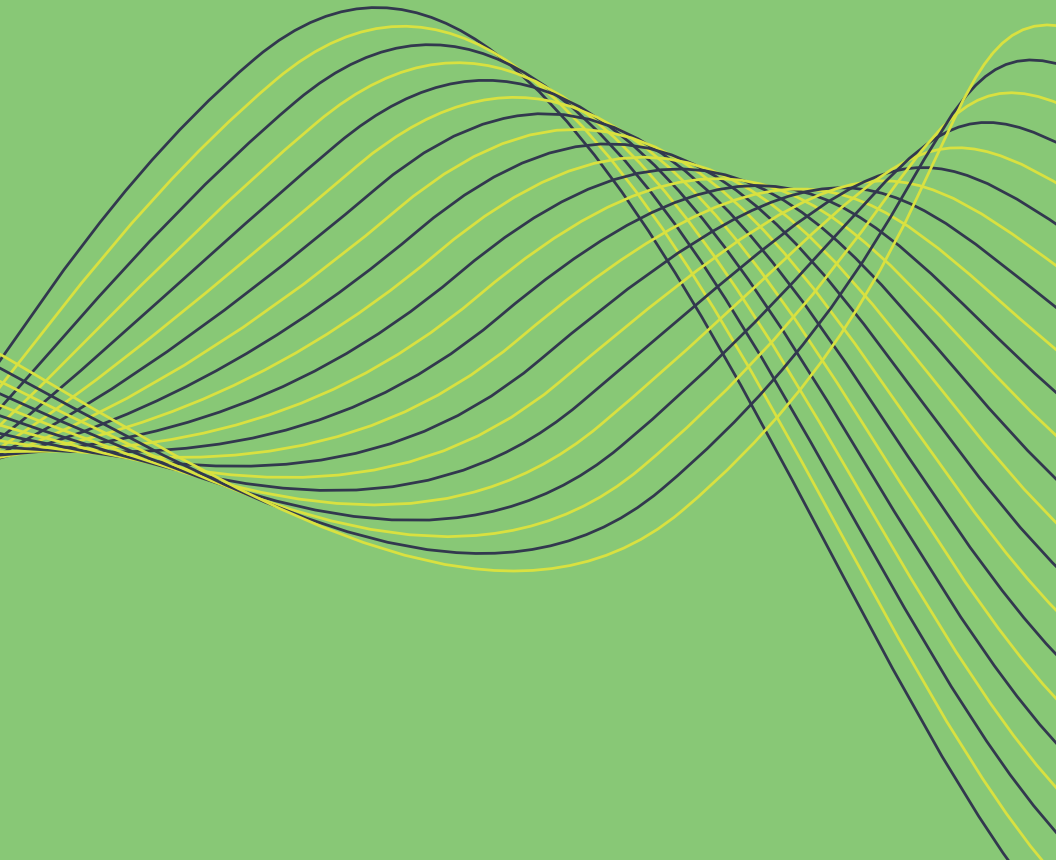


**We have an  
ASD diagnosis:  
Now What?**





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## General Statement

*If you are reading this document, it's likely that someone that you care for has received a diagnosis of Autism Spectrum Disorder (ASD). This diagnosis is the beginning of an important journey.*

*Many people compare an autism diagnosis to the process of peeling an onion, one layer at a time. First, there's the skin: understanding what autism is and how it affects your loved one. Then there's the next layer: considering the biggest, most pressing challenges and questions first. After a while, once a new normal is reached, there are other layers to explore; some are challenges, and some are unexpected talents and abilities.*

*Others liken the process to the stages of grieving, with varying degrees of shock, denial, anger, sadness, re-entry, and acceptance, not necessarily in any particular order. It can look different for everyone.*

*One parent has described it as planning for a holiday to Italy. Many dreams and preparations have gone into the vacation. It has been paid for, and you are looking forward to Venice, art galleries, wine tastings, Italian food, and operas. However, at the airport, somehow, the airline makes a change, and, to your surprise, you have landed in Holland instead. At first, you are shocked and upset, even angry. You've always dreamed of your holiday in Italy and what it would be like. A smiling travel agent informs you that the itinerary can't be changed, and, here you are.*

*After a while, you start to look around in Holland. You walk in tulip fields and see windmills. You notice how fresh the air feels. You like the modern furniture and the bright colours. You appreciate how everything is on time and in good working order. You buy some cozy wooden clogs. You marvel at the architectural ingenuity. Everyone is friendly and accepting. You even find an Italian restaurant in Amsterdam, and there are canals in Amsterdam as well!*

*You come to realize that Holland is not necessarily what you dreamed of. You might still always dream of Italy, and that's okay. But you really, really like Holland too. You certainly have learned a lot and made some great relationships.*

*However you and your loved ones experience this journey, there are three important things to remember:*

- 1. There is no “perfect” approach. Do your best; love your child, and everything will eventually fall into place. Remember, a child with autism is still a child first, and as with all children, unconditional love and a secure environment work best!*
- 2. No two children with autism are the same. The spectrum is large, and the idea of “high” and “low” on the spectrum is a bit misleading. The spectrum is not necessarily linear. There are many different symptoms that some have, and some don’t have. Some respond well to some therapies, and some respond better to others. In some ways it’s a “trial and error” approach that works best. Be kind to yourself and to your loved one, and take one day at a time. Every day is a new day.*
- 3. It is important to avoid an ableist mentality. What does this mean? “What Is Ableism? ‘We define ableist language as any language that, when used, has the effect of marginalizing disabled people,’ explains Kristen Bottema-Beutel, PhD, an associate professor at Lynch School of Education and Human Development at Boston College.*

*Bottema-Beutel, who was the lead author of the Autism and Adulthood article, says examples are referring to autistic people as a “burden” or having a “disease,” and points out that the context in which words are used is important in determining whether language is ableist.”*

*We do not want to speak of children with ASD as if they are broken or defective and need to be “fixed.” The world needs neurodiversity, and all children—all humans—have both strengths and weaknesses. We want to maximize strengths and to support individuals to work on areas that need some help. To read more, the link where you will find the quote, above, is <https://www.verywellmind.com/avoiding-ableist-language-in-autism-research-5083781>*

## Services for Children and Families with Children with ASD

The purpose of this document is to highlight the important services that are available to your child within Nunavut. Please keep in mind, however, that parents are always their children's best experts. It is essential for family to be involved in directing interventions for a child with ASD. This is because over the years, many different people may provide for your child, but family remains consistent. As a parent or caregiver you provide consistency to your child.

It is also important to note that because of Nunavut's size and location there may not be the same variety of therapies that are available in a larger population. After speaking to the local service providers, you will find out which services available are most suitable for your child.

Sometimes, a decision needs to be made, and families don't have the time or energy to read an entire booklet before making a choice. Occasionally, a problem is unique to a family. In situations such as this, you can contact the Rehabilitation Department of the Government of Nunavut to determine if your child can start to access services based on their current needs and challenges. You can call (867) 975-6000 or toll free at 1 (877) 212-6438 or call in the area that you live:

- In the Baffin Region – call (867) 975-8600 (ext. 7400)
- In the Kivalliq Region – call the Wellness Centre at (867) 645-8077
- In the Kitikmeot Region – call the Kitikmeot Health Centre at (867) 983-4500

We also recommend you visit Autism Speaks Canada's website to access over 40 different free tool kits. These tool kits cover everything from the 100-day tool kit for children recently diagnosed to an employment tool kit for adults with ASD. These can be found at <https://www.autismspeaks.ca/science-services-resources/resources/tool-kits/>

## Overview

### Services for Children Birth to 5 Years of Age

It is possible for your child to receive an ASD diagnosis as early as the age of 2. Early diagnosis and intervention are important for better outcomes later in life.

Below are the places/websites that you will want to visit to find help for your preschool child with ASD (or during the diagnostic process).

1. **Rehabilitation Services – Government of Nunavut (see page 8).** A referral from a doctor or nurse is NOT needed to access rehabilitation services. If needed, families can contact rehabilitation services to start accessing physiotherapy, occupational therapy, speech-language pathology, and audiology (hearing) services to assist their child. These services are provided in the Qikiqtaaluk region of Nunavut.
2. **Healthy Children Initiative -Government of Nunavut (see page X) .** If your child requires extra support and is attending a licensed child care facility or other eligible program, the program may be able to apply for additional funding through the Healthy Children Initiative.

### Services for Children and Youth, 5-19 Years of Age

The Government of Nunavut has an inclusive schooling approach ensuring that all students in Nunavut from Kindergarten to Grade 12 have access to and are supported to maximize their potential and experience success. Ongomizzwin, a rehabilitation program funded by the Department of Education provides Occupational Therapy, Physiotherapy and Speech Language Pathology services to children in the school system. The focus is on school-based concerns and issues. These services are provided in person. A diagnosis is not needed to access these services.

In addition to Ongomizzwin, each school has the following support staff that may be involved with your child:

- “Student Support Teachers (SSTs)– create programming and accommodations for students who need extra support or enrichment. They work closely with SSAs to ensure programs get carried out. They work to ensure classrooms and schools are inclusive.

- Student Support Assistants (SSAs) – work directly with students who have exceptional needs and/or in classrooms where there is a need for extra support. They work closely with the SST and the classroom teacher to carry out student program plans.
- School Counsellors/Inuksiutilirijiit – support students who may have social, emotional or behavioural problems. School counsellors act as a connection between the students, the school and the community to help students achieve their fullest potential.” (Government of Nunavut, 2014, p. 35).

The Nunavut Education Act (2008) affirms “that all children can learn, that learning is an individual process, and that diverse learning needs and abilities should be supported in an inclusive education system.”

According to Inuglugiajaittuq: Foundation for Inclusive Education in Nunavut Schools (2008), “in an inclusive education system, student support provides the structures and strategies that assist students to maximize their potential and experience success. Student support involves the prevention, intervention, or remediation of conditions or situations that act as barriers to student learning. The level of support required in a student’s learning process will vary over time and from student to student” (p. 18).

### ***Transitioning into Kindergarten***

A positive working relationship with your young child’s school is important to ensure a successful transition and to help your child reach their full potential. Here are some suggested tips to making this transition with your child:

- Ask to meet with the Principal of the school or the School Team (in March of the year your child is starting school)
- Bring to the meeting **copies of all assessments** from doctors, psychologists and others with your child
- Write down **key strengths** that your child has
- Write down areas where your child may need **special attention or assistance** (e.g. wandering behaviour; safety – personal, road, stranger; toileting; potentially harmful behaviours – compulsions, aggression, self-injurious behaviour etc.)

- Consider supports for your child that you would like to discuss with the school such as: one-to-one assistance, adaptive technology, counselling, etc.
- From this meeting a support plan can be developed to meet the individual needs of your child.

## ***Grades 1 to 12***

It is important to remain active in your child's education throughout their time in school.

### **Some tips to maintain this connection are:**

- Have regular open and honest contact with your child's teacher(s) and other support staff. You can discuss what goals your child has met, and any current challenges and strategies to address these. By being in regular contact you can be aware at all times what strategies and supports are being used to assist your child. The school can also assist you in learning these strategies so that you can use them at home

### **You have the right to:**

- Ask the school to keep measurements and descriptive information about how your child is doing in school and in meeting their goals (e.g. how many times your child actively participates in class).
- Access your child's file at the school. Give the school at least 48 hours notice of this request. The content of this file will help in reviewing and refining goals and developing new intervention strategies.
- Note: Sometimes children with ASD reach a goal quickly and then at other times seem to lose progress. If you are in regular contact with the school you can help ensure that your child does not lose skills.
- Ask for meetings if you feel like there is something that you need to discuss with your child's education team.

Your child will make better progress if you and the school work together. If the same strategies are used in the school and at home then:

- Your child will learn to use the skill in different situations with different people.
- When the same skills are learned at both the home and at the school, it can provide more structure for your child and reduce anxiety because they know what is going to happen and know the expectations.

## ***Transitioning into Adulthood***

The transition into adulthood will be just as important to navigate as the transition into kindergarten and high school. You and your child will need to consider and plan for many different aspects of life. These future plans may include:

- *Post-Secondary Education (college or university or trades training)* – programs such as learning supports for persons with disabilities, student financial assistance and transitional vocation programs should all be considered. These are further discussed in the programs and services listings below.
- *Employment* – if your young adult wants to find employment there are several programs that can assist them in getting ready to work, in finding a job and that can support them while they work. These are also discussed further in the programs and services listings below.
- *Living Supports* – depending on the individual needs of your young adults there are programs that can assist them in living independently or with varying levels of support. These can include home care, supported living services, and long-term care and are further discussed in the programs and services listings below.

## Service Providers - All Ages

### Government of Nunavut

P.O. Box 1000 Station 200

Iqaluit, NU X0A 0H0

Switchboard: (867) 975-6000 or Toll Free: 1 (877) 212-6438

#### ***Home and Continuing Care – Respite Services***

“The Home and Community Care program provides health care and support services, based on an assessment, in the comfort of an individual’s home when he or she needs extra attention due to illness, poor health, or disability.” (<https://www.gov.nu.ca/health/information/home-and-continuing-care>) The Home and Community Care program provides a variety of services including respite care which allows family members to have a break from caring for a loved one.

*Website:* <https://www.gov.nu.ca/health/information/home-and-continuing-care>

*Phone:* 1 (867) 975-5941

*Email:* LTC@gov.nu.ca

#### ***Nuttaqqangit Ihumaminut Inuuhirittiaqnikkut*** (Children’s Mental Health)

The Kamatsiaqtut Help Line can be contacted to find out more information and support regarding Autism Spectrum Disorder.

*Website:* <https://www.gov.nu.ca/in/programs-services/nuttaqqangit-ihumaminut-inuuhirittiaqnikkut>

*Phone:* 1 (867) 979-3333 or 1 (800) 265-3333

#### ***Rehabilitation Services***

These services are provided in the Qikiqtaaluk region of Nunavut. A referral from a doctor or nurse is NOT needed to access rehabilitation services. Families can access physiotherapy, occupational therapy, speech-language pathology, and audiology services to assist their child.

**Speech Language Pathology:** Speech-Language Pathology (SLP) helps individuals with communication difficulties. It could be difficulties in speaking, social communication, understanding language, and eating and swallowing.

**Occupational Therapy:** Occupational Therapists help people who are having difficulties performing daily activities or occupations that are necessary or important to them. These problems may be the result of an injury, disease, developmental delays, mental health condition, congenital disabilities, or environment.

**Physiotherapy:** Physiotherapists help people develop or regain physical mobility. These mobility issues may be related to developmental delay, injury, problems with balance and/or coordination, or long-term disease.

**Audiology:** An Audiologist helps prevent, assess, and treat hearing problems. This hearing loss may have been present since birth or be due to illness, exposure to loud noises or having lots of ear infections.

**Community Therapy Assistants:** The Assistants help implement treatment programs set by the above-mentioned specialists. They work in community health centres.

To set up an appointment call the Rehabilitation Services office in the area that you live:

- In the Baffin Region – call (867) 975-8600 (ext. 7400)
- In the Kivalliq Region – call the Wellness Centre at (867) 645-8077
- In the Kitikmeot Region – call the Kitikmeot Health Centre at (867) 983-4500

## **Qikiqtani Inuit Association**

Igluvut Building, 2nd floor, P.O. Box 1340

Iqaluit, NU, X0A 0H0

1 (867) 975-8400

1 (800) 667-2742

[https://www.qia.ca/what-we-do/daycare-and-early-learning-resources/  
#subsidy](https://www.qia.ca/what-we-do/daycare-and-early-learning-resources/#subsidy)

[info@qia.ca](mailto:info@qia.ca)

Helping Inuit families pay for Childcare. The program helps Qikiqtani Inuit parents who have children in licensed daycares in the Qikiqtani Region pay for their daycare costs.

## **Tukisigiarvik Centre**

P.O. Box 759

Iqaluit, NU, X0A 0H0

1 (867) 979-2400

<https://publiclibraries.nu.ca/en/tukisigiarvik>

Tukisigiarvik Centre offers a broad range of culturally appropriate counselling, healing, support and skill development programs for Survivors, disadvantaged and marginalized individuals and families in Iqaluit.

Activities include: individual, couples and family counselling; healing workshops on topics such as grief and loss counselling, anger management, personal empowerment, types of abuse and ending the cycle of abuse; training in Inuit cultural skills; and programs to provide training in family and life skills.

## Service Providers - Adult Services

### Isaccie Group Home

Building 496  
Iqaluit, NU, X0A 0H0  
(867) 979-4806

Isaccie is a group home for adults with developmental disabilities.

### Kakivak Association

Parnaivik Building 924, P.O. Box 1419  
Iqaluit, NU, X0A 0H0  
1 (867) 979-0911  
info@kakivak.ca  
[www.kakivak.ca](http://www.kakivak.ca)

This association funds programs and services in the areas of childcare, youth and disabilities, to increase the ways in which it helps Qikiqtani Inuit find training or enter the job market.

### Disability Assistance Program

"The goal of the Disability Assistance Program is to strengthen and build the Inuit workforce in the Qikiqtani Region. Disability Assistance Program funding is available to assist individuals and organizations develop, deliver and participate in training opportunities, and to provide eligible sponsors with wage subsidies to hire Inuit persons living with disabilities for training, work-experience and job creation purposes." ([www.kakivak.ca/en/cyd\\_programs](http://www.kakivak.ca/en/cyd_programs))

### Nunavummi Disabilities Makinnasuaqtiit Society

P.O. Box 4212  
#105, 8 Storey Bldg.,  
Iqaluit, NU X0A 1H0  
(867) 979-2228 or Toll-Free: 1 (877) 354-0916  
connect@nuability.ca  
<https://nuability.ca/>

The Society promotes awareness, opportunity, choice, and participation in all aspects of life in Nunavut.

***Vision:*** “Our vision is for all people with disabilities living in Nunavut to achieve independence, self-determination and full citizenship in their communities.”

***Mission:*** “Our mission is to achieve independence, self-determination and full citizenship for all Nunavummiut living with disability.”

The Society’s guiding principles are individuality, self-determination, and community inclusion.

### ***Ready Willing and Able***

Ready, Willing and Able (RWA) is a national partnership of Inclusion Canada (formerly the Canadian Association for Community Living), the Canadian Autism Spectrum Disorders Alliance (CASDA) and their member organizations. Funded by the Government of Canada and active in 20 communities across the country, RWA is designed to increase the labour force participation of people with an intellectual disability or Autism Spectrum Disorder (ASD).

<http://readywillingable.ca/about/>

### ***Sivuariit Employability Skills Training Program***

The Sivuariit Employability Program is designed to enhance basic employment skills among Nunavummiut with developmental, psychiatric and cognitive disability, within the framework of accessible learning and community inclusion.

<http://www.sivuariit.com/>

### ***Social Enterprise Guide***

A social enterprise is a business that has a social purpose as its primary mission. Research shows that social enterprises are particularly suited to providing employment to marginalized groups, such as people with disabilities. This guide was created specifically for those interested in establishing social enterprises to employ people with disabilities living in the north. The guide is based off of our experience running the Inclusion Cafe, a catering business staffed by our clients in Iqaluit. An executive summary of this guide is available in Inuktitut and French.

## **Pamiqsaiji Association for Community Living**

P.O. Box 708 Rankin Inlet NU X0C 0G0  
1 (867) 645-2542

The Pamiqsaiji Association for Community Living supports adults with intellectual disabilities.

## **Rankin Inlet Group Home**

1 (867) 645-4964

The Rankin Inlet Group Home is a group home for adults with developmental disabilities.

## **Service Providers - Seniors Services**

### **Nunavut Housing Corporation Headquarters**

Headquarters, P.O. Box 480  
Arviat, NU, X0C 0E0  
1 (867) 857-3000  
<http://www.nunavuthousing.ca/sdpmp>

"The Seniors (60+) and Persons with Disabilities Preventative Maintenance Program (SPDPMP) assists eligible homeowners for the purpose of carrying out preventative maintenance and minor repairs. NHC will provide a contribution in the form of a grant to cover materials, freight and labour, to a maximum amount of \$3,000 annually. The NHC will arrange for preventative maintenance and minor repairs on behalf of eligible homeowners in order to:

- ensure the client's continued safe occupancy;
- extend the service life of building systems;
- reduce the number of emergency repairs required due to lack of preventative maintenance; and,
- assist seniors and persons with a disability in overcoming obstacles to continued homeownership."

<http://www.nunavuthousing.ca/sdpmp>

## **National Resources**

Below there is a list of national resources for ASD.

### ***Autism and/or Intellectual Disability Knowledge Exchange Network (AIDE) Canada***

- AIDE Canada offers information, tools, and resources about autism and intellectual disabilities across the lifespan.

Website: [www.aidecanada.ca/](http://www.aidecanada.ca/)

### ***Autism Community Training***

- Autism Community Training provides information and training to enable parents, professionals and para-professionals to support children and adults with ASD.

Website: <https://www.actcommunity.ca/about-us>

### ***Autism Junction***

- An online tool to search for services for people with ASD.

Website: [www.autismjunction.ca/](http://www.autismjunction.ca/)

### ***Autism Speaks Canada***

- A site that provides information on ASD science, services and resources in Canada.

Website: [www.autismspeaks.ca/](http://www.autismspeaks.ca/)

### ***Canadian-American Research Consortium***

- ASD-CARC is a group of researchers from institutions and laboratories across Canada and the United States, working with other researchers globally on topics surrounding ASD.

Website: [www.autismresearch.ca/](http://www.autismresearch.ca/)

### ***Canadian Autism Spectrum Disorders Alliance (CASDA)***

- Implementing a comprehensive National ASD Strategy that addresses critical gaps in funding and policies

Website: [www.casda.ca/](http://www.casda.ca/)

### ***Geneva Centre for Autism***

- This centre is based in Toronto. On their website there are online training modules and certificate training for people working with individuals with ASD as well as a funding information, current research, and much more.

Website: <https://www.autism.net/>

### ***National Autism Center***

- An American center that provides resources for families, educators and practitioners.

Website: [www.nationalautismcenter.org/](http://www.nationalautismcenter.org/)

### ***National Autism Surveillance System***

- The National Autism Surveillance System (NASS) reports on the prevalence of ASD in Canada. Their first report was released in April 2018

Website: [www.canada.ca/en/public-health/services/diseases/autism-spectrum-disorder-asd/surveillance-autism-spectrum-disorder-asd.html](http://www.canada.ca/en/public-health/services/diseases/autism-spectrum-disorder-asd/surveillance-autism-spectrum-disorder-asd.html)

## Funding Assistance

### Federal Government Funding and Financial Aid

This is not an exhaustive list. It is possible to receive benefits through other avenues as well. Check the Government of Canada's Benefit finder to see if you or your family qualify for any other benefits or services.

*Website:* [www.canadabenefits.gc.ca/f.1.2c.6.3z.1rdq.5.2st.3.4ns@.jsp?lang=en](http://www.canadabenefits.gc.ca/f.1.2c.6.3z.1rdq.5.2st.3.4ns@.jsp?lang=en)

### ***Child Disability Benefit***

This benefit is a tax-free benefit up to \$2730 per year for families who care for a child who is under 18 with a severe and prolonged impairment. The Canada Revenue Agency will determine if your child is eligible for the Child Disability Benefit from Form T2201, Disability Credit Certificate. This is the same form that is used to determine eligibility for the Disability Tax Credit. For more information, check the Government of Canada's website.

*Website:* [www.canada.ca/en/revenue-agency/services/child-family-benefits/child-disability-benefit.html](http://www.canada.ca/en/revenue-agency/services/child-family-benefits/child-disability-benefit.html)

### ***Deductions or Credits on Income Tax***

There are various tax deductions that can be claimed for people with disabilities or people caring for those with disabilities. They are outlined and explained in detail on the Government of Canada's website. For Line 215 of your tax return use form T929 to calculate the amount for deduction.

*Website:* <https://www.canada.ca/en/revenue-agency/services/tax/individuals/topics/about-your-tax-return/tax-return/completing-a-tax-return/deductions-credits-expenses/line-21500-disability-supports-deduction.html>

## ***Disability Tax Credit***

This tax credit is intended to help people with disabilities or caregivers of those with disabilities to reduce the amount of income tax that they may have to pay. To benefit from this tax credit you must have Form T2201, Disability Credit Certificate filled out and approved by the Canada Revenue Agency. Part B of this form must be completed by a medical practitioner.

To find out the maximum disability credit, check the Government of Canada's website as this number changes annually.

*Website:* <https://www.canada.ca/en/revenue-agency/services/tax/individuals/segments/tax-credits-deductions-persons-disabilities/disability-tax-credit.html>

## ***Canada Caregiver Credit***

If you are caring for a spouse, common-law partner, or dependent with a physical or mental impairment you may be able to receive this credit. Support means that you need to regularly and consistently provide this person with some or all of the basic life necessities – e.g. food, shelter and clothing.

*Website:* <https://www.canada.ca/en/revenue-agency/services/tax/individuals/topics/about-your-tax-return/tax-return/completing-a-tax-return/deductions-credits-expenses/canada-caregiver-amount.html>

## ***Canada Workers Benefit***

This benefit is a refundable tax credit that provides tax relief for eligible low-income individuals and families. There is a disability supplement for those who have an approved Disability Tax Credit Certificate.

*Website:* <https://www.canada.ca/en/revenue-agency/services/child-family-benefits/canada-workers-benefit.html>

## ***Jordan's Principle***

Jordan's Principle aims to ensure all First Nations children are able to access health, social and educational services. Under Jordan's Principle, private diagnosis and treatment may be covered. Services covered under Jordan's Principle include, but are not limited to, respite care, speech therapy, schooling supports, medical equipment and mental health services.

### ***Contact within Canada***

For more information, including how to access Jordan's Principle or submit a request visit

<https://www.sac-isc.gc.ca/eng/1568396042341/1568396159824>

Phone: 1 (855) 572-4453 (available 24 hours a day, 7 days a week)

### ***Contact within the NWT***

Phone: 1 (866) 848-5846

Email: [sac.principedejordanrn-nrjordanprinciple.isc@canada.ca](mailto:sac.principedejordanrn-nrjordanprinciple.isc@canada.ca)

It is recommended that you prepare the following prior to making contact:

- your child's name and birthday
- proof your child is eligible (First Nations or Inuit)
- a description of their needs
- what product or service they need
- what you think the cost will be
- how often the support is going to be needed

## ***Non-Insured Health Benefits (NIHB) Program***

This program provides coverage to residents of Canada who are also one of the following: "an Inuk recognized by one of the Inuit Land Claim organizations, a registered Indian according to the Indian Act, or an infant less than one year of age, whose parent is an eligible recipient". NIHB offers coverage for medical services and medical travel not covered by work insurance or another insurance plan. To find out more about how to receive coverage use the contact information below.

Website: <https://gov.nu.ca/health/information/non-insured-health-benefits>

## **Territorial Government Funding and Financial Aid**

### ***Grant for Students with Permanent Disabilities***

This grant is intended to help with the extraordinary costs associated with post-secondary studies for those with permanent disabilities. Students can apply at any time during the academic year. A medical or learning ability assessment by a certified medical professional must be provided describing the manner in which the student's disability impacts their ability to participate in post-secondary studies. This grant allows up to \$8,000.00 for equipment and services directly related to training or up to \$1,000.00 for each full credit distance/correspondence course.

*Website:* <https://gov.nu.ca/family-services/programs-services/financial-assistance-nunavut-students-fans#Contact>

*Phone:* 1 (877) 860-0680

*Email:* fans@gov.nu.ca

### ***Income Support***

The Income Assistance Program is a program of last resort intended to help Nunavut families and individuals meet their basic needs when they are unable to provide for themselves for various reasons, including disability, illness, and low-income or periods of unemployment.

*Website:* <https://www.gov.nu.ca/family-services/programs-services/income-assistance-ia#:~:text=>

*Contact:* Your Income Assistance Worker or your Family Services Regional Office:

- Qikiqtani: 1 (867) 473-2615 or 1 (800) 567-1514
- Kivalliq: 1 (867) 645-5040 or 1 (800) 953-8516
- Kitikmeot: 1 (867) 983-4032 or 1 (800) 661-0845

## ***Private Insurance***

If you choose to get treatment or support through a private service provider, your extended health insurance may cover some of the cost. Contact your provider directly to ask about coverage.

Some people choose to get insurance to help with these expenses. There are many health insurance providers. Three of the more common ones are listed below.

### ***Great-West Life***

Phone: 1 (800) 957-9777

Website: [www.greatwestlife.com](http://www.greatwestlife.com)

### ***Manulife***

Phone: 1 (888) 790-4387

Website: [www.manulife.ca](http://www.manulife.ca)

### ***Sun Life***

Phone: 1 (877) 786-5433

Website: [www.sunlife.ca](http://www.sunlife.ca)

## ***Nunavut Health Care Insurance Plan***

If you are a permanent resident of Nunavut, you probably already have a health care card. However, if you are new to the territory you may have to apply for a health care card.

You are eligible for Nunavut health care coverage if you:

- Are a permanent resident of Nunavut or
- Hold an employment or student visa with a Nunavut address valid for one year or more.

To apply for Nunavut health care coverage visit

<https://gov.nu.ca/health/information/health-care-card>

Contact: 1 (867) 645-8001 or 1 (800) 661-0833

Email: [nhip@gov.nu.ca](mailto:nhip@gov.nu.ca)

## ***Nunavut Medical Treatment Travel***

"The Department of Health offers medical travel benefits to make sure you have access to medical services that are not available in your home community. If a doctor, nurse or other health care professional tells you that you have to leave your home community for medical travel, you may be entitled to medical travel benefits. Medical travel benefits help pay for medical services that are offered in community other than your own.

### **Eligibility:**

Nunavummiut not eligible for assistance under any other source of funding can apply for medical travel assistance with the Government of Nunavut. In order to be eligible for travel assistance from the Government of Nunavut, you must be enrolled in, or be eligible for, the Nunavut Health Care Plan and meet the following conditions:

- A health care professional in your home community must approve you for medical treatment outside your home community. This must be done before you travel.
- The medical treatment must be necessary and must be needed before you are travelling for other reasons.
- You must have used up all other third-party and employer insurance

- Medical travel will only be approved for travel that originates in Nunavut."

<https://www.gov.nu.ca/health/information/medical-travel>

There are three different programs that can help with medical travel costs:

- Nunavut Health Care Plan (NHCP) – for eligible residents
- Non-Insured Health Benefits (NIHB) – for Nunavut Land Claim Beneficiaries
- Extended Health Benefits (EHB) – covers costs not covered by the NHCP and/or if other benefits have been used up.

### **Baffin Medical Travel Office**

Toll free: 1 (866) 371-3305

### **Kivalliq Region**

Toll free: 1 (844) 886-8020 or (867) 645-4336

### **Kitikmeot Region**

Toll free: 1 (844) 886-8020 or (867) 983-4506 or (867) 983-5196

For information on how to prepare for medical travel please refer to:

<https://gov.nu.ca/health/information/getting-ready-medical-travel>

### ***Extended Health Benefits (EHB) Specified Conditions***

"All non-indigenous Nunavut residents, enrolled in the Nunavut Health Care Plan with Specified Conditions may be eligible for Extended Health Benefits coverage." Coverage could include prescription drugs, and prescribed medical supplies and appliances. Autism Spectrum Disorder is not a condition covered by this program but it may be worth exploring if your child has other health conditions.

Phone: 1 (867) 645-8029 or 1 (800) 661-0833

Email: [ehb@gov.nu.ca](mailto:ehb@gov.nu.ca)

Website: <https://gov.nu.ca/health/information/extended-health-benefits-ehb-specified-conditions>

## **Appendix A:**

### **Nunavut Health Facilities**

#### **Arctic Bay Health Centre**

Phone: (867) 439-8816

Fax: (867) 439-8315

#### **Arviat Health Centre**

Phone: (867) 857-3100

Fax: (867) 857-3147/3149

#### **Baker Lake Health Centre**

Phone: (867) 793-2816

Fax: (867) 793-2812

#### **Cape Dorset Health Centre**

Phone: (867) 897-8820

Fax: (867) 897-8194

#### **Chesterfield Inlet Health Centre**

Phone: (867) 898-9968

Fax: (867) 898-9122

#### **Clyde River Health Centre**

Phone: (867) 924-6377

Fax: (867) 924-6244

#### **Coral Harbour Health Centre**

Phone: (867) 925-9916

Fax: (867) 925-8380

#### **Gjoa Haven**

Phone: (867) 360-7441

Fax: (867) 360-6110

#### **Gris Fiord Health Centre**

Phone: (867) 980-9923

Fax: (867) 980-9067

**Hall Beach**

Phone: (867) 928-8827

Fax: (867) 928-8847

**Igloolik Health Centre**

Phone: (867) 934-2100

Fax: (867) 934-2149

**Iqaluit**

Phone: (867) 975-4800

Fax: (867) 975-4830

**Judy Hill Memorial Health Centre (Taloyoak)**

Phone: (867) 561-5111

Fax: (867) 561-6906

**Kimmirut Health Centre**

Phone: (867) 939-2217

Fax: (867) 939-2068

**Kitikmeot Regional Health Centre (Cambridge Bay)**

Phone: (867) 983-4500

Fax: (867) 983-4509

**Kugaaruk Health Centre**

Phone: (867) 769-6441

Fax: (867) 769-6059

**Kugluktuk Health Centre**

Phone: (867) 982-4531

Fax: (867) 982-3115

**Naujaat Health Centre**

Phone: (867) 462-9916

Fax: (867) 462-4212

**Pangnirtung Health Centre**

Phone: (867) 473-8977

Fax: (867) 473-8519

**Pond Inlet**

Phone: (867) 899-7500

Fax: (867) 899-7538

**Qikiqtarjuaq Health Centre**

Phone: (867) 927-8916

Fax: (867) 927-8217

**Rankin Inlet Health Centre**

Phone: (867) 645-8300

Fax: (867) 645-8304

**Ranking Inlet Health Centre**

Phone: (867) 645-8070

Fax: (867) 645-8079

**Resolute Bay Health Centre**

Phone: (867) 252-3844

Fax: (867) 252-3601

**Sanikiluaq Health Centre**

Phone: (867) 266-8965

Fax: (867) 266-8802

**Whale Cove**

Phone: (867) 896-9916

Fax: (867) 896-9115

**Nunavut Hospitals****Qikiqtani General Hospital**

Phone: (867) 975-8600

## Appendix B:

### Nunvaut Services and Resources

#### **The Government of Nunavut**

P.O. Box 1000 Station 200, Iqaluit, NU X0A 0H0

(867) 975-6000 or Toll free: 1 (877) 212-6438

<https://www.gov.nu.ca>

#### **Isaccie Group Home**

Building 496

Iqaluit, NU, X0A 0H0

(867) 979-4806

#### **Kakivak Association**

Parnaivik Building 924

P.O. Box 1419, Iqaluit, NU X0A 0H0

(867) 979-0911 or Toll free 1 (800) 561-0911

[info@kakivak.ca](mailto:info@kakivak.ca)

<http://www.kakivak.ca/>

#### **Nunavummi Disabilities Makinnasuaqtiit Society**

P.O. Box 4212

#105, 8 Storey Bldg., Iqaluit, NU X0A 1H0

(867) 979-2228 or Toll-Free: 1 (877) 354-09

[connect@nuability.ca](mailto:connect@nuability.ca)

<https://nuability.ca/>

#### **Nunavut Housing Corporation Headquarters**

P.O. Box 480

Arviat, NU X0C 0E0

(867) 857-3000

<http://www.nunavuthousing.ca/sdpmp>

(Provides a listing of all district offices and local housing organizations)

#### **Pamiqsaiji Association for Community Living**

P.O. Box 708

Rankin Inlet, NU X0C 0G0

(867) 645-2542

<https://www.gov.nu.ca/health-centre/rankin-inlet>

**Qikiqtani Inuit Association**

Igluvut Building, 2nd floor

P.O. Box 1340, Iqaluit, NU X0A 0H0

(867) 975-8400 or Toll Free: 1 (800) 667-2742

**Tukisigiavik Centre**

P.O. Box 759, Iqaluit, NU X0A 0H0

(867) 979-2400

<https://publiclibraries.nu.ca/en/tukisigiavik>

## Appendix C:

### Professionals on the Therapy and Diagnostic Team

Different professionals play different roles in both the diagnosis and therapy process for people with ASD. The following section outlines who the professionals are, what they do and what you should ask them.

**Board-Certified Behaviour Analyst (BCBA):** A Board-Certified Behaviour Analyst (BCBA) is a licensed practitioner who helps to determine the functions of (reasons for) behaviours. Then they design client-specific behaviour programs and therapies to help families and children to manage and improve behaviour. Behaviour analysts typically become more involved with families after a diagnosis, but they may also be helpful while a family is on a waiting list or for those who simply want consultation and/or advice. For more information on what to expect visit: <https://www.bacb.com/>

**Community Nurse:** If you live in a smaller community within Nunavut you may not have frequent access to a general practitioner. In this case you may have to visit the closest health centre (Appendix A). They will be able to direct you to the services you should access. You should bring all your concerns to them and it is recommended that you even write them down so you remember. Depending on your child's age and the community you or your child may be able to access services within your community or you may have to travel to Iqaluit or even outside of Nunavut.

**Developmental Therapist:** looks at children's play, behaviour, social and emotional development. They provide support to families regarding parenting issues and child development.

**Diagnostic Coordinator:** In a diagnostic process within or outside of Nunavut you or your child may be assigned a diagnostic coordinator. While this person may not actually perform diagnostic assessments, they are a point of a contact for families and an organizational coordinator of the different components of the assessment. They will be able to answer any questions you may have about the diagnostic process and potentially be able to link your child to services as a part of their therapy.

**General Practitioner:** A general practitioner is also commonly called a family doctor. General practitioners are usually the first point of contact for patients when there is a concern. If you are not sure where to go with your health concerns they are a good place to start. Even while they may not be able to provide you with a diagnosis or support needed, they are able to provide you with a referral or support in accessing services that will. It is important to bring all of your concerns to them, and it is recommended that you even write them down so you do not forget.

**Occupational Therapist (also commonly called an OT):** provides care and therapy to help to solve problems that interfere with everyday life. They help to promote skills for independent living. They also provide supports surrounding sensory integration (anything to do with the senses and balance perception). Occupational Therapists also help children with fine motor skills delays. Any concerns about behaviours that affect everyday life of you or your child should be brought to your OT (ex. teaching a child to tolerate teeth brushing or to brush their teeth independently).

For more information on what to expect visit:

[www.autismontario.com/node/484](http://www.autismontario.com/node/484)

**Pediatrician:** A pediatrician is a doctor that specializes in childhood health and wellness. For your child to see a pediatrician in Nunavut you may need a referral from a general practitioner. It is recommended that you bring all concerns to the pediatrician. They may be able to help you directly or refer you to another specialist or a team that will be able to address the concerns with your child.

**Psychiatrist:** A psychiatrist is a medical doctor that specializes in psychological diagnoses. They are able to provide assessments and therapy but also prescribe medications. It is important to bring any concerning behaviours, mental development or emotion to your psychiatrist.

**Psychologist:** A psychologist studies the human mind, emotions and behaviour. If you or your child is seeing a psychologist for either an assessment or therapy it is important to inform them of any behaviours that you are concerned about. In terms of a diagnosis they will perform cognitive assessments and play based assessments.

**Physiotherapist:** A physiotherapist (also called a PT) specializes in physical movements. They can help to address a person's behaviours or illnesses that may affect their ability to perform functional activities in their daily lives. They may be a part of a diagnosis team or you or your child's therapy. Be sure to tell them if you have any concerns with your child's movement.

**Social Worker:** A social worker may be helpful throughout the lifespan of an individual with ASD. They can help by providing a variety of services not limited to: information regarding diagnosis and treatment, explaining the diagnosis and treatment processes to family members and working with a person with ASD on relationships, social skills and transitions.

For more information on what to expect visit:  
[www.autismontario.com/node/497](http://www.autismontario.com/node/497)

**Speech Language Pathologist:** A speech language pathologist (SLP) specializes in evaluation, diagnosis and treatment of communication disorders. ASD can affect speech, language development, and social communication. They also can help with eating and swallowing issues.

An SLP may be a crucial player in diagnosis and therapy. In a diagnosis the SLP may evaluate language delay and social language use. Any language-related or communication related concerns should be brought to your SLP.

For more information on what to expect visit:  
[www.autismontario.com/node/496](http://www.autismontario.com/node/496)

## Appendix D:

### Glossary of Important Terms

**Echolalia:** Echolalia is the repetition of words, phrases, intonation, or sounds of the speech of others. Children with ASD often display echolalia in the process of learning to talk. *Immediate echolalia* is the exact repetition of someone else's speech, immediately or soon after the child hears it. *Delayed echolalia* may occur several minutes, hours, days, or even weeks or years after the original speech was heard. Echolalia is sometimes referred to as "movie talk" because the child can remember and repeat chunks of speech like repeating a movie script. Echolalia was once thought to be non-functional, but is now understood to often serve a communicative or regulatory purpose for the child.

**Executive functioning:** Executive functioning is a broad term that refers to the cognitive processes that help us regulate, control and manage our thoughts and actions. It includes planning, working memory, attention, problem solving, verbal reasoning, inhibition, cognitive flexibility, initiation of actions and monitoring of actions.

**Language delay:** A language delay occurs when a child's language is developing slower than other children of the same age, but it is following the typical pattern of development. For example, a child may be 4 years of age, but understanding and/or using language typical of a child who may be only 2.5 years of age. A child may have a receptive language (understanding of language) delay or an expressive language (use of language) delay. Language development can be affected by the complex interaction of genetic and environmental influences.

**Nonverbal communication:** Nonverbal behaviors are those things people do to convey or exchange information or express emotions without the use of words. These include eye gaze (looking at the face of others to check and see what they are looking at and to signal interest in interacting), facial expressions (movements of the face used to express emotion and to communicate with others nonverbally), body postures (movements and positioning of the body in relation to others), and gestures (hand and head movements to signal, such as a give, reach, wave, point, or head shake). In the first year of life, children learn to coordinate nonverbal behaviors to regulate social interaction so that they can use their eyes, face, body, and hands together to interact. At the same time, children learn to read or understand the nonverbal behaviors of others.

For example, they learn to follow gaze and look where someone else is looking, understand if others show with their face or tone of their voice that they are happy, sad, or angry, or look at what someone is pointing at. Before learning to talk, children can take turns with nonverbal behaviors in back-and-forth interactions.

**Rigidity/Repetitive Behaviours and Interests:** Repetitive behaviors and restricted interests are common in children with ASD. Children with ASD may appear to have odd or unusual behaviors such as a very strong interest in a particular kind of object (e.g., lint, people's hair) or parts of objects, or certain activities. They may have repetitive and unusual movements with their body or with objects, or repetitive thoughts about specific, unusual topics.

**Screening vs. diagnosis:** The Field Epidemiology Manual describes the difference between diagnostic and screening tests as: Screening tests are offered to asymptomatic people who may or may not have early disease or disease precursors and test results are used to guide whether or not a diagnostic test should be offered. Diagnostic tests are offered to people who have a specific indication of possible illness (a history, symptom, sign or positive screening test result) to determine whether or not they have the disease in question.

**Self-stimulation (stimming):** Self-stimulating behaviors or “stimming” are stereotyped or repetitive movements or posturing of the body. They include mannerisms of the hands (such as handflapping, finger twisting or flicking, rubbing, or wringing hands), body (such as rocking, swaying, or pacing), and odd posturing (such as posturing of the fingers, hands, or arms). Sometimes they involve objects such as tossing string in the air or twisting pieces of lint. These mannerisms may appear not to have any meaning or function, although they may have significance for the child, such as providing sensory stimulation (also referred to as self-stimulating behavior), communicating to avoid demands, or request a desired object or attention, or soothing when wary or anxious. These repetitive mannerisms are common in children with ASD.

**Sensory Processing Disorder (SPD):** SPD is a condition where the brain and nervous system have trouble processing or integrating stimulus. SPD is a condition in which sensory input either from the environment or one's body is poorly detected or interpreted and/or to which atypical responses are observed.

For a child with SPD, processing the feelings of hot or cold, tired, hungry, lights and sound can be challenging or overwhelming. SPD can show up as an either an over or lesser response to stimulation.

- **Hypersensitivity:** Over reactivity to sensory input is abnormal sensitivity or hyperresponsiveness. This is the state of feeling overwhelmed by what most people would consider common or ordinary stimuli of sound, sight, taste, touch, or smell. Many children with ASD are over reactive to ordinary sensory input and may exhibit sensory defensiveness - a strong negative response to their overload, such as screaming at the sound of a telephone.
- **Hyposensitivity:** Under reactivity to sensory input is one aspect of abnormal insensitivity to sensory input, or hypo-responsiveness, in which a child does not respond to sensory stimulation. A child who appears as if deaf, but whose hearing has tested as normal, is under reactive. A child who is under reactive to sensory input may have a high tolerance to pain, may be clumsy, sensation-seeking, and may act aggressively.

**Social Communication:** Social interaction is the use of nonverbal or verbal behavior to engage in interaction with people. This can involve eye gaze, speech, gestures, and facial expressions used to initiate and respond to interactions with others.

**This document is updated yearly.**

**If you have any suggestions for edits or would like to suggest new information, please email [yukonhub@aidecanada.ca](mailto:yukonhub@aidecanada.ca).**

*This material is designed for information purposes only.*

*It should not be used in place of medical advice, instruction and/or therapy.*

*If you have specific questions, please contact your doctor or appropriate health care professional.*

*This document was produced through the collaboration between AIDE Canada (Autism and/or Intellectual Disability Knowledge Exchange Network), Autism Yukon, and NWT Disabilities Council.*

*Compiled by: Rebecca Fenton | Contributors: Denise McKee, Jacqueline Mills, Leslie Peters |  
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