

# Children and Youth Planning Table

## Shared Foundation for Practice



**INFORMED**

### Acknowledge prenatal and Early Years as the foundation for human

| Resource   | Description  | Reflection Questions   |
|--|--|--|
| <p><a href="#">How Does Learning Happen? Ontario's Pedagogy for the Early Years</a></p> <p><a href="#">How Does Learning Happen? Ontario's Pedagogy for the Early Years in Ontario Early Years Centres Waterloo Region</a></p> | <p>How Does Learning Happen? is an professional learning resource for those who work with children and families across all early years settings, including child.</p> <p>The Ontario Early Years Centres Waterloo Region engaged in exploring pedagogy in child and family program settings. The report looks at this and the organizational capacity to implement and adapt the How Does Learning Happen? pedagogy.</p> | <ul style="list-style-type: none"> <li>• How can the environment be arranged to encourage children to engage in activities that involve an element of manageable risk?</li> <li>• How can your program move from a focus on the adult managing children's behaviour towards a stronger focus on supporting children's developing self-regulation capacities?</li> <li>• Ask yourself, "How much time did I spend connecting (direct and meaningful interactions)? Directing (telling children what to do)? Correcting (telling children what not to do)?" What is your C:D:C ratio?</li> </ul> |
| <p><a href="#">Social-Emotional Development in the Early Years: A common message paper</a></p>   | <p>This paper discusses factors that go into the social- emotional development of young children and was created to inform practitioners working with families that are experiencing the prenatal phase of the child's development.</p>  | <ul style="list-style-type: none"> <li>• How do we currently develop meaningful relationships with peers, colleagues, and children?</li> <li>• Identify some strategies to help all families/caregivers attain the knowledge, confidence, skills and emotional well-being necessary for optimal mental health of their children and themselves.</li> <li>• Define a baseline level of competencies for staff working with families with young children within their scope of practice.</li> </ul>  |

Use Decolonizing and Anti-Oppressive approaches

| Resource  | Description  | Reflection Questions   |
|---|--|--|
| <a href="#">Truth and Reconciliation Commission of Canada</a> | A variety of resources provided by the Truth and Reconciliation Commission of Canada | <ul style="list-style-type: none"> <li>• What are the resources?</li> <li>• What organizations are involved in supporting the Truth and Reconciliation Commission?</li> <li>• How is the Truth and Reconciliation Commission being supported?</li> </ul> |

Recognize the impact of the social determinants of health

| Resource  | Description   | Reflection Questions   |
|---|---|--|
| <a href="#">Child Care and Poverty in Canada: Implications for child Welfare Research</a> | <i>Child Care and Poverty in Canada: Implications for child Welfare Research</i> is a research document that describes the measures of low-income families in Canada and provides significant findings through studies about how poverty affects child development later in life. | <ul style="list-style-type: none"> <li>• What does child poverty currently look like in Canada today?</li> <li>• What measures are being taken to reduce child poverty in Canada?</li> </ul> |

# Children and Youth Planning Table Shared Foundation for Practice



**INFORMED**

## Use a Trauma informed lens

| Resource  | Description   | Reflection Questions  |
|---|---|---|
| <a href="#">How Childhood Trauma Affects Health Across a Lifetime</a> | Pediatrician Nadine Burke Harris speak about early trauma and abuse, and how these experiences can have severe health risks for children later in life. | <ul style="list-style-type: none"> <li>• How does early childhood trauma affect long term health?</li> <li>• What services are available to support children who have been affected by childhood trauma?</li> <li>• What has been done to decrease childhood trauma in our region?</li> </ul> |
| <a href="#">Trauma Informed: The Trauma Toolkit</a>                   | A resource for service organizations and providers to deliver services that are trauma-informed.  | <ul style="list-style-type: none"> <li>• What does it look like to use a trauma informed approach in your program(s)?</li> <li>• How might you think, do, and say differently?</li> </ul>   |

# Children and Youth Planning Table Shared Foundation for Practice



**INFORMED**

## Focus on people's strengths

| Resource  | Description  | Reflection Questions   |
|---|--|--|
| <a href="#">The Developmental Asset Framework</a>                                 | <p>The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people’s development, helping them become caring, responsible, and productive adults. Available in four age groups: 3-5, 5-9, 8-12, 12-18.</p> | <ul style="list-style-type: none"> <li>• What are some of the pros and cons of using this framework?</li> <li>• Is there anything missing from this list? What other factors might influence these assets?</li> <li>• How do your programs fit in to the 40 developmental assets?</li> </ul>   |
| <a href="#">Rethinking Challenging Kids - Where There's a Skill There's a Way</a> | <p>Dr. Stuart Ablon, Director of the Think:Kids program at Massachusetts General Hospital, talks about children's skill development and how adults can support skill building by using collaborative efforts to teach children about problem.</p>          | <ul style="list-style-type: none"> <li>• How do you currently deal with challenging behaviours?</li> <li>• What does the phrase "kids do well if they can" mean to you?</li> <li>• What do we know about flexibility, problem solving and frustration tolerance over differing stages of development?</li> <li>• How can we begin to view lists of problems as opportunities?</li> <li>• How can we incorporate empathy into our daily problem solving practices?</li> </ul> |

**See children, youth, and families and the experts of their own lives**

| Resource   | Description   | Reflection Questions  |
|--|---|---|
| <a href="#">Youth REX (Research Evaluation eXchange) Toolkit</a> | YouthREX's mission is to make research evidence and evaluation accessible and relevant to Ontario's youth sector through knowledge mobilization, capacity building and evaluation | Youth REX Questions: <ul style="list-style-type: none"> <li>• How can we use evidence from research, practice and lived experience to support grassroots youth sector organizations make more informed decisions about youth programming?</li> <li>• How can we use data and stories from youth programming to better understand, measure and share their impact in ways that drives change and improves youth</li> </ul> |