

Chronological List of Handouts and Overhead Transparencies

Handouts

1. Meeting 4 Agenda
2. Basic Human Needs
3. The Cycle of Need: Attachment
4. Attachment Tasks of Foster and Adoptive Parents
5. The Positive Interaction Cycle
6. Promoting, Building, Rebuilding and Supporting Attachments – Three Case Examples
7. Strengths/Needs Worksheet – Meetings 3 and 4

Meeting 4: Helping Children with Attachments

Agenda

<u>Time</u>	<u>Topic</u>
(15 Minutes)	A. Introduction to Meeting 4 <ul style="list-style-type: none">◆ Welcome back◆ Mutual selection issues◆ Bridge from Meeting 3◆ Meeting 4 agenda
(35 Minutes)	B. Building Positive Attachments <ul style="list-style-type: none">◆ Basic human needs◆ The importance of attachment◆ Cycle of Need: Attachment
(30 Minutes)	C. Promoting, Rebuilding and Supporting Attachments <ul style="list-style-type: none">◆ How attachments build◆ Development of positive interactions
(10 Minutes)	BREAK
(30 Minutes)	D. An Imaginary Journey <ul style="list-style-type: none">◆ The impact of loss and separation on attachment◆ What helps children attach

<u>Time</u>	<u>Topic</u>
(45 Minutes)	E. Building Skills to Promote, Rebuild and Support Attachments <ul style="list-style-type: none">◆ Helping children form attachments
(15 Minutes)	F. Summary of Meeting 4 and Preview of Meeting 5 <ul style="list-style-type: none">◆ Summary of Meeting 4◆ Preview of Meeting 5◆ Next step in the mutual selection process◆ Partnership in Parenting Experience

ROADWORK

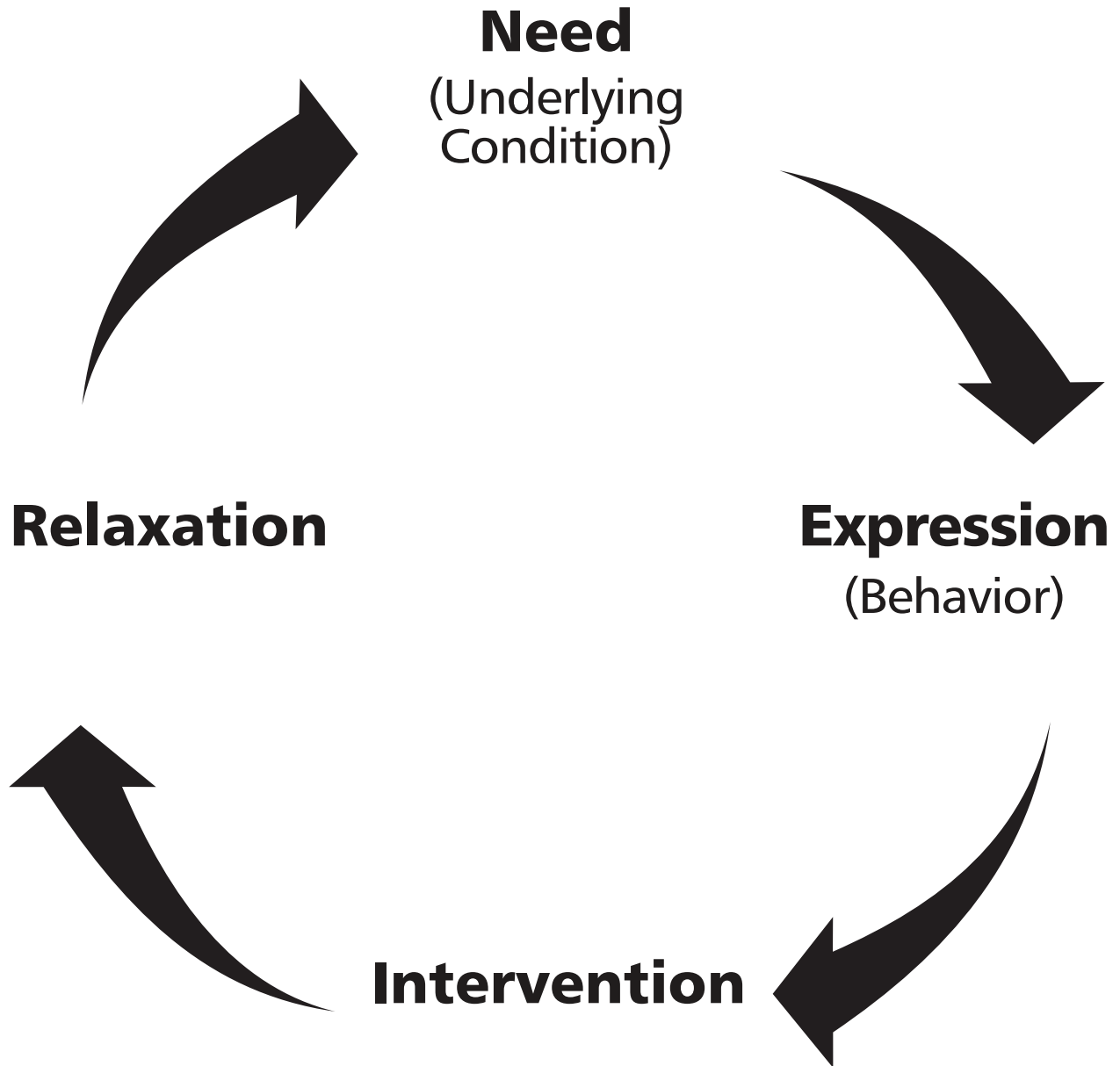
- ◆ Complete your Strengths/Needs Worksheet and Feedback to the Leader(s) – have ready to hand in at Meeting 5.
- ◆ Review all the handouts from Meeting 4.
- ◆ Think about three child or youth behaviors that might “push your buttons” and be prepared to share them with the group.

Basic Human Needs*



* Adapted from concepts of Abraham Maslow.

The Cycle of Need: Attachment

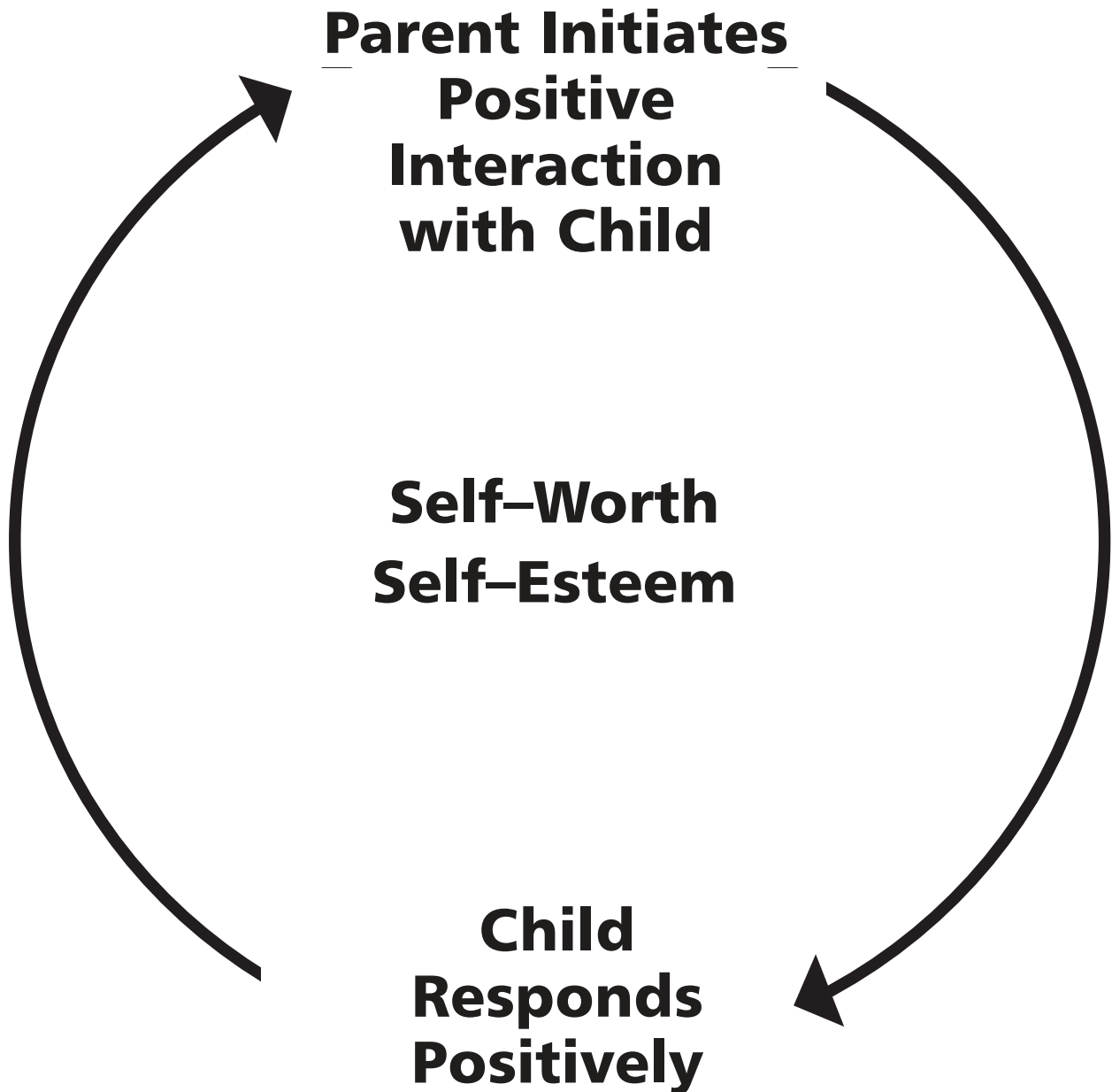


Attachment Tasks of Foster and Adoptive Parents*

- ◆ The first important task of foster and adoptive parents is to support the attachment children have to their parents and families.
- ◆ The second important task is to help children in foster care recover from a separation from their families and attach to a foster family.
- ◆ The third task is to help children in foster care rebuild and maintain relationships with their parents and families.
- ◆ For children who cannot be reunited with their families, the fourth task is to help them build and maintain new relationships with new adoptive families. For some older youth in foster care, the fourth task may become helping them build and maintain attachments to people who can help them move into self-sufficient, interdependent adult living.

* Fahlberg, Vera. "Attachment and Separation" PROJECT CRAFT, Training in the Adoption of Children with Special Needs. Ann Arbor, MI: University of Michigan School of Social Work, 1980, pp. V-1 – V93.

The Positive Interaction Cycle*



* Reproduced from "Attachment and Separation: A Workbook" by Vera Fahlberg, M.D. in PROJECT CRAFT, Training in the Adoption of Children with Special Needs. Ann Arbor, MI: University of Michigan School of Social Work, 1980, pp. V-23. V-25.

4. How is Joey not on target developmentally?

5. How would you feel if Joey were placed in your home?

6. To help Joey meet his needs and promote positive attachments, the foster parent could:

7. The role of the child welfare worker would be to:

8. What behavior changes would you expect to see in Joey, and how soon?

9. If, after three additional months, Joey's behaviors still had not changed, what would you do?

Case Example: Jenny

Age: 6 years

Reason for placement: Jenny was placed in foster care after she was physically abused by her mother's boyfriend. Jenny had multiple burns and bruises when she came into care. Jenny's mother says that she loves Jenny and wants her home. However, she continues to live with her boyfriend, who also beats her.

Permanency plan: The plan is for Jenny to be reunited with her mother.

Time in foster care: Three months

Behaviors: Disobeys deliberately; doesn't want to be touched; afraid of stairs, bathtubs, strangers, and screams whenever she sees someone with a cigarette.

1. How do you feel about Jenny?

2. How do you feel about Jenny's parents?

3. How could these feelings affect your ability to help Jenny maintain or rebuild attachments to her family? Build attachments to the foster family?

4. How is Jenny not on target developmentally?

5. How would you feel if Jenny were placed in your home?

6. To help Jenny form a positive attachment, the foster parent could:

7. The role of the child welfare worker would be to:

8. What behavior changes would you expect to see in Jenny, and how soon?

9. If, after three months, Jenny's behaviors still had not changed, what would you do?

Case Example: Karen

Age: 14 years

Reason for placement: Karen has been in foster care three times. Her father is dependent on alcohol and has not been heard from in four years. Her mother has recurrent problems with drugs and alcohol. During relapses, she neglects Karen. When Karen's mom is in recovery, she gets Karen to her medical appointments and follows through on the school's recommendations. Karen was placed into care again after her mother disappeared for a week.

Permanency plan: The goal is for Karen and her mother to be reunited when mom successfully completes treatment and can keep Karen safe and meet her needs. If this cannot happen, her current foster parents may adopt her but they have not made a final decision. They love Karen but don't know if they can meet her needs.

Time in foster care: Three months; this is the second time she has lived here.

Behaviors: Karen has Fetal Alcohol syndrome (FAS), is developmentally delayed, is three years behind grade level, and has dyslexia and a heart murmur. Frustrated by school, she refuses to do her work, so she is not working up to her full potential. She craves attention and flirts with older boys at church and in school who make fun of her and hurt her feelings. Karen has two friends from her foster parents' church who are two years younger than she is. Karen has a big smile when she is happy. She loves to dress up. She enjoys Sundays when her mother eats dinner with the foster family, but then she cries and begs her mom not to leave.

1. How do you feel about Karen?

2. How do you feel about Karen's parents?

3. How could these feelings affect your ability to help Karen maintain or rebuild attachments to her family? Build attachments to the foster family?

4. How is Karen not on target developmentally?

5. How would you feel if Karen were placed in your home?

6. To help Karen build trust, meet needs and promote positive attachments, the foster parent could:

7. The role of the child welfare worker would be to:

8. What behavior changes would you expect to see in Karen, and how soon?

9. If, after three months, Karen's behaviors still had not changed, what would you do?

Strengths/Needs Worksheet – Meetings 3 and 4

Now that you have completed Meetings 3 and 4, we would like you to think about your strengths and your needs, personal as well as family. For each bolded skill, please write an example of your strength and/or your need. You can provide as many examples as you'd like but please provide at least 3 strengths and 3 needs on the worksheet.

Skill	Activities	This is a strength for my family because....	This is a need for my family because....
1. Know your own family.	<u>Meeting 3</u> Helping Children with Healthy Grieving – Family Strengths and Needs		
2. Communicate effectively.			
3. Know the children.	<u>Meeting 3</u> Helping Children with Healthy Grieving – Case Examples		

Skill	Activities	This is a strength for my family because....	This is a need for my family because....
4. Build strengths; meet needs.			
5. Work in partnership.	<u>Meeting 4</u> String Activity		
6. Be loss and attachment experts.	<u>Meeting 3</u> Maturation and Situational Losses and Gains Lost Object Activity <u>Meeting 4</u> String Activity Imaginary Journey		
7. Manage behaviors.	<u>Meeting 3</u> Helping Children with Healthy Grieving – Case Examples <u>Meeting 4</u> Promoting, Building, Rebuilding and Supporting Attachments – Case Examples		

Skill	Activities	This is a strength for my family because....	This is a need for my family because...
8. Build connections.	<u>Meeting 4</u> String Activity Imaginary Journey		
9. Build self-esteem.			
10. Assure health and safety.			
11. Assess impact.			
12. Make an informed decision.	<u>Meeting 3</u> Helping Children with Healthy Grieving – Family Strengths and Needs		