



Community Services & Quality Assurance

Office Locations:

Fort Frances Office (Main office)

240 First Street East, Suite 200
Fort Frances, Ontario P9A 1K5
Phone: (807) 274-7787
Fax: (807) 274-6646

Atikokan Office

214 Main Street
P.O. Box 2050
Atikokan, Ontario P0T 1C0
Phone: (807)597-2700
Fax: (807) 597-6920

TOLL FREE NUMBER
1-800-465-7764

You Are Invited:

OPEN HOUSE COMMUNITY SERVICES

*Family and Children's Services
of the District of Rainy River*

DATE: March 5, 2009

TIME: 4:00 – 6:00 p.m.

WHERE: 240 First Street East, Fort Frances
(Basement of Family and Children's Services)

The Community Services team would like to invite you to their new space.

Community Services Manager:

Betty-Anne MacKintosh

Supervised Access Program Coordinator:

Becky McClain

Family Centred Conferencing Coordinator:

Tina Arnold

Volunteer Program Coordinator:

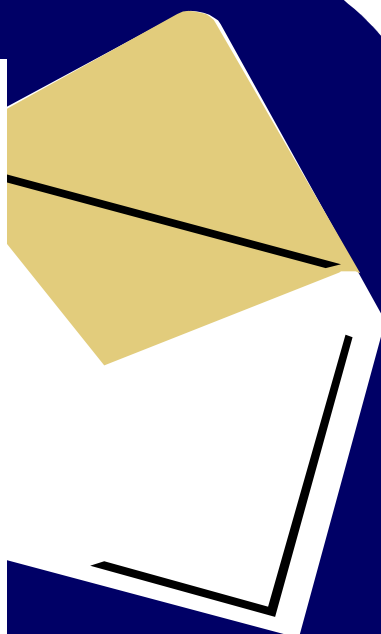
Amanda Jourdain

Join us for refreshments

A door prize will be raffled

Goodie bags at the door

(first 50 guests will receive a mug)



Welcome Back:



Although we recently bid farewell to Amanda Jourdain as our college student on our team, we are very pleased to announce that she will be joining us once again. Amanda has accepted a contract position as the agency's Volunteer Coordinator.

The need for one-on-one placements as a mentor or special friend with our children and youth is high

at the moment. Amanda has many great ideas on matching these individuals with enthusiastic and caring community members who might have an hour or two to spare a week.

If you want to make a difference in the life of a child or youth, please call Amanda at 274-7787, ext. 265.

Child Protection Services

Welcome



Chris Bourgeois

Chris comes from North Bay where he worked as an Outdoor Educational Program Instructor in a Youth Open Custody Facility for a

project called DARE (Development through Adventure, Responsibility, and Education). As the name of the project implies, Chris led youth in outdoor adventures such as whitewater canoeing, sea kayaking, high rope navigation, rock climbing, fishing, camping (in -40 C weather), and other challenging feats of survival skill. Chris says his former job was an eye-opening experience for him and he especially enjoyed working one-on-one with troubled teens in

conflict with the law. It was "knowing that I could possibly be impacting somebody's life toward making positive changes that was the main reason I enjoyed the job," explains Chris.

In his spare time Chris enjoys playing guitar (he was in a rock band in North Bay), playing hockey and baseball, camping, hiking and fishing.

Chris is looking forward to working with the families involved with the Agency; after all, he does love making a positive difference in the lives of children.

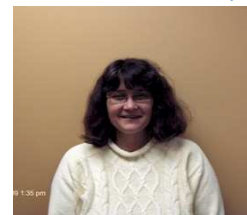
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Riki was born in Stuttgart, Germany, but lived most of her life in British Columbia. For the last two years she lived in a northern B.C. town called Mackenzie, where, she says, there is usually 14-16 feet of snowfall during the winter.

Riki's educational background is

in Social Science, Psychology, and Human Services.

She has worked in both the nursing and educational fields. The "helping professions" have always attracted her, and she very much enjoys working with children and teenagers. Helping people is the reason she is looking forward to her position as a Family Service Worker.

Riki loves dogs, reading mystery novels, needle point, and gardening. She also like Hawaiian Pizza and sushi. She misses B.C. for the sushi and the mountains, but is looking forward to the longer growing season in Fort Frances for the big garden she plans to grow next summer.



*Riki Manuge*

If you would like to receive this newsletter electronically; or to provide feedback about the newsletter, please notify us by sending an e-mail to: [Information@facsrr.ca](mailto:Information@facsrr.ca)



We are on the Web!  
www.facsrr.ca

Call your local office of Family & Children's Services 24 Hours a day, 7 Days a week Or visit us on the web www.facsrr.ca



Please post on your bulletin board!



## Children's Services

### Family Day



The Federal Government has incorporated the third Monday in February as Family Day. I personally think that it is a great idea to set aside a day for families to be together.

We often hear the perspectives of parents regarding their families. We hear how well things are going or about the difficulties they face with their children and the stresses that they face as parents. I thought it would be interesting to find perspectives of children on daily life and share them with you. Happy Family Day! Enjoy.

Andy McCormick  
Family Service Worker

The following excerpts have been taken from *Readers Digest*:

- My husband and I refer to all meat as chicken to keep our young picky eaters from refusing other meat. We realized the folly of this plan when, as we drove past a pasture of grazing cattle while travelling to visit my parents' farm, six-year-old Megan piped up from the back seat and asked, "Mom, are those the cows that make chicken?"

Julie Rowe

- When my seven-year-old daughter arrived home from school, I gently told her that her hamster had died and gone to heaven. "No, he didn't," my four-year-old daughter corrected me. "He's really in a plastic bag in the freezer?"

Helen Stone

- One day I returned home from a firefighting course with a set of knee pads and my three-year-old son,

Callen, asked what they were. "We spend a lot of time on our hands and knees practicing search-and-rescue techniques," I explained. "Mom's knees get sore, so I use the pads." As I was getting ready to bath, Callen asked if he could borrow them. "OK," I replied. When I emerged, I spotted by nine-month-old daughter crawling along, the pads secured lovingly to her knees.

Shelley Shelstad

- Our four-year-old granddaughter, Sara, called to invite us for dinner. I asked her what they were having and she said, "Chinese." When I told her that her grandfather didn't like Chinese food, she paused, then yelled, "Mom! Grandpa doesn't like Chinese. What else can we call it?"

Helen Nichol

## Developmental Services

### Supporting Youth with Autism Spectrum Disorders

The transition from home and high school, into a more independent life of post-secondary education or work, and adult services is a challenging period for all young adults and especially for many people with ASDs and their families.

There will be many questions to address about post-secondary education, vocational training and employment. A student receiving special education services in public schools should have regular meetings with family and school staff to evaluate the student's Individualized Education Plan (IEP). When a student reaches high school, these meetings should include planning for the transition

from high school to adult life.

The plan should be based on the individual student's needs, skills and interests. It will take into account:

- ◆ Options for post secondary education,
- ◆ Vocational training and education,
- ◆ Integrated employment opportunities (including supported employment),
- ◆ Continuing and adult education (including social skills, life skills),
- ◆ Adult services (financial, health, mental health, etc.),
- ◆ Independent living arrangements; and
- ◆ Community participation, recreation and social needs.

Parents and caregivers should begin this plan in consultation with school staff as early as possible in order to make the transition to independence as successful as possible. Action is an important component: once goals are set, it will be vital to encourage actions to reach those goals such as volunteer experiences, creating training opportunities and activities leading to skills development, etc.

For more information on how you can help your child with this process please contact the Community Integration Worker in Fort Frances at 274-7787, ext. 229 and in Atikokan at 597-2700, ext. 34.

Debra Bruyere  
Community Integration Worker

## Children's Mental Health Services

### Child Centered Play Therapy

Child Centered Play Therapy is based on the fundamental constructs of personality. It works from the perspective of the "here and now" rather than on past problems. It examines the child rather than the problem, with the focus on feelings rather than thoughts or actions and is more understanding than explaining. It's about accepting the child rather than trying to correct them, and following the child's direction rather than the therapist's instructions and knowledge. The main focus is on the relationship with the child rather than on the perceived problems of those in the child's world.

There are eight basic principles to guide the therapeutic relationship.

1. Establish a warm and friendly relationship with good rapport.
2. Establish acceptance as the child is.
3. Allow freedom to express feelings completely without fear of reprisal.
4. Reflect the feelings the child expresses in a manner allowing the child to gain insight.
5. Respect the child's right and ability to solve his or her difficulties, leaving the responsibility for change to the child.
6. Allow the child to lead the way through therapy without directing the child's actions or verbal expressions.

7. Allow the child to progress through the therapeutic process at the child's own pace.
8. Set those limitations on the child that will provide an anchor to reality.

The basic premise is that play is a natural medium for children to act out their lives in a safe environment without fear of judgment. It gives the child a chance to express their thoughts and feelings and with reflection will be able to reintegrate them so that they fall more in line with their personality.

Shelley Dion  
Children's Mental Health Therapist