Thursday Morning

**TM-1**

**Self Care – Crucial for Physical and Mental Well-being**

The importance of self-care is often spoken about in the field but most often not consistently practiced. This workshop will motivate to prioritize and practice self-care knowing it is imperative to the challenging work we do.

**Key Message:**

Define and understand self-care. Exploring and understanding what we personally bring to the work we do and the challenges in the systems that we work in. Discuss the risks associated with working in the helping field and explore terms such as compassion fatigue, burnout and vicarious trauma. Recognize the systems and strategies to minimize the risk of poor physical and mental well-being. Participants will develop greater insight to increase their ‘tool box’ to practice self-care.

If you think you are too busy to attend a workshop on self-care then it is important you consider this workshop!

Karen Hay, C.Y.W., BA (CYC) is a Clinical Case Consultant at the Therapeutic Family Care Program in Cobourg, ON. She works with a multidisciplinary team to support families involved with three local Children’s Aid Societies. This includes foster, adoptive, kinship and biological families. In this role Karen provides clinical support and education/resources to gain a better understanding of the impact of developmental trauma on the brain. Relationships and advocacy for children and youth is the foundation of her practice. Karen has over 25 years combined front-line experience in the CYC field working in residential, education and Child Welfare. She is a graduate of Centennial College (’91) Child and Youth Worker Program and Ryerson (’13) Bachelor of Arts CYC program.

Jackie Robertson is a Registered Psychotherapist and a certified CYC practitioner with extensive experience working with parents, children and youth dealing with various life experiences, personal, and familial issues. Jackie brings over 30 years of experience in adolescent mental health and child welfare, with focused work on mental illness, trauma, attachment and adoption. She is passionate about helping families become healthier. In addition to her work as a registered psychotherapist and a clinical case consultant at TFC, she is a speaker at various workshops and seminars.

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**TM-2**

**Exploring Child and Youth Care Learning Outcomes, Core Competencies and putting then into practice**

This workshop will be a guided interactive conversation about the Ministry of Training, Colleges and Universities learning outcomes, CYC Core Competencies and the realities of putting them into practice during internship and in practice. We hope to share ideas and weave perspectives about how to further enhance the learning experiences for students in internship and for the staff and agencies they are placed in. We believe that there is room for growth and learning for all involved in regards to staying current, using new evidence-based research and actually putting the theory into practice. We encourage experiences students, faculty, CYCPs and field supervisors to come and share their experiences, concerns and knowledge. Our objective is to wrap up with some ideas for deepening our reflective practice from all perspectives.

**Key Message:**

As CYCPs we have committed to ongoing professional development and lifelong learning. We hope to inspire attendees to continue the conversation about ongoing and ever-present need for those in CYC education and those in CYC practice to learn from and inspire each other with their classmates, colleagues and faculty.

Charlotte Serpa – CYC – Professor in Child and Youth Care Programs at Humber College.

Steve Gregory – CYC-Residential Director at Children’s Mental Health Program.
**TM-3  We Need You: Finding the Leaders of Tomorrow Today**

Every Child and Youth Care practitioner is an influencer. Some aspire to formal leadership roles and may wonder what’s involved and curious about the demands of a leadership position. This session will provide a forum for inspiring future CYC leaders and providing a realistic look at the challenges related to leadership roles and making an impact on organizations and systems. Join this interactive session to hear from experienced leaders in the field (and some possible special guests) about the skills and qualities of effective leaders, the diversity of leadership styles, and gain ideas about how to strengthen your potential for leadership.

**Key Message:**

After this session participants will be able to:

- List some of the skills and qualities of effective leaders
- Describe multiple leadership styles and different approaches to a leadership role
- Explain an inner motivation that drives them to aspire to a leadership role

**Okpara Rice, MSW** is the Chief Executive Officer at Tanager Place, a children’s residential and community care provider in Iowa. He is a past president of the Association of Children’s Residential Centers.

**James Freeman, MA, CYC-P** is the Director of the Training Institute at Casa Pacifica Centers for Children and Families in California. He is a past president of the Child and Youth Care Certification Board and volunteer editor for the International Child and Youth Care Network.

Both facilitators have served life-long careers in child and youth services in a variety of roles and practice settings. If the proposal is accepted special guests will be invited to the session to share insights from their leadership experiences.

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**TM-4  Child and Youth Participation: Are We There Yet?  An Exploration of Where We Are, Where We Are Headed, and How We Get There**

In the current political climate and with the closure of the Ontario Child Advocate (OCA) there is an urgency for Child and Youth Care Practitioners (CYCPs) to elevate the voices of children and youth and advance their meaningful participation across all levels of service design and delivery. However, we must first pause and critically reflect about what meaningful participation entails to ensure that we do not cause more harm than good. This workshop draws on a research study titled “Shifting Perspectives: How Young People’s Agency Can Transform Residential Care”. The workshop will highlight key themes and engage participants in a reflective process to examine the complexities of participation and explore pathways forward. We encourage diverse forms of participation and will provide a variety of tools for expression.

**Key Message:**

- Focus on ensuring participation for marginalized/excluded children and youth
- Appreciate that participation is a process, it is relational and contextual
- Gain deeper insights into the tensions and barriers to meaningful participation
- Identify pathways for the advancement of meaningful child and youth participation

**Amanda Mayhew** is a Child and Youth Care Practitioner who has been in the field for over 10 years. Amanda holds a master’s degree in Child and Youth Care from Ryerson University. Her expertise is in residential care, where she has been a leader in relational and strength-based approaches. She is well versed in research on children’s rights and youth engagement and is passionate about advocating with young people to be included in all decisions that impact their lives. Amanda shares this passion in her recent work as a Contract Lecturer at Ryerson University and Humber College.

**Jemmelia Morgan** is a CYC graduate of Ryerson University. For nearly 10 years, Jemmelia has passionately supported at-risk youth and families in the Peel and Greater Toronto Area. She has maintained high success rates while facilitating groups such as Youth Mentoring Programs, therapeutic and mental health centered programs, employability skills workshops, as well as community outreach events for transient youth and newcomer families.
Katarina Muir is a graduate from the direct entry B.A., Child and Youth Care program coupled with a minor in Disability Studies at Ryerson University. Katarina currently works full time as a Residential Support Worker with Griffin Centre Mental Health Services. She channels her education and experience to advocate with and for the youth that she works with to help enhance youth participation.

TM-5  
**Teaching Tales: from many years of Experience**

CYC learning grew out of the story-telling tradition. We all tell stories in our training, teaching and support of each other’s learning. In this workshop we will explore what makes a story a relevant and effective teaching tale.

**Key Message:**
Participants will develop an appreciation for the characteristics of a good teaching tale and the difference between a story and a teaching tale.

Thom Garfat is the owner of Transformation and the developer of the training “The Purposeful Use of Daily Life Events” and well as the co-founder of CYC-Net.

Andy Leggett is the founder, Owner and Clinical Director of Broken Arrow Residential Treatment Services.

TM-6  
**Advocacy: Lessons Learned and What Happens Next- Perspectives of Three 1st Year CYC Students**

A presentation done by three first-year CYC students who would like to share their experiences thus far with the CYC field and the importance of student-teacher relational learning in and out of the classroom. We hope to show others the affect that child and youth care has had on us and our perspectives of the world because of it. We intend to use the recent closing of the Provincial Advocate’s Office as a platform to share how vital we believe advocacy is to those in the field right now and what role it will play in the future. We will be ending our presentation with an all-inclusive activity that will give everyone a chance to share their own personal experiences with the CYC field.

**Key Message:**
Advocacy in the CYC field is necessary for the people working with children and youth and the children and youth themselves. We believe that advocacy has become even more important now with the closing of the Advocate’s Office and would like to, not only hear others’ stories about their experiences, but also show that the next generation of CYC practitioners are going to take advocacy seriously and work twice as hard to ensure that the rights of children and youth are upheld.

Nicole Ostrowska is a first-year student at Sheridan College in the Child and Youth Care program. Growing up with an older sister on the autism spectrum has given her an insight into the lives of those with unique challenges in their lives and she hopes to one day be able to contribute her knowledge and experiences to the child and youth care field while being inclusive of everyone and acknowledging every person’s uniqueness and cultural/human differences. In her spare time, she enjoys hiking in the Halton region’s conservation areas, travelling and gaining as much insight into others’ lives and cultures as she can, her 2 beautifully chaotic cats (Balthazar and Kiara), and spending as much time as she can with her equally chaotic family.

Jessica Barclay is a 24-year-old student attending Sheridan College for child and youth care. The effect her CYC practitioner had on her as a youth has inspired her to follow in their footsteps and she hopes to be able to travel to Scotland and work with the less fortunate before her 30th birthday. When she isn’t in class, she’s hanging out with her parents or cuddling with her 6-year-old Australian Sheppard, Blitz. When she isn’t working part-time at the Beer Store, she and Blitz are the definition of “Netflix and chill” at home.
Charity Miners is a first-year student in the Child and Youth Care Program at Sheridan College. She one day hopes to be able to contribute back to the community and help children and adolescents who are experiencing trauma and abuse in their homes. She would also like to use her knowledge and understanding from being in the foster care system to her advantage and support those in need. During her spare time, she likes to take care of her younger siblings and spend time with everyone she can, allowing her to gain insight into each and every life she connects with. Charity enjoys spending quality time with friends and family, as well as travelling when possible.

Applied Human Development & Culture and Human Diversity

TM-7

Collaborative Treatment of Development Trauma; Supporting Children and Families Using Life Books and Attachment-Focused Psychotherapy

Children who have been severely impacted by early abuse and neglect often have multiple challenges, impacting relationships, leading to moves and different caregivers. The complex effects of Developmental Trauma leave the child reactive and very difficult to parent. This training will present a collaborative approach to treatment addressing early trauma and relational reactivity. A therapeutic life book can be developed and used in the home to introduce the child to a coherent and nonjudgmental telling of their story with the support of the care-giver. The life book is also used in a coordinated attachment-focused psychotherapy to more intensely address associated attachment-based reactivity.

Key Message:
- To briefly review developmental trauma, as trauma occurring in the attachment relationship
- To understand how helping children develop a coherent narrative is crucial in helping children heal from developmental trauma
- To gain an understanding of important elements of a therapeutic life book
- How to use the life book as a therapeutic tool, in a collaborative approach to the treatment of developmental trauma

Nancy Burton graduated from the CCW Program at Humber College in 1983. Her career has included positions in: Children’s Mental Health Agencies, Court Clinic Day Treatment Program, Hospital Crisis Program, and Child Welfare, working with at risk children and youth, and a multidisciplinary team focus. For the past 13 years, Nancy has worked at the Therapeutic Family Care Program for Durham, Highland Shores, and Kawartha Haliburton CAS’s, as a Clinical Case Consultant, bringing a therapeutic lens to support children and families within the Child Welfare System. The primary focus is through understanding attachment and trauma, effecting change through healing relationships, and supporting healthy development and permanency for children and youth in Care.

Relationships and Communication & Professionalism

TM-8

CYC: Can You Change

Using my lived experiences and the class content of multiple courses, I would demonstrate the importance CYCs have in the field.

Key Message:
- To inspire and motivate others
- Encourage membership with the OACYC
- Identifying possible challenges of taking on the CYC role
- Breakdown steps that can be molded to fit a CYC’s barrier

Ranjit Saini graduated from the Early Childhood Education diploma program at Humber College. She currently is in her second year of the Bachelors in Child and Youth Care. With many lived experiences with her childhood, school, family, post education, these experiences have enabled her to want to work “with” children/youth versus “for”.

Culture and Human Diversity & Developmental Practice Methods

TM-9

Ioiánerë Karîhonnienňîntshëra, Ioiánerë Ka’nikonhrâňhtshëra? Quality Education, Quality Care?

This workshop focuses on the intersections and relationships between education and public policy problems. Specifically a conversation will take place surrounding the relationship between post-secondary education and the over-representation of FN children in care and how the ways in which we teach, learn and work can help change these outcomes. The goal is to enhance knowledge and spark conversation about this topic, but also the broader topic of intersectionality; relationships between ideas and identities that often do not get
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

O A C Y C P r o v i n c i a l C o n f e r e n c e , P e t e r b o r o u g h • 2 0 1 9

considered. The main focus will be on Indigenization and what that looks like in our institutions and workplaces and why it is so important for this process to take place in a meaningful way; because its effects extend far beyond the institutions themselves. This workshop will place emphasis on discussion as hearing the many different perspectives and worldviews from the diverse participants must take place so the information can resonate with each person.

Key Message:
Entsitewahwe’nón:ní ne ‘onkwa’nikón:ra’ We must put our minds together. With this key message in mind, it is with hope that participants leave with more knowledge than they came in with and with a desire and curiosity to learn more and bring back ideas to their own institutions or places of work to inform change. This workshop was developed from a Masters MRP on the subject and has since proven to speak important and challenging dialogue about how being aware, informed, and willing to learn and create space for Indigenous folks can improve outcomes in the field of CYC and all of the therapeutic spaces in which our work pays out.

Megan Lewis is a Kanien’kehá:ka woman currently residing in Tkaronto, Ontario. As a member of Tyendinaga Mohawk Territory, but having grown up off reserve anywhere from 200 kilometers away in urban areas of Ontario, to 1,000 kilometers away in rural areas of New Brunswick and Nova Scotia, she did not grow up very connected to her culture or community. However, throughout high school she started to learn more about her familial history and culture and that sparked a journey of self-discovery and reclamation that she is still on. Having recently completed her undergraduate degree in Child and Youth Care, and her Master’s degree in Public Policy and Administration from Ryerson University, she has developed a passion for the advocacy of Indigenous and LGBTQ2S+ people and communities through education. Having completed her time as a student for now, she wanted to continue her involvement with the Indigenous community and that is when she applied to be a part of Canadian Roots Exchange; because it allows for the opportunity to make a difference in the perspectives and lives of both Indigenous and non-Indigenous youth and young adults through education. Currently working with the Public Health Agency of Canada after spending many years working in community based organizations, she continues to strive to make connections between policy and practice. She enjoys any opportunity to share knowledge by guest lecturing in the child and youth care department at Ryerson and attending conferences and workshops. In her spare time she enjoys photography and has recently taken up archery.

Presenters Bio: I am an Algonquin mother, sister, daughter and aunt. I am a helper, a social worker and a leader for Dnaagdawenmag Binnoojiyag Child & Family Services. I was raised by a very strong Anishinabe Kwe, who was always proud to be Algonquin and taught me what she knew. My mother is a very spiritual being; she taught me how everything is interconnected, about intergenerational trauma, about wellness and about healing. Over the past 30 years I have been actively seeking and learning about how to be the best Anishinabe Kwe I can be. Given my family history of trauma and resilience my passion has been to assist others in finding their way towards understanding and wellness. In my current role as the Director of Service for Dnaagdawenmag Binnoojiyag Child & Family Services, I strive to lead by example and work hard to be humble, accountable and trustworthy. My gifts to share are kindness, sharing and helping others find their peace.
Expressions. It is imperative that we learn to listen closely to the voices of young “queer” people who are marginalized and show up in residential care settings at a significantly higher rate that their cisgender, straight peers.

**Key Message:**
- Increase comfort with some of the terms shared with the group, in practice, through self-evaluation and action
- Increase knowledge of terms currently in use with these populations
- Carry your new comfort, knowledge and commitment outside of the training room into your practice and your life
- Make a commitment (hopefully) to become an ally to these populations

Douglas A. Glick, LMSW, LCSW is a trauma-informed therapist and consultant that has worked in human services for more than 27 years. He has worked in the fields of HIV/AIDS, adolescent residential treatment and private practice. Douglas has written and presented on cultural and linguistic competence in working with people with diverse sexual orientations, gender identities and expressions and has worked on anti-racism as well. Douglas believes strongly in strengths-based work through all of his areas of work. Prior to returning to Michigan in 2017, Douglas was the Director of a 45-bed adolescent residential treatment center in Richmond, VA. He is a member of the board of advisors for the Association of Children’s Residential Centers.

Thursday Afternoon

**1:00 – 2:30 session – 90 minutes**

**RELATIONSHIPS AND COMMUNICATION & DEVELOPMENTAL PRACTICE METHODS**

**TA-1**

CYC’s Set up Youth With FASD for Failure

As Child and Youth Care Workers in the making, we have noticed the lack of FASD-informed colleagues in our field. We believe that FASD is an important disorder to be more educated on, as they have individualized needs that are different from other disorders. We have taken a significant notice to their overrepresentation in youth justice facility. This suggests that we are too late in intervening in their lives. We want to educate our fellow colleagues on better ways to approach these individuals and work alongside them and create therapeutic interventions that help build them up. We will do this through helping create a FASD-informed lens in Child and Youth Care Workers.

**Key Message:**

Obtaining an FASD-informed lens to use in the field & having more ideas for creative therapeutic interventions to use with FASD youth.

**Victoria Adams** is a Child and Youth Care graduate from Sheridan College. She has been involved in working with youth for 6 years through being a dance instructor, child care provider, and a camp counsellor. She has a passion for assisting youth through their lives and also an artistic passion and makes these two passions fluid in her work life.

**Joseph Choi** is a child and youth care graduate from Sheridan College. He has been involved in working with children and youth through LIT Camp, personal support work, and special needs camps. He is very passionate about working with youth at risk and providing them with resilient attributes to be successful in their daily lives.

**Samantha Harris** is a graduate from the Child and Youth Care program. She is entering the field bringing fresh and new learning to apply to her work. She is passionate about working with youth and plans to continue her education in the field. She is excited to educate others on her new understandings and learnings within the field.

**TA-2**

Understanding Neutrality in the Role of a Supervisor

Using two of the CYC competencies: Human Diversity & Relationship and Communication to provide a better understanding of how the role of a Child & Youth Worker can support the safety of children who have become...
entangled in a court custody battle that requires the involvement of community & legal protection organizations.

The eyes of a neutral third party supervisor can assist the courts by:

- Minimizing the time the child is removed from one parent
- Provide access in a normalized family environment
- Assist the courts to understand the relationship between a child and parent

**Key Message:**

- Neutral Report Writing: Happy vs. Smile
- Understanding personal bias: Self-awareness
- Cultural Awareness: Uncomfortable vs. Unsafe
- The Legal system and the role of the Child & Youth Worker

Lynda Evans is the Director of the Supervised Therapeutic Access Program and is trained in Parent Coordination. She uses her knowledge and training in Alternative Dispute Resolution to support families through conflict resolution as well as present alternative methods to address their individual needs. Lynda has 24 years of experience working with children, adolescents and their families in mental health programs that focus on assisting individuals gain control over their behavior. Lynda attended York University and graduated with a degree in psychology. She has also provided services as a private practitioner in a number of settings and in community based contracts. She brings an exceptional professional manner in dealing with client, family members and with community organizations in social service, education, youth justice and health care.

Sonia McDonald is a qualified Child & Youth Worker, is a Cambrian College graduate with experience working with youth of all ages and is a professional, certified member of the Ontario Association of Child & Youth Counselors. With over 20 years of experience in the field, Sonia possesses a wide range of skills and experiences with children, adolescents and their families. Sonia became an ASIST Trainer with Living works in 2007 within her role as a youth project facilitator at the Canadian Mental Health Association. In addition, she is also a certified SafeTalk Trainer. She has worked with a community training team as well as facilitated much training at colleges and high schools over the past few years. She has recently upgraded her ASIST certification to become a consultant trainer. Sonia also teaches at Humber College in the Police Foundations Program.

Suzanne Amodeo has an extensive background working with children and their families going through transitions due to unexpected life circumstances. She attended York University and graduated with a bachelor of arts. Suzanne has spent her career working with families who have gone through trauma and are dealing with the aspect of putting their lives back in order after the crisis. Suzanne is a Licensed Paralegal, Certified Case Manager and Canadian Life Care Planner. She has sat on the National Case Management Board, Canadian Spinal Cord Research Organization and Ontario Brain Injury Association board. She has been trained to support families who have or are going through major issues involving: substance abuse, behaviour modification and cognitive related challenges. Suzanne has worked in the family court systems and understands the need for support while families work through their child custody issues.

**PROFESSIONALISM & RELATIONSHIPS AND COMMUNICATION**

**TA-3 Supervision: How do I give it, get it, and then what do I do with it?**

This workshop is for supervisors, students, and staff alike. Participants will share experiences of participating in supervision while working in the CYC field. They will share aspects that they found were supportive, promoted self-growth and development, and provided an atmosphere to challenge and grow one’s own CYC practice. Supervisors are key in the development of CYC individual skill development, as well as creating a team atmosphere where everyone can feel safe and supported. Participants will explore ways to mentor others while in a supervisor role, giving supportive and constructive feedback to others.

**Key Message:**

Incorporate relational CYC practice to enhance supervision and to seek and provide meaningful feedback. Identify aspects of supervision that are effective while working in the CYC field. Explore supervision strategies that promote personal growth, and challenge the status quo. Demonstrate ways in which to request, give and receive supervision.

Jodie Adams is a CYW graduate from Centennial College and has worked in Children’s Mental Health for 25 years before becoming a full-time faculty and program coordinator in the CYC program at Centennial College. She is currently completing her Bachelor of Education in Aboriginal Adult Education from Brock University. Her experiences in the CYC field lead her from residential work, to day treatment, to family crisis work, in-home support, to managing a residential and day treatment program and finally working as an ASD Consultant within the community.
Paola Ostinelli is a CYW graduate from Humber College, holds an Honours Bachelor of Arts in Psychology (York University), and completed her Master of Social Work (University of Toronto). Paola has worked in the field of child and youth care for over 15 years before becoming full-time faculty in the CYC program at Centennial College. She has experience working in school, residential, community, mental health, hospital and private practice settings.

RELATIONSHIPS AND COMMUNICATION

TA-4 From Tension to Triumph: A Youth Engagement, Story-telling Model

The program From Tension to Triumph is part of a student-lead mental health initiative of Lambton College, called Let’s Face It. We all have mental health, and with that, we all have a story to share. Let’s Face It has three program areas including on-campus mental health activities, peer mentoring, and outreach activities. The students of this program empower and support other students, sharing useful tools and their experience/knowledge. The outreach initiative uses From Tension to Triumph to engage local Grade 12 students, with the intention of assisting in the transition to post-secondary. Through the sharing of their own experiences, student leaders cover a variety of topics in their presentations – such as everyday stress, positive coping, staying balanced, resiliency, and transition. In this workshop, we’ll be discussing how a youth engagement model has been used to empower students into leadership positions that allow them to give back to the next generation of post-secondary students and share their experiences of how they exercised resilience in an important and stressful transition time. Similar to our in-school presentations, this workshop will feature a variety of activities and story-tellers that reinforce our message of positive mental health and resiliency. As well as demonstrate interactive and creative ways for Child and Youth Practitioners to engage young people in the empowerment of other young people.

Kaity Ravelle and Toni Fulkerson are recent graduates of Lambton College. They both hold an advanced diploma in Child and Youth Care, and both have a Social Service Worker diploma. After graduation, they were hired at Lambton College to help enhance the youth engagement model of the Let’s Face It program. They both share a deep passion for mental health and growing awareness through story-telling.

PROFESSIONALISM & RELATIONSHIPS AND COMMUNICATION

TA-5 If you Don’t Stop Behaving that Way...." The Impacts of Discipline on Neurodiverse Youth and What we can do About it

In this Workshop we will explore the negative messages and actions that are often imposed on neurodiverse children and youth in an attempt control their behavior. As this conference’s theme is about “Challenging Ourselves through Storytelling and Narratives”, I would like to start with a little of my own story:

Some of the negative ‘support’ that I have experienced growing up, were messages like “You know one day if you don’t stop behaving that way the police are going to come and arrest you and throw you in jail”. Another one I heard when I was older was “You are not a child anymore the police will come and arrest you and they won’t care about your mental health issues. They will just throw you in jail.” In that instance they continued to graphically describe what happens a lot in jail. Things such as sexual assault, assault, stabbings etc. I have also been suspended and sent to the school office for simply standing up for myself.

Autistic youth rarely (if ever) react out of nowhere as teachers, administrators, and practitioners often believe. There is always an instigating factor. There needs to be more understanding around behavior and why autistic children behave the way they do.

Punitive messages and actions, without knowledge of neurodiverse ways of being, are harmful and
unproductive because they do not work to change the behavior. In addition they cause young people a lot of unnecessary anxiety and in some cases (such as my own) lead to self-harm, thoughts of suicide and feelings of worthlessness and shame. For a neurodiverse young person, these punitive actions have lasting impacts that influence the trajectory of their life in small and large ways. Even today, I face barrier after barrier to secure housing, attend school, and be included in meaningful ways.

Key Message:
This workshop will explore how CYC’s can use a relational approach to work with youth to change their behavior while challenging the dominant messages that attempt to control, intimidate and ‘fix’ the young person.

By the end of this workshop participants will have:
• Learned some strategies, through engaging in the narrative of one autistic, trans feminine young adult, to develop their approach in supporting young people at risk of entering the youth justice system
• Explored relational practice techniques to work with youth on their behavior
• Discussed and engaged in the effects these negative messages have on youth
• Gained deeper understanding through a relational and open discussion of these sensitive issues

Isabella Leaton is a 22 year old trans feminine, autistic young adult and uses She/Her pronouns. She has a lot of lived experience that she feels is important to share with the CYC community in order for us as a community of professionals to learn and grow. Up until recently Isabella was a CYC student at Humber College in Toronto. She decided she wanted to be a CYC because of all the negative and positive experiences she had growing up, in school, within the mental health system, and more recently with the justice system. She wants to use her lived experience to help future Generations of children and youth hopefully have more positive experiences within the settings that CYC’s work in.

Thursday Afternoon

1:00 – 4:30 session – 3 hours

Applied Human Development & Relationships and Communication

TA-6 Fostering Resilience during Pregnancy and beyond: examining the implications of intergenerational trauma

Utilizing an anti-oppressive and feminist framework we will examine the impacts of domestic violence and past trauma, during the stages of pregnancy, childbirth and the post-partum period. Supporting Mothers in their birthing and caregiving journey enhances maternal health and decreases intergenerational cycles of trauma. Reviewing evidence-based research on attachment, parenting and neuroscience will support participant’s understanding of how to apply trauma-informed care and interventions for mothers and babies during pre-birth stage and beyond.

Key Message:
• Increased understanding of how the impacts of trauma emerge during pregnancy, birth and post-partum periods
• Learn how to support survivors of abuse during these times utilizing an anti-oppressive, Trauma informed lens
• Gain an understanding of the impacts of trauma on different ages and stages of development
• Review evidence-based research on attachment, parenting and neuroscience
• Learn about relational Youth engagement strategies and interventions to support young mothers and fathers in the caregiving role
• Examine the gendered nuances of the role of young mothers in a society that stigmatizes and marginalizes youth
• Promote equitable resources and supports for all women and young girls impacted by violence

Tracey Wicks is a Child and Youth Worker who specializes in youth engagement, advocacy and crisis intervention support. Tracey utilizes an anti-oppressive and feminist approach when supporting youth and adults in trauma re negotiation and support services. Tracey has presented on topics related to youth gender and sexual identity, attachment parenting and trauma informed birth practices. She also holds years of experience as a practicing Doula for mothers facing pregnancy, birth and parenting who are dealing with trauma. Tracey has vast experience working in the field of Domestic Violence in various capacities, including public education. Domestic Violence overview, Impacts of Domestic Violence on Children and Healthy Relationships are some of the topics she has successfully facilitated.
CULTURE AND HUMAN DIVERSITY & RELATIONSHIPS AND COMMUNICATION

**TA-7**

**Using the Arts in Your Practice**

The belief that creativity lives inside everyone drives this community arts based workshop. You don’t have to be a professional artist to use the Arts in your practice. This experiential workshop explores the unique power that the Arts have in their ability to access youth in an intimate way through the form of creativity, humour and safe risk taking through experiential creative activities.

**Why the Arts?**

The Arts can be used in any setting and can be modified to meet a variety of different needs. Studies show that schools and community organizations that implement the arts in their programs have overall positive outcomes. They are found to benefit youth in multiple domains, including: increased participation and learning, being more self-directed, improved relationships, a feeling of connectedness to one’s community and confidence building.

**Key Message:**

In group work, *The Arts* can be a key to connect with a group quickly to form a collective feeling of collaboration, creativity and success. This workshop is for anyone who works with groups and wants to bring more creativity into their practice. This workshop is particular for those who have ever thought, “I can’t do that, I’m not an artist”. **We are all artists.** Child and Youth Work is an art.

Participants will leave with several art based tangible tools that they can implement in their CYC practice immediately.

**Zoë Guzman-Poole** is a Child and Youth Care practitioner, workshop facilitator, artist, entrepreneur and avid traveller. She currently works at the Ottawa Carleton District School Board empowering children and youth within a school setting reminding them that they are creative beings in a sometimes-grey world. She believes in the therapeutic value that the arts have in empowering both individuals and groups to look within and extent that reflection outwards.

**Lucila Al Mar** is a Singer Songwriter, Art/Music Facilitator and Yoga Practitioner, whose greatest passion is empowering the community and bringing people together through the creative arts. Reminding people of the power that they carry within and how to connect to their own creative voices. She leads workshops on creativity, yoga, music and poetry for youth and adults in the Ottawa area.

**TA-8**

**Enhancing Our Story; Incorporating The PersonBrain Model into our Therapeutic Interventions**

The PersonBrain Model relies upon the best of brain based science and trauma informed care. The training provides immediate and practical skills for working with children and youth. The model recognizes that people facilitate therapeutic change as therapeutic helpers. PersonBrain identifies ways to heal and transform a child/youth’s brain at any age. Participants will have an opportunity to explore these concepts using their own professional experiences with children and young people.

**Key Message:**

Participants will acquire an introductory understanding of The PersonBrain. Additionally, participants will begin to understand the ways in which brain development is effected by trauma and methods for retraining and developing the brain through relationships.

**Carleigh Sanna, CYW** has been working for the past 5 years as a Child and Youth Worker for Key Assets. She has worked directly with children and youth as a 1-1 counsellor to help them integrate into their foster home, develop skills and maintain/form relationships. She has recently moved towards working directly with foster carers to assist in guiding and coaching their journey in fostering. She has been a Therapeutic Crisis Intervention trainer for the past 4 years, training foster families and staff in how to prevent crisis opportunities and de- escalate children and youth who are in crisis. Carleigh is an active OACYC member.
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

OACYC Provincial Conference, Peterborough • 2019

Lori Stanley, MSW, RSW has been working in the child welfare field for the last 28 years with a focus on child protection. Throughout her career Lori has worked as a practicing Social Worker in various capacities including Child Welfare, Addiction Services, and Public Health and recently became a Family Mediator. She has participated in several provincial projects, round tables and committees, providing input to the government on child safety and wellbeing. For the past 10 years Lori turned her attention to Senior Leadership positions and presently is the Provincial Director for Key Assets. Key Assets in an International Children’s Service Provider. Lori is a Certified Person Brain Trainer.

Christy Murtha, MSW, RSW is a registered Social Worker that has been working in the field since 1995. A graduate of McMaster University, Christy is a strengths based mental health clinician specializing in risk assessment, crisis intervention, trauma, attachment, child welfare, adoption, grief, and solution focused therapy. Christy has a passion for supporting human beings from the time of conception to adulthood. Christy has been working to learn sign language, complete her doula certification, and sleep educator training. Christy is an ASIST provisional trainer, and Certified Person Brain Trainer.

PROFESSIONALISM & CULTURE AND HUMAN DIVERSITY

TA-9  Know More Human Trafficking

Child. Sex. Trafficking. These three words should never be used in the same sentence, much less be a reality for many of the world’s most vulnerable—including children and youth in Canada. Human trafficking is the practice of using force, fraud, and coercion to exploit people through labor or commercial sex. It is the third-largest criminal enterprise in the world, and it is estimated that millions of men, women, and children are enslaved globally. You can help the children and youth you work with to feel empowered to protect themselves by helping them access information and support services, and by challenging attitudes, language, and beliefs that might contribute to the vulnerabilities affecting children and youth.

Key Message:
Providing services for survivors of trafficking and exploitation requires specialized training and experience. Professionals that work with youth do not need to have a completely different set of skills to play a significant role in addressing trafficking and exploitation. Professionals can have a very positive impact by way of prevention as they help youth access information, support services, and skill building.

This workshop will provide:
• Examples of what child sex trafficking looks like
• Cultural norms that promote sexual violence
• The power of words and perceptions
• Online exploitation
• What makes children and youth vulnerable to trafficking
• What you can do to support the children and youth you work with

Wendy Gee is the Executive Director for A New Day Youth and Adult Services. She is a graduate of the Child and Youth Worker program. Wendy holds a diploma in Drug and Alcohol Treatment Worker, Business Administration and a degree in psychology.

Jodi Mosley is the chair of A New Day Youth and Adult Services Board of Directors and Co-owner of Stepping Stones Foster Care agency. Jodi is a graduate of the Child and Youth Worker program and holds a diploma in Drug and Alcohol Treatment and Business Management.

PROFESSIONALISM & CULTURE AND HUMAN DIVERSITY

TA-10  Child and Youth Care Practice with Indigenous, Black, and Other Racialized Young People in Canada: calls to action from within the community

The field of Child and Youth care in Canada has been heavily immersed in serving overrepresented racialized populations while, at its heart, the knowledge that informs the profession has been colonial and white. Knowledge production, policy creation and institutions have continued to reproduce white dominance while service users and front-line workers overwhelmingly come from racialized backgrounds. This presentation will provide an overview of the Canadian context including a dive into the history of colonization and genocide as well as anti-Black racism. The presenting team will share their work building the Child and Youth Care Alliance for Racial Equity (CARE) and data that emerged from their first community gathering. The needs of
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

O A C Y C P r o v i n c i a l C o n f e r e n c e , P e t e r b o r o u g h • 2 0 1 9

Indigenous, Black and other racialized service users and providers will be shared with a call to action to move forward in reforming the profession.

Key Message:
- IBPOC folks are overrepresented in service users and underrepresented in leadership roles in our profession
- Our research has created real calls to action for folks of all races to move forward in creating an equitable profession

Dr. Jaspreet Bal is a Child and Youth Care Practitioner (CYCP) and a professor in Child and Youth Care at Humber College. Jaspreet focuses her radical youth practice on unserved and racialized populations across North America.

Tanitiã Munroe is a Child and Youth Care Practitioner at the Toronto District School Board and the Youth Criminal Justice System. Tanitiã is currently completing her MEd in Social Justice Education at Ontario Institute for Studies in Education located at the University of Toronto. Her research includes: Racial trauma and symbolic violence among Black youth in education spaces; Education policies and school discipline; Youth incarceration; and Queer and Trans Black youth in education.

Sewsen Igbo is a Child and Youth Care Practitioner (CYCP) as well as currently completing her MEd in Social Justice Education at Ontario Institute for Studies in Education (OISE) located at the University of Toronto. Her research includes: Black children in care utilizing Black Feminist Thought; and discourse around Black motherhood and families.

Peter Amponsah is a professor in the Child and Youth Care Program at Sheridan. Currently, Peter is enrolled in the PhD Social Work program at York University and his research is focused on the conceptualizations of care for racialized young people.

Shadan Hyder is a Child and Youth Care Practitioner working in various areas such as the Youth Criminal Justice System, Family Services, CYC Education and Youth Homelessness. Shadan has recently completed her MA Degree in CYC at Ryerson University and her research includes: Competing Masculinities and Racialized Young Men; and Grief and Loss for Frontline Workers.

Sherene Whyte is a 4th year student at Humber College Lakeshore where she is completing an Honors Bachelors Degree in Child and Youth Care. Sherene has gained two scholarships while at Humber College. These include the CISCO scholarship of Excellence awarded to a student for high academic achievement and community involvement and at the Humber College Community award. Sherene loves to cook, read, run and taking nature walks. She is passionate about the work of child and youth care, research and education.

Zanubia Mohammed-Hosein is a 2019 graduate of Humber College’s Bachelor of Child and Youth Care Degree program. She has worked within schools and non-profit settings as a Child and Youth Care student.

RELATIONSHIPS AND COMMUNICATION

TA-11

Restorative Justice Practices – How to Incorporate Informal Conferencing and Circles into Daily Practices

This is a facilitation to learn about the use of Restorative Justice Practices in the daily interactions with children and youth. It speaks about how to build relationships and rapport so that meaningful conversations can occur. Also, how anti-oppression, inclusion and diversity, and allyship practices tie into Restorative Justice Practices.

Key Message:
- Giving a new-refreshed understanding of Restorative Justice Practices
- Experiencing Circles
- Understanding how Restorative Justice Practices link to anti-oppression, inclusion and diversity, and allyship practices

Antonnella “Toni” Mora, most commonly known as Toni, has been a CYC since 2004. Graduated from Centennial College 3 year CYW diploma, program in 2004 and then graduating from the Honours Bachelor Degree in Child and Youth Care from Humber College in 2017. 11 years working with vulnerable youth, trained and practicing in Restorative Justice Practices since 2007. She has worked in settings such as the educational system, community centres, Shelters and Day treatment programs.
Ishkodeh Awi Aadiziwin—Children Carry our Future

This workshop will focus on Indigenous knowledge in relation to children and some rights of passage. Participants will learn appropriation vs appreciation and how best to engage Indigenous youth in their practice. Participants are invited to be exposed to the value of traditional spaces outside of regular institutional setup. The three hour workshop will be held in the tipi and will look at a variety of topics such as community engagement, approaching Knowledge Holders and Indigenous Ways of Knowing.

Key Message:
- Participants will learn how to carry and learn about ways to expose Indigenous and non-Indigenous youth to the value to Indigenous culture, science and worldview
- Beedahbin is going to guide the conversation about how participants can incorporate these concepts into programs/workshops in a respect manner

Aboozhoo, Greetings

Bidaabun ndizhinikaz, Wiikwemikong, Mnidoon nDoonjeb, Anishinaabe, Odawa miinwaa Potawatomi nDa’aw, Nogojiwanong, Peterborough megwa ndeda.

My name is Beedahbin, I grew up in Wiikwemikong Unceded Reserve, on beautiful Manitoulin Island. I am Deer clan and I am Anishinaabe Potawatomi/Odawa. Fifteen years ago I left my community to attend Trent University and have come to love the territory of Nogojiwanong, including the diversity of people. In 2013 I started teaching with Trent University Anishinaabe Culture, Knowledge and Science (TRACKS) Youth Program. Since 2012, I have been a Professor of Indigenous Studies at Fleming College since 2012. My foundation and teaching method is deeply rooted in Anishinaabemowin concept of Akinoomaage Niigaaneetweh. This would include the language and concepts, the experiences, critical thinking, interconnectedness, building connections and perspectives with the intention to promote the relevance and value that Anishinaabe aowi aadiziwin brings to learning, innovating, and to creation.

Family Growth: Re-Visions of Mental Health and Wellness

Participants will explore Mental Health and Wellness through Hands-On activities, Experiential Sharing and Descriptive Reflections that aim to:
- Judgemental Attitudes - Promoting safe and trusting spaces for inclusion
- Helplessness - Challenging stories that deprive us of knowledge and wisdom
- Stigma - Questioning negative statements about human capacities
- Support - Building networks of people, skills and practical experiences
- Openness - Humility in ourselves to new ways of being and doing
- Respect - Making meanings that bring out the best in people
- Empowerment - Acting in ways that allow for authenticity and choice
- Hope - Encouragement and rewards for positive changes

Key Message:
- Growing Awareness of Mental Health and Wellness - Links Within, Between and Beyond Ourselves
- Sharing Knowledge (instead of Pathologizing and Totalizing)
- Empowerment through Words and Relationships
- Positive Outlook on People’s Multi-Storied Lives

Marion Whitfield, BA, CYC is a Child and Youth Care worker at Vanier Children’s Services in London, Ontario who does Intensive Family Service work and has experience in Residential Mental Health, In-Home/Community Treatment and Crisis and Intake. Marion co-developed RAPP/TAPP-C (Referral to Alternative Pathways Program / The Arsen Prevention Program for Children) and also co-developed the Kid-to-Kid (Psychoeducational group for children who have a family member with a Mental Health concern) at Vanier. Marion uses a strength-based approach as she strives to be non-judgemental, showing respect and meeting families where “they are at.” By listening and engaging with parents/caregivers, children and youth, Marion encourages families to advocate and use their own voices to get the support they need.
**Thursday Afternoon**

### TA-14  
**Putting Your Oxygen Mask on First: Learning to Create New Narratives through Practitioner Self-regulation**

All CYC practitioners have experienced moments where they have felt anxious, overwhelmed and unsafe at one time or another. Relational practice can be particularly challenging for those wounded healers who have daily encounters with children who, because of their developmental trauma, display aggressive or other dysregulated behaviours. Past traumatic experiences of practitioners can trick our brains into misreading situations and creating false or unhelpful narratives about what is going on. Unfortunately this misunderstanding, that can often lead to reactions on the part of the practitioners, can have damaging effects on the therapeutic relationship as well as on the healing that is hoped for within the person before them. As practitioners learn more about how their brains react in threatening situations, they can practice recognizing their stress warning signals in order to calm themselves enough to sensitively attune to and respond to the person they are with. This workshop will provide participants with an understanding of how trauma, attachment and neurodevelopment impacts behaviours. It will also explore the concepts of self-regulation and co-regulation and demonstrate how they can enhance the relational work of CYC practitioners.

**Key Message:**

- By the end of this workshop, participants will:
  - Understand how, based on past experiences, our brains can trick us into believing false or unhelpful narratives during stressful moments of engagement with those in our care
  - Understand the importance of self-regulation and co-regulation
  - Recognize the importance of ongoing self-reflective practice, training & supervision and team support
  - Have practiced some techniques to assist with calming the brain and body so that they can respond to those in their care in a supportive and attuned manner rather than reacting impulsively and defensively

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### TA-15  
**The Child Welfare System: A Bad Parent**

As Child and Youth Care Practitioners, we must be able to critically analyze the system within which we work in order to improve our evidence-based practice. The child welfare system is in place to protect children, yet in many cases the system perpetuates neglect and abuse of children in care. We would like to challenge the idea that the child welfare system, as it currently stands, is the best option for vulnerable children and youth. We are interested in increasing supports and strengthening resources for families to raise their own children and preventing the cyclical nature of the child welfare system.

**Key message**

We are invested in creating better futures for the children we work with and we wish to stress the importance of critical thinking amongst fellow Child and Youth Care practitioners, rather than following the status quo. We hope to encourage discussion of how we can support children within their own families and reduce the number of children removed from their homes.
**Monica Chander** is a 3rd year Child and Youth Care student at Sheridan College, with a passion for empowering youth to create a life worth living for themselves. Monica is currently working part-time at a group home for high-risk youth while concurrently completing her final practicum at a closed-custody youth justice facility. In her free time Monica volunteers for a local Air Cadet squadron, with a focus on youth leadership development and musical instruction.

**LorrieAnne de Leon** is currently a third year Child and Youth Care Sheridan College student. Within the past year, LorrieAnne has had the opportunity to co-lead the before and after school program and summer camp at Clarkson Angels based in Mississauga. She is currently completing her final practicum at a specialized private school for children and youth with special needs. She hopes to continue her studies in Child and Youth Care at Ryerson University in the near future.

**Ekide Nwanze** is a 3rd Year CYC student at Sheridan College. Her family emigrated from Nigeria to Canada in the thick of Winter of 2016. She’s had placement experience working with families in an In-Home Intensive Program as well as in a Special Education Program for Learning Disabled Children in a contained classroom. She’s passionate about positive outcomes for young people no matter their life’s circumstances and is in the middle of writing a guidebook on how to create inclusive spaces for new immigrant children and families.

**TA-16**

**An Introduction to CYC-Net (The International Child and Youth Care Network)**

This session is an introduction into what CYC-Net is, how it operates, what it offers and how it connects the field of child and youth care.

**Key Message:**
Participants will begin to gain a better insight into the resources and networking opportunities available on CYC-Net as well as the opportunity to offer input about how it might better meet the needs of Ontarians and Canadians.

**Martin Stabrey** is Chief Operating Officer at CYC-Net.
**Thom Garfat** is owner of Transformation Training and co-founder of CYC-Net.
**Andy Leggett** is a member of the Board of Governors of CYC-Net.

**TA-17**

**The Stories We (Don’t) Tell: Broadening Approaches to CYC Documentation Practices**

This 90-minute interactive workshop will offer participants the opportunity to explore the ways in which we construct narratives (or tell stories) about the young people and families we support. Through an engagement with text, image and video, participants will engage in story-making and story-un-making as we unpack standard practices in CYC documentation and imagine new approaches. Keeping in mind the standard expectation for “objective and professional” writing, we will consider the potential space for engaging emotions, opinions, and subjectivity in order to add context and depth to CYC documentation.

**Key Message:**
- Participants will develop new ways of incorporating a relational approach to documentation practices
- Participants will challenge practices in documentation that uphold dominant/hegemonic discourses and reify power imbalances between
Juanita Stephen is the co-founder of the Child and Youth Care Alliance for Racial Equity (C.A.R.E.) and a PhD student at York University in Gender, Feminist and Women’s Studies. Her 13 years of direct service experience and MA in CYC have informed her current research interests which consider how Black feminist perspectives can inform Child and Youth Care education. Juanita is a mother of a 16-year old son and currently teaches CYC in Toronto.

Indigenous Ways of Teaching and Learning
This workshop will focus on Indigenous education and its relevance to all students by exploring the two-eyed seeing model, decolonization, allyship and culturally responsive curriculum.

Key Message:
Participants to have a better understanding of why it is important for Indigenous and non-Indigenous educators and students to engage with Indigenous histories, cultures and teachings. Participant will also learn how Indigenous and non-Indigenous people can build respectful and reciprocal relationships with the land and with each other.

Kristin Muskratt is an Anishinaabe-kwe from Curve Lake First Nation. She is currently working as the Oshkwazin Coordinator with the TRACKS Youth Program. Oshkwazin is a leadership development program for Indigenous high school aged youth in Peterborough, ON. Kristin started her journey in youth leadership as a participant of the Youth for Water Program and moved on from there to work as the Youth for Water Coordinator. She is an acting member of Sacred Water Circle, Trent Source Water Protection Committee, Curve Lake First Nation’s Environment and Climate Change Committee.

Kelly King is a settler living in Nogojiwanong/Peterborough. Her maternal ancestral roots come from Scotland and England and her paternal ancestral roots come from Poland and Latvia. A recent graduate from York University’s Masters of Environmental Studies program, Kelly’s research focused on ways in which to discuss Indigenous histories of Toronto, as well as settler identities, through community arts practices. Kelly is passionate about creating spaces to engage youth on topics such as Indigenous rights, environmentalism and equity. Through popular educational methods and Indigenous approaches to learning, Kelly believes that by localizing our environmental perspectives, we can collectively make global differences.

The Role of Child and Youth Workers in Rehabilitation
Rehabilitation Support Workers (RSW) play a vital role in the care and rehabilitation of individuals following the devastating effects of a motor vehicle accident; as extensions of the health care professionals, RSW’s must be adaptive, creative, confident, and possess the ability to work collaboratively and autonomously. The ideal RSW will understand behavior; it’s causality in addition to effective and efficient management strategies. Yet despite these essential requirements an RSW must understand empathy; the lives of their clients have been drastically altered, their social belonging uprooted and purpose all but extinguished at times.

As such Child and Youth Workers are often equipped with the core values and attributes that make excellent Rehabilitation Support Workers. This unique aptitude has been the framework behind our company and continues to define the ideal Rehabilitation Support Worker. Our Rehabilitation Support Workers are unregulated health care professionals; each coming with their own designation – such as the CYC and SSW to name a few.

Rehabilitative therapy is an excellent direction for the graduated and skilled CYC to pursue.

Leslie Allan Service Director, Durham Region, York Region and the Kawartha Lakes Region, Bartimaeus Rehabilitation Services Inc.

Impact of Caregiving (Foster/Kin/Adoption) on Caregiver’s “Natural” Children
This workshop will first explore with participants what they imagine or know about the impacts of caregiving on caregiver’s “natural” children, whether they are biological, adopted, kin or long-term fostered children.
We will review the critical contributions that these children make in helping and supporting their parents in their roles as caregivers. We will also review the challenges that this unique group of children face, and review what the research says about how they get their needs met and how the caregiving experience impacts their longer-term outcomes. Research findings about how to keep the whole family strong, while tending to individual needs, will also be reviewed and discussed as a group. Participants will broaden their knowledge base about the ways in which their own future practice with caregiving families can be enhanced through a better understanding of the family dynamics in caregiving families, beyond the identified recipient of service.

Key Messages:
- Parent’s caregiving work has both short and long-term impacts on their “natural” children (i.e. children who are considered to be permanent members of the family, whether long-term fostered, adopted, kin or biological).
- There is limited research about the experiences of this population of focus, and the reasons for that are likely connected to systemic issues (i.e. limited time, money and resources to adequately support this population of focus).
- Participants own future practice with caregiving families can be enhanced through a better understanding of this population of focus – their strengths and their needs. It is important to utilize a holistic approach when working with families, and to consider how service affects the dynamics of the whole family unit.

All three presenters are social workers with Highland Shores CAS in Cobourg. They work as a Clinical Case Consultants with the Therapeutic Family Care (TFC) Program, which is a collaborative clinically-oriented child welfare program sponsored by three Children’s Aid Societies (Durham, Highland Shores and Kawartha-Haliburton). They work within a multi-disciplinary team to provide clinical support to families.

Jean Skelton earned her Bachelor of Social Work at Ryerson, with a minor in Psychology, at Ryerson University. She earned her Master of Social work at the University of Toronto (Children and their Families Specialization). Jean has experience working in adoption and completed the Adoption Competency Training (ACT) through Adoption Council of Ontario. Jean is also a Certified Solution Focused therapist.

La Toya Howse earned her Bachelor of Social work, with a minor in Psychology, from Ryerson University. She has over 10 years of experience working with children and youth in priority neighborhoods within the city of Toronto. La Toya began her career in child welfare 4 years ago, where she has worked as part of the youth team, prenatal and early help team, and a blended family service team.

Taylor Nelson earned a Masters of Social Work from the University of Windsor. She has been working for over a decade with children and adults of all ages, focusing on areas of family violence, trauma and psychosocial functioning.
Key Message:
- Understand what program evaluation is
- Understand why program evaluation is beneficial to Child and Youth Care practice, and the politics of evaluation
- Identify ways to plan intentionally for program evaluation
- Discover tools to support utilizing program evaluation as a method for story-telling in their work

Travonne Edwards is the Youth Program Supports Associate at YouthREX’s Central Hub. He is an experienced child and youth worker with a demonstrated history of working in post-secondary educational institutions. He has an advanced diploma in Child and Youth Care (CYC) from Sheridan College, and holds a Bachelor and Master of Arts in CYC from Ryerson University. Travonne has worked as a teaching assistant in Ryerson’s School of Child and Youth Care, a behavioural teaching assistant in the Peel District School Board, a child and youth worker for private residential group and foster homes and the Peel Children’s Aid Society, and a CYC professor at Sheridan, George Brown and Seneca colleges. Travonne aims to pursue his PhD in Social Work.

Ashkan (Ash) Rahmani is a Master of Social Work placement student at YouthREX with a diverse educational background varying from Biomedical physics to Social Work. His research interests include masculinity and gender studies, and marginalized epistemologies. He has considerable experience using both quantitative and qualitative research methodology in a diverse range of studies from Medical Physics and MRI to Medicine, and more recently using Foucauldian Discourse Analysis in studying hegemonic discourses of masculinity. He may be the first person you have ever met who actually loves Microsoft Excel, and when he is not working, he enjoys cross-country skiing, meditating, and playing bass guitar.

Uzo Anucha, MSW, PhD is an Associate Professor at the School of Social Work, York University. Over the last 12 years, Uzo’s research agenda has focused on critical youth work. She is the founder and provincial academic director of the Youth Research and Evaluation eXchange (YouthREX), a provincial project with regional hubs in three schools of social work across Ontario and a community hub at the United Way Windsor-Essex. YouthREX’s mandate is to make research and evaluation accessible and relevant to Ontario’s grassroots youth sector. Uzo is the co-editor of the first Canadian social work textbook On Working with Immigrants and Refugees published by the Oxford University Press in 2017. She has served on a variety of community-based and professional boards, including being appointed by an Order in Council by the Government of Ontario to the Board of Directors of the Central Local Health Integrated Network for two terms of six years (2011 – 2017). Past professional leadership roles include serving on the Board of Accreditation of the Canadian Association of Schools of Social and the Council on the Role and Status of Women in Social Work Education, Council on Social Work Education. She is currently on the Board of Directors of the York Region Children’s Aid Society.

CULTURE AND HUMAN DIVERSITY & RELATIONSHIPS AND COMMUNICATION

FM-3
Learning to focus in on “Cultural Appreciation”: The key to engaging, and delivering quality services, to children and families

This highly interactive workshop will use a series of stories and activities to highlight how a focus on “cultural appreciation” can be extremely valuable in engaging and providing high quality services to children and families. Many times practitioners, in an attempt to be culturally “competent”, read articles or participate in trainings to learn about the “characteristics” of a designated cultural group. Far too often practitioners may address cultural issues with a child or family with the attitude of “playing not to lose” as opposed to playing to “win”. That is, they spend so much energy learning the “correct words to use”, or are overly careful about issues that may be seen as stereotypical, as a way to avoid offending someone. By “playing not to lose” they may miss opportunities to hone in on key cultural things that are most meaningful to a child or family, or run the risk of appearing patronizing. Participants are encouraged to bring critical thinking questions and examples from their own practice for discussion.

Key Message:
- Defining cultural “appreciation”
- Identifying how much of our own cultural background or qualities are appropriate to share with a client
- Avoiding the trap of appearing patronizing to a child or family
- Strategies to maximize learning about what cultural qualities, customs, and traditions are most important to particular children and families
- Relate to children and families with a passion and an unquenchable thirst to appreciate what is important to them culturally
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

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- Having participants leave critical thinking with “more questions than answers”

Frank Delano, LMSW is the owner of Professional Package Consulting, Inc. and most recently was the Director of the JBFCS Markus Training Institute. He also has been Director of the Herschel Alt Day Treatment Center and the Associate Director at Hawthorne Cedar Knolls. Frank was an adjunct faculty member at the Fordham University Graduate School of Social Service for 20 years and is a regular contract trainer with the University of Oklahoma. He has served on a National Task Force that revised the Child Welfare League of America Standards of Excellence for children in residential group care in America, and the CWLA National Residential Advisory Board. He is currently a member of the Board of the Association of Child and Youth Care Practice and also served on the Board of Directors of the American Board of Examiners of Clinical Social Work. He, along with Jill Shah, is the co-creator of the “professional package” concept. Frank has published numerous journal articles and presented extensively nationally and internationally including in India, the Czech Republic, Ireland, Austria, Australia, Israel, Scotland, Canada, and France. He has presented at every CYC Canadian National, International and World Conference since 1997.

Noor Almooui, LCSW is a biracial, trilingual world traveler. As a Licensed Clinical Social Worker she has had experience working directly with vulnerable populations such as foster youth, at risk children, families and adults experiencing homelessness in Southern California. Noor completed a Bachelors’ degree in Psychology and Masters in Social Work at California State University, Northridge. Noor began her career at Casa Pacifica in Ventura County as a behavioral therapist working with foster youth and at risk children and families. While at Casa Pacifica, she also took on positions as a clinical case manager for the agency suicide prevention hotline program as well as case manager for the intensive family services program, preventing families from further involvement in the child welfare system. Noor later moved to Los Angeles county and conducted professional trainings for social service providers on important topics such as cultural diversity, burnout prevention, harm reduction and overdose prevention throughout the county. As training and education did not unfold to be as fulfilling as direct line service, Noor switched positions and returned to direct line service as a mental health consultant for a multidisciplinary team addressing homelessness in the LA County region. As a mental health consultant, she conducted crisis management and temporary therapeutic support to help individuals experiencing homelessness link to housing and supportive services. Noor later became more interested in long term individual therapeutic treatment and began her current role as a Psychiatric Social Worker II at a non-profit agency in Pacoima, CA. In her present role, she conducts long-term individual therapy with persons 16 and over who experience mild to moderate mental health symptoms, such as anxiety, depression, and PTSD. Noor most recently presented a workshop on cultural appreciation at the CYC Unity Conference in Dublin, Ireland as well as an all-day training on cultural appreciation for TUSLA Child Welfare Program in Ireland.

FM-4

Crisis as Opportunity; A Narrative Exploration of CYC Fundamentals in International Practice

Be it individual, familiar, or societal, crisis can be an opportunity for learning and development, with the right support. CYC Practitioners are uniquely skilled to provide that support.

In this session I’ll share how the CYC Practice fundamentals of knowledge, skills and a deep and evolving self-awareness of my beliefs, values and vulnerability allowed me to meet people in challenging life spaces in three humanitarian emergencies - Sierra Leone, Rwanda and Ethiopia - and use crises as opportunities for learning, healing and growth. Using an interactive Experiential Learning Activity, we’ll reflect on CYC practice experiences that present as crises and opportunities, and generate dialogue and new awareness about their role in furthering growth and development for ourselves as practitioners and for our clients.

Come prepared to listen, reflect, create, participate & enjoy!

Key Message:

- Participants will have the opportunity to hear narratives from CYC practice in international contexts, relate them to their own practice and generate new perspectives
- Participations will have the opportunity for dialogue about core CYC skills and competencies and how these have evolved through practice
- Participants will have the opportunity to reflect on and engage in group dialogue about practice experiences that have provided opportunities for professional development.
- Participants will come away with new perspectives on their skills and abilities to use crisis as an opportunity for learning and growth with their clients
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

Kimberley Vradenburg has a Graduate Degree in Child & Youth Care from the University of Victoria, and has been a Child & Youth Practitioner since 1997. Kimberley finished her CYC undergraduate degree in Malawi, Southern Africa working with communities identifying innovative ways to address the impacts of the HIV/AIDS pandemic. From these roots, Kimberley’s practice evolved into the professional development of practitioners in humanitarian intervention, with emphasis on working with context-specific social norms, beliefs, values and ethics to ensure internally guided social change. Her Graduate thesis was an auto-ethnography of her CYC practice in 3 African contexts highlighting the value of Reflexivity in CYC-based Humanitarian Practice.

APPLIED HUMAN DEVELOPMENT & RELATIONSHIPS AND COMMUNICATION

FM-5

Understanding Learning Differences
- Introduction to understanding learning disabilities/differences
- Provide participants with an experience of what it is like to have a learning disability
- Gain a better understanding of language and numbers used in psycho-educational assessments
- Advocating for the identified individual with a learning disability and appropriate strategies and accommodations
- Navigating the school system

Key Message:
Participants will gain a better understanding of the main struggles individuals have with learning differences (input/output/integration and memory). The presentation is designed to build empathy in understanding the unique needs and challenges one faces with a learning disability and the importance of removing barriers to create an inclusive learning environment so that students/individuals can meet their full potential rather than having poor outcomes and other risk factors associated with poor performance in the school system.

Karen Hay, C.Y.W., BA (CYC) is a Clinical Case Consultant at the Therapeutic Family Care Program in Cobourg, ON. She works with a multidisciplinary team to support families involved with three local Children’s Aid Societies. This includes foster, adoptive, kinship and biological families. In this role Karen provides clinical support and education/resources to gain a better understanding of the impact of developmental trauma on the brain. Relationships and advocacy for children and youth is the foundation of her practice. Karen has over 25 years combined front-line experience in the CYC field working in residential, education and Child Welfare. She is a graduate of Centennial College (’91) Child and Youth Worker Program and Ryerson (’13) Bachelor of Arts CYC program.

Laura Gonsalves, BSW, MSW, RSW is a Clinical Case Consultant at the Therapeutic Family Care Program in Cobourg, ON. She has been in this role for just over 10 years. She works on a multidisciplinary team to support children and families involved with three local Children’s Aid Societies. This includes foster, adoptive, kinship and biological families. In her role as Clinical Case Consultant, Laura provides clinical support and education/resources to help children and families gain a better understanding of the impacts of attachment, trauma, grief and loss. Relationships, self-care, and supporting children, youth and families are key components of her practice. Laura has over 15 years combined experience working in the social work field of Child Welfare. She has a Bachelor of Social Work degree, Master of Social Work degree, and is a member of the Ontario College of Social Workers and Social Service Workers.

PROFESSIONALISM & CULTURE AND HUMAN DIVERSITY

FM-6

Burnout Recovery and Prevention Beyond Self-Care
- Introduction
- What burnout looks like and feels like
- Diet: brief discussion on how diet can impact stress response
- Supplements that can help bring the body back into a state of balance
- Sleep cycle and light therapy are important to feeling strong
- Exercise: the best exercises to engage in for burnout
- BREAK
- A secret
- The power of the mind and “shifting the default mind”
- Challenging internal dialogue: Why do we praise children but not ourselves?
- Fighting against negative workplace culture and thoughts about the "broken system"
- What is mindfulness and how can it help us
- Brief Mindfulness exercise
- Results you can expect from mindfulness- a before and after
Key Message:
- Identify markers of stress in the body
- Understand the importance of diet in dealing with stress management
- Adaptogenic herbs are and how they can help bring the body back into a state of balance
- The importance of sleep as it pertains to stress management
- Light therapy can help with sleep cycle support
- Identify what forms of movement are best when it comes to stress management
- Learn how to challenge your personal language and “shift the default mind”
- Understand the basic concepts behind mindfulness and the various types

Jenn Bruer is a CYC and a retired foster parent after eighteen years of service with the Children’s Aid Society of Toronto. Jenn is the author of Helping Effortlessly: A Book of Healing and Inspiration, a self-help book for professional helpers based on her personal experiences. She has been on her own path to burnout recovery, health and healing since 2011. Jenn has recently partnered with Mindful Reach to help create online learning opportunities to bring Mindfulness Based Practice to the frontlines. Jenn was hired in 2018 by Key Assets Ontario to help create a program called Mentorship and Transitional Care Homes (MATCH), a program geared toward semi-independent youth (and special note, this program has mindfulness training built in as a part of the independence curriculum). Jenn believes that a mindfulness practice can change the very landscape of what we do.

CULTURE AND HUMAN DIVERSITY & RELATIONSHIPS AND COMMUNICATION

FM-7

Kairos Blanket Exercise:
The KAIROS Blanket Exercise is a unique, interactive and participatory history lesson developed in collaboration with Indigenous Elders, knowledge keepers and educators. The blanket exercise is an interactive learning tool to help broaden the participant’s awareness of how colonization, displacement, Residential Schools, 60’s Scoop, and legislation have directly impacted the Indigenous peoples of Turtle Island (North America) to date. The participants will have a greater understanding of intergenerational trauma that directly impacts Indigenous peoples. This is an exceptional learning tool to create awareness and a deeper understanding of Indigenous people’s historical experiences. This is a three-hour workshop in which we will create relationships, share stories and have in-depth discussions with one another.

Ziigwabinisesi - My traditional name is Ziigwabinisesi Charles and I am from Mnijikaning (Rama) First Nations and a member of the Mukwa (Bear) Clan. I am currently working as a Cultural Resource Advisor for Dnaagdawenmag Binnoojiyag Child & Family Services. I also teach at Fleming College for the Child and Youth Care Program in Nogojiwanong (Peterborough) Ontario, Canada. I am passionate about community work as I sit as a Board member at Niijkiwendidaa Anishnaabekwewag Services Circle and I am a community volunteer teaching traditional drumming and singing. I promote love, kindness, reciprocity and Anishnaabek cultural values to look at Child and Youth Care in a deeper and unique way.

APPLIED HUMAN DEVELOPMENT & DEVELOPMENTAL PRACTICE METHODS

FM-8

Sex Trafficking
The issue of sex trafficking is much more prevalent then you realize. Sex trafficking is often thought of as occurring in someone else’s backyard; definitely not a problem in our community. It is very much a part of Ontario, Canada. More alarming, children and teens we serve are at greater risk of being enticed and then coerced into this pervasive and growing issue.

Key Message:
This workshop is an introduction to the world of sex trafficking. We will explore the realities of sex trafficking, elements and myths of trafficking, profile of the pimps & of those being trafficked, warning signs to look out for and understanding the vulnerability of the children in care to sex trafficking.

Jackie Robertson is a Registered Psychotherapist and a certified CYC practitioner with extensive experience working with parents, children and youth dealing with various life experiences, personal, and familial issues. Jackie brings over 30 years of experience in adolescent mental health and child welfare, with focused work on mental illness, trauma, attachment and adoption. She is passionate about helping families become healthier. In addition to her work as a registered psychotherapist and a clinical case consultant at TFC, she is a speaker at various workshops and seminars.
CULTURE AND HUMAN DIVERSITY & DEVELOPMENTAL PRACTICE METHODS

FM-9  
**Medicine Walk with Joseph Pitawanakwat**

Joe will take the participants on the trails behind Fleming College to teach about the variety of plants and their medicinal uses. Joe is passionate about sharing his teachings that he has learned from his culture and family to inform and educate western society on the legitimacy of plant-based medicine. He will discuss the benefits of using plant-based medicine to combat mental health and addictions issues along with using them to combat trauma. Joe is the founder of Creator’s Garden which is based out of Manitoulin Island. Joe, his wife and daughter travel all around Ontario to educate Doctors, helping professionals and schools about the many benefits of what creation can offer all of us to heal our physical, mental and emotional challenges. This will be a three-hour interactive workshop.

Friday Morning

9:00 – 10:30 session - 90 minutes

CULTURE AND HUMAN DIVERSITY & RELATIONSHIPS AND COMMUNICATION

FM-10  
**Reminders for Working with Black Populations**

To extend reminders about the struggles black individuals face everyday, in all contexts, in regard to their blackness. What can CYCs, who may not represent this population, do in their own practices to not cause any more harm.

**Key Message:**

- Create awareness of the surreality of daily oppression and suppression in the black community
- For CYCs to develop practical strategies for working from an anti-oppressive framework
- Broaden perspectives through collaborative thinking and problem solving

*Liz Clarke* and *Kwanzaa Robest* are both candidates for graduation in the CYC program at Algonquin College. Liz is a professional artist in Ottawa who plans to deliver creative arts workshop to youth in marginalized communities. Kwanzaa is passionate about local and international issues affecting black people. She is a member of the Ottawa Children’s Aid Umoja committee and actively uses her skills to advocate for African Canadian families and children in care.

FM-11  
**Building Connection: A Wholistic Approach to Youth Care**

Using the Indigenous Teachings of the Medicine Wheel as a guide, this workshop will focus on incorporating a wholistic way of knowing and being as a way to increase our capacity and effectiveness in building connection as youth care professionals. This journey will provide; 1) an understanding of individuals as being wholistic in nature, 2) A strengths based approach, understanding that every individual is innate with virtues and values, 3) An understanding of love as unconditional; self and others, 4) The healing journey and personal vulnerability, 5) An understanding of wellness as it relates to creating hope, meaning, belonging and purpose, 6) Trust; modelling trust through reliability and actions, and 7) Mutual respect as a starting point to any relationship. Through the exploration of these seven sub-topics, the participants will gain skills and knowledge as it relates to the CYC competencies of culture and human diversity as well as relationships and communication. Throughout the workshop, participants are encouraged to reflect on their current practice and connect to a deeper understanding and appreciation of the importance of their role as a youth care professional. This workshop will focus on a strengths-based approach to building relationships and supporting youth to build connection.

**Key Message:**

As humans, we are born to connect. Life is a journey of self-discovery and we are hard wired to search for hope, meaning, belonging and purpose in all that we do. As youth care practitioners, oftentimes the youth we are called to support are struggling to create and sustain this sense of connectedness within themselves and the world in which they exist. Our role then, becomes instrumental in creating space for them to build
We will explore how looking at ourselves as a connected and wholistic being is crucial in creating and sustaining trusting relationships with youth. Through this exploration into building connection, we will gain a deeper understanding of ourselves, increasing our sense of connectedness and opening the door to personal growth and healing, making us more effective as youth care professionals.

**Meaghan MacLeod, B.A., CYW, CYC(Cert.), Youth Mental Health Worker, Chippewas of the Thames First Nation.**

Meaghan is a youth worker, helper, facilitator, activist, business owner and a mom. Why is mom relevant you ask? Because it is her fun-loving, quirky mom energy that has awarded her the title Mama Megs with countless youth over her years in the field. Meaghan first recognized her gift in connecting with youth during a ten month service trip to St. Lucia West Indies in 2002. While there, she established pro-social youth programs across the island and collaborated as a strengths-based workshop facilitator with the Massade Boys Training Centre, a detention centre for male youth. This experience provided her with more knowledge, insight and personal growth than her Bachelor of Arts degree in Sociology ever could and would later influence her decision to complete the Child and Youth Worker Advanced Diploma through Fanshawe College in London, Ontario. Since this time, Meaghan has dedicated her career to supporting and advocating for youth, gaining invaluable skills, experience and knowledge along the way. She sees her work through a Wholistic, Strengths-based lens and believes in the inherent potential and gifts of every person. In her work, she seeks to support the discovery and nurturing of these potentials and hopes to support and empower other youth care professionals to do the same.

**Alexis Albert, Transitional Support Worker, Atlohsa Native Family Healing Services Inc., Traditional Medicine Practitioner, Social Service Worker**

Alexis speaks through Creator. When she shares her stories and messages, you just really want to listen, so pay attention! Along with a passion and gift for speaking, Alexis is a gifted helper, with her main focus being Trauma-informed Wholistic Healing through traditional medicine practices. As a Social Service Worker, Alexis is committed to helping, healing and empowering her People to recover from the intergenerational traumas created post-colonialism. Her varied experience includes working with Nimkee Nupigawagan Youth Healing as a CYW, supporting youth to find connection through Culture and Traditions. As a Crisis Outreach Worker with Chippewas of the Thames First Nation, she was at the forefront in creating the Southwestern First Nation Mobile Crisis Response Team, the first of its kind. Alexis is a always busy offering her skills as a helper and as lifelong learner is dedicated to her own healing journey, encouraging and supporting others along the way to live a good life.

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**CULTURE AND HUMAN DIVERSITY & RELATIONSHIPS AND COMMUNICATION**

**FM-12 Challenging our moments of “not knowing” in the field of Child and Youth Care**

In this workshop, Brenna and Aprill will dismantle a highly secretive area within the field of Child and Youth Care - moments of not knowing. With a focus on Ben Anderson-Nathe’s Myth of Supercompetence (2010), this framework will support conversations around the moments practitioners experience that leave them unsure and insecure in the field. Through traditional storytelling, honest reflection and group dialogue, this interactive learning experience will support the growth of new and seasoned practitioners alike.

**Key Message:**

- Recognize the normalcy in our moments of “not knowing”, regardless of years spent in the field
- Encourage the acknowledgement of how difficult our field can be, both in professional and personal areas of practitioner’s lives, and highlight how our level of impact does not dictate practitioner effectiveness
- Increase comfort in having difficult conversations in our field, especially when they include the death of a child or youth
- Encourage participants to begin their own conversations in their classrooms or workplaces; with this, highlight the increased importance of this for practitioner’s who act as placement student preceptors

**Brenna Thompson** is a Child and Youth Care Practitioner working in the field of psychiatric mental health care in Ottawa. A graduate from Algonquin College in 2017, Brenna is continuing her studies in the field of child and youth care at Ryerson University. Brenna is passionate about advocating for Indigenous children, youth and families in the Westernized mental health system to ensure a higher level of culturally relevant care. Being early in her career, she is dedicated to normalizing the uncertainty and doubt often felt by practitioners and the learned behaviour of internalizing difficulties, due to a fear of appearing incompetent. Because of this, Brenna has become an ally for fellow practitioners and other multi-disciplinary professionals to create a milieu of acceptance, validation and growth.
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

OACYC Provincial Conference, Peterborough • 2019

Aprill Cole is a Child and Youth Care Practitioner working primarily in counselling services, with additional and regular work within residential care. Aprill began her post-secondary studies at Carleton University in 2010, majoring in Women’s and Gender Studies. Following the completion of this degree, Aprill obtained a Child and Youth Worker Advanced Diploma from Algonquin College. With her combination of studies, Aprill has a unique platform to best support children, youth and families. While working in two different contexts in the field of Child and Youth Care, she finds herself facing situations where she doubts herself more often than she is thinking she should. Aprill has always encouraged her clients to let their walls down and show their vulnerabilities, which she consistently works to transfer in her workplace with colleagues of all disciplines. With a firm belief that Child and Youth Care Practitioners can share insecurities within practice more openly, Aprill sees opportunity for further growth and development as professionals.

Key Message:

- Elevate awareness in the area of HTSE
- Identify gaps and opportunities in CYC practice
- Describe next steps for training CYC practitioners to identify and provide services to youth impacted by HTSE

Zeenat Janmohamed is the Chair of the School of Social and Community Services and Deaf and Deafblind Studies at George Brown College, having held faculty positions in School of Early Childhood, the Atkinson Centre at the University of Toronto, Ryerson University and the Eric Jackman Institute of Child Studies at the University of Toronto. Zeenat leads the Early Childhood Cognitive Sensitivity Training Study, a collaboration between George Brown College, the City of Toronto’s Children’s Services Division and the Atkinson Centre at University of Toronto. The research will develop and deliver an innovative model of professional learning on cognitive sensitivity to improve the skills of ECE. Her most recent study investigates the impact of full day kindergarten and extended day programs on educators, families and school administration. Her expertise examines the implementation of ideas related to diversity, equity and difference. Her research aims to examine how diversity is explored in training, policy and practice. Zeenat completed her PhD in the Department of Leadership, Higher and Adult Education at OISE, University of Toronto.

Melissa Teles is a professor in the School of Social and Community Services and has been practicing child and youth care for over 15 years. In her role as a Child and Youth Care Practitioner, she has worked with children, young people, families and communities in the education sector, youth justice, child welfare, children’s mental health, outreach, advocacy and most recently in Child and Youth Care education. Melissa is committed to creating inclusive classrooms where emerging practitioners can explore all aspects of child and youth care through an equity lens. She has served on the board of directors for the OACYC and is a board member of the Child and Youth Care Educational Accreditation Board of Canada. Melissa has a particular interest in understanding and exploring all aspects of regulation and the professionalization of Child and Youth Care to ensure a high quality of service provided to children and young people. She continues to volunteer with women who have experienced intimate partner violence. Melissa received an award in 2018 for excellence in teaching and learning.

FM-14

Engagement vs. Appropriation – Indigenous Partnerships

This workshop will empower participants to identify opportunities to partner with Indigenous Communities. Workshop will explore a BRIEF Indigenous perspective of historical impacts Canada has had on Indigenous communities before challenging aspects of appropriation of Indigenous knowledge, practices, & pedagogy. It is hopeful that participants will leave with concrete ideas and plans to appropriately approach and work with Indigenous peoples and communities. With the goals of promoting safe environments for both Indigenous and non-Indigenous CYCs, while providing respectful services for Indigenous youth and families.
Key Message:
Participants leave with confidence, common understanding of issues facing Indigenous youth and community. Confidence to engage in reciprocal relationships with Indigenous community. Begin to develop an understanding of Indigenous identity and challenge unhealthy dominate views of Indigenous identity.

Niimin Mshiikehn Kwe, Turtle Clan, Aamjiwnaang First Nation, is a Professor of Indigenous Studies at Fleming College.

Liz Stone is currently serving second appointment on the Indigenous Women’s Circle, Status of Women Canada and Director at Niijkwendidaa Anishnaabekweweg Services Circle since 2008. Liz is an instructor at Enweying Professional Learning Institute at Trent. Liz was the previous Chair of the Indigenous Education Council at Fleming College, previous Associate Professor of Indigenous Governance at the University of Victoria, KAIROS Canada member, trainer, facilitator and member of the National Reconciliation committee: People of Faith Moving Forward. In 2017, Liz was the National recipient of the inaugural Change Makers award, Canadian Mental Health Association. Liz organized the “From Indian Residential Schools to Truth and Reconciliation” Conference. Her most important accomplishment and responsibility has been as a mother to her son, Mkons Stone-Debassige.

RELATIONSHIPS AND COMMUNICATION & DEVELOPMENTAL PRACTICE METHODS

FM-15

Working With Young People Experiencing Death, Loss or Bereavement

Though generally, adults try to shelter young people from death, it is a part of life and many youth will outlive their parents or guardians or lose people close to them sometimes at a very young age. They will also form their own ideas about death, whether spoken to directly about it or not. Children and youth tend to experience grief in similar ways that adults do. However, taking into account the child’s developmental age and the context surrounding their bereavement, they often require enhanced adult support and guidance to help them with their cognitions about death. Research on the effects of trauma and post-traumatic stress related to extreme cases wherein young people witnessed death, will be exhibited. Presenters will offer strategies for how Child and Youth Care Practitioners can help children explore their feelings about death, listen to what it is they need and express support for their wellbeing. Theories such as Elisabeth Kübler-Ross’s famous Stages of Grief and the lesser known Complicated Mourning and Tasks of Grief will be explored. Activities relating to play therapy, group work, art therapy and cognitive-behavioural therapy will be presented. The researchers are Masters of Child and Youth Care students who have both recently lost one of their parents. Catalyzed by their own experiences with loss, they have reviewed the prolific writings about children’s experiences with death, loss and bereavement and are eager to present their findings to fellow practitioners.

Key Message:
Participants will leave the presentation with a greater understanding of the complex nature of loss and grief that young people experience. Practitioners will feel more confident in what to say or not say, to a bereaved young person. Different theories of grief will be presented, whereby growing practitioner understanding of subjective experiences with the grieving process. Practitioners will learn play therapy, group work, art therapy and cognitive-behavioural therapy techniques they can adopt in their own practice. The knowledge gained through attending this presentation will leave workers more confident in handling situations centred on death, loss and bereavement and how to facilitate dialogue with young people about it.

Vanessa Zufelt

Lindsay Sinclair

Both presenters were students of the undergraduate Child and Youth Care program at Ryerson University. Currently, they are both completing their Masters of Arts in Child and Youth Care at Ryerson University. Lindsay Sinclair holds over ten years of experience serving children, youth and their families, within community, mental health, and hospital settings. Lindsay’s undergraduate research centred on the lack of Indigenous informed education in on reserve schools and research focused on youth engagement. Vanessa Zufelt holds more than fifteen years of experience working with young people and their families in schools, homeless shelters, international CYC contexts and within their homes. Vanessa’s primary topics of
research have included, the role empathy plays in Child and Youth Care practice and participatory action research related to youth engagement and children’s rights.

Friday Morning

10:45 – 12:15 session - 90 minutes

PROFESSIONALISM & RELATIONSHIPS AND COMMUNICATION

FM-16 Better Together: Collaboration between Tertiary Care and Primary Care for Children and Youth Mental Health

This workshop will include an outline of Project ECHO, an innovative, technology enabled collaborative learning program where primary care providers and mental health clinicians work together to discover new ways to care more effectively for children and youth with mental health problems. Within this model, participants will learn about the role of System Navigation, a CYC specific role which has become the most highly rated positions within the specialty team.

Key Message:

- By the end of this session, participants will be able to understand
- The Model of Project ECHO and the diversity of the model’s use
- The Role of CYC System Navigator on the Specialty Hub

Cindy Dawson is a Certified Child and Youth Counsellor who works at the Children’s Hospital of Eastern Ontario as the Team Leader of Centralized Mental Health Intake. Cindy also works with Project ECHO® Ontario CYMH as the Systems Navigator. She has extensive mental health experience in working with community partners, families and high risk youth. Cindy is a strong advocate for self-care, balancing family and her passion for running.

RELATIONSHIPS AND COMMUNICATION & DEVELOPMENTAL PRACTICE METHODS

FM-17 Teaching Tales: from many years of Experience

CYC learning grew out of the story-telling tradition. We all tell stories in our training, teaching and support of each other’s learning. In this workshop we will explore what makes a story a relevant and effective teaching tale.

Key Message:

Participants will develop an appreciation for the characteristics of a good teaching tale and the difference between a story and a teaching tale.

Thom Garfat is the owner of Transformaction and the developer of the training “The Purposeful Use of Daily Life Events” and well as the co-founder of CYC-Net.

Andy Leggett is the founder, Owner and Clinical Director of Broken Arrow Residential Treatment Services.

DEVELOPMENTAL PRACTICE METHODS

FM-18 A how to guide for including physical activity in youth programs

Workshop attendees will participate in a series of activities that I use and have adapted to encourage more physical activities in the program I facilitate. Key topics will include but not be limited to:

- Modifications for common games and activities
- Adjusting programs to fit within the milieu
- Building a routine to normalize activity
- Exposing children to opportunities that build on strengths
- Using nature as a therapeutic tool to encourage wellness
- Role modelling a positive attitude towards physical activity

Key Message:

Attendees will walk away with increased knowledge on how to incorporate more physical activity into the youth-based programs they run or are a part of. Attendees will have: concrete examples, games, and new ideas on how to implement these concepts into their work once returning to their respective jobs. The key
takeaway of this presentation will be not to change how programs are run but to increase CYC skills to make modifications that encourage and include more physical activity.

Lindsay Walsh, CYC

I am a graduate of the Child and Youth Care Advanced Diploma program at Algonquin College. Movement has always been a part of my life. I have trained in many different modalities such as competitive hockey, soccer, yoga, bodybuilding, h.i.i.t training, and many more. In high school, I was inspired by my teachers to live an active lifestyle, who encouraged me in my graduating year to run fitness classes for my peers. Once in college, I decided to get certified as a Personal Trainer and a Group Fitness Instructor. Being a CYC and a trainer has allowed me to enhance my passion for physical activity and develop creative ways to include more physical activity into youth programming. Currently I work at the Ottawa Inuit Children’s Centre as an afterschool program Coordinator and at Fiithouse as a group fitness instructor.

FM-19

Influencing organized culture

Do you want to learn more about how to influence your organization or program culture? Perhaps you are frustrated working in a coercive environment or alongside others who don’t share the values of connection and relational care. Child and Youth Care practitioners – in both formal and informal leadership roles – are uniquely positioned to influence and nurture change across systems and organizations. Together we’ll explore the unique strengths of Child and Youth Care as an influencing field and some foundational concepts that can strengthen your ability to influence organizational change. This session is appropriate for leaders who want to implement changes in their program as well as practitioners who want to influence the program in which they work to better serve youth and families.

Key message:
Child and Youth Care practitioners are uniquely positioned to influence and nurture change across systems and organizations.

James Freeman, MA, CYC-P

has nearly 30 years of experience working across various practice settings and learning about organizational change.

FM-20

Preventative measures to support inclusion and reduce challenging behaviours in the school system

We plan to discuss our new role at the Toronto District School Board and all its facets. This workshop will examine how we use trauma informed practices, tiered approaches and other preventive strategies to support inclusivity in the school system. We will also discuss how fundamental a relational Prevention Child and Youth Care Practitioner is to these initiatives.

Key message:
After discussing our professional journey with inclusion, participants will be asked to examine their own biases and professional experiences in relation to inclusion. This will launch into collaborative discussions about how we might create places of belonging for our students/clients and why this is key to prevention.

Shannon Cherry

is a Child and Youth Counsellor with over 15 years of experience in a variety of settings. She is passionate about advocating and supporting youth in care voice. She currently works for the Toronto District School Board as a Prevention Child and Youth Practitioner.

Nabiha Rattansi

is a committed and energetic Child and Youth Care Practitioner who has focused her career on helping others. She has worked in a variety of settings and currently works as a Prevention Child and Youth Care Worker at the Toronto District School Board.

Friday Afternoon

1:00 – 2:30 session - 90 minutes

RELATIONSHIPS & COMMUNICATION AND DEVELOPMENTAL PRACTICE METHODS

FA-1

3 narratives and one Professions: Weaving Learning Disabilities into Child and Youth Care Practice

The objective of the presentation is to explore personal and professional experiences surrounding learning disabilities. Through three narratives of a young person living with a learning disability, a new CYCP graduate with a learning disability and a CYCP who is a mother of a young person with a learning disability. We will use
these perspectives to build on strategies and establish a strength-based perspective, for all CYCPs, to support children, youth and families within the educational system and at home. Participants will engage in role-plays and activities to build and understand the impact of living with a learning disability.

**Key message:**
- Gaining a clearer understanding of what it is like to have a learning disability
- Build a toolkit of strategies that can support children, youth and families who live with learning disabilities

**CULTURE AND HUMAN DIVERSITY & RELATIONSHIPS AND COMMUNICATION**

**FA-2**

**A Restorative Story in 4 Chapters: Weaving Threads and Themes from Tragedy to Transformation**

**Introduction:** This presentation will be done in story book form. There are 4 chapters and an epilogue. It is a Restorative story. It weaves together an overarching theme of restoration and transformation beginning with tragedy. It tells a tale of a tapestry woven through two main characters, Symone Walters and Rick Kelly.

**Chapter 1:** Their journey began in 2011 when Symone began the CYC program. Rick was teaching in the program.

**Chapter 2:** In 2012 her 15-year-old son was murdered. We often say that there is ‘6 degrees of separation’ in our lives. Symone tells how she was “restorative” before being introduced to this way of seeing. This was her motivation to come into the program, but now it was all too real….to break the cycle of senseless violence that afflicted her community and young people. The story continues on from that point. It involved establishing a meaningful legacy for her son through a community mural and the creation of a “restorative focused” community centre.

**Chapter 3:** This latter idea was given life through the newly created Social Innovation Hub at George Brown College for Community Services Students. Students were offered an alternative field placement where they could take a passion and turn it into reality. Rick had been asked to bring a distinct Restorative focus and component while demonstrating the sustainability of Restorative Practices as a Social Enterprise. Both things happened. Land was secured for the centre and a restorative focused Social Enterprise was created. And the Innovation Hub was closed.

**Chapter 4:** Both Symone and Rick moved on…..Symone as a grad working with Osgood Hall, Law Dept at York University and Duke Heights BIA (both firsts) and then onto Toronto Community Benefits Network (another ground-breaking effort). Rick was running his social enterprise “Just Us” and had said goodbye to the College. The partnership continued and with other partners they wrote a grant for the Black Youth Initiative (provincial) and received a grant for $1.2 million to support Black youth to be successful in the trades where they are woefully underrepresented. The program model and components follow restorative, relational and peacemaking principles and practices. (Model to be presented.) The program was also created using the lived experiences of Black Youth considering the trades or currently involved. What has been surfaced are the elements of both subtle and overt incidents of racism as barriers to success.

**The epilogue** will touch on our combined and continuing work with gang involved youth using a grassroots lens (chapter written), addressing incarceration through a restorative lens and the ongoing development of a restorative community centre from mission to design to governance to programs

**Key Messages:**
- Participants will become knowledgeable in the transformative power of restorative practices
- Participants will be introduced to an evidence based restorative program model
- Participants will see a demonstration of youth work directed towards the systemic roots of exclusion and marginalization
- Participants will be shown a model of post-secondary that is relationally and voice based.
Rick Kelly has been a Child and Youth practitioner since the mid 70's. While having had the opportunity and privilege to have had many roles, his last 20 years have been dedicated to knowledge mobilization and systemic change using a Restorative lens and practices. He began this part of his career while teaching full time at George Brown College in the Child and Youth Worker program. He pursued training as a youth justice restorative facilitator and became a trainer with the International Institute for Restorative Practices where he also completed his Masters. He continues this work and training through his own practice “Just Us: A Centre for Restorative Practices” and is working with:

- York University’s, YouthRex provincial knowledge mobilization initiative
- George Brown College/CYC partnership agreement for ongoing training
- Seneca College
- 360Kids (youth shelter, housing and transitions) Toronto Community Benefits Network; three-year Black Youth Action Grant “NextGenBuilders”
- Adam Ellis, U of T/Vanier Scholar; Thug Criminology

Symone Walters is a graduate of the CYC program at GBC (2016). On graduating she was hired by Osgood Hall (Law Dept.) York University to conduct community outreach and engagement in the local Jane Finch community. This was a partnership with Duke Heights BIA and a new and unique way of working for organizations. It was also an ironic a first to have a College CYC grad work for a University in the community. Currently she is the Project Manager for the Creating Career Opportunities for Black Youth in Construction mentorship program thru the Toronto Community Benefits Network. She is honoured to be leading this first of its kind initiative. She knows first-hand how important mentorship is and how critical it was to her success as she went through the tragic death and loss of her 15-year-old son in 2012. It was the mentorship from some amazing community leaders who took her under their wing that allowed her to grow and prosper in her career that she would become the leader that she is proud to be today.

FA-3  Completing the Circle of Relationships: Constructing the Mentor Role for the 21st Century

CYCPs have various relationships in their professional roles. They have peer/team relationships and supervisory relationships; each serves specific purposes. However, they have limitations with respect to what they can offer. The role of the mentor transcends organizational constraints and the limits of experience by engaging the lived work experience of those who have walked and carved their professional path. In addition, the role of the mentee provides mentors with up-to-date knowledge/education as well as diverse and critical perspectives; providing reciprocal professional development. Utilizing an intersectional and diverse framework, this session is both an interactive and action-based session that will build the role of the mentor in relation to the unique work and political challenges that confront CYCPs in the 21st Century workplace. We invite all CYCPs, experienced and students, to participate in this critical workshop.

Key Messages:
Re-igniting the value and necessity of mentoring relationships in the CYC field.

Shadan Hyder, CYCP / Professor - CYW Diploma; CYC BA; CYC MA has been working in the CYC field for 10 years, dedicating her work towards promoting inclusive and accessible spaces for those living on the margins. Shadan has experience working in various areas such as the Youth Criminal Justice System, Family Services, CYC Education and Youth Homelessness. Shadan has recently completed her MA Degree in CYC at Ryerson University and her research includes: Competing Masculinities and Racialized Young Men.

Mari Reeve-Newson, CYCP - CYW Diploma; CYC BA; Ryerson CYC MA Graduate Student Mari has practiced CYC for 12 years, striving to increase learning and language initiatives, promote the necessity of food and water security, and foster community empowerment as a foundation for well-being. Her last position as Special Projects Coordinator with Six Nations Social Services gave her the opportunity to work with youth engagement and empowerment initiatives, community building projects, and youth life promotions.

FA-4  It’s Time: Moving Supervised Access into the CYC Scope of Practice

After six years of providing Supervised Access, Directors and Supervisors Brayden Supervision Services believe it is time to CYC recognized Supervised Access as a scope of practice. Supervised Access is typically not taught, or talked about in CYC courses as an area of practice for CYC practitioners. CYC practitioners are crucial to this field of work, as children can often be placed at the center of a divorce.
Supervised access is often ordered in situations where there is extreme tension and conflict, compounded by a history of trauma, substance use, mental illness, parental alienation, accusations and convictions of abuse and domestic violence.

Emily and Crystal are passionate CYC practitioners who are Service Directors at Brayden Supervision Services. The services require a neutral third party to observe and report on the interactions between a parent and their child(ren). Through scenarios and discussion, we explore the skills required, and the various areas teaching Supervised Access, and explore how to teach and learn about Supervised Access in the classroom. We supervise in the life space of children and adults and we suggest that CYC takes on this very important area of practice as its own.

Key Messages:
- Neutrality and professionalism
- Self-awareness in situation with High conflict and Violence
- Cultural Awareness:
- The Legal system

Emily Carty has an MA in Child and Youth Care from University of Victoria and over sixteen years of experience working with children, adolescents and families who were experiencing behavioural and mental health challenges. Most recently Emily managed an adventure-therapy based program for Outward Bound Canada and is currently a part-time instructor at Georgian College in the Child and Youth Care Program. Previous positions included part-time instructor at Sheridan College in Toronto, a practitioner at Kinark Outdoor Education Centre and at Wendigo Lake Expeditions. In addition to being Service Director at Brayden Supervision, Emily coordinates Bartimaeus Specialized Behavioural Services in Muskoka, North Bay, Parry Sound, and Sudbury.

Crystal Mathers is a Child and Youth Care Worker, certified through the OACYC, with over 15 years of experience working with children, youth and their families. Crystal has worked in residential treatment centres, for both adolescent and latency aged children and youth, and intensive service programs for child care centres and day treatment programs, provided through children’s mental health agencies. As well she teaches at Centennial College in the Child and Youth Care program. Crystal has had extensive training and experience working with children and youth with mental health and attachment concerns and diagnoses, Fetal Alcohol Spectrum Disorder and, with children and youth experiencing effects of trauma. Throughout her career, Crystal has consistently worked in settings which have been developed for children youth who are experiencing crisis and works with all involved to make environments safe so they can develop new skills and heal.

Evidence has shown that utilizing Youth Engagement has many benefits. Not only for the youth that we work with, but for us as professionals, organizations and as a community. However, these benefits come with some challenges. Through this presentation, Kristen Clendenning will share her experience from a youth engaged program. She will share the transition from being a youth, to volunteer, to staff ally. Kristen Clendenning will open up about her personal experiences of successes and challenges when working with youth engagement. Included will be a highlight of how Sarnia, and more specifically Sarnia-Lambton Rebound, utilizes youth engagement.

Key Message:
Youth engagement is never perfect, however, we can’t do better if we don’t keep trying.

Kristen Clendenning is a Child and Youth Care Worker from Sarnia, Ontario. She works at Sarnia-Lambton Rebound as a Program Coordinator for their Act II and Choices Jr. Programs. Kristen’s experience participating in a youth engagement program helped shape her into the CYC she is today. She believes every young person has the ability to create unimaginable change into today’s society.

The purpose of this workshop is to explore what care means in contemporary CYC practice, education, thinking, research, and writing. The session will start by introducing some ways that care has been written about and taken up in CYC literature, give an overview of care ethics, and then create opportunities to think through and discuss care within CYC. Participants are invited to consider and share (through speaking, poems,
Weaving Perspectives: Challenging Ourselves and Others Through Storytelling & Narratives

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images, or other means) their own stories of care, as both givers and receivers, as a way towards constructing the care we provide and desire.

Key Message:
Catalyzing questions for this session include:
- How do we care?
- When is it hard to care?
- When does care flow easily?
- What is the purpose of care?
- How might we define care in CYC?
- What is the relationship between care, social justice, developmental theory, oppression, and practice?

Wolfgang Vachon has worked with children and youth as a practitioner, artist, and educator for close to three decades. Community-arts practice has informed his work with diverse young people, in multiple contexts. Wolfgang is a faculty member in CYC at Humber College and hosts CYC Podcast: Discussions on Child and Youth Care (www.cycpodcast.org.)

APPLIED HUMAN DEVELOPMENT

FA-7 Seniors and Youth: mutually-beneficial intergenerational programs

- Discuss the benefits of existing intergenerational programming for children/seniors and suggest the possibility to take intergenerational programming one step further as a tool for reintegration of youth justice clientele.
- Offer proposal to develop partnerships with youth justice facilities and senior’s residences. Custody youth eligible for reintegration leaves into their community will complete community service hours and socialize with seniors with the purpose of developing mutually-beneficial therapeutic relationships.
- Benefits for Youth:
  - reintegrate into society
  - develop relationships with people, specifically adults
  - develop empathy in youth
  - see adults in a new light
  - contribute to their community
  - gain community service hours
- Benefits for Seniors:
  - socialization
  - mental stimulation
  - renewed sense of purpose in life
  - receive support with services
- Role of the CYC:
  - facilitate programming between seniors and youth
  - work with community partnership to maintain safety and security

Key Message:
Intergenerational programming can and should be developed as part of a reintegration plan for youth justice clientele, with mutually beneficial results.

Monica Chander is a 3rd year Child and Youth Care student at Sheridan College, with a passion for empowering youth to create a life worth living for themselves. Monica is currently working part-time at a group home for high-risk youth while concurrently completing her final practicum at a closed-custody youth justice facility. In her free time Monica volunteers for a local Air Cadet squadron, with a focus on youth leadership development and musical instruction.

PROFESSIONALISM

FA-8 School Based Child and Youth Care in Ontario: The Practitioners Perspective and Implications for Practice

What are school based CYCPs actually doing? There has been limited writing about this sector and perhaps limited understanding of day to day experiences, duties, expectations and working conditions. Participants will be invited to explore their own views on the work in this sector including working conditions, qualifications, successes and challenges. The findings of a recent study exploring the practitioners’ perspective on school based work within the context of the competencies of child and youth care practice as identified by Mattingly et. al. (2010) and the characteristics as identified by Garfat and Fulcher (2011) will be
shared. Time will be spent identifying implications for future practice and suggesting and discussing recommendations.

**Key Message:**
Participants will have a better understanding of the school based CYCP position including the strengths and challenges experienced in the job. They will also have an opportunity to explore their views and to share in a problem solving task.

**Christine Gaitens, MSc. CYC-P,** is the Manager of Child and Youth Services at the Toronto District School Board where she is responsible to implement professional practice standards and provide leadership, professional development and supervision for 500 child and youth care practitioners. She has been a Child and Youth Care Practitioner for 27 years and has supported families, children and youth through her work in residential care, family preservation services, foster care, child care and the education sector. She has been an active member of the Ontario Association of Child and Youth Care, volunteering on the Board of Directors in 2012 and serving as President from 2013 to 2017. Christine is a passionate supporter of legislated practice for CYCPs and continues to promote the profession and support the development of professional Child and Youth Care Practitioners.

**RELATIONSHIPS AND COMMUNICATION**

**FA-9**

**Sharing Stories to Enhance Learning in the CYC Program at Sheridan College**

In the CYC Program at Sheridan College, Graduates of the program reminisce on the stories they were told in their education. These stories lingered longer than the theoretical concepts tied to the Course Learning Outcomes. The workshop will explore the use of stories to consolidate the learning of important concepts. Two recent Graduates will join a professor of the program to explore the value of storytelling.

**Key Message:**
How storytelling in the classroom incorporates theory concepts and new learning. The value of lived experience in consolidating learning.

**Peter Hoag** has been teaching in the CYC Program at Sheridan College for 14 years. He has in residential, educational and youth Justice settings and currently has a thriving private practice.

**Emma Mihalic** graduated from the Sheridan CYC Program in 2017 and currently hold down 3 positions in residential and educational settings. This is her second time presenting at the OACYC Conference.

**Sumeya Said** also graduated from the CYC Program at Sheridan College in 2017. She currently works for Trillium Support Services in both supported Group and Independent Living.

**CULTURE AND HUMAN DIVERSITY**

**FA-10**

**Listening to the Voices of Queer Youth**

Weaving perspectives is the perfect phrase for this presentation on how to increase cultural and linguistic competence in service delivery to young people with diverse sexual orientations, gender identities and gender expressions. This presentation will focus on the Association of Children’s Residential Center’s 12th position paper: Ensuring Competent Residential Interventions for Youth with Diverse Gender and Sexual Identities and Expressions. It is imperative that we learn to listen closely to the voices of young “queer” people who are marginalized and show up in residential care settings at a significantly higher rate that their cisgender, straight peers.
Key Message:

- Increase comfort with some of the terms shared with the group, in practice, through self-evaluation and action
- Increase knowledge of terms currently in use with these populations
- Carry your new comfort, knowledge and commitment outside of the training room into your practice and your life
- Make a commitment (hopefully) to become an ally to these populations

Douglas A. Glick, LMSW, LCSW is a trauma-informed therapist and consultant that has worked in human services for more than 27 years. He has worked in the fields of HIV/AIDS, adolescent residential treatment and private practice. Douglas has written and presented on cultural and linguistic competence in working with people with diverse sexual orientations, gender identities and expressions and has worked on anti-racism as well. Douglas believes strongly in strengths-based work through all of his areas of work. Prior to returning to Michigan in 2017, Douglas was the Director of a 45-bed adolescent residential treatment center in Richmond, VA. He is a member of the board of advisors for the Association of Children’s Residential Centers.