

Caregiver Connection

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

Celebrating African American History Month and Our Cultural Differences: A Profile of Two Alliance Trainings

The words of Martin Luther King, Jr., whose birthday we celebrated last month, resonate this month as we celebrate Black History Month, also known as African-American History Month.

The University of Washington's Alliance For Child Welfare Excellence provides two trainings especially relevant to discussion of cultural diversity and talking to children about race.

Following is an overview for the two classes.

Talking To Children About Race

This training is for foster parents and relatives who have children in their care and want to learn more about this topic. Recent research has shown that children have very complex understandings of differences and how they make meaning of stereotypes. Far from being color-blind, most children are aware of how their own skin color is an advantage or disadvantage. They also judge their peers based on these differences—even though many adults believe young children in today's generation don't stereotype. Because they are aware of such differences, it is important to give children anti-bias messages through actions and words that actively counter what they are internalizing and witnessing in the world. In this workshop, those attending will explore how children and youth learn and practice racism and privilege. Participants will learn strategies for acting on teachable moments and ways to create counter-narratives.

When you talk to kids about different races or backgrounds, you have to remember how difficult that can be, said Caprice Hollins of Cultures Connecting. She leads classes that can help you reframe the subject and make a lasting impact on children.

"We don't talk about 'differences' in society," she said "Differences are hard."

But that doesn't mean that people – even young children – don't notice differences, she said.

"Even at six months old, they are starting to notice differences," she said. "They just aren't making meaning out of it."

Further, she said, "they begin stereotyping at a very young age. "A little girl might say, 'You can't be the princess because you aren't white.'"

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"I have a dream that one day my four little children will be judged not on the color of their skin, but on the content of their character."

Martin Luther King, Jr.

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Transforming lives

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Celebrating continued

But it is so important to talk to kids about differences, she said.

“What does *not talking* with kids mean?” Caprice asks. “It means they will fill in the blanks.”

As an example, she uses a girl on a bus who asks her mother about the “chocolate man,” who is also riding the bus. Parents will often shush the child, saying they should not ask the question or point out the difference.

Doing so gives a child the impression the subject is off-limits. Better, she said, to talk about the question in ways that acknowledge our differences

“Yes, and what flavor are you? Look at that other person. He looks like caramel,” would be a better answer, she said. To ignore or minimize the question sends the message to the child that there is something wrong or bad about the “chocolate man.”

Caprice said of our culture: “We go to extreme lengths not to notice differences.”

People will say, “I’m color blind; I don’t see differences.”

And that’s avoiding a very important discussion, she said.

“It’s easier to say, ‘I’m color blind’ than to do the hard work of facing your assumptions. “We should see differences as positive.” To acknowledge differences is to “normalize” them, she explained.

She teaches on three different levels of the human experience. She talks about:

- The universal experiences humans share.
- The importance of seeing people as individuals and not stereotyping them.
- The collective experiences of individual groups and cultures.

The collective voice of a group is bigger and more relevant to working on differences than just looking through the lens of the first two, she said.

“We need to talk about what is going on in this country – not just say ‘all lives matter,’ but that the collective experience of African Americans is different and needs to be recognized,” she explains.

And while not all members of a collective group may share all the cultural values, most share experiences that define who they are and how they are perceived in our culture.

She used the example of sports teams using Indians as mascots – think Washington Redskins. She said some

Indians may be OK with the use of their culture for sports – most are not. That has to be talked about and be recognized if we are move forward, she said

“In not noticing, we can’t get to equality,” she said.

It’s important for foster parents who have children of other races in their homes to work to make sure they tie those children to their roots, she said.

One way is to read multicultural books, ones that have many types of people in them – black, white, disabled and so forth. She also recommended making sure children get opportunities to be in environments where they see children of other races and ethnicities.

“Be in settings where people look like them,” she said of children of color. “Love is great, but there is having (learn) to navigate the stereotypes.”

And don’t make assumptions for a child – while they may be of a given culture or ethnic heritage, everyone is a unique individual within that group, she added. For example, you may think that a young African-American girl may naturally want an American Girl-brand doll that looks like her, but she may *not* want an American Girl doll that looks like her.

“Respect what they want, but teach them to have ‘a healthy respect for differences” she said.

After all, she said, “they are becoming what we teach them.”

Register for an upcoming session of this training here:

[www.alliancecatalog.org/
node/11659/course-signup](http://www.alliancecatalog.org/node/11659/course-signup)



Caprice Hollins

Cultural Diversity



This six-hour training for caregivers provides information and skill-building in the area of cultural diversity, enabling caregivers to help meet the needs of children and youth

in their care. This training is interactive and experiential, and includes:

Tools to facilitate understanding of multicultural and diversity sensitivity and awareness through experiential, didactic and familiarization of effective interaction and mindset.

Learning various culturally specific concepts and language.

When Vance Newton and Ernestine Rombouts of Changes in Action, a Renton-based multi-dimensional therapeutic service program, teach classes about cultural diversity, they try to have individuals learn by doing, rather than by sitting passively in a lecture.

“We want to give them something they can feel,” Vance said. “It is very experiential.”

They work to break down stereotypes, to focus on seeing people as individuals, rather than one member who is part of a monolithic group.

“It’s all individuals,” Newton said. “You have to deal with people as individuals

to know the specifics of their lives. You can’t put them in groups.”

One key element in making people aware of cultural diversity is the use of words or phrases that can unintentionally be demeaning

Newton and Rombouts read a paragraph “chock full of stereotypes,” to classes, he says. One of them, for example, is using the term, “going Dutch,” which means splitting the bill when dating. But Rombouts has Dutch heritage and she knows it has been taken to mean “cheap or stingy.”

“Many people didn’t know it was negative,” Newton said.

Other terms, like “Indian-giver,” “blacklisted” or “holding the fort” can be used casually without understanding that they have underlying meanings that disrespect an ethnic group or culture, he said.

“We get a lot of different responses to it,” he said “It brings about a lot of discussion”.

They also do what is called the “privilege walk” with people taking their classes, asking 26 questions that reveal the kind of environment in which an individual was raised.

People take one step forward or back depending on how they answer such

questions as these: “Did your parents own their home,” or “Were you ever on public assistance” or “Were there more than 50 books in your home.”

It becomes clear from this activity and other research that “white privilege is big,” Newton said.

But the training also focuses on those values that are common to humanity. As important as the individual is, the training tries to build on those traits that people share.

“You have to figure out what things are universal,” Newton said. “Respect is universal.”

Register for an upcoming session of this training here: www.alliancecatalog.org/node/695/course-signup

To register for either class, go to allianceforchildwelfare.org, select “Our Courses,” then search for your class. If you need help registering for a course, call 1-866-577-1915 or email help@acwe.on.spiceworks.com. Please include your name, a phone number or email and the course title in your request.

The Alliance offers some 116 classes for caregivers, social workers, supervisors and area administrators. Some can be taken online. See the Alliance website for more information and a description of each course.

Become an Alliance Co-Trainer

Have you ever wanted to train other foster or parents and share your expertise?



The Alliance for Child Welfare Excellence will be accepting submissions for open positions as contracted Co-Trainers beginning February 2nd. Co-Trainers are qualified current caregivers and adoptive parents with caregiver experience who have been caregivers for children in Children’s Administration custody. Co-Trainers assist Alliance

Child Welfare Trainers in presenting the Caregiver Core Training to caregivers and develop rapport with caregivers to support them in continuing in the foster care program. Co-Trainers have experience with the subject matter of Caregiver Core Training and are knowledgeable about the approved caregiver competencies for Caregiver

Foster Parent Training. They are able to relate their experiences with the subject matter to caregivers who are participating in the Caregiver Core Training. The application deadline is February 19th.

If you are interested in becoming a Co-Trainer, please contact Aaron Olson at alolson@uw.edu for more details.

Driving Toward The Future

A law passed by the 2017 Legislature provides money to help youth in foster care obtain their Washington driver's licenses.

The law was a top priority of the youth in the Mockingbird Society, who saw it as a way to help normalize the foster care experience and enable foster youth the same mobility their peers who are not in foster care enjoy.

Covered in the bill are money for driver's education, other costs associated with obtaining an intermediate and permanent license and for increased liability costs of the vehicle insurance held by the caregivers of dependent children placed in care by Children's Administration.

What it did not change, however, was a longstanding state policy: The state is not on the financial hook for any damages caused by foster youth operating a vehicle or motorized equipment, as outlined in the state administrative code that sets up that Foster Care Reimbursement Program.

The code specifically excludes from coverage:

"Claims for property damages, losses and emergency medical treatment costs arising out of an act of the foster/respite child, with or without the permission of the foster parent, related to the ownership, operation, or maintenance of any owned motor vehicle, including surface, air or water."

The exclusion has been in place since the early 1990s, said Mille Neal, program specialist for the program.

If a foster youth incurs damages or causes injury while operating a vehicle, "those are damages we don't pay for," she said

The exclusion "raises quite a fuss," but was created for financial reasons, she said.

"It was seen as too much of a liability if it was covered," Neal said. Those who created the policy "didn't look at the need to drive a car as a necessity." They may have seen the idea as "a way to protect the kid" who likely would not be able to obtain a driver's license if their caregivers had to pay for damages.

The 2017 law was "designed to remove barriers" for foster youth getting driver's licenses, said Peggy Lewis, the CA program manager in charge of putting together the process so caregivers can access the money to pay for the costs outlined in the bill.

The 2017 law does provide money for liability insurance premiums, "but nothing beyond that," Lewis said. Caregivers can put foster youth on the policies but will be responsible for damages incurred by the youth above what is paid by insurance.

"The responsibility is on the foster youth's caregiver," she said.

Meanwhile, a contract has been signed with Treehouse, a King County-based non-profit organization, to administer the program statewide. Details are still being worked out that will enable caregivers to access the money.

The Caregiver Connection will provide more specifics when they are available.

Funding for the program runs out in June 2019, and a report will be due from Treehouse in December 2019. It will detail "the number of foster youth served by the program; the average cost per youth served; the extent to which foster youth report any negative outcomes of the program, including a caregiver's inappropriate use of a foster youth's driving authorization; and recommendations for future policy or statutory or funding changes necessary to more effectively allow foster youth to obtain drivers' licenses and motor vehicle liability insurance."

What the New Law requires:

- The department (Children's Administration) shall contract with a private nonprofit organization that agrees to work collaboratively with independent living providers and the department and is selected after a competitive application process to provide driver's license support for foster youth, including youth receiving extended foster care services.
- The nonprofit organization selected shall provide support for foster youth ages 15 through 21, including youth receiving extended foster care services after they are 18, in navigating the driver's licensing process.

This support must include:

- Reimbursement of fees necessary for a foster youth to obtain a driver's instruction permit, an intermediate license and a standard or enhanced driver's license, including any required examination fees.
- Reimbursement of fees required for a foster youth to complete a driver training education course, if the foster youth is under the age of 18,
- Reimbursement of the increase in motor vehicle liability insurance costs incurred by foster parents, relative placements or other foster placements adding a foster youth to his or her motor vehicle liability insurance policy, with a preference on reimbursements for those foster youth who practice safe driving and avoid moving violations and at-fault collisions.



Mockingbird Society youth rally at the State Capitol in 2017

Youth Agenda For 2018 Presented To State Legislature

Fresh from two key legislative accomplishments in the 2017 session of the Washington Legislature, youth of the Mockingbird Society will again be knocking on the doors and contacting lawmakers to push for more changes in the 2018 session, which began in January.

The youth persuaded legislators to provide money to help them obtain driver's licenses and to keep school credits already earned when they change schools.

This year, they are pushing for new flexibility in the Extended Foster Care Program, expanding access to the Passport To College Scholarship Program and ending detention as a punishment for "status offenses" that apply to youth, such as truancy and running away.

Extended Foster Care

Extended Foster Care is a program that allows youth over age 18 to remain in foster care up to the age of 21. There are many specific criteria around use of the program and the rules restrict some youth from using it who might benefit from it, said Liz Trautman, Mockingbird's director of public policy and advocacy.

Specifically, advocates would like more flexibility for foster youth to be able to opt in to the program up to the age of 21, she said. Also some youth who might be in a juvenile rehabilitation program or on a "trial return home" program on the 18th birthday are not eligible now. They would like to change that.

Mockingbird is working with the non-profit, A Way Home, Columbia Legal Services and a research organization – Partners For Our Children – to advocate for greater flexibility.

Passport To College

The Passport To College Scholarship Program now excludes youth in tribal foster care, federal foster care and those from another state who are living in Washington foster care homes from eligibility for the \$4,500 annual scholarships that help them attend college and vocational programs.

The idea for this session is to make more youth eligible for the program. It is part of a broader effort with the Washington Achievement Council and others to expand access to college for youth in foster care.

Detention

Detention is "used very much as a punishment" for status offenses, said Trautman.

"The problem with the approach is that detention is not usually a deterrent," she said.

It only addresses symptoms – not the issues of what makes an individual youth run away or be absent from school.

Trautman said the idea should be to find out the underlying causes of the behavior and try to fix them. County truancy boards have been established in some parts of the state to work on those underlying issues. The goal is to bring together all the important people in a young person's life to troubleshoot issues and try to find solutions.

The initial goal of the proposed changes is to end the county-by county disparity in treatment of status offenses, with the end outcome being the end of detention, she said.

State Kinship Navigator Honored with National Award

Lynn Urvina of Lacey, kinship navigator for Olympia-based Family Education and Support Services (FESS), was honored in January as one of five people in the United States to receive a Casey Family Programs' Excellence For Children Award.

Casey is a national child welfare organization based in Washington. The awards recognize people who are deemed "champions of hope and change" in their communities," according to the Casey Facebook page.

Lynn won the award for her tireless work in helping relative caregivers navigate the child welfare system and find resources they need, and for her work as a leader in the kinship care community.

Lynn helps lead the statewide kinship navigators and has organized statewide trainings for them. She leads the annual Voices of Children

Being Cared For By Grandparents or Other Relatives Contest, which gives children living with relatives a chance to express their feelings. Contest winners are honored at the Washington Governor's Mansion, receive \$100 and a free night for their family at Great Wolf Lodge. She and her work partner Rosa Venancio have previously been nationally honored for her work on that contest.

Howard Winkler, who helped start FESS and still remains active in the organization, posted on Facebook this comment about Lynn and the how her work has helped others:

"Of this I am certain. Some place close or far, a child sleeps safer and more sweetly and a kinship caregiver breaths easier because of this woman. I celebrate her works and wish the same blessings on her family."

Lynn is a kinship caregiver herself, raising her granddaughter Tara.

As she has said, "There is no age limit to love. And there is no age limit to caring for children.

Congratulations to Lynn and all those who work every day to help children living with relatives.

To learn more about the award and others who were honored, and to see a video of Lynn and her work, click on this link www.casey.org/2018-casey-excellence-for-children-awards/?shareadraft=baba16121_5a4fd8122802d



Kinship Navigator Lynn Urvina at a national ceremony marking excellent work in caring for children. She is sitting with her granddaughter Tara and her son Joe.

OurKids App: Update on a Useful Tool for Caregivers

The Children's Administration first announced the release of its new mobile application, called "OurKids," last spring. It is available for download to the mobile phones of all foster parents and relative caregivers who have a dependent child placed in their care through Children's Administration.

Many foster parents are still reporting they haven't heard about the OurKids app – and they are confusing it with the new Social Service Payment System (SSPS) payment portal.

Here's what the OurKids mobile app does:

It provides caregivers access to information documented in the State's case management system. The information is specific to the child(ren) placed in their care. It will initially provide caregivers with anytime access to:

- Basic medical, educational and legal information for children placed in their home.
- Contact information for each child's assigned worker and supervisor.
- License information and contact information for your assigned licensor.
- Authorized services and payments made in the last 30 days.

We have partnered with IBM MaaS360 to ensure the privacy of children's information on your phone.

You will need to register at the OurKids Connection website to download MaaS360 and the OurKids app.

fortress.wa.gov/dshs/caportal/ourkidsportal

- To register and download the application, you will need the following:
- An iPhone running version 8.0 or higher OR
- An Android phone, running version 5.0 or higher.
- The email address you have on file with us.
- Your zip code.
- Your provider number.

If you need assistance with OurKids Connection and/or the OurKids mobile application, please provide the following information to the CA help desk (below):

- Your name.
- Your email address.
- The best phone number to contact you.
- A detailed description of your problem. Attach any screenshots from your Android or iPhone.

If you can, providing answers to any of the following questions will help technical support staff better assist you.

- Are you using an iPhone or an Android phone?
- Is your phone's operating system up-to-date?
- Are you connecting via cellular service or Wi-Fi? (Users are more successful installing MaaS360 when on Wi-Fi.)
- Did you use an installation guide? If so, what is the last step that you successfully completed?

The Children's Administration help desk is staffed from 8 a.m. to 5 p.m. Monday through Friday. The help desk can be reached via email at help300@dshs.wa.gov or by calling 360-725-4357.



Help coordinating health care is available

Need help with health care coordination?

Questions about health care, including behavioral health? Call Apple Health Core Connections,

1-844-354-9876. We are here to help!

The 24/7 Nurse Advice Line is available for health-related questions and concerns for Apple Health Core Connections members: 1-844-354-9876 (TTY/TDD: 711).

Also, if you have questions or concerns about whole-person health, please send your questions to fostercaremgmt@coordinatedcarehealth.com

Apple will use your questions to build future trainings and a question-and-answer list.

Alternative treatments: What's covered?

Some caregivers prefer organic food and natural treatments or are interested in new products they've read about. Whatever the situation, you should know what is covered and what isn't.

Food can contribute to a person's mood. There are many providers and parents who believe that diet can impact ADD/ADHD.

The best approach for overall health is a diet that limits sugary and processed foods. One that is rich in fruits, vegetables, grains and healthy fats.

Talk with your child's doctor if you are thinking about trying a different diet to help with behavior changes.

From time to time, we get calls about weighted blankets or compression vests for children. There are state codes related to the care of children in foster care. One of them, (WAC 388-148-1470) bans the use of these items on children under age 3 and children of any age with mobility limitations. The WAC also outlines strict rules for their use for older children.

There are many who find that naturopathy works for them. They use it to treat lots of conditions, including ear and respiratory infections, sensory integration disorder, skin conditions, food allergies and ADD/ADHD and learning disabilities.

Naturopathy is covered by Coordinated Care. Use the Find a "Provider" tool on Coordinated Care's website – www.coordinatedcarehealth.com – to find a naturopath in your area. Or call 1-844-354-9876 for help finding any provider.

Follow-up care for Children on Prescribed ADHD medication

Children and youth taking ADHD medication need to be monitored. If a child in your care is taking it for the first time, he/she should see their doctor within 30 days of starting the medication.

Two follow-up appointments should happen within nine months from the time they started the medication.

If you have any questions about this or any other health-related issues, contact Apple Health at 1-844-354-9876.

Camp To Belong Washington, will Mark its 10th Anniversary in June

Celebrating its 10th year of reuniting brothers and sisters separated due to foster, relative or adoptive care, Camp to Belong Washington will be June 25-30 at Miracle Ranch in Port Orchard.

Almost 900 siblings have been reunited at the camp, in addition to about 70 who attended camp with Oregon for three years previous to the establishment of a separate Washington camp in 2009.

The camp week is an amazing opportunity for brothers and sisters to come together and enjoy the many camp activities which

include swimming, hiking, lake activities, arts and crafts and other fun activities.

In addition to these daily activities, special events give campers an opportunity to build some special memories with their siblings. These include such as a formal night, a carnival and a birthday party where siblings who may have missed a birthday celebration can swap birthday gifts, eat cake and sing songs.

Other camper favorites include making scrapbooks with photos taken at camp and exchanging sibling pillows and quilts that

are decorated with written sentiments from their brothers and sisters.

Applications and more information are available at www.camp belongwa.org

Camper applications will be taken through the website beginning March 1. Siblings aged 8-18 are eligible.

If you are interested in being a camp counselor or volunteering in any capacity, you can apply on the website at any time.



SAVE THE DATES

We Are Family Day

The Seattle Mariners and Children's Administration have announced details for the 10th annual

"We Are Family Day" to be held Sunday, May 20, at Safeco Field.

The stadium gates will open at 11:10 a.m., and the caregiver's family event will begin at 11:30 in the Outside Corner on Safeco's 300-level. The morning's activities are in the midst of a redesign to offer more family-friendly activities for both kids and caregivers.

"We hope to rock the stadium this year when the Mariners take on the Detroit Tigers at 1:10 p.m.," said Meri Waterhouse, program manager for Children's Administration, who works with the Mariners to organize the event.

The Mariners deeply discount tickets for this event – and they sell quickly! The discounted tickets are available for foster parents, relative and kinship caregivers, adoptive parents, legal guardians, tribal caregivers, CA staff, CPA staff, Group Care staff, CA's community partners and stakeholders, and our friends and families.

Tickets are available for purchase now at:

www.mariners.com/wearefamily

Use the green "Buy Now" button on the webpage. You must enter promo code: WE ARE FAMILY

Pacific Northwest Caregivers Conference

The 9th annual Pacific Northwest Caregivers Conference will be May 4-6 at Great Wolf Lodge, Grand Mound.

The conference provides caregiver training, childcare, fun for the family in the water park and a Saturday night ceremony, the Night of Shining Stars, where the outstanding work of social workers and others in the child welfare family is honored.

For further information go to www.fpaws.org





2018 WE ARE FAMILY DAY



SUNDAY, MAY 20

1:10 PM GAME

PREGAME EVENT 11:30 AM - 1:00 PM



EVENT DETAILS AND PRICING

- Join us for our 10th Anniversary as we say “Thank You” to foster, kinship, and adoptive families and the agencies, social workers and community members that support them.
- Receive a We Are Family Day beanie when you purchase through this special offer.
- Arrive early to join us in the Outside Corner near section 330 for our pregame event.

- \$13 View Level
- \$31 Main Level

Buy tickets at: Mariners.com/WeAreFamily

Deadline to purchase tickets:
Friday, May 18 – 5:00 p.m.



To buy tickets or for more info call or visit: 206-346-4519 | Mariners.com/WeAreFamily

Dreamcatchers – A Native American Sign of Love and Protection



As promised, here is another project that introduces kids to a North American tribal tradition. Web-like dreamcatchers are not only fun to make but also offer some extra nighttime comfort when hung in a child's bedroom.

Tradition has it that the Ojibwe – Chippewa – tribe who lived in what is now the U.S. Midwest were the source of dreamcatchers. Many legends surround dreamcatchers, but the most common is that free-floating dreams, good and bad, filled the night. When dreams encountered a dreamcatcher, the dreamcatcher helped good dreams

travel on to the sleeper. Some tribal traditions say they traveled through the web's holes, while others say they slipped down the feathers to the dreamer. Bad dreams and nightmares were tricked as they tried to travel through the web and became stuck, thus protecting the dreamer.

The Ojibwe word for a dreamcatcher is “asabikeshiinh,” which really means “spider,” a reference to the dreamcatcher’s woven web.

Dreamcatchers were a common gift to loved ones, especially babies and young children, and in Native American tradition, provided spiritual protection.

Dreamcatchers spread to other tribes, who developed their own stories and traditions around them. They are now a common among many Native American cultures and have become popular in the larger American culture.

The original dreamcatchers were roughly circular in design, and they were made of natural materials – wood, leather, stones, beads and feathers. Each part of the object was

significant. For instance, the circular shape symbolized the circle of life from birth to death. The stones and beads used were often semi-precious and spiritually symbolic in their own right. Some traditions say they represent the spider – the web-weaver— while others say they symbolize good dreams that were caught and eternalized.

The directions below are for a simple dreamcatcher a child can make. Younger children will need your help with the project. Older children may want to use more natural materials like willow branches and leather cord to make a more authentic-looking dreamcatcher.

Dreamcatcher supplies

- Glue, scissors
- Hole-punch or skewer
- An 8- or 9-inch sturdy paper plate
- String – or narrow ribbon or yarn
- Tape or a glue gun
- Feathers

Optional:

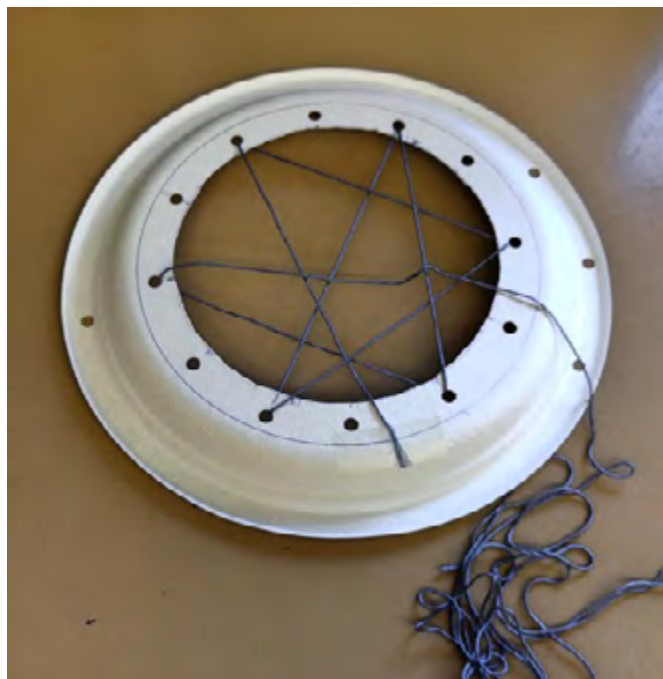
- Beads that can be strung on the above
- Crayons, markers, stickers



A kid-friendly dreamcatcher to catch bad dreams. This one is made from a paper plate, using markers, embroidery thread and pony beads.

Directions

1. Cut out the center of the plate. You will now have a paper hoop.
2. Mark 12 dots around the inner side of the hoop's back – just like you were getting ready to place numbers on a clock face.
3. Mark three dots toward the plate bottom nearer the edge. Think about placing them where the “5,” “6” and “7” are on a clock.
4. Mark one more dot at the plate top near the edge, above where the “12” would be.
5. Punch a hole where the marks are.
6. If you want, lie your dreamcatcher flat on the table and use markers or crayons to decorate the plate surface.
7. Cut a long length of string, then tape it to the back of the plate near one of the inner ring of holes near where the “3” or “9” would be.
8. Thread the string through the hole to the front.
9. Thread the strong through another inner hole, one that is diagonally across. You will be pushing the string through from the front to the back side of the plate this time.
10. Weave the string in and out all remaining holes until all the holes on the “clock face” are used. You can add a bead or two as you go. Don't weave through adjacent holes, since this won't help form a “web.”
11. When you reach the last hole, tape the string's end on the back and cut off any extra.
12. Cut four more strings about 8” to 12” in length.
13. Push the shortest one through the hole at the “12” and tie the ends to make a loop to hang the dreamcatcher.
14. Tie feathers on the other three strings. You can also add more beads onto the strings. I used a little hot glue on mine to make sure the beads didn't slide off.
15. Thread the strings through the three remaining holes and tape each one to the back of the plate.
16. Help your child hang the dreamcatcher above his or her bed or somewhere else in the bedroom.



Position the holes like clock numbers around the inner edge of the cut-out, and then decorate the plate front with markers, crayons or stickers before weaving your thread through the holes.

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.

Trainings offered in Region 1: Eastern Washington

February [LEARN MORE](#)

- Behavior Management Tools for Foster Parents and Caregivers
- Bullying Prevention and Intervention
- Caregiving for Children with Physically Aggressive Behavior Concerns (Formerly Physically Aggressive Youth)
- Emotion Coaching
- Enhancing Resiliency and Safety for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth
- Healthy Engagement with Children of Trauma
- Introduction to Adoption from Foster Care
- Introduction to Positive Discipline
- So You Have a New Placement...Now What?
- Why Children Lie

March [LEARN MORE](#)

- African American Hair and Skin Care
- As They Grow: The Drug Impacted Infant and Toddler
- Bullying Prevention and Intervention
- Caregiving for Children with Sexual Behavior Concerns (Formerly Sexually Aggressive Youth)
- Compassionate Parenting
- Introduction to the Indian Child Welfare Act (ICWA) for Caregivers
- Kinship 101: Information for Relatives and Suitable Others
- Knowledge and Skills to Help Children Heal
- Parenting the Positive Discipline Way
- Resilience Trumps Adverse Childhood Experiences (ACES)
- So You Have a New Placement...Now What?
- Verbal De-Escalation: Parenting Behaviorally Challenged Children

Caregiver Training from the Alliance continued

Trainings offered in Region 2: I-5 corridor north of Seattle to Whatcom County

February [LEARN MORE](#)

- African-American Hair and Skin Care
- As They Grow: The Drug Impacted Infant and Toddler
- Caregiving for Children with Physically Aggressive Behavior Concerns (formerly Physically Aggressive Youth)
- Caregiving for Children with Sexual Behavior Concerns (formerly Sexually Aggressive Youth)
- Emotion Coaching
- How You Can Become an Effective Educational Advocate for Your Child
- Identifying and Supporting Commercially Sexually Exploited Children (for Caregivers)
- Infant Safety and Care (for Caregivers)
- Introduction to Adoption from Foster Care
- Introduction to the Indian Child Welfare Act (ICWA), for Caregivers
- Kinship 101: Information for Relatives and Suitable Others
- Knowledge and Skills to Help Children Heal
- Paper Trail: Documentation Training for Caregivers
- Parenting the Positive Discipline Way
- So You Have a New Placement...Now What?
- Talking with Children About Race
- Verbal De-Escalation: Parenting Behaviorally Challenged Children

March [LEARN MORE](#)

- Attention Deficit Hyperactivity Disorder (ADHD)
- As They Grow: The Drug Impacted Infant and Toddler
- Behavior Management Tools for Foster Parents and Caregivers
- Emotion Coaching
- Identifying and Supporting Commercially Sexually Exploited Children (CSEC) for Caregivers
- Indian Child Welfare for Caregivers
- Introduction to Adoption from Foster Care
- Introduction to the Indian Child Welfare Act (ICWA) for Caregivers
- Introduction to Positive Discipline
- Kinship 101: Information for Relatives and Suitable Others
- Parenting the Positive Discipline Way
- Partners Make Better Decisions: Caregivers and Social Workers Working Together
- So You Have a New Placement...Now What?
- Talking with Children About Race
- Understanding and Managing Caregiver's Emotions and Self Care
- Why Children Lie

Caregiver Training from the Alliance continued

Trainings in Region 3: Olympic Peninsula and I-5 corridor south of Seattle, (including Tacoma)

February [LEARN MORE](#)

- Behavior Management Tools for Caregivers and Foster Parents
- Caregiving for Children with Sexual Behavior Concerns (formerly Sexually Aggressive Youth)
- DLR/CPS Allegations: An Overview of the Investigative Process for Caregivers
- Healthy Engagement with Children of Trauma
- Introduction to the Indian Child Welfare Act (ICWA) for Caregivers
- Kinship 101: Information for Relatives and Suitable Others
- Knowledge and Skills to Help Children Heal
- Paper Trail: Documentation Training for Caregivers
- So You Have a New Placement...Now What?
- Talking With Children About Race
- Why Children Lie
- Youth Missing from Care, for Caregivers

March [LEARN MORE](#)

- African American Hair and Skin Care
- As They Grow: The Drug Impacted Infant and Toddler
- Attention Deficit Hyperactivity Disorder (ADHD)
- Bullying: Prevention and Intervention
- Eating Disorders and Beyond
- Emotion Coaching
- Kinship 101: Information for Relatives and Suitable Others
- Knowledge and Skills to Help Children Heal
- Infant Safety and Care (for Caregivers)
- Introduction to Adoption from Foster Care
- Parenting the Positive Discipline Way
- So You Have a New Placement...Now What?

Your Child Welfare Training Team for Region 1

Eastern Washington

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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

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Your Child Welfare Training Team for Region 3

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

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MICHAEL TYERS WITH HIS
CONTACT INFORMATION: 1-425-
268-9375 TYERSM@UW.EDU
AND HIS TITLE IS CAREGIVER
EDUCATION AND TRAINING
ADMINISTRATOR

Your Registration Help Desk

Registration Help 866-577-1915 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 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 | Shala-Crow@olivecrest.org |
| Leeann Marshel | Critical Support | (855) 395-7990 | Leeann-Marshel@olivecrest.org |
| Patrice Vansligtenhorst | Program Coordinator | (425) 462-1612 x 1308 | Patrice-Vansligtenhorst@olivecrest.org |
| Megan Harp | FIRST Coordinator | (425) 350-3839 | Megan-Harp@olivecrest.org |

Fostering Together's website fosteringtogether.org can help you locate your local foster parent liaison.

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