



# THE Support REPORT

VOLUME 4

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Issue  
THREE

## Up Coming Trainings

**ROBYN GOBBEL**  
**HELPING KIDS FIND**  
**THEIR VOICE**

Thursday, Feb 13  
9:00am – 12noon (PST)

**ROBYN GOBBEL**  
**SHUTDOWN,**  
**STONEWALLED &**  
**ALONE**

Tuesday, March 4  
9:00am – 12 noon(PST)

**Kerri Isham**  
**Sexual Health Training**  
**about Pornography**

Wednesday, Feb 25  
6:30 – 8:00 pm (PST)

For more information,  
please see attached  
posters

## Times to Connect

### VIRTUAL

**Out of Care/ Kinship**  
**Drop In**

Wednesday Feb 19  
8:00 – 9:00 pm (PST)  
Zoom ID: 858 3771 6954

**AUDIO BOOK CLUB**  
**Rising Strong by Brene Brown**

Wednesdays  
10 am– 12 Noon & 6:30–8:30 PM  
(PST)  
Zoom ID: 832 4280 1289

**Free Webinar:**  
**Chores: Getting kids to help**  
brought to you by the Institute of Child Psychology

When You Attend, You Will Learn...

We know children who do chores may exhibit higher self-esteem, be more responsible, and are often better equipped to deal with frustration, adversity, and delayed gratification.

In this webinar Tammy Schamuhn, Registered Psychologist & ICP Co-Founder, will delve into the surprising benefits of getting children involved in chores, how young to start them, and how to get resistant children involved.

We will also explore the idea of "allowance" and whether we should be paying for children to engage in household tasks.

If you want to raise a child who is more helpful, self-motivated, and responsible this webinar is for you!

Thursday February 13 11:00 am (MDT/MST)

**Click here to register**

**"Every child deserves a champion — an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."**  
— Rita F. Pierson

The Caregiver Learning Network is growing and we want to ensure ongoing community feedback is built into our upcoming planning sessions, resulting in new, exciting, and enjoyable virtual learning experiences for kinship caregivers.

We would greatly appreciate any feedback that you would provide through the survey. All survey results will be anonymous and tabulated in non identifying ways. If you have any questions, please email [support@psacln.ca](mailto:support@psacln.ca)

**Click Here for the Survey**

## 6 Tips for Helping Kids Understand Siblings Who Learn and Think Differently

Many siblings have times when they don't get along. They may argue, tease, and call each other names. It happens in families with or without a child with learning and thinking differences like dyslexia and ADHD.

But when a child in the family learns and thinks differently, it can make sibling relationships more complicated. That's especially true when that child has behavior challenges.

Here are six things I suggest parents do to help kids be more understanding of their sibling's challenges and differences.

1. **Prepare for variety of emotions**- Be aware of your child's feelings. Kids who don't have differences may have many emotions related to having a sibling who does.
2. **Be aware of how much rivalry is to much**- Sibling rivalry is normal. So before you respond, think about how often your kids fight and how intense the negative comments are.
3. **Be a good communicator**- Help your kids understand their sibling's challenges. Share information that's appropriate for their age. And don't just talk about difficulties. Talk about your child's strengths to help their siblings stay positive.
4. **Be Consistent**- Set similar expectations in terms of rules, responsibilities, and discipline. This helps siblings to get along. Recognize each child's strengths.
5. **Spend time alone with sibling**- Carve out time each week to spend alone with your typically developing child. This attention may make them less jealous about how much you focus on their sibling's learning and thinking differences
6. **Looking for teachable moments**- Keep an eye out for flare-ups and other incidents. Think of them as chances to work on communication. Emphasize how challenging life can be for all of you – that's why you need to support each other.

For more information [click here!](#)

## 5 Pillars to Support Someone with FASD

The responsive coping mechanisms that develop as a result of a poor fit between someone and their environment are a natural reaction. We all do it when the "fit" is not right. For someone with FASD (Fetal Alcohol Spectrum Disorder), this bad fit is unfortunately between their brain and their environment. And these natural coping responses can be as disabling as the primary characteristics caused by alcohol on a fetus's developing brain.

The primary effects of FASD are physical and functional changes to an individual's brain and how it works. The vast majority of these are hidden, which is why FASD is sometimes known as an "invisible disability".

### 5 Pillars to Foster "Good Fit" Outcomes for People with FASD:

Pillar 1 Strengths- Understanding the strengths of someone with FASD is paramount for providing good fit outcomes in a challenging world.

The strengths of a person with FASD are where capabilities and avenues for greatest potential lie. The map of strengths for each person with FASD is unique. Therefore your challenge is to be attuned to specific strengths, and tailor programs and supports around these areas.

Pillar 2 Healthy Relationships- Relationships are an essential part of all of our lives. They ground us, keep us connected and help us feel like we have value. Healthy, trusting relationships are especially crucial to people with FASD and to fitting in. The need is great for the guidance, trust and unconditional acceptance that comes from good relationships

Pillar 3 Promoting Self-awareness- From a young age it is important for people with FASD to learn about their unique brain differences and their specific strengths and needs. Self-esteem increases for all of us when truths about ourselves are listened to, respected and celebrated.

Pillar 4 Map Adaptation strategies- Working with people with FASD is like developing a new map of what works... not necessarily a better one – just a different one. To develop the right fitting strategies to promote successful outcomes it is crucial to know a person's unique needs, sensitivities and strengths.

Pillar 5 Team Support for FASD- A team approach will help care providers better meet the complex needs of people with FASD. This can be formal or informal, but successful outcomes will emerge when people from home, school, social service workers and organizations work together.

For more tips [click here!](#)

## CONNECT WITH US SUPPORT TO FAMILY CARE NETWORK PROGRAM

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### 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](http://www.icsfp.info/outofcareproviders)



### Find us on Facebook!

Connect with us on our 'ICS Support To Family Care Network' Facebook page and our agency's 'Interior Community Services' Facebook page.

"Every kid is one caring adult away from being a success story." - Josh Shipp