

Hoofbeats



News from the Attachment & Trauma Network

Hope and Healing For Traumatized Children & Their Families

May/June 09

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ATN Mission

The Attachment & Trauma Network (ATN) mission is to support families parenting children with trauma and/or attachment issues through education, mentoring, advocacy and local/regional resources and to develop awareness of trauma and attachment-related issues in all child-centered environments (schools, doctors' offices, foster/adopt community,



Join Us
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Flying Change

Healing with Horse Therapy

"Learn. Heal. Thrive."

These three words are probably the best ones to choose as goals for children who are overcoming attachment difficulties. These are also the first words on FlyingChange.Org's web site.

HOW IT WORKS

Flying Change is an experiential program, meaning that clients learn about themselves through taking part in activities. Sessions may include standard activities with horses such as grooming, feeding, riding and ground training, or equine experiential activities similar in nature to ropes-course work. Learning with the horses can also include games, journaling, and art. Clients take part in an equine-assisted activity, and then discuss feelings, behaviors, and patterns. The horse becomes a mirror of the feelings and behaviors the client brings with them. Often clients lack language for how they are feeling or awareness of their emotions and behaviors. **Learning with the horses gives them an opportunity to safely put words to their emotions and own their behavior.**

HISTORY

Flying Change was founded in 1996, making it one of the nation's oldest Equine-Assisted Psychotherapy programs. **Lissa Corcoran, Founder and Executive Director of Flying Change Equine Therapy** says, "I created the program with the belief that the emotional skills developed in relationship with horses could be used to enrich all areas of human life."

One horse, one equine professional and 2 private practice therapists who brought clients to the barn were the humble beginnings of Flying Change. Today, this internationally recognized EAP program is thriving with 18 horses, four

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Piece of My Mind



Julie Beem

ATN Executive Director

I'm quick to notice irony. And it is ironic that the day I sit down to write this, I find myself sitting in one of the most serene places in Atlanta - Simpsonwood Retreat Center, as my daughter does her standardized testing. Those of you who joined us at ATN's first *Parenting Traumatized Children Conference* will remember the peaceful surroundings. The irony is that before noon today my day's plans had changed no less than four times, so

I had no clue that I'd be treated to this moment of peace on this near-perfect day. But, as most of us have learned, we've got to seize the day!

Every year since my older children first signed up for little league, dance and piano, the month of May has been referred to as "May Madness" at our house. It is a time when the schedule is overflowing, the kids all have spring fever, and the parents are juggling much more than usual. And that's just what happens in "normal" families.

For those of us parenting traumatized children, May's madness can be ever so much more maddening. In addition to graduations, recitals and spring sports leagues vying for our time, we have the dreaded Mother's Day and end of school. May Madness can spill over to June as our schedules readjust to school being out and Father's Day approaches. All of these events can be landmines for our families.

Mother's Day, and sometimes to a lesser degree Father's Day, can be reminders of all the losses our families have endured. Many children act out in emotionally unhealthy ways during this time, because of the feelings these holidays dredge up and because of the emphasis the holidays place upon honoring, loving and being attached to parents. At the same time, we parents have our own dreams of the perfect Mother's and Father's Days -- you know what I'm talking about -- the

dreams where our cherubic children give us thoughtful gifts signifying the depth of their love and devotion?!

Instead, there is pain -- pain of our children grieving their "other" parents, pain for our lost dreams, and pain because of the unhealthy ways our children react to their feelings and to their inability to trust and love us.

On the heels of Mother's Day, school is out for the summer, leaving our little darlings who thrive on structure and predictability with a complete change in plans. It also leaves us scrambling to make those plans. We can become almost paralyzed with the fear of spending the entire summer of "free" time at home with a child who is trying desperately to push us away. Or we can feel like we're drowning as we run out of options for what to do with our children who don't "fit" in traditional camps and summer activities, so we can continue to go to work

and conduct our daily lives.

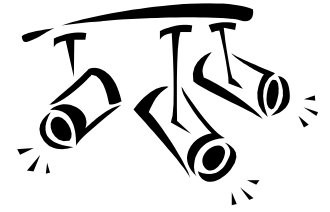
Because each child and each family is in a different place

both geographically and emotionally, I can't offer any magical solutions of how to handle these holidays or your summer break. But here are some basic "rules" I try to follow to manage the chaos:

1. **Be Creative.** A Mother's Day or Father's Day celebration can be whatever works for your family. I know families who avoid celebrating altogether or find a way to celebrate without the children. And think outside the box for summer activities. Perhaps summer is the right time to immerse your child in a new therapeutic intervention. Or maybe that high school or college kid in your neighborhood is looking for work (and just happens to be a child development or psychology major), and would welcome the idea of being a part-time nanny to your child.
2. **Ask for Support.** Communicate your needs to others. Though they may not always be able or willing to help you, the

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Spotlight on Board Member ... Ken Huey CEO of Change Academy Lake of the Ozarks (CALO)



After completing his BA in English, Ken Huey received a Masters degree in Counseling Psychology from Florida State University. He then earned his Ph.D. in Marriage and Family Therapy from Purdue University.

Dr. Huey has been working with troubled youth for 14 years. He

started his career in the helping professions as a therapist in community mental health. He then spent time in a private practice focusing on family preservation/in-home therapy.

As part of that practice he also worked on custody evaluations and provided expert witness testimony for courts in Indiana. Dr. Huey moved to Utah and began work with troubled youth in a residential treatment setting. He joined Provo Canyon School at the beginning of 2003 and was named as their Director of Business Development in June of 2004. He left Provo Canyon in July of 2005 and joined West Ridge Academy as their Director of Clinical Services.

In November of 2006, Dr. Huey launched **CALO** (Change Academy Lake of the Ozarks). **CALO** is a residential treatment center located in Missouri that focuses on issues of emotion, trauma, and attachment. **CALO** treats teens from 13 to 18 years of age. Dr. Huey has presented at conferences around the country on issues of parenting, couples communication, and residential care.

He and his wife, Jo, live in remote Linn Creek, Missouri with their 6 children. Prior to the Huey family arriving in Linn Creek, the population was 280. The Huey family increased the Linn Creek population by 3% (288). Chiggers and ticks are their only neighbors.

Q. What made you decide to start using animal therapy?

A. We were talking with a friend in the industry about programming. He started talking about dogs and the benefits of using them with Aspergers and Autism, and a light bulb went off in our heads at the same time. We spent quite a bit of time researching it and realized that our canine and adoption program simply had to be a part of what we were creating.

Q. When would you choose not to use animal therapy?

A. When we have suspicions that a student will be abusive.

Q. What types of animals do use?

A. Golden Retrievers only.

Q. How do you use animals in your center?

A. Transferable Attachment through the care of purebred Golden Retrievers is a key, cutting-edge treatment aspect of our program. All students at CALO learn life lessons through caring for our Golden Retrievers. Where clinically appropriate, some students have the opportunity to adopt a Golden Retriever and are responsible for feeding, training, cleaning and nurturing their new family member. The adoption process that students go through mirrors the adoption process that families have to go through when adopting a child (home study, petition for adoption, decree of adoption, etc.) All interactions with this animal are used therapeutically. After just a few days, our students have bonded with their animal friend. We talk of how the student's parents feel the same way but with even stronger attachment to the student. As students struggle with poor behavior from the dogs and the difficulties of training the dogs, they are helped to understand those frustrations their parents have felt. The students start to feel empathy for their parents. Empathy is the fertile soil where attachment can grow. This empathy is gained experientially, not through abstract discussion. This empathy and attachment is then transferred to the family relationship.

Q. What is a child's response the first time they are introduced to animal therapy?

A. Either they see only chores and get annoyed or they love it from the start. Not a lot of in-between. Those that initially are not excited almost always buy in given some time.

Q. Are children ever resistant to animal therapy?

A. Just in terms of the chores. Once in awhile we

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Animal Therapy from a Parent's Perspective

by Kelly Killian and Dalyn Derzon

Kelly Killian is an adoptive mom to two children. Tom, age 16 adopted at age 6 from foster care, and Savannah, age 7, recently adopted from a disruption.

Kelly's Perspective:

Animal therapy can take various forms and incorporate different animals into the therapy. Children who have not succeeded in other types of therapy or treatment may benefit from working with animals.

The therapy may consist of riding horses, grooming animals or handling their care and feeding.

Our son participated in therapy that encompassed all three components. While in residential treatment, he was able to take advantage of the horse therapy that the center uses as part of the program. The facility is set up as a ranch and has a horse stable on the premises. Residents are able to ride mini horses as well as full size horses. The initial part of the therapy requires the boy to maneuver the horse through an obstacle course. This teaches the boys control, problem solving and anger management. If the horse is not following the boy's instructions, the boy must decide how to make changes in how he is handling the horse.

At this particular facility, the residents may also be employed at the horse facility. This involves the daily care of the horses including cleaning stalls, feeding and grooming. Because these are animals, the jobs must be done properly and the boys receive direction, correction as well as a grade for their work. Work not done properly must be repeated until it meets the required specifications.

The boys learn control by being gentle with the horses during grooming. It must be done in a particular manner and cannot be rushed. In addition, the boys learn to take constructive criticism, and develop skills that can be helpful as they transition into the workforce.

We have seen changes in him. He is willing to admit mistakes that he has made, takes correction much less defensively and is making an effort to control his anger in a more responsible manner.

Dalyn Derzon is the guardian and adoptive mother to eleven children, seven of whom joined their home after their first adoption disrupted. Each child has special needs of some form. Dalyn was confident enough in the changes that her children made through the horse therapy they participated in at Touching Smiles that her family has purchased a horse to have therapy available to their family at all times.

Children who have not succeeded in other types of therapy or treatment may benefit from working with animals.

Dalyn's Perspective:

Dalyn explored animal therapy because of a healing experience she had after a serious car accident. After months of both physical and emotional healing, Dalyn spent time with a horse and felt her emotional health drastically change. She thought the same might happen with her children, and she was right. Her children began to respond almost immediately. Here are her notes:

Sydahna (16) - After one month: completes chores without skipping steps. Previously did a half-job on EVERYTHING. At the ranch, she is responsible and does exactly what she has been taught to do (watering the horses, bedding them, correct hand/body placement w/horses.) Syd also has made herself vulnerable at the ranch by admitting she does NOT know it all. This is absolutely HUGE.

Oleeyah (11) - when she came the U.S. she did not speak English, was angry beyond description, and exhibited no empathy--for herself (suicidal/homicidal). Within one month of equine therapy, her trainer asked her to stand up on her pony. Oleeyah was able to convey to us the question, "Will it hurt my pony?" First time

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A Different Form of Equine Therapy

Sheryl Kress-Griffin loved horses when she was a kid. When she finished nursing school, she rewarded herself by buying a horse. When her two youngest children were toddlers, they witnessed a horrific accident where an 18 month old girl was trampled by a large horse. When that happened, she was afraid to have her children around horses, and sold her horse.

As her daughter was growing up, she became with enthralled with horses, too. She wanted a horse of her own. Sheryl thought that a miniature horse would be safer and not so intimidating, and she found an adorable picture of a mini for sale on the internet.

Sheryl and her children drove more than two hours to meet the horse and adopted him. That was Blaze. The breeder told them about how he would take the horse's half brother, Half Pint, on trips to area nursing homes. She thought that was a wonderful thing to do, and eventually decided to share the joy of minis with others, too. Sheryl adopted another horse from the same breeder, Bambi, and just last year, even adopted Half Pint, who originally inspired **Touching Smiles**.

Touching Smiles is a 501(c)3 nonprofit organization using miniature horses to provide animal assisted activities and therapies. They also serve as a small scale rescue for abused or neglected miniature horses.

Their program consists of a touch type of therapy – visitors touch, groom, hug, and sometimes walk with the horses. Many people have never had the opportunity to be so close to horses. Some are afraid of full sized horses so for them, miniatures are much more approachable. Some people see them and exclaim that they are baby horses, but they are not. Miniature horses are a breed. They are not ponies. Minis are proportionately like horses, but smaller.

Touching Smiles' staff is comprised entirely of volunteers. There are no paid employees nor is there a fee for the services; they are completely funded by donations.

They are in the midst of expanding their program to include therapeutic riding. They have recently acquired a Pony of the Americas that we can use for children to ride and are working to become North American Riding for the Handicapped Association (NARHA) certified.

Touching Smiles also acquired a small horse trailer last year. They are currently pasture-bound; visitors come to the farm to visit them. When they can obtain a vehicle capable of pulling the trailer, they will be able to bring the minis directly to nursing homes, schools, and facilities for the disabled.

Animal assisted therapies have been proven to be beneficial for people with physical, mental, and emotional disabilities. Coordination improves, muscles strengthen, anxiety decreases, verbalization increases, and general quality of life improves with the help of animals. We have seen people who had previously been afraid of animals openly hug, laugh, and hold our minis. We have also seen visitors who had language and emotional problems open up around the horses; conversation flows and barriers come down when they are with the horses. Visitors smile, laugh, and are excited to be on a farm and close



to the horses.

Sheryl had been told by a representative from an adult rehabilitation center that, frequently, disabled adults are not welcome when their groups go on outings. Sheryl responded "They appreciate what we do because we *invite* the groups to come visit with us."

When asked about the therapy, Sheryl said, "Kids don't realize that this is therapy - it's too much fun to be therapy! The kids that we have met with have been excited to be so close to horse, especially ones so small. They are at their level! Kids show no fear, so we watch very closely to make sure that everyone is safe. We had a boy visit with us once who seemed afraid, at first. He stayed to the side and watched, but soon, he was

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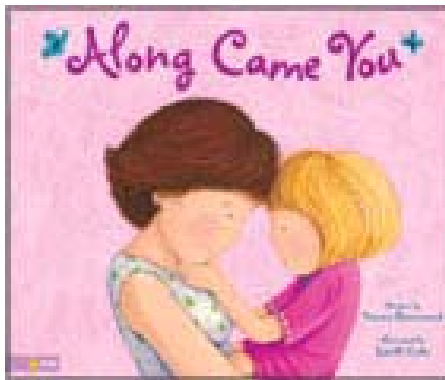
ATN Book Reviews

Each month we feature two books — one for parents and one for kids.

This month's books/DVDs are reviewed
by Kelly Killian, ATN's Membership Director.

Along Came You by Karona Drummond

Our family received this book as a gift for our daughter's adoption. It is a wonderful book that celebrates the addition of a child into the home. It is one of the few books that does not talk about that child as an infant or mention the child being born into the family. The mother and daughter do not look identical, making it an option for parents who have adopted children who do not "match" them. In the book, the mother is brunette while the daughter is blonde. Even the shape of the nose and nose is different, which can open discussions on how parents and children do not always look alike.



Each page begins with "Before you..." and continues on with an "After you..." with a positive message to the child. "Before you, my world was quiet. After you, there is joyful noise." Each page talks about the changes that have happened in the house, but in a positive, affirming, and fun way.

The pictures are brightly colored and show a mother with her daughter. This makes the book

ideal for a single mother who has adopted, or a couple who has adopted. There are no pictures of a couple or a male figure, so it may be limiting for some families, but the message is the key to our kids. The book jacket is lightly textured and may appeal to children with sensory issues.

The words and repetition make it easier for younger readers to read alone with assistance. The book lists the ages of 4 – 7 as the target "audience" but children who are emotionally younger than their chronological age may still enjoy the book.

Our daughter loves the book and reads it daily. It is certainly a treasured gift from her adoption and will remain one for quite a while.

For ordering information <http://www.zondervan.com/Cultures/en-US/Product/ProductDetail.htm?ProdID=com.zondervan.9780310715085&QueryStringSite=Zondervan>

Did you know.....?

ATN has a lending library with hundreds of titles of books available for you to borrow. This is one of the benefits of your membership.

Our library features a vast array of titles and subjects by a wide selection of authors. Some of the authors you are familiar with. Nancy Thomas, Dan Hughes, Deborah Gray, Martha Welch, Katharine Leslie, Dan Siegel, Foster Cline, Greg Keck and Regina Kupecky just to name a few.

Because not all children are dealing with attachment issues only, our lending library extends far beyond those on attachment parenting. Other topics include Fetal Alcohol issues, Bi-Polar disorder,

Sensory issues, Culture integration/Transracial adoption, ADD/ADHD, abuse and trauma, and many other topics.

Each issue of our newsletter spotlights a book for parents. Each book profiled is available through the lending library.

The majority of the cost of the lending library is absorbed by your annual membership fee. The only additional cost is the cost to ship the book (s) to you. The cost of postage is far less than the cost to you of purchasing the book.

To learn more about the lending library, or to see if a title you are interested in is in the library, contact Kelly Killian at Kelly@radzebra.org.

It's Not Just Horsing Around with Defiant Kids!

By Terena Thomas

This DVD and workbook set are designed for the person who is interested in doing horse therapy with their own children, or who are interested in beginning a horse therapy program for others. This set is NOT intended for people who are beginners and have no knowledge of horses going in. Simply having ridden a horse or have done some grooming is not enough knowledge and experience to implement this program.

The set consists of four DVDs and a 166 page workbook that corresponds with the DVDs. The program very intricately details the lessons you will institute with the child. The workbook gives written instruction on the lessons, with the DVDs giving visual instruction.

There are several aspects of this program and workbook that are critical to anyone who wishes to start a horse therapy program. First and most importantly is how to choose the right horse for the children you will be working with. It includes ten pages of things to look for in the horse to be sure that you are getting a horse with the right temperament and health to work with the children.

The appendix of the book contains a glossary of horse terms along with a detailed horse assessment for each horse that you look at. This is not a decision to be taken lightly or to be made emotionally. Additionally there is a "scoring" sheet for you to score the horses temperament in various areas as well as a list of all the supplies you will need to care for the horse and implement a riding therapy program.

Should you choose to start a riding therapy program, there are sample release and consent forms, but I still urge you to discuss this with

both an attorney and insurance agent before beginning a program. Remember that the laws of each state vary greatly.

Even if you will not be the one instituting the program and are simply interested in having your child participate in a riding program, there are coloring sheets and worksheets that will be valuable to you and your child. They include learning about basic horse anatomy, as well as the parts of the bridle and saddle and how to tie the ropes used in riding.

A bonus feature on the DVD is a presentation that Terena has done on Reactive Attachment Disorder. For those of you that are looking something that explains RAD and helps the "outside world" to understand what you deal with and why you parent the way you do, this is an added benefit.

Terena is the daughter of Nancy Thomas, and has successfully worked with children through her organization, Hooves for the Heart.

<http://www.caninecountryschool.com/hooves.htm>

The DVD and workbook set retails for \$89.95 and can be ordered through Families by Design.

http://www.attachment.org/mm5/merchant.mvc?Screen=PROD&Store_Code=attachment&Product_Code=113

If you are unable to afford the set, members can borrow it from the ATN lending library. E-mail Kelly, Kelly@radzebra.org, for lending library information.



Help Wanted: Book reviewers.

If you or your adoptive child have read a good book, write a review (250-400 words) and include a link to where you found the book and email to membership@radzebra.org.

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she cared about anything.... She quickly changed at home, her English improved tenfold, and she.....smiled.

Robyn (13) - Robyn loves spending time with me with my horses. I did not expect this at all. When she told her dad about her day at a ranch with me, she cried as she described how much she loved spending time with me. Not only do horses have their own intrinsic healing powers, a ranch builds relationships between all who work together.

Dalyn (50+) - I suffer from agoraphobia. I find myself spending hours at the ranch without watching the clock or feeling that overwhelming panic, "I have to go home. Now!" I am outdoors again after isolating myself at home since 1995. I'm not sure where this is going to lead me, but whether we groom, work, or ride I feel alive. I feel...myself.

And already **Anastazia (3.5)** - last month scared to pieces of the horses. Now, she grabs a grooming tool right out of the bucket and tries her best to groom Lester. When asked to get down after a ride in Lester's cart, Ana

refused. Ana suffers from major attachment issues and we already see HUGE improvements at home....and lots of 'real' smiles.

The other eight children just haven't had the opportunity to spend as much time at the ranch....yet.

I believe in my heart that horses 'talk' to people that are hurting or have an emptiness inside. A horse smells good, appreciates a good grooming, will take care of you, will test you, will greet you, and when you ride you feel not only a deep companionship with a beautiful animal, but also a RUSH of 'life.'

Equine therapy works! I do not understand the dynamics, but I do understand the results. I didn't expect equine therapy would benefit me nor did I expect the special relationship that is developing between each child and me just by spending time with these beautiful animals. This gift of equine therapy blows me away.

ATN Professional Member Directory

These professionals believe in ATN's mission and have joined us as Professional Members.

Attachment Institute of New England

Worcester, MA
508-799-2663

www.attachmentnewengland.com
Therapists: Ken Frohock, LMHC, LPC
Peg Kirby, Psy.D.
Joseph Lyons, Psy.D.
Suzanne Allen, Ph.D.

Center for Attachment Resources & Enrichment (C.A.R.E.)

Decatur, GA
404-371-4045

www.atlantaattachment.net
Therapists: Barbara S. Fisher, M.S.
Janice Turber, M.Ed.

Lawrence Smith, LCSW

Silver Spring, MD
301-588-1933
lbsmith@md.net

Parenting with Pizzazz

Silverthorne, CO
970-262-2998
Therapist: Deborah Hage, MSW

The Attachment & Trauma Network (ATN) recognizes that each child's history and biology is unique to that child. Because of this we believe there is no one therapy or parenting method that will benefit every child. What works for one child may not work for another child. Many children may benefit from a combination of different parenting methods and/or treatments. We encourage parents to research different treatments and parenting methods in order to determine what will work best for their unique children. And we encourage you to use the resources referenced on our website in your research:

www.radzebra.org



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EAGALA-certified equine professionals, six licensed therapists, two corporate teambuilding professionals and pioneering programs in the fields of mental health, human development, education and animal welfare.

“One by one, children, adults and their families are discovering the dynamic power of learning new ways of living through interactive experiences with horses,” says Lissa.

Flying Change continues to further its mission and provide services to even more populations. To accommodate its growing services, in 2007 Flying Change expanded to include a fourth facility, Fruition Farm.



To learn more, contact:

Lissa Corcoran
Executive Director
Flying Change Equine Therapy
(404) 512-0834
www.flyingchange.org



Other Equine Therapy Resources

North American Riding for the Handicapped Association NARHA
find a facility

<http://www.narha.org/Regions/region.asp>

Equine Facilitated Mental Health Association
<http://www.narha.org/SecEFMHA/WhatIsEFMHA.asp>

Hooves for the Heart
<http://www.caninecountryschool.com/hooves.htm>

Touching Smiles Equine Therapy
<http://www.touchingsmilesequinetherapy.org/>

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right in there with the other kids. He joined in when he felt comfortable. He had a great time!”

Sheryl told the story of a boy named Daniel who came to the farm. “He didn't like animals or being outdoors, but you never would have known that, seeing him with the horses and dogs at the farm. He was always laughing and hugging them. He asked lots of good questions - ones that I didn't always know the answers to, but I looked them up for him by the next visit. He was fun.”

Not everyone responds to therapy though.

“I would think that animal therapy wouldn't work for absolutely everyone, but we haven't met with any child yet who didn't love the horses. We had an adult autistic man who did

not want to participate. He wanted only to sit at a picnic table. One of the dogs went to him, and he did pet the dog, but he did not want to come into the barn.”

However, sometimes the animals can reach children that other therapies cannot, “The parent of a girl with an eating disorder told me that the girl was tired of going to doctors' offices. He thought that this type of therapy would be enjoyable for her. It was to be something she could look forward to. I think that when kids are with animals, they relax - it's not a clinical setting, and that, in itself, removes barriers.”

To learn more about Touching Smiles, visit their website.

<http://www.touchingsmilesequinetherapy.org/>

get a student who never really gets excited about the human-dog interactions. This is less than 5% of our kids I would say.

Q. How do you assess whether or not a child is ready for animal therapy?

A. We have a canine specialist guiding that process with input from an entire treatment team. We have written documentation of a home study and foster care experience. We monitor closely how our kids are doing with first interactions with the dogs and then increase those interactions as makes sense.

Q. What benefits have you seen?

A. I have a letter from a CALO graduate hanging on my wall whose story captures the essence of what our canine program can do for our students. This young girl was running away from home. She had early sexual experiences with multiple partners and very intense anger problems. She had no relationship with her mother. At the end of treatment she said about the canine program, "CALO is the place I started my first real relationship, and that was with Bear (a large Golden Retriever she eventually adopted)." She then talked about how she learned lessons from caring for Bear of unconditional love that have made it so "I love myself, I love my mom and I love people. I used to look straight through people and not see them. I didn't want to trust or want them to give trust. Being here at CALO saved my life. I no longer want pain to comfort me but my mother's arms."

Q. Is animal therapy used on its own, or in conjunction with other therapies?

A. At **CALO** relationships are the primary change agent. All treatment is connected to and motivated by relationships. Relationships with family, **CALO** staff, and **CALO** peers are what drive change. Since family relationships are primary, we do not accept students into our program; we accept families into our program. We want and encourage our families to be highly active in the **CALO** program and the change process. The parents are an integral part of the treatment team and we require their intimate involvement. The treatment team consists of family, student, recreation therapist, the student's therapist, academic staff, and residential coaches.

If relationships are king, students need much interaction with **CALO** caregivers. Our student-to-staff ratio is no more than 1 to 4 during waking hours and 1 to 8 during sleeping hours. During waking hours our staff are in constant communication and contact with the students, coaching them in all aspects of the program. During sleeping hours, staff are awake throughout the night watching over the students.

Family Relationships-

We request that students' families be on our campus at least once every 8 weeks. During these visits and family therapy sessions, family relationships, and parenting are directly coached. Attached parenting is modeled and parents are directly coached on how to utilize and implement therapeutic touch, how to coach change, and how to maintain rhythms in the home.

Staff Relationships-

Staff relationships are utilized for their mentoring power. Our residential staff maintain the daily rhythms (schedules and structure) within the program and provide the students with a safe environment, which allows them the opportunity to be vulnerable and open themselves up to healing and the possibility of true attachment.

Therapeutic Relationships-

Therapeutic relationships create a desire for change in the lives of **CALO** students. Our therapists are an active part of the **CALO** program. They also facilitate group, individual, and family therapy.

Peer Relationships-

We use the strength of positive peer relationships. While it is not our central change agent, due to the intensity of our students (they need a more staff-driven model), we do use positive peer dynamics within the community to promote accountability and leadership amongst our students.

Recreational Therapy/Experiential Successes -

Located on the shores of Lake of the Ozarks, adolescents are provided a number of aquatic and outdoor therapeutic recreational activities. It is intended that students will struggle against water and other outdoor challenges and overcome them with the help of staff and family; learning lessons of trust, bonding, confidence, and self-reliance in the process.

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better you get at asking for help, the more help you'll find. Be clear and honest with your spouse about what you need at Mother's Day or Father's Day to make it bearable. And be open with your friends and family as well. While trained therapeutic respite is what our families truly need, finding someone with the willingness to learn can be worth its weight in gold. Can't find respite? Create your own! And don't forget to turn to your support groups during this time just for the chance to vent.

3. **Take Advantage When Opportunities Present.** Just like I took advantage today at my good fortune to have some quiet time, you, too, will find opportunities to get your tank filled. Most of our exotic vacations have flown out the window when the therapy bills started flying in. And the thought of packing the kids in a car for a long trip is terrifying. So, keep your eyes open for opportunities. Just last week our older daughter (who will be leaving for college soon) offered to take our younger daughter to the movies with her friends. This is a rare invitation, but always welcomed. I realized after they had left (and

the house was strangely quiet) that my husband was returning from a business trip that night. So I called him and arranged for us to meet for dinner – voila – a dinner date!

4. **Don't Forget to Laugh.** More than any other tool for our emotional health, I find that laughter is the one that keeps me sane. And it has the added advantage that it can happen anywhere, without expensive gym memberships, and doesn't take a lot of planning. Find the humor in your life's absurdities. If you can't find something to laugh about in the next 24 hours, seek immediate mental health interventions...for yourself.

Please know that the staff of ATN feels your summertime anxiety. I will be encouraging all our volunteers to more actively participate in our Online Support Communities and help to coordinate local support meetings/dinners/gatherings throughout the summer. If you participate in a local support group holding events over the summer, or would like to start one and invite ATN members, email the particulars to me (julieb@radzebra.org) and we'll get the information posted to our website.

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Q. If a child is able to bond with an animal, are they then able to better bond with a parent?

A. Almost always. They gain empathy during this work that almost always translates into better understanding and appreciation of their caregivers.

Q. Are there children who are unable to respond to animal therapy?

A. Yes, on occasion. We have had a few who were so sexually abused that they showed signs of being inappropriate with the canines and we had to curtail their involvement.

Q. How/when has animal therapy succeeded where other methods have not?

A. When kids cannot tolerate human touch, dogs are much safer. When kids are just too closed to be approached by adults or peers, dogs are much more approachable. With profound trauma, dogs work. With moderate trauma, dogs are still a tremendous intervention, and we can make great strides.

ATN News

- ◆ Starting July 1, 2009, ATN's online support communities, "the lists" will become Members-Only. This move will help ATN quantify the size of the attachment & trauma community and the number of families who need services, support and advocacy. Donors and the public don't always perceive attachment disorders and trauma as impacting as many families as they do. This change will also allow us to link families locally and regionally and provide more educational, support and advocacy services where our families live. *A limited number of scholarships are available to reduce membership dues for families experiencing financial hardships.*
- ◆ ATN's online store is OPEN! Currently we have MP3 files available from our 2008 *Parenting Traumatized Children Conference* for immediate download. Recordings from 2006 & 2007 will be added soon.



What is the Attachment & Trauma Network?

ATN is the only international organization for parents and caregivers of children suffering from trauma and the resultant disorders of PTSD, Reactive Attachment Disorder and attachment difficulties. We provide support, education, information and advocacy for families. ATN provides both individual and professional memberships as follows:

Individual Membership (includes parents, grandparents, teachers, caregivers, social workers and others interested in the welfare of these children) **is only \$35 annually, runs July 1 – June 30 and you receive:**

- an informational packet on Trauma and RAD.
- a year's subscription to the bi-monthly *Hoofbeats* newsletter
- access to on-line directory, lending library, past issues of newsletter and other member-only benefits.
- Access to ATN's online support communities.
- Discounts on ATN-sponsored events.

Professional Membership – Sole Practitioner is for individual therapists or other professionals in solo private practice. **Membership is \$125.** Along with other benefits, Pro Members are recognized on our website and in this newsletter. Log on to <http://www.radzebra.org/Join.htm> for more information.

Professional Practice Memberships are for organizations with two or more therapists or professionals. **Memberships are \$250 annually.** Along with other benefits, Pro Members are recognized on our website and in this newsletter. Log on to <http://www.radzebra.org/Join.htm> for more information.

How to Join? Online: www.radzebra.org/Join.htm to pay with credit card or print form for mailing.
Mail: form and check/money order to P.O. Box 164, Jefferson, MD 21755.
Phone: 240-357-7369 to join over the phone.
Fax: form and cc information to 301-473-9399.