



NEW BRUNSWICK ABORIGINAL PEOPLES COUNCIL

The Monthly Mailout

September 2018



Table of Contents

Natural Resources.....	1
The Looking Out For Each Other project.....	2
Partnerships and Protocols Project.....	9
ASETS' input.....	10
Miscellaneous.....	19



NBAPC Natural Resources

September 15, 2018

NBAPC – Natural Resources Management Update

August 15 – 22

- Completed reviewal and editing of MAPC Bill C-68 discussion document, which will be submitted to DFO at a later date.
- Completed and mailed multiple fishing licenses to NBAPC members.
- Continued researching and preparing NBAPC TIMBER Harvesting Advisory document.
- Spoke with multiple members who had questions or concerns about the AFS fishing regulations.
- Established a date for meeting with DFO for AFS negotiations.

August 23 – 30

- Spoke with multiple members who had questions or concerns about the AFS fishing regulations.
- Researched Lobster Fishing Area (LFA) 37 after receiving a request for consultation from DFO regarding this area.
- Met with ASN Manager to discuss our commercial interests in LFA 37.
- Met with Roger Hunka to discuss our FSC and commercial interests in LFA 37 and to prepare a plan on how to respond to DFO request.
- Prepared a Cost-Analysis document for the Chief detailing the costs associated with meeting in Moncton or Fredericton to prepare for the negotiations with DFO.
- RSVP'd to attend a Symposium on Biological Diversity being held in Mactaquac on September 14, 2018.

August 31 – September 7

- Met with several members of the BOD to assist them with their questions and concerns.
- Met with a member of the AFS Committee to discuss their questions and concerns with the AFS 2018-2019 strategy.
- Reviewed multiple documents for MAPC.
- Reviewed multiple documents sent by MAPC to various government officials on behalf of NBAPC.
- Met with Roger Hunka to discuss DFO negotiations strategies and other matters regarding the AFS fishery.
- Arranged for the Board of Directors to meet at NBAPC to discuss the upcoming DFO negotiations.
- Prepared portfolios for DFO negotiations.
- Created a Salmon Tag License Transfer document to assist members who are unable to fish due to physical limitations or health reasons.

September 8 – 15

- Saturday (September 8) – met with the Board of Directors at NBAPC to discuss a strategy for the upcoming negotiations with DFO.
- Met with the Board of Directors once again to discuss strategies.
- Travelled to Moncton for negotiations with DFO.

Looking Out For Each Other Project

Looking Out For Each Other

A Project Update – September 2018

Pro Bono Students Canada: Fahim Rahman's Experience Working With The LOFEO Project



LOFEO would like to thank UNB Law Student, Fahim Rahman. During the 2017-2018 academic year, Fahim assisted in creating a framework for a helpline navigation system that would support families and friends locate their missing loved ones.

"I was a legal researcher for Looking Out for Each Other last year, under Dr. Julia Hughes and Janelle Marchand's supervision. I enjoyed being involved on a meaningful project, by developing an inventory of legal resources for anyone affected by the Missing and Murdered Indigenous Women and Girls issue. I am grateful to be involved like this early on in my legal career, as I learned how lawyers can integrate themselves into communities. I hope to take my experience working with the New Brunswick Aboriginal Peoples' Council to practice as a lawyer by helping improve

access to justice for marginalized populations." – Fahim Rahman

Thank you Fahim for your passion and your expertise on this project!

LOFEO Team Update

Our Academic Research Coordinator is leaving us as of August 17th. We are very grateful for the work Janelle Marchand has accomplished and we look forward to continuing our relationship with her as she continues to develop as a researcher assisting with other aspects of the project.

"I wanted to take a moment to let you know how much I have enjoyed my journey here on this project and that you have all played a part in that. I've learned so much from all of your experiences, advice, and guidance over the past year and a half, and my time spent as a coordinator on this team has been such a valuable part of my career journey. I know that I will carry the things I've learned here with me to my next adventure, and I will always look back on this experience with fondness. All team members on this project carry such important knowledges and I want you to all know that it has been an honor to learn from you all. Know that I'm always wishing the best to the project and the LOFEO team!" – Janelle Marchand

All the best, Janelle!

Welcome: Anthea Plummer

We welcome Anthea Plummer to the coordinator/researcher role. Anthea will take on some aspects of what Janelle did previously and work with Dr. Laurel Lewey on the policing research.





Anthea is also finishing her Masters at UNB in Interdisciplinary Studies focused in Sociology, Law, and Worldviews.

Welcome: Kyana Kingbird



We also welcome Kyana Kingbird as a research student on the project. Kyana will be working on transcriptions and coding of sharing circle interview recordings. She is in her last year of a BA Degree at St. Thomas University with a double major in Sociology and Criminology.

FACT OR MYTH: The “24 Hour Rule”


By Kyana Kingbird

A common myth that permeates society is that a person must be missing for at least 24 hours before they can be reported as missing. It is unclear where that myth originally came from but has been credited to movies and television. It is also a myth that has transcended western culture and extends as far as Britain, the United Kingdom, and Australia.

Numerous websites and missing persons organizations cite the common belief, dispel it as a myth, and cannot seem to pinpoint where exactly the myth originated. For instance, the Thunder Bay Police Service outlines several points that a person must consider when they believe someone to be missing. Some of these circumstances include whether or not the individual has any visible or non-visible disabilities, whether they are elderly or very young, if they are in unfamiliar areas such as travelling or on nature excursions, or if they are associated with violent behavior.

All missing organizations who aim to dispel the “24 hour waiting period” myth agree that there are steps to be taken to determine if an individual should be reported as missing, and waiting 24 hours is not one of them. Before calling police, it is best to reach out to family members or friends who might know where they can be reached. It is also important to determine if the actions are out of character for an individual. If you hear from an individual every day and suddenly do not, that could be a sign. If a person shows up for work every day and does not show up or answer phone calls, it is another sign.





The majority of people reported missing are found, but it is important to report a person as missing as soon as possible to ensure that the proper steps can be taken to locate them.

LOFEO RESEARCH SPOTLIGHT: University of New Brunswick (UNB)



Dr. Julia Hughes, a Professor of Law at UNB, is the Principal Investigator on the LOFEO project. Dr. Hughes has a broad range of academic expertise focused in criminal law and procedure and Aboriginal law. She has experience leading research teams, and is a nationally and internationally recognized expert on Indigenous rights and governance, feminist advocacy, and access to justice. Her area of research on this project is currently focused on four initiatives:

- 1) Participating in sharing circles: this activity has included sharing some key information with community members regarding missing persons investigations; developing a coding framework and analyzing sharing circle and individual interview results; and developing additional research projects large and small that come from questions raised by circle participants;
- 2) Developing a legal analysis of #MMIW as a constitutional rights issue, specifically under s. 35(4) of the Constitution Act, 1982. Julia Hughes has presented on stages of

this work across the country and is poised to send this work out for peer review;

- 3) Preparing resources for organizations, families and friends: we have been working on resource guides, community handouts, curriculum for law student volunteers and a family support package;
- 4) Assisting NBAPC in making submissions to the National Inquiry.



LOFEO Preliminary Research Findings

At this moment, we are at the mid-point through the projects research component. We can already report some important insights we have learned from sharing circle participants and from staff in our partner organizations. This is not a complete list, but here are some key findings.



First, there are cases of missing and murdered Indigenous people in many locations in Eastern Canada, sometimes going back decades or more, that remain unsolved and unaddressed. These missing and murdered people are not forgotten, and the tragedies of their disappearance or death remains an open wound for families, friends and communities. The situations are also very varied, ranging from unexplained disappearances, suspicious or unexplained traffic accidents to mental health crises, family breakdown, problems in institutional care for people with disabilities and seniors, recreational mishaps, stranger violence and street crime, often related to the colonial racialization and sexualization of Indigenous women.

Second, sharing circle participants see a clear connection between missing and murdered women and other experiences of violence like colonialism that has led to the racialization and sexualization of Indigenous women, residential school trauma and normalization of violence, the sixties scoop and normalization of stereotypes and racialized attitudes, and removal of children under guardianship.

Third, Aboriginal organizations and women's shelters already provide services to families and friends of missing individuals and to folks who are at high risk of violent victimization. They have significant expertise in providing these services, but they are often very underfunded and they have a hard time supporting the mental health needs of their frontline staff, who are at risk of traumatization and burnout.

Fourth, Native Councils, Friendship Centres and some other Aboriginal organizations and businesses are experts in assisting Indigenous people navigate mainstream services and in providing cultural competency training.

Fifth, a number of mainstream service providers including, importantly, the RCMP are working hard to improve their services to Indigenous people. They have made significant strides in improving their management of missing persons files. That said, there is a lot more work that needs to be done in terms of raising awareness about issues that arise for off-reserve and non-status people. Also, there is insufficient exchange of best practices among different police forces.

Sixth, having a group of trained professionals with knowledge of and established relationships to Aboriginal organizations can make a big difference to how a file is handled by police, and can really help family members and friends when faced with a missing person situation. These navigators can assist in contacting police, following up with investigation officers, media relations, volunteer coordination and connecting with psycho-social supports.

Seventh, the generosity of families, survivors, staff and leaders in all of the organizations throughout this research is inspiring. People have shared not only very personal and extremely difficult stories, but also offered their insights and expertise. The research teams have been very grateful for all that has been shared and we are working hard on creating resources that are responsive to the needs that have been identified.

LOFEO Building Resources for Youth



The Looking Out For Each Other project members Anthea Plummer, Janelle Marchand and Michelle Perley, travelled to Listuguj on June 13th to hold a focus group with youth leaders, so that youth could speak to their experiences in post-secondary education. We were very happy to learn from these successful youth on how to build strength and resiliency when transitioning from community to an urban center. The project is hoping to transform their valuable knowledge into resources for youth on what to expect during an interaction with a police officer or a lawyer.

LOFEO Travels To Prince Edward Island To Hold Sharing Circles

In July, the Leadership team travelled to Prince Edward Island (PEI) to hold Sharing Circles in collaboration with the Native Council of PEI. Over a two-day period, Circles were held in both Charlottetown and Montague.



The traditional Sharing Circles were led by a local Circle Keeper; a local Elder was also present to offer cultural and emotional support to participants. Next, we are planning Sharing Circles in collaboration with the Aboriginal Women's Association of Prince Edward Island, to be held on Lennox Island this Fall.

Please contact our project manager Michelle Perley, if you would like to hold a Sharing Circle in your respective organization, community, or to request a one-on-one interview – lofeo@nbapc.ca

New Brunswick FAMILY INFORMATION LIAISON UNIT (FILU) for Families of Missing and Murdered Indigenous Women and Girls

New Brunswick FILU- Family Information Liaison Unit for Families of Missing and Murdered Indigenous Women and Girls (MMIWG) has officially started May 15, 2017 within the Community Services & Crime Prevention division of the Department of Justice and Public Safety.

The process of the National Inquiry into MMIWG is separate from the functions of each Provincial/Territorial FILU.





The NB Family Information Liaison Unit and the Family Information Liaison Officer will:

- **provide a dedicated liaison function** between families of missing and murdered Indigenous women and girls and other provincial agencies and services, including the criminal justice system, social services, and policing in New Brunswick. The purpose will be to gather information requested by families.
- **Make referrals for families** who have identified that they have a family member who was missing or murdered, and aim to ensure that their support services are culturally sensitive whether it be through a western approach with a trauma informed therapist or through traditional/spiritual ways, ceremony and/or support.

ACCESSING INFORMATION

Eligibility for services of NB FILU are for family members, including blood relations, those who are non-blood relations such as adopted family, and those considered kin. Families do not need any official record of their loss to access the services. Eligibility for information will be determined by privacy regulations and legislation. Participation is on a voluntary basis; and you must be a resident of New Brunswick.

Stephanie Francis is NB FILU's **Family Information Liaison Officer**. Stephanie is a Mi'kmaq woman, mother, aunt, sister, daughter, niece and cousin, who is originally from Elsipogtog First Nation. She has been a member, since the age of 10 years old, and

resides in Saint Mary's First Nation (Fredericton). Her background has made her familiar, through lived experience and professionally as a front-line service provider, into the many factors that Indigenous women and girls face today.

She will be able to assist families who request information on their missing or deceased loved ones by acting as the messenger/liaison. She will also be able to connect family members with a trauma informed therapist, who is a member of the FILU team, or assist in finding a local counsellor/therapist for on-going support. One of the approaches that the FILU values is the choice for families to access culturally appropriate traditional elders for ceremony and support. She can be contacted either by phone or email, and can come directly to your home for an intake, and to begin the process.

For more information, please contact Stephanie Francis at (506) 444-5139, Where you can leave a confidential voicemail or email at Stephanie.francis2@gnb.ca

We Rise, for her – Our Sister by Chevelle Malcolm

We Rise,
because the freedom of our sister can no longer be compromised!
We Rise,
because her sufferings can no longer go unrecognized, her future no longer jeopardized!
Yes, We Rise
Up! for her soiled innocence, for her pain,
for the injustice she has suffered!
Up! Against those who belittled her, for her pain





Up! Against those who abused her, for her pain,
Against those who seek to destroy her, for her pain,
My sisters, We Rise Up for her.
HER
A warrior, a survivor, an extraordinary woman,
Our Sister.
With rich indigenous blood coursing through every inch of her veins,
With the strength of her native ancestors embedded in every corner and crevice of her bones,
We Rise up for her, Our Sister.
HER,
Whose hazel eyes pronounce her sufferings
Whose light-dark-brown skin recounts her fight, whose dirty blond hair shouts her victory.
We Rise up for her, Our Sister!
Whose people
Suffered because of colonial greed,
Were robbed of the fruits of their labor but could not be robbed of their seeds.
A good human cannot be harmed by the worst: Her people, our people – survivors.
Our sister, unforgotten, a survivor too.
Her people, our people-warriors.
Our sister, unforgotten, a warrior too.
We Rise up for her!
Because although she was taken,
She is not dead.
Although she was brutally killed,
She is- not dead!
Every atom is still compelled to carry the sounds of her laughter,
Her hazel eyes are still pronouncing
Her light-dark-brown skin is still speaking
Her dirty blonde hair is still shouting
Be stirred!
Be comforted.
Let your red scarves hang high, let them remind you of her, of who She Is!

Wear them proud! Proud for Her and of who She Is!
A warrior, a survivor, an extraordinary woman
Our Sister.
We rise up for Her!



Status of Women
Canada

Condition féminine
Canada

Canada

Social Sciences and Humanities
Research Council of Canada



Partnerships and Protocols Project

Having received approval from the membership at the Annual General Meeting in Bathurst on August 18, the Policies and Protocols project is moving ahead in a direction that is based on the recommendations made during the consultation sessions in each of the zones (February to March 2018). The focus is now on building a collection of existing information sources and designing a protocol for collecting accounts from the membership. These resources will be used to support negotiations, once the Memoranda of Understanding with the federal and provincial governments are in place.

For more information, please contact the project coordinator, Mary Milliken (mcm@mcmilliken.ca).

How to Get Help For Students with Learning Disabilities

When a parent/guardian or teacher of a student recognizes that the student is not progressing and/or typically has a strong disparity between strengths and weaknesses of academic skills, the following steps or actions should be taken (see also NB Department of Education and Early Childhood Development web site document- *Guidelines and Standards for Educational Planning for Students with Exceptionalities, 2002*):

1. Basic achievement assessment to be done by school resource teacher.
2. Results are to be discussed by the school's School Based Student Services Team (teacher, resource teacher, principal) with school based implementation of appropriate suggested strategies, i.e. program modifications, a 4-6 week block or remediation by resource teacher and parent; perhaps paraprofessional time, if available in the school, volunteer helper etc.
3. If the teacher, School Based Student Services Team, parent/guardian (student) are not satisfied that the student is achieving improved progress, a referral to the District Student Services Team is made. The principal, teacher, resource teacher, and parent/guardian submit this referral by completing the appropriate forms.
4. Referral forms are reviewed by the District Student Services Team and may then be referred to one or more of the following specialists, depending upon the individual student needs:
 - a. Speech and Language Pathologists
 - b. Education Psychologists
 - c. Behavioral Psychologists
 - d. Support Services to Education, Dept. of Health and Community Services.
 - e. Other (1) Mental Health (2) Family Enrichment.

Typically, if a student is identified with difficulties after the first report card in November and all five intervention steps are followed, it may take 6 months or more in all to complete an assistance path for a student.

If a student has mild or moderate learning disabilities, short term remediation may be all that is required.

For a student with severe learning disabilities, it is more likely that the student shall require a **special education plan** for all of their school years.

*A **special education program** (plan of services) means an education program for an exceptional pupil that is based on the results of continuous assessment and evaluation and which includes a plan containing specific objectives and recommendations for education services that meet the needs of the pupil. (Education Act Section 1, Definitions)*

The responsibility of Parents:

1. Work collaboratively with school personnel to develop, implement and monitor the Special Education Plan for your child.

2. Participate in the implementation of the Special Education Plan by taking responsibility various outcomes that can be worked on at home as well as at school.
3. Develop good communication with your child's classroom and resource teacher.
4. Participate in the evaluation of the outcomes of the Special Education Plan.
5. Continue to increase knowledge of the characteristics of your child's exceptionality and share this with school personnel.
6. Keep a file of all documentation regarding your child's education plan and strategies.

The cooperation of parents/guardians, teachers, resource tea
can create a viable solution for a student who is not achieving his/her potential due to learning disabilities. The path is available to all students and we would encourage you to pursue this course if there is a student in need of help.



FACT SHEET

THE ADULT WITH LEARNING DISABILITIES AND ASSISTIVE TECHNOLOGY

WHAT DOES THE TERM 'ASSISTIVE TECHNOLOGY' MEAN?

Assistive Technology means any item, piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized that directly assists, maintains, or improves functional capabilities of individuals with learning disabilities. The key to effective assistive technology is finding the right match between the technological tool, the problems, and the implementation. Adopting the tool is easy, addressing the problems and implementation may not be as easy.

HOW CAN ASSISTIVE TECHNOLOGY HELP ADULTS WITH LEARNING DISABILITIES?

Individuals with learning disabilities often have difficulty with skills that others take for granted. Reading, listening, organizing information or writing skills may benefit from the use of assistive technology.

WHAT ARE SOME OF THE "ASSISTIVE TECHNOLOGY" TOOLS AVAILABLE FOR ADULTS WITH LEARNING DISABILITIES?

Appropriate assistive technology for adults with learning disabilities can include:

1 DIFFICULTIES IN WRITTEN EXPRESSION, HANDWRITING EDITING MAY BE OVERCOME WITH:

a computer with a good word processor (spell checker, grammar and style checker), editing/ proofing help, notetaker. The visual appeal and speech ability of a computer program, combined with the adult typing or verbally giving responses, provides the multi-sensory dimension of learning that benefit the adult with learning disabilities.

2 DIFFICULTIES READING MAY BE OVERCOME WITH:

taped instructions, taped lectures, taped books, readers services, page scanner with speech ability of computer program to read back the scanned page.

3 ORGANIZATIONAL DIFFICULTIES MAY BE OVERCOME WITH:

electronic date books or day planner.

4 DIFFICULTIES WITH MATHEMATICS MAY BE OVERCOME WITH:

an electronic calculator, graph paper or sample list of steps to follow.

Devices (or equipment) may be high tech, using sophisticated electronics, or low tech such as sticky notes, chart systems, calendars and check lists.

Technology allows people to do things a little faster or a little easier and allows people to do things....period. It means adults with learning disabilities become more than they - and often others - ever thought they could be.

FACT SHEET

Adults with Learning Disabilities

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web site: www.ldac-taac.ca

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Website : www.nald.ca/ldanb



FACT SHEET

THE ADULT WITH LEARNING DISABILITIES AND EMPLOYMENT

For many adults who have learning disabilities, the skills of searching and applying for a job, attending an interview, accepting a job offer and then keeping a job may be particularly difficult.

Many are unaware that the difficulties they encountered in school, and the problems in their jobs are due to learning disabilities.

The bright, alert demeanour of the person who has learning disabilities fosters behavioural expectations that may not be met. The disappointment that follows is equally frustrating to both employer and employee.

What are the major signs an employer should watch for?

PERFORMANCE INCONSISTENCY:

- excellent spoken vocabulary with good sentence structure but unable to write thoughts;
- able to develop a complicated set of arrangements over the telephone but becoming confused in group discussions;
- capable of following printed information, but experiencing difficulty with verbal instructions;
- understanding and identifying key elements in spoken information but unable to identify important points in print;

DIFFICULTY WITH TIME SPACE AND NUMBERS

- confusing up with down; left with right; getting lost easily;
- arriving late or unusually early for appointments;
- problems in preparing and following simple work schedules;
- difficulty doing accurate numerical or mathematical work, trouble with budgeting and money handling.

COMMUNICATIONS CONFUSION

- misinterpreting different meanings implied by tones of voice;
- inaccurately responding to non-verbal cues such as facial expressions, eye contact, body and hand gestures;
- interpreting language literally rather than understanding figures of speech.

CONCENTRATION PROBLEMS

- easily distracted by background noise and/or visual distractions;
- difficulty paying attention to, and sometimes understanding and remembering, oral instructions;
- a short attention span;
- ongoing problems completing assignments or tasks.

POOR CO-ORDINATION

- appearing clumsy, awkward, and apparently accident-prone;

- poor hand coordination;
- difficulty in listening and taking notes at the same time;
- copying inaccurately, with poor writing skills;
- showing a lack of organization in written work.

It is felt by many people that the formal identification and disclosure of the presence of a learning disability assist both the employer and the employee.

THE BENEFITS FOR THE EMPLOYER INCLUDE:

- a better understanding of the employee's needs,
- the ability to accommodate the learning disability without facing complaints from other employees and
- the ability to meet the requirements of employment equity legislation.

THE BENEFITS FOR THE EMPLOYEE INCLUDE:

- access to an appropriate job,
- improved prospects for appropriate compensatory strategies and job accommodations and
- the accompanying reduction in stress, related to covering up mistakes and hiding the presence of the learning disability.

WHAT ARE "JOB ACCOMMODATIONS" OR ASSISTIVE TECHNOLOGY?

These may include but are not limited to the following:

- flexible work assignments
- access to word processors, calculators, tape recorders, voice recognition phones to permit dialing by voice;
- automatic dialers for persons with sequencing problems;
- timers to help recognize the time spent on various tasks;
- scanners that scan printed text and read it out loud.

Statistics tell us that many people with learning disabilities typically hold a job for three months. Many spend years on the merry-go-round of hiring and firing, until they give up altogether. Others settle for entry level jobs even if they have the potential and skills to progress well beyond that point.

WHAT ARE THE EMPLOYER'S RESPONSIBILITIES?

- As a business person, it is in your best interest to recognize that staff turnover accounts for a great deal of lost productivity. It is more profitable to make "job accommodations" for an employee with learning disabilities than to hire a new person for a particular job.

WHAT ARE THE EMPLOYEE'S RESPONSIBILITIES?

- To cooperate in the development of a "job accommodation" plan that is mutually agreeable and acceptable.
- To work in a diligent and effective manner to meet job standards.

RESOURCES FOR ASSISTIVE TECHNOLOGY

Individuals and employers can get help in identifying appropriate assistive technology and/or accommodations in the workplace by contacting the

Job Accommodations Network (JAN/CANA) at 1-800-526-2262 or <http://janweb.icdi.wvu.edu/> Consultants give free professional advice in determining the best job accommodation strategies for your situation.

ADAPTED FROM:

- *Design for Success: An Employer's Guide to Learning Disabilities*, by E. Nichols, (1994) LDA-Ontario.
- *Tools for Transitions: A Counsellor's Guide to Learning Disabilities*, by E. Nichols, (1994) LDA-Ontario.
- *Employing People with Learning Disabilities is Good Business*, by LDAC, (1993)
- *Nobody's Perfect: An Employer's Introduction to Learning Disabilities* by E. Nichols, (1994), LDA-Ontario.

FACT SHEET

Adults with Learning Disabilities and Employment

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Website : www.nald.ca/ldanb

Working one-on-one
with youth living with
a mobility disability
to reach career and
educational goals.



What is transition?

Transition is about change. All youth who attend school and eventually leave school go through some kind of transition. Transitioning into education, training or employment can be a challenge for youth living with a mobility disability. Transition NB is an Ability NB provincial program that helps youth make this transition smooth as possible.

What do we do?

Transition Planners work one on one with youth ages 16 to 30 living with a mobility disability to reach education and career goals.

We can help:

- Build a planning team. A team helps youth create a path to reach goals and includes people they trust, rely on, and find supportive.
- Complete a formal PATH (Planning Alternative Tomorrows with Hope) plan. A PATH is when the youth, family and support network help design and implement a positive visual plan with goals that can be reached through short and long term planning.
- Identify careers by finding out what jobs are in demand and reviewing what skills and training may be needed.
- Research employers and the job market (e.g., information on companies that are hiring,



the services/products they offer, hiring policies, skills required, key contacts).

- Develop a resume, cover letter, portfolio, LinkedIn profile and prepare for interviews.
- Find jobs (e.g., summer employment, co-op placements, internships and/or apprenticeship opportunities).
- Review accessibility requirements for university, college, other training, and employment, complete accessibility reviews and work with these organizations to find solutions that work.
- Coordinate tours of training, post-secondary and education facilities to get insight into services, facilities and accessibility.
- Connect to student accessibility and accommodation centres and services.
- Connect with Occupational Therapists, augmentative communications specialists, assistive technology specialists and accessibility/accommodation centres to determine equipment, technology,

assistive devices, educational assistants, tutors and/or note takers that may be helpful for studies.



- Connect with peer mentors (i.e. programs at universities, community colleges, other training institutes; other youth with a disability with similar goals).
- Complete student loan, Canada Student Grant, Training & Employment Support Services (TESS), scholarship and bursary applications.
- Help develop money and budget skills (e.g., how to budget, how to save, how to invest, learn about fraud, be aware of credit and debt issues, find insurance coverage, understand taxes and tax credits).
- Complete applications for the Disability Support Program (DSP). The DSP plan may request services needed outside of school hours for help with personal activities (e.g., bathing, dressing, ventilator care, help with housework).

- Find accessible and affordable housing and transportation. This may include help with applications for housing and housing modifications, and getting drives for school, jobs, and social events.

- Get involved and have fun! Discover social, cultural, sports, groups, associations, societies, and other events and activities in the community.

How do I refer myself? Or someone else?

To refer yourself, a family member or a youth to our services, please contact **1.866.462.9555** or **info@abilitynb.ca** to schedule a referral time. Our services are free of charge and confidential.



Contact

Head Office – Fredericton
Suite 102, 440 Wilsey Rd.
Fredericton, NB E3B 7G5
Tel.: 506.462.9555 or 1.866.462.9555
info@abilitynb.ca

#abilitynb #transitionnb

www.abilitynb.ca



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Funded by the Government of
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New Brunswick through the
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Market Agreements



Canada



Nous travaillons un-à-uns avec des jeunes ayant une incapacité liée à la mobilité, afin d'atteindre leurs buts professionnels et éducatifs.

Qu'est-ce qu'est le programme Transition?

Le programme transition représente le changement. Les jeunes vivent tous une transition lorsqu'ils quittent éventuellement l'école. Faire la transition vers l'éducation, les formations, ou l'emploi peut poser un défi pour les jeunes ayant une incapacité liée à la mobilité. Transition NB est un programme provincial offert par Capacité NB qui facilite cette transition.

Que faisons-nous?

Les facilitateurs de transitions travaillent un-à-un avec les jeunes de 16 à 30 ans vivant avec une incapacité liée à la mobilité, afin d'atteindre leurs buts professionnels et éducatifs.

Nous pouvons aider à...

- Bâtir une équipe de planification. L'équipe aide l'individu à créer un parcours afin d'atteindre ces buts et d'y inclure les gens dans son réseau sur qui il peut compter et faire confiance.
- Compléter une planification PARCOURS (Planifier avec espoirs des alternatives pour l'avenir). Le jeune, sa famille et son réseau de soutien collaborent pour élaborer et mettre en œuvre un plan positif comprenant des objectifs atteignables par une planification à court et à long termes.
- Identifier les carrières vers lesquelles l'individu se sent attiré et les emplois en demande qui correspond à son champ d'intérêt pour ensuite déterminer les habiletés ou les formations nécessaires.



- Déterminer les employeurs potentiels et dresser le portrait du marché du travail (par exemple, obtenir de l'information sur les entreprises qui embauchent, les services et produits offerts, les politiques d'embauche, les compétences requises, les contacts clés).

- Préparer un CV, une lettre d'intérêt, un portfolio et un profil LinkedIn, et se préparer pour les entrevues.

- Trouver des emplois (ex : des emplois d'été, des placements CO-OP, des opportunités de stage ou de formations pratiques).

- Examiner les besoins en matière d'accessibilité; évaluer l'accessibilité des collèges, des universités et des lieux de formation et d'emploi; collaborer avec les établissements scolaires, employeurs et autres pour trouver des solutions qui fonctionnent.

- Coordonner des visites des établissements d'enseignement et des sites où auront lieu les formations afin mieux connaître les services offerts et les installations elles-mêmes.

- Faire la liaison avec les services aux étudiants et les centres d'accessibilité et d'accommodations.

- Communiquer avec des ergothérapeutes, les spécialistes en communications améliorées et en aide technologique, les centres d'hébergement et les services d'accessibilité afin de déterminer l'équipement technologique les appareils fonctionnels les tuteurs ou preneurs de notes qui pourraient aider aux études.



- Faire le lien avec des programmes de mentorat (programmes à l'université, au collège ou à tout autre lieu de formation; avec d'autres jeunes ayant une incapacité qui visent des buts similaires).

- Remplir les demandes de prêts et de bourses aux étudiants, les demandes du programme canadien de subventions aux étudiants et les demandes aux services de support à l'emploi et à la formation (SSEF).

- Aider à développer des compétences en gestion du budget (comment faire un budget, comment épargner, comment investir, comment interpréter l'information bancaire, comment se protéger de la fraude, être conscient des problèmes liés au crédit et aux dettes, examiner les possibilités en matière d'assurance, comprendre l'impôt et les crédits d'impôt).

- Remplir les demandes pour le Programme de soutien aux personnes ayant un handicap (PSPH). Ce plan peut inclure une demande de services de soutien personnel nécessaire en dehors des heures de classe pour aider avec les soins personnels (aide pour se laver et s'habiller, pour des aides techniques, ou pour l'entretien du domicile).

- Trouver un logement et des moyens de transport accessibles et abordables. Cela peut inclure l'aide pour faire les demandes de logement ou de modifications au logement et les demandes de transport adapté pour aller aux études, au travail et aux activités sociales.

- S'impliquer et avoir du plaisir! Découvrir des groupes, associations ou sociétés pour les activités sportives, récréatives, culturelles et sociales afin d'encourager l'implication dans la communauté.

Comment se diriger vers nos services?

Pour obtenir nos services pour vous-même, un membre de votre famille ou tout autre jeune ayant une incapacité liée à la mobilité, veuillez composer le **1.866.462.9555** ou envoyer un courriel à info@abilitynb.ca afin d'organiser un rendez-vous. Nos services sont gratuits et confidentiels.

Contact

Bureau principal – Fredericton
440, chemin Wilsey, bureau 102
Fredericton (N.-B.) E3B 7G5
Tél. : 506 462-9555 / 1-866-462-9555
info@abilitynb.ca

#abilitynb #transitionnb

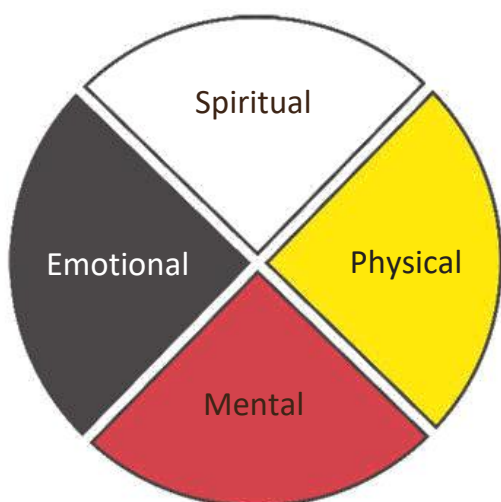
www.capacitenb.ca



COMMUNITY FOUNDATIONS OF CANADA
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Healing Journey to Wellness

For

On and Off-Reserve Indigenous Youth in the Greater Moncton Area

Healing Journey to Wellness is a **30-week** program that:

- Increases life skills and pre-employment capacity specifically for **on and off - reserve Indigenous youth ages 18-30 + potential space for those who are 30 years of age and over**
- Uses a holistic approach that will include culturally significant elements such as appropriate ceremonies, activities, field trips, and guidance from Elders
- Strives to address issues that negatively affect participants' lives by providing support and connections to other community resources
- Focuses on prevention-based activities

We believe that Indigenous youth have the right to live safe, healthy, and positive lives that are free from negative influences. Indigenous youth lack opportunity - not ability. This program provides youth with meaningful opportunities so that they can find and build upon their existing strengths and achieve their goals.

For more information and to make an appointment to register contact:

danielle@johnhowardsenb.com or 854-3499 ext:210

**First Nations
Teachings**

Social Skills

**Self-Management
Skills**

**Planning and Goal
Setting Skills**

**Now Accepting
Referrals for the
Program**

**Program Begins:
October 15th -
March 29th**

**Opportunity to
continue on to paid
pre-employment**



Referral Form

Healing Journey to Wellness Program

John Howard Society of Southeastern NB 15 Flanders Court -- Moncton, NB

Phone: (506) 854-3499 Fax: (506) 854-2057

Please fill out every box as completely as possible. If you need assistance filling out this application, please contact Danielle Talbot directly at (506)854-3499, Extension 210.

Name:	Phone: Cell: Other:	Date of Birth:
Emergency Contact Name:	Emergency Contact Number:	Do you identify as Indigenous? If yes, <input type="checkbox"/> Maliseet <input type="checkbox"/> Mi'kmaq <input type="checkbox"/> Inuit <input type="checkbox"/> Metis <input type="checkbox"/> Other (please describe):
Please list any forms of income you receive right now: Employment \$_____/week Income Assistance \$_____/month Disability \$_____/month Workers Comp \$_____/month Unemployment \$_____/cheque Other \$_____/month	Are you currently employed? If you are, please tell us about your job, your employer, hourly wage. If you are not employed, tell us why not? <hr/> Are you currently in school or training program? Please describe your school or training situation. (Highest level completed).	
Please check any of the following that apply to you: <input type="radio"/> Live in a shelter <input type="radio"/> Live in a rooming house <input type="radio"/> Live in unsafe or unstable housing <input type="radio"/> Stay on a friend or family member's couch <input type="radio"/> Sleep in areas not meant for habitation <input type="radio"/> Other (please describe)	Do you live? <input type="checkbox"/> On reserve <input type="checkbox"/> Off reserve <input type="checkbox"/> Other (please describe)	
Tell us what you hope to gain from this program:		



Who referred you to us (if applicable)?

Name:

Contact information:

Statement of Understanding:

By completing this application, I understand that I am applying for the Healing Journey to Wellness program. My goal is to be successful with the project and I understand that in order to reach my goals I will have to develop a goal plan and work with the program facilitators at the John Howard Society of Southeastern NB. I also understand that I will have to sign a contract of program participation conditions.

I certify that the information provided in this application is true and accurate.

Printed Name _____ Signature _____ Date _____

Return this form to John Howard Society of Southeastern NB by:

Fax: (506) 854-2057

Email: danielle@johnhowardsenb.com

In person: 15 Flanders Court, Moncton, NB.

Thank you.



WHAT CAN A NURSE PRACTITIONER DO FOR YOU?

**Nurse Practitioners can do many things a Family
Doctor can do.**

- ✓ Diagnose and treat acute illnesses like bladder infections, ear infections, cold/flu
- ✓ Diagnose and help you manage chronic health conditions like diabetes, high blood pressure, and COPD
- ✓ Order blood tests and other tests such as x-rays or ultrasounds
- ✓ Prescribe medications and write prescription refills
- ✓ Refer to other health care providers including physiotherapy, dieticians, and specialist physicians when necessary

**Nurse Practitioner, *Trina Cluney* is at Under One Sky once a week on alternating Mondays and Thursdays, seeing clients by appointment.
Contact us at 458-9269 to book an appointment.**

303 Union Street | Fredericton, NB, E3A 3M1 | 458-9269 |
info@uosfc.ca





New Brunswick Aboriginal Peoples Council

320 St. Mary's Street

Fredericton, NB, Canada E3A 2S4

Phone: (506) 458-8422

Fax: (506) 451-6130

Toll free: 1-800-442-9789

