

Family Connections

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Paying for College: Programs Support Foster and Adopted Youth

With proper planning and support, foster and adopted children can combine financial aid awards from a number of sources (federal, state and private) to pay the full cost of attendance for most higher education programs. While there are thousands of scholarships and grants available to college students, the following programs are specific to Missouri foster and adoptive youth.

Missouri ETV Program

The Missouri Education and Training Voucher Program is a federally-funded, state-administered program designed to help youth who currently are or were in foster care. Students may receive up to \$5000 a year for qualified school related expenses. Eligibility information and an application can be found at <https://www.statevoucher.org>

Missouri Reach Tuition Waiver

The Missouri Reach, a Tuition Waiver Program funded by the State of Missouri will pay program participants' tuition and fees at Missouri higher-education institutions. Because of limited funding the Missouri Reach Tuition Waiver Program will work with about 10-15 students per academic year. The program requires students to participate in 100 hours of community service. Eligibility information and an application can be found at <https://www.statevoucher.org/mofaq.shtml>.

Federal Financial Aid

All youth in foster care are eligible to receive federal financial aid. This aid comes in the form of a package that usually includes grant funds, loans, and sometimes work study funds. Students apply by filling out the Free Application for Student Financial Aid (FAFSA).

The amount of financial aid a student qualifies for is mostly based on family income, but here's the good news: foster youth (and former foster youth who have left the system) can mark themselves down as a 1-person family (only you). This means that they don't count their parent's income, which means foster youth usually qualify for the maximum amount of financial aid available. This rule also applies to youth adopted from foster care after their 14th birthday. For more information, and to apply, visit <http://www.fafsa.ed.gov>.



Besides federal and institutional funds, check out local organizations or groups that offer scholarships, such as your church, employer, or a local business. High school guidance counselors receive information about private scholarships, so check with them often. Apply for all you can, and remember to report the money you receive from scholarships to your school as soon as possible.

Missouri State Foster Care and Adoption Board

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Creation of the Missouri State Foster Care and Adoption Board



The first Missouri State Foster Care and Adoption Board meeting was held in Jefferson City in June.

Pictured (from top left): Janet Richardson (Board Member), Kelly Floyd (Board Member), Melinda Nicholson (Board Member), Missouri State Foster Care & Adoption Board; Marta Halter, Children's Division; Nickie Steinhoff (Board Member), Eric Pilson (Board Member) and Suzie Forbis (Board Member), Candace Shiveley, Director of the Children's Division; Kelly Schultz and Liz Beasley, Office of the Child Advocate; and Dean Aye (Board Member)

Recent legislation created The Missouri State Foster Care and Adoption Board as a legal entity with specific duties. The Board is responsible to conduct an independent review of proposed Children's Division policies, to draft proposed changes to CD policy in response to issues brought before the Board, and to determine the nature and content of in-service training provided to foster and adoptive parents to improve the provision of foster care and adoption services to the children statewide.

The Governor has appointed Dean Aye, of Mountain View; Beverly Dawn Caruso, of Cape Girardeau; Kelly L. Floyd, of Hazelwood; Suzette Forbis, of Clark; Melinda Nicholson, of Nixa; Eric Pilson, of Blue Eye; Janet E. Richardson, of Independence; and Derek E. Williams, of Cameron, to the Board. Also appointed to the Board were; Nickie Steinhoff of the Foster & Adoptive Care Coalition, and Lori Ross of the Midwest Foster Care & Adoption Association.

Board members represent the resource parents in their respective areas, and are willing advocates for children across the state. The first meeting as an official board was held on Tuesday, June 12, 2012, in Jefferson City. Meetings are open to the public, and the minutes are available for review on the DSS website, <http://dss.mo.gov/cd/fostercare/recruitment-retention-foster-adoptive-parents/>.

If you have any questions or concerns regarding foster care or adoption in the state of Missouri, or you have an issue that you feel needs to be addressed by the Board, please contact your area representative/board member or one of the Associations.

Missouri State Foster and Adoption Board meeting

minutes can be found at: <http://dss.mo.gov/cd/fostercare/recruitment-retention-foster-adoptive-parents/>

Members of the Missouri State Foster Care and Adoption Board consist of two representatives from seven regions and shall be appointed by the governor with the advice and consent of the senate, based upon recommendations by regional foster care and adoption boards, or other similar entities.

Missouri State Foster Care and Adoption Board

Governor Nixon Signs Bill to Help Foster Children and Parents

House Bill 1577 provides criteria for school districts to help foster care children succeed academically

House Bill 1577 – In order to remove barriers to educational success imposed on children in foster care, the Department of Elementary and Secondary Education shall ensure that the following criteria are implemented in every school district in the state of Missouri:

- o Facilitate the timely enrollment and ensure that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or districts, or variations in entrance and age requirements
- o Facilitate student placement process through which children are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment
- o Facilitate the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic and social activities
- o Facilitate the on-time graduation of children in foster care by incorporating the following procedures:
 - Waive specific courses required for graduation if similar course work has been satisfactorily completed in another school or shall provide reasonable justification for denial. If a waiver is not granted to a child who would qualify to graduate from the sending school, the receiving school shall provide an alternate means of acquiring required course work so that graduation may occur on time.
 - Receiving schools shall accept exit and or end-of-course exams required for graduation from the sending school or national norm-referenced achievement tests or alternative testing, in lieu of testing requirements for graduation in the receiving school.
 - If a child in foster care transfers to a new school at the beginning or during his or her senior year is ineligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving schools shall ensure the receipt of a diploma from the sending school, if the student meets the graduation requirements of the sending school.

- o Provide for the promulgation and enforcement of administrative rules implementing the provisions in this section
- o Provide for the uniform collection and sharing of information between and among schools, children and their families
- o Promote flexibility and cooperation between the educational system, foster parents, and the student to achieve success for that student

Additionally, when a child in foster care transfers before or during the school year, the receiving school shall initially honor placement of the student in courses based on the student's enrollment in the sending school or assessments conducted at the sending school if the courses are offered. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses shall be paramount when considering placement. Schools shall have flexibility in waiving course or program prerequisites, or other preconditions for placement in courses or programs offered at the school.

House Bill 1576 allows certain specialized state-licensed foster care parents to purchase the same state health insurance as state employees.

House Bill 1576 – Missouri Consolidated Health Care Plan shall allow a foster parent who qualifies for state health insurance under section 210.539 to purchase the same state health insurance as state employees for himself or herself and his dependents at the actuarially determined rate of total premium for such health care coverage. In order to qualify, foster parents shall not have access to any other health insurance coverage through an employer or spouse's employer and will be required to provide documentation for eligibility. Additionally, specialized foster parents as defined in section 210.543 and licensed under this chapter who provide foster care may purchase the same state health insurance as state employees for him or her and their dependents through the Missouri Consolidated Health Care Plan at their own expense. Documentation of eligibility is required prior to the purchase of this health insurance; the Department of Social Services shall provide the appropriate documentation of initial and ongoing eligibility of foster parents who qualify for the purchase of state health insurance under this section.

The enrollment period will be October 1 - October 31, 2012 with a coverage begin date of January 1, 2013.

These bills go into effect August 28th.

Expert Exchange: Professional Answers to Your Questions

Parents Ask: Should we hold the line when our child thinks “No” means we don’t love her? She needs to trust and bond with us, not resent us.

Hold firm because she needs you to. Fear that holding a child accountable for behaving responsibly might cause her to rebel, reject you or withdraw can make any parent feel helpless. Holding firm—even when they know they should—can be especially difficult for parents of foster or adopted children who may have responded to their abuse or neglect by concluding that being loved means getting their own way.

When parents cave to pressure like this, a child may further confuse being spoiled with being loved. Once in play, this destructive rhythm reinforces itself. The child becomes more willful and self-centered while anxious parents become more willing to tolerate behaviors they know are irresponsible, selfish, or even destructive. Because her parents continue to rescue her, the child may become increasingly irresponsible and behave in ways that actually drive away people she needs, including peers, siblings and caring adults.

However, there is hope, and the key is structure. All children, including foster and adopted children, need the safety of firm limits to feel secure and loved—even if they don’t acknowledge it. Parents must understand that a child’s real needs are deeper—and stronger—than her demands for immediate gratification or control over adults. Realizing this can empower parents to act in ways that bring out the best in their child.

Here’s what parents can do. Resist the temptation to “love too much.” Spoiling your child may be what she wants, but it’s not what she needs. Her real needs are much

more important to meet than satisfying her demand for immediate gratification or power over you.

All children need predictable limits to feel safe, learn family priorities and assume age-appropriate responsibilities.

Establish behavioral limits and clear consequences. Your child needs to know what you expect of her and what will happen if she chooses to do otherwise. Setting limits and consequences in advance allows you to discipline without making it personal. Of course, some things may occur that you did not predict, and you must set consequences. But logical consequences are not difficult to formulate. They usually involve the loss of privileges for a specific period of time. For example, if your daughter wears her sister’s sweater without permission, she needs to lose the right to wear a special item from her own closet for a week and do something nice for her sister. Then, after the first time this occurs, the limits and consequences are in place for the next time your child considers a behavior that is off limits.

Establish clear family routines. This will help create a predictable environment in which you can reinforce expectations without creating a crisis by having to react when every event seems to be a one-of-a-kind. Ask yourself: are family routines clearly established, or does each day seem to take shape on its own? Does your child know what is expected of her before and after school? Are mealtimes and bedtimes predictable, with responsibilities clearly established? Do family meals—especially dinner—add to the sense of order and provide family members with an opportunity to talk about the events of the day?

Build chores into your child’s routine. Helping out creates family bonds and helps your child develop a sense of responsibility. For example, a 5-year-old who sets the table and keeps his room picked up is contributing to the family and learning to take responsibility. When he is nine, he can clear the table, clean the kitchen cabinets, and sort his laundry. At 12, he can begin to do his own laundry and help prepare family meals.

Clarify expectations about homework. Is there a regular time each day for your child to do homework without the distractions of the television or the computer? How much time? Where? Having a regular place to study is also important. It can be a kitchen table, a desk in your child’s room, or even the floor in the family room. If your child is too young to have homework, establish goals and routines for personal reading time. Start with 30 minutes a day.

Predictable consequences and family routines enable a child to know what to expect and plan for outcomes she desires—long-term as well as immediate.

Keep in mind that routines make life calmer and much simpler for everyone. Although it takes a little effort to establish, structure and predictable routines make it much easier for children to understand how to behave and what to expect if they don’t behave. Parents who have established family routines and trained a young child to handle age-appropriate responsibilities will find providing stability and guidance much easier as their child matures and new challenges arise. Although it may require some concerted effort, it’s doable. And it’s extremely important.

Continued on next page...

Resources for Parents and Professionals

Keep these tips in mind when holding your child accountable.

Give hugs, praise, and encouragement when your child acts responsibly. Continue to show how much you value your child's ongoing efforts to learn to do the right thing, even when positive behaviors are beginning to become routine.

Be firm and discipline consistently when your child fails to meet her responsibilities. Point out that the consequence was already in place, so she actually chose the consequences when she decided to act as she did.

Be matter-of-fact when you follow through. Keep emotions out of it. Speak calmly and keep the focus on the issue at hand, not her protestations. If her resistance takes the form of defiance, shouting, or badgering, it requires additional discipline, not appeasement. This is not the time to debate your love. That will just fuel further efforts to manipulate you. After the issue has been resolved, you can explain that you enforce limits because you love her.

Welcome testing, and don't let your child manipulate you by reminding you of her previous abuse or neglect. Look for opportunities to hold the line and make sure you do. This gets your child's attention, increases your credibility and gives her the security of knowing where she stands. The sooner she believes you mean what you say, the easier it will be for you to hold firm on larger issues that may be even more important or emotionally charged.

Keep the big picture in mind. One challenge is to handle the immediate situation effectively. But it's also important to handle situations in such a way that you accomplish two other objectives. Objective one is to develop

positive character traits that will ensure a successful future for your child. The other is to strengthen your own relationship with your child. This approach will accomplish all of these objectives. With predictable structures in place, discipline becomes simply another routine, not an arbitrary decision that might be inconsistently applied or reversed under pressure.



Dennis O'Brien is a licensed clinical social worker, experienced educator and therapist. In addition to writing educational materials used by the Washington University School of Medicine Dept. of Psychiatry, he writes weekly columns on parenting for the Suburban Journals, monthly columns for Savvyfamily, and occasional columns for CHARACTERplus, Gifted Resource Council, Gifted Association of Missouri and other publications. O'Brien's April 6 column, "Prevent teen suicide by addressing it," won the 2010 Missouri Institute of Mental Health award for outstanding reporting on suicide.

New Fingerprinting Process for Resource Homes

There is a new fingerprinting registration process for the Missouri State Highway Patrol, MSHP, Missouri Automated Criminal History Search, MACHS.

Beginning July 1, 2012, resource providers must register at the MSHP MACHS Internet site to schedule a fingerprinting appointment with the electronic fingerprinting provider.

The current process using the electronic fingerprinting vendor, L-1 Identity Solutions ends after June 30, 2012. The new vendor for MSHP is 3M/Cogent.

Did You Know?

Foster Parent Bill of Rights & Responsibilities

The foundation of resource parents' role is laid during pre-service and in-service training. Unlike many states, Missouri's foster parents have an additional tool to assist them--the Foster Parent Bill of Rights and Responsibilities.

A complete copy can be found on the Children's Division website (www.dss.mo.gov/cd) or by contacting your licensing worker. Following are highlights:

- The Children's Division and its contractors shall treat foster parents in a manner consistent with the National Association of Social Workers' ethical standards of conduct.
- The Children's Division and its contractors shall provide foster parents and potential adoptive parents, prior to placement, all pertinent information, including but not limited to full disclosure of all medical, psychological, and psychiatric conditions of the child.
- Foster parents shall treat all information received from the Children's Division and its contractors about the child and the child's family as confidential.
- Foster parents shall provide care that is respectful of the child's cultural identity and needs.
- If a child re-enters the foster care system and is not placed in a relative home, the child's former foster parents shall be given first consideration for placement of the child.
- The Children's Division and their contractors shall provide access to fair and impartial grievance process.

Capitol Ideas: Your Policy Update

Child Care Fraud Pamphlet and the Child Care Assistance Brochure (IM-4CC)

Availability (CD12-59) The Child Care Assistance Brochure (IM-4CC) and the Child Care Fraud pamphlet are available and can be requested through the Department of Social Services Warehouse.

Local offices may order the forms online at <http://dsswebapp/estore/login.asp>. There is an E-Store user guide available for new users when entering the site. Local offices are to make brochures available in the local offices and resource centers. The goal is to increase public understanding of the Child Care Assistance Program and awareness of the implications of fraud through the sharing of information. <http://dss.mo.gov/cd/info/memos/2012/cd12-059.pdf>

Child Care Authorizations and Closing of Family Centered Services Cases (CD12-58)

When an Alternative Care case closes in FACES, the FAMIS/FACES Interface will automatically close the child care authorization. However, if a child's case has been changed to a Family Centered Services (FCS) case only, the FAMIS/FACES Interface does not close the child care authorizations when the FCS case closes. This is a programming issue and is in the process of being corrected.

Prior to closing an FCS case in FACES, workers will need to close the child care authorizations in the FAMIS/FACES interface system. If all Protective Services cases in the FACES system are being closed simultaneously, the FAMIS/FACES Interface will close the child care authorizations. It is critical that workers close child care authorizations in a timely manner to ensure proper payment is made to the provider(s) and to maintain program integrity. If assistance is needed in closing a child care authorization, workers should refer to the FAMIS/FACES Child Care user guide "Closing a Child Care Authorization", email askFamisFacesChildCare@dss.mo.gov, or call the FAMIS/FACES Helpdesk at 573.751.4031. <http://dss.mo.gov/cd/info/memos/2012/cd12-058.pdf>

Midwest Foster Care and Adoption

Association Inc. (CD12-57) This is to advise staff that, effective immediately, Midwest Foster Care and Adoption Association Inc. has opened a licensed residential child care agency operating site in Independence, MO. Midwest Foster Care and Adoption Association, Inc. is licensed as a residential child care agency and meets the licensure standards for basic core and residential treatment for up to six (6) males or females, ages six (6) to eighteen (18) years. Midwest Foster Care and Adoption Association, Inc. is in the process of contracting

with Children's Division. Information regarding this new program may be obtained from Joe Beck Vice President of Operations for Midwest Foster Care and Adoption Association, Inc. at 816.350.0215. <http://dss.mo.gov/cd/info/memos/2012/cd12-057.pdf>

Department of Health and Senior Services, Section for Childcare Regulation Training

Video (CD12-56) The purpose of this memorandum is to introduce an online training video developed by the Department of Health and Senior Services (DHSS), Section for Child Care Regulation (SCCR). This video will explain the responsibilities and procedures the SCCR follows to reduce the risk of harm to children's health and/or safety while in child care settings. Staff are encouraged to review this 30 minute video. This information is critical to understand the importance of quality childcare for our families. <http://dss.mo.gov/cd/info/memos/2012/cd12-056.pdf>

FACES Data Entry Regarding Levels of Disability Acceptance by Resource Parents (CD12-55)

Revisions to data entry in FACES for alternative care case management were introduced with Memo CD12-51. Due to these changes, data entry requirement for resource parents on the Vendor Licensure/Approval and Renewal screen regarding the Disability Level Acceptance has changed. Severity levels no longer are determined by staff and have been eliminated. There are now only two selections to choose from; yes or no. Selection of "yes" signifies that the resource family will accept a placement that is diagnosed with the listed disability. An example of a physical disability that "yes" is selected would be a paraplegic in a wheel chair. Selection of "no" signifies that the resource family will not accept a placement that is diagnosed with the listed disability. <http://dss.mo.gov/cd/info/memos/2012/cd12-055.pdf>

Our Little Haven (CD12-53) Effective immediately, admission into Our Little Haven is voluntarily suspended pending the voluntary closing of this operating site effective May 31, 2012. No further placements are to be made pending this closing. Please contact Fred Proebsting, State Supervisor, Residential Program Unit, at 573.751.8926 with questions. <http://dss.mo.gov/cd/info/memos/2012/cd12-053.pdf>

30 Day Notice of Subsidy Contract Closure/Termination Letter (CD12-52)

The purpose of this memorandum is to notify staff that a new form letter has been developed for adoption and guardianship subsidy workers to utilize when notifying subsidy families that their subsidy will be closed or terminated. This letter will provide a consis-

tent way for families to be notified of ending subsidy services/contracts. The letter should be utilized anytime a subsidy is being closed or terminated. A list providing a few examples of when the letter should be utilized can be found at: <http://dss.mo.gov/cd/info/memos/2012/cd12-052.pdf>

FACES and Data Entry Changes for Foster Care Cases (CD12-51)

The Administration on Children and Families (ACF) conducts periodic reviews of state reporting processes to ensure accuracy in federal reporting. Missouri underwent a federal Adoption and Foster Care Analysis and Reporting System (AFCARS) review in March 2009. During the review, Children's Division central office and field staff, Foster Care Case Management staff, Information Technology staff and ACF regional office staff assisted in reviewing 110 foster care and adoption cases under the direction of ACF. The paper record was compared to information in FACES as well as to what had been reported through the AFCARS submission. The review evaluated the system in two areas; general requirements and data elements of case level information of children in foster care in regards to Title IV-E. After the review, the Children's Division received a final report identifying issues including recommendations of computer system changes, improvement to data quality and staff training. As a result, Missouri entered into an AFCARS Improvement Plan to make the changes necessary to become compliant. The improvement plan has consisted of data corrections by field staff, changes made to the ITSD reporting file, and screen changes to FACES. This memorandum introduces new screen changes in FACES pertaining to AFCARS requirements became effective May 10, 2012. <http://dss.mo.gov/cd/info/memos/2012/cd12-051.pdf>

MO HealthNet/Managed Care Contract Awards (CD12-50)

CD has received notification from MO HealthNet Division that updated Managed Care contracts were awarded for the Western, Central and Eastern Regions of the State effective July 1, 2012. Children in State custody, or a SB577 youth, residing in any of the Managed Care regions/counties listed below need to be enrolled into a plan during the open enrollment time period or the system will auto assign them into a plan. <http://dss.mo.gov/cd/info/memos/2012/cd12-050.pdf>

Alternative Opportunities, Inc. (CD12-49)

Effective immediately, admission into Alternative Opportunities, Inc. The Champion Center is voluntarily suspended pending the voluntary closing of this operating site effective May 31, 2012. All CD case managers are encouraged to find alternative

Capitol Ideas: Your Policy Update

placements for residents of The Champion Center as soon as possible. Contact Fred Proebsting, State Supervisor, at 573.751.8926, if you have any questions or comments regarding. <http://dss.mo.gov/cd/info/memos/2012/cd12-049.pdf>

Revised Direct Deposit Form (CD12-47)

The purpose of this memorandum is to inform staff of the revised Application for Vendor Direct Deposit form (CD-122). Staff should begin using the revised direct deposit form for Children's Division vendors. This form is designed for use by all Children's Division vendors, including Child Care providers, Resource Parents, and providers of ILP, ILA, CTS, and RT services. Vendors must either submit a voided check or an official letter from the bank stating the routing number and account number. Starter checks and counter checks will not be accepted in place of a check or letter from the vendor's financial institution. Staff should encourage utilization of direct deposit and provide this form to all Children's Division vendors requesting payment by direct deposit. All licensed child care providers are now required to acquire and maintain an active direct deposit account for child care payments made by the Department. CD-122 is available at <http://www.dss.mo.gov/cd/info/forms/index.htm>. <http://dss.mo.gov/cd/info/memos/2012/cd12-047.pdf>

Family Care Safety Registry Registration for Resource Providers (CD 12-46)

The Family Care Safety Registry, FCSR, now offers an on-line registration process for our resource providers. The no cost option is available to all agencies involved in resource home development for the purpose of licensure and approval by the Children's Division. The FCSR still offers the option for an individual to register by paper; however, the on-line registration provides more timely results.

Instructions for the on-line process are located on the CD Intranet. Resource licensing workers should provide the instructions for on-line registration to the resource provider and may assist with registration process if needed. Registration must be completed per instructions on the Intranet to qualify for the no-cost option. Instructions on the FCSR website are for public use and have an associated cost. <http://dss.mo.gov/cd/info/memos/2012/cd12-046.pdf>

Thirtieth Circuit Youth Services, Inc. (CD12-44)

The purpose of this memorandum is to advise staff that, effective immediately, Thirtieth Circuit Youth Services, Inc. voluntarily relinquished its residential child care agency license and voluntarily closed its operating site. There are currently no

residents living at the operating site. Please contact Fred Proebsting, State Supervisor, Residential Program Unit, 573.751.8926, if you have questions or comments regarding this matter. <http://dss.mo.gov/cd/info/memos/2012/cd12-044.pdf>

Directed Around Saving Everyone (DASE) House of Compassion (CD12-43)

House of Compassion is a newly licensed residential child care agency. It is licensed for basic core and residential treatment for eight (8) males, ages ten to seventeen years. House of Compassion plans to contract with CD to provide moderate needs (level II) and severe needs (level III) residential treatment. For placement information, contact Erika Peterson, Executive Director at 816.761.2273 or perika41@yahoo.com. <http://dss.mo.gov/cd/info/memos/2012/cd12-043.pdf>

Revisions of the Child Care Manual Policy Related to Filing and Transferring Applications (CD12-40)

Policy has been changed to align with other Income Maintenance programs with regard to processing applications for clients residing in another county. Family Support Division staff are instructed to review this section and implement this policy upon receipt of this memorandum. <http://dss.mo.gov/cd/info/memos/2012/cd12-040.pdf>

Revision to the Authorization to Provide Alternative Care (CS-33) Form and Instructions (CD12-34)

The purpose of this memorandum is to inform staff that revisions have been made to the Authorization to Provide Alternative Care (CS-33) form and instructions. These revisions have been made as previously existing Supreme Court Rules referenced in the form are no longer in effect. The revised CS-33, a 5 part carbonized form, is now available for order from the warehouse. Staff should discontinue the use of the previous version of the CS-33 and destroy all outdated forms in stock. <http://dss.mo.gov/cd/info/memos/2012/cd12-034.pdf>

Child Care Summer Authorizations (CD12-39)

Parents/guardians may need increased child care for school age children. When contacted, staff are to discuss with parents/guardians their summer time child care needs. Also, staff should remind parents/guardians if their child care needs change, they should contact their local Family Support Division or Children's Division worker immediately. DSS will only pay for authorized units of care. <http://dss.mo.gov/cd/info/memos/2012/cd12-039.pdf>

Release of Child Abuse/Neglect (CA/N) Records (CD12-38)

The purpose of this memorandum is to inform staff of revisions

made to the Child Welfare Manual to further clarify the guidelines for disclosure of information pertaining to a CA/N Investigation, Family Assessment or Non-Caretaker Referral, specifically regarding the release of the reporter's identity. The CA/N Records Cover Sheet has also been revised to support field personnel's ability to notify persons receiving information pursuant to §210.150 RSMo. of the purpose for which the information is released and of the penalties for unauthorized dissemination of information. Staff must attach the CA/N Records Cover Sheet on any disseminated written records. It is then the recipient's responsibility to ensure the information is not re-released to other parties. <http://dss.mo.gov/cd/info/memos/2012/cd12-038.pdf>

Updated CA/N Chief Investigator Consultation Process (CD12-37)

Effective immediately, staff are no longer required to complete the CA/N Chief Investigator Log, CD-154. The CD-154 and instructions are rescinded. These updates in policy and protocol have been made in conjunction with a CA/N workgroup which convened to identify ways to streamline the CA/N process.

Child Welfare Manual Revisions

The revisions to policy have clarified that some portions of the Chief Investigator review may be conducted over the telephone in cases of emergency situations. When these situations occur, staff should document the date and time of the consultation in the case narrative in FACES. The Chief Investigator's approval of the safety assessment and/or safety plan should also reflect the date on which they provided initial oversight. <http://dss.mo.gov/cd/info/memos/2012/cd12-037.pdf>

Review of a Resource Home (CD12-36)

When there is a substantiated determination of child abuse/neglect involving a resource home and/or there are serious infractions of licensing regulations, a formal review should be conducted. The purpose of the review is to determine the continued use or licensure of the resource home. The Regional Director/Designee should facilitate the formal review. <http://dss.mo.gov/cd/info/memos/2012/cd12-036.pdf>

Keep Current...

This is a brief summary of the current policies impacting the Children's Division. A more complete explanation with additional updates is available at: www.dss.mo.gov/cd/info/memos/2012.

Resources for Parents

Identifying and Treating Depression in Teens

By Dr. Lora Collier, Pediatrician at Esse Health Creve Coeur Pediatrics

Have you noticed that your teenager has been more down recently, has been irritable, has had worsening grades or is ignoring extracurricular activities? If so, consider depression as a possible cause. Depression is common, affecting up to 10 to 20 percent of teens at some point in their adolescence. It can be difficult to identify because it is, by nature, a very internal process and normally teens are not sharing their feelings with their parents. However, it is important to recognize because untreated depression can have serious consequences, including social and academic problems, substance abuse and rarely even suicide.

Many teens will have short periods of low mood that go away on their own. A diagnosis of depression requires continued symptoms for at least two weeks which include:

- low mood or irritability
- loss of interest in sports, activities or friends
- changes in sleep, including difficulty falling asleep or staying asleep or increased sleep
- change in appetite, either increased or decreased
- decreased energy or fatigue
- difficulty concentrating, which can affect school performance
- feelings of guilt or low self-esteem

Keep in mind that children and teenagers with depression may not have the typical "depressed" mood that is usually thought of with depression; they may instead be irritable or angry. Symptoms like headache, stomach ache or muscular pain may also be present in depressed teens.

Depression is more common in girls than boys and also in those with family history of depression or anxiety. Often there is no identifiable cause, but stressful events like the death of a loved one or the breakup of a relationship can trigger an episode of depression.

If you think your teen may have depression it is important to have them evaluated. Start by speaking to your child's pediatrician so that he or she can help you determine the best next step. Many cases of depression can be managed by your pediatrician. Whether or not a referral to a psychiatrist is needed will depend on individual circumstances. The diagnosis of depression is made by interviewing the teen and caregivers. A medical evaluation may be indicated depending on the specific symptoms.

Treatment for depression will depend on its severity but includes the following:

1. For all teens but especially those with depression, it is important to engage in a healthy lifestyle. This means keeping a regular sleep schedule with at least 8 hours of sleep at night, eating a balanced diet, drinking plenty of water and exercising regularly.
2. Therapy, particularly cognitive behavioral therapy and interpersonal therapy, has been shown in studies to be helpful for teens with depression. Encourage your teen to be open to therapy. Consider describing the therapist as a "coach" who they will work with to develop tools and strategies for dealing with stress and other problems.
3. Medication may be prescribed depending on how severe the symptoms are and how much they are interfering with school and family life. The most common class of medications prescribed is known as the SSRIs (selective serotonin reuptake inhibitors) and

include Prozac and Lexapro. These medications are in general well-tolerated and considered to be safe. They are not a quick fix – it takes 4-6 weeks to see full effect at any given dose. Once started they are usually continued for a minimum of six to nine months at which time their use is re-evaluated.

Suicidal thoughts or other thoughts of self-harm can accompany depression. It is important to speak to your pediatrician urgently if your teen expresses any of these thoughts to you. If your teen shows or expresses intent to hurt themselves or has a plan in which to do so, then seek emergency care in order to keep them safe.

Depression is common and can be dangerous if not treated, but there are successful treatments available. Please contact your pediatrician if you have concerns about your teen. For health resources for depression and other topics, please visit our Health Resources section at www.EsseHealth.com.

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Did You Know? ChildCare Aware

Connecting families to child care, early learning programs, and programs for out of school time is part of the mission of Child-Care Aware of Missouri.

This free resource provides help in locating appropriate childcare based on your family's needs. Tips on finding a quality provider and other resources for parents and professionals are also available.

Contact them toll free at 800-200-9017 or visit their website, www.childcareaware.org.

Resources for Parents

Tips to Help Kids with Non-Verbal Communication

With the sudden explosion of children being diagnosed with Autism and Asperger's Syndrome there are many parents looking for help. Autism is different for every individual, but often these kids suffer with difficulty understanding non-verbal communications. These kids often need a lot of help to learn what facial expressions, tone of voice, eye contact and body language actually mean. Parents are able to help with this at home through the use of books. There are many books that can help kids learn about facial expressions. Many are largely aimed at toddlers, but they are still very useful for autistic kids. Many kids on the autism spectrum have a hard time generalizing these new skills. They may understand that when Mom smiles it means she is happy, but not realize that when the kid at school smiles they are also happy.

Facial Expressions

Reading books with many different faces smiling can help them generalize this facial expression. If you choose to use a facial expression book it is important to read it regularly. Kids need lots of practice before they are able to generalize this skill. The book Faces by Ken Kreisler and Shelly Rotner is an excellent one to look at because the faces are of many different children and different emotions. The use of photographs instead of drawings is also helpful as children are very literal and seeing real faces is important.

Parents who read regularly to their children can also use this time to help them by asking questions as they read. When you turn the page and illustrations clearly have facial expressions, stop and ask, "How do you think the main character feels

right now?" Then talk about how the facial expression illustrates that and perhaps show them how your face looks with that expression. It is very important to practice this skill daily until it is mastered. Be patient and don't rush as your child may need time to process the information. Don't give up either. There are a lot of books available to help these kids with better understanding non-verbal communication. Celebrate the small steps forward and keep working on expanding the number of facial expressions your child understands.

Body Language

Picture books are also a great way to help illustrate the use of body language. Authors such as Mercer Meyer and Stan & Jan Bernstein have many books that show a variety of real life situations with clear illustrations. These books are helpful for kids who may be anxious about a first trip to the dentist or first day at school. The drawings show kids who are scared and anxious and also resolves the situation clearly.

Reading these books and asking questions as you read can help your child internalize appropriate behaviors and better understand a specific situation. These types of books are great because you can remind your child when they are in the actual situation, "remember how little critter was afraid, but he sat in the dentist chair anyway? Look it really does look like a space ship." These reminders can help calm your child and get them through a new situation.

Books are an important way to help autistic children learn how to interact more effectively with the rest of the world. Reading daily is something many parents do anyway, so use this opportunity to help them by choosing the books carefully to expose your child to additional facial expressions and body language.

Article by Dawn Marcotte, <http://www.ArticleBlast.com>

About The Author: Dawn Marcotte has a Bachelors Degree in Elementary Education and she has worked with kids for over 20 years. She has one daughter who was diagnosed with Asperger's Syndrome in first grade and has since worked to help other parents with special needs kids. Part of this dedication is the creation of a website, Autistic Kids, that reviews books that are helpful for parents and families of autistic children.

Websites to Keep Your Child's Brain Active This Summer

Help keep your child's brain active and engaged throughout the summer months. Try out some of these fun learning websites and keep that educational momentum going into the next school year.

www.multiplication.com/games
www.hbschool.com
www.funbrain.com
www.abcteach.com
www.gameaquarium.com
www.pbskids.org
www.thinkquest.org
www.coolmath4kids.com
www.scholastic.com
www.seussville.com
www.readwritethink.org
www.marvel.com
www.spellingcity.com
www.timeforkids.com
www.shadowpoetry.com
www.handwritingforkids.com
www.storylineonline.net
www.worldbookonline.com
www.bensguide.gpo.gov
www.enchantedlearning.com
www.history.org
www.ars.usda.gov
www.sky.diary.com
www.nasa.gov
www.fossweb.com
www.learner.org
www.brainpop.com
www.sciencebob.com
www.howstuffworks.com

Foster and Adoption Resource Centers

Eastern MO ARC

Foster & Adoptive Care Coalition

1750 S. Brentwood Blvd., Ste. 210, St. Louis, MO 63144
800.FOSTER.3 / www.foster-adopt.org

3-5-7 Training

The Children's Division, in partnership with local child welfare agencies, recently brought Darla Henry to the St. Louis area. Darla Henry is a Social Worker, Trainer, Teacher and Consultant with extensive knowledge and experience in the Child Welfare field. With a mission to build a path toward healing and well-being for children, youth and families in the child welfare system, Darla established and authored the 3-5-7 Model©. Darla's doctoral research focused on resilience in maltreated children. Additional experiences in special needs adoption, group homes, foster care, and private practice with families and children, along with teaching in schools of social work, have all contributed to the basis of her work, philosophies, and practices.

The 3-5-7 Model© provides tools to support the work around issues of separation and loss, explore identity formation, establish attachment and relationship building foundations towards permanency, and create feelings of belongingness for the child, youth, and family.

Five conceptual questions support the work and address the following for the youth:

- Who am I? – identity formation
- What happened to me? – separation and loss; the grieving process
- Where am I going? – trust and safety in relationships; attachment cycle
- How will I get there? – recognizing those who will continue to provide support; relational permanency
- When will I know I belong? – feelings of safety, wellbeing and a sense of readiness

Foster and adoptive parents can play a vital role in helping youth answer many of these questions. Caregivers can help document the youth's experiences by writing down stories and sharing pictures. The child's Life Book is a great way to keep track of these important artifacts.

More information on Life Books is available on the CD website: www.dss.mo.gov/cd/info/cwmanual/section4/ch6/sec4ch6attach.htm. To learn more about the 3-5-7 Model©, visit <http://www.darlahenry.com>.

Save these Dates!

08.11.12	Training Extravaganza
08.23.12	FREE Support Group
09.20.12	FREE Support Group
10.11.12	FREE Support Group
10.20.12	Training Extravaganza

For additional dates, visit <http://www.foster-adopt.org> or <http://dss.mo.gov/cd/fostercare/fcevents.htm>.

Western MO ARC

Midwest Foster Care & Adoption Association (MFCAA)

3210 S Lee's Summit Rd., Independence, MO 64055
816.350.0215 / www.mfcaa.org

Midwest Foster Care & Adoption Association Updates

MFCAA is excited to announce a new pilot program in the Kansas City area which is working intensively with foster children and their birth families as they first enter the foster care system. MFCAA's Family Connections Intake and Assessment Center is a fast-paced, intensive and comprehensive service delivery approach to safely and effectively reunify children with their birth families whenever possible, and to provide them with familiar and well-supported kinship placements when reunification cannot be achieved.

In typical families, when there is a child in crisis, parents and extended family gather to provide support and resources to the family. For everyone other obligations and activities take a back seat to the immediate needs of the family. For example, if a child falls off the jungle gym at school and fractures his leg, typically his parents and grandparents and other extended family members respond to the scene or the hospital. They remain at the hospital (for hours or days) until the child's situation has been resolved. They may run errands, provide money or child care assistance to support the family. And they continue to provide that high level of support until the family's routine can return to some level of normal functioning.

While families in which children suffer child abuse have some substantial challenges and stressors, the family response to crisis is very similar. Crisis draws families together in a rush of adrenaline and concern and allows for the unique opportunity to mobilize collective resources into action on behalf of the needs that the crisis exposes.

The Family Connections Intake and Assessment Shelter will partner with traditional child welfare practice to provide a safe place for children to be placed in response to a significant abuse incident.

Midwest Foster Care and Adoption Association strives to look at issues in the foster care and adoption arena in new and innovative ways. The goal is to solve the problem even if it means going about it in unconventional ways. This program is just another example of how using new and innovative ideas can lead to increased stability and well-being for children.

For more information please visit <http://www.mfcaa.org> or call 816.350.0215.

Waiting Children: Seeking Forever Families

Meet ShyTiauna

11-year-old ShyTiauna has a smile that lights up a room. Her favorite activities are cheerleading and skating. ShyTiauna attended a cheerleading clinic in the fall and received a trophy and medal in a competition. She likes to read and watch movies.

ShyTiauna has always been a good student and enjoys going to school. Teachers at her present school speak very highly of her class work and her attendance. She has stated that she “wants to be a lawyer when she gets older.”

ShyTiauna has an older half sister. She does have some contact with her but it is minimal. ShyTiauna would like a family who will be supportive of her cheerleading and let her have some responsibility in the home. For more information, please contact Lori Jester, Adoption Specialist, at 816.889.2591 or lori.b.jester@dss.mo.gov.



Meet Jesse and Jeremy

Jesse, 8, and Jeremy, 10, are a fun-loving sibling group with a lot to offer a family who is lucky enough to bring them into their home. Jeremy is the older of the two brothers, but you wouldn't know it by the way they act! Jesse is definitely no underdog – and definitely stands right alongside his big brother. Some of Jeremy's favorite places to visit and explore include the park, the Zoo, the Magic House, and the Science Center. Jeremy has a tech-side, too. He really likes video games, and his favorite class at school is computer class. Jesse says that if he could change one thing about the world, he would make it so, “Martin Luther King was still alive.” Always sweet and kindhearted, Jesse is a charming conversationalist and has a great sense of humor. Like his brother, Jesse likes school. His favorite “subject” is recess! These brothers are looking for a loving family who will make them feel safe and loved. For more information, please contact Myshena Crisel, MCD, at 573.568.2111 or myshena.a.crisel@dss.mo.gov. *Photo courtesy of Sears Portrait Studio.*

Meet Madalina

Madalina, 18, is an active young lady. She is happiest when she is playing soccer, but also enjoys learning new skills on the computer. Those who know her best described Madalina as determined and goal-oriented. Her friends also rave over her great sense of humor! Madalina is a very responsible girl, and takes on many responsibilities including various household chores. Madalina is proud to have just graduated from high school and was accepted to college! To stay busy and earn extra money, Madalina is currently looking for a part-time job. To Madalina, having a family means having people who will always be dedicated and committed. In her heart, she knows it's never too late to be adopted. Lifelong connections are for forever. Madalina looks forward to finding a forever family. It's the opportunity of a lifetime and one that she certainly deserves! For more information on Madalina, please contact Gayle Flavin at 314.367.8373 x2228 or gayleflavin@foster-adopt.org.



If you would like to see a youth or sibling group for whom you are recruiting included in this newsletter, please contact Jessi Brawley at 314.367.8373 x2236 or jessibrawley@foster-adopt.org.

Family Connections
c/o The Coalition
1750 South Brentwood Blvd., Ste. 210
Saint Louis, Missouri 63144