

OCT 2022

CASA C RNER



UPCOMING COURT DATES

IBERIA PARISH

October 12, 2022

October 27, 2022

ST. MARTIN PARISH

October 05, 2022

ST. MARY PARISH

October 06, 2022

October 26, 2022

WE'RE ACCEPTING CHRISTMAS DONATIONS

CASA of the 16th JDC, Inc. will be accepting monetary and toy donations for Christmas 2022. We currently have 100 children in our care and are looking to provide gifts to each and every one! Children 14+ receive \$50 gift cards and children 13 & under receive \$50 in gifts! Gifts can be wrapped before drop off. Monetary donations and child sponsorships can be made at www.casa16jdc.org

CASA BIRTHDAYS

Jerry Gonzalez - Oct. 15

Crystal Knope - Oct. 15

Melissa Dempsey - Oct. 18

The 2023 Annual CASA Gala is... scheduled! Mark your calendars, **March 16, 2023** will consist of a wonderfully fun night of celebration and awareness! We love sharing this night with the public and showing you just how much we are able to achieve with your help. Our Galas are not only to celebrate all things CASA, we want to celebrate **YOU!** Further details to be determined.



CASA OF THE MONTH

BOBBI WILLIAMS

I am a mother to 6 children and the *Moons* (or grandmother) to 2. I am a Search Engine Evaluator by day and I am also working towards my Master Herbalist diploma. I love nature and spending lots of time with my plants, learning about them and capturing photos of the wonders that appear in my garden. I have even started my own herbal apothecary business, *Made With Intentions*. When it comes to the greatest advice I've received, there are two quotes that I have cemented in my brain:

NOTHING IS PERMANENT - DALAI LAMA
LEARN SOMETHING NEW EVERY DAY.

My favorite part of being a CASA is **watching the children grow emotionally, mentally, and physically, once they are in a home that promotes love and understanding.** These children make amazing transformations! Most of all, I always love the tight squeezes I receive from my CASA children. I encourage everyone to **be the voice of those too small to do so for themselves.** These precious children did not ask to be born into a situation where the adults, who are supposed to protect them, are hurting them instead; these children do not have the means to "walk away" from an unhealthy relationship or unsafe environment, but YOU can help them.

FRIENDLY REMINDER

Don't forget to fill out your CASA child's Christmas Wish List during your OCT visit!

NEXT BOARD MEETING

Tuesday, **October 11th** at 5:30 pm in the Court House Annex Conference Room.

CHILDREN WITH OCT BIRTHDAYS

Melissa Dempsey - 1 child (Oct 28th)

PLEASE contact the office about your party in a bag.

TRICK-OR-TREATING SAFELY

[Click here for Safety Tips](#)

October marks the start of planning for Halloween, a favorite holiday for many of us! In preparation for a night of dress up and loads of candy, here are a few tips for all ages of trick-or-treaters and chaperones to stay safe!

Walk Safely

- Cross the street at corners, using traffic signals and crosswalks. Look left, right and left again when crossing and keep looking as you cross.
- Put electronic devices down, keep heads up and walk, don't run, across the street.
- Teach children to make eye contact with drivers before crossing in front of them.
- Always walk on sidewalks or paths. If there are no sidewalks, walk facing traffic as far to the left as possible. Children should walk on direct routes with the fewest street crossings.
- Watch for cars that are turning or backing up. Teach children to never dart out into the street or cross between parked cars.
- Join kids under age 12 for trick-or-treating. If kids are mature enough to be out without supervision, tell them to stick to familiar areas that are well lit and trick-or-treat in groups.



Drive Safely

- Slow down and be especially alert in residential neighborhoods. Children are excited on Halloween and may move in unpredictable ways.
- Take extra time to look for kids at intersections, on medians and on curbs.
- Enter and exit driveways and alleys slowly and carefully.
- Get rid of any distractions - like your phone - in your car so you can concentrate on the road and your surroundings.
- Turn your headlights on earlier in the day to spot children from greater distances.
- Popular trick-or-treating hours are 5:30 p.m. to 9:30 p.m. Be especially alert for kids during those hours.
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Costume Safety

- Decorate costumes and bags with reflective tape or stickers and, if possible, choose light colors.
- Choose face paint and makeup whenever possible instead of masks, which can obstruct a child's vision.
- Have kids carry glow sticks or flashlights to help them see and be seen by drivers.
- When selecting a costume, make sure it is the right size to prevent trips and falls.

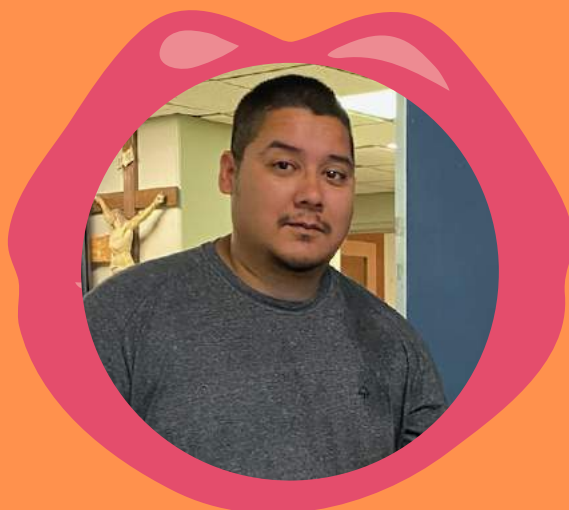
HAPPY CASA-VERSARY



ADDIE BURLEIGH



LAKONDRA HINES



JERRY GONZALEZ

BREAST CANCER AWARENESS





DOMESTIC VIOLENCE AWARENESS MONTH

Victims of domestic violence do not bring violence upon themselves, they do not always lack self-confidence, nor are they just as abusive as the abuser. Violence in relationships occurs when one person feels entitled to power and control over their partner and chooses to use abuse to gain and maintain that control. In relationships where domestic violence exists, violence is not equal.

Every relationship differs, but what is most common within all abusive relationships is the varying tactics used by abusers to gain and maintain power and control over the victim. Nearly **three in ten women and one in ten men** in the U.S. have experienced rape, physical violence, and/or stalking by an intimate partner (or former partner) and reported at least one impact related to experiencing these or other forms of violence behavior in the relationship (e.g. feeling fearful, concern for safety, post-traumatic stress disorder (PTSD), need for health care, injury, crisis support, need for housing services, need for victim advocacy services, need for legal services, missed work or school).

DOMESTIC VIOLENCE AFFECTS ALL ASPECTS OF A VICTIM'S LIFE. WHEN ABUSE VICTIMS ARE ABLE TO SAFELY ESCAPE AND REMAIN FREE FROM THEIR ABUSER, THEY OFTEN SURVIVE WITH LONG-LASTING AND SOMETIMES PERMANENT EFFECTS TO THEIR MENTAL AND PHYSICAL HEALTH; RELATIONSHIPS WITH FRIENDS, FAMILY, AND CHILDREN; THEIR CAREER; AND THEIR ECONOMIC WELL-BEING.

**SIGNS &
AFTER EFFECTS**



NATIONAL BULLYING PREVENTION MONTH



WHAT IS BULLYING?

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying can also take place through technology, known as cyberbullying. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. There are many other types of aggressive behavior that don't fit the definition of bullying. This does not mean that they are any less serious or require less attention than bullying. Rather, these behaviors require different prevention and response strategies.

MORE INFO:

youth.gov

stopbullying.gov



BULLYING IS CONSIDERED AN ADVERSE CHILDHOOD EXPEIENCE (ACE)

Bullying can have lasting impacts on everyone involved: the person being bullied; bystanders who witness the bullying; and the person who bullies others. ACEs are potentially traumatic events that can have negative, lasting effects on a person's development, the way they interact with others, and how they perform in school. Research has shown that children reporting more ACEs may be more likely to exhibit bullying behavior.

SAMHSA defines trauma as a result of an event, series of events, or set of circumstances that an individual experiences as physically or emotionally harmful or life threatening. These experiences can have lasting adverse effects on a person's mental, physical, social, emotional, or spiritual wellbeing. While each child may react differently to trauma, parents, caretakers, and teachers may be able to recognize some signs of traumatic stress.

**"CHILDHOOD TRAUMATIC STRESS
OCCURS WHEN TRAUMATIC
EVENTS OVERWHELM A CHILD'S
OR TEENAGER'S ABILITY TO COPE"**

For example, preschool children may have nightmares or fear of separation. Elementary school children may feel shame or anxiety, or have trouble concentrating. Kids in middle and high school may show signs of depression or engage in self-harm behaviors. Child trauma survivors are more likely to have academic problems and increased involvement with the child welfare and juvenile justice systems.

Some children who experience trauma and bullying may have strong feelings of distress, while other children may appear desensitized. As an example, a study on bullying and post-traumatic stress found that some children may repress their thoughts or feelings about what took place. This can lead to numbness or loss of interest in activities. This study also found that children may experience intrusive thoughts, such as sudden flashbacks of their bullying experience. It is important that caregivers understand how to respond to bullying and are sensitive to possible traumatic stress.

KNOW THE SIGNS

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

HOW SCHOOLS & TEACHERS CAN HELP

Schools can adopt a trauma-informed approach, by training teachers and staff skills to handle and recognize traumatic stress or other signs of trauma. These skills allow teachers to help or find other supports and services for students in need. By adopting trauma-informed approaches, schools can help prevent bullying and trauma at school, and provide a positive school culture for both students and staff.

Resources like the Trauma-Sensitive Schools Training Package from The National Center on Safe Supportive Learning Environments (NCSSE) may help schools adopt trauma-informed approaches to create safe and supportive learning environments. These include:

- Educating school staff about trauma and its effects
- Promoting physical and emotional safety in relationships and the environment
- Reducing trauma-related triggers in the school environment
- Considering trauma in all assessment and protocol behavior plans
- Ensuring students and families have voice, choice, and empowerment

BULLYING

STOPS HERE





Dyslexia Awareness Month



Dyslexia is a neurological condition caused by a different wiring of the brain. There is no cure for dyslexia and individuals with this condition must learn coping strategies. Research indicates that dyslexia has no relationship to intelligence. Individuals with dyslexia are neither more nor less intelligent than the general population. But some say the way individuals with dyslexia think can actually be an asset in achieving success.

[READ MORE](#)

Take A Peek

If you think you or your child may be dyslexic, you can take IDA's test which will evaluate the chance that you have this condition.

[TAKE THE TEST](#)

Public School

Parents who have children diagnosed with dyslexia should seek out reading instruction that is based upon a systematic & explicit understanding of language structure, including phonics. This reading instruction goes by many names, (ex. Structured Literacy, Orton-Gillingham, Simultaneous Multisensory, Explicit Phonics, etc)