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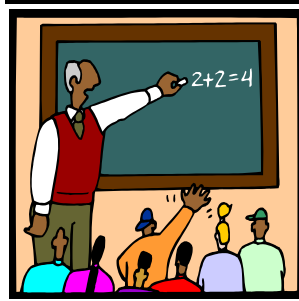
NJ•ARCH Features:

- Chat Rooms
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- Upcoming Events
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CHILDREN'S AID
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www.cafsnj.org



ADOPTION AND THE SCHOOLS



As a teacher looks out at her classroom, she is probably unaware that two to four percent of her students are adopted and at least 20% will be personally touched by adoption in their lifetimes.

Although the teacher may have some exposure to adoption through her family or friends, it is unlikely that she will be familiar with adoption as it exists today, or the variety of ways it affects the lives of her adopted students.

Some children are “highly visible” as they may be adopted trans-racially or trans-culturally. Some may be “invisible adoptees”, where their ethnic backgrounds are similar to their adoptive parents; they may even “look like” their mom or dad.

Some children may live with or were adopted by a relative (aunt/ cousin, grandparent);

some children may be living in foster care or have adoptive parents who are divorced or remarried; some may be adopted and at least 20% will be parented by a gay or lesbian couple.

The adoption stories of the children are varied and personal; and belong **only** to the child. Wise parents and teachers need to keep this in mind and respect the child’s privacy when talking about adoption and their families in a public setting like school.

Depending on the child’s age and personality, many children may not want to share their private information; some are willing to share all the details.

It often takes trust and courage for a child and adoptive parent to talk about adoption, since some think that it can be embarrassing or negative. If adoption can be

viewed as a positive, legitimate way to join a family, then the discussion path may begin to open.

The goal is to bring adoption into the classroom in a casual yet overt way and accept the fact that adoption can bring some special challenges. As long as the teachers and parents work together for the good of the child, then the outcome should be a positive one.

It is **our** responsibility as parents to share and inform our teachers and counselors about the various aspects of adoption. The fruits of our labor will bring a greater tolerance, understanding and acceptance to all families formed by adoption.*

*Excerpts taken from “A Look at Adoption Today” by Lansing Wood from Adoption and the Schools by Wood and Ng.

DID YOU KNOW?

THAT NJ ARCH HAS A LIST OF RESOURCES THAT INCLUDES MEDICAL AS WELL AS MENTAL HEALTH PROFESSIONALS THAT CAN ASSIST YOU DURING YOUR ADOPTION JOURNEY?

VISIT WWW.NJARCH.ORG AND SELECT "RESOURCES" ON THE LEFT HAND SIDE OF THE HOME PAGE TO VIEW THE FULL LISTING OF ADOPTION PROFESSIONALS



RISK AND PROMISE: A HANDBOOK FOR PARENTS ADOPTING A CHILD FROM OVERSEAS

by Ira J. Chasnoff, MD
Linda Schwartz, PhD,
Cheryl Pratt, PhD
Gwendolyn Neuberger, MD

HOW TO BE AN ADOPTION ADVOCATE IN YOUR SCHOOL

Since difficult questions or comments may come up about adoption or foster care in your child's school, here are some ideas to help educate teachers as well as your children's classmates about adoption.

Ideally, a great way to start is to connect with other adoptive or foster parents in your school. If you do not know of another adoptive parent in your child's class or grade, try to do one or two of the below activities; you never know who else will step up and help! Here are some ideas:

- Volunteer to talk about adoption or foster care in your child's class and/or in small groups.
- Donate some adoption-friendly books or videos to the school library such as *Anne of Green Gables*, *Free Willie*, *Superman* and more.

For the younger children, books such as *Love you Forever*, *I Love you like Crazy Cakes*, *Bora and the Burps*, *Mrs. Hen's Big Surprise*, and/or *A Place in My Heart*, are great books to read to the class or have the children borrow for home discussion.



- Read adoption or foster care related books to your child's class. Talk about how adoption is another way of creating a family.
- Share educational resources available for children, teachers and parents; contact NJ ARCH to obtain various articles and/or log onto

www.adoptivefamilies.com and print some of the "Classic Clip & Save Articles."

- Order *Adoption and the Schools Handbook* (by Wood and Ng). Share it with your school's guidance counselor(s), school social worker and/or administrators; contact NJ ARCH for ordering details.

- Describe and share the "Positive Adoption Language" found in this newsletter with your teacher.

- Prepare a program for teachers by inviting a local agency that has a post-adoption counseling program to come in and talk with teachers about how to expand and modify assignments that may be difficult for adoptive parents.

Remember, adoption advocacy in the school is a slow, evolving process, so take your time and do what feels comfortable for you and your child.

RISK AND PROMISE HANDBOOK

Are you considering adopting a child from overseas? Are you considering adopting a child that you or your agency suspects may have been exposed to alcohol or drugs in utero?

Consider borrowing or purchasing a new Handbook titled: *"Risk and Promise: A*

Handbook for Parents Adopting a Child from Overseas" by Ira J. Chasnoff, MD, and other medical professionals.

The purpose of this handbook is to help prospective adoptive parents make well-informed decisions with the little information they are given. This

book also gives you ideas in how to parent during the period of transition as your new child moves into the family.

Of course, we always recommend having a licensed pediatrician who specializes in adoption review any available medical records prior and after placement.

DYFS WAITING CHILD - KELLY



Kelly is a healthy, bright thirteen year old girl who is, by nature, cooperative, sweet and pleasantly engaging. She was a member of the Girl Scouts, and enjoys riding her bike, playing basketball, swimming and bowling. In quiet times, she enjoys

playing Game Boy and watching TV. Despite the trauma she experienced in her young life, issues of abandonment, and feelings of rejection from family members, Kelly still has the ability to form and maintain friendships with peers and foster parents. Weekly therapy, coupled with medication, is helping Kelly make sense of her chaotic past and work on impulse control. Kelly does well in school and relates appropriately to teachers and peers. A small classroom set-

ting with a low student to teacher ratio is helping Kelly stay focused and work independently on assignments. Kelly needs a strong, patient, committed family who will lovingly guide her through her teen years, and help her develop into a trusting, caring young woman. This family must also allow for occasional contact with her brother.

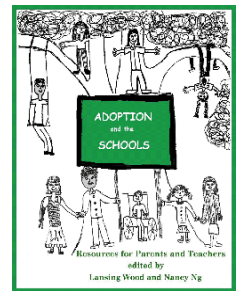
To learn more about Kelly, call 800-99-ADOPT.

WATCH YOUR LANGUAGE*

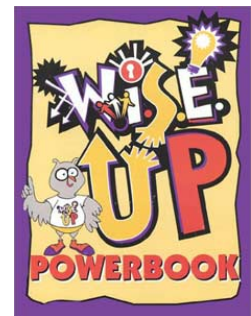
<i>Avoid this</i>	<i>Prefer this</i>	<i>Why</i>
Real parent	Birthparent, biological parent (birthfather, birthmother)	Are there "imaginary" parents? Adoptive parents are just as real as biological parents.
Natural parent	Birthparent; biological mother; woman who gave birth	Lack of a blood link does not make an adoptive parent less of a parent.
Natural child	Birth child, biological child	Ditto. And are there "artificial" children?
Your own child (vs. an adopted child)	Birth child, biological child	All your children are your own, adopted or not. Genetic relationships are not stronger than adoptive ones.
Illegitimate	Born to unmarried parents	Circumstances of birth should not stigmatize a child.
Unwed mother	Birthmother	"Unwed" or "unmarried" is a moral judgment.
Give up, give away, surrender, relinquish, adopt out, put up for adoption	Place for adoption, or (better) choose adoption, make an adoption plan	Birthmothers love their children but can't raise them. They choose what is best for their child and stay in touch with them after the adoption ("open adoption").
Keep the baby	Parent the baby	"She decided to parent the baby rather than choose adoption."
Foreign adoption	International, intercountry adoption	Some say "foreign" has negative connotations.
Hard-to-place child	Special needs child	Less damaging to the child's self-esteem.
Adopt-a-road, adopt-a-park, etc.	Sponsor-a-park, befriend-a-park	"Adopt-a-" programs misuse "adopt" as a marketing ploy to raise money. Deforms the meaning.

DID YOU KNOW?

YOU CAN BORROW THESE OR OTHER BOOKS FROM NJ ARCH'S LENDING LIBRARY:



ADOPTION AND THE SCHOOLS; RESOURCE FOR PARENTS AND TEACHERS
BY WOOD AND NG



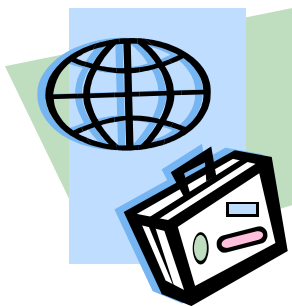
W.I.S.E. UP POWERBOOK
BY C.A.S.E.—CENTER FOR ADOPTION SUPPORT AND EDUCATION

* Speaking Positively: An Information Sheet about Adoption Language and Adopt-a-Confusion, by Pat Johnston, www.perspectivespress.com

DID YOU KNOW?

THAT SOME OF THE
UPCOMING ADOPTION
CONFERENCES WILL BE
OFFERING
"HAGUE CONVENTION"
WORKSHOP OFFERINGS?

VISIT THE "UPCOMING
CONFERENCES" PAGE AT
WWW.NJARCH.ORG FOR
MORE INFORMATION



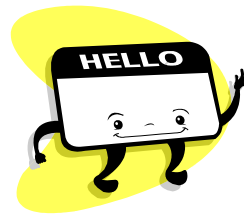
UPCOMING ADOPTION CONFERENCES

Looking for a way to network with others in the adoption community or just want more information on adoption? Consider attending one or more of the following conferences in our area:

September 24- 26: Child Welfare League of America's (CWLA) Mid-Atlantic Region: "Crisis in Child Welfare: Strengthening Public Policy and Practice", Baltimore, MD. For more information please click here: <http://www.cwla.org/conferences/2007midatlanticrfp.pdf>

October 11-14: Encountering New Worlds of Adoption: 2nd

International Conference on Adoption and Culture Adoption, Identity and Kinship, Pittsburgh, PA. For more information click here: <http://www.english.pitt.edu/events/adoptionandculture/>



October 15-16: Adoption Ethics and Accountability Conference, Washington DC. Co-sponsored by The Evan B. Donaldson Institute and Ethica, Inc.

For more information, log on to www.ethicsconference.net

November 3: Concerned Persons for Adoption (CPFA) 26th Annual "Let's Talk Adoption" Conference Saturday, November 3rd. Rutgers University, Piscataway, NJ. For more information please visit: www.cpfan.j.org

November 18: Adoptive Parents Committee, Inc. 27th Annual Adoption Conference, Montclair State University, Montclair NJ. For more information please visit: www.adoptiveparents.org

HOMELAND TOURS

Ever think about taking your child back to his/her place of birth? What a wonderful way to celebrate and learn more about your child's heritage and culture. Since it's summer, it's a great time to begin thinking about NEXT summer's travel plans.

Here are a few ideas to get you started on your Homeland Tour search:

The Ties Program: A travel program for adoptive families who would like to visit their child's country of birth and travel in a supportive environment with other adoptive families. Tours of Romania, Russia, Chile, Guate-

mala, Paraguay, Peru, China, India, Korea and more available. Log onto <http://www.adoptivefamilytravel.com/> for details.

Always and Forever Homeland Tours: Chinese Culture Tours to mainland China; based in Portland Oregon. To view a description, log onto <http://www.alwaysforever.us/>

Our Chinese Daughters Foundation (OCDF) Homeland tours to China; A non-profit foundation that supports families with children adopted from China, based in Illinois. For details, log onto <http://www.ocdf.org/camp/index.htm>

Korea Homeland Tours, based in the Washington DC area: 16-day tours of Korea available. Check out www.koreahomelandtours.com/ for details.

You can also call upon your adoption support group or agency to see if they can recommend a Home Land tour company.

If you decide to travel, please let NJARCH know who you used and where you went, so that we can begin a list of recommended Homeland tour companies.

COMING SOON: KINKONNECT

A new information and referral service for families raising children through Kinship Legal Guardianship (KLG) arrangements has been recently awarded by DYFS to Children's Aid and Family Services, Inc.

A new program and website entitled "KinKconnect" will be implemented within the next several months and will be developed and overseen by the same team that manages the NJ ARCH program.

The goal of KinKconnect is to address the growing need for information and resources for those families who have obtained "kinship" legal guardianship of children currently in their care or being placed permanently in their homes.



Included in the service will be a new website, www.kinkconnect.org, a toll-free Warm Line number for those who would like to speak to someone personally, a free resource library, fact sheets, training workshops, handbooks and a quarterly newsletter.

For more information on KinKconnect, call NJ ARCH or log onto www.kinconnect.org.

KLG COUNSELING SERVICES

With DYFS's emphasis on placements through Kinship Legal Guardianship (KLG), additional funds were recently allocated for counseling services for families that are raising children in KLG relationships. The program will be implemented by private non-profit agencies around the state.

Children's Aid and Family Services, Inc., was recently awarded a contract by the Department of Children and Families, Division of Youth and Family Services (DYFS) to provide KLG Counseling in Bergen, Passaic and Essex County, except Newark. The services will be similar to the current Post Adoption Counseling Services (PACS),

which are free of charge and consist of office and in-home counseling utilizing child and family therapy.

The new KLG program limits services to six months, however a one time extension is available. As part of the assessment, if services are needed above and beyond what this program could provide, we would assist the family in locating services within their community by providing case management support. The in-home therapist will provide education and direct advocacy to these families, as many children coming from the child welfare system often have developmental and educational gaps.

Also included in these services will be "respite support" similar to the respite services provided for finalized adoption PACS families. Respite support is specifically financial support that offers some reimbursement of out of home activities for the children such as summer camp. We will also be looking to provide mentors for children seen in our KLG program. Please contact Jacqueline Adams at 973-763-2041 Ext. 213 regarding more information on respite and mentoring support for KLG families.

For additional information regarding KLG Services, contact Kathleen Russo, Program Director, at 973-763-2041, ext. 203.

DID YOU KNOW?

THAT THE NJ ARCH WEBSITE NOW OFFERS A "MESSAGE BOARD" IN ADDITION TO THE TOLL FREE WARM LINE TO HELP ANSWER QUESTIONS ON SEARCH AND REUNION, FOSTER CARE AND/OR GENERAL ADOPTION TOPICS?

VISIT THE HOME PAGE AND SELECT "MESSAGE BOARD" ON THE LEFT SIDE





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*Have a question
 that needs
 expert advice?
 E-mail or
 call the warmline;
 we would be happy
 to assist you!
 Frequently asked
 questions and responses
 from the staff will be
 published in future
 newsletters.*

ASK OUR EXPERT

E-MAIL US YOUR QUESTIONS AT WARMLINE@NJARCH.ORG

We adopted our daughter from Guatemala seven years ago. She is now eight years old. I've been reading a lot about homeland tours and wondering if this is something we should be doing and what should go into the decision making.

Children adopted internationally can benefit from a trip to their country of origin but there are certain factors to consider.

It is important for everyone in the family to have a clear understanding of the intent and purpose of this trip. Is it to see cultural sites, visit the orphanage or search for birth family? It is important to ask your children (adopted and non-adopted) what they want to get out of their experiences. As a parent, you should be clear on what you hope to get out of it for yourself, as well as for your family. Understand that everyone will have a different experience. There will be other opportunities to visit, so you don't need to cram everything into this one.

For the first trip, focus on experiencing the culture but understand the "presence" of birth family is very real. Most children know they are in the country where they were born and depending on their

maturity may look at faces of native people, wondering, "Could that be what my birth mother looks like?" It is important to acknowledge such thoughts and invite an open discussion about it. Having an experiential understanding of the culture, people and history will be essential to providing a context to understand birth family, if and when they are found.

Consider the age and maturity of your child. Children between the ages of six and ten tend to be more concrete in their thinking and may see the experience as just "another" family trip. Adolescents, on the other hand, particularly those 15 and older, will be able to understand this experience in the context of their own adoption, but may lack the skills to completely articulate the feelings and emotions they are having. In fact, adolescence may not be an ideal time to travel with your child since it is also a time when challenging information tends to be internalized negatively. In particular, you should not expect a motherland tour to "fix" your rebellious adolescent or preempt issues later on. If anything, it may simply open them more to the richness

and complexity of their lives.

If this is your child's first trip, she may feel more comfortable touring with a group, especially one with other adoptees the same age. This is especially important for an adolescent. Peers give kids the opportunity to talk about their experiences, as well as build lasting relationships. In addition, a tour frees you from the planning so you can experience your own feelings and get support to process your experience. Having a social worker (preferably an adopted adult) to provide counseling and facilitate group discussions can be most helpful.

Your tour should provide a balance of adoption oriented and cultural experiences. Try new foods, or a home stay; by doing so you are a role model for your child and give them permission to explore what is their heritage and birth right.

Finally, just as important as knowing the purpose of your trip is how you define its success. A successful trip should be based on how everyone grows as a person. For your child, it should be a positive experience that makes her feel like she can come back again and continue to explore her past, present and future.

NATALIE'S LIBRARY CORNER

Hello, Readers! Welcome to Natalie's Library Corner.

I hope you have been enjoying the hazy lazy days of summer as much as I have.

It's now time to think about back to school shopping and the coming school year. Your child is probably wondering who this year's teacher will be and who will be in his class. Some districts provide this information in June while others keep students and parents waiting for a post card to arrive in the mail the week before school starts. My experience as a parent of school age children was the latter.

The August issue of *Under the Arch* is primarily devoted to school related topics. With that in mind, I chose to highlight *Raising Brothers and Sisters without Raising the Roof* by Carole and Andrew Calladine.

Carole and Andrew Calladine are co-authors of a column "You and Your Teenager" in the Cleveland Plain Dealer.

Carole is in private family practice; Andrew is an administrator for the Center for Human Services in Cleveland. This book was originally published as *Raising Siblings* by Delacorte Press.

This first paperback edition of

a winner for parents shows them how to deal creatively with the inevitable problems of sibling rivalry.

As parents, all of us look for ways to smooth the ruffled feathers that invariably occur between our children. This is a great reference for parents of preschoolers through the teenage years. Issues of conflict change as our children get older.

Included in this practical read are the following chapter headings:

1. Sibling arithmetic
2. The arrival of a brother or sister
3. Every child should be an only child
4. The family judicial system
5. Parents as leaders of children
6. Your parenting partnership
7. The dynamics of parenting more than one child
8. Developing a good family program
9. Disciplining the siblings
10. Contracting sibs
11. The hardest child to parent
12. It shouldn't all depend on where a sibling stands
13. Puzzling family patterns
14. Time out for family living
15. In loyalty and love.

Sibling rivalry began with Adam and Eve who raised Cain and Abel. In their case, sibling rivalry really got out of hand. Struggles between siblings have been going on throughout the ages: Cain and Abel, Jacob and Esau, Joseph of the many-colored coat and his brothers; Mary and Martha, Richard the Lion Hearted and his brother, Cinderella and her stepsisters, and King Louis XIV and his brother, Philippe, the man in the iron mask.

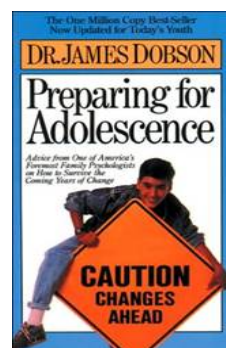
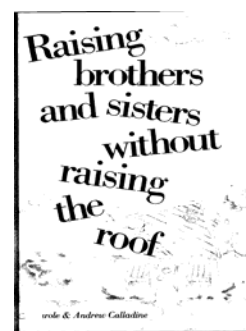
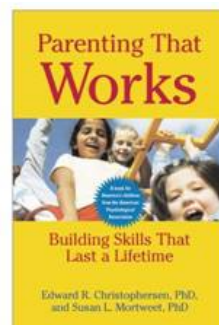
A supporting cast can knit brothers and/or sisters together. The March sisters in *Little Women*, the Hardy brothers in the series called *The Hardy Boys*, the Wright brothers, the Kennedy brothers and sisters, and the Osmond brothers and their sister, Marie.

Brothers and sisters have a powerful impact on each other. Siblings help color who a child is as he or she grows up. Each child compares, competes, and creates his own identity in his family.

I enjoyed reading *Raising Brothers and Sisters without Raising the Roof*. I hope you will too.

DID YOU KNOW?

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NEW JERSEY ADOPTION RESOURCE CLEARING HOUSE

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for those
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by adoption.*

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