

# STARLINK

Issue 52

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It has been a long time since the last issue of Starlink, for which I apologise! However I hope this "bumper" edition will provide some useful resources, ideas and information for you.

There are some information-rich websites included in this issue! You will no doubt want to bookmark some of them, as it is not possible to explore all that is available there in only one visit.

Resources cover a wide range of topic areas, including childcare, building community partnerships, drug prevention strategies, non-profit management and Appreciative Inquiry. And for those of you in or near Melbourne, do consider attending the open forum on starting a Professional Association for Youth Workers.

As you will see from the article on this page, I have become a co-owner of Appreciative Inquiry Consulting. Appreciative Inquiry is sometimes called a "positive revolution in change". If you would like more information, please contact me.

Cheers

Sue

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Mobile: 0402 979 384

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VICTORIA UNIVERSITY



## Appreciative Inquiry

A major focus of my work is helping my clients build on strengths to bring out the best in people, organisations and communities.

Recognising what we do best, as well as what is working well in the present, provides a strong foundation for envisaging an even better future. Through this process we create even more successful outcomes.

Appreciative Inquiry is one of the key strengths-based approaches I use in my work with clients.

Real change begins with the simple act of people talking about what they care about.

(Margaret J Wheatley)

Would you like to:

- Implement a strategic planning process that explores creative possibilities and leads to positive action?
- Re-energise your performance review process?
- Increase staff enthusiasm and commitment?
- Build leadership capacity more effectively throughout your organisation?
- Elicit greater creativity and inspiration?
- Encourage more collaborative partnerships?
- Transform your organisation or community into an even more positive learning environment?
- Create a better sense of ownership for all your key stakeholders?



Contact me to learn more about how Appreciative Inquiry could help your organisation or community achieve such goals and become the best it can be.

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Good ...  
Better ...  
Best!

## Looking for the Good Stuff

Find out what works and figure out how to do more of it ...

That is the basic premise of *Appreciative Inquiry*, an organizational development approach used around the world by businesses and non-profits, community developers and emerging nations, churches and the military.

In *Looking for the Good Stuff*, experienced O.D. consultant, Bob New and strategic life coach, Kathleen Rich-New, apply this powerful tool to your personal life. In a series of engaging anecdotes and memorable quotes, they demonstrate

how the principles and assumptions of *Appreciative Inquiry* can change your life.

Looking for the Good Stuff is an excellent resource and very useful introduction to Appreciative Inquiry. It is available from the following locations:

**Clarity Works**  
(Purchase directly from the authors)  
<http://www.clarityworks.biz/>

**Amazon**  
<http://amazon.com>  
(Search by title or author)

**St Luke's Innovative Resources**

(Also available are a number of other resources on Appreciative Inquiry.)

137 McCrae St  
Bendigo VIC 3550  
Phone: +61 3 5442 0500  
Fax: +61 3 5442 0555  
Email: [stlukeir@stlukes.org.au](mailto:stlukeir@stlukes.org.au)  
Web: <http://www.stlukes.org.au/resources/index.asp>



## Professional Association for Youth Workers

You're invited to an open forum to discuss the development of a professional association for youth workers

In August 2003, an open forum was held in Melbourne to discuss the development of a professional association for youth workers. A working group was set up to investigate the establishment of a professional association. The working group has organised a forum to report the findings of this investigation back to the sector and to further discussions about the development of a professional association.

If you work in the youth sector and can get to Melbourne, attend this meeting and have your say about the development of a professional association.

**Date:** April 30 2004

**Time:** 9.00am (for a 9.30 start) to 1pm

**Venue:** Reception Room, Maribyrnong City Council. Cnr Napier and Hyde Sts, Footscray (5 min walk from Footscray station)

Light refreshments provided.

**RSVP to YACVic: 9612 8999 or email [info@yacvic.org.au](mailto:info@yacvic.org.au) by 23 April**

The Youth Affairs Council of Victoria (YACVic) has developed a discussion paper 'That Old Chestnut' which provides an overview of this issue. Download this paper from <http://www.yacvic.org.au>



## Children in Foster Care

<http://www.georgetown.edu/research/gucdc/foster.html>

*Meeting the Health Care Needs of Children in the Foster Care System* is a US-based, three-year study conducted by the Georgetown University Child Development Center. It identifies and describes promising approaches for meeting physical, mental, emotional, developmental, and dental needs of children in the foster care system.

## Center for Community Partnerships in Child Welfare

<http://www.cssp.org/center/index.html>

As the introduction to this website says:

*CCPCW works with jurisdictions across the country to improve our response to protecting society's most vulnerable children. We provide funding and technical assistance to help communities keep children safe from abuse and neglect and strengthen families. This work engages the public child protection agency, human services providers, local organizations, the faith community, and neighborhood leaders. The promise of community partnership is that children will be safer, families will be healthier, and communities will be stronger. Our motto is, "Keeping Children Safe is Everybody's Business."*

Check out their Publications page for some very interesting resources/papers on building community partnerships. For example:

### Family Meetings in Child Welfare

#### Bringing Families to the Table

<http://www.cssp.org/center/publications.html>

A very useful resource, available for download from the Publications page of the Center for Community Partnerships in Child Welfare (United States).

In the child welfare field, the practice of including families as part of the decision-making team has grown tremendously over the past decade. Several distinct practice models use family-centered principles in combination with family group meetings to bring families "to the table" to discuss and solve problems and to support each other. Many field service workers have requested a guidebook to provide clarity. The goal of this paper is to provide that clarity by providing a descriptive outline on the various approaches.

### Handbook for Family Team Conferencing

<http://www.cssp.org/center/publications.html>

Another good resource, also from the Center for Community Partnerships in Child Welfare.

*Families have a powerful role ... and are active participants in the process of assessing needs, identifying team members, planning and implementing plans of support. A key element in enlisting the family's participation in crafting its own individualized course of action is engaging the family with warmth, empathy, genuineness and respect. ... There are five basic components central to developing an individualized course of action.*

*They are:*

1. engagement of the family;
2. the assessment process;
3. developing and implementing the course of action (or plan);
4. tracking progress and responding to new concerns; and
5. sustaining the change.

*A central part of an effective individualized course of action is the use of Family Team Conferencing as a tool to involve the family team in organizing, coordinating and empowering the change process.*

## Developmental Issues What Works (USA)

[http://www.childtrends.org/whatworks\\_intro.asp](http://www.childtrends.org/whatworks_intro.asp)

The latest 'What Works tables' on the USA Child Trends web site identify programs and approaches that experimental research studies have found to be successful in improving youth outcomes and behaviours. The first tables, produced in conjunction



with the American Teens Research Brief Series, look at adolescent reproductive health. Others to follow include 'Physical Health and Safety', education, mental and emotional health. The tables are based on an extensive review of the available US research and aim to offer essential guidance on 'what works' (and what doesn't work) for anyone who designs, administers, or funds youth services. Follow the link from the above URL to 'youth development'.

**The universe is change; our life is what our thoughts make it.**  
**Marcus Aurelius Antoninus**  
**(Roman Emperor 121 AD-180 AD)**

## Youth Program Reaches Out To Victoria's Troubled 'Young Blokes'



'Boys don't need to fall through the cracks!' is the latest message aimed at troubled teenagers and their parents this autumn. The state-wide independent charity, Typo Station (<http://www.typostation.org.au/>) is offering a unique lifeline to boys between the ages of 14 and 17 who have problems at home, in school and the community.

The incidence of young men feeling alienated from their families, schools and communities is constantly on the increase, particularly in rural and regional Victoria. Currently 30 percent of all boys in Australia leave school after Year 10, with 80 percent of all school suspensions attributed to boys. Young men also have the highest rate of suicide and commit the majority of crime in Australia.

Typo Station's unique and innovative program aims to tackle delinquent and anti-social behaviour in young men through an early intervention program. The two-year mentoring initiative includes a one-month residential component at a cattle station in north east Victoria, which teaches boys the necessary skills to lead positive and fulfilling lives.

Staff at Typo Station believe that early intervention is critical in preventing these young men from falling into negative behaviour patterns, including early school leaving, depression and criminal behaviour.

Andy Kay, CEO at Typo Station, said: "We believe that young men can make positive and significant contributions to our community. By addressing problems before they become entrenched, young people are more likely to cope with adverse life situations and to have positive relationships with their families, peers and teachers."

Typo Station takes principles of pioneer style living, practical skills, community involvement and wilderness adventure therapy to help these young blokes build the resilience and life skills necessary to lead positive and meaningful lives.

Places for the next intake at Typo Station are still available. For more information about how to apply please visit the Typo Station website: <http://www.typostation.org.au/> or call 1300 723 317.

For all enquiries contact us at:  
**TYPO STATION**  
**Youth Opportunity Program Ltd**  
 PO Box 41, Cheshunt  
 Victoria, 3678  
 Tel: 03 5729 8223  
 Email: [info@typostation.org.au](mailto:info@typostation.org.au)  
 Web: <http://www.typostation.org.au/>

**We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.**  
 (Margaret Mead)



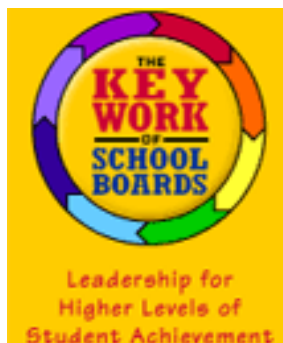
### Typo Station Evaluation

Starlink readers may also be interested to know the outcomes of an independent evaluation of Typo, completed in December 2003 by Dr Simon Crisp of YouthPsych Consulting. This evaluation found that:

*The results of the evaluation show Typo Station to be effective and functioning at a very high standard of service delivery. The program is clearly reaching the intended client target group: young men with poor social competence and school adjustment, who have clinical levels of delinquent behaviours and poor coping strategies. Importantly, following the program, participants reported significant improvements in delinquent behaviour, self-esteem, and their style of coping. These changes appeared to be consistent and robust. When the program's practices were compared to benchmarks of best practice in Wilderness Adventure Therapy®, 49 of the 54 benchmarks were met. In fact, with exception of 2 criteria, the Typo Station program meets all other requirements to gain accreditation under the Australian Wilderness Adventure Therapy® Program Accreditation Scheme. Further, when assessed according to Australian Commonwealth Health System Performance Indicators, the program showed, on average, a good level of performance, and showed substantial evidence that it was appropriate to the needs of its clients, efficient and safe.*

## The Key Work of School Boards

<http://www.nsba.org/keywork2/>



While this site is targeted for School Boards in the United States, the resources provided include pointers and information applicable in an Australian context as well. Key topics covered are:

- Vision
- Standards
- Assessment
- Accountability
- Alignment
- Climate
- Collaborative Partnerships
- Continuous Improvement

Under each of these topics you will find a brief list of key actions and engagement strategies and a hotlink to the relevant chapter in the *Key Work of School Boards Guidebook*. These chapters can be downloaded in PDF format.

There is additional material available under *Considerations for Planning* for each topic area above. These are a list of questions for the Board and/or the Planning Team to help them conduct and direct their discussions on the relevant topic.

## Annie E. Casey Foundation

<http://www.aecf.org>

Visit this site for resources on the wide range of activities conducted or supported by the Annie E. Casey Foundation. Follow the menu links at the top of the page to Initiatives and Projects or Publications.

Initiatives and Projects include a number of different projects, grouped under three headings. Each of the projects is a link to another page with information, tools, tips, reports and other resources related to that particular project. Project groups are:

- Improving Major Systems Serving Disadvantaged Children and Families
- Transforming Neighborhoods
- Promoting Accountability and Innovation

Publications and resources include the following topics areas:

- AdvoCasey (Foundation magazine)
- Annual Report

- Casey Connects (Foundation newsletter)
- Child Welfare
- Community / Neighborhood Development
- Economic Development / Welfare Reform / Jobs
- Education
- Fatherhood
- Family to Family
- Foster Care / Youth Transition / Youth Development
- Government Reform and Public Policy
- Health / Teen Pregnancy
- Juvenile Justice
- KIDS COUNT
- Research and Evaluation

Most are available online in HTM or PDF format. Hard copies are available free of charge – although there would probably be a cost for international postage.



## Study Circles Resource Center

<http://www.studycircles.org>

*The Study Circles Resource Center is dedicated to finding ways for all kinds of people to engage in dialogue and problem solving on critical social and political issues. SCRC helps communities by giving them the tools to organize productive dialogue, recruit diverse participants, find solutions, and work for action and change.*

*Hundreds of communities across the country have organized study circle programs. SCRC works directly with these communities, to refine and improve the process for organizing large-scale community dialogue that leads to action and change.*

**A sense of humour, a sense of play, willingness to experiment with even wild ideas are all part of a culture of innovation,**  
(Rosabeth Moss Kanter)

*From neighborhoods to large cities, broad coalitions of community groups are bringing together hundreds (and sometimes thousands) of people from all walks of life to deal with important issues like these:*

- racism and race relations
- education reform
- crime and violence
- immigration
- diversity
- youth concerns
- growth and sprawl
- police-community relations
- building strong neighborhoods
- neighborhoods supporting families with children

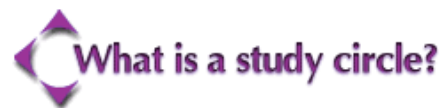


## Cultivating School Culture

<http://www.nsd.org/library/jsd/burnette233.html>

*The question facing educational leaders is not 'Will our school have a culture?' but 'Will we make a conscious effort to shape our culture?' The culture of a school – the assumptions, habits, expectations, and beliefs of the school's staff – exists as clearly as the school building itself.*

So begins the article *Pull Out Negativity by Its Roots* by Rick DuFour and Becky Burnette who identify four "weeds" in need of eradication and propose actions schools can take to get the weeding job done.



*In addition, many colleges and high schools are organizing study circles to engage young people in dialogue and problem solving.*

*As SCRC staff and associates work with regional, state, and national organizations interested in active citizenship, study circles are becoming a more widely known and well-tested process for large-scale citizen involvement. Throughout the country, study circles are increasingly recognized as a dynamic part of what many are heralding as a new movement for strengthening democracy and community building.*

## Americans for the Arts

<http://www.americansforthearts.org>

This website contains a number of useful resources related to advocacy for the arts, arts education and using the arts for community development. It also has very interesting information about a US study on how the arts can enhance economic development. Follow the links to Services and Research & Information for example – lots of articles well-worth reading!

## Nonprofit Good Practice Guide

<http://www.nonprofitbasics.org/>

The Nonprofit Good Practice Guide is a project of the Philanthropic and Nonprofit Knowledge Management Initiative (PNKM) at the Dorothy A. Johnson Center for Philanthropy & Nonprofit Leadership in the United States.

Although targeted for US-based nonprofit organisations, much of the information here is very applicable in an Australian context as well.

*The Nonprofit Good Practice Guide is a comprehensive online resource directory and capacity building tool that offers Preferred Practices and Pitfalls, Glossaries, Resources, Trends and Web Site Profiles within ten topic areas. Nonprofitbasics.org offers answers to virtually any question about managing nonprofits by providing hands-on tips,*

*articles and profiled links to lead nonprofit managers to sources that contain an abundance of information, which can be applied quickly and directly to improving their organizations' performance.*

Topics are:

- Accountability and Evaluation
- Advocacy
- Communications and Marketing
- Foundations and Grantmaking
- Fundraising and Financial Sustainability
- Governance
- Management and Leadership
- Staff Development and Organizational Capacity
- Technology
- Volunteer Management

YOU PROBABLY WORK  
WITH CHILDREN IF . . .

You can tell it's a full moon without ever looking outside. When out in public you feel the urge to talk to strange children . . . and correct their behavior. You've ever had your profession slammed by someone who would never dream of doing your job. You think caffeine should be available in IV form. You believe chocolate is a food group.

## Kids and Community

<http://www.educationfoundation.org.au/kidsandcommunity/default.asp>

This is another site containing more information than can possibly be absorbed in one visit. ©

Kids and Community is:

*Australia's first comprehensive online guide to school-community partnership. It is an indispensable resource for principals and teachers as well as parents, local government, business and community leaders. This website is generously funded by The R.E. Ross Trust and managed by the Education Foundation, a non-profit organisation working with public schools and the community to give young people the opportunity to unlock their potential.*

*Providing school-community project ideas, personal stories, tools, support and contacts, Kids and Community can be used as a 'how-to' manual to create or enhance school-community links."*

### Why Kids and Community?

*Research shows that some of the most innovative approaches to teaching take kids out of the classroom and into the community. Quality learning for today's sophisticated child needs to be relevant and exciting. Kids and Community champions the extraordinary educational, personal and social benefits that school-community partnerships can bring to students in Australian public schools.*

### Great school-community projects provide benefits to:

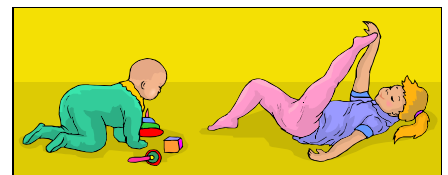
**Schools:** Increased student-engagement, curriculum development, ideas to start-up or maintain invaluable school-community partnerships.

**Teachers:** New teaching approaches, ideas for professional development, tools and re-

*sources to maximise the learning outcomes achieved through school-community links.*

**Students:** Development of transferable skills, resilience, leadership, citizenship and self-esteem, as well as an increased satisfaction resulting from meaningful, real-life learning experiences.

**Communities:** Increased community commitment to young people and a revitalising of community building through community/youth involvement - the result of young people getting out into the community and helping or working with others.

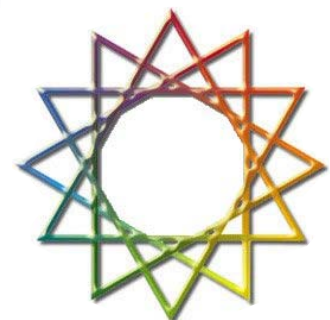


## Declaration of Learner's Rights and Responsibilities

<http://www.wondertree.org/wondertree/declaration.html>

This document may be of interest to Starlink readers. It was written by a group of 6 young people between the ages of 15 and 17 and was presented at a *Rights of the Child Conference* in Victoria, BC and to the Minister of Education (US) in June 1995. It was again presented to the UN Conference Habitat II in Istanbul Turkey in 1996. It is the frontispiece to a federally commissioned document written on *Virtual High - Learning a Living*.

Permission is provided for the document to be copied and used for educational purposes, but NOT for any commercial purpose. The Wondertree organisation asks that you contact them for permission to use the document, and acknowledge the source in any context in which you use it. See their website at <http://www.wondertree.org>



## Frespirit.Com

<http://www.frespirit.com>

Frespirit is a publisher of books and other learning materials for *children and teens, parents, educators, counselors, and everyone else who cares about kids.*

They offer a wide range of resources and books, with secure online ordering and discounts for bulk orders.

Specialties include SELF-HELP FOR KIDS® and SELF-HELP FOR TEENS® materials which “empower young people and promote positive self-esteem through improved social and learning skills”.

Two examples of their publications are:

### *Too old for this, too young for that!*

*Your survival guide for the middle-school years.* (2001)

H. Mosatche & K. Unger

*Advice, quotes from kids, and helpful tips for surviving the in-between years, this is just what boys and girls need to make the most of middle school—and beyond.*

**200 pp., illust., S/C, 7" x 9". Ages 10–14.**

### *Perfectionism: What's Bad About Being Too Good?*

Miriam Adderholdt-Elliott, Ph.D. and Jan Goldberg.

*Perfectionism is a problem for many teenagers today. Here's help for Superkids, workaholics, type A's, straight A's, procrastinators,*

*overachievers—and caring adults. This thought-provoking, encouraging book explains the differences between healthy ambition and unhealthy perfectionism and gives strategies for getting out of the perfectionism trap—from recognizing the symptoms to rewarding yourself for who you are, not what you do. It explains why some people become perfectionists, what perfectionism does to the mind and body, why girls are especially prone to perfectionism, and more. It also gives adults insight into how their behavior and expectations can contribute to perfectionism in teens they parent and teach.*

**144 pp., illust., S/C, 6" x 9". Ages 13 & up.**



## Building Basic Therapeutic Skills A Practical Guide for Current Mental Health Practice

<http://www.therapeuticresources.com/71-5text.html>

Each therapeutic contact provides unique opportunities to ameliorate suffering and cultivate change - that is, of course, if therapists can find a way to create the conditions that will allow those who seek their services to reveal personal difficulties, experience painful emotions, and take the risks necessary to solve their problems. Meeting that challenge is what this book is about.

This book is designed to offer some fundamental suggestions for implementing these basic therapeutic skills:

- Building workable therapeutic relation-

ships with your clients

- You must be responsive to finding sources
- Maintain sensitivity to diverse groups and cultures
- Take care of yourself in order to maintain the intense concentration the providing therapy requires
- You should build strong collegial relationships to ensure opportunities for both professional growth and personal support

Providing mental health services is a challenging career that changes constantly. If you are either a new therapist or have many years under your belt this book will give you a fresh outlook of new ideas and suggestions to getting the most out of the therapy session.

**Product Code: 71-5 Price \$ 49.95 US**



## Civic Practices Network

<http://www.cpn.org>

Civic Practices Network (CPN) is a collaborative and nonpartisan project bringing together a diverse array of organizations and perspectives within the civic renewal movement. We share a commitment to bring practical methods for public problem solving into every community and institutional setting in America. We assume the responsibility of telling our stories, so that all citizens may have the opportunity to learn from what others are doing to renew their communities. And we have a common faith that we can revitalize our democracy to tackle the complex problems of the 21st century if we can broadly exchange and con-

tinually refine the civic wisdom of what works and what empowers citizens to work together.

### Who We Are

*We are community organizers, civic journalists, and youth activists. We are grassroots environmentalists, business people and civil servants working collaboratively to create safe and sustainable local economies. We are union and business innovators, dispute resolution practitioners, participatory urban planners. We are teachers and librarians working to develop civic skills at every level of our educational system. We are commu-*

*nity health and social welfare professionals working to empower families and develop community capacities for solving problems in a diverse and complex society undergoing rapid change.*

*We are trainers and consultants in some of the most successful community partnerships and consensus building projects in the United States today. We are civic leaders, foundation officers and policy experts developing new approaches that enhance citizens' roles in active public problem solving and responsible democratic deliberation.*

## Gateways - Information Technology in the Learning Process

<http://production.edna.edu.au/sibling/learnit/index.html>

This publication was prepared by the ACT Department of Education & Training and Children's, Youth & Family Services Bureau and was supported by a Grant from the Commonwealth's Projects of National Significance Program administered by the Department of Employment, Education, Training and Youth Affairs.

This comprehensive report includes discussion on the following topics:

- Information Technology - a Definition
- Information Technology - the Potential
- Achieving the Potential
- Information Technology and Learning Environments

It then incorporates several detailed case studies. Each case study is presented in a common format with an initial summary

giving essential information followed by detail under the following headings. It should be noted that in editing the case studies into a common format every effort has been made to retain the flavour of each teacher's original narrative.

**Context** - information about the student group(s), the school and its community.

**Teacher's Story** - a description of what actually happened.

**Curriculum Planning** - the curriculum objectives and the planning that occurred to achieve them.

**Resource Planning** - includes the hardware and software resources used and their management.

**Learning Outcomes** - the student learning outcomes, both intended and unintended.

**Impact of Information Technology** - the impact of using IT in the learning/teaching process.

**Assessment and Evaluation** - assessment strategies employed and details of any evaluation undertaken.

**Trying It Out** - helpful hints for teachers to undertake a similar activity.

The case studies are further supported by student work samples and other supplementary material to assist the reader to better understand what happened in each learning activity.

## National Center for Early Development and Learning

<http://www.fpg.unc.edu/~ncedl/index.htm>

This site is worth visiting to find a range of reports, research findings and strategies in relation to children's early development and learning of children. Research at the NCEDL "focuses on enhancing the cognitive, social and emotional development of children from birth through age eight".

The goals of the NCEDL are to:

- Determine the state of the nation and conduct research on critical issues in early childhood practices.

- Develop partnerships with diverse constituencies.
- Synthesize knowledge and recommend future directions.
- Translate research into practice and disseminate information to diverse audiences.

Take the link to Products to find a number of resources that are housed online or can be downloaded in PDF format.



## Families, Youth and Parenting Publications

<http://www.umext.maine.edu/publications/familiesyouthparenting.htm>

The University of Maine Cooperative Extension has produced a series of articles and fact sheets on a range of issues. Some of these are available for download in PDF format. For example:

**Caregiver Fact Sheets** - 10 fact sheets providing information for elders and people who care for them

- Balancing Work, Family and Caregiving
- Caregiving: What Is It? Who Does It?
- Coping with the Death of a Loved One
- Decisions about Living Arrangements
- Dispelling the Myths of Aging
- Elders: Staying Involved
- Good Nutrition for Older Adults
- Planning Ahead
- Putting Legal and Financial Affairs in Order
- Support for Caregivers

**Family Issues Fact Sheets**

- Activities to Celebrate Your Family
- Balancing Work and Family
- Birth Order
- Brain Development
- Children and Respect
- Cultural Snapshots of Maine Families
- Discipline that Works: The Ages and Stages Approach
- Grandparenting
- How Television Viewing Affects Children
- Parenting: Growing with Your Child
- Play and the School-Age Child
- Spanking
- Temperament

**Child Safety**

- Child Safety Around Animals
- Kids on the Farm: Hazards Inside the Home
- Kids on the Farm: Hazards Outside the Home

**The Growing Years** - a set of 35 fact sheets on child development, from prenatal to five years, for parents and people who care for children.

A positive attitude may not solve all your problems, but it will annoy enough people to make it worth the effort.  
(Herm Albright)

Whoever cares to learn will always find a teacher. (German proverb)

## DrugInfo Clearinghouse

<http://druginfo.adf.org.au>



Launched on 25 June 2002, this clearinghouse is the first drug prevention information service of its kind in Australia and offers Victorians quality drug information via a web site (<http://druginfo.adf.org.au>) and a comprehensive Melbourne-based resource centre.

The DrugInfo Clearinghouse is a joint initiative of the Victorian Premier's Drug Prevention Council and the Australian Drug Foundation. The DrugInfo Clearinghouse Consortium and the Information Services team at the Australian Drug Foundation provide this service for workers and people in the community who are interested and involved in drug prevention in Victoria.

DrugInfo's mission is to prevent and reduce drug-related harm to Victorians by ensuring that people have timely access to relevant, accurate and evidence-based information, in order to assist them in:

- making informed decisions relating to drug use;
- understanding the consequences of drug use; and
- participating in drug prevention efforts.

## Australian Drug Information Network

<http://www.adin.com.au/>

'ADIN' is a portal to quality web-based drug information.

This web site has a new look after addressing usability, navigation and accessibility issues.

The site has a handy page of links to databases at [http://www.adin.com.au/dbase\\_menu/edbase.html](http://www.adin.com.au/dbase_menu/edbase.html)

## American Psychological Association Help Centre

<http://www.helping.apa.org/>

An online resource centre for adults and young people. Some excellent articles and other resources, including Change Your Mind about Mental Health - an anti-stigma get help guide for teens and young adults

## Promising Practices Network

<http://www.promisingpractices.net>

The Promising Practices Network (PPN) web site highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families. The information offered is organized around three major areas: Proven and Promising Programs, Research in Brief, and Strengthening Service Delivery.

## Center for Community Partnerships in Child Welfare

<http://www.cssp.org/center/index.html>

As the introduction to this website says:

*CCPCW works with jurisdictions across the country to improve our response to protecting society's most vulnerable children. We provide funding and technical assistance to help communities keep children safe from abuse and neglect and strengthen families. This work engages the public child protection agency, human services providers, local organizations, the faith community, and neighborhood leaders. The promise of community partnership is that children will be safer, families will be healthier, and communities will be stronger. Our motto is, "Keeping Children Safe is Everybody's Business."*

Check out their Publications page for some very interesting resources/papers on building community partnerships. For example:

### Family Meetings in Child Welfare Bringing Families to the Table

<http://www.cssp.org/center/publications.html>

A very useful resource, available for download from the Publications page of the Center for Community Partnerships in Child Welfare (United States).

In the child welfare field, the practice of including families as part of the decision-making team has grown tremendously over the past decade. Several distinct practice models use family-centered principles in combination with family group meetings to bring families "to the table" to discuss and solve problems and to support each other. Many field service workers have requested a guidebook to provide clarity. The goal of this paper is to provide that clarity by providing a descriptive outline on the various approaches.

### Handbook for Family Team Conferencing

<http://www.cssp.org/center/publications.html>

Another good resource, also from the Center for Community Partnerships in Child Welfare

Families have a powerful role ... and are active participants in the process of assessing needs, identifying team members, planning and implementing plans of support. A key element in enlisting the family's participation in crafting its own individualized

course of action is engaging the family with warmth, empathy, genuineness and respect. ... There are five basic components central to developing an individualized course of action.

They are:

1. engagement of the family;
2. the assessment process;
3. developing and implementing the course of action (or plan);
4. tracking progress and responding to new concerns; and
5. sustaining the change.

A central part of an effective individualized course of action is the use of Family Team Conferencing as a tool to involve the family team in organizing, coordinating and empowering the change process.

If you want to know what the future is, be part of its development.

(Peter Drucker)