

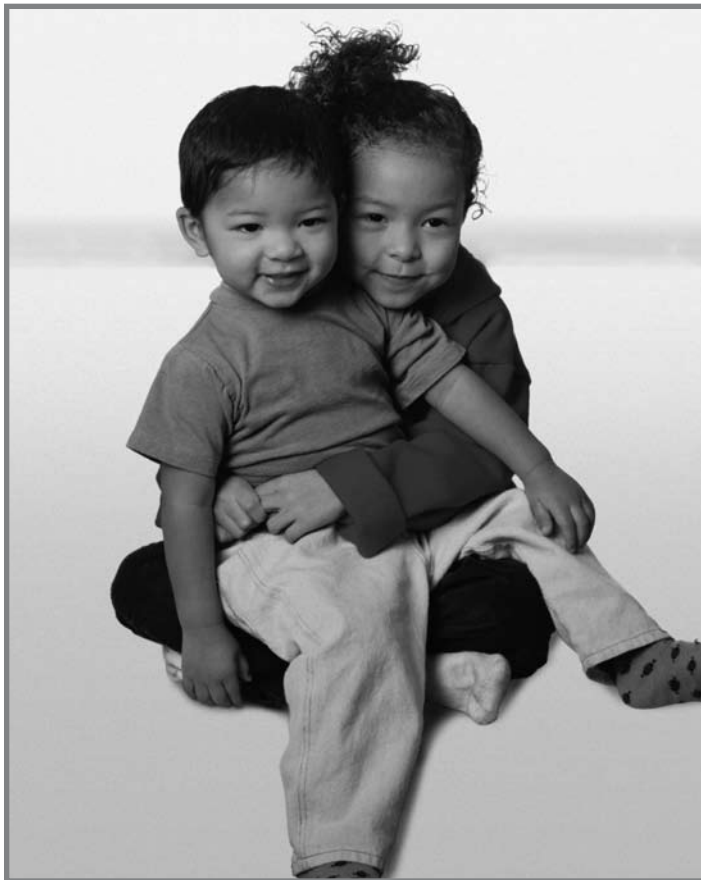


# Resources

Research and Practice with children, youth, and families

Spring 2007

A publication of Ryerson University, Gerrard Resource Centre and the Research Centre for Children, Youth and Families



## Child Care: A vehicle for supporting families, strengthening communities and providing early learning and care in diverse communities.

*By Elena Trohonet, Research Assistant, Research Centre for Children, Youth and Families.*

On May 19, 2006, the Research Centre for Children, Youth and Families (RCCYF) at Ryerson University, in partnership with Toronto Children's Services, hosted a well-attended panel presentation on issues of diversity, inclusion and childcare.

The five panelists included: Brenda Patterson (General Manager, Toronto Children's Services), Susan Gowans (Manager, The Macaulay Child Development Centre), Elizabeth Moffat (Director, Municipal Child Care Services, City of Toronto), Anne Bird (Consultant, Toronto Children's Services) and Dr. Judith K. Bernhard

(Director, Master of Arts in Early Childhood Studies at Ryerson University).

Why focus on issues of diversity and inclusion? Brenda Patterson explained that "inclusion means that children find themselves in an environment where they feel a sense of belonging, where meeting the individual needs of children means that we understand that they all have different contexts for their lives and that the caregiver understands and responds to it." In child care settings there is a unique opportunity and a great responsibility to ensure that every child's experiences are relevant to

*continued on p.2*

## RESOURCES

them and to their families. To do this successfully, practitioners in the field need to recognize that not every family and child will have the same experiences.

For example, in her presentation, Elizabeth Moffat reported that "... about 50% of the city's population is currently comprised of immigrants. There are about 500,000 children between the ages of 10 to 14 in the City of Toronto and 1 in 4 of those children were born in a place other than Canada." Given the cultural diversity in this city, programs that work with children and families need to be pro-active about diversity and inclusion. "We have to plan for this. We have to actively promote the removal of barriers and address the issues that prevent each child and each family from having an equitable opportunity" said Ms. Patterson. An understanding of diversity issues is one key to ensure that service providers are reaching all families residing in different communities and are doing everything possible to make it easier for them to access a variety of services.

In her presentation, Dr. Judith Bernhard urged educators to "recognize the hardships, the difficulties [of families] and not to be afraid to ask about that. People want to have that



recognition. They want educators to reach out. They may not always be able to attend parent meetings, but they would respond well to educators reaching out with a special invitation." Another point made by Dr. Bernhard was that "educators cannot be expected to know everything about every culture. Rather, it is important to make efforts to know the particular family and show an interest. Parents need educators to be focused and make the time for relationship building." Learning about different cultures and family backgrounds can be a major step to creating lasting relationships with families and children.

### CREATING A CENTRE POLICY ON DIVERSITY(IES) AND INCLUSION

The City of Toronto Children's Services has developed an expectation through their operating criteria that obliges child care centres to develop their own policy around diversity and inclusion and post it in an openly visible area of the centre. Why should each centre develop

their own policy? "Child care programs ... need to work through a policy framework. It is not something where you can take our policy, rub off the name Children's Services and slap your own centre's name on it and that would be fine. The effort of going through the discussion and the journey of developing your own policy is where the pay off is. It is forcing the organization to think about what it really means," asserts Brenda Patterson. Furthermore, such a process should be on-going. The City of Toronto Children's Services has developed a number of tools that support this work. They include things like definitions of diversity and inclusion, and an anti bias environmental checklist, which they administer in all their programs.

One example of a program that has taken steps toward the process of developing a policy that is truly inclusive and open to diversity is the Macaulay Child Development Centre. For example, Ms. Gowans explained that they developed a framework of diversity that has twelve areas of

diversity, which include gender, culture, race, ethnic background, language, family composition, socioeconomic status and sexual orientation. They developed a race relations and equity policy that is written in clear language and is posted at each program site. They have brochures that invite feedback at each program site. Another strategy was to establish an annual planning cycle so that each program develops a work plan that addresses the diversity issues that are most important in the community related to their program. They also included diversity awareness as a basic job requirement for all positions and they support that requirement by providing agency-wide staff development opportunities.

In conclusion, practitioners who are knowledgeable about these issues can have a very positive effect on the healthy development of all children and families. In order to achieve this, professional development opportunities in this area, such as this panel, are crucial.



Learning about different cultures and family backgrounds can be a major step to creating lasting relationships with families and children.

## Ryerson University Certificate in Family Supports

*Do you want to make a positive difference in the lives of children and families in your community? If so now's the right time to register for the national award-winning Certificate in Family Supports.*

### What You'll Learn

All courses are university undergraduate level courses. Since it began, the program has followed a wellness model of service within a community development perspective. It promotes a holistic, inclusive, and practical approach to families and communities and draws on a number of disciplines related to human services and education. You'll be exposed to the key issues faced by family supports practitioners.

### Who should enroll in the programs?

The Certificate in Family Supports is designed for those who support families and those who want to take their knowledge and skills to a higher level. You will learn how to combine theory and real-life experience in order to help families enhance their lives.

Family Supports practitioners who are enrolled in the certificate program help families flourish in a variety of locations, including family life education programs, family resource and support programs, child care programs, Ontario Early Years Centres, community agencies, Community Action Program for Children (CAPC) and Canadian Prenatal Nutrition Programs (CPNP), and more.

### Flexible, Accessible Learning

You will register as a student of The G. Raymond Chang School of Continuing Education at Ryerson University, and choose the learning modes that best suit your schedule. All courses, with the exception of one elective are offered by distance education.

To discover where learning can lead you and for full admission, registration and scheduling details consult our course calendar available online at [www.ryerson.ca/ce/familysupports](http://www.ryerson.ca/ce/familysupports).

For more information on Family Support Education initiatives, contact Catherine Moher, Co-ordinator 416-979-5000, ext. 2535 or or e-mail [cmoher@ryerson.ca](mailto:cmoher@ryerson.ca).

### New! Coming in Fall 2007 Community Collaborations in Support of Children and Youth (CVIH 920)

This interdisciplinary course will assist practitioners to develop the knowledge and skills required to participate effectively in multi-sectoral community collaborations. This course will provide an overview of collaboration and will review common challenges and factors influencing success. Collaborative processes will be examined including community engagement and mobilization, outcomes-based strategic planning, implementation of strategies and sustaining momentum, governance, leadership, communications, and evaluation. Examples will be provided of community collaborations focused on improving outcomes for children, youth, and families.

For more information, please contact June Pollard, Coordinator, Interdisciplinary Studies at 416-979-5000 ext. 7403 or e-mail: [jpollard@ryerson.ca](mailto:jpollard@ryerson.ca) or visit [www.ryerson.ca/ce/interdisciplinary](http://www.ryerson.ca/ce/interdisciplinary).

## Editorial

Rachel Berman, Editor

### Overcoming barriers to parental involvement – working together to make it happen

by Rachel Berman, PhD, School of Early Childhood Education and The Research Centre for Children, Youth and Families (RCCYF), Ryerson University

The far-reaching benefits of parental involvement, or family and community involvement, as it is becoming more widely known, for children, institutions, and communities is widely documented in the research literature on early childhood education, elementary education, and family support. While there are people working in these sectors making every effort to partner with parents, most professionals who work with children are not adequately prepared to work with parents. University and college programs that educate students to work with children have a responsibility to also provide exemplary education and practice opportunities for students to partner with parents and communities.

In addition to inadequate preparation, structural barriers also play a role in preventing partnerships between parents and professionals from developing. Hope King and Goodwin (2002) point out that parents who do not fit the "typical" parent role – white, standard-English-speaking, middle-class, able-bodied, heterosexual – may not be encouraged to take an active role in their child's education. This is coupled with the fact that differences in education, income, social networks, and positions of power can affect a parent's ability, or willingness, to participate (Lareau & Shumar, 1996).

In a study conducted in 1998, Bernhard and colleagues found parent-teacher interactions in ethnoculturally diverse childcare settings not to be merely non-existent, but to be problematic, due to lack of communication between the teachers and minority parents, a

lack of understanding regarding differences in goals of teachers and parents, teachers' negative views of minority parents' parenting practices, and many of the teachers not recognizing racist incidents that occurred in the childcare setting.

In a diverse country such as ours, efforts to work together with all parents must continue. We need to constantly consider, and ask parents and children, how parents (or guardians) and grandparents can serve as resources for our programs. We need to work together on all levels against bias. We need to work together to ensure every child's success. And, if at first we don't succeed at partnering, as the saying goes – try, try again.

### RESOURCES FOR PARTNERING WITH PARENTS:

Hope King, S., & Goodwin, L. A. (2002). *Culturally Responsive Parent Involvement: Concrete understandings and Basic Strategies*  
<http://www.aacte.org/Publications/kinggoodwin.pdf>

*Multicultural Learning through Family Involvement*  
[http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/2a/22/a0.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/22/a0.pdf)

### REFERENCES

- Bernhard, J. K., Lefebvre, M. L., Murphy-Kilbride, K., Chud, G., & Lange, R. (1998). Troubled relationships in early childhood education: Parent-teacher interactions in ethnoculturally diverse child care settings. *Early Education & Development*, (9)1, 5-28.
- Lareau, A., & Shumar, W. (1996). The problem of individualism in family-school policies: Special Issue. *Sociology of Education*, 24-39.



## Interview with Professor Mehrunnisa Ali

By Elena Trohnel, Research Assistant, Research Centre for Children, Youth and Families.



Dr. Mehrunnisa Ali is a Professor in the School of Early Childhood Education at Ryerson University (<http://www.ryerson.ca/ece/>). She teaches undergraduate courses in ECE, and graduate courses in the Master of Arts in Early Childhood Studies program (<http://www.ryerson.ca/~bernhard/masters.html>) and the Immigration and Settlement Studies program (<http://www.ryerson.ca/graduate/programs/immigration/>). Her research interests include newcomer children, youth and families, parent- teacher relations, and preparation of teachers to work with diverse populations.

**E.T: When did you first come to Ryerson and what is your background?**

**Dr. Ali:** I first came to Ryerson in 1999. I have an M.A. in Teaching and Learning from Harvard University and a Ph.D. in Teaching, Curriculum and Social Policy from Michigan State University with a concentration in Teacher Education.

**E.T: What courses do you teach at Ryerson?**

**Dr. Ali:** I currently teach in the Masters in Early Childhood Studies program. I teach Research Methods. I also teach Research Methods in the Immigration and Settlement graduate program.

**E.T: How did you become interested in doing research with immigrant children and families?**

**Dr. Ali:** A former colleague here at Ryerson in the School of ECE, Dr. Kenise Murphy Kilbride, introduced me to CERIS, which is “The Centre of Excellence for Research in Immigration and Settlement,”

which focuses on doing research with immigrants. She introduced me to CERIS and I became their Education Domain Leader. I also got involved with a project that Kenise and another colleague were leading at that time in the area of immigration.

**E.T: Can you talk about some of the research projects that you are or have been involved in?**

**Dr. Ali:** One project that I am involved in right now is **Listening to families: Reframing Services** along with my colleagues in ECE, Drs Elaine Frankel and Patricia Corson. This is a project that has three strands, and one of the strands focuses on immigrant children and families. For more information, the website for this project is [www.ryerson.ca/listeningtofamilies](http://www.ryerson.ca/listeningtofamilies).

There is another project I have been involved with which we just completed. It is called **Closing the gap**. It has been conducted in collaboration with a colleague at OISE/UT and it has to do with trying to reduce the communication gap

between immigrant families and teachers.

The third project is called **Improving parenting and family supports**. It was completed in partnership with Kenise Murphy Kilbride and it has to do with determining what services are available to immigrant families and how they are able to use them or not use them and why.

The fourth project is called **Negotiating difference and democracy**. Immigrant youth are a dominant group in this project. They are not the exclusive group but we find that especially in Toronto schools, there are a lot of newcomers. So we are following youth that are starting in grade ten through the next three years to figure out how they identify themselves, how they define their places, where do they feel excluded or included and so forth.

And the last project is on minors that come to Canada as refugees. This was a review of some of the data that was supplied to me by **Citizenship and Immigration Canada (CIC)** on children under

the age of 18. I did a comparative analysis on how minors were treated in different provinces upon their arrival. This has been completed as well.

**E.T: Are there any key research findings you could highlight that have practice implications for people working in the field with immigrant children and families?**

**Dr. Ali:** There are two things that I would like to highlight. One, is that that many of the issues that immigrant families and children encounter are linked in some way or another to their financial needs. If this issue was given a high priority, it is very possible that families would not need that much support. Not being able to get jobs here can be very frustrating. It is a huge strain on marital relationships and on parent- child relationships. Some parents are working two or three jobs and never get to see their kids while other parents have to reverse their roles where the mothers take on the roles of fathers and the

*continued on p.5*

other way around. A lot of conflicts build up around these issues and the adjustment takes longer. There is a lot of psychological stress on the entire family, primarily related to what is often not just a stage of temporary low income but a very quick downward spiral. Many of the newcomers are coming in the “independent” category, which means that they have high levels of education and relatively high career related status. When they come to Canada, they lose all of this so they keep tumbling down financially and it also reduces their ability to make connections with other people and other families, because they are trying to figure out how to make a living. Their opportunities for settling here and building connections here are radically reduced. Financial need is the biggest need

for newcomers and it has to be met. One way that I am proposing/advocating, on whichever level I can, is to have newcomers designated as a minority group, just like the way we have women and people with disabilities so that affirmative action can flow from this.

But in terms of practitioners specifically, there is just one thing that I want to say in this category in response to this question. All of us who work with newcomers need to keep in our mind that there are some things about everyone that are individual, there are some things that are related to the groups that we belong to and there are some things that are universal. When people who work with newcomers, very often don't know the difference between these categories and it is very easy to make assumptions. Just

keep in mind and keep questioning yourself if the behavior you observe is something that is individual or if it is representative of the group. One who does not have enough exposure to a specific group cannot over generalize based on one particular encounter.

**E.T: Any future projects you are thinking about?**

**Dr. Ali:** My future project is actually a book project. I am talking to some potential publishers about a book that I want to either write or compile. It is going to be tentatively named “Immigrant Children and Children of Immigrants” because I think it will be useful for a variety of professionals and people interested in newcomers that are coming to Canada.

**E.T: Are there any key resources in the area of immigrant children and families you would recommend to the field?**

**Dr. Ali:** I think that one of the best resources is the Metropolis Website which is [www.metropolis.net](http://www.metropolis.net) and under that you can go to CERIS.net and so on. There are a lot of links and it contains the most current research in the area of immigrant families.

*Editor's note:* See [http://www.chestnutpublishing.com/books\\_CPW.html](http://www.chestnutpublishing.com/books_CPW.html) to purchase the resources developed for newcomer parents in a multitude of languages from the project “**Improving parenting and family supports.**”



## Resource Materials

### 1. Communicating with Children Effectively About Diversity and Inclusion

[http://www.cccf-fcsgc.ca/subsites/familytp/english/resourcesh9\\_en.htm](http://www.cccf-fcsgc.ca/subsites/familytp/english/resourcesh9_en.htm)

**2. Practice Resources for Early Childhood Educators from the Childcare Resource and Research Unit**, including “Preparing culturally competent early childhood teachers,” “Cultural inclusion: Supporting children to value diversity and challenge racial prejudice” and “Building Bridges: A resource and training guide for Early Childhood Educators working with lesbian, gay, bisexual, transsexual and transgendered families.” [http://action.web.ca/home/crru/rsrscs\\_crru\\_online.shtml?cat\\_name=A++Practice&AA\\_EX\\_Session=540eb575ba26f292e908e910779a0807](http://action.web.ca/home/crru/rsrscs_crru_online.shtml?cat_name=A++Practice&AA_EX_Session=540eb575ba26f292e908e910779a0807)

### 3. Supporting Immigrant and Refugee Fathers

[http://www.phac-aspc.gc.ca/dca-dea/publications/supporting\\_module\\_one\\_e.html](http://www.phac-aspc.gc.ca/dca-dea/publications/supporting_module_one_e.html)

### 4. Newcomers: Immigrant Families Adapting to Life in Canada

<http://www.vifamily.ca/library/transition/283/283.html>

### 5. Circle of inclusion (special needs in early childhood settings)

<http://www.circleofinclusion.org/english/sitemap.html>

### 6. Attachment Across Cultures Toolkit and Fact Sheets

[www.attachmentcrosscultures.org/](http://www.attachmentcrosscultures.org/)

[http://www.brycs.org/documents/attachment\\_cultures.pdf](http://www.brycs.org/documents/attachment_cultures.pdf) English

[http://www.brycs.org/documents/attachment\\_cultures\\_fr.pdf](http://www.brycs.org/documents/attachment_cultures_fr.pdf) French

Download free fact sheets in a variety of languages in PDF format at

<http://www.attachmentcrosscultures.org/resource/index.html>

### 7. Supporting Aboriginal Children

Stairs, Arlene Holland and Judith K. Bernhard (2003). Considerations for evaluating ‘Good Care’ in Canadian Aboriginal Early Childhood Settings. *McGill Journal of Education*. Vol. 37 (3): 309-330. <http://www.ryerson.ca/~bernhard/pdf/Stairs%20Bernhard%20article%20-%202003.pdf>

### 8. Promoting cultural and linguistic competency:

Self-assessment checklist. <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>

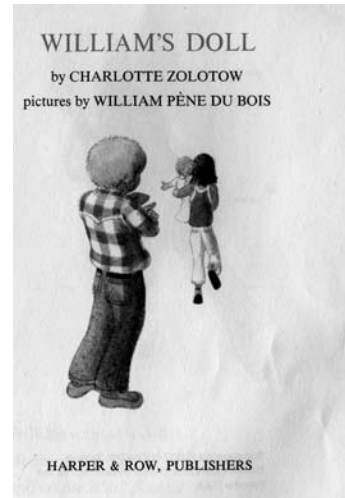
### 9. What participants value:

Practices and outcomes in Family Resource Programs [www.ryerson.ca/voices](http://www.ryerson.ca/voices)

# Book Reviews

## WILLIAM'S DOLL by Charlotte Zolotow

This picture book focuses on a message that goes against many set, acceptable beliefs in modern society. "*William's Doll*" tells about a young boy who continuously asks his father to buy him a doll. He is also able to coherently explain why he would like to have a doll. He wants to hug it, to cradle it in his arms, give it a bottle, take it to the park, push it in the swing, bring it back home, undress it and put it to bed, pull down the shades, and kiss it goodnight, wake it up in the morning and start all over again. Doesn't this sound familiar? Don't we all do these very things everyday with our own children? That is exactly the main message this book conveys: teaching boys how to be good, caring, attentive fathers.



## KENJI AND THE CRICKET by Adele Wiseman

Adele Wiseman's *Kenji and the Cricket*, is a beautiful Canadian book. It gently and movingly recounts the quest of a Japanese war orphan, Kenji, for a family and addresses every child's desire for love and security. Kenji, a starving street boy, adopts a pet cricket that leads him to a childless couple who in turn adopt him. Shizuye Takashima's watercolour illustrations enhance the warmth of the narrative and its optimistic spirit. There is simply not enough of this kind of book.

## Kenji and the Cricket Adele Wiseman

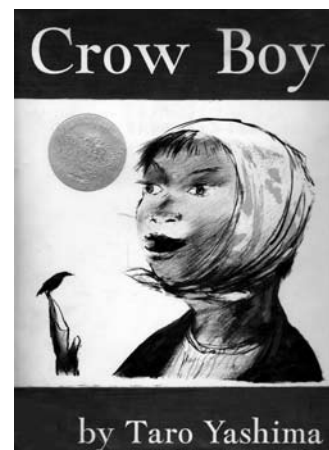


Illustrated by  
Shizuye Takashima

The Porcupine's Quill, Inc.

## CROW BOY by Taro Yashima

This story was written in 1955 but its topic, children calling each other names, is, unfortunately, still as prevalent today as it was more than fifty years ago. The story takes place in Japan, where Chibi, a bashful little boy from the country, goes to school. His classmates call him stupid and slowpoke. No one plays with him and he does not participate in the class activities. When the class gets a new teacher, Mr. Isobe, they gain a new appreciation of how much Chibi knows about nature. Mr. Isobe spends a lot of time talking with Chibi and displays his art work and writing on the wall. The children learn to know Chibi and his strengths and begin calling him *Crow Boy*, a name Chibi really likes. Years later, when Chibi brings charcoal to sell in the village everyone still calls him by his favourite name, *Crow Boy*.



## Centre for Children, Youth and Families

## Calendar of Events

## 2007 Spring/Summer Schedule

## MAY 07

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
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## CANADIAN ASSOCIATION OF FAMILY RESOURCE PROGRAMS

**Biennial Conference "Parents Matter"**

Join us for this exciting conference that will provide opportunities to update your skills, challenge new ideas and connect with other professionals in the field. Keynote speakers include, Paul Born, Dr. Doug Willms, Dr. Stuart Shanker.

**Date:** May 22-25, 2007,

**Location:** Crowne Plaza Hotel, Ottawa, ON.

For more information, visit [www.frp.ca](http://www.frp.ca)

## ASSOCIATION OF EARLY CHILDHOOD EDUCATORS ONTARIO (AECEO) PRESENTS:

**2007 AECEO Provincial Conferences**

For their 57th year, the AECEO will be presenting a southern and northern provincial conference in Ontario. AECEO provincial conferences draw a wide range of delegates from front line staff to directors and policy makers within the Early Learning and Child Care community. They offer an opportunity for professionals and organizations to showcase their program, research findings and expertise to colleagues both provincially and nationally.

**Date:** May 31 - June 02, 2007

**Location:** Kingston Ontario

**Date:** September 27, 2007 - September 29, 2007

**Location:** Thunder Bay, Ontario  
For more information, visit [www.aeceo.ca](http://www.aeceo.ca)

## CHILD CARE CONNECTION NOVA SCOTIA

**Set Sail for Quality on an Ocean of Caring**

Join early learning practitioners, researchers, licensors, consultants and trainers at this national conference in Halifax. Speakers and workshops will explore new and innovative means and approaches to enrich the quality of your ELCC programs. This is an opportunity to expand the dialogue on quality and to celebrate and learn from each other. There will be pre-conference sessions, workshops, centre visits, a trade show, and lots of fun and down-east entertainment! Confirmed keynotes include Margie Carter, Deb Curtis, Dr. Richard E. Tremblay, Dr. Alan Pence, and Dr. Peter Moss. French workshops will be available; keynotes and some English workshops will be translated for Acadian and Francophone colleagues.

**Date:** June 15, 2007 - June 17, 2007

**Location:** Halifax Marriott Hotel Halifax, Nova Scotia  
For more information, visit [www.ccnns.org/ocean.html](http://www.ccnns.org/ocean.html).

**International Conference on Physical Activity & Obesity in Children**

This intensive, content-rich, four-day program is the perfect opportunity for any professional involved in promoting children's physical activity to access the latest leading edge science related to childhood obesity. You will have the opportunity to hear and interact with the world's leading experts in the field of childhood obesity research. Spaces are limited.

**Date:** June 24, 2007 - June 27, 2007

**Location:** Toronto, Ontario

For more information visit <http://www.phe.queensu.ca/epi/obesity/>

## EUROPEAN EARLY CHILDHOOD EDUCATION RESEARCH ASSOCIATION

**Annual Conference**

The 17th European Early Childhood Education Research Association Annual Conference will explore the work of the renowned Belarussian developmental psychologist Lev Vygotsky and the impact of his ideas on current research and practice worldwide.

**Date:** Aug 29 to September 1, 2007

**Location:** Prague

For more information, visit <http://action.web.ca/home/crru/events.shtml?x=96655>17th>

## UNIVERSITY OF GUELPH, FAMILY RELATIONS AND APPLIED NUTRITION

**On New Shores: Understanding Immigrant Children**

The Conference is designed to explore our current understanding of child development and family dynamics, the social challenges and issues that are relevant to immigrant children. Researchers from various disciplines (e.g. psychology, sociology, social work) and methodological approaches (quantitative, qualitative) will be presenting.

**Date:** October 25 - October 26, 2007

**Location:** University of Guelph, Guelph ON.

<http://www.family.uoguelph.ca/news-Page.cfm?id=38>

## YORK UNIVERSITY PRESENTS:

**Exploring the Reggio Emilia approach to early childhood education.**

This education series, taking place at the Hundred Languages of Children exhibit, will be led by Carol Anne Wien, Associate Professor of Education.

**Date:** October 23 - 30, 2007

**Location:** Toronto, Ontario

For more information, visit <http://action.web.ca/home/crru/events.shtml?x=92069>

## OCTOBER 07

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# centre for children youth + families

## RESOURCES

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Published By: Ryerson University, Gerrard Resource Centre and the Research Centre for Children, Youth and Families

Telephone: 416-979-5356

### What is it?

Ryerson faculty members from across the University working in the area of children, youth and families are coming together from a variety of disciplines to establish a research centre. The mission of the RCCYF is to promote the well being of children, youth, families and communities through collaborative community-based research, dissemination, community participation, and curriculum and service delivery. Members of the RCCYF are currently involved in a number of initiatives. Please contact Drs Rachel Berman or Patrizia Albanese for further details. The centre gratefully acknowledges the financial support received through the Faculty of Community Services' Research Team Strategic Investment Fund, and the Faculty of Arts.

### How do I become a member?

Complete the membership form below and send it to our mailing address with a cheque/money order for \$35.00 (individual membership fee).

### What are the benefits of membership?

Members have access to the Centre's assessment and programming resources, receive two issues per year of this newsletter, and receive notification of workshops and conferences.

**For more information, contact:** 416-979-5356

### Where is it?

#### The mailing address is:

The Research Centre for Children,  
Youth and Families  
c/o Ryerson University  
Room KHW-383-A  
Toronto, ON M5B 2K3

#### The Centre is located at:

350 Victoria Street  
Room KHW-383-A  
Toronto, ON

#### The Library is located at:

350 Victoria Street  
Room KHW-383-A  
Toronto, ON

## THE RESEARCH CENTRE FOR CHILDREN, YOUTH AND FAMILIES LIBRARY POLICIES AND PROCEDURES

- Hours: by appointment
- Borrowing procedures:
  - If you wish to borrow materials from the library, you must present your membership card.
  - You may borrow materials for a period of 7 days.
  - Out-of-town members may borrow materials but are asked to cover courier costs.
  - Materials may be loaned to members for extended periods, however, prior approval is required.
- Overdue fines: There is an overdue fine of \$1 per hour to a maximum of \$10 per day.
- Extension: Materials may be extended for a period of 7 days at the discretion of the staff.
- Lost Material: The borrower must pay for lost materials.

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Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ Postal Code \_\_\_\_\_

Agency or School \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Business \_\_\_\_\_

Email address \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please send all mailings to:  my home address  my business address

Cheques should be made payable to: **The Research Centre for Children, Youth and Families** receipt please

**Mail to: The Research Centre for Children, Youth and Families, c/o Ryerson University, 350 Victoria Street, Toronto, ON M5B 2K3**



## Resources

Linking research and practice in work with children, youth and families