

# RAISING A FAMILY MEMBER'S CHILDREN

Written and Developed by JustKids, an initiative of the  
Elizabeth Fry Society of Greater Vancouver

(<http://www.just-kids.ca>)



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Elizabeth Fry Society  
of Greater Vancouver

Putting the foundations in place for children separated  
from their parents.

## **TABLE OF CONTENTS**

Raising Relatives' Children	1
Understanding Caregiver Feelings	2
Understanding Children's Issues	2
Common Behaviour of Children living with Relatives	3
Parenting and Discipline	3
Financial Assistance for Relative Caregivers	6
Health Coverage	7
Aboriginal Family Assistance	8
Camps and Recreation Programs	8
Educational Issues	9
Children's Mental Health Services	13
Making Kids Street Smart	14
Street-Proofing Children	18
Gang Influence	18
Parental Visits	19
Talking with Children about their Parents	20
When Mommy or Daddy Comes Home	21

## **SOURCES TO ASSIST YOU IN YOUR ROLE**

Books on Parenting and Discipline	23
Resources for Relative Caregivers	24

Resources on Mental Health	26
Resources on Behaviour Management	28
Resources on Internet Safety	29
Resources for Children & about Children	
– with a Parent in Prison	30
Where to Turn for Help	32



## Raising Relatives' Children

*Children with a parent in prisons have largely been ignored in the child welfare and education system. As a result, their normal social function is gravely diminished and the likelihood of their later involvement in the criminal justice system is extraordinarily high (Bayes, 2007).*

Many thousands of children in Canada are living in the households of grandparents, aunts, uncles or other relatives, so remember you are not alone. According to the 2006 Canadian Census, Saskatchewan grandparents are caring for 4,505 children. In many of these households where children are living in the home of a relative, grandparents or other relatives are the primary caregivers for children whose parents are unable to care for them because of:

- Incarceration
- Court ordered treatment for alcohol or drug abuse
- Child abuse and/or neglect
- Other family dynamics which may negatively affect children.

There are few statistics kept on how many children are cared for by their relatives, but social service providers agree that the number is increasing every year. The Ministry of Social Services policy directs social workers to give consideration to family members when needing to find an alternate care arrangement for a child.

In 2004-2005, 150,024 people were incarcerated in Canada and by using birth rates for both men and women it is possible to calculate that those people will have approximately 173,605 children (Bayes, 2007).

In many cases, the caregivers of these children do not receive the financial support they are entitled to by government policy nor the information they need to support and assist these children.

### **Understanding Caregiver Feelings**

If you are a caregiver for children of absent parents, such as those who have an incarcerated parent, it would not be uncommon for you to experience a roller-coaster of feelings such as:

- Grief, embarrassment, guilt, anger, resentment, isolation, anxiety, fear, and depression.

You likely also have:

- Hope for family reunification, love and protectiveness for the child, and a longing to help the child as much as you are able.

### **Understanding Children's Issues**

Children of absent parents often suffer from separation anxiety. They will express their anxiety through isolating behaviours and disruptive sleep patterns, as well as temper tantrums or angry feelings that appear out of proportion to situations, and displays of aggression. The child may also have feelings of fear, abandonment, shame and guilt. It is not unusual for a child in such circumstances to struggle with concentration and perform poorly at school. The child may not want to go to school when in the past she or he did. And it would not be unusual if the child's friends change, or she or he begins to experiment with drugs or alcohol.

## **Common Behaviour of Children Living with Relatives**

- Experience school difficulties
- Difficulty focusing
- Will not let the caregiver out of sight
- Clings to the caregiver
- Reverts to previous childhood behaviours
- Changes in eating behaviours such as unusual hunger or hoarding of food
- Assumes, or tries to assume responsibilities above those of other children their age
- Behaviour after seeing their parent deteriorates
- Exhibits inappropriate sexual behaviours
- Becomes unusually quiet, unwilling to play or interact with others, or appears to daydream

## **Parenting and Discipline**

As the caregiver of a child experiencing difficulties with separation for their parent(s) you may feel thrown into parenting situations for which you are not prepared. You may feel like you have forgotten how to parent. To assist you so that you do not have to sift through the multitude of resource materials available, here's some useful information from other caregivers:

- Be kind, firm and fair
- Tell the child what you expect of him or her when they come to live with you and continue to repeat the expectations
  - Tell the child what will happen if they do not meet the expectations and follow through with what you say. Apply consistent expectations and consequences for not meeting them

- Encourage a child to follow your direction through when/then statements, such as “when you clean up your room, then you may play outside”
- Live by the same rules you ask the child to for household expectations, like picking up after yourself, and behavioural ones like expressing anger appropriately. You are their role model
- Say you’re sorry when you make a mistake
- Pick your battles
- Give children limited choices whenever possible
- Let them know you will always love them, but it is their behaviour you are concerned about
- Acknowledge positive behaviours
- Create a home atmosphere where the child feels it is safe to talk about their feelings with you
- Let them know all feelings are okay.

Lastly,

- Remember that parenting norms have changed; you may have been spanked or spanked your children, but today most experts agree that spanking is not to be used. It does not teach children to handle their emotions without hitting. Remember you are disciplining the child to teach them.

You have many options to assist you with parenting difficulties:

- Try a time out for yourself
- Give the child some quiet time alone
- Try using natural and logical consequences that the child will understand (such as a child who slept in a ½ hour late for school, send them to bed a half hour early to get their sleep – a logical consequence; or home late for supper – offer them

leftovers or a sandwich but not an entirely new meal).

*For further ideas try checking out the resources listed on pages 23-24.*



## **Financial Assistance for Relative Caregivers**

### **Saskatchewan Employment Supplement (SES) and Saskatchewan Rental Housing Supplement (SRHS)**

Both SES and SRHS provide assistance to low (and moderate for SRHS) income families with children. The amount of assistance, whether financial or otherwise that you receive is based upon your family size and household income, among other factors.

A pre-assessment for both programs must be conducted to determine eligibility. Call the Saskatchewan Income Supplement Client Service Centre at 1-888-488-6385 for further information or to complete the assessments.

### **Saskatchewan Assistance Program (SAP)**

SAP is a last resort program that provides financial assistance to families who cannot meet their basic living costs. Any person in financial need may apply.

Visit <http://www.socialservices.gov.sk.ca/sap> for more information including rates, forms, and policies governing the program.

### **Active Families Benefit (AFB)**

The Ministry of Tourism, Parks, Culture, and Spirit understand the importance of enrolling children in activities that promote healthy, active living. AFB helps families with the costs of their children's participation in cultural, recreational and sports activities.

AFB is administered through the income tax system. To apply, a form must be completed and submitted with the income tax return package. For more information, visit: <http://www.tpcs.gov.sk.ca/afb> or call the ministry at: 1-866-951-8828.

## **Federal Program**

As a qualified caregiver, you can also apply for the Canada Child Tax Benefit (CCTB). Through the CCTB, families will automatically receive the Universal Child Care Benefit (UCCB) for children under the age of six. Other initiatives include the Government of Canada National Child Benefit Supplement for families living in poverty and the Child Disability Benefit for children with severe and prolonged mental or physical impairments. If you have questions about eligibility for these programs information is available at:

<http://www.cra-arc.gc.ca/bnfts>

[www.nationalchildbenefit.ca](http://www.nationalchildbenefit.ca) or by calling:

1-800-387-1193.

## **Childcare (Daycare)**

Saskatchewan offers the option to apply for a child care subsidy through the Ministry of Social Services, which helps eligible families pay for child care. For general inquiries about the child care subsidy, call:

1-800-667-7155. You can also visit:

<http://www.socialservices.gov.sk.ca/childcare> for eligibility criteria and an application form.

## **Health Coverage**

### **Family Health Benefits**

The Family Health Benefits program is available to low-income families to help pay for children's health services and some adult health services.

Further information about



program eligibility can be found at:

<http://www.health.gov.sk.ca/family-health-benefits>.

If you prefer to speak to someone about the plan, call:  
306-787-3420.

### **Children's Drug Plan**

The Children's Drug plan is available to all children aged 14 and under. It ensures that families only pay \$15 for certain drugs. No application is necessary.

For more information, call the Drug Plan and Extended Benefits Branch at: 1-800-667-7581

### **Aboriginal Family Assistance**

#### **Aboriginal Affairs and Northern Development Canada (AANDC)**

AANDC offers the First Nations Child & Family Services (FNCFS) program to assist registered First Nations in accessing culturally appropriate services for children and families within their communities.

Please refer to: <http://www.aadnc-aandc.gc.ca/eng/1100100035072/1100100035076> for information regarding FNCFS and other social programs, or call your local AANDC office. These contacts can be found at:

<http://www.aadnc-aandc.gc.ca/eng/1100100016936>

### **Camps and Recreation Programs**

Camps and recreation programs can provide valuable experiences for children while giving caregivers a much-needed break. Many organizations offer subsidies to low-

income families.

Consider:

- Local recreation departments
- Your local Boy's and Girl's Club (for locations, refer to:  
<http://www.bgccan.com/EN/Pages/default.aspx>)
- YMCA or YWCA
- Girl Guides and Boy Scouts
- Church camps
- Camps for children with special needs.

### **Educational Issues**

Those who work with children know that early life experiences can have a profound effect on their future. Teachers are well aware of the broad issues such as poverty, addiction, and family dysfunction; however, they are not always well informed about the impacts of having an incarcerated parent. The role of teachers or other professionals working with children in their early years is particularly important. It is important for a teacher not only to identify children who may struggle with the transition to formal schooling, but also to address their particular problems in order to avert or minimize a child's difficulties.

As a caregiver, you can help teachers to understand these issues. You can help the child have a positive and rewarding school experience. Children who are not living with their birthparents may face many challenges in school. These may be emotional, social and academic. A child's difficulties are influenced by many factors including the child's genetic history, their social history,

and the environment of their particular school. If the child in your care experiences difficulty in school, you may find yourself wondering if the problem is related to the child's genetic or social history, or if it is a developmental problem common to children in that age group, or if it is a problem within the school system.

It is important for you to have a good relationship with the teacher of the child in your care and to assist the teacher to understand the difficulties students with an incarcerated parent face.

Teachers may become aware of the incarceration of a child's parent through the child, classroom "gossip" from other children or during parent-teacher conferences. You can help a teacher address this issue and support the child by advising the teacher of the circumstances of the child's parent(s) and suggesting strategies that a teacher could use in such a case. Some strategies for the teacher may include:

- Not asking about details of the parent's crime, but being open to discuss it if the child initiates it
- Avoiding treating the child as a victim, and avoid being overprotective of the child
- Promoting social acceptance and inclusion through modeling and by challenging prejudicial comments or behaviours of other students just as they would address bullying in the classroom.

You can also explain to a teacher about prison visits if they will affect a child's school attendance. Teachers need to be aware that visits quite often only take place on the weekdays and children may sometimes miss school. You can suggest the teacher may want to consider providing children with school work they can share with their

parents; however, it is important that the teacher is aware of the limitations of items that are allowed in prisons and thus what a child could not bring such as a pen or scissors, or string.



### **Being an Advocate**

The most important way to help children succeed in school is to become an advocate. Try to develop good working relationships with teachers and other staff at the child's school. Attend school conferences and any other school meetings. Attend games, art shows, or band or choir performances whenever possible. Make sure you contact the teachers regularly, not just when you have a concern or an issue arises.

It may be helpful to review a complete set of the educational records of the child in your care. If the records contain something you do not understand, ask someone at the school to explain it. For some children, the

records may be incomplete or inaccurate, usually because the child has moved several times.

It may be helpful to request a copy of the child's educational records from the teacher for your use and review the records with the teacher. Urge the school to have records from the child's previous schools and correct any inaccuracies you find. Keep records of the child's work, as well as any contacts you have with the school. It is important that you keep these records in a safe place.

### **Special Education**

If you suspect the child in your care may have a disability that interferes with his or her ability to learn, there is help available. You should ask your local school for an assessment of the child's learning abilities as soon as possible.

### **Curriculum Concerns**

You may find the child in your care is given school assignments that are challenging or even hurtful. Advise teachers about sensitivity when planning school activities for children who have an absent parent, such as an incarcerated parent. Certain special occasions such as Mother's Day can make a child feel different from his or her classmates if the child's mother is absent. You could suggest a better activity might be "People We Miss" as this can apply to children in the class who miss certain people in their lives such as those who have died or moved away. Class discussion will allow all the children to share the solidarity of missing people.

### **Talking with School Personnel**

You may wonder how much information to share with school personnel regarding your child and his or her history. There are no clear-cut answers to these difficult

questions. Each family must examine its own situation and the child's history to determine what information to provide to school personnel. Be aware too, that these considerations may vary during the child's school career as the age and needs of the child change.

You might choose to keep some information private, sharing it only when it will help the teacher address a particular problem. On the other hand, you might want to share pertinent information about the child's background upfront in order to help the teacher be more sensitive to difficult situations that may arise during the school year.

Emotional issues such as grief, separation and loss, and other circumstances of a child's background potentially may cause behavioural problems at school. If this is the case, enlist the support of school personnel.

Teachers and other school personnel are bound by confidentiality standards. However, it is wise to always state clearly that the information should not be shared without your permission. It is appropriate to share just enough facts that the teacher gains an understanding of what might influence the child's classroom behaviour or performance.

Communication between caregivers and school personnel is one of the most important keys to ensuring that every child succeeds in school. Information you can give about the issues involved with a child separated from their parent and the child's individual situation can play a part in assuring a successful and rewarding school experience.

### **Children's Mental Health Services**

Children living in the home of a relative may benefit from

counselling to help them understand the many issues they face. In addition to grief and abandonment, they may, like some other children, have experienced neglect, or physical or sexual abuse.

Children of parents with mental illnesses have been found to be more likely to develop a mental illness themselves. If both biological parents have a mental illness, the chance is even greater that the child will suffer from a mental illness.

Growing up in an unpredictable or violent environment may also contribute to emotional difficulties for children. These emotional difficulties may include problems labelled as Attention Deficit Hyperactivity Disorder (ADHD), anxiety, panic, eating, obsessive compulsive disorders or issues to do with trauma, defiant behaviours, psychological distortions, or trouble emotionally connecting with others.

*For further ideas try checking out the resources listed on pages 26-28.*

### **Making Kids Street Smart**

Children hear about drugs everywhere – on television, in movies and music, and from their friends. Some children may even have been exposed to drug use in the home. It is important that you present the facts, including the short and long term effects of drug use.

#### **Pre-School Aged Children (3-5 years old)**

Children in this age group need help to understand what they see and hear; they do not need a lot of details at this stage. It is important to distinguish between medicines the

doctor may give you when you are sick and other harmful drugs. It is also important at this stage to assist a child in knowing the difference between real and pretend. Children need to know who they can trust.

### **School-Aged Children (6-10 years old)**

Children at this age are greatly influenced by what their friends think, and they want to be thought of as grown up and able to make their own choices. It can be difficult for them to absorb the future consequences of their actions. Drugs may be readily available where the child in your care attends school. With this age group you need to focus on the facts and the here and now. It is important that you support healthy relationships, talk openly about alcohol and other drugs and encourage the child to explore healthy ways to get their feelings out.

### **Teens (11-18 years old)**

Teenagers are at a higher risk for experimenting with drugs. The opinion and acceptance of their peer group is extremely important. Although there is some drug education in school, you should talk about how alcohol and drugs affect the body, mental health and even physical appearance. Teens have a strong need to be liked by other teens, even if it means disobeying adults. You should ensure the teen is aware of the cycle of addiction. It is important to talk about how and why addiction happens. Teens need to know there is a greater likelihood they may struggle with an addiction because of their family history.

In order to assist teens in standing up to peer pressure, open communication is a must. Work with them to find healthy ways to deal with his or her stress. Praise teens for their successes and engagement in creative expression. Respect their thoughts and feelings and be open to

discussing their views about drugs and alcohol. By doing so, you will encourage the teen to develop a more realistic understanding of the consequences of drug use.

*For further ideas try checking out the resources listed on pages 24-26.*

### **Raising Children of Diverse Cultures**

Identity is important for self esteem. Children of cultural backgrounds different from their caregiver or of a multi-cultural background need information and exposure to their culture(s). Helping children grow up to be proud of who they are and where they come from helps them have a sense of self identity and resistance to peer pressures. You can help a child in your care. Children need to hear and know how special they are and that they deserve respect. Exposure to books, food, cultural celebrations and music can assist children to understand their cultural heritage. Encourage the child to play ethnic music. And most importantly, let the child know that negative cultural stereotyping is wrong and to role model this.

*For further ideas try checking out the resources listed on pages 24-26.*

### **Internet Safety**

It is necessary you realize many children, and perhaps the child in your care, have become computer literate at an early age. Internet access, although it is beneficial for educational purposes, may not



always be safe. A child can be exposed to sexual, violent or hateful material on the Internet. A child can be bullied or harassed through Facebook, online games, chat-rooms, email messages. Many sexual predators use chat-rooms

and online bulletin boards to lure children into inappropriate behaviours or even in-person meetings.

With access to a credit card, a child can shop and gamble over the internet. A child can access pornography or inappropriate advertisements where the information is not necessarily true.

Restricting access and warning children that information can be false – such as someone saying they are a child may in fact be an adult - can keep a child safe. There are tools to help keep children safe on line. For example, you can install parental control software on the computer such as Net Nanny or Child Mind.

Internet use guidelines are most important however. Some common guidelines are:

- Never give out identifying information, including full name, address or school
- Never share your password
- Never give out credit card information
- Never arrange to meet someone you met on-line
- Never send an email via the computer that you wouldn't say to a person face-to-face
- Never participate in anything that makes you feel uncomfortable and always tell a trusted adult if you feel you or someone else is in trouble or danger
- Never send a photo of yourself to someone you met on line
- Always tell a trusted adult if you read or see something inappropriate or dangerous or if you feel someone is in trouble.

*Further resources are provided on pages 29-30.*

## **Street-Proofing Children**

Children need to be taught how to be safe. Activities you can do to enhance a child's ability to remain safe include ensuring the child is able to:

- Dial 911 and knows when to use it
- Memorize your first and last name
- Memorize your address
- Memorize the 10 digits of the telephone number
- Know how to make a long distance telephone call
- Know who else to call if you are not available.

In addition, you can increase a child's safety by:

- Encouraging the child to phone you or call for help if they are uncomfortable, and feel unsafe, day or night
- Advise the child to never to go with anyone unless you know with whom they are going or the person uses a pre-selected secret code word
- Tell them if it feels wrong, to trust their instincts and seek help.

## **Gang Influence**

Due to the family history of the child in your care, he or she may be more susceptible to establishing their personal identity through gang involvement. Research shows that gang involvement provides a sense of acceptance by the child's peer group, a sense of belonging, and an identity. Gang involvement can be extremely dangerous and there are a multitude of issues connected with gang involvement.

Educators, police, church groups and various social

service agencies in your community can assist you in educating the child in your care about the dangers associated with gang involvement.

*Should you have particular concerns about your child speak with a school counsellor or use the resources on pages 32-34 for ideas and assistance.*

## **Parental Visits**

It is important to maintain the relationship between the child in your care and their parent. When or if you are planning on taking the child in your care to visit their parent in prison it is important to understand and explain to the child that prison visits can be very different from what they are expecting.

As the caregiver you have the responsibility to contact the institution and pre-book your visit or at least be aware of visiting hours at the specific institution. You must also be aware of restrictions on items that can be taken in to prison visiting areas including food, drink, paper or school work. You need to make the child in your care aware that he or she may need to visit their parent through glass with no touching allowed and that the space may be loud or occupied by other visitors. Both you and the child may be subject to search and there will most likely be a guard present observing your visit.

Despite these challenges, it is vital for the well-being of the child in your care to maintain direct parent contact whenever possible. Research suggests that for children who have had contact with their parent, or want contact, that visitation can have significant benefits to the child's emotional well-being and sense of self esteem. Emotional

well-being and a sense of self esteem are key factors in improving life outcomes for children.

In some cases visiting the parent will involve lengthy travel by car, bus or train. This may make visiting the parent more difficult. Telephone contact, letter writing, and cards may act as a substitute for a personal visit.

### **Talking with Children about their Parents**

Children usually have strong feelings about their parents. Be aware of the child's emotional state and feelings. It is important that you work with the child to build a good relationship between the parent and the child in your care.

It is also important to create an atmosphere of trust between you and the child so the child feels safe to express his or her emotions, and comfortable expressing his or her feeling regarding the absent parent. Activities such as walking in the park, baking together, playing with the child's favourite toy or activities such as drawing or painting can build an atmosphere where the child feels safe and close to you and will talk about issues that make them feel sad, worried or vulnerable.

You can also ask the child's teacher or a librarian to suggest a few books you can read with the child, or that the child can read alone that address feelings of loss or separation, anxiety and fear.

Research shows children with a parent in prison suffer from separation anxiety which may be expressed through isolating behaviours, sleep disorders, displays of aggression and excessive anger. The child in your care may have feelings of shame and guilt. When talking with the child about their absent parent, tell the truth but only

tell as much as the child can understand. Never badmouth the parent and explain the parent's problems as gently as you can.

In situations where the parent has an addiction, talk about it by making statements such as "Mommy/Daddy's problems make it hard for her/him to be here." Always acknowledge the parent's positive attributes and always reinforce that the child is not responsible for the parent's situation or behaviour.

### **When Mommy or Daddy Comes Home**

We all have dreams and expectations about how we want our lives to be. Children sometimes have a difficult time separating their dreams from reality and as a child's caregiver, you have a responsibility to help the child in your care prepare themselves for that moment when they are reunited with their absent parent.

Both children and adults change, they grow up, they develop new habits and interests, new friends and new knowledge. Both parties may still be angry or even hostile about the changes they have experienced in the time they have been apart. These changes can include living arrangements, changing schools along with the loss of friends, or the separation from siblings. There are many things that need to be discussed and worked out in order to successfully reunite a family group.

Encouraging the child to talk about their fears and their expectations can help smooth the transition that the child must go through as the family gathers again in one place.

It is also important for you to encourage the child's absent

parent to be realistic in their expectations and to not expect their child or children to take up where their former relationship was interrupted. Sometimes a Chaplin, Elder or Counselor can be of assistance in this process.

Trust must be rebuilt and that takes time. If the child in your care has experienced separation from their parent previously it will be even harder to rebuild the trust between parent and child. Professional help may be needed to pave the way to a new relationship.

## **SOURCES TO ASSIST YOU IN YOUR ROLE**

If you need help finding any of these resources, libraries can help you. A librarian can help you use the internet on the library computers, find a book or magazine article about the topic you are seeking, and even locate telephone contact information. The list provided is merely some of those available.

### **Books on Parenting and Discipline**

Cline, Foster & Fay, Jim. 2006. Parenting with Love and Logic: Teaching Children Responsibility.

Colorossa, Barbara. 2010. Kids are Worth it!: Raising Resilient, Responsible, Compassionate Kids.

Dinkmeyer, Don C. & McKay, Gary D. 2007. Parenting Teenagers: Systematic Training for Effective Parenting of Teens.

Faber, Adele & Mazlish, Elaine. 2012. How to Talk So Kids Will Listen & Listen So Kids Will Talk.

Fahlberg, Vera. 2012. A Child's Journey through Placement.

Greene, Ross W. 2010. The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children.

Neufeld, Gordon & Maté, Gabor. 2005. Hold on to Your Kids: Why Parents Need to Matter More.

Phelan, Thomas W. 2010. 1-2-3 Magic: Effective Discipline for Children 2-12.

## **Resources for Relative Caregivers**

### **Books**

Callender, Joan. 1999. Second Time Around: Help for Grandparents Who Raise Their Children's Kids.

- Callender discusses her own, sometimes painful, experience of raising her grandson. The book offers personal and practical advice for raising grandchildren.

Dawson, Connie & Illsley Clarke, Jean. 1998. Growing Up Again: Parenting Ourselves, Parenting Our Children.

- The book is written for caregivers to understand how to interact with children of all ages; and understand their own upbringing and how to become the health parent you may not have had.

de Toledo, Sylvie & Edler Brown, Deborah. 1995. Grandparents as Parents: A Survival Guide for Raising a Second Family.

- de Toledo is a founder of the U.S. national support group "Grandparents as Parents" or GAP. The book describes the legal, medical and financial issues grandparents raising grandchildren face. They also discuss how to deal with drugs, counselling, and special education needs.

Doucette-Dudman, Deborah and LaCure, Jeffrey R. 1997. Raising Our Children's Children.

- Doucette-Dudman is also a founder of the U.S "Grandparents as Parents." When her daughter-in-

law was arrested on drug charges, she filed for custody of her grandson. The book discusses why some birthparents don't raise their children, the choices grandparents must make, the ongoing relationships with birthparents, and dealing with legal and social service systems.

Houtman, Sally. 2006. To Grandma's House, We...Stay: When you Have to Stop Spoiling Your Grandchildren and Start Raising Them.

- This book guides grandparents through the obstacle course of emotions, conflicts, and social considerations they face when raising a grandchild.

Osborne, Hilda. 2003. Ticklebelly Hill: Grandparents Raising Grandchildren.

- The author says while she was happy to provide her grandchildren with a stable home, she was heartbroken and guilty that her daughter could not. She describes her book as a light-hearted, serious look at life after grandchildren move in.

### **Websites and Other Resources**

**Saskatchewan Foster Families Association** is a charitable organization comprised primarily of foster families providing support to foster families. Educational sessions are available to foster parents. Refer to:  
<http://www.sffa.sk.ca>

**Adoption Support Centre of Saskatchewan** is a resource and information centre for adoptive parents. They also provide pre- and post-adoption support and prepare events and workshops. Refer to:  
<http://www.adoptionsask.org>

**Cangrands.** An e-mail support group for Canadian grandparents raising their grandchildren or seeking access to their grandchildren. Refer to:  
<http://www.cangrands.com/>

**Grandsplace.** Information, resources and chat room for grandparents parenting grandchildren. Refer to:  
<http://grandsplace.org/>

**Grandparents Raising Grandchildren.** A website devoted to resources, tips, and news stories relating to grandparents parenting grandchildren. Refer to:  
<http://www.raisingyourgrandchildren.com>

**Journal of Grandparenting Research.** Refer to:  
[www.grandparenting.org/Research.htm](http://www.grandparenting.org/Research.htm)

## **Resources on Mental Health**

### **Books**

Chansky, Tamar. 2004. Freeing Your Child from Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries and Phobias.

Cimera, Robert E. 2002. Making ADHD a Gift: Teaching Superman How to Fly.

Dacey, John S. & Fiore, Lisa B. 2002. Your Anxious Child: How Parents and Teachers Can Relieve Anxiety in Children.

Foxman, Paul. 2004. The Worried Child: Recognizing Anxiety in Children and Helping Them Heal.

Goldman, Linda. 2001. Breaking the Silence: A Guide to

Help Children with Complicated Grief, Suicide, Homicide, AIDS, Violence and Abuse.

Koplewicz, Harold. 2003. More than Moody: Recognizing and Treating Adolescent Depression.

Mondimore, Francis Mark. 2002. Adolescent Depression: A Guide for Parents.

Nadeau, Kathleen G. & Dixon, Ellen B. 2005. Learning to Slow Down and Pay Attention: A Book for Kids about ADHD.

Rutledge, Rebecca. 2007. The Everything Parent's Guide to Children with Depression: An Authoritative Handbook on Identifying Symptoms, Choosing Treatments, and Raising a Happy and Healthy Child.

### **Websites and Other Resources**

**Saskatchewan Ministry of Health: Child and Youth Community Mental Health Services.** Provides services to children and youth who possess or are at risk of possessing mental health problems. For more information and to find a mental health clinic nearest you, visit <http://www.health.gov.sk.ca/child-and-youth>

**Saskatoon Prevention Institute.** Raises awareness about preventing disabling conditions in children. Visit <http://www.preventioninstitute.sk.ca>

**Sun Country Health Region.** Offers children's mental health programming at a variety of locations. Visit <http://www.suncountry.sk.ca/service/76/88/children-s-mental-health.html> to find more information about available services and locations nearest you.

**Regina Qu'Appelle Health Region** offers mental health services for children, youth and adults. There is also a health care centre specifically catered to First Nations and Métis individuals. Refer to <http://www.rqhealth.ca/programs/index.shtml>

**Canadian Mental Health Association.** Provides information about various mental health disorders, how to handle the impacts of these disorders, and supplies links for resources and programs in specific areas. Refer to: <http://www.cmha.ca/bins/index.asp>

## **Resources on Behaviour Management**

### **Books**

Barkley, Russell A. & Benton, Christine M. 1998. Your Defiant Child: Eight Steps to Better Behaviour.

Borba, Michele. 2003. No More Misbehavin': 38 Difficult Behaviours and How to Stop Them.

Cline, Foster & Fay, Jim. 2006. Parenting with Love and Logic: Teaching Children Responsibility.

Coloroso, Barbara. 2010. Kids Are Worth It!: Raising Resilient, Responsible, Compassionate Kids.

Leman, Kevin. 2000. Making Children Mind Without Losing Yours.

Severe, Sal. 2000. How to Behave So Your Children Will, Too!

Sheedy Kurcinka, Mary. 2006 (*rev. ed.*). Raising Your Spirited Child: A Guide for Parents Whose Child is More Intense, Sensitive, Perceptive, Persistent, Energetic.

Turecki, Stanley & Tonner, Leslie. 2000. The Difficult Child.

### **Websites and Other Resources**

**Caring for Kids.** The website, developed by the Canadian Paediatric Association provides information on child development, feelings and emotions, literacy, and behaviour management; and ideas for parents and caregivers. Refer to: [www.caringforkids.cps.ca](http://www.caringforkids.cps.ca)

**Kids Health for Parents.** The website provides articles, tips, and ideas to improve children's behaviour, dealing with difficult or defiant behaviours, and helping children with their emotions and self control. Refer to: [www.kidshealth.org](http://www.kidshealth.org)

**Triple P: Positive Parenting Program.** Provides tips for parents on how to deal with problematic behaviour. Also provides a listing of practitioners based on searchable areas in Canada. Refer to: <http://www9.triplep.net>

### **Resources on Internet Safety**

#### **Books**

Willard, Nancy E. 2007. Cyber-Safe Kids, Cyber-Savvy Teens: Helping Young People Learn To Use the Internet Safely and Responsibly.

Criddle, Linda. 2006. Look Both Ways: Help Protect Your Family on the Internet.

Leavitt, Jacalyn, Linford, Sally, Bush, Laura & Erikson, Chad J. 2006. Faux Paw's Adventures in the Internet: Keeping Children Safe Online.

*Check your local libraries for additional resources on subjects you are interested in learning more about.*

### **Websites and Other Resources**

**Be Web Aware.** Provides information on how to keep children safe on the internet and technological tools available to do so. Refer to: [www.bewebaware.ca](http://www.bewebaware.ca)

**The Safe OnLine Outreach (SOLO) Society.** The Society provides information and tips for caregiver to help children, and for children, to stay safe on the internet and control their personal information. Refer to: <http://www.safeonlineoutreach.com>

**RCMP Internet Safety and Security Website.** Contains helpful information on how to protect yourself and your children on the internet. Refer to: <http://www.rcmp-grc.gc.ca/is-si/index-eng.htm>

**What's the Deal.** Offers information about internet safety and other issues; catered to youth. Refer to: <http://deal.org/the-knowzone/>

### **Resources for Children & about Children with a Parent in Prison**

#### **Books**

Brisson, Pat. 2004. Mama Loves Me from Away.

Butterworth, Oliver. 1993. A Visit to the Big House.

Cain, Sandra & Speed, Margaret. 1999. Dad's in Prison.

Hickman, Martha Whitmore. 2004. When Andy's Father Went to Prison.

Wittbold, Maureen. 1997. Let's Talk About When Your Parent is in Jail.

Williams, Vera B. 2001. Amber was Brave, Essie was Smart.

Woodson, Jaqueline & Muth, Jon. 2002. Our Gracie Aunt.

Woodson, Jacqueline & Ransome, James E. 2002. Visiting Day.

### **Websites and Other Resources**

JustKids

[www.just-kids.ca](http://www.just-kids.ca)

Eurochips

<http://www.eurochips.org/recommended-reading/books-for-children/>

Child Welfare League of Canada

<http://www.cwlc.ca/>

Child Trends

[www.childtrends.org](http://www.childtrends.org)

Canadian Families and Correction Network

<http://www.cfcn-rcafd.org/>

Family & Corrections Network

[www.fcnetwork.org](http://www.fcnetwork.org)

Children of Prisoners Library

<http://www.fcnetwork.org/cpl/cplmain.html>

Resiliency in Action  
[www.resiliency.com](http://www.resiliency.com)

**British web sites.**

The Howard League for Penal Reform  
[www.howardleague.org/prisoners/](http://www.howardleague.org/prisoners/)

Action for Prisoners' Families  
<http://www.prisonersfamilies.org.uk/>

**Where to Turn for Help**

**Community Resources**

- Family physician
- Child's teacher, school counsellor
- Community social service agencies such as:

**The Elizabeth Fry Society of Saskatchewan.**

EFry supports women involved in the justice system and their families, with a focus on children. In addition to offering its own supportive programs and services, EFry can help refer caregivers to other community resources. Visit: <http://elizabethfrysask.org/>

**Family Service Saskatoon.** Offers counseling and family assistance programs wherein families can discuss a variety of issues. Visit <http://www.familyservice.sk.ca> or call 306-244-0127.

**Boy's and Girl's Club Programs.** Boys and Girls Clubs are throughout Saskatchewan and can be found through your local phone book. Programs differ in each club but all provide programs for youth and often for parents. Contact your local office for details on what is available

in your area.

**BridgePoint Centre for Eating Disorders** is a provincial resource that provides programs for intensive rehabilitation, recovery and healing for people who are experiencing eating disorders. Visit <http://www.bridgepointcenter.ca> for more information.

**Learning Disabilities Association of Saskatchewan.** Provides definitions of learning disabilities, information about assessments and programs, and holds events for learning disability awareness. Visit <http://www.ldas.org>

**FASD Support Network of Saskatchewan Inc.** Provides helpful resources about FASD including publications, definitions and a question and answer section. Visit <http://www.skfasnetwork.ca>

**Lac La Ronge Indian Band: Child and Family Services Agency.** Delivers child and family services to the band members in the six communities of Lac Le Ronge Indian Band. Visit: <http://www.icfs.ca> or call 1-866-755-5554.

**Yorkton Tribunal Council: Child and Family Services Inc.** Provides advice about protecting the best interests of First Nations children and enhancing the well-being of families. Visit: <http://ytccfs.com>.

### **Referral and Information**

**Parents Matter.** A resource that lists parenting sites and research sites, as well as a variety of downloadable resources that address many parenting, child and family issues. Visit: <http://www.parentsmatter.ca/index.cfm>

**Canada Alcohol and Drug Rehab Programs** is a free online listing of drug and rehab programs, as well as other addictions resources across Canada – organized by province and/or city. Refer to:  
<http://www.canadadrugrehab.ca/>

**National Eating Disorder Information Centre.**  
Provides help, support, and information about eating disorders, as well as referrals to health professionals in your area. Call 1-866-633-4220, or email [nedic@uhn.ca](mailto:nedic@uhn.ca). Refer to <http://www.nedic.ca/> for more information.

