

April Meeting Minutes

Date: April 24, 2025 | Time: 7pm

**Location: Chatelech Secondary, Library 5904 Cowrie St. Sechelt
Microsoft Teams**

In Attendance: Rachael Eastman (Chair, PHSS), Miyuki Shinkai (Secretary/BCCPAC rep, ESS), Kate Kowalczyk (RCCE), Karla Shield (LES), Ewa Kusmierk (WSE), Leah Elfriede (HMB), Jana Curll (CSS), Kristen Deasey (District Principal of Learning, Innovation and Childcare), Jennifer Roberts (Vice Superintendent), Christa Rive (Director of Instruction for Inclusive Education).

Regrets: Rep (SCAS), Emily Dolye (GES), Jessica Wollen (CSS), Ayren Drebbett (KES), Jennifer Sumner (Treasurer, MPE), Brair Teal (DBE), Sandy Buck (ESS), Marissa Fisher (Director, CGE), Scott Davis (Director/ Past Chair), Tamara Hedden (Vice Chair, CGE), Stacia Leech (Trustee Rep), Kate Kerr (Superintendent).

7:00 PM Greetings, Introductions + Land Acknowledgement

7:03 PM Approvals:

- January 23rd, 2025: Meeting minutes available on SD46 website, moved by Rachael, seconded by Miyuki. All in Favour m/s/c/
- February 27, 2025, Agenda, moved by Rachael, seconded by Miyuki m/s/c

7:05 PM PAC Updates and Sharing

- Elementary PACs host fairs for fundraisers, and the idea was raised for PACs to collaboratively invest in large carnival equipment.
- School Attendance
- Hot lunch volunteers, the Food program run by the Community School
- School Site Growth Plan
- Funding requests from the school team

7:15 PM Guest Presenter Literacy Professional Learning Grant opportunity for parents participating in Literacy directions and support presented by Kirsten Deasey, District Principal, Learning, Innovation & Child Care.

- Parent Survey Primary Literacy Supports parents with children 5-7 years old
- Action to reverse the declining literacy competency for this age group
- Contact your principal or Kristen for more information and any questions.
kdeasey@sd46.bc.ca
- Here's the email that went out to families of primary students

Dear Parents & Caregivers of a K-Grade 3 child,

We're excited to share that our district is exploring ways to support families with evidence-based approaches to literacy development. There's been a wave of new and exciting research in this field, and we want to ensure that parents and caregivers have access to strategies and resources that can truly make a difference.

Please take **just 2 minutes** to complete this short [survey](https://forms.office.com/Pages/ResponsePage.aspx?id=CkB1lmsl-k-fc0FLldxlwesuSAwFC01BhlcE3LZV7EZUNVJFRDJSUEU4MTRTTjhCNVVKNjFKSlpLVy4u). Your feedback will help shape the tools and supports we develop to help you support your child's literacy growth. <https://forms.office.com/Pages/ResponsePage.aspx?id=CkB1lmsl-k-fc0FLldxlwesuSAwFC01BhlcE3LZV7EZUNVJFRDJSUEU4MTRTTjhCNVVKNjFKSlpLVy4u>

[SURVEY LINK](https://forms.office.com/Pages/ResponsePage.aspx?id=CkB1lmsl-k-fc0FLldxlwesuSAwFC01BhlcE3LZV7EZUNVJFRDJSUEU4MTRTTjhCNVVKNjFKSlpLVy4u)

Please complete the survey by May 9th, 2025.

Thank you!

Sincerely,

Sunshine Coast School District 46

7:40 PM Guest Presenters – Family Support Navigators – Karys Foley, Sarah Joseph and Vivian Bolt.

<https://sd46.bc.ca/schools-and-services/inclusive-education/family-support-navigators/>

- Application, subsidy, and medical assessment support
- Supporting families in receiving medical and ministry services.
- Supporting parents and teenagers through educational services
- IST and the principal submit the referral to connect to FSN
- Parents' peer support group – free and not referral-based
- Parent Support Group for Families of Children with Extra Needs monthly meeting information, contact Karys Foley at kfoley@sd46.bc.ca. Join their Facebook group, 'Sunshine Coast Parents of Neurodiverse Kids.
- SCCS offers support services as well. <https://www.sccss.ca/programs/family-youth-childrens-services/supported-services>
- The link to the SD46 resources for families:
- <https://sd46.bc.ca/schools-and-services/inclusive-education/>
- Caseload number 165 in 2024/2025
- Intended to be a temporary measure, bridging the families and schools
- Parents' education ideas

8:15 PM Guest Presenters – Sharlene Prasad from the SD 46 Anti-Racism Working Group – Introducing the belonging calendar

- What Dates are Important to You? Survey opens till May 20th, 2025.
- 80 Survey responses so far.

Dear families,

What Dates are important to you?

The SD46 Anti-Racism Working Group is creating a belonging calendar for the district, and we would like your input! Scan the QR code or follow the [link](#) to let us know what dates are important to you!

https://docs.google.com/forms/d/e/1FAIpQLSch0aGUzreVtSCI16Wk_v4iauKrul9Ffz7mDA21SwrBoZSt5Q/viewform

Please submit all responses by May 20th, 2025

Thank you!

-The SD46 Anti-Racism Working Group

8:30 PM Regular Reports

- Chair's report: Rachael Eastman
 - Amy White, a KES PAC member, is attending the BCTF Advocacy conference
 - AGM Conference & AGM in Prince George are hybrid – VP Tamra is attending online. Due to the time constraint, spending motion for \$199 was approved for SD46 DPAC's credential via email to all DPAC reps on April 10.
 - BCeID registration to apply for the 2025/2026 gaming grant.
 - The Ad Hoc Parents' Engagement Committee meeting was rescheduled to Wednesday, April 30th, 10:30 am at the School Board Office. Parents are welcome to attend as a PAC and DPAC rep.
 - Substance Abuse Prevention Plan free webinar on April 29, 6-7:30 pm by the Ministry of Education and Child Care (slide presentation attached) Register here: <https://www.openparachute.ca/>
- Treasurer's report: Prepared by Jennifer Sumner
 - As of Feb 27, 2025, Gaming Account \$1,200.94
 - Operating Account \$225.20 m/s/c

Miyuki moved the DPAC Board Recommendations' items:

- 1) Food Safe online Certification for PAC members- Up to \$700 for 7 PAC members taking the self-paced certification program, \$85/registrant. First come, first served. Email Miyuki & Rachael, cced to Treasurer Jen for pre-approval. m/s/c All in favour.
- 2) Susan Wilson's Parents' Advocacy Presentation - \$200. The discussion included a speaker's credibility and its impact on our members. m/s/d. This motion was defeated.
- 3) Snack purchase to celebrate the DPAC's year-end meeting on May 22nd at the Elphi - \$50 m/s/c. All in favour.

8:00 PM DPAC Constitution and Bylaw – No amending. Motion to adopt it as is. m/s/c All in favour.

8:05 PM Board reports

- Trustee report: (attached)
- Superintendent's Report – *Superintendent* Kate Kerr (attached)

REPORT TO DPAC
SUNSHINE COAST SCHOOL DISTRICT 46

Superintendent's Report
Submitted by Superintendent Kate Kerr
April 2025

This report highlights key updates and events from the past month, all grounded in our core values of **learning, belonging, integrity, and equity**.

National Indigenous Languages Day – Honouring Language Keepers March 31 marked National Indigenous Languages Day—a time to honour and uplift Indigenous languages and those who work to preserve them. More than 70 Indigenous languages are spoken across Canada. Here on the Sunshine Coast, we recognize and celebrate she shashishalhem and Skwxwú7mesh snichem, and acknowledge the language keepers in our schools—Elders, teachers, youth, and community members—who carry this work forward. Their efforts sustain cultural knowledge and offer hope for future generations.

April is Earth Month – Honouring Earth Day on April 22 April is Earth Month, with Earth Day recognized on April 22. Nature-based learning, a key strand in our new Strategic Plan, is meaningfully integrated across the district. During April, schools engage in special Earth Month activities that deepen our shared commitment to ecological responsibility, care for our environment, and advocacy for the well-being of ourselves, others, and nature.

Primary Literacy Assessment Tool The Early Learning Profile (ELP) primary literacy assessment is currently being piloted by primary teacher teams at seven elementary schools.

The ELP is accessible online, providing teachers with easy access to assessments across key literacy areas, including: oral language, phonological awareness, concepts of print, alphabet knowledge, phonics, and high-frequency words. PM Benchmarks are used to assess reading comprehension and fluency. The assessment also features a Writing Continuum, designed to help educators track a child's progress on the developmental continuum. The software offers tools to assist teachers in forming small groups for targeted mini-lessons, asking students only the questions they haven't yet mastered, and sending home letters and resources for families.

Early Years Fair 2025 On March 8th, children and families across the coast gathered for the Early Years Fair 2025! Inspired by *What's My Superpower* by Aviaq Johnston, a young Inuk author from Igloodik, Nunavut, this year's theme celebrated every child's unique strengths. Children made capes, wrist bands and masks, and families had fun with pony rides, the petting zoo, and connecting with district and local partners to learn about the programs and services offered in our community. Take a look at all of the people who worked together to make this day possible!

SPARK! to Secondary – Supporting the Move to High School The SPARK! to Secondary program, in partnership with SD46, Community Schools and United Way BC, returns this spring with in-person sessions for parents and caregivers of students

heading to high school. Sessions are held at Chatelech, Elphinstone, and Pender Harbour Secondary and will explore topics such as adolescent brain development, fostering independence, building healthy routines, and maintaining strong communication during the teen years.

School's Out – Spring Programs for Grade 7 Students This spring, Roberts Creek Community School, in partnership with SD46 and United Way BC, is offering a *free* after-school program for all Grade 7 students across the Sunshine Coast. At Chatelech, students can join “Ultimate” with Evan Kwantes and Glen Whitlock, while Elphinstone offers “On Location.” These programs help students build confidence, connect with peers, and get excited about the transition to secondary school.

Journeys to High School – Supporting Indigenous Learners Journeys to High School is a collaborative program co-designed by School's Out United Way, Sunshine Coast Community Schools, and SD46 to support Indigenous Grade 7 students as they prepare for high school. Events include a Gathering and Feast at the shíshálh Nation Longhouse, school orientation events, and “Bring a Friend to High School” activities—each fostering a strong sense of belonging and connection.

Elementary Basketball Play Days – Skill, Sportsmanship, and Spirit This March, the energy was high as elementary students wrapped up the basketball season with exciting district Play Day tournaments. Chatelech Secondary hosted the Grade 4/5 Junior event with 30 teams from all nine schools participating in a fun and fast-paced 3-on-3 format. At Elphinstone Secondary, Grade 6/7 tournaments featured strong showings from teams across the district, with thrilling overtime finishes and standout performances from schools like West Sechelt, Cedar Grove, and Gibsons. These events celebrated teamwork, sportsmanship, and school spirit, thanks to the efforts of volunteer referees, high school helpers, coaches, and organizers.

Capstone Showcase at Gibsons Public Market On April 6, students from Elphinstone and Chatelech Secondary Schools presented their Capstone projects at a special event hosted at the Gibsons Public Market. Organized by Elphinstone teacher James Yamamura, this public showcase gave students the opportunity to share their learning journeys, passions, and future aspirations with the broader community—highlighting the creativity, critical thinking, and personal growth achieved through their final high school projects.

Chatelech Student Named 2025 Loran Scholar Congratulations to Chatelech Secondary's Nardeen Ibrahim, who has been named a 2025 Loran Scholar—one of only 36 students selected from over 6,000 applicants across Canada. A dedicated student leader, Nardeen is active in the Social Justice Club, grad council, yearbook team, and school athletics, and also volunteers in the community. This prestigious award recognizes young leaders who demonstrate integrity, courage, compassion, and a deep commitment to service. We are incredibly proud of Nardeen and this remarkable achievement.

Toastmasters Youth Leadership – Pender Harbour Secondary Beginning January 6, students in Pender Harbour Secondary’s Grade 12 Workforce class participated in the Toastmasters Youth Leadership Program. Facilitated by Laurel Sukkau and supported by Johanna Rzepa, the eight-week program focused on building communication and leadership skills through hands-on speaking practice. With over 500 youth Toastmasters certificates awarded on the Sunshine Coast to date, this program continues to empower young voices and future leaders.

Fire Fighting Academy The 4th Annual Fire Fighting Academy was another success, with 14 students participating in this intensive, hands-on training experience led by Sechelt Deputy Chief Steven Achterberg. The students’ dedication—and the community’s support—made this year’s academy a standout.

Work in Trade Reward Congratulations to five past students who earned the Work in Trade Reward from the B.C. Government Ministry of Education and Child Care. To earn this reward the students had to complete one of the four Work in Trades courses that involves theory work and 480 hours of work as an apprentice plus continue to work to a total of 900 hours. The hours worked must be done before the student turns 19 years of age.

Congratulations to:

- Bodhi Biggs-Culinary Arts
- Kiran Chauhan-Culinary Arts
- Renee Milligan-Culinary Arts
- Brandon Straw-Culinary Arts
- Carson Summers-Competed the Automotive Tech level one and changed to Electrical

Spotlight on Resilience – Jingyi’s Inspiring Journey Jingyi, a Grade 11 ELL student at Elphinstone Secondary, continues to inspire with her courage and determination since arriving as a beginner in English. From volunteering at the library to performing in the talent show and joining drama class, Jingyi pushes herself beyond comfort to learn and grow. Her academic dedication was recently recognized when she earned a certificate of distinction for her outstanding performance in the Global Fermat Mathematics Contest from the University of Waterloo, scoring in the top 25% of all participants! We are incredibly proud of Jingyi, and we celebrate her recent achievement.

8:20 PM

Committee reports:

- Healthy Schools - none
- Family Engagement – Ad Hoc Parents Engagement Committee was rescheduled to Wednesday, April 30th at 10:30 am.
- Active School Travel – Rachael, VCH working group discussion for the AST initiative for spring. SD46 is surveying to gauge the PACs about what kind of campaign they want to run and what is feasible. This is

SD46's 4th spring in a row profiling and encouraging Active Travel by students, families and staff. We are checking in to see which of your priority Active Travel supports and programming are. Resources are more limited for this year's outreach, so we need your feedback to create the most value for students, families and schools. Please take this short 3-minute survey,

The survey link is now live: <https://bit.ly/activetravel2025>

Bike Safe Club is led by a teacher sponsor.

- Education, Operations, Committee of the Whole - 4th Tues of the month

DPAC needs someone from the DPAC/PACs to represent parents' voices at the table. Please contact Rachael/Miyuki for more info.

8:55 PM Meeting to Adjourn

Next meeting: 7 pm, May 22nd, 2025 – Elphinstone Secondary Library/Teams
Special year-end refreshment provided. The guest speaker is Kerry Mahlman from Indigenous Education. The format of this meeting could be a loosely set agenda to allow more discussion and socializing time for DPAC reps and attendees to celebrate the year-end.

SUNSHINE COAST SCHOOL DISTRICT 46

TRUSTEE MONTHLY REPORT

APRIL 2025



SUBMITTED BY VICE-CHAIR STACIA LEECH



BOARD PROFESSIONAL DEVELOPMENT

Every April, the Board of Education looks forward to the Provincial three-day BC School Trustees Association Annual General Meeting. It is a chance for us to connect with trustees from other districts (over 400 trustees), engage in professional learning sessions that enhance the work of the Board and build trustee capacity—all with the goal of supporting student learning through good governance. It is also an opportunity to support the advocacy work of the BCSTA Board and celebrate education in BC.



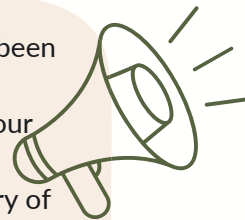
MARCH 8TH WAS INTERNATIONAL WOMEN'S DAY

We opened the March 12 Regular Board Meeting with a recognition of International Women's Day. Each board member, staff member, student, and all present spoke the name of a woman who had inspired them, demonstrated courage, advanced women's rights through activism, or held personal significance as an inspirational figure. The names ranged from 19th-century heroines—such as Empress Elizabeth of Austria—to writers and poets like Maya Angelou (mentioned twice), as well as mothers, grandmothers, and partners. Hearing the names spoken aloud brought their presence into the room.



STUDENT LEADERSHIP

At this year's BC School Trustees Association AGM, SD46 has been invited to present a session on **Programs and Structures that promote student success**. Superintendent Kerr, Chair Amaral, our current Student Trustee, Alexis Proust, and last year's Student Trustee, Cael Read, will be on stage talking about the the history of Student Trustees in SD46, the District Student Leadership Team, and the positive impact of student voice at the board table.



TRUTH AND RECONCILIATION

At our March Education Committee, District Principal Mahlman highlighted the significance of the shíshálh Nation marking 100 years since amalgamation, a process that brought together the four communities of xenichen, ts'unay, tewankw, and sxixus as one Nation. She spoke how the shíshálh people have remained resilient, preserving their identity, culture and their connection to their land, swiya.

Our current and past SD46 Strategic Plans carry this affirmation:

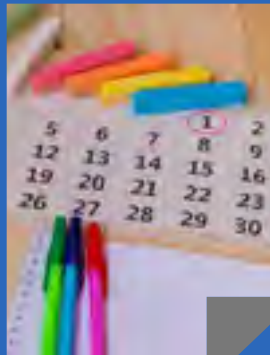
The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.



SCHOOL CALENDAR APPROVAL

The 2025/2026 school calendar has now been approved by the board and is available on the SD46 website.

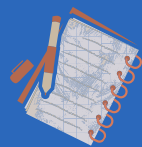
[2025-2026 Calendar](#)



SD46 STUDENT TRUSTEE REPORT

Check out Student Trustee Alexis Proust's April Regular Board Meeting report to stay up to date with Sunshine Coast Secondary activities.

[Student Trustee Report - April 2025](#)



TRAFFIC SAFETY AROUND SCHOOLS AND ACTIVE TRANSPORTATION

The Board recently had a presentation from Vancouver Coastal Health professionals, Transportation Choices Sunshine Coast and parents. The topic was focused on safety at some intersections close to schools and active travel for children and youth. Key goals of the group are increasing participation in active travel, enhancing government and community engagement, reducing traffic congestion and speed in school zones and identifying active travel networks. The Board, staff and parents have been aware for some time that the intersection of Pratt Road and Chaster Road in Gibsons is an area of concern. This attention and advocacy has resulted in a new four-way stop at this location.

At our March regular board meeting a motion was passed for Chair Amaral to write to the Ministry of Transportation and Transit (MOTT) and express our appreciation for this work and their support for safer school travel. Also to advocate for prioritizing safety improvements at the Port Mellon Highway and Forbes Road intersection and at Gibsons Way and School Road intersections.



SCHOOL TOURS

On April 28th Trustees continue their school tours. This time we will be visiting Cedar Grove Elementary, Roberts Creek Elementary and Davis Bay Elementary. School visits are a highlight in the trustee calendar, meeting staff and students in their environment is always enlightening and joyful.



BOARD OF EDUCATION MONTHLY MEETINGS

Parents and guardians are invited to attend the Board of Education meetings. Meetings are held in person at the School Board Office, 494 South Fletcher Road, Gibsons and whenever possible, live-streamed to YouTube.

Board meeting schedule: [Schedule of Meetings](#)

Previous meeting agendas and minutes: [Agendas and Minutes](#)

Meeting live-stream channel: [SD46 YouTube](#)

Board Committee meetings are scheduled May 27 at the School Board Office:

- Education Committee 9:30 AM to 11:00 AM
- Committee of the Whole 11:15 AM to 1:30 PM *with a break for lunch
- Operations Committee 1:45 PM to 3:15 PM

IF YOU ARE CURIOUS ABOUT ANY OF THE ARTICLES IN THIS REPORT OR TO ASK QUESTIONS YOU CAN EMAIL: QUESTIONS@SD46.BC.CA



Creating a Substance Use Prevention Plan

*A step-by-step guide to implementing
prevention skills in your home*

SUPPORTED BY:

Ministry of Education and Child Care, BC

PRESENTED BY:

Dr. Hayley Watson

CREATING A SUBSTANCE USE PREVENTION PLAN



Overview

- How can I support **substance use prevention** in the home?
- How can I be as **effective** as possible?
- How can I **support myself** at the same time?
- How can I **reflect** on my own circumstances & make a plan work for **my family**?

Optional Notes:

Self-Reflection Tool

- Follow along & fill out if that works for you!
- Ignore if it doesn't :)



S.K.I.L.L.s
for Implementing
a Substance Use
Prevention Plan

Optional Notes:




Substance Use Prevention Language

- Promote **self-reflection** & **agency**
- Validate** them & their emotions
- Help them identify **patterns**
- Speak directly about **feelings**
- Help them shift **paradigms**
- Remind them of their **power**
- Coach them to practice **skills**

Optional Notes:

CREATING A SUBSTANCE USE PREVENTION PLAN



Substance Use Prevention Skills

Teach **self-acceptance** to cope with **overwhelm** (ABCD's)

- A** **Accept** their feelings
- B** Set **boundaries** in respectful collaboration
- C** Manage overwhelm & reduce need for **crutches**
- D** Role model accountability to reduce **drama**

Optional Notes:

But... HOW?

These tasks are **IMPOSSIBLE** if we are stressed/tired/overwhelmed

We can only be effective if we are **coping**

We will be more effective if we are **thriving!**



Optional Notes:



SKILLS for Effective Implementation

- S: Self-awareness
- K: Kindness
- I: Ignore/Correct
- L: Long-term focus
- L: Listen

Optional Notes:

CREATING A SUBSTANCE USE PREVENTION PLAN

Self-Awareness

- What **role** do I gravitate towards?
- What about **my family**?
- How does this keep us **stuck**?



Optional Notes:

Self-Awareness

Awareness of Growth

- What helps me **shift**?
- What helps **my family** shift?
- How does this help us **thrive**?



Optional Notes:

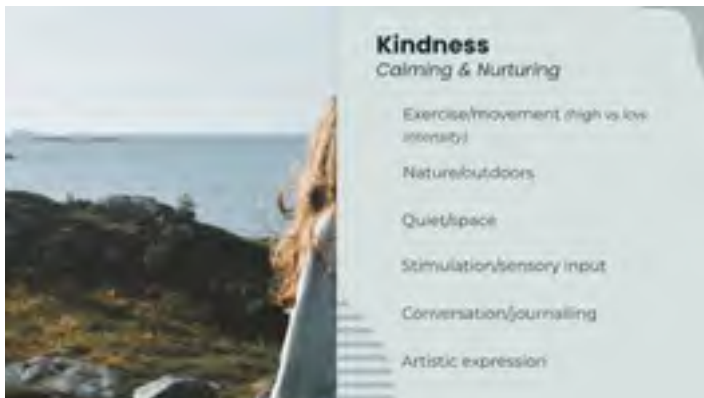


Kindness (a)

- We are **all stuck most of the time!**
- What would you say to a friend..?
- Kindness can **ONLY** happen when we are **calm & nurtured**
- What do **you** need to be calm & nurtured?

Optional Notes:

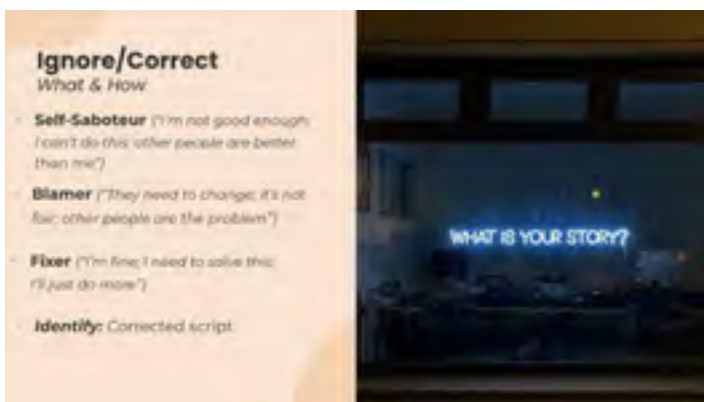
CREATING A SUBSTANCE USE PREVENTION PLAN



Optional Notes:




Optional Notes:



Optional Notes:


CREATING A SUBSTANCE USE PREVENTION PLAN



Long-Term Focus

- Change will happen **over time**
- Zooming out** helps
- Create an overall, long-term goal
- Identify signposts that lead towards outcomes & focus on that

Optional Notes:



Long-Term Focus
Goals & Signposts

Goal: How you want to **feel** & how you want your **child to feel** (e.g. connected, safe, loved)

Signposts: What leads to these feelings? (focus on **actions** or **outcomes**, e.g. time spent together, validating words, hugs offered, gentle eye gaze, repairing)

Optional Notes:

Listen

Feedback loops are essential to any support strategy

Listen to your child & their **something** (what they need?)

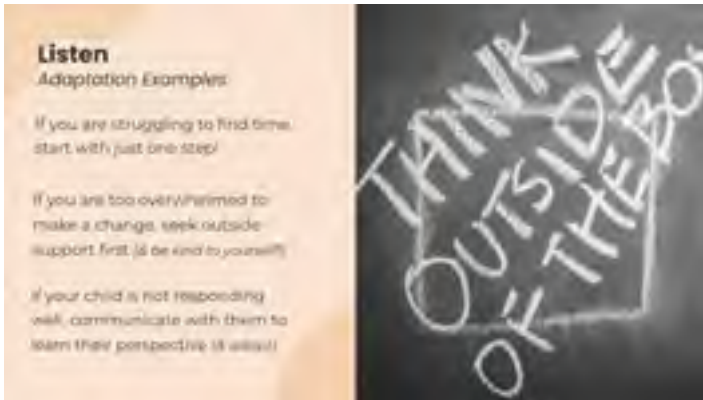
Listen to yourself & trust your intuition (how often you sense by intuition)

Keep **revising** & making these strategies your own



Optional Notes:

CREATING A SUBSTANCE USE PREVENTION PLAN



Listen
Adaptation Examples

If you are struggling to find time, start with just one step!

If you are too overwhelmed to make a change, seek outside support first (i.e. be kind to yourself)

If your child is not responding well, communicate with them to learn their perspective (if asked)

Optional Notes:



Summary (SKILLS)

- Be **self-aware** of patterns and how to recover
- Find ways to be **kind** to yourself (nurturing & coming to regulate)
- Identify unhelpful thoughts & find ways to **ignore/challenge** them!
- Focus on the **long-term** (how to wait to develop skills to **live** and **actions** that lead to these feelings)
- Listen** to yourself and your child and make adjustments as needed

Optional Notes:

Substance Use Prevention

*Part 2: Mental Health
& Decision-Making*

SUPPORTED BY:

Ministry of Education and Child Care, BC

PRESENTED BY:

Dr. Hayley Watson

Overview

What **factors** contribute to substance use?

What is the relationship between **mental health** & substance use?


How can I lay a foundation for **prevention** in my future?



Optional Notes:

Factors

- Curiosity/risk-taking
- Observational learning
- Habit/easy access
- Neurotype/trauma + system inadequacies
- Pervasive/overwhelming feelings of **rejection & inadequacy**
- Learned avoidance** of these feelings



Optional Notes:

The Mental Health Link

Substances are often used to **self-medicate** when feeling anxiety/depression.

Substances can **cause** increasing levels of anxiety/depression.

Overwhelming experiences can lead to both anxiety/depression **and** substance use (stress, high/low, mental, neurodiversity, high/low)



Optional Notes:



What we **Can't** Control

Between the ages of 8-12, children become more focused on **peers**

- Desire to fit in
- Social decision-making** develops in the brain
- Parents start to have **less influence** than peers
- Biological predispositions were kids are **more impacted**

Optional Notes:

What we **Can** Control

If we can focus on **teaching a skill set of self-acceptance** through the deep acceptance of them, we can still have an influence!

Prevention is key

Many different circumstances can be used to practice the skills needed

Use our **skill practice** resources!



Optional Notes:



How Can I Help?

- Take observations (let go of blame)
- Experiment & strategize consistently for a week/month in **respectful collaboration** with your child!
- Adaptage accordingly to suit your family (be kind to yourself! yours is better than none)
- Nurture your child's gifts & pay attention to the ways (**challenge-harmful social norms**)

Optional Notes:

The ABCD's of Prevention

A: Accept Feelings

- Decreases avoidance
- Increases reflective decision-making
- Strategy: Teach your child to **Feel** their feelings



Optional Notes:


Accept Feelings

Early/Foundational: Role model accepting **their** feelings just like you.

Pre-Teen/Building: Help your child notice feelings in their **body**.

Teen/Safe Connection: Encourage identifying what they **like**.

Adaptations: Use yourself as the talking point.




Optional Notes:

Practice

As a family, notice **patterns of reaction** with different feelings.

E.g., I turn into a "traffic controller" when I'm stressed.

Use any medium (e.g., art, conversations, character acting, role modelling) and focus on **reducing shame** about emotions.



Optional Notes:



Optional Notes:



Optional Notes:



Optional Notes:

The ABCD's of Prevention

C: Manage Crutches

- Decreases tendency to rely on external sources (e.g., substances)
- Increases independence

Strategy: Provide **decreasing** levels of support to manage **overwhelm**



Optional Notes:

Manage Crutches

Early/Foundational: Co-regulate to help your child **soothe**

Pre-Teen/Building: Teach your child to **decrease overwhelm**

Teen/Safe Connection: Explore patterns of **learned helplessness** (if help is needed with **data collection**)

Adaptations: Slow it down



Optional Notes:

Practice

As a family, practice **different** soothing techniques when calm

Provide as much **support** as your child requires

Make a list of their favourite strategies and put it in the house to practice with them anytime they are needed



Optional Notes:




The ABCD's of Prevention

D: Don't do Drama

- Increases self-reflection
- Decreases destructive patterns
- Strategy: Help your child focus on **their own experience** over what **other people** think they are

Optional Notes:



Don't do Drama

Early/Foundational: Role model, verification & accountability practices

Pre-Teen/Building: Bring conversations back to **their** thoughts/feelings

Teen/Safe Connection: Have an agreement, take accountability of role model

Adaptations: that maximize growth/development

Optional Notes:



Practice

- Choose a self-reflection practice that helps you **see & accept yourself**
- Communicate with your child about this experience
- Bring this into your relationship with your child (eg. taking responsibility, not coming out of **guilt/shame**)


Optional Notes:

Summary (ABCD's)

A **Accept** your child's **Feelings**
Set **B** **Boundaries** in **R** **Respectful**
C **Collaboration** with your child.

S **Support** your child to **manage**
overwhelm & reduce the need
for **C** **Crutches**

R **Role model** **accountability** to
encourage your child to avoid
D **Drama**



Optional Notes:

THE ABCD'S OF PREVENTION

Tips for Parents, Caregivers & Guardians

A

Accept Feelings

- As a family, answer the question: "Who am I when I am overwhelmed with emotion?"
- Use any medium (e.g., art, conversation, character acting, role modelling) and focus on **reducing shame about emotions**.
- The more lighthearted you can make this, the better!

B

Set Boundaries

- As a family, practice **taking each other's perspectives**.
(e.g., when you are wearing the 'perspective hat,' you imagine being in another family member's position. Speak about what you might be thinking/feeling if you were in that position).
- The more this can be a fun, calm game, the easier it will be to call on this skill when a boundary/limit needs to be set so that boundaries can feel **collaborative** to your child. (e.g., accepting each other's limits).

C

Manage Crutches

- Practice different soothing techniques with your child, providing as much support as they need (ensure they feel supported to try many different tools!).
- Make a list of their favourite strategies and place it somewhere in the home (or that they carry with them) that they can refer to when they need it.
- Provide support to help them use these strategies **anytime they need to**, and allow them to do this on their own **when they are ready**.

D

Don't Do Drama

- Choose a self-reflection practice that helps you notice and accept your thoughts and feelings in various situations.
- Communicate with your child about your experience.
- Bring this into your relationship with your child when you feel ready (e.g., by taking responsibility for your part in arguments) as role modeling.