



COUNCIL OF SIGNIFICANT INDIVIDUALS

FACILITATOR'S GUIDE



VERSION : JUNE 2016
(FIRST NATIONS ADAPTATION)

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Acknowledgements

In 2010, a study committee on life plan issues was established at the Centres jeunesse de l'Outaouais. The committee's mandate was to reflect on different issues that cause some life plans to drift, more specifically when the project chosen is adoption via eligibility for adoption rather than general consent to adoption.

We thank the following people for their invaluable contribution to the development of this project, which has taken this form over the years: Michelyne Gagné, Sonia Mailloux, Alexandra Douyon, Solange Fortier, Daniel Laurin, Nicole Rivet, Danielle Pharand, Sophie Desjardins, Marie-Claude Sirois and Angèle Turgeon.

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Picture of First Nation dancer:

Alice Beaudoin

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In this text, use of the masculine is generic and applies to both men and women.

Parts of this document are from various authors. We use extracts from these texts to draw inspiration to devise our activities and create appendices. We quote the author in a footnote, and at the end in the bibliography in order to respect copyright. These extracts are used to complement this facilitator's guide.

First Nations

The present Facilitator's guide is adapted to the reality of the First Nations. In order to easily identify the information associated to the First Nations, the content is highlighted or written in violet.

In addition, during the organisation and animation of Council of significant Individual's addressed to First Nations' children, it is important to adapt the content to their cultural situation. Also, in respect of their culture, a First Nation member should facilitate those sections.

First Nations

- 🎵 For the First Nations, the Council have the same sequence. However, from the first meeting, an elder from the community is present and begins the workshop with a prayer and a smudging ritual. At the end of the workshop the elderly finishes by giving his greetings, «Meegwetch».
- 🎵 During the smudging ceremony the smoke is used for the purification ritual. This purification is a traditional ceremony that allows the individuals to purify or filter their energy, their thoughts or their negative emotions. The smoke is released from remedies or sacred herbs that are burned such as cedar, sage, sweet grass or tobacco in an abalone shell.
- 🎵 The traditional medicine wheel is also identified children's needs. The wheel symbolizes life's interdependence, the cycle of nature and the life's path. The number four is sacred too many aboriginal communities, it can represent many things such as the four seasons, the four component of a person (the physical, the mental, the emotional and the spiritual), the four kingdoms (animal, mineral, vegetal and human) or again the four sacred remedies (cedar, sage, sweet grass and tobacco). During the animation of the group, the medicine wheel is also used to help the children integrate the notions learned in relation to the four components of their life (physical, thoughts, emotions and spiritual). To represent the medicine wheel, a carpet with representative colours is posted on the wall or laid on the ground. The colours found in the carpet are usually the following: red (physical), yellow (thoughts), black (emotions) and white (spiritual).



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Context

For several years now, the Centres jeunesse de l'Outaouais (CJO) have taken an interest in the stability of children and provided maximum stable living conditions through the development of a customized life plan that meets their needs.

In the path of services, when children are identified as being at risk of instability and of a break in relationship, their situation is examined by a clinical body that we agree to call the Life Plan Committee. A review officer facilitates the committee which is made up of the child's caseworker, a caseworker from the resources' sector, the head of the department and a lawyer. During this meeting, the different stakeholders review the best alternative life plan for the child.

In 2006, the Youth Protection Act is amended. The most important changes relate to life plans. Among other things, these changes provide criteria when considering significant individuals in the placements of children, duration of placement, preferred and alternative life plans.

A study committee on life plans was established to examine the issues relating to the completion of the plans. It produced an inventory of what was needed to bring the life plans up to date by linking the shortcomings experienced in some life plans and the legal changes brought about by the Youth Protection Act.

The council of significant individuals is the result of these considerations. The main objective being the identification of a significant individual as soon as a child is removed from his family environment. This furthers the objective of maintaining continuity of relationship and services for the child. The identification of a significant individual to whom the child will be entrusted is of prime importance to facilitate his return to his natural environment. When a return is not possible, the significant individual may be called on to act as a developmental tutor as part of one of the alternative life plans available for the child according to his needs.



Mandate of a council of significant individuals

The mandate of a council of significant individuals is to enable the parents, with our support, to bring significant individuals together to discuss and collectively determine what help and support they can provide to the parents and child when the family is facing major difficulties.

The council also serves to identify the individuals who will be evaluated for the purpose of fostering the child if the child is removed from the family environment.

Objectives

- Enable the parents to bring together individuals who are significant to their child (empowerment).
- Share relevant and necessary information.
- Identify ways to help and support the child and the child's family.
- Work together with the child's needs in mind.
- Provide the child with stable and consistent care and relationships.
- Look for a living situation that is most similar to the child's home environment.
- Promote collective responsibility for the child.

Who is considered a significant individual?

A significant individual is someone who *knows the child well*, has maintained a *positive relationship* with the child, and has an *emotional bond* with the child. The person *must be interested in* and *capable of making a long-term commitment to the child*.

The person must be able to maintain a certain emotional distance in order to manage the relationship between the parent and the child. A significant person helps to resolve the existing problems and does not contribute to passing down the problems from generation to generation.

Note: Newborns have not yet developed significant ties to their living environment. Therefore, it is important to remember that newborns may be significant to a number of people in their lives.



Process

The council of significant individuals is a set of activities, which is part of a three-step process:

The pre-group activities where caseworkers meet the parents to draw up a list of people likely to participate in the council of significant individuals in the child's life.

The activities of the council as such, where the caseworker at the evaluation/orientation or application of measures stage, accompanied by a caseworker from the resources' sector facilitate the discussions including the operating rules, share clinical and administrative information, determine the specific needs of the child and the commitments of the significant individuals to support the family.

The post-council activities where the caseworker at the evaluation/orientation or application of measures stage, accompanied by a caseworker from the resources' sector meet the significant individuals likely to foster the child in order to make a psychosocial assessment. As a result, the preferred living environment for the child will be determined.

Facilitation type

Child's protective circle

More specifically, the council of significant individuals applies the child's protective circle process, which has long been used by indigenous communities worldwide and adopted by social pediatrics in the province of Quebec. The indigenous philosophy supports several beliefs of this practice.

- The child belongs to the community, not only to his parents.
- When a child feels fine, the whole community feels fine.
- Despite neglect, the child's strengths are identified first, so he can go to school, be in good health and fulfill his dreams.

There are four steps to the preparation leading up to the child's protective circle:

- 1) Familiarization;
- 2) Sharing of information;
- 3) Understanding and decoding the child's needs;
- 4) Application: How to help the child fulfill his dreams?



This way of helping a child gathers around him a protective circle of individuals who have a significant relationship with him. The circle becomes a community system which supports the family system in order to find the appropriate solutions to the problems the family is experiencing.

The circle allows placing the best interests of the child at the forefront of discussions. Often, the circle is suggested when several interventions have been made. The gathering of all significant individuals around the child allows the members of the extended family to better understand what the family is experiencing and encourages breaking the stalemate because everyone is willing to get involved with the child.

- This process must take place within two weeks, to a maximum of one month.
- All significant individuals must be contacted, even if the parents don't agree.
- The council will last approximately two hours.
- Another council can be called for the same child if he has to be moved again.

Participatory analysis

For several years now, participatory analysis has been used successfully when facilitating meetings with parents about the developmental needs of the child. This analysis is systematically used in the *Programme d'aide personnelle, familiale et communautaire, 2^e génération* (PAPFC2) [personal, family and community help program] developed by Carl Lacharité, professor at the *Université du Québec à Trois-Rivières*.

*"Participatory analysis proposes an equal partnership between the parent and the professional aimed at recognizing the parents' strengths, their power to act, their difficulties, as well as their ability to understand their children's needs."*¹

[Translation]

It becomes obvious that participatory analysis is particularly appropriate for the facilitation of the council of significant individuals where parents are invited to continue to be proactive with their child, even though he is temporarily entrusted to another living environment.

¹ Davies & Hall. (2005); Dunst & Trivette. (1994); Swain & Walker. (2003); Zerwekh. (1992). CEIDDEF/UQTR. (2014).



Operating rules

- Confidentiality of the grounds for protection.
- No judgement is made.
- Possibility of ending the council if communication breaks down.

Definition of the roles and responsibilities

The caseworker for the child and his family, from the evaluation/orientation or application of measures department, is in charge of the organization of the different steps of the council of significant individuals' process. At the pre-meeting step, he takes care of the logistics of the council and of the invitations sent to the significant individuals in the child's life. This involves preliminary meetings with the parents and the child to identify the participants at the council of significant individuals according to the child's needs.

The caseworker from the family type resources (FTR) department facilitates the council itself to avoid conflicts between the child's caseworker and the participants. The child's caseworker becomes the co-facilitator of the council. Following the council, the FTR caseworker will be responsible for assessing the candidates likely to foster the child.

Please note that at the different stages of the organization and facilitation the **caseworker for the child and his family, as well as the FTR caseworker** must position themselves with respect to the fact that:

- The primary life plan for a child is to stay in his natural environment.
- The child must return in his family as soon as possible.



Facilitation materials

Documents

- ◆ Agenda
- ◆ Brochure on the life plan
- ◆ Information brochure on kinship foster families
- ◆ Attendance sheet
- ◆ Satisfaction evaluation forms

Room

- ◆ Chairs placed in a circle (no table in the middle)
- ◆ Object belonging to the child (to speak out) and a picture of the child in the centre of the circle or on the object

Materials

- ◆ Room (to be booked)
- ◆ Presentation board
- ◆ Pencils, paper, tissues



Conceptual models

Further to the adoption of amendments to the Youth Protection Act, the *Association des centres jeunesse du Québec* developed a framework for life plans in order to standardize clinical guidelines in all regions of the province.

In the Outaouais region, life plans are addressed at the orientation stage. In order to respect the child at the time of the placements, the council of significant individuals was created in accordance with certain legal and clinical theoretical references to a permanent life plan for the child.

Legal references

Basis of the life plan²

General principles and children's rights under the Youth Protection Act

The general principles of the Youth Protection Act state that all decisions taken must be in the interest of the child. When a child is removed from his family environment, his needs must continue to be addressed.

"Section 3. Decisions made under this Act must be in the interest of the child and respect his rights."

"In addition to the moral, intellectual, emotional and material needs of the child, his age, health, personality and family environment and the other aspects of his situation must be taken into account."³

"Section 4. Every decision made under this Act must aim at keeping the child in the family environment."

² Association des centres jeunesse. (2009). *Le projet de vie, Formation approfondie*, Cahier du participant, Programme national de formation.

³ Youth Protection Act. (2009).



Significant individual

"If, in the interest of the child, it is not possible to keep the child in the family environment, the decision must aim at ensuring that the child benefits, insofar as possible with the persons most important to the child, in particular the grandparents or other members of the extended family, from continuity of care, stable relationships and stable living conditions corresponding to the child's needs and age and as nearly similar to those of a normal family environment as possible. Moreover, the parents' involvement must always be fostered, with a view to encouraging and helping them to exercise their parental responsibilities."

Continuity of care

"If, in the interest of the child, returning the child to the family is impossible, the decision must aim at ensuring continuity of care, stable relationships and stable living conditions corresponding to the child's needs and age on a permanent basis."⁴

Types of life plans

The *Association des centres jeunesse du Québec* and the National Training Program produced a framework for a life plan centred practice, in connection with the Youth Protection Act, which was amended in 2006. At the outset, the preferred life plan for a child **is to stay at home**. If a situation requires that the child be removed from his family environment, **returning the child to his environment as soon as possible** becomes the preferred plan. To achieve this, the services offered to the family must encourage parent empowerment when seeking solutions and implementing them.

"Empowerment is a process of individual, family, group or community help, which encourages expression and allows a person to build, on a personal, interpersonal, social or economic level, their capacity or their strengths and to influence events and situations happening in their environment."⁵
[Translation]

⁴ Ibid

⁵ Conseil québécois d'agrément. (2009).



In that sense, the council of significant individuals becomes an opportunity to offer a stable life plan for the child. Further to the council of significant individuals, several people close to the child can offer to get involved and even take care of him, for a while. During this period, the child stays in a familiar environment which makes it easier for him to maintain positive contact with his parents.

When returning to his environment is not possible for a number of reasons, youth services must take into account the duration of placement specified in the Youth Protection Act for different age groups.

“Section 53.0.1. If one or more agreements on voluntary measures under [section 53](#) include a foster care measure provided for in subparagraph j of the first paragraph of [section 54](#), the total period of the placement may not exceed

- (a) 12 months if the child is under two years of age;*
- (b) 18 months if the child is from two to five years of age; or*
- (c) 24 months if the child is six years of age or over*

on the date the first agreement containing a foster care measure is entered into.”

Several alternative life plans become possible for the child who has been removed from his family environment for an extended period of time. When the council of significant individuals cannot identify someone wanting to get involved with the child, he is entrusted to the care of a family type resource, assessed by the Youth Protection Branch.

Council of parents and persons connected by marriage or civil union

The basis of the council of significant individuals can be found in the Youth Protection Act. It explains very well the importance of keeping the child in his family environment, as well as the continuity of care and stability of relationships. The Act reminds us of the major involvement of parents in parenting, even when the child is entrusted to a third party.

“Section 4. Every decision made under this Act must aim at keeping the child in the family environment.

If, in the interest of the child, it is not possible to keep the child in the family environment, the decision must aim at ensuring that the child benefits, insofar as possible with the persons most important to the child, in particular the grandparents or other members of the extended family, from continuity of care, stable relationships and stable living conditions corresponding to the child's needs and age and as nearly similar to those of a normal family environment as



possible. Moreover, the parents' involvement must always be fostered, with a view to encouraging and helping them to exercise their parental responsibilities.

If, in the interest of the child, returning the child to the family is impossible, the decision must aim at ensuring continuity of care, stable relationships and stable living conditions corresponding to the child's needs and age on a permanent basis.”⁶

More broadly, the Chambre des notaires du Québec also holds a **meeting of relatives and persons connected by marriage or civil union** when a minor becomes an orphan. It clearly defines that the people participating to this meeting must be 18 years or older and be related to the child. It also specifies the duration of placements according to age groups in order to provide a permanent life plan when a child cannot be returned to his living environment.

Clinical references

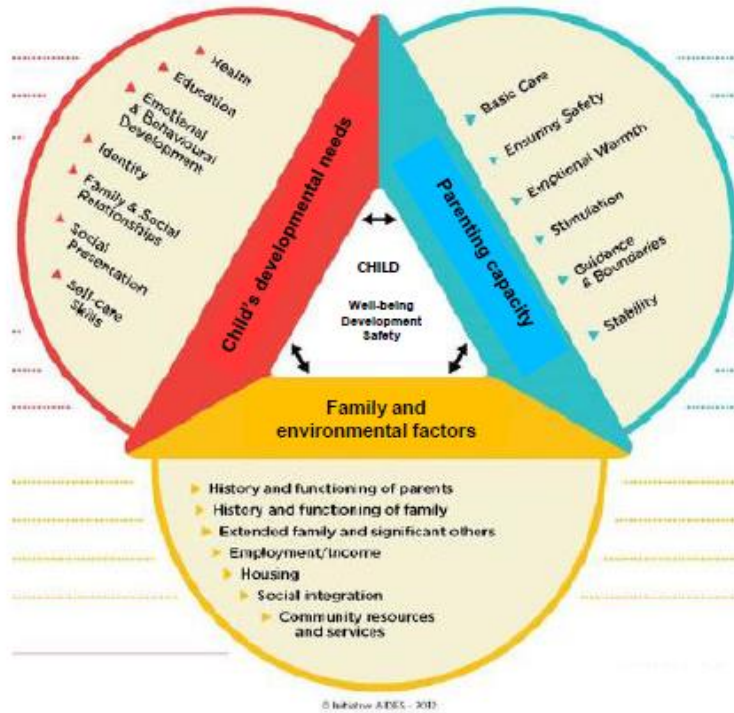
Child's developmental needs analytical framework

Ecosystemic analytical framework for the developmental needs of children model (Ward and Rose)

When a child is removed from his family environment, it is essential to undertake a precise analysis of the developmental needs of the child, of the optimum environment for addressing these needs and of the adults capable of providing for them. The child's developmental needs analytical framework was developed by the British government to meet the needs of children in vulnerable situations. This ecosystemic model is well known. It has become an international reference for assessing the developmental needs of vulnerable children. Here, in Quebec, an organization called AIDES Initiative⁷ adapted this model for the children of the province. This organization developed several tools to help health and social services workers assess the developmental needs of a child according to his age and his living environment (natural or substitute environment). This model guides the LAC approach for children placed in a substitute environment.

⁶ Youth Protection Act, CQLR c P-34.1, in force on June 19, 2009.

⁷ AIDES Initiative – Intersectoral action for child development and their safety. (2012).



“This analysis model makes it possible to have an accurate and detailed picture of the developmental needs of all children, of the parents’ (or substitutes) ability to address these needs, as well as of family and environmental factors likely to influence how these are met. It refers to three systems – child, parents, family and social environment – each of which has several dimensions and whose interdependence provides a better understanding of the children’s situation, gives a more accurate picture of the risk and protective factors present in their lives, and, in the end, helps to identify the most appropriate services to ensure their safety and their well-being.”⁸

[Translation]

Therefore, this ecosystemic model will guide the analysis of the developmental needs in the child’s life plan trajectory. Workers will refer to it during the council of significant individuals.

⁸ Chamberland, Lacharité, Lessard & Bouchard. (2007). p. 22.
CEIDDEF/UQTR. (2014).



Child's needs

Closer to home, Dr. Paul Steinhauer has long been recognized as a pioneer when it comes to optimum children development under the Ontario youth protection system. He developed a tool for assessing parenting capacity for children 0 to 5-years old. He believed that a systemic assessment of the family had to be done to determine the parents' overall capacity to address the needs of their children. The assessment tool evaluates four dimensions: family and social environment, child development, parent-child relationship, and parent factors. The parent-child relationship dimension, including attachment relationship and parenting capacity indicators, has been used to determine the child's needs at the council of significant individuals.

"Parenting capacity is the result of attitudes and behaviors conducive to the normal development of a child. (. . .) Upgrading parental capacity requires two basic elements: the ability and the will to be a parent."⁹
[Translation]

When facilitating a council of significant individuals, the parent-child relationship indicators are used to make the participants aware of the specific needs of the affected child in terms of emotions and development. In addition, demonstrating the child's needs provides participants with the abilities required from the individuals wanting to foster the child.

⁹ Centre jeunesse de Montréal – Institut universitaire. (2006). *Guide d'évaluation des capacités parentales, adaptation du Guide de Steinhauer, Compétences parentales*. p. 17.



A. BEFORE THE COUNCIL

When a child is removed from his family environment, the caseworker responsible for evaluation/orientation (E/O) or application of measures (AM) has two weeks following the removal to hold the council of significant individuals with the parents. The goal is to provide the child with a stable and appropriate living environment as quickly as possible.

Step 1

Meeting between the caseworker and the parents

- The caseworker begins by explaining what a council of significant individuals is, who can be considered a significant individual, and who can take part in the council.
- The caseworker and the parents then work together to identify the significant individuals to be invited to the council.

Note: It may be important for a significant individual to attend the council, even though the parents do not agree. What is important is that the person is significant to the child. If the child is 14 years of age or older (or 10 years of age or older if the child has good judgment), he may suggest one or more significant individuals to be invited to the council. However, the child's parents must be informed that these people may be attending.

- The caseworker and the parents agree on the date, place and time of the council.
 - FIRST NATIONS:**
 - The location of the meeting may be held outdoors according to traditional custom
 - Emphasis is placed on meetings held within the community
- The parents contact all the significant individuals.



Note: The caseworker may make certain calls, at the parents' request (or in cases where the parents do not agree to the participation of one of the significant individuals). If the parents do not make the calls as agreed, it is the caseworker's responsibility to contact the individuals.

The caseworker remains an active participant in inviting the individuals to the council, and supports the parents.

The caseworker informs the parents of what information will be shared at the council of significant individuals, that is:

–That the family is experiencing difficulties that require the child to be temporarily removed from his family environment.

If the parents want to offer more information, they are given an opportunity at the council to do so. It must be made clear that we cannot comment on that information.

If the parents refuse to take part in the council of significant individuals, the caseworker contacts the significant individuals met with or referred as part of the evaluation, and the council goes ahead.

What happens if one of the individuals invited cannot attend?

Info

The caseworker contacts that person before the council to get their feedback on the items on the council's agenda. The facilitators will share that information at the council.

The people involved (people who should attend the council of significant individuals)

- The child (according to the child's situation, maturity level and interest, if 10 years of age or older with good judgment);
- The parents;
- The significant individuals;
- The E/O or AM caseworker;
- The co-facilitator from the FTR section.

FIRST NATIONS:

- Elder
- Extended family



Step 2

Pairing the caseworker with an FTR co-facilitator for the council

After meeting with the parents and the child (if necessary), and once the place, date and time of the council of significant individuals have been established, the E/O or AM caseworker sends an e-mail to the head of the FTR section to request pairing, copying his own section head in the e-mail.

Note: If possible, the place and date of the council can also be discussed with the FTR caseworker ahead of time.

Step 3

Analyzing the potential atmosphere of the council

When the participants have been chosen, the two caseworkers analyze the potential atmosphere (see Appendix I *“Evaluation of levels of conflict and cooperation”*). The objective of the analysis is to determine the ground rules that are essential to a harmonious council.

The participants to the council establish the ground rules with the help of the caseworkers. If the participants do not include certain rules that are necessary to ensure the council runs smoothly, the facilitators will suggest them.

Note: If at any time during the council the participants are not respecting the ground rules, the caseworkers can end it. The council of significant individuals is an opportunity, not an obligation.



Step 4

Preparing the material

Documents

- Agenda
- Life plan booklet
- Attendance sheet
- Satisfaction survey

Room

- Chairs arranged in a circle (no table in the middle)
- Object belonging to the child (used to take turns speaking) and a picture of the child in the middle of the circle or on the object

FIRST NATIONS:

A symbolic medicine wheel carpet is put on the floor

Material

- Room (to be reserved)
- Display board
- Pencils, paper, tissues
- Bottles of water, coffee and snacks, if so desired

FIRST NATIONS:

Talking stick, Eagle Feather to promote honesty and strength, traditional medicine (sage, tobacco, sweet grass and cedar), smudge shell, medicine wheel chart



B. THE COUNCIL

DETAILED OVERVIEW OF THE COUNCIL OF SIGNIFICANT INDIVIDUALS

Step 1

Welcoming the participants

Welcoming the significant individuals

1. The E/O or AM caseworker invites everyone to sit down (welcome), introduces the FTR caseworker who will be co-facilitating, and explains his role.
2. One of the caseworkers asks the participants to introduce themselves and explain their relationship to the child.
3. One of the caseworkers explains how the council will be run, such as the length of the council, taking turns speaking (with the child's object in hand), the ground rules, parking lot questions, and so on.

FIRST NATIONS:

An opening prayer by elder or family member with a traditional medicine smudge

Info

Parking lot: A tool used for questions that the facilitators are unable to immediately answer.



Step 2

Setting the stage

What information does the caseworker share at the start of the council?

A brief explanation is given, while ensuring confidentiality.

The caseworker:

- Explains that the family is currently dealing with some serious difficulties that they need help with. The caseworker explains that, because of those difficulties, the child has to be temporarily removed from the family environment.
- Reviews what is meant by a significant individual and a council of significant individuals.
- Explains the life plan concept (preferred and alternative plans) and the maximum placement periods (using the appropriate brochure).
- Explains the services available to help the parents.
- Lets the participants know that they can help the family with other needs besides the placement.

Info

- Be transparent.
- If there are questions afterward, the E/O caseworker answers those related to the youth protection process.



Step 3

Summarizing the fostering environment criteria

Environment evaluation criteria

- Right now: Explanation of the guardianship criteria.
- Certificate of good conduct (analyzed separately).

Note: Specific criteria for “entrusted to” will be identified during negotiations relating to the Youth Protection Act.

Summary of financial terms and conditions

- Right now: Use of support and assistance measures.
- Link the amounts allocated to specific items relating to the child's needs.

Note: We are currently awaiting word from the province on the amounts to be allocated in the context of “entrusted to” based on age group and needs.



Step 4

Brainstorming to identify the child's needs

1. **Basic needs:** Given that each child is unique and has individual needs, this step is very important in order to identify what the significant individuals will need to address and focus on.

Question to kick off the discussion: What does the child need to survive and to grow up happy and healthy?

- ◆ Three meals a day, according to appetite;
- ◆ A sleep routine;
- ◆ Clothing that is appropriate to the weather;
- ◆ A bed to sleep in and a place to play in the house;
- ◆ Regular medical, dental and eye check-ups;
- ◆ Good hygiene (combs hair, brushes teeth, takes regular baths);
- ◆ A safe environment (e.g., chemical products stored away, fenced-in pool).

2. **Emotional needs**

Question: What does the child need to feel safe and loved?

- ◆ An adult to watch over him, depending on the child's age.
- ◆ An adult who is able to end a visit with a parent demonstrating inappropriate behavior (e.g., the parent is intoxicated).
- ◆ To have fun playing with the adult caring for him.
- ◆ To have an adult who is affectionate and who values him (hugs).
- ◆ To have an adult who takes an interest in his accomplishments.
- ◆ To have an adult who treats all the children in the household fairly.



3. Educational and social needs

Question: What can motivate the child to learn and to be around others?

- ◆ An adult who establishes rules and consequences for the child's behaviour.
- ◆ An adult who recognizes the child's intellectual and social needs.
- ◆ An adult who works together with the daycare or school.
- ◆ An adult who encourages the child's efforts at school.
- ◆ An adult who takes part in social activities with the child (e.g., Scouts).

4. Stability needs

Question: What can be done to minimize the number of changes?

- ◆ Maintain a positive relationship with the child's parents and the significant individuals in the child's life.
- ◆ Establish or maintain a daily routine.
- ◆ Have the child bring his favourite clothes and toys.
- ◆ Ensure that the child remains in familiar surroundings and maintains contact with the people he is used to (e.g., daycare, school, professionals).

5. Special needs

Question: What are the child's individual needs?

- ◆ An adult who recognizes and understands what the child is going through and who looks for help if necessary (e.g., speech therapist, psychologist, psychiatrist).

FIRST NATIONS:

Medicine wheel chart is used to identify the basic needs: emotional / mental / physical / spiritual



Step 5

Plenary meeting of the parents and significant individuals

Info

At this stage, the participants are invited to talk among themselves about the child's needs and about the information they received during the council. They must decide together who will be evaluated for the purpose of fostering the child. They will also decide who among them can offer help to the parents.

The facilitators remind the participants of the ground rules for discussions and recommend that they appoint a spokesperson. They let the participants talk among themselves for about 20 to 30 minutes.

Note: The facilitators may need to participate, depending on the atmosphere at the council.

Step 6

Feedback from the plenary

The facilitators come back into the room and listen to the results of the discussions and the proposals (ideally presented by the spokesperson). The facilitators explain what will happen next and answer any questions.

The facilitators may reject the proposals if they do not meet the established criteria (e.g., someone with a criminal record for sexual abuse has been recommended for fostering the child). Lastly, the facilitators collect the satisfaction surveys (feedback), thank the participants, and end the council.

FIRST NATIONS:

Closing Prayer done by a participant.

MEEGWETCH



C. AFTER THE COUNCIL

The FTR caseworker evaluates the individuals identified. This usually begins at the E/O stage and ends at the AM stage (generally takes between one and three months).

During the first three months, the resource-caseworker acts as an intermediary for the sharing of tools with the significant individuals. The caseworker is assigned as a case collaborator.

Note: The caseworker's evaluation will focus primarily on the established criteria (see Appendix II "*Evaluation of significant individuals*"). A decision will be made as a priority at the evaluation stage in order to determine whether the child will be able to live in the fostering environment and to allow the child to be placed with the significant individual.

- **Producing the report**

Attach the FTR evaluation of the guardianship criteria in the appendix to the E/O report.

- **Preparing the child and the significant individuals (IP/ISP meeting)**

Once the significant individual has been identified, an IP/ISP meeting must take place within 30 days (visiting schedule, transfer process, child's environment, needs, etc.).

Note: Life plan committee meeting and review after the first six months.



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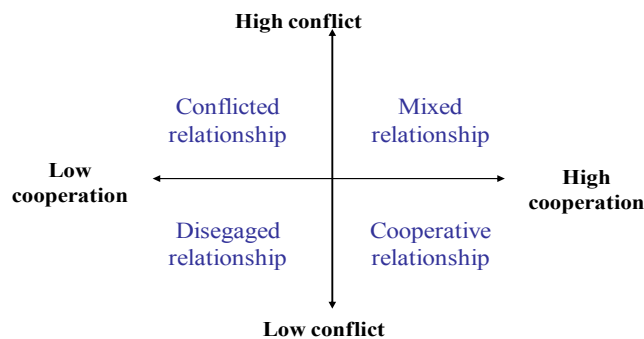
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APPENDIX I

Evaluation of levels of conflict and cooperation

Typology developed based on two criteria: levels of **conflict** and **cooperation**. Developed by Maccoby et al. (1990).



Descriptions

Cooperative relationship

- Frequent communication
- Low conflict levels
- Mutual parenting support
- Coordinated rules between households
- Child adapts better

Disengaged relationship

- Little communication
- Low conflict levels
- No denigration
- No coordination between households
- Beneficial to the child's adaption, yet risky

Conflicted relationship

- Frequent contact
- High conflict levels
- A great deal of denigration
- No cooperation
- Detrimental to the child's development

Mixed relationship

- Some contact
- High hostility levels
- Attempts to curb denigration
- Attempts to cooperate

APPENDIX II

Evaluation of significant individuals (Guardianship criteria)

1. Description of the nature of the significant relationship and the potential for involvement by the significant individual.

- Nature of the significant relationship*
- Quality of the emotional bond*
- Motivation to become involved in the plan*

2. Socio-economic and cultural factors (brief summary)

- Criminal record*
- Marital status*
- Age of the significant individual*
- Place of residence*
- Children or adults living at that residence*
- General state of health*
- Sources of income*
- Pastimes*

3. Ability to maintain ties

- Ability to deal with the child's parents and family members*
- Quality of the relationship with the natural parents*
- Ability to deal with the child's conflicting loyalties*
- Ability to co-parent the child with the natural parents*

4. Ability to ensure ongoing care

- Ability to request assistance or services according to the child's needs*
- Ability to educate and ensure the positive development of the child*
- Ability to take part in the intervention plan, including the objectives of reuniting the child with the natural parents or making a permanent commitment to the child*

Info

Note: Priority evaluation factors are marked with an (☒).