



Communicating About Kids in Care: Understanding Stigmas & Stereotypes

Take a moment to think of the representations you've seen of children who were adopted or in foster care throughout your lifetime. Television, movies, news stories, and social media have often portrayed these youth using stereotypes. Children who are part of "the system" are usually shown in one of two ways. They are often depicted as disadvantaged kids with struggles that they can't overcome. These troubled youth lash out at anyone who wants to be close to them to push them away. Or these young people may be portrayed as "miracles" after they have actually achieved some level of success. Adoption is sometimes depicted as a reward after great hardship, such as in the films *Annie* or *The Blind Side*.

Negative attitudes and misgivings towards relative care, adoption, and foster care are so ingrained in pop culture that they're almost invisible. Many shows and movies make light of it and go for casual "he/she is adopted" jokes to explain socially unacceptable behavior or to indicate this person doesn't belong. These jokes can be emotionally damaging when internalized by children who have been adopted, who are being cared by relatives, those in foster care, and their families.

Stigmatized and Stereotyped

Stigma is defined as a mark of disgrace associated with a particular circumstance, quality, or person. Children who were adopted and youth in care are often stigmatized because their trauma has been misinterpreted. These children are wise to how others may see them, which impacts

their psychological health and development. Once these children become teenagers, their identity struggles are more complex than that of the average young adult.

An older youth in care shared in the online magazine *The Imprint*, "A long time, I myself believed what adults both involved in and outside the child welfare system thought of me. I remember overhearing a social worker referring to me while speaking with a foster parent as a 'lost cause.' That was not the last time I heard those words during my time in care. It took many years for me to shake the preconceived notions that followed me for most of my life." Another youth shared, "The thing is that we are just kids like anyone else. We deal with more unfortunate events in our life than most people do at our age, but we have resources and support, and like any normal person, we try to work through our baggage. Nobody wants to be a statistic."

Other People's Words

The child in your care has a former life that



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you first learn about through a conversation or words on a printed page. No matter the child's age, their entire life experience cannot possibly be shared in so few words. There may be descriptions provided by multiple caseworkers, therapists, educators, and birth parents. Read, listen, and accept all the information, but make your own conclusions based on your experiences with the child. It is imperative to put the negative feedback from others in the perspective of the trauma the children have endured. Kids who have spent time in foster care have documented evidence of every bad thing they have done that follows them wherever they go. Who else is expected to live like that?

Unfortunately, case notes can contain inaccurate information. This could happen from having multiple caseworkers or, in the case of a sibling group, from confusion about which child the information pertains to. Sometimes an incident that isn't remarkable in the context of common childhood mistakes becomes a big deal when that child is in care. Every event seems to be examined more closely than it would be for the average child.

One family shared the story of what it was like at the beginning of the placement process for two of the young siblings they adopted. "We were excited to start the first overnight sleepovers at our home. We concentrated on making the boys feel safe, wanted, and joyful. Although it was exhausting, we had a great time together. We didn't expect the struggle that came at bath time. These kids pitched a

fit! Full-on tantrums, screaming, and ... fear. We couldn't understand it. When we were able to calm them down, they shared that a former caregiver was abusive. The bathroom was where they were hit with hairbrushes and forced to sit in hot tubs of water as punishment. There wasn't any record of this happening that was shared with us. We learned something profound that night. Always look for the reason behind the behavior. This was way beyond not wanting to get cleaned up for bed. Believing and

listening to them helped build a foundation of trust in our relationship."

It would have been easy for this family to simply believe the words on paper they had previously read about their kids. It was indicated that they were defiant, prone to temper tantrums, didn't listen, couldn't sit still, and many more negative descriptions—most of which could describe lots of kids without a trauma background. However, if you look at these behaviors through a trauma-informed lens, you can see that these weren't bad children.

They were children who had experienced bad situations.

School Issues

Nowhere are the words on paper or proclamation of foster care status more impactful than at school. As an adoptive/foster parent or relative caregiver, you may find that the school system takes up more of your time than you could have ever imagined. A large proportion of youth who were



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adopted or who are in care receive special education services. Unfortunately, sometimes the low educational achievements and behavior problems of these youth can be attributed to negative and stigmatizing mindsets and comments from school staff.

Research has revealed that almost three-fourths of IEPs of students in foster care included one or more negative or critical comments. For example, when describing how a child lost motivation to perform well in class, a teacher noted that the youth was abandoned by his mother, placed with his grandmother, rejected, and returned to foster care. Nevertheless, the teacher concluded, “He needs to stop brooding and get on with his life.” In addition, research indicates that when teachers criticize youths’ poor school performance and attribute their poor outcomes to their abilities, these kids will exhibit less effort and low motivation to complete schoolwork.

What can you do to make school a more positive experience and not a constant battleground? First, you may need to set boundaries with the teachers and administrators. To have a more harmonious home life, problems at school need to be taken care of there. Or, as one adoptive family put it, “school takes care of school.” For example, if middle-school child in your care calls someone an inappropriate name, does that merit a phone call home? Or is that something the school staff can take care of on their own? Would the parents of a child without the stigma of foster care or adoption

be getting the same phone call? When you have set boundaries with the school and let the professionals figure out how to best educate your child, your home will be a safe place to land at the end of a hard day.

You may find it necessary to pick your battles. What’s important in the long run? Do you want to sit in the kitchen angrily working on late homework together for hours? Or do you want to spend time playing ball in the driveway or watching your favorite family TV show? Again, schoolwork can often be taken care of at school—perhaps the child will lose a recess, need to stay late, or even take summer school. The lesson children are

learning is that there is a logical consequence for not doing the work that needs to be done. This will build strength of character and independence in the long run.

Most kids who were adopted or who are in foster care will not have emotional growth

and maturity that fits the traditional model. You may find that you need to share information about the trauma the child in your care has experienced with school staff and explain how this has impacted their development. How much you share depends on the child’s age, your relationship with school staff, and what the child is comfortable with you sharing, especially for teenagers. Keep in mind that if you are a foster parent, confidentially guidelines must be followed. Additionally, share with their teachers that as a family, you are taking small steps and celebrating every victory. Shift the focus from negative comments when you can. If a teacher complains about the child’s



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behavior, perhaps you could ask them what positive qualities they see. For example, when you get a report that your child has been running and yelling in the halls, a good response might be, “Well, he hasn’t thrown a desk in over a month, so that seems like progress!”

Working Together

Overcoming stigma and stereotypes takes a tremendous amount of patience. Each day is a new start. A second-grade teacher shared a story of an adopted child who had spent the first four years of his life steeped in traumatic experiences and slowly made progress with anger issues at school. “I knew things were turning around when his little arms were sweeping everything off my desk in a fit of rage, but he slowed down and maneuvered around my can of Mountain Dew, so it didn’t spill!” Celebrate small successes day by day and watch them turn into long-term behavioral changes.

All children and teens need adults who are there for them— people who connect with them, communicate with them, spend time with them and show a genuine interest in them. This is how they learn to care for and love others. A school counselor shared, “Parents can love their children but not necessarily love what they do—and children need to trust that this is true.” We tend to praise children more when they are younger, but teenagers need praise too, even though they act too cool to care. The National Child Traumatic Stress Network reports that support from family, friends, people at school, and community members are all needed to provide a sense of safety at home, at school, and in the community. Instead of focusing on the negative stereotypes, family members, teachers, mental health providers, and child welfare workers can all work together to create a positive outlook for the child.



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Resources

From the [Lending Library](#)

- *Fostering Resilient Learners - Strategies for Creating a Trauma-Sensitive Classroom*, by Kristin Souers with Pete Hall
- *Keeping It Secret: Teens Write About Foster Care Stigma*, by Youth Communication

Inspiration & Hope from [No Matter What Families](#)

- [Ask “What Happened To You” Not “What’s Wrong With You”](#)

Additional Resources

- [Stop Traumatizing Teens in Foster Care With Negative Stigma](#)
- [Stigma Associated with Youth in the Foster Care System](#)
- [Teachers' Negative Comments Toward Youth in Foster Care with Disabilities: How Do They Relate to Youths' Problem Behaviors, School Attitudes, and School Performance?](#)
- [An exploration of the effects of stigma on the experiences of foster care alumni](#)
- [Being an Effective Parent -- Helping Your Child Through Early Adolescence](#)

