

NIAGARA REGION EARLY YEARS RESEARCH INVENTORY

2007-2008 Edition



NIAGARA REGION EARLY YEARS RESEARCH INVENTORY

2007-2008 EDITION

Compiled & published by

On behalf of

The ECCDC's Understanding
the Early Years Project

Early Years Niagara Planning
Council's Research Advisory Group



The views expressed in this report are the author's and do not necessarily reflect the opinion of Human Resources and Social Development Canada or of the Federal Government.

The views and opinions of originators expressed herein do not necessarily state or reflect those of the ECCDC or any associate or partner thereof.

The changing nature of academic and community research presents some limitations to reporting. The activities listed in this document are not intended to be an exhaustive list, but rather represent an important update and reference on early years related research and reports currently underway or recently completed in the region of Niagara.

Readers are encouraged to view the contents as important assets that can be used and built upon to increase the evidence-based planning, collaboration, integration and public education work already underway in the community.

CONTENTS

Acknowledgements	4
Acronyms	5
Introduction	6
Overview	7
Updates to Information	8
Understanding the Early Years	8
Kindergarten Screening Project	11
Conative Determinants of Reading Development and Reading-Disabled Children's Response to Remediation	12
Ontario Early Years Niagara Region/Data Analysis Coordinator	14
Children's Rights Enacted: A 2008 Report on how the Niagara Region is doing in supporting children 0-6 and their families	14
Home Chemotherapy Program for Children with Cancer	15
Outcome Evaluation of the Families and Schools Together Program – Pre-School Age, and Baby Families and Schools Together (F&ST)	16
A Systems View of Resource Allocation and Access in Families with Children who have Communication Delays	16
Early Learning and Child Care Plans (2004-2007 and 2005-2008)	18
Helleiner has been principal investigator on two SSHRCC funded projects	19
Niagara Autism Spectrum Disorder (ASD) System: An Initiative of Understanding, Collaboration and Change	19

ACKNOWLEDGEMENTS

This Research Inventory Update would not have been possible without the efforts of many individuals, especially the members of the Early Years Niagara Planning Council's Research Advisory Group. In particular, the author would like to thank the following for their:

Prior Coordination and Research efforts

Lori Walker, Angela DiNello, Tammy Ferguson, Nancy Russell, Sandra Noel, Marion Trent-Kratz, and Lisa Banh – thanks for laying the groundwork with the first Inventory and/or for your contribution to this current version. Your work is appreciated.

Guidance and advice

Human Resources and Social Development Canada and the management and research staff assigned to UEY;

The Early Childhood Community Development Centre (ECCDC), sponsoring agency for the project and, in particular, its Executive Director, Tammy McCormick Ferguson, and team of managers;

The community coalition for the project (Early Years Niagara Planning Council); and,

The Early Years Niagara Research Advisory Group (EYNRAG) for their willingness to make room for UEY on every meeting agenda and for their ongoing feedback, guidance, and direction.

Assistance in the production of this report

ECCDC Graphic Designer and Desktop Publisher 'extraordinaire', Julie Thompson.

ACRONYMS

BEC	Business Education Council
ECE	Early Childhood Educator
EDI	Early Development Instrument
EQAQO	Education Quality and Accountability Office
EYN	Early Years Niagara
EYNPC	Early Years Niagara Planning Council
EYNRAG	Early Years Niagara Research Advisory Group
HRSDC	Human Resources and Social Development Canada
DSBN	District School Board of Niagara
ECCDC	Early Childhood Community Development Centre
GIS	Geographic Information Systems
ISCIS	Integrated Services for Children Information System
KPS	Kindergarten Parent Survey
MCSS	Ministry of Community and Social Services
MCYS	Ministry of Children and Youth Services
MISA	Municipal Information Systems Association
NCDSB	Niagara Catholic District School Board
NLSCY	National Longitudinal Study of Children and Youth
N-TAB	Niagara Training and Adjustment Board
OEYC	Ontario Early Years Centre
OEYNR	Ontario Early Years Niagara Region
ONSIS	Ontario School Information System
PIDACS	Parent Interview and Directs Assessment of Children Survey
QCCN	Quality Child Care Niagara
RMN	Regional Municipality of Niagara
UEY	Understanding the Early Years

INTRODUCTION

In March 2004, the Understanding the Early Years (UEY) Action Plan identified the need to share research information with community stakeholders. One of the project tasks was to compile and distribute an inventory of early years-related research currently being implemented across Niagara Region. In 2005, the first Niagara Region Early Years Research Inventory was published. It can be found online at: www.uey.eccdc.org/PDF.php/NR%20EYNRAG%20research_inventory_2004-2005.pdf.

In 2007, UEY partnered with Brock University's MedPlus Program, in order to provide a 4th year student with a service learning placement. This student re-contacted all the originally listed academics and organizations in order to obtain updated information. Unfortunately, despite several attempts, most academics did not reply to requests for updates. This may have been due to the updating implementation timeframe (spring/summer).

UEY held a research overview meeting, in order to identify the early years knowledge being gathered by key community partners (Public Health, OEYC, Community Services, NCDSB, DSBN). Additionally, input was sought from the Early Years Niagara Research Advisory group and an online search of local early years service providers and academic websites was made to identify any new research that could be included.

Purpose

The original and ongoing 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.

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
- Has taken place in the last 5 years

While the previous early years research inventory was categorized into six areas of research, for the sake of report length and associated publishing costs, this version does not follow that model. Rather, it provides a new chart containing an overview of local knowledge being collected, as well as updates on research projects contained in the previous report. For easy reference, the current updates have been arranged in the order they were originally listed.

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) It can be challenging to stay current with all the research underway and available and requires an ongoing commitment to staying informed and using the existing assets and knowledge to maximize integration, communication and positive outcomes for children 0-6 years. Significant progress has been made in Niagara since the first Inventory was published.
- 2) Academic research requirements and publication timelines may not coincide with needs and planning cycles in the community. Therefore, community based research can play an important role in local knowledge gathering and sharing when it is based on sound research practices and augments more formal academic studies.
- 3) Given the fact that the UEY project sunsets in August 2008, sustaining the local research agenda and work done to-date, as well as continuing to build on the capacity of the community to use local knowledge, must be addressed. EYNRAG's ongoing work and its 2008 Community Report, the OEYNR DAC, and the Early Years Niagara Planning Council will provide the ongoing knowledge generation and dissemination, and research agenda leadership required to support the young children of Niagara and their parents, educators, caregivers, and service providers.

OVERVIEW

Community Services, Children's Services	Public Health/Ontario Early Years Niagara Region	ECCDC/Understanding the Early Years (UEY)	School Boards (NCDSB, DSBN)
<p>2001 Census, Statistics Canada</p> <ul style="list-style-type: none"> Population counts and distribution on children 0-4 Average Household Income Low Income Cut-off (LICO) Population growth and trends Labour data <p>GIS Department and MCYS/MCSS</p> <ul style="list-style-type: none"> Child care site mapping Child Care Vacancies Licensing down to neighbourhood level <p>Niagara Training and Adjustment Board (N-TAB)</p> <ul style="list-style-type: none"> Labour data Training needs <p>Quality Child Care Niagara (QCCN)</p> <ul style="list-style-type: none"> DISC referral and special needs information <p>Resource Centres</p> <ul style="list-style-type: none"> Family Resource Centre use/trends ECCDC membership use/trends 	<p>Early Development Instrument (EDI)</p> <ul style="list-style-type: none"> 2002 and 2005 – all municipalities in region <p>2001 Census, Statistics Canada</p> <ul style="list-style-type: none"> Custom 0-6 years tabs, down to the neighbourhood level <p>NOTE: 2006 Census data will be available pending release.</p> <p>Integrated Services for Children Information System (ISCIS)</p> <ul style="list-style-type: none"> Data on baby and mom at birth, also pre-natal health and service use <p>18 Month Well-Baby Initiative</p> <ul style="list-style-type: none"> Data collected during visits to Niagara Falls Doctors – report pending <p>Ontario Early Years Niagara Region</p> <ul style="list-style-type: none"> Program/service use by children, parents, and caregivers <p>Early Years Niagara Planning Council Parenting Strategies Committee</p> <ul style="list-style-type: none"> Inventory of community services/programs for parents and children – results pending <p>Early Years Niagara Research Advisory Group</p> <ul style="list-style-type: none"> Community Report based on Niagara Children's Charter and indicators of child well-being – anticipated November 2008 	<p>Early Development Instrument (EDI)</p> <p>In maps, tables and chart forms</p> <ul style="list-style-type: none"> 2002, 2005 & 2006 – all municipalities in region 2001 and 2003 – additional Niagara Falls data <p>2001 Census, Statistics Canada</p> <p>Socioeconomic variables from 2001 Census listed below, mapped region-wide to neighbourhood level:</p> <ul style="list-style-type: none"> Average Household Income, Low Income Cut-off, Government Transfer Payments With University, Without High School, Unemployment Rates Family Structure Immigration, Language (neither Eng nor Fr) Home Ownership, Residential Stability, and Housing Stress Index Population Distribution: Total, 0-5, Aboriginal <p>2007 Community Resource Inventory</p> <p>Mapped and table form for all of Region to neighbourhood level. Free or low cost services provided by not-for-profits for families with children 0-6 years in the following categories:</p> <ul style="list-style-type: none"> Sports and Recreation Social Resources Health & Wellness Education Multicultural Special Interest (faith-based) <p>National Longitudinal Study of Children & Youth (NLSCY) Community Survey Components</p> <ul style="list-style-type: none"> Includes 3 direct assessments with children and parent interviews 2002 and 2005 data for Niagara Falls only <p>Parent Interviews and Direct Assessment of Children Survey (PIDACS)</p> <ul style="list-style-type: none"> Includes same 3 direct assessments and parent interviews as NLSCY - all municipalities in Niagara and both school boards in 2007 – anticipated 2008 	<p>EQAO tests</p> <ul style="list-style-type: none"> Administered in grades 3, 6, and 9 <p>www.eqao.com</p> <p>Ontario Secondary School Literacy Test</p> <ul style="list-style-type: none"> Administered in grade 10. Required to graduate. <p>The school boards are also integrating their information systems into their internal data warehouses for custom, local use (ex. MISA, ONSIS).</p>

INVENTORY UPDATES

Title of project	Understanding the Early Years (UEY)
Subject/Topic of Project	Readiness to learn
Summary of Project	<p>A national initiative of Human Resources and Social Development Canada (HRSDC) that generates local information on the development of kindergarten children, family and community factors which influence children's development, and on community resources and socioeconomic characteristics and enables community members to:</p> <ul style="list-style-type: none"> • work together to learn to collect and use local information as a catalyst for community action; • understand the needs of their young children and families, and; • work together to address the needs of children from birth to age six.
Funder/Sponsor	Human Resources and Social Development Canada/Early Childhood Community Development Centre (ECCDC)
Length of Project	7 years (2001-2008)
Contact	Project Coordinator
Organization(s)	<p>Early Childhood Community Development Centre</p> <p>Email • eccdc@eccdc.org Website • www.uey.eccdc.org</p> <p>Phone • 905.646.7311 Fax • 905.646.2692</p> <p>Mail • Henley Square Plaza, 395 Ontario Street, St. Catharines, ON L2N 7N6</p>
Published Materials	<ol style="list-style-type: none"> 1) Measuring Readiness to Learn in Niagara Falls – The Early Development Instrument Findings from 2001 (2002) www.uey.eccdc.org/PDF.php/NF%202001%20EDI%20Report.pdf 2) Measuring Readiness to Learn in Niagara Falls – Results of the Community Mapping Study in Niagara Falls, 2001 (2002) www.uey.eccdc.org/PDF.php/NF%202001%20CMS%20Study.pdf 3) Understanding the Early Years: Early Childhood Development in Niagara Falls – KSI Research International Inc., Applied Research Branch, Strategic Policy, Human Resources Development Canada (2003) www.uey.eccdc.org/PDF.php/NF%20Community%20Study%202003.pdf 4) Understanding the Early Years Niagara Falls Project Action Plan (2004) www.uey.eccdc.org/PDF.php/NF%20action_plan_final0304.pdf

Continued on page 9

INVENTORY UPDATES

Published Materials (continued)

- 5) Preliminary Early Development Instrument (EDI) Results (2006)
 - Fort Erie
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_fterie_results_booklet.pdf
 - Grimsby
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_grimsby_results_booklet.pdf
 - Lincoln
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_lincoln_results_booklet.pdf
 - Niagara Falls
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_niagfalls_results_booklet.pdf
 - Niagara-on-the-Lake
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_notl_results_booklet.pdf
 - Niagara Region
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_regional_results_booklet.pdf
 - Pelham
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_pelham_results_booklet.pdf
 - Port Colborne
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_ptcolborne_results_booklet.pdf
 - St. Catharines
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_stcath_results_booklet.pdf
 - Thorold
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_thorold_results_booklet.pdf
 - Wainfleet
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_wainfleet_results_booklet.pdf
 - Welland
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_welland_results_booklet.pdf
 - West Lincoln
www.uey.eccdc.org/PDF.php/uey_2006_prelim_EDI_westlincoln_results_booklet.pdf
- 6) Niagara Falls Mapping Study: A Community Fit for Children (2007)
www.uey.eccdc.org/PDF.php/niagara_falls_mapping_study_mar07.pdf
- 7) Niagara Falls Understanding the Early Years Project Action Plan (2007)
www.uey.eccdc.org/PDF.php/Niagara_Falls_Action_Plan_2007.pdf
- 8) Child Care Brief – Niagara Falls (2007)
www.uey.eccdc.org/PDF.php/NF%20Community%20Brief_Child%20Care.pdf
- 9) Literacy Brief – Niagara Falls (2007)
www.uey.eccdc.org/PDF.php/NF%20Community%20Brief_Literacy.pdf
- 10) Parenting Brief – Niagara Falls (2007)
www.uey.eccdc.org/PDF.php/NF%20Community%20Brief_Parenting.pdf

Continued on page 10

INVENTORY UPDATES

Published Materials (continued)

- 11) Health & Well-being Brief – Niagara Falls (2007)
www.uey.eccdc.org/PDF.php/NF%20Community%20Brief_Health%20and%20Well%20being.pdf
- 12) Community Diversity Brief – Niagara Falls (2007)
www.uey.eccdc.org/PDF.php/NF%20Community%20Brief_Diversity.pdf
- 13) Community Factors Brief – Niagara Falls (2007)
www.uey.eccdc.org/PDF.php/NF%20Community%20Brief_Community%20Factors.pdf
- 14) Readiness to Learn in Niagara Region (2007)
www.uey.eccdc.org/PDF.php/Readiness%20to%20Learn%20in%20Niagara.pdf
- 15) 2006 EDI Sub-domain Results (2007)
www.uey.eccdc.org/PDF.php/NR%202006%20EDI%20Sub-domain%20Results.pdf
- 16) 2006 EDI and 2001 Socioeconomic Brief (2007)
www.uey.eccdc.org/PDF.php/EDI%20and%20Socioeconomic%20Brief%202007.pdf
- 17) 2006 EDI Neighbourhood Vulnerability Results (2007)
www.uey.eccdc.org/PDF.php/Best%20Start%20Report%20for%200EYNR%20Niagara%20Region%20Public%20Health%20Dept.pdf
- 18) Community Resource Booklets (2008)
Fort Erie
www.uey.eccdc.org/PDF.php/fterie_cr_booklet_jan08.pdf
Grimsby
www.uey.eccdc.org/reports/grimsby.php
Lincoln
www.uey.eccdc.org/PDF.php/lincoln_cr_booklet_jan08.pdf
Niagara Falls
www.uey.eccdc.org/PDF.php/niagarafalls_cr_booklet_jan08.pdf
Niagara-on-the-Lake
www.uey.eccdc.org/PDF.php/notl_cr_booklet_jan08.pdf
Pelham
www.uey.eccdc.org/PDF.php/pelham_cr_booklet_jan08.pdf
Port Colborne
www.uey.eccdc.org/PDF.php/ptcolborne_cr_booklet_jan08.pdf
St. Catharines
www.uey.eccdc.org/PDF.php/stcatharines_cr_booklet_jan08.pdf
Thorold
www.uey.eccdc.org/PDF.php/thorold_cr_booklet_jan08.pdf
Wainfleet
www.uey.eccdc.org/PDF.php/wainfleet_cr_booklet_jan08.pdf

Continued on page 11

INVENTORY UPDATES

Published Materials (continued)

18) *Community Resource Booklets (2008) continued*

Welland

www.uey.eccdc.org/PDF.php/welland_cr_booklet_jan08.pdf

West Lincoln

www.uey.eccdc.org/PDF.php/westlincoln_cr_booklet_jan08.pdf

19) Niagara Region Mapping Study – **spring 2008**

20) Niagara Region Community Briefs – **pending release of PIDACS results, anticipated spring/summer 2008**

21) PIDACS Community Study (Doug Willms, KSI International Inc., Human Resources and Social Development Canada) - **anticipated 2008**

Title of project	Kindergarten Screening Project – No new updates
Subject/Topic of Project	Early identification of children at-risk for reading disabilities
Summary of Project	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 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 “Mathew Effect” – the rich are getting richer while the poor are getting poorer.
Funder/Sponsor	Social Sciences and Humanities Research Council of Canada
Contact	John McNamara
Organization(s)	Brock University – Department of Child and Youth Studies Email • john.mcnamara@brocku.ca Website • www.brocku.ca/k-screening Phone • 905.688.5550 x.3835 Mail • St. Catharines, ON L2S 3A1

Continued on page 12

INVENTORY UPDATES

Published Materials	See website link in “Research”
Outcomes (non-published materials)	See website link “Presentations” Three school boards in Saskatchewan have implemented the Kindergarten screening tool. The province is considering implementation.
Notes	Dr. McNamara is an educational psychologist interested in studying the developmental health of children and youth with learning disabilities.

Title of project	Conative Determinants Of Reading Development And Reading-Disabled Children’s Response To Remediation – No new updates
Subject/Topic of Project	Literacy; Reading Development; Interest and Motivation; Response to Remediation or Intervention
Summary of Project	<p>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.</p>

Continued on page 13

INVENTORY UPDATES

Funder/Sponsor	National Institutes of Child Health and Development, US; The Hospital for Sick Children
Contact	Jan Frijters
Organization(s)	<p>Brock University – Department of Child and Youth Studies</p> <p>Email • jan.frijters@brocku.ca Website • www.sickkids.on.ca/ldrppublic</p> <p>Phone • 905.688.5550 x.4219</p> <p>Mail • St. Catharines, ON L2S 3A1</p>
Published Materials	<p>Contact Jan Frijters to obtain copies of the articles below.</p> <p>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. <i>Journal of Educational Psychology</i>, 92(3), 466-477.</p> <p>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 8th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Belgium, July 11 to 15, 2004.</p> <p>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 8th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Belgium, July 11 to 15, 2004.</p> <p>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.</p> <p>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.</p>
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.

INVENTORY UPDATES

Title of project	Ontario Early Years Niagara Region/Data Analysis Coordinator
Summary of Work	<ol style="list-style-type: none"> 1) Early Years Community Resource Inventory: A Community Collaboration Interim Report. Ontario Early Years. (May 2003). 2) Early Years Community Resource Inventory Final Report – Niagara Region. Ontario Early Years. (Feb 2005). 3) Niagara Nurtures...A Snapshot of Niagara's Children. Ontario Early Years and Niagara Regional Public Health Department. (Apr 2005). www.earlyyearsniagara.org/f_17_Community_Snapshot.pdf 4) Data is your Friend - Partnering with your Public Health Department. Presentation made at Ontario Early Years Conference. Ontario Early Years. (May 2003). Available from Mary Lou Decou, Niagara Region Public Health Department, Tel: 905.688.8248 x.7340, email: marylou.decou@regional.niagara.on.ca 5) An Evidence-Based Paradigm to Planning and Implementing Early Years Programming in the Niagara Region. Ontario Early Years Presentation made at the Association of Public Health Epidemiologists of Ontario Annual Conference. (Oct 2003). Available from Sandra Noel, Niagara Region Public Health Department, Tel: 905.688.8248 x.7287, email: sandra.noel@regional.niagara.on.ca
Funder/Sponsor	Ministry of Children & Youth Services
Length of Project	Ongoing
Contact	Sandra Noel, Data Analysis Coordinator
Organization(s)	Regional Niagara Public Health Department Email • sandra.noel@regional.niagara.on.ca • tiffany.gartner@regional.niagara.on.ca Website • www.ontarioearlyyears.ca

Title of project	Children's Rights Enacted: A 2008 Report on how the Niagara Region is doing in supporting children 0-6 and their families.
Summary of Project	The report will begin with information on Niagara geography and population demographics, including the number of children aged 0-6 and their distribution throughout the region. Sections will be introduced by indicators/data known to influence child outcomes, impact on the overall community and contribution to furthering children's rights as outlined in the Niagara Charter.

Continued on page 15

INVENTORY UPDATES

Summary of Project (continued)	<p>Key findings, on a regional, municipal and neighbourhood level, may be included in text, list, chart, graph and map form.</p> <p>Five main categories of indicators (Socioeconomics/Demographics, Basic Needs, Health, Early Learning & Care, and Safety) will be reported on within an overall framework comprised of four sections (1. Family 2. Community 3. Health & Safety and 4. Early Learning & Development).</p> <p>The report will include data from 2006 Statistics Canada, EDI results from 2005, 2006 and 2008, Integrated Services for Children Information System (ISCIS), UEY Community Resource Inventory (CRI), EDI and socioeconomic indicators mapping, Parent Interviews and Direct Assessments of Children Survey (PIDACS), Kindergarten Parent Survey (KPS), as well as several other data sources at the community sector or organization level.</p>
Funder/Sponsor	Early Years Niagara Research Advisory Group (EYNRAG)
Length of Project	Present – November 2008
Contact	Sandra Noel, Data Analysis Coordinator Tiffany Gartner, Data Analysis Coordinator
Organization(s)	<p>Niagara Region Public Health Department</p> <p>Email • sandra.noel@regional.niagara.on.ca • tiffany.gartner@regional.niagara.on.ca</p> <p>Website • www.earlyyearsniagara.org</p> <p>Phone • 905.688.8248 x.7287 Fax • 905.688.0575</p> <p>Mail • P.O. Box 1052, Station Main, Thorold, ON L2V 0A2</p>
Title of project	Home Chemotherapy Program for Children with Cancer – No new updates
Subject/Topic of Project	Children receiving chemotherapy at home
Summary of Project	<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;</p>

Continued on page 16

INVENTORY UPDATES

Summary of Project (continued)	<p>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>
Funder/Sponsor	Hospital for Sick Children
Length of Project	Complete
Contact	Madelyn Law (Beamer), M.A.
Organization(s)	<p>Brock University – Department of Physical Education and Kinesiology</p> <p>Email • madelyn.law@brocku.ca</p> <p>Phone • 905.688.5550 x.4529 Fax • 905.688.8364</p> <p>Mail • St. Catharines, ON L2S 3A1</p>
Published Materials	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.
Outcomes (non-published materials)	This program may be started in Toronto.
Title of project	Outcome Evaluations of the Families and Schools Together Program – Pre-School Age, and Baby Families and Schools Together (F&ST) – Project cancelled due to lack of funding.
Title of project	A Systems view of Resource Allocation and Access in Families with Children who have Communication Delays – No new updates
Subject/Topic of Project	Family Resource Project

Continued on page 17

INVENTORY UPDATES

Summary of Project	<p>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 within 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.</p>
Funder/Sponsor	Canadian Language and Literacy Network
Length of Project	Projected to be finished in 2006
Contact	Linda Rose-Krasnor
Organization(s)	<p>Brock University – Department of Psychology Email • linda.rose-krasnor@brocku.ca Phone • 905.688.5550 x.3870 Fax • 905.688.6962 Mail • 500 Glenridge Avenue, St. Catharines, ON L2S 3A1</p>
Published Materials	<ul style="list-style-type: none"> • A series of newsletters for participants • Several conference presentations of initial findings <p>All materials are available by contacting Linda Rose-Krasnor</p>
Outcomes (non-published materials)	This is hard to say at this point, since we've just completed data collection from the first cohort of families.
Notes	Research interests; social problem-solving, friendship, social competence, beliefs about child development, discipline, program evaluation.

INVENTORY UPDATES

Title of project	INVESTING IN OUR FUTURE: The Early Learning & Child Care Plan, 2004-2007 – No new updates
Subject/Topic of Project	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.
Summary of Project	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 & Social Services and Children & Youth Services, Early Learning and Child Care 2004/05 Funding and Service Planning Guidelines, July, 2004.
Funder/Sponsor	Regional Niagara, Community Services Department, Children's Services
Length of Project	Three years (2004-2007)
Website	www.regional.niagara.on.ca Region website (above) or by contacting Children's Services Administrative Assistant 905.984.3709.
Published Materials	The Review will be published in house for release in Autumn 2004. It will also be available online on the Niagara Region website at www.regional.niagara.on.ca or by contacting Children's Services Administrative Assistant, 905.984.3709.
Title of Project	Niagara's Best Start: The Early Learning and Child Care Plan 2005-2008 English Report: www.regional.niagara.on.ca/living/children/ccp_2005-2008/default.aspx French Report: www.regional.niagara.on.ca/living/children/ccp_2005-2008/pdf/Programmes_apprentissage_et_de_soins_de_jeunes_enfants.pdf

INVENTORY UPDATES

Title of Project	<p>Helleiner has been principal investigator on two SSHRCC funded projects.</p> <ul style="list-style-type: none"> • Childhood, “Race” and Racism: Political Discourse and Policy in Canada [1997-2001] • Border Kids: Globalization, Nationalism and Children’s Culture [2001-2004] <p>No new updates</p>
Contact	Jane Helleiner
Organization(s)	<p>Brock University — Department of Sociology</p> <p>Email • jhellein@brocku.ca</p> <p>Phone • 905.688.5550 x.3711</p>

Title of project	<p>Niagara Autism Spectrum Disorder (ASD) System: An Initiative of Understanding, Collaboration and Change — No new updates</p>
Subject/Topic of Project	<p>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.</p>
Contact	<p>Dr. Jim Wagner</p> <p>Faculty of Education, Brock University</p> <p>Email • jwagner@ed.brocku.ca</p> <p>Phone • 905.688.5550 x.4212</p> <p>Mail • 500 Glenridge Avenue, St. Catharines, ON L2S 3A1</p>
Organization(s)	<p>Hotel Dieu Hospital (CAS Unit), Niagara Peninsula Children’s Centre, and The Reading Clinic of the Faculty of Education, Brock University</p>

