

Transportation Page 32

If transportation is a problem to get your child to school, call the school:

Blackwater Community School

520-215-5859

Casa Blanca Community School

520-315-3489

Skyline D5 Middle School

480-403-8580

Casa Grande Union High School 520-316-3382

Coolidge School District 520-723-2066

Gila Crossing Elementary School 520-550-4834

Gila Crossing Middle School 520-550-2515

Ira H. Hayes Memorial Applied Learning Center 520-315-5100

Laveen School District 602-237-9100 ext. 2011 or 2012

Maricopa Village Christian 520-430-6827

Sacaton School District 520-562-8600

St. Peter Indian Mission 520-315-3835

Vechij Himdag MashchamakuD 520-562-3286



Resource Handbook

For Parents/Guardians

The No Child Left Behind Act is unforgiving of consistent failure. According to the Ed.gov website, by the year 2014, failure will no longer be funded. Improvement at a snail's pace and chronic underachievement are inadequate and unacceptable. The schools are working diligently to align academic expectations and train staff accordingly. Tribal leaders are striving to address the issue of truancy and to assist parents as much as possible to ensure that all GRIC children attend school regularly.

Knowledge

- is the ultimate equalizer
- levels the playing field
- provides *choices*
- fosters self-esteem
- provides *purpose*
- cultivates self-awareness
- is appreciated and respected in *any* color!

Gila River Indian Community

PO Box 97
555 B Street
Sacaton, AZ 85247

Phone: 520-562-3662 ext. 235
Fax: 520-562-2924
Email:
benny.thomas@gric.nsn.us



People to Contact

(Update 9/20/11)

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Women, Infants, and Children

Nutrition risk is determined by a health professional such as a physician, nutritionist, or nurse, and is based on Federal guidelines. This health screening is free to Program applicants.

Benefits:

- Supplemental nutritious foods
- Nutrition education and counseling at WIC clinics
- Screening and referrals to other health, welfare and social services

Target Population

- Pregnant women (through pregnancy and up to 6 weeks after birth or after pregnancy ends)
- Breastfeeding women (up to infant's 1st birthday)
- Non-breastfeeding postpartum women (up to 6 months after the birth of an infant or after pregnancy ends)
- Infants (up to 1st birthday)
- Children up to their 5th birthday

When in doubt, check with your District Office:

District One	520-215-2110
District Two	520-562-3450
District Three	520-562-3334
District Four	520-418-3661
District Five	520-315-3441
District Six	520-550-3805
District Seven	520-430-4780





WIC is a federal supplemental nutrition program. The Program provides nutritious food, nutrition counseling, and referrals to health and other social services to participants at no charge. WIC serves low-income pregnant, postpartum and breastfeeding women, and infants and children up to age 5 who are at nutrition risk.

Eligibility:

- Individuals at 'nutrition risk' (determined by a health professional)
- People who participate or have family members who participate in benefit programs such as the Food Stamp Program, Medicaid, or Temporary Assistance for Needy Families

Call: Nancy, 562-9698, ext. 227 for an appointment

Non-GRIC members call AZ State Agency: 1-800-252-5842

What to look for:

Two major types of nutrition risk are recognized for WIC eligibility:

- Medically-based risks such as anemia, underweight, overweight, history of pregnancy complications, or poor pregnancy outcomes
- Dietary risks, such as failure to meet the dietary guidelines or inappropriate nutrition practices

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Attention Deficit/Hyperactivity Disorder

Characteristics:

Inattention—Hyperactivity—Impulsivity

These symptoms appear early in a child's life. Because many normal children have them, but at a low level, or the symptoms may be caused by another disorder, it is important that the child receive a thorough examination and appropriate diagnosis by a well-qualified professional.

**Call: Early Childhood/Special Services
520-562-3882**

Hyperactive children always seem to be 'on the go' or constantly in motion. They dash around touching or playing with whatever is in sight, or talk continuously. It is difficult for them to sit still at dinner or during a school lesson. They squirm and fidget when seated, or wiggle their feet, touch everything, noisily tap their pencil, or roam around the room. Hyperactive teens or adults may feel internally restless, and often report needing to stay busy, and may even try doing several things at once.

Impulsive children seem unable to curb their immediate reactions or think before they act. They often blurt out inappropriate comments, display unrestrained emotions, and act without regard for later consequences of their actions. It's hard for them to wait their turn for anything. They may grab objects from others or hit when they're upset. As teens/adults, they may be impulsive and go for small immediate payoffs as opposed to delayed rewards.

Social Services



Children's Services—Leann Wander, ext. 228

CPS workers investigate reports of child abuse and protect children who are in eminent danger from child abuse and neglect. CPS is mandated to work in conjunction with Law Enforcement. CPS workers are on call 24/7. **Reporting an incident of child abuse or neglect requires calling the GRIC police department at 562-4511.**

Case managers work to help children who are made wards of the court. They help parents complete court appointed services to get their children back. Supervisor: ext. 243

Case managers: Call Ray Sandler 562-3396

non-GRIC members call:

Child Abuse—1-800-4-A-CHILD (422-4453)

Child Care—1-800-424-2246

Domestic Violence—1-800-799-SAFE (7233)

**Missing and Exploited Children—1-800-THE-LOST
(843-5678)**

Runaway Youth—800-621-4000

Tribal

Children's and Family Services

562-3396

Lynda Murden, ext. 250

Child protection	Case management
Victim's assistance	Permanency Planning
Child sexual abuse	Indian Child Welfare Act
Parenting coordinator	Child protection team
Family resource specialist	Foster care worker

Family Assistance 562-4106, 07, 08, 09

Margo Hunsicker

General assistance	Adult protection & custodial
Burial assistance	Care services
Emergency services	In home homemaker services
Elderly liaison	

Family Services 562-3396

Manager ext. 221

Family Resource Specialist: VACANT, ext. 244

Crime Victim Advocate: Kisa Corcoran, ext. 241

Parent Training Coordinator: Larry Macktima, ext. 232

Child Protection Team: Byron J. Donahue, ext. 231

Residential Program for Youth 562-3437

Mary Hiser, Administrator ext. 224

This is an emergency shelter for children who need immediate care. Residential Program for Youth offers residential treatment for children ages 0-17 years old.

ADHD

What to look for with **hyperactivity/impulsivity**:

- Restlessness, fidgeting, squirming when seated
- Running, climbing or leaving a seat in situations where sitting or quiet behavior is expected
- Blurting out answers before hearing the whole question
- Having difficulty waiting in line or taking turns

Inattention means the child has difficulty concentrating on one thing and is easily bored. There are no problems when the child is doing something s/he enjoys, but focusing on organizing and completing a task or learning something new is difficult.

What to look for with **inattention**:

- Easily distracted by irrelevant sights and sounds
- Fails to pay attention to details and makes careless mistakes
- Rarely follows instructions carefully and completely
- Skips one uncompleted activity and goes to another



ADHD

Because everyone shows some of these behaviors at times, the diagnosis requires that such behavior be demonstrated to a degree that is inappropriate for the person's age. The diagnostic guidelines also contain specific requirements for determining when the symptoms indicate ADHD.

To assess whether a child has ADHD, specialists consider several critical questions:

1. Are these behaviors excessive, long-term, and pervasive? That is, do they occur more often than in other people the same age?
2. Are they a continuous problem, not just a response to a temporary situation?
3. Do the behaviors occur in several settings or only in one specific place like the playground or in the classroom?

The pattern of behavior is then compared against a set of criteria and characteristics of the disorder.

Specialty	Can diagnose ADHD	Can prescribe medication	Provides counseling/training
psychiatrists	yes	yes	yes
psychologists	yes	no	yes
pediatricians or family physicians	yes	yes	no
neurologists	yes	yes	no
clinical social workers	yes	no	yes

Teen Pregnancy

Teen pregnancy is a complex health and social problem that plagues America, including Indian Country. Four factors associated with teen parenting are: early school failure, early behavioral problems, family dysfunction, and poverty. The more factors a teen has, the higher the likelihood of her becoming pregnant.

- Students changing schools 4 or more times between 1st-8th grade are twice as likely to become teen parents than students who changed schools less often.
- 30% of high school mothers earn a high school diploma compared to 76% who postpone having children.

The good news:

- The more connected a female student is to her school, the less likely she is to become a teen parent.
- When parents are highly involved in their daughter's school, the risk of a pregnancy is reduced.
- Students with high expectations of school success, who plan on going to college, and who participate in school clubs are less likely to have a child.
- A high school age mother's involvement in school activities or earning a diploma or GED is associated with postponing a second pregnancy.

**Call: 562-5180 Tribal Social Services (see pg. 28),
or non-GRIC,
The AZ Coalition on Adolescent
Pregnancy & Parenting
520-256-2593**



Special Education

Children with special needs should never be deemed inferior or “unteachable.” Disabilities vary and include physical, cognitive, emotional, and learning. Parents and families should obtain appropriate education and services for their children with disabilities to improve these students’ education results, resolve problems between families and schools or other agencies, and connect the children with disabilities to community resources that address their needs.

Parent centers in each state provide such training and information to parents of infants, toddlers, school-aged children, and young adults with disabilities and the professionals who work with those families. This assistance helps parents participate more effectively with professionals in meeting the educational needs of their children.

**Call: Early Childhood/Special Services
562-3882**

Regional Services for *all* parents:



PEAK Parent Center, Inc.
Colorado Springs, CO 80903 800-
284-0251

Matrix Parent Network and Re-
source Center
Novato, CA 94949 800-578-2592

Behavioral Health

Substance abuse suspicions/problems

What to look for:

1. Foul smelling breath;
2. Dilated pupils;
3. Talkative or quiet (whichever is uncharacteristic);
4. Body odor;
5. Marks on face/arms/fingertips;
6. Anxious, hyperactive;
7. Truancy and tardiness; and/or
8. Any change in behavior, dress, or interactions

**Call: Department of Human Services
520-562-3356**

Four locations:

1. Sacaton—serves districts 1-4 (outpatient services, intensive services for women, provide transportation)
2. Casa Blanca Road—serves districts 4, 5
3. Ak-Chin
4. Kumatke—serves districts 6, 7 (intensive outpatient treatment and provides transportation)



Regional Behavioral Health Authority

What to look for:

1. Extended depression;
2. Acting outside “normal” behavior and talking doesn’t fix it; or
3. Constant hyperactivity

Participants must meet eligibility requirements:

- Must be a GRIC member or live on the reservation; and
- Must be AHCCCS-eligible

Program offers:

1. Case management (person who goes to the home, involves families to overcome barriers and provide support to enhance behavior)
2. Referrals. RHBA does not do counseling, however, it pays for counseling/services/ residential treatment/respite care
3. Child/family teams

Call: Your child’s school. Have them fax a Referral for Behavioral Health Services form to 602-528-1341 (fax)

**For suicidal signs, call the Crisis Help Line:
1-800-259-3449**

Parenting

Parenting is not easy. It requires patience, consistency, and support. There should be a balance of discipline and affection and an abundance of unconditional love, strong, positive traditions and rituals, and a focus on the well-being of the child. Negative cycles of abuse, early pregnancy, and dysfunction need not continue; parenting, indeed life, is about *choice*.

If something was done to you as a child that hurt physically or emotionally, and has stuck with you all your life, chances are very good that exposing your child to the same treatment will affect him/her that same way. The parent sets the tone in the household; you are the role model, like it or not. The days of “do what I say not what I do” are long gone. What kind of life do you want for your child?

Call: 562-3396 or 562-5180

Other resources for *all* parents:
AZ Regional Parent Information
Network:
Gila, La Paz, and Pinal Counties
520-836-2023 or
www.fisher-price.com/us/family



Parenting

Traits of Healthy Families

- Communicate and *listen*
- Affirm and support one another
- Sense of trust among each other
- Humor and sense of play
- Shared responsibility
- Sense of right and wrong (value system)
- Traditions
- Balanced interaction among members
- Definite religious core
- Respect the privacy of others
- Value service to others (part of a bigger world)
- Dine together (dinner)
- Spend leisure time together
- Admit to and seek help with problems

Three conditions influence child outcomes: parental resources, social supports, and child characteristics. When all three of these factors are positive, the child's chances for success are high. For example, competent children are more likely to develop when a psychologically stable parent has adequate income, neighbors and relatives who listen to parental concerns and provide help with child care, and an easygoing child without medical problems. However, when the parent is plagued by a stressful job, has few friends, and is attempting to deal with a difficult child, the chances of child competency evolving are lower (1997, Martin & Colbert, p. 17).

Suicide

What to look for:

- Talking about suicide
- Making statements about hopelessness or helplessness
- Preoccupation with death
- Loss of interest in things
- Giving one's things away
- Setting business in order
- Suddenly happier, calmer
- Disturbances in eating or sleeping
- Previous attempts made of suicide

Young Native men are at highest risk for suicide and these suicides usually occur in clusters. Within a short span of time, several young people in one geographic location die of suicide. Often these young people are not getting the recognition and support they need to survive. However, all suicide is not attributed to depression alone. Adverse living conditions contribute to Post Traumatic Stress Disorder (PTSD) in Native Americans. PTSD sufferers often turn to alcohol to soothe anxieties.

You may also call (24-7) the National Crisis Help Line at:

1-800-SUICIDE (1-800-784-2433)



Bullying

Bullying is a big problem that affects lots of kids. Being bullied can make kids feel scared, sad, worried, or embarrassed. Bullying can take many forms: physical, emotional, verbal or a combination of these. It may involve individuals or groups (gangs). It is not unlike other forms of victimization and abuse because it involves:

- An imbalance of power
- Differing emotional tones; the target will be upset whereas the bully is cool and in control
- Blaming the target for what has happened
- Lack of concern on the part of the bully for the feelings and concerns of the victim
- A lack of compassion

Bullies are very often children who have been bullied or abused themselves. Sometimes they are children experiencing life situations with which they can't cope, leaving them feeling helpless and out of control. They may be children with poor social skills, who do not fit in, who can't meet the expectations of their family or school. They bully to feel competent and successful, to control someone else, or to get some relief from their own feelings of powerlessness.

Targets of Bullies

Anyone can be a target of bullying, but bullies often pick on someone they think they can have power over. Those children more prone to be bullied have the following characteristics:

- Lack self-esteem, internal security, and social skills
- Don't pick up on social cues
- Cry or become emotionally distraught easily
- Lack the ability to defend or stand up for themselves

Families

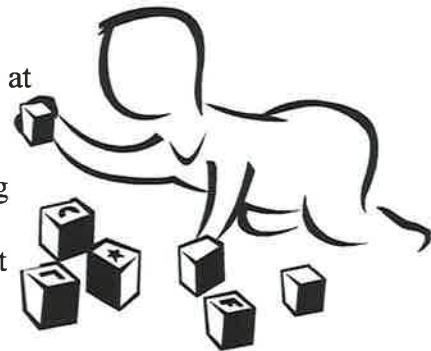
Healthy Families Arizona services include:

1. Linking families with community services
2. Encouraging self-sufficiency through education and employment
3. Providing child development, nutrition, and safety education.
4. Teaching appropriate parent-child interaction and discipline.
5. Promoting child development, referrals for screening.
6. Providing emotional support and encouragement to parents.
7. Anger management and stress elimination exercises.

**Call: Healthy Families Arizona
562-5180**

Non-GRIC members call: 520-326-5754

HFAz is a home-based, voluntary program serving families at risk during pregnancy and after the birth of the baby. Services are designed to strengthen families during the first five years of a child's life when most early brain development occurs.



Healthy

The more you know about your baby and parenting, the better your chances of having a healthy family physically, emotionally, and intellectually:

- A child's brain is 90% developed by the age of 3.
- Crying is your baby's only way of telling you something is needed.
- Babies like to be cuddled and comforted most of the time.
- Babies need regular checkups and immunization.
- Babies need to be kept clean, warm, and clothed, and to be kept safe and out of danger.
- Babies need to sleep and eat on a regular schedule.
- When you talk, sing, read and play with your baby you help him/her learn new skills.
- Tummy time is important for your baby to learn to crawl and explore.
- The most important face your baby wants to see is yours.
- Your baby needs attention, time, and most of all, your love.

Risk factors to look for:

- Poverty, unemployment, lack of education and/or health insurance
- Lack of prenatal care, low birth weight of baby
- High life stressors, single or teen parenthood
- Having a baby with special needs or disabilities
- History of abuse or neglect as a child
- Social isolation, lack of friends/family for support
- Substance abuse, domestic violence, or mental illness

If your child is being bullied, discuss alternative responses, including:

- Ignore the bully; don't react; walk away, get help if pursued.
- Agree with the bully, saying 'you're right,' and walking away.
- Be assertive (stand up for yourself with words by telling the bully to stop it, then walk away).
- Act brave—walk with confidence, holding your head high.
- Tell an adult: teachers, principals, parents, lunchroom helpers.
- Walk with a friend or two wherever you think you might meet a bully.

If your child is the bully, look for what is going on in your child's interactions with others. **DO NOT BLAME**, or get into discussions of "why" this happened. Focus on key points:

- Bullying is not acceptable in our family or community
- Say, "If you are feeling frustrated, angry, or aggressive, here are some things you can do..."
- Role play; act out the new behaviors
- Ask, "How can I help you with this? Who could you go to in school if you see yourself getting into this type of situation again?"
- Specify the consequences of repetition of this behavior
- You want to stop the behavior; understand your child's feelings, then teach and reward appropriate behavior.

Call: Your child's school for assistance
(see page 32)



Child Care & Development

GRIC Child Care & Development is a sub-division of the Tribal Education Department. It provides assistance to parents and employees who are working, in training, or pursuing an education, or who are foster parents or caring for a CPS child, or if you have a health problem that prevents you from caring for a child for a portion of the day. Parents/caregivers must meet income guidelines, and complete the application and verification process.

Eligibility:

- Provide verification of family income
- Live within the GRIC
- Live out of service area but work within the GRIC
- Provide GRIC tribal enrollment verification
- GRIC employees who are enrolled with another Tribe may be eligible for child care assistance if they meet the following criteria:
 - Proof of enrollment in the federally recognized Tribe
 - Proof of tribal enrollment for children
 - Meets income guidelines
 - Provides most recent payroll check stub and social security numbers of both parents
 - Provide documentation of child support if applicable and ineligibility for State DES child care
 - Children's current immunization record, social security number and certified birth certificate

Call: 520-562-3640

**non-GRIC members call: AZ DES 800
-308-9000 or your respective Tribe**



Start

Beginning in Spring of 2010, Head Start has included Full Day/ Full Year classes for currently enrolled families. These families are now able to have their children in Head Start from 7:00 AM- 6:00 PM. These families will know that their children are in a safe, learning classroom while they work, attend school or have appointments to keep. There is no charge for these extra hours of Head Start.

Beginning in Summer 2010, Head Start has included an Early Head Start Program. Early Head Start is also a Full Day/Full Year program with the same hours as regular Full Day/Full Year Head Start. Now families can enroll when there is a pregnancy, or they can enroll their infants and toddlers. Early Head Start enrolls children from Birth to Age 3 then the children are automatically accepted into the pre-school Head Start Program for children ages 3 - 5.

Early Head Start will enroll the younger siblings and pregnant moms of our currently enrolled Head Start students and the children of students attending VHM and Ira H. Hayes High Schools. Early Head Start has classrooms located at our Santan, Vahki and D6 Head Start and VHM School. Remaining slots will be open to the Community on a first come enrollment basis. There is no charge to the families for Early Head Start. Call your District Head Start Center for additional information and enrollment information.



Head

Head Start has been in operation in the GRIC since 1965. It provides services to children ages 3 to 5 whose families are eligible based on Federal income guidelines. Ten percent of the children can be from high income families and there are also opportunities for children with disabilities to enroll. Partnership agreements are established with each family with parents and staff working toward established individual goals for their family. Activities include monthly parent meetings, parenting classes, Policy Council, field trips, and other community activities. Parents also assist with the Program's annual written plans, menus, daily schedules, and annual self-assessment, and they assist with planning program activities for their centers.

Administration 562-3423

Sacaton Head Start 562-3699

Number of children - 60 Class Time - 8AM - 2PM
Full Day 7AM-6PM

Santan Head Start 520-418-3471

Number of children - 58 Class Time 8AM - 2PM
Full Day 7AM-6PM

Vah-Ki Head Start 520-315-3636 or 315-2795

Number of children - 40 Class Time 8AM - 2PM
Full Day 7AM-6PM

District 6 Head Start 520-550-2434

Number of children - 52 Class Time 8:00 - 2:00
Full Day 7AM-6PM



E&T

The Employment & Training Department assists individuals to become self-sufficient through coordinating employment and training programs to assist individuals in reaching their career goals. E&T coordinates four programs: WIA, NEW, WtW, and Year Round Youth Program. Each program has eligibility requirements and application processes.

Call: **East Office—562-3388**
West Office—550-2860

Adult Programs

- Prepare adults for participation in the labor force by increasing their occupational and educational skills thereby improving their long term employability;
- Increase employment and earnings; and
- Improve employment retention.

Year Round Youth Program

- Provide assistance in achieving academic and employment success including skill competencies and connections to employers;
- Ensure on-going mentoring opportunities with adults committed to providing opportunities;
- Provide training opportunities, support services, and incentives for recognition and achievement; and
- Provide activities related to leadership development, decision-making, citizenship, and community service.



For students and parents seeking unconventional educational outlets, the Community Technology Center may be what you need. The CTC has state-of-the-art computers and equipment available to everyone. Projects that can be completed in the Center include flyers, invitations, business cards and resumes. You can also learn how to conduct research on the Internet. D3 The CTC Lab is open from 9:00 a.m. to 6:00 p.m. Monday through Thursday. **D6 please call for hours.**

D3 CTC Lab Connie Jackson (520) 562-1206

D6 CTC Lab Elizabeth Lewis (520) 550-3805

Business Classes

Business classes are offered for college credit. Sample classes include Intro to Business, Marketing, and Fundamentals of Accounting



Computer Classes

A variety of computer classes are offered for college credit: Intro to Computer, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.



Gangs

What can you do to address/prevent the gang problem?

- **Meet your children's friends.** Know who is influencing your children.
- **Occupy your children's free time.** Give them responsibilities and get them involved in after-school activities.
- **Develop good lines of communication.** Talk with your children, but most importantly, *listen* to what they have to say.
- **Spend time with your children.** Plan family activities, include your neighbors.
- **Do not buy your children gang-style clothing.** Even if your child is not in a gang, gang style clothing will attract negative attention.
- **Set limits for your children.** Children need to know what is acceptable and unacceptable behavior at a very young age.
- **Impose a curfew.**
- **Teach your children to respect personal property.**
- **Become an informed parent.** Learn about drugs, gangs and current trends affecting your children.
- **Participate in your child's education.** Visit your children's school, meet their teachers and attend school-sponsored training.
- **Become a role model for your children.** Participate in the community; volunteer, remove graffiti from your neighborhood.

Call:

The resource officer at your student's school

Gang Reduction through Intervention, Prevention and Suppression

G.R.I.P.S. is a task force team aimed at educating the community on gangs. This team can provide help with intervention, prevention, and assistance in identifying potential gang members in your household, district, and community. In general, a street gang is defined as a group with three or more members who form an allegiance for a common purpose and engage in criminal activity.

There are over 20 known gangs within the GRIC today. These gangs claim territory in districts one through seven. The average life expectancy of an active gang member is 19 years of age before s/he is either a victim of a violent crime or serving a long prison sentence.

Call: GRIC PD 562-7137

What to look for:

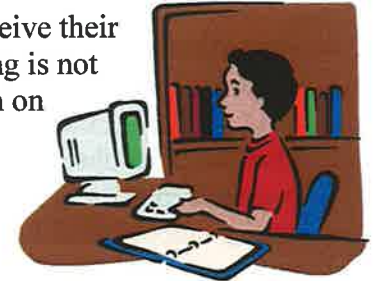
- Dress (wearing one color or type of clothing; refusing to wear other colors)
- Signs (hand signs, tagging, photographs, paraphernalia, graffiti in school books, notebooks, letters, etc.)
- Tattoos (three dots, "13", nicknames, tattoos on knuckles, gang initials, street names, cartoons, unusual words/symbols)
- Claiming (claiming a known gang, written or electronic correspondence)
- Associates (certain friends, older friends)
- Questionable prosperity (newly acquired and unexplained wealth)

Community Technology Center

GED Classes

The CTC lab has had 86 students receive their GED. If traditional classroom learning is not for you, call the CTC for information on how to attain a GED.

non-GRIC: Maricopa County
602- 252-6721
Pinal County 520-421-4980



Take Home Program (GRIC only)

This Program was designed to get technology into the home. Students build a computer from the ground up by learning different components that make up a computer system.



Tutoring

Tutoring is available for all Community members at the CTC!

Non-GRIC: 1-888-EDUCATE or 1-888-20-TEACH (www.tutorsteach.com)



After School Programs Call: Boys & Girls Club (east) 562-3890 (west) 520-550-1113

Youth 5-13 yrs. Mon, Tue, & Th 3PM-7:00PM / Wed., Fri. 3PM-6PM / Teens: 14-18 yrs. Mon thru Fri. 3PM-8PM
Westend hrs. M-F 2PM-7PM 5-12y.o/M-F 2-8PM 13-18y.o

non-GRIC members, call Youth At Risk New Pathways Program: 602-258-1012



Fetal Alcohol Syndrome

Fetal Alcohol Syndrome (“FAS”) is described as a pattern of abnormalities observed in children born to mothers who drink alcohol. Evidence suggests that the organic and functional deficits observed in children with FAS are related to two concepts: the timing of the toxic event (“critical period”), and the peak alcohol concentration (“critical dosage”). **Alcohol itself is highly toxic to the fetus.**

All mothers who drink alcohol are at risk of causing FAS in their unborn child.

What to look for:

- Mental retardation is the most common and serious birth defect associated with FAS, with an IQ of less than 70.
- The most notable defects include underdeveloped facial bones, a long, underdeveloped philtrum (the groove in the middle of the upper lip), a thin upper lip, a short nose, and drooping eyelids. These features are most prominent in young children, and become more subtle in young adulthood.
- Sensory deficits. Abnormal acuteness of hearing and/or hearing loss.
- Delays in receptive and expressive language development.

Non-GRIC members, call:
FAS Community Resource Center 520-296-9172.
Teresa Kellerman
www.fasaz.com

Despite warnings about the devastating effects on their unborn child, some women continue to drink during pregnancy. Treatment of these women consists of counseling, with an emphasis on prohibiting alcohol consumption, and explanations of the dangers of alcohol use during pregnancy. The management of infants with FAS is difficult, since no specific therapy exists. In general, the prognosis is poor.

What to do:

Consult the baby’s doctor for a diagnosis of FAS. If diagnosed with FAS, this indicates the mother as well as the infant needs help.

Call: Department of Human Services
520-562-3356 (for the mother)
Early Childhood/Special Services
520-562-3882 (for the baby)
