



# Government of the Northwest Territories Disability Action Plan 2018/19 – 2021/22

## Plan d'action du gouvernement des Territoires du Nord-Ouest sur l'incapacité 2018-2019 – 2021-2022

LE PRÉSENT DOCUMENT CONTIENT LA TRADUCTION EN FRANÇAIS  
DE L'INTRODUCTION ET DU MESSAGE DU MINISTRE.







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# Minister's Message

As the Minister of Health and Social Services and the Minister Responsible for Persons with Disabilities, I am very proud to present the Government of the Northwest Territories' (GNWT) *Disability Action Plan*. This Action Plan focuses on the strengths that already exist in our systems, improving communication and collaboration, increasing access to disability-related programs and services, and addressing the social determinants of health and disability.

This government believes that every person living with a disability has the right to full citizenship and opportunity. It is time to make meaningful and measurable change that will reduce barriers for persons with disabilities across the lifespan.

This Action Plan represents a shared vision and partnership between the Departments of Health and Social Services (HSS); Education, Culture and Employment (ECE); Justice; Finance; Municipal and Community Affairs (MACA); Infrastructure (INF); and the NWT Housing Corporation (NWT HC). This work was guided by the results of extensive engagement with our Non-Government Organization partners in the Disability Sector. Our partners provided valuable input as to what is needed to support persons with disabilities and their families. We will continue to engage with our partners to ensure that our actions are improving outcomes for persons with disabilities.

This Action Plan builds on the priorities established within the *"Equity, Accessibility, Inclusion, and Participation, NWT Disability Strategic Framework: 2017 to 2027"*.



The *GNWT Disability Action Plan* directly supports both the current mandate of the GNWT and the Department of Health and Social Services strategic plan by ensuring effective supports and programs are in place for persons with disabilities. This will guide our actions to ensure that persons with disabilities are able to engage as full citizens, and help us meet our vision of Best Health, Best Care, for a Better Future.

Hon. Glen Abernethy  
Minister of Health and Social Services  
Minister Responsible for Persons  
with Disabilities

# Introduction

This Government of the Northwest Territories' (GNWT) *Disability Action Plan* (Action Plan) guides the work required to advance equity, accessibility and inclusion, and participation, to support persons with disabilities and their caregivers in the Northwest Territories (NWT). This includes increasing income security and reducing poverty, building awareness and knowledge through education and training, improving transition planning and options, encouraging universal design and living options, and improving access and quality of caregiver supports.

The Action Plan aims to address the goals and commitments set forth by three guiding documents: the *NWT Disability Strategic Framework: 2017 to 2027* (Framework); the Department of Health and Social Services' strategic plan *Caring for our People*; and the *Mandate of the Government of the Northwest Territories – 2016-2019*. The Framework established four interconnected goals that directed the development of this Action Plan: person and family-centred; inclusion and accessibility; awareness, education and training; and coordination, evaluation and reporting.

Collaboration between the GNWT and Non-Governmental Organizations (NGO) resulted in the *NWT Disability Strategic Framework: 2017-2027*. This informed the development of the *GNWT Disability Action Plan*, a collaboration among multiple GNWT Departments, including: Health and Social Services (HSS); Education, Culture and Employment (ECE); Justice; Finance; Infrastructure (INF); Municipal and Community Affairs (MACA); the NWT Housing Corporation (NWTHC); and the NGO reference Panel, consisting

of: NWT Disabilities Council (NWTDC); NWT Seniors' Society (NWTSS); Yellowknife Association for Community Living (YKACL); Hay River Committee for Persons with Disabilities (HRCPD); Canadian National Institute for the Blind – Alberta-NWT Office (CNIB); and the Foster Family Coalition of the NWT (FFCNWT).

We know that “disability is complex, dynamic, multi-dimensional and contested” (WHO 2011). This plan reflects that complexity, with objectives and actions covering a wide range of areas and practices, and are not presented or ranked in any order of priority. We identified other actions underway in existing plans that are consistent with our goals, but best aligned with other ongoing work. Additionally, the Framework recognized the importance of a common language and understanding of disability terms and concepts. This Action Plan includes a glossary of key disability terms to build a shared understanding and enable effective collaboration.

Successful implementation of this Action Plan will require strong partnerships and integration across all regions of the NWT. The Department of HSS is dedicated to collaborating with our partners to ensure that the activities established in this plan are integrated across the territory, and that adequate reporting is conducted throughout the life of this Action Plan. Many of the activities detailed in this Action Plan will further require partnerships and collaboration between GNWT Departments, NGOs, community entities and vested interest groups in order to achieve success.

# Message du ministre

En tant que ministre de la Santé et des Services sociaux et ministre responsable des personnes handicapées, je suis fier de présenter le *Plan d'action sur l'incapacité* du gouvernement des Territoires du Nord-Ouest (GTNO). Ce *Plan d'action* vise à tirer parti des forces déjà présentes au sein de nos systèmes, à améliorer les communications et la collaboration, à faciliter l'accès aux programmes et services liés aux incapacités, ainsi qu'à mieux aborder les déterminants sociaux de la santé et de l'invalidité.

Notre gouvernement croit que chaque personne handicapée a droit à la pleine citoyenneté et à la jouissance des mêmes perspectives qu'autrui. Il est temps d'apporter des changements significatifs et mesurables qui réduiront les obstacles pour ces personnes tout au long de leur vie.

Le *Plan d'action* est le fruit d'une vision commune et d'un partenariat entre le ministère de la Santé et des Services sociaux (MSSS), le ministère de l'Éducation, de la Culture et de la Formation (MÉCF), le ministère de la Justice, le ministère des Finances, le ministère des Affaires municipales et communautaires (MAMC), le ministère de l'Infrastructure et la Société d'habitation des Territoires du Nord-Ouest (SHTNO). Ce travail s'inspire directement des conclusions tirées de nombreux échanges avec des ONG partenaires œuvrant auprès des personnes handicapées. Ces partenaires nous ont grandement aidés à cerner les besoins des particuliers et des familles. Nous continuerons de dialoguer avec ces ONG pour nous assurer que nos actions soient réellement profitables aux personnes concernées.



De plus, le *Plan d'action* réitère les priorités énoncées dans *Équité, accessibilité, inclusion et participation – Cadre stratégique des TNO sur les personnes handicapées : de 2017 à 2027*. Il appuie directement le mandat actuel du GTNO et le plan stratégique du MSSS en veillant à ce que des programmes et mesures de soutien efficaces soient en place pour les personnes vivant avec une incapacité. En somme, le *Plan d'action* nous aidera à garder le cap, pour garantir aux personnes handicapées qu'elles peuvent participer pleinement à la vie citoyenne, et pour concrétiser notre vision qui se résume en ces mots : des soins optimaux pour un avenir en santé.

Glen Abernethy  
Ministre de la Santé et des Services sociaux  
Ministre responsable des personnes handicapées

# Introduction

Le *Plan d'action sur l'incapacité* du GTNO orientera le travail à accomplir au cours des cinq prochaines années pour accroître l'équité, l'accessibilité, l'inclusion et la participation en faveur des personnes handicapées, et ainsi épauler les Ténos vivant avec des incapacités, de même que leurs aidants. Il s'agit notamment de renforcer la sécurité du revenu et de réduire la pauvreté, d'accroître la sensibilisation et les connaissances par l'éducation et la formation, d'améliorer la planification de la transition et les options afférentes, d'encourager la pratique de la conception universelle et la création de milieux de vie inclusifs, et d'augmenter la qualité du soutien aux aidants tout en le rendant plus accessible.

Le *Plan d'action* réaffirme les objectifs et les engagements définis dans trois documents de référence : le *Cadre stratégique des TNO sur les personnes handicapées : de 2017 à 2027* (ci-après le *Cadre stratégique*); le plan stratégique du MSSS intitulé *Votre bien-être, notre priorité*; ainsi que le *Mandat du gouvernement des Territoires du Nord-Ouest – 2016-2019*. Le *Cadre stratégique* a défini quatre objectifs interreliés qui ont orienté l'élaboration du *Plan d'action* : une approche axée sur la personne et la famille; l'inclusion et l'accessibilité; la sensibilisation, l'éducation et la formation; ainsi que la coordination, l'évaluation et les rapports.

Le *Cadre stratégique* est le fruit d'une collaboration entre le GTNO et différentes ONG. Ces échanges ont également inspiré la rédaction du *Plan d'action*, auquel ont contribué de nombreux ministères (dont le MSSS, le MÉCF, le MAMC, le ministère de la Justice, le ministère des Finances et le ministère de l'Infrastructure), de même que la SHTNO et un groupe consultatif constitué de représentants de plusieurs ONG : le Conseil pour les personnes handicapées des TNO, la Société des aînés des TNO, l'Association de

Yellowknife pour l'intégration communautaire, le Conseil pour les personnes handicapées de Hay River, le bureau Alberta-TNO de l'Institut national canadien pour les aveugles, et la Coalition des familles d'accueil des Territoires du Nord-Ouest.

Nous savons que « [l]e handicap est une notion complexe, évolutive, multidimensionnelle et controversée » (OMS, 2011). Le *Plan d'action* reflète cette complexité : il comporte des objectifs et des mesures qui touchent à une vaste gamme de domaines et de pratiques. Ces éléments sont tous importants et ne sont donc pas présentés par ordre de priorité. Nous avons aussi listé les mesures amorcées par d'autres plans qui, tout en faisant écho à nos propres objectifs, semblent plus pertinentes dans le cadre de ces autres initiatives. En outre, le *Cadre stratégique* reconnaît l'importance d'une terminologie et d'une compréhension communes en ce qui a trait aux termes et concepts liés aux incapacités. Dans cet esprit, le *Plan d'action* comporte un glossaire : nous espérons qu'il facilitera la compréhension des notions essentielles et qu'il favorisera une collaboration efficace entre les différents intervenants.

Pour réussir la mise en œuvre de ce *Plan d'action*, il faudra des partenariats solides et une intégration dans toutes les régions des TNO. Le MSSS s'engage à collaborer avec ses partenaires afin que les différentes actions soient coordonnées à la grandeur du territoire et que des comptes adéquats soient rendus pendant toute la durée de vie du *Plan d'action*. Nombre des mesures détaillées dans le *Plan d'action* nécessiteront une collaboration accrue entre les ministères du GTNO, les ONG, les organisations communautaires et les groupes d'intérêts.



# Our Approach

*Equity, Accessibility, Inclusion and Participation; NWT Disability Strategic Framework: 2017-2027* guides the development and implementation of the GNWT Disability Action Plan. The Framework is based on the fundamental belief that every person living with a disability has the right to full citizenship and opportunity.

## Our Vision

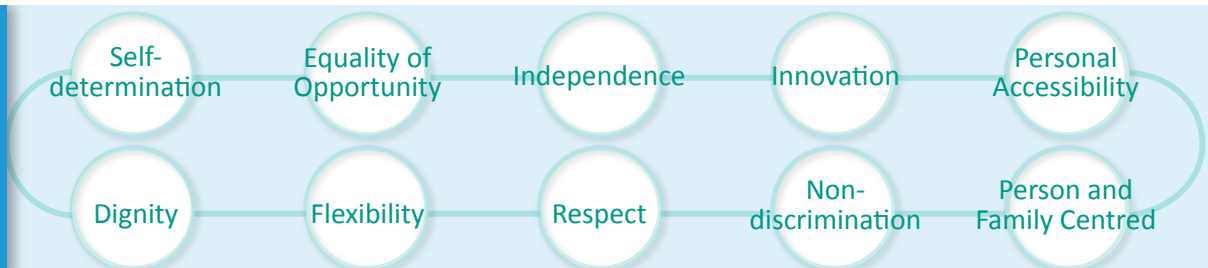
### **A Northwest Territories characterized by Equality, Accessibility and Inclusion, and Participation**

Advancing towards equity, accessibility and inclusion, and participation by persons with disabilities in all aspects of economic and social life in the Northwest Territories, by pursuing all avenues and resources available. Every person living with a disability has the right to full citizenship and opportunity.

## Our Values

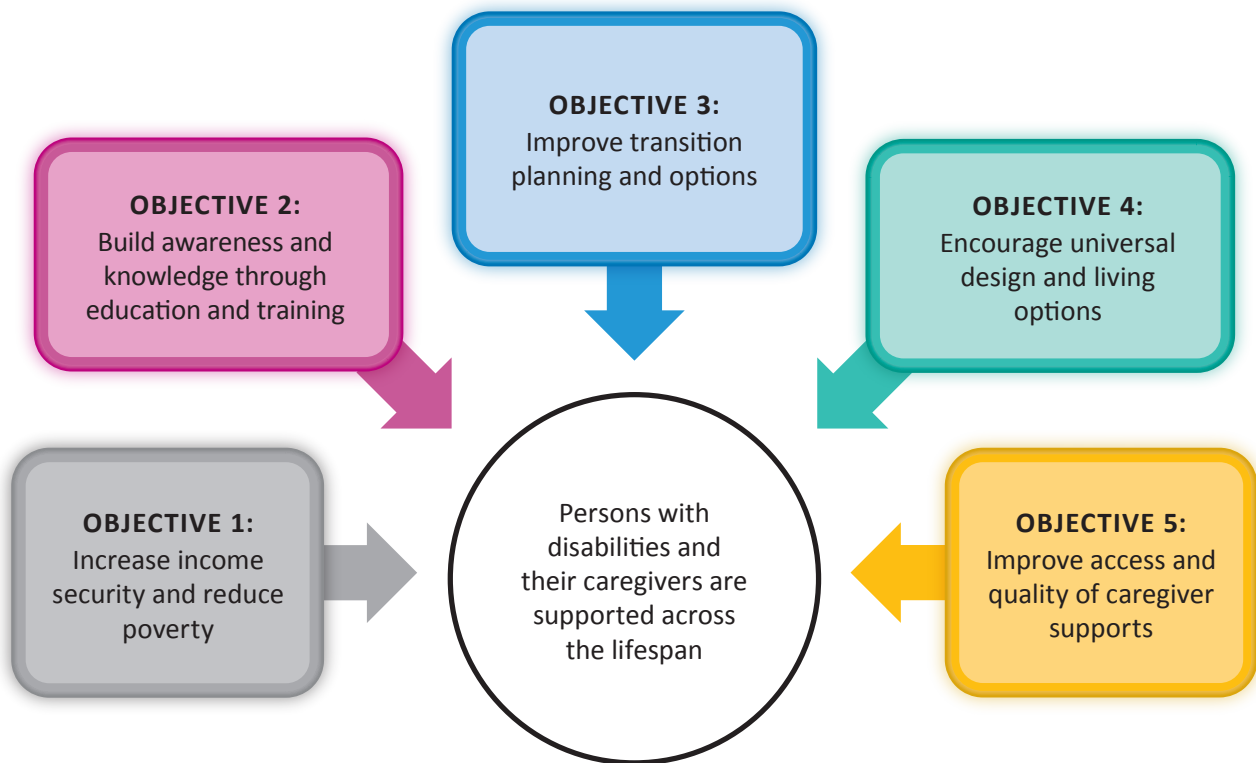
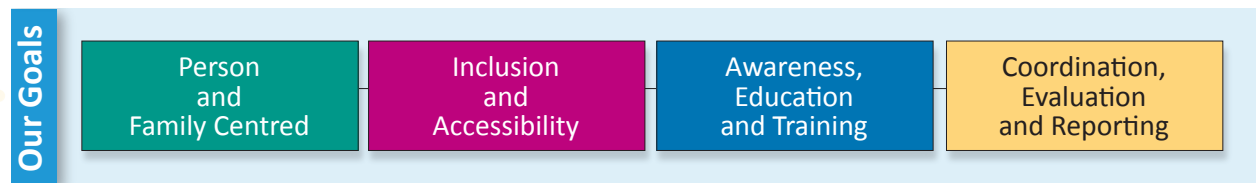


## Our Principles



# Plan at a Glance

The *GNWT Disability Action Plan* advances the priorities and commitments made in the *NWT Disability Strategic Framework*. It was guided by four interconnected goals and it focuses on five priority objectives.



# Objective 1

Objective 1: Increase income security and reduce poverty			
Lead	Activities and Timelines	Outputs	Outcomes
ECE	<p><b>Income Assistance</b></p> <ul style="list-style-type: none"> <li>Develop a streamlined service delivery model that will improve access to Income Assistance in the NWT, including timelines and resources required. (2020/2021)</li> <li>Implement a streamlined service delivery model. (2021/2022)</li> </ul>	A more streamlined service delivery model for Income Assistance in the NWT.	Persons with disabilities have improved access to Income Assistance.
ECE	<p><b>Increased Access to Federal Benefits</b></p> <ul style="list-style-type: none"> <li>In collaboration with HSS, improve access to, and the promotion of all disability-specific federal financial benefits, including the Registered Disabilities Savings Plan (RDSP) and Disability Tax Credit (DTC). (2019/2020)</li> </ul>	Promotional materials and communications plan.	Persons with disabilities have greater access to federal financial resources.
HSS	<p><b>Disability Health Benefits Program</b></p> <ul style="list-style-type: none"> <li>Conduct a review of supplementary health benefits programs. (2019/2020)</li> <li>Develop/propose a supplementary health benefit program for persons with disabilities, including: prescription drugs, medical supplies and equipment, dental care, and vision care. (2020/2021)</li> </ul>	A decision paper and business model with options and costing for consideration by Senior Officials.	Subject to resource availability, a Disability Benefit Program is in place.



Objective 1: Increase income security and reduce poverty			
Lead	Activities and Timelines	Outputs	Outcomes
NWTHC	<p><b>Private Market Rental Support</b></p> <ul style="list-style-type: none"> <li>Develop a rent supplement program that supports persons with disabilities to rent in the private market at an affordable rate. (2018/2019)</li> </ul>	A rent supplement model that addresses affordability issues.	Increased number of fixed and low income households living affordably.
NWTHC	<p><b>Renovation and Repair</b></p> <ul style="list-style-type: none"> <li>Review, evaluate and develop options to reduce barriers for persons with disabilities and their care givers in qualifying for renovation and repair programs. (2018/2019)</li> <li>Revise the renovation and repair programs. (2018/2019)</li> <li>Develop approaches for seasonal promotion and marketing of repair and renovation programs for persons with disabilities. (2018/2019)</li> </ul>	Development of options that consider barriers to access that households face in applying for renovation and repair programming; and a communications plan targeted towards persons with disabilities.	Persons with disabilities and their caregivers have greater access to, and awareness of, repair and renovation programs.
NWTHC	<p><b>Homelessness</b></p> <ul style="list-style-type: none"> <li>Develop approaches to support persons with disabilities who are homeless. (2018/2019)</li> </ul>	Development of options and costing for consideration by senior officials.	Persons with disabilities who are homeless have increased access to affordable housing.



## Objective 2

Objective 2: Build awareness and knowledge through education and training			
Lead	Activities and Timelines	Outputs	Outcomes
All GNWT Depts.	<b>Accessible Materials</b> <ul style="list-style-type: none"> <li>Develop, distribute, and maintain user friendly materials, including paper and web-based, for GNWT programs and services. (2018/2019 – 2021/2022)</li> </ul>	User friendly materials on GNWT programs and services.	Increased knowledge and awareness of current GNWT programs and services for persons with disabilities.
FIN	<b>Employment Framework</b> <ul style="list-style-type: none"> <li>Develop and implement a territorial public service diversity and inclusion framework. (2019/2020 – 2021/2022)</li> </ul>	A GNWT public service diversity and inclusion framework.	Representation of persons with disabilities amongst the GNWT workforce is increased.
ECE	<b>Employment Supports</b> <ul style="list-style-type: none"> <li>First introduced in 2015-2016, ECE will continue to provide increased access to the NWT’s psychological/vocational adult assessment services related to education and employment (including diagnosis and identification of supports for meaningful employment). (2018/2019 – 2019/2020)</li> </ul>	Completion of learning/academic assessment, vocational assessment, cognitive assessment and transferable skills analysis.	Increased social connections, self-sufficiency and improved quality of life that is supported through labour market attachment.



## Objective 2: Build awareness and knowledge through education and training

Lead	Activities and Timelines	Outputs	Outcomes
ECE	<p><b>Accessible Learning Environment</b></p> <ul style="list-style-type: none"> <li>As part of the GNWT’s capital planning process, accessibility for adult learners with disabilities will be incorporated into the design of new buildings.</li> <li>For all existing buildings, accessibility will be built into required mid-life retrofits or renovations.</li> <li>This will be done in partnership with MACA, Department of Infrastructure (INF), Aurora College, and Adult Literacy and Basic Education (ALBE) providers. (2018/2019 – ongoing)</li> </ul>	Ongoing physical accommodations, such as ramps or technical equipment, for adult learners with disabilities will continue to be made as they are identified.	All adult learners with disabilities will have equitable physical access to a learning environment.
ECE	<p><b>Flexible High School Exit Routes</b></p> <ul style="list-style-type: none"> <li>Develop and launch the revised NWT High School Pathways and Graduation Requirements with the first grade 9 cohort, including a certificate of school completion and transition plan for students on Individual Education Plans (IEPs) due to cognitive disability. (2019/2020)</li> </ul>	A revised NWT high school graduation criterion.	High School Pathways and Graduation Requirements will better align with each student’s interests, abilities and plans after high school.



## Objective 2: Build awareness and knowledge through education and training

Lead	Activities and Timelines	Outputs	Outcomes
ECE	<p><b>Universal Design for Learning</b> Aurora College, in partnership with other providers of Adult Literacy and Basic Education (ALBE), hired a contractor to deliver training on the Universal Design for Learning (UDL) approach. Existing adult educators have been trained.</p> <ul style="list-style-type: none"> <li>Going forward, all new staff will receive training on the UDL approach. (ongoing)</li> </ul>	<p>The UDL approach for the delivery of adult, vocational and postsecondary education is being used at Aurora College.</p> <p>Adult educators are provided with the tools and guidelines on how to use the UDL approach.</p>	<p>The UDL approach will continue to be used. Adult learners with disabilities are provided with equitable access to flexible and customized learning environments.</p>
ECE	<p><b>Transitional Supports in Education</b> Aurora College explored options for the provision of transitional supports for adults entering vocational and postsecondary education and will continue to:</p> <ul style="list-style-type: none"> <li>Meet the specific needs of adult learners with disabilities on an ongoing basis. (ongoing)</li> <li>Implement the lessons and best practices learned from cross-jurisdictional scans to identify programs to support learners with specific needs. (ongoing)</li> <li>Meet the accommodation needs of all learners with disabilities. (ongoing)</li> </ul>	<p>A process was developed for adult educators to use when implementing transitional supports for adult learners with disabilities.</p> <p>Options are identified and appropriate option is selected.</p>	<p>Adult learners with disabilities will continue to be supported so they may enter and successfully complete adult and postsecondary education programs.</p>

## Objective 2: Build awareness and knowledge through education and training

Lead	Activities and Timelines	Outputs	Outcomes
MACA	<p><b>Social Inclusion</b></p> <ul style="list-style-type: none"> <li>Develop recreation planning and support tools for community and NGO programs and services to educate recreation staff on inclusive programming for children and youth living with disabilities. (2018/2019)</li> </ul>	Inclusive recreational programming tools and guidelines.	Children and youth with disabilities have more equitable access to recreational programming.
MACA	<p><b>Emergency Planning</b></p> <ul style="list-style-type: none"> <li>Update the <i>NWT Emergency Plan</i> to include guidelines on how to better assist vulnerable populations during an evacuation. (2018/2019 – 2019/2020)</li> <li>Update the <i>Community Emergency Response Plan template</i>, <i>Community Emergency Plan Instruction Manual</i>, and workshop materials to reflect community evacuation guidelines. (2018/2019)</li> </ul>	Updated <i>NWT Emergency Plan</i> , <i>Community Emergency Response Plan template</i> , <i>Community Emergency Plan Instruction Manual</i> and workshop materials.	Persons with disabilities are adequately supported during evacuations.





## Objective 2: Build awareness and knowledge through education and training

Lead	Activities and Timelines	Outputs	Outcomes
MACA	<p><b>Accessible Design in Community Governments</b></p> <p>Research and develop accessible design and healthy living options into Community Design and Capital Planning.</p> <ul style="list-style-type: none"> <li>• Develop and disseminate materials to support community planning. (2019/2020 – 2021/2022)</li> <li>• Provide advice and assistance to community governments in the development of community plans that promote accessibility and healthy lifestyles. (2018/2019 – 2021/2022 and ongoing)</li> <li>• Update the Capital Planning checklist to assist community governments in identifying any public infrastructure in need of a retrofit for accessibility purposes during the annual capital planning process. (2019/2020)</li> <li>• As financial resources become available, ensure that information is provided to community governments on funding opportunities available to them to finance retrofits for existing infrastructures. (2019/2020 and ongoing)</li> </ul>	<p>Tools that support community planning are developed and disseminated to communities.</p> <p>Updated Capital Planning Checklist.</p>	<p>Communities utilize the <i>NWT Healthy Communities Toolkit</i>, <i>Built Environment Guide</i>, and other resources to plan for accessible and healthy communities.</p> <p>NWT residents have increased access to existing public buildings.</p>



# Objective 3

Objective 3: Improve transition planning and options			
Lead	Activities and Timelines	Outputs	Outcomes
ECE	<p><b>Education and Career Counselling</b></p> <ul style="list-style-type: none"> <li>Identify and implement a model for providing increased educational and career counselling services in J-K to Grade 12 schools. (Beginning phase-in as of 2018/2019)</li> <li>Provide increased educational and career counselling to all schools in the NWT (pilot/phased in approach). (2019/2020 and ongoing)</li> </ul>	<p>A model for providing enhanced education and career counselling in schools.</p>	<p>Learners with disabilities are supported through education and career services to help facilitate a successful transition into adulthood.</p>
ECE	<p><b>Transitional Supports in Education</b></p> <p>Aurora College explored options for the provision of transitional supports for adults entering vocational and postsecondary education and will continue to:</p> <ul style="list-style-type: none"> <li>Meet the specific needs of adult learners with disabilities on an ongoing basis. (ongoing)</li> <li>Implement the lessons and best practices learned from cross-jurisdictional scans to identify programs to support learners with specific needs. (ongoing)</li> <li>Meet the accommodation needs of all learners with disabilities. (ongoing)</li> </ul>	<p>A process was developed for adult educators to use when implementing transitional supports for adult learners with disabilities.</p> <p>Options are identified and appropriate option is selected.</p>	<p>Adult learners with disabilities continue to be supported so they may enter and successfully complete adult and post-secondary education programs.</p>



### Objective 3: Improve transition planning and options

Lead	Activities and Timelines	Outputs	Outcomes
HSS	<p><b>Improve Transition Processes</b></p> <ul style="list-style-type: none"> <li>Identify gaps in existing HSS programs and services relating to transitions. (2019/2020)</li> <li>Identify opportunities to enhance and improve transition processes for youth with disabilities within existing and any emerging HSS programs and services. (2019/2020)</li> <li>Develop and implement a transition model to ensure integrated transition from adolescence to adulthood within HSS programs. (2020/2021 – 2021/2022)</li> </ul>	<p>A decision paper with options and costing for consideration by senior officials.</p> <p>Implementation plan for the transition model within HSS programs.</p>	<p>Youth with disabilities and their supporters are better supported throughout the transition to adulthood.</p>



# Objective 4

Objective 4: Encourage universal design and living options			
Lead	Activities and Timelines	Outputs	Outcomes
HSS	<p><b>Supported Living Review</b></p> <ul style="list-style-type: none"> <li>• Conduct a comprehensive territorial review of supported living services (SLS) for persons with disabilities. (2018/2019)</li> <li>• Define a person and family-centered Supported Living Model in the NWT. (2019/2020 – 2020/2021)</li> <li>• Finalize a decision paper with options and costing for consideration by senior officials. (2019/2020 – 2020/2021)</li> </ul>	A person and family-centred supported living model is developed and implemented subject to resource availability.	Persons with disabilities have access to equitable and adequate levels of SLS.



## Objective 4: Encourage universal design and living options

Lead	Activities and Timelines	Outputs	Outcomes
INF	<p><b>Accessible Design for the Built Environment</b></p> <ul style="list-style-type: none"> <li>Review the Canadian Standards Association (CSA) standard (B651-12) (R2017) <i>Accessible Design for the Built Environment</i>, along with codes, practices and guidelines from other jurisdictions are constantly being consulted for potential adoption and implementation by the GNWT. Future projects will include enhanced aspects as a result of this comprehensive review.</li> <li>Pilot implementation of the design guidelines on: <ul style="list-style-type: none"> <li>Renovation project (3rd Floor Stuart M. Hodgson renovation) (Project completion will be in fiscal year 2018/2019)</li> <li>New construction of an Air Terminal Building in Inuvik (Project completion will be in fiscal year 2021/2022)</li> </ul> </li> <li>An accessibility toolkit to be developed for general purpose office space design for GNWT buildings.</li> <li>INF will include a session on universal accessibility design at all future Project Management Conferences (bi-annually with the next Conference set for fall 2019).</li> </ul>	Increased knowledge and understanding of implementing and adopting accessible design standards.	<p>Increased accessibility of the built environment.</p> <p>Increased education and awareness of how to implement accessible design in government buildings.</p>



# Objective 5

Objective 5: Improve access and quality of caregiver supports			
Lead	Activities and Timelines	Outputs	Outcomes
HSS	<p><b>Rehabilitation Supports for Children</b></p> <ul style="list-style-type: none"> <li>Introduce additional rehabilitation resources (physiotherapy, occupational therapy, speech-language pathology and audiology) within the Beaufort Delta and Stanton Territorial Hospital rehabilitation teams. (2018/2019 – 2019/2020, ongoing)</li> </ul>	<p>More families of children with complex needs are supported through the Child Development Team.</p> <p>Increased opportunities for families to learn strategies and skills to support their child.</p>	<p>Improved access to rehabilitation supports for children with complex needs.</p>
HSS	<p><b>Mental Wellness for Children with Disabilities</b></p> <ul style="list-style-type: none"> <li>Ensure mental wellness services for children with disabilities in the <i>Child and Youth Mental Wellness Action Plan</i> are relevant and incorporated into the seamless care pathway model<sup>1</sup>. (2018/2019 – 2020/2021)</li> </ul>	<p>Programs, services and policies reflect the mental health needs of children with disabilities.</p>	<p>Children, youth and emerging adults with disabilities have access to appropriate mental wellness services when required.</p>

<sup>1</sup> **Seamless Care Pathway** recognizes not everyone needs the same services; and therefore offers a continuum of services. Key features of this model include a team of people available to meet the varying needs of NWT residents at any point of time, and service providers along the pathway have the skills and information required to assess an individual's need and direct them to the appropriate provider.



## Objective 5: Improve access and quality of caregiver supports

Lead	Activities and Timelines	Outputs	Outcomes
NWTHC	<p><b>Housing Support Worker</b></p> <ul style="list-style-type: none"> <li>Pilot a Housing Support Worker Model to support families in maintaining stable housing by providing training and support in budgeting, maintenance and other activities supporting good tenancy. (2018/2019 – 2019/2020)</li> </ul>	A Housing Support Worker Model to be piloted in Behchokò.	Adults with disabilities in social housing are supported in maintaining stable housing.
HSS	<p><b>Integrated Service Delivery</b></p> <ul style="list-style-type: none"> <li>Using lessons learned from the Integrated Case Management Pilot<sup>2</sup>, develop a project proposal, including options and processes, to establish an integrated, coordinated approach to service delivery for adults with complex needs who typically experience access barriers. (2019/2020)</li> <li>In consultation with Health and Social Services Authorities, pilot the integrated, coordinated approach service delivery model in select regions. (2020/2021 – 2021/2022)</li> </ul>	The integrated case management approach is used when providing services for adults with disability with complex care needs in order to improve coordination and reduce barriers to service.	Adults with disabilities with complex care needs are better supported and have access to services when they are required.

<sup>2</sup> The **Integrated Case Management Pilot** project provides frontline case management to individuals with complex needs, and facilitated policy discussions on how to provide coordinated, responsive, and streamlined services.



### Objective 5: Improve access and quality of caregiver supports

Lead	Activities and Timelines	Outputs	Outcomes
HSS	<p><b>Assessment and Diagnostic Services for Adults with Cognitive Disabilities</b></p> <ul style="list-style-type: none"> <li>Understand the current assessment and diagnostic process for adults with cognitive disabilities. (2018/2019)</li> <li>Finalize a decision paper with options and costing for consideration by Senior Officials to implement improvements related to assessment and diagnosis for adults with cognitive disabilities. (2018/2019 – 2020/2021)</li> </ul>	Streamlined assessment and diagnostic processes.	<p>Adults with cognitive disabilities have improved access to assessment and diagnosis to inform options and planning.</p> <p>Adults with cognitive disabilities are better matched with interventions that are tailored to their abilities, needs, and preferences.</p>
HSS	<p><b>Informed Decision-making</b></p> <ul style="list-style-type: none"> <li>In partnership with Justice, conduct research on best practice models of person and family centered supported and informed decision-making (IDM) options to get a better understanding by providers of IDM options on how to support individuals and family members. (2019/2020)</li> <li>Develop guidelines and tools on supported decision making. (2019/2020 – 2020/2021)</li> <li>Provide training to support service providers on guidelines and tools developed on supporting and informed decision-making. (2020/2021 – 2021/2022)</li> </ul>	Guidelines and tools on supported decision-making.	<p>Individuals, families, and service providers are knowledgeable on and better supported in decision-making options.</p> <p>Increased participation in alternative decision-making processes.</p>



# Other Related GNWT Initiatives

The *GNWT Programs and Services for Persons with Disabilities Inventory (2018)* highlights the current GNWT programs and services that are available or of interest to residents with disabilities. Our Action Plan demonstrates our commitment to moving forward and taking new action to ensure our services are accessible, inclusive, and meeting the needs of our residents.

Below are other activities and initiatives that are consistent with the vision, principles, and goals of the NWT Disability Strategy, however, are best aligned to other ongoing work.

Initiative	What it does	Lead
Family/Community Caregiver Supports	<p>Conduct a territorial Family/Community Caregiver Needs Assessment.</p> <p>Implement caregiver supports based on inter-jurisdictional and best practice research that are relevant to the remote, northern NWT context.</p> <p>Increase hours of home support respite services (in-home short-term respite) for family caregivers.</p>	<p>HSS</p> <p><i>Continuing Care Services Action Plan (2017-2022)</i></p>
Paid Family/Community Caregiver Program	<p>Develop and pilot a Paid Family/Community Caregiver Program as an option for seniors, elders and persons with disabilities to self-manage their unmet care needs.</p>	<p>HSS</p> <p><i>Continuing Care Services Action Plan (2017-2022)</i></p>
Community Services to Support Independent Living	<p>Partner with MACA, and the NWT Association of Communities to support local municipalities to improve community-based services to enable seniors and elders to maintain their homes and live as independently as possible (i.e. accessible transportation, snow clearing, shopping and errand services).</p>	<p>MACA, HSS</p> <p><i>Continuing Care Services Action Plan (2017-2022)</i></p>

Initiative	What it does	Lead
Supportive Housing	Develop approaches to supportive housing for seniors and elders, and persons with disabilities.	NWTHC <i>Continuing Care Services Action Plan (2017-2022)</i>
Integrated Case Management	Develop and establish a more coordinated, streamlined approach to service delivery for individuals with complex needs in the GNWT who experience barriers to accessing services.	Justice
Implementation of the revised <i>NWT Ministerial Directive on Inclusive Schooling</i> (2016), including new accountability and funding structures.	Substantive increase in ongoing training related to inclusive education for education staff, as well as an increase in the number of Program Support Teachers across NWT schools.	ECE <i>NWT Ministerial Directive on Inclusive Schooling (2016)</i>



Initiative	What it does	Lead
<p>Support children who are at-risk, and their families, using an integrated case-management approach</p>	<p>Through an interdepartmental working group, and in collaboration with HSS and Education Authorities, the GNWT will renew its approach to supporting early childhood and school-aged children with complex needs and their families by:</p> <ul style="list-style-type: none"> <li>• Develop a NWT integrated services delivery model for supporting children with complex needs and their families. (2017-2018);</li> <li>• Develop a pilot of that approach in select communities (2018-2019);</li> <li>• Implement the pilot in selected communities (2019-2020).</li> </ul> <p>Increased guidance, communication, collaboration and coordination of early childhood and education programming will improve support to learners with complex needs and their families, and benefit individuals over their lifespan.</p> <p>The Integrated Case Management model, led by Justice, is informing this integration of programs and services for children, youth and their families.</p>	<p>ECE</p> <p><i>Early Childhood Development Action Plan (2017-2020)</i></p> <p><i>Education Renewal and Innovation Framework (2013-2023)</i></p>
<p>Provide consistent, equitable access to Occupational Therapy, Speech Therapy, Public Health, and mental health services, and follow up for children identified with complex needs.</p>	<p>Improve access to services and programs to meet the needs of children with complex needs, including:</p> <ul style="list-style-type: none"> <li>• Early Childhood Intervention Projects (2015-2018) are ongoing in three regions of the NWT, and will inform future service delivery.</li> </ul>	<p>HSS</p> <p><i>Early Childhood Development Action Plan (2017-2020)</i></p>

Initiative	What it does	Lead
<p>Improve access to mental wellness services and programs for children and youth.</p>	<p>Develop and implement a seamless care pathway model to ensure children and youth are matched with the most appropriate level of care when they require mental wellness services.</p> <p>Review the Out of Territory Program, and Territorial and Trailcross Treatment Centres to understand the needs of children and youth accessing these programs, and to determine the feasibility and opportunities to better support these children and youth within the NWT.</p>	<p>HSS</p> <p><i>Child and Youth Mental Wellness Action Plan (2017-2022)</i></p>
<p>Standardize prenatal referrals for expectant mothers with addiction issues.</p> <p>Improve outreach and support for expectant mothers in the areas of nutrition, breastfeeding, referrals to community groups and resources, education around smoking, alcohol and drugs, mental health, labor and delivery information.</p>	<p>Improve the new referral process for mothers with addictions to effectively meet the needs of families, including:</p> <ul style="list-style-type: none"> <li>• Improve access to recovery oriented supports for expectant mothers experiencing social issues, including addictions;</li> <li>• Review existing data sources to validate the prevalence of risk factors and incidence of FASD.</li> </ul> <p>Deliver standardized community-based parental education programs to all expectant mothers in the NWT, including:</p> <ul style="list-style-type: none"> <li>• Support community groups, including NGOs, to promote the development and well-being of expectant mothers in a culturally relevant way; and</li> <li>• Develop and implement alcohol and tobacco education and support for pregnant women and new mothers.</li> </ul>	<p>HSS</p> <p><i>Early Childhood Development Action Plan (2017-2020)</i></p>

# Glossary

**Accessibility:** Is to provide equal access to everyone. This can be related to the physical environment, transportation, or information.

**Barrier:** Something in the environment that makes it difficult or impossible for people to do something. This can be the physical environment, a lack of technology, negative attitudes, inflexible policies, or a lack of services.

**Built Environment:** Man-made structures, features, and facilities viewed collectively as an environment in which people live and work. These include our homes, schools, workplaces, public spaces like parks and recreational areas as well as broader service networks such as our transportation and food systems.

**Child Development Team (CDT):** The CDT plans, coordinates and implements medical, therapeutic services and intervention plans for children aged 0-16 years with complex developmental needs.

**Disability:** Disability is an umbrella term for impairment, activity limitations, and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and the individual's contextual factors (environmental and personal factors) (WHO, 2011).

**Disability Supports:** Any good, service, or environmental adaptation that assists people with disabilities to overcome limitations in carrying out activities of daily living and participating in the social, economic, political and cultural life of the community.

**Equity:** Recognizing that sometimes people need different things in order to be equal.

**Impairment:** A problem in body function or structure. This might occur from birth, or be acquired at some point in the lifespan.

**Inclusion:** Ensuring that all people are included, regardless of ability.

**Informed Decision-making:** Persons should be aware of the choices available to them. This means knowing the options and learning their possible benefits and harms according to best available research.

**Person and Family-centred:** Honouring the needs, values, and decisions of people with disabilities and their families.

**Social Determinants of Health:** Interrelated social, political and economic factors that impact health. This includes income, access to food, education, gender, social or community support.

**Universal Design:** Design and composition of an environment so that it may be accessed, understood and used to the greatest possible extent, in the most independent and natural manner possible, in the widest possible range of situations, without the need for adaptation, modification, assistive devices or specialized solutions, by any persons of any age or size or ability. Good design that works for everyone. Can mean the built environment, but also can mean services, supports and technology.

**Universal Design for Learning:** An educational framework used to improve and optimize teaching and learning for all students based on scientific insights into how humans learn. The UDL fosters inclusion as it encourages instructors to provide flexibility and a degree of customization, through multiple means of representation, expression, and engagement, to all students, regardless of their individual abilities or learning preferences.







Best | Best | Better  
health | care | future

Une *santé* | Des *soins* | Un *avenir*  
optimale | optimaux | prometteur