We share the SAME DREAMS.

As a community, it’s our job to support the dream of education for all. State Farm encourages you to keep this dream alive.

Child Health Talk is sponsored by State Farm

LIKE A GOOD NEIGHBOR
STATE FARM IS THERE.

Providing Insurance and Financial Services
Annual Conference

FULFILLING THE PROMISE: OUR CHILDREN DESERVE THE BEST
October 6-9, 2012 • Fort Lauderdale, Florida

Dear Friends,

Each year, parents and professionals working with Black children across the United States come together at NBCDI's Annual Conference to work, share, learn, inspire and reflect on how to move forward in achieving a bright, equitable future for all of our children and their families.

The theme of this year's conference is “Fulfilling the Promise: Our Children Deserve the Best,” and in this edition of Child Health Talk, several of our presenters will offer ideas corresponding to the conference's workshop tracks, including Early Care and Education, K-12 Education, Mental Health, Empowering Parents and Engaging Communities, Fatherhood, and Leadership and Public Policy.

To learn more and register for this year's conference, taking place from October 6-9, 2012 in Fort Lauderdale, Florida, please visit www.nbcdi.org. We are in an extraordinary time, and this is an extraordinary conference – as well as an extraordinary edition of Child Health Talk! We hope that you will join us, both at conference and in your work at home, bringing your energy, ideas and diverse experiences to nurture the natural curiosity, excitement and genius of our children.

All the best,

Felicia DeHaney, PhD.
President and CEO
My journey with American Sign Language (ASL) started in 2001 when I was introduced to it by a friend who is hearing impaired. She encouraged me to start demonstrating American Sign Language with the children who attended my in-home early learning facility. Once I started teaching my young learners to sign, I was amazed by the results. Children as young as nine months old were grasping the meaning of sign symbols and were demonstrating the appropriate hand signs to communicate their needs. From observation and research, I found that American Sign Language is a beautiful, expressive language using hand shapes, hand motions, facial expressions and body movements. In addition, it has a wealth of benefits that supports early learning and brain development such as:

- **Communication** – Exposing young children to English and ASL simultaneously allows for playful literacy engagement; viewing one language and hearing the other. Language requires various skills. Receptive language (the ability to understand) develops before productive or expressive language (the ability to speak). An infant too young to speak shows an understanding of language by responding appropriately to verbal questions, directions and signing.
- **Vision** – The visual components of sign language increases brain activity. It promotes the ability to differentiate shapes and being attentive to the position of the hands. Visual experiences strengthen neuron connections in the brain.
- **Motor Coordination** – As children repeatedly demonstrate signs, they are actively working their fingers and hands, which promote and strengthen fine motor skills.

Incorporating American Sign Language as an instructional approach within an early learning environment is developmentally appropriate, fun and can be performed with young learners daily. As parents or caregivers, you can start engaging your young learners by introducing two to three simple signs a week such as: milk, water, mother, father, banana, eat, more, drink, juice, please, and thank you. The beauty of signing with children is that they think the adult is simply playing with them. Young children do not realize that they are learning a formal language that promotes higher cognitive abilities. When young children are engaged in rich, playful experiences, they are actively involved in learning. Educators and parents with young children should think of American Sign Language as an enjoyable finger play activity in which children benefit from the combination of speech, movement and visual enhancements. Another wonderful benefit of American Sign Language is that it supports all learning styles:

- **Visual Learners** – Most often think in pictures and learn best from visual displays.
- **Tactile/Kinesthetic Learners** – Learn through movement, doing and touching.
- **Auditory Learners** – Learn best verbally by talking and listening. American Sign Language is a great way to help children learn the skills they need.

continued on page 5
to enter school ready to succeed.

Resources for American Sign Language and brain development;

- Public Libraries have a wealth of literature and DVDs that provide basic ASL instruction.
- Religious organizations sometimes have “deaf ministries” that offer free classes to community residents.
- Websites that have excellent visual demonstrations of ASL:
  - Signing Savvy – www.signingsavvy.com
  - Author Sign Design – http://pbskids.org/arthur/print/signdesign/name.html
  - Born Learning – Bornlearning.org: This website provides parents and educators with information about promoting healthy brain development.

Marilynn J. Ward, M.Ed. is President & CEO of Little Butterfly Educare Enhancements, Inc., which provides professional development services to early childhood practitioners, school-age and youth development professionals. She continuously advocates for quality education for children. Dr. Ward’s workshop at NBCDI’s 42nd Annual Conference is entitled “Sign-On! Making Storytelling Interactive and Fun”.

Victoria Noblin from Sun Prairie, Wisconsin is demonstrating the sign symbol “milk”.

**NBCDI MEMBERSHIP INFORMATION**

Become a NBCDI Member today for as little as $35 and help give every child a chance! NBCDI members include people who share a commitment to the positive development of children and youth, regardless of race, religion, gender, or creed. NBCDI memberships can be obtained by contacting NBCDI. Visit our website at www.nbcdi.org for more membership information and to learn about the programs of NBCDI.

Become part of the NBCDI family and help us to improve and protect the lives of our children.

As a member of the America’s Charities federation, NBCDI is eligible to receive your charitable contribution from the Combined Federal Campaign (#11574) or state and local employee campaigns.

NBCDI is a member of **Children1st**

**SUBSCRIPTION INFORMATION**

Child Health Talk is produced by the National Black Child Development Institute (NBCDI).

A subscription to NBCDI’s newsletter will comprise four issues of Child Health Talk. Send your request to: Child Health Talk, 1313 L Street, NW, Suite 110, Washington, DC 20005. Subscriptions: $8.00 per year

The photographs used in NBCDI’s publications are intended to highlight the beauty and diversity of children in a variety of settings. Unless specifically noted otherwise, the photographs come from NBCDI’s library of stock photos, and the children do not represent the topic discussed in the text.

**NBCDI encourages the exchange of diverse opinions. However, the ideas presented do not necessarily reflect NBCDI’s official position on the issues. NBCDI assumes no responsibility for any statement of opinion presented in this publication.**
No matter where you look, there appears to be an ongoing, often disheartening discussion about the social status of African American males. Usually this discussion includes an abundance of data about African American males’ less than ideal school performance. To support African American males’ long-term school performance, I believe we should dedicate considerable attention to the elementary school experiences of African American males and how these experiences serve as the foundation for future academic successes.

Elementary school is a critical period in the overall development of young African American males. Research shows that when African American males have consistent positive experiences in elementary school, they are likely to be more optimistic about their education in middle school, high school, and beyond. Usually, teachers and principals are viewed as the most influential members of the elementary school community. However, I argue that school counselors can be just as important to students’ development, particularly at the elementary school level. For this reason, African American parents should become well-acquainted with their son’s elementary school counselors to promote personal, social and academic progress.

Professional School Counselors: Who They Are and What They Do

As a school counselor educator, I believe wholeheartedly that professional school counselors have much to give African American boys. Professional school counselors are valuable members of the educational team because of the wide array of services they have been trained to offer their students. School counselors are taught to understand and appreciate the relationship between students’ personal and social development, their self-perceptions, perceptions of their peers, and their school work. Perhaps most importantly, school counselors are taught to exhibit a commitment to social justice and equity by prioritizing those students who have historically been marginalized within the traditional American educational system. With this knowledge, school counselors are expected to design all-
inclusive counseling programs that focus on students’ personal/social development (e.g., self-confidence, relationship skills, etc.), academic development (e.g., study skills, test anxiety, etc.), and career exploration (e.g., career days). Therefore, school counselors can play a pivotal role in the development of all students, but particularly African American boys.

While the aforementioned services are certainly important for school counselors and the students they serve, the ability to collaborate with parents in a professional and respectful manner cannot be overstated. Effective counselor/parent collaboration helps to facilitate an effective working relationship and guarantees clear communication about how a student is performing and what measures can be taken to ensure school successes or avoid potential failures.

Collaboration Between African American Parents & Professional School Counselors

It is important for African American parents to recognize how important school counselors can be and to access their services whenever possible. This means overcoming assumptions about receiving counseling services, especially the idea that receiving services somehow means you are hopeless. Below is a list of suggestions for African American parents to consider and apply before and when working with elementary school counselors.

Suggestions for African American Parents:

1. **Advocate for your son** by initiating contact with school counselors early and often to express your desires and expectations. Professional school counselors often have overwhelming numbers of students to serve, which can make it difficult for them to connect consistently with parents. Taking this initiative can help your son receive the services he needs to succeed.

2. **Ask school counselors about the services they provide and how they can be beneficial for your son’s immediate and long-term success.** These services include, for instance, classroom guidance on everything from learning strategies to career exploration. Taken together these services address a wide range of topics that are relevant to how students perform.

3. **Request information about relevant services and resources in and around your community that would be beneficial for your son.** School counselors are expected to be aware of available resources to assist students and their families with what they need. For African American boys these services and resources can include mentoring organizations, libraries, and recreational facilities.

4. **African American parents should help their sons connect the services school counselors provide to their immediate and long-range endeavors.** Unfortunately, because males often perceive counseling as something only weak individuals receive, African American boys may dismiss their school counselors without considering how they might be of assistance. If African American parents can endorse the utilization of school counselors, perhaps Black boys may do the same.

Ahmad R. Washington is an Assistant Professor in the Counselor Education program at South Carolina State University. Primary research interests are the personal/social and academic development of adolescent/young adult African American males and the utilization of socially conscious hip hop lyrics to empower African American male youth.

Mr. Washington will be presenting on “Promoting Academic Excellence: Success Strategies for Male Elementary Students” at NBCDi’s 42nd Annual Conference.
Tourette Syndrome: The Basics

- Tourette Syndrome (TS) is a condition of the brain made up of involuntary movements called tics.
- Common motor tics: eye-blinking, jerking of the head, neck or arms, and twitching.
- Common vocal tics: coughing, throat-clearing, sniffing, grunting.
- Tics usually begin between 4–6 years of age and peak between ages 10-12.
- TS affects 3–8 per 1,000 school-aged children.
- Boys are 3–4 times more likely to develop TS than girls.
- No definite cause of TS has been established, and there is no known cure.

What is Tourette Syndrome?

TV and movies often show people with Tourette Syndrome cursing and shouting inappropriately. However, only 10–19% of people with TS actually have this symptom, called Coprolalia (cop·ro·la·li·a). The majority of people have other tics. A tic is a repetitive sound or movement that cannot be controlled. It has been described as comparing to having an itch that has to be scratched. You might be able to hold back for a while, but at some point, you just have to scratch.

Not everyone with tics has Tourette Syndrome. In fact, 20% of school-aged children will have tics that come and go, but are not symptoms of TS. A child that has both motor and vocal tics for over a year could have Tourette Syndrome. A knowledgeable doctor can help determine if your child has TS.

Treatment/Medications

A diagnosis of Tourette might seem overwhelming. However, a doctor trained in TS can help guide the most effective treatment plan. The National Tourette Syndrome Association has a list of doctors with experience working with children with TS. See below for more information.

While a few medications exist for severe tics, they are often not necessary. Some families find that educating peers and community members is all that is needed. The more people who understand Tourette Syndrome, the easier day-to-day life is for people who have it.

Tourette Syndrome and School

Many children with Tourette Syndrome also have other conditions like OCD, ADHD, learning disabilities, or handwriting problems. These issues might seem daunting, but open communication between parents and school staff can greatly help. No two children with Tourette Syndrome are alike so it may take creativity to find the best solution for your child. With the right support, children with TS can succeed in the classroom just like any other child. Children with TS are often creative and talented in areas such as music, art, and sports. A little bit of teamwork can help children with TS achieve great things. Also, the Tourette Syndrome Association can help families and schools work together.

A Bright Future

While Tourette Syndrome might seem like a big obstacle, it doesn't have to slow you down. Take Mike Higgins, for example. He is a full Colonel in the U.S. Army, a pastor, and a dean of students at a seminary. Mike is also a husband, father, and grandfather. In a TSA DVD about Mike's life he says, “I don't think Tourette's takes away your dreams, I just think that it may put an extra wall or two between you and accomplishing your dreams, but you can get over the walls.”

Free Resources and More Information

For over 40 years, the national Tourette Syndrome Association has helped thousands of families affected by TS. Through a partnership with the U.S. Centers for Disease Control (CDC), we are able to give away free materials to help you. We have DVDs, brochures, and online tools. We also have no-cost materials for teachers, doctors, and other care providers. One of these is our HBO Emmy award-winning documentary, “I Have Tourette's, but Tourette's Doesn't Have Me”. We can also send you “Mike Higgins: Overcoming the Odds,” “Tourette Syndrome in the Classroom, School, and Community,” and other informative DVDs. Finally, we have a list of doctors who are trained in working with individuals with Tourette Syndrome. Please contact us for some of these resources, and we’ll mail them to you at no charge.

RESOURCES:
National Tourette Syndrome Association (TSA) website – http://www.tsa-usa.org/
“Mike Higgins: Against the Odds” – http://www.tsa-usa.org/Z_TSA_video/MikeHiggins/MikeHiggins.html
“I Have Tourette's, but Tourette's Doesn't Have Me” – http://tsa-usa.org/ZHBO/videoPlayer.html

Kathy Giordano, B.S., is the Tourette Syndrome Association’s Education Specialist. Marissa Frieder, B.S., and Carrie Bateman, M.F.H., are Project Developers for the Tourette Syndrome Association-Centers for Disease Control and Prevention (TSA-CDC) partnership.
Ms. Giordano will be presenting on “Tourette Syndrome and Associated Disorders in the School and Classroom” at NBCDI’s 42nd Annual Conference.
Many parents know the importance of becoming involved in the overall development and education of their children. They know that their participation in the school setting is necessary because their involvement influences the academic success of their children. What many parents have a difficult time with is finding the time to continue the involvement process academically. This has been a challenge not just for African American parents, but all parents who have children, and want to become more active in the education of their children. Parents—guess what? This is not a difficult task! You just need a good strategy that provides you with good information on how to become involved and remained involved in the education of your children.

Types of Involvement

Joyce Epstein’s Model of Parental Involvement is a great place to begin when discussing parental involvement. This model provides parents with six different types of parental involvement, and these types are easy to follow and apply in the everyday hustle and bustle of parenting. Epstein’s model consist of (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with community.

1. Parenting – Provide a quiet, safe, and healthful learning environment within your home with good supervision, guidance, and most importantly, discipline. Providing this environment will help the child become more self-assured, allow parents the opportunity to connect with their child, as well as set a good example for the child. We need healthy families, which begin with involved parents who have purpose, who prepare, and who participate. When parents provide this type of environment, parents are involved.

2. Communicating – Your communication with your child’s school is another type of parental involvement. Communication comes in different forms for example, a note from you, an email, a text message, a phone call, a conference, video calls. The communication between the parents and the teachers allows parents to know exactly what is going in the educational setting of their children. Parents, you can utilize one or more of these ways to communicate with your child’s teacher. This is necessary because it sends a message to the teachers that you care about your child’s education and it lets your child know that you are an active participant in their education. When parents use at least one of these types of communication with teachers, parents are involved.

3. Volunteering – This type is sometimes the most difficult for parents because many believe they must be present at the school to volunteer. In a perfect situation, that would be great, however, continued on page 10
there are other ways to volunteer. Many parents possess great talents unknown to teachers. Let teachers know what your strengths are through communication. For example, parents, if you are great with computers, maybe you can create a parent newsletter from home. If you are great with arts and crafts, you can create different items for the different holiday classroom decor. If you have the time to visit the classroom, help in the office, assist at a sporting event, or even become a part of the school council, please do so. It is not about how much time you spend, but the quality of time you spend becoming a volunteer. When parents volunteer and participate in any of these activities, parents are involved.

4. **Learning at Home** – Your support continues at home. This means listening to children, having conversations with your children, reading to your children, helping with homework, or even a family outing. Reinforcing your participation in the home is a part of the initial goal of becoming involved and continues to promote the academic success of your child. When parents share in any of the activities, parents are involved.

5. **Decision Making** – Let your voice be heard. You can become a part of the decision making process at your school, but in order to do this, you must become active. Your activity can take place in parent groups that work consistently with the school. Working with parent groups and the school gives you a voice, and helps your children. Your voice can be heard on a district, state and national levels. When parents lift their voices for their children in the appropriate manner, parents are involved.

6. **Collaborating with the Community** – What a better way to teach children than through the community. Communities provide a range of events where children and parents can become active participants. Working within the community increases the learning opportunities for children. Community involvement can include faith groups, businesses, service organizations, and neighborhood associations. Being an active participant within the community will improve the child’s education and teach the child the importance of contributing to the community and giving back to their cultural setting. When parents participate in any form of community events, parents are involved.

Now that we know how parents can become involved in the education of their children, there is one last matter that we must address. All of the information provided is great, but in order for this to work, we must be consistent in implementing these practices. Without consistency, it will not work. You may not be able to implement all six of the involvement types, but you must begin somewhere. Select those that you know you can do, and start there. As you master the different types of involvement, add another over the course of time. Soon, you will become totally involved in the education of your child. You have the plan, you have the power, and you have purpose.

HELPFUL WEBSITES FOR PARENTS.

http://www2.ed.gov/programs/pirc/index.html
http://urbanext.illinois.edu/succeed/parental.cfm
http://www.schoolfamily.com/involved-parent
http://www.readingrockets.org/article/25979/

Dr. Nedra Washington is a specialist in the area of child development and parental involvement. She is currently an assistant director of a child care facility as well as an adjunct instructor at a major university. Dr. Washington will be presenting on “African American Parents: We are Engaged in Our Children’s Education” at NBCDF’s 42nd Annual Conference.
Responsible Fatherhood

Joe Jones, Founder & CEO, Center for Urban Families
www.cfuf.org

Responsible Fatherhood is described as the state or responsibility of being a father. All children deserve to have a relationship with both of their parents, regardless of their parents’ romantic status. According to the U.S. Census Bureau data, 64 percent of African American children are living in fatherless homes. Although single mothers can and do raise healthy, happy children, the overall effects on children growing up without fathers in the home are dramatic: these children are more likely to drop out of school, become pregnant as a teenager, experience physical and/or emotional neglect, engage in drug activity and alcohol at a younger age, and live in poverty.

At the Center for Urban Families (CFUF), we are aiming to help decrease these statistics and bring responsible fatherhood to our urban community. We are based in Baltimore, MD, where men who are interested in becoming better fathers for their children and promoting a healthy relationship with their children’s mother receive useful services and a strong support system. In the Baltimore Responsible Fatherhood Program, there are 5 main efforts to helping our clients be better fathers, more engaged in their children’s lives.

1. **Improving acquisition and demonstration of parenting skills:** All first time parents go through the same thing in learning to be a parent. For our fathers, CFUF uses the DADMAP curriculum. Fathers are taught what stages their children will go through during their development and, as a father, what their role will be in that development.

2. **Increasing child support payments:** More than not, the mothers of the children maintain custody and fathers are in the position of paying child support. In the transition to responsible fatherhood, it is imperative that fathers gain a better understanding of their child support status. If they are behind in payments, it should be the focus of the father to find resources that can help them begin making current payments. CFUF connects fathers with information on child visitation, child care and custody.

3. **Increasing healthy relationships:** The key to having a healthy relationship with children and having them grow up with a healthy view of relationship is to make sure that both parents maintain a healthy relationship themselves. An amicable relationship between parents, whether together or not, creates a better environment for the child, establishes a proper view of authority from both parents, creates a better space for family communication, influences the child’s behavior and can affect how they engage in relationships later on in life.

4. **Increasing job readiness:** A large part of being a father is being able to provide for your family.

continued on page 12
When a father is job ready and employed, the children’s quality of life is improved. Here at the Center, we want to make sure that in addition to improving parenting skills, our fathers are able to provide economic stability for their families. Our STRIVE program is the link for most of our clients to move towards gaining employment.

5. **Decreasing criminal involvement:** If fathers are engaged in criminal activity, it increases the risk of incarceration—which leads to further absence in their child’s life. In many cases, men engage in criminal activity because opportunities present themselves, or they need resources; this is why it is worthwhile to help fathers get connected with resources that lessen the likelihood that they will pursue criminal routes.

Breaking the cycle of fatherlessness in our urban community is of great importance to CFUF’s mission. It is in our vision to give parents the opportunity to provide the best opportunities for their children and become solid foundations for the community. We are fulfilling the promise by doing outreach and providing services to fathers that want to be more active in their children’s life, and present opportunities for them to show that they are better than they were. It’s not easy being a father, but if you are willing to put in the work, it’s the most beautiful gift you can give to your child, by being in their life.

**RESOURCES:**
5. Women In Fatherhood http://womeninfatherhood.org/main/

Joseph T. Jones, Jr. is founder of the Center for Urban Families (CFUF), a Baltimore, Maryland nonprofit. CFUF’s mission is to strengthen urban communities by helping fathers and families achieve stability and economic success.

Mr. Jones will be presenting on “FATHERHOOD: The total Package—Relationships, Children, Work and Responsibility” at NBCDI’s 42nd Annual Conference.

---

**Leadership Roles for Black Parents:**

**A ROADMAP TO HELP PARENTS ADVOCATE ON BEHALF OF OUR SPECIAL NEEDS CHILDREN**

Khadijah Lang, M.D.

African-American children with special needs often start out with three strikes more than white or majority children with the same diagnoses.

- **Strike 1:** Many of our children’s treatable and/or improvable diagnoses are mis- or under-diagnosed, which results in inappropriate and/or inadequate services and accommodations.
- **Strike 2:** Even when they receive an IEP (Individual Education Plan) or an IPP (Individual Program Plan), Black children are routinely allotted fewer and less effective services, as well as smaller quantities and shorter durations of such services, including fewer therapy sessions or group therapy instead of individual sessions.
- **Strike 3:** Parents, guardians or caregivers of these children often lack knowledge about how special education and mental health systems function, especially in school. These systems are designed to assist in educating, developing and caring for special needs children, and legal methods exist to enable a parent to bring them in line with the existing federal Americans with Disabilities Act (ADA) requirements. However, our families often can’t afford expensive fees for lawyers, advocates and private professionals to provide unbiased and supportive opinions regarding what services their Black child really needs and qualifies for.

A recent article in the Los Angeles Times provided the following data on how much was spent per autistic child by race for ages 3 to 6 years old (the second most critical period for treating the disorder, after ages 1 to 3 years old). In California, where I practice, the State Department of Developmental Services in 2010 average spending was $11,723 per child on whites, and $11,063 on Asians, as compared to $7,634 on Latinos and $6,593 on blacks.

continued on page 13
Further limited information from public schools showed whites to be more likely than minorities to get basic services like occupational therapy, which helps with a child's coordination and motor skills.

So now that we see what our children are up against, what can we do to improve this situation, and how should we do it?

**STEP ONE: Understand the system.**

School districts and regional centers have to assess, or test, these children in multiple areas. The results determine what their diagnosis is and which services they need to give for the child to have the best chance to achieve his or her highest possible level of functioning. These tests are done by professionals, funded through government and schools, free of charge.

**STEP TWO: Voice your concerns.**

If you disagree with what, or how much, treatment they recommend for your child, you can voice those concerns, but remember that it’s difficult to increase the services offered to your child without the opinion of another professional. If you don’t have the money to pay for these expensive specialists, don’t give up! Visit your pediatrician or family physician, instead. When taking your child to the appointment, DO NOT forget to bring a copy of the IEP, IFP, and all the assessments of your child.

Also, make a list of things you disagree with in your child’s reports, and why. Come prepared to explain to the doctor what changes in their program you feel need to be made, and why (in other words, how these changes would help your child).

Finally, try to be constructive. Whining doesn’t help you or your child. Thinking negatively when we’re already in a challenging situation only drains what little energy we have left, after spending the large amount of effort frequently needed to care for a child with special needs.

**STEP THREE: Ask for a referral.**

Private therapists are generally more generous with their recommendations for services, and often only require the co-pay (or are often free if child is covered by Medicaid) instead of their customary fees which are normally hundreds of dollars. If you can, call your doctor or health plan representatives and ask for a referral to therapists for speech, occupational, physical or psychological therapy. This allows you to go back to your school with a second opinion on your child’s needs, so you have something with which to fight their decisions. This increases the likelihood of your appeal being successful.

**STEP FOUR: Get your personal story on paper.**

Put your ideas or concerns into straight-forward words or sentences, as this will make it easier for others to see why your request is important, and how it can help others in the future. By telling your own story, you really personalize the problem, and this encourages others to get involved and help to achieve equal treatment for all special needs children.

**STEP FIVE: Become a community leader.**

Armed with your personal story, you have the knowledge to approach your elected officials, councilmen, assemblymen, representatives or senators and help make changes in your local, state and national health policies. These are legislators elected in your district to make laws that support their constituents, or district residents like yourself.

Before you make an appointment to see them, connect with other parents in your same district that have experienced problems with the system as it is, and agree with your plans on how to improve it, or have additional ideas of their own. You can also reach out to other community members, including leaders and members from religious and civic organizations, to ask them to join your cause and visit your elected officials together.

*Remember that a key point is to help make more parent, physicians, educators and elected officials aware of the problem of racial disparities in special needs services. Bring your stories – and your data – to persuade politicians and administrators to pay attention to this problem and promote practices that encourage equality.*

Your child’s special needs just might launch a new career for you as an advocate helping other parents, or as a legislator with personal experience writing the next set of balanced and comprehensive laws to support and strengthen the ADA and remove the racial disparities that are inherent in its present form.

So get out those IEPs and IFPs, assessments, and doctors’ phone numbers, make an appointment, and get ready to fight the legislative battles.

---

Dr. L Khadijah Lang is the Medical Director of Lang Family Practice, a “full scope” private clinic in the inner city of Los Angeles.

Dr. Lang will be presenting on “Professional Advocacy for Special Needs Children” at NBCDI’s 42nd Annual Conference.
Texting on the Move

Lexi bumped into someone at the mall. Curtis slammed into a parking meter. Ryan tripped over a bag at the airport. You’ve probably seen it, and maybe you’ve even laughed: People can end up in some pretty goofy situations when they text and walk at the same time.

Believe it or not, people can also get hurt. The American College of Emergency Physicians warns people about texting on the move. ER docs who treat people like Curtis (he cracked his ribs in his encounter with the parking meter) say that we need to be more cautious about when and where we text.

What’s the Big Deal?

The problem is multitasking. No matter how young and agile we are, the human brain just isn’t capable of doing several things at once and giving full attention to all of them. So you can get into some major danger if you try to text in situations that require your full focus.

When you text you’re thinking about what to say, concentrating on what your thumbs are doing, and reading constantly incoming messages rather than paying attention to what you’re doing or where you’re going. And that significantly ups your risk of getting hurt or injuring others.

It doesn’t matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once — and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what’s going on around you, something that’s especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you’re texting. If you’re about to run into someone or something else, you may not have time to act before it’s too late.

When Texting Turns Tragic

Texting while walking can even be fatal. One woman in San Francisco was killed when she walked right into the path of a pickup truck. That’s rare, of course. But texting is more likely to contribute to car crashes. We know this because police and other authorities sometimes use a driver’s phone records to check for phone and text activity in the seconds and minutes before a fatal crash.

When people text while behind the wheel, they’re focusing their attention — and often their eyes — on something other than the road. In fact, driving while texting (DWT) can be more dangerous than driving under the influence of alcohol or drugs.

Texting from behind the wheel is against the law in almost 20 states and the District of Columbia. Many more states are trying to put DWT regulations into action. Even in states without specific laws, if you swerve all over the place, cut off cars, or bring on a collision because of texting, you could still be charged with reckless driving. That may mean a ticket, a lost license, or even jail time if you cause a fatal crash.

Tips for Texting

Parents, we know that it’s hard for our teens to live without texting — it may even be hard for us! So the best thing to do is manage how and when we text, choosing the right time and place — and making sure that our children do the same.

Here are three ways to make sure your messaging doesn’t interfere with your focus — or your life. Make sure you model these activities for your children, and require them to do the same:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it’s easy to find.
2. If you need to text right away, stop what you’re doing or pull off the road.
3. Turn off your phone completely when you’re doing anything that requires your full attention. That way there’s less temptation to answer calls or texts.

To avoid an injury — whether it’s a cut on your face or a bruise to your ego — or a horrible tragedy, use your best judgment. Text only when you’re not putting yourself or others in harm’s way. And if you’re riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

Reviewed by: Larissa Hirsch, MD, January 2010

Connecticut Congressman John Larson wrote recently: “children and teenagers are losing their lives, losing their friends, losing their family members, and losing their youth. They feel fear, helplessness, horror and the sense that life and safety are in danger. Tragically, many have grown numb to the violence around them.”

The above description is as true for the residents of smaller cities like Hartford, Connecticut as it is for a larger city like Seattle. In 2009, BCDI-Seattle’s Education Committee chair, Dr. Debra Sullivan, lost her son Aaron, who was shot and killed in a middle-class Seattle neighborhood. Aaron was killed not because he was involved in drugs or gangs but because he was in the wrong place at the wrong time—safety is no longer a matter of location but how we think about and treat one another.

Following this tragedy, the Seattle Affiliate decided to do more than just promote youth violence prevention by supporting the mayor’s youth violence prevention initiative. We decided to LEAD an initiative, the aim of which is to recreate the sense of community efficacy many of our members grew up with in Seattle and around the country. We recognized that we needed to engage our community “neighborhood by neighborhood” in becoming more involved with our young people. Out of this deep sense of commitment an initiative was born: “BCDI-Seattle’s Youth Violence Prevention, Neighborhood by Neighborhood.”

The Seattle Affiliate’s efforts are underpinned by the youth violence prevention global movement being spearheaded by the San Francisco based Omega Boys Club and co-founder of the Alive and Free Prescription”, Dr. Joseph Marshall. Dr. Marshall was invited to Seattle to be our May 2010 Annual Conference keynote speaker and welcomed back again in the Fall of 2011 to train a core group in the Alive and Free Prescription, which views youth violence as a public health disease—requiring social “inoculation” to keep youth alive and free.

BCDI-Seattle’s vision for this 30 year initiative is that our children will live in neighborhoods where children and youth are no longer anonymous, where neighbors are watching out for all the children and helping them to make good choices in a spirit of Umoja (Unity). To realize this goal, neighborhoods (families, faith communities and youth program neighbors) are being invited to learn—live—and teach the Omega Boys Club Alive and Free Prescription and use a shared set of understandings, values and principles in our everyday interactions.

The Omega Boys Club Alive and Free Prescription has three key components (a) recognition of the “commandments of violence,” because far too many of our children are living and dying from messages of violence transmitted in the music, movies and the media; (b) identification of “risk factors” (alcohol and drug use, destructive language, materialism, etc.) that influence behavior and put everyone in jeopardy and (c) the “rules for living,” which reinforce a value for human life and interpersonal dignity in our everyday interactions.

The Omega Boys Club is internationally known for its effective use of this simple but elegant “prescription” to successfully diagnose and inoculate all of us—our youth and families, neighbors and partners against the socially transmitted “disease of violence.” BCDI-Seattle is proud to be a part of this global youth violence prevention movement aimed at keeping our children alive and free.

For more information about this exciting BCDI-Seattle initiative, go to www.bcdi-seattle.org and click on “juvenile justice” on the side bar. To learn more about the work of the Omega Boys Club go to http://www.street-soldiers.org.

A moment comes. A song lyric, a simple statement or a memory can connect you to something special that just makes sense. This column’s theme relates to 2012 NBCDI conference title *Our Children Deserve the Best* which caused me to ponder, *what is “The Best?”* One dictionary defines it as a “superlative of good”… “of the most excellent, effective, or desirable type or quality.” Back in 1978 Gladys Knight sang about love in *You Bring Out the Best In Me.* Nine years later gospel singer Vanessa Bell Armstrong sang the same “best” from a different perspective. To bring the best “out,” it must already exist. How do we recognize that “best”? What is the criterion? Who sets the standard?

As a protective service worker, I often responded to emergency calls. On one occasion, a mother met me at the door with tears streaming down her face, “I did the best I could,” she said. Unfortunately, her “best” was not in sync with her child’s. Nevertheless, the best is inside each child, waiting to be nurtured to fruition and that *something inside is so strong* that it must be recognized and embraced. The *Between the Covers* team has culled the literature that speaks to the best for our children with books inclusive of the following that reflect what is best in families (*Color Struck*), neighborhoods (*The Neighborhood Sing Along*), communities (*St. Louis Armstrong Beach*), schools (*Black Boy White School*) and individuals (*Chocolate Me*).
Ages Birth–3

*Crews, Nina, (2011), *The Neighborhood Sing-Along*, Greenwillow Books. Families will love singing these all time favorite songs. This collection of thirty-four songs including Skip to My Lou, The Alphabet Song, I’m a Little Teapot and Miss Mary Mack are accompanied by lovely photographs from the author’s Brooklyn neighborhood. Ages 3 and up

Ages 4–8

*Harris, Teresa, (2011) illustrator *A. G. Ford. *Summer Jackson: Grown Up*, Katherine Tegen Books. Summer is tired of being seven and decides she wants to be a grown-up. She demands to make changes that ultimately get her in trouble. Ford’s illustrations grab and hold the reader’s attention as Summer transforms. This story will engage any young child who has ever wanted to be grown. Ages 4-7

*Evans, Shane W., (2012). *We March*, Roaring Brook Press. Young readers will gain an understanding of what the 1963 March on Washington was all about. The simplistic text and illustrations portray the power of this important historical event. Ages 4-8

*Brown, Tameka Fryer, Illustrator *Charlotte Riley-Webb, (2010), *Around our Way on Neighbors’ Day*, Abrams Books for Young Readers. A little girl enjoys the special summer day of celebration in her neighborhood. She is happy to see fun-filled activities like playing double Dutch, basketball, and dancing that showcase the warmth and closeness of her community. Of course, a Neighbors’ Day would not be complete without ice cream and sour lemonade. Ages 4-8

*Ages 4-8

*Carter, Sabrina, Illustrator *Jerry Craft, (2010), *Please Don’t Yell at We!* Baby Ellington, LLC. This entertaining story will remind everyone of the little mishaps and boo boos children have and how parents sometimes forget. Ages 4-8

*Jordan, Deloris, Illustrator Barry Root, (2012), *Dream Big*, Simon & Schuster. The mother of celebrated basketball player Michael Jordan once again highlights times during his childhood that helped to mold him into an Olympic medalist. Ages 4 and up

*Diggs, Taye, *Shane Evans, (2011), *Chocolate Me*. Feiwel & Friends. Based on personal experiences, this story is about a young boy who is teased because of his skin color and hair texture. His mother helps him understand and accept his attributes and he celebrates with his friends. Ages 4 and up

*Blake-Garrett, Andrea (2011), *The Adventures of Izzy and JuJu: Twin Detective Investigators (T.D.I.) - The Case of the Missing Flowers*, AuthorHouse. Three year-old twins discover they have a special gift, the ability to speak to living things. Juju talks to animals and Izzy is able to talk to plants. The two work together to find the flowers that disappeared from their yard. This book is the first in a series that takes young readers on a wonderful journey into the world of science. Ages 4 and up

*Blake-Garrett, Andrea, (2012), *The Adventures of Izzy and JuJu: Twin Detective Investigators (T.D.I.)* - *The Case of the Missing Egg*, AuthorHouse. The twins are four years old and involved in a new case where they learn that not all eggs are alike when their new eggs disappear. They investigate to solve this mystery and learn science at the same time. Ages 4 and up

continued on page 18
Mason, Margaret, Illustrator *Floyd Cooper, (2011), These Hands, Houghton Mifflin Books for Children. Grandfather tells his grandson how he used his hands in the past and then teaches him how to tie his shoes, play piano, shuffles cards and hit a baseball. He also shares one thing he could not do with his hands, which was to bake bread at the local Wonder Bread Factory. This well-written book shows how issues of discrimination and segregation can be introduced to young children. Ages 4 and up

Ages 5–9

*Mitchell, Margaree King, Illustrator *James Ransome, (2012), When Grandmama Sings, Amistad. Eight year-old Belle learns many new things when she travels with her jazz singer Grandmother in the deep South. Despite all the obstacles encountered, with segregation the same as it is at home, their love for each other grows stronger and Belle believes Grandmama’s singing will bring people together. Ages 5 and up

*Cline-Ransome, Lesa, Illustrator *James Ransome, (2012), Words Set Me Free: The Story of Young Frederick Douglass. Paula Wiseman Books. This first person perspective biographical story is an excellent introduction to nonfiction. The vibrant illustrations about life during enslavement will help early readers to begin discussing this time in history. Ages 5 and up

Richard Michelson, Illustrator * Eric Velasquez, (2012), Twice As Good - The Story of William Powell and Clearview, the Only Golf Course Designed, Built, and Owned by an African-American, Sleeping Bear Press. Against the odds, young William learned to play golf in segregated Ohio at a time when Black children were often told they had to be “twice as good” as whites to be successful. This is a “straight-forward” story your child will not forget. Ages 5-10

*Tate, Don, Illustrator *R. Gregory Christie, (2012), It Jes’ Happened: When Bill Traylor Started to Draw, Lee and Low Books. Bill Traylor worked the cotton fields as an enslaved man until freedom came. His family continued working as sharecroppers. At age 79, Bill was homeless and alone, but at age 83 his memories and present life took shape on paper as this self-taught artist just let it happen. Ages 6 and up

Schroeder, Alan, Illustrator *Cornelius Van Wright & Ying-Hwa Hu, (2012), Baby Flo: Florence Mills Lights Up the Stage, Lee and Low Books. Baby Flo began performing on stage at age three and her singing and dancing fame grew. She went on to become an international performer during the Harlem Renaissance. A great story for creative and talented young readers. Ages 6-11

*Armand, Glenda, Illustrator *Colin Bootman, (2011), Love Twelve Miles Long, Lee and Low Books. Young Frederick Douglass needed to know how his mother could walk so far just to see him. When she tells him about the singing, praying, listening and remembering it draws her closer to him on the long journey. Ages 6 and up

*Myers, Walter Dean, Illustrator *Christopher Myers, (2011), We Are America: A Tribute from the Heart, HarperCollins. It is clear that both father and son wrote and painted from their hearts. The combination is a powerful message of “rediscovery” and “possibilities” described in lyrical words and multi-hued faces. Young readers learn about heritage and diversity that is America. Ages 7 and up
*Abdul-Jabbar, Kareem and Raymond Obstfeld, Illustrators
Ben Boos and *A.G. Ford (2012)
What Color Is My World? The Lost History of African American Inventors. Candlewick Press. Twins Herbie and Ella are not happy about their not so new home until Mr. Mital, the handyman, introduces them to “rooms filled with a kind of magic” —inventions by African Americans—that changed the world. Ages 8-12

*Shange, Ntozake, Illustrator
*Rod Brown, (2012),
Freedom’s a-Callin Me, Amistad. This story is a “reimagination” of enslaved people traveling on the Underground Railroad. Poetic voice and vivid illustrations convey the essence of the risks and challenges on this journey, and thirst for freedom that kept them going. Ages 8-12

*Smith, Jr., Charles R., illustrator
*Frank Morrison, (2012), Stars in the Shadows: The Negro League All-Star Game of 1934. Atheneum Books for Young Readers. The announcer’s words provide play-by-play action of this important baseball game while realistic black and white images pitch, swing, hit, run and slide across the pages. Commercials and fan- comments are included. Ages 8 and up

*Haskins, Jim & Kathleen Benson, Illustrator *Benny Andrews, (2006), John Lewis in the Lead: A story of the Civil Rights Movement, Lee and Low Books. This biography highlights John Lewis’ numerous contributions to the Civil Rights Movement during the 1960s. A timeline and actual photographs add to the story about Georgia Congressman Lewis’ historical work. Ages 8 and up


*Pinkney, Andrea, illustrator *Sean Qualls, (2011) Bird in a Box, Little, Brown Books for Young Readers. This collection of short stories that revolve around boxer’s Joe championship fight, share the hopes and promises of three 12 year-olds, Otis, Hibernia and Willie. Each child needed a life-changing event to take place. Their stories unfold and lives intertwine, along with a cat named Bird, from present to past and back to night the Brown Bomber became the Heavyweight Champion. Ages 8 and up

Ages 9–12

*Curtis, Christopher Paul, (2012), The Mighty Miss Malone. Wendy Lamb Books. This historical fiction book set during the Great Depression recounts the challenges and triumphs of 12 year-old Deza Malone and her family. When her father must leave to find work, Deza, her mother and brother go on a search to find him. Their tough journey from Gary, Indiana to Flint, Michigan and back is heartbreaking at times, yet filled with a sense of hope as the family members overcome numerous obstacles. Deza’s intelligence and resilient makes her really the “Mighty Miss Malone.” Ages 9-12

*Woods, Brenda (2011), St. Louis Armstrong Beach, Nancy Paulsen Books/Penguin. No one on his street expected Hurricane Katrina to devastate his or her home. Twelve year-old Saint Louis just wanted to make a few more dollars to buy a saxophone. With the neighborhood dog, Shadow, as his companion he played music on the beach until they had to evacuate. When separated from his family, he finds himself in a house with a elderly sick neighbor and rising water. Saint wondered if Shadow is a help or a hinder. Ages 10-14

*Bolden, Tonya, (2010), FDR’S Alphabet Soup: New Deal America 1932-1939, Knopf Books for Young Readers. This is a creative rendering of the historical New Deal legislature, known metaphorically as the Alphabet, implemented by President Roosevelt during his first 100 days in office. Ages 12 and up

continued on page 20
Beneath a Meth Moon

*N. Woodson, Jacqueline (2012), *Beneath a Meth Moon*, Nancy Paulsen Books. Fifteen year-old Laurel’s world is shattered when her mother and grandmother were lost to Hurricane Katrina. When her father relocated the surviving family members to another town, being a cheerleader with a best friend and a boyfriend were not enough to numb the pain of her loss. Numbness came when she was introduced to “moon” and spiraled into a place of no return that ended with hope in a new friend. Ages 12 and up

Color Struck

*Tuck, Pamela & Joel Tuck, (2010), *Color Struck*. CreateSpace. Fifteen year-old Renee was confused and hurt about the rift between her older sister, Pat and first cousin, Cherie. Neither had control of their skin color, but it seemed to control them. It took Grandma’s story about her life for the girls to understand how something like this could tear a family apart and the promise that could hold it together. Ages 12 and up

American Grown – The Story of the White House Kitchen Garden and Gardens Across America

*Obama, Michelle (2012), *American Grown – The Story of the White House Kitchen Garden and Gardens Across America*. Crown Publishers. The first lady chronicles the development of the White House garden by seasons, provides a brief historical overview of other White House gardens and highlights community and school gardens across the country. Along with detailed gardening tips, the book also includes recipes for each season of the year. The beautiful colored photographs are perfect for the reader friendly text.

**THE BTC TEAM:**
- Dr. Toni S. Walters – Professor at Oakland University in Rochester, Michigan
- Dr. Vivian G. Johnson – Associate Professor at Marygrove College in Detroit, Michigan
- Dr. Jonella A. Mongo – Education Consultant & Adjunct Faculty Member at Oakland University.

**A NOTE TO AUTHORS AND PUBLISHERS**
We encourage authors and publishers to send advance review copies and newly released books for children to: Dr. Vivian Johnson, Marygrove College, Detroit, Michigan 48221

The Between the Covers team will review them for consideration in future columns.
Below are some of the fruits and vegetables that are in season this summer. Support local farmers by purchasing your produce at a farmer's market or local grocery store. Bring your kids along to help pick out the groceries. Challenge your family to try a new fruit or vegetable this Summer and Fall – you never know what you might like.

Happy healthy eating!

<table>
<thead>
<tr>
<th>Fruits and Vegetables</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples Summer and Fall</td>
<td>They’re at their best beginning in late summer and continuing through the fall. Granny Smiths and Red Delicious are classic favorites, but be sure to try some of the more unusual apple varieties as well – there are many to choose from!</td>
</tr>
<tr>
<td>Avocados Summer</td>
<td>An avocado requires pitting and peeling, but once the work is finished you can enjoy it in a variety of ways – on its own or as a substitute for mayonnaise in a sandwich.</td>
</tr>
<tr>
<td>Blueberries Summer</td>
<td>Tart and sweet at the same time, blueberries make a great summer snack! Enjoy them right out of your hand or mix them into your favorite baked goods recipes.</td>
</tr>
<tr>
<td>Celery Summer and Fall</td>
<td>Be sure to rinse your celery stalks thoroughly before eating. Celery is a quick and easy after school snack but also a great addition to soups and salads.</td>
</tr>
<tr>
<td>Chiles Fall</td>
<td>Dried chilies are available year round at grocery stores, but hot, fresh chilies are best in the fall. There are numerous varieties ranging from mild to extremely hot, so you are sure to find something you enjoy.</td>
</tr>
<tr>
<td>Corn Summer</td>
<td>The sooner corn is eaten the sweeter it will taste. Broiled, steamed or grilled there’s nothing quite like sweet corn on a summer evening.</td>
</tr>
<tr>
<td>Cranberries Fall</td>
<td>Cranberries are a very nutritious fruit best known for their debut at Thanksgiving in cranberry sauce.</td>
</tr>
<tr>
<td>Cucumbers Summer</td>
<td>Did you know cucumbers are about 20 degrees cooler than the surrounding air? Add them to your salad to cool down from the hot summer days.</td>
</tr>
<tr>
<td>Eggplant Summer</td>
<td>Try brining your eggplants (soaking them in salt water) to minimize their bitter taste. Brined or not, eggplants taste great when grilled.</td>
</tr>
<tr>
<td>Figs Summer and Fall</td>
<td>Eat figs one or two days after you buy them – they ripen quickly. Try adding them to yogurt for a sweet, healthy snack.</td>
</tr>
<tr>
<td>Grapes Fall</td>
<td>There are many varieties of grapes to choose from – Black Monukka, Cardinal and Ribier, just to name a few. Grapes make for a simple, on-the-go snack.</td>
</tr>
<tr>
<td>Green Beans Fall</td>
<td>Green beans are available year-round, but are at their best from mid-summer into fall. They tend to be served steamed and buttered but can also be baked into a green bean casserole.</td>
</tr>
<tr>
<td>Mushrooms Fall</td>
<td>Cultivated mushrooms are less expensive and more readily available than wild mushrooms. You can steam them or try making cream of mushroom soup.</td>
</tr>
<tr>
<td>Peaches Summer</td>
<td>Peaches are best towards the end of summer. Eating them right out of the hand can make a sticky mess so you can also try mixing them into fruit salads and smoothies.</td>
</tr>
<tr>
<td>Pomegranates Fall</td>
<td>Pomegranates are in season for about two months in the fall. Cut open these bright red fruits and enjoy the fresh seeds.</td>
</tr>
<tr>
<td>Pumpkins Fall</td>
<td>They aren’t just for carving at Halloween. Try making pumpkin bread or soup. If you do decide to carve a pumpkin, try roasting the left over seeds for a yummy snack.</td>
</tr>
<tr>
<td>Tomatoes Summer</td>
<td>Go green by growing your own tomatoes right at home. Take them straight from the vine and enjoy fresh tomato soup or bruschetta – the possibilities are endless!</td>
</tr>
<tr>
<td>Zucchini Summer</td>
<td>Zucchini is great when grilled and seasoned. Or try something new and make a loaf of fresh zucchini bread!</td>
</tr>
</tbody>
</table>
SUMMER/FALL 2012 RECIPE

Vegetable Quesadillas

This quick dish is a delicious way for your family to get all of the necessary vitamins and nutrients all in one bite! Be sure to take your children with you to the local grocery store or farmers market to pick out the ingredients. Once home, make sure to include the entire family in the preparation.

INGREDIENTS:
• ½ cup chopped red bell pepper
• ½ cup chopped zucchini
• ½ cup chopped yellow squash
• ½ cup chopped red onion
• ½ cup chopped mushrooms
• ½ cup of black beans
(These vegetables are simply suggestions, feel free to incorporate any of your favorite veggies into this dish!)
• 1 tablespoon olive oil
• 1 package of (9 inch) whole wheat tortillas
• 1 ¼ cups shredded reduced-fat sharp Cheddar cheese

DIRECTIONS:
1. In a large nonstick pan, cook vegetables in olive oil over medium to medium-high heat for about 7 minutes, or until just tender. Remove vegetables from pan.

2. Coat the same pan with cooking spray, or olive oil, and place one tortilla in pan. Sprinkle ¼ cup of cheese evenly over tortilla, and layer ¾ cup of the vegetable mixture over the cheese. Sprinkle another ⅛ cup of cheese on the vegetables, and top with a second tortilla. Cook until golden on both sides, for approximately 2 to 3 minutes per side. Remove quesadilla from pan, and repeat with remaining ingredients. Cut each quesadilla into triangles and serve!

Send your favorite recipe to moreinfo@nbcdi.org and we’ll publish one winner in the next issue of Child Health Talk!
How to become a MEMBER

- Contact the National Office toll free at (800) 556-2234 or at (202) 833-2220.
- Apply online by visiting NBCDI at www.nbcdi.org

Let’s continue to work together to improve and advance the quality of life for Black children and their families through advocacy and education.

National Black Child Development Institute

NBCDI is nurturing the natural curiosity, excitement and genius in children

- **Love to Read** encourages parents, as their child’s first teacher, to instill the love of reading at birth.
- **Entering the College Zone** provides middle school students with the tools they will need for college...NOW.
- **The Parent Empowerment Program** strengthens parents’ knowledge of child development while raising their confidence in themselves and their parenting skills.
- **Healthy Practices Project** is an education campaign designed to encourage healthy nutrition practices specifically among African American families with young children.

Designate #11574 on your CFC Pledge Card

NBCDI is a member of Children’s First – America’s Charities

1313 L Street, Suite 110
Washington, DC 20005

www.nbcdi.org
202.833.2220
800.556.2234

Committed to improve and enhance the quality of life for Black children and their families.
Fulfilling the Promise:
Our Children Deserve the Best

SAVE THE DATE!
Register Online Now at www.NBCDI.org

42nd ANNUAL CONFERENCE
October 6 - 9, 2012
Marriott Harbor Beach Resort and Spa
Fort Lauderdale, Florida