

# Iowa Federation of Families for Children's Mental Health

## Children's Mental Health News September 6, 2006

**Iowa Federation of Families for Children's Mental Health is the statewide family advocacy organization that assists families who have children and youth with mental health issues. Our mission is to ensure all these children and families receive coordinated, individualized, strength-based care and supports. We provide families across the state of Iowa with written informational materials, Information and Referral services, many different types of trainings, and legislative advocacy. Most of all, we offer families a non-judgmental support system. Families, professionals and others may access our services by calling our toll-free number (888) 400-6302, or visiting our website at [www.iffcmh.org](http://www.iffcmh.org).**

### **The Myth of the Bad Parent**

We've all seen it – a little girl throwing a fit in the bread aisle or a little boy kicking and screaming in front of the fragrance counter. Most parents have seen their own child behave the same way from time to time. Yet, it's common for people to react to this kind of behavior by blaming the parent.

Being a parent isn't easy, and all parents are bound to make some mistakes. Different parents use different parenting techniques. Some parents try to negotiate. Others use "time-out." Sadly, some parents become so frustrated and embarrassed by their child's behavior that they do resort to slapping, shaking or yelling at the child. Some seem to do nothing.

However, believing that a child's behavior problem is always the result of bad parenting is like believing poor grades are always the result of an ineffective teacher. Even the best teachers have students who get poor grades, and even the best parents can have a child with a behavior problem. The fact is that behavior problems can be a sign of mental and emotional problems.

Some parents simply do not have the knowledge, skills or support they need to help them manage a child's behavior problem. Parents often are dealing with their own issues, such as unemployment, poverty or illness.

In spite of these challenges, all parents have strengths. Most parents know from experience what a child needs most. Parents are committed to both their child and their community. Parents are dedicated to helping children grow healthy and strong. Most of all, parents have a "built-in" motivation to do what's best for their child.

By building on these kinds of strengths, parents can develop better ways to take charge of their lives and to succeed. The key, however, is to find out what those strengths are.

"I don't see dysfunctional families," says Barbara Huff, Executive Director of the Federation of Families for Children's Mental Health. "I see families that are over-stressed and under-supported."

There are many resources available to parents who have a child with a mental, emotional or behavioral problem. The federal Center for Mental Health Services, a component of the Substance Abuse and Mental Health Services Administration, can tell you about services and support programs in your area. Many of these organizations have mentoring programs, support groups, parenting classes or respite care.

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## The Myth of the Bad Kid

Six-year-old Jimmy is having trouble in school. As a first grader, he already has a reputation among the teachers as a "bad kid." He spends most of his school day sitting in the corner or the principal's office. With 30 other children in his class, the teacher has little time for Jimmy. He isn't learning anything in the classroom, and he has trouble making friends.

We all have memories of the "bad kid" in our class - the child who was always in trouble and often alone. We tend to blame this kind of behavior on a lack of discipline or a bad home. We say the child was spoiled, abused, or "just trying to get attention." But these labels are often misguided. Many of these children suffer from serious emotional problems that are not the fault of their caregivers or themselves.

Myths about children's behavior make it easy to play the "blame game" instead of trying to help children like Jimmy. Often, in making assumptions, we "write off" some children. However, with understanding, attention and appropriate mental health services, many children can succeed - they can have friends, join in activities and grow up to lead productive lives. To help children with emotional problems realize their potential, we must first learn the facts about the "bad kid."

Children do not misbehave or fail in school just to get attention. Behavior problems can be symptoms of emotional, behavioral or mental disorders, rather than merely attention-seeking devices. These children can succeed in school with understanding, attention and appropriate mental health services.

Behavioral problems in children can be due to a combination of factors. Research shows that many factors contribute to children's emotional problems including genetics, trauma and stress. While these problems are sometimes due to poor parenting or abuse, parents and family are more often a child's greatest source of emotional support.

Children's emotional, behavioral and mental disorders affect millions of American families. An estimated 14-20 percent of all children have some type of mental health problem. Jimmy and the many others mislabeled as "bad kids" can use the support of their communities.

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## Anxiety, Fears, and Phobias

Source: Kids Health for Parents

**Everyone, from the youngest child to the oldest adult, experiences anxieties and fears at one time or another. Feeling anxious in a particularly uncomfortable situation never feels very good. However, with children, such feelings are not only normal, they're also necessary. Experiencing and dealing with anxieties can prepare young people to handle the**

unsettling experiences and challenging situations of life.

### **Anxieties and Fears Are Normal**

Anxiety is defined as "apprehension without apparent cause." It usually occurs when there's no immediate threat to a person's safety or well being, but the threat feels real. Anxiety makes a person want to escape the situation - fast. The heart beats quickly, the body might begin to perspire, and "butterflies" in the stomach soon follow. However, a little bit of anxiety can actually help people stay alert and focused.

Having fears or anxieties about certain things can also be helpful because it makes kids behave in a safe way. For example, a kid with a fear of fire would avoid playing with matches.

The nature of anxieties and fears change as children grow and develop:

- **Babies experience stranger anxiety, clinging to parents when confronted by people they don't recognize.**
- **Toddlers around 10 to 18 months experience separation anxiety, becoming emotionally distressed when one or both parents leave.**
- **Children ages 4 through 6 have anxiety about things that aren't based in reality such as fears of monsters and ghosts.**
- **Kids ages 7 through 12 often have fears that reflect real circumstances that may happen to them, such as bodily injury and natural disaster.**

As a child grows, one fear may disappear or replace another. For example, a child who couldn't sleep with the light off at age 5 may enjoy a ghost story at a slumber party years later. And some fears may extend only to one particular kind of stimulus. In other words, a child may want to pet a lion at the zoo but wouldn't dream of going near the neighbor's dog.

### **Recognizing the Signs of Anxiety**

Typical childhood fears change with age. They include fear of strangers, heights, darkness, animals, blood, insects, and being left alone. Children often learn to fear a specific object or situation after having an unpleasant experience, such as a dog bite or an accident.

**Separation anxiety is common when young children are starting school, whereas adolescents may experience anxiety related to social acceptance and academic achievement.**

**If anxious feelings persist, they can take a toll on the child's sense of well being. The anxiety associated with social avoidance can have long-term effects. For example, a child with fear of being rejected can fail to learn important social skills, causing social isolation.**

**Many adults are tormented by fears that stem from childhood experiences. An adult's fear of public speaking may be the result of embarrassment in front of peers many years before. Or, a parent who was bitten by a dog as a child may consciously (or unconsciously) parents to recognize and identify the signs and symptoms of their children's anxieties so that fears don't become excessive.**

**Some signs that a child may be anxious about something may include:**

- **becoming clingy, impulsive, or distracted**
- **nervous movements, such as temporary twitches**
- **problems getting to sleep and/or staying asleep longer than usual**
- **sweaty hands**
- **accelerated heart rate and breathing**
- **nausea**
- **headaches**
- **stomachaches**

**Apart from these signs, parents can usually tell when their child is feeling excessively uneasy about something. Lending a sympathetic ear is always helpful, and sometimes just talking about the fear can help the child move beyond it.**

### **What's a Phobia?**

**When anxieties and fears persist, problems can arise. As much as a parent hopes the child will grow out of it, sometimes the opposite occurs, and the cause of the anxiety looms larger and becomes more prevalent. The anxiety becomes a phobia, or a fear that's extreme, severe, and persistent.**

**A phobia can be very difficult to tolerate, both for kids and those around them, especially if the anxiety-producing stimulus (whatever is causing the anxiety) is hard to avoid (e.g., thunderstorms).**

**"Real" phobias are one of the top reasons children are referred to mental health professionals. But the good news is that unless a child's phobia hinders his or her everyday ability to function, the child sometimes won't need treatment by a professional because, in time, the phobia will be resolved.**

### **Focusing on Your Child's Anxieties, Fears, or Phobias**

**Try to answer the following questions honestly:**

**Is your child's fear and the behavior he or she is exhibiting typical for your child's age? If the answer to this question is yes, it's a good bet that your child's fears will resolve before they become a serious cause for concern. This isn't to say that the anxiety should be discounted or ignored; rather, it should be considered as a factor in your child's normal development.**

**Many children experience age-appropriate fears, such as being afraid of the dark. Most kids, with some reassurance, and perhaps a night-light, will overcome or outgrow it. However, if they continue to have trouble, or there's anxiety about other things, the intervention may have to be more intensive.**

**What are the symptoms of the fear, and how do they affect your child's personal, social, and academic functioning? If symptoms can be identified and considered in light of your child's everyday activities, adjustments can be made to alleviate some of the stress factors.**

**Does the fear seem unreasonable in relation to the reality of the situation; and could it be a sign of a more serious problem? If your child's fear seems out of proportion to the cause of the stress, this may signal the need to seek outside help, such as a counselor, psychiatrist, or psychologist.**

**It's a good idea for parents to look for patterns. If an isolated incident is resolved, parents shouldn't make it more significant than it is. However, if a pattern that's persistent or pervasive emerges, you should intervene. If you don't, the phobia will most likely impact your child over time.**

**You can contact your child's doctor and/or a mental health professional who has expertise in working with children and adolescents.**

### **How to Help Your Child**

**Parents can help children develop the skills and confidence to overcome fears so that they don't evolve into phobic reactions. Here are some steps that may help guide you in helping your child deal with his or her fears and anxieties:**

- **Recognize that the fear is real. As trivial as a fear may seem, it feels real to your child and it's causing him or her to feel anxious and afraid. Being able to talk about fears helps - words often take some of the power out of the negative feeling. If you talk about it, it can become less powerful.**
- **Never belittle the fear as a way of forcing your child to overcome it. Telling your child, "Don't be ridiculous! There are no monsters in your closet!" may get your child to go to bed, but it won't make the fear go away.**
- **Don't cater to fears, though. If your child doesn't like dogs, don't cross the street deliberately to avoid one. This will just reinforce that dogs should be feared and avoided. Provide support and gentle care as you approach the feared object or situation with your child.**
- **Teach your child how to rate fear. If your child can visualize the intensity of the fear on a scale of 1 to 10, with 10 being the strongest, he or she may be able to "see" the fear as less intense than first imagined. Younger children can think about how "full of fear" they are, with being full "up to my knees" as not so scared, "up to my stomach" as more frightened, and "up to my head" as truly petrified.**
- **Teach coping strategies. Try these easy-to-implement techniques. Using you as "home base," the child can venture out toward the feared object, and then return to you for safety before venturing out again. The child can also learn some positive self-statements, such as "I can do this" and "I will be OK," which your child can say to himself or herself when feeling anxious. Relaxation techniques are helpful as well, including visualization (of floating on a cloud or lying on a beach, for example) and deep breathing (imagining that the lungs are balloons and letting them slowly deflate).**

**The key to resolving fears and anxieties is to overcome them. Using these suggestions, you can help your child better cope with life's situations.**

# Bullying

Source: Ebased prevention jr <http://www.e-jr.org/411.asp>

Bullying is more than getting your lunch money stolen. Bullying can be physical, verbal or psychological. Bullying spans across all ages and effects everyone. Whether you are the one being bullied, the bully, or just the person watching, everyone has probably been apart of some form of bullying. Find out the

## What is it?

Bullying can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. The person being bullied usually has difficulty defending himself or herself. In most cases, bullying happens over and over. Young people sometimes bully each other and they don't know that their behavior is considered bullying. Bullying takes many different forms:

- Verbal - such as name calling or put downs, threats, teasing, including taunts based on ethnicity, gender, religion, or sexual orientation
- Physical - being punched, tripped, kicked, Extortion or stealing of money and/or possessions or having your belongings damaged
- Social - Exclusion from the peer group, being ignored or having rumours spread about you.
- Psychological – intimidation (through words and/or gestures) being stalked

With all the new technology evolving, so is bullying. Cyberbullying- repetitive, hostile behavior with the intent to harm others through the use of information and communication technologies such as e-mail, cell phone, pager text messages, instant messaging and other web based/ online sites.

Bullying is more common then you may think. Surveys have indicated that as many as half of all children are bullied at some time during their school years, and as many as 10% are bullied on a regular basis. Males tend to use physical intimidation or threats, regardless of the gender of their victims. Females tend to use more verbal bullying tactics, usually with another girl as the target. Bullying doesn't just happen at school. A person can be bullied:

- at home
- in their neighborhood
- at the movies
- at work/school
- anywhere

## Are you a bully?

### Signs and symptoms

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people

- Keeping certain people out of a “group”
- Getting certain people to “gang up” on others

Okay! It’s time to take a good, hard look at yourself. Do you or have you done any of the following:

- There’s a boy or a girl (or maybe more than one) whom you’ve repeatedly shoved, or punched or physically pushed around in a mean way just because you felt like it
- You had someone else hurt someone you don't like
- You've spread an awful rumor about someone, in conversation, in a note, or through email or instant messaging just to hurt their feeling or get a reaction
- You and your friends have regularly kept one or more kids from hanging out or playing with you. Examples: at your lunch table at school, during sports or other activities, or activities that are a part of a club or other kind of group activity
- You've teased people in a mean way, calling them names, making fun of their appearance, or the way they talk or dress or act
- You've been part of a group that did any of these things - even if you only wanted to be part of the crowd

If you answered yes to any of these, then you are currently or have been a bully!!! Bullies are not necessarily just one individual. Bullies can be a group of people. Bullies can either be the same age as their victims or older. A bully can be your friend, your boyfriend or girlfriend, brother or sister, or a family member. A bully can also be an adult who is in a position of power such as a teacher, parent or boss. If you are a bully or have engaged in bullying behavior, have you ever asked yourself why you do the things that you do to hurt others? Ask yourself that question and seriously think about your answers. Are you hurting others because:

- You’re angry or upset about events at school or at home
- You don’t feel good about yourself
- You’re a victim of violence
- You see others bullying
- You want attention
- You feel juelous
- You want to hang out with the right crowd
- You feel, stronger, smarter, or better than the person you’re bullying
- You don’t want to be bullied

### **Short-term effects of being a bully**

- Even though bullies are sometimes viewed positively by their peers, they rarely are capable of maintaining close friendships. They are usually not doing well in school and not well liked by their teachers.

## Long-term effects of being a bully

- **Bullying is a behavior that is very often one of the first steps to more serious problems. Unless some kind of intervention takes place, the aggression of bullying often leads to more serious acts of delinquency and criminal activity. Bullies are also more likely to use drugs and alcohol as adolescents.**

**Michelle Pfeiffer, the actress, has stated that she was teased about her looks especially her lips when she was younger. She was nicknamed Michelle Mudturtle in school. She has stated that at first she ran home crying. She later fought back: "I became a bully and a tomboy and used to beat up all the boys."**

**Whatever your reason is for bullying, your bullying behavior is something that you need to think about. Bullying is not a laughing matter. You may think that you are just joking or the teasing and name calling are harmless, but, what you're doing is harmful and what you're doing could cause lasting and devastating effects on the lives of your victims. If you or a group of your friends are bullying and intimidating someone, you need to STOP!! It may not be happening to you today, but it could YOU tomorrow.**

**Think about it.**

**Do you know why you bully people?**

- **Get to the cause of the problem rather than taking it out on other people**
- **Talk to a friend, trusted adult, or teacher to get help**
- **Feel good about changing the way you treat others**

## Are you being bullied?

### Signs and Symptoms

**Being the victim of a bully sucks. It makes you feel awful and you certainly don't deserve it. As awful as it may make you feel, it's important for you to know that you're not alone.**

**You can feel a range of different emotions, including:**

- **If its been happening for a while, you may think you are to blame, feel guilty for wanting the bullying to stop and feel like you deserve to be bullied.**
- **Feeling like you are stuck or that the situation is hopeless**
- **Because bullying can be part of the culture or everyday way of doing things in some places such as school, work, social groups, sporting groups etc, it can sometimes feel like "the world" is against you. It can feel like there is no particular person or group that you can target to try to resolve the issues and stop the bullying.**
- **You feel like you aren't accepted by the "cool" people or don't fit in**
- **You may feel like changing the way you look or hurting yourself - some people become anorexic or bulimic because it's the only way they feel they can cope with the bad feelings that come from being bullied**

- If you are bullied for being good at something- school work, sport, music, art, work, or in your hobbies- you may feel like giving up, hiding your talents because you want to stop others being jealous or hostile. (some call it the "tall poppy syndrome")
- You may feel rejected or depressed
- You may feel like you have to put yourself down in front of others to get accepted
- You may feel like you have to become the "class clown" so that people laugh at you rather than hate you.
- Alienated at school- no one to turn to as sometimes even teachers don't understand. Sometimes teachers bully too. Sometimes teachers feel threatened by students who question and challenge decisions, who think differently or who know more than they do.
- You may feel like the names people call you are true and start to believe you are worthy of being put-down.
- You may feel that people look at you on the surface and don't see the real you- for example, if you are in a wheel-chair they may only see the fact that you don't walk, and not that you have a good sense of humor or have strong interests in sport
- You may feel unsafe or afraid
- You may feel confused and stressed
- You may feel ashamed of yourself, family, gender, race or culture, or economic position

Children targeted by bullies tend to fit a particular profile. Victims of bullies are often:

- passive
- easily intimidated
- have few friends
- smaller or younger
- have a harder time defending themselves.

### Short term/ long term effects

- Youth who are bullied often suffer in silence. This suffering can interfere with their social and emotional development, their school performance, and their mental and emotional health.
- Many children develop a strong dislike of going to school, especially times like recess or gym class. Many victims begin to distrust all their peers at school and have problems making friends. Extreme victims can develop depression or physical illness.

### Long-term effects of being bullied

- Without intervention, victims of bullying may begin to perform poorly in school, become withdrawn, lack self-esteem, become aggressive, or attempt or threaten suicide

- **Most victims of bullying do well in school and are able to make friends as they grow older. Most victims, especially if they receive support from adults important in their lives, survive the experience of being bullied without long-term effects.**

### Physical, emotional, real life examples

#### **Chester Bennington, Linkin Park**

**Chester was knocked around like a rag doll at school - he was skinny and looked different. His self-esteem was affected and because he'd also been sexually abused, the two things made him consider suicide. Joining a band where he felt his looks weren't as important as his voice really helped.**

#### **Tom Cruise, Actor**

**Tom Cruise states that he was bullied because he had to change schools a lot. Tom Cruise was also given a hard time about having a learning problem. He was suspended from school for getting into fights.**

#### **Jennifer Lopez, Actress, Singer, Dancer**

**Jennifer Lopez has joined a campaign against bullying - and urges victims to "tell someone". Jennifer has been photographed wearing a blue rubber band round her wrist to raise awareness for the BEAT BULLYING campaign - and is keen for young people to confide in a friend if they're experiencing a hard time from bullies. Lopez says, "If anyone's being bullied, don't be afraid to tell someone."**

## **Just the facts:**

### Statistics

- **Almost 30% of teens in the United States are estimated to be involved in bullying as either a bully, a target of bullying, or both.**
- **80% of adolescents reported being bullied during their school years**
- **90% of 4th through 8th graders report being victims of bullying**
- **15% of students bully regularly or are victims of bullies**
- **Up to 7% of 8th graders stay home at least once a month because of bullies**
- **8% of students miss 1 day of class per month for fear of Bullies.**
- **43% fear harassment in the bathroom at school.**
- **100,000 students carry a gun to school.**
- **28% of youths who carry weapons have witnessed violence at home.**
- **A poll of teen's ages 12-17 proved that they think violence increased at their schools.**
- **282,000 students are physically attacked in secondary schools each month.**
- **More youth violence occurs on school grounds as opposed to on the way to school.**
- **Playground statistics - Every 7 minutes a child is bullied.**

- **Adult intervention - 4%.**
- **Peer intervention - 11%.**
- **No intervention - 85%.**

### ***Other facts/figures***

- **Most bullying is verbal.**
- **Bullying peaks in the middle school years**
- **Both boys and girls bully with female bullying taking indirect, manipulative forms.**
- **Bullying can have devastating long-term effects on its victims**
- **Direct physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant.**

## **Parent Response to Bullying**

### **If Your Child Is Being Bullied**

First, listen to your child. Just talking about the problem and knowing that you care can be helpful and comforting. Make sure that your child knows that you do not blame or feel disappointed in him or her. Ask your child what he or she thinks should be done. What has your child tried? What worked and what didn't?

Encourage your child not to retaliate against the bully or to let the bully see how much he or she has upset your child. Getting a response just reinforces the bullying behavior. Tell your child that if at all possible, he or she should stay calm and respond evenly or firmly (e.g., "I don't like your teasing and I want you to stop right now" or "Stop doing that now. If you keep on, I'm going to report you to the principal."). Some children find it works to just say nothing and walk away. At other times, it can be more effective to make a joke, laugh at oneself, or to use humor to defuse the situation. Brainstorm with your child to develop some effective responses. Then role-play different approaches and responses with your child so that he or she will be prepared the next time.

Encourage your child to go immediately to a teacher, principal, or other nearby adult if he or she feels seriously threatened.

You may also want to help your child to develop strategies to avoid situations where bullying can happen and to avoid being alone with bullies. If bullying occurs on the way to or from school, your child may want to take a different route, leave at a different time, or find others to walk to and from school with. If bullying occurs at school, your child may want to avoid areas that are isolated or unsupervised by adults, and stick with friends as much as possible.

Encourage your child to form strong friendships. A child or teen who has loyal friends is less likely to be singled out by a bully, and they can be valuable allies if your child is targeted. If your child lacks friends, help him or her to develop more friendships. Encourage your child to participate in positive social groups that meet his or her interests, such as after-school groups, church groups,

extra-curricular activities, or teams. In addition to helping your child make friends, these activities can help to develop your child's special skills and rebuild his or her self-confidence.

In many cases, bullying won't require your involvement. If the bullying is persistent and is harming your child's emotional health, you need to intervene by talking to your child's teacher, school counselor, or principal about the problem in order to make sure your child is safe, that effective consequences are applied toward the bully, and that monitoring at school is adequate. Advocate for the involvement of the bully's parents. Suggest that the school implement a comprehensive anti-bullying program.

### **If Your Child Is Bullying Others**

If you learn that your child is bullying others, sit down and talk with your child immediately. It is important to take the problem seriously, because children and youth who bully others are at a greater risk for serious problems later in life. Give your child an opportunity to explain his/her behavior, but do not accept any excuses or justifications. Make it clear that bullying will not be tolerated and outline the consequences for further unacceptable behavior. If the problem is occurring at school, tell your child you support the school's right to punish him/her if the behavior persists.

Encourage your child to try to understand how the bullying feels to his/her victim. Bullies often have trouble empathizing with their victims so it is important to discuss with your child how bullying feels. How would your child feel if it happened to him/her? If you or someone close to you has been bullied in the past, you might want to share the story with your child, discussing the emotional impact.

Increase your supervision of your child's activities and whereabouts, and know who your child is spending time with. Make an effort to observe your child in one-on-one interactions. Stop any show of aggression immediately and help your child find other, nonviolent ways of reacting to certain situations. Praise your child for appropriate behaviors.

If the bullying continues, you need to seek help for your child. Without intervention, bullying can lead to serious academic, social, emotional and legal difficulties. Talk to your child's pediatrician, teacher, principal, school counselor, or your family physician. If the bullying continues, a comprehensive evaluation by a child and adolescent psychiatrist or other mental health professional should be arranged. The evaluation can help you and your child understand what is causing the bullying and help you develop a plan to stop the destructive behavior.

Source: [Safeyouth.org](http://Safeyouth.org)

## **Training Opportunity**

### **Transforming Mental Health Care: Opportunities for Change**

**A two day leadership training for families, youth and adult customers on the importance of meaningful and**

# effective involvement in all community systems of care

**September 27 & 28, 2006**

## **Location:**

**AmericInn Of Peosta 100 Peosta Street Peosta, Iowa 52066**

**Phone: 563-557-8878**

**(if on Iowa Federation scholarship we will make your reservations)**

**Come join the network of families, youth and  
adult customers from across the state !!!**

## **Agenda**

### **Day 1**

**Finding Common Ground**

**Vision**

**Values**

**Goals**

**Current Avenues for Involvement**

**Opportunities for a Shared Agenda**

### **Day 2**

**Making the Changes Together**

**Relationships**

**Ethics**

**Leadership**

**Mutual Accountability**

**Strategies for Success**

## **Evening Caucus**

**Join Your Peers to discuss issues that are important to you!!!!**

**Registration  
Limited to 100  
Health**

**For more information and to register call:  
Iowa Federation of Families for Children's Mental**

**888-400-6302 or 319-462-2187**

**E-mail [Lori@iffcmh.org](mailto:Lori@iffcmh.org)**

**Register by Sept. 11, 2006**

**Scholarships Available**

Iowa Federation of Families for Children's Mental Health will make hotel reservations for all scholarship recipients.

**Registration Form:**

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail \_\_\_\_\_

Are you a:    Family member    Youth    Consumer

Mail registration form to: IFFCMH    106 South Booth    Anamosa, Iowa 52205

Any questions call 319-462-2187 or toll free 888-400-6302

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