



QUEBEC ASSOCIATION OF EDUCATORS

Association des Édicateurs et des Édicateurices du Québec

2004/2005



EDITION

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 Sherwin Laptiste
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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.cvccanada.ca

PRACTICE

FINDING GREATNESS IN YOUTH EVEN UNDER CHALLENGING TIMES

In a recent article by Larry Brendtro and Scott Larson, they highlight the importance of looking for strengths in youth, even in troubling times. The authors describe their Circle of Courage model in the following edited version of their article.

Children at risk who surmount difficult situations challenge traditional views that focus on problems through the lens of deficit and disorder. Difficult life problems pose dangers, but also can lead to new strengths and coping ability. According to the Circle of Courage model, positive growth results from opportunities to experience belonging, mastery, independence and generosity. The Resilience Code integrates key findings from resilience science with Circle of Courage principles. The goal is to bring research validated principles into practice and provide a roadmap to positive youth.

What we want to achieve in our work with young people is to find and strengthen the positive and healthy elements, no matter how deeply they are hidden. We enthusiastically believe in the existence of those elements even in the seemingly worst of our adolescents. – Kark Wilker, 1920.

Long before the terms “resilience” and “risk” came into common use, Alfred Adler (1930) used the words “courage” and “discouragement” to express similar ideas. Thinkers since Plato have tried to define courage. In the classic book, *The Courage to Be*, Paul Tillich (1952) notes that courage is necessary to surmount life’s difficulties, but courage only comes from experiencing adversity. Thus, adults should not shelter children from all difficulties, nor allow them to become discouraged. The goal is to support children as they develop courage to cope with the challenges and problems of life.

Continued on page...3

PRESIDENT'S MESSAGE



It's the journey, not the destination. This was the theme for the 13th National Child and Youth Care Conference held in Calgary, Alberta on October 12 to 15, 2004.

As a lead up to the conference the Council of Canadian Child and Youth Care Association held their general meetings on Sunday the 10th and Monday the 13th at the conference facilities (Calgary Westin Hotel).

On Tuesday, October 12, 2004, the Pre-Conference day was devoted to the meetings for National Certification and Canadian Associations. The goal of this meeting day was to look at addressing the professionalization of the child and youth care. The discussion paper was discussed by the various sub-committees. The Pre-Conference day was chaired by Dr. Carol Stuart of Ryerson University, Toronto, Ontario.

The conference was very successful, the delegates numbered over 600 and the workshops provided a large choice of interest of topics related to the field of child and youth care. One such workshop dealt with "Acupuncture in the programs for Marginalized Youth". The participants were exposed to the theory and research surrounding the use of acupuncture in programs with marginalized youth. I personally enjoyed the 30 minute relaxation exercise, which included an experience of acupuncture for the first time.



GOOD NEWS!!! The plans for the 2006 International Conference "Beyond Frontiers: Caring for children and families", has been in the planning state for some time now, things are coming together between the Council of Canadian Child and Youth Care Associations, the Quebec Association of Educators, the Association of Child and Youth Care Practice in partnership with the Association des Centres Jeunesse du Québec and Associations des CLSC du Québec. The dates are October 17 – 20, 2006.

The Quebec Association of Educators (QAE) was invited to give input into the Bachelor's level program in the Department of Applied Human Sciences at Concordia University. The Q.A.E. was pleased to be part of that exercise.

Finally, *a reminder to members that meetings are held on the third Thursday of each month at 6 Weredale Park... you are welcomed to drop in.*

Phillip Alleyne, President
Quebec Association of Educators

Cont'd from front cover

PRACTICE

FINDING GREATNESS IN YOUTH EVEN UNDER CHALLENGING TIMES

Resilience science is a relatively recent arrival on the psychological scene. A leading researcher, Emily Werner (1995), described resilience as achieving positive life outcomes in spite of risk. Resilience also involves the ability to rebound from adversity with greater strength to meet future challenges (Walsh, 1998). Clinical research shows that even serious disruptions in a child's life can offer unexpected opportunities for growth (Flach, 1988). How do we develop resilience in children? Research on positive youth development is providing a growing body of data about the factors that give kids the courage to thrive, even in the face of great adversity.

When the concept of resilience first was studied, the view of some was that this was a rare and remarkable trait of a few invulnerable super kids. Now we realize that humans by nature are resilient, for we are the descendants of survivors. Even children exposed to great trauma can turn their lives around, if they can develop certain inner strengths and rely on supports from caring persons in their lives. The other side of the coin is that there are no invulnerable humans, for if our basic needs are frustrated, we all are at risk.

During the last half of the twentieth century, psychology was preoccupied with the study of pathology (Aspinwall and Staudinger, 2002). Tomes were written about anger, guilt, depression, and trauma. Locked in this deficit mindset, little attention was given to human strengths like hope, courage, friendship and kindness. This is rapidly changing as resilience science has sparked a new positive psychology.

After decades of dwelling on the dark side of human behaviour, a psychology of human strengths is emerging. Researchers are now exploring how to cultivate qualities such as courage, responsibility and hope. In the words of leaders in this revolution: "Much of the task of prevention in this new century will be to understand and learn how to foster these virtues in young people" (Seligman and Peterson, 2003 p. 314)

In many ways the move to strengths is the blossoming of seeds planted over the past century in spite of the dominance of the deficit model, there have always been

powerful advocates for the strengths perspective. Following is a quick 100-year sample of contributions to a psychology of strength and resilience in work with troubled children.

In South Africa, Nelson Mandela's inter-ministerial Commission on Young People at Risk had a unique opportunity to reconstruct child and youth care programs. Rejecting the bitter legacy of apartheid, they embraced a strengths perspective. The Circle of Courage, first identified in *Reclaiming Youth at Risk* (Bendtro, Brokenleg and Van Bockern, 1990) was adopted as the basic model of organizing developmental assessment and strength-building interventions. This model focuses attention on the four principles of belonging, mastery, independence and generosity. When youth have the opportunities to develop these strengths, they thrive. When these are lacking, children are at risk. The commitment to this positive philosophy is expressed by Archbishop Desmond Tutu in the foreword to the latest revision of *Reclaiming Youth at Risk*.

We must look on children in need not as a problem but as individuals with potential to share if they are given the opportunity. Even when they are really troublesome, there is some good in them, for after all, they were created by God. I would hope we could find creative ways to draw out of our children the good that is there in each of them (Tutu, 2002)

Writing in *The Soul's Code*, James Hillman (1996) uses the metaphor of an acorn to describe each child's unique hidden potential. A tiny acorn carries coded instructions for becoming a mighty oak. All children are endowed with the seed of some unique "genius". In the struggle to find their purpose, they make missteps and show many problems. Our task is to provide opportunities so children can discover their destiny and calling.

It is amateur night at the Harlem Opera House. Ella, an awkward skinny teen, fearfully goes on stage. The announcer first tells the audience that this next contestant will dance for them. "Hold it, hold it. Now what's your problem honey?" Ella has just changed her mind so he announces her decision to the crowd: "She's not gonna dance, she's gonna sing (Hillman, 1996, p.10)

That night a shy girl found her calling, taking a new pathway to become the legendary singer, Ella Fitzgerald.

PRACTICE**FINDING GREATNESS IN YOUTH EVEN UNDER CHALLENGING TIMES**

Some children show their destiny and genius very young. Golda launched into leadership in fourth grade in Milwaukee, Wisconsin, public schools. She organized a protest against requiring poor children to purchase schoolbooks. She rented a hall to stage a meeting, raised funds, enlisted a group of girls to help, and then addressed the assembly. Young Golda Meir was well on the way to her destiny of becoming minister of Israel.

Robert Perry who crossed the Arctic and “discovered” the North Pole was the only child of a widow. He stayed close to his mother to escape the neighborhood boys who called him skinny and bullied him about his fearfulness. Mohandas K. Gandhi was a short, thin, sickly, ugly and frightened child, afraid of snakes, ghosts and the dark. His stand against racism in South America was a rehearsal for his nonviolent protest in India that confounded the power of the British Empire.

As children struggle to find their calling, along the way they often create grief for themselves and others. By current standards, Eleanor needed therapy before nine, she had lost a mother, younger brother and father. In school she was sullen and stubborn and threw tantrums. Because of school failure, she was taught for years by a tutor whom she hated. Deprived of normal relationship, she would fantasize and dream of the day when she would do great acts of compassion. The destiny of Eleanor was to care for a family and to be the strength behind her disable husband, Franklin Roosevelt as he served as governor of New York and president of the United States.

Conclusion

Two centuries ago, Goethe declared that the job of the educator was to find the germ of virtue concealed in the kernel of every fault. The resilience revolution has brought us full circle, back to the wisdom of early pioneers who saw positive qualities in even the most challenging youth.




The Association for
Child & Youth
Care Practice, Inc.

ACYCP releases Child and Youth Care Competency Document

Martha Mattingly of the Association of Child and Youth Care Practice and the University of Pittsburgh has announced during March 2001 that the North American Certification Project Proposed Competencies for Professional Child and Youth Work Personnel is now available for comment at: <http://www.acycp.org>.

The document was compiled by Mattingly assisted by Carol Stuart and Karen VanderVen. It outlines the background to the project and deals with educational requirements and foundational attitudes, before detailing the competencies under the headings of professionalism, cultural and human diversity, applied human development, relationship and communication, and developmental practice methods.

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 (EVI PRG) 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 prosocial 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 difference 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.

The International Centre for Aggression Replacement Training (ICART) has agreed to join with the Q.A.E. and other organizations of the 8th International Child and Youth Care Conference to be held in Montreal, October 17 – 20, 2006. They are proposing to do an ART mini-conference/workshops on the first pre-conference day (October 17) and at other times throughout the conference. More details will follow.

Kimberlee Anne Parker
A.R.T. trainer, Q.A.E. member

If you ask children if drugs are bad for them and can they hurt them, they will answer

yes

Yet some of these same children will become drug users in the future,

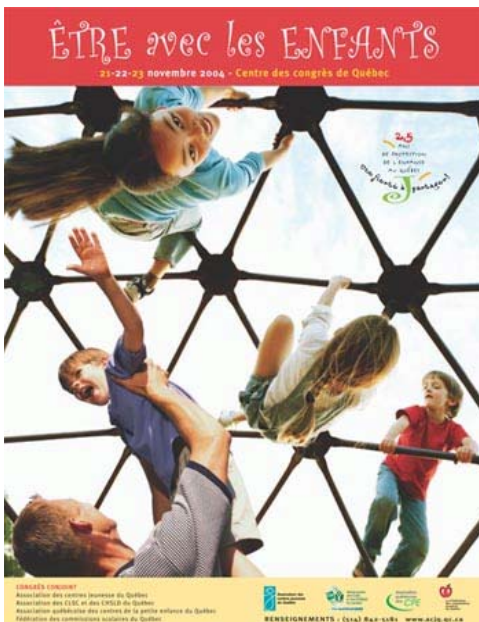
why

98% of people who have their first experience with drugs on any level, have that experience with a friend or family member first

This game is only for those parents who want to protect their children from the dangers of drugs...



www.decisionsgame.ca



Congrès Être avec les enfants 21 au 23 novembre

Intervenir Auprès des dyades mère-enfants de familles à risque : La perspective de la théorie de l'attachement

C'est au Centre des congrès de Québec que se réuniront, du 21 au 23 novembre, les participants du congrès conjoint Être avec les enfants. Organisé par les quatre réseaux que sont les centres jeunesse, les CLSC, les commissions, scolaires et les centres de la petite enfance, le congrès s'adresse à l'ensemble des intervenants travaillent auprès de l'enfance, de la jeunesse et de la famille.

Vous recevrez très prochainement des copies du programme officiel dans vos établissements. Il est également disponible à partir de notre site web:

www.acjq.qc.ca/congres2004



BATSHAW TAKES NOTICE OF Q.A.E. MEMBERS

*LOUREEN GUILLAUME, educator D.Y.P. Batshaw and
PAT PIEDIMONTE, educator Mountainview*

Were presented with the Awards of Excellence from the Quebec Association of Educators

TONY MACIOCIA, coordinator in the Division of Residential Treatment Services for Adolescent

Was presented with the Outstanding Achievement Award from the Association for Child and Youth Care Practice

DR. VARDA MANN-FEDER, psychologist in the Division of Professional Services

Was presented with the award for Devotion and Excellence, as editor of the Journal of Child and Youth Care Work, from the Association for Child and Youth Care Practice



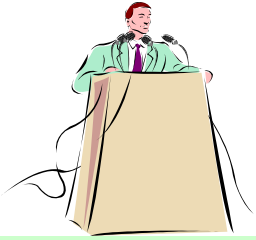
BATSHAW LAUNCHES GREATER EFFORT TO SUPPORT YOUTH

Support Link, a Batshaw program that helps prepare older adolescents for independence, is pleased to introduce two new opportunities for older youth, to help them reach a good level of employability.

PAINTING APPRENTICESHIP: BASED AT 6 WEREDALE

UPHOLSTERING TRAINING: BASED IN RIVIÈRES DES PRAIRIES

Diane Cleland, educator, is responsible for these programs. If you need to get more information, contact Diane at 932-7161 ext. 354



NEXT INTERNATIONAL CYC CONFERENCE In full planning

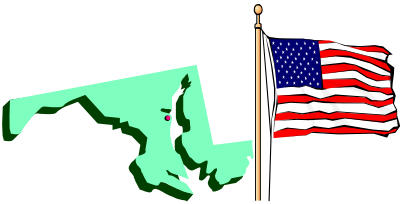
Q.A.E. members are encouraged to save these dates: OCTOBER 17 TO 20, 2006

The dates are now confirmed that the 8th International CYC conference will be held here in Montreal at the Palais de Congrès . Several organizations are taking the lead in the planning. They are: Association of Child/Youth Care Practice, Council of Canadian CYC Associations, Quebec Council of Canadian CYC Associations, Quebec Association of Educators (Q.A.E.), Association des Centres Jeunesse du Quebec (ACJA) and the CLSCs. As well, the School Commissions in the field of early childhood education appears to be interested in having input into the planning.

We are expecting over 1500 participants from over 30 countries to join us in 2006! Q.A.E. members will have a “front seat” window on this event and will have opportunities to help when the time comes.

SAVE THESE DATES!!!!

Tony Maciocia
Co-chair
International Conference



ACYCP BOARD HOLDS BALTIMORE MEETING

During the first weekend in November, the ACYCP (Association of Child and Youth Care Practice), of which we are a member, held ongoing talks on the North American Certification Project (NACP). ACYCP, along with other leaders in the field of child and youth care, continue to provide leadership so that we, one day, have professional certification. A similar initiative and almost parallel process has developed in Canada.

Recently in Calgary, at the last Canadian National Conference, Dr. Carol Stuart from Ryerson, a University CYC program, facilitated a one day work group to address National standards/certification for Canada. The details of this exchange will be made available to Q.A.E. members in the New Year.

ASSOCIATION DES ÉDUCATEURS ET DES ÉDUCATRICES DU QUÉBEC
QUEBEC ASSOCIATION OF EDUCATORS



BOARD MEMBERS FOR 2004

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philip_alleyne@ssss.gouv.qc.ca

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sandy_parkes@ssss.gouv.qc.ca

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tony_maciocia@ssss.gouv.qc.ca

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LAVINE MCINTYRE, Board Member
lavine_mcintyre@ssss.gouv.qc.ca

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sherwin_laptiste@ssss.gouv.qc.ca

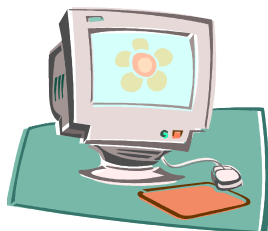
SAM BARILE, Board Member
sam_barile@ssss.gouv.qc.ca



SCHEDULE OF UPCOMING Q.A.E. MEETINGS

December 16th January 20th February 17th March 24th
April 28th May 26th June 16th

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



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.



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

Vanier College: Department of Special Care

Counselling: (514) 744-7629

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

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

