

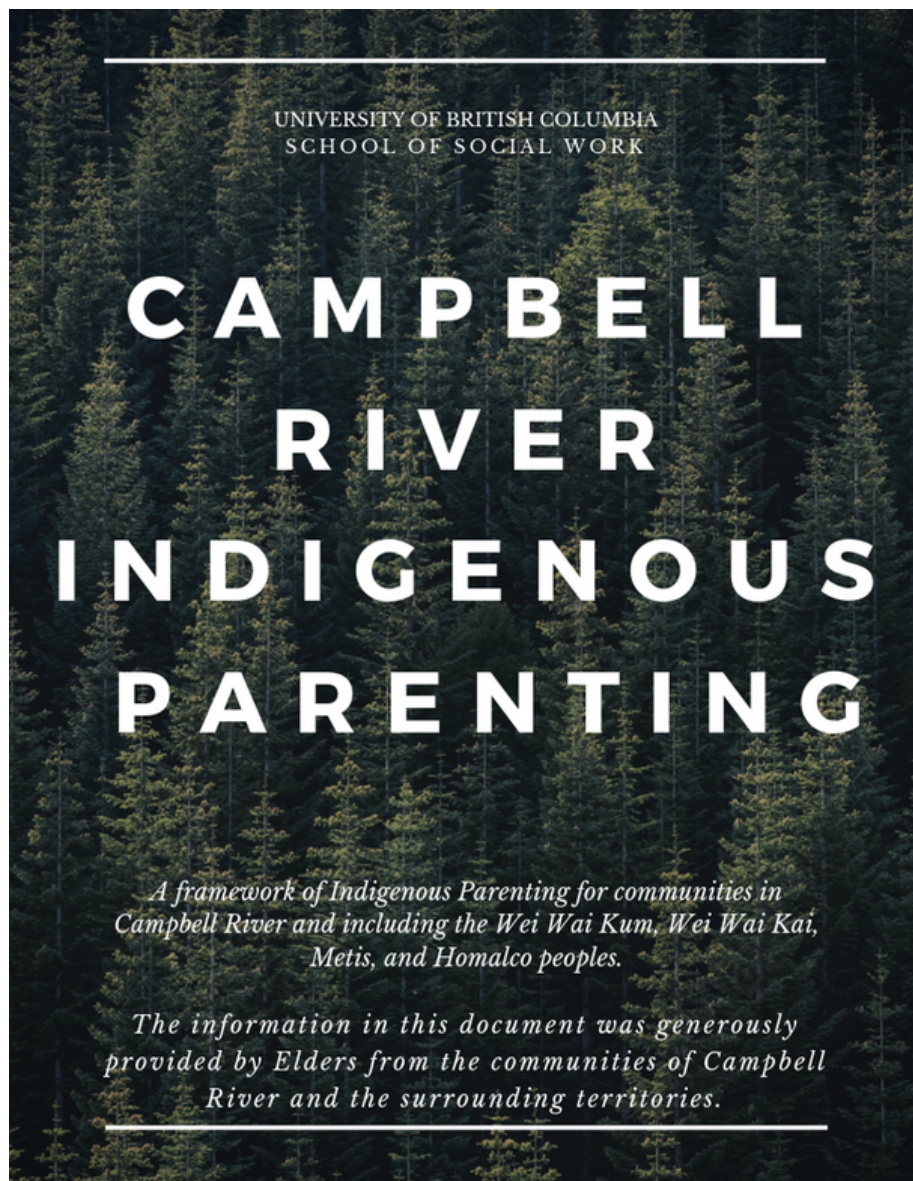
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Campbell River Indigenous Parenting: Practice Framework

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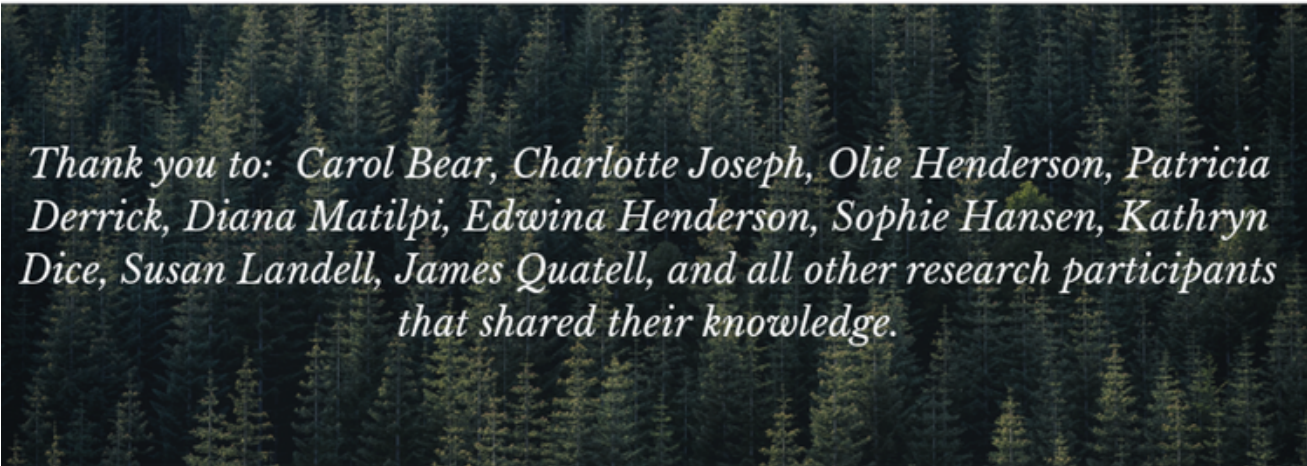
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ACKNOWLEDGMENTS

This framework is made possible by the generous knowledge sharing by the Elders of the community of Campbell River and the surrounding areas.

We give our most grateful thanks to the research participants of this study. On a snowy day in February, 11 participants joined us at a resort alongside the Pacific Ocean. On this day and the next, we listened to the experiences of mothers, fathers, grandparents, aunties, uncles, teachers, and Elders. We are so thankful for the generosity of spirit and knowledge that this group brought to the research.

The following framework is a collection of the responses received from leaders and culture keepers. We hope you use it with the same kindness and commitment to families as those that formed it.



Thank you to: Carol Bear, Charlotte Joseph, Olie Henderson, Patricia Derrick, Diana Matilpi, Edwina Henderson, Sophie Hansen, Kathryn Dice, Susan Landell, James Quatell, and all other research participants that shared their knowledge.

HOW TO USE THIS FRAMEWORK

This framework has been guided by Elders and Culture Keepers from 8 different Bands. This Framework is intended to begin the conversation about Indigenous ways of parenting. It is strongly recommended that each Band and the families within them be seen as unique.

For Caregivers

The knowledge that is included in this framework was given with love and care. We hope that you use it with similar love and care. Use this information to guide how you support, teach, help, and care for children you interact with. These children do not have to be your own but any that come across your path. A caregiver can be a parent, a foster parent, a grandparent, and aunt or uncle, or simply a person that cares.

For Service Providers

We hope you use this framework to fill the gap between what you know about families and children and what is important to know from the perspective of Indigenous communities. This framework can be used to shape your understanding of what is important to families and how families resolve challenges within their community.

The information in this framework is specific to Campbell River and the surrounding territories including the peoples of Wei Wai Kum, Wei Wai Kai, and Homalco. The framework is not intended beyond this scope.

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HOW DO CAREGIVERS LEARN ABOUT PARENTING?

Caregivers learn about parenting using information from experts. These experts include both the authors of parenting books and experts from a caregiver's own community. When a caregiver raises a child within community, the family can learn from the traditional culture. Caregivers learn how to parent from their own parents. This includes the history of each family and the history of the community the family comes from. Elders can also teach a caregiver how to raise a child in a healthy way within culture. Experts too can be found at workshops.

The greatest opportunity for caregivers to learn about parenting is through interaction within a family's community. Caregivers can learn from other caregivers, parents, aunts, uncles, and grandparents. Community events can be a hub for all of this interaction and information.

Caregivers can learn about parenting from the process of raising a child. By building a relationship with your child and growing together, both the child and caregiver can learn by living and learning from their mistakes.



HOW DO CAREGIVERS LEARN ABOUT PARENTING?

- By being with other parents
- By being with other families at family community events
- From books
- By building your relationship with your child and growing together
- By living and learning by your mistakes
- By talking to the parents of the child to learn how the child learns
- By doing your 'own work'
- DVDs
- From family history
- From parents, aunts, uncles, and grandparents
- Learning how not to be a parent from past generations that may have made mistakes
- From immersing yourself in your culture
- Learning from our own parents
- Look for those that can walk tall and speak with a gentle attitude
- Relatives and friends
- T.V.
- Talking to elders
- Talking to their parents
- Watching and asking the parents that are very good with their children
- Workshops (about parenting, conflict, and resolution)
- Respect starts at home. For children to learn respect is by the way they are spoken to at home.
- We all need to respect each other



HOW DO CAREGIVERS LEARN ABOUT PARENTING?



Your community



Respect



Workshops and Experts



Elders



Books



Your Family and Other
Families



HOW DO CHILDREN LEARN?

Children learn from all those around them. They learn from other children, teachers in school, elders, community members, family, and role models. Family members that teach a child can be aunts, brothers, grandparents, great aunts, mothers, fathers, and sisters. Children learn within an environment that has both respect and patience.

Children can learn from seeing. They can watch others do things and copy it themselves. Children can also receive visual teachings from elders, teachers, and families. These teachings can be lessons like watching Elders prepare traditional food.

Children can learn from hearing. If children are given cultural oral teachings, they can learn from hearing examples and stories of the old days. Children will ask questions and will learn a great deal from hearing the answers to those questions, whether from adults or other children.

Children will also learn from their own experiences. A child will learn from performing tasks, practicing, and making mistakes. Children can also learn from participating in sports.

The role of the caregiver is to create a space for a child to learn within. This space encourages appreciation of each other so that different opinions can be shared. Caregivers should teach with patience and care, paced at the child's speed. If possible, the caregiver should work side-by-side with the child as they learn.



HOW DO CHILDREN LEARN?

- By appreciating each other
- Asking questions
- From Family
- By doing
- By email
- By watching others do things
- From community
- By copying
- From cultural teachings
- From oral Teachings
- Devices
- Different opinions
- From Elders
- Learning from their own mistakes
- Learning manners
- By listening
- From hearing examples
- From movies
- learning about fishing, making jam, cooking and cleaning from the family and the community
- Children must pay attention
- Children begin learning before birth so a mother should not have angry feeling while pregnant or eat wild meat
- From other children
- From other families
- From a child's own experiences
- From practice
- From role models
- At school
- By speaking with peers
- From sports
- With stories
- With stories from the old days
- From tasks
- From traditional teachings
- From TV
- With visual teachings
- By watching adults
- With patience and care on their own time
- Working side-by-side with child
- Seeing examples
- With respect
- Patience in teaching, be patient
- Learning from Elders, by visiting Elders



HOW DO CHILDREN LEARN?



Other Children



Elders



Stories



Your community



A Child's Own Experience



School



Caregivers and parents



HOW DOES YOUR COMMUNITY CELEBRATE MILESTONES IN A CHILD'S LIFE?

Celebration of children occurs throughout their life, as children grow and achieve. Children are celebrated through praise, community dinners, ceremony, gifting, and traditions. Each Band or family will have a different way of celebrating. Families may have a mixture of traditions from different Indigenous cultures in their home, this may be according to family territory or history. Each territory may have many tribes and traditions. Children can be celebrated at any time if they do well or as they learn new skills. Skills can be operating a canoe, grease making, learning how to fish, dry and smoke salmon, or cook. Each year children are celebrated with a Day of Honouring as they complete another year of school. This takes place in June and celebrates both the ending of the school year and the graduation of students. Graduation can include the 'sashing' ceremony for Metis families. Annual celebrations also include the Sundance, in early August or late July, that is recognized as the New Year with gifting for family members. Each child's birthday is celebrated at the anniversary of their birth each year. Throughout a child's life they are celebrated at different stages. The child will then receive eight godparents, 4 male and 4 female. When the child turns 10 months old, they will receive their first haircut and be passed around the family in a ceremony that secures the child's position in the family. This ceremony will occur in the Big House.

As the child grows, children may receive a Native name that will be given to them in community. When children begin to reach maturity, they will be celebrated with the Coming of Age Ceremony. This takes place for women when they have their first menstruation and includes a potlatch day of celebration in honour of the young woman. Family and community members instruct the young woman in how to act, as she is now considered a woman. Men have a similar Coming of Age Ceremony that is timed based on how they are maturing in puberty. Young men will receive lessons about respect at this time especially toward women. 2 men and 4 women stand with the young woman to show their support for her at this time and as she grows into an adult. Boys have a second ceremony around the age of 17 or 18 to celebrate them as they become men. This ceremony makes a young man into a Hamasta. The boy spends 3 days in the wilderness and returns to the Big House where clothes are put onto him as he resists. It is at this ceremony that he is initiated as the head of the family and an important part of the community. Later in the life of young people, weddings are celebrated within the community with feasting and dancing.

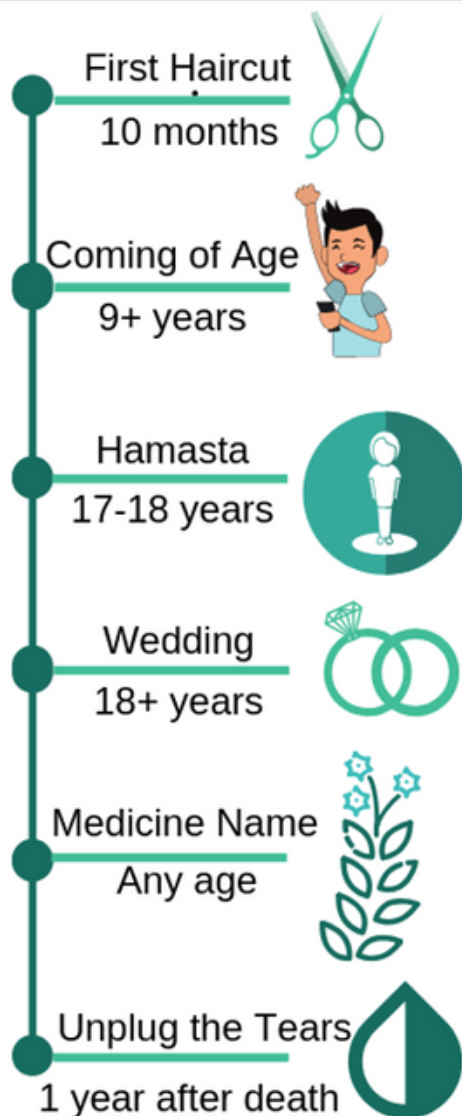
A person may at any age become an elder or receive a medicine name. When someone is given a medicine name they are offered tobacco in a sweat lodge and are to return in a week to accept the name. Nine months after accepting the name, the person provides gifts to people and others speak about their relationship to the person. After the first 4 years with a medicine name, the person will be gifted a pipestone to carve into a pipe within which they will receive tobacco and be given a blessing by the chief. At the end of life, 1 year after a death, the community takes part in a ceremony to Unplug the Tears. This includes a memorial and a feast with all the relatives.

HOW DOES YOUR COMMUNITY CELEBRATE MILESTONES IN A CHILD'S LIFE?

- 10 months first haircut in the Big House secures child's place in family. The child is passed to every family member
- Godparents support the child: 4 women and 4 men
- Gifting of a pipestone and carved a pipe then was offered tobacco
- Becoming Hamasta
- Birth and baptism
- Celebrating birthdays
- Celebration for graduation (can include 'sashing')
- Coming of age for women at first period and men when they become mature
- Hold a community dinner
- Marriage with feasting and dancing
- Praising a child when they do well
- Sundance is New Years
- Unplug the Tears ceremony
- Milestone for teachings
- All children learn how to operate a canoe
- Child learns how to fish, smoke and dry salmon, and cook
- Grease making
- Day of honouring end of school year
- First Communion
- First Native Name
- Going to School



HOW DOES YOUR COMMUNITY CELEBRATE MILESTONES IN A CHILD'S LIFE?



HOW DOES YOUR COMMUNITY VIEW CHILDREN?

Children are seen in both a positive and negative light within community. Children are often seen as being a blessing and a gift to be protected. Children are to be guided to learn in a positive manner. Children are revered and respected as it is considered a blessing to have a child join the family, community, and Nation. When viewed in this positive manner by the community as a whole, children tend to grow into mature, healthy adults.

However, as children age and become capable of communicating, the notion that children are to be seen and not heard becomes apparent. In the past, children were told to keep quiet, get outside and play because they were not respected. However, this view of silence tends to change when the child is approximately six years old and they attend school. Children were also viewed as being at the bottom of the totem pole and were often bullied by adults. Some children may have even experienced nepotism. Communities today have recognized that these views may not have benefited the child and are now active in countering these beliefs. These beliefs may have come from a colonization and residential schools.

Community members are wanting to change the previous views of silencing a child, believing now that children should be taught, not ignored. Children should be allowed to have a voice as they have been silenced for too long. Children become independent by watching others do things and by being taught in a positive manner. Allowing children to voice their concerns and what they are learning will help to identify and encourage positive thinking patterns and behaviours.

Children should always have the support and encouragement of the community and family as this is vital for their growth and development. How a child is viewed by the community can sometimes depend on how the parent is viewed by community members, and this can have both positive and negative outcomes. For example, if parents are bullies, children tend to become bullies. However, how the child acts and speaks can also determine how they are viewed within their community. Dancing ceremonies and Circle of Courage are opportunities for children to become engaged with cultural practices and the community members in general. These ceremonies occur at community events and provide opportunities for children to meet with different members of the community, which in turn will help the community to get to know them. It is important for the child and family to understand that everyone is connected, this knowledge of connection helps to grow respect for others.

Although daycares and youth groups exist and are considered to be helpful, the ideal is for families to return home to reserve. Living on the reserve can provide greater opportunities for children to learn traditions and customs. The belief is this will help with many of the personal and negative issues experienced by many Indigenous children today.

HOW DOES YOUR COMMUNITY VIEW CHILDREN?

- Always with the support and encouragement of the community and family
- Children are a gift to be protected and guided to learn in a good way
- Children are revered and respected
- Children are to be seen not heard but want to change this (changes when they're about six years old and they go to school)
- Children "bottom of the totem pole" which can cause bullying or nepotism
- Children can become independent by watching others do things
- Children learn to be independent by being taught in positive manner
- Children should be taught not ignored
- Children learn to be independent by being taught in positive manner
- Children have rights
- Children should be taught not ignored
- Circle of courage
- Dancing ceremonies, they speak out now
- Depends on how the parent is In the past they were not respected children were to keep quiet, get outside and play
- It is a blessing to have a child join the family, community and Nation
- Let children have a voice they have been silence for too long they need to be heard
- Most Elders want children to return to traditions and customs
- Now a days there are good daycares, youth groups on reserve
- Parents are bullies, children become bullies
- Return home to reserve
- The way the child acts and speaks



HOW DOES YOUR COMMUNITY VIEW CHILDREN?



Children are a gift



Children should be heard



Traditions & Culture
guide children



Children need to have a
voice

WHAT DO YOU LOOK FOR IN THE DEVELOPMENT OF A CHILD?

When it comes to the development of a child, there are expectations for the child's physical, mental and emotional growth, as well as identifiable personality characteristics throughout each stage of life. Although each child goes through certain stages of development, the presentation of these expected skills and behaviours are different for each child and can be viewed differently by each caregiver. A child's personality starts to develop as soon as they come home from being born. Caregivers have a responsibility to help with the growth of children including appropriate vaccinations as a child grows.

Some children become mobile between the ages of eight to twelve months, while other children may only be sitting up at nine to ten months of age. Eating is connected with growth and development because babies grow if they are hungry and when they are eating well, they will shift from baby food to adult food.

With regards to communication children may begin vocalizing at 9 months of age. Although a child may speak at 9 months old, children will start to have full conversations with adults between the ages of 2 and 3 years old. Throughout a child's development they should not feel ashamed as they may be growing at their own rate either physically, intellectually, or emotionally. Children may, for example, have an early skill for using technology, such as an iPad, but may not have developed other skills at this time. Emotional growth for children include both personal and environmental factors. Their personal growth may bring them happiness and contentment with their environment and within themselves. Their growth in community is shown by how they relate to others. The absence of visible signs of aggression or anger can demonstrate healthy personal growth.

Some red flags that may indicate a child is not developing appropriately may include being argumentative, expressing jumbled speech, lack of hygiene, and being non-verbal. Unfortunately, this can sometimes be difficult to determine, particularly if the child shows signs of FASD. Shortness and facial signs can be caused by parental drug or alcohol use during pregnancy which can be displayed by children throughout their development. FASD can have a negative impact on all areas of the child's life as well as the family as a whole.

Ambition, interest, maturity in speech and actions, and motivation can be signs of personality development. For example, if the child demonstrates ambition and motivation, they are maturing accordingly. Another example of positive personality development is when a child looks into your eyes and smile. This indicates that the child is happy and is developing with positive personality traits. Caregivers must look at the whole child to determine if development is healthy, as children tend to grow and develop at their own rate, making it difficult to compare one child to another.



WHAT DO YOU LOOK FOR IN THE DEVELOPMENT OF A CHILD?

- Able to communicate with an adult by talking (3 years)
- Ambition
- Baby knows how to use device better than grandma
- Eating is connected with growth (growing if hungry)
- Eating well (baby to adult food)
- Happiness- contentment with their environment and themselves
- Interest
- Look you in the eyes and smile (5+)
- Maturity
- The way they speak and act
- Mobile (8- 12 months)
- Motivation
- No anger
- No visible signs of aggression
- Not ashamed
- Own rate and time for each child
- Red Flags: argumentative, jumbled speech, lack of hygiene, non-verbal, silence, "space cadet"
- Sitting up (9-10 months)
- Social
- Verbalizing at right age (2 years)
- Walking and talking (9 months)
- Whole child
- FASD: facial signs, shorter from FASD, some challenged from drug addiction



WHAT DO YOU LOOK FOR IN THE DEVELOPMENT OF A CHILD?



Sitting Up



Eating Baby Food to
Adult Food



Ambition



Talking



Walking



Happiness

WHAT SERVICES DO YOU AS A CAREGIVER FIND HELPFUL IN YOUR COMMUNITY TODAY?

Services available include The Big House, counsellors, Foundry, Kwakiutl District Council (K.D.C), Laichwiltach Family Life Society (L.F.L.S.), the Transition House, the Ministry of Children and Family Development (MCFD), navigators to find resources on and off reserve, Quinsam, the Safe House, and Sasamans. All of the services are considered to be important due to their cultural focus or openness to supporting others. These services offer programs or opportunities focused on enhancing overall health and well-being. For example, the food bank helps low income families access food, culture camps provide children and youth with an opportunity to engage and learn about cultural practices and skills, while the John Howard Society provides support to youth, families, and adults. This support includes substance use services, outreach, housing, peer support, mentoring, detox, forensic psychiatric services, and homeless prevention.

These services as well as those listed on the following page have been identified as being instrumental in helping to build a strong community. Although these services are available, there is a need for more services on reserve and for services off reserve to be more inclusive for the Indigenous population. For example, some services are perceived as having a lack of respect for Indigenous people. Often times, the non-Indigenous service sector do not meet the unique needs of the community. These issues and concerns will need to be addressed in order to help eliminate barriers to services and increase access to supportive programs. An ombudsperson should be designated to help advocate for this change in service delivery.



WHAT SERVICES DO YOU AS A CAREGIVER FIND HELPFUL IN YOUR COMMUNITY TODAY?

- Big brothers
- Big house
- Breakfast in the hall
- Counsellors
- Culture camps
- Day care
- Doctor
- Dentist
- Food bank
- Foundry
- John Howard Society
- L.F.L.S Transition House
- Lawyers
- MCFD
- Navigators to find resources on and off reserve
- Campbell River Centre
- KDC
- None because lack of respect and none on reserve
- Nurse
- Off reservation do not accept Natives
- Won't rent to Natives
- Quinsam
- River
- Safe House
- Sasamans
- Services to find housing
- Soup kitchen
- Sports recreation centre
- Tsowtenleum
- Conflict and resolution group counselling at Foundry
- Parenting Groups on reservation (Wei Wai Kum)



**WHAT SERVICES DO
YOU AS A CAREGIVER
FIND HELPFUL IN
YOUR COMMUNITY
TODAY?**



Big
House



Nurse



Counselling



Doctor



MCFD



Food Bank



WHO SUPPORTS A CHILD?

Parents, grandparents, siblings, extended family, friends, aunts and uncles are just some of the people identified as those who help to support a child. They are the ones that are familiar to the family and most caregivers rely on their support on a regular basis. As with all cultures, having supportive people to help with child rearing practices can have a positive impact on the development of the child as well as the caregiver.

Caregivers, however, need to be cautious in who fills parenting roles. Anyone can be in a parenting role if a child feels comfortable opening up to them. People in these roles should exhibit positive and supportive characteristics including support, listening, help, and love.

With regards to the general public, supports include the Universe, the city, the community, counsellors, mentors, the Nation, teachers, youth workers, Elder workers, and the Creator. Having extra supports provides a sense of security and promotes the wellbeing of the family as a whole. Receiving the support of such community members has a positive influence, not only on the child, but the family as a whole.



WHO SUPPORTS A CHILD?

- Me
- Auntie and uncle
- Be cautious in who you want to fill that role for you
- Brother or sister
- City
- Community in a healthy way
- Counselor
- Creator
- Family
- Father
- Good friend
- Grandmother who listens, supports and babysits
- No wrong answer
- Parental role
- Teacher
- Best friends
- Elder worker
- Extended family
- Youth worker
- Universe
- Whomever they feel comfortable in opening up too
- World
- Grandpa
- Lots of people
- Mentor
- Mother full of love helps you
- Nation



WHO SUPPORTS A CHILD?



Immediate Family



Universe



Extended Family



A lot of People



City



Teacher



HOW DO CAREGIVERS TEACH A CHILD?

Caregivers teach children in a variety of different ways. First, it is important to understand that each child has a different learning style, for example some may learn from watching and/or hearing, while others may learn by doing and being hands-on. Caregivers can be role models for the children in their lives by setting examples and sharing their personal stories, experiences and family history. It is important for caregivers to teach and guide children, rather than lecturing them (Kge Sa La).

Caregivers can use their own culture to teach children about acceptance. As children learn about their culture and the culture of others, they learn not to be racist or ignorant. Topics that are important to teach children come from both Indigenous and Western culture. For example, while it is important to teach children math and reading, it is essential to teach children about ceremony, the land, stories, sharing, and family heritage. Caregivers can use nature, music, stories, family camps, books, and videos to facilitate learning. Children should be educated about their rights and how to live the value of respect.

In order to encourage learning, caregivers can approach children with patience, kindness, care, respect, equal treatment, and rewards. It is important that caregivers encourage learning through showing genuine interest in a child's experiences and appreciating their uniqueness as individuals.

HOW DO CAREGIVERS TEACH A CHILD?

- Encouragement
- Giving rewards
- Practicing patience
- Love
- Kindness
- Children learn differently (ie. watching, doing, hearing)
- Asking about their day
- Animals
- Respect
- Sharing
- Stories
- Ceremony
- Family camps
- Kindness
- Kge Sa La (A teaching, not a lecture)
- Mutual experiences
- Family history
- Role models
- Songs
- Showing you care
- Reading
- Math
- Tell them they are unique.
- The land
- Encouragement
- Equal treatment
- Helping them read



HOW DO CAREGIVERS TEACH A CHILD?



Songs



Respect



Sharing Stories



Nature



Different Learning Styles



WHAT VALUES ARE IMPORTANT FOR CHILDREN TO LEARN AND WHO TEACHES THESE VALUES?

When it comes to values, anyone in the child's life and community can play a role in helping them learn. This includes family members, such as parents, grandparents, aunts and uncles. Grandparents play an important role in teaching values, life lessons and parenting skills. Community Elders also play an important role, through guiding the community and sharing teachings. Teaching values can happen in the home, community, school and through personally setting examples for children. While the people in children's lives teach values, parts of nature like plants and animals can also teach important values. To learn values, especially respect, it is important to remember that we have only one mouth to speak with but two ears to hear.

Values that are necessary for children to learn include generosity, courage, empathy, humility, trust, honesty, patience, and love. They must learn the value of connection with family, friends, and the family origin to highlight the importance of being there for one another and not drifting away from those you love. In relation to this, respect is one of the major values that must be taught in many forms. For example, children must learn to respect and appreciate their personal belongings such as their toys, clothing, and space (ie. bedroom, homes) as well as themselves and others. Finally, children must learn the values of money, not wasting food, and being mindful of themselves and the world around them.

Child should be taught to value themselves. This means that children learn to love themselves, like themselves, and respect themselves. Part of this valuing is learning to work hard and to value achievement over entitlement. This comes from learning life skills to become self sufficient and independent. At the same time, however, it is important for children to learn when to ask for help.



WHAT VALUES ARE IMPORTANT FOR CHILDREN TO LEARN AND WHO TEACHES THESE VALUES?

Values

- Courage
- Not taking what does not belong to you
- Not talking back
- Not drifting away from each other
- Not wasting food
- Empathy
- Generosity
- Expressing thanks for a job well done
- Appreciation for their belongings (clothing, toys, their home/ bedroom)
- Family and family origin
- Honesty
- Love
- Patience
- Respect
- Taking care of each other
- Trust
- To values money
- Mindfulness
- Friendship
- Love yourself, like yourself, respect yourself
- Knowing your rights as a child and adult

Those who teach

- Anyone can teach values
- Parents
- Grandparents – give values, life lessons and parenting skills
- Aunts
- Uncles
- Teachers
- Plants
- Animals
- Friends
- Elders
- Teaching by example
- Teaching from the home
- Elders are the ones who guide everyone

WHAT VALUES ARE IMPORTANT FOR CHILDREN TO LEARN AND WHO TEACHES THESE VALUES?



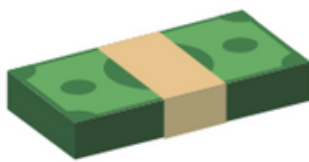
Anyone can
teach values



Respect



Family



Value of money



Friendship



Mindfulness



WHAT IS CONSIDERED MISBEHAVING FOR A CHILD AND HOW DO CAREGIVERS DEAL WITH MISBEHAVIOR?

Misbehavior can be viewed as things that the child does not understand, or has yet to learn. This can be due to age and the stage of development that they are in. Some examples of misbehavior are related to conflict with others such as yelling, hitting, picking fights, and competing with their siblings. Other forms of misbehavior include having a lack of respect, not being on time, swearing and walking away from their issues.

In order to address these behaviors it is important for caregivers to speak in a caring tone of voice, and have a discussion about the problem and how to fix it. This can be an opportunity to teach lessons (ie. the importance of having respect for others, the value of time etc.) and it can be helpful to address issues in a one-on-one setting. It is also important for caregivers to stand their ground and not give in because this would only encourage the continuation of that behavior and the child would not learn. Caregivers can set consequences for misbehavior such as time outs, putting money in a swear jar, taking away privileges, and grounding children. Finally, if anger becomes intense, counselling may be helpful in figuring out where the anger is coming from.



WHAT IS CONSIDERED MISBEHAVING FOR A CHILD AND HOW DO CAREGIVERS DEAL WITH MISBEHAVIOR?

Signs of Misbehavior

- Not so much misbehaviour but things they do not understand or are yet to learn.
- Misbehaviour can be a result of the developmental stage they are in.
- Swearing
- Constantly picking a fights with siblings
- Competing with siblings
- Lack of respect
- Hitting you
- Yelling at you
- Walking away
- Not being on time
- Withdrawing from surroundings and family
- Inappropriate clothing

How to deal with misbehavior?

- Take away what they are competing for
- Confining them to room
- Figure out the problem and discuss
- House hold jobs
- Swear jar
- Time out
- Counselling to see why they are so angry
- Ground the children
- Don't give in because they will only repeat behavior
- Setting consequences
- Speak in a caring tone
- One-on-one
- Talking about the value of time
- Teach them to have respect for other people
- Find a way to release energy
- Caregiver should consider why the behavior is misbehavior, may be a difference in values



WHAT IS CONSIDERED MISBEHAVING FOR A CHILD AND HOW DO CAREGIVERS DEAL WITH MISBEHAVIOR?



Yelling



Disrespect



Fighting



Problem Solving



Talking it out



Consequences



WHAT DOES A HOME LOOK LIKE FOR YOUR FAMILY?

The home is a place where a family shows love and respect for one another. It can include friendship, laughter, music, food, and culture. The physical space should be inviting, comfortable, and include things such as beds, clothing, a garden, etc. The home should be a healthy, safe, and respectful environment which for some may mean the absence of alcohol, drugs, and vulgar language. Households should also be cleanly and warm. The home should welcome each family member and spaces should be warm and accessible to all those in the home. If there are foster children, they should feel that they are free to be themselves in the home.

Culture can play a major role in the home through ceremony, connecting with family history, crafting, and traditional food. Some traditional foods that may be found in the home include, but are not limited too, dried, barbecued or smoked fish, ooligan eggs and oil, seal meat, seaweed, and canoe potatoes. When an Indigenous child is in foster care, foster parents should respect the importance of the child's culture and should become involved in ceremony for the benefit and support of the child they are caring for. The home should be a place of learning for a child. In the home, they can be taught rules, respect and how to become a part of the household through taking part in household responsibilities once they reach approximately 10 years of age. Smaller chores like washing dishes should begin at 5-6 years old.

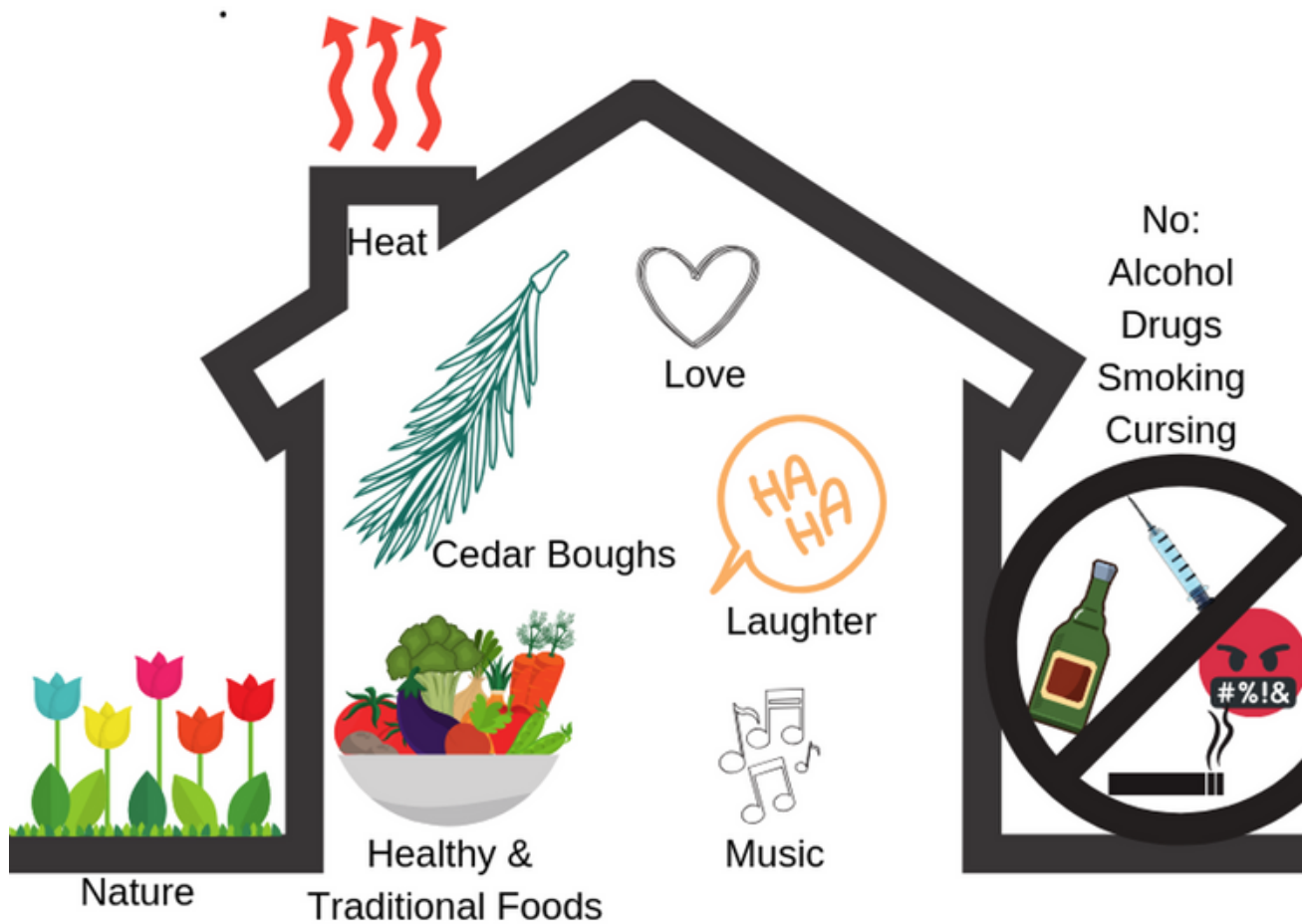


WHAT DOES A HOME LOOK LIKE FOR YOUR FAMILY?

- Beds
- Cedar boughs
- Clean
- Comfortable
- Cozy
- Crafts
- Family History
- Family shows love
- Foster parents should attend ceremony for the benefit of the child
- Garden
- Good food
- Good friends
- Healthy foods
- Heat
- Inviting
- Knock on bedroom door before entering
- Laughter
- Music
- Nice clothes
- No cursing
- No drinking
- No drugs
- No smoking
- Safe
- Teaching children to be part of the home (chores)
- Traditional Foods: Canoe potatoes; Dried smoked ooligan; Dried, smoked and BBQ fish; Ooligan eggs; Ooligan oil; Seal meat; Seaweed



WHAT DOES A HOME LOOK LIKE FOR YOUR FAMILY?



HOW DO CAREGIVERS PROVIDE HELP TO CHILDREN?

The best way to provide help to a child is to listen to them. This listening should be non-judgmental and the caregiver should first receive permission to help. The child should try to find their own solution first with encouragement from caregivers. Individual time should be given to children for them to understand and process situations at their own pace. If children do need caregiver support, the support should be given one to one with the child for better results. Whole families can also work together to help a child but it should be noted that families should follow up on plans that are made, to maintain the trust of the child.

When caregivers do help their children with problems, caregivers should tell the child how important they are and reassure the child of their caring. This can be communicated through the tone and voice of the caregiver. Caregivers should encourage positives and, when a child has misbehaved, recognize that the child is not "bad" but the thing they did was "bad". To teach a child lessons, teaching from stories can be a great source of information.

Caregivers can also include others in helping the child. This can range from family members, to resources, and even animals and nature. Being out in nature can help a child greatly.

Community events and gatherings can help a child. Although the type of help a caregiver provides to a child depends on the child's age, cultural ceremonies can always teach traditional values and help the child throughout their life.

If MCFD is ever involved, there should be consultation with the family Elders as soon as possible to lessen friction with the family and to provide holistic support to the child.

HOW DO CAREGIVERS PROVIDE HELP TO CHILDREN?

- "No ears Marvin", most time they don't listen go by their own judgement
- Be non-judgmental
- Child led supports
- Children are their [parents] reason for living
- Community events
- Cultural Ceremonies
- Depends on age of the child (teen)
- Don't say your bad to child. Tell him the thing he did was bad not him
- Encourage positives
- Follow up on plans that was made in family
- Get permission from a child to help them
- Give individual time
- Give lots of time for them to understand things (to process situation)
- Go out in nature
- Have an open house to the child, who needed a place to stay
- Have animals in their life
- If child are being removed by MCFD, consult with the family Elders
- If there was a problem we would try to help the best we could, but we would encourage them to try to work it out. If we could not help we would get help through Foundry
- Involves family to help
- Listen to child
- Parents think of their child as a blessing from the Creator
- Reach out to resources
- Reassure child of your caring
- Sit down and talk with child, let them know that you care (tone and voice)
- Talk to teacher with the child
- Teaching stories
- Tell them how important they are
- Traditional Values
- Work one to one with child for better results
- Work through their problem
- Make sure the children visit health care professionals when needed



HOW DO CAREGIVERS PROVIDE HELP TO CHILDREN?



Listening



Support from the
family



Support a child to
try on their own



Showing Care



Positivity



Stories



Being in Nature



Being with Animals



MOVING FORWARD

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We hope you use this framework to guide your understanding of Indigenous Parenting. May it start a conversation that honours Elders, Culture Keepers, Children, Families, Bands, and Nations. The information that you have read was shared by Elders and Culture Keepers and is intended to be used as guidance to support families.

*As researchers, it was an honour to receive this knowledge
and to share it with you.*

*Thank you,
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