

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



National Resource Center for Foster Care and Permanency Planning Hunter College School of Social Work

Sibling Practice

Overall Training Objectives

- Enhance understanding of issues concerning siblings in out-of-home care.
- Expand knowledge and skills in making appropriate placement decisions for sibling groups.
- Enhance knowledge and skills in the recruitment and retention of resource families willing and able to parent sibling groups.
- Enhance ability to present appropriate information to the court to support sibling groups.
- Increase knowledge of policy and legislation affecting sibling placements in participants' jurisdictions.

This curriculum was begun as a project stemming from the National Leadership Symposium on Siblings in Out-of-Home Care, sponsored by Casey Family Programs and the Neighbor to Family agency. Thanks to the developers: Mia Alvarado, Sue Badeau, Susan Dillard, Susan Dougherty, and Lynn Price.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Session at a Glance (3.5 hrs)

Welcome

Introductions with Warm-up Exercise - Siblings Over Time 35 minutes

Myths and Truths about Siblings 45 minutes

The Sibling Relationship Across the Lifespan
10-25 minutes

Break 15 minutes

Personal Testimonial 15 minutes

The Sibling Bond and Children in Foster Care
10-25 minutes

In Your State 20 to 60 minutes

*Times for individual activities will vary, depending on the type of participants. For presentation to a legal audience, **In Your State** will require greater detail; reduce time given to **The Sibling Relationship Across the Lifespan** and **The Sibling Bond and Children in Foster Care***

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Session Objectives

At the end of this module, participants will be able to:

- articulate the importance of sibling relationships in their own lives and the lives of others;
- differentiate between myths and truths about the separation of siblings in child welfare cases;
- explain the importance of gathering data on siblings in child welfare;
- describe some of the negative effects of separation on siblings in out-of-home care; and
- identify legislation and policy that covers siblings in care in their own states.

Time 3.5 hours

Materials

Easel, flip charts, markers, tape

Handouts and Overheads:

- Handout 1.1** Sibling Practice Curriculum – Agenda
- Handout 1.2** Learning Objectives
- Handout 1.3** Siblings in Foster Care – Statistics
- Handout 1.4** The Emotional Burden of Separation
- Handout 1.5** Siblings in Out-of-Home Care Bibliography
- Handout 1.6** Sibling Litigation Case Summaries

Appropriate Participants

Module 1 can be presented, in whole or part, to audiences including resource parents, caseworkers, child welfare supervisors, guardians ad litem, attorneys, judges, and the general public. Module 2 is intended for presentation to caseworkers and supervisors.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Facilitator Preparation:

Welcome/Introductions: The training agenda on **Handout 1.1** should be adjusted to reflect the activities and timeframes chosen for each presentation.

The Emotional Burden of Separation: You may wish to reproduce and use as a handout a personal account of an individual separated from his/her siblings in childhood who then searched for them in order to re-establish the sibling bond. See **Suggested Resources**.

Guest Speaker: Arrange for a guest to give a 15-minute first-person account of sibling separation. The type of speaker should be appropriate to the audience:

- a group of resource families might be addressed by a resource parent who has cared for siblings who have been separated as well as those who have been kept together;
- caseworkers might hear from a youth who is active in an advocacy group;
- legal professionals may benefit from a story told by a guardian ad litem, CASA, or attorney who has represented separated siblings.

Ask your local child welfare agency or foster parent association for recommended speakers, or contact a local or national sibling advisory group.

Alternatives to Guest Speaker:

If you are unable to arrange for a guest speaker, show a video that presents a first-person account of sibling separation. You may prepare your own video with someone in your area, use one of the videos recommended in **Suggested Resources**, or use another appropriate video of

Notes

NRCFCPP Sibling Practice Curriculum Module 1: *The Issues*



your choosing.

Another alternative is to use short video clips of youth/alumni of care in between activities throughout the modules, rather than one 15-minute segment.

The Sibling Bond and Children in Foster Care: Secure any statistics available for your jurisdiction and/or state on sibling placement and separation in out-of-home care, and prepare a handout for participants.

In Your State: Facilitator should research and prepare information about state policy, legislation, and case law regarding sibling issues. If possible, ask an attorney familiar with this area of law to assist in preparation and/or present the material in this section.

State case law on sibling child welfare issues. Secure copies of any case law that affect sibling placement or visitation in your state and prepare a handout for participants.

Personal Stories: At several points during the curriculum participants may share or experience personal information of a highly emotional nature. Be attentive to any participants who appear to be having difficulty during discussions; check in with them at the earliest opportunity to make sure they are alright. If someone seems fairly upset, do not hesitate to suggest that it is normal and responsible for individuals to seek counseling for events which are very emotional.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Welcome/Introductions

35 minutes

Welcome participants to the session – Sibling Practice Issues – and introduce yourself as the trainer. Inform participants of the session’s objectives and what they can expect from the training – an opportunity to expand their understanding of sibling issues as well as to learn best practice guidelines. Review the agenda (**Handout 1.1**) and learning objectives (**Handout 1.2**), pointing out the subject matter and timeframe of the training.

Give information about basic housekeeping functions such as location of restrooms, smoking policy, request to turn off cell phones and pagers, etc.

Have participants introduce themselves, giving their name and whatever information you wish to elicit and ending with the answer to the question “What is your role in supporting siblings in out-of-home care?”

Indicate that some of the subject matter of this training may touch on deeply emotional issues for some participants; request that anyone who may be troubled by material that is connected to personal issues of loss and grief let you know.

Distribute flip chart paper and markers to participants.

Have participants draw a picture that represents themselves, their siblings, and their relationships over time. Provide starting points for participants to think about, such as:

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



- Have you experienced conflict and/or closeness with your siblings? Has that changed over time?
- Have your siblings been a place to turn in time of trouble?
- Have you been separated or estranged from your siblings? Were you then reunited?

For those who do not have siblings, have them choose either (1) to represent their feelings about not having siblings over time (from childhood to the present) or (2) to substitute another relationship such as cousins, childhood friends, etc. When all are finished, have volunteers share, starting with the instructor.

Participants often share deeply personal stories and do not need further prompting to visit points of particular interest to this training, which would include separation and loss, reunification, important contributions a sibling has made in one's life and care provided by or to a sibling. Questions you may want to use to focus the sharing will depend on the information provided by participants, but may include:

- If your sibling had not been there for you, what might have happened?
- How has your relationship changed over time?
- How do you envision your relationship when you are aged?
- How did/does it feel to be estranged/separated from your sibling?

If individuals share personal information that was distressing to them, be sure to check in with them at the next opportunity to see if they need help stabilizing or calming down.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Summary: Thank volunteers for sharing their personal stories. Summarize some of the major themes of their stories.

Transition: We have been talking about ways sibling bonds are important. However, siblings are often separated when they enter foster care, or when one or some of them are adopted. We're going to take a look at some of the reasons that have historically been given for doing so, and examine how well they actually serve the needs of the children.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Myths and Truths about Siblings

45 minutes

Ask participants to brainstorm reasons siblings are separated. List on a flip chart. Be sure the following issues are included:

- Parentified child
- To prevent sibling rivalry
- Attention needed by special needs child
- Abuse

Divide participants into four small groups and assign one of the above issues to each group. Give groups 10 -15 minutes to talk about their issue and use flip charts to develop two lists related to their issue:

- Arguments for Separating Siblings
- Arguments for Keeping Siblings Together

Have each group report out, and lead a discussion with the large group on each issue. Be sure the following points are included:

Myth: The “parentified child” should be separated from younger siblings in order to give him/her a chance to be a child.

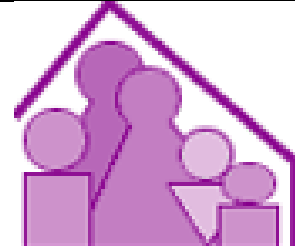
Truth:

- Informed practice tells us that separating such a child from younger siblings is detrimental to the younger ones, who now must face placement in an unfamiliar home without both parents and the older sibling who could be a source of comfort and support.
- It is also a negative experience for the older child,

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



- who feels responsible for the care of siblings and may suffer great anxiety about their fate.
- Placing such a group with a resource family who understands the sibling dynamics can allay the fears of all the children and allow them to gradually develop a more “normal” relationship under the tutelage of adults.
 - The responsibility felt by an older child for a younger sibling is not necessarily negative. It can be used constructively by foster/adoptive parents to help both children develop appropriate roles with each other. The caregiver child can be helped to become a child again and the younger child can learn that adults can be trusted.

Myth: Brothers and sisters should be separated to prevent sibling rivalry.

Truth:

- Sibling rivalry is a fact of life in all families. It may even be that such squabbles are a way children learn to deal with other forms of conflict.
- Separating siblings in order to prevent sibling rivalry both increases the trauma of removal and denies children the opportunity to learn to iron out their differences in a safe and supportive environment.
- When children are separated because of sibling rivalry, it teaches them that the way to deal with conflict is to walk away from it, not work it out. Siblings who remain together learn how to resolve their differences and develop stronger relationships.

Myth: A child with special needs should be placed separately from siblings in order to receive more focused attention.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Truth:

- A special needs child does not necessarily benefit from being the only child in a family. An only child may receive a lot of attention but the child may also then become for the parents the embodiment of all their hopes and aspirations. This child may be expected to change troublesome behavior sooner than he or she is able.
- Often, children with intense special needs are placed in specialized homes that have multiple children with such needs, or in congregate care or residential facilities. In a family setting with their own siblings, such children may actually receive greater individual attention than in one of these placements.
- Children with special needs also have the same needs all children have: to be loved, to belong, to feel safe. Families are what satisfy these needs, and brothers and sisters are part of families.
- In addition, placing a child with special needs alone makes him or her the sole focus of the resource parent's attention, distorting the child's sense of place in the family and possibly overwhelming him or her. Living in a family as just one member of a sibling group – as the child did in the family of origin – allows him or her to maintain normal relationships with both brothers and sisters and with the new adults in the family.
- A better solution is to recruit, prepare, and support resource families who are able to effectively care for both the special needs child and his or her siblings.
- In some cases the child's special needs may be behavioral problems that are difficult to handle. Again, the child may often do better if his or her behavior is not the sole focus of the family, and the presence of siblings provides both support and models of more appropriate behavior.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



- Sometimes behavioral problems improve over time when the child is removed from the abusive or neglectful situation in which they arose.
- When children with behavioral problems are placed in specialized homes, congregate care or residential facilities with other children, they may learn additional difficult behaviors from other children in the same placement.
- When a sibling is removed from a home because of behavior problems, remaining children get the message that the same thing can happen to them. It reduces their sense of trust in adults.

Myth: Siblings should be separated if one is abusing another.

Truth:

- Certainly if one child is inflicting serious physical, sexual, or emotional abuse on another, separation is in order. However, these are situations in which that child should not be placed in a household with any other children, because the abuse may then be transferred to another victim.
- It is important to distinguish between sibling rivalry and “normal” sibling hostilities, which occur in most families, abusive behaviors that can be controlled by the resource parents, and more serious forms of abuse. It is important to have a framework for defining what is truly abusive behavior.
- Furthermore, removing a sibling from a foster/adoptive home because he/she has abused a brother or sister does not guarantee that the abuse will not continue in another environment. Therapy may be a more appropriate intervention.
- A good rule of thumb to apply is to answer the

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



question “What would we do in a biological family not involved with the child welfare system?” Would siblings be separated there? What other actions could be taken to keep the victimized child(ren) safe?

Summary: *Some previous placement practices did not fully consider how important sibling connections are. As a result, there was often not enough creative problem-solving related to the challenges posed in keeping siblings together. This contributed to the myths about siblings that we now know to be untrue.*

Transition: *We’re going to take a look now at how the relationships between brothers and sisters lasts, literally, “from cradle to grave.”*

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



The Sibling Relationship Across the Lifespan

10-25 minutes

*If curriculum is being presented to a legal audience, cover this material in the shorter time to allow greater depth of coverage in the **In Your State** activity.*

Present the following information in a short lecturette:

- The importance of the sibling relationship has only been recognized and researched within the last two decades.
- The sibling relationship is unique. It is longer lasting and more influential than any other, including those with parents, spouse or children.
- Siblings can be comforters, caretakers, role models, motivators, faithful allies and best friends.
- While the bonds may wax and wane, a person's quest for personal identity is undeniably interwoven with his or her siblings.
- In the past it was assumed that parent-child relationships sowed the seeds of adult behavior, but there is growing awareness that the interplay between siblings also exerts a powerful life-long force.
- There are many personal accounts of siblings who were separated in childhood and who have spent a lifetime searching for each other because of the emotional need to re-establish the sibling bond.

Divide participants into five groups, one for each life stage of early childhood, early/elementary school years, adolescence, adulthood and old age. Tell each group to talk for about 10 minutes about the ways siblings typically interact during that stage, drawing on their own experience and observations. Tell each group to select one story or

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



anecdote to illustrate.

Have groups report out and share their selected stories. Be sure the following information is covered:

- In early childhood, siblings typically spend large amounts of time together. They are constant companions and playmates. Thus the sibling relationship influences social and cognitive learning. Through games and conversations with each other, children learn such skills as helping, sharing and cooperating.
- In the early school years, the social skills children acquire from their relationships with their brothers and sisters extend beyond the home, influencing interactions with peers.
- During adolescence, once-close siblings may temporarily weaken their ties as they exert their individuality and independence. This is to be expected, and does not influence how close siblings may be as adults.
- In adulthood, when they may have families of their own, the needs of their families usually take precedence over the relationship with each other, but the sibling ties often emerge stronger during this period. Siblings generally want to share their adult struggles and triumphs with each other.
- The cycle of the sibling bond comes full circle when the siblings reach old age, after their parents and spouse may be gone and their children are raising children of their own. The bond between them often intensifies as they once again become each other's companions, sometimes living together for the remainder of their lives.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Tell a short personal story about the changing roles of a sibling in your own life. Ask for volunteers to share similarly. Limit the sharing to no more than 10 minutes. Prompts for eliciting further information about participant stories might be:

- How did that relationship change as you got older (or how do you expect it to change as you continue to get older?)
- How has your appreciation for your sibling changed over time?
- Do you expect to remain close (or become closer) to your sibling as you get older?
- When you were a child, who would have filled that role if you had not had a sibling?

If individuals share personal information that was distressing to them, be sure to check in with them at the next opportunity.

Summary/Transition: *Work done in psychology and social work over the past 20 years has increased our understanding of the sibling bond over the individual's lifetime. After a short break we will hear one person's story of how separation from a sibling affected his/her life.*

Break – ask participants to take a 10-15 minute break.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Personal Testimonial

15 minutes

At this point it is suggested that a first-person account of sibling separation be used to direct the focus of the session to the real emotional results of sibling separation. A videotaped account or interview can be substituted. See **Facilitator Preparation** for more information.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



The Sibling Bond and Children in Foster Care

10-25 minutes

*If the curriculum is being presented to a legal audience, cover this material in the shorter time to allow greater depth of coverage in the **In Your State** activity.*

Statistics

- The sibling bond described previously exists in children raised in well-adjusted families but it is even stronger for brothers and sisters whose parents have been unable to meet their needs. They learn very early to depend on and cooperate with each other to cope with their common problems. (Bank & Kahn, 1982)
- There are over 500,000 children in foster care across the United States. (USDHHS, 2002)
- There are no reliable national statistics, but it is estimated that 55-69% of children entering the foster care system have at least one sibling; about 30% have 4 or more.
- Current estimates indicate that as many as 75% of sibling groups end up living apart after they enter foster care (Staff and Fein, 1992).

Review statistical information in **Handout 1.3**.

If statistics are available for the state/jurisdiction receiving training, distribute and discuss. Be sure to include the following questions in the discussion:

- What do these statistics tell you about the way siblings in out-of-home care are treated in your state/jurisdiction?

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



- What more do you want to know?
- What can you do with this information to improve sibling practice?

If such statistics are not available, lead a brief discussion using questions such as:

- What would it take to get such data collected and made available?
- What part can you take in advocating for or making that happen?
- What would you do with such data if it were available?

Summary: All we know about siblings in out-of-home care on a national level must be extrapolated from a few jurisdictions. In this state (summarize data available in the state).

Transition: Statistics can tell you how many children are affected by being separated from their brothers and sisters, but they don't tell us what that separation means to them on an individual basis. That's what we'll look at next.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



The Emotional Burden of Separation

Siblings can be very important relationships. To highlight this, let's do a guided imagery activity to help you get in touch with the way you feel about your siblings.

Lead a short guided imagery. Ask participants to close their eyes; read the following, pausing for 5 full seconds when you see 3 dots (...) and 10 full seconds when you see 6 dots (.....).

Imagine yourself as a child at age 10...you are at home with your family...everyone is there – look at each one...if you did not have siblings, think about a friend, a cousin or other relative with whom you had a close relationship.....

Look at your siblings and answer these questions silently:

Who really likes whom?...

Who's the bossiest?...

Who fights the most?...

Whom do you like most?... Dislike most?...

A car pulls up outside. A woman comes inside and tells you, "You and your siblings are going to live with different families for a while." She takes you away in the car, and a different car picks up your siblings.....

She takes you to a family you don't know and leaves you there...

How do you feel?.....

What would you be thinking about?...

What concerns would you have?...

Tell participants to open their eyes. Lead a brief discussion about what participants were feeling and thinking.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



Lead a second guided imagery:

Imagine yourself as a parent...If you do not have children, try to imagine it.....

Your children are being taken away from you and separated from each other while they are placed in foster care.....

How do you feel?.....

What would you be thinking about?...

What concerns would you have?...

Tell participants to open their eyes. Lead a brief discussion about what participants were feeling and thinking.

Ask participants if anyone would care to share an experience he/she may have had in which he/she was separated from parents and/or siblings.

Cover the following information from **Handout 1.4**:

- For most children separated from their siblings, it means losing the only significant relationship they have known.
- Children placed in out-of-home care suffer many losses. First and foremost, they are separated from their parents and possibly other family members. Unless the placement is within the community, they are separated from neighbors, friends, schoolmates, teachers, and the security of a familiar environment. Additional losses may include those of pets, possessions, extended family, babysitter or child care workers, and other trusted adults in the community (Dougherty, 2002).

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



- Separating siblings in foster care or through adoption adds to their emotional burden. They have already had to cope with the separation and loss of their parents. When separated from siblings, they experience the grieving process all over again and may lose the one person with whom they still have a lifetime connection.
- Being placed together with siblings adds to a child's feeling of safety in a strange environment.
- Studies have shown that even babies experience depression when they are separated from their brothers and sisters. In one study it was found that a 19-month-old girl was better able to cope with separation from her parents than from her siblings. The children in this family were placed in different foster homes, resulting in the baby's loss of speech, refusal to eat, withdrawal and inability to accept affection. This pattern persisted even after she was reunited with her parents. It was not until her brothers and sisters rejoined the family that this little girl resumed her normal behavior. (Meyendorf, as cited in Hegar, 1988).
- Brothers and sisters separated in foster care experience trauma, anger and an extreme sense of loss. Research suggests that separating siblings may make it difficult for them to begin a healing process, form attachments and develop a healthy self-image (Hegar, 1988.)
- Sometimes it is only through their siblings that children have been able to gain any positive esteem. When they see good qualities in a brother or sister, they are less likely to see themselves as "a bad kid from a bad family." Siblings are often able to reveal to each other parts of themselves that they are

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



- reluctant to share with anyone else, thus strengthening the bond between them.
- The early ties siblings form remain even when they are separated in foster care or through adoption. Today a greater number of former foster children are searching for their siblings than are searching for their biological parents.

Invite participants to share experiences they have had with children in care, birth families, or resource families that illustrate the strength of the sibling bond. Limit sharing to no more than 15 minutes. Themes to listen for and reinforce during the sharing might include:

- the importance of siblings in one another's lives;
- determination of children, youth, and alumni of care to retain connections or re-connect with siblings from whom they have been separated;
- behavioral evidence of the stages of loss and grief (denial, anger, depression, bargaining) that children displayed after separation; and
- ways caseworkers or foster parents recognized and helped support sibling bonds.

Refer participants to **Handout 1.5** for references and additional resources on this subject.

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



In Your State

20 to 60 minutes

Discussion of state law is appropriate to all audiences. However, the depth of the presentation will vary considerably. Resource families and general audiences need only receive a brief overview of state legislation. Caseworkers should receive somewhat more detailed information, including statutory citations, regulations and policies, and any information about how statutes are applied in practice. Attorneys, judges and guardians ad litem should receive a full presentation on the law. This section is ideally presented by an attorney, especially if presenting to a judicial or legal audience.

If a full hour will be devoted to this section, as when presenting to attorneys, reduce the time spent in discussions at the conclusion of **The Sibling Relationship Across the Lifespan** and **The Sibling Bond and Children in Foster Care**.

State Law

If all participants are from one state: Review any existing State law and policy on placement of siblings. Elicit from participants if possible; provide copies of applicable statutes/policy as background/handouts.

If multiple states are involved: Be prepared with handouts containing statutes and policy from each state. Have participants form groups in which two states are represented and brief one another on their statutes/policies.

Federal Law

The Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272) contains no enforceable sibling rights that could be heard in a federal court. The same is probably true

Notes

NRCFCPP Sibling Practice Curriculum

Module 1: *The Issues*



for the Adoption and Safe Families Act of 1997 (ASFA) (P.L. 105-89), but it is a relatively new law and there have not been many cases where there is a claim that a sibling issue was decided in a way that violated ASFA provisions.

Case Law

Using **Handout 1.6** and any relevant state case law, discuss relevant case law; concentrate on the stories of the children involved as told by case decisions.

Lunch Break: Ask participants to break for lunch and give them the time to reconvene for the afternoon session. Advise them that the afternoon session will be devoted to practice issues regarding siblings in out-of-home care.

Notes



NRCFCPP Sibling Practice Curriculum

SUGGESTED RESOURCES

Examples of Personal Accounts of Sibling Separation and Search for Reunion

Agur, R. (1998). Surviving foster care: A day with Shane Salter. *PACT, An Adoption Alliance*. [Online]. Available: <http://www.pactadopt.org/profiles/shane.html>

April Curtis: Sibling Advocate. *FIY3.com*. [Online]. Available: <http://www.fyi3.com/fyi3/Independent/success/Curtis.cfm>

Bodie, Y. (2001). The epidemic of sibling losses. *Fostering Families Today, I(1)*.

Graham, K.A. (2003, July 22). No giving up in sibling search. *Philadelphia Inquirer*, B7.

Gregoire, N. (2002, Nov. 3). Separated siblings, mom savor revelry. *Tampa Tribune*. Order online at <http://archive.tampatrib.com/>

LeBlanc, R.D. (2004). RD on tv: Gracie’s choice. *Reader’s Digest*. [Online]. Available: <http://www.rd.com/common/nav/index.jhtml?articleId=9527214&channelId=5&subChannelId=19>

Video Resources

The Sibling Connection: Keeping Brothers and Sisters Together Through Adoption
Division of Children and Family Services, Oklahoma Department of Human Services
Contact: Deborah Goodman, telephone 918-588-1735; email
Deborah.Goodman@okdhs.org.

Maine Youth Leadership Advisory – *Sibling Separation in the Foster Care System* talk show– on website at <http://www.ylat.org/>. Contact: Penthea Burns, telephone 877-792-YLAT; email pburns@usm.maine.edu

Camp to Belong video clips of children talking about their siblings. Contact: Lynn Price, telephone 888-7-BELONG; email info@camptobelong.org; website <http://www.camptobelong.com/>

Curricula for Preparing Resource Families

Center on Child Welfare, Department of Social Welfare, UCLA School of Public Policy and Social Research. *More than one: Preparing families for sibling adoptions*. Phone: (310) 206-2696.

Jane Addams Hull House
Neighbor to Neighbor National Training Program
10 South Riverside Plaza, Suite 1700
Chicago, IL 60606
Marshiela Harris, Director of Program Services
mharris@hullhouse.org
<http://www.hullhouse.org>

Recruitment Examples

Sibling Poster
Dave Thomas Foundation for Adoption
<http://www.davethomasfoundationforadoption.org/html/resource/index.asp>

Public Service Announcements
Johnny Watkins; Rosa Rodriguez
Dave Thomas Foundation for Adoption
<http://www.davethomasfoundationforadoption.org/html/resource/index.asp>

Alabama Family Finders poster: "You tell him"
(attached)

Adoption and Foster Care Public Service Announcements
Hennepin County, Minnesota
All available for purchase with instructions for adding agency contact information
http://www.co.hennepin.mn.us/vgn/portal/internet/hcdetailmaster/0,2300,1273_82261_100130083,00.html
"Miss My Brother"
"Cradle"
"Be a Family"
"Healing"
"Save a Family"
"Reunited"



How would you explain to him
that he and his 2 little sisters
can't be together because
there are no foster homes
available tonight that can take
3 kids?

Got room? ... Got love?....
BE A FOSTER PARENT!

The relationship with our siblings is the longest lasting relationship of our lives. That relationship will usually last longer than the relationship you have with your parents, your husband or wife, or your children. Unfortunately, due to a lack of available foster homes, brothers and sisters who come into foster care are often forced to be separated from each other at a time when they need each other the most. Be a part of the solution. Show your commitment to keeping brothers and sisters together by becoming a foster family.

The process to become a foster parent includes background checks, and a 30 hour preparation course to help your family decide if fostering is right for you.

For more information about becoming a foster parent or for information about courses starting in your area, contact your local Department of Human Resources or Family Finders at:

1-866-4-AL-KIDS
www.familyfinders.org