

THE INTERVENTION OF THE SOCIAL EDUCATOR IN THE INTERNATIONAL ADOPTION

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. Between 2003 and 2007, 23.034 minors came to Spain in International Adoption. Spain is the 2nd country of the world in number of International Adoptions.

The origin depends on several factors:

- Political and administrative situation of the native land.
- Existence of an accredited ECAI
- Media moment

The countries of origin with major number of adoptions are:

- China
- Russia
- Romania
- India
- Ukraine
- Colombia

CHARACTERISTICS OF THE CHILDREN

- Different Ages (From 0 - 18 years old).
- Different cultural & ethnic backgrounds.
- Institutionalised and previous fostering &/or adoptions.
- They have suffered from physical abuse & neglect.
- They have lived through the traumatic experience of being abandoned.
- They are children who have problems adapting and are behind in their schooling.
- They suffer from various health problems of different consideration.
- They are psychologically vulnerable.
- They are children that are hurt emotionally & physically.

WATH THE CHILD BRIGS ALONG WITH HIM / HER

Institutions

Physical Abuse
& Neglect

Lack of
stimulation in
many
different
ways
Economic
Nutritional
Emotional

Traumatic
experience of
being abandoned
No Sense of Self
Value
Identity Problems

EMOTIONAL ATTACHMENT

- Idealisation &/or discrediting of biological parents. descalificación padres biológicos
- Loyal conflict & attachment to biological parents.
- Fear of being abandoned again.

BEHAVIOURAL PROBLEMS AND DIFFICULTIES IN ADAPTING

Learning Difficulties

- Physical Development
- Learning Difficulties
- Motor skills

They are very vulnerable psychologically with behavioural and learning problems.

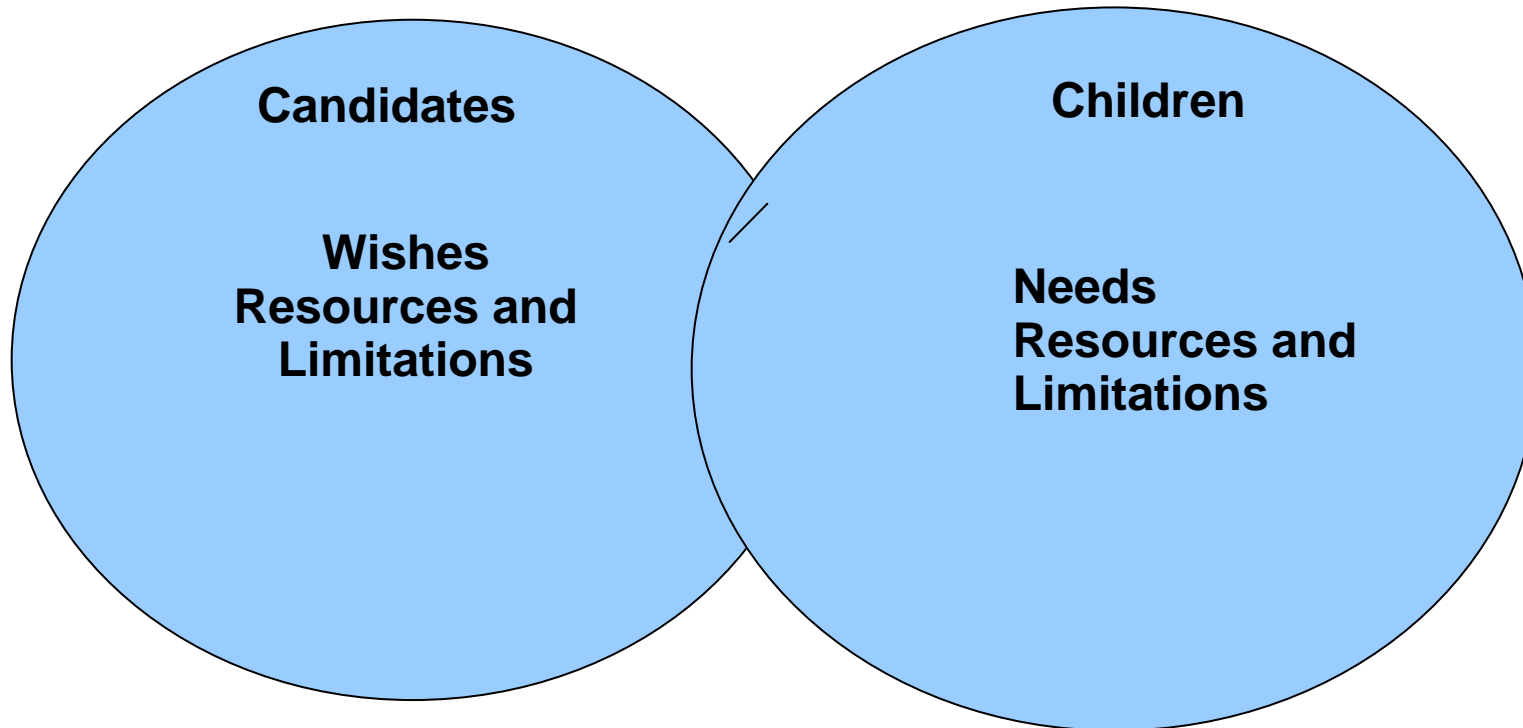
To understand adopted child

- The adopted children have had a very different past compared with other children; therefore, their reactions and behaviours will be also different.
- They do what they learned.
- Their reactions are often disproportionate.
- They feel worried over separations and changes.
- They are excessively afraid to repulse and abandonment.
- They have regressions.
- They need to understand and to assimilate their origins.

STAGES OF THE ADOPTION

- 1.- The stage of “matching”, previous of the arrival of the child.
- 2.- The arrival of the child at the home.
- 3.- The process of adaptation
 - Issues to consider:
 - * The age of the child
 - * Circumstances of each child
 - * Characteristics of the child's personality
 - Educational support throughout the process.
 - Guidance.

MATCHING



**Preparation: to change
the image
from the imaginary child
to the real one**

**Preparation: For grieving
the loss of their birth-family**

- **The arrival of the minor home**

- **Influencing :**

- . Family and social acceptance
- . Characteristics of the child

- **Which implies:**

- . Adjustments and changes

Adaptation process

For children, changing :

- Their previous habits
- Customs
- Their way of relating

For parents, changes :

- Their daily habits
- Their leisure time
- Schedules

Children needs

- - Information
- - Comfort / support
- - To be able to feel scared, anxious, worried, angry, etc...
- - To hear and to see that, though they feel angry, furious or sad, they have to express these feelings so that they do not hurt themselves or other persons.
- - Time to adapt.

Situations that interfere with the adaptation process.

- **The child is old**
- **To have suffered ill-treatment**
- **To have suffered a long institutionalization**
- **To go through failed welcomes**
- **To support affective links that are harmful to his development**
- **To have acquired inadequate conducts (aggressive or of isolation) that interfere with the establishment of new affective links.**

We Should encourage the child to achieve the following:

The Child should be able to:

- Adapt to his/her new family and feel accepted as part of this new family.
- Know & accept the norms & rules of the new household.
- Discover & learn a new way of life.
- Establish stable and long lasting family ties.
- Establish certain levels of communication and social habits.
- Share his/her previous experiences.
- Come to know and integrate and enjoy his/her new environment.
- Adapt to this new environment (school, area etc.)
- Come to know and use the resources he/she has to hand.
- Establish new relationships with his/her peers.

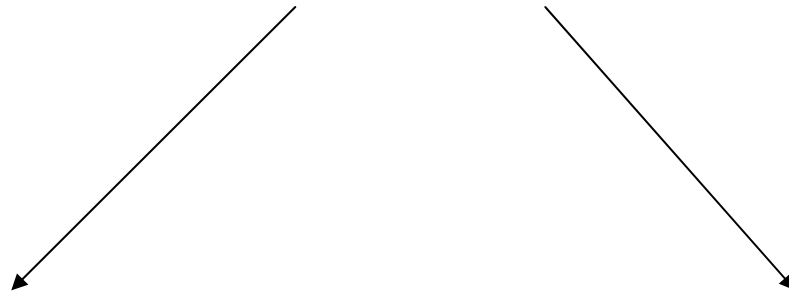
What should the family achieve?

The family should:

- Adapt themselves to the child and to the adoption process.
- Respect the previous family history of the child in question.
- Help & support the child in whatever way they can to ease his/her sense of anguish and understand his/her own history.
- Understand his/her characteristics and respect his/her own pace in adapting and his/her own particular needs.
- Provide the necessary material needs, like health, educations as well as providing lots of love and care.
- Establish achievable short term goals and norms.
- Adapt to the changes in the dynamics of the family.
- Adapt their demands & goals to the rhythm and learning capacity of the child.

FLEXIBILITY

Equilibration



Child's participation in the process

Setting limits

Respect to the educational model of each family

Technical support to the family to optimize the process

THE FUNCTIONS OF SOCIAL EDUCATOR

- TO ANALYZE FAMILY CONFLICTS FROM THE VIEW OF ALL PEOPLE INVOLVED.
- TO ANALYZE AND INTERPRET THE AFFECTIVE RELATIONSHIPS FIELDS
- TO PROPOSE STRATEGIES FACED WITH DIFFERENT CONFLICT THAT CAN EMERGE
- TO HELP PARENTS TO UNDERSTAND AND INTERPRET THE CHILD,S BEHAVIOUR AND BACKGROUNDS.

THE FUNCTIONS OF SOCIAL EDUCATOR

- TO HELP PARENTS TO RECOGNIZE THE DIFFICULTIES THAT CHILDREN FACE IN THEIR DALY LIVES CONCERNING WITH LANGUAGE, CULTURE, ADN THEIR PREVIOUS BACKGROUNDS AND THEREFORE ,RECONIZE THE GREAT EFFORT THAT THEY HAVE TO MAKE IN THEIR EVERYDAY LIFE.
- TO TRANSMIT THE FAMILY NORMAL PROCEDURE TO THE FAMILY WITHOUT USING A PSYCHOLOGICAL APPROACH.
- TO GUIDE ADOPTIVE PARENTS ABOUT HOW TO DEAL AND TREAT THE CHILD ABOUT ADOPTION SUBJECTS AND THEIR BACKGROUNDS AND PREVIOUS LIVES.

THE FUNCTIONS OF SOCIAL EDUCATOR

- TO EVALÚATE THE PROCESS OF ADAPTATION IN A GLOBAL WAY AND IF IT IS NECESSARY TO ORIENTATE TOWARDS SPECIALISED RESOURCES
- TO CARRY OUT AND REACH THE ADMINISTRATION AND MANAGEMENT ARRANGEMENTS ACCORDING TO THE LAW. AND THE DIFFERENT LAWS OF THE FOLLOW UP.

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**ALL STUDIES INDICATE
THAT WHEN WE ARE PERFORMING
THIS TYPE OF GUIDANCE, THE LEVEL
OF SATISFACTION, THAT THE PARENTS
AND PROFESSIONALS HAVE WITH THE
PROCESS, IS VERY FAVORABLE**