

Families First

a newsletter for Nebraska Families

August/September 2013

N F A N P A

Help for Parents of Troubled Teens

Dealing with Anger, Violence, Delinquency, and Other Teen Behavior Problems

Parenting a teenager is never easy, but when your teen is violent, depressed, abusing alcohol or drugs, or engaging in other reckless behaviors, it can seem overwhelming. You may feel exhausted from lying awake at night worrying about where your child is, who he or she is with, and what they're doing. You may despair over failed attempts to communicate, the endless fights, and the open defiance. Or you may live in fear of your teen's violent mood swings and explosive anger. While parenting a troubled teen can often seem like an impossible task, there are steps you can take to ease the chaos at home and help your teen transition into a happy, successful young adult.

Normal Teen vs. Troubled Teen Behavior

As teenagers begin to assert their independence and find their own identity, many experience behavioral changes that can seem bizarre and unpredictable to parents. Your sweet, obedient child who once couldn't bear to be separated from you now won't be seen within 20 yards of you, and greets everything you say with a roll of the eyes or the slam of a door. These, unfortunately, are the actions of a normal teenager.

As the parent of a troubled teen, you're faced with even greater challenges. A troubled teen faces behavioral, emotional, or learning problems beyond the normal teenage issues. They may repeatedly practice at-risk behaviors such as violence, skipping school, drinking, drug use, sex, self-harming, shoplifting, or other criminal acts. Or they may exhibit symptoms of mental health problems like depression, anxiety, or eating disorders. While any negative behavior repeated over and over can be a sign of underlying trouble, it's important for parents to understand which behaviors are normal during adolescent development, and which can point to more serious problems.

See chart on Page 3



Seeking professional help for a troubled teen

All teens need to feel loved

Teenagers are individuals with unique personalities and their own likes and dislikes. Some things about them are universal, though. No matter how much your teen seems to withdraw from you emotionally, no matter how independent your teen appears, or how troubled your teen becomes, he or she still needs your attention and to feel loved by you.

If you identify red flag behaviors in your teen, consult a doctor, counselor, therapist, or other mental health professional for help finding appropriate treatment.

Even when you seek professional help for your teen, though, that doesn't mean that your job is done. As detailed below, there are many things you can do at home to help your teen and improve the relationship between you. And you don't need to wait for a diagnosis to start putting them into practice.

Understanding Teen Development

No, your teen is not an alien being from a distant planet, but he or she is wired differently. A teenager's brain is still actively developing, processing information differently than a mature adult's brain. The frontal cortex—the part of the brain used to manage emotions, make decisions, reason, and control inhibitions—is restructured during the teenage years,

(continued)

Nebraska Foster & Adoptive Parent Association

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Misprint:

Last month we included an article about Phyliss and Bud Cunningham fostering for 20 years. Well that was incorrect, they have been fostering for 25 years! Congrats!

Attention Foster Parents!

Receive in-service training credit for reading this newsletter!

Now you can enjoy reading Families First and receive in-service training credit that can apply toward your re-licensure as a foster parent. This in-service training has been approved by HHS. Simply read this issue, write down the answers to the questions below, and mail your answers to your licensing worker (i.e., Agency worker). If your answers are satisfactory, you will receive 30 minutes of credit toward your in-service training requirement. If you have questions, contact NFAPA at 877-257-0176 or 402-476-2273.

Questions for in-service training quiz August/September 2013

- 1) A teenager's brain is still actively developing, processing information differently than a mature adult's brain. T or F
- 2) Name 5 ways parents can help their teens cope with emotions and deal with anger in a more constructive way.
- 3) Why do children engage in challenging behavior?
- 4) What is the common age of children who are truant from school?
- 5) Name 10 ways to get your child to attend school on a regular basis.
- 6) How can reunification be more successful and quicker?
- 7) As a foster parent, part of your mission is to support reunification with your foster child and his biological parents. T or F
- 8) A few minutes of _____ before your child begins the activity or event could prevent future challenging behavior.
- 9) What are four of the nine questions you should ask to find a pattern to your child's behavior?
- 10) When and where is the closest support group to you?
- 11) Name two speakers in an upcoming in-service training and what they are training on.
- 12) Where can youth go to find insurance information?

“Strong people don't put others down...They lift them up.”

— Michael P Watson

Questions? Call NFAPA at 877-257-0176 or 402-476-2273.

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(continued from Page 1 - help for parents of Troubled Teens)

When Typical Teen Behavior Becomes Troubled Teen Behavior	
Typical Teen Behavior	Warning Signs of a Troubled Teen
Changing appearance. Keeping up with fashion is important to teens. That may mean wearing provocative or attention-seeking clothing or dyeing hair. Unless your teen wants tattoos, avoid criticizing and save your protests for the bigger issues. Fashions change, and so will your teen.	Changing appearance can be a red flag if it's accompanied by problems at school or other negative changes in behavior, or if there's evidence of cutting and self-harm or extreme weight loss or weight gain.
Increased arguments and rebellious behavior. As teens begin seeking independence, you will frequently butt heads and argue.	Constant escalation of arguments, violence at home, skipping school, getting in fights, and run-ins with the law are all red flag behaviors that go beyond the norm of teenage rebellion.
Mood swings. Hormones and developmental changes often mean that your teen will experience mood swings, irritable behavior, and struggle to manage his or her emotions.	Rapid changes in personality, falling grades, persistent sadness, anxiety, or sleep problems could indicate depression, bullying, or another emotional health issue. Take any talk about suicide seriously.
Experimenting with alcohol or drugs. Most teens will try alcohol and smoke a cigarette at some point. Many will even try marijuana. Talking to your kids frankly and openly about drugs and alcohol is one way to ensure it doesn't progress further.	When alcohol or drug use becomes habitual, especially when it's accompanied by problems at school or home, it may indicate a substance abuse issue or other underlying problems.
More influenced by friends than parents. Friends become extremely important to teens and can have a great influence on their choices. As teens focus more on their peers, that inevitably means they withdraw from you. It may leave you feeling hurt, but it doesn't mean your teen doesn't still need your love.	Red flags include a sudden change in peer group (especially if the new friends encourage negative behavior), refusing to comply with reasonable rules and boundaries, or avoiding the consequences of bad behavior by lying. Your teen spending too much time alone can also indicate problems.

forming new synapses at an incredible rate, while the whole brain does not reach full maturity until about the mid-20's. Your teen may be taller than you and seem mature in some respects, but often he or she is simply unable to think things through at an adult level. Hormones produced during the physical changes of adolescence can further complicate things. Now, these biological differences don't excuse teens' poor behavior or absolve them from accountability for their actions, but they may help explain why teens behave so impulsively or frustrate parents and teachers with their poor decisions, social anxiety, and rebelliousness. Understanding adolescent development can help you find ways to stay connected to your teen and overcome problems together.

Teens see anger everywhere

Teens differ from adults in their ability to read and understand emotions in the faces of others. Adults use the prefrontal cortex to read emotional cues, but teenagers rely on the amygdala, the part of the brain responsible for emotional reactions. In research, teens often misread facial expressions; when shown pictures of adult faces expressing different emotions, teens most often interpreted them as being angry. *Source: ACT for Youth*

Anger and Violence in Teenagers

If you feel threatened by your teen

Everyone has a right to feel physically safe. If your teen is violent towards you, seek help immediately. Call a friend, relative, or the police if necessary. It doesn't mean that you don't love your child, but the safety of you and your family should always come first.

If you're a parent of a teenage boy who is angry, aggressive, or violent, you may live in constant fear. Every phone call or knock on the door could bring news that your son has either been harmed, or has seriously harmed others.

Teenage girls get angry as well, of course, but that anger is usually expressed verbally rather than physically. Teen boys are more likely to throw objects, kick doors, or punch the walls when they're angry. Some will even direct their rage towards you. For any parent, especially single mothers, this can be a profoundly upsetting and unsettling experience. But you don't have to live under the threat of violence.

Dealing with angry teens

Anger can be a challenging emotion for many teens as it often masks other underlying emotions such as frustration, embarrassment, sadness, hurt, fear, shame, or vulnerability. When teens can't cope with these feelings, they may lash out, putting themselves and others at risk. In their teens, many boys have difficulty recognizing their feelings, let alone being able to express them or ask for help.

The challenge for parents is to help your teen cope with emotions and deal with anger in a more constructive way:

- Establish rules and consequences. At a time when both

you and your teen are calm, explain that there's nothing wrong with feeling anger, but there are unacceptable ways of expressing it. If your teen lashes out, for example, he or she will have to face the consequences—loss of privileges or even police involvement. Teens need rules, now more than ever.

- Uncover what's behind the anger. Is your child sad or depressed? For example, does your teen have feelings of inadequacy because his or her peers have things that your child doesn't? Does your teen just need someone to listen to him or her without judgment?
- Be aware of anger warning signs and triggers. Does your teen get headaches or start to pace before exploding with rage? Or does a certain class at school always trigger anger? When teens can identify the warning signs that their temper is starting to boil, it allows them to take steps to defuse the anger before it gets out of control.
- Help your teen find healthy ways to relieve anger. Exercise, team sports, even simply hitting a punch bag or a pillow can help relieve tension and anger. Many teens also use art or writing to creatively express their anger. Dancing or playing along to loud, angry music can also provide relief.
- Give your teen space to retreat. When your teen is angry, allow him or her to retreat to a place where it's safe to cool off. Don't follow your teen and demand apologies or explanations while he or she is still raging; this will only prolong or escalate the anger, or even provoke a physical response.
- Manage your own anger. You can't help your teen if you lose your temper as well. As difficult as it sounds, you have to remain calm and balanced no matter how much your child provokes you. If you or other members of your family scream, hit each other, or throw things, your teen will naturally assume that these are appropriate ways to express his or her anger as well.

Red flags for violent behavior in teens

It only takes a glance at the news headlines to know that teen violence is a growing problem. Movies and TV shows glamorize all manner of violence, many web sites promote extremist views that call for violent action, and hour after hour of playing violent video games can desensitize teens to the real world consequences of aggression and violence. Of course, not every teen exposed to violent content will become violent, but for a troubled teen who is emotionally damaged or suffering from mental health problems, the consequences can be tragic.

Warning signs that a teen may become violent include:

- Playing with weapons of any kind
- Obsessively playing violent video games, watching violent movies, or visiting websites that promote or glorify violence
- Threatening or bullying others
- Fantasizing about acts of violence he'd like to commit
- Being violent or cruel to pets or other animals

Helping Troubled Teens Tip #1: Connect With Your Teen

Whatever problems your teen is experiencing, it is not a sign that you've somehow failed as a parent. Instead of trying to assign blame for the situation, focus on your teen's current needs. The first step to doing this is to find a way to connect with him or her.

It may seem hard to believe—given your child's anger or indifference towards you—but teens still crave love, approval, and acceptance from their parents. That means you probably have a lot more influence over your teen than you think. To open the lines of communication:

- **Be aware of your own stress levels.** If you're angry or upset, now is not the time to try to communicate with your teen. Wait until you're calm and energized before starting a conversation. You're likely to need all the patience and positive energy you can muster.
- Be there for your teen. An offer to chat with your teen over coffee will probably be greeted with a sarcastic put-down or dismissive gesture, but it's important to show you're available. Insist on sitting down for mealtimes together with no TV or other distractions, and attempt to talk to your teen then. Don't get frustrated if your efforts are greeted by nothing more than monosyllabic grunts or shrugs; you may have to eat a lot of dinners in silence, but when your teen does want to open up, he or she will have the opportunity to do so.
- Find common ground. Trying to discuss your teen's appearance or clothes may be a sure-fire way to trigger a heated argument, but you can still find some areas of common ground. Fathers and sons often connect over sports, mothers and daughters over gossip or movies. The objective is not to be your teen's best friend, but to find common interests that you can discuss peacefully. Once you're talking, your teen may feel more comfortable opening up to you about other things.
- Listen without judging or giving advice. When your teen does talk to you, it's important that you listen without judging, mocking, interrupting, criticizing, or offering advice. Your teen wants to feel understood and valued by you, so maintain eye contact and keep your focus on your child, even when he or she is not looking at you. If you're checking your email or reading the newspaper, your teen will feel that he or she is not important to you.
- Expect rejection. Your attempts to connect with your teen may often be met with anger, irritation, or other negative reactions. Stay relaxed and allow your teen space to cool off. Try again later when you're both calm. Successfully connecting to your teen will take time and effort. Don't be put off; persevere and the breakthrough will come.

Helping Troubled Teens Tip #2: Make Healthy Lifestyle Changes

The tips below can help put balance back in your troubled teen's life, no matter the exact diagnosis of his or her problems:

- Create structure. Teens may scream and argue with you about rules and discipline, or rebel against daily structure, but that doesn't mean they need them any less. Structure, such as regular mealtimes and bedtimes, make a teen feel safe and secure. Sitting down to breakfast and dinner together every day can also provide a great opportunity to check in with your teen at the beginning and end of each day.
- Reduce screen time. There is a direct relationship between violent TV shows, movies, Internet content, and video games, and the violent behavior in teenagers. Even if your teen isn't drawn to violent material, too much screen time can still impact brain development. Limit the time your teen has access to electronic devices—and restrict phone usage after a certain time at night to ensure your child gets enough sleep.
- Encourage exercise. Even a little regular exercise can help ease depression, boost energy and mood, relieve stress, regulate sleep patterns, and improve your teen's self-esteem. If you struggle getting your teen to do anything but play video games, encourage him or her to play activity-based video games or "exergames" that are played standing up and moving around—simulating dancing, skateboarding, soccer, or tennis, for example. Once exercise becomes a habit, encourage your teen to try the real sport or to join a club or team.
- Eat right. Healthy eating can help to stabilize a teenager's energy, sharpen his or her mind, and even out his or her mood. Act as a role model for your teen. Cook more meals at home, eat more fruit and vegetables and cut back on junk food and soda.
- Ensure your teen gets enough sleep. Sleep deprivation can make a teen stressed, moody, irritable, and lethargic, and cause problems with weight, memory, concentration, decision-making, and immunity from illness. You might be able to get by on six hours a night and still function at work, but your teen needs 8.5 to 10 hours of sleep a night to be mentally sharp and emotionally balanced. Encourage better sleep by setting consistent bedtimes, and removing TVs, computers, and other electronic gadgets from your teen's room—the light from these suppresses melatonin production and stimulates the mind, rather than relaxing it. Suggest your teen tries listening to music or audio books at bedtime instead.

Helping Troubled Teens Tip #3: Take Care of Yourself

- The stress of dealing with any teenager, especially one who's experiencing behavioral problems, can take a toll on your own health, so it's important to take care of yourself. That means looking after your emotional and physical needs and learning to manage stress.
- Take time to relax daily and learn how to regulate yourself and de-stress when you start to feel overwhelmed.
 - Don't go it alone, especially if you're a single parent. Seek help from friends, relatives, a school counselor, sports coach, religious leader, or someone else who has a relationship with your teen. Organizations such as Boys and Girls Clubs, YMCA, and other youth groups can also help provide structure and guidance.
 - Watch out for signs of depression and anxiety, and get professional help if needed.

This won't last forever

It's worth reminding your teen that no matter how much pain or turmoil he or she is experiencing right now, with your love and support, things can and will get better—for both of you. Your teen can overcome the problems of adolescence and mature into a happy, successful young adult.

Summer Fun with Support Groups

Tammy Welker: Eastern Family Representative

It has been a fun and relaxing summer for my support groups! I was in Columbus in early June and we had our 4th Annual Foster Family Picnic at Pawnee Park. We had 43 in attendance. A great time was had by all! It's awesome to see a support group come together like family members. The kids had a great time playing on the equipment and the foster parents had a chance to catch up on each other's lives. Come join our support group family. We meet every second Tuesday of the month at Peace Lutheran Church in Columbus at 7PM.

At the end of the month I was at a "Parents Night Out BBQ" with my Gretna Support Group Parents. We all decided to get a babysitter and enjoy an adults only BBQ. It was awesome spending time laughing and enjoying the company of fellow foster parents. It was a needed "respite break." If you want to be part of this special family of foster parents we meet every 4th Monday of the month at The Little Red School house in Gretna at 6:30PM.

Families Helping Families



When a foster parent shares the nurturing of a foster child alongside the birth parents and caseworker, reunification tends to happen at a quicker and more successful rate. Co-Parenting sees you, as a foster parent, working alongside the biological parents of the child living under your roof, and with your family. This may be the more

difficult part of your job. To begin with, these may be the people who abused or neglected your foster child. Helping them might just be the last thing you wish to do. Therefore, it is important that you do not prejudge them before you meet them. What is important to consider, though, is that many biological parents of foster children were abused themselves, and know of no other way when raising children. Also disturbing is that some birth parents were foster children, as well, and are just repeating the cycle they went through as a child. Certainly, there are reasons why their children are in care that we may never understand. What is best for your foster child, though, is that you work alongside your caseworker, as well as the birth parents, and try to determine what is best for your foster child's future, as well as how to best meet his needs in the present.

For birth parents and family members, you might be the best example of what a good parent is. Everything you do as a foster parent will send signals to the biological parents on how a parent should act, as well as how to treat their own children. When your foster child meets with his birth parents for visitations, he should be well dressed, clean, healthy, and looking his best. As a foster parent, part of your mission is to support reunification with your foster child and his biological parents. Do your best to encourage reunification between the child and his parents. Find ways you can help the biological parents with their parenting skills. Discuss ways and ideas on how you can help them meet their caseload, as they attempt to meet the requirements of reunification

Your foster child's family members will want to know what kind of family their child is living with, what his home life will be like, if he is being taken care of, and many other concerns. After all, their child has been taken away from them, against their wishes, and placed in a strange home. They will have many concerns, and may not be as courteous to you as you might like. Be prepared for them to be hostile, rude, angry, or even distant. Remember, they are hurting, and have been a traumatic experience with the removal of their child. Respectfully encourage them to ask you as many questions as they would like. It is important that you answer their questions as honestly and as openly as possible, treating them with the utmost integrity, kindness, and politeness.

Your foster child's biological parents and family members will know him better than anyone, and your meeting with them will offer you the opportunity to learn a great deal about him, as well as acquire important information you might need. When you ask questions about their child, you are showing the birth parents that you are interested in him and his well being. By indicating, with your questions, that his parents are the experts, you will begin to form an important relationship, one that will benefit all involved. A list of questions prepared beforehand will help you gather the information you need.

As a foster parent, it is important to remember that your foster child's biological parents are people in need, and they deserve your kindness and sympathy, not your anger. By working with them, and by showing them kindness and compassion, you will not only help them, you will teach your foster child an important lesson in love and humanity.

*Dr. John DeGarmo has been a foster parent for 11 years, now, and he and his wife have had over 40 children come through their home. He is a speaker and trainer on many topics about the foster care system, and travels around the nation delivering passionate, dynamic, energetic, and informative presentations. Dr. DeGarmo is the author of *Fostering Love: One Foster Parent's Story*, and the new book *The Foster Parenting Manual: A Practical Guide to Creating a Loving, Safe and Stable Home*. He also writes for a number of publications and newsletters, both here in the United States, and overseas. Dr. DeGarmo can be contacted at drjohndegarmo@gmail.com, through his Facebook page, Dr. John DeGarmo, or at his website, www.drejohndegarmo.com.*

Factors That Contribute to Challenging Behavior

PBS Parents

To better understand what a child may be communicating through challenging behavior, it is important for adults to play detective and gather information. Think about when, where and with whom the challenging behavior occurs. Notice any patterns that occur. Think carefully about your child's day at school, home and other places you tend to see challenging behavior. See if you can find any patterns to your child's behavior by asking:

- Is my child avoiding something, some place, or someone?
- Does my child like the way this behavior (for example hand flapping or spinning) feels?
- Is my child uncomfortable, hungry, tired, or not feeling well?
- Is my child having a reaction to medication or food?
- Is my child angry, sad, anxious, or scared?
- Is my child confused, bored, or frustrated?
- Does my child want to get away from something or

someone?

- Does my child want something?
- Does my child need more time or help to finish what she started?

Many adults find it helpful to take note of what happens directly before and directly after the challenging behavior occurs. For example: Does your child get easily frustrated, even when she's working on something she likes to do, like playing a game or playing with the family pet? If so, maybe she's not understanding the instructions or the steps that you have provided. Or maybe the expectations are not clear (Gently petting the family dog, Alex, is ok, but tightly hugging her is not.). Are you paying attention to your child only after her challenging behavior occurs? If so, maybe a few minutes of "together time" before your child begins the activity or event could prevent future challenging behavior. Start thinking about whether the circumstances before and after the challenging behavior support the child in a positive way.

Health Insurance

The Health Insurance Marketplace: Resources for Youth-Serving Professionals to Guide Adolescents and their Families

The Affordable Care Act has the promise of expanding access to quality, affordable health coverage for millions of American families and small businesses. For the first time in the history of the private insurance market, consumers in every state will be able to go to one place, a new Health Insurance Marketplace (Marketplace), to check out their coverage options, get accurate information in easy-to-understand language, and make apples-to-apples comparisons of plans before they make their decision.

The Marketplace will open on October 1, 2013 and HHS recently launched a new set of educational tools to help Americans learn about their new options and get ready to sign up for coverage. We picked which tools may be most useful to youth-serving professionals as they learn more themselves and, in turn, help adolescents and families who need insurance understand the Marketplace and prepare to sign up for coverage.

1. Ready for consumers! Overview of the Marketplace. The new Healthcare.gov (also a Spanish version) teaches visitors the basics about health insurance, finding out about lower costs, and keeping current job-based coverage. If adolescents and their families don't have Internet access or prefer print materials, this bi-fold (<http://marketplace.cms.gov/GetOfficialResources/Publications-and-articles/about-the-marketplace-english.pdf>) is a particularly helpful resource. It lists eight things to do now to get ready for the Marketplace's launch.

2. Where is the Marketplace in my state? On October 1, individuals and families can go to the Marketplace to sign up for a health insurance plan. In some states, that will be Healthcare.gov and in others, the state will operate a Marketplace website.
3. Help is now available 24/7. A new consumer call center can answer questions any time of the day and, starting in October, will provide individualized assistance to callers filling out applications or selecting a plan. The toll-free number is 1-800-318-2596 (TTY/TDD: 1-855-889-4325). Help is available in more than 150 languages, and adolescents and their families can also use Healthcare.gov's live chat feature. You can stay informed on all Marketplace developments by signing up for updates via email or text messaging.
4. How to show youth the benefits of health insurance. The Healthcare.gov YouTube channel has a special section for people under 26. These videos explore the life of a young adult who is without health insurance and how the Marketplace will affect them. Secretary Sebelius's blog also features posts on youth and health insurance.
5. Helping adolescents and their families understand health insurance concepts. It's helpful to know the lingo. Healthcare.gov's glossary provides basic definitions for over 100 insurance terms. Social media savvy youth and others can also follow #Words2know on Twitter to see definitions that are important to understanding and using the Marketplace.
6. Preparing to talk to adolescents and their families about health insurance and the Marketplace. The Center for Medicaid Services provides ready-made training materials and presentations (some available in Spanish). These are mostly geared towards individuals conducting informational events to teach others about the Marketplace and can help professionals develop talking points for one-on-one conversations with youth and their families. If you work with immigrant or migrant populations, check out materials in multiple languages.
7. Need more materials? Fact sheets, drop-in newsletter articles, a sample radio script, sample versions of the Marketplace application forms for individuals and families and small businesses, and more are available here. We like these small business cards with information about all of the channels, including social media and the call center, that youth and others can use to get Marketplace information. This checklist and calendar can also help prepare adolescents and their families for the Marketplace's launch.

--From HHS Office of Adolescent Health

Waiting Children

Name: **David**
 Birthdate: **April 2000**
 Sex: **M**
 Race: **African American**
 Special Needs: **Yes**
 Number of Siblings: **NA**
 Names of Siblings: **NA**
 Is Contact with Siblings Requested: **NA**



David is a very energetic young man and can usually be found where the action is. He loves to spend time outside and play sports, especially football. David is absolutely thrilled about growing up and soon becoming a teenager. He is anxious to grow taller and stronger and it is important to him to look sharp and fashionable.

David is in middle school, but he explains that he does not prefer school. Nonetheless, he is working hard to overcome his academic barriers. David looks forward to being in a family with older siblings, particularly so he has someone to throw the football around with.

For more information: Email: agubbels@childsaving.org
 Phone: **402-553-6000 x 173**

Name: **Courtnee**
 Birthdate: **April 2000**
 Sex: **F**
 Race: **White/Caucasian**
 Special Needs: **Yes**
 Number of Siblings: **NA**
 Names of Siblings: **NA**
 Is Contact with Siblings Requested: **NA**



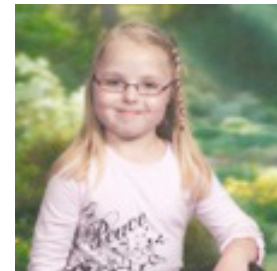
Courtnee is a lively girl with a smile that brightens a room. She is almost always in a good mood. Courtnee is polite and does a good job of making people feel welcome. She is an animal lover, but she especially loves dogs. Courtnee is a good athlete and her favorite sport is volleyball. Courtnee is on the spirit council at school and had a part in the school play.

She is a very good student and makes all A's and B's. Courtnee's future career goal is to go to cosmetology school. She is a typical teenage girl who enjoys time with friends, loves make-up, boys, and Justin Bieber.

Courtnee would like to be the oldest child and in a home with a younger brother and/or sister. Courtnee also wants to be in a home with at least one family pet. She is an active person, so a family that enjoys doing things together will be a good fit.

For more information:
 Email: Erica.farrer@nebraska.gov Phone: **402-730-5046**

Name: **Alyssa**
 Birthdate: **August, 2003**
 Sex: **F**
 Race: **White/Caucasian**
 Special Needs: **Yes**
 Number of Siblings: **1**
 Names of Siblings: **NA**
 Is Contact with Siblings Requested: **Yes**



Alyssa is a sweet child with lots of love to give. She wants for a forever home and foster parents that love her, and would like a potential adoptive families to know that she is excited about finding a forever family. She thinks all children deserve a home to call their own and a family who never gives up on them.

Alyssa is open to many different kinds of families and living situations. Her team feels it is best if she is the only child in the home. This kind of family set up gives Alyssa the best opportunity to reach her fullest potential and sets her up for success. Where ever the home is, it will hopefully be quiet, according to Alyssa.

Her favorite hobby is to read. Alyssa can read all day everyday if you would let her. She is an energetic girl that loves playing dress up and putting on makeup. Anything girly, Alyssa is into it. She loves playing with her dolls and all of her stuffed animals, which she has named.

Alyssa loves to please others and has sad moments when she feels she has not done what was asked of her. She is a quiet child and would rather be alone than in a crowd full of people. She is a good student, but can struggle in the classroom full of children. Alyssa's teacher generally places her in another classroom for one on one time with the teacher. Alyssa feels more comfortable in this surrounding.

Alyssa is currently in the 3rd grade and has been doing better in school this year. She is in Individual Therapy and in Therapeutic visitation sessions with her sister. Alyssa's therapy is addressing the issues of loss and grief and how to learn to cope with these behaviors. The therapist is also discussing what a forever family might be like for Alyssa, which excites her. Structure and consistency in relationships will be vital for her.

For more information:
 Email: Meagan.kimpston@nebraska.gov
 Phone: **402-297-2966**



Name: **Aision**

Birthdate: **January, 2007**

Sex: **M**

Race: **African American**

Special Needs: **Yes**

Number of Siblings: **NA**

Names of Siblings: **NA**

Is Contact with Siblings Requested: **Yes**, but his permanency plan does not include placement with them.



Aision a very energetic and loveable boy! Aision has a caring and helpful personality and is also meticulous and very detail oriented. Aision enjoys spending time outdoors playing with bubbles, riding his bicycle, going to the zoo, and playing on Jungle Gyms. He loves playing with puzzles, play doh, and toys that allow him to build and construct. To relax, Aision enjoys taking baths!

He is a very intelligent boy and enjoys reading and being read to. At school, he is a social butterfly with his peers! He reports that his favorite color is blue and his second favorite color is red. When he grows up, Aision hopes to be a fireman or teacher! Aision has many favorite foods, some of which are: macaroni and cheese, sloppy joe, corn, breadsticks, spaghetti, cornbread and peanut butter and jelly sandwiches.

For more information: Email: cthompson@nchs.org

Phone: **402-677-5283**

State Association of the Year

The Nebraska Foster & Adoptive Parent Association was selected for the National Foster Parent Association's 2013 State Association of the Year Award! This designation is awarded to a deserving state foster and adoptive parent association and was presented to us at their 43rd annual conference in June.



Undie Sunday

NFAPA has started a drive to collect new socks, underwear and pj's to be distributed to foster children. But we need your help! Please consider asking your Church, Vacation Bible School, work or youth group to be a collection site. Contact the office for more information.



From the Desk of the Executive Director

Pamela Allen

Wow! Seems impossible that I should be writing about the end of summer and school starting! Whatever happened to first day of school AFTER Labor Day?? I look forward to my kiddos being out for the summer....no homework, no calls from the school, no permission slips to sign! I hope that all of you have enjoyed time with your children this summer!

As the school year begins, I would like to remind all of you that YOU can be the difference between your children getting their needs met in school and being left behind. If you look at the national statistics, we find that 70% of the children that come into the foster care system are Fetal Alcohol Affected! Oh MY! That is a large number of children! AND, when you factor in that not only may the children we open our homes to be Fetal Alcohol Affected, we know that they all suffer from trauma. Trauma, itself can cause our kiddos to be a bit behind their peers. Thank goodness for the awesome foster parents we have here in Nebraska that aren't afraid to step up to be an advocate for the children in their home!

Please keep the lines of communication open between the school, yourself and the birth parents (remember, birth parents still have educational rights).

I think many times, we think we need to have our children involved in absolutely everything they can possibly be involved in at school. Is it their social calendar we are promoting....or ours? I think it is very important to have children involved in some activities. I just don't think that there should be so many activities that there is no time for family, for friends, for just sitting and...ahem...doing absolutely nothing! Let's look at a typical day. Mine starts with 24 hours. If we take 8 hours out for sleeping (I would like to sleep 8 hours), 8 hours out for school (or work if you are the parent), that leaves us with 8 hours. OK...we need time to and from school, let's call that 1 hour. We are now down to 7 hours. The children have homework and if you are like me, you have housework to do...let's call that 2 hours. We are now down to 5 hours. My son likes to spend a lot of time in the shower, let's say 1 hour we are now down to 4 precious hours and we haven't even talked about therapy appointments, after school jobs and time for just being a "kid". Please choose wisely which and how many activities you encourage your child to participate in. Leave time for family, friends, and maybe just doing nothing at all! Please be aware when you begin to feel stressed and overwhelmed with the places you need to be. Most likely, if you are feeling stressed, so is your child.

With that, have a wonderful school year! Oh, by the way, don't forget to figure in YOUR in-service training hours!

Help for Parents of How to Stop Truancy: 60 Tips for Parents

<http://www.onlineparentingcoach.com/2011/03/how-to-stop-truancy-60-tips-for-parents.html>

Truancy is a problem for every country with compulsory schooling, especially for kids between 12 and the age of leaving school. Views differ on the best way to deal with truancy. Some say truants need encouragement and special support, others that they should be punished to force them into the classroom. Some argue that many kids need more practical (vocational) lessons and work experience to get them ready for jobs, and that this would reduce truancy. But very often the moms and dads are blamed for not making the kids go to school.

Dealing with truancy is not fun for the parent, teacher or school administrator, but it is a necessary part of modern education. Unchecked truancy often results in legal problems for the child, but it can also affect parents as well. Avoid these unnecessary and unpleasant situations by (a) getting to know the issue, (b) getting to know your youngster, and (c) getting to know your youngster's school in order to more effectively fight truancy.

Here are 60 ways to get your child to attend school on a regular basis:

1. Take an active interest in your kid's schoolwork. Ask them to demonstrate what they learned in school. Know the kids your youngster associates with.
2. Ask your youngster her thoughts on truancy.
3. Volunteer to be a mentor and help kids address needs not currently supported in school such as music, athletics, the arts, or even poetry.
4. Look for early signs of a youngster's decision that school is not worthwhile. Monitor changes in friendships, teachers, or classrooms or even the loss of a pet or family member. All of these things contribute to reasons why kids dread going to school.
5. Prepare your youngster for school with required supplies and clothes. If you need assistance, contact your local social services agency.
6. Regularly contact the school office to make sure your youngster is attending school. Check in with his or her teachers on a regular basis. Make random visits to your youngster's classroom to observe.
7. Encourage your youngster to take an active role in the school by joining clubs or participating in sports. Teach them when and how to ask for help.
8. Ask your youngster how you can help. Think about what situations he or she might face and talk about ways to handle these situations before they occur.
9. Consider counseling in you, the parent, cannot resolve the issue on your own.
10. Contact the administrator of the school, or the school district administrator responsible for attendance or truancy. Learn the school district's supervisory chain of command, and try to resolve the problem at the level closest to the student involved.
11. Contact the local juvenile court that manages the truancy petition process. Determine how your youngster's situation fits the attendance and truancy policies and procedures.
12. Coordinate with the school. Parents can't do it alone. Whether it's arranging to have someone meet the parent on the playground to escort the youngster into school, or trying to ease the amount of makeup work, it's crucial that the school plays a role in integrating the youngster into the classroom.
13. Create a contract, set some boundaries, and make it more worth his while to go to school.
14. Seek other parents or older kids who are willing to help you and your youngster with homework. Make your home the homework center or develop a telephone tree to make help available to all neighborhood kids and their parents.
15. Discuss with your youngster the reasons she has been truant.
16. Don't arrange homebound teaching.
17. Don't ask for a change of teacher or classes.
18. Don't excuse your youngster from school.
19. Don't focus on your youngster's anxiety.
20. Don't give mixed messages by giving in sometimes.
21. Don't suddenly change expectations as new demands will precipitate anxiety.
22. Don't tell your youngster that he/she does not have to participate in school activities or does not have to attend school at all.
23. Drop your youngster at school in the morning and watching him enter the building.
24. Understand what your youngster is expected to learn at each grade level. Contact your state department of education, school district, or school for a copy of the standards and school attendance policies. Find out what goals your youngster's teacher has for the year and how your youngster will be graded.
25. Encourage your youngster to develop outside interests.
26. Establish a carpool.
27. Get support for yourself.
28. Give the consistent message, "You will go to school."
29. Have consistent expectations. Relaxing the rules for even one assignment or day can give a mixed message. Make sure that all your kids live up to the same standards.
30. Investigate what's going on at school. If it's an issue of bullying, parents need to find out what's really going on. Once parents know whether the youngster's complaint is a valid one, it's easier to work with the youngster around the issue, both in and outside of school.

(continued)

31. Look for alternatives. If your youngster tells you he or she is bored at school, pursue support outside the school such as music lessons, sports clubs, neighborhood or church-related youth groups, or mentors. Seek out and enroll your youngster in a tutoring program, if necessary.
32. Maintain your routine. Stick to a regular schedule for homework, bedtime, and waking up.
33. Make it less fun to be at home. If your youngster knows he can sit at home and play video games during the school day, the incentive to stay home is greater than the incentive to be at school.
34. Make school relevant. Push for activities where students can take part in their own learning by developing projects to address community needs.
35. Look for negative behavior changes such as alcohol use or staying out late. Seek a counselor if your youngster's behavior becomes, distant, withdrawn, anxious, depressed, delinquent or aggressive.
36. Obtain a copy of the district's policies and procedures regarding attendance and truancy. Attendance and truancy information is often contained in the student conduct section of a district's policy manual, and is likely to be found in the Student Handbook issued by many schools. Some school districts place their policies on their Web sites.
37. Outline the punishments you will enforce if he engages in truancy.
38. Parents should identify the issue, make a plan, and stick to their guns. Once the youngster has overcome his fear of school, he'll probably thank you.
39. Sign up and attend parenting education programs. This is a great place to learn new techniques and to share what you have learned.
40. Plan visits to the doctor or dentist after the school day ends. If you must take an appointment during the school day, allow the youngster to miss only time needed for that appointment.
41. Always talk with the school before you plan your holiday or vacation.
42. Reward good attendance. However, keeping your youngster out of school for his or her birthday is not acceptable.
43. When your child skips a class, react immediately by insisting that your youngster attend school.
44. Read a story about how a boy or girl overcomes or copes with a fear related to school attendance.
45. Reassure the youngster that she can handle it.
46. Request meetings with teachers, if needed.
47. Rule out any medical conditions.
48. Set a time for your youngster to go to bed, wake up, have a healthy breakfast, arrive at school, and complete his/her homework. Monitor things in your home such as family routines that may prevent you or your youngster from keeping to the schedule.
49. Speak to other parents and guardians who have experienced the same issues and problems. This can be a great way to get valuable advice and information.
50. Insist that all community agencies—social workers, school counselors, or juvenile officers—work together to develop a coordinated plan of support for your youngster.
51. Seek outside assistance if necessary.
52. Set a baseline expectation. Having a youngster in school for any amount of time is better than having him at home. Though a youngster may only come to school for only an hour, or sit in the lobby all day, it's a lot easier to get them back into the regular classroom from that point.
53. Talk to your kids about the role education plays in future/ life success. Let them know that you do not approve of them missing school. Refuse to write an excuse for unacceptable reasons. Review acceptable and unacceptable behavior with your youngster.
54. Talk to neighbors about your youngster's behaviors and activities. Set up a neighborhood watch or patrol to ensure that all kids go to school every day. Exchange numbers in case you need to reach a parent quickly.
55. Know the school's attendance policy, the time school starts, the difference between an excused and unexcused absence, and share the information with your youngster.
56. Be sure that your youngster knows if he or she skips school, there will be consequences to pay such as losing television or video game time, limiting time with friends, or the loss of other privileges.
57. Talk with your youngster about acceptable and unacceptable behavior and grades. Discuss homework rules and school attendance.
58. Tell him your views on truancy.
59. Vote in local school board elections and voice your opinion about what is working or not working in schools.
60. Work as a team with the school and community.



**EVERY CHILD
IS A STORY**



**YET TO
BE TOLD**



Mark Your Calendars!

NFAPA offers support groups at the following dates/times/cities. Up to date information with each support group location will be on our calendar page on the website. This is your chance to gain understanding and parenting tips through trainings, discussions, and networking with fellow foster families. In-service training is offered at most support groups. Registration is not required, unless noted, but you are welcome to contact your Resource Family Consultant to let them know you are coming! Support Groups will be cancelled for inclement weather. Call the office or check the calendar on our website at www.nfapa.org

NORTHERN AREA

Childcare offered at Columbus, Norfolk & S. Sioux City Northern Support Groups for families that attend.

Columbus: Peace Lutheran Church
(2720 28th St) 7:00-8:30 p.m.

August 13, 2013	October 8, 2013
September 10, 2013	November 12, 2013

Fremont: Scooters Coffee House
(610 West 23rd St) 6:30-7:30 p.m. (No Childcare)

September 30, 2013: Scooters Coffee House for a meet & greet (no training)

Nov. 18, 2013: Location to be determined. 6:30-8:00 p.m.

Norfolk: Faith Regional Health Systems
(2700 Norfolk Ave, Norfolk Room) 6:30-8:00 p.m.

September 26, 2013	October 24, 2013
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South Sioux City: Hope Lutheran Church (218 W. 18th St)
7:00-8:30 p.m.

September 10, 2013	November 12, 2013
October 8, 2013	

CENTRAL AREA

Childcare provided for families that call and register the children they will bring by calling 402-853-1092

Grand Island: First St. Paul's Lutheran Church
(1515 Harrison) 6:30-8:30 p.m.

September 10, 2013	November 12, 2013
October 8, 2013	December 10, 2013

O'Neill: Ford Park or Assembly of God Church
(204 North 7 St) 7:00-8:30 p.m.

September 5, 2013: Meet at Ford Park for a light supper (training will be offered).

November 7, 2013: Meet at Assembly of God Church

WESTERN AREA

Childcare offered in North Platte, Scottsbluff & Alliance for families that attend.

North Platte: Harvest Christian Fellowship Church
(1501 S. Dewey) 1:30-3:30 p.m.

August 11, 2013	October 13, 2013
September 15, 2013	November 10, 2013

Gothenburg: American Lutheran Church
(1512 Ave G) 6:30-8:00 p.m. (No Childcare)

August 8, 2013	October 10, 2013
September 12, 2013	November 7, 2013

Lexington: Parkview Baptist Church (803 West 18)
6:30-8:00 p.m. (Childcare available if needed)

August 6, 2013	October 8, 2013
September 10, 2013	November 5, 2013

Ogallala: New Hope Church (118 East B St)
1:00-3:00 p.m. MT (No Childcare)

August 25, 2013	October 27, 2013
September 22, 2013	November 17, 2013

McCook: Community Hospital (1301 East H St)
6:30-8:00 p.m. (No Childcare)

August 12, 2013	October 14, 2013
September 9, 2013	November 18, 2013

Scottsbluff: St. Francis Community Center
(1605 2nd Ave) 6:00-7:30 p.m.

August 20, 2013	Nov. 19, 2013
Sept. 17, 2013	Dec. 17, 2013
Oct. 15, 2013	

Alliance: Alliance Library Rooms A & B
(1750 Sweetwater Ave) 6:00-7:30 p.m.

August 22, 2013	Nov. 21, 2013
Sept. 26, 2013	Dec. 19, 2013
Oct. 24, 2013	

EASTERN AREA

Childcare offered for families that attend.

Gretna: Little Red School House (21730 Laura Street)
6:30-8:00 p.m.

August 26, 2013	October 28, 2013
September 23, 2013	November 25, 2013

SOUTHEAST AREA

No childcare offered.

Lincoln: NFAPA Office (2431 Fairfield Street, Suite C)
6:30-8:00 p.m. (No Childcare)

September 16, 2013	November 11, 2013
October 14, 2013	

Five Facts Every Family Should Know

PBS Parents

1. All behavior is a form of communication.

Everybody communicates through behavior. An infant may cry when she is hungry or wet, just like an adult may yawn when he is bored at work. Adults and children are communicating something through their behavior during every moment in every day, even if they are not aware of it. A child's problematic or inappropriate behavior is a sign that he is upset and that something is not right.

2. There is always a reason for problem behavior.

Children sometimes have trouble communicating, because they may not know the words to describe how they are feeling or what to do in a difficult situation. At these times, children may act out their feelings or needs. Thus children engage in challenging behavior for a reason. The purpose may be getting someone's attention, stopping an activity they don't like, or gaining sensory pleasure — but there is always a reason behind the behavior.

3. There can be many reasons behind one specific behavior.

Children with challenging behavior are sending adults the message that something is not right or that their needs are not being met. There could be many reasons for a single behavior, such as being hungry, scared, hurt, tired, bored, wet, sad or angry. Some children have a hard time knowing how to tell adults they are angry, so they act out in ways that get them into trouble. Other children may engage in behavior that seems destructive, because they enjoy the physical sensation, for example punching things or pulling threads from clothing. Sometimes children feel unsafe or out of control, so they take inappropriate action over the things they do control, like being able to kick or hurt someone. A child who has tried several times to communicate to adults about what he needs, but whose needs remain unmet, will often use problem behavior as a way of sending a very loud message.

4. Adults can learn to understand and interpret children's challenging behavior.

Since children often use their behavior to tell us what they need, adults can help the child by figuring out the meaning behind the child's behavior. All children, but especially those who display challenging behavior, need the consistency of a reliable and loving adult who will provide support and guidance, especially during difficult times. Just as it is important to find meaning in children's behavior, it is equally important for adults to be aware of the meaning in their own behavior. Children learn a lot through the messages that adults send everyday.*

5. Children's challenging behavior can be reduced with support, not punishment.

Once adults understand what children are communicating through their behavior, they can respond better. When children feel respected and have their needs met, there is no longer a reason to use challenging behavior to communicate. Yelling at or punishing a child for a behavior may stop the behavior for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults use punishment, they are sending the message that anger is a good way to solve problems. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.**

News Link Competes for Donations

By Robbi Blume, Resource Family Consultant

The socks and underwear are piling up at the News Link office in Lincoln thanks to a group of more than 50 employees.

Megan Grimes, daughter of Robbi Blume, NFAPA Resource Family Consultant, organized the 'Put A Sock In It' donation drive to collect undergarments for Nebraska foster children. The idea was to put a twist on the traditional Undie Sunday theme.

News Link employees divided in teams and competed to collect the most clothing. The team with the most donations will get to select a catered lunch for the office. News Link employees collected donations through July 26.

"Most people don't realize that foster parents give not only their time but a lot of monetary resources to help children in need," said Grimes, special projects manager at News Link. "It is nice that we can ease the burden by providing essential undergarments when foster children need it."

News Link is a full-service publication company located at 2201 Winthrop Road in Lincoln. Founded in 1985, News Link helps local and national companies achieve their communication goals. Today, the company produces more than 200 publications for organizations throughout the United States and Canada.



A Special Need

By Deirdre Nichelson, Resource Family Consultant

When my husband and I became foster parents, we were told to think about the type of child we thought we could take in. I remember my belief at that time was that a special needs child would probably be more than we could handle. I didn't think I had the skills, money or patience needed to care for a child with special needs. As a nurse, I could handle a child who had medical conditions like diabetes or required wound treatments, though. I put down that we would not be interested in fostering a child with special needs, and we were interested in fostering only. We had no intention of adopting any children.

We did not get a child placed in our home that required my medical background. We got children who needed time, love and attention. We got children who needed guidance and support and encouragement. And I learned a very important lesson: All foster kids have special needs! Special means to be different from the usual, and need means to require something. It isn't usual to be taken from your home and sent to live with strangers, even nice ones. It isn't usual to have to change schools, friends and everything from the food you eat to the laundry soap your clothes are washed in. It isn't usual to have to learn to adapt to a new way of life, especially without any say in the matter. This life experience is unique to foster children, and makes them special. It takes someone who understands that to see that their needs are met and they are supported.

Foster parents have 'special needs'. It isn't usual to take other people's children into your home. It isn't usual to bathe, care for and discipline other people's kids. It isn't usual to fall in love with children and then fall apart when they leave you.....only to do the same thing all over again with the next child. It isn't usual to have to live in a world where there are visits, team meetings, counselors, a guardian ad litem and case workers to answer to. This experience is unique to foster parents, and makes them special. It takes people who understand what foster care is about to see that their needs are met and they are supported.

Foster siblings have 'special needs'. It isn't usual to have siblings that come and go from your home. It isn't usual to have to share your Mom and Dad with other children who need temporary parents. It isn't usual to sacrifice some of the things you want to do, and monitor the things you say to your closest friends because of the foster care rules. It takes people who understand how hard it can be for a kid to deal with the dynamics of a foster family to see that their needs are met and they are supported.

Just being involved in foster care makes all involved "special needs", doesn't it? Aside from any trauma, injury, diagnosis or condition that accompanies a child placed in our care, they are already in a very unique situation. It's true

that nearly every child that comes into our home is dealing with trauma of some sort. Emotional, physical and behavioral issues are rampant with the children we care for. Sometimes we know right away the type of issues that we need to help them work through, and other times their circumstance is revealed slowly over time. Special needs? Yes, every person in my home has them.

My son came to us at 18 months, and we adopted him at 3 years of age. His special needs were to have parents who had a desire to keep him safe, feed him, bathe him and give him his medicine. Parents who could encourage him and make sure that he had expectations placed on him. That doesn't seem so special, does it? No different than what any parent does, right? We learned that my son has autism. He is developmentally delayed and probably always will be. I would have passed on this amazing little boy had I known he was autistic at placement. His needs required no special skill, just commitment and love.

My daughter came to us at 9 months, and we adopted her at 4 years of age. Her special needs were to have parents who had a desire to keep her safe, feed her, bathe her and be consistent. I was her third Mommy in her short life, and she needed me to be her last. That doesn't seem so special, does it? No different than what any parent does, right? We found out my daughter has FAS (fetal alcohol syndrome) and RAD (reactive attachment disorder.) I would have passed on this amazing little girl had I known she would have these diagnoses' at placement. I do know that her needs require some special research and parenting techniques, but nothing that a willing heart couldn't learn.

I think it is important to know the limitations as to what you and your family are able to provide for a child, but I encourage you to look past the labels placed on the kids in care, especially those who are "special needs." You may find, as I did, that their true needs are no different than any other child. In many ways, my son is far easier to care for than a typical child without autism. He is happy, kind and outgoing....with a few little quirks. My daughter can be more of a challenge, but we utilize the resources available to us and educate ourselves on how best to help her. She is witty, determined and loves all things that sparkle. I can't imagine how different my life would be without my last two children. They filled a 'special need' in my heart that I didn't even know I had!

Kits for Kids

Have a new foster child in your home? Contact NFAPA at 877-257-0176 to have a Kits for Kids bag delivered to you at support groups.



NFAPA 2013 In-Service/Conference Registration

<p>Sept. 7, 2013 North Platte 3 hr credit <i>IEP-What's the Big I.D.E.A.? (1.5 hrs.) by Jennifer Miller</i></p> <ul style="list-style-type: none"> • It's important that parents are knowledgeable about all aspects of the Individualized Education Program (IEP) so they can be effective advocates for their child. Parents need to know what kinds of services, supports and strategies should be considered and included in their child's IEP so they can make sure their child's unique needs are being met. <p><i>Putting the Positive in the IEP-Positive Behavioral Interventions and Support (PBIS): (1.5 hrs.) by Jennifer Miller</i></p> <ul style="list-style-type: none"> • This workshop helps parents understand the importance of using functional behavioral assessments to understand their child's behaviors and how using PBIS principles can help improve their child's life. <p>Location: Great Plains Regional Medical Center: 601 W. Leota, North Platte Time: 1:00 p.m.-4:00 p.m. COST PER PERSON: \$15 foster/adopt parent \$10 NFAPA Member \$30 agency/other</p> <p>Sept. 13, 2013 Gretna 3 hr credit <i>Caregiver Advanced Trauma Informed Parenting by Stan Waddell, LPC</i></p> <ul style="list-style-type: none"> • This is the final training in the Trauma Informed Parenting series. We will be looking at ways to develop safety, and ways to help children deal with their emotions. Then we will look at ways to develop resiliency in children. <p>Location: Good Shepherd Lutheran Church, 11204 S. 204th Street, Gretna, NE Time: 6:30 p.m.-9:30 p.m. COST PER PERSON: \$15 foster/adopt parent \$10 NFAPA Member \$30 agency/other</p> <p>Sept. 14, 2013 Lincoln 3 hr credit <i>Caregiver Advanced Trauma Informed Parenting by Stan Waddell, LPC</i></p> <ul style="list-style-type: none"> • Same as above. <p>Location: NFAPA Office, 2431 Fairfield Street, Suite C, Lincoln, NE Time: 9:00 a.m.-Noon COST PER PERSON: \$15 foster/adopt parent \$10 NFAPA Member \$30 agency/other</p>	<p>Sept. 20-21, 2013 Ogallala 12 hr credit <i>Spaulding-Making the Commitment to Adoption</i></p> <ul style="list-style-type: none"> • This 12 hour training is for those interested in adoption. <p>Location: Mid Plains Community College, 512 East B Street, South, Ogallala, NE Time: 6:00-10:00 on Friday, 8:00-5:00 on Saturday Cost: Free. Registration required</p> <p>Sept. 28, 2013 Lincoln 4 hr credit <i>When Attachment and Bonding go Awry by Jane Ryan, RN, M.A.</i></p> <ul style="list-style-type: none"> • This workshop is for anyone interested in the long term effects of early childhood trauma and other issues affecting children. Attendees will be able to identify trauma and/or breaks in the bonding process, learn symptoms and discuss RAD as a survival technique, recognize behavioral clues traumatized youngsters give us and comprehend the severity of the problem in the US and worldwide. <p>Location: Lincoln Community Room, 215 Centennial Mall South, 5th floor conference room, Lincoln, NE Time: 1:00 p.m.-5:00 p.m. COST PER PERSON: \$18 foster/adopt parent (Parenting couple: \$34 total) \$26 Professionals (Counselors/Social Workers) \$22 Other adults</p> <p><i>The Boarder by Jane Ryan, RN, M.A.</i> 2 additional credits if attending workshop too</p> <ul style="list-style-type: none"> • NFAPA is also helping to sponsor the movie "The Boarder" that opens the lid on the realities of living with children traumatized in early life. It is inspired by true-life events, about the Williams family and their process of coping with an adopted child suffering from an unknown malady, Reactive Attachment Disorder (RAD). <p>Location: Joyo Theater, Lincoln Time: Sept 27 & 28: 7:00 p.m. and Sept 29: 4:00 p.m. Cost: \$7.00 per ticket. Tickets can be purchase through our office or at the theater</p>
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Please fill out the registration form below. Mark which training you will be attending by putting in the date of the training. **REGISTRATION IS REQUIRED!** Send form and payment to: NFAPA, 2431 Fairfield Street, Suite C, Lincoln, NE 68521



Foster Parent In-Service Registration: Spring 2013

Name	Training Date	
Name	Training Date	
Email Address	Cell #	Home #
Address, City, State, Zip	NFAPA Membership Number	



2431 Fairfield Street, Suite C
Lincoln, NE 68521
www.nfapa.org

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JOIN NFAPA....your support will enable NFAPA to continue supporting foster parents state-wide!

Benefits

- Ongoing trainings/conferences at local and state level
- Networking opportunities with other foster (resource) families, adoptive families, and relative caregivers
- Opportunity for all foster (resource) families, adoptive families and relative caregivers to be actively involved in an association by serving on committees and/or on the Executive Board
- Working to instigate changes by alertness to legislation affecting the child welfare system
- An advocate on your behalf at local, state and national levels
- Alertness to legislation affecting the child welfare system

Thank you for your support!

Please mail membership form to:
NFAPA, 2431 Fairfield Street, Suite C,
Lincoln, NE 68521.

Questions? Please call us at 877-257-0176.

NFAPA is a 501c3 non-profit organization comprised of a volunteer Board of Directors and Mentors.

Name(s): _____

Organization: _____

Address: _____

City: _____ County: _____

State: _____ Zip: _____ Phone: _____

Email: _____

I am a Foster/Adoptive Parent. I have fostered for _____ years.
(circle one)

I am with _____ agency.

I wish to join the effort:

- Single Family Membership** (a single foster or adoptive parent), \$25
- Family Membership** (married foster or adoptive parents), \$35
- Supporting Membership** (individuals wishing to support our efforts), \$75
- Organization Membership** (organizations wishing to support our efforts), \$150
- I wish to join the effort through a donation.

My donation will be acknowledged through Families First newsletters.

- Gold Donation, \$1,000 Silver Donation, \$750
- Platinum Donation, \$500 Bronze Donation, \$250
- Other, \$ _____