

AN EXPLORATION OF THE ROLE AND FUNCTIONS OF
CHILD AND YOUTH CARE PRACTITIONERS WITHIN THE BRITISH
COLUMBIA SCHOOL SYSTEM

by


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ABSTRACT

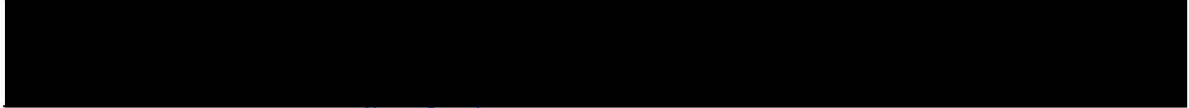
The impetus of this study was to gain a more comprehensive understanding of the roles and functions of school-based child and youth care workers in British Columbia. Over the past fifteen years, there has been a growing literature on the development of school-based child and youth care work in Canada, but much of it is confined to limited practice settings or is of an anecdotal nature. This descriptive study utilizes a questionnaire format to survey workers across seven major regions of the province in order to develop a profile of the child and youth care worker within the British Columbia education system. A sample size of 178 was used, and 104 questionnaires (58.4%) were returned.

Findings of this study are compared to prior studies in the area of worker demographics, job roles and functions, and setting types. New data are presented on the roles and functions of school-based child and youth care workers in relation to funding and supervision. This research demonstrates that the Ministry of Social Services supports the greatest number of positions fully or partially (63.4%), with the School Districts funding 51% either fully or partially. Other funding sources, including the Ministry of Health, account for less than 7% of funded positions. It is estimated that there are approximately 538 school-based child and youth care workers in the province.

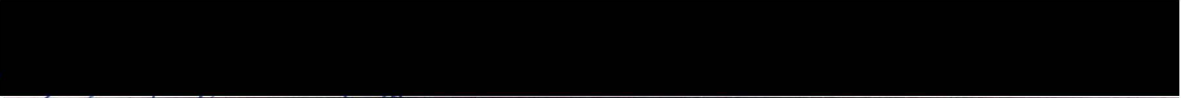
On the basis of this study, it is evident that workers experience frustration with the lack of understanding of their roles and importance by others working within the school system. This group remains largely undefined and unidentified within provincial Ministry of Education literature even though the need for such services has been well recognized in influential reports on the education system in recent years. Many school districts are now attracting more trained and experienced workers, and once hired, many are remaining in their jobs for a considerable length of time. Low pay is a double-edged sword, leaving workers dissatisfied while making their positions more attractive to funders.

School-based child and youth care workers supervised by non-profit societies are significantly more involved in family and community related work while school district supervised workers are more heavily involved in tutorial services and in supervising extra-curricular lunch programs and field trips. If the vision for the role of the school-based worker is to take maximum advantage of the interpersonal, family and community skills of the workers, then the non-profit sector clearly offers the preferred location from which to undertake such work.

Examiners:



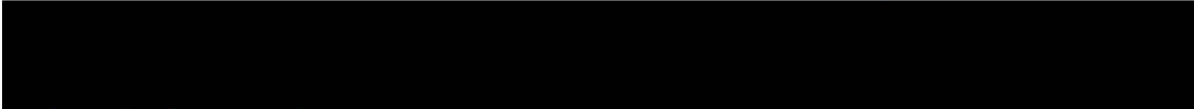
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more fun to colour than read. Your love, smiles and peanut butter kisses kept me going when all else seemed too overwhelming.

Chapter 1: Introduction and Statement of Problem

Although there has been much focus placed on the emerging field of school-based child and youth care (see Appendix A for definition), the ongoing issue of role confusion and lack of clarity in the child and youth care worker's role and functions within the school environment surfaces repeatedly (Denholm 1981, Houndle & Ricks 1981, Klassen 1981, McMorran 1981, Denholm 1986, Denholm 1991, Denholm & Watkins 1993). Moscrip and Brown (1990) have gone so far as to state that:

A child and youth care worker may move into settings where other professionals are unsure of the role and mandate of the profession and thus are unsure of the contribution that child care workers can bring to the team.... Perhaps one of the most prevalent situations in which lack of role clarity is evident is the school setting. (p. 280)

Although this issue has been alluded to for fifteen years, the fact that it continues to surface suggests that there is indeed a need for further exploration in this practice area. Denholm (1991) identified the need for ongoing clarification in "role, function and educational preparation" as "Challenge #1" for school-based practitioners. This need will continue to exist as long as the school system adapts to meet the increasingly complex needs of students within this environment. A recent request for information, placed in the Child and Youth Care Association of British Columbia's newsletter (1995), suggests that for some practitioners functioning within this context, there is an ongoing need and desire to understand their role and the role of others within the school system (See Figure 1).

Child and youth care workers are not new to the school system. Denholm and Watkins (1993) suggest that varying school-based roles of child and youth care workers were established over 30 years ago in Canada. These roles developed in a “myriad of programs containing individual histories, emphases, and therapeutic and educational aims supported by differing structural and administrative frameworks, all occurring within a variety of educational environments” (Denholm & Watkins, 1993).

Figure 1

Source: Newsletter of the Child and Youth Care Association of British Columbia (1995, Winter).

Attention: School-based Child and Youth Counsellors

Some concerns have been noted regarding conflict between teachers and CYC's in the classroom. What exactly is the role that the teacher is to serve?

A fellow school-based CYC wants to find out how programs from across the province operate. Some questions are:

1. How are the educational and emotional needs of the children/youth addressed in your classroom?
2. Does your job description adequately outline the role that you play in the classroom?
3. Do you feel that you are able to fulfill your role as a CYC?
4. What happens if there is a conflict between the roles (and interests of the child/youth)?

We would like to take this opportunity to discover if there are common issues encountered by school-based CYC's. Are you feeling “alone” (& crazy), or are others experiencing the same things? What are some of the suggestions and solutions for those still struggling with what may seem to be “opposing” interests?

Please take this opportunity to help out your fellow cohorts. Address response to:

School-based CYC's
CYCABC
Box 65988, Station F

The fact that the roles were not established in a systematic and planned manner has led to a patchwork quilt of these service delivery models and structures. Adding to the complexity of service delivery models is the autonomous manner in which school districts prioritize and distribute funding for instructional and non-instructional services within their districts.

In British Columbia, the Ministry of Education provides block funding to each of its 75 school districts. The actual sum of money provided to each district is determined by the Ministry of Education, based on geographical location, number of students, and needs of students within the district. McCallum (1995) reported that a total of approximately six hundred thousand students were in British Columbia schools. Block funding to those schools amounted to about \$3.3 billion in the 1994-95 school year.

Funds provided to each school district become the responsibility of autonomous School Boards which consist of civically elected members from within the boundaries of the school district. Legislation, in the form of the School Act (1989), exists to provide direction and mandate for these boards. According to McCallum (1995), it becomes the charge of boards to ensure that they remain accountable to their constituents; establish policy for the operation and administration of the schools within the district, as well as the management of school property; employ teachers, administrators and non-teaching staff; and establish regulations to govern functioning of students, staff and schools (p. 14).

The manner in which each school district chooses to utilize these funds will differ greatly depending on the actual structure and make-up of school board members (hereafter referred to as Trustees) and the perceived

needs of the students within the boundaries of the district. Each district is likely to develop differing service delivery structures based on these factors. In exploring these differences, Denholm (1991) suggests that issues which are presently critical in one district may have in fact been resolved in another, resulting in greatly differing support structures. Based on these perceived needs, decisions regarding who works within schools and the manner in which they function fall within the mandate of the Trustees. This is clearly legislated and outlined in the School Act (1989) which states that "A board may employ and is responsible for the management of those persons that the board considers necessary for its operations".

The School Act (1989) does provide some direction as to who some of these personnel may be. Those identified tend to be those who have been traditionally associated with schools for decades (e.g. teachers and principals), or in direct support service roles to these personnel (e.g. teaching assistants and vice-principals). Therefore, roles of these individuals focus primarily on the educational development of students. Those at the forefront are teachers and teachers' assistants. No reference within the School Act is made to child and youth care workers or like positions.

Therefore, in determining who is to be hired, Trustees must first determine who is most qualified and able to provide the necessary services to the student population. Trustees are likely to rely on current Ministry documents in determining what discipline should provide these services. As a result, each of the position types listed within the Act function within each respective district. Job titles of those identified within the School Act are also consistent across district boundaries, with slight variations according to specialization (e.g. learning assistance teacher, behavioural teacher's assistant, etc.). Those functioning within these categories are provided with clearly

legislated roles and mandated expectations. Even with the benefit of these factors, many working within the roles highlight the challenge of understanding their own as well as others' roles within the school system (McCallum, 1995).

Child and youth care personnel will likely fall into a variety of roles and job titles. Denholm (1991) states that there is no "official recognition of child and youth care worker" in Canadian school settings. Those functioning within existing educational programs are likely to be labeled as the "New Kid on the block" (Denholm 1986). Consequently, these workers may find themselves in undefined, misunderstood supportive roles to the actual task of educating students. Laliberté (1993) demonstrated the complexity of identifying child and youth care practitioners by title alone in his study. In reviewing graduates from the School of Child and Youth Care at the University of Victoria, he identified 61 different front-line child and youth care practitioner titles. It is, therefore, challenging to identify these individuals by title alone in school environments. Johnstone and Associates (1994) identified position titles of other professional and paraprofessional staff providing services to special needs students within British Columbia schools. Participating school districts (66 of a possible 75) identified 46 position titles of support services/personnel that fall outside of the traditional teacher categories (see Table 1). Of the 46 titles listed, 20 were variations of teaching positions such as "Alternative School Teacher" or teacher functions such as "preparation time". The other 26 titles listed may include child and youth care related positions. It is clear that identification of child and youth care practitioners in differing districts would be impossible by simply attempting to identify by generic title.

Only recently have government documents begun to identify the existence of the child and youth care workers within the provincial school system (Gove 1995; Johnstone & Associates 1994). Gove (1995) has gone so far as to suggest that the Ministry of Education should provide “school based child and youth care workers” throughout the province (p. 278). Although the position is highlighted, little guidance is given to the nature and role of these workers. Also neglected are descriptive guidelines on the training and educational requirements of such positions.

Table 1

List of School Personnel Titles
from Johnstone & Associates (1994)

Half-day Learning Challenged Class (SLD)	Music Therapy
Orientation and Mobility Trainer	Child Care Worker
Aboriginal Education/Native	Youth Support Worker
Education/Native Teacher	Student Support Aid
Teacher - Visibly Impaired	ESL Teacher
First Nations School Support	Gifted - Enrichment Consultant/Coordinator
Worker/Support	Integration Coordinator
Rehab. Family Liaison	Integration Facilitator
Native Liaison Worker	Family Life
Teacher Visibly Impaired	Special Education Computer Coordinator
Home School Coordinator	School-based High Inc. Resource Teacher
Zone Support Teacher	Student Support Teacher
Aboriginal Student Counsellor	Teacher-Phys Handicapped
Teen Mother Teacher	Administration
Behavioural Consultant	Augmentative Communications Specialist
Alternative School Teacher	Audiologist
Behavioural Child Care Worker	Provincial Resource Program Teacher
Consultant (Hi/Low Inc.)	Contracted Services - Psychologist
Career Preparation Coordinator	Contract Service - Teacher of Visually Imp.
French Cadre (LA)	Purchase of Special Services
French Cadre (Low Inc.)	Preparation time
Learning Assistance Assistant	
Work Experience	
Work Experience (Hi/Low Inc.)	
Stay-In-School Coordinator	

McCallum (1995) notes that “the school population across the province is highly diversified and changing. Trustees, as well as teachers and administrators, are challenged to adapt the school environment to a more varied group of students”. Responding to this challenge, some districts have addressed these issues by hiring child and youth care staff (Denholm, 1991).

Over time, as child and youth care services have been introduced to differing school environments, unrelated shifts have occurred in the Canadian public school system. The very manner in which students and their individual needs are viewed has accounted for many of these shifts. Changing views of special needs of students have led to new philosophies of how school systems may address them. These philosophical shifts created additional structural issues regarding the provision of educational services to students. Where once all issues within the school could be managed by the teaching staff, the need for others with specialized skills and training were now required. The greatest impact appears to be on the provision of educational and emotional support to students with special educational needs (see Appendix A for definition).

Over the past five decades, which coincides with the establishment of child and youth care services in schools, four distinct patterns and philosophies of educational services have been identified by Andrews and Lupart (1993) (see Table 2).

With a move from categorizing and segregating students with special needs to a more inclusive focus, there are fundamental shifts in the manner in which schools have addressed or are attempting to address the needs of students. With the present focus on creating inclusive school environments, there are recommendations for providing well trained and accessible support personnel (Special Education Advisory Committee, 1994). Depending on

within which period child and youth care services were introduced to each school district, differing goals and foci for the services are likely to exist. Much of the initial work done on defining general roles of child and youth care workers

Table 2

Philosophies of School Service Delivery
from Andrews & Lupart (1993)

Time Period	Key Descriptor	Predominant Educational Trend
1950's & 1960's	Categorization	Increased numbers and categories of special classes, particularly for high incidence exceptional learners. Testing, labeling emphasis. Low incidence students remain in residential schools.
1970's	Integration	Philosophical shift to promote education for handicapped students in the least restrictive environment. Placement alternatives are developed. Moderate and severe handicapped students are served within public school.
1980's	Mainstreaming	Emphasis on serving the needs of high incidence exceptional students in the regular classroom. Physical, social, instructional needs are met in the least restrictive environment.
1990's	Inclusion	Merging of special education and regular education into a unified education system. Student-centered, individual needs are the focus.

within the school system occurred at a time when the educational and institutional goals differed greatly; mainstreaming versus inclusion (Denholm 1981, Houndle & Ricks 1981, Klassen 1981, McMorran 1981).

Subsequent work on determining distinct functions of these workers built on

this existing research. This occurred with limited consultation with those working in the adapting school environment (Denholm 1986, Denholm 1991, Denholm & Watkins 1993).

With these changes occurring, the present lack of accepted role, and the lack of formal reference to child and youth care personnel, to what extent can we generalize findings from a decade and a half ago to current practice within school settings in British Columbia? It is difficult to generalize findings from one era or one school district to understand all positions within the province. There exists a need to build on past research findings and to conceptualize the work of today's school-based child and youth care worker. In doing so, we can begin to explore what service delivery models may be optimum based on current examples. Understanding who these individuals are and what they do will allow us to move more confidently forward and to provide the services necessary to students attending British Columbia schools.

Chapter 2: Review of Related Literature

Child and youth care practice has roots in many settings. Ferguson, Denholm and Pence (1987) identify the following eight areas in which child and youth care positions exist: a) residential settings, b) the juvenile justice system, c) medical settings (child life), d) day care facilities, e) early intervention programs, f) the community, g) parent support/ education programs and h) school-based settings. Each of these areas has its own history and may be in a different stage of evolution or development. The latter area, school-based child and youth care, may be viewed as a fledgling along side the others. Literature in the past two decades has begun to define what school-based child and youth care is and who the school-based worker may be. Due to the newness of this child and youth care area, exploration into what it entails has only begun.

In attempting to focus on school-based child and youth care, it is important to attempt youth care profession, school-based practice in North America is primarily a Canadian phenomenon. In exploring literature that describes child and youth care in the United States, no reference to school-based practice is made (Linton & Forester, 1988;). The lack of reference to school-based child and youth care is also noted in education literature in the United States (Hardman, Drew & Winston Egan 1996; Heward, 1996; Kaplan 1996; Morsink, Thomas, & Correa, 1991; Pung-Guthrie & Guthrie, 1991; Schulz, Carpenter & Turnbull 1991; Ysseldyke & Algozzine 1995; Ysseldyke, Algozzine, & Thurlow 1992). If a child and youth care worker in the United States has direct contact with school programs, it would happen in the more traditional setting of residential facilities for emotionally disturbed children (Alwon, 1979; Denholm, 1987; Goocher, 1975; Meisels, 1975; Trieschman,

1976). American educational literature discusses the role of professional and paraprofessional staff primarily within "multidisciplinary teams" (Hardman, Drew & Winston Egan, 1996; Heward, 1996; Kaplan, 1996; Schulz, Carpenter & Turnbull, 1991). Some of the professional groups mentioned include physical therapists, occupational therapists, psychologists, speech and language specialists, and social workers (Hardman et al., 1996; Ysseldyke et al., 1995; Ysseldyke et al., 1992). Paraprofessional groups tend to be described as teaching assistants who work in direct support of teachers, requiring little or no specific training or education (Hardman et al., 1996; Heward, 1996).

In contrast to the American experience, there has been growing attention placed on the role of the child and youth care worker in the Canadian school system over the past fifteen years. One of the first attempts to identify the role of child and youth care workers in school settings was based on data collected through the use of questionnaires distributed to supervisors in government welfare services and private societies in urban and "semi-urban" areas in British Columbia (Houndle & Ricks, 1981). Houndle and Ricks (1981) acknowledge that "while some have alluded to child care workers in the school, none has defined the school child care worker in terms of job functions and training needs" (p. 33). Since this documentation of child and youth care in schools, numerous authors have begun to further develop role and function frameworks of practice (Denholm, 1986; Denholm, 1991; Denholm & Watkins, 1993; Hughes & Lougheed, 1991).

These frameworks were based on the previous findings of authors in the early 1980's with updated focus group exploration (Denholm, 1986; Denholm, 1991; Denholm & Watkins, 1993), through experiences gained in individual programs (Chrest, 1991; Hughes & Lougheed, 1991; Rodda, 1991), or through

the survey of several isolated program structures (Denholm, Chrest & Pylypa, 1991).

Present research suggests that although we are beginning to understand some of the historical roots of the school-based child and youth care field, developing conceptual frameworks for practice, and attempting to understand the role of workers within these settings, the field is continuing to grow and the needs of the school system itself are changing.

In a more general survey of child and youth care practice, Anglin (1989) suggests that there has been a 31% increase in jobs for school-based child and youth care workers within British Columbia between 1980 and 1987. These statistics provide evidence of the growing impact child and youth care workers are likely to have in the public school system. During the same period, the study suggested that there was a 27.2% decrease in jobs for child and youth care workers across several other practice settings.

Characteristics of the School-based Child and Youth Care Worker

There have been attempts to describe who the school-based child and youth care worker is (Denholm, 1991; Houndle and Ricks, 1981). It has been suggested that the school-based worker is young and university educated (Houndle and Ricks, 1981). Education credentials may not necessarily be child and youth care specific, but may instead involve bachelors degrees in disciplines such as psychology, sociology, and education. Denholm (1991) reports that, out of those employed in 190 British Columbia programs, more than 50% had Bachelor's degrees, while 6-10% had Master's degrees. He also suggests that a three-year diploma is the minimum educational requirement for employment in a school setting. This credential seems unusual as no three year diploma program exists within this province. Anglin (1989) states

that the educational background of child and youth care workers in various settings may vary from no formal education to a Master's degree level (see Table 3). Of the respondents in his study, 77.6% had at least a college certificate/diploma or university credentials. His findings also identify 22.5% of respondents as having high school diplomas or some high school education. The research and statistics provided have been based on general averages and means and as a result this study did not report on differences in subgroups by individual practice setting.

Table 3

Highest Level of Education Attained by Child and Youth Care Workers in BC Anglin (1989)

	No.	%
Some high school	3	1.1
High school graduation	60	21.4
College diploma or certificate	80	28.5
Bachelor's degree	123	43.8
Master's degree/ Ph.D.	15	5.3
(no response)	(3)	(1.1)

note: number of respondents surveyed n= 284

School-based Practitioner Roles and Functions

It is clear from the literature that few research projects have actually been conducted specifically in the area of school-based practice. Early surveys provided data that allowed academics to begin to describe what this field entails (Houndle and Ricks, 1981; Klassen, 1981; McMorrان, 1981). Since the early 1980's, studies focusing specifically on school-based work have relied mainly on personal accounts and constructs developed through brief contacts with practicing workers (Denholm, 1987, 1991).

Attempts have been made to understand school-based practice in a variety of contexts. These written accounts of practice have been described through focusing on those working in Canadian schools (Denholm, 1986, 1991; Denholm & Watkins, 1987; Houndle & Ricks, 1981), provincial schools (Denholm, 1981, 1983; Klassen, 1981), and regional/urban schools (Chrest, 1991; Denholm, Chrest & Pylypa, 1991; Hughs & Lougheed 1991; Kruger, 1991; McMorrان, 1981; Rodda, 1991).

In focusing on the role, function and training needs of school-based child and youth care workers, previous authors have laid the initial framework for further exploration (Anglin, 1983, 1989; Denholm, 1986, 1991; Denholm & Watkins, 1987; Houndle & Ricks, 1981; McMorrان, 1981). Over a ten year period these authors began to identify specific roles and functions.

Anglin (1983) compiled a list of school-based workers' job functions and training needs through the use of two questionnaires and semistructured interview formats. In this survey, conducted with 12 employers and 64 workers, he determined that the child and youth care workers in educational settings were differentially involved in a variety of roles (see Table 4). With

these data, the author was able to draw conclusions regarding the educational and training needs of workers within a range of settings.

Table 4

Child Care Worker Job Functions by Program Type (Educational)
Anglin (1983)

The Child Care Worker will...

almost certainly (90% of workers surveyed) be involved in ...

- individual assessment
- group intervention
- child assessment
- child management
- report writing
- recreational leadership
- program planning and development
- individual professional consultation
- professional teamwork
- case/program evaluation

most likely (80-89% of workers surveyed) be involved in...

- arts/crafts leadership
- lifestyle modification

very likely (60-79% of workers surveyed) be involved in...

- agency-based family intervention
- educational remediation
- health management

quite likely (40-59% of workers surveyed) be involved in...

- in-home family intervention
- employment counselling
- life skills training
- parenting skills training
- client contracting
- use and interpretation of policy
- organizational analysis and development
- sexuality counselling

not likely (20-39% of workers surveyed) be involved in...

- family assessment
- child abuse services
- therapeutic play
- stress management
- case management
- coordination of professional team
- supervision
- staff training leadership
- public relations/community education
- financial analysis/budgeting

almost certainly not (20% of workers surveyed) be involved in...

- counselling on death and dying
 - marriage counselling
 - court appearances
 - contracting for services
 - policy analysis and development
 - research
-

Those surveyed were asked to rank order their interest in receiving additional training in areas directly relevant to job functions. The findings assisted the University of Victoria's School of Child and Youth Care to develop curriculum to meet the needs expressed by those practicing within the generic field.

Denholm's (1993) latest work provides a comprehensive synthesis of the previous work, and breaks down the roles and functions of the school-based worker into five domains. He suggests that the school-based worker could be expected to be employed to provide 1) School-related functions, 2) Individual student functions, 3) Group intervention functions, 4) Family related functions, and 5) Community functions. The author further describes each of these areas and suggests that no one child and youth care worker would necessarily act in all of these capacities, but may instead take on various elements of the functions depending upon the particular role and setting. Focusing more closely on each of these function areas, Denholm provides a break-down of possible activities within each as outlined in Table 5.

Table 5

School-based Child and Youth Care Worker's Job Functions
Denholm (1993)

School-related functions include:

- Working in the classroom with the primary objective being behavioral change, improvement of self concept and the development of social skills of individual students or with the entire class.
- Assisting individual teachers in the preparation of recommendations on individuals or groups of students (or their families) for case conferences.
- Collecting information for school staff on classroom environments and the student population.
- Coordinating case consultation and team meetings.
- Participation in school-related meetings

Individual student functions include:

- Identifying and providing a suitable in-depth assessment of individual children and adolescents.
- Designing, implementing and evaluating interventions to assist students (and families if necessary) in dealing with specific school-related issues.
- Referring students and their families to relevant social service agencies and medical and dental personnel.
- Placing students in community-based programs and organizations.
- Participating in existing work experience program.
- Attending to overall integration of one (or several) handicapped student(s) to whom they are assigned for the entire school day.

Group intervention functions include:

- Assessing and preparing students for short-term group counselling with the focus on the development of social skills.
- Assessing, preparing, intervening and evaluating "identified" students for long-term counselling.
- Initiating and involving groups in recreational and other activities.
- Developing programs in response to student request or assessed need with both "normal" and "special needs" students in order to promote the integration of special needs and normal children.

Family-related functions include:

- Conducting parent education programs.
- Providing long- and short-term support to families.
- Referring parents who are in need of long-term counselling and support from a social service agency.
- Coordinating parent and family activity night.
- Consulting with other professionals in the community.
- Promoting inter-agency cooperation within the community.

Community functions include:

- Liaison and consultation with other professionals in the community.
 - Promoting inter-agency cooperation within the community in response to specific situations which may arise in relation to the school setting.
-

In order to build on and test Denholm's (1993) roles by function area, a class assignment in a summer institute course was utilized. The focus group consisted of 22 participants, nine of whom were practicing school-based child and youth care workers, and all of whom were interested in learning about school-based child and youth care. Participants, as part of a course assignment, were required to familiarize themselves with this framework, conduct an interview of a practicing school-based child and youth care worker, and prepare a written report. Each participant then met within a large group to discuss their interviews. The group was then divided into five smaller groups and each group was assigned one of Denholm's function areas and asked to compile a list of roles by function area. After completing the task, each group presented their list to the large group at which time the large group could challenge or add to the list presented. An overall summary of this work was compiled, typed and given to the large group for verification, and the results are presented in Table 6.

Table 6

School-based Child and Youth Care Worker Job Functions
Focus Group Findings (1995)

Community Related Function

- Informing/ Providing information on community
- Advocating for other community services
- Organizing community and business to support students
- Promotion of strengths in youths
- Partnerships with coaching programs, recreation facilities etc.
- Supervising practica
- Provision of Parenting education courses and groups
- Community committee work
- Developing relationships to exchange services

Family Related Function

- Provide parent education
- Provide referrals to other agencies as needed
- Supportive short term counselling to promote/encourage communication and problem solving.
- Act as a role model (behaviours and activities)
- Have regular contact via: telephone and mail.
- Provide home visits
- Ensure and maintain confidentiality
- Co-ordinate family activities
- Consult with other agencies regarding families
- Liaison with other professionals involved with families
- Empower families through inviting input to program/intervention planning
- Awareness and sensitivity to cultural issues
- Be accountable with families (act as mediator and present strategies)

School Related Functions

- Driving/transportation on student outings and appointments
- Involvement in activity outings
- Establish and run programs such as meal program (prepare, shop and deliver service)
- Become a resource person for social issues within the school
- Advocate for funds within the school
- Provide crisis interventions/conflict resolution within school
- Provide tutorial services within the school
- Educate teachers on role of CYC and in areas you have knowledge the teacher lacks.

Group Related Function

- Facilitate groups on topics such as:
 life skills, teen parenting, social skills, peer support, parent/child issues, family issues, anger management, stress management, etc.
- Involvement in “Student Learning Plan” (Social and Personal Awareness)
- Screening: for assessments and referrals
- Team teaching with teacher on non-academic topics
- Provide parent discussion groups
- Group liaison (e.g. organize guest speakers and presentation on topics such as “substance Abuse”)
- Coordinate fund raising
- Provide advocacy and leadership for youth groups within the community
- Coordinate special events for youth (e.g. a youth conference)
- Network and liaison with other community/interagency groups

Individual Related Function

- Build rapport and working relationship with children/youth by being available, approachable, non-judgmental, & respectful
 - Assess individual needs through observations of behaviour
 - Act as a role model of appropriate conduct and behaviour
 - Validate feelings of children/youth
 - Provide counselling by:
 - listening;
 - the use of therapeutic techniques;
 - the use of play, art, music to access feelings indirectly and then address those uncovered;
 - assessment;
 - establishing support and referral.
 - Provide collaboration/liaison between support staff and community resources
 - Create opportunities to engage with youth or children in “fun” activities together
 - Teach children how to play
 - Provide mentorship for children and youth
 - Promote self-care and basic needs acquisition in children and youth
 - Provide advocacy for children and youth with others (i.e. school, family or friends)
 - Teach self monitoring skills
 - Assist children and youth to accept their own limitations
 - Facilitate the development of social skills in children and youth such as:
 - problem-solving/ conflict resolution/mediation
 - how to make friends
 - anger management
 - stress management
 - Facilitate the development of life skills in children and youth such as:
 - Substance abuse prevention
 - sexuality
 - disease prevention
 - gang prevention
 - nutrition/food choices
 - job readiness skills
 - Empower individual students
 - Provide students with an understanding of normative development issues
-

Although steady progress has been made in attempting to understand exactly what the child and youth care worker does in the school setting, authors continue to express the need to better understand this role (Denholm, 1981, 1983, 1986, 1991; Denholm & Watkins, 1987; Houndle & Ricks, 1981; Kruger, 1991; Jarret, 1991; Linton & Forester, 1988; Moscrip & Brown, 1990).

Practice Models and Funding Structures

It appears that one of the greatest obstacles in providing a clear, all-encompassing definition of school-based practice are the variation in funding, role definition, and supervision models. Within the Province of British Columbia, child and youth care, as well as other non academic support services, may be funded by provincial ministries rather than through the block funding provided by the Ministry of Education to individual school districts. This practice has historical ties to the 1970's, when joint educational programs were established in collaboration with the then Ministry of Human Resources (hereafter referred to as Ministry of Social Services), and individual school districts. These services were labeled Rehabilitation Resource programs, and in the beginning focused upon the social adjustment of students rather than on academic accomplishment (Ministry of Education, 1990). These programs were traditionally housed in segregated settings, and worked primarily with groups of children and youth who were exhibiting behaviour problems. Due to the autonomous nature of differing school districts, actual operationalization of the programs would depend on the

school district's goals and the support of the regional Social Services office.

As noted in one manual, "In general, the Ministry of Social Services provides child care workers, while school districts are responsible for the provision of teachers, administration, facilities, and equipment" (Ministry of Education, 1990, p. 11).

More recent attempts have been made to provide coordinated services within the school system, involving Provincial Ministries that are responsible for services to children and youth in coordination with the Ministry of Education. A catalyst to this process was the Report of the Royal Commission on Education (1988) (hereafter referred to as the Sullivan Report). Within the Sullivan Report, Commissioner Barry Sullivan (1988) acknowledged the lack of coordinated efforts between other Ministries, which have mandates to provide services to children and youth, and the education system. He recommends within the report:

That the Ministries of Education, Social Services and Housing, Health, and Attorney General be charged with responsibility to develop, collectively, appropriate mandates for each ministry which allow for the provision of services to those children who have been identified by school Interministerial Committees as in need..... That school Interministerial Committees be provided with the necessary resources to carry out their responsibilities so that all British Columbia students can capitalize on their potential for learning. (p. 210)

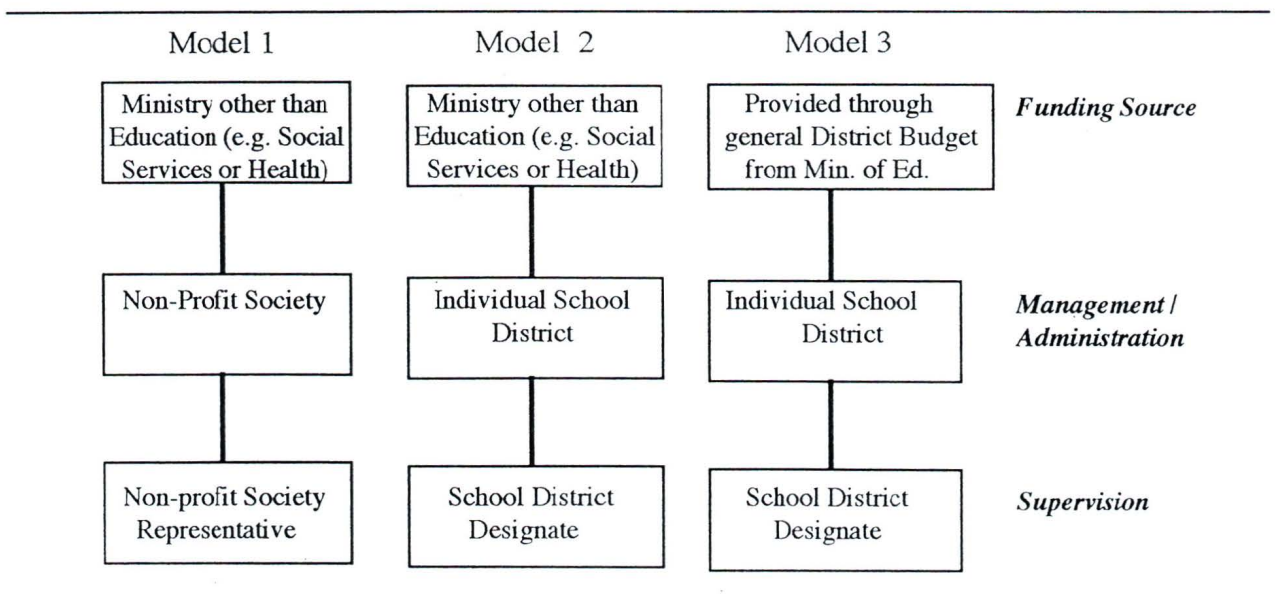
Based on his recommendations, Inter-ministerial Protocols for the Provision of Support Services to Schools (1989) were developed. Each of the listed Ministries developed agreements with the Ministry of Education defining the manner in which services, not clearly tied to Ministry of Education mandates, would be delivered within British Columbia schools.

committees may be formed to provide the funding ministry the opportunity to maintain links to the positions formed.

Model 3 demonstrates the School Districts' ability to use the block funding provided by the Ministry of Education in the development of any service it feels is necessary in the delivery of education to its students. Therefore, the school district develops the position and manages it as it would any personnel within its employ. As in Model 2, the supervision of the worker likely is assigned to a principal or his or her designate.

Figure 2

School-Based Child and Youth Care Position Funding Models



Acknowledgment was made of the Ministry of Social Services ongoing commitment to the provision of “child care worker support” services.

Individual Ministries addressed how they would support the school system through the provision of additional grants and services. Each made some provision for the addition of personnel to provide a wide range of services that would not normally fall within a school systems’ mandate to provide. Some of these new positions may in fact be staffed by those with child and youth care orientations and training. For example, the Ministry of Health committed to providing grants for Early Childhood Intervention Programs.

Through contact and discussions with practicing child and youth care workers at provincial and national conferences, the author has identified three distinct funding models (Denholm & Seibel 1991; Seibel & Ross 1992; Seibel 1992; Seibel 1994) (see Figure 2). In Model 1, funding may be provided by Ministries, other than the Ministry of Education, to non-profit societies. The society takes on the role of providing supervision and management of the service provided to the school. In this model, the mandate of the worker is to be determined within the contractual arrangement between the non-profit society and the funding Ministry. School district administration in the form of principal or board office staff may have some input into position development, placement, and evaluation in this model although the primary roles of supervision and administration are left to the contracting agency.

In Model 2, the service is again funded by another Ministry and the School District becomes the contractor. In this case, it is the School District’s responsibility to provide management and supervision of the position. The actual supervision of the position would likely be the responsibility of a school principal or his/her designate (e.g. school counsellor). Advisory

The management and supervision structures will be as diverse as the agencies or districts that coordinate and supervise the positions. The mandate and role of the worker will also vary considerably based on the contractual arrangements made with each funder and contractor. Because of this diversity, there may be much confusion regarding who has supervisory and evaluation power over the worker (Robinson, 1991). At present, school-based workers practicing in one school district may find that their job, pay and mandate differs greatly from the worker in a neighbouring school district. This may be due to several variables including the funding ministry, supervision model and mandate of funding source (Denholm, 1987). In some school districts within the province, a variety of models may be used. For example, the Sooke School District #62, has workers from Model 1 and Model 2 working side by side. Situations such as this may provide interesting consequences for role and mandate confusion.

No research to date has focused specifically on the differing models and their effects on position role, and work issues. More fully explored, such data may assist those developing positions in selecting a model that best meets the mandate of the funder, lessens role confusion and maximizes supervisory effectiveness. Therefore, if a funder wishes to create a position that has a primary focus of providing services to groups of students or to families, then a more informed decision could be made regarding how to achieve this through the selection of a specific model.

Current Relevant Trends in the British Columbia School System

Recently, there have been small steps in identifying the need for additional 'non-instructional' support in British Columbia's schools (Brummet, 1989; Sullivan, 1988). Sullivan (1988) acknowledged that:

The school is the only public agency required, by law, to deliver services to all children in a given age range. If some of these children are troubled by health and social shortcomings, they inevitably bring them to school, where such problems are sometimes further aggravated by their need to adapt to the culture of the school and the expectations for learning set out for them. Moreover, these problems, whether physical, social, cultural, mental, or emotional in nature, must be somehow addressed by their teachers and classmates. (p. 209)

Sullivan also acknowledged that teachers are not equipped to deal with many of these issues and require the support of the educational system and support services. Additional support was also deemed necessary from other governmental jurisdictions including the Ministry of Social Services, Health, and Attorney General. Brummet (1989), then Minister of Education, supported these statements through the conceptual paper Policy Directions: A Response to the Sullivan Commission on Education by the Government of British Columbia. It was deemed necessary to participate in joint ventures with other government branches in addressing some of the needs highlighted in the Sullivan report.

Although these initial steps were taken, culminating in the Interministerial Protocols previously mentioned, continued work is necessary. Dulcie McCallum (1995), British Columbia's Ombudsman, reviews the present state of the Provinces' school system in her report on "Fair Schools". She highlights the fact that Public Schools are an ideal environment in which to work with children. She states that these are large buildings that are not presently utilized to their full capacity. Her review was

based on eight principles (see Table 7), and acknowledges existing problems and provides numerous recommendations for improvement of this system.

Table 7

PRINCIPLES OF THE 'FAIR SCHOOLS' REPORT
McCallum (1995)

1. All children and youth have the right to be valued and to be treated with respect and dignity.
 2. All children and youth have the right to a fair and equitable education.
 3. All children and youth have the right to receive appropriate advocacy supports.
 4. All children and youth have the right to participate in decisions that affect them, to express their views and to have them carefully considered.
 5. All children and youth have the right to the benefit of the fundamental human rights provided in the United Nations Convention on the Rights of the Child.
 6. All children and youth have the right to a safe physical and emotional environment.
 7. All children and youth have the right to receive appropriate programs from appropriately trained and properly motivated staff.
 8. All children and youth should have the opportunity to access publicly funded services in their home communities or as close to their home as possible.
-

Principle 7 is of particular relevance to child and youth care practitioners within the school environment. This principle states that “all children and youth have the right to receive appropriate programs from appropriately trained and properly motivated staff.” In looking at this statement it is clear that the Ombudsman sees the need to have programs in place that will meet the unique needs of children in today’s world. Equally important is that those who work within these programs have the necessary training and motivation to provide these services. This is especially relevant

as both Sullivan (1988) and McCallum (1995) have noted that the students within the province are highly diversified and that their needs are changing.

After reviewing complaints in schools, McCallum (1995) identified four areas that most agreed were very problematic, including:

- conflict and lack of trust among the educational authorities; including a breakdown in relationships among the school trustees;
- protracted contract negotiations;
- lack of clarity about respective roles of personnel; and
- employees apparent powerlessness to change things. (p. 11)

The present aim of the school is to move from being an institution where the primary focus is upon academics to being an environment where, supported by the family and community, the goal is to focus upon intellectual development, human and social development, and career development (Ministry of Education, 1994). These goals are to be accomplished within an environment of accessibility, relevance, equity, quality and accountability. Although these concepts may appear to be based upon current knowledge and common sense, the reality is these goals are new as many of the supports built within the school structure are inherited from past systems.

The notion of inclusion (see appendix A for definition), has been a primary focus of Canadian Schools in the 1990's (Andrews & Lupart, 1993). This shift provides for the inclusion of students with special needs in the regular school system and classrooms. In theory, providing these opportunities makes sense, but without adequate changes to the system itself, these changes can produce numerous problems for both students and staff within the environment. As a result, teachers suggest that they are faced with having to become "social worker and counsellor with troubled children, or children from disruptive homes" (McCallum, 1995). They also are faced with the realization that they cannot perform their role without the support of others. According to McCallum (1995), those who do provide support

services feel that they “are not able to give attention to each child that parents and teachers believe would be of most benefit” (p. 19).

British Columbia schools are changing as is the population of students. The manner in which the school adapts will have a bearing on child and youth care services. Our understanding of what child and youth care workers are doing and what might be included within the role may assist the development of more effective and relevant support services. The need has been identified for services such as those explored in this literature review. Services will be developed, but to what extent child and youth care fits within this change has yet to be determined. We can postulate that there will be continued position development as the need for such services continues to be highlighted in influential documents (Gove, 1995; McCallum, 1995; Ministry of Education, 1994; Sullivan, 1988).

Therefore, the purpose of this study is to provide a current description of job functions and roles of child and youth care workers within the British Columbia Public School System. Focus will also be placed on determining profiles of roles performed in relation to the funding and supervisory models for the positions. This body of research will provide a synthesis of information that does not presently exist and which is necessary for making informed policy and practice decisions about the future utilization of school-based child and youth care workers in British Columbia.

Chapter 3: Method

Population and Sample

Due to the difficult task of identifying child and youth care workers within school environments by title alone, finding a method of accessing representation from workers employed by school districts and other agencies was challenging. It was necessary to have representation from workers that were funded through School Districts and those who had funding from other Ministries. It was also necessary to have representation from those who were supervised by School District staff as well as non-profit societies in order to identify similarities and differences. Contact was made with practicing child and youth care workers, child and youth care supervisors and board office staff in selected districts within all seven regions of the province. In doing so, it was possible to develop an up-to-date list of practicing workers. With the assistance of these key contacts, names of workers and the school in which they worked were added to a database.

Some of the contacts did not wish to divulge worker names and therefore assisted in the distribution of questionnaires. Where possible, the questionnaires were distributed directly to the workers at their home schools. Respondents were recruited from each of the seven regions (see Appendix B) as identified in the Ministry of Education's Public and Independent Schools Book (1989). This division of the province corresponds to the regions serviced by Correspondence and Distance Learning Branch of the Ministry of

Education. This approach provided a clear categorization of districts geographically and thus ensured representation from a wide variety of urban and rural communities. These regions include:

1. Northern British Columbia
2. North Coast
3. Central Interior
4. North Island
5. South Interior/Okanagan
6. Kootenays
7. South Island/Lower Mainland

A total of 15 of the 75 (20.0%) school districts were involved in this study. Insufficient resources and logistical complexity precluded involving all districts, thus a province-wide survey approach was adopted. Due to the fact that one school district did not have child and youth care services, a random sampling technique could not be utilized. Instead, it was necessary to contact school districts within each region until representation from each region was assured. This process involved interviewing, by telephone, key personnel such as directors of special education, in order to assure that the positions added to the database indeed were child and youth care focused. It was then possible to establish that no teaching assistants, school counsellors or other allied professions were inadvertently sent questionnaires. In this process the author discovered that one of the school districts contacted did not have child and youth care specific positions and therefore it was not used for this study. It was a goal of the study to include at least one school district from each region, and this goal was achieved. Table 8 outlines the actual

number of participating school districts per region along with the total number of districts in each region. All school districts contacted, with the exception of the district not having child and youth care workers, participated in the study. As a result, this sample should adequately represent school-based child and youth care workers within the province.

Table 8

District Representation in Study by Region

	Region	Total No.	Involved
1.	Northern British Columbia	4	1
2.	North Coast	6	1
3.	Central Interior	6	2
4.	North Island	8	2
5.	South Interior/Okanagan	15	2
6.	Kootenays	12	2
7.	South Island/Lower Mainland	25	5

Instrumentation

For the purpose of this study a questionnaire format was chosen for data collection (see Appendix C). The data being explored were suited to a questionnaire format and this instrument could be efficiently distributed throughout the Province. Other forms of data collection such as telephone or personal interviews were considered but proved to be far more costly and unrealistic based on the available resources.

In previous examinations of child and youth care worker roles within school systems (Houndle and Ricks, 1981; McMorran, 1981), and of roles within a variety of child and youth care settings (Anglin, 1984, 1989), questionnaires have been used to identify common role elements and general worker characteristics. The design of this research built upon the approaches used in these studies and it sought to elicit additional information based on the three models mentioned previously (i.e. a) other Ministry funded, non-profit supervised; b) other Ministry funded, school district supervised; and c) school district funded and supervised). General information on each respondent was collected on the first page of the questionnaire using open ended and close ended response categories (Judd, Smith & Kidder, 1991). Demographic questions included within this section sought information on position title, age, gender, education level, and years of experience in present position. Additional information was gathered to identify specific aspects of the position including: school district, program type(s), age group of students, union status of position, supervision/employer model, and funding source. Finally, questions were included to assess the fit between the practitioner's

actual responsibilities within the school system and the formal job description.

In the second portion of the questionnaire, two measures were used to determine what roles were performed within the five identified function areas (see Table 6) and, if performed, the degree of importance of each role. The categories used were modified versions of Denholm's (1993) identified roles of school-based practitioners. Denholm had adapted the previous work of other researchers (Klassen, 1981; Houndle & Ricks, 1981) to develop a framework identifying practice in 5 function areas (i.e. community, family group, individual, and school) and 23 roles across these functions. His research provided a setting-specific basis for exploring the roles of school-based practitioners.

As mentioned earlier, in the summer of 1995 the roles within the function areas were further examined by a group of 21 child and youth care students as part of a regular assignment in a University course instructed by the author. Members of the student group utilized Denholm's functions as a basis for interviewing practicing school-based child and youth care workers. They examined these worker's roles according to the function construct, wrote summary papers of these interviews and then shared their findings with the other members of the class group. The group then worked to synthesize its findings into a chart format, updating Denholm's school-based workers' roles. This process and the information obtained provided an opportunity to explore whether all the roles identified by Denholm (1993) were in fact generally performed by all school-based workers and if any unidentified roles needed to be included in any of the function areas. The findings of this group were used in the construction of pages 3 and 4 of the questionnaire (see Appendix C).

An examination of another survey tool (Anglin, 1989) provided a means of structuring the questionnaire format. Anglin's survey assessed service roles in several child and youth care settings and asked a) whether or not each role was performed, and b) the degree to which they felt they required additional education and training in each area. Using a similar structure, this research tool asked whether or not each role was performed and b) the degree of importance of these roles in the practitioner's daily work within the school system.

The first measure used a closed-ended format in which each respondent indicated either "yes", it is performed, or "no", it is not performed.

The second measure involved using a Likert-type scale to identify the degree to which respondents believed each role was an important part of their regular functions within their positions. The questionnaire instrument was pilot tested on five school-based practitioners from three school districts and three different program types to determine the respondents' ability to utilize the proposed scale and categories. A four point scale was used, and each role was assigned a score indicating its importance to the job as follows:

- 1 = Highly important
- 2 = Quite important
- 3 = Somewhat important
- 4 = Not important

The final portion of the questionnaire asked respondents to identify how their time was spent within their position. Respondents estimated the proportion of time spent within each of the five function areas.

Data Collection

Questionnaires were distributed with pre-addressed and stamped return envelopes and were distributed through one of the following three methods according to the preference of each regional contact.

Method #1. The names of the child and youth care workers and the schools identified from telephone contact with individual school district representatives, were placed on each envelope (n=151, 84.8% of the sample). These envelopes were either sent to the school district for distribution to individual schools or sent directly to the school through Canada Post.

Method #2. The questionnaire packages were distributed via the board office or Canada Post directly to schools identified by a contact as having child and youth care positions (n=22, 12.4% of the sample). The appropriate position titles were highlighted on the envelope and no worker names indicated.

Method #3. The questionnaire packages were provided to a representative of a school district for distribution to all child and youth care workers who were identified by the regional contact within that district (n=5 questionnaires 2.8%).

Questionnaire Return Rates

The questionnaire was distributed to 178 practicing child and youth care workers in 15 school districts within the province of British Columbia. A total of 104 (58.4%) completed questionnaires were returned. Six (3.4%) were returned incomplete and the remaining 68 (38.2%) were not returned. In the participating school districts, the rate of return ranged from 100% to 25% (see Table 9).

Table 9

Return Rates by School District

School District	Questionnaires		Response (%)
	Sent	Returned	
a	22	12	54.5%
b	3	1	33.3%
c	31	15	48.3%
d	5	2	40.0%
e	13	13	100.0%
f	21	10	47.6%
g	18	12	66.7%
h	24	19	79.2%
i	7	3	42.8%
j	12	6	50.0%
k	7	3	42.8%
l	4	3	75.0%
m	4	1	25.0%
n	2	1	50.0%
o	5	3	60.0%
<i>Total</i>	<i>178</i>	<i>104</i>	<i>58.4%</i>

Across regions, the rate of return varied from 40.0% to 82.4% (see Table 10).

Table 10

Return Rates by Region

Region	Questionnaires		Response (%)
	Sent	Returned	
1. Northern Province	5	2	40.0%
2. North Coast	5	3	60.0%
3. Central Interior	14	6	52.0%
4. North Island	17	14	82.4%
5. South Interior/Okanagan	33	16	48.4%
6. Kootenays	25	13	42.8%
7. South Island/Lower Mainland	79	50	63.3%

In distributing questionnaires, efforts were made to ensure that those regions providing educational services to more students would have greater worker representation within this study. As a result, the South Island/Lower Mainland region which had the highest student population, 61.7% of the overall student population, received the greatest number of questionnaires. The region with the fewest number of students, the Northern region with 2.2% of student in the province, received the fewest questionnaires. Table 11 sets out the percentage of students and the percentage of questionnaires sent and received across all seven provincial regions. The figures used to determine student population by school district were obtained from the School Financial and Data Management Branch of the Ministry of Education (1996).

Table 11

% of Representation by Region
Comparisons of Study Involvement and Overall Student Population

Region	Questionnaires		Overall Student Population (%)
	Sent	Returned	
1. Northern Province	2.8%	1.9%	2.2%
2. North Coast	2.8%	2.8%	2.8%
3. Central Interior	7.9%	5.8%	6.9%
4. North Island	9.6%	13.5%	9.0%
5. South Interior/Okanagan	18.5%	15.3%	13.0%
6. Kootenays	14.0%	12.5%	4.7%
7. South Island/Lower Mainland	44.4%	48.1%	61.7%

The Kootenay region is over represented and the South Island/Lower Mainland region underrepresented in the sample, however, it was decided that all identified workers within each district would receive questionnaires, and that the overall worker representation ensured a reasonably balanced Provincial profile. In retrospect, better representation from the South Island/Lower Mainland region would have been achieved by adding one or two school districts to the sample.

Data Analysis

Analysis of data has been presented in a descriptive manner.

Background information on subjects, including age, gender, years of service within their present position and level of education, has been analyzed to determine averages and to describe general characteristics of those working within child and youth care roles within the school system.

Also included are data on the program type which have been analyzed by district, age of children/youth served, setting, funding source, supervisory/employer structure and familiarity with job description. These data provide the basis for determining program characteristics and how these programs are managed. Qualitative comments on how workers thought present positions could be improved have been coded, analyzed and presented later in this chapter.

A significant portion of the questionnaire (i.e.: pages 3 and 4) focused exclusively on the roles and functions of the worker. Percentages have been calculated to demonstrate what roles, by function area, are likely to be performed by school-based workers. This information is further broken down for the two sub-groups, a) those hired and supervised by school districts and b) those hired and supervised by non-profit societies. Appendix D provides mean scores indicating the relative importance of each role and function area for the two sub-groups as perceived by the respondents.

Finally, the percentage of time spent in each of the five function areas has been compiled and presented.

Chapter 4: Results and Discussion

The purpose of the present study was to provide a descriptive account of school-based child and youth care work in the province of British Columbia including an analysis of the roles these workers perform in their daily practice. Through an examination of the existing funding and supervisory models, it was also hoped that profiles of the roles performed in relation to the manner in which services are delivered within the school system could be developed.

This chapter is organized into four major sections: 1) Demographic Information; 2) Program Type; 3) Funding Structure; and 4) Roles of Workers.

Demographic Information

The first identified study of school-based child and youth care workers was undertaken by Houndle and Ricks in 1981. Their research involved distribution of a three page questionnaire to 61 practicing school-based child and youth care workers within the Victoria and Vancouver area. A total of 32 completed questionnaires were returned (return rate of 52.5%). Their findings provide the opportunity to examine how certain demographic characteristics may have changed over the last fifteen years. It is important to note that their findings were based on the work done in one region of the province, whereas the findings of this study provide a more encompassing exploration of the entire province.

Houndle and Ricks (1981) described school-based child and youth care workers as being:

... young and predominantly female (56%). While the average age was 29.5 years, 69% were 20-29 years old. Being young, they had not worked for long at their current job (average 16 months) or at any job as a child care worker in the school (average 28 months)..... Most respondents (53%) had bachelor's degrees in subjects such as Psychology, Political Science, American History, English and Linguistics. Additionally, 16% of the workers had completed high school graduation, 13% had completed two year college, 9% had master's degrees and 9% unknown. (p. 34)

On the basis of the study being reported in this paper, it appears that the workers today are older, more experienced and better educated in relevant discipline areas for the challenges that they face in their work. The work in the schools is still predominantly done by female workers. Respondents to the questionnaire were 73.1% (N= 76) female and 21.1% (N=22) male. A total of 5.8% (N=6) of the respondents did not respond to this question.

The workers today seem to have far more experience than the workers of the 1980's. Respondents were asked to identify the length of time that they had been in their present position (see Table 12). Whereas, Houndle and Ricks found that the workers surveyed in their study had on average under one year of direct experience, this study has demonstrated that 68.2% had over three years experience in their present position including 34.7% who had over six years experience in their current role. This figure does not account for other related experience that these workers may have had. It can be gathered that these workers do have a strong experience base from which to do their jobs.

Table 12

Number of Years in Their Present Position

Number of Years	Frequency	Percent
• 0 to 2 years	32	30.8%
• 3 to 5 years	36	34.6%
• 6 to 10 years	22	22.1%
• over 10 years	12	11.5%
non response	1	1.0%

The school-based worker today is older than the respondents in the Houndle and Ricks (1981) study. While the previous study found the mean age of workers to be 29.5 years, this study found a mean age of 37.5 years. There was no significant difference in age based on gender with the mean age of males being 36.6 years and females 37.9 years.

Those participating in this study were asked to identify their educational background. There were six possible categories that could be chosen including: some high school, high school diploma, some college courses, college certificate or diploma, undergraduate university degree, graduate degree. The highest level of education identified by respondents was considered for data analysis.

These findings vary quite significantly from those of Houndle and Ricks (1981) (see Table 13). The primary differences are that there are fewer

school-based workers with high school diplomas as the highest level attained; the previous study citing 16%, this study 1.0%. Those with college credentials were 13% in the previous study and in this study 15.4%. The percentage of those with undergraduate degrees was less in the current study with 45.1% compared to the previous study's 53% and graduate degree level training also showing a reduction from 9% in the previous study to 4.8% in this study.

Table 13

Highest Educational Level Achieved

Educational Level	Frequency	Percent
• some high school	0	0.0%
• high school diploma	1	1.0%
• some college courses	16	15.4%
• college diploma or certificate	35	33.7%
• undergraduate university degree	47	45.1%
• graduate degree	5	4.8%

It should be acknowledged that the Houndle and Ricks (1981) study focused on the Victoria/Vancouver area and when comparing the responses from this region in this study the results show that those in this region tend to have higher levels of education than those in other regions of the province. Table 14 provides a breakdown of the responses of workers within this study who were employed within the Lower Mainland/South Island region. Within this region 76.0% of the respondents had an University Degree at either an undergraduate or graduate level. Of the respondents in

this region 10.0% had graduate level education. The lowest educational level achieved by this group was a college certificate or diploma.

Table 14

Highest Educational Level Achieved
Lower Mainland South Vancouver Island Region

Educational Level	Frequency	Percent
• some high school	0	0.0%
• high school diploma	0	0.0%
• some college courses	6	12.0%
• college diploma or certificate	6	12.0%
• undergraduate university degree	33	66.0%
• graduate degree	5	10.0%

Differences in University Level training with the entire population of this study may be explained through examining the different opportunities that participants from each study had in accessing University programs. In the Houndle and Ricks study, all participants would have had access to one of three Universities in their local region. Workers in this study are from across the province and do not have the same opportunities for University education.

The area that has shown considerable change is in which academic areas the education was attained. Houndle and Ricks identified areas such as Psychology, Political Science, American History, English and Linguistics. Respondents in this study identify training in the helping professions as the

primary focus of their educational credential, child and youth care education being most often identified at 31.3% (n=26) (see Table 15). Of those participants who responded to this question, 97.6% (n=80) received their training in helping professions. Those in the “other” category have included areas such as recreation, history, and electronics.

Table 15

Academic Area of Study
(n=82)

Academic Area	Frequency	Percent
Child and Youth Care	26	31.3%
Social Work	16	19.3%
Psychology	11	13.3%
Education	8	9.6%
Criminology	6	7.2%
Early Childhood Education	3	3.6%
Counselling	3	3.6%
Human Services	2	2.5%
Other	8	9.6%

Note: in cases where an academic area was only identified once, it was added to the “other” category.

Program Type

Denholm (1993) suggested that many child and youth care services were developed because of the “normalization movement” of the 1960’s. A direct result of this movement was the focus on the integration of special needs students, in the 1970’s, into the regular school system and then the need to mainstream children in the 1980’s (Andrews & Lupart, 1993). These philosophical shifts left schools unprepared for the challenges that they now faced and required new personnel to assist with these transitions.

Initially, school principals may have established special alternative programs to meet the needs of the student without disrupting the regular classroom environment (Denholm, 1993). Thus the child and youth care worker became part of the alternative program team. The focus on the manner of working with these students continued to change and in the 1990’s is now shifting to an inclusive focus, which entails a more active involvement of the special needs student within the regular classroom environment (Andrews & Lupart, 1993). One outcome for the child and youth care worker is that positions that may traditionally have been attached to alternative environments are now placed within the regular school environment.

In this study, 53.8% (n=56) of workers identified themselves as working in the regular school setting while 43.3% (n=45) are located in alternative

programs. An additional 2.9% (n=3) stated that they worked in both regular and alternative settings.

An examination of differences based on age of student was also undertaken to see if there was more of a likelihood that younger students received child and youth care service in the regular school environment and older students in alternative programs. Table 16 outlines the responses to this question. Those workers providing service to younger children are more likely to function with these students in the regular school environment. Of those workers providing service in the primary program, kindergarten through grade four, 89.9% (n=10) work in the regular school setting and 9.1% (n=1) in an alternative program. Those working with intermediate age students are more likely involved in alternative programs than those working with primary students yet are still more apt to have contact with students in the regular school environment. Of those workers who indicated having contact with both primary and intermediate students within their role 94.7% (n=18) reported working within the regular school environment.

When the workers identified themselves as working with students in the secondary school stream it was far more probable that this contact would occur in an alternative school/program environment. This contact was reported by 72.7% (n=32) in alternative programs as opposed to 22.7% (n=10) in the regular school environment. Three of the respondents reported working in both environments. If the workers identified working with both intermediate and secondary students, this contact occurred 56.6% (n=5) of the

time in the regular school environment and 44.4% (n=4) of the time in alternative programs.

Table 16

Age Group of Students Serviced by Workers

	Frequency	Percentage	Alternative	Regular	Both
Primary	11	10.6%	1	10	0
Intermediate	14	13.4%	5	9	0
Secondary	45	43.3%	32	10	3
Primary & Intermediate	19	18.3%	1	18	0
Intermediate & Secondary	9	8.7%	4	5	0
All Three	4	3.8%	1	3	0
No Response	2	1.9%	1	2	0
Total	104	100%	45	57	3

Funding Structure

Respondents highlighted three types of funding models as outlined in Figure 2 (see page 24). Funding for school-based worker positions may be provided by School districts using part of their block Ministry of Education funding. It may also be provided by other ministries such as the Ministry of Social Services or Health which are then managed by the school district or through a non-profit or proprietorship agency.

This research demonstrates that the Ministry of Social Services supports the greatest number of positions either fully or partially with 63.4% of respondents identifying the Ministry of Social Services as a funder of their position. The School Districts also financially support, either fully or partially, 51.0% of respondents' positions. Other funding sources, including the Ministry of Health, account for less than 7% of position funders. Table 17 provides a breakdown of these funding arrangements and partnerships.

Table 17

School-based Child and Youth Care Worker Position Funders
(n=104)

Funder	Full Funding	Partial Funding	Overall Involvement
Ministry of Social Services	46.2% (48)	17.3% (18)	63.4% (66)
Ministry of Education	32.7% (34)	18.3% (19)	51.0% (53)
Ministry of Health	0% (0)	1.9% (2)	1.9% (2)
Other sources	-	-	4.8% (5)

Funders determine in which manner the funds and positions are to be managed and supervised. In 51.9% (n=54) of the cases respondents identified school districts as being their employer, 47.1% (n=49) identified non-profit societies and 1.0% (n=1) identified proprietorship agencies as being their

employer. The Ministry of Social Services may provide funding directly to the school district, to non-profit societies, or to proprietor agencies, which then become the employers of the workers. Of the 17.3% (n=18) of workers that it funded, 61.1% (n=11) were employed through the school district and 38.9% (n=7) were employed through non-profit societies.

When full funding for positions was provided by the Ministry of Social Services, 85.4% (n=41) were managed through non-profit societies. A total of 12.5% (n=6) were employed through School Districts and 2.1% (n=1) through a proprietorship agency.

Ministry of Education funding remained primarily within the School Districts. In cases where Ministry of Education provided full funding for positions, 97.1% (n=33) of the workers were employees of the school district and only 2.9% (n=1) were employed by a non-profit society. In cases where partial funding was provided 63.2% (n=12) of the respondents were employed through the school district and 36.8% (n=7) were employed through non profit societies. All seven respondents who identified other Ministries or agencies as funders of their positions identified the school district as the employer.

It is incumbent upon the employer to assign supervisory responsibilities over these positions. In 89.8% (n=44) of the cases where non-profit societies were the employer, workers were supervised by representatives from the non-profit society. In 4.1% (n=2) of these cases, supervision was a shared responsibility between a representative of the non-

profit agency and the school principal. Finally, 6.1% (n=3) were supervised by the school's vice-principal.

When the school district was the employer, the role of supervision was assigned to other school district personnel or committees. Table 18 represents the assignment of supervisory duties for school district employees.

Table 18

Primary Supervision of School District Child and Youth Care Employees
(n = 54)

Supervisor	Frequency	%
School Principal	28	52%
Teacher	11	20%
Board Office Representative	6	11%
Principal and other	3	6%
Counsellor	2	4%
School-based Team	1	2%
Vice Principal	1	2%
Other representative	1	2%
No response	1	2%

Union Involvement

Those working in school-based child and youth care positions are likely to belong to a union. A total of 69.2% (n=72) of respondents reported belonging to a labour union, 26.9% (n=28) reported no union membership and 1.9% (n=2) did not respond to the question. Those employed by school districts belonged to a labour union in every case, while 59.6% (n=28) of those employed by non-profit societies had union affiliation.

There were a total of 4 different unions representing respondents, the two most identified unions being the Canadian Union of Provincial Employees, and British Columbia Government Employees Union.

Roles and Functions

Respondents to the questionnaire evaluated the extent to which they performed specific roles within five function areas of their job. They were asked first whether or not a certain role was part of their job, and second how important roles they performed were. Tables 19 - 23 present their responses to what extent the roles are performed. These tables also provide a breakdown of findings based on who employs the child and youth care worker, a) the school district or b) a non profit society. A synthesis of the importance ratings for each of the roles is also provided in Appendix D.

Community Related Function

The first area explored was the community related function. This area involves work that has the school-based practitioner branching out into the local or professional community. This function involves roles that may see the school-based worker act as a representative of the school or school-based program, provide services that benefit the community, act as an advocate for the student or the students' family, or communicate or liaise with outside professionals.

Table 19 presents workers' responses to the list of possible roles within this function area. As well, a breakdown is provided within the table of task performance according to whether workers are employed by school districts or non-profit societies. It should be noted that there was only one respondent who identified a proprietorship agency as an employer. As a result this individual's reactions were included in the overall percentages but were not considered in the sub-group calculations.

Table 19

Community Related Function

Role	Overall Performed (n=104)	School District Employees Performed (n=54)	Non-profit Society Employees Performed (n=49)	χ^2 value (prob.)
Liaison with other professionals within the Community	92.3% (96)	88.9% (48)	95.9% (47)	1.77 (0.183)
Inform and provide information on community resources	82.7% (86)	70.4% (38)	95.9% (47)	11.63 (<0.001)
Develop partnerships with other community professionals	76.9% (80)	64.8% (35)	89.9% (44)	8.97 (0.003)
Advocate for other community services	60.2% (62)	48.1% (26)	73.5% (36)	6.87 (0.009)
Supervise practicum students	56.7% (59)	50.0% (27)	63.2% (31)	1.84 (0.175)
Participation in community committees	47.1% (49)	44.4% (24)	51.0% (25)	0.45 (0.505)
Providing parent education courses and groups in the community	41.3% (43)	29.6% (16)	53.1% (26)	5.84 (.0157)
Average performed		64.0%	78.4%	

Respondents who were employed by non-profit societies were more likely to identify roles within the community related function area as being performed within their position. As a non-profit society is community-based it understandable that their employees would have stronger ties to the community. Those working for the school district would not necessarily

have the same access to the community nor the freedom to venture off school property.

Family Related Function

The second area explored was the family related function. This area involves performing activities that are focused upon the families of identified clients. In some positions the work with families may be integral to the work done. Work involving other families, not associated directly with clients within the school (i.e.. parent skills training groups), would be considered to be part of the previous function area.

Table 20 presents the findings related to this function area including a breakdown according to those employed by school districts.

Table 20

Family Related Functions

Role	Overall Performed (n=104)	School District Employees Performed (n=54)	Non-profit Society Employees Performed (n=49)	χ^2 value (prob.)
Act as a role model (activities and behaviours)	96.2% (100)	92.6% (50)	100% (49)	3.77 (0.052)
Have regular family contact via telephone and mail	92.3% (96)	87.0% (47)	98.0% (48)	4.27 (0.039)
Provide families with referrals to other agencies as needed	87.5% (91)	75.9% (41)	100% (49)	13.50 (<0.001)
Provide home visits	73.1% (76)	55.6% (30)	91.8% (45)	17.08 (<0.001)
Provide parent education	70.2% (73)	50.0% (27)	91.8% (45)	21.37 (<0.001)
Provide parent /family counselling	65.4% (68)	48.1% (26)	83.7% (41)	14.26 (<0.001)
Co-ordinate family activities	26.0% (27)	20.4% (11)	30.6% (15)	1.43 (0.232)
Average performed		61.4%	85.1%	

As with the community related function, respondents who were employed by non profit-societies were also more likely to identify the roles within this function area as being performed within their school-based position. There were significant differences between these two employee groups on all seven roles within this function indicating that those working

for non-profit societies have far more contact and involvement with the families of their clients.

Group Related Function

The group related function was the third area explored. This area involves direct service activities to groups of students and or families. Examples of this type of work include involvement in group counselling on topics such as anger management or self esteem.

The breakdown of functions presented in Table 21 presents responses to the list of possible roles within this function area. As in the previously discussed function area tables, a breakdown is provided within the table of differences in performance of tasks according to those employed by school districts and non-profit societies.

Table 21

Group Related Functions

Role	Overall Performed (n=104)	School District Employees Performed (n=54)	Non-profit Society Employees Performed (n=49)	χ^2 value (prob.)
Involvement in "individualized education plan"	89.4% (93)	94.4% (51)	83.7% (41)	3.12 (0.077)
Team facilitation with teacher on non-academic topics	84.6% (88)	87.0% (47)	81.6% (40)	0.57 (0.450)
Facilitate groups on topics such as: life skills and social skills	80.8% (84)	70.4% (38)	91.8% (45)	7.57 (0.006)
Group Liaison (arrange guest speakers and resources)	56.7% (59)	53.7% (29)	59.2% (29)	0.31 (0.575)
Coordinate special events for youth (e.g. a youth conference)	40.4% (42)	38.9% (21)	42.9% (21)	0.16 (0.682)
Provide parent discussion groups	35.6% (37)	22.2% (12)	49.0% (24)	8.09 (0.004)
Provide advocacy and leadership for youth groups within community	32.7% (34)	31.5% (17)	34.7% (17)	0.12 (0.729)
Average performed		56.9%	63.3%	

Respondents who were employed by non-profit societies were also more likely to identify the roles within this function area as being performed within their school-based position, although, the difference was not as significant as was demonstrated in the previous function areas.

Individual Student Related Function

The fourth area explored was the individual student related function. This area involves activities that are focused on individual student needs and support.

The responses to the list of possible roles within this function area are listed in Table 22.

Table 22

Individual Related Function

Role	Overall Performed (n=104)	School District Employees Performed (n=54)	Non-profit Society Employees Performed (n=49)	χ^2 value (prob.)
Building rapport and relationships with children	100.0% (104)	100% (54)	100% (49)	- (1.000)
Facilitate and development of life skills in children and youth	100.0% (104)	100% (54)	100% (49)	- (1.000)
Acting as a role model for children and youth	99.0% (103)	100% (54)	98.0% (48)	1.11 (0.291)
Facilitate and development of social skills in children and youth	99.0% (103)	100% (54)	98.0% (48)	1.11 (0.291)
Assess individual needs through observation of behaviours	99.0% (103)	100% (54)	98.0% (48)	1.11 (0.291)
Provide advocacy for children and youth with others	98.1% (102)	96.3% (52)	100% (49)	1.85 (0.173)
Promote self-care and basic needs acquisition in children and youth	97.1% (101)	96.3% (52)	98.0% (48)	0.25 (0.616)
Develop and implement intervention plans	95.2% (99)	90.7% (49)	100% (49)	4.76 (0.029)
Co-develop "individualized education plans" (social emotional focus)	89.4% (93)	94.4% (51)	83.7% (41)	3.12 (0.077)
Provide counselling service and referral	86.5% (90)	77.8% (42)	95.9% (47)	7.19 (0.007)
Provide mentorship for children and youth	83.7% (87)	79.6% (43)	87.8% (43)	1.23 (0.267)
Average performed		94.1%	96.3%	

It is apparent that the individual related function is core to both groups of employees and shows the least difference in mean performance levels. The only role that demonstrates considerable difference is in the provision of counselling and referral services to students. Those working for non-profit societies are more likely to perform this role.

School Related Function

The fifth and final area explored was the school related function. This area involves activities that focus upon the needs of the school environment as opposed to the specific needs of identified students and families or outside community. Table 23 presents their reaction to the list of possible roles within this function area.

Table 23

School Related Function

Role	Overall Performed (n=104)	School District Employees Performed (n=54)	Non-profit Society Employees Performed (n=49)	χ^2 value (prob.)
Provide crisis interventions/ conflict resolution within the school	89.4% (93)	90.7% (49)	87.8% (43)	0.24 (0.624)
Involvement in student services team	82.7% (86)	77.8% (42)	87.8% (43)	1.77 (0.183)
Become a resource person for social issues within the school	76.0% (79)	70.4% (38)	81.6% (40)	1.77 (0.183)
Educate teachers and other school staff to child and youth care role	71.2% (74)	66.7% (36)	77.6% (38)	1.50 (0.220)
Involvement in field trips	70.2% (73)	79.6% (43)	61.2% (30)	4.21 (0.040)
Establish and run school programs (e.g. school lunch programs)	33.6% (37)	40.7% (22)	30.6% (15)	1.14 (0.284)
Provide tutorial services within the school	36.5% (38)	63.0% (34)	8.2% (4)	33.13 (<0.001)
Advocate for funds within the school	33.7% (33)	35.2% (19)	28.6% (14)	0.52 (0.473)
Average performed		65.3%	57.9%	

This function area was the only one involving greater participation by those employed by school districts than those employed by non-profit societies. School district employees in two cases were significantly more likely to identify roles that benefited the school overall, whereas the non-

profit society employees were more likely to identify roles that benefited their clients. This is an understandable difference as the school district employee may be required to support the needs of the school, whereas the non-profit society employee is directed by a contract which likely provides more clarity on what tasks are to be performed and which are not. The most notable reaction to roles was that relating to providing tutorial services to students. Sixty-three percent (n=34) of school district employees identified this being a role within their position whereas only 8.2% (n=4) of the non-profit society employees did so.

Time Spent In Function Areas

Respondents were asked to assign a percentage of time spent in their present role in each of the five function areas. Table 24 presents responses including a breakdown by employer. These figures support the previous tables demonstrating those roles performed by child and youth care workers in each of the employee groups.

Table 24

Percentage of Time Spent in Each of the Function Areas
(n=102)

Function Area	Mean % of Time All Respondents	Mean % of Time School Dist. Empls.	Mean % of Time Non-Prof. Empls.
Community Related Function	8.4%	7.4%	9.6%
Family Related Function	13.6%	7.2%	20.3%
Group Related Function	11.8%	12.0%	11.6%
Individual Related Function	45.3%	46.7%	43.7%
School Related Function	21.3%	27.2%	14.8%
Total	100%	100%	100%

Of primary significance is the amount of time that school district employees spend in school related functions as compared to non-profit society employees. Also significant is the amount of time that non-profit society employees spend in the family related function as compared to the counterparts hired by the school district.

Even though far more non-profit society employees highlighted roles associated with the community and group related function areas, it appears that there is little difference in the amount of time actually spent performing these functions. What becomes apparent is that the majority of worker time spent, regardless of employer, is in contact with students within the school environment. When collapsing the three categories involving school-based

activity, namely Individual, Group and School related functions, clearly the worker operates most of the time within the school environment with students (85.9% school district employees, 70.1% non profit society employees).

Issues Identified By School-based Workers

In order to probe the areas for possible future development with school-based child and youth care positions, respondents were asked the open ended question "how could your present position be improved?". Of the 104 subjects involved in the study, 84.6% (n=88) responded to this question and several common themes emerged. Of greatest concern to respondents was a lack of understanding on the part of other professionals and school staff as to the role of the child and youth care worker in the school (34.1%). Often attached to this issue was the fact that workers did not feel valued or appreciated for the professional services that they were providing within the school.

This led into the next most identified (26.1%) issue of low pay for child and youth care staff. As one worker stated "I make half of what the school counsellor makes although we have the same level of training." Another commented on the "disgustingly (low) pay for the professional services being offered". A third respondent disclosed that "there is no incentive to develop professionally as the school district does not acknowledge attempts as they do monetarily with teachers".

For many workers there appear to be issues concerning the amount of time allotted for their positions. In total, 22.7% of those identifying issues stated that they did not have adequate time to prepare for and carry out their duties. Some identified being given only five to seven hours per day to carry out eight hours worth of work.

Two other issues were identified by more than 10% of workers: a) the need for stronger team work and communication between school staff, and b) the need for lower caseloads or increased control over case loads. Other issues highlighted less frequently have been included in Table 25.

Table 25

Identified Issues
(n=88)

Issue	Frequency	%
Increased understanding & value by others of CYC role	30	34.1%
Better pay	23	26.1%
More hours to do the work	20	22.7%
Better team work and communication between school staff	9	10.2%
Lower caseloads or more control over case load	9	10.2%
More professional dev. opportunities	5	5.7%
Schools become proactive and student focused	4	4.5%
More access to resource materials and staff	4	4.5%
Private work space (office)	3	3.4%

Note: 15.4% (n=16) of respondents to this study did not provide suggestions on ways in which to improve their positions. The above table represents the remaining 84.6% (n=88) who did.

Chapter 5: Conclusion and Implications

The impetus for this study was to gain a more comprehensive understanding of the functions and roles of the school-based child and youth care worker in British Columbia. Basic to such an understanding is a descriptive analysis of the work performed, the relative importance of the various roles and functions as perceived by the workers, the relationship between roles and the funding and supervisory models utilized, and the time allocated to each area. It was not known at the outset of the study how many child and youth care workers functioned within the British Columbia public school system. This examination of roles in 15 of the 75 (20%) school districts uncovered a total of fifteen different job titles used for the child and youth care positions, making a clear identification of workers difficult. Also, as Denholm (1993) articulates in his writings, there is a wide range of roles and a number of program models in which these workers function. It appears far easier to identify and analyze the work of other school personnel such as teachers who have common titles, role descriptions, and funding sources.

While the actual number of workers functioning within the school system is difficult to determine, on the basis of this study a reasonable estimate may be made. It is important to note that one school district contacted had no child and youth care positions while others had a significant number, with many variations across the board. In examining child and youth care worker to student ratios in the school districts involved in this

study, including the one having no workers, a mean ratio of one child and youth care worker to every 1105 students was calculated. These figures are based on student enrollments identified by the Ministry of Education School Financial and Data Management Branch (1996). With a ratio of 1/1105 and a total enrollment of 594,773 students in the Province, it can be estimated that there are approximately 538 school-based child and youth care workers in the province of British Columbia.

Given the significant number of workers and the importance of their roles and functions within the schools, there is a need to develop a fuller understanding of how these positions operate and how they are managed, funded and established. This work contributes a more comprehensive, province-wide information base and perspective to this task than has been previously available.

Implications and Recommendations for the British Columbia School System

In this author's experience, school-based workers in the province tend to enjoy the challenge and variety of their work within the school system. Many of these same workers also experience frustration at the lack of understanding of their roles and importance by others working within the school system. It would appear that due to the complex and demanding nature of the work, well qualified and skilled workers are required. On the basis of the findings of this study, it is evident that many school districts are

now attracting more trained and experienced workers and, once hired, many are remaining in their job for a considerable length of time.

However, to more fully and effectively utilize this service within the school system, several steps are recommended. First, this group remains largely undefined and unidentified within provincial Ministry of Education literature even though the need for such services has been well recognized by those reviewing the education system and services to children and youth in recent years (Gove 1995; McCallum 1995; Sullivan 1988). Guidelines are provided in the School Act for teachers and teaching assistance, yet no mention is made of this emerging school-based profession. As well, little reference is made to school-based child and youth care work in other Ministry of Education documents. Therefore, it is recommended that the Ministry of Education undertake a process to better articulate and define this role within the provincial education system.

In the Report of the Gove Inquiry into Child Protection (1995), Judge Gove recommends that both the Ministry of Education, in the school system (p. 279), and the Ministry of Social Services, in communities (p. 258), provide more school-based child and youth care worker services. Without a clear understanding of what services this group can and should provide, we are likely to continue to see a fragmented and disjointed service delivery system as well as an underutilization of their expertise. On the basis of the findings of this study, the need to examine what services a school district requires prior to choosing a program model and supervisory structure is apparent. If

the primary goal is to supplement the teaching function through provision of tutorial services, supervising lunch programs and assisting in field trips, then the School District funded model would appear more suitable. However, if the vision for the role is to take maximum advantage of the interpersonal, family and community skills of the child and youth care worker, then the non-profit sector clearly offers the preferred location for undertaking such work.

One of the issues identified as a concern by workers, namely their low pay, is paradoxically one of the features that make this group of workers attractive for the education system. It is difficult to actually determine the difference in pay that child and youth care staff and other school staff receive due to the autonomous manner in which each school district bargains with the unions representing their employees. Robinson (1991) suggests that school-based child and youth care workers make approximately half the salary of a school counsellor. Therefore, services to children and their families can be provided in a relatively economical way by child and youth care staff. Related to this is the perceived threat of these positions to existing school personnel. It is therefore necessary for those developing and supervising these positions to ensure that child and youth care services provide expanded or complementary services, and that they do not in fact replace existing roles. Without clear job descriptions and an overall understanding of these roles by other school personnel, there is a risk that child and youth care workers will be drawn inappropriately into the roles of other professionals. Therefore, it is

critically important that the Ministry of Education develop clear and detailed job descriptions for these positions, and that these be well communicated to all personnel, including unions, within the education system.

Once steps have been taken to better define the role of child and youth care workers within the school system, attempts should be made for the ongoing education of school trustees and school administrative staff on the role of child and youth care workers. This seems especially important due to the amalgamation process of various school districts which is now underway within the province. It is likely that school districts with differing child and youth care delivery models will be faced with the decision of which existing models will be utilized and which may be eliminated. Those with a greater understanding of the role of these workers will be better able to make informed decisions.

Because of the challenging and complex roles that child and youth care workers are expected to perform, employers should support and acknowledge their continuing education and training. Respondents highlighted the lack of this support when identifying areas in which their position could be improved. It is likely, with the diverse needs of today's student and the multi-faceted role of the workers, that without this training workers can not be expected to be prepared for many of the challenges they face.

School-based child and youth care workers also need to take responsibility in raising their profile within the provincial education system. At this time some smaller associations exist, such as the Southern Vancouver

Island Youth and Family Counsellors' Association. Yet, as an entire body there has been no mobilization. As a larger group there would be a greater ability to lobby on behalf of themselves and the students they have contact with. This group could also assume leadership in addressing issues such as the lack of training opportunities for school-based child and youth care workers.

In summary, it appears that numerous student and school needs exist that are not being addressed by other school personnel due to lack of training, support or time (McCallum 1995; Sullivan 1988), and that child and youth care workers may be best suited to meet many of these needs. However, much developmental work remains to be done to ensure that role of these workers can be maximized within both the provincial education system, and the child and youth service system as a whole. Steps 1 in achieving this is through the education of school personnel, principals, administrators and trustees on the potential role child and youth care workers could have in the school system. Step 2 involves changes in provincial education policy.

These changes are only likely to occur if the practicing school-based child and youth care workers develop a voice through mobilization. Without the collective involvement of this presently fragmented group, success will likely only occur in individual schools or school districts.

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APPENDIX A

Definition of Terms

School-based Child and Youth Care Worker:

A front-line practitioner within the school system whose primary focus is on the promotion of behavioural change and personal growth in children and adolescents who are having difficulty coping with the school environment. These difficulties may be the result of social, emotional and physical problems. With special emphasis and skills in the areas of child and family development workers offer a range of non-academic functions within the school. (Denholm, 1986)

Incidence:

The number of specifically defined exceptional individuals in the population at a given time. (Andrews & Lupart, 1993)

Inclusion:

Is the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction. (Special Education Advisory Committee, 1994)

Integration:

Is one of the major strategies used to achieve an inclusive philosophy. Integration sees students with special needs included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations and adaptations, determined on an individual basis, to enable them to be successful there. The principle of "least restrictive/most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms, or assigned to an alternative placement. (Special Education Advisory Committee, 1994)

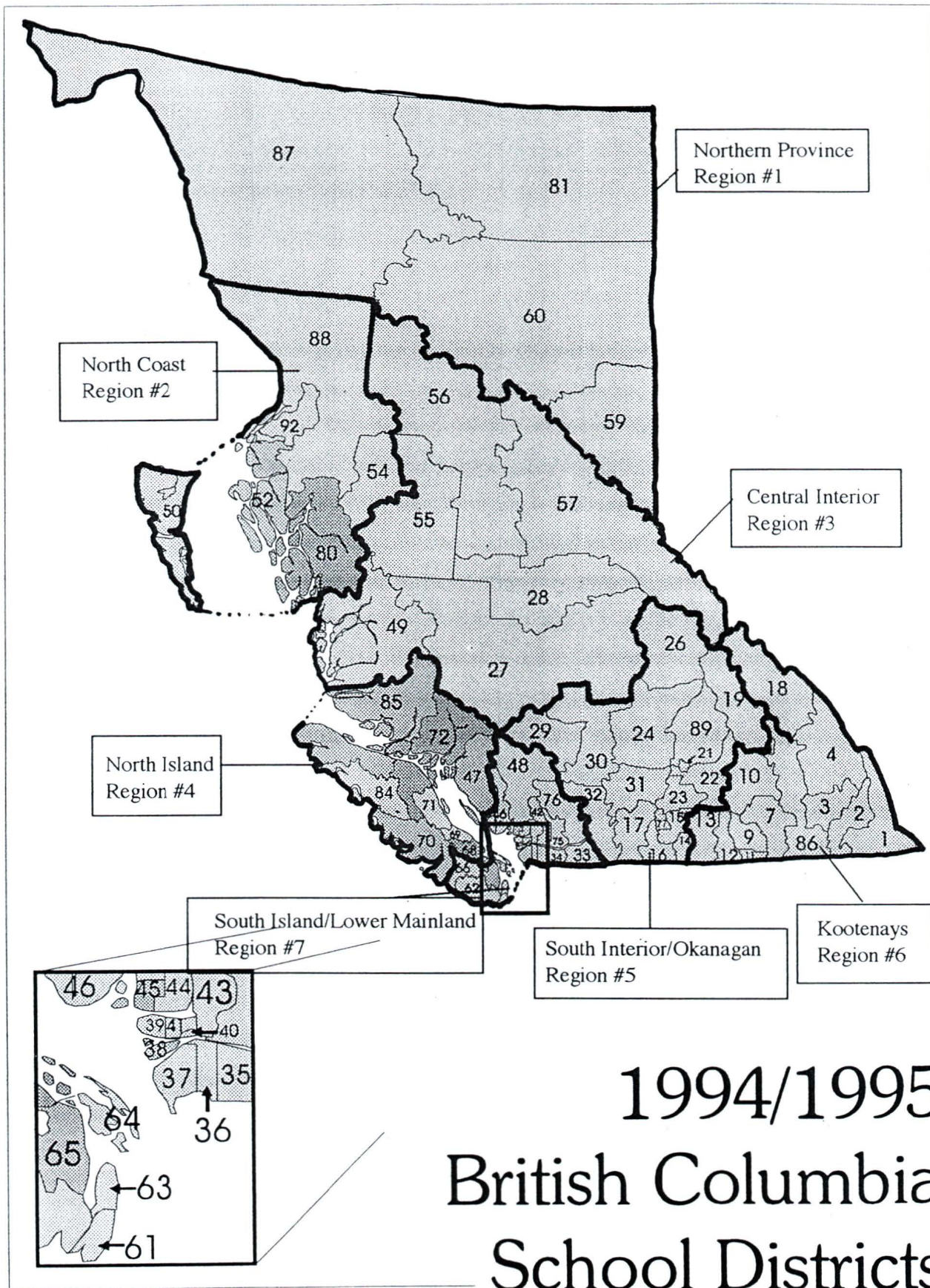
Mainstreaming:

Is a term which was used during the early years of the movement towards integration of students with special needs, but which has been replaced by the term "*integration*". (Special Education Advisory Committee, 1994)

Special Needs Student:

Are students with special intellectual, physical, learning, perceptual or behavioural/emotional needs which must be met in order for them to benefit from an educational program. (Special Education Advisory Committee, 1994)

APPENDIX B



APPENDIX C

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April 15, 1996

Dear School-based Child and Youth Care Worker,

Please find enclosed a copy of the "School-based Child and Youth Care Worker Role Questionnaire". I am conducting this research as part of my Master's thesis at the University of Victoria. Workers from around the Province are being asked to complete this questionnaire in order for me to develop a comprehensive description of what workers, such as yourself, are doing in their roles in various school districts. Additional information such as demographic information (age, gender, past educational experience, etc.) will also be examined.

Your participation in this study is completely voluntary. If you decide not to participate please do not complete the questionnaire. This questionnaire is not an expectation of your employment and non completion will not affect you adversely in any way. I would appreciate, if you choose not to complete this document, that you send the incomplete questionnaire back to me in order that I know how many questionnaires remain in circulation. If you do complete the questionnaire and return it, it will be assumed that you are consenting to participate in this research.

Those participating in this study will not be identified in a way that would allow others to know of their participation. Any data collected will remain confidential and any publication of the findings will be presented in a manner that would guard against others knowing of your involvement. All questionnaires will be collected by myself, inputted into computer, and stored in a locked filing cabinet. The actual completed questionnaires will be viewed only by myself and possibly my thesis supervisor, Professor James Anglin. You will also note that in no place on the questionnaire will you be asked to identify yourself. As a result, participation in this research will not have an effect on your present employment.

This questionnaire has been developed to ensure that it may be quickly completed. Pilot testing of the questionnaire has demonstrated that it will only take from 15 to 20 minutes to complete.

I appreciate your consideration of my request to participate in the "Exploration of School-based Child and Youth Care Worker Roles in British Columbia". If you have any questions regarding this research or would like a summary of the research findings please contact myself by phone or mail or my thesis supervisor, Professor James Anglin at the addresses listed below:

Duane Seibel
University College of the Fraser Valley
33844 King Road
Abbotsford, BC
V9S 7M9
Phone (604) 855-0055

Professor James Anglin
University of Victoria
P.O. Box 1700
Victoria, B.C.
V8W 2Y2
Phone (604) 721-7979

Sincerely,

Duane Seibel,
Principal Investigator

School-based Child and Youth Care Worker Role Questionnaire

Introduction

This questionnaire has been developed as part of a Master's thesis in the Faculty of Human and Social Development at the University of Victoria. It will gather information that will be used to assist in defining the role of child and youth care professionals working within the public school system in British Columbia. To do this it is necessary to have those working within the field identify the roles they feel are important in their position.

The following items have been written in a manner that should allow you to complete this questionnaire in as short a time as possible (15-20 minutes) and to elicit information in a common format from all workers being surveyed.

This questionnaire may be completed by those working within the public school system in British Columbia who provide non-instructional support to children, youth or families in the areas of:

- assessment of student and program needs,
- design and implementation of non-academic services and programs, and/or
- provide non-instructional preventative and therapeutic services to children and families.

These individuals may be working with funding from the Ministry of Education, Ministry of Social Services, Ministry of Health, Alcohol and Drug Programs, the Attorney General or other.

Your responses will be confidential and any presentation in writing or verbally of the findings of this study will not be conducted in a manner that would identify you or your school district as a participant.

Note: If you do not wish to participate in this research please send the blank questionnaire back in the envelope provided.

Return of Questionnaire

A stamped self-addressed envelope has been enclosed. In the event that it has been misplaced (or not enclosed by error), please return the questionnaire to:

School-based CYCW Survey
attn. D. Seibel
University College of the Fraser Valley
33844 King Road
Abbotsford, B.C.
V2S 7M9

PLEASE NOTE

Please return the completed questionnaire within 2 weeks of receipt. Your assistance is greatly appreciated.

Should you require further information, assistance or results of this study, please contact Duane Seibel at (604) 853-7441, Local 4281 or at (604) 855-0055 or James Anglin at (604) 721-7979.

1. What is your present job title? _____ 2. School District Number _____

3. What type of program do you work in?

(Check all that apply)

- alternative school/program
- regular school setting
- Other (please identify) _____

4. What is your age? _____

5. What is your gender?

- female
- male

6. What is the age group of students that you work with?

(Check all that apply)

- primary
- intermediate
- secondary

7. Number of years in this position?

- 0-2 years
- 3-5 years
- 6-10 years
- Over 10 years

8. What is the funding base for your position?

(Check all that apply)

- Ministry of Education (School District)
- Ministry of Social Services
- Ministry of Health
- Other (please identify) _____
- I don't know

9. Who primarily supervises your position?

- Non-profit society representative
- Principal
- Board Office representative
- Other (please identify) _____

10. Who is your employer?

- School District
- Non-profit society
- Proprietor or incorporated organization
- Other (please identify type) _____

11. Is your position Unionized?

- no
- yes (if so, which union?) _____

12. Please check all of the following that you have attained.

- some high school
- high school diploma
- some college courses
- college diploma or certificate AcademicArea _____ Year attained _____
- undergraduate university degree..... AcademicArea _____ Year attained _____
- graduate degree AcademicArea _____ Year attained _____

13. To what extent are you familiar with your job description?

- very familiar
- quite familiar
- somewhat familiar
- not familiar
- have never seen it or don't have one

14. To what degree do you feel that your job description adequately defines your role within the school system?

- very well
- quite well
- somewhat
- not at all well
- don't know

15. To what general extent do other teachers and staff within the school/program understand your role?

- clearly understand
- understand somewhat
- minimal understanding
- do not understand

16. To your knowledge, how long has this position existed in this school/program in its present form? _____ year(s)

17. How could your present position be improved?

(write on reverse of page if more room required)

Please choose **yes or no** for each of the functions listed below. For those you checked "yes" please rate the importance of the function for your present position.

1 = Very Important 2 = Quite Important 3 = Somewhat Important 4 = Not Important

	Is this a role in your position?		How important is each of the following in your job?			
	Yes	No	Very 1	Quite 2	Somewhat 3	Not 4
Community Related Function						
(e.g. those activities that involve communication or liaison with outside professionals/agencies)						
• Inform/ Provide information on community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Advocate for other needed community services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Supervising practicums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide Parenting education courses & groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sit on community committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Liaise with other professionals within the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develop partnerships with other community professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Related Function						
(e.g. those activities that are focused upon the families of identified clients)						
• Provide parent education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide parent/family counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide referrals to other agencies as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Act as a role model (behaviours & activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have regular contact via: telephone and mail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Co-ordinate family activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Related Functions						
(e.g. those activities that are generally focused on school needs as opposed to specific client(s) needs)						
• Involvement in student services team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Involvement in field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establish & run programs such as meal program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Become a resource person for social issues within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Advocate for funds within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide crisis interventions/conflict resolution within school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide tutorial services within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Educate teachers and other school personnel on role of CYC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Continued on next page)

	Is this a role in your position?		How important is each of the following in your job?			
	Yes	No	Very 1	Quite 2	Somewhat 3	Not 4
Individual Related Function						
(e.g. those activities that are focused on individual student needs and support)						
• Build rapport & working relationship with children/youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assess individual needs through observations of behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Co-develop "Individualized Education Plan" (Focus social/emotional needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develop and implement intervention plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Act as a role model of appropriate conduct and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide counselling services and referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide mentorship for children & youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Promote self-care and basic needs acquisition in children & youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide advocacy for children & youth with others (i.e. school, family or friends)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Facilitate the development of social skills in children and youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Facilitate the development of life skills in children and youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Related Function						
(e.g. those activities that involve direct service to groups of students/families)						
• Facilitate groups on topics such as: (life skills, teen parenting, social skills, peer support, anger management etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Involvement in "Individualized Education Plan" (Social/Emotional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Team facilitation with teacher on non-academic topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide Parent Discussion Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Group Liaison (e.g. organize guest speakers & presentation on topics such as "substance Abuse")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide advocacy & leadership for youth groups within the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Coordinate special events for youth (e.g. a youth conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What percentage of your work week generally falls into each of the following areas?

1. Community Related Functions..... _____
2. Family Related Functions..... _____
3. Group Intervention Functions..... _____
4. Individual Student Functions..... _____
5. School Related Functions..... _____

Total = 100%

APPENDIX D

Table D - 1

Importance Rating of Roles by Function Area
Community Related Function

Role	Overall (SD) Mean	School District (SD) Mean	Non-Profit Society (SD) Mean
Liaison with other professionals within the Community	1.33 (0.61) (n=96)	1.38 (0.67) (n=48)	1.28 (0.54) (n=47)
Inform and provide information on community resources	1.48 (0.76) (n=86)	1.60 (0.86) (n=38)	1.38 (0.68) (n=47)
Develop partnerships with other community professionals	1.43 (0.71) (n=80)	1.43 (0.70) (n=35)	1.43 (0.73) (n=44)
Advocate for other community services	1.44 (1.21) (n=63)	1.43 (1.15) (n=26)	1.45 (1.21) (n=36)
Supervise practicum students	2.30 (0.92) (n=59)	2.18 (1.00) (n=27)	2.38 (0.84) (n=31)
Participation in community committees	2.24 (0.75) (n=49)	2.29 (0.75) (n=24)	2.20 (0.76) (n=25)
Providing parent education courses and groups in the community	1.86 (0.94) (n=43)	2.18 (1.11) (n=16)	1.65 (0.80) (n=26)
	1.73	1.78	1.67

Note: Importance Rating 1 (High) to 4 (Low).

Possible overall n=104, school district n=54, and non-profit society n=49.

Table D - 2

Importance Rating of Roles by Function Area
Family Related Function

Role	Overall (SD) Mean	School District (SD) Mean	Non-Profit Society (SD) Mean
Act as a role model (activities and behaviours)	1.27 (0.58) (n=100)	1.20 (0.50) (n=50)	1.34 (0.66) (n=49)
Have regular family contact via telephone and mail	1.27 (0.51) (n=96)	1.21 (0.41) (n=47)	1.33 (0.60) (n=48)
Provide families with referrals to other agencies as needed	1.44 (0.67) (n=91)	1.44 (0.74) (n=41)	1.43 (0.61) (n=49)
Provide home visits	1.83 (0.92) (n=76)	1.73 (0.83) (n=30)	1.91 (0.97) (n=50)
Provide parent education	1.68 (0.81) (n=73)	1.85 (0.91) (n=27)	1.60 (0.75) (n=45)
Provide parent /family counselling	1.61 (0.81) (n=68)	1.73 (0.92) (n=26)	1.56 (0.74) (n=41)
Co-ordinate family activities	2.59 (0.84) (n=27)	2.91 (0.83) (n=11)	2.40 (0.83) (n=15)
	1.67	1.72	1.65

Note: Importance Rating 1 (High) to 4 (Low).

Possible overall n=104, school district n=54, and non-profit society n=49.

Table D - 3

Importance Rating of Roles by Function Area
Group Related Function

Role	Overall (SD) Mean	School District (SD) Mean	Non-Profit Society (SD) Mean
Involvement in "individualized education plan"	1.50 (0.64) (n=93)	1.43 (0.64) (n=51)	1.61 (0.63) (n=41)
Team facilitation with teacher on non-academic topics	1.57 (0.72) (n=88)	1.34 (0.60) (n=47)	1.85 (0.77) (n=40)
Facilitate groups on topics such as: life skills and social skills	1.47 (0.80) (n=84)	1.43 (0.76) (n=38)	1.53 (0.84) (n=45)
Group Liaison (get guest speakers and resources)	1.76 (0.84) (n=59)	1.62 (0.82) (n=29)	1.86 (0.83) (n=29)
Coordinate special events for youth (e.g. a youth conference)	2.26 (0.89) (n=42)	2.19 (0.93) (n=21)	2.33 (0.87) (n=21)
Provide parent discussion groups	2.27 (0.99) (n=37)	2.17 (1.03) (n=12)	2.33 (1.01) (n=24)
Provide advocacy and leadership for youth groups within community	2.12 (0.88) (n=34)	2.12 (0.86) (n=17)	2.12 (0.93) (n=17)
	1.85	1.77	1.95

Note: Importance Rating 1 (High) to 4 (Low).

Possible overall n=104, school district n=54, and non-profit society n=49.

Table D - 4

Importance Rating of Roles by Function Area
Individual Student Related Function

Role	Overall (SD) Mean	School District (SD) Mean	Non-Profit Society (SD) Mean
Building rapport and relationships with children	1.00 (0.00) (n=104)	1.00 (0.00) (n=54)	1.00 (0.00) (n=49)
Facilitate and development of life skills in children and youth	1.23 (0.49) (n=104)	1.22 (0.46) (n=54)	1.24 (0.52) (n=49)
Acting as a role model for children and youth	1.09 (0.36) (n=103)	1.02 (0.14) (n=54)	1.19 (0.49) (n=48)
Facilitate and development of social skills in children and youth	1.19 (0.53) (n=103)	1.14 (0.41) (n=54)	1.25 (0.64) (n=48)
Assess individual needs through observation of behaviours	1.19 (0.49) (n=103)	1.19 (0.48) (n=54)	1.19 (0.49) (n=48)
Provide advocacy for children and youth with others	1.29 (0.56) (n=102)	1.37 (0.63) (n=52)	1.20 (0.46) (n=49)
Promote self-care and basic needs acquisition in children and youth	1.42 (0.62) (n=101)	1.40 (0.60) (n=52)	1.44 (0.65) (n=48)
Develop and implement intervention plans	1.25 (0.48) (n=99)	1.27 (0.53) (n=49)	1.24 (0.44) (n=49)
Co-develop "individualized education plans" (social emotional focus)	1.44 (0.63) (n=93)	1.27 (0.53) (n=51)	1.63 (0.70) (n=41)
Provide counselling service and referral	1.16 (0.40) (n=90)	1.26 (0.50) (n=42)	1.09 (0.28) (n=47)
Provide mentorship for children and youth	1.36 (0.66) (n=87)	1.30 (0.60) (n=43)	1.37 (0.69) (n=43)
	1.24	1.22	1.25

Note: Importance Rating 1 (High) to 4 (Low).

Possible overall n=104, school district n=54, and non-profit society n=49.

Table A - 5

Importance Rating of Roles by Function Area
School Related Function

Role	Overall Mean	School District Mean	Non-Profit Society Mean
Provide crisis interventions/conflict resolution within the school	1.40 (0.70) (n=93)	1.39 (0.73) (n=49)	1.44 (0.67) (n=43)
Involvement in student services team	1.45 (0.75) (n=86)	1.60 (0.91) (n=42)	1.32 (0.52) (n=43)
Become a resource person for social issues within the school	1.79 (0.85) (n=79)	1.57 (0.72) (n=38)	2.03 (0.92) (n=40)
Educate teachers and other school staff to child and youth care role	1.71 (0.79) (n=74)	1.77 (0.81) (n=36)	1.68 (0.78) (n=38)
Involvement in field trips	1.97 (1.03) (n=73)	1.79 (1.06) (n=43)	2.23 (0.94) (n=30)
Establish and run school programs (e.g. school lunch programs)	1.83 (0.90) (n=37)	1.77 (0.81) (n=22)	1.93 (1.03) (n=15)
Provide tutorial services within the school	1.86 (0.99) (n=38)	1.73 (0.86) (n=34)	3.00 (1.41) (n=4)
Advocate for funds within the school	2.18 (0.92) (n=33)	1.95 (0.91) (n=19)	2.50 (0.86) (n=14)
	1.77	1.70	2.02

Note: Importance Rating 1 (High) to 4 (Low).

Possible overall n=104, school district n=54, and non-profit society n=49.

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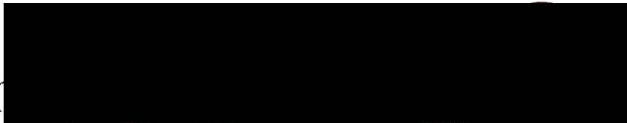
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Title of Thesis: AN EXPLORATION OF THE ROLE AND FUNCTIONS OF CHILD AND YOUTH CARE PRACTITIONERS WITHIN THE BRITISH COLUMBIA SCHOOL SYSTEM

AUTHOR



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Sept 20/96
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