



Post Adoption Resource Center Newsletter Wayne County

Parent Workshop Was A Huge Success!



Kim M. Seidel, MA, LPC, NCC is an open-minded and supportive therapist and trainer, who happens to be an adopted child herself. Kim is well versed in the emotional and behavioral struggles that adopted/foster children can present with, and truly understands the intricacies of parenting these beautifully unique children. She is the parent to two biological children as well as her adopted step-daughter and has been a relative caregiver for over the past 20 years.

Kim is a Nationally Certified Counselor, Post Institute Certified Parent Coach and Certified Great Behavior Breakdown Instructor. She has over 17 years of experience, practicing in private and public mental health agencies, as well as in educational settings. She is a statewide presenter and educator for professionals and families alike.

We were so fortunate to have Kim join us for our March Parent Retreat. Kim spent the entire day training parents in the clinically proven "Great Behavior Breakdown" program. This program was designed to support adoptive and foster parents that are experiencing severe behaviors including lying, gorging, defiance, stealing, self-mutilation, sexually acting out, aggression, and transition

issues.

Kim is highly successful in preserving adoptions and creating more successful foster parenting experiences. She excels at reconnecting families who have dealt with any level of trauma related to adoption, parent separation, medical issues or any other dramatic change that can alter a child's feelings of security and protection. Her passion for helping other adopted children is equal to her ability to support parents in creating a safe and loving



home in which all of their children can thrive.

Kim is located in Mt. Pleasant Michigan, and works with families

Orchards Children's Services

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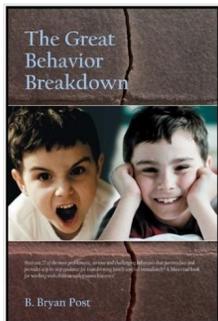
For more information on the Post Adoption Resource Center please contact us at

313-530-9746

Or visit our website at PARC-orchards.org



Recommended Read



The Great Behavior Breakdown by B. Bryan Post

Start understanding the causes and steps necessary to help end, once and for all, some of the most difficult behaviors your child exhibits today.

Commonly observed in children with foster, adopt, diagnosed or any psychological trauma in their backgrounds, this radical new understanding of challenging children presents the good news on how to both approach, heal and fall in love with your child.

Bryan gives you not only the compassionate and heartfelt appreciation for what goes on in your child's heart and mind, but step-by-step guidance and

Sexual Behaviors, What is Normal and When?

Age	Age appropriate sexual behaviors	Concerning sexual behaviors	Appropriate discussions with child
0-4	<ul style="list-style-type: none"> • Touching or rubbing her/his own genitals • Likes to be nude • Showing others his or her genitals • Playing doctors or nurses • Playing mommies or daddies • Touching or looking at private parts of other children or familiar adults • Using slang words/dirty language for bathroom and sexual functions 	<ul style="list-style-type: none"> • Persistent masturbation which does not cease when told to stop it • Hurts own genitals by rubbing or touching • Forcing another child to engage in sexual play • Sexualized play with dolls eg 'humping' a teddy bear • Touching the private parts of adults not known to the child • Chronic peeping behavior • Sexual play involving forceful, anal or vaginal penetration with objects • Oral sex 	<ul style="list-style-type: none"> • The right words for private body parts, such as "penis" and "vagina" • Where a baby comes from. But they won't understand all the details of reproduction—so a simple "Mom has a uterus inside her tummy, where you lived until you were big enough to be born" is fine.
5-7	<ul style="list-style-type: none"> • Self touching including masturbating • Show me yours/I'll show you mine with same age children • Like to hear and tell age appropriate dirty jokes • Playing mommies and daddies • Kissing/holding hands • Mimicking or practicing observed behaviors eg: pinching a bottom 	<ul style="list-style-type: none"> • Continually rubbing/touching own genitals in public • Persistent use of dirty words • Wants to play sex games with much older or younger children • Forcing other children to play sexual games • Continually wants to touch private parts of other children • Chronic peeping behavior • Rubbing genitals on other people • Sexual knowledge too great for age • Talks about sex and sexual acts habitually 	<ul style="list-style-type: none"> • A basic understanding of intercourse. You can say, "Nature [or God] created male and female bodies to fit together like puzzle pieces. When the penis and the vagina fit together, sperm, like tadpoles, swim through the penis and up to the egg." Explain what you think about sex and relationships. For instance: "Sex is one of the ways people show love for each other." • A general idea of how babies are made and how a baby is born. Stick with the literal response.
8-12	<ul style="list-style-type: none"> • Occasional masturbation • Show me yours/I'll show you mine with peers • Kissing and flirting • Genital or reproduction conversations with peers • Dirty words or jokes with peer group 	<ul style="list-style-type: none"> • Attempting to expose or touch others' genitals without permission • Sexually explicit threats • Sexual knowledge too great for age once context is considered • Compulsive masturbation, including task interruption to masturbate • Stimulating foreplay or intercourse with peers • Repeated or chronic peeping, exposing obscenities • Chronic pornographic interest • Penetration of dolls, children or animals 	<ul style="list-style-type: none"> • Which changes happen during puberty. Also be ready to discuss sex-related topics your child sees in the news. • A child this age can handle a basic explanation on just about any topic, including rape. ("Remember when we talked about sex being part of a loving relationship? Rape is when someone forces another person to have sex, and that's wrong.")
13-18	<ul style="list-style-type: none"> • Sexually explicit conversations with peers • Obscenities and jokes within the cultural norm • Sexual innuendo and flirting • Solitary masturbation • Kissing, hugging, holding hands • Foreplay with mutual informed consent and peer aged partner • Sexual intercourse plus full range of sexual activity 	<ul style="list-style-type: none"> • Compulsive masturbation (chronic or public) • Chronic preoccupation with sexually aggressive pornography Promiscuity • Child pornography • Attempting to expose or touch others' genitals without permission • Sexually explicit threats • Sexual contact with significantly younger people • Sexual contact with animals • Forced penetration • Verbal sexually aggressive themes or obscenities • Invasion of other's body space 	<ul style="list-style-type: none"> • By now, kids are formulating their own values, so check in every so often to provide a better context for the information your child's getting. But avoid overkill or you'll be tuned out.

*Information adapted from NCTSN, SECASA, NSPCC, and Parenting.com

Getting Your Message Across Respectfully: I-Messages

We have all done it. Lost our cool in the heat of the moment and said something that we later regretted. The tool to overcome this is I-messages. It gets the message across about how you feel and what behavior made you feel that way. All this without blaming and rarely does it makes things worse. I-messages is a simple way to communicate in any situation. But do not confuse simple with easy. It takes skill and practice.

I-messages provide a way feedback can be safely offered, as it avoids putdowns, judgment or assigning blame. There are three types of information when providing effective feedback to someone about their behavior. These are:

- 1) describing the behavior,
- 2) the feeling the behavior creates and
- 3) the effect that the behavior has.

A description of the behavior is necessary to inform the person what the problem behavior is. This should always be included in the message otherwise they will not know what behavior to change. Including either of the other two types (how it makes you feel and what the effect is) will normally be sufficient to communicate the problem effectively. An I-message states the behavior and describes the speaker's feelings (numbers 1 and 2 above). The speaker owns their feelings without coming across as judging the person. It promotes a willingness to exchange information, find a solution and to seek a constructive change in the situation. Rarely does this make matters worse.

I-messages are delivered by saying: "I feel ... (name the feeling) when ... (describe the behavior)". For example, you might say, "I feel angry when I am expecting a ride home and am forgotten".

In **you-messages**, the message contains either you or you're in it. For example, "you make me so angry because you forgot to give me a ride home". Using you-messages blames the person for the situation and judges them. It can also hold others responsible for the feelings of the speaker as well as include putdowns. It causes feelings in the receiver that can make them defensive or start making

*Information adapted from: Lorinda-Character Education and <http://www.encouraging-appropriate-behaviour.com/>

I Messages-Asking For Change

1. I feel _____,
2. when you _____.
3. Can you please _____,
4. and then I can/we can _____.

Response-Active Listening

1. You sound _____,
2. that/because _____.
3. Next time I will _____,
4. and I _____.

Bonding With Your Adopted Child

Catch your child being good.

This will help your child become more confident of his or her abilities to behave.

Start a few traditions.

Rituals make every child feel special and give them something to look forward to.

Create a scrapbook.

You can create this together and look through the book as a family on the anniversary of the day he/she joined the

Talk, talk, and talk some more.

Chatting will help your child feel included and worthy of your attention.

Don't rush it. How quickly your child adapts depends on their age and past experiences. Your child lost the people who meant the most to them and your child will probably act out and test limits as he/she learns to trust you. These behaviors have nothing to do with your parenting skills. Nip such behaviors in the bud by setting up routines and a few rules, so your child knows what to expect.

Upcoming Parent Workshops

Saturday, June 4, 2016: Tana Bridge - Trauma And Its Effects On Attachment



Tana Bridge PhD, MSW, BS is a professor of social work, as well as director of the master's program at Eastern Michigan University. She is also a professional trainer and consultant. Bridge earned a bachelor's degree in psychology from Eastern Michigan University, a master's in social work from the University of Michigan, and a doctorate in theoretical evaluation and research from Wayne State University. Tana was appointed to represent health and mental health professionals for the Governor's Task Force on Child Abuse and Neglect in early 2016.

On June 4, 2016, Tana will be conducting an all day training on trauma and the impact that this has on attachment, which is very common among adopted and foster children.

Saturday, August 13, 2016: Rhonda M. Roorda - Transracial Adoption

Rhonda M. Roorda was adopted into a white family and raised with two non-adopted siblings. She is a national speaker on transracial adoption and a recipient of the Judge John P. Steketee Adoption Hero Award from the Adoptive Family Support Network of Michigan. With Rita J. Simon, she coauthored a landmark trilogy of books on transracial adoption (*In Their Own Voices*, *In Their Parents' Voices*, and *In Their Siblings' Voices*). Rhonda works as a fund administrator at an educational advocacy organization in Lansing, Michigan.



On August 13, 2016, Tana will be conducting an all day training on cross cultural adoptions and how it affects parents and adopted children.

PLEASE RSVP TO: JENNIFER HARMON - 313-530-9746

Fliers will be mailed out prior to each event as a reminder and invitation to attend these all day training opportunities. A light breakfast, refreshments, lunch, and childcare (on a limited basis) will be provided to you at no cost. Trainings will be held at our Southfield Office (24901 Northwestern Highway, Southfield, MI 48075, suite 500) unless otherwise noted.

If you do not currently receive notification of the PARC events and you would like to, please contact us at 313-530-9746 so that your name and address can be added to our roster!

2016 Trainings and Support Group Dates

<u>April</u> Training: 4-5-16 Support Group: 4-19-16	<u>July</u> Training: N/A Support Group: 7-19-16	<u>October</u> Training: 10-4-16 Support Group: 10-18-16
<u>May</u> Training: 5-3-16 Support Group: 5-17-16	<u>August</u> Training: 8-2-16 Support Group: 8-16-16	<u>November</u> Training: 11-1-16 Support Group: 11-15-16
<u>June</u> Training: 6-7-16 Support Group: 6-21-16	<u>September</u> Training: N/A Support Group: 9-20-16	<u>December</u> Training: 12-6-16 Support Group: N/A

Fliers will be mailed out prior to each event as a reminder and invitation to attend the various trainings and support group meetings. **Childcare and dinner are provided at each meeting.** Trainings are held at our Southfield Office (24901 Northwestern Highway, Southfield, MI 48075, suite 500) from 5:30-7:30pm unless otherwise noted.

Wayne County Support groups are held at Wayne HYPE Recreation Center (4635 Howe Rd, Wayne, MI 48184).

If you do not currently receive notification of the PARC events, please contact us at 313-530-9746 so that your name and address can be added to our roster!