

Advisor

NEWSLETTER
.....

Spring 2016

Featuring

**Reactive
Attachment
Disorder (RAD)
workshop offer**

**Spending time
outdoors**

**Help your kids
be streetwise**

**First Nation
languages**

Kids and food

**University awards
for former youth
in care**



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The content in Advisor Magazine is intended to be used for general information, educational or awareness purposes only. Guidelines, tips and strategies provided are to be used at the sole discretion and assessment of the reader. Any suggestions or opinions expressed in the editorial are not necessarily those of the Saskatchewan Foster Families Association Inc.



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Self-care check-in:

Otherwise known as “taking care of yourself”, “stress management” and sometimes even “self-indulgence” (gasp!)... there are some very wise reasons why you should incorporate this into your daily and weekly routine.

- It's the best way to beat stress and to keep stress from overwhelming you. Caregivers can suffer burnout and vicarious trauma when they are always “on” and don't take a break.
- It enhances your feelings of wellbeing and supports your self-esteem. Time taken for ourselves allows us to feel more generous and open to others.
- Time away from the routine supports our physical health.



You are made to make a
difference, so embrace every
opportunity to do so.

A Message from the Chairman of the Board

The On behalf of the board of directors I bring you best wishes. 2015 was an interesting year as the SFFA worked through the organizational changes that took place in the Ministry. I think that things are settling in a bit more and we are getting back to the business of supporting foster families.

Late in 2015 the board met in our annual planning and focused on simplifying and clarifying the policies that govern our association.

We realize that this "change" may have caused some of our membership a level of discomfort. I am reminded of a quote from Albert Einstein who said...



“ The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

We would ask that you would support the intentions of this change and help us find ways to build upon this foundation. As foster parents you are very adept at accepting the unknown and working towards solutions, so we know that this change is easily managed. The SFFA is always there to help and are available to help you with any questions you may have.

Our PAGM is coming soon, and we look forward to seeing many of you at the conference that is taking place this year as well.

Regards,

Kevin Harris

Board Chair

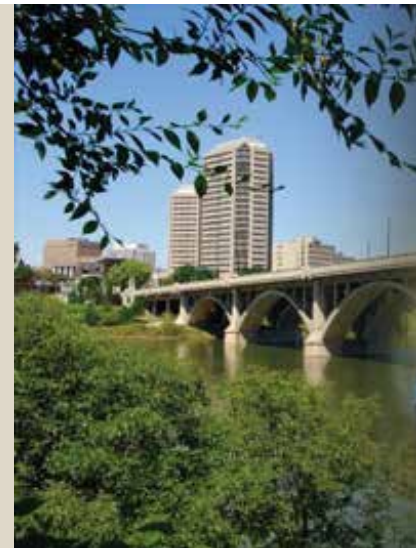
Provincial Annual General Meeting

June 10, 2016 @ 2:00 pm

Radisson Hotel Saskatoon, Michelangelo A

405 Twentieth Street East, Saskatoon, SK

For an updated schedule of events visit us online at <http://www.sffa.sk.ca/provincial-annual-general-meeting/>



SFFA's Board of Directors:

CHAIRPERSON
Kevin Harris

DIRECTORS
Tara Switenky
Herman Goertzen
Konota Crane
Tim Adams
John Quong
Justin Reves



We need your e-mail

We are now sending e-mails to our foster parents on a monthly basis. To be added to our list and receive the latest news, please send your e-mail address to wayne@sffa.sk.ca
THANK-YOU!

When Bonding and Attachment Go Awry

September 14-15, 2016 • Prince Albert Inn

This workshop is for ALL who work with, or love children who have experienced early neglect, broken bonds, or trauma — Social Workers, Therapists, School Counsellors, Nurses, Doctors, Pediatricians, Family Law Specialists, Judges. Also invited are; Parents (Foster, Adoptive, Bio), Caregivers, Child Care Workers, Parent Aid Supports.

Secure attachment forms when a child's physical and emotional needs are consistently met, especially within the first 33 months of life, including in-utero and first two years of life.

"Reactive Attachment Disorder (RAD) is any disruption in the attachment process resulting in a child's inability to form a SECURE bond/attachment with a parental figure." (Bowlby, 1988).



Prince Albert is honoured to premiere the independent, award winning film, *The Boarder*

PUBLIC PREMIERE
September 13th, 2016

The Boarder is a feature film written by Jane E. Ryan and based on real life events. The film tells the story of the Williams family who adopt an 11 year old homeless boy named Carl. He demonstrates and terrorizes the family with a little known disorder.

The film's story is fictionalized and based on the personal experiences of hundreds of parents who struggle with children who have been neglected and abused in their early lives, including Jane's own experiences as the mother of attachment disturbed children.

"They're like boarders in a boarding house. They sleep in your home and eat at your table, but you never really know who they are."



September 14, 2016 Day One: *The Boarder*

Registration will start at 8:00 am for the morning session and 12:15 pm for the afternoon session.

Morning session: 9:00am-12:00pm Viewing of *The Boarder* movie followed by a question and answer period with Jane Ryan.

Afternoon session: 1:00pm-4:00pm Viewing of *The Boarder* movie followed by a question and answer period with Jane Ryan.

Opportunity to book an evening viewing of the movie.

September 15, 2016 Day Two:

9:00am Introduction and opening remarks.

9:15am Lesia Gawryliuk – a foster parents perspective of children living with FASD and RAD.

10:15am Keynote speaker Jane Ryan, – introduction to RAD, causes, effects, behaviours due to physical and/or emotional disruptions.

12:15pm Lunch included in registration fee.

1:00pm Jane Ryan – The afternoon session includes viewing and discussion of the documentary "Finding Hope for a Reactive Attachment Disorder", and small group activities.

3:00pm Nicola Sherwin-Roller M.A. – hands on play and art therapy tools to enhance bonding.

3:45pm Question period and closing comments.



Jane Ryan is the Writer/Executive Producer of the Internationally recognized film, *The Boarder*. She is the author of three books on significant mental health issues including *Broken Spirits Lost Souls*, a non-fiction bestseller that outlines

the causes, effects, and common symptoms of bonding and attachment interruptions due to neglect, and/or abuse.

Jane is an adoptive and bio-mother of four born in the 1970's, two of whom were diagnosed with RAD from infancy. Ryan lives in Grand Island, Nebraska and is retired from her careers as a Nurse and Mental Health Counsellor. Along with traveling, to learn more about people in third world countries, she devotes her energies to educating and supporting families, medical professionals, mental health professionals, and the public about the causes and treatment of RAD.



TOPICS PRESENTED - via power-point presentation, documentary, large & small group discussion:

- The Bonding Process –1st and 2nd year of life
- Causes and Reactive Attachment Disorder (RAD) and Attachment Disorder (AD)
- Definition, differences and symptoms
- View Documentary “Finding Hope for Reactive Attachment Disorder”
- How to improve attachments
- Alternative approaches for parents
- Therapeutic Issues, suggestions for therapists
- Suggestions for teachers

TRAINING OUTCOMES

- Attendees will be able to recognize and discuss the bonding process within the first two years of life, and lack thereof on later life
- Attendees will be able to identify traumatizing events that could negatively affect the children’s lives
- Learn the importance of successfully completing the bonding process before moving on with healthy, “normal” growth and development.
- Parents and others involved with attachment disordered children will have opportunity to share their experiences and gain support through small group interaction
- Parents and Professionals will have the opportunity to learn new coping skills, to care for themselves from the foxhole, and learn better communication between parents and professionals
- Discussion about diagnosis and therapeutic options will give hope to parents and professionals

SESSION DESCRIPTION

- Sharing of observations Jane has learned about Attachment Disorders over four decades
- Sharing of experience that could lead to helpful parenting techniques
- Lecture using Power Point and handouts
- Large group discussion with other parents and professionals
- Small group sharing to offer relief and to establish support systems

TRAINER CREDENTIALS for Jane E Ryan, RN, M.A
 Author of: *Motherhood at the Crossroads*, 1998
Broken Spirits Lost Souls, 2002. The publishers
 “Best Seller” and *The Boarder*, a novel 2010.
 Writer and Executive Producer, the award-winning independent film, *The Boarder*, currently being shown around the U.S. on Lifetime Movie Network and around the world. “Thank you for this wonderful opportunity to share this life-saving information. Please call with any questions.” JR

Registration form for foster parents

When Attachment and Bonding Goes Awry

September 14-15, 2016

Prince Albert Inn

Name _____

Address: _____

Company Name _____

Title _____ Tel: _____

E-mail: _____

Day one: Movie “*The Boarder*” – September 14th, 2016

Choose session Morning Afternoon Evening

	COST X	# of Participants
Early Bird Special (Register before May 30/16)	\$ 35	_____
Regular workshop fee	\$ 75	_____
	5% GST	_____
	TOTAL	_____

Only cheques, e-payment or money orders accepted for payment.

Cheques payable to: Nistta Family & Art Therapy

E-mail: nicolasherwin@hotmail.com

Mail to: Nicola Sherwin-Roller Tel. 1 (306) 763-7243
 RR#1, Prince Albert, SK Fax: 1(306) 763-2497
 S6V 5P8

We are working on securing funding for foster parents to allow for these rates. \$20 processing fee for any cancellation. Fees will not be reimbursed within 48 hours of workshop.



Healthy children want to love and be loved in return. However, some with rough starts have difficulty accepting love and responding to love in expected ways. It is important to not mistake a child for his symptoms or diagnosis. Join us to learn new ways to understand and care for difficult children.

Spending time outdoors can actually make you healthier



Most of us these days live a fast-paced, technology-packed lifestyle. Between work, the commute, taking care of the kids, cooking and cleaning, watching television, connecting on social media, and more, we're spending an average of 90 percent of our time indoors.

Unfortunately, all this indoor time is having a negative impact on our health—and on our children's health.

It's time we unplugged and stepped outside. Here are 10 very important reasons why putting "outdoor time" on your calendar is critical to your health and wellbeing!

10 Reasons Why You Should Spend More Time Outdoors

"Just in case you need a little motivation..."

1. INDOOR AIR POLLUTION IS WORSE THAN OUTDOOR

You may think that your safe little home is much better for you than the big wide world, but it's not so, according to the Environmental Protection Agency (EPA). Studies have found that the concentration of some pollutants is often two-to-five times—and

sometimes more than 100 times—higher indoors than outdoors. Worse, the most common indoor pollutants have been ranked among the top five environmental risks to public health.

Indoors, you're exposed to things like carbon monoxide and particulate matter from things like fireplaces and cooking appliances, as well as a number of other chemicals, including volatile organic

compounds (VOCs), formaldehyde and flame retardants. Chemicals from furnishings, building materials, household and office products, and more can emit particles into the air, and don't forget mold, dirt, dust, and pet dander.

Increasing ventilation will help, but it's best for your health to get outside a little bit every day. If you're experiencing symptoms like burning eyes, breathing problems, scratchy throat, headaches, brain fog, and fatigue, you're probably spending too much time breathing indoor air.

2. YOUR STRESS LEVELS WILL GO

You've probably already experienced this. If you're stressed out at home or in the office, it's amazing what a quick walk outside can do for you.

Science backs up this experience. A 2009 study found that after taking nature walks, people reported lower levels of stress. A 2013 study reported that taking a walk in a green area can put the brain in a meditative state, with results so profound they showed up on EEG (electroencephalography) recordings.

Add a few trees in the mix and you'll feel even better. These were the findings from a 2010 study, which found that "forest bathing"—the practice of walking through the forest—reduced levels of the stress hormone "cortisol" in the blood, and decreased stress and anxiety. It also reduced blood pressure and heart rate, as well as fatigue and improved mood.

3. IT'S BETTER FOR YOUR EYES

You probably already know that all those hours staring at the screen are bad for your eyes. But scientists recently reported that particularly for children, too much time indoors can create irreversible changes in the eyes.

A number of studies have linked time indoors with incidence of myopia, or nearsightedness, in children. In 2012, researchers assessed children at ages 7, 10, 11, 12, and 15 years and found that those who spent more time outdoors were less likely to develop myopia.

An earlier 2007 Australian study found similar results—children who spent more time outside were less likely to have myopia. More indoor time, on the other hand, was associated with greater rates of myopia in a related 2013 study.

Time outdoors is also good for adult eyes. The more

time we spend with the screen, the more likely we are to suffer dry eye syndrome. Letting the eyes focus on something more distant exercises different muscles and allows the eyes to relax and recover.

4. IT'S THE BEST WAY TO GET SOME VITAMIN D

Many of us are not getting enough vitamin D—probably because we're spending so much time indoors. It's gotten so concerning that in 2008, researchers reported that vitamin D deficiency "is now recognized as a pandemic."

The reason according to scientists? We're not getting enough sunlight, and the foods we eat that naturally contain vitamin D don't contain enough to satisfy optimal requirements.

Meanwhile, low levels of vitamin D have been tied to an increased risk of cardiovascular disease, cancer, Alzheimer's disease, depression, hip fractures, and pregnancy complications.

Your body's best source of vitamin D is the sun. Try to get at least 15 minutes of direct sun exposure on your skin every day. (You can also take a daily D3 supplement of 600-800 IUs.)



5. IT WILL HELP YOU SLEEP

How well you sleep has a lot to do with hormones like melatonin and your own natural circadian rhythm. Both of these are affected by your exposure to light—sunlight, most of all. If you're spending too much time indoors, you're isolated from the source of your body's natural rhythms, and your sleep cycle is likely to suffer.

A study out of the St. Louis University School of Medicine, for example, noted that natural sunlight helps set our body's internal clocks, and that people need to get about 30-60 minutes of exposure to direct sunlight for sleep patterns to improve. Nursing home residents who were suffering from insomnia were exposed to natural light, after which they had less difficulty falling asleep and experienced fewer episodes of nighttime wakefulness.

A later 2013 study found similar results. Day-shift office workers who were having trouble sleeping were exposed to more natural light during the day. The result was a more restful sleep at night.

6. IT WILL GET YOU MOVING

When we go outside, we naturally move more. It seems to come with the territory. According to the study above on sunlight and sleep, workers who got more sun also tended to be more physically active.

Studies have also found that those who run or bike outside exert more energy and burn more calories than those who use treadmills or stationary bikes. Other studies have found that people enjoy exercising outdoors more and are therefore to do it for longer—again, burning more calories.

7. YOU'LL IMPROVE YOUR ATTENTION/MEMORY

Having a hard time concentrating? Get outside for a few minutes.

Just a little fresh air and sunshine can help increase your attention span. Researchers from the University of Illinois evaluated 17 children with attention deficit hyperactivity disorder (ADHD), before and after taking a 20-minute walk in the park. Children were better able to focus after the walks in "green areas," as opposed to walks in other settings.

"Doses of nature might serve as a safe, inexpensive, widely accessible new tool in the tool kit for managing ADHD symptoms," researchers wrote.

Another study from the University of Michigan found similar results, though this time on adults. Researchers found that interacting with nature, such as walking in the park, helped improve memory and attention, no matter what the season. Short-term memory improved by 20 percent!

8. YOU'LL HAVE MORE ENERGY

A 2010 study also found that those who walked outside reported higher levels of vitality. "Nature is fuel for the soul," said lead author Richard Ryan. "Often when we feel depleted we reach for a cup of coffee, but research suggests a better way to get energized is to connect with nature."

Other studies have shown that the presence of nature helps ward off feelings of exhaustion, and that 90 percent of people report increased energy when they're enjoying outdoor activities.

9. YOU'LL FEEL HAPPIER

Time outside benefits your mental wellbeing, according to scientists. It naturally boosts levels of serotonin in the brain—the "feel good" neurotransmitter. In a 2002 study, scientists measured serotonin levels in a group of 101 healthy men during each of the four seasons, and found that regardless of the season, the level of serotonin in the brain was affected by the amount of sunlight on any given day.

Another recent study found that groups of participants who took walks in nature experienced reduced symptoms of depression and enhanced mental well being.

"Our findings suggest that something as simple as joining an outdoor walking group may not only improve someone's daily positive emotions," said study author Sara Warber, "but may also contribute to a non-pharmacological approach to serious conditions like depression."

10. YOU'LL BOOST YOUR IMMUNE SYSTEM

In the study mentioned above on "forest bathing," and in a follow-up study on the same practice, researchers found that participants walking among the trees boosted their immune systems. More specifically, after the participants inhaled the natural "phytoncides" in the air—particles of a-pinene and limonene from the wood of the forest trees—their blood tests showed increased activity of natural killer cells.

What was amazing was that the effects of increased immune function were still there 30 days after the walk! It's clear that nature is in our blood. Do yourself a favor this week and hit the great outdoors!

<http://www.anmariegianni.com/why-you-should-spend-more-time-outdoors/>

Help your kids to be Streetwise



Perpetrators use a variety of lures on different children. Some children are very trusting; a perpetrator relies on their innocence to gain trust. The lure to a 3 or 4 year-old may be different than the lure to a child 8 or 10 years old.

A perpetrator will use a lure to:

- lead a child away
- draw nearer to a child in order to grab them
- gain the trust of a child with friendly conversation
- find out if the child's parent or guardian is close by

Young children know that some things can be dangerous: matches, moving cars, hot stoves, electrical outlets, or swimming unattended. If fear exists, it's nearly always diminished when children are provided with concrete, easy-to-use prevention strategies.

Lures are used both individually and in various combinations. Three of the more popular lures are assistance, pet and bribery.

The Assistance Lure

This lure appeals to the innocent nature of children and is very popular among child abductors. The goal is to entice a child into or near vehicles, or remove them from a safe area, such as a park or a mall. Perpetrators may ask for directions to a fast food restaurant, the nearest store, or ice cream shop. Children may also be asked to help carry packages to a care or into a building. Some perpetrators



pretend to be disabled and in need of a helping hand, sporting a brace, sling or fake cast.

PREVENTION

Educate your child that adults should ask other adults for help. Children should NEVER talk to someone they do not know, especially when their parent or guardian is not around. If someone in a car has stopped and begins a conversation with a child, the child should turn immediately in the opposite direction and leave. If a child is approached in a park, mall or school ground, the same rule applies: leave immediately and inform a parent, guardian or trusted adult.

The Pet Lure

Children love animals and can be easily caught off guard. A child may

be asked to help search for a lost pet, or see a new litter of kittens or puppies that are free and waiting to find a new home.

PREVENTION

Explain to your children that a stranger may use animals to lure them into a dangerous situation. Children should never leave a public area or enter a home, building or car to see the animal. If asked to look for a lost pet, your child should not answer but instead turn around, find safety quickly and report the incident to a parent or guardian immediately.

The Bribery Lure

The age-old lure of bribery still works. Young children are offered candy and toys; older children are tempted with concert and sporting event tickets, sports equipment and most effective of all: money.

PREVENTION

Teach your child that an offer of any kind from a stranger is a bribe intended to lure them into danger. Gifts given to children with the request that it be kept a secret are also a warning sign. Again, children should NEVER stay to hear why the person wants to give them the free item — they should turn around and leave immediately.

Children can be taught these warning signs so that they know what to do if they are faced with any of these situations. The best weapon we can give our kids is knowledge, and the tools to prevent them from becoming victims.

The Importance of First Nation Languages

If language is considered to be a vehicle for the transmission of culture, then the culture of any nation is reflected in the spoken language, and children are taught their culture, practices and beliefs through language.

What is First Nations Education like?

First Nations education includes values, spiritual beliefs and ways of living passed down from generation to generation. Since First Nations were oral societies the language was a critical component of education.

Education or teaching the young focused on the mental, emotional, spiritual, and physical needs of a child while preparing the child to become a contributing member of the society.

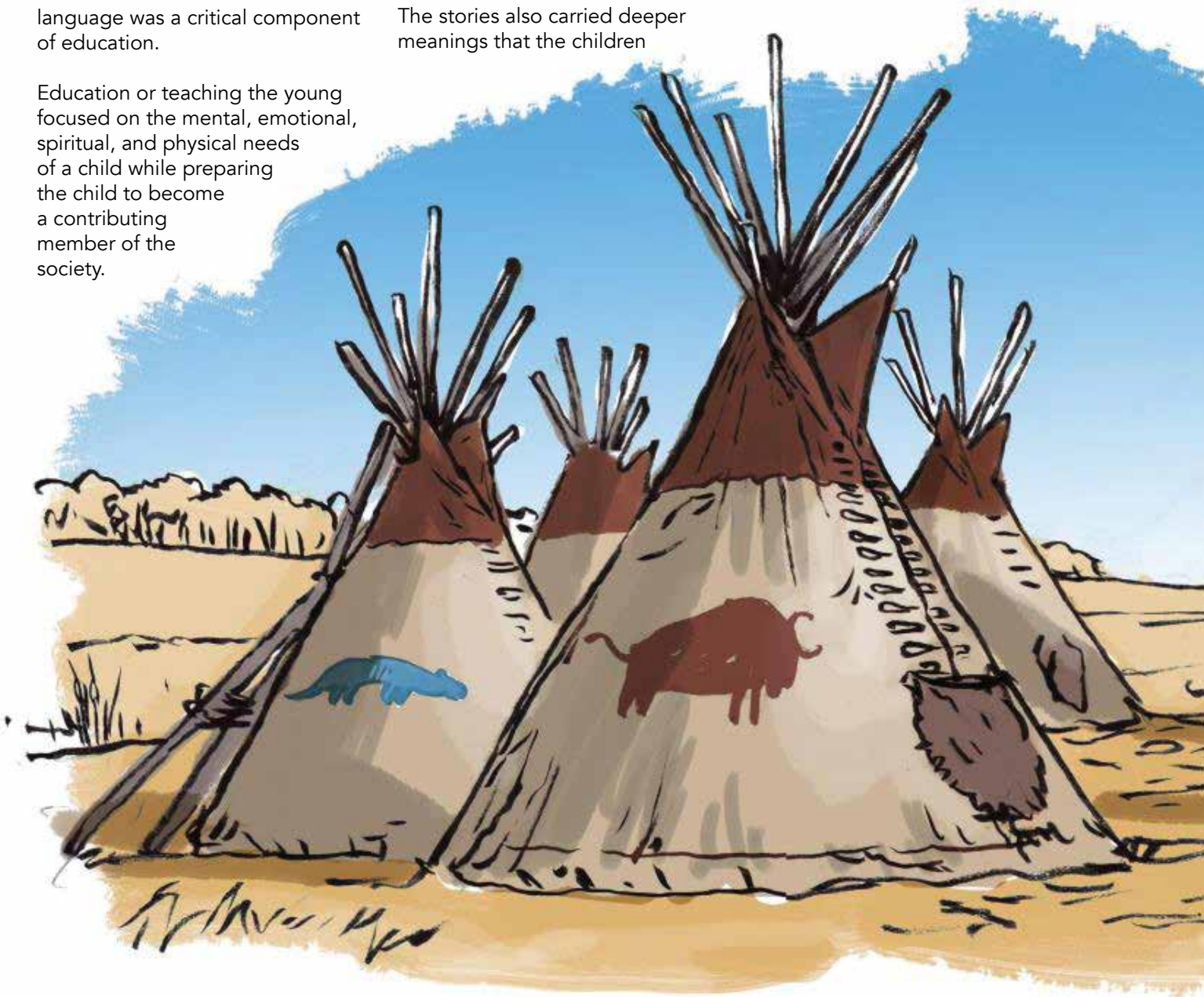
Learning was a natural part of life and children learned what they needed to know to have a good life.

Children learned through watching, then by doing the activities with help and finally by practising on their own until they learned the intended lesson or skill. They learned by listening to stories told by the grandparents and other family members. Stories addressed the knowledge the children needed to become contributing members of the community.

The stories also carried deeper meanings that the children

grasped as they matured and grew in understanding.

Each child was considered a gift from the Creator. The people believed that each one had a unique gift; something they were good at. The parents, grandparents and community recognized and respected and nurtured the gift each child carried. Everyone in the family and the community was responsible for looking after and for teaching the young.



“ Through language people are connected with their history, their ancestors and their land and as a language declines, so too does the sense of identity of a people.

(Katenies Research and Management Services, 2011).

What is lost when a language is lost?

The loss of language can be attributed to the distress people suffer when they loose their land and when they move and live with other people losing their language in the

process. Aboriginal language speakers may be forbidden to use their languages or the language is devalued in favour of the language of the people with more power and greater representation in the national government. Some speakers choose not to pass the language on to their children because they see no economic benefit in it and think that it will prevent them from getting a good job. First Nations shared these experiences as their lands and people were colonized.

First Nations people know the damage that colonization has had on their communities. The loss of their language caused by government policy such as the residential schools, forbidding the use of the language in day school. As well as the wide spread adoption of First Nations children out to non-native families in the 60s, 70s and early 80s, prevented the transmission of their language, cultural beliefs and values.



When you lose your language, you do not just lose the words you speak; you lose thousands of years' of cultural understandings, rituals and practices. Language contains ideas about how you look at the world and how you live in your community. It reflects family and community relationships, knowledge about food and health, art and music, spirituality, history, and the environment.

Source: Manitoba First Nations Education Resource Centre inc.

SFFA Staff members take on new roles

Lisa Benallack is excited to announce her new position as a Program Coordinator for

Saskatchewan Foster Families Association (SFFA). Previous to working in the office, Lisa was an

In Home Support Worker for SFFA, which she thoroughly enjoyed for the past 6 ½ years. Lisa is eager to take on this new role since receiving her Bachelor's degree in Commerce with a major in Human Resources from the University of Saskatchewan in spring 2015.

In her free time Lisa loves to travel, she has been to 23 countries across 4 continents, most recently she spent 5 weeks travelling across Europe. During the summer months Lisa likes spending time outside, especially relaxing at the lake. Throughout the year Lisa enjoys time spent with her little sister, who she has been matched with for 4 years through the Big Brothers Big Sisters program.

Lisa is enthusiastic about taking on this new role and looks forward to connecting with more foster parents and In Home Support Workers.



A member of our staff, **Nicole Eiler** will be taking on the role of Program Coordinator for the In Home Support Program. She has just returned back to work at the SFFA after being off on maternity leave this last year. Nicole has been with our association for three years and previous to the birth of her son she was the First Aid Coordinator.

Nicole is best known in our office as being caring and outgoing with an unforgettable laugh, as well as a loving mother of her two sons and step daughter. When she's not at the rink for her oldest son's hockey or fishing and camping with family you can find her at the barn riding and training her horses. Nicole has the love for the outdoors and adventure especially hunting, quadding or snowmobiling with her husband of 3 years.

As the new Program Coordinator, Nicole's goal is to work closely

with our In Home Support staff and making a positive impact on the program to help better fulfilling

and supporting the needs of our foster parents and children.



Is it a Cold or Allergies?

This is the season where sniffles and coughs come on all of a sudden. It's also the season when leaves fall from the trees, releasing the pollens that have not been washed away by rain waiting the entire summer to wreak havoc on our unsuspecting mucous membranes.

Seasonal allergies and the common cold can be so much alike that it's sometimes hard to tell the two apart. But look closely and you can find clues about what's going on.



Ask yourself these questions to help figure out if your child could have allergies or a cold:

- 1. Have the seasons changed?** If yes, it could be allergies. Seasonal allergies come at the same time every year and around the same set of conditions (for example, when leaves start to fall in autumn or plants start to flower in spring). Allergy symptoms like sneezing, congestion, or a runny nose are the body's response to breathing in airborne allergens (like plant pollen or mold spores). Colds, on the other hand, are caused by viruses that can turn up in any environment, at any time of year, but are most common in winter months.

- 2. Did symptoms come on suddenly?** If yes, it could be allergies. Another sign that you might be dealing with seasonal allergies is if symptoms come on suddenly and last a long time. Cold symptoms tend to come on more gradually and usually go away within 7 to 10 days, but allergies last as long as someone is exposed to an allergen, which can be for weeks or months. Allergy symptoms may be severe or low grade and drag on without changing.
- 3. Does your child have itchy, watery eyes?** If yes, it could be allergies. Many kids with allergies get this symptom when an allergen causes an inflammation of the conjunctiva (a clear membrane that covers the inner eyelids and eyeball).
- 4. Is there a fever?** If yes, it could be a cold. Allergy symptoms are not accompanied by a fever, while colds sometimes are.
- 5. Is there yellow/greenish nasal discharge?** If yes, it could be a cold. With an allergy, your child's runny nose would have a thin, clear discharge rather than the thick yellow or greenish discharge that can come with a cold.

If you think that your child has an allergy, talk to your family doctor. Exposure to animals, smoke, pollen, dust, foods, soaps, and mold are just a few of the things that can cause allergies. Try to



note anything new that he or she has been exposed to. Identifying and removing the cause can help prevent allergy symptoms.

Often the only way to know exactly what someone is allergic to is with an allergy test. This procedure would be recommended by your physician and would be done in a pediatric allergist's office. The testing can be done on the skin (where an allergen is placed under the skin to check the body's response) or through a blood test.

If your child does have allergies, the doctor will recommend reducing exposure to the allergen(s) and, perhaps, using an over-the-counter or prescription allergy medicine to relieve symptoms.

And if it looks like you're dealing with a cold, check with the doctor before giving any cold medicines or pain relief medications. In addition, the doctor may recommend running a cool-mist humidifier or vaporizer at night to help moisten the air. Also, using saline (saltwater) nose spray or drops can help loosen mucus for both allergies and colds.

<http://kidshealth.org/parent/medical/allergies/coldvsallergy.html>

It's no surprise that parents might need some help understanding what it means to eat healthy. From the recommended daily food guide to the latest food fad, it can be awfully confusing.

The good news is that you don't need a degree in nutrition to raise healthy kids. Following some basic guidelines can help you encourage your kids to eat right and maintain a healthy weight.

Parents control the supply lines.

You decide which foods to buy and when to serve them. Though kids will pester their parents for less nutritious foods, adults should be in charge when deciding which foods are regularly stocked in the house. Kids won't go hungry. They'll eat what's available in the cupboard and fridge at home. If their favorite snack isn't all that nutritious, you can still buy it once in a while so they don't feel deprived.

From the foods you offer, kids get to choose what they will eat or whether to eat at all. Kids need to have some say in the matter. Schedule regular meal and snack times. From the selections you offer, let them choose what to eat and how much of it they want. This may seem like a little too much freedom. But if you follow step 1, your kids will be choosing only from the foods you buy and serve.

Quit the "clean-plate club."

Let kids stop eating when they feel they've had enough. Lots of parents grew up under the clean-plate rule, but that approach doesn't help kids listen to their own bodies when they feel full. When kids notice and respond to feelings of fullness, they're less likely to overeat.

Start them young. Food preferences are developed early



in life, so offer variety. Likes and dislikes begin forming even when kids are babies. You may need to serve a new food on several different occasions for a child to accept it. Don't force a child to eat, but offer a few bites. With older kids, ask them to try one bite.

Rewrite the kids' menu. Who says kids only want to eat hot dogs, pizza, burgers, and macaroni and cheese? When eating out, let your kids try new foods and they might surprise you with their willingness to experiment. You can start by letting them try a little of whatever you ordered or ordering an appetizer for them to try.

Drink calories count. Soda and other sweetened drinks add extra calories and get in the way of good nutrition. Water and milk are the best drinks for kids. Juice is fine when it's 100%, but kids don't need much of it — 4 to 6 ounces a day is enough for preschoolers.

Put sweets in their place.

Occasional sweets are fine, but don't turn dessert into the main reason for eating dinner. When dessert is the prize for eating

dinner, kids naturally place more value on the cupcake than the broccoli. Try to stay neutral about foods.

Food is not love. Find better ways to say "I love you." When foods are used to reward kids and show affection, they may start using food to cope with stress or other emotions. Offer hugs, praise, and attention instead of food treats.

Kids do as you do. Be a role model and eat healthy yourself. When trying to teach good eating habits, try to set the best example possible. Choose nutritious snacks, eat at the table, and don't skip meals.

Limit TV and computer time.

When you do, you'll avoid mindless snacking and encourage activity. Research has shown that kids who cut down on TV-watching also reduced their percentage of body fat. When TV and computer time are limited, they'll find more active things to do. And limiting "screen time" means you'll have more time to be active together.

Source: kidshealth.or

Food for thought...

Imagine the difference you can make as a foster parent.
Famous people who were once in foster care:

Charlotte Ayanna
Tom Monaghan
Eddie Murphy
Victoria Rowell
Eleanor Roosevelt
Daunte Culpepper
Allison Anders
Carl Hancock Rux
Willy Nelson
Dave Pelzer
Marilyn Monroe
Tommy Davidson
Dr. Ruth Westheimer
Dan O'Brien

Alonzo Mourning
Cher
Ice T
John Lennon
James Dean
Billy Mills
Esai Morales
Dr. Wayne Dyer
Malcolm X
Babe Ruth
Bruce Oldfield
Harold Robbins
Steve Jobs
Eriq LaSalle



Jamie Fox
Pierce Brosnan
Nelson Mandela
Samantha Morton
Seal
Neil Morrissey
Lemn Sissay



Have you ever considered being a foster parent and don't know how to get started?

SEARCH FOR...

"Saskatchewan Foster Families Association" on YouTube.

**SHARE
YOUR
STORY**

If you have a fostering story to share with our readers, please send it in!

We accept stories/articles about:

- Fostering tips and tricks
- Personal stories and reflections about being a foster parent
- Long term connection with past foster children
- Challenges you've experienced and creative solutions
- How your extended family or children have responded to your fostering lifestyle
- Great resources for foster parents that you'd like to share
- Foster-related book reviews
- Foster-related movie reviews
- Foster placements resulting in a family growing through adoption
- ... other notable foster related experiences

Please submit your articles by email to: wayne@sffa.sk.ca.



Recipes from *Petty's Kitchen*

I've begun to write some EASY (and somewhat healthy) recipes in each Advisor edition. I'm a big fan of healthy recipes with simple ingredients you would find in your own cupboards.

- Hayley Petrow



Caramelized Honey Glaze

- 1 lb fish fillets (I used pickerel, but I think it would go well on any fish)
- butter for frying
- 1/2 cup orange juice
- 1/4 cup broth or stock of any kind
- 3 tbsp honey
- 1 tbsp mustard of any kind
- 1 tbsp fresh thyme (or 1 tsp of dried)

- For glaze, whisk together orange juice, broth, honey, mustard, and thyme in a small bowl.
- Place glaze in a sauce pan and bring to a boil over medium-high heat.
- Meanwhile, melt butter in a frying pan over medium-high heat until butter melts and is browned.
- Then transfer fillets to frying pan and pour glaze over top.
- Turn fillets over to coat with glaze, and simmer for 3 minutes per side.
- The glaze should start to caramelize on the bottom of the pan. Scrape up the caramelized bits every so often.
- Serve with caramelized bits and any extra glaze poured on top.

Recipe found at fishingloft.com

Quick One-Pot Pasta

- 12 oz spaghetti or linguini
- 15 oz diced tomatoes with liquid
- 1 medium onion
- 4 cloves of garlic, thinly sliced or chopped
- 1/4 tsp red pepper flakes
- 2 tsp oregano
- 4 1/2 cup vegetable broth (chicken broth could be used)
- 2 tbsp olive oil
- 12 fresh basil leaves, chopped (fresh works best for this recipe, however—1 1/2 tbsp of dry is okay to substitute)

parmesan cheese for garnish (feta can be used too)



Yields 4-6 servings

- In a large pot, combine pasta, tomatoes, onion, garlic, red pepper flakes, oregano, broth and top with olive oil. If you have store bought basil combine it into pot mixture, if you have fresh basil leave out at this time.
- Cover pot, and bring to a boil.
- Once boiling, reduce heat to simmer and keep covered. Stir often, and cook until most of the liquid is gone.
- If you have fresh chopped basil, now is the time to mix it in.
- Serve with parmesan cheese sprinkled on top.

Recipe found at apronstringsblog.com

Former youth from care University Award

The Universities of Saskatchewan and Regina acknowledge a number of hardships and barriers that impact a young person's ability to pursue post-secondary education. In an ongoing effort to support young adults in academic achievement, both Universities have introduced bursaries and awards for children and youth who spent time in care of the Ministry of Social Services or a First Nation's Child and Family Services Agency.

For anyone caring for or working with youth who are considering a post-secondary education or who are currently enrolled in a program through either University should review the following documents to determine whether the young person may be eligible for an award and the award application deadline.



Applications for this bursary/award can be located on the University of Saskatchewan website. For further information on this award, please contact the University of Saskatchewan, Student Finance and Awards Office. To qualify for this award, the student must complete a release of information to confirm their time in care or services that were provided to them. Award recipients are determined by the University of Saskatchewan.

Financial allocation for the Saskatchewan Former Youth From Care University Award includes the following:

- Annual allocation of \$100,000 for a period of at least 5 years
- Awards for up to 5 students/year (both entering and continuing students), the value of which will be up to \$20,000 per student/year which includes:
 - Full tuition and student fees;
 - Textbooks;
 - Residence for the year;
 - Meal plan for the year;
 - Laptop bundle (\$1,100 value); and
 - Cash stipend for personal needs of \$125/month for eight months.
- The award can be renewed up to four times, for a maximum of five years of support, or to completion of the student's first undergraduate degree, whichever comes first.

To be eligible for this bursary you must:

- Be an entering or continuing student pursuing your first undergraduate degree who had been in care or in receipt of services for 12 cumulative months between the ages of 13-21.
 - Those no longer eligible for services pursuant to Section 56;
 - Those receiving and those no longer eligible for services pursuant to Section 10; or
 - Those beginning post-secondary education within ten (10) years of exiting care.

Award deadline:

- The Saskatchewan Former Youth From Care Award will be posted on their website beginning November 2015 and will close June 1, 2016. For those youth applying for entrance to the University of Saskatchewan for the fall 2016 semester, they will be eligible to apply for the award upon being accepted into a program up until June 1, 2016.

** For those youth receiving services pursuant to Section 56, who turn 21 prior to the 2016 fall semester, will be eligible for this award.

** For those youth who are eligible to receive services pursuant to Section 56 (former long-term and permanent wards between the ages of 18-21) will not qualify for this award.

** As Aboriginal Affairs and Northern Development Canada (AANDC) does not fund post-secondary education for those receiving services pursuant to Section 56, those youth receiving services or who are eligible to receive services pursuant to Section 56 from a First Nation Child and Family Services Agency (former long-term and permanent wards between the ages of 18-21) will be eligible for this award.

Other Entrance Awards offered by the University of Saskatchewan that Youth in or From Care may apply and qualify for include (please note that the application deadlines vary for each award):

For the 2016-2017 academic year, the following three types of entrance awards include:

1. Guaranteed Entrance Scholarships – students are automatically considered for these scholarships when they apply for admission. Guaranteed Entrance Scholarships are valued between \$500-\$3,000. Details are available online at: <http://explore.usask.ca/moneymatters/awards/guaranteed.php>

2. Best and Brightest Entrance Scholarships – high achieving students (typically 90%+ averages) are encouraged to apply for these high valued, renewable entrance scholarships. Students are required to apply for admission by December 1st, 2015 to obtain a login ID and password. After they receive their NSID and password, students can log into PAWS and apply for Best and Brightest Entrance Scholarships by the December 15, 2015 deadline.

<http://explore.usask.ca/moneymatters/awards/bestandbrightest.php>. Recipients will be selected and notified in February.

3. Competitive Entrance Awards – Valued up to \$32,000, Competitive Entrance Awards may be offered based on:

- academic achievement,
- financial need, and/or
- contributions to school and community life.

These awards also recognize particular backgrounds, acknowledge contributions to certain clubs, and reward achievement in music or athletics. Students must apply for admission by February 15, 2016 and submit the separate awards applications by March 1, 2016. Complete details are available online at: <http://explore.usask.ca/moneymatters/awards/competitive.php>. Recipients will be selected and notified in April, May & June.



Applications for this bursary/award can be located on the University of Regina website. For further information on this award, please contact the University of Regina, Student Awards and Financial Aid Office. To qualify for this award, the student must complete a release of information to confirm their time in care or services that were provided to them. Award recipients are determined by the University of Regina.

Financial allocation for the Former Youth From Care Access Tuition Entrance Bursary includes the following:

- Annual allocation of \$40,000 per year (frequency of award is to be determined)
- Awards for up to six (6) students per year which includes:
 - Tuition for up to two semesters
 - School fees for up to two semesters

To be eligible for this bursary you must:

- Be entering the U of R for the first time or completed less than 23 credit hours from another post-secondary institution and have been in care or in receipt of services for 12 cumulative months between the ages of 13-21.
 - Those no longer eligible for services pursuant to Section 56;
 - Those receiving and those no longer eligible for services pursuant to Section 10; or
 - Those beginning post-secondary education within five (5) years of exiting care.

Award deadline:

- The Former Youth From Care Access Tuition Entrance Bursary will be posted on the University of Regina website beginning January 15, 2016 and closes March 15, 2016.

**For those youth receiving services pursuant to Section 56, who turn 21 prior to the 2016 fall semester, will be eligible for this award.

**For those youth who are eligible to receive services pursuant to Section 56 (former long-term and permanent wards between the ages of 18-21) will not qualify for this award.

** As Aboriginal Affairs and Northern Development Canada (AANDC) does not fund post-secondary education for those receiving services pursuant to Section 56, those youth receiving services or who are eligible to receive services pursuant to Section 56 from a First Nation Child and Family Services Agency (former long-term and permanent wards between the ages of 18-21) will be eligible for this award.

**Students are only eligible to receive one, of the two University of Regina Bursaries/Awards.





The Boy Who Built a Wall Around Himself

by Ali Redford,
Illustrated by Kara Simpson

© 2015

ISBN: 10: 1849056838
ISBN-13: 978-1849056830

Boy hides behind his wall because he doesn't trust people and he knows how it feels to be hurt and let down. That is until Someone Kind arrives on the other side of his wall. This colour picture book will help children aged 4-9 who have experienced trauma, loss or neglect to come to terms with their experiences and to build healthy relationships.

"The Boy Who Built a Wall Around Himself brings crucial awareness for children and the adults who care for them, that behind all difficult behaviours there is deep emotional pain.

The strategy of defence only makes the pain bigger, but this compassionate, succinct and perceptive book shows the utter transformation possible when an 'enlightened witness' sees through the wall to the core distress within.

This story offers hope to any child struggling to manage painful and overwhelming emotions; and it is a compelling message for parents, carers and teachers that the results of tending to underlying feelings can be astonishing."

– Virginia Mallin, Psychodynamic Psychotherapist

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RETURN UNDELIVERABLE CANADIAN ADDRESSES TO:
SASKATCHEWAN FOSTER FAMILIES ASSOCIATION
233 4TH AVE SOUTH
SASKATOON SK S7K 1N1



Foster Family Toolkit

Education, advocacy, and a place to turn for advice...

It is the goal of the SFFA to help provide a safe and comforting environment for every child in foster care. The right support can make all the difference.

SFFA members have access to:

- a comprehensive library of information;
- educational materials;
- training programs;
- advice and advocacy and
- much, much more.

All the tools available are to help foster families build and sustain the best possible home for the children in their care.

<http://www.sffa.sk.ca/foster-family-toolkit/>

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