

Adoptive Family Resource Guide

Table of Contents

·Medical and Counseling Contacts·

Adoption Pediatricians.....	3
Specialized Counseling Services.....	4

·Adoption-Friendly Language·

Positive and Respectful Adoption Language Guide.....	5
Preferred Terminology and Terms to Avoid Using.....	6

·Adoption Books·

International Adoption.....	7
For Families Adopting a Child of Any Age.....	8
For Families Adopting Infant through Toddler-Age Children.....	9
For Families Adopting Toddler-Age Children and Older.....	10
Adoption Books to Read to Your Young Children.....	11
Books for Children (Grades 7+).....	12

·Funding Resources for Adoption·

Grants, Loans, Fundraising, and Tax Credits.....	14
--	----

·Promoting Attachment and Bonding·

The Journey of Attachment: A Practical Roadmap for Parents and Children.....	17
Bonding with Grandparents and Extended Family Members.....	27
Sensory Processing and Self-Regulation.....	28

·Embracing Culture, Heritage, and Race·

The Importance of Culture, Heritage, and Race.....	29
Incorporating Culture into Your Family's Life.....	30

·Arriving Home with Your Child·

Medical and Neurological Evaluations.....	31
Nutrition and Growth.....	31
Post-Placement Report Information.....	32
Post-Placement Reports for Bulgaria, Ukraine, and Indiana.....	32

·Creating a Life Book·

Life Books: A Creative and Fun Way to Express Yourself.....	33
---	----

Medical and Counseling Contacts

Adoption Pediatricians

Center for Adoption Medicine

Dr. Julia Bledsoe ◦ Dr. Julian Davies ◦ Dr. Cynthia Kertesz

4245 Roosevelt Way NE

Seattle, WA 98105

☎ (206) 598-3006

St. Joseph Mercy Health System

Dr. Jerri Jenista

2000 Green Rd

Ste 300

Ann Arbor, MI 48105

☎ (734) 995-3764

University of Chicago Adoption Center

Dr. Larry Gray ◦ Dr. Karin Vander Ploeg Booth

5721 S. Maryland Avenue

Chicago, IL 60637

☎ (773)834-8925

Riley Children's Hospital International Adoption Clinic

705 Riley Hospital Dr.

Indianapolis, IN 46202

☎ (317)944-4846

Peyton Manning Children's Hospital

Dr. Escobar & Dr. Belcher

Indianapolis, IN 46202

☎ (317)338-5437

A comprehensive directory of pediatricians in every state, specializing in providing medical services for children who are adopted, can be found at: <http://www2.aap.org/sections/adoption/directory/map-adoption.cfm>

Specialized Counseling Services

Adoption and Bonding Center

12608 State Rd
Cleveland, OH 44133
☎ (440) 230-1960

Riley International Adoption Clinic

705 Riley Hospital Drive
Indianapolis, IN 46202
☎ (317)944-4846

TCU Institute of Child Development

2901 W. Lowden Rees-Jones Hall #314
Fort Worth, TX 76109
☎ (817) 257-7415

Dr. Ronald Federici and Associates

13310 Compton Rd
Clifton, VA 20124
☎ (703) 830-6052

The Center for Adoption Support and Education

11120 New Hampshire Ave, Suite 205
Silver Spring, MD 20904
☎ 301-593-9200

Adoption and Family Counseling Services

Linda Sheppard, MS
4660 NE Belknap Ct, Suite 101S
Hillsboro, OR
☎ (503) 888-0050

Adoption Associates

34 Lincoln Street
Newton Highlands, MA 02461
☎ 617.965.9369

Counseling With TLC, LLC

Tracy Birkinbine, MA, LPC, NCC
St Louis, MO
☎ (314)514-5TLC

The majority of the counseling providers listed offer counseling services via telephone or Skype if not located within your area of residence, or if your schedule makes it difficult to attend in-person sessions.

Adoption-Friendly Language

Positive and Respectful Adoption Language Guide

The ways we talk – and the words we choose – say a lot about what we think and value. Words do more than just convey facts; they reflect and evoke feelings. Words used to describe people can become labels that do not take into consideration the uniqueness of individuals. Using positive adoption language promotes respect for everyone involved in an adoption. Positive adoption language can stop the spread of misconceptions about adoption, while promoting the true nature of adoption.

- ❖ When the word “parent” is used for a prospective adopter and the term “birth mother” is used to describe the expectant mother, it creates the expectation that the mother must surrender her child. “Birth mother” is like a job-title assigned to a person whose job is to make a baby for others.
- ❖ The term “adopted child” stresses how a child became a part of a family and emphasizes difference. Use the word “adopted child” only when it is relevant to the discussion, otherwise simply use “my child”.
- ❖ Phrases such as “unwanted child”, “available child” and “adoptable child” label children as being substandard. Terms like this further imply that the biological parent “abandoned” their child, when in reality most birth parents make their decision based on what they believe to be the best interests of the child. “Waiting child” is a more respectful term to describe a child placed for adoption.
- ❖ “Put up for adoption” is a phrase that dates back to the 1890s when orphans were brought to the Midwest on trains and were placed on stages in churches and town halls where residents could view them and choose children they wanted to take in. The children were placed up high so they could be more easily seen. They were literally “put up for adoption”. Using the phrase “placed for adoption” or “to make an adoption plan” is less stigmatizing to children waiting to be adopted.
- ❖ Using the word “reunion” to describe making contact with a biological parent implies that the adoption has dissolved. Instead, phrases like “meeting with” or “getting in touch with” are more appropriate.
- ❖ Terms like “natural parent”, “real mother and “real father” imply that the adoptive parent is somehow artificial. Outside of relevant discussion, labels such as “adoptive mother” or “adoptive father” are unnecessary. **Why should parents who have assumed the same responsibilities as other parents be labeled by the process in which they became parents?**

References:

AAP Council on Foster Care, Adoption, and Kinship Care. (2014). Let’s talk! Respectful adoption language and behavior. *American Academy of Pediatrics*. Retrieved from aap.org/cofca/c

Frisch, L. (2004). How biased adoption language tears families apart. Retrieved from prweb.com

Spencer, M. (1979). The terminology of adoption. *Child Welfare, LVIII* (7), 451-459.

Preferred Terminology and Terms to Avoid Using

Terms to Avoid	Preferred Terminology
Real parent	Birthparent; biological parent
Natural parent	Birthparent; biological parent
Own child	My child
Adopted child	My child
Illegitimate	Born to unmarried parents
Give up	Place for adoption; make an adoption plan
Give away	Place for adoption; make an adoption plan
To keep	To parent
Adoptable child	Waiting child; child placed for adoption
Available child	Waiting child; child placed for adoption
Real father/real mother	Biological father/mother
Reunion	Make contact with; getting in touch
Adoptive parent	Parent
Foreign adoption/foreign child	International adoption; intercountry adoption
Adoption triangle	Adoption triad
Track down parents	Search
Unwanted child	Child placed for adoption; waiting child
Handicapped child	Child with special needs
Is adopted	Was adopted

References:

Adoptive Families. (1992, May/June). Positive adoption language. *OURS Magazine*. Retrieved from adoptivefamilies.com

Adoption Books

International Adoption

***The Handbook of International Adoption Medicine*, by Laurie C. Miller**

Discusses the specialized medical and developmental problems that affect children who are adopted internationally. Sets guidelines for the families and physicians taking care of these children before, during, and after the adoption.

***Guide to Ethiopia*, by Philip Briggs**

This book will help you learn some of the customs in Ethiopia. It will make it easier for you to blend in and not cause a social faux pas!

***Holding Time*, by Martha Welch**

Discusses the positive effects of physically holding your child.

***Real Parents, Real Children; Parenting the Adopted Child*, by Holly Van Gulden, Lisa M. Bartels-Rabb**

The authors bring years of experience to the emotions that parents will experience as well as advice on how to build a healthy relationship with your child.

***Till There Was You: An Adoption Expectancy Journal*, by Rebecca L. Gold, Pamela M. Sardinha**

This is a personal journal about a woman's adoption. She explores the questions she had, and how she came to handle various situations with friends, family, and the adoptive child.

***The International Adoption Handbook: How to Make an Overseas Adoption Work for You*, by Myra Alperson**

This book provides information about the process of adopting internationally, and how to go about completing the necessary steps.

***'Are those Kids Yours?' American Families With Children Adopted from Other Countries*, by Cherie Register**

The author touches on issues multiracial families experience using her own experience as well as other multiracial families' experiences.

***What to Expect the First Year*, by Eisenberg, Murkoff, and Hathaway**

The comprehensive month-by-month guide that clearly explains everything parents need to know about the first year with a new baby.

***Building the Bonds of Attachment*, by Daniel Hughes**

Building the Bonds of Attachment is the second edition of a critically and professionally acclaimed book for social workers, therapists, and parents who strive to assist children with reactive attachment disorder.

Eyes Wide Open

This is a workbook for parents adopting international children, by the Children's Home Society of Minnesota.

***My Family, A Symphony: A Memoir of Global Adoption*, by Aaron Eske**

While Aaron's book is a memoir, sharing much about his family, not just his experience as the only biological child in a family with four transracially and transculturally adopted siblings; it is also so much more than a memoir. While Aaron shares from his experience, he was also able to look beyond the time when his siblings were adopted to the current situation in which the sending countries and practices have changed dramatically.

For Families Adopting a Child of Any Age

***Attaching in Adoption*, by Deborah Grey**

This book provides a wonderful overview of attachment and many other issues our kids have which might mimic attachment problems. It also offers plenty of parenting suggestions.

***Facilitating Developmental Attachment*, by Daniel A. Hughes**

Helps work with behavior and emotional problems that occur because of a lack of early attachments. It discusses the emotional problems that occur when a child is unable to form a secure attachment and ways to teach a parent to engage with their child successfully.

***The Connected Child*, by Dr. Karen Purvis, David Cross, and Wendy Sunshine**

Dr. Purvis specializes in adoption and attachment. Provides guidelines to help the child heal. Offers the parents insights into promoting healthy attachment, self-awareness, kindness, and respect in their children.

***Created to Connect: A Christian's Guide to The Connected Child*, by Dr. Karen Purvis**

A companion study guide to *The Connected Child* that highlights biblical principles and new insights for parents.

***Adoption Parenting*, by Jean MacLeod**

Parenting advice specifically for adoptive parents and how to address certain issues that come along with adoption.

***Telling the Truth to Your Adopted or Foster Child Making Sense of the Past*, by Betsy Keefer & Jayne E. Schooler, Bergan & Garvey**

***Adoptive Families Magazine*, Available by ordering online at www.AdoptiveFamilies.com or by calling 1-800-372-3300**

This is the first and most comprehensive magazine that focuses on adoptive families. Each issue contains articles important for you now, and ones, which will cover issues that will be important as your child grows.

***The Boy That Was Raised As a Dog*, by Bruce D Perry, M.D., Ph.D. and Maia Szalavitz**

In it Dr. Perry not only explains much about how trauma and loss impact children, but he does it with a dose of humility, explaining how he learned along the way starting with his first patient out of grad school.

***The Whole-Brain Child*, by Daniel J. Siegel, M.D., and Tina Payne Bryson, Ph.D.**

In the first few pages, their words can make even struggling parents feel understood. *The Whole-Brain Child* includes plenty of examples, practical strategies, and ways to explain brain science to even a young child. *The Whole-Brain Child* offers a usable guide for parents to empower their children, manage emotions, and prevent behavior from spinning out of control.

***I Love You Rituals*, by Becky A. Bailey**

I Love You Rituals are fun for everyone to build positive relationships within the family. They also help children improve their skills in socialization and increase attention span.

***Inside Transracial Adoption*, by Beth Hall and Gail Steinberg**

Is transracial adoption best for kids? How can children gain their new families without losing their birth heritage? How can parents offer support after placement? Transracial adoption is a lifelong journey, complex and challenging. But it can work well for kids and families when parents are prepared to form new ideas and look at it from a different perspective.

Inside Transracial Adoption is an accessible, authoritative guide to navigating the challenges and issues that parents often face with the adoption of a child from a different race and culture.

***Sleepless in America: Is Your Child Misbehaving or Missing Sleep?*, by Mary Sheedy Kurcinka**

In addition to strategies for sleep training Mary discusses how fatigue, even in children who do not seem tired, can create misbehavior in children. She helps parents become more aware of the many factors impacting their children and teach children to be aware of their own physical needs

***In On It: What Adoptive Parents Would Like You to Know About Adoption*, by Elizabeth O'Toole**

One adoption social worker called *In on It* "the adoption book for everyone else": the grandparents and friends, neighbors and colleagues, aunts and uncles, teachers and caregivers of adoptive families.

***Parenting with Love and Logic*, by Foster Cline and Jim Fay**

This parenting book shows you how to raise self-confident, motivated children who are ready for the real world. Learn how to parent effectively while teaching your children responsibility and growing their character.

***Wounded Children, Healing Homes*, by Betsy Smalley and Timothy Callahan**

This book helps parents navigate unmet expectations and offers solutions for the challenges that arise when you adopt a child who is deeply traumatized or emotionally disturbed.

***Nurturing Adoptions*, by Deborah Gray**

The author of this book offers tools and strategies for creating resilience after a child has experienced trauma and neglect. This is a handbook for families with children who have had difficult beginnings and tough early years.

***Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them*, by Ross W. Greene**

This book offers an in depth approach to assist parents and teachers to collaborate when working with behaviorally challenging students. The text challenges school discipline and examines better strategies for intervention.

***The Out-of-Sync Child*, by Carol Kranowitz**

The author identifies a frequently misdiagnosed Sensory Processing Disorder in which the central nervous system misinterprets messages from the senses. This book provides information about research studies on vision/hearing deficits, motor skill problems, nutrition and picky eaters, ADHD, Autism, and other related disorders.

***Anatomy of the Soul*, by Curt Thompson, Ph. D.**

This book is all about the importance of attachment. The author talks about the importance of paying close attention to our brains and relationships which strengthens our awareness of existence, our ability to become more joyful, courageous, kids, and secure in the way we interact with people around us.

***Games and Activities for Attaching With Your Child*, by Deborah D. Gray and Megan Clarke**

This book encourages positive attachment through games that help you play with a purpose. Often times it is challenging to know how to play with children with attachment difficulties. The authors section the book off into age-appropriate games along with explanations for why they matter.

For Families Adopting Infant through Toddler-Age Children

***Toddler Adoption: The Weavers Craft*, by Mary Hopkins-Best**

The first book, which covers adopting a toddler age child, this is written by a social worker that adopted a toddler and found resources available to her.

***Welcoming a New Brother or Sister Through Adoption*, by Arleta M. James**

Welcoming a New Brother or Sister through Adoption is a comprehensive yet accessible guide that describes the adoption process and the impact of adoption on every member of the family, including the adopted child. This book is vital reading for adoptive families and professionals who work with them including social workers, counselors and psychologists.

The Adoption Constellation: New Ways of Thinking about and Practicing Adoption, by Michael Phillip Grand

Clinical psychologist, Michael Grand, brings a compassionate understanding to all members of the adoption constellation. Drawing upon a lifetime of personal experience, research and clinical practice, he challenges conventional ways of thinking about adoption.

Parenting Your Adopted Child: A Positive Approach to Building a Strong Family, by Andrew Adesman, Christine A. Adamec

Parenting Your Adopted Child provides helpful tools that enable families to understand and counter common myths about adoption that may be harmful to their children. Written by a renowned pediatrician who specializes in helping adopted children and their families, Parenting Your Adopted Child answers such common concerns adoptive families face.

Attaching in Adoption: Practical Tools for Today's Parents, by Deborah Gray

These practical parenting strategies are designed to boost children's happiness and emotional health. This book offers insight into a number of issues including international adoption, fetal alcohol spectrum disorder, and learning disabilities. Included are checklists to help parents gauge/assess how their child is doing at each developmental stage.

For Families Adopting Toddler-Age Children and Older

Helping Children Cope with Separation and Loss, by Claudia J. Jewett

A guide for any adult who wants to help a child talk, cope and recover from the loss of a loved one from their life.

Adopting the Older Child, by Claudia J. Jewett

Explains the older child adoption process and the feelings and reactions of everyone that is involved. Also discusses some different situations that may arise when adopting a child that is older.

Our Own: Adopting and Parenting the Older Child, by Trish Maskew

Walks the family through the adoption process by offering interviews from families who have adopted, adoption professionals, and adults who were adopted. Discusses some challenges and joys that could arise from adopting an older child.

Help for the Hopeless Child, by Dr. Ronald Federici

Designed for families that have struggled with an unmanageable child and explores assessments and treatment strategies for a child that has not responded to mental health interventions in the past. There are also some sections that focus on internationally adopted children that have lived in institutions and how to deal with the complexities these children have experienced.

Adopting the Hurt Child, by Gregory Keck, PhD

Helps parents to address the emotional hurt an adopted child may have gone through; and gives advice, tips, and stories of those who have gone through the same problems and have made it through the healing process.

Parenting the Hurt Child, by Gregory Keck, PhD

Suggestions, advice, and insight on parenting a child that has been emotionally hurt.

Wounded Children, Healing Homes: How Traumatized Children Impact Adoptive and Foster Families, by Schooler, Smalley, and Callahan

Families often enter into this experience with high expectations for their child and for themselves but are broadsided by shattered assumptions. This book addresses the reality of those unmet expectations and offers validation and solutions for the challenges of parenting deeply traumatized and emotionally disturbed children.

Help for Billy, by Heather T. Forbes

In her new book, *Help for Billy*, Heather Forbes provides with deep insight a manual for parents and teachers addressing essential methods for managing the school-room behavior of the child with complex trauma. She presents the essential concept of regulatory rather than behavioral dysfunction in the disruptive child, and provides a wealth of strategies for both the parent and teacher to apply to help the child to self-regulate.

***Parenting the Adopted Adolescent*, by Gregory Keck, PhD**

This book helps parents understand and appreciate the journey that their adopted adolescent has been through. Understanding your role in their journey will make you more effective in your role as their parent.

***Trying Differently Rather Than Harder*, by Diane Malbin**

The author identifies Fetal Alcohol Spectrum Disorders, reframes it in terms of brain disability, and offers appropriate accommodations instead of focusing on managing behaviors.

Adoption Books to Read to Your Young Children

***The Best for You*, by Kelsey Stewart**

This book is aimed to help children and parents understand what one birth mother was thinking when she decided to adopt. Written in her perspective, she tells her child the reasons why she chose placement for her baby.

***My New Family: A First Look at Adoption*, by Pat Thomas**

An easy-to-understand series of books for younger children. Each title explores emotional issues and discusses the questions such difficulties invariably raise among kids of preschool through early school age. Written by a psychotherapist and child counselor, each title promotes positive interaction among children, parents, and teachers.

***I Wished for You: An Adoption Story*, by Marianne R. Richmond**

I Wished for You: An Adoption Story follows a conversation between a little bear named Barley and his Mama as they curl up in their favorite cuddle spot and talk about how they became a family. Barley asks Mama the kinds of questions many adopted children have, and Mama lovingly answers them all.

***All about Adoption: How Families Are Made and How Kids Feel about It*, by Marc A. Nemiroff, Jane Annunziata**

Explores the adoption process and the feelings children have about being adopted. For the child who already understands the concept of adoption, *All About Adoption* provides a deeper understanding of how the adoption process works and the feelings that many children have about being adopted.

***We Belong Together: A Book About Adoption and Families*, by Todd Parr**

In a kid-friendly, accessible way, this book explores the ways that people can choose to come together to make a family. It's about sharing your home and sharing your heart to make a family that belongs together.

***Being Adopted Through Karah's Eyes*, by Devra Kinnett**

The book is a fun and easy way to explain to children who are adopted that they're as loved as biological children are.

***Adoption Stories for Young Children*, by Randall B. Hicks**

A story to read with your young child about being adopted. It discusses why the birthmother may have chosen an adoption plan.

***Why Was I Adopted?*, by Carole Livingston**

A picture book that deals with some frequently asked questions that children ask about adoption. It helps emphasize love and self-esteem.

***This Is How We Became A Family: An Adoption Story*, by Wayne Willis**

A story of a husband and wife that wanted a child, a pregnant lady who was not ready to be a mother, and events that brought them all together to form a happy ending.

The Day We Met You, by Phoebe Koehler

A story of parent's telling about the day they adopted their baby.

The Chosen Baby, by Valentina Pavlovna Wasson and Glo Coalson

A story that shows the joy and happiness that the adoptive parents feel when their new baby arrives.

Being Adopted, by Stephanie Herbert

An adopted 7-year old girl tells the story about her adoption.

Did My First Mother Love Me? A Story for an Adopted Child, by Kathryn Ann Miller

An adoptive mother responds to her daughters questions about her birth mother by reading her a letter that her birth mother wrote to her.

A Mother for Choco, by Keiko Kasza

A chubby-faced yellow bird with blue-striped feet, Choco believes that physical similarity is a prerequisite for family relationships. He asks a series of animals who bear even the slightest resemblance to him if they might be his mother, but all turn him away. Discouraged by their rejection, Choco is pleasantly surprised when Mrs. Bear takes an interest in him, plays with and cuddles him, and ultimately offers him a home.

The Best Family in the World, by Susana Lopez

Carlota is being adopted tomorrow! As she anxiously waits for her new family, she wonders what they'll be like. She imagines all kinds of wonderful families...astronauts, pastry chefs, even pirates! How nice to find out that they are all that and more...the best family in the world.

Wild About You, by Judy Sierra

Sierra hints at parenthood's more trying moments, yet what resonates loudest is unconditional love... the mixed-species adoptions quietly affirm the value of families in all their varieties.

You Are My Baby. I Am Your Mommy., by Kimberly Leclercq

A vibrantly illustrated children's book for any woman who has experienced excitement and hope mixed with heartache and challenges on the long road to becoming a mommy.

The Colors of Us, by Karen Katz

A positive and affirming look at skin color, from an artist's perspective.

ABC, Adoption & Me, by Gayle H. Swift and Casey Anne Swift

ABC, Adoption & Me is intended to be used to open up conversations with your child. It is not specific to any single type of adoption. In fact, ABC, Adoption & Me specifically opens up the idea of different types of adoption which can benefit a child that has been adopted by helping him or her see there are many different ways for families together.

Books for Children (Grades 7+)

Special Kind of Love, by Judy Baer

About David, by Susan Pfeffer

Adoption, by Gerri Glotzbach

April and May, by Jane Peart

Don't Think Twice, by Ruth Pennebaker

Emerald's Desire, by Paula Lee

Find a Stranger, Say Goodbye, by Lois Lowry

Finders, by Jan Dean

Harley, by Cat Bauer

Heaven, by Angela Johnson
I See the Moon, by C. Christiansen
Most Precious Blood, by Susan Pfeffer
No Turning Back, by Judy Baer
Rewind, by William Sleator
Sarah, by Kathie Nichols
Someone to Love, by Francess Lantz
Something Old Something New, Judy Baer
There's no Place Like Home, by AG Cascone
Who Am I, by Charlene Giannetti
Aggie's Home, by Joan Lowery Nixon
A Kindness, by Cynthia Rylant

Additional Resources

Milestones in Action, a free library of interactive photos and videos of developmental milestones on the Centers for Disease Control and Prevention website. Learn the signs, act early
<http://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>

I-Face (Indiana Families for Adoption Community and Education), a local group of adoptive parents who provide support and fellowship to each other. They have many events for families. They have a Facebook Group.
<https://www.facebook.com/ifacegroup/>

Funding Resources for Adoption

Grants, Loans, Fundraising, and Tax Credits

Most grants and loans require that you have a completed home study or a home study in progress to apply for assistance. www.resources4adoption.com is a good resource for finding information on grants, loans, fundraising, and other options for funding resources for your adoption.

Grants

National Adoption Foundation- A small donation is required to apply for this grant. All types of adoptions are welcome. The NAF's grants can range from \$500 to \$2,000, depending on the needs of the family and the circumstances surrounding the adoption. <http://fundyouradoption.org/>

A Child Waits Foundation- Grant for international adoptions and also low interest loans. The grants are based on several factors can be up to \$5,000. <http://www.achildwaits.org/Grant%20Program.htm>

Heart for the Fatherless- Christian group offering financial support for domestic and international adoptions. www.heartforthefatherless.org

Help Us Adopt- A national non-profit 501(c)(3) financial assistance grant program providing qualified couples and individuals -*regardless of race, ethnicity, marital status, gender, religion, sexual orientation, or disability*- with grants of up to \$15,000 towards their domestic, international, foster, or special needs adoption expenses. <http://www.helpusadopt.org/>

Lifesong For Orphans- Offers a grant-matching program that gives grant in the amount that matches donations the family has gotten from their church, friends, and family ranging from \$1,000 to \$4,000. Offers fundraising support that allows friends and family's donations to be tax-deductible. Also, offers interest free loans from \$5,000 to \$10,000 with manageable repayment options. <http://www.lifesongfororphans.org/>

International Adoption Resources (IAR)- Offers grants for international adoptions ranging from \$500 to \$1500. <http://www.internationaladoptionresources.org/>

Gift of Adoption Fund- Offers grants for domestic or international adoptions. The amount varies depending on the specific situation of each applicant. <http://www.giftofadoption.org/>

Hand in Hand Christian Adoption, Inc.- Offers matching grants and fundraiser support. Allows friends and family to make a tax-deductible donation. <http://www.handinhandadopt.org/>

Shaohannah's Hope- Singer Steven Curtis Chapman's organization awards grants of \$2,000 to \$7,000 to Christian families pursuing adoption. <http://showhope.org/>

Global Orphan Outreach- Global Orphan Outreach exists to help adoptive families find and apply for adoption grants. This organization will research which grants are best for you, apply and fill out all paperwork for those grants for you, have them ready for your signature, and have them ready to be mailed in pre-addressed envelopes. <http://www.globalorphanoutreach.com>

God's Grace Adoption Ministry- God's Grace Adoption Ministry is a non-profit organization helping adoptive parents overcome the financial burden of adopting children. It is not an adoption agency, but rather works in cooperation with the agency to assist the family with their financial needs. Depending on the individual family needs, financial assistance is available in the form of grants and interest free loans. <http://ggam.org/>

Our Creator's Hope, Inc.- Our Creator's Hope believes that going into debt to give a child a home should not be necessary, so based on fund availability, OCH awards financial grants in the amount of \$1,000-\$10,000 to qualified families for domestic and international adoptions. OCH is a non-profit organization. <http://www.ourcreatorshope.com>

Heart of the Bride - As a ministry, we are surrounded by families that have responded to God's call and heart for adoption. HOB's Adoption Aid Ministry will help provide assistance grants to qualified adoptive families as God provides. <http://www.heartofthebride.org/adopt>

Loans

International Association of Jewish Free Loans- The organization's website offers state-by-state listings of interest-free adoption loans available to Jewish families. <http://www.freeloan.org>

Oxford Adoption Foundation, Inc.- Loans of up to \$5,000 per child adopted internationally are interest-free for the first three years. <http://www.oxfordadoption.com>

The ABBA Fund- Adoption assistance for Christian couples who may apply for interest-free adoption loans. <http://abbafund.org>

America's Christian Credit Union- America's Christian Credit Union (ACCU) offers adoption loans for families who are pursuing international or domestic adoption. Applicants are required to become members of the credit union and must sign ACCU's Statement of Faith. Adoption loans are available up to \$50,000 for terms up to 60 months at competitive interest rates. Applicants must meet credit standards set by ACCU. Once approved, loan proceeds will be immediately available to the borrower. Repayment of principle + interest begins as soon as the loan is disbursed. <https://www.americaschristiancu.com>

Prosper- The National Adoption Foundation has partnered with Prosper.com to provide adoptive families with adoption loans to receive the financing they need. Prosper is America's first peer-to-peer lending marketplace that has over 1,480,000 members. They connect people looking to borrow money with people who have money to invest. Borrow up to \$35,000; Credit score of 640 or higher accepted; Rates starting at 6.73% APR for best borrowers*; Multi-year loan terms available; Easy online application; Approval in minutes; No pre-payment penalties. <http://fundyouradoption.org/adoption-loans/>

Other Resources

147 Million Orphans- www.147millionorphans.com- Operates 2 programs, Bulk Order Program (purchase items at wholesale price and resell for a profit) and Partnership Program (you are provided with a partnership link where others can purchase items that are credited toward your adoption).

Both Hands Project- bothhands.org- Both Hands helps families fundraise for their adoptions. A family gathers a team of volunteers and Both Hands coaches them to coordinate a service project fixing up a widow's home. The family and their team send letters to raise sponsorship for their day of service. The funds raised help an orphan be adopted into a forever family!

Fundraising

[GotchaGiftRegistry.com](http://gotchagiftregistry.com)- Create a personalized webpage where friends and relatives can contribute to agency fees, medical costs, travel funds, and more. <http://gotchagiftregistry.com>

[Myregistry.com](http://myregistry.com)- Register for baby gifts and request monetary donations to fund your adoption. <http://myregistry.com>

[His Kids Too](http://www.hiskidstoo.org)- 501(c) (3) charity is a wonderful grant program designed so that your friends and family can assist you financially with adoption costs. Donors make tax-deductible donations to His Kids Too!, and adoptive families apply for a grant from the funds generated by donors. The benefit of this program is that you are in control of your fundraising efforts and donors will have complete confidence that donations will go directly towards adoption expenses.

<http://www.hiskidstoo.org>

[GoFundMe](http://www.gofundme.com/)- Raise money for adoption costs, IVF, fertility treatments, and other family expenses. No deadlines or goal requirements. Keep every donation you receive. No penalties for missing goals. GoFundMe deducts a 5% fee of every donation you receive along with a processing fee of 3%. <http://www.gofundme.com/>

[Reece's Rainbow](#)- Any family that is adopting a child with special needs internationally can set up a fundraising page on Reece's Rainbow through the Family Sponsorship Program (FSP). All donations going through a family's FSP page are 100% tax deductible.

Federal Adoption Tax Credit

The Federal Adoption Tax Credit includes a tax credit for qualified adoption related expenses and exclusion for employer-provided adoption assistance. The tax credit is based on qualifying expenses deemed reasonable and necessary including adoption fees, court costs, attorney fees, and travel expenses. Qualified expenses do not include expenses for adopting a spouse's child. Qualified expenses do include expenses for a same-sex second parent to adopt his or her partner's child. **The credit is non-refundable, which means it is limited to your tax liability (taxes owed) for the year.** The income limit to qualify for the tax credit is based on your modified adjusted gross income. For the tax year 2014, the MAGI phase out begins at \$197,880 and ends at \$237,880; meaning that if your income is below \$197,880 your tax credit will not be affected, and if your income is above \$237,880 you will be ineligible for the tax credit. The maximum tax credit amount for 2014 is \$13,190. The Federal Adoption Tax Credit is indexed yearly to account for inflation. This information is meant to be a general guide for helping families make adoption as affordable as possible, and is subject to change at any time. For detailed advice on claiming the Federal Adoption Tax Credit contact a tax advisor.

Reference: Internal Revenue Service. (2015). *Topic 607 - Adoption Credit and Adoption Assistance Programs*. Retrieved from <http://www.irs.gov/taxtopics/tc607.html>

State Adoption Tax Credits

Many states also offer adoption tax credits. Visit your state's web site or contact your tax advisor to find out if a state tax credit may be available to you. In Indiana, a bill was signed into law in 2014 to create a non-refundable tax credit of \$1,000 per adopted child beginning the tax year 2015.

**This information is meant to be a general guide for helping families make adoption as affordable as possible, and is subject to change at any time. For detailed advice on claiming an adoption tax credit, contact a tax advisor.

Promoting Attachment and Bonding

The Journey of Attachment: A Practical Roadmap for Parents and Children

1. Nurturing Through Food

There are many ways parents can use food to increase attachment. Be selective with these activities, and use the ones that feel right for you and your child. The activities listed below are intended to be fun; don't force participation in something that feels like a chore. Attachment is a process of give and take. Be sensitive to your child's feelings, and don't push an activity if he's not receptive.

- Serve a banana split for dinner
- Feed your child by hand
- Buy a fancy plate at a garage sale and serve the child his meals on it
- Bake together
- Buy M&Ms and sort them by color
- Have a picnic in the living room
- Have cheeseburgers for breakfast and cereal for dinner
- Set up a lemonade stand
- Feed him
- Let him drink from a bottle
- Make finger Jell-O
- Go out to dinner together

Adapted from: Parenting the Hurt Child: Helping Adoptive Families Heal and Grow, Gregory C. Keck and Regina M. Kupecky, 2002. Used by Permission of NavPress. All Rights Reserved.

2. Activities for Increasing Eye Contact

There are many ways parents can increase eye contact with their children. Here are some ideas to help you and your child look at each other, and at other things, together. Be selective and use the ones that feel right for you and your child. Remember, these activities are intended to be fun; don't force participation in something that feels like a chore. Attachment is a process of give and take. Be sensitive to your child's feelings, and don't push an activity if he's not receptive.

- Play Peek-A-Boo
- Give child a disposable camera and encourage him to take pictures
- Face painting
- Count facial features (nose, eyes, freckles)
- Dress the same
- Put a sticker on your face, but don't comment on it (wait till child does)
- Watch "adoption theme" movies together and talk about what is happening
- Play card game where no one can take a turn till eye contact is made
- Turn off lights and play with flashlights; whenever beam falls on child he has to look at you until you count to five

Adapted from: Parenting the Hurt Child: Helping Adoptive Families Heal and Grow, Gregory C. Keck and Regina M. Kupecky, 2002. Used by Permission of NavPress. All Rights Reserved.

3. Promoting Touching, Closeness and Security

Be selective in your use of activities, and use the ones that feel right for you and your child--they are intended to be fun, not a chore. Attachment is a process of give and take. Be sensitive to your child's feelings, and don't push an activity if he's not receptive. Remember to consider your child's emotional age, not his chronological one, and vary the activities accordingly. Sharing physical activities encourages attachment with your child by promoting closeness. Providing containment makes them feel warm and secure.

- Put hand lotion on each other
- Put matching temporary tattoos on each other
- Comb, brush or braid the child's hair
- Hold and cuddle the child every day
- Let child stay up 15 minutes past bedtime, but only if he sits in your lap
- Give butterfly kisses
- Play hand-holding games like "Ring Around the Rosy" or "London Bridge"
- Teach child to somersault, inline skate, or bike
- Give goodnight hug and kiss before bed
- Tickle him, but be sure to stop when he says so
- Draw a picture together
- Toss a ball or a beanbag
- Blow bubbles and chase them around
- Fly a kite together
- Rock together in a rocking chair
- Teach each other dances
- Catch fireflies and let them go
- Play jacks
- Play a clapping game
- Give him a horsey ride
- Go bowling
- Play tag
- Get a pogo stick and take turns jumping
- Buy washable markers and draw on each other
- Plant vegetables in the garden together
- Buy sidewalk chalk and draw pictures together
- Play badminton, croquet, horseshoes
- Build a snowman together
- Shoot baskets together
- Go for a walk in the rain together
- Paint your nails the same color
- Hold hands and rock together and sing "Row, Row, Row Your Boat"
- Play hopscotch
- Set up a card table and put a blanket over it and play underneath
- Set up a tent in the living room
- Buy a cardboard or plastic playhouse and set it up in the living room or in the yard
- Make a playpen using cushions or stair gates
- Buy a warm, soft blanket to use while reading or watching television

- Let the child sleep in a sleeping bag
- Put gloves and scarf in the dryer for a few minutes to make them warm
- Steam up the bathroom and draw on the mirror together

Adapted from: Parenting the Hurt Child: Helping Adoptive Families Heal and Grow, Gregory C.Keck and Regina M. Kupecky, 2002. Used by Permission of NavPress. All Rights Reserved.

4. Maintaining Inner Strength

A few suggestions to help parents maintain their inner strength:

- Remind yourself often that you are not the source of your child's problems
- Acknowledge your own feelings of grief and frustration
- Maintain a sense of humor
- Maintain a central supportive relationship with another adult
- Participate in (or form) a support network with other parents dealing with attachment issues
- Maintain trust and openness with an assisting professional
- If your child has other caregivers, make sure their actions are consistent with yours
- Be patient and maintain realistic day-to-day goals
- Remember that if your child is able to form an attachment with you, you have participated in a psychological rebirth

Adapted from Daniel A. Hughes, Facilitating Developmental Attachment: The Road to Emotional Recovery and Behavioral Change in Foster and Adopted Children. Jason Aronson, Inc., 1997.

5. Manipulation

Strategies for parenting children with attachment issues vary depending on the severity of the child's problems, the child's temperament, and the child's emotional age, but there are some interventions that work well with most children. Be sure to choose the ones that work for you and your child, and never do anything that will hurt the child or put him in danger. Some of these suggestions may seem contradictory to parenting strategies. Keep in mind they are strategies for children with attachment issues.

Control Issues - Avoid or redefine control battles as much as possible. Only engage in a control battle if you are sure you can win.

Consequences - Children need to be responsible for the consequences of their actions. Punishments should naturally result from the misbehavior. A spill should be cleaned up, a broken object mended or paid for. Don't tell the child the consequence of misbehavior beforehand because that gives them control over how they behave and limits your options.

Praise - Praise specific instances of good behavior, with eye contact and a touch.

Contrary Expectations – Surprise Reactions - Encourage misbehavior so child is forced to comply or resist and do the right thing. For example, say "That was a loud scream; can you do an even louder one?"

Restitution – Righting a Wrong - Teach the child to make amends by giving something back to the person who was wronged. Have them apologize, give a hug, write a note, or do something else meaningful for the other person.

Adapted from: Parenting the Hurt Child: Helping Adoptive Families Heal and Grow, Gregory C.Keck and Regina M. Kupecky, 2002. Used by Permission of NavPress. All Rights Reserved.

6. Control Issues

There are many different strategies that can work with children who want to control every situation. Select those that work for you and your child, but remember to consider the child's emotional not chronological age and adapt accordingly. Deborah Gray suggests the following techniques.

Jobs - Children who are causing extra work for others because of their disagreeable and controlling behavior may be given jobs to do. This labor pays back the family for the extra effort the child is requiring. The assigned job must be done before the "next good thing." Basically, the good things in life are the privileges that are part of family life: books, desserts, television, toys, etc. Until the job is done, none of those things are available to a child. If the child resists and delays, they wait, with the parents enforcing the "no good things" rule in a firm, matter-of-fact manner.

If James, for example, were to call his sister a "poopy head," then James would get the responsibility to do restitution by making his sister's bed before the next good thing. Retreating into his room in order to play in his room would not be an option for James. If James chose to wait, he would need to do so where he could be observed. After a few hours of boredom, even children who proclaimed, "Never!" will usually grumble their way off to do the job. Cheeriness is not a requirement for completing the job.

Fines - Some children who seem to be natural bean counters respond well to fines. If Annie were to hit her mother, it might be a \$5.00 fine. Annie's mother would collect the money and spend it ostentatiously upon herself. If Annie were to raise her hand to threaten her mother, the fine would also be enforced. Children can also be fined on behalf of others. A girl who intimidated her sister by bumping into her was fined for each bump. The practice stopped immediately. The girl admitted that she did it to let her sister know that she was in charge. She agreed that the fines were fair. (This section refers to the younger child when discussing hitting. Physical abuse or threats by older children are not addressed in this section.)

Worker Status - Worker status is simply an extension of the "jobs" concept as described earlier. It is used when children are regressing, using a pattern of non-stop opposition to parents. I refer to children who are being blatantly disrespectful to parents as not acting like "family boys" or "family girls." They get to be on "worker status" until they get the concept of taking on the responsibilities of being in a family. While on worker status, they have no privileges. For example, six-year-old Shelley was placed on worker status because she was oppositional to the parent. Shelley needed to vacuum two rooms correctly. If she behaved agreeably and cooperatively, at the end of her task, she could go back on "family girl" status. If she were still surly, the parents would keep giving her chances to work until she could act like a family girl. (There is a limit to this intervention. Children are not to be on "worker status" overnight. Consequence differently if opposition is not resolved by the end of the day. It is not to go on for a series of days.) Interestingly, children have often told me that this was one of the most effective pieces in helping them turn things around. The work helps them do restitution, as well as calms them, and gives incentives to make changes.

Time In - Children who are having a hard time benefit from a non-punitive "time in" with a parent. Parents can say, "Jim, you seem to be having a rocky morning after yesterday's visitation. I would like you to stay in the same room as I am until you seem like you are feeling better. Right now you have a big "no" coming out of you. You will be with me until that gets smaller."

Over the Lap - While this is inappropriate for older children, when young children destroy things, try to hurt others, or run away when upset, I suggest that parents place them tummy side down over the parent's lap. This position is safe for a young child, and gives good protection from being hurt. Parents should be certain that they do not hurt the child. Put a pillow between the parent's legs and the child's tummy for the thin child. The child's head hangs down from one end of

the lap, and the child's legs dangle from the other side of the parent's lap. It is fairly easy to hold the child's legs with one arm and the child's hands with the other arm. When the child calms down, turn him over in your lap and talk. If he begins to fight again, turn him back over. He needs to control himself for about thirty seconds without yelling or fighting in order to be let go. While the child may still be angry, the goal is to get him to control his anger well enough not to fight. Parents tell their children something like this at the end. "Susan, good choice not to fight your parents. You will have five minutes to continue your calm down. Then, you will need to sweep the front porch. That was the job that you were doing before your hissy fit. You will need to sweep the back porch as well, in order to pay me for the time that I just spent helping you with your hissy fit." Children who rage over the lap beyond fifteen minutes will need professional help, which includes consultation about being safe in the home.

Give Alternatives that Include Calm-Down - Parent says, "Sean, you have a few minutes to calm down with your blanket. Then, you will go outside to start cleaning up after the dog. Think about some ways that you could do this dog job without getting even more jobs as a consequence. Right now though, you can relax and calm down."

Practice Compliance - Children can be given five-minute sessions in which they do things that their parents ask them to do. This time is structured, fun, and filled with praise. It resembles the "Simon Says" game. Children do what parents say, and get lots of attention. This game starts to redefine what it means when parents are in charge. Instead of feeling like they are losing, children find that it feels silly, non-threatening, and fun. This starts to redefine control.

From Deborah D. Gray, *Attaching in Adoption: Practical Tools for Today's Parents*. Perspectives Press, Inc.: The Infertility and Adoption Publisher 2002. Used by permission.

7. Sharing Activities Together / Play

You can build the ability to be in sync with one another by doing some of the following.

- Draw a picture together
- Toss a ball or a beanbag
- Blow bubbles and chase them around
- Fly a kite together
- Rock together in a rocking chair
- Teach each other dances
- Catch fireflies and let them go
- Play jacks
- Play a clapping game
- Give him a horse ride
- Go bowling
- Play tag
- Get a pogo stick and take turns jumping
- Buy washable markers and draw on each other
- Plant vegetables in the garden together
- Buy sidewalk chalk and draw pictures together
- Play badminton, croquet, horseshoes
- Build a snowman together
- Shoot baskets together
- Go for a walk in the rain together
- Paint your nails the same color
- Hold hands and rock together and sing "Row, Row, Row Your Boat"

8. Strategies for Handling Lying and Stealing

Lying and stealing are difficult behaviors to respond to, because they are often habits that the child is not even aware of.

Avoidance - Don't put the child in a situation where he is likely to lie. If you know he did something wrong, why ask if he did it?

Disbelief - With a child who habitually lies, let the child know that you don't believe anything he tells you.

Unpredictability - Respond in unexpected ways so the child has to change his "script" to respond.

Encourage Truth Telling - Make two boxes, one for lies, one for truths. Every time the child says something, ask him which box it should go in.

9. Techniques to Help Children Sleep

Tools and techniques to help children sleep vary depending on the degree of attachment, and the child's emotional age.

- Give the child a bottle and rock him to sleep
- Establish a bedtime ritual
- Read or sing to the child
- Stay with the child until he falls asleep
- Rub, pat, or touch the child's back
- Provide a comfort object that belongs to or smells like the parent
- Provide soft, warm sleep garments like blanket sleepers or flannel bed sheets
- Put a sleeping bag on a mat on the floor beside your bed

10. Helping the Child Grieve

There are several tools and techniques that parents can use to help children to acknowledge, accept, and grow from their grief.

- Talk about your own and other people's losses and grief
- Read books to your child about loss and grief and show how others have lived through their losses
- Suggest that the child keep a journal where they write or draw about their feelings
- Find ways for your child to commemorate their past
- Help them find positive ways to express their feelings through physical or spiritual activities
- Help your child learn to cry. Many children have been taught not to cry. Help them appreciate the healing power of tears. Let them see you cry.

11. Helping Children With Regression

Techniques for helping children with regression will depend on the emotional age of the child. The best strategy is to care for the child like they are indeed at an earlier developmental stage.

Infant - Bottle feed with eye contact; Skin-to-skin contact; Bathe with the baby; Sing and dance with the baby; Limit caregivers; Establish routines.

Toddler - Carry the child; Read books together; Use eye contact activities; Stroke cheeks; Praise; Establish routines and rituals.

Preschool - Play; Eye Contact; Associate food and nurture; Holding.

12. Transition: Continuity Helps Build Attachment

Building attachment with a new family can begin even before the child leaves the orphanage or foster home. It is important to establish continuity between the child's environment and the adoptive home.

- Before bringing the child home, learn about the child's routines, eating and sleeping times, likes and dislikes
- Give the child an object like a blanket or stuffed animal with your scent on it
- Ask to take an object like a blanket or article of clothing from the orphanage (bring one to replace it), and don't wash it so it keeps its familiar smell
- Buy or make a tape or CD of lullabies in the child's native language
- When the child first comes home, let no one else hold her except the parents
- Isolate yourselves at home for the first week or two, with as few visitors as possible
- Establish a predictable daily routine in the household
- Bottle feed the baby, hold her and make eye contact
- Use a baby sling or cloth carrier and carry the baby all day while you go about household tasks
- Try swaddling baby when you feed and hold her to make her feel secure
- Maximize skin-to skin contact - Hold the naked baby against your bare skin at times - Wear short sleeves

Adapted from Jessica Jerard, "Promoting Attachment in Adopted Infants." <http://www.fccny.org/newsletter/default.asp?36#Promoting>

13. Coping With Sensory Integration Issues

There are many ways parents can help their child cope with sensory integration issues. Be selective with these activities, and use the ones that feel right for you and your child. Attachment is a process of give and take. Be sensitive to your child's feelings, and don't push an activity if she's not receptive.

- Lots of bubble blowing
- Drinking with a straw, especially thick milkshakes
- Whistle blowing
- Party blowers -- the ones that un-curl and then curl back up again
- Provide different kinds of textures to move around -- both with his tongue and with his hands: baby peas, rice, couscous, puddings, Jell-O
- Wake up his taste buds -- sour candies like Sweet Tarts, chili, pepper, mustard, paprika, pickles -- anything with vinegar
- Making "mouth music"

- Tear tissue in small pieces or strips and blow it across the table top

From: [http://www.adoptachild.us/Adoption Article, "Activities to Promote Attachment"](http://www.adoptachild.us/Adoption Article,)

- Get lots of lotion on your hand and let your child try to get all of it off, and then pass it back and forth
- After lotioning, pretend to hold on tight to each others' hands and then "whoops" slip off backwards with lots of exaggeration and laughter
- Place your hand on the bottom, then one of your child's, then yours, then your child's - Slip your bottom hand out and put it on top - Just keep on going to "build the stack"
- Lotion painting - Paint pictures on each other and then rub them in and start over
- Put matching temporary tattoos on each other
- Comb, brush or braid the child's hair
- Hold and cuddle the child every day
- Let child stay up 15 minutes past bedtime, but only if he sits in your lap
- Give butterfly kisses
- Play hand-holding games like "Ring Around the Rosy" or "London Bridge"
- Teach child to somersault, inline skate, or bike
- Give goodnight hug and kiss before bed
- Tickle him, but be sure to stop when he says so

Adapted from: Parenting the Hurt Child: Helping Adoptive Families Heal and Grow, Gregory C. Keck and Regina M. Kupecky, 2002. Used by Permission of NavPress. All Rights Reserved.

14. Alternative Treatments - Bedwetting

If a child over age six is experiencing encopresis (fecal soiling) or enuresis (daytime incontinence and bedwetting) the parent should consult with the child's pediatrician to determine if the problem is physical or psychological. Although parents may not be able to prevent a child from wetting the bed, there are steps they can take to help the child keep the bed dry at night.

- Encouraging and praising the child for staying dry, and not punishing when the child wets
- Reminding the child to urinate before going to bed
- Limiting liquid intake at least two hours before bedtime

Traditional treatments for bed-wetting include behavior modification, drug therapy, psychotherapy, and diet therapy; additional treatments include massage, hypnosis, and homeopathic remedies. It is best to consult with your pediatrician to find the best treatment for your child.

Behavior Modification - Child takes responsibility for his own bladder control by learning new behaviors. For example, always use the bathroom before bedtime and avoid drinking fluids after dinner.

Alarms - A sensor placed in the child's pajamas or in a bed pad triggers an alarm that wakes the child at the first sign of wetness. If the child is awakened, he or she can then go to the bathroom and finish urinating. The intention is to condition a response to awaken when the bladder is full. This is a popular and effective form of treatment.

Drug Therapy - Some drugs commonly used are a nasal spray of desmopressin acetate (DDAVP), a substance similar to the hormone that helps regulate urine production; and imipramine hydrochloride, a drug that helps to increase bladder capacity. These medications are usually effective, however, children often wet the bed again after the drug is discontinued, and there are some side effects.

Psychotherapy - Children with attachment issues are often already in therapy. If bedwetting is a problem, the therapist should be informed to determine if a psychological factor can be determined.

Diet - In rare cases, allergies or intolerances to certain foods - such as dairy products, citrus products, or chocolate - can cause bed-wetting. Bedwetting may be stopped if the food is identified and eliminated from their diet.

Massage - Acupressure or massage, when done by a trained therapist, may be helpful when bed-wetting is caused by a neurologic problem.

Herbal and Homeopathic Remedies - Some herbal remedies, such as horsetail (*Equisetum arvense*) have also been used to treat bedwetting. Common homeopathic remedies include Causticum, Lycopodium, and Pulsatilla.

Hypnosis - Hypnosis is another approach that has been used successfully. It trains the child to awaken and go to the bathroom when his or her bladder feels full.

From: "Bed-wetting." Genevieve Slomski, Ph.D. THE GALE ENCYCLOPEDIA OF MEDICINE, by Jacqueline L. Longe, Gale Group, (c) 2001 Gale Group Reprinted by permission of the Gale Group

15. Schoolwork Struggles

Homework is a problem for most children at some time in their school career. Some suggestions to follow if your child is struggling.

- Go to school weekly and collect the child's assignments
- Keep up with assignments so you can ask relevant questions
- Ask your child to teach you what he learned in class that day
- Sit down and work together - Balance your checkbook or write a letter while your child does his homework
- Listen to biography or math-fact tapes in the car together
- Read aloud to your child from one of his textbooks
- Form a homework club with another family
- Share the load – tutor a subject you're comfortable with and find other families to tutor other subjects
- Let your child listen to music while he studies, if it is not distracting
- Make a special homework spot where books and on-going projects can be kept

Adapted from: Parenting the Hurt Child: Helping Adoptive Families Heal and Grow, Gregory C. Keck and Regina M. Kupecky, 2002. Used by Permission of NavPress. All Rights Reserved.

16. Infant Massage

Consider infant massage. It creates a bond between you and your baby, creates a calm and relaxing atmosphere, and gives you a special time together. It improves digestion, circulation, and muscle tone. It stimulates the skin and increases oxygen and nutrient flow. Many hospitals provide infant massage classes but here are some basics.

- Find the best time for you and your baby, usually that's when the baby is quiet and alert
- Start with the legs
- Use long, firm strokes, repeating it 5-8 times
- You may use oil
- Massage for about 15 minutes, watching the baby for signs of engagement or distress - Engagement signals include opening eyes, smiling, reaching, moving arms and legs, and babbling - Distress signals include yawning and falling asleep, crying, hiccupping, arching the back -Stop the massage if the baby is exhibiting stress signals

17. Transitions – Newborn

Establishing consistent routines should be done as soon as your baby joins your family, and should be maintained and modified as your baby's development progresses.

- Limit number of caregivers during the transition period.
- Establish predictable schedules around feeding, bathing, naptime, and bedtime.
- Make rituals around feedings, bath times and bedtimes. Do the same things in the same order each time.
- Ensure that both parents are participating in baby's routine care. If one parent returns to work, he or she should participate in evening care to ensure both parents are establishing attachment.
- Avoid scheduling major life events like moving to a new home or adding another family member until your baby is settled.

(Reprinted from Adoption Learning Partners)

Promoting Attachment and Bonding

Bonding for Grandparents and Extended Family Members

Establishing a bond with grandparents can benefit children in many different ways. Grandparents can serve as great role models for their grandchildren, and provide a valuable sense of family heritage and history. Bonding for grandparents and grandchildren can be a challenge, and promoting attachment between grandparents and grandchildren can be an even greater challenge when your child is adopted. This may be especially true if you adopt an older child, a child with special needs, or a child from another culture which grandparents and extended family members may not be familiar with. Promoting attachment between your child and extended family members is important, especially when grandparents and extended family members are going to be actively involved in your child's life. Understandably, when you first arrive home with your child your priority is going to be placed on bonding with your most immediate family. However, it is important as you start introducing extended family members into your child's life to know ways to foster attachment among your child and extended family.

Ways to Connect for Grandparents

- **Connect with parents** – keeping in regular contact with their parents and understanding their schedules will help you stay better connected with your grandchildren
- **Send surprises** – let your grandchildren know you are thinking of them even if you cannot see them often by sending them surprises in the mail; it can be something as simple as sending them cookies every month or interesting newspaper articles from your hometown
- **Get creative** – you do not have to be an artist to find an arts and crafts store to share with your grandchild
- **Make one-on-one time** – have special one-on-one playdates with each grandchild individually
- **Reading** – take a trip to the library and let your grandchild pick out a book to read together
- **Get connected** – do not be intimidated by technology; Skype is a free way to talk with your grandchildren and not just hear their voices but also see their faces

Quick Ways to Connect

- Share favorite memories from your childhood
- Build a family tree chart
- Attend special events and programs at their school
- Go on day trips to your favorite local parks or museums
- Have a lunch date
- Make a scrap book
- Attend a sporting event
- Remind them they are loved
- Teach them how to cook one of their favorite dishes
- Collect rocks from outside together and paint them
- Record a reading of a favorite story that your grandchild's parents can play for them at bedtime

References:

Dowshen, S. (2013). Bonding with grandparents. Retrieved from <http://kidshealth.org/parent/positive/family/grandparents.html#>

McGinnis, T. (2009). 15 ways for grandparents and grandchildren to bond. Retrieved from <http://www.sheknows.com/parenting/articles/810863/>

Sensory Processing and Self Regulation

Sensory Processing- The ability to take in information and differentiate between What do I focus on, What does it mean, and What do I do about it. Learned within the first 2 years of life

Threshold for over stimulation- “How much can you take before you lose it?”

- Determined in part by genetics
- Impacted by internal and external stimulation
- Adults can “stop & reorganize.” Children can’t- they go until they explode!
- Children process more because
 1. They don’t know what’s important- they react to everything
 2. Their bodies are always changing
 3. They are learning new things every day

Therefore, children can hit their threshold multiple times each day.

Optimal level of Arousal- processing speed at which the nervous system performs at its best “Just the right speed”

- Adults know their level much better than children
- Children develop their own level with the help of consistent, effective parenting and a predictable environment
- We are always trying to reach and keep an optimal level of arousal

Sensory Systems- olfactory (smell), visual, auditory, gustatory (taste), tactile (touch), vestibular, proprioception
Most important for self-regulation

1. Vestibular- “rev up system” children get moving to stimulate brain (swing, bounce, jump)
2. Proprioception- joints and muscles- calming & soothing, massage, hug (climb, push, hang)

Helping children reach their optimal level of arousal

- Don’t focus on negative behaviors, rather give an alternative (because when a child is over stimulated, they will revert to the negative behavior unless there’s an alternative).
EX: Instead of “don’t bite” use “we hug our friends” or redirect to climb/hang
- Try to prevent a tantrum by regulating throughout the day. Don’t interrupt a tantrum, let it happen and intervene AFTER
- Children need 2 things every day to be at their best
 1. Plan for the day- helps them to focus- can use a visual calendar (4-6 pictures with daily activities)
 2. Regulation throughout the day with sensory activities- helps to release stress continually to avoid tantrums. EVERY behavior is self-regulation
- Make picture lists for what you are buying at the grocery, etc.
- Use a timer and map for outings (the museum or zoo)
- Have a plan and let the child know the plan
- Plan a physical activity 30 minutes before each meal and 1 hour before bed for the child
- For parents- Keep a journal & detail big incidents, time of day, successes and failures
- Other ideas- website: sensoryprocessingdisorder.com
- Book- The Out of Sync Child has Fun

Credit: Dan Griffith, Clinical Pediatric Psychologist. Sensory Integration and Self-Regulation webinar by Adoption Learning Partners.org

Embracing Culture, Heritage, and Race

The Importance of Embracing Culture, Heritage, and Race

Embracing and recognizing your child's native culture and heritage is important for their wellbeing for a multitude of reasons. Researchers have found that both same-race and transracially adopted children become aware of racial differences and their status as an adopted child as early as 4 – 5 years old. Young children who become aware of these differences and the recognition that they are adopted are bound to have many questions for their parents. It is important for parents to be prepared to answer these questions and to provide support in embracing their child's native culture and heritage.

Transracial and transculturally adopted children develop a growing awareness of looking physically different from their parents as they get older. This increased awareness may accompany feelings of loss of culture and family history, increased awareness of racism and discrimination, depressive symptoms, psychological distress, and lower self-worth and self-esteem. Parents who deny or are unaware of the prevalence and impact of racism, discrimination, and loss of culture are less likely to understand the importance of cultural socialization and parenting behaviors they can use to embrace their child's native culture.

Enculturation, the belief in and practice of promoting ethnicity-specific experiences, encourages the development of a positive ethnic identity and helps serve as a protective factor against racism and discrimination. *Racialization* refers to the belief in and practice of promoting race-specific experiences, which also helps protect children from racism and discrimination. These forms of cultural socialization help transracial and transcultural adoptees who are more likely to struggle with racial and ethnic issues than same-race adopted children.

References:

Lee, R., Grotevant, H., Hellerstedt, W., Gunner, M. (2006). Cultural socialization in families with internationally adopted children. *Journal of Family Psychology*, 20(4), 571-580. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2398726/>

Embracing Culture, Heritage, and Race

Incorporating Culture into Your Family's Life

- Support friendships for your child from the same race or culture
- Language acquisition —learn your child's native language and/or enroll them in classes to retain their native language
- Seek out and celebrate cultural holidays from your child's home country
- Participate in cultural activities celebrated in your child's home country
- Attend post-adoption support groups
- Talk with your child about racism
- Teach your child coping strategies for dealing with racism
- Talk with your child's teacher about adoption
- Promote and advocate for social justice

References:

Lee, R., Grotevant, H., Hellerstedt, W., Gunner, M. (2006). Cultural socialization in families with internationally adopted children. *Journal of Family Psychology, 20*(4), 571-580. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2398726/>

- One day a month, have a special dinner that would be a traditional meal in your child's home country
- Display maps, flags, artwork, or dolls dressed in traditional clothing from your child's home country in their room
- Have a family game night where you play games from your child's home country
- Read bedtime stories that are folktales from your child's home country
- Play children's music that is popular in your child's home country
- Make a book with your child about his/her home country including the flag, maps, leaders, animals, etc.
- Meet other families who have adopted from your child's home country
- Visit museums and libraries to learn about your child's home country
- Plan a trip to visit your child's home country

References:

Craft, C. (2014). 14 ways to focus on culture: Adopted children and their roots. Retrieved from <http://adoption.about.com/od/international1/a/focusculture.htm>

Arriving Home With Your Child

Arriving home with your child can be a hectic time, and we want to ensure that you know exactly what you need to do to be prepared for ensuring the health and wellbeing of your child. Once you arrive home with your child, it is necessary to have your child added to your health insurance plan and to follow the proper steps to have a medical and neurological evaluation done.

Additionally, you need to be aware of the post-placement reporting requirements and schedule of your child's home country so that your post-placement reports are completed and submitted on time. Post-placement report requirements vary by country, so it is important to be aware of the post-placement reporting requirements of your child's home country. We currently have international adoption programs in Bulgaria and Ukraine, so the post-placement requirements for those countries are in this section.

Medical and Neurological Evaluations

If you live within driving distance of a pediatrician specializing in international adoptions, it is highly recommended to schedule an appointment with a specialist who has experience working with children who are adopted from other countries, within 1 – 2 weeks of arriving home from your child's home country. If that is not possible, it is best to visit a pediatrician who has experience with growth, development, infectious disease, and parenting issues that are common in international adoptions. It is best to visit your pediatrician every few months for the first six months after arriving home with your child.

It is recommended to either have a blood test done to verify your child's immunizations or to start over on them. Pneumococcal immunizations are rare in other countries, therefore it is recommended at the first visit. MMR vaccinations are often started over as well, due to usually not being fully effective if done previously in the child's home country. DTP and Hepatitis A and B are routinely checked upon arrival and six months later, so holding off on these vaccines until the six month check-up is fine.

Typical lab tests performed on international adoptees include: newborn screening panel; blood count and iron deficiency tests; HIV antibody; Hepatitis B Panel, Hepatitis C antibody, Hepatitis A titers; test for syphilis; thyroid function test; lead level; stool examination for ova and parasites; stool examination for Giardia antigen; urinalysis if growth deficient; calcium, phosphorus, and alkaline phosphatase levels if child has stigmata of rickets; Tuberculin skin test; and if there is a profound height deficiency, further evaluation for stature.

Vision, hearing, and dental problems are significantly higher in children adopted from orphanages. Schedule a visit with a pediatric audiologist within the first few months of arriving home. Language barriers and delays are even more challenging for children who have hearing problems that have gone undetected. Visiting a pediatric ophthalmologist in the first few months home is equally important. There are significantly higher rates of vision problems in internationally adopted children. Lastly, pediatric dentists like to see children as young as a year old. Early detection of hearing, vision or dental problems will help promote the overall wellbeing and adjustment of your child in their new family.

Nutrition and Growth

Vitamins and minerals are best absorbed from food, but this can be a challenge for children who are not used to American food or who are picky eaters. Vitamin supplements can help ensure that your child is getting the nutrients they need and help them to "catch up". Furthermore, oftentimes children from orphanages are already experiencing deficiencies in nutrients so supplements can be helpful at least during the first 3 – 6 months of their transition from their home country to the US. Fish-oils and flaxseeds can be good supplements for older adoptees and probiotics are another supplement that should be considered.

Arriving Home With Your Child

Post-Placement Report Information

Post-placement reports are progress reports on how a child is developing and adjusting with a family after adoption. These reports are required for both domestic and international adoptions. The number, frequency and specific requirements depend entirely on the country from which the child is adopted. Some countries require pictures, medical reports, and letters written by your child to be included with post-placement reports. In addition, requirements may vary based on your placement agency. Check with your placement agency to learn the specific post-placement requirements for your country. Post-placement reporting requirements can and do change sometimes depending on the country. It is extremely important to file post-placement reports in a timely manner to ensure that the country you have adopted from continues to have positive experiences with American parents and continues to allow American parents to complete intercountry adoptions.

Post-Placement Report Schedule for KidsFirst

Bulgaria

Agency completed post-placement reports are due at 6 months, 12 months, 18 months, and 24 months from the date of placement (once every 6 months for the first two years), and then annually from the date of placement until the child turns 18. At least five photos of the child and family must be included with each post-placement report. Reports must be notarized and apostilled. Requirements are subject to change at any time.

Reference: U.S. Department of State. (2014). *Bulgaria*. Bureau of Consular Affairs. Retrieved from <http://travel.state.gov/content/adoptionsabroad/en/country-information/learn-about-a-country/bulgaria.html>

Ukraine

Family completed reports are due annually during the first three years following the adoption, and every three years thereafter until the child turns 18. Post-placement reports should be submitted to the Consular Office of the Embassy of Ukraine, Consulate General of Ukraine in Chicago, Consulate General of Ukraine in San Francisco, or The Consulate General of Ukraine in New York, depending on the state in which you live. All reports must be signed by the parents. Reports can be filed in English. Under Ukrainian law, an adopted child remains a citizen of Ukraine until they turn 18 years old; at that time, they can decide whether or not to relinquish their Ukrainian citizenship. Requirements are subject to change at any time.

Reference: Embassy of Ukraine in the United States of America. (2012). *Adoption of Ukrainian children*. Ministry of Foreign Affairs of Ukraine. Retrieved from <http://usa.mfa.gov.ua/en/consular-affairs/services/accounting/adoption>

Domestic (Indiana)

For domestic adoptions, the state of Indiana requires two post-placement reports to be completed prior to the finalization of the adoption in court. Post-placement reports are not required by Indiana state law after the adoption has been finalized in court. Requirements are subject to change at any time.

Creating a Life Book

Life Books: A Creative and Fun Way to Express Yourself

Everyone has a personal story to share. Life books give you the opportunity to tell your story (for your own sake) and share your story with others (if you want to). A life book is all about you and life books help you express who you are by documenting your history. They connect you with your past.

Regardless of how much or how little information you have; the goal remains the same: document as much as you can about your life and your history in your own personal life book. Your story is important. You are important!

1. Getting Started

A life book can begin with just a few items and can expand as you continue to collect items. Gather as much information as you can. You will not need stacks of photo albums or piles of personal documents in order to start creating your life book.

Talk with your social worker, your foster or adoptive parents, your birth family, extended family, friends, neighbors, mentors, teachers, tutors, therapists and anyone else who played a role in your life. Sometimes even people who only knew you casually might have some unexpected insight for you.

Let's call this group of people your support network. We all need people to support and encourage us. Talking with your support network about your past and present situation is the perfect place to discover information about yourself. Creating a life book is a team project, so make sure to get as many people involved that you can.

2. Life Book Pages

Now that you are ready to start your life book, the next step is to decide what items that you would like to include in your life book. Remember, this is your life book and you get to decide what you would like to include. Be creative, be expressive, and be committed to starting and completing your life book. Below are some suggestions.

- **Pictures, pictures, pictures!** The old saying is, "A picture is worth a thousand words." This is absolutely true. Gather as many pictures as you can. Ask your support network for pictures of you, your family, siblings, your extended family, your pet(s), your friends, your school, your house, and any other people or places that are important to you.
- If you aren't able to find a lot of pictures, then ask your friends and family to start taking pictures of you and you in turn, can take pictures of them for your book.
- **Search.** Think of this as a scavenger hunt and look for awards, certificates, report cards, diplomas, certificates, artwork, poems, writing assignments, school projects, honors, or any other important items from your past and present that you would like to include in your life book.
- **Express Yourself.** Life books are a way to express who you are and how you're feeling. When you enter information into your life book, remember that this is your personal book and you should be able to include whatever feelings or experiences that you would like to add. You may be feeling sad, happy, frustrated, excited, angry, silly, no matter what feelings you are experiencing, this is your chance to express yourself! Think about answering some of these questions:
 - What talents you possess?
 - What do you do well?
 - What are your interests?

- What would your friends say about you?
- What are you most proud of about yourself?
- **Time to express yourself!** Are you artistic? Do you have any hidden talents? If so, you could include poems, stories, artwork, website links, doodles, graphic designs, songs, letters, or any other creative expressive ideas that describe who you are and what is important to you.
- **Capture your past.** Your history is important because your history is who you were and impacted who you have become. Sometimes it's helpful to make a timeline of when things happened in your life. You can consider adding some of these items into your life book, although there will also be many things you don't know from the list below:
 - Where you lived throughout the years?
 - Who were you living with?
 - What schools did you attend?
 - What were some of your first words?
 - When did you first walk?
 - What was your favorite toy?
 - Who were your neighbors?
 - Who were your friends?
 - What were your favorite activities?
 - What were your favorite classes?
 - Who were your favorite teachers?
 - What was your favorite family vacation?
 - What is your earliest memory?
 - What were the names of your pets?
 - What are some of your silliest childhood memories?
 - What is your favorite kid's song?
 - What was your favorite kid's game?
 - What are some of your favorite holiday memories?
 - What were some of your family traditions?
 - What were some of your special days and celebrations?
 - Who are some people that you are thankful for?

These are but a few examples of questions you can ask your support network and include in your life book. Make sure to capture your past milestones and special events in your life book.

- **Add your own personal flare.** You can liven up your life book by adding stickers, colored paper, decorative borders, stamps; as well as other scrapbooking supplies. Talk with your support network to discover if there are any scrapbooking or life book classes that you could attend to get more ideas and suggestions.

- **Cards and letters.** Do you have a collection of letters or cards from family members and friends? Have you ever written letters to important people in your life that you have never sent? These are examples of sentimental items that you could add to your life book.

- **Special keepsakes.** Personal mementos are items that you have saved that mean the world to you. Including things like ticket stubs (from a favorite movie, play, sporting event, musical, or concert), bits and pieces of a flower from a corsage; a program from a wedding; a special note from your mentor, a birthday card, or any other special keepsake

that you would like to preserve in your life book. If it's too big to put in your life book— like a special teddy bear, Christmas ornament, necklace, quilt, etc.—then take a picture of it and put that in instead.

- **Are you a Techie?** If you or someone you know has computer skills, you might want to consider creating your life book on your computer. You could make a video recording of your life or a slide presentation.

3. Saving Your Life Book

However you decide to create your life book, be sure to make at least one copy of your life book. This is your history and you will work hard to create it and you have to take the extra steps to preserve your history. Consider saving a copy on a computer and making extra paper copies and keep your copy in a safe and secure place. Remember that whatever you include in your life book will instantly become a masterpiece!

Creating your life book will take time, energy, creativity and effort. A life book is more like a journey than a destination. As a result, take the time to gather information from your past to create a life book that you will cherish for years to come.

Remember that your life book is just that - yours. You can choose if and when you want to share your life book with others. Your life book will likely contain private information that you may not feel comfortable sharing with other people. That is perfectly fine. You have control over whether or not you will share your life book with others.

4. Free Online Life Book Resources

Time Capsule Website: <http://wmarie.com/timecap/step1.asp>

On this site, you can enter in your date of birth and discover important events that occurred when you were born; such as famous headlines, toys, movies, famous people born on and around your birth date, the academy award winners, the UW president at the time of your birth and so much more.

Behind the Name: <http://behindthename.com>

Have you ever wondered what a name means? This site provides you with in depth information about your name.

Day of Birth: <http://www.dayofbirth.co.uk/>

This site will inform you of what day of the week you were born. You will discover how many days until your next birthday, how many seconds old you are plus many other interesting facts.

Free Life Book Pages: <http://www.ifapa.org/resources/publications.asp>

The Iowa Foster Care and Adoptive Parents Association (IFAPA) provides free life book pages that you can download from their website.

FosterClub: <http://www.fyi3.com/funstuff/lifebooks.cfm>

This website has free life book downloadable pages that you could add to your life book.

Reprinted from The Foster Care and Adoption Resource Center. (2008). Life books: A creative and fun way to express yourself.