

# COMMUNIQUE

A resource for the Connecticut foster, adoptive and kinship care community.

Fall 2014

A quarterly publication of the  
Connecticut Association of  
Foster and Adoptive Parents, Inc.

## Happy Fall!

The board of directors and staff at the Connecticut Association of Foster and Adoptive Parents, Inc. would like to wish you and your family a happy and safe fall!



### Are you an Experienced Foster Parent?

### Are you an Experienced Relative Foster Parent?

When you were newly-licensed, do you remember all the questions you had when your first foster child came into your home?

Do you remember wondering what resources were available to you?

Do you remember thinking “if I only had another foster parent to talk to who has shared the same experience”?

If you remember all of these times, then you might enjoy being a buddy!

**Support newly licensed families!!**

**BE A BUDDY!**

**Training and stipend provided.**

Call Wendy Sander, Buddy Coordinator at  
1-800-861-8838 at CAFAP or email  
wendy.sander@cafap.com

## National Adoption Awareness Month

Each year, the President of the United States issues a proclamation that sets aside November as National Adoption Awareness Month. In addition to the Presidential proclamation, many State governors also issue proclamations in an effort to raise awareness of the need for loving and permanent homes for children in their states.

National Adoption Awareness Month is a great time for you to get involved in the effort to make a difference in the lives of children from all across the country. Take some time this November to get out and encourage the citizens in your community to become involved.

**Are you interested in being a Foster Parent? An Adoptive Parent? Know you could become a Kinship Family? Call 1.888.KID HERO for more information!**

### In this Edition...

From the Desk of the Executive Dir.	Page 2
CAFAP Summer Events	Page 3
New Public Act	Page 4
CedarWorks Donates Playsets	Pages 5-6
Talking To Teachers About Adoption	Pages 7-8
Answering Children’s Questions About Foster Care	Page 9
Can We Learn From Them As Adoptive Parents?	Pages 10-11
Foster Parenting Manual Monthly Foster Care Tip	Page 12
Upcoming CAFAP Events	Page 13

## From the Desk of the Executive Director

Hello and Happy Autumn 2014!

The CAFAP Staff and Board hope that everyone enjoyed a safe and rejuvenating Summer. Not that it was a slow time for us (and probably not those of you with children at home for the summer months.) CAFAP has been hard at work revamping our database as well as our web site. We hope to launch our new web site this fall and we believe that our electronic visitors will be thrilled with its improvements (and translation capabilities for dozens of languages in addition to English.) We have also just retained 3 new post-licensing trainers and posted our Fall Winter training schedule on our site. It wasn't all just hard work though. Many of you and your children joined us at Brownstone Water Park in Portland for a day in the sun and water! Everyone had a blast and we hope to expand next year the number of families that we can host. Also, in late August, our partners at the New Britain Rock Cats helped us honor our foster, adoptive and kinship families with a night at the ballpark and the first of this year's "Avenue of Dreams" donation events.

As far as our plans for Fall 2014, in addition to launching our new web site, we are undertaking a significant joint project with the Department of Children & Families (DCF). As some of you may know, DCF is undertaking the first scientifically sound survey of foster parents and youth in foster care. Our CAFAP Liaisons have been asked to assist the DCF researchers from Central Office in ensuring that this survey is thorough, complete and not burdensome to families. Please know that all results are confidential and no individual foster parents or foster youth will be identifiable. Individual DCF workers from the local DCF offices will not know who was surveyed and what was reported during the survey. Now is the time for licensed families, if selected in this random study, to tell it like it really is; including the positive, the not so positive and what improvements you would like to see. CAFAP commends DCF for making this a priority project!!!

SAVE THE DATES: October 3 - 4, 2014: CAFAP Conference: Preventing Sex Trafficking (See inside)

SAVE THE DATES: May 1 - 2, 2015: CAFAP's 20<sup>th</sup> Annual Conference: Mystic Marriott

Enjoy the Autumn!!



Margaret Doherty  
Executive Director

## Board of Directors

**Amy Kennedy**  
President

**Garrett (Gary) Gizowski**  
Vice President

**Barbara Ruhe, Esq.**  
Treasurer

**Geralyn (Geri) Kogut**  
Secretary

**Cathy Gentile-Doyle**  
Director

**Glynis Cassis**  
Director

**Kevin McMahon**  
Director

**Communiqué** is published in both the English and Spanish language four times a year by the Connecticut Association of Foster and Adoptive Parents, Inc. CAFAP is a non-profit organization devoted to the strengthening of foster, adoptive and kinship care providers through support, training, and advocacy with the aim of nurturing child safety, well being and stability in partnership with child welfare professionals and the entire community.

If you would like to contribute information for the next edition of the Communiqué, Winter 2014, the deadline is December 5, 2014.

Melissa M. Schaffrick, Editor  
2189 Silas Deane Highway, Suite 2  
Rocky Hill, Connecticut 06067  
860.258.3400  
info@cafap.com

**The Association would like to thank the Connecticut Department of Children and Families for the funding we receive.**

## CAFAP Summer Events

On Saturday July 19<sup>th</sup> over 40 foster, adoptive and kinship families enjoyed a day of sun, fun and relaxation at Brownstone Exploration and Discovery Park. Whether it was zip lining, swimming or cliff jumping, the families had a blast!

The Moody Family Revving Up For Their Day of Fun At “Brownstone Exploration and Discovery Park”



The Stewart Family Soaking In The Sun With Storm, The Bridgeport Sound Tigers Mascot At “Brownstone Exploration and Discovery Park”

The Northup Family Attend The New Britain Rock Cats Baseball Game On August 29<sup>th</sup>.

The CAFAP Community and Rock Cat Fans Made Donations For The “Avenue Of Dreams” Event.



## New Public Act Regarding Foster Care



**Bill #5144**, An Act Concerning Access to Birth Certificates and Parental Health Information for Adopted Persons,” is now Public Act 14-133. This act had many ups and downs during the session as it is an emotional issue. It passed both Houses by large margins after a compromise to open birth certificates after October 1, 1983, when the Termination of Parental Rights Form informed the birth parents that their child could search for them after the age of 18. The initial plan was to re-open the access as it was before 1975, but the compromise will allow time to see how the transition happens. This will allow adoptees over age 18 to have access to their original birth certificates and health information. The Governor signed the Act on 6/6/14. This Act allows the first requests for birth certificates to be issued after July 1, 2015 for the 24,000 who were adopted after October 1, 1983.

Governor Malloy held a ceremonial signing of the bill in his office on July 18, 2014. Many of the individuals who worked for the bill and the legislators who sponsored the bill were present for the ceremony.

**We would like everyone to let adoptees and birth parents know about the Act so that they are aware that adoptees over the age of 18 may request their original birth certificate after July 1, 2015 if their adoption was completed after October 1, 1983.**



Governor Malloy with Carolyn Goodridge, CAFAP Outreach Social Worker, at the signing of “Public Act 14-133”

# CedarWorks Donates Playsets To Foster Families Through Their “Play It Forward Program”

CedarWorks 2014 Giving Back Program Benefits Three Deserving Foster Families

ROCKPORT, Maine — June 25, 2014

Rockport, Maine – CedarWorks is pleased to announce the names of three foster families who have been selected to receive playsets through the CedarWorks Play It Forward program.

“Play it Forward was developed to give back to those who go above and beyond to bring hope to the lives of young people. We are excited to recognize three very deserving families,” stated Barrett Brown, CedarWorks owner and president. “The Rosenstein family from Nevada, Feliciano family from Connecticut, and the Dickson family from Michigan have all shown a strong commitment to the support of the children in their home as well as to the foster care association as a whole. We are delighted to give back something to those who have given so much,” added Brown.

Funding for CedarWorks Play It Forward Program comes in part from current CedarWorks playset owners. Each time an owner refers a new family to CedarWorks, a portion of the sale is donated to the Play It Forward fund. CedarWorks selected the National Foster Parent Association as their organization partner for 2014 because of their commitment and support of children.

“We are very excited about being chosen and honored with a CedarWorks playset as we’ve always been told their products are the best and now our dream has come true to own one. This playset will benefit our special needs children with equipment to learn to climb, crawl, and expel some much needed energy,” stated Danielle Dickson, a Play It Forward recipient. The Rosenstein Family are equally excited to receive their new playset not only for the children in their care but for the many families involved in the foster care support groups and other events held in their home. “It will be a blessing to be able to provide a safe, secure, and fun place for these families as well as our own,” said Aubrey Rosenstein.

The deadline to apply to CedarWorks Play It Forward program has passed but the giving will continue in Fall 2014 when a second round of playset recipients will be announced.

## About CedarWorks

For more than 30 years, CedarWorks has been committed to designing and crafting the safest, most beautiful, and highest quality play systems for children. Beginning with its signature line of naturally splinter-free Northern White Cedar outdoor swing sets. CedarWorks now offers three lines of outdoor playsets as well as Rhapsody, a new line of fully customizable luxury indoor playsets, loft beds, bunk beds, and playhouses. CedarWorks donates to organizations and efforts that benefit children and the environment. More than 450,000 cedar seedlings have been planted through CedarWorks ReCedaring program. CedarWorks new 2014 Play It Forward program will grant playsets to families with foster children. For more information, visit [www.cedarworks.com](http://www.cedarworks.com).

## Media Contact

Allison Heidorn

[media@cedarworks.com](mailto:media@cedarworks.com)

Toll-Free: (800) 462-3327

Outside US: (207) 596-1010

## **CedarWorks Donates Playsets To Foster Families Through Their “Play It Forward Program” (continued)**

### **Feliciano Family From Connecticut**

Words still cannot express how grateful our family is in receiving the playscape from CedarWorks through their "Give Back Program." The playscape was installed this past July and has brought much joy to our children and our granddaughter. Our three adopted children ages four to twelve are on the playscape everyday(except for when it rains). We have also been able to invite other foster and adoptive families over to have their children enjoy the playscape also. This has been one fun summer for our family!

Thank you Sandy Paholski, CAFAP Liaison, for sending the email to us regarding the CedarWorks Give Back Program. If it was not for you we would have never reaped the benefits of this wonderful program. Thank you!

The Feliciano Family



# Talking To Teachers About Adoption

## Kathryn Kaatz



How much information about individual families do teachers need to know? I have pondered this question both as an elementary school teacher and as a parent. Our right to privacy as individuals and families seems to hang in precarious balance with the needs of each child. For those of us with children who are racially different from the rest of the family, the issue of whether or not to share our child's adoptive status is a non-issue. However, I believe that all our children will benefit from sharing adoptive status, whether or not it is obvious. In this article I will explain my reasoning and discuss ways to foster a supportive relationship with your children's school.

As in all things human, there are no guarantees as to how an individual teacher will interpret and handle sensitive information. While a part of me wants to stand on a soapbox and proclaim the integrity of my profession and fellow educators, the wiser and more logical part of me *says* that I cannot really guarantee anyone's behavior. It is with the above disclaimer that I will make some recommendations for establishing a positive relationship with your child's teachers.

While two-parent families with biological children are no longer the expected norm in most schools, the amount of diversity at your child's school combined with the personal experiences of your child's teacher will determine his or her knowledge and attitude about families in general, and adoptive families in particular. While colleges of education have added course work on diversity issues, it has not been my experience in either undergraduate or graduate school to have the topic of adoption covered at all, let alone with any depth. Therefore, unless your child's teacher has personal experience with adoption or adoptees, it is reasonable to assume that he or she knows no more than the average person on the street does. *As* adoptive families, we can bring a wealth of useful information to the school and teacher.

### *Better to be Proactive than Reactive*

Establishing a positive, open relationship early with your child's teachers goes a long way toward being heard and respected if and when problems arise. There are several ways to do this, the first and easiest is to attend beginning of the year open houses or events. If you are concerned about curriculum being sensitive to diversity and adoption, make an appointment to look through the materials the teacher will use when teaching about families. By making an appointment and letting the teacher know ahead of time what you want to discuss, you are doing two things. First, you are establishing a relationship of mutual respect in which either you or the teacher is expected to drop everything and discuss a sensitive issue unprepared. Second, you are allowing the teacher time to gather the materials, think through what he or she has done in the past and organize his or her thoughts. If you have this meeting early in the year, before lessons are presented, it will minimize the chance that either of you will become defensive. This initial meeting would be a good time to share a list of adoption sensitive language and bring up any concerns you may have about particular assignments. For example, if your child was adopted as a toddler and has no baby pictures this would be a good time to mention that fact.

### *Teachers Need Time for Planning*

There are as many ways to plan curriculum as there are teachers. There are also varying levels of freedom to change or alter the curriculum in different schools. The amount of time each teacher needs to add or make changes will depend on their individual planning style, the significance of the change being asked (i.e., changing a family tree assignment vs. tossing out the entire unit on families), and school district or administrative policy. This is another reason why it is wise to be both proactive and patient. Some teachers are thrilled to have parents enter their classroom and teach a lesson or a unit, others would prefer to be given information and teach it themselves, and others want simply to know your concerns and be trusted to handle them effectively without much advice or input. I know teachers who can hear an idea in the morning and implement it that after-noon, while others plan weeks in advance. These are all excellent teachers. They simply have different styles of accomplishing a task.

## Talking To Teachers About Adoption (continued)

Some of us could get ready for a vacation with a day's notice, while others would want six months or more to make plans. It has to do more with what makes us comfortable than who is better at vacationing. In some cases teachers can take your concerns and make changes with relatively little outside input, other changes may require administrative approval, while others may need to go to schoolwide or district curriculum committees. In general, the more extensive the change, the more people it will involve and the longer it will take.

### *Consider Your Child's Personality and Age*

Your child's age and individual temperament will determine how actively involved in adoption education he or she will want you to be. Research has shown that at about the age of 7, many children become more concerned with fitting in. It may be about this age that the child who loved it when you came to preschool to celebrate Lunar New Year will balk at the idea of your doing the same in first or second grade. It may be at about this age where you will need to speak in more general terms or provide the teacher with information while you remain on the sidelines. I believe it is important to respect each child's needs, but also to be able to see the bigger picture.

If your child is being teased, put down or simply made uncomfortable by classmates' discussion of adoption, families and race, teachers need and want to know. Many children are reluctant to tell parents about these issues and are adamant that parents not go to the teacher with concerns. These children are motivated by a desire to fit in, to not cause trouble for parents or teachers, and a fear that there will be reprisals if the teacher rises to their defense. As a teacher, I handle these fears by having a private talk with the student and offering him or her several options (a) I can discuss the issue openly with the whole class with him or her present, (b) I can discuss the issue openly with the whole class with him or her out of the room, (c) I can mediate a discussion between him or her and the other party, or (d) I can bring up issues as a general topic with no mention that this has been a problem in our classroom. There are endless varieties on these themes, but my goal is to empower the student to have control over how we deal with the issue while letting him or her know that his or her safety, both physical and emotional, are important to me.

Just as we can be ignorant of these problems as parents, teachers can also be unaware. Certainly by middle grades, and often earlier students learn there are times and places to be rude, where they won't be overheard. In addition, particularly as kids get older, they have a strong need to save face by not sharing their pain with teachers. It is for these reasons that I feel it is important to let teachers know our children are hurting.

As a parent I have found it helpful to bring up the discussion of racial or adoption slurs this way: "I was reading an article today (or talking to a friend or listening to the radio) and they were talking about kids teasing each other because they had 'Chinese eyes.' That made me wonder if that had ever happened at your school?"

I did this for a year, getting a somewhat blank "what are you talking about?" response, when one day my son hung his head and said, "A big kid on the playground told me I should go back where I was born, that I don't belong here."

While it pains me each time I remember this, I will be forever grateful that it opened up several conversations about citizenship and the permanence of adoption. It also made me aware that, despite the generally excellent and accepting atmosphere of my children's highly integrated school, I needed to continue to be on my toes as a parent.

Like so many other aspects of parenting, knowing when and how to talk to your child's teachers can feel like a balancing act on a tightrope. As a teacher, I can advocate for the importance of communication between parents and teachers, but as a parent I am still wary when first approaching my children's teachers. I believe it is in our children's best interests to move beyond wariness to a place of trust and education.

Kathryn Kaatz is on the faculty at the Blake School in Minneapolis. She has a graduate degree in early childhood education. She is the mother of two children in a family formed through birth and adoption. She can be reached at [kkaatz@blakeschool.org](mailto:kkaatz@blakeschool.org).

## **Answering Children's Questions about Foster Care**

### **Paul C. Milford, MSW, RCSWI**

Recently, a colleague came to me for advice on addressing a very tough question from a child: Why don't I live with mommy anymore? With roughly 400,000 children in out-of-home placements in the United States, this is a question that gets asked by hundreds of thousands of children every year.

If you're a foster parent, you've probably answered this question many times. However, if you're a relative taking custody of a child, this question may not be one you've prepared for. Instead of anxiously awaiting the child's question, I recommend being proactive and facilitating a meaningful discussion with the child about the move.

The first step is to figure out what the child already knows and feels about the situation. This can be done by creating an opportunity for the child to talk openly about the situation with you. Ask the child why they think they came to live with you. Let the child's response be your guide. It will reveal a lot about his or her current perceptions of the move.

If the child responds that they "don't know" or "don't want to talk about it," do not push for a response. Instead, let the child know that you're there when he or she is ready to talk or ask questions. You may say something like: "This move must be so confusing for you. I understand that you might not want to talk about it right now, but I want you to know that I am here for you when you would like to talk."

Children who have been removed from their parents can be cautious about trusting others, so allowing the child the space to talk about the situation on their own terms creates an opportunity for them to build trust with you.

However, if the child is ready to talk when you ask him or her, pay attention to what he or she says about the situation. Is he or she angry, scared or confused, or feeling guilty? Really hearing what the child is telling you likely will reveal the answers to these questions.

Recognize and validate whatever feelings the child may be having. This shows the child that you care and are genuinely interested. If younger children are having a hard time verbalizing their feelings, try having them draw a picture of what they are feeling.

Talking about the reality of the situation is an important part of the conversation. I'm a firm believer in what I call "age-appropriate honesty." This means telling the child the truth in a way that is both understandable and tolerable for the child.

When the child asks the inevitable questions: Why did I have to leave my parents?; When will I be able to go home?; When will I see my parents again? — provide an answer that is both genuine and appropriate for the child's age. If there will be visitation, tell the child how often they will visit the parent(s) and where these visits will be.

The most important part of this conversation is to make sure the child knows he or she is not part of the problem. Because the move can be so confusing and emotional for children, they may feel like the move is their fault or that they are being punished for something they did. Most children won't verbalize these feelings to you, but it doesn't mean the feelings aren't there. Be proactive and remind the child of this if you notice any self-blaming.

The child's case worker or social worker can help you through these important conversations. You don't have to go through it alone.

#### Reference

Kids Matter, Inc. Talking To Children About Foster Care

## **Dr. Maya Angelou and Dr. Huxtable, Can We Learn from Them as Adoptive Parents?**

*By Regina Radomski*

Dr. Maya Angelou passed away May 28, at the age of 86 and even though I was not a long-time follower of her wisdom, I know this woman had a way about her that made you stop, sit and listen.

Her voice had a calming effect on you and it is something I aspire to have one day myself. BUT, as a mom of three teenagers, two being older adoptees that dream flies out the window the minute I fly off the handle. What does it take to have the courage and the "know how" to STOP your reaction and come across in that calm manner when you know you are not doing right by the situation at hand?

I'm still searching for this answer since at times I struggle with the fact that our two boys at the ages of 5 and 7 took our hands, held onto them, and walked side by side with us from one country to another. They say they didn't know what was happening; they just "went with the flow!" Where did they acquire that strength? Where did they acquire that courage? Of course we know somewhat of their stories of survival and presume that's where it came from. But then why can't we all have that same strength and continue to hold hands through life?

Why are there battles on the home front? Is it teenage hormones? Or, is it the fact that they are trying to navigate their way toward their own independence? I am guessing these two factors are a good portion of the reason. The fighting isn't about them not wanting us as their parents, and they do not want to go back to their past life, so I am confident in saying that part of the equation is not a problem. Knowing that, me, as their mom should be able to handle that, right? I mean, we took them by the hand, walked with them through their journey "to the other side" but now my navigation process, which should be a given, is way out of whack every now and then.

This is territory all foster parents face, navigating through the adoption process and the whole concept of traveling to another country while not speaking the same language as our kids, that's not easy, so why does it now seem easier than the hormonal struggles of a menopausal woman and her hormonal teenage sons?

How come I don't always have the strength they had way back when, when they put their little hands in ours? I know I didn't have that calm voice I had hoped for, even back then, every step of the way, but we were all under tremendous stress. Fear was playing a role in all of it also. After five years of craziness I found the Total Transformation Program and it changed our lives. BUT I always say, what I know today may all change tomorrow because you never know what life will throw at you.

With their help, through the various CDs, programs and the parental hotline, I have gotten more natural at being in a calmer place. If things start to escalate, I've learned to take it back a notch and talk more than scream, so that's a positive! But to get to the place of Maya Angelou and Dr. Huxtable is still a journey I am on. To come across with that inspirational or funny story to get my point across would be EUREKA!

Of course we can look at them as examples, but in the case of Dr. Huxtable when I asked my son why I couldn't achieve that, he, as the wise 11-year-old he was at that time, said "Mom, that's TV, they write the script that way!" Wow, what a smack in the head that moment was for me! You know, like the, "You could've had a V8!" kind of smack?

So that brings me to the question of how do we make that safe place in our home the place we all long to be? Well, what did Dr. Huxtable do to make me ask that question?

## **Dr. Maya Angelou and Dr. Huxtable, *Can We Learn from Them as Adoptive Parents?* (Continued)**

It was in the pilot for "The Cosby Show." Cliff, played by Bill Cosby, needed to get the point across to his high school son, Theo, that the D's on his report card weren't going to cut it in the real world. Theo tries to play it off as it's no big deal since he wasn't planning on going to college anyway. Cliff in turn, in his own unique comedic way, turns to Monopoly money to teach Theo that when you start out with \$1,000 a month it goes quickly if you have to pay rent and so on. Of course with Bill Cosby's impeccable comedic timing it all plays out so well and the point is made without the screaming and yelling that goes on in so many homes.

One of Maya Angelou's quotes, in particular, came to mind and I think, we as parents, and they as children, are all searching for this: "The ache for home lives in all of us, the safe place where we can go as we are and not be questioned."

So how do we accomplish that as we make a promise to that little hand that holds onto us for dear life? We keep looking for inspiration and resources to keep us going. We need to remember we are doing our best and realize we are human, and most times we actually didn't mess up as severely as we thought. Watch a good comedy, read a great quote, and share a cup of tea with a dear old friend. They will give insight and prove to you that generation after generation most issues are the same.

That my friend, is how I find the strength and calm I need when I'm guiding my children at each age on what is right and wrong.

Regina Radomski along with her husband and their three children live in Northern, N.J. Radomski is also the author of "From Half to Whole - A Journey to Overcome the Battle Scars of Adoption and Living to Tell About It." With five star reviews, "From Half to Whole" is a raw and honest look at the trials and tribulations of their family's struggle to adopt and raise these two young boys who came to America not only with a few stuffed toys in their backpacks, but also trauma of their past. She shares her personal diary entries and reveals her compelling, yet tumultuous journey to acclimate her adopted children to their new environment and the solace she found in family, friends and valuable resources she discovered along the way.

Radomski is the founder of Fillin' the Blanks, a program offering support and solutions during the adoption process. She is also an Elite Life Coach, a blogger for Empowering Parents and the NJ chapter coordinator of PAPA (Polish Adoptive Parents Association). Radomski is currently starting an Adoption Family Planning Program to help empower pre-adoptive and post-adoptive parents during their journey. For more information on Radomski and her program, follow Fillin' the Blanks on Facebook and on her website at [www.reginaradomski.co111](http://www.reginaradomski.co111).

August 2014 | AdoptionToday

## Foster Parenting Manual Monthly Foster Care Tip

### Dr. John DeGarmo



Like any healthy relationship, it is important that your relationship with your foster child's caseworker is an open one, and is built on trust and mutual respect. It is important that you share all information with the caseworker about your foster child. Be honest with your caseworker about any concerns you might have in regards to your child. If you see signs that your foster child is having trouble adjusting to your home and family, share these concerns with the caseworker. Perhaps you have seen troubling signs after a visit with your foster child and the biological family members. If so, let your caseworker know. If you are worried about a possible reunification with the biological family, express these worries to the caseworker. If your foster child should become sick, let the caseworker know, even if it should be a day at home from the common cold or flu bug. Caseworkers have the responsibility of documenting everything when it comes to each of the foster children in their caseload. Do not be afraid of holding any information or concerns. Instead, the more you share with the caseworker, and the more honest you are, the stronger your partnership will become, which only benefits the wellbeing of your child.

Take steps to develop lines of communication with the caseworker. Make sure the both of you have current telephone numbers and email addresses, for both home and work. Plan ahead, if possible, for home visitations, as well as visitations with the birth parents. There will be times when you will need to make a request to your caseworker, whether it is for permission to take your foster child on a vacation, attend a summer camp, or perhaps even attaining some additional reimbursement for a Christmas present. If you work from the beginning in establishing a strong partnership, these requests will be easier to make, and have a better chance of being met.

#### *More Tips...*

- Day: Help your foster child develop a strong and positive relationship with his caseworker in his own way. When your foster child leaves your home, whether it be through reunification or some other means, he will likely still remain in contact with his caseworker. Thus, it is important to his mental health that his relationship with his caseworker is a good and productive one.

-Before you meet with your caseworker, make sure you are prepared beforehand. Have all proper forms and information gathered together which you might need for the caseworker. This includes any school progress and report cards names and contact information for his teachers, calendar of upcoming events in your household, medical paperwork, receipts and invoices, and any other personal observations you may have noted for your foster child.

For more, contact Dr. DeGarmo at [drjohndegarmo@gmail.com](mailto:drjohndegarmo@gmail.com), through his Facebook page, Dr. John DeGarmo, or at his website, <http://drjohndegarmofostercare.weebly.com>.

## Upcoming CAFAP Events

### CAFAP CONFERENCE

Sexual Exploration & Sex  
Trafficking  
October 3<sup>rd</sup> or 4<sup>th</sup>  
Registration On-line At  
[www.cafap.com](http://www.cafap.com)

### CARING FOR HIGH RISK KIDS AND SURVIVORS OF COMMERCIAL SEXUAL EXPLOITATION (CSE) & DOMESTIC MINOR SEX TRAFFICKING (DMST)

#### WHEN:

**October 3 or 4, 2014**  
**8:00 AM - 4:00 PM**

This is a one day free conference offered two days

#### WHERE:

**Lincoln Culinary School**  
**85 Sigourney Street**  
**Hartford, CT 06106**

#### WHO:

Trainers **Jacqueline N. Guajardo, MA, PhD, CT Department of Children and Families; Christine Keys, MSW, Klingberg Family Services; Jennifer Shimer, MS, Justice Resource Institute; Vanessa Pera, LCSW, Community Residence, Inc.**

**To Register Go To [www.CAFAP.com](http://www.CAFAP.com)**  
**Registration ends on September 12, 2014**

#### SCHEDULE

**8:00 AM**  
**REGISTRATION**  
**BREAKFAST**  
**(PROVIDED)**

**9:00 AM**  
**WELCOME**  
Conference Begins

**12:30PM**  
**LUNCH**  
**(PROVIDED)**

**4:00PM**  
**CLOSING**

**6 Training Hours**

**CEU's Under Re-  
view**



## Avenue of Dreams

### 2015



### PROM DRESS

### MAKEUP & ACCESSORY DRIVE

At the Avenue of Dreams event we provide 150 foster and adopted girls with free prom dresses, shoes, makeup and accessories to ensure that they are prom ready.

We are currently accepting prom dress, accessory and makeup donations. We are also seeking service providers from the hair and makeup industries to give makeovers during the event. We are accepting donations up until

SATURDAY, FEBRUARY 14, 2015

For more information please call 860-258-3400.

## CURRENTLY ACCEPTING DONATIONS FOR "2015 Avenue of Dreams"

At the "Avenue of Dreams" event we provide 150 foster and adopted girls with free prom dresses, shoes, makeup and accessories to ensure that they are prom ready. We are currently accepting prom dresses, accessory and makeup donations. We are also seeking service providers from the hair and makeup industries to give makeovers during the event.

For more information please contact  
Kareemah at 860-258-3400.