

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

MAIN FEATURE

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*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.

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## MUSIC MATTERS: A NEW PHILOSOPHY OF MUSIC EDUCATION

**By: David J. Elliott**

Publisher: Oxford University Press, Inc. (February 9, 1995)

ISBN: 019509171X / 400 Pages

Music has always been part of every culture since the earliest recordings of mankind. No matter of ethnicity of cultural background, music is still integrated to this day into our daily lives. With this being said the question of the value of music in today's education curriculum still remains a highly debated topic. Questions such as: "Does music deserve a place in our educational systems? And if so, then why?" Music Matters sheds lights to these questions by analyzing music as a whole and the practices cultures carry on. Explaining why music helps develop ways of thinking and it being a valuable tool for knowledge and growth, allowing teachers to affirm that music deserves a place in schools and for all people.



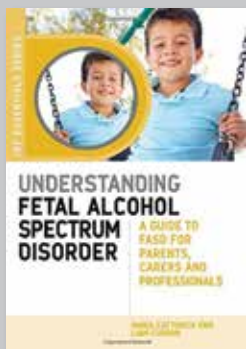
## THE BULLYING WORKBOOK FOR TEENS: ACTIVITIES TO HELP YOU DEAL WITH SOCIAL AGGRESSION AND CYBERBULLYING

**By: Raychelle Cassada Lohmann MS LPC, Julia V. Taylor MA**

Publisher: Instant Help; Csm Wkb edition (May 1, 2013)

ISBN: 1608824500 / 152 Pages

The threat of bullying and cyberbullying is at an all-time high for teenagers and not knowing how to cope with this can prove to not only be a tremendous stress on a teen but have a negative impact on their lives. *The Bullying Workbook for Teens* helps to communicate ways for teens to ease their anxiety, fears, and stress, along with other emotions associated with being bullied. The workbook outlines 42 step-by-step self-help activities for teens to learn about anti-bullying tips, managing their emotions and identifying when to ask for help when bullying gets out of control. The exercises are useful tools to be carried into everyday situations and to help combat the potential threat of bullying or cyberbullying.



## UNDERSTANDING FETAL ALCOHOL SPECTRUM DISORDER: A GUIDE TO FASD FOR PARENTS, CARERS AND PROFESSIONALS

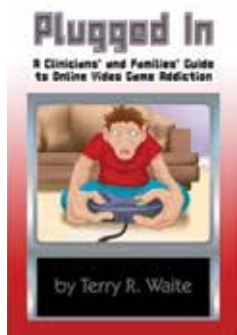
**By: Maria Catterick, Liam Curran**

Publisher: Jessica Kingsley Publishers; 1 edition (September 21, 2014)

ISBN: 1849053944 / 160 Pages

Understanding Fetal Alcohol Spectrum Disorder: A Guide to Fasd for Parents, Carers and Professionals is a valuable guide written by two FASD experts. The book describes how the harmful effects of consuming alcohol during pregnancy can cause serious harm and hinder development in the foetus. It also explains the effects of FASD and how it progresses at different stages in a child's life. The book offers aid with illustrative diagrams, photographs, charts, and also describes signs and ways to identify FASD in your child. Additionally, the authors also include information on how mothers at risk can be helped, and advice and guidance for parents with children with FASD and how they can be supported.





**BOOK REVIEW:  
PLUGGED IN:  
A CLINICIANS'  
AND FAMILIES'  
GUIDE TO  
ONLINE  
VIDEO GAME  
ADDICTION**

*By Gamersmom*

I am a family physician and the parent of an addicted gamer, so I read this book with great interest.

Mr. Waite is a therapist who works with video game-addicted children. A word of caution: He is a gamer (former addict, currently a casual player) and devotes one of the appendices to an "outpatient maintenance schedule" for returning an addicted child to casual play. This was the one chapter in the book that I did not agree with, as I am not convinced that it is possible for a true gaming addict to ever again play casually.

Otherwise, there are good explanations of what these games are all about, including the addictive features and how they are designed to hook the gamer. There is a chapter directed at therapists describing treatment methods, and a Video Game Assessment Tool to use in diagnosing the problem. Due to the fact that the book is a very quick read, this might be one to bring in to your child's therapist and have them read it if they have no experience in video game addiction. There is an excellent discussion of the physiology of addiction, with a comparison of addiction to chemical substances and addiction to games. Mr. Waite does advocate inclusion of video game addiction in the DSM-V, but also discusses some diagnoses that mental health professionals can use in treating this problem until that happens. There is a glossary of cyber slang, and a chapter describing the top ten MMORPG's.

This is an excellent book for spouses and parents who don't know anything about the subject and suddenly find themselves needing to learn---fast.

All in all, a good book containing good information for both family members and clinicians. If you or a loved one need treatment but can't find a therapist or counselor who knows about gaming addiction, see a counselor who specializes in addictions in general and buy them a copy of this book as a starting point.

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**Learn emerging trends at Cannexus National Career Development Conference**

In January 2015, the Canadian Education and Research Institute for Counselling (CERIC) will host the 9<sup>th</sup> annual Cannexus

conference. Cannexus, a bilingual national career development conference, promotes the exchange of information and explores innovative approaches in the areas of career counselling and career development. As Canada's largest conference for career development professionals from all sectors, Cannexus15 is expected to attract 800 participants.

The conference will include sessions for school counsellors such as *Efficacy of Career Education Interventions by Grade Level*, *New Approaches to Career Development in*

*Grades 1-12, Why We Should Expect Young Adults to Zigzag and Never Too Early: How Young Children See Themselves.*

Cannexus will boast three prominent Canadian keynote speakers: Executive Chairman of Navigator Ltd. and public affairs commentator Jaime Watt; professor & associate dean of research, the Werklund School of Education at the University of Calgary, Nancy Arthur; and the 26<sup>th</sup> Governor General of Canada, the Right Honourable Adrienne Clarkson.

Past conference attendees say that Cannexus is an excellent opportunity to engage with other school counsellors from across Canada. "I found (Cannexus) very beneficial because it gave me the opportunity to share work, best practices and insights and at the same time collect information and discuss innovative methods and strategies that will assist in working with students and clients," said Nancy Harasemiw, Program Counsellor and Instructor at the Fisher River Board of Education in Manitoba.

Cannexus will take place January 26-28, 2015, at the Ottawa Convention Centre. For more information and to register, visit [www.cannexus.ca](http://www.cannexus.ca).





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**Celebrating Canada's National Honours**

A new mobile exhibit is touring to several Canadian schools across the country in hopes to teach students about the Canadian System of Honours. ***It's An Honour!*** acknowledges and showcases the bravery and accomplishments of Canadians who have received honours for their courageous services. The exhibit allows students to partake in an interactive educational experience and the opportunity to instill national pride through our countries achievements. The 1000 square foot mobile exhibit features interactive panels, multimedia elements and actual medals and artifacts on display. The exhibit is also bilingual and has a knowledgeable guide to relay to students the stories and triumphs of the celebrated Canadians being awarded in the exhibit. ***It's An Honour!*** is accessible to everyone and admission is free. Over the next two years, the mobile exhibit will travel to schools, community centers, and various towns across the country. An educational kit for schools hosting the *It's An Honour!* travelling exhibit is available at [www.gg.ca/document.aspx?id=15460&lan=eng](http://www.gg.ca/document.aspx?id=15460&lan=eng).

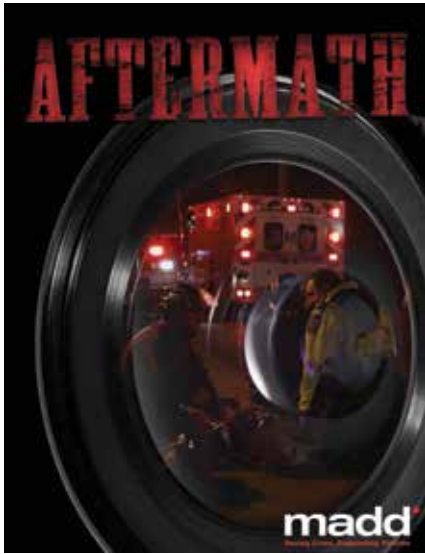


## LGBT Rights

The Canadian Civil Liberties Association and Education Trust have created a guide to LGBTQ rights in schools. This resource will help students, allies, and teachers better understand students' rights, and how to take positive action toward making schools a safer place for all.

Studies have shown that LGBTQ students feel safer and more accepted when they know their schools have policies and procedures that explicitly address homophobia.

A Canadian study from 2011 found that LGBTQ students from schools with such policies reported significantly fewer incidents of physical and verbal harassment due to their sexual orientation. They were exposed to fewer homophobic and transphobic comments – and they were more likely to report feeling respected in their school community.



### MADD Canada Program Examines Aftermath of Impaired Driving

The physical crash caused by impaired driving lasts mere seconds; the effect on families and friends of victims lasts entire lifetimes. That is the message MADD Canada is delivering to students in its latest *School Assembly Program*, titled *Aftermath*.

*Aftermath* features the fictional story of Charlie, as told by his younger brother Mark. When Charlie drives after drinking and smoking pot, the resulting crash leaves a devastating aftermath. Struggling to deal

with his feelings, Mark makes a video for Charlie about that terrible decision to drive impaired.

The program concludes with emotional and moving interviews with family members of real-life victims of impaired driving.

Motor vehicle crashes are the leading cause of death among 15 to 25 year olds, and alcohol is a factor in 50% of those crashes. MADD Canada's *School Assembly Program* is crucial in educating young people about the risks of impaired driving.

The show is being delivered to schools across the country by MADD Canada's School Outreach Field Representatives and will be seen by more than 1 million students in 2014-2015.

For information on booking *Aftermath* for your school, please contact MADD Canada at 1-800-665-6233, ext. 221.



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# facebook® FOR SCHOOL COUNSELLORS

Equipping counsellors to address issues that arise through student use.

**The advancement of** social media has had a profound impact on people's lives – from the way they share to how they learn. When confrontations arise, social networks empower individuals to raise issues and address them together. Additionally, transparency enabled by social media can create positive social norms that impact people online and off. Nowhere are these shifts more apparent than in schools, and nowhere else does social media afford a greater opportunity to perform a productive function.

These exciting opportunities to connect simultaneously bring a new responsibility for students to learn how to use social media in safe, ethical, and healthy ways. School counsellors often find themselves called upon to address and resolve the very real consequences of issues that are born in the virtual space. Often, they are on the front lines, helping youth navigate this new and changing world. They play a vital role in helping the rising generation learn to make safe, smart and responsible choices online. Whether helping students understand the impact of sharing personal information or addressing incidents of bullying, school counsellors are helping to create a new generation of "digital citizens."

iKeepSafe, facebook, and the American School Counsellor Association (ASCA) recognize that school counsellors' roles are multi-faceted. They've specifically published the resource *Facebook for School Counsellors* to increase school counsellors' familiarity with the social networking platform and help them be proactive and feel prepared. With increased confidence and understanding of facebook, counsellors are better equipped to address issues that arise through student use.



**Counsellors should be aware that what students put on a social media platform may be reviewed by college admissions officials.**

"It's important to provide school counsellors—often the first line of defense in managing digital incidents with students—the necessary tools and skills to be competent and confident," said Marsalil Hancock, president of iKeepSafe. "We applaud Facebook for leading the industry in providing these great resources."

*Facebook for School Counsellors* empowers counsellors to understand appropriate uses of facebook, maximize the benefits of social media in the classroom and reinforce lessons of good digital citizenship.

It explains why students value the ability to connect through social media, and how this changes the face of children's relationships with others and themselves. Specifically, it equips counsellors with the knowledge they need to effectively lead four suggested actions: help develop school policies, respond to online incidents that impact learning conditions, detect at-risk behavior on facebook, and deal with how students represent themselves on the platform (including technology literacy, privacy, reputation, and social awareness).

These actions are critical considering that—in addition to students potentially violating school policies—other offenses that used to occur primarily on school campuses, such as bullying, are becoming more digital. Nearly 43% of kids have been bullied online, and one in four has had it happen more than once.<sup>1</sup> *Facebook for School Counsellors* recommends school counsellors learn how to detect bullying online, know how to report offenses to facebook, and decide when reports of abuse or harassment should be escalated within the school or district.

"Counsellors can teach students how to identify bullying and how to report it and provide a clear outline of steps that will be taken after a report is made," the guide notes. "This transparency is critical as students and their parents are far less likely to report incidents if they aren't confident that reporting will help the situation rather than make it worse."

The guide also explains that counsellors should teach students how to carry themselves on facebook. "In today's world, part of students' reputations are comprised of what they write and do online," the resource states. "For young people, it is sometimes difficult to keep their long-term reputation in mind, especially when they can get caught up in the moment."

Counsellors should be aware that what students put on a social media platform may be reviewed by college admissions officials. 85% of HR professionals report that



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a positive online reputation influences their hiring decisions, and 70% of recruiters and HR pros in the U.S. said they have rejected candidates based on information they found online.<sup>2</sup> But, the guide states, counsellors can also encourage students to share "positive, respectful posts" that can ultimately enhance a student's reputation on facebook.

"As a school Counsellor, you are in a unique position to work with students and help them understand the long-term positive or negative impact their online reputations will have," the guide notes.

Online social networks – and, indeed, the internet itself—are technologies that most of today's school counsellors are experiencing for the first time as adults. Even if counsellors are on facebook, they are likely not participating to the same degree or in the same capacity as their students. *Facebook for School Counsellors* helps educators understand why students value the ability to connect through social media, and how this changes children's relationships with others and themselves.

Once counsellors gain a clearer understanding of the culture, they are also better able to understand the issues. "This guide has provided me with a roadmap for how to advise students, teachers and parents about the best ways to use facebook," said Kate Louis, a middle school Counsellor in San Diego, CA. "It has helped me advise students about the responsibilities they have to protect their personal information and to ensure that they are using facebook to portray themselves in the most positive manner possible."

"facebook is deeply committed to helping teens and educators understand the value of social media in education," said Joel Kaplan, facebook Vice President of U.S Policy. "That is why we are thrilled to collaborate with iKeepSafe and the American School Counselor Association to provide valuable resources to these educators. *Facebook for School Counsellors* highlights specific ways that school counsellors encounter social media and empowers them with resources and information to benefit their schools, students and colleagues."

*Facebook for School Counsellors* is free and available to download at [www.facebook.com/safety](http://www.facebook.com/safety), [www.facebook.com/education](http://www.facebook.com/education), or [www.ikeepSAFE.org/educators](http://www.ikeepSAFE.org/educators). \*csc

### About iKeepSafe

The Internet Keep Safe Coalition is a broad partnership of governors and first spouses, attorneys general, public health and educational professionals, law enforcement and industry leaders working together for the health and safety of youth online. The coalition provides innovative resources including parent tutorials and age-appropriate educational resources. Available programs include the Faux Paw the Techno Cat® Internet safety series of books and animated films for children; iKeepCurrent News Feed; and Generation Safe™, a digital media mentor program designed to help schools navigate the digital environment while protecting them from liability. To learn more about iKeepSafe, visit [www.iKeepSafe.org](http://www.iKeepSafe.org).



<sup>1</sup> Moessner, Chris. "Cyberbullying, Trends and Tudes." NCP.C.org. Accessed February 10, 2014, [www.ncpc.org/resources/files/pdf/bullying/Cyberbullying%20Trends%20-%20Tudes.pdf](http://www.ncpc.org/resources/files/pdf/bullying/Cyberbullying%20Trends%20-%20Tudes.pdf)

<sup>2</sup> "Online Reputation in a Connected World" (January 2010). Microsoft Cross-Tab Transforming Market Research. Retrieved from [www.go.microsoft.com/?linkid=9709510](http://www.go.microsoft.com/?linkid=9709510).

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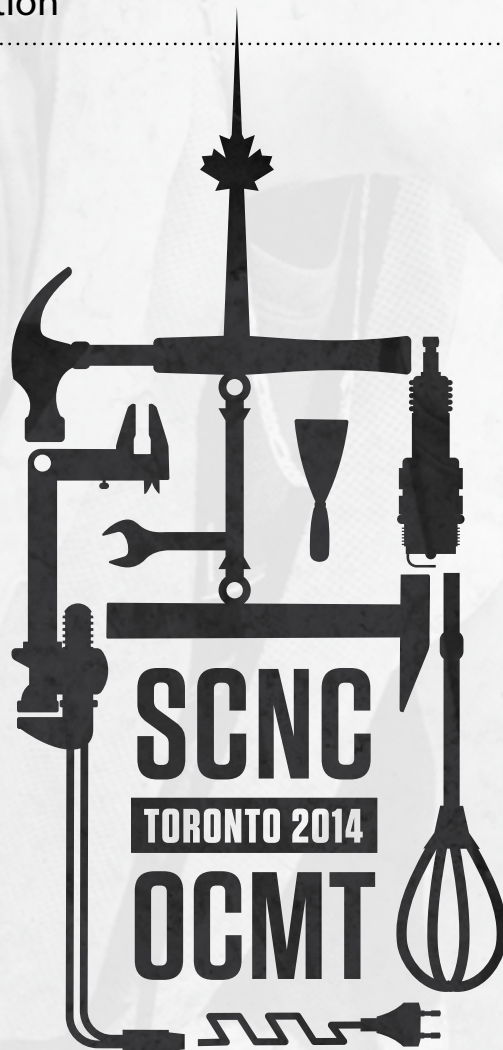
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## Annual event allows students to get first hand experience in exciting high demand skilled trades.

By Ashley Beaupré

**According to a** January 2014 report by the Canadian Council of Chief Executives, without dramatic changes in skills development policies, almost 550,000 Canadian workers will not have the skills needed to fill available jobs in 2016. This number will grow to 1.1 million by 2021. Skills/Compétences Canada is hoping to change this.

Skills/Compétences Canada was mandated in 1989 to promote skilled trades and technology career options to Canadian youth. Including the work of all of its provincial and territorial organizations, Skills/Compétences Canada engages more than 350,000 youth annually through hands-on experiences that profile trades and technology careers.

"The importance of Skills/Compétences Canada lies in being able to expose young people to the trades and show them the many career opportunities open to them," says Shaun Thorson, CEO of Skills/Compétences Canada. "There is a need for workers in skilled trades and technologies in Canada, but a misunderstanding of these fields of work inhibits many young Canadians from considering these types of career options," Thorson says. Skills/Compétences Canada introduces youth to the trades through their annual Skills Canada National Competition (SCNC).



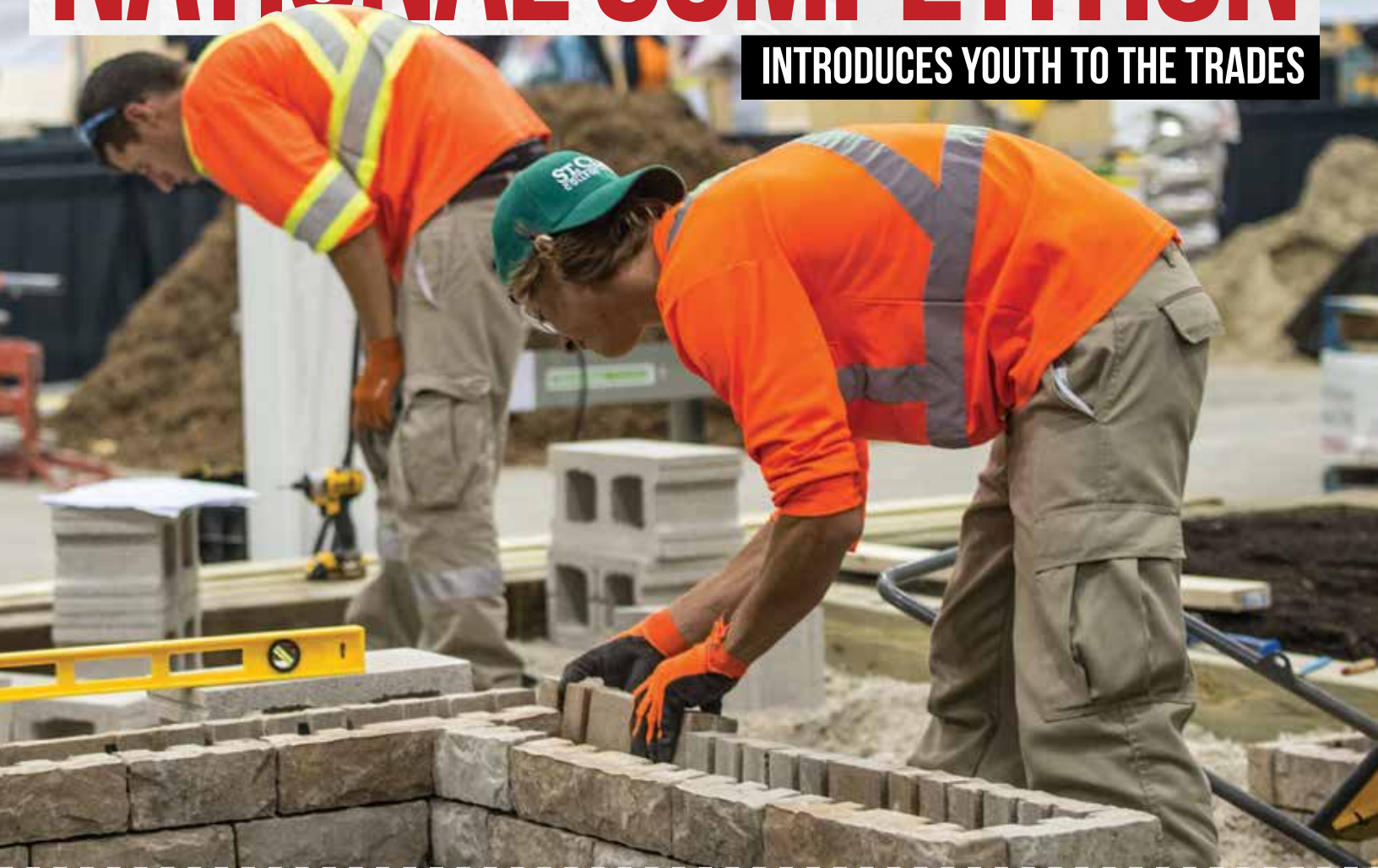
All images © SkillsCompétencesCanada





# SKILLS CANADA NATIONAL COMPETITION

INTRODUCES YOUTH TO THE TRADES





The theme of the 2014 Skills Canada National Competition was *Essential Skills*. Through the Government of Canada and its Office of Literacy and Essential Skills, the following were identified as the 9 Essential Skills:

1. NUMERACY
2. ORAL COMMUNICATION
3. WORKING WITH OTHERS
4. CONTINUOUS LEARNING
5. READING TEXT
6. WRITING
7. THINKING
8. DOCUMENT USE
9. DIGITAL SKILLS



Essential skills are used in nearly every job and at different levels of complexity. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. According to Skills Canada, the level of Essential Skills required for most trades is as high or higher than it is for many office jobs.

Marking the 20<sup>th</sup> anniversary of the competition, SCNC 2014 was hosted in Toronto, Ontario in June. The SCNC is the only national, multi-trade and technology competition for students and apprentices in Canada. Each year, more than 500 young people from all regions of Canada participate in over 40 skilled trade and technology contests. Competitors take part in demanding local and provincial competitions to qualify for the SCNC. Medalists earning the top scores at SCNC will have a chance to form WorldSkills Team Canada, travelling to Brazil in August 2015 to compete against people from over 65 nations.



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Tony Pretty, a teacher from Holy Spirit High School in St. John's, Newfoundland, attended the 2014 SCNC as a coach, with students participating in the Electronics and Video Editing competitions. He explained how the Skills Canada selection process works: "The competition is advertised first at the school level, with students being made aware of the competition and the available trade areas. They first compete at the school level. The top competitor for each competition heads to a provincial competition, and from there the top competitors come here, to the national competition." As long as a student continues to qualify, he or she can compete in the skills competitions every year.

Thousands of Greater Toronto Area students from elementary to the post-secondary levels visited SCNC 2014, as well as stakeholders representing various industries, businesses, governments, education institutions and non-profits. By attending the competition, young people get a taste for what trades and technology careers are really about and can discover the varied career possibilities that exist in these sectors.

In addition to watching Canada's top young tradespeople compete, the 2014 SCNC also included over 40 Try-A-Trade® and Technology activities, demonstrations on the Essential Skills Stage and a Career Zone with more than 70 exhibitors. These aspects of the competition are especially important to the promotion of the trades, giving students the opportunity to actively test out whether or not a trade might be something they would enjoy, organizers say.

Young people who participate in the SCNC report that their experiences at the competition helped shape their career choices. Kaylyn Mack, a hairstylist from Estevan, Saskatchewan, competed with Team Canada at the WorldSkills Competition in London, England in 2011. "Not only is Skills Canada the opportunity of a lifetime, but trades give you the hands-on ability to change people's lives. Whether it's what a person looks like, the house they live in or the food they eat, trades can make a difference," says Mack. She credits participating as a Skills Canada competitor for giving her the confidence to pursue her dream of opening her own hair salon, teaching her time management, precision and people skills.

### THE 2014 SKILLS CANADA NATIONAL COMPETITION CONTEST AREAS INCLUDED:

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“I have hired CanScribe grads and I am very impressed by the quality of their work.” *Expedite*

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*Andrea Dolan, MT Graduate*

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April Cho participated in the 2014 SCNC as a competitor and won third place in the Job Skills Demonstration, which requires the individual to demonstrate a job skill that reflects a contest area in the competition. In Cho's case this was demonstrating jewelry making, part of Fashion Technology. A grade 12 student from Winnipeg, Manitoba, Cho was encouraged to get involved with Skills Canada by a teacher. She started making and selling her own jewelry in grade 9. Undecided about what she wanted to do after high school, her teacher introduced her to Skills Canada to show her that jewelry making was a legitimate career option. "Skills Canada has been a great experience. It's shown me what I can do, and introduced me to other careers I would be interested in trying," Cho says.



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Despite its efforts, Skills/Compétences Canada cannot be alone in its promotion of the trades. Says Thorson, "Exposing students to these opportunities early is a key factor in broadening their career prospects and ensuring they understand the importance of acquiring essential skills while in elementary and secondary school."

According to a Canadian Apprenticeship Forum report, in both 2013 and 2004, less than 20% of guidance counsellors had encouraged students to consider a career in the skilled trades. Petty, the high school teacher from Newfoundland, says this statistic needs to change: "Students need to know that there are alternatives to university. Right now there's a shortage of skilled workers in Canada, and I believe that getting involved with the trades leads to a beautiful career where you can do something you love."

It is also important to note that if Canada is going to fill projected vacancies in skilled trades, both young men and young women need to be part of the solution. Jamie McMillan, the founder of Journeyman, a national program that promotes, supports and mentors women in the skilled trades,






points out that it's especially important for girls to attend events like the SCNC. "Girls need to be more aware of the trades," says McMillan. "It's not that girls aren't interested in the trades – they just don't know that there are opportunities for them. When girls see other girls competing at Skills Canada, they see that it's possible for them to do it too and it breaks down the stereotype of what a girl in the trades looks like."

With the need for skilled workers continuing to grow, it is critical to educate Canadian youth that "many interesting and

lucrative trade and technology careers exist in various sectors," says Thorson adding that "many of these jobs are in high demand."

And as Mack points out, "there's something in the trades for everyone!" 

**Ashley Beaupré** is the Marketing & Events Assistant at the Canadian Education and Research Institute for Counselling (CERIC). CERIC is a charitable organization that advances education and research in career counselling and career development. Its programs include the Cannexus National Career Development Conference, ContactPoint and OrientAction online communities and The Canadian Journal of Career Development. Learn more at [www.ceric.ca](http://www.ceric.ca).



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Étudiante : Érika Zéroual

Photographe : Étienne Ranger

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# PATHWAYS TO EDUCATION

## On Course to Keep Disadvantaged Youth in School

By: Anrea Zaslov

**Pathways to Education** - the name says it all! This much needed and innovative Canadian nonprofit organization focuses on students living in low-income communities – keeping them on the right path to graduate high school and to continue on to enter post-secondary education or training. The program provides students with the academic, social and financial support required to thrive in school. It is a sobering to think that 50% of youth in Canada, living in low-income areas drop out of high school. And with that, one can only imagine the stress this places on the effected communities economy, health and criminal justice system. Communities with a Pathways program in place have seen groundbreaking results - the success rates this program has experienced thus far are impressive. Studies show that the program reduces high school dropout rates by as much as 70% and increases the rate that youth continue onto post secondary education by up to 300%. Currently, Pathways helps youth in 16 communities across Canada, with programs in Ontario, Quebec, Nova Scotia, Manitoba, and British Columbia.



All photos © Sandor Fitzly



Pathways is helping to break the cycle of poverty and enable long-term social change, however, in order to do this, the organization understands they can't go it alone. Maureen Thompson, Director of Program Expansion and Broadened Impact reports that Pathways' approach is an innovative, community-based program that works alongside youth, parents, local schools and community programs and services. She emphasizes the need for partnerships and a collaborative approach to addressing systemic barriers to education by providing leadership, expertise and community-based programming methods proven to lower dropout rates. "Collaboration with the schools is paramount. To educate a child is the not just the responsibility of the schools or the parent but everyone together," Thompson states.

"The concept for Pathways to Education came from the Community Health Centre in Regent Park. Being a low-income neighbourhood in Toronto, we wanted to investigate how to break the cycle of poverty. The community identified education as a significant barrier, particularly the lack of success in high school, and, so the health centre developed programming to improve youth outcomes in this regard. That is the origin of our model, working in partnership with the schools to support students who face greater challenges," Thompson says.

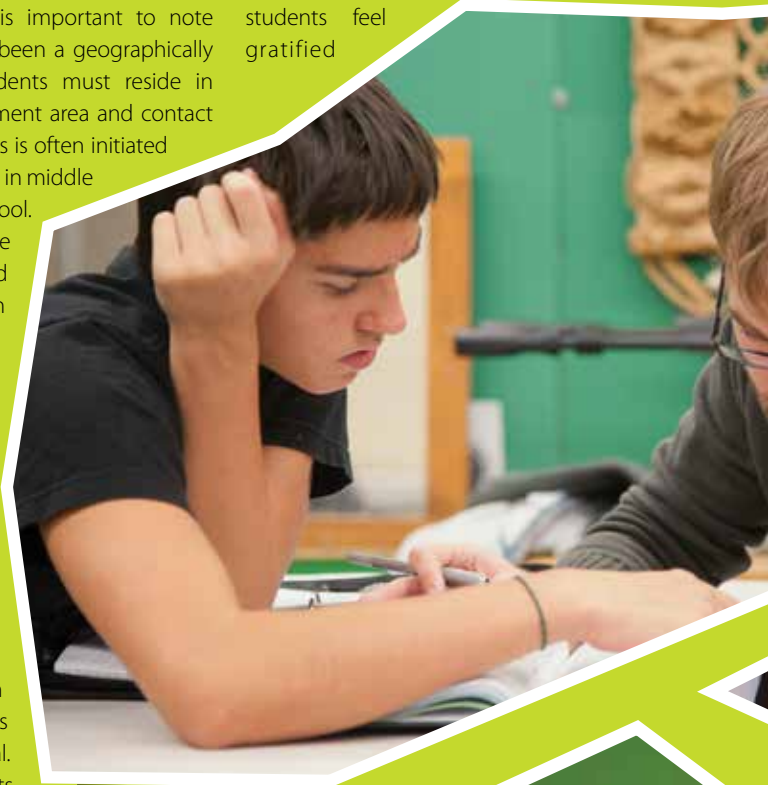
Building a solid working relationship with their partner schools is crucial to the success

of the program. Pathways pairs students with a Student Parent Support Worker (SPSW) who is assigned to high schools to work as a liaison between the school, the parent(s) and Pathways. "This is so they can nurture the relationship needed between all parties involved to support the student. We are in it together working to enable students to optimize their opportunities and successes."

Thompson says it is important to note that to date, this has been a geographically based program. "Students must reside in the designated catchment area and contact with potential students is often initiated while they are enrolled in middle or elementary school. New participants are therefore, registered before they start high school. At this stage there are parent orientation sessions to familiarize them with the workings of the program and relevant information about high school at the different grade levels."

Thompson notes that the benefits from being a Pathways student are substantial. "Pathways' students

realize significant gains in terms of academic credits earned, school attendance and their overall school experience; leading to graduation and then advancing to post secondary," she says. On the flipside, she notes that the partnering schools report the program has a positive impact on the workload of the staff and the culture of the school. "Pathways' students feel gratified



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about their academic experience and have the benefit of a whole group of caring people reminding them to focus on their education; this has a ripple effect throughout the student body. We often have other students who would like to join but do not qualify because they do not live in the designated catchment area," she says.



The Pathways to Education Winnipeg site is located at 470 Stella Avenue, in the heart of city's North End community. The three-story building is filled with laughter, activity and positive attitudes. Jordan Bighorn is the new program manager at the Community Education Development Association (CEDA), which is the host agency for the program. Though he has been in his role for a few months, he has spent most of his career working with youth and First Nations including time as a guidance counsellor at Southeast Collegiate, a First Nations high school. "Pathways was a natural fit with CEDA's deep involvement with the community

and mission to advocate, support and nurture nascent community projects, agencies and programs. So the partnership with a host agency can be a number of things such as human resources, organizational infrastructure, facilities, etc," he says.

Bighorn states, "Pathways to Education was born out of communities that are predominantly newcomer families (referring to their flagship site based in Regent Park – which has a storied history in Toronto). When a site was established in Winnipeg it was duly noted that the predominant culture in the surrounding community was Aboriginal. In each case, of course, there is representation from many social and ethnic groups - however the common factors across all communities is the level of poverty, social challenge and ease of access to education (or lack thereof). Immediately it was acknowledged that parts of the existing model had to be adapted to fit the reality of the Winnipeg's North End community," he says.

Denise Everett, a single parent and mother of three has a son Dylan who went through the Pathways program. Everett, also an SPSW with Pathways says she got involved because Dylan was struggling academically. "We were looking for some supports for my son because he wasn't doing very well in elementary or junior high school. The financial incentives he was offered were fantastic for a single mom being on a limited income; it really helped out because I didn't have the means to buy him a bus pass," she says.

She also highlighted the importance of the scholarship as an additional incentive to finish school. "He earned a thousand dollar scholarship every year which he received when he graduated and went on to Red

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River Community College to study a trade," she says. Everett emphasizes that the SPSW is a great benefit if the student is struggling to cope; she adds "we work along-side high school guidance counsellors to assist them in guidance matters, easing their workload."

Amber Wilson, 18, is a current student with Pathways and has been with the program since she was 15 years old. She struggled mostly with Math and English until Pathways put her through summer school. Wilson says "she feels so much better since she has been involved because she was able to connect

with supportive people. It is a place where I can go to if I need help and I find the atmosphere comforting. Now, I plan to go onto post secondary education studying social work or sports therapy. Pathways taught me to stand up for other people who are struggling. It's my chain, if somebody helps me I in return help them back. I am proud of myself because I am earning 11 credits this year and I will be the very first high school graduate out of five children in my family." ✦ csc



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Pathways to Education sites are more than a place. They are a hub that provides young people in low-income neighbourhoods with resources and support in both tangible and intangible ways. Bighorn says, "High school graduation is an important step to new horizons and goals but it requires a healthy foundation of a good education, a nurturing community and a rich culture. Pathways to Education seeks to build that foundation." ✦ csc

## Pathways to Education





# Rediscover the College Advantage

By Denise Amyot, President and CEO, Colleges and Institutes Canada

Photo courtesy of Sault College



As leaders, educators and influencers, the secondary school community, and school counsellors in particular, understand that preparing the next generation of Canadians for their future in a rapidly changing world is no easy task. The options and pathways open to high school students are equally challenging and the decisions they make now have lasting impacts on their future career success. It is important that they make informed decisions.

Unfortunately, some of the myths that exist around colleges and institutes complicate students' choices. One is that their credentials

are second best and the other is that they only offer trades programs. We know that is not the case and it is time for people to rethink what they know about college education.

The truth is that colleges, institutes and polytechnics offer diverse training programs and credentials, including dual credit options with high schools; in-class training for apprentices; as well as post-secondary diploma or certificate programs across a huge variety of sectors. This includes some of the most innovative programs one can study, such as nanotechnology, new energies, robotics, digital media and many more.

These are taught by qualified professionals, often experts in their fields, and in a setting that encourages practical learning and individual attention thanks to smaller class sizes that rarely exceed 30 students.

Four-year degree programs are also offered by 47 of our member institutions; along with post-graduate programs; and hundreds of articulation agreements and partnerships with universities – both in Canada and abroad.

For example, the BC and Alberta systems enable students to do two years of a bachelor's degree at a college and then transfer to university for the remaining two years. In Ontario, the collaborative degrees let students earn a college diploma and bachelor's degree in four years. In Quebec, some cégeps have agreements allowing students in three year technical programs to transfer to bachelor programs at universities.

Canadian post-secondary institutions have had to adapt quickly to a rapidly changing job market in need of a highly skilled workforce to meet the needs of both employers and students. This is especially true in technical training, where changing technologies and growing industries keep creating new opportunities for young Canadians. These shifts have helped put colleges in the spotlight, as more Canadians realize that a university degree is not the only way, nor a guarantee, to a fulfilling career.

For the past three years, Canadian Chamber of Commerce members have identified the issue of "finding the right people to do the job" as their number one priority. The Canadian Home Builders Association



faces a similar and worsening problem in the residential construction industry. These difficulties are being felt across several key sectors of Canada's economy and colleges are increasingly part of the solution.

Colleges offer innovative, applied learning that serves the needs of tomorrow's students and workplaces, something that's being noticed by Canadian business. Since February, 36 leading national industry and community organizations have joined a Colleges and Institutes Canada led coalition to seek solutions to Canada's ongoing regional skills gaps.

The Canadian model of technical training is also one of the most sought after in the world. More Canadians should know that colleges across the country, some in their own backyard, are active global players in education. They're sharing expertise and participating in exchanges; some are even opening foreign campuses or helping develop education for employment with governments in places like China, India, Vietnam, Brazil, Saudi Arabia and several others.

Canada's colleges are seeing significant support from government, industry and communities because of their connection to local needs. Despite tough economic

times and fluid job markets, roughly 91% of Canadian college students find employment within six months of graduation, depending on where and in which field.

### A collaborative approach that works

Colleges teach students advanced skills to find good jobs and enhance the ability of companies, particularly small and medium-sized enterprises (SME), to become more productive and innovative. The Canada Foundation for Innovation calls partnerships between private sector and colleges "instrumental in the transformation of the business innovation ecosystem in Canada." Partnerships with SME let colleges provide students with real-world experience through in-school co-op, apprenticeship and internship opportunities. These are integral to the applied nature of college and polytechnic programs.

Collaboration also drives college applied research. Last year, 5,444 companies partnered with colleges and institutes on research projects involving more than 29,000 students. These partnerships, across 489 specialized research centres and labs, develop new products, refine processes and provide opportunities for students to innovate in sectors as diverse

as social sciences, engineering and resource extraction.

The hands-on approach of colleges also encourages an entrepreneurial mindset in students. This increases the employability of young people by building knowledge and skills needed to start, grow and manage a small business. It's true that teamwork, communication, and problem solving remain critical for employees and new graduates, but new essential skills such as innovation and entrepreneurship are also needed.

Colleges, with their strong community and business ties, occupy a privileged position to help young people acquire useful skills and put them into practice. Through partnerships and program advisory committees, institutions develop and update their curriculum with direct input from industry and communities to ensure programming meets tomorrow's needs.

We agree with the Canadian Federation of Independent Business, which encourages Canadian parents and educators to understand that trades positions can be terrific long-term careers for young people. There is a college program to support virtually every job opportunity in Canada. This presents tremendous opportunity and choice for high-school students who are considering their futures.

Regardless of whether at a university, college, institute, polytechnic or cégep, there are many pathways to a great education and career. Increased access to post-secondary education, especially for Indigenous learners; disadvantaged youth; people with disabilities; older Canadians; and new immigrants, is hugely important and choosing the right path is key.

Provincial premiers, federal cabinet ministers, top Canadian businesspeople and community leaders of all stripes are among Canada's college graduates.

When advising your students on decisions about post-secondary education, please ensure they know that colleges offer access to careers across every sector of the economy. All college programs are developed with input from employers to ensure grads have the skills employers seek. At the end of the day, colleges make Canada work! ♣ CSC



Photo courtesy of NAIT



Colleges make **Canada** work.  
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LES ADOLESCENTS

Par: Liz Woolley, fondatrice de "On-Line  
Gamers Anonymous" ([www.olganon.org](http://www.olganon.org))



**Liz Woolley** founded On-Line Gamers Anonymous in 2002 following a tragic event that shook her life; her son, Shawn, committed suicide. He had become addicted to the Everquest video game. Subsequently Liz found out that thousands of others were being pulled into this gaming vortex and were unable to get out of it on their own. This addiction was drastically affecting their interpersonal relationships and ability to function as normal human beings. On-line Gamers Anonymous is a fellowship of people sharing their experience, strengths and hope, in order to help each other recover and heal from the problems caused by video game addiction.



**Liz Woolley** a fondé "On-Line Gamers Anonymous" en 2012 à la suite d'un tragique événement qui a ébranlé sa vie, soit le suicide de son fils Shawn. Il était devenu dépendant du jeu vidéo Everquest. Par la suite, Liz a découvert que des milliers d'autres étaient aspirés par ce tourbillon du jeu sans être capables de s'en sortir par eux-mêmes. Cette dépendance affectait radicalement leurs relations interpersonnelles et leur capacité de fonctionner comme des êtres humains normaux. On-line Gamers Anonymous est une confrérie de gens partageant leurs expériences, leurs forces et leurs espoirs afin de s'aider les uns les autres à récupérer et se remettre des problèmes causés par la dépendance aux jeux vidéo.



### Children and Games – for Parents and Teachers

Today, technology in the form of games is being utilized for teaching and entertainment purposes; some children are fascinated by them. For parents and teachers alike, they are a way to keep the child engrossed. However what is being given up, when the child is playing video games, instead of playing with other children or learning from a real human being? Face-to-face social skills and natural emotions are not being developed. When a person is gaming excessively and is no longer interacting with people, research shows that many of the human sensory traits are lost. If you don't use them, you lose them! Because their "good feelings" now come from a game, instead of a person, they have less empathy for others. The gamer becomes desensitized because

### Les enfants et les jeux pour les parents et les enseignants

De nos jours, la technologie sous forme de jeux est utilisée à des fins d'enseignement et de divertissement et certains enfants en sont fascinés. Pour les parents et les enseignants, c'est un moyen de garder l'enfant occupé. Cependant, l'enfant est perdant quand il joue à des jeux vidéo plutôt que de jouer avec d'autres enfants ou d'apprendre d'un être humain réel. Il ne développe pas de compétences sociales relationnelles ni d'émotions naturelles. Quand une personne joue de façon excessive et n'interagit plus avec les gens, la recherche démontre que plusieurs des caractéristiques sensorielles humaines se perdent. Si vous ne les utilisez pas, vous les perdez. Parce que leurs "sensations agréables" proviennent d'un jeu plutôt que d'une personne, ils ont moins d'empathie envers les autres. Le joueur se désensibilise, car en



when playing video games many human senses are not being used – no physical touch, no personal interaction, no exercise or outdoor activities.

The on-line world is an adult world. Experts recommend that children and early teens not play on-line games, at all - there are many off-line games available. Going on-line is like putting your child in a public place, and leaving them there, by themselves, unprotected. Sadly, adult predators use on-line games as a means to gain access to our youth.

### Can gaming activity become like a drug?

Children can become absolutely wired when absorbed in video games. In a study conducted at the Cyclotron Unit of Hammersmith Hospital in London, England, Dr. Paul Grasby and his fellow researchers determined that playing video games triggers the release of dopamine in the brain. The researchers discovered that dopamine production in the brain doubles during video game play. The increase of the psychoactive chemical was roughly the same as when a person is injected with amphetamines or the attention-deficit disorder drug, Ritalin. This is the first hard evidence that video game playing is addictive, "the equivalent of a dose of speed."

The fantasy world of the game provides to the gamer much that the real world does not, such as a false sense of achievement and control. If the gamer, does the right thing in a game, they will be rewarded; which is not necessarily true in real life where many times there will be little if any recognition or reward. Gamers get an artificial sense

jouant à un jeu vidéo plusieurs sens humains ne sont pas utilisés pas de contact physique, pas d'interaction personnelle, pas d'exercice ou d'activité à l'extérieur.

Le monde en ligne est un monde adulte. Les experts recommandent que les enfants et les jeunes adolescents ne jouent absolument pas à des jeux en ligne il y a plusieurs jeux hors ligne qui sont disponibles. Aller en ligne est comme laisser votre enfant dans un endroit public et le laisser seul, sans protection. Tristement, les prédateurs adultes utilisent les jeux en ligne comme moyens d'accès à votre jeune.

### Les jeux peuvent-ils devenir une drogue?

Les enfants peuvent devenir complètement connectés quand ils sont absorbés par les jeux vidéo. Dans une étude réalisée à la Cyclotron Unit de l'hôpital Hammersmith de Londres en Angleterre, le Dr Paul Grasby et ses confrères ont déterminé que de jouer à un jeu vidéo provoque la production de dopamine dans le cerveau. Les chercheurs ont découvert que la production de dopamine dans le cerveau est deux fois plus importante pendant un jeu vidéo. L'augmentation du produit chimique psychoactif était sensiblement la même que chez une personne qui s'injecte des amphétamines ou le médicament Ritalin contre le trouble déficitaire de l'attention. C'est la première preuve concrète que le jeu vidéo crée une dépendance "équivalente à une dose d'amphétamine (speed)".

L'univers fantastique du jeu fournit au joueur beaucoup de ce que le monde réel ne fournit pas, comme un faux sentiment d'accomplissement et de contrôle. Si le joueur fait la bonne chose

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\*Le terme GÉNIE est une marque officielle détenue par Ingénieurs Canada.

of accomplishment, approval and excitement in the virtual world that usually exceeds what they experience in real life. When self-gratification in the child's life is now coming from an inanimate game rather than from a human parent or teacher where will they go when they seek more of that great feeling? They will not seek out a real person, but turn to a video game. (I have even heard of therapists now using games to treat their patients – again, the person is learning that their good feelings are coming from an inanimate object rather than other humans).

Today, some believe that gaming has become the socially accepted "drug-of-choice". Many parents and teachers support their children and students playing games, because they believe it is better for the child than drugs or alcohol. After working with people addicted to video games for over 10 years, we have found that excessive gaming can be just as harmful, if not more so to a young, developing brain than drugs or alcohol.

There has been much research done about how excessive gaming can affect a person. To read more about it go to Research Studies and Statistics about Video Games.<sup>1</sup>

Some suggest that the effects from excessive video gaming can contribute to the "dehumanization" effect that would allow a student in an extreme case to commit mass murder in a school, with no empathy toward their fellow classmates.

To learn more about gaming addiction, there are a number of available resources including a video titled, **Kids' Brains, Video Games, & Brain Development Talk at Coronado SAFE (Student And Family Enrichment)** which can be viewed at: [www.youtube.com/watch?v=p4O16Vdvwk](http://www.youtube.com/watch?v=p4O16Vdvwk).

### Diagnosing the gaming addiction

If a student is performing below par and a substance abuse addiction has been ruled out, another area of concern may be addressed by asking the individual if they play video games. If the answer is 'yes', further affirmation of this addiction can be confirmed by a more detailed screening, a guideline of which is available on the website.<sup>2</sup>

After going over these questions with the student, if you have determined the teen has a problem with video games, you will have a point at which to begin treating the addiction.

### Possible treatment options

Why is the child is "escaping" into the games? Is there something going on in the student's real life that they are escaping from? Is there

dans un jeu, il sera récompensé, ce qui n'est pas nécessairement le cas dans la vraie vie où souvent il y a peu ou pas de reconnaissance ou de gratification. Dans le monde virtuel, les joueurs acquièrent un sentiment d'accomplissement, de reconnaissance et d'excitation qui habituellement excède ce qu'ils peuvent vivre dans le monde réel. Quand la satisfaction personnelle d'un enfant provient d'un jeu inanimé plutôt que d'un humain, parent ou enseignant, où ira-t-il quand il cherchera davantage de cette bonne sensation? Il ne cherchera pas

une personne, mais se tournera plutôt vers un jeu vidéo. (J'ai même entendu que certains thérapeutes utilisent maintenant des jeux pour traiter leurs patients encore une fois, la personne apprend que ses bons sentiments proviennent d'un objet inanimé plutôt que d'autres humains.)

Aujourd'hui, certaines personnes croient que les jeux sont devenus une "drogue de choix" acceptée socialement. Plusieurs parents et enseignants approuvent que leurs enfants et étudiants jouent à des jeux en croyant qu'ils sont préférables à la drogue ou l'alcool. Après avoir travaillé avec des gens dépendants des jeux vidéo depuis plus de 10 années, nous avons découvert que le jeu excessif peut être tout aussi nocif sinon plus que les drogues et l'alcool pour un jeune cerveau en développement

Il y a eu beaucoup de recherche de faite pour connaître les effets que l'excès de jeu peut entraîner chez une personne. Pour en savoir plus, visitez la page Research Studies and Statistics about Video Games.<sup>1</sup>

Certains pensent que les effets du jeu vidéo à l'excès peuvent contribuer à la "déshumanisation" qui permettrait à un étudiant,

dans un cas extrême, de tuer un grand nombre dans une école sans empathie pour ses camarades de classe.

Pour en apprendre plus au sujet de la dépendance aux jeux, il existe diverses ressources disponibles incluant une vidéo intitulée **Kids' Brains, Video Games, & Brain Development Talk at Coronado SAFE (Student And Family Enrichment)** qui peut être visionnée à l'adresse: [www.youtube.com/watch?v=p4O16Vdvwk](http://www.youtube.com/watch?v=p4O16Vdvwk)

### Diagnostiquer la dépendance aux jeux

Si la performance d'un étudiant est sous la moyenne et que la toxicomanie n'est pas en cause, une autre source de préoccupation peut être explorée en demandant à l'étudiant s'il joue à des jeux vidéo. Dans l'affirmative, on peut préciser davantage cette dépendance par un examen plus détaillé dont un guide est disponible sur le site Web.<sup>2</sup>







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Après avoir répondu aux questions avec l'étudiant, si vous déterminez que l'adolescent a un problème avec les jeux vidéo, vous aurez un point de départ pour le traitement de la dépendance.

### Options de traitements possibles

Pourquoi l'enfant "évade-t-il" dans les jeux? Ya-t-il quelque chose qui se passe dans la vie réelle de l'étudiant qu'il désire fuir? Y a-t-il un divorce ou d'autres problèmes familiaux? Quelqu'un de près de l'enfant est-il décédé? L'enfant a-t-il des problèmes de dépression ou d'anxiété? Y a-t-il d'autres symptômes de maladie mentale qui sont présents? Particulièrement si les symptômes existaient avant l'apparition de la dépendance aux jeux? Si c'est le cas, APRÈS avoir retiré les jeux, le besoin d'inclure d'autres professionnels spécialisés peut être requis.<sup>3</sup>

Si aucun de ceux-ci n'est situé près de chez vous, cherchez un fournisseur qui comprend et traite régulièrement la dépendance et qui reconnaît que le jeu excessif peut aussi être classé comme tel.

### Que faire?

Après que vous ayez obtenu les résultats de l'examen et que vous ayez déterminé qu'il y a un problème de jeu excessif, nous vous suggérons de communiquer avec les parents pour les informer de la situation. C'est un problème familial et tout le monde doit s'impliquer pour aider l'étudiant à s'en sortir. Il est très utile que TOUS les adultes soient impliqués (époux, conjoints de fait, grands-parents, enseignants, conseillers, etc.).

Commencer en demandant à l'enfant s'il peut limiter son utilisation des jeux. Si l'enfant accepte, nous recommandons que le "test de limitation" soit tenté pour voir si en fait il peut le faire. Par exemple, une méthode consiste à obtenir que les parents établissent un contrat avec l'enfant qui décrit clairement combien de temps de jeu sera permis, ce qui doit être fait pour gagner ce temps et qu'elles seront les conséquences si l'enfant excède la limite de temps. Si un point quelconque du contrat n'est pas respecté, ce sera la dernière fois que l'enfant aura joué à son jeu, point final. Aucune argumentation, aucune excuse acceptée. Il y a aussi des services de support pour de telles situations comme un service de filtrage et de responsabilité pour l'étudiant.<sup>4</sup>

Si l'étudiant sait qu'il a un problème et l'admet ou si l'adolescent va plus loin que le jeu social pour devenir un joueur dépendant incapable de limiter ses activités de jeu, les maisons sans jeu sont fortement recommandées. Les dépendants sont moins tentés de jouer si les jeux ne leur sont pas facilement accessibles. Une fois que l'accès aux jeux est éliminé de la maison, les dépendants auront plus d'incitation à interagir avec les membres de la famille et ils recommenceront à utiliser des capacités d'interaction humaine et de communication.

Il est important d'aviser les parents que si l'adolescent manifeste QUELQUES tendances suicidaires que ce soit, qu'il a des pensées ou qu'il a déjà fait une tentative en ce sens, il est impératif de consulter un professionnel avant d'éliminer les jeux.

### Éliminer complètement les jeux

Suggérez aux parents de retirer de la chambre de l'enfant les ordinateurs, téléphones cellulaires, tablettes, consoles de jeu et connexions Internet et recommandez-leur de conserver ces appareils visibles dans une pièce commune, de les mettre sous clé ou de s'en débarrasser complètement. Soulignez le fait que ces enfants jouent

a divorce or other family issue? Did someone close to the child die? Is the child having issues with depression or anxiety? Are any other mental illness symptoms present? Particularly if the symptoms existed before they got addicted to the game? If so, AFTER the games have been removed, a need to include other specialized professionals may be required.<sup>3</sup>

If none of these located near you, seek a provider who understands and deals regularly with addiction and who recognizes that excessive gaming can also be classified as such.

#### What to do?

After you have the results of the screening and realize there is a problem with excessive gaming, we suggest that the parents be contacted and informed of your findings. This is a family problem and everyone needs to be involved to help the student through this. It is very helpful if ALL of the adults (spouse, significant other, grandparents, teachers, counsellors etc.) are engaged.

Begin by asking the child if he/she can limit their game play. If they are agreeable, we recommend, the "limit test" be attempted to see if indeed they are able to. For example, one method of doing this is to have the parents set up a contract with the child that spells out clearly how much gaming time will be allowed, what must be done to earn the time, and the consequences of exceeding the limits. If, at any point, the contract is broken, this is the last time the child be allowed to play the game period; no arguing, no excuses accepted. However, there are also services that help with this such as a filtering and accountability service for the student.<sup>4</sup>

If the student knows they have a problem and admits it or if the teen has crossed the line from social gaming to becoming an addicted gamer unable to limit their gaming activity, game-free homes are strongly recommended. Addicts are not as tempted to play if the games are not readily available to them. Once access to games is removed from the home the addict will have more incentive to interact with family members and will begin to again utilize normal human interaction and communication skills.

It is important to caution parents that if the teen expresses ANY suicidal tendencies, thoughts or has done so in the past, consultation with a professional is imperative prior to the removal of the game.

#### Remove the game entirely

Suggest parents have computers, cell phones, tablet, games consoles and internet connection removed from the child's room and recommend that they either keep these devices visible in a public place, locked up or get rid of them altogether. Raise awareness that these kids often play at night when the parents are asleep, so any of these electronic devices located in the living room, kitchen, or family room far from the parent's bedroom is not considered a secure location. In fact, the best location for any of gaming type devices in a house with an addict is in the parent's bedroom, which if possible can be locked when they are out of home. Turn the modem and wireless router off at night, and if the connection is in a public area of the house, have the parent take the modem with them when they leave or go to bed at night.

Parents may feel that the child requires a computer as an educational resource – in this instance, the oldest and slowest computer available should be in place, but do caution against this as is the case with any addiction, these kids are resourceful and will find a way to play

“Addicts are not as tempted to play if the games are not readily available to them.”

souvent la nuit quand les parents dorment et que par conséquent de conserver ces appareils dans le salon, la cuisine ou la pièce familiale loin de la chambre des parents n'est pas une solution sécuritaire. En fait, le meilleur endroit pour tous les appareils de jeu dans une maison est dans la chambre des parents qui, si possible, devrait être fermée à clé quand ces derniers ne sont pas à la maison. Il faut fermer le modem et le routeur sans fil la nuit et si la connexion est dans une pièce commune de la maison, les parents devraient apporter le modem avec eux quand ils se retirent pour la nuit.

Les parents peuvent estimer que l'enfant a besoin d'un ordinateur comme ressource éducative. Dans ce cas, l'ordinateur le plus vieux et le plus lent devrait être celui qui est choisi. Mais avertissez les parents que comme pour toutes les dépendances, ces enfants sont débrouillards et ils trouveront une façon de jouer avec N'IMPORTE QUEL ordinateur. Les parents, les enseignants et les conseillers doivent être conscients qu'afin d'avoir accès à des jeux, les dépendants seront très astucieux, ils utiliseront des stratégies comme l'utilisation de



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## » Online Gaming Addiction

on ANY computer. Parents, teachers and counsellors need to be aware that in order to gain access to the games addicts will be highly resourceful, employing strategies like using the electronic devices at school, in the library, at a friend's, at Grandma's house, join tech clubs etc. Each individual situation will need to be considered and monitored carefully.

### Withdrawal Symptoms

Be aware that there is a withdrawal syndrome that occurs when computer games are removed.<sup>5</sup> Most children will be very restless and irritable when awake, but will sleep for long hours. This is normal, particularly during the first few weeks as it may take up to 30 days for cravings to decrease significantly.

Some children, especially older ones, may experience significant anger and resentment when the games are removed. There have been cases of violence, both threatened and real, against parents who have impeded an older child's access to a game. If this is a concern, make sure steps are taken to protect everyone involved.

### Bringing the teen back to their Real Life

Once computer access has been removed, the battle is far from over! Now it is time to help the student fill their time that was once spent on gaming with real-life activities that they are interested in. Help make their real world more appealing than the games! What is the child good at? Do they have any hobbies? Encourage them to pursue activities they were previously involved in before they started gaming. What gifts or talents do they have? If they don't know, assess them to help them find them!

If you know someone affected by gaming addiction introduce them to, and encourage them to join the On-Line Gamers Anonymous community. Be it the recovering gamer, the parents or other concerned persons, there are many helpful resources available for them. There is a forum specifically for gamers where the addict can post and ask for support.<sup>6</sup>

A final word: Be sympathetic with the teen. These games were designed by experts using well-known psychological principles to draw the child in and keep them there. The gaming companies spend millions of dollars a year on "research", to help them strategize how best to keep people playing. After a period of time and a great deal of gaming, the brain actually becomes re-wired, to accommodate the gaming, rather than "real life". This is not the child's fault. It is also not the parent's fault or the teachers fault. This addiction came out of the blue blindsiding those affected; we are only now learning how to deal with the problem. ♣csc

matériel électronique à l'école, à la bibliothèque, chez un ami, chez les grands-parents, dans des clubs techniques, etc. Chaque situation individuelle doit être considérée et suivie prudemment.

### Symptômes de sevrage

Soyez conscients qu'il y a des symptômes de sevrage qui apparaissent quand les jeux d'ordinateur sont éliminés.<sup>5</sup> La plupart des enfants seront agités et irritables quand ils seront éveillés, mais ils dormiront pendant de longues heures. C'est normal, particulièrement pendant les premières semaines, car les besoins peuvent prendre jusqu'à 30 jours avant de diminuer de façon significative.

Certains enfants, plus particulièrement les plus vieux, peuvent éprouver beaucoup de colère et de ressentiment quand les jeux sont éliminés. Il y a eu des cas de menaces de violence et de violence réelle envers des parents qui ont interdit l'accès à un jeu pour un enfant plus âgé. Si cette situation est un souci, assurez-vous que des mesures sont prises pour protéger tous ceux impliqués.

### Ramener l'adolescent à sa vie réelle

Une fois que l'accès à l'ordinateur est supprimé, la bataille est loin d'être gagnée. C'est maintenant le moment de remplacer le temps qu'ils passaient au jeu par des activités de vie réelle qui les intéressent. Aidez à rendre leur monde réel plus intéressant que les jeux. Dans quels domaines l'enfant est-il doué? Possède-t-il des passe-temps? Encouragez-les à poursuivre des activités qu'ils avaient avant qu'ils ne commencent à jouer. Quels sont leurs dons ou leurs talents? S'ils ne le savent pas, évaluez-les pour les aider à les trouver.

Si vous connaissez quelqu'un qui souffre de la dépendance aux jeux, présentez-le et encouragez-les à se joindre à la communauté du On-Line Gamers Anonymous. Que ce soit pour un joueur sur le retour, les parents ou d'autres personnes concernées, il y a plusieurs ressources aidantes qui leur sont disponibles. Il y a un forum spécial pour les joueurs où un dépendant peut afficher et demander de l'aide.<sup>6</sup>

Mot de la fin: Soyez sensibles aux adolescents. Ces jeux ont été conçus par des experts qui utilisent des principes psychologiques bien connus pour attirer les enfants et les garder au jeu. Les sociétés de jeux dépensent des millions de dollars par année à la "recherche" pour développer des stratégies qui doivent garder les gens au jeu. Après un certain temps et beaucoup de jeu, le cerveau en fait se reconfigure pour le jeu plutôt que pour la "vie réelle". Ce n'est pas la faute de l'enfant. Ve n'est pas non plus la faute des parents ou des enseignants. Cette dépendance est sortie de nulle part et a pris de court ceux affectés, nous apprenons seulement maintenant comment traiter le problème. ♣csc

## » REFERENCES AND RESOURCES

<sup>1</sup> [www.olganon.org/?q=forum/46](http://www.olganon.org/?q=forum/46)

<sup>2</sup> [www.olganon.org/?q=self\\_tests\\_on\\_gaming\\_addiction](http://www.olganon.org/?q=self_tests_on_gaming_addiction)

<sup>3</sup> [www.olganon.org/?q=professionals\\_list](http://www.olganon.org/?q=professionals_list)

<sup>4</sup> [www.covenanteyes.com](http://www.covenanteyes.com)

<sup>5</sup> [www.olganon.org/?q=game\\_addiction\\_withdrawal\\_symptoms](http://www.olganon.org/?q=game_addiction_withdrawal_symptoms)

<sup>6</sup> [www.olganon.org/?q=forum/21](http://www.olganon.org/?q=forum/21)

## » RÉFÉRENCES ET RESSOURCES

<sup>1</sup> [www.olganon.org/?q=forum/46](http://www.olganon.org/?q=forum/46)

<sup>2</sup> [www.olganon.org/?q=self\\_tests\\_on\\_gaming\\_addiction](http://www.olganon.org/?q=self_tests_on_gaming_addiction)

<sup>3</sup> [www.olganon.org/?q=professionals\\_list](http://www.olganon.org/?q=professionals_list)

<sup>4</sup> [www.covenanteyes.com](http://www.covenanteyes.com)

<sup>5</sup> [www.olganon.org/?q=game\\_addiction\\_withdrawal\\_symptoms](http://www.olganon.org/?q=game_addiction_withdrawal_symptoms)

<sup>6</sup> [www.olganon.org/?q=forum/21](http://www.olganon.org/?q=forum/21)

# FETAL ALCOHOL SPECTRUM DISORDER

## Employment and Fetal Alcohol Spectrum Disorder



### FASD PART 3, HELPING STUDENTS ACHIEVE LIFE-LONG SUCCESS

Part 3 of a 3 part series. By: Kathy Unsworth Manager Strategic Initiatives, CanFASD Research Network

**Fetal Alcohol Spectrum Disorder (FASD)** is an umbrella term that describes the range of disabilities that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include lifelong physical, mental, and behavioural difficulties including learning disabilities<sup>1</sup> that result from the brain injury. Although a large majority of individuals with FASD do not have any visible signs of their disability, they all have some form of permanent brain injury that can impact their daily life. In a population of adults with FASD, 80% reported problems with employment.<sup>2</sup> This stems from the difficulties associated with both the primary (present at birth) and secondary (not present at birth) disabilities related to FASD. Secondary disabilities emerge due to the interaction between primary disabilities, and the social and physical environment.<sup>3</sup> For example, memory problems (primary disability) can make it difficult for individuals with FASD to remember important details about their job and impede their performance and success.

Competitive and fulfilling employment can help lead to the development of a positive identity, and improved self-esteem and self-worth. It can also be a protective factor against several secondary disabilities (e.g., mental health disorders) associated with FASD, and can

reduce poverty, homelessness and dependency. However, in addition to the cognitive and behavioural difficulties, certain socio-economic issues also make it challenging to enter and stay in the workforce.<sup>4</sup> These can include:

- » Poverty/Limited resources (transportation etc.)
- » Post-Traumatic-Stress/Esteem Issues
- » Addictions/Substance Abuse
- » Cultural differences and Family/Work values
- » Fear, racism - Shame
- » Family Dysfunction
- » Difficulty paying attention and/or sitting still for long periods of time
- » Overly Impulsive behaviour
- » Trouble remembering everything employers think they should
- » Problems understanding abstract concepts (individuals with FASD are very concrete thinkers)
- » Tiring easily from having to think and concentrate harder than others.
- » Difficulty understanding the passage of time
- » Trouble understanding what employers mean, even though they are listening
- » Slow to perform activities



It is important to note that despite their challenges, individuals with FASD have many strengths, skills and abilities and can contribute significantly to society. For individuals with FASD, performing tasks *differently* has been an excellent approach, because it allowed them to overcome specific difficulties in order to find paid work that provided self-worth and value.<sup>5</sup> Individuals with FASD are often ready to pursue employment opportunities when their school year ends, but need help investigating and identifying workplace environments that are willing to provide accommodations for them and their needs.

Another challenge is transitions. Transitions are often difficult for students with FASD, particularly life transitions from school to work. To maximize success for these students, not only should transitions be planned in advance and started early and gradually, but also transitional and ongoing supports are needed that are flexible and include a variety of people with a direct interest in the student.

As students with FASD approach graduation and prepare for the next step in their lives, the role of the guidance counsellor is critical for providing the appropriate guidance and support they need to be successful.


**Supported Employment: A Model for Success**

The Supported Employment model, focuses on identifying a good ‘fit’ between the individual’s abilities and work environment; it is a good model to adopt for maximizing an individual with FASD’s vocational success. Supported Employment provides guidance to individuals with disabilities about employment - a departure from traditional ‘train and place employment models’ that involve lengthy periods of assessment and prevocational training.<sup>6</sup> In contrast,

Supported Employment first places individuals in paid positions that meet their interests and abilities, and then provides them with supports and training as needed for job success. The integration of supports, including informal and formal communications, is an asset to the client’s success. It is important that employers recognize the needs of their employees with disabilities and support strategies that will ensure their success in the workplace. Advocacy, education and counseling are key to finding and keeping secure employment for individuals with FASD.

**Recommendations:**

- » Guidance counsellors are encouraged to foster relationships with community employers to facilitate placement of students with FASD and provide ongoing support and education, as required.
- » Early job skills training should be accessible for students with FASD based on their abilities. Guidance counsellors can play an integral role in supporting this training and helping students identify their strengths and interests.
- » Guidance counsellors can help identify suitable support people who are interested in ensuring the success of the student with FASD, those who can help with transitions and who can support and advocate for them.
- » Guidance counsellors can work with students develop a life plan, including strategies for finding and maintaining employment as an important part of the process.

Some students with FASD may need to transition into supported living and employment settings. Others can pursue college, university or trade school. Careful planning, support, and research of the appropriate programs are needed. Strong advocacy from both the school and the caregivers will likely be necessary to support students who are enrolling in higher education programs and/or securing appropriate employment with the supports they need to ensure life-long success. 



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# .ACTUARY



**Joseph Gabriel, BScMath, FCIA, FSA**, is an actuary, which is consistently rated as one of the top three jobs in North America. His specialty is pensions. He has worked for actuarial consulting firms, the federal government, and the Canadian Institute of Actuaries (CIA). It took a lot of time and effort to earn his credentials, but in his opinion it was all worthwhile. A love of and aptitude for mathematics made this a natural choice of profession for Joseph.

# ACTUAIRE

**Joseph Gabriel, B. Sc. Math., FICA, FSA**, est actuaire, un emploi invariablement classé parmi les trois meilleurs en Amérique du Nord. Il se spécialise en matière de régimes de retraite. Il a travaillé au sein de cabinets de consultation en actuariat, du gouvernement fédéral et de l'Institut canadien des actuaires (ICA). Il lui a fallu consacrer beaucoup de temps et d'efforts pour acquérir ses titres de compétence, mais il affirme que tout cela en a valu la peine. Pour Joseph, qui adorait les mathématiques et qui était très doué en la matière, ce choix de profession était tout naturel.



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### Joseph, pouvez-vous expliquer aux lecteurs en quoi consiste le travail des actuaires?

Un actuaire est un professionnel qui examine l'impact financier futur des risques et des incertitudes. Nous travaillons souvent avec des données antérieures afin de mesurer, d'analyser et de comprendre ce qui s'est produit. La plupart du temps, il s'agit simplement d'un point de départ qui nous permet de projeter dans l'avenir ce qui pourrait survenir et les éventuelles conséquences d'ordre financier. L'« avenir » peut représenter un an, par exemple lorsqu'il s'agit de déterminer le coût de l'assurance automobile, ou plusieurs années, notamment au moment d'établir les primes nécessaires pour assurer le provisionnement adéquat du Régime de pensions du Canada (RPC). En passant, l'actuaire en chef pour le Canada a publié un rapport indiquant qu'à son niveau de provisionnement actuel, le RPC est viable pour les 75 prochaines années!

Les actuaires appliquent également leurs vastes compétences à d'autres domaines : l'assurance-vie, la gestion du risque d'entreprise, les placements, le secteur bancaire, les entreprises du secteur environnemental et de nombreux programmes sociaux gouvernementaux tels que l'assurance-emploi et l'indemnisation des accidents du travail.

### Pouvez-vous nous donner un aperçu général de la qualification nécessaire pour devenir actuaire?

Au Canada, seuls les Fellows de l'Institut canadien des actuaires (FICA) sont considérés comme des actuaires qualifiés. Le parcours conventionnel pour obtenir le statut de Fellow comporte de nombreux détails et est exposé à [cia-ica.ca/carrière](http://cia-ica.ca/carrière). Du début à la fin, le processus peut nécessiter jusqu'à huit ans, mais les récompenses en valent la peine!

### Pouvez-vous nous expliquer comment vous êtes devenu actuaire? Suffit-il seulement d'être bon en mathématiques?

D'abord, j'ai obtenu mon baccalauréat en mathématiques avec majeure en actuariat à l'Université de Montréal. J'ai passé mes examens professionnels pendant mes études et après avoir entrepris ma carrière. Comme mon expérience de travail était principalement liée aux prestations de retraite, j'ai passé mes examens sur le volet des régimes de retraite dans le cadre de mon parcours vers le statut de Fellow. J'insiste sur le fait que la plupart des employeurs en actuariat offrent un soutien important en assumant les droits d'examen, le coût des manuels et d'autre matériel requis, ainsi qu'en accordant du temps pour les études, ce qui est peut-être particulier à la profession actuarielle. En règle générale, chaque heure d'examen d'actuariat nécessite environ 150 heures d'étude. Le fait d'être doué pour les mathématiques est très utile aux étapes préliminaires du processus d'éducation. Toutefois, ce sont la persévérance et la rigueur dans la



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### Joseph, can you tell readers what actuaries do?

An actuary is a business professional who deals with the future financial impact of risk and uncertainty. Often we work with data from the past to measure, analyze, and understand what has happened. More often, this is just a starting point for projecting what will happen in the future, and what the financial consequences could be. "The future" can be one year, as in the case of determining the cost of auto insurance, or many years when we are working out the premiums necessary to properly fund the Canada Pension Plan (CPP). By the way, the Chief Actuary for Canada has released a report that says the CPP is good to go at the present levels of funding for the next 75 years!

Actuaries apply their extensive toolkit to other areas as well:

life insurance, enterprise risk management, investments, banking, environmental firms, and many government social programs like Employment Insurance and workers' compensation.

### Can you give us the big picture about qualifying as an actuary?

In Canada, only Fellows of the Canadian Institute of Actuaries (FCIAs) are considered qualified actuaries. The conventional route to Fellowship is quite detailed and can be found at [cia-ica.ca/career](http://cia-ica.ca/career). From start to finish, the process can take as long as eight years. But the rewards are worth it!

### Can you tell us how you qualified to be an actuary? Is there more to it than just being good at math?

First, I earned a bachelor's degree in math with a major in actuarial science from University of Montréal. I wrote my professional examinations while in school and throughout my career. As the bulk of my work experience related to retirement benefits, I wrote the pension-track examinations on my way to Fellowship. I have to emphasize that most actuarial employers provide significant support by covering exam fees, textbooks, other required material, and study time off, something that may be unique to the actuarial profession. As a general rule of thumb, each actuarial exam requires about 150 hours of study time for every hour of its duration. Being good at math will be extremely helpful in the preliminary stages of the education process. However, dedication and thoroughness in comprehension are the candidate's best friend in the advanced levels of the qualification process. Being good at math is a given. It does not differentiate candidates in the actuarial profession; hard work does!

### Can you tell us about universities that have actuarial programs in Canada?

Canadian actuaries are in demand around the world. In fact, around 7.5% of Institute members work in other countries. The reason they are in such high demand is that Canadian universities provide extraordinarily good programs that prepare graduates to gain their professional qualification. In fact, several Canadian programs are considered to be among the best in the world.

You don't necessarily need to have a degree in actuarial science to become an actuary—there are many Fellows who came from business, science, or economics programs—but it is a solid background that

compréhension qui sont les meilleurs alliés du candidat aux étapes avancées du processus de qualification. Être bon en mathématiques, c'est la base. Cette aptitude ne différencie pas les candidats au sein de la profession actuarielle; c'est le travail qu'on y met qui fait la différence!

### Pouvez-vous nous parler des universités canadiennes qui offrent un programme d'actuariat?

Les actuaires canadiens sont en demande partout dans le monde. En effet, environ 7,5 % des membres de l'Institut travaillent à l'étranger. Cette forte demande est attribuable aux excellents programmes d'actuariat qui sont offerts dans les universités canadiennes afin de préparer les diplômés à acquérir leur qualification professionnelle. Plusieurs programmes canadiens sont d'ailleurs considérés comme parmi les meilleurs du monde.

Pour devenir actuaire, il ne faut pas nécessairement obtenir un diplôme en actuariat – de nombreux Fellows sont issus de programmes d'administration des affaires, de sciences ou d'économie – mais il s'agit d'une base de connaissances très utiles pour l'acquisition des titres professionnels. Voici les universités canadiennes offrant un programme d'actuariat et faisant partie du Programme d'agrément universitaire (PAU) de l'Institut :

- » Université de Calgary
- » Université Concordia
- » Université Laval
- » Université du Manitoba
- » Université de Montréal
- » Université de Regina
- » Université Simon Fraser
- » Université de Toronto
- » Université du Québec à Montréal
- » Université de Waterloo
- » Université de Western Ontario



### Pouvez-vous nous donner une idée du genre de cours que suivront les étudiants en actuariat à l'université?

Les cours de calcul infinitésimal, de mathématiques financières, de probabilités et de statistiques prépareront le terrain en vue des mathématiques actuarielles et des concepts tels que l'économie financière, les risques viagers et d'autres sujets plus avancés. On sera en mesure d'apprécier l'utilité de la science actuarielle, qu'elle soit utilisée pour calculer les versements d'un prêt automobile ou l'espérance de vie! Certaines universités vont même jusqu'à aborder les notions appliquées de l'assurance-vie, des placements, des régimes de retraite et des assurances IARD en exposant les aspects techniques et les contextes juridiques connexes.



## » Career Opportunity

is very helpful in earning the credentials. Here are the universities in Canada with actuarial programs and which are also part of the Institute's University Accreditation Program, or UAP:

- » University of Calgary
- » Concordia University
- » Université Laval
- » University of Manitoba
- » Université de Montréal
- » University of Regina
- » Simon Fraser University
- » University of Toronto
- » Université du Québec à Montréal
- » University of Waterloo
- » University of Western Ontario

### Can you give us a sense of what kind of courses actuarial students will be taking at university?

Courses in calculus, financial mathematics, probability, and statistics will set the stage for actuarial mathematics and concepts like financial economics, life contingencies, and more advanced topics. One will be able to see the usefulness of actuarial science, whether it is used to calculate a car loan payment right up to a life expectancy! Some universities will even tap into applied notions of life insurance, investments, pensions, and property and casualty insurance, exposing the technical aspects and the legal environments that surround them.

### Dans quelle mesure le domaine de l'actuariat est-il satisfaisant?

La fonction d'actuaire se classe invariablement première, deuxième ou troisième pour ce qui est du milieu de travail, des perspectives d'emploi, de la sécurité d'emploi, des possibilités d'avancement et du salaire.

### Où se trouvent les emplois?

Environ 46 % des actuaires travaillent en Ontario, 28,8 % au Québec, 11 % dans l'Ouest du Canada et 1,6 % dans la région de l'Atlantique. Comme je le mentionnais plus tôt, 7,5 % des actuaires canadiens qualifiés travaillent à l'extérieur du Canada.

Environ 33 % d'entre nous travaillent dans le domaine de l'assurance-vie, 28 % dans celui des régimes de retraite, 10 % dans celui des assurances IARD, 1 % dans celui de l'expertise devant les tribunaux et 3 % exercent leurs fonctions dans des domaines non traditionnels.

Quant au type d'employeur, environ 32 % des actuaires travaillent dans un cabinet de consultation, 33 % dans une société d'assurance (assurance-vie et assurances IARD confondues), 5 % au sein d'une société de réassurance, environ 4 % au sein du gouvernement, 1 % dans une université et 11 % auprès d'autres types d'employeurs, notamment des banques, des entreprises du domaine de l'environnement, des sociétés de placement, des fabricants d'aéronefs, etc.

### À quoi ressemble une de vos journées types?

En tant qu'actuaire dans le domaine des régimes de retraite, la première chose que je faisais était de jeter un coup d'œil à mon agenda. Mes tâches courantes comprenaient des évaluations de

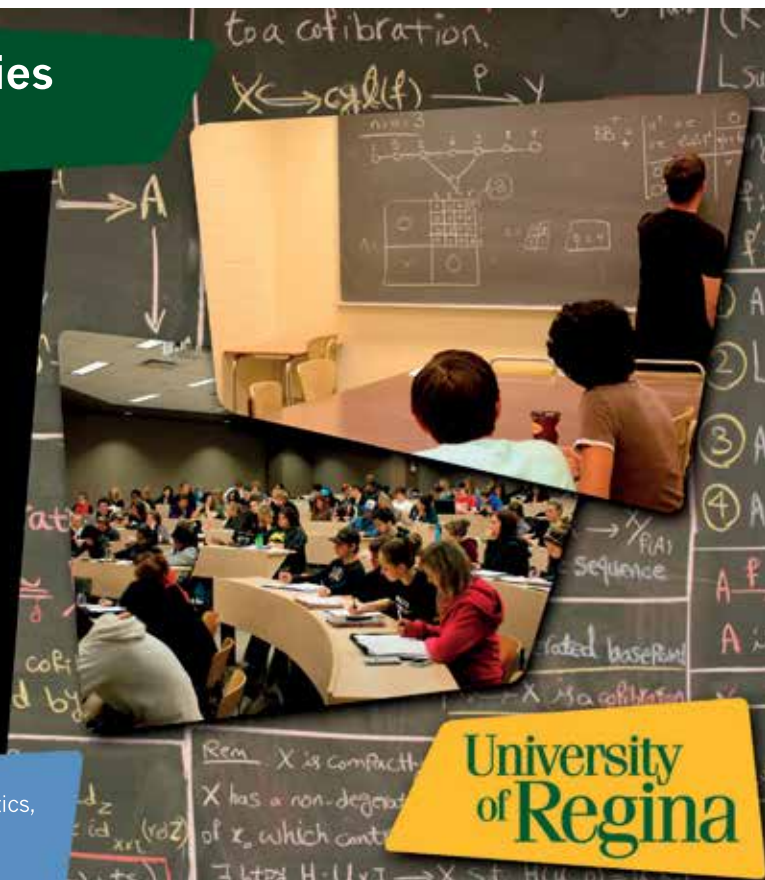
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**Actuarial Science:** the application of mathematics, statistics, and risk theories to the design of insurance and pension programs



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### How rewarding is the actuarial field?

Actuary is consistently ranked first, second, or third overall in terms of work environment, employment outlook, job security, growth opportunity, and salary.

### Where are the jobs?

About 46% of actuaries work in Ontario, 28.8% in Québec, 11% in Western Canada, and 1.6% in Atlantic Canada. I mentioned earlier that 7.5% of Canadian qualified actuaries work outside Canada.

About 33% of us work in life insurance, 28% in pensions, 10% in property/casualty insurance, 1% in actuarial evidence, and 3% in non-traditional areas.

In terms of the type of employer where actuaries work, about 32% work at consulting companies, 33% at insurance companies, both life and property/casualty, 5% at reinsurers, about 4% with governments, 1% at universities, and 11% at other types of employers—banks, environmental companies, investment firms, aircraft manufacturers, etc.

### What is your typical day like?

As a pension actuary, I would first go through my day planner. Usual tasks are pension valuations, client meetings, investment performance reviews, individual calculations, and ensuring that all regulatory reports are filed in time with the appropriate legislative authorities—clients rely on their actuary to look after them, so I have to be proactive and move ahead of their needs. Clients may have urgent requests that require immediate attention, so people/communication skills are essential. More recently as the CIA staff actuary, education, I have

régimes de retraite, des rencontres avec les clients, l'examen du rendement des placements, des calculs individuels et veiller à ce que les rapports réglementaires soient déposés auprès des autorités législatives concernées dans les délais prescrits. Les clients confient ces rapports à leur actuaire, qui se doit d'être proactif et d'aller au-devant de leurs besoins. Il peut arriver que des clients aient des demandes urgentes nécessitant une attention immédiate; il est donc essentiel de posséder des habiletés communicationnelles et relationnelles. Plus récemment, en tant qu'actuaire membre du personnel de l'ICA, éducation, j'ai eu à m'occuper de projets très intéressants tels que les ententes de reconnaissance mutuelle internationales entre l'Institut et les organismes actuariels d'autres pays comme l'Angleterre, l'Irlande, l'Australie et l'Afrique du Sud. J'assiste à de nombreuses rencontres liées à l'éducation et je m'emploie à maintenir l'éducation canadienne à jour avec les nouvelles tendances et les nouvelles avancées dans le domaine en interagissant avec les actuaires bénévoles qui œuvrent au sein des nombreuses commissions de l'ICA.

### Qu'en est-il pour les nouveaux diplômés?

Il y a une grande différence entre le type de travail qu'effectuent les actuaires au début et à la fin de leur carrière. À leur sortie de l'université et avant d'avoir terminé les examens de qualification, la plupart des gens travaillent à faire des mathématiques approfondies et à produire des rapports fondés sur l'analyse de données. Lorsque l'on progresse dans la carrière et que l'on devient un actuaire entièrement qualifié, on assume des fonctions de supervision ou de gestion d'unités actuarielles et on dirige des équipes dans le cadre de projets actuariels.

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looked after very interesting projects like mutual recognition agreements between the Institute and the actuarial organizations of countries like England, Ireland, Australia, and South Africa. I attend many education-related meetings and work on keeping the Canadian education up to date with the most recent trends and developments in the field, interacting with the volunteer actuaries who work on the numerous CIA committees.



Plus tard dans la carrière, on peut diriger de grands projets actuariels exécutés par une équipe de jeunes actuaires. À ce stade de la carrière, la plus grande partie du travail est davantage axée sur le leadership, la gestion et la supervision des rapports plutôt que sur les mathématiques approfondies du début de la carrière.

### What about as a new graduate?

There is quite a difference in the type of work actuaries do early in their careers and what they are doing when they retire. After graduation and before finishing the qualification exams, most people will be working in deep math and producing reports based on analysis

### Quelles sont les perspectives à long terme pour la carrière d'actuaire?

À titre d'organisme professionnel destiné aux actuaires canadiens, nous surveillons l'offre et la demande concernant les actuaires d'ici. Dans notre dernier rapport sur l'emploi, nous estimions qu'à long



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## » Career Opportunity

of data. As you move ahead in your career and become a fully qualified actuary, you will find yourself supervising or managing actuarial units and taking on actuarial projects with a team working for you. As your career matures, you may find yourself working on large actuarial projects leading a team of young actuaries. At this career stage, most of your work will focus more on leadership, management, and report supervision than the deep math you used early on in your career.

### What are the long-range prospects for this career?

As the professional organization for Canadian actuaries, we do keep an eye on the supply and demand of actuaries here. In our last employment report, we estimated that the demand for fully qualified actuaries, in the long term, would run slightly ahead of the expected supply. This means that career prospects continue to look promising for new entrants into the profession, provided they meet the qualification requirements. However, we also expect growth patterns to vary by practice area; for example, the demand for talent in the property and casualty insurance field is expected to be greater than in the retirement benefits field. 

2015 marks the 50<sup>th</sup> anniversary of the CIA. We would like to have an actuary visit your math class to discuss a career as an actuary in March and April 2015. E-mail [meetanactuary@cia-ica.ca](mailto:meetanactuary@cia-ica.ca) to arrange a visit.

terme, la demande pour des actuaires entièrement qualifiés serait légèrement supérieure à l'offre prévue. Cela signifie que les perspectives de carrière demeurent prometteuses pour les nouveaux arrivants au sein de la profession, à condition qu'ils répondent aux exigences de qualification. Cependant, nous prévoyons également que les schémas de croissance varieront selon le domaine de pratique; par exemple, la demande dans le domaine des assurances IARD devrait être plus grande que dans celui des prestations de retraite. 



L'année 2015 marquera le 50<sup>e</sup> anniversaire de l'ICA. Nous aimerions qu'un actuaire rende visite à votre classe de mathématiques en mars et avril 2015 afin de parler de la carrière d'actuaire. Veuillez écrire à [rencontrezunactuaire@cia-ica.ca](mailto:rencontrezunactuaire@cia-ica.ca) pour organiser une visite.



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By: Lynn Sully and Ward Stendahl of Inscript Inc.





“A teacher in one of my ERASE Bullying training sessions sent me a photo of his classroom door, where he’d posted a sign saying ‘You are valued, respected and appreciated.’ I love to see that sort of positive classroom culture.”

Theresa Campbell tells this story in a quick break between training sessions in Prince Rupert. As the President of Safer Schools Together and developer and lead trainer for the ERASE Bullying Strategy,

she’s overseeing a provincial initiative to make B.C.’s school communities welcoming and safe places for all students.

Ms. Campbell has developed a four-level series of workshops on creating safe and caring schools, preventing bullying, and identifying risks and responding to threats. Over a five-year period, she and her team are delivering these workshops to educators and community partners throughout BC; more than 8000 people have attended an ERASE Bullying training session.

Level one training focuses on strategies for creating safer schools and identifying and preventing bullying.

“In this first level of training, we’re exploring the three Cs,” says Ms. Campbell. “We’re looking at culture, climate and connectedness and asking school teams to provide evidence of this through the eyes of students. Before we can talk about bullying, we really need to step back and look at behaviour and environment.”

Culture, climate and connectedness

Dawne Tomlinson, the principal of Langley Secondary School, attended a training session and found that the discussion of the three Cs validated the work she and her team at Langley Secondary have been doing over the past five years. “You need to create a culture where kids feel safe,” she says. “If you don’t have that, no anti-bullying program will help.”

Educators who’ve attended the first level of training say there are many strategies that can be used to foster a more positive school climate and culture. For Ms. Tomlinson, changing traditional school terminology – by renaming the “warning bell” the “welcome bell” or calling “late slips” “glad you got here” slips – subtly shifts the tenor of the school to make it more welcoming and friendly.

She also stresses the value of being intentionally present with students, greeting them by name and connecting with them between classes, at lunch and after school.

Ashley Ambrosio, a counsellor for three elementary schools in the Surrey School District, recently attended a training session and affirms the importance of educators extending a personal greeting to students.

“Making students feel as though they’re part of an inclusive and nurturing school community can be achieved by something as small and simple as greeting them at the door of the classroom, saying hello and welcoming them in for the day,” she says. “Minimal effort, important message, major impact.”

Research shows that strong and healthy relationships between students and adults are the single most important factor in promoting safe, healthy and caring schools. That’s why Marcello Moino, principal of Brookwood Secondary in Langley, will be asking his staff members to identify the least-connected students in their classes and “quietly adopt them, making a concerted effort to engage those kids and create stronger connections.”

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“ Ashley Ambrosio, a counsellor for three elementary schools in the Surrey School District, recently attended a training session and affirms the importance of educators extending a personal greeting to students. ”

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This sense of connectedness is at the foundation of what the program calls an open school system – one where students are more likely to come forward and share stories of bullying, harassment and other unwelcome behaviours.

“If students and members of the school community feel connected, you have an open system where information flows,” says Mr. Moino, “In a closed system, on the other hand, information is shared only in sub-cultures within the school and may not come out. That can be dangerous.”

Identifying the bullying behaviour is the first step in intervention

When bullying occurs, intervention is necessary. But given the multifaceted nature of bullying, there is no simple “one size fits all” solution.

In fact, Ms. Campbell cautions educators to make sure that the behaviour is actually bullying. “It can be challenging to identify if a behaviour is a conflict, mean behaviour or bullying. But we need to be clear about what the behaviour is so we can apply the right intervention. The way we respond to a threat of assault is very different from how we respond to bullying.”

Bullying, she says, is a repeated pattern of behaviour that often involves an imbalance of power and has the intent to harm or humiliate someone. There are four main types of bullying: verbal; social, emotional and relational; physical; and cyber.

Ms. Ambrosio found the training session’s careful distinction between bullying and other behaviours helpful. “Bullying is a big umbrella term, so we need to break it down so that we can debunk the myths and shift our focus to include bullying prevention and intervention.”

FP - AD SPACE





photo © Mr. Hamid Attie

## TAKE ACTION CHECKLIST:

- ✓ Review your school's Code of Conduct
- ✓ Do a school culture check
- ✓ Identify small changes to make your classroom and school a more welcoming environment
- ✓ Share the resources on the ERASE Bullying website with other educators, parents and students [erasebullying.ca](http://erasebullying.ca)

She also says that the session's emphasis on providing educators with information to better understand the realities of cyberbullying was very valuable and relevant. "It's incredibly useful to know what kids are being exposed to and for us to be aware of the trends."

"The online aspect of bullying has dramatically changed the landscape," adds Ms. Tomlinson. "There's greater intensity and volume now – and students have nowhere to go to find a reprieve from what can be essentially a 'social assassination.'"

### It takes a community

The training sessions are attended by educators, as well as a mix of people from the community, including support agencies and community partners. Ms. Ambrosio says the opportunity to engage in small-group discussions with those from outside the school allowed her to see bullying "through the lens of other professionals' perspectives."

The workshops describe interventions to address bullying, with school teams encouraged to follow a bullying flowchart that specifies the steps to follow, community resources to call upon and appropriate interventions after receiving a report of bullying.

The level two training session explores interventions to threats and worrisome behaviour in greater detail. This session outlines a four-step Violence Threat/Risk Assessment protocol that asks school teams to identify threatening behaviour, call on a multidisciplinary team to assess the risk, determine if the threat maker actually poses a risk and intervene appropriately.

Educators who have attended the ERASE Bullying Strategy say they are committed to taking action to ensure our schools are safe, welcoming places.

"Changing a school culture is hard work and requires that every staff member make intentional choices in their connections with students each and every day," says Ms. Tomlinson. "As we discussed in the training session, students need to feel they belong somewhere, that they're valued. If we can help them feel they are safe in our schools, we will have fewer problems overall!" ♣ CSC

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[www.bcteacherregulation.ca/Magazine/Magazine.aspx](http://www.bcteacherregulation.ca/Magazine/Magazine.aspx)

For more information about ERASE:

[www.erasebullying.ca](http://www.erasebullying.ca)

[www.newsroom.gov.bc.ca/downloads/ERASE\\_Report.pdf](http://www.newsroom.gov.bc.ca/downloads/ERASE_Report.pdf)

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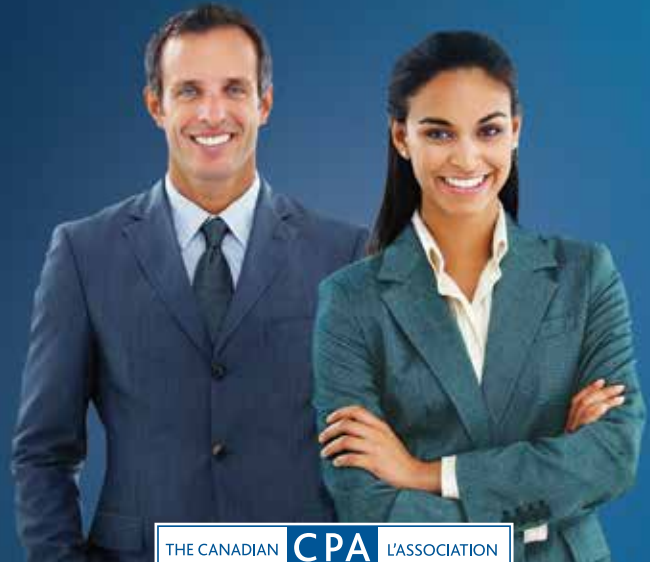
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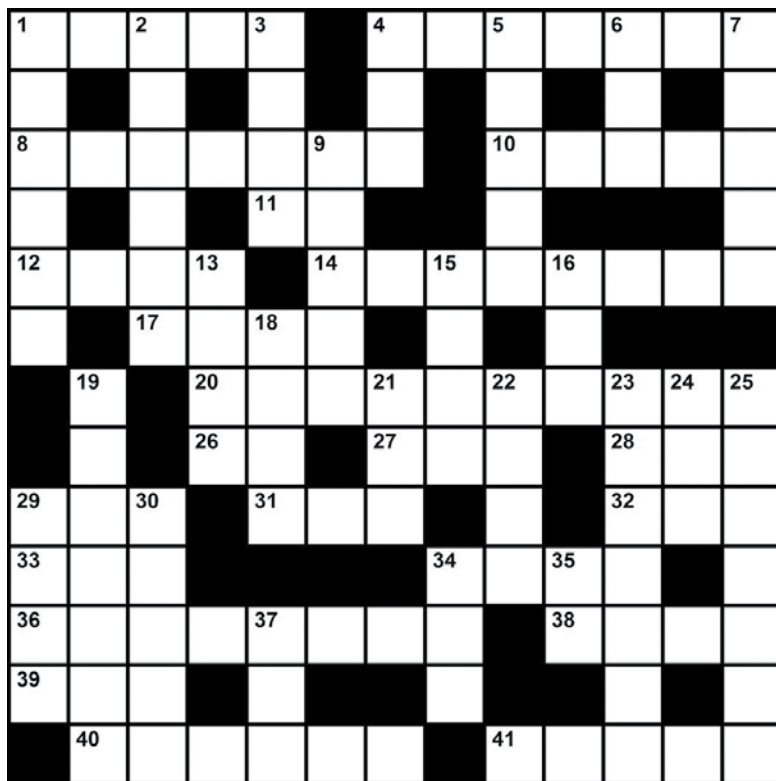
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Across

- 1 B.C.'s anti-bullying acronym
- 4 Shows up for course
- 8 Engage
- 10 \_\_\_ curricular activities
- 11 Short for Maurice
- 12 Nothing to Eugenie Bouchard
- 14 Remotely run style of education, such as online courses
- 17 Ontario-Huron link
- 20 The I in CAI, the new name for the ACCC
- 26 Cubic centimeter, for short
- 27 Copier
- 28 Aesthetic high school course
- 29 Passing craze
- 31 Tablet download
- 32 Hot or cold drink
- 33 \_\_\_ nutshell (2 words)
- 34 Leave out
- 36 Eastern Ontario school board's program to connect new students at school through mentoring (2 words)
- 38 Car company that initiated the Drive One 4 UR School program to help fundraising
- 39 Top left keyboard key
- 40 Dangerous and addictive drug that is increasing in use in Canadian provinces
- 41 Athabasca, for one

Crossword answers on page 62

Down

- 1 Empower
- 2 Nationwide Canadian program to promote 1 hour per day physical activity at schools, \_\_\_ at School
- 3 It's required for certification
- 4 Qualified
- 5 Instructors can now send out homework assignments using this social media communication
- 6 World wide web
- 7 Emotion of a child who is bullied
- 9 Sets of regulations
- 13 Children's book author \_\_\_ Hill, who created Spot the Dog
- 15 Not attend a class
- 16 Aladdin's monkey
- 18 Ancient Peruvian
- 19 Useful language to learn at school
- 21 Access, as a resource
- 22 School semester
- 23 Body Art that is becoming an increasingly popular profession for young Canadians
- 24 Previously, in literature class
- 25 Substitute teacher (2 words)
- 29 Record of a student's progress
- 30 Medium used by Culture Shock Canada to promote positive values among young people
- 34 Bird renowned for its wisdom
- 35 Provided
- 37 Exec over IT

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**Email from Arab student to his dad:**

Dear Dad.  
Berlin is wonderful, people are nice, and I really like it here, but Dad, I am a bit ashamed to arrive at my college with my pure-gold Ferrari 599GTB when all my teachers and many fellow students travel by train.  
Your son, Nasser

The next day, Nasser gets a reply to his e-mail:

My dear loving son.  
Twenty million US Dollar has just been transferred to your account. Please stop embarrassing us.  
Go and get yourself a train, too.  
Love, your Dad

**“Lexophile” is a word** used to describe those who enjoy a play on words, such as “you can tune a piano, but you can’t tuna fish”, or “to write with a broken pencil is pointless.” Here are some of the best lines for lexophiles.

- When fish are in schools, they sometimes take debate.
- A thief who stole a calendar got twelve months.
- When the smog lifts in Los Angeles, U.C.L.A. Batteries were given out free of charge.
- A dentist and a manicurist married. They fought tooth and nail.
- A will is a dead giveaway.
- With her marriage, she got a new name and a dress.
- A boiled egg is hard to beat.
- When you’ve seen one shopping center you’ve seen a mall.
- Police were called to a day-care center where a three-year-old was resisting a rest.
- Did you hear about the fellow whose whole left side was cut off? He’s all right now.
- A bicycle can’t stand on its own; it is two tired.
- When a clock is hungry it goes back four seconds.

The guy who fell onto an upholstery machine is now fully recovered.  
When she saw her first strands of grey hair she thought she’d dye.

**A Spanish Teacher** was explaining to her class that in Spanish, unlike English, nouns are designated as either masculine or feminine. ‘House’ for instance, is feminine: ‘la casa.’ ‘Pencil,’ however, is masculine: ‘el lapiz.’ A student asked, ‘What gender is ‘computer?’ Instead of giving the answer, the teacher split the class into two groups, male and female, and asked them to decide for themselves whether ‘computer’ should be a masculine or a feminine noun. Each group was asked to give four reasons for its recommendation.

**The men’s group** decided that ‘computer’ should definitely be of the feminine gender (‘la computadora’), because:

1. No one but their creator understands their internal logic;

- 2..The native language they use to communicate with other computers is incomprehensible to everyone else;
3. Even the smallest mistakes are stored in long term memory for possible later retrieval; and
4. As soon as you make a commitment to one, you find yourself spending half your paycheck on accessories for it.

**The women’s group**, however, concluded that computers should be masculine (‘el computador’), because:

1. In order to do anything with them, you have to turn them on;
2. They have a lot of data but still can’t think for themselves;
3. They are supposed to help you solve problems, but half the time they ARE the problem; and
4. As soon as you commit to one, you realize that if you had waited a little longer, you could have gotten a better model.



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