

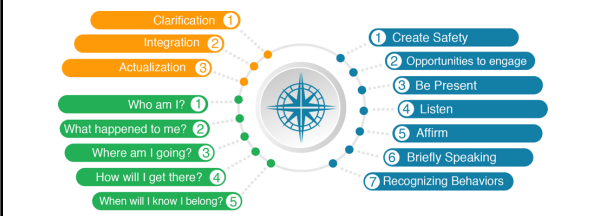
 357 Model®

Healing Losses through Strengthening Relationships

Part Seven—Actualization: Finding Safety in Relational Permanence



Core Components of the 3-5-7 Model®

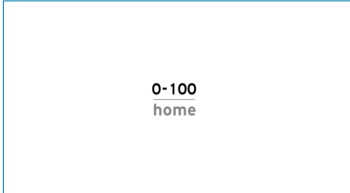


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Section 1: Defining the Actualization Task

Video: What Does Home Mean to You?



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What Actualization is Not

- Finalizing a "match" before the young person is ready to move forward in a new caregiving relationship
- Choosing caregiver families who will not honor the importance of the child's family
- "Skipping over" Integration work

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Actualization: Getting to Readiness

- The sense of feeling safe
- Access to people who can meet our needs
- Claiming of identity with a family and a feeling of belongingness



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Video: A Kids Book About Belonging



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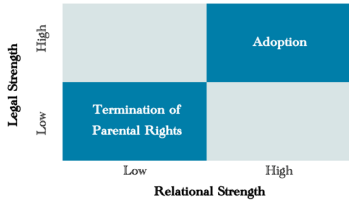
Section 2: Exploring Permanence

Defining Permanence

Legal	Relational
Legal permanence is when a child is in the care of an adult or family who has made a commitment to care for and to support the child up to and beyond the age of majority. Legal permanence is assumed to result in enduring, life-long connections with parental figures.	Relational permanence is a life-long, mutual connection between a young person and an adult in a caregiving role where the caregiver is unconditionally committed and provides emotional support, safety, stability, and a sense of belonging.

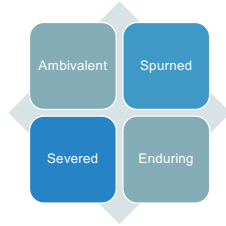
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Balancing Legal and Relational Permanence: Making Assumptions



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Types of Relational Permanence



Perez, A. G. (2017). Classifying Relational Permanence among Young Adults who Exited Foster Care through Legal Permanence as Adolescents. Families in Society, 98(3), 179-189.

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Recognizing Relational Permanence



Break Out Groups

- Group 1: Ambivalent
- Group 2: Spurned
- Group 3: Severed

Consider a case or situation where you observed the type of relational permanency described by the type assigned to your group.

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| Participant Handouts

Ambivalent
(Perez, 2017)

In-tact relationship with caregiver

Mixed feelings about relationship with caregiver

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Spurned
(Perez, 2017)

Affectional tie to caregiver that conveys permanence

Commitment goes only until age or event to leave home

End of living arrangement results in feelings of unwantedness

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Severed
(Perez, 2017)


Describes relationship in a mixed affective tone

Relationship cut off by caregiver

Belief that caretaker used legal permanence to promote self-interests

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Group Report Out



**Break Out
Groups**

Group 1: Ambivalent
Group 2: Spurned
Group 3: Severed

- What did you observe about the caregivers?
- What was the impact of this type of permanency on the youth?
- What other observations do you have about the case you are thinking about?

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Enduring (Perez, 2017)

Viewed caregiver as primary parental figure

→

Felt a sense of peace, consistency and belonging

Perceived caretakers were committed for the long term

→

Used a consistent, positive affective tone when talking about caregiver

Caregivers used authoritative parenting style

→

In tact relationship with caregiver

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Key Relational Dimensions

- Felt loved and/or cared for
- Perceived caretaker commitment
- Caretaker openness to biological family
- Felt sense of belonging
- Received caretaker support

**Presence of
4 of these 5
dimensions was
most often
associated with
enduring
relational
permanence**

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Section 3: Moving Toward Actualization

Conceptual Question Related to Actualization

-How will I know I belong?

- Permanency
- Safety
- Well-being



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Anchor Points Supporting Movement to Actualization

1. Recognizing birth parents as the foundation of permanency
2. Identifying relationships with people of importance
3. Exploring how important relationships will be preserved
4. Supporting the child/youth as they begin to accept caregivers who are not birth parents

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Anchor Point #1:
Recognizing birth parents as the foundation of permanency


- Do not diminish the importance of the connection
- Allow birth parents to meet unique needs
- Remember they already have a family



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Anchor Point #2:
Identifying relationships with people of importance


- Loyalty demonstrates strength of the relationship
- Cutting off old relationships does not speed up new attachments
- Work to preserve and honor the goodness in parental relationships



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Anchor Point #3:
Exploring how important relationships will be preserved

- Be willing to challenge our assumptions and avoid judgements
- Reconsider "goodbye" or "final" visits




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Anchor Point #4:


Supporting the child to accept new caregivers

- Allow the clarification and integration work to lead to allowing others to care for them
- Provide information for youth to make decisions about the role of people in their lives



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Family Networks




Group Discussion


- How many family networks are connected to?
- What does it feel like to be connected to more than one family?

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The "Trap" of Stability



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“Family is there with you regardless, for whatever. Even if you’re wrong, they’ll still go to bat for you.”


“A family is somebody you can just feel real comfortable with, no matter how you act, no matter what you do.”

“What’s on paper isn’t what is important to me. But I did want a relationship where the bond was really strong.”

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Closing



Readiness Continuum

	WAG 2018 BENCHMARKS	WAG 2023 BENCHMARKS
	Non-Child	Domestic Child
Clarity	Views self as primarily an adult/caregiver/other identity first, abilities and preferences, feels confident and has had limited opportunity to explore interests.	Breaks external request in exploring events of life, has given a demonstration about work leading to separation from family.
Integration	Open to exploring interests, beginning to identify likes, dislikes and preferences.	By getting understanding about the reasons for separation from parents, with questions and seeks information obtained in events, can share with others what they know about events.
Amplification	Can identify positive qualities about self, feeling more accepted and self-fulfilled in various social contexts.	Beginning to explain feelings about the events of their lives and the role of various people connected to those events.
	Beginning to explore self-identity when engaged with others and has different ideas and preferences between the young child and the adult/caregiver/other identity.	Has greater understanding about how the actions or reactions of others may influence the events or decisions about themselves and others.
	Wants to identify interests or accomplishments, can begin to see self as a person that is considered with their values, talents, and interests.	Able to give meaningful descriptions of the events, decisions about how people impacted by them will fit into their own meaning framework.
	Views self as being worthy, has confidence in ability to take plans toward their goals.	Expresses acceptance of the work and can describe their own work, how it impacted the events, and can tell others their story.

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Coming Up Next

1. Overview of the 3-5-7 Model®
2. How Storytelling Encourages Healing
3. Using Activities to Engage Children and Youth
4. Using the Tools of the 3-5-7 Model®
5. Clarification: Seeking the Answer to Why
6. Integration: Creating Well-Being through Relationships
7. Actualization: Finding Safety in Relational Permanence
8. Supporting Youth-Driven Decision-Making

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