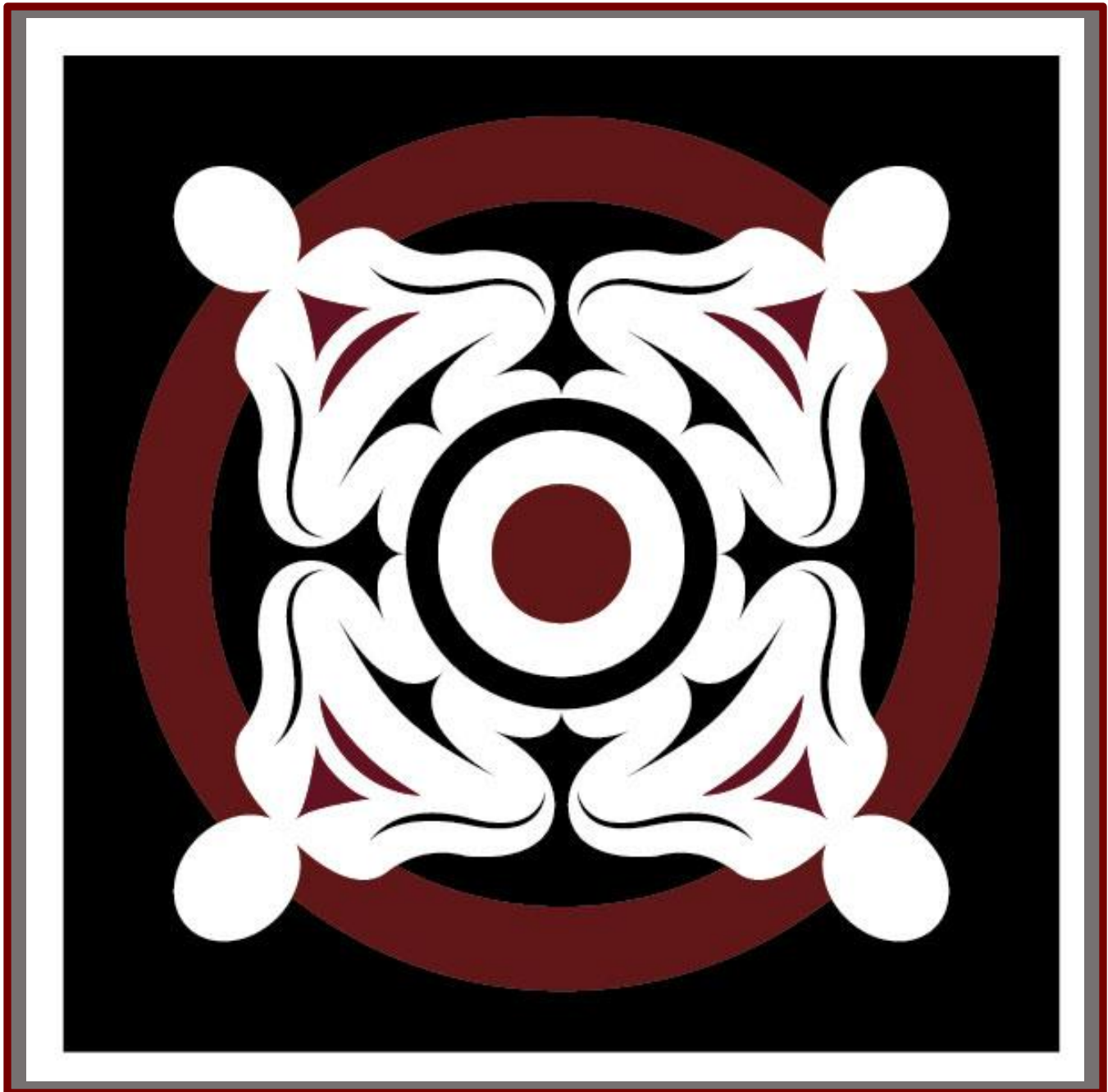




# Child & Youth Care in Action VI:

Moving Through Trails and Trials Toward Community Wellness

April 25-27, 2019



University  
of Victoria

School of Child  
& Youth Care

<https://www.uvic.ca/hsd/cyc/>



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## ÍY SẺÁCÉL

(Phonetic pronunciation: ITZ SKWAY CHILL)

Dr. Martin Brokenleg and I would like to warmly invite you to our sixth biennial Child and Youth Care in Action conference: Moving Through Trails and Trials Toward Community Wellness. In a post TRC era, it is timely that we should be taking the lead, arms locked together, and earnestly moving our circle towards community wellness. This year's conference features two exciting new members: the Transformation Pole, carved by Don Smith, and the Community Wellness Drum, designed by Dylan Thomas. Both of these pieces speak to the transformation that strength, togetherness and belonging bring to community wellness. They are invaluable touchstones for all of us to keep in remembrance and to practice in our lives.

In the morning of April 25<sup>th</sup>, we will be together in the one tree courtyard that sits in the middle of the MacLaurin and HSD buildings. After registration and a welcome breakfast, we will be acknowledging the land and responding to the acknowledgment through different positionalities. We will be charmed by the singing of local youth that will guide us down towards the Child and Youth Care office where the pole sits. We will move down into the space in front of the CYC office, with all doors open wide, and an acknowledgement and blessing of the Transformation Pole and Community Wellness Drum will take place, as well as with a few other acknowledgments and an overall blessing of the conference. Our full circle will promenade and pay respects to both the pole and drum and the youth singers will then wrap our circle with songs from the land and people of this place.

A few things that you should do for the conference:

- ❖ Take many moments and opportunities to make a relationship with the land, water and air of this sacred place and any place your footsteps take you
- ❖ Have a moment of panic and then laugh it off hysterically
- ❖ Laugh, love and be and know that you are more than enough
- ❖ Have a squealing good time and make good friendships inside and outside the circle

## HI'SWKE

In the Spirit of Gratitude.... Martin and Shanne

## Transformation Pole



At the entrance of the School of Child and Youth Care, stoically stands the Transformation Pole. In 1993, Artist and Carver Don Smith was commissioned to carve a totem for the School of Child and Youth Care to commemorate 20 years since its inception. The pole is carved of red cedar and depicts the Salish Thunderbird as half eagle and half human. Enveloped between the wings of the thunderbird nests a child or youth. The Thunderbird is there to protect and clutch this youth as her own; enclosing the youth in the spirit of contentment. In 2019, the school will see 46 years.

We acknowledge and affirm the Transformation Pole in the entrance, and it will partner with the *Community Wellness Drum* as a constant reminder of the commitment and work that we need to do to all move us to a place of reconciliation. Please say hello and remember to develop your own relationship with the pole that has stood the test of time and still greets all of us as we make our way into the school. This pole in tree form grew on the land and now rests as a reminder to us all of the transformation that can and is always happening in our midst.

To the pole we say **Hy'chka Siem**.

Thank you for being there for all of us, the children, youth and families.

## Community Wellness Drum

In 2016, the School of Child and Youth Care embarked on finding a symbol that we felt could represent our school, intent and mission. We called on local Salish artist, Dylan Thomas, and he felt that he had the vision and conception that mirrored our values, history and commitment to working towards Indigenization, decolonization and, finally, reconciliation. The symbol that he created is called: *Community Wellness*.

Dylan Thomas explains its significance and meaning:

*Community Wellness is dedicated to the power of harmony in First Nations communities. The design depicts four human figures who come together to form a perfect circle around the center point. The middle circle represents First Nations youth and culture, and the four humans represent our **families, relationships, culture and communities**. If one of the figures was removed or misplaced, the circle would not be complete and the middle circle would be exposed, but when the four figures are placed correctly, they form a protective boarder around the center, which symbolizes the security created when our communities work in a supportive and harmonious fashion. (Dylan Thomas, 2016)*



Our Drum; *Community Wellness*, will be at the Child and Youth Care in Action VI Conference: Moving Through the Trails and Trials Toward Community Wellness.

One of the functions of the drum is to be a witness and to be present and affirm the good work and practices that are being established in our local, national, and international families and communities. We invite you to build a relationship with *Community Wellness Drum* and to remember that we stand for families, relationships, culture and communities.

<b>Brief Program Overview</b>					
<b>Time</b>	<b>Thursday, April 25, 2019</b>	<b>Time</b>	<b>Friday, April 26, 2019</b>	<b>Time</b>	<b>Saturday, April 27, 2019</b>
8:00-10:00	<b>Registration and Welcome Breakfast</b> <i>Lobby - MacLaurin Building</i>	8:30-9:00	Coffee/Tea <i>Lobby - First Peoples House</i>	8:30-9:00	Coffee/Tea <i>Lobby - First Peoples House</i>
10:00-12:00	<b>Conference Welcome</b> ❖ Land acknowledgment – Jennifer White, Director, SCYC ❖ Responses to Land acknowledgement – Tracy Underwood, Shanne McCaffrey and Martin Brokenleg ❖ Blessing of Transformation Pole, Community Wellness Drum, and Conference – May and Skip Sam  <i>MacLaurin &amp; HSD Building Courtyard</i>	9:00-10:30	<b>Plenary Session –</b> Re-imagining child and youth care practice with African Canadian youth  <i>First Peoples House</i>	9:00-9:45	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>
12:00-12:45	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	10:30-11:00	<b>Nutrition Break</b> <i>First Peoples House</i>	10:00-10:45	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>
12:45-1:45	Lunch Break on your own	11:00-11:45	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	10:45-11:15	<b>Nutrition Break</b> <i>First Peoples House</i>
1:45-2:30	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	12:00-12:45	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	11:15-12:00	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>
2:45-3:30	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	12:45-1:45	Lunch Break on your own	12:15-1:00	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>
3:30-4:00	<b>Nutrition Break</b> <i>Lobby – MacLaurin Building</i>	1:45-2:30	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	1:00-2:30 <b>Closing of Conference</b> ❖ Closing remarks – Martin Brokenleg ❖ Community acknowledgments and shout-outs ❖ Thomas Family dancers ❖ Draws for prizes  <i>First Peoples House</i>	
4:15-5:00	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>	2:45-3:30	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>		
		3:30-4:00	<b>Nutrition Break</b> <i>First Peoples House</i>		
		4:15-5:00	<b>Concurrent Sessions</b> <i>Cornett &amp; HSD Buildings</i>		
		6:00-9:00	<b>Evening Reception</b> <i>Main Dining Room University Club</i>		
<b>Elders:</b> May and Skip Sam		<b>Elder:</b> Barb Hulme		<b>Elder:</b> Victor Underwood	

Time	Thursday, April 25, 2019			
8:00-10:00 am	Registration and Welcome Breakfast Buffet: Lobby – MacLaurin Building Lobby			
10:00 am-12:00 pm	<b>Conference Welcome</b> – MacLaurin and HSD Building Courtyard Blessing of Transformation Pole and Community Wellness Drum			
12:00-12:45 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Technology Integration in Service Delivery: L.I.T. (Paper)	Nicole Diakite, Jacquelen Persaud, Sharon Bailey-Wright	COR B143	11
	Fiction Furthering Fact: Taking Advantage of Richard Wagamese's "Indian Horse" to Inform the Development of Culturally Relevant Devices for Assessing Risks and Strengths in Individual Persons (Paper)	Chris Webster	COR B129	11
	The Gender Reveal Party: A New Means of Performing Parenthood and Reifying Gender (Paper)	Astri Jack	COR B111	11
	Healing from colonial disruptions to our Indigenous identities (Workshop)	Sarah Wright Cardinal	COR B145	12
	Youth community action to promote diversity (Workshop)	Natasha Blanchet-Cohen, Angie Mapara, Geneviève Grégoire-Labrecque	COR B135	12
	Reckoning with Our Privileges in the CYC Classroom: De-Centering Whiteness, Enacting De-Colonial Pedagogies, and Teaching for Social Justice (Workshop)	Jennifer White, Matty Hillman, Kristy Dellebuur O'Connor	HSD A264	12
	The Intersection of Culture - Collaboration - Context and Practice (Workshop)	Joan Astren	COR B107	13
12:45-1:45 pm	Lunch Break on your own			
1:45-2:30 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Wise Practices for Life Promotion: Promoting wellness and preventing suicide in First Nations Communities (Discussion Panel)	Bill Mussell, Ryan Pielie, Ed Connors, Carol Hopkins, Normand d'Aragon, Jordan Davis, Janet Newbury, Jennifer White	COR B145	13
	Local and Global Contexts of Ways Forward with Indigenous Youth Involved in Systemic Violence (Roundtable)	Ana Celeste MacLeod	HSD A264	13
	Eco-cultural Restoration and Connecting Youth to the Land: The Living Lab Project in WSÁNEĆ (Discussion Panel)	Nick Claxton, John Taylor, Morgan Black, Judith Arney, Earl Claxton, Tiffany Joseph	HSD A250	14
	Kids on the Fringe: Child and Youth Work and Controversial Religions (Paper)	Jessica Pratezina	COR B107	14
	Personal Praxis: A Reflection on Meaningful Relationships and The Circle of Courage (Paper)	Jacob Janzen	COR B111	14
	Meaningfull and Mindful Moments (Workshop)	Marie Reeve-Newson	COR B129	15
2:45-3:30 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	<b>Continued:</b> Wise Practices for Life Promotion: Promoting wellness and preventing suicide in First Nations Communities (Discussion Panel)	Bill Mussell, Ryan Pielie, Ed Connors, Carol Hopkins, Normand d'Aragon, Jordan Davis, Janet Newbury, Jennifer White	COR B145	13
	<b>Continued:</b> Local and Global Contexts of Ways Forward with Indigenous Youth Involved in Systemic Violence (Roundtable)	Ana Celeste MacLeod	HSD A264	13

	<b>Continued:</b> Eco-cultural Restoration and Connecting Youth to the Land: The Living Lab Project in W̱SÁNEĆ (Discussion Panel)	Nick Claxton, John Taylor, Morgan Black, Judith Arney, Earl Claxton, Tiffany Joseph	HSD A250	14
	Sole Expression: A Trauma Informed Dance Intervention (Paper)	Shannon Brown, Emory Martin, Brendan Halama	COR B107	15
	Journeying toward an imagined future: Indigenous youths' perspectives on wellness (Paper)	Patti Ranahan, Felice Yuen, Warren Linds	COR B111	15
	Challenging orthodoxy in child and youth care: Rethinking what we think we know (Workshop)	Ben Anderson-Nathe, Grant Charles	COR B129	16
3:30-4:00 pm	<b>Nutrition Break: Lobby – MacLaurin Building</b>			
4:15-5:00 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Internet Intentionality: Determinant of Tool or Master (Paper)	Brad Rudner	COR B111	16
	Queering (Child and Youth) Care (Paper)	Wolfgang Vachon	COR B145	16
	Identity Formation and Belonging Among Biracial Youth (Paper)	Charissa Whittingham	COR B107	16
	Trails of Words: Developing Awareness of Our Language Use (Workshop)	Carmen Rodriguez de France	COR B143	17
	Schools That Matter: Teaching Minds, Reaching Hearts (Workshop)	Steve Van Bockern, Sarah Drennan	COR B135	17
	Dance and artwork exploration: Access to community building (Workshop)	Lori Hamar, Jilleun Tenning	HSD A270	17
	Technology and engagement: Interactive workshop - connecting with youth. Use the APPS avoid the traps (Workshop)	Yvonne Gomez, Tamara Sykes-Yarwood	COR B129	18
<b>Time</b>	<b>Friday, April 26, 2019</b>			
8:30-9:00 am	<b>Coffee/Tea: First Peoples House</b>			
9:00-10:30 am	<b>Plenary Session</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Re-imagining child and youth care practice with African Canadian youth (Plenary)	Johanne Jean-Pierre, Julian Hasford, Travonne Edwards, Peter Amponsah, Juanita Stephen, Peter Amponsah, Beverly-Jean Daniel	FPH Hall	19
10:30-11:00 am	<b>Nutrition Break: First Peoples House</b>			
11:00-11:45 am	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Thinking Out Loud: CYC and Radical Youthwork (Roundtable)	Hans Skott-Myhre, Scott Kouri, Sandrina de Finney, Mandeep Kaur Mucina, Tim Beck, Alexandra Berry, Veronica Pacini-Ketchabaw, Ashley Do Nascimento, Kathleen Skott-Myhre, Matty Hillman	COR B135	19
	Building Critical Consciousness for Family and Community Engaged Teaching: Lessons Learned in a Middle Grades After-School Program (Discussion Panel)	A. Longoria, Jackie Baker-Sennett, Marilyn Chu, John Korsmo, Veronica Velez, Christina Van Wingerden, Mikayla Arsenian, Jori Denton, Casper Gemar, Eilla Montgomery Harris, Julianna Smith	COR B143	20
	The writing on the wall: Unpacking the Black and African youth experiences in the Canadian education system (Discussion Panel)	Tanita Munroe, Sabrin Hassan, Jordan Risidore	COR B111	20

	Cross Over Youth Project: Ontario Findings (Paper)	Charlene Gonsalves, Zoey James, Stephanie Kapetaneas, Dianne Luca	COR B107	21
	Queer young people's coming of age experiences (Paper)	Ben Anderson-Nathe	COR B145	21
	Nature-based approaches in CYC (Workshop)	Katy Rose, David Segal, Nevin Harper	HSD A270	21
	Walking the Labyrinth as a tool to reduce stress, promote calm and integrate challenging experiences (Workshop)	Christine Slavik	FPH Hall	22
12:00-12:45 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	<b>Continued:</b> Thinking Out Loud: CYC and Radical Youthwork (Roundtable)	Hans Skott-Myhre, Scott Kouri, Sandrina de Finney, Mandeep Kaur Mucina, Tim Beck, Alexandra Berry, Veronica Pacini-Ketchabaw, Ashley Do Nascimento, Kathleen Skott-Myhre, Matty Hillman	COR B135	19
	<b>Continued:</b> Building Critical Consciousness for Family and Community Engaged Teaching: Lessons Learned in a Middle Grades After-School Program (Discussion Panel)	A. Longoria, Jackie Baker-Sennett, Marilyn Chu, John Korsmo, Bruce Larson, Veronica Velez, Christina Van Wingerden	COR B143	20
	<b>Continued:</b> The writing on the wall: Unpacking the Black and African youth experiences in the Canadian education system (Discussion Panel)	Tanita Munroe, Sabrin Hassan, Jordan Risidore	COR B111	20
	Discovering the Voices of First Nations Youths (Workshop)	Vanessa Nicholson, Lauren Akbar, Nicole Diakite	COR B145	22
	Into the future: Doing Indigenous, collaborative, youth-centred, participatory action research in the Quebec Chair Youth Research Network (Workshop)	Cathy Richardson, Natasha Blanchet-Cohen	HSD A264	22
12:45-1:45 pm	<b>Lunch Break on your own</b>			
1:45-2:30 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Critical Perspectives of Teaching Practices in Child and Youth Care Education (Discussion Panel)	Johanne Jean-Pierre, Kiaris Gharabaghi, Asha Sturge, Sabrin Hassan, Megan Lewis	COR B143	23
	Body sovereignty is land sovereignty: Decolonizing colonial sexualized violence through land-based practices (Roundtable)	Shantelle Moreno, Anna Chadwick, Chantal Adams, Shezell-Rae Sam, Pawa Haiyupis, Michaela Louie, Ruther Underwood, Abby Underwood, Aniah Raphael, Sandrina de Finney	HSD A264	23
	Indigenous and critical perspectives of child and youth care practice (Discussion Panel)	Elijah Teles, Chasity Hewitt-Brown, Chelsea Surette, Christine Baccus, Sewsen Igbu	COR B129	23
	My Real Life Skills (Paper)	Alawiya Hassan, Vanessa Nicholson, Dianne Luca	COR B107	24
	The Body as a Site for Revolutionary CYC Practice (Paper)	Kathleen Skott-Myhre	COR B111	24
	Online Relational Practice in Child and Youth Care (Workshop)	Jennifer Martin, Lauren Akbar, Brendan Halama, Shannon Brown	COR B145	24



2:45-3:30 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
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	<b>Continued:</b> Body sovereignty is land sovereignty: Decolonizing colonial sexualized violence through land-based practices (Roundtable)	Shantelle Moreno, Anna Chadwick, Chantal Adams, Shezell-Rae Sam, Pawa Haiyupis, Michaela Louie, Ruther Underwood, Abby Underwood, Aniah Raphael, Sandrina de Finney	HSD A264	23
	<b>Continued:</b> Indigenous and critical perspectives of child and youth care practice (Discussion Panel)	Elijah Teles, Chasity Hewitt-Brown, Chelsea Surette, Christine Baccus, Sewsen Igbu	COR B129	23
	Learning from horses -- reflections on equine facilitated wellness (Paper)	Christine Slavik, Maple Melder Crozier, Cindy Rammage, Mark Littlefield, Kirsten Hargreaves	COR B107	25
	Technology Integration in Child and Youth Care Practice: Relational Safety for Children with Disabilities (Paper)	Lisa Spencer, Amanda Mohammed, Olivia Leja	COR B111	25
	Teach, learn and do differently: Addressing economic and social justice through a Restorative lens (Workshop)	Rick Kelly	COR B145	25
3:30-4:00 pm	<b>Nutrition Break: First Peoples House</b>			
4:15-5:00 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Integrating Fluid, Responsive and Embodied Ethics: Unsettling the Praxis of White Settler CYC Practitioners (Paper)	Kaz MacKenzie	HSD A250	26
	Using Group Art Therapy to Support Refugee Children who have Experienced Trauma (Paper)	Charissa Whittingham	HSD A270	26
	Narrative Inquiry: Stories of Relationships and Networks of Youth in Care (Paper)	Jared I. Best	COR B111	26
	Empowering and Enabling the Totality of Inuit Youths Through a Child and Youth Care Practitioners' Lens (Workshop)	Nicole Diakite, Joy Wokocha, Mari Reeve-Newson, Vanessa Nicholson	COR B107	27
	Universal Design in Recreation: A tool for Achievement (Workshop)	Alex Thompson	COR B145	27
	The Resolute Failure of Critical, Anti-Racist, Anti-Oppressive, De-Colonizing Post-Secondary Child and Youth Care Education (Workshop)	Kiaras Gharabaghi	COR B129	27
6:00-9:00 pm	<b>Evening Reception</b>			
	<b>Main Dining Room – University Club</b>			

Time	Saturday, April 27, 2019			
8:30-9:00 am	Coffee/Tea: First Peoples House			
9:00-9:45 am	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	Reclaiming family wellness: Returning to the Sacred Hoop of Life (Roundtable)	Patricia Dawn, Collette Norris, Cody Joseph, Joe Norris	HSD A264	29
	Trails towards Indigenous cultural safety: Racial identity caucusing for anti-racist collectives (Discussion Panel)	Jin-Sun Yoon, Yvette Ringham-Cowan, Oonagh O'Connor	COR B145	29
	Restorying lateral violence among Indigenous youth through Indigenous land-based methodologies (Paper)	Shezell-Rae Sam	COR B111	29
	Telling a Different Story: How LGBTQ and Gender-Fluid Youth Make Sense of Sexualized and Intimate Violence (Paper)	Audrey Wolfe	HSD A250	30
	Relational Care and Holistic Approaches to Care for Children who are Medically Fragile and Technology Dependent (Workshop)	Olivia Leja	COR B107	30
10:00-10:45 am	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	<b>Continued:</b> Reclaiming family wellness: Returning to the Sacred Hoop of Life (Roundtable)	Patricia Dawn, Collette Norris, Cody Joseph, Joe Norris	HSD A264	29
	<b>Continued:</b> Trails towards Indigenous cultural safety: Racial identity caucusing for anti-racist collectives (Discussion Panel)	Jin-Sun Yoon, Yvette Ringham-Cowan, Oonagh O'Connor	COR B145	29
	Building Cross Agency Capacity to Prevent Sexual Exploitation of Youth (Paper)	Mandeep Kaur Mucina, Sibylle Artz, Laura Vetrone, Liz Nelson, Debborah Wilson	COR B129	30
	Surviving in Dark Times: CYC in the 21st Century (Paper)	Hans Skott-Myhre	COR B111	31
	Highlighting Dignity and Resistance in Child and Youth Care Work (Paper)	Cathy Richardson, Shelly Bonnah	COR B107	31
	From Performance towards Empowerment: Exploring Relational Models of Youth Engagement (Workshop)	Meghan Perry	HSD A270	31
10:45-11:15 am	Nutrition Break: First Peoples House			
11:15 am-12:00 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	The field, CYC curriculum and the space in between: A joint session between the Child and Youth Care Education Consortium of BC (CYCEBC) and The Federation of Community Social Services of BC (Discussion Panel)	Rebecca Ataya Lang, Jin-Sun Yoon, Christine Slavik, Cindy Rammage, Kristy Dellebuur O'Connor, Matty Hillman, Teri Derksen	COR B145	32
	A Qualitative Exploration of the Connections Among Quality of Relationship with Parent(s), Motivation for Academic Achievement, and Self-Compassion in Young Adults (Roundtable)	Samara Goldsworthy, Christine Tardif-Williams	HSD A264	32
	The Impact of the Opioid Poisoning Epidemic on Children, Youth, and Families (Discussion Panel)	Emma Gillis	HSD A250	32
	Black Youth Disengaging from Ontario's Educational System – Phenomenological Study (Paper)	Travonne Edwards, Henry Parada	COR B170	33

	Rethinking Personalized Learning: Authentically Personalizing Learning Through Self-Directed Education (Paper)	Chelsea Bohnert	COR B111	33
	Latin-American Immigrant Children in Canada: Their biggest challenges (Workshop)	Maria Andrea Carbajal de Moral	HSD A270	33
12:15-1:00 pm	<b>Concurrent Sessions</b>	<b>Presenters</b>	<b>Room</b>	<b>Page</b>
	<b>Continued:</b> The field, CYC curriculum and the space in between: A joint session between the Child and Youth Care Education Consortium of BC (CYCEBC) and The Federation of Community Social Services of BC (Discussion Panel)	Rebecca Ataya Lang, Jin-Sun Yoon, Christine Slavik, Cindy Rammage, Kristy Dellebuur O'Connor, Matty Hillman, Teri Derksen	COR B145	32
	<b>Continued:</b> A Qualitative Exploration of the Connections Among Quality of Relationship with Parent(s), Motivation for Academic Achievement, and Self-Compassion in Young Adults (Roundtable)	Samara Goldsworthy, Christine Tardif-Williams	HSD A264	32
	<b>Continued:</b> The Impact of the Opioid Poisoning Epidemic on Children, Youth, and Families (Discussion Panel)	Emma Gillis	HSD A250	32
	Intimate Partner Violence and the Neurosequential Model of Therapeutics: How to be with Young Children in School Settings (Paper)	Charlene Mae Avis	COR B111	34
	A Trauma Informed Approach to Racialized Youth's Street Involvement: Hip Hop Culture as a Source of Resilience and Resistance (Paper)	Dianne Luca	COR B107	34
1:00-2:30 pm	<b>Conference Closing</b>			
	First Peoples House – Ceremonial Hall			

**Poster Presentations will be on display in the First Peoples House Hall throughout the day on Friday, April 26<sup>th</sup> and Saturday, April 27<sup>th</sup>.** Please see pages 35-36 for full descriptions of the Poster Presentations.

**Building Abbreviations**

COR = Cornett Building

HSD = Human and Social Development Building

FPH = First Peoples House

Please see back cover for University of Victoria campus map.

**Abstracts****Thursday, April 25, 2019****Concurrent Sessions****12:00 – 12:45 PM****COR B143****Names of presenters:** Nicole Diakite, Jacquelen Persaud, Sharon Bailey-Wright**Title of presentation:** Technology Integration in Service Delivery: L.I.T.

**Abstract:** Child and youth care practitioners promote healthy development through co-constructed and meaningful interactions based on the life-space of young people and their families (Freeman, 2013; Garfat & Fulcher, 2013). Martin and Stuart (2011) suggest young people engage within cyberspace by joining common interest groups, developing online relationships, and sharing common values. Martin and Stuart (2011) also highlight how incorporating cyberspace into the life-space is a naturally occurring event that provides an opportunity to share emotions, develop relationships and learn new skills. Roberts and Foehr (2010) suggest young people eight to eighteen years old report more than six hours of media use per day, with 67% of homes in possession of video game software (Primack, Carrol, McNamara, Klem, King, Rich, Chan & Nayak, 2012).

The video game business is a multibillion-dollar industry (Concepcion, 2017; Ferrari & Suzanne, 2017), and is an emerging psychoeducational tool to promote clinical interventions (Ferrari & Suzanne, 2017). Health care interventions have started to incorporate interactive technology to promote health benefits (Concepcion, 2017). The video game, Lifespace Interactive Technology, or L.I.T. will target youth ten to fourteen years old and their families. The purpose of the video game will be to support practitioners who work with young people and their families in the family therapy setting to encourage healthy development and strengthen relationships.

Please join the facilitators as they explore the conceptual development of this video game and the relating elements to CYC Relational care. Issues such as the ethical, legal and practical implications will be discussed.

**12:00 – 12:45 PM****COR B129****Name of presenters:** Chris Webster**Title of presentation:** Fiction Furthering Fact: Taking Advantage of Richard Wagamese's "Indian Horse" to Inform the Development of Culturally Relevant Devices for Assessing Risks and Strengths in Individual Persons

**Abstract:** The presenter researches in the area of mental disorder and violence. With colleagues, he has created Structured Professional Judgment (SPJ) schemes for assessing a variety of risks (e.g., to others, self-harm, suicide). These various schemes cover children, adolescents, and adults. This work is summarized in an about-to-be-published edited book (Eaves, Webster, Haque, and Eaves-Thalke, in press). The book offers scientific perspectives on risk assessment and management, but, as well, it incorporates parallel approaches from literature. One chapter in the book is by Douglas Boer and some notable Elders. These colleagues have evolved a scheme called the Risk Management Guide for Aboriginal Offenders (RMGAO). Although development of the RMGAO was supported by the Canadian Government, it has as yet gained little in terms of actual implementation. This is despite the fact that the RMGAO was developed in a truly consultative fashion. There may be several reasons for this lack of incorporation. One is that it does not capture, as well as it might, the lived experience of Indigenous persons---particularly those who passed through the residential school system. After outlining the basic structure of the RMGAO, the presenter will take up Richard Wagamese's "Indian Horse". He will explain in some detail how knowledge of this work---and related ones by Native authors---can go a long way toward helping the development of "balanced" assessment schemes (i.e., in which individual strengths as well as risks or vulnerabilities are taken fully into account). It is hoped that, though the presenter will be offering material that is new to participants, there will, in the latter part, be ample opportunity to treat the session as a consultation exercise.

**12:00 – 12:45 PM****COR B111****Names of presenters:** Astri Jack**Title of presentation:** The Gender Reveal Party: A New Means of Performing Parenthood and Reifying Gender

**Abstract:** This presentation uses a queer lens to explore the popularization of gender reveal parties and consider what they can tell us about current societal expectations around gender, parenthood, and consumption. Gender reveal parties have proven themselves to be peculiar and sometimes dangerous affairs. Dangers posed by some particularly elaborate reveals are

immediately evident, one notable example being the 47,000 acre wildfire caused by a gender reveal party in Arizona (Farzan, 2018). Others, like the one where a Louisiana father-to-be was filmed prying open the jaws of an alligator so that it could clamp down on a watermelon filled with blue Jell-O (Gerken & Pierpoint, 2018) point to a more sinister violence that leaves us wondering if the child's gender expression and identity will be enforced as violently as the gender was revealed. In this presentation I will show and analyze digital media depicting gender reveal parties and their aftermath; discuss sexing technologies and diversity in biological sex and gender; look critically at how capitalism and neoliberalism have constructed the gender reveal party as a performative event for parents-to-be; and explore the physical and affective violence gender reveal parties can do to individuals, families, and the natural environment.

**12:00 – 12:45 PM**

**COR B145**

**Names of presenters:** Sarah Wright Cardinal

**Title of presentation:** Healing from colonial disruptions to our Indigenous identities

**Abstract:** In this 45 minute session, Sarah will share some of the stories and findings from her recent PhD dissertation "Beyond the Sixties Scoop: Reclaiming Indigenous identities, reconnection to place, and reframing understandings of being Indigenous". This project involved gathering stories of seven Indigenous adoptees who reconnected with their families and communities after experiencing the child welfare system. This session will include sharing the initial pathways of reconnecting to family and community, as well as, the deeper place-based and spirit-based experiences that help us shift from hegemonic understandings of the world to centring ourselves as Indigenous relational beings. We will close with some findings and a discussion that can inform current practice.

**12:00 – 12:45 PM**

**COR B135**

**Names of presenters:** Natasha Blanchet-Cohen, Angie Mapara, Geneviève Grégoire-Labrecque

**Title of presentation:** Youth community action to promote diversity

**Abstract:** This panel will critically reflect on young people's understanding and responses to diversity, and what motivates them to get engaged on these issues. It is based on a collaborative action-research research with Equitas, that has been implementing the Speaking Rights Program with youth-serving organizations throughout Canada since 2009, given over 100 community action projects in 26 communities. We learn about the innovative ways youth tackle diversity: provision of youth spaces, programs that develop identity and self-esteem, building healthy relationships that emphasize mental health, and the rich exchanges between Indigenous, immigrant and refugee youth-led initiatives. We consider how young people experience intersectionality and exert their agency, negotiate and navigate across differences. As researchers, practitioners, students and youth, we will share findings on enabling elements, strategies, and support mechanisms, as well as identify tension points that deserve attention to better think and act strategically and collaboratively with young people to amplify social change.

**12:00 – 12:45 PM**

**HSD A264**

**Names of presenters:** Jennifer White, Matty Hillman, Kristy Dellebuur O'Connor

**Title of presentation:** Reckoning with Our Privileges in the CYC Classroom: De-Centering Whiteness, Enacting De-Colonial Pedagogies, and Teaching for Social Justice

**Abstract:** As three white educators working in three different post-secondary contexts teaching Child and Youth Care to diverse undergraduate students, we are interested in exploring the ethical, political and pedagogical challenges and opportunities for creating learning spaces that can support concrete actions towards de-colonizing praxis, social justice, and collective ethics. We are particularly interested in engaging with the following questions:

How do we design pedagogies in CYC that align with a de-colonizing ethic that supports learners where they are at?

What specific actions can we take in our everyday teaching spaces in higher education to anticipate and effectively respond to white ignorance, fragility, guilt, etc.?

How can we, as white educators (who may also have other privileges related to gender, sexual orientation, class, occupational status, etc.), prepare CYC students to respond in compassionate and strengths-based ways to children, youth, and families, while also attending to the structural and institutional forms of inequity, racism, violence, that produce vulnerability?

What risks do we need to take in our teaching practices? What are the conditions that enable/constrain these types of risk?

What types of action, practice, activism are we wanting to invite our students into?

**12:00 – 12:45 PM****COR B107****Names of presenters:** Joan Astren**Title of presentation:** The Intersection of Culture - Collaboration - Context and Practice

**Abstract:** Communities, organizations and families support their children's positive growth and development within the context of their inner resources and available external support networks both in community and beyond. Having awareness of and being sensitive to the magnitude of the dynamic forces that intersect when educators, practitioners and parents collaborate in meaningful ways can lend insight into elements of professional and personal practice. The intersection of the 'relational space' with 'others' can shape change and can be the catalyst that supports growth and resilience in families. Examples from educators, practitioners and parents how our awareness of 'place', 'belonging' 'culture' influence our efforts to be authentic allies supporting children who have complex needs will be shared. Awareness around keeping 'self' 'accountable with ethics of practice as our 'relational space' intersects with others will be shared.

**1:45 – 2:30 PM****COR B145****Names of presenters:** Bill Mussell, Ryan Pielle, Ed Connors, Carol Hopkins, Normand d'Aragon, Jordan Davis, Janet Newbury, Jennifer White**Title of presentation:** Wise Practices for Life Promotion: Promoting wellness and preventing suicide in First Nations Communities

**Abstract:** Wisepractices.ca is a practical resource specifically developed by and for First Nations communities that are committed to addressing youth suicide in a way that is culturally-responsive, strength-based, and community-led. This website weaves together stories, teachings, principles, and strategies that actively lead with the language of life. Unlike 'best practices', 'wise practices' are not universalized, but emerge in unique ways in relation to people, teachings, and place. They are historically grounded, and supported by global research by Indigenous and other scholars. They are based on what is already working well and center hope, purpose, meaning, and belonging.

During this panel, several members of the Wise Practices advisory group will share elements of this web-based resource – including an Action Guide for Communities - and will then invite participants to engage with it more fully as we collectively consider our varied roles in relation to this important work. As the website makes clear, it is up to all of us to support young First Nations people to feel meaningfully connected with life. While practices must be community-led, there are important places for all practitioners, educators, policy-makers, citizens, and friends to participate in the decolonizing that is needed in order to facilitate this work.

**1:45 – 2:30 PM****HSD A264****Names of presenters:** Ana Celeste MacLeod**Title of presentation:** Local and Global Contexts of Ways Forward with Indigenous Youth Involved in Systemic Violence

**Abstract:** There is extensive research on unaccompanied Northern Triangle (El Salvador, Guatemala, and Honduras) children's (UNTC) experiences of fleeing their country of origin. Studies suggest that UNTC leave due to crime and gang violence, abuse in their home, corruption of government, and deprivation. However, there is a lack of research on UNTC's stories of living in detention centers and the profound effects this can have on their well-being. The discussion will be led in the form of a talking circle and will draw on Indigenous methodologies such as storytelling, which are central to healing and resurgence among youth involved in systemic violence. CYC implications for research and practice for those working with Indigenous youth (UNTC) and their families locally and globally will be described. CYC implications will include working from an anti-colonial and social-justice framework in order to support reconciliation and self-determination of Indigenous youth and their families. Questions raised will include how does a CYC practitioner who has white privilege support the healing journey of Indigenous youth (UNTC) involved in various government systems such as the U.S. Customs and Border Patrol Services? How do we as CYC practitioners truly reconcile through ongoing systemic violence? I will share my experience of being an Indigenous woman from Guatemala City while also having white privilege, and how that has affected the connections I built and have with Indigenous families and communities locally.

**1:45 – 2:30 PM****HSD A250**

**Names of presenters:** Nick Claxton, John Taylor, Morgan Black (UVIC Biology), Judith Arney, Earl Claxton, Tiffany Joseph (WSÁNEĆ Nation)

**Title of presentation:** Eco-cultural Restoration and Connecting Youth to the Land: The Living Lab Project in WSÁNEĆ

**Abstract:** The Living Lab Project has been evolving to meet the needs that are being expressed by WSÁNEĆ community participants since October 2018. For example, in addition to the XIKEL wetland restoration project being initiated on the ŁÁU, WELNEW Tribal School grounds, the living lab project now also supports the ongoing work of the SNIDZEL Resiliency Project (Gowlland-Tod Provincial Park), a restoration project which has been an important focus of ecological restoration and cultural revitalization in recent years, as well as a sacred place for the WSÁNEĆ people. Student participation in these projects is being organized through the existing PEPÁKEN HÁUTW Native Plants & Garden Program at the Tribal School. The project is guided by the long term vision of Reef Net Fishing Technology Revitalization and Resurgence (particularly through WSÁNEĆ children and youth).

The cultural revitalization elements of these projects are led by WSÁNEĆ community members Dr. Nick Claxton (Living Lab Project lead and WSÁNEĆ Reefnet expert).

**1:45 – 2:30 PM****COR B107**

**Names of presenters:** Jessica Pratezina

**Title of presentation:** Kids on the Fringe: Child and Youth Work and Controversial Religions

**Abstract:** The question of how to work wisely with children and families involved in fringe religions is not regularly taken up in child and youth care (CYC). This means that CYC practitioners are without guidance when they encounter Jehovah's Witnesses, Fundamentalist Mormons, Scientologists and others whose faith is seen as controversial. The little research available from a therapeutic perspective relies heavily on viewing those involved with fringe religions as "brainwashed cult members." This starkly negative framing means that helpers who engage with members and former members do so from a deficit perspective. This perspective does not adequately address the complexity of their experience, presumes those involved are in need of rescuing, and that former members necessarily view their experience as primarily harmful. In this way the "guru" is replaced by the all-knowing therapist. This paper offers a strengths-based framework of care for helpers working with those who were born into and then leave new religious movements (NRMs). Working from a post-structuralist position I will look at new research on the lived experience of those raised in NRMs and show how concepts like "brainwashing" are an inadequate foundation for therapeutic intervention. I argue that care for those who have left should focus on the development of negative capability, reflexive identity, and narrative empowerment. By closely attending to the stories of former NRM members and challenging the deficit-based assumptions in popular therapeutic literature, a more robust groundwork is laid that embraces both the strengths and challenges of the unique NRM experience.

**1:45 – 2:30 PM****COR B111**

**Names of presenters:** Jacob Janzen

**Title of presentation:** Personal Praxis: A Reflection on Meaningful Relationships and The Circle of Courage

**Abstract:** This paper serves as a reflection of my personal journey in child and youth care, focusing upon the relationships through which the values of the circle of courage and relational practice have taken hold of my personal life and practice with young people. A major point of discussion will be my work with young people, at an organization called the Funny Farm. The Funny Farm is many things: a healthy escape, a community, a safe space or a fun place to be. All these things are true however, I define it as something that is all these things and more – a healing center: a place where kids, animals, adults, souls, spirits, and hearts can come to find healing. It is my personal belief that all things heal differently, but one thing is consistent: love – a true appreciation and care for an individual, as they are, in the moment. It is not our job as staff at the Funny Farm to bring healing but rather to allow the space, time, and love to heal. We do this by providing a safe and engaging physical space, freedom, and resources: for the youth, their family and their helping professionals. Stories, learnings and impacts from relationships with youth and helping professionals will be at the forefront of discussion, including: partnership with youth outreach workers and elders from the Kwantlen First Nation as we utilized the space and resources to provide cultural teachings, and a sense of community with a group of indigenous youth.

**1:45 – 2:30 PM****COR B129****Names of presenters:** Marie Reeve-Newson**Title of presentation:** Meaningful and Mindful Moments

**Abstract:** This interactive workshop will begin with the importance of connecting with self, whether it be before, during, or after work; though as CYCs it seems we are always 'at work' making connections and building relationships. Participants will learn about mindful meditation practices that can be done throughout the day, so that in as little as 15 minutes we can be recharged and realigned. Breathing exercises and visualizations can help to ease our mind and bring our focus back so that we can remain present for the individuals with whom we interact. We will have a chance to stop, breathe, take a moment, reflect, and recharge!

Part of mindfulness also means connecting with issues that drive our passion and inspire us to be the change we want to see in the world. The group will spend the next 15 minutes finding issues that align with our humanity and protection of our home, Mother Earth. Some may call it 'activism', but others see it as a way of life and a right to free speech that can be exercised, especially when speaking up for the voiceless and most vulnerable. Finding commonality in issues that affect us all can bring unity, and can be specifically important in community work. Often oppressed communities face environmental racism for example, and a CYC may be better equipped to build a relationship if they are familiar with issues that 'activists' would be. This portion of the workshop gathering will give people a chance to uncover what issues they want to become more involved in and how they can do so, resources and links will be provided!

The last 15 minutes will wrap up with a group acting activity to pull people out of their comfort zone and entice them to share part of themselves they may not always be open to exposing. This improve acting activity helps to energize people after learning and networking for a full day in often structured and conventional ways. Participants will be encouraged to do a little bit of acting and improve to help build confidence and break barriers in between individuals.

All of the above techniques and approaches can all be tweaked and used with youth or other professionals.

**2:45 – 3:30 PM****COR B107****Names of presenters:** Shannon Brown, Emory Martin, Brendan Halama**Title of presentation:** Sole Expression: A Trauma Informed Dance Intervention

**Abstract:** 'Sole Expression' is a trauma-informed therapeutic dance intervention for youth who have experienced abuse and/or exposure to violence who are looking to better understand the effect of their experiences and build healthy coping strategies using Hip-Hop dance and movement. Through a community collaboration between BOOST Child and Youth Advocacy Center, Unity Charity and Ryerson University and funded through the Public Health Agency of Canada, this five-year research project aims to address trauma symptoms in a creative and fun way. Hip-hop is a style of dance created by young people who have experienced systemic oppression and trauma and is part of an anti-violence movement that fosters communities of healing and support, all of which is compatible with a trauma-informed lens. This innovative 10-week program was designed as a research intervention with an underlying aim to reduce trauma symptoms by: 1) promoting positive physical and mental health; 2) helping youth become more engaged with their bodies and; 3) facilitate effective coping strategies. In this presentation, we will describe the program curriculum, provide an overview of the role of trauma training and insight into the early phases of our research, explain what makes Sole Expression an innovative and unique research project, and highlight an interdisciplinary approach to trauma informed research and practice. We conclude with lessons learned about most promising practices surrounding the design and implementation of an innovative trauma-informed dance program for youth.

**2:45 – 3:30 PM****COR B111****Names of presenters:** Patti Ranahan, Felice Yuen, Warren Linds**Title of presentation:** Journeying toward an imagined future: Indigenous youths' perspectives on wellness

**Abstract:** This presentation is a research story drawing on a decolonizing methodology that engaged Indigenous youth in southern Saskatchewan, Canada through arts-based methods to explore wellness and life promotion. The project was part of a larger study funded by the Canadian Institutes of Health Research (CIHR): Institute of Aboriginal Peoples' Health titled 'Kitinikewin misiwanihisowin: Researching arts-based wellness promotion for suicide prevention among Indigenous youth.' Theatre, video creation, photo collage and storytelling were used to explore themes of healing, hope, life, relationship and ceremony over the course of two interactive workshops. The workshops were part of lengthy collaborative partnership of Indigenous and settler scholars with the File Hills Qu'Appelle Tribal Council and informed by critical perspectives on suicide prevention education that



suggest efforts must be community-led and wellness oriented. Features of wellness generated by the youth included maintaining and participating in cultural ceremonies, and traditional practices, learning and engagement with elders, being and belonging in activities and relationships, and understanding the connection between past, present and future. Implication for child and youth care practitioners and researchers interested in life promotion are offered.

**2:45 – 3:30 PM**

**COR B129**

**Names of presenters:** Ben Anderson-Nathe, Grant Charles

**Title of presentation:** Challenging orthodoxy in child and youth care: Rethinking what we think we know

**Abstract:** Child and youth care practice is based upon a number of premises that are often accepted as fact but seldom deeply explored or interrogated. Examples may include concepts (such as boundaries, "at risk" status, attachment, relationship, and resilience) or practices (including lifespace interviewing, assessment, and intervention). In many cases, entire bodies of literature and practice are built around these premises, which have often later been revealed to be flawed at best and oppressive at worst; after all, eugenics, the orphan trains, institutionalization of people with disabilities, and conversion therapies for queer people have all been accepted in their times as "good ideas." Contemporary discourses in need of further interrogation may include rhetoric and practices around bullying, interpretations of children's online and social media behavior, narratives of safety in the context of school shootings and other forms of mass violence, and more.

This interactive workshop will draw on participants' practice experience and education to generate examples of these taken-for-granted premises, interrogate and critique them, and speculate about possibilities that may be opened by reconsidering what we think we know and investigating how we know it.

**4:15 – 5:00 PM**

**COR B111**

**Names of presenters:** Brad Rudner

**Title of presentation:** Internet Intentionality: Determinant of Tool or Master

**Abstract:** The internet and digital device use have proliferated throughout every aspect of society, improving access to communicate across the world but severely taxing the well-being of the most impressionable demographic, children and adolescents. Current assessments of this impact have underestimated the precision with which internet industry leaders are targeting and manipulating youth. This paper examines the spectrum of deleterious effects that plague young people as commodities in the high-tech hyper-capitalist environment perpetuated by neoliberalism. The paper discusses the evidence that these modern media are significantly contributing to psychosocial risk factors across an array of demographics, while perpetuating the younger generation's participation in modern structures that foment injustice, suffering and an unsustainable future. Through a close examination of the mechanisms that are inhibiting healthy development in youth, this paper will offer mitigation strategies and counterbalances to navigate the challenges of a potentially damaging online ecosystem.

**4:15 – 5:00 PM**

**COR B145**

**Names of presenters:** Wolfgang Vachon

**Title of presentation:** Queering (Child and Youth) Care

**Abstract:** Building on formative and current discourses of care within CYC literature, as well as feminist and other ethics of care theorizing; this presentation considers a queer ethics of care as it may apply to CYC practice. Starting with a (very) brief overview of queer theory and situating it within critical CYC discourses, the presentation will move towards considering how a queer ethics of (Child and Youth) care might inform CYC practice, pedagogy, and inquiry (across affectional orientations).

**4:15 – 5:00 PM**

**COR B107**

**Names of presenters:** Charissa Whittingham

**Title of presentation:** Identity Formation and Belonging Among Biracial Youth

**Abstract:** Identity formation is a crucial period in the life of an adolescent. However, if our only understanding of identity formation is through our ethnocentric views caused by a monoracial society than a large demographic of youth are being misinterpreted. Self-Perception theory, Social Identity theory and Critical Race theory can be used to understand the journey of a young biracial person. As these youth work to categorize themselves into social groups it can be challenging when one category alone cannot describe them. The tricks and strategies young people use to fit in is only a temporary solution for a deeper issue.

The conversation around race needs to be updated for biracial youth to find their place in community. Dominant culture plays a large role on how biracial youth decide to identify themselves. Because our schools and communities are lacking positive dialogue around race, young people are developing distorted and negative views of who they are. When we update the conversation we begin to dismantle the power and privilege imbalances around race. This allows youth to move more freely between social groups and how they categorize themselves. Giving biracial youth a platform to share their life experience and connect with others, allows pride and belonging to blossom.

**4:15 – 5:00 PM**

**COR B143**

**Names of presenters:** Carmen Rodriguez de France

**Title of presentation:** Trails of Words: Developing Awareness of Our Language Use

**Abstract:** Perhaps because English is my second language, I am constantly thinking of how my choice of words and their messages create an effect in the work I do, with my friends, with my colleagues, and in my diverse communities. The early years are formative in many ways, including the ways in which one conveys and reaffirms values, beliefs, and worldviews. If we are to heed the Calls to Action from the Truth and Reconciliation Commission (2015), more specifically #12, “We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families”, we need to be attentive of how our words create an impact in the lives of Aboriginal children and their families. The creation of culturally relevant spaces and healthy environments requires that we use the strengths, abilities, and gifts that children bring with them as point of departure, rather than focusing on needs and deficiencies.

In this presentation, I will focus on how the use of certain words in our daily experience have the potential to send mixed or even dissonant messages when trying to create and foster healthy environments, and invite participants to reflect on their experiences and choice of words in their work and life.

**4:15 – 5:00 PM**

**COR B135**

**Names of presenters:** Steve Van Bockern, Sarah Drennan

**Title of presentation:** Schools That Matter: Teaching Minds, Reaching Hearts

**Abstract:** The *Schools That Matter* framework suggests that Schools (and other youth related agencies) can become places of places of well-being for both students and teachers when the focus is on meeting our human needs. This framework builds on the *Circle of Courage* (Brendtro, Brokenleg and Van Bockern, 2002) and suggests belonging, mastery, independence, generosity, safety and adventure are universal growth needs for all. The model provides direction for schools and other agencies and organizations that want to create powerful environments that promote positive youth development for even the most challenging students. This workshop will 1) introduce participants to the Schools That Matter framework, 2) suggest how the model can be translated into activities and strategies illustrated through examples in both schools and correctional systems, 3) indicate how the model applies to adults working with youth.

**4:15 – 5:00 PM**

**HSD A270**

**Names of presenters:** Lori Hamar, Jilleun Tenning

**Title of presentation:** dance and artwork exploration: access to community building

**Abstract:** Community-based dance projects work with non-professional performers and a clear social agenda. Art-making with found objects accesses unheard voices. Brought together, these two practices offer expression and exchange between participants that circumvent reliance on text to communicate within the group.

Denzin and Lincoln have asked, is it possible to effect change in the world if society is only and always a text? Can dance and art-making offer child and youth care practitioners an approach to supporting community cohesion that aligns with a decolonizing stance?

Understanding decolonization to be a process, this workshop will facilitate dance and art-making exploration in support of sharing and listening to each other’s stories, and possibly reimagining relationships to people, land, and government. This workshop experience may better prepare CYC practitioners for the challenging and difficult work required to encourage and facilitate engagement in dance and art-making within various communities from a decolonizing stance.

Lori Hamar is a privileged, white, cisgender, Child and Youth Care master’s student who occupies the unceded lands of the Lkwungen (Lekwungen) peoples. ÍY SZÁCEL HÁLE (Good day everyone). My name is Jilleun Tenning. My ancestors are of mixed descent and I am Coast Salish on my father’s side. My relations are from the Stz’uminus First Nation.

4:15 – 5:00 PM

COR B129

**Names of presenters:** Yvonne Gomez, Tamara Sykes-Yarwood

**Title of presentation:** Technology and engagement: Interactive workshop - connecting with youth. Use the APPS avoid the traps

**Abstract:** In this interactive workshop you will be using your own technology ( i.e. laptops, tablets, phones). It will be exploring the question; "How do we connect with children and youth through a variety of apps, and platforms?"

The presentation will be delivered using Nearpod, and will explore student engagement in the classroom through their experience of podcasting and how their own increase in skills and confidence with technology can be directly translated translated into practice with apps (specifically puppetpals, animoto, and chatterpix).

## Abstracts

Friday, April 26, 2019

## Concurrent Sessions

9:00 – 10:30 AM

FPH Hall

**Names of presenters:** Johanne Jean-Pierre, Julian Hasford, Travonne Edwards, Peter Amponsah, Juanita Stephen, Peter Amponsah, Beverly-Jean Daniel

**Title of presentation:** Re-imagining child and youth care practice with African Canadian youth

**Abstract:***Anti-Racist and Africentric Praxis in Child and Youth Care*

This presentation will examine the theoretical and practical implications of anti-racist and Africentric praxis in child and youth care. We will briefly review the current state of young people of African descent within the contexts of Canadian child and youth serving systems, including education, child welfare, justice, and mental health. We then present a framework of principles and theories of Anti-Black-Racist and Africentric praxis with children and youth, drawing upon a multidisciplinary range of literature. We will then explore the practice, possibilities, problems, and paradoxes of African-centered principles in action, through four critically reflective personal accounts from our lived experiences as African Canadian CYC practitioners and educators. In particular, we explore issues related to Whiteness and allyship, intersectionality, spirituality, land, and anti-Black racism.

*Before My First Cup of Tea*

Drawing on Dubois' concept of double-consciousness, personal and professional practice experience, this presentation will pose questions, share reflections, and encourage participants to critically examine the practice they engage in with African-Canadian/Black youth. The presentation will also explore the vicarious trauma that can be experienced by racialized workers who are put into precarious positions in serving racialized youth.

*Spaces of racial safety and belonging as central aspects of development for African Canadian children and youth*

African Canadian children and youth experience academic and personal successes when exposed to environments that provide them with positive messages about their racial identity and academic capacities. The literature on the development of ethnic identity amongst racialized youth speaks to the challenges that some youth experience while attempting to navigate the dominant culture and their ethnic cultural group. However, the literature conflates ethnic and racial identities thus limiting the appropriate analysis of the differences in those two sites of identity. Recognizing that African Canadian children and youth experience race based discrimination which impacts on the sense of self and their racial identity development, the results of the current research project highlights the transformative potential of 'racial oases' or same raced spaces for black children and youth.

11:00 – 11:45 AM

COR B135

**Names of presenters:** Hans Skott-Myhre, Scott Kouri, Sandrina de Finney, Mandeep Kaur Mucina, Tim Beck, Alexandra Berry, Veronica Pacini-Ketchabaw, Ashley Do Nascimento, Kathleen Skott-Myhre, Matty Hillman

**Title of presentation:** Thinking Out Loud: CYC and Radical Youthwork

**Abstract:** This roundtable will bring together several of the authors who contributed to the recent CYC-online edition on the thought and practice of radical youth work. It will explore the possibilities of Child and Youth Care/ Youth Work as radical practice and address the ways that contemporary global capitalism impacts the work of CYC/youth workers in an array of domains. The panel will address issues such as indigenous and critical race theory, decolonization under global capitalism, re-thinking settler identity, refusing transcarceral social services, anti-colonial theory, feminist returns to the body as a site of resistance and revolt, going beyond the individual as the center of CYC work, care in a world of corporate data collection and digital technology, opening and exploring feminist conceptions of common care, and the capacities of street art as a subversive expression of community desire.

11:00 – 11:45 AM

COR B143

**Names of presenters:** A. Longoria, Jackie Baker-Sennett, Marilyn Chu, John Korsmo, Veronica Velez, Christina Van Wingerden, Mikayla Arsenian, Jori Denton, Casper Gemar, Eilla Montgomery Harris, Julianna Smith

**Title of presentation:** Building Critical Consciousness for Family and Community Engaged Teaching: Lessons Learned in a Middle Grades After-School Program

**Abstract:** This presentation describes community-based university courses embedded in a middle school after-school youth program that engage students in learning about critical praxis, spatial understanding of communities, relationship-building, and engaging families and communities. This is an outgrowth of work towards a paradigm shift in teacher education involving collaboration between teacher education and human services programs. The project takes an interprofessional approach to teacher preparation, grounded in family and community engaged teaching, systems thinking and social justice. We refer to this collaborative as Family and Community Engaged Teaching (FACET). FACET's mission is to develop critically conscious family and community engaged educators who, in partnership, foster the potential and well-being of all children and youth in the context of their lives.

The goals of FACET are as follows:

1. Prepare a diverse group of future teachers to transform schools into justice producing institutions using a critical lens, systems-focus, and transdisciplinary emphasis that places children/youth, families and communities at the heart of praxis.
2. Collaborate with community to see teacher education as a place to understand and apply issues related to transforming schools.
3. Use processes that cultivate educational success through authentic relationships focused on engaging with community, families, and school professionals.

The presentation will include a panel of students, faculty, the office of community engagement and community partners and include a variety of artifacts that share the FACET experience. Attendees will be encouraged to dialogue with the panel and envision applications of FACET in their own context.

**11:00 – 11:45 AM**

**COR B111**

**Names of presenters:** Tanitia Munroe, Sabrin Hassan, Jordan Risidore, Elijah Sybblis

**Title of presentation:** The writing on the wall: Unpacking the Black and African youth experiences in the Canadian education system

**Abstract:** This panel discussion will address multiple experiences of Black youth in order to counter the dominant Eurocentric narrative and the polarized discourse represented in research that also de-emphasize the matrix of anti-black racism, oppression, symbolic violence and trauma occurring in education spaces.

Sabrin Hassan MSW student of University of Toronto (BA CYC., CYW) highlight the effects of systemic racism on the academic achievements and well-being of African-Canadian youth. Hassan argues the need for reform within the curriculum, culture, and practice in high schools.

Elijah Sybblis CYC student of Ryerson University (CYW Diploma) will present data findings from his research on academic supports for African Canadian /American youth within the education system. Sybblis maintains academic success of Black youth requires intentional support and protective factors from elementary through to high school.

Jordan Risidore CYC student of Ryerson University will explore how implementing Afrocentric strategies can promote academic success among Black youth. Risidore asserts that educational institutions must value Afrocentric worldviews in their curricular and pedagogical practices in order for Black youth to facilitate academic success.

Tanitiã Munroe MEd (c) of University of Toronto (BA CYC., CYW) will explore the impact of school-based disciplinary practices and policies on the mental health of Black students in Canada. Munroe suggests interpretations of their school disciplinary experiences are misappropriated, misinterpreted, or disregarded and absent from the discussion is the profound impact it has on Black youth's health and well-being.

**11:00 – 11:45 AM****COR B107****Names of presenters:** Charlene Gonsalves, Zoey James, Stephanie Kapetaneas, Dianne Luca**Title of presentation:** Cross Over Youth Project: Ontario Findings

**Abstract:** We wish to introduce the Cross Over Youth Project at the Child and Youth Care in Action IV Conference. The Cross Over Youth Project (COYP) works with children and youth who have entered in both Child Welfare and Youth Justice systems. Approximately 50 percent of justice involved youth are from the child welfare system. These youth face unique challenges when interacting with the youth justice system. The COYP works directly with issues of race and colonialism, as both systems are known for their overrepresentation of Black and Indigenous youth. The project aims to identify and address systemic gaps between child welfare and youth justice by providing these most vulnerable youth with a variety of interventions. “The Project specifically promotes the values in the United Nations Convention on the Rights of the Child (UNCRC) which include anti-discrimination, respect for culture and community and respect for the views and wishes of youth.” Our presentation would focus on the holistic approach of the project both with the systems and the youth. To conclude, we will present a mock case conference to bring forward one of the initiatives that the COYP utilizes. The conference will provide insight into the positions in which the stakeholders serve, and how working in collaboration can create better outcomes for these particularly vulnerable youth. We will follow with a discussion to allow the audience to ask questions regarding the process, and more general questions in relation to the COYP.

**11:00 – 11:45 AM****COR B145****Names of presenters:** Ben Anderson-Nathe**Title of presentation:** Queer young people’s coming of age experiences

**Abstract:** This presentation highlights early findings of a qualitative investigation of the coming-of-age narratives and experiences of queer people ages 16-65 who came out (at least to themselves) by the age of 21. We seek to destabilize the dominant construction of queer youth - in most research and practice literature, including CYC, sociology, education, and social work - as either 1) hapless and hopeless victims of homophobia, familial rejection, substance use, suicidality, and sex trades; or 2) overachieving superstars who form Gay/Straight Alliances in their schools, thrive despite all odds, and transform social policy through their activism. These two caricatures of queer youth dominate the academic and practice literature, despite anecdotal evidence to suggest that most queer people exist somewhere between these extremes. Their dominance in the practice literature is equally problematic, as they predispose youth workers to see queer young people as one-dimensional in their assumed need of support and intervention.

Early findings relate to queer young people's sources of stress and support, processes related to their coming of age experiences, strategies by which young people queer unofficially queer spaces and often avoid officially designated queer settings, and implications for practice and further research.

**11:00 – 11:45 AM****HSD A270****Names of presenters:** Katy Rose, David Segal, Nevin Harper**Title of presentation:** Nature-based approaches in CYC

**Abstract:** The number of children, youth, and families seeking help for a wide range of mental health concerns is growing at an alarming rate, and many struggle to thrive despite well-intentioned interventions. Nature-based approaches moves therapy, counselling and youth work practice outside: beyond the limitations of the traditional office-based, group home and treatment center settings. Nature-based approaches aim to inspire kids, youth and families to connect to their ecological selves, play and improve relationships. The natural environment has provided significant advantages in counselling and youth work: improved self-regulation, sensory awareness, increased engagement and adherence to therapy, stress reduction and a host of other health and wellbeing benefits. This session will include an open forum discussion on theory and practice for human-service workers who (1) work in nature already, (2) want to work in nature, or (3) can advocate for change in traditional counselling and therapy settings to move practice outside. This dialog will be followed by a series of activities facilitated to illustrate a variety of therapeutically planned interventions. We hope to hold this conversation to better explore alternative possibilities for practice, as well as how to increase public education on nature-based approaches in CYC.

**11:00 – 11:45 AM****FPH Hall****Names of presenters:** Christine Slavik**Title of presentation:** Walking the Labyrinth as a tool to reduce stress, promote calm and integrate challenging experiences

**Abstract:** We all want to find the trails that inevitably move us to the centre of the circle for equity, social justice, community wellness, and security. Could the labyrinth provide such a path? The labyrinth is a tool that has many applications in various settings. It reduces stress, quiets the mind and opens the heart. It is a walking meditation and can be a way to reflect and integrate experiences. A labyrinth walk can be a way to pause, reflect and integrate, or to process life situations that are prominent (Buchanan, 2007). One of the most common uses of a labyrinth is as a form of mindful movement. Walking a labyrinth can often calm people during a crisis; it can help people see life as a journey. Things that occur on the labyrinth can be observed as a metaphor for life experiences. Some people report finding comfort and peace in the simplicity of this practice (Artress, 2005, 2006).

Researchers at Harvard Medical School's Benson-Henry Institute for Mind Body Medicine studying the physical effects of walking labyrinths found the practice can lower blood pressure, breathing rates and decrease chronic pain. It also helps with conflict resolution, grief and depression. Labyrinths are highly effective for reducing anxiety and producing the relaxation response (Benson, 2005, 2010). The most widespread use of the contemporary labyrinth is as a walking meditation, a form of mindfulness. Forty years of research in mindfulness has yielded a strong foundation for demonstrating the benefits of mindfulness in psychological, physical and relational domains (Shapiro, 2009).

This session introduces participants to the labyrinth and provides the opportunity to experience how walking meditation can be incorporated into daily life. Guided practice time for the cultivation of skills development will be provided. Facilitated by the presenter, participants will walk a 24 foot-6 circuit canvas labyrinth. Tools and strategies for immediate use to build practice and to begin utilizing labyrinths or labyrinth-related activities with children and families will be shared.

**12:00 – 12:45 PM****COR B145****Names of presenters:** Vanessa Nicholson, Lauren Akbar, Nicole Diakite**Title of presentation:** Discovering the Voices of First Nation Youths

**Abstract:** Youth suicide rates amongst First Nation, Metis, and Inuit communities are staggeringly high compared to non-Indigenous communities in Canada. Research has demonstrated historical trauma and the breakdown of cultural traditions associated with colonization has had a negative impact on the mental well-being of young people today and has manifested through intergenerational trauma. Creating spaces for young people to share their story, build community connections and talk about their experiences will help mitigate the impacts of intergenerational trauma.

Our presentation will discuss the importance of partnerships between Indigenous and non-Indigenous peoples, specifically focused on remote fly-in communities in northern Ontario. The purpose of this presentation will be to discuss the relevance and importance of storytelling as a method of healing from the impacts of intergenerational trauma. The presentation will take a perspective from Indigenous and non-Indigenous Child and Youth Care Practitioners and discuss our roles in partnering with Indigenous communities, supporting Indigenous youth, and bringing forth traditional and non-traditional methods of storytelling. An emphasis will be placed on the importance of culture and traditions, providing young people with spaces to share their voices and their stories, and meaningful partnership building with young people and communities.

Our presentation will take participants through the process of storytelling through various activities, while providing insights on traditional and non-traditional forms of storytelling that could be used with children and youth. Please join our presentation if you are interested in discussing a Child and Youth Care approach to partnerships with Indigenous youth and discussing storytelling as a means of healing.

**12:00 – 12:45 PM****HSD A264****Names of presenters:** Cathy Richardson, Natasha Blanchet-Cohen**Title of presentation:** Into the future: Doing Indigenous, collaborative, youth-centred, participatory action research in the Quebec Chair Youth Research Network

**Abstract:** In this interactive presentation, Cathy and Natasha share their experiences of doing collaborative participatory action research and inciting change with youth in Quebec and Canada. They draw from their learnings to inform the development of the new Youth Research Chair Network (Chair-Réseau) in Quebec by building capacity and connecting researchers, practitioners, and

Indigenous youth in the network. Youth have said they are tired of being overlooked and not having their experience represented in the data and social policy. This Chair/Network will create a space for inviting the youth voice into decision and policy-making, creating collaborative opportunities to grow, and transcend ageism. They will invite the group to explore the methodological approach to this research and discuss how one aligns as allies with youth and Indigenous youth-focused organizations. This presentation is based on an experiential and reflective process of past experience and how to structure research in a decolonizing and youth-centered manner.

**1:45 – 2:30 PM**

**COR B1143**

**Names of presenters:** Johanne Jean-Pierre, Kiaris Gharabaghi, Asha Sturge, Sabrin Hassan, Megan Lewis

**Title of presentation:** Critical Perspectives of Teaching Practices in Child and Youth Care Education

**Abstract:** Dr. Johanne Jean-Pierre, Assistant Professor, Dr. Kiaras Gharabaghi, Chair and Associate Professor in Child and Youth Care at Ryerson University, Asha Sturge, B.A. student in the bachelor's degree of Child and Youth Care and Sabrin Hassan (CYW, B.A.CYC) MSW candidate at the University of Toronto, and Megan Lewis, MPPA, BA CYC, will discuss preliminary findings of research on the pedagogical outcomes of lightning talks in CYC education. This research project uses a mixed-methods research design exploring students' levels of stress, preparation strategies for the presentation, accessibility concerns, and learning outcomes. These findings will be presented to delineate the pedagogical potential of the lightning talk to encourage students to become better advocates and develop their critical thinking skills.

**1:45 – 2:30 PM**

**HSD A264**

**Names of presenters:** Shantelle Moreno, Anna Chadwick, Chantal (Junior) Adams, Shezell-Rae Sam, Pawa Haiyupis, Michaela Louie, Ruth Underwood, Abby Underwood, Aniah Raphael, Sandrina de Finney

**Title of presentation:** Body sovereignty is land sovereignty: Decolonizing colonial sexualized violence through land-based practices

**Abstract:** Canada is facing an "epidemic" (United Nations, 2012) of gender-based violence against Indigenous girls, women, and 2Spirit youth. For First Peoples, the pathways to sexualized violence are carved into a colonial landscape of inexcusable structural inequities, violent dispossession from our homelands, and the illegality of our sacred gender systems. In this applied arts-based workshop, we share the story of *Sisters Rising*, an Indigenous-led, community-based research study focused on honouring Indigenous teachings for gender wellbeing and sovereignty. Sisters Rising hosts workshops with Elders, knowledge holders and youth participants in Indigenous communities across BC. Our workshops used land-based, hands-on, arts-based materials to explore topics such as the colonial roots of violence, land-based wellbeing and resurgence, and settler accountability for material and political witnessing. Land-based materials shift the focus away from representations of Indigenous bodies as loaded with risk and trauma, to one of dignity and kinship that links body to land sovereignty. Our team will share analysis, artwork and stories created during our workshops and invite participants to engage land and art materials to share their ethics of witnessing and intervening into the systemic roots of colonial violence.

**1:45 – 2:30 PM**

**COR B129**

**Names of presenters:** Elijah Teles, Chasity Hewitt-Brown, Chelsea Surette, Christine Baccus, Sewsen Igbu

**Title of presentation:** Indigenous and critical perspectives of child and youth care practice

**Abstract:** This panel will unpack issues facing youth with a particular focus on Indigenous and LGBTQ+ youth. Additionally the discussing will focus on critical perspectives and relational work in Child and Youth Care which are significant when entering trusting relationships children, youth and their families.

Elijah Teles, CYC student at Ryerson University (CYW Diploma) highlights the implications that homophobia has on the lives of queer youth. Teles explores various aspects of health, education, and relationship of LGBTQ+ individual's lives to explain how systematic and interpersonal homophobia continues to create barriers for youth, stressing the importance for CYC's to understand and address them.

Chasity Hewitt-Brown, CYC student at Ryerson University (CYW Diploma) explores the assimilation and elimination of Indigenous Peoples in Canadian history and into present day. Hewitt-Brown reviews early colonization and strategies implemented by the state, such as "The Indian Act," residential schools and the sixties scoop. Furthermore, Hewitt-Brown will review covert strategies regarding land, institutionalization, the child welfare system and lack of resources, and discuss CYC's role in addressing them.



Chelsea Surette, CYC student at Ryerson University (CYW Diploma) discusses the effects the child welfare system and barriers facing Indigenous youth, such as education and poverty. Surette argues that removing Indigenous youth from their home, land and culture reinforcing assimilation and in turn a sense of losing their identity.

Christine Baccus, MEd student at University of Toronto (BA CYC, CYC Diploma) and Sewsen Igbu, MEd student at University of Toronto (BA CYC, CYC Diploma) reviews the how relation-centred approaches are frequently dehistoricized and depoliticized in Canada; highlighting the use of a critical theoretical approach for intentional relational work with children and families in order to recognize and engage in addressing issues in the lived experiences of youth and their families. Baccus and Igbu emphasize the importance for CYC's to acknowledge institutional racism and colonial practices in order to embody substantial tenants of decolonization and Critical Race Theory (CRT) especially when seeking to enter relationships of solidarity with Indigenous, Black, racialized and marginalized individuals.

**1:45 – 2:30 PM**

**COR B107**

**Names of presenters:** Alawiya Hassan, Vanessa Nicholson, Dianne Luca

**Title of presentation:** My Real Life Skills

**Abstract:** The purpose of this presentation is to demonstrate the use of a life skills application as an online modality within Child and Youth Care. The current literature suggests that youth in residential treatment care facilities may not be provided adequate opportunities to develop healthy life skills that supports their transition to independence. The ongoing process of life skill development is dependent upon environmental conditions, which result in either positive or negative 'life-skills transfers'. Young people in care are offered rigid and accelerated independence preparation programs. As a result, youth who are 'aging out' of care without the appropriate life skills or networks of support are more likely to be: incarcerated, elope, engage in street involvement, use and abuse substances and/or alcohol, be suspended or expelled, be impacted by homelessness, have poor educational attainment and face extreme adversity when transitioning towards independence. These findings have informed our application, by bridging living and learning. In this presentation, an online life skills application called 'My Real Life Skills' will be presented. This application facilitates the development of self-determined life skills. Such as, counselling opportunities, resume and job preparation, learning cooking skills and so on. Consideration was given to learning needs, cultural, racial, and developmental abilities in the conceptualization of this application. The 'My Real Life Skills' application is intended as a closed application available through out-of-home-care facilities such as residential treatment homes. Ethical considerations, limitations, and implications for CYC practice will be addressed in this presentation.

**1:45 – 2:30 PM**

**COR B111**

**Names of presenters:** Kathleen Skott-Myhre

**Title of presentation:** The Body as A Site for Revolutionary CYC Practice

**Abstract:** As a feminist scholar and a woman, my work has always begun with the body. I have been interested in the ways that the female body opens certain capacities for ruptures in the logic of patriarchal structures and logics. In this presentation, I am interested in suggesting that, if we are to propose a truly radical youth work, we need to begin with the body. To some degree, this is a historical necessity, because the current mode of production, global virtual capitalism, is increasingly separating itself from the material actualities of living bodies. As capital becomes increasingly engaged with abstract systems of code and algorithms, it shifts away from its dependence on living ecologies. This presentation will argue that the antidote to this abstract system of domination and control lies in something quite familiar to the field of child and youth care, the engagement of living material relations. It will propose to interrogate the current logic of capitalist relations in order to conceive an alternative that is not rooted in the past, but begins to imagine an alternative future. Such a future, I will argue is rooted in a return the body as a site of revolutionary praxis in CYC.

**1:45 – 2:30 PM**

**COR B145**

**Names of presenters:** Jennifer Martin, Lauren Akbar, Brendan Halama, Shannon Brown

**Title of presentation:** Online Relational Practice in Child and Youth Care

**Abstract:** This presentation will examine the potential of cyberspace as a site for intervention in the life-space of children, youth, and families. New technologies are transformational in their power to connect, create access, and embolden innovative opportunities to rethink direct service and relational practice in Child and Youth Care (CYC). Online Relational Practice in CYC was developed as a graduate course in the Master of Arts in Child and Youth Care program at Ryerson University. In this course, students engaged in online simulations to develop cyber counselling competencies and online relationship building skills.

Experiential activities provided opportunities to explore therapeutic relational practice interventions supervised by the course instructor. Integrating digital technology into classroom pedagogy prepares student practitioners to work with young people whose relationships are persistently and consistently influenced by technology and take risks with technology in the safety of the academic setting. Students further engaged in solving disruptions to the flow of simulations, which enhances their future agility in real practice situations. For a final group project, students collaborated in developing digital technology applications for direct practice with young people. It is inevitable that digital technologies will become increasingly vital to direct CYC practice. In this presentation, two graduate students, the teaching assistant and the course instructor will discuss the strengths and limitations of digital technologies in relational practice as well as important ethical issues including confidentiality, privacy, boundaries, and informed consent. Please join the presenters in an exploration of a CYC approach to working with cyberspace in the life-space

**2:45 – 3:30 PM****COR B107****Names of presenters:** Christine Slavik, Maple Melder Crozier, Cindy Rammage, Mark Littlefield, Kirsten Hargreaves**Title of presentation:** Learning from horses – reflections on equine facilitated wellness

**Abstract:** We want to discuss and share ideas, strategies, approaches, and experiences that broaden our understanding of relationships and community in these extraordinary times and the changing contexts that the field of child and youth care is experiencing. What would it be like to consider ourselves and ourselves in relationship to nature through an exploration of our connection to animals?

Through connecting with nature and animals there is a powerful opportunity to promote self-awareness, discovery and potentially heal. Horses are masters at teaching life lessons, and herd dynamics are powerful metaphors for leadership, teamwork, non-verbal communication, and setting boundaries. Through observing and interacting with horses, we can learn reverence for all living beings, respect for the environment, and the value of living in harmony (Webb, 2018, retrieved from <http://empoweredbyhorses.com>).

In 2018 the Child, Youth and Family Studies Department at the University of the Fraser Valley piloted a course in Animal Assisted Therapy and Equine Facilitated Wellness. This session will share information about the delivery of the pilot course; the way faculty deepened their understanding and learning related to this topic; and how the course has broadened to a full 3 credit specialty elective within the program.

**2:45 – 3:30 PM****COR B111****Names of presenters:** Lisa Spencer, Amanda Mohammed, Olivia Leja**Title of presentation:** Technology Integration in Child and Youth Care Practice: Relational Safety for Children with Disabilities

**Abstract:** The purpose of this presentation is to explore how child and youth care practitioners (CYCPs) can use technology to foster relational safety for children with disabilities. The presentation includes a summary of beliefs surrounding critical disability theory and an examination of the social implications and relevance to child and youth care practices. The presentation explores the inherent power imbalances between CYCPs and children with disabilities with respect to biases, assumptions, and use of language. We use technology and social change theory to showcase how technology can help redistribute power for people experiencing oppression and create positive influences on social interactions. We discuss relational safety as it pertains to children with disabilities with additional consideration for the potential presence of complex trauma. There will be two case examples surrounding the use of technology to move beyond functional purposes for children and CYCPs. Technological devices include augmentative alternative communication devices, environmental control units, GPS systems and two-way radios. There will be discussions surrounding implications for technology use in CYC practice. We examine policies for the province of Ontario that impact the children in our two case examples.

**2:45 – 3:30 PM****COR B145****Names of presenters:** Rick Kelly**Title of presentation:** Teach, learn and do differently: Addressing economic and social justice through a Restorative lens

**Abstract:** This workshop traces various stages of development through and outside of a College program that supported students through a restorative lens. Based in the Social Innovation Hub at George Brown College, students were empowered to

embark on a journey to convert their passion into purpose and programs. Based on Project Based learning, social enterprise and social justice, the Restorative centre in the Hub, created a basis for community-based learning and social action. This journey was much longer than semesters allow, had a trajectory that covered 8 years (and still going), and began in tragedy. It resulted in the successful securing of a grant for Black Youth (\$1.2 million) to successfully support transition into the trades through relational engagement, tri-mentoring and use of peacemaking circles.

Intended to challenge the inequity in the labour force and challenge the anti-Black racism that underpins this state of affairs, a restorative lens was applied throughout, that impacted pedagogy, learning and community action. Aimed to disrupt, repair, restore and transform, new pathways were created which supported the development of new narratives for Black youth.

This session will profile the application of specific Restorative concepts, values and practices that were implemented and the ways in which they complemented relational practice, teaching and community-based youth work.

**4:15 – 5:00 PM**

**HSD A250**

**Names of presenters:** Kaz MacKenzie

**Title of presentation:** Integrating Fluid, Responsive and Embodied Ethics: Unsettling the Praxis of White Settler CYC Practitioners

**Abstract:** The daily work of CYC practitioners impacts and informs the daily lives of children, youth, families and communities. With the current reality of Indigenous child welfare crisis, millennium scoop crisis, it is critical to interrogate how white CYC practitioners approach issues of colonial and systemic violence in their work. Overt conversations about white supremacy and white settler privilege with CYC practitioners are essential to unpack and trouble the white settler problem in hopes to enact everyday actions of solidarity. This enactment includes ethical commitments to locating harm and violence perpetuated by ourselves as white settler CYC practitioners, unknowingly, unconsciously, unaware, however well-intentioned. This research is a call for justice, while acknowledging and supporting the need for new pathways to Indigenous resurgence, rooted in an ethic of responsibility-based truth telling (Snelgrove, Dharmoon & Corntassel, 2014, p. 4) and an “unsettling pedagogy” (Regan, 2010, p. 19). I had collaborative dialogues on white settler privilege with advanced critical CYC practitioners working across a vast spectrum of the field, including: early childhood development, education, health, child protection, and non-profit community services. The central question I sought to answer in this research was: How do practitioners understand, name, reproduce, contest and struggle with white settler privilege? The intention in asking this questions was to name, challenge and trouble the dominant whitestream normalcy in CYC. The insights from these collaborative dialogues provide a discourse of unsettling while offering white practitioners some pathways and resources to formulate responsive and embodied ethics rooted in an anti-colonial, anti-racist and intersectional praxis. In this presentation I will give a theoretical overview of my research along with share discussion insights.

**4:15 – 5:00 PM**

**HSD A270**

**Names of presenters:** Charissa Whittingham

**Title of presentation:** Using Group Art Therapy to Support Refugee Children who have Experienced Trauma

**Abstract:** As refugee families land in Canada the second part of their journey has only just begun. Although Canada did not contribute to the pre-migration trauma families and children may have experienced, it is our job to ensure we do not inflict any post-migration trauma. Supporting refugee children with group art therapy can help them process their journey in a way that is safe and expressive. Using a humanist approach to art therapy allows art to be used as a tool for healing. This approach is person-centred and values reflexivity. Using the model, “Road to Recovery” children are given colouring material, and road sign cut-outs to express their journey visually. While creating, children are prompted with questions to think about road blocks they faced in their journey.

Doing art in a group is significant because the trauma refugee children face is often experienced by many at a time. Therefore, for healing to be effective it needs to be done in community.

**4:15 – 5:00 PM**

**COR B111**

**Names of presenters:** Jared I. Best

**Title of presentation:** Narrative Inquiry: Stories of Relationships and Networks of Youth in Care

**Abstract:** Current research and discourse prioritize meaningful relationships among individual youth aging out of foster as specifically inclusive of one caring, supportive adult. This often imposes a professionalized context for relationships with youth in care, rendering these youth both dependent and non-autonomous. Consequently, research and service provision rarely recognize

the complexity and dynamism of youths' relationships. Some research may attempt to identify potential parallels to relationships between two adults, parent and child, or informal adult mentors and youth in an attempt to legitimize young people's relationships or argue their relevance based on adult presence and participation.

As yet, there is minimal work regarding approaches in research and services that confront agendas of prescriptive, support-dependent, and adult-centric framings of youth in relationship. This has the potential to disallow representation of disenfranchised youth as capable and autonomous participants in active and reciprocal relationship that is independent of assumed provisions of network-based support or whose inherent value does not depend on its commodification.

Forthcoming research seeks to understand youths' perspectives of their own social networks (Blakeslee & Best, 2019). Building on this research, this current project employs a narrative approach in the co-construction of stories about networks of relationships as the organic result of individuals collaborating with youth in meaningful, non-professionalized ways, as understood and told by youth. Findings present the varied and complex stories youth who are preparing to age out of foster care tell about individual relationships, including and beyond the provision of support, viewed through a social network lens.

**4:15 – 5:00 PM**

**COR B107**

**Names of presenters:** Nicole Diakite, Joy Wokocha, Mari Reeve-Newson, Vanessa Nicholson

**Title of presentation:** Empowering and Enabling the Totality of Inuit Youths Through a Child and Youth Care Practitioners' Lens

**Abstract:** This presentation will focus on CYC practice with Inuit young people in Nunavut, focusing in particular on the implications of geography, language, culture, and the associated social dynamics, rituals, strengths and vulnerabilities of Inuit communities. The presentation seeks to identify, through a critical lens, connections between core CYC ideas and the everyday lives and related needs of Inuit youth.

On the one hand, the presenters are interested in promoting a child and youth care approach that is relational and engaging; on the other hand, the presenters are cognizant of the incongruities of orthodox CYC ideas and approaches to practice and many of the land-based and community-focused priorities of Inuit communities. Moreover, the presenters take into account the long and difficult history of colonialism in the specific context of the Inuit people, and the inevitable contradictions and tensions associated with settler-based approaches to practices on the lands and with the people those same settler practices have repeatedly dispossessed.

**4:15 – 5:00 PM**

**COR B145**

**Names of presenters:** Alex Thompson

**Title of presentation:** Universal Design in Recreation: A tool for Achievement

**Abstract:** A hands on experience where participants will explore Universal Design (UD) and Experiential learning principles and their application to physical activity and community recreation. In this workshop, participants will learn how UD can support the achievement of children and youth in schools and communities. Discover practical and local resources that will empower CYCs in their practice as they enable children and youth of diverse abilities to engage on a journey of life long health and wellness. Each participant will walk away with a few ideas on how to use recreation to challenge societal constructs related to "ability, typical and normalcy" in child and youth development.

This workshop enable Child and Youth Workers in their roles as adapters of activities in schools and communities, advocates for inclusion, and relational leaders. CYWs will be enabled with practical resources to help children and youth of diverse abilities to go beyond participation and experience achievement in physical activity and community recreation activities.

**4:15 – 5:00 PM**

**COR B129**

**Names of presenters:** Kiaras Gharabaghi

**Title of presentation:** The Resolute Failure of Critical, Anti-Racist, Anti-Oppressive, De-Colonizing Post-Secondary Child and Youth Care Education

**Abstract:** In this provocative and entirely non-participatory monologue of a white-presenting, cis-gendered, able-bodied man of enormous privilege, Kiaras reflects on the inherent contradictions embedded in the transfer of anti-racism and anti-oppression from an approach to practice to a framework for post-secondary education. He wonders, for example, why critically-minded people with graduate degrees lose most public policy battles; he questions the value of anti-oppressive theory in the confrontation with privilege-optimization in institutional movements; and he calls out both the orthodoxy and the counter-

movement in the broader field of child and youth care for their complacency toward what is increasingly a resolute rejection of any tenets of both radical and liberal democracy in wealthy societies. The real purpose of the monologue, however, is not to deconstruct the efforts of others, but to generate a dialogue about what post-secondary education in child and youth care could be if we actually cared about young people living on a planet that is hanging on for dear life.

## Abstracts

Saturday, April 27, 2019

## Concurrent Sessions

9:00 – 9:45 AM

HSD A264

**Names of presenters:** Patricia Dawn, Collette Norris, Cody Joseph, Joe Norris

**Title of presentation:** Reclaiming family wellness: Returning to the Sacred Hoop of Life

**Abstract:** This workshop will open with “calling the circle”, inviting in “witnesses” and the four directions, creating an inclusive centre. Through this is an intention of settling into one’s being, access the sacred inner balance, grounding practice. This Values Blanket workshop will begin with prayer, storytelling and values teachings and will then move to facilitated guidance to creating individual values blankets. Participants will hold up their blankets on completion and share the “value” that resonates with them. Each participant offers their chosen value to the centre of the circle. Each value is wrapped as a gift and put in the centre together. Each participant is then wrapped in their own blanket and help up by the group with care and gratitude. The workshop will finish with a closing in circle. Participants are encouraged to join Redwillow Blanket Community for continued inclusion, community cohesion and invitation to join further healing circles held by Redwillow Womyn’s Society.

9:00 – 9:45 AM

COR B145

**Names of presenters:** Jin-Sun Yoon, Yvette Ringham-Cowan, Oonagh O'Connor

**Title of presentation:** Trails towards Indigenous cultural safety: Racial identity caucusing for anti-racist collectives

**Abstract:** In response to the TRC Calls to Action, Island Health Authority has responded in several ways including a multi-year pilot project based on an "identity caucusing strategy" to build anti-racist collectives within the organization to enhance Indigenous cultural safety. The 3 racial identity caucuses were based on self-identity and were entirely voluntary, but supported by management: Indigenous, White Settlers, and People of Colour. In this session, the facilitators of these caucuses will share their approaches and experiences to encourage other organizations to follow suit in ways that may be appropriate for them. Particular themes of interest for CYC practitioners include the importance of racial self-reflexivity, truth-seeking, cultural safety, and coordinated organizational approaches.

A decolonizing feminist "kitchen table" strategy will be employed as the methodology of this presentation. Instead of a panel of "experts," the table will start with a conversation between the facilitators (and possibly some of the participants of the caucuses). There will be empty chairs at the table where members from the circle (witnessing ring) can join the conversation while others can leave the table to make space for more voices. Those in the circle will be asked to listen and witness and only speak at the table. Conversations are encouraged with the distinct understanding that everything that is spoken is meant to be shared. Striving to let go of perfection and control is a deliberate form of resistance to white supremacy and the colonial traps of power and privilege, while embracing relationships, community building, and self-organizing to achieve more equitable and just spaces.

9:00 – 9:45 AM

COR B111

**Names of presenters:** Shezell-Rae Sam

**Title of presentation:** Restorying lateral violence among Indigenous youth through Indigenous land-based methodologies

**Abstract:** The wellbeing and position of young Indigenous youth is usually explored through a colonial psychosocial intervention, which usually focuses on the trauma, and prevents the value of traditional methodologies from contributing to their stories. Meanwhile, the purpose of this research is to restory ongoing and historical impingements of lateral violence among Indigenous youth ages 13-25-years, of all genders. Participants will be recruited through Sisters Rising networks and my own relationships with in community. Questions will center on understanding the historical and current contexts of lateral violence; how it is experienced and enacted in young people’s daily lives; and how Indigenous gender teachings might support a more productive framework for gender healing and relational wellbeing. The research process will be documented, analyzed and disseminated by youth participants through multimedia methods such as collaborative collage, digital storytelling and photography. By encompassing this story of intergenerational lateral violence, we will respond to the historic systemic forces of colonization, the corruption of government policies, the child welfare act, the Indian Act, residential schools, the excessive rates of poverty, and the 60’s scoop.

**9:00 – 9:45 AM****HSD A250****Names of presenters:** Audrey Wolfe**Title of presentation:** Telling a Different Story: How LGBTQ and Gender-Fluid Youth Make Sense of Sexualized and Intimate Violence

**Abstract:** The focus of this presentation is to deepen the understanding of the experiences of sexualized and intimate partner violence among lesbian, gay, bisexual, trans, queer (LGBTQ) and gender-fluid youth. This presentation aims to contribute to a body of knowledge regarding young people's experience of violence, providing a space for child and youth care practitioners to come to a fuller, more nuanced understanding of the complexities of this issue. As well, I aim to contribute to a change in our praxis and to create stronger supports for LGBTQ and gender-fluid survivors of sexualized and intimate violence.

The ways that LGBTQ youth make sense of their experiences with surviving sexualized and intimate partner violence may differ from survivors who are heterosexual and cisgender. According to Guadalupe-Diaz and Jasinski (2017), "homophobia, heterosexism, and transphobia structurally disadvantage LGBT victims and also foster opportunities for abuse that rely on this power structure" (p. 773). For LGBTQ youth, the ways that they make sense of their experiences may be further impacted because of how second-wave feminist theories on violence reinforce the heteronormative frame through which discourses around sexualized and intimate partner violence manifest. As most resources for survivors of sexualized and intimate partner violence are intended for women and assume that those accessing the resources are cisgender, trans and gender-fluid people seeking help around violence may face barriers that are uncommon to cisgender survivors.

**9:00 – 9:45 AM****COR B107****Names of presenters:** Olivia Leja**Title of presentation:** Relational Care and Holistic Approaches to Care for Children who are Medically Fragile and Technology Dependent

**Abstract:** This presentation will focus on children who are identified as medically fragile and technologically dependent (MFTD). Given the relative silence of the field of child and youth care with respect to children in these circumstances, the presentation seeks to highlight both the challenges and the opportunities embedded in CYC practice with these children and their families. It is argued that relational practice applies in this context as much if not more so than in any other CYC context. At the same time, relational practice that unfolds outside of a critical lens of normative and exclusionary (and non-participatory) frameworks for practice may not contribute to these children's quality of life.

The presentation asks big questions about how we are responding to the challenges of working with non-verbal young people in circumstances that are not covered in much of the CYC literature, while at the same time, the presentation covers the many logistical and micro issues that appear in everyday practice, such as families who are overwhelmed by medical appointments, engagement strategies that are not based on talking methods, and ultimately relationships that are meaningful in context. This presentation will be an opportunity to share successes, challenges and ideas on how we can all be more inclusive and build stronger bonds with young people in very vulnerable circumstances and still validate and built on their enormous strengths and capacities.

**10:00 – 10:45 AM****COR B129****Names of presenters:** Mandeep Kaur Mucina, Sibylle Artz, Laura Vetrone, Liz Nelson, Debborah Wilson**Title of presentation:** Building Cross Agency Capacity to Prevent Sexual Exploitation of Youth

**Abstract:** This presentation provides an overview of a collaborative university community project focused on building community capacity for working with youth who are sexually exploited or are at risk for sexual exploitation. Multiple community partners in the greater Victoria region have identified a rise in the number of young people targeted, groomed, recruited, exploited and ultimately trafficked into the sex trade through online tools, as well as face-to-face peer engagement, thus making prevention and intervention increasingly difficult. Online sex trafficking is easy, low risk, and the profit margins are very high, due to consumer demand. Community engaged practitioners have identified at risk youth from the ages of 12-19, from diverse socio-economic and racial backgrounds, however youth who are homeless, survivors of intimate partner violence, sexual assault, or come from historically oppressed group, are more vulnerable. The Building Capacity project focuses on understanding the landscape of sexual exploitation in the greater Victoria area, as well as on building the data base that captures the extend of the challenges identified by multiple agencies serving youth and dealing with the systemic challenges of supporting youth who are

either at risk or are currently dealing with sexual exploitation. This presentation will focus on sharing the results of the project, how current research and literature informs our understanding of online sexual exploitation, and highlight the important work that service providers are doing to prevent and intervene to address sexual exploitation of youth in the greater Victoria area. Discussion and audience participation will be welcome.

**10:00 – 10:45 AM**

**COR B111**

**Names of presenters:** Hans Skott-Myhre

**Title of presentation:** Surviving in Dark Times: CYC in the 21<sup>st</sup> Century

**Abstract:** There are any number of reasons to reflect on a growing darkness in contemporary society. We are living through a series of ongoing and escalating horrors both ecological and social. This paper will argue that CYC holds some of the survival tools to get through these times and open pathways forward. Our work may hold elements of political will and the social capacity to create resilient ecologies of social, intellectual, and material relations that reside in our abilities to understand ourselves collectively. This paper will explore the possibility that our survival may rest in practices of understanding ourselves as entangled processes that cannot be separated and broken into binary configurations of youth/adult, human/nature, mental health/illness and so on. CYC has the capacity to allow us to open and engage in ecologies that allow us to talk with others in ways that violate the very idea that we are separate from anyone or anything else may hold possibilities for revitalizing our networks of thought, sociality, and material relations. We have the tools, if we can simply remember that hanging out and hanging in is the foundation of our work and fully acknowledge this across all things living and non-living.

**10:00 – 10:45 AM**

**COR B107**

**Names of presenters:** Cathy Richardson, Shelly Bonnah

**Title of presentation:** Highlighting Dignity and Resistance in Child and Youth Care Work

**Abstract:** In this presentation, Cathy Richardson and Shelly Bonnah will discuss the fundamentals of Response-Based practice including the central need for dignity in all interactions. As practitioners, the presenters contextualize acts of resistance by children and youth as responses to their experiences of oppression and mistreatment. They provide examples of how children respond, in ways that are understandable, to situations of dislocation, abuse and various forms of mistreatment. They share examples of Response-Based practice in action, highlighting aspects of their shared work. As well, the presenters make recommendations for systems change and highlight the importance of co-creating positive social responses to youth in our society. This is a way of understanding that what young people do, say, don't do, and don't say matters. Similarly, the same is true for those of us who work for them.

*"They said I had attachment Disorder. Really, I had a life disorder. I attached accordingly."* (Former Youth in Care-National Youth in Care Network)

**10:00 – 10:45 AM**

**HSD A270**

**Names of presenters:** Meghan Perry

**Title of presentation:** From Performance towards Empowerment: Exploring Relational Models of Youth Engagement

**Abstract:** Evolving in classrooms, afterschool programs, and communities – relationships between youth and non-parental adults shape youth social emotional growth, support networks, as well as personal and communal identity. In the US capitalist, consumption-driven culture, one-to-one youth and adult mentoring relationships have become one of the most prevalent prevention strategies for disadvantaged youth. Despite the popularity of this youth development approach, half of all program-sponsored youth and adult mentoring relationships disengage, and leave vulnerable young people at risk of increased harm. Drawing on case studies of youth serving non-profits within a metropolitan region in the Pacific Northwest, this session explores distinctions between mainstream and culturally specific approaches to nurturing the academic success of disenfranchised middle and high school age young people through youth and adult relationships.

In a broader critique of the US philanthropic colonizing non-profit sector, this session interrogates the function of youth and adult relationships towards youth development and explores strategies to interrupt social inequality through youth empowerment. During this cooperative session participants will be invited to explore emerging research, sample tools, and collectivist strategies to support relational, social justice oriented models of youth empowerment.



**11:15 – 12:00 PM****COR B145**

**Names of presenters:** Rebecca Ataya Lang, Jin-Sun Yoon, Christine Slavik, Cindy Rammage, Kristy Dellebuur O'Connor, Matty Hillman, Teri Derksen

**Title of presentation:** The field, CYC curriculum and the space in between: A joint session between the Child and Youth Care Education Consortium of BC (CYCEBC) and The Federation of Community Social Services of BC

**Abstract:** Responding to both the Truth and Reconciliation Commission of Canada: Calls to action (TRC) and the evolving field, the Child & Youth Care Education Consortium of BC (CYCEBC) undertook an update of the BC curriculum outcomes in 2017-18. Informed, in part, by consultation with The Federation of Community Social Services of BC, the work of educators from throughout BC and from supporting research resources, the resulting update will guide BC educators at the diploma and undergraduate degree levels. Representatives from the Federation and from the consortium outcomes working group will share insights into this continuously evolving document and its applications.

**11:15 – 12:00 PM****HSD A264**

**Names of presenters:** Samara Goldsworthy, Christine Tardif-Williams

**Title of presentation:** A Qualitative Exploration of the Connections Among Quality of Relationship with Parent(s), Motivation for Academic Achievement, & Self-Compassion in Young Adults

**Abstract:** Many studies view healthy psychological development in childhood throughout adulthood as a critical foundation for a prosperous and productive life (Neff, Rude, & Kirkpatrick, 2007; Burns et al., 2018). More studies in search of factors that promote mental well-being are beginning to recognize the potential of self-compassion and its association with greater positive self-attitude, self-kindness, and common humanity (Neff, 2003). Some researchers found a positive correlation between feeling self-compassion after the experience of failure and motivation for achievement of success (Breines & Chen, 2012), while others argue that one of the strong determinants for self-compassion is the quality of parent-child relationships (Neff & Faso, 2015). In this study, we aim to holistically explore the connection among quality of relationship with parent (s), development of self-compassion, and its link to motivation for academic achievement from young adults' perspective. Using qualitative methodology, we are able to initialize an in-depth exploration on the topic using 12 undergraduate students who are asked to share their experience through conducting a short demographic section, Self-Compassion-Scale, and an interview protocol. This study targets young adults/students in recognition of their struggle to overcome the stresses of transitioning to adulthood and achieving academic success. Results of this study may encourage future support models that embed self-compassion as one of the remedies for undergraduate students' and young adults' mental health to support their dream in achieving success. Future studies may use our results to raise awareness about the benefits of self-compassion for under-motivated young adults struggling to achieve success.

**11:15 – 12:00 PM****HSD A250**

**Names of presenters:** Emma Gillis

**Title of presentation:** The Impact of the Opioid Poisoning Epidemic on Children, Youth, and Families

**Abstract:** The opioid poisoning epidemic has been an ever growing public health concern over the past three years in British Columbia, taking the lives of many. The epidemic has had a profound impact on communities across the province, with children, youth, and families being impacted both directly and indirectly. The way in which children, youth and families have been impacted can be best understood as a spectrum of impact. This spectrum ranges from being part of a community that the epidemic has become part of its culture; to direct exposure, grief, and loss of a loved one.

This presentation will be in the form of a dialogue, exploring questions around the perceived impact of the opioid poisoning epidemic on children, youth, and families; the way we as service providers can support each other in accepting collective responsibility as a way of creating forward movement; and how we can shape our responses in meaningful, developmentally appropriate, and culturally relevant ways.

**11:15 – 12:00 PM****COR B107****Names of presenters:** Travonne Edwards, Henry Parada**Title of presentation:** Black Youth Disengaging from Ontario's Educational System – Phenomenological Study

**Abstract:** The Rights for Children and Youth Partnership Project, is funded by the Social Sciences and Humanities Research Council to explore the practices of different institutions in charge of ensuring the protection of children and youth rights. This presentation will discuss preliminary findings of adolescents' experiences within the educational and child welfare systems in Ontario. The project goal is to explore the negotiations process adolescents become involved with when interacting and navigating the different aspects of the educational and child welfare system. Particular attention is placed on the youth from Caribbean diaspora population in Ontario, Canada. The research conducted an Institutional Ethnography (IE) as a method of inquiry to map out specific systemic and institutional practices in the educational and child welfare sector that either hinder or support the human rights and well-being of Jamaican, Trinidad and Caribbean youth. The research seeks to understand the following questions: What are the impacts of institutional and systemic processes on the youth's education? Are their interconnections between other systems? (e.g., Child Welfare and Judicial) How has this shaped their values of education? This study conducted focus groups and individual interviews with Caribbean youth (ages 16-24) to draw on their experiences navigating the educational system. We have currently conducted 109 interviews to date.

**11:15 – 12:00 PM****COR B111****Names of presenters:** Chelsea Bohnert**Title of presentation:** Rethinking Personalized Learning: Authentically Personalizing Learning Through Self-Directed Education

**Abstract:** In this experimental paper I introduce new concepts regarding personalizing education that have been generated outside of traditional academic conversations and educational research. Self-Directed Education (SDE) is an emerging paradigm advancing decolonizing and socially just understandings of education and learning which reject hegemonic, marginalizing and colonial educational discourse. Primarily perceived as an 'alternative educational approach' from within the academy and conventional schooling, much of the most relevant knowledge making regarding SDE has been generated through the rhizomes of social media by non-academic stakeholders such as parents, children/youth, facilitators and advocates. For this reason, I have chosen to diffractively read conventional approaches to personalizing education with and through the writings of SDE-aligned bloggers in an effort to locate echoes and/or establish patterns of difference as to produce something new from (in)between the entanglements of personalized learning and SDE. My hope is to draw the attention of conventional educational researchers and/or teachers that seek to embrace personalizing pedagogies towards the generative potential of SDE knowing-being from those who already embody an authentically personalizing educational paradigm.

**11:15 – 12:00 PM****HSD A270****Names of presenters:** Maria Andrea Carbajal de Moral**Title of presentation:** Latin-American Immigrant Children in Canada: their biggest challenges

**Abstract:** The Latin-American community in Canada is growing considerably faster than the overall population. Although most of them share language and colonial history, Latin American people come to Canada with diverse cultures and experiences of political violence and human insecurity. Latin-immigrant children seemingly adapt faster than adults, but this does not always translate into positive mental and emotional health. Latino children who attended elementary school in Canada deal with different challenges, such as acculturation, familismo, sense of belonging to Canada, English language skills, preserving home language and culture, socialization with new peers, moving away from home, among other important aspects. Latino immigrant children have ethnic pride, a strong sense of family obligation and know the importance of education. During the pre-migration and post-immigration period; children are more sensitive to the inevitable issues of separation and loss involved in the immigration process. Moving gets them a mix of emotions such as excitement, anticipation, hope, anxiety, and sometimes depression. For children, not knowing the language can be stressful. The Latino children want to acquire English so they could overcome loneliness, make friendships, understand what was said to them and achieve high grades in Canada. Exclusion and bullying are two sources of worry for these English language learners. I am interested in the experiences that Immigrant children have lived in Canadian elementary schools; their reactions, emotions, and feelings, what they wish, want, or need; and their perception of 'selves' in their new country. How we, as Child and Youth Care practitioners, can help them go through the challenges that their new life and environment present. How can CYC practitioners can encourage them to participate and

express their feelings and ideas to be heard by adults? Latin-American children are clear about what defines them: the Spanish language, food, and the family unit. How can they adopt the practices and values of the Canadian culture, while still retaining their own distinct culture?.

**12:15 – 1:00 PM**

**COR B111**

**Names of presenters:** Charlene Mae Avis

**Title of presentation:** Intimate Partner Violence and the Neurosequential Model of Therapeutics: How to be with Young Children in School Settings

**Abstract:** According to the United Nations International Children’s Emergency Fund, on average, 274 million children were exposed to intimate partner violence (IPV) (UNICEF, 2005). IPV can be defined as “any behaviour within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship” (Krug & World Health Organization, 2002, p. 89) and includes multiple violent occurrences such as physical, psychological, emotional, and sexual harm. An exploration of the impact that IPV has on children’s neurodevelopment between 2-7 years of age within school settings will be provided. Moreover, an analysis of current research, theories, and practice knowledge regarding the Neurosequential Model of Therapeutics (NMT) will be introduced. The presenter will facilitate a discussion with the workshop participants on how NMT may be used as a way to be with young people who experience IPV. Child and Youth Care Practitioner (CYCP) strategies of being with children and youth will also be incorporated in the workshop as a way for participants to strengthen their relational skills. The work that CYCPs do impact and influence the lives of those who face adversity and trauma. Young people who experience IPV need those who are with them, for them, and consider their livelihood. The presentation will touch on various topics such as life space, institutional contexts and influences, considering a trauma-informed lens, the ethical concerns and safe guards, and various interdisciplinary opportunities.

**12:15 – 1:00 PM**

**COR B107**

**Names of presenters:** Dianne Luca

**Title of presentation:** A Trauma Informed Approach to Racialized Youth’s Street Involvement: Hip Hop Culture as a Source of Resilience and Resistance

**Abstract:** According to current and seminal literature the conversation of young people’s street involvement (i.e. crime and violence) is not a new phenomena. Rather, it has intensified through the construction of “gangs.” Undisputedly this is an interconnected issue. What is the social profile of ‘young offenders’ in North America? Within youth justice systems the profile and narrative remains consistent, however has worsened due to our digital era. Both contemporary and historically it is predominantly racialized young men from inner cities. They are subjected to: social, representational, socioeconomic and sociopolitical barriers. In order to secure optimal development for racialized youth and disrupt the perpetual cycle as seen by high rates of recidivism amongst racialized youth, we must mobilize the conversational lens towards a trauma-informed approach. My question is then, what happens if we name the public enemy as the social ills within systems rather than the youth themselves? Resistance is engaged by racialized youth through the utilization of words and music, specifically Hip-Hop as a marker of protest music. As Child and Youth Care Practitioners practicing from a relational approach we cannot elicit change without involving youth in the process. This is achieved by encouraging both their voice and engagement. This is done through the medium of Hip Hop Culture, Hip Hop Therapy and Akom’s “Critical Hip Hop Pedagogy”, which encourages participatory action as a means of resistance, education, positive youth development and “critical consciousness”.

**Poster Presentations****Friday & Saturday, April 26-27, 2019****FPH Hall****Names of presenters:** Amira Abdel-Malek**Title of presentation:** Radical Compassion in Seeking Truth through Experiential Art Making and Art Sharing

**Abstract:** Can we recreate love instead of violence as we account for ourselves in our messy, fractured, and beautiful world? In an interactive multimedia art installation, I invite viewers to notice and/or participate in a collaborative art piece. I ask the following: What happens when I, with my multi-cultural/racial/ethnic/religious, relational, intersectional, peripheral, survivor, familial, and organic identities, share artistic snapshots of my story in Child and Youth Care from a political, academic, and personal angle? What happens when witnessed art becomes part of other people's stories? What will we create and communicate when the modes of language open up to the experiential and experimental realm, in abstract, materialist, and embodied ways? What relevant aspects of truth-seeking and micropolitics will become visible?

My current thesis research inquires into the identity/experiences of young persons who provide "higher than culturally expected" levels of care for their families and for family members with exceptional requirements/circumstances. One of the many hopes that guides my research is that, as new diverse generations come into this earth, they will be able to access foundations of self/other knowing and self/other compassion beyond what our current language and discourses have made available or deem legitimate.

Come journey with me over a cup of tea, a paint brush, and our heart-minds, as we attempt to oscillate between playful and purposeful deconstruction and radical, political, and compassionate ways of being, in our search for truth, justice, and wellness.

**Names of presenters:** Louise McDonald, Nicole Pawlick**Title of presentation:** A Course-Based Qualitative Inquiry into CYC Students Mental Health Reflections

**Abstract:** Our course-based qualitative research project explored how Child and Youth Care (CYC) students have benefited from being in the program regarding their mental health. The CYC program can be personally exhausting and stressful. This is the case because a primary goal of the CYC program is to engage students in a process of self-awareness and self-discovery. The classroom atmosphere pushes you to be open and vulnerable. All this can cause mental health to become present in students' lives. As 4th year students that have benefitted from the program regarding our own mental health we thought it would be a great opportunity as part of this course-based research project to explore how other students have also benefitted from being in the program regarding their mental health. We chose to do a semi-structured focus group with past and present CYC students where we discussed how the CYC program helped them with their mental health. The themes we pulled from our Thematic Analysis consisted of having strong relationships with the professors, the ability to be creative and play in class activities and projects, the opportunities for networking and building on their education, and so on. The discussion resulted in some potential growth for the CYC program as a whole. Although there were some limitations with time and participants we were still able to carry out meaningful and informational research.

**Names of presenters:** Alex Thompson**Title of presentation:** All Aboard: User's experiences of Adaptive Paddling Programs

**Abstract:** Adaptive kayaking and paddle boarding programs create unique opportunities for children and youth of ALL abilities to access water by providing specialized equipment and support. Research has yet to examine the experiences of paddle boarders, or of kayakers with disabilities other than spinal cord injuries. The goal of this study was to explore the experiences of kayakers and paddle boarders in two adaptive paddling programs, one therapeutic, one recreational.

This presentation will enable Child and Youth workers to:

1. Explore and consider opportunities and the outcomes related to physical activity and community recreation experiences

2. Learn more about the systemic implications related to the broader social, political, institutional, and economic environments from paddlers' perspectives

Become familiar with paddler's narratives that could influence future advocacy, policy and program development in the Child and Youth Worker's communities of practice.

## Conference Planning Committee

Dr. Martin Brokenleg, Co-Host, School of Child & Youth Care, University of Victoria

Shanne McCaffrey, Co-Host, School of Child & Youth Care, University of Victoria

Tracy Underwood, Committee Member, HSD Indigenous Student Support Centre,  
University of Victoria

Caroline Green, Conference Coordinator, School of Child & Youth Care, University of Victoria

Angie Gray, Volunteer Coordinator, School of Child & Youth Care, University of Victoria

## Conference Volunteers

Maryanna Albakmashli

Asma Talal Salim Bin Alijaber

Thais Amorim

Leonie Beecroft

Owen Green

Priscilla Healey

Emily Hellard

Sierra Jasper

Michelle Koroll

Margo McCanney

Valerie Neaves

Alina Reed

Taylor Reynolds

Debbie Robinson

Bailey Alexandra Smith

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**Network:** CYC in Action

**Password:** CYCinAction2019

If you experience any Wi-Fi connection difficulties, please inquire at the conference registration desk or contact the conference coordinator, Caroline Green ([green@uvic.ca](mailto:green@uvic.ca); (250)472-4857).

**Child & Youth Care in Action VI Conference: Call for Papers to be submitted for a Special issue on the Conference Proceedings of *Moving Through Trails and Trials Toward Community Wellness***

**Issue Editors:** Shanne McCaffrey and Martin Brokenleg

Dear Conference Participants,

We invite you to submit articles that describe your conference presentations for inclusion in a special issue on our conference that will be published the *International Journal of Child, Youth and Family Studies*. We will be accepting submissions by July 15, 2019. All submissions will be subject to a blind peer review process. We expect that process to take between 4 to 6 weeks and aim to publish the special issue in the fall of 2019.

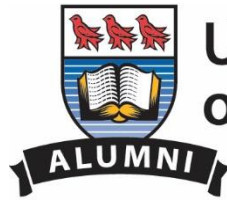
We look forward to receiving your submissions!

Please see the conference webpage (<https://www.uvic.ca/hsd/cyc/research/home/conference/index.php>) for detailed Guidelines for Authors.

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