

UNIVERSITY OF
CALGARY

CORE NEWS

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Success of a BCR Student

Submitted by Sharon Wood
Program Coordinator
Edmonton Regional Education Consulting Services



From this summer experience, I had a student (Ashley Lundin) contact me to arrange her final practicum at Inclusive Learning Services, Edmonton Public Schools. Ashley joined us in September and she quickly became a valuable member of a multi-disciplinary team serving students and school staff within inclusive classrooms. .

 Find us on
Facebook

Success of a BCR Student..continued

She worked with students within regular classroom that were struggling learners that often presented challenging behavior. Many of the schools of service had students with developmental disabilities allowing her to see how the team would apply a variety of practical strategies for developing meaningful curricular and instructional methods for the elementary and secondary classrooms

She became involved in inclusive practices while exploring strategies needed to develop effective school approaches. In the practicum evaluation it was clear that Ashley had developed many skills and competencies that will be a valuable asset in terms of employability. In my opinion, as a graduate of the Community Rehabilitation and Disabilities Studies program, University of Calgary, Ashley has excelled and will be a valuable employee in her work to support individuals with special needs.

Congratulations Ashley on a very successful and positive practicum!

Edmonton Campus News

EDMONTON CAMPUS UPDATE

Submitted by Dr. Cheryl Crocker

Community Rehabilitation and Disability Studies, in conjunction with MacEwan University, has delivered courses to student in the Edmonton area for the last ten years. This has been an excellent option for students wishing to earn a bachelors degree in community rehabilitation but are not able to, for a variety of reasons, attend the University of Calgary.

Fifteen students are currently in a face to face course as part of the Edmonton Campus cohort; all studying either on a part time or full time basis. During the Fall semester, students are enrolled in a 589 course that has taken students to a number of Edmonton based community organizations to complete projects that vary widely in scope and intent.

Most students have entered the third year of the CRDS program of study with a diploma in Disability Studies or Therapist Assistant although one student comes with a degree in Biological Sciences. The majority of students are working either full or part time in a variety of setting including schools, hospitals, community organizations, recreation and consumer support groups. Those who are not working are contributing to the field through volunteer work. Most students are taking from 3 to 5 courses every semester.

Looking forward, two students will graduate this year. Without exception, students are planning for the future. Many are looking forward to applying to Master's program. Speech/language, occupational and physical therapy appear to be the most popular programs of interest although public health and community rehabilitation is also on the radar for a few. Another option for some is the pursuit of a career in community rehabilitation before looking to further education.

Students are appreciative of the flexibility of the CRDS program of study. All have taken advantage of the face to face instruction delivered in Edmonton. Online delivery has allowed students to round out their program of study and all have accessed courses through other post secondary institutions including MacEwan University.

BE BOLD

BCR

BOLD

Check out the link to the online competition!
There are eight U of C students in this entire
competition and three of them are our own
BCR students!!

<http://bebold.campusperks.ca/en/entries?>
[page=3](#)

Summer institute On Inclusive education

For grad and undergrad students:

This year's annual Summer Institute on Inclusive Education, is running from July 3-20th. The University of Calgary, in cooperation with AACL, and as part of the Community Rehabilitation and Disability Studies summer Institute, offers three half-courses of interest to teachers, administrators, parents, and others who are committed to educating students with developmental disabilities in the regular classroom. The courses are offered for credit and audit. The half-courses included Ethics of Caring and Inclusion:

- Implications for Educational Reform,
- Adapting Curriculum in Schools for K-12
- Addressing Challenging Behaviors in the Classroom

"For close to twenty years Community Rehabilitation and Disability Studies has partnered with AACL to offer these courses. It is an excellent example of how a university and community organization can work together to create more inclusive communities," says Dr. Anne Hughson, Director and Associate Professor, Community Rehabilitation and Disability Studies, Community Health Sciences, Faculty of Medicine.

For more information on the 2012 Summer Institute, contact

Beth Parrott at

(403) 220-2271/(403) 220-8587

Or

Email: parrott@ucalgary.ca

2012
Summer
Institute

**SAVE
THE
DATE
FOR
NEXT
YEAR!!**

We need to hear from Dads raising children with Autism

Dear fathers of children with ASD,
 We are conducting an interview study to gather and better understand the experiences of fathers raising children with ASD and hop you, or someone you know, will consider taking part in a private interview lasting approximately 90 minutes. Below is a summary of the rationale for our study. We are also attaching our informed consent form so you have details about how information provided during interviews is used. If you are interested in taking part or receiving more information, please contact me in my roles as project coordinator and researcher. Laura Mooney, email: lrmooney@ucalgary.ca

Project Title: Understanding and resourcing fathers of children with ASD

The purpose of this collaborative project (funded by the Alberta Centre for Child, Family and Community Research as a \$40,000 one year investigator-driven project) is to build the capacity of Alberta families of children with disabilities. This will be done by contributing understandings that will inform practice, policy and research priorities the support fathers of children with Autism Spectrum Disorder (ASD)

Parents of children with ASD have distinct needs given the major communication and behavioral challenges associated with ASD. Response to the needs of parents of children who have disabilities, including ASD, has been aimed at partnership with, and support for, the whole family. Further work is needed however, to understand the impact and improve the outcomes of these practices within the context of changing needs of diverse families (Keen & Dempsey, 2008; Dodd, Saggars & Wildy, 2009) Roles within family are less clearly contained then ever before. Mothers and fathers roles in particular, continue to shift with increasingly diverse family forms (e.g.. step, foster, adopted and single- parent) as well as in conjunction with the changing family/employment interface (i.e. paid work

Understanding

And

Resourcing

is ever increasingly technology-driven, portable and pursued by both mothers and fathers). Yet much research, policy and practice is built on an assumption of traditional roles with mothers as the central care figures in the lives of children with ASD. So called family centered practice and related research tend to be either targeted at mothers or reflect mainly mothers' perspectives leaving us with limited understandings of the roles and needs of fathers. This study will contribute understandings of fathers of children with ASD by examining first hand qualitative accounts of fathers' success, struggles, needs and views of how and to what extent supports and services address their experiences and needs. (cont.)

Project team: Bonnie Lashewicz and Beth Parrott, Co-PI's (Principal Investigators), University of Calgary, Community Rehabilitation and Disability Studies, David Nicholar, University of Calgary, Faculty of Social Work; Deborah Dewey, Alberta Children's Hospital and University of Calgary Faculty of Medicine, Kimberley Ward, Society for Treatment of Autism; Paige McNeill, Janus Academy, Laura Mooney, University of Calgary, Community Rehabilitation and Disability Studies

Thank you for considering participation in this study.

Peer mentoring improves student learning

Emily Macphail Gauntlet News

In 2005, University of Calgary professor of communications Tania Smith began a program designed to enhance classroom learning. This initiative was the peer mentoring program. Smith said the idea for the program came easily.

"Peer mentoring itself is natural and the formal structure boosts it - you're learning at the same time as you're practicing."

In the peer mentoring program, students are partners in both teaching and instructing. Because Smith saw that the enthusiastic students in the class made it more enjoyable; she thought, "why not bring them back?"

Peer mentoring initially began as an independent study course, which then became General Studies 507 in 2008, an interdisciplinary senior-level credit course that focuses on education, peer support, instruction and ethical support.

"It's a way for students to have an active role in improving the heart of education," said Smith.

In 2008, the Curricular Peer Mentoring Network was formed with help from the university's Quality Money program.

Since 2005, 209 students have been peer mentors and there have been 57 host instructors in 40 different courses. Peer mentors assist learning in a course they previously took and did well in. At the same time, they are enrolled in General Studies 507.

Peer mentoring network director Lisa Stowe is the instructor for General Studies 507.

"[The course] deals with higher education and learning theory. So when students go to mentor, they have a framework," said Stowe.

The course is designed to encourage students to support each other and critically reflect on their experiences as peer mentors. For effective peer mentors who wish to return, there is the option of continuing on to the research-intensive General Studies 509, where students can further assist new peer mentors, as well as conduct and present a research project on either peer mentoring or learning and education in their subject area.

Patti DesJardine, an instructor in the Community Rehabilitation and Disability Studies program, has hosted three peer mentors per year for two years. Students in the CRDS are required to do a practicum in their final year, and peer mentoring offers a unique option for

students.

DesJardine sees peer mentoring as a way for students to explore the opportunities in their degree.

“It gives students structure in how they learn to interact with students, to engage with students and to supervise students,” said DesJardine, who admits there was a learning curve when she became a host.

“You ask, ‘what role do we ask the students to play?’ and they start to define their own roles in the course.”

Fourth-year CRDS student Caitlin Pells said the peer mentoring program was a beneficial experience, and unlike other programs, the peer mentor role in CRDS program overlaps with the role of a teacher’s assistant.

“It gave me a bit of an upper hand going into grad school,” said Pells of the grading and teaching experience. “(The peer mentoring program) is so worthwhile. My favorite part is being there for the students and helping to develop their knowledge of concepts—you get so much out of it.”

Communications professor and host instructor for the program Dawn Johnston has had similar positive experiences. She admits determining the peer mentor’s role is “a challenge at first,” but feels the peer mentors has a different perspective from the instructor that is helpful when it comes to assisting current students in the course.

She said that having a peer mentor in the class was “a really neat experience,” with the peer mentor implementing large question sessions for the students and even holding potluck featuring foods studied in the course. Johnston teaches a course in the food culture in the department of communication studies.

While the peer mentoring network currently exists predominantly in the faculties of arts and nursing, the program will extend to other university faculties.

For instructors and students interested, visit:

peermentoring.ucalgary.ca/



Becoming Part Of The Solution: People With Osteoarthritis Train To Conduct Research

*Becoming
Part
Of
The
Solution
Patient
Engagement*



While angrily searching the Internet for a suitable complaint site to vent about the latest bump in the road in my quest for treatment for my fairly severe osteoarthritis, I stumbled upon something much better than a “bitch site.” I found “Patients Matter,” a site that was inviting people with osteoarthritis to join a research project to improve or find ways to improve the health of the ever-increasing number of osteoarthritis sufferers.

However, this is research project with a twist. The researchers seemed to me to be a more healthy way to deal with my frustration, as I could be part of the solution – not just a complainer.

Before plunging in, I checked out the sponsors as I did want to be a token “let’s have a cup of tea and talk” researcher whose findings could be dismissed easily by planners. I saw that the sponsors were Canadian Health Services Research Foundation, Alberta Health Services, University of Calgary Press, Bone and Joint Strategic Clinical Network, Community Rehabilitation and Disability Studies, Community Health Sciences, Faculty of Medicine, University of Calgary, Arthritis Society-Alberta and Northwest Territories, Calgary Institute of Public & Population Health and Consumer Advisory Council of the Canadian Arthritis Network. This seemed to be a genuinely committed group.

Yes, they meant what they said..About twenty people living with osteoarthritis are now heavily engaged in the first part of the project. We are learning to listen and watch, record what people share with us and distil the information and construct questionnaires to get more precise information. We make sure the questionnaires are okay by testing and retesting them before using them as convincing information. To be effective we are learning interview techniques, how to run focus groups and most importantly how to make sense of and use what we hear.

Patient Engage- ment Con't

What we are learning to do is go from the big picture, take the information, go through several research processes and produce scientifically based data that can be used to help guide policy with respect to osteoarthritis treatment and resources. What a blast! I've moved into the control seat and so has everyone who suffers from osteoarthritis.

Right now the large group has split into three smaller groups so that we can look at different phases in the osteoarthritis journey. While the broad topics may change over time, as we refine and define our broad questions, here is what we have come up with so far:

- 1) People who have OA, but have not been formally diagnosed or followed up. They may have been told, "Well what can you expect at your age – wear and tear, you know."
- 2) Patients who have been diagnosed with OA by a family doctor, and are waiting to see a specialist.
- 3) Post-surgery patients who live alone, especially in lower income or vulnerable situations.

We are still in the learning phase and are refining our listening, recording and analyzing skills by practicing within our groups and reporting to the larger group for comment and input. Each of us has first-hand knowledge of living with different levels and experiences of OA, so our research is based in reality, not merely role-playing. Once we are fully trained, each group will submit a proposal for ethics approval and we will move into the actual research phase.

The really exciting aspect of this project for those with osteoarthritis is that we can be certain that the results will reflect our reality, as opposed to an assumed reality projected upon us by well meaning professionals. It will be a reliable and valid study of the OA population carried out by men and women who live with OA. This will give us a credible seat at the decision making table as researchers who are able to engage patients in suggesting ideas for research and improved care. We will have some sense of agency over treatment and resources, rather than enduring a passive "patient" role. I believe this will encourage us to stay as healthy as possible.

If you are curious and want to connect with this group, ask Patients Matter coordinator, Dr. Svetlana Shklarov at Shklarov@ucalgary.ca or (403) 220-5383.

Patients Matter website: http://webapps2.ucalgary.ca/~crds/greymattersinaction/news.php?subaction=showfull&id=1317762598&archive=&start_from=&ucat=3&

The manual we are using – the book Grey Matters – was written by the Kerby Centre Seniors, Nancy Marlett and Claudia Emes, and it was launched in 2011. Check out the Open Access free on-line copy of Grey Matters at <http://uofcpress.com/books/9781552382516>

**National Rehabilitation Educators Conference
Spanning Horizons: Bridging Research, Education and Service
San Francisco April 11 – 14**

Beth Parrott attended the conference on behalf of the CRDS Program.

The Council of Rehabilitation and Disability Studies (undergraduate) met the first day of the conference. Accreditation was the main topic of discussion – it is still in progress at this point. Accreditation by CHEA is still pending.

The Council for Higher Education Accreditation (CHEA) has decided that only schools in the United States can be accredited. The registry will continue for non-accredited and international programs.

The Council on Distance Education met the first day as well. An up-coming journal issue will focus on distance education. A software demonstration was reviewed for rehab counseling distance practicums.

The Council on Diversity and Equity met later in the afternoon on Wednesday. The mentor survey results were shared. The NCRE website will have a mentor tab in the future for those wishing to be mentors and those looking for mentors. Student support for conferences was discussed and several recommendations were forwarded to the board.

Seventy sessions were provided through the conference as well as 104 poster sessions.

Sessions attended focused on:

**Student Centered Learning: Technology, Social Media, and the Rehabilitation Educator
Individuals with Intellectual Disabilities Utilizing Self-Directed Supports: Education for
Rehabilitation Service Providers**

Disability Pedagogy: A Review and Critique of Four Class Exercises

Universal Design in Rehabilitation Education: From Theory to Practice

Deconstructing Diversity

**Challenges of Conducting Community Based Participatory Research Intervention:
Strategies for Successful Outcomes**

**Supported Employment: An Evidence-based Practice for People with Psychiatric Dis-
abilities**

Let me know if you are interested in the Powerpoint slides or hand-outs on these topics.

Tom Evenson received the Distinguished Career in Rehabilitation Education Award at the conference luncheon on Thursday.

Next year's conference topic: **Family Matters: Including Families in Rehabilitation Re-
search, Education and Services**

Hello From Australia

From Flinders University, Adelaide Australia

Desiree Duigou is doing a semester exchange and practicum at Flinders in Australia. Dr. Hughson and Dr. Marlett have close ties to many who work there.

“Just a quick update & message, my semester exchange and practicum at Flinders is going very well. I couldn't be happier with my practicum. I was so lucky to have been connected with Jayne Barrett to research/work on creating micro businesses for people with disabilities.

Getting a placement with Jayne has proven to be privileged, as she prompted me to attend an SRV intro workshop and there may be some opportunities for me learn at "Deep Quality" with Michael Kendrick next week. I feel challenged in the right ways.

I was lucky enough to learn from Peter Miller at a SRV introduction workshop last week. He has great stories and interesting examples.”

Congratulations Desiree on an exciting and rewarding semester exchange at Flinders.



Dr. Wolbring & Student Publications

New publications from Gregor Wolbring and his students (anything not open access I am happy to provide)

Alshaba Billawala, third year BHSC student in the Faculty of Medicine won the First prize for poster presentation at the 21st History of Medicine days International Conference (March .2012) hosted at the University of Calgary. Her poster presentation was “Analyzing the discourse surrounding Autism in the New York Times”. Her supervisor is our faculty member Gregor Wolbring.

We are pleased to announce that our faculty member Gregor Wolbring received the 2012 Faculty of Medicine, McLeod award for excellence in teaching.

We are also please to announce that our faculty member Gregor Wolbring was promoted to Associate Professor status.

His new publications since the last newsletter are:

Wolbring, Gregor; Leopatra, Verlyn (my student) and Noga Jacqueline (my student) (2012) The sentiment of waste and measure of footprints evaluated through an ableism lens In Eubios Journal of Asian and International Bioethics EJAIB Vol.22 (3) page 117-123 (supported by Genome Canada Grant)

<http://www.eubios.info/EJAIB52012.pdf>

Hutcheon, J Emily (my student) and Wolbring G (2012) Voices of “disabled” post secondary students: Examining higher education “disability” policy using an ableism lens *Journal of Diversity in Higher Education* Vol 5 (1)

Wolbring, Gregor (2012) Therapeutic Enhancements and the view of Rehabilitation Educators *Dilemata International Journal*

Dr. Wolbring & Student Publications cont.

Of Applied Ethics No 8 page 169-183 (supported by SSHRC)

<http://www.dilemata.net/revista/index.php/dilemata/article/view/123>

Wolbring, Gregor (2012) “Therapeutic bodily assistive devices and Paralympic athlete expectations in Winter Sport “*Clinical Journal of Sport Medicine* 22(1)51-57 (supported by SSHRC)

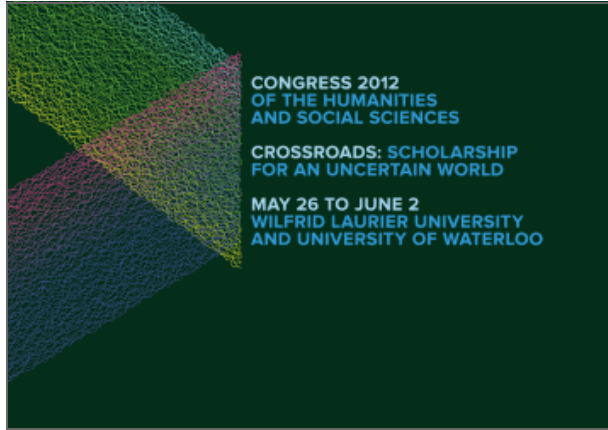
Wolbring, Gregor (2011) Water discourse, Ableism and disabled people: What makes one part of a discourse? in *Eubios Journal of Asian and International Bioethics* EJAIB 21:6.203-208 <http://www.eubios.info/EJAIB112011.pdf>

CDSA 2012

Two students from CRDS are presenting at Congress 2012 Of The Humanities and Social Sciences.

Kaitlin Van Osh, a first year MDCS grad student from London Ontario and Yvonne Simpson a MDCS graduate in 2007, from Toronto who is currently completing her PhD at York University.

They both are part of the Student Panel on June 1st.



[Check It Out!](#)

Dr. Hughson (along with Chris MacFarlane) recently had a book chapter published called, "Exploring Rights of Children and Youth Who Experience Vulnerabilities." In E. Murray (Ed.) Children Matter: Exploring child and youth human rights in Canada.

Congratulations Katrina!!



Katrina is a PhD student in an interdisciplinary studies with a specialization in CRDS. Anne is her supervisor. Katrina Milaney is engaged in doctoral research specific to the ways in which women are constructed through institutional practices and policies in Alberta provincial prisons. Katrina was just awarded the Chancellor's Challenge Graduate Scholarship, an award designed to recognize excellence in a full-time thesis-based doctoral program. Katrina will be invited to speak about her research and the opportunities the award has created at the University of Calgary Chancellor's Challenge Golf Tournament

Inclusive Education For Students With Severe Disabilities: Illuminating The Issues



Laura Mooney, recent MSc graduate in CRDS, presented her thesis work to an international delegation of community and post-secondary professionals at the 15th Annual Community-Campus Partnerships for Health (CCPH) Conference in Houston, TX, April 18-21, 2012. CCPH "is a non-profit organization that promotes health equity and social justice through partnerships between communities and academic institutions" (<http://ccph.info>, par.1). It's partnership focus is "on changing the conditions and environments in which people live, work and play" (par 1) through community-based participatory research. Laura learned of this conference through her thesis advisor, Dr. Bonnie Lashewicz and submitted a poster proposal last fall that was selected from among 240 applications. The theme of the conference was *Community-Campus Partnerships as a Strategy for Social Justice: Where We've Been and Where We Need to Go*. Laura's research poster emphasized the importance of capturing multiple perspectives and using instrumental case study methodology to inform understandings of issues in inclusive education for students with severe disabilities. "It was a most enlightening experience," said Laura, "to hear and discuss and share ideas with people who were not in my own backyard." Among the 500+ delegates at the conference were community volunteers, agency professionals and post-secondary researchers from across the U.S., Canada, Australia, The United Kingdom, and Africa. Session topics addressed a broad range of health disparities including poverty, homelessness, education, access to basic health care, immigrant and multi-cultural populations and strategies for effective and sustainable community-based projects. Laura says she thoroughly enjoyed the networking opportunities and gained valuable knowledge and wisdom from her first conference presenter experience. She is also more motivated than ever to pursue teaching, writing and research that will inform and influence the fields of disability studies and education. "I'd say the only thing I missed about a well-organized, socially responsible conference like this was a stronger presence and voice from the disability community."

Next year's CCPH conference will be held at Memorial University in Newfoundland, Canada. For more details please visit CCPH's website: ccph.info

INCLUSIVE EDUCATION FOR STUDENTS WITH SEVERE DISABILITIES: ILLUMINATING THE ISSUES

Originally presented at the 15th Annual Community-Campus Partnerships for Health Conference in Houston, TX, April 18-21, 2012

Intended Skill Level: Beginner, Intermediate, Advanced

Conference Topic(s): Sharing power & resources; Changing policies & systems

Author: Laura R. Mooney, MSc.

Community Rehabilitation and Disability Studies, University of Calgary, Calgary, AB, Canada

Poster Goals:

Poster Summary:

This poster is a visual summary of an instrumental case study. 6 issues of inclusive education for students with severe disabilities are identified and explored through parent, teacher and administrator perspectives spanning 7 years of one student's public education experience. The 6 issues are: 1) Challenging/protecting students; 2) Teacher comfort/discomfort with disability; 3) Attitudes towards inclusion; 4) Conditional inclusion; 5) Bureaucracy of business; and 6) The role of education assistants in the inclusive classroom.

The presentation clarifies where we've been (oppressive education practices) and where we need to go (liberating education reform) by using two architectural illustrations of partnership between the general and special education systems. The poster facilitates reflection about education as a social justice issue with theoretical orientation to Paulo Freire's (1970) Pedagogy of the Oppressed. It raises questions for inter-disciplinary partnership work between K-12 educators, community living organizations, and higher education programs specializing in disability

-Motivate participants from K-12 education, community living organizations, and higher education to work together with families to enhance education outcomes for students with severe disabilities

-Visualize current and future operations of public education that will promote coherent understandings and consistent practices of inclusive education for students with severe disabilities

-Encourage the use of instrumental case study as an effective methodology for inclusive education research

Poster Learning Objectives:

§ Highlight multiple perspectives of what it is like to educate a student with a severe disability and prepare him to live a valued life in a non-disabled adult world

§ Differentiate between inclusion as an 'add-on' to special education and general education and inclusion as an all-encompassing business model

§ Identify opportunities for critical inquiry to share with education leaders, reformers and researchers

Poster Link: <http://www.crd.s.org/+temp/inclusive>

For more information and publication updates, please contact:

Laura Mooney by email: lrmooney@ucalgary.ca

Click on the banners below to find the link for the Canadian Journal of Disability Studies and International Journal of Disability, Community & Rehabilitation.

CANADIAN JOURNAL OF

Disability Studies

Published by the Canadian Disability Studies Association · Association Canadienne des Études sur l'Incapacité

International Journal of

IJDCR

Disability, Community & Rehabilitation

CRDS STUDENT ASSOCIATION

The Community Rehabilitation and Disability Studies Student Association would like to congratulate everyone for completing the Winter 2012 semester and wishes all of the student who are continuing their education in the Spring/Summer 2012 semesters the best of luck! The Student Association has had a wonderful 2011/2012 term and has some great new ideas for the upcoming year which will be constructed in the next few months. If you would like to get involved, we are always inviting new members who are encouraged to attend the events we hold during the Fall/Winter semesters which typically include meet & greets, job fairs, mixers, town hall meetings, volunteer opportunities, peer mentoring, and details on upcoming events. The membership fee is \$5 which goes right back into the Student Association, allowing us to host these great events. For the upcoming year we have also begun developing hoodies for CRDS students. Information on the status of these hoodies will be posted on our Facebook page (University of Calgary: Disability Studies and Community Rehabilitation), on our website

(www.comsrehab.com) and given through email to all of our members. Lastly, we have recently passed along some executive titles as our Fall/Winter 2012 President and Vice President Administration have graduated! With these changes has come an opening for someone interested in the Vice President of Finance position. If you or someone you know would like more information on either the executive position or would like to become a member of the CRDS-SA, send me an email at crd@ucalgary.ca and I will get back to you promptly. Have a wonderful semester/summer!



Supportive Communities: Strengthening Families

Alberta Association for Community Living

serving children and adults with
developmental disabilities for over 50 years



Welcome to the Supportive Communities: Strengthening Families Database

AACL has developed a new innovative way of connecting families to potential support/respite staff.

Do you live in Calgary or surrounding area, (specifically Cochrane, Banff, Canmore and Airdrie) or Lloydminster and rural surrounding area or Wainwright and rural surrounding area? Are you looking for support/respite staff to spend time with your child with a disability? Are you a potential support worker looking for an opportunity to make a difference to a child with a disability and their family?

Please contact an AACL Facilitator in your area listed below, to gain access to this new database tool and get connected to potential support staff now!

Facilitators – Supportive Communities: Strengthening Families

Calgary, Cochrane,
Canmore, Banff & Airdrie
403-717-0361 ext 26
supportivecommunities-calgary@aac1.org

East Central
Lloydminster and Area
780-872-4609
supportivecommunities5@aac1.org

East Central
Wainwright and Area
780-806-9850
supportivecommunities5@aac1.org

- Made the university basketball team*
- Joined a university club*
- Thought about what to do after university*
- Get involved in the community...*



For more information on how to support a family in Calgary, Airdrie, Cochrane, Canmore, Banff or surrounding areas, please call 403.717.0361 ext. 26 or by email supportivecommunities-calgary@aacl.org or visit our website at www.aacl.org.

Make a Difference



Support a Child With a Disability

Get involved in your community, gain valuable work and life experience, develop lasting connections and make a huge impact on the life of a child with a disability. Register to find volunteer work or part-time employment through our Supportive Communities: Strengthening Families Project.

Supportive Communities: Strengthening Families connects families of children with disabilities with high school and university students willing to laugh, learn, play and spend a little time with a child with disabilities.



***Supportive Communities:
Strengthening Families***

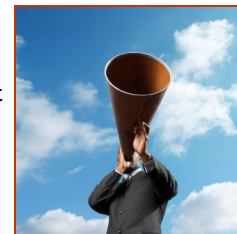
Alberta Association for Community Living

We want to hear from you!

Please share your news! If your community group or agency has an announcement or upcoming event let us know and we'll include it in our newsletter.

Are you hiring? Let us know and we'll post your position.

Send your information to pwenzel@ucalgary.ca



University of Calgary

The Community Rehabilitation and Disability Studies Program (CRDS) was established in 1979 as the first of a growing number of disability studies programs in Canada, and one of the first in North America. It emerged in response to provincial, national and international changes in views of disability. The definition of disability shifted from being seen as a personal trait to being seen as the consequence of social and physical barriers that prevent people with cognitive, physiological or sensory impairments from participating in society. Thus, the aim of this field of study is social inclusion, and the challenge is the removal of barriers.

Within this context our particular focus is on understanding disability at the intersection of community and human services contexts. Towards that end CRDS was designed to be a small, interdisciplinary and inter-faculty university program, thereby building in an ability to examine issues of interest from a number of different perspectives. Central to this from the beginning has been the perspective of people with disabilities.

CRDS provides education pertinent to a broad range of community-based services that offer short-term assistance and ongoing support for individuals, families and small groups affected by disabling conditions and chronic health concerns to live, learn, work and participate in their communities. Research pursued by CRDS Faculty typically is focused on both practical as well as conceptual issues that arise in these contexts. As such, CRDS responds to the challenges of health, education, advocacy, legal and social reform to empower individuals and communities.