

## RETRACE DEVELOPMENTAL STAGES TO HELP OLDER CHILDREN HEAL

**By Claudia Fletcher** - An adoptive parent and child welfare expert, Claudia is a sought after speaker. She and her husband also founded Third Degree Parenting, LLC, and published *Out of Many, One Family: How Two Adults Claimed Twelve Children through Adoption*.

Years ago, I was the social worker on two separate cases that disrupted the same year. With each set of parents I tried to explain a fundamental truth: relationship reciprocity and bonding expectations for a child during the first year of an adoptive placement must be the same as those for a newborn. To heal and thrive, older adoptees must be able to retrace, with their new family, developmental steps they missed early on.

During college I studied Erik Erikson, a Pulitzer prize-winning psychologist known for his work on identity and psychosocial development in the mid-1900s. Decades later, I noticed remarkable connections between his theories and parenting older children. The key part of Erikson's theory is that until a person completes one developmental stage, they cannot go on to the next stage.

Erikson's first four stages—applied to youth from the time of placement to the time they get ready for independence—can teach parents how to help older children heal while they still live at home.

### STAGE ONE:

#### The First 18 Months

*Ego Development Outcome: Trust vs. Mistrust;*  
*Basic Strengths: Drive and Hope*

“Emphasis is on the mother’s positive and loving care...using visual contact and touch. If we pass successfully through this period of life, we...can trust that life is basically okay and have basic confidence in the future. If our needs are not met, we may end up with a deep-seated feeling of worthlessness and a general mistrust of the world.”

Research has shown us how important it is for children to attach. Even so, in the first

year after placement, we new parents still make the mistake of dwelling on behaviors instead of attachment. Things can change if we view a newly placed child of any age as a newborn:

- **Expectations.** Can a newborn give back emotionally? Do chores like everyone else? Know how to have a reciprocal relationship? Of course not. Neither do older kids in a new family.
- **Response.** If expectation changes, so does the response. Instead of thinking a child is refusing to comply, assume she is unable to complete the task. This nurturing, teaching approach often nets better results whether a child is being oppositional or is truly incapable.
- **Realizations.** Until a child is attached, behavior will not change. If the child cannot bond with anyone, why would he want to please anyone? Too often adoptive parents expect compliance outside the context of a relationship. Without that relationship, however, a child has no incentive to behave better.

To help children attach, learn to gently correct behaviors without over-reacting. Picture yourself as a new husband or wife trying to please the other and be genuinely attractive and worth attaching to. Long lists of rules and consequences that require consistent behavior management should not be the focus of this first stage.

As much as possible, create good feelings for the child whenever you are around. Use lots of laughter, pop a Hershey’s kiss in her mouth when she sustains eye contact, and give as much affection as she will allow. When the child misbehaves, stay calm and point out that the behavior is not appropriate while redirecting her to a new activity with you by her side. Actions and reactions like these promote bonding between parents and children.

One of the most significant pieces of this stage in understanding hurt children is Erikson’s definition of hope: “enduring belief in the attainability of fervent wishes.” Recognizing that many children who enter care do not believe they can get what they want provides insight into their little hearts. With no hope and no belief in their own abilities, they are victims in a dim dark world. And, according to Erikson’s theory, the only way they can develop the ego quality of hope is to attach to another person.



### STAGE TWO:

#### 18 Months to 3 Years After Placement

*Ego Development Outcome: Autonomy vs. Shame;*  
*Basic Strengths: Self-Control, Courage, and Will*

Once an adopted child learns to attach, he is ready for stage two—the “terrible twos” in typical development. For a child placed at 11, this stage can coincide with puberty. Complicating matters further, we parents find it exceedingly hard to muster the emotional response we would offer a tantruming toddler when confronted with a older child having a meltdown.

During Erikson’s second stage, as Arlene Harder explains, we can “build self-esteem and autonomy as we gain more control over our bodies and acquire new skills, learning right from wrong. And one of our skills

*continued on page 2*

## RETRACE DEVELOPMENTAL STAGES TO HELP OLDER CHILDREN HEAL

*continued from page 1*

during the 'Terrible Twos' is our ability to use the powerful word 'NO!' It may be a pain for parents, but it develops important skills of the will.

Parents are often so relieved when it appears the child is attaching that they begin to panic when defiance kicks up a notch. They wonder if the attachment isn't real, but according to Erikson, only when children complete the attachment stage can they enter the willful stage during which the need to question, tantrum, and act out dramatically multiplies.

Responding to an older child's tantrum as if she were a two-year-old is tricky. We can pick up a two-year-old and take her to a safe place to calm down. When a youth is 15, however, that's not an option. Remembering that her actions are as impersonal and unplanned as a toddler's can help us overlook much of it.

In the midst of a tantrum, children cannot reason. Do not try to discuss their behavior or redirect them by speaking more loudly. That only escalates the situation. If the child is safe and doesn't pose a danger to himself or others, the best choice is often to leave the room and give him time to finish the tantrum. If safety is a concern, sit down and remain silent or talk very softly. Active listening is much better than attempting to reason.

Consider a raging child who goes into the "nobody likes me" mode. Our natural instinct is to assure her of our love, but that just gives her a reason to argue. A better response is, "It sounds like you are feeling sad or feeling like you aren't loved." To de-escalate tantrums, listen actively and rephrase the child's thoughts.

Many of our children have raged over the years, all at different stages and in different ways. They have used foul language, threatened us, and damaged property. At the outset of our parenting journey we wanted to rapidly stop the meltdowns, but that just made things worse. Now, with our younger children, we respond as calmly as possible and wait it out.

## STAGE THREE:

### 3 to 5 Years Post-Placement

*Ego Development Outcome: Initiative vs. Guilt;*  
*Basic Strength: Purpose*

Erikson links the third psychosocial crisis to the "play age," or later preschool years. During this time, the healthy developing child learns to: (1) imagine and broaden skills through active play of all sorts, including fantasy, (2) cooperate with others, and (3) lead as well as follow.

Healthy preschoolers can explore and develop social skills fairly easily, but the same lessons are much harder for an older child. Using the example of a boy who is 10 at placement, let's go through his adolescence according to Erikson.

For 18 months after your family welcomes the child home, until he is 12, the boy is working on attachment. Then it is time for his defiance phase. Until the child is almost 14, he is oppositional, argues with everything, and has fits of aggression. Now he's entering high school, and it is time to learn the social skills his peers learned in preschool.

At this stage you must allow for failure, let him be imaginative, and set up ways he can test skills without being embarrassed. Scouting or martial arts classes where multi-age groups participate can offer children a place to connect with whomever they feel comfortable. Preschoolers love hanging out with "cool" older kids. Allowing older children to master interactions with much younger children can be beneficial for both.

Some of our oldest kids really enjoy spending time with the youngest ones. We supervise the interaction, and try to keep other siblings' comments to a minimum. Finding situations in which the youth can be both a leader and follower may also help your child.

Failure to resolve this stage, Erikson explains, causes immobilizing guilt. Children maybe be fearful, hang back from groups, rely too heavily on adults, and have a limited ability to play and imagine.

Thus it is key to guide children through stage three so they can face stage four without fear or guilt. Trying to rush them through stages because they are so much behind their peers is counterproductive.

## STAGE FOUR:

### 6 to 12 Years After Placement

*Ego Development Outcome: Industry vs. Inferiority;*  
*Basic Strengths: Method and Competence*

"During this stage...we are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry. This is also a very social stage of development and if we experience unresolved feelings of inadequacy and inferiority among our peers, we can have serious problems with...competence and self-esteem."

Years after their peers, many adopted children reach a stage where they can make future plans. Up to this point they have had a sense of inadequacy and inferiority that has eroded feelings of competence and hurt their self-esteem. Fortunately, with support of dedicated parents, youth can still work through stage four and learn to feel good about themselves.

Children who hit this stage at age five have years to test a variety of life choices. Older children who still need to discover talents and interests must try many different things in an abbreviated timeframe. It's important to give youth plenty of chances to succeed and offer a lot of encouragement. Tasks that your children do with you can increase their confidence and receptivity to new activities.

Schools and communities offer other options. Music, sports, drama, and other community ed classes enable children to explore many avenues. We allow our stage four children to try a lot of activities and ask only that they participate for one season before electing to opt out.

**Final Thoughts**--Parenting older adopted children requires patience, time, and realistic expectations. Keeping in mind Erikson's stages has helped me to parent my own children more effectively, and better prepare parents as they plan to adopt and work through the first few years of placement.

Each stage takes longer than we might prefer. But just as we cannot expect a healthy two-year-old to act like a 10-year-old, we cannot expect a 10-year-old child who is emotionally two to act his age. When we take a step back, slow ourselves down, celebrate small victories, and walk through this journey with our children, there can be healing for us all.

# Message from DHS

## Child Placement Notification

The safety of a foster child and their reunification with their family when it is in their best interest, remain the first goals of the department when a child must be removed from their home for safety reasons. Foster parents play an important role in that regard, and the department understands the importance of sharing information between biological and foster parents during the reunification process. For foster care placement and services, it is routine for biological parents to know the identity and the address of foster parents. The exception to sharing the placement information by the Department of Human Services is determined after an evaluation of the situation when there has been a threat of harm to either the foster child or the foster family. The administrative rules provided below, clarify the circumstances as to when the department may decline to inform the child's parents about the foster family's name and location. The administrative rule requires department staff to document evidence in the foster child's case permanency plan (aka Family Case Plan) when there is a direct or indirect threat of harm to the foster child or foster parents if the location were disclosed. The department caseworkers are required to review this portion of the case permanency plan at least every six months. Family situations are continuously changing thus ongoing evaluation of those situations must also occur. If you have any questions regarding the rule regulations, please contact your DHS Licensing Worker.

### FOSTER CARE PLACEMENT AND SERVICES

441—202.12(234) Services to parents.

202.12(2) Placement notification.

a. The parents shall be notified of the location and nature of the child's placement, unless the conditions of this subrule are met.

(1) The department evaluates the situation and determines that notifying the child's parents of the location of the placement would be detrimental to the child's safety and well-being and to the stability of the child's placement due to:

1. Evidence of a direct or indirect threat to harm the foster child or the foster family; or

2. Credible third-party information of a threat of harm to the foster child or the foster family.

(2) The department includes a statement in the child's case permanency plan explaining the decision not to disclose the location of the child to the parents.

b. The decision not to disclose the location of a child's placement shall be reviewed at least every six months when the child's case permanency plan is revised.

## Addressing the Rights of Highly Mobile Students with Special Education Needs

The US Office of Special Education and Rehabilitative Services at the Department of Education issued a policy letter addressing rights of "highly mobile" students with disabilities. The letter specifies that "highly mobile children include children experiencing frequent family moves into new school districts, such as children in foster care". The letter focuses on two main IDEA issues- timely evaluation and eligibility (including that "response to intervention" approaches cannot be used to delay evaluation by receiving school districts) and comparable services at receiving school district, including Extended School Year services. The specific IDEA issues identified in this letter are of particular relevance to children in foster care and families are encouraged to share this letter with advocates in your communities. Visit the home page of IFAPA's website ([ifapa.org](http://ifapa.org)) to view the policy letter.

## Iowa Aftercare Outcomes

Aftercare services are designed to help young adults move toward stability and self-sufficiency in five key areas: education, employment, housing, health, and relationships. A variety of measures are used to assess progress in these outcome areas. In this year's analysis of outcomes, we compare the original intake data collected when youth first accessed services with the last exit interview data for those youth who exited during state fiscal year 2013 and did not return before July 1, 2013. This provides an unduplicated group of 198 youth on which data is reported for the year, including 168 PAL participants and 30 who did not receive PAL (referred to as Basic participants).

**Employment:** Among the participants that exited services in SFY 2013, less than half (44%) were employed either full or part-time when they first accessed services. At exit, 56.1% of participants were employed (39.4% of participants at least 25 hours per week and another 16.7% less than 25 hours per week). The percentage of participants "unemployed" declined from 32.8% at intake to 19.7% at exit.

**Housing:** Compared to when they first access services, more youth are assuming some responsibility for the cost of housing on exit (from 60.6% at intake to 76.3% at exit).

**Education:** Nearly 95% of youth on exit have earned at least a high school diploma or GED, compared to 76% of the same youth at intake. And 35% have been able to complete some college before exiting services, including a small number who have completed AA degrees (2.5%), Bachelor's degrees (0.5%); or a vocational certificate or license (3.0%).

**Health Insurance Coverage:** Just under 90% of young people have Medicaid at both intake and exit, in large part due to the automatic extension of this coverage under Medicaid for Independent Young Adults (MIYA). The extension of Medicaid eligibility to age 26 for this population beginning in 2014 as a result of the Affordable Care Act will benefit these young people enormously.

**Children and Parenting:** Early childbearing and parenting are relatively common among youth who age-out of foster care. While only 6.6% of youth entered Aftercare as parents, by the time they exited, 28.3% are parenting. Of exiting participants who are parents, 86% have their children living with them.

For more information on the outcomes of the Aftercare program visit the resource page at [www.iowaaftercare.org](http://www.iowaaftercare.org) for the full report.



# LIFEBOOKS

## DOCUMENT A CHILD'S JOURNEY

Written by:  
Dianna Seedorff  
IFAPA Peer Liaison



Over the last few years I have become very interested in genealogy.

Searching my ancestry has been both fascinating and amazing. I didn't realize how much I didn't know about my own family. During one search I came across a photograph of my paternal grandmother. She passed away when my father was young, so I had never met or seen a picture of her before. What a wonderful feeling it was to add that missing piece to my puzzle and to actually know what she looked like. If I am questioning my past, think about your foster child in the future wondering who and where they came from. This is why it is so important for us as foster parents to assemble a lifebook for our foster child. Chances are they won't have an old box in the attic to go through. So how should you go about putting together a lifebook for that precious foster child in your home? You can start by visiting the publications section of the IFAPA website and print lifebook pages that pertain to your child. Then gather the information you need to fill in pages. Don't forget to include plenty of pictures of your home, your foster family, their school, friends, birth family and whatever your child feels is important. Also include report cards, certificates, awards, ticket stubs and other memorabilia. Documenting your foster child's journey will give them a positive sense of identity and when they look back in their lifebook they can see how far they have come and will be able to integrate all the pieces to their puzzle.

## Sample Lifebook Pages

### Look How I've Grown!

I lived with the \_\_\_\_\_ family  
from \_\_\_\_\_ to \_\_\_\_\_.

When I came to live with the \_\_\_\_\_ family  
on \_\_\_/\_\_\_/\_\_\_, I was \_\_\_\_\_ old, \_\_\_\_\_ inches tall,  
and weighed \_\_\_\_\_ pounds. When it was time for me  
to leave on \_\_\_/\_\_\_/\_\_\_, I was \_\_\_\_\_ old,  
\_\_\_\_\_ inches tall, and weighed \_\_\_\_\_ pounds.

The \_\_\_\_\_ family's contact information is:

Street Address: \_\_\_\_\_

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

Their phone numbers: \_\_\_\_\_

Their e-mail addresses: \_\_\_\_\_

Names of people in their family: \_\_\_\_\_

### LOOK AT ME!

How tall are you? \_\_\_\_\_ I am \_\_\_\_\_ years old.  
I am \_\_\_\_\_ inches tall. I weigh \_\_\_\_\_ pounds.  
I have \_\_\_\_\_ eyes. I have \_\_\_\_\_ hair.

### It's My Birthday!

How we celebrated: \_\_\_\_\_

Who attended: \_\_\_\_\_

Gifts received: \_\_\_\_\_

### School Days

Schools I attended

My Teachers

Favorite Subjects

What my teachers say about me...

### My Wishes

My Wishes for World Right Now

My Wishes for World in the Future

My Wishes for the World

My Wishes for my Family

### My Adoption Day

Date: \_\_\_\_\_

Place: \_\_\_\_\_

People that participated: \_\_\_\_\_

Important people that are present: \_\_\_\_\_

How I feel: \_\_\_\_\_

FIND FREE LIFEBOOK PAGES AT  
[www.ifapa.org/publications/IFAPA\\_Lifebook\\_Pages.asp](http://www.ifapa.org/publications/IFAPA_Lifebook_Pages.asp)

# SUPPORT FOR PARENTS

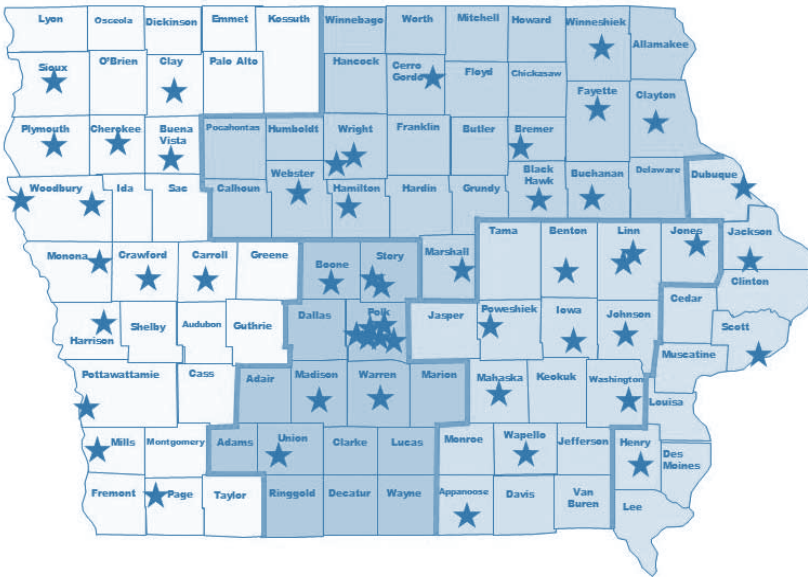
## WE UNDERSTAND... WE'RE FOSTER PARENTS TOO!

Do you have an issue at home and don't know what to do? Do you have a question about the licensing requirements, Medicaid, confidentiality, foster care reimbursement, respite care or a behavior issue? Call your IFAPA Peer Liaison!

IFAPA'S PEER LIAISONS	COUNTIES COVERED
<b>LINDA DODSON</b> Toll-free: 888-491-3455 Des Moines area: 515-953-0515 Email: Ldodsonifapa@q.com	Adair, Jasper, Madison & Polk (Zip Codes: 50009, 50035, 50073, 50169, 50237, 50301, 50305, 50312, 50313, 50314, 50315, 50316, 50317, 50320, 50321, 50327)
<b>SANDRA DOLLEN</b> Toll-free: 855-526-2116 Mineola area: 712-526-2116 Email: sdollenifapa@gmail.com	Audubon, Cass, Fremont, Guthrie, Harrison, Mills, Monona, Montgomery, Page, Pottawattamie, Shelby & Taylor
<b>KIM EDWARDS</b> Toll-free: 877-845-4348 Sperry area: 319-985-2213 Email: edwardsifapa@yahoo.com	Cedar, Davis, Des Moines, Henry, Jefferson, Keokuk, Lee, Louisa, Muscatine, Scott, Van Buren & Washington
<b>CHERYL ELLIS</b> Toll-free: 855-660-6350 Cherokee area: 712-225-6350 Email: cheryl.ifapa@gmail.com	Buena Vista, Cherokee, Clay, Dickinson, Emmet, Kossuth, Lyon, O'Brien, Osceola, Palo Alto, Plymouth, Sioux & Woodbury (Zip Codes: 51016, 51030, 51039, 51048, 51103, 51104, 51108, 51109)
<b>VICKIE JANSSEN</b> Toll-free: 877-70-IFAPA Des Moines area: 515-279-0060 Email: janssen.ifapa@live.com	Dallas, Warren & Polk (Zip Codes: 50021, 50023, 50109, 50111, 50131, 50226, 50263, 50265, 50266, 50310, 50311, 50322, 50323, 50325)
<b>CHRISTIE MCGUIRE</b> Toll-free: 855-929-2005 Ventura area: 641-829-2005 Email: cmcguireifapa@gmail.com	Boone, Cerro Gordo, Chickasaw, Floyd, Franklin, Hamilton, Hancock, Hardin, Mitchell, Story, Winnebago, Worth & Wright
<b>JANET RORHOLM</b> Toll-free: 855-200-4168 Cedar Rapids area: 319-200-4168 Email: jrorholmifapa@yahoo.com	Johnson & Linn
<b>DIANNA SEEDORFF</b> Toll-free: 888-622-4521 Waterloo area: 319-235-2534 Email: seedorff_ifapa@hotmail.com	Benton, Black Hawk, Bremer, Butler, Grundy, Marshall & Tama
<b>JOHN SMITH</b> Toll-free: 877-305-3396 Lake View area: 712-665-4011 Email: jsmithifapa@netins.net	Calhoun, Carroll, Crawford, Greene, Humboldt, Ida, Pocahontas, Sac, Webster & Woodbury (Zip Codes: 51004, 51007, 51019, 51025, 51026, 51034, 51052, 51054, 51055, 51105, 51106)
<b>NANCY STATON</b> Toll-free: 888-934-3481 Quasqueton area: 319-934-3481 Email: nstaton_ifapa@netins.net	Allamakee, Buchanan, Clayton, Clinton, Delaware, Dubuque, Fayette, Howard, Jackson, Jones & Winneshiak
<b>CANDICE YORK</b> Toll-free: 888-299-4486 Ottumwa area: 641-226-6227 Email: yorkcifapa@gmail.com	Adams, Appanoose, Clarke, Decatur, Iowa, Lucas, Mahaska, Marion, Monroe, Poweshiek, Ringgold, Union, Wapello & Wayne

## Support Groups

For Foster, Adoptive & Kinship Parents



Support groups are a great way to connect with other families in your area, meet potential respite providers, learn about issues that affect foster and adoptive parents and get time to recharge your batteries. Below is a list of support group locations.

- Ames (2)
- Ankeny (2)
- Boone
- Carroll
- Cedar Rapids (2)
- Centerville
- Clarion
- Council Bluffs
- Creston
- Davenport
- Decorah
- Denison
- Des Moines (2)
- Dubuque
- Eagle Grove
- Elkader
- Essex
- Fort Dodge
- Glenwood
- Grinnell
- Hull
- Independence
- Indianola
- Iowa City
- LeMars
- Mapleton
- Maquoketa
- Marshalltown
- Mason City
- Meriden
- Monticello
- Mt. Pleasant
- Merville
- Oskaloosa
- Ottumwa
- Pleasant Hill
- Sioux City
- Spencer
- Storm Lake
- Urbandale
- Van Horne
- Washington
- Waterloo
- Waverly
- Webster City
- West Union
- Williamsburg
- Winterset
- Woodbine

For additional details regarding support group meeting times and locations, visit [www.ifapa.org/support/support\\_group\\_locator.asp](http://www.ifapa.org/support/support_group_locator.asp).

# IFAPA TRAININGS

## CLASS DESCRIPTIONS

Date & Time	Name of Training	Credit	Location
Sat., Oct. 5 9am-12:15pm	Connect the Dots: Emotions to Behaviors	3 hours	<b>Council Bluffs</b> Holiday Inn Express
Sat., Oct. 5 1:30-4:45pm	How to Talk So Kids Will Listen and Listen So Kids Will Talk	3 hours	<b>Council Bluffs</b> Holiday Inn Express
Sat., Oct. 5 9am-4:30pm	The Grieving Process - How to Help You and Your Kids Heal	6 hours	<b>Davenport</b> Clarion Hotel
Sat., Oct. 5 9am-4:30pm	Preventative Practices II: Minimizing the Risk of Child Abuse Allegations in Your Home	3 hours	<b>Iowa City</b> Clarion Hotel
Sat., Oct. 5 9am-12:15pm	Developing Emotional/Social Competency in Challenging Infants and Toddlers	3 hours	<b>Marshalltown</b> Best Western
Sat., Oct. 5 1:30pm-4:45pm	Planning for the Unpredictable: Preparing Your Family for Natural Disasters	3 hours	<b>Marshalltown</b> Best Western
Sat., Oct. 12 9am-12:15pm	"Quirky Kids" - Living with Young Children with Challenging Behaviors	3 hours	<b>Ankeny</b> IFAPA Training Center
Sat., Oct. 12 1:30pm-4:45pm	Facilitating Attachment in Foster and Adopted Children	3 hours	<b>Ankeny</b> IFAPA Training Center
Sat., Oct. 12 9am-4:30pm	Safe Homes: Understanding and Parenting Your LGBTQ Youth	6 hours	<b>Cedar Rapids</b> Marriott Hotel
Sat., Oct. 12 9am-12:15pm	Decoding the Mystery of ADHD	3 hours	<b>Dubuque</b> Keystone AEA
Sat., Oct. 12 1:30pm-4:45pm	Worrywarts & How You Can Help Them - Anxiety Disorders in Children & Teens	3 hours	<b>Dubuque</b> Keystone AEA
Sat., Oct. 12 1:15pm-5:30pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Sept. 27	4 hours	<b>Sioux City</b> To be announced
Sat., Oct. 12 9am-12:15pm	Real Help for Attachment Struggles	3 hours	<b>Waterloo</b> Country Inn & Suites
Sat., Oct. 12 1:30pm-4:45pm	Road to Discovery: Transition to Adult Living, Learning and Working	3 hours	<b>Waterloo</b> Country Inn & Suites
Sat., Oct. 19 9am-12:15pm	Fetal Alcohol Spectrum Disorders	3 hours	<b>Indianola</b> Simpson College
Sat., Oct. 19 1:30pm-4:45pm	Relevant Skills/Real Stuff: Helping Kids Manage Decisions, Comm. & Anger	3 hours	<b>Indianola</b> Simpson College
Sat., Oct. 19 9am-4:30pm	"Generations Next" - Surviving and Parenting Through the Teen Toxic Culture	6 hours	<b>Mason City</b> NIACC
Sat., Oct. 19 9am-12:15pm	Attachment - What Does It Really Mean	3 hours	<b>Ottumwa</b> Great Prairie AEA
Sat., Oct. 19 1:30pm-4:45pm	Allakazam! - Does it Take Magic to Create a Healthy Positive Attachment with Kids?	3 hours	<b>Ottumwa</b> Great Prairie AEA
Sat., Oct. 19 1:30pm-4:45pm	Mandatory Child Abuse Reporter Training	3 hours	<b>Sioux City</b> Stoney Creek Inn
Sat., Oct. 26 9am-12:15pm	Real Help for Attachment Struggles	3 hours	<b>Cedar Rapids</b> Marriott Hotel
Sat., Oct. 26 1:30pm-4:45pm	Mandatory Child Abuse Reporter Training	3 hours	<b>Cedar Rapids</b> Marriott Hotel
Sat., Oct. 26 1:15pm-5:30pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Oct. 11	4 hours	<b>Davenport</b> To be announced
Sat., Oct. 26 1pm-4:15pm	Caring for Children with HIV	3 hours	<b>Pleasant Hill</b> Pleasant Hill Library
Sat., Oct. 26 9am-4:30pm	From Fear to Love: Beyond Consequences II	6 hours	<b>Sioux City</b> Stoney Creek Inn

### Connect the Dots: Emotions to Behaviors

The children who enter your home may have experienced serious trauma and not have the ability to explain it to you. Their behavior will often give you clues about what has happened but sometimes this is difficult to understand and more difficult to manage. Connect the Dots is a class to help parents understand the connections between the behaviors you see and the emotions your child may be feeling. This class will help parents develop an understanding of how our experiences frame our choices and how our emotions affect our behavior. (Classes: Oct. 5 - Council Bluffs; Nov. 23 - Ames)

### How to Talk So Kids will Listen and Listen So Kids will Talk

Communication is essential for positive supportive relationships. When parents can help children identify and express their feelings; children are more likely to learn to manage their feelings effectively. When a child develops the skills to express themselves appropriately all communication even difficult communication becomes easier. Talking, listening and setting effective boundaries are essential skills for parents. Communication becomes even more valuable when the parent is dealing with children who have experienced significant emotional trauma. (Classes: Oct. 5 - Council Bluffs; Nov. 23 - Ames)

### Real Help for Attachment Struggles

Are you struggling with raising a child who: always has to be in control? Is extremely demanding or clingy? Turns everything into a battle? If this sounds familiar, then you may be raising a child with an attachment disorder/reactive attachment disorder. These children resist tender, loving interactions and instead focus on stirring up conflict as a way of controlling their environment. This training will not only help you to better understand attachment disorders, but also provide you with information and resources necessary to end the power struggles and begin to draw kids into loving and nurturing relationships. (Classes: Oct. 12 - Waterloo; Oct. 26 - Cedar Rapids)

### Hair and Skin Care for African American and Biracial Children

It is essential to a child's sense of identity and self-esteem that they are given the opportunity to look like they are well-cared for and groomed. How children look can shape the conclusions outsiders draw. For foster/adoptive parents of African American or biracial children who are of a differing ethnicity, the hair and skin care practices necessary to maintain health and beauty may be totally different from their own. This class will provide participants with the fundamental knowledge and skills needed to care for the skin and hair of children who are African American or biracial, focusing on providing easy techniques, product recommendations, as well as discussion around common hair and skin dilemmas. (Classes: Nov. 16 - Cedar Rapids; Dec. 7 - Davenport)



Date & Time	Name of Training	Credit	Location
Sat., Nov. 2 8am-12:15pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Oct. 18	3 hours	<b>Ankeny</b> To be announced
Sat., Nov. 2 9am-4:30pm	Dangerous Playgrounds: Drug Awareness and Trends	6 hours	<b>Council Bluffs</b> Holiday Inn Express
Sat., Nov. 2 1:30pm-4:45pm	Mandatory Child Abuse Reporter Training	3 hours	<b>Davenport</b> St. Ambrose University
Sat., Nov. 2 9am-12:15pm	Road to Discovery: Transition to Adult Living, Learning and Working	3 hours	<b>Oskaloosa</b> William Penn University
Sat., Nov. 2 1:30pm-4:45pm	Communicating with Your Child Through Play	3 hours	<b>Oskaloosa</b> William Penn University
Sat., Nov. 2 1:30-4:45pm	Mandatory Child Abuse Reporter Training	3 hours	<b>Waterloo</b> Country Inn & Suites
Sat., Nov. 9 9am-4:30pm	Hoarding, Restricting and Overeating, Oh My! Helping Kids Develop a Healthy Relationship with Food	6 hours	<b>Ames</b> AmericInn
Sat., Nov. 9 1:15pm-5:30pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Oct. 25	4 hours	<b>Burlington</b> To be announced
Sat., Nov. 9 1:15pm-5:30pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Oct. 25	4 hours	<b>Cedar Rapids</b> To be announced
Sat., Nov. 9 9am-4:30pm	PTSD in Children and Teens	6 hours	<b>Waterloo</b> Country Inn & Suites
Sat., Nov. 16 9am-12:15pm	Road to Discovery: Transition to Adult Living, Learning and Working	3 hours	<b>Ankeny</b> IFAPA Training Center
Sat., Nov. 16 1:30pm-4:45pm	Mandatory Child Abuse Reporter Training	3 hours	<b>Ankeny</b> IFAPA Training Center
Sat., Nov. 16 1:30pm-4:45pm	Hair and Skin Care for African American and Biracial Children	3 hours	<b>Cedar Rapids</b> Hampton Inn & Suites N
Sat., Nov. 16 9am-4:30pm	The Grieving Process - How to Help You and Your Kids Heal	6 hours	<b>Sioux City</b> Stoney Creek Inn
Sat., Nov. 16 1:15pm-5:30pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Nov. 1	4 hours	<b>Waverly</b> To be announced
Sat., Nov. 23 9am-12:15pm	Connect the Dots: Emotions to Behaviors	3 hours	<b>Ames</b> AmericInn
Sat., Nov. 23 1:30pm-4:45pm	How to Talk so Kids Will Listen and Listen so Kids Will Talk	3 hours	<b>Ames</b> AmericInn
Sat., Nov. 23 1:15pm-5:30pm	CPR & First Aid (Cost: \$40) To avoid late fee, make payment by Nov. 8	4 hours	<b>Council Bluffs</b> To be announced
Sat., Nov. 23 9am-12:15pm	Developing Emotional/Social Competency in Challenging Infants and Toddlers	3 hours	<b>Davenport</b> Clarion Hotel
Sat., Nov. 23 1:30pm-4:45pm	Trauma: An Insider's Perspective	3 hours	<b>Davenport</b> Clarion Hotel
Sat., Dec. 7 9am-4:30pm	Safe Homes: Understanding and Parenting Your LGBTQ Youth	6 hours	<b>Ankeny</b> IFAPA Training Center
Sat., Dec. 7 9am-4:30pm	Supporting Healthy Attachment Across the Developmental Spectrum	6 hours	<b>Cedar Rapids</b> Marriott Hotel
Sat., Dec. 7 9am-4:30pm	Responding to Cultural Differences - What's a Parent to Do?	6 hours	<b>Council Bluffs</b> Holiday Inn Express
Sat., Dec. 7 1:30pm-4:45pm	Hair & Skin Care for African American and Biracial Children	3 hours	<b>Davenport</b> Clarion Hotel

## CLASS DESCRIPTIONS

### Developing Emotional/Social Competency in Challenging Infants and Toddlers

This class will aid participants in more fully understanding the ramifications of trauma even before birth, as well as how trauma manifests in babies and toddlers. Practical techniques will be offered so as to enhance the chances of early developmental healing of the social/emotional deficits of children placed in our care.

(Classes: Oct. 5 - Marshalltown; Nov. 23 - Davenport)

### Trauma: An Insider's Perspective

Matt grew up in a background of trauma and loss. This course will give the audience an "insider's" perspective of what it's like to grow up in an environment of fear and uncertainty of the future. With the help of his father, IFAPA trainer Kim Combes, Matt has put together three hours of cutting edge information regarding trauma, the brain and relationships. Matt will also do a Q and A discussion where participants can ask questions to gain yet more insight into the world of their own traumatized foster/adoptive children.

(Classes: Nov. 23 - Davenport)

### Safe Homes: Understanding and Parenting Your LGBTQ Youth

The purpose of the Safe Homes training is to educate parents so they can be supportive individuals and provide safe, comfortable homes for lesbian, gay, bisexual, transitioning and questioning (LGBTQ) youth in foster care placement. Participants will learn about the history of the LGBTQ movement, identity terms and definitions, the process of "coming out" and common myths about LGBTQ youth. Parents will learn tips on communication, same sex relationships, the importance of trust plus view a video by AMP youth to hear their personal stories of coming out to their family, losing friendships and how good it feels to have a safe home.

(Classes: Oct. 12 - Cedar Rapids; Dec. 7 - Ankeny)

### The Grieving Process - How to Help You and Your Kids Heal

Throughout our lives we have all experienced physical pain and injury. We accept this as part of life. When we've experienced these injuries we also accept that there is a healing process involved that is normal and necessary in order for us to be able to effectively return to our everyday responsibilities. What many of us forget at times is that this same healing process is necessary any time we have experienced a loss on an emotional level. Not grieving is equivalent to not allowing your body to heal after major physical trauma or injury. Similar to other emotional difficulties in life, though, we tend to minimize the importance of the grieving process and this can result in anger, bitterness, resentment, depression, and anxiety that can negatively impact one's life. The purpose of this workshop is to help participants understand the grieving process and how to help children, adolescents, and adults heal emotionally from loss in a healthy manner.

(Classes: Oct. 5 - Davenport; Nov. 16 - Sioux City)

# REGISTER FOR A CLASS:

## 800.277.8145 ext. 1 / [www.ifapa.org](http://www.ifapa.org)

