



Stronger Together

Parkland School Division Family Supports Newsletter March 19, 2021

Dear parents and caregivers,

The newsletter theme this month is all about emotional regulation. The added stressors that come from coping with a Pandemic can play havoc with the way we are able to cope emotionally. This is true for us and for our kids. The good news is that there are skills we can all learn to help regulate our emotions more effectively. As parents it is important for us to understand ourselves and our children's emotional responses before we react. This will help with our kid's behaviour, mood and even learning.

Take care, Vicky Mamczasz -Family Support Facilitator, Dena Davis- Sunrise Supports Program Liaison



Family Tips for Emotional Regulation with Joel Pukalo - Family Life Psychology - Stony Plain 780-963-7451

- Free online webinars
- Low cost counselling for children and adults

Creating an environment of emotional empowerment requires that parents work collaboratively with their children to help them grow in emotional awareness and emotional regulation. Emotional awareness means that I understand *how* I'm feeling. Emotional regulation means

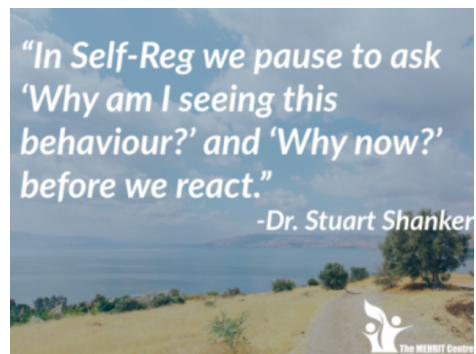
knowing *what to do* to manage *how* I'm feeling. Understanding *how* I feel is essential to figuring out *what to do* about how I feel. Emotional regulation requires emotional awareness. Therefore, the first step in putting children in the driver's seat of their own emotional management is to help children understand *how* they are feeling. In a parent-driven approach, parents may tell their children how to feel. Consider the following examples:

- o Johnny, don't get angry. It's a small problem stop making it such a big deal.
- o Jill don't cry. Everything is going to be okay.
- o Jack, you should be happy right now. Think of all the good things in your life and stop being so gloomy.

In a child-driven approach parents value relationship and keeping their child happy so they have difficulty providing appropriate parameters for emotional expression. Children may also use their feelings to try to get what they want. Consider the following examples:

- o Johnny is having a tantrum over not getting a toy in the store, so the parents break down and buy the child a toy.
- o Jill is having a crying meltdown about accidentally dropping her phone at school so her parents go out and buy her the newest iPhone.
- o Jack is really frustrated about losing technology privileges for the day so he fluctuates between extreme anger and extreme sadness until his parents give him back his device.

Connection-based parents teach their children to communicate *how* they are feeling while providing them with tools and strategies to help children manage their emotions. Consider using a circle of responsibility, a core value of connection-based parenting. Within my circle, I am responsible for my emotions, words, actions, and behaviors. I am also responsible for how my emotions, words, actions, and behaviors impact other people around me. I am allowed to feel the way I do AND I am responsible to communicate it in a healthy way that does not negatively impact the people around me. I need emotional awareness to know what I'm feeling and I need emotional regulation to communicate how I'm feeling in a constructive manner. But before I can figure out *what to do* with my emotions, I need to understand *how* I am feeling first.



SELF-REG for PARENTS



What is Self-Reg all about?

Shanker Self-Reg® is a process for enhancing self-regulation by understanding and dealing with stress. In Self-Reg we consider both our responses to stress and our underlying state of energy and tension when we encounter a stress.

Self-Regulation

- Self-Reg is based on the original, psychophysiological definition of self-regulation, which refers to how we respond to stress.
- We all self-regulate, though sometimes in ways that are maladaptive: i.e., that don't help us recover from stress and actually lead to even greater stress down the road.
- Adaptive (effective and helpful) self-regulation promotes growth and learning as well as helping us recover from stress.
- Self-regulation is not the same as self-control. Self-control is about inhibiting troublesome impulses. Effective self-regulation reduces the stress-induced feelings that cause impulses.
- Self-regulation is about understanding, not "monitoring and managing," emotions, thoughts and behaviour in ourselves and others.

Shanker Self-Reg® looks at stress across five domains of experience: biological, emotion, cognitive, social, and prosocial.

There are five practices in The Shanker Method®:

1. Reframe the behaviour.
2. Recognize the stressors across the five domains.
3. Reduce the stress.
4. Reflect and enhance stress awareness.
5. Respond with personalized ways to support restoration and resilience.

Self-Reg includes recognizing what calm feels like for yourself as well as what it feels like to become overstressed.

The ultimate, long-term Self-Reg goal is to help children acquire the necessary understanding of when and how to manage their own energy and tension, so they can adapt to the various stresses of life. But Self-Reg is also personal. If we are going to support our children's self-regulation we first have to understand our own stress and know how to manage our own energy and tension.

Self-Reg can help us understand and respond positively to the roots of many behaviour, emotion and social challenges that affect children and families.



The Seeds of Self-Reg Parenting

SAFETY

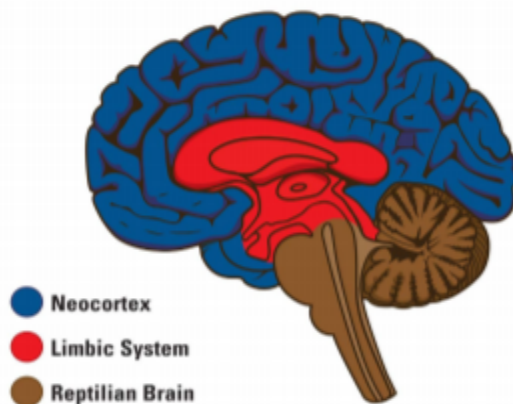
- Helping children feel safe, in every way—physically, emotional and socially—provides the foundation for their mental, social and emotional wellness.
- Excess stress affects brain-body stress systems in ways that can make children feel unsafe, even if we think they are safe (and should feel safe).

RELATIONSHIPS

- Self-Reg parenting starts with relationships. Dr. Stuart Shanker says, “The foundation of self-regulation is the feeling of calmness and safety that children experience with their parents.”
- Children learn to self-regulate through “co-regulation” with parents.
- Co-regulation: When two people adjust to and regulate one another’s behaviour (mood, emotions, language) via bi-directional interactive signals and behaviours.

ENVIRONMENTS

- Factors such as too much screen time, not enough physical activity, visual clutter, lack of sleep and excess junk food are “hidden stressors” for some kids.
- Create spaces in your home where children can go to feel more calm or more energized as needed.
- Unstructured, non-electronic play, especially outdoor play, are great stress relievers for children.



BECOME A STRESS DETECTIVE

- Learn to “reframe” children’s behaviour (see and understand it in a different way)
- Many behaviours that adults think of as misbehaviour—tantrums, for example—are actually “stress behaviour,” caused by too much stress.
- When a child “misbehaves, ask “Why?” and “Why now?” Look for stressors that may be causing the behaviour.

IT’S PERSONAL

- Self-Reg is personal and it begins with you. Consider your own stress and how it affects you and, in turn, your children. You will be most able to build your children’s self-regulation, if you take care of your own.
- Self-Reg can help you understand your children’s behaviour better and help you be less angry and more patient and understanding.

SELF-REG PARENTING IS A LEARNING JOURNEY

- Learn about the connections between stress, energy and tension and how they affect children’s behaviour, mood and learning.
- Read Dr. Stuart Shanker’s book Self-Reg.
- Consider taking one of our [online](#) courses, such as Self-Reg in Parenting or Self-Reg Foundations.

Courtesy of the Mehrit Centre https://self-reg.ca/wp-content/uploads/2020/06/Infosheets_Self-Reg_for_Parents.pdf

Consider taking one of the Self Reg for Parents courses <https://self-reg.ca/parents/>

WHY DOES MY CHILD'S BEHAVIOR TRIGGER ME?

(AND WHAT SHOULD I DO IN THE MOMENT?)

YOU ARE TAKING THEIR BEHAVIOR PERSONALLY

IT MAKES YOU FEEL LESS CONFIDENT AS A PARENT

YOU HAVE UNREALISTIC EXPECTATIONS


YOU FEEL DISRESPECTED

YOU WERE ALREADY TIRED OR STRESSED

IT TRIGGERS A TRAUMA RESPONSE

YOU WERE PUNISHED FOR THE SAME BEHAVIOR AS A CHILD



 FLOURISHING HOMES & FAMILIES

RESPONDING IN THE MOMENT TO YOUR TRIGGERS

Step 1

STOP WHAT YOU'RE DOING
Unless someone is hurt, stop what you're doing.
(If someone is hurt, attend to their needs.)

Step 2

DROP TO YOUR CHILD'S EYE LEVEL OR LOWER
Getting eye level or lower will signal to your child that you aren't showing up to fight. If you need to reset, lay down on the floor and focus on breathing.

Step 3

TAKE DEEP BELLY BREATHS
Breathe in for the count of four, allowing your belly to blow up like a balloon, then breathe out slowly through your nose for the count of four.

Step 4

PRACTICE A DIFFERENT RESPONSE
Don't worry about having the right response. Just be willing to practice a different one. You can say, "I'm not sure what to do right now."

 FLOURISHING HOMES & FAMILIES

What Can Parents Do As Co-regulators?

1. Recognize signs of dysregulation in your child
2. Identify the stressors or environmental cues that trigger dysregulation for your child
3. Teach your child how to recognize and communicate his or her feelings, and to become more aware of their response to stress
4. Help your child find a way to become more alert (if idling on low) or more calm (if revved up too high)

It's best to introduce and practice the following regulation techniques when your child is feeling *calm*. Doing so will help your child to strengthen these skills and be more apt, in kind, to using them in moments of struggle. For a time, however, your ongoing support will be needed to help your child use these strategies when feeling dysregulated.

Calming Techniques

When your child's body, mind, or mood is *revved up*:

- Take slow, deep breaths to help calm the body and the brain
- Use progressive muscle relaxation activities: tense then relax key muscles in your body, moving from head to toe
- Take a squeeze – use a stress ball or hug a stuffed animal
- Listen to calming music
- Distract with a fun activity or game (non electronic)
- Block out noises, sights or smells that are overstimulating
- Take a break – go for a walk or splash cool water on your face

Practice mindfulness - focus your mind on an activity to get back to the present. For example, eat a small piece of fruit - focus on the taste, the smell and the feel of it

Alerting Techniques

When your child's body, mind, or mood is *idling on low*

- Get their body moving through play and physical activity
- Use a fidget toy or wiggle cushion
- Chew gum
- Eat chewy, crunchy, or sour foods
- Drink cold, citrus-infused water

Staying Regulated

Be sure to spend time setting up your child or teen for success:

- Encourage positive self-talk – tell yourself things like “this will pass” or “I can do this” or “my turn will soon come, I can wait”
- Ensure your child gets enough quality sleep • Eat well. Promote a healthy diet of wholesome foods
- Engage in regular physical activity – minimum 60 min/day
- Have and maintain a regular routine at home and at school
- Reach out to social supports – talk to a friend, family member, teacher, coach, or trusted adult



From - Alberta Health Services

Learning to Think Helpful Thoughts

Have your child explain what unhelpful and helpful thoughts are to all family members.

Sharing out loud some of your own thoughts helps your child or youth to recognize whether thoughts are helpful or unhelpful.

Encourage your child to focus on the positives of any situation and realistic thoughts.

Changing Unhelpful Thoughts, Increasing Helpful Thoughts



From the BC Children's Hospital

20 Things Every Parent of Kids with Special Needs Should Hear

By Dr. Darla Clayton, PsyD, The Mobility Resource See the full article at <https://www.abilities.com/community/parents-20things.html>

- 1) You are not alone.
- 2) You too deserve to be cared for.
- 3) You aren't perfect—and that's ok!
- 4) You are a superhero.
- 5) Therapy is play.
- 6) Play is therapy.
- 7) Make time to enjoy your kids
- 8) You will be obligated to make heart wrenching decisions.
- 9) You won't always get it right.
- 10) Forgive yourself.
- 11) Being a parent is hard. Being a parent to a child with extra needs is *extra* hard.
- 12) Parenting a child with extra needs is like a marathon.
- 13) Don't lose yourself.
- 14) Keep your sense of humor.
- 15) Celebrate the little things!
- 16) Don't let typical parents get you down.
- 17) Don't compare.
- 18) You don't have to be "THAT" parent.
- 19) Make time for your marriage.
- 20) Trust your instincts.





APR
07

Supporting Emotional Regulation with Children on the Autism Spectrum

by Alberta Parenting for the Future Association

[Follow](#)

Free



[Register](#)

This workshop is intended to give caregivers tools & strategies to deal with emotional regulation for their children on the Autism Spectrum.

About this Event

Presenters: Larissa Predy & Ashton Parker from [Little Oaks Psychology](#)

In partnership with Parkland School Division

Date And Time

Wed, April 7, 2021
6:00 PM - 8:00 PM MDT
[Add to Calendar](#)

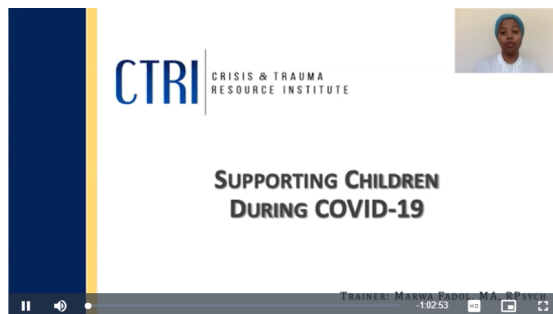
Location

Online Event

Register here:

<https://www.eventbrite.ca/e/supporting-emotional-regulation-with-children-on-the-autism-spectrum-registration-131635817273?aff=ebdsoporgprofile>

Supporting Children During COVID-19



<https://ca.ctrinstitute.com/covid-19-videos/supporting-children-during-covid-19/>

WISE-MIND WEDNESDAYS FOR YOUTH



WEDNESDAYS FROM 4-5:30PM

This spring, Spruce Grove FCSS and Stony Plain Youth Centre have partnered to offer virtual programs for youth every Wednesday from 4:00pm-5:30pm. The programs are free, but registration is required. Once registered, youth will be able to access any or all of the Wise-mind Wednesday programs.

- Understanding Anger March 24
- Setting Boundaries March 31
- Effective Listening April 7
- Respectful Assertiveness April 14
- Navigating Change & Loss April 21
- Super You - Learning to Self Empower April 28
- Understanding Stress May 5
- Social Emotional Skills & Strategies for Self-Regulation May 12

To register visit www.sprucegrove.org/onlinereg
or call 780-962-7618.



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WISE-MIND WEDNESDAYS FOR YOUTH



WEDNESDAYS FROM 4-5:30PM

UNDERSTANDING ANGER - MARCH 24

Learn to understand the emotions of anger and how it can affect decision-making. By learning practical skills youth will be better able to communicate when they are upset. Understanding Anger is one of the four programs that is required for the Collaborative Communication certificate.

SETTING BOUNDARIES - MARCH 31

Setting boundaries with yourself and others allow you to increase your personal power and build healthier relationships. In this session, learn how to establish and effectively communicate their boundaries to others. Setting Boundaries is one of the four programs that is required for the Collaborative Communication certificate.

EFFECTIVE LISTENING - APRIL 7

Being able to understand what others are communicating will help you to respond in a healthier and effective way. Youth will learn skills to improve their ability to listen and better understand where communication breakdowns can happen. Effective Listening is one of the four programs that is required for the Collaborative Communication certificate.

RESPECTFUL ASSERTIVENESS - APRIL 14

Learning to be assertive will help youth to be confident in their communication, while still being respectful of others. This session will help recognize how you can express yourself in a positive and effective way. Respectful Assertiveness is one of the four programs that is required for the Collaborative Communication certificate.

NAVIGATING CHANGE & LOSS - APRIL 21

Change can be overwhelming at times, especially if we don't give ourselves time to process and understand our emotions. Learn practical skills to help navigate through times of loss and to know when to ask for help.

SUPER YOU - LEARNING TO SELF EMPOWER - APRIL 28

When we eliminate negative self-talk and doubt we increase our ability to live a meaningful and healthy life. Youth will learn to break down their limiting beliefs in order to build confidence and improve self-esteem. Focusing on what makes each of us special and the importance of valuing self.

UNDERSTANDING STRESS - MAY 5

Stress can affect you physically, emotionally, and mentally. Knowing how to plan ahead by using daily tools can help to prevent unnecessary stress. This program focuses on teaching healthy ways to cope during stressful times and recognizing when you may need help from others.

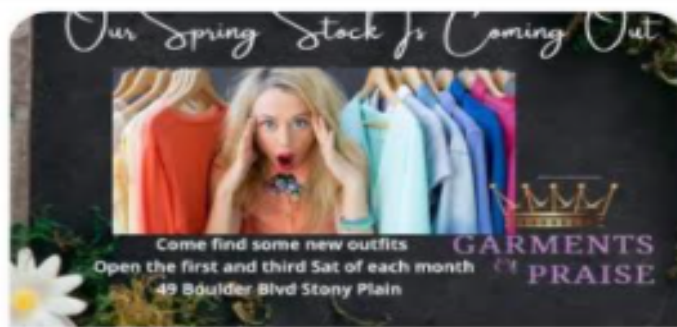
SOCIAL EMOTIONAL SKILLS - MAY 12

Learn the tools on how to identify emotions and express yourself in a healthy way. By focusing on practical skills to self-regulate youth will be better able to communicate effectively when they are feeling overwhelmed.



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Lighthouse Church added a new photo.

Lighthouse Church

Lighthouse Church

Just a reminder that our free community outreaches will be running this Saturday, March 20 from 10:00 - 1:00 pm.

Our outreaches are located in the house directly behind the Church at:

49 Boulder Avenue, Stony Plain



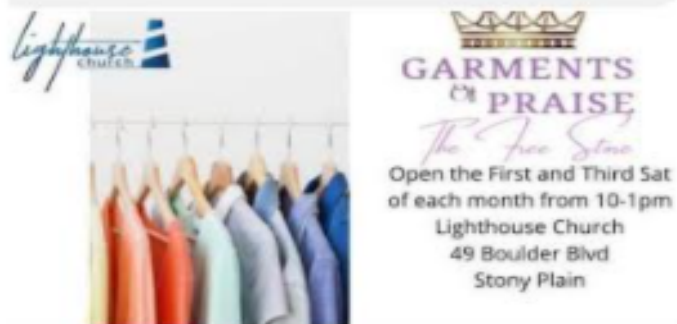
Lighthouse Church added a new photo.

Lighthouse Church

Hope lives at Lighthouse Church, everyone is welcome!

Garments of Praise (the free store) has their spring clothing out, come and find a new to you outfit, for you and your family.

Food for the Store will be providing free community bag lunches. Don't forget to register for the Easter of Hope, free community Easter dinner - registration closes March 28, 2021. To register go to www.lhpc.ca



Caregiver Education Series - Alberta Health Services

| | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | Caregiver Education Session - Technology and the Teenage Brain - CYF Caregiver Education |
| Description | Digital Wellness for Families / Take a look at the teen brain and the risks and benefits of technology use. Tips on effective communication and limit setting are also shared. Note: Caregivers and their youth (grades 7-12) are welcome to attend this session together. |

Time: March 24 at 6:00pm

Register here: <https://www.cyfcaregivereducation.ca/virtual-education/caregiver-series-registration>

| | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | Drop-In Series - Anxiety Part 4: Overcoming Avoidance - CYF Caregiver Education |
| Description | <p>In this session, we will discuss how avoidance of stressors can increase our child's stress responses. By encouraging our children to face manageable stressors, caregivers can help their child foster effective coping skills. For caregivers of children in grades K-12.</p> <ul style="list-style-type: none">• This session is for adults only unless otherwise indicated.• Please do not take screenshots, or share content from this session.• Session resources and links will only be sent to participants who attend the session. <p>For information about upcoming sessions and more caregiver resources, go to www.cyfcaregivereducation.ca</p> <p>-----</p> |

Time Mar 25, 2021 06:00 PM in [Mountain Time \(US and Canada\)](#)

Register here: https://albertahealthservices.zoom.us/webinar/register/WN_IltVCbMTQu2c29DqYFeg9w

Community Support



<https://adaptabilities.ca/parent-resources/>

T: 780-431-8446
F: 780-669-5762
E: info@adaptabilities.ca



<https://www.autismedmonton.org/programs>

Edmonton Fetal Alcohol Network

10320 – 146 Street NW

Edmonton, AB T5N 3A2

Phone: 780-919-0354

Website: EdmontonFetalAlcoholNetwork.org

Understanding FASD - ERLC

<http://www.engagingalllearners.ca/il/supporting-students-with-fasd/>

Supporting Students with Fetal Alcohol Spectrum Disorders

A key to supporting students with Fetal Alcohol Syndrome Disorder (FASD) is having a good understanding of FASD and how individuals with FASD are impacted.



The association offers a parent support group and has many resources on their website at http://adhdedmonton.com/?page_id=25#.Xwz-jyhKhPY.

<https://www.ldedmonton.com/>

LD Edmonton



Tuesday Evenings - 7:00 - Family Connection Centre

Register prior to attending.

Reach out for support...

Youth Mental Health (Westview Primary Care Network) - call in for an appointment - 780-960 - 9533 ext 221
 Community Connector - Simonne Massner - 780-217-4146 Stony Plain and Prab Gill - Spruce Grove and Greater
 Parkland area 780-217-8701
 Youth Mental Health - Northgate Walk In Clinic (AHS - now call in or virtual appointment) 780-342-2700
 MOBILE/AFTERHOURS CRISIS TEAM: 780-407-1000
 Mobile Addictions Support - Lisa Kimmerly - 780-868-1895
 Parenting support (APFA) - Triple P Parenting - Rebecca Plante - 780-963-0549
 Adult Crisis Response - 780-342-7777
 Support Network Distress Line - 780-482-4357
 Adult Mental Health Referral and Treatment - 780-424-2424
 Parkland School Division - Family Support - Vicky Mamczasz - 780-668-7422
 Sunrise Supports - Dena Davis - 780-977-6241

HELP FOR HARD TIMES

TRI-REGION SUPPORT GUIDE

WHO CAN HELP, WHERE CAN I GO, AND HOW DO I GET SUPPORT?

I NEED TO TALK TO SOMEONE NOW (24H)

Distress Line 780-482-4357(HELP)
 Addiction Helpline 1-866-332-2322
 Child Mental Health (8am-11:30pm) 780-427-4491
 Kids Help Phone 1-800-668-6868
 Bullying Helpline 1-888-456-2323
 Seniors Abuse Helpline 780-454-8888
 Family Violence Info Line 310-1818
 Sexual Assault Center (9am-5pm) 780-423-4121
 First Nations & Inuit Mental Health
 Hope for Wellness 1-855-242-3310

I NEED IMMEDIATE HELP Call 911

Emergency Financial Assistance 780-644-5135
 Access 24/7 (Adults)
 Addictions & Mental Health 780-424-2424
 Westview Health Centre 780-968-3600
 Child Intervention Services 780-422-2001
 Kids Cottage Crisis Childcare ... 780-944-2888
 Parkland RCMP 825-220-2000
 Poison Control 1-800-332-1414
 NeighbourLink Parkland (practical crisis help)
 Monday-Friday 9am-4pm 780-960-9669
 Pay Forward Kindness (homeless supports)
 587-286-4663

I DON'T EVEN KNOW WHERE TO START?

24-hour information and referral line connecting you to social, health and government services.

or download **HelpSeeker**, onto your phone to find local supports and resources.

WHERE CAN I FIND A SAFE PLACE TO SLEEP AT NIGHT?

George Spady (men, women) 780-424-8335
 Women's Emergency Accommodation Centre 780-423-5302
 Hope Mission (ages 16+, men, women) 780-422-2018
 Youth Empowerment & Support Services (YESS)..... 780-468-7186
 Salvation Army (Transitional Housing: \$12/day)
 780-429-4274

I NEED A DOMESTIC ABUSE SHELTER

Alberta Council of Women's Shelters
 1-866-331-3933

I NEED DETOX SUPPORT

George Spady 780-424-8335
 AHS Detox Centre..... 780-427-4291
 Youth Edmonton Detox 780-422-7383

I NEED A SAFE CONSUMPTION SITE

Boyle Street Community Serv. .. 780-424-4106
 George Spady Centre 780-424-8335
 Boyle McCauley Health Centre 780-422-7333

I NEED HELP WITH MENTAL HEALTH AND/OR ADDICTIONS

Access 24/7 Addictions and Mental Health (adults)..... 780-424-2424
 Youth Addiction Services 780-422-7383
 Access Open Minds (youth 16-25) ... 780-415-0048
 Child and Adolescent Mental Health Services 780-342-2701
 Westview PCN Youth Mental Health Clinic (ages 11-24) ... 780-960-9533

I NEED HEALTH INFORMATION

Health Link Alberta (24/7) 811

WHERE CAN I FIND FOOD?

Parkland Food Bank
 105 Madison Cres, Spruce Grove..... 780-962-4565
 Auggies Café (Tuesday Free Lunch)
 131 Church Rd, Spruce Grove 780-962-5131

Spruce Grove FCSS
 #105 - 505 Queen Street, Spruce Grove, AB
780-962-7618

Stony Plain FCSS
 #107, 4813 - 52 Avenue, Stony Plain, AB
780-963-8583