

## An Interview with 2013 Keynote Dr. Gabor Maté

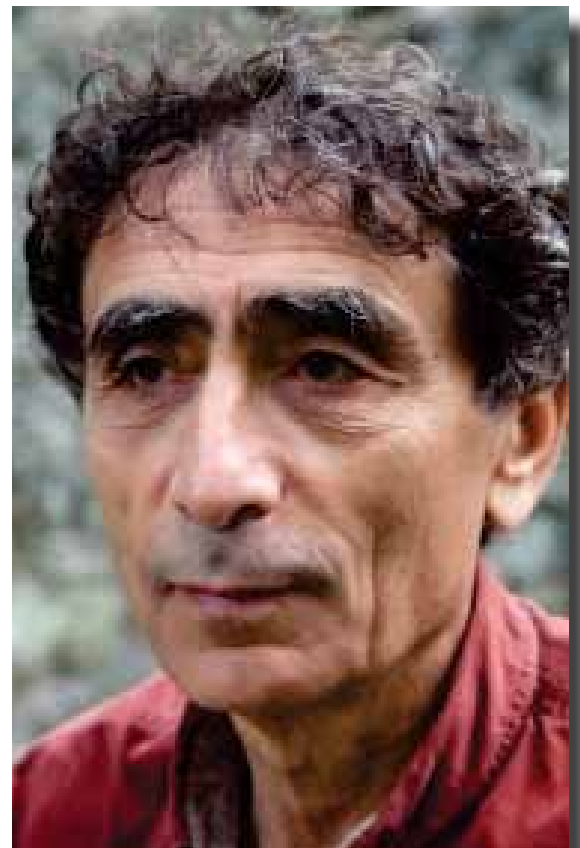
Amy Goodman

New figures show the number of U.S. children diagnosed with attention deficit hyperactivity disorder, ADHD, has grown 22 percent since 2003. Earlier this month, the Centers for Disease Control reported one in ten children now have ADHD, an increase of one million since 2003.

The spike in diagnoses of ADHD and other mental disorders has fueled an unprecedented reliance on pharmaceutical medications to treat children, with long-term effects that remain unknown. The conventional response has also emphasized coercive methods, with parents and schools encouraged to focus on regulating children's behavior.

Well, the Canadian physician and bestselling author Dr. Gabor Maté argues these responses are treating surface symptoms as causes while ignoring deeper roots. Whether it's in mental disorders like ADHD or in rampant incidents of bullying, Dr. Maté says children are in fact reacting to the broader collapse of the nurturing conditions needed for their healthy development. Instead of focusing on regulating children's behavior, Dr. Maté argues we should look at how those nurturing conditions can be improved.

Dr. Gabor Maté is author of four books, including *Scattered: How Attention Deficit Disorder Originates and What You Can Do about It* and, with Dr. Gordon Neufeld, *Hold on to Your Kids: Why Parents Need to Matter More than Peers*. Earlier this year, he appeared on *Democracy Now!* to discuss his work on drug addiction, as well as on the mind-body connection, the ...continued on page 3



### Inside:

President's Message	2
Bursary Winners	6
Award Winners	8
Awards & Grants	11
Association Goals	14
Financial Statement	15
Budget	16
Executive Contact Info	16

## From the Editor's Desk:

*"But I'm not an Alternate Teacher anymore," I kept telling Karen Gadowsky, my friend and your association vice-president, as she tried to convince me to run for the executive of the BCAEA. "It's okay," she told me, "you're still an Alternate Teacher at heart."*

*I thought about that for a while and decided she was right. Once I worked with the students who had the saddest of the saddest files, I became hooked on a new way of thinking, a new way of teaching and a new tolerance for all those kids who needed a break. I discovered Differentiated Instruction and found the answer to many of our educational problems. And I work everyday to try to get that message out to teachers-to find ways to differentiate their lessons to help accommodate those students who come to us everyday with different readiness levels, different learning styles, different interests and different affect. You know them—the students who end up in alternate programs.*

*I'm currently a learning support teacher at the elementary school level, and work with students who need to be given that little bit of assistance (or in some cases a lot of a little bit of assistance!) to support them in their learning journey, whether that journey takes them into the regular classroom or across the playground and through the door to your classrooms where you work your magic.*

*And, since I have the utmost respect for all Alternate teachers (and I love attending your conference!), I hope that you will forgive me for being on the outside of the alternate classroom looking in and welcome me into your Alternate Teacher circles. I'd love to hear from you. My contact information is on the last page.*



# President's Message

JD Duncan



Spring is finally here after what seems like a long winter, meteorologically, with lots of grey days, and politically with our job action, strike and Bill 22. As our districts deal with ever shrinking budgets and seek ways to make ends meet, we must continue to stand up and speak out for our alternate schools, for our alternate programs, and most importantly, for our students. For a lot of them, they don't have anyone else to stand up for them if we do not.

After meeting many of you at our annual Challenge and Change conference which celebrated 25 years of our association (almost 500 attended), I know you will find the energy and commitment to advocate for our students, despite the way we are viewed by the provincial government. You make a difference every day in the lives of your kids.

A parent sent me a card with the "Starfish Story" by Loren Eiseley and thanked me for saving her special starfish. If you are not familiar with the story, visit [www.bellaonline.com/articles/art8236.asp](http://www.bellaonline.com/articles/art8236.asp) Like the Starfish story, we all in alternate education make a huge difference in the lives of our students, one student at a time. I know for me, if I stay focused on my students, I can stay positive and optimistic for the future of public education.

I am sure you have all had comments like the one below from our real employers, the parents or guardians of our students. I know hearing this kind of feedback makes my day!

"Well, I am so impressed! You got Dan through before you retired!!! I wasn't sure it was possible. He is so proud of himself. I can't thank you enough. I hope you know how much we appreciate all your help. I just wanted to drop you a quick line and say thank you. I believe you went over and above giving Dan all those chances. You never gave up on him. He succeeded!!!! It has made a huge difference in his life. He is starting to dream about his future and believe in himself. I could cry I am so grateful."

The picture of me above in my kayaking gear represents me taking care of me. In all of this please take the time to look after yourself, too, and recognize when that needs to happen for you. Best of luck through the rest of this school year. ♦

## Gabor Maté

(continued from page 1)

role of emotions and stresses in the development of chronic illnesses. Well, Dr. Maté recently returned to our studio to talk about ADHD, parenting, bullying, the education system, and how a litany of stresses on the family environment is impacting American children.

DR. GABOR MATÉ: In the United States right now, there are three million children receiving stimulant medications for ADHD.

AMY GOODMAN: ADHD means?

DR. GABOR MATÉ: Attention deficit hyperactivity disorder. And there are about half-a-million kids in this country receiving heavy-duty anti-psychotic medications, medications such as are usually given to adult schizophrenics to regulate their hallucinations. But in this case, children are getting it to control their behavior. So what we have is a massive social experiment of the chemical control of children's behavior, with no idea of the long-term consequences of these heavy-duty anti-psychotics on kids.

And I know that Canadian statistics just last week showed that within last five years, 43 — there's been a 43 percent increase in the rate of dispensing of stimulant prescriptions for ADD or ADHD, and most of these are going to boys. In other words, what we're seeing is an unprecedented burgeoning of the diagnosis. And I should say, really, I'm talking about, more broadly speaking, what I would call the destruction of American childhood, because ADD is just a template, or it's just an example of what's going on. In fact, according to a recent study published in the States, nearly half of American adolescents now meet some criteria or criteria for mental health disorders. So we're talking about a massive impact on our children of something in our culture that's just not being recognized.

AMY GOODMAN: Explain exactly what attention deficit disorder is, what attention deficit hyperactivity disorder is.

DR. GABOR MATÉ: Well, specifically ADD is a compound of three categorical set of symptoms. One has to do with poor impulse control. So, these children have difficulty controlling their impulses. When their brain tells them to do something, from the lower brain centers, there's nothing up here in the cortex, which is where the executive functions are, which is where the functions are that are supposed to tell us what to do and what not to do, those circuits just don't work. So there's poor impulse control. They act out. They behave aggressively. They speak out of turn. They say the wrong thing. Adults with ADD will shop compulsively, or impulsively, I should say, and, again, behave in impulsive fashion. So, poor impulse control.

But again, please notice that the impulse control problem is general amongst kids these days. In other words, it's not just the kids diagnosed with ADD, but a lot of kids. And there's a whole lot of new diagnoses now. And children are being diagnosed with all kinds of things. ADD is just one example. There's a new diagnosis called oppositional defiant disorder, which again has to do with behaviors and poor impulse control, so that impulse control now has become a problem amongst children, in general, not just the specific ones diagnosed with ADD.

The second criteria for ADD is physical hyperactivity. So the part of the brain, again, that's supposed to regulate physical activity and keep you still just, again, doesn't work.

And then, finally, in the third criteria is poor attention skills — tuning out; not paying attention; mind being some- *...continued on page 4*

“  
Impulse control has now become a problem amongst children  
”

## Gabor Maté

(continued from page 3)

where else; absentmindedness; not being able to focus; beginning to work on something, five minutes later the mind goes somewhere else. So, kind of a mental restlessness and the lack of being still, lack of being focused, lack of being present. These are the three major criteria of ADD.

AMY GOODMAN: In a little bit, I want to ask you about how taking all this medication, being so heavily medicated, especially for a young person, affects their development.

DR. GABOR MATÉ: Right.

AMY GOODMAN: But I want to go to this point that you just raised about the destruction of American childhood. What do you mean by that?

“

*The  
template  
for normal  
brain de-  
velopment  
is no longer  
present for  
many, many  
kids*

”

DR. GABOR MATÉ: Well, the conditions in which children develop have been so corrupted and troubled over the last several decades that the template for normal brain development is no longer present for many, many kids. And Dr. Bessel Van der Kolk, who's a professor of psychiatry at Boston — University of Boston, he actually says that the neglect or abuse of children is the number one public health concern in the United States. A recent study coming out of Notre Dame by a psychologist there has shown that the conditions for child development that hunter-gatherer societies provided for their children, which are the optimal conditions for development, are no longer present for our kids. And she says, actually, that the way we raise our children today in this country is increasingly depriving them of the practices that lead to well-being in

a moral sense. So what's really going on here now is that the developmental conditions for healthy childhood psychological and brain development are less and less available, so that the issue of ADD is only a small part of the general issue that children are no longer having the support for the way they need to develop.

AMY GOODMAN: A big issue in the United States right now, especially with one teen suicide after another — in this case, of gay and lesbian teenagers — is the issue of bullying, reports just coming out on bullying, just recently released, that show 17 percent of American students report being bullied two or three times a month or more within a school semester, with girls and boys having similar rates. This was in a survey of, what, more than half-a-million U.S. students between the third and 12th grade. How does bullying relate to this?

DR. GABOR MATÉ: Well, you see, again, if you look at the school boards — and bullying has become a problem — there's hardly a school board in North America that doesn't have zero-tolerance policies, meaning, you know, these kids who bully are then, once identified as bullies, they're excluded and they're punished, which is a typical North American behavioral response. And again, what they're ignoring is the causes of the bullying problem. And if you look at — whether you look at aggression in kids or bullying kids — amongst kids or precocious sexuality or poor impulse control or any of the issues that are plaguing parents and educators these days, what you're talking about, again, is the lack of healthy conditions for childhood development.

The bully is just a kid who is emotionally very immature, has a desperate need to belong, and the way he attempts to do so is by exploiting somebody else's vulnerability. But these are not deliberate behaviors, so they don't call for punishments. What they call for is the understanding of where bullying arises out of. Just as the general conditions for childhood development are lacking, and so the conditions for empathy and insight. You see, there's parts of the brain in the pre-frontal cortex, right here in the front of the brain, whose job it is to regulate our social behaviors. They give us empathy. They give us insight. They give us attuned communication with other people. They give us a moral sense. Those are the very conditions that, according to this Boston study — sorry, this Notre Dame study, are now lacking. So a lot of kids are now growing up without empathy, without insight into others, without a sense of social responsibility. And bullying is just an example of that.

And really, what I have to — the fundamental thing that I want to get across here is that, as I made the point in my book about addiction, as well, the human brain does not develop on its own, does not develop according to a genetic program, depends very much on the environment. And the essential condition for the physiological development of these brain circuits that regulate human behavior, that give us empathy, that give us a social sense, that give us a connection with other people, that give us a connection with ourselves, that allows us to mature — the essential condition for those circuits, for their physiological development, is the presence of emotionally available, consistently available,

non-stressed, attuned parenting caregivers.

Now, what do you have in a country where the average maternity leave is six weeks? These kids don't have emotional caregivers available to them. What do you have in a country where poor women, nearly 50 percent of them, suffer from postpartum depression? And when a woman has postpartum depression, she can't be attuned to the child.

AMY GOODMAN: And what about fathers?

DR. GABOR MATÉ: Well, the situation with fathers is, is that increasingly — there was a study recently that showed an increasing number of men are having postpartum depression, as well. And the main role of the father, of course, would be to support the mother. But when people are — emotionally, because the cause of postpartum depression in the mother it is not intrinsic to the mother — not intrinsic to the mother.

What we have to understand here is that human beings are not discrete, individual entities, contrary to the free enterprise myth that people are competitive, individualistic, private entities. What people actually are are social creatures, very much dependent on one another and very much programmed to cooperate with one another when the circumstances are right. When that's not available, if the support is not available for women, that's when they get depressed. When the fathers are stressed, they're not supporting the women in that really important, crucial bonding role in the beginning. In fact, they get stressed and depressed themselves. *...continued on page 12*

“  
A lot of  
kids are now  
growing up  
with out  
empathy, with  
out insight  
into others,  
without a  
sense of social  
responsibility

”

# \$500 Student Bursary Winners

In true Alternate fashion, when we were faced with another stellar bunch of applicants for our Bursaries and Achievement Awards, we decided that we couldn't decide amongst such a great group, so we ended up awarding six \$500 Bursaries, and fourteen \$100 Achievement Awards. We went over budget, but it was worth it! Each of this year's winners epitomizes Alternate students and we are delighted to recognize their hard work and determination. Congratulations to all the winners!



## **Katelin Butt**

Katelin made some poor choices early on in her high school career, and her attendance and grades suffered as a result. But since she began attending TAPS she has turned things around substantially, crediting her teachers' enthusiasm for her increased motivation and drive to do better in school and to make better choices in her life. She expects to graduate in June, and has already been conditionally accepted to the two year Criminology program at the College of New Caledonia for September. She plans to eventually get her degree from SFU.



## **Amber Chursinoff**

Amber transferred into CAFE from Delta, and has been an outgoing and active member of the school community there for the last two years. During that time, she has overcome obstacles getting in the way of her education, and has demonstrated perseverance and determination in achieving her goal of graduation. After high school, she intends to follow in her father's footsteps and pursue their joint passion for cars by enrolling at BCIT in the Automotive Technician program. No doubt her strong-willed character will serve her well in her chosen field.



## **Lucas Lyth**

Lucas has been a student at CAFE for the last two years, during which time he demonstrated his enthusiasm and attention to detail, as well as his ability to mentor other students, all while working more than thirty hours a week at a job. Despite the many hardships he has faced, he is ready to take on whatever the future may hold, and is looking forward to graduation. He plans on attending Douglas College to do upgrading before transferring into BCIT's Forensic Investigation program where he would like to study Economic Crime. He also has a passion for writing and producing his own music which he will continue to pursue.



### **Stefanie Middleton**

Poor life choices early on, financial difficulties, and moving around a lot all conspired to make school less than successful for Stefanie and she dropped out for a while. But a friend told her about TAPS and on her own initiative she applied and was accepted. She has done well there while living independently and working part time. She has a work ethic that sets and meets goals, which include graduating this June, and taking further education for either an ECE diploma or to become an elementary school teacher, both of which involve her love of working with children.



### **Roxanne Saxon**

Going to school while pregnant wasn't so hard for Roxanne, but after Willow arrived it got more difficult. At CABE, she was able to get the support and encouragement she needed, which when combined with Willow's determined, independent attitude gave her the motivation she needed to strive to succeed in live both for herself and for her daughter. A thoughtful, empathetic, and responsible student, Roxanne achieves great grades, but also volunteers her time, visiting classrooms at other high schools and sharing her story about teen motherhood. She is planning on part-time studies in the fall.



### **Melyssa Watson**

Melyssa changed schools a lot before coming to TAPS, partly because her parents lived in separate provinces. She also struggled with her Type 1 diabetes, which she was diagnosed with at age eight. But since moving back to Prince George and staying with her sister, she has found her stride at last and is making terrific progress towards her goal of graduating in June. She works hard at her studies, showing her focus, creativity, and outstanding work ethic. After high school she plans to follow her dream of becoming a paediatrician, using her personal knowledge of youth illness to help others.

## \$100 Student Achievement Award Winners

Each of the following students has made significant, positive changes in their personal life and academic progress since enrolling in alternative education. Together with their teachers and peers, we are pleased to be able to recognize those changes by awarding them each a \$100 Student Achievement Award for 2011, which is disbursed as a gift certificate to a store chosen jointly with their teacher. Congratulations to all of them: Hard work and dedication does pay off!



### **Bianca Barton**

Since moving on her own to Prince George from Prince Rupert, Bianca has settled in nicely, finding an apartment, getting a job, and working towards her graduation. Her decision to change her life for the better means that she will graduate in June, and enter the RN program at the College of New Caledonia.



### **Amanda Burt**

Family health issues, and the financial stress that caused her and her family put obstacles in the way of Amanda's success in school. But despite those hurdles, she has demonstrated perseverance and courage, and with the help of TAPS staff, will graduate in June with a regular Dogwood diploma.



### **Andrew Cassidy**

Independent living and a full time job at Burger King have not stopped Andrew from continuing to make progress towards his goal of graduation and a plumbing apprenticeship. He has matured since enrolling at TAPS and has learned successful strategies to manage his life better.



### **Nicole Daoust**

In the three years she has been at CABE, Nicole has come a long way, overcoming learning disabilities, financial hardships, and other personal issues. She has gotten herself back on track to graduate this June, and has applied to BCIT for the fall where she would like to take Interior Design.





### **Steven Elliot**

Since joining the Junior Learning Alternatives program, Steven has gone from being aggressive, defiant, and disrespectful to earning the Citizen of the Year award in 2011. He is respected as a mature, responsible, school leader and an active participant in school activities. He plans to become a personal trainer.



### **Erik Herz**

Erik felt small in the regular school system, and dropped out to work for a while. He always felt he needed his education to do well in life and since joining TAPS has done well. In fact, he will graduate with a regular Dogwood in June. He dreams of getting his pilot's licence and training to become a forest fire fighter.



### **Alexa Lamouroux**

Alexa is a determined and goal-oriented Grade 10 Student and a much-loved member of the Advantage Program in Comox. She has perfect attendance and a terrific work ethic, challenging herself to take Foundations and Pre-Calculus Math 10 despite a learning disability. She wants to become a school counsellor in the future.



### **Sheldon Marchant**

Kicked out of public school for a while, Sheldon quickly learned how hard it is to do your schooling through Distance Education. He found TAPS, and once he settled in, his tenacity, and friendly attitude have served him well. He works many hours, helps his father raise his younger siblings, and dreams of becoming a plumber.



### **Ronald McKinnon**

At 19, Ron's connection to CAFE goes back to when he was a baby and was in the school's day care while his mother attended classes there. A polite, thoughtful, and considerate young man, he will graduate this year with an Adult Dogwood, and plans to work on the oil rigs in Alberta with his Dad.

## \$100 Student Achievement Award Winners



### Darian Petrie

Working towards a double Dogwood in both English and French Immersion at CAFE, Darian has achieved honour roll standing in both programs despite being a teen mom. She gets up at 4:30 a.m. to begin her day, yet maintains a great sense of humour. She plans to attend SFU and eventually study Medicine.



### Jayde Smith

With a terrific sense of humour and a positive outlook on life, Jayde is a treasured member of the Advantage Program. In one year he has completed Grade 9 and is half way through Grade 10. Bright and ever ready to perform for an audience, he hopes to become either a stand up comedian or a psychologist after graduation.



### Gala Stewart

In Grade 9 she engaged in risky behaviours, but now in Grade 11 in the Advantage Program, Gala is a focussed, intelligent student who hopes to have a career in psychology after she graduates. She not only strives to do her best academically, but also on the soccer pitch where she plays for the Senior Girls' team.



### Calvin Tedesco

Finally making positive choices and overcoming hardships and challenges in his personal life, Calvin has thrived in school, demonstrating his eagerness to learn, and fully participating in the extracurricular events offered. He particularly enjoys coming to school early to use the gym. He will graduate next year.



### Jack Tilton-Gordon

Since coming to CAFE, Jack has capitalized on the individualized approach offered there and is doing well. A positive influence on his peers, he balances a busy work schedule and school, while also showing he is willing to take suggestions or constructive feedback. He will graduate in 2012.

# Bursaries, Awards, and Grants

Mike Shaw

Each year your association puts on a tremendously successful conference, and as a consequence, it makes money. We spend a large portion of the profit (\$7,000) on bursaries, awards, and grants. As a teacher and current member of the BCAEA, you are eligible to apply for our grants, or to act as a sponsor on behalf of your students who are applying for our awards. Attendance at our annual conference automatically confers current membership for a year.

The available awards are as follows:

## Student Bursary

This bursary is intended for a graduating student who plans on attending a post-secondary institution or education/training program, and who is enrolled, or who was enrolled this school year, in an alternate education program. Five awards of \$500 are available, and the deadline for applications is March 15<sup>th</sup> each year.

## Student Achievement Award

This award is available to an at-risk student currently enrolled in an alternative education program which has resulted in progress towards achieving their personal and/or academic goals. Fifteen awards, consisting of \$100 gift certificates jointly chosen by the student and sponsor teacher are available, and the deadline for applications is March 15<sup>th</sup> each year.

## Student Activity Grant

This grant is available to fund an activity which will be of benefit to at-risk students in an alternative program. Four awards totalling a maximum of \$2000 are available. There is no deadline for applying; submissions are reviewed when received.

## Regional Conference Grant

This grant is to support a regional alternative education conference that has as one of its goals the promotion of membership in the BCAEA. A single grant of up to \$500 is available.

## Kathi Hughes Innovative Programming Award

This award is given to an alternative education teacher whose program innovation is deemed significant, and who is willing to share the details of their innovative work with our membership in a newsletter article. One award of \$500 is available, and the deadline for applications is March 15<sup>th</sup> each year.

Regrettably, this year we had to reject a number of applications because they were either incomplete, the sponsor was not a teacher or was a teacher but without current membership in the BCAEA, or the applications arrived after the deadline. We hate having to do that!

Application forms do change from year to year, as do the award criteria. Be sure to download the latest forms from our website. The address is at the bottom of this page. ♦

---

**Mike Shaw** is the Chair of the BCAEA Awards Committee, a Past-President of the Association, and the current Publications Manager. He teaches at a storefront school in West Kelowna.

## Gabor Maté

(continued from page 5)

The child's brain development depends on the presence of non-stressed, emotionally available parents. In this country, that's less and less available. Hence, you've got burgeoning rates of autism in this country. It's going up like 20- or 30-fold in the last 30 or 40 years.

AMY GOODMAN: Say what you mean by autism.

DR. GABOR MATÉ: Well, autism is a whole spectrum of disorders, but the essential quality of it is an emotional disconnect. These children are living in a mind of their own. They don't respond appropriately to emotional cues. They withdraw. They act out in an aggressive and sometimes just unpredictable fashion. They don't know how to — there's no sense — there's no clear sense of an emotional connection and just peace inside them.

And there's many, many more kids in this country now, several-fold increase, 20-fold increase in the last 30 years. The rates of anxiety amongst children is increasing. The numbers of kids on antidepressant medications has increased tremendously. The number of kids being diagnosed with bipolar disorder has gone up. And then not to mention all the behavioral issues, the bullying that I've already mentioned, the precocious sexuality, the teenage pregnancies. There's now a program, a so-called "reality show," that just focuses on teenage mothers.

You know, in other words — see, it never used to be that children grew up in a stressed nuclear family. That wasn't the normal basis for child development. The normal basis for child development has always been the clan, the tribe, the community, the neighborhood, the extended

family. Essentially, post-industrial capitalism has completely destroyed those conditions. People no longer live in communities which are still connected to one another. People don't work where they live. They don't shop where they live. The kids don't go to school, necessarily, where they live. The parents are away most of the day. For the first time in history, children are not spending most of their time around the nurturing adults in their lives. And they're spending their lives away from the nurturing adults, which is what they need for healthy brain development.

AMY GOODMAN: Talk about how the drugs, Gabor Maté, affect the development of the brain, when kids are saturated with these drugs, to sit still in school, so that they're not fiddling, fidgeting at their desk, they can't focus on reading or on the teacher, or they're just plain old disruptive. What happens?

DR. GABOR MATÉ: Well, there's a number of issues here. How the stimulant drugs work is that, in ADD, there's an essential brain chemical, which is necessary for incentive and motivation, that seems to be lacking. That's called dopamine. And dopamine is simply an essential life chemical. Without it, there's no life. Mice in a laboratory who have no dopamine will starve themselves to death, because they have no incentive to eat. Even though they're hungry, and even though their life is in danger, they will not eat, because there's no motivation or incentive. So, partly, one way to look at ADD is a massive problem of motivation, because the dopamine is lacking in the brain. Now, the stimulant medications elevate dopamine levels, and these kids are now more motivated. They can focus and pay attention.

“  
The  
child's brain  
development  
depends on  
the presence of  
non-stressed,  
emotionally  
available  
parents  
”

However, the assumption underneath giving these kids medications is that what we're dealing with here is a genetic disorder, and the only way to deal with it is pharmacologically. And if you actually look at how the dopamine levels in a brain develop, if you look at infant monkeys and you measure their dopamine levels, and they're normal when they're with their mothers, and when you separate them from mothers, the dopamine levels go down within two or three days.

So, in other words, what we're doing is we're correcting a massive social problem that has to do with disconnection in a society and the loss of nurturing, non-stressed parenting, and we're replacing that chemically. Now, the drugs — the stimulant drugs do seem to work, and a lot of kids are helped by it. The problem is not so much whether they should be used or not; the problem is that 80 percent of the time a kid is prescribed a medication, that's all that happens. Nobody talks to the family about the family environment. The school makes no attempt to change the school environment. Nobody connects with these kids emotionally. In other words, it's seen simply as a medical or a behavioral problem, but not as a problem of development.

AMY GOODMAN: Gabor Maté, you talk about acting out. What does acting out mean?

DR. GABOR MATÉ: Well, it's a great question. You see, when we hear the phrase "acting out," we usually mean that a kid is behaving badly, that a child is being obstreperous, oppositional, violent, bullying, rude. That's because we don't know how to speak English anymore. The phrase "acting out" means you're portraying be-

havior that which you haven't got the words to say in language. In a game of charades, you have to act out, because you're not allowed to speak. If you landed in a country where nobody spoke your language and you were hungry, you would have to literally demonstrate your anger — sorry, your hunger, through behavior, pointing to your mouth or to your empty belly, because you don't have the words.

My point is that, yes, a lot of children are acting out, but it's not bad behavior. It's a representation of emotional losses and emotional lacks in their lives. And whether it's, again, bullying or a whole set of other behaviors, what we're dealing with here is childhood stunted emotional development — in some cases, stunted pain development. And rather than trying to control these behaviors through punishments, or even just exclusively through medications, we need to help these kids develop. ♦

---

**Amy Goodman** is a host of Democracy Now! Excerpt reprinted by permission of DemocracyNow.org. More information about Democracy Now!'s Education Program can be had by contacting [education@DemocracyNow.org](mailto:education@DemocracyNow.org).

### Editor's Note:

**We are pleased and excited to have Dr. Maté back once more as a keynote speaker and session presenter for the 26th Annual Challenge and Change Conference. Readers are reminded that starting in 2013, the conference date moves to February to better align with many attendee's professional development day. Be sure to mark your calendar for February 14 & 15, 2013 so you don't miss it!**

“  
A lot of children are acting out, but it's not bad behaviours, what we are dealing with is stunted emotional development  
”

# 2011–12 Association Goals and Objectives

## Form 1: Proposed PSA program statement

### Form 1: Proposed Program for 70 Alternate Education [PSA] for 2011–12

GOAL	OBJECTIVES	ACTIVITIES	EVALUATION (method and criteria)
To advocate appropriate programming and services for alternative education students.	Advocate for students in alternate education programs.	Provide Student Awards. Publish Newsletter. Encourage alternate students to provide artwork and articles for the newsletter.	Student Achievement Awards given. Newsletter published and distributed. Student articles and artwork in Newsletter.
	Enhance programming and services for alternative students.	Provide Student Activity Awards. Provide Innovative Programming Award.	Student Activity Award given. Kathi Hughes Innovative Programming Award given.
	Promote observable opportunities for students in alternate programs.	Provide opportunities for alternative students to prepare food, cater, bus, and bartend at alternate conference reception.	Students are visible working at the alternate conference reception.
To promote alternative education programming and services provincially.	Network with other PSA's and programs that support the association's goals.	Provide complimentary conference registration for PSA presidents. Send newsletter to interested groups. Maintain website on the BCTF file server.	PSA presidents attend conference. PSAC receives Newsletter. Homepage updated on BCTF Webserver.
	Network with organizations that deal with alternative education programs and students.	Respond to Ministry and BCTF requests for policy and program direction. Liaise with Ministry for Children and Family Development.	Network with members via membership listserv. Network with Ministry for Children and Family Development maintained.
	Promote local chapters of BCAEA.	Provide start-up grants for the establishment of local chapters. Provide a maintenance grant for local chapters based on number of members.	Information provided to interested groups. Local chapters established and maintained.
To support and promote professional growth and networking for alternative education teachers.	Support professional growth.	Hold annual conference. Provide information regarding exemplary programming and services at conference.	Conferences held. Exemplary program and services workshops in conference program.
	Promote membership.	Include membership fee in conference registration.	Membership maintained.
	Support regional development.	Provide expertise and financial support for regional conferences and activities.	Representatives at regional conferences and other conferences.

[http://livelink.bctf.ca/livelinkdavi/hodes/826090/PSA Pep Capita Gr Appl Form 1 Jun 27 11.docx](http://livelink.bctf.ca/livelinkdavi/hodes/826090/PSA%20Pep%20Capita%20Gr%20Appl%20Form%201%20Jun%2027%2011.docx)  
AMC/CEP.bg/feu

# 2011 Financial Statement

## Statement of Receipts and Disbursements for the Year Ended June 30, 2011

**Balance, July 1, 2010** \$125,755.18

### Receipts

BCTF grant	4,750.00
Membership/subscription fees	13,351.16
Interest	1,242.25
Conference fees	57,695.46
Conference exhibits/sponsorships	1,225.00

78,278.87

### Disbursements

Meeting - executive	10,851.35
Meeting - annual general meeting	1,124.34
Meeting - TOC costs	3,646.58
Publication-newsletter	19.15
Publications-other	715.36
Operating expenses	2,927.48
Scholarships	4,000.00
Miscellaneous	44.06
Conference-operating	5,206.50
Conference-facilities	9,283.05
Conference-catering	10,036.27
Conference-printing	1,655.72
Conference-promotions	833.54
Conference-committee costs	2,464.68
Conference-entertainment	13,080.81
Conference-equipment rental	3,673.21
Conference-speakers	17,867.13
Conference-miscellaneous	707.04

(88,136.24)

**Balance, June 30, 2011** \$115,897.81

Note: This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Teachers of Alternate Education.

# 2011–12 Budget

## INCOME

4099921	Income surplus	
4099930	Membership	13,225.00
4099931	BCTF Grant @ 18.50	4,125.00
4099933	Back Issues	0.00
4099934	Interest	1,100.00
4099939	Other	300.00
4099940	Conference fees	75,000.00
4099943	Conference exhibits	1,250.00
	<b>Total Income</b>	<b>95,000.00</b>

## EXPENSES

4099950	Meeting executive	10,000.00
4099953	Meeting - subcommittee	0.00
4099954	Meeting - AGM	1,000.00
4099958	Meeting - TOC	6,000.00
4099961	Publications - Newsletter	3,500.00
4099962	Publications - Other	0.00
4099970	Operating	500.00
4099972	Chapter support	500.00
4099973	Affiliation fees and meetings	0.00
4099978	Scholarships	8,000.00
4099979	Misc	500.00
4099980	Conference - operating	5,000.00
4099981	Conference - facilities	5,000.00
4099982	Conference - catering	13,000.00
4099983	Conference - printing	2,000.00
4099984	Conference - promotions	1,000.00
4099985	Conference - committee	1,000.00
4099986	Conference - entertainment	12,000.00
4099987	Conference - equipment rental	5,000.00
4099988	Conference - speakers	20,000.00
4099998	Conference - hold	
4099999	Conference - misc	1,000.00
	<b>Total expenditures</b>	<b>95,000.00</b>

# Association Executive Contact Information

### President & Registrar

JD Duncan, Castlegar

E: jduncan@sd20.bc.ca  
W: 250.365.0771

### Vice-President & Speaker Co-ordinator

Karen Gadowsky, Delta

E: kgadowsky@deltasd.bc.ca  
W: 604.946.7302

### Secretary-Treasurer

Liz Louwersheimer, Abbotsford

E: ealouwersheimer@hotmail.com  
W: 604.851.4700 x646902

### Conference Co-ordinator

DJ Pauls, Abbotsford

E: djpauls@shaw.ca  
H: 604.859.3015

### Newsletter Editor

Audrey Pfitzenmaier, Delta

E: apfitzenmaier@deltasd.bc.ca  
H: 604.946.6685

### Publications Manager

Mike Shaw, Penticton

E: mike.shaw@telus.net  
W: 250.768.3253

### BCTF Staff Liaison

Anita Chapman, Vancouver

E: achapman@bctf.ca  
W: 800.663.9163 (in B.C.)