



QUEBEC ASSOCIATION OF EDUCATORS

Association des Édicateurs et des Édicateurices du Québec



2005

FALL EDITION

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8th INTERNATIONAL CYC CONFERENCE

CALL FOR PROPOSAL

Deadline – November 30, 2005

**Q.A.E. is proud to be the co-host of the
 8th International CYC Conference**

www.icycc2006.com

The Quebec Association of Educators is a Founding member of (CCCYCA) Council of Canadian Child, and Youth Care Association and the ACYCP (Association of Child and Youth Care Practice)

PRESIDENT'S MESSAGE



It is now the Fall and in just one year from now the Q.A.E. and its many partners will celebrate one of the highlights of the Association right here in Montreal. We will be celebrating the **8th International Child and Youth Care Conference** and the Biennial Conference of the Associations des centres jeunesse du Quebec.

There is much excitement in the air and I would like to call on all our members to make an effort to fully participate in this wonderful event. The deadline for "Call for Papers" is rapidly approaching. (November 30th, 2005). Please get the word out to co-workers and others in the field of Child and Youth Care.

Let me take the time to thank those on the "working committees" for this International Conference. There is good and just reason to be proud of the work the committees have done so far. It is also not premature to thank Mr. Tony Maciocia the Executive Director of the Quebec Association of Educators for his efforts in bringing the International to Montreal and being the Co-Chairman of the International.

The board of the QAE will be called upon to welcome the world to its fine city and it will be safe to say we will do a fine job.

The board resumed its regular monthly meetings on September 15th 2005 at 6 Weredale Park. Let me extend an invitation to those interested in what the Association is doing for its members and for the International Conference to join us at the next meeting.

All information regarding the International Conference can be found on the website:
www icycc2006.com

As we prepare to celebrate the growth and the new teachings/tools in the field of Child and Youth Care, and as we come together in October 2006 to share the knowledge, let us be mindful of the accomplishments of those that has brought us to where we are today, and to continue to support the field of Child and Youth Care.

On behalf of the Board of the Quebec Association of Educators, I extend best wishes for a greater growth and stronger partnerships in the field of Child and Youth care.

Phillip Alleyne



EDUCATORS : WORKING IN EVALUATION/ORIENTATION AT BATSHAW

The role of an Educator within the Department of Youth Protection is to provide support to families during the Evaluation/Orientation phase. This is achieved through collaboration with the Youth Protection Delegate under the supervision of the team manager. While carrying out his/her duties, the educator is always alert to risk and Youth Protection issues and will transmit such information directly to the delegate and manager.

Some of the most pertinent responsibilities include: (1) Provides support to families through teaching of parenting skills; socialization skills; child management; coaching; crisis intervention and conflict resolution. (2) Provides ongoing monitoring of high risk situations during the E/O phase in addition to the organization and supervision of family contacts in respect of legal measures.

(3) Monitors and provides follow-up services in intervention terminale cases. (4) Participates in case reviews. (4) Advocacy, accompaniment and liaison activities in collaboration with parents related to school issues, assisting families in accessing community resources and specialized services.

The introduction of Educators within the Department of Youth Protection has proven to be a great success. As part of a multi-disciplinary approach, the Educators provide client focused services, and are a great support to the D.Y.P. delegates by assisting them in accomplishing their clinical work and risk assessment. The Educators are true partners in providing a cohesive service towards the families that they work with.

Loureen Guillaume
Educator E/O

Q.A.E. Member and Excellence Award Recipient

THE PROFESSION

Ethics

From the International Leadership Coalition of Professional Child and Youth Care (June 1995)

Preamble

Professional Child and Youth Care is committed to promoting the well being of children, youth, and families in a context of respect and collaboration. This commitment is carried out in a variety of settings and with a broad range of roles including direct practice, supervision, administration, teaching and training, research, consultation, and advocacy. In the course of practice Child and Youth Care Professionals encounter many situations which have ethical dimensions and implications.

As Child and Youth Care Professionals we are aware of, and sensitive to, the responsibilities involved in our practice. Each professional has the responsibility to strive for high standards of professional conduct. This includes a commitment to the centrality of ethical concerns for Child and Youth Care practice, concern with one's own professional conduct, encouraging ethical behavior by others, and consulting with others on ethical issues.

This ethical statement is a living document, always a work in progress, which will mature and clarify as our understanding and knowledge grow. The principles represent values deeply rooted in our history, to which there is a common commitment. They are intended to serve as guidelines for conduct and to assist in resolving ethical questions. For some dilemmas, the principles provide specific or significant guidance. In other instances, the Child and Youth Care Professional is required to combine the guidance of the principles with sound professional judgment and consultation. In any situation, the course of action chosen is expected to be consistent with the spirit and intent of the principles.

Send direct responses to: Martha A. Mattingly, Program in Child Development & Child Care, University of Pittsburgh, Pittsburgh, PA 15260, USA, FAX (412) 624-6361, or e-mail direct: mattgly@vms.cis.pitt.edu





RESEARCH INFO



INFO-HEBDO

Bulletin hebdomadaire de l'Association des centres jeunesse du Québec

Numéro 285
3 octobre 2005

ÉTUDE CANADIENNE SUR L'INCIDENCE DES SIGNALEMENTS DE CAS DE VIOLENCE ET DE NÉGLIGENCE ENVERS LES ENFANTS 2003, TROCMÉ, N., ET AL (2005)

Source : Ligue pour le bien-être de l'enfance du Canada

Ce deuxième rapport national sur la maltraitance des enfants au Canada sera publié par l'Agence de santé publique du Canada le 4 octobre 2005. Des nouveaux feuillets d'information du CEPB seront publiés sur le site internet, www.cccw-cepb.ca, incluant :

- ❖ L'abus physique envers les enfants
- ❖ L'abus sexuel envers les enfants
- ❖ Une comparaison des statistiques de 1998 et de 2003
- ❖ La négligence envers les enfants
- ❖ La violence conjugale
- ❖ Les mauvais traitements psychologiques

LANDON PEARSON A ACCEPTÉ DE JOINDRE LE CONSEIL D'ADMINISTRATION DE LA LBEC À TITRE D'ADMINISTRATRICE ÉMÉRITE

Source : Ligue pour le bien-être de l'enfance du Canada

La ligue pour le bien-être de l'enfance du Canada est heureuse d'annoncer que la sénatrice Landon Pearson a accepté de joindre le conseil d'administration de la LBEC à titre d'administratrice émérite. La sénatrice Pearson entretient une relation de longue date avec la LBEC. Elle a appuyé un bon nombre des initiatives de l'organisation au cours des années.

Madame Pearson, connue comme la sénatrice des enfants et des jeunes, défend inlassablement les enfants du Canada et du monde. Elle a fait la promotion du droit des enfants et des jeunes de participer activement aux discussions et initiatives les concernant, tant au niveau national qu'international. Son engagement envers les jeunes ayant subi de la violence ou de la maltraitance fait d'elle un atout idéal pour le conseil d'administration de la LBEC.

RESEARCH COMMITTEE
Varda Mann-Feder, Chair, QAE



A new study on youth aging out of care was published in August of 2005 by the Unit for Research Initiatives for Social Change at the School of Social Work at University of Victoria. Their findings are consistent with other North American research that confirms the poor outcomes for this population. In the Victoria study, youth who age out of care, when compared with other Canadian youth, are: more likely to be on welfare; have lower levels of education, have higher levels of alcohol and drug use; lack social support, and report low levels of emotional connection to their families.

In a recent study published in School Psychology, it was demonstrated that, among U.S. teenagers, gay, lesbian, bisexual and transgender (GLBT) youth are in fact the highest risk minority group in relation to drug abuse. While many GLBT youth engage in drug use for the same reasons as other young people, they are more likely to engage in polydrug use.

A new model of Multidimensional Treatment Foster Care from Eugene, Oregon, has been demonstrated to be more effective than foster care or residential group treatment in reducing arrests, AWOLS and hard drug use after discharge from care. While an expensive program, it provides trained foster parents, individual therapy and social skills training. Both the foster parents and natural families have access to 7-day a week, 24 hour support services and family therapy. There is also a highly structured educational program provided with daily monitoring of the youths' school involvement and after school activity.

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QUEBEC ASSOCIATION OF EDUCATORS

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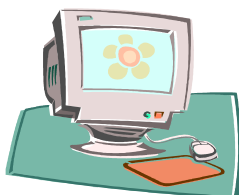
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Visit our QAE webpage by going to
www.cyccanada.ca

You will then find on the left side of the home page, a blue box with QAE indicated... simply double click to visit the site.



DIFFICULT BEHAVIOURS

Children who feel unloved and unattached are often children of rage and rebellion. They become locked in defiant opposition to adults, who reciprocate with counter aggression. The child becomes “adult-wary”, forever biting the hand that didn’t feed him or her (Brendtro, Van Bockern, & Clementson, 1995).

Instead of giving attention to the deviance and pathology of troubled children, adults often find it much more profitable to see even the most difficult behaviours as normal responses of children struggling to cope with abnormal environments and circumstances. It takes empathetic and well-trained professionals to understand that swearing, threats, physical violence, and drug use are the way some children cry out for help.

Although defiant youth may seem to relish freedom from adult control, life empty of attachment is actually the opposite of true independence. John Bowlby and Mary Ainsworth, who have done research on attachment, suggested that secure autonomy or independence is built upon a solid base of ongoing human attachment. Unattached youth may noisily proclaim their pseudo-independence ("Nobody tells me what to do!") but they are only masking what they really feel: "Nobody really cares."

STEVE VAN BOCKERN

in Bockern, S. (1998) Meeting the needs of our youth. *Reclaiming Children and Youth*, 7(3)
Pp. 172–175

REFRAMING

Consider how easy it is to destroy a child’s feelings of worth with a hostile word or flippant gesture. Consider how a child might feel if he or she repeatedly is called some of these:

bad, devious, mean, perverted, disrespectful, cruel, nasty, lazy, untrustworthy,
cowardly, aggressive, ill-mannered, foul-mouthed, selfish, helpless, hopeless

Communication specialists say that insults are designed to communicate contempt in order to attack the self-esteem of the targeted individual. Of course, professionals do not intend to assault the self-esteem of their clients.

However, consider the jargon used by many professionals:

antagonistic, apathetic, deviant, disturbed, dysfunctional, insensitive,
malicious, argumentative, self-centered, unmotivated, hostile; inflexible,
stubborn, bizarre, insolent, bigoted, intolerant.

By adopting strength-based paradigms, we clearly separate negative behavior from the person’s worth. In fact, we frequently can scrutinize the problem behavior and discover strengths that lie beneath the obvious weaknesses.

This is called reframing:

driven?	no, energetic!
stubborn?	no, determined!
bizarre?	no, creative!
rebellious?	no, independent!
obsessive?	no, organized!
delusional?	no, imaginative!

By reframing negative attributions into positive potentials, we plant a seed and nurture it. Such is our business.

JOSEPH BURGER

Burger, J. (1995) Planting seeds of hate or hope. *Reclaiming Children and Youth*, Vol.4 No.2, p.51

LES VOLEURS D'ENFANCE

FILM REVIEW AND EDITORIAL COMMENTS

I recently went to see the film by Paul Arcand, “Les Voleurs d’enfance”. A film critical of people who abuse children and how children are treated by the youth care system (Centre Jeunesse).

The victims’ point of view was presented by actual testimonials, detailing their abuse and how in some cases the system failed to protect them.

The film was very critical of the government policies and laws, and Centres Jeunesse (Youth Centres), somewhat generalizing its report and characterizing them as a large and expensive bureaucracy where resources are still being requested for the front-line interveners.

Once more, it’s one of those situations that present one-sided biased and not favorable view of the Youth Protection system. It didn’t necessarily paint a negative view of front-line interveners, but rather highlighted the need to provide them with more supports. Nonetheless, there were some themes that are “right on” and will need to be addressed.

The responsibility of keeping children safe from abuse and neglect needs to begin with parents and if this is not possible then the immediate community needs to intervene. It is unacceptable that children are at times abused while others who know stay silent because, they do not want to get involved. The law provides for reporting “signalment” in a confidential manner--so there is NO reason not to report!

The Youth Protection Department (Centre Jeunesse) needs to do whatever is necessary to provide immediate support and required services to help the children and their families. The film was very critical of the system moving children around from one resource to another i.e.; foster homes, residential programs, etc...and at the same time changing interveners.

Experts interviewed in the film recommended that the Law be modified so that children who are abused and neglected get placed in permanent and stable families (permanency planning), as opposed to what occurs now, the children are bounced around with the hope that the biological parents will have the parenting capacity, providing a stable home environment for the children.

An Educator interviewed in the film spoke about a lack of training to deal with mental health issues of youth in placement and the increasing use of psychotropic drugs. The director of the film (Paul Arcand) asked the Executive Director (Jean-Pierre Hotte of ACJQ) what training was being received by educators in the youth centres. He responded by saying that educators will be receiving 16 days of training (in fact, in some Youth Centres, this is already in place, but not in all regions of the Province). One issue that this raises is the need to identify Provincial Standards of Practice for educators. At the moment, there are no legal requirements, as it is left up to each individual Youth Centre. Even, if this is done, we will need expertise and supports to deal with the rising concerns of mental health issues in children and youth.

LES VOLEURS D'ENFANCE... CONT'D

The film also questioned the use of isolation rooms and the merit of placing youth in them and the amount of time spent in these rooms. In my own experience, I know that over the years, the internal policy at Batshaw addressing the use of isolation has been improved and isolation is used with extreme caution, for limited time, and reviewed with the immediate managers of the program. This was not the case a decade or two ago; it is much better now. Can it be improved? Yes certainly, as we continue to learn better ways to help children/youth who are suffering with emotional pain and acting-out their feelings.

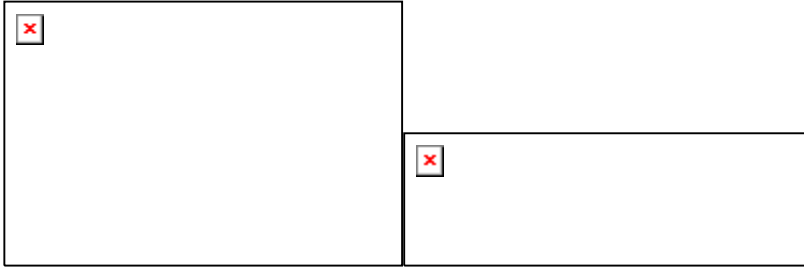
As the film ended, the focus shifted to how the system 'drops' youth as they are getting ready to turn 18. This, we all know has been an on-going problem, but there are some initiatives taking place in some Youth Centres. For example, more than three years ago, a pilot project initiative from the ACJQ and four Youth Centres (Batshaw, Outaouis, Abitibi, Laval), initiated PQJ (Programme des Qualifications des Jeunes) to help better prepare and support high risk youth in care getting ready to leave the system. Educators were assigned to youth who were close to their 16th birthday and followed for a period of three years---until they almost reach 19 years of age. No matter where the youth moved within the Youth Care System, the relationship with their educator was maintained. The research results from this pilot project have provided positive feedback. It is my view and others that we need to maintain this type of program, for those youth that are high-risk, have limited resources and need a consistent person in their life as they enter the real world of adulthood.

I hope that Governments, Youth Centres, other community organizations and us (all interveners) work together to continue improving the quality of services to children, youth and families. This film will certainly make us reflect on how the system is organized and will stimulate important discussions that will impact us all.--but most of all better help children and families.

As educators, you should continue to value the important work you do on a daily basis. WE need to continue to identify what education and training supports we need to further improve our professional practice, so we can continue to provide quality care for children and families!

The QAE will continue to play an active role in keeping our membership informed and current with the advances made in the field of Child & Youth Care.

Tony Maciocia, Director QAE



Urie Bronfenbrenner

Urie Bronfenbrenner, a Cornell University professor emeritus who helped found the national Head Start program, died at his home on Sunday 25 September 2005. He was 88.

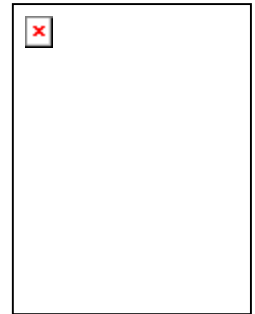
The Russian-born Bronfenbrenner – who was credited with creating the interdisciplinary domain of human ecology – was widely regarded as one of the world's leading scholars in developmental psychology and child-rearing.

In 1979, Bronfenbrenner developed his groundbreaking concept on the ecology of human development - the study of human beings and how they interact with their environments. His work led to new directions in basic research and to applications in the design of programs and policies affecting the well-being of children and families both in the United States and abroad.

Earlier in his career, Bronfenbrenner - along with developmental psychologists Mamie Clark and Edward Zigler - helped spur the creation of Head Start, the federal child development program for low-income children and their families. Some 20 million children and families have participated in Head Start since its inception in 1965.

Before Bronfenbrenner, child psychologists studied the child, sociologists examined the family, anthropologists the society, economists the economic framework of the times and political scientists the structure. Bronfenbrenner viewed them all as part of the life course, embracing both childhood and adulthood.

In his later years, Bronfenbrenner warned that the process that makes human beings human was breaking down as disruptive trends in American society produced ever more chaos in the lives of America's children.



The hectic pace of modern life poses a threat to our children second only to poverty and unemployment," he said. "The signs of this breakdown are all around us in the ever growing rates of alienation, apathy, rebellion, delinquency and violence among American youth."

" Born in Moscow, Russia, in 1917, Bronfenbrenner came to the United States at age 6. He received a bachelor's degree from Cornell in 1938, completing a double major in psychology and music. He later received an M.A. at Harvard followed by a Ph.D. from the University of Michigan 1942.

After graduation, he was inducted into the Army where he served as a psychologist. He joined the Cornell faculty in 1948.

He held many honorary doctoral degrees from American and European universities. The American Psychological Association annually gives an award for "lifetime contribution to developmental psychology" in Bronfenbrenner's name.

He was the author, co-author or editor of more than 300 articles and chapters and 14 books.

At his death, Bronfenbrenner was the Jacob Gould Sherman Professor Emeritus of Human Development and of Psychology at Cornell University. In 1993, Cornell renamed its Life Course Institute after Bronfenbrenner.

A memorial service organized by his family is planned for Oct. 8. A service for the Cornell community will be announced later, the school said.

He is survived by his wife, Liese; six children, including Kate, who is the director of labor education research at Cornell.

27 September 2005

Note:

We remember Urie Bronfenbrenner for one of the best known and most evocative dictums in our work – that "Every child needs at least one person who is really crazy about him or her".

2ND INTERNATIONAL ICART CONFERENCE

In September Amsterdam hosted “Working With Aggression and Violence”, a joint conference involving the International Centre for Aggression Replacement Training (ICART), the European Violence in Psychiatry Research Group (EVIPRG) and CONNECTING, a partnership for consultancy and training. Divided into five streams, workshops covered such topics as violence in the workplace, violence in schools, treatment programs, and assessment of both aggression and the effectiveness of interventions.

Currently, in Europe, cognitive-behavior programs are being used for different target populations (ie. schools, juvenile institutions, community programs, adult offender facilities, institutions for violent sexually aggressive and forensic psychiatric patients), with A.R.T. as a point of departure. A similar trend is happening in various areas in North America. Batshaw Youth and Family Centres is one of these.

When implementing any treatment program, it is essential that one evaluate its effects. As was evident, in this conference, there are many tools available. The key, however, is to find the ones whose data will best fit the assessment goals. I attended a variety of workshops which gave overviews of some potential evaluation tools specific to A.R.T.

Raymond Novaco, of the University of California, discussed program assessments using the Novaco Anger Scale and Provocation Inventory., as did Ruud Hornsveld of the Netherlands. Knut Gundersen, of the University of Tromsø Norway, gave a presentation on a variety of tests that his department uses:

1. Child Behavior Check List, as a general assessment
2. How I Think, (Barry Gibbs) an assessment of Moral Reasoning
3. Social Skills Rating System, (Gresham and Elliot)for assessing pro-social skills
4. Child and Adolescent Disruptive Behavior Inventory, (Burns) assessing problem behavior

The ICART community is researching which tools to use universally, when evaluating the effectiveness of A.R.T., and will encourage all A.R.T. trainers to actively assess their programs. In this way, one can objectively answer the questions of what works and what doesn't and adjust their programs accordingly.

One program that shows promise is the EQUIP program being used by a forensic youth centre in Holland. EQUIP was developed by Gibbs and Potter, incorporating Goldstein's social skills. The goal of EQUIP is to empower youth to effectively help each other, under the guidance of an adult. Like a coach, the adult teaches group members skills and guides them to help one another solve problems using their complementary strengths.

The program format includes Equipment Meetings, where A.R.T. is taught by adults, and the EQUIP meetings that are led by youth. During the EQUIP meetings group members' problems are discussed, broken down into one of 12 Problem Names, analysed for Thinking Errors, and solved as a group. At this institution, group members completed four different assessment tools: SRM-SF (Social/Moral judgement), How I Think (Cognitive Distortions), IAP-SF (Social Skills), and SIP (Social Information Processing). The result was that those youth in the EQUIP program showed a significant decrease in Thinking Errors. There were less covert problems (lying, stealing) however little change in overt problems (physical aggression and oppositional defiance). They are now actively looking at how to affect change in this area.

Conferences lead to contacts. I have already been emailing those I met in Amsterdam, continuing to be a part of the ICART community, learning from each other.

Kim Parker
Q.A.E. member

www.aggressionreplacementtraining.org



SCHEDULE OF UPCOMING Q.A.E. MEETINGS

**November 17th, December 15th,
January 19th, 2006, February 16th, March 16th,
April 20th, May 18th, June 15th**

NOTE: ALL MEETINGS ARE HELD AT 6 WEREDALE PARK FROM 5:00 TO 7:00 P.M.

ORGANIZATIONAL MEMBERS

The following organizations are supporters of the Q.A.E. They promote the role of the educator's professional development and help with in-kind support to the Q.A.E.

- ☺ **Batshaw Youth and Family Centres**
- ☺ **Bartimeaus (Quebec) Inc.**
- ☺ **Concordia University (Applies Human Services)**
- ☺ **Douglas Hospital**

MEMBERSHIP RECRUITMENT



JOIN THE ASSOCIATION MEMBERSHIP APPLICATION

NAME: _____

ADDRESS OF CORRESPONDENCE

CITY: _____

PROV: _____ POS. CODE _____

TEL(H): _____ TEL(W): _____

e-mail: _____

PLACE OF WORK: _____

POSITION: _____ SINCE _____

EDUCATION:
CEGEP 19____ TO 19 _____

CONCENTRATION _____

UNIVERSITY (SPECIFY) _____

MEMBERSHIP CATEGORIES

- FULL: \$45.00 CHEQUE
- OR \$1.73/PAYROLL DEDUCTIONS
- STUDENT \$30.00 (two year rate)
- ASSOCIATE \$40.00 CHEQUE
- ORGANIZATION \$250.00

(Receipts are issued annually for tax deductions)
(payroll deductions are on T4 slips)

AUTHORIZATION FOR PAY DEDUCTIONS (WHERE APPLICABLE)

I hereby authorize the payroll to deduct the indicated amount from my paycheque. I realize that I will have to cancel this agreement when I want to cancel my membership in the association.

SIGNATURE

Forward to :
Quebec Association of Educators
6 Weredale Park
Montreal (Westmount), Quebec
H3Z 1Y6

If you are in the field of child/youth care or life span care, as an Educator, Supervisor, Researcher, Trainer, Director, Administrator, then you need to join the growing numbers of professionals that are promoting the field of child and youth/life-span care.

Joining the Q.A.E. is one concrete way to demonstrate your commitment towards the further development and promotion of Educators and their profession.

There are three categories of membership (full members, associate and student membership)

You can get applications to join the Q.A.E. by approaching the following people or selected locations:

BATSHAW RECEPTION DESKS AT:

Dorval (514) 636-0910
Prévost (514) 932-7722
6 Weredale (514) 932-7161

Concordia University: Dr. Varda Mann-Feder
(514) 848-2266
Teen Haven: Clement Walker (514) 769-5050
Douglas Hospital: Eastlyn Flemming (514) 761-6131
(Lyll Pavilion)

You can also ask any of the Q.A.E. Board Members listed in the front of the Newsletter

Also: go to www.cyccanada.ca

Any other enquiries can also be directed to:
Tony_Maciocia@ssss.gouv.qc.ca

