

JULY 2018

# Caregiver Connection

A monthly resource for family caregivers, and foster and adoptive families in Washington state

## Beyond Aces: Trauma-Informed Care Is Helping Children And Youth

In the past two decades, a great amount of research has been done on the effects of trauma on the human brain.

This research has been particularly applied to those young people who must leave their biological homes because of abuse or neglect. Most of these young people come into foster care or relative care.

The harmful experiences of children were given a name, "Adverse Childhood Experiences," more commonly known as ACES. Nine major traumas were identified, including witnessing or experiencing domestic violence, parental divorce and alcohol or substance abuse.

Researchers were able to determine how individual ACES affect the brain. But what they did not identify were ways in which to apply the research to help young people recover.



"There was no 'Here's what you can do about it.' None of the experts could tell us what to do," said Scott Hanauer, who will soon be retiring as chief executive officer of Community Youth Services (CYS), based in Olympia. Hanauer, 67, has spent 46 years working in child welfare.

CYS runs a foster care program for youth in what is called behavioral rehabilitative services (BRS). The program usually serves kids with the highest challenges and levels of need. These are young people who often have been moved from home to home to home, increasing their trauma with each move.

"We were looking for practices that mitigated the effects of trauma," Hanauer said.

The CYS program, like much of the child welfare system in the country, was all crisis-based, he said. We would get that call in the middle of the night saying, "Get them out of here tonight." It was very frustrating."

So CYS reached out to experts such as Dr. Bruce Perry at the University of Washington. Based on what was learned, CYS staff members started a new way of

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Scott Hanauer, chief executive officer  
Community Youth Services, Olympia



**"We had to do everything we could to maintain stability in their home. We thought if we could keep them stable, other good things would happen."**

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Washington State  
Department of Social  
& Health Services

*Transforming lives*

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**Giving children as many  
choices as possible  
gives them a feeling  
of more control over  
their own lives.**



treating the youth they served, a program they called “Project Stability.”

“We had to do everything we could to maintain stability in their home. We thought if we could keep them stable, other good things would happen.”

The CYS program became part of what is now called “trauma-informed care.”

One of the first key decisions to maintain stability was to focus the bulk of staff members’ energy and resources on the foster parents.

In an article for the Journal of Child and Youth Care Work, Hanauer summed up their program’s philosophy: “If caregivers were supported and given practical skills to improve placement stability, the youth in their care would do better in many of their life domains.”

In Project Stability, children were not sent to traditional therapy, therapy not based on the child’s specific trauma, as has been done for years. The kids dreaded therapy, foster parents didn’t know what was said and therapy seldom worked. In fact, most kids came back more upset than before they went, making their behaviors more difficult, Hanauer said.

“There is no evidence it had a positive outcome,” he said.

Evidence-based therapies focused on the trauma a child is experiencing lead to better outcomes. Foster parents are included in the therapy, he says.

“In 10 sessions, that kid becomes better,” he said.

Trauma-informed caregiving, in which caregivers are trained to deal with difficult trauma-based behaviors, has many components, what Hanauer describes as competencies.

Hanauer teaches many of those competencies for the Alliance For Child Welfare Excellence at the University of Washington.

A key component of practice is recognizing the predictors of when a child is about to blow up. One set of foster parents noticed that a blow-up could be imminent when their foster child was rolling her eyes and shrugging her shoulders in a particular way.

Hanauer describes intervention in a possible blow-up on a scale of one-to-10. One is when you recognize a blow-up may be coming, and 10 is when it is occurring. His advice: Deal with it at level one. Asking “What is wrong? I notice you rolling your eyes. What is going on?” was the way the foster parents phrased it.

The strategy may not work the first few times, but eventually it will, he said. This real-life example worked for the youth and showed that the competency of identifying predictors can be a key in stopping behaviors before they escalate.

Other competencies: Set rules, but be flexible whenever possible.

“Rigid rules are only necessary for health and safety,” Hanauer said. Giving children as many choices as possible gives them a feeling of more control over their own lives.

“We tell our foster parents ‘Give them 150 choices a day –do you want to wear brown socks or black socks? One black and one brown? Do you want milk or juice?’”

Many kids come into care with medical diagnoses – reactive attachment disorder, attention deficit disorder or borderline personality disorder, for example. Don’t let the labels guide how you react to the child. Treat the trauma that is in front of you, he said.

“We can fix the trauma,” he said.

A big part of the “fix” is “passing the test,” he said. Kids are always going to test limits, especially kids who have

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experienced trauma and been moved from one living situation to another.

Hanauer said the girl who rolled her eyes once said, “The only thing worse than being kicked out is not knowing when it will happen ...so I’m going to make it happen.” She actually tried to force a move one night by turning on a hose inside and flooding the house.

But her foster parents stuck with her. They later adopted her – she took their name and she moved with them to another state.

Hanauer’s staff is trained to help caregivers develop specific skills around compassion for what a child has been through and give the “interpersonal warmth and emotional acceptance” that can help build the bonds of attachment.

Caregivers are taught these guidelines to help cope with trauma-induced behaviors:

- I will remain calm and self-regulated in crises.
- I am in control of my emotions and will try to help you control yours.
- I will not destabilize your life again.
- I will give you time to trust me.
- I will try to understand your experiences and your feelings.
- I will mean what I say and say what I mean.

Building trust, meeting kids where they are and not giving up on them, can be difficult, Hanauer acknowledges. He suggests other competencies such as ways to hold kids accountable, working with schools, getting kids involved in positive activities, among them.

Critical to caregivers sticking with kids is the support they get from the CYS staff.

Success really began to build with their program after they talked to foster parents and learned from them that their



Photo by Karl Magnuson on Unsplash

greatest need to keep kids in their homes was support.

Hanauer has talked to new Department of Child Youth and Families (DCYF)

**“That’s when we switched from supporting kids to supporting families,” he said.**

The success rate followed the new system. Now, only 5 percent of the kids who come into CYS foster homes leave because the caregivers could not meet their needs, Hanauer said.

“I think it is the wave of the future,” Hanauer said of trauma-informed care.

Erik Applebee, Interim Associate Director of Learning and Development with the Alliance, said, “I think it is just going to grow and grow and grow.”

The Alliance will be working with the new child welfare department about possible new training opportunities for trauma-informed care.

Secretary Ross Hunter about trauma-informed care and how it increases stability. Hunter is giving a great deal of attention to strategies that will help prevent kids from coming into care and supporting caregivers when they do.

**You can link to Hanauer’s current class information at**

**[www.alliancecatalog.org/behavior-management-tools-foster-parents-and-caregivers](http://www.alliancecatalog.org/behavior-management-tools-foster-parents-and-caregivers)**



# We Are Family day 2018: A Celebration of 10 Years of Fun at the Ballpark

A whopping 3,120 people celebrated Foster Care Month and Kinship Caregiver Day at the 10<sup>th</sup> annual We Are Family Day at Seattle's Safeco Field May 20.

This is the second highest total of people to purchase tickets in the 10 years of the event. About 1,200 of those who attended also took part in the pre-game activities at the stadium's Outside Corner.

"The place was packed," said Meri Waterhouse, program manager for Children's Administration who has been lead event organizer for six of those years.

In a decade, the event has grown exponentially from its humble beginnings. The initial We Are Family Day drew only 300 participants and had no pre-game ceremony.

This year, Assistant Children's Administration Secretary Connie Lambeer-Eckel led cheers for the scores of We Are Family Day volunteers and for

young Renae Cox, of Everson, who threw out the ceremonial first pitch. This was the first game she had ever attended at Safeco.

Dozens of gift cards were given away, many provided by the Machinists Union District Lodge 160, which also contributed \$1,000 for the third year in a row. The Mariners, who are partners with Children's Administration in the event, also gave away free game tickets. Some gift cards were given directly to the state's contracted recruitment and retention partners Fostering Together and Fostering Washington with the message, "Do what you need for your families." Tee-shirts and buttons with the theme "Foster Parenting: You Can Too" were also distributed.

The smell of popcorn, crackerjacks and cotton candy wafted through the event. Pictures taken in a portable photo booth preserved memories of the day, and tattoos with the Mariners logo surrounded by the words "Mariners Love Kids and Caregivers" were applied to children and adults. The 18 groups who distributed foster parent recruitment and support materials also provided table games. A big, heavy-duty bean bag toss, with the hole located where Mariners' catcher Mike Zunino's glove would be located, proved popular, Meri said.

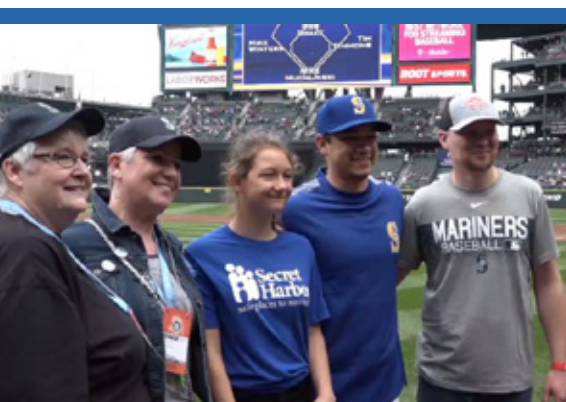
A new banner – to be used every year – was unveiled. Washington's governor and first lady planned to attend, as they have in years past, but were unable to come.

Meri contacted a national organization to see if they were aware of other events like this. Their response, she said, was, "This is the biggest event (for the appreciation month) we are aware of in the country."

The event shows the power of everyone working together to support kids and caregivers, Meri said. This will be her last



Top: Connie Lambert-Eckel leads cheers for Renae Cox before Renae throws the ceremonial first pitch. ;  
Bottom: Coordinated Care's mascot, CC the Panda, plays with kids before the game



We Are Family Day participants included, L-R; Meri Waterhouse, program manager for recruitment and retention for Children's Administration, Connie Lambert-Eckel, acting assistant secretary, Children's Administration, Renae Cox, the youth who threw out the ceremonial first pitch, Marco Gonzales, Seattle Mariners pitcher, and Loren Hoekema, Renae's foster/adoptive dad

We Are Family Day. She retires this fall, leaving a huge legacy on which to build for the future

"It has grown a lot over the years," she said. "And caregivers really like this. Families like to be able to come out with their kids. This is something a lot of them never have been able to do. Just look at the looks on the faces of the kids."

She added: "There's just a lot of opportunity to see the sense of community this builds."

A video of the event has been posted at this Department of Social and Health Services link:

[www.youtube.com/watch?v=qn9kUglmzNE](http://www.youtube.com/watch?v=qn9kUglmzNE)



## New Child Welfare Department now Operating

[www.dcyf.wa.gov](http://www.dcyf.wa.gov)

The State Children's Administration is no more. As of July 1, the new Department Children, Youth, and Families began overseeing the foster care system and child welfare issues in Washington. The new department has been carved out from the Department of Social and Health Services (DSHS), where it has existed since DSHS was formed in 1971.

Initially, the functions of Children's Administration will merge with the state's Department of Early Learning. The Juvenile Rehabilitation Administration will move from DSHS to the new department in 2019.

The website for the new department is [www.dcyf.wa.gov](http://www.dcyf.wa.gov). It contains a section on frequently asked questions: [www.dcyf.wa.gov/about/general-information/frequently-asked-questions](http://www.dcyf.wa.gov/about/general-information/frequently-asked-questions)

**A couple of those questions that affect caregivers—part of a group known as “stakeholders”—are included here:**

### What opportunities will stakeholders have to provide feedback?

**We are planning a listening tour across the state, with most of the visits to be made in the next six months. This tour will include holding meetings of all different shapes and sizes with the community – including birth parents, foster parents, kids in care, recent graduates of foster care and/or juvenile justice systems, and community groups. We will publish a schedule, as it develops, on the DCYF website.**

### What are the most helpful and least helpful things stakeholders can be doing right now?

**Things that are helpful: Get to know other advocates. Be intentional about creating conversations that reflect the span of the new agency. Be involved with the transition and offer your support in the upcoming legislative session. Take part in DCYF initiatives and create your own to leverage opportunities. Things that are less helpful: Assuming this is the same old, same old. Not engaging authentically. Not holding us accountable.**

However, e-mail addresses for all staff members will change. For instance, if you previously wanted to contact social worker Jill Smith at [jill.smith@dshs.wa.gov](mailto:jill.smith@dshs.wa.gov) she will now be reachable at [jill.smith@dcyf.wa.gov](mailto:jill.smith@dcyf.wa.gov). The old e-mail addresses will work for a limited time, but then be phased out.

*Of note: Telephone numbers for social workers and other staff members of DCYF will remain the same after July 1 as they are now.*

# Using Her Education to Help Improve Child Welfare



**"I am no ordinary woman,  
my dreams come true."**

**By Alexis Arambul**

In June's Caregiver Connection, Alexis Arambul told the first half of her story in a speech she wrote about overcoming great odds to make it to college.

In this edition, Alexis shares the story of her college experience at Washington State University, where she graduated in May, and how she hopes to use her education and experience to improve the lives of children in care.

The beginning of my freshman year of college was the first time since entering foster care when I felt completely in control of my life...I got to decide what I wanted to do and where I wanted to go, and I was excited that I could attend the same college for all four years without having to move. It felt amazing. I had some worries, but I didn't feel afraid. I grew up poor, and I knew how to budget. I had it together. I felt free. I didn't want to leave, even though everything was confusing. Everything after turning 18 was so much better. I didn't have to answer to anyone. But I wouldn't have felt any of that without the financial support of the Passport Program and the Education Training and Voucher Program.

As a Passport scholar at WSU, I took a course where I learned time management, budgeting, study and test-taking tips, and what resources and school clubs were available for students on campus. This class also connected me to other former foster youth who

were in the Passport program. It provided me with a community who understood the challenges of being a foster youth in college.

In addition to the friends I made as part of the Passport program, I also built strong relationships with staff who helped run the program at WSU. Sharon Ericsson was assigned as my advisor at the beginning of my freshman year. Even after I certified in my major and was assigned a new advisor, I continued to go to her when I needed help figuring out what classes I needed to take, re-applying for financial aid every year, and figuring out how to get the most out of my college experience. The personal support I received is one of the major contributions that the Passport Program model provides for the students it serves. It showed me the power of what one person is capable of. Sharon gave me the courage, confidence, and power to pay it forward to others who may be struggling through college or who have been in similar circumstances to my own.

Sharon went above and beyond what anyone would require from a college advisor. When I told her I wanted to study abroad, she found and helped me apply for a program that allowed me to travel to Italy for the summer. While the Passport scholarship provided the financial support I needed, Sharon provided the emotional support. When I would say, "It's not going to happen," she would always respond, "We will figure it out; it's going to happen." A couple of times, when I felt like getting my degree was a lost cause and my only option was to drop out, she was there.

Whenever I was struggling with my finances or coping with my past, she was always ready to help me dust off and pick myself back up again. One time, I remember going to her office after looking at my midterm grades and discovering that I was failing my chemistry class. Before this, she had never seen me cry, because I am really good at keeping it together. But the second I walked into her office, I burst

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## Using Her Education to Help Improve Child Welfare continued

into tears. She closed the door and let me vent for as long as I needed. She listened to me the entire time and helped me put things into perspective and figure out my next move. And it turns out my next move would be applying for internships.

Last summer I got the opportunity to go to Washington, D.C., and intern for U.S. Sen. Patty Murray, D-Wash., through the Congressional Coalition Adoption Institute's Foster Youth Internship Program. Kris Wannquist, a friend who was also in the Passport Program and had done the internship the summer before, knew about my interest in politics and encouraged me to apply. Kris helped guide me through the application process and gave me interview tips. Twelve interns from across the nation were chosen, and I was one of them! I worked on the Health, Education, Labor, and Pensions Committee, where I learned about policy on a federal level. I also wrote a policy report on placement instability within the child welfare system that I presented to the Domestic Policy Council at the White House! That policy report was published, and I officially became an "author."

When I returned from Washington, D.C., ready to begin my senior year of college, Sharon and the Passport staff helped me apply for the Washington Legislative Internship Program and create a professional resume, cover letter, and personal essay. Charise Deberry, a Ph.D. student in the program, helped me edit my essay and taught me professional writing skills that I didn't have before. In my moments of stress and frustration, Charise helped bring me down to earth and focus on the finish line.

This spring, I was selected to participate in the Washington State Legislative Internship Program. I had the opportunity to intern with the State House of Representatives, where I worked for Reps. Ruth Kagi, D-Lake Forest Park, Norm Johnson, R-Yakima,

and Michelle Caldier, D-Port Orchard, helped with constituent correspondence, and learned about the bill-writing process and child welfare policy.

This internship was the most challenging and exciting opportunity I have had thus far. In college, I learned about the science of politics, but there, I got to put it into practice and see it in action. I improved my writing skills, and I got to meet and learn about lobbyist groups who are passionate about the issues that foster and homeless youth face.

I visited different state departments including DSHS, and got an inside look into how the foster care system operates. I was also given the opportunity to research programs and solutions to youth homelessness in Washington state and present this research to First Lady Trudi Inslee, one of many leaders who champion child welfare issues. It was inspiring to be among people who want to make the system better.

It's funny how much things have changed from my senior year of high school to my senior year of college. At the end of high school, I felt like I had to figure everything out on my own. While I was ready to take on that challenge, I gained a new perspective on what it takes to achieve success. I learned that I don't have to do it on my own. There are so many people who have played a part in helping me get here, and I know that they will be there to support me as I transition into my career.

The Passport Program has helped me achieve my dreams of graduating from college and given me opportunities that I wouldn't have had otherwise. It has given me a strong support system that I get to carry with me. And it has inspired me to pay it forward to others so that they can also achieve their own dreams.

This year, the Washington State legislature passed a bill that extends the Passport Program to youth experiencing homelessness. This opens the door

for more youth to have the chance to achieve their dreams through college and apprenticeships. I am thankful for everyone here who played a role in getting this bill passed. Because of you, these students now have access to the opportunities that their counterparts have.

Despite the fact that less than 3 percent of foster youth graduate from college, I am so excited to say that I'm officially a college graduate! All of the fears, doubts and stress I had when I began this journey have disappeared, and I just know that I am capable of anything I want in this world. With hard work and determination you can achieve anything this life has to offer.

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**I am a huge Game of Thrones fan and I really resonate with the character Khaleesi which translates to "queen" in Dothraki. When she is preparing to take on her latest conquest, doubt starts to cloud her mind, but she says, "I am no ordinary woman, my dreams come true." And I live by that quote every day of my life.**

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I have my bachelor's degree in political science with a minor in fine arts, and I plan to pursue a career in public policy with a focus on foster and homeless youth. I also plan to get a master's degree in public policy and become an advocate for children and youth in the foster care system. I will continue to be a voice for the voiceless, and I am excited to use my talents so that foster youth will never have to live in a world where barriers prevent them from entering and succeeding in higher education.



## Home Studies are Necessary for all Relatives Caring for Children

An increasing number of relatives are taking care of children removed from their biological homes because of abuse or neglect.

Even if relatives do not get licensed as foster parents, home studies are required for *all* caregivers to have placement of a child in out-of-home care. This includes relatives and suitable others whose relative child is in state custody.

### What is a home study?

A home study is an assessment of the suitability of potential caregivers to keep a child safe and healthy while in care, said Krissy Wright, a program manager for the Division of Licensed Resources (DLR) for the new Department of Children, Youth and Families.

Caregivers complete personal information forms and meet with a home study worker who makes an assessment. Relatives with children in state care go through exactly the same home-study process as those who are becoming foster parents.

The home-study writer will look at financial, medical, mental health and other factors that could affect a child's well-being in the home. He or she will want to make sure all medicines and firearms are locked up, will check all the rooms, sheds, barns and garages on the property and will talk to all children of the caregiver, including adult children.

At a recent meeting of the statewide Kinship Advisory Committee, one relative caregiver, who also is a long-time foster parent, described the process as "intrusive" and said people looking through all the rooms in her house and in her drawers felt "insulting and demeaning."

"That is not our intent," Krissy said. "This process can feel intrusive, but we try to be polite and respectful during the interviews and home inspections, and especially when we ask tough questions."

Sometimes "we have to have difficult conversations," she said. But the end goal is to ensure that kids are living in a safe home.

One issue that has been raised centers on a so-called "dirty house." Krissy agreed "dirty" does not mean unsafe or unhealthy, unless there are issues where exits are blocked or the home is unsanitary due to animal feces on the floors or there are unclean food preparation areas.

"We will work with families, but the changes must be maintained when are caring for children in out-of-home care," she said.

Krissy said after the process is done, only a small number of caregivers are rejected – less than 10 percent, Krissy said.

The goal is to have the home study completed 120 days from the date your application is received.

Here is the DLR information about the home study process that is given to caregivers:

### How does a home study work?

First, caregivers will receive a home study packet from the child's worker at a Family Team Decision-making meeting or from the State Division of Licensed Resources (DLR).

The home study starts when the caregiver submits an application and

background checks for all household members ages 16 and older to DLR.

A home study writer is assigned, and you will receive confirmation of your application being received within seven (7) days.

Caregivers complete all remaining documents and submit them to your home study writer. Please follow your Unlicensed Placement Application Checklist, which is included with your packet.

Your home study worker will contact you to schedule your interviews and home inspection.

Caregivers finish up any other requirements outstanding for you or your home.

Home study worker will complete a minimum of three (3) face-to-face interviews, with at least two (2) taking place in the home, write the home study and submit it to the supervisor for review.

Approved caregivers will receive an approval letter and other useful information in the mail.

For help through the process, you can contact liaisons working to support caregivers under a contract with the state.

### You can call these numbers:

**Eastern Washington:**  
1-877-620-5748

**Western Washington:**  
1-866-958-KIDS (5437)





Grace Marie, 10, Zillah

## Voices Of Children Contest Winners Displayed

In this issue of Caregiver Connection, we are displaying the art and words of two more winners of the statewide contest "Voices of Children Being Raised By Grandparents and Other Relatives."

The contest, now in its 15<sup>th</sup> year, is sponsored by Family Education and Support Services, based in Olympia. Each winner received \$100 from Twin Star Credit Union and a free night for their family at Great Wolf Lodge. Winners are also being honored at a ceremony hosted by First Lady Trudi Inslee July 24 at the Governor's Mansion.

*"From the age of 3 to now 18 my grandma has been the one there for me when my parents were too unstable to do their job. She raised me on her own, which I admire. At first yes I was sad that my parents were not around but I soon realized that where I was, was best for me. My grandma has taught me many things such as responsibilities. I was taught to write with good handwriting and to turn everything in and ask when I needed help. She has taught me to cook and bake. I mean I'm not gourmet chef but I know the essentials which is very helpful. My grandma has impacted my life because she wanted to and because of that I am still in high school, graduating this year on time first in the family and attending college. I plan on being successful and being the best I can possibly be so, thank you grandma."*

Azavia, 18, Shelton

## Tips for Summer Safety around Water and in Cars

**Some tips for staying safe around water and while using your car.**

### Water Safety

Don't let warm weather and summer take you by surprise ... when the weather warms up, kids are naturally drawn to water – aren't we all? Water play should always be fun, but without good supervision, it can result in tragedy.

Jake Grater, executive director of the South Sound YMCA, offered some tips from his many years of teaching kids to be safe around water. "The best way to stay safe around the water is to get educated in the water," he said. "Give them good quality swimming instruction in the water. Learn how to swim."



Other tips Jake suggested:

- Wear a life jacket.
- Don't go into the water above your waist if you don't know how to swim.
- Stay away from running water, such as rivers.
- Children should never go into the water without adult supervision.

Here is the state policy on water safety as written into Washington's Administrative Code:

- You must ensure children in your care are safe around bodies of water.
- You must keep all swimming pools and other bodies of water fenced with a locking gate or other DLR-approved safety devices.
- Lock hot tubs when not in use.
- Make all potential water hazards, including wading pools, inaccessible to children when not in use.

### Car Safety

**Never leave your child alone in a car** – especially during summer months when a child in a closed car can die in few minutes because the car gets too hot.

You can learn more about this important issue and tips to avoid accidentally leaving your child in the car through this link to Seattle Children's Hospital. <http://www.seattlechildrens.org/safety-wellness/dangers-child-alone-car/>

## Around the Regions – New Regional Structure

**For many years, Children’s Administration divided its work into six geographical regions.**

**In 2009, the six region were combined into three: Region 1 North and South; Region 2 North and South and Region 3 North and South.**

**With the start of the new Department of Children, Youth, and Families, the decision was made to divide the state back into six regions.**

They are as follows:

- Region 1 is based in Spokane and covers much of the Eastern and Northeast part of the state.
- Region 2 is based in Yakima and covers the north and south-central portion of Eastern Washington.
- Region 3 is based in Everett and includes and the portion of Western Washington that is north of King County.
- Region 4 is based in Seattle and includes all of King County.
- Region 5 includes Pierce and Kitsap counties.
- Region 6 is based in Olympia and includes all parts of Western Washington not included in regions 3, 4 and 5.

Telephone numbers for social workers and other staff members of DCYF will remain the same after July 1 as they are now. However, e-mail addresses for all staff members will change. For instance, if you previously wanted to contact social worker Jill Smith at [jill.smith@dshs.wa.gov](mailto:jill.smith@dshs.wa.gov), she will now be reachable at [jill.smith@dcyf.wa.gov](mailto:jill.smith@dcyf.wa.gov). The old e-mail addresses will work for a while, then will be phased out.



From Region 3 comes this invitation from Skookum Kids in Bellingham.

Skookum is a three-pronged program:

A house for kids who have been removed from their birth families that helps with transition before children are placed into foster care; the “Perch and Play,” a cafe and play area for families, where kids play while parents watch, work on computers or read; and a private child-placing agency.

*Skookum Kids is looking for people to host a social event. Here is the information provided by Director Ray Deck.*

### Host a Party for Skookum?

Skookum’s budget is not equal to the scope of its ambitions, so we’re looking for a few more folks who would like to help fund this little revolution. Here’s how you can help.

1. Invite a friends over who you think might like to hear about Skookum Kids.
2. Put on a pot of coffee or crack open a bottle of wine.
3. Ray will come (and bring treats).
4. We’ll talk about what Skookum is up to.
5. And who knows, maybe find a few new supporters along the way.

Easy-peasy. Interested? Click on [outlook.live.com/owa/?path=/mail/inbox/rp](mailto:outlook.live.com/owa/?path=/mail/inbox/rp)

# Patterns Rock!

What do Scottish kilts, a Dalmatian and the U.S. flag have in common? Hmm.

Well, they all contain *patterns*, which can be defined as motifs or elements that reoccur in a predictable way. To become a pattern, the motif or element needs to be repeated at least twice.

In the case of the flag, the simple stripe motif is repeated in a red-white-red-white sequence, while the white stars, another motif, are spaced in a predictable way across a blue background. The motif is the same on each flag, wherever it's found and whatever its size.

The plaid on a kilt is a series of repeated lines, both horizontally and vertically. And the Dalmatian, of course, has round black dot on a white coat. They may be different sizes, but they're always round and black – never square or triangular, and while they may be liver-colored, you'll never see a Dalmatian with blue spots.

Learning about patterns is amazingly important because they provide predictability and order. While I'm only talking about visual patterns in the column, patterns are literally found in every field of study. Understanding the concept of patterns and then recognizing one can help kids gain problem-solving

and observation skills, and they can help them grasp more abstract ideas.

In math, for instance, they're found in multiplication tables, fractions and the like. (Here's a pattern: 1, 11, 21, 31, 41, 51 ...)

In reading, sound or word patterns, when learned, help kids learn to read.

We find patterns in the sciences, where the orbit of planets and the composition of molecules have predictable patterns of behavior.

On that note, kids have a lot of fun with visual patterns. No matter what their age, they catch on quickly and soon can use the concept as they draw pictures, decorate model cars and make Christmas decorations.



Pattern Snakes, created with pony beads, pipe cleaners and a pom-pom. Snake 1 is a simpler pattern of blue, blue, yellow, repeated. Snake 2 is more a more complex repetition: purple, purple, pink-orange-pink, purple, purple, white.

Here are some ideas for exploring visual patterns.

## Play the "What Comes Next" game

**Supplies:** Sheets of paper marked into same-sized squares; two or three small ink stampers and ink pad; and/or stickers in two or more colors.

**How to play:** Stamp the beginning of a pattern, starting out with two different stamps or stickers – the motifs. Talk about how a pattern is formed by repeating the motif the same way every time, then demonstrate it on one line. For instance, use star stickers to make a pattern of red-blue-blue-red-blue-blue. Then ask them, "What comes next if we want to make a pattern?" They can then finish out a row of the pattern. Repeat the game until they have the idea.

You also can play this game with wood blocks or Lego bricks, construction paper shapes, buttons or anything handy that can be used as a motif.

You can play the game with a bag of rainbow-colored fish crackers, M&Ms or Skittles to form patterns, although they'll probably disappear after one round!

continued on next page



## Teens and Healthcare Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law giving a person rights over their own health information. HIPAA sets rules on who can review your health information, and applies it to providers, health plans and different forms of records (electronic, hard copies and similar communications).

It's important for caregivers to understand the health rights of teens. In Washington, minors ages **13 and over** can consent to medical care in certain categories:

- Mental health services.
- Substance use services.

### At 14 and older:

- Testing and treatment for sexually transmitted infections (STIs) and HIV.

### At any age:

- Family planning and prenatal care.

Coordinated Care staff members need written consent from a teen before it can share information. Youth can decide who our staff members can speak with and what can be shared.

If you are caring for a teen receiving the listed services, ask if they are willing to fill out an Authorization to Disclose Health Information (ADHI) form. The form can be found on Coordinated Care's website.

For more information about minors and parental/guardian consent, check out this [WashingtonLawHelp.org](http://WashingtonLawHelp.org) resource.

### Patterns continued

#### Have a pattern exploration adventure

**Supplies:** A notepad and pencil; your phone or a camera.

**How to play:** You can play inside or outside. This is a great game to play in the car or when you're on vacation. Walk around inside your house or around your neighborhood and look for patterns. Have kids write down, draw and/or take photos of the patterns they find. For instance, outside, they might notice things like a picket fence or a row of shrubs or the shingles on a roof.

Pick a leaf from one tree and notice how the veins all join a central one in the middle to form a pattern. Or how a shell you find on the beach has a certain pattern of markings. And so on.

Once they get the hang of patterns, they'll begin to see and even hear them everywhere, because music also has patterns.

Kids can put their pattern-savvy into activities like beading, sewing quilt squares, weaving, pottery-making and much more.



What comes next? The upper line's motifs of big green circle and little green circle repeats to make a simple pattern. In the lower line, what comes next is another large green circle, followed by two smaller ones.

## Bring Your Issues to Consultation Team Members

Since 2007, statewide meetings have brought together top-level managers of Children's Administration and foster parents who are members of the Children's Administration Foster Parent Consultation Team, informally known as the 1624 team – a number that reflect the legislative bill number that created the committee. Foster parents serving on the team were selected at the end of 2017 by their peers in each region.

If you, as a foster parent, have questions or concerns you would to have discussed at the meeting, contact a team member from the list at the back of the issue.

The committee discusses issues of statewide concern to foster parents. The regional members also help set dates for regional consultation meetings so local issues can be discussed.

Anyone interested in filling the vacancies in Region 1 South, which is the southern portion of Eastern Washington, should contact:

Meri Waterhouse  
[meri.waterhouse@dshs.wa.gov](mailto:meri.waterhouse@dshs.wa.gov)  
 360-902-8035.

### CA Foster Parent Consultation Team (1624) Foster Parent Regional Representatives 2018

Name	E-mail	Phone
Victoria O'Banion, Reg. 1 North	<a href="mailto:vnkobanion@gmail.com">vnkobanion@gmail.com</a>	308-991-5663
Alla Mishin, Reg. 1 North	<a href="mailto:allamishin@gmail.com">allamishin@gmail.com</a>	509-847-4210
<i>Reg. 1 South no. 1 rep., vacant</i>		
<i>Reg. 1 South no. 2 rep., vacant</i>		
Lisa Page, Reg. 2 North	<a href="mailto:lisa.page@gmail.com">lisa.page@gmail.com</a>	206-351-2699
Ray Deck III, Reg. 2 North	<a href="mailto:Raydeck3@gmail.com">Raydeck3@gmail.com</a>	518-290-0729
Shanna Alvarez, Reg. 2 South	<a href="mailto:Shanna.alvarez@gmail.com">Shanna.alvarez@gmail.com</a>	206-852-5425
Aaron Edwards, Reg. 2 South	<a href="mailto:aaron@varium.com">aaron@varium.com</a>	206-229-6256
Teena Williams, Reg. 3 North	<a href="mailto:Meandmybeau13@yahoo.com">Meandmybeau13@yahoo.com</a>	253-905-8156
Krista Piger, Reg. 3 North	<a href="mailto:kristapiger@gmail.com">kristapiger@gmail.com</a>	253-548-6353
Amy Gardner, Reg. 3 South	<a href="mailto:michaelamy52@msn.com">michaelamy52@msn.com</a>	360-200-2102
Stephanie Vombaur, Reg. 3 South	<a href="mailto:stephvombaur@yahoo.com">stephvombaur@yahoo.com</a>	360-241-3534
Beth Canfield, FPAWS	<a href="mailto:bethcanfield@comcast.net">bethcanfield@comcast.net</a>	360-990-1011 (c) 360-377-1011 (h)
Mike Canfield, FPAWS	<a href="mailto:mkbeth@comcast.net">mkbeth@comcast.net</a>	360-990-1255 (c) 360-377-1011 (h)

## Caregiver Training from the Alliance

Explore our wide variety of caregiver training options designed to increase understanding and strengthen skills. These upcoming in-person classroom sessions provide in-depth information on relevant topics for the caregiver community at convenient locations across the state.

### JULY TRAININGS IN REGION 1: EASTERN WASHINGTON, NORTH OF KITTITAS AND BENTON/FRANKLIN COUNTIES AND EAST OF COLUMBIA COUNTY

- Emotion Coaching
- Introduction to Adoption from Foster Care
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Kinship 101: Information for Relatives and Suitable Others
- Knowledge and Skills to Help Children Heal
- So You Have a New Placement...Now What? (Webinar)

### AUGUST TRAININGS IN REGION 1: EASTERN WASHINGTON, NORTH OF KITTITAS AND BENTON/FRANKLIN COUNTIES AND EAST OF COLUMBIA COUNTY

- Behavior Management Tools for Foster Parents and Caregivers
- ILAB Module 7: Development of Attachment
- ILAB Module 10: Language Development: From Listening to Speaking
- Introduction to Positive Discipline
- Kinship 101: Information for Relatives and Suitable Others
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Paper Trail: Documentation Training for Caregivers
- Parenting the Positive Discipline Way
- So You Have a New Placement...Now What? (Webinar)

### JULY TRAININGS IN REGION 2: SOUTH/CENTRAL EASTERN WASHINGTON

- Caregiving for Children with Sexually Aggressive Behavior Concerns (Formerly Sexually Aggressive Youth)
- Emotion Coaching
- Healthy Engagement With Children of Trauma
- Introduction to Adoption from Foster Care
- Introduction to Positive Discipline
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- So You Have a New Placement...Now What? (Webinar)



## Caregiver Training from the Alliance continued

### AUGUST TRAININGS IN REGION 2: SOUTH/CENTRAL EASTERN WASHINGTON

- As They Grow: The Drug Impacted Infant and Toddler
- Caregiving for Children with Physically Aggressive Behavior Concerns
- ILAB Module 6: Learning the Sound of Language
- ILAB Module 8: Attachment in Practice
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Knowledge and Skills to Help Children Heal
- So You Have a New Placement...Now What? (Webinar)
- So You Have a New Placement...Now What?

### JULY TRAININGS IN REGION 3: I-5 CORRIDOR SNOHOMISH COUNTY TO WHATCOM COUNTY + ISLANDS

- As They Grow: The Drug Impacted Infant and Toddler
- Caregiving for Children with Physically Aggressive Behavior Concerns (Formerly Physically Aggressive Youth)
- Emotion Coaching
- Kinship 101: Information for Relatives and Suitable Others
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Paper Trail: Documentation Training for Caregivers
- So You Have a New Placement...Now What? (Webinar)

### AUGUST TRAININGS IN REGION 3: I-5 CORRIDOR SNOHOMISH COUNTY TO WHATCOM COUNTY + ISLANDS

- Caregiving for Children with Sexual Behavior Concerns
- Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents From the National Child Traumatic Stress Network
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Knowledge and Skills to Help Children Heal
- So You Have a New Placement...Now What? (Webinar)
- Why Children Lie

### JULY TRAININGS IN REGION 4: KING COUNTY

- Caregiving for Children with Sexually Aggressive Behavior Concerns (Formerly Sexually Aggressive Youth)
- Caregiving for Children with Sexual Behavior Concerns
- Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents From the National Child Traumatic Stress Network
- Emotion Coaching
- Introduction to Adoption from Foster Care
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Knowledge and Skills to Help Children Heal
- Paper Trail: Documentation Training for Caregivers
- So You Have a New Placement...Now What? (Webinar)

## Caregiver Training from the Alliance continued

### AUGUST TRAININGS IN REGION 4: KING COUNTY

- Emotion Coaching
- Introduction to Adoption from Foster Care
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- So You Have a New Placement...Now What?
- So You Have a New Placement...Now What? (Webinar)

### JULY TRAININGS IN REGION 5: PIERCE AND KITSAP COUNTIES

- Behavior Management Tools for Foster Parents and Caregiver
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Introduction to Adoption from Foster Care
- So You Have a New Placement...Now What? (Webinar)
- Youth Missing from Care for Caregivers

### AUGUST TRAININGS IN REGION 5: PIERCE AND KITSAP COUNTIES

- As They Grow: The Drug Impacted Infant and Toddler
- Caregiving for Children with Physically Aggressive Behavior Concerns
- Caregiving for Children with Sexual Behavior Concerns
- ILABS Module 3: The Importance of Early Interaction
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- So You Have a New Placement...Now What? (Webinar)

### JULY TRAININGS IN REGION 6: I-5 CORRIDOR SOUTH OF PIERCE COUNTY TO CLARK COUNTY + OLYMPIA PENINSULA

- Infant Safety and Care for Caregivers
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- Knowledge and Skills to Help Children Heal
- Paper Trail: Documentation Training for Caregivers
- So You Have a New Placement...Now What? (Webinar)

### AUGUST TRAININGS IN REGION 6: I-5 CORRIDOR SOUTH OF PIERCE COUNTY TO CLARK COUNTY + OLYMPIA PENINSULA

- Emotion Coaching
- Healthy Engagement With Children of Trauma
- Introduction to Adoption From Foster Care
- Kinship 101: Information for Relatives and Suitable Others (Webinar)
- So You Have a New Placement...Now What? (Webinar)

## Your Child Welfare Training Team for Region 1

### Eastern Washington

Michael Tyers . . . . . 425-268-9375 [tyersm@uw.edu](mailto:tyersm@uw.edu)  
(Caregiver Education and Training Administrator)

Renee Siers . . . . . 509-363-3399 [siersr@uw.edu](mailto:siersr@uw.edu)

Patty Orona . . . . . 509-834-8535 [po5@uw.edu](mailto:po5@uw.edu)

Ryan Krueger . . . . . 509-660-0350 [krry300@uw.edu](mailto:krry300@uw.edu)

Sherry Colomb . . . . . 509-322-2552 [scolomb1@uw.edu](mailto:scolomb1@uw.edu)

Join us on Social Media for  
inspiration, tips, trainings, the  
latest events and to be part of  
a caregiver community



## Your Child Welfare Training Team for Region 2

### King County and North to Whatcom County and Island County

Yolonda Marzest . . . . . 206-923-4955 [ymarzest@uw.edu](mailto:ymarzest@uw.edu) (Manager)

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El-Freda Stephenson . . . 206-923-4922 [elfreda@uw.edu](mailto:elfreda@uw.edu)

## Your Child Welfare Training Team for Region 3

### Pierce County & South to Clark County plus the Olympic Peninsula & Coast

Arthur Fernandez . . . . . 206-276-4549 [sart300@uw.edu](mailto:sart300@uw.edu) (Manager)

Penny Michel . . . . . 360-725-6788 [mpen300@uw.edu](mailto:mpen300@uw.edu)

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Robert Judd . . . . . 360-344-3003 [juddre@uw.edu](mailto:juddre@uw.edu)

Gracia Hahn . . . . . 253-983-6362 [hahng@uw.edu](mailto:hahng@uw.edu)

### Your Registration Help Desk

Registration Help . . . . . 866-577-1915 [help@acwe.on.spiceworks.com](mailto:help@acwe.on.spiceworks.com)



# Meet Our Recruitment Partners Who Support You



**Olive Crest's Fostering Together program supports the west side of the state (Regions 2 and 3) through foster care Liaisons.**



**Eastern Washington University's Fostering Washington program supports (Region 1) the east side of the state through Resource Peer Mentors (RPMs),**

Children's Administration (CA) works in partnership with two separate agencies to provide foster parent recruitment and retention / support services to prospective foster parents, current foster parents and relative caregivers in all areas of Washington. Our goals are to:

- Increase the numbers of safe, quality foster families to meet the diverse needs of children and youth placed in out-of-home care in Washington State, and
- Offer support to foster parents and relative caregivers

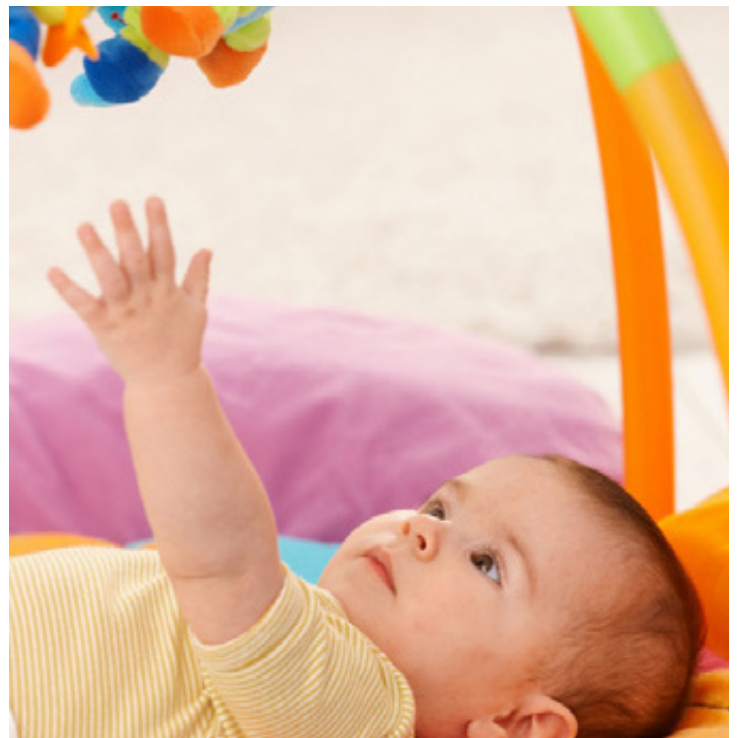
Prospective foster parents are welcome to license through either CA's Division of Licensed Resources (DLR), or any private child placing agency licensed in Washington. Our recruitment partners serve all families, regardless of where they choose to become licensed. Prospective foster parents are welcome to license through either CA's Division of Licensed Resources (DLR), or any private child placing agency licensed in Washington. Our recruitment partners serve all families, regardless of where they choose to become licensed.

The Liaisons or RPMs provide information, help and guidance for you from your first inquiry, through training, and throughout the licensing process to become foster parents. Liaisons and RPMs both answer questions and share helpful information during your foster care journey. They offer:

- Support at your first placement,
- Support groups , (some with training hours available and some provide a meal and / or child care)
- Mentoring,
- Training, and
- On-line Facebook groups

All supports are designed with our caregivers in mind.

We want to help you connect with other caregivers, obtain additional training, and find answers to questions. Both Olive Crest and Eastern Washington University offer information and referral services to foster parents and relative caregivers. The regional liaisons or peer mentors also help resolve issues foster parents may experience in their local area. Contact the liaison or RPM listed for your area with any questions you might have.



## Eastern Washington University Fostering Washington



Position/ Area Covered	Name	E-mail	Phone
Director All Counties	Kim Fordham	kfordham@ewu.edu	(208)-659-7401
Associate Director All Counties	Mon Ra' Muse	mmuse@ewu.edu	(509) 359-0791
Recruitment Coordinator Ferry, Pend Oreille, Spokane, Stevens Counties	Amber Sherman	asherman4@ewu.edu	(509) 359-0874
Recruitment Coordinator Benton, Franklin, Yakima Kittitas, Klickitat, Counties	Tyann Whitworth	twhitworth@ewu.edu	(509) 731-2060
Recruitment Coordinator Asotin, Columbia, Garfield, Walla Walla, Whitman Counties	Katie Stinson	mstinson2@ewu.edu	(208) 699-8419
Recruitment Coordinator Adams, Chelan, Grant, Douglas, Okanogan	Hayley Stoebner	hstoebner@ewu.edu	(509) 322-1191
FIRST Program Mngr. All Counties	Dru Powers	Dpowers8@ewu.edu	(509) 928-6697

Fostering Washington's website [www.ewu.edu/css/fostering-washington](http://www.ewu.edu/css/fostering-washington) can help you locate your local foster parent Resource Peer Mentor (RPM) from the county map on their website.

Click on: ➔ *County where you live*

## Olive Crest's Fostering Together: 1-866-958-KIDS (5437)



Position	Name	E-mail	Phone
Shala Crow	Program Director	(360) 220-3785	<a href="mailto:Shala-Crow@olivecrest.org">Shala-Crow@olivecrest.org</a>
Leeann Marshel	Critical Support	(855) 395-7990	<a href="mailto:Leeann-Marshel@olivecrest.org">Leeann-Marshel@olivecrest.org</a>
Patrice Vansligtenhorst	Program Coordinator	(425) 462-1612 x 1308	<a href="mailto:Patrice-Vansligtenhorst@olivecrest.org">Patrice-Vansligtenhorst@olivecrest.org</a>
Megan Harp	FIRST Coordinator	(425) 350-3839	<a href="mailto:Megan-Harp@olivecrest.org">Megan-Harp@olivecrest.org</a>

Fostering Together's website [fosteringtogether.org](http://fosteringtogether.org) can help you locate your local foster parent liaison.

Click on: ➔ *Region where you live* ➔ *Find Your Liaison*