

# Letter for Teachers

Dear Teacher,

**CHILD** is excited about this school year, and so are we. I wanted to share some information about our **CHILD** that will help you get to know them.

**CHILD** was adopted/joined us in **kinship care/joined us in permanent care** at (age), and we have **(limited information on their early life, are in an open adoption/kinship/permanent care with their birth family, etc.)**.

Here is all our relevant contact details **(any persons permitted contact and on what basis)**

**CHILD** has a number of interests which include **(list them)**

Due to some of the disruption in CHIDL'S early life, while **CHILD** is ? years old chronologically, **CHILD** is actually ? years old neurologically. As a result **CHILD** needs to be provided with activities and support that promotes their neurological growth – at the right stage of development so that they can progress to someday catchup academically, emotionally, physically and socially.

For some children that disruption means they have difficulty concentrating, holding pencils and writing or find transitions or noises in the classroom overwhelming. They may also get confused, be forgetful, daydream or become irritable, withdrawn and anxious or aggressive. They need your help to maintain relationships and to help them with triggers like harsh lighting, shouting, bells and loudspeakers, slamming doors and unwelcome or unexpected transitions or touch. They need reassurance to build their trust and a calm, structured environment with someone that will encourage them to try again. They would also benefit from a quiet space to go to when they feel overwhelmed. These behaviours are considered trauma or attachment related behaviours and offer a means of communication. We hope that you might consider this behaviour as communication and not as "bad" behaviour when you see it.

You are in a significant position to send a message about families formed by adoption/kinship or permanent care to the other children in this class and their families. There are 50,000 like minded children that have had different experiences living away from birth parents who need support in a manner that addresses their needs. Our hope is that students will receive a positive message about the many ways that families are formed. Some children are born to their parents, and sometimes families are formed by kinship, permanent care or adoption. Regardless of how families come about, they are all families.

I thought it might make help you if I shared some appropriate responses to common questions children may ask about this.

# Letter for Teachers

## Where are CHILD'S real parents?

**CHILD** has two sets of real parents: the parents who gave birth and the parents who are Mum and Dad forever.

## Why didn't CHILD'S birth parents keep them?

**CHILDS** birth parents were unable to parent/raise them when they was born. Sometimes in families it is not safe for the child to stay with their parents and they need to go to another home. **CHILD** is now in a safe home just like yourselves.

## Why doesn't CHILD look like CHILDS Mum?

Children usually look like the parents that gave birth to them, don't they? **CHILD** probably looks like their birth parents.

Some school assignments may be hard for us. I'm not asking that you change the task, but I would appreciate an advanced warning and some flexibility to adapt the assignment to fit our family's circumstances. Some examples of school assignments that might be challenging for **CHILD** would include:

- creating a family tree
- bringing in baby pictures or sharing birth or young infancy stories
- discussions of inherited traits
- birthdays, mothers day or fathers day.

I would welcome an opportunity to meet with you after you have had a chance to get to know my wonderful **CHILD**. Can we schedule a time to talk in about three weeks?

I would also love to read some books or provide you with some books about families formed through adoption, kinship, permanent or foster care for the class or library. We find books to be excellent conversation starters and this helps **CHILDS** understanding too.

If you are interested in learning more about how early childhood experiences like trauma affect my **CHILD**, I would welcome you considering the resources available at PCA Families for teachers [here](#). These resources may also help with sharing this message more widely to the broader school community, parents and staff.

We are looking forward to working with you to make this a great year for **CHILD**. Thank you for helping **CHILD** to build their emotional, behavioural and developmental capabilities.

All the best, **YOU**

## Source

Adapted from <https://creatingafamily.org/adoption-category/adoption-blog/a-letter-to-my-adopted-childs-teacher/>