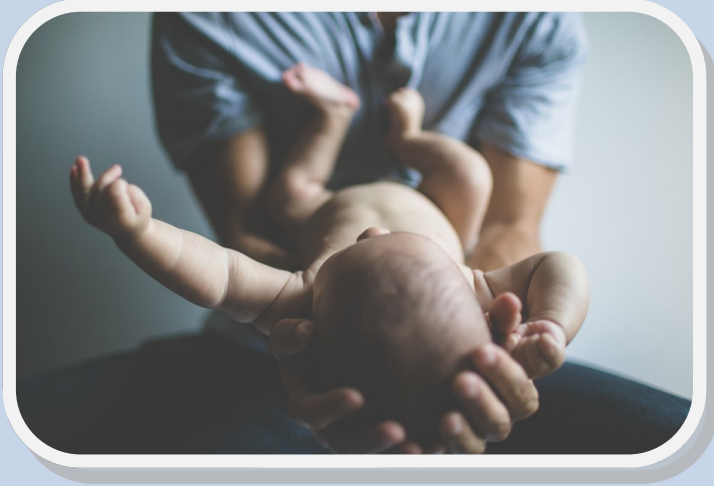


APRIL 10, 2018



The Beauty and Brokenness of Foster Care

Written By: Jason Johnson (Foster Parent Blog)

It was a Wednesday. We received a call from our foster care agency at 3:30 in the afternoon - a newborn baby girl had been taken into custody by Child Protective Services at the hospital and was in need of placement. "Are you interested?", they asked. Of course we are. By 7:30 that evening they were at our front door, holding a tragically fragile little girl who needed a home to live in and a family to love her. It was the best and worst day of her life.

She was wholly unaware of all that had transpired in her short 3-day life. **Tragedy, abuse and brokenness brought her to our front door. Hope, love and healing welcomed her in.** While we celebrated the opportunity to care for her, we also ached over the reality that someone had put her in a position of needing to be protected in the first place. Two years later, it's now our joy to call her our daughter and to hear her call us her Momma and Dadda; it's also our heartache that any of this ever had to happen in the first place.

EQUAL PARTS GOOD AND BAD

Everything...*everything* about foster care is equal parts good and bad, joy and sorrow, beauty and brokenness. It's a good day when a child is placed in your home. It represents safety, security and an opportunity for a child to be loved and cared for in a way they likely would not have had available to them otherwise. **It's indeed a good day when a child is placed in your home - it's also a really bad day.** [CONTINUE READING](#)

April is Autism Awareness Month!

According to new data from the Autism and Development Disabilities Monitoring (ADDM) Network of the National Center for Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention (CDC), one in 68 children are identified with autism spectrum disorder (ASD). The number of children diagnosed with ASD continues to rise. Here are [5 Things You Need to Know about NEW Autism Data](#).

April is Child Abuse Prevention Month

Long-Term Consequences of Child Abuse & Neglect

The impact of child abuse and neglect is often discussed in terms of physical, psychological, behavioral, and societal consequences. In reality, however, it is impossible to separate the types of impacts. Physical consequences, such as damage to a child's growing brain, can have psychological implications, such as cognitive delays or emotional difficulties. Psychological problems often manifest as high-risk behaviors. Depression and anxiety, for example, may make a person more likely to smoke, abuse alcohol or drugs, or overeat. High-risk behaviors, in turn, can lead to long-term physical health problems, such as sexually transmitted diseases, cancer, and obesity. Not all children who have been abused or neglected will experience long-term consequences, but they may have an increased susceptibility. This factsheet explains the long-term physical, psychological, behavioral, and societal consequences of child abuse and neglect.

[VIEW FACTSHEET](#)

When “Keep Your Hands to Yourself” Doesn’t Work

Hitting can be a problem for any child — whether he has ADHD or not. Learn how keeping calm, sharing empathy, and rewarding good behavior can help your child control his emotions.

Is your child with ADHD a hitter? Does he shove people or throw things at them? Does she ignore warnings to “keep your hands to yourself”? Well, take heart. It may take a while, but aggressive kids can learn to control their impulses. Here’s how you can help:



Define the problem. Each time your child gets physically aggressive, let him know exactly what he did wrong. Tell him what to do the next time a similar situation arises. “Use your words when angry” works better than “Don’t hit.”

Control your emotions. It’s not easy to stay calm when your child has just punched a playmate for the umpteenth time. But do your best. The next time your child lashes out, discipline her by demonstrating appropriate behavior by speaking calmly, but firmly, rather than by shouting (or spanking).

Try empathy. Let your child know that you understand how hard it is to control aggression. Once she calms down, say something like, “You seemed to be angry because your friend won the game” or, “I know you get angry when other children tease you, but hitting will only hurt your friendships.” Listen carefully to what she says in response, so you can provide support.

Ask for suggestions. Telling your child to say, “Stop it, you’re bothering me” may not do the trick. In emotionally charged situations, kids with ADHD have trouble recalling phrases like that. Instead, ask your child what he thinks he can do to rein in his aggression when something bothers him.

Reward good behavior. Praising your child for not hitting makes sense, of course, but specific rewards are extra incentives. Come up with rewards your child can claim for good behavior. It might be a toy, or being the one to pick out a movie on Friday night, or “special time” when the parent is “all hers.”

Impose consequences. Let your child know the specific consequences she will face the next time she resorts to physical aggression. Depending upon your child’s age, the consequences might include a timeout, writing a letter of apology, losing a special privilege, and so on.

Identify “hot spots.” Does your child pick fights at birthday parties? During playdates? Identify those situations, and consider whether you can modify them (by reducing the number of children at a playdate) or skip them.

[Click Here to Read More](#)

Raising Your Kin

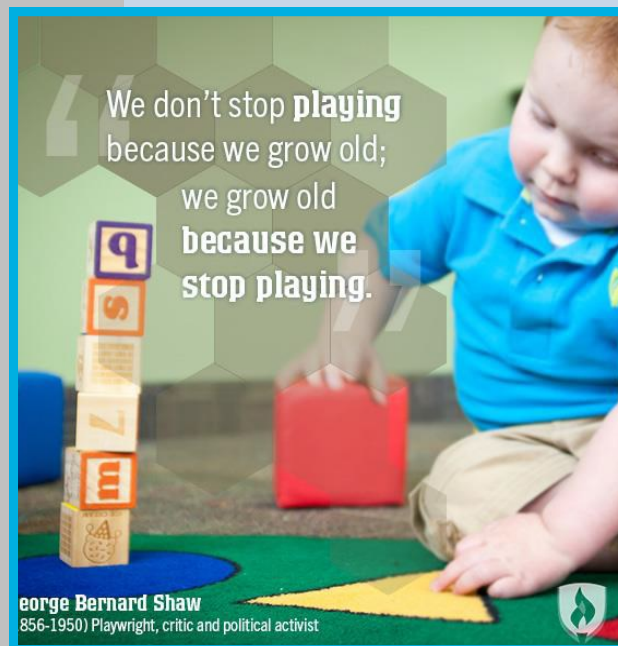


No matter why or how they came to live with you, your relative’s children will benefit from being in your home. When children cannot be with their parents, living with a family member may provide:

- Fewer moves from place to place
- The comfort of a familiar language, culture, and family history
- A chance to stay with siblings
- More contact with their parents, depending on the situation

Despite these benefits, the children will face some unique challenges.

What You Can Do—[Click Here to Read](#)



We don’t stop **playing**
because we grow old;
we grow old
because we
stop **playing**.

George Bernard Shaw
1856-1950) Playwright, critic and political activist