

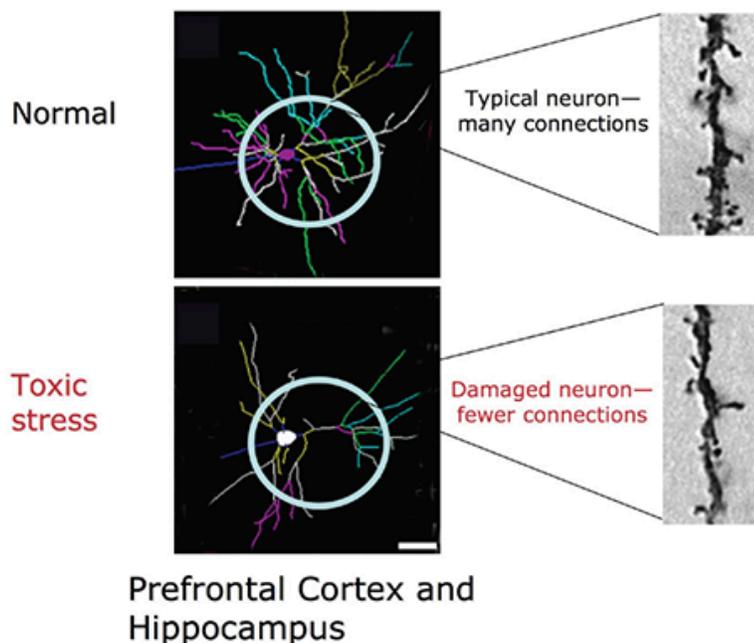
Alberta Child Care Association

1. There are services provided to different age groups under the Act. Are these age limits appropriate?

-Would suggest identifying an age group specifically for young children between the ages of birth to 5 years. These are the formative years; critical brain development is occurring during these years which will impact the individual throughout their entire lifetime. It is our recommendation that services are fully saturated during the early years (birth – 5 years) with the greatest potential of overcoming adversities.

<http://developingchild.harvard.edu/resources/inbrief-science-of-ecd/>

Persistent Stress Changes Brain Architecture



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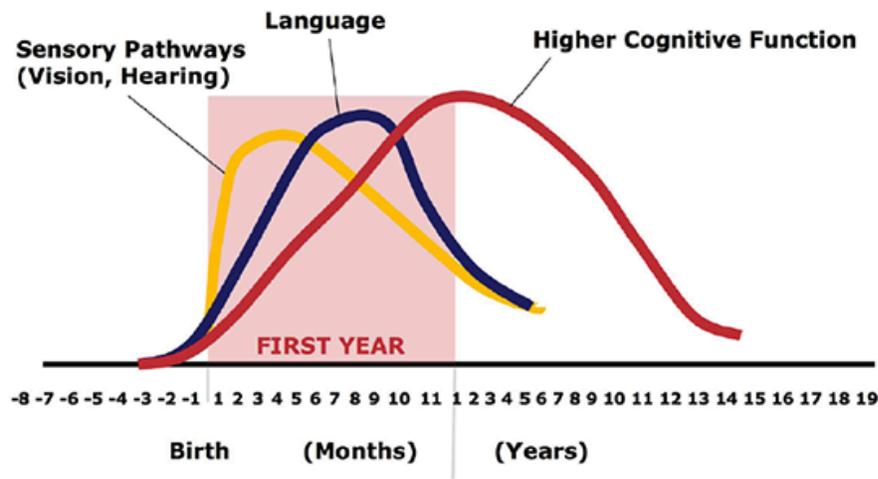
“Connecting Alberta’s Child Care Community”

Suite #54, 9912 106 Street, Edmonton, Alberta T5K 1C5 ♦ Tel. 780 421-7544 / 1-877-421-9937 ♦ Fax. 780 428-0080

www.albertachildcareassociation.com

Human Brain Development

Neural Connections for Different Functions Develop Sequentially



2. Does the Act permit the Advocate to provide appropriate services to children and youth? Should the Advocate provide services to children and youth who are receiving government services other than what is currently indicated within the Act? Please explain your answer and provide suggestions, if possible.

-In order to meet the need of young children (birth – 5 years old and up to 12 years) we feel the Act needs to include those services under Human Services; such as early learning and care and school age programming.

-In order for the Advocate to understand the needs of young children and what they require we feel they need to have specialization training (Early Childhood Education, ECE) for the early years or need to consult with an early learning and care professional.

-The Act seems to be adolescent focused. We know to be *proactive* and for the best results services and advocating starts in the early years or by inserting prevention/education to the parents and communities.



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3. What the Advocate can do is made possible by the Child and Youth Advocate Act. In your opinion, should the role of the Advocate stay the same? Is the Advocate able to do enough or should the Advocate be able to do more? Please explain your answer and provide suggestions, if possible.

-Would like to know the training/education/background of the Advocate. Recommend education for all Advocates in Early Childhood Education, ECE.

<http://www.humanservices.alberta.ca/family-community/child-care-providers-certification-child-development-supervisor.html>

<https://www.uvic.ca/hsd/cyc/current-students/undergraduate/requirements/early-years/index.php>

4. Does the Act provide the Advocate with sufficient powers to conduct the roles and functions set out in the Act? Are other powers necessary?

-Services need to be implemented immediately. When considering the, Rights of the Child, we know the quicker the implementation of services the better the results. Processes need to be done in a timely fashion.

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

-Does the Advocate have access to out-of-province or out-of-country records for the children who receive services under the Act? Are there provincial consistencies/services?

-Are the best interests of the child always the top priority?

-Does the Advocate has access to the right consultation and background for the children with specific needs which includes children with special needs and cultural specifications?

http://aaisa.ca/wp-content/uploads/2013/02/Calgary-social_outlook_2010_2015.pdf

-Processes and powers to be appear valuable. Are they smooth processes with quick outcomes to insert appropriate services?



5. Is the information provided by a child to an advocate sufficiently protected? Is the information provided for an investigation sufficiently protected?

-Are those working with the child privileged to the information pertaining to the child's best interest?

-Is there supports given to the educators that support the child's specific needs or circumstances.

- Resource packages or training would be an excellent support for programs working with children under the Act.

Include the following resources:

Universal precautions

Responding to children after trauma

Positive interactions

Cultural understanding

Mental Health; suicidal thoughts, mental illness, toxic stress

<http://www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-brain-development>

Red flags – what to look for if a child has been abused or neglected, appropriate language, how to respond, documentation

List of contacts for questions and concerns

-Follow up conversations/meetings with all vested stakeholders in the child on a regular basis (Advocate/case worker, foster parents/guardians, early learning and care educators, specialists, others).



6. What the Advocate can investigate is made possible by the Act. Should the Advocate be able to investigate the same, more, less or different issues? Please explain your answer and provide suggestions.

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7. What the Advocate can report after an investigation is set by the Act. Do these reports contain enough information? Should these reports contain the same, more or different information? Please explain your answer and provide suggestions.

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8. Do you have any other suggestions or comments about the Child and Youth Advocate Act? Please comment on any topic related to the Act not addressed by this discussion guide.

-Can't emphasize enough of the importance of being proactive not reactive. How is the Act working with preventive measures to ensure children's best starts can occur in-utero?

<http://www.humanservices.alberta.ca/documents/spf-common-themes-report.pdf>

<http://www.humanservices.alberta.ca/documents/spf-summing-up-early-childhood-development.pdf>

<http://www.humanservices.alberta.ca/documents/spf-summing-up-poverty-reduction.pdf>

Report done by: Manna Middleton
Vice Chair
Alberta Child Care Association



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