

[00:00:00.470] - Lisa Qualls

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[00:00:07.220] - Melissa Corkum

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[00:00:32.540] - Lisa Qualls

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[00:01:04.430] - Lisa Qualls

Welcome to the Adoption and Connection Podcast, where we share resources by and for adoptive and foster moms. I'm Lisa Qualls.

[00:01:12.320] - Melissa Corkum

And this is Melissa Corkum. Don't worry, we get it, and we're here for you.

[00:01:17.690] - Melissa Corkum

Hi, friends. Welcome to Episode 111 of the Adoption Connection Podcast. This week we'll be talking more about equine assisted therapy and why it's such a great tool to help our kids who really have trouble regulating their emotions or may have trouble interacting in close relationships with other human beings.

[00:01:40.180] - Lisa Qualls

It was such an interesting conversation. I learned quite a lot from our guest, Rebecca Britt. She founded a program called Stable Moments, which is a mentorship program that helps foster and adopted youth develop life skills through community mentors and equine assisted learning. Rebecca is a social worker and horse trainer with a certification as an equine specialist in mental health and learning. Through the growth of the Stable Moments pilot program, Rebecca has developed a model and is offering it as a practical curriculum to anyone wishing to serve foster or adopted children. So I think you're really going to enjoy this interview.

[00:02:25.290] - Lisa Qualls

Hello, Rebecca, welcome to the Adoption Connection Podcast.

[00:02:28.860] - Rebecca Britt

Thank you so much for having me.

[00:02:31.120] - Lisa Qualls

Well, I'm really glad that we're going to have this conversation today because we had the opportunity, Melissa and I, to be on your podcast, and we were so interested in the conversation and we thought, "Well, we need to bring Rebecca on to ours." Do you want to tell people just a little bit of what you do?

[00:02:49.860] - Rebecca Britt

Sure, so I am the founder of Stable Moments and Stable Moments is a mentorship program for children who have been in foster care, who have been adopted. It's a one on one mentorship program, but it also uses equine assisted learning to develop life skills for healthy transitions into adulthood.

[00:03:10.200] - Lisa Qualls

So let's go back before you ever got involved in equine therapy, before you developed that program, what first led you to want to do this work? To work in caring for children with early trauma in their families?

[00:03:26.590] - Rebecca Britt

Yeah, so it's amazing how God works in your life, because I really just started as a very little girl wanting to be with horses, like, what little girl doesn't want to be with horses? I begged my parents to get me riding lessons every time we would pass by this farm, and they didn't just like whatever. She loves horses like every other kid. But one time when I was eight, nine years old, I just got off the school bus at this horse farm. I was like, you know? And I think that willpower and determination has really proved fruitful for me as an adult, but I was probably much to my parents chagrin. But so I got off at the barn and I started kind of on my journey with horses. And what I wanted to do was learn how to train horses, but really, in my area, there was only lessons to ride horses. There wasn't like a lesson to train. So in my teens, I just started grabbing thoroughbreds off the racetrack. I knew they needed to be rehabilitated and I wanted to train them and it was very, very difficult to do so. So I started learning about natural horsemanship. And I promise you, this relates to children. So, so I started learning about natural horsemanship and that's very much about learning a herd psychology to use, rather than like breaking a horse or beating a horse down to get them over a jump like we used to do, like cowboys, it's very much about learning herd psychology so that you can speak their language to get the desired result, very much partner like. So I had no clue that I wanted to work with children's and families. I did suffer some of my own sexual trauma as a kid, which really made me use the horses as an avenue for safety and security and feeling unjudged and unashamed. So horses were really a container for me as a youth, so when I, I decided to go into social work because I felt ostracized, I felt like the community didn't take care of me as a kid. So I went into social work like a lot of people do when they have their own traumas, right. And I thought I wanted to be like a probation officer or something like more of the accountability group, but the first job hiring in a recession was a post adoption case manager. And I had actually had two cousins that, my little cousin died of cancer at eight years old and his dying wish was that my aunt and uncle, adopt kids. So when he died, they did. And there were children that were diagnosed with reactive attachment disorder. Most of their trauma had happened in a foster home, but I had some, I had some experience with the issues they dealt with. They, I was just a kid, but they were locking their pantry, they were putting alarms on doors, they were trying to keep kids away from the food. I mean, it was just all these things that they didn't really know how to be trauma informed. It wasn't a thing then, but I did know enough about my adopted cousins that I was able, in an interview for that job, to kind of talk about reactive attachment disorder, which at twelve dollars and seventy cents an hour they like, sure, that's a lot of experience and you've got the job. But what was really neat was in that role, I had amazing supervision and they taught me about trauma and they taught me about how to intervene with these children and the principles that were the trauma informed principles that I learned were nearly identical to the principles of natural horsemanship. So that's, that was my entry into working with children.

[00:07:11.530] - Lisa Qualls

That's a really neat story. I love hearing that, and I love hearing the way you could see that parallel already. You know, even as a fairly young woman, you could see the parallels between what you had already learned about horses and what you were seeing in traumatized children who are basically in traumatized families because when you add children with deep trauma to your family, your whole family's going to be changed. We've seen that over and over. So when you first started out, how did you view sort of the parents, the source of problems, how did you view bringing these kids toward healing?

[00:07:55.180] - Rebecca Britt

So I think I came into this like a lot of social workers do, and for some reason it's really easy for us to have compassion and dedicate our life to vulnerable children, right. And for some reason, we don't give the same, we don't give that same empathy to adults. I mean, we see it all the time with kids that go from 17 to 18 and now he's a loser that's not keeping a job, but if he was 14, we'd give him a hand. I think that when I started to learn about trauma informed interventions, I was so excited to learn about it and I had my little tool backpack and went into these home visits and I, you know, used what

my supervisors gave me and I laid it out for the parents and I said, OK, try this, try this, try time in and try to be relationship based and try to be non shaming. And then I would watch the kid come in and the parents might say, you know, why didn't you do your homework last week? Tell Rebecca that you didn't do your homework. She just doesn't listen. And so then I would be like this poor child. I would go back to my supervisor and I would say the parents are mean and they don't get this trauma informed stuff, and I don't really know how I can work with this because, you know, they're not understanding her trauma and they're not understanding how to respond to it and that this is just a reaction or a trigger response or whatever. And it really caused a lot of friction in my work because here I was trying to serve a child and I was almost like siding with the kid, not fully and not telling the kid that, but that's how I felt in my work. And I got very much "if the parents would just" then the kids could heal. And I had a really, really good supervisor tell me, "Hey, Rebecca, what if you took all of the principles that you have to deal with the kids to see the kids trauma through their behavior, to interact with them in empathetic, in a playful and a non shaming way? And what if you apply that to the parents?" And I don't know why it was so profound to me, but it was like so profound. And I started to be able to be like, wow, like this is tough. Let me know more about your story. Let me know more about why you chose to foster and adopt and what is this journey been like for you, and then you start getting a relationship and it's like maybe this is the first time parents have had somebody that will even listen. You don't know how many intake assessments I did that were three hours long or just not even intake assessments. It was my seventh visit and they're three hours long. They never got a person that would listen. I mean, just listen to everything and anything. So I found that was really important. But, yeah, I definitely learned that you need to start with the parents and care for them as much as you would care for the children. There's, you know, there's a holistic view of bringing this trauma informed work.

[00:11:09.040] - Lisa Qualls

Yes, I completely agree with that. I think so many parents are beaten down. You know, they're exhausted, they're discouraged, they're doubting who they are, and I'm speaking from my own experience. I could be saying all this in the first person. I doubted who I was, was I even a good mom anymore? Had I ever been? Maybe I just thought I was, you know, and no matter how hard I tried, it just didn't seem like anything I was doing was going to make enough of a difference to turn around this really, really difficult situation in my family. And the first time I met a therapist who looked at me and said, how are you doing now? How are you holding up? I broke down crying because everybody had been really interested in teaching me new things, and that's great. We all need good tools, but parents need nurture too. Parents need felt safety, they need to know that the caseworker or the therapist is a safe person for them so that then their brains are calmed enough that they can actually begin to learn and heal and then they can help their children heal. So I think so many times we start at the wrong place. And you're so right, we have to start not just in teaching the parents, but supporting them and taking helping reduce that shame that you are not alone. You are not the first parent who has ever told me that they don't think they're going to make it with this child. I hear that. I understand that. So I personally am very thankful that you share that story of your, really a journey, a progression in your understanding of how to serve families.

[00:12:52.910] - Rebecca Britt

Yeah, and I and I feel like too, I noticed that, so once I would like, there was a group of parents that were just like always on the trauma informed, like they were trying so hard. And then I, you know, had so much empathy for those parents because every time I would come, they would report, so I had the parents that would report everything that their kid did wrong and right. We tried to switch that to like, let's let's talk about what worked, and then on the side, we can talk about some interventions. But I had a lot of your student reporting everything they did wrong that week. They they're like, oh, you're here. I did tell them to go to his room on Tuesday and I was just done, and I shut the door and I know we should have done time, and I, I just couldn't let them help me through dinner. I'm like, oh my gosh, it is OK. It's totally OK. And at the end of the day, you're the parent. You make decisions, and if, if it's bad, then you have an opportunity for repair, which is a beautiful part of healing and something that these kids haven't had model for them a lot. So we can get excited even about our mistakes in repair, and I felt like some of my most rewarding parts of my work were letting parents off the hook. Sometimes when they felt so bad about how they were doing.

[00:14:11.300] - Lisa Qualls

Yeah, yeah. I mean, we parents, we need redoes. We need to be able to start over. We need to be able to, I mean, we're creating new neural pathways too, so even when we, when we're going down this great track and we fall off and we parent in a way that is not therapeutic and healing and connected, when we get back on the path of connected parenting, we're just strengthening that neural pathway, so failure is part of it. And thankfully, we get to start over again and again as many times as we need to. We just keep trying.

[00:14:47.360] - Rebecca Britt

Absolutely. Yeah, I had a supervisor tell me once I would be frustrated because I'd say I go in and tell them all this stuff, and this was probably before I had empathy for the pain, but I would say, you know, I go in and show them all this stuff. I don't think that they do it, you know, after I leave. I think that I do an hour and then they just go back. And he told me, Rebecca, if for one hour a week that family is getting model some alternative interventions and that's it, that's all you do, is model for them some alternative intervention, then you've done your job. In some day, maybe they might use one of those tools that they saw you do, but it's not about showing them in one hour and now you expecting somebody that's always in the situation. The reason you can show up and do it well is because you don't have to be in this situation all the time. So I thought that was really valuable from a supervisor as well.

[00:15:41.900] - Lisa Qualls

That is really valuable, you know, we can just keep pouring into the parents, and as we do, you know, you're right, some day one of these tools will just come to mind. I had a young mom put something on Instagram today where she's, she's known me for quite a while, but she read my book, The Connected Parent, and she just had this "aha" moment when her daughter was really dysregulated, and she said, do you want some gum? And her daughter was so surprised, you know, because she read in my book about gum being very helpful for regulating because of the deep pressure it puts in the jaw joints, and her daughter was so thrilled and she told her little girl, which is just beautiful, she said, your only job right now is to chew this gum. That just touched my heart so much. So, OK, so tell me how you went from being a case worker doing post adoption services to developing this entire equine program.

[00:16:36.410] - Rebecca Britt

The principles of natural horsemanship were to not be punitive, to take their life or death mentality at face value to be relationship based. I mean, there's so many correlations, and I had already known that because horses are very different than other types of animals because they're preyed animals. So they're hypervigilant, a lot like that kids have trauma and they're constantly waiting to see if they need to flee. So when they're in the right brain and left brain and either they're learning or they're in survival, I mean, I was just like, oh, check, check, check, check. So, I said, like, somebody just needs to get these populations together, the horses and these kids together, and I looked. I Googled, tried to find programs that were specific to children with early developmental trauma or foster care in horses, and I didn't find a specific, specific program. So I happened to be moving to Georgia at that time. I started out in Vermont, but I happened to move to Georgia at that time, and I was kind of a crossroads in my life where I felt like I could explore other opportunities. So I walked onto a local horse rescue and I just said, hey, do you mind if I just meet with some kids in foster care or that have been adopted here at the farm? They had a set up where volunteers really just came on and brushed horses anyway. It wasn't a bunch of structure to like who was there when and if you wanted to come give love to the horses you could. So I felt like it was a good setting. They said, sure sounds fine. So I put out some advertisements or whatever, and parents were like sure, free time at the barn and you'll watch my kid, and cool. So I ended up having 12 different kids and I would do one on one mentorship with each one of them and that would be for one hour a week. So I had 12 hours plus I had a full time job. So what I realized was what I was doing with the kids wasn't very impressive as far as like skills you needed. Like I was brushing the horses with the kids, we were walking a horse in a circle, we were petting a horse, like, I was like, I do not need to be the one facilitating all of these meetings. So I asked if other volunteers and other people of the community would be interested in hanging out with a kid and a horse. And people said, sure, because it's kind of a unique opportunity. So I just threw together a slide deck and did a little bit of information on trauma, a little, you know, our approach, how we would approach behavioral situations, how we approach kids, and then a tiny bit on why horses are

important for the work. I would give them a tiny bit of training at the farm. Just how you walk a horse, how to act around horses, and then they were off and running and they met with their kid one hour a week. You can imagine that there were quite a few hiccups with that type of program model, and thank God I was young and didn't care about liability and also thank God nothing like that happened. But I did find that mentors didn't really know what they were doing. They weren't, they didn't have enough direction, they didn't know how to handle certain situations, you know, they did things like bring a big thing of cupcakes to a session and then the kid ate all 12 of them and they were like, wow he was really hungry, you know, just stuff that I'm like, oh, I should probably put a policy around that. So we really did trial and error. But over the years of running this program, I ended up getting my own farm. And over the years of running the program, I developed policies and I developed the program model is that each kid gets a plan of care that says which goals they're working on so that the mentor knows what goals they're working on. The life skills that we work on with kids are actually developed out of challenges that through years of being a case manager, it was about the same list of challenges. It wasn't that every kid had them, but they had some of these challenges on the list. So I kind of took those challenges and divided them up into life skills buckets: self-worth, responsibility, independence, healthy relationship, self-regulation. So there's six different color coded buckets. And so as I did an intake assessment, I developed a plan of care. And then I said, OK, this kid's a red, a purple and a green kit. And those those stand for life skills they're working on. So then I developed activities. Half of them are equine activities and half of them are non-equine activities. And all the activities are color coded as well, so the mentor comes to the barn. They know kind of which one, they don't need to be clinical at all, they don't need to understand why this develops this or why this, but they know that if they do that, that they're working on those life skills, and then we do daily activity logs, progress summaries, we even track now pre and post test data so that we can hopefully get this, hopefully get this to be evidence based. But at some point in there, I think about three years ago, I shut down my nonprofit and I had enough interest from other people in the industry to start this program. So I just developed the curriculum, I developed the training, and I now licensed the brand. So we have about 15 Stable Moments locations, and I give them ongoing support, all of our administrative assets or media assets stuff so they can just start a program tomorrow and run with it.

[00:22:09.820] - Lisa Qualls

So how is your program, Stable Moments, different from other equine programs?

[00:22:16.390] - Rebecca Britt

So most, a lot of equine programs are riding, so we do no riding. So the reason why, we actually have a blog post of Why Can't I Ride? Because you're going to get that question, right, every kid is going to ask, like, why can't I ride the horse? But we actually find that as far as relationship building, rather than using the horse or being able to, like, ok get to the barn, I get to slap a saddle on this thing, I get to get on it, and I take from this relationship it's really relationship building and partnering with the horse. So we're going to take care of the horse, we're going to brushless, we're going to look at the horse's body language. Horses are so prolific with body language, so because they're so sensitive, they shake their little skin even when a fly lands on it, so we can start looking at the horse's body language and help a kid get attuned to their body language. Oh, his skin just got tight, oh, his eyes just got wide, his ears just perked up, what do you think that means? We have a body language posture so they can, you'll see the kids go up to the poster and they'll, I think he's missing his friends in the past or, so they start to use their critical thinking skills and they start to use their attunement skills to see what the horse is thinking and feeling, and it actually translates to us talking about how their how their body is feeling. And then really the biggest other difference is the structure of the program. I haven't met another program out there that has, well, one, that does solely foster and adoptive that is trauma informed. A lot of people use the word trauma informed, but specifically for this population, I haven't found another program and the structure, like, the plans of care, the color coded activities tracking over ten months, so that kids understand that they will have the same horse, the same mentor, every single week for ten months, because a lot of these programs last six to eight weeks, and it's just not enough. We're just starting to get to know the kids. At three months in, they're starting to come out of their shell, and the magic happens in the last five months of the program.

[00:24:21.040] - Lisa Qualls

The horses are really unique. How, like, could dogs, I know you're a horse person, but, like, how are

dogs different from horses in terms of their ability to be in a therapeutic relationship like this? Are you aware?

[00:24:37.930] - Rebecca Britt

Yeah, absolutely. I get all the time when people are like, oh my gosh, yes, I know animal therapy is great or I know we could do this with dogs. And I'm like, mmm. So I'm a dog person too, I love all animals, but horses are unique in the fact that, it's, they're prey animals, dogs are predators. So when horses have to be hyper vigilant, they sleep standing up. They have to constantly be scanning their environment for threats. They sense changes in emotion, changes in energy. If we get big with our bodies, they perk up. If we get small with our bodies, they relax. I mean, they're a beautiful mirror of exactly what we are showing them, whereas, you know, dogs are just unconditionally dogs. They're really great at that, but you can really count on a horse to give you the feedback of where we're at in a relationship. I mean, even just some of the small activities, like, we're stuck my bubble, or where a kid just starts walking towards a horse, there's a point where you're walking towards a horse where they're going to drop their head away from you, drop their ears and not look at you. And that's them saying, I was kind of cool with you just a step ago, but this step now is making me a little uncomfortable. So what's really cool is as soon as you retreat, you take that one step back, they look forward at you again. OK, I'm interested. So a kid starts to learn spatial boundaries. And, you know, I've actually had a lot of the activities that I do that are for horses and kids. We take the horse out of it. Maybe kids aren't ready to be with the horse or we just need to practice it first. We take a mentor and a kid, maybe a kid that's way too much in personal space doesn't understand those boundaries. We take a mentor and kid and we go, let's look at each other and walk towards each other one step at a time. Let's see where each other's boundaries are. And so with a kid, they can be like, this is too close. And so it's like, oh, I'm so glad I know that about you. I'm so glad I'm not coming into your space without asking. And then maybe A mentor can go, this feels, you know, this feels good to me, this amount of space, and then they can reference that space when the kid is climbing on her back or something. So it's just interesting to slow things down and let us pick things apart moment by moment.

[00:26:59.720] - Lisa Qualls

Well, it's helpful for me just that you defined the fact that dogs are predators and horses are prey because children who have experienced trauma, neglect, abuse are very much like a prey animal. They are in a position to be the victim over and over, so I find that really, really interesting. That was helpful. Thank you for that. Do you have a story of a client obviously not an identifying story, but do you have any stories you could share with us about your children that you've worked with and how the program has helped them?

[00:27:39.780] - Rebecca Britt

Yeah, so one particular boy really comes to mind. He showed up and he was super timid, just a boy that was, he was very bright but really shy and didn't make eye contact, looked at the ground, you know, I would say that there was some self worth issues. But if you acknowledge him, he lit up like, oh, hi, yeah, I'm here, somebody noticed me, which was really beautiful. And I, I didn't think that putting him with, you know, I tried to do mentor match ups the best I can, but sometimes it comes down to availability and the only person available for this boy was like a seventy four year old woman. And I thought, I don't know if this will work, but it ended up being a beautiful relationship because he kind of took care of her and he would like make her a walking stick and make sure she was OK and it was really sweet. But so he came and he started working with this horse named Mickey and their relationship grew. He was very, very good at the natural horsemanship stuff and they were even doing this pretty advanced activity where you have a horse go around like around corral without any lead rope. And you can, through your body energy, you can make the horse walk and then gallop and then come back to walk and then they come in, it's called join up and it's pretty well known in the natural horsemanship role. So he was doing that and then we got a pig at the farm, and if you have horses and you don't have pig, don't get a pig, OK, because they're prey animals, horses are, and this horse thought she was going to die every day that that pig was on the property. And it was not irrational, I mean, it was irrational, but she was just in her I'm going to die brain and it was real. As I tried to re-home this pig, she lost hair, she got ulcers and as this boy would come to the barn, we would start talking to him about what was happening for her and how she was in this survival brain. And we, she

got too jumpy to be safe in sessions. So I told the boy we can pick a new horse while we deal with this. And he said, absolutely not. I, that is my horse and I'm going to be with her and he spent several sessions sitting outside the pasture saying, I know you're scared and it's OK to be scared. I mean, it was like, oh, my gosh and so he was like, it's OK to be scared and that pig is scary. I get that and I'm going to be here with you. Don't worry, I'm not choosing another horse. I'm going to be here for you and it was like he is saying what he needs to hear too so, so beautiful. So he, the horse, we got the pig re-homed and he's a beautiful pig rescue and he has a beach bod and a girlfriend, so we don't need to worry about him. But the, but Mickey ended up growing her hair back and getting OK. So this boy started working with her again and kind of rehabilitating her into the program and when he came to us, he had no friends. That was one of the things is he had no friends at school, he was picked on at school and he ended up writing an essay about his journey with Mickey and how he would lead her around this big round pen by himself and that he was training her to do stuff, and how amazing this was, and he read it aloud at his class, at school and he's got friends. I mean, kids were like, wow, that's really cool that you're doing that. They saw his confidence kind of come up. They saw his pride and he ended up having a birthday party at the bar and six of his friends showed up. So it was just one of those like that self-worth piece was so big in the empathy piece. And that is definitely one of my favorite stories from our program.

[00:31:36.740] - Lisa Qualls

Very, very touching and beautiful and so encouraging. What kids do you think are best suited to this program?

[00:31:45.590] - Rebecca Britt

I think that all kids can learn life skills, we specifically do early developmental trauma, so there has to have been some time in foster care or adoption, some type of neglect or abuse or abandonment, but the kids aren't, the only ones that we wouldn't take on are possibly ones that need to be referred to a higher level of care if they've been kicked out of every group home or, we just are not a clinical place for them to be able to get therapy. This is life skills, this is equine assisted learning. So this is not in-depth therapy, so that's important to know. But other than that, I mean, anyone. Anyone that is even doing great or just having some struggles or struggles a lot, we have plenty of kids that were in and out of the psych ward in between sessions, and they did great at the barn. Thank God they had the barn to go to. And there was one girl that would just bring her guitar every time, and she just sat next to the horse in the pasture and played her guitar to the horse. And that was just like her moment. And her mom would be like, I've never see her this connected and happy.

[00:32:58.270] - Lisa Qualls

What's your dream for the program? What would you like to see happen?

[00:33:02.890] - Rebecca Britt

So I'm a really big global thinker and I like scale. So my dream and actually what's going to be happening is I'm going to take the horses out of the program, not continually, not forever or not, I'm going to do that in conjunction with the equine. So what I found is the magic of our program isn't the horses. The magic of our program is mentorship, structured mentorship for mentors who know what they're doing. They're developing life skills and they know how to, we will even take an activity like baseball and make it therapeutic, make it so that we're saying an affirmation when we hit each base or we're complementing each other or we're seeing how slowly we can throw the ball back and forth and how fast we can. So it just adds a layer of making things a little bit more therapeutic than just we're going to throw a ball. So what I want to do, because the crazy statistic that is if every church or every religious organization fostered one kid, that there wouldn't be any kids in foster care. So I'm like, so we can end the foster care crisis. It's just going to take somebody to get people on and on ramp because right now, there's no on ramp, I mean, there's foster kid or bake lasagna for people that are fostering a kid, and I truly believe if the community became more trauma informed, the community understood what these families go through, what these kids need, that foster families would feel more supported and more people would choose to enter into that world because it would be so scary. So the program is being transitioned into a community based organization/church program, and that one will be just with mentorships and kids, same plans of care same everything. There's just not going to be equine activities. And I hope to get this in every church that wants to serve foster adopted kids,

because I hear, one, I know that they're, that, that it's in the Bible, too. And I also know that I've talked to a lot of pastors that say we really want to do this, we're not doing it well. And I want to say, here, here is exactly how you do it. Start a mentorship program and where do they get their mentors? They ask a sermon, hey, we need 50 of you to step up and show up once a week for a kid. I mean, wives will be nudging their husbands, and I think that you can get enough mentors and then it allows people to dip their toe. I would never realize this is going to be part of this program, but mentors of ours have gone on to be foster parents. They wanted an hour a week, they wanted to be able to do something that wasn't such a commitment, first. That's my vision.

[00:35:43.580] - Lisa Qualls

I like it. I think one of the the gifts of what you're putting together is that people do want to help. They do want to volunteer. There are a lot of people who care about these children and, but they need someone to show them how and maybe they don't want to or have the capacity to go through an entire many, many, many week long training program, but if they can be taught some simple skills and they have a plan to follow, so many people I think would be willing and able to do that.

[00:36:21.740] - Rebecca Britt

I agree. And it's not what we're asking, like, the hour, the moment, the things we're doing, it's super attainable. In fact, it's one of our things is attainable goals for the kids, for the program, for everything it's supposed to be, that's why moment, isn't there. I mean, we're not trying to do anything that's, that's, we can all do it.

[00:36:42.260] - Lisa Qualls

Yeah, that's so great. Is there anything else you would like to share with our listeners?

[00:36:49.020] - Rebecca Britt

We have a podcast, the Stable Moments Podcast, and we have a Facebook group for the podcast. The podcast is actually for parents, for program service providers or program directors, for mentors, my purpose my goal is to make the community have there be a bridge to get this kind of there's the foster parents over here and the case managers over here, and then there's the rest of the community that that is kind of ignorant to it all. So I would like to bridge this, this community. So that is what the podcast is about. We talk about we have therapists on, but we have foster parents and we have youth that have aged out of foster care and we're all just trying to figure out what's the, what's the best way and hear everybody's voices so that we can give everybody a voice kind of in this arena and we can all learn from each other. So, hey, if anybody knows of a church that's like, my church needs this program, you can reach out to me as well. You can join that Facebook group or reach out to me on my email rebecca@stablemoments.com. But yeah, we're planning on piloting that and I know that there are churches out there that would love a program like this.

[00:38:03.300] - Lisa Qualls

I think so. Well, we will have all of the information in the show notes for this episode of how people can find you if they want to contact you to learn more about the program, your podcast, which is so great, your Facebook group will have all of that in the show notes, so those of you who are listening while you're driving or washing dishes or whatever, don't worry. You can just go to our website and we'll give you the specific Web address for that in a moment. Well, Rebecca, thank you so much. This was great. I learned so much from you, and I wish, you're really far from me, right? Are you in Florida?

[00:38:40.500] - Rebecca Britt

I'm in Florida, yeah.

[00:38:41.580] - Lisa Qualls

And I live in North Idaho. So we probably won't be just stopping by to visit each other, but I would love to get to see your program in action at some point. Well, hopefully we will have an Idaho location sooner than later. That would be great. People are into horses here for sure. All right, thanks so much.

[00:39:00.450] - Rebecca Britt

Thank you so much.

[00:39:05.950] - Melissa Corkum

Lisa, what a great conversation with Rebecca. I wish I had her closer to me so she can hang out with some of my kids. I love that she has made this a simple program that can be spread far and wide. I just thought, like, gosh, I think I should call every bar in my area and see, like, hey, guys, could you help out with this?

[00:39:27.280] - Lisa Qualls

Yeah, it's really neat. She obviously has a gift for seeing the bigger picture and for growing this program in a way that's going to serve a lot of families. And, you know, one of my favorite parts of the whole interview is just her story of her own personal growth as a young adoption case worker who went from really kind of judging the parents to her eyes being open to what parents need in order to really support and care for their kids. So I thought that was a really important part of the interview. I'm always thankful for professionals who have compassion for those of us who are in the trenches of parenting.

[00:40:07.870] - Melissa Corkum

Yeah, maybe we should propose that as our next business model is to help transform the perspectives of all professionals who work with their families, because I certainly appreciate that perspective a lot, and, you know, have been with other adoption professionals, quote unquote, who I felt touched by, who really didn't get what we were going through.

[00:40:27.860] - Lisa Qualls

Right, right. Well, if you want to connect more with Rebecca, you can find her on her website, which is stabledmoments.com. And of course, we'll have more information in the show notes which you can find at theadoptionconnection.com/111. Before you go, we'd love to connect with you on social media. You can find us on Facebook or Instagram as [@theadoptionconnection](https://www.instagram.com/theadoptionconnection)

[00:40:53.410] - Melissa Corkum

Thanks so much for listening, we love having you. If you enjoyed this episode, please leave a quick review over on iTunes. It will help us reach more moms who may be feeling alone.

[00:41:03.550] - Lisa Qualls

And remember, until next week, you're a good mom, doing good work and we're here for you.

[00:41:10.750] - Melissa Corkum

The music for the podcast is called New Day and was created by Lee Rosevere.