



UTAH'S ADOPTION CONNECTION

CHILD AND FAMILY SERVICES

AUGUST 2018

UTAH'S ADOPTION CONNECTION

CHILD AND FAMILY SERVICES

QUARTERLY DCFS NEWSLETTER



Yonatan, age 17

Photo by: Deanne Parry, Parry Photography

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ARE YOU LOOKING FOR EDUCATIONAL SUPPORTS IN YOUR COMMUNITY?

VISIT UTAH'S ADOPTION CONNECTION **RESOURCE DATABASE**

WWW.UTAHADOPT.ORG

THE RESOURCE DATABASE CONTAINS INFORMATION FOR EDUCATIONAL SUPPORTS IN YOUR COMMUNITY SUCH AS:

ABLE-DIFFERENTLY

DISABILITY LAW CENTER - EDUCATION

UNIVERSITY OF UTAH READING CLINIC

"I CAN READ" KANAB ELEMENTARY

THORUP TUTORING

BRIGHTER FUTURES

LEHI LITERACY CENTER

UTE INDIAN CENTER HEAD START

AND SO MUCH MORE...

About the Resources Database:

The Resource Database has been created to provide easy access to resources for adoptive families. The resources are updated semi annually. If you are aware of resources that are not listed please feel free to contact The Adoption Exchange at 801-265-0444.



On the Cover

Magdalena, age 18

Magdalena has a very positive outlook on life and is always trying to better herself! In her free time, she enjoys watching movies and playing soccer. She favors the color pink and has an interest in dolphins.

Magdalena does well as an eleventh grader and she keeps focused on her goals and is looking forward to attending college.

Magdalena would do best as the only child in a two mom or single-mom family. Taking care of pets is important to her. She would like to maintain contact with a family friend following placement. Financial assistance may be available for adoption-related services.

For Utah children, only home-studied families from all states are encouraged to inquire.

Photo by: Chauntelle Janzer, Opie Photography

To view other children that participated in Heart Gallery 2018 visit the gallery online at www.utahadopt.org.

If you are interested in any of the children featured in this publication, please contact The Adoption Exchange at 801-265-0444 or visit www.utahadopt.org.

ASK ABOUT ADOPTION

WHAT TEACHERS SHOULD KNOW ABOUT

ADOPTION



WHY IT IS IMPORTANT FOR TEACHERS TO KNOW ABOUT ADOPTION

Adoption can be a wonderful outcome for children who are not able to live with their birth parents. However, when adopted children join their new family, they bring life experiences that might include maltreatment and/or trauma. As a result, during the time leading into adoption and after the adoption is finalized, these children might exhibit some unique behaviors in the classroom. Therefore, it is important for educators to understand the reasons underlying the behaviors versus solely focusing on the behaviors. Common emotions and issues among children who have been adopted include the following:

- grappling with issues related to identity, belonging, or attachment;
- managing complex and/or non-traditional relationships and roles with their birth family;
- experiencing loss and grief; and
- figuring out how to be in a family of a different culture or ethnic group.

Outside of the family network, teachers and other school personnel play the largest role in children's development. Because children spend a great deal of their daily lives in school settings, it is important for teachers to be aware of adoption and the behaviors that some children — both pre- and post-adoption — might exhibit in the classroom. Many teachers have found it extremely beneficial to develop a relationship with the adoptive parents and work with them to determine a classroom routine that works well for their child.



DID YOU KNOW

- Children & youth are adopted at all ages; median age of children adopted through the public child welfare system is 5 years old.
- The U.S. has more than 1.5 million adoptees younger than 18 years.
- In 2014, 116,360 children were adopted in the U.S., of whom 75,337 were adopted by non-relatives.
- Adoption can occur in a variety of ways: 1) private domestic adoptions; 2) public adoptions (from foster care); 3) intercountry adoptions; and 4) stepparent or family member adoption that does not involve a private agency.
- In 2015, about 440,000 children received Title IV-E adoption subsidies, which means they were most likely adopted from the public child welfare system.

INFORMATION For more information about the QIC-AG visit www.qic-ag.org

QIC•AG

CREATING AN ADOPTION SENSITIVE CLASSROOM

Teachers can help create a classroom that is sensitive to adoption by viewing assignments through the eyes of a child who has been adopted. Without intention, school assignments, classroom decorations, and even the selection of information to share about a country of heritage can potentially cause stress to a child who is adopted. The list below suggests some small changes teachers can make to ensure their classroom is inclusive for families formed through adoption:



ASSIGNMENTS

- Be sensitive about developing assignments that require knowledge of birth history.
 - » Family trees can be a difficult, stressful activity for children who do not know the details of their birth history.
 - » Assignments that study a child's biological traits can be difficult if children do not know one or both of their birth parents.
 - » Assignments that require bringing in baby pictures can be difficult if the child does not have any pictures.



HOLIDAYS

- Be aware that holidays can be difficult times for some children and try to tweak these celebrations to be inclusive of all children.
 - » Birthdays, Mother's Day, and Father's Day might bring up a wide range of emotions in children who are not living with their birth parents.
 - » Adopted children might celebrate an "adoption day" or "coming home" day that is just as important as a birthday.

- » Mother's or Father's Day celebrations can be changed to Parent Day celebrations



LESSONS

- Recognize that, before being adopted, some children might have experienced one or more forms of trauma that will require some variation in the teaching process or accommodation in classroom routines.
 - » Be aware that isolating punishments such as time out or separation from the class might trigger a negative or unexpected response in some children.
 - » If a child exhibits a negative, unexpected response, remain calm and help to get the child regulated before discussing discipline or consequences for the behavior.
 - » Allow extra time for transitions between activities.
 - » Write out a schedule that enables the child to visually follow the schedule structure and organization.
 - » Inform the child when there is going to be a change in routine.



ADOPTION STATUS

- Recognize that children might be sensitive about their adoption status.
 - » Maintain confidentiality: refrain from referring to a child's adoption within the classroom or in conversations with other school personnel unless the child has disclosed the information himself or herself.
 - » Intervene if classmates are making comments or asking questions about a child's family composition.
 - » Do not assume that a child of a particular nationality speaks the country's language or knows about the country's culture.

Teaching Your Children to be Good Digital Citizens

By Laurieann Thorpe

Your hands are full, parenting children from hard places. You're crossing your fingers they will be okay. You've adjusted your expectations to what is possible for them; and you're keeping your arms and legs inside for the ride of parenting. You don't know how things will turn out but you hope desperately that their lives will be better for your involvement.

You are an expert on your child and the unique challenges they face. You have your village of people, research and resources who can understand and help. You've made a plan and you are following it--And you are improvising when things go wrong.

You are raising, fingers crossed, a future productive member of society. But you are flummoxed by all the technology that could derail your efforts and you can't keep up with the apps, social media, and screen time they can use to get in trouble.

But here's the good news: you have what it takes to keep them safe. You simply need to come at your digital parenting the same way you have approached specialized parenting:

- Do your research
- Make a plan
- Improvise

These are the same tools you have been using all along.

You didn't know everything about Reactive Attachment Disorder, Autism, Opposition Defiance Disorder, or Trauma-Based Parenting until you needed to know it but when you needed to understand, you googled until your eyes glazed over. You can do the same with digital parenting. Collect the resources that give you the best information.

Here are some to get you started:

- Center for Humane Technology - <http://humanetech.com/>
- Common Sense Media - <https://www.commonsensemedia.org/>
- American Academy of Pediatrics- <https://www.aap.org/en-us/Pages/Default.aspx>
- Digital Detox - <http://digitaldetox.org/>
- Family Online Safety Institute - <https://www.fosi.org/>

You can make a therapy plan for your child but if your child is not on board, the plan will fail. The same applies for your digital plan. Involve them in setting up any plan or contract. Being the digital bad guy just invites rebellion so avoid laying down the law. You are a good parent but this is a tech-world. You can't force a digital blackout any more than you can insist they don't have Autism. You start where they are, facing up to the dangers and magic of what tech can do for them.

Like parenting, digital parenting requires you to implement a strategy that is age-appropriate. The plan you make with your child when he is five-years-old will not work when he is 15.

When your children are young, your plan should include password protection so that you are aware of what they are logging into and they have your permission to access online materials. But as your children grow, they require less direct management. Teens can usually manage their own online activities apart from areas of money and online safety. You may choose to have a digital contract with a teen. As your teen matures and learns, adjust the parameters to the plan.

To be a savvy digital parent, you must Model, Manage, and Monitor your children's digital lives. We at Digital Responsibility like to call this the 3 M's of digital parenting.

Model: When they're young you set a good example of tech use. They should ask for screen time and you should be aware of what they're accessing.

Manage: As they grown and get online more, know their passwords and what they're doing online. They should be becoming more digitally savvy than you. Don't be intimidated by this. This is where your research will come in handy. Talk with them about your expectations. Have difficult conversations about bullying, being a wise consumer and safety. Start with real-world scenarios and have them examine their own online behavior. Help them see that digital behavior has real-life consequences.

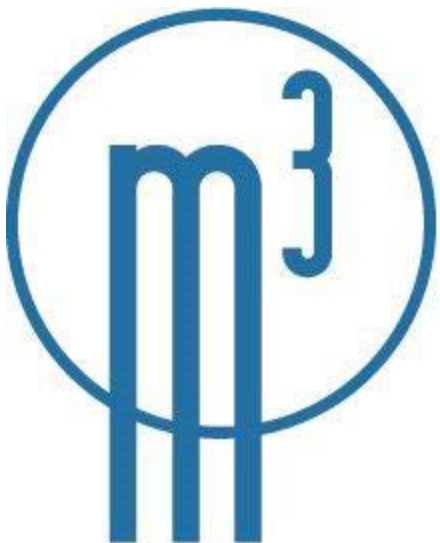
Monitor: For teens and young adults, monitor devices and applications, but also allow them to develop their own online identity. Allow them to make mistakes but then have a plan in place to protect them when they fail. Avoid thinking a conversation and a good relationship will protect them.

Being a savvy digital parent requires you to take a hard look at your own online behavior.

Are you modeling what you want your children to do?

Are you spending too much time online, making it difficult for them to get your attention?

Remember, you have what it takes! Do your research, make a plan, and improvise and then model, manage, and monitor.



The 3 M's of **DIGITAL PARENTING**



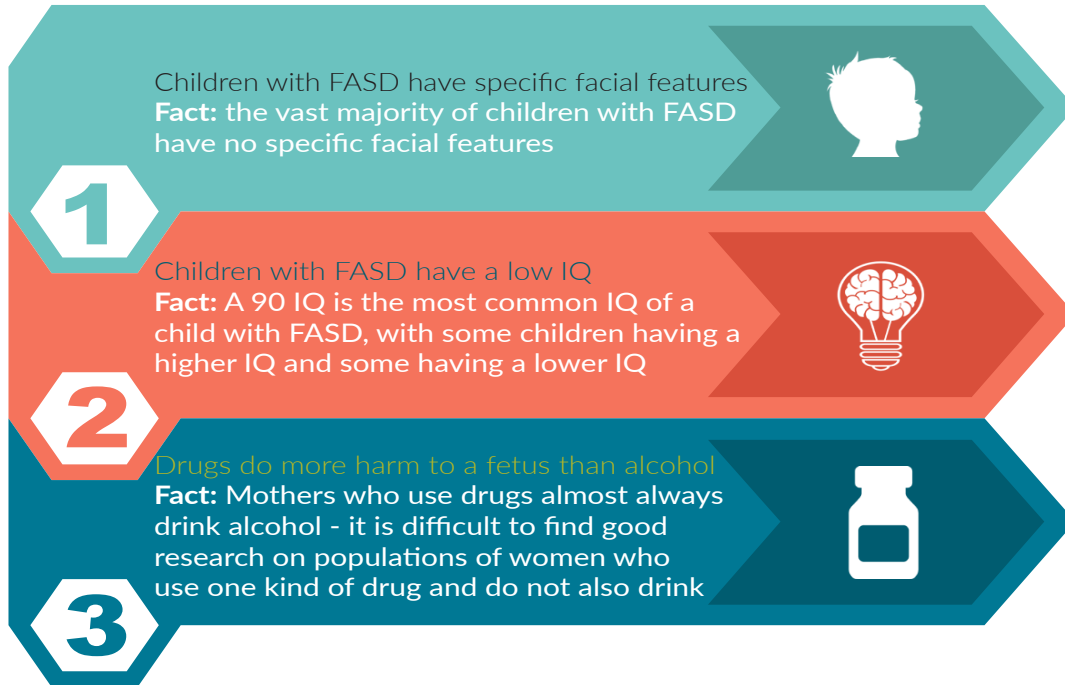
ADOPTIVE PARENTS CHILD HAVE ANY



If your child has any of the symptoms listed above and the b

FETAL ALCOHOL SPECTRUM

MYTHS ABOUT FASD



The vast majority of children in foster care have FASD

The National Institute of Health estimates that 50-70% of children in foster care have FASD. May *et al.*, research found almost five percent of children in the general population or 1 in 20 children are on the spectrum.

ENTS, DOES YOUR PROBLEMS WITH:

4

Understanding social cues

5

Receptive communication

6

Working memory

If your birth mother used drugs or alcohol, your child may have

FETAL ALCOHOL DISORDER - FASD

RESOURCES

For quick video overviews to understand FASD watch the following:

Eileen Bisgard, JD

<https://www.adoptex.org/online-learning-center>

Nate Sheets - Oregon Behavior Consultation

<https://www.youtube.com/channel/UCQ6qtXeMCZ-vgC9tG7LokNw>

Eight Magic Keys - FASD

https://www.cde.state.co.us/cdesped/fasd_pd

Young Adults Talk

<https://www.youtube.com/watch?v=vPDCRGgmmEw>

Dan Dubovsky

<https://www.youtube.com/watch?v=zj4F6qlsedo>

NOFAS - National Organization Fetal Alcohol Syndrome

www.nofas.org

NOFAS Youtube channel, Morgan Fawcett, Jasmine Suarez, Stephen DeJoseph

Utah's Adoption Connection - Drug Exposure Webpage

www.utahadopt.org/support-resources/adoptive-family-resource-library/drug-exposure

Facebook Support Group

Utah FASD Support Group

Utah Fetal Alcohol Coalition

www.utahfetalalcohol.org

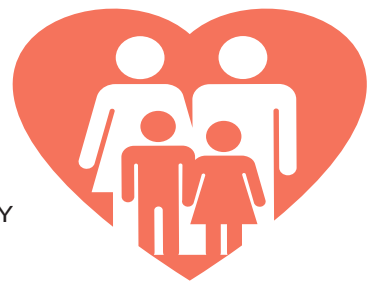
MUST READS

Trying Differently Rather Than Harder,
The Way I am Different:
The Explosive Child,

by Diane Malbin, MSW
by Helen Simpson
by Ross W Greene, PhD

THESE TITLES ARE AVAILABLE IN UTAH'S ADOPTION CONNECTION'S LENDING LIBRARY

WWW.UTAHADOPT.ORG



utah department of
human services
Child and Family Services

What is normal anxiety when entering a new school year?

When vacations come to an end, it is not surprising to hear moans and groans from children as their television programs are interrupted by commercials promoting the beginning of year savings for school supplies and clothing. With the first day of school approaching, it is common for kids to feel some apprehension. The new school year means the end of extensive leisure time and the beginning of new challenges and responsibilities. A new teacher, classroom, and schedule, in addition to a harder curriculum and a higher expectation for academic performance are enough cause for anxiety. Moreover, these challenges are sometimes accompanied by additional obstacles, such as having to adjust to an entirely new school. It is safe to say that the majority of students see the approaching school year as both an academic and social challenge; some see it as quite stressful (Sirsch, 2003).

When is anxiety excessive? How can you tell?

There are some students who are paralyzed by the anxiety of returning to school, perceiving the event as an academic and social threat, in which the stressful situation is anticipated as harmful and fearful (Lazarus 1991). According to the Anxiety Disorders Association of America, one child in every eight suffers from an anxiety disorder. With that being said, a teacher with a classroom of 25 can expect to have about 2 to 3 children with high anxiety levels.

Anxiety is considered excessive when it interferes with a child's well-being and ability to learn. High levels of anxiety are often apparent in a child's behavior, such as temper tantrums and refusals to attend school. Excessive anxiety can lead to school avoidance. It can also manifest as physical symptoms, such as trouble breathing, nausea, headaches, and stomach aches. A child who expresses such symptoms should see a physician, as well as having special attention from his or her teacher and probably a support staff member such as a school psychologist or counselor (Peach, 2011).

Separation anxiety is to be expected, particularly among those just starting kindergarten. Indeed, some children experience great emotional distress when asked to spend extended periods with anyone other than his or her parents or guardians

Identifying high anxious students involves taking note of students who display behavior, learning, and/or emotional problems; special attention should be paid to those who are frequently absent and disconnected from peers and school activities.

What can be done to support students as they return to school?

Help them with anxiety reducing information and support. Anxiety may manifest as uncertainty and a fear that the worst will happen. To mitigate this, it is important that teachers be aware of students' concerns and address them with supportive measures (Avant, Gazelle, & Faldowski, 2011). Children often need more information that conveys that what is expected for their level of schooling is within their grasp; parents need to be informed and mobilized about these matters as well.

Some of this can be done before the start of the term. For example, some uncertainty can be reduced by familiarizing students with what they will be encountering. School tours during the spring or summer help acquaint them with the layout, key places and persons on the campus, schedules, and so forth. Also during the summer, some schools encourage students to come to the campus by offering movies, concerts, summer classes, and sporting events.

Plan. Particularly important is that student and learning support staff plan for the arrival of new students, with special attention to those who will struggle with the transition. Teachers can plan ways to reduce student uncertainty by designing classroom routines and schedules that will be experienced as motivating and nonthreatening.

At the Elementary School Level. At all times, the key is: *be aware of students concerns and keep parents engaged.* Schools should make parents aware of the anxieties children are likely to experience. They should encourage parents to have open discussions with their children about their feelings on starting school so they are better able to address concerns. As many concerns stem from uncertainties, schools should inform parents of what is and is not expected of their child at a particular grade level and clarify ways to counter fears (Kendrick, online). Encouraging a dialogue between a child and the person they are closest to is an important step in supporting a child suffering from heightened levels of anxiety. Part of such a dialogue might include listing a child’s fears on one side of a paper and writing “facts” on the other side (Peisner, 2011).

Schools also can help parents be aware of the signs of anxiety so that they can effectively intervene. Tamar Chansky stresses: “if your child is having difficulty sleeping, asking lots of ‘what if’ questions, crying, clinging, or whining more than usual, these may be signs of anxiety” (reported in Peisner, 2011).

Schools can encourage parents to normalize their child’s fears (e.g., explaining to the child that it is natural to be worried and that even teachers feel nervous at the beginning). Moreover, parents can be encouraged to explain that they will feel more at ease as they become more accustomed to their new educational environment.

Teachers for young children know that building positive relationships can serve as a preventive measure for back-to-school anxiety. Researchers certainly support this. “Children with whom kindergarten teachers reported a positive relationship were rated in spring of grade 1 as better adjusted than was predicted on basis of identical ratings from the fall of kindergarten year” (Pianta et al. 1995). “Classrooms with supportive emotional climates ... buffer anxious solitary children from risk for social and emotional difficulties” (Spangler et al. 2011).

At the Middle and High School Level. Again, the key is to *be aware of students concerns and keep parents engaged and well-informed* about transition concerns. This includes providing parents with the knowledge necessary to reassure their children and to notice early signs of anxiety.

Researchers stress that “support for the transition from elementary school to middle school ... needs to begin late in elementary school (perhaps the entire grade 5) and to continue throughout the summer and into the first semester or year of middle/junior high school” (Anderson et al. 2000). The same goes for those starting high school. Transitional programs often are described as having three major components:

- procedural – the type of early orientation steps outlined above
- academic – it is often recommended that transition programs incorporate a structured study skills class that encourages students to take more responsibility for their learning (Dillon, 2008)
- social – social supports can be designed to help students fit in and make friends (Akos, 2006).

With respect to a support system, there are roles to be played by administrators, teachers, parents, and students. For example, an older student that made a successful transition the previous year can be particularly helpful serving as a model and a support for the new student (Ferguson & Bulach, 1997).

One recent installment to the middle school and high school system is assigning incoming students to a “family” or “academy” within the new school. This can facilitate transition by building a sense of community and belonging. Also, to heighten feelings of community and belonging, students can be encouraged to participate in organizations, clubs, and teams (Anderson et al., 2000).

STRATEGIES TO HELP CHILDREN OF DOMESTIC VIOLENCE



- 1 Positive role modeling:** Children may have learned that power and control tactics are effective in getting needs met without consequence. They may have witnessed pro-criminal or anti-police attitudes, substance use, racism, anti-woman attitudes, selfishness, lying or victim blaming. Be kind, do what you say you are going to do. Do not make promises you may not be able to keep.
- 2 Clear expectations:** Children may be caught between the mother's rules and the father's rules, or be confused because the rules vary from day to day. Be consistent and ensure rules are appropriate to age & development of child. Teach child what kind of behavior is expected in certain circumstances. For example: How we behave in a library or museum is different than how we behave at a park.
- 3 Praise good behavior:** Children may have been emotionally abused and called names, corrected at every turn, insulted and never encouraged or praised. They may develop an inordinate fear of failure that prevents them from trying new things. Discover what the child's interests are and encourage and help them to follow them.
- 4 Focus on behavior not qualities of the child:** Children may have been told that they are stupid or unattractive. Self-esteem will be compromised rather than good behavior encouraged. Look for the child's strengths, be affirming, and recognize improvement.
- 5 Explanation for requests:** Rigid and authoritarian parents issue orders and expect immediate and unquestioning compliance. Take time to explain things to children. Be patient.
- 6 Avoid emotional reactions and yelling:** Children who live with anger, yelling and conflict may cope by tuning out the noise, distracting themselves with fantasy or emotional numbing or learning to yell themselves. Talk and act so that children feel safe and comfortable expressing themselves. Be dependable. Be gentle.
- 7 Givens and choices:** Children might never have been asked for their preferences or opinions about anything. Acknowledge children's right to have their own feelings and opinions and respect them. Allow children the opportunity to choose an activity.
- 8 Reasonable expectations:** Children may have been expected to be quiet, clean, and many other things they cannot live up to. They may always feel inadequate. Be clear about limits & expectations. Use discipline to instruct, not to punish.
- 9 Boundaries:** Boundaries in homes with violence may be poor and children will hear or be told about intimate and private matters about their mother. They may have heard or seen sexual assaults. Talk and act so that children feel safe and comfortable expressing themselves. Help them to understand what is appropriate behavior and language.
- 10 Spending time with children:** Children may be socially isolated from peers, moved away from friends, or ignored by parents. Children may doubt their parent's love, or feel unworthy of love and attention. Participate in the activities that you can such as school, sports, special events and days. Find out the child's likes, hopes, and dreams. Express appropriate verbal and physical affection.



The Adoption Exchange

NATIONAL ADOPTION MONTH
ADOPTION
CELEBRATION

SATURDAY, NOVEMBER 3, 2018

11:00 AM - 2:00 PM

Boondocks
FOOD & FUN

525 SOUTH DESERET DRIVE • KAYSVILLE
75 SOUTH FORK DRIVE • DRAPER

\$5.00 PER PERSON
EACH PERSON WILL RECEIVE 2 ATTRACTION PASSES &
\$5 WORTH OF TOKENS.
CHILI WILL BE AVAILABLE FROM 11:00-1:00

Wendy's

REGISTER ONLINE
[HTTPS://ADOPTION2018.EVENTBRITE.COM](https://adoption2018.eventbrite.com)

PRE-REGISTRATION IS MANDATORY AND MUST BE COMPLETED BY WEDNESDAY, OCTOBER 31ST

MY SNUGGLE BOY

When he's at home, there's a good chance you'll find my not-so-little boy cuddling on my lap. What a change from the expressionless toddler who came home to us eight years ago!

by Billy Cuchens, Reprinted with permission from Adoptive Families Magazine

Jayden started his third grade year at a new school. I'm always on alert in a new environment where people who know only me or know only my kids first find out we're a trans-racial adoptive family. Strangers at the grocery store are one thing, but teachers and classmates are another. So I was wondering how he'd react the first time I visited him for a class party, and was thrilled when he shouted, "Dad!" as soon as he saw me walk into the classroom. Then he ran up to me and gave me a hug. I gave him a quick pat, but he didn't let go. Instead he nuzzled his cheek into my stomach.

Trying Not to Expect Affection

Jayden has come a long way since he came home at two years old. When Jayden first walked through

our front door, he couldn't talk. He tried, but it was baby gibberish. Furthermore, his face showed zero emotion. No smile when we gave him food or presented him with a new toy. No laughing when we tickled him. No tears when he got hurt. Several books on toddler adoption advised us not to seek any emotional payoffs, but to discover how he receives love and to nurture that without any expectation of affection in return. Gradually, he became attached to his two older siblings. He sought them out to play at all hours of the day, but he never approached my wife, Laurie, or me unless he wanted a specific toy, TV show, or snack. We viewed his attachment to Isaac and Vivianna as a positive step; at least he was bonding with someone. But Laurie and I shared our disappointment in his lack of af-

fection, or even interest, in either of us. On bad days, it was hard not to let it hurt our feelings.

I remember one day after he'd been with us for a few years. I took him out for ice cream and came home dejected.

"He hardly said anything," I said to Laurie. "I tried to make small talk, and he just gave me short, one-word answers."

"Well, how did he act?" Laurie said. "Did he seem bored?"

"I don't think so," I said. "I can't tell." "He was the same for me last week. He had a green day at school (kindergarten equivalent to an "A"), and I got him a slush. When I handed him the slush he quietly said 'Thanks,' but then he was goofing off and belly-laughing with his siblings."

This day wouldn't necessarily have stuck with me on its own, and I didn't give it a second thought at the time. A few months later, however, I was going through Jayden's schoolwork and found an assignment labeled, "My Favorite Memory." He'd drawn a picture of the two of us, each with an ice cream cone in our hand. I felt equally heart-warmed and confounded.

Making Up for Lost Cuddles

I can't specifically pinpoint the moment when Jayden changed. I guess after years of Laurie and me loving on him, he just became touch-feely. Then he became super touchy-feely, as if he were making up for lost time.

These days, I might be sitting on the couch, and he'll plop himself on my lap. This might have been cute had he done this when he was younger, but Jayden is 10 now, and over a hundred pounds, so it kind of hurts. But, I worked a long time for this, so I don't rush to tell him to get off. But after a while, when my legs have fallen asleep, I might pat his leg, say, "Love you, Buddy," and sit up, assuming that's a clear signal to scoot off my lap. But he doesn't get off. He pats my leg (which now has pain shooting up my spine), says, "Love you, Dad," and then settles back into me.

Laurie will look over at me shifting around, trying to find a less painful

position, and chuckle. "You OK?" "Fine," I groan. "Please get me the heating pad."

Jayden is every bit the typical pre-adolescent boy. He's completely oblivious that his shoe is untied, or his fly is down, or his brand new white shirt is covered in pasta sauce. He's also completely oblivious when the outside world stares when he shows affection to me in public. His newest bit is to take my hand and put it on top of his head, then spin around in a circle. Some adoption experts might speculate that he's "claiming" me to the people staring at us, and, if that were the case, I'd



be thrilled. But I know my boy, and his motives are far more casual. He's thinking, It feels good when my dad rubs my head. In a way, I find this more heartwarming—that, in his world, I'm Dad.

At Jayden's latest class party, he greeted me with a huge hug, nuz-

zled my belly, then ran off to play with his friends. The rest of the time I was there he remained busy—playing, doing his school work, and having fun. When it was time for me to leave, I tapped his shoulder and said, "I gotta get back to work, Bud." "Aww," he said. "You have to leave already?"

I gave him a hug and said, "Love you, Bud."

"Love you, Dad."

I started to walk out, but he kept on hugging me and trying to pull me back. "Not yet," he said.

At that point, I could feel his classmates staring at us, but I didn't care. And Jayden clearly didn't care, or

perhaps didn't even notice. Either way, what could I do but give my not-so-little snuggle boy another hug?

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on Facebook at:

fb.me/utahsadooptionconnection

for up-to-date information on
trainings, parent nights,
and additional resources.

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human services
Child and Family Services



Contact Your Post Adoption Specialist

Northern Region:

Jeanna O'Connor	801-395-5973
Anna Whisler	435-213-6641
Aubrey Meyers	801-776-7352

Salt Lake Region:

Adoption Helpline	801-300-8135
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Western Region:

Jeannie Warner (A-L)	801-787-8814
Megan Hess (M-Z)	801-921-3820

Southwest Region:

Richfield/Cedar City	Paul Arnold	435-236-9337
St. George/Cedar City	Krystal Jones	435-767-8774

Eastern Region:

Price/Castledale	Greg Daniels	435-636-2367
Vernal/Roosevelt	Fred Butterfield	435-630-1711
Moab/Blanding	Tracy Carpenter	435-459-9077



HONORING EXCELLENCE *Kent Crandall*



Kent Crandall is a caseworker in the Logan, Utah office of the Division of Child and Family Services. He has had numerous cases with The Adoption Exchange and has welcomed the support of the Wendy's Wonderful Kids Recruiter.

He is a team player and is eager to seek out expertise and support from other team members. He has welcomed some of the most difficult cases with professionalism and commitment to thinking outside of the box to find permanency for the clients on his caseload.

Kent has been supporting children looking for families from a very young age, in fact, he used to bring the Wednesday's Child newspaper article in for his weekly current events homework when he was in junior high! He continues to support the children on his caseload with a great positive attitude and can always be counted on to bring humor to the table when we all need a good laugh!

He is loyal Utah State University fan and on his personal time you can usually find him on a soccer field refereeing games or spending time with his sweet wife and three kids.

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