

Advisor



UPCOMING AGM

**ATTACHMENT THEORY
& FOSTER CARE**

**ARE YOU PLANNING A
SUMMER VACATION?**

**CAN FOSTER PARENTS
WORK FULL-TIME?**

**THINGS TO REMEMBER
ABOUT SUMMER CAMPS**

**HELPING A CHILD
HEAL FROM TRAUMA**

POW WOW TIME

**FOUR TYPES OF
INTELLIGENCE**

**KID FRIENDLY
GARDENING**

**HOME FIRE
SAFETY PLAN**



Advisor

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OUR MISSION

The Saskatchewan Foster Families Association exists to support and encourage Foster families through education and advocacy, helping create healthy homes, positive environments, and brighter futures for children and youth across the province.

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AGM

ANNUAL GENERAL MEETING

The SFFA's upcoming AGM will be held on June 4th, 2022.







Please watch for more details to come, as we draw closer to the date.



Are you planning a summer vacation?

Did you know that the Ministry may pay exceptional travel costs up to \$500 to enable a child or youth in care to take a special holiday with their caregiver. Requests for Special Holidays may be considered once per child per calendar year. Upon returning from the trip, the caregiver will submit all receipts to the caseworker within 60 days.

Caregivers must provide a written request two months prior to the departure date of the planned special holiday in order to allow sufficient time for the Ministry to complete the approval process. The request should include:

-  Destination
-  Mode of Transportation
-  Length of Holiday
-  Number of Individuals Travelling
-  Type of Lodging
-  Planned Activities



7 Surprising Reasons Kids Need Responsibilities

1. Part of the family

Responsibilities make kids integral contributors to family and life and the household. They'll have a sense of belonging to a unit larger than themselves.

2. Sense of accomplishment

Having done something all on their own gives kids pride at a job well done. Rewards are intrinsic and come from within themselves, not from external sources.

3. Lifelong skills

As adults-in-training, kids need to learn the skills they'll need once they're grown. The more responsibilities they bear now, the more self-efficient they will be as adults.

4. Responsibilities = routines

Having the same tasks offers kids the routine they so often crave and function very well on.

5. See themselves as trustworthy

Entrusting kids with correctly carrying out responsibilities makes them feel reliable. Knowing we trust them forges a stronger bond between us.

6. No entitlement

Having chores reminds kids that some things don't come easily or at our whim. We have to earn what we want. Avoid spoiling kids.

7. Makes our lives easier

The more kids help out around the house, the easier the household runs. Sometimes it's necessary, as when the older child has to learn to use the potty on his own so that mom can feed the baby. Less picking up after kids means more efficient use of our time.

Source: sleepshouldbeeasy.com



Summer Camps

THINGS TO REMEMBER:



Families must receive prior approval before registering a child for organized activities



Families must ensure that the camp is safe and provides supervision and programming appropriate to the needs of the child



Summer camps must be accredited by the Saskatchewan Camping Association



Foster families will continue to be paid maintenance while the child attends camp however, are required to pay \$25 for each child in attendance towards the camp

Given the unique needs of children in care the following must be in place:

- The camp's discipline policy is consistent with the Ministry's discipline policy
- The camp has a policy for responding to children's complaints regarding harassment and abuse
- The children are aware of this policy and how to make a complaint



Can Foster Parents Work Full-Time?

People tend to have a laundry list of misconceptions when it comes to foster care. One of these common misconceptions is that foster parents must be stay-at-home parents. While it is wonderful if you have the privilege to stay home, it is simply not always realistic in this day and age. There are more and more households that require two incomes with the increased cost of living. Also foster parents are not always married or in a relationship, requiring that a single foster parent seek income outside the home.

So yes, you can work full-time while fostering, but be aware that it won't be as simple as dropping your foster child off at the sitter's while you go to work. Daycare centers, babysitters, and preschools all need to be approved through your agencies. It will simply take the support of those around you and the foster care system to make sure the child's needs are met.

Just like parents who care for biological kids, there are many working pieces to figure out when balancing a career and parenting. You need to have a plan — sometimes a written one — to show your social worker for approval on how you will handle the appointments and meetings you need to attend with your foster child and on his or her behalf.

In addition, you will need a plan for how you are going to juggle your schedule if the child becomes sick at school or daycare, or on holidays when school is out of session. On top of all of the meetings, classes, doctor visits, and social worker visits you may also need to find time in your schedule for reunification meetings where your foster child visits with his biological parents, and for court visits.

Beyond the schedule juggling, you should be aware that the less time you spend with your foster child, the longer it will take for the two of you to bond or attach



“ The ultimate goal of foster care being reunification, foster parents are caring for children often for an interim period.”

to one another. Some foster parents choose to only volunteer for short-term care, such as a weekend or a few days until a longer-term home is found.

Foster care is not at all meant to make your life more difficult. While there are expectations of care levels and nurture, the foster care system understands that foster parents are providing a service. The ultimate goal of foster care being reunification, foster parents are caring for children often for an interim period. With this, the system should be there as a support for any roadblocks that hinder the care of a foster child.

When a child is being placed in a foster home, all efforts are made to match the needs of the foster child with a suitable the foster family. One thing is certain: whether you choose to stay home, foster full-time, work full-time, or do respite care, there is a need for your love and supervision in the foster care system.

DID YOU KNOW?

The Ministry of Social Services issues requisitions (vouchers) to citizens to help with the purchase of goods and services. Foster families may receive requisition forms for immediate purchases children or youth need when coming into or while in their care. Required items may include clothing, diapers, formula, car seats or other special needs requests that are approved by the child's Caseworker. For a list of community retailers accepting vouchers and a list of things to remember when using a voucher, visit the following online link: <https://www.saskfosterfamilies.ca/resources-for-foster-parents/goods-and-services-vouchers>





ATTACHMENT THEORY

AND FOSTER CARE



As children develop, from conception to adulthood, they need support from those responsible for protecting them during this journey. When going through the various stages in this developmental process their experience of attachment plays a crucial role.

This continues throughout the young person's development, from absolute dependence, to independence and autonomy as an adult. And the different needs of children at each stage demand differing responses from those charged with their care.

Each develops at their own pace — from being unable to let their main carer out of their sight to the 'terrible twos', 'sibling rivalry' the 'lazy teenager' and so on.

Studying how a child attaches to their parents/carers helps us to understand how this process is affected by the nature and quality of our early experiences. This is particularly true of children who have experienced early trauma and/or neglect.

On the adjacent page there is a chart that provides the specific parent & child behavior for each type of

attachment: Understanding the impact of attachment and how it can affect the fostering experience for young people and carers is important.

Support and protection

All children need to develop a secure emotional attachment to their parents or their primary/main carer at an early stage.

Young people may seem 'unable' to learn, or understand consequences, behaving in ways that seem to guarantee they won't get what they want.

They may even feel responsible for their problems and those of their parents, believing themselves to be 'bad' or deserving of punishment.

The quality of the attachment relationship a child develops with their key caregiver is a good indicator of their ability to cope and adapt.

And as the child grows, this relationship means they continue to view this caregiver as a potential source of comfort in any stressful situations.

Attachment Type	Caregivers Behaviours	Child Behaviours
Secure	<ul style="list-style-type: none"> • React quickly and positively to a child's needs • Responsive to child's needs 	<ul style="list-style-type: none"> • Distressed when caregiver leaves • Happy when caregiver returns • Seeks comfort from caregiver when scared or sad
Insecure - avoidant	<ul style="list-style-type: none"> • Unresponsive, uncaring • Dismissive 	<ul style="list-style-type: none"> • No distress when caregiver leaves • Does not acknowledge return of caregiver • Does not seek to make contact with caregiver
Insecure - ambivalent	<ul style="list-style-type: none"> • Responds to child inconsistently 	<ul style="list-style-type: none"> • Distress when caregiver leaves • Not comforted by return of caregiver
Insecure - disorganized	<ul style="list-style-type: none"> • Abusive or neglectful • Responds in frightening, or frightened ways 	<ul style="list-style-type: none"> • Not attaching behaviours • Often appears dazed, confused or apprehensive in presence of caregiver

Unfortunately, this can continue to be the case even if the caregiver proves to be abusive, neglectful, fails to protect them, or their life seems to be in chaos.

For foster parents, this can clearly prove a challenge, as the child seeks comfort and approval from whichever caregiver to whom they have been attached.

The effects of attachment on foster parents

Attachment relationships are a biological inevitability, designed to ensure a child's protection and survival.

But a child or young person's ability to attach and form a bond with a caregiver often depends on the type of care they received from others earlier in their life.

It's important that foster parents get appropriate support to promote healthy attachments for the children and young they care for in their family.

And where young people are removed from birth parents permanently, it's vital that the appropriate matching and training takes place.

Foster parents looking after children who have disorganised or extremely anxious attachments can experience similar emotional upheaval.

Of course, fostering can be challenging at any time – but the stress involved in caring for some children can have a serious impact on the placement success.

In such situations, support from social and/or professional networks is typically a major factor in alleviating carer stress.

Particularly important is access to timely and effective support from social workers and other professionals.

Research has shown that the absence of this can exacerbate the strain on carers and their families.

Meeting a young person's needs

Some younger children with a history of maltreatment can respond quickly to changes in their emotional environments, forming secure attachments to carers.

But research and experience tells us that this will not always be the case with certain children.

Some appear to resist support, continue to distrust adults and seem unable to seek care or comfort when distressed.

In these cases, if foster parents wait for a 'signal' or sign from a child to provide care, the young person's needs may remain completely unmet.

We know that looked after children benefit greatly if they can develop secure attachments with their caregivers.

To enable this for those with attachment or trauma issues, foster parents can aim to engage with them at their emotional age (rather than chronological).

In order to ensure that young people with attachment issues are cared for most effectively during foster placements, several measures can help:

- Capacity of prospective carers to recognise/ tolerate difficult behaviour and remain sensitive/ responsive to a child's needs should be evaluated
- Regular training and support to ensure carers can reflect on a child's behaviour with reference to their needs rather than react immediately to their behaviour
- Carer access to reflective space and non-judgmental listening to promote sensitive, responsive care and alleviate the strain on all concerned

Any professionals, including foster parents, who are asked to care for or work with looked after children should have basic but specific training.

This should concern the impact of early attachment issues and trauma on those children.

And the support available should be proactive — not crisis driven or occurring only when stress levels are unacceptable.

Attachment and teenagers

A young person may appear to be settled, happy and thriving in a foster family environment. But one of the triggers that can disrupt the situation for all concerned can be the onset of puberty. The stresses

and confusion for a young person during this time and their teenage years, can pose problems in terms of changing behaviour.

Another potential influential factor is young people's vulnerability to harmful external influences. A teen's early experiences of mistrust, inappropriate attachment and confusion about relationships can make them an obvious target. The potential threat of controlling relationships, sexual exploitation or gang associations increase for those with an inability to manage social relationships.

Understanding parent & child (relationship) responses (behaviours)

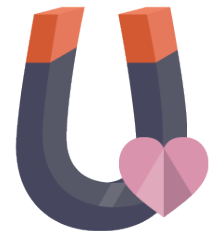
According to the Attachment Theory, a child builds an emotional bond that connects them with their primary caregiver across time. There are four types of attachment; secure, ambivalent, avoidant, and disorganized. Most children have a secure attachment with their primary caregiver, but in the foster care system, this may not be the case.

Many children that are in the foster care system have been removed from their primary caregiver, and that in itself can impact their ability to attach to others (particularly foster parents).

Fostering isn't without its challenges, but it's also incredibly rewarding when you know you've had a positive impact on a young person.

Sources: https://www.nfa.co.uk/story/story_category/introduction-to-attachment-and-foster-care-joe-nee/

<https://www.embracetfc.com/post/attachment-theory>



DID YOU KNOW?

In any cases where Foster Parents need clarification of a policy, there is an investigation into a Foster Parent's home, or you need help walking through a difficult situation, the SFFA has advocates readily available to help you through these circumstances.

To contact one of our advocates, simply pick up the phone and dial our main office at **1 (888) 276-2880**.





Home **FIRE** SAFETY Plan

Everyone in your home has a role to play in your home's fire safety. Both adults and children should be familiar with smoke alarms and home fire escape planning.

ADULT CHECKLIST:

- Are the batteries working in all your smoke alarms?
- Do you test the batteries in the smoke alarms at least once every three months?
- Does the entire home practice your plan once every three months?
- Does your fire escape plan include two ways out of each room?

DO THE DRILL:

Follow these easy steps to complete a fun fire drill:

1. Call everyone together and let them know you are going to do a practice fire drill.
2. Explain that when the smoke alarm goes off, everyone should quickly and carefully leave the home and go to the outside meeting place.
3. Ask everyone to go to a different room and wait for the alarm. After several minutes, set off the smoke alarm by pushing the test button and watch everyone's actions.
4. When everyone reassembles at the outside meeting place, ask each person to explain what they did when they heard the alarm.
5. Review any questions and if wanted repeat starting in different room.

KID'S CHECKLIST:

- Do you know the sound that a smoke alarm makes?
- Do you know what to do if you hear the alarm?
- Are all the exits in your home clear of furniture, toys and clutter?
- Do you know the safe place outside to meet if a fire occurs?



Powwow time

What is a Powwow?

A Powwow is a social gathering held by groups of people. Powwow time usually involves Native people (First Nations) meeting together, to join in dancing, singing, visiting, renewing old friendships and making new ones. This is a time to renew thoughts of the old ways and to preserve a rich heritage. Originally a Powwow, or “celebration” as it was called in the old days, was held in the spring to welcome the new beginnings of life. Often different tribal nations would come together for the occasion. During these general meetings those in attendance would settle arguments between different groups, form alliances, and trade with one another. It was also a time for families to hold naming and honoring ceremonies. The original Pow Wows often were of religious significance and therefore consisted of different religious songs and dances.

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The Powwow brings the circle of the people closer together – closer to their community and their culture.”

Please note that at contemporary Pow Wows religious dances are usually not performed. Some trace the word “Powwow” to the Algonquin language. The term originally pronounced “pauau” or “pau wau” meaning gathering of medicine men and spiritual leaders in a curing ceremony. The early European settlers thought that the term referred to a council or large gatherings of Native peoples, so the word spread throughout the nation. As more tribes and members learned the English language, they accepted the term and definition given to their social gatherings.

A contemporary Powwow is a social event for everyone to have a fun and entertaining time, whether you’re a Native American or just interested in knowing more about their cultures. Pow Wows offer a time for Native Americans or just interested in Native American cultures. Pow Wows



offer a time for Native Americans from a variety of different tribal nations to get together and participate in visiting, singing, and dancing. It is also a chance for our non-Indian friends and families to take part in inter-tribal dancing as a Powwow is considered a cultural sharing event for all to learn about Native Americans and share ideas and information.

The circle is an important symbol to Indian cultures because it symbolizes the continuation of life. To the Native American people, life is never ending, like the circle. The Powwow brings the circle of the people closer together – closer to their community and their culture.

Powwows today are still very much a part of the lives of modern Indian people. The Powwow season generally runs from March to September or later, and some families “go the circuit” for the entire season. Competitive singing and dancing for prize money is a fairly recent change in the traditional Powwows. Only registered contestants can participate in the dancing contests.

Pow Wow Etiquette

Everyone is welcome at Pow Wows!

Pow Wows are one of the best ways to experience culture firsthand.

Before you go, there are some things you should know first:

- **Be on time.** The committee is doing everything possible to ensure that activities begin and run smoothly. Please cooperate in this regard.

- **Dress appropriate.** Appropriate dress and behavior are required in the arena. Anyone unwilling to abide by this rule will be asked to leave by the Arena Director. (If you are going to dance, try to wear dance clothes.)
- **Don't sit on benches for dancers.** Arena benches are reserved for dancers. Dancers wishing to reserve a space on the bench should place a blanket in that space before the dance begins. Please do not sit on someone else's blanket unless invited. Uncovered benches are considered unreserved.
- **Listen to the Master of Ceremonies.** He will announce who is to dance, and when.
- **Respect the position of the Head Man and Head Woman Dancers.** Their role entitles them to start each song or set of songs. Please wait until they have started to dance before you join in.
- **Dance as long and as hard as you can.** When not dancing, be quiet and respect the arena
- **Be aware that someone standing behind you may not be able to see over you.** Make room, step aside, sit, or kneel if someone is behind you.
- **Show respect to the flags and Honor Songs by standing during “special” songs.”** Stand in place until the sponsors of the song have danced a complete circle and have come around you, and then join in. If you are not dancing, continue to stand quietly until the song is completed.
- **While dancing at any paw wow, honor the protocol of the sponsoring group.**





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Remember that in each area you travel to and visit, things can and will be slightly different than your area.”

- **Some songs require that you dance only if you are familiar with the routine or are eligible to participate.** Trot dances, Snake, Buffalo, etc. require particular steps or routines. If you are not familiar with these dances, observe and learn. Watch the head dancers to learn the procedures. Only veterans are permitted to dance some veteran’s songs, unless otherwise stated; listen to the MC for instructions.
- **The Flag Song, or Indian National Anthem, is sung when the Flag is raised or lowered.** Please stand and remove hats during the singing of this song. It is not a song for dancing.
- **Powwows are usually non-profit.** It depends upon donations, raffles, blanket dances, etc. for support. Donations are encouraged as a way to honor someone. Any participant can drop money onto the blanket to aid in the powwow expenses. Support the committee and buy raffle tickets.
- **Certain items of religious significance should be worn only by those qualified to do so.** Respect the traditions.

- **Giveaways, attributes of Indian generosity, are held at many dances.** They are acknowledgments of appreciation to recipients for honor given. When receiving a gift, the recipient thanks everyone involved in the giving. Note: all specials and giveaways must be coordinated with the Master of Ceremonies. Please remember that it is traditional to make a monetary contribution to the drum for this request – clear this through the MC.
- **The Drums are sometimes closed, check with the head singer for permission to sing.**
- **If at any time you are uncertain of procedure or etiquette, please check with the MC, Arena Director, or head singer.** They will be glad to help you with your questions.
- **Take a chair.** Most powwows will not have seating for the public or enough seating for everyone. Also remember that the benches in the arena are for dancers only.
- **No alcohol or drugs are allowed at powwows.**
- **If taking pictures, ask the dancer first.** Remember common courtesy and ask permission. Group photographs are usually alright to take, but you might want to ask the committee first.

Remember that in each area you travel to and visit, things can and will be slightly different than your area. Different groups and have different customs and methods of doing things. Different is not wrong, just different. Be respectful of the uniqueness of each area.

For more info and to view upcoming Pow wow schedules visit... <https://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-saskatchewan/>



Sources: http://kahnawakepowwow.com/?page_id=18
<https://www.powwows.com/pow-wow-etiquette2/>

7 WAYS TO HELP A CHILD HEAL FROM TRAUMA

When children experience abuse, abandonment, or other deep hurts, the adults in their lives may not know how to help them.

Many people believe topics like psychological healing only belong to the professionals. But “professionals,” however helpful they may be, do not have enough time to impact children in the same way as those who are involved with them daily.

1. TEACH YOUR CHILD TO TALK

It is important to remember two words when working with anyone experiencing trauma and hurt: “hope” and “encouragement.” This isn’t about telling someone they should paint over all their problems with happy thoughts. Instead, it is about offering a way out from the despair left over from trauma.

Talk to your child about what happened. There is no way to manage trauma without at least acknowledging that it happened. Most people

are raised in homes where no one talks about “the elephant in the room.” But if you want to help a person heal from any type of hurt or trauma, it is important to discuss it.

Once you begin talking about difficult subjects, you give your child permission to do as well. You are teaching them it is okay to talk about these things.

2. THE ‘TRAUMA NARRATIVE’

One useful tool for healing is the “trauma narrative.” It is a book created by a child, sometimes with the help of an adult, that tells the story of what happened. Each page shows a scene in the “drama,” with the climax being where the worst part of the trauma occurred. If the child has complex trauma involving many different types of abuse, including emotional abuse, the story could be written without a climax but include different pieces of what happened.

Continued...

“If you want to help a person heal from any type of hurt or trauma, it is important to discuss it.”

Helping a child create their trauma narrative by drawing different pictures and writing about the steps leading up to significant events can be very therapeutic. Once the book is complete, sitting down with the child and reading it helps them continue to process through feelings associated with the events and helps them overcome the effects of the trauma.

3. TEACH YOUR CHILD TO TRUST THEMSELVES

Children are often impressionable. It is so easy to teach a child that they cannot trust themselves. Particularly in abusive homes, children are taught not to feel or to think on their own. They are usually taught to do what their parent says without question and to overlook their own experiences.

Teaching a child to trust their intuition is not overly difficult, though it often takes time. Start by having a discussion with your child about how important it is to trust one's own inner voice, or conscience. Continue asking your child how they feel about certain experiences. This act will help your child learn that to look inside is an important aspect of life.



4. SHOW YOUR CHILD HOW TO GRIEVE

Most children (and really, most adults) are not taught how to grieve. Most people are taught “Don’t cry,” “Keep difficult emotions to yourself,” “Be strong,” “Move on,” and other similar methods of coping with loss. When working with emotionally injured children, you can best help them by not only teaching them how to talk about their feelings, but also about how to grieve.

How do you do this? There are a couple of ways:

- One is through personal example. Here, you demonstrate your own grief about something.
- Another is when you ask your child questions, such as, “What do you miss about so-and-so?”

Or, “If you could talk to so-and-so, what would you say?” Try to ask open-ended questions that generate feelings.

Grieving involves processing through feelings until they are complete. Children need not analyze this concept. They just need permission to talk, cry, be angry, and express their emotions until they are done. Grief is finished when it’s finished. There is no timeline for grief, and everyone processes emotions on their own schedule. Talk to your child about these concepts and give them permission to “process” through any feelings at their own pace.

5. TEACH YOUR CHILD ABOUT BOUNDARIES

One important topic you can introduce to your child is the concept of boundaries. Boundaries can be physical and emotional. Physical boundaries include a person’s body and physical space. Emotional boundaries include how a person is treated emotionally, mentally, and psychologically.


Art is one effective intervention for teaching children this concept. You can draw a picture of a line, wall, or some type of boundary indicator. On one side of the line, write down attributes of healthy boundaries, such as, “respect,” or “does not touch me in a way that is unsafe.” On the “boundary violation” side of the barrier, write a list of unhealthy boundary violators, such as “name calling,” or “yelling.” You and your child can create this drawing together.

Of course, you will need to use age-appropriate language. The main concern is to teach your child emotional intelligence and about how to protect themselves from unsafe relationships.

6. IDENTIFY THE ‘HURT SELF’ AND THE ‘STRONG SELF’

Teach your child that it is okay to talk about difficult memories. Explain that they have a “hurt self” that needs to be healed. In addition, let your child know they aren’t only hurt, but that they also have a “healthy self” or “strong self” capable of overcoming hard things. The strong self will help heal the hurt self.

To help your child identify what is hurt, you can ask questions about thoughts, fears, feelings, and dreams. See if your child can identify how they experience the pain from the trauma they have



“ When working with emotionally injured children, it helps to not only teach them how to talk about their feelings, but to teach them how to grieve.”

endured. If your child is not interested in going that deep, just talk to them. Say, “I know you are hurt. Here are some suggestions for helping yourself heal.”

It is helpful for parents and other significant leaders in a child’s life to learn how to teach them important life lessons, especially those involving emotions. Since most people generally do not understand emotional health, this can prove challenging—mainly, because most people haven’t been taught themselves.

I recommend drawing two pictures for your child: one a hurt child, and one a healthy child. The hurt child could look sad and have tears. The strong child could look steadfast and concerned. Teach your child that these two “parts of self” exist within them, and that their job is to learn how to nurture and heal the hurt part of the self.

7. IDENTIFY HURTING BELIEFS AND HEALING BELIEFS

Help your child identify things they tell themselves about life or personal identity. Beliefs children often have when hurt tend to be very personalized; beliefs such as, “I am unlovable,” “The world is not safe,” or “I will never be happy again.” Any type of negative, devaluing belief can be ingrained in a

child’s head for years, decades, or even a lifetime. It is beneficial to help your child identify these beliefs early on.

Have your child write down a list of unhealthy beliefs. Some include thoughts such as, “If I were a better child, my mother would not be on drugs,” “If I were thinner, my friend would not have rejected me,” or “I need to be a perfect student to have a good life.” If your child is old enough, work with them to identify unhealthy beliefs.

Once these unhealthy thoughts have been identified, make a list of helpful, healing beliefs for your child to replace the unhealthy thoughts. After this, remind your child to replace the unhealthy beliefs with the healthy beliefs. Make sure they understand this process is building an essential inner recovery “muscle” and will require practice to develop.

This article is not intended to be a substitute for professional advice, diagnosis, medical treatment, or therapy. Always seek the advice of your physician or qualified mental health provider with any questions you may have regarding any mental health symptom or medical condition.

Source: <https://www.goodtherapy.org/blog/7-ways-to-help-child-heal-from-trauma-0327185>



Tidal waves

The further away you get from a place, time, or situation — especially traumatic formative experience — the more vivid it gets, it seems. Because oftentimes, when you are in the eye of the storm, you are simply trying to survive. You feel everything in tidal waves, but it's a constant surge of information, saturation, and pain, and so you start to sort of live in that space of stress and darkness without realizing its effects — both short and longterm.

It's only when you get some space that you can make

better sense of it, or see yourself from outside of yourself. At least that was my case after I aged out of foster care. I was young — so it was school all day, then back to my foster parent's house, then school again. I was so ashamed of my situation that the shame cloaked me in class or in the hallways or during my walk home. All I could feel was the being in it, the present-ness of it, the seemingly-eternal sense of loss.

All throughout my life, I've written poetry, and I found myself writing poems all throughout my time in foster care (I even still have some notebooks, but I can't say it's good). The poems were messy, raw, and painful. Now, when I write about my experience in foster care, inhabiting that orphan mentality, the poem's have got a clear depth and a self-understanding.

I came across a few poems written by others, who's words resinated with me.

- Lisa B.

...Each time we come to a new place
I try to hide one shirt
beneath the mattress
just to keep the smell of home.
Sometimes they find it,
squeeze it through the wringer;
hid long enough, the cloth absorbs
the air around it, loses its memories....

- Terry W.

How does a person so small leave
so many things behind
a crib full of air, the nibbled books
days grow long here
among your tiny, linted socks
the sound of you not calling and your
name—we are learning
what our hands are for
we wait to hear of you
to know, what our love has fostered
whether
it is better for you to remember us
or to forget

- Cristi B.

In our "Foster Corner" we would like to highlight anything from foster inspired stories to artwork submitted by foster parents on behalf of children in their homes. If you have a foster story, poem, artwork or some other foster related experience or information to share with our readers, please send it in! All communication or submissions for "Foster Corner" can be sent by email to taylor@sffa.sk.ca

TAKING A CLOSER LOOK AT THE 4 TYPES OF INTELLIGENCE



INTELLIGENCE QUOTIENT

EMOTIONAL QUOTIENT

SOCIAL QUOTIENT

ADVERSITY QUOTIENT

According to psychologists, there are four types of intelligence:

1) Intelligence Quotient (IQ): this is the measure of your comprehension ability”, solve maths; memorize things and recall subject matters.

2) Emotional Quotient (EQ): this is the measure of your ability to maintain peace with others; keep to time; be responsible; be honest; respect boundaries; be humble, genuine and considerate.

3) Social Quotient (SQ): This is the measure of your ability to build a network of friends and maintain it over a long period of time. People that have higher EQ and SQ tend to go farther in life than those with

high IQ but low EQ and SQ. Most schools capitalize in improving IQ level while EQ and SQ are played down.

A man of high IQ can end up being employed by a man of high EQ and SQ even though he has an average IQ.

Your EQ represents your character; your SQ represents your charisma. Give in to habits that will improve these three Qs but more especially your EQ and SQ.

EQ and SQ make one manage better than the other. It is best to not only have IQ but also to be EQ and SQ.

Now there is a 4th one... a new paradigm:

4) The Adversity Quotient (AQ): The measure of your ability to go through a rough patch in life and come out without losing your mind. AQ determines who will give up in face of troubles, who will abandon their family or who will consider suicide.

Children should be exposed and encouraged to other areas of life, and not just academic. They should be taught to value manual work (avoid using work as a form of punishment), sport and art. Develop their EQ, SQ and AQ. They should become multifaceted human beings able to do things independently of the parents.

Source: <https://www.linkedin.com/pulse/according-psychologists-four-types-intelligence-iq-eq-yarramsetty/>

“ Prepare the child for the road, not the road for the child.”
- Unknown



Kid Friendly Gardening using Recycled Materials

Growing a children's recycled garden is a fun and environmentally friendly family project. Not only can you introduce the philosophy of reduce, reuse, and recycle but re-purposing trash into recycled planters for kids to decorate can also spark your child's love of gardening. In short, it helps them develop ownership of the food and flowers your family grows.

Recycling in the garden with kids is all about finding ways to reuse ordinary household materials that might otherwise end up in a landfill. From milk cartons to yogurt cups, kids and recycled containers naturally go hand-in-hand.

Creating a children's recycled garden helps your kids see how disposable items or something which they have outgrown or worn out,

can have a second life. Here are a few of the many items which can be made into recycled planters for kids to decorate and use:

- **Toilet paper tubes** – Make a biodegradable pot for seedlings by cutting 1" slots in one end of a toilet paper tube. Fold this end under to make the bottom of the pot. No need to remove the seedling at transplanting time, simply plant the tube and all.





- **Plastic food containers and bottles** – From fruit cups to milk jugs, plastic containers make wonderful reusable planters for seedlings. Have an adult make several drainage holes in the bottom before using.
- **Milk and juice cartons** – Unlike toilet paper tubes, beverage cartons have thin layers of plastic and aluminum to prevent leakage and should not be planted directly in the ground. With a few drainage holes poked in the bottom, these cartons can be decorated and used for starting houseplants and garden seedlings.
- **Paper cups** – From fast-food beverage containers to those disposable bathroom cups, reusing paper cups as one-time seedling pots is doable. Whether or not they should go in the ground will depend if the coating is wax or plastic.

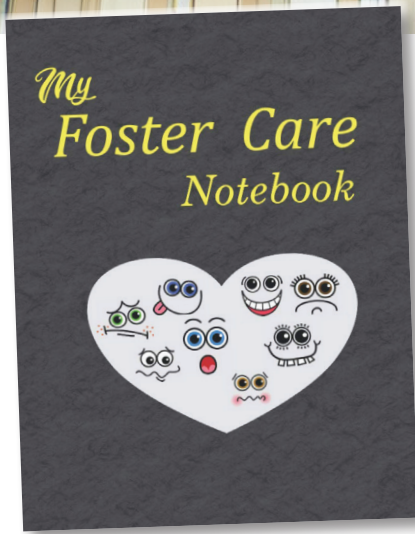


“Creating a children’s recycled garden helps your kids see how disposable items or something which they have outgrown or worn out, can have a second life.

- **Socks** – Using old socks is a fun and easy way to decorate plastic cups used for planting, since they don’t biodegrade.
- **Boots** – Use a drill to make holes in the soles for whimsical boot flower or veggie planters.
- **Compact discs** – Hang old CD’s around the garden to scare birds from ripe fruits and veggies.
- **Toys** – From trucks to building blocks, re-purpose those broken or unused toys into interesting patio planters.
- **Egg shells** – A fantastic way to start small seedlings indoors. When the seedling is ready to be planted outside, place the shell and seedling directly in the ground. The eggshell will decompose over time and help fertilize the soil.



goodreads



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MY FOSTER CARE NOTEBOOK: This Journal Helps Foster Parents Keep a Daily Record and Memories of Both Their Journey and the Children They Care For

by Mr Peter H Nickson (Author)

Easily keep records, memories and stay organized. This notebook is not just about record keeping (although it is a time saver), it's about being able to look back on a journey for both you and the children you care for, to treasure the memories and to see how far you have come together.

This notebook includes :

- Child Health/Appointments
- Incidents
- Contact With Others
- Child Behaviour
- Any Progress
- Comments From School/Other
- Memories
- What Would I Do Differently Today - What Did I Do Well Today
- Photo
- Notes

If you are a Foster Carer then you know the importance of keeping thorough and accurate records. This is something that can be challenging in the busyness of day to day life. This notebook can be a great tool to keep organized whilst also giving you something to look back on.

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