

THE GEORGE HULL CENTRE FOR CHILDREN & FAMILIES

ANNUAL REPORT

2023-2024

**The impact of
implementing
our insights**

and more!



GEORGE HULL CENTRE
FOR CHILDREN & FAMILIES

Changing the
trajectory of children's
mental health.

About the Centre

Our Vision

Mental wellness from infancy through to adulthood.

Our Mission

Through clinical excellence and a continuum of mental health services, our mission is to reduce suffering, provide hope and enhance the quality of life of infants, children, youth, and families.

Our Values

Innovation:

Creativity in programming and therapy.

Empathy:

Understanding without judgement.

Passion:

Doing whatever it takes to make a positive difference.

Excellence:

Striving for outstanding clinical care, leadership and professionalism.

Holistic View:

Improving children's lives within the context of their families, communities and systems.

Diversity:

Acknowledging, respecting, including and reflecting the communities we serve.



The George Hull Centre regards each child as an individual, a member of a family and a member of the community. The George Hull Centre works in partnership with families and children, with other community services and with community groups to improve the mental health of the children and youth of Toronto.

The Centre works to develop an accessible, flexible, and responsive continuum of service delivery for the community, and to provide specialized services for the Greater Toronto Area, as mandated.

A commitment to gender equality and cultural sensitivity provides an organizing framework to the philosophy of the Centre. The Centre takes into account imbalances of power as they exist in the culture and as they affect the lives of children, and advocates accordingly on behalf of marginalized groups.

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"Friendly and caring staff that truly want the best for my child. Pushing him in the best way possible."

PARENT



Leadership

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Judy MacGowan

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Patrick Scace

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Finance & Operations

Diane Bartlett
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Research & Evaluation,
Project Management Office

Kim Curran
Director,
Prevention & Early
Intervention Services

Elina Di Luca
Director,
Community Clinic

Tahmo Gharabaghi
Director,
Intensive Treatment
Programs

Leticia Gracia
Director,
Institute of Childhood
Trauma & Attachment

Karen Mighty
Director,
Diversity, Equity & Inclusion,
R.I.T.E.S. Collaborative

Dr. Gregory Lodenquai
Psychiatrist-in-Chief





Message from the Executive Director & the Chair of the Board of Directors

Writing this message, we reflect on not just this year passed, but the last three years and the ambitious strategic plan that guided their success. A plan born out of, and executed in, the complications surrounding the Covid-19 pandemic with many unforeseen and unforgiving circumstances. We are incredibly proud of our progress and the meaningful achievements we made during an unprecedented time.

And while it's been over a year since the WHO declared the pandemic over, children and families are still struggling with the impact. Children's mental health issues are at an all-time high. We are seeing the devastating effects of prolonged isolation, interrupted education, and shrunken social networks as we continue to address children's mental health needs and contend with what has become our 'new normal.'

But rather than deter us, these challenges have galvanized us and have reinforced both the importance of what we do, and our commitment to family therapy. Children exist within the context of their family. We know that the secret to effectively treating a child's mental health lies in a comprehensive familial approach. Our passionate and dedicated staff remains committed to this mission, serving children and their families within our communities.

Out of this mission, four key pillars to increase impact within our community became a priority: Lowering Barriers to Care; One Client, One Centre; Becoming a Leading Voice; and Diversity that Reflects Our Community. The successes we continue to share with our community this year are only made possible through the setting, executing, and achieving of those four key pillars.

In our mission to remove barriers that prevent clients from receiving care, we implemented the Preschool Speech and Trauma Screening program, that ensures the very youngest children receive help when they need it. We launched the Brief Therapy Expansion project, allowing hundreds of additional clients to access timely care.

We have completed our first full year implementing the Five-Year Community Clinic Training Plan, streamlining our in-house training and codifying staff member qualifications across the Centre. Efforts to integrate our technology infrastructure and create extensive, cross-departmental working groups have only gone to further our mission of ensuring the George Hull Centre operates efficiently.

To further establish the George Hull Centre as a leader in children's mental health expertise, we continue to grow the Institute of Childhood Trauma and Attachment, increasing its offering and expanding its reach. In the last year, we've hired three additional staff at the Institute, participated in several major conferences, collaborated with trauma experts around the world, and trained over 4,000 individuals, ensuring that other organizations across Canada have access to high-quality trauma training.

And lastly, at the George Hull Centre we strive to ensure we are an inclusive and welcoming space in our community. As we move into our third year with an office of Diversity, Equity and Inclusion, our staff continue to have courageous conversations. This year all staff were trained in Yellow Flags, our toolkit for navigating DEI-related conversations. The Yellow Flags toolkit was also adapted for school age children and introduced in a community childcare centre. During Black Mental Health week, the George Hull Centre presented the work we are doing in culturally responsive treatment. Through a grant from the City of Toronto, our EarlyON Centre collaborated with other partners to develop and deliver targeted and culturally responsive programming that creates a real sense of belonging for the Black families in our communities. These and other initiatives reinforce our commitment to the importance of supporting our diverse colleagues and clients and in so doing creating a much more vibrant and effective organization.

Our four key pillars for success have provided an excellent north star on which to peg our aspirations and accomplishments. While we are incredibly proud of everything we've been able to achieve, we still have work to do. We are so grateful to be supported in doing this work and would like to extend heartfelt gratitude to our incredible donors, Board Members, Trustees, and Community Partners. Their support enables our brilliant and dedicated staff to provide treatment, conduct research and pilot innovative therapeutic modalities which is helping us achieve our goal of changing the trajectory of children's mental health.

Susan Chamberlain
Executive Director

Adrienne Di Paolo
Chair, Board of Directors



Mental Health Treatment Programs

Our skilled and experienced team of mental health professionals work together to provide highly responsive, integrated care. Through innovative, evidence-based treatment and programs and an unwavering commitment to clinical excellence, we help infants, children, youth and families achieve mental wellness.

Our skilled and experienced teams

Community Clinic

The Community Clinic offers services to families with children and youth from birth through age 18 who are experiencing significant emotional, behavioural, social, developmental and or psychiatric difficulties. Staff includes psychiatrists, psychologists, social workers, and child and youth workers.

746 served

73% improved CAFAS® score

258 group participants

Intensive Services*

Includes Day Treatment Program, Clinician/Child and Youth Worker Collaboration, Libby's Place and Intensive In-Home Service.

Libby's Place offers live-in treatment for up to six female clients aged 12-18 who are struggling with a variety of mental health challenges.

The Day Treatment Program offers academic and therapeutic programming to children and youth in six classrooms in Toronto at Dixon Grove Junior Intermediate School, Western Technical Commercial School and St. Stephen Catholic School.

The Intensive In-Home Service provides comprehensive therapeutic services to adolescents and families with complex mental health needs in the context of their own homes.

The Clinician/Child and Youth Worker Collaboration combines the in-depth, evidence and research informed knowledge base of the Clinicians with the practical, community-level, hands-on skill set of the Child and Youth Workers (CYW) to help the client and family meet their goals and reinforce their strengths.

92 served

73% improved CAFAS® score

Child and Adolescent Functional Assessment Scale (CAFAS®) is used at the beginning and end of treatment to assess client function on a number of dimensions. The scores reflected "youth improvement at discharge".

*Aggregate results are presented because number of discharged clients in individual programs is very low. (Includes Day Treatment Program, Clinician/Child and Youth Worker Collaboration, Libby's Place and Intensive In-Home Services.)



"Everyone at George Hull is really nice. George Hull is safe for me and is another safe home."

CHILD, AGED 7-12

"I have deeply appreciated our family being heard and seen without any kind of judgement. Our clinician has been attentive and available to our changing needs. Thank you!

PARENT OF CLIENT

"The most positive aspect of placement was the direct clinical practice. It was the most beneficial for my future practice. My supervisors were also so supportive in assisting me with engaging with the clients and supporting me through my client cases. The whole Centre felt very welcoming and inclusive of students. I genuinely enjoyed this placement and got a lot of skills through it. I also was able to join a treatment group which was interesting to see and a lot of fun."

MSW STUDENT

Clinical Excellence in Treatment and Training:

Our Institute and Clinic in Action

We've always promoted the idea of lifelong learning at the George Hull Centre. We have worked, and continue to work, diligently and passionately to uphold our position at the forefront of children's mental health practices. As one of the few agencies providing standard-setting staff training plans, we take great pride in the reputation of our accreditation as a marker of practices that go above and beyond.

With the establishment of our Institute of Childhood Trauma and Attachment in 2019 came the birth of a knowledge and research hub; an innovative teaching and learning lab, if you will. An opportunity to access different ways of thinking and apply new methodologies, to converse and create with some of the field's leading experts. We knew there were great things on the horizon, but if we really wanted to maximize our impact, we'd need a way to get our learnings to the people on the ground who need them most, and to do it in real





time. For our findings to be effective we'd need to allow our clinicians to continuously and methodically gain knowledge in manageable chunks; to be able to master what they were learning before applying it in practice.

So, we started the process of finetuning our offering.

What streams of expertise can we speak confidently on? What elements of training are mandatory, and which are value-adds? When is the right time to infuse new approaches into a practitioner's repertoire? How do we articulate the value of our training during the hiring process? And how do we communicate this information simply and effectively, so we're sure that our lessons have landed?

Eighteen months after the first brainstorming session, the Community Clinic Training Plan was born, codifying our clinical training approach over five stages and creating an invaluable network of shared information. The impact was immediate. We have accelerated our staff's ability to achieve increasingly specialized certification over shorter time periods, as well as created more comprehensive training plans in the service offerings of our most intensive fields.

How does it work?

Initially, managers meet with clinicians to discuss their current stage of development and set benchmarks for success. Each of the five stages comprises unique expertise and approaches to training, with some intersectionality across different areas. While some stages include mandatory programs, others are for those wishing to pursue new areas of expertise. This allows the training load to be modifiable based on a clinician's

experience and interest, further tailoring the pace of learning to each individual.

As the implementation of the Training Plan evolves, so does the process itself. As we consolidate the process, we are mining it for information and integrating changes along the way, creating what has become a self-sustaining information cycle. Through this, we're able to more accurately examine where more training would help us best meet client needs, ensuring more effective training opportunities and proper resource allocation.

If you can think of the Institute of Childhood Trauma and Attachment as the 'lab', think of the Community Clinic as the 'field'.

While the Institute focuses on the research, development, and teaching of cutting-edge models and approaches in the mental health space, the Clinic is where we put these models into practice. A unique dichotomous relationship that allows us to not only apply our methods but continue to adapt and evolve them.

The result is a unique iterative process that includes teaching, observing, recalibrating, and a constantly evolving incubator of insights. Something unlike anything else in the space today. Something truly incredible, indeed.

Prevention & Early Intervention Services



Etobicoke Brighter Futures Coalition

When whole communities come together for young children, they are more able to experience, learn and grow in a safe and healthy environment. Led by the George Hull Centre, the Etobicoke Brighter Futures Coalition (EBFC) is a collaboration of more than 20 community agencies that work together to plan, develop, and deliver services that improve the health and well-being of vulnerable young children within the context of their families and their communities. EBFC builds the capacity of local service providers to address the needs of vulnerable families and their young children through collaborative programming, resource sharing, professional development, and collective planning.

1,654
parents served

1,141
children served



EarlyON

Our EarlyON Centre invites all families to learn and play together in our parent-child drop-in programs, parenting groups, fun activities and kindergarten readiness classes, all designed to support early learning and strong parent-child relationships; essential foundations for the promotion of infant and early childhood mental health.

22,449
in person visits

Virtual Programs – parents and children
1,698 virtual visits



Every Child Belongs

Every child should be able to attend a high-quality childcare centre in their community that meets their unique early learning and care needs. Early signs of social and emotional development concerns in young children are often seen as behaviour problems and many children who are struggling do not receive the type of support they need, when they need it. The Every Child Belongs Program provides consultation, support and resources to licensed childcare centres to ensure that every child can be successful.

52
children served

8
program consultations



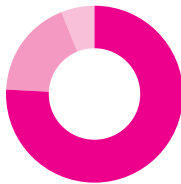
Family Group Conferencing of Toronto

When family relationships break down and children's well-being and safety are at risk, Family Group Conferencing (FGC) is a program that gives the extended family group a voice in the decision-making and planning process to ensure the safety and well-being of children at risk or in need of protection. FGC is a culturally sensitive, alternative approach to child protection that empowers marginalized families; bringing together family group members to craft a plan of care for their children that addresses concerns identified by child welfare and children's mental health professionals.

"It was a meeting where all types of responses were respected, and all opinions were respected, and each opinion was taken into account." FAMILY GROUP CONFERENCING PARTICIPANT

40 children
served

33 conferences
April 1, 2023-March 31, 2024



94% had full resolution
6% had partial resolution
0% had no resolution of child welfare concerns

97% of participants and 94% of service providers agreed that they supported the plan that was created.

Family Group Conferencing Ontario Provincial Resource

A quality assurance and training body which maintains the provincial roster of qualified Family Group Conferencing Coordinators, Mentors and Trainers. It provides training, professional development and consultation to Family Group Conferencing practitioners and services across the province.

54 Rostered
FGC Coordinators

13 Mentors

7 Trainers

36 Transitional Planning
Conference Coordinators*

*TPC coordinators are a subsection of FGC coordinators on the FGC Ontario Provincial Resource roster, and they are approved to facilitate Transitional Planning Conferences for youth transitioning out of the care of Children's Aid Society.

We're innovators at the George Hull Centre. But beyond that, we want to make an impact on the system. If these treatments are helpful, we want them to be available to the kids who need them the most, wherever they are.

ELINA DILUCA

Director, Community Clinic

A young girl with long brown hair is smiling in the foreground. Behind her, a young boy with brown hair and bangs is also smiling. They are both looking towards the camera.

Hope for **complex cases:**

Innovative Trauma Treatments that Get Results

A key mission of the George Hull Centre's is to treat children who have experienced developmental trauma. These are extraordinarily complex cases that are not often sufficiently addressed by even the most trusted standard models. So it is with great pride that here at the Centre we currently implement three innovative and effective models – SMART, Neurofeedback, and EMDR. A milestone made that much more significant by the rarity of these types of treatments in the public sector.



When I started at the George Hull Centre 24 years ago, we could not have helped the kids we're treating today. We now have access to tools and methods that are life changing. Kids are going to get better as a result of these practices.

LETICIA GRACIA

Director, Institute of Childhood Trauma and Attachment



SMART (Sensory Motor Arousal Regulation Treatment)

Trauma not only impacts emotions and thinking, it also resides in the body, affecting the way we move and feel. Using a variety of equipment that engages the whole body – including trampolines, crash mats, weighted blankets, and balance beams – SMART uses collaborative play, often with parents, to build emotional tolerance and activate key brain pathways.

This empowers children to process traumatic experiences through body-based activities that don't rely on language, allowing even for very young (preverbal) and nonverbal children to participate.

Neurofeedback

When children suffer extensive trauma, their brain functions can be severely impacted: they can become overreactive, or entirely unreactive. Their executive functioning suffers, which means that they are behaviourally, emotionally, and socially dysregulated and have difficulty learning. Neurofeedback provides information on what their brainwaves are doing and aims to change the way the brain responds to certain stimuli with the ultimate goal of teaching children self-control and helping them reclaim ownership of their brain functions.

This could take shape using a computer game, for example, where a child plays with the objective of "winning". This encourages a change in the pattern of their brainwaves toward making the brain more functional for a specific task. Proven to be very beneficial for many disorders, neurofeedback is impactful for attention deficit hyperactivity disorder (ADHD) as well as to treat anxiety, depression, and insomnia.

EMDR (Eye Movement Desensitization and Reprocessing)

When someone experiences a trauma, the event can be so overwhelming that the brain refuses to process and 'store' it like a regular memory – meaning it cannot be accessed and refiled at will. Instead, the traumatic memory isn't fully processed, and its owner is left with fragmented memories, sensations, and emotions that are intrusive and almost impossible to shut out.

The challenge is to try to reintegrate these memories in a positive way.

This is what EMDR does. Instead of talking through a trauma, EMDR focuses on changing perspective on the emotions, thoughts, and behaviours that result from it. Using bilateral stimulation—meaning there is some sort of stimulation on both the right and left sides of the body—the person slowly and steadily reintegrates the traumatic experience in a state that allows their brain to resume a natural healing process. Children and youth who are struggling with PTSD, flashbacks, triggers, nightmares, and other disturbing symptoms, have benefitted enormously from EMDR.

Having access to these three advanced treatment models has been truly transformative—they are producing results in our clients that we wouldn't otherwise see.

We are committed to continuing to innovate and develop new methods in this field, increasing the impact these treatments will have on children and their families, and establishing the research and literature around them to support investment in these models so they are available at publicly-funded children's mental health agencies.

Creating Community

Learning and Growing Together for Black Children and Families



At the George Hull Centre, we believe that mental health starts with a positive connection between a child and their parent or primary caregiver. The Centre has long supported initiatives that focus on the familial bond as a central component to healthy growth and development. A living example of these efforts is our EarlyON Centre; a place for families with very young children where parent-child attachment is fostered in the context of play and learning.

The dream for the EarlyON Centres was to build a safe haven of support for our local community. We noticed, though, that while parts of our dream have come true, others have yet to be achieved.

Our EarlyON Centre provides excellent early learning and parenting programming to our community, but we realized that not all members of our community were benefiting from our programs. Very few Black families in our community were accessing our EarlyON programs, a gap we needed to close. We started speaking with other EarlyON Centres in Etobicoke, including LAMP and Braeburn, and when an opportunity came up, in the form of the EarlyON Innovation Grant for *Reimagining Early Years: Programming for Black Children and Families*, we decided to apply as a collaborative.

Being awarded the grant was a huge win. With this financial support we were able work with our partners to create the Learning & Growing Together for Black Children and Families (L>) program. This exciting program provides targeted, culturally-responsive programming aimed at creating a sense of belonging for Black families and allowing them to feel safe, valued, and connected to the community around them.

In developing the program, our first step was to listen and understand. Recognizing that the Black community consists of a variety of different cultural groups from Caribbean to African cultures, we conducted conversations around what would be meaningful for them to see in the program. We developed relationships with a number of different agencies and initiatives, including the Somali Women's and Children's Support Network, the Roots agency, African Food Baskets, and Partnership for Reading. We took a genuine interest in our community, our people, and their needs. All of this helped us to deliver a wealth of culturally connected programming with a spotlight on representation and excellence: storytelling with Black characters and heroes, crafts that reflect Black culture, music with unique sound combinations and instruments, food diversity, and Black art, expression, and dance. In just one year, we are incredibly heartened by the positive and enthusiastic response.

This collaborative initiative was about developing relationships and building trust with the Black families in our community. The more our spaces reflect the community they aim to serve, the more we build rapport, the stronger the foundation of trust, and the more likely some of these issues get the attention they deserve.



We see EarlyON as a mental health program because the foundations of mental health are found in the early relationships children form with the most important people in their lives.”

KIM CURRAN

Director of Prevention and Early Intervention Services



Q&A with Karen Mighty, Director of Diversity, Equity & Inclusion and Karen Redwood, Manager, Community Clinic

Q: Why is it important to have culturally responsive mental health treatment?

KR: The answer is twofold, but both revolve around offering the most effective treatment possible for *all* our clients. Treatment requires two things to be effective; the first is the acknowledgment that the approach to treatment, in and of itself, is not one-size-fits-all. We require an understanding of the needs of the person we are serving on a case-by-case basis. This understanding would be incomplete without paying heed to one's cultural background or racial identity. The second piece that makes treatment effective is familiarity and rapport. Data has shown that clients tend to respond well when they see practitioners who look like them. Even if they don't share the same experiences, when clients see themselves reflected in their clinicians, they're more likely to open up.

Q: How do you see the community responding?

KR: We see a change in perception regarding the diversity of services offered at the Centre. We've had clients come in with the perception that the

George Hull Centre was only for white people. Then they see that there are qualified, culturally specific clinicians that they can receive service from. That's continuing to create a shift, especially for the Black community.

Q: What's been the most surprising outcome of bringing a DEI approach to the Centre?

KM: The eagerness to improve! And I wouldn't use the word surprising; but delighted. As a Black woman, I'm very delighted in the amount of allyship that I see and the willingness to learn and grow, to take a serious look at impact and intent and do better.

KR: I completely agree. As a Black woman myself, having worked with and experienced other organizations, I'm truly impressed with our investment into DEI programs. I believe the George Hull Centre is really taking a lead here and investing in the motto of DEI: *Here we grow again*. It's growth, together.

Q: What's next? What goals do you have for DEI in the years ahead?

KR: Because systemic issues have pushed back against our community for years, people are apprehensive and still very anxious and tentative

to seek out clinical treatment. There can be perceptual overlap in the resemblance between the institutional characteristics of the systems that have historically marginalized the Black community, and what may be similarly 'appearing' facets of the mental health treatment process. They may see large organizations as just another system, a system they would feel more oppressed than empowered by. So the 'what next' is to continue to level that playing field so people know we're not a system *against*, we are a solution *for*. We want to support you.

KM: I love the words being used here: 'what next' and 'growth' just reaffirm our position on DEI as a continual journey. When we look at how we serve the community as a Centre, we're often looking at Western models of treatment. We know that these models can be effective, but how do we adapt and optimize them for different cultures? For Indigenous peoples and the LGBTQ+ community? The Black community? We want to lean towards doing better which requires taking a hard look at these evidence-based models and making them more culturally responsive.

Invent, Invest & Innovate: Creating Impact through Research at the George Hull Centre

An introduction to Brief Therapy

When children and youth access one of the many 'single-session' (walk-in) services available throughout Toronto, it's often enough and can be very helpful. Sometimes, however, there are situations in which more than one or two sessions are required. In those cases, these children and youth return for single-sessions several more times, each time encountering a new clinician and therefore, missing out on continuity of care.

From this context originates the demand for 'brief therapy'; a therapeutic relationship that requires more than a few sessions, but does not span more than four months. It was identified in the sector that training and leadership were desperately required to expand sector capacity with regard to this kind of therapeutic process. So, here at the George Hull Centre, we established applicable treatment models; aka Brief and Short-Term Treatment models.

The models provide three to eight sessions by appointment with the same clinician(s), in-person or online, providing timely and effective intervention. For children and families who demonstrate motivation and readiness and whose situations don't involve complex matters such as addiction and trauma, this model has had significant impact.

The Brief Services Expansion Project, funded by the Ministry of Health's Child & Youth Mental Health services, was designed to help other agencies create similar brief services - and the George Hull Centre was chosen to lead this initiative. Working with a select group of partnering agencies—the *Community of Practice*—we shared our expertise in Brief and Short-Term Treatment models: developing tools, conducting multi-day trainings with experts, and getting hands-on with live observation sessions.

The result? Instantly observable successes and an overwhelmingly positive collection of feedback. We are delighted that our Community of Practice will continue to meet and provide ongoing support through training and peer consultation.

Greenspace Pilot

We are excited to be piloting Greenspace, a new approach to measurement-based care based on continual feedback from clients. Traditionally, questionnaires are administered at intake or discharge, but this model involves continuously soliciting feedback — everything from clients' feelings of anxiety or depression to therapeutic alliance with the clinician — providing an opportunity to more thoroughly affect the course of treatment.

Often, when participating in an evaluation, a client goes no further than ticking a box. In the Greenspace model, the clinician can work with the patient to further articulate and untangle the feedback they've provided, gaining new understanding and more effective insight into their mindset.

Using a specialized platform, clinicians can add or alter metrics as they see fit, with the goal of ultimately helping children and parents become more aware of, engaged with, and committed to, their treatment.

CASTER™ 0-5

In 2021, the George Hull Centre's Institute of Childhood Trauma and Attachment worked with trauma experts around the world to develop the Child and Adolescent Screener for Traumatic Events and Response (CASTER™). A first of its kind, this screening tool uniquely incorporates experiences of discrimination and oppression as impacted by gender, sexual orientation, race, skin colour, place of birth, and neighbourhood of residence.

The CASTER™ 0-5 Preschool Speech and Language Trauma Screening Study is a ground-breaking initiative currently underway at the Centre to pilot the possibilities of the CASTER™ in our Speech and Language (S&L) programs, which allows us to assess children ages one to five. This is so critically important because Preschool S&L services are often the first mental health service that children encounter outside of their family doctor, which may allow us to identify and treat presenting issues very early.

Adding this screener to the Speech and Language assessment process provides a framework to research the connections between communication development and trauma exposure, and to determine the incidence of trauma in our preschool population. To ask, what kinds of trauma are most prevalent? What impact does early screening have? What kinds of services and interventions are most needed? This critical data—never before collected in Canada—will allow us to detect and address trauma in our very youngest population.

A first in this type of trauma screening within this context of development, this breakthrough has the potential to be revolutionary.

2023-2024 Financial Summary*

Revenue (\$000's)	\$
Government Funding	11,509
Other Funding	1,682
Donations	961
Total Revenue	14,152

Expenditures (\$000's)	\$
Staff Compensation	11,122
Transportation and Communication	115
Occupancy costs	807
Staff Development	212
Community Awareness	71
Repairs and maintenance	391
Professional services	291
Purchased client services	619
Insurance	96
Other supplies and equipment	242
Amortization	241
Total Expenditures	14,207
Deficiency of Revenue over Expenses	(55)

2023-2024 Program Funding

- Community Clinic **34%**
- Live In Treatment Program **9%**
- Day Treatment Program **7%**
- Intensive In-Home Services **8%**
- Institute of Childhood Trauma and Attachment **8%**
- Preschool Speech & Language **12%**
- EarlyON **10%**
- Other (ECB, EBFC, FGC - Tor & Prov, DEI) **11%**



* 12 month period ending March 31, 2024 (post audit)



The George Hull Centre 2021-23 Strategic Plan – Year 3

The Centre's Strategic Plan has seen incredible progress this past year in ensuring that we put our clients at the centre of care by increasing the access to service, developing a collaborative care plan across the Centre, increasing knowledge within and across the sector in the area of trauma and developing programs that reach marginalized communities.

**One Client,
One Centre**

**Become a
Leading Voice**

**Lower Barriers
to Care**

**Diversity that
Reflects our
Community**

Become a Leading Voice

The George Hull Centre will become known as a leading voice of expertise and care in its communities.

What we achieved in year 3:

- We have partnered with Peel District School Board, the Catholic Children's Aid Society, and the City of Toronto to train professionals in trauma informed practice.
- In collaboration with the TCDSB and TDSB, we delivered and researched our Feeling Explorers social-emotional learning school program.
- 4,336 people were trained by the Institute of Childhood Trauma and Attachment.
- In collaboration with McMaster University, staff were trained in both Circle of Security and Triple P. These groups now run twice a year for parents of clients aged 2 to 6.
- We led a project to train other community mental health agencies in brief therapy and short-term treatment. This involved creation of a screening tool, fidelity measure and creation of a community of practice.
- A Lead Clinician model was created and piloted for the DDP model, leading to the creation of a model template now being used by lead clinicians in various other models (e.g., DBT, EMDR, SMART) to summarize and articulate training, consultation, sustainability, community of practice, DEI objectives, etc. in relation to each model.

Lower Barriers to Care

The George Hull Centre will measurably reduce barriers that prevent its clients from receiving care.

What we achieved in year 3:

- We conducted two community events to raise the profile of the Centre in the North Etobicoke community.
- We increased program attendance across our five EarlyON locations by more than 200%.
- Technology for virtual practice, electronic signatures, and document sharing were integrated into our clinical practices.

One Client, One Centre

The George Hull Centre will function as one cohesive, integrated centre for the wellness of our clients.

What we achieved in year 3:

- Individualized multi-stage, multi-year Training and Development Plans were created and implemented for all client facing staff across the Centre.
- A Client Services Overview Map of all the Centre's client facing services, including current offerings and dates, was created for internal use.
- Best practices for warm handovers/referrals between departments were developed and implemented.
- Procedures to prompt annual goal-setting for interdepartmental knowledge sharing, and quarterly management team discussions regarding inter-departmental initiatives/successes/challenges, were put in place.
- Trauma screening and pathways to care for preschool speech and language clients has been sustainably implemented.

Diversity that Reflects our Community

The staff and clients of the George Hull Centre will increasingly reflect the surrounding communities.

What we achieved in year 3:

- We created Yellow Flags, an agency-shared norm for calling out bias, discrimination, micro aggressions, and uncomfortable moments that require further conversation, and conducted Centre-wide trainings on the model.
- The EarlyON Fair took place on September 23, 2023 at our Ronson location with over 700 parents and children attending.
- We established the EarlyON Caregiver Advisory Committee that meets quarterly with currently 19 members who provide advice and suggestions to our staff on programming issues and initiatives.
- 46 Family Group Conferencing (FGC) Coordinators and 12 FGC Program Managers and Administrative Staff across Ontario received Anti Oppression/Anti Black Racism Training from the FGC Ontario Provincial Resource program.

Community Partners

The George Hull Centre partners with a variety of community agencies to ensure children and families are receiving the best care possible. We work together to share the resourcing of services for children in the community through consultation, community development and planning initiatives with the goal of developing a comprehensive service for children and families which is community wide.

Abiona Centre (formerly Massey Centre)	Infant Early Mental Health Promotion (HSK)	Terry Tan Child Centre
Adoption Council of Ontario	Jean Augustine Centre for Young Women's Empowerment	The Hanen Centre
Attachment Association of Canada	Jewish Family & Child Service of Toronto	The Humber Institute of Technology and Advanced Learning
Black Health Alliance	LAMP Community Health Centre	The Knowledge Institute
Braeburn Neighbourhood Place and Boys and Girls Club	Lumenus	The Loyan Foundation
CAMH	Macaulay Child Development Centre	The Speech and Stuttering Institute
Canadian Consortium of Trauma Informed Services	McMaster University	The University of Guelph-Humber
Capitalize4Kids	Mothercraft	Toronto Art Therapy Institute
Catholic Children's Aid Society of Toronto	Native Child & Family Services of Toronto	Toronto Catholic District School Board
Central Toronto Youth Services (CTYS)	North York Community House: Settlement and Education Partnership in Toronto	Toronto Children's Services
Centralized Access to Residential Services	Ontario Association of Family Mediators	Toronto Community Housing Corporation
Children's Aid Society of Toronto	Parent Child Mother Goose Program Toronto	Toronto District School Board
Community Living Toronto —Etobicoke/York	Peel District School Board	Toronto Metropolitan University
Davenport Perth Neighbourhood & Community Health Centre	Planned Parenthood	Toronto Public Health
Delta Family Resource Centre	Rathburn Area Youth Project	Toronto Public Library
Developmental Trauma Action Alliance	Rexdale Community Health Centre	Turning Point Youth Services
Dixon Grove Junior Middle School	Rexdale Home Child Care	University of Toronto, Department of Speech Language Pathology
Dyadic Developmental Psychotherapy Network	Rexdale Women's Centre	The Hospital for Sick Children (SickKids)
Early Childhood Development Initiative (ECDI)	Royal Ontario Museum	The Sashbear Foundation
Ernestine's Women's Shelter	Second Harvest	University of Toronto, Factor-Inwentash Faculty of Social Work
Family Association for Mental Health Everywhere (FAME)—Etobicoke	Seneca College of Applied Arts and Technology	University of Toronto, Department of Medicine, Division of Child and Youth Mental Health
Fellowship Christian Reformed Church	Sheridan College Institute of Technology and Advanced Learning	West End Sexual Abuse Treatment Program
First Stage Child Care Centre	Sick Kids Garry Hurvitz Centre for Community Mental Health	Western Technical-Commercial School
Foster Parents Society of Ontario	Silver Creek Centre for Early Learning & Development	Westway United Church
Four Villages Community Health Centre	St. Joseph's Health Centre, Collaborative Care Clinic and Emergency Department	Women's Health in Women's Hands
George Brown College of Applied Arts and Technology	Stonegate Community Health Centre	YMCA Toronto
Highfield Junior School	STRIDES	York University
Holland Bloorview Children's Rehabilitation Hospital	Sunnybrook Hospital	Yorktown Child & Family Centre
Humber College	Surrey Place	Youthlink
Humber River Hospital	Taibu	Youth Wellness Hubs Ontario
		Youthrex

"The SMART room is very fun and lets clients like me have hands on experiences and the workers are very kind and respecting of the client's boundaries." TEENAGE CLIENT



The George Hull Centre Foundation

The George Hull Centre Foundation was established in 1995 to raise and maintain funds which support children's mental health activities at the George Hull Centre for Children and Families. We believe that supporting children's mental health is an investment in our children and families, in our communities, our society and our future.

Thousands of children come through the George Hull Centre doors each year. Many of these children are impacted by mental health issues, some in very complex ways. Our work is vital to ensuring infants, children and youth suffering from mental health issues have the chance for hopeful and healthy futures.

I have had the privilege of watching my students embrace the lessons taught in Feeling Explorers and have seen how it can literally transform lives. Students get the opportunity to learn about their feelings, their brains and all things mental health...All classrooms throughout every school board should have access and be implementing this program in their schools, as it could benefit every student.

TCDSB TEACHER

Grade 1/2

Life's Brighter Under the Sun:

Sun Life Helps Young Children Manage Life's Big Feelings

With Sun Life's \$320,000 commitment over two years to support the expansion of our innovative Feeling Explorers program, we are one giant step closer to this teacher's - and our - dream!



We work towards the day when mental health is more robustly incorporated into the health curriculum in schools. Mental health is no different, or less important, than physical health; children already take P.E. throughout school – why shouldn't they be given all the skills to lead a healthy, well-rounded life."

REBECCA MAIESE, Feeling Explorers Facilitator

Feeling Explorers is the George Hull Centre's new social emotional learning (SEL) program that has been developed and manualized by our Community Clinic staff and a psychologist from the Toronto Catholic District School Board. Designed for grades one to three, Feelings Explorers helps children build skills and strategies to improve self-awareness, self-management, social awareness, relationship building, and responsible decision-making. Because it is a mental health promotion, prevention, and early intervention initiative, it has the best possibility of impacting childhood outcomes before problems become significant and entrenched. With Sun Life's latest investment, over 600 children and their families will benefit over the two-year partnership.

A generous and passionate partner of the George Hull Centre since 2015, Sun Life is truly invested not only in our organization, but also in our cause. We are so grateful for this long-standing partnership which over the years has fostered deep mutual understanding, reliability, and shared goals, amplifying the impact of Sun Life's philanthropic efforts and ensuring sustained support for our initiatives, and ultimately transforming lives and communities.

"Sun Life is proud to continue our partnership with the George Hull Centre by helping to bring the new Feeling Explorers program to youth and their families. In Canada, 70 per cent of mental health challenges begin during childhood. Programs such as the Feeling Explorers will ensure that youth have the tools and resources they need to help them thrive, and live healthier lives," says Matt Godin, Assistant Vice-President, Global Partnerships, Sun Life.

Feeling Explorers is unique from other SEL programs in its usage of Canadian-themed content, materials, imagery, and characters that reflect a wide variety of cultures, ethnicities and races. The program is meant to increase the sense of inclusiveness and belonging and create connections that are meaningful and protective. It has ten sessions that are

delivered over 10 weeks in a classroom by a trained facilitator and with the teacher participating with the children.

Feeling Explorers is also unique in that it incorporates principles of attachment theory and the latest learnings in neuroscience. The program places emphasis on teacher-to-student and student-to-student relationships, creating a safe environment where all feelings are accepted and where children are encouraged to reflect on their inner thoughts, feelings and emotions that underlie their behaviors and impact their lives.

In addition, having a facilitator from a children's mental health organization (such as the George Hull Centre) present in the classroom to facilitate delivery of the program builds connections between schools and mental health organizations. This creates an opportunity to heighten awareness and understanding of the mental health issues in young children within the school, increasing the likelihood that children in need of mental health intervention will have the information and support they need to access services.

Sun Life's significant donation ensures hundreds of young children will become better equipped to manage their feelings, develop important and protective relationship building skills, and make sense of stressful events, confusing thoughts, and moments of self-doubt. By providing access to this skill building at a young age, Sun Life is playing a critical role in the prevention and mitigation of mental health issues as children grow older.

As we look towards the future of the Feeling Explorers program and the halo effect it will continue to have on Canada's children and youth, we see nothing but sunshine.

Our Supporters

We are so grateful to the hundreds of individuals, foundations, and corporations that support the George Hull Centre. You are helping to change the trajectory of children's mental health. Thank you!

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2024 George Hull Centre

Awards of Excellence Recipients

Friend of the Centre Award

This award recognizes the outstanding contributions of an external individual, agency or corporation to the mission, goals and work of the Centre, thereby positively impacting the lives of children, youth and families, and the community as a whole.

A true friend of the Centre in every sense of the word, we are so grateful to **Chetan Baweja** for his unwavering support and partnership in our mission to impact children's mental health.

An insightful and astute individual with a heart of gold, Chetan's contributions to the lives of our clients, both as a committed volunteer and an active fundraiser, have been immeasurable. Involved with our organization for eight years now, Chetan started as a member of our Young Leaders Group, We Are George, before joining more formally as a Board Director. Shortly after, he also took on the role of Foundation Trustee, and most recently that of a proud new Dad!

Deeply passionate about the cause, Chetan can be personally accredited for raising over half a million dollars for the Centre, most notably through his annual fall campaign amongst corporate real estate colleagues and friends. Not only is he raising critically needed funds and awareness for children's mental health, but he is also creating a safe space for dialogue amongst his professional community.

On behalf of the Centre - thank you, Chetan!

Nyron's Above and Beyond Award

This award honours the passion and commitment required to help families succeed. Named for Nyron Sookrah, a GHC Family Group Conference Coordinator, this award recognizes a staff member who goes above and beyond their job requirement to help empower clients through direct or indirect service.

Mariz Mayor, our Early Childhood Service Coordinator in the Community Clinic, embodies the exceptional commitment required to help make a difference in the lives of a child and their family. A magnetic personality full of passion and optimism, Mariz has brought an inspiring level of dedication to not only her own work but also the learnings of the larger team and our mission here at the George Hull Centre.

A champion of the community and our clients, Mariz constantly goes above and beyond to ensure our teams have access to the services and support they need to do their best. Acting as a connection hub between community support and service providers, Mariz's tireless outreach efforts have built an invaluable network of relationships between other healthcare providers and ourselves. Relationships that are now impacting our clients' lives each and every day.

When she's not contacting support services or conducting screenings, Mariz also sees her own clients and families, where she is known for her approachability, warmth, and, of course, constant dedication.

The Libby Ridgely Award for Clinical Excellence

This award recognizes a staff member who demonstrates Clinical Excellence and/or exemplary work with clients and is named in honour of Elizabeth Ridgely, noted family therapist and former Executive Director of the George Hull Centre.

Aimee Kenny has over 7 years of experience with the Clinic and is one of our most cherished and highly regarded clinicians. Her clients and the community appreciate her warm aura and disarming personality. She is a true natural when it comes to navigating complicated family dynamics, Aimee specializes in incorporating a multitude of therapeutic techniques and disciplines into her practice, ensuring that both children and youth and their parents feel heard and validated.

Aimee consistently amazes with her dedication to professional growth, development, and learning. She pursues endeavours for the betterment of herself, her colleagues, and the families with whom we work. She seeks opportunities and takes on responsibilities, effortlessly implementing practices like Dyadic Developmental Psychotherapy (DDP) and EMDR in her work.

Perhaps best known to the community for the sanctuary of safety she provides during her sessions, Aimee is wholeheartedly dedicated to the success of her clients. She is a mentor to her colleagues and a pivotal person in the lives of many children and families.

The Award for Inspiration and Contribution in Project Management

This award is for any staff member who has made significant contributions in the area of project management. Their contributions have enriched the George Hull Centre and have inspired others through their participation in projects.

As the Director of Prevention and Early Intervention, **Kim Curran** wears many hats, consistently spearheading new initiatives and ensuring they are executed effectively and efficiently.

While there have been some growing pains in getting accustomed to Project Management (PM) in our daily clinical works, as there would be with any new workflow processes, Kim has made the transition incredibly smooth. This has been an invaluable adjustment for us, and it continues to be championed by Kim, who also acts as a tremendous supporter and an inspiring advocate for staff members and clinicians.

Her communications about projects are enthusiastic and draw people in, creating intrigue and exciting dialogue. Whether she is asking you questions about a project, you are involved in one of her projects, or simply hearing details of something she's working on, there is always something to learn from Kim.

With a wealth of knowledge about systematic processes, flawlessly incorporating different templates and tools, and easily adjusting to different variables within projects, Kim can conduct the workflow with ease—all while offering support and understanding to others, elevating their work and the Centre as a whole.

Her approach to supporting many of us with Project Management reflects her approach to supervision and leadership. We are all incredibly lucky to work with her and have her as a model, teacher, and collaborator.

WE ARE GEORGE

YOUNG LEADERS GROUP

Fostering the next generation of mental health advocates and philanthropists.

We Are George (WAG) is the George Hull Centre's young leaders group, comprised of a group of passionate young professionals in Toronto committed to raising awareness, breaking the stigma, and increasing funding to the under resourced sector of children's mental health. Their goal is to also cultivate the next generation of mental health advocates and philanthropists.

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FOR CHILDREN & FAMILIES

Changing the
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