



THE Center FOR  
Attachment Resources  
AND  
Enrichment

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TO WHOM IT MAY CONCERN:

We are licensed therapists who specialize in working with children and adolescents who have been diagnosed with Reactive Attachment Disorder (RAD). We were trained in 2000 and 2001 by a grant through the Office of Adoptions for the State of Georgia to work with this specific population. The grant created an opportunity for therapists to be trained in order to prevent disruptions of adoption. Behaviors are so severe that adoptions often do disrupt in every state in the United States as well as internationally. Children and adolescents diagnosed with RAD often exhibit multiple behaviors deemed to be anti-social. We have an ongoing relationship with staff at Miracle Meadows School (MMS). Although we do not have personal knowledge regarding the current allegations of abuse declared by one of the students at MMS, children and adolescents diagnosed with RAD often lie and make up tales of abuse. The student population at MMS consists of a high proportion of students who meet the criteria to be diagnosed with RAD. In order to assist our families in dealing with false allegations of abuse, we provide what we call a "police letter" to the families with whom we work. That letter states that these children often make false allegations of abuse. The person reading the letter is then asked to telephone our office so that we can discuss in detail the child whose parent or parents felt the need to produce the letter. Unfortunately several of our families have been forced to utilize their letter.

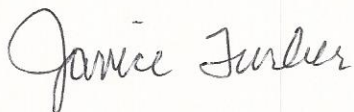
Children and adolescents diagnosed with RAD have been traumatized. They were abused or neglected at a very early age and often even before they were born. Unborn children are affected by whatever happens to their mothers prior to their birth. The majority of our clients are adopted, and adoption is created by loss. Most children who have been adopted were abused and/or neglected at birth and during their early years of life. These children and adolescents do not know how to have healthy relationships. When children are abused at an early age, their brains do not develop in a positive way. We utilize Quantitative EEG (qEEG) directed neurofeedback training to address the brain dysfunction that is discovered through the results of the qEEG. We have traveled to MMS multiple times to gather data for qEEG's for some of the residents there. Once these qEEG's are completed by an international company with whom we work, staff at MMS provide neurofeedback training for those students based on the qEEG-directed neurofeedback protocols that are developed for each student whose parents agreed to

participate in this program. We supervise the ongoing neurofeedback by having MMS personnel to scan and e-mail neurofeedback scores to us. Many of the students who have been participating in the MMS neurofeedback training program have made progress and their behaviors have decreased.

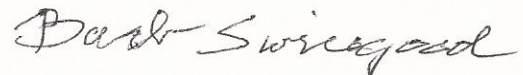
School personnel brought an adolescent whose parents live in the Atlanta area to our office to complete three days of intensive therapy. This young man's parents permitted MMS staff to be part of this healing process. The goal of the treatment was to develop an emotional bond between the young man and his adoptive parents. It helped this adolescent process and repair the trauma that he suffered at an early age. MMS staff were an integral part of the process and also when the young man returned to MMS. He also was one of the students who completed a qEEG and then completed neurofeedback training at MMS under our supervision.

We have also recommended that several of our clients, whose behaviors were such that they could not remain in their homes due to fear for the safety of others in the home, would have a safe environment in which to work on their issues. At MMS they are given an opportunity to learn how to have healthy relationships. They also have the opportunity to learn to trust, belong to a group, develop empathy, and learn to have remorse for their negative actions which will lead to conscience development. There are few facilities or schools willing to accept children with the type of behavioral difficulties as those who attend MMS. We are grateful that this school exists to help this special population become caring and productive citizens.

Respectfully Submitted,



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