



Aletha McArthur
Behaviour, Special Education Specialist
Founder of **New Growth Family Centre Inc.**

Biography

Aletha McArthur is the Program Director, Behaviour Specialist and Founder of **New Growth Family Centre Inc.** She is a teacher from the heart and has demonstrated her compassion and expertise working in Wellington County Schools and is now retired and able to focus on the needs of children and youth who struggle with learning. She has been a Special Education and Behavior Specialist for the past 30 plus years. Aletha has completed training in Trauma and Attachment, Fetal Alcohol Spectrum Disorder, high functioning Autism and has extensive experience with complex needs children, youth and adults.

Aletha confidently delivers her own unique balance of firm yet caring educational strategies in a therapeutic learning environment that is safe, structured and supportive. She believes that early intervention is the key to school success and is dedicated to ensuring that all children, including those who have experienced early trauma, grow up to reach their full potential and become responsible and productive adults who enjoy success in life.

In 1999, Aletha conceived the idea of **New Growth Family Centre Inc.** and it became a registered charity in 2004. She has since built credibility and rapport with children, youth and their families as well as with foster care agencies, schools, medical practitioners and mental health professionals in southern Ontario. **New Growth Family Centre Inc.** is located in a 8500 sq ft facility centralized in the community and includes a gym that allows for physical activities throughout the day.

Ask us about **In-service Staff Training** and **Internship Placement** opportunities for teachers, educational assistants, social services worker, **Co-op Placements** for Secondary School Students at New Growth Family Centre Inc.




Overnight Respite Accommodation for Youth

We can now provide a safe and supervised “home away from home” within the community of Wellington North during a time of confusion and family conflict. It’s a place for a youth to stabilize and think through the situation before making reactive decisions that may affect their lives forever. It also allows parents to breathe and think clearly in the midst of the stress and know that their youth is safe.

We have added 3 bedrooms, a full bathroom and a meeting room where parents and youth can meet together to solve problems with support in order to repair and maintain their relationship. They immediately plug into New Growth Family Centre’s Conflict Resolution and Coaching Programs for continued support or they can be referred to additional community support services.

New Growth Family Centre Inc. is a registered charity that relies on financial assistance from grants and donations in order to provide these proven programs and services to families in the north of Wellington County.

Special Thanks

The renovation for  was made possible by generous donations from the 2016 International Plowing Match Committee in Minto, the Mount Forest Kindred Credit Union, the Kindred Charitable Fund grant Corporate Office, and by the Wellington North Youth Action Council.

Support for Life Coaching and Therapeutic Programs
Township of Wellington North Grant 2022.
CWCF Project Grants 2022.
Private donations 2022

Donations

Charity # 851719542RR0001

CHEQUES PAYABLE TO
NEW GROWTH FAMILY CENTRE INC.

Tax Receipt given over \$100.00



We are dedicated to the betterment of children, youth and families.



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Learning & Activity Programs

This program is designed to support students between the ages of 6-14 who attend a school. We provide homework assistance and proven **Brain-training Activities** that strengthen Math and Language skills in a small group setting. Students can also participate in a variety of scheduled sports and physical activities, creative arts, music. We provide a supervised, supportive and structured environment that encourages positive interaction and fun among peers, youth and adults. We teach and promote the following, all of which are crucial to learning in a classroom and in life.

This **socially relevant environment** provides the opportunity for students to practice and improve their individual level of social skills with intensive support.

We teach and promote the following, all of which are crucial to learning in a classroom and in life.

- Focus and Concentration Training
- Organization Skills
- Problem Solving and Conflict Resolution
- Language and Communication Skills
- Emotional Regulation
- Time Management Strategies
- Food and Nutrition
- Upgrading of Lagging Social Skills
- Building Healthy Age-appropriate Friendships
- Augmentation of Self-esteem & Self-confidence
- Healthy Lifestyle Habits
- Thinking Skills
- Development of lagging Academic Skills

"Durable, effective intervention must focus both on the child (who has skills to learn and problems to solve) and on people in the child's environment (who need to understand the true nature of the child's difficulties and provide opportunities for the problem to be solved and the skills to be learned and practiced)."

Quote from Ross W. Greene
Author of The Explosive Child

Originator of the Collaborative Problem Solving (CPS)

Programs



Life Coaching Program

This program is designed to support families who are experiencing behavior problems with children and youth in the home and/or at school. The goal is to support, equip and empower parents and caregivers to identify and effectively manage behavior problems within their own family. With teens and those 18+ living at home, this may include **Conflict Mediation** as an intervention measure. This Life Coaching Program gives access to all of our resources in order to assess and recognize possible conditions which can result in behavior problems in children, youth and adults.

Topics include: but not limited to

- Anger management
- Problem Solving Techniques
- Discipline vs. Punishment
- Organization & Time management for families
- Communication with schools
- School Yard Issues
- Homework Issues
- Screen Time Issues (The Gaming Addiction)
- Food for Thought (Nutrition for Brain Function)
- Awareness and management of diagnosed conditions such as ADHD, high functioning Autism.
- Building Character by saying "No"
- Parenting with Confidence
- Teen Issues
- Conflict Mediation and Crisis Intervention
- Effects of Alcohol on the fetal brain
- **Addiction**

"Based on the work of Dr. Bruce Perry and myself, respectively, a therapeutic environment was first addressed as a way to meet a child's emotional and behavioral demands in an ongoing 24/7 manner as opposed to solely relegated to a clinical setting. Henceforth the child is able to begin learning new reaction patterns and coping skills thereby leading to diminishing behavioral and emotional episodes."

Quote from B. Bryan Post, PhD, LCSW
Originator of The Stress Model



Therapeutic Day Program

This program is designed to support students between the ages of 10-16 who are experiencing difficulty functioning in a traditional school setting. Learning problems may be due to:

- A medically diagnosed condition that inhibits learning such as ADD/ADHD, ARND/FASD, Autism Spectrum, Asperger's Syndrome, Anxiety Disorder and other Learning Disabilities.
- Instability, negative experience or Trauma in early life.
- Disruptive behavior that interferes with his/her learning or the learning of others.

This is a **therapeutic environment** for learning which addresses emotional and social needs equally with school skills. We implement principles from The Stress Model (Post) and the Collaborative Problem Solving approach (Greene). The goal is to stabilize, assess and program for the child's individual needs and equip him/her to rejoin peers as quickly as possible. We never lose sight of the fact that children should be attending, achieving and enjoying a full school program within their own community but that they may need a time in an **alternative therapeutic learning environment** to fill in some crucial gaps and deficits in development and learning. We provide a fine balance of assessment of the underlying needs, identification of strengths followed by setting age-appropriate realistic expectations for the child to be successful at home and at school.

Our Philosophy:

All children/clients would do well if they could. They don't need more motivation or consequences. They need a different **therapeutic approach** that will teach them the skills they are lacking. All reactive behavior arises from a state of **stress, fear and anxiety**, similar to post traumatic stress disorder. A child/client in this state requires consistent, prolonged experience in a calm, safe environment in order to recover and develop the regulation system that allows verbal memory performance, emotional control and cognitive processing, all of which are required to function effectively in school and in life.

Parents, school staff and family support workers are always included in the process in order to transfer successful methods into the home and the school environment.