their feelings show. Some teens who hurt themselves say that feeling the pain provides a sense of relief from intense feelings. Cutting can relieve the tension from bottled up sadness or anxiety. Others hurt themselves in order to "feel." Often people who hold back strong emotions can begin feeling numb and cutting can be a way to cope with this because it causes them to feel something. Some teens also may hurt themselves because they want to fit in with others who do it.

¹The above article is from Girlshealth.gov.

Girlshealth.gov was created in 2002 by the U.S. Department of Health and Human Services' (HHS) [Office on Women's Health](http://OfficeonWomensHealth.gov) (OWH) to help girls (ages 10 to 16) learn about health, growing up, and issues they may face. Girlshealth.gov promotes healthy and positive behaviors in girls, giving them reliable and useful health information in a fun, easy-to-understand way.

THE NEXT COLLABORATIVE MEETING:

Wednesday, Feb. 8, 2012

Renville County Office Building—Olivia, MN

11:45 am to 1:45 pm Cost: \$6.00

RSVP requested: 320-231-7030 ext. 2961 or shawna.steffen@pactforfamilies.org



Director's Column

Sexualization of Girls and Mental Health Problems

*"GO INTO YOURSELF AND FIND OUT HOW DEEP IS THE PLACE
FROM WHICH YOUR LIFE SPRINGS" ..RAINER MARIA RILKE*

This quote from the German poet is something that rings true for women whether they are 14 or 44, but the struggle it creates for females of all ages suggests a goal that often is beyond reach. More than ever, girls today are searching; trying to find the answers to what makes them a complete person. But at the same time, they are dealing with the real world issues of social networking and electronic media that allow them the opportunity to create a persona that makes them appear to be everything that pop culture says is important—thin, sexy, and flawless.

Eating disorders, low self-esteem, and depression are the most common mental health problems in girls and women. A report of the APA Task Force on The Sexualization of Girls, issued in 2010, points out how these mental health problems are connected in some profound ways to the sexualization of girls. In one demonstration of these trends, Hawkins, Richards, Granley, and Stein¹ exposed undergraduate women to 40 full-page photographs from *Cosmopolitan*, *Vogue*, and *Glamour*. For students in the experimental group, these ads contained female models; for those in the control group, only ads without models were used.

Findings indicated that young women exposed to the idealized models indicated more eating disorder symptoms than women in the control group, as well as more negative mood states and lower self-esteem.

According to the APA Report, parents can play a major role in contributing to the sexualization of their daughters, or they can play a protective and educative role. Parents and other family members can help girls interpret sexualizing cultural messages in ways that mitigate or prevent harm. Because sexualization is often so pervasive as to seem normal and thus not even discernible to many girls, parents can make sexualization visible by discussing media and other cultural messages with girls.²

The Report calls on parents, school officials, and all health professionals to be alert for the potential impact of sexualization on girls and young women. Schools, the APA says, should teach media literacy skills to all students and should include information on the negative effects of the sexualization of girls in media literacy and sex education programs. As a society, we need to replace all of these sexualized images with ones showing girls in positive settings—depictions of girls that show their

uniqueness and competence. "The goal should be to deliver messages to all adolescents—boys and girls—that lead to healthy sexual development," states Eileen L. Zurbriggen, PhD, chair of the APA Task Force.

Dr. Leonard Sax, the keynote speaker for our 2011 Brain Conference, writes in his book, *Girls on the Edge*, developing a sense of who you are isn't about how much money your parents have. It's not about how you look, what songs you have on your iPod or how many friends you have on Facebook. It's about connecting with yourself, developing a sense of your own personhood.³

*Debb Sheehan, Director
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¹Hawkins, N., Richards, P. S., & Granley, H., & Stein, D. M. (2004). The impact of exposure to the thin-ideal media images on women. *Eating Disorders: The Journal of Treatment & Prevention*, 12, 35-50.

²American Psychological Association. (2010). Report of the APA taskforce on the sexualization of girls. Retrieved from website: <http://www.apa.org/pi/women/programs/girls/report-full.pdf>

³Sax, L. (2010). *Girls on the edge, the four factors driving the new crisis for girls: Sexual identity, the cyberbubble, obsessions, environmental toxins*. New York, NY: Basic Books.

21st Century Community Learning Center

Cedar Mt. School District



“Do we have 21st Century class today?” This is a question that we hear a lot at Cedar Mountain Middle School/ High School in Morgan. We may be in the middle of winter and spirits may be down because of the lack of snow, but our students’ enthusiasm here is great!

When this program started five years ago, we had eight students enrolled and now we have thirty! Wow! As a staff, we are enjoying the many challenges and benefits that this increase in students has brought. The students are also enjoying the group size as they now have many more friends in the program.

We have added a “Fantastic Friday” class this year that is going very well. Students do a variety of activities

during this time, from crafts to organizing to homework. Staff like the time to do more one-on-one activities with fewer students attending this session than the regular after school classes.

Whether we are packing bags for the community Santa Day, doing homework, NPASS science activities, or playing board games we are experiencing things with the students that are meaningful and special. The positive relationships being built with other students and the staff are hopefully giving youth the self confidence that will help get them through the challenging teen years and improve their chances of becoming productive adults.

Students in our program are involved in the school play, speech, volleyball, football and basketball. We encourage this school involvement as this keeps them connected with their peers and with the school.

We will be working at the concession stand for an upcoming basketball game and are looking forward to

MIDDLE SCHOOL/ HIGH SCHOOL PROGRAMMING

more NPASS science activities, a review of computer skills, and preparation for upcoming GRAD testing.

It is an honor to be a part of this grant and we look forward to the continued benefits our students receive through the program.

*Dawn Tietz, 21st CCLC MS/HS Coordinator
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Bullying Data by Gender

2011PACT for Families/SHARE Survey

The following charts were developed to contrast the SHARE bullying data by gender. The bullying questions were asked of elementary and secondary students and the data here reflects both groups.

Chart 1. How often are you afraid of being bullied? - Percent who gave "Never" responses

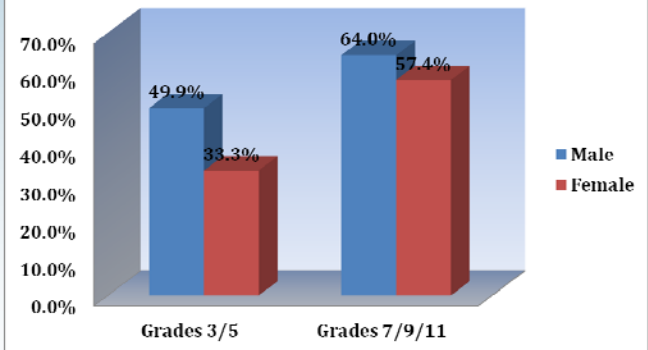
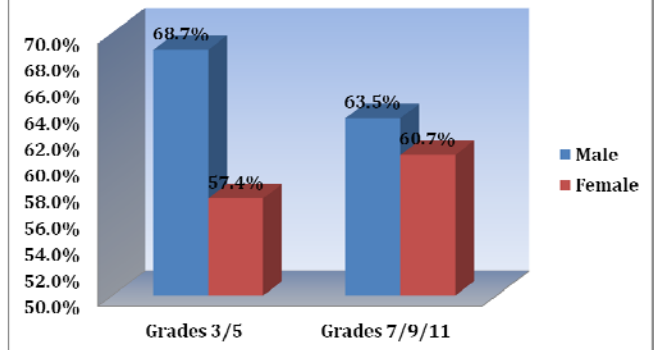


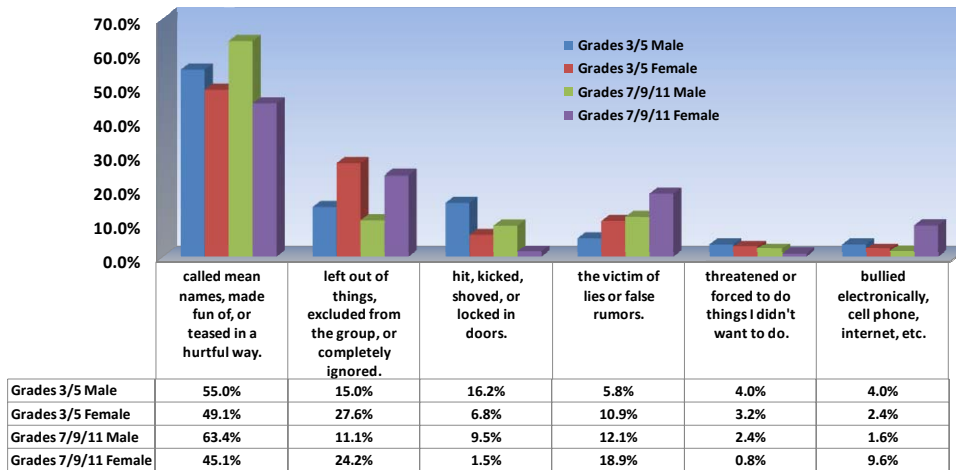
Chart 2. How often have you been bullied in the last two months? Percent who indicated that they had not been bullied.



In **Chart 1**, we see that elementary girls report the greatest fear of being bullied and they are followed by elementary boys and then secondary girls. Secondary males report the least fear of being bullied.

When we look at the reports of bullying in **Chart 2**, we see the pattern changes. Elementary girls report the most experience of being bullied (42.6%), followed by secondary girls (39.3%), secondary boys (36.5%), and then elementary boys (31.3%). Interestingly when we look at the data with the gender groups combined, 38.1% of elementary students reported being bullied compared to 39%, 29.4%, and 24.5% for grades 7, 9, and 11 respectively.

Chart 3. Mark the main or most frequent way you have been bullied at school in the last 2 months. 2011 Data



When we look at the kinds of bullying that occur (**Chart 3**), we see all groups report that direct verbal harassment is the most common type of bullying and that males reported higher rates than females. The next most frequent type of bullying is being left out and excluded and this modality is most frequently reported by females.

In regard to location of the bullying (data not shown here) there does not appear to be a major difference between genders. Elementary students of both sexes report that bullying most occurs outdoors on the playground and to and from school whereas secondary students report the most bullying in the hallways and classrooms. Secondary females do report the highest rate of being bullied in the classroom with the teacher present.

Students were asked whether they have told someone about having been bullied. **Chart 4** shows that younger children tell someone at a much higher rate than secondary youth and for both grade groupings females report telling much more than males.

The survey also asks students to identify the primary person they have told about being bullied. In **Chart 5** we see that parents and friends are the primary people the students of all ages and sexes tell about being bullied. We also see that secondary males choose parents over friends at a greater rate than other groups and elementary males are the group most likely to tell school personnel. All groups except elementary males are twice as likely to tell a family member or a friend rather than a school staff person.

Chart 6 in this series shows data for the percent of students who admitted bullying other students in the last two months. We see that males admit to bullying at a higher rate than females both at the elementary and secondary levels and that secondary males report bullying behavior at a rate that is twice that of females.

In summary, girls report fear of being bullied at a higher rate than boys but boys report being bullied more. Boys report being victims of name calling and physical attacks more than girls and girls report greater amounts of being ignored and excluded as well as rumors and lies. Students as a whole are twice as likely to talk about being bullied with family or friends rather than adults at school. Boys are much more likely to admit to bullying others.

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Chart 4. Have you told someone about being bullied in the last two months? Percent who answered "Yes".

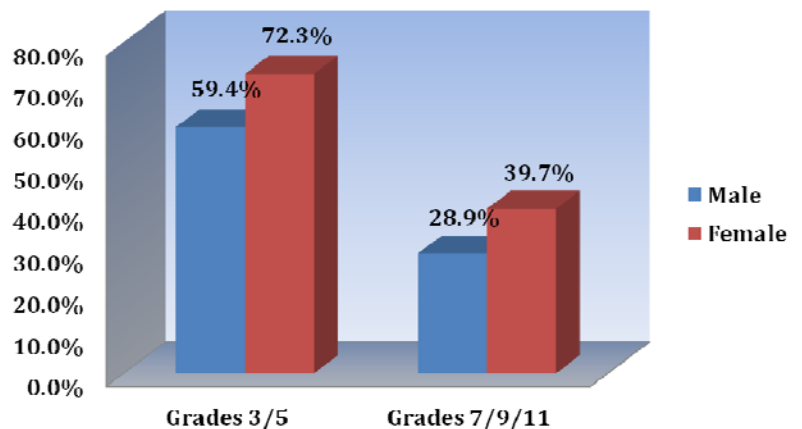


Chart 5. Who is the person you have told most often about the bullying you have experienced in the last 2 months?

■ Grades 3/5 Male ■ Grades 3/5 Female ■ Grades 7/9/11 Male ■ Grades 7/9/11 Female

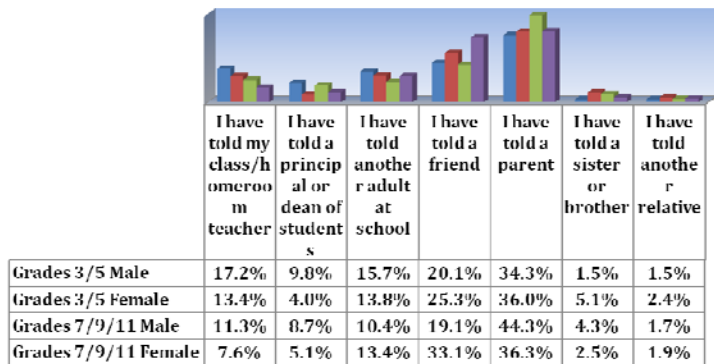
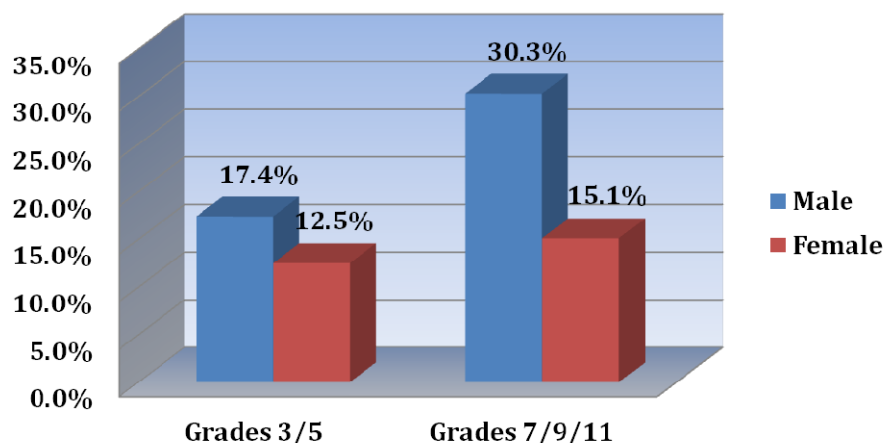


Chart 6. How often have you taken part in bullying another student(s) at school in the last two months? Percent indicated they have bullied.



January Full Collaborative Highlights*

Jay Kieft, director of Kandiyohi County Family Services, spoke about a project that was begun in Willmar a few years ago after tension and public difficulties in dialogue occurred within the city council over a housing issue. The Speak Your Peace project is a phrase that came out of Duluth after their city experienced similar public difficulties in dialogue. Nine “tools” of civility were developed from two sources: “Choosing Civility: The 25 Rules of Considerate Conduct” by P.M. Forni, and “Bowling Alone” by Robert Putnam. Jay said that it seems like the public’s attitude and perception about public servants has never been lower. “I do believe we must aspire to uphold these rules in public dialogue,” said Jay.

The nine tools are:

1. **PAY ATTENTION** – be aware and attend to the people and world around you. Attention is a commodity and an investment. There is a clamor for this commodity. We all get caught up in the “willy-nilly” stuff, and we need to make a choice every day about where we put our attention. Where do you pay most of your attention most of your days? Think about who has the great fortune of receiving most of your attention, most of the time, most of your days.
2. **LISTEN** – focus on others to better understand their points of view. Listen with patience and attentiveness, always fixed on understanding. Time and distractions get in the way of listening, but listen like your success in leadership and service depends upon it.
3. **BE INCLUSIVE** – of ideas, cultures, beliefs and opinions. This tool is very important, even vital to our being and essential to our success. Our strength is not in our sameness, it’s in our diversity.
4. **DON’T GOSSIP** – speak truth and find favor. This is the only tool that has DON’T in it. It emphasizes the importance of the danger of it. It takes away from productivity. Don’t do it, don’t perpetuate it, just divert it.
5. **SHOW RESPECT** – always, always, always. It’s easy to do this when people agree with you, but harder with differing opinions or those who are challenging you. Even in those situations, be respectful.
6. **BE AGREEABLE** – don’t contradict just to do so, because it buries creativity. Look for opportunities to agree. It’s possible to disagree in an understanding fashion.
7. **APOLOGIZE** – be sincere and work towards healing. We do not learn, grow and heal in relationships if we do not apologize. Take care of it immediately; recognize the wrong, as the payoff is much bigger if the apology is immediate. It is also important to accept apologies and move on.
8. **GIVE CONSTRUCTIVE CRITICISM** – and receive it. Think of it as observation instead of constructive criticism. It’s not about self-interest or a “gotcha” moment, it’s about trying to solve issues together and it must be interactive.
9. **TAKE RESPONSIBILITY** – honor your gifts. This tool weaves through all the other eight. The emphasis is on TAKE, it is an action, a verb – when it comes to responsibility, don’t be passive, grab aggressively and grab without excuse. Those who do are the ones who rise above mediocrity. They don’t wait around for assignments, they search for them. They do their own work and don’t worry about others and what they’re doing.

Jay closed by asking “How does this world of peace and civility sound to you?” and quoted the following:

“Action springs not from thought, but readiness for responsibility.” (Dietrich Bonhoeffer)

Committee Reports:

Executive Board – held elections for officers. Debi Brandt was elected chair, Karen Norell was elected vice-chair, and Jerry Brustuen was elected treasurer. A re-application for the special populations grant known as Guía was submitted. We should hear results in February. We’re still waiting for an RFP for 21st Century, which ends July 31, 2012. A lot of time was spent discussing the LCTS random moment process, how our IV-E reimbursement earnings have dropped from this time last year, and how to fine-tune the process to get the best results we can.

5 to 25/5 – discussed focus areas for the board. The mental health subcommittee decided on a topic for the February posters: honesty and truthfulness. The committee sent a survey to those receiving the posters asking for feedback on how or if they’re being used and received positive feedback from eight schools. The committee’s goal was to have 25% of the districts use them, but it sounds like 50% of our schools are using the monthly posters. The ATOD subcommittee discussed piggybacking on the mental health posters by adding a “did you know” type question regarding alcohol, tobacco and other drug use. The bullying subcommittee continued planning for an anti-bullying summit/SHARE advisor-liaison reunion.

Early Childhood – discussed early childhood mental health grants in the area and will invite representatives from the three partners – Western Mental Health, Lutheran Social Services, and Greater MN Family Services – to attend a future meeting. Discussed Help Me Grow and the Medica grant that was awarded to PACT for expanding the availability of Incredible Years classes, and completed the two focus input areas for the board.

Wraparound – discussed the current focus area for the board and Char Erickson updated the committee on the Wraparound Q&A that she’s been conducting at various staff groups. This has been very helpful to Char and she would like to do more of them. There will be a Wraparound orientation at Meeker County Social Services on January 27th from 9:00 to Noon. This is open to all partners that haven’t been to a Wraparound training or if it has been a while since attending one. This is not just for facilitators but it applies to team members as well.

Parent Advisory – spent most of the meeting discussing the current focus area.

2012 PACT for Families Budget Presentation— Debb Sheehan gave an update on PACT’s budget for the upcoming year. Under our Joint Powers Agreement, we need to have a yearly budget approved by the Chief Elected Officials Board, who approved the 2012 budget at their November meeting with the notion that there probably will be a mid-year revision, due to two grants that end in June and July which we do not yet know the future of. For a detailed budget, contact the PACT for Families office. The 2012 budget will also be printed in the annual report, which is distributed in April.

February / March				
Mon	Tue	Wed	Thu	Fri
30	31	1	2 Groundhog Day	3
6	7 ■ Executive Board Mtg; 11:30-2:00; #2057	8 ■ Committee and Full Collaborative meetings-RCOB in Olivia; Early Childhood & 5-25/5 meet at 10:00 & Wraparound at 10:30; check website for details on committee locations (RSVP)	9	10
13 ■ 21st CCLC Site Coordinators Mtg; 9:00-11:00; #2045 ■ Parent Advisory Mtg; 5:30-7:30; The Y in Willmar (RSVP)	14 Valentine's Day	15	16	17
20 Presidents Day Holiday-Office Closed	21	22	23	24
27 ■ Brain Conference Planning Mtg; 3:00; #2045	28 ■ Bullying Prevention Mtg; 9:00-1:00; Max's in Olivia	29 ■ PACT Office Staff Mtg; 1:30-2:30; office closed during this time	1	2
5	6 ■ Executive Board Mtg; 11:30-2:00; #2057	7 ■ 21st CCLC NPASS Trng; 4:30-7:00; MPR	8	9
12 ■ Parent Advisory Mtg; 5:30-7:30; The Y in Willmar (RSVP)	13	14 ■ Committee and Full Collaborative meetings-KCHHSB in Willmar; Early Childhood & 5-25/5 meet at 10:00 & Wraparound at 10:30; check website for details on committee locations (RSVP)	15	16
19	20	21	22	23 ■ Strength-Based Practice Forum; 9:00-Noon; KCHHSB in Willmar;
26	27	28 ■ 21st CCLC NPASS Trng; 4:30-7:00; MPR	29 ■ Lessons from the Field; 9:00-12:30; MPR	30



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RETURN SERVICE REQUESTED

2012 Executive Board

Becky Romosz, Parent-Kandiyohi Co. Serves through 2012—3rd Term (320) 235-2204 / ellen_romosz@ymail.com	Deb West, Kandiyohi Co. Corrections Serves through 2014—1st Term (320) 231-6222 / deb_w@co.kandiyohi.mn.us
Debi Brandt, Heartland Comm. Action Agency Serves through 2012—2nd Term (320) 235-0850 / debib@heartlandcaa.org	Diane Winter, Meeker Co. Public Health Serves through 2014—1st Term (320) 693-5373 / diane.winter@co.meeker.mn.us
George Dubie, Greater MN Family Svcs. Serves through 2013—2nd Term (320) 214-9692 / gdubie@greaterminnesota.org	Gerald Brustuen, Renville Co. Human Svcs. Serves through 2012—3rd Term (320) 523-2202 / jerry_b@co.renville.mn.us
Karen A. Norell, YME School Dst. Serves through 2013—1st Term (320) 564-4081 / knorell@isd2190.org	Laurie Bliss, Parent-Yellow Medicine Co. Serves through 2013—1st Term (507) 223-5809 / laurie_bliss@hotmail.com
Lisa Kraft, Hutchinson School Dst. Serves through 2014—1st Term (320) 234-2618 / Lisa.Kraft@hutch.k12.mn.us	Val Mersch, Fiscal Agent (non-voting) val_m@co.renville.mn.us
Debb Sheehan, Director (non-voting) (320) 231-7030 ext. 2965 / debb_s@pactforfamilies.org	

Chief Elected Officials

Bob Fox, Renville County; (507) 557-8265 bkfox@means.net	Dick Larson, Kandiyohi County; (320) 235-5805 7grand@charter.net
Ron Kutzke, Meeker County; (320) 857-2657	Greg Renneke, Yellow Medicine County; (507) 925-3117; greg.renneke@co.ym.mn.gov
Bev Wangerin—McLeod County; (320) 587-6869 bev.wangerin@co.mcleod.mn.us	

If you have any questions regarding the content of this newsletter or would like to be included on the email list, please call (320) 231-7030, ext. 2961.

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