



QUEBEC ASSOCIATION OF EDUCATORS
Association des Édicateurs et des Édicateurices du Québec

AUTOMNE 2007  **FALL 2007**

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 Sherwin Laptiste
 Kuldip Thind
 Faith Fraser
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Layout & design of Newsletters
 by Sue Plaisance

CONTACT INFO

Mailing Address:
 Quebec Association of Educators
 6 Weredale Park
 Montreal, Quebec
 H3Z 1Y6

Phone: (514) 932-7161 ex 407
 Fax: (514) 932-5036
 e-mail: tony_maciocia@ssss.gouv.qc.ca
 website : www.cyccanada.ca

ORGANIZATIONAL MEMBERS

-  Batshaw Youth and Family Centres
-  Bartimeaus Inc. (Quebec)
-  Concordia University

ADVOCATING FOR EDUCATORS

Q.A.E. JOINS COALITION

**In response to the Trudeau Report
 recommendations and its neglectful report
 on the future of educators.....**



**.... A coalition of several educator associations,
 CEGEPS and the Q.A.E. has joined forces to
 advocate for educators.**

**We are mobilizing our resources to fight for
 educators to be recognized as a profession with
 specific competencies and skills... (see full story on
 page 5**

PRESIDENT'S MESSAGE



I hope you all had a wonderful summer. I am sure you are all energized and ready for the responsibilities of Child and Youth Care.

The fall is upon us once more; we find ourselves not only preparing for the winter months, but we continue to honor our commitment to the field of Child and Youth Care.

The Q.A.E. continues to pay attention to the issues pertaining to our field. One of the burning issues we need to take note of is the “Trudeau Report”. This report could have a significant impact on Child and Youth Care workers (educators). Please see the information in this newsletter regarding the “Trudeau Report” (page 5).

After an extremely successful International Child and Youth Care conference last year, we are now preparing for the next (9th International) scheduled for Fort Lauderdale, Florida in May 2009. This may seem to be quite a distance away, however, the planning is on the way and so should you. Stay in contact with the Q.A.E. for further announcement and notices.

The Q.A.E. is looking to attract new members to the association. I would like to invite your ideas, comments and suggestions in this area. Please send the information to Tony Maciocia or to Phillip Alleyne. The information provided will allow for better planning and services to our members.

Let me also extend an invitation to all members to join the board for general meetings on the third Thursdays of the month at 6 Weredale starting at 5:00 p.m.

Phillip Alleyne
President, Q.A.E.
phillip_alleyne@ssss.gouv.qc.ca

"IT'S MY LIFE"

A UNIQUE CONFERENCE EXPERIENCE

I have attended several conferences over the course of my career in this field. However, from the moment I walked into the hotel where the It's My Life Conference was being held, I noted something clearly different about this one. As I looked around, I saw youth and young adults everywhere.

Usually, when we come together at conferences, it is we the professionals, the researchers and the policy makers who gather to discuss the "issue" at hand. In the case of youth aging out of foster care, *we discuss them*: we discuss their experiences and, based upon *our* perception of these, their needs. However, at this conference, the very people we were to discuss were all around us and were at the very heart of the event in every respect. It was *them* sharing with *us* their experiences of growing up in foster care and transitioning out of care and into independent living. At this conference, youth in foster care, foster care alumni, caregivers and professionals gathered together with the same hope: sharing experiences and practice in order to better support youth and facilitate their transition out of care and into independent living. What a wonderful playing field!

The majority of workshops at It's My Life addressed various themes affecting youth aging out of care including employment, education, housing. A multitude of programs that have been developed in these areas were presented. Other workshops touched upon clinical issues such as permanency, trauma, family case conferencing. The modalities adopted in all workshops were varied so as to reach a diverse audience, i.e. lecture, discussions, group exercises. The unique aspect to the workshops was that they were all led solely or co-led by foster youth or alumni of foster care. Consequently the topics were presented through the eyes of youth who are currently going through the transition from care to independent living or those who have actually experienced this reality. Needless to say, this not only made the information presented very real and pertinent but also made for some very profound and powerful moments during the conference.

Beyond the actual workshops, the entire environment was youth positive. Activities that were organized in the evenings were aimed at youth. A space was created for youth where they could just "hang" and meet other foster brothers and sisters. There was a resource fair where employers, employment agencies and educational institutions showcased their support to young people. True youth empowerment in action.

When I returned home after the conference, I revisited the goals that the organizers, Casey Family Services, set for this conference.

Some of these are similar to those of all conferences, namely:

- Showcase the best and innovative practices in the field
- Provide information that participants can take back home and apply in their work

These were certainly met with the sharing of programs, practices and tools that are transferable to our work. There was a series of other goals, however, that were unique to this forum and these were to:

- Create a welcoming, respectful, and safe environment for youth and alumni to fully engage with child welfare professionals
- Reinvigorate advocates and practitioners in their challenging work
- Increase motivation, energy, and commitment to the issues that affect foster youth, practitioners, and caregivers
- Foster meaningful dialogue – particularly between youth and adults

Here, Casey Family Services certainly walked their talk. With fifty percent representation from foster care youth and foster care alumni, and fifty percent from caregivers, advocates and professionals, they truly created an environment where foster care youth, foster care alumni, caregivers, advocates and child welfare professionals were equal partners in addressing the topic at hand and all brought their unique and important perspective to the table. I cannot imagine anyone working in this field leaving the It's My Life Conference with anything less than a reminder of why they chose to work with youth, and a renewed commitment to supporting young people through the transition out of care and into adulthood.

Professionals like to throw the word "empowerment" around a great deal: we must empower parents, we must empower youth, we must empower marginalized individuals and communities. I find that at times, the use of this word can be quite condescending – as though *we* have to give *them* permission to empower themselves. Empowerment to me simply means this: sometimes we just need to move out of the way and see what happens. Well, at the It's My Life Conference, the professionals, the researchers and policy makers did move out of the way and the result was astounding. Approximately 400 truly empowered young women and men stood tall and proud while sharing *their* perception of *their world* and in turn, *their needs*. What a valuable contribution to our field of work and our knowledge base.

Linda Piano

Program Manager, Bathsaw Youth and Family Centres
Service to older Adolescents (SOA) and QAE Member

EXPERTS ADDRESS ADHD

"My Brain Needs Glasses" is more than just a clever title for an informative book on Attention Deficit Hyperactivity Disorder (ADHD) by Dr. Annick Vincent of The Institut Universitaire en Sante Mentale, where she is head of the adult ADHD Clinic at the Robert-Giffard Hospital in Laval, Quebec. Rather, it is an apropos metaphor that helps capture the essence of understanding this neurogenetic disorder, that was the focus of the Canadian ADHD Resource Alliance (CADDRA) conference this October, in Montreal, entitled "Essential ADHD Knowledge for the Practitioner". For two stimulating and inspiring days attendees were privileged to learn from the latest research data presented by featured speakers of international acclaim: Dr. Joseph Biederman, and Dr. Russell Barkely, both of whom are experts on ADHD and who have dedicated their life's work to investigating the topic. Misconceptions about the disorder were dispelled. For example, ADHD is not an academic problem, nor is it a kid problem. Largely, though not exclusively, a hereditary disorder, ADHD in childhood persists through adolescence in 80% of the cases and throughout adulthood in 60% of the cases, though ADHD in adulthood presents differently than it does in childhood, in that the symptoms are less pronounced. Occurring in approximately 5% of children, early diagnosis by a qualified professional, based on the criteria of the Diagnostic and Statistical Manual IV (DSM IV) and pharmacotherapy to treat the resultant impairments is of critical importance, as they will affect the child's life course with far reaching consequences into adulthood. In conjunction with the right dose of medication, a multi-modal approach is needed to support the child, adolescent, or adult. This involves educating the individual, the family and those involved, about the nature of the disorder and the strategies required to manage it effectively, such as, the need for a calm and organized work environment, to name just one of many. Based on statistics from the Health Canada Council, there are approximately 1,000,000 adults in Canada with ADHD and 380,000 children, reflecting that, unfortunately, about two-thirds of ADHD cases in Canada alone go undiagnosed until adulthood. Addressing the disorder involves: acceptance, access to knowledge, accurate information, and advocacy, for example letters written to the school. All information pertaining to the CADDRA Guidelines is available on their website at www.caddra.ca. An excellent resource manual for teachers and schools is available through www.teachadhd.ca. A series of videotapes by Tom Phelan, entitled: "All About ADHD" is another useful resource for parents/families and it can be ordered off the internet. The constituency of CADDRA are to be applauded for their unrelenting dedication, and commitment to heightening the awareness of issues related to ADHD and "opening our eyes" to the challenges of diagnosis and effective treatment.

Jennifer S. Haynes, M.Ed.
Counselling Psychologist



BATSHAW YOUTH & FAMILY CENTRES **GETS CQA-ACCREDITATION**

This past September 2007, Batshaw received the green light and gained its accreditation, from the Conseil d'Agreement du Quebec (CQA) an accrediting body, that has been recognized by the Minister as one of two organizations that can provide Accreditation. The accreditation is good from 2007 to 2010.

The process that was undertaken by Batshaw lasted 18 months and involved several hundred staff, youth and their families. The feedback received in this process identified strengths and weaknesses in the organization. Now, a plan is in

place at Batshaw that will address the weaknesses or sometimes called the challenges, in what is referred to as the (BIP) Batshaw Improvement Plan.

Essentially, the Accreditation speaks to Batshaw meeting the standards of an organization that is well equipped to provide quality services to youth and families!

CONGRATULATIONS BATSHAW!

THE FUTURE OF EDUCATORS (Child and Youth Care Workers) AT RISK?

THE TRUDEAU REPORT ON MODERNIZING PROFESSIONAL PRACTICE IN MENTAL HEALTH AND HUMAN RELATIONS

The Office des professions du Québec (OPQ) began working to better define the parameters of professional practice in the physical and mental health fields and in human relations in 2000. In 2002, the Bernier Committee's recommendations concerning the professions related to physical health led to the adoption of the Act to amend the Professional Code and other legislative provisions as regards the health sector (Bill 90). This Act redefined the field of practice of some professionals and the activities reserved to them and made membership in certain professional orders compulsory.

In December 2003, the OPQ established an Expert Committee chaired by Dr. Jean-Bernard Trudeau. This Committee's mandate was to formulate recommendations regarding the practice of mental health and human relations professionals. It also had to present solutions for better supervision of the practice of psychotherapy. The Professional orders most concerned by this report are the Ordre des psychologues, the Ordre professionnel des travailleurs sociaux (including marital and family therapists), the Ordre des conseillers et conseillères d'orientation et des psychorééducateurs et psychorééducatrices, the Ordre des ergothérapeutes, the Ordre des infirmières et infirmiers and the Collège des médecins. Even though special education professionals (like us) are targeted by this report, they were never invited to participate in the Committee's work.

A forgotten profession?

The Trudeau Report also specifies that special care counsellors/educators were not consulted because apparently they never expressed an interest. In fact, it was only once the report was completed and submitted to the OPQ that most of the organizations concerned with special care counselling were informed of the process. As soon as the report was disclosed in March 2006, several of these organizations reacted to defend the profession and expressed their disagreement with the exclusion of special care counsellors from the modernization of mental health and human relations practice. They also denounced the fact that several professional acts currently performed by them have been reserved to other professionals.

The OPQ is currently studying the recommendations of the Trudeau Report and the reactions presented by various organizations. It is preparing to draft a bill that will be submitted to the Minister of Justice, probably by spring 2008. The parliamentary committee that will be mandated to study the bill will possibly consult the stakeholders, due to the issues raised by the review of the fields of practice in mental health and human relations.

QAE Joins Coalition

The Coalition Québécoise des professionnelles de l'éducation spécialisée was created to ensure the recognition of the practice of special care counselling particularly before the OPQ and the legislators mandated to draft this legislation. It considers that it is essential to reach the people concerned by this process to preserve and assure the development of the special care counsellor's field of practice, in the interest of their clientele, it is essential that the Coalition include as many special care counsellors and interested partners as possible. Therefore, the QAE, with their representative (Tony Maciocia) have joined the coalition to help with advocating for the educators and the field of Child and Youth Care.

Tony Maciocia
QAE – Director
E-mail: Tony_Maciocia@SSSS.gouv.qc.ca.
6 Weredale Park
Westmount, (Qc.)

- NB:
- This summary was edited from the original version entitled “A Look at the Future of Special Care Counselling in Reaction to the Trudeau Report on Modernizing Professional Practice in Mental Health and Human Relations” (CQPES, Dec. 2006)
 - A complete copy of the position paper can be had just by e-mailing Tony Maciocia for a copy.

WHAT A RELIEF!!!

Have you ever gone to work and upon arriving realized your co-worker has booked off? OMG!!!! That means you have to work with the “dreaded” relief staff. Sometimes, it is quite easy to judge without knowing....some may even call it being biased. We have all been there at some point in our careers.

So, as your shift progresses you realize you made a mistake by judging your “co-worker.” He/she may actually be quite good!!!! Although he/she may not be as experienced, he/she definitely has potential. Why is it that we only acknowledge success after 100 years (I know I am exaggerating) of service. Why can't we acknowledge the potential of some of these solid workers.

The Q.A.E would like to take this step!

If you feel you have worked with someone who has left an indelible mark in your work experiences, please feel free to nominate them.

Criteria:

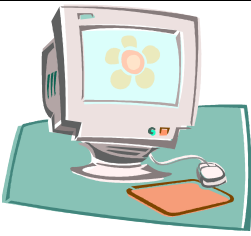
- ✚ Nominee must have no more than 3 years of seniority.
- ✚ Nominee demonstrates innovative approaches when dealing with the youth he/she is dealing with.
- ✚ Nominee must agree with the nomination.

If you know of someone who is worthy, please send us the story to:

Q.A.E.
6 Weredale Park
Westmount, Quebec
H3Z 1Y6



Visit our Q.A.E. webpage by going to www.cyccanada.ca



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

PROFESSIONAL ISSUES CORNER

FEATURE EXCERPTS FROM CYC-NET.ORG

Dear Stephanie:

Boundaries are not a matter of distance but of clarity. Within our personal and professional boundaries we enact certain roles, in this case, child and youth care worker. A role is nothing other than a set of expected behaviors; when we act outside of that set, we are outside of the role and most probably have crossed a boundary, e.g., a child care worker seeking to be the child's friend. There is a difference between being friendly and being a friend. The first is an attitude; the second is a role. The child is with us for our role as child and youth care worker and everything which that involves. How do you know you are crossing a boundary? Learn the "red flags" which will tell you that you are on the slippery slope to a boundary violation. An example of a "red flag": You find yourself about to say "Yes» when "No is the correct answer, and you are tempted to do this because you want the child to like you.

There is greater hurt when you do not do what is expected of you than when you disappoint a child by denying him something he wants.

Nick Smiar
University of Wisconsin-Eau Claire

From: Heather French
Sent: 17 October 2007 03:35 PM

Just asking the question indicates to me that you will never leave a child hurt. Often the kids that we

From: Gerry Fewster
Sent: 17 October 2007 09:05 PM

Hi Stephanie,

The simple answer is to create a distance and remain available. Boundaries are about making contact and you cannot do this if you don't create the space for yourself. You may wish to take a look at the two pieces I wrote on this topic in Relational Child & Youth Care Practice.

Cheers,
Gerry Fewster

From: Amanda Myalls
Sent: 18 October 2007 04:46 AM

I work at a Residential Treatment Centre for children ages 8-12. When I started working here in 2002 I was completely taken back by the problems and histories the children brought with them. They stay here anywhere from 6 months to a year so you really get a chance to know them. I believe that you really have to know and understand the children in order to help them and along with this you must take on their problems too. But, instead of letting this information get you down you use it to empower yourself to become educated to help them, to make them stronger people because of the adversity they have faced. When you show them you care you will never let them down or leave them feeling hurt. You will be able to leave at the end of your shift knowing that you are doing everything you can and that is all you can do.

are with have so little positive attention that any builds them up. Depending on your employment situation that may assist you in establishing some boundaries. The others you will have to find your own limits. You need time for yourself for what I like to call "input" because we are always called upon for "output". Good luck it is a tricky line to find :)

Your experiences with the children in your life do not go away at the end of the day. Being a CYCW is a part of who you are it is not just a job.

Amanda
CYCW
Nova Scotia

(Cont'd...)

PROFESSIONAL ISSUES CORNER

FEATURE EXCERPTS FROM CYC-NET.ORG

How do we know when we have been helpful ...

From: Jack Nowicki
Sent: 17 October 2007 07:17 PM

How do we ever really know anything? We can have an inner sense that we have done what we could to be an influence in another person's life. We can use all sorts of instruments to measure change (I like Duncan's SRS and ORS - <http://www.talkingcure.com/index.asp?id=106>) and we can inquire of the person if we have been helpful. Sometimes people know and sometimes they don't. For me it is much more a question of having dialogue with a person that is mutually satisfying, interesting, and thought-provoking, or as Harlene Anderson said, "Knowledge and expertise are tentatively offered as food for thought and dialogue and remain open to challenge and change". I am never convinced that a conversation with me can be "helpful" but I do get curious about the usefulness of conversations.

I don't know if this is "helpful" to you or not... just my thoughts at this time.

Jack Nowicki

From: Gerry Fewster
Sent: 17 October 2007 09:00 PM

We are never "successful" - that experience and ambition belongs to the kids with whom we work.

From: j.millar@rgu.ac.uk
Sent: 18 October 2007 09:43 AM

Hi One Feather,

We touch people's lives daily in all our actions across all our social groups. As long as we demonstrate at all times unconditional positive regard or that clumsy word 'love' we can trust that at least we will do no further harm. When we get it wrong we can apologise and explain our actions. This also will promote growth. I like the planting seeds analogy. I seldom look back and find that the affirmation of good action materialises at the most unexpected departures. For me this adds to life's rich tapestry. I also believe that faith and knowledge of oneself is crucial. Speaking for myself I have been most touched by people of conviction rather than those who appear trapped in an anxious state of wishing to please and self analysis.

Working with adolescents is an excellent discipline for ridding oneself of pride. Once pride has been eliminated you reflect back a deeper level of possible truth to those that challenge. I think that this offers real potential for personal growth beyond the superficiality of appearances in a given situation.

I'm losing myself so I'll stop there.

Peace
Jeremy

All we can do is create the conditions to the best of our ability. This, I believe, is what we should be evaluating.



Gerry Fewster

Ray of Hope



Often times it seems we pick up the newspaper and dread reading the stories associated with youth in our society. Why? We dread (but sometimes anticipate) reading about a youth who had previously been in our care. Have you ever spoken to co-workers in passing and asked about how the youth who once lived in your care are doing?

It seems we have conditioned ourselves to believe the byproduct of our type of work is negative. There have to have been youth you have worked with who (while they were with you) demonstrated a resilient attitude to overcome the adversities they may have been facing. Why is it that our focus of success is sought in other provinces or countries. Perhaps we need to look closer to home and find our success stories.

In line with this, the Q.A.E. would like to acknowledge those youth in care who have such stories. We are looking for youth who have:

- ✚ Demonstrated a positive life skill/choice that will enhance his/her future success.
- ✚ A willingness to do well in a given area i.e. community, school, home, unit, etc.
- ✚ Become a positive role model within their peer group.

How do you nominate the youth?

Write a detailed account of why you wish to nominate the youth including:

- ✚ The reasons for the nomination.
- ✚ At least one example demonstrating your point of view.
- ✚ If possible, include parents, teachers or any significant adult in the life of the youth in the process.
- ✚ Please keep the identity of the youth you have chosen confidential (identify the youth by initials only).

Who decides?

A panel of QAE members will read the testimonials of the nominated youth and then acknowledge

the youth they feel is most deserving.

For further information, please feel free to contact:

Kuldip Thind, Q.A.E.Board Member
(phone) 514-636-0910 ext. 124 or (e-mail) kuldip_thind@ssss.gouv.qc.ca

Q.A.E. BOARD MEMBERS FOR 2007/2008



PHILIP ALLEYNE, President
philip_alleyne@ssss.gouv.qc.ca

Sam Barile, Vice President
sam_barile@ssss.gouv.qc.ca

SANDY PARKES, Treasurer
sandy_parkes@ssss.gouv.qc.ca

ANNA VIRGINI, Secretary
anna_virgini@ssss.gouv.qc.ca

TONY MACIOCIA, Executive Director
tony_maciocia@ssss.gouv.qc.ca

DR. VARDA MANN-FEDER, Board Member
varda@alcor.concordia.ca

ROBERT CALAME, Board Member
robert_calame@ssss.gouv.qc.ca

SHERWIN LAPTISTE, Board Member
slaptiste@hotmail.com

Kuldip Thind, Board Member
kuldip_thind@ssss.gouv.qc.ca
Faith Fraser, Board Member
faith_fraser@ssss.gouv.qc.ca



SCHEDULE OF Q.A.E. 2008 MEETINGS

January 17th, February 21st, March 20th,

April 17th, May 15th, June 19th

**NOTE: QAE BOARD MEETINGS ARE OPEN TO ALL MEMBERS
AND FUTURE MEMBERS ARE WELCOMED TO ATTEND.**

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



MEMBERSHIP RECRUITMENT

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: Rick Smith (514) 761-6131

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

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 _____ TO _____

CONCENTRATION _____

UNIVERSITY (SPECIFY) _____

MEMBERSHIP CATEGORIES

- FULL: \$45.00 CHEQUE
 OR \$1.73/PAYROLL DEDUCTIONS (Batshaw only)
 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