

FEBRUARY 6, 2019



How to Parent Foster and Adoptive Children with the Five Love Languages

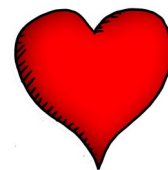
Building Attachments with Love Languages

The Five Love Languages, by Dr. Gary Chapman shares the idea that each of us gives and receives love in different ways. The use of love languages is a way to build bonds with anyone that you care about, but is also a wonderful way to build an attachment with foster or adopted children.

Dr. Chapman feels that each child has an "emotional tank." When a child really feels loved his love tank will be full, but when the love tank is empty, the child will have behaviors. "Much of the misbehavior of children is motivated by the cravings of an empty 'love tank.'" How many of us are parenting children from the foster care system or from an orphanage that are operating on empty love tanks?

What Are the Five Love Languages?

1. Words of Affirmation
2. Quality Time
3. Receiving Gifts
4. Acts of Service
5. Physical Touch



[LEARN MORE ABOUT THE FIVE LANGUAGES OF LOVE](#)

Unleash Your Child's Inner Artist

If you've watched the new PBS KIDS series *PINKALICIOUS & PETERRIFIC®*, then you know that Pinkalicious and her little brother Peter are all about art! Letting your child explore her creative side can lead to benefits, such as improved reading, writing, science and math skills. It also helps children express themselves. Explore these simple, low-cost ways to make art a part of your family's everyday life!

[Find More Ways to Get Creative](#)

Say "I Love You" with Books

Kids start developing a sense of self at a young age. As parents, we want our kids to know that they are loved - and to love themselves. Give your child the gift of a book this Valentine's Day, write a little note in it, and use it as a way to say "I Love You" that he or she can treasure forever.

[Find a Listing of Books](#)

Caring for Children Who Have Been Neglected or Abused

The Child Welfare Information Gateway recently issued a new factsheet titled *Parenting a Child Who Experienced Abuse or Neglect*. Children who have been abused or neglected need safe and nurturing relationships that address the effects of child maltreatment. The factsheet is intended to help birth, foster, and adoptive parents and other caregivers understand the challenges of caring for these children. [VIEW FACTSHEET](#)



Are you ready for graduation and what comes next?

High school graduation season is quickly approaching. Many of you are busy preparing for this milestone, but have you thought about what comes after graduation? Are you and youth in your care prepared for what comes next? Make sure that young people are aware of the services and support available from the Iowa Aftercare Services Network (IASN) for youth who exit foster care near their 18th birthday. These voluntary services are designed to help foster care alumni move toward stability and self-sufficiency in six key areas: education, employment, housing, health, life skills and relationships. Participants meet at least twice month with a Self-Sufficiency Advocate (SSA), who partners with youth to help them address barriers and develop skills to achieve their individual goals. **In addition, needs-based financial support is available to youth who qualify for the Preparation for Adult Living (PAL) program.**

Contact Aftercare Services now!

Aftercare Services should be contacted several months prior to a young person's planned exit from the foster care system. Aftercare SSAs are available to attend Family Team Decision-Making meetings, Dream Teams, or other events related to a young person's transition from care. Involvement prior to discharge helps SSAs build a relationship with eligible youth and facilitates a connection to Aftercare services. Prior to leaving foster care or any time after aging out, call 800-443-8336 to be referred to an IASN provider.

For more info, call the Youth Policy Institute of Iowa at 515-727-4220 or [VISIT THEM ONLINE](#).

STOP SAYING "ACT YOUR AGE"

Lots of experts and parents refer to ADHD as a behavioral disorder or a neurobehavioral disorder, but it's crucial to recognize that it is a developmental disorder, too.

A developmental disorder is defined in the Developmental Disabilities Assistance and Bill of Rights Act of 2000, as a chronic disability that is attributable to physical or mental impairment (check), begins in childhood (check), is likely to continue indefinitely (check), and results in the substantial functional limitations of at least three of the following: self-care (yep), receptive and expressive language (yep), learning (most definitely, yep), mobility, self-direction (yep), capacity for independent living, or economic self-sufficiency (possibly). That, my friends, is also a loose definition for ADHD.

[Read More](#)

What is Early ACCESS?

Early Intervention Services for Infants and Toddlers

Early ACCESS is a partnership between families with young children, birth to age three, and providers from the Departments of [Education](#), [Public Health](#), [Human Services](#), the [Child Health Specialty Clinics](#). The purpose of this program is for families and staff to work together in identifying, coordinating and providing needed services and resources that will help the family assist their infant or toddler to develop and learn.

Services

The family and providers work together to identify and address specific family concerns and priorities as they relate to the child's overall growth and development. In addition, broader family needs and concerns can be addressed by locating other supportive/resource services in the local community for the family and/or child. All services to the child are provided in the child's natural environment including the home and other community settings where children of the same age without disabilities participate.

To learn more and visit their website [click here](#)