



# Aionkwatakari:teke

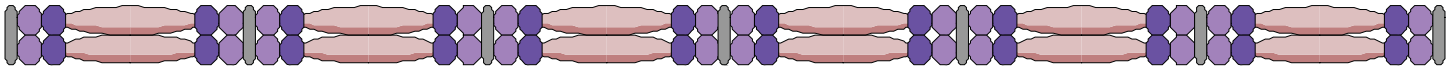
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"For us to be healthy"

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Kahnawake's Only Health and Wellness Newsletter

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## INSIDE

**Shiann Whitebean  
Melanie Morrison**

*& More*

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**Aionkwatakari:teke**

Aionkwatakari:teke is a newsletter published six times a year by Communications Services of Kahnawà:ke Shakotiià'takehnhas Community Services (KSCS). Our purpose is to provide information on health and wellness issues that affect Kahnawà'kehró:non. All community members are welcomed and encouraged to submit articles provided that they are comprehensive to the general public, informative and educational. Slanderous material will not be accepted. Views expressed in the articles may not necessarily reflect those of KSCS. We reserve the right to edit all articles. All questions concerning this newsletter should be directed to:

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This newsletter is intended to complement, not replace, the advice of your health care provider. Before starting any new health regimen, please see your doctor.

**Editor's Notebook**

There are so many articles in this issue that there is barely any room for some photos. And, because we are profiling two fabulous Kahnawà:ke women in this issue, I'm giving up some of the space for a couple photos that we couldn't fit on the profile of Melanie Morrison. I know you won't mind.



*Top: Melanie Morrison on stage at the Amnesty International Ambassador of Conscience awards gala. Bottom: Delilah Sanders, Melanie Morrison, and Melissa Mollen Duipuis with their Ambassador of Conscience awards. Photos courtesy of Melanie Morrison.*



Cover photo by Marie David. Cover design by Marie David

# Opioid Overdose

## What You Need to Know

BY AMANDA-LEE PHILLIPS, KAHNAWÁ:KE FIRE BRIGADE

**O**pioids is a term seen in the media recently. But what are opioids? Can users overdose from using an opioid? Many people are unaware that some of the recreational drugs they have been using are in fact an opioid and are at risk for overdosing.

An opioid is “an umbrella term for natural or synthetic drugs that are derived from, or related to- the opium poppy.” (Fact Sheet: Opioids) Opioids reduce pain signals to the brain and cause relaxation and a sense of euphoria. These are the effects many, if not all users, wish to experience. But they may not be aware of the other effects opioids have on the body.

Understanding which drugs are opioids can help to reduce the risk of overdose. Commonly used opioids include oxycodone, morphine, codeine, heroin, methadone and fentanyl. In general, all opioids produce the same effects. Effects may be more or less intense depending on the potency, type of opioid, and the users themselves. For example, fentanyl is 50-100 times stronger than morphine and usually prescribed by doctors to treat pain in patients with moderate to severe pain (ex: cancer).

Fentanyl happens to be one of the most popular drugs currently on the market. The threat of overdosing is increased in new users trying fentanyl for the first time and in users who have unknowingly been sold a product laced with fentanyl.

Understanding the drugs you are using and their effects is good but problems arise when you have no control over the potency of the drug you are buying. Illegally manufactured opioids such as oxycodone and heroin have been testing positive for containing fentanyl. Even common party drugs such as cocaine, ecstasy and Xanax have been found to contain traces of fentanyl. Fentanyl is everywhere and in the drug world, it is unavoidable.

Overdosing is a real risk and may become a reality for users within our community. It's important for everyone to understand the signs of an overdose and what to do in an emergency.

### **An overdose from an opioid is a life-threatening emergency!**

Signs of an overdose can include one, some or all of the following:

- Unresponsiveness – the user will not respond to verbal or painful stimuli such as yelling their name or sternal rub.
- Abnormal breathing – this can present as either slow respirations, no breathing at all, gurgling/ snoring sounds when breathing or sporadic breaths.
- Absent muscle tone – floppy arms and legs.
- Blue or greyish tint to lips and fingers.

If you suspect someone is having an overdose, knowing what to do next is crucial:

- Before approaching, moving or touching the user, check the area for needles to avoid being pricked by the needle.
- Call for an ambulance, in Kahnawake call the Kahnawake Peacekeeper's at 450-632-6505, outside of Kahnawake, dial 911.
- Place them in the recovery position – this will help to keep their airway open (place the person on their side with the top leg bent towards their body and their bottom hand under their head).

Do nots are just as important in an emergency:

- Do not give the person anything to eat or drink.
- Do not leave the person alone.
- Do not assume the person is sleeping or can sleep it off.

It is everyone's responsibility to educate and prepare themselves to respond to these types of emergencies. For any information or questions on what to do in an emergency, please contact Amanda-Lee Phillips at the Kahnawake Fire Brigade 450-632-2010. Niá:wen kowa.

Source: [www.overdoseday.com/wp-content/uploads/FactSheets\\_A4\\_Opioids.pdf](http://www.overdoseday.com/wp-content/uploads/FactSheets_A4_Opioids.pdf).



## Profile: Shiann Whitebean

BY TYSON PHILLIPS, COMMUNICATIONS



*Shiann Whitebean with her husband Merrick and their children, Kawehnoke, Tekewientehtahkwen, and Aronhiensere.*

and a daughter, Tekawientehtahkwen.

"I graduated from Billings and went to Dawson. I left Dawson in 2001 when I had my son. I was nervous about going back to school wondering if I could raise my family and be a student at the same time," Shiann explained.

With the encouragement from family and friends, Shiann attended Concordia University as a mature student in the First Peoples Studies program with a minor in Anthropology. "I had a lot of help from my family, especially Merrick. As a parent,

who also graduated from Concordia University.

Shiann, who is wolf clan, grew up following the traditional Longhouse ways and today continues to participate in community building and activism. Before she attended Concordia University, she graduated from the Kanien'kéha Ratiwennahní:rats Adult Language Immersion Program.

"I used to hear from some people that if you pursued a higher education you would no longer be Onkwehón:we," she said. "This was one of the impacts of residential and day schools. We do not have to choose between our language and culture and our education and prosperity, we can and should have it all!"

Shiann found it difficult to adjust to in the beginning until she found the Concordia Aboriginal Student Resource Centre. "Coming from Kahnawake to a big city each day was a bit overwhelming, along with getting used to a university workload." It was there Shiann met other Indigenous people from different parts of Canada. "Some students come from very remote communities, so being in a large urban setting is quite a shock for them as well. We all became friends and supported each other."

Shianne was grateful for the monthly allowance the Kahnawake Education Center gives to post-secondary students. Still, it just barely covered the basics as she was raising

it made a tremendous difference that my children have a wonderful hands-on father in their life. I met other parents in university including single parents who were motivated by the fact that we want to be positive role models to our children and provide them with a happy and healthy life."

Shiann also drew encouragement and inspiration from community members and from her mother Sheila,

A few years ago, Shiann Wahéshon *She walks about* Whitebean decided she wanted to continue her education so she could bring back the knowledge and give back to the community. Shiann had been out of school for a number of years and is married to Merrick Diabo and is a mother to two sons Kawehnoke and Aronhiensere



her family. “I’m fortunate to have a partner that works to support our family but that means raising children on one income. Oftentimes, it wasn’t enough and my family, school, and volunteer commitments limited my ability to work,” she said.

To help, she applied for and received several scholarships. You have to maintain good grades to qualify for scholarships, which Shiann took on as a challenge. “I felt like I had something to prove to myself and to others who doubt what we as Onkwehón:we are capable of and have to offer to the world.”

Shiann faced a lot of challenges during this time. “There were days when I’d be in class wondering if I would be home in time to cook supper. In the early days when my daughter was only five, I had to do course work with her sitting on my lap. I was able to balance school work and being with my family. It was tough but we all managed to get through it.”

Shiann was also an activist for Indigenous students. “My experiences with the Aboriginal Student Resource Centre inspired me to become an active volunteer and organizer at Concordia.” She is the founder and served as the president of the First Peoples Studies Member Association. She also founded and served as an advisor to the Indigenous Student Council, a group primarily for First Nations, Inuit, and Métis students. She participated in

the Indigenous Concordia Working Group and the Indigenous Directions Leadership Group. She was also one of the main organizers of the 2017 First Voices Week and is working at making it an annual event. In recognition of my academic accomplishments and volunteer work, I have received several scholarships and awards during my time at Concordia.

Shiann graduated this past spring with great distinction and was the first Indigenous female to be Valedictorian. “To become valedictorian you have to be one of the highest ranking students in your department and go through a number of interviews. My speech was reviewed beforehand but I wasn’t asked to change anything, and I wouldn’t have,” she explained.

“I was told that it was one of the most political valedictory addresses but they understood when they asked me, who I was and what my message would be,” she said. “It was hard to speak about our causes in a diplomatic way; however, I want people to know that we have many non-Indigenous allies who are standing with us and understand the injustices that we are facing.”

This fall, Shiann will begin her master’s degree at Concordia. “It’s a multidisciplinary individualized program where I will focus on First Peoples, education, and communication. My research will be on the Indian day schools and the intergenerational impact it has had on our people.” She



*Shiann Whitebean at the Concordia University graduation ceremony at Place des Arts. Photos courtesy of Shiann Whitebean.*

is thinking of going for her PhD in Indigenous studies after completing her master’s degree.

For the future, Shiann is thinking of teaching at a university and working with community organizations in language and health. “If you are thinking about going back to school, go for it. You are never too old to get a higher education and your life experience is one of your assets. Today my children talk about when they will go to university and setting this example helped them envision opportunities in their future. That alone made it all worth it.”



# A Shining Light for MMIWG

## Melanie Morrison Honoured for Activism

BY TYSON PHILLIPS, COMMUNICATIONS

**T**iffany Morrison was last seen on June 18, 2006. Her remains were found on May 31, 2010. It is still an unsolved homicide, as Tiffany's killer has not been found.

Since Tiffany's disappearance, her sister Melanie Morrison has been searching for answers and has become an activist for Indigenous Peoples rights.

"Amnesty International reached out to my family about four months after my sister's disappearance. The campaign was Stolen Sisters which was a database of cases of Missing and Murdered Indigenous Woman and Girls (MMIWG)," Melanie said. Amnesty International is an organization made up of people from around the world who campaign to end abuses of human rights.

In fact, this past May 27, Melanie received the Amnesty International Ambassador of Conscience Award for her activism for Indigenous rights. The ceremony took place in Montreal, where Melanie received the award along with Cindy Blackstock, Delilah Sanders, Melissa Mollen Dupuis, Widia Lariviere, singer Alicia Keys and Senator Murray Sinclair. "It was a shock when I found out I was getting it as this award is regarded with the highest honour. The experience was very moving and surreal."

Melanie has worked with different organizations to ensure that Tiffany's case stays active. She's participated on a panel organized by the Quebec Native

Women's Association and is currently collaborating with the newly appointed Missing and Murdered Indigenous Women and Girls (MMIWG) coordinator for the Native Women's Shelter of Montreal. She's participated in the National Family Advisory Circle for the National Inquiry for MMIWG and has volunteered on the KSCS violence prevention month committee with Mary McComber.

Currently, she is among many others who are pressuring the federal government for more work to be done on the national inquiry into MMIWG.

In January 2016, Melanie spoke at the Justice Practitioners' Summit on MMIWG which took place in Winnipeg. "I spoke on how police training needs to be better when handling cases of MMIWG and improved work relations between the Provincial, Federal and local police forces are needed. I stand on this point because I don't want other families to go through what our family has gone through," she said.

In the past, it was thought that missing and murdered Indigenous women only happened out west. Sadly it is a problem across Canada. "I've met many families who are in the same situation as I am."

Melanie has bonded with these families and they lean on each other for support. "The gatherings I attend help me a lot as we are all fighting for the same cause. Sharing our stories recharges my batteries to continue our fight for justice. Hearing their story

I learned that racism towards First Nations people is very high in Canada."

Melanie has billboards in the community asking for any information about Tiffany's murder. She had fundraisers to help pay for the billboards, to complete the memorial site where Tiffany's remains were found and raised the money for the 75 thousand dollar reward. This past June 18, there was a vigil for Tiffany, an annual event since her disappearance. Despite the extreme heat, many showed up supporting Melanie and her family.

"Children are aware of what happened to Tiffany, and I believe the Mohawk Council should put it into the educational curriculum [so that] that the students know about missing and murdered Indigenous women," Melanie said. "Tiffany's murder happened here, and that is the reality."

Melanie continues her work to get justice for Tiffany and the many other missing and murdered Indigenous women.



# FASD and Neurobehavioural Conditions

BY KATERI OESTERREICH, PREVENTION

**H**ow can a brain be damaged? There are various times and ways that brain damage can happen, some times the damage happens in utero, other times it's from life's traumas both physical and emotional. Sources of brain damage that have similar symptoms are:

- alcohol (FASD),
- drugs,
- tobacco,
- TBI (Traumatic Brain Injury),
- genetics,
- illness,
- trauma,
- anoxia (lack of oxygen in the brain during child birth).

## What does damage to the brain look like?

A person living with fetal alcohol/neurobehavioral conditions (FA/NB), does not always have physical features that reveal that there is an issue. Unlike an individual using a wheel chair where the *disability* is visible and obvious, FA/NB conditions are considered an “invisible brain based disability” (Malbin n.p.).

Some examples of these behaviours could be impulsivity, impatience, easily over stimulated (e.g., by sound, light or action), poor self-regulations, sensitivity to texture or tastes.

A person does not grow out of FASD – the only thing we can change is the environment to help someone find success or to make accommodations for the individual.

Providing accommodations to help someone succeed does not mean enabling. It means putting in the ramp for the person living in a wheel chair, or provide brail to the blind person. How do we accommodate for someone with a brain difference? If someone learns differently, then we need to adapt our styles to meet there needs.

Recognizing and identifying the brain difference is a start. Getting a diagnosis is not the end but the beginning of greater things.

## Do you need a FORMAL diagnosis to make change?

If you recognize that your child, family member or someone you care about seems to struggle in different areas of their life; the sooner that the brain differences are identified, and the supports and strategies can be put in place will help make life easier for the entire family system.

However, having a formal diagnosis may open doors for resources and programs which would make life easier for the individual and family.

## What might an accommodation look like?

*This story has been adapted from Diane Malbin's book called “Trying Differently Rather Than Harder: Fetal Alcohol Spectrum Disorder”*

A grade-school girl was able to sit still and pay attention until 10 A.M. each morning, but after that she became distracted, fidgeted and was unable to stay focused on the task. The teacher was sure she could stay focused and tried various approaches but nothing seemed to work. Both child and teacher where frustrated.

The teacher had tried all the standard interventions, writing her name on the board, lecturing her, taking away recess time and even removing the children from the group. This child was diagnosed with FASD and the teacher read that many times these children respond differently to their environment, so she decided to observe the environment around the girl. It didn't take long for the teacher to make the correlation. The child had a strong sense of smell, and often times smelling things that others were not aware of. Each day at 10 A.M., the cooks in the cafeteria started preparing lunch. The classroom was located next to the cafeteria and the aromas were quite strong and distracting.

After the observation, the teacher was able to make a simple intervention to help the girl focus. The teacher invited the girl to the problem-solving process by asking her about her favorite fragrance: lavender. The teacher purchased an inexpensive lavender sachet and gave it to the girl. The next day at 10 A.M. the kitchen smells wafted

*Continued on page 8*



## Drama After School

BY TERRY KARIWAIEHNHE MCCOMBER, PREVENTION

**I**n 2014, I delivered my first after-school prevention drama program and here we are already in 2017! We are four years in and the program is still attracting school-aged children who join us after school for a few hours of role plays, voice exercises, puppet making, skits, cultural teachings, arts and crafts and prevention lessons.

Both Kateri School and Karonhianonhnha School have graciously opened their doors to the program and this has made delivering the program so much easier to access. The bell rings at the school and the participants make their way to our designated class to begin the fun! Another plus, is that each school has allowed KSCS to have a little storage locker in their building, so that supplies can be easily accessed. Unlike other after school programs in the community, there is no travel time to slow up the action.

As the program has grown, so has the way in which it is offered. In the beginning, we offered two days per week to each local elementary school. However that made things quite difficult with facilitators having to go back and forth and having to load and unload supplies and snacks daily.

For the 2017-18 school year, we hope to offer four days per week at one school in the fall and four days per week at the other school in the winter.

This change in practice came as a result of hearing from the older children from grades 4 – 6, who found it necessary to have to slow down their learning and their fun to

accommodate the younger, more energetic and animated children in grades 1 – 3.

So what exactly do we do? The children are greeted by two KSCS Prevention workers each day. They start with a light snack before moving onto a lesson on any of the following health priorities: substance abuse/addictions, mental health issues, learning/developmental disabilities, cardiovascular disease, cancer, diabetes and obesity before engaging in drama-related activities and games.

We also deliver lessons on violence prevention/bullying and teach life skills, including manners and snack preparation. The children participate in activities that allow them to use their voice, their bodies and their imagination to create skits, do role plays, engage in puppetry, and bring out creativity through arts and crafts. We often use music to get our imagination and creative juices flowing too!

Guest speakers also play an important role in the program. By inviting community organizations to deliver lessons, we are broadening the scope of learning for the children and optimizing our partnerships and networking. The nutritionists from the KMHC, KSDPP's schools and community interventions facilitators, KSCS Prevention and Support workers have all brought their expertise to the after school program.

If you think your child would like to be a part of this exciting and fun program, contact Terry Kariwaiehnhe McComber at KSCS at 450-632-6880 for more information.

## FASD and Neurobehavioural Conditions

*Continued from page 7*

through the classroom, the little girl brought out her sachet and smelled it. The lavender smell overpowered the kitchen aromas allowing her to stay on task.

Accommodations made to help someone succeed is not enabling. If someone learns differently, then we need to adapt our styles to meet their needs.

Want to learn more about neurobehavioral conditions and FASD and about accommodations? Contact Kateri Oesterreich at the Family Wellness Center at 450-638-0408. Think brain.

*Resource: FASCETS.org*

*Source: Malbin, Diane. Trying differently rather than harder: fetal alcohol spectrum disorders. Portland, Or.: D. Malbin, 2002. Print.*



# Recreation Bay Restoration

BY PATRICK RAGAZ, ENVIRONMENTAL ADVISOR - KAHNAWÁ:KE ENVIRONMENTAL PROTECTION OFFICE

The Recreation Bay was created as a by-product of the St. Lawrence Seaway in the 1950s. Fill material from the excavated canal was used to create Tekakwitha Island, forming a bay with an outlet into the Seaway.

This bay serves as the last remaining public access to the St. Lawrence River and for many years was a popular swimming and gathering spot in the summer. The Onake Paddling Club used the bay for practices and regattas, owing to the perfect 1000m run available.

Over the years, this has changed as the low flow in the bay led to an accumulation of sediment, which then caused an overgrowth of aquatic plants, reducing the enjoyment of swimming and preventing paddling in many areas when the plants get too thick or the bottom too shallow.

The Kahnawà:ke Environment Protection Office (KEPO) has been studying this problem for a number of years in an effort to understand why it is happening and to develop a strategy to fix it.

KEPO now understands that the majority of the sediment likely comes from the Chateaugay River. Flows from this river do not have enough time to fully mix with the

St. Lawrence before reaching the bay inlet and so the sediment from this highly agricultural watershed tends to end up in the bay when the water slows down. The sediment from this watershed is high in nutrients because of the farming and this helps explain the excessive plant growth. These plants in turn capture more sediment, aggravating the existing problem.

KEPO created a model of the existing system to determine what measures could be taken to improve the flow. This study concluded that three strategies should be employed:

1. removing aquatic plants on a regular basis
2. increasing flows at the downstream lock system
3. targeted excavation of sediment in a location just downstream from Turtle Bay.

KEPO has been working on the detailed design for these flow improvements including how to carry out the excavation, a strategy for plant harvesting and holding discussions with the Seaway Management Corporation on increasing flows.

In conjunction with these plans, KEPO is incorporating strategies

to naturalize the rocky, artificial shoreline along the island, enhance the soil quality on the island and improve the wetlands at Turtle Bay. The goal of all of this work is to increase accessibility and usability for Kahnawá'kehró:non while also enhancing the environment. KEPO encourages your feedback on the plans and your ideas for improving the Recreation Bay.

The plans should be finalized by early fall and KEPO is now working with various partners to secure the funding necessary to undertake this work. A pilot project to remove a portion of the aquatic plants using various techniques and observe their rate of regrowth is also planned for late this summer. For questions or comments, please contact Patrick Ragaz with KEPO at 450-635-0600.



# The Sandwich Generation

BY JEAN O'CONNOR, PREVENTION & SUPPORT

Anyone who finds themselves in a position of caring for their aging parents while raising their own children at the same time are considered part of the sandwich generation. That's because they're caught between caring for their children while being responsible for the financial, medical, and physical care of their parents.

According to Statistics Canada, three out of ten people in Canada between the ages of 45 – 64 are caring for someone over the age of 65 while caring for someone under the age of 25. Those numbers are increasing steadily as the baby boomers age and people live longer.

When I worked at Home and Community Care Services (HCCS), I saw many families who would be considered part of the sandwich generation – actually at times a multi-layered sandwich given that some families care for their children, grandchildren and parents; making the responsibilities even more demanding. And making the situation even more stressful.

As we confront the fact that our parents are having more difficulties, we begin to go through a mourning process that has a negative effect on our emotional and psychological health. Taking care of others can be very demanding. For example, ensuring that your parent's overall needs are met, eating healthy meals, taking medication as prescribed, paying bills, completing housework (yours and theirs), and ensuring that their social needs are

met, etc. Not to mention the worry that you may have if your parent lives alone or the feelings you may have if your siblings are not carrying their share of the load.

A normal reaction to this increased responsibility is to feel stressed, overwhelmed, fatigued and like you can't give anymore. Increased stress can negatively affect your health.

Caregiver burnout can be a consequence to caring for someone on an on-going basis.

## Self care

Your own health and well-being must be a priority in order for you to maintain your role as a caregiver. Taking time for yourself, exercising, yoga, meditation, working a decreased work schedule, and eating healthy are ways to ensure your own overall health so that you can continue in your role as a caregiver.

## Support

Caregivers should seek support from within their own family system and, when needed, from other resources such as HCCS or other specialized resources like the Alzheimer Society 1-877-773-0303.

## Legal Documents

It's best to have legal documents prepared in order to avoid any complications in the future, including a last will and testament. The power of attorney gives responsibility to someone appointed to handle the financial

and legal affairs on behalf of a person unable to manage their own affairs.

A power of attorney (mandate) for personal care provides decision making powers for all personal care issues including medical decisions. A power of attorney for your aging parent can ensure that your parent's wishes are respected. HCCS' adult and elder's service counsellor Patricia Zachary, may be contacted at 450-632-5499 for the completion of these documents.

The sandwich generation has many roles and responsibilities. Through a balanced and pro-active approach in parenting our parents, this experience can be a positive and enriching one for the elder and their caregivers.

*On June 15, 2017 HCCS launched an older adult mistreatment campaign called Iethi'nikòn: rare ne Thotí:iens (We are looking out for our elders).*

*We had an information display at the Services Complex lobby and 145 people completed a survey to gauge their understanding of older adult mistreatment and included a chance to win a bistro set. Congratulations Kelly Robertson!*

*We asked community organizations to support the campaign by wearing a purple ribbon. The purple ribbon is the symbol of the Older Adult Mistreatment/World Elder Abuse Awareness campaign. A social and BBQ was also held at the elders lodge with traditional singers. More information relating to campaign will be provided over the coming year.*

# Children Home Alone

REPRINTED WITH PERMISSION BY THE CANADA SAFETY COUNCIL

Submitted by Alana Kane, Onkwata'karitáhtshera,

**A**s the new school year is set to begin shortly, you might be wondering if your child is ready to stay at home alone for short periods of time. The Canada Safety Council recommends that parents take into account the child's age, health, temperament and maturity when making that determination. You might also want to give some thought to how many other children would be at home at the same time.

Here in Quebec, there is no minimum legal age at which children can be left at home alone, however the Canada Safety Council suggests that parents should not consider allowing a child stay at home alone before age 10 and even then, only if the child is mature enough and there is a responsible adult nearby to help out if needed.

## A few things to think about:

- Does your child feel comfortable about being home alone?
- Do you feel comfortable about your child being home alone?
- Can you trust your child to follow directions? Does he/she understand and remember instructions (written or oral)?
- Can your child handle normal and unexpected situations?
- Are you able to communicate readily with him or her when you are not at home?
- Can your child always reach someone to help in case of emergency?

## If you decide your child is ready, here are some important tips:

- Prepare your child to deal with situations that could come up, such as what to do if someone comes to the door.
- Specify how his or her time is to be spent. Set firm rules with clear do's and don'ts.
- Keep in touch – make sure you are reachable by cell phone.
- Make sure your home is safe and secure.
- Limit the time you leave your child at home alone.
- Remember, a child who may be ready to care for him/herself for a short period of time may not be able to care for younger siblings or other children.

Finally, the Canada Safety Council has some guidelines on how long children should be left home alone. For children ages 10 – 12, periods of indirect supervision up to two hours may be acceptable (indirect supervision is when a responsible adult or babysitter checks in on the child every now and then or at specified times while they are on their own). For children ages 13 – 14, longer periods of indirect supervision up to five hours may be acceptable. For children ages 15 – 16 years old, it may be possible to leave them alone for a whole day as long as the parent is available by phone in an emergency. Be sure to check out the “On Your Own” Home Safety Checklist at [www.canadasafetycouncil.org](http://www.canadasafetycouncil.org)

Source:

“Preparation and Communication the Key for Children Home Alone.” Canada Safety Council. N.p., Apr. 2015. Web. 12 July 2017.



## The Back Page....

*"The child supplies the power but the parents have to do the steering."*

~ Benjamin Spock, 1903–1998

## Apps for Parents

BY MARIE DAVID, COMMUNICATIONS

Here are some apps that parents and kids might find useful.

**WEBMD BABY:** The online blurb boasts that "Over 1.7 million parents have downloaded the WebMD Baby app to track their baby's development and get trusted physician-approved advice." The app helps track the feeding, diaper changing, and sleep patterns of babies. You can share across devices so you're not tethered to one device. The app is free to download on iOS and Android devices.

**BABY CONNECT** is another app that tracks feeding, diaper changing, and sleep patterns. You can share the app with others and they can record the activities for you. That's great if your child is with their Tota's or with a babysitter. The app is available for iOS and Android.

**CLOUD BABY MONITOR** turns your old iPad or iPhone device into a baby monitor so there's no need to spend money purchasing one. The app does cost though, \$3.99/\$6.99 U.S.

**CHATBOOKS** is an app that takes your photos from your photo app, Facebook or Instagram and, once you amass 60 favoured photos, a photo book is created, giving you the option to print it out. The app is available for both iOS and Android devices. It's a good way to save your digital memories.

**MY FIRST SURGERY** was created by Dr. Robert Baird of the Montreal Children's Hospital. Every parent's nightmare is having a sick child and even worse when a child requires surgery. This app offers information aimed at a child's or a parent's view. Parents can upload a photo of their child so the app feels familiar to the child and the child can explore five different interactive scenarios and can help both parents and children with anxiety surrounding surgery. The app is free and is available in English or French.

**EAT-AND-MOVE-O-MATIC** is aimed at teaching your children the relationship between food and exercise and is geared towards children aged 9–11, as it requires math. It's a way to teach children about caloric intake and its relationship to exercise.

Source: Miller, Marissa. "7 apps to help teach kids (and parents) about health." *Montreal Families. N.p., n.d. Web. 12 July 2017.*

Swartz, Avery. "Five apps every new parent needs." *CTV Your Morning. Ctv.ca, 19 June 2017. Web. 12 July 2017.*

### Seskéha / August

- 9 Intl. Day of the World's Indigenous Peoples
- 12 Intl. Youth Day
- 19 World Humanitarian Day
- 31 Intl. Overdose Awareness Day

### Seskehkó:wa / September

- Ovarian Cancer Awareness Month
- Prostate Cancer Awareness Month
- 4 Labour Day (KSCS closed)
- 9 Fetal Alcohol Spectrum Disorder (FASD) Awareness Day
- 10 World Suicide Prevention Day
- 21 World Alzheimer's Day

Do you have questions or suggestions? Is there a topic you would like to see covered in a future issue of the newsletter? Contact us and let us know.

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