

2010 REPORT TO THE COMMUNITY

# Preventing Violence Through Literacy



The Melissa Institute  
For Violence Prevention and Treatment



Art by Adreanna Virgil, 11th Grade  
Young Women's Academy for Academic and Civic Development at JRE Lee



Art by Tierra Dixon, 9th Grade



Art by Kevinisha Jackson, 7th Grade

# Literacy Facts

It is estimated that 93 million U.S. adults have basic and sub-basic literacy skills.

The more than 1 million incarcerated adults in the nation had lower average literacy scores than adults in households on nearly every comparable scale (age, gender, educational attainment level, ethnicity).

Adults who are literate are more likely to read to their children, be employed full time, use the Internet and e-mail, vote and volunteer.

Adults who live in poverty are more likely to have lower literacy scores than adults with higher incomes.

Low literacy costs the U.S. \$225 billion a year in nonproductivity in the workforce, crime and loss of tax revenue due to unemployment.

Compared to other industrialized nations, the U.S. ranks fifth on adult literacy skills.

In the U.S., 14 percent of the adult population can't read well enough to understand a newspaper story written at the eighth grade level or fill out a job application.

## Prevention Saves Lives and Money

**T**oothpaste, toothbrushes and dental floss don't make a huge dent in the average person's wallet. They aren't free, but we don't skimp on them. That's because the alternatives — dental procedures, oral surgery and dentures — can be prohibitively expensive and painful.

Prevention is always a good idea. We are so sure of this that we've made it part of our name.

The Melissa Institute for Violence Prevention and Treatment was born out of a preventable tragedy that took the life of Melissa Aptman more than 14 years ago. The incident itself — a carjacking with fatal consequences — may not have been foreseeable. But much of the underlying violence that touches the lives of too many young people is preventable.

One major predictor of violence is related to literacy. If a child can read on grade level by third grade, he or she rarely gets in trouble with the law later on. Up to 80 percent of violent juvenile offenders are functionally illiterate. And, in general, the lower the reading comprehension rate, the more violent the behavior.

The Institute has embarked on a major campaign to bring the proven and innovative literacy teaching methods of Institute Scientific Board Member Dale Willows, Ph.D., into every elementary school classroom and

curriculum, and into the educational repertoire of every elementary school teacher everywhere.

That sounds like a tall order, particularly in challenging economic times. But Dr. Willows' website on literacy will be an indispensable tool for all educators. Each ingredient of her "Balanced Literacy Diet" will be presented, including fascinating videos of successful teaching methods in action.

In this report, you'll learn more about Dr. Willows' program. You'll also learn about the Institute's other violence prevention initiatives focused on bullying, domestic violence and preventing post-traumatic stress disorder in returning veterans.

But our literacy project is big. It has to be. Because the stakes are so high, and the benefits, when compared to the investment of resources, can be enormous. We've already committed \$250,000 to create the "Balanced Literacy Diet" website, but we're only halfway to that goal.

A difficult economic environment only compounds the problem of violence. So if anything, our needs — our community's needs — are even greater. Just as you would continue to buy toothpaste and floss, it is important that we continue to invest in violence prevention. We ask for your continued support.

*The Institute's mission is to prevent violence and promote safer communities through education and application of research-based knowledge.*



## Do You Read Me? Preventing Violence Through Literacy

If you knew you could prevent violence simply by teaching children to read, would you do it?

The concept is pretty straightforward. Children who learn to read and write well by third grade will almost always finish high school. And children who have low reading scores in grades K–3 have problems down the road with poor grades, failing a grade, dropping out of school, drug abuse, early pregnancy, delinquency and unemployment.

While the idea of violence prevention through literacy may be a simple concept, implementing it is far from simple.

“Many teacher education programs have not prepared educators with sufficient depth of understanding to effectively implement multilevel reading and writing programs,” said Dale Willows, Ph.D., internationally acclaimed reading expert and Scientific Board member. “As a result, many already-at-risk students are launched into a trajectory

of failure as early as kindergarten. Some will never recover.” According to research, when teachers’ knowledge base and skills increase, student achievement increases.

Poor comprehension skills don’t just affect children in class. They make other areas of study — math, science, history — more difficult to master. By high school, a student who lacks literacy skills will develop low self-esteem and feel that there’s no way to keep up with classmates. When this happens, antisocial behavior is often the result.

What educators need today is a powerful, convenient and inexpensive way to learn innovative methods for teaching reading and writing to children who come from diverse economic and ethnic backgrounds. Dr. Willows’ “Balanced Literacy Diet” is that method, and The Melissa Institute’s proposed literacy website, being developed in conjunction with Dr. Willows, will be the tool that teachers everywhere can use. Carolina



State Representative Erik Fresen, District 111, works with a Hialeah Elementary School student.



Natalie Wagner, lead reading teacher, Hialeah Elementary School; Frank

Naveiras, principal of Hialeah Elementary School, knows this from experience.

“In 2002, I was approached by the school district to try the ‘Balanced Literacy Diet’ program,” Ms. Naveiras said. “Dr. Willows made a big impression on me, and the program has made an enormous impact on our students. I inherited a ‘D’ school. We’re now an ‘A’ school, two years in a row.

“Most of the children in this school speak Spanish as their first language. We’ve implemented the program in both Spanish and English. Staff members, including our reading coach, Natalie Wagner, have really embraced this innovative approach,” Ms. Naveiras explained. “One major benefit is that the ‘Balanced Literacy Diet’ has enabled Spanish-speaking students to score well on English-language FCAT exams. Dr. Willows and The Melissa Institute helped make this possible.”



Literacy expert Dale Willows, Ph.D., one-on-one with a Hialeah Elementary School student.



DeLaurier, Ed.D., Melissa Institute Executive Director; Representative Erik Fresen; and Dale Willows, Ph.D.



## Bullying: Cyberspace Is the Real World

**W**hen you hear the word “bully,” it may evoke a clear picture in your mind. If you’re like most people, you think of a big, powerful kid pushing a smaller kid, perhaps taking his lunch money or knocking his books to the ground. And, possibly, you think it’s just a case of kids being kids and, therefore, nothing to be too concerned about.

It’s time to think again about bullying.

Bullying and victimization are violence prevention issues. The need to address bullying in schools is a real one, and has been acknowledged as such by the Florida Legislature, which passed the “Jeffrey Johnson Stand Up for All Students Act” (SB790 CH 2008-123) in 2008. The Melissa Institute has played a large part in raising awareness of bullying as a violence issue, and has collaborated with Miami-Dade County Public Schools and community organizations to change the way bullying is viewed and dealt with. Last year, Florida’s new Safe School Act mandated that each school district

implement a policy that prohibits bullying in schools — and on computers, otherwise known as “cyberbullying.”

Cyberbullying is thought to affect as many as half of the country’s teenagers. Its effects can be worse than physical intimidation, and it can have devastating effects on its victims.

It can be perpetrated through e-mails, text messages, instant messaging, websites, blogs and other Internet-based social media. Those who engage in cyberbullying can remain anonymous and the instantaneous and global nature of technology can mean that, for the victim, there is no place to hide. No escape. The relentlessness and pervasiveness of a cyberbullying attack can be devastating for a teen or preteen. In some cases, it has led to suicide. And because it involves children who are especially well-connected through social networking technology, cyberbullying tends to affect more-affluent families.

The Melissa Institute hosted a conference in November 2008 on bullying prevention. Cyberbullying was one of the many timely

Founders, presenters and Scientific Board members: Front row, left to right: Suzanne L. Keeley, Ph.D., Debra Pepler, Ph.D., Wendy Craig, Ph.D., and Lynn Aptman. Back row: Donald Meichenbaum, Ph.D., Jim Larson, Ph.D., and Michael Aptman, M.D.





Research Director Donald Meichenbaum, Ph.D., addresses conference attendees.



topics covered. Expert presenters included Wendy Craig, Ph.D., professor of psychology at Queen's University, Ontario; and Debra Pepler, Ph.D., professor of psychology at York University, Ontario. Drs. Craig and Pepler, both members of the Scientific Board of The Melissa Institute, have worked together for 20 years addressing bullying and aggression. Their work as co-directors of Canada's national bullying prevention initiative has culminated in an innovative new website, *PREVnet.ca*.

Institute Research Director Donald Meichenbaum, Ph.D., and Scientific Board member Jim Larson, Ph.D., also shared their expertise with the audience of educators, administrators, social workers, psychologists, judges and law enforcement personnel. They have collaborated to create practical guidelines to reduce bullying, which can be found at *teachsafeschools.org*, The Melissa Institute's educators' website.

During the past year, Drs. Pepler and Craig each conducted bullying prevention conferences and workshops for students and school counselors, including one at a school in Palm Beach County. Dr. Larson provided consultation services and faculty presentations for local high schools working to improve discipline and reduce risk factors.





## Domestic Violence: Terrorism at Home

**T**errorism is the use of violence and intimidation to achieve or maintain control. It rarely comes from a position of power or strength. It is often used because the perpetrator does not have the skills to approach a situation in a nonviolent way, perhaps because he himself has been the victim of such abuse in the past.

We might be talking about international terrorism. But the same paradigm can be used to view domestic violence. One in four females in the U.S. will be sexually or physically abused in their lives. A female partner is assaulted, on average, every 15 seconds.

In September 2009, The Melissa Institute convened an Intimate Partner Training Program at the office of Katherine Fernandez Rundle, Miami-Dade State Attorney. More than 150 people attended the conference, including prosecutors, law enforcement personnel, psychologists and staff from the State Attorney's Office Domestic Crimes and Sexual Battery and Child Exploitation Units.

"Domestic violence is a learned behavior," said Ivon Mesa, Director of the Coordinated

Victim Assistance Center in Miami, and one of the Institute's presenters. "Compare it to smoking. Once, smoking was featured as socially acceptable in our society. Now it is acknowledged as harmful and has become unacceptable behavior. The same paradigm is true for batterers. We realize that masculinity has no connection with abusive or violent behavior. We cannot look the other way and view domestic violence as acceptable in any community or culture anymore."

Donald Meichenbaum, Ph.D., Institute Research Director, and Etiony Aldarondo, Ph.D., Scientific Board member, discussed the need for a coordinated approach to intervention and prosecution between all agencies, and the need to understand why domestic abuse happens.

Melissa Institute President Suzanne L. Keeley, Ph.D., summed up the purpose of the meeting. "We see this as the beginning of a dialog," she told the attendees. "We want to be of service to you, just as you provide a service to the community."



Scientific Board member Guerda Nicolas, Ph.D.



Scientific Board member Etiony Aldarondo,





Ivon Mesa, MPA, Director, Miami-Dade County Department of Human Services' Coordinated Victims Assistance Center and Domestic Violence Intake Units.

## Suicide Prevention for Returning Veterans

Last December, Institute Research Director Donald Meichenbaum, Ph.D., conducted a training session with mental health professionals on staff at the Veterans Affairs Medical Center in West Palm Beach. The seminar addressed the problems faced by returning combat veterans and offered ways to help them overcome post-traumatic stress disorder (PTSD) and to reduce suicide levels. There are cascading consequences when a veteran's PTSD and depression are untreated or undertreated. Suicide, family violence, drug abuse and unemployment are consequences that affect individuals and our communities.



Mental health professionals on staff at the Veterans Affairs Medical Center in West Palm Beach learn about suicide prevention in returning combat veterans.



Ph.D.



## 'Race, Ethnicity and Mental Health'

**B**y 2050, almost half of the U.S. population will consist of people who are now members of ethnic minorities. In recognition of this trend, several hundred psychologists, educators, counselors and child development specialists attended The Melissa Institute's 13th annual May conference, "Race, Ethnicity and Mental Health: Treatment Innovations and Cultural Adaptations of Evidence-based Interventions." The meeting addressed the urgent need for improved cultural sensitivity and competence when providing treatment to people from ethnically diverse populations.

We were fortunate to have the participation of guest presenters Guillermo Bernal, Ph.D., Director of the Institute for Psychological Research at the University of Puerto Rico; Nancy Boyd-Franklin, Ph.D., author and

professor at Rutgers University; and Priscilla Dass-Brailsford, Ed.D., a native South African and associate professor at Lesley University. Etiony Aldarondo, Ph.D, and Guerda Nicolas, Ph.D., joined the panel of experts. Drs. Meichenbaum and Keeley moderated the event.



Guillermo Bernal, Ph.D.



Guerda Nicolas, Ph.D.



May conference attendees and participants: Front — Ora Prilleltensky, Ph.D.; Back, left to right — Grace Carricarte, MS.Ed., Isaac Prilleltensky, Ph.D., Guerda Nicolas, Ph.D., Suzanne L. Keeley, Ph.D., and Etiony Aldarondo, Ph.D.





Trish Ramsay, Education Director, talks to conference attendees.

**Mark Your Calendar  
May 7, 2010**  
The topic of the 14th annual conference will be **“Adolescent Depression and Suicide: Screening, Assessment and Intervention.”** The conference is sponsored by the Ganley Foundation.



Donald Meichenbaum, Ph.D.



Suzanne L. Keeley, Ph.D.



Priscilla Dass-Brailsford, Ed.D.



**ACT Against Violence**

**W**e know children don't come with an instruction manual. Parents Raising Safe Kids is



an innovative curriculum that offers instructive solutions and educational information designed to improve skills of parents and caregivers of children ages 0-8. The American Psychological Association developed the Adults and Children Together (ACT) Against Violence/Parents Raising Safe Kids program to help parents and caregivers create safe and healthy environments that protect children and youth from violence. The program is delivered by the ACT facilitators — trained and certified professionals such as social workers, early childhood educators, psychologists and nurses. When parents know better they can do better. ACT facilitators help parents gain a basic understanding of child development. They learn how to control their anger and resolve disagreements peacefully, avoid hitting or spanking their children and protect young children from violent TV shows, video games and movies. The Melissa Institute is the ACT Southeastern Regional Center, which includes coordinators and facilitators in Alabama, Arkansas, Florida, North Carolina and Texas.

## Peace and Harmony

Institute supporters raised more than \$50,000 at “An Evening of Peace and Harmony: Music for a Better World.” The annual fundraising concert in March featured a performance by The Garage Band, who played music of the '50s and '60s. The event was co-chaired by Leslie Buchanan with Penn and Sheila Chabrow. Grace Carricarte was chair of the silent auction.



Lynn and Michael Aptman, M.D., share a dance at Peace and Harmony.



Joe and Sharon Lombardo, and Patricia and Henry Tie-Shue.



Zulema Melcon, Brian Carricarte, Jennifer Carricarte Penton and Grace Carricarte.



Barry Katzen, M.D., Jon Messenger, M.D., Alyse Messenger and Neil Messenger, M.D.



Joe and Leslie Buchanan, and Sheila and Penn Chabrow.



Lelenia Vasallo, Astrid Malval-Beharry, the Hon. Norman Gerstein and Grace Carricarte.

## 2009 Scholarship Awards

The Melissa Institute awards scholarships to doctoral students who are conducting research within the area of violence prevention and treatment. The Institute has partnered with the Belfer Family Foundation to create a permanent endowment for the Belfer-Aptman Dissertation Research Award. The following individuals received \$2,000 each:

**Jennifer S. Mendel, B.S.**

Johns Hopkins University

“From Promise to Practice: Keys to Successful Implementation of Street Outreach for Youth Violence Prevention”

**Nicholas A. Mescia, M.A.**

University of Miami

“A Structural Equation Model Examination of Traumatic Stress, Psychological Distress, Social Support and Quality of Life with HIV+ African American Women in Drug Recovery”

**Michael L. Sulkowski, M.Ed.**

University of Florida

“An Investigation of Students’ Willingness to Report Threats of Violence in Campus Communities”



Institute supporters place bids at a silent auction.

## OUR VOLUNTEER BOARDS

Without the participation, expertise and leadership of our volunteer boards, the Institute could not accomplish its goals. The boards include the Board of Directors, Scientific Board and Honorary Board.

## BOARD OF DIRECTORS

Committed individuals who volunteer their time to oversee the operation of the Institute, assist with fundraising, plan projects and represent the organization at community events.

**Suzanne L. Keeley, Ph.D.**, President and a founder of The Melissa Institute, a psychologist in private practice with extensive clinical experience in treating victims and perpetrators of violence.

**Donald Meichenbaum, Ph.D.**, Research Director and a founder of The Melissa Institute, a clinical psychologist, Distinguished Professor Emeritus at the University of Waterloo, Ontario, and a former Distinguished Visiting Professor at the University of Miami.

**Lynn Aptman, M.Ed.**, Melissa's mother, one of the founders of The Melissa Institute and Director of Information Services.

**Michael Aptman, M.D.**, neurologist, Melissa's father, one of the founders of the Institute and Vice President.

**Jo Baxter, MBA**, Corporate Vice President, Baptist Health South Florida.

**Grace L. Carricarte, MS.Ed.**, Executive Director, Ganley Foundation.

**Silvana Spinelli Casale, Ph.D.**, psychologist, Coconut Grove Counseling Center.

**Penn B. Chabrow, Esq.**, Vice President and Director, law firm of Wampler Buchanan Walker Chabrow Banciella & Stanley, P.A.

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**Philipp N. Ludwig, M.S., MBA**, Treasurer of the Institute and Assistant Vice President, Baptist Health South Florida.

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## SCIENTIFIC BOARD

This board comprises international experts in the areas of violence prevention and treatment of victims.

**Etiony Aldarondo, Ph.D.**, is Associate Dean for Research and Director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center at the University of Miami's School of Education. His professional career includes appointments at Boston College, Harvard Medical School's Cambridge Hospital and the Philadelphia Child Guidance Center. The recipient of various recognitions for academic excellence, his scholarship focuses on positive development of ethnic minority and immigrant youth, domestic violence and social justice-oriented clinical practices. His books include *Advancing Social Justice Through Clinical Practice* (Routledge) and *Programs for Men Who Batter: Intervention and Prevention Strategies in a Diverse Society* (Civic Research Institute, with Fernando Mederos, Ed.D.).

**Wendy Craig, Ph.D.**, is a Professor in the Department of Psychology at Queen's University in Ontario. She has published widely on the topics of bullying and victimization, peer processes, sexual harassment and aggression in girls, and was editor of a volume on childhood social development. Dr. Craig works with the World Health Organization and UNICEF, conducting research and promoting healthy relationships. She recently wrote a chapter on bullying and fighting for the World Health Organization's World Health International Report. She is an author and co-editor of *Understanding and Addressing Bullying: An International Perspective*. Together with Dr. Debra Pepler, Dr. Craig is leading PREVNet (Promoting Relationships and Eliminating Violence Network), a Networks of Centres of Excellence — New Initiative.

**Jim Larson, Ph.D., NCSP**, is Professor of Psychology and Director of the School Psychology Training Program at

the University of Wisconsin, Whitewater. He has more than 25 years' experience in the study and treatment of anger-related behaviors in children and youth. Dr. Larson was a school psychologist with the Milwaukee Public Schools for 14 years and directed the school system's violence prevention program. He also has extensive experience in the area of parent management training and is the co-author of *Parent to Parent: A Video-augmented Training Program for the Prevention of Aggressive Behavior in Young Children and Helping Schoolchildren Cope With Anger: A Cognitive-behavioral Intervention*. His most recent book is *Think First: Addressing Aggressive Behavior in Secondary Schools*.

**Donald Meichenbaum, Ph.D.**, is Research Director of The Melissa Institute and Distinguished Professor Emeritus at the University of Waterloo, Ontario. He has served as Distinguished Visiting Professor at the University of Miami's School of Education. He is one of the founders of cognitive behavior therapy. North American clinicians voted Dr. Meichenbaum "one of the 10 most influential psychotherapists of the 20th century." He recently received a Lifetime Achievement Award from the Clinical Division of the American Psychological Association. He has published extensively, and his most recent book is *Treatment of Individuals with Anger-control Problems and Aggressive Behavior*. Other books include *Treating Adults with Post-traumatic Stress Disorder, Nurturing Independent Learners and Stress Inoculation Training*.

**Guerda Nicolas, Ph.D.**, is an Associate Professor and Chair of the Department of Educational and Psychological Studies at the University of Miami's School of Education. As a multicultural (Haitian American) and multilingual (English, Spanish, French and Haitian Creole) psychologist, she has focused her research on developing culturally effective mental health intervention for people of color, particularly immigrant children, adolescents and families. Concerned about women's issues, depression, spirituality and social support networks of ethnic minorities, Dr. Nicolas has authored many articles and book chapters and is an invited presenter at national and international conferences. She is a member of the Caribbean Studies Association and 2009 president of the Haitian Studies Association.

**Clifford R. O'Donnell, Ph.D.**, is Professor of Psychology and Director of the Community and Culture Psychology Graduate Program at the University of Hawaii. He has published on such topics as delinquency prevention, school violence, firearms deaths among children and youth, cultural-community psychology, and education and employment in community psychology. He currently serves on the board of directors of the Intermountain Centers for Human Development and consults to several youth mentoring programs that use his community-peer delinquency prevention model.

**Debra J. Pepler, Ph.D., C.Psych.**, is Distinguished Research Professor of Psychology at York University, Toronto, Ontario, and co-director of Promoting Relationships and Eliminating Violence Network (PREVNet), Canada's national initiative for bullying prevention. She is an internationally recognized expert on bullying and childhood aggression and an authority on school-based interventions. Dr. Pepler speaks widely to professional and community audiences and publishes extensively. Her major research program examines the antisocial behavior of children and adolescents, particularly in the school and peer contexts. She is an author and co-editor of *Understanding and Addressing Bullying: An International Perspective*. She was honored with the Contribution to Knowledge award from the Psychology Foundation of Canada.

**Isaac Prilleltensky, Ph.D.**, is Dean of the School of Education at the University of Miami. Prior to that he was Director of the Doctoral Program in Community Research and Action at Peabody College of Vanderbilt University. Dr. Prilleltensky is concerned with value-based ways of promoting personal, relational and collective well-being. He is the author, co-author or co-editor of several books, including *Community Psychology: In Pursuit of Liberation and Well-being*; *Doing Psychology Critically: Making a Difference in Diverse Settings*; *Critical Psychology*; *Promoting Family Wellness and Preventing Child Maltreatment*; and *The Morals and Politics of Psychology*. The book *Promoting Well-Being: Linking Personal, Organizational, and Community Change* was co-authored with his wife, Ora Prilleltensky, Ph.D.

**Wendy K. Silverman, Ph.D., ABPP**, is Professor of Psychology and Director of the Child and Family Psychosocial

Research Center at Florida International University. She is an expert on child anxiety and its disorders. Her research on developing and evaluating evidence-based assessment and treatment procedures for children and adolescents with anxiety disorders has been funded for the past two decades by the National Institute of Mental Health (NIMH). In addition to conducting research, teaching and mentoring students, she has served as editor of the *Journal of Clinical Child and Adolescent Psychology*, associate editor of the *Journal of Consulting and Clinical Psychology*, Past President of the Society of Clinical Child and Adolescent Psychology (Division 53, American Psychological Association) and Chair of the NIMH grant review panel for Child and Adolescent Psychosocial and Psychopharmacological Intervention Research.

**Ron Slaby, Ph.D.**, is a developmental psychologist who serves as a Senior Scientist in the Education Development Center in Newton, Mass., and the Center on Media and Child Health in Children's Hospital Boston/Harvard Medical School. Dr. Slaby has also advanced our understanding of media influences on children's health. He has generated and evaluated media literacy programs, investigated remedies for media violence effects on children and served as educational adviser for many award-winning family television programs and feature films.

**Dale Willows, Ph.D.**, is a Professor in the Department of Human Development and Applied Psychology at the University of Toronto, and adviser to the school's Ontario Institute for Studies in Education. She is also a registered psychologist. Dr. Willows is a renowned expert in the teaching of reading and preventing reading and writing difficulties in young children. She has devoted herself to implementing change in early literacy education through in-service professional development for primary grade teachers and school administrators. In addition to publishing extensively in journals and authoring numerous books and book chapters, she is frequently invited to present at academic and professional conferences. In 2001, Dr. Willows was honored as an Outstanding Educator by three Canadian school districts. Dr. Willows serves as the only international member of the National Reading Panel, which was commissioned by the U.S. Congress in 1998. She was invited to

attend the White House Assembly on Reading in 2001.

**Marleen Wong, LCSW, Ph.D.**, is Assistant Dean and Clinical Professor of Field Education at the University of Southern California's School of Social Work. She is frequently consulted by the U.S. Department of Education to assist with recovery for schools impacted by violence and disaster. She is the original community partner with RAND Health and the UCLA Health Services Research staff who developed and evaluated CBITS (Cognitive Behavioral Intervention for Trauma in Schools), an evidence-based program that uses skill-based, group intervention to relieve symptoms of post-traumatic stress disorder, depression and general anxiety among children exposed to trauma. She is also one of the authors of *Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect (LPC)*, one of a family of public health strategies available on the public website of the U.S. Department of Homeland Security.

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