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Evolution and potentiality of sibling relationships

Talking about déficiency with children, listening to them, letting them talk to each other
Functions of the brother group imposed by the parents, created by the children

- creations of Pacts of loyalty and rules of to live together between peers,
- flexible and evolutionary games,
  - hatred/love,
  - alliance/break,
  - complicity/rivalry,
  - aggressiveness,
- favour the processes of separation parent-child,
- introduced the child into the logic of the chain of the generations.
Every parent passes on to his children the "psychic cards" of his own brotherhood
The child with disability is “brother of” and not only “son of”.

I have two children and a child with a disability.

My brother, it is not as a real brother, I do not do what we do with a “normal” brother, he is not a friend because I would have not chosen him.

I have three mothers and no sisters.
Build itself always with and in the glance of the other one.

process of identification/differentiation
Each of the children is differently affected by disability at the various moments of its life

- according to the singular links to the parents and the parental projections on each of the children
- according to the dynamics of the group sibling and singular links in the subgroups of the sibling.
The handicap comes into effect and take meaning according to the intrapsychic and intersubjective problems of the moment: moments keys.

- Announcement of the handicap,
- When the younger child overtakes the elder brother,
- Worsening or the cure of the pathology,
- Inclusion
- Integration in a specialized institution
- Adolescence,
- Marriage and the first pregnancy of sibling
- Death of the parents.
Why, how I was born?
Why he and not me, me and not him?
Who is he? Who am I?
Why this feature does she make cry adults
Should we have disability to become important to the parents, adults
Why the parents, the doctors cannot protect, be better cured.

The disability comes into effect and take sense according to the links and to the problem of the subject.
• modification of the glance and the interest of the parents for their non-handicapped child
• fear/desire of being or to become handicapped to be loved
• the child with a disability feels guilty for making sad her parents and depriving her siblings of parental attention.
• do not be a good son, a good brother: identification at the parental guilt,
• handicap as realization of the desires of aggression: disturbing omnipotence of the thought.
shame of the other one: I am ashamed to have a link with this other one shameful,
shame for the other one: if I was him, I would be ashamed of me,
shame to be ashamed: if I was a "good" brother, I shall not have to be ashamed.
Think of the handicap to transform the traumatic reality into a convertible object by the thought

the child must be able to think without being afraid of hurting those who he loves: "they do not ask questions, for him his brother, it is his brother, he always saw him like that, then".

(dénégative pact, Kaes, 1998)
Which helps for the children

- group word,

- be allowed go to listen to them,

- favour the structuring game of construction of pact between them, rivalry, complicity, jealousy, not prevent that the handicapped child takes his place there,

- favour time of exchange between them outside the glance and outside the control of the adult,

- let the handicapped child take the risk of the brotherly link without the protection of the adult.
Support the parents

- they are not "handicapped parents", professional have to show itself not "too good", “too knowing“, helping be just what is needed when it is needed.
- help them to spot the positive aspects and the negatives of the brotherly experience,
- their children form before any a sibling, the handicap is only one of the explanatory elements of their links.
do not interpret systematically the brotherly problem in the light of the only handicap,
think of the importance that the child with disability can live an experience of brotherhood,
support the professionals in their skills to be spoken in and with the children of the deficiency and its consequences.
help the children to create of sense in the handicap,

allow him, her, to say what he knows, what he wants to know (via words, carry out in act, somatization),

help him, her to clarify his, her, knowledge, its feelings for the other one for one for one,

make the children of what benefit that the adults know and feel to authorize them to build their own manners to appropriate this reality.
Better take into account the subjectivity of every child of the family so that they build themselves with the reality of the deficiencies and their consequences.

Estimate the impact of the multiple interventions of the professionals with the baby handicapped on the brotherly links and the social development of the skills.

Improve the knowledge of the intra-brotherly ill-treatments in the situations of vulnerabilities of a child (differentiate ill-treatments and structuring aggressiveness's).


The Foundation Glycosylation (FoG) founded by Duncan Webster (Canada), is the official sponsor of the videos of all oral session that will be given during the conference. This material will be available in the Youtube channel dedicated to “SSIEM Official Satellite Symposia – Second World Conference on Congenital Disorders of Glycosylation (CDG): a challenging story of sugar trees” at:

For more information about the work of this organization which is focused on research to ALG9 -CDG (CDG -1L), visit the following link: http://www.thefog.ca/main.html

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