

L'OUVERTURE

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GREETINGS FROM OUR EDITOR, DR. JEAN-CLAUDE DUTÈS



Hello,

if you have missed the L'Ouverture, do not mourn its demise yet! Yes, it has come out later than expected or desired, and for that I accept full responsibility for your disappointment. In this issue, you will find an article on Attention Deficit/Hyperactivity Disorder that is aimed at furthering greater understanding of the condition in the Haitian community and dispelling certain myths about it. Dr. Guylaine Richard delights and educates us in a piece about "attitude" and the beneficial effects of attitude shifting and mental flexibility. In a reflective piece, I ponder about selected events such as the effects of the pandemic, Haiti's struggle to find a path for a peaceful transition of power and the war in Ukraine. In the literary section, Dr. Reynald Altéma offers us again a poignant story that I believe you will find inspiring. As usual, please continue to the news and event section for this year's upcoming programming.

Happy reading!

Jean-Claude

GREETINGS FROM OUR CHAIRPERSON



Dear Members and Friends:

As we move through the fourth month of the new year, the memories of the pain, confusion, uncertainty, and challenges of 2021 still linger on. First and foremost, on behalf of the Board of Directors, I want to offer my deepest sympathy to all who have lost a loved one or someone close to the pandemic or any other conditions. While the risk of mortality has lessened, and the pandemic is weaving its way into an endemic, I hope we will continue to be vigilant and to earnestly follow safety procedures.

Continued on the following page >>>>



Last year was professionally and personally challenging for most of us. To survive, we established new priorities, altered our usual routines, and retreated to the sanctuary of our homes. We dove into the crisis head on and met the attendant challenges as best we could. However, the uncertainty is still with us; we don't know what this year will hold and what it will bring. Just as we did last year, we will continue to hold onto hope, stay positive and embrace the unknown.

Like you did, most likely, here at LCS, we continued to move forward, albeit, at a slower pace. Although we missed having the face-to-face interactions, live presenters, and the warm atmosphere of communal exchanges, we kept pushing the ball. In addition to putting out three issues of the Newsletter, we held nine events covering a range of topics. Hoping that you attended at least one of our events, I trust that you enjoyed the experience. To continue to grow, we need your feedback to ensure we are attuned to your expectations. Moreover, we also need your enthusiasm to spread the word about LCS and for you to become more active. Our editor welcomes your contribution in the form of essays, short stories, and personal news. We want to celebrate your achievements and those of your family.

A community is a tapestry of the experiences of its members. Take a risk and share with us your achievements and those of your close ones. It does not have to be long: a few words about a graduation, a promotion or a publication all make great human event stories that can inspire, encourage, and comfort. Furthermore, we have an election coming up in a year, what a better time to increase your activity level so that you would be ready to run for one of our board members' slots or officer positions. Here at LCS, we believe and work towards a peaceful transition of power.

Certainly, none of what we accomplished would have been possible without the kindness, generosity, and resourcefulness of our members, who have donated their time, money, and other resources. As time moves, change occurs, however. On behalf of LCS, Inc, I would like to thank Mr. Frantz Richard for his tenure as treasurer and wish him continued success on his next project. A special thank you to Ms. Réjane Pierre, who gave L'Ouverture a lifeline at a critical time in its infancy, Dr. Ntoso for editing assistance with the ADHD article, and Ms. Marie Christine Theodore for stepping in as Lay-Out editor and moving the newsletter from the survivor to the thriver stage.

Nothing will give me greater pleasure than to see your name included in our membership list. Please don't delay; we need your help and remember to tell your friends, co-workers, acquaintances, and even those you are not fond of about us and share this newsletter with everyone you know.

Thank you again. Above all else and as always, please be safe.

Warmest Regards,
Mike Moise, MBA
Chairperson





ATTENTION DEFICIT/HYPERACTIVITY DISORDER: THE SELF REGULATION CHALLENGE



By Jean-Claude Dutès, Ph.D.*

Young children of pre-school years are usually active, energetic, and curious about the world around them. Moving from object to object, they are driven to explore their surroundings, investing little time in any one thing while gravitating towards novelty. Without any discernible plan, they look, touch, grab and interact with objects and those around them. From time to time, when their interest is piqued, they may shake an object and even try to take it apart. Over time as the child develops and grows and his brain strides towards maturity, this erratic activity lessens just as his attention span expands, and interactions with his or her environment become more purposeful and planful.

Now imagine a group of children who are stuck at that early pre-school phase while

they are in kindergarten or in first grade, or who continue to have similar difficulties in a more subtle manner when they transfer to middle school, high school, or college. The school setting requires greater self-control over one's urges and the ability to allocate one's attention to activities that are not immediately rewarding. Sitting in one seat and resisting urges to move toward objects or to engage others in the classroom is a minimum requirement. Being able to sustain one's attention on what is going on in the classroom, more particularly on what the teacher is saying and doing, is a challenge for many youngsters with an atypical brain. Compared to other children, their brains predispose them to display excessive motor activities and inattention that



interfere with their ability to learn at a level consistent with their intellectual ability or to engage in social interactions with their peers at a level consistent with their age. Below are a series of vignettes describing behaviors characteristics of these children and some of the challenges they present to parents and teachers.



A MOTHER'S ORDEAL

Jésula just got home and was getting ready to leave to attend her son's first teacher parent conference for the new school year. While dressing, she called out to him for the third time telling him to get ready. The boy is playing a video game and does not say anything or move, keeping his gaze set on the TV screen, moving his body in contorted ways while vocalizing inaudible noises conveying either a feeling of triumph or frustration depending on his performance.

In an exasperated tone, the mom called out again in a threatening tone this time, "*Mècidieu, you hear me?*" she shrieked, "*I do not know why your head is so hard. You better get off that chair and get ready. I am tired of having to tell you the same thing over and over again... I am*

telling you again, I am going to take that game away. That is all you want to do!"

Mèsidieu looked up and seeing his mom coming out of the bathroom with her belt in hand, got up quickly, said something under his breath and walked into another room.

"God help me, ti gason sa pa tande, tèt li di konsa!" or this boy does not listen, he has a hard head, Jésula said to herself in a pensive mood.

Sheepishly, Mècidieu came out of the room and looked at his mother as if to say, "*Here I am let's go.*" Jésula taking one disgusted look at him told him to pull his pants up adding "*I better not hear about you bothering other kids doing their work and instigating fights. Have you been staying in your seat like you are supposed to? Se pa tenten m voye w al fè lekol*" or "*I did not send to school to be a class clown.*"

Without pausing to let him answer, she said, "*you better have, or you are going to be in big trouble.*"

"What about your homework, did you finish it?"

"I was about to work on it when you told me to go get ready" as if casting blame.

In a voice combining frustration, exasperation, and irritation, she exploded, "*Mècidieu, don't play with me. You have been home since 3 pm... what have you been doing? You had better not be playing video games when you were supposed to be doing your homework.*"

Feeling cornered trying to explain, Mècidieu said in a muffled voice, as if he were whispering, "*I tried but it's boring.*"



Jésula was about to say something but thought the better of it. Turning back to look at him she said, *"We will see. Your teachers better give me a good report. I work too hard for you to be messing around."*

Silently, she thought to herself, I hope they don't tell me he has ADD, like this other awful neighbor boy who was caught stealing hubcaps. *"O Bondye, banm kouraj, tete pa janm twò lou pou mèt li"* or "good God, give me strength, I know you never give your children more than they can handle." Briefly pausing, and looking up, with her hands joined together in a supplicating stance, she said to herself *"Manman Marie, you gave me that child, you cannot leave me by myself. I don't know anymore; he does the same thing over and over again; even whipping him does not work anymore. He does everything in a hurry and is always getting into accidents. All he is good for is playing that stupid video game and talking to his friends. Mother Marie, you are a mother like all mothers, a woman's pain is every woman's pain, please help me with this boy... I don't know what to do anymore."*

TRAUMATIC EXPERIENCES

Sandra's mother recently divorced and is starting to date a man she met on the internet. After the man met Sandra at their home during a visit, she started having trouble sleeping at night and wanted to sleep with her mother. She seemed more moody than usual but mostly irritable and on edge.

Her mother Didi describes her as an extremely sensitive child who was overly attached to her father. Like him, she said she is always in a daze in her own world and very prone to accidents. She remembers how hard it was for Sandra to leave her when she came to the United States. At the time, she was seven years old. Holding onto her mother's dress, her father had to gently pry her away. Afterwards, she could not sleep and eat for weeks.



One of her aunts said that Sandra, being the only child, was traumatized by the separation from her mother. In addition, now she has to deal with two other traumatic events: the loss of her dad through the divorce and the introduction of another man into her life before she has had time to heal emotionally. Both her mother and the aunt remembered that she was always slower to take in information but enjoyed playing the piano, which she would do for hours to the detriment of most everything else. An articulate girl of twelve years of age, she confided to her mother that she daydreams often in school and has problems keeping her concentration in class, even when she tries awfully hard.



GOLF OUTING GOES WILD

Andrew, a thirteen-year-old boy of Jamaican ancestry, turned a golf outing into a disaster. Hyper-excited, he could not contain himself. Moving about in his seat during the drive, he talked incessantly about Tiger Woods and his



pro prowess and how happy he was to finally get to play. In the shop, while his father and uncle paid for the game and arranged for a tee time, he

occupied himself looking at and touching the myriad items that were for sale. He picked up a golf club and was about to swing it just in time for his uncle to catch a glimpse of what he was about to do. The uncle heard him more than he saw him, as he was also talking aloud to himself, impervious to the other customers. Once on the course, he wanted to do everything at once, paying little attention to instructions. Most of all, at first, he just wanted to hit the ball. Instead of listening to instructions, he took a ball, placed it on the ground and hit it wildly, without taking an aim or any concern as to where it might land or about other players who were just ahead of them. With his father's and his uncle's focus off him for an instant, he jumped into the golf cart and started driving it at full speed, almost getting into an accident. Not at all bothered by what he had done or what might have happened, he seemed energized and enthralled with excitement. Needless to say, the outing

became a two-hour exercise in ADHD management that left his father and uncle exhausted.

VISUAL LEARNER



Another ten-year old boy that I worked with would complete his homework at a great cost to himself and his mother but ended up leaving it in his locker when it came time to turn it in. When he did his homework, he spent considerable time looking for a pen and finding his assignment sheets. Seeming to like math, he quickly runs through the assignment and refuses to work on any other subject, preferring to go next door to watch the neighbor who is an auto mechanic work on cars. According to his parents, he seems more attentive than at other times and is quick at catching on and offering his assistance. Joe, the neighbor thinks he is very smart and that he understands what to do just by watching him. His parents wished he would be like that in his classes. Very sociable, he spent more time talking to his friends while changing classes than did getting to his next class. While doing his homework, he tended to get marred in detail, seeming unable to decide what he should do first, going



from one incomplete assignment sheet to another. Seeming overloaded, he had great difficulty organizing his work without assistance.

SLOWED INTAKE

An eight-year-old girl spent so much time daydreaming in class that she remembered truly little of the day's lesson. Her teacher, in order to make sure she was paying attention, had to repeat instructions at least twice to make sure she heard what was said. Self-effacing and lacking self-confidence, she was very accommodating to her peers' wishes even when she did not like what they were doing and did not want to join them. They, in turn, looked at her as dizzy and slow because she took longer to catch up.



THE CHOSEN

JeanJean, A nine-year-old boy, lives with both of his parents, two older sisters and a little brother. He has been diagnosed as having an Attention Deficit/Hyperactivity Disorder, but his parents question the diagnosis. The father, an engineer, thinks

that he is fine and prefers to describe him as "*yon ti moun ki dezod*," or a child who is high strung. In second grade, he usually gets good reports from his teachers but requires more of his teachers' attention than most of the others in his classes. He enjoys talking with other students more than following what his teacher is saying, and is constantly moving, fidgeting, speaking out of turn or occasionally uttering out a "salty" word. From time to time, he blurts out the answer to a question without raising his hand and seems in a hurry most of the time, rushing to be first or ahead of any line. This creates conflicts with his peers, but he does not seem to care. Other students are starting to shy away from him and refusing to play with him. They complained that he does not play fair and always wants to argue. Interestingly, he has an excellent memory even when he does not appear to be paying attention in class.

His father sees his behaviors as indications of leadership, explaining that JeanJean is able to affirm himself and to impose his will because he has a strong personality. His mother, a nurse practitioner, who pushed the father to agree to get him evaluated by a licensed psychologist with expertise working with children with behavior problems, does not know what to make of JeanJean. While she says she loves him to death, she also said that he is hard to manage and that he wears her out after being around him 30 minutes. She lovingly refers to him as "my energizer bunny."



JeanJean's grandparents who are still living in Haiti do not think there is anything unusual about him. Being enormously proud of their grandchild, they actually have a special affinity and fondness for him. They tell his uncles and aunts that he is actually an incredibly



lucky boy, explaining that a healthy boy is an active one and indicating there is more to JeanJean than meets the eyes. When

asked why that is, the grandmother once told them in a whispering and conspiratorial tone that a powerful spirit told her in a dream that two powerful Vodou Gods: Guede and Ougou Feray have chosen him, and that he was destined for remarkable things in life.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD)

Current research literature indicates that ADHD is a brain disorder. It consists of persistent patterns of difficulty paying attention to tasks that are not intrinsically rewarding, being easily distracted, having problems being still, and acting impulsively. These symptoms interfere with the ability to address tasks until they are complete, to organize the environment to facilitate task

completion, to resist urges to move about, and to follow through on intentions.

According to the Diagnostic Statistical Manual of Mental Disorders, Fifth Edition, Attention Deficit/Hyperactivity Disorder is "a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development." The DSM-V described three types of the disorder: hyperactive/impulsive; inattentive; and a combined mixture of the first two.

Daly and his colleagues in their concise and reader friendly book, Attention-Deficit/Hyperactivity Disorder in Children and Adolescents, state that ADHD "is a neurodevelopmental disorder marked by persistent patterns of inattention and/or hyperactivity-impulsivity symptoms that emerge during childhood and are functionally impairing across settings."

Not all children display all of the behaviors for each type. The diagnosis is made based on the presence of a set number and duration of symptoms, the age of the child--with symptoms needing to be present by age 12--and the number of settings in which they are noted. The diagnosis is more likely when symptoms are present at home, community and/or school settings than when observed only in one of these places.

MY BRAIN MADE ME DO IT

The brain is an organ made up of billions of nerve cells or neurons that are organized into specialized circuits that work together in a coordinated manner to support and direct our mental and physical activities. Daly and his colleagues



report that converging neuroimaging research indicates that the right prefrontal cortex, basal ganglia, and cerebellum are the primary anatomic regions and basic circuitry underlying the pathophysiology of ADHD.



While there are negligible structural differences involving brain sizes and volumes between people with ADHD and those without it, research that looks into the activation patterns of the brain while participants work on certain tasks has revealed differences in brain activity and function. This means that the prefrontal cortex and connected regions, which are associated with attention and self-control, work differently in persons with ADHD. For instance, in its publication *Confronting Adult ADHD*, the Harvard Institute of Medicine reports that “brain scans on people performing tasks known to stimulate these regions show less activation of the regions in people with ADHD.” Interestingly, and consistent with expectations, “during tasks that involve processing and remembering new information, increased activity has been observed in regions involved in daydreaming, mind wandering, and thoughts about self and others.” In other words, when attention is required, the ADHD brains loses intensity in its attention regions, while gaining intensity in its “fantasy” circuits. This helps explain

reports, by persons with the disorder or being evaluated for it, of mind wandering and distractibility when performing activities requiring attention and concentration.

Another difference worth noting pertains to the communication system of the brain. Nerve cells communicate with each other by relying on a chemical substance called neurotransmitters. Of importance for optimal functioning of the prefrontal cortex is the complementary interaction of two such substances: dopamine and norepinephrine, with dopamine affecting attention, mood, movement, motivation, and norepinephrine influencing arousal levels. While dopamine and norepinephrine levels are similar in ADHD and non-ADHD brains, brains affected by the former have more dopamine transporters causing the neurotransmitter to be processed differently and to be less effective in its effect. Stimulants medications are believed to be effective by increasing the levels of these neurotransmitters.

CAUSES

It should be noted that while it is well established that ADHD is a brain-based disorder, it is not yet clear what is the real cause of the brain malfunction. The condition is thought to be related to the manner in which the brain developed during the formation of the nervous system. Reasons include genetic and non-genetic factors. Current research evidence points to a strong genetic contribution, with the disorder seeming



more common among family members. According to Daly and his colleagues, genes account for about 70-80% of the variability in ADHD, “rendering it the most heritable of psychiatric disorders.”

Non-genetic factors include premature birth, substance misuse, maternal tobacco and alcohol consumption, maternal stress, and exposure to environmental toxins during pregnancy. Peri-natal and post-natal risk factors include birth trauma, viral infections, and head trauma. Based on the response of children with the disorder to psychoactive medications and the critical importance of dopamine for the proper functioning of the prefrontal cortex, some theorists attribute the disorder to a dysfunction involving the neurotransmitter dopamine. At this point, however, no causal relationships have been established with any one factor.

There is no evidence to suggest any relationship to parenting approaches, home environments, school settings, educational practices, sugar consumption, watching television, computer usage or video games. Home and school settings, depending on their structure, organization, and practices, may exacerbate or minimize the behavioral expression of the disorder.

PREVALENCE/COURSE

According to Dr. Daly and his colleagues, ADHD affects 3-10 % of school children and 2-6% of adolescents in the United States. Compared to what one may hear from members of non-majority cultural

groups, it is not a “white” children’s problem; it exists in all cultures according Dr. Daly and his group, with a global prevalence rate of 5.3% among children and adolescents. Differences in how symptoms are identified and interpreted across cultures and ethnicities are not yet well understood. The condition also tends to be less pronounced and less prevalent among girls, and there are two boys for every girl diagnosed with the disorder. While boys generally tend to display more hyperactivity than girls, the disorder can also be manifested through excessive physical activity and aggressiveness in girls, just as in boys, the primary symptom can be inattention.



While the symptomatic picture changes over time, the disorder continues into adulthood, with severity of symptoms being the best predictive factor. Current research indicates that the more severe the symptomatic presentation during childhood, the less optimistic the prognosis is for adulthood. 50-80% of children carry the disorder into adolescence. Many children, however, experience a lessening of symptoms as they grow older. In many, by adolescence hyperactivity and impulsivity change into restlessness and impatience. Eighty



percent of adults continue to report some symptoms, according to research studies.

ADHD often is present with another mental health condition. Dr. Daly and his colleagues report that research studies indicate that 80% have another mental disorder. Children with ADHD are often also diagnosed as having a learning disorder and are at greater risk than other children for having an oppositional, conduct, anxiety, and a mood disorder.

While attention is one of the core symptoms of ADHD, not all attention problems are due to ADHD. Many children in our community have experienced multiple traumas due to the emigration of their parents or primary caregivers. Reunification with a parent who has become a stranger can be as traumatic as the earlier separation was for a child or an adolescent. Fear of physical punishment, expectations of loving behaviors towards a caring parent who has become emotionally estranged over time, unclear expectations, parental divorce, and dating are all situations that can cause significant anxiety and depression in children and adolescents that are seldom talked about in our community.

When in emotional distress, children become inattentive, preoccupied with their fears and worries, and often regressed in their behaviors. For many children, the stress from the stressors mentioned previously exacerbate an existing problem, while in others, it contributes to attention problems or inappropriate behaviors in the absence of ADHD. Of importance is that whenever a

child's behavior is vastly different in a negative way from that of his peers and/or his or her school performance is below average, this should be cause for parental attention. The case of Sandra above, for instance, suggests that her attention problems have more than one potential cause. She was traumatized by the loss of her mother through her emigrating to the US while she was already an emotionally fragile child. An ADHD, inattentive type, a reactive attachment disorder or and/or an anxiety disorder would have to be sorted out in order to individualize her treatment. In the other two cases, the behaviors constitute symptoms often seen in children and adolescents diagnosed with ADHD. However, by themselves, the symptoms are insufficient to make a diagnosis but are clearly behaviors requiring parental attention.



TREATMENT APPROACHES

As presented in the vignette about JeanJean, treatment starts with an evaluation, preferably a comprehensive psychological, psycho-educational, or neuropsychological evaluation. Many primary care providers and pediatricians rely solely on parent ratings scales for the initial evaluation. While these are an



important means of gathering information from both parents and teachers, they are insufficient to provide a comprehensive picture of a child's true functioning. Moreover, they do not provide a comprehensive view of the history and the context in which the symptoms were observed. Usually, to get that kind of in-depth information, an interview of the child and parent are needed. Psychiatrists in general usually conduct a comprehensive interview of the parent and child in addition to ratings scales when making the diagnosis. An emerging and preferred trend is for the medical provider, primary care physician, pediatrician, and psychiatrist to refer the child for a psychological or neuropsychological evaluation as part of the diagnostic process.

Attention or hyperactivity can be present without an attention/deficit hyperactivity disorder. Variation in attention span and activity levels can reflect normal fluctuations in functioning, the presence of another mental disorder, or a combination of both. As Dr. Daly and his colleagues state, "difficulties with sustained attention, maintaining concentration, and avoiding distraction are symptoms of ADHD that may overlap with other emotional conditions such as depressive disorder, anxiety disorder, reactive attachment disorder, bipolar disorder, disruptive mood disorder (DDMD), and posttraumatic stress disorder (PTSD)."

At this point there is no medical test or behavioral measures that could be used alone to diagnose ADHD. The diagnosis is arrived at through the use of multiple

tools consisting of the clinical interview to get at the symptomatic presentation and associated history, behavior rating scales, and psychological and neuropsychological tests.

Of the types of evaluation, our preferred one is the neuropsychological examination because it provides the most comprehensive view of the child's functioning. In addition to the evaluation of the child's intelligence and emotional functioning, it provides a rigorous assessment of the child's neurocognitive abilities such as attention and memory, executive skills, and his or her current emotional state. In the psychological evaluation, we can usually get a picture of the child's intellectual ability and emotional/behavioral functioning, while the psycho-educational evaluation focuses on intellectual ability and determines whether the child is functioning at, below, or above grade level and provides a picture of his present behavioral and emotional status.



The results of the evaluation are conveyed by a report that presents test findings, a diagnosis or diagnoses, and a set of individualized recommendations pertaining to medication and school/home-based interventions depending on the child's strengths and weaknesses and his or her behavioral



status. Once a child has been diagnosed, he or she becomes eligible to receive special help in school under Section 504 of the US Rehabilitation Act to prevent his condition, which is a disability, from hampering his or her educational progress, or to minimize its effects on his or her educational progress. Many parents, especially those from non-majority communities, often think of special education services as a dumping pool for poor and non-majority children and resist being involved with them. Special education services have improved over the last 25 years and have become difficult to access by parents with limited resources in many school districts. At this point, the main consumers of those services are white middle to upper middle-class students, and many non-majority parents of students in need and seeking such services are having great difficulties accessing them promptly. They have indicated to me that they feel that they “get the run around” and that their concerns are not taken seriously by their school districts. If this is your situation, please see the section at the end on community resources for pertinent information.

According to medical research, medication or pharmacological interventions initially work with 30% of children and adolescents and usually require some trial and error before finding the therapeutic range, which is the dosage that is effective with minimal side effects. According to Daly and his colleagues, the most effective treatment is the combination of medication and parent behavior training, with a rate of effectiveness at 68%. Medication alone

and behavior training alone have respective rates of 56% and 34%.

If you see symptoms of hyperactivity, inattention, and/or impulsivity similar to those reported here, combined with academic performance problems such as lower grades and/or a change in behavior, mood, or overall disposition that do not go away or that repeat themselves over time, it is time to seek assistance.

As can be seen through the vignettes, ADHD is a family affair. Everyone in the home is touched, as the affected child interacts with those around him. The sooner parents get help, the better the prognosis is for all family members.

THINGS TO KEEP IN MIND



ADHD is a brain disorder that affects a child or adolescent's ability to control his level of activity, causes inattention and leads to impulsive acts. It is not a disorder of will, laziness or mental dullness. It is the manifestation of the way the brain of a child with ADHD is built. Because the behaviors associated with ADHD interfere with learning and undermine good peer relations, they adversely affect normal development, causing children to lag behind their peers, develop low self-



esteem, and become at risk for a host of adjustment problems, including legal trouble as they grow older.

While some symptoms may lessen over time, significant problems continue into adulthood. Many as adults experience work instability and unstable relationships. The more severe the symptoms at onset, the worse the long-term outcome. However, the earlier the condition is addressed, the better the outcome. Many very bright children are able to compensate until they get to higher grades, or even while in college or working as adults, before they start to have significant problems. Most students, however, are referred while in middle school, when there is more demand for self-control and a resulting need for greater self-direction, organization, and structure in response to external demands.

While the disorder is not curable, it can be managed successfully by a combination of medication and psycho-behavioral approaches, including ADHD coaching, parent training and school-based interventions. Keep in mind that your child has an atypical brain, and it is not his or her fault or anybody else's, although the disorder runs in families. In order words, there is no need to blame anyone. Instead, focus on moving forward by equipping yourself with knowledge about the disorder and knowledge of parenting approaches that have been found effective.

More than likely, your parenting style is partly learned from your parents and partly derived from your experiences.

While they may work with your other children or with children with typical brains, the ADHD child's brain requires a different approach to guide him or her in meeting learning challenges and to effectively motivate him/herself to overcome the likely academic and relationship challenges he/she is apt to face in life. ACT NOW, if you see ADHD symptoms in your child.

Below is a list of organizations and community resources that you can contact for assistance.



RESOURCES

1. Attention Deficit Disorder Association
<https://add.org/resources>
2. Children and Adult with Attention-Deficit/Hyperactivity Disorder (CHADD)
<https://chadd.org>
3. National institute of Mental Health
www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml

*Dr. Dutès, a licensed psychologist and clinical neuropsychologist, is on faculty at Michigan State University's College of Medicine and Florida Atlantic University's College of Nursing.





YOUR ATTITUDE IS YOUR DESTINATION



By Guylaine L. Richard, MD, MPH

Change starts with your attitude!

Have you ever thought about the role you play in making this world a better place? Why do you think that, at times, as human beings it is difficult for us to build and sustain relationships with others? The answer is within your control. It is called: ATTITUDE.

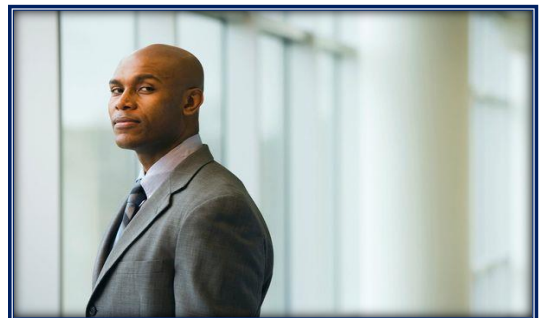
An attitude is simply defined as the “frame of mind you have toward someone.” The way you see others can be the biggest connector or deterrent to any relationship you establish. Before going any further, allow me to ask you to conduct this short exercise with me. Here are the instructions:

1. Take a piece of paper and a pen/pencil and write the word ATTITUDE vertically. So, the first letter is A, the second T and so on.
2. Now, using the alphabet assign each letter the number that corresponds to its ranking in the alphabet. For example: A =1, D = 4. (No worries, I see you counting using your fingers,

but this is ok, you are not alone. No shame in that game).

3. Get the total of your numbers and see what you get. Amazing! Right?

The lesson to learn and to teach others is that ATTITUDE whether you use the English or French spelling of this word will give you one hundred. Therefore, attending to your attitude is what will guarantee that you see another person as a whole, and where you would be able to give 100% of yourself.



All it takes, is for you to change the lenses you are using to see someone else. It is not about being better than another person. It is simply coming to a relationship with some strength-based attitudes and allowing yourself to be



guided by this frame of mind. Which means if you come to a family member, a friend, a colleague, a neighbor, anyone with a negative ATTITUDE, when they meet your expectations why are you surprised?

When you come in contact with a parent for example do you know that you are in the presence of the most important teacher of their child? Do you then give them the opportunity to teach you about their individual child? It is not about you being an expert encountering an illiterate parent. It is about you framing that parent as knowing more than you about their own child.

If you see a colleague as bossy, when he/she pushes your buttons why are you offended? This is the way you see that person and he/she is meeting your expectations. But if instead you regarded

this person as a confident person, willing to take action when others are staying back, don't you think it would be easier for you to benefit from what the person is guiding you to do? From pushy, bossy, that person becomes an active guide. Which one is easier to build a relationship with? You decide.

When building relationship whether at the personal or professional level, examine your attitude. It is within your control to adjust or simply change your lenses so you can see others in a better frame instead of the one you thought you had carved for them. It may not fit.

Try this. It may change, enhance, and even repair a relationship you want to keep.



4300 S. JOG Road, SUITE # 541943, GREENACRES, FL 33454

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REFLECTIONS ON SELECTED CURRENT EVENTS

By Jean-Claude Dutès, Ph.D.

Licensed Psychologist
Clinical Neuropsychologist

THE VIRUS AND US



So far it has been quite a year. The pandemic is still lingering on, with new variants sprouting in different spots of the world. Mother Nature in its wisdom is reminding us of what a daunting task it is to kill an invisible but pernicious microbe. The pandemic has coerced us into humility while also inducing us to be more flexible. For many of us, there have been new vistas, a reprioritization of life values and a reappraisal of the material life. Our connections to others have taken front and center place again: in an acutely distressful time we had to find ways both to fear and to seek the comfort of others in a delicate balance between approaching and withdrawing. The acute phase of the pandemic reminded me of Jean-Paul Sartre's "l'enfer c'est les autres," or "hell is others." We were always on guard in a state of almost constant vigilance as everyone we came across was a potential infectious agent, a death threat.

The pandemic restricted touch at a time when our stress level was at its highest, which further increased our discomfort. It has long been established that touch is critical for our normal psychological development and has beneficial effects on our mental and physical health. Research into the effects of touch has revealed that it decreases anxiety, depression and reduces the levels of the stress hormone cortisol in the blood stream.

In a paradoxical way, "le paradis, c'est aussi les autres," or "paradise is others also." Think about the reassuring and comforting feeling you get from a desired hug and the euphoria brought on by the touch of a loved one. Yes, it is time to reconnect.



HAÏTI'S MALAISE

Winston Churchill once stated that "you can count on America to do everything else first, except what is right." Reading this made me think of Haïti and its never-ending struggle to achieve a peaceful transition of power and build a country inclusive of all of its citizens.



We Haitians, whether in Haiti or in the diaspora seem to do everything, except what is right when it pertains to elections in Haiti.

We seem stuck in an adolescent blame game, with no one accepting any responsibility. Growing up in Haiti under the Duvalier regime, I thought I was living in the best country of the world. In my teens in the United States, I learned about the darker side of the regime and the squalor of our politics. There was an answer, though. It was all Duvalier's fault; the army put him in power through rigged elections. Once we get rid of him, Haiti will thrive again.

After Jean Bertrand Aristide was elected in 1990, in what most voting right organizations



judged to be the most credible elections ever held in Haiti's history, the opposition and the US State Department saw his popularity as a threat to democracy as this

would, according to them, interfere with the alternation of power. Aristide himself, in a second election under Rene Preval in 2000, while in power, but not in office, and still popular wanted it all. After the votes were tallied, as expected he won the presidency but unexpectedly his party also secured an iron clad majority in parliament. Winning a comfortable majority in parliament was not enough, he wanted total control, and Preval indulged him.

That was like adding fuel to a small fire. With cries for a new social contract, the business sector, and significant sections of the middle

class, coalesced into the so-called Convergence Democratique. With strong backing from the international community, mainly the US, France and Canada, an armed branch and positive press coverage, the opposition set out to sabotage Aristide's government. Forced into a corner, in vain he tried to reach a deal with the opposition and placate the international community, but they wanted him gone. Three years into his term, in February 2004, Haiti suffered her third military occupation spear headed by the US who then transferred the mission to the United Nations.

The opposition got rid of Aristide, but their celebration was short-lived. To their consternation the international community turned to one of its own: a man from the diaspora named Gérard Latortue to become prime minister and run a transitional government. Haitian politicians and the international community love transitional governments for Haiti. As they say in Haiti, this was a classic case of "byen konte mal kalkile" or "well counted but miscalculated" by the opposition. Emotional reasoning often leads to unintended nefarious consequences. By the way, the current de facto prime minister, who lived outside of Haiti for many years and thus is from the diaspora was part of a "conseil de sages" or council of the wise that was supposed to govern with the prime minister. Haitians in the diaspora can no more save Haiti than Haitians in Haiti. Rather, the salvation of Haiti rests in the contents of our heads and the attributes of our character.

In 2012, the international community became unabashedly embroiled in our elections again, with the United Nations and the US government selecting Michel Martelly



as the next president, moving his party from the third to second position he became eligible for the runoff election, and with its backing he easily won. Martelly was forced to resign within a few months of the end of his term and held only one election during his term. Although he is blamed for the lack of elections, the opposition to his government refused to work with him to form the electoral council that would be responsible for holding elections. After difficult and protracted negotiations, another provisional electoral council was formed.

In 2016, Jovenel Moïse, Martelly's chosen successor, just like Preval was Aristide's, secured the presidency. The opposition cried foul and demanded a new election claiming fraud. A year later in a second election, he was elected again, but with a much larger percentage of the votes. Again, the opposition called foul, claiming that the election lacked legitimacy because the percentage of voters relative to eligible voters was too low. Yet, no one was forced or coerced into not voting. Of interest, the opposition claiming legitimacy had 45% of the total votes, while 55% of those who voted chose Jovenel. Like they did with Aristide, the opposition, this time allied with a section of the business sector, refused to broker a power deal with him. When they could not force him to resign, and after persistent and successful effort to destabilize the country, the opposition, which claimed that Jovenel was the problem and promised that order and security would be restored after his departure from power, had him assassinated.

Now, nine months after his death, and with many of the most vocal critics of Jovenel as members of the transitional government, Haiti has descended into chaos and anarchy.



Of course, someone must be responsible. Jovenel is gone, who or what is the problem? All of a sudden, it is the organized armed thugs, whom they used to claim were under the control of the assassinated president's government. Now that they have found the culprits, you would think that they would act swiftly and establish order and security. That would be too easy. Instead, it is suspected that some members of the opposition and of the business sector may be in cahoots with them. Engaged in a massive deception, the opposition is saying now that elections cannot be held because of insecurity.

What a vicious cycle! Our problem lies in the arrested moral development of a large segment of Haiti's leaders that is undermining our ability to play fair, and which generates and sustains desires for fraudulently acquired wealth. To want good and fair elections, the willingness to win must be tempered by the ability to accept losing. Winning at any cost or sabotaging the winner has become our preferred strategies of political combat. Among Haitians, this is known as the "cockroach strategy." In other words, "if I can't eat the meal, I am going to ruin it."

Yet, I am hopeful that Haiti can and will change and grow over time as we reflect more on our habits and ways of thinking. We are a young nation, and nation building takes time. Coming from diverse warring ethnic groups in Africa, Haiti was shaped in the



crucible of slavery. My purpose here is to call attention to this charade of an opposition as a way to unmask the maneuvers of a corrupt political class, take a step to hold our leaders accountable and encourage us to search for a better alternative to the “cockroach strategy.”

BULLIES ARE AT IT AGAIN



My heart goes to the Ukraine people, and I hope that its leaders truly have the best interest of the country in their hearts and minds. The news of the invasion brought back painful memories of imperialist aggression on our continent. The US and western press would have us believe that the problem is President Putin or Russia. I think it is more complicated than that. Ukraine has become a pawn in a geopolitical struggle between the US and western Europe and Russia. Now it is Russia who has done the invading and doing the bombing. But I can still vividly remember where I was on Wednesday October 25, 1983, when the United States invaded tiny Grenada, which is about twice the size of Staten Island, New York, with a massive force. The United States was concerned that Cuba was helping Grenada build an airport and a hospital and worried about the positive effects this would create in other countries in the Caribbean

and Latin America. Cuba because of its alliance with the Soviet Union could not be allowed to do anything good. To invade or attack Cuba could have triggered a war with the Soviet Union. It was easier and safer to attack Grenada who did not even have a real army. To cover their aggression, the Reagan administration claimed falsely that American medical students were held or were at risk of being held hostage.

Another painful memory is the invasion of Panama on December 20, 1989, under the administration of George Bush senior. To justify the invasion, they claimed that they were executing an arrest warrant against the ruler of Panama, General Manuel Noriega, who had lost the Bush's administration's favor due to his indictment in the US for involvement in drug trafficking. In a documentary titled the Panama deception, it is revealed that the US government had access to Noriega and even helped free him from arrest in an attempted coup against his government within weeks of the invasion. If they wanted to arrest him, they could have done so then. Instead, the US assaulted Panama with 27,684 troops and over 300 hundred aircraft to “arrest” a general who had an army of 16,000 soldiers, with vastly inferior equipment and training, displacing, detaining, wounding, and killing several hundred Panamanian soldiers and civilians.

According to the documentary, the invasion was to destroy the Panamanian army so that US forces would continue to have a reason to be in Panama in order to keep the canal under US control. With the destruction of the Panamanian armed forces, Panama could no longer meet one of the clauses of the treaty ceding it operational and military control of the canal. In the absence of the



Panamanian army whose job would be to defend and protect the canal, the US and the new US-backed Panamanian government arranged for the US military to maintain its presence in Panama and assume the mission of protecting and defending the canal.



In a commendable gesture, the current Panamanian government knowing the heavy price that the Panamanian people paid during the illegal invasion has decreed that as of December 20, 2022, December 20 will be an annual national holiday to commemorate



the death of Panamanian civilians killed during the US invasion.

In the international arena “might makes right.” Remember the deception about Iraq

having weapons of mass destruction to justify the second Iraq war! And now Russia says it wants to “de-nazify” Ukraine. How noble? Duplicity, treachery, and misrepresentations have always been tools used by the powerful against the weak to justify their aggression.

Through this piece I am saying to the American administration that the world is watching and that it will be held as accountable as the Russians if and when it engages in bullying behavior again.

For Ukraine and humanity’s sake I am hoping for a quick cessation of hostilities within the near future. In this deadly game, Ukraine has more to lose than either Russia or the US and its Western European allies, and I align my sympathy with the Ukrainian people. More importantly, I am very concerned over the possibility that this “game of chicken” might deteriorate into a wider conflict that could lead to a nuclear war.



Picture source: REUTERS. [BBC NEWS](#)





LITERARY CORNER

THE UPLIFT OF A FILLIP

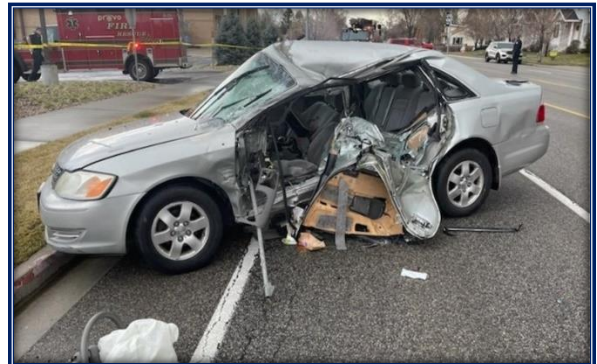
Par Reynald Altéma, MD



This commencement day had a certain buzz. In a departure from common practice, the school administration acceded to the Student Government's leadership request and made an eyebrow-raising decision, tailor-made for second guessing: Valedictorian would deliver keynote speech. They made such a choice due to the unusual and epic story of the student, Mostène Jean, commonly called Mostie, whose story rivals the Phoenix's.

Starting from a triple handicap against success: poverty, foreigner, and no fluency in English (being black an unstated but obvious factor), he had to overcome two near-fatal motor vehicle accidents, the second one leaving him with a permanent limp and partial blindness of left eye, and yet he's graduating on schedule without missing a beat. He also made the bold decision to have two majors, Math and Physics and two minors, Computer Sciences and Mechanical Engineering. He also had a string of perfect scores in final exams, a remarkable feat by any standard. Even for a school historically

known as a bastion for talented immigrants, such a storyline of a wunderkind stood out.



This June day was remarkable for the variable weather pattern. Mother Nature was showing her finicky side; she couldn't decide between a sunny, cloudy, or rainy day. Hence there was a back and forth. For more reason than one, the day weighed heavily on Mostie's mind. He wasn't sure if the ceremony would be held outdoors as originally planned or indoors due to the bad weather.

Mostie had come a long way, from a single and unattached young man to now a soon-to-be father. As he sat to write his speech, he



gently caressed the pregnant belly of his wife, overcome by a warm and fulfilling sensation when detecting any movement of the baby. Procreation had this profound effect on him.



Once he nurtured the desire of furthering only his lot to give a meaning to his life. Now he will have one more human besides his wife bound to him at the hip that he needed to be around with and to support and cajole. His past, present and future were now part of a whole.

He knew he would be facing a crowd of skeptics and had to deliver an appropriate speech to make that decision sound and not a folly. A decision in which he had no say, but one whose outcome only he could influence. Somehow all of his life, he has had to weave out of tight corners. Whereas his willpower, his dogged pursuit for excellence have been operating in privacy, away from public glare, now he would be under a microscope with lenses as powerful as a telescope's. He had a fifteen-minute-tops allocation to make his case. In front of a crowd, not his favorite pastime or cup of tea.

Paradoxically, his rags-to-academic success story was filled with riches of anecdotes, stumbles turned into impetuses. How would he conflate an interesting story into a

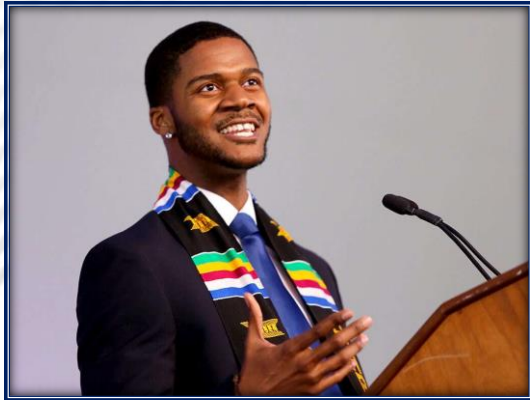
compelling narrative? How would he avoid sounding pedantic, pompous, pious, or preaching-like only to bore the audience? He concluded that for his narrative to be compelling, it needed to steer clear of being smarmy, lest it should sound contrived; it ought to eschew threadbare as well as overflowing details, extremes that stifle a listener's attention span.

This was a challenge unlike any other because it wasn't his comfortable world of black and white, binary construct in the hard sciences but the minefield environment of social sciences, layered with different shades of gray, filled with subjective, hence unpredictable opinions.

Mostie was at his wit's end. He was taken in a push-and-pull internal debate as to whether the glass was half empty or half full.



He finally sided with the upbeat mode, the persuasive pulse of a clarion call for a jubilee instead of the flat tone of the blues mourning a death knell. He would rather focus on the vaunted rose instead of its thorny stem. His scientific view of reaching point B from point A was meeting the notional cachet of hardship followed by reward. The trick was in the delivery of an appealing tale and not a jeremiad. As emblematic of his triumph over the triad of handicaps, the only one he could most easily influence, his English skills, was to be in full display to complete the circle or close the book. After some back and forth with his other half, he finally settled on this oration.



“Ladies and gentlemen, faculty members, I nurture no pretense of oratorical skills, but I am a hard-working fellow willing and able to fulfill a dream of learning. I am neither old nor experienced enough to be wise but not a newt enough to be naïve. I have been lucky to have benefited from timely and propitious fillips. No better gesture illustrates the positive vibration of a filip than the symbolic choice made by my classmates for this merry day. Let me say it loud and clear: I am very grateful. I want to thank the numerous teachers who supported my effort, albeit initially skeptical but subsequently my most ardent advocates. A special thank you goes to my classmates who spontaneously offered me notes on missed classes during my recovery from a car accident when I fell asleep behind the steering wheel while working as a limo driver. This is part of the generous spirit of America I have discovered, filled with a critical mass of good-will people, mollifying simmering hatred and prejudice from some corners. Every single nice gesture thrown my way has gone straight to warm my heart.

The journey that landed me here has not been smooth sailing, but I am the better for it. Turning a negative experience into a helpful filip is like a birthing, painful as it happens but so joyous thereafter for the

reward found. My first one was the most momentous for the seminal change it wrought, yet as it was happening, it looked like anything but a filip. An insult with enough vitriol and venom to deflate and defang one’s pride was leveled at me, but I had the fortunate gumption to upend its intent. I was a new immigrant, penniless, trying to make a decent living by driving a gypsy cab and a passenger called me ‘stupid and ignorant’ because I didn’t know then the Bronx is a borough and not a street. Indeed, I was ignorant of that fact but stupid I was not, and neither was I an ignoramus. Therefore, I set out to become familiar with the place I was living in, fluent in the language spoken and above all I made the decision to never again put myself in a situation bereft of information going in.

Hence began my love affair literally with a cherished place called library spending countless hours listening to English tapes.



Little did I know this would reward me with a triffecta. My constant request for tapes caught the attention of the cutest woman in the world who eventually became my wife two years ago. She steered me to apply to this institution and my life has forever changed for the better.

The lesson and truth I learned from that random-turned-fortuitous episode was that an obstacle can be an opportunity under



disguise if seen from the viewpoint of overcoming the challenge, and not fall for the trap called despair, veering into surrender. Every conversation I have had with my companion since has been a collection of real, helpful fillips. Thank you very much my darling.

My exuberance for the learning process was at times misinterpreted, challenged, mistaken for misplaced hubris, misguided boldness or utopia dreaming. 'Not smart enough to major in math,' or 'only a fluke explains a perfect score,' and 'two majors, are you serious?' such comments were thrown at me on a regular basis by students and teachers alike because of my background. Luckily, my solid footing and grounding helped me. Such refrain had the opposite of the intended effect. Rather than a headwind, or a turbulence, the negative feedback created a wind beneath my wings giving me a lift and resolve with the propulsion of a tailwind. We need to remember that talent is color, gender, and nationality blind. This will serve us well in the future when competition for scarce natural resources becomes fiercer and the fittest to help in our survival will come from all origins and backgrounds.

My goal in mentioning these facts is not to pat myself on the back or to show off. Far from it. I am sharing with many of you the observation that measured self-confidence is a good antidote to potential depression engendered by constant criticism. It ranks among the top of the pyramid of qualities to have for success and serves as a fillip in its own right.

My story is not that different from others' who were able to overcome adversity. Mine may have its particular twists but the obvious

truth is relationships matter and can make all the difference. No matter my resolve, there were many moments of self-doubt and my companion's steadfast presence and encouragement soothed bruised feelings, for as a human, cumulative negative comments can levy a toll.

Our diploma today smells like a fresh and blooming rose that has been playing hard to get. It looks like a coveted prize at the end of an obstacles course, irradiates like a bright and shiny light at the end of a dark tunnel, excels in its role as the ultimate fillip for our self-esteem. It anoints one with membership to a respected club and bestows upon us a seal of approval for attaining a well sought-after and deserved level of accomplishment. Last but not least, it reeks of a special look and feel begging for the showiest if not most ostentatious frame. Let the love fest begin!



Nonetheless we need to remember that going forward, we will not always have ready-made answers, we will need to build on what we learned in the classroom, we need to keep an open mind about new ideas and concepts while holding fast to time-tested values like friendship, true love, reliability. May our many morrows be bright and sunny and when they are not, let's not be so ready to fall into despair and be reminded that no matter how bad our lot is, many others have it worse."



COMMUNITY NEWS & EVENTS

The information below was passed along to L'OUVERTURE by members of our community who wanted to make the Haitian community aware of free available resources for Palm Beach County residents. On behalf of the Haitian community of Palm Beach county, L'OUVERTURE presents a heartfelt thank you to Ms. Jocelyne Cameau, Dr. Marc Lafalaise and Ms. Anna Pierre, who provided the information listed below. You can contact these places to learn about where and when food will be distributed, how to get masks, apply for financial relief, find virtual camps for children, locate COVID-19 testing sites, and seek employment. Because of continuous political and community development changes occurring within the State of Florida, you should monitor the news daily for updates.

<p>FOOD RESOURCES</p> <p>EAT BETTER LIVE BETTER, INC. 4925 Park Ridge Blvd. www.EBLB.org Boynton Beach, FL 33426 (561) 344-1022</p> <p>FEEDING SOUTH FLORIDA INC A 501(c)(3) Organization 301 W. Atlantic Ave. Suite 06 (561) 331-5441 DELRAY BEACH, FL 33444</p> <p>Main warehouse for FEEDING SOUTH FLORIDA INC 2501 SW 32nd Terrace Pembroke Park, FL 33023 (954) 518-1818</p> <p>MEALS ON WHEELS SOUTH FLORIDA In partnership with the Area Agency on Aging and Elder Affairs Provide & deliver healthy meals & nutrition education</p>	<p>HOUSING AND UTILITIES</p> <p>PBS COMMUNITY SERVICES DEPARTMENT:</p> <p>For residents of PBC who have been affected by the COVID-19 pandemic through loss of income, reduction in hours, or unemployment. Applications must be submitted through CSD's online portal.</p> <ul style="list-style-type: none"> •https://secure.co.palm-beach.fl.us CSD Service Eligibility/Account/Login.aspx •Housing, Utilities Assistance •Phone number for rent: (561) 904-7900 •Phone number for utilities: (561) 355-4792 •Phone number for seniors EHEAP (electricity): (561) 355-4746 •Homeless Services Access <p>To access Homeless Services, call Senatc Philip D. Lewis Center at (561) 904-7900</p>	<p>SAFETY AND HEALTH</p> <p>STAY HEALTHY: DO YOUR PART TO PROTECT YOURSELF</p> <p>Remember the Center for Disease Control acronym (CDC):</p> <p>C- COVER YOUR NOSE AND MOUTH D-DISTANCE YOURSELF AT LEAST SIX FEET FROM OTHERS C- CLEAN YOUR HANDS, FACES, SURFACES etc., FREQUENTLY</p>
<p>COVID-19 INFORMATION</p> <p>TESTING SITES http://discover.pbcgov.org/coronavirus/Pages/testing-sites.aspx</p> <p>COVID-19 UPDATE (Corona Virus): Florida Department of Health 850-245-4444 COVID-19@flhealth.gov 24/7 phone # 1-866-779-6121 Palm Beach County Emergency Information Line: (561) 712-6400</p>	<p>IMMIGRATION</p> <p>TEMPORARY PROTECTED STATUS (TPS)</p> <p>Catholic Charities Diocese of Palm Beach 9995 N. Military Trail Palm Beach FL 33410</p> <p>VOTER'S RESTORATION</p> <p>For assistance with voter's restoration rights, call (877) 698-6830 or contact FRRC at Floridarr.com.</p> <p>A pro bono attorney also will help the individual with fees owed to the office clerks.</p>	<p>MENTAL HEALTH COUNSELING FOR PROBLEMS RELATED TO COVID-19</p> <p>https://www.samhsa.gov/find-help/disaster-distress-helpline</p> <p>JOBS</p> <p>UNEMPLOYMENT ASSISTANCE Career Source of Palm Beach helps you to find a job and provide training opportunity</p> <p>West Palm Beach: (561) 340-1060 Belle Glade: (561) 829-2040</p>



SCHEDULE OF UPCOMING

EVENTS

SAVE-THE-DATE

DATE	LOCATION	TIME	EVENT
05/18/2022	Miami, FL / at the Statue of Toussaint L'ouverture. Address: 6136 N Miami Ave, Miami, FL 33127	3:00 PM	A CELEBRATION FOR HAITI'S HERITAGE MONTH Join us, in-person to commemorate the life of Toussaint Louverture through a short presentation summarizing his achievements, highlighting Haiti's contribution to the end of slavery and the demise of the slave economy, and laying a wreath at the foot of the monument. This will help bring greater attention to the monument of Toussaint Louverture in North Miami and draw media's attention to positive aspects of Haiti's history. Participants will consist of the Board of Directors of The L'Ouverture Cultural Society, selected public officials from the Haitian diaspora interested in joining LCS board members and school children volunteers to sing the Dessalilienne. More information will be provided by first week of May.
06/2022	Webinar / on ZOOM	TBD	Haiti and the diaspora: a difficult dance. Join us, for part 2 Reflections and interactive discussion on the impact of the diaspora on the past, present and future of Haiti. Guest Speakers: Dr. Guylaine L. Richard & Jean-Claude Dutès, Ph.D More information will be provided by mid-May.
10/2022	Public Library (Lantana Branch) and Live / on ZOOM	TBD	Reflections on the life of Jean-Jacques Dessalines. Join us, for a Free presentation. Haiti from Emperor JJ. Dessalines to Present: Where we have been, where we are and where we are going. More information will be provided by mid-September.
12/2022	Public Library (Lantana Branch) and Live / on ZOOM	TBD	December Year end Membership event – Networking and Social gathering in-person. More information will be provided by mid-November.



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