Children ages 3-5 are limited in how much they can understand about adoption. Like all other children of this age, adopted children are naturally curious and may ask questions. They are also growing and changing rapidly. As their abilities develop, so will their understanding of their place in their families and communities. These early years are a good time for you to start practicing talking about adoption in a positive and relaxed manner. This will set the stage for open communication as your child grows.

This factsheet is designed to help you understand your preschooler’s developmental needs. The first portion of this article was published in the Fall 2015 REACHOUT Newsletter. The developmental needs of your preschooler were discussed, including how your child develops in these early stages and what you can do to help with the early effects of childhood experiences, and any gaps in development that your child may experience. In this issue you will be provided with practical strategies to promote a warm and loving relationship with your child based on honesty and trust.
Talking About Adoption

Parents who project an attitude of acceptance and comfort with adoption are better able to help their children explore their own feelings and fears. With young children, how you say something is more important than what you say. Stay relaxed and matter-of-fact. Your tone of voice is important. Parents who tense up when the topic of adoption is raised may send the message that something is wrong with being adopted. Similarly, keeping information “secret” implies that adoption is negative, bad or scary. This section provides strategies to help you communicate effectively with your preschooler.

Talk openly with your child

Preschoolers love stories and will want to hear their own adoption story again and again. These years are a great time to practice approaching the topic comfortably and honestly. Preschoolers are limited in how much they can understand about adoption, so simple explanations will work best. Be concrete and use props such as dolls, simple drawings and story books. Don’t feel you have to cover everything at once; you and your child will have many chances to talk about adoption. Remember that young children may not be ready to hear all details regarding their adoption, particularly upsetting details relating to their early treatment or about their birth family.

Preschoolers generally feel good about having been adopted but may still have questions. At this age, they are beginning to notice pregnant women and wonder where babies come from. The most important idea for the preschooler to grasp is that he or she was born to another set of parents and now lives with your family. Some adopted preschoolers have thought that they were not born. You can help your child understand this idea using clear and simple explanations. For example, “Babies grow in a special safe place inside their birth mothers’ bodies.” Don’t worry if they initially reject the explanation.

Children this age are also self-centered and concrete in their thinking. They often blame themselves for life events. Language is an important consideration when-

ever discussing adoption, both with your child and in responses to other people’s questions when your child is present. Tell the adoption story in words that will help him or her build a positive identity, calm fears and understand his or her personal story.

Consider the following word choices:

<table>
<thead>
<tr>
<th>Instead of:</th>
<th>Say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Real” or “Natural” mother/father</td>
<td>“Birth”, “Biological” or “First” mother/father</td>
</tr>
<tr>
<td>“Adoptive” mother/father</td>
<td>Mother/father</td>
</tr>
<tr>
<td>We could not have our own baby</td>
<td>We could not have a baby born to us</td>
</tr>
<tr>
<td>Your birth parents were not able to take care of you</td>
<td>Your birth parents had grown-up problems, so they could not take care of a child.</td>
</tr>
<tr>
<td>They gave you up for adoption.</td>
<td>They made a plan for you to be adopted.</td>
</tr>
<tr>
<td>The child is adopted.</td>
<td>The child was adopted.</td>
</tr>
</tbody>
</table>

More information on the use of language in adoption is available on the Child Welfare Information Gateway website at [www.childwelfare.gov/topics/adoption/intro/language](http://www.childwelfare.gov/topics/adoption/intro/language). Resources intended to help families talk about adoption are also available at [www.childwelfare.gov/topics/adoption/adopt-parenting/](http://www.childwelfare.gov/topics/adoption/adopt-parenting/)

Support birth family relationships

“Open adoption” refers to maintaining contact between the child (adoptive) and his or her birth parents, siblings or other birth relatives. Like not keeping adoption a secret, an open adoption can have great benefits for the adoptee as well as the adoptive parents and birth families. Many adoptive families choose to maintain some level of contact with their child’s birth family members, although the degree of openness varies. In
Talking About Adoption

(Continued from page 2)

recent years, there has been a growing trend toward open adoptions and, today, an open adoption is more often the rule, rather than the exception. Adoptive parents often meet birth parents before the adoption, whether it is an infant adoption or an adoption from foster care. So, the question may not be, “Do you want to have contact with the birth family?” but “When and what kind of contact would be in your child’s best interest?”

Families should consider the degree of openness that best suits their child’s needs. In some adoptions, adoptive family and birth family members contact each other directly. Contact can vary from frequent to annual in-person visits and phone conversations, to the exchange of letters and pictures through the mail with no in-person contact. In other adoptions, information is shared through an agency, caseworker or lawyer. Some families choose to share only medical histories and other background information without identifying information such as last names or addresses. Many families, in conjunction with their agency, work out a postadoption contact agreement with the birth families before the adoption. Families should learn more about the benefits of open adoption by working with their adoption agency and by reading and educating themselves about adoption issues.

The Information Gateway website includes a page on Open Adoption and Contact With Birth, which provides additional information and resources, including a link to the factsheet Openness in Adoption: Building Relationships Between Adoptive and Birth Families; visit www.childwelfare.gov/pubs/f-openadopt.

Helping your child with postadoption
Adoptive parents sometimes worry about relationships with the birth family. Sometimes their reaction to the idea of openness and contact is one of fear. (Will their child prefer the birth parent? Will the child reject the adoptive family? Can the child become confused about having two families?) Because of these fears, adoptive parents may want to limit contact. However, adoption experts note that contact with birth family members generally has a positive effect on children. Contact with the birth family helps a child develop his or her identity, build self-esteem, and feel more not less attached to the adoptive family. Like all relationships, these types of relationships may feel awkward at first. Sometimes an outside adoption expert, such as a counselor or agency social worker, can help everyone define and feel comfortable with their respective roles. Early meetings may need to take place at a neutral location, or initial contact may be by letter, email or phone.

Preschool-age children have limited understanding of their relationship to their birth parents. (One little boy said, “Susan is my birthday mother because she comes to my birthday parties.”) Help your preschooler see that these other “parents” or relatives are important. Speak of them respectfully and comment on their positive qualities. Seeing that you value his or her birth relatives or previous caregivers will help your child feel better about him- or herself and closer to you. Children attach and bond with those who love and care for them daily, and relationships with birth families need not be threatening to adoptive parents.

Transracial/transcultural openness
While intercountry adoptions, also known as transracial or cross-cultural adoptions, remain mostly closed, there is a growing trend of openness across international borders. Open transracial adoptions may be particularly important in helping an adopted child develop a positive self-identity. Birth parents/relatives may represent the only tie to the child’s race and heritage.

For internationally adopted children with no birth family member contacts, show your interest in finding as much information about your child’s heritage as you can. Help your child learn about his or her country of origin — its culture, history, language, native foods and manner or dress, and current events. Talk about the possibility of a future family trip there, if financially possible. Ideally, your family also has ongoing relationships.

(Continued on Page 4)
Talking About Adoption

(Continued from Page 3)

with people of the same race and heritage as your adopted child so that the child has positive role models whom the child sees on a regular basis. For more information, see Transracial Adoption at www.childwelfare.gov/topics/adoption/adopt-parenting/foster/transracial.

Social media

Social media, which includes forms of Internet communication, such as social networking websites (like Facebook and Twitter), blogs, chat rooms and photo listings can be useful tools for supporting birth family relationships. Growing numbers of birth parents and adoptees are using social media to search for and contact each other. This evolving level of openness in adoption can have both positive and negative implications. It means traditional “closed” adoptions (those that involve total confidentiality and sealed records) may become a thing of the past. Birth and adoptive families should understand that, in the age of the Internet, private information may not always remain that way. Also, parents should prepare their children, and, in turn, be prepared for their children to be contacted via the Internet by birth family members. Discuss safety and privacy concerns, as well as the importance of pacing contact.

Helping children cope with adoption-related losses

Children adopted as preschoolers often feel sad or angry about their separation from the people they remember. These may include birth family members, foster parents and orphanage “brothers and sisters.”

Young children, even those who have no conscious memories of their birth parents, experience grief and need to mourn and work through loss. You can help them by answering their questions honestly, accepting their feelings and helping them remember important people in their past. Accept sadness as a normal part of a child’s coming to terms with adoption. Don’t deny your child this feeling or rush him or her through it. However, if your preschooler seems sad or angry much of the time, seek help. Extreme behaviors or moods (control issues, withdrawal, apathy, extreme fearfulness, poor appetite, aggressiveness) may result from unresolved grief or may be signs of untreated trauma. If your child shows these behaviors, look for a therapist or counselor who specializes in young children and truly understands adoption. Ask other adoptive parents for recommendations whenever possible. In many cases, anger and difficult behavior subside in time, after children have vented or worked through their emotions.

Learning to be comfortable with your own feelings about adoption, why you chose to adopt (e.g., infertility), or missing out on your child’s earlier experiences creates a positive and significant bond with your adopted child. You may acknowledge your own sadness by saying something like, “I’m sad too that I didn’t get to be with you when you were just a little baby, but I’m happy that your birth mother (and father) had you and that you came to live with me, and now we can always be together.”

For more, see the Helping Adopted Children Cope With Grief and Loss Information Gateway webpage at www.childwelfare.gov/topics/adoption/adopt-parenting/helping. You may also want to read The Impact of Adoption on Adoptive Parents (www.childwelfare.gov/pubs/factsheets/impact-parent) and The Impact of Adoption on Adopted Persons (www.childwelfare.gov/pubs/f-adimpact).

Address adoption fears and fantasies

Young children who have already lost one home might be very fearful of losing another. This may lead to increased insecurity. Fears may take the form of sleeping or eating difficulties, nightmares, separation difficulties, nervousness or increased allergies and illnesses, but

(Continued on Page 5)
there are ways you can build your child’s physical comfort level and emotional security. Children may also push parents away or severely test limits to see if parents will reject them, as a way to protect themselves. Most children are unaware they are doing this.

What you can do:

• **Build a safe environment.** Install nightlights, buy soft cuddly clothing, prepare favorite foods and give your child extra attention. Try to keep important toys and clothes from your child’s past. Establishing consistent routines and rules will also help your child feel safe and secure.

• **Let your child know that you will always be there.** Reassure your child that your family and home are permanent. If your child was adopted past infancy, he or she may experience separation anxieties. When you leave the house, make sure to point out that your departure is temporary. Offer something of yours, like a watch or bracelet to get back from your child when you return. This helps a child believe that you really will come home.

• **Acknowledge fantasies.** Many children fantasize about an alternate family life. Some children dream of a “real” mother who never reprimands or a father who serves ice cream for dinner. The fantasies of an adopted child may be more frequent or intense because another set of parents really exists. Accept your child’s pretending or wishing without defensiveness.

• **Give your child permission to talk about birth family members and/or wonder about family they have not met.** You can even take the lead by saying, “I bet your birth mom thinks about you,” or “I wonder if your birth dad had such clear blue eyes like yours.” Teach your preschooler that it is okay to care about both adopted parents and birth parents.

• **Introduce pets and/or encourage interaction with animals.** Interaction with animals can be very therapeutic. Something as simple as holding or petting an animal can help ease anxiety and loneliness. Pets can also help teach children the importance of trust and responsibility, as well as how to regulate emotion (if a child wants to pet a cat, he or she will learn to be calm and not scare the cat away). Children may also discover that once they are able to handle a pet, they are better able to manage their own lives. Monitor early pet experiences as some children may not know how to behave around animals, and this ensures the safety of both your child and the animal.

**Be sensitive to daycare/preschool issues.**

Parents often wonder whether they should talk to their child’s teacher about adoption or the child’s past. A good rule to follow is to share only the information needed to ease the child’s adjustment and to keep your child and his or her classmates safe. Aside from parents and immediate family, school is often the most consistent and predictable part of a child’s life. So, for children that may have experienced traumatic life events, such as child maltreatment, separation from loved ones, and/or multiple moves, a structured classroom environment that includes interaction with supportive adults can help children develop resilience and improve in other emotional, behavioral and social areas. However, parents may need to help school staff be more aware of and sensitive to the needs of adoptive families. Certain assignments may be difficult for adopted children, such as bringing baby photos to school. Ask that adoption be included in materials and discussions. Consider donating appropriate picture books about adoption, and help teachers learn positive adoption language.

The Adoption and School section of the Child Welfare Information Gateway website provides information for families and teachers on a variety of adoption-related school issues (www.childwelfare.gov/topics/adoption/adopt-parenting/school).
Discipline Considerations

Preschool children need just a few simple rules to promote child safety and family harmony. From the moment your child joins your family, establish the household routines that will ease everyday life. Routines for meals and bedtime are especially important. Be patient when explaining and demonstrating your rules and routines. Be cautious about varying the routines until you are sure your child is used to them and feels secure. Even school holidays with disrupted routines at home can be upsetting for a child.

Use developmentally appropriate rewards and consequences

Children respond better to praise, positive attention and rewards than to scolding or correcting. Preschoolers love being told that they have done something well. Praise reinforces positive behaviors, and children will seek more chances for praise. Try to warn your child ahead of time of what the consequences of specific actions will be. For instance, “If you don’t clean up your toys, then we won’t watch TV,” which gives the child a chance to comply.

Be sure to notice and praise specific behavior. For example: “You did a great job waiting your turn” is more effective than “You’re a good girl.” In fact, nonspecific labels such as “good girl” may backfire with adopted children who were neglected or abused. Their self-esteem may be so low that they cannot believe they are good or worthy.

As preschoolers mature, they begin to see the connection between cause and effect. With this ability, they are ready to learn through both natural and logical consequences. Natural consequences occur without parental intervention. The natural consequence of leaving a toy outside overnight might be that it gets rusty or stolen. Logical consequences are determined by the parent. For example, a logical consequence of running into the street may be to come inside for the rest of the afternoon.

When using logical consequences, it is important to be extra sensitive to a child who has experienced poverty or neglect. For such a child, the loss of a toy might seem so tragic that it interferes with the lesson to be learned. Coach, explain and give second chances. If your child was prenatally exposed to alcohol, he or she...
may have extra difficulty understanding the connections between actions and consequences. Work with a knowledgeable therapist or parent coach to develop an appropriate discipline strategy.

**Use time in instead of time out**

Many parents and teachers of preschoolers like to use a brief period of isolation to help a child regain self-control. This is known as time out. For children who have developed a secure attachment to others, a few minutes of time out are often effective. These children don’t like to be alone, and they will improve their behavior quickly so that they can rejoin the group. If you use time out for your 3- to 5-year-old, keep it short, and remain in sight of your child.

However, the time out method is not the best approach for children who have been neglected, abused or institutionalized. The main challenge in parenting these children is to help them form healthy attachments. In these cases, use the time in method. Time in is useful because it avoids distancing kids from parents, playmates and the rest of the family. When your preschooler’s behavior indicates out-of-control emotions, take him or her aside and say: “Time in. You need to stay right here with me until you are ready to join the group.” Keep the child physically close to you until he or she is calmer. If the child is extremely agitated, you may need to sit him or her securely on your lap. This will send a message of support without the need for a temporary separation. Attending parenting classes or reading parenting books specific to adoption, attachment or children exposed to trauma also will be helpful.

Additional resources on discipline and child welfare are available on the Information Gateway website at www.childwelfare.gov/topics/can/defining/disc-abuse.

**Summary**

The preschool years are a good time for adoptive parents to increase their comfort with and sensitivity to adoption issues. These years also play an important part in creating a bond between parent and child based on honesty and trust. With a few adjustments, these early years can provide the foundation for healthy development and a warm and loving parent-child relationship.

We encourage you to visit www.childwelfare.gov/pubs/factsheets/preschool to view this article in its entirety. This fact sheet includes many additional resources that may be useful in parenting preschool-age children.

As your child grows, you may find it helpful to view the Child Welfare Information Gateway companion publications Parenting Your Adopted School-Age Child (www.childwelfare.gov/pubs/factsheets/parent-school-age) and Parenting Your Adopted Teenager (www.childwelfare.gov/pubs/factsheets/parent-teenager).

For Welfare Information Gateway website at www.childwelfare.gov/topics/adoption/adopt-parenting/stages
Region 4 and 5 Teams
The Region 4 and 5 FAD, Adoptions and CPU teams had a wonderful program meeting on Dec. 8 at Fredonia Hill Baptist Church in Nacogdoches. After a fun meet-and-greet session, the team was provided with training on how to lead nurture groups. This was followed by a massive potluck spread and an afternoon of team building games. Rather than exchange gifts, all attendees brought non-perishable food items that were donated to the Harvest House Food Pantry in Nacogdoches.

Brandi Chambers FAD Unit Region 5

Christmas party in Jefferson and Orange counties
Jefferson and Orange counties celebrated Christmas early with a huge party in Beaumont. Over 500 children and families attended. Businesses and individuals from the community decorated 42 Christmas trees and after the party, foster parents took the trees home. Santa was our own special investigator, Coy Collins. He and his wife have volunteered their time as Mr. and Mrs. Claus for the last several years. Meanwhile, CPS staffers competed in a friendly tree decorating contest. Six units went head-to-head to win a cookie jar and pizza party. CVS Unit C2 in Port Arthur won the contest this year with their button tree.
Need support and encouragement

We all need a little help sometimes, so please join us for one of our Foster Parent Association Meetings. In addition to the support and encouragement you will receive, benefits include additional training opportunities and automatic membership in the Texas Foster Families Association. Also, child care is provided. For details on meetings in your area, speak with your foster and adoptive home developer.

Using a babysitter

Make sure you talk with your FAD home developer before using a babysitter. Anyone that babysits in your home must have FBI prints completed along with all regular background checks. Anyone that babysits outside of your home must have all regular background checks completed. The person(s) you will have babysitting must submit a 4054 background check statement form to your home developer so checks can be run before babysitting is provided.

Reminder

Remember to report all serious incidents to the hotline at 1-800-252-5400 or online within the timeframes set in the Minimum Standards subchapter D. Most serious incidents must be reported **within 24 hours**. You must also inform your home developer and the child’s caseworker of the incident. If you are unsure whether an incident needs to be reported, contact your home developer immediately and he/she will assist you.

New foster and adoptive home development staff members

Please welcome the newest member of our Foster and Adoptive Home Development Team, Latasha Band and Amy Hughes. Band is located in the Nacogdoches office, while Hughes is located in the Beaumont office. We are hiring more FAD specialists to better serve you.

Save the Date

**APRIL 16, 2016**

19th annual Region 5 Foster and Adoptive Training Conference

Stephen F. Austin State University
Nacogdoches, Texas

**Conference Partners:**
SFA School of Social Work
Texas Department of Family and Protective Services
Region 5 FPA Council
Angelina College, Community Services
Being a foster or adoptive parent presents many rewards during life, but also has its challenges. The Child Welfare Information Center has a multitude of library materials available to help enhance your parenting experience for every stage of your child’s life. Resources include adult and children’s books, DVDs and VHS. Our resources can also be used to help you attain needed foster parent training hours.

“Ask Us Who We Are”
This documentary film is focused on the challenges and extraordinary lives of youth in foster care and highlights the heartbeat that many youth carry with them as they move through their lives. This film also reveals the tremendous strength and perseverance that grows out of their determination to survive and thrive and focuses on the lives of foster care parents and kinship families that open their homes to children.

“Unlocking the Heart of Adoption”
This film chronicles diverse personal stories of adoptees, birthparents and adoptive parents in both same-race and transracial adoptions. They stirringly reveal the enormous complexity of normal people’s lives when impacted by adoption with fascinating historical background.

“Successfully Parenting your Baby With Special Needs”
Discovering your baby has a problem can be a very traumatic experience. This DVD is designed to give parents hope and support by enlightening them to the wonderful benefits of Early Intervention. Early Intervention is a system of services designed for children with unique needs from birth to age three and their families.

“Foster Parenting Step-by-Step: How to Nurture the Traumatized Child and Overcome Conflict”
This concise how-to guide to fostering and what to expect as foster parents provides immediate practical solutions. It outlines the different stages of a fostering relationship, raising common issues encountered at each age and how to tackle them. This book will provide foster parents with the skills and knowledge to support the needs of children in foster care.

“Married with Special-Needs Children: A Couples’ Guide to Keeping Connected”
Many parents worry that even strong marriages can buckle, and break under the intense demands of raising a child with special needs. This guide provides solutions and secrets for a healthy relationship. It includes a range of marital and parenting issues as well as advice on how to deal with those issues.

“Adopting the Hurt Child: Hope for Families with Special-Needs Kids”
Without avoiding the grim statistics, this book reveals the real hope that hurting children can be healed through adoptive and foster parents, social workers and others who care. This book also includes information on foreign adoptions.

(Continued on page 13)
Learning Objectives

- The participant will understand the term “open” and “closed” adoption.
- The participant will learn how to talk to their adopted preschooler about their adoption.
- The participant will identify methods to help their preschooler address adoption fears and fantasies.
- The participant will identify strategies to positively discipline their preschooler.

Learning Activities

Activity One

Explain the difference between open and closed adoption.

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

Describe three benefits for your child(ren) with open and postadoption contact with the birth family.

1. _____________________________________________________________________________________________________________
2. _____________________________________________________________________________________________________________
3. _____________________________________________________________________________________________________________

Activity Two

Determine which of the following are true or false.

1. When talking to your preschooler about their adoption, you should tell them everything at once ____
2. Language is an important consideration when talking to others about your preschooler’s adoption ____
3. Keeping your preschoolers adoption a secret can imply that adoption is negative, bad and scary____
4. Preschool-aged children are self-centered and concrete in their thinking ____
5. With young children, how you say something is more important than what you say____

Activity Three

List five things you can do to address adoption fears and fantasies in your preschooler.

1. _____________________________________________________________________________________________________________
2. _____________________________________________________________________________________________________________
3. _____________________________________________________________________________________________________________
4. _____________________________________________________________________________________________________________
5. _____________________________________________________________________________________________________________
Activity Four

Describe the purpose of discipline.

The article discusses three positive discipline strategies for parents to use with adopted children. List each strategy followed by an explanation.

Strategy/Explanation One:
1. ____________________________________________________________________________________
2. ____________________________________________________________________________________

Strategy/Explanation Two:
1. ____________________________________________________________________________________
2. ____________________________________________________________________________________

Strategy/Explanation Three:
1. ____________________________________________________________________________________
2. ____________________________________________________________________________________

Evaluation

Trainer: SFA, School of Social Work, Child Welfare Professional Development Project Date: ____________

Name (optional): ___________________________________________________________

Newsletter presentation and materials:
1. This newsletter content satisfied my expectations.
   ___Strongly agree  ___ Agree  ___Disagree  ___Strongly disagree

2. The examples and activities within this newsletter helped me learn.
   ___Strongly agree  ___ Agree  ___Disagree  ___Strongly disagree

3. This newsletter provides a good opportunity to receive information and training.
   ___Strongly agree  ___ Agree  ___Disagree  ___Strongly disagree

Course content application:
4. The topics presented in this newsletter will help me do my job.
   ___Strongly agree  ___ Agree  ___Disagree  ___Strongly disagree

5. Reading this newsletter improved my skills and knowledge.
   ___Strongly agree  ___ Agree  ___Disagree  ___Strongly disagree

6. The following were two of the most useful concepts I learned:
   ______________________________________________________________________
   ______________________________________________________________________

7. Overall, I was satisfied with this newsletter.
   ___Strongly agree  ___ Agree  ___Disagree  ___Strongly disagree
are ready to assist with locating foster parent training materials that fit your needs. Call or email us with books and DVDs you would like to check out from the Child Welfare Information Center. See page 10 for our toll-free number and details on obtaining hours.

This issue of the REACHOUT Newsletter offers one hour of foster parent training. In the fall 2015 issue, Part I of the feature article, "Parenting Your Adopted Preschooler" focused on developmental needs, effects of early experiences and strategies to help your preschooler overcome gaps in development. This issue continues with Part II of the article. Recommendations for communicating effectively with 3 to 5 year olds are provided, including talking openly about adoption, birth family relationships, transracial/transcultural identity and adoption fears and fantasies. To receive training credit, complete the enclosed test (pages 11 and 12) and return to your caseworker.

We hope one or more of these resources help you meet annual foster parent training requirements. Your caring commitment to children in foster placements is very much appreciated, and we look forward to supporting you in your ongoing efforts.

Sincerely,
Becky Price-Mayo

"Parenting Adopted Adolescents: Understanding and Appreciating Their Journeys"
This intimate and conversational style book offers new insights and parenting strategies relative to adolescents, especially adopted adolescents. Parents will find humor and relief as they realize their role in their child’s adoption journey.

"Helping your Child with OCD: A Workbook for Parents"
This book is a personalized guide you, the parent of a child with OCD, can use to understand the causes of the disorder and explore available treatments. Find out which techniques are most effective at controlling symptoms. This engaging workbook is full of assessments, fill-ins and progress charts that encourage you to get involved and stay committed to your child’s re-

Did you miss an issue of the REACHOUT Newsletter?
Each newsletter offers one hour of foster parent training.
Just download a newsletter from the REACHOUT Newsletter Archives
www.sfasu.edu/socialwork/251.asp
Mark your Calendars:
19th annual Region 5 Foster and Adoptive Training Conference
April 16, 2016

Spring 2016

Earn one hour of foster parent training