

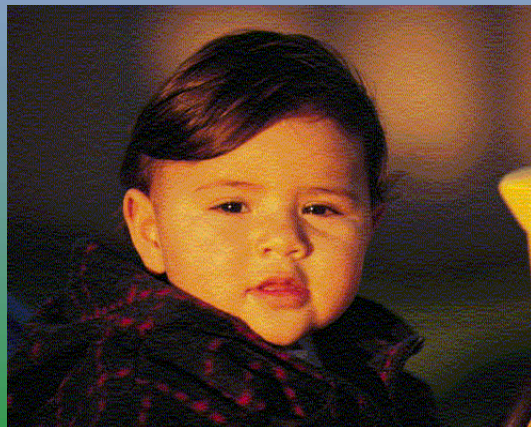
# NIAGARA REGION EARLY YEARS RESEARCH INVENTORY

2004-2005 Edition



*compiled by*  
**UNDERSTANDING THE  
EARLY YEARS  
NIAGARA FALLS**

*on behalf of*  
**EARLY YEARS  
NIAGARA RESEARCH  
ADVISORY GROUP**



**Early Years**  
NIAGARA

  
a *Good*  
*Life* Needs  
a *Good Start*

## TABLE OF CONTENTS

Overview	3
Acknowledgements	5
Acronyms	5
Learning/Education	6
Health	11
Parenting/Families	12
Service Delivery and Resource Allocation	14
Socialization/Social Interaction	21
Special Needs	22
Appendix A: Research Interests: Brock Professors	23
Appendix B: List of Contacted Organizations and Academics	26
Appendix C: Inventory Email	30
Appendix D: Inventory Questions	31
Index	32

**Introduction**

In March 2004, the Understanding the Early Years (UEY) Action Plan identified the need to share research information with community stakeholders. To achieve this action, one of the tasks created was to compile and distribute an inventory of early years-related research currently being implemented across Niagara Region. The recommended approach was to partner with Brock University and Niagara College to collect data, target unreached sectors, focus on existing community capacity and the maximization of resources for the development of early years services and plans, and create new research partnerships.

**Purpose**

The purpose of this research inventory is to promote collaboration, avoid duplication of effort and find any gaps in information that may be useful for planning an early years research agenda.

**Methodology**

Understanding the Early Years (UEY) researchers from the Early Childhood Community Development Centre (ECCDC) gathered an exhaustive list of all possible Niagara Region organizations and academics that might do research or have completed projects on early years (please see Appendix B for a list of organizations and academics). The list was compiled from local phone books and Information Niagara's 2004 Orange Book. Next, each organization or academic was contacted by phone or email (depending on access to contact information) to fill out the questionnaire (see Appendix C for a copy of the email; see Appendix D for a copy of the questions).

**Use of information**

In the initial contact, the organizations and academics were told the information would be strictly for the use of the Early Years Niagara (EYN) committee. However, upon collecting the information, it was determined that the inventory would be a good resource for the public in terms of information sharing, and coordination. Therefore, respondents were contacted to ask for consent to make the report public.

**Criteria**

To be included in the inventory, research had to fall within the following criteria:

- Niagara area organization or academic
- focus on children ages 0-6 and;
- has taken place in the last 10 years

**Organization**

A total of 92 organizations and academics were contacted. From the total, 14 replied with completed questionnaires; 18 replied saying their research does not fall within the criteria; 36 either requested a questionnaire and did not return it or a questionnaire was sent (not requested) and not returned; 17 did not return the phone call or email; and information on 4 was not gathered for miscellaneous reasons.

The inventory entries were categorized into 6 main topics: learning/education, health, parenting/families, service delivery & resource allocation socialization/social interaction and special needs. Research entries were categorized into only one of these topics based on its main topic. If an entry had a secondary topic, it is referred to in the "See Also" section at the end of that topic.

Appendix A outlines Brock University professors' research interests. These are professors whose research did not meet the criteria but who have expertise in an area that might be of importance later on.

The following is a list of how many research entries are in each topic. The number in brackets is the number of entries in the "See Also" section of that topic.

- Learning/Education - 4
- Health - 1

- Parenting/Families - 1 (6)
- Service Delivery and Resource Allocation - 6 (2)
- Socialization/ Social Interaction – 1 (4)
- Special Needs - 1 (4)
- Appendix A: Research Interests – 8

**Comments**

One of the purposes of the research inventory was to find gaps in information that might be useful for planning an early years research agenda. Using this report, Early Years Niagara committee members will be able to identify specific areas for further investigation. The following comments are intended to guide future research in examining early years in the Niagara Region.

1. Based on the results, there seems to be an imbalance in the number of entries in each topic across the Niagara Region. The majority of research being conducted in the Niagara Region is on service delivery and resource allocation. This area alone represents almost half (47%) of the research surveyed in the Niagara Region. By contrast, some topics had little to no representation; specifically, of the 15 completed research surveys, 1 covered each health, special needs and socialization/social interaction and 2 for parenting/families.
2. There was a noticeable absence of topics relevant to early childhood development i.e. brain development, safety, behaviour management.
3. This report does not include those organizations or academics that did not complete the survey. The implication of missing data is that communities cannot be sure that an identified gap really exists or is merely a "missing data" problem. As a result of this limitation, any application of the findings should take into consideration that not all research in the community is included in the Inventory and these findings should be interpreted and used with caution. As well, other sources of information on research, such as Brock University, research databases (i.e. PsycInfo), could be used in conjunction with data on local research.

The Niagara Region Early Years Research Inventory would not have been possible without the collaborative efforts of many individuals and organizations within the community who possess both the insight and the passion to work towards improving the lives of young children in the Niagara Region. In particular, the authors would like to thank the following for:

**... guidance**

- Early Years Niagara (EYN), sponsoring coalition of the UEY Project in Niagara Falls, for providing guidance and assurance that what is produced is part of the Region-wide Early Years plan for Niagara;
- the Early Childhood Community Development Centre (ECCDC), sponsor of record and administering agency for the UEY Project in Niagara falls and, in particular, Executive Director, Tammy M. Ferguson
- all organizations and academics who completed the questionnaire
- the Early Years Niagara Research Advisory Group (EYNRAG), for their advice and the role they play in ensuring the overall integrity of UEY research in Niagara Falls:

Dr. Janet Killins	Consultant: Research, Assessment & Evaluation, DSBN
Anne Biscaro	Director: RNPHD
Fran Chandler	Research Ethics Officer: Brock University
Donna Dagleish	Coordinator: OEYC Niagara Falls
Mary Lou Decou	Medical Epidemiologist: RNPHD
Dr. Laura Del Cotto-Kaminski	Consultant: Research, Assessment & Evaluation, NCDSB
Pat Heidebrecht	Director: Children's Services Division RNCS
Chris Knapp	West Niagara Family Centre
Tammy McCormick-Ferguson	Executive Director: ECCDC
Sandra Noel	Data Analysis Coordinator: OEY
Judy Reid	Lead, Early Years Niagara: BEC
Allison Soave	Coordinator: Early Childhood Education Program, Niagara College
Kathy Thompson	Consultant: Early Years Staff Development, DSBN

**... research expertise**

Lori Walker	Coordinator: UEY
Angela Di Nello	Research Assistant: UEY
Julia Lowe	Summer Student: Human Resources and Skills Development Canada (HRSDC) Summer Career Placements Program

**ACRONYMS**

BEC	Business Education Council	OEY	Ontario Early Years
DSBN	District School Board of Niagara	RNCS	Regional Niagara Community Services, Children Services Department
ECCDC	Early Childhood Community Development Centre	RNPHD	Regional Niagara Public Health Department
NCDSB	Niagara Catholic District School Board	UEY	Understanding the Early Years



This project is funded in part by the Government of Canada's Social Development Partnerships Program.

“The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.”

<b>Title of project:</b>	Understanding the Early Years
<b>Subject/Topic of Project</b>	Readiness to learn
<b>Summary of Project</b>	Understanding the Early Years (UEY) is an initiative of Social Development Canada (SDC) that provides research information on the extent and nature of community influences on child development, while enhancing community capacity to use this data to make informed decisions about the best policies and practices to support families with young children. In December 2000, the city of Niagara Falls was chosen as one of 12 communities across Canada to take part in this initiative. The UEY Research Framework involves three community study component: Early Development Instrument (EDI), Community Mapping Study (CMS), National Longitudinal Study of Children and Youth Community Study (NLSCY).
<b>Funder/Sponsor</b>	Social Development Canada/Early Childhood Community Development Centre
<b>Length of Project</b>	7 years (2001-2007)
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<b>Published Materials</b>	<p><i>Measuring Readiness to Learn in Niagara Falls: The Early Development Instrument Findings.</i> Understanding the Early Years Community Research in Child Development (2001)</p> <p><i>Measuring Readiness to Learn in Niagara Falls: Results of the Community Mapping Study in Niagara Falls.</i> Understanding the Early Years Community Research in Child Development (2001)</p> <p><i>Understanding the Early Years: Early Childhood Development in Niagara Falls, Ontario.</i> KSI Research International Inc., Applied Research Branch, Strategic Policy, Human Resources Development Canada (June 2003).</p> <p>Understand the Early Years Niagara Falls Project Action Plan (March 2004)</p>

<b>Title of project</b>	Kindergarten Screening Project
<b>Subject/Topic of Project</b>	Early identification of children at-risk for reading disabilities.
<b>Summary of Project</b>	This project is a collaboration between university researchers, special educators, classroom teachers, speech pathologists, and division-level administrators who were responding to a call from provincial administrators concerned with meeting the needs of children with reading disabilities. The primary goal of the project was

to design and evaluate the efficacy of a tool that could be used in kindergarten classrooms to identify children at-risk for reading difficulties. The results of the project demonstrated that we could indeed reliably identify a small group of children in kindergarten who held achievement profiles that place them in the lower ranks of readers in their class and that these children were likely to remain poor readers in grade one. Further, the results also suggest that the small group of children who were identified as requiring reading-based support in kindergarten were falling further behind their grade-level peers in grade one. This finding is consistent with what Stanovich (1986) refers to as the “Matthew Effect” – the rich are getting richer while the poor are getting poorer.

<b>Funder/Sponsor</b>	Social Sciences and Humanities Research Council of Canada
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<b>Published Materials</b>	See website link “Research”
<b>Outcomes (non-published materials)</b>	See website link “Presentations” Three school boards in Saskatchewan have implemented the Kindergarten screening tool. The province is considering implementations.
<b>Notes</b>	Dr. McNamara is an educational psychologist interested in studying the developmental health of children and youth with learning disabilities.

<b>Title of project</b>	Conative Determinants Of Reading Development And Reading-Disabled Children’s Response To Remediation
<b>Subject/Topic of Project</b>	Literacy; Reading Development; Interest and Motivation; Response to Remediation or Intervention
<b>Summary of Project</b>	The present study establishes the potential of several conative factors to explain reading development and response to remedial reading instruction. Conative factors are individual differences theoretically distinct from Conative and affective constructs. A total of 211 children with confirmed difficulties in acquiring reading skills responded to a behavioural measure of volitional control and a computer-administered self-report task that measured intrinsic motivation. Parents completed a temperament questionnaire targeting effortful control as a behavioural style. Regular classroom and remedial teachers completed a questionnaire on reading motivation. A matched sample of 67 children with normally developing reading skills was enlisted to investigate development of these conative factors. The outcomes for the present study were standardized and experimental word reading tasks. Developmental differences were found between normal and reading disabled (RD) children on sense of competence for reading and attention focusing, regardless of whether the RD children were matched with normally developing children by age or reading level. Comparisons with normative data also revealed deficits in volitional control among RD children. Individual human growth curves

were formed from RD children's' scores on reading outcomes over the course of intensive, small-group reading remediation conducted at The Hospital for Sick Children. Those measures of effortful control and intrinsic motivation found to be significantly lower in the developmental analysis were used as predictors of growth rate in word reading skill. RD children manifested one of three motivational profiles and these profiles in turn predicted rate of reading growth over the course of intervention and across multiple outcomes. In every case but one, conative factors predicted growth in reading skills, suggesting their utility in predicting remedial responsiveness. This study provides a unique window on the developmental course of intrinsic motivation and self-regulatory control strategies, across normal reading development and the course of remedial intervention for struggling readers.

**Funder/Sponsor:**

National Institutes of Child Health and Development, US; The Hospital for Sick Children

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**Published Materials**

Contact Jan Frijters to obtain copies of the articles below

Frijters, J., Barron, R. W., & Brunello, M. (2000). Child interest and home literacy as sources of literacy experience: direct and mediated influences on letter-name and –sound knowledge and oral Vocabulary. *Journal of Educational Psychology*, 92(3), 466-477.

Frijters, J. C., Barron, R. W., Lovett, M. W., Steinbach, K. A., Morris, R. D., & Wolf, M. Motivational profiles of reading disabled children: Diagnostic profiles predicting remedial response. To be presented at the 8<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Belgium, July 11 to 15, 2004

Frijters, J. C., Lovett, M. W., Barron, R. W., De Palma, M., Gebara, N., Morris, R. D., & Wolf, M. Temperamental characteristics of reading disabled and normally developing children: The role of effortful control in academic development. To be presented at the 8<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Belgium, July 11 to 15, 2004.

Frijters, J. C., Barron, R. W., Algire, L. (2001). Pre-readers' self-reported interest in literacy and math: Associations with early academic skills and parent teaching. Symposium Paper presented at the Annual Meetings of the Canadian Psychological Association: Laval University, Québec.

Frijters, J. C., Barron, R.W., & Brunello, M. (1997). Components of Print Exposure and Prereaders Acquisition of Phonological Awareness Skill. Paper presented at the Biennial Meetings of the Society for Research in Child Development:



Washington, D.C.

**Outcomes  
(non-published  
materials)**

The measures developed throughout the course of this research have been used in several studies of home literacy and creating the optimal conditions for reading acquisition. As well, this research is being extended into the community through a school-system wide rollout of the PHAST remedial reading program. Measures of interest and motivation are being used to explain why some children respond readily to remediation and others require more intensive and continuing support.

**Notes**

Dr. Frijters' primary research interest is in the area of learning disabilities, especially how children's motivation and self-regulatory skills help them benefit from remedial instruction.

**Title of project**

Work being done through the Data Analysis Coordinator position with the Ontario Early Years

**Summary of Project**

- *Early Years Community Resource Inventory & Survey:* inventory of programs & services in Niagara for children 0-6 years and their parents/caregivers. Survey responses currently being analyzed to identify strengths and gaps in the community, and help with evidence based planning. Will also be doing analysis with inventory that was completed by UEY on behalf of EY Steering Committee in 2002 as baseline measure.
- *Early Development Instrument:* have forwarded proposal to Ministry of Children & Youth Services, Niagara/Hamilton Regional Office for funding of expansion of the UEY round of the EDI in February/March 2005. This project is awaiting Ministry funding approval
- *DAC website:* currently working on website to house research to support evidence based planning for programming and services for children 0-6 years and their parents/caregivers.
- *Children's Report Card:* working with EYNRAG on Children's Report Card. Gathering data from various sectors to provide a report which an overview of how well children and their families are supported by their communities, challenges being faced, and plans to deal effectively with these challenges so that our community ensures that children get a good start in life.

**Funder/Sponsor**

Ministry of Children & Youth Services

**Length of Project**

Ongoing

**Contact**

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**Published Materials**

- Early Years Community Resource Inventory: A Community Collaboration Interim Report
- Early Years Community Resource Inventory (long report) is currently being worked on with an anticipated completion date in October/November
- DAC website is anticipated to be up and running first week of November
- Kid’s Report Card is anticipated to be released on November 20<sup>th</sup>, Day of the Child
- The Early Years Community Resource Inventory: A Community Collaboration Interim Report was distributed by email to the Ministry of Children and Youth Services, Hamilton/Niagara Regional Office, and to the Ministry Corporate Office. As well the report was emailed to DACs across the province (approximately 60 people), lead agencies housing DACs, community stakeholders and members of the CIOC. A copy of the report can be provided.

**Outcomes  
(non-published  
materials)**

- The online method used to gather inventory information for the EY CRI has meant no longer have a staff member of the Healthy Babies, Healthy Children program gather the information for their Yellow Book manually. The HBHC program will no longer be printing this booklet as the EY CRI will provide a detailed reference tool for staff to use with HBHC clients.
- Ontario Early Years Centres in Niagara will be able to use the inventory listing for one of the Ministry prescribed core services of information and referral.

<b>Title of project</b>	Home Chemotherapy Program for Children with Cancer
<b>Subject/Topic of Project</b>	Children receiving chemotherapy at home
<b>Summary of Project</b>	<p>Results: Using inductive reasoning, the data were organized into five categories reflecting emerging themes: 1) financial and time costs, 2) disruption to daily routines, 3) psychological and physical effects, 4) recommendations and warnings and 5) preference for home chemotherapy. Parents reported fewer financial and time costs in comparison to the hospital clinic-based chemotherapy and children reported that home chemotherapy allowed them more time to play and study. Parents described less disruption to their work and family schedules and children described improved school attendance and more engagement in normal activities. Although some parents felt more secure when their children were treated in the hospital; most found hospital-based care more exhausting and stressful. At home, children selected preferred places to receive their treatment and some experienced fewer physical side effects. Although some coordination and communications problems existed, the majority of parents and children strongly preferred home chemotherapy over hospital based treatments.</p> <p>Conclusion: The results of the present study indicate that a home chemotherapy treatment is a viable, acceptable and a positive health care delivery alternative for parents and children with cancer.</p>
<b>Funder/Sponsor</b>	Hospital for Sick Children
<b>Length of Project</b>	Complete
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<b>Published Materials</b>	Stevens, B., McKeever, P., Booth, M., Greenberg, M., Daub, S., Gafni, A., Gammon, J., Yamada, J, & Beamer, M. (2004). Home chemotherapy for children with cancer: Perspective from health care professionals, 12(2), 142-154.
<b>Outcomes (non-published materials)</b>	This program may be started in Toronto.

<b>Title of project</b>	Outcome Evaluations of the Families and Schools Together Program--- Pre School Age, and Baby Families and Schools Together (F&ST)
<b>Subject/Topic of Project</b>	The Families and Schools Together (F&ST) Program is a community-based program that strengthens families and links them to relevant service providers. It is a highly researched program and has pre- and post- testing on the benefits of the 8 (or 10 week) program.
<b>Summary of Project</b>	<p>Early Childhood F&amp;ST is a dynamic, effective program to empower and involve parents and to foster family development and cohesion. Its ultimate purpose is to help young children succeed at home, in early childhood programs, in the transition to elementary school and in the community. The collaboration involves the early childhood centre, an elementary school, two community based organizations and parents. The program brings whole families together to participate in specific, research-based activities. Participation in the program is strictly voluntary. Families meet for 10 weekly sessions, with a two-year follow up consisting of monthly meeting and group recreational activities. Developed in 1988 by Dr. Lynn McDonald at Family Service, Madison, Wisconsin, the Early Childhood adaptation of F&amp;ST routinely employs 5 quantitative measures and one qualitative measure to evaluate the program. F&amp;ST targets children to participate in the program before they exhibit problems with school failure, substance abuse, or juvenile delinquency. Therefore, it is not possible to measure the extent of these problems directly. Rather, the instruments measure behaviours of children and parents that, according to a substantial body of research are highly correlated with the onset of these problems in later years.</p> <p>Baby F&amp;ST is a preventative program involving peers, professionals and volunteers working with teen parents, their infants and their natural support to strengthen the family unit, to increase healthy child development, to enhance the parent-child bond, to develop a network of formal/informal social supports, and to reduce the risk of child abuse and neglect. Baby F&amp;ST provides an alternative for teen parents thus reducing feelings of being atypical and providing opportunities to exchange advice with parents in the same life-cycle stage. Baby F&amp;ST knowingly builds on infant brain research and family system theories and creates an intentional, yet seemingly casual, experiential environment. Each activity has demonstrated strong results in experimental research and works to support the new mother to bond with her baby, while concurrently stimulating the infant's brain development. Baby F&amp;ST confronts the added challenges of 3 generation families by seeking to realign family hierarchies to ensure the young mother assumes responsibility for her child and that potentially conflicted relationships between the teen mother and her mother are addressed to proactive ways.</p>
<b>Funder/Sponsor</b>	Early Years Challenge Fund, Regional Municipality of Niagara, Town of Fort Erie, FACS Foundation.
<b>Length of Project</b>	Each program lasts 3 years. We expect to have ongoing data from the Baby F&ST program which is in year 2, but have been more sporadic in our Early Years program, which is in year 3.
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<b>Organization</b>	Family Counselling Centre

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<b>Website</b>	<a href="http://www.familycounsellingcentre.org">www.familycounsellingcentre.org</a>
<b>Outcomes (non-published materials)</b>	There are reports defining the measurements and results of some sites, other results will be coming in over the next couple of months. They also provide some comparative information nationally and internationally I believe. The results of the program is useful in seeking sustainable funds

**ALSO SEE**

A Systems View of Resource Allocation and Access in Families with Children who have Communication Delays.	14
Early Childhood Development and Parenting Plan – September 2001	18
Investigating The Nature of Resource Allocation and Service Access in Families of Preschool Children Who Have Communication Delays.	23
<b>Tanya Martini</b>	
Investigated how emotion affects the quality of parent-child relationships, with particular emphasis on the expression and control of emotions, and meta emotional philosophy.	23
<b>Terrance Wade and Graham Reid</b>	
Parenting Matters – Helping parents with young children.	23
<b>Maurice Feldman</b>	
Leading expert in parenting by persons with intellectual disabilities, having designed and scientifically validated a parent education program emulated worldwide.	25

<b>Title of project</b>	A Systems View of Resource Allocation and Access in Families with Children who have Communication Delays.
<b>Subject/Topic of Project</b>	Family Resource Project
<b>Summary of Project</b>	We are examining processes that families use to decide whether to access resources for their children and factors that affect their ability to obtain assistance, with special emphasis on families that decline or discontinue speech services. Further, we are exploring how parents allocate resources <i>within</i> the family and the effect of these distribution patterns on outcomes for children with communication delays. Information is being collected through interviews, questionnaires and standardized tests, including measures of children’s adjustment, language, developmental level, and temperament. Parenting measures include stress, parenting style, expectations, literacy activities, time use, resource access, and family environment. Speech therapy experiences, perceptions of the impact of having a child with special needs on the family, and potential barriers to treatment are collected from families of children with communication delays. Families are assessed yearly to determine the developmental course of relevant family processes and child adjustment. By comparing resource access and allocation processes in families with children who have communication delays and those with children without delays, we plan to identify family challenges and strengths that will be of special interest to speech professionals and advance our theoretical understanding of family interactions.
<b>Funder/Sponsor</b>	Canadian Language and Literacy Network
<b>Length of Project</b>	Projected to be finished in 2006
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<b>Published Materials</b>	<ul style="list-style-type: none"> <li>• A series of newsletters for participants</li> <li>• Several conference presentations of initial findings</li> </ul> All materials are available by contacting Linda Rose-Krasnor
<b>Outcomes (non-published materials)</b>	This is hard to say at this point, since we’ve just completed data collection from the first cohort of families.
<b>Notes</b>	Research interests; social problem-solving, friendship, social competence, beliefs about child development, discipline, program evaluation.

<b>Title of project</b>	INVESTING IN OUR FUTURE: The Early Learning & Child Care Plan, 2004 – 2007
<b>Subject/Topic of Project</b>	Investing In Our Future assesses the current state of the child care service system, makes recommendations regarding the needs of the community, present and future. It provides the blueprint for renewed investment, system stabilization and enhanced service delivery. The Plan must be updated every 3 years.
<b>Summary of Project</b>	<p>The Early Learning and Child Care Plan for the Regional Municipality of Niagara presents the results of an extensive process to gain broad community input into shaping future services for children and families in Niagara. Through the evaluation of community feedback, demographic projections and financial analysis, the current challenges to effective system management were identified and creative solutions developed. This three year plan was submitted in accordance with the requirements of the Ministries of Community &amp; Social Services and Children &amp; Youth Services, Early Learning and Child Care 2004/05 Funding and Service Planning Guidelines, July, 2004.</p> <p>While significant challenges are noted, exciting opportunities are identified following the announcement of investment of new annualized funding for the licensed child care system in addition to one-time minor capital funding.</p> <p>The Region has developed this three year plan to address challenges and meet the requirements tied to the new funding and improve service to children and families within the communities of Niagara.</p>
<b>Funder/Sponsor</b>	Regional Niagara, Community Services Department, Children's Services
<b>Length of Project</b>	Three years (2004- 2007)
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<b>Website</b>	<a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a> Region website at <a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a> or by contacting Children's Services Administrative Assistant, 905-984-3709.
<b>Published Materials</b>	The Review will be published in house for release in Autumn 2004. It will also be available online on the Niagara Region website at <a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a> or by contacting Children's Services Administrative Assistant, 905-984-3709.

<b>Title of project</b>	Managing into Tomorrow: A Report on the Children’s Services Organizational Review – March 2003
<b>Subject/Topic of Project</b>	The purpose of the project was to undertake a review and recommend an organizational design for the effective and successful delivery of Children’s Services.
<b>Summary of Project</b>	<p>In October, 1999, the Province of Ontario, through the Local Services Realignment (LSR) process, transferred responsibility for system management of the services and resources within the Child Care System to Consolidated Municipal Service Managers (CMSM). As one such CMSM, Regional Niagara is responsible for managing, among others, those services provided to support children and families. Within Children’s Services the four principal funding envelopes transferred include Fee Subsidy, Wage Subsidy, Resource Centres and Services for Children with Special Needs. In response to this new responsibility Regional Council created a separate Children’s Services Division within the Community Services Department. Council required that it be reviewed after three years of operation to determine its effectiveness and success in managing the service system. This report describes the process and outcomes of that review, including recommendations based on consultation findings, application of key drivers and input from the Steering Committee.</p> <p>As described in the report, a diverse group of individuals participated in the review process. Two Project Consultants, one internal, from within Children’s Services, and one external, for the Special Needs portion, were selected for the review. A Steering Committee was organized that included representatives from all Departments in the Corporation and two community representatives. Additionally, a Focus Group method of consultation sought input from all stakeholder and constituencies.</p> <p>The report outlines the key drivers that were identified within the review which include; effective delivery of service to clients; childcare support for social assistance participants; affordability; local services realignment; changes in mandate; and technology. Thirteen recommendations were formulated based these key drivers and are explained in detail within the report. Briefly, they can be grouped into three categories, structural organization, access and services, and business design and processes. The recommended organizational design will ensure effective service delivery of the Children’s Services Division’s mandate and the achievement of high quality customer service provided to the residents of Niagara.</p>
<b>Funder/Sponsor</b>	Regional Niagara, Community Services Department, Children’s Services
<b>Length of Project</b>	Three years
<b>Contact</b>	Douglas Bartholomew-Saunders, Project Consultant
<b>Organization</b>	Community Services, The Regional Municipality of Niagara
<b>E-mail</b>	<a href="mailto:douglas.bartholomew-saunders@regional.niagara.on.ca">douglas.bartholomew-saunders@regional.niagara.on.ca</a>
<b>Phone</b>	905-984-2605



<b>Fax</b>	905-984-4463
<b>Mail</b>	2240 Schmon Parkway P.O. Box 344 Thorold, ON L2C 3Z3
<b>Website</b>	<a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a>
<b>Published Materials</b>	The Review was published in house in limited quantity. Copies may be available by contacting the Administrative Assistant, Children’s Services, 905-984-3709. It is available online on the Niagara Region website at <a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a>
<b>Outcomes (non-published materials)</b>	Findings have resulted in: <ul style="list-style-type: none"> <li>• Improved business processes impacting the service system as a whole (Vacancy management; Pending list management; Elimination of Minimum User Fees; Unified Payment System; Child Attendance Policy)</li> <li>• Improved and evolving model of delivery of services for children with special needs.</li> <li>• Internal restructuring (unifying Direct Operations under one manager)</li> </ul>

<b>Title of project</b>	VISION TO REALITY: A Review of Special Needs Resource Support Services
<b>Subject/Topic of Project</b>	Within the context of the Children’s Services Organizational Review in which Children’s Services undertook to determine the best organizational design to ensure effective service delivery. A separate review of services for children with special needs was identified and undertaken.
<b>Summary of Project</b>	<p>Following extensive stakeholder input a report contain 8 recommendations addressing both Administration and Service Delivery was developed.</p> <p>On the Service Delivery front stakeholders recommended a “lead agency model” of delivery using a consensus building approach to its creation. “Social referrals” were identified as requiring definition and understanding in terms of their “priority” for service as well as potential for alternative methods and strategies for service delivery. The ration of itinerant to centre based resource consultant services was questioned with recommendations that a greater proportion be centre based. Creation of community capacity for the provision of clinical supervision for interventions provided within child care settings was recommended by partnering with collateral service sectors. Recommended expansion for intervention models in specialty therapies (Speech &amp; Language Therapies, Physical &amp; Occupational Therapies, etc.) within child care centres throughout the communities of Niagara.</p> <p>Administratively, recommendations included Children’s Services developing enhanced understanding and expertise in the use of the Ontario Cild Care Management System and its full range of management support capabilities. Further, improvements in financial clarity and consistency to ensure efficient and effective service outcomes were recommended.</p>
<b>Funder/Sponsor</b>	Regional Niagara, Community Services Department, Children’s Services
<b>Length of Project</b>	Three years

<b>Contact</b>	Douglas Bartholomew-Saunders, Manager, Children's Services
<b>Organization</b>	Susan Speck Consulting Services
<b>E-mail</b>	<a href="mailto:douglas.bartholomew-saunders@regional.niagara.on.ca">douglas.bartholomew-saunders@regional.niagara.on.ca</a>
<b>Phone</b>	905-984-2605
<b>Fax</b>	905-984-4463
<b>Mail</b>	3340 Schmon Parkway P.O. Box 344 Thorold, ON L2V 3Z3
<b>Website</b>	<a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a>
<b>Published Materials</b>	The Review will be published in house for release in Autumn 2004. It will also be available online on the Niagara Region website at <a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a> or by contacting Children's Services Administrative Assistant, 905-984-3709.
<b>Outcomes (non-published materials)</b>	Memorandum of Understanding (MOU) has been signed by nine agencies providing services to children with special needs and the Infant Education & Parent Teaching Program (Public Health Department) Through the MOU these ten agencies entered into a "collaborative service delivery model" Terms of Reference have been created to effect operational decision making to further the recommendations of the Review.

<b>Title of project</b>	Early Childhood Development and Parenting Plan – September 2001
<b>Subject/Topic of Project</b>	The Early Childhood Development and Parenting Plan assesses the current state of the system, makes recommendations regarding the needs of the community, present and future, and provides the blueprint for service.  The Plan must be updated every 3 years.
<b>Summary of Project</b>	The Early Childhood Development and Parenting Plan for the Regional Municipality of Niagara presents the results of an extensive process to gain broad community input into shaping future services for children and families in Niagara. Through the evaluation of community feedback, demographic projections and financial analysis, the current challenges to effective system management were identified and creative solutions developed. This three-year plan was submitted in accordance with the requirements of the Ministry of Community & Social Services, Child Care Service Management Guidelines, Framework for Child Care Service Planning, December 1999.  A significant challenge identified in the plan was system instability perpetuated by inadequate funding. The plan details several key ways that this instability is created, including inequitable fee subsidy distribution, minimum user fees, the discontinuation of cost of living adjustments, insufficient eligible hours of care and inadequate supports to meet increasing child care demands.

The Region has developed this three year plan to address these challenges and improve service to children and families within the communities of Niagara. It addresses both Provincial and Regional responsibility in its recommendations. Provincial recommendations include re-introduction of the annual Cost of Living Adjustment, providing adequate resources, and a review of regulations and policies specifically with respect to licensing and the eligible hours policy. The recommendations for the Region propose the creation of a Children’s Services Community Advisory Council to provide advice and promote partnerships with a view to the elimination of service duplication, “silo thinking” and mandate confusion. Also it is recommended that the Region continue collecting and analyzing data and review the provision of all services on an ongoing basis.

<b>Funder/Sponsor</b>	Regional Niagara, Community Services Department, Children’s Services
<b>Length of Project</b>	Three years (2001-2004)
<b>Contact</b>	Douglas Bartholomew-Saunders
<b>Organization</b>	Community Services Department, Children’s Services, Regional Municipality of Niagara
<b>E-mail</b>	<a href="mailto:douglas.bartholomew-saunders@regional.niagara.on.ca">douglas.bartholomew-saunders@regional.niagara.on.ca</a>
<b>Phone</b>	905-984-3750
<b>Fax</b>	905-984-4463
<b>Mail</b>	3340 Schmon Parkway P.O. Box 344 Thorold, ON L2V 3Z3
<b>Website</b>	<a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a> The Niagara Region website at <a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a>
<b>Published Materials</b>	The plan was published in house in limited quantity. Copies are no longer available. It is available online on the Niagara Region website at <a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a>
<b>Outcomes (non-published materials)</b>	Developments within the child care system in Niagara Region have followed the plans detailed in this document. This document formed the blueprint for the leadership for change within the system provided by Children’s Services.

<b>Title of project</b>	Strengthening Tomorrow: A Community Action Plan – March 2002
<b>Subject/Topic of Project</b>	This report provides a review of the progress and achievements of the Early Years Steering Committee – Niagara and outlines a framework for future developments in service delivery to children 0 – 6 years of age.
<b>Summary of Project</b>	The early years, birth to age six, have been identified as critical for a child’s healthy development. In February 2001, to address the community’s role in this development, the Ontario Ministry of Community and Social Services (MCSS) introduced the Early Years Action Plan: Guidelines for Community Coordinators and Steering Committees. In May, 2001 the Ministry appointed

The Early Years Steering Committee – Niagara (EYSC-N) and the Community Coordinator for Niagara and gave them the responsibility of implementing the elements of these guidelines for the Niagara Region. This report, *Strengthening Tomorrow: A Community Action Plan*, provides an evaluation of the progress of the EYSC-N in fulfilling its mandate and establishes a framework for future development in service delivery to children 0 – 6 years.

The report identifies the successful contributions the EYSC-N has made through its work within the communities of the Niagara Region. This includes achieving increased public awareness through a comprehensive communications strategy. Early Years “Champions” have been trained and equipped to further the Early Years message through presentations in the community. Also, the Early Years Challenge Fund created partnerships within the community resulting in project proposals designed to address gaps within the service community. In total, 14 projects, representing 130 partners, have been submitted to the MCSS. Finally, four Ontario Early Years Centres and numerous satellite sites have been opened across the Region and Early Years Centre funding has been reallocated to ensure the inclusion of the municipality of Grimsby in the Erie-Lincoln Riding.

<b>Funder/Sponsor</b>	Ministry of Community and Social Services / Early Years Steering Committee (now disbanded)
<b>Length of Project</b>	Five years
<b>Contact</b>	Douglas Bartholomew-Saunders
<b>Organization</b>	Early Years Steering Committee – Niagara
<b>E-mail</b>	<a href="mailto:douglas.bartholomew-saunders@regional.niagara.on.ca">douglas.bartholomew-saunders@regional.niagara.on.ca</a>
<b>Phone</b>	905-984-2605
<b>Fax</b>	905-984-4463
<b>Mail</b>	3340 Schmon Parkway P.O. Box 344 Thorold ON L2V 3Z3
<b>Website</b>	<a href="http://www.regional.niagara.on.ca">www.regional.niagara.on.ca</a>
<b>Published Materials</b>	This report was published in limited number. Copies are no longer available.

**ALSO SEE**

Regional Niagara Public Health Department	9
Niagara Autism Spectrum Disorder (ASD) System: An Initiative of Understanding, Collaboration and Change	22
<b>Frances Owen</b> Co-author of six books in the areas of organization behaviour and management and several articles related to abuse prevention and human rights promotion in persons with intellectual disabilities	23

**Summary of Project**

Helleiner has been principal investigator on two SSHRCC funded projects.

- Childhood, “Race” and Racism: Political Discourse and Policy in Canada [1997-2001]
- Border Kids: Globalization, Nationalism and Children’s Culture [2001-2004]

**Contact**

Jane Helleiner

**Organization**

Brock University – Department of Sociology

**E-mail**

[jhellein@brocku.ca](mailto:jhellein@brocku.ca)

**Phone**

905-688-5550 ext. 3711

**ALSO SEE**

**Andrew Dane**

Currently investigating differences in the qualitative features of aggressive and non-aggressive children’s friendships, and the effects of friends’ characteristics and friendship quality on aspects of social cognition, such as patterns of social information.

24

**Teena Willoughby**

Completed a study exploring gender differences in social interaction around computers with both preschoolers and elementary school children.

24

**Zopito Marini**

Projects currently underway involve research related to the social cognition of bullying and victimization, and intervention strategies based on restorative practices.

24

**Darla MacLean**

Exploring the ways in which infants come to know about fundamental features of objects in the world, and socialization factors that impact on that cognitive development. Future research in this area will focus on a broader range of social interaction.

25

<b>Title of project</b>	Niagara Autism Spectrum Disorder (ASD) System: An Initiative of Understanding, Collaboration and Change
<b>Subject/Topic of Project</b>	To survey and construct a profile of ASD in Niagara for the purpose of planning a guide for services and developing a seamless delivery system.
<b>Contact</b>	Dr. Jim Wagner, Brock University
<b>Organizations</b>	Hotel Dieu Hospital (CAS Unit), Niagara Peninsula Children’s Centre, and The Reading Clinic of the Faculty of Education, Brock University.
<b>E-mail</b>	<a href="mailto:jwagner@ed.brocku.ca">jwagner@ed.brocku.ca</a>
<b>Phone</b>	905-688-5550 ext.4212
<b>Mail</b>	Dr. J Wagner Faculty of Education, Brock University St. Catharines, ON L2S 3A1

**ALSO SEE**

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A Systems View of Resource Allocation and Access in Families with Children who have Communication Delays.	14
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VISION TO REALITY: A Review of Special Needs Resource Support Services	17
<hr/>	
<b>Frances Owen</b>	
Co-author of six books in the areas of organization behaviour and management and several articles related to abuse prevention and human rights promotion in persons with intellectual disabilities	23
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<b>Maurice Feldman</b>	
Leading expert in parenting by persons with intellectual disabilities, having designed and scientifically validated a parent education program emulated worldwide.	25

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The following is a list of Brock University professors whose research does not fall within the criteria or who did not respond to the questionnaire.

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**TOPIC** PARENTING/FAMILIES

<b>Area of Interest</b>	Effects of emotion on the quality of parent-child relationships
<b>Summary of Project</b>	Investigated how emotion affects the quality of parent-child relationships, with particular emphasis on the expression and control of emotions, and meta emotional philosophy.
<b>Contact</b>	Tanya Martini
<b>Organization</b>	Brock University – Department of Psychology
<b>E-mail</b>	<a href="mailto:tmartini@brocku.ca">tmartini@brocku.ca</a>
<b>Phone</b>	905-688-5550 ext. 3086
<b>Notes</b>	Research interests: social and cognitive aspects of parent-child relationship, effects of emotion and quality of parent-child relationships, children's social and emotional development.

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<b>Area of Interest</b>	Parenting Matters – Helping parents with young children.
<b>Funder/Sponsor</b>	Canadian Institutes of Health Research
<b>Principal Investigator</b>	Graham Reid, University of Western Ontario
<b>Length of Project</b>	2004-2007
<b>Contact</b>	Terrance Wade
<b>Organization</b>	Brock University – Department of Community Health Sciences
<b>E-mail</b>	<a href="mailto:twade@brocku.ca">twade@brocku.ca</a>
<b>Phone</b>	905-688-5550 ext. 4146

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**TOPIC** SERVICE DELIVERY AND RESOURCE ALLOCATION

<b>Area of Interest</b>	Investigating The Nature of Resource Allocation and Service Access in Families of Preschool Children Who Have Communication Delays.
<b>Contact</b>	Frances Owen
<b>Organization</b>	Brock University – Department of Child and Youth Studies
<b>E-mail</b>	<a href="mailto:fowen@brocku.ca">fowen@brocku.ca</a>

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<b>Phone</b>	905-688-5550 ext. 4807
<b>Outcomes (non-published materials)</b>	Co-author of six books in the areas of organization behaviour and management and several articles related to abuse prevention and human rights promotion in persons with intellectual disabilities.
<b>Notes</b>	Dr. Owen is a psychologist interested in the interface between organizational systems and clinical practices.

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## TOPIC SOCIALIZATION

<b>Area of Interest</b>	Currently investigating differences in the qualitative features of aggressive and non-aggressive children's friendships, and the effects of friends' characteristics and friendship quality on aspects of social cognition, such as patterns of social information.
<b>Contact</b>	Andrew Dane
<b>Organization</b>	Brock University – Department of Psychology
<b>E-mail</b>	<a href="mailto:adane@brocku.ca">adane@brocku.ca</a>
<b>Phone</b>	905-688-5550 ext. 4805
<b>Notes</b>	Research interests: children's aggressive behaviour, social competence, social cognition, social information-processing, peer relations, friendship.

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<b>Area of Interest</b>	Completed a study exploring gender differences in social interaction around computers with both preschoolers and elementary school children.
<b>Contact</b>	Teena Willoughby
<b>Organization</b>	Brock University – Department of Psychology
<b>E-mail</b>	<a href="mailto:teena.willoughby@brocku.ca">teena.willoughby@brocku.ca</a>
<b>Phone</b>	905-688-5550
<b>Notes</b>	Youth resilience

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<b>Area of Interest</b>	Projects currently underway involve research related to the social cognition of bullying and victimization, and intervention strategies based on restorative practices.
<b>Contact</b>	Zopito Marini
<b>Organization</b>	Brock University – Department of Child and Youth Studies
<b>E-mail</b>	<a href="mailto:zmarini@brocku.ca">zmarini@brocku.ca</a>



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<b>Phone</b>	905-688-5550 ext. 3178
<b>Notes</b>	Research interests: issues related to family and school conflicts and their effect on children's learning and development.

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<b>Area of Interest</b>	Exploring the ways in which infants come to know about fundamental features of objects in the world, and socialization factors that impact on that cognitive development. Future research in this area will focus on a broader range of social interaction.
<b>Contact</b>	Darla MacLean
<b>Organization</b>	Brock University – Department of Psychology
<b>E-mail</b>	<a href="mailto:casey@brocku.ca">casey@brocku.ca</a>
<b>Phone</b>	905-688-5550 ext. 3433
<b>Notes</b>	Research interests: concept development in infancy and early childhood, cognitive functioning in normal aging, socialization of cognition, emotion and attention regulation from infancy through adolescence.

## TOPIC SPECIAL NEEDS

<b>Area of Interest</b>	Parenting by Persons with Intellectual Disabilities
<b>Contact</b>	Maurice Feldman
<b>Organization</b>	Brock University – Department of Child and Youth Studies
<b>E-mail</b>	<a href="mailto:maurice.feldman@brocku.ca">maurice.feldman@brocku.ca</a>
<b>Phone</b>	905-688-5550 ext. 3785
<b>Outcomes (non-published materials)</b>	Editor – Early Intervention: The Essential Readings (Blackwell) Co-Editor of a forth-coming series on Appropriate Practice for Persons with Developmental Disabilities Who Have Mental Health Needs (NADD Press)
<b>Notes</b>	Dr. Fledman is a scientist-practitioner with expertise in child maltreatment, parenting, behaviour disorders, autism and developmental disabilities. He is also a leading expert in parenting by persons with intellectual disabilities, having designed and scientifically validated a parent education program emulated worldwide.

The following is a complete list of all the organizations contacted and the status of their response.

<b>Un ph</b>	Unreturned phone call
<b>No email</b>	There is no email address listed for this person/organizations
<b>No go</b>	This individual/organization research does not fit the criteria
<b>No questionnaire</b>	Unreturned questionnaire (the questionnaire has been email and they have not responded)
<b># not in service</b>	Telephone number not in service
<b>Email bb</b>	Sent email bounced back, indicating email not in service
✓	Individual/organizations has completed and returned questionnaire
*	Ontario Early Years Centres – they have informed no information and thus communication was stopped with them, no matter what stage their status was at.

Organization	Response
1. Ausable Family Services	No go
2. Bethlehem Early Learning Centre	No go
3. Brighter Day Early Learning Centre	Un ph/no e-mail
4. Big Brothers/Big Sisters of Grimsby-Lincoln-West Lincoln Inc.	Un questionnaire
5. Big Brothers/Big Sisters of Greater Fort Erie	No go
6. Big Brothers/Big Sisters of St. Catharine's	No go
7. Big Brothers of South Niagara	Un questionnaire
8. Big Sisters Centre for Women and Girls	# not in service/e-mail bb
9. Boys and Girls Club of Niagara	Un questionnaire
10. Breastfeeding Clinic	Un questionnaire
11. Ontario Early Years Centre	*
12. Child and Family Counselling	Un questionnaire
13. Child and Family Support Services	Un questionnaire
14. Child Find Ontario – Niagara Chapter	Un ph/no e-mail
15. Children's Developmental Assessment Services	Un questionnaire
16. Children's Services, Children's Programs	Un questionnaire
17. Contact Niagara for Children's and Developmental Services	No go
18. Easter Seal Society	No go
19. Family and Children's Services Niagara – St. Catharine's	Un questionnaire
20. Family and Children's Services Niagara – Niagara Falls	-----
21. Family and Children's Services Niagara – Welland	-----
22. Family Counselling Centre, Families and Schools Together	✓
23. Family Education Centre of the Niagara Region	Un questionnaire
24. Healthy Babies/Healthy Children	Un ph/no e-mail
25. Infant Education and Parent Teaching Program	Un ph/no e-mail
26. Learning Disabilities Association of the Niagara Region	Un questionnaire
27. Lighthouse Niagara	# not in service/no e-mail
28. Mental Health Services	Un ph/no e-mail
29. Mental Health Services – Children's Clinic	Un questionnaire
30. Mother Newborn Support Service	Un questionnaire
31. Ministry of Community and Social Services/Early Years Steering Committee	✓
32. Niagara Centre for Youth Care	Un questionnaire
33. Niagara College Child Care Centre	Un questionnaire
34. Niagara Falls Big Brothers/Big Sisters	Un ph/no e-mail
35. Niagara Institute for Human Development – Child and Family Counselling Program	Un ph/Un questionnaire
36. Niagara Institute for Human Development – Early Assessment, Support and Intervention	Un ph/Un questionnaire

37.	Niagara Institute for Human Development – Intensive Child and Family Services	Un ph/Un questionnaire
38.	Niagara Institute for Human Development – Niagara Child Development Centre 1-2-3 Magic	Un ph/Un questionnaire
39.	Niagara Institute for Human Development – Psycho-Educational and Psycho-Social Assessments	Un ph/Un questionnaire
40.	Niagara Institute for Human Development – Separation and Divorce Group for Children and Parents	Un ph/Un questionnaire
41.	Niagara Peninsula Children’s Centre	Un questionnaire
42.	Niagara Regional Native Centre	Send fax
43.	Ontario Early Years Centre – St. Catharine’s	*
44.	Ontario Early Years Centre – Niagara Falls	*
45.	Ontario Early Years Centre – Niagara Centre	*
46.	Ontario Early Years Centres Niagara Region – Data Analysis Coordinator	✓
47.	Ontario Early Years Centre – Erie-Lincoln	*
48.	Ontario Early Years Centre Mobile Resources Program	*
49.	Ontario Early Years Centre Toy Lending Library	*
50.	Ontario Ministry of Community Family Children’s Services	No go
51.	Parent Talk	Un ph/Un questionnaire
52.	Parenting Courses	Un ph/Un questionnaire
53.	Preschool Services	Un ph/Un questionnaire
54.	Regional Niagara Community Services, Children’s Services Department	✓ (4)
55.	Special Services at Home and Assistance for Children with Severe Disabilities	No go
56.	St. Catharine’s Preschool Services	Un ph/no e-mail
57.	Understanding the Early Years Niagara Falls	✓
58.	Welland Hospital – Mental Health Services	No go
59.	Welland Hospital – Speech-Language Pathology Department	Un questionnaire
60.	Welland Preschool Services	Un questionnaire
<b>Brock Professors</b>		
61.	Adams, Lorne	Un questionnaire
62.	Arai, Susan	Un questionnaire
63.	Belicki, Kathryn	No go
64.	Bradish, Cheri	Un questionnaire
65.	Calzonetti, Karen	Un ph/wrong e-mail
66.	Cote-Laurence, Paulette	Un questionnaire
67.	Dane, Andrew	No go
68.	Evans, Marilyn	Un questionnaire
69.	Faldman, Maurice	Un questionnaire
70.	Frijters, Jan	✓
71.	Guillmette, Ann Marie	Un questionnaire
72.	Hay, John	Un questionnaire
73.	Helleiner, Jane	✓
74.	Holt, Nick	No go
75.	Johnston, Nancy	No go
76.	Klentrou, Panagiota	Away ‘til Sept.
77.	Lathrop, Anna	Un questionnaire
78.	Law (Beamer), Madelyn	✓
79.	MacLean, Darla	Un questionnaire
80.	Mandigo, James	Un questionnaire
81.	Martini, Tanya	Un questionnaire

82.	Marini, Zopito	No go
83.	McNamara, John	✓
84.	Owen, Frances	Un questionnaire
85.	Raby, Rebecca	No go
86.	Rose-Krasnor, Linda	✓
87.	Rosenberg, Danny	No go
88.	Tardif, Christine	Un questionnaire
89.	Tarulli, Donato	Un questionnaire
90.	Wade, Terrance	No go
91.	Wagner, Jim	✓ (half done)
92.	Willoughby, Teena	Un questionnaire

✓ (questionnaire completed): 12 (14)

- Family Counselling Centre, Families and Schools Together
- Frijters, Jan
- Helleiner, Jane
- Law (Beamer), Madelyn
- McNamara, John
- Ministry of Community and Social Services/Early Years Steering Committee
- Ontario Early Years Centres Niagara Region – Data Analysis Coordinator
- Regional Niagara Community Services, Children’s Services Department (4)
- Rose-Krasnor, Linda
- Wagner, Jim
- Understanding the Early Years – Niagara Falls

Un questionnaire (unreturned questionnaire): 36

- Adams, Lorne
- Arai, Susan
- Big Brothers/Big Sisters of Grimsby-Lincoln-West Lincoln Inc.
- Big Brothers of South Niagara
- Boys and Girls Club of Niagara
- Bradish, Cheri
- Breastfeeding Clinic
- Child and Family Counselling
- Child and Family Support Services
- Children’s Developmental Assessment Services
- Children’s Services, Children’s Programs
- Cote-Laurence, Paulette
- Evans, Marilyn
- Faldman, Maurice
- Family and Children’s Services Niagara – St. Catharine’s
- Family and Children’s Services Niagara – Niagara Falls
- Family and Children’s Services Niagara – Welland
- Family Education Centre of the Niagara Region
- Guillmette, Ann Marie
- Hay, John
- Lathrop, Anna
- Learning Disabilities Association of the Niagara Region
- MacLean, Darla
- Mandigo, James
- Martini, Tanya
- Mental Health Services – Children’s Clinic
- Mother Newborn Support Service

Niagara Centre for Youth Care  
 Niagara College Child Care Centre  
 Niagara Peninsula Children's Centre  
 Owen, Frances  
 Tardif, Christine  
 Tarulli, Donato  
 Welland Hospital – Speech-Language Pathology Department  
 Welland Preschool Services  
 Willoughby, Teena

**No go (don't do research of this kind): 18**

Ausable Family Services  
 Belicki, Kathryn  
 Bethlehem Early Learning Centre  
 Big Brothers/Big Sisters of Greater Fort Erie  
 Big Brothers/Big Sisters of St. Catharine's  
 Contact Niagara for Children's and Developmental Services  
 Dane, Andrew  
 Easter Seal Society  
 Holt, Nick  
 Johnston, Nancy  
 Marini, Zopito  
 Ontario Early Years Centres – Niagara Region (6)  
 Ontario Ministry of Community Family and Children's Services  
 Raby, Rebecca  
 Rosenberg, Danny  
 Special Services at Home and Assistance for Children with Severe Disabilities  
 Wade, Terrance  
 Welland Hospital – Mental Health Services

**Un ph/no e-mail/ Un questionnaire (unreturned phone call, unreturned, no e-mail address): 17**

Brighter Day Early Learning Centre  
 Calzonetti, Karen  
 Child Find Ontario – Niagara Chapter  
 Healthy Babies/Healthy Children  
 Infant Education and Parent Teaching Program  
 Mental Health Services  
 Niagara Falls Big Brothers/Big Sisters  
 Niagara Institute for Human Development – Child and Family Counselling Program  
 Niagara Institute for Human Development – Early Assessment, Support and Intervention  
 Niagara Institute for Human Development – Intensive Child and Family Services  
 Niagara Institute for Human Development – Niagara Child Development Centre 1-2-3 Magic  
 Niagara Institute for Human Development – Psycho-Educational and Psycho-Social Assessments  
 Niagara Institute for Human Development – Separation and Divorce Group for Children and Parents  
 Parent Talk  
 Parenting Courses  
 Preschool Services  
 St. Catharine's Preschool Services

**Other: 4**

Big Sisters Centre for Women and Girls - # not in service/e-mail bb  
 Klentrou, Panagiota – away until September  
 Lighthouse Niagara - # not in service, no e-mail  
 Niagara Regional Native Centre

**Hello,**

The Early Childhood Community Development Centre (ECCDC) is currently developing an inventory of research and projects on early childhood development in Niagara Region. We are collecting information on behalf of the Early Years Niagara (EYN) in order to promote collaboration, avoid duplication of effort and find any gaps in information that may be useful for planning an early years research agenda.

We are contacting you as a Niagara area organization focused on young children and are looking for research and/or projects that fulfill the following criteria:

- has taken place in the last 10 years and;
- must include ages 0-6

Please note, the information will be strictly for the use of EYN and committee.

We are hoping to collect the information by

If your research or project meets this criterion, could you please take a few moments to fill out the questionnaire.

1. Name of the organization:
2. Project/Research Title:
3. Research/Project subject/topic:
4. Contact Person(s):
5. E-mail:
6. Mailing address:
7. Telephone number:
8. Fax:
9. Website:
10. Summary of this research/project? (approx. 250 words/half a page)
11. Funders/sponsors:
12. Life span:
13. Research/project reports or communication products (If so, please state citation)
14. Have any of your findings been published? (In house or through a journal?) If so, is it possible to get hold of these products/articles?
15. What kind of impact has the research/findings had (for example, on your organization or on the community)?
  - Has anyone used your results, has anything in your community changed?

Thanks for taking the time to help us with our data collection.

If you or anyone in your organization/community has any questions, please do not hesitate to contact me.

Thank you.

1. What is the name of the organization through which this research is being conducted?
2. What is the title of this project?
3. What is the main subject/topic of this research?
4. Is there a particular person I should contact in the future if I have further questions regarding this research?
5. Is there an e-mail address I can use to correspond with this person?
6. Is there a mailing address for this project?
7. Is there a telephone number for this project?
8. Is there a fax number for this project?
9. Is there a website for this project?
10. Can I obtain a summary of this project?
11. Who, if any, are the funders/sponsors of this project?
12. What is the time span of this project?
13. Has any information regarding this project been published? If so, where and when?
14. If not published, have the research and/or any findings had an impact on your community?

Aggression	24
Autism	22, 25
Bullying	24
Cancer	11
Community	6, 9, 12, 15, 17-19
Communication	11
delays	14, 23
Computers	24
Emotion	23, 25
Friendships	24
Globalization	21
Gender differences	24
Intellectual Disabilities	23, 25
Nationalism	21
Parent-child relationships	12, 23
Readiness to learn	6
Reading	
disabilities	6, 7
development	7
Race and Racism	21
Social Cognition	24
Victimization	24