

WE KNOW HOW DIFFICULT IT CAN BE ON ALL THE FAMILY TO HAVE A CHILD WITH A HEALTH CONDITION. WE ALSO KNOW IT CAN BE ESPECIALLY DIFFICULT ON THEIR SIBLINGS DUE TO ALL THE CHANGES GOING ON.

WE HAVE CREATED THIS LEAFLET TO OUTLINE SOME OF THE MAIN EMOTIONS SIBLINGS MAY GO THROUGH AS WELL AS SOME SUGGESTIONS THAT MIGHT BE HELPFUL FOR SIBLINGS AND FOR YOU AS THEIR GROWN UP.

HERE ARE SOME SIBLING RELATED RESOURCES YOU MIGHT FIND HELPFUL

WWW.SIBS.ORG.UK AND WWW.YOUNGSIBS.ORG.UK

INFORMATION, SUPPORT AND TRAINING FOR SIBLINGS, PARENTS AND PROFESSIONALS

SHROPSHIRE YOUNG CARERS

SUPPORT FOR YOUNG PEOPLE WHO CARE FOR A FAMILY MEMBER WHO IS ILL OR DISABLED.

THERE ARE ALSO LOTS OF BOOKS OUT THERE THAT TALK ABOUT HAVING A POORLY SIBLING

IT IS JUST AS IMPORTANT TO TAKE TIME TO LOOK AFTER YOURSELF AS WELL AS YOUR FAMILY

WE HOPE YOU FOUND THIS HELPFUL!

IF YOU HAVE ANY QUESTIONS PLEASE DON'T HESITATE TO CONTACT US

PAEDIATRIC PSYCHOLOGY SERVICE

SHROPSHIRE COMMUNITY HEALTH NHS TRUST

PSYCHOLOGY SUITE

CHILDREN AND FAMILY SERVICES

MONKMOOR CAMPUS, WOODCOTE WAY

SHREWSBURY, SY2 5SH



SHROPCOM.PPSADMIN@NHS.NET



WWW.SHROPSHIRE.NHS.UKSHROPSCOMMUNITYHEALTH



TEL: 01743 730138 MOBILE: 07815538905



SHROPSHIRE PAEDIATRIC PSYCHOLOGY SERVICE



NHS

Shropshire Community Health

NHS Trust

A GROWN UPS
GUIDE TO

HELPING SIBLINGS



HOW CAN WE BEST SUPPORT
SIBLINGS OF POORLY
CHILDREN

HOW SIBLINGS MIGHT BE FEELING

WORRIES, FEARS AND ANXIETY ABOUT THE ILLNESS, THE TREATMENT AND THE LONG TERM EFFECTS. YOUR CHILD MIGHT NOT UNDERSTAND WHAT IS HAPPENING SO CAN'T MAKE SENSE OF ALL THE CHANGES. OR MIGHT WORRY ABOUT THINGS BEING SO UNCERTAIN AND UNPREDICTABLE.

BEING MORE 'MATURE' OR 'GROWN-UP' DUE TO FEELING AS THOUGH THEY NEED TO BE EXTRA WELL BEHAVED OR HELPFUL. THIS CAN RESULT IN THEM NOT TALKING ABOUT OR SHOWING THEIR OWN FEELINGS OR PUTTING OTHERS FEELINGS ABOVE THEIR OWN.

MISSING PARENTS DUE TO HAVING LESS ATTENTION FROM THEM OR SPENDING LESS TIME WITH THEM. THIS COULD BE AT HOME OR BECAUSE PARENTS ARE SPENDING TIME IN HOSPITAL.

WORRIES ABOUT OWN HEALTH. CHILDREN MIGHT WORRY THAT WHAT HAS HAPPENED TO THEIR SIBLING MIGHT HAPPEN TO THEM TOO, OR THAT THEY MIGHT 'CATCH' THE ILLNESS. THEY MAY ALSO WORRY ABOUT NORMAL COUGHS AND COLDS OR WORRY THEY ARE ILL WHEN THEY ARE NOT.

GUILT ABOUT THEIR SIBLING BEING ILL WHEN THEY ARE NOT, OR THEY MAY FEEL GUILTY FOR THEIR NORMAL DEMANDS ON THEIR GROWN UPS.

COPYING UNHELPFUL OR UNUSUAL BEHAVIOUR THAT THEIR SIBLING DOES IF THEY FEEL THEY CAN ALSO GET AWAY WITH IT TOO.

PROBLEMS AT SCHOOL SUCH AS A LACK OF CONCENTRATION OR EXPRESSING EMOTIONS THROUGH BEHAVIOUR.

BECOMING WITHDRAWN. SOME SIBLINGS WITHDRAW INTO THEMSELVES BECAUSE OF THEIR WORRIES OR IF THEY DON'T FEEL INVOLVED OR INCLUDED. MANY CHILDREN WILL WANT TO CONTRIBUTE AND FEEL IMPORTANT AND VALUED.

JEALOUSY TOWARDS THEIR SIBLING IF THEY ARE GETTING MORE ATTENTION THAN USUAL, EVEN IF THEY KNOW THIS ATTENTION IS NECESSARY. SOME CHILDREN CAN FEEL THIS IS UNFAIR.

ANGER OR RESENTMENT BECAUSE THINGS HAVE CHANGED SO MUCH. MANY MAY FEEL SAD THAT THINGS ARE NOT LIKE THEY USED TO BE.

WHAT COULD YOU DO TO HELP?



INFORMATION, REASSURANCE AND BOUNDARIES:

IT IS HELPFUL FOR SIBLINGS TO KNOW WHAT IS HAPPENING TO HELP WITH THEIR **WORRIES** AND GIVE THEM OPPORTUNITIES TO ASK **QUESTIONS**. TRY TO BE AS **HONEST** AND **STRAIGHTFORWARD** AS POSSIBLE, PROVIDING THEM WITH **AGE APPROPRIATE** INFORMATION CAN BE MORE HELPFUL THAN NO INFORMATION AT ALL. ALSO EXPLAIN THAT RULES ABOUT **BEHAVIOUR** HAVE NOT CHANGED AND IF THINGS ARE DIFFERENT FOR THEIR SIBLING EXPLAIN **WHY**.

INVOLVING SIBLINGS:

THIS COULD BE BY BRINGING THEM TO HOSPITAL APPOINTMENTS OR CLINIC VISITS WHEN POSSIBLE TO HELP THEM **UNDERSTAND** WHAT IS HAPPENING AND TO ASK ANY **QUESTIONS**. ALSO, IT CAN BE HELPFUL TO FIND **PRACTICAL** WAYS OF FEELING INVOLVED SUCH AS INCLUDING THEM IN TREATMENT **PLANS** AND **ACTIVITIES**.

ONE TO ONE TIME:

ARRANGING **SPECIFIC** TIME TO SPEND WITH YOUR OTHER CHILD/CHILDREN CAN BE REALLY HELPFUL TO HELP THEM FEEL **IMPORTANT** AS WELL AS **RECOGNISING** HELPFUL AND GOOD BEHAVIOUR AND GIVING **REWARDS** AND **PRaise**.

KEEPING THINGS 'NORMAL':

MAINTAINING **NORMAL** ROUTINES AND RULES CAN HELP YOUR CHILD TO FEEL LESS UNSETTLED AND MORE **SECURE**. **REASSURE** THEM THAT IT IS OKAY TO HAVE **FUN** AND ENJOY THINGS AS MUCH AS BEFORE AND ENSURE THEY KNOW THAT OTHER THINGS IN THEIR LIFE ARE STILL **IMPORTANT** AND **MATTER**.

PERMISSION AND LISTENING:

IT IS IMPORTANT THAT YOUR CHILD KNOWS THAT YOU **UNDERSTAND** WHATEVER IT IS THAT THEY MIGHT BE **FEELING**, WHETHER THIS IS GOOD OR BAD. LETTING THEM KNOW THAT THESE FEELINGS ARE **NATURAL** AND THAT YOU STILL **LOVE** THEM.

