

How to...Handbook

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DEDICATION

*This Handbook is dedicated to
The hundreds of youth and their families
Who for the last nine years
Have made me privy to their
Thoughts, feelings, and needs,
Thereby shaping my growth
As a youth and family counselor,
As well as my confidence in their
Ability to overcome the obstacles
They encounter in their transition to adulthood.*

Luis Carrillos

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We would also like to acknowledge the following individuals for their contribution in the writing process: Brent Anderson; Diana Cooke, Sherwood Hinze; Pilar Portela; Gabriela Polanco; Carolina Teves; Julios Salinas Escobar; Leticia Urias and Ann Pohl.

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Methodology

When we first looked into a methodological approach for this work it was clear that we had to consult with the many individuals, organizations, partners and others that had contributed to the experience of building the youth program of the Hispanic Development Council. Most importantly, the youth themselves. In the same way, the participatory and inclusive approach anchored in a community capacity building model was determined very quickly as a key to produce the type of product we were looking forward at the end of the process. That is a tool with information relevant, accurate and very reflective of the reality we were trying to bring to parents and those in need of some understanding of issues concerning youth gang involvement, drugs, and alcohol abuse.

The tools we used to produce this work included focus groups, interviews and probing fieldwork based on structured questionnaires, throughout diverse communities so that the information gathered was valid and that would ensure readers as to its contents. In addition, we surveyed literature sources, some of which we had produced as a program, or were produced as a result of researchers housed at the Hispanic Council to supplement the information presented in the handbook. In addition, this book collects the cumulative experience of several previous projects, research endeavors and daily counseling practice all of which have given the authors through an inductive process a key insight into the matters presented here.

Literature Survey

When looking for the information on the causes for family estrangements and break ups, hurtful relationships, unsafe communities, youth gang violence and crime, petty crime, street crime, domestic abuse, incarcerations, and deportations, the research team reviewed publications done by the newsprint media. In addition, we reviewed the technical literature of authors such as Professor Alan Simmons of York University; Dr. Fred Mathews of Central Toronto Youth Services; Dr. Michael Ornstein, Director of the Institute for Social Research, York University; Dr. Fernando Mata, currently with the Ministry of Justice, Canada. Another important source of information is the Hispanic Development Council's own research publications and other community resources that have shed light into the issues outlined above.

Extended focus groups

Participants were identified through our Youth Program statistics, our sixty seven member agencies, and partner organizations that have served these families in one capacity or other. They were invited to a brief meeting with the project team to present the project and to determine their interest in participating. Those invited to the next steps of research would have had experiences on the issues of family estrangements and break ups, hurtful relationships among young people, unsafe communities, youth gang violence and crime, petty crime, street crime, domestic abuse, incarcerations, criminal records, and deportations. Facilitators from the management team conducted the discussions and took detailed notes of participants' ideas, points of view, experiences, and suggestions for treatment and/or solutions.

Ten extended focus groups were held with an average of nine people each: five in Toronto and one each in Kitchener, Brampton, Mississauga, Ottawa, and Westminster. For the focus groups the team developed a structured set of questions, and worked with an inductive methodology. The latter meaning, each focus group was enriched with answers and input from the previous focus group so that the materials through each consultation step were enhanced with the most recent information gathered through the process

Key Interviews

To complement and extend our data, 16 key interviews with parents, youth, educators, professionals, youth workers were held: nine in Toronto, two each in Kitchener and Ottawa, and one in each Hamilton, Montreal, and Cornwall. The same method as in the extended focus groups was used in these key interviews. In Toronto the participants were randomly selected from names provided by our member agencies and in other cities, by contacts provided by agencies in our network.

Questionnaire

The questionnaire, the most significant tool to carry out the research was crafted to ensure the coverage of all the areas presented in this study. The original questions were prepared in a workshop design by the team and were presented to several key stakeholders so that the team could get feedback in the process. Once this took place, there was certainty that the set of questions were the appropriate ones. In any case, the research team was ready to further hone the questions as the interviews, and focus groups were taking place. Among the most active participants in the process were youth themselves, who had gone through the experiences and were willing to share their knowledge. In terms of content, the questionnaire was developed to include areas relevant to preventing youth violence, keeping the family together, and safety in the communities. In addition, it did consult as to how to prevent, and/or how to remedy: family estrangements and breaking ups, hurtful relationships, unsafe communities, youth gang violence and crime, petty crime, street crime, domestic abuse, incarcerations, criminal records, and deportations.

How to...Handbook

INTRODUCTION

Ethnic Communities within Canada have seen among some of its youth (changes in behaviour patterns), which come into conflict with traditional family values, community safety, personal wellness, law-abiding principles, and respect for authority. As a result, serious consequences such as family estrangements, break ups, hurtful relationships, unsafe communities, youth gang violence and crime, petty crime, street crime, domestic abuse, incarcerations, criminal records, and deportations have increased within some communities.

Upon arriving, as well as for those born in Canada, many young people may seek the companionship from peers who speak the same language, or have the same cultural traits. These new friends may become a positive or a negative influence in their lives. They may belong to families of different socio-economic and/or educational backgrounds. Nevertheless, what makes them equal to one another is the experience of transition and adaptation to the new country with different social principles, for those born in Canada, a sense of continuity in having social relations with people of their own culture.

A demographic study done by the Hispanic Development Council in 1996 -updated in 2000- indicated that close to thirty percent of the Hispanic community is made up of youth between the ages of 15 and 24. The majority of these youth were born outside Canada and lived part of their lives in dramatically different cultural settings where they experienced directly or indirectly social, political and economic hardships.

Although a case cannot be made for direct causal relationships between marginalization, adaptation, gang membership, alcohol and drug abuse, rebelliousness, lack of self-esteem, and need for guidance, there is evidence that such factors affect in a significant manner the life of children and young people. Our research and nine years of experience working with the Hispanic community suggests that from disadvantaged family conditions (present not only within the Hispanic Community), weak family structures, and lack of systemic support emerge some of the issues and needs of the youth the parents and community must address.

This How to...Handbook produced by the Hispanic Development Council, is intended for parents from the Hispanic and other communities to provide support and guidance in dealing with problems associated with youth gang involvement, drug and alcohol abuse, youth rebelliousness, culturally mixed relationships, self-esteem, and criminal court issues with their children. Besides being a window into the world of youth, this handbook is a comprehensive and user friendly problem solving guide with suggestions of how to deal with those issues as well as to how to keep the family together. Ultimately, this handbook is based on our trust of youth, and that, despite problems they will have a claim to the future.

Literature Review

Identity change or lack of a stable sense of self is a problem that most immigrants have to face. This is acutely represented within Toronto's Hispanic Community, (especially with youth from this particular community). Defining a new identity is a difficult process, which leads many to have a feeling of resting in limbo, neither here nor there. A sense of not knowing how and why they may not fit into either society (Canadian and country of origin) can also be difficult. In Poteet's study dealing with the topic of "Transnationalism" (Poteet, 4), he attempts to bring to light how two different worlds are meshed into an individual's sense of self. The study deals with the "situation that the migrants left behind" (Poteet, 7), the situation under which they find themselves in the present and "their plans for the future" (Poteet, 7), and what is most important, "their own understanding of identity" (Poteet, 7).

The identity crisis that youths face can manifest itself in various ways. However, the two forms that were looked at by the HDC were three different lifestyle choices made by youth, entering post-secondary studies; finding a possible entry into mainstream society; and youth gang involvement in the city of Toronto.

Poteet's research involves the experiences of four youth immigrants, their relationship to their place of birth and their new life in Canada as ethnic minorities. The study, based mostly on informal interviews was performed at the Latin American and Caribbean Students Association (LACSA), of which Poteet and the four interviewed were members. The respondents are immigrants from El Salvador, Chile, Jamaica and Guyana. It is said that the first couple of years are the most difficult for new immigrants. For the Hispanic youth, the added stress came from having to learn a new language (English, since all migrated to Ontario), while at the same time having to adjust to a new society. For the first time, they saw themselves grouped into a category (Hispanic/Latino) and having to conform to how the outside world saw them. They were no longer seen as Salvadorian or Chilean. They were now categorized as Hispanic/Latino. This, as Poteet argues creates a "tension of holding onto their culture versus the degree to which they give up their cultural traditions and redefine their identity in order to fit into mainstream society" (Poteet, 27). There is also the question of under what situations did they migrate to Canada and why. Both Hispanic youth came from a "repressive state apparatus" (Poteet, 28) in their respective countries.

The youth from Jamaica came to Canada via London, England. Her adaptation and identity building process had to deal more with the colour of her skin, especially in a small city such as Kitchener, where the diversity of culture is less than in Toronto. Although she spoke English, her accent was obvious and made her feel different. The youth from Guyana, because of her East Indian name, (which is unusual because most West Indian people have adopted Christian names) was thought of as being South Asian rather than West Indian. Also, she was no longer Guyanese, but "Indo-Guyanese" (Poteet, 70), a label, which has no meaning to her.

The concept of multiculturalism can confuse an individual more than help in the acculturation process. It makes new immigrants uncertain of their place within the

context of Canadian society. Multiculturalism, in turn deals directly with the concept of Citizenship. Do immigrants ever feel like they are fully a part of mainstream society, or do they feel the “pressure to conform to established norms of Canadian society and contradictorily to accept their status as immigrants and ethnic groups and to be happy with the accommodation that the state chooses to make with them” (Poteet, 28). An individual may not feel at home in Canada, but at the same time, an individual upon returning to their place of birth either for a visit or an attempt to renew their previous life, may feel that they are not fully accepted in that society.

A distinction can be made between self imposed identity or “subjectively defined” (Poteet, 31) identity and “collective identity” (Poteet, 31), both which have a symbiotic relationship. The problems for immigrants who migrate in their youth differ from those who migrate later in life. Youth are still in the formation process, whereas adults already have an image and a more defined sense of who they are as individuals. Youth have to come to the realization that they are in a unique place in time, where identifying themselves with both communities can be problematic and stressful. Having to become a form of mediator between the adults in their family and mainstream Canadian society can also be stressful. Since from the onset youth have to find a place within society, most youth either learn to adapt or they are seen as outsiders. The paths that youth decide to take are influenced by a combination of parental guidance and the environment they integrate into once in Canada.

While some youths are able to continue on to post-secondary studies, there are others who take a different path and enter the world of youth gangs (it should be noted that these are the two groups studied, and does not reflect the only choices youth make). The issue of identity is also dealt with by youth in the formation of gangs. Carrillos and Cooke’s joint study on Hispanic youth gangs in Toronto explores the topics of family, togetherness and cultural similarities. As Cooke points out, the theory of “multiple marginality” (Cooke, 20) deals with ecological, socio-economic and psychological factors as to why youth (from all ethnic backgrounds) join gangs. All these aspects involve Poteet’s view on subjective and collective identity formation. Ecological factors refer to the urban areas where the youth grow up and reside, where most live in “poverty ridden areas” (Cooke, 20). The socio-economic aspect deals with how the other members of society view them, which helps to shape the collective identity, as well as how they are supposed to act and behave according to their socio-economic status.

The cultural factor, which includes language and customs, acts as one of the common bonds which bind Hispanic youth from various Latin American countries. These youth are seen, Cooke argues as part of an underclass, who can only hold down part time jobs, if any at all, and live off the system (i.e. Welfare, Employment Insurance, etc.). This view from the outside creates a collective conscience and identity. As a result many youth begin to behave how others (expect them to) behave. As Carrillos points out, youth join gangs for several reasons; acceptance, popularity, protection, sense of family, power and control. All these reasons have an underlying tone of fitting in and identifying themselves, and to others, that they are somebody to be respected.

The psychological aspect is also very important to one's sense of identity. The majority of youth interviewed (24 in total), had immigrated in their childhood or as teen years (only five were born in Canada). Many found it difficult to adapt to new surroundings and a new way of life; as Cooke explains, "eleven or 52% of those born outside of Canada felt that they themselves had a hard time adapting to life in this country" (Cooke, 36). Psychologically, the difficult adaptation process makes youth seek out others like themselves, in some cases they become members of community or university groups and in others they become members of a gang, thus making a connection that is vital to their identity as a Hispanic in Canada. The reasons for joining a gang other than to accumulate material wealth and respect, is the aspect of 'family'. This family acts as an agent for identity formation. As one male gang member explains coming to Canada, "It was very hard, I came from a good upbringing, I had everything I wanted, good life, both parents professional. But for some stupid reason we ended up here" (Cooke, 37); this explains many of the troubles youth have in fitting in, many do not know why they came to Canada, thus resenting living in Canada.

The settlement process that these youth go through has manifested itself in a way that many immigrants upon arrival reside in poor neighbourhoods, where there is a higher possibility of being exposed to violence and crime. This may lead a youth to seek protection in numbers, which leads some youth to seek other youth they can identify with. In some cases some Hispanic youth seek out other Hispanic youth. Depending on circumstances, there are chances where the only way out that is readily available for youth is to join a gang, which immediately changes their identity from a 'subjective' one to 'collective' one. The effect which immigration has on an individual varies from person to person. However, a more important point is how a person deals with the realities of being an immigrant in a new country.

Although both groups of respondents are different, there are many similarities in the processes they have gone through in order to become a member of society, particularly the issues pertaining to citizenship and ethnicity.

How does an immigrant become and feel like a citizen of Canada? As Poteet explains, "in Canada the most significant differences in entitlement are a reflection of class stratification in which lower or working class status is often fused with immigrant and minority status" (Poteet, 26).

Immigrant youth have one aspect in common, which is the adaptation process from their country of origin to Canadian mainstream society. Regardless of ethnicity, the adaptation process makes youth seek out those with whom they have common bonds (i.e. language, culture, customs, etc.).

How to use the How to...Handbook

This handbook is divided into five chapters. Each chapter is specifically geared towards dealing with specific issue(s). Not everyone has the same issues and concerns when it comes to their children. However, we all have their welfare and well being as our first priority. Following there is a brief abstract about each chapter.

1. Is someone you know involved in gangs and/or abusing drugs or alcohol?

This chapter is geared towards all parents who may think that their child is involved in gangs and/or abusing drugs and alcohol. It attempts to help parents in how to deal with such issues in order to help their children and at the same time not break the parent-child bond

2. Inter-racial dating, is there anything wrong with it?

Living in a multicultural society, we share our lives with people of all cultures and ethnic backgrounds. Our children attend school with children of diverse backgrounds. It is only normal that they will develop friendships with other children of different cultures and backgrounds, that sometimes even boyfriend/girlfriend relationships. Should a parent be concerned or appreciate the fact that their children are being exposed to many new cultures and people?

3. Why I should communicate with my children...

This chapter has as its main focus the parent-child relationship. A child needs to develop a strong sense of self-esteem in order to succeed in life. This is done through having a supportive family, which understands how and when help is needed. To aid in the development of a strong, independent individual with strong family ties.

4. What are my rights? Where can I get more information?

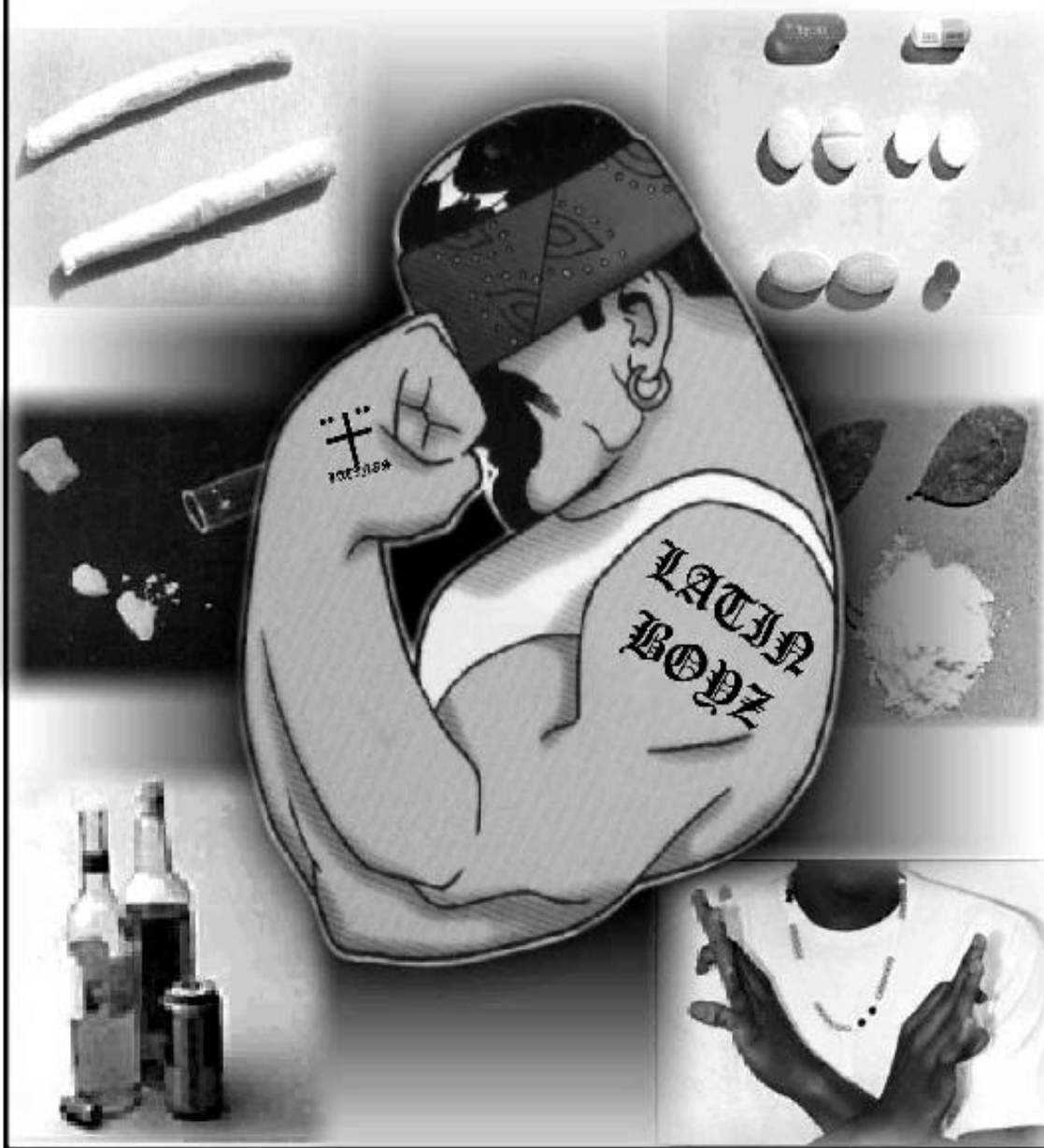
Having knowledge of and familiarity with the law is essential. It is important to know your rights, in case you or someone you know is involved in a legal case, or has a run in with the law.

5. Where can I get help or assistance?

There are many resources available in the community and for the community throughout the country. It is important to know where they are and how to access them.

CHAPTER 0

Is someone you know involved in gangs and/or abusing drugs or alcohol ?



Is someone you know involved in gangs and/or abusing drugs or alcohol?

- a.** If the parent child relationship is not strong, the first step should be to find out why this is the case.
- b.** First of all, sit with them. Take a moment if needed to take control of emotions and then begin a dialogue. Remember, parent child communication is the most important factor in problem solving. Observe and engage without yelling, criticizing or becoming angry, it should be a calm, non-intimidating conversation.
- c.** Do not become ill tempered or panic by assuming your son/daughter is involved in any negative form of activity. Avoid any verbal or physical abuse (screaming, yelling, name calling, or hitting), this will only make problems escalate and close the door for further communication
- d.** A parent has the right to become angry or alarmed. However, the issue should be addressed in a positive manner through listening and open mindedness. Most importantly try to offer solutions on how to address and possibly solve the problem. This, will make your child knows that he/she is cared for and will make him/her think that what they do has an effect on their family. Many times children assume that parents would not understand their problems and this makes them hard to accept the possibility of meaningful dialogue
- e.** Reach out to your children. Let them know that they are important. Become an involved parent. This however, should be done carefully. There is a difference between involvement and intrusion in a child's life. An untimely and unwise reaction brings the risk of deepening the problem rather than solving it. As a parent, show your concern and parental authority in a non-confrontational open-minded calm manner
- f.** First establish some form of communication and ask why he/she is wearing the bandana and the means for it, where the tattoos, gang's clothes, and paraphernalia came from and encourage him to get rid of them.
- g.** Do not make a problem bigger than it is. Try to make the child see that this goes against social principles (set by the family and society) and let them see that that they are hurting the family when they behave this way
- h.** Parents should educate themselves on the culture of youth, and find out concrete information about gangs, alcohol and drugs. This will enable you to know if your kid is in a gang. A good way to do this is, by consulting any of the many agencies that work with youth. Become informed!

How to interact, if you suspect or detect your child is becoming or is involved in gang activities as well as alcohol and/or drug abuse

a. Speak with your children clearly, pointedly and directly showing your interest in knowing what those friendships mean to them. Point out and discuss responsibilities they have to themselves and the family.

b. Engage your child in a conversation and explain that what he/she is doing is worrisome and that you are concerned about his/her well being, while at the same time trying to establish or rebuild the parent-child connection.

c. Let them know that their involvement is wanted in family activities. Try to encourage them to become involved in school activities. This will benefit the child two fold. They will begin to be involved in their family and community, and at the same time this will keep them busy and detract the appeal of joining a gang. Remember, prevention is a better way to make sure a child has the chance to make responsible choices.

d. A parent should make an effort to be at home. Dedicating at least one hour a week to spend with their son/daughter after dinner and making a recount of the day is advisable. If the parent-child bond is not strong, this will help in the process. By talking about generalities, the child will become more comfortable with their parent(s) and be able to speak on issues that are more delicate, such as education, relationships, sex, gangs and/or gang involvement.

e. Parents should educate themselves with slang and terminology, which is used by children and youth. Parents can ask their children what certain words or signs mean. Many youth use slang as part of everyday conversation, and this is not a definite sign of gang involvement. Depending on the person and their friends and surrounding, slang and terminology will be different.

Inquire about how they speak, as a way of communicating with children, if done positively, this will make the parent-child relationship more open.

f. Television, movies and pop culture as a whole can be a helpful tool when trying to learn slang used by youth. If possible watch television with your children and inquire about what certain terms and phrases mean. This is a good way to ask your child questions without the conversation becoming confrontational and the child becoming defensive and shutting the family out.

How to handle with rising issues dealing with gang activity, gang language, drug and/or alcohol abuse

a. As the parent you are the authority figure. A parent sets discipline for the child, thus, making limitations and guidelines. Discipline however, should not be arbitrary; it should have logic and if the children do not understand that logic, explain what is meant. It should also be realistic; children and youth will follow realistic guidelines when they are made to understand why they are set up in the first place.

b. Conversation with children should be done on a regular basis, not only when there is something wrong or a problem arises. By having constant interaction, trust will be built in order to be able to handle serious situations, if they should ever occur.

c. Use their language and watch the reaction, the reaction will give you an idea of the meaning. Become interested in what they read

d. Music is an influential part of a child/youth's life. If he/she is listening to music that is totally negative and violent, and he/she is acting out those lyrics, then the parent will likely be concerned. Parents should approach their children and speak to them about how music, lyrics, movies and television are to be taken as a recreational tool and not to be enacted in real life. Parents have to make children understand that life is not as one sided as popular culture makes it out to be.

e. Punishment should be used to an extent, but kicking the child out of the home, has the reverse effect of its intention. If the child is out of the home, they cannot be helped and taught how to be and live positively. There is a higher chance that children will have to do negative acts that otherwise would not happen, if they remain at home (i.e. alcohol use, drug abuse, gang involvement).

Strategies for resolving issues/problems arising from gang involvement, drug and /or alcohol abuse

a. Parents should not allow themselves to be absorbed by the problem, rather be open and direct. By trying to see what their child is doing, parents can take action on alternative ideas. Try always to keep a positive attitude. It is important to show that parents are in control of the situation and that the help most appropriately needed, will be sought. It is important for children to know that they can come to their parents when they need to talk. (Communication and relationships are about building trust).

b. Enforce and reaffirm house rules, however, not in an arbitrary fashion. Encourage your child to behave in an appropriate manner, emphasizing the importance of communication and truthful dialogue. Seek help together as parents and children. First, within the family, relatives and friends, and if necessary seek support outside the family (i.e. counselors)

c. Remove the child from the environment if you are able to. Change schools' if he cannot be physically moved out of the City, and if the problem is with drugs or alcohol, take him to a counselor or a rehabilitation centre.

d. Seek professional support by talking to the right person that works with these kinds of issues and will know about the needs of your child. One can find effective ways of resolving problems, such as going to a counselor. Parent(s), however, have to come with the child to see the professional. Since this is a family issue, it should be a family effort.

e. Provide your children with skills, becoming involved in sport activities and/or community support organizations. They will interact with other youth of the same age and be able to be part of a positive group and see that there are alternatives. Also, they will begin to feel that they are part of something and develop a sense of belonging.

f. Go to a community center and get a group of parents together and talk about the issue. Be proactive. Do not sit back and wait. Time can be an issue in these cases.

g. By coming together as a group, parents can develop strategies on how to reach out to their children and give them the support they need. Try to work with a counselor, who can give parents many ideas on how to problem solve.

Parental strategies for handling the problems arising from gang involvement. Drug and/or alcohol abuse

a. Make an evaluation of your own life and affairs. Remember that as parents, mistakes were made as a child and youth as well. The issue is not to reflect on that mistake but to recognize it and share experiences with your children. This way you can advise them properly. Use humor, be funny, it is not the end of the world, however, at the same time be firm in your positions

b. Understanding that detachment has begun, give the child more attention than before the problem arose. Because if he/she is involved in a gang, with bad company, or with drugs, it is usually a sign that something is missing. Encourage the child to consider whether these kinds of friends or if alcohol and drugs are the right things for him/her? **Do not allow yourself to be intimidated by your child. This brings failure.** How you approach the situation is going to make the difference between an effective and non-effective communication.

c. Be careful how you address the subject of apparel. Show him/her that this goes against his/her accustomed personality if you feel you have to. It will help if you suggest alternative ideas and choices. Keep a positive attitude in your involvement with your child's life.

d. Realize the importance of communication and dialogue. Spend time with your children, and increase quality time together and show your concern for their welfare. If parents have not had a good relationship with their children they have to start looking for support from agencies where they can hear from other parents who are in similar situations and how they are dealing with them. You may be surprised how many other parents share similar problems.

e. Just showing your child he is doing wrong is not enough, a parent should be firm in providing guidance. A piece of advice given in a calm manner is better than being raked over the coals. Communicate with the youth and talk to him/her when the time is appropriate. Give examples as a way of putting value to your arguments. Possibly seek support from someone who the youth trusts. Patience is probably one of the most important and difficult assets to acquire, yet also one of the most beneficial tools in being a parent.

f. If a parent sees his/her child with tattoos (symbols, lettering, etc.) and/or is drawing something on the wall that looks like a gang sign, he/she should be concerned. Talk to him/her and ask what the tattoos and/or drawings mean. If the child responds that it has no importance and doesn't explain, seek help from a professional, or ask friends if they know the meaning of the symbols and drawings.

g. Parents should communicate on the issues at hand and how to deal with the situation coherently as a unit. This will make it easier and more tolerable. They may be able to decide whether or not to seek professional support (i.e. counselor, teacher, etc, after having tried with family and friends).

h. If you don't know the meaning of a certain word or terminology, you should first try to find out what it means. Community centers, school, talking to friends; there are many places where parent(s) can find information. This handbook gives an idea of where to go for help in case you need, or feel you may need help. Do not hesitate to try contacting service providers.

i. Understand the magnitude of problems of the youth today. The socio-economic situation is more dire, yet young people want to become independent. When this is not possible, some may resolve to illegal activities and/or associate themselves with those who the youth may think can bring them material wealth (i.e. gangs).

j. If your child is into music that you as a parent cannot understand, (i.e. hip-hop, rap, heavy metal) you should understand that your child is entitled to express him/herself. Many people do not like hip-hop because they say it promotes violence, drug use and sexual promiscuity. However, children if raised in a positive manner will enjoy the music and parents will realize that they have a stronger effect on their children than outside sources. Also, there are many forms of music including hip-hop that have positive messages, and sometimes content, which deals with political, social and economic issues, such as poverty, and prejudice. Parents need to be involved 100% in their children's' lives, and in what their kids like. That way they will have something in common. Make an effort to understand those things. It will be important to notice that the language/lyrics of music offer parents another way to understand the reality of their children.

The WHY and HOW to respond to your child's involvement in gangs and abuse of liquor and drugs

a. Parents need to know the reasons for their child's involvement in gangs and abuse of liquor and drugs and the meaning of the gang language. Sometimes there are issues which are inter-related. Other times they can be isolated problems. We need to learn to familiarize ourselves with youth culture and most importantly not be afraid or intimidated by it. Parents should seek information on what to do if their children are having these kinds of problems and investigate. They need to understand the different effects of drugs and alcohol and the relationship they may or may not have with gangs

b. Parents have to take stock of themselves, then ponder on the reasons as to why their child is either in a gang, abusing liquor and/or drugs. A discovery of a new or different kind of activity for the family would be useful and make aware of how damaging certain conduct is for their health and for family life. Lead by example.

c. Parents should remember that the media plays an important role in everyday life. Most youth are not involved in gangs, no matter what the media says. Remember that they are selling a product, and nothing sells better than sex and violence. This is not to say that there is no violence, but the reporting of violence is sensationalized and made to seem worse than it really is. Movies representing gang life tend to glorify it (i.e. Blood in, Blood out, Menace II Society, American Me, etc.), although most youth know the difference between a film and real life. If your child knows the difference between right and wrong, these films will only end up being entertainment. Parents have more influence on their children than any form of media.

d. Find the root of the problem. Is drug and/or alcohol use done on an experimental basis or is it an addiction? Either way as a parent there should be concern. However, dealing with the issue is different depending on the situation. Experimenting can lead to addiction, but this is not always the case. Preventive measures such as confronting the issue should be taken to prevent the possibility of addiction.

e. Show your support regardless of the situation. Search for different options and talk to people who work with troubled children. This way you get an idea of how to deal with your child without pushing him/her away. Show them that you are with them one hundred percent.

Communication strategies when you suspect your child is involved in gang activity and/or abusing drugs & alcohol

a. Hand signs, along with tattoos and slang are all part of youth culture. The issue is when these are used within a gang context. An honest and non-judgmental communication between parent and child, because the child might be trying to show he/she is tough and can do what ever he/she wants, but in fact he/she might be asking for help or in need of help. There may be powerful forces that will not let him/her leave easily. That moment is when he will need more support from the parent.

b. As a parent you know certain things. As a child you know certain things. But both do not know every thing the other knows, so why not ask your child? Ask him/her in a curious way rather than in an authoritarian way. Show interest. This way you can make a connection, and it shows that you care.

c. Though the issue of involvement in gang activity or/ abusing drugs and alcohol should be the main topic of the conversation, this should be in a form of dialogue with the child. Talk about good and bad experiences, about drugs, alcohol, and other problems beginning with the history of the family.

d. We must approach youth with respect. This will orient them in a positive and firm way. Bridges are built if we sit down and talk to them in a positive way. Do not get angry and start yelling or become threatening. This will only make it worse. Engage in a conversation about gangs, drugs, alcohol, and other vices. If you don't understand what they are saying, ask them to clarify. Dialogue is always a good start in problem solving.

Possible signs of gang involvement

Behaviour

Aggressive behaviour
Areas in which they are hanging out
Arrested
Avoids conversations about his friends
Becomes bossy and abusive
Becomes secretive
Begin experimenting with drugs and alcohol, smoking
Bruising
Challenge family values, practices, and customs
Change in attitude
Change in personality
Change in temperament
Child puts distance between him/herself and parents
Coming home drunk or high
Coming home late
Compares to how his friends live
Confrontational with parents
Continuous anger
Cuts conversations short
Decrease in communication
Defensiveness
Demanding more from his parents
Eating habits
Embarrassed by his/her family
Excess of time unaccounted for
Getting in trouble with the police
Getting into fights
Hand signs
Hide information from parents
Hysterics
Isolates him/herself
Keeping information from parents
Mood swings
Mouthy toward everybody in the family
Negative attitude around the family
Never brings friends home
Not coming home at all
No involvement with his/her family
Possession of objects parents have not bought for them
Propensity to be more reserved
Questioning his/her parents
Rebelliousness
Reserved in some cases

Start coming home smelling of alcohol
Stays most of the time away from home
Stealing
Suddenly carrying weapons
Change in speech patterns
Their language changes into a parlance
The way they express themselves changes
Undirected anger
Using some key words
Verbally abusive with the family
Violent outbursts
Vocabulary changes
Wants to show he/she is the boss
Ways of walking and talking
Withholds information

Appearance

Bandanna
Change in appearance
Clothes style
Color of clothes blue or red
Crosses, Rosaries, amulets
Dress code becomes different
Dyes his hair
Certain Jewelry
Logos on a neck chain
Logos on tee shirt
Flannel shirts
Of the shirt buttons only the top at the neck done
Shaven head
Tattooed initials
Three dots tattooed on the right hand between the thumb and index finger
Wearing a hat in a certain kind of way
Wearing a particular significant color
Wearing the bandanna in a certain way

Possible signs that children/youth are experimenting with drugs and/or alcohol

Behaviour:

A drop in the school marks
Always tired
Appetite loss
Attitude changes
Atypical changes
Becomes a different person –cold-
Begins dropping classes
Begins to neglect his personal appearance
Binge eating
Child is tired next day
Children stop taking care of themselves
Coming home with money
Constantly exhausted
Defensive beyond their normal behaviour
Denial
Depression
Disoriented
Doesn't allow their parents to come into their room
Drinking at school
Easily distracted
Exhaustion
Hiding
Inability to concentrate or take things seriously
Inability to look you straight on the eye when you talk
Incense burning
Increased use of air-fresheners and room deodorants
Increased used of colognes/perfumes
Irate reactions
Isolates him/herself from other family members
Lack of sleep
Lose interest in school
Lower grades
Lying
Missing money in home
Mood swings
Moping around
Negative attitude
Nervousness
Not really making sense sometimes
Not wanting to say anything
Oversleeping
People they hang out with
Red eyes

School absenteeism
Secretiveness
Sleeps late
Sleeps poorly
Spends too much time on the street
Starts changing his usual activities
Starts going out half dirty
Starts spending more money than usual
Starts showing disinterest for every thing
Stops taking care of them selves
Stops taking showers
Tends to be more distant
They feel that their parents have no right to question them
They do not come home
Things begin to disappear at home
Tiredness
Uncontrollable giggling, silliness and disinterest in things he normally responded to
Uncontrollable laugh at nothing
User becomes very hyper
Violent attitude
When he/she comes home he/she goes straight to his/her room and does not come out
come out

Physical:

Constant cough
Countenance
Dryness
Eyes begin to show brightness
Eyes very red
Glossy eyes
Great weight loss in a short period of time
High look
Odorous clothes
Slurring speech
Sore throat
Squinty eyes
Sudden intake of food
Swollen tonsils
The breath
Throat irritation
Unusual odors on clothes
Weight loss
Yellow eyes
Yellow fingers

Paraphernalia:

Bottles of eye irritants
Empty containers
Lighter, rolling paper, pipes
Liquid containers
Little tiny bags
Matches
Mj blunts
Rollies, dime bags
Rubber tubing
Torn cigarette boxes, or Kleenex boxes
Tweezers
Zip lock bags

Miscellaneous:

Calls from school
Child/youth cannot account for money

Glossary of Gang Slang Terms and meanings

A dime:	Marijuana
A piece:	A gun
Acido:	LSD
Agarra la onda:	Get the point
AK:	Semi-automatic weapon; AK-47
Al suave:	Just chilling
All that:	In possession of all good qualities
Aseme un paro:	Back me up
Awebo:	For real
Bad Bone:	I don't trust him
Bandera:	Spanish for "flag"; gang colours
Beamer:	BMW automobile
Benzo:	Mercedes Benz automobile
Bro:	A brother/ close friend
Basile:	Just having fun
Bail out:	Disloyalty
Baller:	Ballplayer, someone who is good at playing basketball, and earns has a lot of money and dates many girls.
Bang:	Fight to kill
Banger:	Someone associated with gangs and murder.
Banging:	Involved in gang activity
Barrio:	Neighborhood
Beef:	An argument or discrepancy with another individual or group of individuals.
Being down:	Favouring something, thinking the same way. Also been for the gang no matter what.
Big time:	Someone who is considered to 'the man'
Bironga:	Beer
Bling bling:	Jewelry
Blitzed:	Under the influence of drugs
Block:	Area where a gang hangs out.
Blow:	Cocaine; to inhale cocaine; to smoke marijuana
Blunt:	Marijuana cigarette, herb stuffed cigar, generally phillies
Bolivian flake:	Cocaine
Bone:	To have sexual intercourse
Bote:	Jail
Bounce:	To leave
Boys in blue:	Police
BT's:	Bottle tokes (method of smoking hash)
Buddah:	Marijuana
Burrito:	rug courier
Bush:	Marijuana
Bust a cap:	To fire a gun

Buster:	Youngster trying to be a gang member/Fake gang member
Buzz:	Under the influence of drugs
Calmado:	Relaxed
Calmate:	Relax
Camarada:	Friend
Carnal:	Good friends like brothers
Catching a case:	Being charged with an offence
Carnala:	Sister
Chale:	No
Chasing the Dragon:	Using crack and heroin
Chavala:	Little girl
Check it out:	Listen to what I have to say
Chill out:	Stop doing that; cool it; calm down
Chilling:	To relax or hang out.
Chingasos:	Fighting.
Chingate:	F--- yourself
Chingon:	Someone that has guts, is not afraid
Chiva:	Heroin
Chocolate:	Hash
Chronic:	Marijuana
Clica:	Crew
Click up:	To get along well with a homeboy
Cocoa puff:	To smoke cocaine and marijuana
Cookie 1:	Marijuana
Cookie 2:	Hash
Cookie 3:	Cocaine
Cookie 4:	Heroin
Crack spot:	Area where people can purchase crack
Crib:	Home
Cuban:	½ ounce of crack
Cuete:	Gun
Da bomb:	Is very good or the best.
Deep shit:	Big time trouble
Deportista:	Deported
Desvergue:	Fight
Deuce & deuce:	22 caliber weapon
Dig:	To under stand
Dis:	Disrespect
Dog:	Term used to address someone, not derogatory
Dope:	Narcotics or something that is very good.
Down for the hood:	Loyal to the neighborhood
E:	Drug Ecstasy
Eight ball:	1/8 ounce of cocaine
El mas chignon:	The main man
Ese vato:	Hey, dude

Ese:	Spanish word meaning "that" or "that one",
F**ked up:	High on drugs
Feria:	Money, change
Fierro:	Knife
Filero:	Knife
Fix:	To inject a drug
Fly:	Attractive, beautiful.
Fosse:	Pussy
Fresh:	New
Frito:	Weed and crack cocaine
Front:	Pretend to be that which you are not; act tough
Front-in:	Talk about someone, embarrass
G:	\$1000
Gatt:	Gun
Give me a ring:	Call me
Got it going on:	A successful person
Graffiti:	Signs, symbols, writings, defining a gang's neighbourhood, Turf, territory
Grass:	Marijuana
G-ride:	A stolen vehicle
Gauge:	Shotgun
Get down:	Fighting
Gettin' some digits:	Getting someone's telephone number
Ghetto Star:	Drug dealer; A "hood" celebrity
Ghost:	To disappear; get lost
Hard feeling:	Someone who is very sensitive
Hardcore:	Marijuana compress
Heladas:	Beers
Hook up:	To set you up with something, usually a narcotic
High rolling:	Making money; dealing in drugs
Holding down:	Controlling turf or an area
Hook me up:	Set up a deal
Is all good:	Meaning every thing is ok
Hits from the bone:	Smoke weed from a water pipe
Ho:	Hooker, prostitute, etc,
Homeboy:	Close friend
Homegirl:	Equivalent to Homeboy.
Hottie:	A very attractive female
Hydro:	Hydroponics marijuana
I am about to get Stupid:	I'm about to act violently
I am dry:	No money
I'm jetting:	I am leaving
Ice:	Crystal methamphetamine
In [full] effect:	Present and taking place

In the house:	Present, here
In the mix:	Gang activity
J13:	Junior 13
Jacker:	Short for carjacker
Jacket:	Bullet proof vest
Jaina:	Girlfriend
Jakes:	Police
Jam the ho:	Have sexual intercourse with the girl
Jefa -	Mother
Jefita:	Mother
Jefito:	Father
Jet:	To leave
JL:	Juvenile Latinos
Jota:	Lesbian
Joto:	Homosexual
Judas:	Sellout/Rat/Informant
Juice:	Beer
Jura:	Police
Kick down:	Share with us
Kicking:	Relaxing; killing time
Kicks:	Shoes
Killa:	Killer
Kool:	It's all right
La causa:	The cause
La Ley:	Police, the Law
La Mara:	Slang for gang
La Placa:	Cops
La Raza:	Spanish meaning: Race (ethnicity); has been Adopted as a gang name in some areas
L.A.'s:	Latin American gang
La Raza:	The original gang from central west Toronto.
LB:	Latin Bloods
LB:	Latin browns
LC:	Latin Crips
LF:	La Familia
Link:	A drug connection
Link up:	To get together
Lit up:	Shoot at
LKs:	Latin Kings
LL:	Latin Locos
LS:	Latin soldiers
LT:	Latin Troopers
LW:	Latin Warriors
Mack:	Ability to sweet-talk girls
Mad dog:	Hard stare
Mary Jane:	Marijuana
Mayate:	Black person

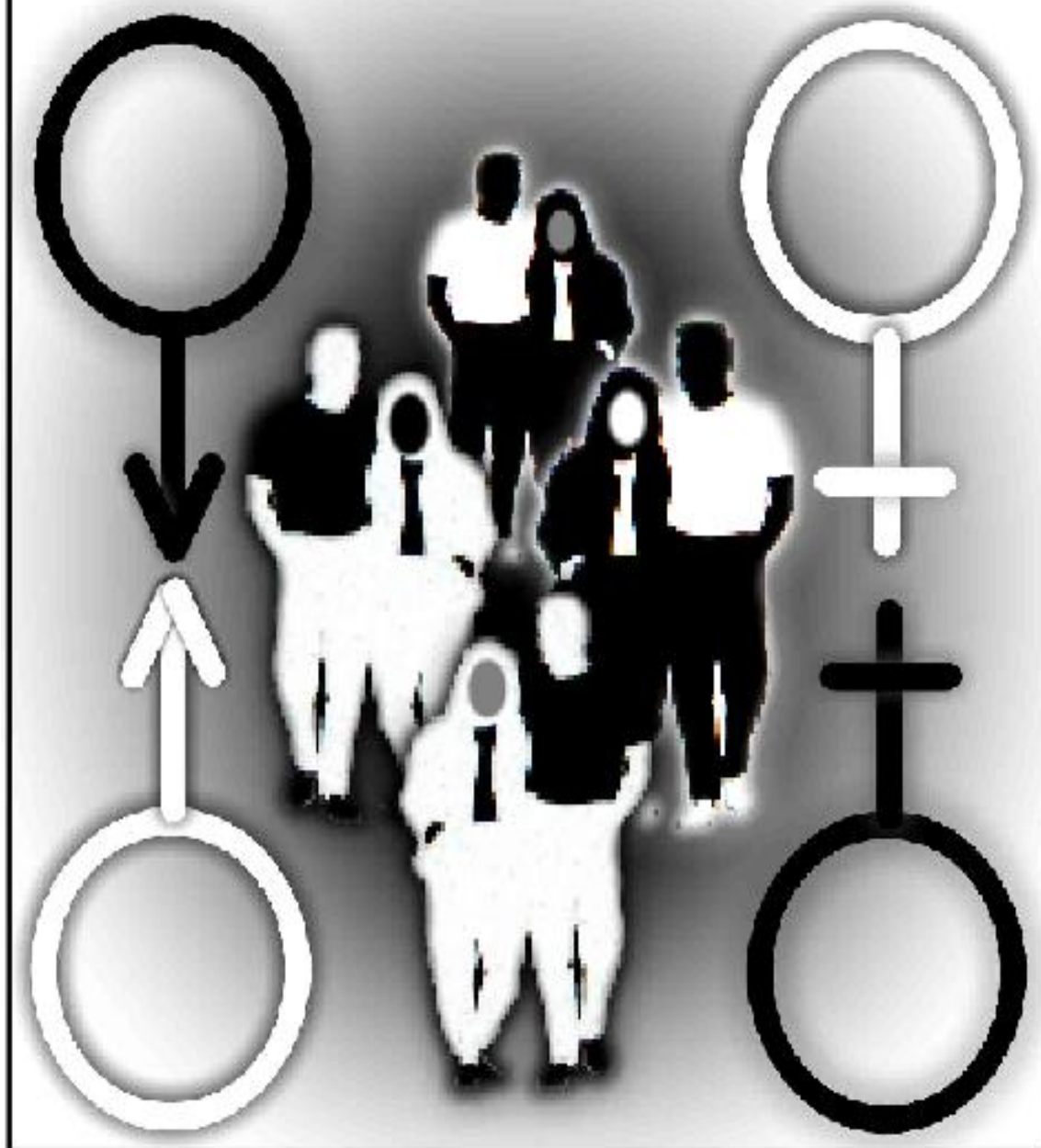
Mecha:	Gun
Milking it:	Someone trying to take advantage of a situation
Mission:	Gang activity, fight
ML:	Mara Loca
Mota:	Marijuana
Motation:	Marijuana
MS 13:	Mara Salvatrucha
My bad:	My fault
My honey:	My girl
Nel:	No
Neta:	For real
NF:	Nuestra Familia
Nice kicks:	Nice shoes
Nieve:	Cocaine
Nine:	Nine millimeter hand gun
NL:	Nacion Latina
Number 3:	Cocaine, heroin
Number 4:	Heroin
O/G:	Original Gangsters or old gangster; older members
Orale:	Okay; Stop fooling around!; Hey, okay, right on!
PO:	Parole officer
Packing:	Person has a gun in his possession
Pasta:	Pills, tablets
Pay back:	Vendetta, or retaliation, for a former wrong
PC:	Protective custody; a separate cellblock or housing unit for inmates who cannot live in the general population
Pedo:	Fight; trouble; drunk; pure bullshit
Pendejo:	Stupid
Perica:	Cocaine
Perikero:	Cocaine user.
Pitch in:	Contribute
Piedra:	Rock cocaine, crack
Pintado:	Cocaine and marijuana
Pintemonos:	Let's go
Placaso:	Tattoos
Play ball:	Play basketball
Played out:	Old
Player:	Gang member
Pura paja:	Just bull *%\$
Player hater:	One who despises or speaks ill of another because he does not have any game of his own.
Player:	Someone who is true to the game.
Pocos pero locos:	When a gang is outnumbered, but they fight anyways
Por Vida (P\V):	Forever, for life
Props:	An abbreviation of "propers" or proper respects.
Punal:	Back stabber

Pura caca:	Pure bullshit
Pusher:	Small time drug dealer
Pushing Weight:	The trafficking of large amounts of drugs
Pussy boy:	Someone who does not have the courage
Puyon:	When you stab someone
Que gacho:	Bummer; bad scene; bad experience
Que ondas:	What's up
Que role:	Let it go around
Ramfla:	Low-rider
Rata:	Someone who has betrayed you
Rifamos:	Rule; we rule; control
Rifarse :	To fight
Rock star:	Crack cocaine user
Roka:	Crack Cocaine
Rola:	Song
Ruca:	Gang chick
Rush:	To attack someone in a group
Saltarle:	Initiation of gang
Sanates:	Blacks
Scam:	To acquire illegitimately
Sell out:	To sell out one's race
Sereno:	Relax
Sess:	Marijuana
Shake down:	Search
Shank:	Home-made prison knife
Shotta:	A real bad guy
Slipping:	Not being alert; not paying attention
Shooter:	Heroin addicts
Sick:	Good
Sick ho:	Nice girl
Sick ride:	Nice car
Sick ride:	Nice car
Sick shit:	Crazy stuff (usually a potent drug)
Sick tune:	Nice music
Sick tune:	Nice music
Simon:	Ok
SL:	Sangre Latina
Slammer:	jail
Smoke 'em:	To kill someone
Snitch:	An informer; fink; rat; stool pigeon
Soldado:	Gang soldier
Spliff:	Marijuana cigarette
Stick up kid:	Thief
Strapped:	Carrying a gun
Strikers:	Punks, who want to be belong to a gang
Taxear:	To rob
Tecato:	Heroin addict

Tical:	Combination of Marijuana and Crack
The big house:	Penitentiary
The Don:	Don jail
The East:	East detention centre
The man:	Police
The pen:	Penitentiary
The West:	West detention centre
Toque:	A toke of weed
TO:	Toronto
T.	Toronto
Trees:	Marijuana
Tripping:	Making mental errors
Tune:	Song
UL:	United Latinos
Vampira:	A girl that is there to have sex or get high.
Vampiro:	A junky, drug user.
Vato:	Meaning homeboy
Vato loco:	Gangster; person who's with it; crazy dude
Vatos:	Guys
Veterano:	Veteran gang member, war veteran
Vida loca:	Crazy life; street life; seen as a tattoo
VL:	Vatos locos
Wacha:	Look; see here
Wack:	Negative: crazy or weird or suck
What's up G:	Hello friend
Wire:	Speed
Word:	That's right; that's true
XV3 (18):	18th Street Gang
Ya-stuvo:	It's over with; that's it
Yesca:	Marijuana.
Yo:	You
You no see?:	You don't understand?
Zig Zags:	Rolling papers
40:	A 40-ounce bottle of malt liquor
187:	Police code for murder
3 puntos:	My crazy life
411:	Information
5-0:	Police
6 up:	Warning the cops are coming
911:	Warning by a gang member to another gang member that the police are on the way.

CHAPTER II

Inter-racial dating, is anything wrong with it?



Inter-racial dating, is there anything wrong with it?

I. How to deal with your child's choices concerning sexuality and relationships

- a.** Parents can deal with their children's choices reacting intelligently and trying to find out who the person the child is going out with is. What matters here is their relationship, not the way we look at it. Rather than opposing it, in a very frank and open conversation explore with your child the theme of sexuality and relationships.
- b.** Try to know and interact with the persons your children are going out with. Also, try to find out if there is drug use, or gang involvement. Getting to know the other parents in order to establish a relationship will bring reassurance to both sets of parents.
- c.** Parents have to be careful about the message they give their children. If they are going to say something negative related to their children's friends, then the situation will likely explode. Instead pointedly talk further with the child and find out more about the relationship and how he or she feels. Allow your children to live and be educated by the experiences
- d.** There is a need to talk and be very open with the children, as well as explain the complications a relationship could bring, assess it based on mutual respect, on your feelings of your child's friend, the maturity of your own child, and on the fact that they will continue with the relationship regardless of consent. Colour and culture should not be aspects of how to make and judge friendships.
- e.** Don't judge someone at first sight. Let us give ourselves the opportunity to get to know the person and then form an opinion. As long as the relationship is positive, a parent should accept and make an effort to get to know the person the child is going out with.

Understanding and accepting your child's choices

- a.** We may not agree with your child's choice of dating partner, but it is the child who has to deal with the relationship and live the experience. Therefore, it will be up to them to realize whether or not they have made the right choice. However, let's begin by understanding that relationships with people from different cultures are not necessarily negative as sometimes feared. Furthermore, in the Canadian context, this is an ever present reality
- b.** Allow children to explore life and find what they want on their own, with a certain amount of guidance. Understand that what your child is doing is by choice, and if your child is satisfied and free of machismo, racism, and prejudice, that is what counts. It is not a problem until it becomes one.
- c.** The youth is the one that has to choose, he/she is the one who is going to live the experience, so reaffirm your trust in your children. To know their partners and analyze the situation objectively and under real circumstances we can get to know how to conduct the relationship between the parents and the child and friend regardless of cultural background.

The joining of new and traditional values

- a.** Parents should try to make the effort to learn the culture of the other person. Invite them to your house, share some cooking or do something typical from your own culture and then learn from theirs. We must accept that we are in Canada and the children will go to school with children from other cultures, so we must educate ourselves on other cultures. Living in Canada we are bound to meet people from a variety of cultural backgrounds.
- b.** Tell your children about their history, life in their (or their parents) country of origin, how things were, what were the struggles, what are the cultural traits, what were the things they did and their customs and traditions. By relating customs and culture issues of racism and chauvinism may surface, but trust the youth on extracting the positive aspects of their parents' culture

The meaning of multiculturalism

a. Canada is a multicultural society where all cultures meet and intercultural relationships are bound to happen. Avoid narrow mindedness. Here different cultures are much more integrated where immigrant youth in particular have connections with youth from other cultures. Parents' role in this case is to try to understand the multiculturalism of the country we live in, and that also in their places of work they will interact with people from different countries.

b. The fact that your child's "friend" is from a different culture does not mean that it will be a bad relationship. If both have the right tools in a relationship they will be able to reach an understanding. If that person cares about your child treats him/her well and makes them happy, then there is no problem, the colour of the skin is of no consequence.

c. Learn something about the culture your child's "friend" is from. We live in a multicultural society, where we are all exposed to different cultures and different ways of thinking. This will enrich your child in the long run and help him/her adapt better through the growing up process and later in life in the workplace and in social settings.

d. What parents should do is to get to know and converse with their child's "friend" and get to know him or her as a person. A person should not let prejudices take the best of them. Acknowledge the multiculturalism of the place we are living and of the probability of your child to become involved in inter-racial relationships.

e. Parents have to start explaining their ancestry to their children. Youth and small children will be receptive to learn. They will go to school and will see cultures of different countries and continents, and they will start understanding about their culture and traditions. Children will be able to pass on the positives about their own culture and learn about new ones.

CHAPTER III

Why I should communicate with my children?



Why I should communicate with my children...

How to react and deal with your child's/children's back talk, mood swings, sassy responses, anger and violent outbursts

- a.** Do not say much at the moment, the situation may escalate. Do not get into arguments that can lead to violence. Avoid a reactionary kind of response. Do not react abruptly or get defensive, stay calm and allow some cooling off time
- b.** Remove yourself from your child's presence to avoid further conflict and approach him later when both of you are calm, then deal with the issue when every one is calmed down and tension has eased.
- c.** Converse calmly as if with a friend, with respect and authority. The best response is to communicate in an intelligent way, not with insults coming from both sides. If you feel like your emotions may get the best of you, stop, take a breath and listen first, then analyze the problem.
- d.** Be firm, do not back track from what you agreed upon as to what is and what is not acceptable behaviour. In your response and decisions don't let it slide one time expecting the children to take you seriously next time you want to discipline them.
- e.** **Do not tolerate any form of violence.** As a parent, you have to take a decisive stance when it comes to violence. If as a parent you cannot deal with the violence, seek professional help from anyone you may think will be able to help you in solving the situation.

A Healthy Family is a Strong Family

- a.** Listening, engaging, negotiating; role-playing activities with the children are useful and important. Maintain the most open and honest communication possible, one has to have space to be able to be angry and express their anger in a healthy way. Consult with your children about issues relevant to themselves, or to their situation.
- b.** The most important point is to be supportive, constantly encouraging communication between parents and children, rewarding achievements and dealing with mistakes. Validate children's abilities and make them feel that their participation at home is not only useful, but also necessary
- c.** While our children are living at home, boundaries and a set of guidelines are necessary. The child should know right away when they have crossed a boundary. Establish concrete and reasonable rules that can be negotiated and modified. Speaking with authority and firmness works. Children respect authority, but it must be rendered with fairness, otherwise it only nourishes anger. Norms and responsibilities should be established for everyone in the family

d. Parents have to share thoughts about ideas, experiences and limitations and be honest and open about it. Children should be aware of what is going on with their parents. If their mom is tired because she is working two jobs, children have to know that, they have to know their parents are not superheroes, that they might be vulnerable.

e. One very important thing for self-esteem is harmony between mother/father and children. Stability, a good spousal relationship and a positive problem solving attitude gives children security and instability.

f. Recognize all the successes, the efforts, and intermediate stages which the child is going through on his/her way to adulthood. During this phase also explain to them economic limitations, health issues, and safety. Explain these things in a way that the child does not feel he/she is being ordered around, and avoid getting angry when your child does not do things the way you want them done, he/she might have tried his/her best. Emphasize improvements, but be careful not to show pity, nor give in to them.

g. Do not take questions as a challenge to your authority. They are probably simple questions even if the tone suggests otherwise. Sometimes kids are afraid to ask questions so they must build up their defenses before they can ask.

h. One thing a parent can do is to invite the child to work so that he sees what are the things the parent does. Maybe the job is difficult. Maybe this is something the parent is not too happy with because they were professionals in their home country and now they are cleaning washrooms. Children have to understand that the work their parents are performing is important because they are earning a living to sustain the family

i. Building trust between parents and children and planning and having activities together will nourish good communication and will enforce the family relations. Do projects and activities together with your children. Emphasize how important it is to plan together. This will help enhance the relationship

j. An active member of the family is someone who brings different ideas and different perspectives on solutions to problems. For example, if money is short in the house, have the whole family sit and discuss the issue and find solutions as a unit. It is important that children are brought into the discussions and given the opportunity to have input and leadership within the family. They will learn the importance of taking many things into consideration before making a choice. Children feel secure when they are informed. This also gives them the opportunity to be helpful, as well as giving them a sense of power. At some point you will have to be the student and the children the teachers, and a result of this will be self-esteem and empowerment for the children.

k. Do not assume that you know your children just because they are yours. You know them by asking questions, by accompanying them to school games, by listening to their music and asking about it. Good conversations begin with simple little questions, and those are the starting points to get to know your child.

l. Give your children their own space. Respect their privacy. Do not read their diaries, do not go through their clothes, personal belongings, correspondence and do not search their drawers because that is a trust issue. Once your child knows that you have done that, the bond will be broken. Upholding respect does not mean to lose control of the house. There has to be structure, discipline, firmness and dialogue.

m. Involve your children in activities that can bring them success and encourage them to be committed to attaining it. This however has to be done working from the premise that we cannot always achieve the best results. Reward the successes and positive actions, pay attention to the good things children do, and process those that were not so good. Let them know when they were in the wrong and help them succeed.

n. Do not compare your children against each other, since there is always a difference between siblings. Avoid focusing in the weak spot of the adolescent, instead emphasize strengths and skills. Comparing within the family creates winners and losers. Beware of intra-family conflicts.

Involve yourself in your children today for a better tomorrow

a. Go deep and find out what is happening to your children, reach out to them, take into account the situation under which they find themselves, or in what situation the family is going through. If everything fails and you can not control your children seek professional help

b. Give examples to your children of how you were raised and talk about your experiences of when you were growing up. A relative, or other adults whom the child is familiar with may be helpful. He may trust them, and feel comfortable and not intimidated talking to those people

c. Let your children have some independence. They have to learn to make their own mistakes, as well as to enjoy all the successes. At the same time, they have to know that parents will always be there whatever happens. Not achieving a goal is not the end of the world, but not being supported may lead them not to want to achieve at all. Children have to learn to take risks in their life (not life and death) in order to fail and succeed; sheltering and overprotecting a child will only make him/her dependent on other people.

d. Supportive families allow opportunity for error, for risk taking and therefore for growth. They provide deep personal insight into how adults make decisions and take actions. They move children and teens towards responsible adulthood by providing a space where they can share their ideas and perceptions without fear of ridicule.

e. Teach your children to be themselves whatever their social position might be, not to feel down and to have pride and think of their importance in the family, community and society. As parents we are guides and have to show different options. Our main function is to educate and give our children tools, which enable them to find their own

path in life. They have to believe in themselves and in their decisions. We do not like to see them making mistakes, but we have to allow them to live the experience.

f. Give positive messages to children and assertiveness tools to defend themselves from practical jokes or abuses from peers. A parents' job is to ensure that the child feels safe everywhere (i.e. at home, at school, in the street, malls, recreation centers, etc.)

g. Make the children feel their importance and value and that they are able to accomplish anything if they put their mind to it. Teach them to be winners first and foremost, and teach them how to be successful. Let them not to be participants for the sake of participation, but to participate to win. However, also let them know that we all lose sometimes and to learn from it.

h. Teach your children to be leaders. If your children are doing well in school, let them know you are proud. When they achieve a goal, acknowledge it. When you are young and you are doing well in school for example, to get that pat on the shoulder feels nice, it makes you want to do better still. Give recognition when the child does something good and thank him even if the deed is a small one.

i. Teach the children mutual respect, not only between family members, but for others as well. Lead by example, and make constructive criticisms making sure the child knows this. Compare the negative with the positive and teach them to always try to achieve all that which is positive. Although it is difficult to always do the right thing, we should always have the right intentions when doing a task or in relating to people.

j. Instill self-esteem in your children by acknowledging their talents and skills. Show them that they do not need to be somebody else to accomplish something. This task begins with a dialogue between the parents, and continues between the parents and the children. For a lasting relationship, a wide reaching permanent whole-hearted dialogue is valuable and efficient.

k. Parents have to be interested in the lives of their children. What are the things that concern children? What are their goals? Make the effort to go to their school activities, especially if they are participating. They will remember it. It will be a big deal for them because they want to make their parents proud.

l. Going out with your children, spending time together, going camping, a baseball game, or an activity where the whole family participates is important. It is important for a parent to have that capability of sitting with them and work on what they like, thus growing together while taking on new things and projects as their age changes.

m. Facilitate discussions to get ideas on the table, and then make sure the decision taken is going to be good for everybody. Remember that we are creating the citizens of the world. The issue is what is the best decision to make for the good of every one. It is really important for parents to be open to new ideas from their children and let them take

some leadership role in terms of designing the way the family relationships happen. Make them active thinking contributing members to the family.

n. Become interested in your child's daily life. Do not wait until the school calls, or when the police come calling, or when you see him with bruises to find out that something is wrong. Talk to them and ask silly questions, ask them fun questions, ask something that is going to help you to know your child. Many times a good question is better than a good answer.

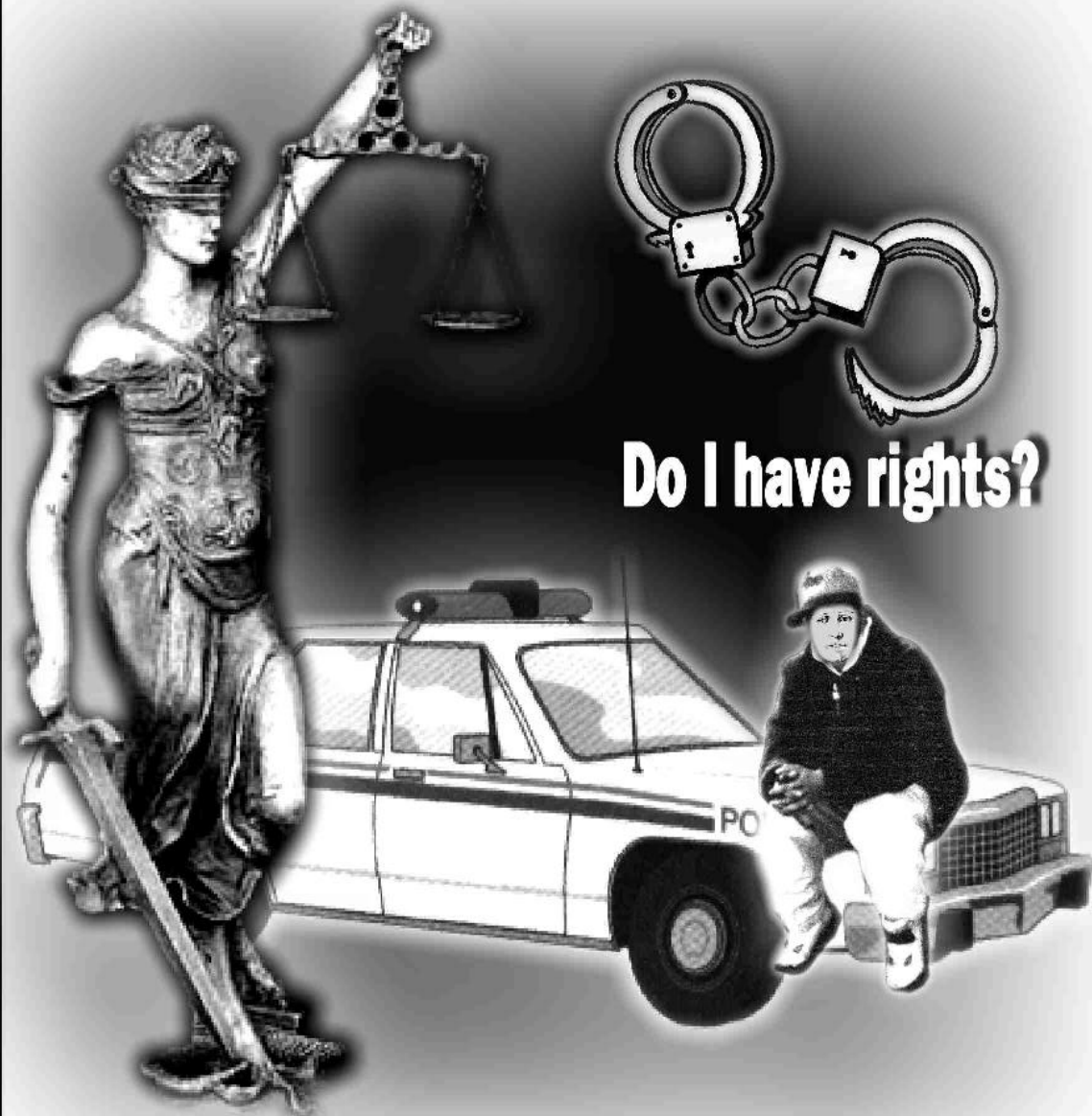
o. Make one day of the week a family day. Show your children that you are not only a parent but a friend as well. Think that in this day and age the family structure has changed in comparison with the sixties and seventies. This, together with the fact that we live in a different country and in a different society (if parents were not born or lived for a long period of time outside Canada), has and will continue to change the family structure.

p. In situations concerning improvement, open the discussion from the child's point of view to get to the real issue and go step by step being careful not to deny your child's feelings. However, it is important to allow those feelings to be hurt sensitively and in an environment that is tender and not judgmental. Set goals, review challenges, discuss the process, and envision how to overcome the problem.

q. Back talk is symptomatic. Children back talk when they feel they don't have any respect for the person they are talking to. Establish a pattern of relating to your children. The problem is not with them, but with the behaviour. If the child persists with this behaviour remind him/her him fairly and intelligently of the consequences. Back hands, violence, or insults will not work.

CHAPTER IV

What are my rights?
Where can I get more information?



What are my rights? Where can I get more information?

Know your rights and your children's rights in case of the unexpected

- a.** It is important to look for information from professionals that have the knowledge and experience with these matters. Also, information can be found in libraries and government bookstores.
- b.** In the courts there are translators who are familiar with different languages.
- c.** Parents need to start learning legal terminology in case their children become involved in illegal activities or are involved in a judicial process. It is important to become familiar with the law. We all have to know what our rights are.
- d.** Go to a legal information centre and ask for information about your rights and those of your children. Speak to a community worker. There you can get expert guidance in the area of justice.
- e.** The Internet is also useful for parents to do research on how the justice system works. It is a process that parent and child can follow.

Always be prepared...know your rights

- a.** In this country there are many sources of information. It is only a matter of looking in the right places. Legal clinics are a good resource. Get a copy of the criminal code or Charter of Rights and Freedoms and use them as a guide.
- b.** Speak with someone who is familiar with the law. Ask them to explain the meaning of the justice system's terminology in everyday language.
- c.** It is really important for parents to have networks with other parents who have children the same age because they need that kind of support.
- d.** Do not get embarrassed. Regardless of who knows, or how embarrassed you are to come to a legal clinic or community center, you have to be prepared and educated. Read material on the subject and inform yourself.

Understanding the Law

Child and Family Services Act

Each province has a different Child and Family Services Act. However, they cover many of the same values, rules and judgements.

The following are some of the most important aspects of the Law concerning Child Welfare:

1. The safety, well being and protection of the child is what is most important.
2. To recognize that it is of high importance that the family unit remain intact. All possible arrangements will be done in order to do so. However, the best interest of the child remains as the first priority.
3. In order to help the child, it has to be recognized that the least disruptive course of action and one that is appropriate should be considered first.
4. To provide services whenever possible to children and their families which respect cultural, religious and regional differences.
5. Services to children should be provided in a manner, that respects the child's need for continuity as well as for stable family relationships. These services also take into account the physical and developmental differences there are among children

People should report to the authorities if they suspect that:

1. Physical, emotional, neglect and/or sexual abuse is taking place
2. There is a high risk that there could be physical, emotional, neglect and/or sexual abuse

Youth Criminal Justice Act:

The Youth Criminal Justice Act applies to all young people who are between the ages of 12 and 17 at the time they have been charged of or accused of being involved in a criminal act.

Note: If the young person is under the age of 12, the Youth Criminal Justice Act will not apply. However, there will be consequences for any illegal action taken by the young person.

Contact with the police:

- Remember that the police are there to **serve** and **protect** the community. Thus, the police may be in contact with a young person when they have reasonable evidence suggesting that a crime has been or is about to be committed. At the same time, we are all part of the community and you should not hesitate to call the police, if you feel threatened or in danger.

- The police should not stop anyone for questioning without having reasonable basis to think that a person has or is about to break the law.
- If the police stop an individual, he/she should politely give out only his/her name, address and age. The person does not have to answer anymore questions. **Any other information may be used against the individual in a court of law.** Following this, the individual should ask the police why he/she is being stopped and questioned. One should **always** ask the police officer if they are under arrest
- The police can search an individual only when an arrest has been made or there is a suspicion of carrying weapons and/or illegal drugs. And in the case of a minor, if they are believed to have liquor in their possession.
- The police cannot search your house or car unless they have a warrant, or if they believe that an offence is being committed there.

Under arrest? What are your rights

- Remember, one can only be arrested, **if they have committed an offence, is in the middle of committing an offence, about to commit an offence, or if there is a warrant out for their arrest**
- The police may or may not decide to lay charges on an individual following what is listed above. However, the police may also take into account if the individual **has a criminal record, has had any police warnings in the past and/ or the attitude shown when questioned by the police**
- If under arrest, the individual can be taken to a police station or given an appearance notice.
- An individual has the right to know what he/she has been charged with. If not under arrest, the individual has the right to leave
- Everyone has the right to remain silent, as an individual, he/she does not have to respond to any questions asked by the police
- The Police must allow the individual to make a phone call to his/her parent(s), a lawyer or an adult who may be in the position to help them
- A police officer can use as much force as is necessary **to enforce the law, prevent a serious crime and/or prevent someone who is being arrested from escape**
- The police cannot force an individual to make any form of statement. If this happens, the statement cannot be held against that individual in a court of law

- If the individual in question decides to answer any questions, he/she must remember that anything said can be used against him/her at a later date in a court of law
- If an individual is required to have their photograph and fingerprints taken, he/she should take notice and attend, otherwise charges can be laid when failing to appear

When and Why do I need a lawyer?

- When charged with breaking the law
- When needed to appear before a court of law
- To make sure that the individual's rights are protected
- If the individual cannot afford a lawyer, legal aid will be provide if the individual qualifies
- To qualify for legal aid, the following will be taken into consideration:
 - Income and assets
 - Parent income
 - Seriousness of the offence

If legal aid is denied, the following may be done:

- **Community legal Clinic (Ontario Only):**
 - i) Lawyers, community legal workers and sometimes law students are available for advice
The may represent you in court
 - ii) The Legal Clinic will look at the individuals' income and assets, parental income and the seriousness of the case

What is the Lawyer's duty when representing an individual?

- i) To properly represent the individual in court
Follow all court rules in order to receive a fair trial
- ii) To be present in court for the individual, or else to send a representative, or a letter to the judge explaining the reason for absence

Glossary of Terms – Alphabetical Order

A.

- **Acquit**
It is what a judge or a judge and jury does when it has been decided that the accused person is not guilty.
- **Adjournment**
The case has ended for that particular day, but a future date has or will be set.
- **Aggravated Assault**
An unlawful attack by one person upon another for the purpose of inflicting severe bodily injury
This could also be used as a charge when an attack is perpetrated with a weapon.
- **Alternative Measures**
A form of punishment. However the individual will not go through the court process. If accepted into the program, a probation officer will set it up
- **Appeal**
To ask a more senior court to review a decision of a lower (subordinate) court
- **Arrest**
An individual is detained or held by police. A person can be arrested when he/she has committed an offence, is in the process of committing an offence, about to commit an offence, or have a warrant for their arrest
- **Assault**
The touching of another person with an intent to harm, without that person's consent
- **Attempted Murder**
Acting deliberately and intentionally or with extreme disregard, which causes harm to another person (to attempt to murder another person)

B.

- **Bail**
A commitment made (and possibly secured by cash or property) to secure the release of a person being held in custody and suspected of a crime and to provide some kind of guarantee that the suspect will appear to answer the charges at some later date and will follow the conditions set by the court

- **Bench Warrant**
If a person fails to appear in court when she has been properly ordered to do so, the judge is authorized to issue a court order authorizing a law enforcement officer to arrest the person who failed to attend court
- **Breaking and Entering**
The criminal act of entering a residence or other enclosed property through the slightest amount of force without proper authorization
- **Burglary**
Any unlawful entry into, or remaining in, any building with the intent of committing a crime

C.

- **Character Witness**
A person who gives evidence of the good character of the accused in a criminal case
- **Community Hours**
Community service is volunteer work done by youth (or an adult if it is their first offence) who have committed an offense. It is done to help repay the community for a crime they have committed
- **Confession**
A statement made by an individual suspected or charged with a crime, that he/she in fact, committed that crime
- **Conspiracy**
An agreement between two or more persons to commit a criminal act
- **Conviction**
The formal decision of a criminal trial, which finds an accused guilty. Convictions are registered on a criminal record
- **Court reporter**
A person who makes a word-for-word record of what is said in court and produces a transcript of the proceedings upon request
- **Crown Attorney**
Represents the state when prosecuting a case
- **Curfew**
Curfew refers to times when people are ordered to be off the streets at a certain time. Usually, a person who is subject to a curfew is required to be in their residence at the time of the curfew

D.

- **Deportation**
The removal of a foreign national under immigration laws for reasons such as illegal entry or conduct dangerous to the public welfare.
- **Detain**
To hold or keep in custody or possession
- **Detective**
A person engaged or employed in detecting lawbreakers or in getting information that is not readily or publicly accessible (a police detective)
- **DNA**
A chromosome molecule which carries genetic coding unique to each person with the only exception of identical twins. Through laboratory process, DNA can be extracted from body tissue such as a strand of hair, semen, blood and matched against DNA discovered at a crime scene or on a victim to scientifically implicate an accused.
- **Duty Counsel**
Legal aid lawyers who are in the courthouse for the day to help a person. They can also give limited advice and speak for the person in court

E.

- **Evidence**
In law, various things can be presented in court for the purpose of proving or disproving a question under inquiry. Includes testimony, documents, photographs, maps and video tapes

F.

- **False statement**
A statement related to a case known to be untrue or made with reckless indifference as to its truth or falsity. A statement may also be "false" or "fraudulent" when it constitutes a half truth
- **False Testimony**
Testimony is "false" if it was untrue when it was given and was then known to be untrue by the witness or person giving it.
A statement contained within a document is false if it was untrue when used and was known to be untrue by the person using it
- **Fine**
Payment of money demanded of a person convicted of a crime or a misdemeanor; the fine is imposed by a court as punishment

- **Finger printing**
An ink impression of the lines upon the fingertip taken for the purpose of identification (it is done usually during the booking procedure following an arrest)

G.

- **Guilty**
The result of a conviction of a crime by way of a jury or trial by a judge
- **Guilty plea**
Means that the individual has admitted to committing the offence(s) in question.

H.

- **Homicide**
The taking of another person's life
- **House Arrest**
A person is legally forced to stay in your house as if it were a prison

I.

- **Indictable Offence**
An indictable offence is more serious than a summary conviction offence. Conviction of an indictable offence exposes you to greater penalties
If you are prosecuted by indictment, you are entitled to trial by jury for most offences

J.

- **Jury.**
A group of citizens randomly selected from the general population and brought together to assist justice by deciding which version, in their opinion, constitutes "the truth" given different evidence by opposing parties
- **Justice of the Peace**
Public officer invested with judicial powers, who usually oversees bail hearings and signs arrest warrants

L.

- **Lawyer**
A person that has been trained in the law and that has been certified to give legal advice or to represent others in litigation. Also known as a "barrister & solicitor" or an attorney.
- **Legal Aid**
If the individual qualifies, legal aid will be provided to them by the courts. This can be done either by hiring a lawyer who will work for the individual, or a lawyer who works for the province will be assigned to represent the individual

M.

- **Manslaughter**
Accidental homicide or homicide which occurs without an intent to kill, and which does not occur during the commission of another crime or under extreme provocation
- **Murder**
Intentional homicide (the taking of another person's life), without legal justification or provocation

N.

- **Not Guilty**
A verdict given by a jury which clears a criminal defendant after finding that the crown has not proven the defendant's guilt beyond a reasonable doubt
- **Not Guilty Plea**
Means that you are going to argue that you are not guilty under the law (it does not always mean innocence)

O.

- **Oath**
A religious or solemn affirmation to tell the truth or to take a certain action
- **Offence (criminal)**
A crime; any act, which goes against the Criminal Code

P.

- **Paralegal**
A person who is not a lawyer or is not acting in that capacity but who provides a limited number of legal services
- **Pardon**
A pardon is a government decision to allow a person who has been convicted of a crime, to be free and absolved of that conviction, as if never convicted.
- **Parole**
An early release from incarceration in which the prisoner promises to uphold certain conditions (usually set by a parole board) and under the supervision of a parole officer. Any violation of those conditions would result in the return of the person to prison
- **Perjury**
An intentional lie given while under oath or in a sworn affidavit

- **Plea Bargain**
A negotiated agreement between the defense and the crown in a criminal case
Typically the defendant agrees to plead guilty to a specified charge in exchange for an oral promise of a lower sentence.
- **Police Custody**
The detention of an individual's person by virtue of lawful process or authority.
To be in custody, is to be lawfully detained under arrest
- **Prime Suspect**
The one person law enforcement officers believe most probably committed a crime being investigated
- **Probation**
The release into the community of a defendant who has been found guilty of a crime, typically under certain conditions, such as paying a fine, doing community service or attending a drug treatment program. Violation of the conditions can result in incarceration
- **Probation Officer**
An officer appointed to investigate, report on, and supervise the conduct of convicted offenders on probation
- **Promise to Appear**
A document signed by the individual under arrest promising to appear in court at a certain date

R.

- **Recess**
A temporary adjournment of a trial, hearing, or legislative session recess.

S.

- **Search Warrant**
A court order (i.e. signed by a judge) that gives a police the permission to enter private property and to search for evidence of the commission of a crime, for the proceeds of crime or property that the police suspect may be used to commit a crime.
- **Sentence**
The punishment given to a person who has been convicted (i.e. found to be guilty) of a crime, it may be time in jail, community service or a period of probation
- **Suspended Sentence**
A sentence which is suspended by the court

- **Summary Conviction**
Summary conviction offences encompass the most minor offences in the Criminal Code

T.

- **Trial**
The trial court is the court in which a lawsuit is filed, and where all litigation leading up to and including the trial is held

V.

- **Verdict**
The decision of a jury. In criminal cases, it is usually expressed as “guilty” or “not guilty”

Y.

- **Young Offender**
All young people who are between the ages of 12 and 17 at the time they are said to have broken Federal law

Legal Aid

The following is a list of Legal Aid offices in main city centers throughout Canada:

ALBERTA

Edmonton

- 300 Revillon Building
10320-102 Avenue
Edmonton, Alberta T5J 4A1
Telephone: (780) 427-7575

Calgary

- #1100, 665-8th Street SW
Calgary, AB T2P 3K7
Telephone: (403) 297-2260
Fax: (403) 297-2232

BRITISH COLUMBIA

Vancouver

- Suite 200 (intake)
1140 West Pender Street
Vancouver, BC V6E 4G1
Telephone: (604) 601-6206
Fax: (604) 682-7967

Victoria

- 200-747 Front Street
Victoria, BC V8W 3E9
Telephone: (250) 388-4516
Fax: (250) 388-4664

MANITOBA

Winnipeg

- Area Office
402-294 Portage Avenue
Winnipeg, MB R3C 0B9
Telephone: (204) 985-8500
Fax: (204) 985-5237
Toll Free: 1-800-300-2307

Brandon

- Area office
1239 Princess Avenue
Brandon MB R7A 0A2
Telephone: (204) 729-3484
Fax: (204) 726-1732
Toll Free: 1-800-876-7326

NEW BRUNSWICK

Saint John

- 28-32 King Street
Saint John, NB E2L 1G3
Telephone: (506) 633-6030
Fax: (506) 633-8994

NEWFOUNDLAND

St. John's

- Legal Aid Commission
2 Steer's Cove
Cormack Building
P.O. Box 399, Station C
St. John's, NF A1C 5J9
Telephone: (709) 753-7860
Fax: (709) 753-6226

NOVA SCOTIA

Winnipeg

- 5523 B Young street
Halifax, NS B3K 1Z7
Telephone: (902) 454-2198
Fax: (902) 455-3105
Dial-a-Law (902) 420-1888
Lawyer Referral Line: (902) 455-3135 or 1-800-665-9779

NORTHWEST TERRITORIES

Yellowknife

- Lower Level, Laurentian Building: 4918-50th Street
Yellowknife, N.W.T. X1A 2N9
Telephone: (867) 873-3828
Fax: (867) 873-6344

ONTARIO

Toronto

- 375 university Avenue
Suite 404
Toronto, ON M5G 2G1
Telephone: (416) 979-1446
Fax: (416) 979-8669
Toll Free: 1-800-668-8258

Ottawa-Carleton

- 73 Albert Street
Ground Floor
Ottawa, ON K1P 1E3
Telephone: (613) 238-7931
Fax: (416) 238-3410

Kitchener-Waterloo

- 50 Queen Street North
Suite 830
Kitchener, ON N2H 6P4
Telephone: (519) 743-4306
Fax: (519) 743-0881

PRINCE EDWARD ISLAND

Charlottetown

- Fourth Floor, Shaw Building
95 Rochford drive
P.O. Box 2000
Charlottetown, PEI C1A 7N8
Fax: (902) 368-4563

QUEBEC

Montreal

- 2 Complexe Desjardins, East Tower, #1404
Montreal, QC H5B 1B3
Telephone: (514) 873-3562
Fax: (514) 873-8762

Quebec

- 400, boul. Jean-Lesage
Bureau 335
Québec (Québec)
G1K 8W1
Tél: (418) 643-4163
Fax: (418) 643-4712

SASKATCHEWAN

Regina

- 2nd Floor, 1942 Hamilton street
Regina, SK S4P 2C5
Telephone: (306) 787-8760
Fax: (306) 787-8827
Toll Free: 1-877-424-1897

Saskatoon

- 9th Floor, Sturdy Stone Centre
122-3rd Avenue North
Saskatoon, SK S7K 2H6
Telephone: (306) 933-7820
Fax: (306) 933-7827
Toll Free: 1-877-424-1898

YUKON

Whitehorse

- Legal Aid Administration
Suite 203-2131 Second Avenue
Whitehorse, Yukon Y1A 1C3
Telephone: (867) 667-5210
Fax: (867) 667-8649

CHAPTER V

Where can I get help or assistance?



Where can I get help or assistance?

Get to know your Community

- a.** Parents should know that all community centres provide (that kind of) information and have a policy of confidentiality where **everything talked about or said is kept in confidence**. Always talk to a professional, explain the situation and ask for orientation or for referral.
- b.** Seek professional guidance as soon as possible, and try to find appropriate needed services. Some community organizations organize parents groups to discuss issues pertaining parents and children. Parent group sessions provide strength. They can discuss the problems among them selves and find solutions. Do not be afraid to talk, community wisdom is very effective.
- c.** In case of need, first make sure the child is fine physically and emotionally, then see what needs to be done to solve the problem. Do not blame yourself or become despaired. Sometimes your children are being children. However, do seek professional orientation be it from an agency, school, church or family doctor.
- d.** Look within your community for places that offer youth programs, where there is a counselor or a youth advocate for different needs. It is important to know what kind of services are out there. Even if afraid of what we are going to find out or what we are going to be told, it is important to know where help can be obtained.

Learn to take advantage of what your community offers

- a.** First find out where there is a professional, then arrange an appointment for you and your child. Let your child talk to this person as long as needed. Ask what needs to be done and how to aim at resolving the issue. Parents should overcome the fear of talking in an open manner about the problems
- b.** If there is a problem with you child and you don't want to look for help at a resource center, look for reading material, watch community channels or listen to community radio programs, use phone lines in your language, or try to find guidelines in community directories where information is provided. But the best thing is, to go to a professional. Do not try to solve the problem by your self and in your own way when you are overwhelmed. Look for help.

Be informed on what your Community has to offer...become involved

- a.** Parents should be proactive, and not wait until an incident occurs. There are community agencies that are connected with services and programs that can help parents. Go to them. There are different avenues for parents to obtain information. This handbook, the police, and schools are good sources of information. Always look for means to attain that information and educate yourself on important issues.

b. There are community agencies with staff who can speak the same language as the parent. If a culturally oriented service can be obtained, better for the parent. Do not be afraid of seeking help and share with other people who might be going through the same situation.

Legal Information Throughout Canada

ALBERTA

Calgary

Gordon Sand, Executive Director
Calgary John Howard Society
917 - 9 Avenue SE
Calgary, Alberta
T2G 0S5
Telephone: (403) 266-4566
Fax: (403) 265-2458

Grande Prairie

Penny Mickanuck, Executive Director
Grande Prairie John Howard Society
9909 - 112 Avenue
Grande Prairie, Alberta
T8V 1V5
Telephone: (780) 532-0373
Fax: (780) 538-4931

Medicine Hat

Gary Straub, Program Manager
Medicine Hat John Howard Society
#208, 535 - 3 Street SE
Medicine Hat, Alberta
T1A 0H2
Telephone: (403) 526-5916
Fax: (403) 526-4636

Edmonton

Corona Law Project

203, 9924 - 106 Street
Edmonton Alberta
Telephone: (780) 425-3356

Edmonton

Maureen Collins, Executive Director
Edmonton John Howard Society
#301, 10526 Jasper Avenue
Edmonton, Alberta
T5J 1Z7
Telephone: (780) 428-7590
Fax: (780) 425-1549

Lethbridge

Gordon Leigh, Executive Director
Lethbridge John Howard Society
Administration Building, Suite B07
909 - 3rd Avenue North
Lethbridge, Alberta
T1H 0H5
Telephone: (403) 327-8202
Fax: (403) 320-6613

Red Deer

George Atkey, Executive Director
Red Deer, John Howard Society
4916 - 50 Street
Red Deer, Alberta
T4N 1X7
Telephone: (403) 343-1770
Fax: (403) 346-8740

Calgary

Students Law Assistance

University of Calgary
Room 3310 Murray Fraser Hall
Calgary, Alberta T2N 1N4
Telephone: (403) 220-663

BRITISH COLUMBIA

Vancouver

UBC Law Students Legal Advice Program (Open from September to March)

University Of British Columbia
Faculty of Law, Room 158
1822 East Mall
Vancouver BC V6T 1Z1
Telephone: (604) 822-5791
Fax: (604) 822-1661

Elizabeth Fry Society Main Office

402 E. Columbia St., 4th Floor
New Westminster, BC V3L 3X1
Phone: (604)-520-1166
Fax: (604)-520-1169
Toll-free: 1-888-879-9593

Law Courts Education Society of BC

Law Courts Education Society of BC
260-800 Hornby Street
Vancouver, BC V6Z 2C5
Tel: 604-660-9870
Fax: 604-775-3476

John Howard Society of the Lower Mainland of BC

300-96 East Broadway
Vancouver BC V5T 4N9
Telephone: (604) 872-5651
Fax: (604) 872-4265

Victoria

University of Victoria Legal Information Clinic (Open from September to March)

University of Victoria Faculty of Law
P.O. Box 2400 Station CSC
Victoria BC V8W 3H7
Attention Legal Information Clinic
Telephone: (250) 721-8158

John Howard Society of Victoria

2675 Bridge Street
Victoria BC V8T 4Y4
Telephone: (250) 386-3428
Fax: (250) 361-4561

Kelowna

John Howard Society of South Okanagan/Kootenay Region of BC

255 Lawrence Avenue
Kelowna BC V1Y 6L2
Telephone: (250) 763-1331
Fax: (250) 763-1483

Prince George

Northern John Howard Society of BC

1150-4th Avenue
Prince George BC V2L 3J3
Telephone: (250) 561-7343
Fax: (250) 561-0510

Kamloops

John Howard Society-Thompson Region

312-141 Victoria Street
Kamloops BC V2C 1Z5
Telephone: (250) 374-3844
Fax: (250) 374-3842

MANITOBA

Winnipeg

Community Legal Information Association

501-294 Portage Avenue
Winnipeg MB
R3C 0B9
Telephone: (204) 943-2382
Fax: (204) 943-3600

John Howard Society of Manitoba

583 Ellice Street
Winnipeg MB R3B 1Z7
Telephone: (204) 775-1514
Fax: (204) 775-1670

Brandon

Westman Community Law Centre

(Brandon Area Office)
1239 Princess Avenue
Brandon, Manitoba R7A 0A2
Phone: 729-3484 Fax: 726-1732
Toll Free: 1-800-876-7326

John Howard Society of Brandon

153-8th Street
Brandon MB R7A 3W9
Telephone: (204) 727-1696
Fax: (204) 728-4344

Dauphin

Parklands Community Law Centre

(Dauphin Area Office)
31 - 3rd Avenue N.E.
Dauphin, Manitoba R7N 0Y5
Phone: 622-7000 Fax: 622-7029
Toll Free: 1-800-810-6977

Thompson

Thompson Community Law Centre

(The Pas/Thompson Area Office)
3 Station Road
Thompson, Manitoba R8N 0N3
Phone: 677-1211 Fax: 677-1220
Toll Free: 1-800-665-0656

NEW BRUNSWICK

Fredericton

Public Legal Education and Information Service of New Brunswick

P.O. Box 6000, Fredericton NB E3B 5H1
Telephone: (506) 453-5369
Fax: (506) 457-7899

John Howard Society of Fredericton

108 Smythe Street 2nd Floor
Fredericton NB E3B 3C4
Telephone: (506) 450-2750
Fax: (506) 444-0081

St John

John Howard Society – St. John Branch

68 Carleton Street
St. John NB E2L 2Z4
Telephone: (506) 632-0800
Fax: (506) 652-3081

Moncton

John Howard Society of Moncton

141 Weldon Street
Moncton NB E1C 8N8
Telephone: (506) 854-2057
Fax: (506) 854-2057

NEWFOUNDLAND

St. John's

Public Legal Information Association of Newfoundland

Suite 101, Fortis Building
139 Walter Street
St. John's NF A1C 1B2
Telephone: (709) 722-2643
Fax: (709) 722 0054

John Howard Society of Newfoundland

426 Water Street
St. John's NF A1C 3V7
Telephone: (709) 726-5500
Fax: (709) 726-5509

NORTHWEST TERRITORIES

Yellowknife

Public Legal Information Society of the Northwest Territories

Government of Northwest Territories
P.O. Box 1320
Yellowknife, Northwest Territories
X1A 2L9
Phone: (867) 873-7450
Fax: (867) 873-5320

John Howard Society of Northwest Territories

Box 1508
5002-50th Avenue
Yellowknife NT X1A 2P2
Telephone: (867) 920-4276
Fax: (867) 669-9715

NOVA SCOTIA

Halifax

John Howard Society of Nova Scotia – Valley Branch

C/o 220-1657 Barrington Street
Halifax NS B3J 2A1
Telephone: (902) 422-2640

Legal Information Society of Nova Scotia

5523 B Young Street,
Halifax, Nova Scotia B3K 1Z7,
Tel: (902) 454-2198

NUNAVUT

Gjoa Haven

Public Legal Education and Information in Nunavut

C/o Legal Services Board of Nunavut
Box 125,
Gjoa Haven, NU X0B 1J0
Phone: 867-360-4603
Fax: 867-360-6112

Cambridge Bay

The Kitikmeot Law Centre:

Box 96
Cambridge Bay, NU X0E 0C0
Phone: 867-983-2906
Fax: 867-983-4093

Rankin Inlet

The Keewatin Legal Services Centre Society:

Box 420,
Rankin Inlet, NU X0C 0G0
Phone: 867-645-2536
Fax: 867-645-2217

Iqaluit

Maliiganik Tukisiiniakvik Legal Services:

Box 29,
Iqaluit, NU X0A 0H0
Phone: 867-979-5377
Fax: 867-979-4346

ONTARIO

Toronto

Brampton Community Legal Services
24 Queen Street East, Suite 601 (at main St.)
Telephone: (905) 455-0160

Downsview Community Legal Services
893 Sheppard Avenue West (at Wilson Heights Boulevard)
Telephone: (416) 635-8388

Downtown Legal Services
720 Spadina Avenue, Suite 418
Telephone: (416) 978-6447

East Toronto Community Legal Services
1320 Gerrard St. East
Telephone: (416) 461-8102

Mississauga Community Legal Services
130 Dundas Street East, Suite 501A
Telephone: (905) 896-2050

North Bay

Nipissing Community Legal Clinic
107 Sheriff Avenue, Suite 214
Telephone: (705) 476-6603

Sault Ste. Marie

Algoma Community Legal Clinic
163 East Street
Telephone: (705) 942-6498

Sudbury

Sudbury Community Legal Clinic
128 pine Street, Suite 100
Telephone: (705) 674-3200

Thunder Bay

Kinna-aweya Legal Clinics
86 South Cumberland Street
Telephone: (807) 344-2478

London

Neighbourhood Legal Services Inc.
(London and Middlesex)
89 King Street, 2nd Floor
London N6A 1C1
Telephone: (519) 438-2890
Fax: (519) 438-3145

Windsor

Legal Assistance of Windsor
85 Pit Street East,
Windsor N9A 2V3
Telephone: (519) 256-7831
Fax: (519) 256-1387

PRINCE EDWARD ISLAND

Charlottetown

Lawyer Referral Service at 1-800-240-9798
or (902) 892-0853 between
9 a.m. and 4 p.m.. Monday to Friday

QUEBEC

Montreal

McGill University Legal information Clinic

William Shatner University Centre
3480 McTavish
Telephone: (514) 398-6792
No appointment necessary

Quebec

Consult a Lawyer (Referrals)
Monday to Friday (418) 529-
0301

Laval

Consult a Lawyer (Referrals)
Mon to Fri (450) 686-2958

SASKATCHEWAN

Saskatoon

Public legal Education Association of Saskatchewan

300-201 21st Street East
Saskatoon, SK S7K 0B8
Telephone: (306) 653-1868
Fax: (306) 653-1869

Regina

John Howard Society of Regina

2332-11th Street
Regina SK S4P 0K1
Telephone: (306) 757-6657
Fax: (306) 347-0707

YUKON

Whitehorse

Public legal Education of Yukon

Telephone Number: (867) 668-5297

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