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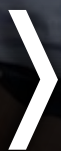
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Primus and PREVNet Launch Canada's First E-Learning Program to Proactively Reduce Online Bullying

Cyberbullying is the Top Concern for Almost Half of Canadian Parents, yet the Majority Are Unprepared to Protect Their Children

To help kick off Bullying Awareness Week (November 15-21), Primus Telecommunications (Primus) has partnered with PREVNet, the country's leading authority on bullying prevention, to launch Canada's first e-learning program to help parents and youth confront online bullying. Developed in response to high levels of concern among parents across the country, CyberGuard - Cyberbullying Truth, Tips and Tactics, features practical tools to proactively address the issue and reduce the incidence of cyberbullying.

"This unique new resource is a much-needed tool to provide adults with the knowledge, skills and confidence to tackle this important issue and drive positive action," says Dr. Wendy Craig, Scientific Co-Director, PREVNet, a national network of scientists and organizations that serve youth, focused on education, assessment, intervention and policy to stop bullying and create safe environments for children.

This comprehensive e-learning program includes engaging, hands-on modules to prompt conversations among adults and youth, activities to be completed together and quizzes to test knowledge and debunk myths. The program is the result of a multi-year partnership between Primus and PREVNet to address cyberbullying, which has included awareness campaigns and the introduction of online safety resources.

"It's definitely the right time for this e-learning tool, since our research shows that online safety is a top concern for parents, yet most of them are unsure when and how to deal with the issue," says Brad Fisher, Senior Vice President, Marketing and Product, Primus. "We see that 89 per cent of parents are waiting until their child tells them about a cyberbullying incident, but only 8 per cent of teens have indicated they would do so. Parents need to be proactive in addressing online bullying, and Primus, as Canada's leading independent ISP, wants to help families overcome this communication barrier."

Fisher adds that a 2014 Leger study conducted on behalf of Primus uncovered key findings regarding parents' high levels of anxiety about the risks cyberbullying pose to their family:

- More parents are concerned with cyberbullying (48 per cent) than about teen pregnancy (44 per cent), drug use (40 per cent) or alcohol use (38 per cent).
- The majority of parents (81 per cent) feel that they are most responsible for protecting their children from cyberbullying.
- Half of parents (52 per cent) are concerned their child could be cyberbullying others.
- Parents acknowledge that their children often have ready access to the Internet, via the family computer (73 per cent), personal computer (40 per cent), personal tablet (31 per cent) or personal cell phone with a data plan (26 per cent).
- One in five parents (16 per cent) admit to knowing their 'underage' children between the ages of eight and 10 have Facebook accounts despite a 13-year age minimum in place for having an account.



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However, the Leger data also reveal that parents are not well prepared to pro-actively address their concerns, since:

- 89 per cent of parents feel their children would tell them if they were being cyberbullied.
- Just 42 per cent of parents restrict the amount of time their children spend online each day.
- Only 35 per cent of parents have spoken with their children about the dangers of online bullying by age eight.

- Only 34 per cent of parents regularly ask their children questions about cyberbullying.
- One in five parents admit to making questionable online actions themselves, such as sharing intimate photos or messages online or via text.


“These studies show how parents must improve their prevention skills, since you definitely can’t wait until a problem arises or hope that it won’t affect your family,” says Dr. Craig, who will speak at PREVNet’s

Promoting Mental Health/Preventing Bullying conference in Toronto on November 13, 2015. She notes that, up to 40 per cent of youth today are targets of cyberbullying, and another 35 per cent participate in bullying others. “It’s important that parents start the conversation early with children, since we know that 25 per cent of youth have a cell phone by grade four and children go online as early as age two.”

“These insights shaped CyberGuard - Cyberbullying Truth, Tips and Tactics, and we have included very practical tips, tools and strategies to help parents face the critical issue in partnership with their children,” explains Dr. Craig. “Our learning modules reassure parents that, even though they may not be social media experts, parents have the necessary life experiences to empathize and help their children prevent or resolve online conflict and bullying.”

Fisher concludes that, although cyberbullying may be a daunting topic for adults, this new e-learning resource can help parents prepare their kids for the challenges of a technology-driven future: “Since technology is such a powerful force in our daily lives, we must help youth develop the right ‘social technology skills,’ so they can interact with others in a positive way. These are critical life skills for anyone in today’s highly-connected, digital world.”

About PREVNet

PREVNet (Promoting Relationships and Eliminating Violence Network) is an umbrella network of 79 leading Canadian research scientists and 55 national youth-serving organizations with a mission to stop bullying in Canada and to promote safe and healthy relationships for all Canadian children and youth. Created and led by Scientific Co-Directors, Dr. Debra Pepler of York University and Dr. Wendy Craig of Queen’s University, this national network provides an unprecedented opportunity to change the way we understand children’s relationships and deal with bullying problems in this country. For more information visit: www.primus.ca/cyberbullying 



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CitiFinancial Advances Youth Financial Literacy through \$75,000 Partnership with JA

CitiFinancial is proud to announce a new partnership with Junior Achievement (JA) Canada, the largest provider of youth business education programs in Canada, to help advance youth financial literacy. CitiFinancial will contribute \$75,000 to support JA Canada's 'Dollars with Sense' program. The company's involvement will occur in two stages, beginning in Quebec in 2015 and expanding to other regions in 2016.

CitiFinancial's support also includes a commitment to provide employees as coaches. Staff will deliver financial literacy programs in classrooms across Canada, teaching students money management skills and challenging them to apply financial concepts in their own lives. "Our nationwide branch network enables CitiFinancial employees to share their knowledge across Canada, strengthening financial literacy," said Scott Wood, CEO and President of CitiFinancial Canada, Inc. "Because communities matter we are eager to volunteer our time and experience to ensure young people have the skills they need to give them a sound financial start in life."

JA Canada's Dollars with Sense program empowers Grade 7-9 students to make smart, lifelong financial choices. Students get the tools they need to make sensible financial decisions, live debt-free, and become savvy investors.

"We are delighted that CitiFinancial has chosen to partner with JA Canada," said Keith Publicover, CEO and President, JA Canada. "With Canadian debt levels reaching all-time highs, teaching Financial Literacy skills to young Canadians is more important than ever. We are grateful for this generous gift that will enable us to increase the number of students we reach with our very popular Dollars with Sense program."

CitiFinancial's commitment to JA in Canada launches during Financial Literacy Month, which rallies organizations and individuals across Canada to support the national Count Me In campaign to empower Canadians to manage money and debt wisely, and plan and save for their future.

About JA Canada

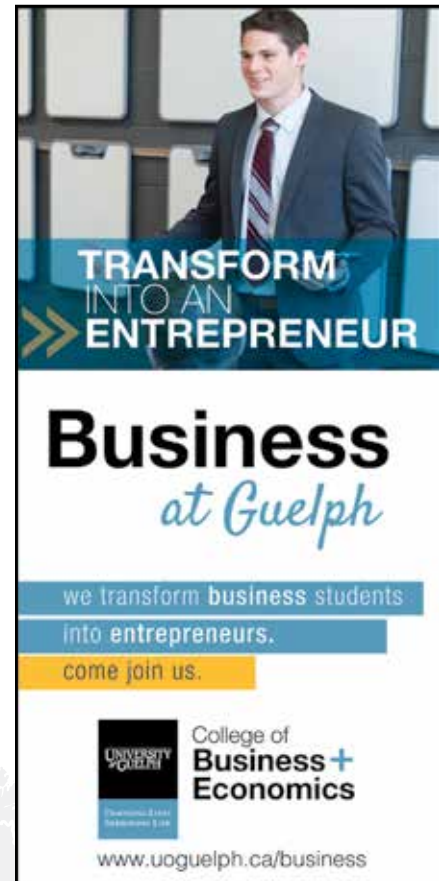
JA Canada is the country's largest youth business education organization and is dedicated to inspiring and preparing young people to succeed in the global economy. Offering programs in the areas of financial literacy, entrepreneurship and work readiness. JA strives to help students make informed and knowledgeable financial decisions, develop career plans and express their innovative spirit. For more information please visit jacanada.org. 

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Career Connections Brings Insurance into the Classroom

Insurance is an ever-evolving industry that touches nearly every part of the economy and every sector of Society. It's at the forefront of game-changing issues like big data, autonomous cars, climate change, cyber security and other national global risks. So why not bring this highly relevant industry into the classroom?

Career Connections, a division of the Insurance Institute of Canada is working to do just that. Because insurance also plays a vital role in personal security and recovery, it's timely to be teaching students about risk, responsibility and reality as they start driving a car, setting up in their own apartment or home and seeking independence. Teaching students about insurance also opens their eyes to the variety of career opportunities within this stable and ever-growing industry.




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For this reason, Career Connections has designed education resources to facilitate these concepts in the study of business, law, economics, family studies, life skills, social studies, career and guidance education. These resources bring insurance industry expertise into the classroom with curriculum-based activities that are age-appropriate. All resources include comprehensive teaching notes and lesson plans with in-class and student assignment activities built into each and every lesson.

In addition to the resources, Career Connections also facilitates in-class

presentations from professionals working in the insurance industry. In 2014-2015 they reached over 6000 high school students across Canada, educating them about the role insurance plays in their lives and how they can pursue a career in the industry.

To learn more about the Career Connections Curriculum Resources, to book a free classroom presentation or to find out how Career Connections can connect you with information on emerging trends in the insurance industry, visit:

www.career-connections.info

email: teachers@insuranceinstitute.ca 

Cape Breton Regional Police program to help at-risk youth

Regional police hoping to reach 70 young people

The Cape Breton Regional Police are moving ahead with a multi-million dollar program to prevent youth crime, even though the federal funding is not in place.

Last June, the federal government announced funding of \$3.9 million over five years for a project called Resiliency Education Leadership Adventure and Youth Service, or RELAYS.

The goal is to help 70 teens overcome drug abuse, anger issues and other challenges that put them at risk for criminal behaviour.

So far, the contract has not been signed.

Police chief Peter MacIsaac said he's been using \$120-thousand in municipal money to get things rolling.


"We've already dipped into that part of it in relation to [hiring] our executive director," he said. "She's going out and building these relationships now and talking about our programs so people understand exactly what it is. So we're moving as fast as we can with what we have right now."


MacIsaac said he would like to see as much of the program as possible offered within existing youth centres.

"We have a number of our community partners who are doing great work with youth and some youth-at-risk," he said.

"For example the Undercurrent in Glace Bay, Chester Borden in the Whitney

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Pier Youth Centre. So we see RELAYS as fitting into those existing programs that can help youth and it's a perfect fit."

The program will also be offered in Eskasoni, North Sydney, New Waterford and Sydney. MacIsaac said he will be meeting with the National Crime Prevention Centre next week to continue working on the details of the contract.

Undercurrent Youth Centre in Glace Bay has only four staff members but offers activities and programs to 400 young people a week.

RELAYS will work with 70 youth across the municipality.

Undercurrent executive director Dave Sawlor is looking forward to the partnership and the help it can offer some of the teens he works with.

"Some young people who, unless something really dramatic happens in their life you know, are going to be going, or have already started in some direction that's going to hurt them," he said. "This is going to take some of those kids and I think it will just invest in them enough that it's going to point them in a new direction." 

Courtesy CBC News

Aboriginal youth suicide rates addressed using art

Regina-based research project looks to improve well-being of youth on reserves

New research coming out of First Nations University of Canada is reaffirming the healing power of art.

The Acting Out, But in a Good Way project is showing that producing art can have a big impact on mental health in First Nations communities. It may even prevent suicide.

Benjamin Ironstand is a research assistant with the program. He and other researchers create visual art and drama classes for First Nations youth on reserves. They then interview the participants about the experience and analyze the data.

So far, Ironstand says the results have been very positive.

"With the arts, we believe and we're finding that it gives students a voice," Ironstand said.

"It gives them a way to express their feelings and their stories and who they are."



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When the team of researchers analyze their interviews, they look for evidence of certain factors that could help with well-being, such as confidence-building, and a sense of identity and belonging.

By increasing well-being through art, the team is looking to help reduce suicide rates.

The project is funded under a suicide prevention grant for aboriginal youth. The Canadian Institute of Child Health says aboriginal young people are five to six times more likely to commit suicide than other youth.

Real-life impacts

Ironstand believes that because the instructors and researchers involved with the project are also aboriginal people, they are able

to better identify with the young people and become role models for them.

Aisha O'Watch agrees.


O'Watch, who grew up on Carry the Kettle First Nation, was a participant in the program. She said she's felt the effects of suicide in her community.

"Growing up, all of that impact did affect me. Especially now that I'm older. It's still happening to our youth," O'Watch said.

Now O'Watch is a first-year science student at the FNUC and is hoping to go into medicine. She says the program strongly influenced her.

"Them showing me a way to express myself was important to me. Especially them being indigenous, gave me a sense of belonging," she said.

Ironstand and his team are continuing to pore through stacks of interview papers for analysis, and are working on a number of research papers.

He said in the end, he hopes the research helps to convince the government to pay for more art programs for aboriginal youth. 

Courtesy of CSC News

New School at Bow Valley College - Community Studies and Creative Technologies

What will Alberta look like 20, 30 or even 50 years from today? It's a question that was asked at Bow Valley College, and one of their answers is in the form of a new school that launched in the fall of 2015 – The School of Community Studies and Creative Technologies.

It's a school that will help Alberta diversify to meet the challenges of the future. Separating The School of Health, Justice and Human Services into two schools – The School of Health and Wellness and the School of Community Studies and Creative Technologies, created it.

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Photo courtesy of Bow Valley College



Bow Valley's programs in Justice and Human Services and will add a new cluster of programs in the fields of information, communication and design technologies:

Community studies:

- Addiction Studies Diploma – Aboriginal Focus
- Addiction Studies Certificate – Aboriginal Focus
- Disability Studies Diploma
- Disabilities Studies Certificate
- Early Learning and Child Care Diploma
- Early Learning and Child Care Certificate
- Education Assistant Certificate
- Fetal Alcohol Spectrum Disorder Education Certificate* (FASDE)


Justice Studies Diploma

- Law Enforcement Specialization
- Correctional Studies Specialization
- Youth Justice Specialization
- Aboriginal Justice Specialization*
- General Justice*

Post Diploma in Health and Human Services Management

Creative technologies:

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The new school will also be announcing new programs, aimed at giving students an edge in the creative technology revolution currently sweeping the world.  CSC

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IT'S ALL ABOUT THE TEAM!

By: Sean Dolan

When I first joined the guidance team at our school, I knew the learning curve was going to be steep. My colleagues were a unified, cohesive group that had proven their effectiveness over the years. Here I was – a rookie – trying to prove myself to these very competent counsellors.

So I did what most rookies do: I made thousands of mistakes and let the job bring me to an appropriate level of humility. Fortunately my colleagues were infinitely patient with me and I learned enough to – within a few years – rise to a level of competence and efficiency. However, during that first year, while I was making mistake after mistake with the logistical aspects of the job, I would often quip, "At this rate, I am never going to be guidance counsellor of the year." This generally drew a laugh and a follow up jab from the person who was helping me out of a jam. At the end of my rookie year, we had a department breakfast meeting and my colleagues presented me with a giant trophy with a handsome shiny bronze placard that read Guidance Counsellor of the Year. We shared a great laugh. They put children's toys in the cup of the trophy to put an exclamation point on the award. That's when I knew I could put my insecurities aside and accept that I was part of the team.

I share this story with you to highlight the fact that the success of a Guidance Department is based on teamwork. While some individuals shine in certain areas, it is the overall performance of the team that will determine whether the Guidance office is a gathering place or a wasteland. The Guidance Counsellor of the Year trophy got passed around for a few years and is now collecting dust on an office shelf. This is indicative of our tacit acknowledgement that individual performance has its place but it is the team that works in unity to help kids.

Our team combines leadership, compassion, and optimism to let our students know that we care about them. We are a multi-faceted, cohesive group. We have a counsellor who makes sure we maintain our collective focus and guides us through the year with a sense of purpose. We have a counsellor who is unbelievably persistent and never gives up on a student. We have a counsellor who students go to with good news and bad because they are guaranteed to get the authentic response they need. We have a counsellor who is a natural at making plans designed to guide the misguided back into the fold. We have a counsellor whose strength is communication and messaging; that way students know what is expected of them as they move from one educational phase to the next. And finally, we have a counsellor who, in this era of increased mental health awareness, keeps the whole team focused on student safety. We are six people with unique skills using our gifts for the betterment of the school community.

This is not to say that we are without flaw. Sometimes our greatest strengths are our greatest weaknesses. Sometimes we get so caught up in the frenetic nature of our jobs that we lose sight of what needs to be done next. Sometimes we give kids too many breaks and we dismiss the concerns of some of our teachers. Sometimes our plans fail and our messaging is confused and disjointed. Sometimes we're human.

But we're always a team.

The primary focus of teaching should be on guiding the whole community to a meaningful outcome. Sometimes we call this outcome good citizenship or virtuous character because we know that good citizens and virtuous people care about the greater community. Creating this outcome cannot be done in isolation. It takes a team to make this happen. It starts with a vision emerging from the top that filters through the entire school system. At a local level, the administration sets the tone that echoes the higher ideals of the board's objectives. In a perfect world, each department then embraces this vision and passes it on to the student body.

Our job as Guidance Counsellors is to do our part to help our students toward the ideal of becoming good citizens and virtuous people. We do this primarily by demonstrating these traits ourselves. Next, we turn to our colleagues to see how we can combine our skills with theirs. The overarching goal this collaboration: the betterment of the entire school community. Taking these two steps will allow us to provide powerful, humble leadership for the students we serve.

I like the way Chris Hadfield describes this kind of leadership. He says, "Ultimately, leadership is not about glorious crowing acts. It's about keeping your team focused on a goal and motivated to do their best to achieve it, especially when the stakes are high and the consequences really matter. It is about laying the groundwork for others' success, and then standing back and letting them shine."

I like to think our Guidance team does just that: we provide help where needed and then get out of the way so that our students can shine. ♣ csc

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FENTANYL

LE FENTANYL



AN UNFORGIVING KILLER

UN TUEUR SANS MERCI

By: Alison Zenisek

A highly potent drug, 100 times stronger than morphine, is causing unexpected drug overdoses and death across Canada. Approximately one person is dying every three days as a result of using it and many of the deaths go underreported. Fentanyl is a synthetic opioid analgesic historically used as a pain reliever and anaesthetic. Originally designed for transdermal time release application, studies in both Europe and North America have documented significant overdose and mortality risks associated with abusing the drug.

On the streets of Toronto and in other urban centres across the country, fentanyl is a highly desired and relatively expensive drug in the illicit prescription opioid market. In Ontario most deaths are linked to abuse of the fentanyl patch whereby users extract the drug fairly easily and then inject, chew, or smoke the substance and therefore ingest it quite rapidly. This substantially increases the risk of a fatal overdose. The prescription patch was originally designed to release the powerful drug slowly into a patient over a period of 72 hours.

Un médicament très puissant – 100 fois plus fort que la morphine – provoque des overdoses et des décès inattendus d'un bout à l'autre du Canada. On lui attribue un décès aux trois jours environ, et plusieurs décès ne sont jamais déclarés. Le fentanyl est un analgésique opioïde synthétique utilisé depuis toujours comme antidouleur et anesthésique. Il s'administre normalement par libération transdermique prolongée. Selon des études réalisées autant en Europe qu'en Amérique du Nord, l'usage abusif de ce médicament comporte de grands risques d'overdose et de mortalité.

Dans les rues de Toronto et d'autres centres urbains à travers le pays, le fentanyl est une drogue très recherchée et relativement chère sur le marché illicite des opioïdes d'ordonnance. En Ontario, la plupart des décès sont liés au mésusage de timbres de fentanyl. L'utilisateur commence par extraire le médicament sans trop de peine, pour ensuite s'injecter la substance, la mâcher ou la fumer. L'ingestion est donc assez rapide, ce qui augmente considérablement le risque

Dr. Jeffrey Reynolds from the Long Island Council on Drug and Alcohol explains how the lag time contributes to the deadliness of fentanyl. “Fentanyl has a lag time of about 20 to 25 minutes. Heroin users expect an almost immediate reaction, and when they don’t get that immediate reaction, they think, ‘Well, this is just lousy heroin. I should take more.’ and then 20 to 25 minutes later, the strength of the fentanyl kicks in, and that is where we see a lot of overdoses.”

In British Columbia and on the Prairie Provinces the rise in fentanyl related deaths is linked to the powder form of the drug. This form was introduced to the streets in 2013 and according to the RCMP is largely smuggled in from China. The powder is often mixed and sold with other drugs, primarily heroin and cocaine, but also used to make fake OxyContin tablets.

“Due to the spike in overdose deaths across Canada, health authorities and the police believe there is an increased amount of the drug in circulation, putting all users at severe risk.”

The Addictions Foundation of Manitoba sees the overdoses as a wake-up call for everyone. “It’s the great imposter: it can be obtained more cheaply than heroin,” says Sheri Fandrey who works for the AFM. Recently the Canadian Centre on Substance Abuse also released a report stating that fentanyl deaths are on the rise in Canada. Many deaths are linked to fentanyl overdoses or fentanyl toxicity and often involve additional substances such as cocaine, heroin, and other opioids.

Naloxone, an emergency injection drug, is used as an antidote in opioid overdoses. It saves lives, but could save even more if it was made readily accessible to medical personnel and to drug users. Health Canada is in the process of reviewing the drug’s prescription only status and is taking the urgency of the uptick in fentanyl related deaths seriously. Some provinces have already expanded access to Naloxone by allowing health care providers to administer it in order to temporarily reverse the effects of a serious overdose, until emergency room treatment can be reached. In some areas across Canada take home kits containing self administrable doses of the drug are being implemented.

Dr. Mark Ujjainwalla, an addictions specialist who runs the drug treatment clinic Recovery Ottawa, asserts that fentanyl is extremely addictive and is in circulation at high school parties. “It’s definitely young people—we recently had someone 12 years old doing fentanyl!” He expects only five percent of his patients will successfully overcome their addiction to fentanyl. “We see it all the time, many people dying from fentanyl in Ottawa. It’s underreported.” He believes that the government could do more.

“In the Vancouver Coastal Health region, the majority of people dying from fentanyl overdoses are not using injection drugs. They are mostly

d’overdose mortelle. En revanche, le timbre vendu sur ordonnance est plutôt conçu pour libérer lentement le puissant médicament dans le corps du patient, sur une période de 72 heures.

Le Dr Jeffrey Reynolds du Conseil sur la drogue et l’alcool de Long Island explique en quoi le temps de latence du fentanyl rend ce médicament si mortel. « Le fentanyl a un temps de latence d’environ 20-25 minutes. Les héroïnomanes s’attendent à un effet quasi immédiat, à défaut de quoi ils se disent “Eh bien, c’est comme de l’héroïne de mauvaise qualité; il faudrait que j’en prenne plus.” Mais 20-25 minutes plus tard, les puissants effets du fentanyl commencent à se faire sentir, et c’est là qu’on voit beaucoup d’overdoses. »

En Colombie-Britannique et dans les provinces des Prairies, la multiplication des décès liés au fentanyl est attribuable à la circulation du médicament sous forme de poudre. Cette forme est apparue dans les rues en 2013, et la GRC prétend qu’elle serait principalement importée clandestinement de Chine. Souvent mélangée à d’autres drogues, en particulier l’héroïne et la cocaïne, cette poudre entre aussi dans la fabrication de faux comprimés d’OxyContin.

“La multiplication rapide des cas d’overdose à travers le Canada amène les autorités sanitaires et la police à penser qu’il y a maintenant beaucoup de fentanyl en circulation, ce qui expose tous les consommateurs de drogue à de grands risques.”

Pour Sheri Fandrey de Fondation manitobaine de lutte contre les dépendances, ces overdoses sont le signal qu’il faut agir. « Le fentanyl est un grand imposteur, explique-t-elle. On peut s’en procurer pour moins cher que l’héroïne ». Le Centre canadien de lutte contre l’alcoolisme et les toxicomanies vient lui aussi de publier un rapport faisant état de la multiplication des décès dus au fentanyl au Canada. Plusieurs de ces décès sont liés à une overdose ou à la toxicité du fentanyl et impliquent souvent d’autres substances comme la cocaïne, l’héroïne et d’autres opioïdes.

La naloxone, un médicament d’urgence administré par injection, est utilisée comme antidote en cas d’overdose d’opioïde. Elle sauve des vies, mais elle pourrait en sauver encore davantage si le personnel médical et les toxicomanes pouvaient s’en procurer plus facilement. Santé Canada est en train de réexaminer le statut de médicament d’ordonnance de la naloxone et prend très au sérieux la multiplication des décès dus au fentanyl. Certaines provinces facilitent déjà l’accès à la naloxone en permettant aux prestataires de soins de l’administrer pour renverser temporairement les effets d’une overdose grave, en attendant que le patient puisse être traité en salle d’urgence. Dans certaines régions du Canada, on distribue des trousseaux permettant à

recreational drug users who are snorting or smoking drugs,” says Dr. Mark Lysyshyn, Medical Health Officer with Vancouver Coastal Health. North Vancouver couple Hardy and Amelia Leighton was found dead in their home on July 20th of this year. They had both ingested toxic levels of fentanyl. Their deaths left their two year old son orphaned, and prompted yet another warning from the Metro Vancouver police of the danger and toxic power of fentanyl.

Due to the spike in overdose deaths across Canada, health authorities and the police believe there is an increased amount of the drug in circulation, putting all users at severe risk. Many users are simply unaware of what they are taking. Quality control in black market drugs is non-existent, and when fentanyl is cut together with other drugs, the purchaser has no way of knowing the content or strength. Street drugs can unintentionally be contaminated with other drugs, exacerbating the risk.

Early signs of a fentanyl overdose include severe sleepiness, slow heartbeat, trouble breathing, slow shallow breathing, cold clammy skin, and trouble walking or talking. If any of these signs are observed in a known drug user it is essential to call 911 immediately. Minutes count. People using illicit drugs are advised to take the following precautions: do not use alone, start with a small amount, avoid mixing substances, including alcohol which can increase the risk of an overdose.

The family of 18 year old Anthony Hampton nearly lost him forever to the powerful drug. Rushed to a Calgary hospital by ambulance he was saved by the quick work of the paramedics. But he was clinically dead, his breathing had stopped, and his heart wasn't beating. According to the press Anthony had tried pot before, and a drug dealer convinced him to up the ante to what he and a friend believed was OxyContin, a synthetic opiate that has also been responsible for mowing down young lives.

Instead Anthony's doctors believe he ingested either fentanyl or a mixture of the two drugs and his MRI scan showed significant brain damage. Anthony was in a deep coma for the first 10 days, and then slowly emerged. His family holds onto the hope that his young brain can rewire. "The first week was just a blur of tears and very little sleep, and things looked very bleak," said his father Reg Hampton. This family's harrowing story was first published on Facebook where it received 900 shares in just one day. The story later appeared in the Calgary Sun. By all outward appearances Anthony seemed like a healthy active teenager, and it appears that in our society today, where these drugs are so readily available, no child is immune. And no street drug is safe.

Last year 120 people died in Alberta as a result of fentanyl poisoning. In the first six months of 2015, that number had already been surpassed. Most fentanyl overdoses occur in individuals who mistakenly thought they were using oxycodone, heroin, cocaine or some other substance. Canadian music festivals are a place where many of these drug related illnesses and deaths have occurred.

Reports from Canada and the United States indicate that illicit fentanyl, produced in clandestine laboratories, has now been appearing in greater quantities on the streets. Fentanyl users who inject are at potentially high risk for contracting infectious diseases, such as the Hepatitis C Virus and HIV. Due to this public health risk the prevalence and practice of fentanyl use on the street requires close monitoring.

un toxicomane de s'administrer lui-même le médicament à la maison.

Le Dr Mark Ujjainwalla, spécialiste des dépendances et directeur de la clinique de désintoxication Recovery Ottawa, prétend que le fentanyl est extrêmement addictif et qu'il circule dans les partys d'adolescents. « C'est vraiment les jeunes qui sont touchés. On a récemment reçu un jeune de 12 ans qui prenait du fentanyl. » Le Dr Ujjainwalla prévoit que seulement cinq pour cent de ses patients vaincront leur dépendance au fentanyl. « On voit ça tout le temps; le fentanyl cause beaucoup de décès à Ottawa. Les cas ne sont pas toujours déclarés. » À son avis, les pouvoirs publics n'en font pas assez.

« Chez nous, la majorité des décès par overdose de fentanyl ne sont pas causés par une injection. On a surtout affaire à des gens qui sniffent ou qui fument de la drogue à des fins récréatives », remarque le Dr Mark Lysyshyn, médecin hygiéniste à Vancouver Coastal Health. Hardy et Amelia Leighton de North Vancouver ont été trouvés morts à leur résidence le 20 juillet dernier. Le couple avait ingéré des doses toxiques de fentanyl. Leur mort a laissé leur fils de deux ans orphelin et obligé la police du Grand Vancouver à mettre encore une fois la population en garde contre les dangers et la toxicité du fentanyl.

La multiplication rapide des cas d'overdose à travers le Canada amène les autorités sanitaires et la police à penser qu'il y a maintenant beaucoup de fentanyl en circulation, ce qui expose tous les consommateurs de drogue à de grands risques. Les gens n'ont souvent aucune idée de ce qu'ils prennent. La drogue vendue sur le marché noir n'est soumise à aucun contrôle de la qualité, et lorsqu'elle est coupée au fentanyl, l'acheteur n'a aucun moyen de connaître la composition ou la force du mélange. Les drogues de rue peuvent être involontairement contaminées par d'autres drogues et s'avérer encore plus dangereuses.

Les signes avant-coureurs d'une overdose de fentanyl sont une lourde somnolence, un pouls lent, une difficulté à respirer, une respiration lente et superficielle, une peau froide et moite, et une difficulté à marcher ou à parler. Si vous observez n'importe lequel de ces signes chez un consommateur de drogue, composez immédiatement le 911. Chaque minute compte. Des précautions s'imposent pour les consommateurs de drogues illicites. On recommande de ne jamais consommer seul, de commencer par une petite quantité et d'éviter les mélanges, y compris avec de l'alcool, car cela peut accroître le risque d'overdose.

À l'âge de 18 ans, Anthony Hampton a presque été emporté à jamais par cette puissante drogue. Transporté en toute hâte à un hôpital de Calgary, il doit sa survie à la célérité des ambulanciers. Mais il était cliniquement mort, il ne respirait plus et son cœur ne battait pas. Les médias ont rapporté qu'Anthony avait déjà fumé du pot et qu'il s'était laissé convaincre par un revendeur d'essayer un truc plus puissant, que lui ont son ami ont pris pour de l'OxiContin, un opiacé de synthèse qui a lui aussi fauché la vie de nombreux jeunes.

Les médecins croient plutôt qu'Anthony a consommé du fentanyl ou un mélange des deux drogues, et un IRM a révélé de graves lésions à son cerveau. Anthony a passé dix jours dans un coma profond avant de reprendre petit à petit ses esprits. Sa famille s'accroche à l'espoir que le jeune cerveau de leur fils s'en remettra. « La première semaine, on passait notre temps à pleurer et on arrivait difficilement à dormir; les perspectives n'étaient pas très bonnes », raconte son père Reg Hampton. L'histoire déchirante de cette famille a d'abord été racontée

“That real-world experience that the speakers can bring into the classrooms is very valuable” “C’est très utile que des gens viennent raconter leur expérience aux élèves”

In theory pharmaceutical companies are always seeking painkillers that create a less addictive euphoria or that do not paralyze breathing muscles. Unfortunately they already have a cheap, legal, and steady supply of opium from India, Turkey, and Australia where poppies are grown legally by licensed farmers, so the incentive to create such a painkiller is not strong. These companies have managed to synthesize opiates in their labs. Fentanyl is one such synthetic.

Fentanyl was first synthesized by Paul Janssen in 1960 and marketed as a medicinal pain reliever product. It was used in the 1990’s for palliative care in the form of transdermal patches. Today it continues to be an important pain management medication in many countries. In Europe and North America the concern around this drug centres on its potency, potential for dependence, and misuse.

The first large scale documented outbreak occurred in the United States, mainly in California, in the 1980’s. In the early 2000’s a number of European countries experienced a severe disruption to heroin availability, at least partially linked to Taliban controls on opium

sur Facebook, où elle a été partagée 900 fois en une journée. Elle a ensuite été publiée dans le Calgary Sun. Anthony avait pourtant toutes les apparences d’un adolescent actif et en santé, mais tout indique que dans le monde d’aujourd’hui, où ces drogues sont si faciles à trouver, aucun enfant n’est à l’abri. Et aucune drogue de rue n’est sûre.

L’an dernier, 120 personnes sont décédées en Alberta des suites d’un empoisonnement au fentanyl. Au terme des six premiers mois de 2015, ce cap était déjà franchi. Dans la plupart des cas, les personnes qui ont fait une overdose de fentanyl pensaient avoir pris de l’oxycodone, de l’héroïne, de la cocaïne ou une quelconque autre substance. Au Canada, c’est souvent dans les festivals de musique que les accidents et les décès attribuables à la drogue se produisent.

Au Canada et aux États-Unis, on rapporte que du fentanyl illicite produit dans des laboratoires clandestins se vend désormais en plus grande quantité dans les rues. La consommation de fentanyl par injection entraîne un risque élevé de maladies infectieuses, comme le virus de l’hépatite C et le VIH. Cette menace pour la santé publique exige que la disponibilité et la consommation du fentanyl dans les rues soient suivies de près.

En théorie, les sociétés pharmaceutiques cherchent sans cesse à développer des analgésiques qui sont moins addictifs et euphorisants ou qui ne paralysent pas les muscles respiratoires. Malheureusement, elles disposent déjà d’un approvisionnement stable, légal et bon marché en opium importé de l’Inde, de la Turquie et de l’Australie, où le pavot somnifère est cultivé légalement sous licence. On comprend dès lors que les sociétés pharmaceutiques ne soient pas pressées de développer de tels analgésiques. Leurs laboratoires ont tout de même réussi à fabriquer des opiacés de synthèse, comme le fentanyl.

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production. This vacuum has been replaced in many European countries with illicit fentanyl, known as China White, or white heroin on the street. On both continents fentanyl misuse can be traced to diverted pharmaceuticals, and illicit production. More recently China has become a steady supplier of the drug. In Calgary police recently charged a man for allegedly trying to smuggle the drug with an estimated value of \$348,000 into the country from China.

Sharon, a Calgary mother has been speaking at schools for more than a year about the dangers of the drug. The loss of her son to an overdose fundamentally changed her life and the students know it. "That real-world experience that the speakers can bring into the classrooms is very valuable," says Megan Geyer, spokeswoman for the Calgary Board of Education. Sharon plans to spend more time in the junior high schools with the hope of reaching kids before they confront the temptations and dangers of the drug world. "There are no words to express what it is like to lose a child, and to lose all your hope and dreams for your child," Sharon said. "And I think, if I can stop one from going down the same path he did, and they can get help, they have hope." 

Synthétisé pour la première fois en 1960 par Paul Janssen, le fentanyl a été mis en marché comme analgésique médicamenteux. Dans les années 90, il était utilisé en soins palliatifs sous forme de timbres transdermiques. Encore aujourd'hui, le fentanyl est un médicament largement utilisé dans de nombreux pays pour traiter la douleur. En Europe et en Amérique du Nord, les inquiétudes soulevées par ce médicament sont en grande partie liées à sa puissance, à son potentiel de dépendance et à son mésusage.

La première vague connue de décès dus au fentanyl est survenue aux États-Unis (principalement en Californie) dans les années 80. Au début des années 2000, la disponibilité de l'héroïne dans plusieurs pays d'Europe a été sérieusement compromise au moins en partie par les talibans et leur contrôle sur la production d'opium. Ce vide a été comblé par le fentanyl illicite, connu dans les rues sous le nom de China White ou d'héroïne blanche. Des deux côtés de l'Atlantique, le fentanyl en cause dans les cas de mésusage est issu de médicaments détournés ou de la production illicite. Ces derniers temps, c'est souvent la Chine qui répond à la demande. À Calgary, la police a récemment déposé des accusations contre un homme qui aurait tenté de faire entrer clandestinement au pays depuis la Chine un lot de fentanyl d'une valeur estimée de 348 000 \$.

Sharon, une mère de Calgary, fait la tournée des écoles depuis plus d'un an pour mettre les élèves en garde contre les dangers de cette drogue. La mort de son fils des suites d'une overdose a fondamentalement changé sa vie, et les élèves le savent. « C'est très utile que des gens viennent raconter leur expérience aux élèves », observe Megan Geyer, porte-parole du conseil scolaire. Sharon veut passer plus de temps dans les écoles secondaires de premier cycle dans l'espoir de conscientiser les jeunes avant qu'ils ne soient confrontés aux tentations et aux dangers du monde de la drogue. « Il n'y a pas de mots assez forts pour exprimer la douleur de la perte d'un enfant, de la perte tous les espoirs et les rêves que l'on fondait en lui, confie Sharon. Si je peux empêcher des enfants de commettre la même erreur que mon fils, et s'ils peuvent trouver de l'aide, il y a l'espoir. » 

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May I Help You?

By: Donna Billey

There was a time, not so long ago, when a child who would've come home from school to profess to their parents a desire to be a "salesman" would've been deemed lazy and quickly stifled and banished to their room for having shown a lack of ambition and desire to succeed. In today's society, however, a career in sales and marketing offers endless potential for the world's most ambitious and self-motivated individuals, seeking to be the best they can be, and of course, the best in their field.

The demand for qualified and capable sales professionals is growing as more and more companies rely on sales revenue to fuel their businesses. And as is the case in most industries, a very competitive market in a tight economy that is constantly changing, needs the front line of their business to put their best foot forward despite ongoing challenges.

Often grouped together, sales and marketing positions can offer two diverse career options. For the simplicity of defining and separating them, a marketing professional (while their role varies greatly depending on the specific environment) will oversee the promotion of a company's product by creating awareness through an innovative and successful advertising campaign let's say. A sales person within the same company will extend those efforts through direct contact with potential clients – either in person, or more commonly today, by telephone.

People who enter a field as a marketing professional do so because they offer higher salaried positions, and access to higher positions through promotions. They are typically creative individuals who are outgoing, and confident. They must exhibit strong observation skills, always being aware of up to date information and trends within their industry. Extremely focused, decision-making skills are critical to one's success – maturity and confidence in difficult situations are imperative as being under pressure is what a career in marketing holds in store. However, success is noticed, not only within one's current environment, but within the industry. And, lucrative offers from other companies taking note of a person's abilities will offer a host of opportunities for constant growth throughout one's career.

From a different perspective, there are certain characteristics that someone considering sales should possess: strong interpersonal

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skills, self-motivation, maturity, positive attitude and natural enthusiasm are all “must haves”. One must also be very reliable, flexible and have a genuine interest in helping people. While sales positions offer independence, they also are very demanding and as a result require superior time-management skills, and above average self-confidence.

Quite often individuals are drawn to a “sales” lifestyle as well as the profession. There is definitely an element of independence that makes this career attractive to some – only those with the strong sense of self-discipline, however, continue on to thrive into long-term success.

Most commonly, sales professionals are compensated on a performance based incentive, a large part of what motivates individuals to succeed and be at their best. People who are effective in this role will far exceed their own expectations, and therefore, prefer not to have their earnings capped or limited by a salary.

Education and Training


In some instances, personality traits coupled with formal training and/or education build the most successful people in these fields. Most sales and marketing executives usually require a university degree or college diploma in business or a related field. But some companies will successfully recruit those with perhaps a lesser emphasis on sales and/or marketing in combination with previous experience in a similar occupation or field.

There are a number of different directions an individual can seek education within. Some colleges offer an intense one year diploma

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program – such as Red River Community College in Winnipeg. Known for its Commerce, Industry, Sales & Marketing Program, the course is one year in length and “develops the knowledge and personal selling skills” one requires to achieve success in sales. It incorporates the use of oral presentations and salesperson/customer role-plays. It includes the study of marketing functions, which help to develop and strengthen interpersonal skills along with persuasive communication strategies. In-Business training courses round out the program, offering exposure to the real world of business allowing individuals to identify an area that most piques their interest.

Other institutions, such as Mount Royal University offer a Bachelor of Business Administration – which upon completion provides the individual with a Marketing degree. A degree of this nature offers graduates the flexibility to pursue careers in a number of different areas. Qualifying for positions in private industry to government and non-profit organizations, graduates who possess this degree would retain job titles such as:

- Marketing Communications Co-ordinator,
- Market Researcher,
- Branding Strategist,
- Sales Representative or Account Executive

These programs however, do have a list of general admissions requirements as well as program-specific admission requirements and students should take this into consideration well in advance to ensure they are met.

People holding Business Administration degrees often go on to pursue an Master of Business Administration (MBA) grooming them for high-ranking corporate positions such as CFO, President or CEO.

Many institutions offer part-time, evening courses, which are geared towards individuals already employed in a sales and marketing position looking to enhance their skills to perform at the highest level within their organizations.

Realizing the need for success at the sales and marketing levels, many corporations will provide ongoing, in-house, customized training from a variety of resources, looking to further develop the skills of individuals already contributing to their overall success.

Salary Expectations

According to payscale.com, the average salary for Sales and Marketing Manager in Canada is \$57,047/year.



Table 1

It is important to note, however, and keep your students aware that a career in sales and marketing is largely performance based, and for the individual that is dynamic and driven to success, this can be a very, very lucrative career choice—once you factor in bonuses and commission, as well as other available incentives. ♣ csc

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It is difficult to describe the overwhelming helplessness that parents feel when they realize that their teenage son or daughter is drifting into a questionable territory. Parents are usually at the forefront of the battle to help their teen regain sound footing. When a child shows the classic signs that all is not well, it is often the parents that are blamed. But just as it takes a village to raise a child, it is the absence of a functioning community that puts them at risk. In today's culture every youth is at risk. Material success has become more important than people. Our consumer driven culture, wherein most of our daily communication and information arrives over Wi-Fi networks, has left a vacuum in the lives of our youth. At its worst, this vacuum is filled with substance abuse, unsupervised parties, graphic video games, and internet use with its inherent danger of chat rooms, pornography, and stalkers. It is the responsibility of parents and educators to know what youth are doing online. Ironically, it is this very technology that is one cause of much of the alienation and isolation that troubles our teens.

Today's youth long for a caring adult to throw them a line and just listen. Students value teachers who connect with them as individuals, who treat them with respect and humanity. As one student put it, "Teachers are best when they treat you like a person, when they become a friend." According to author Patricia Hersch, in her book *A Tribe Apart*, the distinguishing feature of today's youth is not technology, but "aloneness." She believes that due to the rapid social changes of the last several decades today's teens spend more time alone than any previous generation. Teens in our modern society often feel estranged from the adult world and from each other, yet they long

Comment décrire l'état d'esprit des parents qui découvrent la dérive de leur enfant vers des territoires douteux? Généralement, ce sont pourtant eux, les parents, qui représentent la première ligne de défense de leurs adolescents. Et ce sont souvent eux que l'on blâme dès qu'un jeune manifeste les signes classiques d'un dérèglement. Mais tout comme il faut un village entier pour élever un enfant, c'est l'absence de structures de base dans une collectivité qui met les jeunes en danger. Hélas, la réussite matérielle compte désormais plus que tout. Notre culture de consommation insatiable, alimentée en permanence en communications et en informations, a creusé un vide dans la vie des jeunes.

Au pire, le vide est comblé par l'alcool ou la drogue, les partys sans surveillance, les jeux vidéo violents, et l'usage d'Internet avec dangers inhérents : clavardoirs, pornographie et prédateurs. Paradoxe de cette technologie qui est l'une des principales causes du détachement et de l'isolement des jeunes. C'est aux parents et aux éducateurs qu'il incombe de savoir ce que les jeunes font en ligne. En effet, les jeunes ont besoin d'un adulte attentionné, qui leur tend une perche et qui les écoute. Ils apprécient les enseignants qui s'adressent à eux comme à des personnes dignes de respect et d'humanité, comme en témoigne celui-ci : « Les meilleurs profs sont ceux qui nous traitent comme des personnes et qui deviennent nos amis. » Selon Patricia Hersch, auteure de l'ouvrage *A Tribe Apart*, les jeunes d'aujourd'hui ne se distinguent pas tant par leur connaissance du numérique que par la solitude. Pour elle, l'accélération des changements sociaux des dernières décennies fait en sorte que les jeunes passent plus de temps seuls que tous ceux

Back from the Abyss: Reclaiming At-Risk Youth

Du fond de l'abîme : récupérer les jeunes à risque

By: Alison Zenisek

*“When my mama ask me will I change?
I tell her yeah, but it’s clear I’ll always be the same until the end of time.”
“Vas-tu changer? demande ma mère.
Je réponds oui, mais c’est clair : je serai le même jusqu’à la fin des temps.”*

–Tupac Shakur

for as sense of belonging, of community. This connectedness was once a birth right and the norm, but unfortunately the gulf between adults and youth in our society has reached alarming proportions.

The German educator Kurt Hahn described modern youth as suffering from the “misery of unimportance.” Once indispensable to their families’ economic survival, adolescents worked alongside adults, in extended families and cohesive neighbourhoods. Within the security of this context youth found acceptance, and affection. As they acquired the skills needed to assist their family and community, they developed competence and the innate sense of satisfaction that comes from contributing to the greater good. This in turn fostered a sense of autonomy and the all-important internal locus of control. Through this informal but supportive apprenticeship they grew confident in their ability to manage their lives and positively influence their community. In short they developed responsibility and autonomy, the components of a healthy adult.

The modern day lack of a coherent community is what has set many youth adrift. But if we want to better understand youth culture we need to take a closer and more honest look at the adults and the society we all inhabit. Parents no longer represent a homogeneous group. Not only do modern parents span a wider range in age, they embody different belief systems. Morality varies from house to house. Youth today are getting conflicting messages from the adult world and they feel morally adrift. The secure and stable social bonds between adults and youth have weakened, and teens need the connection and security of a healthy community to grow into functioning adults.

qui les ont précédés. Les jeunes de la société moderne se sentent souvent étrangers au monde des adultes, voire étrangers l’un à l’autre, et dépourvus de tout sentiment d’appartenance à une collectivité. Ce lien inné et même universel s’est rompu, et le fossé entre jeunes et adultes a atteint des proportions alarmantes.

Pour l’éducateur allemand Kurt Hahn, les jeunes souffrent de se voir traités comme « une quantité négligeable ». Les adolescents de naguère, indispensables à la survie économique de leur famille, travaillaient avec leurs aînés, au sein de familles élargies et de quartiers soudés par une force cohésive. Dans ce contexte rassurant, ils trouvaient des liens d’affection et se sentaient acceptés. En plus des habiletés nécessaires pour aider leur famille et leur communauté, ils acquéraient des compétences diverses et développaient tout naturellement la satisfaction que procure le sentiment de contribuer au mieux-être général. Ils y gagnaient en autonomie et développaient cet attribut d’importance qu’est le lieu de contrôle interne. Grâce à cet apprentissage naturel et stimulant, ils se sentaient progressivement plus aptes à prendre les rênes de leur destinée et capables d’une incidence positive sur leur communauté. Bref, ils devenaient responsables et autonomes, qualités essentielles à une saine vie d’adulte.

De nos jours, l’absence de cette collectivité cohérente cause la dérive de nombreux jeunes. Mais comment comprendre ces derniers sans jeter d’abord un regard minutieux et honnête sur les adultes et sur notre société? Les parents ne forment plus un groupe homogène. Non seulement ils diffèrent plus largement en âge, mais ils ne

As they develop, teenagers face a number of social and emotional challenges: separating from parents, fitting in with their peer group, and figuring out their identity. They cannot meet these challenges alone.

Teens who are at risk for depression, anxiety, and suicide often wear their conflicts on their sleeve. They are easy to identify through their risky behaviours such as substance abuse, smoking, and skipping school. But a recent study that was published in *World Psychiatry*, suggests that there is another group that is at risk for developing the same psychiatric symptoms as their high risk peers. These are the teens that are part of an 'invisible risk group' whose overuse of media impacts them negatively. Excessive use of technology robs them of time that is better spent getting enough sleep and exercise. Educators and parents seldom see these behaviours as a red flag, and therefore this group of teens is at a greater risk of falling through the cracks. Parents are prone to overlook unobtrusive behaviours such as watching too much TV, sleeping shorter nights, and not engaging in physical activity. Nevertheless, depression and anxiety accompany these detrimental habits in teens.

Parents can take steps to help their teens towards a healthier lifestyle such as keeping electronics out of the bedroom and encouraging regular exercise. Laptops, tablets, and smart phones emit enough light to affect circadian rhythms which in turn delay the production and release of melatonin. Teens need at least nine hours of sleep a night, but often only get about seven. Early identification, support, and treatment for mental health issues in youth are the best way to keep them from progressing to full blown disorders.

Adolescence is often synonymous with risk taking in our culture. Paradoxically, teens also experience more anxiety and fear during this

partagent plus le même système de croyances. La notion de moralité varie de foyer en foyer et d'un adulte à l'autre. Comment les jeunes peuvent-ils s'y retrouver? Les liens avec les adultes ne sont plus aussi solides et stables, mais les jeunes ne sauraient devenir des adultes productifs sans le réseau et la sécurité que procure une collectivité saine. L'adolescence amène son lot de défis sociaux et affectifs comme la séparation d'avec les parents, l'intégration à un groupe de pairs et la quête identitaire. Les jeunes ne peuvent pas y arriver seuls.

Les adolescents dépressifs, anxieux ou suicidaires laissent souvent affleurer leurs tiraillements au grand jour. De même, la toxicomanie et l'absentéisme scolaire sont des comportements aisément repérables. Toutefois, selon les résultats d'une étude récente, publiés dans *World Psychiatry*, d'autres jeunes, menacés des mêmes troubles psychiatriques que leurs homologues très à risque, forment en revanche un « groupe invisible » : celui des jeunes victimes des effets négatifs de la surutilisation des médias sociaux. L'usage excessif du numérique les prive en effet d'un temps qu'ils devraient plutôt employer à dormir ou à faire de l'exercice. Or, les éducateurs et les parents y voient rarement un signal d'alarme, de sorte que cette forme de mal-être risque fort de passer inaperçue. Les parents sont souvent insensibles à des comportements discrets comme les heures excessives devant la télé, les nuits écourtées et l'absence d'activité physique. Pourtant, ces habitudes néfastes s'accompagnent de dépression et d'anxiété.

Les parents peuvent aider leurs jeunes à mener une vie plus saine en les encourageant à faire régulièrement de l'exercice et en refusant l'entrée de l'ordinateur et de tout accessoire du même genre dans les chambres à coucher. L'intensité de la lumière émise par les ordinateurs portatifs, les tablettes et les téléphones intelligents suffit à modifier les



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stage of development. Research has shown that teenagers have a more difficult time managing fear than either adults or children. It doesn't seem to correlate that these anxious youth also seek novelty and risk taking. The explanation is biological and is found in the adolescent brain. Different regions of the brain mature at different rates and the brain circuit for processing fear, the amygdala, develops ahead of the prefrontal cortex, which is the seat of reasoning and control. The reward center of the brain, like the fear circuit, also matures faster than the pre-frontal cortex, which explains why teenagers are particularly prone to accidents, injury, and trauma. The prefrontal cortex does not finish its maturing process until around the age of 25.

Identity becomes a core concern at some time in middle adolescence. The onset of puberty brings about many changes and the teen is reminded that childhood is over. Preparing for adulthood is no longer an abstract concept or a game. At this stage youth have the intellectual capacity to reflect on themselves and their future. The challenge is to integrate the various pieces of the self into a working whole that can serve both themselves and the society at large. The skills and talents they developed as children, as well as their private image of themselves must all be channelled into realistic adult goals. This journey, which is fraught with varying degrees of stress and emotional turbulence, was never meant to be undertaken alone. There is a vast array of lifestyles and occupations available to adolescents and they are in the process of making choices that will have long-term consequences on their lives. The adults around teens must support and guide them through these head winds, ever vigilant for any signs of long term distress.

The difference between innocent misbehaviour and problem behaviour in teens is not always easy to identify. Misconduct can range from occasional misbehaviour, like an argument and a slammed door, to attitudes and actions indicating a more serious disturbance that call for immediate and professional intervention. Some of the warning signs of the more problematic issues would include acting out sexually in an inappropriate and promiscuous manner, defiance manifesting itself in chronic and severe conflict at home, delinquency in the form of repeated violation of the law and school rules, running away to the streets, suicidal ideation, violence, drug use, and truancy.

Why do some teens get into so much trouble at home or at school while their siblings do well? How can parents intervene sooner? It is a natural part of human nature to find someone to blame, but blaming does little to help these youth. One common viewpoint is that the problem stems from overprotective 'helicopter' parents that prevent the natural consequences of teens' mistakes from being teachable moments. Although this adult behaviour may contribute to youth delinquency, our world and our youth are more complicated than that. Children are growing up in a world where the adults have high expectation of them, but are often unable or unwilling to provide the needed support. Society as a whole looks on teenagers with suspicion. Meanwhile the media glorifies sex, violence, and alcohol, yet teenagers are expected to abstain.

Social toxins do affect the emotional lives of youth, just as physical toxins can disrupt the body from functioning properly. James Garbarino of Cornell University argues that, "a socially toxic environment contains widespread threats to the development of identity, competence, moral reasoning, trust, hope and other features... that make for success in school, family, work and the community. Unfortunately

rythmes circadiens, au point de retarder la production et la libération de la mélatonine. Qui plus est, les adolescents ont besoin d'au moins neuf heures de sommeil par jour, mais n'en ont généralement que sept. Plus les problèmes de santé mentale sont détectés et traités rapidement, moins ils risquent de dégénérer en troubles profonds.

En Occident, l'adolescence est souvent synonyme de témérité excessive. Paradoxalement, c'est aussi à cet âge que les jeunes éprouvent le plus d'anxiété et de craintes. La recherche montre que les adolescents ont plus de mal que les adultes et les enfants à gérer la peur. N'est-il pas illogique, dès lors, que les jeunes soient toujours en quête de nouveauté et fassent preuve d'une témérité excessive? L'explication est d'ordre biologique. Les différentes aires du cerveau ne se développent pas au même rythme. Ainsi, la structure responsable du traitement de la peur, appelée amygdale, se développe avant le cortex préfrontal, siège du raisonnement et du contrôle. Tout comme l'amygdale, le centre cérébral du plaisir se développe plus rapidement que le cortex préfrontal. En effet, ce dernier préfrontal ne parvient pas à maturité avant l'âge de 25 ans environ, ce qui explique pourquoi les adolescents sont particulièrement vulnérables aux accidents, aux blessures et aux traumatismes.

L'adolescence est marquée en outre par une quête identitaire pressante. Le déclenchement de la puberté s'accompagne de nombreux changements qui signalent la fin de l'enfance. La préparation à l'âge adulte n'est plus une notion abstraite ou un jeu. À ce stade, les jeunes ont la capacité de réfléchir à ce qu'ils sont et à ce que sera leur avenir. La difficulté est d'intégrer tous les éléments de leur personnalité en un tout fonctionnel utile, pour eux comme pour l'ensemble de la société, et de canaliser vers des objectifs réalistes



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les habiletés et les talents qu'ils ont développés pendant l'enfance et l'image qu'ils se sont forgée d'eux-mêmes. C'est un chemin que nul ne devrait avoir à parcourir seul, tant il est semé de tensions et de turbulences émotionnelles d'intensité variée. Les adolescents se trouvent devant un vaste éventail de styles de vie et d'occupations et doivent faire des choix qui influenceront longtemps sur leur vie. Les adultes autour d'eux doivent les guider et les encourager à avancer malgré les vents contraires, et rester attentifs au moindre signe d'une détresse durable.

Il n'est pas toujours facile de distinguer entre l'écart de conduite innocent et un problème de comportement. L'écart peut être occasionnel et prendre la forme d'une dispute brève ou d'une porte claquée. Ce peut aussi être une attitude ou une série d'actions indicatrices de perturbations plus graves, qui appellent l'intervention immédiate d'un professionnel, par exemple, la promiscuité sexuelle ou autres comportements inappropriés de même nature, une tendance à la provocation qui dégénère en conflits familiaux chroniques et graves, des violations répétées des lois et des règlements scolaires, la délinquance, les fugues, les idées suicidaires, la violence, la toxicomanie et l'absentéisme.

Pourquoi certains adolescents ont-ils tant de difficultés à l'école ou à la maison alors que leurs frères et sœurs s'en tirent bien? Comment les parents peuvent-ils intervenir à temps? Blâmer est une réaction humaine, qui n'aide toutefois en rien l'adolescent perturbé. Beaucoup pointent du doigt les parents surprotecteurs, qui planent en permanence au-dessus de leurs enfants et les privent d'apprendre de leurs erreurs. Or, l'adolescence et le monde sont plus compliqués que cela. Les enfants grandissent sous le regard d'adultes qui nourrissent de grandes ambitions à leur égard, mais sont souvent incapables d'offrir le soutien nécessaire quand ils n'abdiquent pas carrément. La société dans son ensemble se méfie des adolescents. Et pendant que les médias glorifient le sexe, la violence et l'alcool, elle prône l'abstinence chez les jeunes.

Les « toxines sociales » pèsent sur les émotions des jeunes, tout comme les toxines qui embarrassent leur corps peuvent perturber le fonctionnement. Selon James Garbarino, de l'Université Cornell, « tout milieu socialement toxique menace en permanence le développement de l'identité, des compétences, du raisonnement moral, de la confiance, de l'espoir et d'autres éléments propices à la réussite scolaire, familiale, professionnelle et collective ». Malheureusement, les centres-villes et les banlieues sont riches en agents toxiques de nature à dérouter les adolescents. Or, les parents et les éducateurs peuvent contrer nombre de ces risques avant la catastrophe. Ils doivent entourer les jeunes et savoir quels amis ils fréquentent. La communication entre les parents et le personnel scolaire assure une protection certaine. Rien n'empêche par ailleurs de demander aux jeunes comment se passent les pauses, les cours ou les partys, quels amis les préoccupent et pourquoi. Surtout, il faut observer et écouter ce que disent les jeunes du monde dans lequel ils évoluent.

Il arrive que les enfants déraillent, même si les parents semblent faire tout ce qu'il faut pour les en empêcher. Certains ont des problèmes génétiques, par exemple de lourdes difficultés d'apprentissage ou un trouble mental comme le syndrome bipolaire. Beaucoup d'enfants adoptés souffrent de troubles de l'attachement et maîtrisent mal leurs impulsions. « Les parents ne maîtrisent pas tout ce qui affecte la santé

there is no lack of toxic opportunities to snag teens in every urban or suburban neighbourhood. But parents and educators can counter many of the risks before trouble strikes. Uninterrupted time with our youth is vital, as is getting to know who their friends are. When parents and school staff stay connected, with an agreement to communicate if there is a concern, this provides a buffer of protection for teens. We can ask our youth, what happens at recess, in class, or at parties? Which friend do they worry about and why? Above all be keenly observant and listen to what they are saying about the world they move in.

Children can go off the rails even when their parents seem do everything right. Some teens can have genetic problems—significant learning disabilities, and mental illness such as bi-polar disorder. Adopted children often suffer from attachment disorders and poor impulse control. “Not everything that affects a child’s mental health is within the parents’ control. Good parents can raise bad kids and bad parents can raise good kids,” says psychologist Daniel Kindlon of Harvard University’s School of Public Health.

The truth is that is that educators and parents can only do so much. The nation as a whole needs to set the right priorities. Mental health services need to be accessible and affordable to teenagers and their parents. Adults need to treat teens as valued members of the family, society, and of our future, not with suspicion and rejection. How we plan our community spaces and even how we design our homes speaks volumes to youth. We must live inclusiveness, not just talk about it. To be reclaimed a youth is restored to value through attachment, achievement, self-confidence, and autonomy. At the heart, teenagers just want to come home, be loved, and belong. ♣csc

“Teens who are at risk for depression, anxiety, and suicide often wear their conflicts on their sleeve. They are easy to identify through their risky behaviours such as substance abuse, smoking, and skipping school.”

“Les adolescents dépressifs, anxieux ou suicidaires laissent souvent affleurer leurs tiraillements au grand jour. De même, la toxicomanie et l’absentéisme scolaire sont des comportements aisément repérables.”

mentale d’un enfant. Il arrive que de bons parents élèvent de mauvais enfants et que de mauvais parents élèvent de bons enfants », assure le psychologue Daniel Kindlon, de l’École de santé publique de Harvard.

Il y a en effet une limite à ce que les éducateurs et les parents peuvent faire. L’État doit, pour sa part, établir les priorités et rendre les services de santé mentale accessibles et abordables aux adolescents et à leurs parents. Les adultes doivent voir dans les adolescents des acteurs précieux de la famille, de la société et de l’avenir commun, et non plus les regarder systématiquement avec suspicion ou les rejeter. L’aménagement des espaces publics et privés est très éloquent pour les jeunes. Les discours sur l’inclusion ne doivent pas rester lettre morte : joignons le geste à la parole. Stimulons l’attachement, le sentiment d’accomplissement, la confiance en soi et l’autonomie des jeunes pour leur montrer qu’ils nous tiennent à cœur et éviter leur désaffection. Les adolescents aspirent fondamentalement à se sentir aimés et à l’aise, à se sentir chez eux. ♣csc



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HAME AND SILENCE

Why Eating Disorders Can Go Undetected

By: Laurie Nealin

For years, Emily Doer lived a self-described “fake life.” On the outside, she projected the image of a happy, young woman with everything going for her. In reality, she was miserable. The year she turned 21, Doer knew her life was out of control. Her reduced attention span and drowsiness were putting her education and career goals at risk. She was stressed out, sleeping much of the time and in danger of not graduating from university.

“I finally said, ‘Wow. This is in control of me, and I need to do something about it.’”

“This” was bulimia nervosa, the eating disorder that had taken hold of her psyche and was starving her body of essential nutrients. “Something” was making the difficult decision to admit herself to a month-long, in-patient program for treatment.

“I knew people were ready to help me when I was ready, but I had to get to that place on my own,” recalls Doer, now 25 and enjoying the career she refused to surrender to illness.

“I had to take back my life, but (checking into the clinic) was a very daunting thing to do.”

Doer is among the estimated 15 in 1,000 female Canadians who develop an eating disorder (ED). The onset of the disease commonly occurs between the ages of 14 and 25 with boys and men accounting for about 10 per cent of the cases.

“One of the biggest myths about eating disorders is that it’s a choice a person has made, but this is a mental illness,” says Marbella Carlos, the outreach and education coordinator for the National Eating Disorder Information Centre, known as NEDIC.

“There are actually many factors -- biological, psychological, socio-cultural -- that come together to cause an eating disorder. Body image pressures and societal factors are not the cause of eating disorders, but they can play a role in triggering an eating disorder

for someone predisposed to that illness.

“Genetic vulnerability to anxiety or depression combined with a high pressure environment or a trauma and low self-esteem can blend together to manifest itself in an eating disorder,” Carlos explains.

People with an ED are also very likely to have a co-existing illness such as depression, anxiety or obsessive-compulsive disorder.

“We have a vision of what an eating disorder looks like from Hollywood, from the front of a tabloid (newspaper), a vision of someone who is very visibly ill physically, but an eating disorder is very much mental,” Doer says.

The truth is you can’t tell if someone has an eating disorder just by looking at them.

Doer’s outward appearance provided no evidence she was experiencing bulimia even though she binged and purged five to 10 times a day.

As well, people with obesity could be struggling with binge-eating disorder. That illness involves eating unusually large amounts of food, often very fast and in private, without compensating by vomiting or exercising obsessively.

Conversely, it’s also important not to assume that a very thin person has anorexia nervosa (restricting food intake to lose a drastic amount of weight.)

Overcoming an ED

When Doer started university and began working for a weight loss company, she became obsessed with losing weight. She shed so many pounds that it began affecting her mental and physical well being.

“I was starving and that triggered my first binge. I actually got ill and that’s how the bulimia started – eating to the point you are so full, you want to make yourself sick to get rid of it.”

Doer felt shame about her behaviour and kept her eating disorder secret (although her family soon recognized the problem). She shunned social outings where food was involved, reasoning it was easier to stay home than have to decide whether or what to eat, whether to purge.

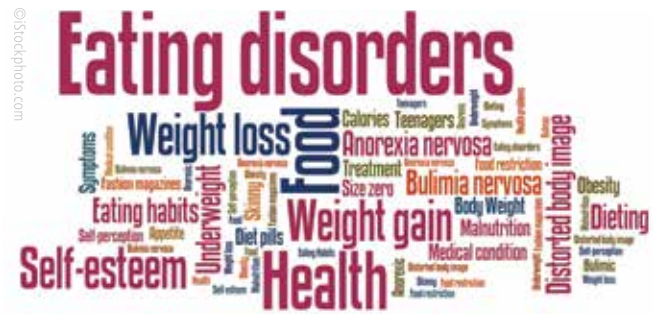
“For me, it was about more than food or body image. It was about control – the one thing in my life that I felt I had control over. I could decide if I wanted to eat, if I wanted to keep it down or purge. I felt like I was in control,” Doer says.

Although her stay in the eating disorder clinic proved extremely difficult – being told what and when to eat and exploring feelings she had previously bottled up – Doer emerged determined not to let bulimia take hold again.

Today, her recovery remains a work-in-progress. She checks in with a counsellor whenever she needs to regain her footing.

Doer, the daughter of Gary Doer, former Manitoba premier and Canada’s outgoing ambassador to the U.S., has shared her story as a guest speaker at high schools and through media interviews.

It’s important, she says, for anyone struggling with an ED to know they are not alone, that there is nothing wrong with us other than we just need a little help.



While mental health is increasingly a discussion topic in schools, EDs are not often on that agenda. NEDIC is working to change that given that anorexia and bulimia kill an estimated 1,000 to 1,500 Canadians each year due to associated medical complications and suicides.

How educators can help

Although you cannot tell if a student has an eating disorder by their appearance, there are warning signs – withdrawing from activities, behaving strangely or secretively around food or showing signs of depression or anxiety.

Carlos suggests, “If you notice a student’s eating habits or mood is interfering with their ability to perform at school, ask them if anything is wrong.

“People with eating disorders are usually already dealing with a great amount of shame, so it’s important to take that person aside. Approach them in a supportive rather than accusatory way. Let them know you’re there to listen and can provide resources if they want.”

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However, educators must be mindful that only a medical professional can diagnose an eating disorder.

Doer suggests that counsellors take time to understand EDs by reading the latest literature. She recommends NEDIC's website <http://nedic.ca/> with its wealth of information and resource lists.

"Just being there for a person in a non-judgmental way and asking questions in a non-threatening way is a good start. Tell them, 'I understand you and when you are ready to talk, I am there for you.'"

Offering advice for both educators and parents, Doer adds, "The worst thing is to become the food police -- asking what did you eat, when did you eat, why did you go to the bathroom?"

Doer would like more schools to incorporate eating disorders into their mental health programming.

"That could prompt a student to seek the counsellor out for help, to ask for more information. Starting those conversations is such a huge step so when you are willing to talk, you know someone's there."

Carlos does warn against teaching young people the specifics about EDs. Research has shown that providing explicit information can result in students copying the behaviours if they see them as a coping mechanism. Detailed descriptions can also trigger the illness in a student with a predisposition to it.

Instead, Carlos recommends discussions focus on body image, self-esteem, emotional resilience, healthy coping mechanisms and body-based bullying.

Body-based bullying, which stems from cultural messages about the ideal body type, should be included in a school's bullying protocol, Carlos adds. 🍁csc

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–Jesus Christ

After hearing that I was working on an article about ‘teens and mindfulness’ my friend burst out laughing, “What? Teens don’t have minds, all they care about at that age is dating and relationships and popularity. Convince them that mindfulness will give them status and it might work. How are you going to sell this one, Mel? How are you going to make mindfulness ‘cool’? That’s the only way it will work!”

I retorted that there was a lot of information that I had found on the Internet, a movement so to speak, led by teens. AnxietyBC Youth, see ‘Mindful Warriors: Meditations for Teenagers,’ as just one example. My friend just shook his head and said, “Yeah, and what percentage of the teen population is that?” I had to concede, it was probably only a small percentage, the ‘nerds’ as we called them in my day - unfortunate, mean and wrong – but teens can be that way. So, how do we make it ‘cool’ to be mindful?

Keep it simple. While it might seem daunting at first, ‘mindfulness’ really just means being focused on the present moment, not the past and definitely not the future, which particularly concerns most teens as they face leaving home and becoming an adult. Physical and emotional changes abound at this time as well. Learning how to deal with stress during the adolescent years has long term ramifications, decreasing future stress and chronic disease by establishing healthy coping mechanisms. Mindfulness originates from a long history, particularly thousands and thousands of years in Buddhist culture. Yet calm and quiet meditation does not require a person to be a Buddhist. Even Mother Teresa advocated embracement of the present moment and celebrating inner peace.

Mindfulness can take us inside ourselves. At the same time, it can also bring us closer to an awareness of the world around us. ‘Observe without judgment’ is one of the mantras. To sit in

MINDFULNESS

THE JOY OF PEACE:

HELPING TEENS DE-STRESS

By: Melanie Nimmo

silence, to just observe, be aware – that is mindfulness. Rather than aggression or substance abuse, mindfulness is a positive coping mechanism. Teenagers undergo a unique and powerful amount of stress. The challenges and concerns about the future can be overwhelming. The peer pressure at school, and perhaps disturbing attributes about the family and the neighborhood, can seem overwhelming. Mindfulness creates the space for a 'time out,' to remember to love thyself and it encourages self-awareness, empathy and kindness. It also improves overall psychological well being, instilling feelings of calmness and peace.

Western society has increasingly started to appreciate the calming effects of deep breathing and meditation. It reduces anxiety and depression. Mindfulness really is quite simple – just stop and breathe. If thoughts come into your head push them away. The mind will wander, and it will take practice to just focus on breathing

and accepting everything around you, to stop the constant mind chatter. Focus on your body, do a body scan. Tap into and observe all of your senses. Complete and non-judgmental observation of yourself and the world – this is mindfulness.

The prefrontal cortex undergoes drastic changes during adolescence, actually, between twelve and twenty-four years old we see the most drastic changes in human brain development. Neuroscientists have concluded that stress and anxiety impair pre-frontal cortex function. This makes it especially important to teach teens about mindfulness, and to schedule it into their day. To slow down and de-stress, to encourage this in our new generations could have tremendous benefits. The grounded awareness of mindfulness fosters better health, a better heart, better sleep, more compassion and focus and awareness. Simple daily mindfulness sessions could be encouraged in school, a time set aside when

adolescents can just pause, distress, close their eyes and focus on their posture, do a body scan, feel their heart beat and deep breathe. In fact, each one of us could probably use reminders to just relax, keep it simple and practice kindness.

Often we are bombarded with messages, our own thoughts and society in general. The everyday world of life has a million distractions. Many teens are glued to their cell phones, their iPods, their laptops, the TV, whatever it is, and they simply are not aware of themselves or their bodies. This seems to increase more and more every year. When I was teaching the change each year was incredible. It seemed nearly impossible to unglue a student from their laptop or phone. Well, in fact, it was impossible! How stressful is that? It is not conducive to shutting off the world and absorbing in self-care.

During the difficult teen years, the constant demands and pressures all around them and fear of the future, mindfulness calms the nerves. Mindfulness brings inner power! That's how we can

'sell it' to teens. Only ten minutes does the trick and can start the habit, the practice, of focusing the mind. For instance, a gentle guided meditation before and after a counseling session could

“During the difficult teen years, the constant demands and pressures all around them and fear of the future, mindfulness calms the nerves.”

work wonders. Guidance counselors can foster this safe spot to just 'be' and breathe, even if it is just temporary. There is so much going on in the tumultuous times of adolescence this restorative time can help them gather strength, courage and self-confidence. Additionally, working with principals and teachers to promote mindfulness in the school curriculum could work wonders.

The key is to make the time for mindfulness. Visitation Valley Middle School in the in the United States incorporated mindfulness into their curriculum. A designated period of time was set aside



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everyday for quiet time. Truancy rates went down drastically and grades went up. More information on how Quiet Time in this rough San Francisco school has greatly helped teens, and how the school is accomplishing is available on the Edutopia website.¹ Dr. Dan Siegel, who has authored two books on this subject², has been prolific and very active in the contemporary mindfulness movement.

Here in Canada, British Columbia has taken the lead in mindfulness school curriculum and retreats. Dr. Dzung Vo is a pediatrician at the British Columbia Children's Hospital, who recently published a book specifically for teens³, has an impressive amount of experience in this area and was trained by Zen Master Thich Nhat Hanh. In addition to his own contribution to this area his partner, Ly Hoang, is a guidance counselor in Vancouver who teaches mindfulness to her students. The couple also recently held a retreat for teens, 'Teenward Bound,' a two-day all-encompassing mindfulness retreat. They note that through mindfulness students became happier, less aggressive and more compassionate. His website is a terrific source of information in this area.⁴

What can guidance counselors do to encourage, to popularize, the practice of mindfulness? I think the best way is to make it seem cool, and to emphasize that it makes us stronger. Mindfulness is not only about calming the brain and body, but also a way of getting stronger – a way of being strong and calm and in control. And, in fact, that is the really truth of the matter. Mindfulness can give us power. Ideally it could be incorporated into the school curriculum / schedule. A mindfulness session only requires ten minutes, a gentle guided meditation that focuses on breathing. Again, studies have

shown that when this is implemented in curriculum student's health, attitude and performance significantly improve.

Mindfulness should not feel like work. It takes practice but it does get easier. It can be done anywhere anytime. It sounds complicated to some degree, but it really isn't. Breathing, meditation – just setting time aside for health, for the brain to just slow down for a while – mindfulness means getting in touch with yourself for a period of time, turning off the worries about the future and the past and just enjoy being alive. Also, certain yoga poses, specifically downward-facing dog and butterfly, have proven to assist with mindfulness meditation. Enjoy and embrace the present moment. Smile and breathe.

In our fast paced world this simple tool of meditation could serve as a 'time out' from the everyday challenges and concerns of being a teen transitioning into adulthood. Gentle reminders to just stop and breathe, focus, slow the brain down and enjoy all of the sensations that the body and mind can bring. For stressed out teen's time set aside each day for mindfulness could have enormous benefits not only for themselves but also for society as a whole. Breathe, slow down and experience the moment. With mindfulness, we just may have a chance at encouraging the next generations to create a more peaceful world. ♣CSC

References:

¹edutopia.org/stw-student-stress-meditation

²The Mindfulness Solution: Every day practices for everyday problems and Brainstorm: The power and purpose of the teenage brain


³The Mindful Teen: Powerful skills to help you handle stress one moment at a time.

⁴mindfulnessforteens.com



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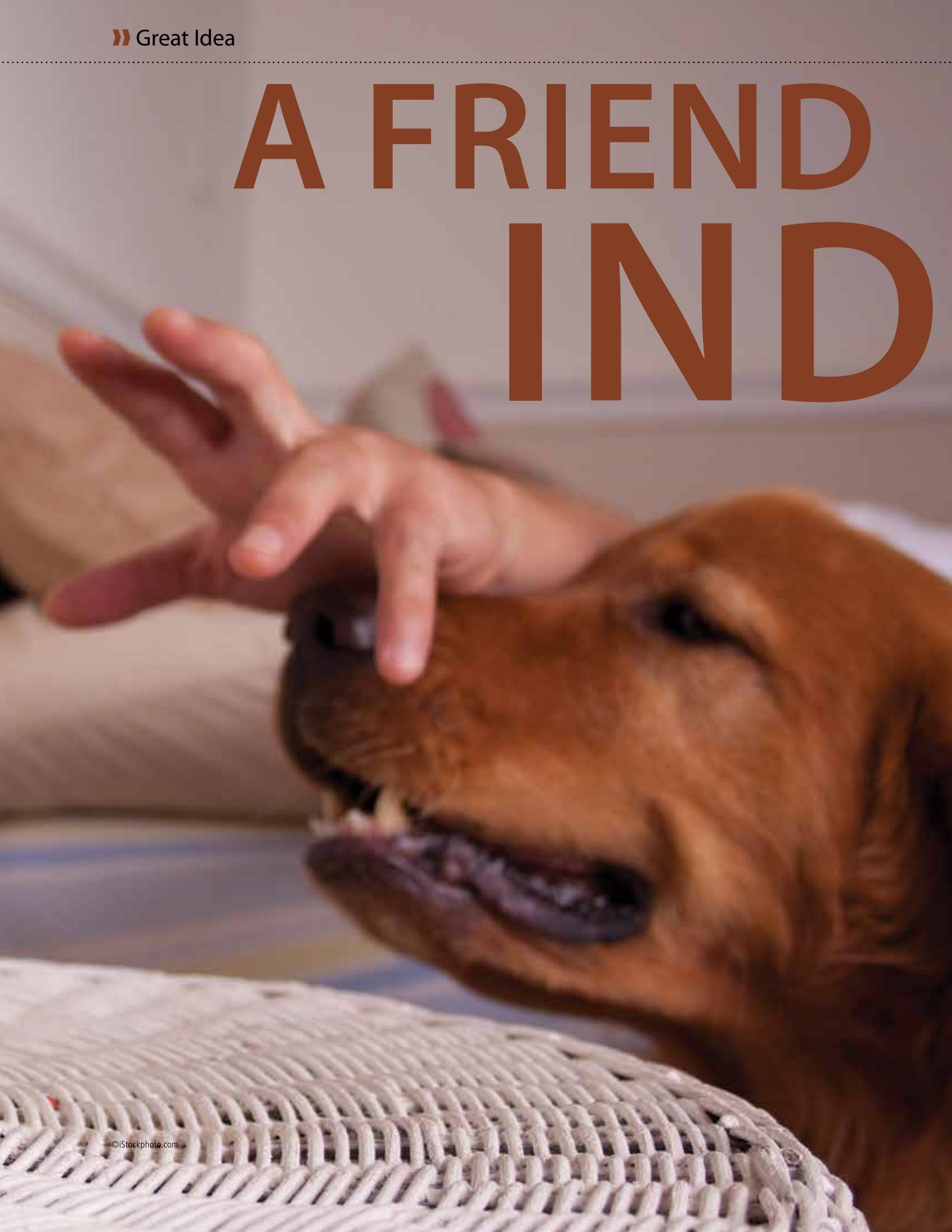
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EEED

The Benefit of Hearing Dogs

By: Alison Zenisek

More than 1.5 million people in Canada and the United States have self-identified as being hearing impaired. This would include people who were either born partially or completely deaf, or experienced hearing loss later in their life. What they share in common are the challenges of living in a silent world among the hearing. Educators struggle to understand how best to support language development, social skills, and academic success in deaf and hard of hearing youth. The needs of these students are often very different from those who can hear. Teaching methods need to be adjusted accordingly and include a more visually guided pedagogy.

There is universal agreement that early intervention and effective parent-child communication in the student's life are powerful predictors of success in all areas of a deaf child's development, including education. One of the most dramatic changes in the education of deaf youth has been the introduction of sign language into the classroom. Including the hearing impaired in the same academic curriculum offered to hearing children is now an accepted practice. In the past the assumption was that vocational training was the only option for hearing impaired youth. Providing Hearing Dogs is also a relatively unknown but powerful support available to students who live in a silent or partially silent world.

The social and emotional experiences of deaf children will, in the long run, affect how they view and interact with the world. Many of these experiences occur during the school day. Children and teens are not always accepting and supportive of fellow students who are different. But different does not mean defective or deficient. Being a deaf child or teen can be a lonely and isolating experience. "Hearing Dogs" are one answer to the isolation, and they benefit hearing impaired youth in a myriad of ways.

Many parents and educators are unaware of the existence of these specially trained dogs that can make such a difference in the world of a deaf child. They transform many young lives by offering companionship, building confidence, and facilitating

independence. The presence of a Hearing Dog has been found to improve the student's behaviour in the classroom and leads to better academic performance. These dogs are especially chosen and trained to respond to sounds that are inaccessible to the deaf, such as phones, school buzzers, and smoke alarms. Not only do these skills reassure the child, they also ease the anxiety of parents.

A British study conducted since 2008 also found that Hearing Dogs have a positive effect on youth in a number of areas. These dogs are trained to help parents get a child's attention, which in turn makes mealtime and bedtime easier. The presence of the Hearing Dog was found to facilitate social interaction among children,

as the dog's steady companionship gives the child more confidence, and often acts as a conversation starter. Parental concerns about the child's safety also fell dramatically. The Hearing Dog is trained to help children stay safe near roads, in the home, and in busy public spaces. School teachers

noticed a general improvement at school, and parents reported happier family times at home after a dog had been placed. The children were also more likely to wear their hearing aid, which in turn lead to improved speech and better academic progress. The dogs became a constant and loving

presence in their young charges lives, an ever-present support and a "best friend."

A Hearing Dog is trained to alert the child by nudging them with their nose. When an alarm clock goes off in the morning, the dog pulls the covers off the bed with its front paws. These are only two of the learned abilities that are part of each Hearing Dog's repertoire. The remarkable animals become a positive conduit between the parent and child and therefore put the whole family at ease. The improvement in the child/parent relationship correlates with the known positive outcomes for the overall development of hearing impaired youth. The Hearing Dogs have the same calming and reassuring affect in the classroom. Studies have also shown that there is a clear pattern of lower levels of depression after the placement of a Hearing Dog. This is significant as a hearing impairment directly impacts one's ability to communicate, and often leads to isolation and depression. The presence of the dog often helps to "break the ice," and facilitates social functioning between the deaf and the hearing.

Organizations and private companies train these highly skilled dogs to assist



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the hearing impaired, and the process begins when they are puppies. Hearing dogs are usually on the smaller side, less than 40 pounds. Selected puppies are placed in foster families/puppy raisers for the first year of their life. There they learn basic obedience and socializing skills. When the puppies are about a year old they are returned to the training facility for re-assessment and a medical exam. If they are found to have the right temperament and intelligence, they begin a six-month training program to learn the skills required to be a certified Hearing Dog. The dogs are taught to make physical contact with their handler when they hear an unusual or specific noise. They will alert their human to a doorbell, a boiling kettle, and other every day sounds. When the training is complete they are paired with their human partner and undergo a rigorous two to three week program. At this time the dogs learn to work and bond with their new companion and enter into a lifelong relationship.

Hearing Dogs are overwhelmingly successful in the tasks for which they are trained. Primarily, they alert recipients in their care to important environmental sounds. Noteworthy reductions in anxiety,

depression, and isolation, as well as improved social skills were consistently found in youth paired with a Hearing Dog. These exceptional animal companions significantly improve the lives of the hearing impaired as well as of those around them. The findings correlate with the

studies done on the positive effects of pet ownership on human health. For hearing impaired youth, the companionship of a Hearing Dog can make all the difference. 🍀 CSC

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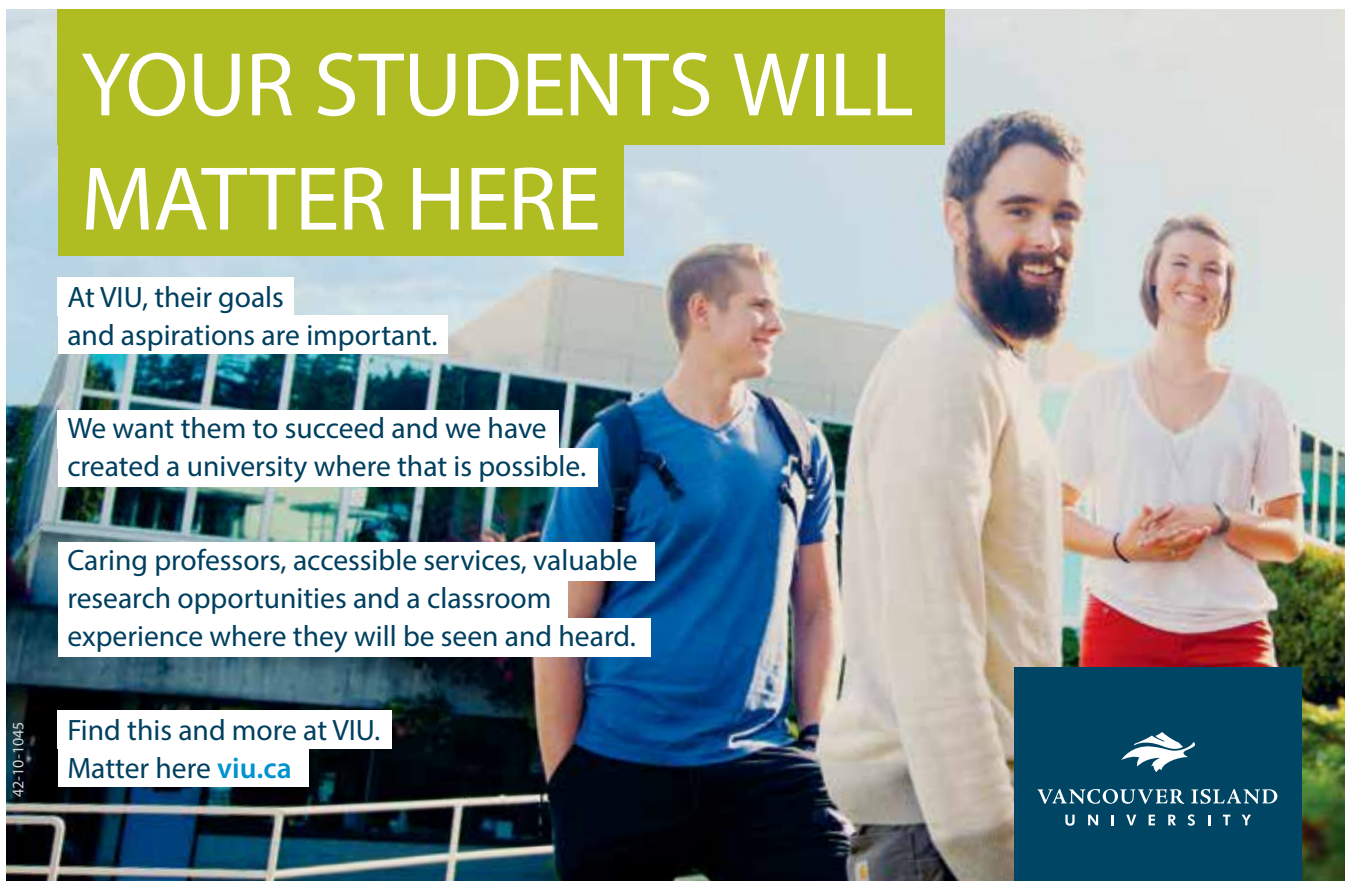

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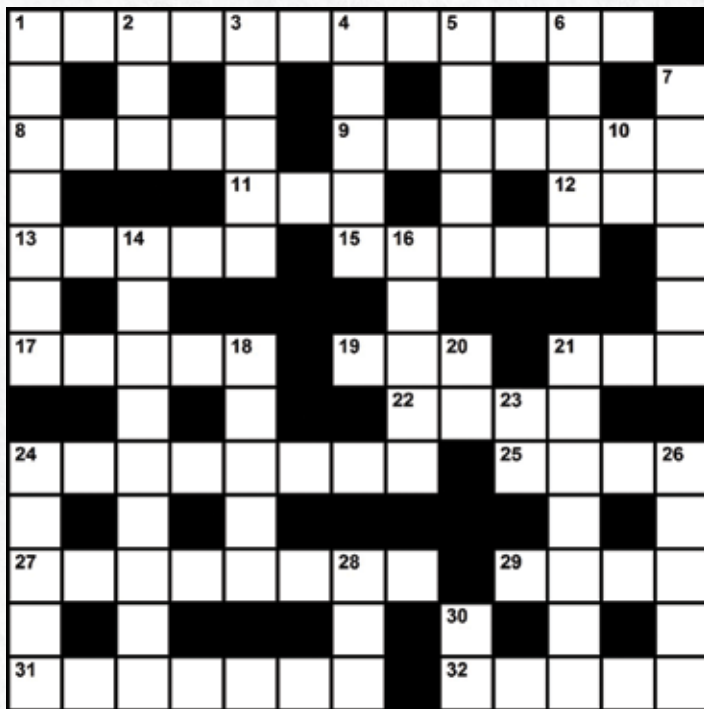
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Crossword answers on page 46

Across

- 1 Restore to a good state
- 8 Major international prize
- 9 Have faith in, 2 words
- 11 Not be honest with
- 12 Yours and mine
- 13 Concern
- 15 Join a contest or group
- 17 Quit
- 19 Major Canadian media company
- 21 Exam to evaluate proficiency in English, abbr.
- 22 Canadian wild cat
- 24 Helpful direction about future courses of action
- 25 Student who shines!
- 27 Critical, with no suggestions as to improvement
- 29 Faculty head
- 31 Give moral or financial help to
- 32 Cooking class graduates, often

Down

- 1 Youth Justice ___ Initiative
- 2 Meeting place
- 3 Frighten with threats and violence
- 4 French school
- 5 Confidence, a counsellor always works to build this in all relationships with students
- 6 One on one teacher
- 7 Register at a school
- 10 French for where
- 14 Gather information, _____ on, 2 words
- 16 Chivalrous
- 18 Precise
- 20 History making pitcher, ___ Young
- 21 _____ Dialogue, a school-based program to fight radicalization of Canadian youth
- 23 Initials of a Canadian province
- 24 Criminal groups that some students gravitate towards
- 26 Hockey surfaces
- 28 Pet doctor
- 30 Computer

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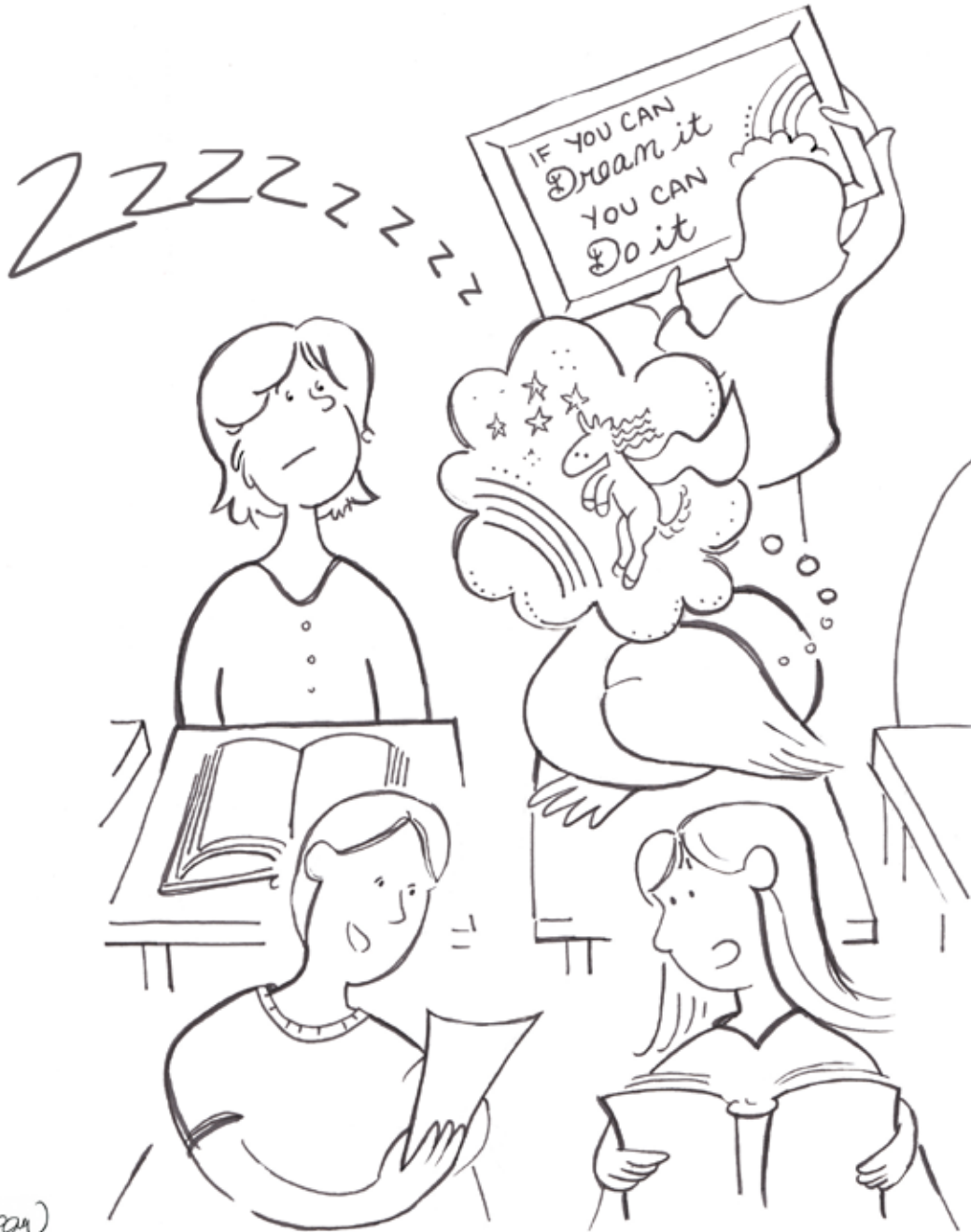
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