



# Badlands Head Start:

## PRENATAL TO FIVE



March-April 2020 **Newsletter**

### Upcoming Dates

March 8	"Spring Ahead" <b>Daylight Savings Time Begins</b>
March 16	Belle Fourche Kindergarten Screening
March 18	Policy Council Meeting
March 19	1ST Day of Spring
April 13	<b>HOLIDAY—No Centers</b>
April 15	Policy Council Meeting



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Belle Fourche Office: 605-723-8837  
or 800-598-5859

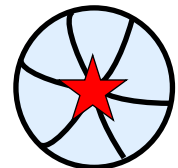
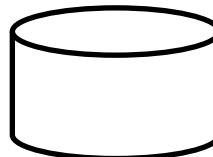
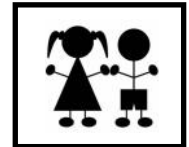
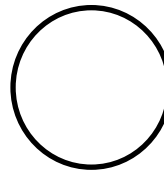
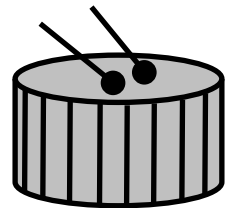
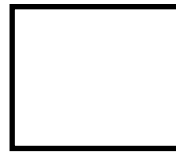
Bison Office: 605-244-5500

Newell Office: 605-456-1370

Buffalo Office: 605-375-3179

Lemmon Office: 605-374-3134

### Match the shapes to the pictures.



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## TABLE OF CONTENTS:

[Read Across South Dakota](#)

[Week of the Young Child](#)

[Census 2020 and Tax Help Information](#)

[In-Kind Thermometers](#)

[Belle Center Appreciating the Arts](#)

[Harding, Perkins & Corson County Happenings](#)

[Harding, Perkins & Corson County photos](#)

[Butte County Spring Fun Activities](#)

[Kitchen Activities](#)

[Reading Rockets: Tips for parents of Babies](#)

[Reading Rockets: Tips for parents of Toddlers](#)

[Reading Rockets: Tips for parents of Preschoolers](#)

[Weather Awareness](#)

[Child Abuse](#)

[Can You Spot the Difference?](#)

[Kids Are Learning—Kids Are Our Future](#)

# Reading for a Better Future!

Submitted by: Wanda Dunn, Family and Community Partnership Specialist

## Read Across South Dakota - Black Hills Reads Initiative

Thank you for participating in this reading adventure with your child. Black Hills Reads is a Campaign for Grade Level Reading Initiative, serving under the umbrella of the United Way of the Black Hills. Their overall goal is to help children reach reading proficiency by the 3<sup>rd</sup> grade. This reading challenge was designed to get kids excited about reading and work towards a common goal together to Read Across South Dakota. As a part of the Black Hills reading group for every 100 books read they travel 1 mile.

Our Belle Fourche classrooms have challenged each other. They have buses that are driving across South Dakota on a large display in their hallway. For every 2 books read they travel 1 mile.

Site	Books Read To Date
Badlands Head Start: Prenatal to Five	8693
Belle Fourche Center 1	2117
Belle Fourche Center 2	1153
Bison Center	1397
Lemmon Center	1075
Butte County Home Based	545
Perkins County Home Based	2353
Harding County Home Based	53



From the numbers that you see we have some awesome readers. As a family I hope you will continue your love for reading.

**Wanda Dunn, Family Community Partnership Specialist**



The Week of the Young child is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC).

The NAEYC first established the Week of the Young Child in 1971, recognizing that the early childhood years (birth through age 8) lay the foundation for children's success in school and later life. The Week of the Young Child is a time to plan how we-as citizens of a community, of a state, and of a nation--will better meet the needs of all young children and their families.

Join the NAEYC and Badlands Head Start celebrate the Week of the Young Child April 11-17, 2020.

# Census 2020 and Tax Help Information

Submitted by: Wanda Dunn, Family & Community Partnership Specialist

## CENSUS 2020

### Why We Conduct 2020 Census Count

The census provides critical data that lawmakers, business owners, teachers, and many others use to provide daily services, products, and support for you and your community. Every year, billions of dollars in federal funding go to hospitals, fire departments, schools, roads, and other resources based on census data.

The results of the census also determine the number of seats each state will have in the U.S. House of Representatives, and they are used to draw congressional and state legislative districts.

It's also in the Constitution: Article 1, Section 2, mandates that the country conduct a count of its population once every 10 years. The 2020 Census will mark the 24th time that the country has counted its population since 1790.

### Your privacy matters.

Every employee takes an oath to protect your personal information for life.

Component ID: #ti135647182 When you respond to the census, your answers are kept anonymous. They are used only to produce statistics.

The U.S. Census Bureau is bound by law to protect your answers and keep them strictly confidential. The law ensures that your private information is never published and that your answers cannot be used against you by any government agency or court.

### Counting Everyone

Participating in the census is required by law, even if you recently completed another survey from the Census Bureau. A complete and accurate count is critical for you and your community, because the results of the 2020 Census will affect community funding, congressional representation, and more.

It is important to remember to **count any children** who are living with you. This includes:

- All children who live in your home, including foster children, grandchildren, nieces and nephews, and the children of friends (even if they are living with you temporarily).
- Children who split their time between homes, if they are living with you on April 1, 2020.

Newborn babies, even those who are born on April 1, 2020, or who are still in the hospital on this date.

### When can I respond to the 2020 Census?

Invitations to respond to the 2020 Census will be delivered between March 12-20. Once you receive that invitation, you can respond online, by phone, or by mail.

For more information on the 2020 Census go online to [www.CommunityActionPartnership.com/Census-2020](http://www.CommunityActionPartnership.com/Census-2020).

For job opportunities in your area go online at [2020census.gov](http://2020census.gov).

Your teachers and home visitors will be reading *Everybody Counts!* along with doing activities with your children throughout the month of March in preparation of the 2020 Census.

United States  
**Census  
2020**

*If you do not use the on-line or mail in services,  
please use caution and ask for ID credentials for  
in person calls, and or receiving Census phone*

### Get Free Tax Prep Help

The IRS Volunteer Income Tax Assistance (VITA) and the Tax Counseling for the Elderly (TCE) programs offer free tax help for taxpayers who qualify.

Provider	Distance	Dates	Hours	Languages	Appointment
Black Hills State University 1200 University Jonas Hall Room 205 Spearfish, SD 57799 Volunteer Prepared Taxes	33.8 MI	04 FEB 2020 - 04 APR 2020	TUE 4:00PM - 7:00PM WED 4:30PM - 7:00PM THU 4:00PM - 7:00PM SAT 9:30AM - 1:00PM	English	Not Required
Western SD Community Action Agency 1844 Lombardy Drive Rapid City, SD 57703 800-327-1703 Volunteer Prepared Taxes	71.0 MI	24 JAN 2020 - 15 APR 2020		English	Required
Community Action Partnership Dickinson 202 E Villard St Dickinson, ND 58601 701-227-0131 Volunteer Prepared Taxes	80.4 MI	10 FEB 2020 - 15 APR 2020		English Spanish	Required

# In-Kind Thermometers...

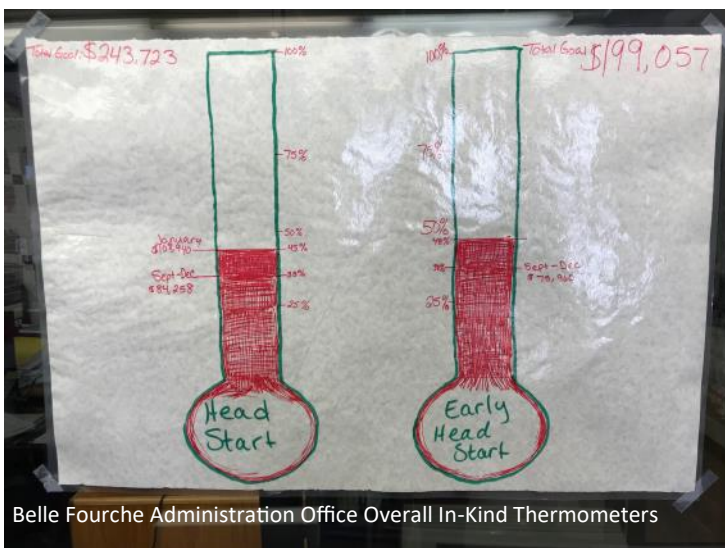
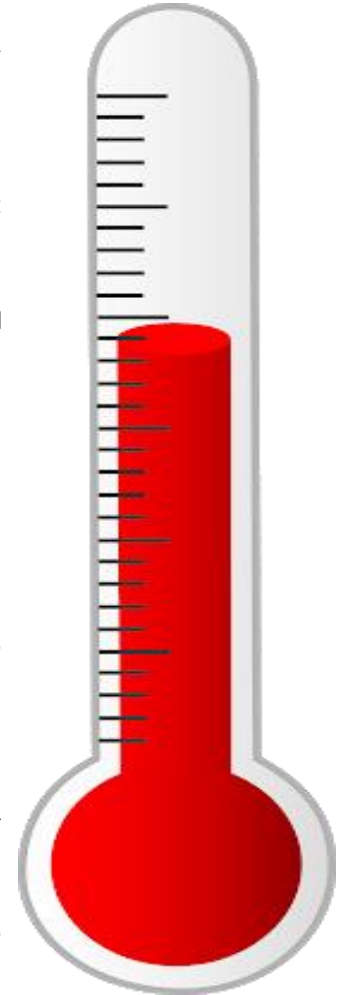
Submitted by: Amanda Schwend, Administrative Assistant

## IN-KIND THERMOMETERS

As you all know, In-kind is very important to the health of our organization. Our organization is funded by two federal grants, one for Head Start and one for Early Head Start. Each year we are required to match 25% of the total of the grants. The primary way that we achieve this match is through the in-kind sheets that your teacher sends home each week. In addition to helping our organization, weekly in-kind sheets allow you to work with your children each day on fun and educational activities that build the foundation of their entire learning career. If there is a specific activity or section assigned on the in-kind sheet that you would like more ideas on or more information on what your child is learning by doing those activities, please consult your teacher. They have at their disposal an In-kind crosswalk that links the individual activities on the in-kind sheet to resource binders that contain information and activity sheets for each section.

Due to the importance of in-kind, we routinely discuss this topic with the Policy Council. Several months ago, during the Policy Council orientation, one of our parents suggested creating a competition between clusters as a way to increase the amount of in-kind received and to try to level the field between home and center based / Head Start and Early Head Start. While competitions are fun, we decided that, rather than pit clusters against each other, we would simply create a visual for parents to see how much in-kind they do each month and how that gets us closer to our yearly goals. The simplest visual for this sort of thing is the goal thermometer. Over the winter break we were able to finally complete the thermometers and all of the calculations that go into them. These thermometers can be seen in your classrooms and social sites.

Originally, it was thought that the children could fill in the in-kind tubes each month, however, a parent did suggest having parents fill the tube in during socials. How your cluster fills the tube should be discussed with your parent committee. Currently, teachers are filling out the tubes each month. We will continue to use these thermometers from year to year and the method of filling them can be switched up based on how the parent committee would like to do it.



Belle Fourche Administration Office Overall In-Kind Thermometers





# Belle Fourche Center 1

Submitted by: Michaela Hallam—Lead Teacher

## Belle Center Appreciating the Arts

Belle Fourche Center has been exploring music making this past month. Students have been constructing their own instruments and listening to guest musicians. Early in February, Center 1 learned that some of our employee's family members are musical. The class listened to a home visitor's son, Dyami Giroux's CD's and watched his performances on video. When the student's learned he would be coming into our center to play for them, they were SO EXCITED! Two weeks later, he came to visit. Both classes sat to hear him play the acoustic, electric guitar, mandolin, ukulele and the bongos. Before he left, the kids showed him their instruments that they made in class and sent hand written "fan" mail home with him.

Over the study we have had several kind guest musicians. They have all shared their talents and some of their instruments with the students. Below are our own MHC's family members playing instruments and assisting others play drums.

Middle page photos: Tyler Bills (left) and Andy Young (right).

Bottom Page photos: Rebecka Funk, Shane Funk, with BF Center 1 kids playing drums.



LEFT:

Belle Fourche Center 1 In-Kind Thermometer to date.



# Harding, Perkins & Corson County Happenings

Submitted by: Ruth Adams, Area Services Manager

## Greetings from Harding, Perkins & Corson Counties!

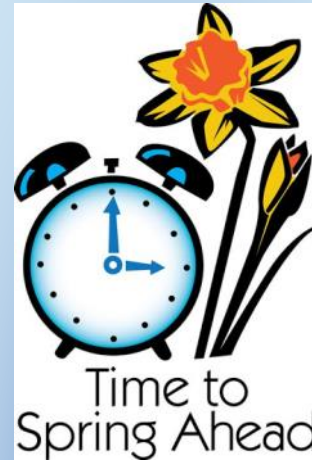
Punxsutawney Phil did not see his shadow, so now will March come in like a lion and go out like a lamb? Will April showers bring May flowers? There are a lot of weather predictions this time of year and the weather can change at the drop of the hat, but one thing is for sure, the year is sliding by and it will soon be time for swimming, sun and snow cones! The centers in Lemmon and Bison remain active with many fun projects and eager children. Bison has an igloo set up in their reading center, and Lemmon continues to ask the question of the day, which turns into a fun math lesson. Home visitors have begun the transition conversations with the kiddos that will be heading off to kindergarten, as well as ensuring those kiddos are prepared and ready for their next journey.

To complete the staff spot light for the year, I introduce to you our two nutrition support staff.

**Sarah Lemer** works in the Bison center, is married and has a son Henry and 2 step daughters. Sarah enjoys watching the children in their interactions with others and seeing them grow.

**Dorothy Rennich** is our Nutrition support staff in the Lemmon center and also does the nutrition portion of Early Head Starts socials twice a month. Dorothy lives in Lemmon and has all of her life except for 10 years when she lived in Nebraska. Dorothy's family consists of her son Micheal and his wife Alena and their two dogs, a Black Lab named Belle and a blind Shitzu named Toby. Dorothy has a Chichaua named Zena, and her Dad ( Walt ) who is 95 and is in the Nursing Home. She also has three brothers and their families. Dorothy said that she loves working with some "awesome gals", and loves being around the little kids. She said it is a great feeling when they come and ask her to read to them, or help them with their coats and they ask if they can have a HUG! She also loves that when she sees the kiddos out of center they recognize her and run up for a hug. Dorothy said that sometimes she may go home exhausted from all the "chitter chatter" of the day, but it is a great feeling!

## Reminders and Socials for the upcoming Month:



### Daylight Savings Time–

Clocks **SPRING AHEAD**

on March 8

### Social Dates

are as follows:

#### Bison Center

March 19, 5-7 pm.

#### HC 1 and EHS

March 17, 9-11 am and

March 31st, 1-3 pm.

#### Lemmon Center

March 19, 5:30-7:30 pm

#### Perkins EHS

March 12, 5:30-7:30 pm

and March 26, 5:30-7:30 pm.



# Harding, Perkins & Corson County Happenings

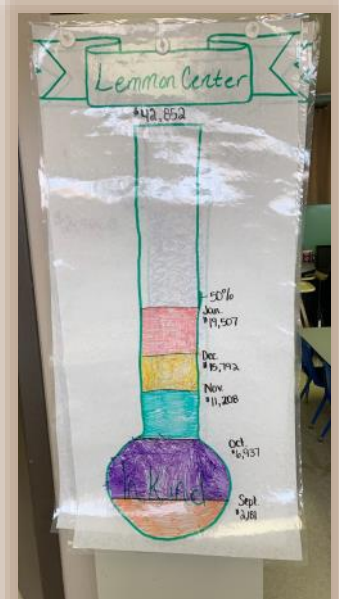
Submitted by: Ruth Adams, Area Services Manager

## Harding County Social Fun!

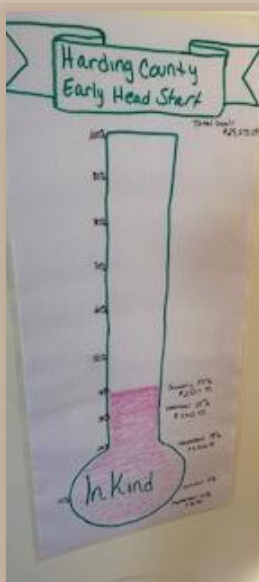


Photos from Harding County Social—Having fun at a “Noodles” Sensory table. Kiddos were allowed to feel, squish and explore the feeling of colored, cooked spaghetti in their hands.

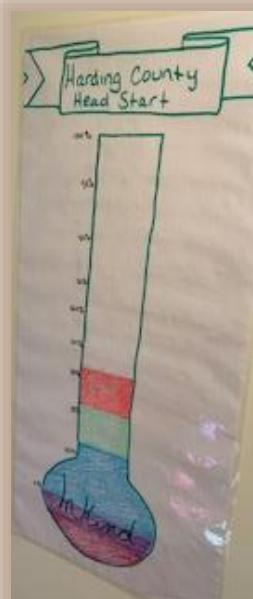
## NOODLES OF FUN!



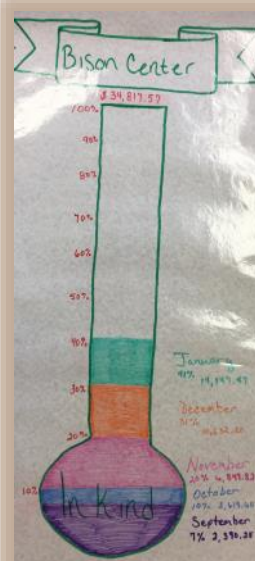
**Lemmon Center Head Start In-Kind Thermometer to date.**



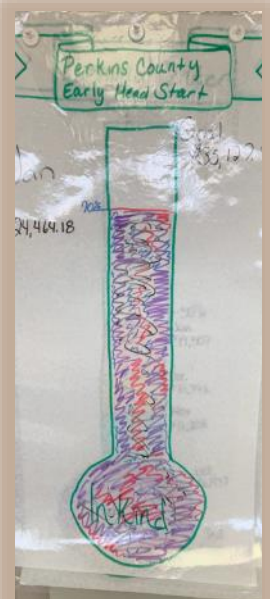
**Harding County Early Head Start In-Kind Thermometer to date.**



**Harding County Head Start In-Kind Thermometer to date.**



**Bison Center Head Start In-Kind Thermometer to date.**



**Perkins Early Head Start In-Kind Thermometer to date.**



# Update from Butte County ASM Michele Kruezer-Ranken



It is almost **SPRING!!!** We have been very lucky this winter. We have had some beautiful days to enjoy (no one can complain about 50's in January). So I am going to give you two

activities for outside and one for inside that you can do with your children. We all know we are good for a least one more snow before May. Literacy is also very important. You could follow up with a great book to read with your child after each of these activities. Books on nature, colors, shapes, textures and interaction with others would be great choices. Fairy tales and folk tales would be fun to introduce with the finger puppet activity.

## Crayon Rubbing



Take a walk with your child and collect different shape and textured objects. It can be leaves, twigs, rocks ect.

Bring them home and then take thin white paper and place over one or two of the objects. Then rubbing the paper with the side of the crayon help your child make an imprint of the objects.

When you are done you can talk about the different textures and designs that were made.

This is a fun way to increase fine and gross motor skills.

## Wash Em Up

You will need a bucket, large clean paint brush, some water other cleaning supplies like clean rags or sponges. (You can also include child safe toys or objects to clean).

Fill the bucket with water.

Take your child outside and teach them how to paint using the water and brush.

Then let them explore the other cleaning items and watch them use them the way your child sees you use them. They can even have fun cleaning their toys.

This increases language skills, gross motor as well as eye hand coordination.



## Finger Puppets

You will need old cotton or rubber gloves, scissor and markers.

Cut off the fingers of an old glove to make finger puppets. Use marking pen to draw on faces. You can also add other details with fabric scraps and glue.

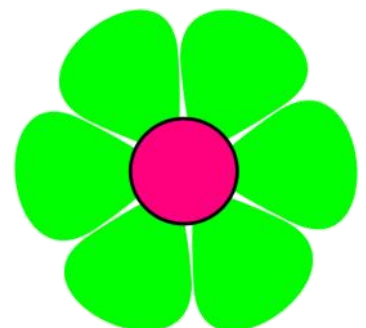
Then have a puppet show!

This increases language and fine motor skills.



Michele Kreuzer-Ranken

Butte County  
ASM



# 2-5 year olds Kitchen Activities

Get your preschooler to try new foods by having them help you in the kitchen.

Kids feel good about doing something "grown-up."

Give them small jobs to do. Praise their efforts.

Children are less likely to reject foods that they help to make.

As preschoolers grow, they are able to help out with different tasks in the kitchen. While the following suggestions are typical, children may develop these skills at different ages.

## At 2 years:

- Wipe tables
- Hand items to adult to put away (such as after grocery shopping)
- Place things in trash
- Tear lettuce or greens
- Help "read" a cookbook by turning the pages
- Make "faces" out of pieces of fruits and vegetables
- Rinse vegetables or fruits
- Snap green beans

## At 3 years:

All that a 2-year-old can do, plus:

- Add ingredients
- Talk about cooking
- Scoop or mash potatoes
- Squeeze citrus fruits
- Stir pancake batter
- Knead and shape dough
- Name and count foods
- Help assemble a pizza

## At 4 years:

All that a 3-year-old can do, plus:

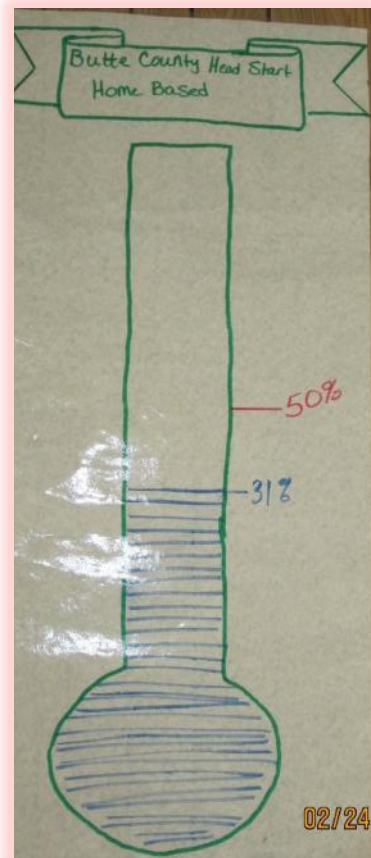
- Peel eggs and some fruits, such as oranges and bananas
- Set the table
- Crack eggs
- Help measure dry ingredients
- Help make sandwiches and tossed salads

## At 5 years:

All that a 4-year-old can do, plus:

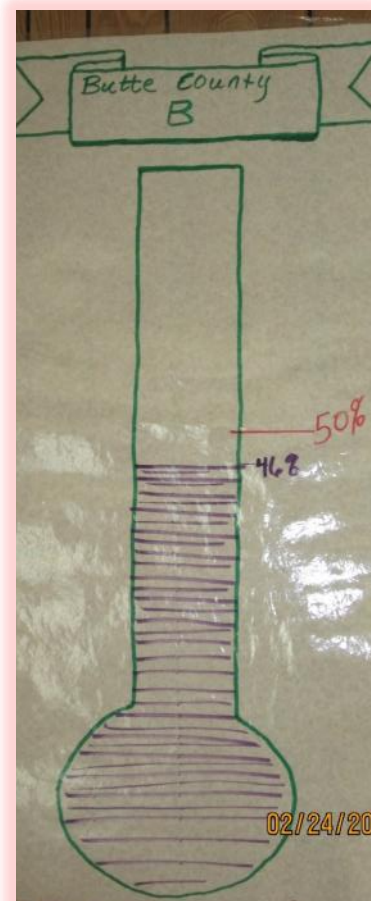
- Measure liquids
- Cut soft fruits with a dull knife
- Use an egg beater

Center for Nutrition Policy and Promotion July 2015  
Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) for more information.



Above: Butte County Head Start Home Based In-Kind Thermometer.

Below: Butte County B group Home Visitor In-Kind Thermometer.







## TIPS | for parents of Babies

It's never too early to read to your baby. As soon as your baby is born, he or she starts learning. Just by talking to, playing with, and caring for your baby every day, you help your baby develop language skills necessary to become a reader. By reading with your baby, you foster a love of books and reading right from the start. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

### ■ Snuggle up with a book

When you hold your baby close and look at a book together, your baby will enjoy the snuggling and hearing your voice as well as the story. Feeling safe and secure with you while looking at a book builds your baby's confidence and love of reading.

### ■ Choose baby-friendly books

Books with bright and bold or high-contrast illustrations are easier for young babies to see, and will grab their attention. Books made of cloth or soft plastic (for the bathtub) or "board books" with sturdy cardboard pages are easier for a baby to handle.

### ■ Keep books where your baby can reach them

Make sure books are as easy to reach, hold, and look at as toys. Remember, a baby will do with a book what he does with everything else—put it in his mouth. And that's exactly what he's supposed to do, so you may only want to put chewable books within reach.

### ■ Talk with your baby—all day long

Describe the weather or which apples you are choosing at the grocery. Talk about the pictures in a book or things you see on a walk. Ask questions. By listening, your child learns words, ideas, and how language works.

### ■ Encourage your baby's coos, growls, and gurgles

They are your baby's way of communicating with you, and are important first steps toward speech. Encourage attempts to mimic you. The more your baby practices making sounds, the clearer they will become. Go ahead and moo, woof and honk!

### ■ Give baby a hand!

Encourage your baby to pick up crackers or peas, touch noses and toes, point to pictures and grab toys. The muscles in those little hands will grow strong, agile, and ready to turn pages.

### ■ Develop a daily routine (and make reading a part of it)

Routines can soothe a baby, and let a baby learn to predict what will happen next. The ability to predict is important when your child is older and is reading independently.

### ■ Sing, Read, Repeat

Read favorite stories and sing favorite songs over and over again. Repeated fun with books will strengthen language development and positive feelings about reading.

### ■ "Read" your baby

Pay attention to how your baby reacts to the book you are reading. Stop if your baby isn't enjoying the story and try another book or another time.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.





READING  
rockets

[www.ReadingRockets.org](http://www.ReadingRockets.org)

## TIPS | for parents of Toddlers

Being a toddler is all about ACTION. Encourage continued language development and interest in books and reading by keeping things lively and engaging. Everyday experiences are full of opportunities to engage in conversation and develop language skills. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

### ■ Don't expect your toddler to sit still for a book

Toddlers need to MOVE, so don't worry if they act out stories or just skip, romp, or tumble as you read to them. They may be moving, but they are listening.

### ■ Recite rhymes, sing songs, and make mistakes!

Pause to let your toddler finish a phrase or chant a refrain. Once your toddler is familiar with the rhyme or pattern, make mistakes on purpose and get caught.

### ■ Choose engaging books

Books featuring animals or machines invite movement and making sounds. Books with flaps or different textures to touch keep hands busy. Books with detailed illustrations or recurring items hidden in the pictures are great for exploring and discussing.

### ■ Keep reading short, simple, and often

Toddlers frequently have shorter attention spans than babies. Look for text that is short and simple. Read a little bit, several times a day.

### ■ Encourage play that involves naming, describing, and communicating

Set up a zoo with all the stuffed animals. Stage a race with the toy cars. Put your toddler in charge and ask lots of questions.

### ■ Every day is an adventure when you're a toddler

Choose books about everyday experiences and feelings. Your child will identify with the characters as they dress, eat, visit, nap, and play.

### ■ Ask questions

Take time to listen to your toddler's answers. Toddlers have strong opinions and interesting ideas about the world. Encourage your toddler to tell you what he or she thinks. You'll build language skills and learn what makes your toddler tick at the same time.

### ■ Play to their favorites

Read favorite stories again and again. Seek out books about things your toddler especially likes—trains, animals, the moon. These books may extend a toddler's attention span and build enthusiasm for reading.

### ■ Not having fun?

Try a different story or a different time during the day. Reading with a very young child is primarily about building positive experiences with books, not finishing every book you start.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.



# TIPS | for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It's never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Read together every day.**

Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

■ **Give everything a name.**

Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?"

■ **Say how much you enjoy reading.**

Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favorite part of your day.

■ **Read with fun in your voice.**

Read to your child with humor and expression. Use different voices. Ham it up!

■ **Know when to stop.**

Put the book away for awhile if your child loses interest or is having trouble paying attention.

■ **Be interactive.**

Discuss what's happening in the book, point out things on the page, and ask questions.

■ **Read it again and again.**

Go ahead and read your child's favorite book for the 100th time!

■ **Talk about writing, too.**

Mention to your child how we read from left to right and how words are separated by spaces.

■ **Point out print everywhere.**

Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

■ **Get your child evaluated.**

Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing, or sight.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.





## **South Dakota Statewide Tornado Drill**

**WEATHER AWARENESS WEEK April 20-24, 2020**

**Tornado Drill - Wednesday, April 22**

**Watch - 10:00 AM**

**Warning - 10:15 AM**

Make a plan today. Your family may not be together if a disaster strikes, so it is important to know which types of disasters could affect your area. Know how you'll contact one another and reconnect if separated. Establish a family meeting place that's familiar and easy to find.

### **Step 1: Put together a plan by discussing these 4 questions with your family, friends, or household to start your emergency plan.**

How will I receive emergency alerts and warnings?

What is my shelter plan?

What is my evacuation route?

What is my family/household communication plan?

### **Step 2: Consider specific needs in your household.**

As you prepare your plan tailor your plans and supplies to your specific daily living needs and responsibilities. Discuss your needs and responsibilities and how people in the network can assist each other with communication, care of children, business, pets, or specific needs like the operation of durable medical equipment. Create your own personal network for specific areas where you need assistance. Keep in mind some of these factors when developing your plan:

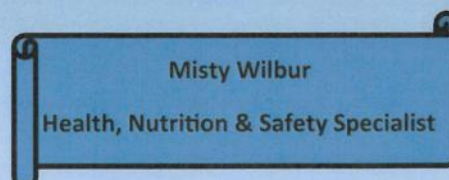
- Different ages of the members within your household
- Responsibilities for assisting others
- Locations frequented
- Dietary needs
- Medical needs including prescriptions and equipment
- Disabilities or access and functional needs including devices and equipment
- Pets or service animals
- Households with young children

### **Step 3: Fill out a Family Emergency Plan**

Fill out a family emergency plan or use them as a guide to create your own.

### **Step 4: Practice your plan with your family/household**

Review, update, and practice your Family Emergency Communication Plan at least once a year, or whenever any of your information changes





# Mental Health

Submitted by: Rebecka Funk, MA LPC-MH-Mental Health Consultant

## Child Abuse

Did you know that 4 children die every day in the United States due to child abuse and 70 % of these children are under the age of 3! There's certain myths that people sometimes possess about child abuse. It's important for us to challenge these beliefs. Listed below are five common myths about child abuse.

### MYTHS AND FACTS ABOUT CHILD ABUSE AND NEGLECT

#### **MYTH #1: It's only abuse if it's physical.**

**Fact:** Physical abuse is just one type of child abuse. Sexual abuse is very prevalent and has devastating long term effects on those who have endured this. Neglect and emotional abuse can be just as damaging, and because they are more subtle, others are less likely to intervene.

#### **MYTH #2: Only bad people abuse their children.**

**Fact:** While it's easy to say that only "bad people" abuse their children, it's not always this simple. A majority of abusers are not intentionally harming their children. Many have been victims of abuse themselves, and don't know any other way to parent. Others may be struggling with mental health or substance abuse issues. Although this may explain and increase understanding into why abuse occurs, this is never a valid reason to hurt a child.



#### **MYTH #3: Child abuse doesn't happen in "good" families.**

**Fact:** Child abuse doesn't only happen in poor families or certain neighborhoods. It crosses all racial, economic, social and cultural lines. Despite how a family appears or looks on the outside, it can be quite a different story behind closed doors.

#### **MYTH #4: Most child abusers are strangers.**

**Fact:** While abuse by strangers does happen, sadly most abusers are family members or others close to the family. Only 10 percent of abused children do not know their abuser.

#### **MYTH #5: Abused children always grow up to be abusers.**

**Fact:** It is true that abused children are more likely to repeat the cycle as adults and can unconsciously repeat what they experienced as children. On the other hand, many survivors of child abuse have a strong desire and motivation to protect their children and break these patterns.

Children who have been abused suffer long term effects from the abuse they experienced growing up. Abused children are more likely to experience teen pregnancy and more at risk of engaging in sexual risk taking behaviors. Sadly some abused children will later abuse their own children, continuing the cycle of abuse. Abused children are at a significantly higher risk for developing psychological disorders such as substance abuse, depression or anxiety.

Early intervention is vitally important and can change the course of a child's life. Should you recognize any signs that a child is being hurt, please reach out to someone in your community such as your **Child Protection Services, local police or call the Child National Hotline at 1-800-4-A-Child.**

# Can you spot the differences?

Point to, or circle the differences in the second picture.



# TREC Badlands Head Start

## Kids are Learning—Kids are our Future Page

### Attention all Badlands Head Start Families -

We are excited to feature a page dedicated to the kids showcasing all they are learning, drawing, painting, and creating during the school year.

Please submit any of your child's work that you would like to see in our Newsletter to your child's teacher/home visitor—along with a signed permission form that you can obtain from your home visitor or center teacher.



Badlands Head Start: Prenatal to Five  
Photograph and/or Materials Use Permission

Child's Name \_\_\_\_\_  
Parent or Guardian Name \_\_\_\_\_  
☐ Photo only ☐ Materials Only ☐ Both Photo and Materials  
Title of submitted materials work \_\_\_\_\_

I understand that by signing this form the attached photo(s) and/or child's material (schoolwork, drawing, painting, etc.) become sole property of Badlands Head Start: Prenatal to Five. I am authorizing Badlands Head Start: Prenatal to Five to use the photo(s)/material taken for an indefinite period of time for any materials that include, but are not limited to: catalogs, brochures, flyers, newsletters, videos and Badlands Head Start: Prenatal to Five website. This photograph/material will be used in its original form and content will not be edited or modified. I understand I will receive no compensation for the use of my photograph/material. This is voluntary, and will not have any impact on the child's participation in Head Start or Early Head Start or events held by the agency.

By signing below, you are granting permission for Badlands Head Start: Prenatal to Five to use this attached photograph.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Kids are our future and we want to show how Head Start is making a positive difference in their lives, they definitely make a positive difference in ours! We would like to display what their interests and accomplishments are.

We will do our best to showcase their materials during the school year, however, this will be determined by the number of submissions, the amount of room in the newsletter, and print quality of the submitted work. This may mean a delay in when it gets printed, or if it can be printed at all. Please do not promise your child a particular date it will get printed, but know we will do our best.

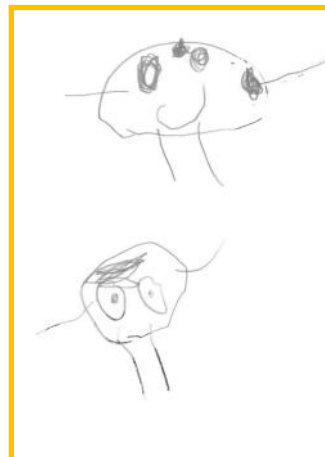
Thank you for letting us be a part of your child's learning and your lives. We are excited to see all their wonderful works come to life!

**TREC Badlands Head Start**

"Rainbow Waves" by Audrey



"1 Potato People" by Audrey



"2 Potato People" by Audrey

"Dots" by Audrey



"Skyfish" by Elyas