



# Carmichael Connection

## January 2019

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### CARMICHAEL ENTERPRISES RESIDENTIAL PROGRAMS LTD

### IN THIS ISSUE

#### Nike signs its first-ever athlete with cerebral palsy for 3-year stint.

Excerpts from: [Adam Frisk National Online Journalist, Viral/Trends Global News](https://globalnews.ca/news/4538517/justin-gallegos-nike-running-contract/)  
<https://globalnews.ca/news/4538517/justin-gallegos-nike-running-contract/>

A runner with the University of Oregon has made history, becoming the first professional athlete with cerebral palsy to sign a contract with Nike.

Justin Gallegos was told the exciting news after a recent practice when Nike’s insights director John Douglass surprised the runner, presenting him a three-year contract.

According to Running Magazine, Gallegos had leg braces and used a walker as a toddler and into his preschool years. It wasn’t until Grade 9 when he found his love of running, and was determined to follow in one of his coaches footsteps by attending the University of Oregon to study and compete in the school’s running club.

Last Saturday, Gallegos announced the signing on social media, which coincided with cerebral palsy awareness day

“This was perhaps the most emotional moment in my seven years of running!” Gallegos wrote.

“Growing up with a disability, the thought of becoming a professional athlete is as I have said before like the thought of climbing Mt. Everest!”

According to the [magazine](#), Nike became aware of Gallegos when the runner was still in high school. The athletic company began to work with Gallegos to help develop a show for runners with disabilities.

“I was once a kid in leg braces who could barely put one foot in front of the other! Now I have signed a three year contract with Nike Running!” Gallegos wrote.

Gallegos’ goal is to break the two-hour mark in the half-marathon. In April, he completed his first half-marathon with a time of 2:03:49.



#### CANASSIT UVIC

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#### VIU SHINE PROGRAM

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STAFF SPOT LIGHTS



Birthdays ~ January 2019

William M Heather Rekha Kevin N  
 Clementina Amy Timothy Dayo  
 Damilola Rhianna

Staff Draw Winners

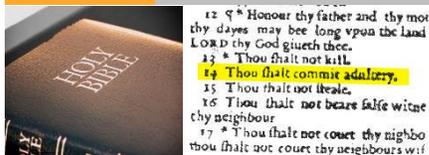
December: Peter N. Derrick M.



Welcome New Staff & Returns

Oluwaseun Amritjot Alexis

RANDOM FAST FACTS



In 1631 two London bible printers left the word "not" out of the 7<sup>th</sup> commandment, which then read, "Thou shalt commit adultery". That legendary book is known as the "Wicked Bible"



A hummingbird weighs less than a penny

OOPS!

If we have missed anyone off the Staff Spotlights please contact the office so we may correct in the next issue. Thank you!



Culturally Responsive Teamwork

Submitted By: Cathy Bontogon, Residential Coordinator

When working as part of a diverse team, whether we are composed of English language learners, or English speakers with a different cultural background, it's important to be mindful of the cultural differences in behaviour. Recognizing and being able to distinguish these cultural differences allows each member to participate in creating a safe environment for all. It's important to recognize and understand these differences in order to be able to implement culturally responsive practices within our teams to ensure the success of every team member.

Here are some of the cultural differences that you might notice:

**Eye contact:** In Western culture, lack of eye contact may be a sign that the person is not paying attention to the speaker. However, in many cultures, making a direct eye contact with elders (or any other person of authority) is a sign of disrespect. In other cultures, this may also be seen as a sign of someone looking to challenge you.

**Asking questions:** This can be applied to personality traits, i.e. those who are shy do not ask questions. However, in some cultures, questions may be viewed as impolite as it suggests the one responsible for teaching them was not effective. Moreover, in some cultures asking questions can be seen as a way to challenge authority, and that is always discouraged and frowned upon.

**Some individuals may smile during an intense discussion:** Some may smile during intense discussions or reprimanding. They may have been taught to react in this way so as not to offend the person of authority in the discussion.

**Does not display active listening skills or is inattentive:** In some cultures, these techniques are learned using hands on methods through modelling and observation. Individuals from different cultures may not understand these concepts and instruction.

**Refuse to engage in debates/discussions:** There may be those who refuse to participate or contribute to a debate and/or lively discussion that occurs. In a few cultures, debating or engaging in discussions with different point of views, can be seen to challenge the participants in the discussion. Many cultures teach that challenging authority figures is disrespectful. In other cultures, individuals do not recognize discussions/debates to be a different learning strategy, and therefore ignore the activity when it occurs.

Being mindful of different backgrounds and cultural differences lets everyone know that it's okay for them to be who they are, while still having the support of the team. What we're really looking for is creating awareness and support by discussing these cultural behaviour differences. What are some cultural differences in behaviour that you've encountered, and most importantly, what are some strategies that you have developed with your team to facilitate an inclusive worksite? Misunderstandings are often due to assumptions made without asking about the other's perspective. Let us ask and encourage the sharing of all perspectives.

## Unique technology gives children with special needs more independent play

**Excerpts From:** Vancouver Island Daily KERI COLES Nov. 16, 2018

<https://www.vancouverislandfreedaily.com/news/unique-technology-gives-children-with-special-needs-more-independent-play/>

### UVic's CanAssist refined seven prototypes aided by \$1.5M government contribution

Children were jamming, playing video games, and using robotics at the CanAssist centre at the University of Victoria Friday – everyday things that most kids take for granted but this group just gained access to with the help of unique technology.

Katrine Conroy, Minister of Children and Family Development, joined CanAssist staff at UVic on Nov. 16 to see how children with special needs use seven new assistive technologies that are being delivered to child development centres (CDCs) throughout B.C. in November, with the assistance of a \$1.5-million provincial government contribution.

"It touches my heart to know that these technologies are helping children learn important skills and support their independence while they participate in fun recreational activities," said Conroy.

CanAssist worked with the BC Association for Childhood Development and Intervention and CDC staff to pick technologies that would be most useful for children with special needs. Conroy said there was almost 100 per cent input response from the centres, a reflection of how important the project is to kids' right across the province.

The seven chosen innovations were demonstrated at Friday's event – some that focused on mobility, some on play, and some on communication.

A gaming controller was created that allows children with limited hand function to use popular video-gaming systems, as well as a ball launcher, which allows children who are unable to throw independently to play ball with others, and two children showed off the

have the dexterity to use a similar commercial toy.

"This kind of innovation helps children join in where previously their disabilities may have limited their participation and inclusion in community," said Conroy.

To aid communication, an app was designed which provides a way for children who have difficulty communicating to point to pictures on a tablet to show their choices, and a device that looks like a small, spinning roulette wheel was made that helps children indicate choices and learn how to use an accessibility switch.

A highlight was seeing two children use a mobile music therapy kit that enables those who are unable to play regular instruments to create music independently.

To aid mobility and independence, a robotic grabber was also designed that assists children who do not have the ability to pick up and move everyday objects on their own.

The support from the Ministry of Children and Family Development, allowed CanAssist to refine these seven prototypes originally developed for individual clients, purchase parts, assemble and test the devices, develop user guides, create instructional videos and a website for the CDCs, and ship the technologies to the centres around B.C.

"This project has been a remarkable opportunity to make innovative technologies available that will benefit children with special needs around the province, whether they are located in rural communities or larger urban centres," said Robin Syme, executive director, CanAssist.

## UP COMING EVENTS



**BELL  
LET'S TALK**

January 30<sup>th</sup>



### CARF Canada

Webinars – CARF is committed to providing the highest quality education and training opportunities in a format that promotes ease of access and participation. Our web-based trainings offer you the following:

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<http://www.carf.org/Events/Webinars/>



**FAMILY  
LITERACY DAY**

January 27<sup>th</sup>

## Vancouver Island University launches new program to help children affected by opioid crisis

Excerpts from: By [Abigail Bimman](#) Global National Ottawa Correspondent Global News

<https://globalnews.ca/news/4731062/children-opioid-crisis-help-vancouver-island-university/>

Students and faculty at Vancouver Island University are launching what they believe is the only program of its kind, specifically for children caught up in the opioid crisis. Shine, as it's known, will roll out group sessions in late January in Nanaimo for children and teens who have been impacted by overdoses. "To create space in the community so that we can come together and we can understand what the impact is," said Teri Derksen, a VIU professor with the Child and Youth Care Program. Derksen says since the crisis is relatively new, there's much to learn about exactly how children are being impacted. No one in Canada keeps statistics on how many children have been affected, either. One thing the VIU group has learned so far is the reach is widespread. Children who directly witness an overdose or lose a family member aren't the only ones affected.

"We're also learning that young people are touched more indirectly — social media. They have a friend of a friend or their cousin or another family member, or they're seeing it on TV or the news or they're seeing it in places that they work," said Derksen. Some mothers tell Global News they know exactly how overdoses have affected their children, and say the health effects are serious.

Lisa Thow's daughter was five years old when she went upstairs to call her dad for dinner — and found him unresponsive in his bed from an overdose. "Her counselling is very intense," said the Nanaimo mom. "We're going through the trauma counselling right now because now we're having, even though she's 14 — when it happened at five — she's now having flashbacks of seeing him. And he had basically took his last breath in front of her, and it was her father."

Thow said her daughter and younger son are both affected by the trauma to this day. "They have severe PTSD, anxiety, depression. My oldest actually is diagnosed with bipolar." She feels her children have been supported over the years, by police and at their school, with multiple counselling options. But she's thrilled to hear about a program like Shine for other children. "I see a lot in the community of children that are suffering and just being shuffled off into foster care and being forgotten about."

While there are no statistics available in Canada, there are some south of the border that back that up. According to the U.S. Department of Health, between 2013 and 2015, the number of children in foster care jumped by nearly seven per cent. Substance abuse by a parent was a factor in a third of those cases — and that's up 10 per cent from 2005.

Thow constantly worries about one of her own stepsons, also impacted by his father's overdose. "I haven't seen him in over seven years. I've tried reaching out." She says he's living somewhere on the streets in Vancouver — and using drugs like his dad. "I think responses can be very unique for each person and we need to honour those responses," said Derksen. While it's too early for Shine to show exactly how children are affected, Derksen said some, if not all participants, have experienced some kind of trauma. There's much more research on that topic.

While reactions are different for everyone, Derksen says they include "a disrupted sense of safety, difficulty with regulating emotions and behaviours, depression, irritability and other physical symptoms." But when children come together at Shine this winter, they won't necessarily delve deep into those symptoms.

"The intention isn't to focus on grief or loss or some of those heavier topics," said Emma Gillis, Shine's dialogue coordinator. "It's providing that space for children to come together and know they're not alone in this. And also creating space for their feelings, but also having fun together and building that sense of belonging and community in these children."

Gillis was a third-year student doing her practicum in VIU's Child and Youth Care program when Shine began to come together in 2017. Through a grant from the Canadian Institute for Substance Use Research, she now works part-time for Shine leading community dialogues. The dialogues aren't for children, but aim to bring together service providers and first responders who may help them in crisis. That includes those in a formal first responder role, as police or paramedics, and informal, like a coach, dance teacher or librarian.

"We started to recognize, oftentimes, community members are the first responders, so how can we support them in this as well?" Gillis said. She hopes to host 10 events in 2019, and she's already heard from half-a-dozen organizations on Vancouver Island hoping to take part. "I would like people to know that it's OK to talk about this with children. It doesn't have to be this taboo subject," said Gillis. "I'd like to help people get to a place where they can hold that place for that child to explore those feelings, and if that's too much for them, provide them with something they can refer the child to."

Part of Shine's goal is to fight the silo problem that often occurs in health care, and make sure that everyone in Nanaimo is aware of the services available. Stigma is an important part of the picture, too. "Substance use is one that comes with the most complex burden of stigma," said VIU instructor and member of the Shine working group Stephanie McCune. "That stigma is really based on the values, beliefs and attitudes that we hold as a society. And when I think about children who are in the process of forming identity and of seeing and experiencing themselves, stigma can be so impactful in such a negative way." McCune says part of the project is to try to stop the stigma so people will access the help they need without being afraid of judgment or blame.

Derksen says she's been told many times no one else in Canada is focusing on children caught up in the crisis. Some experts believe that's because the focus is still on stopping the raging overdose epidemic. But she hopes the work being done at their small school on the country's western edge can help children across the country, since for so many people, living with opioid use and overdoses has become the "new normal." "We're not alone in this," said Derksen. "I think we can all learn from one another and we're happy to share what we've learned along the way." In the meantime, the program is already giving back to those who helped launch it.

"We call it feeding two birds with one scone," Derksen said of the fulfillment the programming can provide for students. "I am beyond grateful to have been placed on this project," said Gillis. "After my time as a student, I'd love to see this project develop and go further and inform practice on a more national level."

# Carmichael Connection

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