



Prevention & Recovery

Volume 2, No. 4
Summer 2013

“To the Creator: Give us the strength, the courage, the compassion, and the confidence to do the right thing.”—Pete Conway, Former Billings IHS Director

A Quarterly Newsletter ■ A Multi-Agency Alcohol and Substance Abuse Prevention Collaboration

Creating Safe and Healthy School Environments Supporting Native American Education



INSIDE

- Director’s Corner..... 2
- “My Life is a Miracle” 2
- Law Enforcement Partners with Schools in Indian Country 3
- Junior Officer Program Implemented at Wind River 3
- Above the Stereotype..... 3
- Engaging a Powerful Tribal Resource – Tribal Teens..... 4
- Talk. They Hear You 5
- School Resource Officers 6
- Teen Dating Violence..... 6
- Tribal Perspective..... 7
- Resources 10
- Announcements 11
- Events..... 11
- Recognizing Valued Contributors to IASA..... 12

On December 2, 2011, President Obama signed an Executive Order to expand education opportunities and improve education outcomes for all Native Americans and Alaska Native (AI/AN) students. This initiative emphasizes respect for cultural identities while offering a competitive education that prepares Native Americans to succeed in college and careers.

Building strong, prosperous Native American communities is a priority for the Obama Administration, and education is considered key to unlocking economic growth on reservations. Recent statistics indicate that graduation rates among AI/AN students are not on par with other groups.

America’s Dropout Crisis: The Unrecognized Connection To Adolescent Substance Use (2013) points out that the 64.8 percent high school graduation rate of AI/AN students is well below

that of Asian Americans (92 percent) and Whites (82 percent), and only slightly lower than Hispanics (66 percent), with African-Americans the lowest at 63 percent.

The Office of Minority Health reported that in 2010, 77 percent of AI/AN age 25 and over have at least a high school diploma as compared to 91 percent of non-Hispanic whites. Thirteen percent have at least a bachelor’s degree, in comparison to 31 percent of non-Hispanic whites.

Focused attention is needed to address the challenges that affect education success among AI/AN youth.

Poverty an Underlying Factor

While a number of challenges affect education and the school environment, tribal leaders agree that the underlying factor is concentrated poverty. **In Tribal Leaders Speak: The State of Indian Education, 2010**, representatives of

(continued on page 9)

Director's Corner



Rod Robinson (N. Cheyenne), Director of the Office of Indian Alcohol and Substance Abuse within SAMHSA.

Greetings to all my relatives. The Indian Alcohol and Substance Abuse Inter-departmental Coordinating Committee (IASA) and the Office of Indian Alcohol and Substance Abuse (OIASA) continues to work diligently to carry out the responsibilities that are outlined in the Tribal Law and Order Act of 2010, specific to substance abuse and Native youth. Recognizing that alcohol and drugs are major concerns within American Indian and Alaska Native youths, the IASA Native youth Educational Services Workgroup (NYES) will serve as a resource for tribes to assist with gaining access to educational programs and resources that advocate for alcohol, drugs and substance abuse awareness, prevention and treatment programs that are available to Native youth.

According to the Centers for Disease Control and Prevention, alcohol and drug abuse leads to "issues in school, such as higher absences and poor or failing grades" (CDC Underage Drinking). Therefore, this issue of the Prevention and Recovery Newsletter focuses on the need for addressing school safety to ensure that Native youth have resources for their health, safety and overall well-being.

By addressing this issue, the NYES is in the process of developing a white paper that looks at Native youth issues related to alcohol and substance abuse in a more collective manner and coordinated fashion. The paper will address the far-reaching inter-generational impact of substance abuse on the Native youth education experience. In addition to the Native youth white paper, the workgroup intends to provide assistance to Youth Regional Treatment Centers (YRTCs) in accessing education services through federal funding sources and gathering information on the prospect of distance education.

Please know that the efforts of the IASA federal partnership and OIASA will remain vigilant in doing everything within our power to provide for "safe passage" for Native youth as they reach for healthy and productive lifestyles.

"My Life is a Miracle"

Leon Leader Charge is an intern with the Substance Abuse and Mental Health Services Administration (SAMHSA). He is a member of the Sicangu/Oglala Lakota Oyate (Rosebud Sioux Tribe/Oglala Sioux Tribe). He is a senior in the Addiction Studies department at the University of South Dakota.



I attend the University of South Dakota (USD) and have been involved in many different organizations, including Tiyospaye (extended family in the Lakota language), the Native American student organization, and the Native American Scholars Program, which sponsors presentations and forums for Native American students in health-related degree programs. I started attending the Coalition of Addiction Students and Professionals Pursuing Advocacy (CASPPA), a student organization for Addiction Studies majors, and was elected an executive officer (historian) at my very first meeting. It's funny because all I went to the meeting for was the free pizza! My main mentor at USD is Gene Thin Elk, Director of Native Student Services.

Lately, my involvement in CASPPA has given me the opportunity to advocate with our federal government on the federal budget. We met with South Dakota congressional staff and expressed concerns about the funding affecting Indian country, including sequestration, and the high recidivism rate of tribal members. These opportunities have provided me with knowledge, networking skills, and professional advice, which are crucial to my career and professional life.

These organizations have been a key to my balance as a student in higher education. My first attempt at a major mainstream university right out of high school failed because of an addiction problem that overpowered my life. It was my main concern back then. Today, I look back on my high school years and see how my addiction excluded me from many different opportunities.

My Life is a Miracle

I call my life a miracle because of the different adversities I faced because of my addiction. One day, I saw that my life was wrapped around my addiction and was blessed to realize that I needed help. I reached out for help and it has been a beautiful journey!

After many years of working in service sector jobs without a deep understanding of focus, goals, motivation and a career, I began to concentrate on goals formation and developed a four-year plan to graduate with a higher education degree. I still follow that plan today. I stay involved with different organizations and also participate in the purification sweat lodge ceremony with Mr. Thin Elk. I volunteer for a youth group, Native Youth Standing Strong, in a neighboring city. I believe in reciprocity in the universe, which has helped me to understand that the help you give is the help you will receive.

The Addiction Studies program was formulated and created by a Native American member of the Oglala Sioux Tribe to produce Native American substance abuse counselors to address the high rate of substance abuse in the state, nation, and most importantly, Indian Country.

I believe this path has been created for me and I choose to walk on it. Today, I am in an internship with SAMHSA. It has been a blessing to me and will definitely help my career. I couldn't have gotten where I am today without sobriety. I am now in my eighth year of an alcohol and drug free life.

Law Enforcement Partners with Schools in Indian Country

By Steven Juneau, Deputy Associate Director, Bureau of Indian Affairs
Office of Justice Services



Youth who recently completed the "Anti-Bullying" session.

The Bureau of Indian Affairs-Office of Justice Services (BIA-OJS), in partnership with the Bureau of Indian Education, provides safety education and school response exercises in many communities throughout Indian Country. The overarching goal is to prevent substance abuse, bullying, and crime in schools through in-school presentations by BIA-OJS police officers; and increase school and student awareness and response to emergency events.

BIA-OJS police departments understand that tailoring education and response requires partnering with the schools. Through this model, police chiefs and school resource officers work hand in hand with school officials to identify specific prevention needs such as substance abuse, bullying, and violence prevention to form age appropriate educational presentations delivered by law enforcement to youth.

Prevention Education

In many schools, BIA-OJS police and school resource officers teach youth about the dangers of substance abuse. For example, on the Mescalero Apache Indian Reservation in New Mexico, police officers provide a Drug Abuse Resistance Education (DARE) to middle and high school students from Mescalero and Tularosa schools.

In addition to teaching youth in the schools, BIA-OJS officers have daily direct interaction with them to answer questions, support their efforts, and encourage the values of the DARE program.

Junior Officer Program Implemented at Wind River

On the Wind River Indian Reservation in Wyoming, the BIA-OJS police department developed and implemented a Junior Officer Program at St. Stephens Elementary School, Arapaho Elementary School and Fort Washakie Elementary School.



BIA Officer Alisha Talamassey pinning Junior Officer badge on Carlos Herrera from Fort Washakie School

The program emphasizes the importance of attending school, and encourages overall student performance and good citizenship (e.g., helping others, being kind and good behavior). The program is designed to help students become more comfortable with police officers and increase trust. Junior Officers are nominated monthly by teachers and staff.

Once a selection is made, Officer Alisha Talamassey announces the Junior Officer of the Month. The selected student receives a small gift bag, framed certificate, Junior Officer badge and a picture with an officer for their achievement.

(continued on page 10)

Above the Stereotype

Tammy Trujillo, Intern
U.S. Department of the
Interior



Tammy Trujillo

As I entered my freshman year of college, I knew I wanted to have the full college experience—such as attending football games, meeting new people, and making my first year unforgettable. The transition from a small reservation town to a university, however, was a bit of a change. I graduated from a class of 75 students in my high school, but the university was a totally different atmosphere.

In college, being Native American almost felt as if I was to be ashamed because of stereotypes. My peers questioned whether I would strive in college or become another "drunken Indian". It is disheartening that many people hold Native Americans in a stereotypical view. Although I have heard many of the stereotypes—ranging from Native Americans being nothing but alcoholics to being a nuisance in society—I choose to ignore them. I do not want these remarks to become a burden or a constraint in my path to success.

Throughout my college years, alcohol and drugs were often mentioned in experiences that I was exposed to. Personally, I was the type of person to stay away from people who wanted to go out drinking; but when it came to friends, I was confused. One of my friends often begged me to go to parties, hang out with people I did not know, or drink alcohol. Of course, I was not of legal age to consume alcohol; neither was she. I did not want to give in to her wants, so I chose to avoid her as much as I could.

Avoiding someone may not always be the best solution because at times, it may be a close friend pressuring you into drugs or alcohol. In this particular situation, she was one of my best friends. My friend was caught drinking and driving while underage and had to appear in court. She was required to complete sessions with a therapist and attend one Alcohol Anonymous meeting.

I have never been in trouble with drugs or alcohol, because I know that the choices I make today will change the outcome tomorrow.

I choose to be above the stereotypes and to push myself to succeed in college. I refuse to be seen as a stereotype. I want to strive forward and prove that a Native American is more than what is assumed.

Engaging a Powerful Tribal Resource – Tribal Teens

A Candid Conversation with Native American University Students

by Sarah S. Pearson, Tribal Youth Justice Fellow, OJJDP | Spring 2013

Tribal leaders interested in sustaining a healthy tribal community should engage a powerful yet untapped audience. A conversation with Spring 2013 Native American Political Leadership Program (NAPLP) students, hosted by George Washington University, provides insight into engaging older tribal youth.

Native youth have compelling reasons to invest in their tribe—and many will if asked. Statistics in a recent “Fast Facts” bulletin from the Center for Native American Youth indicates that almost one out of three tribal youth lives in poverty, eight out of every 100 are in foster care, and less than half of tribal students attending high school will graduate. The mortality rate due to alcoholism among Native youth is 514 percent higher, diabetes is 177 percent higher, and tuberculosis is 500 percent higher than the general population. Suicide among Native teens is more than double any population group in the United States. Because annual Congressional appropriations meet only 52 percent of American Indian and Alaska Natives’ health care needs, tribes should consider innovative solutions for reaching tribal youth—and move swiftly.

The NAPLP students, ages 21 to 26, from various tribes represent examples of urban and rural points of view. They are finding ways to lead and have strong opinions on how tribes can and should engage tribal youth, ages 14 to 17. The group believes that youth should be empowered to assume leadership roles. They recommend assuring that caring adults—mainly Native elders—are available to encourage youth. Without guidance, youth can miss opportunities for growth spiritually, civically, academically and developmentally, and some who would otherwise grow to be seasoned leaders will find themselves caught up in deadly relationships, suffer trauma, become involved with the justice system, or worse. Access to a caring adult is their number one recommendation for youth engagement.

Challenges

Students noted these challenges:

1 Few leadership program resources exist; where programs exist, they are unpredictable.



NAPLP Students Meeting with Oklahoma Congressman Tom Cole.

The group admires leadership programs for their ability to engage older youth but notes a lack of programming due to low funding and a lack of interest from adults. Programs aimed at older youth have “wind in their sails” at the beginning, but “dwindle down after a while.” Youth want an outlet to contribute to the tribe. The students applauded efforts to reach younger children during and after school. However, older youth, who may be more challenging to reach, are often left on their own as they transition through high school.

2 A culture of poverty is far-reaching and difficult to escape

The topic of poverty struck a chord with the students because most have peers from broken or disadvantaged homes. There was a consensus that some tribal communities are consumed by a culture of poverty that offers little to build up a youth’s self-esteem as they transition from childhood to adulthood. It is a tender topic to discuss because there are deep emotional connections to the tribe and loved ones—no matter what condition they are in.

One youth reminded the group that every community is different—every demographic is different. The group described knowing peers that have grown up in an environment where college is rarely discussed. As youth enter high school, they need encouragement from adults—Native adults—to help them under-

stand the need for higher education. School is sometimes viewed as a way youth can distance themselves from alcoholism, abuse, or poverty.

Solutions

The students offered the following recommendations:

1 Provide access to caring, native mentors.

Youth want access to people from their tribe to whom they can relate. Native youth yearn for a connection with trusted adults: elders, teachers, counselors and college-age youth from the same environment. Tribal youth will look to kin for cues and leadership, guidance, and acceptance. Parents, Native youth leadership programs, and schools that invest in tribal culture are critically important. Aunts and uncles are highly influential.

2 Educate adults on how to work with at-risk native youth.

Tribal youth want access to caring adults, but there is a knowledge gap regarding an understanding of behavioral problems and more.

3 Talk to youth in a way that is respectful.

Students suggest that adults talk to youth like a fellow adult. Tribal youth do not want to be judged, or as some perceive, talked down to. Do not remind them of the cycle they may still be a part of. You’ve got to bring them up to your level. Be frank with them. Be one on one. Focus on the positive.

(continued on page 8)

Talk. They Hear You

SAMHSA's underage drinking prevention PSA campaign helps parents and caregivers start talking to their children early—as early as nine years old—about the dangers of alcohol.

Talk. They Hear You aims to reduce underage drinking among youth ages 9 to 15 by providing parents and caregivers with information and resources they need to start addressing the issue of alcohol with their children early. The Campaign focuses on:

- Increasing parents' awareness of the prevalence and risk of underage drinking;
- Equipping parents with the knowledge, skills, and confidence to prevent underage drinking; and
- Increasing parents' actions to prevent underage drinking.

"Talk. They Hear You" adds to the current knowledge base about underage drinking prevention. SAMHSA conducted nationwide focus groups and interviews with parents and children, and talked with many stakeholders to better understand the needs and attitudes of parents with children ages 9 to 15. This information has formed the foundation of the Campaign and provided a road map for its strategic direction.

Why is underage drinking an important issue?

Underage drinking is a national public health issue with serious implications. According to a study by the National Survey on Drug Use and Health, an estimated 10 million people under the age of 21 drank alcohol in the past month in the United States. However, many young people start drinking before the age of 13. The age range 11 to 18 is an impressionable period when youth are especially susceptible to outside influences such as peers, family members, and the media.

Monitoring the Future, an ongoing study of behaviors, attitudes, and values of American students and young adults, found that 33 percent of 8th graders and 70 percent of 12th graders in the United States have tried alcohol at some time in their lives. The survey also found that 13 percent of 8th graders and 27 percent of 10th graders said that they had consumed alcohol in the 30-day period before the survey.



Underage drinking has severe consequences, many of which parents may not be fully aware. Consequences may include injury or death from accidents; unintended, unwanted, and unprotected sexual activity; academic problems; and drug use.

Why is the Campaign for parents and caregivers?

Studies have shown that parents have a significant influence on young people's decisions about alcohol consumption, especially when parents create supportive and nurturing environments in which their children can make their own decisions. When parents know about underage alcohol use, they can protect their children from many of the high-risk behaviors associated with it. Furthermore, parents who do not discourage underage drinking may have an indirect influence on young people's alcohol use.

Many parents with children ages 9 to 15 acknowledge that peer pressure and media influences can often lead to alcohol use. To reduce the prevalence of this dangerous behavior in youth, parents must understand the seriousness of the problem and overcome the perceived barriers they face when talking to their children about underage drinking. Providing parents with knowledge, tools, and confidence is necessary to help them start the conversation about alcohol use with their children.

How was the Campaign developed?

The Campaign is built from a solid foundation, which includes a comprehensive background

study and nationwide focus groups that explored attitudes, concerns, social and cultural context, influences on parenting behavior, and language used to discuss underage drinking. SAMHSA also interviewed children ages 9 to 15 to learn who children turn to for advice about alcohol. Additionally, interviews with advocacy and prevention stakeholders, representatives from the alcohol industry, and a Technical Expert Panel identified promising practices and opportunities for collaboration. Key findings from these efforts include:

- Despite its prevalence, underage drinking is not a top-of-mind issue for parents;
- Children say that parents are the primary messengers for underage drinking prevention, specifically "moms"; and
- To be successful, parents need prompts and conversation starters for talking with their children.

Prior to launch, SAMHSA developed a national pilot site program to test and refine Campaign creative materials and pre-test the Campaign's national objectives at the community level. Five pilot sites, one representing each National Prevention Network (NPN) region, implemented and evaluated the Campaign in their communities to gauge current attitudes, behaviors, and concerns about underage drinking while incorporating Campaign messages into their existing underage drinking awareness activities.

(continued on page 8)

School Resource Officers

by Gil Kerlikowske, Director, Office of National Drug Control Policy



School resource officers are law enforcement officers who teach, counsel, and protect the school community. When these officers are integrated into a school system, the benefits go beyond reduced violence in

schools. They often build relationships with students while serving as a resource to students, teachers, and administrators to help solve problems.

For students with a behavioral health issue, the use of drugs or alcohol can be a risk factor for committing acts of violence. Recent research shows that those with a severe mental illness and a substance use disorder have a greatly increased relative risk for violence (more than

11 times) compared to those with neither diagnosis. School resource officers can help infuse substance abuse and violence-prevention messaging in schools and throughout school systems. They can play an important role in school safety plans.

Earlier this year, I met with school resource officers in Chantilly, Virginia, to discuss school safety and substance abuse. It was clear from this discussion that we need to look beyond the law enforcement function of these officers and recognize their value in cultivating a safe, supportive environment for our young people.

School resource officers receive training in counseling and other skills that help them be effective in a school setting. Building relationships with students and faculty often doesn't end at the close of the school day.

School resource officers can be present at extracurricular activities, building trust with the students. They can get involved if they believe a young person may pose a danger to the school community. They can even visit students at home and speak with parents and family.

Keeping our young people safe and healthy is a prime motivator for all of us. And properly trained school resource officers can play an important role in creating a school climate where young people thrive and are prepared to meet the challenges of the 21st century.

For more information on school resource officers, including training opportunities, please visit the National Association of School Resource Officers at <http://www.nasro.org>

Teen Dating Violence

by Kimberly R. Woodard, JD, AI/AN National SANE/SART Coordinator, Division of Behavioral Health

Indian Health Service

The Centers for Disease Control and Prevention (CDC) defines Teen Dating Violence (TDV) as "physical, sexual, or psychological/emotional violence within a dating relationship." Teen dating violence can also include stalking behavior, and can take place in-person, by phone, or electronically, using the Internet and various social media outlets such as Facebook or Twitter. Adults and teens alike are often unaware of TDV, but research shows that it is a common occurrence.

In a 2011 nationwide survey conducted by the CDC, nearly 10 percent of high school-aged respondents reported that their dating partner had purposely physically assaulted them in the year preceding the survey. The impact of unhealthy dating relationships on teens can have a lasting effect.

Among respondents to a 2010 CDC nationwide survey, one in five adult women and one in seven adult men who reported that they had been the victim of rape, physical violence, and/or stalking by a current or former spouse or dating partner, first encountered some form of abuse by an intimate partner between



“... nearly 10 percent of high school-aged respondents reported that their dating partner had purposely physically assaulted them in the year ...”

the ages of 11 and 17. Therefore, it is critical to develop appropriate prevention and intervention strategies to disrupt the influence that TDV can have on the emotional and psychological development of adolescents.

The National Institute of Justice has found that the programs that are the most effective at preventing TDV focus on changing knowledge, attitudes, and behaviors about TDV. They also provide adolescents with the skills necessary

to develop healthy dating relationships. Intervening in relationships marked by TDV takes a coordinated effort and should involve: parents or guardians; school officials; healthcare providers; community-based organizations; law enforcement; prosecutors; the courts; and domestic violence victim advocacy organizations. With proper training, these individuals are the most capable of disrupting the cycle of violence and abuse in lives of TDV victims.

Tribal Leader Perspective

Interview with Councilman Ken Hall, Tribal Council Representative Mandan, Hidatsa, and Arikara Nation

Tribal Councilman Ken Hall has seen many changes in the status of education achievement among American Indian/Alaska Natives (ASI/AN) in his community—the Ft. Berthold Reservation in New Town, North Dakota, since returning 18 years ago. New Town is home to the Mandan, Hidatsa, and Arikara Nation, also known as the Three Affiliated Tribes, where Hall serves on the Council. Hall said that Ft. Berthold once led the Nation with the highest number of graduate and master's degrees—something they prided themselves in. Grandparents knew the importance of education and how to motivate children to excel. The value of education in Ft. Berthold is something that Hall is no longer able to see to the extent of what he experienced and remembers. Instead, values have shifted to oil and drugs.

Hall, an educator, says that the biggest challenges affecting education achievement among ASI/AN youth are motivating them about the importance of education and informing them of the potential that each individual has.

“When this [education] is instilled at a young age, you present a better opportunity in life,” he said. “It gives your child a greater start in life. Without education, it’s hard to get a decent job and provide for your family.”

Crucial to the education process, Hall says, is connection with elders. “Knowledge and wisdom we never get back, so we need to connect the youth with elders in order to teach our young ones,” Hall said.

Hall does see promise, however. “It’s getting better,” he said. “We are trying to turn the corner and making it [education] a priority. It all goes back to the family and what’s important to them. If education is in the forefront, you will see kids graduate.”

Boomtown in North Dakota

Councilman Hall has witnessed other changes that affect education achievement. North



Councilman Ken Hall, Little Shell/Shell Creek Representative

Dakota—including New Town—is booming after becoming the highest producer of oil in the U.S. in 2012. The area has experienced a significant boost in its economy and population, and has the potential for continued significant increases for many years.

The potential for prosperity, however, has attracted people and businesses from across the U.S. It also has spurred increases in crime and substance abuse—underlying factors known to affect education achievement among ASI/AN youth.

“We’re in a unique position,” says Hall. “We’re in an oil boom and we’re trying to save a generation. There is an influx of people from all across the country and we need to have culture and development in balance. We’ve almost lost our identity as a people, which is creating more challenges.”

Hall said that the safety of children and people is a high priority for the Council, who is working with the community to address these issues. In declaring war on drugs, the community has increased the visibility of law enforcement officials, where policemen patrol the streets and schools. They have imple-

mented a neighborhood watch program that allows the community to be involved as well.

“We’re all in this together,” says Hall. “We all have to be part of this initiative to protect children and families. It’s safer when people see cops. It creates an environment of safety.”

Prevalence of Substance Abuse

Scott Baker, Hall’s chief of staff, has seen an increase in substance abuse as well, concluding that the prevalence of drugs come hand-in-hand with the recent oil boom. He said that the FBI just recently handed down 22 indictments for drug use, which involved 18 enrolled members of the Tribe. He also noted a prevalence of marijuana in schools, which now have uniformed officers with weapons. “The school is being proactive in addressing the issues,” Baker said.

Making Changes—One Family at a Time

Hall added that alcohol and drugs are not issues that the community has been dealing with for a long time. “Alcohol and drugs are new things for us—60 years or so,” he said. “Things are really changing. The domestic violence problem is alcohol and drug related. We’re trying to change one family at a time.”

Hall said that he is doing his part in the fight against substance abuse as well. When he was running for council representative, someone asked if he would do a drug test. Not only did he do the test and passed, his staff did as well. He said that it was important to be an example for the next generation.

“We want to create a healthy environment in our schools and community,” Hall said. We want our children to get a good start in life. “Our ideal is to be alcohol and drug free; maybe not 100 percent, but 70-80 percent.

It’s disheartening to know that we’re in a new generation. What are we going to leave behind? What kind of a legacy? Our identity is at stake.”

4 Go to where the youth are. According to the NAPLP students, the best place to reach older youth is in the high school. And look out for the Native youth who are sometimes forgotten (e.g., foster youth in urban settings). They don't have Native parents and could use a tribal connection.

5 Hook youth with culture and a sense of community—a sense of being native. Culture grabs youth because it appeals to the core of who they are. The students said that knowing where you come from gives you a sense of community and connection to other Natives. Using culture is a way to get youth to stay in school or come to after school activities, or tribal activities. Recruit traditional people in the tribe to pass down cultural knowledge.

6 Balance the ratio of youth input and adult guidance. Guiding youth to build their own future helps to build them up as leaders. Allow youth a voice in setting the program agenda. Set up broad boundaries to empower youth to make decisions and learn from mistakes. Ask clarifying questions to help them work through challenges. Promote ownership in the experience.



Participants in Native American Political Leadership Program at George Washington University in Washington, DC.

Everyone Has Something To Give

Tribal leaders may be surprised that youth are waiting to serve their community, to be included in important tribal events and decisions, to bring innovative solutions to the table and to make a positive and lasting impact. They want to learn as they contribute. As tribes seek to improve tribal government services that address alcohol and substance abuse, improve public and school safety, or need assistance for other tribal projects, they

should reach out to an untapped resource—tribal youth.

Thank you to the Spring NAPLP students for their insights and wisdom: *Rachael Sourjohn* (Muscogee Creek), *Christopher Smith* (Cherokee), *Kami Wright* (Kenaitze), *Emily Doxtator* (Oneida Nation), *Stephen LaCour* (Kickapoo-Kansas), *Laurisa Soap* (Muscogee Creek), *Tyler Braswell* (Chickasaw), and *Seanna Pieper-Jordan* (Blackfeet).

Talk. They Hear You (continued from page 5)

The Campaign pilot sites and their corresponding NPN regions were:

- Asian Health Coalition, Chicago, Illinois (Central);
- Erie County Council for the Prevention of Alcohol and Substance Abuse, Buffalo, New York (Northeast);
- Metropolitan Drug Commission, Knoxville, Tennessee (Southeast);
- People Reaching Out, Sacramento, California (West); and
- Summit Prevention Alliance, Frisco, Colorado (Southwest).

What are SAMHSA and CSAP?

The Substance Abuse and Mental Health Services Administration (SAMHSA), an operating division within the U.S. Department of Health and Human Services (HHS), is charged with reducing the impact of substance abuse and mental illness on America's communities.

The Center for Substance Abuse Prevention (CSAP) is one of four Centers within SAMHSA that provides national leadership in the federal effort to prevent alcohol, tobacco, and drug problems, including underage drinking.

To help Americans lead healthier and longer lives, CSAP promotes a structured, community-based approach to substance abuse prevention through the Strategic Prevention Framework (SPF). The framework aims to promote youth development, reduce risk-taking behaviors, build assets and resilience, and prevent problem behaviors across the life span. This approach provides information and tools that can be used by states and communities to build an effective and sustainable prevention infrastructure.

How is "Talk. They Hear You" different from SAMHSA's other Underage Drinking Prevention Campaigns?

SAMHSA first launched an Underage Drinking Prevention Media Campaign in 2005 with

the tagline "Start Talking Before They Start Drinking." SAMHSA launched a second phase of that Campaign in 2010 called "Talk Early. Talk Often. Get Others Involved." Now, the "Talk. They Hear You." Campaign focuses on more tailored communication approaches to reach parents with children ages 9 to 15, an age group in which children cite parents as the most influential people in their lives. This current effort unifies SAMHSA's underage drinking prevention efforts under a single initiative and draws on the latest research about the important role parents and caregivers play in the choices their children make about alcohol.

To view the PSA, please visit <http://samhsa.gov/underagedrinking/subpagea.aspx#h32>.

**Article retrieved from the <http://samhsa.gov/underagedrinking/#tabs-3> on July 17, 2013

federally recognized tribes and American Indian educators testified that failing schools, high unemployment rates, substance abuse, high suicide rates, and rampant crime on reservations are all symptoms of the same illness – concentrated poverty. They reported high incidences of poverty correlating with low levels of education.

The report indicated that schools must take a holistic approach towards education, which includes access to comprehensive student supports and safe and healthy learning environments. According to the report, schools' failures to adequately address American Indian students' mental health, nutrition, wellness, substance abuse, and family life issues were directly responsible for low levels of achievement among those students.

"As long as we have the social conditions that our children live under, as long as there's drinking and fighting and violence, as long as things are in disarray on the reservation, for sure our children are not going to learn, for sure our children are already damaged at an early age," said Cecilia Fire Thunder, President Ogala Lakota Nation Education Coalition. "We have to factor in the impact of poverty," she said.

Substance Abuse and Mental Health Linked to Academic Failure

American Indian/Alaska Natives face a number of health and cultural challenges when it comes to academic success. According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) 2010 National Survey on Drug Use and Health, AI/AN populations are disproportionately affected by substance abuse and mental health disorders. According to the report:

- The rates of past month binge alcohol use and illicit drug use were higher among AI/AN adults than the national averages (30.6 vs. 24.5 percent and 11.2 vs. 7.9 percent, respectively)
- The percentage of AI/AN adults who needed treatment for alcohol or illicit drug use problem in the past year was higher than the national average for adults (18.0 vs. 9.6 percent)

Other research data suggest that AI/AN youths are at a high risk for mental health disorders. Centers for Disease Control and Prevention (CDC) statistics show that the suicide rate

among AI/AN adolescents and young adults ages 15 to 34 (31 per 100,000) is 2.5 times higher than the national average for that age group (12.2 per 100,000). The CDC lists the following risk factors for youth suicide: history of previous suicide attempts, family history of suicide, symptoms of depression or other mental illness, alcohol or drug abuse, stressful life event or loss, easy access to lethal methods, exposure to the suicidal behavior of others and incarceration (CDC, 2008). These risk factors are descriptive of many health and socioeconomic disparities in Indian Country.

America's Dropout Crisis report highlighted the association between substance use and academic failure and stated that the associations between substance use, academic failure, and dropping out are strong and well recognized among researchers and educators who study adolescent substance use.

Furthermore, the report noted that adolescents who are at risk for academic failure or have dropped out of school are likely to have substance use problems in combination with an array of other problem behaviors that, if not addressed, place them at extremely high risk for costly long-term adversity, including unemployment, crime, and poor health. The more severe the substance use, the more likely the impact on academic performance and risk for dropout.

Safety in Bureau of Indian Education Schools

Additional barriers to academic success include disproportionate rates of violence, overwhelming involvement with the criminal justice system, and a lack of comprehensive school safety policies. Consider the following:

- Native Americans account for 1 percent of the United States' youth, but between 2 to 3 percent of youth arrests. A 2008 report of the Federal Bureau of Prison stated that of the youth in custody, 79 percent are Native American.
- A study by the Bureau of Justice Statistics found that the rate of violent victimization for Native Americans was more than twice the rate for the nation (124 versus 50 per 1,000 persons age 12 and older). (Full Report of the Prevalence, Incidence, and Consequences of Violence Against Women Patricia Tjaden and Nancy Thoennes, US Department of Justice, 2000.)

While statistical evidence of violence existing in Indian schools is lacking, anecdotal evidence points to the possibility of violence in BIE schools. The Department of Interior Office of the Inspector General's (OIG) Semiannual Report to Congress (April 2010) stated, "We uncovered a wealth of supporting anecdotal evidence during our visits to schools, such as confiscated weapons, signs of gang activity, and substance abuse."

"We also found that schools did not have camera surveillance systems, security guards, and adequate physical security. Teachers, administrators and other staff were untrained in basic violence prevention such as anger management, bully prevention, and gang awareness."

The OIG report recommended the development of safety policies and plans of action to ensure that teachers receiving BIE funding have training in gang indicators, conflict resolution, and related topics.

Lack of Culturally Competent Materials

Historically, educating American Indians did not include Native languages and traditions as part of the educational curriculum. It is this lack of culturally competent educational materials that impede academic success.

The National Education Association Focus on American Indians and Alaska Natives points out that the vast majority of Indian students attend public schools that are off-reservation, with highly diverse student bodies, and are unlikely to have exposure to Native cultural themes and activities as part of their academic experience. Yet studies show that Native students thrive when their cultural identities are factored into the equation.

In an Education Policy Statement, the National Indian Education Association stated that regardless of whether Native students attend public or Tribal schools, they are not receiving an education steeped in their language or culture, and that they are also very unlikely to receive instruction or be taught in a school climate that is appropriate for them. The statement indicated that Tribes, Native parents, and communities are best suited to influence the critical factors that lead to academic success.

Law Enforcement Strengthening Safety In Schools



Local BIA police departments have maintained an important partnership with the schools to plan, develop, and test responses to emergency situations. Law enforcement has implemented school response exercises and lock down drills to

evaluate the effectiveness of school staff, students, and emergency services during a crisis.

School administration and staff participate in the post-exercise evaluation to make necessary changes in policy, procedure, or resources. Through this continual evaluation of emergency situations, BIA school resource officer Matt Lee and the Wind River Indian School administration identified the need to notify parents and community members when an exercise was in progress at the school. During a lock-down school drill, parents and community members were arriving at the school unaware that a drill was in progress.

In response, Officer Lee created a lock down alert system, designed to inform citizens, par-

ents, and staff outside the school that a lock-down was in effect. Officer Lee, utilizing a solar powered L.E.D. strobe light, posted the device and accompanied sign outside the school. During a drill, the lock-down alert system is activated by the school principal or responding officer utilizing a wireless remote transmitter.

BIA-OJS is a proactive partner with local schools to create safe and healthy school environments. Whether it is responding to critical incidents, or preparing for emergency situations, the Office of Justice Services and our partners are adapting to new challenges while safeguarding our youth

Resources



National American Indian & Alaska Native
ATTC Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

As a nationwide, multidisciplinary resource for professionals in the addictions treatment and recovery services field, the ATTC Network serves to:

- Raise awareness of evidence-based and promising treatment and recovery practices;
- Build skills to prepare the workforce to deliver state-of-the-art addictions treatment and recovery services; and
- Change practice by incorporating these new skills into everyday use for the purpose of improving addictions treatment and recovery outcomes.

For more information, visit: <http://www.attcnetwork.org/index.asp>

Tips for Teens: The Truth About Marijuana

Contains information for teens about marijuana, including the way the drug affects the brain, short- and long- term health risks, and signs of marijuana use. Includes statistics about youth marijuana use. Q&A section dispels common myths about marijuana.

For more information, visit: <http://store.samhsa.gov/product/PHD641>

Safe Schools, Healthy Students

Since 1999, the U.S. Departments of Health and Human Services, Education, and Justice have collaborated on the Safe Schools/Healthy Students (SS/HS) Initiative, a comprehensive model that has proven to be successful in creating safe and secure schools in individual communities across the country. SS/HS supports school and community partnerships by encouraging integrated systems that promote students' mental health, enhance their academic achievement, prevent violence and substance use, and create safe and respectful school climates. To date, SS/HS has provided services to 13+ million youth and has offered more than \$2 billion in funding and other resources to 365 communities in 49 states across the nation. For more information, please contact Michelle Bechard at SAMHSA, U.S. Department of Health and Human Services: 240/276-1872 or michelle.bechard@samhsa.hhs.gov.

For more information, contact: Michelle Bechard, U.S. Department of Health and Human Services: 240/276-1872 or michelle.bechard@samhsa.hhs.gov.



CENTER FOR NATIVE AMERICAN YOUTH
AT THE ASPEN INSTITUTE

The Center for Native American Youth is dedicated to improving the health, safety and overall well-being of Native American youth through communication, policy development and advocacy.

Founded by former US Senator Byron Dorgan, the Center is a policy program within the Aspen Institute, headquartered in Washington, DC. While a part of The Aspen Institute, the Center is also overseen by a Board of Advisors. The goal of the Center is to bring greater national attention to the issues facing Native American youth, and to foster solutions, with special emphasis on youth suicide prevention.

For more information, visit: <http://www.aspeninstitute.org/policy-work/native-american-youth>



Office of National Drug Control Policy

The Obama Administration is committed to restoring balance to U.S. drug-control efforts by coordinating an unprecedented government-wide public health and public safety approach to reduce drug use and its consequences. Led by the Office of National Drug Control Policy (ONDCP), this effort includes a renewed emphasis on community-based

prevention programs, early intervention programs in healthcare settings, aligning criminal justice policies and public health systems to divert non-violent drug offenders into treatment instead of jail, funding scientific research on drug use, and, through the Affordable Care Act, expanding access to substance abuse treatment.

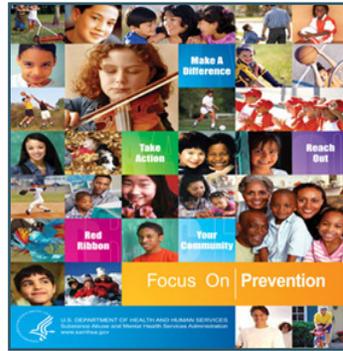
A component of the Executive Office of the President, ONDCP was created by the Anti-Drug Abuse Act of 1988. ONDCP advises the President on drug-control issues, coordinates drug-control activities and related funding across the Federal government, and produces the annual National Drug Control Strategy, which outlines Administration efforts to reduce illicit drug use, manufacturing and trafficking, drug-related crime and violence, and drug-related health consequences.

For more information, visit: <http://www.whitehouse.gov/ondcp>

Announcements

Focus on Prevention

This guide assists communities in planning and delivering substance abuse prevention strategies. It covers needs assessments, identifying partners, creating effective strategies, marketing, special populations, and program evaluation. It also includes a sample timeline of tasks. Visit <http://store.samhsa.gov/shin/content//SMA10-4120/SMA10-4120.pdf> to download a digital copy.



New Parenting Tool for the Medicine Abuse Project 2013

The Medicine Abuse Project is a unifying campaign that brings together families, communities, industry, health care professionals, educators, law enforcement and government officials to curb teen medicine abuse, and ultimately save lives. By working together, The Medicine Abuse Project aims to prevent half a million teens from abusing medicine within five years. <http://medicine-abuseproject.org/>



Above The Influence Day

October 17, 2013

Sponsored by the Office for National Drug Control Policy (ONDCP)



This year, the Office for National Drug Control Policy (ONDCP) will host its second "Above The Influence Day" on October 17, 2013. This year's "Made by Me" national commercial challenge calls on teens to share their ideas for the next "Above The Influence" commercial. The "Made by Me" challenge allows teens to submit 60-second video entries that capture their commercial ideas. The winning teen

will bring their creative ideas to life during an actual commercial production video shoot. The teen will work side by side with a professional director and his/her idea will be produced into an official "Above The Influence" commercial. The commercial will premiere on "Above The Influence Day" on October 17.

America's Dropout Crisis: The Unrecognized Connection to Adolescent Substance Use



Newly published report from the Institute for Behavior and Health, Inc. and the Center on Young Adult Health and Development about the relationship between substance use and high school dropout. The full text of "America's Dropout Crisis: The Unrecognized Connection to Adolescent Substance Use" is (<http://www.cls.umd.edu/docs/AmerDropoutCrisis.pdf>) available for free online.

Drawing on more than two decades of research evidence, the report emphasizes that—while there are many pathways to high school dropout—substance use problems are frequently a key contributing factor. The report is important because it highlights the possibility that efforts to prevent and curtail students' drug use and drinking are likely to improve their chances of graduating from high school, and therefore represent a critical tool for addressing the high dropout rates plaguing U.S. high schools.

Events

Tribal TANF Summit to Improve Program Performance and Strengthen Native Families

August 12-14, 2013, Denver, CO, Grand Hyatt Denver

Register at <http://www.granddenver.hyatt.com>

Location: 1750 Welton Street, Denver, CO 80202

Phone: (303) 295-1234

Fax: (303) 603-4009

25th Annual Crimes Against Children Conference

August 12 - 15, 2013, Dallas, TX

Register at <http://cacconference.org/dcac/default.aspx>

Phone: 214-818-2687

Email: conference@dcac.org

NICWAs Medicaid Toolkit

August 20-21, 2013, Portland, OR

Register at http://www.ihs.gov/AdminMngrResources/IHS_Calendar/index.cfm?module=Register

Register for an Event - Event ID=1486

Contact: Lauren Shapiro

Phone: 503-222-4044

Email: conference@dcac.org

Drug Endangered Children Workshop

August 22, 2013, Pojoaque, NM, Federal Law Enforcement Training Center

Register at <http://www.fletc.gov/osl/tuition-free-training-programs/drug-endangered-children-investigations-training-program-decftp/>

Phone: 1-800-743-5382

Email: stateandlocaltraining@dhs.gov

Consumer Conference

August 26 - 29, 2013
Grand Traverse Resort & Spa,
Traverse City, MI
grandtraverseresort.com

\$400 Early Bird registration special through August 5, 2013*

\$450 Registration after August 5, 2013 and onsite

Register at <https://secure.events-registration.com/nihbacc2013/>

Phone: 1-800-236-1577



Inter-Departmental Tribal Justice Safety and Wellness Session

October 28-31 and November 1, 2013, Bismarck, ND

Coordinated by the U.S. Department of Justice, Office of Justice Programs Council on Native American Affairs

Recognizing Valued Contributors to the IASA

Indian Alcohol and Substance Abuse Inter-Departmental Coordinating Committee (IASA)

On behalf of the IASA Committee, we would like to acknowledge four individuals who have provided outstanding service. We wish them farewell and good success in their new endeavors.



Mose Herne



Rose Weahkee



Gloria T. Mora

Pamela End of Horn
(Photo not available)

Upcoming Newsletter Theme:

Creating Safe and Healthy Community Environments

Feel free to copy and distribute

Contributing Agencies



Newsletter Contact Information

If you have any questions, concerns, or would like to contribute to this newsletter, please contact:

Sharece N. Tyer, Chair

Office of Indian Alcohol and Substance Abuse

Center for Substance Abuse Prevention

Substance Abuse & Mental Health Services Administration

1 Choke Cherry Road, # 4-1062

Rockville, MD 20857

Tel: (240) 276-2432

Sharece.Tyer@samhsa.hhs.gov