

Child & Youth Care in Action III:
Leading Conversations in Research, Practice & Policy
April 28-30, 2011



Conference Themes:

- Innovative strategies
- Narrative approaches
- Community level practices
- Neoliberal demands of everyday work
- Critical, postmodern, feminist, queer approaches
- Postcolonial, decolonizing, Indigenous ways of working
- Child & youth care identities: Professionalism & beyond
- Quantitative & qualitative methodologies
- The intricacies & complexities of practice
- Perspectives on bodies & embodiment
- Pedagogical encounters
- Ethics & social justice
- Global perspectives
- Assessing quality

Keynote Presentations:

Dr. Sibylle Artz

Dis[s]course[if] Challenges: Professional Conversations in Child & Youth Care in Fluid Modernity

Professor Jin-Sun-Yoon

Conversations in Child & Youth Care: Nothing Lost in the Telling



**University
of Victoria**

School of Child
& Youth Care

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Child & Youth Care in Action III: Leading Conversations in Research, Practice and Policy

April 28-30, 2011

Dear Conference Participants

It gives us great pleasure to welcome you to our 3rd CYC in Action Conference: *Leading Conversations in Research, Practice and Policy*. We have an exciting conference program lined up featuring more than 70 papers, workshops, and posters. Students, researchers, educators, practitioners and alumni from across the country and beyond will be joining us to present their ideas, share their research findings, and describe their practices. Our conference program clearly attests to the broad and diverse field of CYC and we look forward to the lively conversations that these sessions promise to generate.

In addition to the conference sessions, we have also planned a number of evening social events, lunchtime documentary screenings and musical performances. The pre-conference roundtable discussion, "Conversing about Conversations in Child and Youth Care", takes place on Thursday, May 28th in the First Peoples House. We hope you will partake in all of these activities.

In keeping with our "green conference" we welcome you to bring your own water bottle and/or coffee mug.

We are looking forward to meeting you.

Sincerely,

Veronica Pacini-Ketchabaw and Jennifer White, Conference Co-Chairs

Creating a space for lively, critically engaged, conversations that extend and challenge our learning is more pressing than ever given the unprecedented, wide ranging demands of working with children, youth, families and communities across a diverse range of local and global contexts. This conference attempts to engage with this complexity through such questions as: Can the current conceptual tools and language of child and youth care critically engage with the multiple and competing demands that practitioners, policymakers and researchers encounter in their everyday work? What are the restrictions and exclusions of contemporary conversations in child and youth care? How can we open up the field of child and youth care so it does not limit our horizons and restrict our imaginations? How do we decide on the value and relevance of our work? What do we need to grasp the complexities we encounter in everyday practices? Can child and youth care embrace the intricacies of embodiment and our everyday relationships with the non-human world?

What kinds of new languages and related practices can be mobilized in our work with children, families and communities? How can we engage in a culture of critique in child and youth care and, simultaneously, work with children, youth and families experiencing difficulties?

Conference Themes

The 2011 conference theme invites proposals that engage with (but are not limited to) the following strands/lines of inquiry:

- Child and youth care identities: professionalism and beyond
- The intricacies and complexities of practice
- Innovative approaches to working with children, youth, families and communities
- Critical, postmodern, feminist, queer approaches to working with children, youth, families and communities
- Postcolonial, decolonizing, Indigenous approaches to working with children, youth, families and communities
- Quantitative and qualitative approaches to child and youth care research
- Assessing quality in work with children, youth and families
- Neoliberal demands of everyday work with children, youth, families and communities
- Perspectives on bodies and embodiment in work with children, youth, and families.
- Narrative approaches to child and youth care
- Pedagogical encounters
- Global perspectives in working with children, youth, families and communities
- Community level practices

Brief Program Overview		
Thursday, April 28	Friday, April 29	Saturday, April 30
	8:30 am – 9:00 am Coffee/Tea in Lobby of MAC A144	8:30 am – 9:00 am Coffee/Tea in Lobby of MAC A144
	9:00 am – 10:30am Indigenous Elder Opening Prayer Opening Remarks by Jennifer White & Veronica Pacini-Ketchabaw, Co-Chairs Opening Remarks by Mary Ellen Purkis, Dean Faculty of Human and Social Development Keynote: Sibylle Artz Dis[s]course[if] Challenges: Professional Conversations in Child and Youth Care in Fluid Modernity	9:00 am – 10:30am Remarks from Jennifer White & Veronica Pacini-Ketchabaw, Co-Chairs Keynote: Jin-Sun Yoon Conversations in Child and Youth Care: Nothing Lost in the Telling
	10:30 am -11:00 am Nutrition Break Lobby MAC A144	10:30 am -11:00 am Nutrition Break Lobby MAC A144
	11:00 am -12:00 pm Concurrent Sessions * various classrooms	11:00 am -12:00 pm Concurrent Sessions * various classrooms
1:00 pm - 4:00 pm	12:00 pm - 1:30 pm Lunch on your own	12:00 pm - 1:30 pm Lunch on your own
Roundtable Discussion: Conversations on Conversing in Child and Youth Care Ceremonial Hall First Peoples House	12:30 pm – 1:30 pm Film Documentaries David Lam Auditorium, MAC A144 1:30 pm – 2:30 pm Concurrent Sessions * various classrooms	12:30 pm – 1:30 pm The Pre/Post Project David Lam Auditorium, MAC A144 1:30 pm – 2:30 pm Concurrent Sessions * various classrooms
	2:30 pm - 3:00 pm Nutrition Break Lobby MAC A144	2:30 pm - 3:00 pm Nutrition Break Lobby MAC A144
	3:00 pm – 4:30 pm Concurrent Sessions * various classrooms	3:00 pm – 4:30 pm Concurrent Sessions * various classrooms
4:30 pm – 7:30 pm Welcome Wine & Cheese Village Greens Commons Building	5:30 pm – 8:30 pm Dinner Halpern Centre for Graduate Studies	4:30 pm – 5:30 pm Conference Evaluation Please return to volunteers

Time	Thursday, April 28, 2011			
1:00 pm – 4:00 pm	Roundtable Discussion: Conversations on Conversing in Child and Youth Care Ceremonial Hall, First Peoples House			
4:30 pm - 7:30 pm	Welcome Wine & Cheese Village Greens, Commons Building			
Time	Friday, April 29, 2011			
8:30 am - 9:00 am	Coffee/Tea Lobby outside of David Lam Auditorium, MacLaurin Bldg, A144			
9:00 am - 10:30 am	Indigenous Elder Opening Prayer Opening Remarks by Jennifer White & Veronica Pacini-Ketchabaw, Co-Chairs Opening Remarks by Mary Ellen Purkis, Dean, Faculty of Human and Social Development Keynote: Sibylle Artz Dis[s]course[if] Challenges: Professional Conversations in Child and Youth Care in Fluid Modernity			Pg 10
10:30 am - 11:00 am	Nutrition Break Lobby MAC A144			
11:00 am - 12:00 pm	Concurrent Sessions:	Presenters:	Room	Pg
	Problems with PYD: Critical Reflections on the Discourse of Positive Youth Development	<i>Ben Anderson-Nathe</i> <i>Doug Magnuson</i>	MAC D103	12
	More Equal Than Others? The Detention of Migrant Children in Canada	<i>Lara di Tomasso</i>	MAC D109	12
	Institutional Living and Former Sites of Home as Place and Identity Among Transnationally Adopted Children	<i>Jennifer Shaw</i>	MAC D109	12
	Critical Perspectives in Child and Youth Care: A Book Project	<i>Alan Pence</i> <i>Denise Hodgins</i> <i>Jonathan Morris</i> <i>Janet Newbury</i> <i>Kathleen Kummer</i>	MAC D111	13
	Envisioning Leadership at a Time of Change: An Executive Transition Process	<i>Todd Koverchuk</i>	MAC D114	13
	An Exploration of CYC Program Models of Organizational Structure and Process – An Appreciative Inquiry	<i>Christine Slavik</i>	MAC D114	13
	Diversity in Practice: An Examination of How CYC Practitioners Conceptualize Their Work with Minoritized Youth in Residential Care Settings	<i>Mackenzie Dean</i>	MAC D115	14
	Project Artemis: When Girls Talk Back	<i>Elicia Loiselle</i>	MAC D115	14
	Deleuzian-i Inspired Pedagogical Encounters with Young Children	<i>Fikile Nxumalo</i>	MAC D281	14
	The Construction of Indigenous Llanguage Children's Books: A Decolonizing Practice	<i>Carol Rowan</i>	MAC D281	14
	Safer Spaces Within CYC Practice	<i>James Cairns</i>	MAC D283	14
	Crossing Interprofessional and International Borders	<i>Margot Sippel</i>	MAC D283	15
12:00 pm - 1:30 pm	Lunch on your own			
12:30 pm – 1:30 pm	Film: Enacting Multiple Outsider Feminisms: Participatory Research with Minoritized Girls (p.15) Jo-Anne Lee, Nishad Khanna, Elicia Loiselle David Lam Auditorium, MacLaurin Bldg, A144			

1:30 pm - 2:30 pm	Concurrent Sessions:	Presenters:	Room	Pg
	Tell it Like You See It: Youth Perceptions of Child and Youth Care Interventions and Outcomes in a School Setting	<i>Cait McMillan</i>	MAC D103	15
	Beyond the Rhetoric; Transforming to a Truly Client-Centered Practice	<i>Julia Morris</i>	MAC D103	16
	Is Anyone Listening?	<i>Michelle Bell</i>	MAC D109	16
	A Discursive Analysis of the Child Protection Investigative Interview	<i>Heather Harper</i>	MAC D109	16
	Dethroning the Single Voice: Pedagogical Narrations in Early Years Research and Practice	<i>Denise Hodgins Kathleen Kummen Deborah Thompson</i>	MAC D105	17
	Think VINC! A Community of Practice for the Exploration and Practice of Narrative Ideas	<i>Jonathan Morris David Segal Meghan Robertson Jeff Smith Becky Corcoran</i>	MAC D111	17
	Hospitable Research	<i>Ahna Berikoff</i>	MAC D114	17
	Escaping Purity: Lessons From Religion and Spirituality for Child and Youth Care	<i>Daniel Scott</i>	MAC D114	18
	CANCELLED - Heidegger and a CYW go Into a Bar . . . Is There a Sensibility That Combines Post-Modern Sensibilities with the Most Fundamental Yearnings and Needs of all People? The Restorative Connection!	<i>Rick Kelly</i>	MAC D115	18
	Addressing Complex Trauma in Children, Youth and Families: Healing Relationships	<i>Linda O'Neill</i>	MAC D281	18
2:30 pm - 3:00 pm	Nutrition Break Lobby MAC A144			
3:00 pm - 4:30 pm	Concurrent Sessions:	Presenters:	Room	Pg
	Helping Schools and Partners Rethink their Approach to Drug Education	<i>Cindy Andrew</i>	MAC D103	19
	Implementing Community Service Delivered Programs in our Schools	<i>Lyndsay Wells</i>	MAC D103	19
	Training Experiential Child and Youth Care Professionals: "From the Sex Trade Street to the Classroom"	<i>Cathy Denby Kim Herman</i>	MAC D109	19
	Exploring Youth and Practitioner Perspectives: Assessing the Need of Sexually Exploited Youth in the Lower Mainland	<i>Kate Rudelier</i>	MAC D109	20
	Staying Alive in the Work and Supervision of Solidarity	<i>Catherine Richardson Vikki Reynolds</i>	MAC D111	20
	Troubling the Borders between Care and Justice: A Critical Inquiry into How CYC Practitioners Conceptualize Social Justice	<i>Marina Harpe</i>	MAC D114	20
	Risky Bodies: Exploring the Discursive Limits of "Suicide" in the Classroom	<i>Jonathan Morris</i>	MAC D114	20
	Seeking Solutions Without Centering Problems	<i>Janet Newbury</i>	MAC D114	21
	Youth Aging Out of Care: Innovative Strategies Based on a Qualitative Study of Normative Development	<i>Varda Mann-Feder Emma Sobel</i>	MAC D115	21
	Leaving the System: Stories of Transitioning Out of Care and the Road Ahead	<i>Chelan McCallion</i>	MAC D115	21

	At-risk? The Exclusion of Social Services From Youth's Transitions to Work and Adulthood in Canada and Germany. Assessing the Quality of Youth Care Through a Narrative, Art-Based Approach	<i>Marion Schnute</i>	MAC D115	21
	CANCELLED - Supporting Families During Changing Times	<i>Penny Fenske Susan Thackeray</i>	MAC D281	22
	A Community Approach to Supporting Families with Mental Illness and Addictions	<i>Ann Fisher Sukni Sandhu Sarah Dryden</i>	MAC D281	22
	What Every Body Knows: An Introduction to Body-Focused Practice	<i>Gerry Fewster Leanne Rose</i>	MAC D283	22
	Always Wear Comfortable Underwear to Teach: Material Bodies in Theoretical Worlds	<i>JN Cole Little</i>	MAC D283	22
5:30 pm – 8:30 pm	Dinner at the Halpern Centre for Graduate Studies			
Time	Saturday, April 30, 2011			
8:30 am - 9:00 am	Coffee & Tea available in Lobby outside of the David Lam Auditorium, MAC A144			
9:00 am - 10:30 am	Closing Remarks from Jennifer White & Veronica Pacini-Ketchabaw, Co-Chairs and Daniel Scott, Director, School of Child and Youth Care, UVic Long Term Practicum Supervisor Awards Keynote: Jin-Sun Yoon Conversations in child and youth care: Nothing lost in the telling			Pg 11
10:30 am - 11:00 am	Nutrition Break in Lobby MAC A144			
11:00 am - 12:00pm	Concurrent Sessions:	Presenters:	Room	Pg
	CANCELLED - Consulting Young People as Experts: Coping & Adjusting in Foster Care	<i>Carys Cragg</i>	MAC D103	22
	Constructing and Managing Boundaries in the Life-Space	<i>Carol Stuart</i>	MAC D103	23
	Having a Conversation: An Invitation from a Keynote Speaker	<i>Jin-Sun Yoon</i>	MAC D109	23
	Care in Youth Care: Experiences, Ethics & Effects	<i>Carla Alexander Grant Charles</i>	MAC D105	23
	Critical Practice in Action: Discussing the Complexities, Tensions and Possibilities	<i>Mackenzie Dean Jennifer Donovan</i>	MAC D105	23
	CANCELLED - Doing Critical Work with Racialized Girls: Successes, Tensions and Challenges	<i>Sandrina de Finney Natalie Clark Jo-Anne Lee</i>	MAC D111	24
	Extending Conversations and Enlivening Possibilities in Youth Suicide Prevention Practice	<i>Jennifer White Jonathan Morris Tiffany Young Lyndsay Wells</i>	MAC D114	24
	Ethics in CYC: KNOW*BE*DO: A Call to Action	<i>Tam Tupper Amy Bishop James Cairns Lara Jones Angela Slade Jennifer Vincent</i>	MAC D115	24
	Supporting Developmental Growth in Child and Youth Practitioners	<i>Heather Modlin Doug Magnuson</i>	MAC D283	24
	CANCELLED - We Believe in You! You can do it! Now Welcome to Our Run Down & Underfunded Youth Program	<i>Leif Rasmussen Ashleigh Martinflatt</i>	MAC D283	25

12:00 pm - 1:30 pm	Lunch on your own			
12:30 pm – 1:30 pm	The Pre-Post Project, Matthew Halton David Lam Auditorium, MacLaurin Bldg, A144			Pg 25
1:30 pm - 2:30 pm	Concurrent Sessions:	Presenters:	Room	Pg
	Learning How to Play Outside Again: A Prescription for Being Underwhelmed and Video Game Addictions	<i>Nicholas Stanger</i>	MAC D103	25
	Cyberbullying: Updates to the Exploratory Analysis of Risk-Factors That Affects the Mental Well-Being of Young People	<i>Elaine Wong</i>	MAC D103	26
	Rethinking Children's Participation in Curriculum	<i>Kirsten Chan</i>	MAC D109	26
	Rethinking the Mind/Body Binary Through Art in Early Childhood Education	<i>Vanessa Clark</i>	MAC D109	26
	Child & Youth Work. . . Conversations with Parents	<i>Tina Kroll</i>	MAC D105	26
	Pedagogical Encounters of the Case-Based Kind	<i>Patti Ranahan Heather Sanrud</i>	MAC D105	27
	Becoming-Animal, Becoming Worldly Through Rethinking, Reclaiming and Reconnecting	<i>Veronica Pacini-Ketchabaw Hans Skott-Myhre Kathy Skott-Myhre</i>	MAC D111	27
	CANCELLED - Taking a Stand in Child and Youth Care: Images for Ethical Sustainability	<i>Angela Slade</i>	MAC D115	27
	Rock and Roll Rhizomes	<i>Jeff Smith</i>	MAC D115	27
	Rough and Tumble Play: The Good, The Bad and The Ugly	<i>Meagan Brame</i>	MAC D281	28
	Active & Outdoors CYC Practice: Hardly Innovative, Highly Effective	<i>Nevin Harper</i>	MAC D283	28
	Power To Be Adventure Therapy Society: An Innovative Approach to Working with Children, Youth, and Families in the Outdoors	<i>David Segal Meghan Millar Aviva Shtull</i>	MAC D283	28
Creating Engaging Nature Experiences with the Trickster/Transformer	<i>Wesley Gietz Corinna Stevenson</i>	MAC D283	28	
2:30 pm - 3:00 pm	Nutrition Break in Lobby MAC A144			
3:00 pm - 4:30 pm	Concurrent Sessions:	Presenters:	Room	Pg
	Left 2 Live: Suicide Bereavement and Youth	<i>Linda Finlayson Karen Moss</i>	MAC D103	29
	Circling: The Complexities and Contributories of Child and Youth Care Practice with Suicide Adolescents	<i>Patti Ranahan</i>	MAC D103	29
	CANCELLED - A Change of Scene: Using Acting Games to Tackle Youth Issues	<i>Graham Kelly</i>	MAC D109	29
Developing the Learner and Facilitator Essentials: The Way of a Ninja Master Presenter	<i>Jeff Willis</i>	MAC D109	29	

	The Multimodality of Children and Youth: Methodologies Should be Multimodal Too	<i>Ann Cameron Lynda Phillips Melanie Araujo-Lawrence</i>	MAC D105	30
	Military Experience and Perceptions of Parenting: A Narrative Perspective on Work-Family Balance	<i>Meghan Robertson</i>	MAC D105	30
	The Pre/Post Project	<i>Matthew Halton</i>	MAC D111	30
	Images We Work By	<i>Bruce Tobin</i>	MAC D111	31
	Kookum Knew . . . Exploring Historical Contexts: Aboriginal People, the Justice System, and Child Welfare	<i>Shanne McCaffrey</i>	MAC D114	31
	Re-Indigenizing the Soul: The Traditional Pathways to Health Project	<i>Carmen Rodriguez de France</i>	MAC D114	31
	Engaging Indigenous Girls in Participatory Research	<i>Johanne Saraceno</i>	MAC D114	31
	NASKARZ Program – Starved for Opportunity	<i>Aleks Vasiljevic Rory Morrison Tim Houchen</i>	MAC D281	32
	Evaluating Youth Engagement	<i>Gord Miller</i>	MAC D281	32
	Engaging Young People in a Discussion About Substance Use; The AME Program: Awareness, Motivation, and Engagement	<i>Kara Thompson Dan Reist Paula Coleman</i>	MAC D281	32
4:30 pm - 5:30 pm	Complete Conference Evaluations and return to volunteers.			

Keynote Speakers

All Keynote Presentations will be held in the
David Lam Auditorium, MacLaurin Building, Room A144

9:00AM - 10:30 AM

FRIDAY, APRIL 29, 2011



Dis[s]course[if] Challenges: Professional Conversations in Child and Youth Care in Fluid Modernity.

Sibylle Artz, PhD

Professor, School of Child and Youth Care, University of Victoria

I plan to use the words of the many young people who have contributed their voices and stories to my research as read against the language of practice captured in official web sites, newspaper stories and public relations releases from MCFD and the Ministry of Education to weave a tapestry of dialogue that also includes poetry and other literary references from late and fluid modernity.

Sibylle Artz, PhD, is a Full Professor in Child and Youth Care at the University of Victoria. Her research focuses on youth aggression with an emphasis on girls' use of violence. Her community-based collaborative research projects include: a five year project, entitled *A Community Based Violence Prevention Project* that was instrumental in reducing school based violence in the participating district by 40-50%; *A Community-Based Approach for Dealing with Violent Under Twelve Year Old Youth*; collaborative work with undertaken with service providers entitled, *Developing Girls' Custody Units: A Project in Two Phases*; a project that involved three Vancouver Island communities entitled, *Developing a Gender-Sensitive Community Needs Assessment Tool for Supporting At-Risk Girls and Young Women*; a project entitled, *Homelessness Outreach Project for Single Parent Families*, a CIHR Institute of Gender and Health (IGH) in partnership with the CIHR Institute of Human Development, Child Youth and Health (IHDCYH), Newly Emerging Team Program. Entitled, *Aggressive and Violent Girls: Contributing Factors Developmental Course and Intervention Strategies*. and two projects involving collaboration with a local alternative school entitled, *Implementing innovative strategies for reducing aggression and violence in at-risk mothers and their babies*, and *Documenting an Integrated Childcare Program's Ability to Support At-risk Young Mothers and their Children*. She has published more than fifty refereed articles, written two books, *Feeling as a Way of Knowing* (1994) and *Sex, Power and the Violent School Girl*, (1997) and co-edited, a third book, *Working Relationally with Girls* (2004), with Dr. Marie Hoskins. She was chosen in 1998, as Academic of the Year by the Confederation of University Faculty Associations of British Columbia, and in 2004, received the Award of Distinction for Research from the McCreary Youth Foundation of Vancouver. In 2008, she was selected for a Leadership Victoria Award for her many years of community-based research. In 2010, with co-editor Dr. Jennifer White, she launched a new electronic, peer-reviewed publication, the *International Journal of Child, Youth and Family Studies*. Dr. Artz is currently participating as the Canadian partner in an international research project on girls and aggression that involves six European countries.

Keynote Speaker

9:00 AM – 10:30 AM

SATURDAY, APRIL 30, 2011



Conversations in child and youth care: Nothing lost in the telling.

(Introduction by: Sandrina de Finney)

Jin-Sun Yoon, MA

Senior Instructor, School of Child and Youth Care, University of Victoria

Contemporary tensions in the child and youth care field are addressed using “the elephant in the room” as a metaphor. Identifying the urgent need to acknowledge and respond to the changing demographics and cultural ethos in Canada, Jin-Sun offers an intersectional framework as a theoretical and practice orientation as a way forward. Drawing on her diverse experience in the field as an (accidental) academic, practitioner, active community member, social activist, parent, human rights and multicultural consultant, counselling/coaching practitioner, and policy advisor, Jin-Sun passionately believes the diversity in CYC needs to be acknowledged and nurtured in a mindful and thoughtful manner to continue making its mark relevant in the human services.

Jin-Sun Yoon joined the faculty of UVic as a Senior Instructor in the School of Child and Youth Care in 2002. She has a passion for teaching and a commitment to being engaged and connected to practice in the community.

The opportunity to influence front-line practitioners and enhancing their impact on communities of care is taken up as “serious business” and a real honour, responsibility, and privilege. Jin-Sun’s educational and career journey in child and youth care is unorthodox, broad and interdisciplinary that includes work with children in their early years, mental health, human rights, at-risk youth, single parent families, immigrant and refugees, seniors, International students, racialized, queer, and Indigenous individuals and communities. Her divergent experience has naturally led to intersectional practice as her theoretical and practice orientation. She firmly believes in community activism and advocacy to support the needs of children, youth and families. Her commitment is demonstrated, in part, through her many years of leadership and support to feminist grassroots organizations such as *antidote* (Multiracial and Indigenous girls and women’s network). Her leadership also includes participation as an invited council member of the Vancouver Island Regional Advisory Council and the Ethno-Cultural Advisory Council for the BC Ministry of Children and Family Development. Her latest project involves a provincial initiative for diversity trainers. Born in South Korea and raised in North Delta BC, her insights into ethnic identity development as a racialized minority in Canada was the focus of her graduate work at the University of British Columbia and continues in her applied research and praxis. Jin-Sun is a busy parent of two biracial youth who have given her many gifts of insight and humility. She is an active leader in many social justice and diversity initiatives including Chair of the Cross-Cultural and Equity Portfolio in the School of Child and Youth Care and Co-Chair of the Minority and Indigenous Women Instructor Network at UVic among many other committees for social justice, diversity, inclusion, and equity.

Abstracts**Friday, April 29, 2011****Concurrent Sessions****11:00 am–12:00 pm****MAC D103****Problems with PYD: Critical Reflections on the Discourse of Positive Youth Development***Ben Anderson-Nathe, Portland State University**Doug Magnuson, University of Victoria*

Over the past 25 years, Positive Youth Development (PYD) has steadily grown to a cottage industry impacting the academic, political, and funding climates in which child and youth care is nested. Funding is often tied to a program's fidelity with PYD principles, the academic and professional literature is saturated with "practice wisdom" around supporting youth development, and models of PYD (such as the Search Institute's Developmental Assets) are taught as best practice in university settings. We will critique the assumptions of PYD through an examination of eight recent youth development handbooks and other texts. The discussion will review a) the problems and fears that the phenomenon of PYD addresses, b) its pseudo-scientific foundation, c) its claims to universal applicability, and d) its adherence to a nostalgic view of the pastoral past. We will demonstrate how the PYD literature obscures the real lives of young people and complicates child and youth care workers' ability to authentically engage with youth. The presentation will address the conference themes of engaging in a culture of critique within CYC, opening the field to remove barriers that limit how we view and work with young people, and critique the conceptual tools and language in our fields to more effectively navigate the competing demands encountered by CYCs in the field.

11:00 am–12:00 pm**MAC D109****More Equal Than Others? The Detention of Migrant Children in Canada***Lara di Tomasso, University of Victoria*

As borders become increasingly porous to the flow of global capital, human beings entering countries like Canada are routinely criminalized. On August 13, 2010, the Canadian navy escorted the MV Sun Sea, a ship carrying 491 men, women and children from Sri Lanka, to a Canadian Forces Base on Vancouver Island. Months later, people remain incarcerated, including women and children. The racialization, criminalization, and incarceration of migrant children in Canada poses a direct challenge to the myth of Canadian multiculturalism, as well as purported commitments to the United Nations Convention on the Rights of the Child. This workshop will seek to critically engage with state, media, and public narratives surrounding the arrival and treatment of the 491 men, women and children aboard the MV Sun Sea. Using images, articles, and the comments section of online news sources, participants will have an opportunity to unmask some of the contradictory discourses required to successfully normalize the criminalization of children's bodies. What might this exploration reveal about Other(ed) childhoods in Canada? As Child and Youth Care professionals, how do we position ourselves in order to better support children and families in rapidly changing and contradictory contexts?

Institutional Living and Former Sites of Home as Place and Identity Among Transnationally Adopted Children*Jennifer Shaw, University of Victoria*

Anthropologists have long been interested in kinship studies including family formation and child care. More recently, the rise in transnational modes of child circulation have sparked increased interest in how and why children are moved and what effects this has on issues of place, belonging, and identity. However, qualitative research focusing on children's perspectives is limited and often neglects children's capacity to comment on their social worlds. In this presentation I discuss the outcomes of research conducted with transnationally adopted children between the ages of 8 and 14 and some of their adoptive parents. Half of the children I spoke with lived in an orphanage or "children's home" prior to their adoption. These forms of institutional living became recurring topics during interview conversations. For many participants, their residence immediately prior to adoption is imagined as part of their beginnings and an important place in their biographical histories. What is revealed through this research is the importance of place in children's histories and identities. Institutions such as orphanages are not just liminal sites of waiting but are places that assist in constructing and informing children's understandings of themselves, how they came to be in the world, and their place within it.

11:00 am–12:00 pm**MAC D111****Critical Perspectives in Child and Youth Care: A Book Project***Alan Pence, University of Victoria**Denise Hodgins, University of Victoria**Jonathan Morris, University of Victoria**Janet Newbury, University of Victoria**Kathleen Kummen, University of Victoria*

This panel will feature presentations, primarily by SCYC doctoral students, whose chapters are included in a book project led by Drs. Alan Pence and Jennifer White. Drs. Pence and White will introduce the session and be followed by brief presentations from a number of the chapter authors. The topics presented will address a wide range of CYC contexts, but will share a critical perspectives lens.

11:00 am–12:00 pm**MAC D114****Envisioning Leadership at a Time of Change: An Executive Transition Process***Todd Koverchuk, University of Victoria*

The role of leadership is integral to the successful operation of any organization. Leadership occurs in many shapes and forms in an agency, from 'frontline' staff through to supervisors, managers and senior executive staff. The importance of leadership in child and youth care practice has been known in the field for many years, however there have been few articles written about it; there are even fewer studies that have looked at the actual event of a leadership transition in an organization. An Executive Transition process assists an agency in one of its critical leadership issues - the planned departure of an Executive Director. Although this change can represent a significant challenge for staff and an agency, it can also serve as unique opportunity for staff as they examine their current roles, their aspirations, and visions for the future of the agency. This presenter will review a recent Executive Transition process developed with a non-profit agency in BC. It will include a summary of existing academic research and field studies on Executive Transitions; an outline for engaging in discussions with staff; a framework for action after the discussions; as well as how to assist the agency in implementing the framework.

An Exploration of CYC Program Models of Organizational Structure and Process: An Appreciative Inquiry*Christine Slavik, University of the Fraser Valley*

Universities are complex organizations experiencing a period of rapid change. There are expectations to do more to reach out to students and community and respond to market realities of decreased funding, increased costs and changes in technology. Institutions, who yield to the pressure to become market driven, jeopardize academic values and standards (Edge, 2004). How can universities maintain quality in the climate of increased public, academic and market demands? Organizations ask themselves: How well are we doing what we do? Are we performing our role? What is needed? The success of an organization is often determined by the capacity to meet its mission, vision and goals. Like most organizations, a university needs to plan for its success. Success can be measured in countless ways. How do Child and Youth Care education programs determine if they are successful? How do they decide on the value and relevance of CYC work? What models of organizational structure and planning are suited to CYC?

The academy provides the environment for CYC practitioners to develop the knowledge, skills and reflexive capacity to engage in work with children, youth, families and communities. The philosophy and professional practice orientation of CYC is distinct and unique. Professional programs express the need to promote a specific practice orientation and set of values that "socialize" students to their field. There is often a tension between academic programs and those of professional practice or applied programs in higher education. What role does the structure of organization have on CYC programs? On a national level there are differing models of organizational structure. This presentation reviews the results of research conducted across Canada exploring CYC program models of organizational structure and process utilizing an appreciative inquiry framework. Highlights include: CYC program capacity; CYC organizational structure & strengths; Determining success; CYC program peak experiences; Facing challenges; Meeting student needs; Core strategic factors that give life to CYC programs; Hopes, dreams & vision for CYC programs. In addition to the research results, this presentation will provide the theoretical foundations for appreciative inquiry and will explore how it can be used to address issues of strategic planning and organizational development, informing planning in CYC programs in higher education.

11:00 am–12:00 pm

MAC D115

Diversity in Practice: Exploring how CYC Practitioners Conceptualize Their Work With Minoritized Youth in Residential Care Settings*Mackenzie Dean, University of Victoria*

Residential care settings provide services for some of the most diverse and disadvantaged young people of the “in care” population. Statistics show that marginalized groups such as queer, Aboriginal, immigrant and refugee children and youth are all overrepresented as clients within the Canadian child welfare system (Lavergn, Dufour, Trocme, & Larrivee, 2008).

This overrepresentation is particularly noticeable in the context of residential care where residents often face structural barriers such as poverty, racialization, and sexual discrimination which result in their being excluded from mainstream notions of wellbeing and success, and positioned as being in need of professional “care”. So how do residential programs respond to this? The literature shows that social service interventions in these settings frequently fail to address social injustices and are instead reflective of a desire to assist young people in “catching up” to a dominant standard of living that is taken for granted as being “normal” (Harley, Jolivette, McCormick, & Tice, 2002). Is this true for CYC practice in residential settings? This presentation describes my study which explores how CYC practitioners who work in residential settings navigate these tensions between contradictory representations and expectations of both youth in care and themselves as practitioners. My intent is to facilitate a critical engagement with dominant conceptualizations of “Diversity in practice” and to make visible the strengths and weaknesses of the CYC approach(es) to confronting the effects of social inequality and working with minoritized young people.

Project Artemis: When Girls Talk Back*Elicia Loiselle, University of Victoria*

This feminist Participatory Action Research (PAR) study engaged, as co-researchers, minoritized girls who have been alienated from mainstream schools. The project explored the girls’ schooling experiences in mainstream and alternative education settings, while simultaneously unpacking their negotiations of agency across their multiple contexts. Grounded in critical girlhood studies, my analysis in this paper disrupts the problematic ways girls’ realities are subsumed under feminist theorizing of women’s experiences. The girls’ relationships to/tensions with feminism reveal the contradictory ways in which they are excluded from and/or take up feminist subjectivities. This paper draws on poststructural analytical frameworks to unpack and complicate postfeminist girlhood discourses by exploring how the girls’ complex relationships to feminisms are constituted as they navigate multiple structural barriers. Further, I consider the possibilities for unfixing categories of ‘girl’, ‘resistance’, and ‘feminism’ as we are doing research and practice with girls.

11:00 am–12:00 pm

MAC D281

Deleuzian Inspired Pedagogical Encounters with Young Children*Fikile Nxumalo, University of Victoria*

This paper will explore how engagement with a Deleuzian-inspired materialist ontology of race can help bring attention to the emergence of race and racialization in children’s everyday encounters and be used to inform a nomadic approach to antiracist praxis in early childhood settings.

The Construction of Indigenous Language Children’s Books: A Decolonizing Practice*Carol Rowan, University of Victoria*

The author/presenter will consider four main questions: How do children’s storybooks perpetuate mainstream colonizing methodologies? How do children’s story books act as vehicles of exclusion and mechanisms for maintaining conformity? How can teacher made children’s storybooks open up to infinite possibilities of imagination and link to the recognizable and known? How can teacher made children’s books provide a method to practice post-colonial/decolonizing methodologies and make visible Indigenous world views?

11:00 am–12:00 pm

MAC D283

Safer Spaces Within CYC Practice*James Cairns, University of Victoria*

In response to the recent media’s interest in queer youth suicides and the ongoing statistics that find that youth that identify as queer are four times more likely to attempt suicide. CYC practitioners need to be more aware of how they are able to create safer spaces for individuals of all gender identities and sexual orientations. This workshop will expose conference participants to an overview on how they can help build safer spaces. It will include information on the Positive Space Network (PSN), which exists on campuses across Canada (including University of Victoria) and works towards making safer and more inclusive spaces for all genders and sexualities. Participants will have the opportunity to be exposed to

terminology and scenarios that will assist them with their work with those within the LGBTTIAQQ community. A guided action plan will be reviewed that will allow participants to leave the workshop with some guidelines on how to create safer spaces within their places of employment and/or academic institutions.

Crossing Interprofessional and International Borders

Margot Sippel, Fanshawe College

This presentation directly confronts the limiting beliefs in the field of Child and Youth Care. Six Child and Youth Work students from Fanshawe College in London will complete a month long field placement in Costa Rica, as part of an Interprofessional team which also included Early Childhood Education students, and Practical Nursing students. Accompanied by Professors and CYW grad/mentors, they will work at a high needs public school and live in the neighborhood with local families. Supported by the Costa Rican school's psychologist, social worker, learning specialist and counselor, the students will be assigned primary clients from the children who were most at risk. Despite limited Spanish, they will build therapeutic relationships with children who live in extreme poverty and neglect, have histories of abuse, and have witnessed domestic violence. The Interprofessional team approach, the global perspective and cultural differences will broaden the Canadian students' horizons and perceptions of Child and Youth Counseling. Their creative problem solving and collaboration skills will be tested in an environment where they must function without their usual resources. We have submitted a research proposal to Fanshawe College to assess the efficacy of an Interprofessional Education Training program from the University of Western Ontario. We are piloting the use of these modules with our IPE teams. Some qualitative and quantitative data would be available by presentation date.

12:00 pm–1:30 pm

Lunch on your own.

12:30 pm–1:30 pm

Film Documentaries - David Lam Auditorium MAC A144

Enacting Multiple Outsider Feminisms: Participatory Research with Minoritized Girls

Jo-Anne Lee, University of Victoria

Nish Khanna, University of Victoria

This documentary explores methodological, conceptual and practical dilemmas in employing multiple outsider feminist lenses in participatory research with minoritized (Indigenous, racialized, queer, poor) girls. The film explicates the difficulties of engaging in collaborative engagement with minoritized girls in hegemonic white contexts. It critically reflects on a study where participatory action researchers consciously developed and applied feminist, decolonizing and anti-racist research practices to explore interactions between racialized and Indigenous girls living under whiteness in a mid-sized Canadian city. Yet, in designing and implementing the study, the research team found themselves being positioned by dominant discourses about youth and girls despite their desire to act and think differently.

Project Artemis: When Girls Talk Back

Elicia Loiselle, University of Victoria

The film Project Artemis: When Girls Talk Back was created by and about girls attending Artemis Place during the 2008/09 academic year. Artemis Place is an academic and integrated life skills program in Victoria, BC that serves as an alternative for girls who have been under-served in the mainstream school system. Project Artemis is a girl-led Youth Participatory Action Research (YPAR) project that engaged eight Artemis girls in evaluating the Artemis Place program and critically exploring our schooling experiences. We created this video documentary to speak back to the labels and stereotypes girls encounter, share our individual and collective perspectives on negotiating mainstream and alternative school systems, and highlight the importance of Artemis Place in our processes of positive change. Through community partnerships with local Victoria independent film organization, MediaNet, and local documentary film maker, Monique Cartesan, we learned skills in story-boarding, film production and editing that enabled us to tell our stories in our own voices. **Co-researchers:** Ruthie · Sarah · Beckie · Jordie · Leah · Ashley · Taylor · Starr · Elicia **Directors/Chief Editors:** Sarah Ruth Robertson and Ruthie Taylor **Assistant Editors:** Monique Cartesan and Elicia Loiselle **Research Facilitator:** Elicia Loiselle, University of Victoria.

1:30 pm–2:30 pm

MAC D103

Tell it Like You See it: Youth Perceptions of Child and Youth Care Interventions and Outcomes in a School Setting

Cait McMillan, Ryerson University

Using a semi-structured interview format, youth who engaged closely with CYC practitioners spoke with researchers about their lived experiences in a school-based (day treatment) setting. Researchers were primarily interested in learning about youths' perceptions of the effectiveness of the different types of interventions and approaches that are most commonly used by CYC practitioners. Youth reported that they noticed CYC practitioners employing a number of different strategies,

interventions, and relational approaches intended to increase youths' program and personal outcomes. They spoke of a variety of methods that both they and their CYC practitioners used to assess program and personal successes and resultant outcomes to date. A variety of outcomes were perceived by youth including social and life skill acquisition, behavioural and attitudinal changes and academic successes. This presentation will highlight the major findings of this research with specific focus on aspects of Child and Youth Care practice that were most significant to youth in positively affecting their perceived outcomes in the program. The presentation will be of specific interest to those working in schools and day treatment programs, or for anyone who is interested in learning more about employing the voices of youth in Child and Youth Care research.

Beyond the Rhetoric: Transforming to a Truly Client-Centered Practice

Julia Morris, Inner City Youth Housing Project

As leaders change management is one of the hardest things we do, there are a number of steps we can take however, that will help to make the process successful. The ADKAR model of change states that there are five areas to keep in mind when navigating significant change: Awareness of the need to change (nature of the change, why it is needed, what is the risk of not changing, how it will benefit your staff and client base); Desire to change (choosing to support, engage and participate in a change, motivation to change, have organizational drivers to support the change); the Knowledge to make it happen (an understanding of how to change, the training, education, resources and tools that will be necessary); the Ability to change (skills, resources, etc.); and continual Reinforcement of the change (recognition, incentives, celebrating successes, etc.). While it is important to be mindful of these areas of change management they do not make the process comfortable or seamless. There will be hardship, roadblocks and backlash along the way, the validation comes in achieving the vision and facilitating transformative practise. From December 2008 until September 2009 the Inner City Youth Housing Project (ICYHP) experienced a period of intense transformation. Driven by the need to make two sets (or six years) of accreditation standard changes over an eight month period and a longing to engage in truly client-centered practise, ICYHP had to clearly define where it wanted to go and the steps required to get there. Changes made were driven by accreditation and the vision to create a client-centred, strength-based, outcomes-oriented team. The focus of this paper will be on the steps taken and lessons learned while undergoing this dramatic culture shift.

1:30 pm–2:30 pm

MAC D109

Is Anyone Listening?

Michelle Bell, VIHA Youth & Family Substance Use Services

The purpose of this discussion will be to examine the Child and Youth Systems responses to children and youth who experience abuse or neglect. Are the systems that are designed to support and educate at-risk children and youth becoming part of the problem? Are the systems failing to provide the resources necessary to ensure children are adequately cared for? The Ministry of Child and Family Development (MCFD), Youth and Family Addiction Services (YFAS), Child and Youth Mental Health (CYMH), the Youth Justice System and the Education System, are all services designed to support at-risk children and youth. Many of the Child and Youth protection systems are designed to treat the symptom, what is perceived as "misbehavior" i.e. not attending school, noncompliance, aggression, social withdrawal, smoking marijuana, drinking alcohol, promiscuity, fighting, etc. (behavior) not the underlying problem therefore most fail to address the real issues and exacerbate situations further. A critical look at the effectiveness of these systems is needed. I will be using Attachment Theory developed by John Bowlby's (1958) to look at the importance of human relationships. This theory is based on the belief that young children need to develop a relationship with at least one primary caregiver for social and emotional development to occur normally. Another theory I will use is *response-based therapy*. It was developed by Dr. Allan Wade (1997) used to explain natural human resistance to oppression. I will discuss healthy responses verses pathology, and establish that misinterpreted responses to abuse and neglect can create long-term pathology and systemic oppression. I will use a trauma lens to explain some common physical and emotional trauma responses. Trauma theory explains many of the behaviors that we define as psychopathology but are actually emotional and physical reactions to childhood abuse or neglect. I am going to discuss whether the systems are in actuality ensuring the rights of the child or whether they are contributing to the problem of inequality and injustice. Currently our system addresses healthy resistance by determining pathologies and diagnosing children. I believe this in contradiction of *Convention on the Rights of the Child, (1989) Article 3, "the best interest of the child"*. A shift is needed from the "blame the victim" stance that is currently embedded in society to educating professionals and others to respond differently towards healthy resistant behaviors of abuse and neglect. Currently children experiencing problems within their families are often blamed and pathologized for their families' dysfunction.

A Discursive Analysis of the Child Protection Investigative Interview

Heather Harper, University of Victoria

As a child protection social worker, I came to realize that often children not only carry the abuse to which they have been subjected, they also bear the burden of responsibility for managing the family secret. In addition to the private struggles facing the child, she is often subjected to some level of public intervention which, while imperative and necessary, may risk

causing secondary harm through the very processes intended to help. As a result of this learning, I am interested in promoting child protection practices that strive to optimize the child's well-being while protecting her immediate safety. In this study, I will conduct a discursive analysis of transcripts of social workers' interviews with children and youth about alleged abuse and neglect. I will interpret them using a framework which borrows the response-based practice principles of Dr. Allan Wade, including resistance, dignity and competence. I hope that this research will contribute the growing body of evidence based practice informing child welfare practice in Canada today. More specifically, I hope to identify ways in which the forensic interview allows for opportunities for disclosure *and* a restoration of justice by acknowledging the child and her experience beyond the painful victimization of abuse.

1:30 pm–2:30 pm

MAC D105

Dethroning the Single Voice: Pedagogical Narrations in Early Years Research and Practice

Denise Hodgins, University of Victoria

Kathleen Kummen, University of Victoria

Deborah Thompson, University of Victoria

Pedagogical narrations, also known as pedagogical documentation, can be used as tool for interpretation, recollection and reflection of pedagogical experiences. This panel discussion will explore the potential of pedagogical narrations to be an innovative strategy for postfoundational work/research with children, youth, families, practitioners and communities. Working with pedagogical narrations is a process in which participants come together to critically reflect upon an observation and through collaborative dialogue construct new ways of understanding. Educators/researchers have used pedagogical narrations to (re)conceptualize interpretations of children's learning and pedagogical practice. As a non-traditional qualitative method/methodology, pedagogical narrations can provide avenues to both researchers and practitioners for the disruption of dominant (constraining) discourses and the stimulation of dialogue in efforts to transform ways of knowing and being. The panel discussion will introduce pedagogical narrations and the conceptual foundations of its practice, as well as consider its potential to be an innovative qualitative research strategy and a tool to explore pedagogical encounters in early childhood settings.

1:30 pm–2:30 pm

MAC D111

Think VINC! A Community of Practice for the Exploration and Practice of Narrative Ideas

Jonathan Morris, University of Victoria

David Segal, Power To Be

Meghan Robertson, Vancouver Island Narrative Collective

Jeff Smith, Victoria Conservatory of Music

Becky Corcoran, University of Victoria

Are you curious about how narrative approaches might inform your practice with young people, their families, and communities? Would you like to learn more about a vibrant community of practice designed to support learning around narrative ideas? Then think VINC! The Vancouver Island Narrative Collective (VINC) was founded in late 2008 by graduate students in the School of Child and Youth Care and the Department of Counselling Psychology at the University of Victoria. VINC is a growing community of practice of students, practitioners, educators, and researchers all committed to anti-individualizing and anti-pathologizing approaches to therapy, teaching, and research. Specifically, as a community, we learn together about the rich histories and theoretical ideas that frame narrative therapy and how they might infuse with our practice. During the course of this workshop, we plan to catch you up about our work to date including highlights of our recent training opportunities, narrative therapy discussion group, and our plans for practice, supervision, and community work. The workshop will also feature a live narrative interview with the opportunity to participate as a reflecting team member.

1:30 pm–2:30 pm

MAC D114

Hospitable Research

Ahna Berikoff, University of Victoria

Although, theory can often imply inaccessibility, it is not exclusive to academic circles, held inside philosopher's discussions, or scientific research studies. Theory can be recognized during each moment of each day, yet, becomes more obvious when intentionally applied to research. The opportunities for imagining, hoping, and expanding qualitative research in terms of theory and methodology are vast and exciting, revealing uncertainties and possibilities. Hospitality, a theory linked to Deconstruction and described by Jacques Derrida and John Caputo, has influenced and troubled my perspectives and conduct in my daily living, in for example, my role as a teacher and researcher. Hospitality reaches into

the inseparable time-scapes of past/present/future with hope and possibilities as well as risks; acknowledges the presence of and assistance of ghosts; has a continual ambiguous relationship to multiple doorways, perhaps infinite doorways. I address the complexities of being in research, in being in life, in an attitude and approach of hospitality. Topics for discussion may include: What is hospitable research? What does it mean to be with the other (past/present/future) in hospitality? What does hospitality mean in relation to ethics, justice, love, and ownership in research?

Escaping Purity: Lessons From Religion and Spirituality for Child and Youth Care

Daniel Scott, University of Victoria

This session will also draw on my study of spirituality and my experience as a lay worker in an institutional church setting as lenses from other locations to examine CYC self-understanding by encouraging both critique and play in a reflective consideration of our field. I will begin with a short piece outlining my perspective and questions and then facilitate a discussion with participants around some/all/or other of the following questions: How might these perspectives speak to the field of CYC? What are the doctrinal claims of CYC identity and beliefs that echo the difficulties in other settings? Who are our gurus? How much of CYC knowledge is revered? What notions of CYC field and practice do we have that is never questioned? What are the containing structures? Do we carry notions of pure CYC practice? What lessons might be gleaned for our field and practice? Do we have a collective self-awareness? Is there workable space for practice between certainty and chaos? In raising questions about CYC this session will hopefully be a pedagogical exercise of discovery.

1:30 pm–2:30 pm

MAC D115

CANCELLED - Heidegger and a CYW go Into a Bar . . . Is There a Sensibility That Combines Post-Modern Sensibilities with the Most Fundamental Yearnings and Needs of all People? The Restorative Connection!

Rick Kelly, George Brown College

This session explores and mediates on the Restorative Philosophy and its practices. It does so by looking at the intersection of post-modern thinking and the Restorative philosophy and as a model for practice. What will be talked about is a response to a recent posting on CYC-Net which posed the following challenge and asked the question;

“I have been working in the field for a while now and one of the things I used to appreciate was how, in many ways, the field was ‘jargon-free’, or at least the jargon was easy to understand.

But lately I have been coming across a lot of words and concepts that I just don’t understand. Like I read somewhere the other day, about things like postmodern counselors, and politics of mutual liberation, and about some conference concerned with the intricacies of embodiment and, elsewhere, I read other words and phrases referring to ideas and concepts that I just don’t understand.

But here’s my question – why are people speaking about our work in a way that makes it so hard to understand what they are saying?” Posted to CYC-Net Fri 11/12/2010 8:18 AM

The outcome of this workshop will be to make sense of the validity of “post-modern” experiences and constructs, by placing them against a Restorative model, which can be seen to both post modern as well as decidedly pre-modern, and more importantly, relevant and congruent to the most basic needs of not only the children, youth, families and communities CYW work but ourselves as persons. In a world and work where the core of what CYW’s encounter and address are relationally based issues, from the micro to the macro, they are found to be also constructed by a set of forces that hands all of us various social roles and identities that are the inheritors of a myriad of past and potential social injustices and imbalances. The suggestion in this workshop is that finding a way through and past these pre-cursors can be found in the Restorative philosophy. While we are condemned to inherit the past, the past need not be the template for the future. In addition all of this can be said in plain language (or not) and the “dream of a common language” (Rich, 1976) is once again evoked, in a different context, but possibly with a similar meaning (or not).

1:30 pm–2:30 pm

MAC D281

Addressing Complex Trauma in Children, Youth and Families: Healing Relationships

Linda O’Neill, University of Northern British Columbia

As a counsellor and former child and youth care worker who has supported traumatized children in the school and community setting, I suggest that support workers from all professions would benefit from discussions and strategies related to the latest neurobiological research regarding complex trauma affecting children and youth. Work on relational repair in therapeutic relationships where child and youth care workers and counsellors help the child or adolescent live a life less affected by trauma through affect regulation, increased interpersonal skills, self-capacity, and the reduction of self-

harming behaviour is the basis for improvement. Cultivating family support for relational work with children and youth is fundamental to their success, yet the subject of complex trauma and possible links to intergenerational trauma must be approached with care and sensitivity. In this workshop, I propose to present an overview of the latest information on the neurobiological effects of adverse situations on children and then move to possible strategies for addressing the effects on the child or youth through relational repair and how to engage families in this work. I will also look at proactive educational and social approaches for young parents. Reflective and hands-on activities will be provided.

2:30 pm–3:00 pm

Nutrition Break in the Lobby outside MAC A144

3:00 pm–4:30 pm

MAC D103

Helping Schools and Partners Rethink Their Approach to Drug Education

Cindy Andrew, Centre for Addictions Research of BC

Effective school-based health promotion requires a shift in focus from the individual to the social community. It also requires a shift in emphasis from an exclusive focus on classroom issue-specific education programs towards a more comprehensive approach. This involves consistency across appropriate structures, policies and programs within the school, including the curriculum, the school environment, the services provided and partnerships beyond the school itself. The Helping Schools resource, developed by the Centre for Addictions Research of BC, is designed to help BC school professionals and their partners take effective action in addressing harms related to using alcohol and other drugs. The resource is based on a comprehensive school health approach, and grounded in a social ecological model of public health and health promotion. This session will introduce participants to Helping Schools with a particular focus on the importance of school and community partnerships. Multi-component approaches have a greater chance of success, but in order to be effective they need to be theoretically based and target community norms and values as well as individual behaviours. The workshop will explore the process of building effective multi-component programs, introduce tools and feature exemplars of community level best practices.

Implementing Community Service Delivered Programs in Our Schools

Lyndsay Wells, Central Vancouver Island Crisis Society

Youth development programs are emerging as one way to help youth achieve goals of healthy adolescent development (Roth Brooks, Dunn Murray, Foster, 1998). Recommendations made by the BC Coroner in December 2008, *“Child and Youth Suicide in BC Summary of a Five Year Retrospective Review”* stress the importance of Peer Gatekeeper Training in schools. Despite these recommendations, building relationships while maintaining longevity in an ever changing staff rotation can be challenging. In response to these challenges, the Central Vancouver Island Crisis Society has developed a unique approach to creating school connections with programs that look at suicide prevention in new ways. **GRASP** (*growth, resilience, acknowledgement, suicide awareness, prevention and safe planning*) is a 12 hour program designed to strengthen personal coping and communication skills while helping youth recognize emotional pain and interpret unusual or concerning behaviours in others. The program stresses the power of acknowledgment, help seeking, and strengthening supports. GRASP is one tier in a broader Crisis Society initiative titled: *“The Three Tiered Approach to Suicide Prevention.”* Programs in the three tiers have been designed to increase the likelihood that administrators, faculty, staff, and students will more readily identify at risk behaviours, provide appropriate response, know how to obtain help, and be consistently inclined to take such action.

3:00 pm–4:30 pm

MAC D109

Training Experiential Child and Youth Care Professionals: “From the Sex Trade Street to the Classroom”

Cathy Denby, Red River College

Kim Herman, Red River College

This presentation will explore the partnership with a local Winnipeg Aboriginal community based agency and the delivery of the Red River College Child and Youth Care Certificate program. The participants in the program are all “experiential” persons. In this context, “experiential” refers to individuals with experience in the sex trade either as adults or as sexually exploited young people. The program was featured on CBC radio on the national news, and to our knowledge, it is the first of its kind anywhere. In addition, a new program has been developed whereby experiential CYCP are now delivering a prevention program that is focused on children and youth in the schools who may be at risk of sexual exploitation. In the presentation, we will explore issues that affect the delivery of the program, including how we modifying the traditional or mainstream curriculum in order to reflect the life experience of the participants without compromising both the quality of education and standards of practice in the field. In addition, we will explore the importance of providing specialized supports throughout the program by assuring access to traditional Aboriginal healing and culture, counselling and life skills mentoring. A highlight of the presentation will feature the 22-minute video “Voices of Healing and Hope” which documents

the journey of many individuals' transition exiting the sex trade in Winnipeg. We will also emphasize some of the Manitoba Strategy: Responding to Children and Youth at risk of Sexual Exploitation as well as the new Aboriginal child and youth prevention program "Sacred Lives". In the presentation we will demonstrate how well these programs accomplish the goals of providing professional Child and Youth Care education for individuals who have a great deal to offer because of their own personal life journeys.

Exploring Youth and Practitioner Perspectives: Assessing the Need of Sexually Exploited Youth in the Lower Mainland

Kate Rudelier, Kiwassa Neighbourhood House

The sexual exploitation of youth in the Lower Mainland is a challenging and sensitive issue, gaining momentum in recent years. Despite changes in legislation and specific programs and services for sexually exploited youth, there is still much that is unknown about this particular population. In my applied research project "Exploring youth and practitioner perspectives: Assessing the need of sexually exploited youth in the Lower Mainland" I reviewed the literature on programs for sexually exploited youth, conducted a needs assessment to identify the current issues and gaps in services in working with sexually exploited youth in the Lower Mainland, and proposed a response to respond to the identified needs of this population, including strategies to working with at-risk and sexually exploited youth. My goal in the presentation of my project is to share the findings with child and youth care students and professionals, with the hope it can help inform their practice, and discuss the importance of education and prevention in working with at-risk youth in our communities.

3:00 pm–4:30 pm

MAC D111

Staying Alive in the Work and Supervision of Solidarity

Catherine Richardson, School of Social Work, UVic

Vikki Reynolds, Professor, City University

This interactive workshop includes a demonstration interview with a witnessing group followed by a deconstruction of the work and connective discussion related to ethics, safety, supervision or solidarity, doing justice and de-individualized practice.

3:00 pm–4:30 pm

MAC D114

Troubling the Borders Between Care and Justice: A Critical Inquiry into How CYC Practitioners Conceptualize Social Justice

Marina Harpe, University of Victoria

Personal, relational, and collective wellness can be neither studied nor pursued in isolation from each other. Moreover, no form of wellness can be promoted in the absence of justice. (Prilleltensky, Dokecki, Frieden and Wang, 2007, p. 39)

This presentation will review the preliminary findings of my research study in which I broadly ask CYC practitioners; where is social justice in CYC and what does it look like? Through a focus group discussion and individual follow up interviews, I explore the following three questions: How do practitioners position themselves in relation to social justice? How do they describe their understandings of social justice within the context of their CYC education, theory and practice? What professional and social discourses, values and resources do they draw from to articulate or form their understandings? Of particular interest are the themes: the relationship between care and justice, the limits to individualism, the implications of situating social justice within a postmodern framework and positioning care and justice as political constructs. As suggested in the above quote, the connection between care and justice is key to promoting wellness at both the individual and the societal level. Within Child and Youth Care therefore, the question could be asked, where does care end and justice begin? Beginning with an interactive activity, it is my hope to address some of these questions and to engage in rich exchanges about care and justice within Child and Youth Care.

Risky Bodies: Exploring the Discursive Limits of "Suicide" in the Classroom

Jonathan Morris, University of Victoria

Research into the phenomenon of youth suicide is typically guided by quantitative methodologies focused on young people who have attempted or died by suicide. Questions related to epidemiology, etiology, and the development of actuarial measures of risk are often the drivers of these particular kinds of research. Similarly, research into school-based youth suicide prevention curricula, is predominantly focused on quantitative measures of the degree to which young people acquire knowledge or change attitudes about suicide, after exposure to a delivered program. Grounded in post-structural ideas, the purpose of this paper is to expand upon these mainstream inquiries into youth suicide prevention education through close exploration and analysis of how "suicide" is discursively produced both within the context of a classroom delivered curriculum. This study pays particular attention to the discursive productions of suicide in the curriculum, as well as how these productions result in the constitution of particular objects, concepts, and subjectivities. Transcripts of

“naturally occurring classroom talk” serve as the site of analysis. Troubling contemporary “truth-regimes” about suicide and its prevention through close analysis of the discursive frames by which they are produced offers up the potential of re-imagining new possibilities for thinking about and delivering youth suicide prevention education.

Seeking Solutions Without Centering Problems

Janet Newbury, University of Victoria

While it is often a commitment to social justice ideals that bring people to the helping professions as practitioners, our theories and approaches to care are often service-oriented and expert-driven. Such an orientation to helping often focuses more on individual change – that is, changing those who are experiencing difficulties – than it is with systemic or collective change. This paper (co-written with Dr. Marie Hoskins) offers one very accessible possibility for practitioners who have adolescent clients. By incorporating photo elicitation into the helping relationship, the social nature of ‘social’ problems can be acknowledged and attended to, gently nudging the boundaries of practice in a way that is more contextualized, centering possibilities rather than problems.

3:00 pm–4:30 pm

MAC D115

Youth Aging Out of Care: Innovative Strategies Based on a Qualitative Study of Normative Development

Varda Mann-Feder, Concordia University

Emma Sobel, Concordia University

This presentation will build on the authors' clinical experience, decade long program of research with youth in care, and current SSHRC funded study of normative home leaving, to outline implications for facilitating successful transitions for youth leaving care. The focus will be on proposing innovative strategies that go beyond current practices to optimize positive development. The presentation will highlight the following: What is known about the experience of being in care and the outcomes for youth aging out of care. How research into normative developmental processes can inform Child and Youth Care intervention. How, in the context of limited resources, we can optimize transitions to adulthood.

Leaving the System: Stories of Transitioning Out of Care and the Road Ahead

Chelan McCallion, University of Victoria

Throughout my experience as a child and youth care counsellor in a residential treatment facility, I witnessed many young adults transition out of care at the ages of 18 who were not given many opportunities for support for everyday living. Most youth appeared to be ill-equipped to manage daily tasks such as budgeting, meal preparation, purchasing groceries, using city transportation services, and overall unable to manage independently outside of a structured facility with ongoing support. For this study I interviewed five young adults aged 18-25 who transitioned out of a large residential treatment facility into an interdependent living program in Calgary, Alberta. I was interested in how participants assigned meaning to their experiences of being in residential care, their stories of transitioning out of care and the challenges they are currently facing. In this paper I summarize some of the main themes emerging from participants' narratives, including stories of freedom, restriction and resistance. This study was completed in hopes of bringing awareness to current transition practices and developing more responsive and adequate supports to make the notion of transitioning less problematic, and a more collaborative practice for young adults leaving care.

At-risk? The Exclusion of Social Services From Youth's Transitions to Work and Adulthood in Canada and Germany. Assessing the Quality of Youth Care Through a Narrative, Art-Based Approach

Marion Schnute, University of British Columbia

In Canada and Germany, word-based research methods have proven useful in exploring youth' transitions to work and adulthood (Bowlby & McMullen, 2003; BIBB, 2007). Yet, with regard to the growing numbers of youth dropping out of or avoiding social services (HRSDC, 2010; IAB, 2010), the same methodological approaches have been insufficient when explaining the challenges of social services, and shown limitations when investigating the life experiences of vulnerable populations (Liamputtong, 2007). Opposed to neo-liberal debates about content, costs and effectiveness of social services, the study conducted biographic narrative interviews (Schuetze, 2001) with 57 youth from the greater Vancouver and Hamburg area to highlight their experiences. To capture youth's knowledge of social services and other sources of support that could have been difficult to articulate, the interviews were complemented by visual social network cards (Schnute, 2010). Study outcomes show, that network cards enhance experiences shared by vulnerable youth through giving them the opportunity to reflect their experiences and interview statements. While the majority of the produced images excluded any social service representations, key themes like “be-longing and Belonging”, “In-Out and Out-In” and “In-Dependence and Independence” present in the visualisations suggest, that the perceived significance of services for youth goes beyond processes of “alienation and stigmatization” (Solga, 2005, p. 289) and “cooling off” (Oehme, 2008) and varies along experiences of “personification and objectification” and “voice and silence”.

3:00 pm–4:30 pm

MAC D281

CANCELLED - Supporting Families During Changing Times*Penny Fenske, Burnside Gorge Community Association**Susan Thackeray, Burnside Gorge Community Association*

We would like to present a workshop on sustainable work with Youth, Families, and Communities. In our work, we focus on evidence based practice, collaboration, prevention or primary intervention, and capacity building. During the workshop we explore core values and guiding principles, the intricacies & complexities of practice, and discuss ways of moving forward including offering examples from our own practice.

A Community Approach to Supporting Families with Mental Illness and Addictions*Ann Fisher, School of Child and Youth Care, UVic**Sukni Sandhu, Ministry of Child and Family Development**Sarah Dryden, Ministry of Child and Family Development*

Two and half years ago the Richmond community had a meeting with professionals practicing with families impacted by mental illness and addiction. From this, Roz Walls, was contracted by MCFD/Vancouver Coastal Health to develop with consumers and professionals in the Richmond community, a system to provide services to parents and children through a family lens. The definition of mental illness was decided by the families involved and included any mental health concerns that impacted the family. Three focus groups were held in various neighborhoods in Richmond for families with parental mental illness and a report was drafted from the information gathered. Approved by consumers as reflecting their voices, the report created a three year community plan, which includes support and counselling groups for children age 8-12 and their parents. This community approach, honoring the family's expertise and respecting their need to be served as a family, helped address the barriers that children and parents had in receiving services in Richmond. Our belief is that the most important voice to listen to is families living with mental illness and addictions.

3:00 pm–4:30 pm

MAC D283

What Every Body Knows: An Introduction to Body-Focused Practice*Gerry Fewster, University of British Columbia**Leanne Rose, Vancouver Island University*

Our deepest and most authentic experiences are not located in the brain, but in the body. In this partially experiential session participants will be offered an overview of somatic psychology along with some basic tools for using body and breath in working with feelings and emotions. This session is specifically intended for practicing child & youth care professionals.

Always Wear Comfortable Underwear to Teach: Material Bodies in Theoretical Worlds*JN Cole Little, University of Victoria*

Ken Robinson once commented that academics view their bodies as vehicles to get their heads to meetings. And while many of us live "upstairs" in the realm of intellect, the body is ever present in teaching. How do we experience the body in the classroom? What stories are experienced in the body and when are we disembodied from pedagogy. Combining pedagogy, bodies and arts based practice; participants will explore their relationship between these three and by the end of the workshop produce a collaborative art piece.

Abstracts

Saturday, April 30, 2011

Concurrent Sessions

11:00 am–12:00 pm

MAC D103

CANCELLED - Consulting Young People as Experts: Coping & Adjusting in Foster Care*Carys Cragg, Ministry of Children & Family Development*

Narrative therapists often frame and conceptualize their therapeutic conversations as consulting the people who come to see them as experts, flipping traditional ideas - regarding dominant discourses of the professional adult as having a monopoly on expert status - on its head. As a CYC practitioner in a mental health and child welfare setting it can be difficult to practice narrative approaches informed by strengths-based, contextual, developmental, and relational theoretical orientations when much of our work is situated in a context of psychiatric pathology, crisis response, and resource-strained service allocation. In this paper presentation, I will draw upon therapeutic conversations where I consult a young boy taken into Ministry guardianship where we shed light on, thicken, and share the skills & abilities he performs in order to Cope & Adjust in foster care. Applying a consulting the expert perspective provides a way to stand up against the dominant systems of thought to engage with young people in a socially just, relational, and truly strengths-based practice.

Constructing and Managing Boundaries in the Life-Space*Carol Stuart, Ryerson University*

In life-space intervention the practitioner works within the milieu where the distinction between personal and professional relationships has the potential to become "fuzzy". Young people may experience very little separation from daily life while engaged in a professional relationship within their life-space and therefore practitioners have a responsibility to deeply understand the fluidity of boundaries and be comfortable with negotiating boundaries with young people, families, the organizations and systems that they work in. Boundaries help to maintain the distinct identities and roles of people who are involved in a relationship as well as representing implicit and explicit group norms, organizational rules and cultural expectations about group membership; power and authority; and social interaction. Boundaries define membership in the group, protect individual and group membership and nest groups within larger communities and social contexts with similar approaches to communication, privacy, and the nature of relationships. I suggest that boundaries are the interface of communication between people nested within multiple social contexts, each context helping to define the boundaries of the others. This means that boundary construction, boundary disturbance, or boundary ambiguity have multiple effects; just like the ripples of a stone thrown in a pond. Participants will explore the nature of boundaries in multiple contexts through engaging in exercises related to personal and professional boundaries.

11:00 am–12:00 pm**MAC D109****Having a Conversation: An Invitation From a Keynote Speaker***Jin-Sun Yoon, University of Victoria*

Traditionally, keynote speakers give a speech with limited interaction and response from the audience. Jin-Sun Yoon welcomes you to attend this session to engage in furthering conversation that any aspect of her keynote address inspires. In the spirit of emergent practice, she invites you to engage in honest dialogue with her about issues in Child and Youth Care that are identified by the participants. The structure will be participatory and the conversations will be facilitated according to the direction of the participants. Drawing from her experience and knowledge, information will be provided and action is likely to be identified. It is anticipated that combining inquiry and passion will result in enthusiastic uptake of an exciting conversation regarding the future of the CYC field. Connectedness and relationships are crucial to having these dialogues where respect and learning is mutual; Jin-Sun looks forward to meeting you and supporting future leaders in CYC!

11:00 am–12:00 pm**MAC D105****Care in Youth Care: Experiences, Ethics & Effects***Carla Alexander, Douglas College**Grant Charles, University of British Columbia*

Aspects of the professionalization of workers' relationships with young people and their parents can create barriers to authentic, mutual, and helpful relationships. In order to help to create change workers must engage their clients in a relationship. Yet, the concept of a professional relationship, where the direction of service and care is one-way (from the worker to the client) permeates our work. This counters theories of human development that suggest that people change and develop through ongoing exchanges and experiences in their relationships, and that people affect each other in this process. The presenters will draw on their work in this area to invite a re-examination of what constitutes ethical and useful child and youth care relationships. The presenters will describe the results of their research, introduce the relevant theory in a user-friendly way, and actively engage workshop participants in discussion of the topic. Participants will have the opportunity to share their experiences and expertise regarding effective relationships with clients.

Some Words Are Worth a Thousand Pictures: Disrupting Heteronormativity in Practice.*Mackenzie Dean, University of Victoria**Jennifer Donovan, South Burnaby Neighbourhood House*

Bullying based on dominant understandings of gender and sexuality (which pathologize gender and sexual diversities while privileging heterosexuality and the male/female gender binary) is widespread amongst the children and youth that we engage with as CYC practitioners. While queer young people are often the targets of this discrimination, the negative outcomes of homophobic and gender based bullying impact all children and youth who witness or are victims of this intolerance. Reflecting on our work in an after school program, the facilitators of this workshop will explore how the privileging of heteronormativity within CYC practice contexts contributes to instances of exclusion. We will discuss the potential of CYC practice to disrupt the harmful and unquestioned norms that surround gender and sexuality, focusing on the importance of the language that we use in normalizing diversities within our everyday interactions with young people and their families. This, we argue, is essential to creating spaces in which therapeutic interventions can occur that move

beyond tolerance and acceptance to a place where difference becomes the norm; therefore minimizing the negative impacts of gender/sexuality based bullying.

11:00 am–12:00 pm

MAC D111

CANCELLED - Doing Critical Work with Racialized Girls: Successes, Tensions and Challenges

Sandrina de Finney, University of Victoria
Natalie Clark, Thompson Rivers University
Jo-Anne Lee, University of Victoria

This panel brings together practitioners and researchers doing critical social justice work with racialized Indigenous and minority girls living in dominant white contexts. Drawing on case studies from their research and practice in rural and smaller urban centers, the panellists will explore how race, gender, sexuality and class shape ideas and practices related to “girlhood”. The overall goal of the panel is to situate the impact of historical processes of neocolonialism and neoliberalism on racialized girls. The case studies will highlight the benefits and limitations of using engaged and arts-based methods to enact an anti-colonial, anti-racist, feminist framework.

11:00 am–12:00 pm

MAC D114

Extending Conversations and Enlivening Possibilities in Youth Suicide Prevention Practice

Jennifer White, University of Victoria
Jonathan Morris, University of Victoria
Tiffany Young, Crisis Intervention & Suicide Prevention Centre of BC
Lyndsay Wells, Vancouver Island Crisis Society

Over the past two years a small group of community educators and researchers have been meeting to critically reflect on current approaches to school-based suicide prevention education. Through an ongoing collaborative process of attending, reading, reflecting, documenting and questioning our everyday practices, we have been able to imagine new ways of engaging with this topic, placing an emphasis on hope, curiosity, and practices of belonging. By creating a site for reflecting on both the limits and potentials of current constructions of this pedagogical work, and by bringing other possibilities into view, we seek to enliven the ways in which young people are invited into conversations about suicide and about living.

11:00 am–12:00 pm

MAC D115

Ethics in CYC: KNOW*BE*DO: A Call to Action

Tam Tupper, University of Victoria
Amy Bishop, University of Victoria
James Cairns, University of Victoria
Lara Jones, University of Victoria
Angela Slade, University of Victoria
Jennifer Vincent, University of Victoria

In response to the desire for professionalism in Child and Youth Care practice the North American Child and Youth Care (NACYC) Code of Ethics was developed. To further this endeavour the Association for Child and Youth Care Practice and the Child and Youth Care Certification Board revised a competencies document for professional child and youth work practitioners which states a foundational attitude for professional CYC workers is that they accept the “moral and ethical responsibility inherent in practice” (CYCCB, 2010). The NACYC Code of Ethics refers to its self as being a living document. In order for it to be “alive” it must be tended to regularly in order to encourage growth, change and evolution, in CYC professional practice thereby keeping practitioners fresh, current and relevant for the children, youth and the families with whom we work. A group of UVIC graduate students will engage in facilitating this critical discussion on ethics in practice based on a series of questions such as: What are ethics? How do we practice ethically? What do we do when our ethics are tested? How do we relate to the CYC code of ethics?

11:00 am–12:00 pm

MAC D283

Supporting Developmental Growth in Child and Youth Practitioners

Heather Modlin, University of Victoria
Doug Magnuson, University of Victoria

Child and youth care in group care is a complex practice with complex children, youth and families. The expectations of professionals by organizations and the clients represent a set of developmental demands, in addition to specific

competencies and skills. If the complexity of practice has rendered some practitioners underutilized and other practitioners “in over their heads,” as Robert Kegan describes it, what can be done to close the gap between practice demands and practitioner ability, and facilitate the development of practitioners to the required level of complexity? Kegan’s constructive-developmental theory will be used to a) interpret case scenarios and practice problems in group care, and b) describe the balance between support and challenge that nurtures developmental growth.

CANCELLED - We Believe in You! You Can Do It! Now Welcome to Our Run Down & Underfunded Youth Program

Leif Rasmussen, Vancouver Island University

Ashleigh Martinflatt, Vancouver Island University

Does your youth program have the same standards of care as the high school they attend? Often youth programs are operated by grossly underfunded non-profit associations, in the basement of a church or the back of a thrift store. Many times these program sites are decorated with donated and grubby furniture, and the youth are fed unhealthy food such as macaroni and potato chips. Although, agencies may have a mandate or a mission statement that speaks to respecting and supporting youth, often agencies are left in the position of being unable to actualize their values. As such, this leads to low engagement rates by youth and a lack of respect for the physical program by the youth. We do know that participation in community level youth programs has been shown to reduce risk taking behaviours and create positive competencies. In keeping with the philosophy and principles of Child & Youth Care (CYC), the objective of the project is to connect theory to practice through investigating and evaluating one youth program in our region utilizing participatory action research. The goal is to identify how programs might actualize their values to promote youth engagement, by demonstrating respect, and trust for the youth they are mandated to support.

12:00 pm–1:30 pm

Lunch on your own.

12:30 pm–1:30 pm The Pre/Post Project - David Lam Auditorium MAC A144



The Pre/Post Project: “ You’re asking me to CHANGE?”

It is well understood that it is only by understanding clients’ lived experiences that practitioners can have a partnering role in the process of change. **The Pre/Post Project** presents how issues such as belonging, cultural isolation, power and control, loss, and resiliency impact youths’ capacity to change. What is the practitioners role in the process of change?

Through **The Pre/Post Project**, Mat Halton fuses music and storytelling in a dynamic presentation for practitioners in the helping fields. The Keynote presentation speaks to the process of change; The significance of what he sees as a CYC worker and the impression these youth have made on him inevitably comes out in Mat’s song writing. Mat has combined his art with professional training to create an inspiring presentation that will add meaning to helpers’ practice. The music has become a platform to tell of youth’s strength and resilience; Pre/Post’s urban feel is a shout-out to the teens that have changed Mat’s life.

1:30 pm–2:30 pm

MAC D103

Learning How to Play Outside Again: A Prescription for Being Underwhelmed and Video Game Addictions

Nicholas Stanger, Child and Nature Alliance

Classrooms, living rooms, and bedrooms are bursting with videos, movies, or games. Technological innovation, progression, and economic stimulation all seem to be reasons to achieve digital ubiquity. Are we selling our families, and ourselves short through exposure to so much multimedia? What are we missing when we plug into our devices, be they TV, iPads, video games, or movies? I think we are missing most of life. It seems that these technological tools lead to passive, unimaginative, and non-creative behaviour in many people. We have been increasingly dissecting our brains from our bodies since the industrial era. “Freeing our minds through education”, now seems to mean to drug it with videos, games, or mobile devices, or real drugs like Ritalin, Prozac, and other hyperactivity reducers. The solution to being underwhelmed is not one of entertainment, but self-discovery, risk-taking, and experimentation through play. Simply, we need a world that is more interested in play, at every age. This play needs to occur outside, where stories, exploration, and discovery are unbounded – rather than controlled through a digital framework. Our underwhelmed society is much of the reason for the catastrophes we face as humans. We seek pleasure through our eyes and ears, and our consumerist behaviour are constantly asking for more. In most education, we have forgotten to help young people connect to nature

through inspiration and awe. Perhaps we need to build better educational and world systems to help young people find flow, mindfulness and creativity as the solution to the overarching problem of feeling overwhelmed - something I think is a world-wide problem. This workshop is directed to families, educators, and social workers that are interested in learning the benefits of un-plugging and playing for the sake of health and wellbeing. It will be experiential in nature, combining leading research and play-activities.

Cyberbullying: Updates to the Exploratory Analysis of Risk-Factors That Affects the Mental Well-Being of Young People

Elaine Wong, Child and Youth Care Association of BC

Cyberbullying in early, middle, and late adolescence is increasingly becoming a topic of concern for parents, school personnel, government bodies, and Child and Youth Care workers. Even though increasing in-depth academic research has been performed to analyze the cause, effect, and the aftermath in the mental health of early adolescence, it is interesting that there has been very limited research on cyberbullying for secondary and post-secondary students from technological, moral, and legal perspectives. This raises questions and concerns on the short and long term effects for adolescents who make up the Millennium (M) generation. This presentation is an update from May, 2010's National CYC conference held in Winnipeg, and content will include the definition of cyberbullying, the relationship between cyberbullying and high school/post-secondary students of the M generation (physically, psychosocially and emotionally), relationships between online harassment-victimization and community members, as well as communal, legal and government intervention safeguards in response to this growing concern. Interactive demonstrations of the cyberbullying research will also be included as part of the presentation. This presentation includes personal findings on a research project that began from Sept 2009 to April 2010. The first part of the study included an anonymous online questionnaire linked to two popular adolescent targeted websites and forums. The second part of the study consisted of collecting data through face-to-face interviews from 10-12 human services and education professionals. The empirical findings in this combined qualitative and quantitative research presentation will be presented, and relates to the past, current, and future implications for Child and Youth Care practitioners, allied professionals, and policy-makers. Cyberbully will continue to grow and to impact young people. This presentation will help Child and Youth Care practitioners to better protect children.

1:30 pm–2:30 pm

MAC D109

Rethinking Children's Participation in Curriculum

Kirsten Chan, University of Victoria

This presentation troubles the idea of children's participation in early childhood education curriculum. Often, child participation is incorporated using a tokenistic approach, making only an obligatory effort toward involving child contributions. Instead, I reconsider children's participation using Deleuze and Guattari's concept of the rhizome, allowing for multiple, non-hierarchical entry and exit points in data representation and interpretation. An emphasis is placed on acknowledging children and adults as co-constructors of meanings, with a focus on the lived experiences of children. The following questions are considered: What is rhizomatic participation in curriculum making? What if we move beyond empowering children to help make choices to creating spaces for children to have unique thoughts, feelings and ideas that are valued and respected? What if these thoughts, feelings and ideas were used to recognize children's contributions and reconsider social responsibility and aptitude for active citizenship? By contemplating such questions one might generate different ways of engaging in practice that consider how to ethically and politically engage children and shift thinking from products to processes.

Rethinking the Mind/Body Binary Through Art in Early Childhood Education

Vanessa Clark, University of Victoria

How can we disrupt practice as usual? Art has the potential to interrogate, rupture, and fray. This paper will share artistic moments from my early childhood education practice, attempting to interrupt the mind/body binary. The purpose of this disruption is to act from a space in the middle that is both intensely creative and political.

1:30 pm–2:30 pm

MAC D105

Child & Youth Work . . . Conversations with Parents

Tina Kroll, Bartimaeus Inc.

This workshop would review the initial development of a new service called **Parent Help**, a child & youth work counseling service for parents. Bartimaeus began Parent Help one year ago to make available child & youth work practitioners to parents of children where there is a concern about their child's psycho-social development. Professionally child & youth work practitioners have always played an important role, when working with other professionals, in assisting parents in understanding and appreciating their child in terms of strength and competencies. This service was established to place child & youth workers with parents, without the other professionals, to determine what benefits would be realized by

parents dealing with professionals who brought a different professional perspective to parental problem solving. The workshop will discuss how child & youth work language of hope/strength and competence allows parents to look at the difficulties they see their children experiencing in a different manner, as opposed to the more traditional pathology/problem based language of other trained mental health professionals. The workshop will also review the development of the program to date, look at some case examples, what lessons have been learned as the service has evolved, and some implications for training and educational programs.

Pedagogical Encounters of the Case-Based Kind

Patti Ranahan, Vancouver Island University

Heather Sanrud, Vancouver Island University

Child and youth care (CYC) practice is diverse, complex, and contextualized. Pedagogical approaches to preparing CYC professionals in pre-service education programs require learning activities that recognize the “inter-subjective, contingent, and context dependent character of everyday CYC work” (White, 2007, p. 241). Case based learning activities are advantageous in preparing future professionals for the complexities of *everyday CYC work*. These activities provide students with an opportunity to explore CYC practice in an authentic way while being supported by instructors who model, coach, and engage students throughout the process. This presentation describes the organic evolution of the case of ‘Allan’ at the beginning of a CYC yearlong course facilitated by a team of instructors. The case of Allan continued to develop throughout the course in an authentic fashion mirroring the realities of CYC work with individuals and families over time. *Allan* provided a way of situating course content as well as supporting students’ application of new knowledge and skills to practice situations. This presentation includes video vignettes of the case based learning activities for visual demonstration of these pedagogical encounters.

1:30 pm–2:30 pm

MAC D111

Becoming-Animal, Becoming Worldly Through Rethinking, Reclaiming and Reconnecting

Veronica Pacini-Ketchabaw, University of Victoria

Hans Skott-Myhre, Brock University

Kathy Skott-Myhre, Brock University

The papers in this panel explore ways in which child and youth studies might embrace everyday relationships with the non-human world. Child and youth studies have for a long time treated children and youth, and ourselves, as the centre of attention and the origin of all knowing. Even when attempting to move beyond the liberal humanist subject through poststructural analyses that uncover power and discursive relations, an anthropocentric gaze remains that situates humans above non-human others. Drawing on writings by Deleuze and Guattari, Haraway, and Barad, the panel will engage with the complexities of the configurations of human and non-human forces in relation to child and youth studies. The panel will discuss possibilities beyond the binaries of human/nonhuman, mind/body, interior/exterior, subject/object and nature/culture. Concepts such as becoming-animal, becoming worldly, assemblages and intra-action will be employed to rethink, reclaim and reconnect the non-human world to child and youth issues such as autism and development. How might issues such as autism and development be enabled differently when we co-implicate the human and the non-human, the mind and the body, interior and exterior, the subject and object, and nature and culture? Finally, the panel will address how such rethinking, reclaiming and reconnecting might offer constructive alternatives to the neoliberal discourses and global capitalist markets that threaten to engulf child and youth studies.

1:30 pm–2:30 pm

MAC D115

CANCELLED - Taking a Stand in Child and Youth Care: Images for Ethical Sustainability

Angela Slade, University of Victoria

The paper proposes a shift from traditional practices of ‘being ethical’ through the practice of ‘becoming ethical’. Gilles Deleuze’s notion of nomadism and becoming are presented to disrupt traditional notions of ethics in child and youth care. Shifting from ‘being’ ethical to ‘becoming’ ethical gives rise to new horizons of hope in education and practice.

Rock and Roll Rhizomes

Jeff Smith, Victoria Conservatory of Music

As a way of describing the kind of work that I aspire to as a music therapist, this paper will introduce some concepts of French philosopher Gilles Deleuze and post-Lacanian psychiatrist Felix Guattari as well as the work of Hans Arthur Skott-Myhre (2009) on radical youth work in Canada. I use a mapping metaphor to describe how music therapy practices might be situated in relation to the rhizome and/or the arborescent, and provide an example from my interactions with a young man.

1:30 pm–2:30 pm**MAC D281****Rough and Tumble Play: The Good, The Bad and The Ugly***Meagan Brame, Saxe Point Daycare*

Many child care providers and parents struggle with children that appear to be “aggressive,” and all they want to do is wrestle and fight. So, what do we do with those children? Do we nag them to death with words like “gentle hands” and “we don’t play like that” or do we start to question our practice as educators? Is wrestling really a form of violence or a physical release and sport? This workshop will explore one centre’s journey around rough and tumble play. Join Meagan in an exploration and dialogue of the fears many have with this type of play. This workshop will help educators to explore the “Whys” of **our** behavior as Educators. It is time to challenge the past and move forward, meeting the needs of the children and working with our own beliefs and value systems.

1:30 pm–4:30 pm**Note: This is a 3 hour session.****MAC D283****Active & Outdoors CYC Practice: Hardly Innovative, Highly Effective***Nevin Harper, Camosun College*

Modern western lifestyles are highly sedentary and lived with limited direct contact with nature. Major physical and emotional health issues in children, including reduced levels of physical activity and increased stress and anxiety, have been linked to environmental factors such as limited outdoor play. Outdoor physical activity, in nature or in the schoolyards, has been drastically reduced in response to fears of litigation, supervision and a general trend toward policy over pragmatics. Few people working with children and youth would contest the inherent value of physically activity and time spent outdoors for those with whom they serve. How then, can the CYC practitioner, engage in these activities within those systems of care so restrained from these approaches by policy? This workshop will start with an overview of the theoretical justification for these approaches and end with engagement in outdoor nature-based activities; both will provide the CYC practitioner with tools to make change in their places of work.

Power To Be Adventure Therapy Society: An Innovative Approach to Working with Children, Youth, and Families in the Outdoors*David Segal, Power To Be**Meghan Millar, Power To Be**Aviva Shtull, Power To Be*

Power To Be Adventure Therapy Society (Power To Be) is a Victoria, B.C. based charity providing innovative nature and adventure services to children, youth and families who are encountering a diverse set of barriers in living out their preferred lives. Participants that attend this workshop will enjoy a co-creative environment that explores the defining and unique characteristics of Power To Be Adventure Therapy Programs (Power To Be) covering both theoretical and practical components. In particular, a detailed exploration of Power To Be’s approach will be pursued, and will serve to highlight how contact with nature, adventure, long-term client investment, inter-program peer mentoring, and an ecological-systems approach are combined to achieve the following outcome areas: (a) Environmental awareness and stewardship; (b) interpersonal skills; (c) access to outdoor recreation; (d) community engagement; (e) life skills and personal development; (f) community contribution; (g) physical health and well-being; (h) leadership and mentorship; and (i) family connectedness. Further, a discussion regarding the diverse client populations served, such as people with disabilities, children and youth with life threatening illnesses, families seeking alternate counselling approaches, and youth struggling with the mainstream education system, in the context of adventure therapy practice, will be pursued. Finally, participants will be invited to partake in experiential activities in order to “bring to life” the concepts being presented.

Creating Engaging Nature Experiences with the Trickster/Transformer*Wesley Gietz, Windwalker**Corinna Stevenson, CanAdventure Education*

This experiential workshop will introduce participants to a powerful teaching method by facilitating a greater understanding of the Natural Learning Cycle. Participants will immerse and engage themselves in a learning journey that is as old as humanity, and will learn a holistic and experiential methodology that can be applied to programming within a wide range of professional fields including but not limited to: teaching, experiential education, adventure based activities, therapy, and wilderness programs for mainstream and youth at risk. We’ll to bring to life some practices that are integral to culture, woven in so skillfully that learning is effortless, unconscious, and enjoyable.

2:30 pm–3:00 pm**Nutrition Break in the Lobby outside MAC A144**

3:00 pm–4:30 pm

MAC D103

Left 2 Live: Suicide Bereavement and Youth*Linda Finlayson, Saanich School District**Karen Moss, BC Council for Families*

Left 2 Live, a DVD developed by the BC Council for Families, provides youth bereaved by suicide with a voice to educate practitioners who provide support through the grieving process. There is very little information about how youth grieve, and make sense of a suicide death; rarely are youth consulted about their bereavement experiences following a suicide. *Left 2 Live* offers much needed insight in the experiences of youth from a youth perspective. The DVD provides a rich understanding of young people's needs in the context of suicide bereavement, which will assist professionals to promote healing, and decrease the risk of suicide contagion. *Left 2 Live* celebrates the wisdom of youth and their strength while moving forward following a suicide. *Left 2 Live* creates opportunities for professionals to learn from youth and develop their own practice. This workshop will describe participatory process of developing the video, and will present two of the stories. After watching a selection from the video, a focused discussion will engage audience members to reflect on the content, and how this video might impact their practice while working with youth. Workshop participants will also be introduced to the facilitator's guide that accompanies the video. After participating in the workshop, it is hoped that participants will have a deeper understanding and confidence when responding to the needs of youth bereaved by suicide.

Circling: The Complexities and Contributories of Child and Youth Care Practice with Suicide Adolescents*Patti Ranahan, Vancouver Island University*

As suicide is a leading cause of death for young people (World Health Organization, 2008; Langlois & Morrison, 2002), child and youth care (CYC) professionals are likely to encounter adolescents who are contemplating ending their lives. Recognizing and responding to the complex needs of a suicidal adolescent possess unique challenges for the professional as they attempt to balance their relationship with the young person alongside following customary practice in situations involving suicide. This presentation provides a preliminary gaze into an emerging substantive theory of CYC professionals' mental health literacy practices in their encounters with suicidal adolescents. Derived from the perspectives of CYC professionals, supervisors in youth-serving agencies, and textual analysis of policies, curricula, and competency documents, emerging categories from this grounded theory study suggest professionals' mental health literacy practices fluctuate between *circling defensively* and *creating circles of care*. Circling defensively refers to the professional taking up an opposing position and following rules of engagement where suicide is viewed as the adversary. Often simultaneously, the professional may engage in creating a circle of care where they are connecting and attending to the adolescent holistically. Several con-tributaries to this complex, dialectical process, such as current pedagogical approaches to suicide education, will be presented.

3:00 pm–4:30 pm

MAC D109

CANCELLED - A Change of Scene: Using Acting Games to Tackle Youth Issues*Graham Kelly, Threshold Housing Society*

From the moment the facilitator first says 'GO' at the start of the hour, this workshop will demonstrate exactly the types of innovative strategies that can help put youth care into action! Following initial energizers and a look at such successful prior methods as *Theatre for Living*, participants will relate their own experiences with theatre in youth work, and join in brief discussion of the power of self detachment in helping non-actors use acting to engage issues. There is no better way to learn than to do. So workshop participants will themselves be involved in lively warm-up games to demonstrate how to encourage: *expression of emotion* (eg 'Party Panic'), *characterization* (eg 'Bus Stop'), and *spontaneity* (eg. 'Pocket Notes'), and learn how to loosen mouths, minds and bodies in preparation for the practice of improv. Next, there will be a demonstration of a simple card game format, with 'character', 'place' and 'scenario' cards designed to help set the scenes, and 'resolution cards' to help play them out. Participants will be then shown how use the cards to set up dramatic contests between teams if youth prefer a competitive atmosphere, or to move beyond the game cards and lay the foundation for full forum theatre pieces that can play on stage and be shared with other crowds. The conclusion encourages 'action planning' in bringing methods back to communities and passing onward the potential for profound change through simply enacted scenes.

Developing the Learner and Facilitator Essentials: The Way of a Ninja Master Presenter*Jeff Willis, Creative Toolbox Consulting Inc.*

An action packed workshop of interactive learning and mastering experiential techniques of facilitating in the field of Child and Youth Work. People are subject to learn from different types of teachers, environments and experiences. Their success depends on their ability to adapt, engage and willingness to learn from their presenter/teacher/facilitator. Understanding the necessary and effective tools of facilitating is imperative especially in understanding how people can and/or want to learn from you. Attendees come to this workshop as a learner and leave with the tools to be a better

facilitator/teacher. Learning goals include: Setting a positive climate for learning; Clarifying the purposes and responsibilities of the learner(s); Organizing and making available learning resources; Balancing intellectual and emotional components of learning; Sharing feelings and thoughts with learners but not dominating. According to Carl Rogers, learning is facilitated when: The student participates completely in the learning process and has control over its nature and direction; It is primarily based upon direct confrontation with practical, social, personal or research problems; and, Self-evaluation is the principal method of assessing progress or success. Carl Rogers (a Ninja Master Facilitator...just joking) once said, "Experience is, for me, the highest authority. The touchstone of validity is my own experience. No other person's ideas, and none of my own ideas, are as authoritative as my experience. It is to experience that I must return again and again, to discover a closer approximation to truth as it is in the process of becoming in me."

3:00 pm–4:30 pm

MAC D105

The Multimodality of Children and Youth: Methodologies Should be Multimodal Too

Ann Cameron, University of British Columbia

Lynda Phillips, Douglas College

Melanie Araujo-Lawrence, University of British Columbia

Capturing lived childhoods without decontextualizing their meaning and still providing information needed by policy makers and practitioners is a pressing challenge for contemporary researchers. Therefore, this workshop will provide information to open up such a dialogue via a range of tools we have utilized when investigating resilience (Cameron, 2009; Cameron, Lau & Tapanya, 2009; Cameron, Tapanya & Gillen, 2006). Bio-socio-ecological approaches (Bronfenbrenner, 1979; Bronfenbrenner & Ceci, 1994) to human development provide a more holistic picture of the lived experience of childhood. Therefore we utilized various methodologies within this approach and determined what they transactionally facilitated at each level. At a microsystem level, e.g., controlled, noninvasive, psychologically valid psychosocial-stress procedures exposed hormonal responses, yielding valuable information about physiological impediments to effective tertiary interventions. At mesosystem and exosystem levels, we systematically analyzed children and youth in naturalistic, environmental transactions with the aid of visual methodologies like those used in a 'day in the life' methodology (Gillen & Cameron, 2010), and invited children and youth to share their perceptions of their lived context via focused discussions, interviews, and even questionnaire-responses. This proposed interactive workshop dialogue will provide new insight into ways of transforming/integrating information for complex needs of practitioners, policymakers and other researchers.

Military Experience and Perceptions of Parenting: A Narrative Perspective on Work-Family Balance

Meghan Robertson, Vancouver Island Narrative Collective

This research explored the subjectively constructed narratives of military veterans' experiences of trying to balance career and parental roles. Narrative-oriented inquiry (NOI), which has not been used as a framework in previous research within the areas of work-family balance or research involving military families, was the primary orienting methodology in this study. Five veterans, all male and who currently reside in the area of Victoria BC, participated in the process of co-constructing their first-person narratives with the primary researcher. The six stages of Marla Arvay's (2002) Collaborative Narrative Method provided the guiding framework for the creation of these narratives. Implications that came out of these narratives in regards to future research and counselling practice in the area of couple and family therapy are also discussed. This work relates to the conference themes because it explores how we can support children, youth, and families within military culture. Military family members are not often given the freedom to share their stories, experiences, and ideas around what they need. The first-person accounts in this research, along with the novel methodology adopted, have particular potential to inform the critique, application, and expansion of current child and youth care practices to better support military families.

3:00 pm–4:30 pm

MAC D111

The Pre/Post Project: "You're asking me to CHANGE?"

Matthew Halton, The Pre/Post Project

The Pre/Post project fuses music and storytelling in a dynamic presentation that introduces some of the complex factors associated with the process of engaging in relationship and becoming an agent of change. Themes of belonging, cultural isolation, power and control, loss, and resiliency are important elements present in the lives of youth and are key to effectively implementing lasting change. Workshop delegates will have the opportunity to discuss specific practice situations where one or more of these complex factors was present; through personal disclosure of mistakes made by the presenter, and the ensuing discussions, delegates will gain insight into what areas they need to reflect upon in their own lives which can impact their ability to engage youth in this process. Outcomes: Delegates will gain insight into the responses of youth when being asked to change. Delegates will become aware of the factors present in their own lives that positively or negatively impact their role as a Change Agent. Delegates will gain insight into ways that the practitioner can have a *partnering* role in the process of change.

* For more information on "The Pre/Post Project" please see www.mathalton.com*

Images We Work By*Bruce Tobin, University of Victoria*

Our experience of ourselves, our clients and our relationships with them, and our understanding of client needs and solutions are informed by the words, ideas, beliefs and theoretical constructs we use. But our *thinking* about our professional practice is itself often informed by deeper personal *images* that we carry within us, often unconsciously. Attention to, and revision of our latent personal imagery can lead to new ways of thinking about our work, and to enhancement of our professional practice. Workshop participants will be invited to use graphic art materials to create and reflect on their latent interior visual images relating to clients, professional relationship and practice. They will be encouraged to share their created personal images and their perceived significance in a small-group discussion. It will be enlightening and fun! No prior experience with art materials is necessary.

3:00 pm–4:30 pm**MAC D114****Kookum Knew . . . Exploring Historical Contexts: Aboriginal People, the Justice System, and Child Welfare***Shanne McCaffrey, University of Victoria*

This paper concerns the inclusion of a “Gladue Report” in Aboriginal child welfare cases in Canada. A Gladue Report is named after a criminal trial in Nanaimo, Vancouver Island, British Columbia, involving a Cree/Métis woman, Jamie Gladue. During the trial, the defence referred the court to Section 718.2(e) of the Criminal Code that allows a judge to take into consideration the historical context pertaining to an accused Aboriginal person. This section was added to the Code in 1996 in response to the gross overrepresentation, as a percentage of the Canadian population, of Aboriginal people in the justice system. Using this section as an additional tool of analysis, the judge and the court can consider the unique experiences, context, and circumstances of the Aboriginal person’s life, factors that may have played a role in bringing this person before the court. Providing valuable historical context in the life of a child, family or community, the Gladue Report is quickly evolving into an important assessment tool in criminal sentencing, as well as in child welfare cases. Often, the wisdom keepers – the grandmothers and grandfathers in a community – keep these historical memories and stories. They are proving invaluable in supplying insight, information, and understanding, not only in court cases, but in relating the story of the broader dynamic of human interaction and discourse that has clashed and thundered on this land for the past 300 years.

Re-Indigenizing the Soul: The Traditional Pathways to Health Project*Carmen Rodriguez de France, University of Victoria*

The differences between reflection and reflexivity are readily apparent. The Traditional Pathways to Health (TPTH) Project served as a bridge to engage young people with knowledge keepers, elders, and family members from their home community to explore and document traditional concepts of health and well being as they related to First Nations cultures. Research was grounded within a participatory action research model designed to involve young people in the identification of the research questions and in the collection and analysis of data, which was represented in videos on diverse topics. Through connecting with their own community, the youth not only developed leadership skills, research expertise, and a greater understanding of what constitutes health and wellness but they also found themselves in unique learning opportunities that helped their own healing journey and thus, to re-indigenize their soul.

Engaging Indigenous Girls in Participatory Research*Johanne Saraceno, University of Victoria*

This paper presentation will discuss the benefits and limitations of participatory research with girls. In this paper I will present an overview of my master’s research in which a small group of Indigenous girls engaged through Photovoice to explore their specialized knowledge, as racialized girls, in regard to sexual exploitation. Through weekly discussions, an exploration of the roots of colonialism and sexism, photo taking and dialogue the girls were able to make connections between their own experiences and those of their peers with a broader socio-political issue of the racialized and sexualized violence against Indigenous women in Canada. In particular, these girls were focused on wanting to share their knowledge in order to help younger girls to avoid situations of sexual exploitation. The outcome of this community-based research process was a short video created by the girls to highlight their expertise in a format accessible to their peers. This paper further considers how participatory or engaged approaches to research are particularly relevant for work with minoritized girls and how these approaches can be integrated, as praxis, into practice settings to help sustain generative youth-informed services. This paper presentation will have relevance for practitioners and researchers working with girls.

3:00 pm–4:30 pm**MAC D281****NASKARZ Program: Starved for Opportunity***Aleks Vasiljevic, NASKARZ Program**Rory Morrison, NASKARZ Program**Tim Houchen, NASKARZ Program*

The NASKARZ (Never Again Steal KarZ) program for high-risk youth in the Hastings Corridor area. This program has been passionately supported and developed for the past two years by Ram-Cam Cooperative Community Centre and its partner organizations. Early in 2008 Vancouver Community College, Vancouver Police Department and ICBC joined the partnership recognizing its exceptional potential to not only reduce youth crime but to propel these same youth toward new opportunities for education, training/employment and recreation. Since then the partnership expanded with support from Vancity Foundation, Canadian Direct Insurance and Face the World Foundation. Leveraging youth's interest in cars, the program addresses auto theft and joy riding - two opportunistic crimes that have become a way for youth to quote "have some fun". In the past this 'fun' has resulted in tragedy with the death of not only those stealing the vehicle, but also those riding with them and the uninvolved public. The following examples are typical of the activity NASKARZ addresses:

"In one night a 14 year old boy brought three stolen brought three stolen Vehicles (approximate value of \$50,000) to our local Community Centre parking lot from outside the community. The same boy was witnessed in the following days driving a late model Ford SUV, which was reported to 911 as stolen. 10 minutes later he was arrested by police in an effort that involved 7 or 8 units (a huge cost to police resources) by a local Elementary school shortly after classes ended. As school has just finished, there were many pupils walking home, this could have ended with high potential human-life costs."

- Incidents as reported by Youth Worker, Alex Vasiljevic

Currently, there is the pool of 35 NASKARZ participants working Monday through Thursday at the Vancouver Community College's Trade and Transport facility to restore a 1935 Ford (Police Parade Car) and just completed 1960 Cobra Sports Car. 10 girls, 15 boys and one parent attend the program full-time. 18 of these youth gained college credit(s) as a result of their involvement in NASKARZ in 2010. While some of our participants are well known to police (targeted), we also have some great young community leaders in the program (peer leaders). www.nascarprogram.com

Evaluating Youth Engagement*Gord Miller, University of Victoria*

One of the key inherent rights of children and youth under the UN Convention on the Rights of the Child is their meaningful involvement in decisions that affect their well-being and development. Child and youth participation/engagement is a key action of the Ministry of Child and Family Development's (MCFD) guiding document, *Strong, Safe and Supported* (2008). The creation of the Ministry of Children and Family Development's "Youth Engagement Indicator Resource Kit" has been a collaborative endeavour between the MCFD Provincial Office Advocacy Team, three MCFD regions (i.e. Vancouver Coastal, Fraser Valley, Vancouver Island), and the University of Victoria. The Indicator Resource Kit is a user-friendly tool that can be used to assist MCFD and community partners to assess their youth engagement practice and provide strategies and tools that will support staff to enhance ways of bringing in young people as genuine partners. This interactive workshop will be facilitated by Youth Co-Evaluators within the project team and will examine the developmental process of the "Indicator Resource Kit" along with key themes and indicators of youth engagement. Workshop participants will be provided with resources to support youth engagement and involved in discussions answering the following questions: What is youth engagement and what does it mean to bring young people into your organization as genuine partners? How ready is your organization to bring in young people as genuine partners? What are strategies that can engage young people?

Engaging Young People in a Discussion About Substance Use; The AME Program: Awareness, Motivation, and Engagement*Kara Thompson, Centre for Addictions Research of BC**Dan Reist, Centre for Addictions Research of BC**Paula Coleman, Centre for Addictions Research of BC*

Substance use accompanies many of the challenges faced by the young people we work with across professions. The AME program is a new program that was developed in the spring of 2010 for the Ministry of Children and Family Development (Youth Justice) by the Centre for Addictions Research of BC. The goal of the program is to better equip youth probation officers to address substance use issues with young offenders. AME is an innovative approach to youth justice that moves away from punitive or confrontational approaches. Instead, AME takes a health promotion perspective and builds on the principles of motivational interviewing and brief intervention. AME provides an online toolkit, training and on-going support for probation officers that assists them in assessing the level of risk involved in a young person's pattern of substance use and selecting appropriate strategies for engagement on a case by case basis. AME is currently being

piloted in all regions throughout the province. A formal evaluation of the AME is due to be conducted in 2011. AME is an exciting new approach to working with young people and is comprised of basic principles that can be adapted to other professions. This session will introduce participants to the principles of the AME program, and the AME program components.

Posters/Display Tables

Lobby outside of the David Lam Auditorium, MAC A144

Child and Youth Care Certification Board: Developing Professional Certification

Carol Stuart, Ryerson University

The Child and Youth Care Certification Board (CYCCB) has implemented professional credentialing for child and youth care practitioners based on the certification program developed by the North American Certification Project of the Association for Child and Youth Care Practice. CYCCB promotes quality child and youth care through advocating for and providing professional level certification, establishing research-based standards of practice and empowering local, state and federal institutions to embrace Child and Youth Care as a valued profession. CYCCB envisions competent, caring, and compassionate Child and Youth Care professionals engaging children, youth and families in a variety of environments. The credentialing program and the competencies upon which it is based are expected to offer workers increased opportunity for career flexibility and advancement, program administrators a reliable means for determining and developing worker competence, and educators a framework for unifying efforts to expand relevant training and education programs to meet workforce and community needs. This is expected to make a significant contribution to increasing the availability of competent, compassionate and caring practitioners to staff the many programs serving children, youth and families.

Daycare as a Predictor of Early Learning Success in Kindergartners

Carolyn Finlayson, Brock University

The following study used a secondary data analysis to determine if there are any cognitive differences between children who attend daycare and children who receive only parental care. For the purpose of this conference, my poster will display the results of my study along with, the intricacies of quality childcare environments and proper practise of child care workers. Participants of this study were taken from the Understanding the Early Years project completed in Ontario's Niagara region by the HRSDC in 2006. N=126 children were tested and their parents were required to complete a subsequent survey. Only the scores from children who attended daycare for over 13 hours a week and children whose parents identified them as receiving only parental care were selected for comparison to determine if extended time in non parental care has an impact on early learning skills. The children were tested on their overall early learning skills using three standardized tests: *Peabody's Picture Vocabulary Test*, *Who Am I?* Literacy test and *Number Knowledge* test. Upon comparison of the two groups no significant difference was identified. Results suggest that the daycare environments the participants are experiencing are meeting quality standards which are contributing to their standard cognitive development.

Education and Equity: Young South Asian Women's Perspectives

Hafsah Shaikh, Brock University

This study examined the perspectives of young South Asian Canadian women within the education context. Specifically, it explored the following: Did the participants face racism in the formal education system (ex: curriculum). If so, how? Did the participants face discrimination in the informal setting of the education system (ex: social interaction). If so, how? How have the experiences of the participants in the education system impacted their identity formation? The study's aim was to explore current pedagogical practices in order to examine the impact of pedagogical encounters expressed through the voices and perspectives of four women (including the researcher). Through coding the semi-structured interviews, three key themes emerged: Conflict between South Asian and Canadian identity, hybrid identities, and teachers' mixed and powerful attitudes. Through the matrix of domination, the researcher took into account multiple dimensions of oppression while focusing mainly on racism experienced in the educational context. Results illustrate the diverse ways in which dimensions of conflict between a South Asian and Canadian identity were organized and imposed upon the participants, and highlight how participants coped with the conflict of belonging to two or more cultures. Students privileged hybrid or multiple identities but they felt that due to their skin color, a fixed ethnic identity was imposed upon them through peers, families, and teachers. Results clearly identify the impact of pedagogical encounters on participant's identity formation and suggestions for shifts in pedagogy are discussed.

The Efficacy of an Enhanced Family Literacy Program

Sarah Farrell, Brock University

My proposed research is aimed at supporting children at-risk for learning disabilities. As such, I have worked with my advisor, John McNamara, to partner with the Learning Disabilities Association of Niagara (LDA-N) – a non-profit community agency with the mandate of supporting individuals with learning disabilities from the Niagara region. Currently, the primary program offered by the LDA-N is Reading Rocks, a tutoring-based program that targets areas such as phonological awareness, print awareness, letter-sound understanding, or more advanced skills such as comprehension,

problem solving, or memory strategies – all skills recommended by research agencies such as the National Reading Panel. Although Reading Rocks has been seen as successful by the LDA-N, it is unclear whether the achievement gains produced by the program are sustainable and long-lasting. Therefore, the LDA-N is now interested in enhancing their existing programs in order to achieve more sustainable gains through family literacy. As such, one of the primary goals of this project is to partner with the LDA-N to develop, implement and test the efficacy of an authentic family literacy program that meets the individual needs of each participating child. Secondly, my proposed research has an ultimate goal of implementing the family literacy program as a regular offering within the LDA-N's on-going curriculum. This research relates to conference themes as results of this study will make a significant contribution to the LDA-N and more broadly to practice in general. The anticipated results will point policy makers to move towards designing and implementing programs that consider caregivers as critical foundations to literacy development. The anticipated results of this study will also point to the importance of continual or on-going programming for vulnerable children—particularly those with learning disabilities. This will in turn, inform the LDA-N and service delivery models in general, about how to include caregivers as authentic partners in children's literacy programming.

Children and Youth Have Voices Too

Connie Stowe, Brock University

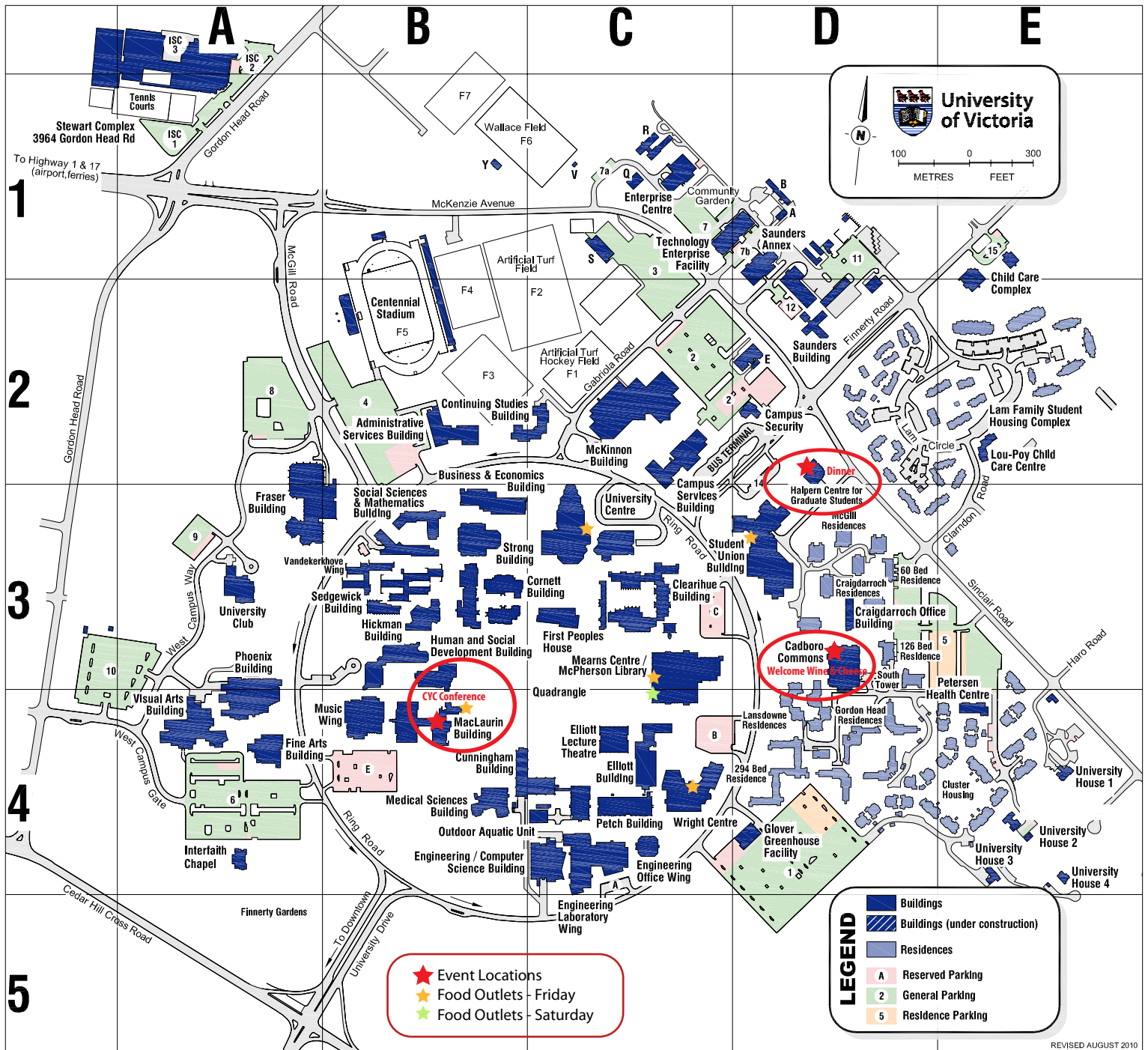
As future child and youth workers/educators, we need to open ourselves up to the children and youth we will be working with. It can be difficult to do when children and youth in our society are looked upon as the 'other'. In order for relationships to develop in the field of child and youth work, children and youth need to be heard. Children and youth tend to act out when they cannot speak. Language becomes an important concept when it comes to allowing a subaltern to speak (Skott-Myhre, 2008). Can they speak? Are their voices really heard? Giving a voice to children and youth is difficult to do in a colonial system that tends to shut out voices of the 'other'. How is the system really helping them? Child and youth care workers/educators need to allow children and youth's voices to be heard. In order for relationships to happen with young people, we need to develop an understanding of 'otherness' and look at the possibility of 'equality'.

Conference Planning Committee

Sandra Curran, Graduate Secretary, School of Child and Youth Care, UVic
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Marie Hoskins, Graduate Advisor & Professor, School of Child and Youth Care, UVic
Jonathan Morris, MA Student, School of Child and Youth Care, UVic
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REVISED AUGUST 2010

Building	Location	Building	Location	Residence	Location	Residence	Location
Administrative Services	B-2	Hut 'S'	C-1	60 Bed Residence	D-3	Lam - Family Student Housing	
Business and Economics	B-3	Hut 'V'	C-1	126 Bed Residence	D-3	Block 01	D-2
Cadboro Commons	D-3	Hut 'Y'	B-1	294 Bed Residence	D-4	Block 02	D-2
Campus Security	D-2	Interfaith Chapel	A-4	South Tower	D-3	Block 03	D-2
Campus Services	C-2	Lou-Poy Child Care Centre	E-2	Cluster Housing		Block 04	D-2
Centennial Stadium	B-2	MacLaurin REGEN	B-4	Block 46	E-3	Block 05	D-2
Child Care Complex	E-1	MacLaurin Music Wing	B-4	Block 47	E-4	Block 06	D-2
Clearihue	C-3	McKinnon	C-2	Block 48	E-4	Block 13	D-2
Continuing Studies	C-2	Mearns Centre / McPherson Library	C-3	Block 49	E-4	Block 14	D-2
Cornett	B-3	Medical Sciences	B-4	Block 50	E-4	Block 15	D-3
Craigdarroch Office	D-3	Outdoor Aquatic Unit	C-4	Block 51 - Gibson House	E-4	Block 16	D-3
Cunningham	C-4	Petch	C-4	Block 52 - Rogers House	E-4	Block 17	E-3
Elliott	C-4	Petersen Health Centre	E-4	Block 53 - McTaggart Cowan House	E-4	Block 18	E-2
Elliott Lecture Theatre	C-4	Phoenix	A-4	Block 54	E-4	Block 19	E-2
Engineering / Computer Science	C-4	Saunders Building & Shops	D-2	Block 55	E-4	Block 20	E-2
Engineering Laboratory Wing	C-4	Saunders Annex	D-1	Block 56	E-4	Block 26	D-2
Engineering Office Wing	C-4	Sedgewick	B-3	Block 57	E-4	Block 27	E-2
Enterprise Centre	C-1	Social Sciences & Mathematics	B-3	Block 58	E-4	Block 28	E-2
Fine Arts Building	A-4	Stewart Complex	A-1	Block 59 - Mickelson House	E-4	Block 29	E-2
First Peoples House	C-3	Student Union	D-3	Block 60 - May & Ronald Lou-Poy House	E-4	Block 30	E-2
Fraser	A-3	Technology Enterprise Facility	C-1	Block 61	E-4	Block 31	E-2
Glover Greenhouse Facility	D-4	University Centre	C-3	Craigdarroch Residences		Block 32	E-2
Halpern Centre for Graduate Students	D-2	University Club	A-3	Carr Hall	D-3	Block 33	E-2
Hickman	B-3	University House 1	E-4	Currie Hall	D-3	Block 34	E-2
Human & Social Development	B-3	University House 2	E-4	Newton Hall	D-3	Block 35	E-2
Hut 'A'	D-1	University House 3	E-4	Thompson Hall	D-3	Block 36	E-2
Hut 'B'	D-1	University House 4	E-4	Gordon Head Residences		Block 37	E-2
Hut 'E'	D-2	Visual Arts	A-4	Haig-Brown Hall	D-4	Block 38	E-2
Hut 'L'	C-2	Wright Centre	C-4	Poole House	D-4	Block 39	E-2
Hut 'Q'	C-1			Wallace Hall	D-4		
Hut 'R'	C-1			Wilson Hall	D-4		