1980

SHARE Newsletter 1980-1984

Center for Public Affairs Research (CPAR)

Follow this and additional works at: https://digitalcommons.unomaha.edu/cparpubarchives

Part of the Demography, Population, and Ecology Commons, and the Public Affairs Commons

Recommended Citation


This Article is brought to you for free and open access by the Center for Public Affairs Research at DigitalCommons@UNO. It has been accepted for inclusion in Publications Archives, 1963-2000 by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.
CAUR awarded training grant

By Carole M. Davis, Project Coordinator

The Center for Applied Urban Research at the University of Nebraska at Omaha has been awarded the grant to do the Foster Parent Training for 1982-83. Nine trainer/facilitators were selected from the six regions of the state. They were then teamed up with foster parents and/or case workers who will act as co-facilitators and will carry out the training in their geographical areas.

Training will be held at approximately 34 different sites between August, 1982 and March, 1983. The goal is to train 900 or more foster parents and caseworkers.

The goal of the training is to develop a network that will have a long lasting influence upon the quality of foster care in Nebraska.

So, welcome to the Foster Parent Training Program, an educational adventure in sharing and learning!

FOSTER CARE REVIEW COMING TO NEBRASKA

Closer monitoring of children in foster care by Citizen Review Boards will soon be taking place in Nebraska as the result of the passage of LB 714.

Without a tracking system and judicial review, children have often been left to languish in foster care for many years, moving to numerous homes, and having no definite plan for their future care.

Governor Thone is to appoint a State Foster Care Board which will set up procedures for formation of local boards. Those having an interest in making a better life for Nebraska’s foster children are asked to be thinking about persons in their communities who would make good local board members.

Kathy Moore, legislative and governmental liaison for the Nebraska Foster and Adoptive Parents Association, will be happy to answer questions about the new procedure. Her address is 5005 South 181 Plaza, Omaha, NE 68135.

For the next several months, these are the individuals who will be responsible for providing Foster Parent Training to the state of Nebraska. They were trained to deliver the Basic Course to foster parents and caseworkers at an intensive five-day workshop held June 21-26 in Omaha.

The workshop was conducted by Dr. Rick Spano of the School of Social Welfare at the University of Kansas, who provided the expertise in foster care, and Dr. Floyd Waterman, University of Nebraska at Omaha who served as training coordinator. Here the “crew” takes time out to pose for all of you. From left to right the facilitator/trainers are Denise Caviness, Darlene Pennington, Diane Kraus, Teresa Hawk, Kaye Long, Shirley Seevers, Nancy Bare, and Cenith Hall-Tibbs.

How Do I Sign Up For Training?

A flyer containing details along with a registration card will be sent out prior to each workshop. Watch for it in your mail. Workshop dates are subject to change, but we will stay with this training schedule as closely as possible. All training is free, and you will receive a Participants Manual which will be yours to keep.

What Topics Will The Training Cover?

The training will cover nine topics which were chosen by experienced foster parents in Nebraska.

1. Surviving Separation
2. Helping Everyone Adjust
3. Enhancing a Child’s Self-Concept
4. Child Development: Is It Normal?
5. Discipline
6. Understanding the Puzzle of Child Abuse
7. Fostering the Abused Child
8. Is It Legal? Rights and Responsibilities of Foster Parents
9. Children’s Rights

For Your Information . . .

The Nebraska Adoptive and Foster Parent Association has the goal of making training mandatory before placements are made in the home. The state is also considering the possibility of requiring foster parent training or a suitable substitute such as successful past experience or suitable education. So, please take advantage of the training offered in your area now while the opportunity is here.
Foster and Adoptive Parents Association is a Unique Group

By Penny Winfield

Established in 1963 as an advocate organization for foster and adoptive children and their parents, the Nebraska Foster and Adoptive Parents Association is a volunteer, non-profit corporation whose members include foster and adoptive parents, professionals, and concerned citizens. One of the oldest such associations in the nation, it is a forerunner of the National Foster Parent Association. It is also unique in its inclusion of both foster and adoptive parents.

Purpose

The Association's purpose is to improve the quality of life for foster and adoptive children and parents. Thus the Association works to promote coordination and communication among foster and adoptive parents and child caring agencies, works with public and private agencies to improve services, and assists placement agencies in recruiting foster and adoptive homes.

The Association also encourages training and education of those involved in foster care and seeks viable reforms in foster care. The goal of the Association is to make foster parent training mandatory before placements can be made in the home. In addition, the Association strives to supply members and others with current information related to the well being of all children, particularly those needing foster care or adoptive homes.

Activities

Legislative and Policy Involvement

Since its founding in 1963, the Association has grown as an advocate for foster and adoptive children, working actively for such legislation as Nebraska's LB 714, the Foster Care Review Act which passed this last session and was signed by the governor.

The Association also works for other supportive legislation and adequate appropriations for children's programs, and with local, state, and federal government agencies on behalf of children. It is a vehicle for effective involvement in legislative and policy issues related to child care.

Information and Encouragement

The Association serves as a resource for information about foster care and adoption, not only for its members, but for the general public as well. The quarterly newsletter offers information on developments within the child welfare system and an exchange of ideas, news, and announcements of events. And the Association encourages and assists those who wish to work together in the area of foster care and adoption to do so by forming local associations.

Workshops and Conferences

The largest recent project of the Association was this Memorial Day's Family Sharing Week-end at the YMCA Camp Kitaki near Louisville, providing camp experiences for younger children, while other children and adults attended workshops intended to enable foster and adoptive parents and families to do their special tasks better and establish standards of professionalism for themselves.

Changes in juvenile codes concerning status offenders, and the push for institutionalization, have made foster care a viable alternative to detention, incarceration, and other institutionalization of children. At the same time, the emphasis on preserving family life and keeping children out of foster care has grown. All these changes bode well for our children, but they also mean that children entering the child welfare system and foster care are apt to have more serious problems than in earlier years. Foster and adoptive parents not only provide physical care and help children to grow and develop. They also serve as advocates for the child in their homes, ensuring that the community provides needed services and that the child does not become stuck in the child welfare system. They deal with special problems for which they need information and training and, at times, assistance, especially from other foster and adoptive parents.

The Nebraska Foster and Adoptive Parents Association plays a valuable role for foster and adoptive children and their families. We welcome your questions, your suggestions, and your support. For more information or to join the Association, contact Penny Winfield, President, Nebraska Foster and Adoptive Parents Association, 2320 North 56th Street, Omaha, NE 68105, (402) 551-7951. To find out more about the local association or to join up, contact one of the following people in your area:

Scottsbluff Chapter (Region 1)

PRESIDENTS
Leroy & Pearl Wentz
2510 Ave. E
Scottsbluff, NE 69361

North Platte Chapter (Region 2)

PRESIDENT
Abby Carbine
821 E. 5th St.
North Platte, NE 69101

Grand Island Chapter (Region 3)

PRESIDENTS
Bob & Margaret Neeman
Rt. 1, Box 91
Hastings, NE 68901
(402) 761-2692

All In Our Family Chapter (Region 4)

PRESIDENTS
Mr. and Mrs. John Orlowski
Madison, NE 68748

Our Family Plus Chapter (Region 4)

PRESIDENT
David Eurek
Box 406
Hollidaysburg, NE 68641
(402) 986-1429

Lincoln Chapter (Region 5)

PRESIDENTS
Bernie & Helen Goff
R.R. 1
Box 127 B
Waverly, NE 68462

Omaha Chapter (Region 6)

PRESIDENTS
Tom & Linda Matusik
5625 Pacific
Omaha, NE 68106
(402) 563-9620

Eastern Nebraska Chapter (Region 6)

PRESIDENT
Mary Crook
923 North D St.
Fremont, NE 68025

Guidelines for Foster Parents

Let each child know individually and often that you want him/her, love him/her, are concerned about him/her, and really care what happens to him/her.
Meet the Foster Parent Facilitator-Trainers

Although the state no longer uses the six regions as shown on the map, it is included here to serve as a framework to help explain the project plan.

REGION 1

Teresa Hawk

Teresa lives in Chadron, Nebraska. She has been a foster parent trainer since the beginning of the program three years ago. Teresa is a person who gets involved, and this is demonstrated through her continued service to the community via the schools, various church organizations, and the Community Action Program. She is a “people-person,” has an outgoing personality, and shares from the heart her knowledge and experiences with others. Teresa has been a foster parent herself for a number of years and knows that parenting is hard work, sometimes frustrating work. She believes training is essential for the sake of both the adult and the child involved in the challenge of foster parenting. Teresa says “I care about the program, I know we need it.” We’re very glad to have Teresa aboard for another year.

Contact Teresa at her home address, 905 Main, Chadron, NE 69337. Her phone number is 432-2006.

Marilyn Schultz

Marilyn lives in Gering, Nebraska. She has worked in social welfare programs for 16 years. Four were spent as a Child Protective Service worker which she says was one of the most rewarding experiences of her life. Now as a CPS supervisor her job requires close involvement with the courts and the schools. Marilyn sincerely feels that she is one of the lucky people because she likes her work and is happy in her field of endeavor. She has a very real interest and concern in working with foster parents and has worked as a trainer with the Foster Parent Training Program in the past. Welcome back, Marilyn.

Marilyn may be contacted at 2145 17th St., Gering, NE 69341. Her home phone is 436-4793, and her office number is 436-3341.

Schedule

Four workshops are scheduled for Region 1. Dates have not been set yet, but workshops will begin in September and will run through February, 1983. Teresa is in charge of the Alliance workshop and Marilyn of the other locations. Locations are:

- Alliance
- Sidney
- Scottsbluff
- Kimball or Scottsbluff

GUIDELINES FOR FOSTER PARENTS

Show each child affection. They are starved for it.
Kaye Long

Kaye lives in Grand Island and works for the Department of Public Welfare. In the past two years she has been a social worker with foster children. Presently she has a caseload of about 55 foster children that keep her thinking, planning, and doing. Kaye is a warm, bubbly person with a sense of humor. It is obvious from talking with her that she cares about many “social concerns,” and she is a good listener. She works with many foster parents and has good rapport with them. Kaye has a reputation for being a hard worker and for getting things done.

Kaye’s address is 1007 W. Koenig, Grand Island, NE 68801. Her home phone is 381-7675, and her office number is 381-5600.

Schedule

Nine workshops are scheduled for Region 3. All will be held on Saturdays from 10:00 a.m. to 6:30 p.m. and on Sundays from 1:00 p.m. to 7:30 p.m.

Grand Island—Aug. 14 & 15
Central City—Sept. 11 & 12
Broken Bow—Sept. 25 & 26
Franklin—Oct. 9 & 10
Kearney—Oct. 23 & 24
Ord—Nov. 6 & 7
Aurora—Jan. 15 & 16
Hastings—Jan. 29 & 30
Grand Island—Feb. 12 & 13

GUIDELINES FOR FOSTER PARENTS

Praise as well as criticize; they need all the ego-boosts they can get.

Why foster parents need training

The following is reprinted from an earlier SHARE newsletter. We felt perhaps something in it would help you recognize a need that you might have for training.

... Many parents find it is not easy to raise children in this day and age.
... In addition, fostering is different from raising your own children.
... All foster children have been separated from their own parents and need help with their feelings of grief, loss, or self-blame about separation.
... Some foster children have real problems, special needs, or handicaps that require extra services or knowledge.
... Foster families want to make the child welfare system work effectively for their foster children.
... Fostering is a job that carries with it both rights and responsibilities. These need to be learned.
... Foster parents want guidance and support concerning their work with the child’s natural family.
... Foster parents need to learn the most effective ways of working with agencies, courts, schools, health care providers, and other community resources.
... Foster families want to become acquainted with other foster families to share their joys and concerns.

(From Foster Parent Education Project, Eastern Michigan University, Ypsilanti, Michigan.)

Darlene Pennington

Darlene lives in Norfolk and has been doing foster parent training for a long time. She was instrumental in organizing the Foster Parent Association in Norfolk and has served as president and is presently acting as vice-president. A foster parent herself, she has shared her home with over 50 children. Darlene is known throughout the community as an experienced foster parent who is never too busy to lend a listening ear. Darlene has a reputation for having endless patience and for loving what she does.

Darlene’s address is 508 S. 6th St., Norfolk, NE 68701. Her home phone number is 371-6402.

Schedule

Nine workshops are scheduled for Region 4. All will be held on weekends. They will start on Friday evenings from 7:00 to 10:00 p.m. and continue on Saturdays from 9:00 a.m. to 5:00 p.m.

South Sioux City—Aug. 13 & 14
Ainsworth—Aug. 21 & 22
O’Neill—Aug. 28 & 29
Walthill—Sept. 10 & 11
Oakland—Sept. 24 & 25
Creighton—Oct. 9 & 10
Norfolk—Nov. 13 & 14
Columbus—Jan. 14 & 15
Wayne—Feb. 4 & 5

GUIDELINES FOR FOSTER PARENTS

Make punishments fair. Allow the child to express his/her feelings and thoughts on the whole matter right away. And listen to his/her side. Be honest about your feelings too. (“It upsets me...” or “I feel angry when...”)
Nancy Bare

Nancy lives in Lincoln. She has been employed with the Lancaster County Division of Public Welfare for about 11 years. She has work experience in Aid to Dependent Children, Child Protective Services, and currently the Foster Care Recruitment and Training area of the Resource Development Unit. Nancy very much enjoys being involved in training and finds it satisfying to facilitate a group training session and know that group members have grown from the experience. Nancy has worked as a trainer before with the Foster Parent Training Program. She is very knowledgeable and very well accepted by foster parents. She is passionate and has an understanding of their problems. How is she rated by those who have known her and worked with her over the past years? They say she's the best.

Nancy lives at 3020 William St., Lincoln, NE 68502. Her home phone is 489-9261, and her office phone is 473-2204.

Shirley Seevers

Shirley lives in Lincoln but makes a lot of trips to Sioux Falls, South Dakota to be with her husband. Shirley has a keen interest in issues regarding foster children and parents. Her knowledge of human development and family dynamics is extensive and professional, and much of her private consultant work is devoted to these areas. She is extraordinarily skilled at making people feel comfortable. Shirley's warmth and outgoing manner make her a friend immediately.

Shirley lives at 6345 Fairfax, Lincoln, NE 68505, and her home phone is 464-3941.

Schedule

Fourteen workshops are scheduled for Region 5. These will be directed by Nancy:

- Beatrice—(starting early September on five successive Thursday evenings)
- Geneva—Sept. 24 (7:00 to 10:00 p.m.) and Sept. 25 & 26 (9:00 a.m. to 5:00 p.m.)
- Falls City—Oct. 15 (7:00 to 10:00 p.m.) and Oct. 16 & 17 (9:00 a.m. to 5:00 p.m.)
- Lincoln—Nov. 6, 13, & 20 (9:00 a.m. to 5:00 p.m.)
- Lincoln—Dec. 4, 11, & 18 (9:00 a.m. to 5:00 p.m.)
- Lincoln—Feb. 10 (7:00 to 10:00 p.m.) and Feb. 11 & 12 (9:00 a.m. to 5:00 p.m.)

These workshops, directed by Shirley, will be held on Tuesdays from 7:00 to 10:00 p.m., Thursdays from 7:00 to 10:00 p.m., and Saturdays from 8:00 a.m. to 5:00 p.m.:

- York—Sept. 21, 23, & 25
- Lincoln—Sept. 28 & 30 and Oct. 2
- Lincoln—Oct. 26, 28, & 30
- Seward—Nov. 16, 18, & 20
- Lincoln—Jan. 25, 27, & 29
- Lincoln—Feb. 15, 17, & 19

Another workshop will be held from 7:00 to 10:00 p.m. on Friday and on Saturday from 9:00 a.m. to 5:00 p.m.

York—Nov. 5 & 6

Cenith Hall–Tibbs

Cenith lives in Omaha. Although she has no specific experience in foster care she has worked in human services for a number of years as a psychiatric social worker, a drug abuse counselor, and a resident instructor. Her work as a psychiatric social worker has equipped her to work well with many kinds of people in many different situations. Cenith demonstrates a desire and eagerness to learn and to become involved. She is open and shows respect for others. She is sensitive to the needs of others and has the capacity to be flexible. Those who have worked with her know her as a talented and highly capable person. What she doesn't know she will learn in short order and will perform it well.

Cenith lives at 6708 N. 34th St. Her home phone is 455-3008, and she may also be reached at 451-1111 or 345-2252.

Denise Caviness

Denise also lives in Omaha. She has a great deal of experience as an instructor, counselor, and a group facilitator. Some of her experience in human services include work at Meyer Children's Rehabilitation Institute where a great number (Continued on page 6)
REGION 6
(Continued from page 5)

of the special needs children she served in the SSI-Disabled Children’s Program were in the care of foster parents. Denise also worked with The Shelter for Victims of Family Violence and presently serves as a volunteer at The Children’s Crisis Center for the prevention of child abuse. Teaching adults is especially exhilarating to Denise because she feels they have a wealth of knowledge to share. Each one comes into the class with different experiences, background, education, and opinions. Working with adults is a challenge she enjoys.

Denise’s address is 2410 N. 45th St., Omaha, NE 68104. Her home phone is 556-5525, and her office phone is 341-4369.

Schedule

Fourteen workshops are scheduled for Region 6. Denise is in charge of the following which will be held on these dates at the times listed:
Omaha—Aug. 11, 18, & 25 and Sept. 1 & 8 (7:00 to 10:00 p.m.)
Blair—Sept. 25 & 26 (9:00 a.m. to 5:00 p.m.)
Plattsmouth—Oct. 16 & 17 (9:00 a.m. to 5:00 p.m.)
Fremont—Nov. 13 & 14 (9:00 a.m. to 5:00 p.m.)
Omaha—Dec. 18 & 19 (9:00 a.m. to 5:00 p.m.)

The workshops Cenith is in charge of will be held on these dates at the times listed:
Omaha—Aug. 11, 18, & 25 and Sept. 1 & 8 (7:00 to 10:00 p.m.)
Blair—Sept. 25 & 26 (9:00 a.m. to 5:00 p.m.)
Plattsmouth—Oct. 16 & 17 (9:00 a.m. to 5:00 p.m.)
Fremont—Nov. 13 & 14 (9:00 a.m. to 5:00 p.m.)
Omaha—Dec. 18 & 19 (9:00 a.m. to 5:00 p.m.)

Omaha—Jan. 4, 11, 18, & 25 and Feb. 1 (7:00 to 10:00 p.m.)
Papillion—Feb. 19 & 20 (9:00 a.m. to 5:00 p.m.)

GUIDELINES FOR FOSTER PARENTS

Set down clear rules and expect them to be kept. Make clear that there will be punishment for breaking the rules. Don’t be inconsistent about it.

We are guilty
of many errors and many faults
but our worst crime
is abandoning the children,
neglecting the fountain of life.
Many of the things we need
can wait. The child cannot.
Right now is the time
his bones are being formed, his
blood is being made, and
his senses are being developed.
To him we cannot answer
‘Tomorrow.’
His name is ‘Today.’

— Gabriela Mistral
(Nobel Prize-winning poet from Chile)
How foster parents can help each other

"GIVE ME A BREAK! All I need is one more meeting!" Have you ever felt like that? A new foster parent adjusting to the situation of having a child in the home feels many pressures, and sometimes the pressures build up. While the foster father is gone during the day, the foster mother may be going through a variety of trials. She meets with the social worker, sometimes with representatives of the court, and struggles with interaction between her own children and the foster child.

The Department of Public Welfare, and some county welfare departments, feel that basic instruction and orientation for foster parents is both helpful and necessary. Some of you have already completed the course, others are taking it now, and still others are just starting as foster parents and have yet to enroll.

At first, the thought of spending the necessary 18 hours may make you feel too pushed to take on a series of meetings in addition. Once you get started, however, and see that other foster parents have had problems similar to yours, the course begins to take on more of a "survival kit" function for you. But the course does end and what comes next? How can you as a foster parent continue to find some type of help with your problems? I want to share some ways you can find continuing help after the basic course.

Coffee Hours

One of the biggest resources you have is the other members of your basic course group. Some groups have continued to meet occasionally and keep on sharing together. If several of the foster parents live close together, you could hold a coffee hour while the children are in school. Some of the mothers (or fathers) who attend the coffee hours might alternate in providing sitter service. Invite an experienced foster parent, caseworker, or an officer of the local Foster and Adoptive Parents Association.

At first you may be tempted to feel you have to have a discussion leader or a person "in authority," but I urge you to be much more informal and set up the group so it serves a single purpose. For example, you may want to have a social worker from a college speak to the group on incest and sexual abuse. Care should be taken in selecting the speaker, however. You could check with your caseworker, the Department of Public Welfare, or the county welfare department to be certain that your speaker is accurate, current, and appropriate.

At other times you may wish to invite an attorney to discuss legal problems involved in foster care. Or the coffee hour could just involve a sharing of ideas on handling chores, school-related problems, etc. These sessions will be more helpful if you select a general topic beforehand and invite people to suggest other topics.

Show a Film

Most public libraries have films that could be checked out, and if you are near a college, check with their film library. Films on child development, adolescence, discipline, and health issues are particularly appropriate. Sometimes a film and a speaker might be a good combination.

The main reason for meeting however, is to share ideas, and your rap session or "support group" will be strengthened by a focus on discussion of your group's needs and interests.

Hold a Retreat

Support groups are often more effective when they hold a retreat. Your immediate reaction might be, "Well, I can't get away for a weekend." That's the reason for a retreat held at a camp area so you can take the whole family, and the support group can arrange discussion groups as well as fun activities (swimming, boating, fishing, etc.) for the children and youth. Penny Winfield, president of the Nebraska Foster and Adoptive Parents Association, informs me that she is conducting a workshop at a camp (Continued on page 6)
MY LIFE
By Darrell Iron Rope*

When I was just a little boy about eight, I was lonesome. I wanted to see my cousins. They were brothers it seemed like. We had fun on the reservation.

My family is whole Dakota Sioux. We were all happy there until it was time I had to be separated. My heart sank far beneath my waist. I felt worried, and so did my mom and dad. We were there for awhile, they took us and put us in their car which was different from ours. My Mom and Dad were gone, and I didn't know who they were. They came and took me away to some strange place. My Mom and Dad came too. I stayed in a room for awhile with some other white people. After we were there for awhile, they took us and put us in their car which was different from ours. My Mom and Dad were gone, and I didn't know where I was. The car slowly came to a stop. They took us out and put us in a house. There was clothing that was like Indian bonnets and beads that I thought were my dad's. There was some pottery and blankets which I liked. The people left, and we were there with other people. They had a little boy named Ron; I didn't talk to him. I didn't do anything but sit and think about my mom and dad.

They thought I was sick. I was sick because I missed everything in my home. I felt weird. I didn't want to do anything.

I was hungry, but I didn't eat. They tried everything, but I couldn't eat. Then one day there was a door that opened up and in came some white people. They took us.

When I was about seven, my mother died. I felt sorry when he was gone, and I miss him so much. I liked his whole family. He was very rough on my brother and sister. Some white people gave us some things. They were very nice. He was very rough on them.

There were some kids Primeaux. They had moved when I was nine. Verdel was neat. We talked about the ceremonies we used to go to. We had fun together. Now he is gone, and I miss him so much. I liked his whole family. They were very nice. He was very rough on me. When we got in a fight, I didn't like to fight and told him to “shut up.” Then someone said they would have to leave. They left and it felt very lonesome and quiet. I felt sorry when he left. In school some kids missed him. Now I am lonesome and feeling numb.

*Supplied by the Nebraska Children's Home with permission of the author. Darrell and his brothers and sisters have been adopted since this was written.
Region 1 workshops spark support groups

Training activities in Region 1 are underway and are going very well. In September, workshops took place in Alliance and Scottsbluff. Floyd Waterman, training coordinator, and I, as project coordinator, made on-site visits to the workshops. We enjoyed meeting the foster parents and sharing and learning with them.

By the way, the Share newsletter is your chance to share your news with foster parents across the state. If you have some local news from your home or your foster and adoptive parent chapter, please contact your facilitator or write to me, Carole Davis, at the Center for Applied Urban Research, University of Nebraska at Omaha, Omaha, NE 68182.

The Alliance Workshop

About 12 foster parents attended the Alliance workshop at the Presbyterian Church. As co-leaders, Teresa Hawk and Amy Franklin did a fine job of putting together a thought-provoking and interesting workshop.

Ben Reger, a counselor with the Human Services Agency, spoke on drugs and alcohol usage by young people, which is a concern of foster parents and parents everywhere.

Comments on this section of the training included: “That film is right! Sometimes teenagers can put on an act that would win an academy award. It is a communication problem.”

“I would come right out with the evidence. I put the drugs right in the center of the table and then we have a little discussion about it.” That’s how one foster parent described the practice that he and his wife follow when they discover their foster child has been involved in drugs.

Drugs in western Nebraska are a fairly new experience, and thus parents were willing to share their experiences, their fears, and their desires to know more about how to handle situations that involve drug and alcohol usage.

One mother said she called law enforcement authorities and the foster daughter asked, “If I were your own daughter, would you still do this?” The mother commented, “I couldn’t give her an answer then nor could I give an answer to that now.”

Mr. Reger said drug usage usually begins with marijuana and, as the young person loses fear of it, he/she then moves on to other drugs. He informed foster parents of free community resources and services and invited them to attend 12 hours of drug and alcohol training which is being provided especially for area teachers.

Foster parents attending the workshop represented varied backgrounds and experiences. One foster parent had a girl’s group home. Another, with a background in special education, likes to work with special needs children; two couples were waiting to take children; one foster parent was a former policewoman.

The group is interested in starting a local chapter of the Foster and Adoptive Parents Association for the primary purpose of acting as a support group. Foster parents felt they “needed someone to call when a kid blows off and there is nowhere to turn.” Another said he felt “it would keep foster parents from dropping out of the system.”

The experience of meeting foster parents has increased our appreciation of the importance of foster care and of the people who devote themselves to these efforts.

The Scottsbluff Workshop

Nine foster parents were present as we visited the Scottsbluff workshop in its second meeting. Participants were involved, shared ideas readily, and their participation indicated a high degree of interest.

Judy, a foster parent said, “I think this kind of training should be mandatory,” to which others nodded their heads in agreement.

The two very effective and interesting facilitators were Marilyn Schultz and Lanette Richards who is a foster parent herself. Mrs. Richards is past president of the Adoptive and Foster Parents Association and has worked mostly with teenage girls who were physically or mentally abused. Several of her girls have graduated from school or have been married, and they still keep in touch. “The biggest reward and most satisfying thing about foster parenting is to see a child get her life straightened out and to watch them grow,” she said.

Judy and her husband have recently seen two of the Indian boys they fostered be adopted. The boys had been sexually abused, but they were able to give them self-confidence, teach them self-discipline, and to be able to receive and give affection. Frank has been a foster father about six years. He said, “Sometimes the most impor-

tant thing you can do for a child is just be there.” He told of traveling to Omaha to watch one of his foster sons participate in a race. The boy told him that had it not been for Frank starting him in running years earlier, he would not have participated.

Jerry and Donna told a heart-warming story of a baby, Brandon, who was very small at birth and who was a victim of alcoholic syndrome. They nursed Brandon back to health, and after four months went through the pain of separation at the time he was taken to an Indian foster parent. “It is always hard to give them up. We cried all the way home; we felt like a big part of our family had been taken away.”

Participants agreed that knowing the stages of grief helps to cope with the pain of separation which must inevitably come.

Edna works with multiple handicapped children. She has one child she has had since he was four months old and he is now ten. She was told that the child was unteachable, but with Edna’s special care and attention, he is now attending the fourth grade. She has developed all kinds of innovative ways to involve children, give them responsibilities, and by praise and encouragement has been able to overcome the effects of their disabilities. She has four foster children now and finds ways to involve them, praise, and teach them. Great work, Edna.

a letter . . .

Dear Darlene,

I want to personally thank you for all the personal sharing you did. I learned much from both Marilyn and yourself. You are both very special ladies. Funny, too-you must have had a crazy trip home. Makes for a faster trip!

I only wish more foster parents had attended. I hope their reason for not attending was solid because otherwise I feel they missed a lot. True, maybe some would have been old stuff to them, but I’m sure they would have gone home with many new thoughts.

I know what good preparation takes... a lot of time, deep concern, and much patience when you have a family to care for. Thank you for loving us foster parents...

Friends Forever,

Debi Soldon
Effects of foster care on our own family

By Barbara and Mike Richter

A basic premise of physics states that for every action there is a corresponding reaction. So, too, in foster care does this apply. When you bring outside children into your home, there is bound to be a flux set up that involves all parties. Adolescent foster children bring unique experiences to your family. They create positive and negative reactions, and their effects are difficult to catalog. Sometimes these lie dormant in the psyches of you or your children. Achieving great joy without risk is difficult. Any time you bring someone else's children into your home, you take some chances. Since you had no part in their initial upbringing, you certainly can't totally predict how they will react in stress situations, and adolescence is fraught with trauma and pressure.

Negative Effects

To deny some effects of foster care on your family are negative would be an affront to your intelligence, so let's begin there. First, you are exposing yourself and children to unpredictability and criticism from other people. This criticism is from family, friends, and even the foster children themselves. Most people will try to rationalize against your commitment. A true test of the strength of the relationship between husband and wife and children is to be able to withstand this negative reinforcement.

To have a child/woman tell you she wants to have foster kids some day just like you is pretty rewarding.

By taking on foster kids you abdicate some of your private self and also your time for private sharing with your own natural family. Foster kids, by their very nature, need constant reinforcement and crave attention. There is only so much time in any day, and you will have less for yourself and for your own children.

This decrease in available time can set up resentfulness and jealousies between your natural children and your foster children. Also your own kids may become very resentful of usurpation of their position in the family. Foster kids can be extremely bossy. They do this for many reasons, out of various needs, but this can be a real hassle for your normal family. Extra care must be given to your kids so that they don't miss any of the necessary stroking needed for their full development.

Crisis Oriented

All adolescents are crisis oriented. Everything that happens to them is monumental and needs immediate and full attention. If you fall into this trap, you will create a void of time for your family. This is a common negative effect. Too often foster parents feel sorry for the plight of their foster kids and lose perspective. They feel that only they can solve the myriad problems confronting their foster children. In actuality, though, most problems are no different from any normal child's maturation process.

Too often parents have idyllic ideas of the foster care role, and when these kids come into your home and tease and harass your own children, destroy or break treasured belongings, or talk to you in the language of the bawdy house, you can easily become depressed about your own ability and the potential for any real growth. Almost all kids are manipulative, but foster kids seem to have a sixth sense for manipulation. It is one of their survival techniques, and while most of us can deal with this on an intellectual level, day to day abuse is exasperating. Your own children may learn this manipulation and may emulate some of the tantrums, bold lying, and subtle half-truths. Hearing them use colorful language before that time in their lives that you would consider normal is very distressing. In dealing with adolescent foster care, your kids will be exposed to negative acting out in the possible form of sexual promiscuity, drugs, or fantasies.

Danger of Imitation

Small children imitate older kids, and so the danger is always there. Your own children will have to share possessions that were heretofore their private domain. Many potentially ego-demeaming situations will ensue for your natural children. Your own frustrations will build as you see your foster kids develop into something really stable and neat only to be sent back home to a cesspool of doubt, insecurity, and instability. Goals set up by you and the child's worker will be unattained or even lost in the shuffle of court hearings and the lack of children's rights.

You will feel torn apart and that everybody has a little piece of you and won't give it back. You will start to have guilt feelings about exposing yourself to constant hurt. You will be happy at the great and deep relationship you have with a particular child, only to find the minute they do not need your shelter, food, and support, you never see or hear from them again. You will view bad habits (rightly or wrongly) acquired by your own kids to be a direct result of throwing them together with someone else's kids, and you will have doubts, self-guilt, and paranoia.

Positive Effects

But then you sit down in a comfortable chair, throw your feet up, rub your eyes, and find your face dissolving into a face splitting smile as you review the other side of foster care—the positive effects.

The stimulus of being around young people with one foot in childhood and the other into adulthood. Sharing their youth and discoveries. The just plain fun of having adolescents and teenagers around. Their total idolism and Don Quixote attitudes.

And you shine with a new-found super awareness of everything. You learn to be aware of so many new things because the kids force you to be. It carries over into new insights into your relationships with your friends, at work or home. You can sense things before they happen. After a number of kids, you become psychic, and they marvel at how you know what they are going to do before they ever start to do it.

Foster care puts a keen edge on your parenting skills. It forces you to think through decisions completely because kids won't live by arbitrary decisions. They need to know why or at least (Continued on page 5)
Review boards will be chosen during October

More than 200 applicants have indicated an interest in serving on local foster review boards, according to Imogene Bruce, executive director of the State Foster Care Review Board.

Formation of these local boards is a result of the July passing of LB 714. This bill provides for local boards of citizens to review the cases of foster children in their areas to determine if a permanent plan has been made for the child and if all parties involved are making an effort to carry out that plan.

Mrs. Bruce said training sessions will be held for those selected to serve on the boards. Currently, the state board is setting up 22 such local boards with the possibility of adding more later. The state board will select five members for each of the local boards by October 15.

Mrs. Bruce said a variety of persons are needed to serve on these boards throughout the state, including people from varying racial and economic backgrounds. The new boards will assist in making sure the children are getting proper care and legal assistance. They will be responsible for reviewing each case every six months.

The chairman of the State Foster Care Review Board is JoAnn LeBaron of Lincoln. Vice-chairman is Nancy O'Brien, also of Lincoln.

Other members are Mary Jeanne Adams of Bellevue, Milton Evans of Lincoln, Grayce Burney of Polk, Dr. John P. Murray of Omaha, and Elsie Barrett of Lexington.

This group will supervise the work of the local boards.

Although the deadline for application for the first 22 local boards has passed, interested persons are still encouraged to volunteer. Forms may be obtained by writing to the State Foster Care Review Board, Imogene P. Bruce, Executive Director, 3rd Floor State Office Building, 301 Centennial Mall South, P.O. Box 94952, Lincoln, NE 68509.

The time that volunteers will need to spend serving on local boards is estimated to be approximately six to eight hours per month.

Local board members will submit their findings to the courts having jurisdiction over the foster children.

Who can be a foster parent?

If you are already a foster parent, you realize that most adults can become foster parents if they have the interest and commitment. We are presently looking for people wanting to make that commitment to Nebraska's foster children. They need to share their home with children needing shelter, sometimes for long periods of time, sometimes for short periods of time.

I am trying to find new foster parents in various communities for the Department of Welfare. I will be speaking to various civic groups across the state, and I would like to speak with groups of foster parents as well. We need new foster homes, but we also need to strengthen and maintain the ones we have. Through good existing foster homes we can also find new homes.

If you have a civic group in your town that I could talk to about foster care, please let me know as soon as possible. I will be setting up meetings with Jaycees and possibly Optimists during the fall.

Also, if you would like me to meet with a group of foster parents, either an already existing Foster Parent Association, or just a group of you who would like to get together, please contact me during this next month so I can coordinate my stops. I have been a foster parent in Omaha for six years now and will be glad to share my experiences with you and hear of yours. In my position with the Foster Parent Association I keep in touch with the Welfare administration and with the Legislature. I try to stay on top of changes that take place, problems that foster parents have, and resources that foster children need.

If you have any questions or would like me to come speak to a group you can write me at 5005 South 181 Plaza, Omaha, NE 68135, or call me at home (1-402-895-5971) or call the toll free number at the Department of Welfare (1-800-742-7575) and leave a message for me to call you, and I will get back to you. Thank you,

— Kathy Moore
Legislative and Governmental Liaison
Nebraska Foster and Adoptive Parents Association

RICHTER

(Continued from page 4)

respect the labor of your decisions. Uniquely you can practice your skills on someone else's children and become proficient and confident. This will produce a real growth in you and your children. They will sense that you are not vacillating. They will grow to respect your honesty and consistency.

Excitingly, you will gain great respect for these kids and see them grow in their decision making process. They will fight you at first when you make them take responsibility for their actions, but later on they will thank you for your persistence. Those new in foster care have not been lucky enough to have one of their old kids stop back and visit, laughing about all the horrible incidents, and reliving all the positive sides of your short relationship. To have a child/woman tell you she wants to have foster kids some day just like you is pretty rewarding. Some of the most unlikely ones return. Your real "problems" in retrospect seem to be the ones who later on will value your strength the most.

Your own kids will grow rich in experiences and learn respect for diverse peoples. You and they will be exposed together to many kinds of religions, beliefs, and feelings that can only give them a broader base of experience to draw upon as they grow up.

Parents have a chance to see changes through the eyes of the young. You learn to tolerate changes more easily because you are involved with them every minute of foster care. Remember, you should learn from everything, and foster care is a unique opportunity to hone your skills and learn how to parent. You learn many things in school but little about having a relationship. Foster care is a day to day workshop in living, and sometimes you win and sometimes you lose, but in the long run everyone involved becomes a big winner.

GUIDELINES FOR FOSTER PARENTS

Don’t compare one child to another — ever.
How foster parents can help each other
(Continued from page 1)

retreat for a Lincoln support group. Support groups could be broadened into local chapters of the Foster and Adoptive Parents Association.

In our last newsletter (August, '82), Penny wrote an article on the Foster and Adoptive Parents Association. This group works for legislation and training and supplies mutual support and help at both the state and local levels. Chapters are located in all of the Nebraska welfare regions. See the August Share for the listing, or write or call Penny Winfield, 2320 North 56th Street, Omaha, NE 68105, telephone (402) 551-7951. State and local association dues for one full year (January to January) are $7.00. However, if you pay $19.00 for the year, you get your membership plus liability insurance as well, and that is a bargain. Starting in September, dues are $3.00 through January, 1983, but this does not include the insurance policy.

The local chapters often sponsor extensive training. For example, the group in Norfolk gave the entire adolescent training program without the services of a paid facilitator or group leader. Possibly the Welfare Department budget will not provide for training in the future, and thus you will find that informal rap sessions or support groups and the Association are the most valuable resources you have.

When you find the rich resources within your own group, you may find that your greatest satisfaction is that of providing self-help.

—Floyd Waterman

Foster Parent Training Program
c/o Carole M. Davis
Center for Applied Urban Research
University of Nebraska at Omaha
1313 Farnam on the Mall
Omaha, Nebraska 68182
Recognizing and dealing with drug abuse

The abuse of drugs, particularly by adolescents, is receiving more and more attention. The teenage problem has almost overshadowed that of drug abuse by persons in the armed services and other adult members of society who misuse or abuse drugs including prescription and "ethical" drugs, alcohol, and tobacco.

People in the helping professions need to know as much as possible about drugs, the drug problem, and the impact of drugs on people.

The material that follows is not all-inclusive, but it can be effectively utilized to orient both experienced and inexperienced people confronted with the problem of drug abuse.

Common Names for Drugs

- Amphetamines are stimulants. They are also known as uppers, bennies, crystals, co-pilots, daxies, drivers, footballs, hearts, oranges, peaches, pep pills, roses, and wake-ups.

- Barbiturates are sedatives. They are also known as downers, candy, blue heavens, yellow jackets, purple hearts, red devils, rainbows, peanuts, phennies, double trouble, and downs.

- LSD or lysergic acid diethylamide is the most popular of the psychedelic or consciousness-expanding drugs. It is also known as acid, big D, cubes, chief, hawk, sugar, twenty-five, and trips.

- Marijuana is a milder hallucinogen and the most popular intoxicant in the world next to alcohol. It is also known as pot, grass, tea, weed, hay, gage, jive, hemp, rope, charge, mezz, MU, muzzles, and Mary Jane. Marijuana cigarettes are called joints, sticks, or reefers.

- Heroin is an opiate. It is known as dope, junk, horse, harry, H., smack, scat, snow, and hard stuff.

- Tranquilizers are also sedatives used predominantly by middle class persons to alleviate irritability, nervousness, anxiety, neuroses, and sleeplessness.

- Alcohol includes related beverages such as wine or beer. Beer, for example, can be addicting.

Behavioral Clues to Drug Abuse

Often persons are unaware of the fact that someone is abusing drugs. The following is presented to help someone know when a person is on drugs, so they can begin to deal with the problem. Some things to watch for are:

- sunglasses and long-sleeved shirts worn at odd times and places (to hide dilated pupils and needle marks of heroin injections) as well as blood spots on sleeves

- repeated attempts to borrow money and unexplained disappearance of cash, cameras, radios, and jewelry or other valuables

- bent spoons, syringes, eyedroppers, and cotton balls

- frequent listlessness, drowsy behavior

- increased problems in concentration

- failing memory

- increased paranoia or feelings of persecution

- growing underlying feelings of inferiority or superiority

- passivity and loss of energy

(continued on page 6)
Trainer reports: Workshops in regions 3 & 5

Let’s Hear From You...

Over the past few months Gloria Shattler-Mueller, Bev Piper, Floyd Waterman, training coordinator, and I as project coordinator have been back and forth and around and across the state making on-site visits to many of the workshops. We’ve enjoyed meeting so many of you.

Attendance has been good, and even experienced foster parents and case-workers have found the training helpful.

One of the most rewarding parts of the training for me has been seeing the participants discover that one of their best resources is each other.

Another resource is the foster parent newsletter Share. Through its pages we try to bring you news from foster parents across the state. Even more importantly, the Share newsletter is your chance for input. We encourage you to share your responses to the articles we print, to relate your concerns, or to pass on some local news from your home or your foster and adoptive parent chapter.

Please contact your trainer, or write to me, Carole Davis, at the Center for Applied Urban Research, University of Nebraska at Omaha, Omaha, NE 68182.

Carole Davis

REGION 3
CENTRAL CITY WORKSHOP.
By Kaye Long

On September 11 and 12, foster parents in the Central City area joined forces to learn more about the mysteries of foster children.

Kaye Long and Patt Stoltenberg were the facilitators of this energy packed weekend. To kick it off the Daylight Donut Shop donated eight dozen doughnuts.

Information was shared regarding discipline, separation, burn-out, and alcohol and drugs.

Those attending were Chris Lamprecht (Merrick County child protective service worker), Marion and Jane Dittmer, Ross and Lora Rice, Dennis and Janice Walker, Mary Ann Henry, Jane Hubka, Kathy Campbell, Lynn Post, and Ken and Judy Schenorst.

Saturday was spent working on values clarification, making family rules, and helping everyone adjust. The laws regarding foster children were explained, as well as, “how to’s” on working with the agency.

The Sunday sessions included information on sexual and other forms of child abuse, human sexuality, self-image, and drugs and alcohol. Everyone worked hard and disclosed feelings about each of these sensitive issues.

The evening ended with a pot-luck supper and the beginning of stronger foster homes.

A REMINDER... from the project coordinator.

Training for foster parents is still going on around the state and will continue through the first part of March, 1983. So far, approximately 375 foster parents and caseworkers have participated. Response to the training has been positive and enthusiastic. You can still be a part of the action. Below is the schedule for the remainder of the year.

REGION 1
Teresa Hawk
905 Main, Chadron, NE 69337
Phone: 432-2006

Chadron or ? – March 19, 20

Marilyn Schultz
2145 17th St., Gering, NE 69341
Phone: 436-4793
Office phone: 436-3341

Scottsbluff – January 17, 24, 31 and February 7, 14, 21

REGION 2
Diana Kraus
Rt. 1, Box 110, Grant, NE 69140
Phone: 352-4683

Lexington - Jan. 4, 11, 18, 25

REGION 3
Kaye Long
1007 W. Koenig, Grand Island, NE 68801
Phone: 381-7675
Office: 381-5600

Grand Island – Feb. 12, 13
Heldrege – March 12, 13
Broken Bow – March 26, 27

REGION 4
Darlene Pennington
508 S. 6th St., Norfolk, NE 68701
Wayne – Feb. 18, 19

REGION 5
Nancy Bare
3020 William St., Lincoln, NE 68502
Phone: 489-9261
Office phone: 473-2204

Lincoln – March 19, 20
Hickman – Jan. 22, 29

Shirley Seevers
6345 Fairfax, Lincoln, NE 68505
Phone: 464-3941

Lincoln - Jan. 11, 13, 18 and 20
Lincoln – Feb. 8, 10, 15 and 17
York – March 1, 3, 8, 10

REGION 6
Cenith Hall-Tibbs
6708 N. 34th St., Omaha, NE 68112
Home phone: 455-3008
Office phone: 451-1111 or 345-2252

Papillion – Feb. 5, 6
LaVista – March 12, 13

Denise Cavinness
2410 N. 45th St., Omaha, NE 68104
Home phone: 556-5525
Office phone: 341-4369

Omaha – Feb. 5, 6

Maggie Miranda
Department of Public Welfare
1313 Farnam, Omaha, NE 68102
Office phone: 554-3862

Omaha – Feb. 26, 27

Contact the regional facilitator for times and places. Dates are subject to change.
The First Presbyterian Church was the comfortable, attractive setting for the Beatrice Area Foster Parent Training Course. A group of approximately 20 foster parents and caseworkers met on four consecutive Tuesday evenings. It was an educational experience interspersed with sharing and joint problem solving. There were humorous moments also. It can be a therapeutic experience to laugh about the difficult moments in foster care.

Group members renewed some old acquaintances and forged some new ones. We took turns bringing "treats" which added to the sociability of our sessions.

The last meeting began with a pizza supper and ended with the hopeful plans of maintaining the group through attending Foster and Adoptive Parents Association meetings.

At Beatrice

Participants in the Beatrice Area Foster Parent Training Course shared their experiences as foster parents with each other in an exchange of ideas, suggestions, and fellowship. Pictured above are some of the volunteers who offered child care services during the meetings. Others sharing in the training session are also pictured.

Training sessions consist of idea exchanges among the participants and suggestions to improve foster parent-child relationships. The use of films and handout material aid in sharing the information with all the foster parents in the state.

a letter...

Dear Cenith:

We want to thank you for that wonderful seminar. We learned a lot, plus we really got "built up." You made us feel like we were doing something worth while and doing it with some degree of competence. Thanks for everything. May your gift of listening and caring be spread around and be a blessing to others like it was to us.

God Bless You,
Pat and Silvia Wolff
Ft. Calhoun

(Cenith Hall-Tibbs is a Region 6 trainer)
Building young people's self-esteem: The PEER Dynamics program

By Luanne Stock

The PEER (Positive Educational Experiences in Relationships) Dynamics Program was designed in 1974-75 through the Nebraska Department of Education and in 1976 was funded by a grant from the Nebraska Commission on Drugs, to be implemented in a maximum of 12 schools. Two PEER consultants were responsible for training appropriate staff members across the state to secure the PEER program in 12 interested schools. In 1977 the program became part of the Community Health Education Division within the State Department of Health. Today, 126 schools participate and there are 277 PEER facilitators in Nebraska.

The PEER Dynamics program was originally designed because educators throughout Nebraska were seeing an increase in destructive behavior among school youth—vandalism, drug/alcohol abuse, juvenile delinquency, and destructive classroom behavior. They expressed the need for a program that would have a lasting effect on students' values and emotions and development, and thus decrease the incidence of destructive, risk-taking behaviors and improve classroom discipline and learning.

But what sort of program could have such an impact? Neither focusing on specific behaviors nor disseminating information about them prevents them, but studies have shown that destructive behavior does decrease when one's self-understanding, self-concept, and communication skills are improved.

PEER was designed with this in mind. It stresses relevant life skills, social skills, and societal values, and helps young people become more aware of their feelings and improve their decision-making and communication skills so that they are forearmed when difficult situations arise.

PEER also takes advantage of the fact that adolescence is an especially difficult time, especially for the junior high age group. Peer and societal pressures are mounting; young people are experiencing more freedom from their parents, making more decisions on their own, and yet lack the decision-making experience they need. They feel that their friends "understand" them better than adults and thus turn to each other with their questions and problems. PEER acknowledges this and focuses on the strengths and potentials of young people by creating PEER groups within the schools, particularly junior high schools, though the PEER program is flexible enough to be implemented at any level.

The PEER Group

Each PEER group consists of six to 12 voluntary participants. The number is small, so that interaction is more likely to occur and members can become more comfortable with each other and build trust among each other sooner. Once enough trust exists, members will share their personal feelings, building a better understanding of themselves and each other.

After identifying interested students, the PEER facilitator recruits and selects them to represent a cross-section of the school population, ethnically, racially, socially, academically, and so on. This encourages students who do not normally socialize together to accept each other, promotes school cohesiveness, and encourages the PEER members to take their PEER skills and knowledge back to their friends.

Once enough trust exists, members will share their personal feelings, building a better understanding of themselves and each other.

To minimize problems in scheduling meetings among such a cross-sectional group, PEER is often integrated into the school schedule or scheduled during the lunch hour or before or after school. With experience, every school develops its own approach to making PEER part of the educational process.

The PEER Meeting

PEER groups usually meet once or twice a week for a semester or a quarter. The PEER sessions generally consist of activities centered around defining values, improving communication skills, and practicing decision-making. Everyone in the group is encouraged to participate as the activities are designed to build better self-understanding.

At the first meeting PEER group members learn the PEER ground rules, which promote a non-threatening environment in which everyone is respected and no one has to worry about being ridiculed. The PEER facilitator is responsible for enforcing and reminding the members of these rules, but as the group progresses, the facilitator finds members reminding each other of them.

"Active Listening" is a learned skill that helps the listener grasp what the speaker is saying from the speaker's point of view, and reminds group members that while one person talks, the others listen.

"The Right To Pass" grants everyone in the group the right to observe an activity without participating. Any individual who has passed is given another chance to participate before the activity ends.

"No Put Downs" is a challenging rule, as it refers to not putting down one's self or others.

The "Confidentiality" rule insures group cohesion. Personal experiences shared in the session do not leave the group.

The PEER Facilitators

Much of the success of the PEER group lies in the facilitator's relationship and rapport with the students. The facilitator must be someone the students can relate to and trust.

Every fall, every junior high school in the state receives a letter which explains the PEER concept and invites anyone interested in becoming a facilitator to respond. Interested persons who meet certain requirements are accepted for one of the two-day PEER Dynamics training workshops held during the fall at various locations across the state.

The program provides all the materials they need to begin a PEER program. The workshop is conducted like a PEER group, with a small number of participants. The first day is spent learning the activities in which the students will be participating. The second day is spent in learning how to begin a PEER program.

Follow-up workshops for PEER facilitators are held in the spring. These one-day sessions provide resources, information about additional activities, and the opportunity for discussion. More experi-

(continued on page 6)
Abused children and foster parenting


The purpose of Gil's booklet is to give foster parents understandings of: (1) why parents abuse children, and (2) how children react to abuse and/or neglect. Such understandings are intended to help foster parents handle their difficult jobs in an effective and sensitive manner. The volume is full of common sense suggestions such as don't overgeneralize, foster parents understandings of: children react to abuse and/or neglect. In an effective and sensitive manner. All of these can help foster parents examine their own problems and values.

Who are child abusers? Child abusers are often ordinary people. They do not intend to harm children, but many of them have been abused as children themselves. Child abusers have a variety of rationalizations; such as perceptions of the child's beauty or lack of it, feelings of poor self-worth and thus of their children, or reminders of an estranged mate. Abusive parents may expect too much of their children or may expect nothing at all.

Behavior of Abused and Neglected Children. Gil cautions that foster children are usually in a state of shock at the time of placement. During traumatic times there is a temporary halt in emotional growth, and the child may build self-protecting walls. Children who enter foster care may have had exposure to inappropriate parent-child interactions or may have witnessed psychiatric or drug and alcohol disorders in their parents.

During traumatic times there is a temporary halt in emotional growth, and the child may build self-protecting walls.

Despite these problems, most children remain loyal to their parents and sometimes ask to return to them. Foster children often develop some of the following defense mechanisms:

- Reality denial; a refusal to face facts
- Rationalization; "My mom will come for me when she gets a raise."
- Displacement projection; "It's the teacher's fault."
- Reaction formation; child does opposite of true feelings.

Self-Esteem. Most abused and neglected children have poor self-images; either they have been told repeatedly that they are no good and can't do anything right, or they have been subject to repeated beatings. Yet Gil warns that abused children cannot be lumped together. They react differently depending upon age and a variety of other factors which she lists in the booklet. It is important, however, to undertake the difficult job of building self-esteem. One practical suggestion includes letting the child perform small, easily achieved tasks for which the child is given positive reinforcement. It is also important to praise the child sincerely.

Floyd Waterman

GUIDELINES FOR FOSTER PARENTS

Expect as much of each child as he can do. Coming from a wide variety of backgrounds will produce a wide variety of values and accomplishments. You can increase your expectations as the child reaches a new step.
RECOGNIZING DRUG ABUSE  
(continued from page 1)
- problems with speech and difficulty in verbalizing thoughts
- increasing problems with close relationships
- greater impulse toward being destructive
- increasing feelings of futility and hopelessness
- constant denial that drugs might really be harmful.

How to Deal with the Person Who is Using Drugs

Some of the means persons can utilize in dealing with the drug abuse problem include:

- Being familiar with local, state, and federal laws about drug and alcohol offenses
- Understanding what persons want or need from drugs and how drug use can affect their lives
- Understanding that drug use is not the same as drug abuse
- Knowing about community resources available to persons who realize their need for help
- Helping persons to become involved in the kinds of social activities that divert their energies into more constructive channels

PEER DYNAMICS  
(continued from page 4)

enced facilitators exchange and compare ideas with newly trained facilitators, and a "beef and bouquet" session allows facilitators to voice their problems and successes with PEER.

Program Advantages

The PEER program offers distinct advantages. There is no direct cost to the schools because the program provides all the materials needed, and there is no charge for attending the workshops. In addition, a newsletter, published four times a year, keeps facilitators updated, and the PEER consultants are available for consultation, presentations, inservices, and workshops year-round.

Most importantly, PEER works. It gets at the underlying reasons young people engage in destructive behaviors because it influences their feelings, values, and emotions by increasing their self-esteem. Building self-esteem and self-understanding in young people produces stronger individuals who, when confronted with difficult choices, know how to choose the best alternatives.

Persons interested in participating or who would like more information about PEER are invited to contact Nancy Clark or Luanne Stock, Consultants, PEER Dynamics Program, State Department of Health, 301 Centennial Mall South, PO Box 95007, Lincoln, NE 68509, (402) 471-2101.

GUIDELINES FOR FOSTER PARENTS

Never punish or reprimand him in the presence of anyone else, if it can be avoided. It is better to discuss it later in private.

For Your Information . . .

The Nebraska Adoptive and Foster Parent Association has the goal of making training mandatory before placements are made in the home. The state is also considering the possibility of requiring foster parent training or a suitable substitute such as successful past experience or suitable education. So, please take advantage of the training offered in your area now while the opportunity is here.
Help yourself to . . .
the cookie jar theory

By Diana Kraus

THE PREMISE FOR THIS THEORY is that as interpersonal interactions occur, they originate from some level of our life’s cookie jars. We all have our own cookie jars, so this analogy hopes to present a simple yet useful systematic model for analyzing a person’s own actions with respect to those of others.

The whole idea started with a very good friend of mine. We were very close and shared a lot of thoughts and ideas with each other. The more I was around her, the more I realized she was relating to people on a much different level from what I was. She was continually emptying her cookie jar of all its contents for anyone who might express a need, and then she was highly resentful to find nothing was left over for the people in her life who really mattered, let alone for herself.

For her 29th birthday I gave her a cookie jar filled to overflowing with an assortment of cookies. Needless to say, her response was something less than enthusiastic, for after being married for ten years and having two children she did have a surplus of cookie jars. However, this one was very special. My challenge to her was to start accumulating cookies for herself and to be more selective about how these were to be given out.

I would like to share some of my observations and examples with you. As you think of your life as a cookie jar, let’s divide it into at least four different layers.

On the first layer, we find those cookies that we share with anyone, for example, the common courtesies such as “Please,” “Thank you,” etc. These we perform many times a day without much deliberate forethought. Almost no sacrifice occurs at this level. We initiate these actions in behalf of strangers, friends, and family alike. No specific level of commitment has been established before this sharing occurs.

The second layer involves those parts of us we share with those who have become our friends or those who have become close to us as a result of work relationships. An example of this might be sharing a work load or sending a friend a note in appreciation of her friendship and talents. As we move from the first layer to the second layer, we see an increasing involvement of time and money.

When our commitment deepens, so does the level of sharing.

The third layer of cookies is characterized by contractual relationships such as marriage, family, and very close, deep friendships. The commitment at this level is significant, and many times the sacrifices it entails are initiated without much thought of reciprocation or immediate gratification. An example of this might be a wife’s support and involvement with her husband’s career or vice versa. Many others can be cited—taking care of a friend’s children for an extended period of time, providing a loan, etc. These actions are in response to the recipient’s needs or desires, and the sacrifice at this level is considerable.

The cookies found in the fourth layer of this proverbial cookie jar are somewhat different because they are truly our own. They are the cookies that help us define ourselves and also help others define us. Not often shared or given to others, the fourth layer contains those talents or abilities that say, “I am . . .” or “I did . . .,” special projects we have developed, the organized manner under which we work, periods in our lives of growth or failure. Here also are the hidden “I wish . . .,” “I want to . . .,” “I need . . .” desires and longings that if shared would make us very vulnerable to whomever we shared with. This level is what makes us independent persons.

The reason for fashioning such a model, or for that matter even spending so much time thinking about this subject, is that loneliness and emptiness are so very apparent in our society today. Two main reasons cause an epidemic of “empty cookie jars.” The first is that no cookies have been put into the jar. The second is that, although the person seems to have cookies, he or she is so much of a “giver” that a perpetual shortage or deficit occurs. Both groups of “empty cookie jars” lives seem to develop a martyr attitude that sees others as having it all and themselves as being deprived or used.

The challenge is to start accumulating cookies for our own jars, being aware of what level we want to fill and placing actions involving others on a definite level. Do things that make us feel good. Develop an ability or talent that makes us feel worthy. Start manufacturing a gut feeling or base for “Who am I?” “I am OK.” Base these feelings on ourselves, not others. Start trying to identify what level the people we are dealing with are working out of.

Many relationships are bound to fail because the people involved are operating out of different levels. For example, in a casual sexual experience one person was viewing sex as a level 1 or 2 sharing while the other was looking for a “quickie” and therefore viewing sex as a level 1 or 2 experience. This dichotomy exists both inside and outside of marriage and results in one person feeling empty or used.

The empty cookie jar need not be a permanent curse. The purpose of this analogy is so that we can study our transactional habits and evaluate our feelings and emotions. We need to be aware of the level we are operating on and try to match it to the level of commitment we really want. This will eliminate stress on the relationship and the people involved.

Two additional aspects of this analogy should be considered. “Cookie monsters” are alive and well in our everyday lives. Cookie monsters are people who keep their own jars full to overflowing at the expense of those around them. Their (continued on page 8)
interactions are consciously or sub-consciously based on, “Will it fit in with my objectives?” “Is it what I want?” “Is it best for me?” Learn to recognize these personality types and either avoid them or limit the amount of ourselves we will share. An in depth sharing experience with a cookie monster will often result in an empty cookie jar.

A more positive aspect of the cookie monster idea is that at different times, we all must be cookie monsters. Occasionally, to meet a special need, goal, or objective, we must have the cooperation and sacrifice of our support group. These times are important and valid not only for the recipient but also for the support group. We all need experiences in receiving as well as giving to be able to do both well. The danger is not in the experience of receiving at a certain time but the perpetuation of expecting it into a lifestyle. When we are starting a new thrust in our lives, we need to take cookies until our own lives are settled enough to enable us to return to a giving level.

The second aspect of the cookie jar theory is that people are not cookies. That is husbands, wives, children, or friends cannot be cookies in our jars. The cookies with which we fill our jars are things, not people. People are entities within themselves, free to become what they deem fulfilling. If people become cookies, we try to fashion them into something fulfilling to us, but this may or may not meet their needs. Eventually, this leads to rejection or at least a redefinition of ownership and/or relationship components of our lives. Cookies cannot reject us. They are us! The abilities, contributions, and talents that we share with others can be our cookies but not the people themselves. The parenting skills we develop that produce happier children, the entertaining talents we acquire to encourage fun at home—these are our cookies. Those we care for benefit from these cookies as well as we do. Being the best we can be will benefit ourselves as well as others.

This simple model of the cookie jar provides a working analogy with which we can analyze our interactions with others. At best it can alleviate the “empty cookie jar” syndrome and at the least can help provide insight into the process of cookie accumulation and sharing.

By Kathy Bigsby Moore

As Legislative & Governmental Liaison for the Nebraska Foster and Adoptive Parents Association, I monitor all legislation that is introduced and try to keep foster and adoptive parents aware of bills that may have some affect on our children.

The Legislature has completed their tenth day of the legislative session as I write this so I have listed the current bills and their subject matter, but I have not yet had an opportunity to review all of them.

Currently, it seems there will not be as many major items as there have been in recent years. Of the bills listed, probably the two most important bills are LB 61 and LB 525. LB 61 deals with adoption disruptions and LB 525, as I understand it, creates an agency other than the Department of Welfare that would oversee all youth services including foster care and adoption.

For more information about these bills call 1-800-742-7456 toll free to receive a copy of the bill free of charge. When you have a copy of the bill, study it, call me with any questions, and call your senator. If your senator is not familiar with the bill, ask them to find out more about it and get back to you. This is not an imposition, it is their job and they want to know what people in their district are interested in and what their positions are so they can vote accordingly. Get involved and let me know if you need anything.

LB 61 Will establish a fair hearing appeal procedure for individuals who have applied for adoption and been denied or have had no action on their application. Also for adopting parents who have had an adoptee removed from their home against their wishes.

LB 79 Toughens the penalty for sexual assault.

LB 130 Licensing of early childhood facilities (primarily day care, but may alter foster care licensing as well).

LB 146 Change procedures for step parent adoptions and adoption of foreign born children.

LB 250 Gives the city discretion in licensing of group homes.

LB 283 Allows adopted persons to open their adoption records at age of majority.

LB 525 Create a Youth Service Commission.
Nebraska Foster Parent Training Program

Foster Parent Training Continues in 1983-84

Being a Parent

It's the Most Difficult Job You Will Ever Have

Speaking for Children has announced that the Parent Assistance Line (PAL) of Omaha has expanded its service to include the entire state of Nebraska.

The Parent Assistance Line is a confidential listening and referral service that deals with all kinds of child related problems. Trained volunteers answer phone calls and offer supportive listening in times of crisis, frustration, loneliness, and day to day stress of family living.

With the addition of a statewide directory of resources prepared by Speaking for Children, a project of the Junior League of Lincoln, the toll free WATS line will enable callers from anywhere in Nebraska to have access to this support. PAL will also be able to give information on child related services available in or close to the caller's community. Callers are assured of strict anonymity and confidentiality.

Volunteers are available from 9 a.m. to 9 p.m. every day. Those calling from the Omaha area should continue to call 397-9909.

PAL hopes to become a vital link in Nebraska's effort to deal with child abuse and neglect, its prevention, its causes, and its cure.

If foster parents have any questions or would like further information, please call the PARENT ASSISTANCE LINE, 1-800-642-9909.

Training will again be available throughout 1983-84. Many of you who attended the workshops for the Basic course during the past year expressed an interest in seeing the training continued. The Center for Applied Urban Research at the University of Nebraska at Omaha and our trainers statewide are pleased that the Nebraska Department of Social Services has again funded such an important project.

Plans for next year will be double duty. The Basic course will continue to be offered to new foster parents or for those of you who missed it last year. A newly updated and supplemented Adolescent course will also be offered. Since 75 percent of the state wards are adolescents, this course should be very helpful to a great many of you.

A statewide network of trainers was established last year. With another year's experience under our belts, we're all looking forward to getting started with this year's Foster Parent Training Program.

Approximately 55 workshops will be held throughout 36 different sites around the state between August, 1983 and April, 1984.

How Do I Sign Up For Training?

A flyer containing details along with a registration card will be sent out prior to each workshop. Watch for it in your mail. Workshop dates are subject to change, but we will stay with this training schedule as closely as possible. All training is free, and you will receive a Participants Manual which will be yours to keep.

What Topics Will The Training Cover?

The training will cover ten topics which were chosen by experienced foster parents and caseworkers in Nebraska. (Continued on page 2)
TRAINING SCHEDULE

We put together a tentative training schedule to give you a headstart in planning for the workshop you’d like to attend.

For purposes of this project, the state has been divided into six regions. Foster parent trainers, like last year, are located throughout the regions. Trainers will again team up with foster parents and/or case workers who will act as co-trainers in their geographical areas. All workshops below will be for the Adolescent Course. If they are for the Basic Course they will be footnoted as such.

REGION 1

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Schultz</td>
<td>Scottsbluff—four successive</td>
</tr>
<tr>
<td>2145 17th St.</td>
<td>Tuesday evening from 7-9 p.m. beginning Sept. 6.</td>
</tr>
<tr>
<td>Gering, NE 69341</td>
<td>Kimball—November 12. All day.</td>
</tr>
<tr>
<td>(308) 436-4793 (home)</td>
<td>*Scottsbluff—four successive</td>
</tr>
<tr>
<td>(308) 436-3341 (work)</td>
<td>Tuesday evenings from 7-9 p.m. beginning Jan. 10, 1984.</td>
</tr>
<tr>
<td>Teresa Hawk</td>
<td>Alliance—September 17 from 8:30 a.m. to 5:30 p.m.</td>
</tr>
<tr>
<td>905 Main</td>
<td>Chadron—(dates and times to be announced)</td>
</tr>
<tr>
<td>Chadron, NE 69337</td>
<td></td>
</tr>
<tr>
<td>(308) 432-2006</td>
<td></td>
</tr>
</tbody>
</table>

REGION 2

| Diana Kraus              | Ogallala—September                          |
|                         | North Platte—September                      |
|                         | Lexington—October                            |
|                         | McCook—October                              |
|                         | (Dates and times to be announced)            |
|                         |                                               |
|                         |                                               |

REGION 3

| Kaye Long                | All workshops will be held on                |
|                         | Saturdays from 10-00 a.m. to 6:30 p.m. and Sundays from 1 to 7:30 p.m. |
| 1823 West 3rd           | Grand Island—September 10-11                |
| Grand Island, NE 68801  | *Minden—September 24-25                     |
| (308) 381-7675 (home)   | Ord—October 8-9                             |
| (308) 381-5600 (work)   | Franklin—October 22-23                      |
|                         | Aurora—November 5-6                        |
|                         | Hastings—November 19-20                     |
|                         | Central City—January 14-15                 |
|                         | *Grand Island—February 11-12               |
|                         | Kearney—February 25-26                     |

REGION 4

| Darlene Pennington      | All workshops will be held on                |
|                         | weekends beginning on Friday evenings from 7:00 to 10:00 p.m. and continuing on Saturdays from 9:00 a.m. to 5:00 p.m. |
| 508 S. 6th St.          | *Oakland—September 9-10                    |
| Norfolk, NE 68701       | Dakota City—September 23-24                |
| (402) 371-6402          | Ainsworth—October 7-8                      |
|                         | O'Neill—October 21-22                      |
|                         | Walthill—November 4-5                      |
|                         | Norfolk—November 18-19                     |
|                         | Creighton—January 13-14                    |
|                         | Columbus—January 27-28                     |

REGION 5

| Nancy Bare              | *Beatrice—September 13, 20, 27 and October 4 from 7:30 to 10:00 p.m. (Dates to be announced.) |
| 3020 William St.        | Beatrice—October                            |
| Lincoln, NE 68502       | Lincoln—January                             |
| (402) 489-9261 (home)   | Hickman—March                               |
| (402) 473-2204 (work)   |                                               |
| Karen Singsaas          | Dates and times will be announced.          |
| 1001 O Street          | Lincoln—September                           |
| Lincoln, NE 68508       | Falls City—October                          |
| (402) 473-2198          | Lincoln—October and November                |
|                        | Falls City—April                            |
| Brenda Coonrod          | Workshops will be held from                  |
| 1279 N. 6th            | 7:00-10:00 p.m. each evening.               |
| Seward, NE 68434       | Hebron—September 26, 27, 29 and October 3 and 4. |
| (402) 643-3840          | Seward—October 10, 11, 13, 17 and 18.        |
|                         | *Crete—October 24, 25 and 27 and November 1 and 2. |
|                         | York—November 7, 8, 10, 14 and 15.           |

REGION 6 (Washington, Dodge, and Cass Counties)

| Forrest Lien            | Plattsmouth—October (dates to be announced) |
|                         |                                               |
| Judy Riddle             | Fremont—January (dates to be announced)     |
| P.O. Box 770            | *Fremont—May (dates to be announced)        |
| 124 E. 5th St.          |                                               |
| Fremont, NE 68025       |                                               |
| (402) 721-7010          |                                               |
| Judi Pedersen           | Blair—January 18, 21, 25, 28 from 7:00 to 10:00 p.m. each evening. |
| Box 37                  |                                               |
| Blair, NE 68002         |                                               |
| (402) 426-2329          |                                               |
|                         | *Basic Course                               |

TRAINING TOPICS

(Continued from page 1)

1. Introduction and What is a Foster Teen All About?
2. Effective Communication
3. Problem Solving and Rules: Limits and Consequences
4. An Ounce of Prevention
5. Home, School, and Community
6. Sexuality
7. Self-Esteem
8. The Total Teen
9. Drugs and Alcohol
10. Hey! What About Me?
### REGION 6 (Douglas and Sarpy Counties)

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Workshop Site</th>
<th>Course</th>
<th>Dates and Times</th>
</tr>
</thead>
</table>
| Carole Mueting (402) 444-6265  
Nebraska Department of Social Services  
SONA Building  
5211 S. 31 Street  
Omaha, NE 68107 | 1215 So. 42nd St.  
Omaha, NE | Basic | Six Tuesdays 7:15-9:30 p.m. each evening.  
August 23 and 30 and  
September 6, 13, 20, and 27 |
| Forrest Lien (402) 554-2189  
Nebraska Department of Social Services  
State Office Building, 3rd Floor  
1313 Farnam  
Omaha, NE 68102 | Peter Kiewit Conference Center  
1313 Farnam  
Omaha, NE | Adolescent | Two Saturdays 9:00 a.m. to 4:00 p.m. both days.  
September 24 and October 1 |
| Marquita Welcher (402) 554-2084  
Nebraska Department of Social Services  
State Office Building, 3rd Floor  
1313 Farnam  
Omaha, NE 68102 | Peter Kiewit Conference Center  
1313 Farnam  
Omaha, NE | Adolescent | Two Saturdays 9:00 a.m. to 4:00 p.m. both days.  
September 24 and October 1 |
| Marilyn Fox (402) 339-4294  
Nebraska Department of Social Services  
1215 Golden Gate Drive  
Papillion, NE 68046 | 8110 Parkview Blvd.  
Papillion, NE | Basic | Two Saturdays 9:00 a.m. to 5:00 p.m. both days.  
September 24 and October 1 |
| Carole Mueting | 1215 So. 42nd St.  
Omaha, NE | Adolescent | Seven Wednesdays from 7:15 to 9:30 p.m. each evening.  
October 5, 12, 19, 26 and  
November 2, 9, 16. |
| Maggie Miranda (402) 554-3862  
Nebraska Department of Social Services  
State Office Building, 3rd Floor  
1313 Farnam  
Omaha, NE 68102 | Peter Kiewit Conference Center  
1313 Farnam  
Omaha, NE | Basic | November weekend (dates to be announced) |
| Marilyn Fox | 8110 Parkview Blvd.  
Papillion, NE | Adolescent | January weekend (dates to be announced) |
| Carole Mueting | 1215 So. 42nd St.  
Omaha, NE | Basic | January-Six weekly sessions  
(dates to be announced) |
| Florence Davis (402) 554-2081  
Nebraska Department of Social Services  
State Office Building, 3rd Floor  
1313 Farnam  
Omaha, NE 68102 | Peter Kiewit Conference Center  
1313 Farnam  
Omaha, NE | Basic | February (dates to be announced) |
| Marquita Welcher | Peter Kiewit Conference Center  
1313 Farnam  
Omaha, NE | Adolescent | March weekend (dates to be announced) |
| Maggie Miranda | Peter Kiewit Conference Center  
1313 Farnam  
Omaha, NE | Basic | April (dates to be announced) |
| Carole Mueting | 1215 So. 42nd St.  
Omaha, NE | Basic | April (dates to be announced) |
| Tim Ryberg (402) 339-4294  
Nebraska Department of Social Services  
1215 Golden Gate Drive  
Papillion, NE 68046 | 8110 Parkview Blvd.  
Papillion, NE | Adolescent | May (dates to be announced) |
Problems and Prescriptions

As a foster parent, have you had a problem that you’d like some help with? In addition to suggestions for coping with your problem, you might even receive $25! SHARE is inaugurating a new feature devoted to responding to specific problems of foster parents. Submit your problems in 150 words or less to Carole Davis (see address under the column, “Foster Parents on Foster Parenting”). Those accepted for publication in SHARE will receive $25. A professional will respond. Through this column, foster parents in Nebraska can truly share their problems and some suggested solutions.

The following problem was submitted by a Sarpy County foster parent:

We have a 16-year-old foster daughter who was an incest victim. When she came to our home, the therapist told us that my husband should not make any affectionate overtures like hugging or that he could not be alone with her. We have three biological children and two foster children. My husband is very actively involved with them, and we feel this is setting her up to be different from the others. We feel very uncomfortable with this, and it is disrupting our family life. What should we do about it?

By Thomas A. Plith, MSW

In this problem there are two basic issues. The first is a particular child’s needs being disruptive to a family life style. The second is a child being upset by being treated differently from other children.

The issue that is most important is the conflict between the way a particular child needs to be treated and the style of living in a particular family. Foster children have as many different sets of needs as there are kids and there is no one person, set of parents, or family that can be all things to all children. As foster parents, we have a real advantage over biological parents. We can know about our children before we get them. With foster care we can be aware of our potential child’s needs and can have at least some idea as to whether our abilities and attributes are such that they will fit well with that child’s needs (and also whether that child’s abilities and match our needs).

Ultimately what this means is that if a particular child has needs that will be disruptive to the natural flow of our family life, alternative plans should be at least considered. For your sake and for the child’s sake, do not take a placement unless you are at least optimistic about your ability to treat the child in a way that will help him or her become successful and attain the ability to function in a way that will allow him to be part of your family.

The second issue is that being treated differently may be destructive to a child. I think this boils down to a sense that we all have that kids should all be treated fairly. They should! Tragically, however, when a girl is an incest survivor, we as foster parents get her after she has been treated terribly unfairly for a terribly long time. As a result of this unfair treatment, if she suddenly is being treated fairly it might backfire. Children who are incest victims perceive relationships differently from the way they perhaps should. For example, an expression of support and encouragement may be seen as a sexual overture when it comes from an adult male. This does not mean that the child and adult will never be able to have a balanced relationship. It just means that the relationship needs to be at arm’s length while the girl has an opportunity to recycle and reorganize the way she perceives relationships.

This is not hard to understand but it’s difficult to carry out. As caring people, we have a set of standards by which we treat other folks. It goes against our grain not to do things for kids that our experience tells us that they usually need. If you find yourself in this situation, get support for yourself, call your case worker, call another foster parent, or even ask the “therapist” to spend some time with you. The bottom line on this issue is that the thing that is fair is not always the thing that will help.

To answer the question “what should we do?” there are several things. First ask the question, “Is this placement best for the girl and for us?” If after that question, you go ahead and make the placement, be optimistic about hoping things will be different. Talk to her and let her explain her feelings about the matter. This might be a good time to make use of the therapist. Make use of your case worker, other foster parents, and friends for support. Foster parenting children with special needs is hard work. Be patient and understand that if you make a mistake, it can be a learning experience for both you and the child involved.

Resource Listing
Now Available

SPEAKING FOR CHILDREN: A Directory of Resources for Nebraska’s Children is available now. It contains 150, 8½” x 11” pages, assembled in a 3-ring binder to easily accommodate periodic updates. It is indexed by county and divided into regional sections, which are subdivided alphabetically by county. Cities and towns are listed alphabetically for each county. An updated version will be available in October and includes resources available statewide.

As we’ve said before, everyone on SFC’s subscription list can receive a copy of the directory this year free of charge. Otherwise the directory costs $5.00. We aren’t mailing the directories automatically to any subscriber, however, because we don’t know which of you want or can use them. If you or your organization would like a copy, just write SPEAKING FOR CHILDREN, 2600 South 56th Street, Lincoln, NE 68506. (Even if you asked earlier, ask again, as our records may not be accurate.) A year’s subscription to the magazine Speaking for Children costs $20.
Can you communicate with adolescents?

Foster Parents or parents with teens how would you answer these questions?
What areas are of most concern to you in relation to the adolescent(s) in your home?
How have you handled communication about these problems in the past?
If you have been dissatisfied with communication on these problems, what changes do you feel need to be made?

Communication is the key for accomplishing parental goals. Above anything else it is the central process in family relations. The process is very complex and communication errors often occur. For example, (1) a person cannot not communicate, (2) the message sent is not necessarily the message received, (3) we mix facts and opinion, (4) we send double messages, and (5) no two people see things exactly alike.

Really effective communication skills must be learned. You are not born with them. However, anyone can learn to communicate better. Being aware of the most common communication errors is the first step.

Here are some pointers that should help.
1. Remember, you cannot not communicate. Your facial expression, your tone of voice, gestures, posture, and mood are all actions that give out a message.
2. Check to see whether or not you were making yourself understood. Sometimes we need to ask the other person what message he/she received. Sometimes we even need to paraphrase in order to check out our understanding of a message. This means merely repeating in your own words what you think the other was saying.
3. Keep in mind the difference between fact and opinion. Most things we say are our opinions, our ideas, our feelings, and our preferences. A fact is something that is true for everyone. When we speak as though we have the “facts,” we hinder the communication process because A) we tend to reject others’ points of view as wrong or bad when they disagree with ours; B) we become close-minded to new information; C) others don’t want to discuss issues with a know-it-all. The result is bad in terms of communication.
4. Be careful about sending double messages. People get messages not only from what you say but how you say it. The receivers of the message can become confused, frustrated, or even angry because they don’t know which message to respond to when what you say and how you say it do not indicate the same message.

5. Be respectful of other peoples’ points of view. We all approach problem situations in our own way. When the people communicating are different in age, culture, or values, it’s especially important to take into consideration their experiences and the information they have. It’s very easy to get so involved in solving the problem at hand that the communication process is all but forgotten.

Perhaps family members could begin evaluating their own communication techniques by asking themselves the following questions:
1. Do I do all the talking?
2. Do I not talk at all?
3. Do I say, “That’s what happened to me,” and begin to talk about myself, forgetting what the other person said?
4. Do I tune out other family members?
5. Do I interrupt someone else’s thoughts?
6. Do I encourage others to share their ideas?

The questionnaires on pages will help you analyze the communication patterns in your family. Each parent and adolescent is to fill out their questionnaire alone, giving the most honest rating possible. Parents should then examine family ratings and summarize areas of agreement and disagreement. the results can later be shared with family members at a family council meeting.

Communication Summary

The questions below may help you to summarize the questionnaires.
1. What are three areas of agreement concerning communication between you and your adolescent?
2. What are three areas of disagreement?
3. What areas of communication do you feel are most in need of improvement?

Communication will be explored further as a part of the adolescent curriculum the Foster Parent Training Program.

This material, including the questionnaires, is adapted from Communication Workshop for Parents of Adolescents by Jane E. Brownstone and Carol J. Dye, published by Research Press. For further reading, you might find helpful Conjoint Family Therapy by Virginia Satir.
COMMUNICATION QUESTIONNAIRE FOR THE PARENTS

Read each question carefully. Circle the number which best describes your true feelings.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you interested in the things your adolescent does and is interested in?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Is your adolescent able to say what he feels around home?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Does your family talk things over with each other?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Does your adolescent disagree with your opinion?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Do you listen to and value your adolescent's opinion?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Do you make clear the things you mean to say?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. When your adolescent has personal problems, does he discuss them with you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Do you ask to hear your adolescent's side of things?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Do you discuss matters of sex with your adolescent?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Do you trust your adolescent?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Do you usually stay calm when you talk about a problem?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Do you explain your reasons for objecting to something your adolescent wants to do?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Do you feel that you and your adolescent seldom talk except when someone is upset or angry?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Do you wish that you and your adolescent could communicate better?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
COMMUNICATION QUESTIONNAIRE FOR THE ADOLESCENT

Read each question carefully. Circle the number which best describes your true feelings.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Almost</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do your parents seem interested in the things you do and are interested in?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Are you able to say what you really feel around home?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Does your family talk things over with each other?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Do you hesitate to disagree with either of your parents?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Which one? ___________ Both? ___________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do your parents listen to and value your opinion?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Are you sometimes confused about what your parents really mean by what they say?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. When you have personal problems do you discuss them with your parents?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Do your parents ask to hear your side of things?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Are you able to discuss matters of sex with your parents?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Which one? ___________ Both? ___________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you feel that your parents trust you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Do your parents often become upset when they talk to you about some problem?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Do your parents let you know their reasons for objecting to something you want to do?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Do you feel that you and your parents seldom talk except when someone is upset or angry?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Do you wish that you and your parents could communicate better?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
This is a new feature for SHARE devoted to foster parents’ own stories, solving the problems and sharing the joys of foster parenting an adolescent. If you have had an experience you would like to share with other foster parents, we’d like to hear about it. Please keep the length under 500 words. Each foster parent whose story is published in the SHARE newsletter will receive $25.

Please submit your stories to Carole Davis, Project Coordinator, Foster Parent Training Program, Center for Applied Urban Research, University of Nebraska at Omaha, 1313 Farnam, Omaha, NE 68182. The deadline for the next issue is October 15, 1983.

**THOUGHTS AND FEELINGS**

**Too Late to Change**

“I’m reminded of the 17 year-old that said he couldn’t change because it was too late in life to start.”

When is it too late to correct a problem? Have you allowed problems to continue because you felt that you couldn’t change at this point? Have you ever told yourself, “I can’t change. It’s just my nature to be this way?”

**GUIDELINES FOR FOSTER PARENTS**

Never give them cause to fear you.

---

Foster Parent Training Program  
c/o Carole M. Davis  
Center for Applied Urban Research  
University of Nebraska at Omaha  
1313 Farnam on the Mall  
Omaha, Nebraska 68182
THIS CONTRACT MAY SAVE A LIFE

Each year, drunk driving accidents claim thousands of lives. Many of the guilty, as well as innocent victims, are teenagers. In fact, highway accidents are the leading cause of death among teenagers. Safer cars, better roads, new laws can help, but people are our best weapon in the fight to reduce highway deaths. People cause accidents; people who care can prevent accidents. Remembering our responsibilities to each other when we get behind the wheel can help save many lives. The American family is a powerful social force. This “Contract for Life” offers families a way to make their own personal commitment to help reduce highway accidents.

The Contract for Life was developed by Mr. Robert Anastas, Founder and Executive Director of SADD, Students Against Driving Drunk. Since 1981, tens of thousands of families have signed a contract similar to this model, making their own personal commitment to be responsible drivers and to help family members avoid potentially dangerous situations. In communities where the Contract has been widely used there has been a noticeable reduction in highway accidents and an important number of lives saved.

SADD was organized by Mr. Robert Anastas, an alcohol counselor and educator for over 22 years in Massachusetts, together with a number of interested high school students. The students and Mr. Anastas quickly began appearing on local and national news programs to discuss the drunk driving problem and they developed public service messages and other educational efforts to alert their fellow teenagers and others. The response from all sectors of society was enthusiastic and SADD chapters began appearing everywhere. Beginning in September, 1982, Mr. Anastas devoted full time to the SADD program and has traveled around the country speaking to over 250,000 students from approximately 6,000 different schools in over 22 states and Canada. Many schools in other states have started their own SADD chapters as a result.

The goals of each SADD chapter are to:

- Help eliminate drunk driving and save lives;
- Alert high school students to the dangers of drinking and driving;
- Conduct community alcohol awareness programs;
- Organize peer counseling programs to help students who may have concerns about alcohol.

If you’d like to start a SADD chapter or get more information on the program, a curriculum guide is available for $2 postage and handling from: SADD, 110 Pleasant Street, Corbin Plaza, Marlboro, Massachusetts 01752.

To make the Contract for Life work in your family, parents and teenagers should sit down together, perhaps after dinner, (Continued on page 4)
COPING WITH CHEMICAL DEPENDENCY

Parent-Youth Confrontations
1. Be calm. Be simple and direct, but don’t hedge the issue. Speak to the point. Hysterial, rushed encounters accomplish nothing.
2. Keep to the facts you know, the things you can be sure of.
3. Keep on the subject and be specific. Talk about the drinking or the drug use and the specific ways it has affected your child’s behavior. Do not take this time to go into the many reasons why today’s youth are contributing to the downfall of western civilization.
4. Stay objective, keep to the issue—the drinking and/or drug using. It’s all right to show your feelings, but anger should be directed at the behavior, not the person.
5. Never confront when a person is still under the influence. Just make an appointment for a latter, sober time and make sure there’s follow-up.
6. Be prepared for promises, excuses and counter-accusations. If you drink, smoke or use other drugs, you will be accused of setting a bad example. ARE YOU A BAD EXAMPLE? Is it fair to force a child to get straight while a parent continues to deny and to make excuses for being a bad example?
7. Maybe the whole family needs treatment.

—From Alcoholism, the National Magazine, February, 1983

Children of Alcoholics
1. An estimated 28 million Americans have at least one alcoholic parent.
2. More than half of all alcoholics have an alcoholic parent.
3. One of three families currently reports alcohol abuse by a family member.
4. Children of alcoholics are at the highest risk of developing alcoholism themselves or marrying someone who becomes alcoholic.
5. Medical research has shown that children born to alcoholics are at the highest risk of developing attention deficit disorders, stress-related medical problems, fetal alcohol syndrome, and other alcohol-related birth defects.
6. In up to 90 percent of child abuse cases, alcohol is a significant factor.
7. Children of alcoholics are also frequently victims of incest, child neglect, and other forms of violence and exploitation.
8. COA’s often adapt to the chaos and inconsistency of an alcoholic home by developing an inability to trust, an extreme need to control, excessive sense of responsibility and denial of feelings—all of which result in low self-esteem, depression, isolation, guilt, and difficulty maintaining satisfying relationships. These and other problems often persist throughout adulthood.
9. Children of alcoholics are prone to experience a range of psychological difficulties, including learning disabilities, anxiety, attempted and completed suicide, eating disorders and compulsive achieving.
10. The majority of people served by employee assistance programs are adult COA’s.
11. The problems of most COA’s remain invisible because their coping behavior tends to be approval seeking and socially acceptable. However, a disproportionate number of those entering the juvenile justice system, courts and prisons, mental health facilities, and referred to school authorities are COA’s.

Parent Enabling
As parents, we sometimes do more harm than good in trying to protect our children. In dealing with chemical dependency, a parent who stands in the way of an adolescent experiencing the consequences of his or her own inappropriate behavior is called an “enabler.” Someone who allows a chemically dependent adolescent to proceed in a self-destructive manner may literally “protect them to death.” The following suggestions are offered as guidelines:

1. Don’t let them lie to you and accept it for the truth. This encourages the enabling process. The truth is often painful—but get to it and the earlier the better.
2. Don’t let them exploit you monetarily or by backing them up in a lie. Don’t let them take advantage of you so that you become an accomplice. You do this by covering up when they break rules, come home late, and are drunk and/or stoned.
3. Don’t let them play parents and other family members off against one another. This is a tactic that keeps the focus off the child’s behavior, clouds the issue, and keeps the whole family off balance.
4. Don’t let them outsmart you. They avoid responsibility and will ultimately lose respect for you.
5. Try not to lecture, moralize, scold, blame, threaten, or argue. This is difficult to do. You may feel better, but it makes the situation worse. When your child has been drinking and/or using drugs, you are talking to the chemicals—not the kid.
6. Don’t accept promises. Many times, they are only a method of postponing pain. If you accept a promise and it is broken, call the child on it and let them take the consequences and therefore be responsible for their actions. Also, don’t let them switch agreements. If an agreement is made, both should stick to it.
7. Try to keep your temper when discussing incidents and behaviors.
8. Don’t do their jobs or take their responsibilities.
9. Don’t cover up for them. It reduces the crisis but perpetuates the illness.
10. Use your own good common sense and parenting skills.

Remember, DENIAL is the number one obstacle to receiving help. Learn what help is available, have a plan of action, and get professional help when indicated. Treating chemical dependency is not a do-it-yourself project, and home remedies don’t work. A good place to start is to get help for yourself through Al-Anon or one of the family programs. The worst choice you can make is to do nothing.

ARE YOU AN ENABLER?

On page 4 of this issue of Share is a questionnaire that will help you determine if you are an enabling foster parent. If you answer yes to three or more questions, you are.

—From National Association of Children of Alcoholics Charter Statement
Dear Carole,

You have asked for contributions for Share from foster parents. I am sharing an article I have written that perhaps could be used for either “Problems and Prescriptions” (because I believe in pet therapy) or for the “Foster Parents on Foster Parenting” column.

It is fun to share with other foster parents our stories of joy, of problems. I also have some “funny” stories that would be fun to share.

Bob and I fostered 13 foster teenagers, and our last foster child is now a freshman in college. Neither of us can imagine what our life would have been without our two “homemade” children and then adding the foster children to our family.

Thanks for editing an excellent newsletter!

Sincerely,

Amy Fahnestock

He came to us, a parentless child. He was 12 going on 24—small for his age—cute as a bug’s ear—a giggling and beguiling boy. Bob and I fell in love with him instantly!

We knew a lot of time and patience and love would be needed to mend this broken child. He had every reason to distrust love and adults. We wondered, “Will Michael ever be able to really accept love, trust in love, and, in turn, learn to love?”

Mike had been with us a year when our family noticed that a little black dog had been roaming about on our block for at least two days. Michael seemed as concerned as I was about this cold and lost little homely dog. Finally we coaxed it into our home and fed it some warm food. After running ads and using the radio Pet Patrol, we knew our new friend seemed to have no home. Much to everyone’s delight, she became our dog.

Some months before, Michael had made a dog in ceramics class. He had named it “George-dog” and had given it to me. (Mike’s first name is George.) Now he asked if that lively little black ball of fur that had joined our family couldn’t be named “George-dog.” Somehow it seemed right and the name stuck.

Six months went by and Mike and George-dog became great friends. And then, one day after school, I overheard words that were absolute music to my ears! Michael was walking with George-dog in his arms in the family room, saying, “Oh, Georgie, Georgie. I love you. I love you!” I stood in the kitchen and wiped away my happy tears.

That was the beginning of healing for our Michael. Through the next seven years he learned to trust us and to love his new family.

Four weeks ago, Bob and I had the thrill of being Michael’s attendants at his small church wedding. As Shelley’s parents stood beside her, and Bob and I stood beside our now grown-up, handsome son, Bob and I gave one another an emotional hand squeeze. Our miracle had happened. Michael had learned to love and today was ready to make the “love commitment” of his life!

Does foster parenting have its rewards? Oh, yes! Does it ever!
Are You An Enabler?

Developed by Barbara Houghton, Protective Service Worker, Nebraska Department of Social Services (Papillion Office)

In the desire we have to help our kids, sometimes we give them too much of the wrong kind of help. The wrong help is worse than no help because it enables consequences of his/her behavior. Frequently, the best thing to do to help your chemically dependent foster child is nothing, other than set and enforce clear limits.

The questions below are designed to help you identify any enabling behaviors on your part.

1. Do you make excuses for your teen not participating in his court ordered programs?
2. Do you make excuses for your teen’s poor school performance?
3. Are you reluctant to report any violation of the rules and regulations to the probation office caseworker?
4. Do you find yourself continuously granting extensions to previously set curfews?
5. Do you make comments like “I don’t think you should have to do that,” or “they (judge, probation office, caseworker) don’t understand you.”
6. Do you sympathize with your teen when he complains about parents or others behavior?
7. Do you plan family activities at a time that conflicts with your teen’s participation in court ordered programs?
8. Do you make excuses for fluctuations in your teen’s moods?
9. Are differences over how to handle your foster teen creating problems between you and your spouse or other family members?
10. Are you afraid to confront your teen directly?
11. Do you allow your teen to bait you into an argument?
12. Do you lose sleep because of concern over your teen’s behaviors?
13. Does your teen frequently make and break promises, with no consequences?
14. Do you feel you are the only person who understands or can help your teen?
15. Does your teen remind you of yourself to the point you wish to spare him any pain that you have experienced?
16. Is it of utmost importance to you that your teen see you as a “good guy”?
17. Do you find yourself at times resenting your teen, then feeling guilty about it?
18. Do you find yourself feeling angry at your teen without really knowing why?
19. Although you suspect that chemical dependency is present, do you find yourself focusing on other problems... family, friends, school?
20. Do you excuse your teen’s association with users (alcohol, pot, etc.)?

CONTRACT
(Continued from page 1)

After parents and teenagers have signed, this contract becomes an important family document—a pledge of mutual support and understanding.

A free kit containing three full-size copies of the Contract for Life is also available from SADD. The first copy is to be signed by parents and teenagers and framed or hung where it will serve as a constant reminder. The second copy is to be kept with other important papers. They will also send a free pamphlet with more information about drinking and driving.

Foster Parent Training Program
c/o Carole M. Davis
Center for Applied Urban Research
University of Nebraska at Omaha
1313 Farnam on the Mall
Omaha, Nebraska 68182

NON-PROFIT ORG.
U. S. Postage
PAID
Omaha, Nebraska
Permit No. 301
PARENTING TIPS: “Good Neighbor Policy” and “Appropriate Parental Messages”

The “Good Neighbor Policy” and the “Appropriate Parental Messages” discussed here were taken from the series “What Shall We Do With This Kid?—Parent Education Text” by Foster W. Cline. He is a physician, a child psychiatrist, an author, and a lecturer.

Dr. Cline is the director of Evergreen Consultants in Human Behavior, a multidisciplinary group of professionals, where people throughout the world come for treatment of individual and family problems. He is popular as a psychiatric consultant to school systems and pupil personnel teams across the continent and throughout the world. He has written four books, some 20 professional papers, and numerous articles.

The book may be obtained by sending a check or money order to:
Evergreen Consultants
P.O. Box 2380
Evergreen, Colorado 80439

Most parent/adolescent battles are fought because:
(1) The parents project their own needs and fantasies on their child.
(2) The parents do not treat their children as equal people.
(3) The parents do not stick to a good neighborhood policy.
(4) The parents too often open their mouths and too seldom allow consequences to take place silently and naturally.

The Good Neighbor Policy—General Rule #1

Parents need simple advice about how they must react to their adolescent’s trials and tribulations. Although the advice is simple, many parents have trouble following it. They should treat their child as a good neighbor.

(1) A good neighbor would never read or open another’s mail or private diary.
(2) If a neighbor stole and wrecked our car, we would probably not bitch, fume, and thrash about but simply press charges.
(3) If a neighbor flunked out of night school or lost their job, we would probably put our arm around them and say, “Sorry that such a bummer happened to you.” But we would not financially support them.
(4) If a neighbor trashed up their own home and living area, we would probably not be involved. Likewise, a child’s room is a child’s business.
(5) If a neighbor trashed up our yard, we would, one way or another, force them to clean it up. So it is with our own living room area.

This list could go on and on. Parents get into all kinds of trouble with their adolescents simply because they do not follow the “good neighbor policy.” That is, they show their adolescents less respect than they show a neighbor, while at the same time, they are more involved in their child’s affairs.

The Real World—General Rule #2

Ideally, if parents are to prepare children for the Real World, then homes must operate like the Real World. Allowing naturally occurring consequences to fall forces kids to think.

The Real World has rules for the

And a woman who held a babe against her bosom said,
Speak to us of Children.
And he said:
Your children are not your children.
They are the sons and daughters of Life’s longing for itself.
They come through you but not from you,
And though they are with you,
yet they belong not to you.
You may give them your love
but not your thoughts.
For they have their own thoughts.
You may house their bodies
but not their souls.
For their souls dwell in the house of tomorrow,
which you cannot visit,
not even in your dreams.

—Kahlil Gibran, The Prophet
Appropriate Parental Messages

The general rules given about the Good Neighbor Policy and the Real World will insure a happy relationship between parents and adolescents. Suggestions for dealing with a number of specific adolescent issues are presented here. All make use of the important Good Neighbor and Real World principles.

Many of the examples have moral issues involved. The parent's duty is to contribute his or her thoughts, ideas, and hopes on such issues. The decision must be left up to the child. But the parents are not supposed to keep their mouths shut! Parents, as the following examples show, must let their children know what they think and how they feel. Again, however, words are not as effective as modeling, and in the written words, the nuances of smile, touch, and body posture are completely lacking.

On the Automobile and Insurance

"My dear child, I love you. I want you to be able to get around. Therefore, I will pay, if I am able, 'good guy' insurance. This means that you must maintain a "B" average, have no tickets, and take Driver's Education. No matter what driving problems you incur with tickets, I will always be willing to pay the "good guy" insurance. This will allow me to commiserate with you and feel empathy when you must come up with a lot of extra bucks to cover the insurance when you get tickets or when your grade point average drops below a "B." I will never have to be mad at you. I will always be able to say, 'What a bummer, that's really going to cost you. Sorry.' An I will always be able to really mean these things when I say them. I will never be sarcastic.

"I will help you with other transportation costs, gas, and maintenance, as I am financially able. I will never put myself in the position of pitching a righteous fit if you have problems denting or banging up the vehicle. If I pitch a fit because you dent the Mercedes, and we do not have a pay back agreement, I deserve every bad feeling I have. If I am financially able, I will buy you a junker so that I will not feel angry and you need never feel guilty as you learn to drive and naturally have a few dents. All of us dent cars as we learn to drive. I don't want those dents to stress our relationship or unduly cost you.

"Driving a car carries moral responsibilities with it. I remind you of these things but will not lecture you on them. If you drive too dangerously, or if I feel you are a real danger to yourself or others, I'll simply do my best to make sure your driving license is revoked by letting the police know where you are and your license number the next time you go out. I will never harp at you."

On Your Education

"As long as you are going to school, it means that you are preparing for life. As long as you are preparing for life, I will help you all I can. When you are finished with school, it means you are prepared for life. If you continue living here, room and board payments start. If you choose to live elsewhere, good bye, go with my blessings, and good luck."

On Counseling Children

"My child, I realize that there are many adolescents who talk to school counselors better than they talk to their parents. For many counselors listen and give advice when asked and many parents do not listen, or give advice when not asked. I would like for you to talk to me as well as many children talk to their school counselor. Therefore, I will always listen, give advice when you ask, and be open to your thoughts and opinions. I want to be a good counselor to you."

On Your Problems at School

"My child, I have problems at work. I don't want you to have to make 'work visits' on me when I have trouble at work. Likewise, I don't want to have to make 'school visits' on you when you have problems at school. Each of us must learn to handle our own problems in our own way. However, if you ever want advice, please ask."

On Drugs and Drinking

"Dear child, I handle your drinking and use of drugs just as General Motors or General Electric would handle it if you were their employee. This is because I want to get you ready for the Real World. As long as you are not using drugs or drinking around the plant (house) I will tolerate it. That doesn't mean that I approve. As long as your job performance (doing your chores and general demeanor and at least average school work) does not deteriorate, I will tolerate but not approve your drinking. If and when your use of drugs or drinking ever affects your performance around the house or your behavior toward the rest of us, then, just as General Electric, I will ask you to leave the plant (house)."

On Pregnancy out of Wedlock

"My child, we will love all of our grandchildren, regardless of their parentage. Needless to say, your genetics reflect our own. So at least half of the genetics of the grandchild have got to be 'hot stuff.' Hope you make wise decisions about the other half. We will not, however, provide free babysitting. Infants and babies can be a drag to unmarried people. Give the whole thing thought. We will never be nasty about the situation, but you will have to face the facts that the child is yours and your responsibility. Luckily, your mother and I have been tax payers and there is always ADC (Aid to Dependent Children). However we will not pay twice, once to you and once to the government."

(Continued on page 6)
Abused Adolescents: The Misunderstood Victims

By Susan Houchin-LaLuz
Susan Houchin-LaLuz is director of the Youth Service System, 2202 South 11th Street, Lincoln 68502, (402) 475-3040.

This article is based on research which was funded mainly by the Youth Development Bureau of HEW and the National Center on Child Abuse and Neglect of HHS, and completed in three parts from 1977 through 1983 by the URSA Institute, Bruce Fisher, Project Director, San Francisco, California.

Reprinted from Speaking for Children Volume 3, Number 1, January/February, 1984. Published by the Junior League of Lincoln, 2500 So. 56 St., Lincoln, NE 68506.

EXTENSIVE RESEARCH conducted over the last six years by Urban and Rural Systems Associates (URSA) of San Francisco clearly indicates the need for all those who work with adolescents to look closely for the signs of abuse and neglect, no matter how the adolescent has been identified or labeled. The research points out that adolescent maltreatment is a far more serious problem than has been assumed. In addition, abused adolescents often are misdiagnosed as “out of control” or “delinquent,” mainly because they do not fit the image of victims.

Adolescents are larger than younger victims of child abuse and neglect. They may be especially provocative in their behavior, often pushing adults to the very limits of self-control. Practitioners often think adolescents are old enough to run away from abuse or to know where to go and who to tell about it. In fact, some adolescents are so difficult to see as victims that some practitioners feel the parents are the victims and the adolescents are the perpetrators—that the adolescent who “gets it” “deserves it.”

The normal (emphasize normal) characteristics of adolescent development involve feelings of loneliness, insecurity, and vulnerability. The attendant behaviors are sullenness, withdrawal, and belligerence. Add these normal characteristics to an already dysfunctional family situation and it becomes easy to assess the adolescent as “out of control” or “delinquent” rather than abused.

They Don’t Fight Back

In spite of the image of the adolescent being big enough to strike back when physically abused, 29 percent of all substantiated adolescent reports are still of physical abuse. In fact, the image of adolescents striking back is just not accurate.

Only one out of every five victims in the URSA study physically fought back against their parents. Only 30 percent even fought back “emotionally.” About 40 percent described themselves as feeling responsible for or deserving of the maltreatment.

Altogether, the adolescent victim is highly vulnerable. Only 30 percent run away and then usually to local service providers who work at returning them to their families but who also often misdiagnose the problem as one of delinquency or status offenses.

Abuse Begins in Childhood

Most abused adolescents have been abused since early childhood. This fact has become known only recently.

The early research on adolescent abuse by Ira Lourie, Ph.D., proposed that most adolescent abuse began because of the “adolescent-middlecent” conflict—a conflict that arises between the child who is in a stage of adolescent development and the parent who faces a mid-life crisis of his or her own. The adolescent’s demand for autonomy comes at a time when the parent has a greater need for control, or else the adolescent’s issues arouse unresolved adolescent conflicts in the parent. Either way, the conflict between parent and child becomes violent and the adolescent is mistreated—according to Lourie’s research, usually for the first time.

Dr. Lourie believed only about 10 percent of his subjects were victims of abuse from a very early age. This low incidence seemed to agree with other research until the URSA study, published in 1983, showed a much higher incidence of childhood onset. In fact, a full 76 percent of the families studied showed the abuse or neglect began in the victim’s childhood, and in only 24 percent did maltreatment begin in adolescence. Such a high incidence may be accounted for by the fact that the population studied were all residents of youth shelters.

This contradicts the idea that adolescent-middlecent conflict is the source of adolescent maltreatment and points to abuse of adolescents as “child abuse grown older.”

Frequency and Range

Adolescent victims of abuse both compare and contrast with younger abuse victims. Abuse declines only slightly from age 2 to age 16. At age 3, 54 percent of the reports of abuse are about boys. At age 16, 63 percent of the reports are about girls. Between ages 15 and 17, girls are twice as likely to be abused as boys.

Adolescents are not only subject to long-term abuse. Most youth in the URSA study (60 percent) had experienced two or more of the four types of maltreatment—physical abuse, emotional abuse, sexual abuse, and neglect.

Neglect appeared most frequently. Almost 70 percent of all substantiated abuse cases reported to the American Humane Association in 1977 involved neglect. The second most frequent form of abuse is sexual, with 53 percent of all substantiated sexual abuse cases happening with 12- to 17-year-olds.

Multiple Problems

No one in the family of an abused adolescent will profit from the diagnosis and treatment of the adolescent alone. For the most part, families of these youth also have experienced multiple and serious problems, often for many years. They show high rates of divorce and separation and, in blended families, difficulty in solving problems of step-parenting. Financial stress and other worries are common.

Most importantly, the parents of abused adolescents often were themselves maltreated as children or witnessed family violence and have difficulties with their parenting responsibilities.

The violence or other maltreating behavior is not limited to the parent-adolescent dyad. In at least 40 percent of the families studied by URSA, one parent had been violent toward someone in the family other than the victim, 20-25 percent of the parents were violent toward each other, and nearly half of the siblings had been maltreated.

Resolving conflicts through physical violence is a pattern in such families that is not limited to one or two family
The underlying problem of maltreatment is not a surprise to youth service workers in runaway shelters, alternative youth service agencies, or adolescent health clinics, etc. In fact, many participate in it, consciously mislabeling youth in order to get the legal and social service system to respond to the youth's need for services. No state in the union has a separate, legal definition of adolescent abuse and neglect. Adolescents don't fit the image of "victim" and evidence is often hard to substantiate. The result is that "gatekeeper" agencies—those who work most frequently with youth, including juvenile and senior high schools—usually do not file abuse/neglect reports on adolescents. They know little will be done about it.

**Need for Protection**

Life-threatening injuries may be rare among adolescent victims, but they are still in great need of treatment and, often, of protection. As stated before, though they are not perceived as victims, they are frequently examples of "child abuse grown older." Their families do not differ clinically or sociologically from families involved in abuse of younger children.

However, the system does not respond in the same way to abused adolescents as it does to abused younger children. Cases frequently are not reported because nothing will be done: adolescent abuse cases are not often investigated by child protective services or adjudicated by juvenile courts. Usually adolescents are channeled into programs based on their symptoms, such as drug abuse, delinquency, truancy, and depression.

Programs designed to resolve adolescent symptomatic problems are valuable, but if the underlying abuse goes undetected and untreated, the adolescent will continue to experience difficulty and will not develop into a very happy or well-adjusted adult.

Alternative youth service agencies, runaway shelters, and adolescent health clinics are sometimes the only source of help for maltreated youth. They are usually seen by adolescents as safe places to go for help, and there, within a group of peers, the talking can start. It is not at all unusual for an adolescent to disclose sexual abuse for the very first time while staying at a runaway shelter.

**Range of Services**

A holistic, comprehensive service delivery approach works best with maltreated youth. Agencies and schools which encounter youth who give off the behavioral signs—i.e., acting out, sexual promiscuity and pregnancy, suicide attempts, chemical usage, anorexia—should search beneath the masking symptoms for the evidence of abuse and neglect. Cases of adolescent maltreatment should be reported to the authorities whether or not an investigation occurs.

Finally, those committed to working with maltreated youth should follow certain guidelines. They must be willing to protect the youth's rights to both treatment and due process. They should provide protection to adolescents in danger of further abuse. They should strive to be non-stigmatizing to either youth or family and should not be perceived by either as punitive. They should work at all levels to keep the youth out of institutions and should support the maintenance of family units.

Wherever possible, services to family members should be offered. Training in independent living skills should be given to youth when needed, and all services should be appropriate to the age and developmental stage of the youth. And most critically, the services must be accessible to the youth.

**Federal Funding Sources**

The major legislative vehicle for change in the focus of youth services has been the Juvenile Justice and Delinquency Prevention Act (JJDPA) of 1974 specifically Title III, which is known as the Runaway and Homeless Youth Act. This act has provided federal funds for services such as those described above and for the research described in this article.

Every four years, the JJDP Act comes up for re-authorization. It will do so in 1984. The act was fiercely battled in 1980 and probably will have an even tougher time this year, as the Reagan administration does not support its re-authorization. During the next few months, discussion about the issue will be held across the country, including here in Nebraska. Citizens who are concerned about the information presented in this article should get involved in the discussions and in any actions taken.

Abused adolescents, status offenders, and homeless youth need appropriate services. They do not need to be further victimized by incarceration or other stigmatizing treatment.
By refusing to go to school for seven months at the age of 12, Kazuyoshi Tomii unwittingly helped launch a whole new idea for dealing with problem children.

Kazuyoshi had just entered junior high school when illness kept him at home for a fortnight. His teacher believed the illness was simply an excuse to dodge classes.

Incensed over the unfairness of this accusation, the boy rebelled, refusing to go back to school at all. After seven months’ truancy, his parents, at their wits’ end sent Kazuyoshi to the tiny village of Hirayamura, where the schooling he got received national attention and provoked a flood of responses from parents and others.

The migration of villagers to an easier life in the cities has become a severe problem. Hardest hit by the declining population was the village school which served elementary and junior high students. With only two pupils left, it was on the verge of closing three years ago, when village elders decided to launch a “volunteer foster parent” system to help “unhappy children.”

Kazuyoshi Tomii was the first to be helped. He went to live with the headmaster, Masataka Ueda, and quickly responded to kindness and encouragement and began catching up on the lost seven months of school work.

When a documentary about the boy appeared on television, Hirayamura was swamped with requests from parents all over Japan to accept their children.

Fifteen eventually arrived in the tiny village, and Kazuyoshi suddenly found himself with 12 new classmates—all from the big cities and all with a history of violence and other forms of delinquency.

The roughest, roughest of all was Kazuto Iwuchi. He’d been raised from an early age solely by his mother after his father had abandoned the family. With only two pupils left, it was on the verge of closing three years ago, when village elders decided to launch a “volunteer foster parent” system to help “unhappy children.”

While Kazuyoshi was becoming head boy of the school, Kazuto was leading a gang of delinquents who made life difficult for both the school and the village at large. Doubts about the foster-parent scheme began to surface. For a while, Kazuto was put into isolation in the school to try and cool him down. It was a long, difficult process in which, recalls Mr. Ueda, “faith and hope” played equally large parts. It took more than a year before the youngster finally changed and began to help the villagers in the fields. But during the holidays back in his mother’s cramped apartment in a decaying complex near Yokohama, the old Kazuto returned with a vengeance.

Why the difference? Kazuto recalled bitterly how his mother kept telling him she wanted help finding her way...
6
PARENTAL MESSAGES
(Continued from page 2)

On Lying Around the House Doing Nothing

"It really would not disturb me, dear, if you were to sit around someplace else doing nothing. That would be because somebody else is paying for the energy that lights your way and heats your body. However, when you lie around this house, doing nothing, I feel like a patsy. I think, 'What am I doing running electrons through wires lighting and heating this person's life, providing for this lifestyle?' So, if you sit around and do nothing, purely to take care of myself, I will ask you to find some other pad. Some people are able to spend a lifetime of fruitful mooching. However, most such people, down deep, have a poor self-image and negative relationships. I hope that doesn't happen to you."

On Letting Us Know Where You Are at Night

"I would like you to let us know where you are at night, not because we don't trust you, but because we do trust you. As a matter of fact, we trust you so much that we would not worry and call the police to look for you even if you did not come in by early the next morning. We would always think, 'My child can handle himself wherever he is!' The problem is, you might be lying in a ditch somewhere bleeding. Sometimes the difference of a few hours can save a life. If we always have an agreement that you will phone us if you're going to be late, then we will be able to help you out by knowing when you're in trouble. We will be able honestly to say to the police department or the officer, 'I know my child is in trouble because he would have phoned me if he was going to be out this late. I would like you to check out this area where he said he would be...'. So you see, my child, it's definitely to your benefit to let us know about where you are and about when you intend to come home."

On Running Away and Leaving Home

"I want you always to know that if you do run away from home, we will miss you. However, if you do live with us, you will have to follow our rules. I hope you take plenty of money for a two-way trip should you decide to come back. We will never send you the return fare free. Plan ahead. Good luck."

"When you are ready to come back, we will welcome you home, and we want things to work out well. We know it will never work out well unless you have figured out:

(1) What an interaction pattern was that bothered you so much.
(2) How you felt.
(3) What response you generally showed.
(4) How you would like to see things go in the future. (Why do you think things will go differently?)

When you have figured these things out, please let us know and walk right in!"

More than the words themselves, all of the discussions above are really simply vibrated out by parental manner, bearing and being. It is far better to give such messages before the problem has occurred rather than after the catastrophe has hit. All of the above are really "prophylactic vibrations."

SHARE invites the comments of foster parents about the appropriate parental messages given here. Have you said something similar in a similar situation? Would you say something different? Write to Carole Davis, University of Nebraska at Omaha, 1313 Farnam on the Mall, Omaha, NE 68102.
By the time you receive this newsletter, Thanksgiving will be over and you'll be thinking and planning for Christmas activities. But as I write this, I am thinking of Thanksgiving. We are also beginning a new contract with the Department of Public Welfare. As we start this third year of our training program, I would like to express my thanks to all of you who have helped to make our program successful. We appreciate your continued support and enthusiasm for our training program.

Carol Ertl and I are, once again, starting our information-gathering process. During this next year we will be adding some lessons to our curriculum to help those foster parents whose foster children have been status offenders. We are interviewing foster parents, caseworkers and counselors to find out what are the most troublesome problems. Not all of the problems we hear about can be solved through training, but we plan to address those that can in our new curriculum. If you have some thoughts about what should be included, please feel free to call us toll free at 800-742-7511, or drop us a line. We welcome your suggestions.

We have concluded our train-the-trainer workshops for this fall. Fostering the Adolescent workshop was held at Boystown, October 7-12. The training for the Orientation curriculum was done at a one-day workshop on October 29 at the Fall Social Work Institute at the Nebraska Center for Continuing Education. At this workshop we gave the trainers a handout on the recruiting of foster parents. If you would like to have this information, call or write us and ask for a copy. We’ll be glad to send you one.

**TRAINING NEWS**

By Barbara F. Kendrick, Program Coordinator

**NOTICE TO TRAINERS**

By the end of the year we will be adding some lessons to our curriculum to help foster parents whose foster children have been status offenders. We are interviewing foster parents, caseworkers and counselors to find out what are the most troublesome problems. Not all of the problems we hear about can be solved through training, but we plan to address those that can in our new curriculum. If you have any thoughts about what should be included, please feel free to call us toll-free at 800-742-7511, or drop us a line. We welcome your suggestions.

We have concluded our train-the-trainer workshops for this fall. Fostering the Adolescent workshop was held at Boystown, October 7-12. The training for the Orientation curriculum was done at a one-day workshop on October 29 at the Fall Social Work Institute at the Nebraska Center for Continuing Education. At this workshop we gave the trainers a handout on the recruiting of foster parents. If you would like to have this information, call or write us and ask for a copy. We’ll be glad to send you one.

**GENERAL GUIDELINES FOR SETTING LIMITS**

Set limits which are realistic and appropriate.

Inform the child, simply and as straightforward as possible, what the limits are and what will happen if he doesn’t follow them. (E.g., “You need to put your shoes on to go outside, and if you don’t put them on, you may not go outside.”)

Give a simple explanation for the limit whenever it seems appropriate. (E.g., “It’s not safe to . . .”) This helps the child learn good judgment and cause-effect relationships. It also demonstrates that the limits you set are not arbitrary but are an exercise of adult responsibility, judgment and authority.

Identify and acknowledge for the child whatever feelings, wishes, or impulses are motivating the unacceptable behavior and offer alternative ways in which he can safely express those feelings. Separate the child with his feelings from his behavior. Make it clear that you accept the child and all of his feelings. It is unacceptable actions or behaviors that you don’t like. “I like you but I don’t like kicking; it hurts. It’s OK for you to be mad at me and you can want to kick me but you may not. You can hit your pillow, hit a punching bag, or kick the ‘Bobo,’ and/or tell me if you’re mad.”

Be consistent. Follow through with what you say you will do about enforcing the limits. Children get anxious when they do things which they know are destructive, dangerous or socially unacceptable.

The reality is that we all need to do things that we don’t want to. Society places demands on us all; we can’t always do as we wish. Children need to learn how to cope with this fact. There are many skills, rules, and tasks which are difficult to learn, scary, or just tedious and unappealing. Some of these skills are necessary, useful or even enjoyable once we have mastered them. We would be doing the children a disservice if we allowed them to refuse to comply with basic social demands or to avoid learning skills which we think will be necessary or beneficial to them.

Paradoxically, then, a firm structure of rules and guidelines for children to follow produces freedom for them.
MAKING SEPARATIONS EASIER

All of us find it hard to separate from those we love. For children, learning to say good-bye is one of the most difficult adjustments they have to make. How you handle their first separations, then, is of the utmost importance. Here are some ways you can help your children meet this challenge.

Prepare children for your departure

Talk to children beforehand about where you are going and why: "Mommy is going to work and Mrs. Moran is going to take care of you every day." Be sure that they know when they can expect your return: "... when you wake up," or "when Daddy comes home." Never sneak away from the child. Always tell the child when you must leave.

Provide a consistent routine that children can count on

It's easier for young children to let go of you if you leave at roughly the same time and place every day. You might arrange for a special activity just before you leave—read a story or play a record. Children also feel better if they know that you will return at a certain time—after nap, for example, or when the clock says 3. Of course, the unexpected occurs. But in general, let children count on your comings and goings.

Get them used to new people gradually

Whenever possible, leave children with someone they know. Invite the baby-sitter to come for a visit once or twice before the sitter stays alone with the child. Or send a day or so at the day-care center with the child before the sitter stays alone. Try to keep the same person caring for your child. Changes are hard on children.

Encourage children to act out their fears

Acting out the separation helps children feel in control. To help children see that you can disappear and reappear, play peekaboo or hide-and-seek with them. Or encourage your children to take a pretend trip. Help your child understand that "good-bye" doesn't mean "forever."

Let children take something familiar to a new place

Accept children's need to take along something of their own to a new place. A blanket or toy that reminds them of you and their home can help them feel safer in strange places.

A FOSTER PARENT'S ROLE IN PERMANENT PLANNING: ASKING PERTINENT QUESTIONS

Multiple placements for foster children should be avoided if at all possible. It would truly be wonderful if, some day soon, one foster placement for each child was the practice while a permanent plan was worked out.

We, as foster parents, can help avoid multiple placements by helping make sure that the placement of each foster child in our home is well thought out and planned to meet the best needs of the child: and to bring about the best "match" of each foster parent to each foster child to help assure the best possible placement.

In order to bring this about, there is a knowledge base that needs to be developed. Questions need to be asked of ourselves. The following is just a sample of the questions that could be directed toward ourselves:

1. Do I expect monetary reward?
2. Can I do a good job without a monetary reward?
3. Do I expect to be loved by the children I accept into my home?
4. Can I do a good job without love returned?
5. Am I competent to give good, consistent guidance?
6. Can I be honest about my emotions?
7. Can I be honest to the children placed in my home?
8. Can I be fair to the children?
9. Can I share with the biological parents?
10. Can I forgive the biological parent if mistakes have been made?
11. Can I accept placement failure?
12. Can I accept children running away from my home and allow them to return?
13. What age child do I do best with?
14. Is there an age that I find difficult to relate to?
15. Could I do well with an ugly child, a fat child, a skinny one, a child of another race, creed or religious background, a child that swears, who is angry most of the time, a liar, or a child who steals?
17. Does my family want to become involved in foster care as much as I do?
18. Have I considered my own children and that a foster child will take more energy and attention than my own child? How will my children react to this?
19. Can I understand that the child's moral behavior may be in complete opposition to my family's value system? Can we accept that behavior?
20. Can I accept rejection?
21. Can I accept separation from this child following a long placement? A short placement?
22. Can I accept a bed-wetter?
23. Can I accept poor school performance and be patient with helping with performance until it improves?
24. Can I make a foster child feel comfortable in my home?
25. Am I willing and anxious to learn better ways to care for the foster child in my home through reading, attending meetings and training sessions, and trying new ways of "parenting" that might work better with children with problems?

There are no "right" or "wrong" answers to the above questions; but questions that will help to review in our own minds some of the issues we will be facing as foster parents. YOU are the one who will benefit from learning the answers.

(Developed by Joan and Rich Braun, with the cooperation of the Nacogdoches and Lubbock (Tx) Foster Parent Associations. From the Texas State Foster Parents Inc., TEXAS PROGRESS REPORT.)

Children nowadays love luxury, have bad manners, contempt for authority, disrespect for elders. . . . They contradict their parents, chatter in front of company, gobble up the food on the table, cross their legs and tyrannize their teachers.

(Socrates)

470-399 B.C.
IN PRAISE
OF A FOSTER MOTHER

"Let me tell you about the wonderful experience I had last weekend. I placed a child into an adoptive home. It went smooth as silk. The reason? Because of the help I received from the foster mother, Mrs. Willis Blackshear. She was there at the presentation. What she told the adoptive parents about Jahma made him so real. She told them about his good points and his faults. How he is sweet and well-behaved, and how he does not like peanut butter!

She made good suggestions. How it was important for Jahma to go back to school to say goodbye to his classmates and teachers. And how she wanted to have a goodbye party for him, at her home. She worked with Jahma, telling him about his new mother, father and sister. When they came to meet him he was really ready!

During the pre-placement visits she made us all feel at home. I think the adoptive parents already think of her as a grandmother, someone they can call on, if they ever need help. Thank you Mrs. Blackshear. If I ever need a foster mother, I want her to be you.

Louise Allen
HCCW Adoption Unit

THE LESSON OF THE CROW
AND THE PITCHER

One of Aesop’s more famous fables deals with a poor crow dying of thirst and the patience and wisdom he practices to save his life. In his search for water, the crow comes across a pitcher with just a little water in it. When he puts his beak into the mouth of the pitcher, he finds that he can’t reach far enough down to get the water. The crow is on the verge of giving up when a thought comes to him. He takes a pebble and drops it into the pitcher. He takes another pebble and drops it into the pitcher. The crow continues until the water rises to where he can reach it; in this way, he saves himself from dying. The moral of the tale is “Little by little does the trick.”

I like to relate this fable to what I believe about storytelling. One story (like one pebble) might not make much of a difference in a child’s life; but the accumulation of stories gives a child a wealth of knowledge and ideas that can overflow into a more creative and satisfying life.

When reading or telling stories to children, I like to get them actively involved. After telling the story of “The Crow and the Pitcher,” for example, I have the children drop pebbles—one at a time—into a pitcher with a little water, and then watch the water level rise. The children are always amazed and delighted.

Children don’t grow by leaps and bounds; it’s a gradual process, requiring patience and wisdom. A little bit of knowledge about the world gained from one story, a better understanding of self from another, a sense of wonder and a reverence for life from yet another—the gradual accumulation leads the young child to a fuller, richer life.

Ruth Ann Johnson

YUKI!

Young children often need more than a verbal warning not to eat or drink hazardous products around the home. What better reminder than scowling, green-faced Mr. Yuk?

The Mr. Yuk stickers were developed by the National Poison Center Network, located at Children’s Hospital, Pittsburgh. In many areas of the country, Mr. Yuk stickers and safety programs are available through regional poison control centers. The stickers may also be obtained by mailing a stamped, self-addressed envelope and a dollar donation to: Pittsburgh Poison Center, Children’s Hospital of Pittsburgh, 125 Desoto St., Pittsburgh, PA 15213.

THE 1980 CHILD WELFARE ACT


The new legislation is one of the most significant child welfare bills of the past two decades for it should mark a turning point in how we deal with children from troubled families. It asserts that the states must know what is happening to children in care and that they may no longer be allowed to drift in the system without resolution of their legal status and ultimate living arrangements.

For the first time, federal aid will be available for the adoption of children with special needs, including older, handicapped and minority children. Previously, all federal aid to families for care of a child who had to be placed outside the home ceased once the child was adopted. Now, for example, foster parents who wish to adopt their handicapped foster child, but who would need financial help in meeting the special expenses involved in raising such a child, will be able to do so. Children for whom federal funds for adoption subsidies will be available are those who are eligible under AFDC, AFDC-Foster Care and SSE funding programs.

The Federal Government will begin offering financial incentives to states to redirect child welfare programs to a family orientation, rather than placement of children. Under the new law, for instance, under certain circumstances a ceiling will be set on the use of federal funds available to pay for room and board for children in foster care.

Federal funding will be provided to support the voluntary placement of a child without judicial determination. New federal funds will be paid so that workers will be able to help families without a formal court proceeding. Previously, federal AFDC matching funds were not available for children placed in foster care without judicial determination.
Once a child has been placed in foster care for six months, the case must go to court to insure the voluntary nature of the placement or the child be returned home.

Two major child welfare funding programs are affected by the new legislation: Titles IV-A and IV-B of the Social Security Act.

In order to obtain the authorized funds, a state would be required to conduct an inventory of all children in foster care over six months in order to learn the location of each child and the status of their case. An information and tracking system to maintain information of all children who are in foster care, or have been during the previous year, including their demographic characteristics, their location, and the goals of their service plans must be established. States must prepare a written case plan for each child designed to achieve placement in the most family-like setting close to the parents’ home that is consistent with the best interest of the child. The plan would also have to describe services to be provided to the parents to enable their child to return home or the services to be delivered to facilitate the child’s adoption.

Funds for foster care of children from families eligible for Aid to Families with Dependent Children (AFDC), formerly authorized under Title IV-A of the Social Security Act, will now be appropriated under a new section, Title IV-E. States may begin participating under Title IV-E as soon as October 1, 1980 and must participate by September 30, 1982.

This is a condensation of an article appearing in the September-October 1980 issue of Children Today. If you would like a copy of the complete article, let us know and we will be happy to furnish one to you.

Parenting, an annotated bibliography, lists 268 books on the topic published in the United States, Canada and Great Britain within the last 10 years.

Among the topics covered are divorce, separation and single parenthood; infancy; management, communication and discipline; play groups, nursery schools and day care; adolescence; sexuality; children and death; and children with special needs—including handicapped children, only children and adopted children.

Copies of Parenting (Current Bibliography No. 13, 70 pp.) are available at $4.75 per copy from Publications Sales, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada, M5S 1V6.

SHARE is the newsletter for Nebraska’s Foster Parent Training Program, a Title XX project co-sponsored by the Department of Public Welfare and the Center for Applied Urban Research, University of Nebraska at Omaha.

Editor: Janet Jensen

Betty Mayhew
CAUR
PKCC
UNO
TRAINING NEWS
By Barbara F. Kendrick
Program Coordinator

Our Orientation sessions, This Way to Foster Parenting, are becoming an important part of many agencies’ programs to recruit and inform new and prospective foster parents. Our train-the-trainers workshop at the Fall Social Work Institute on October 29, 1980, was well attended. We not only covered the material in the manual, but also shared material and ideas on the recruitment of foster parents. Since October, Orientation sessions have been held in Chadron, Kearney, Norfolk, Broken Bow, Lincoln, and Grand Island. Certificates have been issued to 70 foster parents. Each agency puts on the training at its convenience.

The information we receive from the biographical questionnaires and the reaction forms (both part of the participant’s Orientation manual) are very valuable to us. It helps us assess the method and materials contained in this 3-session program. From the reaction forms we are learning how much the participants enjoy the opportunity to share information and ideas with caseworkers and foster parents. From these parents:

“...”You’re doing a tremendous service to all involved.
Our awareness of what is happening and does happen is now greater and so is our understanding of a lot that happens to a child involved in foster care.”

“The reading material was excellent. I really enjoyed reading the part on how the natural parents feel.”

“Discussions are really good; it brings out how supporting and beneficial fellow foster parents can be.”

“It seems to me to be able to hear both the good and the bad of foster care is very helpful. Our questions are always answered, it seems to me, quite honestly.”

“I’m ready to learn more!”

These quotations summarize the feelings of most of those people participating in the Orientation training. They have learned new things about foster care and have been given the opportunity to share feelings and ideas about the joys and woes of being a foster parent. They appreciate the honesty with which their questions are answered and they learn as they start out on this new venture that they are not alone but are supported by other foster parents, caseworkers, and community resources. And, I would like to add, supported by a training program which can add further to their knowledge and confidence. Many foster parents express their eagerness to “learn more.”

This is why we are urging all of the trainers who are doing the Orientation training to schedule further training for these foster parents. The Basic course should be scheduled, to be followed by the Fostering the Adolescent. We stand ready to help you in any way we can to make training a regularly scheduled part of your foster care program. Please let us know if there are ways in which we can help you make training more accessible to the foster parents you serve.

WHY DO FOSTER PARENTS NEED TRAINING?

... Many parents find it is not easy to raise children in this day and age.
... In addition, fostering is different from raising your own children.
... All foster children have been separated from their own parents and need help with their feelings of grief, loss, or self-blame about separation.
... Some foster children have real problems, special needs, or handicaps that require extra services or knowledge.
... Foster families want to make the child welfare system work effectively for their foster children.
... Fostering is a job that carries with it both rights and responsibilities. These need to be learned.
... Foster parents want guidance and support concerning their work with the child’s natural family.
... Foster parents need to learn the most effective ways of working with agencies, courts, schools, health care providers, and other community resources.
... Foster families want to become acquainted with other foster families to share their joys and concerns.
(From Foster Parent Education Project, Eastern Michigan University, Ypsilanti, Michigan.)
PILOT PARENT PROGRAM

The Pilot Parent Program is a program in which parents of developmentally disabled children help other parents (biological, adoptive, or foster) of developmentally disabled children.

Pilot Parents have had the experience of learning their child is handicapped and have asked many of the same questions that other parents ask. They have learned, through their personal experiences, that raising a handicapped child can be rewarding. These parents have taken training to enable them to assist and guide "new parents" of handicapped children.

Pilot Parents believe that offering emotional support and factual information about a child’s handicap enables parents to view, in a positive manner, their child's ability to grow, learn, and develop to his fullest potential. They can offer emotional support and understanding; factual information about developmental disabilities; factual information about medical services, educational programs, and support agencies; introduction to helpful persons and groups that share their interests and concern.

If you have a handicapped child and would like to talk to other parents, contact the program nearest you from the list following. A Pilot Parent with similar experience and background will get in touch with you.

Pilot Parents
Charles & Elsi Phifer
538 W. 6th
Fremont, NE 68025
(402) 721-1426

Pilot Parents
Jim & Sharon Livingston
2610 Cottonwood Rd.
Grand Island, NE 68801
(308) 384-6694

Pilot Parents
Pat Jacoby
619 N. St. Joseph
Hastings, NE 68901
(402) 463-5466

Pilot Parents
Laurence & Andrea Durfee
1015 Burlington
Holdrege, NE 68949
(308) 995-6449

Pilot Parents
Ann McGee
R. R. 2, Box 113
Lexington, NE 68850
(308) 324-4428

Pilot Parents
Elaine Rod
4934 Ginny Ave.
Lincoln, NE 68516
(402) 488-0353

Pilot Parents
Pat & Mary Louise Nelson
3207 9th Ave.
Kearney, NE 68847
(308) 237-5450

Pilot Parents
Program Coordinator
3212 Dodge St.
Omaha, NE 68131
(402) 348-9220

Pilot Parents
Sharon Boeckenhauer
R. R. 2
Laurel, NE 68745
(402) 584-2898

Pilot Parents
Cindi Vrba
725 David St.
West Point, NE 68788
(402) 372-3926

Example is not the main thing in influencing children.
It is the only thing.

ONE NATURAL PARENT’S POINT OF VIEW

I do not want my children back. Shocking isn’t it? But it’s true. My 2 girls (now 9 and 11) have been with the foster mother since 1968. They have settled in very nicely with her and that is where they are staying.

That is all very easy to say today—six years makes a lot of difference but when I cracked up back in ’68 I went through the same hell that most of you natural parents go through—the overwhelming guilt and shame, the fear (what will the neighbors think?) the isolation (who could I talk to about it—who would understand?), those horrible feelings of inadequacy and unworthiness, and worst of all, I think, that all-consuming resentment—that someone else could do a better job of raising my children than I could (and she could back then and maybe even now). Yes, poor old pride sure takes a beating along the way.

At the beginning I found it very hard to let go of the children because I needed them for my own identity. Who was I without them? I had no “self” apart from them. I was nothing but a mother. But now I know that mother, wife, and even patient, are all just roles you have to play within is something very different. When this finally hit home I was well on the road to recovery.

Yes, I’ve come a long, long way since ’68. Today I am back at my profession. I’ve been in the lab for 3½ years and now I am on my way to University for two or three years. I can honestly say the agony has been worth it. How much you are taught by suffering if you learn—as if that were the very purpose of it all. The depths of insight and awareness that just begin to grow (and they haven’t finished yet) have made the whole ordeal worthwhile.

When my children were with me I took out all my frustrations on them—verbally and physically. I did not love them—I could not love them. Back then I could not love at all. My getting well was my learning to love. That may sound strange to some of you parents—natural and foster but it’s true. The highest form of love is sacrifice. “Release with Love,” says Elsa, “it’s the thing that sets us free.” How true. When I was finally able to do that there was no more guilt or resentment or even fear—just gratitude that things turned out the way they did.

ADAPTED FROM THE OCTOBER 1974 ISSUE OF THE FOSTERLETTER which is published by the Foster Parents Association and the Department of Human Resources, Capital Region, Victoria, B.C. Canada.

********************

SUPPLEMENTAL SECURITY INCOME (SSI)
FOR DISABLED OR BLIND CHILDREN

Supplemental Security Income (SSI) can provide financial assistance for disabled or blind children. This federal program may make funds available to disabled or blind children with limited assets. For further information about SSI, contact your local Social Security Administration.
LEARNING LINE:
A STATEWIDE SERVICE

If you have a question concerning educational or career planning, Learning Line can help. Anyone can call our toll-free number and speak to an information specialist about postsecondary education in Nebraska.

Learning Line works through a statewide network of educational agencies and organizations to provide facts and referral services on programs, admissions, financial aid, counseling and testing at institutions within the state. A computer system puts these resources at our fingertips so we can assist you quickly.

Learning Line also can offer ready access to data on size, location, cost, accreditation and degree level of more than 3,000 two or four-year colleges and universities throughout the United States.

Whether you are interested in public or private schools, vocational or technical education, college entrance exams or Ph.D. programs, chances are we have the information you need.

WHO MIGHT USE LEARNING LINE?
- a homemaker who decides to go back to school
- any adult considering a career change requiring additional education
- a person wanting information on how to complete a degree
- a person seeking eligibility requirements for financial aid
- a mother needing an institution offering childcare during classes
- a transfer student from an out-of-state school wondering which credits will be accepted
- a person moving to another state wanting to continue a program of study there
- a parent with a child needing information about courses of study, housing, or tuition at Nebraska colleges
- a high school dropout wanting to know how to get a General Equivalency Diploma
- a high school student interested in the availability of scholarships at a particular institution
- a person seeking a course on English As A Second Language
- anyone needing an address or phone number for a Job Service office in Nebraska

CALL US TODAY
WITH YOUR QUESTION
1-800-742-7511
In Lincoln 472-6363
Ask for Learning Line.
Office hours: Monday-Friday, 9 a.m.-1 p.m.
(8 a.m.-12 noon, Mountain Time)
After hours your message will be recorded and your call will be returned the next working day.

The greatest terror a child can have is that he is not loved; and rejection is the hell he fears...

(John Steinbeck)

EDIBLE ART ACTIVITY

This art activity provides young children with an opportunity to explore their own creativity through a new and different medium. An added feature of this project is that it is consumable—the children can eat it! MAKE SURE THEY UNDERSTAND THAT ALL SCULPTURE IS NOT TO BE EATEN.

PEANUT BUTTER SCULPTURE

The following recipe for Peanut Butter Sculpture Dough makes enough for about 10 children. You may wish to use simply the peanut butter/dry milk recipe or make it more creative by adding "goodies" such as raisins, coconut, cherries, etc.

1. Mix together: 1 (18 oz.) jar peanut butter
   6 T. honey
   1 pkg. (3.2 oz.) nonfat dry milk
   ½ C. flour

2. Let the children take turns stirring and kneading the mixture.

3. Divide into 10 portions for sculpturing and allow the sculpture to dry.

4. Let the children enjoy eating their creations!

How a child feels is more important than what he knows, because one's attitude and feelings control behavior while sheer knowledge does not.

(John C. Kjer)

TEENAGE PREGNANCIES

Q. I have a very good relationship with my daughter, a junior in high school. She confidentially told me that her girlfriend had an abortion. She made the point that this particular friend was unlike many of the girls who felt that having a baby was a way to gain status. My daughter is as horrified by this attitude as I am. Why would any girl deliberately get pregnant?

A. It's tragic that some youngsters seem to feel getting pregnant is the only way to prove their identity. Some look on it as a rite of passage from girlhood to womanhood. Some feel it's a way to gain power over their parents and some do so because of their desperate loneliness. Obviously, they have no real concept of what is involved in caring for a child.

According to a recent study, a teenage girl is most likely to become pregnant within the first six months of her first sexual experience. Many educators feel that youngsters are being offered too little education too late.

When I speak of education, I don't mean just sex education, I mean education that would include a parent's obligation and responsibilities to a child. We need to take a very close look at this growing problem. The results for all concerned are truly tragic.

(ASK DR. BROTHERS, in Htn Post)
THE GROWING CHILD

There is a new publication available which will answer many questions that new parents have concerning their child's development. Growing Child provides monthly information corresponding to the baby's chronological age. Parents learn not only of developmental milestones but, also, of various activities to facilitate their child's growth both physically and mentally.

This publication can be ordered from: Growing Child, Dunn and Hargitt, Inc., 22 N. Second Street, Lafayette, Indiana 47902 Cost: $9.95 per year.

* * * * * * * * * *

DID YOU KNOW?

That the Nebraska Regional Library System and the Nebraska Department of Education, Special Education Branch have developed a lending ToyBrary system. This system consists of a ToyBrary catalog which lists toys that can be helpful in the education of young handicapped children, toys available at the local libraries which appeal to young children and help them develop specific skills, and pamphlets for parents on each toy that discuss ideas for working with their children. This unique system has proven valuable in the state of Nebraska and may be a valuable addition in your community!

NEW PRODUCTS AVAILABLE


"Agencies Which Offer Information Regarding Handicapping Conditions and Medical Problems," a list of health related organizations and some of their available publications. Cost: $.35

"Nutritious Foods and Drinks," a list of nutritious snacks suitable for the classroom. Cost: $.35

"Proper Use of Toys to Stimulate the Learning Process." Cost: $.35

"At the Tip of My Finger," a 12-minute color videotape which discusses alternate communication for multiple handicapped children. Rental: Contact Project

Make checks payable to United Cerebral Palsy of Northwestern Illinois. Prepayment is appreciated. For a complete list of available materials, please contact the Peoria 0-3 Outreach Project, 320 East Armstrong Ave, Peoria, IL 61603

SHARE is the newsletter for Nebraska's Foster Parent Training Program, a Title XX project co-sponsored by the Department of Public Welfare and the Center for Applied Urban Research, University of Nebraska at Omaha.

Editor: Janet Jensen

Betty Mayhew
CAUR
PKCC
UNO
SOMETHING OLD, SOMETHING NEW—
By Barbara F. Kendrick
Program Coordinator

One of the things that the Department of Public Welfare asked us to do this year is to experiment with some new methods of training, to be innovative.

All of us are resistant to change at one time or another, and we were rather reluctant to try adapting our material to new methods. We were asked to adapt some of the lessons to self-instructional training and we didn’t know how well that would work. But after accepting the challenge, we’re excited about this new project.

We’ve been lucky enough to hire a writer, Betty Largen Luce, who has been doing a very creative job adapting some of the lessons from Fostering the Adolescent to the self-instructional mode. I have added illustrations to make the materials attractive and entertaining. This summer we’ll be asking some foster parents who have completed the Basic 12-week course to test the materials for us. We will still teach Fostering the Adolescent with group discussions, but the same material will also be available in a self-instructional form.

Another new idea for training is the addition of our “lending library” of audio materials. We have purchased some cassette tapes from the Child Care Information Center. These are tapes of workshops and seminars from conferences on child welfare and foster care throughout the United States. We will be glad to lend them to you. Just give us a phone call and we’ll send your choice for a 10-day loan. Listening to audio tapes is a “painless” way to learn—you can do it while you’re driving in the car or weeding the garden.

Call 800-742-7511, ask for Foster Parent Training, and then tell Jan which tape you’d like to borrow.

CASSETTE TAPE LIST
1. “The Tug of Loyalty: The Dilemma of the Foster or Adoptive Child”
   Heigart
   2 parts, 60 minutes each
2. “Fostering Self-Esteem in Adolescents”
   Donovan
   90 minutes
3. “What To Do When the Child Wonders ‘Now That I’ve Changed, How Do I Fit Into the Family?’”
   Krechalis
   Part I, 90 minutes; Part II, 45 minutes
   Fudge
   Parts I, II, III, & IV, 90 minutes each
5. “Communication With Adolescents”
   Hawes
   Part I, 60 minutes; Part II, 45 minutes
6. “Adolescents and Alcoholism”
   Schwartz
   90 minutes
7. “You’re Not Listening (Part I & II)”
   Jones
   30 minutes
8. “Preparing the Child to Return Home”
   Boone
   30 minutes
   Strauss
   Part I, 60 minutes; Part II, 45 minutes
10. “Working with Resistant, Unmotivated Adolescents”
    Moran
    Parts I & II, 90 minutes each
11. “Of Human Bonds and Bondage (Adolescence)”
    Van Der Heide
    90 minutes

*****************************

A VISIT TO ENGLAND
By Carol Ertl, Training and Curriculum Specialist

It’s a small world! That is the impression I have after visiting England for three months. Before leaving in January, I had made the assumption that the foster care system over there would be different, but the similarities far outweighed the differences.

I would sit down with a foster parent and we would begin to compare notes. “In Nebraska we have trouble making ends meet with the low foster care payments we receive.” “We have the same problem—we haven’t had a raise in years.”
"Do you have disagreements between foster parents and caseworkers on what is best for the child?" "Yes, it happens here, too."

"But surely you have well-trained caseworkers who are a good support to their foster parents." "No, most of our caseworkers are inexperienced both in college coursework and in practical experiences. They should have to live with the kids the way we do."

I had a similar experience when I would talk with the foster care workers. They also have trouble recruiting new foster parents, placing adolescents in foster homes, and keeping up with large caseloads. The foster care workers met were dedicated, hard-working professionals who wanted something better for their "kids" and their foster parents—and had to work around the "system" to get what was needed.

In spite of all these similarities there were differences. Everyone was envious that I was from the States where there were so many more resources—and I am sure this is true. After all we are bigger and we have 50 states working independently to solve the same problems, so we are bound to have more resources. But I still bought many of their books which are not published here, and investigated some of their innovative projects.

Many of these projects concern fostering the adolescent who has been institutionalized or has "abandoned" (run away) or committed minor criminal offenses. (The English couldn't believe the term "status offender." It sounded to them as though a teenager did something wrong to gain status.) These fostering schemes all had in common the fact that foster parents were paid for their skills as foster parents in addition to receiving the monthly reimbursement for expenses. The special schemes recognized that foster parents of difficult adolescents need training and a continuing support group of other foster parents as well as more active support from the foster care worker who is their worker and advocate within the system. The foster teen has a separate worker who looks after his needs.

England also has some innovative laws which give more rights to foster parents and foster children. They have a very strong National Foster Care Association that has a membership of foster parents, foster care workers, and any interested others.

Britains are behind us in their training efforts, although this is rapidly improving now that the NFCA is providing Training-the-Trainer workshops in the Child Welfare League of America's curriculums: Orientation and Fostering the Adolescent.

The personnel at the National Foster Care Association office liked our curriculums and felt that they filled in the many gaps of knowledge not touched by the CWLA material. Maybe someday our materials will be used in the British Isles.

It's a small world—with much to learn from others.

The quickest way for a parent to get a child's attention is to sit down and look comfortable.

(Lane Allhouse)

Those who say you can't take it with you never saw a family car packed for a vacation.

Before I got married I had six theories about bringing up children; now I have six children and no theories.

(Lord Rochester)
TALKING WITH CHILDREN

Positive ways of communicating with children are contained in WINNING WAYS TO TALK WITH YOUNG CHILDREN, a short, illustrated booklet available from the U.S. Department of Agriculture.

The booklet focuses on communicating—through looks, actions, and words—when children's and adults' feelings are involved. "Talk to children as you talk to your friends," it advises, and "Use kind words to encourage and build up the child." A self-test for parents is included, together with a list of references and recommended readings.

Single copies available free, while supply lasts, from Betty Bray, SEA-Extension, Dept. of Agriculture, Rm. 5412 South Building, Washington, D.C. 20250.

(from CHILDREN TODAY)

LET'S PLAY GAMES

By Kathryn Bisselle Croke and Betty Jacinto Fairchild

Although described as "a collection of games that children can play with or without adaptation, when they are physically handicapped," most activities in Let's Play Games are suitable for all children. The activities are designed to give the children an opportunity to experience personal and group success.

Explanation of 60 games in three sections—children from 5 to 7 years old, for children 8 to 10 and the third section, children 12 to 18. For each game, the book describes the play area, number of players and material needed. Also included are outlines of the game rules and suggestions for adapting games where needed.

Many of the games are oldies, such as "Follow the Leader" and "Simon Says," but there are lots of new ones as well. Following the sections describing games are lists of organizations and other resources offering information on recreation for the handicapped.

Send request for FREE copy to: National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Ave., Chicago, Ill. 60612.

(Excerpted from a review by Joyce Evans, PhD. Southwest Educational Development Laboratory)

50 NEW CARD GAMES FOR CHILDREN

Want some new card games that are fun to play? Try Menagerie, spade the gardener, frogs in the pond, and one called giggle a bit. There are 12 games of solitaire, 12 card tricks, some games that grown-ups play, and an easy lesson in contract bridge. These can be family games too.

For a copy of 50 CARD GAMES FOR CHILDREN, by Vernon Quinn, send $1.00 to United States Playing Card Co., P.O. Box 12126, Cincinnati, Ohio 45212.

(from Whole Kids Catalog)

HELP KIDS TAKE AN INTEREST

"What can I do now?" seems to be a universal refrain these days. Adults may wonder how a child can possibly be bored. Dr. Lillian Katz, a noted child development expert, reminds us that the opposite of boredom is interest. What children need is not more fun, but encouragement to pursue a hobby or interest.

The ability to become involved in a pursuit, including the drudgery and discipline that go along with it, must be learned and encouraged. A child's first experience may be by watching a parent or other adult who is involved in gardening, sewing, stamp collecting, or some other special interest. Adults can demonstrate the satisfaction which comes from effort invested over a long period of time.

When the child begins to develop his or her own interests, adults should be encouraging, but not overbearing. Don't praise the child so much that your praise instead of the child's own satisfaction becomes the motivating factor. Don't become so involved in your child's hobby that he or she loses control. Offer assistance and encouragement to help your child over frustrations and low spots, but do not insist on his or her continuing when interest has been lost. The child may return later to a pursuit that has been temporarily abandoned.

By encouraging the development of long-term, absorbing interests, we are helping the child to assume an active role. With so many influences encouraging a passive role as spectator, hobbies are well worth our time as well as our children's.

(Today's Child, Vol. 29, No. 5)

RAISING CREATIVE CHILDREN

Creativity in children has a lot to do with parental attitudes and home environment, studies show. In general, the more authoritarian the parents, the less creative the child.

Parents of creative children tend to have little concern about social demands or the impression that they make. They have interests outside the home, are capable intellectually and socially, and feel secure about themselves. They treat their children with respect, have confidence in their abilities, give them responsibility and freedom, and expect them to do well. Parent-child relationships in families of creative children are often not particularly close and may even be somewhat distant as compared to families of less creative children.

Children who come from homes where parent-child relationships are openly hostile, however, score low on creativity tests. Children also display low creativity when parents are authoritarian, keeping a close watch on and restricting their children's activities, dominating and controlling their children's lives.

(The Family Coordinator, Vol. 28, No. 3)
WHAT DO WE WANT FOR CHILDREN?

We want to help children:
• be curious—to wonder, to seek answers;
• grow in ability to be creative;
• sharpen and widen their language skills—listening and speaking;
• strive and succeed—physically, intellectually, and socially;
• learn to work and play independently, be at ease about being away from home, and be able to accept help and direction from adults;
• learn to get along with other children, value their own rights and the rights of others;
• get to know themselves and view themselves as having competence and worth;
• get comfort and satisfaction from close parent-teacher relationships;
• channel their destructive impulses—turn aggression into hard work, talk instead of hit, understand the difference between feeling angry, feel sympathy for the troubles of others;
• strengthen physical skills by using large and small muscles;
• learn good health habits by practicing them;
• learn the value of nutritious, balanced meals by eating and talking about nutritious foods.

(from TEXAS CHILD CARE QUARTERLY, adapted from The Primer)

Foster Parent Training Program
Room 111, 501 North 10 Street
Lincoln, Nebraska 68508
0136
ORIENTATION TRAINING WORKSHOPS PLANNED
By Barbara F. Kendrick
Program Coordinator

“This group was a success. We got three great families from it who have been very active.”

Recruiting foster parents is just one of the benefits of Orientation training. As one of the participants put it, “It sure was educational, no matter how it comes out.”

She meant she found all the sessions worthwhile because she had learned so much about foster care. Even if she decided not to become a foster parent, she went away knowing much more about foster children and what is involved in caring for them.

Our Orientation training curriculum, called This Way to Foster Parenting, is not only useful for training new foster parents, it is also designed to help people make a decision about becoming foster parents. It opens up the opportunity for discussion and gets that all-important relationship between the caseworker and the foster parent off to a good start.

A 3-session course, the Orientation curriculum provides easy-to-follow training manuals, participant’s manuals, training posters, a film, and suggestions for using panels of foster children and foster parents as part of the course. We recommend the course be taught by a team of trainers: a foster parent and either a caseworker or resource developer. The workshops for trainers include an information packet on recruiting and selecting foster family homes.

We think that every agency having foster children in its care should be able to use our Orientation training materials with new or prospective foster parents. That’s why our training emphasis for this Fall will be on providing instruction on how to use the Orientation materials. One-day workshops are currently being planned for several areas in the state. We will be taking the Orientation training workshops to central locations and inviting all persons to attend who want to put on the training or their foster parents. Tentative training sites are North Platte and Grand Island. If you would like to attend one of these workshops this Fall, please call our toll-free number 800-742-7511 and ask for the Foster Parent Training Program, or call 472-1874 in Lincoln.

FALL SOCIAL WORK AND HUMAN SERVICES WORKSHOP

The 38th Annual Nebraska Fall Social Work and Human Services Workshop will be held at the Nebraska Center for Continuing Education, 33rd and Holdrege, Lincoln, Nebraska, on October 8-9, 1981.

Interview sessions will be held the first day with such people as Director John Knight, Commissioner Ruby Burks, Senator Shirley Marsh, Sunny Andrews, and Naomi Brill.

Workshops of interest to foster parents and trainers are: Indian Child Welfare Act; Networks: Primary Prevention of Child Abuse; Foster Care/Adoption; Intrafamilial Child Sexual Abuse; and Foster Care in Great Britain—What Can We Learn From Them? put on by Carol Ertl, our Training and Curriculum Specialist.

Costs for the workshop are: Both days—$30.00, one day—$20.00, and $4.50 for each luncheon.

For more information, contact: Lester Reid, Department of Conferences and Institutes, Division of Continuing Studies, 205 Nebraska Center, University of Nebraska—Lincoln, Lincoln, Nebraska 68583. Phone 402/472-2844.

MYTHOLOGICAL FOSTER PARENTS

You’ve probably heard about Romulus and Remus, those famous twin brothers, suckled by a she-wolf, who later went on to found Rome, according to legend. But did you know that after the she-wolf, they had foster parents? Faustulus, a Roman shepherd, was foster father to the twins, and Acca Larentia, his wife, was their foster mother.

According to Celtic mythology, Manannan, their seagod, was foster father to Lug, deity of light, the sky or sun. Revered by continental Celts and the Irish, their legends say that Lug was the first to use the horse in warfare, and was the inventor of horsemanship. His horse, Enbarr, was a gift from his foster father and was “as swift as the Spring wind.” In addition to his great strength, Lug was also famous as a brazier, carpenter, cup-bearer, leech, magician, poet, smith, and a harper who played three strains: laughter, sleep, and wail. His death on the first Sunday in August, typifying the death of summer, was celebrated with a festival called Lugnasad or Lug’s Mass.

Greek mythology tells the story of a wind god, Eumolpus, son of Poseidon and Chione. When he was born, his mother threw him into the sea. Poseidon rescued him and placed him in the care of a foster father, Benthesicyme of Ethiopia.

Future issues of SHARE will have more stories about legendary foster parents, so watch for them!
LEGAL ISSUES FOR FOSTER PARENTS

An excellent booklet has come to our attention. It is Foster Parents' Rights to Share in Decision-Making for the Foster Child: Some Issues that Foster Parents Should be Aware Of, It was written by Mark Hardin and Patricia Tezaara and is published by the American Bar Association. Its intention is not to give legal advice, but to alert foster parents to some key legal issues affecting their role in decision-making for their foster child. We will share with you some of the ideas in this booklet in the next few newsletters. If you wish to obtain your own copy, send $2.50 to the American Bar Association, 1800 M Street, N.W., Second Floor South Lobby, Washington, D.C. 20036.

What types of questions should I ask the agency before I take a foster child into my home?

You should request any information which helps you to care for and deal with your foster child. This includes information about the child's natural parents if it helps you to deal with the child. Here are a few important items:

1. Information from the child's medical history, concerning any physical, mental, or behavioral problems which need special attention.
2. The child's history of juvenile delinquency, if applicable.
3. The reason for the child's removal from the natural parent's home, including the parent's conduct or condition if that was the reason for removal.
4. Past abuse or neglect of the foster child.
5. Length of time that the foster placement is expected to last, plus any pending court proceedings that may affect the length of time in placement.
6. Any special educational needs or problems of the child.
7. The child's general habits and behavior traits.

I can't afford a lawyer to interpret all those laws and regulations. Are there any points I might bring up to convince the agency to share information with me?

1. Explain that you are only requesting information to help you deal with and care for the foster child. As far as information about the parents, make it clear that you only want information to help you to understand the foster child and deal with the parents at visitation.
2. Ask for information, not access to written records.
3. Point out that the agency has to use some discretion in applying confidentiality laws. If they applied their rules mechanically, agencies might not be able to communicate the child's name or even essential medical information, such as a child's epilepsy. The point is, if the caseworker is asserting an overly restrictive policy on confidentiality, the agency is probably not consistently following such a policy.
4. Ask for a copy of the agency's confidentiality regulations. If refused, contact an attorney, or the state attorney general's office.

You should be considered part of the treatment team and be provided all information you need to make an informed decision whether to take a particular child and then to provide responsible and appropriate care. But remember, if the agency shares sensitive information with you, you have a responsibility not to share the information with friends or acquaintances. Divulging such information may even be a crime.
WHAT YOU DO - AND DON'T - OWE YOUR CHILDREN

If I were asked to select one word that best describes the majority of American parents, that word would be guilt-ridden. I receive an unending stream of mail from parents who bend over backward to relate to their children in meaningful ways. Hungering for approval, they make outrageous financial sacrifices so their children will have every known advantage.

How sad it is to see parents become willing victims of the "gimmie" game, only to discover that no matter what they do, it isn't enough. In the end, parents are despised for their gutlessness and blamed when there is trouble.

What do parents owe their children? It is easier to start with what you do not owe them. You do not owe them every minute of your day or every ounce of your energy. Nor, around-the-clock chauffeur service, horseback-riding lessons, and summer camp, ski outfits or 10-speed bikes, a car when they turn 16, or a trip to Europe when they graduate.

I take the position that parents do not owe their children a college education. By all means, send them to college if you can afford it, but don't feel guilty if you can't. If they really want to go, they'll find a way.

After children marry, you do not owe them a down payment on a home or money for furniture. Nor do you have an obligation to babysit with their kids when they go on vacation. If you want to do any of these things, it should be considered an act of generosity.

But parents owe their children a great deal. One of the chief obligations is to give their children a sense of personal worth. Self-esteem is the cornerstone for good mental health. A youngster who is continually criticized and "put down," constantly is compared with siblings who do better, will become so unsure, so terrified of failing, that he or she won't try at all.

Children should be corrected and set straight, this is the way children learn—but criticism should be heavily outweighed by praise. And some parents find it difficult to verbalize approval of their children. Such parents should show approval in other ways—with a smile or a touch. Touching is very important and children need to be taken on a lap, long after they have entered school.

Parents owe their children consistency in discipline and firm guidelines. It is frightening to a youngster to discover that he's in charge of himself; it's like being in a car with no brakes.

Parents owe their children a comfortable feeling about their bodies and sufficient information about sex to counteract the misinformation they will pick up on the street. And they owe children privacy and respect for their personal belongings. This means not borrowing items without permission, not snooping in diaries, rooting through bureau drawers, wallets or purses, not listening in on the telephone. Parenthood does not give you the inalienable right to play CIA.

Parents owe their children a set of decent standards and solid values upon which to build a life. This means teaching your children to respect the opinions and rights of others. It means being respectful of elders, their teachers, and the law.

Values are not only taught, they are caught. When parents keep their promises, no matter what the cost, they teach their children the importance of honoring a commitment. A father who sneaks home tools from the factory or a mother whose linen closet is stocked with hotel towels, let their children know it's all right to steal. A child who is slapped or punched will slap or punch others. A child who hears no laughter and sees no love in the home will have a difficult time laughing and loving.

No child asks to be born. If you bring a life into this world, you owe that child something. And if you give your youngsters their due, they'll have something of value to give your grandchildren.

(From an article by Ann Landers, in READERS DIGEST)

ALTERNATE COMMUNICATION

Due to neuromotor impairment of the speech mechanism (as seen in cerebral palsy), congenital deformities, hearing loss, severe emotional disorders, or other reasons, many children are unable to efficiently express themselves by speaking. Even when some sounds, words, or short phrases can be emitted by the child, he may be unable to share many ideas and feelings with important persons within his environment.

This inability to efficiently express oneself leads to much frustration and often diminished motivation to communicate. This situation is similar to the frustration felt by those experiencing laryngitis, an asthma attack, severe toothache, or other reasons affecting speaking ability. Attempts to communicate are often futile and the harder we try to speak, the more difficult speaking becomes. It is important to note that the breakdown in communication resulting from the inability to express his messages is seen not only in the speaker's frustrations, but also in the listener's reaction due to his inability to receive the message. Frustration, embarrassment, and impatience are often evident as the listener attempts to interpret the speaker's message.

In recent years, speech and language pathologists, classroom teachers, parents, and others have begun to explore alternate communication strategies that will provide a quick and accurate means of expression for those experiencing speaking difficulties. It must be remembered that communication is our primary goal. Alternate strategies include the use of total communication (signing combined with speaking), communication books, communication boards, electronic devices, and many other means of alternate expression.

If you are interested in more information regarding the use of alternative communication with young children, please contact the Peoria 0-3 Outreach Project, 320 East Armstrong Ave., Peoria, IL 61603.
THE TONE OF VOICE

It's not so much what you say
As the manner in which you say it;
It's not so much the language you use
As the tone in which you convey it;
"Come Here!" I sharply said,
And the child cowed and wept.
"Come Here," I said —
He looked and smiled
And straight to my lap he crept.
Words may be mild and fair
And the tone may pierce like a dart;
Words may be soft as the summer air
But the tone may break my heart;
For words come from the mind
Grow by study and art —
But tone leaps from the inner self
Revealing the state of the heart.
Whether you know it or not,
Whether you mean or care,
Gentleness, kindness, love, and hate,
Envy, anger, are there.
Then, would you quarrels avoid
And peace and love rejoice?
Keep anger not only out of your words —
Keep it out of your voice.

Author Unknown

SHARE is the newsletter for Nebraska's Foster Parent Training Program, a Title XX project co-sponsored by the Department of Public Welfare and the Center for Applied Urban Research, University of Nebraska at Omaha.

Vince Webb, Project Director
Barbara F. Kendrick, Program Coordinator
Carol Ertl, Training and Curriculum Specialist
Janet Jensen, Editor