

UTAH'S ADOPTION CONNECTION

CHILD AND FAMILY SERVICES

MAY 2009



Amanda, 16 and Wyatt, 12 are waiting...

UTAH'S ADOPTION CONNECTION

CHILD AND FAMILY SERVICES

QUARTERLY DCFS NEWSLETTER



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If you are interested in any of the waiting children in this publication, please contact The Adoption Exchange at 801-265-0444 for more information.

MAY 2009
Kathy Searle, Editor
Lindsay Kaeding, Design Director

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BUT WE ARE

They said we couldn't be your family.
Our skin color differ is the reason they gave.
Our tradition, backgrounds, and culture don't match,
we could never give you all that you need.
So they said we couldn't be your family.

The months, then years passed as we waited
The diapers were changed, the messes cleaned up.
Dentist, doctors, and school appointments all kept.
Yet, they said we couldn't be your family.

The times spent together mean nothing to them.
The attachment, security, and all of the love,
secondary to the law.
Not understanding God's greater plan
they said we couldn't be your family.

From the painful first tooth to the clumsy first step
to the very first words to come from your lips.
Birthday, vacations, and holidays surrounded in a
strengthened love that could not be denied.
Yet, they said we couldn't be your family.

Then we all came to know that miracles
can and do happen, still to this day,
as our prayers were answered
and our dreams all came true,
They said we couldn't be your family...
But We Are

By: Amy Bates, Adoptive Parent



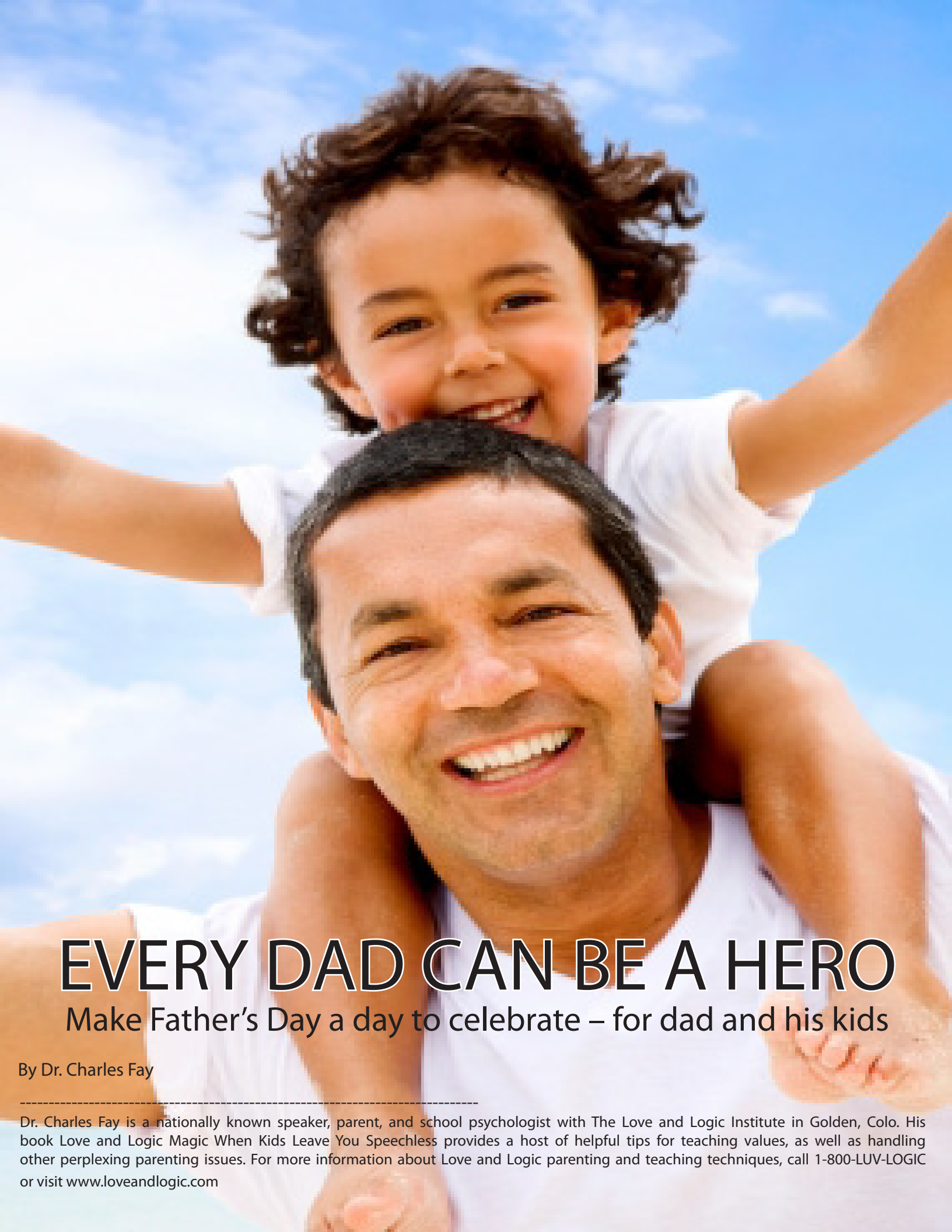
This happy teenager is fun to be around! She is a playful young woman who loves to joke. A favorite pastime of Brittani's is having a good time hanging out with her friends. Playing volleyball is an activity Brittani enjoys doing.

Proud of her academic accomplishments in eleventh grade, Brittani works hard to earn good grades. She is currently in counseling, which will need to continue after placement.

Brittani is very open to new experiences and has positive relationships with the adults and peers in her life.

This lively teen would like to be adopted and have a family who will love and support her. If your family is interested in this energetic adolescent, we urge you to inquire.

Contact Andrea at 801-265-0444
for more information on Brittani.



EVERY DAD CAN BE A HERO

Make Father's Day a day to celebrate – for dad and his kids

By Dr. Charles Fay

Dr. Charles Fay is a nationally known speaker, parent, and school psychologist with The Love and Logic Institute in Golden, Colo. His book *Love and Logic Magic When Kids Leave You Speechless* provides a host of helpful tips for teaching values, as well as handling other perplexing parenting issues. For more information about Love and Logic parenting and teaching techniques, call 1-800-LUV-LOGIC or visit www.loveandlogic.com

By using four simple, yet powerful steps from the Love and Logic Institute, parents can give their children the gifts of responsibility and self-esteem. With these gifts, dads will become heroes in their children's hearts and Father's Day will become a true celebration of love and respect. Get started now by using the following steps:

Step 1: Show your kids how to make mistakes and solve them.

Great dads (and moms) don't try to be perfect. Instead, they allow their children to witness some of their small mistakes, show that they are human, and model what it looks like to be a good problem-solver. For example, on a cool evening, a wise dad might purposefully leave his jacket at home and say to his kids, "Oops! I forgot to bring my jacket. I'm chilly. I sure am going to remember it next time!"

Step 2: Give your kids plenty of opportunities to make "affordable" mistakes.

Love and Logic parents know that the consequences of mistakes grow more dangerous as their children grow older. Therefore, they hope and pray their youngsters will make plenty of small or "affordable" mistakes when they are young, when the "price tags" of these mistakes are small. For example, on another cool evening during the same week, dad might say to his kids, "We are leaving in 10 minutes. I'm going to treat you like big kids. How fun! You get to be in charge of remembering what you need to bring with you."

Step 3: If a mistake is made, provide a strong "dose" of empathy and hold your child accountable.

Believe it or not, the parents who are loved and respected by kids provide firm consequences for mistakes or misbehavior. The most loved and respected dads (and moms) provide a strong message of caring or empathy before they deliver consequences. If a child forgets to bring his or her jacket, a Love and Logic parent might say very sincerely, "This is so sad. You forgot your jacket, and now you're chilly. We can't drive all the way home to get it. Hang in there. I love you."

Step 4: Give your children the same task again.

The very next day, the same father might say, "We are leaving in 10 minutes. You again get to be in charge of remembering what you need to bring with you."

When parents give their children responsibility for the same task again, without nagging or reminding them of their previous mistakes, they send a very powerful message: "You are smart enough to learn from your mistakes!"

It's never too early or too late to give your children the gifts of Love and Logic.

A father I know used these steps with his four-year-old daughter, Amy. He even picked the same decision – remembering one's jacket. Little Amy forgot her jacket just once! The next evening, as they were preparing to leave for the grocery store, she looked at her father, smiled with pride, and exclaimed, "Daddy! I brought my jacket just in case I'm chilly!"

AdoptiveDads.org

Fostercare, Adoption, & Fatherhood

This is a resource site for guys connected to adoption and foster care. We are simply sharing our knowledge and experiences as adoptive and foster dads. Whether you're looking for hard facts or genuine encouragement, we hope you'll find it here.

Heart Gallery- How You

By: Kathy Searle, The Adoption Exchange

Where is Heart Gallery?

This past week had the great opportunity to attend the Heart Gallery opening in Cedar City, Utah. The portraits were hung and a ribbon was cut to celebrate the Heart Gallery coming to Cedar City. This was all great but what was really exciting for me was that the whole event was planned by a volunteer. Margene Traveler called The Adoption Exchange and wanted to provide some service. We asked if she could possibly find a location for Heart Gallery in Cedar City. She searched and searched and finally she was having her hair done at the Evans Beauty College. She looked up at the walls and saw the typical pictures you see in a salon – she thought, what a great place for the gallery! She talked with the owner who readily agreed. Margene put together a program with refreshments and we had ourselves an opening. The local DCFS office was very supportive and came out for the event.

In June and July the gallery will be going to Heber City where Lori Boss, also a volunteer, has secured the local Heber Valley Medical Center for the Gallery. An opening will take place June 2nd at 6:00. The Heart Gallery will travel to City Hall in Tooele in August and remain there until the end of September.

If you have an idea for a Heart Gallery or mini gallery location please call The Adoption Exchange to discuss the possibility of one or both coming your city. The Adoption Exchange 801-265-0444.



Evans Beauty College, Cedar City



Ribbon Cutting, Cedar City



Margene, Traveller, Volunteer

Please contact The Utah Office of the
Adoption Exchange for
more information. 801-265-0444.

To view the portraits from this years gallery go to

www.utahheartgallery.org.

You Can Make a Difference

Mini Galleries Need Your Help to Help Children Who Wait

To explain what mini galleries are you need to know about Utah's Heart Gallery. This unique exhibit combines the talents of many professional Utah photographers to reflect the personalities of children in foster care waiting to be adopted. What is even more unique about the Utah's Heart Gallery exhibit is that the portraits showing the children and teens at their best are taken, matted and framed and then donated to the Heart Gallery by the photographers. The portraits replace the typical mug shot used for recruitment and capture the spirit and personality of each child which results in more of the children being adopted. The Heart Gallery also takes the concept of adopting from foster care out into our community which hopefully will generate more placement resources for Utah's children.

Utah's statewide Heart Gallery committee was concerned about the size and accessibility of the currently gallery and wanted to share the gallery with more communities. Because the museum quality portraits are not conducive to many locations the idea of mini galleries was born. A mini gallery uses the same concept as Heart Gallery but the portraits are printed on Masonite boards and attached to display towers. Two different sizes are available and can be transported in small car, unlike the regular gallery that has to be transported in a large van.

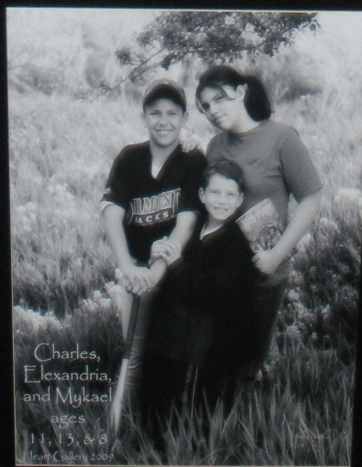
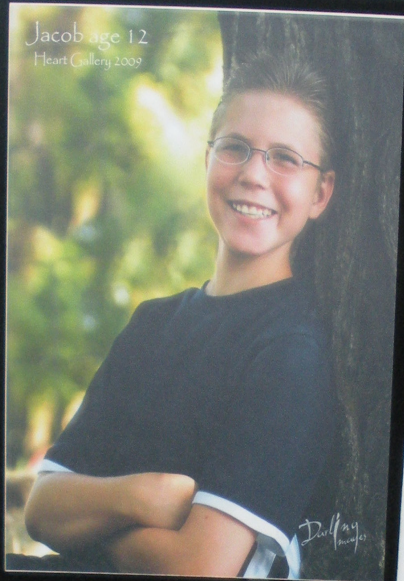
The Heart Gallery committee would like to see the mini galleries come to every community in Utah and is asking Division of Child and Family Services (DCFS) staff, adoptive parents and volunteers to find a location for a mini gallery and then call The Adoption Exchange to check out a tower and set it up in a local community. Ideas for display are community recreation centers, libraries, and church groups. Anywhere that people gather we would like mini-galleries to go. They take up only a small amount of space and come with small business card of the children featured. If you can think of a location in your town please call The Adoption Exchange to check out a mini gallery tower. If available, a tower can be in a location for as little as a day and up to one month. We can coordinate with your local DCFS office to get the gallery to your town. You can pick it up from there and then deliver it back to the office. Children waiting in foster care for permanent families need the help of all of us.

Utah's Heart Gallery

Utah's Heart Gallery is made possible by the combined efforts of many local professional photographers Utah's Division of Child and Family Services, The Adoption Exchange and Wendy's.

Utah's Heart Gallery is created to bring awareness to the children in foster care waiting for adoption and to encourage families in our communities to consider adopting from foster care.

Jacob age 12
Heart Gallery 2009



Charles,
Alexandria,
and Mykael
ages
11, 13, & 8
Heart Gallery 2009

School & Adoption: Navigating

By: Cyndie Ody-Weis, Printed in Adoptalk 2002

"I'm sorry Mr. and Mrs. Smith," said the teacher in the voice mail message, "but I need you to come to school again. Joshua is having trouble in class." It was a familiar request. The Smiths had been to school so many times that, as Mr. Smith wryly joked, "the car remembers how to get there." Joshua, seven, had joined the family through adoption two years earlier. Since he had been in school, Joshua had been repeatedly evaluated for a variety of disorders. Mr. and Mrs. Smith had reams of reports littered with now all too familiar codes—ADHD, FAS, LD, CP, OHI and others. [The fictitious Smiths represent the experience of many adoptive parents whose children have special educational needs.]

"There are enough letters to make alphabet soup!" declared Mr. Smith at a recent tense meeting to discuss his son's progress, or more aptly stated, Joshua's lack of progress. The Smiths were committed to working with the public school. They communicated often with school staff and believed good resources were available. They also realized, however, that their son's adoption and early years of abuse and neglect fed into his school problems.

Before he turned six, Joshua was in a generic exceptional education classroom with eight children who had a wide variety of special needs. In first grade, the school tried a pull-out program. That year, specialists pulled Joshua out of the regular classroom for short periods each day to provide intensive instruction on a variety of academic skills. When that did not work, an instructional aide came to work with Joshua in the regular classroom.

Teachers were now talking about a self-contained second grade class where Joshua would be with five other children who all had severe health needs. Teachers thought that the new class, along with time in a resource room, would be a good combination. In the resource room, learning disability specialists could help Joshua improve his skills through computer-assisted learning, group games, and more individual attention.

FAPE and IEPs

Before the Smiths adopted, they learned that the U.S. public education system is required to accommodate all children, no matter what their needs. Free, Appropriate Public Education (FAPE) was first authorized through the Education for All Handicapped Children Act of 1975 (P.L. 94-142), and one key to making FAPE a reality is the Individualized Educational Plan (IEP), a customized set of goals and strategies to help each child learn.

Federal laws govern IEPs in the U.S. In Canada, each province administers educational policy, and sets the rules for children's educational plans. According to Nancy Umbach, an adoptive parent and child advocate from Ontario, any parent in Canada can request a plan for his or her child, even if the child does not have serious special needs.

Under U.S. federal law, IEPs can be developed for children who are found to have "mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance..., an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services." (IDEA, 1997 Regulations, Subpart A, §300.7) Young children who are experiencing developmental delays may also qualify.

The process works as follows:

Step 1: Identification Anyone who knows the child—including a parent, teacher, or physician—can refer a child for evaluation if he or she suspects that the child has a special need. The earlier the intervention, the better, so it is important not to take a wait-and-see attitude. Before the actual evaluation, parents must give permission. If the need is severe and the parents refuse to permit an evaluation, protective services can ask a court to allow the evaluation without the parents' consent so the child can get needed services.

Step 2: Evaluation and Assessment A team of experts (identified commonly as an IEP team, a multi-disciplinary or M-team, or an individual program review committee or IPRC) assess the child, and if the team determines that the child has exceptional educational needs, an IEP is created. Parents are an important part of planning the IEP. They meet with the evaluators to discuss evaluation findings and determine how to best meet the child's educational needs. Depending on age and the nature of the special needs, the child can be included in meetings too.

Step 3: Placement in the Least Restrictive Environment If the child meets certain criteria, the school system offers a special program, placement, or services that can meet the child's needs in the "least restrictive environment." In most cases, children are in a regular classroom with an array of special services. A special class for all or part of the day is another possibility, as is an allotment of time spent in a resource room with a specialist, or having an aide to help the child manage in the regular class. Services may include physical, language, or occupational therapy, or monitoring by medical personnel.

Step 4: Monitoring and Modification After a plan is in place, teachers and parents must monitor the child's performance. As needed, the IEP team can modify the plan to provide additional services or move the child to a different setting.

IDEA and Education

In 1997, the Education of All Handicapped Children Act was amended and reauthorized as the Individuals with Disabilities Education Act (IDEA). Changes and clarifications in IDEA: mandate that services be tailored to the child's individual needs instead of his or her disability category require that IEP teams consider all factors, including a child's behavior, that impede learning outline discipline procedures

IEPs, IDEA, and Special Services

and services that children must receive when removed from school “With IDEA,” says Niki Rogers, a Milwaukee school teacher, “things are so much more clear.” IDEA, she notes, suggests how to incorporate classroom accommodations and create better plans. In the 24 years she’s been teaching, Rogers has seen services for children with special needs improve dramatically. She was one of the first teachers in the 1970s to include children with special needs in regular classrooms, and is excited to see a blend of ability levels and needs in nearly every class.

Inclusion—also known as mainstreaming—is clearly the trend for children with special educational needs, but it is not the best idea for all children. Judy Grove, the Adoption Council of Canada’s executive director, has eight children—six who joined the family through adoption. “There is no one-size-fits-all approach,” Judy asserts. “A lot depends on what you perceive the child’s disability to be. When children have developmental delays, normalization and higher expectations can be helpful. Other disabilities may be best served in more segregated environments.”

Adoption and Education Plans

Marie and Richard Baczanski have three adult birth children and a teenage son who was adopted. They have also been foster parents. When their son was placed in a regular class with resource help only, Marie knew he wasn’t getting his needs met. “I told the M-team not to build any more schools,” Marie says, “but rather to build prisons, because that’s where our kids were headed if their needs were not met.” Her strong advocacy role secured appropriate school placements for many of her kids. “If you don’t speak up, the kids won’t get what they need. Keep hammering away,” she advises, even if it means working for a more restrictive placement.

Almost unanimously, parents and teachers believe school personnel need to be more aware of foster care and adoption-related issues that affect student performance. After fostering more than 40 children and adopting seven, Sharon and Jerry Klingler know intimately how hard transitions can be. It is traumatic, Sharon observes, for kids to change families and schools. “The schools could help just by knowing the circumstances of why the child’s coming to a new school,” she says. Even simple things can make a difference, like having the class welcome a new child.

Over time, the Klinglers found that their children adjusted and had their needs met. Sharon stresses that, when possible, both parents should communicate with the school and include the child in meetings. “I found,” she says, “that the teachers tended to make more positive remarks when the child was sitting right there.” This led to better communication and planning.

Sadly, some foster children don’t have the benefit of caretaker input. Marie Baczanski reports that at one point, her school system didn’t allow foster parents or social workers to participate in IEP meetings unless the birth parents gave written permission. “We who do the homework and

see all of the day-to-day behaviors could not be a part of the educational planning,” she says indignantly. “It was ridiculous.”

“Parents and families are essential to making the plan work,” agrees Judy Whitehead, a retired teacher from Michigan who taught exceptional education classes for 34 years. “You just can’t do it without a team effort.”

Schools in the U.S. may also grant special services to home-schooled kids or to children attending private schools. If parents in these circumstances suspect that their child has exceptional needs, they can ask the public school for an evaluation. If special services are warranted, and the parent convinces a hearing officer that the public school did not make FAPE available, then the school may have to pay for an approved private school. Public school systems in the U.S. and some Canadian provinces can also provide services to children in hospitals, residential treatment centers, and in the child’s home if the child is homebound.

Section 504

Sometimes a child’s physical or mental impairment hinders her work in a regular class, but the child does not meet the criteria for exceptional education services. In these situations, Section 504 of the Rehabilitation Act dictates that U.S. public schools provide accommodations to address the child’s disability.

Section 504 accommodations relate directly to the child’s disability. Schools may, for instance, modify rules, policies, or practices; remove architectural or communication barriers; or provide assistive technology. In terms of education, a child who has Section 504 protections has access to the same free and appropriate education as children who are not disabled.

Compared to IDEA—which has set rules and enforceable timelines—Section 504 guidelines are much less specific. For example, IDEA specifies that parents must receive written notice of all meetings and a copy of the IEP. Section 504 does not include either requirement.

Conclusion

December 3, 2004 The President reauthorized IDEA. To offer input and stay abreast of revisions that might affect your child or students, visit www.wrightslaw.com/news/idea2002.htm. The site has updates about IDEA and a link to an online feedback form.

It is through interchanges of ideas and information that education can improve for all children, including those who have special needs. Parents—birth, foster, and adoptive—and teachers who work with their children must communicate and join together to see that every child has equal access to the free appropriate public education guaranteed by law.

Utah's Adoption LENDING LIE



NACAC Conference

Don't miss the 35th annual conference of the North American Council on Adoptable Children in Columbus, Ohio from

August 12 to 15, 2009

(Pre-conference sessions August 12; full conference August 13 to 15.)

The NACAC conference—the most comprehensive adoption conference in North America—will feature close to 100 workshops by expert professionals and parents addressing a wide variety of topics, including:

- parenting
- race, culture, & diversity
- therapeutic techniques
- agency issues & concerns
- parenting children with challenges
- kinship placements & birth family connections
- post-adoption services
- international adoption


To put your name on a list to receive a conference registration booklet for 2009, please contact NACAC at info@nacac.org. Include your name, e-mail address, and mailing address, and let us know whether you want the registration booklet by e-mail or by mail.

**The Gateway
FREE Admission**



Bring your family to The Gateway for the 7th annual Chalk Art Festival!

 Watch as artists create beautiful, temporary works of art!

 Visit the Kids Korner and join in on the fun!

**Friday, June 19th
4pm to 9pm**

**Saturday, June 20th
10am to 9pm**

Foster/Adoptive Dad of the Year Awards will be presented Saturday at Noon near the fountains.
*Part of KSL's Family Fair

*Our purpose is to ensure that every child has a secure, loving home.
The festival benefits Utah's 2600 children in foster care who need foster/adoptive families.*



**1-877-505-KIDS
utahfostercare.org**



 **The Gateway**





Please Join The Adoption Exchange on
May 30th, 2009 at Murray City Park
for a 5K Run/Walk for children waiting in Foster Care to be adopted.

see you [redacted]

[redacted]

[redacted]

[redacted]

[redacted]




Utah Fetal Alcohol Coalition and the Division of Substance Abuse and Mental Health present:

The Fetal Alcohol Spectrum Disorder Parent Seminar

- It will be held on Saturday June 27th in Ogden, Utah at Weber Human Services.
- Details for registration will follow and we will be sending you a flyer and ask that you share it with parents that may be interested in attending.
- Remember there is **no charge** for parents and family members for this event.

We were very fortunate to be able to schedule, Julie Gelo who is the legal mother to 14 children ranging in ages from 9 to 42. She and her husband Lynn live in Bothell, Washington with the youngest six children and are licensed foster parents with Ina Maka, a private foster care agency with United Indians of All Tribes. Nine of Julie's children have been diagnosed with Fetal Alcohol Syndrome or related conditions, including all six who live at home. Julie has been the Family Advocate for the Washington State Fetal Alcohol Syndrome Diagnostic and Prevention Network core team at the University of Washington for thirteen years. She is the Executive Director for the Washington State affiliate to the National Organization on Fetal Alcohol Syndrome and the co-founder of the FASt Friends of FASD Community Support Network as well as the annual 5 Day FASD Family Summer Camp. She presents workshops and trainings on Fetal Alcohol Syndrome and Effective Advocacy throughout the United States, Canada and the United Kingdom.



Phillip, age 15 is waiting...

Where I've Been, Where I Am, Where I'm Going

By: Roger

Taken from Spring Adoptalk 2008

At 16, after spending five years in foster care, Roger moved in with the family who legally adopted him the day before he turned 17. Now 18, he wants to raise awareness about the importance and value of permanence for older youth in care. Through his poem, Roger wants to express hope and show that adoptive families can "help lighten the load" that many youth carry from their past.

I was born in a lonely, frigid hospital wing.
Parents were more wild than a bull in a china shop.
They came from different worlds.
They seemed as if it was a game played once,
Then put away to collect dust.
Siblings were mere images of our parents.
Shifting from city to city, home to home.
Numerous bottles of joy-juice
Spread like a farmer spreading manure over a pasture
throughout our lives.
Mother was a sleepless object, never moving, always drunk.
Father was a sluggard
Who was always out, never seeing us.
Mealways, cooking, cleaning, caring for anybody but myself.
Never went to school, was like a father for all of my siblings.

School was very slow, even though I went every day,
Learning came easy, grades not so good like a unknown food.
Always wondering when it would happen.
All of the lies, secrets, were a burden on my shoulders like
Atlas and the globe.
One day, who knows when, Dominique didn't return.
I worried and cried.
Then it happened so fast.
It was a blur, first at home then at the hospital.
Went to a foster home which was like living with Fidel Castro.
I moved to my aunt and uncle's house.
My pent-up anger was a volcano waiting to erupt,
Primitive, like a Neanderthal grunting in decipherably.
Then from there to treatment.
Finally, moving home forever.
Now I am in total control of my anger.
I am a senior in high school.

I am a studious student studying things I know I can succeed.
I collect facts as random as the Powerball.
I tend to be trivial like Alex Trebek on Jeopardy.
I want to go to college.
I want to be a nurse.
Now, I want to be more magnificent than the thought of
being rich.
I am optimistic as a glass half full.

Later on in life I am on a pristine lake.
On a boat fishing, wishin' for that big one that just won't come.
Just toyin' with my line makin' me mad.
"Just take the bait, you dumb fish!"
I yell out to nobody in particular.
I come home to a kitchen full of aroma
like a fragrant rose bush.
Then, the end comes.
I know I'm nearing it.
Then it comes like the weather, suddenly and hot as violent.
I am with family and pets.
It is beautiful across the Pearly Gates.
Like they say the road is paved in gold
Like the yellow brick road in the Wizard of Oz.
I am welcomed warmly and not shunned away
like before I was moved from home.
My life may have started crappy
And always worrying about all of the shoots from the mother
plant.
To a life lived to the fullest,
And more grand than the Queen of England and the Hope
Diamond.
Well, my life has come to an end and I have enjoyed it im-
mensely.

"From Adoptalk, published by the North American Council on Adoptable Children, 970 Raymond Avenue, Suite 106, St. Paul, MN 55114; 651-644-3036; www.nacac.org."

975 E. Woodoak Lane, suite 220
Murray, UT 84117

CALL YOUR POST-ADOPTION SPECIALIST

Northern Region:

Aubrey Myers (801) 395-5973

Salt Lake Region:

Linda Vrabel (801) 264-7500

Western Region:

Am. Fork/Lehi
Rachel Jones (801) 434-7181

Orem/Lindon
Cassie Beck (801) 224-7844

Provo/Heber
Dan Wheatley (801) 374-7817

Spanish Fork/Nephi
John Worthington (801) 794-6731

Southwest Region:


Rick Clements (435) 867-2760
Susan Goodman (435) 867-2760

Eastern Region:

Blanding /Moab Al Young (435) 678-1490
Price/Castledale Josh Jenkins (435) 636-2373
Vernal/Roosevelt Fred Butterfield (435)722-6561

Community Family Media, LLC presents

LIVING ON THE FAULT LINE



WHERE RACE AND FAMILY MEET

A film by
Jeff Farber

"...a compelling investigation of an important topic" and
"excellent place to begin examining the issues of race"

Produced in association with the National Center for Community Action, Inc. and the Utah State Office of Community Action. Film and its content not endorsed by the Utah State Office of Community Action.

www.onthefaultline.com