Learning Through The Art of Storytelling

Jennifer Crissman Ishler, Sara Krum, & Louise Sharrar
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC Conferences mobile app or website
**Audience Engagement**

**Website:** [slido.com](http://slido.com)

**Event Code:** storytelling

- Throughout the presentation questions are collected in slido;
- Slido limits questions to 160 characters;
- Audience can upvote other’s questions;
- Most popular questions will be addressed at the end
What area are you most excited to hear about today?
Chapter 1
TEACHING WITH STORIES
Once upon a time...

— Prologue

— Cast of Characters
History of Storytelling

— The old, old days
— The role in education
Digital Storytelling

1851 - First formalized adoption law, the Adoption of Children Act was passed in Massachusetts

1917 - Minnesota passed the first law mandating social investigations of all adoptions

1930’s - 1950’s - Social workers controlled adoption placement decisions and all adoptions were Closed Adoptions

1960 - The birth control pill was approved, reducing the number of unplanned pregnancies.

1960’s - Women’s Liberation Movement, provided women with more reproductive rights.

1960’s - The Civil Rights Movement, impacted adoption as it provided African Americans civil rights equal to those of Whites.

1970’s - Birth Father’s Rights Movement was passed

1973 - U.S. Supreme Court ruled Roe vs. Wade, allowing a woman the right to carry a pregnancy to term.
Importance of Storytelling

**Increase Learner Engagement**
- Emotionally connect
- Help learners relate
- Encourage reflection

**Instructionally Sound**
- Make info easier to remember
- Makes complex concepts lucid
- Link to theory to practice
Storytelling in the Adoption Class

- Personal stories of
  - birth parents
  - adoptive parents
  - adoptees
  - professionals

- Students becoming the storytellers
Our Journey Begins…

— Kickoff Meeting
— Course Outline
— Development Schedule
Plan...Who

— Guest Speakers
  ○ Triad members
  ○ Professionals
  ○ Permissions
— Title of Story

Adoption
Video Speaker Series
Plan...What

 Alignment

 Storyboarding
  o Develop intro scripts
  o Develop interview scripts
  o Consider best practices
Plan...When

Scheduling
— Room availability
— Classes in session, class change, noise, traffic (loud busses), lawn mowers, leaf blowers, construction
— Weather/ Environment
Plan...Where

Location
- Focus on Penn State
- Fireside chats
- Use of green screen
Green Screen Before & After
Plan...How

Video Capture
— Lighting
— Camcorder and tripod
— Microphones
— Room setup
— Dress attire
Storytelling in Action
It’s a Wrap

— Post-production
— Playlists
— Video Reviews
— Kaltura/Canvas
— Accessibility

AVSS: Adoptive Father Video (38:44)

Transcript: AVSS: Adoptive Father
Chapter 3
DEMONSTRATING LEARNING THROUGH STORIES
Prompt: What was the most powerful moment for you in listening to Matt’s story? Explain why.
What was the most powerful moment for you in listening to Matt’s story? Explain why.
Active Learning Discussion Reaction

**Prompt:** What was the most powerful moment for you in listening to Matt’s story? Explain why.

**Student Response:** Dr. C, your husband reminds me so much of mine – a sensitive and compassionate man who is a devoted Christian family man. When he started to discuss the moment when you two had just checked into your hotel room in Guatemala, and you received the call that “your baby is in the lobby,” I was on and off crying from that point on, listening to his story and watching you two interact as he told it. It was beautiful! When he said: “Becoming a parent in that way is really special.” Wow – very powerful!
Prompt: Taking what you have learned in this course (lectures, articles, videos), pick 2 core issues and react to what you heard from Matt.

Student Response: Just for a lack of a better term, I’ll call it guilt – when Matt stated: “How do you thank a foster mom, who cared so well and lovingly for Emily for 5 ½ months?” He seems to feel bad for being unable to express his gratitude in a way that equates what that foster mom did. Very endearing!
Active Learning Discussion and Rubric

L06 Active Learning Discussion

Discussion Questions:

For this discussion, test your understanding of the 5 core issues facing adoptive parents based on the content you read and the two Adoption Video Speaker Series (Adoptive Mom) and (Adoptive Dad) you watched in this lesson.

During this discussion, we would like you to primarily focus on the way the adoptive mom (Lori) and the adoptive dad (Matt), communicated their stories. Follow the instructions in each of the steps below.

Step 1:

In this step, we would like ALL students to answer the following: What are your overall thoughts/feelings/opinions/reactions between Lori, an adoptive mom, and Matt, an adoptive dad? Discuss similarities and/or differences between these two adoptive parents.

Step 2:

At this time, EACH student should answer all of the following questions focusing on Lori (adoptive mom) and Matt (adoptive dad), from the Adoption Video Speaker Series, Adoptive Parents:

1. What was the most powerful moment for you in listening to Lori's story? Explain why.
2. What was the most powerful moment for you in listening to Matt's story? Explain why.
3. Explain at least one moment that surprised you in listening to Lori's story.
4. Explain at least one moment that surprised you in listening to Matt's story.
5. Taking what you have learned in this course (lectures, articles, videos), pick 2 core issues and react to what you heard from Lori.
   a. Core Issue #1:
   b. Core Issue #2:
6. Taking what you have learned in this course (lectures, articles, videos), pick 2 core issues and react to what you heard from Matt.
   a. Core Issue #1:
   b. Core Issue #2:
7. If there is one thing you could ask Lori (adoptive mom) about her story, what would it be?
8. If there is one thing you could ask Matt (adoptive dad) about his story, what would it be?
9. In your opinion, what role, if any, did the gender of these two adoptive parents play in their thoughts and views about pursuing adoption? Explain your thoughts.
10. In your opinion, which one of the 5 core issues would be the most challenging for adoptive parents to deal with? Explain your thoughts.

If needed, refer to the Discussion Guidelines and Policies section for assignment expectations and grading criteria. This resource can also be accessed via the Student Resources section.

HDFS 497 Active Learning Discussion (ALD) Rubric 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Discussion</td>
<td>5.0 pts Excellent</td>
<td>5.0 pts</td>
</tr>
<tr>
<td>Posting</td>
<td>Posts well-developed assignment that fully addresses and develops all aspects of task.</td>
<td>3.0 pts Good</td>
</tr>
<tr>
<td>3.0 pts Excellent</td>
<td>Posts well-developed assignment that addresses all aspects of the task. lacks full development of concepts.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
</tr>
<tr>
<td>3.0 pts Good</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td></td>
</tr>
<tr>
<td>3.0 pts Excellent</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
<td></td>
</tr>
<tr>
<td>Replies/Content</td>
<td>Posts no assignment.</td>
<td></td>
</tr>
<tr>
<td>Initial Post and Replies: Timeliness and Participation</td>
<td>5.0 pts Excellent</td>
<td>5.0 pts Unsatisfactory</td>
</tr>
<tr>
<td>Timing and length of initial posts and replies, and the number of replies exceeds minimum standards.</td>
<td>Timing and length of initial posts and replies, and the number of replies are too short, and the number of replies are too infrequent to allow other student to respond.</td>
<td></td>
</tr>
<tr>
<td>3.0 pts Good</td>
<td>Initial posts and replies are too long and too short.</td>
<td></td>
</tr>
<tr>
<td>References and Support</td>
<td>0.0 pts Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>Uses references to literature, readings, or videos to support comments. References are cited correctly both within the text and at the end.</td>
<td>0.0 pts Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>3.0 pts Excellent</td>
<td>Incorporates some references from literature and videos. References are appropriately cited within the text and at the end.</td>
<td></td>
</tr>
<tr>
<td>3.0 pts Average</td>
<td>Lacks substantive use of outside references and sources. References are not properly cited within the text or at the end.</td>
<td></td>
</tr>
<tr>
<td>0.0 pts Unsatisfactory</td>
<td>Includes no references or supporting experience. References are not properly cited within the text or at the end.</td>
<td></td>
</tr>
<tr>
<td>Clarity and Mechanics of Effective Writing</td>
<td>0.0 pts Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical errors or spelling.</td>
<td>0.0 pts Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>3.0 pts Excellent</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td></td>
</tr>
<tr>
<td>3.0 pts Good</td>
<td>Communications in friendly, courteous, and helpful manner with some errors in clarity or mechanics.</td>
<td></td>
</tr>
<tr>
<td>Total Points: 25.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a graded discussion: 25 points possible
dec 30, 2018
Digital Story Assignment

Plot & Illustrations

“This story is incredibly simple to read and is a great story for children. My 3-year-old has really enjoyed listening to this book and looking at the pictures. Though there is no direct mention, the story seems to be a tale of domestic adoption. This book unfortunately does perpetuate the stereotype of young birth mothers. This is visible through the little girl’s (adopted) explanation that her birth mother was too young to care for her, and that’s how her parents were able to adopt her and become her Mom and Dad.”

Identity

“The book does a great job of talking about the adoptee’s identity. The little girl clearly knows that she is adopted, but also knows that her Mom and Dad are her parents and they love her. One part of the book includes a family tree with the adoptee in the middle, and includes not only her adoptive parents and family, but also her birth mother and birth father. I think this is especially helpful for children, because it really shows all the people that have been important to this young girl as coming together and being connected.”

Grief and Loss

“Tell Me Again About the Night I Was Born” doesn’t touch much on the issues of grief and loss, but does briefly cover these ideas. As the little girl (adopted) speaks about how she came to be a part of her family, she mentions that her adoptive mom was unable to have a baby of her own. This mention is subtle, but still denotes the fact that her adoptive parents most likely experienced some grief or loss related to infertility. Also, because the little girl mentions her birth mother, you can infer that there was probably grief and loss experienced by her birth mother as well, when she placed her baby for adoption.”

Guilt and Shame

“Tell Me Again About the Night I Was Born” doesn’t touch much on the issues of guilty and shame. You might be able to make a case that guilt and shame is covered in the section where the adoptee talks about how her birth parents weren’t able to have their own baby, so another woman had the little girl, and her parents adopted her from the birth mother. Though there isn’t any indication that any guilt or shame is really felt about this, there is a possibility that these ideas were meant to be inferred.”
# Digital Story Rubric

## HDFS 497 Children's Reaction and Analysis Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content: Introduction</strong></td>
<td>5.0 pts Full Marks</td>
<td>Discussed all required elements in articulate manner.</td>
</tr>
<tr>
<td></td>
<td>3.0 pts Partial Marks</td>
<td>Addressed some of the elements but not all.</td>
</tr>
<tr>
<td></td>
<td>0.0 pts No Marks</td>
<td>Did not address any of the elements.</td>
</tr>
<tr>
<td><strong>Content: Plot and Illustrations</strong></td>
<td>10.0 pts Full Marks</td>
<td>Content is well presented and comprehensive.</td>
</tr>
<tr>
<td></td>
<td>7.0 pts Partial Marks</td>
<td>Content is good but the presentation is missing some key pieces of information.</td>
</tr>
<tr>
<td></td>
<td>4.0 pts Partial Marks</td>
<td>Content is nonexistent or very poorly presented.</td>
</tr>
<tr>
<td></td>
<td>0.0 pts No Marks</td>
<td>Content is nonexistent in presentation.</td>
</tr>
<tr>
<td><strong>Personal Reaction and Reflection</strong></td>
<td>10.0 pts Full Marks</td>
<td>Well presented, thought-provoking, and integrated.</td>
</tr>
<tr>
<td></td>
<td>7.0 pts Partial Marks</td>
<td>Good reaction but personal reflection was lacking and/or did not integrate section well.</td>
</tr>
<tr>
<td></td>
<td>4.0 pts Partial Marks</td>
<td>Little to no personal thought/reaction in presentation.</td>
</tr>
<tr>
<td></td>
<td>0.0 pts No Marks</td>
<td>No personal thought/reaction in presentation.</td>
</tr>
<tr>
<td><strong>Overall Flow of Presentation</strong></td>
<td>10.0 pts Full Marks</td>
<td>Exceptionally well-organized and clear, no typos, and fit in the allotted time frame.</td>
</tr>
<tr>
<td></td>
<td>7.0 pts Partial Marks</td>
<td>Mostly well-organized and/or clear, few minor typographical problems, and/or met did not meet the allotted time frame.</td>
</tr>
<tr>
<td></td>
<td>4.0 pts Partial Marks</td>
<td>Pervasive problems with organization and clarity, spelling, and grammar make the presentation seem unprofessional, and/or did not meet allotted timeframe.</td>
</tr>
<tr>
<td></td>
<td>0.0 pts No Marks</td>
<td>Very disorganized, writing and/or visual appearance unprofessional, and/or did not meet allotted timeframe.</td>
</tr>
</tbody>
</table>

**Social, Emotional, and Developmental (5 Core) Issues**

<table>
<thead>
<tr>
<th>Points</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.0 pts</td>
<td>Full Marks</td>
</tr>
<tr>
<td>8.0 pts</td>
<td>Partial Marks</td>
</tr>
<tr>
<td>6.0 pts</td>
<td>Partial Marks</td>
</tr>
<tr>
<td>3.0 pts</td>
<td>Partial Marks</td>
</tr>
<tr>
<td>0.0 pts</td>
<td>No discussion of the issues in the presentation.</td>
</tr>
</tbody>
</table>

**Total Points:** 45.0
The student feedback for HDFS 497 FA18 SRTE is as follows:

- **A3**: Rate the overall quality of the course. **Mean**: 6.83
- **A4**: Rate the overall quality of the instructor. **Mean**: 6.83
- **B048**: Rate the effectiveness of the instructor’s responses to student questions. **Mean**: 6.83
- **B062**: Rate the organization of course material. **Mean**: 6.83
- **B068**: Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades. **Mean**: 6.72
- **B101**: Rate the promptness with which graded exams, reports, and other materials were returned. **Mean**: 6.72
- **B103**: Rate the clarity of the instructor’s explanations of how grades would be derived. **Mean**: 6.83
- **B112**: Rate the fairness of the overall grading system in the course. **Mean**: 6.82
- **HD FS 101**: Rate how well you believe exams/quizzes/projects/papers assessed course objectives. **Mean**: 6.83
- **HD FS 103**: Rate your agreement with the statement: “I would recommend this course to others.” **Mean**: 6.89

**HDFS 497 FA18 SRTE Results**: (18 out of 24 students completed; Response Rate: 75%) The questions in the table used a Likert scale. (Rating 1: Lowest Rating - 7: Highest Rating)
I really love the Adoption Video Speaker Series! It allowed me to be faces and stories to the different topics we learned about.

Dr. Ishler was very helpful and unlike many online courses, I did not feel like I was doing busy work. This was a very informative class that I actually looked forward to doing the assignments each week.

I liked how there was real world explanation and we heard actual stories.

I LOVED THIS COURSE

Student Feedback
Chapter 4

PUBLISHING STORIES
Enhancing Stories with Visuals

— Consistency
— Visuals for key concepts
— Repeat the key visuals
— Good UX and Organization
  ○ 9 interviews
  ○ 55 videos
— Real images vs. stock
L02 Core Issues for Adoption Triad Members

Adoption is a lifelong experience that unites the triad of birth families, adoptees, and adoptive families forever. Recognizing and understanding the 5 core issues in adoption can assist triad members in understanding each other and the effects of the adoption experience in their lives. The 5 core issues are:

1. Identity
2. Grief
3. Loss
4. Guilt and Shame
5. Rejection

These 5 core issues will be woven throughout the course. In every lesson you read, every video you watch, every article you read, and every guest speaker you hear, it would be difficult to separate the core issues for the birth family and not talk about the adoptive family. Just as it would be challenging to discuss the core issues regarding the adopted child and not talk about the adoptive parents.

For every lesson, keep the $5 + 3$ equation in mind. The "$5$" represents the $5$ core issues (identity, grief, loss, guilt and shame, and rejection) and the "$3$" represents the $3$ triad members (birth parents, adoptive parents, and adoptee).

We will spend much more time in the following lessons defining and describing each core issue and its impact on the triad members.
Identity: How do I explain to others WHO I really am?

Grief: How do I get past the sorrow, anger, and guilt that I feel so I can survive in this world?

Loss: How do I grieve my loss, answer unknown questions, and cope with resurfaced feelings? People, family, material loss, education, society, financial

Guilt and Shame: How do I know I made the right choice?

Rejection: How will the world view my actions, thoughts, decisions?

Icon Development

— Brainstorm with words
— Found visual examples
— Created Icons
— Revised Loss Icon
Visual Consistency - Icons

Step 1: Research and Select Adoption Type
Step 2: Choose Adoption Professional
Step 3: Complete Paperwork
Step 4: Complete Homestudy
Step 5: Search for Child
Step 6: Bring the Child Home
Step 7: Finalize Adoption

Semi-open
Closed
Open
L11 Historical Timeline of the Foster Care System

The idea of children in foster care is an ancient practice written about in the Old Testament with the rescue of Moses from the river. When the King of Egypt declared that all Israelite boys should be killed, one Israelite mother wanted to save her son. This resourceful mother placed her son in a basket hidden by the tall grass of a river and floated the basket down the river. An Egyptian woman found the baby boy alive and took him in as her own and cared for him.

In the United States, the modern-day origins of foster care can be credited to Charles Loring Brace, a minister and director of the New York Children's Aid Society. In 1853, Brace was worried and concerned about the 60,000 homeless and vagrant children living on the streets of New York. His goal was to remove the children from the urban areas where there was little for them to do, and move them to rural areas where there was a great need for labor and plenty of things to keep children busy and occupied.

What evolved from this idea was a program that reached in finding free foster family homes for as many as 150,000 children between 1854 - 1929 and became the foundation for the foster care movement as it exists today. In a report in 1930 (O'Connor, 2002), the Children's Aid Society estimated that eighty-seven percent of children who were relocated to rural areas were doing well. While there were occasional abuses of children placed in the foster families, most people agreed that even all, the children were better off in foster care than on the streets of New York without shelter, food, clothes, or healthcare.

As a result of the New York Children's Aid Society's success, other states copied and implemented similar programs.

1. In 1864, Massachusetts began paying board to families who took care of foster children.
2. In 1885, Pennsylvania passed the first licensing law that made it a misdemeanor to care for two or more unrelated children without a license.
3. And in 1893, South Dakota began to provide subsidies to their Children's Home Society once it was established.

During the early 1900s, social agencies began to supervise foster parents. In addition, records were kept, children's individual needs were considered when placements were made, and the federal government began supporting state inspections of family foster homes. Services provided to birth families to reunite with the child and foster parents were now seen as part of a professional team working to find permanency for dependent children. For more information about this, refer to the National Foster Parent Association (NFPA).

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Foster Care System Timeline Interactive Tool
View and download the Foster Care System timeline later.
Foreign Countries’ Attitudes and Policies

A second trend attributed to the change in foreign countries’ attitudes and policies toward adoption. According to the Pew Research Center (2017), there has been a significant drop in adoptions from the five countries where the most international adoptions were born:

- China (which accounts for 78,257 of a total 267,096 adoptions from 1999 to 2016).
- Russia (6,113).
- South Korea (5,258).
- Ethiopia (1,357), and
- Guatemala (9,805).

Together, these five countries have accounted for 71% of all adoptions to the U.S. since 1999, and they have driven 88% of the total decline since 2004. For more information on this topic, please see the article, “Adopting From International Sources to U.S.”, [source: Pew Research Center](https://www.pewresearch.org/global/2017/06/22/adoption-from-international-sources-to-u-s/).

At this time, we are going to look at each of these countries and observe what led to the decline in international adoptions. Additionally, we will also explore the impact that natural disasters had on international adoptions from Haiti.

**Foreign Country Requirements**

Every foreign country has requirements that prospective adoptive parents must meet including but not limited to:

- age,
- income,
- number of existing children in the homes,
- some indicator of marital stability (number of divorces, years married), and
- in the case of single applicants, gender (very few countries will allow single men to adopt children).

And there are some countries that have rather unusual requirements, including Armenia, Indonesia, Ireland, Italy, Kenya, Philippines, Slovakia, Sri Lanka, St. Lucia, Thailand, and Tunisia. Let’s take a look at some examples:

- **Armenia, Thailand, and Sri Lanka (among others)**: No single adoptive parents are allowed to adopt.
- **Indonesia**: If people want to adopt from Indonesia, a two-year in-country residency is required before an application will even be considered, and a belief in God is required.
- **Kenya**: If prospective adoptive parents want to adopt from Kenya, they cannot weigh more than 70% of the normal weight for their height.
- **Philippines**: If prospective adoptive parents want to adopt from the Philippines, they need to prove they have attended the Catholic Church for at least 5 years.
- **St. Lucia**: If someone wants to adopt from St. Lucia, they don’t have to be a resident, but they do have to own property on the island.
- **Slovakia**: If Slovakia is the country of choice, a person must maintain long-term residency in the country, and stay there during the entire adoption process (which can take a year or two).
Good UX and Organization

- Length of playlist displayed
- Transcripts linked below every playlists
- Transcripts have:
  - Jump link navigation
  - Back to top links
  - A back button

Transcript: AVSS: Young Adult Adoptee

Welcome

JENNIFER: Hi everybody, and welcome to the video adoption speaker series. Today we’re joined by an adoptee in the adoption triad, Kate Schreckengast. Katie, would you like to introduce yourself? And thank you so much for coming.

KATIE: Thank you so much for having me. I am Kate Schreckengast. I’m a Penn State student, a rising senior in broadcast journalism. And I, like you said, I was from South Korea when I was six months old and grew up in Palmyra, Pennsylvania, and that’s currently where I’m based out of, because I do take the year off from school to be Miss Pennsylvania.

return to top of page

Identity

JENNIFER: Our students throughout the course have been learning about the triad -- adoptee, adoptive parents, and birth parents. They’ve been learning about different types of adoption -- international, domestic, open, closed -- and they’ve been learning a lot about the five core issues, which I’d like to talk with you today. I’d like to begin our discussion with the core issue of identity. And throughout the conversation if there’s any questions I ask that you don’t want to answer, please just say pass and we’ll go on, so we you good?

KATIE: Sounds good.

return to top of page
Katie
Welcome

Katie
Identity

Katie
Grief and Loss

Katie
Guilt & Shame

Katie
The Power of Awareness

Katie
Conclusion

Video Titles in Kaltura

AVSS: Katie Interview 1 - Welcome
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 72

AVSS: Katie Interview 2 - Identity
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 86

AVSS: Katie Interview 3 - Grief and Loss
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 74

AVSS: Katie Interview 4 - Guilt and Shame
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 71

AVSS: Katie Interview 5 - Power of Awareness
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 61

AVSS: Katie Interview 6 - Conclusion
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 51

AVSS: Lori Interview 1 - Welcome
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 53

AVSS: Lori Interview 2 - Identity
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 46

AVSS: Lori Interview 3 - Grief and Loss
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 43

AVSS: Lori Interview 4 - Guilt and Shame
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 42

AVSS: Lori Interview 5 - Conclusion
From Sara N. Krum 6 Months ago
❤️ 0  ⚪ 40
Using Real Images

Life Book

Documentation of a child’s experience while they have been in foster care or placement outside of their home.
Using Real Images

L10 Culture Keeping Example: Guatemala

Another adoptive family, who adopted a baby girl from Guatemala, struggled with whether or not to keep culture, how to keep culture, how much to do, and what would culture keeping look like. While they waited for their adoption to be completed, they spent time looking for books to buy that would help educate them about the country, culture, and people of Guatemala.

Their friends and family also tried to incorporate the Guatemalan culture and country into the baby shower they threw for the family. At the shower, they prominently displayed both the United States and Guatemalan flags and they incorporated the Guatemalan flag onto the cake.

Once the family arrived in Guatemala to finalize the adoption, they went to an open-air market to buy authentic handmade crafts. They wanted to experience the Guatemalan culture, meet the locals, and buy some authentic Guatemalan goods to bring home to the United States and to their home.

Birthday cake with Guatemalan flag

Credit
Thank You

QUESTIONS?

Jennifer Crissman Ishler, Sara Krum, & Louise Sharrar
Audience Q&A Session
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