

Session 3

3A Accreditation: Soup to Nuts (without going nuts).

Presented by Jo-Anne Frank

The process of accreditation can be daunting without a plan. Soup to Nuts will show you how to organize every phase of the accreditation cycle from discovery, planning, implementation through to monitoring and continuous quality improvement. Using a four-phase plan as a model the workshop will give you useful strategies to take back and apply to your own organization. Based on the belief that failure to plan is a plan to fail, this workshop will focus you on The Plan to succeed.

3B Responding to Family Violence in your Agency: Creating a Safe Environment for your Clients.

Presented by Sacha Aldrich

This interactive workshop will discuss family violence, how it impacts your clients and the importance of developing family violence protocols in your agency. Family violence occurs in our client's lives more frequently than we like to admit and if our agency does not have a plan in place to address family violence issues then we are not assisting our clients to be safe. Without family violence protocols, staff become confused about appropriate actions sanctioned by the agency and boundaries can become blurred, clients receive inconsistent support depending on who they contact, and staff may inadvertently increase risk to the client if they are not knowledgeable on family violence issues. Family violence protocols are a tool that clarifies the role of the agency; the expectations of staff, and can decrease risk of lethality for the client. This workshop will discuss the vital components of a family violence protocol (screening, risk assessment and safety planning) and how to develop a protocol within your agency.

3C What Does Research and Practice Say About Mental Health Treatment and Services for Children?

Presented by Bjorn Johansson & Arden Jones

Traditionally, mental health treatment services for younger populations have primarily focused on youth between 12 and 17 years of age. Recent research, however, indicates that early childhood interventions identify emotional and behavioural difficulties at a young age, and are effective in improving such difficulties (Lowell, Carter, Godoy, Paulicin, & Briggs-Gowan, 2011; Northup, Reitman, & de Back, 2009; Nupponen, 2001). This evidence informed the development of two treatment programs for children (3-12 years) by Wood's Homes, a multi-service non-profit organization offering a range of community, residential, and educational programs for children, youth, and their families, in Western Canada. The Exceptional Needs Program (Under 12) provides intensive residential treatment for children ages 6-12, who have experienced trauma and maltreatment that resulted in severe behavioural challenges. Children's Village, in partnership with the Calgary Board of Education, is a treatment school for children ages 3-12, who exhibit severe emotional and behavioural difficulties. Wood's Homes adopts an evidenced-based orientation to practice, and their Research Department utilized a range of evaluative to track children's overall functioning and progress in these treatment programs. The first part of the workshop will provide an overview of the treatment services offered through these two programs and a description of the measurement tools utilized. Specifically, it will focus on the findings in the areas of math and literacy, risk behaviours, and functioning, drawn from academic records; Strengths and Difficulties Questionnaire; Jerry John's Basic Reading Inventory; Child and Adolescent Functioning Assessment Scale; and the Vineland Adaptive Behaviour Scales. In addition to providing greater understanding of the clientele, this information encourages discussion among service partners about treatment services for this population of children, and how to improve current programs and services. The second part of the workshop invites participants to engage in an open, yet structured, discussion about the programs and the relevant findings. This process provides a forum for further understanding this clientele, the areas requiring treatment, potential treatment interventions, and how existing programs can be enhanced. In addition to providing insight, this preliminary data provides a foundation for future avenues of analyses and research on interventions and treatment for troubled children.

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3D Innovative Practice Solutions within Outcomes Based Service Delivery

Presented by Jacqueline Dagneau & Monica Metzler

1. A brief overview of Outcomes Based Service Delivery:

- An initiative introduced by Alberta Child and Family Services in 2009. There are various “phase in” sites throughout the province of Alberta with differing “lead” agencies. The Family Centre started as a lead agency with the North Central Child and Family Services office in Edmonton in June 2009.
- The initiative is intended to achieve better outcomes for children and families by providing financial incentives to lead agencies for producing positive outcomes.
- Essentially, the funding model allows the lead agency the autonomy to implement creative and innovative solutions.

2. An introductory summary to The Family Centre's practice principles and guiding theories; namely:

- Strength Based/Resiliency Approach - focus on strengths and signs of safety; use of strengths based assessment tool.
- Client Driven - service plans created and maintained by families.
- Relationship Based - 24/7 on call support, use of Scot Miller's session rating scales.
- Collaborative and Community Based - partnerships with community members, with family, with Child and Family Services; decisions are not autocratic.

3. A presentation of The Family Centre's Continuum of Services:

a. Family Preservation and Stabilization Service

- early and intensive in home support to families in crisis.
- frontline workers carry a small caseload of approximately 3 to 5 families.
- multi-disciplinary service teams supporting families.

b. Out of Home Placement and Permanency

- numerous “parented homes” whereby siblings are placed together in a staffed home and parents are supported to remain as involved as possible in day to day parenting (for example, getting the children ready for school, taking the children to school, cooking dinner, bathing the children and tucking them into bed at night). Parents receive active parenting support from the staff at the parented home.
- Family Group Conferencing is used to re-connect families and children to long-term familial and community supports.

c. Community Supports

- Partnerships are created with Parent Link centres.
- Frontline teams based in schools to support schools as community hubs and create more opportunity for support to families.

Support is offered post Children's Services' involvement to ensure ongoing success.

3E Somali Community - Yesterday - Today and Tomorrow

Presented by Mana Ali

This presentation will cover the Somali communities history, past, present and future.

Session 3

3F Principles To Practice: Exploring High Fidelity Wraparound

Presented by Gord Cummings & Simone Brown

Wraparound is not a program, a type of service, or family therapy. It is a process based on the idea that services should be tailored to meet the needs of children and their families. There is an underlying value and commitment to create services and supports “one kid/family at a time” and to promote community based options that truly fit families with complex needs. Plans for the session will also include exploration on how the concepts of Wraparound fit for your own personal practice as well as in the program you work in. The format of the presentation will include lecture, discussion, and dyad exploration. The presentation would fit best into the “practice” stream of programming.

3G Migrant Routes: Creating Equitable Spaces for Newcomers

Presented by Ashima Sumaru

Canada's population growth is becoming increasingly dependent on immigration and the integration of newcomers into Canadian society is an important consideration for anyone who works with families. This workshop will help practitioners to understand current immigration policies and practices and will briefly look back at Canada's immigration history (to provide some context for current and future immigration issues). A popular education methodology will be used to deliver the workshop. This methodology encourages dialogue and values the experiences and knowledge of the workshop participants. The workshop facilitator will introduce the tools of viewing issues through an anti-racist/anti-oppression lens. Through using this lens, participants will develop their own strategies for creating more equitable spaces for immigrant and refugee families. This workshop will be interactive and provide opportunities for participants to practice the new tools that will be introduced during the session.

3H Leadership – From the Inside Out!

Presented by Pat Mussieux

“When are 'they' going to fix it? When are 'they' going to notice? These words are spoken, all the time, by frontline and middle managers who have developed the habit of 'looking to the top dog' for all the answers! Here's the shocker, folks – YOU is the 'they' these days! Buckle up – in this session, Pat will provide you with the tools and techniques to take charge and lead the way – up, across and down in your organization!

“We live in a digital era – we race through our lives, and work, without pausing to consider who we really want to be or where we really want to go. We're wired up but we're melting down.” – Tony Schwartz

Most of us are just trying to do the best that we can. We take pride in our ability to multi-task, and we wear our willingness to put in long hours as a badge of courage. Well, I'm telling you to STOP!

You cannot possibly be an effective leader, manager OR employee if you continue operating this way. In this session, we are going to cover some of the fundamental steps to change – and it is all based on this key principle: “All meaningful and lasting change starts first on the inside (with the way we think) and then works its way out!”

We are going to cover some of the key barriers when it comes to reaching our full potential – habits, attitudes, beliefs and expectations.

Once we've identified HOW to get past these major barriers, Pat will share with you some of the success techniques for:

- Managing energy, NOT time
- Shifting your mindset to one of personal responsibility and accountability
- Some one-time action steps you can take today so that you can begin to live your best life tomorrow
- Strategies for building, and strengthening, relationships – because nobody wins till we all do!

This is an interactive workshop – designed to equip you as the best leader possible – from the inside out!

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31 Working with FASD in an adolescent, residential context.

Presented by Lawrence Deck & Tobi Martin

Literature on Prenatal Alcohol Exposure (PAE) suggests the brain can be compromised in multiple domains and in varying degrees of severity (Rasmussen 2005). Heavy PAE is associated with widespread neuropsychological deficits across several domains including general intelligence, memory, language, attention, learning, visual spatial abilities, executive functioning, fine and gross motor skills, and social and adaptive functioning.

The model highlights the impact PAE has on brain development and provides guidance for intervening in a systematic, intentional, and deliberate manner. The intention is to increase adaptive functioning in the following domains:

Emotional Regulation

Learning to modulate, redirect, regulate, and modify feelings is critical for adaptive functioning. Difficulties modulating affect and lower social competence are frequently difficult for those with PAE. Overall, these youth exhibit more aggressive and antisocial (externalized behaviors) along with fearful and inhibited behaviors (internalized behaviors). They have difficulty understanding the feelings and perspectives of others.

Cognitive Development

This focuses on a child's development in information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development. It was previously assumed that once the brain had wired itself, it was static. However recent evidence suggests the brain continuously remodels its neural circuitry. This is how a damaged brain re-learns lost behaviour or supports new behaviour. As such, interventions designed to improve the underlying impaired processes directly through "practice" may be helpful.

Social Development

Available research indicates young people with PAE often exhibit considerable social impairment. They have difficulty understanding social cues, communicating in social contexts, controlling impulsive behaviour, and pro-socially dealing with conflict. If untreated, these deficits continue and can become more pronounced as young people age and expectations for socially appropriate behaviour increases.

Attachment and Family Functioning

Due to the importance of reparative types of interactions for healthy neuro-development, it is essential to involve family and/or other support people for the youth. The health of relationships around the young person carries a host of neuro-psychic implications; Dr. Perry states that the more isolated (physically and socially) a young person and the family are, the more vulnerable the child becomes.