
CLT's Volunteer Vibes

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Volunteer Program Update

We truly understand that volunteers are non-paid workers, but at the same time, it is important to uphold voluntary commitments, as well as taking your volunteer position seriously.

Requesting days off occasionally, and vacation time with notice (i.e. two weeks) are reasonable requests; however, taking a month or two off at a time is a little more than we can spare. It is difficult for us to find someone to replace volunteers just for a month or two. It is also very difficult and frustrating when we have a lot of work, and no volunteers to help out. The work has to end up being completed by staff, which defeats the whole purpose of having a volunteer program.

Please remember to call us **as soon as possible** when you have an important appointment, something comes up, or you are sick. Also, please remember that volunteering is a commitment and not something to be cast aside if something better or more interesting were to arise. We ask you kindly to treat your volunteer position as if it were a job!

We've had a few changes since our last newsletter. We have had to say goodbye to a wonderful volunteer, Crystal Bicknell, who has left us to pursue a full-time job. Good Luck Crystal! We'll miss you!

We also had a student volunteer who was working with us to receive their 40 hour community service requirement in secondary school. We would like to thank David Yoshida who helped us with so many mailings and data entry. We wish him the best in his future at University!

Volunteer for the Pan Am Games 2015

<http://www.toronto2015.org/lang/en/get-involved/volunteer.html>

These Games couldn't happen without you—the volunteers. To deliver an event the size and scope of the TORONTO 2015 Games, 20,000 volunteers are needed in everything from pre-Games planning, to senior event leadership roles. Some positions require specialized skills and work experience, while others simply

require a desire to roll up their sleeves and pitch in.

Beyond the unique skills and talents volunteers bring, which may or may not include the ability to leap tall buildings in a single bound, the Pan Am Games are looking for volunteers with these qualities:

- Friendly, approachable and genuinely enjoy helping people
- Reliable
- Great communication skills
- Love working in a team environment
- Good sense of humour
- Uncanny ability to adapt to changing conditions

All volunteers must have a good understanding of English. To support the athletes and visitors, they are also looking for volunteers who speak French, Spanish or Portuguese.

What the PAN Am Games Provide:

Games-time volunteers will receive the following:

- An incredibly rewarding experience that you'll look back on with pride.
- A once-in-a-lifetime opportunity to contribute to the largest multi-sport event ever in Canada.
- The opportunity for volunteer certification.

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- An official Pan Am / Parapan Am uniform.
- Refreshments and meals based on shift duration.
- A chance to make new friends and be part of a talented team.

And if that's not enough, you'll also receive a comprehensive training program to ensure you're well prepared and confident on day one.

So... are YOU ready to be part of the TORONTO 2015 Pan Am/Parapan Am Games?

Volunteer Now

Are you eager and want to volunteer now? Look no further—there are many ways to get involved now. The Pan AM Games need volunteers to help with community outreach activities, planning, transportation and logistics, uniform distribution, accreditation and volunteer selection and training.

Or if conferences and special events are more up your alley, they also need volunteers for those areas, too. The Pan Am Games website is your go-to place for volunteer opportunities starting now.



<http://www.toronto2015.org/lang/en/get-involved/volunteer-opportunities.html>

Volunteer During the Games

Would you rather wait until 2015? Games-time volunteers are the “face of the Games.” Some volunteers will have the opportunity to interact with athletes and spectators in our venues while others will work behind the scenes in transportation, medical and anti-doping, information technology, press operations, communications, protocol services, accreditation and workforce services.

Recruitment for Games-time volunteers begins in mid-April 2014. <http://www.toronto2015.org/lang/en/get-involved/volunteer.html> to submit your information for volunteering during the games.

What is Change the World?

<http://www.citizenship.gov.on.ca/english/citizenship/changetheworld/faqs.shtml>

ChangeTheWorld:

Ontario Youth Volunteer Challenge is a three-week campaign with one goal: to get high school students to volunteer in their community.



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Bonus: Students get the community involvement hours they need to graduate from high school.

How Change the World Started

Change the World started as a test project in 2008, with the goal of getting 300 youth to volunteer locally. Volunteer opportunities were coordinated by seven volunteer centres. That first year was a huge success. Over 900 youth volunteered in their cities and towns during the campaign.

In 2009, 19 volunteer centres came on board, and over 8,500 youth volunteered.

For 2010, the campaign was extended to 3 weeks. Over 11,000 youth and 21 volunteer centres participated, surpassing the goal of 10,000.

For 2011, 21 volunteer centres took part, representing more than 265 communities across Ontario. Once again, ‘Change the World’ surpassed the target. Almost 15,000 youth volunteered nearly 70,000 hours. That's a 24 percent increase in youth participants and a 40 percent increase in volunteer hours over the 2010 campaign!

In 2012, 25 volunteer centres took up the challenge, helping to surpass the target yet again! Almost 28,000 youth

volunteered close to 124,000 hours over three weeks. And in 2013, a total of 38,000 high school youth volunteered over 170,000 hours in their communities!

The 2014 campaign has been extended from 3 to 6 weeks, giving Ontario students more time and more volunteer events to participate in Change the World.

The Goal

The 2014 goal is to engage over 33,000 young people in volunteering a minimum of 99,000 hours over the course of 6 weeks.

Bring your friends. Volunteer!

Student Voice and Change the World are both helping to engage youth in their schools and community. Speak Up projects are a part of the Ministry of Education's Student Voice initiative.

Since 2010, students have been able to apply for Speak Up project grants to create student-led volunteer projects during the Change the World campaign.

For information on the Ministry of Education's Student Voice initiative, visit www.ontario.ca/speakup.

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GET RECOGNIZED!

Provincial Volunteer Awards

The Ontario Honours and Awards Secretariat honours volunteers of every age who contribute selflessly to building caring communities across Ontario. Contact the Secretariat by email at ontariohonoursandawards@ontario.ca or phone by at 416-314-7526.

Change The World Youth Ambassador Award: (Only volunteer centres can nominate a student for this award). The Change the World Youth Ambassador Award recognizes an outstanding youth volunteer between the ages of 14 to 18 who has participated in the annual Change The World Ontario Youth Volunteer Challenge.

Lieutenant Governor Community Volunteer Award for Students: (Only school officials can nominate a student for this award)

The Lieutenant Governor's Community Volunteer Awards for Students honours an exceptional student volunteer, attending an Ontario secondary school. It honours those who not only complete the number of volunteer hours required to graduate, but who go above and beyond.

Lincoln M. Alexander Award

The Lincoln M. Alexander Award honours youth who have worked to eliminate racial discrimination in Ontario. This award was first given in 1993. There are three awards – two student awards and one community award. Each year, three young people, between the ages of 16 and 25, receive an award of \$5,000 each and a framed scroll.

Ontario Medal for Young Volunteers

The Ontario Medal for Young Volunteers recognizes the outstanding achievements of youth volunteers across the province. The personal commitment of time and effort made by young volunteers is a valuable contribution to the quality of life in our communities, and our province.

Ontario Volunteer Service Awards

The Ontario Volunteer Service Awards honour the thousands of people who generously contribute their time as volunteers across Ontario. Youth volunteers must be under 24 years old and have volunteered with one group for at least two consecutive years. Nominate online:

<https://www.appenom.citizenship.gov.on.ca/enom/Agreement.aspx?formid=6>

The SexAbility Program is Now Recruiting New Volunteers!

Are you a youth or young adult (ages 16-29) with a mobility disability? Would you like to:

- Learn more about sexuality and disability?
- Build on your own public speaking and co-facilitation skills?
- Meet new people from diverse backgrounds who share similar experiences of living with a mobility disability?
- Gain knowledge on how to develop workshops and/or community events?
- Commit to meeting at least three hours a month?

Sex Ability Program Staff will:

- Provide 24 hours of training.
- Give on-going support in your development of skills as a peer facilitator.
- Continue to provide relevant training in the area of sexual health.

For more information and/or to arrange an interview please call Lynda at 416-486-8666 ext. 248

Special Events, Cultural Services, City of Toronto

http://www.toronto.ca/special_events/volunteer_links/volunteer_positions.pdf

All new volunteers are required to attend an orientation session, including a short interview, before being accepted by Toronto Special Events. With the exception of Ambassadors, not all positions are needed at each event.

Information Ambassadors provide front-line, top-calibre customer service to festival visitors. They are the goodwill ambassadors who keep everyone informed. Responsibilities include helping patrons navigate the event by distributing information materials, answering questions and giving directions. This position is ideal for friendly people with good communication skills and high energy who want lots of interaction with patrons, but no supervisory duties.

Ushers also provide front-line, top-calibre customer service to festival visitors while they wait to view projects and ensure their successful navigation through line-ups. Responsibilities include greeting the audience and crowd control. This position is ideal for friendly people who like participating in crowd management and are willing to be assertive, but want no supervisory duties.

Project Facilitators provide unique and varied assistance to event patrons (i.e. the public) about how to interact with art, theatre, music or architecture projects. Responsibilities include ensuring patrons have the tools and information to interact with the project appropriately. This position is ideal for friendly people who want lots of interaction with patrons, as well as hands-on experience with the projects, with no supervisory duties.

POSITIONS OPEN TO EXPERIENCED VOLUNTEERS:

Request a resume for these positions.

Volunteer Captains oversee all the volunteer activities at assigned sites. Responsibilities include managing schedules, facilitating tasks, and communicating between volunteers and staff. They ensure the volunteers have a positive festival experience. This position is ideal for people with excellent personal and organizational skills, who are exceptionally reliable, committed to volunteerism, and are good at problem solving. This leadership position is only open to people who have volunteered with Toronto Special Events for at least two years or have a proven equivalent experience in another organization.

Art Guides are educators trained to further the public's understanding of an art piece. Responsibilities include meeting with the curator and/or artist to

become well-informed about the artwork, and liaising between the artist and the public by bringing a personal perspective to discussions. This position is ideal for friendly people knowledgeable and passionate about the contemporary art scene and who have experience talking about it.

Assistant Stage Managers help the Stage Managers ensure the stage runs smoothly and on schedule. Responsibilities include working directly with the performers and their handlers, and assisting with cues, set up and clean up. This position is ideal for students in theatre or technical production programs looking for real experience at large events and who are calm and assertive.

Artist Assistants help the artist and/or performer in a myriad of ways. Responsibilities include assisting with performance logistics and escorting them to the performance area. This position is ideal for people familiar with helping artists and/or performers and with some previous theatre or event experience.

Tour Guides lead groups through buildings using a (scripted) presentation during the 'Doors Open Toronto' program. Responsibilities include liaising with building staff, learning facts of script, and reading all supplied information. This position is ideal for people comfortable talking to large groups of people and who have some

previous guiding experience. For more information call 416-392-9315 or email spevol@toronto.ca, Fiona Lucas, Coordinator of Volunteer Management



DISABILITY AWARENESS CORNER: Understanding the Social Model of Disability: The 'Medical Model' Versus the 'Social Model'

<http://ukdisabilityhistorymonth.com/the-social-model/2011/9/13/understanding-the-social-model-of-disability-the-medical-mod.html>

DEFINITIONS:

Impairment is the loss or limitation of physical, mental or sensory function on a long term, or permanent basis.

Disablement is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers.

Disabled People include people with: physical impairments; sensory impairments (i.e. deaf people, blind people); chronic illness or health issues including HIV and AIDS; all degrees of learning difficulties and emotional and behavioral problems. It also includes people with hidden impairments such as epilepsy, diabetes, sickle cell anemia; specific learning difficulties such as dyslexia, speech and language impairments, children labeled as 'delicate'; people who identify as 'disfigured'; people of diminutive stature and people with mental distress. All are excluded by barriers, though not all have impairments. There are two ways of viewing disablement: the 'Medical Model' or the 'Social Model'.

The 'Medical Model' of Disability:

The 'medical model' sees the disabled person as the problem. We are to be adapted to fit into the world as it is. If this is not possible, then we are shut away in some specialized institution or isolated at home, where only our most basic needs are met. The emphasis is on dependence, backed up by the stereotypes of disability that call forth pity, fear and patronizing attitudes.

Usually the 'impairment' is focused on rather than the needs of the person. The power to change people with disabilities seems to lie within the medical and associated professions, with their talk of cures, normalization and

science. Often our lives are handed over to them.

Other people's assessments of us, usually non-disabled professionals, are used to determine where we go to school, what support we get and what type of education, where we live, whether or not we can work and what type of work we can do and indeed whether or not we are born at all, or are even allowed to procreate.

Similar control is exercised over us by the design of the built environment presenting us with many barriers, thereby making it difficult or impossible for our needs to be met and curtailing our life chances. Whether it is in work, school, leisure and entertainment facilities, transport, training and higher education, housing or in personal, family and social life, practices and attitudes disable us.

Powerful and pervasive views of us are reinforced in the media, books, films, comics, art and language. Many disabled people internalize negative views of themselves that create feelings of low self-esteem and achievement, further reinforcing non-disabled people's assessment of our worth. The 'medical model' view of people with disabilities creates a cycle of dependency and exclusion, which is difficult to break.

'Medical model' thinking about us predominates in schools where special educational needs are thought of as

resulting from the individual who is seen as different, faulty and needing to be assessed and made as normal as possible.

If people were to start from the point of view of all children's right to belong and be valued in their local school, we would start by looking at 'what is wrong' with the school and looking at the strengths of the child.

The Medical Model.



This second approach to disablement is based on the 'social model' of disability thinking, which views the barriers that prevent disabled people from participating in any situation as what disables them. The social model arises from defining impairment and disability as very different things.

The 'Social Model' of Disability:

Impairment and chronic illness exist and they sometimes pose real difficulties for us. The Disability Movement comprises

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those disabled people and their supporters who understand that they are, regardless of their particular impairment, subjected to a common oppression by the non-disabled world. We are of the view that the position of disabled people and the discrimination against us are socially created. This has little to do with our impairments. As a disabled person, you are often made to feel it's your own fault that you are different. The difference is that some part, or parts, of your body or mind are limited in their functioning. This is seen as an 'impairment'.

THIS DOES NOT MAKE YOU ANY LESS OF A HUMAN BEING.

But most people have not been brought up to accept us as we are. Through fear, ignorance and prejudice barriers and discriminatory practices develop which disable us. The understanding of this process of disablement allows disabled people to feel good about themselves and empowers them to fight for their human rights.

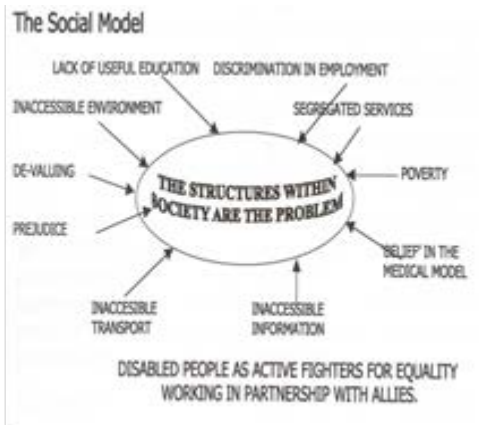
The Disabled People's Movement believes the 'cure' to the problem of disability lies in the restructuring of society.

Unlike medically based 'cures', which focus on the individual and their impairment, this is an achievable goal and will benefit everyone. This approach, referred to as the 'social model', suggests

those disabled people's individual and collective disadvantage is due to a complex form of institutional discrimination as fundamental to our society as sexism, racism or heterosexism.

In addition to this, the obsession with finding medically based cures, distracts us from looking at causes of either impairment or disablement. In a worldwide sense, most impairments are created by oppressive systems - hunger, lack of clean water, exploitation of labour, lack of safety, child abuse and wars.

Clearly, this thinking has important implications for our education system, particularly with reference to primary and secondary schools. Prejudicial attitudes toward disabled people and, indeed, against all minority groups, are not inherited. They are learned through contact with the prejudice and ignorance of others. Therefore, to challenge discrimination against disabled people we must begin in our schools.



Our fight for the inclusion of all children, however 'severely' disabled, in one, mainstream, education system, will not make sense unless the difference between the 'social' , 'medical' or 'individual' model of disability is understood.

MEDICAL / SOCIAL MODELS	
Medical And Social Model Thinking In Schools	
MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

Employment News

Diversity Employment Fair is Toronto's leading recruitment event for Aboriginals, Women, Persons with Disabilities, and Visible Minorities.

Meet human resource professionals from Toronto's industry leaders in media, pharmaceutical, insurance, information technology, hospitality, academia, and the non-profit sector.

Date: October 24, 2013
Time: 11:00am – 3:00pm
Location: Downtown Toronto – You will get detailed location when you register.

Register by emailing your résumé to diversityfair@ccrw.org. Professional attire required. Bring résumés and business cards.

For more information please contact the Workplace Essential Skills Partnership (WESP) at 416-486-2500, extension 8272 or visit the website at www.ccrw.org/wesp.

This project is brought to you by the Canadian Council on Rehabilitation and Work www.ccrw.org and funded by Employment Ontario.

Ability Learning Network www.aln.ca

Are you currently on ODSP? Are you looking for employment support?

The Ability Learning Network can help at no cost. Information sessions are held every Friday at 1pm at the centre. Registration is required. For more information, call (416) 350-2331.

Ability Learning Network (ALN) is registered as a Private Career College under the Private Career Colleges Act, 2005. ALN has been delivering skills development training and employment placement supports since 1993.

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Ability Learning Network provides Employment Services funded through Toronto Employment and Social Services. ALN helps people receiving social assistance prepare for and find work. The focus is on identifying the most appropriate types of employment opportunities based upon the job seekers' abilities and experience.

Resource Centre Support

Employment Placement assistance is available for clients receiving Ontario Works to develop a resume and cover letter, conduct a job search, connect with employers who are hiring and help prepare for interviews.

Program Acceptance is determined through a review of the client's skills and qualifications gained through previous employment history, the type of employment the client is seeking and the appropriateness of their goals in relation to their experiences. Following intake if the client is accepted, the employment specialist meets with each person individually to review and revise their resume and cover letter.

Successful Job Placement

By matching clients' skills and abilities to advertised vacancies, as well as by



tapping into the hidden job market, ALN has successfully placed clients in the following positions:

- Building Maintenance Workers
- Superintendents
- Cleaners
- Shipping and Receiving
- Food Service
- Customer Service (retail)
- Cashier
- General Labourers
- Construction

Components of the Job Search Program

- How to plan and conduct an effective job search using internet and email
- Resume development and instruction on completing cover letters
- Completing employment application forms
- Networking skills
- Interviewing skills
- Applying labour market information to the job search
- Job maintenance skills

Eligibility: You may be eligible to participate in Employment Placement if you are receiving Ontario Works benefits, are ready to re-enter the workforce and are in need of assistance in searching for and preparing for employment.

CILT News

Direct Funding Program

*T*he Direct Funding (DF) Program has spent the last year spreading its good news of a shorter waitlist; while some applicants in the past might have been discouraged by the almost 5-year wait for an interview, that wait has dropped to about 3 years. Through workshops, information sessions and community events, DF staff have been promoting the innovative program, which provides funding to adults with disabilities to recruit and employ their own attendants to assist with their activities of daily living.

The program has served nearly 1,100 people since the original pilot program in 1994, and there are currently nearly 700 participants, or Self-Managers, on the program. Forty-five new Self-Managers have been added to the program since September 1, 2012.

After a successful workshop for Self-Managers last year, DF staff are also planning a similar event for November; program participants in the Toronto area will be invited to learn from each other about how they make DF work in their daily lives.

The program also recently launched its new website, www.dfontario.ca– this comprehensive, accessible website, which is available in English and French, features a clearinghouse of information about DF, application forms and a section for employers and potential attendants to connect with each other. DF participants also have access to a secure login area where they will be able to download program documents and materials.

In staffing changes, after the retirement last year of DF auditing clerk, Susan DeLaurier, DF welcomed Samantha Abel, who had previously worked as Safety Ambassador Co-ordinator with the Safe Toronto Action Now Disability (STAND) project, to fill in temporarily in the auditing position until she returned to school in August, 2013.

This month, DF welcomed John Tam as its new auditing clerk, as Samantha went on to pursue her academic career.

Disability and Rights for Citizens (DRC) Project

The Disability and Rights for Citizens (DRC) Project was a one-year initiative (September 2012 to September 2013) lead by the Centre for Independent Living in Toronto (CILT) in partnership with

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ARCH Disability Law Centre and the Council of Canadians with Disabilities (CCD). This CILT project was funded by City of Toronto's Access Equity & Human Rights Fund.

The DRC Project presented 10 human rights educational workshops with information on the United Nations Convention on the Rights of Persons with Disabilities (CRPD), and how it affects people with disabilities living in Toronto. The United Nations CRPD was signed by Canada in 2007 and ratified in 2010.

On September 3, 2013 the DRC Project held a successful and inspirational Town Hall Meeting on the United Nations CRPD at The 519 Church Street Community Centre. Panel speakers included:

Adam Vaughan, Toronto City Councillor, Chair of Disability Issues Committee

Barbara Hall, Chief Commissioner, Ontario Human Rights Commission

Vangelis Nikias, Council of Canadians with Disabilities

Melanie Moore, DRC Project Coordinator, Centre for Independent Living in Toronto

Moderated by: Ed Montigny, ARCH Disability Law Centre

All of DRC documents handed out at workshops are posted on the CILT

website under the “IL SKILLS” tab. The DRC Project made every effort to present and organize material in an easy to understand and useable format.

For more information on the Disability and Rights for Citizens (DRC) Project,



please contact
Melanie Moore, DRC Project
Coordinator/Community Development
Worker, Centre for Independent Living in
Toronto (CILT) at 416-599-2458 ext.
222, TTY: (416) 599-5077 or by email
at melanie.moore@cilt.ca.

Civic Literacy- Disability Project

Civic Literacy - Disability Project will focus on how to become fully engaged with the citizenship process on the Municipal level. Using traditional workshop formats as well as social media and webinars, people with disabilities and their allies will learn the A B C's of non-partisan citizenship involvement.

This project will customize all resources and materials to be relevant to the disability community concerns and create friendly, supportive learning

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environments that accommodate individual disability needs.

This project is a two-year, community based and cross disability partnership starting in Fall 2013 with the Centre for Independent Living in Toronto (CILT) as the lead.

Utilizing the Participatory Action Research methodology, the Civic Literacy - Disability Project will ensure that people with disabilities are represented at every level of the project planning. People with disabilities will be at the helm of workshop design, workshop facilitation, and toolkit development and dissemination.

This CILT project is funded by City of Toronto's Access Equity & Human Rights Fund. For more information on the project, please contact John Mossa, Centre for Independent Living in Toronto (CILT) at 416-599-2458 ext. 238, TTY: (416) 599-5077 or by email to ilskills@cilt.ca.



Safe Inclusive Toronto Streets (SITS)

The Safe Inclusive Toronto Streets (SITS) project will have a dual purpose of making people with disabilities feel safer on city streets by providing self-defence tools and information about how to appropriately report navigational hazards as they occur.

There is a disconnect between the various players involved in coordinating what safe streets mean for all, including people with disabilities. In part, this is because of a lack of information among people with disabilities about who to go to and for what. As well, the lack of awareness among police, traffic and municipal planners, construction industries and developers about decisions they make and the unintended impacts on safety for people with disabilities.

The project intends to do a series of educational workshops that will include improved knowledge about how to constructively achieve improvements in the physical environment, as well as improving personal empowerment through a variety of self-defence techniques.

It is hoped that by enlisting the sectors listed above, the understanding on both sides will deepen. It is about making

people with disabilities feel safe on Toronto streets.

This project is a one year community based, cross disability partnership starting in Fall, 2013 with the Centre for Independent Living in Toronto (CILT) as the lead.

This CILT project is funded by City of Toronto's Community Safety Investment (CSI) fund. For more information on the SITS Project, please contact Melanie Moore, Community Development Worker, Centre for Independent Living in Toronto (CILT) at 416-599-2458 ext. 222, TTY: (416) 599-5077 or by email at melanie.moore@cilt.ca.

Parenting Preparation Course

The Parenting with a Disability Network (PDN) has put together a "Seven Week Preparation Course" for prospective parents with disabilities that is scheduled for the spring.



Many times CILT receives calls from social workers and prospective

parents with disabilities with questions and concerns around the need for support, services and information. More often than not, these calls unfortunately come in the latter stages of pregnancy or after the baby has been born, which inevitably leads to further barriers and complications, sometimes as severe as the apprehension of the child by authorities.

In order to prevent these unfortunate scenarios from occurring, it is important for prospective parents to be as prepared as possible for the arrival of their new bundle of joy.

This course will provide opportunities for prospective parents to learn more about:

- Making the decision to have a family
- Identifying your needs as a parent with a disability
- What to do when you find out you're expecting
- Examining your birthing options: health care choices available
- Preparing for the birth - hear from an actual Midwife and Doula
- Bringing the baby home: Negotiating your Environment
- Resources available and how to access them
- Hear from current parents with disabilities

For more information, contact Nancy at peers@cilt.ca or by telephone at 416-599-2458, extension 227.

Aging with a Disability

*P*eople living with lifelong disabilities are now living longer than expected, and are now embarking upon another life transition - the aging process. They should be able to do so with dignity; this includes having access to all information and resources, having the choice of living at home with appropriate supports and services versus living in long term care facilities, accessing educational programs on health and nutrition, fitness programs and those designed to decrease social isolation as it relates to aging with a disability.

In collaboration with partnering organizations, two surveys were devised and circulated, both distributed across the Greater Toronto Area. One survey was directed towards consumers. Our goal was to gain insight into the issues and concerns that were forefront in their minds around the quality of life as someone living with a lifelong disability, and now entering “the aging process”. The second survey targeted service providers, asking them about the signs of aging they see most common among their aging consumers.

The results highly indicated the need for further research. The collaborative would like to hold 20 focus groups with consumers and service providers across the GTA in order to collect more comprehensive information which will enhance that collected through the surveys. We are currently trying to secure funding for this next exciting phase.

As Peer Program Lead, Nancy Barry facilitated a 2.5 hour presentation on CILT's 'Aging with a Disability' initiative at a conference hosted by the Ontario Federation for Cerebral Palsy in Geneva Park. The conference was directed to attendants and caregivers of persons with a disability. Nancy was asked to speak about the work that CILT, in collaboration with other disability organizations, has been doing around aging with a disability and provide the participants with tips on how to work with aging consumers, and what signs to look for when caring for someone with a life-long disability who is now showing signs of the aging process.

The crowd was extremely responsive and even interested in working with us in the future. There were 30 participants in the workshop, and all had very positive comments and very many questions.

Maintaining Independence Our Way Conference

“*M*aintaining Independence Our Way” (MIOW) was a three-day conference, coordinated by our very own Melanie Moore, Community Development Worker and Coordinator of SPIN (Strength-based Parenting Initiative). It featured three significant topics: Strength-based Parenting Initiative (SPIN), Aging with a Disability and Direct Funding.

The conference was held at the Ontario College of Art and Design. Both consumers and service providers were well represented. Sections of the conference were also offered via webinar.

“Strength-based Parenting Initiative (SPIN),” By Melanie Moore

SPIN held the first day of the conference. It was a true cross-disability event for service providers to see that people with disabilities can be safe, effective and positive parents.

SPIN presented three different panels, ranging from input from service providers to consumers. We had over 80 people attending either in person or via the internet.

Some of the topics that were addressed are:

- successful parenting;
- peer support;
- exploring the gaps and barriers that agencies working with parents with disabilities experience; and
- cross-disability resources.

SPIN would like to thank its community partners, panellists, and participants for making this a successful and awareness-raising event.

We received excellent feedback; here is one from a service provider ‘This was an amazing and extremely informative and invaluable conference. I learned a great deal and will bring this info forward to my colleagues.’

A huge thanks goes out to those CILT staff that supported SPIN: Marisa, Sam, and Katherine from the Direct Funding program.

“Direct Funding Workshop: A Great Success” By Melissa Graham

Toronto-area participants on the Direct Funding Program had the opportunity to gather for learning and information sharing at a recent day-long conference. The mix of new and experienced self-managers discussed topics like how to hire a good attendant, plus other nuts and bolts about the

program. The workshop also provided opportunities for Direct Funding staff and self-managers to connect with each other; staff and participants agreed that everyone learned something new that day. At the end of the workshop, staff gave a preview of the Direct Funding website that came online this September.

At the conference, Direct Funding staff also experimented with webinar technology and hope to offer future workshops over the internet to self-managers across Ontario.

The Direct Funding team has also begun providing information sessions to interested organizations. The Ontario Federation for Cerebral Palsy recently hosted a session at its Toronto office and DF staff is keen to hear from other organizations. An information session for program applicants is planned for the future.

“Aging With a Disability” By Nancy Barry

From the numbers attended, we certainly now know, if we didn’t already, that aging with a disability is a topic that sparks a huge amount of interest among the community. We had over 75 consumers attend this portion of the conference, some in person and others via webinar.

We had a wonderful selection of speakers including Dr. Berbrayer from Sunnybrook, who has done a significant amount of work around the aging process as it relates to consumers with cerebral palsy. Graeme Treeby spoke about the transition from being on ODSP to Old Age Security, Jan Richardson from OCAD talked about the work they are doing around aging and technology, but best of all, was hearing from a cross-disability panel of speakers sharing their personal experiences with the aging process.

I would like to personally thank all of the speakers who took the time out of their busy schedules to come and share this day with us.

Peel Peer Support Fundraiser

*I*n order to continue hosting peer support programs in Peel Region, on August 10th and 11th, we had our very first Peel fundraiser – a Summer Yard Sale. It was a great success! We raised \$914.55. Consumers, service providers, and family as well as the general public donated many items to the sale. Thank you to everyone for donating items and their time to help us. Without you, there would be no way. We are now entering our third

year delivering peer support activities to Peel consumers.



CILT's Volunteer Vibes is a quarterly publication of the **Peer Support Program**. If you are interested in volunteering at C.I.L.T. please call Nancy to request a Volunteer Application Package.

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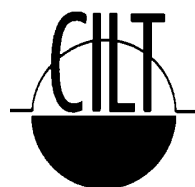
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Volunteer Vibes is also available on audiotape upon request.

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Canadian Association of Independent Living Centres
Promoting a new perspective on disability
Association canadienne des centres de vie autonome
Voir au-delà du handicap

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