



Ontario Association of
CHILD AND YOUTH CARE
Association Ontarienne des Techniques
D'ÉDUCATION SPÉCIALISÉE

Child and Youth Care in the Education Sector

OACYC Overview

Ontario Association of Child & Youth Care
c/o The School of Child and Youth Care
Ryerson University, 350 Victoria Street
Toronto, ON, Canada M5B 2K3

(416) 621-4340 | 1-888-367-7193 | oacyc.org

Who are Child and Youth Care Practitioners (CYW/CYCPs)?

Child and Youth Workers/Child and Youth Care Practitioners (CYW/CYCPs) are certified with a 3-year Advanced Diploma in CYC, a Bachelors in CYC and/or Masters in CYC in addition to several specialized post-graduate programs, representing twenty-three post-secondary institutions in the province of Ontario alone.

CYW/CYCPs work alongside learners, families and school communities to support positive social, emotional, behavioural, and developmental growth.

CYW/CYCPs are able to contribute to the development and implementation of preventative programs to foster safe and inclusive school environments, in collaboration with other professionals, family, and community.

CYW/CYCPs are specifically trained in working with children, youth and families experiencing complex needs of mental health challenges, neurodiverse (ASD, ADHD, LD, Gifted), youth justice, trauma, physical disabilities, and behavioural challenges. They work in group care and treatment facilities, school boards, hospitals, mental health agencies, community programs, youth justice programs, shelters, child protection, employment services, academia, government and privately with individuals and families.

What roles do CYW/CYCPs currently hold in the education sector?

CYW/CYCPs may hold a variety of roles within schools, including:

- 1) Teaching Assistant
- 2) Behaviour-Teaching Assistant or Educational Assistant
- 3) Child and Youth Counsellor
- 4) Child and Youth Worker
- 5) Roots of Empathy Facilitator
- 6) Itinerant Child and Youth Worker
- 7) ASD Itinerant CYW
- 8) Supervisors to Post-Secondary CYW/CYCP Placement Students
- 9) Chief Support Officer/Mental Health Liaison/Manager, Child and Youth Services

Why are CYW/CYCPs integral – especially during COVID-19?

Continuation of regular job specifications should and can continue during extended school closures. CYW/CYCPs are able to:

- Continue supports already in place - group and individual via virtual supports, and continue supporting schools through providing relevant resources within the virtual classroom
- Stay connected and maintain therapeutic relationships
- Continue to develop and participate in professional learning opportunities
- Continue supporting school staff with emerging needs, transition plans, safety planning etc.
- Support social and emotional learning of students through individual, class-wide and small group lessons

What specific supports do CYW/CYCPs offer within the education sector?

Tier One Supports

- School-wide programming (student engagement, initiatives that boost student voice and participation, mental health and well-being initiatives, school-wide programming that supports equitable, inclusive and safe school climates, student leadership opportunities, etc.)
- Class-wide lessons (assess classroom needs and determine which social emotional learning interventions would best meet the identified need, plan, implement, deliver and evaluate evidence based social and emotional learning programs, in collaboration with school teams)
- Consultation (parents, administrators, teachers, young people, interdisciplinary teams, external supports/organizations, etc. to support student success)

Tier Two Supports

- Small group interventions (utilize an evidence-based group work modality to meet student needs and preventative groups focused on well-being strategies, social skills and belonging, friendship groups and clubs, provide assistance with peer conflict resolution, mediation and restorative approaches)

Tier Three Supports

- One-to-one supports
 - Provide and monitor individual, goal driven support to students for well-being strategies and students experiencing personal crises including mental health, grief, social crisis, sexual orientation and gender identity, etc. - utilizing the core elements of multiple treatment modalities based on the students' individual needs
 - Gather and analyse data to identify function of behaviour, implement strategies and evaluate outcomes of interventions)
 - Provide direct support, emotion regulation and behavioural guidance within the students' lifespace (classroom setting, recess etc.)
 - Conduct informal assessments, goal setting and monitoring
- Develop individual safety and behaviour management plans in collaboration with school teams which may include using evidence-based strategies to meet specific developmental needs
- Assess and respond to the strengths and needs of students and families
- Respond to crisis situations utilizing non-violent crisis interventions
- Liaise with parent(s)/guardian(s), school personnel and external service providers
- Data collection and analysis, maintain documentation and records and prepare reports
- Participate in team meetings and work collaboratively within multi-disciplinary teams
- Provide consultation to school staff regarding child welfare concerns/duty to report and suicide intervention/postvention supports
- Utilize and advocate for approaches that are culturally and developmentally responsive and sensitive to human diversity, anti-Black and anti-Indigenous racism
- Develop and maintain genuine relationships with students and families by applying the principles of relational practice

