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Family and Children's Services



Parents and caregivers
please feel free to share
this newsletter with your
workers.

Children's Developmental Services

FOUR TIPS TO BUILDING SELF ESTEEM IN CHILDREN

Parents want their child to have good self-esteem. However, self-esteem doesn't come naturally to children. It is something that must be fostered, developed, nurtured and grown. Following these four tips can help.

1. SHOW THEM YOU VALUE THEM

Let your children know you love them. This is done through praise and through direct expressions of love, hugs, and kisses. Children need to be told directly by their parents or caregiver that they are loved. Children need to be held, cuddled, and played with. Quality *and* quantity of time demonstrate valuing. Few things speak more to being valued, than just being there.

2. TEACH THEM AND LET THEM LEARN

Competency is the next ingredient to healthy self-esteem. As the child grows and begins exploring the house (often the kitchen cupboards) the child gains the opportunity to increase competency with access and control of larger objects over greater spaces. Again the response of the parent is crucial. Some parents structure the child's environment for maximum exploration while other parents localize their child's area of living. Either way, making way for the child to play and explore safely, whatever the limits, is often referred to as "baby proofing". The greater the control and mastery of skills a child develops the greater the sense of competency - the second ingredient to healthy self-esteem. Parents can facilitate competency by providing safe areas for children to develop skills and by allowing their children to participate in household activities such as cooking, cleaning, laundry, making beds, etc. The goal of these activities is for the child to develop a sense of control - not the perfectionist pursuit of the best made bed, etc. Participation should be fun, supportive or helpful.

3. PARTICIPATE IN DOING GOOD DEEDS

The third thing parents can do to facilitate healthy self esteem in their children is to direct and participate with their children in the doing of good deeds. Doing good deeds teaches children to be aware of the life of others beyond themselves. This enables the development of empathy and altruistic behaviour. What's important is that children are encouraged or even positioned to be helpful to the extent of their ability. The little one may carry a plastic cup to the table, the middle one a plate and a spoon, while the big one can clear. Special little projects can be undertaken, visits can be made, and pennies can be put in the charity coin boxes at the check-out counter.

4. MAKE THE RULES OF LIFE CLEAR

The last thing parents can provide to facilitate self-esteem in their children is structure. Structure is a word that actually implies two separate concepts: routines and limits. Routines provide structure over time and limits provide structure over behaviour. Another way to think of structure is like the rules of a game. How well could you play Monopoly, Hop Scotch, Tag, or Hide and Go Seek, if there weren't rules? Rules include who goes next, under which circumstances, and when. The rules also include what happens when someone goes outside the normal bounds of play - miss a turn, pay a fine, etc. Knowing the rules of the game of life is sometimes referred to as internalizing structure. This too is also a form of competency - when the child knows the how's, what's, when's, and where's, of life. Unfortunately this information doesn't come automatically. Children may pick some of the rules up incidentally as they go along, but this leaves much to chance. Parents can help their children internalize structure by commenting on daily routines, specifying appropriate behaviour, providing feedback and by providing consequences for undesirable behaviour. These four ingredients, valuing, competency, good deeds, and structure form the basic building blocks for the development of self-esteem. And why develop self-esteem in children? Children with healthy self-esteem feel good about themselves, relate well to others, behave more appropriately and are more aware of the world around them.



SIBLING SIDELINE What about you?

Living with a sibling with a disability can be hard at times, especially if mum and dad have to spend a lot of time with doctors and at hospitals. But living with all brothers and sisters can be difficult some of the time.

- ⇒ Talk with mum and dad to let them know how you feel.
- ⇒ Ask for some space of your own, like your own room if possible, or a cupboard where you can keep your special things.
- ⇒ See if you can go on a visit to see grandma or a friend, so that you can get away for a while.
- ⇒ Try to have your own friends at school, and see if they can come to visit sometimes. At times you might want to arrange for mum or dad to keep your brother or sister with a disability occupied so you can have time with your friends.
- ⇒ Try to have your own activities. If mum and dad can't get you to sport or whatever it is you want to do, try to organize with a school friend for her parents to give you a ride to and from sport while they are taking your friend.
- ⇒ Brothers and sisters always have problems at times. Siblings squabble, and some of the time they don't like each other. Some of the time, it is great to have someone else to play with or look after. Why should it be any different between you and your sibling, whether or not he has a disability?
- ⇒ Don't feel guilty, or that you are a horrible person if you get fed up at times having to help and take care of your sibling. This is a perfectly normal feeling. You could talk about it with the rest of the family or a trusted adult that you know.
- ⇒ Do find out about your sibling's disability so that you can understand his behaviour and his needs.
- ⇒ Try to have some time alone with mum or dad, maybe when your sibling is in bed. Sometimes they will be too tired to do things with you. Sometimes life is not fair!

Laundry Scoop Ornaments



Craft Corner

Materials:

- Laundry scoop
- Thin lace (about 1/2 inch wide)
- Thin ribbon (about 1/4 inch wide)
- Cotton or fake snow
- Small Christmas animals, trees, etc.
- Tacky glue or glue gun

Instructions:

- Set the scoop on the table with handle facing up.
- Pull some cotton apart and push it into the back and bottom of the laundry scoop.
- Glue small Christmas animals etc into the scoop to make a Christmas scene. If you have small nativity characters you

can make a very nice nativity scene.

Glue lace around the opening of the scoop.

Tie ribbon into a bow and glue it to the top of the opening of the scoop.

These cute recycled ornaments are very easy to make



What is Aromatherapy?

Submitted by Brenda Witherspoon

If your child has sensory problems, certain odors can stimulate, calm, or send him into sensory overload.

Aromatherapy is defined as the use of volatile plant oils, including essential oils, for psychological and physical well-being. The difference between a pretty fragrance and an essential oil makes the difference between just "smelling nice" versus changing the response of the body and mind.

Here are some suggestions you can try at home or school:



- ☺ Explore scents with your child to find the ones that work best with your child to either calm down or wake up. While everyone has different preferences, lavender, vanilla and rose are generally calming. Peppermint and lemon are usually invigorating. Oil of geranium is said to help improve mood and relive anxiety. Try basil or tangerine for help with mental clarity or concentration.
- ☺ Let's say your child needs help staying calm and loves lavender. You can use lavender soaps and bath oils to ease bath time, lavender candles or oils in an aromatherapy burner or machine at bedtime and lavender body lotion.
- ☺ A cotton ball with scent can be used at your child's desk so that they can breathe and R-E-L-A-X.
- ☺ If your child is overtired at the mall (or shopping at Wall Mart) and you know scents help, have her smell her favorite scent or stop into a strong-smelling store that sells candles and soaps.
- ☺ A car diffuser can make each ride a journey to a different state . . . of mind that is!
- ☺ Play a smelling game with your child. Have him close his eyes or wear a blindfold and try to identify smells such as maple syrup, apple, peanut butter and soap.
- ☺ Life stinks sometimes. Accept your child's opinion about something that she thinks smells "gross." Then help her find something that smells nice.
- ☺ And remember, aromatherapy could also work for you!



Remember that basic aromatherapy is for smell only!

The Multi-Sensory Room is a wonderful experience to enjoy and share - and a place to replenish the spirit.

For more information on the Multi-Sensory Room at FACS you can contact Brenda at 274-7787 ext 243.

Butterfly Thoughts

The Parent's Pledge

*I will set a good example for my child.
I will show my children I love them every day through words and physical affection.
I will listen to my children and let them know I value what they say.
I will praise my child's accomplishments and efforts towards those accomplishments.
I will have realistic expectations for my children.
I will allow them to make their own mistakes and learn from those experiences.
I will avoid being too critical or focusing on my child's shortcomings.
I will encourage my child to meet new challenges and have new experiences.
I will respect my children as individuals even if I don't always agree with them.
I will enjoy my children and make time to share interests and appreciate one another.
I will love my children unconditionally.
I will let them know they are lovable, worthwhile and valuable human*

Announcements

Craft & Social Group Schedule for November & December
November 8—bowling 4:00—5:30 p.m.
November 22—Christmas ornament making
December 6—Christmas party!

Workshop in Kenora November 23– 25
Presenter Lindsay Moir
Professionals, Parents and Educators welcome

Topics include Transition Guide, Special Education Transformation
Writing Effective Needs Statements

For more information please contact The Kenora Association for Community Living
807-467-5206

Are you aware that Family and Children's services offer a variety of voluntary services within the Rainy River District? These services include:

Children's Mental Health Services – Assisting children, adolescence and their families who may be experiencing emotional, social, and/or psychological problems in their school, family, and/or community life. Services are provided free of charge, for a wide range of difficulties from mild adjustment reactions to severe psychiatric problems in children ranging in age from birth up to 18 years.

Infant & Child Development – Servicing children 0 – 6 years of age who are at risk for a delay, or children with a diagnosed physical, developmental or sensory disability. Some of the services provided include early intervention programs, developmental screening and assessments, assistance with transition to school for special needs children, and parenting programs on a group or individual basis.

Community Integration – servicing children with a physical or developmental disability 6 years – 18 years and up to 21 years as long as they are in school. The primary focus of this program is to facilitate integration into the community. Some of the services provided include developmental assessments, advocacy in relation to other agencies, linkages to health, financial, and educational resources in the community.

Family Relief – a program that provides families a respite period from the responsibility of the daily care of an individual with a physical and/or developmental disability. The three options to services include In-home respite – provided in the family home, Out-of-home respite – provided in the approved worker's home, and community participation – The individual is accompanied by their Family Relief Worker into the community to participate in community events or activities.

For more information about the above voluntary services please contact

Family and Children's Services
For Fort Frances call (807) 274-7787 or 1-800-465-7764 (Toll Free), for Atikokan call 597-2700, and for Rainy River call 852-3387.

To make a referral for service, please call Integrated Services Northwest, The Integrated Services for Northern Children Program for Single Point of access. For Fort Frances, Rainy River and area call 274-9797, for Atikokan area call 583-2565

Do you have something to Share?

Please phone Debra Bruyere at 274-7787 ext. 229 or email debrabruyere@cas.gov.on.ca

