

# CANADIAN SCHOOL Counsellor<sup>®</sup> MAGAZINE

MAIN FEATURE

## GANGS IN YOUR SCHOOL

How to spot the signs of gang activity in your school

FASD

Understanding What Students Need for Success

## CONNECTING WITH ART

The Importance of Inclusive Cultural Education  
With Art Napoleon

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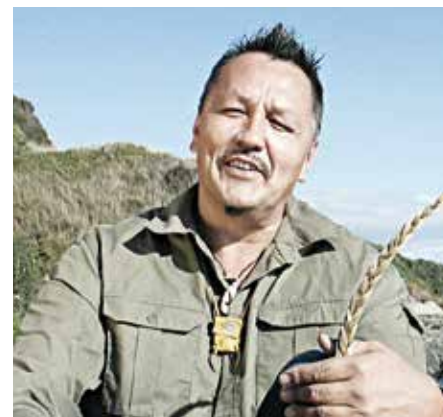
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**There'll be no escape this time.** This is what winter seems to be saying to us, day in and day out. The days seem to be getting colder, the wind seems to cut through our jackets a little sharper and the snow falls just a little harder every day. Shoveling snow seems like it should be made into an Olympic event.

Well, spring will be here soon, right?

Speaking of the Olympics, I am very proud of our fellow Canadians that are over in Sochi, Russia, representing us in this year's Winter Olympics. This year we sent highest number of Canadian athletes ever to an Olympic games and it truly shows with our results. We are reaching the podium more than ever now, proving to the world that the stereotypes of us living in igloos, skating everywhere and playing in the snow are really not that farfetched. As the Canadian Olympic campaign goes – We are winter.

This issue we take a closer look at gangs in our high schools. Alison Zenisak contributed our main feature that takes a look at the telltale signs of gangs in our schools. We spoke to Ron Canuel about some methods of helping kids right their ships, get out of the gang lifestyle and succeed. This issue also features the first part of a three part series that focuses on FASD in our schools. Alex Deneka talked to Art Napoleon, a recognized cultural educator and faith-keeper, who talked to us about the importance of inclusive cultural education. These stories and a lot more fill up our pages in this issue, so be sure to check them out!

The Olympics are a great distraction for the winter that surrounds us. But, when they are over, we will be itching for the snow to melt and for spring to come along. Until then, enjoy your break and keep plugging away.

**Thomas Shirtliffe**

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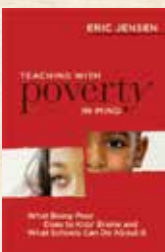
By: Carolyn Blackburn, Barry Carpenter, Jo Egerton

Publisher: Routledge (June 11, 2012)

ISBN: 9780415670203

128 Pages

The range of learning difficulties associated with children who have fetal alcohol spectrum disorders (FASDs) has been highlighted as an emerging but little understood area of Special Educational Needs. This engaging, timely, and highly practical book will raise awareness about FASDs and their associated difficulties across the entire education workforce. It provides a range of specialist, practical tried-and-tested teaching and learning strategies, from which teachers and support staff may construct personalised learning plans for students with FASDs, and will help improve outcomes for all their children.



### TEACHING WITH POVERTY IN MIND: WHAT BEING POOR DOES TO KIDS' BRAINS AND WHAT SCHOOLS CAN DO ABOUT IT

By: Eric Jensen

Publisher: Association for Supervision & Curriculum Development (November 15, 2009)

ISBN: 978-1416608844

185 Pages

In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success.

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### Canadian School Counselling Week

The Canadian Counselling and Psychotherapy Association (CCPA), in collaboration with its School Counsellors Chapter, is proud to celebrate the first-ever Canadian School Counselling Week. Celebrated this year from February 3 to 7, this special week serves to promote awareness and understanding of the vital role school counsellors play in Canada's health care system.

"We are so proud to officially launch this special week," said Trent Langdon, President of the School Counsellors Chapter. "We have a vested interest in ensuring that all children and youth have access to trained school counsellors in every school, and we remain committed to raising the profile and building awareness of this important role."

School counsellors make vital contributions to the mental health and well-being of all Canadians. Through comprehensive and developmental guidance and counselling programs, early intervention and education, and ongoing support by trained professionals, school counsellors can make a positive difference in the lives of children and youth, both as independent professionals and as part of student support teams and referral agents.

"While mental illness and mental health issues pose substantial risk factors to today's school-aged children and youth, early intervention can have a significant impact by increasing opportunities for positive change and wellbeing, reducing the impact of critical incidents, interrupting the negative course of some mental illnesses and in some cases, lessening long-term disability in children and youth," added Blythe Shepard, President of CCPA.

CCPA invites all Canadians to spread the word and join the celebrations this year for its inaugural launch of Canadian School Counselling Week. For more information on how to get involved, please visit [www.ccpa-accp.ca/en/chapters/schoolcounsellors/](http://www.ccpa-accp.ca/en/chapters/schoolcounsellors/)



### CAMIMH Calls for Canadiansto Contribute to a Responsible Discussion on Suicide

As members of Canada's mental health community, the Canadian Alliance for Mental Illness and Mental Health (CAMIMH) are deeply saddened by losses of life by suicide.

Any suicide is devastating for families and friends. While many people, organizations and governments are doing their part to help loved ones, friends, employees, and colleagues prevent suicide and/or deal with the heartbreaking loss of a loved one, more can be done for all Canadians.

In recent days and weeks, there have been a number of widely reported cases of suicide and attempted suicide, including in the Canadian military, seniors apartment building and in a university setting. Each loss of life to suicide is a personal and societal tragedy that should cause deep reflection on how best we can move forward with prevention. Nationally, there are approximately 4000 suicides per year.

Beyond recognizing the tragedy of suicide, CAMIMH reminds all Canadians that it is incumbent on all of us to be vigilant in how we approach and speak about suicide as more than half of people with mental health problems unfortunately feel too ashamed to seek treatment. As individuals it is important that we contribute to a societal climate that encourages those who need help to seek it. We encourage all Canadians to know the warning signs of suicide and how to ask about suicide.

CAMIMH also encourages the media, who play an important role in reporting the tragedy of suicides, to consider carefully how they report on suicides. The quality of reporting over the last two weeks has been inconsistent.

CAMIMH encourages the media, when reporting on suicide, to let people know where they can get help when in crisis, talk about the warning signs and what to do if someone close to you is in distress. It is important that suicides and attempted suicides not be

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reported on in a sensationalized way. News stories should avoid reporting specific details of the method.

Suicide is a tragedy, not something that should be presented for entertainment value or glorified. Reporters are encouraged to consult the Media Guidelines from the Canadian Association for Suicide Prevention.

Suicide is complex and CAMIMH members invite the public and organizations to contact us or consult the following resources related to suicide prevention in Canada:

- » Understanding Risk Factors & Warning Signs
- » Know When to Ask About Suicide
- » Hope and Resiliency at Home
- » Hope and Resiliency at Work
- » Suicide Prevention Toolkit
- » What to do if you are in Crisis Now
- » Media and Public Presentation Guidelines
- » Suicide prevention for older adults: a guide for family members



**Our Kids Media Hosting Toronto Camp Expo to Benefit Kids in Camp Charity**

On February 23rd, 2014 Our Kids Media will host its annual Camp Expo at Roy Thomson Hall in Toronto from 12:00PM to 4:00PM in support of **Kids in Camp** charity. Kids in Camp seeks to make camp experiences available to kids from all backgrounds and create positive memories that last a lifetime. With the vision that no child should be prevented

from attending camp due to financial considerations, Kids in Camp sponsors children to attend one of over 300 camps throughout Ontario each year all accredited by the Ontario Camps Association. The Camp Expo will help raise funds to provide financial aid and scholarships to give hundreds of underprivileged kids a day or overnight camp experience. At the Expo, families will meet with more than 60 leading camps that offer on a wide range of programs and specialties. They'll also be able to participate in fun camp activities and crafts, plus receive a free copy

of the 2014 Camp & Program Guide with an overview of the best day and overnight camps across Canada, including interviews with notable camp alumni such as Rick Mercer and Roberta Bondar.

Representatives from Kids in Camp, Our Kids Media and exhibiting camps will be available at the Expo to answer questions on choosing a camp, financing camp and additional camp topics and resources for families. With more than 13 years of experience, Our Kids Media has become a leading publisher of magazines and websites dedicated to assisting readers make informed decisions for their families. Along with the Camp Expo, Our Kids hosts five annual Private school Expos each fall, providing more than 2,500 families from the Greater Toronto, Vancouver, Calgary and Montreal areas with even more school choices for their children.

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**Kids Help Phone Launches Resources Around Me**

On January 15, Kids Help Phone launched its latest service innovation, Resources Around Me, a new online and mobile tool which gives young people across Canada pioneering and independent access to locate mental health and other important programs and services right within their own communities.

Available in English and French through Kids Help Phone's website and the Always There mobile app, which provides young people with the ability to instantly locate services and programs in their community such as youth counselling and health centres, shelters, child protection agencies, and more.

Every day, Kids Help Phone's professional counsellors help young people connect with local supports using its unique database of over 46,000 programs and services for young people - the only such resource of its kind in Canada. Resources Around Me makes much of this information available at the click of a button to young people everywhere, putting vital resources directly into their hands.

The event also featured a major gift announcement - the largest pledged gift Kids Help Phone has received from a corporation in its history - marking the kickoff of the 25th anniversary year of Kids Help Phone.

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Montreal  
Hooked on School

### Montreal Hooked on School rolls out the green carpet to encourage kids to stay in school!

Before a capacity crowd of more than 200 partners in school retention, who gathered at the Société des arts technologiques, Montreal Hooked on School kicked off the fourth edition of Hooked on School Days (HSD), which ran from February 10 to 14. Over the five days, more than 1,500 activities were presented across the Island of Montreal, all aimed at encouraging young people to stay in school.

During the launch, Montreal Hooked on School rolled out the green carpet and invited people to walk on it. Like the green and white ribbon that symbolizes student retention, which will be seen all over Quebec this week, the green carpet represents the academic journey. It is aimed at celebrating students' achievements and acknowledging their daily efforts to continue their studies."

As they go through school, students face all kinds of challenges. With this green carpet, we want to make people aware of the importance of being there to support them at every stage of their journey. Each one of them needs encouragement every day. We all have a role to play in student retention and success: parents, friends, teachers and community workers. I urge all Montrealers to encourage our youth," said Gilles Petitclerc, president of Montreal Hooked on School.

For the second year in a row, the HSD Squad, consisting of six students who have had difficult but inspiring journeys, will travel around Montreal meeting students in various districts. Jean-Sébastien, Christine, Audrey, Gabrielle, John and Derek talked about their experiences, which illustrate their perseverance in a tangible and touching way. Poverty, violence, foster families, learning disabilities, drugs and delinquency: although their lives have been anything but easy, they have demonstrated uncommon determination and are now on the path to success.

The consequences of dropping out of school are very real. Studies show that the annual financial impact of dropping out in Quebec is \$1.9 billion. Those without a high school diploma have a lower annual income than graduates, a higher unemployment rate, as well as a shorter life expectancy. The good news is that the efforts made to encourage students to stay in school are producing results. In recent years, the graduation rate in Montreal, and throughout Quebec, has increased by about 5%. In 2012, the graduation and qualification rate before age 20 was 72.5% in Montreal. Quebec is targeting an 80% graduation rate by 2020, for students under age 20. "To reach this target, Montreal must meet its graduation objectives," said Andrée Mayer-Périard, executive director of Montreal Hooked on School. "Different goals have been set for various territories on the Island of Montreal, which take local challenges and realities into account. I'm confident that if everyone gets involved, we'll surpass our goals," she added.

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# Apple iPad

## Report of the use of the iPad in the Classroom

A report by Thierry Karsenti and Aurelien Fievez regarding the use of tablets in the classroom – particularly the Apple iPad – after they surveyed 6,057 students and 302 teachers in Quebec has produced an interesting report on the benefits and challenges of using an iPad in the classroom. This was the first time that any of the schools had experimented with using iPads in the classroom.

The benefits of having iPads in classes include more motivated students, greater access to information, and heightened student-to-student and student-to-teacher collaboration. Certain challenges were also cited, including that tablets acted as distractions, could negatively impact academic performance, and were underused as ebook readers, with students saying that less than 3% of them had read books with their device.

The report also made recommendations on how school systems might best be able to implement tablets into the classroom. The importance of training the teachers on how to use the devices and how to best teach with them was the number one recommendation. Using proper available resources so they can be prepared as best they can on each subject would be a great benefit for the teachers and also collaborating with other teachers to form learning circles to share their knowledge and to help each other out.

Student training on the iPad was another recommendation the report made, citing that students were easily distracted by the devices. Teaching the students to be fully accountable and how to get full proper use of the iPad is key for the teacher to implement on their students. Another point the report makes is to have the students read more on the devices. Reading on the iPad is supposed to be one of the main functions of the device but only 3% of students actually read books on them.

Overall, 56% of the students were very or extremely satisfied with the use of the iPad, while teachers were only 23%. The majority (53%) of the teachers found themselves only moderately satisfied.

You can find the full report on Karsenti's website at <http://karsenti.ca/>



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## Government of Canada announces reformation of the First Nations educating system

Prime Minister Stephen Harper announced an historic agreement between the Government of Canada and the Assembly of First Nations to reform the First Nations K-12 education system through the *First Nations Control of First Nations Education Act*. The legislation will be tabled in Parliament in the coming months.

At its core the legislation will provide First Nation students on-reserve across Canada with the education standards, supports, and opportunities that most Canadians take for granted. Acknowledging that First Nations are best placed to control First Nations

education, the legislation will recognize the responsibility and accountability of First Nations to administer their education system on-reserve under the Act. At the same time, the legislation will establish a stable and predictable statutory funding regime that accounts for language and culture programming.

This agreement has been reached following an extensive and unprecedented consultation and discussion period with First Nation leaders, parents, educators and others. Canada will continue to work with First Nations to finalize the *First Nations Control of First Nations Education Act* in line with today's announcement, and develop the Act's regulations in conjunction with First Nations.

The government says it has designated \$1.25 billion over three years for aboriginal schools across Canada beginning in 2016 — an amount that he pledged would increase by 4.5 per cent each year after. An additional \$160 million for an implementation fund and \$500 million for new infrastructure on reserves over seven years is also expected to start in 2015.

This announcement marks an historic milestone for First Nations and all Canadians. Our Government looks forward to continuing to work in partnership with First Nations to implement the *First Nations Control of First Nations Education Act* so that First Nation children across Canada have access to a quality education and can participate fully in Canada's prosperous future.

**Job training for Canadians with disabilities gets boost from federal budget**

Job training for Canadians with disabilities will be getting an increase in cash from Ottawa after the 2014 federal budget was tabled.

The budget also introduces a new generation of Labour Market Agreements for Persons with Disabilities. Over the next four years the Government will provide \$222 million annually through these transfers, to be matched by provinces and territories, to better meet the needs of persons with disabilities and employers

Included is \$26.4 million over the next four years to help expand two training programs that connect Canadians with intellectual disabilities and employers. The budget also commits \$11.4 million over four years to support vocational training programs for

Canadians with Autism Spectrum Disorders and \$15 million over three years to connect Canadians with developmental disabilities with jobs through the Ready, Willing & Able initiative of the Canadian Association for Community Living.

According to Michael Bach, the executive vice-president of CACL, the federal funding will help connect 1,200 people with jobs over the next three years.

Support for helping Canadians with disabilities find jobs was first announced by the government in the Economic Action Plan 2013. The report in January of 2013 highlighted that there are approximately 800,000 working-age Canadians with a disability who are not working even though their disability does not prevent them from doing so.



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**CCPA 2014 Annual Conference**

This year's Canadian Counselling and Psychotherapy Association's annual Conference will be held in beautiful Victoria, British Columbia at the Victoria Convention Centre. A block of hotel rooms will be held at the Fairmont Empress Hotel at a discounted rate for delegates.

New this year, CCPA will be partnering with the International Association for Counselling (IAC) to host the IAC Conference 2014, taking

place May 3-7, 2014 in Victoria, BC. Delegates can receive a discounted rate when registering for both conferences. For more information regarding the IAC Conference, visit <http://ccpa-accp.ca/iacconference/>. This year's Keynote Speakers and topics include:

- » Gabor Maté – "Illness & Health in a Toxic Society"
- » Stéphane Grenier – "New Paradigms: Mental Health in the Workplace"
- » Peter Menzies – "Working with Aboriginal

peoples: Psychotherapy and traditional Intervention Strategies"

For more information on the conference, specials on flights and hotels, or to register please visit <http://www.ccpa-accp.ca/conference> or contact Alene Holmes at [conference@ccpa-accp.ca](mailto:conference@ccpa-accp.ca).

The Canadian Counselling and Psychotherapy Association is a national bilingual association of professionally trained counsellors engaged in the helping professions, which is dedicated to the enhancement of the counselling profession in Canada. The association has provided leadership and has been involved in the promotion of counselling since 1965. It offers the opportunity for its members to network with other counsellors from across the globe, in order to exchange ideas and best practices, provide mutual support and promote professional development.

The International Association for Counselling (incorporating the International Round Table for the Advancement of Counselling - IRTAC) is an international association with scientific and educational aims and is concerned with the interdisciplinary study of counselling and guidance. To find out more about the IAC visit their website at <http://iac-irtac.org>.



**Canada Western Bank Donates to Help Youth**

Big Brothers Big Sisters of Central Vancouver Island has recently received nearly \$15,000 from the Canada Western Bank. The organization has now received more than \$60,000 over the past six years from the CWB.

The organization says the money will go to cover the cost of mentoring programs for youth from both inside and outside the classroom.

Each September and October, the bank donates a portion of every dollar invested in a Greater Interest GIC product to Big Brothers Big Sisters. The Greater Interest GIC campaign was launched in September of 2012 and is in support of Big Brothers Big Sisters. CWB has been a partner with Big Brothers Big Sisters since 2008 and they have donated over \$845,000 to help facilitate meaningful mentorship opportunities for Canada's youth.

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- Environmental Science







**Day of Pink 2014**

April 9th, 2014 marks the International Day of Pink. It is a day where communities across the country, and across the world, can unite in celebrating diversity and raising awareness to stop homophobic, transphobic and all forms of bullying.

There are a number of ways in which you can participate and raise awareness. You could raise awareness by dressing up your teacher or boss. Learn or teach something new by hosting a movie screening or make a difference by organizing a bake sale to raise funds. There are a lot of things you can do to enjoy the Day of Pink.

The International Day of Pink was started in Nova Scotia when 2 straight high school students saw a gay student wearing a pink shirt being bullied. The two students intervened, but wanted to do more to prevent homophobic and transphobic bullying. They decided to purchase pink shirts, and a few days later got everyone at school to arrive wearing pink, standing in solidarity. The result was that an entire school stopped homophobic and transphobic bullying.

The message was clear: anyone can bully, any can be victimized by bullying, but together we can stop it.

Each year on the second Wednesday of April, millions of people wear pink to remember that positive actions make a difference. And that the change starts with each one of us.

To find out how you or your organization can get involved, visit Day of Pink's website at [www.dayofpink.org](http://www.dayofpink.org).

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#### RBC Royal Bank Scholarships

New this year, the RBC Students Leading Change Scholarship has expanded to include graduating high school students, students in their first degree or diploma program and students taking a second degree or diploma program. The RBC Students Leading Change Scholarship recognizes students who are pursuing their post-secondary education and are committed to making a difference by being a leader of positive change in their community.

Each scholarship recipient will receive financial support worth \$10,000 to go towards their tuition. Plus, this year's scholarship applicants will have a chance to apply for a Me to We Trip in addition to the scholarship. The Me to We Trip is a life-changing experience volunteering in a 'Free The Children' community overseas.

RBC has two other scholarships as well. The first is the RBC Royal Bank Scholarship for Aboriginals which has 10 awards worth up to \$4,000 each academic year for two to four years. They also have the Scholarship Program for the Children of RBC Employees which has 100 awards of \$2,500 each.

RBC recognizes that it takes a combination of both hard work and educational funding for most students to achieve their goals. So they developed a diverse set of scholarship programs worth over \$400,000 a year to help address the critical need for student funding across Canada. To find out more about these scholarships offered by RBC, check out their website at [www.scholarships.rbc.com](http://www.scholarships.rbc.com).

#### 2014 Canadian Job Growth

2014 could be a good year for Canadians that are currently in the job market, especially if you are looking for jobs in the West.

According to new data from Canada's largest and most popular online job site, Workopolis, there were over half a million new job openings in November. Compared to data of the same time last year, there was a 22 percent jump. In the western provinces there were more than 218,000 job postings in November, which represents more than 40 percent of all the job openings in the country.

Canada's current unemployment rate is currently at 6.9 percent and Workopolis is projecting more positive growth in 2014.

The site is currently reporting increases in job postings in just about every employment category and every region of the country year-over-year. Except in Quebec where there was a 4 percent decline in the number of job postings.

What type of jobs is getting the most attention right now? Skilled trades. Postings in this field were up 40 percent and one out of every five job postings in Canada targets the skilled trades. The hospitality sector has also increased with the number of help wanted ads increasing by 46 percent year-over-year.

### TD Discovery Days in Health Sciences

Every year, over 2,500 high school students and teachers from across Canada have the opportunity to spend a day sampling career options through a national initiative call TD Discovery Days in Health Sciences. This highly-interactive and innovative program is delivered by the Canadian Medical Hall of Fame in partnership with various universities.

Discovery Days expose youth to the joys of a health-related career. The program introduces keen learners to world-class health practitioners and scientists in their real-life setting – painting a picture of what it's really like to work in research labs, surgical rooms and community-based centres.

Discovery Days are currently offered at:

- » University of Waterloo  
Waterloo, ON  
April 15, 2014
- » Queen's University  
Kingston, ON  
May 2, 2014
- » Western University  
London, ON  
May 2, 2014
- » Memorial University of Newfoundland  
St. John's, NL  
May 14, 2014

A Discovery Day is comprised of a dynamic keynote lecture, hands-on workshops and a career panel discussion. There is no cost to the students, parents or schools thanks to the generous support of sponsors, primarily TD Bank Financial Group.

To find out more about Discovery Days and to find an event near you, visit their website at [www.cdnmedhall.org/td-discovery-days-health-sciences](http://www.cdnmedhall.org/td-discovery-days-health-sciences).

### Walmart Community Scholarship Program

The Walmart Canada Community Scholarship Program offers educational grants to graduating high school students who aspire to continue their education at the college or university level. A total of six awards will be given away, two per region: Eastern Canada (Newfoundland, Nova Scotia, New Brunswick, P.E.I., and Quebec), Ontario and Western Canada (Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, Northwest Territories and Nunavut).

The Community Scholarship is a \$4,000 scholarship and is payable over four years. Applications must be received no later than May 30th, 2014. Any applications received after this date will be disqualified.

Walmart also offers two other scholarships and they are the Associate Scholarships and the Lou Puim Memorial Scholarship. For more information about these scholarships and the Community Scholarship Program visit [www.walmartcanada.ca/Pages/Scholarship%20Programs/190/193/193](http://www.walmartcanada.ca/Pages/Scholarship%20Programs/190/193/193)



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**What Provinces is this Profession Legislated?** The Denturism Profession is legislated in all Provinces and Territories in Canada. The Denturism Profession is also legislated in other Countries.

*NOC Code – 3221 Denturists*

**How Many Denturists are there?** There are approximately 2,000 Denturists in Canada, which is seen as a world leader in this profession, Denturism is also a respected Profession in a considerable number of Countries around the world for more information please visit [www.international-denturists.org](http://www.international-denturists.org).

**Where would I go to school for the Denturism Program?** Currently, there are 5 Schools of Denturism in Canada. The Schools of Denturism that are Accredited by the Curriculum Advisory Committee and endorsed by the Denturist Association of Canada are George Brown College ([www.georgebrown.ca](http://www.georgebrown.ca)), Northern Alberta Institute of Technology ([www.nait.ca](http://www.nait.ca)) and Vancouver Community College ([www.vcc.ca](http://www.vcc.ca)). Not-Accredited are Trillium College ([www.trilliumcollege.ca](http://www.trilliumcollege.ca)) and College Edouard-Montpetit ([www.college-em.qc.ca](http://www.college-em.qc.ca)).

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**Dans quelles provinces la profession est-elle réglementée?** La denturologie est réglementée dans toutes les provinces et tous les territoires canadiens. Elle l'est aussi dans d'autres pays.

*Classification nationale des professions : 3221 – Denturologistes*

**Combien y a-t-il de denturologistes?** Il y a environ 2000 denturologistes au Canada, qui est une figure de proue de la profession. La denturologie est également une profession respectée dans un grand nombre de pays. Pour en savoir plus, rendez-vous à l'adresse [www.international-denturists.org](http://www.international-denturists.org).

**Où trouver un programme d'études en denturologie?** Il existe actuellement cinq écoles de denturologie au Canada. Trois sont agréées par le Comité consultatif des programmes d'études et cautionnées par l'Association des denturologistes du Canada : le George Brown College ([www.georgebrown.ca](http://www.georgebrown.ca)), le Northern Alberta Institute of Technology ([www.nait.ca](http://www.nait.ca)) et le Vancouver Community College ([www.vcc.ca](http://www.vcc.ca)). Le Trillium College ([www.trilliumcollege.ca](http://www.trilliumcollege.ca)) et le Collège Édouard-Montpetit ([www.college-em.qc.ca](http://www.college-em.qc.ca)) offrent la formation mais ne sont pas agréés.

POUR EN SAVOIR PLUS, VISITEZ NOTRE SITE À L'ADRESSE [WWW.DENTURIST.ORG](http://WWW.DENTURIST.ORG).



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## Giving Counsellor's a Helping Hand

↑  Gate A18

Gates A19-23  →



A post-secondary recruitment officer's reminder that they are here to help



## »» A HELPING HAND

By: Stephen Johns

Remember those memes that were popular a few years ago? The ones with the pictures showing WHAT I THINK I DO, WHAT MY PARENTS THINK I DO, WHAT SOCIETY THINKS I DO — those ones? The one for post-secondary recruitment totally nailed it, touching on pretty much every common perception of what people think we do (fly first class! relax on beaches!) before the final picture, ostensibly showing what we *really* do, of a guy in an airport waiting lounge asleep on a pile of luggage.



As a post-secondary recruitment officer—we go by a lot of different names, but we'll use that one for the time being—I think people have a general sense of what we do, but they don't know much beyond that. In fairness, some of us don't always know what we do; flexibility's one of the critical components of a recruitment officer's job description, and what we do on a Monday often looks very, very different than what we do later on that same week. You know we travel, and that's certainly a big part of it—especially during the fall, when a new batch of students start Grade 12 and realize, to their collective

astonishment, that they're nearing the end of their high school careers. So yes: we travel, and for a lot of us the travel's what got us interested in recruitment in the first place. But it's rarely the travel that *keeps* us in the job; indeed, once the initial rush wears off, most of us discover that we relate far too well to the George Clooney movie *Up in the Air* and that there's nothing glamorous whatsoever about waking up in a hotel room and actually saying, "Where am I?" (The first time I asked myself that question the answer was Barranquilla, Colombia). What is it, then, that keeps us going? What keeps some of us—like me—

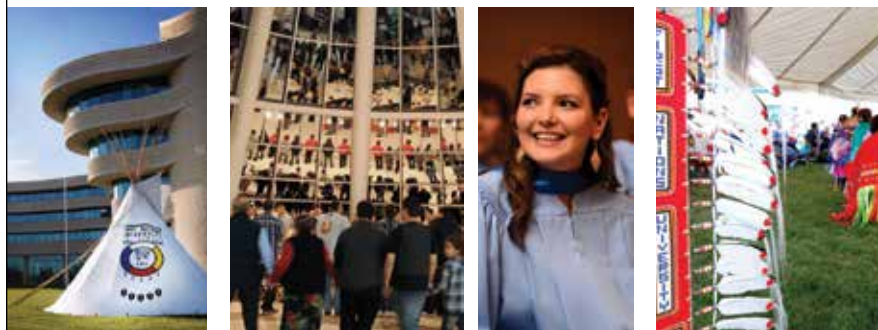
coming back for a seventh season on the road when we thought we'd be done after two?

Simply put, it's the people we meet. It's the students, of course. It's also the recruitment officers from other schools who become our "road families." (I know that some of you think we're bitter rivals, yet while we're ostensibly after the same scarce commodity we strike up friendships on the road that transcend the institutions we represent.) And it's you, the counsellors, and while that's the kind of statement that feels as though it should come with stringed accompaniment it's absolutely true. I've been doing this job for seven years, which makes me a veteran of the Canadian recruitment circuit (the average shelf life for a recruiter's only a handful of years). During that time a lot of you have stopped being colleagues and become friends. I couldn't have imagined that scenario when I started at the University in Calgary in 2007.

In other words, we're teammates (I'm using "we" in the royal sense here, encompassing recruiters, admission staff, guidance counselors, and career practitioners). And as teammates we've all got a common goal: doing right by our students. We just approach it from slightly different angles. I feel as though there's a perception that school admission offices *enjoy* rejecting students. Speaking as a recruiter, I cannot stress this point enough: *our goal is to get students in.* Don't believe what *Admission* told you: the best part about what we do is getting a student into one of our schools. Most of us will bend over backwards to get a student through our doors; if we can't, it's often because we've exhausted all possible avenues. Each of our institutions establishes admission policies that, in our minds, will fill the available seats with the best available students. That, in a nutshell, is why admission policies exist. We have to work within them, but we do what we can within the constraints we've been presented.

Don't ever hesitate to contact us. Because again: we're teammates, and teammates have to communicate. You'll find that most of us are pretty liberal when it comes to dispensing our contact information (it's also worth mentioning that Canadian recruitment officers are a pretty collaborative bunch; ask us a question we can't answer and we'll gladly put you in touch with one of our colleagues). The axiom "there's no such thing as a stupid question" applies at all times. Admission

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“ I feel as though there’s a perception that school admission offices *enjoy* rejecting students. Speaking as a recruiter, I cannot stress this point enough: *our goal is to get students in.* ”

stuff isn’t always intuitive; moreover, as counsellors you’re juggling dozens (in some case hundreds) of students along with the admission requirements to countless institutions whose admission policies aren’t necessary designed to be easily remembered. Never feel as though you’re encroaching on our time. You aren’t, no matter how many times you call or email. Teammates—remember?

In the end, that’s what we *really* do: we work with you, our respective institutions, and (above all) our prospective students, all with the same end goal in mind. You’ll often hear us refer to “our” students. That’s because we develop a strong affinity for the students we meet during our travels; we encounter them at a critical juncture in their lives, then help them answer two of the most important questions they’ll ever ask: “What do I want to study and where do I want to study?” It’s a privilege doing what we do, and it’s a privilege getting to work with you along the way. See you on the road. 🍁 CSC

**Stephen Johns** is a Student Recruitment Officer at the University of Calgary.



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# SCHOOL ABSENTEEISM

Understanding why students are not attending school

By: Carys Cragg





I was asked to consult to an inner-city school alternative program on the topic of school absenteeism. As a Child and Youth Mental Health Clinician, I had been working with this school program's staff for a few years now, so we had developed an excellent working relationship and I enjoyed the afternoons I got to spend there, away from the chaos and pressures of my workplace. Normally, I would visit and they would bring particular students to attention, to discuss possible interventions to improve their well being. The day before visiting the school, however, I received an out of the ordinary voice message from the program's main teacher.

"We have a favour to ask you." She introduced apprehensively. "When you visit tomorrow we're hoping that you can talk about school absenteeism." She went on with a tentative tone of voice. "We've got all of these kids not coming to school and we're panicking about how to get them here. We're trying everything. We've invited other teachers and school counsellors to come, so we'd look forward to anything you have to say on the topic."

School absenteeism was an underlying theme of our conversations over the years. In fact, it was quite an appropriate topic to have, considering the issues the school program faced. When taking a step back, from the individual problems, the young people struggled with were depression, anxiety, conflict, gang and exploitation, safety, family disruption, poverty, etc.

“

It would be a mistake to call this a strength within me - it was a strength of my family, of my community, of my access to health/education/opportunity. It wasn't because I jumped out of bed in the morning and thought, "I'm going to go to school!" But, that is how we'd like to think of school attendance. ”

Our existing relationship allowed for this tentative apprehension to be understood at a deeper level. I understood the school context with which they survive – an inner city school in a socially and economically disadvantaged part of a larger metropolis. I understood that she knew that for some mental health consultants, inviting me to come into a school environment with teachers desperate to get kids to show up to school more, let alone learn, was tricky ground to walk on. Their desperation came from an incessant pressure from the school district and society at large for kids to succeed. Pull up their bootstraps and succeed, but often without being given the privilege of boots.

What was I to do with this request? Like any informed person, I went to the literature. What does current literature say about understanding school absenteeism and what are the factors that contribute to addressing and reducing it?

Surprisingly, a heavy emphasis on the young person themselves was focused upon:

- » low self concept
- » absenteeism being positively reinforced and rewarded (parental attention, enjoyable activities at home)
- » absenteeism being negatively reinforced (learning difficulties, performance difficulties, emphasis on evaluation not learning, anxiety/fears at school)
- » educational problems
- » difficulty making friends
- » victimization and bullying
- » trauma/stressful life events
- » negative constructs towards school
- » lack of parental involvement in school activities and events
- » single parent homes
- » deprived socioeconomic status

When it came to intervention, researchers found that there was little to no difference between the psychological educational focuses of interventions and what could be termed clinically as therapeutic interventions. More clinically therapeutic interventions included a focus on:

- » social skills training
- » gradual exposure to anxiety provoking situations
- » positive reinforcement
- » relaxation training
- » devising coping plans

Psychological-educational groups included focusing on discussions and skill development:

- » decision-making
- » self-esteem
- » motivation
- » values
- » effective communication
- » stress management
- » assertiveness
- » absenteeism vs. attendance

As I read the articles, this of course made complete sense, given our focus on individuals as a site of intervention. However, I was a bit disappointed to see a lack of understanding of the complex multi-systemic environment with which young people govern themselves.

I decided to think further, self reflexively: what made me attend school? Well, as per my training in contextual and strengths based theory and practice, I immediately jumped to thinking of all of the factors that eventually could be attributed to my own individual resilience. It would be a mistake to call this a strength within me - it was a strength of my family, of my community, of my access to health/education/opportunity. It wasn't because I jumped out of bed in the morning and thought, "I'm going to go to school!" But, that is how we'd like to think of school attendance.

Armed with this albeit quick review of a vast literature, solitary self reflection, and relationship with the school I'd been working with, I arrived at the school. Awaiting me were a small group of teachers, child and youth care workers, learning support assistants, and guidance counsellors.

I began with a discussion. "You've been invited here to discuss school absenteeism. I'm here to tell you that I have no grand solution to solving the school attendance problem that your program and school face." I prepared for people to get up and leave the room. "And to be honest, no one can tell you; it doesn't exist." Hesitant smiles crossed the room. "Instead, I want to ask you, what were the factors that contributed to your school attendance?" To which the group responded round-table.

I shared my own examples too. My child and youth care values encourage me to think self reflexively, to think about how my own experience can add to a greater awareness of my own social location as well as inform (but not direct) my work with others.

I go back in time. I like to think of the family videos I have of my family's vacation home where, in between swimming in the lake and taking adventure hikes, my mother sang school songs to us and we were often found reading at our school desks. I like to think of the stories my parents told, when they were at university and how much fun they had learning.

I like to think of my grandparent's support of my siblings and I achieving good grades, by celebrating us and taking us out to dinner to show off our report cards. I like to think of the graduate degree my father pursued at middle age, demonstrating the importance of lifelong learning and pursuing your dreams with his family's support. How about the safety of the school I attended, certainly that contributed to my comfort level and the school's welcoming environment. How about the teachers who had the time and energy to support after school study sessions where I developed relationships with them and consider some of them the most supportive and encouraging people in my youth. These and thousands more of examples led to my school attendance. How about yours?

I then presented the familiar, but often not looked at in depth, Ecological Model, which asks us to understand young people's experiences at multi-systemic levels. Not doing so compromises our ability to connect with and facilitates our pathology of young people for factors that they individually have no control.

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*meet Ben*

How might we see the environment with which we contribute - our schools, our communities - at multiple levels?

Microsystem (the individual and the immediate surroundings):

- » personality and temperament
- » parent's education level and cognitive ability, socio-emotional and health literacy
- » family stability and disruption
- » neighbourhood
- » peer group
- » school culture

Mesosystem (the relationships between microsystems):

- » communication between home and school

Exosystem (the environments that a young person does not find themselves within but nevertheless finds themselves influenced by):

- » parent's extended health plan
- » parent's workplace dynamics
- » welfare and legal services
- » immigration policies
- » geography
- » poverty
- » teachers' collective agreements
- » city planning
- » school/community partnerships

Macrosystem (values and ideologies of the society at large):

- » democracy
- » capitalism
- » liberal/conservative/socialist values

Chronosystem (socio-historical conditions and life events over time)

- » war and civil unrest
- » generational influences on the present, including residential schooling
- » divorce rates
- » women in the (out-of-home) workforce



Once we consider that all of these factors (and more) have a direct and indirect influence on a young person's school attendance levels (and everything else, for that matter), it's hard to ascribe to the dated psychological theories that maintain

individualist values with implicit messages of "get up and go to school!" Which then cause fear based responses if you're attendance is low where we place blame on the young person, his single mother, or her overworked teacher. And that's just not okay.

So, when presenting the teachers with the list of interventions, they realized that they were already working towards these ideas.

They had a collective 'sigh' of relief when realizing all of the hard work they were doing to support current levels of attendance, and

had some reasonable thoughts to replace their collective panic to say, "Hey, wait a minute, it's not my fault that these kids aren't coming to school. And it's not their fault either." It's not one's particular fault, but it does require responses at all levels of our environments.

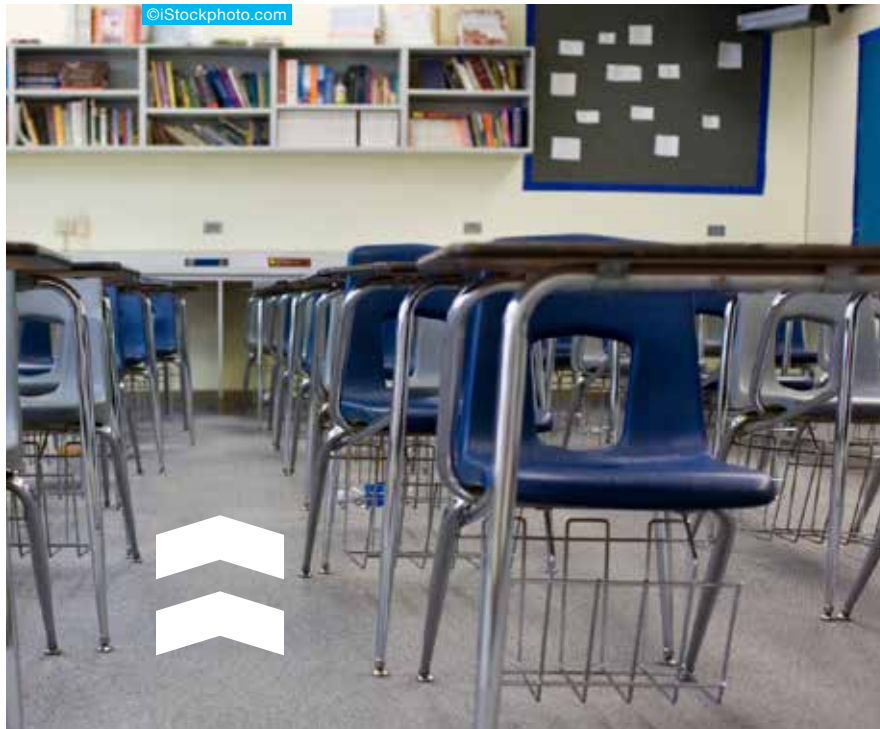
When I witness a group of teachers and guidance counsellors' collective pressure entering that room to discuss school absenteeism, and they exit with a little less pressure, I feel like I've contributed to something more. Not a flippant exercise in letting go of individual responsibility, blaming other levels of society, but rather an exercise in recognition of the complex systemic factors that lead to our ideal situation: a young person attending school so that he or she can experience all of the opportunities that the world has to offer people and that education allows.

Going through these multi-systemic levels can result in a rich understanding of all of the complex factors that lead to school attendance - your own and the young people of today's school composition. I wonder what are all of the current policies, procedures, collective agreements, community partnerships, benefits plans, and so on, that are in support of school attendance and what are the ones that aren't. And the next time that you're scolded for a school absenteeism rate, perhaps you have a bit of an argument to present. The next time you're feeling pressured, perhaps you might tell yourself (or others):

Given our context, why aren't more kids *not* attending school? Or, How on earth is this one young person overcoming obstacles (that s/he faces on an hourly basis) to make it to school for a few mornings a week?

There's strength there to be built upon, rather than a weakness to pathologize. And really, it's up to you to decide which path you'll take. [csc](#)

**Carys Cragg** has long been interested in developing the strengths of systems in order to contribute to young people's wellness. She's a member of the BC Association of Clinical Counsellors and is currently Contract Faculty at Douglas College and a Sessional Instructor at the University of Victoria's Child & Youth Care programs. Her work can also be found in *Insights into Clinical Counselling* and the *International Journal of Children's Spirituality*.



# FETAL ALCOHOL SPECTRUM DISORDER

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## FASD PART 1, WHAT IS FASD?

*"I am going to share with you a bit about my life and growing up with Fetal Alcohol Spectrum Disorder (FASD). I went to school and had many of the same struggles that a lot of individuals with FASD have: trying to fit in, memory issues, challenges such as being on time for school, being able to do the school work, being able to remember it when I got home and to take it back to school to hand it in. Fitting in with the kids in school was a struggle because I was already a bit different. I was being judged in school, and then after school as well". – Myles Himmelreich, Director of Programming, Canadian FASD Foundation*



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**Background**

Fetal Alcohol Spectrum Disorder (FASD) is an umbrella term that describes the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include lifelong physical, mental, and behavioural difficulties as well as learning disabilities<sup>1</sup>. Often these changes are not detected until a child reaches school age. Prenatal alcohol exposure damages the structure and the function of the brain. For those with FASD, learning trajectories become increasingly divergent from their peers. Social communication becomes an issue, along with attention span, motor and sensory function, memory abilities, and learning from consequences. As these students grow, they are at higher risk for developing depression, anxiety or other mental health conditions including substance abuse. Later in life, because of their disability, other serious issues emerge such as trouble with the law, expulsion from school and challenges securing employment<sup>2</sup>. FASD is a lifelong condition that affects not only the individual and their family, but also the school they attend and the community they live in.

Health Canada<sup>3</sup> estimates that more than 3,000 Canadian babies are born with FASD every year and approximately 1 per cent of the population or 350,000 people are living with the disorder today. FASD costs Canadians approximately \$1.5M more individual over this lifetime<sup>4</sup>. Given this information, it is essential that caregivers, service providers and school personnel understand the deficits associated with FASD and begin to work together on strategies to support students with FASD so they can achieve academic, social, emotional, and behavioural goals and success<sup>5</sup>.

**FASD and School**

Historically, academic success for individuals with FASD was not a reality. Programs and professionals did not consider the long-term adaptive behavior and learning deficits, and instead the focus was simply on intellectual (dys)function. However it is the high likelihood of learning disabilities associated with the disorder<sup>6</sup>, as well as the common behavioural problems, that often present the greatest challenges in school settings. Because FASD is essentially an, 'invisible disability' (no obvious signs/presentation), many students do not receive the empathy or accommodations they require, and can easily become frustrated and leave school.<sup>7</sup> However, new research is showing that with the right environment and support, students with FASD can complete their education<sup>8</sup> and go on to live fulfilling lives<sup>9 10 11 12</sup>.

Researchers have also suggested that academic success is in part dependent on creating a good match between ability and programming<sup>13</sup>. To do so, close collaboration between caregivers and school personnel is critical to ensuring consistent programming between classrooms and academic grades; to support shared strategies with all academic environments; and to enable responsive approaches that adjust as developmental needs change for students. Further occasions for success can be obtained through community involvement in school partnerships<sup>14</sup>.

The call for collaboration among school personnel and families of students with FASD has been heard before; indeed Streissguth noted the need for a committed group of professionals to fulfill roles designed to enhance achievement among students with FASD. Involvement of communities may include partnering with schools to



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develop work experience opportunities, post-high school transition placements, and school to-work programs. The creation of such teams supports the notion that professionals, who are connected to child welfare, healthcare, and education, play significant roles in the lives of affected students and their families. [csc](#)

**The Canada Fetal Alcohol Spectrum Disorder Research Network (CanFASD)** is a collaborative, interdisciplinary research network, with collaborators, researchers and partners across the nation. Their mission is to produce and maintain national, collaborative research designed for sharing with all Canadians, leading to prevention strategies and improved support services for people affected by Fetal Alcohol Spectrum Disorder.

## If the prevalence rate is 1 percent, how many children in your school could have FASD? Read Part 2: How do I know if I have children in my school with FASD? in the next issue of Canadian School Counsellor Magazine.

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# Se connecter avec l'art

Subtitle: L'importance de l'éducation culturelle inclusive

Avec Art Napoleon

par Alex Deneka



Art Napoleon se décrit comme un musicien, un artiste du spectacle pour la jeunesse, un animateur à la télévision et un écrivain et comédien dilettantes. Il a été le chef de sa nation et il maintient une présence sur la scène de la défense des droits des autochtones. En ce moment, il dirige une société de production cinématographique et anime une émission sur l'alimentation intitulée *Moosemeat and Marmalade*. En plus d'être un expert de l'éducation culturelle autochtone, Art poursuit sa propre formation en travaillant à sa thèse de maîtrise à propos de la revitalisation de la langue autochtone. Tout cela alors qu'il est chef de famille monoparentale.

# Connecting with Art

## The Importance of Inclusive Cultural Education With Art Napoleon

by Alex Deneka

Art Napoleon describes himself as a musician, youth entertainer, a TV host, and a dabbling writer and comedian. He is a former chief of his home nation and maintains a presence on the stage of aboriginal rights advocacy. At the moment he also runs a film production company while hosting a food show called *Moosemeat and Marmalade*. On top of being an expert opinion on aboriginal cultural education, Art continues his own education as he works on his master's thesis about indigenous language revitalization. All of this while being a single parent.

Art is one of the people here in Canada that gives himself wholeheartedly to the task of being a resource for those seeking to support aboriginal students and adults. He has done this by helping to develop curriculum and supporting advocacy across the country. Art's favourite weapons for change are education and entertainment. He describes these as "softer approaches", saying that the soapbox has never been his preferred stage. He has seen these softer approaches engage and inspire youth in a way that "hitting people over the head with it" simply doesn't achieve. Art sees his efforts to educate about indigenous culture and break down stereotypes as a non-political act, as the practice of a culture that needs to be more accepted in the Canadian school system.

Due to Canada's past mistreatment of indigenous peoples, which included residential schools and mass relocation, many people who identify as aboriginal do not have a strong connection to their cultural background. High school students today may have been taken into the foster system, adopted, or simply have grown up in an urban environment that is disconnected from their home communities due to their parents' or grandparents' earlier relocation. Art points out that this disconnect removes part of the student's support structure, that of their culture, extended families and communities. Many people yearn to learn about their cultural roots in adulthood, and manage to do so, but the support they needed in their formative adolescent years can't be retrieved.

There are other reasons that Art advocates the building of strong cultural connections. Some students may find purpose in a culture that teaches them to be stewards of the land, leading to engagement in environmental issues. Students who study indigenous languages

Art est une des personnes au Canada qui se donnent sans réserve à la tâche d'être une ressource pour ceux qui veulent supporter les étudiants et adultes autochtones. Il a accompli cela en aidant à développer des programmes et en supportant les campagnes de sensibilisation au pays. Les armes préférées d'Art pour le changement sont l'éducation et le divertissement. Il les décrit comme des "approches plus douces" en mentionnant que les tribunes n'ont jamais été ses scènes préférées. Il a vu ces approches plus douces engager et inspirer la jeunesse d'une façon qui ne peut simplement pas être égalée par la méthode de "cogner sur la tête des gens". Art considère ses efforts pour faire connaître la culture autochtone et éliminer les stéréotypes comme un geste non politique, comme la pratique d'une culture qui doit être mieux acceptée dans le système scolaire canadien.

À cause de l'histoire de mauvais traitement par le Canada des peuples autochtones qui inclut les pensionnats et les relocalisations massives, plusieurs personnes qui s'identifient comme autochtones ne possèdent pas de lien solide avec leurs antécédents culturels. De nos jours, des étudiants du secondaire peuvent avoir transigé par le système des familles d'accueil, avoir été adoptés ou simplement avoir grandi dans un environnement urbain déconnecté de leur collectivité à cause de la relocalisation de leurs parents ou grands-parents. Art souligne que cette déconnexion élimine une partie de la structure de support des étudiants, celle de leur culture, leurs familles étendues et leurs communautés. Plusieurs personnes, à l'âge adulte, souhaitent connaître leurs racines culturelles et y parviennent, mais le support dont ils avaient besoin pendant leur formation à l'adolescence ne peut être retrouvé.

Il y a d'autres raisons qui poussent Art à promouvoir l'établissement de solides connexions culturelles. Certains étudiants peuvent trouver un but dans une culture qui leur enseigne à devenir des intendants de la terre et participer à la solution de problèmes environnementaux. Les étudiants qui apprennent les langues autochtones aident non seulement à préserver une culture, mais cueillent les autres avantages du plurilinguisme. Ces derniers incluent une meilleure habileté à résoudre des problèmes, la créativité et la mémoire. Les connexions culturelles à une communauté très unie peuvent aider l'étudiant à choisir le bon chemin dans la vie en lui fournissant des modèles et du support qui autrement seraient absents de sa situation individuelle.

Comment les conseillers peuvent-ils aider les étudiants par des opportunités d'éducation culturelle? Comme Art le souligne, même des éducateurs bien intentionnés peuvent se sentir mal équipés pour intégrer ce genre d'éducation culturelle dans leur environnement scolaire. Ceci est dû en partie au système qui n'est pas lui-même propice à ce changement. Selon l'expérience d'Art, le système scolaire tend à adoucir et minimiser la vraie portée de l'histoire coloniale du Canada. Ceci peut établir un standard difficile à contourner par crainte de la politisation. En plus, il faut toujours être conscient des biais qui existent dans les autres et soi-même.

Art recommande aux conseillers d'établir une solide liste de contacts de leur communauté autochtone locale. Avec un peu de travail de détective, on peut arriver à découvrir qui sont les conteurs d'histoires, les anciens, les enseignants de la langue et les éducateurs qui devraient être amenés dans un environnement scolaire. Alors que l'école devrait permettre aux étudiants d'avoir accès à ces expériences culturelles, ce serait également une bonne idée de sortir dans la communauté. Cela

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not only help to preserve a culture, but reap the other benefits of multilingualism. These can include improved problem solving skills, creativity, and memory. Cultural connections to a tight knit community can help a student choose the right path in life by providing them with role models and support that their individual situation may otherwise lack.

How can counsellors help support students through opportunities for cultural education? As Art points out, even well intentioned educators can feel ill equipped to integrate this kind of cultural education into their school's environment. Part of this is because the system itself is not conducive to these changes. In Art's experience the school system tends to soften and gloss over the true magnitude of Canada's colonial history. This can set a standard that is difficult to get around for fear of politicization. On top of that, one must always be conscious of the biases that exist in others and oneself.

Art recommends that counsellors build a solid list of contacts from their local aboriginal community. With some detective work, one should be able to work out which story tellers, elders, language teachers and educators are the right ones to bring into a school environment. While such cultural experiences should be made accessible to students within the school, it is also a good idea to get out in the community. This can mean working with classroom teachers to arrange field trips and excursions that are both relevant to the curriculum and culturally significant. On an individual level, a counsellor may wish to learn about local youth groups and community places, such as friendship centres, to direct students who wish to engage in indigenous culture.

peut signifier travailler avec les enseignants pour organiser des sorties et des excursions qui sont pertinentes au programme scolaire et sont culturellement significatives. Au plan individuel, un conseiller pourrait souhaiter s'informer à propos des groupes locaux de jeunes et des centres communautaires comme les centres de l'amitié, afin d'orienter les étudiants qui souhaitent s'éveiller à la culture autochtone.

L'éducation culturelle doit être inclusive est une règle inflexible pour Art. Les étudiants autochtones ne doivent pas être isolés ou singularisés pour les activités culturelles. "Je l'ai vu se produire" explique Art, "c'est simplement embarrassant, embarrassant qu'ils le fassent et embarrassant pour les enfants". L'éducation à propos de la culture autochtone aide à éliminer les stéréotypes pour tous les étudiants et, pour cette raison, ne devrait jamais être limitée à ceux qui ont des origines autochtones. L'opinion d'Art est que l'apprentissage de l'histoire et la culture autochtone devrait faire partie des cours réguliers au niveau secondaire plutôt que d'être une option offerte à l'occasion.

L'engagement est sans doute la seconde règle la plus importante pour Art quand il considère les éducateurs qui cherchent à intégrer une éducation autochtone dans la culture de leurs classes. L'engagement est quelque chose qui doit être présent tant au niveau personnel qu'au niveau de la planification de l'éducation culturelle. Quand il est temps de planifier des activités culturelles dans l'environnement scolaire, rendons ces activités intéressantes et divertissantes. La clé, selon Art, est d'attirer les étudiants sur un niveau personnel en rendant la matière aussi facile de s'y accrocher que possible. Cela construit des



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“ On an individual level, a counsellor may wish to learn about local youth groups and community places, such as friendship centres, to direct students who wish to engage in indigenous culture. ”

One rule that Art is adamant about regarding cultural education is that it must be inclusive. Aboriginal students mustn't be segregated or singled out for cultural activities. "I've seen it happen" Art explains, "It's just embarrassing, embarrassing that they would do that and embarrassing for the kids." Education about aboriginal culture helps to break down stereotypes for all students and should never be limited to those with indigenous backgrounds for this reason. In Art's opinion, learning about aboriginal history and culture should be a part of regular coursework at the high school level, instead of an occasionally offered elective.

Engagement is, perhaps, Art's second big rule for the educator looking to integrate indigenous education into their classroom culture. Engagement is something that needs to be present on both the personal and planning levels of cultural education. When it comes to planning cultural activities within the school environment, make these activities interesting and entertaining. The key, according to Art, is to draw students in on a personal level, making the subject matter as easy to relate to as possible. This builds cultural bridges and shatters stereotypes by giving the activity the power to truly change minds, because it is based on the active participation of the student.

When dealing with individual students, Art says that counsellors should try to connect with students on a personal level. This seems like obvious advice for the seasoned counsellor, but in this case Art is referring specifically to situation where a student may be struggling with some aspect of their cultural identity, or on a more external level, racism. For one, the counsellor must be aware of their own biases, lest they make harmful assumptions about a student's situation that may drive them away. On the part of the student, a counsellor should be aware of how that student identifies culturally. Do they identify as aboriginal? Do they identify with a specific community? Do they identify as Metis? Do they have an aboriginal background, but choose not to identify themselves within that cultural subset? How does that student feel about their cultural identity? These are all things that counsellors should consider before broaching the subject of culture with a student. Art claims that it's not a subject counsellors should be afraid to bring up, as long as these important points are taken into consideration. He says that educators should try to "be an anchor" for these students, and help them navigate the dark waters of adolescence in the most supportive way they can, even if that means leading said students back to their roots. 🍁 CSC

Alex Deneka is a University of Manitoba graduate and freelance writer based in Winnipeg, Manitoba.

ponts culturels et ébranle les stéréotypes en donnant à l'activité le pouvoir de changer les esprits, car elle est basée sur la participation active de l'étudiant.

Quand on travaille avec des étudiants individuellement, Art affirme que les conseillers doivent se connecter avec les étudiants au niveau personnel. Cela semblera évident au conseiller expérimenté, mais dans ce cas Art se réfère spécifiquement à une situation où un étudiant peut se débattre avec un certain aspect de son identité culturelle ou, à un niveau plus externe, le racisme. D'un, le conseiller doit être conscient de ses propres préjugés de peur de faire des suppositions dommageables à propos de la situation de l'étudiant ce qui l'éloignerait. Un conseiller devrait être aussi conscient de l'identité culturelle de l'étudiant. S'identifie-t-il comme autochtone? S'identifie-t-il à une communauté spécifique? S'identifie-t-il comme Métis? Possède-t-il des origines autochtones, mais choisit de ne pas s'identifier à ce sous-ensemble culturel? Comment cet étudiant se sent-il à propos de son identité culturelle? Ce sont tous des points que le conseiller doit considérer avant d'aborder le sujet de la culture avec l'étudiant. Art soutient que ce n'est pas un sujet que les conseillers devraient avoir peur d'aborder, tant que ces points importants ont été considérés. Il dit que les éducateurs devraient être des "ancres" pour ces étudiants et les aider à naviguer les eaux sombres de l'adolescence en fournissant le plus de soutien possible même si cela implique de ramener ces étudiants à leurs racines. 🍁 CSC

Alex Deneka est diplômée de l'université du Manitoba et elle est écrivaine pigiste résidente de Winnipeg au Manitoba.



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# GANGS IN YOUR SCHOOL

DES GANGS DANS VOTRE ÉCOLE


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By Alison Zenisak


Par Alison Zenisak

**We might easily** be oblivious to the telltale signs of gang activity right in front of us. Clothing and colours are key identifiers with gangs. Gang colours such as green or red are worn as a complete outfit, or as a bandana glimpsed in a blue jean pocket. Heavy silver or gold chains are the preferred jewelry, often with a symbol such as money attached. Baggy clothing, baseball hats worn in a gang colour rather than the professional team's colour, or worn hanging from a belt all signal gang influence in a school. Tattoos can show gang membership. They may be crude or elaborate and worn anywhere on the body. Students who are aware of a gang presence will wear pink laces in their sneakers which signify, "leave us alone." It notifies the gang that they are aware, but don't want to be involved. Common characteristics among street gangs include specific gang identifiers and paraphernalia, a common name, or identifying sign or symbol.


**Nous pouvons facilement** être inconscients des signes révélateurs d'activité de gangs juste devant nous. Les vêtements et les couleurs sont des identifiants clés de gangs. Les couleurs de gang comme le vert ou le rouge sont portées comme ensemble complet ou comme bandana aperçu dans une poche de jeans. De lourdes chaînes en argent ou en or sont les bijoux préférés souvent accompagnés de symboles comme de la monnaie (signe de dollar). Des vêtements amples, des casquettes de baseball portées aux couleurs de gang plutôt qu'aux couleurs d'équipes professionnelles ou suspendues à une ceinture sont les signes d'une influence de gang dans une école. Des tatouages peuvent représenter l'appartenance à un gang. Ils peuvent être grossiers ou élaborés et affichés n'importe où sur le corps. Des étudiants qui sont conscients de la présence d'un gang porteront des lacets roses dans leurs espadrilles ce qui signifie "laissez-nous tranquilles". Cela avertit le gang qu'ils sont conscients, mais qu'ils ne veulent pas être impliqués. Les caractéristiques communes des gangs de rue incluent des identificateurs spécifiques de gang et une panoplie d'insignes, un nom commun ou un signe ou un symbole identificateur.




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Qui sont ces jeunes et quelles sont les dynamiques psychosociales dans leur vie qui les mettent à risque pour devenir membre d'un gang? Il y a des éléments de pression et d'attraction qui contribuent à la décision des jeunes de se joindre à un gang. Ceux-ci incluent la pauvreté, une famille dysfonctionnelle caractérisée par l'abus et la négligence, des communautés qui sont socialement désorganisées et peu sûres, un manque d'occasions légitimes d'emploi, une mauvaise performance scolaire et un manque d'attachement à l'école ainsi que des facteurs biologiques négatifs comme l'ETCAF (ensemble des troubles causés par l'alcoolisation foetale). Tous ces éléments contribuent à la marginalisation des jeunes. Des modèles masculins positifs sont souvent absents et les jeunes cherchent à combler leurs besoins légitimes en adhérant à des gangs.

L'âge moyen de participation à des gangs est 14-18 ans et les garçons sont plus enclins à s'y joindre que les filles. Les filles sont de plus en plus directement impliquées dans des agressions de gang et l'utilisation d'armes comme les pistolets et les couteaux. Plusieurs, mais pas toutes, proviennent de groupes ethniques minoritaires marginalisés et désavantagés ainsi que de familles monoparentales. Les gangs apparaissent dans les écoles pour plusieurs raisons, mais l'attraction principale pour devenir membre d'un gang est sa capacité de satisfaire les besoins de certains étudiants. Les gangs de jeunes fournissent un sentiment illusoire d'acceptation, d'appartenance, de pouvoir et de sécurité. Ces besoins étaient auparavant comblés par des moyens traditionnels via la famille, l'école, le sport, la religion et la communauté.

Les spécialistes de gangs ont noté qu'un nombre croissant d'écoles au Canada affrontent des activités associées aux gangs. Les gangs de jeunes se retrouvent maintenant fréquemment en dehors des centres urbains stéréotypés. Jadis l'exclusivité de quartiers pauvres de nos grandes villes, les gangs de jeunes provoquent maintenant l'anxiété de communautés de classe moyenne de banlieue et du milieu rural partout au pays. Ils font le trafic de produits illicites et le commerce de détail du crime organisé. Le statut dans les gangs s'obtient par l'habileté à obtenir de grosses sommes d'argent liquide et la pratique d'une sérieuse violence. Les gangs recrutent régulièrement des membres parmi les jeunes qui purgent une peine dans des établissements correctionnels. Quand la tension augmente entre des gangs, en prison ou dans les rues, l'anarchie et une violence mortelle sont inévitables. Ces guerres de gangs mettent en danger les agents correctionnels et le public en général.

Les termes "gangs de rue" et "gangs de jeunes" sont utilisés comme synonymes et une définition précise doit inclure les aspects les plus marquants de structure de gang et comportement illégal. La définition serait donc tout groupe d'adolescents et de jeunes adultes qui est perçu comme un gang dans son quartier, qui se reconnaît comme tel et qui invariablement s'identifie à un nom de gang reconnu. Ils ont été impliqués dans un nombre suffisant d'incidents illégaux pour attirer une réponse négative de la communauté et des forces de l'ordre. La définition du service de police de Montréal est plus succincte : "un gang est un groupe organisé d'adolescents et/ou de jeunes adultes qui s'appuient sur l'intimidation et la violence de groupe et qui commettent des actes criminels afin d'obtenir le pouvoir et la reconnaissance et/ou le contrôle de secteurs d'activité illégale". (2011)

La plupart des gangs de rue à Winnipeg sont autochtones, mais il

Who are these youth and what are the psycho-social dynamics in their lives that make them at risk for gang membership? There are both push and pull elements that contribute to youths' decision to join a gang. These include: poverty, a dysfunctional family characterized by abuse and neglect, communities that are socially disorganized and unsafe, lack of legitimate employment opportunities, poor academic performance and lack of attachment to school, as well as negative biological factors such as FASD. All these elements contribute to the marginalization of youth. Positive male role models are often absent and the youth seek to meet their legitimate needs through gang membership.

The average age of gang involvement is 14-18 and males are more likely to join than females. Girls have increasingly become more directly involved in gang assaults and using weapons such as guns and knives. Many, but not all, come from socially marginalized and disadvantaged ethnic minority groups and from single parent homes. Gangs occur in schools for many reasons, but the primary attraction towards gang membership is their ability to meet the needs of certain students. Youth gangs provide an illusionary sense of acceptance, belonging, power, and security. These needs were once met through the traditional means of family, school, sports, religion, and community.

Gang experts have noted that a rising number of schools across Canada have been encountering gang related activity. Youth gangs are now frequently found in areas outside of the stereotypical urban centres. Once the exclusive of poor neighborhoods in our larger cities, youth gangs now inspire angst in both suburban and rural middle class communities across the nation. They traffic in illicit commodities and work at the retail end of organized crime. Status in gangs is achieved by the ability to acquire large amounts of cash and engage in serious violence. Gangs regularly recruit from youth serving time in correctional facilities. When tension between gangs escalates, either inside jails or on the streets, mayhem and deadly acts of violence are inevitable. These gang wars put correctional officers and the general public at risk.

The terms "street gangs" and "youth gangs" are used interchangeably and an accurate definition should include the most salient aspects of gang structure and illegal behaviour. The definition would therefore be any group of adolescent and young adults who are perceived as a gang in their neighborhood, recognize themselves as such, and invariably identify with a recognized gang name. They have been involved in a sufficient number of illegal incidents as to draw a negative response from the community and law enforcement. The definition of the Montreal Police Service is more succinct, "a gang is an organized group of adolescents and/or young adults who rely on group intimidation and violence, and commit criminal acts in order to gain power and recognition and/or control areas of unlawful activity." (2011)

The majority of street gangs in Winnipeg are aboriginal, but there are also a number of Caucasian, African and Asian based groups. A Winnipeg policeman with experience in their gang unit said that front line gangs are building inroads into all public high schools. They use Manitoba Housing as a base to spread their activities throughout the city. Winnipeg gangs are tiered with the Asian criminal organizations at the top. Asian organized crime is smart, invisible, and does business quietly. Winnipeg is a hub for the distribution of drugs and the Asian

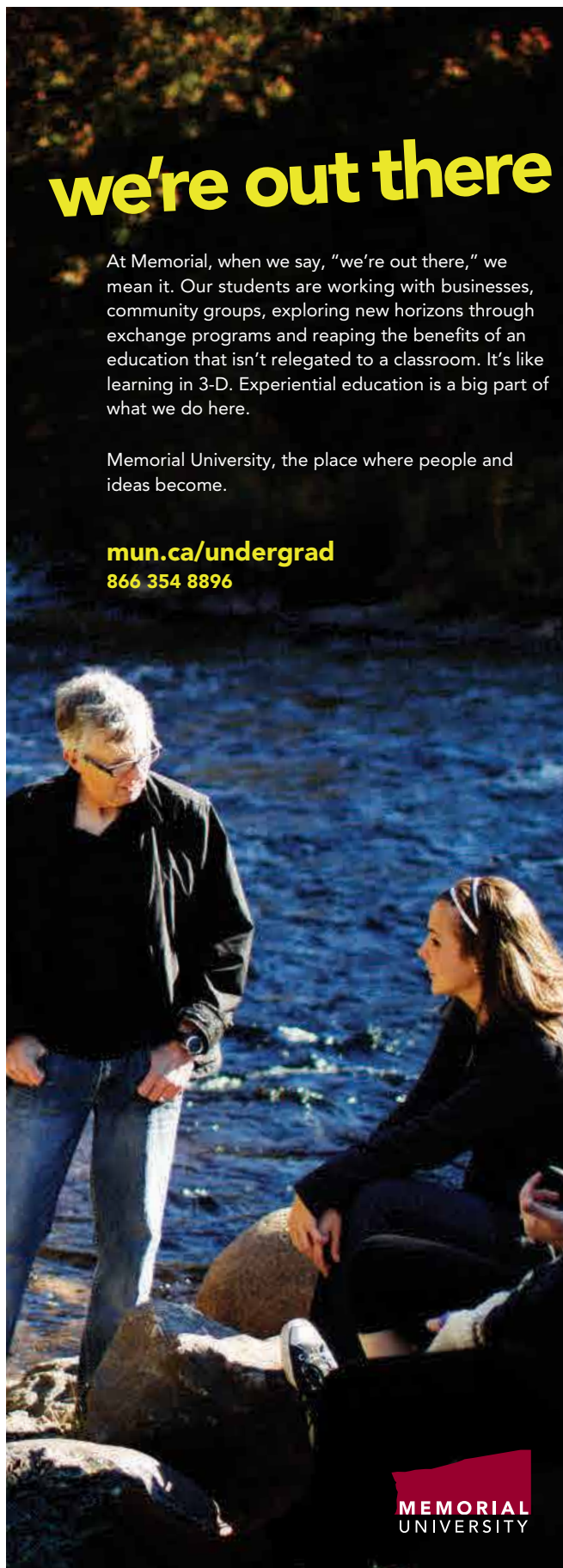
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“ There are both push and pull elements that contribute to youths' decision to join a gang. These include: poverty, a dysfunctional family characterized by abuse and neglect, communities that are socially disorganized and unsafe, lack of legitimate employment opportunities, poor academic performance and lack of attachment to school, as well as negative biological factors such as FASD. ”

Il y a aussi un certain nombre de groupes de race blanche, africains et asiatiques. Un policier de Winnipeg ayant de l'expérience au sein de l'unité responsable des gangs affirme que les gangs de première ligne s'infiltrent dans toutes les écoles secondaires publiques. Ils utilisent Logement Manitoba comme base pour étendre leurs activités partout dans la ville. Les gangs de Winnipeg sont reliés à un haut niveau avec les organisations criminelles asiatiques. Le crime organisé asiatique est intelligent, invisible et fait ses affaires sans bruit. Winnipeg est un carrefour pour la distribution de drogues et les gangs asiatiques contrôlent le trafic illicite de drogue. Parmi les gangs de rue bien connus à Winnipeg on retrouve le Mad Couz, l'African Mafia, l'Indian Posse, et le Goon Squad. Ils utilisent tous la violence pour intimider. Selon les forces de l'ordre locales, le Goon Squad a tellement ravagé une école secondaire de classe moyenne à Winnipeg que la police a dû intervenir pour nettoyer la place. Les parents et l'administration ont refusé d'accepter l'ampleur du problème ce qui a laissé les étudiants vulnérables et dans un état de terreur.

Des membres du Mad Couz et de l'African Mafia, principalement des réfugiés de l'Afrique de l'Est (Somalie, Érythrée, Soudan et Sierra Léone), on souvent subi de multiples expériences traumatiques dans leurs courtes vies. Plusieurs membres ont été témoin d'horribles violences pendant leur enfance avant d'immigrer au Canada et peuvent donc facilement verser dans la culture de violence gratuite et d'intimidation des gangs. Le fait qu'ils ne sont pas familiers avec la langue et la culture en tant que réfugiés nouvellement arrivés les isole et les met en danger d'être attirés par les gangs africains. Winnipeg a conservé depuis plusieurs années un des plus hauts taux par personne d'activité violente de gang au Canada. Malgré une présence policière significative dans la ville, un plan de répression et de suppression des gangs, le GRASP, fut ajouté en 2010.

L'Indian Posse est le plus important gang d'autochtones dans les provinces des prairies. Ils ne sont pas bien organisés mais sont connus pour leur ultra-violence. Il est estimé qu'il y a de 800 à 1,000 membres de gang autochtones actifs dans les provinces des prairies.



gangs control the illicit drug trade. Some well-known street level gangs in Winnipeg are the Mad Couz, the African Mafia, the Indian Posse, and the Goon Squad. All intimidate through violence. According to local law enforcement, the Goon Squad wreaked such havoc in a Winnipeg middle class high school that the police had to be brought in to clean it up. The parents and administration had been in denial about the extent of the problem, which left the student body vulnerable and in a state of terror.

Members of the Mad Couz and the African Mafia, primarily refugees from East Africa (Somalia, Eritrea, Sudan, and Sierra Leone), have often suffered multiple traumatic experiences in their short lives. Many members witnessed horrific violence as children before immigrating to Canada and therefore move easily into the gang culture of gratuitous violence and intimidation. Their unfamiliarity with the language and culture as newly arrived refugees leave them isolated and at greater risk of being drawn into the African gangs. Winnipeg has had one of the highest per capita rates of violent gang activity in Canada for many years. In spite of a significant police presence in the city, a Gang Response and Suppression Plan (GRASP) was added in 2010.

The Indian Posse is the largest Aboriginal gang in the Prairie Provinces. They are not well organized but are also known to be ultra-violent. It is estimated that there are 800 to 1000 active Aboriginal gang members across the Prairie Provinces. Quality prevention approaches need to be put in place as there is an epidemic of Aboriginal youth gang violence today. The rate at which Aboriginal gang members are killing each other and committing suicide exceed the levels of extreme violence of any other group in Canada. The Aboriginal birth rate is increasing rapidly and their child and youth population will double in the next decade. Sadly, many of the youth in these gangs have Fetal Alcohol Spectrum Disorder. FASD is highly preventable and a community wide public health intervention and education aimed at high risk young women could make a difference. Gangs are appearing with increasing frequency on reserves.

Des approches préventives de qualité doivent être instaurées car il y a aujourd'hui une épidémie de violence par le gang de jeunes autochtones. La fréquence à laquelle les membres du gang autochtone se tuent et se suicident excède les niveaux d'extrême violence de tout autre groupe au Canada. Le taux de naissance autochtone croît rapidement et leur population d'enfants et de jeunes doublera dans la prochaine décennie. Tristement, plusieurs jeunes de ces gangs souffrent de troubles causés par l'alcoolisation foetale. L'ETCAF est très facile à prévenir et une intervention et une éducation de la santé publique au niveau de la communauté visant les jeunes femmes à haut risque pourraient faire une différence. Les gangs apparaissent à une fréquence de plus en plus importante dans les réserves.

Les jeunes autochtones deviennent souvent des membres de gang suivant leur institutionnalisation dans des centres de protection de la jeunesse et des centres de justice juvénile. Ces installations sont souvent infectées de gangs et les jeunes y sont recrutés ouvertement. Des interventions plutôt que des institutions seraient plus productives. De nouveaux modèles pour les services d'aide à l'enfance et la justice autochtone doivent être développés. Les programmes qui font une différence présentent des équipes d'autochtones qui ont vécu l'expérience des gangs, du commerce du sexe et de la vie dans les rues. Des hommes et des femmes aînés sont également utilisés comme modèles et pour transmettre les valeurs et la culture autochtones. Tous les programmes qui ont du succès prennent en compte les sexes, ils sont culturellement compétents et sont capables de répondre 24 heures par jour pendant toute l'année. Des services essentiels en santé qui s'appuient sur le développement positif des jeunes et l'accumulation de compétences incluent des programmes sportifs, des programmes de ressources tard en soirée, des ateliers anti-violence et de sécurité ainsi que du support et du counseling individuel. L'accès à l'éducation comme le bien-être des enfants, l'aide à l'emploi et des centres de traitement de la toxicomanie et l'alcoolisme contribuent à maintenir une communauté en santé. Les

Aboriginal youth often become gang members as a result of being institutionalized in child protection and youth justice centres. These facilities are often gang infested and youth are openly recruited through them. Interventions rather than institutions would be more productive. New models of child welfare and Aboriginal justice need to be developed. Programs that make a difference have mainly Aboriginal staff teams who themselves have had experience in gangs, the sex trade, and street life. Male and female elders are also employed as role models and to impart Aboriginal values and culture. All successful programs are gender responsive, culturally competent, and are able to respond 24 hours daily, year round. Healthy core services based in positive youth development and asset building include sports programs, late night resource programs, anti-violence and safety workshops, as well as individual support and counseling. Access to education such as baby and child wellness, employment counselling, and drug and alcohol treatment centres all contribute to a healthy community. Aboriginal ways of learning place communal sharing of resources above individualistic and materialistic gain.

It is important to eliminate the perception that violent youth gangs consist solely of visible minorities or immigrant groups. Caucasian youth avoid the 'gang' label because the media does not identify them by race. Gangs are racially diverse and not all members of gangs are a result of poverty, racism, family breakdown, and unemployment. Most gang related activity in cities in southern Ontario involves middle class youth. The majority come from intact families, have material possessions, and access to career pathways. Young people, whatever their background, who choose to spend significant time in gangs are socially maladjusted. They have usually exhibited signs of aggressive and oppositional behavior early in their lives. There is no single risk factor or set of factors that predict gang involvement. Unfortunately the media tends to glamorize and encourage gang activity through video games, movies, and music.

Gang graffiti is often one of the first indicators of gang activity in a neighborhood. It is comprised of symbols and slogans and is used to indicate gang presence and territory. The control of turf is essential to the well-being of gangs and they will use violence as a means to control both their territory and members. The graffiti is meant to communicate territorial dominance, warn rival gangs, convey threats, boast of crimes committed, and generally intimidate. Defacing another gang's graffiti is considered a serious insult and mark of

méthodes autochtones d'apprentissage mettent le partage par la communauté des ressources au-dessus des gains individualistes et matérialistes.

Il est important d'éliminer la perception que les gangs violents de jeunes consistent uniquement de minorités visibles ou de groupes d'immigrants. Les jeunes blancs évitent l'étiquette de "gang" car les médias ne les identifient pas par race. Les gangs sont diversifiés du point de vue racial et ce ne sont pas tous les membres de gangs qui sont le résultat de la pauvreté, du racisme, de familles éclatées et du chômage. La plupart des activités de gang dans les villes du sud de l'Ontario impliquent des jeunes de classe moyenne. La majorité provient de familles intactes, ils possèdent des biens matériels et ont accès à des cheminements de carrière. Les jeunes, peu importe leurs

antécédents, qui choisissent de passer beaucoup de temps dans des gangs sont socialement inadaptés. Ils ont habituellement affiché des comportements agressifs et oppositionnels tôt dans leurs vies. Il n'y a pas de facteur de risque unique ou d'ensemble de facteurs qui prédit l'implication dans des gangs. Malheureusement, les médias tendent à glorifier et encourager les activités de gang par les jeux vidéo, les films et la musique.

Les graffitis de gang sont souvent un des premiers indicateurs des activités de gang dans un quartier. Ils sont composés de symboles et slogans qui sont utilisés pour indiquer la présence d'un gang et son territoire. Le contrôle du territoire est essentiel au bien-être des gangs et ils utiliseront la

violence comme moyen de contrôle du territoire et des membres. Les graffitis sont destinés à communiquer la dominance territoriale, à aviser les gangs rivaux, à formuler des menaces, à vanter les crimes commis et généralement à intimider. Saboter les graffitis d'un autre gang est considéré comme une sérieuse insulte et un manque de respect et peut conduire à la violence entre gangs. Les graffitis de gang devraient être signalés à la police et enlevés. L'impact de la présence d'un gang dans une communauté est l'accroissement de la peur de ses résidents, le vandalisme de propriétés et leur marquage avec des graffitis de gang, la fermeture de commerces et la baisse de la valeur des propriétés quand les gens s'en vont.

Les gangs de rue au Canada continuent à être impliqués dans plusieurs activités criminelles dont les plus importantes sont le trafic de drogues illicites comme le crack, l'ecstasy, la méthamphétamine et la marijuana. Aujourd'hui la marijuana et l'ecstasy sont en tête de liste du trafic de drogues illégales dans les rues et représentent beaucoup



disrespect and can lead to violence between gangs. Gang graffiti should be reported to the police and removed. The impact of gang presence in a community is an increase of fear in its residents, property vandalized and marked with gang graffiti, businesses closing, and a drop in property values as people move away.

Street gangs in Canada continue to be involved in numerous criminal activities, the most prominent being the trafficking of illicit drugs such as crack cocaine, ecstasy, methamphetamine, and marijuana. Today marijuana and ecstasy drive the trade in illegal drugs on the streets and are the big money makers. Some gangs dabble in other criminal activities such as prostitution, theft, robbery, fraud, and the illegal trafficking in weapons. Street gangs today are also more mobile. Although they may frequent a certain park or mall, they are not as 'turf' oriented these days. Gangs now are more concerned with controlling the drug trade in a particular area of the city or community. The primary function of gangs is the pursuit of illegal profits, violence, and personal power.

Winnipeg, with its large aboriginal population, is the epicentre for native gangs; nevertheless, outfits like the Indian Posse, the Manitoba Warriors, and the Native Syndicate have spread their influence across Canada and into the far north. More alarming still is that these gangs are spreading to the Lower Mainland of British Columbia, with its proximity to the United States and its coastline. This area has become a major gateway for the importation of illegal drugs. Gang violence is especially prevalent in Vancouver and recent shootings have made headlines across Canada. One Vancouver policeman said, "handguns have become as ubiquitous as cellphones." Areas such as Vancouver Island and the B.C. interior have also seen an increase in the presence

d'argent. Certains gangs trempent dans d'autres activités criminelles comme la prostitution, le vol, la fraude et le trafic illégal d'armes. Les gangs de rue de nos jours sont également plus mobiles. Bien qu'ils peuvent fréquenter certains parcs ou centres commerciaux, ils ne sont plus autant orientés vers le "territoire" de nos jours. Les gangs sont plus concernés avec le contrôle du trafic de drogue dans un secteur particulier de la ville ou de la communauté. La fonction première des gangs est la poursuite de profits illégaux, la violence et le pouvoir personnel.

Winnipeg, avec sa nombreuse population autochtone, est l'épicentre des gangs autochtones. Néanmoins, les groupes comme l'Indian Posse, les Manitoba Warriors, et le Native Syndicate ont étendu leur influence partout au Canada et dans le Grand Nord. De façon plus inquiétante encore, ces gangs s'étendent dans la vallée du Bas-Fraser, en Colombie-Britannique, avec sa proximité aux États-Unis et la côte. Ce secteur est devenu une porte principale pour l'importation de drogues illicites. La violence de gang est spécialement répandue dans Vancouver et de récentes fusillades ont fait les manchettes partout au Canada. Un policier de Vancouver a dit que "les armes de poing sont devenues aussi omniprésentes que les cellulaires". Des régions comme l'île de Vancouver et l'intérieur de la Colombie-Britannique ont également vu s'accroître la présence des gangs autochtones. La technologie est de plus en plus un moyen pour les gangs de poursuivre leurs activités criminelles. Les réseaux sociaux sont utilisés pour annoncer les activités de gang et solliciter des recrues.

Les écoles publiques d'aujourd'hui utilisent des politiques plus compréhensives pour combattre la violence de gang. Les programmes les plus efficaces sont ceux qui cherchent à répondre aux besoins des

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## » School Gangs

of aboriginal gangs. Technology is increasingly a means by which gangs conduct their criminal activities. Social networking sites are used to announce gang activities and solicit recruits.

Today's public schools are employing more comprehensive policies to combat gang violence. The most effective programs are those that seek to meet the needs of youth before the gangs step in. Many programs now target elementary and middle school students. High school victims of gangs are extremely reluctant to report it because of the fear of retaliation. They also do not want to get their friends and peers in trouble with the law. If they are not believed, and as a result those in authority do not act, it could easily expose them to further retribution. Other painful consequences for this vulnerable age group

jeunes avant que les gangs s'impliquent. Plusieurs programmes visent maintenant les étudiants des écoles primaires et intermédiaires. Au secondaire, les victimes de gangs sont extrêmement hésitantes à le rapporter par peur de représailles. Ils ne veulent pas non plus que leurs amis et leurs pairs aient des démêlés avec la justice. Si on ne les croit pas et que par conséquent les autorités n'agissent pas, ils pourraient s'exposer à plus de représailles. D'autres conséquences fâcheuses pour ce groupe d'âge vulnérable peuvent inclure d'être considéré comme "rapporteur" et/ou être exclu socialement.

Selon le service de police de Vancouver, il y a deux raisons principales expliquant que la violence de gang ne soit pas dénoncée : un manque de confiance dans le système de justice criminelle et la croyance que le



might include being seen as a 'snitch' and/or socially excluded.

According to the Vancouver Police Department there are two main reasons for under reporting gang violence; a lack of faith in the criminal justice system and the belief that the crime was deserved. Many people believe that the criminal justice system cannot effectively protect them if they participate in a prosecution. This belief is common. Gang members who have been on the receiving end of a serious assault see the violence against them as a by-product of the life they have chosen. Most gang related crimes -- extortion, intimidation, and assaults -- create fear and fear mandates silence.

Once students reach high school they are more susceptible to the peer pressure asserted by gangs. At this age a deficit in the traditional supports of school and family leave them alienated and vulnerable. Gangs provide uncertain, insecure, and disenfranchised youth with a sense of belonging and protection. It is therefore imperative that youth are reached in primary and middle school with information on mental health and the seriousness of gang and substance abuse. Providing the opportunity for activities such as sports, music, school trips, and legitimate employment empowers them to make good choices and goes a long way towards helping them become productive adults. Parents, teachers, religious leaders, Aboriginal bands, law enforcement, and social workers must all work together in order to loosen the grip of gang influence. Only a community effort will defeat the violence and destruction that stalks Canada's youth. ♣ CSC

crime est mérité. Plusieurs personnes croient que le système de justice criminelle ne peut pas les protéger efficacement s'ils participent à une poursuite judiciaire. Cette croyance est commune. Les membres de gang qui ont subi une agression sérieuse voient la violence qu'ils ont connue comme un sous-produit de la vie qu'ils ont choisie. La plupart des crimes associés aux gangs -- extorsion, intimidation et agressions -- engendrent la peur et la peur appelle le silence.

Quand les étudiants arrivent au secondaire, ils sont plus susceptibles à la pression des pairs exercée par les gangs. À cet âge, une déficience du support traditionnel de l'école et de la famille les laisse aliénés et vulnérables. Les gangs fournissent aux jeunes incertains, anxieux et désemparés un sentiment d'appartenance et de protection. Il est donc primordial de rejoindre les jeunes au primaire et à l'intermédiaire avec de l'information à propos de la santé mentale et du sérieux des gangs et de la toxicomanie. Leur donner l'opportunité de pratiquer des activités comme le sport, la musique, les excursions scolaires et un emploi légitime cela les habilite à faire de bons choix et contribue beaucoup à les aider à devenir des adultes productifs. Les parents, les enseignants, les leaders religieux, les tribus autochtones, les forces de l'ordre et les travailleurs sociaux doivent tous travailler ensemble afin de réduire l'emprise de l'influence de gang. Il n'y a que l'effort communautaire qui vaincra la violence et la destruction qui suit partout les jeunes du Canada. ♣ CSC

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# GUIDING CIRCLES

Helping Aboriginal people discover their career potential, one story at a time

All photos courtesy of Aboriginal Human Resource Council

**When one begins** the process of searching for a career, one of the harder questions to answer can be, “What do I best?” There are those that may not be sure of their individual talents or strengths and others that are too modest to tell you or will believe they have no talent at all. Guiding Circles, a program developed by the Aboriginal Human Resource Council, aims to help individuals find their hidden talents and reveal the best career choices for them.

How does Guiding Circles accomplish this? Well, by combining traditional Aboriginal teachings with contemporary career exercises, the program works by awakening a client’s sense of

of school and work. Counsellors in schools can help each potential student participant find his or her strengths and understand how those strengths can relate to a successful career choice.

“Everyone has something they do well or something to contribute... everyone is an elder,” says Joseph McQuabbie, an employment counsellor for Toronto’s Miziwe Biik Aboriginal Employment and Training Centre.

Guiding Circles was first launched in 2003 by the Aboriginal Human Resource Council and has seen use in all parts of the country. Beginning in 2006, the Toronto District School Board began using the program



self-esteem. Through specific activities participants are able to relate to their individual life experiences to career planning, which allows them to make career choices based on natural talents and interests. The storytelling activities help participants explore and better define their self-identity while also helping establish personal vision and setting goals.

The program believes each individual is gifted with a wealth of career possibilities, and that it just takes some creativity, patience, and new perspectives to help them self determine their career path. The use of storytelling helps inspire people to build their vision one step at a time, breaking long terms goals into smaller, more manageable ones. Working with a career coach, teacher or guidance counsellor, individuals identify specific life stories in a positive, focused, self-reflective way, connecting their personal discoveries to the realm

and they requested that the Aboriginal Human Resource Council provide practitioner training to more than 50 teachers recruited from within the district’s numerous schools. The results were positive as hundreds of student lives were changed, especially those in the 10 to 14 year-old range. The TDSB was received so well that the Guiding Circles program is now used to support four of the TDSB’s nine critical education targets.

“The power of the Guiding Circles program is in going through the actual process,” says Lorna McPherson, guidance program coordinator for the TDSB. “Through storytelling and active engagement, children gain a positive self-reflection, school becomes more relevant, there’s less risk of disengagement and they build resiliency. And, after all, that’s our job as educators,” she says. “It engages students on a subject they know best - themselves.”

An example of one of the many Guiding Circles activities is an exercise called "Connections". It's a tool that allows clients, participants and students to choose how they express their perceptions of family, community and self.

Users of the tool have a choice of colouring in the circles, drawing in the circles or to simply write in them. When they use dark colours, draw rough edges or use no colour at all, the choices can be insightful for both the participant and counsellor. An example of this exercise in action had one lady who chose not to colour certain circles because of a disconnect that she felt between her and her culture and the natural world because she lived in a world of concrete.

"It grounds people and brings them back to their roots," says McQuabbie. "Every time I use it (Guiding Circles) I learn something about myself as well!"




Guiding Circles is flexible, adaptable and engaging. It brings together the very best modern career concepts with Aboriginal perspectives for a comprehensive and holistic career assessment approach that works with the whole individual - mind, body, emotion and spirit. It also works to keep the participant at ease by delivering the program in the community.

For those that are interested in providing this program in your school or community, there is a two-day facilitator's training workshop which teaches you how to deliver the activities in the workbook and become more aware of the program's foundational theories.

The workshops combines short lecture with individual and interactive group work sessions.

Participants will receive a 'certificate of completion', a set of workbooks and access to online coaching material.

To learn more about how you or your organization can get involved with Guiding Circles, visit [aboriginalhr.ca](http://aboriginalhr.ca) or call 1.866.711.5091  [csc](http://csc.ca)

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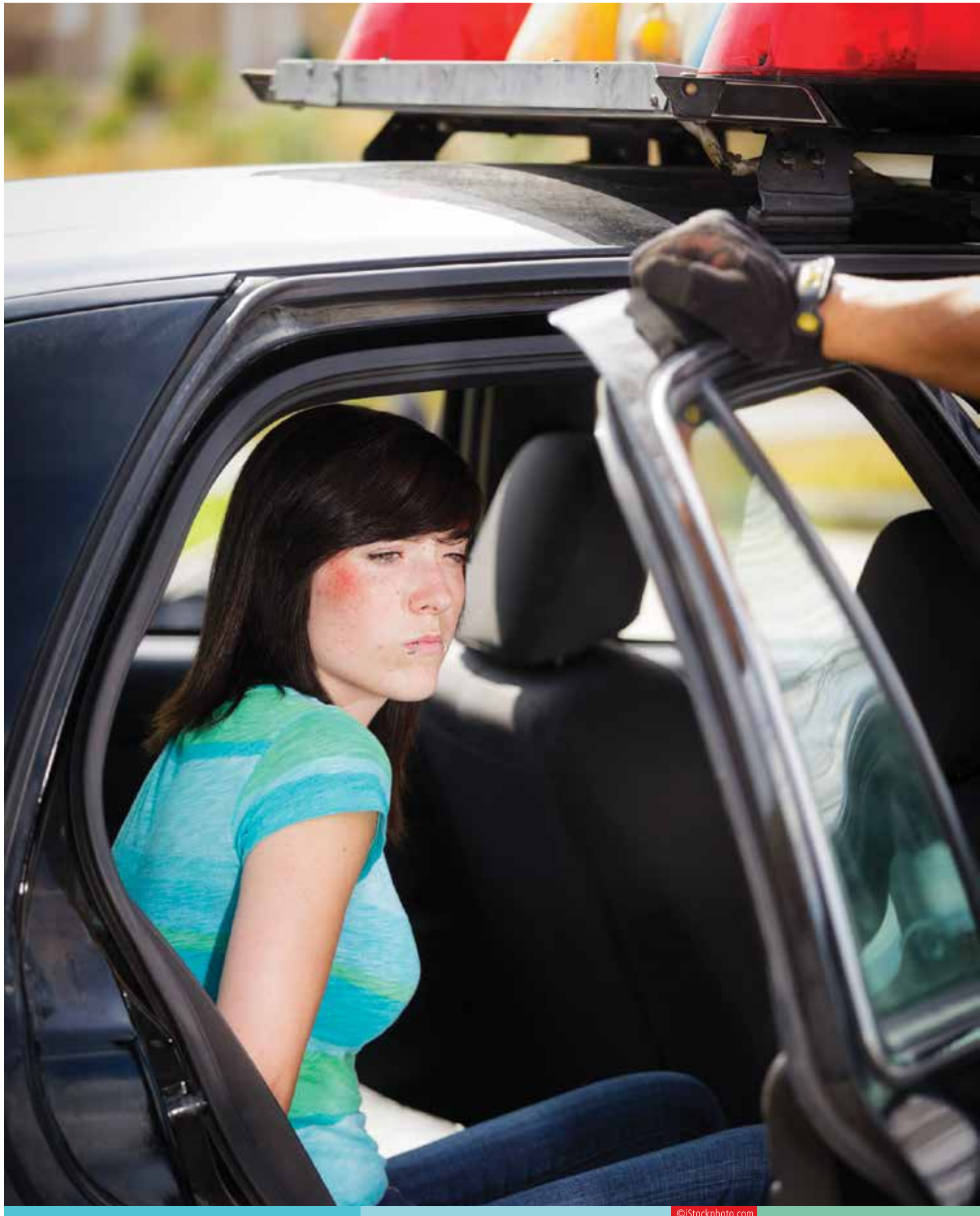
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# TROUBLE WITH THE LAW

How we can help students with criminal backgrounds  
escape that lifestyle and succeed.



By Thomas Shirtliffe

**High schools are** a great place for gangs to recruit. It happens all across Canada and Ron Canuel has seen it up close.

"The gang members would tell us very bluntly that for them, getting into schools was very easy. They just looked for the students that were the most vulnerable and the angriest." Says Ron.

Ron Canuel is the Canadian Education Association's President and CEO. He has served many years as a Superintendent and as other school board leadership positions. But his experiences of dealing with students that were criminals and who were in gangs began when he was working in some inner city high schools in Montreal.

"First week I was there I had two drive by shootings take place," Ron says. "My wife suggested that I should buy a bullet proof vest."

For four and a half years Ron worked at these inner city schools, and today he claims it was one of the most rewarding times of his life. During those years Ron and the staff he worked with counseled kids that were convicted criminals and gang members and fought to turn their lives around, away from the violent one they were living.

Ron took the time to answer some questions about his experiences during those years, and sheds some light on how he and the staff he worked with, which included the school staff, guidance counsellors and even crisis interventionists, were able to help these troubled students succeed. What he had to say is very informative for counsellors who may find themselves in similar situations today.

### **What kind of background were these students coming from?**

**Ron Canuel:** For a lot of these kids, what you will find is that family values, family structure, if not disintegrated; they are in the process of collapsing. For the most part the students were really left to their own devices and a number of them were gang members and not surprisingly you would talk to them and ask, "Why are you members of a gang?" And they would immediately respond with, "Well, they make me feel welcome; they make me feel a part of some structure." Even though the whole intent is nefarious and criminal, for them it was an understandable compromise.

### **What are three things that guidance counsellors should know before working or helping a student like this?**

**RC:** The first thing that strikes me is that the guidance counsellors need to have a good knowledge of the law – Both the Education Act and the law regarding juveniles. If only because of the fact that sometimes the best of intentions can sometimes create all sorts of problems legally. I would suggest in those cases when they are dealing with these young people that they have a very good familiarity with the law and what the law says you can do, say, and not say.

The second thing is that they have to have a good understanding of the dynamics of kids who get into these types of troubles and why they did, why they're there and how did it all get here in the first place. Very often you will start to analyze it and soon realize that it starts at the elementary level, and that it really begins to manifest itself at the high school level.

Third thing I think is really developing strong credibility amongst the staff and the principal of the school. It's an important component because if the staff or the principal don't see the guidance counsellor as being pertinent and relevant and supportive then people just won't interact with them, nor will they refer students to that guidance counsellor.

### **What was your approach to helping these students?**

**RC:** The approach we took was if we got one, if we were able to get one student to respond positively, get out of the gang and stop the criminal activity, we thought we were successful.

### **What are some of the more unique ways you attempted to counsel these students?**

**RC:** We would try to engage them in activities that were not necessarily academic. We would engage them in all sorts of other activities, even field trips. One time we took 18 students, and 17 of them had criminal records, and we brought them skiing. Most of these kids had never been skiing, and what was interesting was their whole persona and tough guy attitude would disappear when they couldn't stand up on a ski. But then





they realized that, although we laughed, we weren't laughing at them we were laughing because of the circumstances. We injected a sense of humour in, in a way that they were able to look at themselves in a different way.

We even just tried going out with them, just walking around. They would ask, "Well shouldn't I be in class right now?" We just told them we were going to do something else, like shoot some hoops. Through the activity and our conversations, they would begin to see us in a different way.

**What type of characteristics should a guidance counsellor have when helping students like these?**

**RC:** A person who is sensitive and responsive to these issues and who tries to figure out what they can do to be more part of the solution than the problem. They need to be the type of person who will say, "I got to act in a sometimes very unorthodox way." The ones that I saw that were the most successful were the ones who were quick to adapt and improvise.

You have to be able to adapt and learn things about who these kids are, like learning their lingo. One time I was interacting with these students and initially they were insulting me and I had no clue what they were saying to me. After, when I started to understand some of these words I was able to respond and they looked at me sometimes like, "Oh, you know these words?" And I would say, "Sure I know these words." Then all of a sudden it was almost like a turn of endearment in a way, like they were saying, "Oh my god, you are actually learning about us and our culture and who we are."



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“ The first thing that strikes me is that the guidance counsellors need to have a good knowledge of the law – Both the Education Act and the law regarding juveniles. If only because of the fact that sometimes the best of intentions can sometimes create all sorts of problems legally. ”

**Was there a method that really worked for you?**

**RC:** We were very selective. We tried to pinpoint and target those that we knew that had a great influence amongst others.

I remember a couple students who were gang members; big time gang members, and we targeted them for a lot of specific interventions. The guidance counsellor worked with the social workers and our crisis interventionist and after a couple months, we were able to pull these kids out of these gangs and it did have an effect with other kids, too. Made them rethink some of their choices.

**Did the counsellors counsel the staff as well as the students?**

**RC:** I think they spent as much time counselling the staff as they did the students. With a lot of the newer teachers they did spend time with them and were giving them coping strategies, intervention strategies, context of what not to do, how not to behave with these kids. The teachers were appreciative of that, when we got these intervention strategies, they would do that. Then we also valued it more when we saw that those kids were succeeding.

**Any final thoughts?**

**RC:** It's really important that you be very compassionate and caring with them, that is the first step. That's the thing for them to start opening that door, even if it's just a quarter inch towards you. The minute they open the door you can work miracles. But you have to get them to open that door. They have to understand that there has to be a reason for them to do that with you. ♣ csc



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# CORRECTIONAL OFFICER



## What to expect as a Correctional Officer for the Correctional Service of Canada

**Correctional Officers** play an essential role in the Correctional Service of Canada. They are the main point of contact with offenders. Their work gives them the opportunity to get to know the offenders and observe their behavior, which contributes considerably to institutional security. Likewise, this knowledge gives Correctional Officers the means to support case management and establish a relationship of trust and understanding with offenders that is essential to their social reintegration.

So what does a Correctional Officer do? They are responsible for ensuring perimeter security and for the daily maintenance of

security in their respective institution. In addition to security, they must constantly encourage and support offenders to change their criminal attitudes, values and beliefs.

You want to join the Correctional Service of Canada as a Correctional Officer? Great! First, let's take a look at the CSC and what they do.

The CSC is a key player in public safety and is responsible for the supervision of offenders serving sentences of two or more years and for their safe integration into society. In a normal day, CSC manages over 13,000 offenders incarcerated in its 57 institutions and over 10,000 offenders under supervision in the community.

CSC has a more than 16,000 employees. Some 78% of its staff works in institutions and about 41% of these are Correctional Officers. Given the number of employees that CSC has, it isn't surprising that there is a wide variety of jobs and occupations available – and what better place to start your career in CSC than as a Correctional Officer.

To become a Correctional Officer, a secondary school diploma and experience in direct interaction with individuals in an education, work, and/or volunteer environment are required.

### Application Process

Before you even begin the application process you need to take a look at yourself in the mirror and ask yourself if this is the job for you. The CSC desires individuals that are of good ethical character, trustworthy, demonstrate integrity, and are in good physical shape.

If you think the job is a good fit, you can take a self-assessment questionnaire that will give you a better understanding of the role, requirements, skills and expectations of the Correctional Officer position. Situations presented in the self-assessment are part of a Correctional Officer's daily work, and will give you a great idea of what to expect on the job.

The essential qualifications needed to begin the application process, and for your application to be considered at all is as followed:

**Education:** A secondary school diploma or a satisfactory score on the Public Service Commission test approved as an alternative to a secondary school diploma, or successful completion of a provincially/territorially approved secondary school equivalency.

**Experience:** Direct interaction with individuals in an education, work and/or volunteer environment.

**Other:** You must possess and maintain a valid Standard First Aid and Cardiopulmonary Resuscitation (CPR) 'Level C' with Automated External Defibrillator (AED) certificate from a Provincially approved organization issued within the last three years, or a qualified provider as approved by Human Resources

and Skills Development Canada within the last five years (in accordance with Part XVI of the Canada Occupational Health and Safety Regulations).

The application process has many steps before you can even begin your training to become a Correctional Officer.

Once your Online Application has been accepted you will be put through an Enhanced Suitability Screening. From there you will have your Written Tests, Interview and Reference Check, and a Psychological Assessment. If you make it through all that you will then be placed in the Partially Qualified Pool where you will wait to be invited to participate in the Correctional Training Program.

### Training

The training program required for all Correctional Officers is called the Correctional Training Program. The CTP is a blended learning approach conducted in a variety of settings, including on-line learning at home, classrooms, gymnasiums, exercise fields, and the firing range.

The Correctional Training Program (CTP) is divided into three Stages: Online Learning, Pre-session assignments and pre-session material, and In-class training.

The first two stages will be done from the comfort of your own home. Online Learning will require four weeks to complete, and Pre-session assignments and pre-session material will require four to five weeks to complete.



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Once you have completed the first two stages of the training program you will then have to participate in the In-class training at one of the three regional correctional staff colleges, as well as the CSC Training Academy. They are located in:

- Laval, Quebec
- Kingston, Ontario
- Saskatoon, Saskatchewan
- Regina, Saskatchewan (CSC Training Academy)

In-class training will take place at one of the CSC Staff Colleges/Training Academy. This stage of training is 10-11 weeks in duration. It includes sessions in law & policy, use of firearms, chemical agents, fire safety, self-defence and arrest & control techniques, use of batons, suicide prevention, the situation management model, etc.

During Stage 3 of the CTP, your progress and behaviour is continually assessed. You will be provided feedback on your progress

throughout the Program, but you must be aware that you can be released from the training program at any time.

#### Appointment

Once Stages 1, 2, and 3 of the Correctional Training Program have been successfully completed and all conditions of employment have been met, an offer of employment will be sent to you confirming the start date and the location to which you are being appointed. On this start date, you become a Correctional Officer.

#### On the Job

CSC institutions operate 24 hours a day, seven days a week. You will work in shifts, including some weekends and statutory holidays. Working overtime is not uncommon as a Correctional Officer.

You will conduct routine patrols and inmate counts. You will supervise inmate movement and escort inmates both inside and outside

the institution and regularly watch for signs that the safety of others or security of the institution might be at risk. When necessary, you may need to take appropriate security measures.

CSC's operating environment can present some complex challenges. This includes interaction with an offender population that may have extensive histories of violence and violent crimes; previous convictions; affiliations with gangs and organized crime; higher rates of infectious diseases; serious substance abuse histories; and serious mental health disorders.

A career in the CSC doesn't have to start and end as a Correctional Officer. A Correctional Officer is an entry level position, but that shouldn't stop you from having a unique and fulfilling career. Many people have gone on to pursue careers within the CSC, such as: a Drug Detector Dog Handler, Correctional Program Facilitator, Correctional Manager, Parole Officer, Warden and Commissioner. 🍁 CSC



Written with resources and documents provided by the Correctional Services of Canada.

To find out more about becoming a Correctional Officer go to the CSC's website at [www.csc-scc.gc.ca/careers/index-eng.shtml](http://www.csc-scc.gc.ca/careers/index-eng.shtml).

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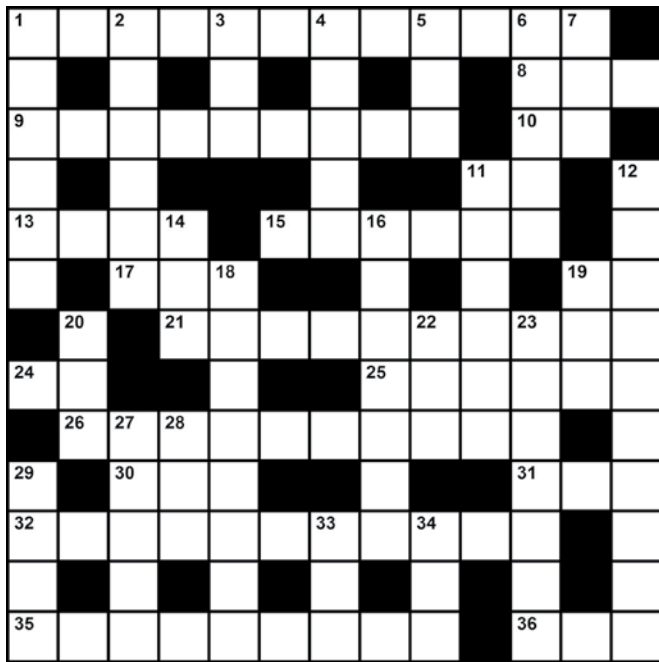
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Crossword answers on page 62

Across

- 1 Youth program that takes kids on outdoor adventures all over Canada
- 8 Major industry in Alberta
- 9 Aid to learning and remembering information
- 10 Executive, for short
- 11 Compass direction
- 13 Lamented
- 15 \_\_\_\_ media, like Twitter and Facebook
- 17 Stitch up
- 19 \_\_ 40 (rock group)
- 21 Assess a student's performance again, for example
- 24 Initials of a Canadian province
- 25 More concise
- 26 Department that accepts new students
- 30 Directed
- 31 Debt slip
- 32 Park for kids in Winnipeg named after this Olympic champion cyclist and skater (2 words)
- 35 Place for lessons
- 36 It's important for students to have their \_\_\_\_

Down

- 1 Employers make them when filling jobs
- 2 Skilled occupations students can learn to find places in the job market
- 3 Baseball bat wood
- 4 Bully in "Harry Potter"
- 5 Outdated
- 6 Innovative
- 7 Go down a bit
- 11 Planet with rings
- 12 Someone who threatens and harasses other kids online
- 14 German for the
- 16 Sugar \_\_\_\_, trying to make something superficially attractive
- 18 Interactive communication and education tools
- 19 Pick-up truck short form
- 20 Business degree
- 22 "War and Peace" first name
- 23 Aids
- 27 Class for students who want a career on stage
- 28 Paint graffiti on a wall, for example
- 29 Kind of adapter or rock band
- 33 Single in Spanish
- 34 Run smoothly



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**Your break has** come and you decided not to go on some elaborate trip, or take a small vacation somewhere. You decided that it was in your best interest to stay home and to get some serious R&R.

But what should you do? We put together a simple list that can help you enjoy your much needed time off as much as possible. Your friends and family may take off on their road trips and vacations, but you can prove to them that staying at home is just as fun. You should use Spring Break to its full potential and here are some ideas on how to do so:

## » Eat and Be Merry

Have a pleasant dinner with your family. To make it more fun for the whole family, bring everyone in to make their own homemade pizzas which will have everyone contributing together. Or, check out that restaurant that you have been dying to check out.

## » Movie Time

Go see a movie. Try to find a night to see a movie in a theater and enjoy the environment that a television could never give you. You can also see a 3-D movie if you wish; it is fun, and it is something that a normal television doesn't offer. If you haven't had a chance to see the recent blockbusters or Oscar nominees, then now is the best time to catch up on them. To make the experience even more fun, invite a few friends and family members to make it an event!

## » Find a Friend

You know that one friend that you have, that you have been meaning to catch up with? Well, this would be a terrific time to do that. Meet one of your friends you haven't seen for a long time. He or she may have been your best friend, but you haven't had the chance to meet up anymore. You may be too busy with your own schedules, but spring break is a good time for you to pick up on your old friendships and find out how your friends are doing.

## » Grab a Book

Spend a day in a used bookstore. Smaller used book stores have a charm to them that you won't find at the bigger book stores. Pick up some books that interest you, stay in that bookstore and enjoy some time reading.

Have there been some books that came out recently that you have wanted to check out, but simply haven't had the time? What about that bestseller that everyone has been telling you to read? When you are ready to leave, buy some old paperbacks and continue your reading at home!

## » Exercise

Go outside for bicycle riding, running, playing basketball or even just walking outside on a sunny day. Good outdoor exercises will improve the quality of your life. If you have a dog, perhaps find a park you haven't visited before and check it out.

## » Tall, Grande, or Vente?

Go to a coffee shop or cafe. Enjoy a quiet moment there. Then, tell yourself: This is the life. There is nothing you need to worry about, nothing you need to do in a rush. That moment is just for you.

Recall one thing that you really want to do, but you never got a chance to. Whatever it is—drawing a picture, learning a song or saying something to someone—spring break will be a great time to start. Do everything you want to do; you might regret it if you don't.

## » Catch Some Zzzz

Sleep. Sleeping enough is always a good idea, when you can. Take the time to sleep in a bit, even if it is just an hour. This week off is perfect for recharging your batteries for the final march to summer. Besides, that is what a spring break is for! So just close your eyes and Relax, relax, relax!



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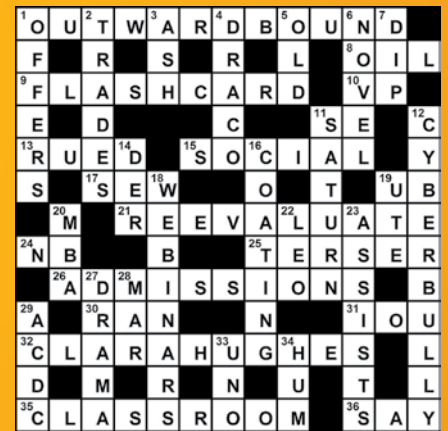
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The piping trades are in demand, and that means a big future awaits students graduating from programs in pipefitting-steamfitting, welding, plumbing, and more. Across Canada and beyond, there are awesome opportunities for hands-on, hardworking people, so these careers can take a person anywhere they want to go. Beats being stuck behind a desk, right? And these careers pay for themselves—apprentices learn on the job and get paid for it.

To find out more about building a better future in the piping trades, visit our website.

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