Scw'exmx Child & Family Services Society

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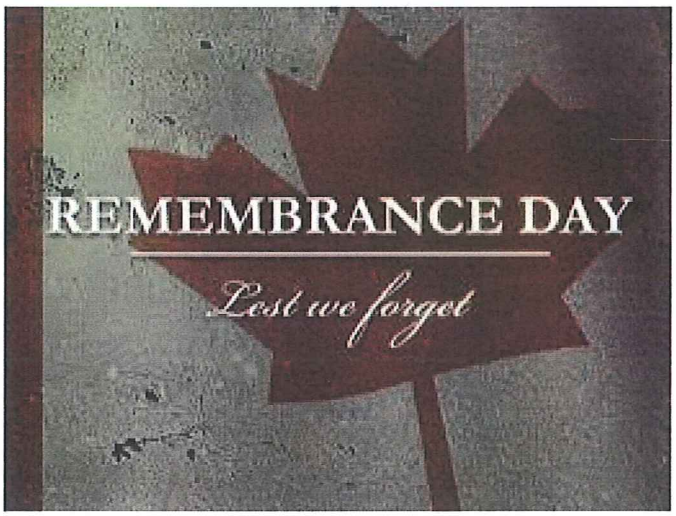
(news/information)

NOVEMBER 2016

Office Closure

Friday November 11 in honor of Remembrance Day



Moccasin Telegraph:

"If you know of anyone that you think would be a great caregiver, talk to them about working with us and our families. We would like to increase the amount of homes in our own communities"

And please don't get discouraged about the criminal record check, some records are minimal and/or very old, and may not discredit you as an applicant. If you have more questions about this or about becoming a caregiver, please call or come in and see our resource worker.

CALL A RESOURCE WORKER TODAY at (250) 378-2771

Scw'exmx Child & Family Services Society

85 Highway 8,
Merritt BC, V1K 0A7
Tel (250)378-2771
Or Call Toll Free 1-877-378-2773
Fax (250)378-2799

Need Help? If you don't feel safe, or you have concerns, you can call this number 24 hours a day:

Children's Help Line

250-310-1234

This number can be called from any phone for free

Scw'exmx Child & Family Services invites you to join us for our

Caregiver Appreciation Ceremony

5:00 pm on November 3, 2016

At

The Merritt Desert Inn

We will have Dinner for you and your family, as well as an Honoring Ceremony

There will be some great prizes up for grabs

(You must be in attendance to be eligible for the prizes)

Please RSVP your attendance at (250) 378-2771

Scw'exmx Child & Family Caregiver Appreciation

Thursday November 3, 2016

Agenda

5:00 pm	Welcoming & Opening Remarks
5:15 pm	Prayer
5:20 pm	Dinner
6:00 pm	Caregiver Appreciation
6:30 pm	Closing Remarks

Raffle Draws throughout the Night

WIN GREAT PRIZES!!

(must be in attendance to win)

IPad Mini
Sparkling Hill Resort Getaway
Merritt Golf & Country Club Punch Card
Chapters Gift Card
Gas Card
.....and Many More!

Also!!

Child Minding Kitty Corner
Photo Booth
Drumming and Singing

We look forward to seeing you there

Please RSVP to (250) 378-2771

Caregivers Save The Date!!!

November 23, 24 & 25 2016

9:30am to 2:30 pm

Please attend MANDATORY Pre-Service Training- An orientation to fostering will be provided to help prepare you for the rewards and challenges of fostering.

Lunch & refreshments will be provided. This will be a great opportunity for our caregivers to meet one another!

We look forward to seeing you there. Location to be determined.

Please contact our Resource Worker Ashley Stump if you have any questions (250) 378-2771

50 hour follow up training to follow in the New Year

Feel the Beat November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Reminder: To follow us on Facebook for any updates or changes to the calendar. All of the workshops that we provide are always open to everyone! Unless specified. Please remember to get your name on the list for the cedar basket workshop as we will only be open to 10 participants.	*BEADING NIGHT* 1 Introducing "around the kitchen table"during	2	3 **Finishing our Sweat Dresses & Ribbon Shirts**	4	5
6	7	8 ***Drumming Night***	9	10 **Moccasin making with Lani MacKenzie**	11	(10 people) 12 **Cedar Basket** workshop with Peter McKay 9 am-5:00 pm lunch and snacks
13	14	15 **Women's Self Defense with Kasey and Melissa!** (Open to all ladies + 2 spirited individuals)	16	17 **George Leech & Rosie "Music and Yoga" at Feel the Beat**	18	19 FTB BIRTHDAY BASH
20	21	22 **"I AM A GMO"** Workshop with Robin Humphrey	23	24 **Working on the Float for Parade**	25 **X-Mas Parade** **Dress**	26
27	28	29 **Emergency Kit for your car & Safety plan**	30			

Nov 1st & 3rd

- Beading night! Bring your projects you've been working on or start a new one. All welcome to come learn.
- Finishing sweat dresses & ribbon shirts from Oct 25 session.

Nov 8th & 10th

- Drumming night! Come learn the songs, bring your drum or borrow one of ours.
- Moccasin making. Come learn the process & patterns.

Nov 15th & 17th

- Self-defense, open to all ladies and two spirited individuals.
- Music & Yoga with Rosie, and George Leach

Nov 22nd, 24th & 29th

- I AM A GMO- learning how to walk in both worlds.
- Working on the Float for the Christmas Parade.
- Emergency Kit for your vehicle. Bring a bag or container to put in your trunk.

FREE COMMUNITY WORKSHOP SERIES

Supporting Aboriginal Families - November 8 & 9

Topics will include: impacts of colonization on families, communication, traditional & cultural role of families, overview to family violence, family group conferencing.

Suicide Prevention - November 29 & 30

Topics will include: signs of depression, increasing comfort level to talk about suicide, postpartum depression, youth and suicide, steps and action to take to prevent suicide.

Overview to Trauma - January 10 & 11

Topics will include: overview to trauma, types of trauma, impacts of colonization and residential school, recovery and wellness, impacts of trauma on children.

WORKSHOP LOCATION: Merritt Civic Centre 9 am to 3:30 pm
Lunch will be provided

Facilitator:
Rona Sterling-Collins, MSW
Rona Sterling Consulting

Generously hosted by:
Journeys into Tomorrow
Transition House

Registration is required
Open to service providers, parents, community members.

Please contact Rona at:
info@ronasterlingconsulting.com
For more information

COMMUNITY WORKSHOPS

Hosted by Journeys into Tomorrow Transition House

REGISTRATION FORM

Please Print:

Name: _____

Title/Role: _____

Organization: _____

Mailing Address: _____

Email: _____

Tel: _____ Fax: _____ Cell: _____

Do you have any medical issues or dietary concerns or allergies that we need to be aware of:

_____

TRAINING EVENT	Pick check which ones you are attending
Supporting Aboriginal Families	☐ November 8 & 9
Suicide Prevention	☐ November 29 & 30
Overview to Trauma	☐ January 10 & 11

There are a max. # of seats, please register early. Please let us know if you have to cancel.

Workshop Location: Merritt Civic Centre. 9 am to 3:30 pm.

Registrations can be faxed or emailed to:

Rona Sterling-Collins, Facilitator

250-378-5563

Email: info@ronasterlingconsulting.com

Sweat Lodge Ceremony

Introduction Men Sweat

The sweat lodge ceremony cleans and heals the body. It heals the mind – bringing clarity – and it is often a testing place, offering a rite of passage where a participant can demonstrate endurance, strength and courage. Finally, sweat lodges are also holy places where Aboriginal people can renew their deep connection to the universe and land .

First Week- Traditional Protocols and the meaning behind the sweat lodge.

If you are interested to take part in the Sweat lodge Ceremony please sign up here , and let us know what day of the week works for you best. We maybe able to provide transportation if there is enough interest, so please invite your sons, nephews ,brothers, fathers, uncles etc.. .

Please call the office to sign up 250-378-2771

Repairing Relationships with a Time-In

(This is a guideline. It is, of course, harder than this page makes it sound.)

I'm Upset and My Child is Upset

When necessary, I start with a "*Time-Out*"* (for me, for my child, or for both of us) until:

- I know that I am bigger, stronger, wiser, and kind, and
- I remind myself that no matter how I feel, my child needs me.
- A "*Time-Out*" can be helpful as a first step, but not as a punishment.

I'm Calm (enough) and My Child is Upset

We can build a safe "repair routine" together (remember: the first 1,000 times are the hardest!).

- I take charge so my child is not too out of control.
- We can change location. Go to a neutral place that is our "*Time-in*" spot, where we sit together and let feelings begin to change.
- I maintain a calm tone of voice (firm, reassuring, and kind).
- We can do something different (for several minutes): read, or look out the window, or attend to a chore together.
- I help my child bring words to her/his feelings. ("It looks like this is hard for you." "Are you mad/sad/afraid?")
- I talk about my feelings about what just happened. ("When you did that, I felt…")
- I stay with my child until s/he is calm *enough*. (It may take a while for a child to calm down from overwhelming and unorganized feelings. Rule of thumb: Stay in charge and stay sympathetic.)

I'm Calm (enough) and My Child is Calm (enough)

I use the following to support our repair and to make repair easier in the future.

- I help my child use words for the needs and feelings that s/he is struggling with by listening and talking together. (Remember KISS—**K**eep **I**t **S**hort **A**nd **S**weet)
- I help my child take responsibility for her/his part and I can take responsibility for my part. (Rule of thumb: No blaming allowed.)
- We talk about new ways of dealing with the problem in the future. (Even for very young children, talking out loud about new options will establish a pattern and a feeling that can repeated through the years

Bottom line: It's the relationship (and only the relationship) that will build my child's capacity to organize her/his feelings. My child's problem may look like something that is being done on purpose. But at its root, it's an issue of needing to reconnect and learning to handle difficult feelings in a safe and secure way. By taking an "*I can/we can*" perspective ("*Together, we're going to figure out what you need*") my child will realize that I'm in charge as someone who is bigger, stronger, wiser, and kind. This will reassure her/him, feelings will settle and organize, and the relationship will have been repaired.

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Circle of Security/Attachment Theory Terminology

Attachment—

Care Seeking (Attachment)—an instinct, throughout the life span, to seek proximity to a specific person who will comfort, protect, and/or help organize one's feelings.

Care Giving (Bonding)—an instinct to monitor a specific person, and to comfort, protect, and/or organize that person's feeling when necessary.

Exploration—an instinct to follow one's innate curiosity and desire for mastery, when it feels safe to do so.

Attachment Strategies—

Secure—a relationship that creates confidence in the availability of a specific protective caregiver if needed, and supports exploration when it is safe to do so. The child does not need to focus on the needs of the caregiver, but can simply attend to what s/he wants, needs, thinks, and feels and make that known all the way around the Circle.

Ambivalent—an organized strategy of attachment that overemphasizes the demonstration of closeness and proximity (safe haven/bottom half of Circle) while underemphasizing the exploratory aspects of the relationship (secure base/top half of Circle). The child seeks to keep an inconsistent caregiver available through a heightened display of emotionality and dependence. This attachment strategy is not considered a risk for significant psychopathology.

Avoidant—an organized strategy of attachment that overemphasizes the exploratory aspects of the relationship (secure base/top half of Circle) while underemphasizing the need for emotional closeness and comfort (safe haven/bottom half of Circle). This strategy allows a child to stay as close as possible to the caregiver while expressing a minimum of emotional need.This

attachment strategy is not considered a risk for significant psychopathology.

Disorganized—attachment of a child to a caregiver who is either frightened of the child or frightening to the child (or both); a breakdown in organized behavior by the child when needing to seek comfort and protection from the attachment figure, particularly when under stress. This attachment style is considered to be at risk of significant psychopathology.

Negative Attachment—attachment to a "procedural script" regarding how to

function within relationship; this script, learned within the context of an insecure

or disorganized attachment, allows for a limited experience of connection ("Thismay be painful, but at least it allows some predictability and some sense of

connection.")

Cue/Miscue

Cue—a signal/request (direct or indirect) from the child or caregiver for a specificneed to be met.

Miscue—a misleading or contradictory cue used to protect the child from the painof having a specific need exposed and/or unmet. This concept is at the foundation of COS work as a way teach caregivers how their child is cooperating with them in a well synchronized "dance" that allows both child and caregiver access to each other in a way that currently feels "comfortable" (comfort in the service of defense) to the caregiver.

Disorganized Spiral—the tendency to be pulled into a disorganized state of mind when working with someone with a disorganized state of mind; a lapse in reflective capacity; symptoms: 1. rescuing/taking responsibility, 2. becoming punitive/blaming the other.

Earned or Learned Secure—the achievement of a secure state of mind through "corrective attachment experiences" with a significant attachment figure (teacher, therapist, friend, partner, spouse, etc.) and/or an increase in reflective capacity concerning past and present attachment experiences.

Emotional regulation—the ability to respond to the ongoing demands of experience with a range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions, as well as the ability to delay spontaneous reactions as needed.

Empathy—the capacity to think with and feel with the experience of another.
Internal Working Model—mental models of self and attachment partner that regulate, interpret, and predict behavior, thoughts and feelings related to attachment.

Learned Helplessness—futility engrained within a context of unpredictable caregiving and/or predictable disregard for attachment needs; futility experienced within an environment that will not respond to requests for help.

Multi-risk Families—families with three or more of the following risk factors, * placing their children at higher risk for cognitive and emotional difficulty.(* Maternal mental illness, maternal anxiety, negative parental perspectives on childrearing, lack of spontaneous interactions with children, unskilled or unemployed, lack of high school diploma, minority status, lack of family support, stressful life events, family size/overcrowding, low SES, marital distress, parental criminality, foster care for children, drug abuse)

Parenting Styles—
Authoritarian—a parenting style that has a high level of control and a low level of warmth and affection. Children from these families tend to have lower selfesteem, be less trusting, and more withdrawn.

"Bigger, stronger, wiser, and kind"—a parenting style with a high level of the caregiver being "in charge" matched with a high level of caregiver warmth and affection. Children from these families tend to be more mature, independent and academically successful. "Bigger, stronger, wiser, and kind" becomes a central parenting focus/goal (repeated often) within the COS protocol.

Permissive—a parenting style that has a low level of control and a high level of warmth and affection. Children from these families tend to be low in self-reliance and self-control and have trouble adjusting to school.

Reflective Capacity—the ability to stand back, observe, and understand one's own behavior, motivation, and needs and to observe and understand the behavior, motivation, and needs of others; the ability to "turn one's self in;" to see in a genuine way how one may be a part of any given problem within relationship, while simultaneously recognizing that the other may also have responsibility.

Reflective Functioning—the capacity to reflect upon one's self and one's experience in relationship; the capacity to recognize and work with one's Shark Music.

Resiliency—the capacity to be confident, competent, and caring despite significant risk factors throughout childhood. (e.g. develop social competence, problem-solving skills, capacity to reflect, autonomy, and a sense of purpose.)

Rupture and Repair in Relationship—a parent/child relationship is ruptured when the parent is unable (temporarily) to met the child's attachment needs. The relationship is repaired when the parent and child reestablish their attachment pattern.

Shark Music – the painful state of mind (feelings and memories, initially unconscious) of caregiver and/or child that emerges when certain needs on the Circle are evoked. This concept is central to the COS intervention model as a means of normalizing defensive

process for caregivers, thus supporting increased reflective capacity.

State of Mind—the particular way in which we hold or view our experience.

State of Mind Regarding Relationship—conscious and unconscious beliefs, attitudes, and

values regarding past and current attachment experiences.

State of Mind Regarding Relationship—

Secure—a state of mind that exhibits a coherent valuing of attachment experiences while maintaining the freedom to evaluate the quality of past and current relationships.

Insecure—a state of mind that exhibits a restricted ability to evaluate current and past relationships (either preoccupied with or dismissing of attachment experiences); a lack of coherence when considering issues of autonomy or closeness.

Disorganized—a state of mind that exhibits a lack of resolution regarding significant loss and/or abuse during childhood or adulthood; a lack of coherence when considering issues of loss or trauma.

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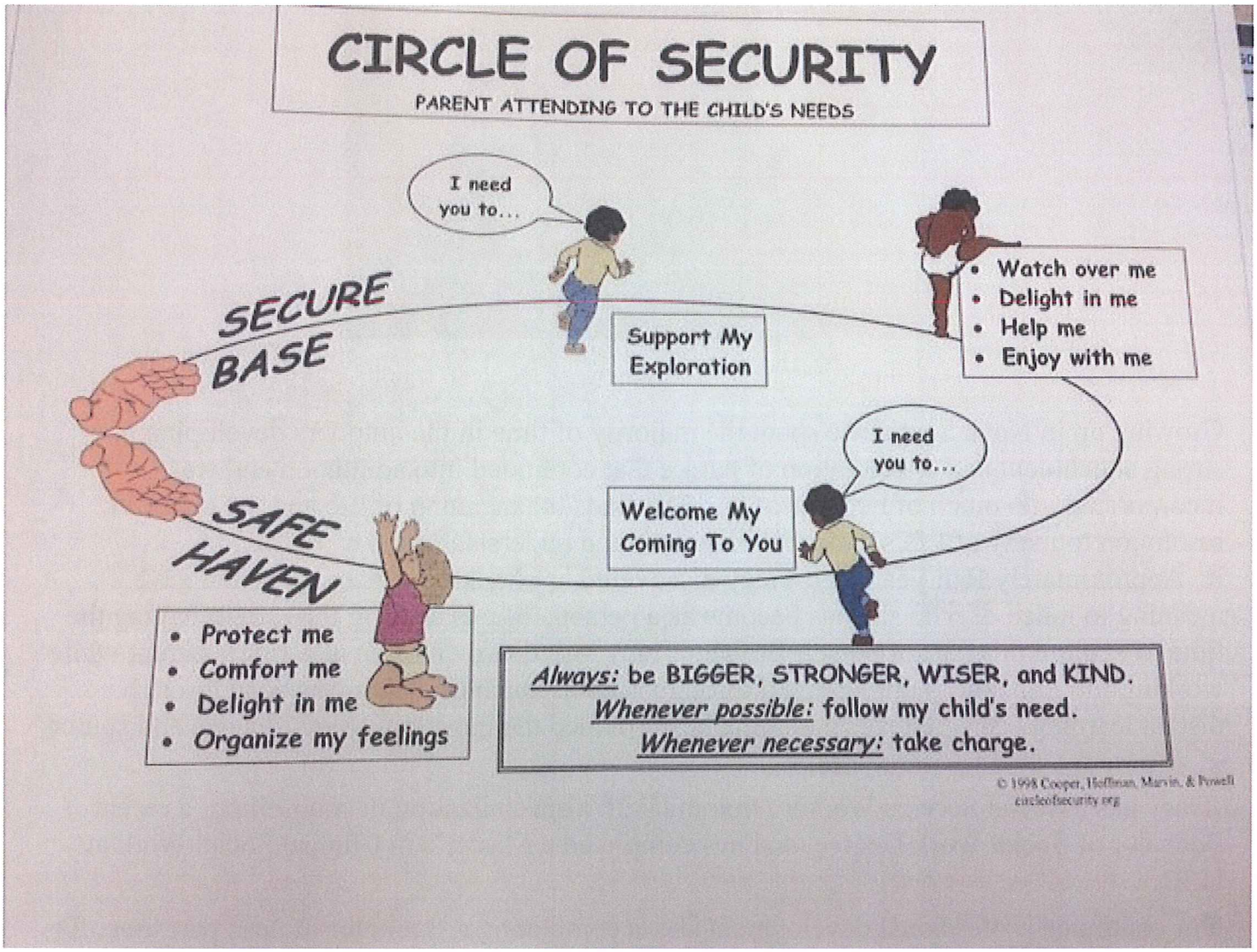
CIRCLE OF SECURITY
PARENT ATTENDING TO THE CHILD'S NEEDS
I need you to...
SECURE BASE
Support My Exploration
Watch over me
Delight in me
Help me
Enjoy with me
I need you to...
Welcome My Coming To You
SAFE HAVEN
Protect me
Comfort me
Delight in me
Organize my feelings
Always: be BIGGER, STRONGER, WISER, and KIND.
Whenever possible: follow my child's need.
Whenever necessary: take charge.
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Growing up in Nova Scotia she spent the majority of time in the outdoors developing a strong attachment and appreciation of nature that continued into adulthood and was incorporated into much of her education. She finds the meaning of life and the peaceful resolution to many of life's situations in nature and understanding our position in it. Approximately four years ago Tracy discovered her Mi'kmaq ancestry, which gave meaning to much of who she has become as a person. She is looking forward to having the time to explore this part of herself further. Tracy raised two children as a single parent while working full time and putting herself through school, much of which was done through distant learning. She believes parenting has provided the most valuable influence and source of knowledge thus far in her life.

Tracy has a Social Service Worker Diploma with a specialization in counselling, a recent Bachelor of Social Work Degree, and has completed a Master's in Clinical Social Work at UBC.

For continued professional development she is completing a **Bachelor of Arts** part time, for which she has completed the **Psychology Major**, and the **Honors Program** in this major, where she studied nature and urban effects on emotion regulation.

Tracy has worked with people with developmental disabilities/mental illnesses for 20 years in the Kamloops area, and has volunteered for many years coaching children in sports.

She is honored to be in the Merritt area working for Scw'exmx, and to have been given the privilege to be invited into your community to learn about the culture, people and the new relationships this will bring.

Scw'exmx Child & Family Services Society Staff

ADMINISTRATION TEAM:

Yvonne Hare – Executive Director
Harriett Isaac – Executive Assistant
Crystal Narcisse – File Management
Robyn McDonnell – Administrative Assistant
Juanita Lindley – Community Engagement Coordinator

SOCIAL WORK TEAM:

Susan Thompson – Clinical Supervisor– On Leave
Chris Pearson-Bronsch– Acting Clinical Supervisor
Simone Lampreau – Child Protection Worker
Tracey Dawson – Guardianship
Ashley Stump – Resource Worker
Vivian McBee – Kinship Care Worker
Natasha Thys – Case Aid

RESTORING BALANCE TEAM:

Lucinda Seward – Restoring Balance Coordinator
Tracy Davison – Child & Youth Mental Health Clinician
Darlene Vallee – Family Support Worker
Carol Smith – Family Support Worker
Robin Humphrey – Cultural Youth Support Worker
Rob Sawan – Family Circles Coordinator
Stephanie Lindley – Cultural Youth Worker
Jacqueline Merritt – Child & Youth Care Worker

FINANCE TEAM:

Marjory Moyes – Finance Manager
Marsha Sterling – Finance Clerk