

VALCARTIER MILITARY FAMILY RESOURCE CENTRE

The Passport

Tool for parents
of **6 TO 12-YEAR-OLDS**
who are, or will be, experiencing
the extended absence of a family member

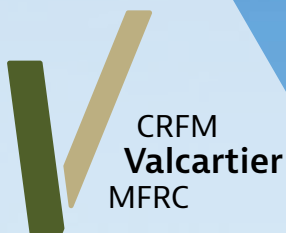


Table of Contents

Introduction	4
The Cycle of Emotional Reactions to Deployment	5
ADJUSTMENT FACTORS	6
Reactions Prior to Deployment in 6- to 12-Year-Olds	8
Preparing Children Prior to Deployment	9
Possible Reactions During a Parent's Deployment	11
Strategies to Help Children Cope with Absence	12
Symptoms or Behaviour Observed in Children	13
STRESS / ANXIETY	13
ANGER	14
NIGHTMARES / SLEEP DISORDERS	15
WITHDRAWAL	16
WORRYING ABOUT THE DEPLOYMENT	16
BEHAVIOURAL PROBLEMS	17
Discipline	19
A FEW TIPS TO HELP SIMPLIFY DISCIPLINE	20
Ideas for Keeping in Touch	20
Media Coverage	21
Possible Reactions when the Parent Returns	23
How to Facilitate the Homecoming	23
TIPS FOR THE RETURNING PARENT	24
Helping Children Understand Death	25
Sibling Rivalry	27
Motivation in School	30
Resources	33

Introduction

This passport has two specific goals. First, it aims to help parents understand their children's normal reactions. Second, it seeks to support parents in their efforts to ease their children's adaptation to prolonged absences and to make this experience a positive one for both parents and their children.

Children reflect what their parents project. Consequently, it is very important to be aware of our own reactions in order to help our children as much as possible. Moreover, calm, well-rested parents interact more effectively with their children. Don't forget to take time for yourself during your spouse's absence so that the time you spend with your child is quality time.

If you have any questions about the subjects covered in this pamphlet, contact the Valcartier Military Family Resource Centre. In addition, the Centre provides a host of activities designed to amuse and help your children.

The Cycle of Emotional Reactions to Deployment

Deployment is a very emotional experience, both for the CF member being deployed and for the family—especially for the member's children being left behind. Understanding children's various emotional stages in reaction to a deployment and realizing that these feelings are completely normal can relieve certain fears. Here are the stages:



Adjustment Factors

(Elements that can help or hinder a child's adaptation)

ADJUSTMENT FACTORS RELATED TO THE CHILD

The child's emotional development; namely, the child's ability to express feelings, to cope with separation from the parents.

The child's attachment to the parent who is leaving.

Children who are used to spending a lot of time with this parent and confiding in him or her, in both good times and bad, may display a more pronounced reaction because these children may experience a greater sense of loss.

ADJUSTMENT FACTORS RELATED TO THE PARENT WHO STAYS BEHIND

The parent's acceptance of the military spouse's role. Once your child realizes that the spouse has fully accepted the deployment as part of the CF member's job, the child has a better chance of accepting the prolonged absence. Consequently, this facilitates your child's adaptation to the parental deployment.

The child will view the absence as less of a burden if **the parent is in control of his or her emotions**, can accept support from others around him or her, and maintains a good quality of life. It is important for children to feel that those who look after them are in control of the situation.

The parent's attentiveness, listening skills, openness, and availability to spend time with the child, the quality of the time devoted to conversation, and his or her ability to encourage the child to express feelings are all important factors in a child's successful adaptation.

Maintaining a regular routine and consistent rules is essential to maintaining stability in children's lives. In times of change, these become important things to hold onto.

ADJUSTMENT FACTORS RELATED TO THE DEPARTING PARENT

Preparing the children before deployment

Children who have been informed of the deployment, have received explanations or answers to their questions, who are involved in preparations, who participate in activities that can be reviewed or listened to (photos, audio or videotapes of time spent with the parent before leaving) will find it easier to adapt.

Maintaining close family ties during the absence

Children who have regular contact (letters, parcels, e-mails, phone calls) with the parent who is away adjust more easily to the absence.

OTHER FACTORS

Length of absence

The longer the absence, the more likely the child is to miss the absent parent and experience adjustment difficulties.

Stability in the couple's relationship and family harmony

If children are aware of a strong bond between the parents and their attachment to their family, they are less likely to experience the absence as a break in the relationship.

The danger factor in the mission

The more risky the mission is, the greater anxiety it can arouse in the child as well as the parent left behind. Furthermore, children are very sensitive to the stress experienced by their parent.

Reactions Prior to Deployment in 6- to 12-Year-Olds

It is possible that your child may:

- Feel lonely;
- Feel sad;
- Feel anxious;
- Believe he is the reason for the departure of his parent;
- Feel guilty;
- Be afraid that the parent may not return;
- Display temper tantrums or very clingy behaviour;
- Be very curious about the country to which the parent is deployed;
- Show marked interest in any media coverage of the country in question;
- Seem troubled or confused;
- Have behavioural problems;
- Display regressive behaviour;
- Seek affection from the parent who is leaving but, at the same time, try to distance himself or herself from that parent.

Preparing Children Prior to Deployment

The key factor in coping effectively with deployment is preparation. Being well prepared includes anticipating changes and difficulties, and finding ways to cope with them.

Every child will experience the separation differently and the same child might cope with a second absence differently than the first. You must watch carefully for reactions.

Tell them about the deployment far enough in advance. Use this opportunity to communicate openly and honestly. Encourage your children to ask questions and tell them what you are feeling while reassuring them.

It is important to avoid reinforcing their fears and worries inadvertently. When children ask questions or talk about their worries, give them answers appropriate to their age and avoid over-explaining or elaborating. Validate their reasons for asking these questions.

Talk to your children about the country and facilities where the parent will be deployed, where they will sleep, eat, work, etc. This can be very reassuring. Keep them informed of the positive work the deployed parent will be doing (ex: helping children, building schools, training soldiers from the country of deployment, etc.). Photos found on the Internet can help on sites such as **combatcamera.forces.gc.ca** and **forces.gc.ca**.

Have the entire family help prepare for the departure (ex: packing bags). Their participation can be a concrete means of helping prepare them for the departure and also talking about the feelings they are having.

Organize family activities and take photos or videos to keep as souvenirs. The deployed parent can give the child a symbolic object before leaving (ex: sweater, stuffed animal, etc.).

Let your children know that their daily routine might change during the absence. According to their age and abilities, they can expect to do their part of the household chores during the absence of their parent. Often they feel important because of this sign of trust. On the other hand, don't fall into the trap of giving them too much responsibility; children should remain children. It is not recommended to tell your son that he is the "**man of the house**", because that would be a heavy responsibility for a child.

The parent being deployed should reinforce the other parent's role as that of the "person responsible" and the "person in charge of discipline". The parent who is deployed should discuss these aspects with the children to ensure they fully understand. Inform the school that one of the parents is going to be deployed. School-aged children often react to the deployment, which can result in behaviour problems at school or poor grades. A teacher who is aware of the situation is in a better position to understand and encourage the child who is experiencing this situation. Teachers and schools can get training on the military reality, if desired, through the Valcartier Military Family Resource Centre.

Possible Reactions of 6- to 12-year-olds During a Parent's Deployment

Your child may:

- Still feel lonely;
- Feel abandoned;
- Feel disorganized;
- Be afraid that the military parent will have an accident and never return;
- Be afraid that this separation is permanent;
- Be irritable;
- Be very emotionally sensitive;
- Seek affection and attention from the parent who has remained at home;
- React to the emotions expressed by the parent at home (sadness, guilt, anger, etc.);
- Alternate constantly between responsibility and irresponsibility;
- Regress in terms of learned behaviour (ex: bedwetting in his/her sleep);
- Have difficulty concentrating at school and be more distracted during the first few weeks after deployment;
- Suffer a drop in grades at school;
- Have trouble adapting to new rules imposed by the parent at home.

Remember that the deployment is not necessarily the triggering event. Sometimes, this behaviour may have been present before, but it may have been easier to manage with two parents present.

Strategies to Help Children Cope with Absence

Keep the same daily routines as much as possible.

Accept the children's feelings and allow them to express them.

Identify your own feelings about the separation and talk about them honestly with your children using words they understand that are suitable for their age to reassure them. Make them understand that feeling something new is normal and encourage them to tell you how they feel.

Maintain contact between children and the absent parent through letters, drawings, cards, audio, video, e-mails, phone calls, and so on, but don't insist on these.

Show interest in your children's activities.

Enroll children in activities or courses, involve them in groups of young people their own age, accompany them in their activities, encourage them to go out with their friends. Time goes by faster when you are busy.

Symptoms or Behaviour Observed in Children

STRESS / ANXIETY

It is important to :

Stick to routines help to lessen stress and anxiety.

Take your children's concerns seriously. Identify stressful situations and help your child to find tools appropriate for coping.

Talk to your children about their reactions. Provide them with many opportunities to talk to you about their feelings regarding events. Don't wait for them to bring up the subject. Regularly, check how they are feeling.

Tell children how you are feeling and share your tips for dealing with stress.

Be honest, but reassuring. They will feel better knowing they are not alone in feeling worried. Don't forget that they learn through your actions, good and bad.

Encourage physical activities and extra-curricular activities to enable them to get rid of daily tension, have a healthy life style and achieve some success.

Spend time with your child. Spend time with your family. Children will feel more secure if you do. For pre-teens, this may be more difficult, but it is worth trying. Find an activity they enjoy and that they can do with you or with the whole family.

Use relaxation techniques and breathing techniques.

ANGER

It is important to:

Realize that for school-aged children a tantrum is not a loss of control but the taking of control. It intends to punish the parent who is the source of the frustration. The golden rule is, therefore, to make sure the child gains no advantage through this behaviour and that the tantrum is completely useless and only bothers the child.

Teach your children to verbalize their feelings rather than showing them physically, but only when they are in a state where they can listen to you.

Teach your child to take deep breaths to calm down before reacting.

Establish agreements beforehand whenever possible. For example, if you know that your child will not want to leave his friend's house at the time you have set, discuss it before leaving home. "I know you love playing with your friend and I'm afraid that when it comes time to leave, you will not want to. Do you think you will be able to control your anger anyway and come with me when I tell you to?" In this way, you have given the child power and a chance to mentally prepare in advance.

Make a tool to help your child express his or her emotions verbally.

Use the "bad mood corner" when necessary. This is not a punishment area, but rather a place where it's ok to express his or her bad moods. Make sure that you choose a safe location. Before establishing this technique, explain that from now on, when he gets angry, your child will have to go to the "bad

mood corner”, since the rest of the area is reserved for good moods. Avoid using a bedroom as a “bad mood corner”.

NIGHTMARES / SLEEP DISORDERS

It is important to :

Understand that nightmares are not a reason for concern, especially if the child manages to get enough sleep.

Speak to your children about their nightmares and reassure them to calm their fears.

Not create a dependence by letting your child sleep with you.

Avoid talking about the deployment before bedtime.

Avoid letting your child listen to the news before going to bed.

Have him/her tell or draw his/her nightmare and change the end to a happy outcome.

Encourage your children to get exercise to help reduce their anxiety and use up their surplus of energy. Taking part in such activities during the day will make for better sleep at night.

Do relaxing activities before bedtime and avoiding stimulants (ex: television, computer, sports, etc.).

Oxygen assists with sleep. You can leave the bedroom window slightly open to provide fresh air in the room.

Have them take a warm bath just before bedtime.

Develop a routine that you will apply before bedtime.

Post photos of the absent parent near the bed for your child to see before going to sleep.

Give a comforting object to your child to help with sleep (ex: a sweater with the scent of the absent parent on it).

WITHDRAWAL

It is important to:

Consider the positive aspects of introspection; it can help the child reflect on what is happening to him or her and sort through his/her emotions and fears.

Encourage your child to participate in a social activity.

Mention to your child that you see him/her isolating him/herself and it makes you wonder.

WORRYING ABOUT THE DEPLOYMENT

It is important to:

Understand that it is normal to worry given the circumstances.

Respond to your children's worries and questions.

Sign your children up for activities to keep them busy.

Involve your children in activities with other children who are dealing with a similar situation (ex: OASIS Club and/or The Adventurers at the VMFRC).

If the stress persists, reduce contact with news coverage on television or in newspapers.

If this stress is affecting your child's ability to function, avoid discussing the deployment when your child is present. However, don't let the deployment subject become a secret thing, since this might well be even more distressing for a child.

Also check what is happening at school and talk about it with a teacher.

BEHAVIOURAL PROBLEMS

It is important to:

Discuss this issue with your child and encourage positive behaviour from that point onward.

Give positive feedback immediately following an appropriate behaviour.

Clearly state your limits.

Apply punishment as soon as possible after observing the behaviour that needs to be corrected. And make the punishment fit the bad behaviour, but above all, do what you say.

Step back when possible to find a suitable punishment.

Only punish when you are in control of yourself. This way, you can be a model of healthy mature behaviour, which is indispensable to your child's development.

Never use food (except candy), or your unconditional love or acceptance, to punish your child.

Use as few words as possible to avoid getting into a blame game.

Focus on the child's behaviour, not the child.

Refuse to argue. If your child continues to argue, keep

repeating the same answer.

Once punishment has been assigned, let the issue lie.

It is especially important to reward good behaviour

Physically: with hugs or cuddles.

Verbally: by statements like “You must be proud of yourself!”

Socially: choose an outing to a location that the child enjoys, visit a friend’s house or invite a friend over.

Materially: using a scorecard that allows your children to accumulate points every time he/she meets a goal. Then, design a list of potential rewards for a given number of points that he or she will have banked.

POINTS EARNED

BEHAVIOURS AND POINTS	M	T	W	T	F	S	S
Tidy up bedroom before supper (2 pts)							
Make bed in the morning (2 pts)							
Control anger (2 pts)							
Complete homework before supper (2pts)							
Put dirty laundry in the hamper (1 pts)							

LIST OF REWARDS

REWARDS	POINTS REQUIRED
Go to a friend’s house	40
TV after supper	40
Movie	60
Dinner at a restaurant	70
New video game	100

Discipline

The purpose of discipline is to instruct. It teaches self-control and socially acceptable behaviour. It is a good opportunity to teach your child about respect, patience and good means of conflict resolution. Some children will test the limits of the parent left behind and will question the household rules. If this happens, be understanding but remain firm. The following tips and rules are intended to make your efforts more effective and your life a little easier. You will find them helpful in parenting your children.

Gestures and actions must correspond with words and rules. "I said it, now I will follow through; if the rules are not followed, there will be consequences".

Once a rule has been set, it should be followed consistently and not applied haphazardly (i.e., "One day it's OK; the next day it's not").

Good discipline is based on clear expectations, clear consequences and steady and coherent enforcement:

- 1-** Define clear expectations that are reasonable taking into consideration the child's age.
- 2-** Define consequences which, again, match the child's age level.
- 3-** The follow-up must be fair, firm, constant and logical.

Praise good behaviour five times as often as you point out bad behaviour.

When you reprimand your child, it is important to focus on the behaviour and not the child.

A FEW TIPS TO HELP SIMPLIFY DISCIPLINE

Use statements beginning with "I" to clarify what you want from your child (i.e.: "I would like you to tidy up your room").

Express your wishes in a positive way by saying what you want your children to do.

Focus on positive behaviour and ignore, as much as possible, negative behaviour.

Give your child options: "You can clean your room now or after your snack?".

Ideas for Keeping in Touch

By mail or by Internet, send pictures of the CF member's work in theatre, souvenirs, or an object representing the mission.

Encourage children to keep souvenirs of the absent parent in a special box.

The departing parent can leave behind surprises, little notes and so on, for the children to discover during the absence.

Plan for birthdays and special events. Buy cards and gifts for these occasions and organize for them to be sent or given to your child by your partner at the right moment. Making note of special occasions in spite of the distance shows that you care about your loved ones.

Media Coverage

The barrage of media coverage that accompanies tragic events can affect children and pre-teens.

How can you, as a parent, help reduce the stress caused by this type of reporting? By taking the following action:

- Supervise your child's access to media;
- Interpret the messages and images;
- Minimize the impact of media coverage.

SUPERVISE

Don't assume that children are not aware of news events. In our day and age, it is almost impossible to escape the news. Even very young children see and hear more than we imagine. This is why it is important to ask them about what they know and how they feel about it.

Watch closely for signs of anxiety in children. Several factors will influence their reactions, namely their age, temperament, natural tendency to worry, or a particularly active imagination.

Be very selective of the radio or television programs you choose, especially when children are present. Do not leave the television or radio on all the time in the background. Don't watch reports of tragic events with young children present and avoid the constant repetition of news coverage that follows tragic events.

Also review your children's information sources on the Internet.

INTERPRET

Take time to listen to them and answer their questions. Answer honestly. However, when dealing with young children, don't go into long or detailed answers. Respect their choices if they don't want, or feel the need, to talk about tragic events.

Tell them how you are feeling. Be aware of how the news affects your emotions and behaviour. Explain this to your children. This will help older children understand that these types of dramatic events also affect adults. However, keep in mind that young children may feel more fearful if the adults surrounding them are worried or stressed. Therefore, keep reassuring them.

MINIMIZE

Help children analyze media coverage. Take advantage of this opportunity to explain how the media works. Watch the news with them and discuss it. Explain that the news media represent big business and that the desire for high ratings can influence the editor's decision on what to include in media reports.

Diversify your sources of information. If your children follow the news on the Internet, check the credibility of the sites they visit.

Highlight the positive aspects that can emerge during tragic events. Explain how a tragedy can often generate shared feelings of sadness and compassion for the victims' families, and admiration for those who acted as heroes.

Possible Reactions of 6 to 12-year-olds when the Parent Returns

Your child may :

- Be happy and even overexcited ;
- Feel resentment toward the returning parent ;
- Have his or her joy overshadowed by the fear of a new deployment ;
- Be jealous of the role that he/she will lose when the parent returns ;
- May even feel in competition with the returning parent ;
- Seek attention and approval from the returning parent ;
- May be stressed by changes noticed in the returning parent ;
- Be stressed by changes to the daily routine.

How to Facilitate the Homecoming

The homecoming should be prepared for just as carefully as the departure, because it comes with its own share of difficulties. All family members, including young children, will have changed and grown during the absence. Here are a few ideas to smooth this process for children :

- Have the children help prepare the homecoming (e.g. making a banner, cooking a special meal, decorating the house, etc.).
- Develop plans (pickup at the airport, etc.).
- Spend family and couple time together, but also set aside time for each child, individually.

TIPS FOR THE RETURNING PARENT

Generally speaking, the most important homecoming advice is to not rush anything, but to take the time to gradually ease into a routine.

Take the time to notice how the family operated while you were away.

Do not force your child to give you hugs and kisses or play with you. Wait for his approach.

Be patient and understanding.

Start by being a daddy and afterward add the role of father. The role of daddy involves taking time with your child, playing with him/her. Once this step is going well, then the role of father can be added, in other words, enforcing rules, dispensing discipline, etc.

Don't disturb the family routine; keep as much stability as possible.

It is important that the parent takes an interest in the news areas of interest of his child and the progress made.

Helping Children Understand Death

HOW TO SPEAK TO YOUR CHILD ABOUT DEATH

Most importantly, don't wait for a crisis to occur before discussing this topic. In fact, in a family where all subjects are freely discussed, where children are encouraged to ask questions without fear of angering their parents—in other words, in families where discussion is a way of life—death may naturally come up as a topic of conversation. Since the context is not particularly difficult, parents often find the right words to explain what they know and have no reason to lie.

A few tips on how to tackle this subject with your children :

1- Listen carefully to your child and don't expect him or her to absorb it all at once. In general, children prefer short, simple answers. They will come back for more when they are ready.

2- Be honest about death. If you avoid the question, you will be giving the impression that death is not natural or that you are uncomfortable talking about it. If you don't know the answer to a question, admit it. Death is a complicated subject and there is no shame in admitting you don't know something.

3- If you are uncomfortable or don't feel capable of discussing the subject correctly, get a book on the subject. Ask your librarian or bookstore to suggest a good book, or contact the Valcartier Military Family Resource Centre for more information on how to discuss this sensitive topic.

4- As much as possible, avoid using euphemisms. Don't say "he is gone" or "he has left us" or "he's asleep". Regardless of the child's age, it is important that they understand the finality of death. If you tell a child that a person has gone or is asleep, the child may be afraid to fall asleep or afraid to let you leave for work or travel. It is better to use the term "death" and explain if necessary what that means in terms of the physical. For example, "grandpa's heart stopped beating and he can't breathe anymore".

5- Rituals are essential because they help us accept death. If a pet dies, have your children help prepare the burial. Similarly, let them attend the funeral of a loved one, if they wish to do so. Explain in advance what will happen and reassure them by saying that it is normal that some people are very emotional in such circumstances. Furthermore, children need to know what would happen to them if their parents were to die, who would take care of them.

6- Also let them know that there is no shame in expressing sorrow. This may help children deal with their own feelings of loss.

7- If your children ask questions about what happens after death, this is an ideal time to talk to them about your beliefs. You can also explain that other people may have other beliefs and that this is perfectly fine. By demonstrating an open-minded attitude, you allow your children to form their own opinions.

Sibling Rivalry

Sibling rivalry is **INEVITABLE**. Although there are a few strategies to intervene effectively in these types of conflicts, you should get used to the idea that siblings rarely get along perfectly. Accepting the occasional fireworks may even be a step in the right direction.

Generally, your children's noisy squabbles can be traced back to their desire for your love and attention. These conflicts may also reflect their lack of skills in interpersonal relationships, which is entirely normal; these skills take years of practice and you are responsible for teaching them how to get along with others.

Some parents try to reduce sibling rivalry by always treating every child identically, be it for a reward or a punishment. Unfortunately, this is not the magic solution !

A FEW EASY TRICKS TO SIMPLIFY YOUR LIFE !

Avoid making comparisons between children.

Avoid taking sides or always defending the child who tends to be less assertive.

Do not attempt to treat all equally ; it's a lost cause. Rather answer the needs of each one.

Let each child have a space where he/she can be alone if desired.

Encourage mutual help among children.

Highlight the good times they spend together.

Do not reward tattling. Come down on the tattling and not the item being reported.

Frequently have pleasant family discussions and activities.

Teach your children a respectful way to deal with a situation and lead them in role playing to practice.

Instead of telling your younger child, "You're too little " or "You're too young ", which is belittling, use a more positive statement, such as, " I bet you can't wait to be ten years old too ". Keep in mind that it is normal for the elder child to have more privileges, otherwise you will inevitably generate an argument !

BUT IF THEY FIGHT, WHAT DO I DO ?

Avoid asking "Who started it?" If you do, you will end up with a winner and a loser. The loser will try to win next time. Instead, ask "What's the problem?" No method works forever. Be creative !

If they are already equipped for conflict resolution, then let them work out their differences themselves and wait before intervening. If they are taking too long to find common ground, take them to a neutral setting. They can come out once they have found a solution.

On the other hand, it is important to intervene and be coherent as soon as there is any sign of violence or hurtful words spoken. In such a case, take the one who caused such into his/her room, no matter who was responsible for the disagreement. A conciliatory gesture and sincere apology may be necessary.

Avoid being the judge. Be rather a mediator: listen to each to the end, help them express what they really want to say and their feelings, then guide them toward possible solutions, but don't decide the outcome for them.

Teach them to use the **1-2-3 method**. When my brother or sister does something that bothers me, I can put up with it, ignore it or leave it. If it really bothersome :

- 1-** I politely ask the other to stop. If he/she doesn't.
- 2-** I tell him/her firmly to stop without being aggressive. If it still continues.
- 3-** I go to my parent for help.

Motivation in School

HOW CAN I MOTIVATE MY CHILD?

It is essential that children feel that their parents value them. Parents must acknowledge a child's strengths, talents, and skills, and in so doing will bring him/her to realize that he/she possesses abilities and will develop his/her self-esteem.

When one parent is absent, you may want to share your children's successes with the absent parent by describing their good homework or test scores, or even grades. This way, the absent parent feels involved in the children's success, and the children feel valued, which can increase their motivation to achieve good results in school.

It is important that the absent parent be interested in the child's world at school because this demonstrates the importance of education to the child. This is especially important for boys.

ATTITUDES TO ADOPT TO IMPROVE HOMEWORK AND STUDY TIME

Make a habit of working on homework at the same time each day; this allows the child to perceive homework as a normal part of the daily routine. Discuss with your children when is the best time to work on homework, stating the advantages and disadvantages of each possibility. Once your children have chosen a time period, make an agreement stating that they will work on homework for the next month at the prescribed time. Once this trial period is over, if both parties are satisfied, you can renew the agreement. Since the agreement was taken together, the child must follow it. Certainly, homework periods can be moved to accommodate special occasions. If so, it is important that the child be reminded that this exception is a privilege and that the normal schedule will be in effect the following day.

The completion of homework is one of the first responsibilities outside of the home that a child can experience.

In order to handle it well, a child must already have developed a certain sense of responsibility. The best way to do this is to assign small chores on a daily basis, keeping in mind the child's age and abilities. As the years go by and the child develops, you can adjust your expectations. By assigning chores to children, you teach them to be organized, which can have a positive impact on schoolwork.

Children should understand that it's OK to make a mistake. They must learn to recognize mistakes, accept them, and analyze them in order to understand why they occurred so they can avoid them in future. It is important that parents help their children adopt this attitude. To do so, parents must, in turn, give themselves the right to make mistakes.

Parents are not expected to teach their children schoolwork; this is the teacher's role. Rather, parents must help their children adopt techniques that foster good study habits and completed homework. Parents must encourage their children to listen attentively in class.

TIPS ON HOW TO MAKE STUDYING AND HOMEWORK A MORE PLEASANT EXPERIENCE

Keep homework time to a maximum of 20 minutes if your child is in early grade school.

Start with the child's favourite subject to build on success and encourage him to continue.

Follow up homework time with a fun activity that both you and your child can enjoy.

Provide your child with small challenges and congratulate her every time she succeeds.

If the child is having trouble concentrating:

- 1**-Eliminate distractions;
- 2**-Ask one question at a time;
- 3**-Increase the variety of exercises.

Resources

WEBSITES

combatcamera.forces.gc.ca

forces.gc.ca

BOOKS OF GAMES AND ACTIVITIES

Allué, J., & Filella, L. (1999), **Le grand livre des jeux**. Édition Grund.

Collectif (2006). **120 jeux super géniaux**. Édition Yoyo Books.

Collectif (2004) **Jeux et activités de plein air**. Édition Atlas.

Prou, P., & Pescatore, C. (2005) **1000 jeux pour vos enfants**. Édition Sélection du Reader's Digest.

Lelièvre, D. (2005) **Je ne sais pas quoi faire!: 1001 idées pour ne jamais s'ennuyer**. Paris, France: Édition Casterman.

WEBSITES (GAMES CRAFTS AND COLOURING)

liensutiles.org/enfance.htm

lesdebrouillards.qc.ca

teteamodeler.com

hugolescargot.com

coloring.ws/coloring.html

PARENTING REFERENCES

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Other Phone Numbers you Might Need

VFMR's Emergency childcare	418 844-6060 (8 am - 4:30 pm) 418 844-5224 (evening, night, weekend)
Family Information Line	1 800 866-4546
Health Centre Psychosocial Services	418 844-5000, ext. 5802
Member Assistance Program	1 800 268-7708 forces.gc.ca/assistance
Parents Helpline	1 800 361-5085 1 888 603-9100 ligneparents.com
Entraide-Parents	418 684-0050 entraideparents.com
Deuil jeunesse	418-624-3666 deuil-jeunesse.com

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