

In this Issue...

Greetings from Chair	Regional Reports	Teen Corner
Executive Director's Report	Foster Parents Share Experiences	Children's Pages
New Legislation	Voices of Youth	Educational Section



In our Springtime Garden

**What a lovely time of year,
time of year, time of year**

**What a lovely time of year,
in our springtime garden**

**See the flowers swing and sway,
swing and sway, swing and sway**

**See the flowers swing and sway, in our
springtime garden.**



EXECUTIVE OFFICERS

Eddie Newton (Chair)
Shirley Fowler (Vice Chair)
Debbie O'Neil (Treasurer)
Nicole Shuglo (Secretary)

NLFFA STAFF

Diane Molloy
Executive Director
dianemolloy@nfld.net

Lori Petersen
Social Worker
loripetersen@nfld.net

Amy Powell
Administrative/Financial Assistant
amypowell@nfld.net

Newfoundland and Labrador Foster Families Association

Suite 105, 21 Pippy Place
St. John's, NL, A1B 3X2
Tel: 754-0213 Fax: 754-5007
Toll Free: 1-877-754-0218
E-mail: nlffa@nfld.net
Web: www.nlffa.ca

See back cover for a listing of Local Associations throughout the province.

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Greetings from Board Chair



Spring has finally arrived and that means our Symposium will be here soon as well. I hope that many of you reading this newsletter will join us this year for some terrific guest speakers and professional development.

The Board traveled to Corner Brook on March 22-24 for a Training Day and our in-person Board meeting. It was a very busy but enjoyable learning experience.

The training was outstanding! We had a session on Trauma Informed Care delivered by Renee Piercey & Lori Leonard from Waypoints; we truly appreciated that they came all the way from St. John's to support our training day. Thanks to Tammy Hicks-Young and Richard Lamb for an engaging session on Working with Birth Parents. No matter how long I have been providing Foster Care or how many times I attend one of these training sessions, I always come away with new information and strategies to help me with the work we do.

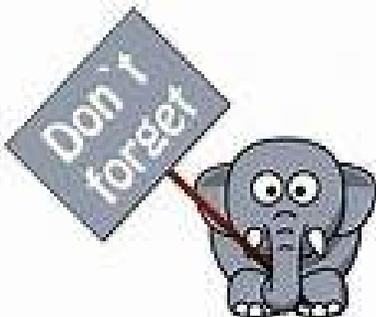
I am so pleased to report that we have regular check-ins with our Executive Director, Diane Molloy, on the Strategic Plan we developed and approved last year and that we are making progress on everything we committed to doing.

Our Annual General Meeting will be held during the Symposium on Saturday, June 1st, please plan on joining us - the more voting members we have in attendance the better.

I am looking forward to seeing you in June. Until then take care!

Kindest regards,

Edie



Fostering - Care - Culture

May 31 – June 2, 2019
Capital Hotel
St. John's

You won't want to miss this weekend.
It is a great opportunity for professional development and making meaningful connections.

Why not connect with another foster parent and make it a getaway weekend!

Executive Director's Report

Happy Spring! Although there is still lots of snow in some parts of the province, the air is beginning to warm and my crocuses have started to bloom. Spring is a time of renewal and there are so many opportunities all around us to enjoy the beauty that this season brings.

The last three months have been busy as we worked on our Strategic Plan, the 2019 Symposium and continued our regional travel. I am pleased to share that we have reached almost all the goals outlined in year one of the Strategic Plan and have already made some progress on several goals for year two. Our social media presence is growing and over the next couple of months we will be implementing a new data management system. We encourage all of you to follow us on Facebook and share our posts to your own page.

In January, we had a successful trip to Labrador where we met with foster parents in Sheshatshiu, Goose Bay and Labrador City. Although we only had one family attend our meeting in Goose Bay, we left with a new director for the Board and renewed energy from those in attendance to get the Local re-established. We are also optimistic that with the support of the Innu Round Table Secretariat prevention staff and several interested foster parents we may also get a Local established in Sheshatshiu. It was great to have the opportunity to meet with Michelle Kinney of Nunatsiavut Government, Lyla Andrew and some of her team with the Innu Round Table Secretariat, and CSSD staff in Goose Bay and Labrador City. Lori also presented at schools in Wabush and Goose Bay.

Highlights/Ongoing Activities

- Strategic Plan
- Personal Support
- Peer Mentoring
- Allegation Support
- School Presentations
- Regional Travel
- Social Media
- Recruitment

In March, we travelled to the West Coast and met with our foster parents in Stephenville and Corner Brook. Presentations were completed in schools in Cartyville, Port au Port, Benois Cove, Lark Harbour, Piccadilly and Corner Brook. We also held a Training Day in Corner Brook with 32 people in attendance. I want to extend special thanks to Renee Piercey and Lori Leonard from Waypoints and Tammy Hicks-Young and Richard Lamb from CSSD for their great presentations. The following feedback from a foster parent about the Training Day highlights the benefits of ongoing professional development; "The Trauma Informed Care session was one of the most informative and eye-opening sessions I have had - it allowed me to think about certain situations that occurred with children and left me wondering "why" and now I understand "why". This is such a powerful statement and it is very likely that this foster parent now feels more confident in their ability to meet the needs of the children in their home.

In April, we were very pleased to make our first trip down the Bay d'Espoir highway to beautiful Harbour Breton. If I am to be totally honest, the drive down felt like an eternity with Lori asking "are we there yet " on more than one occasion, but having the opportunity to offer foster parents in the area an opportunity to meet made the drive worthwhile. We visited Conne River and met with CSSD and Miawpukek First Nation staff. Lori presented at the elementary school in Harbour Breton and did a video conference presentation for the three students in the school on McCallum. During this trip we also met with CSSD staff in Grand Falls-Windsor.

An evaluation is currently being conducted by the Department on the Waypoints Supporting Foster Parents Pilot. A proposal was submitted by Waypoints to expand the program and the evaluation is the first step in this process. We hear first hand from foster parents how they are benefitting from this program and are optimistic that the results will be positive and that eventually the proposal will be approved.

Registration packages for the 2019 Symposium have been mailed out and we are hoping to see many of you there. We can promise you that it will be a great weekend of networking, team building and fun.

Diane

What is a Local Association and why should you get involved?

A Local Association is a group of foster parents within a specific geographical area who meet on a regular basis for support, educational opportunities and social events. A social worker liaison (CSSD) is connected to each Local as a support and a resource. Including social workers as part of the Local is also in keeping with our philosophy of teamwork and building partnerships.

Each Local is as unique as the different regions of our Province. Some meet monthly, every couple of months or a couple of times a year. Each group has at least one or several foster parents taking a lead role in building and growing the Local.

Involvement in Locals can be a very positive experience for foster parents. They can gain support from each other, participate in social events, share information/ideas, identify areas for change and participate in on-going education and training. Local discussions can increase problem solving skills and provide valuable experience working as part of a team. It provides an opportunity to be represented as part of a collective voice when it is necessary to advocate on issues. Participation at the Local level is also important in creating a positive image of fostering in the community.

We really encourage all foster parents to get involved with their Local Association. If there is not a Local in your area but you would like to get one started, give us a call and we will help you through the process.

We would like to express appreciation to all those who have already assumed leadership roles with our Local Associations. Thank you!



The proclamation date for the new **Children, Youth and Families Act**, is June 28, 2019. The Act is child and youth centered, family focused and culturally responsive.

Substantive changes are aimed at:

- o Improving information sharing to assist in the protection of children and youth;
- o Enhancing the focus on preserving the family unit;
- o Expanding permanency options for children and youth in foster care;
- o Strengthening service delivery to Indigenous children, youth and their families;
- o Identifying and supporting youth in need of protection; and
- o Developing a licensing regime for out of home placements.

Regional Reports

Central Region

Exploits Central Foster Families Association

Happy Spring everyone! Loving the longer evenings.

I trust everyone had a great healthy winter and were reminded of the wonderful investment you are putting into the beautiful children of our province. Thanks foster parents :) You are valued so much!

On February 9th our Local had a great Valentines get together at the YMCA in Grand Falls Windsor for a nice enjoyable swim. Thanks to all 23 in attendance; a great time was had by all.

If you have any suggestions for things you would like our Local to be doing, please private message me via Facebook or email me @ wroberts1971@hotmail.com. Our Local needs involvement to continue. Thanks.

The 2019 Annual Symposium sounds awesome again this year! The theme is Fostering - Care - Culture. You really should consider attending the Symposium. These events are highly successful and productive; you can learn so much. This year the Symposium is from May 31 - June 2 at the Capital Hotel in St. Johns. Get your registration form sent in.

Have a great joyous Summer!

Coralee Roberts, Chair

Kittiwake Central Foster Families Association

The Kittiwake Local had a meeting on April 9th with only 2 people in attendance but we went ahead and decided that we were going to plan an Easter get together for the kids. Unfortunately, this had to be postponed because Easter was a very busy time for everyone.

Hope everybody had a great Easter.

Laurie Wicks, Chair

Eastern Region

Burin Peninsula Foster Families Association

Spring has arrived and the snow has melted here on the Peninsula. People are starting to get out and move around more now that the cold weather is hopefully behind us. Things have been quiet here as Spring has arrived. However, the chatter has started now that the Symposium is in sight. Everyone always looks forward to attending.

We will be having a meeting soon to discuss some upcoming events. This year with the amount of sickness in our area we cancelled our Easter party but now we are planing another get together in the near future. Hope to see everyone get out to the Symposium and hope everyone had a Happy Easter.

Melanie Smith, Chair

Bay Roberts/Harbour Grace Foster Families Association

Greetings from our Local Association! Time is moving along so quickly... it's hard to believe we are into the spring season already. Our Local is planning a meeting for foster parents some time in May. Everyone will be receiving a call as the date approaches.

If you think you are not on our list, please contact one of the Local executive members or the Provincial Office to be added. We wish everyone a happy and safe Easter break!!

Kim Newman, Chair

Western Region

Deer Lake-Pasadena Foster Families Association

Greetings and Happy Spring! So happy to see the warmer weather and the snow melting.

Ken and I were so happy to be able to take part in the Training Day that was held in Corner Brook in March. We learned more about Working with Birth families and also Trauma Informed Care. It was so informative and we both walked away with so much information, positivity and also some new, lifelong friends. Thank you so much to Diane and our guest speakers, Richard, Tammy, Lori and Renee.

On May 18th the Deer Lake and Corner Brook Locals are having a get together for our foster families. We will have bouncy castles and food. I hope everyone can come out to join the fun. You will receive more details as the date gets closer.

Vicki McCarthy, Chair

Corner Brook-Bay of Islands Foster Families Association

Happy Spring! (Sort of...we are kinda on our 4th winter!)

Things have been going great in the Corner Brook/Bay of Islands area. We haven't had any monthly meetings, but we still have been busy! We are having a family fun day on May 18 from 12:30-2:30. It will be held at Pasadena Place. I think the kids will enjoy the bouncy castles. The Foster Family Associations in Corner Brook/Bay of Islands and Pasadena/Deer Lake have committed to purchasing pizza for the event. But we are asking parents to bring cookies, fruit, drinks, sandwiches, etc. We hope to have a good turnout!

On March 23, foster parents in this area attended training at the Comfort Inn. This was organized by the NL Foster Families Association. It was an awesome day with wonderful presenters. The morning session was on Trauma and how it affects children. The afternoon session was Working with Birth Families. Hats off to Diane and Lori for organizing this day and thanks to the presenters for the excellent training.

By now everyone should have received the registration package in the mail for the Annual Symposium. I encourage you to attend. I have attended the last 9 years. The training I have received from the Symposiums has helped me through my fostering years. Plus the friendships and support system that I have gained with other foster parents and social workers throughout NL is invaluable. Please make an effort to attend.

If anyone has any topics they would like covered in upcoming training, please let me know.

Stephanie Lowe, Chair

Labrador Region

Hopedale Foster Families Association

Happy Spring from Hopedale!

As I write this, Labrador's north coast is finally getting a glimpse of spring after enduring a very long and stormy winter! This past weekend families in our community gathered for a full day of dog team races, Easter games, and a Lovefeast (a service with tea and buns) at the Moravian Church in honouring Easter Monday tradition. It is so lovely when the entire community comes together for fellowship and fun!

I would like to share that, after four rewarding and wonderful years, I anticipate that I will be leaving the NLFFA Board of Directors in the coming months. I sincerely encourage anyone who may be interested in representing this region on the Board and would like more information to contact me (933-3681). Serving on the Board has provided me with the amazing opportunity to connect with foster parents (and those who support them) from all across the province while regularly participating in training events that have greatly enriched my knowledge and understanding as a foster parent. Although my service on the Board is drawing to a close, I will treasure this experience for years to come!

Sincerely,

Nicole Shuglo, Co-Chair

Lake Melville Foster Families Association

Greetings from Upper Lake Melville!

It has been quite some time since our area has had an active Local Association. In March, I joined the Board of Directors of the Provincial Association as a Director for our region. I am very excited and looking forward to working with foster parents in our area to form a Local.

If you're interested in getting involved or you have any questions or concerns please feel free to email me at lhudson@innueducation.ca. Let's work together, as Helen Keller once said, "Alone we can do so little; Together we can do so much."

Lori Hudson, Director

Labrador West Foster Families Association

On behalf of our Local Association I want to say a big thank you to Kellie Kelly for the time she has served on the local executive. We are sorry to see her go and will miss her openness and enthusiasm. We wish you nothing but the best Kellie as you move on to other endeavors.

On May 1st, there will be training offered for foster parents in our area. Please contact your social worker for further details.

Eunice Earle, Chair

"Life is not about waiting for the storm to pass, its about learning to dance in the rain"

Unknown Author

Grenfell Region

Grenfell Island

Hello from the Beautiful Grenfell Area. We hope you are having a great spring.

In February we had Bev Hunter from Hopedale and staff from the Office of the Child and Youth Advocate visit the Inuit children in care in our area. It was an evening of Drum dancing, singing, and story time in their language. They had pizza and treats for all and 40 people attended this event. It was a great evening, Thank you so much for coming to our area.

Shirley Fowler, Director

St. John's Region

St. John's/CBS Foster Families Association

During the last 3 months our focus has been on planning and engagement. We are coordinating a monthly Grief Support Group, a presentation on Foster Parent Adoption and Adoption Subsidy, and a recycling program. We have a Spring party planned for the end of April. We are anticipating that 20-30 families will come together and have a great time!

Thanks to a generous donation, numerous foster families enjoyed a Growlers game and an Edge game last month. Also, the owner of the Funderdome has offered their venue for a future party. Our private Facebook group is gaining traction and is being utilized regularly by Foster Parents.

If you are in our area and want in on the action please reach out to us! Email daphne_r@live.ca. Call/Text 709 764 0525

Daphne Richards, Chair



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Happy Mothers Day

Happy Fathers Day

EACH DAY OF
OUR LIVES WE
MAKE
DEPOSITS

*in the memory banks
of our children.*

-Charles R. Swindell

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

- Lane Olinghouse



The greatest
happiness
is family
happiness.

- Joyce Brothers

Parenting is the easiest
thing in the world to
have an opinion about,
but the hardest thing
in the world to do.

Matt Walsh

Foster Parents Share Experiences

Foster Parents Share Experiences is a regular feature in our newsletter. It would be great if Foster Parents would write a story of their experiences providing care for children and forward it to the office. We want to have a ready supply of stories for future newsletters. While not everyone is comfortable writing about themselves; everyone has a story to tell. If you would like to share your experiences but need help putting it on paper, you can call the office and we will give you a hand.

From the time I was a small child I always knew I wanted to be a foster parent when I got older. I didn't really know much about the foster care program and knew less about what a social worker did. Coming from a big family of 12 children and always having a crowd of siblings and nieces and nephews in my life I liked the atmosphere of a big family. I always said I wanted a house full of kids.

Dave and I have three children of our own and we would have had more but I had to have caesarian sections so that was our limit. When our baby was 15, I asked Dave if he would consider fostering. He was reluctant at first and of course said, "what if we get attached to the kids and then they have to go back home?" To that I replied, "Dave, if everyone took that attitude many children would not be blessed with good homes or families whether it be for a week or a month or a year". We discussed fostering with the kids and explained to them how not all children were as lucky as them to have a stable, supportive home all the time. Once we were all on board as a family, I made contact with "Foster a Future" and set the ball rolling.

The process to becoming a foster parent is long and comprehensive. My husband and I were amazed at how much information was required and the high level of security to ensure the protection of children. Dave and I applied in May 2015, did the PRIDE course in Dec, and our entire family including our three children went through extensive interviews, evaluations, medicals and police checks until May 2016. We were approved on the 12th and offered a profile the same day. We accepted, of course, and on the 13th we were blessed with our first placements, two brothers, ages 9 and 13.

Almost three years have passed and we have had 7 children stay with us and successfully re-unite with their mothers. We are very well known in our community and many people say to us, "oh my, you are making such a difference in those children's lives", to which we reply, "no, those children are changing our lives". Becoming a foster family has been an eye-opening experience for all of us. We now understand the many challenges families can face and overcome. Dave and I could not have been any prouder of our own children who accepted all the children with open arms and loved them like their own siblings. Dave and I both chose different career paths but fostering is the one thing that we did outside our regular family as a team effort and we have both learned a great deal from the experience to date.

The one year of the application process was a journey for us as individuals. As we met with the social worker and were asked some tough questions and had to tap in to our inner emotions it became a year of self-discovery. Dave and I shared things with each other and with the social worker that we probably never would have. Being foster parents have helped Dave and I as well as our three children to look at the world in a different light. Fostering is one of the most rewarding things any person can do. We love the thrill of new children arriving and the great sense of accomplishment when we can empower both the children and the parents for their return home. The Foster Care Program needs good people and if you have a lot to share and would like to make a difference in your life and a child's life I encourage you to be a foster parent.

Dave and Debbie Patten

Debbie and Dave, thanks for sharing your fostering story and your journey of self-discovery.

Voices of Youth

Voices of Youth is a regular feature. This space will be available for the printing of poetry, drawings, short stories, or life experiences of young people. If submitting a drawing, please ensure you use a dark pencil. For reasons of confidentiality, the full names of those who submit will not be printed unless the individual is over 16 and has provided their consent.



AP, thank you so much for your amazing artwork. You are very talented!

Artwork by AP, age 10



Teen Corner

The Dangers of Vaping

Vaping can be seen everywhere and it is important to understand the risks. Here is a summary about Vaping and the effects it can have on your body.

1. **Vaping is not harmless.** Some of the chemicals found in vaping liquid, like vegetable glycerine and propylene glycol, are safe for use in products like cosmetics and sweeteners but the long-term safety of inhaling these substances is unknown and continues to be assessed. Why risk it?
2. **Vaping can increase your exposure to harmful chemicals.** Chemicals such as formaldehyde and acrolein, and metals and contaminants like nickel, tin and aluminum. You don't want any of these in your lungs!
3. **Vaping can lead to nicotine addiction.** Vaping can deliver nicotine to your body, causing you to crave it more and more, leading to addiction and physical dependence. In teens, vaping nicotine can also alter brain development.
4. **The long-term consequences of vaping are unknown.**
5. **It's rare but defective batteries in vaping products have caused fires and explosions.**

Source: www.canada.ca/en/services/health/campaigns/vaping

Studying Tips

There are only a few months left before exams. It is important to come up with some study tips that will work best for you. "Memory is a muscle. Get it in shape. This will help you to remember quicker and more easily. This will help you in your exams and in your life." (Andrea Leyton)

1. **Walk Before An Exam.** It's been proven that exercise can boost your memory and brain power. There is evidence that 20 minutes exercise before an exam can improve performance.
2. **Speak Out Loud Instead of Simply Reading.** Although this may make you look a little silly, give it a go! You will be surprised how much more you can remember when you've said it out loud. Warning: Don't try this in a crowded library!
3. **Reward Yourself With A Treat.** There are many ways to Integrate a reward system into your habits so you learn how to study for exams more efficiently.
4. **Teach What You Have Learned.** The best way to test if you really understand something is to try to teach it to someone else.
5. **Create Mental Associations.** The ability to make connections is an easy way to remember information. Steve Jobs famously said "Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something."



6. **Draw Diagrams.** Drawing diagrams will help you to visualise information which would be hard to describe. This creates a visual memory in your mind which can be recalled in an exam.

7. Use Apps to Block Distracting Sites. The SelfControl app helps you to avoid distractions by blocking websites for a certain amount of time.

8. Watch a Documentary on the Topic. Documentaries are an entertaining way of compacting an entire story into a short timeframe. This will help you remember key details from a story plus you may even get extra credit for mentioning that you took the initiative and watched a film about the topic!

9. Create Flashcards for Quick Memory Buzz. Quickly test your knowledge of key concepts, definitions, quotes and formulas with index cards.

10. Take Regular Study Breaks. When your brain is working, you need to take regular study breaks to help your brain absorb more information but also to keep you motivated and focused when you are working. Take a short break after 45-50 minutes study as your focus and concentration will become impaired after this period, anything new after 1 hour 30 minutes does not get assimilated.

11. Make Your Study Space Portable. We may be creatures of habit with favourite seats in the library but information retention actually improves when you vary the places where you study.

12. Practice, Practice, Practice... Practising sample answers to past exams questions can help train your brain to retrieve information.

13. Don't Stay Up All Night Before an Exam. Make sure to get adequate rest the nights leading up to your exams. When you sleep, your brain assimilates the information you have learned when studying so getting a good night's sleep will help you remember those pesky maths formulas you need for your exam!

14. Study in a Group. Studying in a group can help you collect new insights to enhance your learning experience.

15. Meditate. Meditation is one of the study methods that can help students stay focussed when studying. Not only will meditation help you concentrate when studying but it will help reduce pre-exam stress as it improves both mental and physical health.

Source: www.goconqr.com/en/examtime/blog/study-hacks/

Tips for Teens to Have a Successful Summer Job Interview

- Prepare responses for common interview questions such as your strengths and weaknesses; your achievements etc
- Determine 2-3 key ideas you want to get across to the interviewer. What can you offer. What are the requirements of the job that you possess?
- Know your resume.
- Research the company in advance. Ensure you know what they do and what they expect.
- Develop a couple of questions for the interviewer beforehand.
- Arrive early.
- Dress appropriately.
- Practice interviewing with your friends or family beforehand to help ease your nervousness.



"Whenever you make a mistake or get knocked down by life, don't look back at it too long. Mistakes are life's way of teaching you. No one wins them all, and your failures, when they happen, are just part of your growth. Shake off your blunders. How will you know your limits without an occasional failure? Never quit. Your turn will come."

Og Mandino

Children's Pages

Paper Plate Rainbow Craft

What you need: paper plate, yellow paint, orange and yellow paper, tissue paper in rainbow colours, glue, scissors and marker

Instructions:

1. Paint the paper plate yellow. When dry, fold the plate in half.
2. Cut the plate in half and you will need one half for the project.
3. Draw a smiley face.
4. Cut triangles from paper and paste them on the back of the plate.
5. Cut strips of tissue paper for the rainbow and paste them on the back of the plate on the bottom



Celery Butterflies

Ingredients: One celery stalk (sliced into about 2 inch slices), 1/2 apple, 1/4 cup Peanut butter or cream cheese

About 6 Pretzel sticks, raisins



1. Core the apple and cut in half crosswise to be about 2 cm wide.
2. Fill celery slices with peanut butter or cream cheese.
3. Assemble the butterflies with the apple as wings and pretzel sticks as antennas or you could also use whole pretzels for wings and add some smarties for a special treat.
4. Place the raisins as eyes in the front of the celery stick.
5. Serve immediately.

Can you find 10 differences between these pictures



Would you like to win a prize? Color this page to enter our Spring Coloring Contest. Four prizes will be awarded. Send your picture to Suite 105, 21 Pippy Place, St. John's, NL, A1B 3X2 before May 31, 2019. Copy the page and share it with a friend!



Name: _____
Town: _____
Postal Code: _____
Age: _____

Address: _____
Province: _____
Telephone: _____

Educational Section

Importance of Life Books

Life books are important to all children, especially when children are in care. Life books are the story of a child's development which allows them to look back on their time as a child/ youth. It provides them with a visual aid to help them remember things they have seen, things they enjoyed to do and possible challenges they have overcome. These memories keep children connected to their past and the people that cared for them. It helps them see how their experiences have shaped them into the person they have become. The photos remind them of their growth and journey in life which can be part of their healing process.

The life book can be compiled in a variety of formats (album, scrapbook, memory box etc.) but should be in a form that the child/youth can have access to it and look through freely. When children leave your care and transition home, move to another placement or out on their own, the life book must accompany them. The process of completing a life book is also important as it can provide a child/youth the opportunity to share their thoughts and feelings about their past and current experiences. When a child leaves your home, "Being able to literally carry these memories with him goes a long way towards helping him establish his identity" (2018, Craig Dudek). Often times, Foster Parents or Social Workers will make a copy of the book in case it gets misplaced.

If you need assistance in developing a life book, your Social Worker has a link to a sample layout which will help guide you in organizing the special moments of the children/youth in your care. Remember, life books are important for children/youth to know and understand their individual stories.

How to Foster your Child's Self-esteem

Self-esteem is how people feel about themselves, both inside and out. People with good self-esteem generally have a positive outlook, accept themselves and feel confident. Having good self-esteem doesn't mean a person is arrogant or self-centered. It means appreciating your own self-worth and importance, taking responsibility for your actions, and showing respect and care for others.

Most of the time, children with positive self-esteem:

- are happy,
- make friends easily,
- enjoy social activities,
- are enthusiastic about new activities,
- can play on their own and with other children,
- like to be creative and have their own ideas, and
- talk comfortably with others without much encouragement.

Children with low self-esteem may:

- have few friends,
- be easily frustrated or discouraged,
- be unwilling to try new things,
- have trouble following rules or behaving well,



- be withdrawn or depressed, or
- say "I can't" a lot.

If your child doesn't always want to be with others, it doesn't mean she has low self-esteem. Spending time alone is a good skill and important to mental health. However, if your child always wants to be alone, you should discuss with your doctor.

Why is self-esteem important?

Your child's self-esteem affects how well he does day-to-day. It affects his relationships with you and with others and has an impact on how he does at school and in social situations. Later in life, it will affect how he does in the workplace.

Positive self-esteem helps children:

- have the courage to be their own person,
- believe in their own values,
- make the right decisions under pressure,
- interact with others,
- handle stress and life's challenges,
- make healthier choices, and
- feel confident saying "no" to dangerous activities.



How does self-esteem develop?

Positive self-esteem starts with your child's healthy attachment to you. It begins as early as birth, and continues as your child grows and develops. Children need to feel loved and accepted to build self-esteem. When you take good care of your baby, it helps her feel loved and valued. When you play with your child and help her learn, she becomes more self-confident and willing to try new things. When your child goes to school and does well on a test, or while playing a sport, your praise and encouragement will help her feel proud of what she's done.

As your child gets older, providing rules and structure will help her feel confident that she is cared for. Gradually give her opportunities to make choices for herself and feel more independent.

What can I do to help foster my child's self-esteem?

- The most important thing is to show your child lots of love and acceptance. Show him that you love him by spending time with him and by giving him a lot of hugs and affection.
- Focus on your child by playing with her and listening when she talks. Show interest in your child's activities, projects, or problems. Let her guide play, and be willing to do the things she wants to do.
- Provide structure and rules. Be consistent. Decide on and enforce clear rules and limits that are right for your child's age and stage. Tell him what you expect, and what the consequences will be if the rules aren't followed. This helps him feel safe and secure, and gradually grow more confident about making his own decisions.
- Tell your child you are happy when she cooperates or helps you, follows rules, or does other positive things. Explain what you like about her behaviour.
- Help your child find something he is good at and enjoys. Understand and respect that he will be really good at some activities and not good at others. Never humiliate or put down your child for not succeeding.

- Support your child and offer genuine praise. Encourage her to try new things, and tell her you are proud of her. Praise efforts and skills, but be specific in what you say. Don't over-praise every accomplishment, because it will only take away from the things she succeeds at and that took real effort. Remind her that learning new skills takes time and practice, and that no one can master everything. You can also talk about your own successes and failures and what you've learned.
- Help your child learn from his mistakes. Talk about what can be done differently next time, and how he can control his own behaviour.
- Provide your child with responsibilities and opportunities to contribute in the home. For example, assign family chores, or ask for help preparing dinner. This teaches your child that she's important.
- Be a role model. Show your child what it means to love yourself, be willing to do and try new things, and model how you cope with set-backs or challenges. Show your child the rewards of patience, persistence and doing things as well as you can.
- Offer choices and the chance to problem-solve, appropriate to your child's age and stage, so that your child learns that he has control over his life.
- Create a safe, loving home environment where your child can feel comfortable, secure and happy. Avoid fighting or arguing with your partner in front of your child.

www.caringforkids.cps.ca

How to Motivate Children: Science-Based Approaches for Parents, Caregivers, and Teachers

What's the best way to motivate children? The intrinsic motivation to learn about the world around us begins in infancy. This type of motivation can either be encouraged or suppressed by the experiences adults provide for children. Psychological research points to a set of promising approaches that parents and practitioners can use to promote positive motivation and learning during development.

Follow babies' lead.

Babies naturally orient toward novel objects and events. They look away from objects that are overly familiar, but also from new ones that are too complex. This is sometimes called the "Goldilocks effect:" things are interesting when they are novel, but not too novel. When interacting with infants, notice what they pay attention to, and engage with them around their interests.

Elicit curiosity.

Even infants seek to explore objects—especially those that behave in surprising ways. When they drop something on the floor or throw it, they're trying to see what will happen next. Provide children with opportunities to interact with new objects—and let them lead and learn!

Encourage children's playful exploration.

When given the opportunity, children of all ages spontaneously engage in play. The ingredients of play are precisely the ones that fuel learning: play is intrinsically motivating, it presents an opportunity for novel experiences and for learning from others, it requires active engagement, and it can strengthen social bonds and reduce stress. When life is busy or chaotic, it can be hard to find the time and space to encourage children's play, but this is an important aspect of development.

Prioritize social interaction during learning.

In the digital age, there are many educational, computer-based applications designed for children, even as young as 6 months. However, even the best-designed and most effective apps cannot replace real-life social interactions with adults and peers. In one study, babies learned elements of language more effectively when face-to-face with a teacher or on video. Recent research shows that young children can learn from digital media, such as touch-screen tablets, but social interaction during this learning experience appears to be essential.

Challenge children just enough.

Kids are motivated to work toward achievable goals. From infancy onward, effort is required to sustain motivation, but success must be possible. They lose motivation when a task is too easy, but also when it is so difficult as to be insurmountable. Video games harness this basic principle of learning effectively, constantly increasing the level of challenge based on an individual child's performance. Try to adapt a challenge according to a child's current capabilities, and provide prompt feedback on his or her performance.

Give children agency.

Children are more motivated when they have some degree of self-determination, and can elect to pursue tasks that are personally meaningful. When they have a choice of projects, or at least a little wiggle room as to how a task gets done, children are more likely to stay engaged.

Provide incentives only when necessary.

When children are suddenly rewarded for something they enjoy and do freely, they may begin to do it only when they know they will be compensated afterwards. Wherever possible, harness children's natural curiosity and inclination to work toward an achievable goal, rather than promising a reward.

Praise the process rather than the outcome.

When we praise children for their intellect or skill level - or the grade or gold medal - it can lead to a performance orientation. They may be motivated to achieve more rewards, but they may also learn to shy away from challenging activities that they might not excel at, for fear of negative evaluation. Performance pressure increases as children move up in school, and it is associated with depression and anxiety in addition to diminished joy of learning. When we praise children for their effort and help them see falling short as an opportunity to learn and improve (rather than simply focus on the outcome), they will be more motivated to work hard and more likely to believe that they can achieve what they put their mind to.

Types of Motivators



Maintain a close connection with adolescents.

Adolescence is a period when many young people take risks and push boundaries. This trend reflects, in large part, a natural inclination toward novel and exciting experiences that maximize learning opportunities and are important in making the transition to independence. As teens become more motivated by the approval of their peers, it can be socially rewarding to follow risk-taking leaders or stand out by breaking boundaries. However, teens with close family relationships are less prone to risk-taking. High parental support and open dialogue are associated with fewer problem behaviors, including less substance abuse and delinquency. Be empathetic and supportive, knowing that youth are going through changes in their brains, bodies, and social relations that can make risky behavior appealing to them. Keep the lines of communication open—and keep close tabs on teens.

Please don't
call me a foster
child.

I'm someone's
son,
granddaughter,
nephew, great-
grandson,
sister, god-son.
I'm an athlete,
a piano player,
an artist.
I'm an honor-
roll student.

And I happen to
be in FOSTER
CARE.

Words are
powerful -
choose them
wisely.

- *wefostercare*

ADHD and Lying: What You Need to Know

At a Glance:

- Kids with ADHD may lie more often than other kids.
- They don't usually lie to be defiant, and they may not even realize they're lying.
- How you respond when your child lies can make a big difference.

Most kids lie or avoid telling the truth from time to time. But if your child has ADHD, you might find yourself often asking, "Why are you lying again?" Not all kids with ADHD tell frequent lies. In fact, some are impulsively honest, which can create its own problems. But for those who do lie, it can quickly become a habit.

When kids with ADHD consistently lie, it's usually not about big things like stealing or cheating. (Although they may do that sometimes, just like other kids.) Instead, they may lie about everyday things like chores and work.

This type of lying usually isn't about defiance. It's more likely that your child is having trouble coping with challenges related to ADHD. Here's what you need to know about ADHD and lying.

Why Kids With ADHD May Lie to Hide Difficulties: Kids with ADHD might lie not to get out of doing a task, but to hide that they're struggling with the task. It's a way of coping with challenges. And they may not even realize they're doing it.

Picture this scenario: You send your child to clean up the playroom. After an hour you call out and ask if the room is clean. Your child says yes. But when you go to check, the room's still a mess and your child's on the floor, playing with the toys. This isn't the first time your child has lied about doing a chore. So you get angry and frustrated that it's happened again. Why would your child say something that was so obviously not true, and risk getting in trouble? Especially for something as simple as cleaning up?

But that's the issue: The task of cleaning up isn't simple for many kids with ADHD. Their difficulties with starting tasks and planning them out makes it hard for them to do what's asked. And rather than face those difficulties or ask for help, they do nothing. Lying takes away the pressure of having to figure out how to clean up. And for them, that's worth getting in trouble for, especially if they're used to it.

The ADHD Brain and Lying: The ADHD brain is a big reason why kids with ADHD may lie about everyday things. Kids with ADHD struggle with a set of mental skills called executive functions. This can cause trouble with:

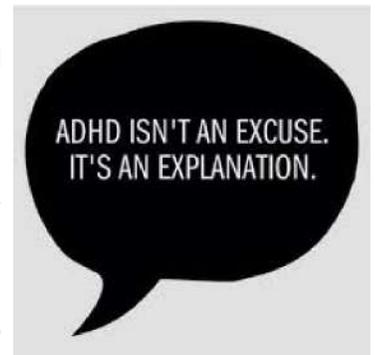
- Connecting the now to the future
- Thinking of, or remembering, consequences
- Organization and time management
- Understanding how they got to the place of lying to begin with
- Understanding that it's the lying that got them in trouble (not what they lied about)
- Knowing how to fix the original problem behind the lie

Also, some kids with ADHD can be unrealistically optimistic. They may think everything will just fall into place on its own.

How to Respond When Your Child With ADHD Lies: Repeated lying might make you view your child as dishonest. But knowing it's a reaction to a challenge can help you see your child in a different light. It can also help you find ways to curb this behavior.

Here are some constructive ways to help your child stop lying.

- Anticipate when your child might struggle—and give help. If your child struggles with sequencing tasks like setting the table, provide a list of steps. Look for patterns in when your child lies so you can figure out where there may be trouble spots.
- Don't take the lying personally. Try to remember that your child isn't trying to defy or disrespect you. Focus on what led to the lie rather than the lie itself.
- Avoid creating situations where lying is an option. If the rule is no TV until homework's finished, don't ask if it's done. Go check. And if it isn't done, tell your child to turn off the TV and finish the work.



- Remove the shame of lying. Don't excuse the lie, but show that you understand how your child came to do it. You could say, "It sounds like you were struggling. Let's figure out how you got to this place to begin with. Then let's figure out how to get you back on track."
- Help your child make connections. Talk about what happened and help your child recognize what went wrong. That includes what happened when your child lied. Then help brainstorm ways to handle things differently next time.

It's important to help your child break the cycle of lying and getting into trouble. Having that ongoing negative experience can take a toll on your child's self-esteem. It can also make it hard to stay motivated to keep trying. You can help avoid that by focusing on strengths and giving helpful types of praise when your child does positive things.

Key Messages:

- Kids with ADHD may lie to cover up their challenges.
- Try to focus on what led your child to lie, rather than the lie itself.
- Talking through challenges that lead to lies can help your child break the cycle of lying.

Source: www.understood.org

How to Talk to your Teens about Vaping

What your teens need to know

- Vaping is not harmless
- Vaping can increase your exposure to harmful chemicals.
- Vaping can lead to nicotine addiction.
- The long-term consequences of vaping are unknown.
- It's rare, but defective batteries in vaping products have caused fires and explosions.

Quick facts

- Vaping is intended to help smokers quit tobacco. Vaping is not for youth and non-smokers.
- Vaping is not harmless, yet Canadian teens are trying vaping products. Data from a recent Health Canada survey showed that 23% of students in grades 7-12 have tried an electronic cigarette.
- In a 2018 study of vaping products prices analysis found that the majority of vaping liquid available in Canada contained nicotine.
- There are characteristics that can make vaping products more difficult for you to recognize or detect: devices come in a variety of shapes and sizes, some resembling a USB flash drive; liquids can have high levels of nicotine and come in a variety of flavours; and vaping may not leave a lingering identifiable smell.
- Vaping products have many names, such as: e-cigarettes, vape pens, vapes, mods, tanks, and e-hookahs. They may also be known by various brand names.

Get More information: www.Canada.ca/vaping-info

10 WAYS TO BUILD CONFIDENT CHILDREN

Give praise when it's due
Praise your child when they do something correctly.

Success
Create opportunities for your child to experience success

Feedback
Young children rely heavily on adult feedback. Make feedback meaningful and positive

Constructive Criticism
Provide constructive criticism. Don't yell at your child. Help them to be the best they can be

Develop Autonomy
Let your child make their own decisions so they gain confidence in their own judgement

Accomplishments
Allow your child to be proud of their accomplishments

Be a role model
Set an example to your child. Be a role model and react positively to your child

Don't overcontrol
Allow your child to express their creativity. Don't start to control everything they do

Promote problem solving
Help your child to solve their own problems. This will make them feel more confident in their abilities

Avoid labels
Ensure your child has a positive view of themselves

 **@BelievePHQ**

Babies and toddlers should have NO screen time, according to WHO

Once again, new kids' screen time recommendations have been released—and this time, the message to parents is that you might want to think twice before watching the latest baby shark video with your littlest one.

New guidelines from the World Health Organization (WHO) recommend absolutely no screen time for children under one. This includes watching videos or TV and playing on the phone or computer. Rather, the research emphasizes the importance of educational interactions, like reading and storytelling, during leisure time with small children.

As for kids between the ages of two and five, the study encourages capping sedentary screen time at an hour a day—though even less is better.

By following these guidelines, WHO says caregivers will contribute to early childhood development and early learning opportunities, taking advantage of the greatest physical and cognitive growth stage (under the age of five) and teaching healthy lifelong habits.



Excessive screen time in kids under 5 is worse than we thought. Along with screen-time recommendations, the guidelines also offer advice around physical activity and sleep. “Physical inactivity has been identified as a leading risk factor for global mortality and a contributor to the rise in overweight and obesity,” says WHO. “Early childhood is a period of rapid physical and cognitive development and a time during which a child’s habits are formed and family lifestyle habits are open to changes and adaptations.”

Here are more details on WHO’s guidelines around physical activity and screen time:

Infants under one

- Be physically active several times a day in a variety of ways, particularly through interactive floor-based play (more is better), and at least 30 minutes of tummy time spread throughout the day
- Not be restrained for more than one hour at a time (in stroller, high chair, carrier, etc.)
- Screen time is not recommended. When sedentary, reading and storytelling with a caregiver is encouraged.
- 14 to 17 hours (0-3 months) or 12 to 16 hours (4-11 months) of good quality sleep, including naps

One- to two-year-olds

- Spend at least 180 minutes in a variety of types of physical activities at any intensity, including moderate to vigorous-intensity physical activity, spread throughout the day; more is better.
- Not be restrained for more than one hour at a time (in stroller, high chair, carrier, etc.) or sit for extended periods of time.
- No screen time for one-year-olds; for two-year-olds, sedentary screen time should be no more than one hour (less is better). When sedentary, reading and storytelling with a caregiver is encouraged.
- Have 11 to 14 hours of good quality sleep, including naps, with regular sleep and wake-up times

Three- to four-year-olds

- Spend at least 180 minutes in a variety of types of physical activities at any intensity, of which at least

60 minutes is moderate- to vigorous-intensity physical activity, spread throughout the day; more is better.

- Not be restrained for more than one hour at a time (in stroller, high chair, carrier, etc.) or sit for extended periods of time.
- No more than one hours of screen time, less is better. When sedentary, reading and storytelling with a caregiver is encouraged.
- Have 10 to 13 hours of good quality sleep, which may include a nap, with regular sleep and wake-up times.

“For the greatest health benefits, infants and young children should meet all the recommendations for physical activity, sedentary behaviour, and sleep in a 24-hour period,” WHO stresses.

The recommendations aren't without their detractors. Max Davie, officer for health improvement for the Royal College of Paediatrics and Child Health (RCPCH), told The Mirror that he believes while the guidelines provide useful benchmarks for families, they should be interpreted with caution.

“Our research has shown that currently there is not strong enough evidence to support the setting of screen time limits, and that screen use should be considered alongside a range of activities to assess its impact,” Davie says.

www.todaysparent.com

Why are Mirrors Good for Babies?

Want a toy that will keep your baby entertained and that is also good for their development? Put your wallet away, because you probably already have this in your home: mirrors! Yes, that mirror hanging on your bathroom wall can help your baby's development!

Why do babies like mirrors? Babies love faces! Babies especially love the faces of their parents and caregivers, but they also enjoy seeing all types of faces whether they are in books, faces of friendly visitors, or you guessed it – in the mirror!

How can playing with mirrors help my baby learn? Mirrors are a great way to help babies explore. Try holding baby in front of the mirror. They may even reach out to touch the "baby" in the mirror. Eventually, they will learn they are seeing their own face and start to recognize their reflection. While looking in the mirror with your baby, you can use this chance to help develop their vocabulary! Say the different parts of the face as you point to them on your face and baby's. If you are in front of a bathroom mirror with baby, that is a great place to respond to baby's babbling and make noises with baby. The extra echo makes it even more fun! A mirror is also a great way for baby to practice visual tracking. Make silly faces at baby in the mirror and see if they imitate you or make a different face back. Get siblings involved too for fun, bonding time!

Do I have to spend all day in front of the bathroom mirror? No, of course not! There are small mirrors made for baby to play with and even toys that have a mirror built-in. Make sure the mirror is unbreakable before giving it to baby. If there are any chips or cracks, do not give the mirror to baby as it may not be safe. Baby will enjoy playing with their mirror on the floor, in their high chair, or even in the car. Keep in mind that games you already play with your baby, such as peek-a-boo, can be extra fun with a mirror!

Source: <https://pathways.org/blog/mirrors-good-baby/>

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