



A bimonthly brief of current support and training

THE Support Report

<<< Let's Connect >>>



VIRTUAL
Caregiver Drop-Ins
ZOOM ID: 858 3771 6954

(3rd Wednesday of the Month)
Wednesday, December 18

8:00pm – 9:00pm (PST)

(1st TUESDAY of the Month)

Tuesday, January 7

10:00am – 11:00am (PST)

CONNECT ATTACHMENT PROGRAM

COMING IN JANUARY!

Thursday Mornings

Jan 16 - Mar 20

9:30am – 11:00am (PST)

Tuesday Evenings

Jan 21 - Mar 25

6:30pm – 8:00pm (PST)

Connect is a 10-week program to support parents and caregivers of pre-teens and teens with behavioural and emotional problems. Parents meet in small groups with two trained group leaders for 90 minutes each week. Each session provides parents with a new perspective on parent-teen relationships and adolescent development. Parents watch role-plays and try exercises that encourage more choices for responding to their teens' difficult behaviour.

To find out more, visit:

<https://learn.fpsss.com/>



CREATING AN INCLUSIVE LEARNING ENVIRONMENT FOR CHILDREN WITH FASD

Blog post by CANFASD Creating a welcoming classroom environment is essential for fostering the success and well-being of all students, particularly those with Fetal Alcohol Spectrum Disorder (FASD). Children with FASD often face unique challenges that can impact their learning and social interactions.

By implementing thoughtful strategies and adjustments, educators can cultivate an inclusive atmosphere that not only supports these students but also enhances the overall classroom experience for everyone. In this blog, we will share some practical tips to help you make your classroom more welcoming and accommodating for children with FASD, ensuring that every child feels valued, understood, and empowered to learn.

- Create a calm learning environment that is free from clutter.
- Schedule frequent, short exercise programs during the day.
- Use calm colors on the classroom's walls and bulletin boards.
- Reduce the brightness in the room and on any technology you use.
- Keep the classroom at a moderate temperature.
- Give personal responsibility to the student with FASD.
- Use strategic seating and minimize change – front or back of the room may minimize distractions or anxiety. You can also try using a horseshoe pattern.
- Minimize clutter and distractions as much as possible. Put away or cover up anchor charts when not in use.
- Encourage peer support particularly in unstructured environments.
- Use chair and desk mufflers on the legs to eliminate scratching and squeaking noises.
- A study carrel with noise muffling headphones may be needed to focus.
- Safe and silent environments may be needed in cases of extreme dysregulation.
- When the student with FASD can self-identify dysregulation, use a signal between student and support to communicate.
- Personal space may need to be defined for all students.
- Use a pass key and signals for restroom, water and body breaks.

Our FASD for School Staff online learning course is a great starting point to improve knowledge and training for all school staff. In addition to going in-depth on teaching strategies and using a whole school approach, this learning program explores planning for transition periods, using dedicated math and literacy strategies, and encouraging collaboration with caregivers. By learning and working together, we can support an education system that is inclusive for everyone! **To find out more, visit:**

<https://canfasd.ca/2024/11/20/creating-an-inclusive-learning-environment-for-children-with-fasd>

ROBYN GOBBEL
BIG BAFFLING BEHAVIOURS
BI-CEP CURLS FOR YOUR BRAIN

For the next few issues, we are continuing to highlight four different tools you can use to help you “widen your window of stress tolerance and increase the resilience of your stress response system – even if the chaos never calms.” Excerpts are taken from Robyn Gobbel’s “Making Sense of Big Baffling Behaviours” Book.

“Four different bicep curls for your brain that will help you create a sort of exercise routine for your stress response system: Connection; Playfulness; Noticing the Good; Self-compassion.”

Playfulness “Dr. Stuart Brown, a play researcher, says that playfulness: fosters empathy; generates optimism; makes perseverance fun; strengthens immune health. What I want you to know is that playfulness isn’t something to do – it’s a way to be. I promise you don’t have to do anything new. In fact, I highly recommend you don’t. You can infuse playfulness into the mundane tasks you already do every day, like brushing your teeth or washing the dishes.

Look to be delighted by things happening around you. Once on my way out I saw one of our neighbors mowing the hill in their yard with the lawnmower on a rope. I thought this was hysterical. Turns out, it’s not even that unusual but I allowed the moment to really delight me.

All of this coming from a recovering play-phobic. I spent too much of my life feeling too highbrow for silly antics. Truthfully, though, I was avoiding the vulnerability of play. I grieve for those lost moments. My family and I are only recently on the other side of a several yearlong serious crisis. Playfulness is one of the main reasons we survived. Look around. Where could you easily infuse playful energy into your everyday life?”

Want to read more? Connect with your Network Facilitator to borrow the book.

SOCIAL THINKING™
FREE INFOGRAPHICS
To Navigate The Holidays
AND A FREE VISUAL TOOL
For “Checking in on Myself”

Free Infographics to Navigate the Holidays with acceptance, appreciation & self-care.

- Tips and Reminders for Self-Care During the Holidays
- Navigating the Holidays with Acceptance and Appreciation for All

To download these free infographics, visit:
<https://www.socialthinking.com/self-regulation>

The Direction of Reflection: A Visual Tool for Checking In on Myself “Checking in on ourselves is just part of being human. In fact, reflecting on how we’re feeling, what we’re thinking, and what we need, is often times the fuel that ignites our decisions about what we do or say (or not do or say) to meet our own goals for the situation. If we are checking in on ourselves, we can figure out if we need (or want) help from others. It can also encourage us to think about our choices, advocate for ourselves, or make a little more time to refuel.” Questions include:

- What am I thinking about right now?
- What about my body? How is my energy level?
- How am I feeling? Are my thoughts or cues from my body impacting my feelings?
- Do I need help right now? Do I need more information? Do I have or need a strategy?
- What is my goal for this situation? Am I making gains or am I stuck?”

To download this free tool and think sheet visit:
<https://www.socialthinking.com/articles/visual-tool-for-self-check-in>

Connect with the team >>>

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Enriching Lives. Strengthening Communities

Need resources or information?
Check out our website!

Are you wanting more information about upcoming training in your area, helpful resources or information about our program? Find all this and much more at our website:

www.icsfp.info/outofcareproviders

Find us on Facebook!

Connect with us on our Facebook page and our agency's 'Interior Community Services' Facebook page.

“There are those who see the need and respond. Those people are my heroes.” *Fred Rogers*