



Association of
Native Child and
Family Services
Agencies of Ontario



Ontario Association of
Children's Aid Societies

Information for Teachers:

Challenges and Risks for Children and Youth During the Pandemic

The closure of schools and child care centres coupled with other community spaces that young people and families use means that access to their extended support networks and helping adults outside the home is limited.

Emerging research about the impact of the pandemic indicates that families are struggling. Initial data suggests that family violence is increasing, and children and youth are dealing with the effects of social isolation ([Advocates scramble to help domestic abuse victims as calls skyrocket during COVID-19](#)).

The Ontario Association of Children's Aid Societies (OACAS) and the Association of Native Child and Family Services Agencies of Ontario (ANCFSAO) have developed this resource to assist teachers to check in with children and youth, engage them in conversations about their holistic well-being and support them if they need to ask for help.

As always, if you have a concern about the safety or well-being of a child or youth under the age of 16, you have a duty to report it to your local Children's Aid Society or Indigenous Child and Family Well-Being Agency. (Under the CYFSA (s. 125(4)), a person may report about a 16 or 17-year-old whom they suspect is in need of protection, although there is not a duty under the law to do so.)

All Children's Aid Societies and Indigenous Child and Family Well-Being Agencies are providing services during COVID-19 pandemic.

A full list of contact information for local agencies is available here:

www.oacas.org/locate

Important Considerations

Overreporting of Indigenous and African-Caribbean Canadian Families in Child Welfare

The overrepresentation of Indigenous children and youth is due to the historical injustices perpetrated against First Nations, Inuit, and Métis communities by the Canadian government and

provincial child welfare systems. These injustices include residential schools and the Sixties Scoop. These colonial legacies have resulted in community impairment, intergenerational trauma, and the overrepresentation of Indigenous children in child welfare. The overrepresentation and inequity in outcomes for African-Caribbean Canadian families engaged with child welfare agencies is due to colonialism and systemic racism. African-Caribbean Canadian children are twice as likely to be reported to a Children's Aid Society but are no more likely than any other group of children to experience child maltreatment.

Stereotypes around poverty can also lead to overreporting. While poverty is a risk factor for children and youth, it is not a cause of child maltreatment.

How to Check Your Bias

Because teachers and education professionals are an integral part of a child's life, it is critical that they understand overrepresentation in the child welfare system and how it occurs.

Personal and systemic biases and stereotypes can impact a decision to call a Children's Aid Society. For example, behaviors of African-Caribbean Canadian children and youth in response to microaggressions, racial bullying by peers, or marginalization in the schools are sometimes incorrectly seen as reflecting issues within the home. Factors such as ethnicity, religion, family structure, and history influence family practices. Child-rearing practices vary across families and cultures. There are various parenting practices that are not concerning but may differ from your own. To check their biases, teachers and education professionals are encouraged to "flip it." In other words, would they call if the individual was a white, affluent child? We also suggest conferring with trusted educators and colleagues to check against personal prejudice and discuss the situation from multiple perspectives.

Privacy and Duty to Report

A document called "[Yes, You Can. Dispelling the Myths About Sharing Information with Children's Aid Societies](#)", released by the Office of the Information and Privacy Commissioner, is a critical reminder that a call to a Children's Aid Society is not a privacy violation when it concerns the safety of a child or youth. In fact, professionals who work with children and youth have a special responsibility, as stated in the *Child, Youth and Family Services Act*, to protect the safety and well-being of children and youth. More information about Duty to Report is available here: <http://www.oacas.org/childrens-aid-child-protection/duty-to-report/>. Also see the [Ontario College of Teacher's advisory on Duty to Report](#).

For further information and resources, please see visit our [teachers resource page](#), which was created in partnership with Boost Child & Youth Advocacy Centre.



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Strategies for Teachers Working with Children and Youth in Virtual Spaces

Check-in with children and youth regularly, either online or by telephone if you think access to technology could be a barrier.

1. Ask young people how they are managing and what they are feeling, using open-ended questions like:
 - How are you doing? Since COVID-19 started, have you noticed a change in how happy or unhappy you feel? Has there been a change in how you feel about yourself (self-esteem)?
 - Can you show me how you're feeling? Tell me a story about something that made you happy/sad. (*For younger children*)
 - With the new ways of doing schoolwork, what is most difficult for you? What is working? What would be most helpful for you?
 - What do you find hardest about not being at school? What is the best part?
 - If you could change one thing that would make you more successful in completing your schoolwork, what would you change?
 - If you had 2 wishes right now, what would they be?
 - On a scale of 0 to 10, with 0 being not being at school is terrible and I can't wait to get back to class, and 10 being I love that schools are closed, and remote learning is great, where are you on the scale? Tell me why you picked that number.
 - What hopes do you have for tomorrow?
2. Create opportunities for students to tell you about their life at home through conversations and learning opportunities, in groups and individually.
3. Observe, listen, and pay attention to how the child and youth are doing: do they seem to be doing well? Do you have any worries or concerns about how they are presenting? Are you seeing signs of mental health issues, abuse, and/or neglect such as:
 - physical injuries;
 - low or no participation in online learning over a significant period;
 - no contact with a family after many repeated phone calls/messages;
 - flat affect or withdrawn presentation if there is video communication;
 - a significant decline in work/quality of work.
4. COVID-19 impacts Indigenous families and communities differently because of history of disease, child removal, and geographic confinement. Food security, connectivity, access to devices, family capacity, relationships with schooling and teachers, and social determinants of health can all impact involvement of students in online learning. Many families have returned to their nations or may have moved in with extended family. When a family

cannot be contacted after trying multiple means, a wellness check should be done. This can be supported by an Indigenous Child and Family Well-Being Agency (contact information for these agencies is available here: www.oacas.org/locate).

- A list of resources available to support First Nations, Inuit and Métis families can be found here: <http://www.oacas.org/covid-19-resources/#fnim>

Let children and youth know you are here to help.

1. Remind young people that you are there for them and encourage them to reach out to you if they need support.
2. Acknowledge that it can be hard to ask for help but let them know it's important to do so. Acknowledge that they might not even know exactly what they need help with or that it might be difficult to define.
3. Share additional supports available through your school, Board, or other resources that can be accessed anonymously and outside of business hours.

Support children and youth to stay healthy and safe online.

1. Include information about online safety risks as well as strategies to help keep young people safe while online in your lessons.
2. Encourage young people to stay connected to their friends, communities, and identity-based groups through digital technologies.
3. Remind young people of the importance of finding a healthy balance by limiting their screen time and news intake. Please see <http://www.oacas.org/covid-19-resources/#youth> for resources that can help.

Promote positive mental health, self-care, and wellness.

1. Emphasize the importance of self-care during this time and talk about wellness.
2. Work with young people to identify strategies they can use for coping, managing stress, and regulating their emotions.
3. Consider talking to young people about mindfulness through assignments and activities.
 - [School Mental Health Ontario](#) has some tips and resources to help support student mental health during the COVID-19 pandemic.

Engage families.

1. Talk to families and caregivers about how things are going with students being at home and acknowledge the stress and uncertainty that COVID-19 has caused.
2. Acknowledge that working virtually can be difficult for everyone and signing in every day may not be feasible for some.
3. Encourage flexibility where possible and encourage caregivers to reach out if they require support or signposting to resources.